Universities’ role in development: experiences from the Finnish-Kenyan cooperation in natural resource management education

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Outline

1. Background of the cooperation
   - Finnish support to Kenyan forestry sector
   - UEF-UOE cooperation

2. Higher education in Kenya
   - Trends
     - Challenges in natural resource management education

3. UOE’s role in Kenya’s development
1. Background of the cooperation

- Finnish development assistance to Kenya in the area of forestry dating back to the late 60s

- Formal framework for bilateral assistance agreed in 80s when Kenya became a “Programme Country”
  - Forest Industrial Training Centre (FITC) (1979-89),
  - Bura Fuelwood Plantation Project (1986-93),
  - Nakuru and Nyandarua Intensified Forestry Extension Project (1990-95)
  - Kenya Forestry Master Plan Project (1991-95)
  - Kenya- Finland Forestry Programme (1996-1998)

- Miti Mingui Maisha Bora: support of forest policy sector (incl. building the Kenya Forest Service)

- Since 2008, university-level cooperation in forestry (UEF)
### RESULT AREAS AND ACTIVITIES

**Result 1: Forestry curriculum reflects the needs of local and global societies**

<table>
<thead>
<tr>
<th>Activity 1.1</th>
<th>Survey of educational needs and emerging issues in forestry.</th>
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<tbody>
<tr>
<td>Activity 1.2</td>
<td>Seminars for staff on emerging local, national and international issues in forestry.</td>
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<tr>
<td>Activity 1.3</td>
<td>Undertake curriculum review and update by stakeholders and scientific community</td>
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</tbody>
</table>

**Result 2: ICT methods are integrated and effectively used in forestry education**

<table>
<thead>
<tr>
<th>Activity 2.1</th>
<th>Development of ICT teaching facilities and educational platform</th>
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<tbody>
<tr>
<td>Activity 2.2</td>
<td>Design and implementation of integrative pilot forestry and ICT courses</td>
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<tr>
<td>Activity 2.3</td>
<td>Development of new distant learning curriculum</td>
</tr>
</tbody>
</table>

**Result 3: Teachers use updated pedagogical methods and teaching materials**

<table>
<thead>
<tr>
<th>Activity 3.1</th>
<th>Training of trainers in new pedagogical and ICT-based learning methodologies.</th>
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<tbody>
<tr>
<td>Activity 3.2</td>
<td>Development and dissemination of new and relevant e-learning materials</td>
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</tbody>
</table>

**Result 4: Active local and international partnerships exist**

<table>
<thead>
<tr>
<th>Activity 4.1</th>
<th>Establishment of a database of staff in the partner HEIs</th>
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<tbody>
<tr>
<td>Activity 4.2</td>
<td>Facilitate interchange of staff and students between partners, IPFE institutions and other policy forums</td>
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</table>

**Result 5: Relevance and Importance of forestry by the local communities is recognized**

<table>
<thead>
<tr>
<th>Activity 5.1</th>
<th>Collection, development &amp; distribution of forestry materials from local knowledge</th>
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<tbody>
<tr>
<td>Activity 5.2</td>
<td>Create awareness of forestry through policy forums with stakeholders</td>
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<tr>
<td>Activity 5.3</td>
<td>Development of a web image for the Department of Forestry &amp; Wood Science</td>
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<tr>
<td>Activity 5.4</td>
<td>Enhancement of quality assurance system and process</td>
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</table>

**Result 6: Coordination**

<table>
<thead>
<tr>
<th>Activity 6.1</th>
<th>Coordination of the activities of the project, reporting, budgeting</th>
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<tbody>
<tr>
<td>Activity 6.2</td>
<td>First board meeting</td>
</tr>
<tr>
<td>Activity 6.3</td>
<td>Second board meeting</td>
</tr>
<tr>
<td>Activity 6.4</td>
<td>End seminar of the project &amp; board meeting</td>
</tr>
</tbody>
</table>
Result 1: Practical aspects of BSc forestry curriculum are strengthened

Result 2: Forestry education curricula at MSc & PhD level is improved

Result 3: Local communities engage with teachers, students & graduates understanding the relevance & importance of sustainable forest management

Activity 1.3 (example) Reactivation & effective use of Baringo dryland field station

Result 4: Project coordination, networking & dissemination
2. Higher education in Kenya

• Rapid increase in university student population in accordance to national objective of expanding from 4.6% to 20% within 2008-2030 (GoK 2007)

• 16 former constituent colleges of universities – incl. Univ. of Eldoret – constituted as a full-fledge universities (2013)

• Scarce resources of these public universities
  – excessive number of students per class as well as teaching loads,
  – salary-related disputes by university teachers, and
  – shortage of in-campus accommodation for students
Challenges in NRM education

• Need for reform of forestry curricula, in response to:
  – Changing enrolment numbers
  – Changing societal demands
    • Natural resources fast degrading
    • New Constitution
      – need to attain and conserve at least a 10% forest cover
      – equal rights by women & men to own land, decentralization
  – Mismatches with employers’ needs
  – Student-centred learning
  – Quality Assurance
  – Online & Distance Learning; integration of ICT
Curriculum assessment: gap analysis
3. UOE’s role in Kenya’s development

• Location: Eldoret, Western Kenya (5th largest city)
• Orientation: Pure, applied and natural sciences
• Student population: ~10,000

• Vision: “to be a premier university that is globally visible in knowledge generation and technological innovations”

• 6 objectives, among which
  – “To advance science, agriculture and technology for sustainable development”
3. UOE’s role in Kenya’s development

Figure: The four notions of the role of knowledge and universities in development (Cloete et al. 2011)
References


Thank you for your attention!

Asante sana!