

**PUBLIC PARTICIPATION FOR SUSTAINABLE DEVELOPMENT IN A
DEVOLVED SYSTEM OF GOVERNANCE IN KENYA**

BY

GEOFFREY RONO

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DECLARATION

Declaration by the Candidate

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Ronoh Geoffrey

Date

SHRD/Ph.DD/05/13

Declaration by Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

Prof. Mulongo Leonard Simiyu

Date

Department of Geography and Environmental Studies,

Moi University, Kenya

Dr. Kurgat Alice

Date

Department of History, Political Science and Public Administration,

Moi University, Kenya

DEDICATION

I dedicate this thesis to my dear wife, Jackline Ronoh, for the moral support and our lovely children; Ruby, Jeremy, and Levi, for inspiration.

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I would like to acknowledge the contributions of the following persons, without them, I wouldn't have come up with this thesis.

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ABSTRACT

Achieving sustainable development to many nations still remains a major concern inspite of the numerous initiatives that are being employed. Today however, many nations Kenya included, seem to be adopting public participation strategy as means of realising sustainable development although little information exists on its actual effectiveness. This study examined the influence of public participation on sustainable development in the devolved system of governance in Kenya with emphasis on South Rift region comprising Kericho, Bomet and Narok counties. The study objectives were to: evaluate public participation process, examine the effects of public participation and assess the challenges facing public participation in the devolved system of governance. Anchored on the Human Development theory, the study adopted Pragmatism philosophical paradigm and Concurrent Triangulation research design. The target population for the study was 807,372 and using multistage cluster and simple random sampling techniques, a sample size of 383 was selected. Instruments of data collection were questionnaire and interview schedule. Questionnaire was administered to 383 respondents who are registered voters and six key informants were interviewed using interview schedule. Qualitative data was analyzed through thematic analysis while quantitative data was analysed descriptively and inferentially. Descriptive analysis employed frequencies, percentages, mean and standard deviation while inferential statistics utilized chi square and ANOVA. The chi square test for independence, from the value at $\chi(12) = 40.9, p = 0.000$ thus less than 0.05 which is significant; established that there was significant association between demographic characteristics and public participation process. ANOVA test, from value at $(F, (2,315) = 2.208, P = 0.112$ thus greater than 0.05; showed that for the items tested on effects of public participation on development, the results were statistically significant. Descriptively, majority of the respondents agreed that county governments and assemblies rarely involve the public in higher level public participation process such as collaboration and partnership but concentrated more on informing and consultation. The respondents interviewed believed that public participation has a positive impact on development. In conclusion; public participation is visible in the three counties, especially in information dissemination, consultation and awareness creation; but public involvement, collaboration and empowerment were least applied. It emerged that in instances where public participation took place, there was tangible evidence in the form of quality, friendly, acceptable and long-lasting projects. As much as public participation plays an instrumental role in achieving sustainable development; numerous challenges persist. If public participation is not handled well it may lead to negative attitude towards it and lack of willingness of the public to participate. Finally, a lot need to be undertaken to create awareness through civic education programs and continuous communication; engaging the right stakeholders especially the opinion leaders and experts. Public participation is feasible but it will fail to yield expected results if poorly handled. Otherwise the symbiotic relationship between public participation and sustainable development cannot be over emphasised. Public participation enhances sustainable development.

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OPERATIONAL DEFINITIONS OF TERMS

Citizen Participation- an active involvement of the citizens or the public in decision-making concerning development projects and their implementation

De-Centralisation- redistributing or dispersing functions, administrative powers from a central government to a local authority/government

Devolution- a process of transferring implementation powers, functions, responsibilities and resources to legally constituted, and popularly elected county government from the national government

Devolved Governance – a political process of taking political power closer to the people

Public Collaboration- Collaborating and partnering with the public to develop decision Criteria and alternatives and identify the preferred solution.

Public Consultation- Consulting with the public adequately to obtain their feedback on alternatives or decisions

Public Empowerment - Empowering the public by placing the final decision-making authority in their hands.

Public Involvement- Involving the public to ensure their concerns and aspirations are understood and considered throughout the decision process, particularly in the development of decision criteria and options.

Public Participation- involvement of all stakeholders in decision making at all levels in development activities in the county government

Stakeholder participation- involvement of the public who are affected directly or indirectly by the development project or activity

Sustainable Development—development that meets the needs of the current generation without undermining the ability of future generations to meet their own needs (Brundtland, 1987)

ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| ANOVA | - Analysis of Variance |
| AU | - African Union |
| CA | - Capability Approach |
| CDF | - Constituency Development Fund |
| CEC | - County Executive Committee |
| CIDP | - County Integrated Development Plan |
| CSOs | - Civil Society Organizations |
| DDCs | - District Development Committees |
| DFRD | - District Focus for Rural Development |
| ECA | -Economic Commission of Africa |
| ERS | - Economic Recovery Strategy |
| HDR | - Human Development Report |
| IAPP | - International Association for Public Participation |
| ICJ | - International Commission of Jurists |
| ICT | - Information Communication Technology |
| IEBC | - Independent Electoral & Boundaries Commission |
| IFC | -International Finance Corporation |
| KIPPRA | - Kenya Institute of Public Policy Research and Analysis |
| KPHC | - Kenya Population & Housing Census |
| MCA | - Member County Assembly |
| MDGs | - Millennium Development Goals |
| MTP | - Medium Term Plan |
| NGOs | - Non-Governmental Organizations |
| ODA | - Official Development Assistance |

| | |
|--------|--|
| OECD | -Organization for Economic Cooperation and Development |
| PRSP | - Poverty Reduction and Strategy Paper |
| RTFDG | - Report of the Task Force for Devolved Government |
| SDGs | - Sustainable Development Goals |
| SDSN | - Sustainable Development Solutions Network |
| SPSS | - Statistical Program for Social Scientists |
| TFDG | - Task Force on Devolved Government |
| TISA | - The Institute for Social Accountability |
| UN | - United Nations |
| UNCED | - United Nations Conference on Environment and Development |
| UNDESA | - United Nations Department of Economic& Social Affairs |
| UNDP | - United Nations Development Programme |
| USEPA | - US Environment Protection Agency |
| WCED | - World Commission for Economic Development |
| WSSD | - World Summit on Sustainable Development |

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents an assessment of key concepts instrumental to the study. They included: background of the study, statement of the problem, objectives of the study, research questions, justification of the study, significance of the study and the scope of the study.

1.2 Background to the Study

The application and usage of the concept of Sustainable Development date back to 50 years, to the mandate adopted by the International Union for Conservation of Nature and Natural Resources (IUCN) in 1969. It has been anchored in various policy guidelines to guide development such as Kenya Vision 2030 and Sustainable Development Goals (SDGs). Sustainable Development a key theme of the United Nations Conference on the Human Environment in Stockholm in 1972. The concept was coined purposely to suggest that it was possible to achieve economic development and industrialization without environmental destruction. Over the decades, the definition of sustainable development has evolved.

According to the Brundtland Report, ‘sustainable development is the development that meets the needs of the present generation without affecting the ability of future generations to achieve their own needs’(Brundtland, 1987:43). Sustainable development, therefore, is a change process in which the direction of economic investments, the exploitation of natural resources, the alignment of technological advancement and institutional change are all in harmony and enhance both current and future potential to meet human needs. Sustainable development is a continuous,

guided process of economic, environmental and social change aimed at promoting the wellbeing of citizens now and in the future. Even though sustainable development has been on the international agenda for many years, challenges still persist in developing an effective solution to address it.

Development and formulation of an effective legal regime to address sustainable development began in 1992 at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro City, Brazil (NESC, 2009). The outcome of the conference was a document entitled “The Future We Want” (The WWF and Global Footprint Network, 2010). In 2002, the United Nations convened the World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa. WSSD’s main contributions to the sustainable development regime were adding a third pillar (social development) to the concept of sustainable development. Along with environmental protection and economic development, social development became a recognized element of sustainable development (Trócaire, 2009).

According to Bullock, Kretch & Candon (2008) and Forfás (2010), developing countries view sustainable development as a means of socio-economic upward mobility that will help solve their problems with poverty. Developing countries approach sustainable development from the viewpoint of a need within their countries for socioeconomic upward mobility, (OECD, 2010). Poverty eradication and efficient delivery of public services in Kenya and other developing countries has for long been hindered by highly centralized governments. Kenyans have persistently pushed for enhanced decentralization of governance and development as they struggle to achieve high economic growth and reduce poverty-related inequalities (Wanjohi, 2003).

At independence in 1963, Kenya was a constitutionally devolved state with various regions (majimbo in Kiswahili) vested with responsibilities of collection of taxes and provision and maintenance of basic social services (health and education) and minor roads. But by December 1964, the country had reverted to a centralized system of government with the regions becoming provinces as had been the case earlier. In the subsequent year, the government formulated a premier policy paper, Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya (Republic of Kenya, 1965) in which it was stated that the power to control resource use resided with the state but planning was to be extended to the provinces and local authorities. The 1971 report on public service structure recommended that the planning process be extended to the district and divisional levels.

In 1983, the District Focus for Rural Development (DFRD) strategy was launched effectively tasking District Development Committees (DDCs) with the responsibility of planning and implementing district-specific projects and to encourage local participation in order to improve problem identification, resource mobilisation, project design and implementation. The initiative was, however, found deficient on account of domination, apathy, inadequate funds and roadside declarations, by civil service personnel, such as the District Commissioners (DCs) and District Executive committees (DECs); use of a centralized system of funds allocation and failure to deploy staff to the grassroots (Chitere and Monya, 1988). The Economic Recovery Strategy for Wealth and Employment Creation (2003) outlined interventions and strategies for reducing poverty aimed at enhancing access to the benefits of economic growth by the most disadvantaged members of the society. This has resulted in the disbursement of financial resources directly to Districts, Constituencies and Local authorities (Republic of Kenya, 2003). However, in a study by Mapesa and Kibua

(2006) it was observed that though well-intentioned, the fund(s) lacked proper direction and a system-based mechanism for implementation. The programme was initiated and implemented without adequate preparedness in terms of sensitization and the creation of organizational structures and capacities and development of monitoring and evaluation mechanisms.

Kenya has progressively shifted, over the years, from a centralized to a decentralized form of governance. This paradigm shift was due to the shortfalls that are often characteristic of highly centralized government systems. The shortfalls include administrative bureaucracies and inefficiencies, misappropriation of public resources, lack of public participation and the marginalization of local communities in development processes (TISA, Shelter Forum & Ufadhili Trust, 2010). Consequently in the late 1990s, the government began the devolvement of specific funds and decision making authority to the districts, local authority and constituency levels (Legal Resources Foundation Trust, 2009). The above devolvement of funds and decision making was policies of the government of the day which could change any time depending on their policies or manifestos. Therefore, there was a need to make devolution a permanent feature in Kenya by anchoring it in the constitution. According to International Commission of Jurists (ICJ) (2013) devolution is simply defined as the process of transferring decision-making and implementation powers, functions, responsibilities and resources to legally constituted and popularly elected local governments.

The promulgation of the new constitution in the year 2010, in Kenya, marked the beginning of a new system of governance where there are two levels of government: national government and county governments. Article 176 (1) of the Constitution of

Kenya (2010), state that there shall be a county government for each county, consisting of a county assembly and a county executive and (2) Every county government shall decentralise its functions and the provision of its services to the extent that it is efficient and practicable to do so; and article 174, states that the objects of the devolution of government is to promote democratic and accountable exercise of power, to give powers of self-governance and enhance the participation of the people and in making decisions affecting them, to foster national unity by recognizing diversity, and to recognize the right of communities to improve their economic development and manage their own affairs.

According to White (1992), public participation as an active involvement of the local population in decision-making concerning development projects and their implementation. This definition is supported by the United Nations Department of Economic and Social Affairs (UNDESA) which further highlights that in public participation, people themselves are afforded an opportunity to improve their conditions of living, with as much reliance as possible on their own initiative (Davids, Theron and Maphunye, 2005). Public participation is a useful tool to promote the involvement of the public in governance. The World Development Report, World Bank (2000), states that governments at all levels have begun to understand the importance of inclusive, participatory and consensual models of public participation. As a result, various strategies are applied to consult and engage with members of the public in progressive nations across the globe.

Participation has captured the imagination and hopes of politicians, policy makers and practitioners alike (Jochum, Pratten and Wilding, 2005; Cornwall, 2008). Across the globe –from Brazil to India to the United States - we have witnessed ‘an explosion’ of

interest in participation over the past decade; this is particularly true for public participation (Dunn, 2007). For example, in adopting the African charter on democracy, elections and governance in 2007, the 53 member states of the African Union committed themselves to, amongst others; promote the conditions that are necessary to foster citizen participation and transparency (AU, 2007).

In Brazil, the most commonly stated example of effective public participation is the Municipal Participatory Budgeting Initiative (Sprague, 2000). This participatory process is one of the creative programmes developed by the city of Porto Alegre in Brazil. The aim of the participatory budgeting process is to address severe disparities in the living standards of the city residents, by bringing these residents on board during participatory processes. According to Sprague (2000) the inclusion of participants in the process of budgeting for capital improvement brings people into the realm of negotiation, compromise, and prioritization of many worthwhile and necessary projects. In India, a commonly stated example of effective public participation is the community and sustainable forest management. Sustainability of forest management comes through community participation at all levels from planning, intervention and monitoring (Kotwal & Chandurkar, 2008). In this regard a bottom-up approach is applied wherein communities are mobilised to participate in all forestry interventions.

In Uganda, endeavours on promotion of public participation have taken the form of policy frameworks and the development of implementation modalities. Therefore, the enactment of the Local Councils Statute of 1993 was a way of increasing opportunities and space for public participation (Kakumba and Nsingo, 2008). The legislation was designed in such a way that it facilitates effective involvement of

communities in articulating their needs and influencing programme planning and implementation. The key purpose was to improve public participation in the processes of rural development. In addition, according to the United Nations Development Report (UNDR) (2006), Uganda has been able, through public participation to significantly reduce the levels of HIV/AIDS. In South Africa, the government has applied several initiatives to implement public participation, since 1994. These strategies are but not limited to; meet the people tours, ward committees, community development workers, public hearings, Citizens Forums and Citizen Satisfaction Surveys. Also, various bodies such as the National Anti-Corruption Forum and the National Economic Development and Labour Council (NEDLAC) were formed to provide a platform for public participation.

Active citizen participation underpins a democratic and inclusive society. The artery of a healthy liberal democracy is the participation of citizens in decision making and project development. Lack of participation is a missed opportunity for Kenyans to hold their leaders to account and to influence the outcomes. After the promulgation of the Constitution, Kenyans participation in public fora and project development is increasing. However this is not the case in all County Governments where public participation is still very low. Sustained public participation and project implementation, poses numerous problems to planners and social service providers, especially in developing countries. In addition project beneficiaries are still not fully participating in the identification, planning, implementation and monitoring and evaluation of projects that are meant to improve their lot.

This overview of Kenya's development strategies indicates that Kenya has embraced development paradigm shifts to reflect changes in global development thinking; from

technocratic, trickle-down strategies of the 1960s and 1970s to more participatory one in recent times. In spite of these developments, there is inadequate public participation in the entire process of conception, design, implementation and management of development projects especially by the county governments. There was need therefore to undertake the study on public participation for sustainable development in Kenya with reference to South Rift counties.

1.3 Statement of the Problem

The symbiotic relationship between public participation and development cannot be underestimated. Available studies have indicated that where public participation has been fully implemented, development that meets the people's need has been achieved leading to sustainable development. In Kenya, the essence of devolving resources and government development functions closer to the people was to enhance Public Participation which was lacking in centralized governance. This people centred development model is meant to accelerate and enhance sustainability of development.

But Public Participation strategy in the devolved governments in Kenya is still elusive and has remained as a formality despite being anchored legally in the constitution. Its implementation has been slow and haphazard leading to doubts on its effectiveness in achieving Sustainable Development. The constitution envisage that public participation will enhance sustainability of development in a conducive environment of devolved governance.

The failure to achieve the desired results could be negative attitude and perceptions by the public and the failure by the county government to provide political good will and offer full support to implementation of public participation. Devolved system of governance being the new approach to development and governance in Kenya, there

was need to establish how public participation has been integrated by the County governments to achieve Sustainable Development with emphasis on South Rift counties. This study therefore evaluated public participation process; examined the effects of public participation and assessed challenges facing public participation in the devolved system of governance.

1.4 Purpose of the Study

The purpose of this study was to establish how public participation has been integrated by the County governments to achieve Sustainable Development.

1.5 Objectives of the Study

The main objective of the study was to investigate how public participation impact on Sustainable Development in the devolved system of governance in Kenya with emphasis on South Rift Counties.

1.5.1 Specific objectives

- i. To evaluate public participation process in the devolved system of governance.
- ii. To examine the effects of public participation in the devolved system of governance.
- iii. To assess the challenges facing public participation in the devolved system of governance.

1.6 Research Questions

- i. How is Public Participation integrated in the devolved system of governance?
- ii. How have the effects of public participation affected the devolved system of governance?

- iii. How are the challenges of integrating public participation in the devolved system of governance affecting sustainable development?

1.7 Justification of the Study

Although the concept of public participation has been anchored in the new constitution, its full implementation is yet to be achieved as per the spirit and the letter of the constitution. With this change of approach to development and governance, there was need therefore to undertake a study to find out the status of this new approach to development, whether we are making progress towards sustainable development or not; in terms of adoption of public participation. This study therefore attempts to find the solution to this problem. The study also contributes to the elimination of a gap in the literature and contributes to the body of knowledge. While thousands of studies have been previously conducted to study various aspects of public participation and sustainable development, this topic is far from being exhausted as a research area. There was therefore need to undertake this study to examine and evaluate the public participation in the devolved system of governance in Kenya and its contribution to sustainable development.

1.8 Scope of the Study

The study covered three counties in the South Rift, Kenya; which includes Kericho County, Bomet County and Narok County. The three counties are among the 47 counties in Kenya. This area was chosen for the study because, in the opinion of the researcher, the findings from this area was going to achieve the study's objectives effectively and efficiently within the set time and resources. Studying all 47 counties would have been cumbersome, time consuming and required more resources in terms of personnel and money. The study was conducted for a period of 3 months. It also

focused on the following aspects of public participation: Public participation process, effects of public participation and challenges facing public participation in the devolved system of governance. The study was limited to concurrent triangulation design which enabled the researcher to collect both quantitative data using questionnaire and qualitative data using interview schedule. This methodology enabled the research to achieve the set objectives adequately. The data was analyzed using both descriptive and inferential statistics and findings presented in tables, pie charts and bar charts.. The respondents to the questionnaire and interview schedule questions were limited to members of the public, county executive and county assembly in the three counties.

1.9 Significance of the Study

Theoretically, the study contributes to the advancement and development of body of knowledge and improvement or modification of the existing theories on public participation and sustainable development in the devolved system of governance. The study also has practical implications because it leads to appropriate policy development and improvement of public participation by county governments in Kenya for sustainable development. The study is also of immediate benefit to National and County Governments, Senate, County Assemblies, Ministry of Devolution and Planning, researchers and academics interested in public participation and sustainable development in the devolved system of governance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter gives a synthesis of literature significant to the study. Key components discussed include: key concepts, theoretical framework, theoretical models, sustainable development models, framework for sustainable development in Kenya, empirical studies, gaps in literature and conceptual framework.

2.2 Key Concepts

The key concepts in this study are: Public Participation, Devolution and Sustainable Development.

2.2.1 Public participation

A great deal of scholarly work has been conducted to theoretically justify and define the concept and practice of public participation in general. The International Finance Corporation (IFC) (2007) has recognized that the terms “public participation,” “citizen participation,” or “stakeholder participation” continue to be used interchangeably. They noted that while different organizations sometimes use different terminologies to explain the phenomena of engagement, be it “consultation,” “public consultation,” “public participation,” or “stakeholder involvement”, they most often express similar concepts and principles.

Public participation is the involvement of all parties who may potentially have an interest in a development or project, or be affected by it. It entails a wide range of activities that can range from providing information, through consultation to direct involvement of the public in aspects of the decision-making process. Participation is the process by which stakeholders exert influence and share control over priority

setting, policy making, resource allocation, and/or programme implementation (World Bank, 2002).

The role of public participation in economic and human development was enshrined in the 1990 African Charter for Popular Participation in Development and Transformation (1990). According to International Association of Public Participation (IAP2) (2007), Public participation implies that the public's contribution will influence the decision. Participation is the highest order of public engagement. The term participation conceptually refers to 'being part of' and 'taking part in' and carries an active component within it. Public participation may be advanced as part of a "people first" paradigm shift, that public participation can sustain productive and durable change (Mdunyelwa, 2008).

According to Economic Commission of Africa (ECA) (2004), "public participation" has been proposed as an essential pre-condition for sustainable development. "One of the fundamental prerequisites of the achievement of sustainable development", states Chapter 23 of Agenda 21 (the declaration emerging from the 1992 Rio de Janeiro UN Conference on Environment and Development), "is broad public participation in decision-making." Public participation in decisions about development is fundamental to achieving lasting and sustainable solutions. Modern democratic life requires an active role from the members of the public. The joint venture permits more reasoned decisions (these being the product of a higher consensus), enables a better understanding of the problems that preoccupy a society and allows the two parties to work cooperatively towards possible solutions leading to sustainable development.

The objective behind public participation is to facilitate the involvement of those potentially affected by or interested in a decision made by government. Okello, Oenga

and Chege (2008) further define it as a process whereby stakeholders influence policy formulation, alternative designs, investment choices and management decisions affecting their communities. Public participation is seen as a form of empowerment and is a vital part of democratic governance. Generally people tend to resist new ideas if these are imposed on them. Participation has greatly contributed to the sustainability of development initiatives, strengthened local capacity, given a voice to the poor and marginalized and linked development to the people's needs (Odhiambo and Taifa, 2009).

Various degrees and levels of participation can be distinguished (Misati and Ontita, 2011). Pseudo-participation suggests a token effort at fostering public involvement, while partial participation indicates that citizens are consulted but have limited impact on public policy. Lastly, full participation indicates that the citizens are fully involved and their views are taken into account. The need for power to the citizens is important because participation without power can create frustration and give participants a feeling of emptiness. The Kenyan constitution provides viable proposals aimed at achieving participatory governance. It is, however, critical to observe that devolution in itself will not enhance 'automatic citizen participation'. First, it will be imperative that adequate civic education and awareness is provided so that citizens understand their responsibilities in a devolved system. Scholars have cited lack of capacity of many of the actors in developing countries as the reason for governments' resistance to participation by the poor, who generally, have limited education, low literacy levels and hence deficient understanding of the policy process (Anwar, 2007).

Citizen participation has come to the centre of decentralization reforms as a result of what Cheema and Rondinelli (2007:1) term, 'the transition from government

decentralization to decentralized governance'. Governments especially in developing and least developed countries are increasingly incorporating the principles of good governance in their decentralization efforts, hence decentralized governance (Cheema and Rondinelli, 2007:1). Accordingly, it is argued that successful decentralization is one that allows for increased participation of the citizens in the policy cycle i.e. in planning, implementation and evaluation. It enables the strengthening of local people's capacity in decision making by 'providing greater access to local political participation' (Singh, 2007).

The International Association of Public Participation (IAP2) (2007) has identified core values of participation. The International Association of Public Participation core values are: all stakeholders and others that are affected by a decision have a right to be involved in the decision-making process; it includes the assurance that stakeholders' contribution will affect the decision; it promotes long lasting solutions by recognizing and communicating the needs and interests of all stakeholders, including decision makers; it seeks out and facilitates the participation of those likely to be affected by or have an interest in a decision; it seeks input from stakeholders in designing how they participate; it provides stakeholders with the information they need to participate in a meaningful and fruitful way; and lastly, public participation communicates and inform participants how their input affected the decision.

2.2.2 Legal provisions on public participation

The rationale of public participation is based on the foundation that the people of Kenya have sovereign power which they have delegated to state actors at the national and county levels. The sovereignty must be respected and institutionalized in all processes of governance. The Constitution of Kenya demands transparency,

accountability, participation and inclusiveness in governance. The County Government Act and other devolution laws mandate county governments to engage citizens in planning and policy making processes, facilitate public communication and access to information, establish citizen fora and conduct civic education, among others.

Public participation is a political principle, which has been recognized as a right – the right to public participation. Participation of the people is recognized in Article 10 of the Constitution of Kenya as one of our national values and principles of governance. Constitution of Kenya, Article 10(2) states that; the national values and principles of governance include; (a) patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; (b) human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized; and (d) sustainable development. Other constitutional provisions that touches on public participation in the Constitution of Kenya include: Article 118 which requires parliament to facilitate public participation and involvement in legislation and other business of parliament and its committees, Article 69(1) which provides for public participation in the management, protection and conservation of the environment, Article 201(a) which provides for openness and accountability including public participation in financial matters as a principle of public finance and others related to the right of recall and in constitutional amendment processes.

Some of constitutional and legal provisions for public participation are shown in the table 2.1.

Table 2.1: Constitutional and Legal Provisions on Public Participation in Kenya

| | |
|--|--|
| Article 1(2) of the Constitution of Kenya, 2010 | All sovereign power belongs to the people of Kenya. The people may exercise their sovereignty directly or indirectly through their elected representatives in parliament or county assembly. |
| Article 10 (2) a, b and c | The national values and principles of governance include; democracy and participation of the people; inclusiveness; good governance, integrity, transparency and accountability. |
| Article 27 | The Constitution guarantees equality and non-discrimination. Hence, public participation should ensure equality and non-discrimination. |
| Article 174(c) | Objects of devolution are to give powers of self-governance to the people and enhance their participation in the exercise of such powers in decision making. |
| Article 174(d) | Communities have the right to manage their own affairs and to further their development. |
| Article 184(1) | National legislation shall provide for the governance and management of urban areas and cities and shall provide for the participation of residents in the governance of urban areas and cities. |
| Article 232(1)(d) | The values and principles of public service include the involvement of the people in the process of policy making and (f) transparency and provision to the public of timely and accurate information. |
| Fourth Schedule Part 2(14) | The functions and powers of the county are to coordinate and ensure the participation of communities in governance. Counties are also to assist communities to develop the administrative capacity to enhance their exercise of power and participation in governance at the local level. |
| The Public Finance Management Act Section 207 | County Governments are to establish structures, mechanisms and guidelines for citizen participation. |
| County Government Act Section 91 | The county government shall facilitate the establishment of modalities, and platforms for citizen participation. |
| The County Government Act Sections 94, 95, 96 | Counties are to establish mechanisms to facilitate public communication and access to information using media with the widest public outreach. |
| Public Procurement and Disposal Act 2015 Section 68(3), 125(5), 138, and 179 | Emphasis on transparency of the procurement process including requirements for procuring entities to publicly avail procurement records after closure of proceedings, publicise notice of intention to enter into contract on websites and public notice boards and publish and publicise all contract awards. |

Source: Kenya (2016)

According to RTFDG (2011), the constitution is providing a major paradigm shift from a system of extreme exclusion and marginalisation to a system that puts emphasis on inclusion and participation of all sectors of the society in the affairs and benefits of governance. Participation enhances transparency of interaction in the public domain through such facilities as notice board announcements of job opportunities, recruitments information; social/participatory budgeting; opening the budget process to citizen participation; procurement transparency and oversight committees; monthly revenue and expenditure Report; quarterly development status reports; bi-annual monitoring report prepared through the Sub-County Citizen Forums; County and Sub-County Assemblies; monthly public revenue and expenditure forums; and quarterly face-to-face question and answer sessions with the governor and senator of each County. The legislative elements of each of these instruments and platforms for citizen participation may vary from sector to sector and from County to County.

The County Government Act, 2012 at the preamble articulates what is meant by *the public* stating that, when used in relation to public participation it means:

- (a) The residents of a particular county;
- (b) The rate payers of a particular city or municipality;
- (c) Any resident, civic organization or non-governmental, private sector or labour organization with an interest in the governance of a particular county, city or municipality; and (d) non-resident persons who because of their temporary presence in a particular county, city or municipality make use of services or facilities provided by the county, city or municipality.

Fourth Schedule Part 2 (14) of the Constitution of Kenya stipulates that the functions and powers of the county are to ensure and coordinate the participation of communities in governance at the local level. Counties are also to assist communities to develop the administrative capacity for the effective exercise of the functions and powers and participation in governance at the local level. The overall responsibility to facilitate and report on public participation in the county government is on the Governor of the County Government. This is to be done through the various departments and agencies of the county and at all levels of decentralization (Sub-county, ward, village, urban and city areas). In the case of the County Assembly, the responsibility is on the speaker of the County Assembly and Chairpersons of various Committees of the House.

The legal provisions for the same are as follows:

Governor: As per Section 30(3) (g) of the County Government Act, 2012, the Governor should promote and facilitate citizen participation in the development of policies, plans and service delivery in the county.

County Executive Committee: Section 46(2) (g) of the County Government Act provides that the County Executive committee should bear in mind the need for an all participatory decision making.

Sub-County Administrator: Under Section 50(3) (g) of the County Government Act, the Sub county administrator is responsible for the coordination, management and supervision of the general administrative functions in the Sub-county including the facilitation and coordination of citizen participation in the development of policies, plans and service delivery.

Ward Administrator: Under Section 51(3) (g) of the County Government Act, the ward administrator is responsible for the coordination, management and supervision of the general administrative functions in the ward including the facilitation and coordination of citizen participation in the development of policies, plans and service delivery.

Village Administrator: Under Section 52(3)(a)(I) of the County Government Act, the village administrator is responsible for the coordination, management and supervision of the general administrative functions in the Sub-county including coordinating public participation at the village level.

County Assembly: Article 196 of the Constitution provides that the County Assembly should facilitate public participation and its involvement in its committees, the legislative and other business of the assembly.

Urban Areas and Cities: Section 21(1) (g) of the Urban Areas and Cities Act, empowers boards of cities and municipalities to ensure that residents participate in decision making, its activities and programmes.

County Executive Committee member for finance: Section 125 of the Public Finance Management Act provides the involvement of the public in the budget making process.

According to International Commission of Jurists, ICJ (2013), in line with these principles, several provisions have been highlighted below as key to public participation at the county level.

Firstly, the Constitution in Article 118 and 196 requires Parliament and county assemblies respectively to conduct their business in an open manner, and hold their sittings and those of their committees, in public. More importantly, the Constitution prohibits both houses from excluding the public, or any media, from any sitting unless in exceptional circumstances where the speaker has determined that there are justifiable reasons for doing so. The County Government Act also provides for citizen participation in a number of areas. Under section 15, it grants any person power to petition the county assembly to consider any matter within its authority, including enacting, amending or repealing any of its legislation.

Secondly, under section 27 of the Act, it empowers the electorate in a county ward to recall their member of the county assembly before the end of the term of the member. Last but not least, the Act specifies the structure that the county government should put in place to facilitate citizen participation. These include:

- Information communication technology based platforms;
- Town hall meetings;
- Budget preparation and validation fora;
- Notice boards: announcing jobs, appointments, procurement, awards and other important announcements of public interest;
- Development project sites;
- Avenues for the participation of peoples' representatives including but not limited to members of the National Assembly and Senate; and,
- Establishment of citizen fora at county and decentralized units.

2.2.3 Devolved system

Devolution is a form of political decentralization, which involves full transfer of responsibility, decision-making, resources and revenue generation to a democratically elected county government that is autonomous and fully independent from the national government. Decentralization is often linked to concepts of participation in decision-making, democracy, equality and liberty from higher authority (Dutta, 2009). The number of countries adopting it, and the magnitude of implementation has made decentralization a key global trend in public administration and management in the last three decades (Ahmad et al, 2005). In a World Bank policy research paper on decentralization and service delivery, Ahmad et al (2005:1) observe that in the period 1980-2005 ‘over 75 countries had attempted to transfer powers to the lower tiers of government’.

Development theorists claim that local representative authorities with real discretionary powers are the basis of decentralization that can lead to effectiveness, efficiency, equity and development (Ribot, 2003). Devolution is widely seen as a mechanism to institutionalize citizen participation in development planning, increase the opportunities for political participation thereby enhancing democratic political culture and enhance communities’ sense of ownership (Oloo, 2006).

This has been in the context of increasing focus on democratic governance, whose core principles include participation, transparency, accountability, subsidiarity and separation of powers (Cheema, 2007). In this context, decentralization is seen as a conducive means of achieving the principles, by what Cheema (2007:71) calls, ‘providing an institutional framework at the sub-national level’. Robinson (2007:1) advances that such an arrangement is based on the assumption that the local

government units will 'be more responsive to the needs of the citizens and take their preferences into account in determining the type of services to be provided, the level of resources required, and the optimal means of ensuring effective delivery'. It is for this reason that decentralization has been favoured and promoted internationally.

2.2.4 Devolution in Kenya

Kenya has progressively shifted, over the years, from a centralized to a decentralized system of governance. This paradigm shift was precipitated by the shortfalls that are often characteristic of highly centralized systems. The shortfalls include administrative bureaucracies and inefficiencies, misappropriation of public resources, lack of public participation and the marginalization of local communities in development processes. The promulgation of the new constitution in August, 2010 provides a strong legal foundation for the enhancement of participatory governance through devolved structures at county level. In 2010, Kenya promulgated a new constitution that overhauls the current local government system by establishing 47 county governments (Constitution of Kenya, 2010). Article 196 of the constitution expressly obligates the county governments to institutionalize citizen participation in its decision making processes. This is expected to improve the governance of the devolved governments including service delivery.

Previously, the "national cake" was exclusively shared from Nairobi, with the presidency having an inordinate say in who got what. More often than not, these decisions were premised neither on national good, nor on strategic considerations. According to Ndege and Brooks (2013) the writers of Kenya's constitution were bold in their quest to devolve public governance and resources to the grassroots. Political cronyism and corruption meant that resources were diverted to areas that were

politically favoured, with the rest lining the pockets of senior government officials and their acolytes. Devolution was thus seen as the panacea – a mechanism to inject equity in the distribution of resources. According to ICJ (2013) devolution in Kenya is based on the supremacy of the Constitution, sovereignty of the people and the principle of public participation. Devolution is one of the ideas in the new Constitution that has brought about overhauled Kenya's system of governance. This is because it is a new aspect in the Kenyan governance. The need for Devolution has been seen in many countries and it is informed by the need to have power sharing, checks and balances in governance and the decentralization of resources.

The objectives of devolution in Kenya are stated under Article 174 of the Kenya Constitution 2010 and they are:

- (i) To promote democratic and accountable exercise of power.
- (ii) To foster national unity by recognizing diversity.
- (iii) To give powers of self-governance to the people and enhance the participation of the people in the exercise of the powers of the State and in making decisions affecting them.
- (iv) To recognize the right of communities to manage their own affairs and to further their development.
- (v) To protect and promote the interests and rights of minorities and marginalized communities.
- (vi) To promote social and economic development and the provision of proximate, easily accessible services throughout Kenya.
- (vii) To ensure equitable sharing of national and local resources throughout Kenya;

- (viii) To facilitate the decentralization of State organs, their functions and services, from the capital of Kenya; and
- (ix) To enhance checks and balances and the separation of powers.

To achieve the objectives of devolution, the key building blocks, founded on effective citizen participation, devolved governance will require effective political parties, operations founded on ethics and values, effective development planning, a skilled human resources and sustainable funding as illustrated in Figure 2.1.

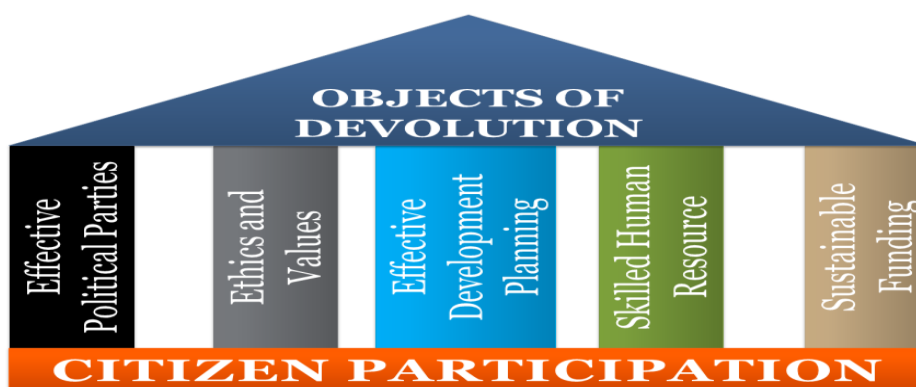


Figure 2.1: Objects of Devolution

Source: Report of the Task Force for Devolved Government, RTFDG (2011)

The Constitution of Kenya seeks to ensure effective citizen participation in all facets of governance, to which the county governments must respond. According to the report by the Task Force for Devolved Government, RTFDG (2011), the new constitution seeks to reverse the centralized non-participatory governance paradigm by institutionalizing and embracing governance system and a leadership with integrity. It does this primarily by: establishing an enabling normative framework; creating relevant governance institutions; creating checks and balances on the exercise

of executive power; providing for facilitative legislation; enhancing public participation in governance as a bulwark against abuse of power.

Citizen participation can be both a goal of and a means to effective decentralization; it is a goal, when decentralization creates opportunities for participation by bringing government closer to the people (Robinson, 2007). In that case interaction of the citizens and the state is expected to increase when there is proximity to government institutions. On the other hand, it is a means to effective decentralization where the citizen through their collective action provide the demand side input of service preferences as well as the necessary pressure of ensuring that those empowered to deliver services perform their duties accordingly.

2.2.5 Sustainable development

The concept of sustainable development finds its roots in the Brundtland Report. The Brundtland report defines ‘sustainable development as development that meets the needs of the current generation without affecting the capacity of future generations to achieve their own needs’ (Brundtland, 1987:43). Sustainable development is a continuous, guided process of economic, environmental and social change aimed at promoting wellbeing of citizens now and in the future.

Robert, Thomas & Anthony(2005) opines that the 2002 World Summit on Sustainable Development marked a further expansion of the standard definition with the widely used three pillars of sustainable development: economic, social and environmental. The World Summit on Sustainable Development created a collective responsibility to promote and strengthen the inter-dependence and collective reinforcement of sustainable development pillar such as economic development, social development and environmental protection—at local, county, national, regional and global levels.

The concept of sustainable development has to be all-round in nature as the social, economic and environmental aspects of human activities and quality of life are closely interlinked (CUTS International, 2010).

Sustainable development requires an integration of the three development pillars; economic development, social development and environmental protection. Sustainable development is a long term and transformative development paradigm shift; and over the last 30 years governments, business organisations and civil societies groups have embraced sustainable development as a guiding principle, made progress on sustainable development metrics, and improved business and NGO participation in the sustainable development process (Brundtland to Rio 2012 Report, 2010).

Aregbeshola (2009), observes that sustainable development is essentially a political programme for change adopted by governments throughout the world. Afgan, Bogdan & Duić (2004), argues that sustainable development is a change process in which the direction of economic investments, the exploitation of natural resources, the alignment of technological advancement and institutional change are all in harmony and enhance both current and future potential to meet human needs. Dalal-Clayton (2000) agrees that sustainable development is economic and social development that meets the needs of the current generation without undermining the ability of future generations to meet their own needs.

Sustainable development is not just about satisfying basic human needs. Where these basic human needs are being met sustainable development is consistent with improving the human condition and well-being beyond mere survival. Satisfying societal aspirations is explicit within the original *Brundtland Report*, where

sustainable development is “a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations” (WCED, 1987:46).

Sustainable development is not an end goal, but as much about the process of change and journey of development (Robinson, 2007). This process of development is concerned with the development of human potential through social change. The desired social change may require a change in governance structures (Baker, 2006; Banister, 2005; Robinson, 2007), where traditional governance structures have failed to address such issues as environmental degradation; a case in point being the failure to address anthropogenic climate change (Rogelj et al., 2010). As Baker (2006: 9) attests, “rather than being the task of national governments acting alone and using traditional policy means, promoting sustainable development requires engagement across all levels of social organisation, from the international, national, sub-national, and societal to the level of the individual”. It is viewed that traditional governance structures view sustainable development within a sectoral focused framework, where as “Sustainable development is all embracing and requires new thinking so that cross-sectoral decisions can be made” (Banister, 2005:3).

Sustainability of development projects cannot simply happen on its own; neither can it be imposed by authoritarian governments, top-down. The transition to sustainable development needs to be managed, planned and administered. It also needs a sense of purpose (Pearce, 1994:124).“Sustainable development might be defined by people themselves, to represent an ongoing process of self-realisation and empowerment...” (Redclift, 1992:159).For sustainable development to be realized, the community must

play a role (Pearce, 1994). Sustainable development should be defined by people themselves, to represent an ongoing process of self-realisation and empowerment. The public is supposed to be brought into focus through participation. Without the public becoming both the architects and engineers of the concept, sustainability of the project may not be achieved since the public is unlikely to take responsibility for something they do not own themselves (Redclift, 1992).

Cashmore (2007) opines that it is widely accepted that sustainable development involves harmonising social, economic and environmental concerns in development process and project planning. He maintains that for the development project to be sustainable, the community needs to be involved early on in terms of planning, designing, implementing, monitoring and evaluation. Iyer-Raniga and Treloar (2000) agrees with this opinion and argues that public participation should be integrated into development planning if a sustainable development in the future is to be achieved. Agyeman and Angus (2003:95), states that a sustainable community is one “where wider queries of social needs and economic opportunities are integrally related to environmental limits”. Melnick et al (2005) believe that if the governments are more transparent, more concerned and sensitive to needs of the public, participation can improve the quality of economic, social and environmental decisions, and therefore increasing long-term sustainability. Doelle & Sinclair (2006) have also argued that it is the consensus of the stakeholders and other affected parties that provides the best indicator to measure the development and project sustainability rather than the use of pre-determined rules or goals.

2.3 Theoretical Framework

The theoretical framework is the “blueprint” that serves as the guide on which to build and support the study. Thus, the theoretical framework consists of the selected theory (or theories) that undergirds researcher’s thinking with regards to how he/she understand research topic, as well as the concepts and definitions from that theory that are relevant to the topic. Lovitts (2005) empirically defines criteria for applying or developing theories to the dissertation that must be appropriate, logically interpreted, well understood and aligned with the question at hand.

Although various theories have been advanced in relation to this study Human Development Theory also known as Capability Approach Theory was applied in this study.

Other theories on Public participation also mentioned in this study are: Ladder of Citizen Participation and Stakeholder Theory. These theories were not sufficient in achieving the objectives of the study. The objectives of study included empowering the citizens for quality, effective and long lasting participation in the county development. This was lacking in stakeholder theory and ladder of citizen participation. Therefore Human Development Theory (Capability Approach) was considered to be the most appropriate for this study.

2.3.1 Human Development (Capability Approach) Theory

This study was anchored on Human development theory also known as capability approach theory. The capability approach is an economic theory conceived in the 1980s as an alternative approach to welfare economics (Sen, 1985). In this approach, Amartya Sen and Martha Nussbaum bring together a range of ideas that were previously excluded from traditional approaches to the economics of welfare. The

core focus of the capability approach is on what individuals are able to do (i.e., capable of).

This approach to human well-being emphasizes the importance of freedom of choice, individual empowerment and ability of individuals to make political choices and to participate freely without discrimination, in national and local development.

2.3.2 Background to Human Development Theory

Since the advent of what was famously known as the Truman Doctrine of 1949, the past seven decades have witnessed an increased interest in development discourse. A shift in understanding development was marked by sudden interest in participatory approaches in development (De Beer, 1998 and Chambers, 2007). This increased interest arose after the realization that the previous approaches to understanding development had failed and resulted in the propagation of the people-centred approach.

The two classical development theories of modernisation and dependency failed to explain the continued underdevelopment of the third world nations, epitomised by increasing poverty and inequalities. This led to the emergence of the people-centred approach. This paradigm shift to a more people-centred approach focused on micro-level as opposed to macro-level theorising. Davids (2009) indicated that people-centred development is a process by which the members of the society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable quality life consistent with their own aspirations. Unlike in past theories of development, humans are placed at the centre, contrary to the 'trickle-down' approach in other development initiatives.

Theron (2001) argued that in the people-centred approach, four fundamental questions are asked about the development process and include the following: From what? By whom? For whom? Humanist thinking on development implies more than economic growth and includes transformation of institutional, socio-cultural and political systems and structures, hence addressing development in a holistic way. The ultimate objective of development is enhancement of human capacities to enable people to manage their own lives and their environment (Srinivasan, 1990).

Chambers (1983) influential efforts led to the inclusion of participation as an important aspect of empowerment as a means to allow the poor control over decisions. There is also a shift to an increasing awareness that development is not just growth of national income, but a means of achieving basic human needs (Helleiner, 1992). Since the 1990s, multilateral agencies such as the World Bank placed greater emphasis on stakeholder participation as a way to ensure development sustainability. It is now regarded as a critical component which could promote the chances of development initiatives being sustainable through community capacity building and empowerment (Brett, 2003; Bigdon & Korf, 2002; Lyons, Smuts & Stephens, 2001). Empowerment in this context means giving people who are marginalised, vulnerable, and excluded from development, the ability to be self-reliant to manage their own resources. It is believed that participation would lead to empowerment through capacity building, skills and training (Lyons, Smuts & Stephens, 2001). By increasing the ability of people, projects, and or communities to be self-reliant, they are then able to contribute towards the sustainability of development projects which in turn could contribute to the broader notion of sustainable national development.

Amartya Sen's (1999) work, *Development as Freedom*, influenced a shift in focus of development from material well-being to capability approach. Key characteristics in this approach were strategies that would lead to the empowerment of the poor. Some aspects of the capability approach can be traced back to, among others, Aristotle, Adam Smith, John Stuart Mill and Karl Marx (Nussbaum 1988; 2003; Sen, 1999), but the approach in its present form has been pioneered by the economist and philosopher Amartya Sen (Sen 1985; Drèze and Sen 2002), and more recently also been significantly developed by the philosopher Martha Nussbaum (Nussbaum 1988; 2000). Sen argued that in social evaluations and policy design, the focus should be on what people are able to do and be, on the quality of their life, and on removing obstacles in their lives so that they have more freedom to live the kind of life which, upon reflection, they find it valuable (Sen, 1999).

The Capability Approach (CA) to well-being and development thus evaluates policies according to their impact on people's capabilities. The capability approach thus covers the full terrain of human wellbeing.

The capability approach is a people-centred model of development and involves the process of acquiring more capabilities and enjoying more opportunities to use those capabilities. It is both comprehensive and flexible (Drèze & Sen 2002: 6).

It shifts the development discourse from pursuing material opulence to enhancing human well-being, from maximizing income to expanding capabilities, from optimizing growth to enlarging freedoms. Sen's approach focuses on the richness of human lives rather than simply on the richness of economies, and in doing so it has changed the lens for viewing development results (Sen, 2001). Since it considers people as humans (and not as mere consumers) the scope of the capability approach is

quite vast. All possible factors – personal, economic, social, political or environmental – that can possibly influence human capabilities which dictate the real well-being of people come relevant (Drèze & Sen 2002:6; Alkire, 2005).

Amartya Sen sees people as “Agents” of Change, not passive recipients of benefits or mute followers of expert created policies (Sen, 1985; Sen, 1999). When people, individually or in groups, are recognized as agents, they can define their priorities and also choose the suitable means to achieve them (Drèze & Sen, 2002:6; Alkire, 2005). The first *Human Development Report, HDR*, of 1990 defined human development as “a process of enlarging people’s choices” and stated that “income is a means, not an end” of human development (UNDP, 1990: 10). It underscored that the economic growth is not an end in itself; it is only an important tool to achieve the end goal, which is human development. Development ought to be people-centric and both socially and environmentally sensitive. The annual UNDP reports also began a process of questioning the wisdom of 'trickle down' economics (UNDP, 1990). It is an approach that is focused on people and their opportunities and choices (UNDP, 1990).

This theory, therefore, is applicable to the topic because public participation in the devolved system is about the public being given freedom of choice and opportunity to participate in the development of the county in all areas, this will guarantee sustainable development.

2.3.3 Ladder of Citizen Participation

The “ladder of citizen participation” was first described in an article by Sherry R. Arnstein (Arnstein, 1969). Arnstein describes a “ladder of participation” with eight rungs, moving from the least participatory to the most participatory activity. Arnstein describes the first two rungs—manipulation and therapy—as forms of “non-

participation.” The objective of these types of participation is often to serve as a substitute for genuine participation. A second set of rungs—informing, consultation and placation—is described by Arnstein as “tokenism.” Citizens may hear and be heard through these forms of participation, but there is no decision-making authority in their recommendations. Finally, Arnstein describes partnership, delegated power and citizen control as rungs in the category of citizen power in which decision-making authority lies partially or solely with the public.

The figure 2.2 illustrates the participation levels.

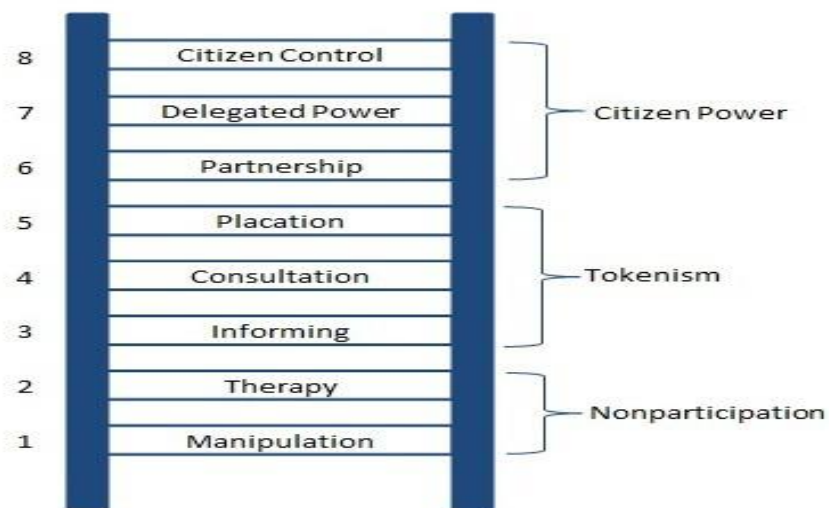


Figure 2.2: The Ladder of Citizen Participation

Source: Arnstein (1969)

This is summarized in the Table 2.2.

Table 2.2: Arnstein's Ladder of Participation

| Degrees of Participation | Description | Rungs |
|---------------------------------|---|--|
| Degrees of Citizen Power | Full delegation of all decision-making and action. Some power is delegated. People negotiate with traditional power holders, agreeing rules, roles, responsibilities and levels of control. | 8. Citizen Control 7. Delegated Power 6. Partnership |
| Degrees of Tokenism | People's views have a small influence on decisions made by traditional power holders. People have a voice, but no power. People are told what is about to happen, what is happening now or what has already happened. | 5. Placation 4. Consultation 3. Informing |
| Non-Participation. | These levels assume a passive audience, which is given information that may be partial or constructed. | 2. Therapy 1. Manipulation |

Source: Arnstein (1969)

2.3.4 Stakeholder Theory

Through the theoretical development of the concept, sustainable development is considered to consist of four primary dimensions: intra- and inter-generational equity, satisfying basic human need and long-term environmental protection (Holden, Linnerud & Banister, 2013). Subserving to these are a number of secondary principles: promoting public participation, satisfying aspirations for a better quality of life, preserving nature's intrinsic value, promoting causal-orientated protection of the environment and endorsing long term aspects. Central to the majority of sustainable development concepts is the notion of '*the stakeholder*' in addressing many of the dimensions: social equity, public participation and social justice (Amekudzi, Khisty & Khayesi, 2009; Xenias and Whitmarsh, 2012).

Stakeholder or public participation has been perceived as a key stage in achieving sustainability and sustainable development (Holden, Linnerud & Banister, 2013).

Stakeholder participation, within the implementation of sustainable development, has been viewed to range from the identification and creation of sustainable development indicators (Castillo and Pitfield, 2010), a means of developing metrics of sustainable development (Amekudzi, Khisty & Khayesi, 2009) or assessing policy and technological preferences (Xenias and Whitmarsh, 2013). The inclusion of stakeholder participation has been seen as a means of addressing both the primary dimensions of sustainable development, but also those of the second-order: promoting protection of the environment (Sharma & Henriques, 2005; Buysse & Verbeke, 2003) and promoting public participation (Bäckstrand, 2006; Baker, 2006).

Stakeholder theory, from its roots in *Strategic Management: a stakeholder approach* (Freeman, 1984), has developed from a “pure theory of the firm” into a much broader method of framing business-society relations, both its social responsibilities (Clarkson, 1994) and ethical obligations (Jones, 1995). The purpose of both stakeholder theory and the definition of “stakeholder”, were, and still often are, very much defined in terms of this corporate-centric perspective: “...if you want to manage [the firm] effectively, then you must take your stakeholders into account in a systematic fashion” (Freeman, 1984:48) and “any group or individual who can affect or is affected by the achievement of an *organisation's* purpose” (Freeman, 1984:53).

One of the central, and most contentious, strands in the development of stakeholder theory, since Freeman’s seminal work, has been the notion of stakeholder identification; which groups *are* stakeholders, which *are not* and *why* (Starik, 1995; Mitchell, Agle & Wood, 1997). The original definition of “any group or individual that can affect, or is affected by” (Freeman, 1984:53) has left the concept of whom a stakeholder is open to continuing criticism (Fassin, 2009), primarily as

being too vague; "...it leaves the notion of stake and the field of stakeholders unambiguously open to include virtually anyone" (Mitchell, Agle & Wood, 1997: 856). The term '*stakeholder*', can be broken down into two parts: the '*stake*' and the '*holder*': what claim do groups/individuals have; and which groups/individuals hold this claim? Stakeholders have a legitimate claim and saliency in management decision making.

Stakeholder theory therefore can be applied to public participation, where the "public" or citizens who are treated as stakeholders in the development of the county. The county must therefore involve the stakeholders in order to succeed in their day to day businesses of developing the county for sustainable development.

2.4 Conceptual Models of Sustainable Development

This are diagrammatical or pictorial models that help us to understand how the the three pillars of sustainable development interrelate. This study adopted the 'Three Pillar Basic Model' for sustainable development which was developed by Prof. William Adams in 2006. This is one of the most well-known models created using the three dimensions -Economy, Environment and Society. There are other models for sustainable development which includes: 'The Egg of Sustainability' model, 'Atkisson's Pyramid' Model, 'Prism of Sustainability' model and 'The Amoeba Model'.

The 'Three Pillar Basic' model was chosen because the study was about public participation and sustainable development in devolved governance and of the five models; the model captured well the theme of the study, which was about socioeconomic development and environment.

The diagram below shows three interlocking circles with the triangle of environment (conservation), economic (growth), and social (equity) dimensions. Sustainable Development is modeled on these three pillars. This model is called ‘three pillars’ or ‘three circles model’ as shown in the Figure 2.3.

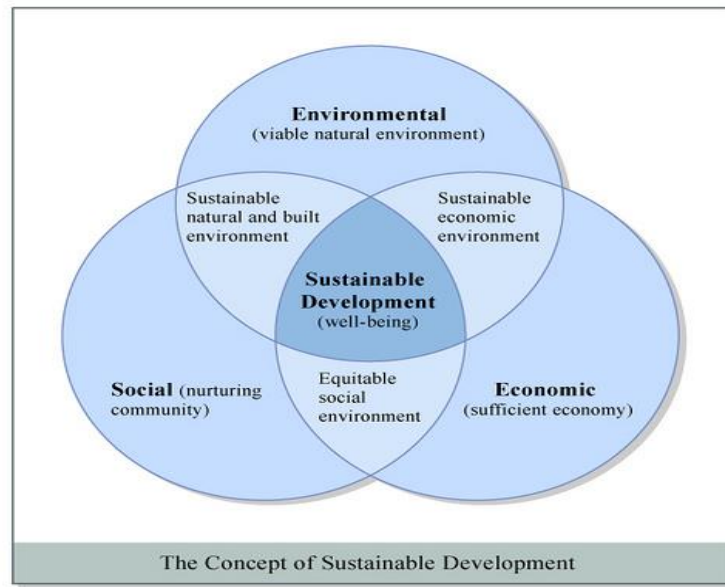


Figure 2.3: Interlocking Circles Model of Sustainable Development

Source: Adams (2006)

All of the economic, social and environmental systems must be simultaneously sustainable in and of themselves. Satisfying any one of these three sustainability systems without also satisfying the others is deemed insufficient.

The other popular way to visualize the three pillars is as shown in Figure 2.4. The three pillars of sustainability are a powerful tool for defining the complete sustainability problem. If one pillar is weak then the system as a whole is unsustainable.

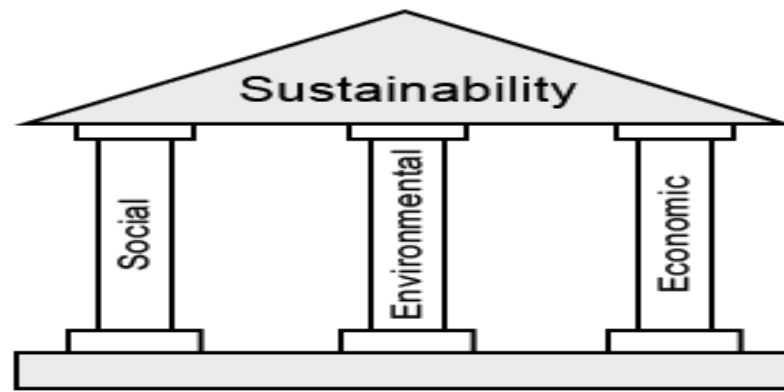


Figure 2.4: The Pillars Model of Sustainable Development

Source: Adams (2006)

For sustainable development to be achieved in the devolved system of governance in Kenya there is need to strengthen the three 'Pillars' -Social Sustainability, Environmental Sustainability and Economic Sustainability. This will be achieved to a large extent through public participation.

Economic: An economically sustainable system must be able to produce goods and services on a continuing basis. *Economic sustainability* requires that the value of the benefits to the society in question exceed (or at least are equal to) the costs incurred, and that some form of equivalent capital is handed down from one generation to the next.

Environmental: An environmentally sustainable system must maintain a stable resource base, avoiding over-exploitation of renewable resource systems. *Environmental sustainability* entails an ecosystem being able to support healthy organisms, whilst maintaining its productivity, adaptability and capability for renewal (including maintaining biodiversity).

Social: A socially sustainable system must achieve distributional equity, adequate provision of social services including health and education, gender equity, and political accountability and participation. *Social sustainability* reflects the relationship between development and social norms: an activity is socially sustainable if it conforms to social norms or does not stretch them beyond the community's tolerance for change.

2.5 Sustainable Development Models

2.5.1 Millennium Development Goals

At the beginning of the new millennium, world leaders gathered at the United Nations to shape a broad vision to fight poverty in its many dimensions. That vision, which was translated into eight Millennium Development Goals (MDGs), was the overarching development framework for the world for 15 years, between the year 2000 and 2015.

The UN Millennium Development Goals (MDGs) were:

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 5: Improve Maternal Health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

According to Ban Kim-Moon, former UN Secretary General, the final MDGs report shows that; “the data and analysis presented in the report prove that, with targeted interventions and sound strategies”. The report also acknowledges uneven achievements and shortfalls in many areas (UN, 2015). According to UNDESA (2015) and World Bank Group (2016), the MDGs, which concluded at the end of 2015, focused on the most vulnerable populations, and addressed extreme poverty, hunger, disease, gender equality, education, and environmental sustainability. They marked a historic and effective global mobilization effort to achieve a set of common societal priorities.

Most countries in the world have made significant progress towards achieving the MDGs. In 1990, the baseline year for measuring MDG progress, almost half of the developing world lived on less than US\$1.25 a day measured in 2005 prices (the World Bank poverty line used during the MDG period). According to new estimates from the World Bank, today less than 10% of the world’s population live on less than the equivalent \$1.90 per day measured in year 2010 (World Bank Group, 2016).

Targeted efforts will be needed to reach the most vulnerable people (UN, 2015; UNDESA, 2015; World Bank Group, 2016):

- Gender inequality still persists; women continue to face discrimination in access to work, economic assets and participation in private and public decision-making. Women are also more likely to live in poverty than men.
- Big gaps exist between the poorest and richest households, and between rural and urban areas. In the developing regions, children from the poorest 20 per cent of households are more than twice as likely to be stunted as those from the wealthiest 20 per cent.

- Climate change and environmental degradation undermine progress achieved, and poor people suffer the most Global emissions of carbon dioxide have increased by over 50 per cent since 1990.
- Conflicts remain the biggest threat to human development. Every day, 42,000 people on average are forcibly displaced and compelled to seek protection due to conflicts, almost four times the 2010 number of 11,000.
- Millions of poor people still live in poverty and hunger, without access to basic services. Despite enormous progress, even today, about 800 million people still live in extreme poverty and suffer from hunger.

After the MDGs, which came to the end in the year 2015, the UN and the world leaders adopted another development agenda (model) the *2030 Agenda for Sustainable Development*, commonly known as Sustainable Development Goals or SDGs. The SDGs build on the success of the Millennium Development Goals (MDGs) in mobilizing collective action around a time-bound set of globally agreed goals.

2.5.2 Sustainable Development Goals

In September 2015, Heads of State and Government agreed to set the world on a path towards sustainable development through the adoption of the 2030 Agenda for Sustainable Development (UN, 2015). This agenda includes 17 Sustainable Development Goals or SDGs, which set out quantitative objectives across the social, economic and environmental dimensions of sustainable development – all to be achieved by 2030. The goals provide a framework for shared action “for people, planet and prosperity,” to be implemented by “all countries and all stakeholders, acting in collaborative partnership.” As articulated in the 2030 Agenda, “never before have world leaders pledged common action and endeavour across such a broad and

universal policy agenda” (UN, 2015); 169 targets accompany the 17 goals and set out quantitative and qualitative objectives for the next 15 years. These targets are “global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities” (UN, 2015).

Over time, the definition of sustainable development has evolved to capture a more holistic approach, linking the three dimensions of sustainable development: economic development, social inclusion, and environmental sustainability. The SDGs aim to provide a global framework for cooperation to address the three dimensions of sustainable development within an ethical framework based on: (i) the right to development for every country, (ii) human rights and social inclusion, (iii) convergence of living standards across countries and (iv) shared responsibilities and opportunities (SDSN, 2013).

The 17 Sustainable Development Goals are as follows:

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

The SDGs build upon the success of the 8 Millennium Development Goals agreed upon in 2000 to halve extreme poverty by 2015 as a midpoint towards eradicating poverty in all its forms. The MDGs focused on the many dimensions of extreme poverty, including low incomes, chronic hunger, gender inequality, lack of schooling, lack of access to health care, and deprivation of clean water and sanitation, among others. They achieved some great successes, for example halving the likelihood of a child dying before their fifth birthday. Yet, many countries did not make sufficient

progress, particularly on environmental sustainability and it is now widely recognized that additional work is needed to achieve the ultimate goal of ending extreme poverty in all its forms. Further, there is consensus that the scope of the MDGs needs to be broadened to reflect the challenges the world faces today (UNDESA, 2015; World Bank Group, 2016).

Around 700 million people still live below the World Bank's poverty line and billions more suffer deprivations of one form or another. Many societies have experienced a rise of inequality even as they have achieved economic progress on average. Moreover, the entire world faces dire environmental threats of human-induced climate change and the loss of biodiversity. Poor governance, official corruption, and in dramatic cases overt conflict, afflict much of the world today (UNDESA, 2015; World Bank Group, 2016).

The SDG Agenda responds to these compound challenges, and is therefore broader and more complex than the MDGs. Most importantly, it adopts sustainable development as the organizing principle for global cooperation, meaning the combination of economic development, social inclusion, and environmental sustainability. Hence, the overarching name "Sustainable Development Goals," as the key message to the world community. Furthermore, the SDGs and related agenda apply to all countries, developed and developing alike. The post-2015 agenda calls for actors to move away from business-as-usual (BAU) approaches towards the sustainable use of resources and peaceful and inclusive societies (SDSN, 2013).

The outcome document for the SDG Agenda synthesizes the breadth of these issues by declaring that the SDG framework will stimulate action on **five key themes** (SDSN, 2013):

- (i) People
- (ii) Planet
- (iii) Prosperity
- (iv) Peace, and
- (v) Partnerships, which are described briefly below (SDSN, 2013).

(i) People

“We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment” (UN, 2015).

The MDGs played an important role in focusing the world’s attention on reducing extreme poverty, yet progress has been incomplete. As of 2011, the percentage of people in extreme poverty (living on less than \$1.90 a day) in sub-Saharan Africa was 44.3%, and in South Asia was 22.3% (World Bank Group, 2016). In particular, least developed countries, landlocked developing countries, and small-island developing states remain behind, as they face structural barriers to development. In many societies the most vulnerable populations have made little progress. Mass migration, often caused by violence and conflict, has led to massive displacement, instability, and large populations living in dangerously overcrowded refugee camps and informal settlements. Gender inequality remains widespread, as many young girls are deprived of education and forced into early marriages.

Under the MDGs the world has made tremendous progress in reducing child mortality, but six million children still die each year from preventable causes (UNDESA, 2015). Maternal mortality rates have come down in most countries, but not sufficiently to meet the MDG. Large numbers of people do not have access to affordable primary health care and major efforts are needed to ensure universal access

to basic infrastructure, including energy, water, sanitation and transport. While a lot of progress has been made in increasing primary school enrolment in all countries, completion rates remain low, and far too many children do not complete a full cycle of education from early-childhood development through to secondary school completion. Approximately 800 million people remain chronically undernourished (FAO, 2014) and do not have access to sufficient, safe and nutritious food. Another billion or so face various kinds of micronutrient deficiencies.

For these reasons the SDGs commit to ending extreme poverty in all its forms, including hunger, and call on all people to enjoy universal access to essential social services and basis infrastructure by 2030.

(ii) Planet

“We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations” (UN, 2015).

The scale of human impact on the physical Earth has reached dangerous levels, which threatens long-term progress against poverty and the well-being of rich and poor countries alike. The world economic system is already “trespassing” on the Earth’s “planetary boundaries” (UN, 2015). Many natural resources and ecosystems essential for human and societal well-being are being threatened or destroyed, such as loss of biodiversity, air pollution, water shortages and pollution, deforestation and grasslands degradation and soil contamination. Climate change is no longer a future threat but a stark current reality. We are already seeing the consequences of rising carbon dioxide concentrations and higher global temperatures, such as changes to the intensity and duration of extreme weather events and ocean acidification (SDSN, 2013). With the

scale of global economic activity doubling roughly every generation we must change how the economy functions or the environmental consequences of growth will become overwhelming and indeed devastating.

The SDGs commit to protect the planet from degradation, including through sustainable production and consumption and the sustainable management of natural resources (including terrestrial and marine ecosystems), as well as taking urgent action to tackle climate change.

(iii) Prosperity

“We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature”(UN, 2015).

The world must shift to sustainable consumption and production patterns that do not deplete natural resources for future generations, and that promote prosperity for all. Unless this shift occurs, continued population and economic growth will further increase planetary pressures and exacerbate social exclusion and inequality (UN, 2015). The sustainable development framework places a central emphasis on decoupling economic growth from unsustainable resource use and pollution, and offers unprecedented opportunities for low-income countries to join an international production system. Additionally, rapid technological change and globalization are driving a rise in global incomes but also a rise in inequality among and within countries. Current growth patterns are not providing enough decent work, especially for young people without adequate skills and training, and are leading to widespread unemployment. Women continue to be economically undervalued and excluded in many countries and regions. Rapid population aging can leave the elderly in dire conditions unless appropriate policies are in place. And vulnerable groups such as the

disabled and indigenous populations remain marginalized and excluded from full socioeconomic participation (SDSN, 2013).

(iv) Peace

“We are determined to foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development” (UN, 2015).

In an age of globalization, governance within and among countries is becoming more diffuse and complex. Critical steps for sustainable development include promoting good governance, rule of law, human rights, fundamental freedoms, equal access to fair justice systems, as well as combating corruption and curbing illicit financial flows. Effective and inclusive institutions are necessary to prevent all forms of abuse, exploitation, trafficking, torture and violence. Most important, enhanced global cooperation through the UN Security Council and other UN institutions is necessary to prevent the spread of wars and extreme violence as is now afflicting many countries in the Middle East, North Africa, and Western Asia. Collaborative partnerships of all kinds will be essential to build effective, accountable and inclusive institutions at all levels (SDSN, 2013).

(v) Partnerships

“We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people”(UN, 2015).

The SDG Agenda calls for a renewed global partnership, indeed many partnerships at all levels, with all countries and stakeholders working in solidarity to achieve the goals. Today’s governments must coordinate with a broad spectrum of actors, such as multinational businesses, local governments, regional and international bodies, and

civil society organizations. Accountability and transparency will be increasingly important at all levels of society, with revised regulatory mechanisms needed to ensure human, civil, and environmental rights (SDSN, 2013).

2.5.3 New opportunities for sustainable development

As noted, the SDG framework has been designed to address today's challenges. While some trends, such as human-induced climate change or social exclusion, are moving in the wrong direction, other development trends offer reasons for hope. We live in an "a time of immense opportunity," (UN, 2015) with the end of extreme poverty in sight. There have been tremendous technological advances that have led to improved development outcomes, particularly in the key fields of health, energy, nanotechnologies, systems design, and especially information and communications technologies (ICTs), which have dramatically improved global interconnectedness and opened vast new opportunities for productivity advances across the world economy.

The SDG agenda sets out five key opportunities for development that is:

- (i) Inclusive development
- (ii) Universal development
- (iii) Integrated development
- (iv) Technology-driven development and
- (v) Locally-focused development

The five key opportunities are discussed below:

(i) Inclusive Development

"All stakeholders, acting in collaborative partnership, will implement this plan [SDG Agenda]" (UN, 2015). The SDGs will engage multiple stakeholders at all levels of

society to actualize the agenda. No one is left behind or left out, as “governments, international organizations, the business sector and other non-state actors and individuals must contribute” (UN, 2015). Participatory processes will allow stakeholders to give voice to the needs and interests of the people they represent, enabling better-planned and better-informed initiatives.

(ii) Universal Development

Achievement of any of the SDGs will require concerted global efforts to achieve all of them. The 2030 Agenda is not about what the rich should do for the poor, but what all countries together should do for the global well-being of this generation and those to come (UN, 2015).

(iii) Integrated Development

The SDGs are “integrated and indivisible and balance the three dimensions of sustainable development” (UN, 2015). The success of one leads to the success of all. Included in this is the need for good governance and strong social networks, which translates into a framework focused on “people, planet, prosperity, peace and partnerships” (UN, 2015). For example, a country’s ability to combat hunger is directly connected to its agricultural system, its strategy for rural development, economic and income growth, management of natural resources, level of infrastructure, natural disaster mitigation plans, and the health of its population, requiring that many actors work together across and outside of government.

(iv) Technology-driven Development

Rapid technological change, particularly in ICT and data, but also in material science, manufacturing (e.g. 3D printing), genomics, and other areas, is deepening the integration of the world economy and enabling breakthroughs in productivity across the

economy, with a significant potential to speed the pace of global development and economic convergence. Of great note for the SDGs is the current “data revolution,” characterized by an explosion of available data resources and rapidly evolving technologies for analyzing those data. One key lesson learned from the MDGs is that a lack of reliable data can undermine governments’ ability to set goals, optimize investment decisions, manage development processes, and measure progress. Drawing from this MDG experience, in 2014 UN Secretary-General Ban Ki-moon advocated for the harnessing of the current data revolution in support of sustainable development (SDSN, 2015). New technologies also offer tremendous opportunities to deliver public services, including healthcare, education, and basic infrastructure to more people at lower cost. E-government can offer new approaches to manage the complex and dynamic relationships between institutions and stakeholders with diverse objectives and competencies, assess and integrate initiatives at different governance levels, and support synergies to meet different goals.

(v) Locally-Focused Development

Local authorities and communities are responsible for the realization of the goals at local scales, recognizing in particular interdependent relationships between urban, peri-urban, and rural areas. The Rio+20 follow-up document, Key Messages and Process on Localizing the SDG Agenda, notes that “many of the critical challenges of implementing the SDG Agenda will depend heavily on local planning and service delivery, community buy in and local leadership, well-coordinated with the work of other levels of governance” (UNDP,2015). A bottom-up approach can be successful in achieving transformational sustainable pathways through direct contact with communities, which informs national-level policy decisions.

2.6 Framework for Sustainable Development in Kenya

The government of Kenya spells out its development policies in form of Sessional papers, which set the long term development agenda. These are implemented through medium-term development plans (usually five years long) that are further operationalized through the annual budget speeches. The two most significant Sessional Papers issued with regard to economic development in independent Kenya prior to the *Vision 2030*, are *Sessional Paper No. 10 of 1965* and *Sessional Paper No. 1 of 1986*. These papers together with development plans drawn under them define the road Kenya has followed in pursuit of economic development. They also reflect Kenya's quest for public participation in development.

This overview of Kenya's development strategies indicates that Kenya has embraced development paradigm shifts to reflect changes in global development thinking; from technocratic, trickle-down strategies of the 1960s and 1970s to more participatory ones in recent times. In spite of these developments, there is inadequate public participation in the entire process of conception, design, implementation and management (SID, 2004).

2.6.1 Kenya Vision 2030

Kenya Vision 2030 (Swahili: *Ruwaza ya Kenya 2030*) is the country's development programme from 2008 to 2030. It was launched on 10th June 2008 by President Mwai Kibaki (Kenya Vision 2030, 2008). Its objective is to help transform Kenya into a "newly industrializing, middle-income (income exceeding World's average currently at US\$10000) country providing a high quality of life to all its citizens by 2030 in a clean and secure environment"(Kenya Vision 2030, 2008). Developed through "an all-inclusive and participatory stakeholder consultative process, involving Kenyans

from all parts of the country," the Vision is based on three "pillars": Economic, Social and Political (Kenya Vision 2030, 2008).

Kenya Vision 2030 is the long-term development blueprint for the country. It is motivated by a collective aspiration for a better society by the year 2030. The aim of Kenya Vision 2030 is to create "a globally competitive and prosperous country with a high quality of life by 2030". It aims to transform Kenya into "a newly-industrialising, middle-income country providing a high quality of life to all its citizens in a clean and secure environment". The Vision is a product of a highly participatory, consultative and inclusive stakeholders' process carried out between October 2006 and May 2007. Specifically, the process involved international and local experts, ordinary Kenyans and stakeholders from all parts of the country. Between July and August 2007, the contents of the Vision 2030 were again subjected to open consultations in all provinces in Kenya, before the document was finalised (Kenya Vision 2030, 2008).

The Vision is anchored on three key pillars: economic; social; and political governance. The economic pillar aims to achieve an average economic growth rate of 10 per cent per annum and sustaining the same till 2030 in order to generate more resources to meet the MDGs, SDGs and vision goals. The Vision has identified a number of flagship projects in every sector to be implemented over the Vision period and to facilitate the desired growth rate. The identified flagship projects directly address priorities in key sectors such as agriculture, education, health, water and the environment. The social pillar seeks to create a just, cohesive and equitable social development in a clean and secure environment. The political pillar aims to realise an

issue-based, people-centered, result-oriented and accountable democratic system (Kenya Vision 2030,2008).

Economic pillar: The Economic Pillar of Vision 2030 seeks to improve the prosperity of all regions of the country and all Kenyans by achieving a 10% Gross Domestic Product (GDP) growth rate by 2012. Within the Medium Term Plan 2008-2012, six priority sectors that make up the larger part of Kenya's GDP (57%) and provide for nearly half of the country's total formal employment were targeted. Tourism; Agriculture; Wholesale and retail trade; Manufacturing; IT enabled services (previously known as business process off-shoring); Financial (Kenya Vision 2030, 2008).

Social pillar: The objective of the Social Pillar is investing in the people of Kenya in order to improve the quality of life for all Kenyans by targeting a cross-section of human and social welfare projects and programmes, specifically: Education and training; Health, Environment, Housing and urbanisation; Gender, children and social development; Youth and sports (Kenya Vision 2030,2008).

Political pillar: The Political Pillar objective is moving to the future as one nation and envisions a democratic system that is issue based, people centred, a result oriented and is accountable to the public. The pillar is anchored on transformation of Kenya's political governance across five strategic areas; The rule of law – the Kenya Constitution 2010; Electoral and political processes; Democracy and public service delivery; Transparency and accountability; Security, peace building and conflict management (Kenya Vision 2030,2008).

2.6.2 Foundations for Kenya Vision 2030

The economic, social and political pillars of Kenya Vision 2030 are anchored on the following foundations: macroeconomic stability; continuity in governance reforms; enhanced equity and wealth creation opportunities for the poor; infrastructure; energy; science, technology and innovation (STI); land reform; human resources development; security; and public sector reforms (Kenya Vision 2030,2008).

Macroeconomic Stability for Long-Term Development: Kenyans appreciate the key role of macroeconomic stability has played in economic recovery and rapid growth experienced by the country since 2003. This has resulted in low levels of inflation, strictly limited public sector deficits, a stable exchange rate and low interest rates. For this reason, Kenya Vision 2030 places the highest premium on the stable macroeconomic environment the country now enjoys, and expects it to continue in the future as a matter of policy. This is the only way in which confidence among Kenyans and investors can be created and sustained. A stable economic environment also works in favour of the poor who stand to lose the most in periods of high inflation. All the projects proposed under Vision 2030 will, therefore, be implemented subject to the parameters set under the macroeconomic stability framework.

Continuity in Governance Reforms: Kenya remains fully committed to continuing governance reforms. These will be deepened and accelerated in order to create a better environment for doing business, and for the full enjoyment of individual rights that Kenyans are entitled to under the constitution. Toward that end, the Government will continue and intensify the anti-corruption programme already in place through: better investigation and prosecution; eliminating discretionary decision-making in a public service that is prone to bribery; public education; and judicial and legal reform. The

Government also recognises that in an open, democratic society like Kenya, the people themselves, Parliament, civil society, and a vigilant press are the ultimate defence against abuse of office. These institutions will continue to receive full support from the Government and from the people of Kenya.

Enhanced Equity and Wealth Creation Opportunities for the Poor: No society can gain the social cohesion predicted by Vision 2030 if significant sections of it live in abject poverty. To that extent, Kenya Vision 2030 includes equity as a recurrent principle in all its economic, social and political programmes. Special attention has been given to investment in the arid and semi-arid districts, communities with high incidence of poverty, unemployed youth, women and all vulnerable groups.

Infrastructure: The 2030 Vision aspires for a country firmly interconnected through a network of roads, railways, ports, airports, and water ways and telecommunications. It should provide water and modern sanitation facilities to her people. By 2030, it will become impossible to refer to any region of our country as “remote”. To ensure that the main projects under the economic pillar are implemented, investment in the nation’s infrastructure will be given the highest priority.

Energy: Development projects recommended under Vision 2030 and overall economic growth will increase demand on Kenya’s energy supply. Currently, Kenya’s energy costs are higher than those of her competitors. Kenya must, therefore, generate more energy and increase efficiency in energy consumption. The Government is committed to continued institutional reforms in the energy sector, including a strong regulatory framework, encouraging private generators of power, and separating generation from distribution. New sources of energy will be found through

exploitation of geothermal power, coal, renewable energy sources and connecting Kenya to energy-surplus countries in the region.

Science, Technology and Innovation (STI): Vision 2030 proposes intensified application of science, technology and innovation to raise productivity and efficiency levels across the three pillars. It recognises the critical role played by research and development (R&D) in accelerating economic development in all the newly industrialising countries of the world. The Government will create the STI policy framework to support Vision 2030. More resources will be devoted to scientific research, technical capabilities of the workforce, and in raising the quality of teaching mathematics, science and technology in schools, polytechnics and universities.

Land Reform: Land is a critical resource for the socio-economic and political developments spelt out in Vision 2030. Respect for property rights to land, whether owned by communities, individuals or companies, is an important driver of rapid economic transformation everywhere. The transformation expected under Vision 2030 is dependent on a national land use policy, which, therefore, must be completed as a matter of urgency. The policy will facilitate the process of land administration, the computerisation of land registries, and the establishment of a National Spatial Data Infrastructure in order to track land use patterns, and the introduction of an enhanced legal framework for faster resolution of land disputes.

Human Resource Development: Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrialising economy. This will be done through life-long training and education. As a priority, a human resource data base will be established to facilitate better planning of human resources requirements in the country. Furthermore, steps will be taken to raise labour

productivity to international levels. Other steps will include the establishment of new technical training institutions, as well as the enhancement of closer collaboration between industry and training institutions.

Security: The overall ambition for the security sector under “Vision 2030” is “a society free from danger and fear”. The Government is determined to improve security in order to attract investment, lower the cost of doing business and to provide Kenyans with a more secure living and working environment. Specific strategies will involve: improving the practice of community policing; reducing the police to population ratio to recommended UN standards; adopting information and communication technology (ICT) in crime detection and prevention; enhancing police training and use of modern equipment in law enforcement. All these measures will be supported by accelerated reforms in the judiciary. The country will also implement reforms in the prison service, starting with reduction of the number of suspects in remand homes, improved training and working conditions for prison staff; and a reorientation of the service to correctional activities.

Public Service: An efficient, motivated and well-trained public service will be one of the major foundations of the vision. Kenya will build a public service that is citizen-focused and results-oriented, a process whose achievements so far have received international recognition and awards. The Government will intensify efforts to bring about an attitudinal change in public service that values transparency and accountability to the citizens of Kenya. Results based management and performance contracting will be pegged to the implementation of the Vision’s goals, making it easier to reward public servants on merit and performance. Reforms in the public service will further enhance strategic planning in government, continuous

improvement, and stakeholder engagement. A Kenya School of Government will be established to provide research and training for transformative leadership to the highest international standards.

2.6.3 Medium-Term Plans

The Economic Recovery Strategy, ERS was a 5-year plan that expired in the financial year 2007/08. In early 2007 the Government started developing a new strategy to take over from the ERS. In June 2008, Kenya Vision 2030 was launched as the new long-term development blueprint for the country to create a globally competitive and prosperous nation with a high quality of life by 2030, that aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. The vision is implemented through medium term plans. The first 5-year Vision 2030 Medium Term Plan (MTP 1) covering 2008 –2012 took on board the success achieved under the Economic Recovery Strategy (ERS), 2003-2007. The second Medium-Term Plan (MTP 2) covered the period 2013-2017. The third Medium-Term Plan (MTP 3) which will cover the period 2018-2022 is yet to be launched.

Those noted in the 2014 Economic Update by the World Bank include (World Bank, 2014):

- Implementation of a devolved governance structure aimed at realizing equitable development;
- Increasing life expectancy by two decades;
- Expanding access to primary education to near universal levels;
- Doubling secondary school access and significantly increasing tertiary education opportunities;

- Reducing infant mortality by half and reducing fertility rates;
- Expanding GDP per capita eightfold; and
- Overseeing a steady economic growth.

In addition to these, in 2014 Kenya rebased its economy and officially became a middle income economy with an estimated economic output of 4.76 trillion shillings (US\$ 53.4bn). According to the World Bank Kenya's economy grew by 4.7 per cent in 2014 with a projected growth of 6.0 per cent for 2015 (World Bank, 2014). Despite these achievements, there is recognition of the fact that Kenya continues to face challenges and perform below potential.

2.7 Empirical Studies

2.7.1 Demographic Factors and Public Participation

Demographic characteristics like gender, age, level of education, marital status, multiple roles of women in the family set-up, level of community trust, fairness, clarity in and transparency of the processes, personal character and community culture, belief systems are among the factors that influenced public participation in County integrated development planning process (Mutwiri, 2016). The level of community awareness determines the extent of public participation in county integrated development planning process. According to Mutwiri (2016), demographic characteristics influences public participation in county integrated development planning process; he also noted that demographic characteristics like; Multiple roles of women in the family setup limits their partaking in County Integrated Development Plan (CIDP), low education levels of women hinders their participation in CIDP, low levels education among local communities have decreased public participation in CIDP, young men and women feel excluded in their societies thus demotivated from

participating in CIDP. Mutwiri's findings are in support of the research by UNDP and IPU (2013) that there is strong evidence that participation of young people in formal, institutional political processes is relatively low when compared to older citizen across the globe.

According to Mutwiri (2016), declining level of community trust with politicians has discouraged community participation in CIDP, demanding citizenry encourages community participation in CIDP, people with high education level (Diploma level and above) for purposes of enriching debates on CIDP, participation of young people in CIDP is relatively low compared to older citizen across the counties and that high level of community trust with political institutions can encourage community participation in CIDP. The findings also concur with the research by UNDP and IPU (2013) that the main challenge for youth were limited opportunities for effective participation in decision making processes. Participation of young people in CIDP is relatively low compared to older citizen across the counties, (Mutwiri, 2016). All people, particularly young, marginalized and vulnerable groups, have a right to express their views on decisions directly affecting their lives (OECD, 2001). This fundamental right can only be honoured if Government-citizen connections are further strengthened (Lukensmeyer, 2009). They are indeed invaluable resources to any nation, because their fresh motivation, capabilities and innovativeness can act as a catalyst for achieving excellent goals.

The rural society is predominantly patriarchal in which female participation in development activities is traditionally looked down upon. The common religious sentiment is also against women's spontaneous participation in development program. Victims of exclusion suffer on three fronts. Economically, they tend to be

discriminated against in labour markets and thus earn less for comparable levels of education and skills (GRADE, 2002). Women as well as men are key resource users and managers and have different roles, responsibilities, opportunities and constraints in managing natural resources, both within the household and in the community. The excluded vulnerable groups of concern to county development programs are indigenous groups, racial minorities, women and, in some cases, small farmers and/or landless persons.

Doorgaper (2014) concludes that in order to emancipate women and ensure that they fully participate in democratization processes that it is vital to review and revise existing constitutional, political, legislative and regulatory frameworks, including electoral systems, to remove provisions that hinder women's equal participation in the decision-making processes. Studies undertaken in Africa by Baah - Ennumh, Owusu & Kokor (2005); Zaman (2007); Agbalajobi (2010); Ihemeje (2013); and Omodia, Esidedene & Abdul (2013) argues that women participation in governance in Africa face a myriad challenges including religious and cultural beliefs, lack of economic empowerment, lack of effective means of implementing affirmative action, men dominance of political power, relatively low education levels of women, multiple roles of women in the family setup, women attitude to the process of governance, lack of confidence on the part of women and demanding nature of the work at the local assembly level. Ihemeje (2013) further argue that marginalization of women in local governance is nothing but an elongation of male dominance in virtually all political affairs. As such, historical fact of this nature is strongly associated with the attitudinal views which had often impede the chances of women to having more political representatives at the various local government.

Community awareness and participation are valuable in improving community welfare, training people in local administration and extending government control through self-initiatives (World Bank, 2004). World Bank also states that community awareness and participation process through which stakeholders gain influence and control over development initiatives, decisions and resources affecting their lives and livelihoods. The success of public participation in CIDP is dependent on citizen awareness of participation program, effective utilization of different public platforms, thus the level of public participation influence public was highly needed on level of public awareness and vice versa (Mutwiri, 2016).

Meaningful participation in project development largely depends on the educational status of public. There is a strong link between development and education. Indeed, formal and non-formal education is the bedrock of a transformative approach to community development (Kane, 2006; Fraser, 2005). Education can enhance the potential for people at the grassroots level to experience social change (Kane, 2006). It engenders the acquisition of educational experiences which go beyond academic or professional qualifications and it helps the individual to find his or her purpose in the community (Hunt, 2009). Just like in other developing countries, a large proportion of the Kenyan population resides in the rural areas, where most people are largely illiterate and depend on farming for their livelihoods. It is evident that illiterate people hardly understand the nitty-gritty of a development project and thus their illiteracy is a great hindrance to their participation. Illiterate people are often looked down upon as problematic as they more often cannot articulate their demands and put forward their opinions in a systematic way. Hence, their illiteracy is leading them to non-participation.

Asiabaka (1990) found that educated women participated more in the rural development program of government. Education is a major determinant of effective participation in public project developments. The educated people would most likely appreciate public development better than the less educated. If the people appreciate public development their attitude towards participating in public project developments is likely to be favourable (Edwards, 2005). According to John (2009), education level of the citizenry has a significant correlation in the level of public participation. Education often enhances citizen's awareness of governance programs and how to engage the governance system (Ahmad et al., 2005).

Equally, Mwenda (2010) links levels of education to the public's ability to express their interests in self-determining governance of the people and by the people, but argues that lack of sufficient education, particularly in marginalized communities, hampers information dissemination, hence, low levels of participation. Oyugi and Kibua (2008) similarly argue that public citizens who sit on development and planning board for county governments on volunteer basis are all educated. Joshi and Houtzager (2012) significantly correlate education, information and public participation. Further, they argue that the ability to coherently articulate policy issues within the budgetary planning forums favor those with higher levels of education. Pasek et al (2008) argues that level of education elevates citizen's ability to participate in public functions that require a level of technical skills and ability. They contend that the reason the public doesn't have the desire to participate in forums like budget participation is that they feel inadequately informed or educated to be of value. Finkel, Horowitz & Rojo-Mendoza (2012), conducted a research in South Africa and Dominican Republic to determine how engaged the public was on issues of devolved governance and budgetary processes. In their findings, education, the ability to

articulate petitions, understand technical budgetary language enabled citizens to engage more actively and effectively not only in the budgetary formulation, but in other civic duties.

According to John (2009) lower levels of education in devolved units negatively correlate with public participation. KHRC (2010) report on public participation highlights the reality of education in civic process that informs public participation. The report findings argue that citizens without education, lacks ability to assimilate information, therefore, can rarely formulate interests in civic duties like budget formulation. Mboga (2009) draws the correlation to the impact levels of education have in public participation in Kenya. He argues that education expands the ability of the public to appropriate desires, interests, and has their voice heard in logical concise and organized process like budget formulations.

Mwenda (2010) however argues that merely seating in budgetary forums, by those who are educated does not constituted participation. Oyugi and Kibua (2008) contends that in as much as education elevated understanding, and versatile opportunities to engage in budgetary formulation, the actual is not easily articulated when you divorce self-interest from actual desire to engage in public participation. In the case of participation by representation in budget formulation, the citizenry of a constituency usually engage persons with educational and engaging skills to effectively represent their views (Michels, 2012). Most people who attend public forums on county development budgetary consist largely of the educated with self-aggrandizing interest, instead of that of the public (Mboga, 2009). Michels (2012) argues that devolution and democratization is supposed to enhance the concept of self-governance through actual participation in decision making on how to be

governed. Joshi and Houtzager (2012), argues that to enhance public participation in budgetary formulation, then each devolved unit should consider empowering the citizenry through adequate education, and not just civic education or public forums that are reactionary. Various other researchers like Oyugi and Kibua (2008), Joshi and Houtzager (2012) and Mwenda (2010) argue that there exists a significant positive correlation between levels of education and public participation.

2.7.2 Public Participation Process

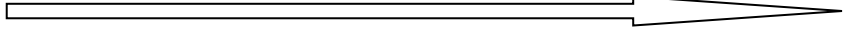
The International Association of Public Participation, IAP2 (2007) describes public participation process as ‘any process that involves the public in problem solving or decision making and uses public input to make decisions, with public defined as any individual or group of individuals, organisation or political entity with an interest in the outcome of a decision’ (IAP2, 2007:5).

There are different levels of public participation process in decision-making. IAP2 identifies five levels of public participation (or community engagement). On the extreme left of the spectrum, the public is simply given information. The next two levels of ‘consulting’ and ‘involvement’ include formal consultation on specific issues, in which views are considered but the final decision is made by those consulting. At the most devolved end of the spectrum, ‘collaborate’ and ‘empower’ require a higher level of co-operation, shared goals and joint decision-making; as shown in Table 2.3.

As clearly illustrated in the Table 2.2 above, key aspects emerges that Inform is the lowest level of public participation process followed by Consult, then Involve, followed by Collaborate and Empower is the highest level of public participation process. In reality, the most effective and efficient level of public participation

process is not necessarily at the highest level; it depends on the development activity being undertaken and the circumstances surrounding it. It is important to note that these are levels not steps; therefore they may not be followed in the order in which they appear. Each level may be picked for its appropriateness to the development activity. Though, when the public is empowered it makes participation to be more of people-driven hence improving its effectiveness.

Table 2.3: Spectrum of Public Participation Process

| | | Increasing Level of Public Impact  | | | | |
|----------------------------------|--|--|--|---|--|--|
| | | INFORM | CONSULT | INVOLVE | COLLABORATE | EMPOWER |
| PUBLIC PARTICIPATION GOAL | | To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions. | To obtain public feedback on analysis, alternatives and/or decisions. | To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. | To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. | To place final decision making in the hands of the public. |
| PROMISE TO THE PUBLIC | | We will keep you informed. | We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals. | We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision. | We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible. | We will implement what you decide. |

Source: IAP2 (2007)

The further to the right on the Spectrum, the more influence the public has over decisions, and each level can be appropriate depending on the context. For each level it articulates the public participation goal and the promise to the public; as discussed further below:

Informally involves a one-way flow of information. The US Environment Protection Agency (USEPA) (2017) suggests that: The Inform level of public participation does not actually provide the opportunity for public participation at all, but rather provides the public with the information they need to understand the government decision-making process. The inform level of public participation requires the government to serve as an honest broker of information, giving the public what they need to fully understand the project and decision and to reach their own conclusions as to the appropriateness and adequacy of the decision. Despite it not being public engagement, the Inform level can be quite appropriate in many situations including letting people know about changes to legislation, health promotion messages or informing people about benefits they might be entitled to (Susskind & Carson, 2008).

According to USEPA (2017), consult is quite a low level of public engagement being “the basic minimum opportunity for public input to a decision”. Essentially it involves obtaining feedback about plans, ideas, options or issues, but with little interaction. Consult can involve little interaction (e.g. written submissions) or it can be more interactive. Consult largely involves one-way communication – feedback from the public – although there is still an element of two-way communication through the promise to “provide feedback on how public input influenced the decision”. Consult is particularly appropriate when there is little passion or complexity in relation to an

issue (Hardy, 2015) and can be useful for obtaining feedback about a draft plan or for canvassing a range of views early in a longer planning process.

At the Involve level, the public is invited into the process to a greater extent than with Consult. As can be seen, the goal is to work with the public throughout the process: it is not a one-off (IAP2, 2007). According to Hardy (2015), the Collaborate level is about partnership and sharing power. There can be risks involved in processes at this level. If the promise is seen as being broken (e.g., if members of the public cannot agree on ways forward or if some sections of the public feel their views were not taken into account), trust can be broken and future relationships with key stakeholders can be significantly damaged (City of Newcastle, 2011).

The Empower level places the final decision-making in the hands of the public (IAP2, 2007). At this level, a decision could be made by the public through a process that requires little interaction or engagement (e.g. a referendum). If we adopt bottom up approaches to working with the public and are committed to social justice, however, the Empower level still implies interaction and engagement. It also requires us to ensure that those affected by decisions can have input into the process (USEPA, 2017). Responsibility for the decision can still lie with the elected body (County government or County assembly) while honouring the promise.

Quality, accessibility and accuracy of information are key determinants in ensuring an effective influence in public participation process. This is the conclusion that Devas and Grant (2003:315) make in their study of citizen participation in local government in Kenya and Uganda when they write that 'information needs to be shared widely and strategically'. Glover (2003) emphasized that information sharing in the policy process is a requirement to ensure "effective and inclusive public participation". She

reiterates the importance of the nature and ways in which information is provided. She also suggests the use of “appropriate and accessible” methods of providing information. This involves information on the contributions made by the public in the policy process. According to Kugonza and Mukobi (2011) information empowers all citizens including vulnerable and excluded people to claim their broader rights and entitlements. They found out that informed citizens can stand up for their rights and hold public officials accountable for their actions and decisions

Participatory planning and budgeting is where citizens participate in formal platforms where plans and budgets for service delivery are made. This depends on the willingness of the local government to create such forums and to seek mobilize the citizens to participate. The awareness and capacity of the citizens is thus a key factor in this mechanism of participation. Monitoring and Evaluation is the last, yet important, opportunity for citizen participation. Citizens can engage in closely following the implementation of services to ensure that it is according to the plans and that resources are put to their rightful use. This presupposes that the citizens have correct information of the project/service being provided. In evaluation the citizens participate in the whole project/service review to ascertain if it is accomplishing its intended objectives.

Participation of the community in development projects leads to capacity building which enables the community to be more effective and efficient in the process of identifying, implementing, monitoring and evaluating of developmental projects (Davids, 2009). According to De Beer (1998), by continuously fulfilling their needs, people learn to realise their objectives more easily. It is a mechanism that enables local people to determine their own values and priorities and act on their own

decisions. Full potential of individuals is realised after they have been made aware; then, depending on their capabilities, they act in order to achieve their goals and objectives (Freire, 1993). People-centred development shifts the emphasis in development action to people, rather than to objects and production, and to the enhancement of their capacity to participate in the development process. Heavily relying on outside resources, such as funding, has resulted in most interventions being unsustainable. A people centred approach enhances self-reliance in communities (Kotze, 1997).

2.7.3 Effects of Public Participation

Public participation provides the opportunity for communication between the government making decisions and the public (IAP2, 2007). As a means to effective decentralization, citizen participation improves service delivery in the devolved governments by affecting its key determinants including allocative efficiency, accountability and reduction of corruption, equity, quality of service and cost recovery (Robinson, 2007). By participating in the decision making process, the public will realize the importance of their involvement in deciding their future (Chadwick, 1971).

According to Slocum and Thomas-Slayter (1995), public participation is a means to convey individual and the society's personal interests and concerns with regard to the development plans. Other than serving as a means of educating people and enhancing their awareness, public participation is also vital in preparing an efficiently better planning framework as a result of better understanding of stakeholders' demands and needs which thus leads to effective resource planning and management. Interestingly, the act of participating in structuring the development plan enables the citizens to

minimise political and administration problems while promoting transparency within the professionals' environment (Lukensmeyer, Goldman & Stern, 2011), which in turn will address perceptions of inequality of power.

In a broader sense, appropriate public participation is a key towards sustainable development given that the proposed development will be structured based on the stakeholders' demands and needs, which include the benefits for future generations. Moynihan (2003:37) links participation benefits to the performance of public programs: "Public input can provide information that helps managers improve public efficiency—either allocative efficiency through better resource allocation choices."

There are some fundamental and interconnected, reasons why promoters of public participation in national and local governance see it as a 'good thing'. Firstly, by involving individuals more directly in decisions that affect their lives, participation is seen as a way of strengthening the legitimacy and accountability of democratic institutions (Cornwall, 2008; Beethamet al., 2008). Secondly, there is a belief that involving people in local decision-making processes and bringing them together around a common cause or interest can empower communities and help build social cohesion (Blake et al., 2008; Foot, 2009). Thirdly, participation is considered a tool for reforming public services and for providing services that are better suited to people's needs and that are more efficient (Parker, 2007; Duffy, 2007). Finally, participation has been associated with personal benefits for individual participants ranging from increased political efficacy and satisfaction gained from influencing change to personal development and growth in self-esteem from learning new skills such as public speaking (Popay et al., 2007). Participation is thus associated with 'greater social justice, more effective public services and a society of self-confident

citizens' (Beetham et al, 2008: 11) as well as being an expression of active citizenship (Brannan, John & Stoker, 2006).

2.7.4 Challenges Facing Public Participation

While the global drive towards promoting public participation holds considerable promise and benefits for sustainable development, the implementation of public participation approaches is not without challenges. For example, the more sensitive the issue, the less likely that consensus will be reached. According to Sisk (2001), the World Bank study on participation in practice identified the following challenges to effective and efficient public participation:

- Lack of government's commitment to adopting a participatory approach: Public participation is often seen as a time consuming process.
- Unwillingness of the project experts to give up control over project activities and directions: Officials and experts are often not receptive and do not acknowledge the importance of public's views. This is because officials consider themselves experts in their field.
- Lack of motivation, incentives and skills among project staff to encourage them to adopt a participatory approach: Public participation requires a set of skills and change in mind-set amongst the staff to be able to interact with diverse communities and appreciate dynamics of the society. Without incentives and motivation, officials will not go an extra-mile to involve the public. Poor community engagement skills also compromises effective and efficient public participation.
- Low capacity of lower level participation and poor investment in community capacity building.

- Other challenges include, among others, resource constraints; abuse of participatory structures by community elites and opportunists; marginalization of communities from decision-making; legitimacy of structures through which the public participates, lack of transport for members of the public to attend public participatory forums and utilization of ward committees as platforms.

There are many other challenges to public participation in the society; poverty, literacy levels, disability, age, race and ethnicity are some of the characteristics that often marginalize people (Oakley, 1991). As Litchfield (1996) suggested, a good participation process needs to be effective, which means the public needs to participate at various stages of planning and development.

The public participation process seeks out and facilitates the engagement of those potentially affected. In every development project or program, there is a need to identify these key stakeholders and facilitate their participation (Kinyondi, 2008). This will consequently affect the public's ability to comprehend the decision making process. According to Bramwell and Sharman (1999), effective public participation is difficult to achieve if the residents are not equally represented within or as part of the whole group of stakeholders. Equal representation refers to the stakeholders' knowledge and understanding on the proposed development specifically and knowledge in planning generally.

There are concerns about the loss of control over the process (Kweit & Kweit, 1984; Moynihan, 2003) and also that most actively involved citizens might represent private interests that are very different than the broader public interests. Participation is time consuming and has the potential to slow down decision making since the public needs to be informed, and even educated first, in order to meaningfully participate in

administrative processes. Public participation concerns the engagement of individuals and communities in decisions about things that affect their lives, Burns and Taylor (2000). Sometimes people do not want to be involved in decision making for development projects, but it would be important that everyone should have the opportunity to do so. Public participation implies open discussions and working with and not for people. People will participate and contribute significantly to something they feel part of, identify with and correlate with their efforts (Odhiambo and Taifa, 2009).

Rural Kenyans have been reporting that the information that is available on policy, government programmes and services is difficult to obtain and interpret. Dukeshire and Thurlow (2002) have indicated that the rural citizens feel that there is a lack of access to information about government programs and services. There is a desire to learn about and access information about government programs and services that is understandable, concise and timely. An awareness-raising process ideally aims to boost the commitment of society beyond the simple acquisition of knowledge and skills. As the awareness raising takes many forms like demonstrative/practical training of communities, continuous dialogue and information sharing, participatory planning and monitoring including regular assessment of progresses and constraints allows communities to enhance their analytical skills and implementation capacity (Cleaver, 2001). Before citizens can express their opinions, and participate in the public decision making process, they need information about the subject at hand. A civic participation process cannot be built unless those who participate have a high level of education and information about the issue(s) (World Bank, 2004).

2.7.5 Strategies of Improving Public Participation

Public participation involves the participation of members of the public who are interested in solving issues in question. Craythorne (1997), states that “the secret of public participation is to ensure that the relevant “publics” are approached on any particular issue.” From this statement it can be deduced that for public participation to become a success on any particular issue, the exact and interested members of the public should be involved.

Omolo (2010) argues that for devolution to be successful citizens must be politically conscious, they must not only be aware of their rights and responsibilities but also know the channels via which they can exercise them. For development initiatives to gain ground, beneficiaries must be aware of their rights, roles and responsibilities (Muhammad, 2010). Devolution can only be successful if the citizens are politically conscious; they must not only be aware of their rights and responsibilities but the channels via which they can exercise them (Omolo, 2010). The right to public participation is conceived as a human right or as manifestation of the right to freedom of association.

Sensitizing and raising the levels of awareness of the public helps to promote local level participation and participatory approach. Raising the levels of awareness can contribute to public involvement in that it helps people formulate their interests, knowledge and understanding as being a precondition for real participation of the public in the development project management cycle (Mosse, 2001). Public participation processes are an important means of raising awareness. Their involvement in the project management (problem identification & prioritization, resource assessment, annual action plan preparation, implementation, monitoring) and

decision-making is a means of transmitting knowledge and values. They provide opportunities for dialogue, mutual learning, and ownership. It will help increasing communities' commitment and participation beyond enhanced knowledge and skills, and as such may be described as an empowerment process.

According to Kaseya and Kihonge (2016), County Governments should intensify civic education especially among the poorer section of the community.

Other strategies that were proposed to enhance public participation included offering incentives, early notification of public participation forums, use of variety of methods, allocating more funds for civic education, formulation of policy to guide public participation among others (Kaseya & Kihonge, 2016).

The County Government Act, 2012, provides further guidelines for the realisation of the goal of the Constitution of ensuring the participation of the people in governance. According to section 87 of the Act,

“Citizen participation in county governments shall be based upon the following principles: a) Timely access to information, data, documents, and other information relevant or related to policy formulation and implementation; b) Reasonable access to the process of formulating and implementing policies, laws, and regulations, including the approval of development proposals, projects and budgets, the granting of permits and the establishment of specific performance standards; c) Protection and promotion of the interest and rights of minorities, marginalized groups and communities and their access to relevant information; d) Legal standing to interested or affected persons, organizations, and where pertinent, communities, to appeal from or, review decisions, or redress grievances, with particular emphasis on

persons and traditionally marginalized communities, including women, the youth, and disadvantaged communities; e) Reasonable balance in the roles and obligations of county governments and non-state actors in decision-making processes to promote shared responsibility and partnership, and to provide complementary authority and oversight; f) Promotion of public-private partnerships, such as joint committees, technical teams, and citizen commissions, to encourage direct dialogue and concerted action on sustainable development; and, g) Recognition and promotion of the reciprocal roles of non state actors' participation and governmental facilitation and oversight.”

It is imperative to invest in a comprehensive civic education programme to empower citizens to internalize and understand their roles, rights and responsibilities in a devolved system of government. Public participation in the development process is not only a constitutional and legal requirement, but a necessity in ensuring that development programmes have a positive political, social, economic and environmental impact on citizens. Development practice as a discipline is unlikely to work if the citizens are not actively engaged in all aspects of the process (Aregbeshola, 2009). A fair assumption is that most citizens do not know or understand their rights and responsibilities or what role they need to play, and more importantly, they don't know how to engage constructively with the County government and other non-states parties involved in the development process. The poor are generally the less educated and less organized than other more powerful stakeholders. Although they are more difficult to reach, their opposition can compound the problem of getting development projects accomplished.

The IAP2 also collaborated with the National Coalition for Dialogue and the Co-Intelligence Institute to develop seven core principles for public engagement:

- (i) *Careful planning and preparation*: Through adequate and inclusive planning, ensure that the design, organization, and convening of the process serve both a clearly defined purpose and the needs of the participants.
- (ii) *Inclusion and demographic diversity*: Equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.
- (iii) *Collaboration and shared purpose*: Support and encourage participants, government and community institutions and others to work together to advance the common good.
- (iv) *Openness and learning*: Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate new options and rigorously evaluate public engagement activities for effectiveness.
- (v) *Transparency and trust*: Be clear and open about the process, and provide a public record of the organizers, sponsors, outcomes and range of views and ideas expressed.
- (vi) *Impact and action*: Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.
- (vii) *Sustained engagement and participatory culture*: Promote a culture of participation with programs and institutions that support ongoing quality public engagement. Atlee et al. (2009).

The following paragraphs allude to the possible processes that may be undertaken to improve public participation in development process:

Provision of incentives: in order to encourage participation, the public needs to be given some incentives; the absence of which may discourage participation. Mantzara (1998) suggests that to make the process effective, refreshments and an enabling environment should be incorporated in order to bring the people closer and to reduce tension.

Access to adequate information: an ignorant person cannot make a well informed decision about a project; whereas a fully informed person will insist on better delivery from the decision-makers; this insistence will force the authority to settle for a more rational, equitable and sustainable decisions (Melnick et al., 2005). The information should be understandable to the participants. The information should be sufficient and accurate, with less technical jargons.

Broad-based participation: public participation must be broad, by encompassing different stakeholders: including the disadvantaged and minority (Palerm and Aceves, 2004). There is a growing consensus that timely and broad-based participation are essential tools for effective development planning and resource management.

Promote dialogue: public participation must be a two-way exchange of information, where dialogue is initiated in order to reach a consensus (if possible) between the project proponents and the participants (Palerm and Aceves, 2004). **Empowerment:** public participation should be directed to equip the participants with the necessary skills, knowledge, and values needed for them to change their own situations (Davids, 2009). **Access to justice:** there should be opportunity for the people to change the

focus of the decision-makers, as well as the opportunity to seek legal redress (Palerm and Aceves, 2004). Social learning: participation should be directed towards mutual learning, where the participants will be able to understand other people claims (Lane and McDonald, 2005).

2.8 Conceptual Framework

This is a diagrammatical representation showing how variables in this study will inter relate with each other. It shows the relationship between independent variable, dependent variable and moderating variables. Figure 2.5 below shows the conceptual framework for this study.

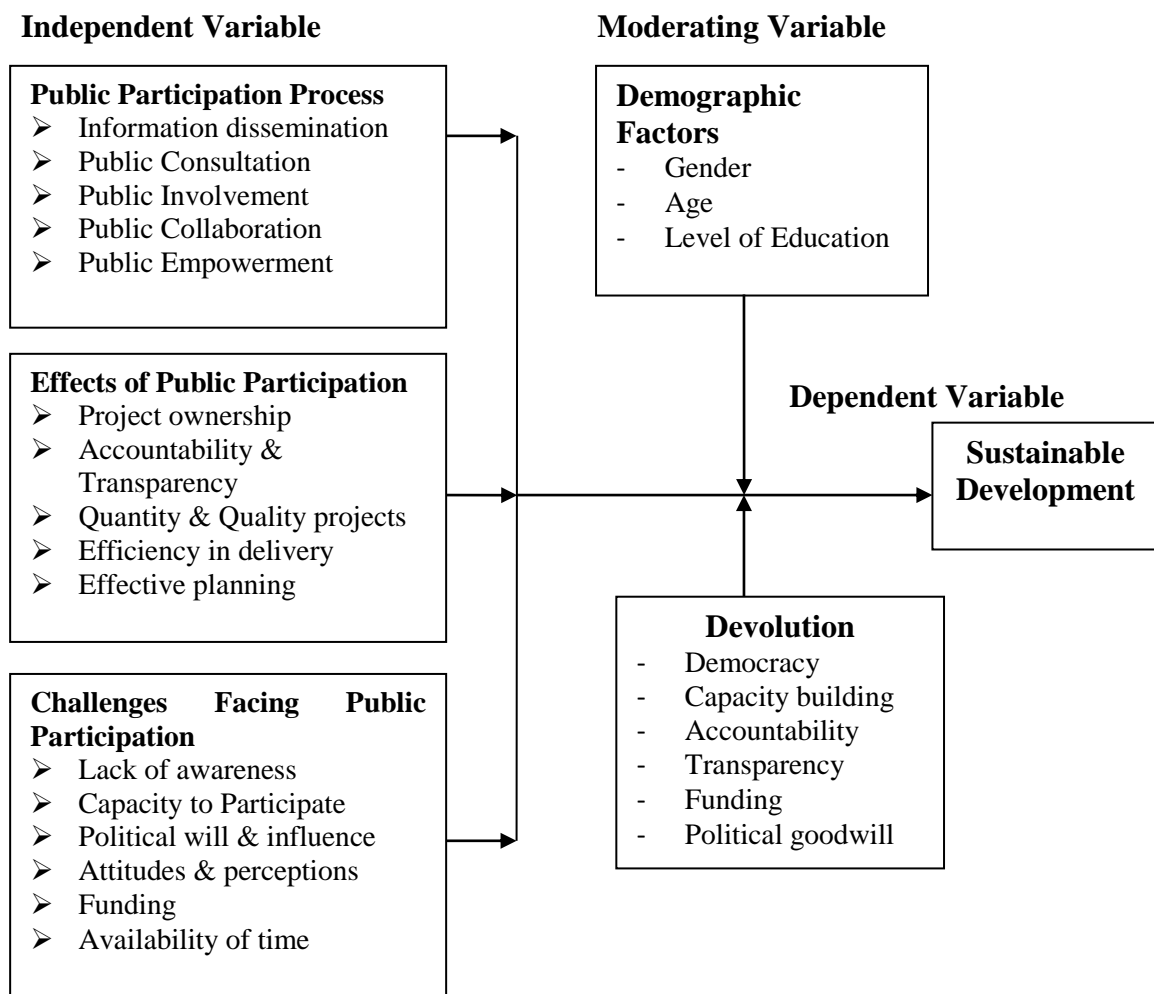


Figure 2.5: Conceptual Framework

Source: Researcher (2019)

From the figure above it is conceptualized that Sustainable Development is the dependent variable and it is influenced by public participation which is independent variable. In this study public participation is about Public Participation Process (information dissemination to the public, public consultation, public involvement, public collaboration and public empowerment); Effects of Public Participation (project ownership, accountability & transparency, quantity & quality projects and efficiency in delivery) and challenges facing public participation (lack of awareness, lack of capacity to participate, lack political will & support, negative attitudes & perceptions, lack of enough funding and availability of time). Moderating factors in this study were demographic factors such as: gender, age and level of education. These moderating variables influence public participation. In terms of gender, male tend to participate more than their female counterparts; in terms of age; youths tend to participate more than older members of the public; and in terms of level of education, educated members of the public tend to participate more in matters development.

2.9 Synthesis of Literature

Public participation process for sustainable development in the devolved system of governance has not come out clearly from the literature reviewed so far. According to Okello, Oenga and Chege (2008) and Odhiambo and Taifa (2009) participation is the process whereby stakeholders influence policy formulation, alternative designs, investment choices and management decisions affecting their communities but they don't discuss clearly what participation process is all about. Iyer-Raniga and Treloar (2000) and Agyeman and Angus (2003) concur with Cashmore (2007) who maintains that for the development project to be sustainable, the community needs to be involved early in terms of planning, designing, implementing and evaluating

(monitoring) therefore public participation needs to be integrated into planning if a sustainable path to the future is to be achieved. Their argument doesn't elaborate on public participation process especially in the devolved system of governance.

Various degrees and levels of participation can be distinguished (Moynihan, 2003; Misati and Ontita, 2011), but this researchers did not show how this is used in local governance like devolution. Participation is the process through which stakeholders' input and share control over development initiatives, decisions; and exert influence and share control over priority setting, policy making, resource allocation, and/or programme implementation (Nsibambi, 1998; Chambers, 2002; World Bank, 2002; Okello, Oenga and Chege, 2008; and Odhiambo and Taifa, 2009). All of the mentioned research focuses on the definition of public participation but failed to describe how the public participation is carried out especially in the devolved system of governance.

Effects of public participation in the devolved system of governance; for sustainable development have not been captured to a great extent in the literature reviewed so far. According Davids (2009), Kotwal (2008) and Sprague (2000), in Brazil, the most common stated example of effective public participation is the municipal participatory budgeting initiative and in India; the community participation in sustainable forest management. In Uganda, public participation has taken the form of both policy frameworks and the development of implementation modalities; in Ghana, public participation played a significant role in reducing corruption, and in South Africa, since 1994 the government has applied several initiatives to effect public participation such as *izimbizo*, Exco-meets the people, public hearings, ward committees, community development workers, Citizen Satisfaction Surveys and Citizens Forums

(Kakumba and Nsingo, 2008). This research failed to focus on participation on devolved system of governance more so in Kenya.

Brannan, John and Stoker (2006), Parker (2007), Duffy (2007), Popay et al., (2007), Cornwall (2008), Beetham et al. (2008), Blake et al. (2008) and Foot (2009) agrees that participation is seen as a way of strengthening the legitimacy and accountability of democratic institutions; can empower communities and help build social cohesion; and participation is considered a tool for reforming public services and for providing services that are better suited to people's needs and that are more efficient. All of the mentioned research focuses on the importance public participation but failed to describe effects of public participation in the devolved system of governance.

Assessment of the challenges facing public participation for sustainable development in the devolved system of governance has not been brought out well in literature reviewed. Little research has been done on this. Scholars have cited lack of capacity of many of the actors in developing countries as the reason for governments' resistance to participation by the poor, who generally, have limited education, low literacy levels and hence deficient understanding of the policy process; and most citizens do not know or understand their rights and responsibilities or what role they need to play, and more importantly, they don't know how to engage constructively with the County government and other non-states parties involved in the development process (Sisk, 2001; Anwar, 2007; Davids, 2009). There was little mentioned on challenges facing the use public participation more so in the devolved system of governance.

To fill the above mentioned gaps in the literature review, there was need to undertake a study on public participation for sustainable development in the devolved system of

governance in Kenya. The study sort to specifically to evaluate public participation process; examine the effects of public participation in the devolved system for sustainable development and to assess the challenges facing public participation for sustainable development in the devolved system of governance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presented the process involved in carrying out the study on public participation for sustainable development in the devolved system of governance in Kenya with emphasis in South Rift counties. Key issues discussed include: study area, research design, research paradigm, target population, sampling techniques, sample size, research instruments, data collection techniques, validity and reliability of research instruments, data analysis techniques, limitations to the study and the ethical considerations.

3.2 Study Area

The study was carried out in the three counties located in the South Rift, Kenya; these are Kericho County, Bomet County and Narok County. They are located in the southern part of the former Rift Valley Province of Kenya. According to the 2009 Kenya Population and Housing Census (KNBS, 2010), the total population for the three counties was 2,333,441 and the adult population was 1,051,077 (45.04% of the total population). Total registered electoral voters as at 2013 were 807,372 voters (IEBC, 2013).

See Appendix VII for the map of counties in Kenya which includes Kericho, Bomet and Narok county.

3.2.1 Kericho County

Kericho County is one of the 14 Counties in the Rift Valley region. Total registered electoral voters as at 2013 were 290,947 voters (IEBC, 2013). It lies between longitude 35° 02' and 35° 40' East and between the equator and latitude 0° 23' South.

The county is bordered by the Uasin Gishu County to the north, Baringo County to the northeast, Nandi to the northwest, Nakuru County to the east and Bomet County to the south. It is bordered to the South West by Nyamira and Homa Bay Counties and to the West by Kisumu County. The county covers a total surface area of 2,479 square kilometre. The county has six constituencies, namely: Ainamoi, Kipkelion East, Kipkelion West, Sigowet/Soin, Bureti and Belgut. It has 30 electoral wards. The county is also composed of 15 administrative divisions.

Kericho county's population was 758,339 in 2009 as per the National Population and Housing Census. The male to female ratio is 1:1.01. In 2009, the youthful population aged between 15 -29 years was 225,889. In 2009, the county labour force stood at 405,034. An increase in investment in industries and informal sector will be necessary so as to create job opportunities for the increasing labour force. The population for those aged 65 years and above in 2009 was 22,130 persons. There is need to scale up programmes catering for the special needs of this aged population including increasing the cash transfer and medical care services.

Due to favourable climatic conditions, the county has a high population density especially in areas where rainfall is evenly distributed, social amenities are available, and soils are fertile, among other factors. Bureti is the most densely populated with 563 persons per sq.km in 2012 while Kipkelion East constituency has the least population density of 163 persons per sq.km. Land resources in most parts of the county are utilized for farming, which comprises both food and cash crop farming and livestock rearing. Large tracks of land are mainly held by multinational companies such as tea and flower farms and a larger percentage of the land is held by private

individuals who use it mainly for the production of small scale cash crops, food crops and production of livestock.

3.2.2 Bomet County

Bomet County lies between latitudes 0° 29' and 1° 03' south and between longitudes 35° 05' and 35° 35' east. Total registered electoral voters as at 2013 were 235,060 voters (IEBC, 2013). The County is divided into five (5) Sub-Counties (Constituencies), 25 wards, 67 locations and 176 sub-locations. The locations and sub-locations are administrative units of the National Government. The County will pass legislation to create villages which are the lowest Administrative Units of the County as provided by the County Governments Act, 2012.

The population of Bomet County was estimated at 724,186 in 2009 Population and Housing Census, and has similar features as that of the national population but different demographic indicators. The rapid population growth exerts pressure on the existing infrastructure and provision of services in the County, including pre-primary schools (ECD), primary, secondary and tertiary institutions, (CIDP, 2014).

The population of the County has been grouped into three broad economic groups: 0-14 years constitute children, 15-64 years the working or economically active group and 65 years old and above constitute the aged. There is a high concentration of the population in the age group 0-14, necessitating the need to provide services to support the children. However, half of the population (50.3 per cent) falls within the working age group indicating a rationally high potential for labour force and a fairly low dependency ratio, (CIDP, 2014).

3.2.3 Narok County

Narok County is located in the Rift Valley part of Kenya. Total registered electoral voters as at 2013 were 263,365 voters (IEBC, 2013). It borders Republic of Tanzania to the South, Kisii, Migori, Nyamira and Bomet Counties to the West, Nakuru to the North, and Kajiado County to the East. The County consists of six (6) sub counties (constituencies), 20 divisions and 106 locations. It has a projected population of 1,002,968 with a male to female ratio of 1:1. The county is divided into six administrative subcounties, namely Transmara West, Transmara East, Narok North, Narok South, Narok West and Narok East. The sub-counties are further subdivided into 16 divisions, 92 locations and 182 sublocations with 169,220 households (CIDP, 2014).

The economy of the county revolves around large scale farming, livestock rearing, tourism and mining. The major crops grown are wheat, barley, Irish Potatoes and maize. The major cash crop is sugarcane which is mainly grown in Trans-Mara West. The highland areas of the Mau Escarpments, rising to an attitude of 3,100 m above sea level provides fertile ground for farming. This climatic characteristic has been influencing the migration of wildebeest into Kenya from the Serengeti in Tanzania. The wildebeest migration, which is the 7th Wonder of the World; in the Maasai Mara Game Reserve is a major tourist attraction in the county; making tourism a major economic activity. Mining activities include gold mining in Lolgorian and Kilimapesa, quarry and sand harvesting, (CIDP, 2014).

The County Integrated Development Plan indicates that the population of Narok county as per 2009 census was 850,920 (males-429,026; females – 421,894). Narok County has a child rich population, where 0-14 year olds constitute 51% of the total

population. As per the UN study/research for the Kenya Vision 2030, Narok County is marked as one of the fundamental counties for the achieving economic pillar, (CIDP, 2014).

3.3 Philosophical Paradigm

Slife and Williams (1995) and cited by Creswell (2009), state that philosophical ideas, although largely hidden influence the conduct of research and it is essential to identify them in this study. Further, Creswell (2003) identifies four different world views; positivism, constructivism, advocacy/participatory and pragmatism. This research adopted pragmatism research paradigm which is associated with mixed methods approach.

Denzin and Lincoln (2005), list these set of beliefs as: *Ontology*- deals with the question of what is real; *Epistemology*- is the branch of philosophy which studies the nature of knowledge and the process by which knowledge is acquired and validated; and *Methodology*- deals with how do we know the world or gain knowledge from it.

3.3.1 Pragmatism

Creswell (2003) opines that this world view arises out of actions, situations and consequences rather than incident actions. This world view is concerned with workable applications and solutions to problems. It focuses on the research problem and employs pluralistic approaches in search of knowledge on the problem under study. The researcher embraced mixed methods since it is a more pragmatic approach that is not bound by a single frame of reality but rather through multiple stages of data collection and or analysis.

According to Morgan (2007), the pragmatic approach relies on version of adductive reasoning that moves back and forth between induction and deduction by first converting observations into theories and then assessing those theories through action. The interaction between knowledge generated under qualitative and quantitative research approaches enriched the choice of mixed methods that was used for this study.

The table 3.1 gives a summary of philosophical description of the pragmatism.

Table 3.1: Characteristics of Pragmatism

Research Philosophy: **Pragmatism**

| | |
|--|--|
| Ontology: the researcher's view of the nature of reality. | External, multiple, view chosen to best enable answering of research question |
| Epistemology: the researcher's view regarding what constitutes acceptable knowledge | <ul style="list-style-type: none"> • Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question. • Focus on practical applied research, integrating different perspectives to help interpret the data |
| Axiology: what do you value in your research? | Research is undertaken in a value-free way, the researcher is independent from the data and maintains an objective stance |
| Research Approach | Deductive/Inductive |
| Data Collection Techniques | Highly structured, large samples, measurement, quantitative can also use qualitative. |

Source: Saunders, Lewis & Thornhill (2012)

Pragmatism was suitable for this research approach because it is not fixed to any one system since it draws freely from both qualitative and quantitative assumptions and it allows the researcher the freedom to choose the approaches, techniques and procedures that sufficiently guide the conduct of a particular inquiry. Through pluralistic approach it is possible to use several approaches for data collection and

analysis. This study adopted fully integrated approach. Which means the research employed all the relevant quantitative and qualitative elements to address questions of the study at all phases of the research. This is because the intricacies surrounding every stage of the inquiry required that relevant methods are complementarily and concurrently utilised to attain a detailed, comprehensive and trustworthy construction of the experiences of the research participants in statistical and deep descriptive data forms as progress was made throughout the study.

3.4 Research Design

Research design is a strategy, a blue print, a roadmap and the glue that holds together the research while the methodology is the execution of the research, how it will be undertaken; how the research process develops and how to go about finding out. This study was conducted through concurrent triangulation research design, which is one of the six mixed methods designs (Creswell, 2003). According to Creswell (2003), in concurrent triangulation design, quantitative and qualitative data are collected and analysed at the same time. Priority is usually equal and given to both forms of data. Data analysis is usually separate and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge.

This design is useful for attempting to confirm, cross-validate, and corroborate study findings (Creswell, 2003). The purpose of concurrent triangulation designs is to use both qualitative and quantitative data to more accurately define relationships among variables of interest. Both quantitative and qualitative methods are used to overcome a weakness in using one method with the strengths of another (Cavana, Delahaye & Sekaran, 2001; Creswell, 2008).

3.5 Research Approach

Crotty (1998) opines that methodology is the strategy or plan of action which lies behind the choice and use of particular methods. Methods on the otherhand are the techniques and procedures followed to conduct research and are determined by the methodology (i.e. sampling, data collection, data analysis and results reporting, as well as theories and conceptual frameworks). Further, methods are the specific techniques and procedures used to collect and analyze data. The main research method approaches include quantitative, qualitative and mixed methods approaches.

This study adopted mixed methods approach. The mixed methods include both quantitative and qualitative approaches. Quantitative approach is characterized by an objective positivist search for singular truths that relies on hypothesis, variables and statistics. On the other hand qualitative approach rejects positivist rule and accepts multiple realities through the study of in depth cases and can be accessed as being subjective (Cavana, Delahaye & Sekaran, 2001; Creswell, 2008; Neuman, 2007). The advantage of adopting this strategy is that the biases of the quantitative and qualitative approaches can be minimised (Greene, 2008). The possibility of using numerical information for drawing broad conclusions and deep descriptive text on contextual issues enables mixed methods research to produce results that are certainly distinctive from those of the mono research approaches (Sosulski and Lawrence, 2008). Due to the complexity of issues involved in public participation, a pluralistic method, and for that matter a mix research approach, was deemed to be the ideal research approach. It was necessary to adopt a method which enabled generalisations to be made, while at the same time facilitating rich descriptive texts.

The tools for data collection in mixed method was derived from both qualitative and quantitative sources, including questionnaires, interviews and review of the literature. While the questionnaires generated quantitative data, the interviews provided qualitative data. Mixed methods can be used in one of three distinct manners: (a) sequentially where either the quantitative or qualitative approach implementation constitutes a distinct and a different study; (b) in nested fashion where one of the conventional methods becomes the main research approach while the other knowledge claim is more limited in use; and (c) fully integrated where all of the methods are completely combined and simultaneously utilised to investigate the research questions throughout the course of the study (Sosulski and Lawrence, 2008). This study adopted fully integrated approach. Which means the research employed all the relevant quantitative and qualitative elements to address questions of the study at all phases of the research. This is because the intricacies surrounding every stage of the inquiry required that relevant methods are complementarily and concurrently utilised to attain a detailed, comprehensive and trustworthy construction of the experiences of the research participants in statistical and deep descriptive data forms as progress was made throughout the study.

3.6 Target Population

The target population for this study was 807,372 people; this is the number of registered voters in the three counties who were registered as at the general election of 2013 (IEBC, 2013). These are people who can participate in development and political activities such as voting and public participation. The total population as per the Kenya Population and Housing Census of 2009 was 2,333,441 (Kenya National Bureau of Statistics, KNBS, 2010) As clearly shown in Table 3.2.

Table 3.2: Total Population and Registered Voters in South Rift Counties

| County | Population (census, 2009) | Registered Voters (2013) |
|---------------|----------------------------------|---------------------------------|
| 1 Kericho | 758,339 | 290,947 |
| 2 Bomet | 724,186 | 253,060 |
| 3 Narok | 850,920 | 263,365 |
| Total | 2,333,441 | 807,372 |

Source: KNBS (2010), IEBC (2013)

3.7 Sampling Techniques

The sampling techniques used in this study were: Multistage cluster sampling, Simple random sampling and Purposive sampling.

3.7.1 Multistage Cluster Sampling

Multistage cluster sampling is a sampling method that divides the population into groups (or clusters) for conducting research. The researcher divides the population into groups at various stages for better data collection, management and interpretation. These groups are called clusters.

In this study the three counties were regarded as three geographical clusters, which was further sub-divided into various clusters known as constituencies or sub-counties. Kericho County has six (6) constituencies, Bomet County has five (5) constituencies and Narok County has six (6). The table 3.3 shows the number of registered voters per constituency in the three counties.

Table 3.3: Registered Voters per Constituency in South Rift Counties

| County | Constituency/Sub county | Registered Voters (2013) |
|--------------------------|--------------------------------|-------------------------------------|
| 1. Kericho County | 1. Ainamoi | 59,561 |
| | 2. Belgut | 53,974 |
| | 3. Sigowet/Soin | 37,442 |
| | 4. Kipkelion West | 34,904 |
| | 5. Kipkelion East | 41,840 |
| | 6. Bureti | 63,226 |
| | Total | 290,947 |
| 2 Bomet County | 1. Bomet Central | 46,388 |
| | 2. Bomet East | 41,435 |
| | 3. Chepalungu | 51,368 |
| | 4. Sotik | 58,020 |
| | 5. Konoin | 55,849 |
| | Total | 253,060 |
| 3 Narok County | 1. Narok North | 59,778 |
| | 2. Narok West | 44,489 |
| | 3. Narok East | 29,654 |
| | 4. Narok South | 49,917 |
| | 5. Kilgoris | 50,923 |
| | 6. EmuruaDikirr | 28,604 |
| | Total | 263,365 |

Source: IEBC (2013)

Using random cluster sampling, one constituency (cluster) per county was randomly selected by lottery method for the study. This means a total of 3 constituencies (clusters) were randomly selected for the study in the South Rift counties.

The respondents to questionnaire in the three selected constituencies were further sampled using simple random sampling.

3.7.2 Simple Random Sampling

Simple random sampling is the basic sampling technique where we select a a sample for study from a population. Each individual is chosen entirely by chance and

each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection.

The study adopted Simple random sampling to obtain responses to questionnaire of the residents and voters in the three constituencies. An individual participant was selected randomly to fill the questionnaire until the total sample size for that particular constituency per county was exhausted.

Electoral voters register was used as the sampling frame, therefore the respondents selected must be registered voters whose name appears in the register provided by Independent Electoral & Boundaries commission (IEBC).

3.7.3 Purposive Sampling

In purposive sampling the researcher targets respondents believed (from his/her judgment) to be reliable for the study or has the key information the study wants. The study utilized the purposive sampling method to select key informants who were believed to be resourceful by virtue of possessing information crucial to the achievement of the study objectives.

This method was employed in the identification of the various county government actors such as three Officers in charge of public participation from county government (executive) and three Research and Public Policy Officers (or their equivalent officers), one each from the three county assemblies who were interviewed.

3.8 Sample Size

The study population comprised of adult population in Bomet, Kericho and Narok counties in South Rift counties. The sample size of the study was determined based on Robert V. Krejcie and Daryle W. Morgan's table (1970); see Appendix VIII.

Based on the Krejcie and Morgan's table (Appendix VIII), one uses the total population (N) to determine the corresponding sample size (S) that is already predetermined. From the Table 3.4 above, it can be seen that if the target population (N) is 75,000 then the sample size (S) will be 382 and if the target population (N) is 1,000,000 then the sample size (S) will be 384. Since the target population for this study was $N=807,372$ which is more than 75,000 but less than 1,000,000 ($75,000 < N=807,372 < 1,000,000$) then the sample size will be 383. This sample was proportionately divided among the three counties as shown in Table 3.4.

3.8.1 Sampling Procedure

Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

The sampling process comprises of several stage. The first stage is defining the target population. A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about. The unit for analysis for this study were people who were residents and voters in the three counties.

The second step in the sampling process is to choose a sampling frame. This is an accessible section of the target population (usually a list with contact information) from where a sample can be drawn. The last step in sampling is choosing a sample from the sampling frame using a well-defined sampling technique.

The sample size for this study was 383 and sampling frame was the Electoral Voters Register, which contained the list of registered voters in the selected constituency (cluster).

The sample size per county was distributed proportionately as shown in the Table 3.4.

Table 3.4: Sample Size per County

| County | Registered Voters (2013) | Percentage (%) | Sample Size |
|--------------|--------------------------|----------------|-------------|
| 1 Kericho | 290,947 | 36.0% | 138 |
| 2 Bomet | 253,060 | 31.4% | 120 |
| 3 Narok | 263,365 | 32.6% | 125 |
| Total | 807,372 | 100% | 383 |

Source: Researcher (2019)

The sample size per county was further allocated to the randomly selected clusters which was constituency per county. Using random cluster sampling the following constituency were randomly selected by lottery method: Ainamoi Constituency in Kericho County, Sotik Constituency in Bomet county and Narok South constituency in Narok County.

The Table 3.5 below show their sample sizes proportional to the size per county; the county with large population has a larger sample size than the one with smaller population.

Table 3.5: Sample Size per Selected Constituency

| County | Randomly selected Constituency/ Sub-county | Sample Size |
|--------------|---|-------------|
| 1 Kericho | Ainamoi Constituency | 138 |
| 2 Bomet | Sotik Constituency | 120 |
| 3 Narok | Narok South Constituency | 125 |
| Total | | 383 |

Source: Researcher (2019)

Therefore; 138 respondents were randomly selected to fill the questionnaire in Ainamoi Constituency, Kericho County; 120 respondents in Sotik Constituency, Bomet County and 125 respondents in Narok south Constituency, Narok County.

One officer in charge of Public participation per county was interviewed as a representative of county executive and one Research and Public Policy Officer from assembly per county was also interviewed, which gives a total of six people. There is only one person in charge of public participation both in the county assembly and in the county government (executive). These are persons in charge of public participation at the county government (executive side) and County assembly for the three counties. Information provided by county executive side of the government was corroborated or counter-checked from the interviewee from county assembly side. The respondents interviewed provided sufficient information needed in the study because they were the custodians of all the documents and other materials concerning public participation in their respective counties; either in the county assembly or in the executive side of the county government.

3.9 Data Collection Technique

3.9.1 Type and nature of data

The research collected both primary and secondary data. The primary data was collected from the field and gave first-hand information on extent to which public participation has been integrated into devolved system while the secondary information was collected through document reviews which was reviewed for the relevant literature. This aspect considered the views and opinions of various researchers, authors and scholars on the subject.

3.9.2 Primary sources of data

Primary data was obtained by administering questionnaire and using interview schedule, Primary data sources included respondents to questionnaire and key informants. The above primary data was collected using questionnaire and interview schedules, to provide the baseline data for the research study in the field.

3.9.3 Secondary sources of data

Secondary information was collected through document reviews which was review of the relevant literature. Secondary sources of information include publications, journals, internet, reports, books and other relevant academic documents/materials on the subject which was used in finding out what others have studied in order to establish the gap. The secondary data collected were both numerical and textual. The numerical data collected were; the census population for the the three counties which were obtained from Kenya National Bureau of Statistics, KNBS, census report of 2009 and the registered voters obtained from Independent Electoral & Boundaries commission (IEBC). The textual data collected was included in the literature review. Numerical data was analysed using percentages and presented in tables; which textual data was analysed thematically and presented as narrations.

3.10 Data Collection Instruments

Questionnaire and interview schedule were used as the main tools for collecting data. The selection of these tools was guided by the nature of the data collected, the time available as well as the objectives of the study. These different ways of gathering information supplements each other and hence boost the validity and dependability of the data. This is also triangulation of data which heighten the dependability and trustworthiness of the data.

3.10.1 Questionnaires

The quantitative data was obtained through semi closed-ended questionnaire. The research developed his own questions. The questionnaire consisted of five section as follows: Section A: Demographic Information; Section B: Public Participation Process in the Devolved System of Governance for Sustainable Development; Section C: Effects of Public Participation in Relation to Sustainable Development in the Devolved System of Governance; Section D: Challenges of Integrating Public Participation for Sustainable Development in the Devolved System of Government; and Section E: Strategies of Improving Public Participation for Sustainable Development in the Devolved System of Governance. The questions items were likert type such as: 1- Never, 2- Rarely, 3- Sometimes, 4- Frequently, 5- Always and 1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Agree.

It also contained three open ended questions which were meant to allow respondents to give their views and opinions about the issues in question. Questionnaire was administered to members of the public who are adults and residents of the three counties. The questionnaire was useful in gathering data from various members of the public so as to gather views on the citizen's perception about the entire process of public participation in devolved system in the study area.

3.10.2 Key informants interview

Six key informants were purposively sampled for interview by the researcher. Two respondents were interviewed per county; one from executive side of the county government and one from the assembly. The two officers, in charge of public participation and research and public policy per county, were considered to have firsthand information and were more knowledgeable informants hence suited to be

interviewed for purposes of this study. Therefore six respondents were interviewed from the three counties. Flick (2006:53) adds that the purpose of interview “is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation.” The semi-structured interview guide approach was preferred because it is flexible and allows the interviewee to provide more information. This form of interview is neither too rigid nor too open.

3.11 Reliability and Validity of Research Instruments

3.11.1 Validity of Instruments

In this study, content validity was established; which according to Oso and Onen (2008), refers to the degree to which an instrument measures the subject matter and behaviors the researcher wishes to measure. To establish content validity, the expert judgment method was used, this is where raters/experts review all of the questionnaire items for readability, clarity and comprehensiveness and come to some level of agreement as to which items should be included in the final questionnaire (Sangoseni, Hellman & Hill, 2013). The instruments, both questionnaire and interview guide/schedule, were given to two experts who have undertaken studies on devolution, sustainable development or public participation. In this case experts from NGOs working at the grass root in the counties were given to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). The validity was determined using Content Validity Index (C.V.I.) = $\frac{\text{Items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$ (Oso and Onen, 2008).

The other types of validity that were assessed in the questionnaire were face and construct validity. Face validity is achieved when others agree that it looks like it does measure or manipulate the construct of interest (Sangoseni, Hellman, and Hill, 2013). The experts looked at the items in the questionnaire and agreed that the test was a valid measure of the concept which was being measured just on the face of it. Construct validity is the extent to which it really measures (or manipulates) what it claims to measure (or manipulate) (Sangoseni, Hellman and Hill, 2013). This was also confirmed by the experts that key constructs underpinning the content were included.

3.11.2 Reliability of Instruments

To achieve reliability of a questionnaire pilot testing was done. The pilot test sort to answer the question; does the questionnaire consistently measure whatever it measures? Pilot study was achieved by pre-testing the instrument on a small number of participants having the same characteristics as those in the main study. According to Dikko (2016) a pilot test of questions helps to identify unclear or ambiguous statements in the research protocol while Van Wijk and Harrison (2013) believe that pilot studies can add value and credibility to the entire research. In essence, a pilot study helps to ascertain how well a research instrument will work in the actual study by identifying potential problems and areas that may require adjustments. Reliability is established using a pilot test by collecting data from 20-30 subjects not included in the sample. Data collected from pilot test is analyzed using SPSS (Statistical Package for Social Sciences) (Dikko, 2016).

In this research pilot study was done in Nandi county in order to test reliability of the instrument, the developed questionnaire was given to 25 respondents. Nandi County was chosen because it has the same geopolitical characteristics as the counties in the

South Rift. The same questionnaire was administered to the same group of respondents after a period of two weeks. Data collected from pilot test was analyzed using SPSS (Statistical Package for Social Sciences), coefficient of Pearson's product moment for the test-retest was computed in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument was administered.

The Pearson correlation coefficient is used to measure the strength of a linear association between two variables, where the value $r = 1$ means a perfect positive correlation and the value $r = -1$ means a perfect negative correlation. The formula for r looks like this:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

| | | |
|------------|---|--------------------------------------|
| N | = | number of pairs of scores |
| $\sum xy$ | = | sum of the products of paired scores |
| $\sum x$ | = | sum of x scores |
| $\sum y$ | = | sum of y scores |
| $\sum x^2$ | = | sum of squared x scores |
| $\sum y^2$ | = | sum of squared y scores |

The following guidelines can be used interpret the coefficients of stability that are between 1 and 0:

- 0.9 and greater: excellent reliability
- Between 0.9 and 0.8: good reliability
- Between 0.8 and 0.7: acceptable reliability
- Between 0.7 and 0.6: questionable reliability
- Between 0.6 and 0.5: poor reliability
- Less than 0.5: unacceptable reliability

A coefficient of $r = 0.815$ was obtained, this means the instrument's reliability was good to be used in the study.

Pilot testing was also done on the interview guide. An officer in charge of public participation in the county assembly of Nandi County was interviewed; and unclear questions or ambiguous statements in the guide were identified and corrected.

The Reliability of the Qualitative instrument and data was done based on its Trustworthiness. Trustworthiness is about establishing if the research findings are credible, transferable, confirmable and dependable.

Credibility is the how confident the qualitative researcher is in the truth of the research study's findings; that they are true and accurate. The researcher used triangulation to show the research study's findings are credible.

Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts such as similar situations, similar populations and similar phenomena. The researcher used thick description to show that the research study's findings can be applicable to other contexts, circumstances and situations.

Confirmability is the degree of neutrality in the research study's findings; this means that findings are based on participants' responses and not any potential bias or personal motivations of the researcher. The researcher made sure that researcher's bias did not skew the interpretation of what the research participants said to fit a certain narrative.

Depandability is the extent that the study could be repeated by other researchers and that the findings would be consistent; that is if a person want to replicate the study, they should have enough information from the research report to do so and obtain similar findings. To establish this, audit inquiry was done, where an outside person reviewed and examined the research process and the data analysis in order to ensure that the findings were consistent and could be repeated.

3.12 Data Collection Procedures

Data collection procedures describes in detail how data was gathered using the research instruments.

Questionnaire- questionnaire was self-administered and was delivered by hand to each respondent. Some were filled at that time as the research waits to collect while some respondents requested to be given time to fill, therefore it was collected later.

Interview- interview was conducted using structured interview schedules, where the interviewer met the respondents and asked questions face to face. The responses were recorded on the notebook.

3.13 Methods of Data Analysis and Presentation

Data analysis started when all the data had been captured. Data analysis for this study was done using the SPSS. Qualitative data was analysed thematically, this involved such processes as coding, categorizing and making sense of the essential meanings of the phenomenon and according to themes or objectives of the study. Coding included open coding, axial coding and selective coding. Open coding is the first organization of the data to try to make some sense of it, axial coding is a way of interconnecting

the categories and selective coding is the building of a story that connects the categories (Neuman, 2007).

Quantitative data was analyzed through descriptive statistics and inferential statistics and presented in frequency tables, pie charts and bar charts; inferential statistics utilized Chi square and Analysis of Variance (ANOVA) which was used to determine whether the means of three counties were statistically different from one another on various variables tested.

Table 3.6: Operationalisation of Variables

| | Variable | Statistical Analysis Technique | Presentation |
|---|--|--|-----------------------------------|
| 1 | Demographic Characteristics | Percentages, Chi- square Test (cross-tabulation) | Tables, pie charts and bar charts |
| 2 | Public Participation Process | Percentages, Kruskal-Wallis H test, Post hoc Test and Chi- square Test for Independence. | Tables |
| 3 | Effects of Public participation | Percentages, Post hoc, Test Analysis of Variance (ANOVA) | Tables, bar charts |
| 4 | Challenges facing Public Participation | Percentages | Bar charts |

Source: Researcher (2019)

3.14 Limitations to the Study

Availability of information and literature on public participation in the county government in Kenya was limited because this system of governance is fairly recent; few prior research studies on the topic especially in Kenya. To overcome this limitation; the researcher relied on reports from - Ministry of Devolution and planning, Senate, Council of Governors, devolution conferences, counties websites, non-governmental organizations (NGOs), civil societies, Commission on

Implementation of Constitution (CIOOC), report of the Auditor-General and other independent commissions.

The data collection instruments were limited to questionnaire and interview guide/schedule. The questionnaire given to the public was self reporting and some respondents may have had difficulty in understanding the questionnaire's format especially those with primary level education and others gave exaggerated responses. To overcome this limitation, the researcher explained orally to those who needed assistance; data analysis was limited to descriptive and inferential statistics i.e. frequency/percentages tables, pie charts, bar charts, ANOVA, mean and standard deviation. Access to some official documents was restricted especially on decisions made by county executive committee on public participation, a sample size of 384 persons was taken for the three counties to respond to questionnaires and 6 people were interviewed, this was due to sampling techniques and methodology used.

3.15 Ethical Considerations

According to American Psychological Association (APA) (2002), all researchers should be familiar with the basic ethical principles and have up-to-date knowledge about policies and procedures designed to ensure the safety of research subjects. Research is a public trust that must be ethically conducted, trustworthy and socially responsible if the results are to be valuable (Sales & Folkman, 2000).

The following logistical and ethical issues were considered in this study: voluntary participation, informed consent, privacy and confidentiality, anonymity and researcher's responsibility.

Voluntary participation - participation in this study was voluntary. The research objectives were explained to the participants verbally and in writing before the start of the research. Voluntary participation means that people participate in the evaluation free from coercion (APA, 2002). It is the right of participants to leave a research program at any time; therefore no pressure should be placed on those who choose not to continue; explanations are also not required (Sales & Folkman, 2000).

Informed consent - the researcher informed the participants of the purpose, nature, data collection methods and extent of the research prior to commencement. Informed consent aims to ensure that the subject's participation is fully voluntary and informed, based on an understanding of what the study is about, what its risks and benefits are, how the results will be used, and the fact that participation is voluntary and can be stopped at any time and that identity will be protected (Sales & Folkman, 2000). The main purpose of informed consent is that the participant is able to make an informed decision as to whether they will participate in the evaluation or not (Trochim, 2006; APA, 2002).

Privacy and confidentiality - the researcher assured the participants especially those who were interviewed that information obtained will be kept confidential and be used only for academic purpose. Confidentiality means that research subjects are protected by remaining unidentifiable. That is, their names may not be used in any written material concerning the research or in discussions of the research project, and all interview materials are stored in a safe place that no one save the researchers can access (Sales & Folkman, 2000).

Anonymity – for respondents to questionnaire to remain anonymous they were asked not to write their name anywhere or leave any identifying characteristics on the

questionnaire. Anonymity essentially means that the participant will remain anonymous throughout the study, sometimes even to the researchers themselves (Sales & Folkman, 2000).

Researcher's responsibility – the researcher ensured the information obtained was kept confidential, used purposely for academic; and before collection of data, the researcher sort approval for the study from the Board of Post-Graduate Studies through the Dean School of Human Resource Development (Moi University) and research authorization and permit were obtained from National Commission for Science, Technology and Innovation (NACOSTI).

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Overview

This chapter presents; presentations of data, data analysis and interpretation of the findings based on the research objectives. The main objective of the study was to investigate the impact of Public participation on Sustainable Development in the devolved system of governance in Kenya with emphasis to South Rift Counties and the specific objectives of the study were as follows:

- i. To evaluate public participation process in the devolved system of governance
- ii. To examine the effects of public participation in the devolved system of governance
- iii. To assess the challenges facing public participation in the devolved system of governance
- iv. To make proposal on how public participation can be progressively incorporated more in the devolved system of governance (The aspect of this objective is all the time implied in the study).

The data presentations, analysis and interpretation were done in the form of charts, tables and narrations.

4.2 Questionnaire Response Rate

This section presents results of the questionnaire given, the number of questionnaires returned and those that were not returned. According to Mugenda&Mugenda (2003), response rate of 70.0% and over, is very good. The Table 4.1 shows questionnaire return rate per county and the overall return rate.

Table 4.1: Questionnaire Response Rate

| County | Sample Size | Questionnaires given out | Questionnaires Returned | Return Rate (Percent-%) |
|---------------------|--------------------|---------------------------------|--------------------------------|--------------------------------|
| Kericho (Ainamoi) | 138 | 138 | 115 | 83.3% |
| Bomet (Sotik) | 120 | 120 | 99 | 83.3% |
| Narok (Narok South) | 125 | 125 | 102 | 81.6% |
| Total | 383 | 383 | 316 | 82.5% |

Source: Researcher (2019)

The Table 4.1 shows that; a total of 383 questionnaires were given out to respondents, 316 questionnaires were returned, this constitutes 82.5%. This return rate is very high; therefore it makes the findings of this research more reliable and valid. It also shows that many participants were willing to respond and give their views to the questions asked in the questionnaire and also to return them due to the fact that majority of respondents were youthful and educated.

4.3 Demographic Characteristics

This section presents the demographic characteristics of the respondents with the aim of establishing the general background of respondents that participated in the study. The significance of demographic characteristics in this study aids in understanding how public participation is influenced by a person's gender, level of education and age, and it act as moderating variables. Therefore demographic characteristics of the respondents are of great significance to this study.

The demographic characteristics discussed include gender, level of education, age bracket and county of residence.

4.3.1 Gender of the respondents

The researcher established the gender composition of the public that responded to the questionnaire and the findings are presented in Figure 4.1.

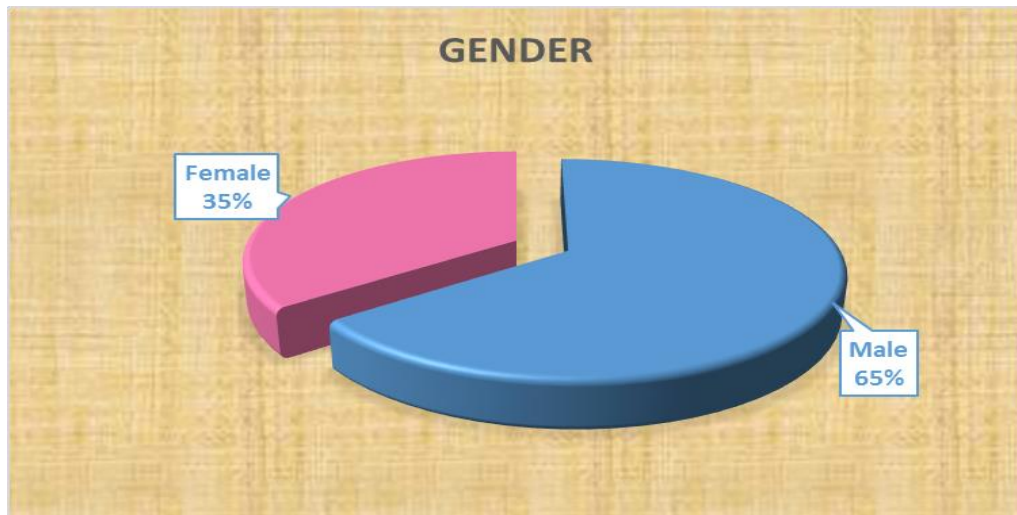


Figure 4.1: Pie chart on Respondent's gender

Source: Researcher (2019)

As illustrated in the figure 4.1, majority of the respondents were male. One of the possible explanations accounting for high number of male respondent's is that majority are house heads, youthful male are more outgoing and more willing to give their views; while women are more reserved. But at least a third of the respondents were women, which is in line with the constitutional requirement in terms of gender representation. Generally, the ratio of female to male is 1:3 in the three counties.

4.3.2 Level of education of the respondents

The researcher established the level of education of the public that responded to the questionnaire and the findings are presented in Figure 4.2.

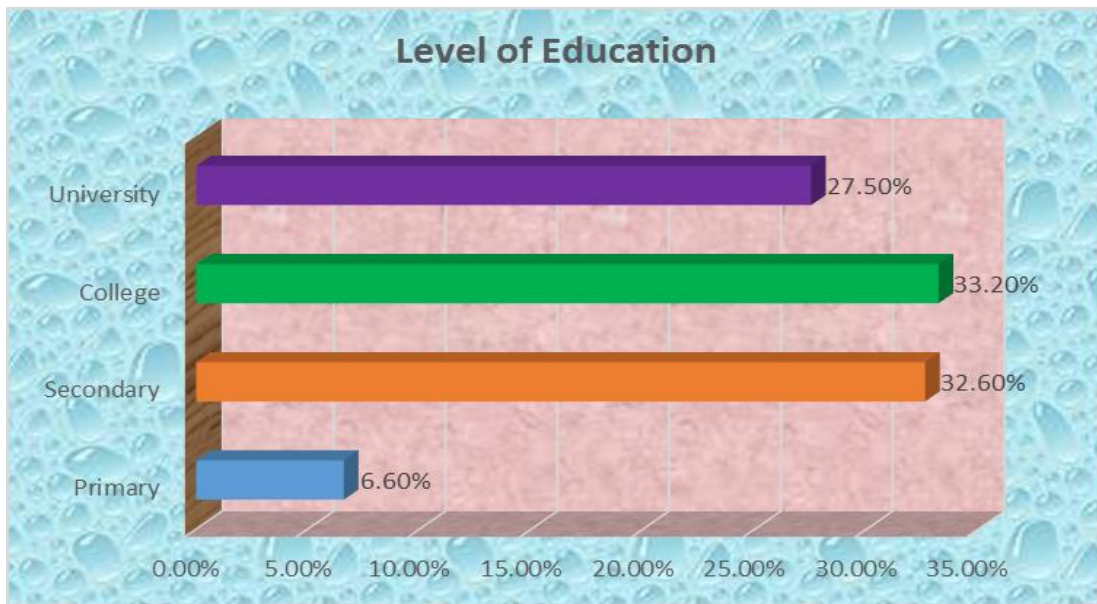


Figure 4.2: Bar chart on respondents' level of education

Source: Researcher (2019)

As illustrated in the figure 4.2; respondents were composed of those with primary level of education up to university level. Majority of the respondents had either college or university education. College and university students have higher intellectual capacity to participate in development and public participation activities and are willing to give their opinion or views; due to their level of education. Therefore, these further imply that majority of the public are in a position to participate in all processes of public participation. The education level is a key determinant of acquisition and application of skills and knowledge. Education level provides insight into the respondent's knowledge in public participation. More educated participants are considered to make informed choices on development issues affecting them.

4.3.3 Age Bracket of the Respondents

The researcher established the age bracket of the public that responded to the questionnaire and the findings are presented in Figure 4.3.

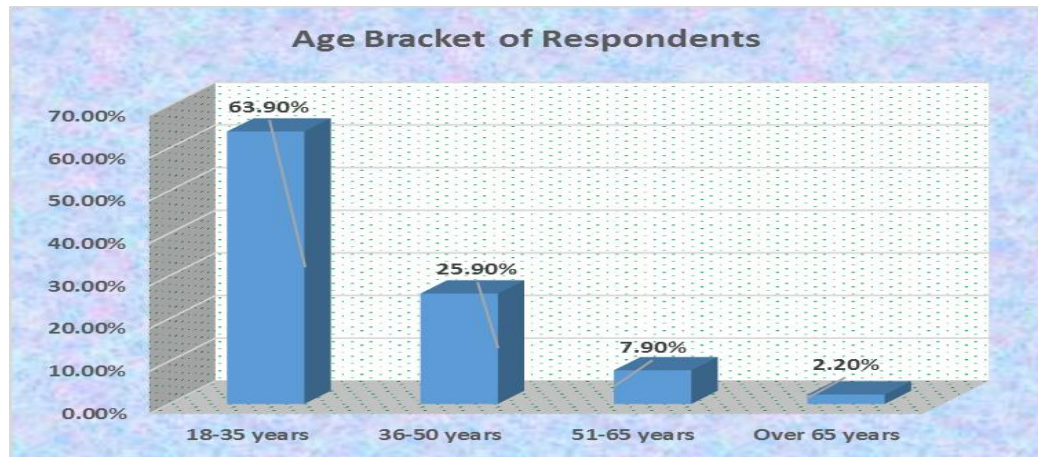


Figure 4.3: Bar chart on age bracket of the respondents

Source: Researcher (2019)

As illustrated in the figure 4.3, the composition of participants varied from the youth to the senior citizens, with majority being the youth. The youth are the most energetic and active group of the adult population who tend to be involved more in development activities such as public participation and are willing to give their opinion or views. Therefore this is an opportunity that the government can utilize to ensure as many young people as possible participate in development activities. This finding agrees with Mutwiri (2016); and UNDP & IPU (2013), who argue that youth can play a very important role in any development programs. They further, opine that youth are indeed invaluable resources to any nation, because their fresh motivation, capabilities, and innovativeness can act as a catalyst for achieving excellence goals. UNDP & IPU (2013) further argues that opportunities for the youth to engage in governance and participate in political decision making processes should be highly valued.

4.3.4 County of Residence

The researcher established the county of residence of the public that responded to the questionnaire and the findings are presented in Figure 4.4.

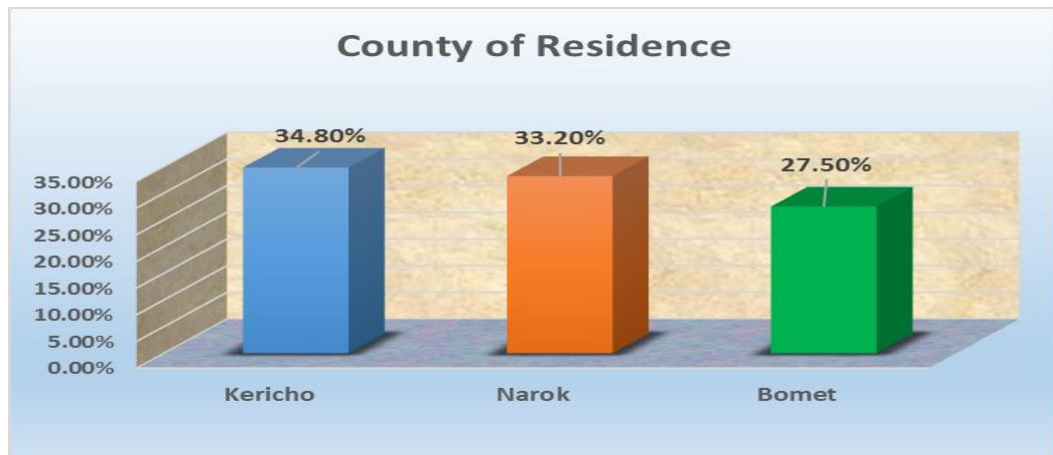


Figure 4.4: Bar chart on respondents' county of residence

Source: Researcher (2019)

The figure 4.4 shows that the respondents were fairly distributed in the three counties of Bomet, Kericho and Narok, therefore suggesting that the findings are a true representation of the three counties. It also proportional to the target population in the respective counties.

4.4 Public Participation Process

The first objective of this study was to evaluate public participation process for sustainable development in the devolved system of governance. To achieve this objective, the respondents were asked to respond to several statements and interviewees were to give the opinions/information intended to describe public participation process in the devolved system of governance. The results are presented in the tables and bar charts below and the findings were analyzed, interpreted and discussed.

4.4.1 Frequency of involvement in development activities

The frequency of participation of the respondents in development activities was analysed and presented in figure 4.5.

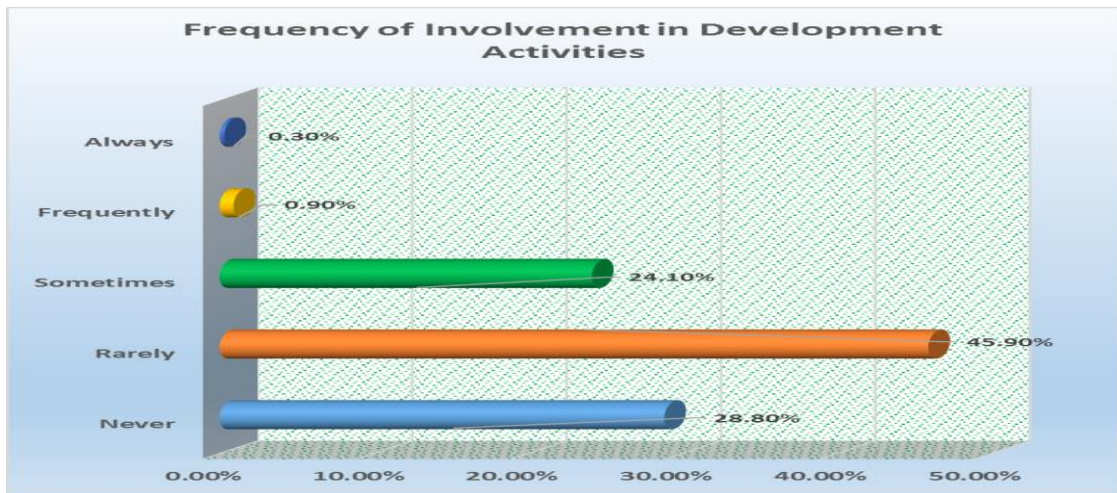


Figure 4.5: Bar chart on Frequency of Involvement in Development Activities

Source: Researcher (2019)

The findings shown in figure 4.5, shows that majority of the people in the sample have not been involved by the county governments or assemblies in development activities. This could be because county governments have not taken public participation seriously; they are not willing to involve the public fully by providing information and facilitating public participation or the public has refused to participate. It means; most of development activities and other process have been undertaken with little or no input from the public. According to Cashmore (2007), for the development project to be sustainable, the community needs to be involved early on in terms of planning, designing, implementing, monitoring and evaluating.

According to the Research and Public Policy Officers in county assemblies and Deputy Director in charge of public participation in the county governments, interviewed on involvement in public participation process their responses were as follows;

“Public participation on budget is normally done once a year before the end of the financial year. It is taken to the public after compilation; both proposals from the executive arm and the

assembly arm are compiled to come up with a single budget” (DeputyDirector in charge of Public participation, Kericho County 8th January 2017).

“Members of the public are normally called upon to provide information on suitability of the officers nominated to hold a public office” (DeputyDirector in charge of Public participation, Bomet County 12th January 2017).

“There is a county assembly’s committee on implementation whose work is to inspect various projects. A report is normally written with recommendations handed to sectoral committees for further actions” (Research and Public Policy Officer, Narok County Assembly, 15th January 2017).

The views of the officers interviewed do not agree with those of respondents of the public, this could be because majority felt that they are not engaged in public participation by the county government or assembly. Since public participation process entails: informing the public, consulting the public, involving the public, collaborating or partnering with the public and empowering the public on all matters development by the county governments. The findings indicates that county governments have done very little to ensure that the members of the public participate in all or most of the processes of public participation as envisioned in the constitution. It can be argued that counties have taken long to allocate money to finance or employ personnel to facilitate public participation and some are still lacking laws and regulations to guide public participation. Public participation in counties did not start immediately after 2013 because there were no funds allocated in the budget to facilitate public participation and up to now some counties have not passed laws and policies to guide public participation.

The findings are supported by Nsibambi (1998) and Chambers (2002), who opines that public participation entails a wide range of activities that can range from providing information, through consultation to direct involvement of the public in

aspects of the decision-making process. They also argues that it is an empowering process which enables local people to do their own analysis, take command and gain confidence. In addition, World Bank (2002), Odhiambo and Taifa (2009) and Okello, Oenga and Chege (2008) further agrees with them that public participation process is a process whereby stakeholders influence policy formulation, alternative designs, investment choices and management decisions affecting their communities.

Research and public policy officers in the County Assemblies, interviewed gave the following information about public participation process;

“County assemblies have been undertaking public participation guided by article 196 of the constitution. The process of public participation is such that the assemblies advertise for a public forum and inform the public about the venue”(Research and Public Policy Officer, Narok County Assembly, 15th January 2017).

Research and public policy officer interviewed from Bomet County Assembly also concur and added that;

“The information and other documents concerning the pieces of legislation are uploaded into county assembly’s websites. Then the officers of the assembly together with the Members of the committee of the assembly (who are MCAs) guide the public through the pieces of legislation or development plans word by word as the public discusses and give their contributions/comments/opinions. The committee takes notes then later on compile and sieve through the information to make sense out of it. The compiled report is then taken to the committee of the whole house of the county assembly for debate, further deliberations and voting to pass it into law”(Research and Public Policy Officer, Bomet County Assembly, 12th January 2017).

On communication, he further stated that;

“Communication to the public is normally done through daily newspapers adverts, local radio stations and posters which are more effective”(Research and Public Policy Officer, Bomet County Assembly, 12th January 2017).

“The public is given information through the elected MCAs, county assembly website on the upcoming events, through Facebook page, radio, newspapers and posters. The public is normally consulted on the best venues for public participation acceptable to the majority of the public and the staff attached to the MCA’s office helps in public participation by collecting views/opinions while ward administrators organize forums to involve the public”(Research and Public Policy Officer, Kericho County Assembly, 8th January 2017).

He further stated that;

“County government may collaborate with institutions, NGOs, civil societies and other stakeholder but rarely do they collaborate with the public; and that training of the public on how to manage and sustain a development project, capacity building is normally organized but on a smaller scale”.

4.4.2 Inferential Analysis of Involvement on Development Activities

Statistical analysis of involvement of the respondents on development activities was done using inferential statistics such as Shapiro Wilk Test, Kruskal-Wallis H test, Post-hoc Test and Chi- square Test for Independence.

4.4.1.1 Shapiro Wilk Test on frequency of involvement on development activities

The ANOVA test was preferred test but had to be preceded by a normality test. The ANOVA test has three major assumptions; independence of cases, normality and equality/homogeneity of variance. The Shapiro-Wilk test for normality was used as shown in the table 4.2.

Table 4.2: Shapiro-Wilk Test for Normality on Frequency of Involvement in Development Activities

| | Shapiro-Wilk Statistic | Df | Sig. |
|---|-----------------------------------|-----------|-------------|
| Involved in Budget Making process | .651 | 316 | .000 |
| Involved in Law making & Legislation process by county assembly | .608 | 316 | .000 |
| Involved in Vetting of Public officers | .557 | 316 | .000 |
| Involved in policy making & formulation process | .681 | 316 | .000 |
| Involved in development planning & proposals writing | .721 | 316 | .000 |
| Involved in Implementation of development projects and programs | .771 | 316 | .000 |
| Involved in M&E of development projects/programs | .700 | 316 | .000 |

Source: Researcher (2019)

Since the sample size was less than 2000, the Shapiro-Wilk test for normality was adopted as opposed to the Kolmogorov-Smirnov test. The results showed that there was statistically significant differences for the Shapiro-Wilk test, $P=0.000 < 0.05$ for all the items tested. This meant that the data was not normal hence violated the ANOVA assumption of normal distribution.

4.4.1.2 Kruskal-Wallis Test

Since the data was not normal, the researcher adopted a nonparametric test. The Kruskal-Wallis H test in this case proved the best statistic for this measure. Further, since the data had nearly the same sample size, it was not necessary to test for homogeneity of variance.

The Kruskal-Wallis test revealed the following results presented in Table 4.3:

Table 4.3: Kruskal-Wallis Test on Frequency of Involvement in Development Activities

| List of Items | Test Statistic | | | | | |
|---|----------------|----|-------------|---------|--------|--------|
| | Chi-Square | Df | Asymp. Sig. | Kericho | Narok | Bomet |
| Involved in Budget Making process | 1.308 | 2 | 0.52 | 164.17 | 152.36 | 158.7 |
| Involved in Law making & Legislation process by county assembly | 15.021 | 2 | 0.001 | 172.92 | 136.39 | 165.78 |
| Involved in Vetting of Public officers | 40.39 | 2 | 0.000 | 175.85 | 123.91 | 175.56 |
| Involved in policy making & formulation process | 1.119 | 2 | 0.571 | 163.24 | 159.89 | 151.9 |
| Involved in development planning & proposals writing | 36.448 | 2 | 0.000 | 188.27 | 122.53 | 163.48 |
| Involved in Implementation of development projects and programs | 8.136 | 2 | 0.017 | 176.52 | 145.74 | 152.14 |
| Involved in M&E of development projects/programs | 17.159 | 2 | 0.000 | 183.08 | 138.5 | 152.51 |

Source: Researcher (2019)

From the Table 4.3, it was established that the response for respondents ‘Involved in Budget Making process’ for the three regions (Kericho, Narok and Bomet) showed that there was no statistically significant difference in the means for the three region ($F(2,315) = 1.308$, $P = 0.52$ ($p > 0.05$)). Similarly, response for ‘Involved in policy making & formulation process’ showed no statistically significant difference in the means for the three region ($F(2,315) = 1.119$, $P = 0.571$ ($P > 0.05$)). For the rest of the items tested, there was a statistically significant difference in the means for the three regions. For example, for the item ‘Involved in Law making & Legislation process by county assembly’, the test showed ($F(2,315) = 15.021$, $P = 0.001$ ($p < 0.05$)). This implies that the null hypothesis (means of distribution for the three regions are the same) was rejected.

For this specific items (showing statistically significant difference) a post hoc test for pair wise comparison was performed to establish which category (region(s)) were statistically different from each other over specific items tested.

4.4.1.3 Post-hoc Test for Pair wise comparison on frequency of involvement in development activities in the three counties

Table 4.4: Post hoc Test for Pair wise Comparison of the Three Counties
Multiple Comparisons Bonferroni

| Dependent Variable | (I) County of Residence | (J) County of Residence | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | | Sig. |
|---|-------------------------|-------------------------|-----------------------|------------|-------|-------------------------|-------------|------|
| | | | | | | Lower Bound | Upper Bound | |
| Involved in Law making & Legislation process by county assembly | Kericho | Narok | .4147* | .1152 | .001 | .137 | .692 | S |
| | | Bomet | .2553 | .1164 | .087 | -.025 | .535 | NS |
| | Narok | Kericho | -.4147* | .1152 | .001 | -.692 | -.137 | S |
| | | Bomet | -.1595 | .1177 | .530 | -.443 | .124 | NS |
| | Bomet | Kericho | -.2553 | .1164 | .087 | -.535 | .025 | NS |
| | | Narok | .1595 | .1177 | .530 | -.124 | .443 | NS |
| Involved in Vetting of Public officers | Kericho | Narok | .4983* | .0920 | .000 | .277 | .720 | S |
| | | Bomet | .0611 | .0930 | 1.000 | -.163 | .285 | NS |
| | Narok | Kericho | -.4983* | .0920 | .000 | -.720 | -.277 | S |
| | | Bomet | -.4372* | .0940 | .000 | -.663 | -.211 | S |
| | Bomet | Kericho | -.0611 | .0930 | 1.000 | -.285 | .163 | NS |
| | | Narok | .4372* | .0940 | .000 | .211 | .663 | S |
| Involved in development planning & proposals writing | Kericho | Narok | .8403* | .1359 | .000 | .513 | 1.167 | S |
| | | Bomet | .3823* | .1373 | .017 | .052 | .713 | S |
| | Narok | Kericho | -.8403* | .1359 | .000 | -1.167 | -.513 | S |
| | | Bomet | -.4580* | .1389 | .003 | -.792 | -.124 | S |
| | Bomet | Kericho | -.3823* | .1373 | .017 | -.713 | -.052 | S |
| | | Narok | .4580* | .1389 | .003 | .124 | .792 | S |
| Involved in Implementation of development projects and programs | Kericho | Narok | .4597* | .1419 | .004 | .118 | .801 | S |
| | | Bomet | .3831* | .1433 | .024 | .038 | .728 | S |
| | Narok | Kericho | -.4597* | .1419 | .004 | -.801 | -.118 | S |
| | | Bomet | -.0767 | .1450 | 1.000 | -.426 | .272 | NS |
| | Bomet | Kericho | -.3831* | .1433 | .024 | -.728 | -.038 | S |
| | | Narok | .0767 | .1450 | 1.000 | -.272 | .426 | NS |
| Involved in M&E of development projects/programs | Kericho | Narok | .5442* | .1648 | .003 | .147 | .941 | S |
| | | Bomet | .5094* | .1665 | .007 | .109 | .910 | S |
| | Narok | Kericho | -.5442* | .1648 | .003 | -.941 | -.147 | S |
| | | Bomet | -.0348 | .1684 | 1.000 | -.440 | .370 | NS |
| | Bomet | Kericho | -.5094* | .1665 | .007 | -.910 | -.109 | S |
| | | Narok | .0348 | .1684 | 1.000 | -.370 | .440 | NS |

S-Statistically Significant, NS- Statistically Not Significant

Source: Researcher (2019)

From the Table 4.4, the post hoc test revealed the following; when respondents were asked about being ‘Involved in Law making & Legislation process by county assembly ‘the findings showed that there was statistically significant difference in the mean for Kericho and Narok, Mean Difference (M.D.) = 0.4147 with a standard error of 0.1152, $p= 0.001$ ($p<0.05$)

Similarly, when respondents were asked their opinion on involvement of vetting of public officers, the mean ratings for the three regions showed statistically significant difference. For Kericho and Narok, the mean difference was 0.8403 with a standard error of 0.1359 at $p= 0.000$, while Kericho and Bomet, the mean difference was 0.3823 with a standard error of 0.1373 with $p= 0.017$. As may be observed, the post hoc pair wise comparison suggests that responses from respondents from Kericho had significant differences compared to Bomet and Narok in addition, there was statistically significant difference in the mean difference for all the regions on their response as to whether they were involved in development planning & proposals writing; for Kericho and Narok, $M.D =0.8403$ with $P= 0.000$, Kericho and Bomet $MD= 0.3823$, $P= 0.017$, Narok and Bomet $MD= 0.4580$. $P= 0.003$.

4.4.1.4 Chi- square Test for independence

The chi square test for independence was used to establish if indeed there was any association between gender, age, level of education and residence on the Involvement in Budget Making process, Involvement in Law making & Legislation process by county assembly, Involvement in Vetting of Public officers Involved in policy making & formulation process, Involvement in development planning & proposals writing, Involvement in implementation of development projects and programs and Involvement in M&E of development projects/programs as discussed below.

Table 4.5: Crosstab

| | | Pearson Chi- Square | Df | Assmp. Sig. (2- sided) | |
|---------------------------|--|------------------------------------|-----------|---------------------------------------|----|
| Level of educatio n | Involved in Budget Making process | 40.9 | 12 | 0.000 | S |
| | Involved in Law making & Legislation process by county assembly | 18.603 | 12 | 0.099 | NS |
| | Involved in Vetting of Public officers | 10.637 | 12 | 0.56 | NS |
| | Involved in policy making & formulation process | 23.334 | 12 | 0.025 | S |
| | Involved in development planning & proposals writing | 31.074 | 12 | 0.002 | S |
| | Involved in Implementation of development projects and programs | 30.239 | 12 | 0.003 | S |
| | Involved in M&E of development projects/programs | 31.072 | 12 | 0.002 | S |
| Age | Involved in Budget Making process | 29.952 | 12 | 0.003 | S |
| | Involved in Law making & Legislation process by county assembly | 15.719 | 12 | 0.204 | NS |
| | Involved in Vetting of Public officers | 8.476 | 12 | .747 | NS |
| | Involved in policy making & formulation process | 15.38 | 12 | .221 | NS |
| | Involved in development planning & proposals writing | 9.136 | 12 | .691 | NS |
| | Involved in Implementation of development projects and programs | 28.295 | 12 | 0.005 | S |
| | Involved in M&E of development projects/programs | 38.75 | 12 | 0.000 | S |
| Gender | Involved in Budget Making process | 7.058 | 4 | 0.133 | NS |
| | Involved in Law making & Legislation process by county assembly | 7.014 | 4 | 0.096 | NS |
| | Involved in Vetting of Public officers | 19.654 | 4 | 0.001 | S |
| | Involved in policy making & formulation process | 10.983 | 4 | 0.027 | S |
| | Involved in development planning & proposals writing | 3.852 | 4 | 0.426 | NS |
| | Involved in Implementation of development projects and programs | 18.637 | 4 | 0.001 | S |
| | Involved in M&E of development projects/programs | 8.862 | 4 | 0.065 | NS |

S-Statistically Significant, NS- Statistically Not Significant

Source: Researcher (2019)

From table 4.5, the chi square test shows that level of education and gender had a statistically significant association for the items tested. For example, the level of education and involvement in budget making process; chi square test, at 12 degrees of freedom, $\chi(12) = 40.9, p = 0.000 < 0.05$ was statistically significant. The above findings show that public participation can be improved with increase in the level of education and training. The public that is educated have more information and are aware of their responsibilities and expectations from the government of the day. They can easily be trained and can access a lot of information regarding the development activities of the county government.

However, there was no significant association between age and the variables tested for the Pearson chi square test. Majority of the variables had a value greater than $p = 0.05$ implying that perhaps age was not a significant factor for the items tested. The findings indicates that age did not place a significant difference on respondents decisions in “Involved in Law making & Legislation process by county assembly” , chi square test, at 12 degrees of freedom, $\chi(12) = 15.719, p = 0.204 > 0.05$ was statistically insignificant and also age did not place a significant difference on respondents decisions in “Involved in policy making & formulation process” chi square test, at 12 degrees of freedom, $\chi(12) = 15.38, p = 0.221 > 0.05$ was statistically insignificant. However, age was not significant for respondents decisions on “Involved in Implementation of development projects and programs” and Involved in M&E of development projects/programs” with chi square test, at 12 degrees of freedom, $\chi(12) = 28.295, p = 0.05$ and $\chi(12) = 38.75, p = 0.000$ respectively which are below 0.05 was statistically significant.

As can be seen from the Table 4.5, the level of education played a significant determinant on the specific items tested except for citizens getting involved in vetting of public officers. The age factor did not play a significant determinant in the outcomes of public participation as observed. It appears that apart from age playing a significant role in public participation on vetting of public officers, the level of education and gender were not considered to be important factors. Lastly, gender had mixed outcomes on the perception of respondents on public participation. However, most of the items which include public participation, budget making, law making, vetting of public officers, policy making and formulation process, development planning and proposals and monitoring and evaluation of development projects tested suggest that gender did not influence the outcome of citizen participation.

These findings are in agreement with Kane (2006) and Fraser (2005) who opine that meaningful participation in project development largely depends on the educational status of public people. They conclude that, there is a strong link between development and education. Education can enhance the potential for people at the grassroots level to experience social change (Kane, 2006; Hunt, 2009). Edwards (2005), Ahmad et al (2005) and John (2009), on the other hand opine that educated people would most likely appreciate public development better than the less educated and they appreciate public development, their attitude towards participating in public project developments is likely to be favourable. Education level of the citizenry has a significant correlation in the level of public participation, information and education often enhances citizen's awareness of governance programs and how to engage the governance system (Joshi and Houtzager, 2012; Mwenda, 2010). They further argues that the ability to coherently articulate policy issues within the budgetary planning forums favor those with higher levels of education.

Oyugi and Kibua (2008); Pasek et al (2008) similarly argues that level of education elevates citizen's ability to participate in public functions that require a level of technical skills and ability. They contend that the reason the public doesn't have the desire to participate in forums like budget participation is that they feel inadequately informed or educated to be of value. Pasek et al (2008), agrees with Finkel, Horowitz & Rojo-Mendoza (2012) findings, and further argues that positive education levels raises the public's stakes, awareness, and desire to desire the kind of future that want through governance processes like public formulation. Finkel, Horowitz &Rojo-Mendoza (2012), opine that, education provides; the ability to articulate petitions, understand technical budgetary language enabled citizens to engage more actively and effectively not only in the budgetary formulation, but in other civic duties. According to John (2009); KHRC (2010); Mboga (2009); Oyugi and Kibua (2008); and Mwenda (2010); argues that lower levels of education in devolved units negatively correlate with public participation; citizens without education, lacks ability to assimilate information, therefore, can rarely formulate interests in civic duties like budget formulation because education expands the ability of the public to appropriate desires, interests and has their voice heard in logical concise and organized process like budget formulations.

The findings are in agreement with Mutwiri (2016); and UNDP & IPU (2013), who argue that youth can play a very important role in any development programs. They further, opine that they are indeed invaluable resources to any nation, because their fresh motivation, capabilities, and innovativeness can act as a catalyst for achieving excellence goals. UNDP & IPU (2013) further argues that opportunities for the youth to engage in governance and participate in political decision making processes should be highly valued.

4.4.2 Frequency of Public Participation Process or Levels

The participants were asked to respond to statements to demonstrate the extent to which they agree or disagree on public participation process facilitated by county government/assembly; during - law and policy making, budget making, development planning, implementation and evaluation of development projects in the county.

Their responses were analysed in frequencies and presented in bar charts. For purposes of analysis, the 5 likert scale was reduced to a 3 point response as shown below. Strongly Agree+ Agree= Agree, Undecided =Undecided and Strongly Disagree + Disagree= Disagree

The result was presented in the Bar Charts as shown in the figures 4.6, 4.7, 4.8, 4.9 and 4.10.

4.4.2.1 Inform: The public is provided with adequate, balanced and objective information

As clearly shown in the figure 4.6 below, majority of the respondents are not sure if the public is provided with adequate, balanced and objective information by the county governments.

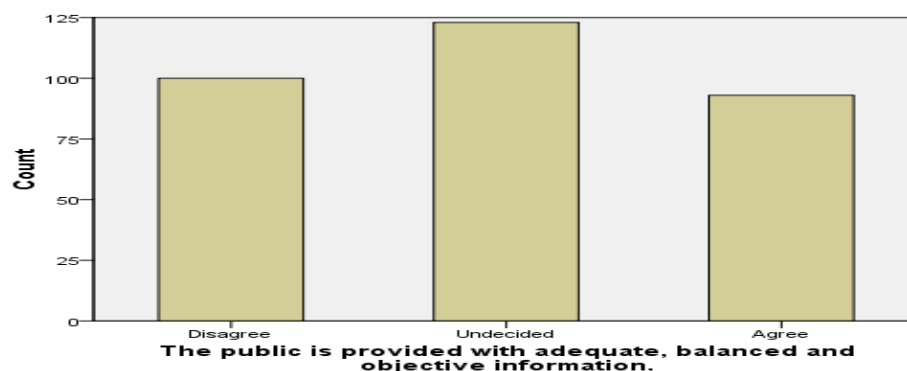


Figure 4.6: Bar chart on Provision of Information to the Public

Source: Researcher (2019)

4.4.2.2 Consult: The public is consulted adequately to obtain feedback, alternatives and/or decisions

As clearly shown in the figure 4.7 below, majority of the respondents disagree with the statement that county government consult the public adequately to obtain feedback, alternatives and decisions concerning county development process.

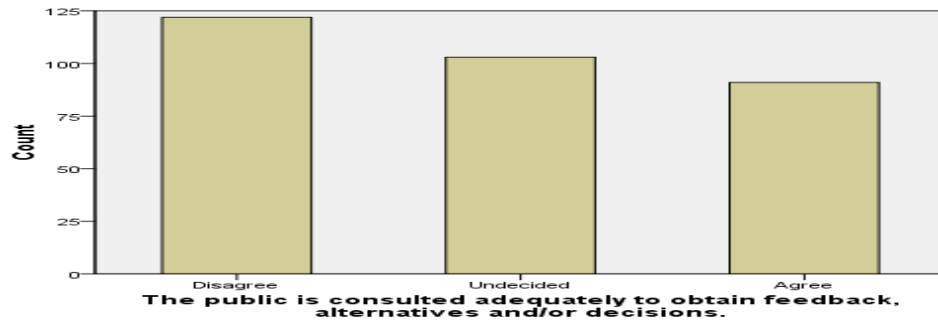


Figure 4.7: Bar Chart on Public Consultation

Source: Researcher (2019)

4.4.2.3 Involve: The public is involved throughout the process to ensure that public concerns and aspirations are understood and considered.

As clearly shown in the figure 4.8 below, majority of the respondents disagree with the statement that county government involve the public throughout the development process to ensure that their concerns and aspirations are understood and considered.

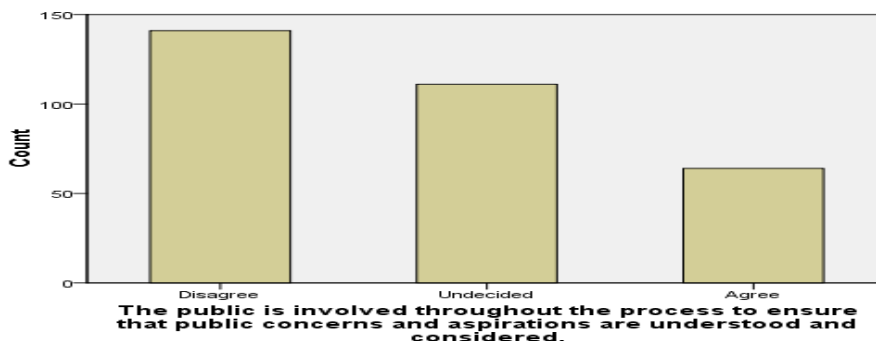


Figure 4.8: Bar Chart on Public Involvement

Source: Researcher (2019)

4.4.2.4 Collaborate: The county government/assembly collaborates and partner with the public in decision-making

As clearly shown in the figure 4.9 below, majority of the respondents disagree with the statement that county government collaborates and partner with the public in decision-making concerning the development process in the county.

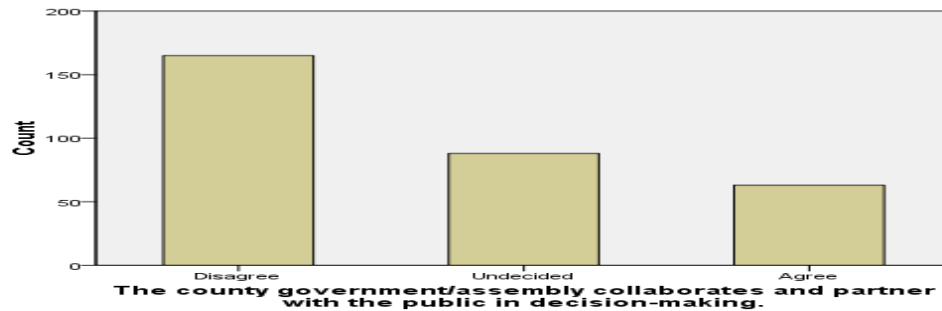


Figure 4.9: Bar Chart on Public Collaboration

Source: Researcher (2019)

4.4.2.5 Empower: The public is empowered to make final decision-making on issues concerning the county government/assembly

As clearly shown in the figure 4.10 below, majority of the respondents disagree with the statement that county government has empowered the public to make final decision-making on issues concerning development process in the county.

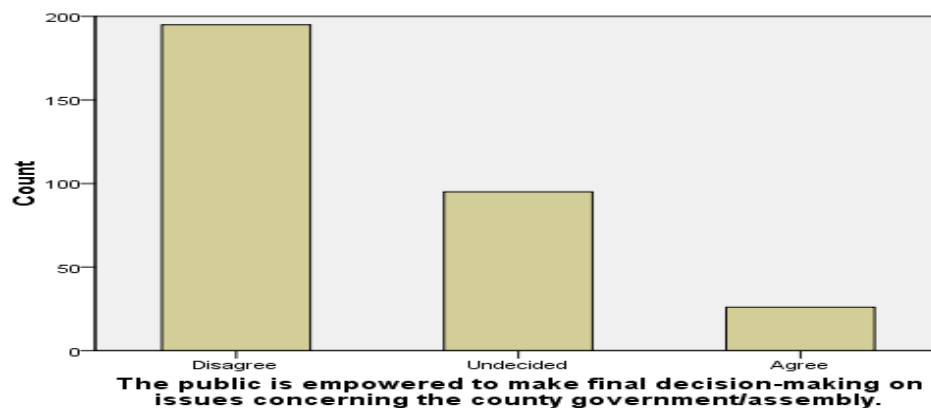


Figure 4.10: Bar Chart on Public Empowerment

Source: Researcher (2019)

The findings above show that county governments have failed to involve the public fully in the county development process in terms of public participation; especially in the higher level of participation process such as involvement, collaboration and empowerment.

4.5 Effects of Public Participation

The second objective of this study was to examine the effects of public participation in the devolved system of governance for sustainable development. To achieve this objective, the respondents were asked to respond to several statements and give their opinions or information intended to describe effects of public participation in relation to sustainable development in the devolved system of governance.

4.5.1 Effects of Public Participation on Development

4.5.1.1 ANOVA Test on effect of public participation on development

The ANOVA test was performed to establish whether the mean differences were significant for the three counties on effects of public participation on development., as shown in Table 3.6. The items were first tested for normality. The results showed that the distribution was normal and hence attracted use of ANOVA for inferential statistics. The results showed that for most of the items tested, the results were statistically significant. For example for respondents when asked whether the “There will be inclusive/better ownership of the project by those it intended to serve and it will be accepted by all (F, (2,315) = 9.500, P= 0.000 (P<0.05 was statistically significant). On the question of whether Citizens will be “The Project will be put to maximum use and benefit most if not all members of the community/public (F, (2,315) = 3.810, P= 0.023 (P>0.05)was statistically insignificant. Since the value is

greater than the p- value of 0.05, we conclude that the variance for the three counties is the same.

Table 4.6: ANOVA Test on Effects of public participation on development

| | | ANOVA | | | | | |
|--|----------------|----------------|------------|-------------|-------|------|----|
| | | Sum of Squares | df | Mean Square | F | Sig. | |
| There will be inclusive/better ownership of the project by those it intended to serve and it will be accepted by all | Between Groups | 17.451 | 2 | 8.725 | 9.500 | .000 | S |
| | Within Groups | 287.470 | 313 | .918 | | | |
| | Total | 304.921 | 315 | | | | |
| Citizens will be involved in implementation of the projects and community's projects will be implemented | Between Groups | 3.630 | 2 | 1.815 | 2.208 | .112 | NS |
| | Within Groups | 257.357 | 313 | .822 | | | |
| | Total | 260.987 | 315 | | | | |
| The Project will be put to maximum use and benefit most if not all members of the community/public | Between Groups | 5.526 | 2 | 2.763 | 3.810 | .023 | S |
| | Within Groups | 226.993 | 313 | .725 | | | |
| | Total | 232.519 | 315 | | | | |
| Improves county/local governance, transparency on expenditures by providing checks and balances. | Between Groups | 15.671 | 2 | 7.836 | 7.924 | .000 | S |
| | Within Groups | 309.506 | 313 | .989 | | | |
| | Total | 325.177 | 315 | | | | |
| The quality of the projects will be high and therefore will last longer after the support from the county has stopped. | Between Groups | 8.341 | 2 | 4.171 | 5.355 | .005 | S |
| | Within Groups | 243.769 | 313 | .779 | | | |
| | Total | 252.111 | 315 | | | | |
| Leads to efficient service delivery by county government | Between Groups | 8.970 | 2 | 4.485 | 5.795 | .003 | S |
| | Within Groups | 242.254 | 313 | .774 | | | |
| | Total | 251.225 | 315 | | | | |
| Leads to effective planning, budgeting, development of sound policies and quality legislation | Between Groups | 17.522 | 2 | 8.761 | 13.74 | .000 | S |
| | Within Groups | 199.475 | 313 | .637 | | | |
| | Total | 216.997 | 315 | | | | |

S-Statistically Significant, NS- Statistically Not Significant

Source: Researcher (2019)

This gives an indication that there is great agreement among county residences that perhaps devolution has brought about citizens involvement in development projects. On the overall, the statistically significant difference in most on the items tested for

ANOVA reveals that perhaps county governments need to involve the citizens more in development activities. The results therefore make one conclude that county governments are not collaborating with public on development projects, most project are not put on maximum use, there is doubt on the quality of projects being initiated, and above all, efficiency in service delivery was not appreciated by most respondents.

When the public participate in project initiation and its implementation they will be aware of everything that is happening in terms of the resource mobilisation and its utilization; therefore the county government will be more keen and diligent in their dealings. Public participation therefore; improves county governance, accountability and transparency on expenditures by providing checks and balances. With public participation; the quality of the projects implemented will be high because they were able to put together their ideas and come up with the best for implementation. The project will also last longer after the financial and technical support from the county government has stopped because the public who are the greatest beneficiaries and users of projects have been part of the project from the start therefore they understand the project very well; hence they will be able to operate and manage the project on their own. This will lead to sustainability of the project.

When people are involved in projects, they tend to feel that they own the projects because their input is implemented and the project is done as per their wishes. Public participation gives the community an opportunity to prioritize projects that are most urgent and of great importance to their lives. Without public participation, county governments will not initiate and implement projects that are needed urgently or of little importance to the community. When the public is involved they will own the projects, the projects will be of great importance to them and therefore they will be

able to put them to maximum use because they are proud of the project they have initiated and participated in its implementation; this also means that many members of the community will benefit from it because it was their priority project.

4.5.1.2 Post Hoc Test

A Tukey HSD post hoc test was performed to establish which specific group(s) had statistically significant differences in the means for items tested.

As can be seen in the table below, the values for mean differences was statistically significant for the public is provided with adequate, balanced and objective information, between Kericho and Narokand between Kericho and Bomet, Mean Difference = 0.5667, $p= 0.000$. However, there was no statistically significant difference in the means between Narok and Bomet (mean difference 0.3396, $p = 0.104$). From the post hoc test, Kericho appears to have statistically differences in almost all variables discussed. The results are presented in Table 4.7.

From the table 4.7, the values for mean differences were statistically significant for the public is provided with adequate, balanced and objective information, between Kericho and Narokand between Kericho and Bomet, Mean Difference = 0.5667, $p= 0.001 < 0.05$ was statistically significant. However, there was no statistically significant difference in the means between Narok and Bomet (mean difference 0.3396, $p = 0.104 > 0.05$, was statistically insignificant). From the post hoc test, Table 4.7 above, Kericho have statistically significant in almost all variables discussed.

Table 4.7: Tukey HSD Post Hoc Test

| Tukey HSD | | Multiple Comparisons | | | | |
|--|-------------------------|-------------------------|-----------------------|------------|------|----|
| Dependent Variable | (I) County of Residence | (J) County of Residence | Mean Difference (I-J) | Std. Error | Sig. | |
| There will be inclusive/better ownership of the project by those it intended to serve and it will be accepted by all | Kericho | Narok | -.5610* | .1308 | .000 | S |
| | | Bomet | -.3627* | .1321 | .017 | NS |
| | Narok | Kericho | .5610* | .1308 | .000 | S |
| | | Bomet | .1983 | .1336 | .300 | NS |
| | Bomet | Kericho | .3627* | .1321 | .017 | S |
| | | Narok | -.1983 | .1336 | .300 | NS |
| Citizens will be involved in implementation of the projects and community's projects will be implemented | Kericho | Narok | -.1887 | .1237 | .280 | NS |
| | | Bomet | -.2502 | .1250 | .113 | NS |
| | Narok | Kericho | .1887 | .1237 | .280 | NS |
| | | Bomet | -.0615 | .1264 | .878 | NS |
| | Bomet | Kericho | .2502 | .1250 | .113 | NS |
| | | Narok | .0615 | .1264 | .878 | NS |
| The Project will be put to maximum use and benefit most if not all members of the community/public | Kericho | Narok | -.2957* | .1162 | .031 | S |
| | | Bomet | -.2543 | .1174 | .079 | NS |
| | Narok | Kericho | .2957* | .1162 | .031 | S |
| | | Bomet | .0414 | .1187 | .935 | NS |
| | Bomet | Kericho | .2543 | .1174 | .079 | NS |
| | | Narok | -.0414 | .1187 | .935 | NS |
| Improves county/local governance, accountability and transparency on expenditures by providing checks and balances. | Kericho | Narok | -.5381* | .1357 | .000 | S |
| | | Bomet | -.3040 | .1370 | .070 | NS |
| | Narok | Kericho | .5381* | .1357 | .000 | S |
| | | Bomet | .2341 | .1386 | .211 | NS |
| | Bomet | Kericho | .3040 | .1370 | .070 | NS |
| | | Narok | -.2341 | .1386 | .211 | NS |
| The quality of the projects will be high and therefore will last longer after the support from the county has stopped. | Kericho | Narok | -.3939* | .1204 | .003 | S |
| | | Bomet | -.2005 | .1216 | .227 | NS |
| | Narok | Kericho | .3939* | .1204 | .003 | S |
| | | Bomet | .1934 | .1230 | .259 | NS |
| | Bomet | Kericho | .2005 | .1216 | .227 | NS |
| | | Narok | -.1934 | .1230 | .259 | NS |
| Leads to efficient service delivery by county government | Kericho | Narok | -.3965* | .1200 | .003 | S |
| | | Bomet | -.1064 | .1212 | .655 | NS |
| | Narok | Kericho | .3965* | .1200 | .003 | S |
| | | Bomet | .2901* | .1226 | .049 | S |
| | Bomet | Kericho | .1064 | .1212 | .655 | NS |
| | | Narok | -.2901* | .1226 | .049 | S |
| Leads to effective planning, budgeting, development of sound policies and quality legislation. | Kericho | Narok | .9645* | .1385 | .000 | S |
| | | Bomet | .8128* | .1399 | .000 | S |
| | Narok | Kericho | -.9645* | .1385 | .000 | S |
| | | Bomet | -.1517 | .1415 | .532 | NS |
| | Bomet | Kericho | -.8128* | .1399 | .000 | S |
| | | Narok | .1517 | .1415 | .532 | NS |

S-Statistically Significant, NS- Statistically Not Significant

Source: Researcher (2019)

Results from tables 4.6 and 4.7 above suggests that; when people are involved in projects, they tend to feel that they own the projects because their input is implemented and the project is done as per their wishes. This will make them protect these projects from mismanagement and utilize it efficiently and effectively for their benefit; leading to sustainability of the project. Participation has greatly contributed to the sustainability of development initiatives, strengthened local capacity, given a voice to the poor and marginalized and linked development to the people's needs (Odhiambo and Taifa, 2009).

The findings further imply, that public participation leads to efficient service delivery by county government because the services offered will be as per the needs and priority of the public. When public is involved they will be more keen to demand for their rights because they pay taxes and other levies to the county governments. When public participation is implemented the public tend to understand their constitutional rights and therefore they tend to demand for efficient and quality services from the county government.

Lastly, the findings from the three counties indicate that public participation leads to effective planning, budgeting, development of sound policies and quality legislation because they are 'the wearers of the shoes who knows where it pinches'; therefore they will be able to give accurate information to the county government concerning their needs. County governments will be able to come up with effective planning of development projects that will be as per the needs of the public; budgeting and allocation of resources will be equitable and as per priority of the public; and development of policies and legislations will be agreeable to all the stakeholders especially the public who are the primary users or consumers. Lack of public

participation will lead to defective plans, poor budgeting leading to under or over allocation of resources in certain areas leading to wastage, unsound policies and legislations which may lead to court cases and even mass actions such as demonstrations or protests against the said laws.

The findings above are agreement with, De Beer (1998), Davids (2009) and Kotze (1997); participation of the community in development projects leads to capacity building which enables the community to be more effective and efficient in the process of identifying, implementing, monitoring and evaluating of developmental projects; by continuously fulfilling their needs, people learn to realise their objectives more easily. It further concurs with Melnick et al.(2005) who suggest that if the governments are more transparent and sensitive to needs of the public, participation can improve the quality of economic, social and environmental decisions, therefore increasing long-term sustainability.

The findings is further in agreement with Popay et al. (2007); Brannan, John and Stoker (2006) and Duffy (2007) who opines that by involving individuals more directly in decisions that affect their lives, participation is seen as a way of strengthening the legitimacy and accountability of democratic institutions. They further argue that involving people in local decision-making processes and bringing them together around a common cause or interest can empower communities and help build social cohesion and that participation is considered a tool for reforming public services and for providing services that are better suited to people's needs and that are more efficient.

4.5.2 Identification of Public Participation Projects

The study established that majority of the residents are not able to identify projects that were initiated and implemented through public participation. The findings were presented in the figure 4.11;

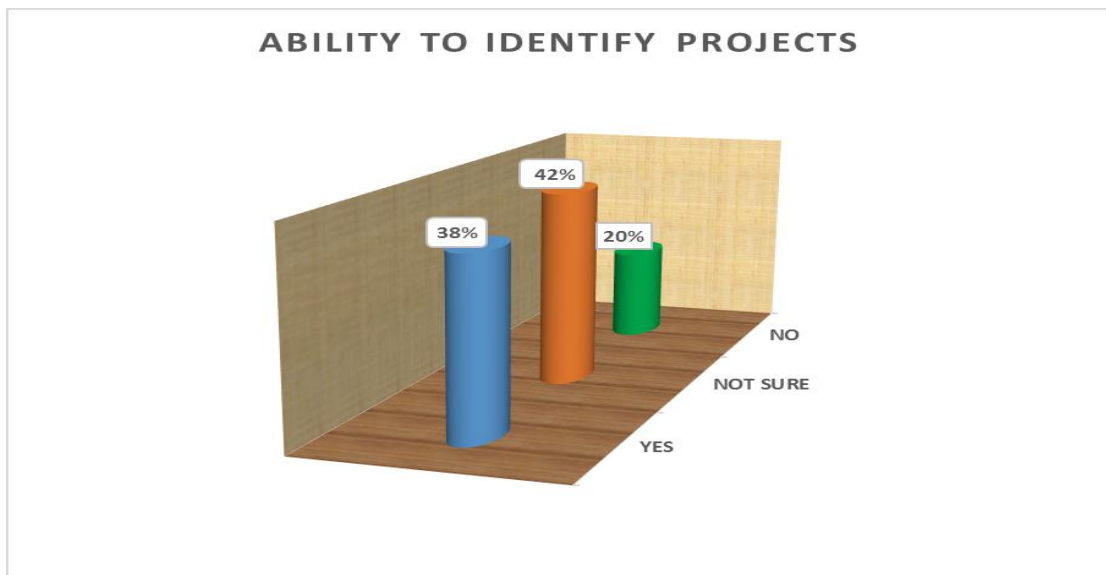


Figure 4.11: Bar chart on ability to Identify Projects

Source: Researcher (2019)

The Figure 4.6 shows that 42% of the public were not sure of projects that have been initiated and implemented through public participation, this is because they don't know whether the projects are products of public participation or not; majority of them have not attended public participation forums hence they are not aware of the origin of the development projects in the counties. Most counties have implemented some projects that are beneficial to the residents but they could have done far much better had they involved majority of the public so that they can own or identify with the projects.

The respondents, who were able to identify a project that has been initiated and implemented through public participation, were also asked to name or list them.

Majority of respondents who listed projects, listed the following projects and programs that have been done in the three counties: Feeder roads, bridges, water projects, ECD classrooms & toilets, Recruitment of ECD teachers, Cattle dips, agricultural projects-pastures, free AI services, development of tourist sites, milk coolers, cattle dip, market sheds and stalls, hospitals and dispensaries, water dams, public recreational parks, slaughter house, issuance of business permits, ambulances services, and street lighting. This shows that despite the majority of the respondents not sure or unable to identify projects initiated through public participation, at least they are those who can point out many projects that have been undertaken by the county governments.

4.6 Challenges Facing Public Participation

The third objective of this study was to assess the challenges facing public participation in the devolved system of governance in Kenya. To achieve this objective, the respondents were asked to respond to several statements and interviewees to give their opinions/information intended to describe challenges of integrating public participation for sustainable development in the devolved system of governance.

For purposes of analysis, the 5 likert scale was reduced to a 3 point response. Strongly Agree+ Agree= Agree, Undecided =Undecided and Strongly Disagree + Disagree= Disagree

The result was presented in the figure 4.12.

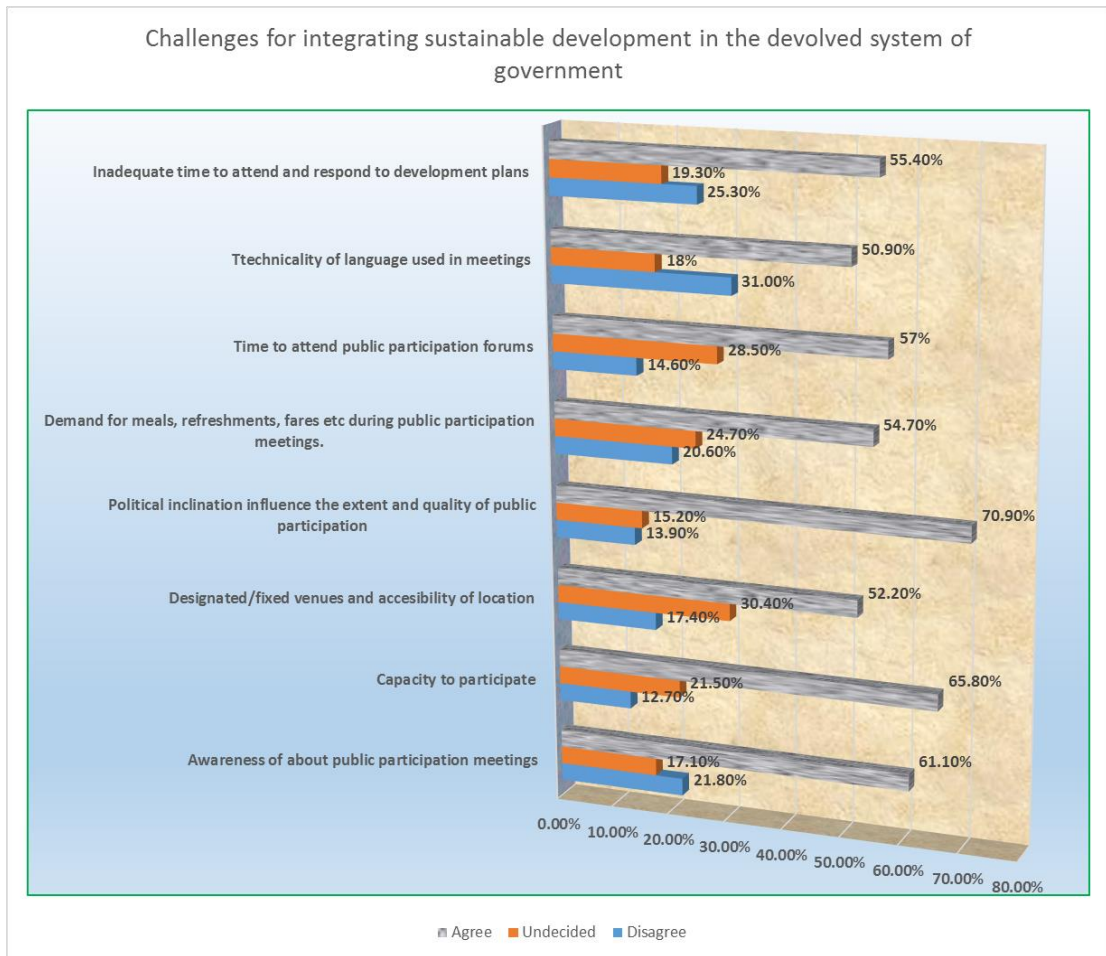


Figure 4.12: Challenges of Public Participation

Source: Researcher (2019)

From figure 4.12; majority of the respondents, 65.8%, think that the public have no capacity to participate or they don't understand what they are supposed to do in public participation forums. This shows that most county governments have not carried out civic education to enlighten the public on the need for public participation, what is done in public forums and why they should participate in such forums. There is need to empower the public by giving the information and documents containing information on development activities and legislations that require their input in advance so that they know and understand what they are coming to do in public

forums. They will be able to prepare their questions and contributions in advance before the actual meeting.

Most county governments invite the public for public participation forums without giving them enough information and necessary documents in time, hence few people turn up for the meeting and even those who turn up may not ask questions or make adequate contributions because they are getting information for the first time. The officers interviewed said that they normally post the necessary documents in the county governments or assemblies' websites for the public to access and download; but not many people have the capacity and resources to visit the websites and download the said documents. This findings concur with other works that have cited lack of capacity of many of the actors in developing countries as the reason for governments' resistance to participation by the poor, who generally, have limited education, low literacy levels and hence deficient understanding of the policy process (Anwar, 2007).

From figure 4.12, majority of the respondents, 52.2%, believe that there are no designated or fixed venues for public participation and majority of the public cannot be reached because of their inaccessibility or inability to locate the venue. This has also contributed to the low attendance of public participation forums because most county governments and county assemblies hold their public participation forums in places that sometimes are not well known and sometimes they keep on changing venues leaving the public not knowing where to go. Some counties hold their public participation meetings only in the county headquarters; for example in the social halls which are not known by people from the rural area who may not even travel due to lack of transport facilitation. There is need to designate many places where public

participation forums can be hosted and these venues should be located at the ward level if not village level; this will ensure majority of the public attend.

From figure 4.12; majority of the respondents, 70.9%, believe that political inclination influence the extent and quality of public participation; and sometimes not everyone's views or contribution is taken in. In some counties, during public participation, elected leaders tend to discriminate against those who did not vote for them or those who have different ideologies; such that only those who are politically correct are allowed to air their views and when they do so they give views as per the wishes of the politicians or in praise of the politicians. This discourages people who have genuine concerns or good ideas from raising them during the meetings. Some politicians transport their cronies to the public forums so that they can shout down their perceived political opponents and ensure that only their views are taken in.

From figure 4.12; majority of the respondents believe, 54.7%, that members of the public demand for meals, refreshments, fares etc during public participation meetings; this is because majority of the citizens are poor and therefore they feel they must be compensated for leaving their work to attend public participation forums. This is also contributed by the organizers of the meetings who host them in few venues that are far apart hence making it expensive for participants to attend and also the meetings don't start on time, meaning they have to hold people for many hours therefore people will demand for refreshments, meals and fares back home.

From figure 4.12; majority of the respondents, 57%, believe that most of the citizens lack time to attend public participation forums this is because most of them are busy trying to eke a living and therefore they find attending such meetings as a waste of time and resources. The county government should organize the forums in such a way

that most citizens will attend; these forums should happen during weekends or market-days (venues near the market) where people are free to attend.

From figure 4.12; majority of the respondents, 50.9%, think that the language used, for example, in budget making is too technical for common citizens to understand what the facilitators are talking about. The public participation documents should be translated to local language, Kiswahili or simple English avoiding technical jargons and vocabularies that will put off the common citizens; it can also be translated orally during presentation; therefore translators should be employed by county governments for purposes of public participation.

From figure 4.12; majority of the respondents, 61.1%, think that citizens are given short notice about public participation forums and inadequate time to reflect on development plans/proposals which may not reach them. Public participation organizers in some counties put notices of public forums few days to the d-day hence majority of the citizens may fail to attend or prepare adequately for the said activity. There is need to put the notice of public participation at least two weeks in advance and then keep on reminding the public otherwise majority will forget; the adverts and announcements should be in popular media such as local radio stations, daily newspapers, posters and use of public address to remind the public and mobilize them for the meetings.

Respondents from Kericho County who gave their views and opinions on challenges facing public participation, gave the following views:

“Bad politics/political interference biaseness by MCAs on public participation; budget constraints, county government and politicians have not embraced open governance & accountability; political difference” (Respondent to Questionnaire no. 68, December 2016).

“Corrupt leaders, lack of proper communication; corruption among government officials, majority of the public shy away from politics” (Respondent to Questionnaire no. 126, December 2016).

“Information on what will be discussed be given in advanced; information provided to the public is inadequate or not professional; lack of information about public participation” (Respondent to Questionnaire no. 101, December 2016).

Respondents from Bomet County who gave their views and opinions on challenges facing public participation, gave the following views:

“Use of technical language in budget making, venues are not reached by many because of their geographical location; cannot reach consensus on some issues” (Respondent to Questionnaire no. 145, December 2016).

“Discrimination on gender and political background; embezzlement of funds by the politicians; fear of control by politicians- they hijack the process, public expectation is high” (Respondent to Questionnaire no. 172, December 2016).

“Funds not allocated for public participation, poor coordination/organisation; negative attitude by the public towards public participation”(Respondent to Questionnaire no. 222, December 2016).

Respondents from Narok County who gave their views and opinions on challenges facing public participation, gave the following views:

“Lack of adequate capacity to participate; late information” (Respondent to Questionnaire no. 352, December 2016).

“Lack of budgetary allocation for public participation, lack of political goodwill and interference by cartels; elected leaders fear facing the electorate”(Respondent to Questionnaire no. 309, December 2016).

“Lack of preparedness and goodwill; lack of time by those in colleges/universities to participate” (Respondent to Questionnaire no. 288, December 2016).

According to the Research and Public policy officers in county assemblies and deputy director in charge of public participation in the county governments, interviewed gave the following information about challenges facing public participation;

“Lack of civic education and information on the issues at hand; Poor attendance of the public meetings; constraints in budget allocation for public participation; Public participation occurs once in a while hence there is lose of touch with the public” (Research and Public Policy Officer, Narok County Assembly, 15th January 2017).

“Terminologies used on some issues like in land surveying and budget making are technical to understand and interpret to the common citizen; Lack of clear understanding on the roles of county assembly and executive”(Research and Public Policy Officer, Bomet County Assembly, 12th January 2017).

“Lack of incorporation and implementation of the views presented/raised by the citizens from the previous meetings, hence they see public participation a rubber-stamping ceremony; The public tend to mix agendas of the day with issues that were not addressed in the previous public participation meetings”(Research and Public Policy Officer, Kericho County Assembly, 8th January 2017).

“Lack of redress on the issues raised by the public in the previous meetings; There is disconnect between the executive and assembly hence missing on getting the right forum; Poor timing of the public participation hence missing on some key stakeholders”(Deputy Director in charge of Public participation, Bomet County 12th January 2017).

The findings are in agreement with those of Oakley (1991) and Litchfield’s (1996) who opine that there are many challenges to public participation in the society; poverty, literacy levels, disability, age, race and ethnicity are some of the characteristics that often marginalize people. In similar vein Jenkins (1993); Kinyondi (2008) and Bramwell and Sharman (1999), argues that public participation efficiency and effectiveness might be compromised by the difficulties faced by the public when it comes to understanding the technical reports and the complex planning issues; and effective public participation is difficult to achieve if the residents are not equally

represented within or as part of the whole group of stakeholders. On the other hand, Burns and Taylor (2000); and Odhiambo and Taifa (2009) opines that sometimes people do not want to be involved in decision making for development projects, but it would be important that everyone should have the opportunity to do so. They further argue that people will participate and contribute significantly to something they feel part of, identify with and correlate with their efforts.

The findings also agrees with World Bank (2004); Cleaver (2001); Dukeshire and Thurlow (2002); and Omolo (2010); who argues that citizens in rural areas find it difficult to obtain and interpret information that is available on policy, government programmes and services. They further argue that there is a desire to learn about and access information about government programs and services that is understandable, concise and timely because an awareness-raising process ideally aims to boost the commitment of society beyond the simple acquisition of knowledge and skills.

4.7 Strategies of Improving Public Participation

The respondents were asked to respond to several statements and give their opinions or information intended to describe strategies of improving public participation for sustainable development in devolved system of governance. In analyzing the strategies for improving public participation, the constructs were reduced to three responses from the original five point Likert type of scale. The response for strongly agree and agree was considered as agree, responses for strongly disagree and disagree were considered as Disagree, while the undecided was not altered.

The results of the analysis were presented in the figure 4.13 below:

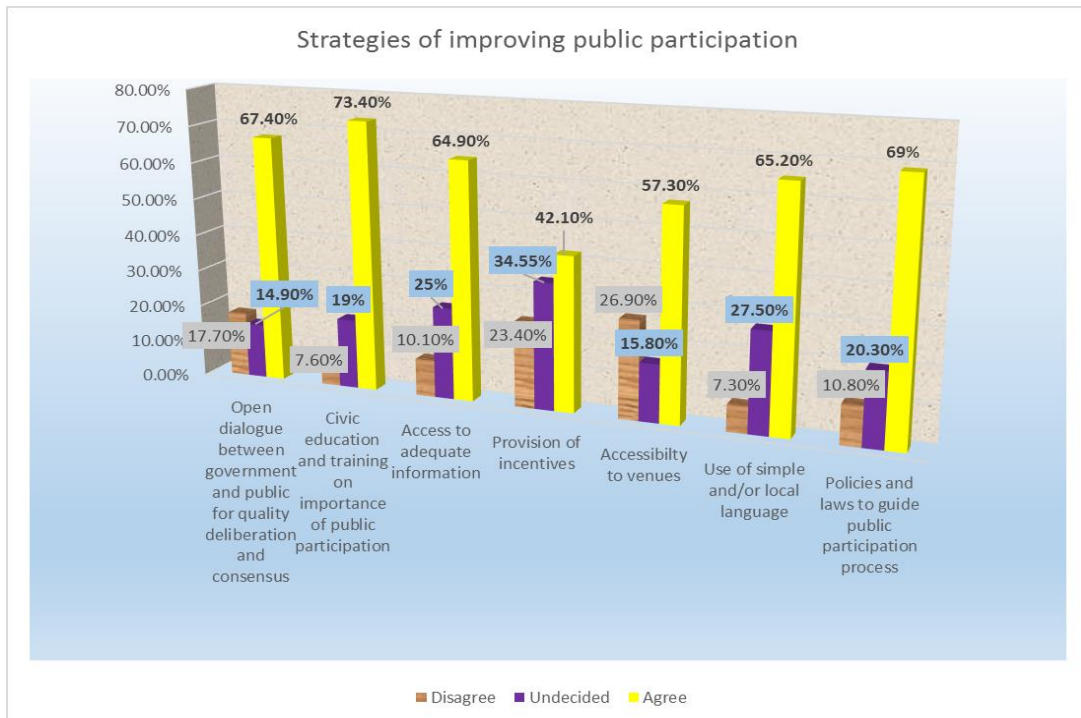


Figure 4.13: Bar chart on Strategies of Improving Public Participation

Source: Researcher (2019)

From figure 4.13; majority of the respondents, 67.4%, believe that open dialogue between county governments and the public will lead to quality deliberation and consensus during public participation thus improving public participation. Open dialogue is where the public is allowed to air their views, suggestions or grievances openly without intimidation, threats or undue influence from any quarters. The county also provides all information about the county in terms of developments plans, budget allocation, financial expenditures, procurement process, and employment of workers, policies and legislative agenda. This will help in making the people and the county government to understand each other and what is expected from them; quality deliberation will be achieved and consensus will be built hence people-driven development process will happen leading to sustainable development in the long run.

This findings are in agreement with Palerm and Aceves (2004), that public participation must be broad, by encompassing different stakeholders: including the disadvantaged and minority. There is a growing consensus that timely and broad-based participation are essential tools for effective development planning and resource management. Public participation must be a two-way exchange of information, where dialogue is initiated in order to reach a consensus (if possible) between the project proponents and the participants (Palerm and Aceves, 2004).

From figure 4.13; majority of the respondents, 73.4%, believe that carrying out civic education and training on public participation improves citizen's capacity to participate in public forums; this make the public to understand their constitutional rights to participate in county development activities, demand for services and call on leaders to accountability. It is through civic education and some other forms of training that majority of the public can understand and differentiate between role of the county governments and that of the national governments. The county governments can engage NGOs and civil societies to undertake civic education and training to avoid conflict of interest and political interference.

The Kenyan constitution 2010 provides viable proposals aimed at achieving participatory governance. It is, however, critical to observe that devolution in itself will not enhance 'automatic citizen participation'. First, it will be imperative that adequate civic education and awareness is provided so that citizens understand their responsibilities in a devolved system. Scholars have cited lack of capacity of many of the actors in developing countries as the reason for governments' resistance to participation by the poor, who generally, have limited education, low literacy levels and hence deficient understanding of the policy process (Anwar, 2007).

These findings are in agreement with Aregbeshola (2009), who opines that, it is imperative to invest in a comprehensive civic education programme to empower citizens to internalize and understand their roles, rights and responsibilities in a devolved system of government. Public participation in the development process is not only a constitutional and legal requirement, but a necessity in ensuring that development programmes have a positive political, social, economic and environmental impact on citizens. Development practice as a discipline is unlikely to work if the citizens are not actively engaged in all aspects of the process (Aregbeshola, 2009). A fair assumption is that most citizens do not know or understand their rights and responsibilities or what role they need to play, and more importantly, they don't know how to engage constructively with the County government and other non-states parties involved in the development process. Public participation should be directed to equip the participants with the necessary skills, knowledge and values needed for them to change their own situations (Davids, 2009).

From figure 4.13; majority of the respondents, 64.9%, believe that public participation will improve greatly if there will be adequate access to information about public participation meetings and on what is to be discussed in the meeting. Most residents who attend public participation forums don't have prior information on what is to be discussed and therefore are not prepared to participate effectively and make meaningful contributions. There is need to empower the public by giving them information and documents containing information on development activities and legislations that require their input in advance so that they know and understand what they are coming to do in public forums. The organizers of the meetings should avail the documents and other necessary information to the public in a place which they can easily access such as distributing them in market places, churches, chiefs barazas,

MCA offices, ward and sub-county administrators offices; apart from posting the documents in websites for those who can easily download. The public will be able to prepare their questions and contributions in advance before the actual meeting. An ignorant person cannot make a well informed decision about a project; whereas a fully informed person will insist on better delivery from the decision-makers; this insistence will force the authority to settle for a more rational, equitable and sustainable decisions (Melnick et al., 2005).

That provision of incentives such as refreshments, meals and transport to members of the public during public participation meetings improves public participation. Since most respondents are undecided or indifferent with the statement and not sure if the provision of incentives such as refreshments, meals and transport to members of the public during public participation meetings improves public participation and the number of participants will also increase. Studies have shown that, not many people are willing to leave their work to attend a meeting the whole day without some kind of compensation. Apart from giving the participants incentives and other necessities like writing materials, there is need to recognize individuals and organized groups that always attend such forums. Mantzara (1998) suggests that to make the process effective, refreshments and an enabling environment should be incorporated in order to bring the people closer and to reduce tension. There is also need for the organizers of the meetings to start the meetings on time and to end on time; this will motivate people to attend knowing that they will spend the shortest time possible and as per the program, otherwise holding people for many hours will discourage them from attending future meetings. In order to encourage participation, the public need to be given some incentives; the absence of which may discourage participation.

From figure 4.13; majority of the respondents, 57.3%, believe that hosting public participation forums in accessible venues which are well known and having it on a day majority of the public can attend improves public participation. This has also contributed to the low attendance of public participation forums because most county governments and county assemblies hold their public participation forums in places that sometimes are not well known and sometimes they keep on changing venues leaving the public not knowing where to go. The county government should organize the forums in such a way that most citizens will attend; these forums should happen during the weekends or market days where people are free to attend. There is need designate many places where public participation forums can be hosted and these venues should be located at the ward level if not village level; this will ensure majority of the public attend.

That use of simple and/or local language during the public participation forums that can be understood by common citizens improves public participation; From figure 4.13; majority of the respondents, 65.2%, concur that use of simple and/or local language that can be understood by common citizens during the public participation forums improves public participation. The public participation documents should be translated to local language, Kiswahili or simple English; avoiding technical jargons and vocabularies that will put off the common citizens; it can also be translated orally during presentation; therefore translators should be contracted by county governments for purposes of public participation. This will ensure the message is understood by citizens from all walk of lives and everybody will be in a position to make contribution regardless of their background without language barrier or any other form of discrimination.

From figure 4.13; majority of the respondents, 69%, believe that public participation will improve if county government and/or assembly will put in place policies and laws to guide the process. Most counties don't have policies, laws or guidelines to guide public participation process. Most of them depend on guidelines and policies that were formulated by the national government under the ministry of planning and devolution. There is need for each county to develop their own policies and regulations which is tailored to meet their unique needs of their residents.

4.7.1 Actions to Improve Public Participation

The respondents to the questionnaire were asked to respond to the question, "In your own opinion what do you think should be done to improve public participation in order to achieve sustainable development in the county? They were given space to write their views or opinions.

Respondents from Kericho County who gave their views and opinions on actions to improve Public participation, gave the following views:

"Access to adequate information through civic education and training; ideas proposed by the public should be appreciated and implemented so as to boost their morale; allocate funds in the budget for public consultations and outreach"(Respondent to Questionnaire no. 29, December 2016).

"Involve the public and avoid division; announce to the public about public participation using the most common/popular media channels; announce venues in time; building centres where public participation can take place" (Respondent to Questionnaire no. 13, December 2016).

"By use of local radio stations because many people own radios; call for meetings to get public views; carry out civic education on importance of public participation; communicate to public using notices about participation meetings" (Respondent to Questionnaire no.86, December 2016).

Respondents from Bomet County who gave their views and opinions on actions to improve public participation, gave the following views:

“County government should unite people so as to participate effectively; county government to employ more personnel to help in public participation process; county should take into consideration all the views of the public” (Respondent to Questionnaire no. 175, December 2016).

“Use of simple language for easy understanding in addressing the public; give information in advance; give more time to the public to air their views in meetings; give out feedback on public participation”(Respondent to Questionnaire no. 154, December 2016).

“Give time to citizens to air their views; government to be closer to the people; have convenient venues; give reports and feedback about the previous one; have proper monitoring; hold public forums frequently”(Respondent to Questionnaire no. 240, December 2016).

Respondents from Narok County who gave their views and opinions on actions to improve public participation, gave the following views:

“Involve the public and allow room for discussions without manipulation; give a notice of meetings at least two weeks in advance; formulate laws and policies to guide participation”(Respondent to Questionnaire no. 298, December 2016).

“Let everyone participate inspite of their party affiliation and appreciate their contribution; listen to everybody's opinion and consider them; make public aware of development agenda; meetings should take place in all places including rural areas”(Respondent to Questionnaire no.233, December 2016).

“Train people at village level, facilitate PLWD; Training and seminars to the public on policy implementation; have goodwill from political parties; have proper mechanism for check and balances”(Respondent to Questionnaire no. 247, December 2016).

There should be continuous communication and dissemination of information on what is going on in the county, engage the right stakeholders especially the opinion leaders and experts; have good timing of public participation meetings so has to have key

stakeholders attending, formulate/have civic education bill or laws; assembly to be in touch with the public by use of media and public barazas. Public participation involves the participation of members of the public who are interested in solving issues in question. Craythorne (1997:37), states that “the secret of public participation is to ensure that the relevant “publics” are approached on any particular issue.” From this statement it can be deduced that for public participation to become a success on any particular issue, the exact and interested members of the public should be involved.

The findings are supported by Muhammad (2010); and Omolo (2010) who argues that for devolution to be successful citizens must be politically conscious, they must not only be aware of their rights and responsibilities but also know the channels via which they can exercise them. They further opine that devolution can only be successful if the citizens are politically conscious; they must not only be aware of their rights and responsibilities but the channels via which they can exercise them.

The findings are further in agreement with Kaseya and Kihonge (2016), who opine that the County Governments should intensify civic education especially among the poorer section of the community and should enhance the incentives given to participants during public participation forums. These may include transport refund and lunch allowances and public participation forums should mostly be conducted during weekends. He argues that this would improve attendance. Kaseya & Kihonge (2016) also proposes the following strategies to enhance public participation: offering incentives, early notification of public participation forums, use of variety of methods, allocating more funds for civic education and formulation of policy to guide public participation among others.

In similar vein, Aregbeshola (2009) argues that it is imperative to invest in a comprehensive civic education programme to empower citizens to internalize and understand their roles, rights and responsibilities in a devolved system of government. He further argues that development practice as a discipline is unlikely to work if the citizens are not actively engaged in all aspects of the process. Lukensmeyer, Goldmaan & Stern (2011) also suggests the following to improve public participation: educate participant, achieve diversity, support quality deliberation, and demonstrate public consensus, access to adequate information, broad-based participation and sustain involvement. Melnick et al (2005) argues that an ignorant person cannot make a well informed decision about a project. Palerm and Aceves (2004) also argues that public participation must be broad, by encompassing different stakeholders: including the disadvantaged and minority. They further argue that public participation must be a two-way exchange of information.

The finding agrees with those of Lane and McDonald (2005) and Davids (2009), who opines that public participation should be directed to equip the participants with the necessary skills, knowledge and values needed for them to change their own situations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

Data analysis and interpretation revealed the following major findings under the three objectives.

5.1.1 Demographic characteristics of the respondents

The major findings on demographic characteristics are:

The study found that; majority of the respondents were male, 65%. One of the possible explanations accounting for high number of male respondent's is that majority are household heads, youthful male are more outgoing and more willing to give their views; while women are more reserved. Majority of the respondents had either college or university education. The composition of participants varied from the youth to the senior citizens, with majority being the youth. The youth are the most energetic and active group of the adult population who tend to be involved more in development activities such as public participation and are willing to give their opinion or views.

The study found that; the level of education played a significant determinant on the specific items tested except for citizens getting involved in vetting of public officers. The age factor did not play a significant determinant in the outcomes of public participation as observed. It appears that apart from age playing a significant role in public participation on vetting of public officers, the level of education and gender were not considered to be important factors. Lastly, gender had mixed outcomes on the perception of respondents on public participation. However, most of items tested which include public participation, Budget Making, law making, vetting of public

officers, policy making and formulation process, development planning and proposals and monitoring and evaluation of development projects, suggest that gender did not influence the outcome of citizen participation.

The study found that; the chi square test shows that level of education and gender had a statistically significant association for the items tested. For example, the level of education and involvement in budget making process was $\chi(12) = 40.9$, $p = >0.05$. The above findings show that public participation can be improved with increase in the level of education and training. However, there was no significant association between age and the variables tested for the Pearson chi square test. Majority of the variables had a value greater than $p = 0.05$ implying that perhaps age was not a significant factor for the items tested. The findings indicates that age did not place a significant difference on respondents decisions in “Involved in Law making & Legislation process by county assembly” was $\chi(12) = 15.719$, $p = 0.204 >0.05$ and also age did not place a significant difference on respondents decisions in “Involved in policy making & formulation process” $\chi(12) = 15.38$, $p = 0.221 >0.05$. However, age was not a significant determinant for respondents decisions on “Involved in Implementation of development projects and programs” and Involved in M&E of development projects/programs” with $\chi(12) = 28.295$, $p = 0.05$ and $\chi(12) = 38.75$, $p = 0.000$ respectively which are below 0.05.

5.1.2 Public participation process in the devolved system of governance

The first objective of this study was to evaluate public participation process for sustainable development in the devolved system of governance. The major findings for this objective are as follows:

The study found that county governments and assemblies rarely involve the public in: budget making, law making and Legislation; vetting of Public officers, policy making and formulation, development planning and proposals writing, implementation of development projects and programs, and monitoring and evaluation of development projects. The study found that most of development activities have been undertaken with little or no input from the public.

The study found that county governments and assemblies: rarely provides adequate, balanced and objective information to the public; rarely consult the public adequately to obtain feedback and alternatives; does not involve the public throughout the process to ensure that public concerns and aspirations are understood and considered; they have done little to collaborate and partner with the public in decision-making; and to empower the public to make final decision-making on issues concerning development in the county. The study has also found that county governments have done little to ensure that the members of the public participate in all or most of the processes of public participation as envisioned in the constitution. Most counties have taken long to allocate funds to finance or employ personnel to facilitate public participation and some are still lacking laws and regulations to guide public participation.

The study found that since the sample size was less than 2000, the Shapiro-Wilk test for normality was adopted as opposed to the Kolmogorov-Smirnov test. The results showed that there was statistically significant differences for the Shapiro-Wilk test, $P=0.000 < 0.05$ for all the items tested. This meant that the data was not normal hence violated the ANOVA assumption of normal distribution. It was established that the response for respondents 'Involved in Budget Making process' for the three regions

(Kericho, Narok and Bomet) showed that there was no statistically significant difference in the means for the three region ($F(2,315) = 1.308$, $P = 0.52$ ($p > 0.05$)). Similarly, response for ‘Involved in policy making & formulation process’ showed no statistically significant difference in the means for the three region ($F(2,315) = 1.119$, $P = 0.571$ ($P > 0.05$)). For the rest of the items tested, there was a statistically significant difference in the means for the three regions. For example, for the item ‘Involved in Law making & Legislation process by county assembly’, the test showed ($F(2,315) = 15.021$, $P = 0.001$ ($p < 0.05$)). This implies that the null hypothesis (means of distribution for the three regions are the same) was rejected.

The study found that; the post hoc test revealed the following; when respondents were asked about being ‘Involved in Law making & Legislation process by county assembly’ the findings showed that there was statistically significant difference in the mean for Kericho and Narok, Mean Difference (M.D.) = 0.4147 with a standard error of 0.1152, $p = 0.001$ ($p < 0.05$). Similarly, when respondents were asked their opinion on involvement of vetting of public officers, the mean ratings for the three regions showed statistically significant difference. For Kericho and Narok, the mean difference was 0.8403 with a standard error of 0.1359 at $p = 0.000$, while Kericho and Bomet, the mean difference was 0.3823 with a standard error of 0.1373 with $p = 0.017$. As may be observed, the post hoc pairwise comparison suggests that responses from respondents from Kericho had significant differences compared to Bomet and Narok in addition, there was statistically significant difference in the mean difference for all the regions on their response as to whether they were involved in development planning & proposals writing; for Kericho and Narok, M.D. = 0.8403 with $P = 0.000$, Kericho and Bomet M.D. = 0.3823, $P = 0.017$, Narok and Bomet M.D. = 0.4580. $P = 0.003$.

5.1.3 Effects of public participation in the devolved system of governance

The second objective of this study was to examine the effects of public participation in the devolved system of governance for sustainable development. The major findings for this objective are as follows:

The study found that majority of the public believe that public participation in the devolved government: leads to inclusivity, acceptance and better ownership of the projects; leads to citizens' involvement in prioritizing projects and their implementation. It has also found that public participation gives the community an opportunity to prioritize projects that are most urgent and of great importance to their lives; and improves county/local governance, accountability and transparency on expenditures by providing checks and balances.

The study found that that majority of the public believe that when there is public participation in devolved governments; the quality of the development projects will be high and last longer-beyond the project period. Public participation leads to efficient service delivery by county government and effective planning, budgeting, development of sound policies and quality legislation. The study has also found that; lack of public participation leads to defective plans; poor budgeting leading to under or over allocation of resources in certain areas; leading to wastage, unsound policies and poor legislations which may lead to court cases and even mass actions such as demonstrations or protests against the said laws.

The study found that; the ANOVA test was performed to establish whether the mean differences (M.D.) were significant for the three counties on effects of public participation on development. The items were first tested for normality. The results showed that the distribution was normal and hence attracted use of ANOVA for

inferential statistics. The results showed that for most of the items tested, the results were statistically significant. For example for respondents when asked whether the “There will be inclusive/better ownership of the project by those it intended to serve and it will be accepted by all (F, (2,315) = 9.500, P= 0.000 (P<0.05). On the question of whether Citizens will be “The Project will be put to maximum use and benefit most if not all members of the community/public (F, (2,315) = 3.810, P= 0.023 (P>0.05). Since the value is greater than the p- value of 0.05, it is concluded that the variance for the three counties is the same. This gives an indication that there is great agreement among county residences that perhaps devolution has brought about citizens involvement in development projects. On the overall, the statistically significant difference in most on the items tested for ANOVA reveals that perhaps county governments need to involve the citizens more in development activities. The results therefore make one conclude that county governments are not collaborating with public on development projects, most project are not put on maximum use, there is doubt on the quality of projects being initiated, and above all, efficiency in service delivery was not appreciated by most respondents.

A Tukey HSD post hoc test was performed to establish which specific group(s) had statistically significant differences in the means for items tested. The values for mean differences were statistically significant for the public is provided with adequate, balanced and objective information, between Kericho and Narok and between Kericho and Bomet. (Mean Difference = 0.5667, p= 0.000. However, there was no statistically significant difference in the means between Narok and Bomet (Mean Difference 0.3396, p = 0.104). From the post hoc test, Kericho appears to have statistically differences in almost all variables discussed.

5.1.4 Challenges facing public participation in the devolved system of governance

The third objective of this study was to assess the challenges facing public participation for sustainable development in the devolved system of governance.

The study found that; majority of the respondents, 65.8%, think that the public have no capacity to participate or they don't understand what they are supposed to do in public participation forums. This shows that most county governments have not carried out civic education to enlighten the public on the need for public participation, what is done in public forums and why they should participate in such forums. Majority of the respondents, 52.2%, believe that there are no designated or fixed venues for public participation and majority of the public cannot be reached because of their inaccessibility or inability to locate the venue. This has also contributed to the low attendance of public participation forums because most county governments and county assemblies hold their public participation forums in places that sometimes are not well known and sometimes they keep on changing venues leaving the public not knowing where to go.

The study found that; majority of the respondents, 70.9%, believe that political inclination influence the extent and quality of public participation; and sometimes not everyone's views or contribution is taken in. In some counties, during public participation, elected leaders tend to discriminate against those who did not vote for them or those who have different ideologies; such that only those who are politically correct are allowed to air their views and when they do so they give views as per the wishes of the politicians or in praise of the politicians. Majority of the respondents, 54.7%, believe that members of the public demand for meals, refreshments and fares, during public participation meetings; this is because majority of the citizens are poor

and therefore they feel they must be compensated for leaving their work to attend public participation forums.

The study found that; majority of the respondents, 57%, believe that most of the citizen lack time to attend public participation forums this is because most of them are busy trying to eke a living and therefore finds attending such meetings as a waste of time and resources. The county government should organize the forums in such a way that most citizens will attend; these forums should happen during weekends or market-days (venues near the market) where people are free to attend. Majority of the respondents, 50.9%, think that the language used, for example, in budget making is too technical for common citizens to understand what the facilitators are talking about. The public participation documents should be translated to local language, Kiswahili or simple English avoiding technical jargons and vocabularies that will put off the common citizens; it can also be translated orally during presentation. Majority of the respondents, 61.1%, think that citizens are given short notice about public participation forums and inadequate time to reflect on development plans/proposals which may not reach them. Public participation organizers in some counties put notices of public forums few days to the d-day hence majority of the citizens may fail to attend or prepare adequately for the said activity.

The study found that; majority of those who responded to the open ended question in the questionnaire gave the following views and opinions on challenges facing public participation:

A lot of time is spent on politics and negative criticism instead of discussing development, sometimes chaos are experienced during public participation meetings/disagreements during meetings which may lead to fights, demand for sitting

allowances by participants, bad politics/political interference, biasness by MCAs on public participation, public participation venues are few and far apart, lack of proper communication/lack of awareness by the public about meetings and forums, lack of time to attend meetings, participation is tedious and time consuming, inadequate training of policy implementers, public ignorance on matters public participation, little funds allocated for public participation, information about public participation is not given in good time, lack of political goodwill and interference by cartels, lack of capacity building of the public on their involvement, poor coordination by county government on public participation, poor attendance of public meetings and forums, citizens ignore the meetings when they are called to attend, majority of the public don't understand what to do during public participation, most of the views of the public are ignored and not incorporated in the final decision, predetermined outcome of public participation by cronies who endorse all project proposals from county government and public opinion is not taken seriously.

The study found that; according to the Research and Public policy officers in county assemblies and deputy director in charge of public participation in the county governments, interviewed gave the following information about challenges facing public participation;

Lack of civic education and information on the issues at hand; Poor attendance of the public meetings; Constraints in budget allocation for public participation; Public participation occurs once in a while hence there is lose of touch with the public; terminologies used on some issues like in land surveying and budget making are technical to understand interpret to the common citizen; and lack of incorporation and implementation of the views presented/raised by the citizens from the previous

meetings, hence they see public participation a rubber-stamping ceremony; the public tend to mix agendas of the day with issues that were not addressed in the previous public participation meetings; lack of clear understanding on the roles of county assembly and executive; lack of redress on the issues raised by the public in the previous meetings; there is disconnect between the executive and assembly hence missing on getting the right forum; and poor timing of the public participation hence missing on some key stakeholders.

5.1.5 Strategies of Improving Public Participation

The study also evaluated strategies of improving public participation for sustainable development in the devolved system of governance.

The study found that; majority of the respondents, 67.4%, believe that open dialogue between county governments and the public will lead quality deliberation and consensus during public participation thus improving public participation. Open dialogue is where the public is allowed to air their views, suggestions or grievances openly without intimidation, threats or undue influence from any quarters. Majority of the respondents, 73.4%, believe that carrying out civic education and training on public participation improves citizen's capacity to participate in public forums; this make the public to understand their constitutional rights to participate in county development activities, demand for services and call on leaders to accountability.

The study found that; majority of the respondents, 64.9%, believe that public participation will improve greatly if there will be adequate access to information about public participation meetings and on what is to be discussed in the meeting. Most residents who attend public participation forums don't have prior information on what is to be discussed and therefore are not prepared to participate effectively and

make meaningful contributions. Majority of the respondents, 57.3%, believed that hosting public participation forums in accessible venues which are well known and having it on a day majority of the public can attend improves public participation. This has also contributed to the low attendance of public participation forums because most county governments and county assemblies hold their public participation forums in places that sometimes are not well known and sometimes they keep on changing venues leaving the public not knowing where to go.

The study found that; majority of the respondents, 65.2%, concurred that use of simple and/or local language that can be understood by common citizens during the public participation forums improves public participation. The public participation documents should be translated to local language, Kiswahili or simple English; avoiding technical jargons and vocabularies that will put off the common citizens; it can also be translated orally during presentation. Majority of the respondents, 69%, believe that public participation will improve if county government and/or assembly will put in place policies and laws to guide the process. Most counties don't have policies, laws or guidelines to guide public participation process. Most of them depend on guidelines and policies that were formulated by the national government under the ministry of planning and devolution. There is need for each county to develop their own policies and regulations which is tailored to meet their unique needs of their residents.

The study found that; majority of those who responded to the open-ended question in the questionnaire gave the following views and opinions on strategies of improving public participation:

Access to adequate information through civic education and training, ideas proposed by the public should be appreciated and implemented so as to boost their morale, allocate funds in the budget for public consultations and outreach, develop feedback mechanisms, develop clear guidelines and minimum standards, ensure balanced representation, using the popular media channels, by use of local radio stations because many people own radios, communicate to public using notices about participation meetings, suggestion boxes to be put at ward offices, simple language to be used, creating awareness on the importance of public participation, build capacities of the public to participate actively in development process, engage all stakeholders and encourage a door to door campaign towards public participation, give incentives to those who attend the meetings, give more time to the public to air their views in meetings, make public aware of development agenda, meetings should take place in all places including rural areas, open dialogue and updates on development projects, policies that guide the process to be put in place, public mobilisation to attend forums and the government to organize regular public forums.

5.2 Conclusions

In view of the above findings, the study concludes that:

Majority of the public are in a better position to participate in public participation because of their level of education which is above secondary education and majority of them are youthful hence they are energetic and active; therefore they can participate more in development activities. The study also concludes that, there is need to involve more women in public participation because more men tend to be involved than women yet some development projects affects women more than men.

Demographic characteristics like gender, age, level of education, marital status, multiple roles of women in the family setup, level of community trust, fairness, clarity in and transparency of the processes, personal character and community culture, belief systems are among the factors that influenced public participation. One of the possible explanations accounting for high number of male respondent's is that majority are household heads, youthful male are more outgoing and more willing to give their views; while women are more reserved.

College and university graduates have higher intellectual capacity to participate in development and public participation activities and are willing to give their opinion or views; due to their level of education. Therefore, these further imply that majority of the public are in a position to participate in all processes of public participation. The education level is a key determinant of acquisition and application of skills and knowledge. Education level provides insight into the respondent's knowledge in public participation. More educated participants are considered to make informed choices on development issues affecting them.

Participants varied from the youth to the senior citizens, with majority being the youth. The youth are the most energetic and active group of the adult population who tend to be involved more in development activities such as public participation and are willing to give their opinion or views. Therefore this is an opportunity that the government can utilize to ensure as many young people as possible participate in development activities. Respondents were fairly evenly distributed in the three counties of Bomet, Kericho and Narok, therefore suggesting that the findings are a true representation of the three counties.

The study also concludes that county governments and assemblies tend to involve the public in lower level of public participation process such as provision of information and public consultation, but they have failed to involve the public in higher level of public participation process such as public involvement, public collaboration and public empowerment; which is the highest level/ process of public engagement.

The study also concludes that county governments or assemblies have failed to involve the public fully in development activities. This could be because county governments have not taken public participation seriously or they are not willing to involve the public fully by providing information and facilitating public participation. The study also concludes that most of development activities have been undertaken with little or no input from the public. The county governments have done little to ensure that the members of the public participate in all or most of the processes of public participation as envisioned in the constitution. Most counties have taken long to allocate money to finance or employ personnel to facilitate public participation and some are still lacking laws and regulations to guide public participation. The study therefore concludes that; there has been no political goodwill from the political leadership of both arms of county government; executive and assembly, towards involving the public fully in development activities.

The study concludes that if public participation process is fully implemented by the county governments then it will; lead to inclusivity, acceptance and better ownership of the projects; prioritizing projects; improves governance, accountability and transparency on expenditures by providing checks and balances; quality of the projects will be high and therefore will last longer; leads to efficient service delivery;

and leads to effective planning, budgeting, development of sound policies and quality legislation.

The study concludes that the following are challenges of integrating public participation in the devolved governance for sustainable development: lack of political goodwill; negative attitude of the public towards public participation; lack of awareness of participation meetings; lack of capacity to participate; lack of designated venues; political interference/inclination influence the extent and quality of participation; demand for incentives; lack of time by the citizens; the nature of language used during public meetings should be simple; and citizens should be given long notice about public participation forums and inadequate time to reflect on development plans/proposals.

The study also conclude that for public participation to improve in the devolved system of governance the following strategies should be implemented or put in place: open dialogue between county government and the public for quality deliberation and consensus; carrying out civic education and training to improve public capacity to participate effectively and efficiently; access to adequate information; provision of incentives such as refreshments, meals and transport to members of the public during public participation meetings; accessible venues and holding meetings on a day majority of the public can attend; use of simple and/or local language; and putting in place policies and laws to guide public participation process. The study also concludes that there should be continuous communication and dissemination of information on what is going on in the county; engagement of the right stakeholders especially the opinion leaders and experts; and good timing of meetings so has to have key stakeholders attending.

5.3 Recommendations

Basing generalizations on these findings of this study, the researcher recommends that:

The county governments should involve the public in all processes of public participation; in both lower level and higher level of public participation process. The public should be given adequate, balanced and objective information; should be consulted adequately; should be involved throughout the process to ensure their concerns and aspirations are understood and considered; county government should collaborate with the public in decision-making; and should be empowered to make final decisions on issues concerning the county government/ assembly. County governments should also involve the public in all development activities such as: budget making; law-making and legislation; vetting of public officers; policy making and formulation; development planning and proposals writing; implementation of development projects/programs; and monitoring & evaluation of development projects/ programs.

Public participation should be implemented fully by county governments because it has the following benefits: it leads to inclusivity, acceptance and ownership of projects; prioritization of development projects; improves governance, accountability and transparency; quality projects and improved longevity of projects; efficient service delivery; effective planning, budgeting, development of sound policies and quality legislation.

To improve public participation, the following recommendations should be followed by county governments to overcome challenges facing the use of public participation for sustainable development: develop positive attitude by the public towards public

participation by explaining to them the benefits of public participation; county government leaders should provide political goodwill towards public participation, this can also be achieved if the citizens elect good leaders- governors and MCAs; increase awareness and provide adequate information on public participation; improve capacity of the public to participate through civic education; have a designated and accessible venues for public participation; practice objectivity and political tolerance/neutrality for quality of deliberation; provide incentives; use simplified language; and give a long notice about two to four weeks about public participation forums to give the public enough time to reflect on development plans/proposals.

There is need to empower the public by giving the information and documents containing information on development activities and legislations that require their input in advance so that they know and understand what they are coming to do in public forums. There should be continuous communication and dissemination of information on what is going on in the county, engage the right stakeholders especially the opinion leaders and experts, have good timing of public participation meetings so has to have key stakeholders attending, formulate/have civic education bill/laws and assembly to be in touch with the public by use of media and public barazas. There is need for each county to develop their own public participation policies and regulations which is tailored to meet their unique needs of their residents.

5.4 Contributions to the Body of Knowledge

The aim of any research study is often to contribute to new knowledge or qualify the existing knowledge by adding more value to it. In view of the concluded study and results thereof, a number of insights came up from which recommendations have been drawn.

This study will enrich the discipline of development studies by filling in the gaps in the literature and affirm the development theories. The study is also a resource material for students, academicians and researchers interested in public participation, sustainable development and devolution.

The study is also a good reference document for the county governments, the legislature and national government; for formulation of policies, guidelines and implementation of public participation.

The study majorly contributes to the body of knowledge through the objectives it had set to achieve.

The first objective was to evaluate public participation process in devolved governance. The contribution to knowledge here is that for effectiveness in public participation, county governments should focus more on higher levels of participation such as collaboration and empowerment. The public yearn for more freedom of choices in development process without restrictions.

The second objective was to examine the effects of public participation. The contribution to knowledge is that in instances where participation has taken place especially at a higher level of collaboration and empowerment; the public have embraced the projects leading, good quality and long lasting projects leading to sustainability.

The third objective was to assess challenges facing public participation. The contribution to knowledge is that the main challenges facing participation in devolved governance is the public and the system. The public challenges are their attitudes and perceptions in the way the county government is handling public participation. The

systemic problem facing participation is the lack of political good will by the county government towards implementation of participation.

A summary of the study's contribution to knowledge as per the objectives is illustrated in table 5.1 below.

Table 5.1: Study's contribution to knowledge

| Objectives | Contribution to the body of knowledge |
|--|---|
| Demographic Characteristics and Public Participation | Age, gender and education level of the respondents is a significant determinant for respondent's decisions on public participation process. There is a high correlation between demographic characteristics and public participation. |
| To evaluate public participation process | Public participation process should be simple and every stakeholder especially the public should be involved in all the processes, higher level of participation process should be adopted by county governments. |
| To examine the effects of public participation | Public participation leads to sustainable development if only the public is fully involved especially at higher level of public participation. |
| To assess the challenges facing public participation | For public participation to be successful so that sustainable development can be achieved then all challenges should be addressed adequately. |

Source: Researcher (2019)

The other contribution to the body of knowledge is the modification of a model on human development theory. In the model it is conceived that Sustainable Development is the ultimate goal; and to achieve it you need Public participation (you need everybody on board). But Public participation cannot happen in a vacuum or isolation; it requires a foundation or a support base, which in this case is provided by the Devolved system of governance (the county government).

Modified model: Study's contribution to human development theory

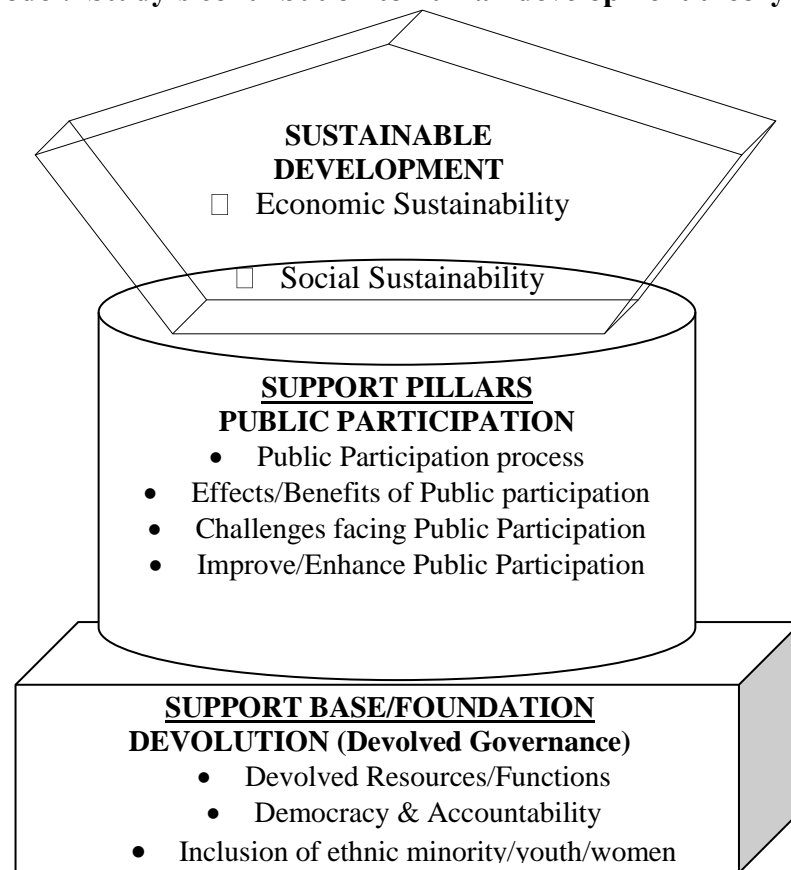


Figure 4.14: Modified Model of Sustainable Development

Source: Researcher (2019)

From the figure 4.9, the support base or the foundation for sustainable development in Kenya is the Devolution (devolved system of governance), the support pillars (or walls) are public participation; where the public is empowered to make choices and are provided with opportunities, on matters development. The support pillars support the roof which is sustainable development (the ultimate goal).

Last but not least; the research study has contributed to the body of knowledge through publications. The research findings have been published refereed peer-reviewed journals.

5.5 Suggestions for Further Studies

The study basically evaluated public participation for sustainable development in devolved system of governance in Kenya. Public participation is a very broad area and therefore further research could be conducted on the following areas:

- (i) Public perceptions and attitudes towards Public participation in the devolved system of governance.
- (ii) Role of politics on effectiveness of public participation in the devolved system of governance.

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APPENDICES

Appendix I: Introduction Letter



MOI UNIVERSITY
SCHOOL OF HUMAN RESOURCE DEVELOPMENT
DEAN'S OFFICE

P.O. Box 3900
ELDORET
KENYA.

Tel./Fax 254-053-43153/43620 Ext.434

REF: MU/SHRD/PG/77

22nd July, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: GEOFFREY RONO - SHRD/Ph.DD/05/13

This is to confirm that the above named is a Ph.D student in the Department of Development Studies, School of Human Resource Development undertaking Ph.D course in Development Studies.

He has successfully finished his coursework, submitted his thesis proposal for examination entitled "*Public Participation for Sustainable Development in Devolved System of Governance in Kenya.*" and he has been cleared to proceed to the field for data collection.

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

 
DR. RUTH J. TUBEY
DEAN, SCHOOL OF HUMAN RESOURCE DEVELOPMENT

/mc

Appendix II: Letter of Transmittal

GEOFFREY RONO, H,
 P.O. BOX 1222-20200,
 KERICHO
 23rd November, 2016

THE GOVERNOR/SPEAKER,

Dear Sir/madam,

RE: CONDUCTING ACADEMIC RESEARCH IN YOUR COUNTY/ASSEMBLY.

I am a student at Moi University in the Department of Development studies, pursuing, Doctor of Philosophy in Development Studies, admission number: SHRD/Ph.DD/05/13.

I have identified your county as a source of the required information/data to assist in the study of *Public Participation for Sustainable Development in Devolved System of Governance in Kenya.*

I am writing to introduce myself and request your permission to interview some officials of the county government, namely: *county secretary or director in charge of Public Participations*; and county assembly officials, namely: *the clerk and/or public participation coordinator.*

Data collected and any other information obtained will be treated with utmost confidentiality. The data will be used for academic purposes only.

Thank you for your assistance and co-operation,

Yours faithfully

Geoffrey Ronoh

Appendix III: Questionnaire to the Public

INSTRUCTIONS

Please read the questions below and give your answers by placing a tick in the box against the statement that you agree with or by giving your views on the spaces provided.

Do not write your name anywhere on the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender/Sex:

1.-Male 2.-Female

2. In which age bracket does your age fall (Years):

1. 18–35 2. 36–50 3. 51–65 4. Over 65 years

3. What is the level of of your Education:

1. Primary 2. Secondary 3. College 4. University

4. Which is your County of residence:

1. Kericho 2. Narok 3. Bomet

SECTION B: PUBLIC PARTICIPATION PROCESS IN THE DEVOLVED SYSTEM OF GOVERNANCE FOR SUSTAINABLE DEVELOPMENT

How often have you been involved by the county government and/ or county assembly in the following development activities in the county?

Key: 1-Never, 2-Rarely, 3-Sometimes, 4- Frequently, 5-Always

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 5. Budget making process | | | | | |
| 6. Law making and legislation process by county assembly | | | | | |
| 7. Vetting of public officers by county assembly | | | | | |
| 8. Policy making & formulation process | | | | | |
| 9. Making of development plans and proposals | | | | | |
| 10. Implementation of development projects and programs | | | | | |
| 11. Monitoring and evaluation of development projects/programs | | | | | |

To what extent do you agree with following statements on public participation process facilitated by county government/assembly during; law and policy making, budget making, development planning, implementation and evaluation of development projects in the county?

Key: 1- Strongly Disagree, 2- Disagree, 3- Undecided,
4- Agree, 5- Strongly Agree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 12. Inform: The public is provided with adequate, balanced and objective information. | | | | | |
| 13. Consult: The public is consulted adequately to obtain feedback, alternatives and/or decisions. | | | | | |
| 14. Involve: The public is involved throughout the process to ensure that public concerns and aspirations are understood and considered. | | | | | |
| 15. Collaborate: The county government/assembly collaborates and partner with the public in decision-making. | | | | | |
| 16. Empower: The public is empowered to make final decision-making on issues concerning the county government/assembly. | | | | | |

SECTION C: EFFECTS OF PUBLIC PARTICIPATION IN RELATION TO SUSTAINABLE DEVELOPMENT IN THE DEVOLVED SYSTEM OF GOVERNANCE

To what extent do you agree with the following statements on the effects/ results on development projects and programs in the county when public participation is undertaken?

Key: 1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Agree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 17. There will be inclusive/better ownership of the project by those it intended to serve and it will be accepted by all | | | | | |
| 18. Citizens will be involved in implementation of the projects and therefore community's priority projects will be implemented | | | | | |
| 19. The project will be put to maximum use and benefit most if not all members of the community/public | | | | | |
| 20. Improves county/local governance, accountability and transparency on expenditures by providing checks and balances. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 21. The quality of the projects will be high and therefore will last longer after the support from the county has stopped. | | | | | |
| 22. Leads to efficient service delivery by county government. | | | | | |
| 23. Leads to effective planning, budgeting, development of sound policies & quality legislation | | | | | |

24. Are you able to identify the projects that have been initiated and implemented through public participation

1-Yes

2- Not Sure

3- No

If yes, list/name them:

.....

.....

.....

SECTION D: CHALLENGES OF INTEGRATING PUBLIC PARTICIPATION FOR SUSTAINABLE DEVELOPMENT IN THE DEVOLVED SYSTEM OF GOVERNMENT

To what extent do you agree with the following statements as the challenges of using public participation by the county government/assembly for sustainable development?

Key: 1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Agree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 25. Majority of the public are not aware about public participation meetings when the take place | | | | | |
| 26. Majority of the public have no capacity to participate or they don't understand what they are supposed to do in such forums | | | | | |
| 27. There is no designated/fixed venues for public participation and majority of the public cannot be reached because of location | | | | | |
| 28. Political inclination influence the extent and quality of public participation and not everyone's views are taken in. | | | | | |
| 29. Some members of the public demand for meals, refreshments, fares etc during public participation meetings. | | | | | |
| 30. Lack of time by the citizens to attend public participation forums | | | | | |
| 31. The language used, for example, in budget making is too technical for common citizens | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 32. Citizens are given short notice about public participation forums and inadequate time to reflect on development plans/proposals | | | | | |
|---|--|--|--|--|--|

33. What are challenges in the use of public participation by the county government or assembly?

SECTION E: STRATEGIES OF IMPROVING PUBLIC PARTICIPATION FOR SUSTAINABLE DEVELOPMENT IN THE DEVOLVED SYSTEM OF GOVERNANCE

To what extent do you agree with the following statements as the strategies of improving public participation in the county for sustainable development?

Key: 1- Strongly Disagree, 2- Disagree, 3- Undecided,
 4- Agree, 5- Strongly Agree

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 34. Open dialogue between county government and the public for quality deliberation and consensus during public participation | | | | | |
| 35. Doing civic education and training on importance of public participation and improving citizens' capacity to participate. | | | | | |
| 36. Access to adequate information about public participation meetings and on what is to be discussed in the meeting | | | | | |
| 37. Provision of incentives such as refreshments, meals and transport to members of the public during public participation meetings. | | | | | |
| 38. Having accessible & well known venues for public participation and having it on a day majority of the public can attend | | | | | |
| 39. Use of simple and/or local language during the public forums that can be understood by common citizens | | | | | |
| 40. County government and/ or assembly putting in place policies and laws to guide public participation process | | | | | |

41. In your own opinion what do you think should be done to improve public participation in order to achieve sustainable development in the county?.....

THANK YOU FOR FINDING TIME TO ANSWER THIS QUESTIONNAIRE

Appendix IV: Interview Schedule

Objective 1: Public Participation Process for Sustainable Development in the Devolved System of Governance

1. How do the county government and/or assembly involve the public in development process”
2. How often have you involved the public in the following activities in the county?
3. To what extent has the county government implemented the following public participation process and forms during:
 - (i) Inform the public
 - (ii) Consulting the public
 - (iii) Involving the public
 - (iv) Collaborating with the public and
 - (v) Empowering the public

Objective 2: Effects of Public Participation in Relation to Sustainable Development in the Devolved System of Governance

4. What development projects have been initiated and implemented through public participation
5. What do you think are the effects of public participation on development projects in the county?
6. Giving examples on the ground, state how and to what extent has the county government involve the public in the following development projects?
7. How and to what extent will the beneficiaries of the above projects continue to enjoy its benefits after county government support has stopped?

Objective 3: Challenges in Using Public Participation for Sustainable Development in the Devolved System of Government

8. What obstacles or challenges are facing the use of public participation by the county government and/or assembly for sustainable development?
9. In your own opinion what do you think should be done to improve public participation in order to achieve sustainable development in the county?
10. Do you have laws and policies that govern public participation process in the county? Explain further.
11. What are the benefits of improving public participation in the county development projects?
12. Any other important information on the topic you want to share with the researcher or a question.

THANK YOU FOR FINDING TIME TO ANSWER MY QUESTIONS

Appendix V: Research Authorisation Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote

9th Floor, Utalii House
Uhuru Highway
P. O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/16/28629/12771

Date:
22nd September, 2016

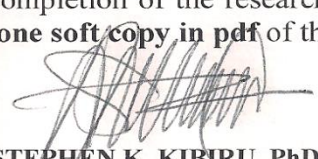
Geoffrey Ronoh
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Public participation for sustainable development in devolved system of governance in Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Bomet, Kericho and Narok Counties** for the period ending **23rd September, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education, Bomet, Kericho and Narok Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Bomet County.

The County Director of Education
Bomet County.

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MR. GEOFFREY RONOH
of MOI UNIVERSITY, 0-20200
KERICHO, has been permitted to conduct
research in Bomet , Kericho , Narok
Counties
on the topic: PUBLIC PARTICIPATION
FOR SUSTAINABLE DEVELOPMENT IN
DEVOLVED SYSTEM OF GOVERNANCE IN
KENYA
for the period ending:
23rd September, 2017

Permit No : NACOSTI/P/16/28629/12771
Date Of Issue : 23rd September, 2016
Fee Received :ksh 2000




[Handwritten Signature]
Applicant's Signature


[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. A 11056

CONDITIONS: see back page

Appendix VII: Map of Counties in Kenya



Prepared by: The Kenya National Bureau of Statistics: Cartography/GIS Section:
Source: 2009 Population Census

This map is not an authority on delineation of boundaries

Appendix VIII: Krejcie And Morgan's Table

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970