



The Effects Of Constituency Development Fund (Cdf) On Education Sector Growth: The Case Of Luano District, Zambia.

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Abstract : This study has been undertaken to investigate the effects of the Constituency Development Fund (CDF) on Education Sector Growth: The Case of Luano District, Zambia. The Constituency Development Fund (CDF) has been a key policy intervention in many developing countries, aimed at enhancing local development through decentralized funding. This study examines the effects of the CDF on the growth of the education sector in Luano District, Zambia. The objectives were to assess the utilization of the CDF in the education sector, evaluate its effects on educational infrastructure development, and identify challenges and opportunities in its implementation.

A descriptive survey design was employed, utilizing qualitative methodological paradigms. Primary data was collected through questionnaires and semi-structured interviews, while secondary data was sourced from policy documents, reports, and the Luano Integrated Development Plan. The study analyzed data using SPSS, with a sample of 73 respondents, including CDF committee members, civic leaders, teaching staff, government workers, and community members.

Findings revealed a fair level of community engagement in CDF-funded education projects, contributing to transparency in fund allocation and monitoring. However, the number of CDF-funded projects remains inadequate compared to other regions. Key challenges include limited community participation, insufficient funds and poor leadership.

The study recommends a structured framework for enhancing community engagement, leadership development programs for CDF managers, advocacy for increased funding, and the integration of digital tools for real-time project monitoring.

IndexTerms – Constituency Development Fund, Effect, Education, Infrastructure, Transparency, Community Engagement

INTRODUCTION

Education is viewed as a primary basic human right and a platform on which to build national progress and sustainable development (UNESCO, 2018). The promotion of economic development in both developed and developing nations depends heavily on education (Todaro, 2015). People can become useful members of society by acquiring the skills and abilities that education offers. It is anticipated that a talented and educated populace will yield higher returns on investment. A number of measures have been initiated by the Zambian government to foster education. Among the measures is the Constituency Development Fund that has community projects, secondary school bursary and skills development components. This study sought to

understand the effect of CDF on the education sector growth. The first chapter details the background of the study, statement of the problem and the scope and significance of the study.

The Constituency Development Fund (CDF) is a government initiative aimed at promoting grassroots development by providing financial resources to constituencies for various development projects. In Zambia, the Constituency Development Fund (CDF) was introduced in 1995 after approval by the National Assembly as an “instrument” to facilitate the delivery of public goods and services to foster development for local communities and the Fund was established by the Constitution of Zambia (Amendment) Act No. 2 of 2016 under Article 162. (Government of Zambia, 2016).

The objective of the CDF is to create an enabling environment for holistic development at Constituency level where Members of Parliament and the local community have the opportunity to make choices and implement projects which would improve the well-being of the people in the respective constituencies.

Education is considered as a public and private good and is universally recognized as a form of investment in human capital for economic benefits of a country. According to (OECD, 2007) both education and health are the most basic pre-requisites for sustainable development for any emerging economies in the world. However, in many developing countries, economic development has been adversely affected. The International Institute for Sustainable Development (IISD, 2013) emphasizes that for any sustainable development to be realized, the needs of the present must be met without compromising the ability of future generations to meet their own needs. The best way to eradicate poverty and working with poor community members is through enhancing education and health policy frameworks by the respective governments to achieve sustainable socio-economic development (IISD, 2013).

A portion of the national budget is directed toward the constituencies through the Constituency Development Fund (CDF), a mechanism established by the government to allocate funds for development projects like water supply systems, school facilities and health facilities. When it comes to financing development, Community Development Funds (CDF) are valued as a mechanism for effective project delivery, direct financing of community development, assisting the local population in development and directly meeting the specific development needs of constituents (Musamba & Phiri, 2019).

In the recent past, Zambia made education services ‘free’ in order to bring them as closer to the families as possible and thus meeting the education needs of the Zambian people. Despite all these efforts made by the ministry of education, the education sector has continued to face several challenges and constraints in terms of equity, accessibility, affordability, efficiency and effectiveness.

Notably, rural communities and poor urban households have continued to have lesser accessibility and availability of education facilities and services (Hapompwe *et al.*, 2020). With the increase in CDF successively from 2021 to 2024, the expectation is improved education projects. This study therefore sought to address the effect of CDF on the education sector in Luano district of Zambia.

NEED OF THE STUDY.

A big amount of community development funds has been committed to development projects in each constituency since the introduction of the CDF in Zambia. The major aim of these funds has been and still is to work against poverty and also control imbalances in regional development.

However, despite the fact that CDF led to the identification of projects to be completed in the country, the completion and performance of these projects have been influenced by a number of factors. Recent analyses have highlighted systemic issues in the administration of the CDF across various constituencies. (General, 2023) revealed that less than 42% of the allocated funds for community projects were utilized, with over 53% of the total CDF allocation remaining unspent. This underutilization is attributed to factors such as ineffective monitoring, weak accountability mechanisms, and poor contract management, leading to project delays and, in some cases, abandonment.

In many developing countries, education is widely recognized as a fundamental pillar for socio-economic development and poverty alleviation. In Zambia, the government has consistently prioritized education in its national development plans, aiming to improve access, quality, and equity. One of the mechanisms introduced to support development at the grassroots level is the Constituency Development Fund (CDF), which was designed to decentralize development financing and empower local constituencies to address their unique

needs, including those in the education sector. However, while the CDF holds significant potential to catalyze educational growth, its actual impact in rural and underserved districts such as Luano remains inadequately documented and poorly understood.

Luano District, located in the Central Province of Zambia, is a relatively new and predominantly rural area grappling with numerous development challenges, among which poor educational infrastructure, limited learning materials, high dropout rates, and inadequate staffing top the list. Despite the allocation of CDF to this district annually, questions remain about the fund's effectiveness in transforming the educational landscape. Anecdotal evidence and community feedback suggest that while funds have been disbursed, their utilization has often been marred by limited planning, lack of community involvement, political interference, and poor monitoring and evaluation mechanisms. In some cases, CDF investments in education appear to be sporadic, with a focus on short-term fixes rather than strategic, sustainable growth.

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Owuor, (2013) argues that CDF management faces varied challenges, some of which include: the organization structure in managing CDF projects, project identification criteria, political interference and corruption.

The Constituency Development Fund (CDF) has been established in Zambia as a mechanism to decentralize development initiatives and empower local communities. In Luano District, Zambia, where the education sector faces numerous challenges, the utilization of CDF in education sector has been a subject of interest. However, there remains a lack of comprehensive understanding regarding the actual impact of CDF on the education sector in Luano District.

POPULATION AND SAMPLE

This study focuses on Luano District, with an approximate population of 66,679 based on the 2022 national census. This district includes 62 primary schools, 9 secondary schools, and 6 chiefs. This study involves a range of participants, including heads of households, CDF committee members, chiefs, secondary and primary school headteachers and the District Administrative Officer (DAO).

As stated by (Cooper and Schindler 2014) and (Ilukena et.al, 2023), an appropriate sample size should represent the target population effectively. Given the broad target population, a representative sample is determined using the minimum sample size formula. At a 95% confidence level ($Z = 1.96$), the required sample size is 73, as calculated below:

Formula:

$$n = (Z^2 * p * q) / ME^2 = (1.96)^2 * 0.95 * 0.05 / 0.05^2 = 73$$

Where: n = size of the sample

Z = standard variation for given confidence level (this case 95% confidence level).

P = sample proportion of successes;

$q = 1 - p$

ME = margin of error

This yields a sample size of 73 participants. The sample breakdown is as follows:

Table 1: Sample division Source: Authors Construction (2024)

Participant title	Number
Community members	43
CDF committee members	10
Councilors	2
Member of Parliament	1
Chiefs	6
Secondary and primary school head teachers	10
District Administrative officer (DAO)	1
TOTAL	73

3.2 Data and Sources of Data

For this study both primary and secondary data sources were used. The main instrument for data collection in this study was a questionnaire. A self-administered, semi-structured questionnaire was divided into two sections: one for personal information and the other for factors influencing CDF education projects in Luano. Closed-ended questions were used to ensure clarity and consistency in responses. Data collection involved both semi-structured questionnaires and interviews with key stakeholders such as the councilors, Ward Development Committee members, school headteachers, CDF committee members and community members. In this study, a simple random sampling method was used, ensuring that each individual has an equal chance of being selected. This probability sampling technique helps ensure that the sample accurately reflects the broader population. Data gathered from respondents was first recorded and then analyzed using SPSS 22 and Microsoft Excel. Descriptive statistics, including totals, percentages, and frequencies, were used to summarize and interpret the data.

3.3 Theoretical framework

This study made use of two important theories. The theory of local governance and development was used to address issues that help in the implementation of CDF projects. The second theory of Constraints (TOC) was used to identify what challenges are documented in theory that this study can evaluate and recommend best practice.

3.3.1 Theory of Local Governance and Development

The theory of Local Governance and Development proposes that for grass root development projects to happen, there is supposed to be a harmonious collaboration among local governance structures, community involvement and resource allocation (Brown, 2017).

The theory also represents the devolution of authority (political, financial and human), responsibilities and roles to democratically elected councils and administrative organizations. Among these powers are the creation and implementation of development plans based on priorities that have been defined locally, budget management, resource mobilization and allocation based on priorities, appointment of statutory committees and boards and the enactment of ordinances and bylaws (CJLG, 2009).

3.3.2 The theory of constraints (TOC)

This theory is based on management philosophy, introduced by Eliyahu M. Goldratt in his 1984 book titled "The Goal that is geared to help organizations continually achieve their goals." Goldratt adapted the concept to project management with his book Critical Chain, published in 1997. This theory is based on the idea that constraints dictate organizational efficiency. These are limitations that prevent an organization from achieving its objectives and optimizing its efficiency (Trojanowska & Dostatni, 2017). People, services, documents, facilities and even policies can all be subject to constraints, which can be internal or external to an organization. According to the theory, every system has at least one constraint that limits its efficiency, regardless of how well it performs (Cyplik *et al.*, 2009). This is the weakest link in the scheme. Additional weaknesses are not restrictions until they become the weakest link, and only one limitation can exist at a time in the system. It is therefore vital in every area of operation to establish the weakest link, seek remedy, in order to boost overall performance (Bart, 2020).

The activities preparation, execution and monitoring should be performed using the constraint management paradigm and a quality improvement technique, according to TOC thinking (Kimani & Kamaara, 2019). The aim is to address the identified restriction that is preventing the system from achieving its primary goal, which is benefit maximization and system profitability. According to Ton *et al.*, (2014), there are five steps proposed in dealing with the organization weakest link. The first step is to determine the system's constraint, after which you must decide how to exploit it (Trojanowska & Dostatni, 2017). After that, everything else should be subordinated to the above decisions, with the systems constraints being prioritized. Finally, if a restriction is violated in either of the previous steps, return to the beginning. This theory advocates for continuous improvement at work place (Bart, 2020).

This theory will be applicable in this study since the challenges faced in education projects implementation in a decentralized system of governance will be the constraints that will be used to develop strategies to continuously improve the performance.

3.4 Conceptual Framework

The conceptual framework depicts the association among variables (independent and dependent) in line with various theoretical and empirical evidence produced in this research. The relationship is as shown in the figure below:

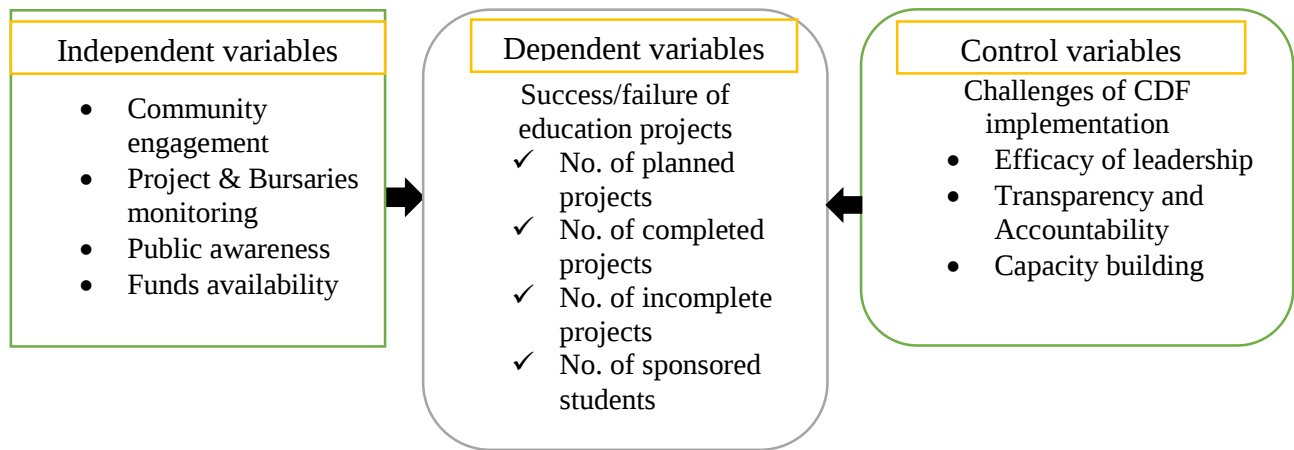


Figure 1: Conceptual framework

3.4.1 Operationalization of the Hypothesis

3.4.1.1 Dependent variable: Success/failure of education projects

1. Number of planned projects

Number of planned projects quantifies the number of CDF education sector projects taking place in Luano district. This shows the desire by the CDF committee to enhance educational projects.

2. Number of completed projects

Number of completed projects variable indicates the number of education sector projects successfully initiated and completed within the set timeframe. This will be checked via visitation and completion reports.

3. Number of incomplete projects

Number of incompleted projects variable measures the proportion of CDF projects within the education sector that were started but remain unfinished or abandoned. Operationalization may involve tracking project status through site visits, interviews with project implementers, or official project completion reports.

4. Efficacy of leadership

This is about the effectiveness of local governance structures responsible for overseeing CDF education projects in Luano. It was measured by indicators such as the existence of the timeliness of decision-making processes or community perceptions of ability of the Council, Councilors, Member of Parliament and WDCs to execute projects as planned.

5. Transparency and Accountability

This involves the integrity of project leaders and the perception of the community about their leaders' openness. This is measured by the existence of corruption allegations and reports of misapplication of resources.

6. Capacity building

Capacity building equips leaders with skills in budgeting, financial management, and resource allocation, ensuring that funds are used effectively and transparently. This was measured by the projects team's educational qualifications, number of capacity building workshops held and their previous success rates.

3.4.2 Independent variables

1. Community engagement

The degree to which community people actively and fully participate in the development, execution and oversight of CDF initiatives in the fields of health and education is indicated by this variable. Metrics like the proportion of community members participating in project planning meetings, volunteer engagement rates, or community feedback methods were used to operationalize it.

2. Project and Student monitoring

This variable refers to how frequently the relevant stakeholders check projects to make sure they are completed on time. This is also used to monitor the number of students sponsored under CDF that are in school and the conditions of the schools they are in. This is determined by comparing the number of scheduled

visits to certain education initiatives funded by CDF with the frequency of physical monitoring conducted there. This also considers the interest community members have in project monitoring.

3. Public awareness

This variable assesses the understanding levels of the beneficiaries of projects and levels of and comprehension of the goals, advantages and methods of CDF project implementation. To operationalize this variable, the study used surveys measuring beneficiaries' understanding of education project objectives, information-dissemination tactics and project awareness meeting participation could all be part of the operationalization process.

4. Funds availability

The funds availability variable reflects the adequacy of financial resources allocated to CDF projects in the education sector. To operationalize it, budgetary allocations, resource utilization rates, or the ratio of allocated funds to project requirements were used.

RESULTS AND DISCUSSION

4.1 Respondents bio data

Table 2: Gender and Age CrossTab

Gender Crosstab					
			Gender		Total
			Male	Female	
Age	18-25	Count	0	3	3
		% within Gender	0.0%	5.9%	2.7%
		% of Total	0.0%	2.7%	2.7%
	26-35	Count	8	6	14
		% within Gender	17.8%	21.4%	19.2%
		% of Total	57.1%	42.9%	19.2%
	36-45	Count	24	14	38
		% within Gender	53.3%	50.0%	52.1%
		% of Total	63.2%	36.8%	52.1%
	46-55	Count	10	4	14
		% within Gender	22.2%	14.3%	19.2%
		% of Total	71.4%	28.6%	19.2%
	56 and above	Count	3	1	4
		% within Gender	6.7%	3.6%	5.5%
		% of Total	75%	25%	5.5%
Total		Count	45	28	73
		% within Gender	100.0%	100.0%	100.0%
		% of Total	61.6%	38.4%	100.0%

The cross-tabulation above shows that no male respondents were in the 18-25 age group, while 5.9% were female. Among respondents aged 26-35, 17.8% were male and 21.4% were female. The largest group 36-45, 53.3% were male and 50% were female. In the 46-55 category, 22.2% were male and 14.3% were female, while in the 56+ category, 6.7% were male and 3.6% were female.

Table 3: Gender and Level of Education CrossTab

Gender and level of education Crosstab					
			Gender		Total
			Male	Female	
Level_of_education	Primary	Count	4	1	5
		% within Gender	8.9%	3.6%	6.8%
		% of Total	19.2%	16.4%	6.8%
	Secondary	Count	9	4	13
		% within Gender	20%	14.3%	17.8%
		% of Total	69.2%	30.8%	17.8%
	Tertiary	Count	30	22	52
		% within Gender	66.7%	78.6%	71.2%
		% of Total	6.8%	2.7%	71.2%
	None	Count	2	1	3
		% within Gender	4.4%	3.6%	4.1%
		% of Total	66.7%	33.3%	4.1%
Total		Count	45	28	73
		% within Gender	100.0%	100.0%	100.0%
		% of Total	53.4%	46.6%	100.0%

From the table above, 8.9% of the respondents with Primary school qualification were male while 3.6% were females. Of those who had secondary school qualification, 20% were male while 14.3% were female. Of the respondents with tertiary education qualifications, 66.7% were male and 78.6% were female. Those with no qualifications, 4.4% were male while 3.6% were females.

Table 4: Gender and Position in Community CrossTab

Position in community Crosstab					
			Gender		Total
			Male	Female	
Position_in_community	Teacher	Count	13	7	20
		% within Gender	28.9%	25%	27.4%
		% of Total	65%	35%	27.4%
	Parent	Count	11	6	17
		% within Gender	24.4%	21.4%	23.3%
		% of Total	64.7%	35.3%	23.3%
	Community Leader	Count	6	2	8
		% within Gender	13.3%	7.1%	11%
		% of Total	75%	25%	11%
	Government/CDF Committee Official	Count	15	13	28
		% within Gender	33.3%	46.4%	38.4%
		% of Total	53.6%	46.4%	38.4%
Total		Count	45	28	73
		% within Gender	100.0%	100.0%	100.0%
		% of Total	53.4%	46.6%	100.0%

The table above shows the position of the respondents in the community gender wise. Those who are teachers, 28.9% were males while 25% were females. Those that were just parents 24.4% respondents were males while 21.4% were females. Of those who were community leaders, 13.3% were males while 7.1% were males. Respondents who were government workers or CDF officials, 33.3% were male while 46.4 were female.

3.4.3 The utilization of the CDF within the education sector

Table 5: Descriptive statistics

	Descriptive Statistics							
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Awareness_of_CDF_funded_projects_in_education_sector	73	2.21	0.865	0.749	0.377	0.281	-0.407	0.555
Rate_community_engagement_in_education_CDF_implementation	73	3.12	0.744	0.554	-0.620	0.281	0.322	0.555
Community_consulted_in_CDF_funded_education_projects	73	1.55	0.765	0.584	0.985	0.281	-0.563	0.555
Effectiveness_of_CDF_funded_project_monitoring	73	2.34	0.606	0.367	0.058	0.281	-0.201	0.555
Transparence_of_education_CDF_allocation_in_Luano_District	73	2.23	0.590	0.348	-0.099	0.281	-0.389	0.555
CDF_funds_sufficient_for_education_needs	73	3.03	0.881	0.777	-0.179	0.281	-1.412	0.555
CDF_funded_projects_public_awareness_adequate	73	2.89	1.035	1.071	-0.162	0.281	-1.459	0.555
Valid N (listwise)	73							

Standard deviation (SD)

Standard deviation ranged from 0.59 to 1.035. As a rule of thumb, a CV ≥ 1 indicates a relatively high variation, while a CV < 1 can be considered low. Thus the SD falls within the acceptable range. It can be concluded that the variations in variables are not high thus rendering the findings relevant.

Skewness and Kurtosis

Skewness assesses the extent to which a variable's distribution is symmetrical. Kurtosis is a measure of whether the distribution is too peaked (a very narrow distribution with most of the responses in the center). The acceptable levels for kurtosis and skewness are not more than + 2 or less than -2.

Skewness for the variables ranged from -0.620 to 0.985 while Kurtosis ranged from -0.532 to 0.481, respectively. Therefore, it can be concluded that the distribution is normal as the range is between +2 and -2 which is the normal range.

The overall picture emerged that kurtosis and skewness fall within the range of -2 and +2; suggesting no significant deviation from average for all variables.

Interpretation of variables on the Company policy (External and Internal recruitment)

The mean value obtained was 2.21, indicating that on average; respondents agreed that they were aware of the CDF funded education projects. Under community engagement, on average, 1.55 community members agreed that they were engaged in implementation of CDF funded projects.

The above interpretation refers to the other variables.

Table 6: Awareness of CDF funded projects in education sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very aware	15	20.5	20.5	20.5
	Aware	34	46.6	46.6	67.1
	Somewhat aware	18	24.7	24.7	91.8
	Not aware	6	8.2	8.2	100.0
	Total	73	100.0	100.0	

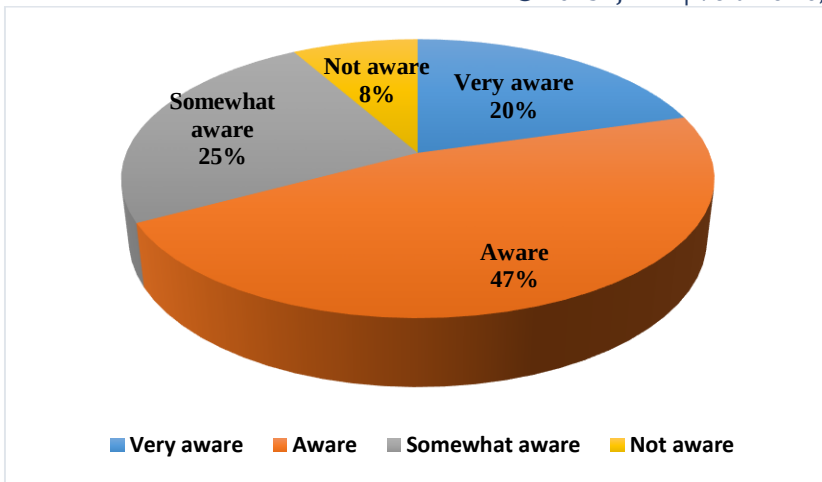


Figure 2: Awareness of utilization of CDF funded projects

From the table and pie chart above, 20.5% were very aware of the utilization of the CDF within education sector, 46.6% were only aware, 24.7% were somewhat aware, 8.2% were not aware.

Table 7: Community engagement in education CDF projects implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	2.7	2.7	2.7
	Good	10	13.7	13.7	16.4
	Fair	38	52.1	52.1	68.5
	Poor	23	31.5	31.5	100.0
	Total	73	100.0	100.0	

The table above shows that 2.7% rated community engagement in implementation of education sector projects as excellent, 13.7% as good, 52.1% as fair and 31.5%.

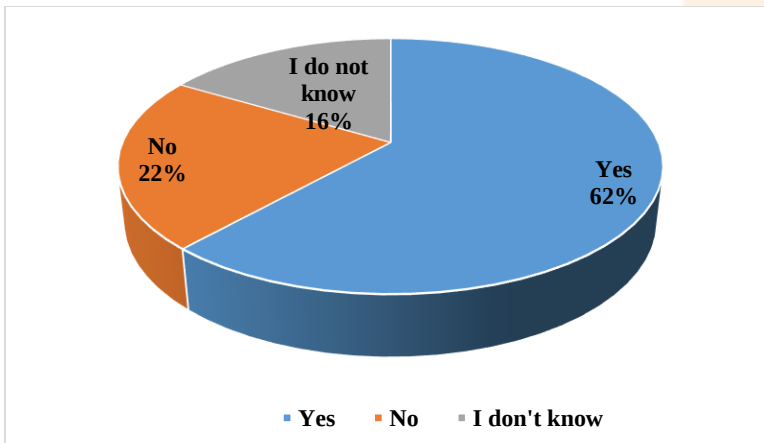


Figure 3: Community consulted in CDF funded education projects

The figure above shows that 62% were consulted on CDF education projects, 22% indicated they were not while 16% did not know.

Table 8: Effectiveness of CDF funded projects monitoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	4	5.5	5.5	5.5
	Effective	41	56.2	56.2	61.6
	Somewhat effective	27	37.0	37.0	98.6
	Not effective	1	1.4	1.4	100.0

Total	73	100.0	100.0	
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From the table above, 5.5% of the respondents indicated that CDF funded projects monitoring was very effective, 56.2% stated that it was effective, 37% somewhat effective and 1.4% not effective.

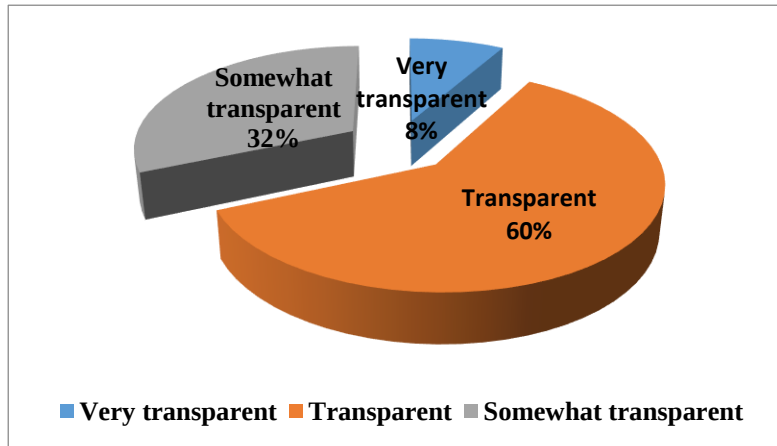


Figure 4:Transparence of education CDF allocation in Luano District

From the above figure, 60% of the respondents stated that there was transparency in the allocation of the CDF allocation in Luano district, 32% stated that it was somewhat transparent while 8% indicated very transparent.

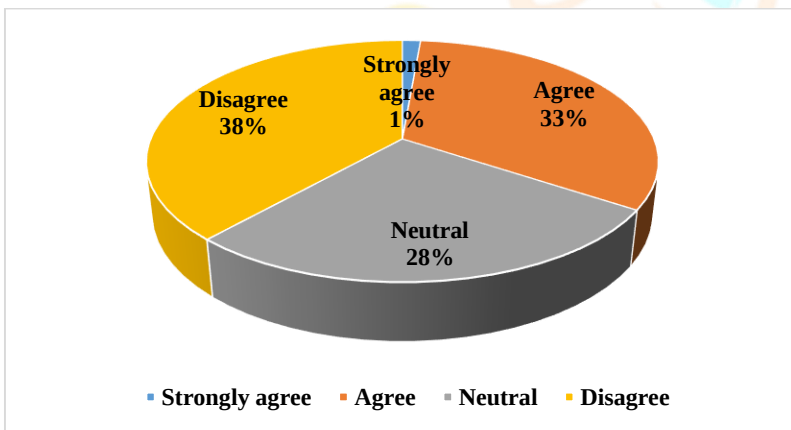


Figure 5:CDF funds sufficient for education needs

From the pie chart above, 38% disagreed that CDF funds were sufficient for education needs, 33% agreed, 28% were neutral and 1% strongly agreed.

Table 9: CDF funded projects public awareness adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	20.5	20.5	20.5
	Agree	40	54.8	54.8	54.8
	Neutral	10	13.7	13.7	13.7
	Disagree	8	11	11	11
	Total	73	100.0	100.0	

From the table above, 20.5% of the respondents indicated that the strongly agree that there is adequate public awareness on CDF funded projects, 54.8% agree, 13.7% were neutral while 11% strongly agreed.

Table 10: Descriptive statistics

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Number_of_education_CDF_planned_projects	73	3.03	1.027	1.055	-0.926	0.281	-0.207	0.555
Number_of_planned_projects_implemented	73	1.79	0.971	0.943	1.083	0.281	0.175	0.555
Number_of_education_planned_education_projects_remain_incomplete	73	3.07	0.585	0.342	-0.434	0.281	1.759	0.555
CDF_improved_education_infrastructure_in_Luano_District	73	1.99	0.565	0.319	0.946	0.281	3.925	0.555
Valid N (listwise)	73							

Standard deviation (SD)

Standard deviation ranged from 0.565 to 1.027. As a rule of thumb, an SD ≥ 1 indicates a relatively high variation, while an SD < 1 can be considered low. Thus, the SD falls within the acceptable range. It can be concluded that the variations in variables are not high thus rendering the findings relevant.

Skewness and Kurtosis

Skewness for the variables ranged from -0.962 to 1.085. Therefore, it can be concluded that the distribution is normal as the range is between +2 and -2 which is the normal range.

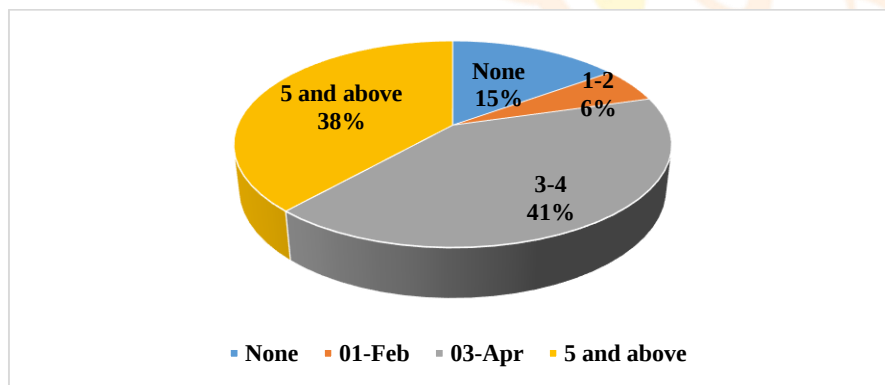


Figure 6: Number of education CDF planned projects

The figure above indicates that 38% of the respondents stated that there five and above education projects being implemented under CDF, 41% stated that there were 3 to 4 projects, 15% indicated that there were none while 6% indicated that there were 1 to 2.

Table 11: Number of planned projects implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	10	13.7	13.7	13.7
	1-2	15	20.5	20.5	20.5
	3-4	28	38.4	38.4	38.4
	5 and above	20	27.4	27.4	27.4
	Total	73	100.0	100.0	

From the above table, 13.7% of the respondents stated that there was no implementation of the planned education sector projects, 20.5% stated that there were at least 1 to 2 planned projects being implemented, 38.4% stated 3 to 4 projects and 27.4% stated 5 and above were been implemented.

Table 12: Number of education sector planned projects incomplete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	1	1.4	1.4	1.4
	1-2	7	9.6	9.6	11.0
	3-4	51	69.9	69.9	80.8
	5 and above	14	19.2	19.2	100.0
	Total	73	100.0	100.0	

The table above shows that 69.9% indicated that 3 to 4 education sector projects remain incomplete, 19.2% indicated 5 and above, 9.6% indicated 1 to 2 and 1.4% indicated none.

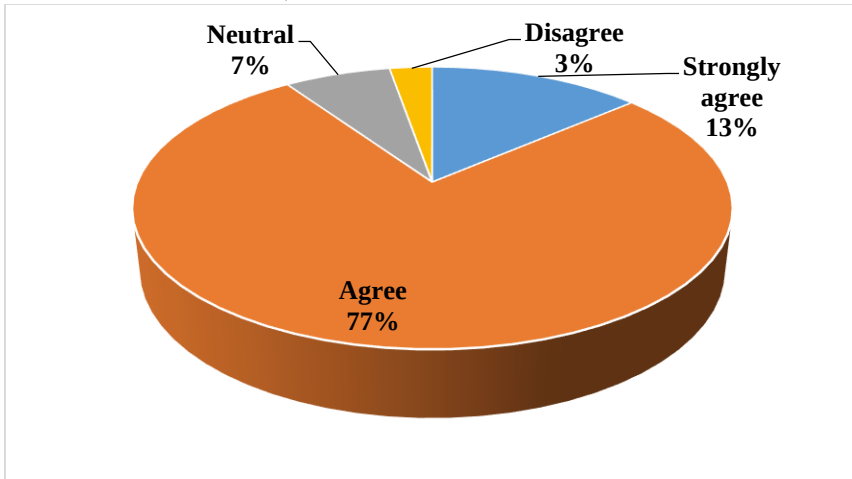


Figure 7: CDF improved education infrastructure

The figure above shows that 77% of the respondents agreed that CDF improved education infrastructure, 13% strongly agreed, 7% were neutral and 3% disagreed.

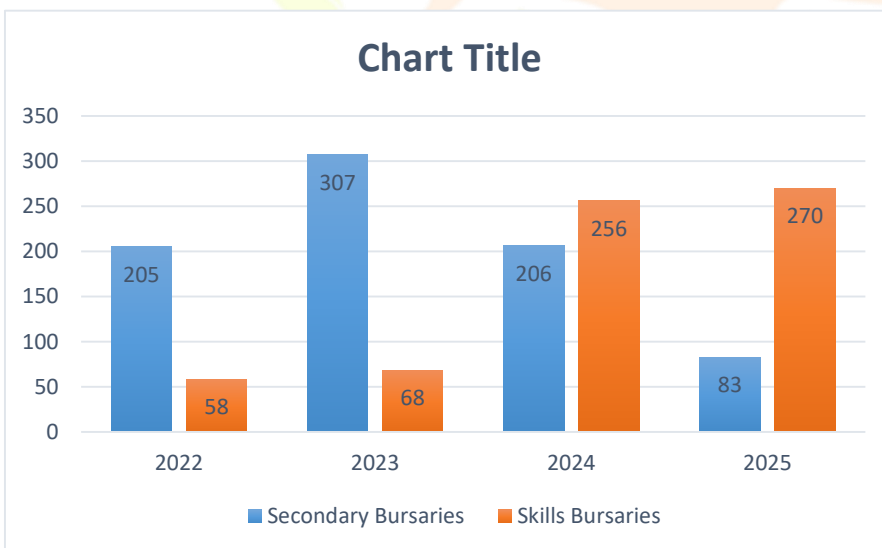


Figure 8: Sponsored Students CDF Secondary School and Skills Bursaries

The figure above shows that there was a raise on the number of pupils that were sponsored under CDF secondary school bursaries from 205 to 307 in 2023 and a decline in the number of pupils sponsored in 2025 from 206 in 2024 to 2025, this was as a result of low applicants that were received in the year 2025. The orange bars show the students sponsored under skills development bursaries, there has been an increase in students been sponsored under skills development as each year the council has received more applicants.

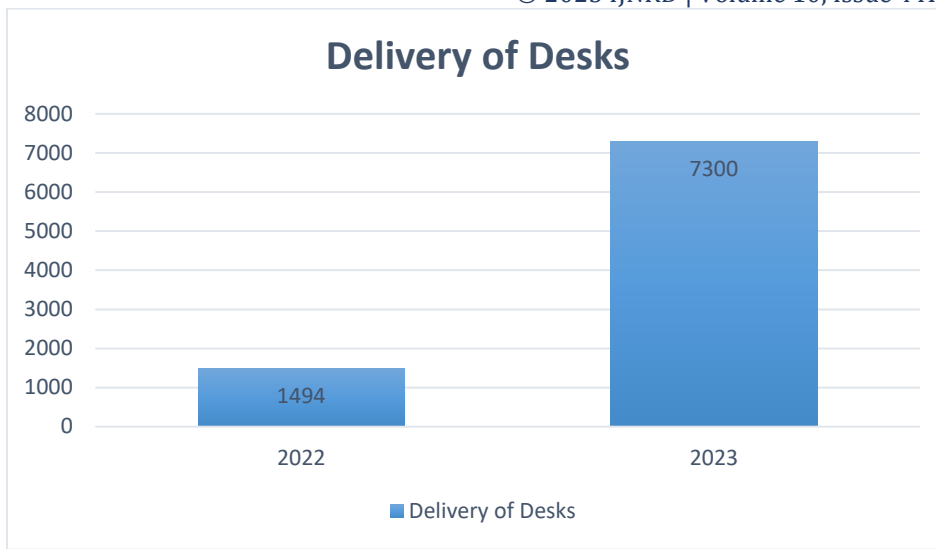


Figure 9: Procured and Delivered Desks under CDF

The figure above shows that there was a raise on the number of desks procured under CDF after the presidential directive of ‘No Child sitting on the floor during lessons’. Luano District had an increase in the number of desks from 2022 to 2024 from 1,494 to 7,300 desks which were procured and delivered under CDF.

5.2.3 The challenges and opportunities of CDF implementation in the education sector

Table 13: Descriptive statistics

Descriptive Statistics								
	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Efficacy_rating_of_CDF_management_in_education	73	3.03	0.499	0.249	-0.629	0.281	4.287	0.555
Transparency_and_accountability_of_CDF_implementation_process	73	3.07	0.561	0.315	0.026	0.281	0.266	0.555
Capacity_building_in_effective_CDF_management	73	3.07	0.608	0.370	-0.032	0.281	-0.223	0.555
Observable_education_CDF_implementation_challenges	73	2.84	0.646	0.417	-1.425	0.281	2.895	0.555
Existing_opportunities_for_improvement_in_education_CDF_projects	73	1.47	0.929	0.863	1.811	0.281	1.894	0.555
Valid N (listwise)	73							

Standard deviation (SD)

Standard deviation ranged from 0.499 to 0.929. As a rule of thumb, an $SD \geq 1$ indicates a relatively high variation, while an $SD < 1$ can be considered low. Thus the SD falls within the acceptable range. It can be concluded that the variations in variables are not high thus rendering the findings relevant.’

Skewness and Kurtosis

Skewness for the variables ranged from -1.425 to 1.811. Therefore, it can be concluded that the distribution is normal as the range is between +2 and -2 which is the normal range.

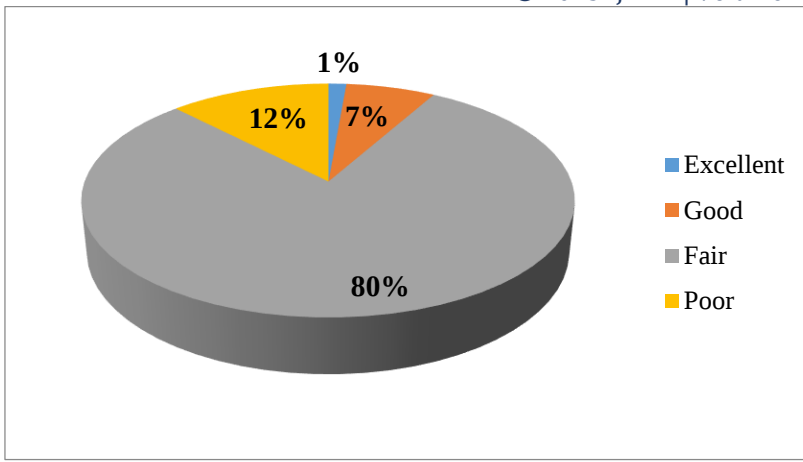


Figure 10: Efficacy rating of CDF management in education

The figure above shows that 80% of the respondents rated the efficacy of CDF management in the education sector as fair, 12% as poor, 7% as good and 1% as excellent.

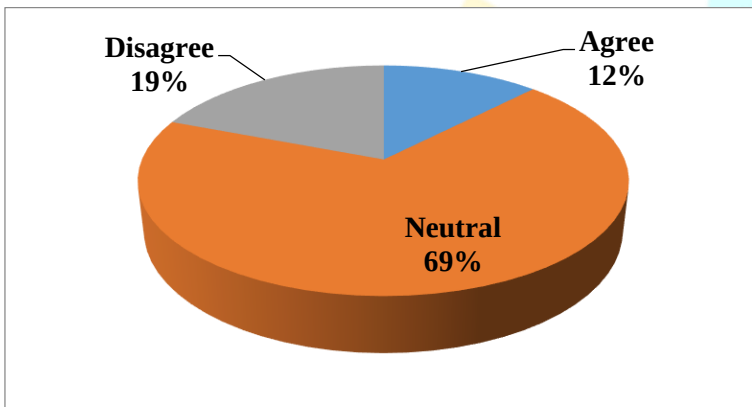


Figure 11: Transparency and accountability of CDF implementation process

The chart above shows that 69% of the respondents were neutral on whether there was transparency and accountability of CDF implementation process, 19% disagreed and 12% agreed.

Table 14: Capacity building

Capacity building in effective CDF management					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	15.1	15.1	15.1
	Neutral	46	63.0	63.0	78.1
	Disagree	16	21.9	21.9	100.0
	Total	73	100.0	100.0	

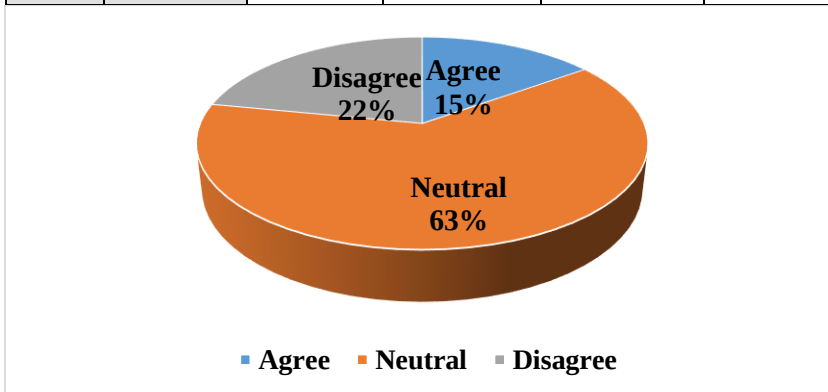


Figure 12: Capacity building in effective CDF management

In the above figure, 63% of the respondents were neutral on whether there is capacity building in effective CDF management, 22% disagreed and 15% agreed.

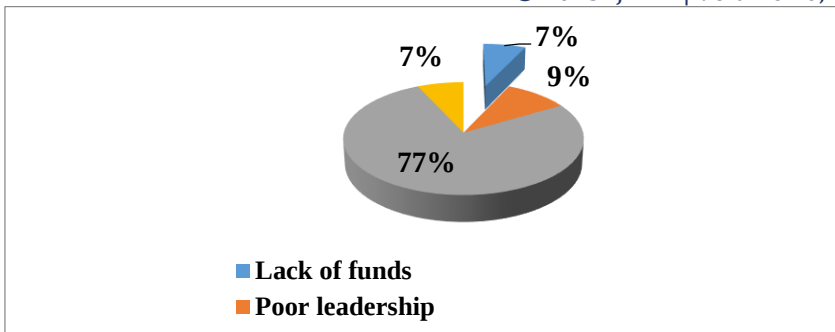


Figure 13: Observable education CDF implementation challenges

The figure above shows that 77% stated that limited community engagement was the biggest observed challenge in the implementation of CDF, 9% indicated poor leadership while 7% apiece cited lack of funds and corruption.

Table 15: Opportunities for Improvements

		Frequency	Percent	Valid Percent
Valid	More community involvement	15	20	20
	Better training for leaders	13	18	18
	Enhanced transparency	5	7	7
	Increased funding	40	55	55
	Total	73	100	100

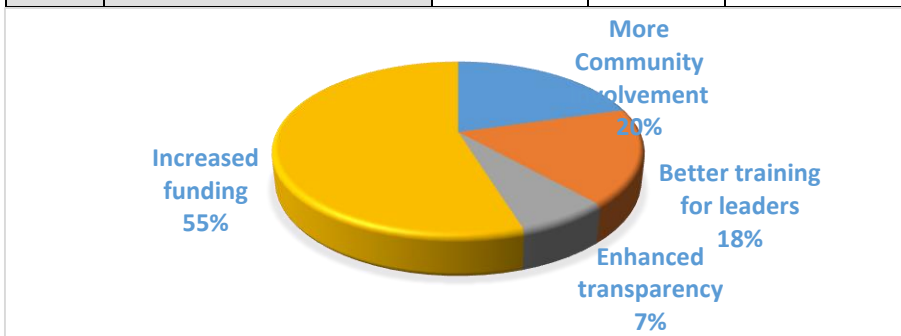


Figure 14: Existing opportunities for improvement in education CDF projects

From the figure above, it can be deduced that 77% of the respondents indicated more community involvement as an existing opportunity for improvement in education CDF projects, 9% indicated enhanced transparency while 7% indicated increased funding and better training for leaders.

RECOMMENDATIONS AND CONCLUSIONS

From the conclusion above, the following recommendations are made:

1. Improving Involvement in the Community

One way to achieve this is by:

- Creating a methodical framework for increased community participation in CDF education initiatives.
- Holding frequent community meetings to determine priorities and evaluate the status of the project.
- Educating community members on how to take an active role in project planning, execution and oversight.
- Establishing online resources or regional forums for complaints and feedback.
- Improved awareness campaigns to reach all eligible students, especially in rural areas.

2. Improving Governance and Leadership

- Implement leadership development programs for local leaders, particularly the Ward Development Committee, responsible for overseeing CDF initiatives and monitoring contractors.
- Provide training in project management, ethical behavior and open financial management.

3. Enhancing the distribution of funds and resources

- Increase CDF funding for education while ensuring equitable distribution based on local needs.

- Advocate for additional funding from the government and donors to support ongoing educational projects, such as school construction, teacher housing, recruitment, desks and provision of learning materials.
 - Establish a contingency fund to address unforeseen financial shortfalls.
 - Putting in place a new system of allocation of funds to ensure that constituencies must not be given equal amount of CDF because some constituencies are very small while some are too vast. A formula for the allocation of CDF should be established as opposed to allocating a uniform amount for all constituencies.
 - Ensure timely disbursement of CDF funds in the first quarter of each financial year to prevent project delays and prevent delay in payment of bursaries.
- 4. Improving Mechanisms for Monitoring and Evaluation**
- Provide thorough monitoring and evaluation (M&E) mechanisms for educational initiatives supported by CDF.
 - Track project budgets, schedules and results in real time with digital tools.
 - To guarantee accountability and openness, carry out impartial assessments and disseminate the results.
 - **Better monitoring and evaluation** to track the impact of bursaries and improve effectiveness.
- 5. Gaining Knowledge from Best Practices**
- Compare the CDF implementation tactics to those of other nations that have successful models.
 - Enhance the financial assessment of contractors who are awarded contracts so as to avoid the delay in the completion of education projects.

AREAS FOR FURTHER RESEARCH

This study urges that all sectors must be segmented and studied in their singularity to discover the problems associated with those particular sectors. It signifies the effect of the constituency development fund on the education section in Luano District

and contributes to knowledge on the challenges that are faced when implementing education projects in the district.

A quantitative research should be done using secondary data to show some trend in line with expenditure on the education sector and the number of projects successfully completed.

A comparative study can be done to assess the differences in various districts or countries to Gain Knowledge from Best Practices- Enhance the financial assessment of contractors who are awarded contracts so as to avoid the delay in the completion of education projects.

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