

## **Contribution of Constituency Development Fund Bursary on the Provision of Secondary Education of Ogiek Girls in Njoro Sub-County, Kenya**

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**Abstract:** *This study sought to establish the contribution of the Constituency Development Fund (CDF) bursary in the provision of secondary education for marginalised Ogiek girls in Njoro sub-county in Kenya. Snowball sampling procedure was used to select 111 Ogiek girls who were interviewed using a structured questionnaire. The study revealed that: (i) the majority of the girls (98 %) qualified to benefit from the fund as they were either partial orphans or from needy families with monthly earning averaging K.Shs 5,123 (SD= , 4,315), (ii) Ogiek girls with medium level of awareness of the fund were significantly higher ( $X^2 = 21.5$ ,  $df=2$ ,  $p=0.001$ ) than the ones with high or low levels, (iii) only 10 % of the girls had accessed the funds in the last three years, (iv) the CDF bursary had low influence in retaining the girls in school, as the amount of money given averaged K.Shs. 3,000 per year, which was well below the required fees of K.Shs 20,000 (v) more than 80 % of the girls perceived that the CDF bursary played a negligible role in transiting the girls to tertiary institutions. The reasons stated for the low access to the fund were: non application, lack of application forms, lack of knowledge of how and when to apply for the funds and lack of response by the fund administrators. The study recommended that the CDF administrators and other stakeholders create ways of training and providing the girls with knowledge on the fund and how to apply for it.*

**Keywords:** *Ogiek community, girl child education, gender discrimination, Kenya government funding.*

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### **1. INTRODUCTION**

Education is an important tool of empowering people for prosperity (Obare, 2004) and for making women and men productive in the labour market and also in the households. It makes particularly women and girls instrumental in the development of their families and communities at large thus breaking the cycle of poverty. The government of Kenya recognizes the fact that education is the main pillar in the overall development process of the country Government of Kenya (GoK, 2005). Consequently, it has developed an education policy that is geared towards education for all. It is aimed at eliminating disparity in all levels of education by 2015, a step that is in conformity with the Millennium Development Goals (MDG) (UNESCO, 2000). However, in most developing countries, girls are not enabled to access education. This is more specifically pronounced in marginalised communities as well as low income households.

Education is an important vital key to development and alleviation of poverty in society, and despite this its potential has not been fully realized especially among the marginalised communities (GoK, 1999). In these communities, few girls enrol in schools and the few who enrol, drop out early due to socio cultural and economic factors which include poverty and early marriages (Towett, 2004). Consequently these girls lack their basic right of meaningful education. The lagging behind in education of girls in these communities leads to diminished life chances in various areas such as employment, health and participation in political processes that affect their lives. This is consistent with the observation that restricted opportunity is one of the most powerful mechanisms for transmitting poverty across generations among the marginalised (Flora, 2008).

One of the marginalised communities in Kenya is the Ogiek community of Nakuru County in Kenya. The community does not give equal opportunities to boys and girls to access education. This is due to socio-cultural practices, economic factors and lack of awareness on the importance of education resulting to low enrolment of girls in secondary schools (Towett, 2004). Ogiek people generally believe strongly that girls are inferior to boys and should not be educated beyond knowledge of their domestic chores (Oduor, 2004) and would therefore prefer to marry them off at a young age (Sisungu, 2009).

Low enrolment of Ogiek girls has been reported in schools at all levels despite government's efforts to fund education. Lewin (2008), reported that secondary schools are available in the Ogiek community but the enrolment of Ogiek girls in secondary schools is lower than in primary schools. This is so despite the Kenya government's efforts to subsidize secondary education. In 2003, the government of Kenya introduced Constituency Development Fund (CDF) bursary with an aim of assisting the poor and the vulnerable groups in the community to meet their basic needs such as health and education.

The government of Kenya has put in place several interventions to provide schooling opportunities for the poor and vulnerable. It is not confirmed whether the Ogiek are aware of these interventions. Among these interventions include free primary education, subsidized secondary education, education bursaries and Constituency Development Fund bursary (CDF). The CDF bursary as one of the interventions aimed at achieving four objectives: increasing access to secondary schools, ensuring retention of students in secondary schools, promoting transition and completion rates and reducing disparities and inequalities in the provision of secondary education. The bursary scheme targets to assist orphans, children from arid and semi-arid lands, children in difficult circumstances especially those with special needs and girls rescued from difficult circumstances such as early and forced marriages, children from poor households especially those without income and generally the girl child (GoK, 2002).

The Ogiek girls of Njoro sub-county in Nakuru County are eligible to this fund. This study therefore sought; to establish how the CDF bursary scheme has assisted the Ogiek girls in the provision of education in Njoro sub-county.

## **2. STATEMENT OF THE PROBLEM**

Socio-cultural values, beliefs and practices affect the education of girls among the Ogiek Community. These include less valuing of the education of daughters, the high value placed on marriage and motherhood and their accompanying gender specific roles. These facts make Ogiek parents unwilling to invest in the education of the girl child causing majority of them not access education. This has contributed to low enrolment of girls in secondary schools among the Ogiek. As a result, majority of the girls have not fully accessed secondary education, the few who enrol are not retained in schools and their transition rates to higher levels have been curtailed.

In 2003, the government of Kenya initiated the CDF bursary with the objective of improving such situations (GOK, 2002). It could be assumed that, with CDF bursary, Ogiek parents could enrol and retain their daughters in school. However, no research has been undertaken to establish how this bursary has assisted Ogiek girls in their education, (Ogiek People Development Program (OPDP, 2011). This study therefore was aimed at establishing the role of CDF in providing education to Ogiek girls living in Njoro sub-county.

## **3. PURPOSE AND OBJECTIVES OF THE STUDY**

The study sought to determine the contribution of CDF in providing education to the Ogiek girl child in Njoro sub-county.

The specific objectives of the study were to:

- assess how eligible the Ogiek girls were to the CDF bursary
- determine the awareness level of Ogiek girls on availability of CDF bursary for their education.
- establish how accessible the CDF bursary was to the Ogiek girls in secondary school
- influence of CDF Bursary on the retention of Ogiek girls in Secondary Schools

- identify the perceptions of the Ogiek girls on the contribution of CDF bursary in promoting their transition rate from secondary to post-secondary institutions

## **4. METHODOLOGY**

### **4.1. Study Area**

The study was carried out in Njoro and Mau Narok divisions, which lies next to the Mau forest where many members of the Ogiek Community are found (GoK, 2009). Formerly the community used to live within the forest before they were evicted by the government. The study area is located in Njoro sub-county within Nakuru County. Nakuru County lies 156 Km North West of Nairobi the capital city of Kenya. The majority of these people practice small scale farming as an income-generating activity and they produce milk on a small scale, cereal crops, oil crops and legumes among others (Towett, 2004).

### **4.2. Sampling and Sample Size**

Snowball sampling was used to select 111 Ogiek girls who were in secondary schools. The initial girls were identified and these identified others until the required sample was achieved (Mugenda and Mugenda, 1999).

### **4.3. Design and Data Collection**

The research used a cross-sectional survey design that employed a structured questionnaire was to collect data on the personal characteristics, level of Ogiek girl's awareness of the education bursary provided by the CDF, amount of fund accessed by the girls and its influence on Ogiek girls' education, the Ogiek girl's perception on the role played by the fund in the transition of the girls to tertiary institutions.

### **4.4. Data Analysis**

Data was analysed using descriptive and inferential statistics. The Statistical Package for Social Scientists (SPSS version 22) aided in data analysis. Frequency distributions and chi-square tests were used in the analysing the data.

## **5. RESULTS AND DISCUSSION**

### **5.1. Ogiek Girl's Eligibility to the Fund**

To determine the Ogiek girl's eligibility to the fund, seven family characteristics that are normally used by the administrators of the CDF to gauge on the eligibility of the candidate for funding were assessed, they included: the income of the girl's parents, family status, sources of family income, land tenure, type of housing and level of education of the parents.

#### *5.1.1. Family Incomes*

Family income based on parental income per month is given in Table 1.

**Table1.** Average Parental Income per month (in K.Shs)

<b>Income categories in K.Shs</b>	<b>Frequency</b>	<b>Percent</b>
No regular income	6	5.4
Below 3,000	49	44.1
3,001 - 8,000	37	33.3
Above 8,001	19	17.1
Total	111	100.0

*Mean 5,123 ± 409.57, Std. dev. 4315.16, median 3,500, mode 1,500, min. 0, and max 20,000*

A high variation in parental income was realized (SD = 4,315). The poverty levels were found to be high with a mean of K.Shs 5,123. Half of the parents (49.5 %) earned below K.Shs 3000, which is considered by the World Bank to be below the poverty line (World Bank, 2000). This means based on income alone 82.8 % of the girls qualified for the funding as coming from needy families.

### 5.1.2. Family Status

The status of the family was determined based on the number of parents the girl had to gauge whether they were orphans or from single mothers who were considered to be vulnerable to poverty.

**Table2.** *Number of Parents in the Home*

Number of Parents in the home	Frequency	Percent
Both parents (mother and father)	88	79.3
One parent only (mother)	19	18.0
No parent (orphan)	3	2.7
Total	111	100.0

Table 2 shows that the majority of the respondents (79.3 %) were living with both the parents (mother and father), while 18 % were living with their mothers only and 2.7 % were orphans living with their relatives. The eligibility of the girls to the CDF bursary based on the family status could only affect 20.7 % of the respondents, 18 % from the female-headed homes that are considered vulnerable to poverty and also needing more support to enable them provide for needs of their children and 2.7 % who were total orphans

### 5.1.3. Sources of Family Income

The girl's family main sources of income were sought to determine the eligibility of the girls to the CDF bursary as the awarding committee considers the permanency and sustainability of these incomes in awarding funds to students.

**Table3.** *Main sources of income for the girls families*

Income Sources	Frequency	Percent
Mixed Farming	58	52.3
Crop Farming	26	23.4
Casual Employment	15	13.5
Business	7	6.3
Livestock Farming	3	2.7
Formal Employment	2	1.8
Total	111	100.0

The results showed that apart from 1.8 % of the families that were on formal employment and 6.3 % doing small scale businesses, the rest of the families (91.9 %) relied on subsistence farming on small pieces of land averaging 0.1 ha and relying on rainfall, which can be unpredictable causing the income sources to be unreliable affecting the parent's ability to pay fees for their girls.

### 5.1.4. Land Tenure

Land tenure by the households was another criteria used to indicate the socio-economic status of the households. Land is considered an asset, and therefore the type of land ownership among the respondents would be crucial in determining the stability and level of socio-economic wellbeing of the family.

**Table4.** *Type of Land Ownership*

Land Tenure	Frequency	Percent
Rented	62	49.6
Borrowed	38	30.4
Purchased	11	20.0
Total	111	100.0

The results (Table 4) show that more than  $\frac{3}{4}$  of the households did not own assets in form of land, as 49.6 % were renting and 30.4 % had borrowed the pieces of land they were living on implying a low socio-economic status and that they would find it difficult to pay school fees for the girls. The parents that owned land as an asset were only 20 %.

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### 5.1.5. Type of Houses

Type of housing can indicate the socio-economic status of the families. The main investment for families is usually the house that they live in. therefore, the type of housing was considered an important variable. Type of housing was described using two main indicators that included: (i) the type of roofing material used (whether iron sheets or grass) and (ii) the material used in the making of the walls of the houses. Five different types of materials were used, they included: earth bricks, timber, iron sheets, stones and mud. A cross-tabulation of the roofing materials and the type of walls is given in Table 5.

**Table5.** Type of Materials Forming the Roof and the Walls of the Houses

Material used on the wall	Type of Roof				Total	
	Iron Sheets		Grass		No	%
Mud	31	28.2	67	60.9	98	88.2
Brick	1	0.9	0	0.0	1	0.9
Stones	1	0.9	0	0.0	1	0.9
Timber	5	4.5	1	0.9	6	5.4
Iron sheet	4	3.6	1	0.9	5	4.5
Total	42	37.2	69	62.7	111	100

The majority of the houses (94.5 %) were considered to be semi-permanent, with their walls being made of either mud (88.2 %), iron sheets (5.4 %), or timber (0.9 %). The grass roofed houses accounted for 60.9 % of the houses. These two factors imply that the majority of the households were of low socio-economic status.

### 5.1.6. Education Level of the Respondent's Parents

The education level of the parents was another factor that was assumed to affect the academic life of the girls as this could act as a motivating element to them. The motivation to pursue academic goals would go hand in hand with the pursuance of bursaries from the CDF bursary.

**Table6.** Highest Academic Level Attained by the Parents

Number of years in formal school	Frequency	Percent
None (0 years)	43	39.0
1-4 (Lower primary)	18	16.0
5-8 (upper primary)	41	37.0
9-12 (secondary)	9	8.0
Total	111	100.0

The results (Table 6) which is a true reflection of the Ogiek community, show that more than a third of the parents (39 %) had not attended any type of formal education, while only 8 % had gone beyond twelve year of formal education (secondary school equivalent). The parents with formal education will likely influence their daughters to apply for the CDF bursary.

## 5.2. Level of Awareness of the Availability of CDF Funds

The Ogiek girl's level of awareness on the availability of CDF bursary funds was operationalized as an index combining five variables that were assigned as indicators of awareness of the fund. These indicators were statements that were designed to test the respondent's knowledge on the source, acquisition and eligibility of the CDF bursary.

The responses to the questions were converted into scores, the correct or positive response was given a score of 1 and the negative or wrong response given a score of 0 to create a 0, 1 type of variable (or a dummy variable). The individual scores for each of the five variables were then added together to form an index of level of awareness of CDF bursary by Ogiek girls. The index was then divided into three categories depicting the level of awareness as follows: (i) high level of awareness, for scores between 4 and 5, (ii) medium level of awareness for scores between 2 and 3 and (iii) low level of awareness, for scores ranging between 0 and 1. The frequency distribution and descriptive statistics of the index are given in Table 7.

**Table7.** Level of Awareness of Availability of CDF Bursary by Ogiek Girls

Level of Awareness (Score)	Frequency	Percent
Low (0-1)	24	21.6
Medium (2-3)	60	54.1
High(4-5)	27	24.3
Total	111	100

Mean  $2.52 \pm 0.120$ , Std. dev. 1.27, median 2, mode 2, minimum1, and maximum5

Chi-square=21.568,  $df = 2$ ,  $p$ -value 0.001

The majority of the Ogiek girls (54.1 %) had a medium level of awareness, while 24.3 % had a high level of awareness of the CDF bursary and 21.6 % had a low level.

To answer the question “What is the level of awareness of CDF bursary by the Ogiek girls”, the chi-square test was used in testing which of the three categories (high, medium and low) of level of awareness was the highest. The number of Ogiek girls that had a medium level of awareness of CDF bursary were significantly higher than the ones with either high or low levels of awareness. The difference were found to be significant at  $p < 0.05$  (Chi-square=21.568,  $df = 2$ ).

### 5.3. The Ogiek girls Access to CDF Bursary for their Secondary School Education

In order to establish whether the Ogiek girls had access to the CDF bursary for their secondary school education, the girls were asked to state whether they had applied to receive from the fund and if they had received money for fees from the CDF.

**Table8.** Access to CDF bursary by the Ogiek girls and their siblings

Access to CDF bursary	Frequency	Percent
Girls who had accessed the CDF bursary	11	10
Girls who had applied for the CDF bursary	27	24.3

$n=111$

The majority of the Ogiek girls (90 %) had not received any funding for their school fees from the CDF. The difference in the number of girls that accessed the funds and the ones that did not was found to be statistically significant (chi-square 71.360,  $df = 1$ ,  $p \leq 0.05$ ).

The number of girls that applied for the CDF bursary was low (24.3 %). The reasons that were given included: lack of application forms, lack of knowledge on when to apply and how to fill the forms.

The proportion of the Ogiek girls that received funds compared to the ones that applied for the funds was found to be 40.7 %.

### 5.4. The Influence of the CDF Bursary on the Retention of Ogiek girls in Secondary Schools

The influence of CDF bursary in retaining the Ogiek girls in secondary schools in Njoro sub-county, was determined by asking the girls the following questions: (i) amount of CDF bursary received by the Ogiek girls in last three years, and (ii) how frequent the Ogiek girls received CDF bursary.

**Table9.** Number and Amount (in K.Shs) of funds provided by the CDF for Ogiek girl's education

	Years			
	2010	2011	2012	2013
Number of Ogiek girls receiving CDF bursary	2	2	7	3
Total amount of bursary given to Ogiek girls	3,500	3,000	21,500	7,500

$n=111$

The study revealed that the CDF bursary was not instrumental in retaining the girls in school as the total amount given was low (averaging K.Shs 2,535) for a period of four years (2010-2013). This meant that individual girls were getting an average of K.Shs 3,000 per year. This figure is low compared to the amount of fees required for a pupil for a year in a day secondary school, which is above K.Shs 20,000. This shows that the influence of CDF bursary in retaining the girls in schools was low.

**5.5. Ogiek Girls Perceptions on CDF Bursary Contribution to their Transition to Tertiary Institutions**

The Ogiek girl’s perceptions of the contribution of CDF bursary on transition from secondary school to tertiary institutions was gauged by asking the respondents to rate six statements describing the contribution of CDF to different activities related to the transition to tertiary institutions using a 5 point Likert scale (SA=Strongly Agree, A= Agree, U= Undecided, D=Disagree, SD= Strongly Disagree)..

**Table10.** *Ogiek Girl’s Perception on the Contribution of CDF to their Translation from Secondary to Tertiary Institutions (n=111)*

Statements on Perception	Expressed opinions in %				
	SA	A	U	D	SD
Many Ogiek girls have joined secondary school due to CDF bursary	0	0.9	9.9	7.2	82.0
No drop out of Ogiek girls due to CDF bursary	1.8	0.9	0	17.1	80.2
Majority of Ogiek girls complete secondary education due to CDF bursary	0	0	0.9	21.6	77.5
Girls have joined higher learning institutions due to CDF bursary	0	0	10.8	14.4	74.8
CDF bursary promotes girls from one class to another	0.9	2.7	9.0	12.6	74.8
CDF has positively contributed to girl child secondary school education	11.7	0	0	0	88.3

SA=strongly Agree, A= Agree, U= Undecided, D=Disagree, SD= Strongly Disagree

The results show that the majority of the Ogiek girl’s perceptions were that CDF contribution in promoting the transition rate of Ogiek girls to tertiary institutions was very minimal (Table 10), the majority of the respondents strongly disagreed with all the positive statements that were made on CDF as a source of funding for Ogiek girls transition from secondary to tertiary institutions. The results, showed that majority of the respondents that is 88.3%, felt that the CDF did not contribute positively to the transition of Ogiek girls from secondary schools to tertiary intuitions. With regard to retention, none of the respondents agreed to the statement that Ogiek girls are likely to complete school due to the CDF bursary. In fact a significant majority that is 77.5 % strongly disagreed with this statement.

**6. CONCLUSIONS AND RECOMMENDATION**

**6.1. Conclusions**

Based on the findings of the study, the following conclusions were made:

- The majority of the Ogiek girls were eligible for the CDF bursary, based on the fact that they were either orphans, coming from disadvantaged families, or from female headed homes.
- The Ogiek girls were aware of the availability of the education bursary fund provided by the government through the CDF for their education but only a few made use of the funds
- The Ogiek girls that had accessed the education bursary funds provided by the CDF was very low. The reasons that were given by the girls for this low response were two fold, the reasons that applied to the girls (not applying for the funds and not knowing when to apply) and the reasons that applied to the administrators of the fund (never giving response to the girls who applied and lack of application forms).
- The input of the CDF education bursary in maintaining the Ogiek girls in schools was very low and when compared to other sources of funding available to the girls the CDF ranked number three to parents and guardians. The impact based on the amount of funds given to individual and all the girls in the community was low. The number of girls benefiting from the fund over the last three years was also negligible.
- The perceived contribution of the CDF in promoting the transition of Ogiek girls from secondary to other institutions of higher learning was poor. The girls felt that the contribution of the fund was very low and hence had no input on their academic achievements.

## 6.2. Recommendations

The following suggestions can be done to enhance the input of the CDF education bursary in promoting the education of Ogiek girls in Njoro sub-county:

- The administrators of the CDF education bursary need to provide the Ogiek girls with the necessary forms and information on the regulations regarding the funds.
- The girls that apply for the funds and are found to be unsuccessful should be given the reasons that caused their not being successful in obtaining the funds. Such reasons would enable girls to understand the process better and increase their chances for success the next time they apply.
- The administrators of CDF, leaders of the secondary schools and other Ogiek organizations involved in education in the area should provide the Ogiek girls with information and training in filling the CDF forms, so as to enable them gain on this resource available for them.
- A special education fund within the CDF be established to specifically provide for the funding of Ogiek girls in the district, who may be considered marginalized.

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