



Kenya Strategy Document

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cation Report (Nov 2014)

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Foreword

Country strategy process

The process of country strategy identification was rolled out by VLIR-UOS in the context of the implementation of the Political Agreement signed in 2010. In this agreement, VLIR-UOS committed itself to formulate a strategy for each of its 20 partner countries.

A country strategy is in fact a road map for cooperation. It is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and the country in question. The basis of the country strategy paper is a desk study comprising a context analysis of higher education and development priorities in the country. Each country engagement results in a country strategy paper. It is a policy document that will be used by VLIR-UOS to guide its funding decisions.

The country strategy represents the strategic niche for future VLIR-UOS cooperation in a specific country. A strategy can contain a geographical and/or thematic focus. It should be multi-disciplinary and include an optimal balance between the different levels and types of intervention of VLIR-UOS.

Framework for programming and selection

A country strategy reflects the objectives and the choices of instruments for university cooperation for development between the country in question and Belgium/Flanders. A country strategy serves as a reference framework for programming, leading to strategy-based calls for proposals.

A strategy assures relevance and complementarity. Relevance because it focuses on the needs and priorities of the partner country, and complementarity because it takes into account what other development partners do. As such, a strategy starts from the needs of the partner country, and in particular the national priorities in terms of poverty reduction and national policies for higher education. Furthermore it will take into account the ambitions, capacities, expertise, and interest for cooperation among the Flemish academic community.

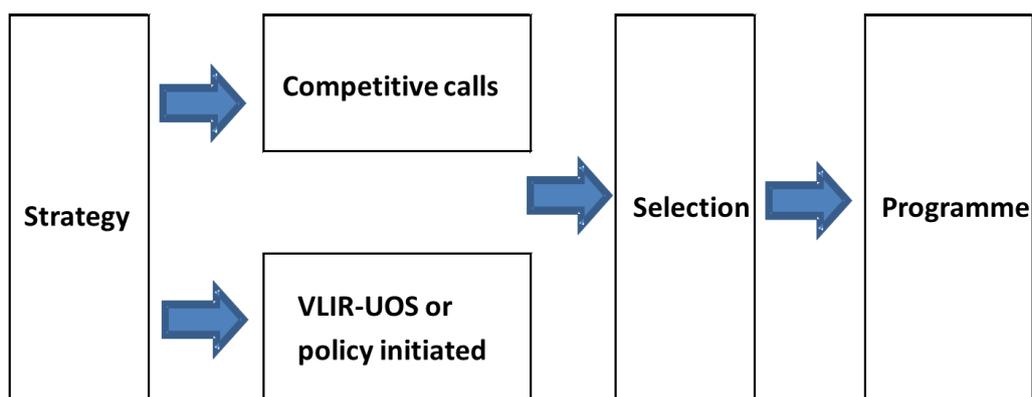
Time frame

The development of academic capacity requires a long-term framework that is often precluded by current policy dynamics, which are characterized by constant changes and shifts at the international and country level in both North and South. Therefore, VLIR-UOS has opted for a strategic framework covering, in principle, 12 years.

From country strategy to country programme

The country strategy paper is the basis to work out a fully-fledged country programme. A country programme consists of a portfolio of specific cooperation projects according to different intervention types.

In order to achieve this both competitive open calls and strategically earmarked partner selection will take place.



A country programme will consist of a portfolio of different intervention types -mainly as existing today in VLIR-UOS and complemented with national-level initiatives where required.

LEVEL OF RESULTS AND INTERVENTIONS IN THE CONTEXT OF COUNTRY STRATEGY			LEVEL/NEED/OBJECTIVE
National Network University Cooperation, Research platforms and other national-level projects			More direct contribution to country-level priorities and capacity building
	Institutional University Cooperation (IUC)		Institutional strengthening and capacity building
		TEAM and South Initiatives	Strengthening and capacity building at departmental or faculty level
			Scholars

Country level objectives and results

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long-term country strategy with a general objective. Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas) on the basis of which individual initiatives are expected to report. Apart from tangible key result areas, VLIR-UOS also tracks more qualitative results. In a country programme, results from individual projects are brought together in order to come to a set of clear country-level results.

Acronyms

AfDB	African Development Bank
CHE	Commission for Higher Education
CUE	Commission for University Education
DGD	Directorate General for Development Cooperation (the former DGDC)
EAC	East African Community
EU	European Union
EUR	Euro
GDP	Gross Domestic Product
GNI	Gross National Income
ICP	International Course Programme
IFSI	Institut de Formation Syndicale Internationale
IMF	International Monetary Fund
IPR	Institute of Primate Research
ITG	Instituut voor Tropische Geneeskunde
IUC	Institutional University Cooperation
JAB	Joint Admissions Board
KARI	Kenya Agricultural Research Institute
KEMRI	Kenya Medical Research Institute
KENET	Kenya Education Network
KFRI	Kenya Forestry Research Institute
KIPR	Kenya Institute of Public Relations
KMFRI	Kenya Marine and Fisheries Research Institute
MOEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MTP	Medium-Term Plan
NACOSTI	National Commission for Science Technology and Innovation
NGO	Non-Governmental Organization
ODA	Official Development Aid
STI	Science, Technology and Innovation
SWOT	Strengths, Weaknesses, Opportunities, Threats
UK	United Kingdom
UNDP	United Nations Development Programme

UNHCR	United Nations High Commissioner for Refugees
UoN	University of Nairobi
US	United States
USD	US Dollar
VLIZ	Vlaams Instituut voor de Zee
VVOB	Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand

1. Introduction

1.1. General Info¹

Kenya, officially the Republic of Kenya, is a country in the African Great Lakes region of East Africa. Its capital and largest city is Nairobi. Kenya lies on the equator with the Indian Ocean to the south-east, Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east. Kenya covers 581.309 km² and has a population of approximately 44 million.



¹ Wikipedia Kenya, World Bank and EU strategy paper

The Republic of Kenya obtained independence in December 1963. Following a referendum in August 2010 and adoption of a new constitution, Kenya is now divided into 47 semi-autonomous counties, governed by elected governors.

The capital, Nairobi, is a regional commercial hub. The economy of Kenya is the largest by GDP in Southeast and Central Africa. Agriculture is a major employer; the country traditionally exports tea and coffee and has more recently begun to export fresh flowers to Europe. The service industry is also a major economic driver.

1.2. Development priorities

Vision 2030²

The Kenya Vision 2030 is the national long-term development blue-print that aims to transform Kenya into a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment.

The Vision comprises of three key pillars: 1. Economic, 2. Social, and 3. Political. The Economic Pillar aims to achieve an average economic growth rate of 10 per cent per annum and sustaining the same until 2030. The Social Pillar seeks to engender just, cohesive and equitable social development in a clean and secure environment, while the Political Pillar aims to realise an issue-based, people-centred, result-oriented and accountable democratic system.

The three pillars are anchored on the foundations of macroeconomic stability, infrastructural development, science, technology and innovation (STI), land reforms, human resources development, security and public sector reforms.



² <http://www.vision2030.go.ke/>

The Kenya Vision 2030 is to be implemented in successive five year Medium-Term Plans (MTP). The first such plan ran until the end of 2012. The second MTP (2013-2017) gives priority to devolution and to more rapid socio-economic development with equity as a tool for building national unity. The second MTP also aims to build on the successes of the first MTP (2008-2012), particularly in increasing the scale and pace of economic transformation through infrastructure development, and strategic emphasis on priority sectors under the economic and social pillars of Vision 2030. Under this MTP, transformation of the economy is pegged on rapid economic growth on a stable macro-economic environment, modernisation of the infrastructure, diversification and commercialisation of agriculture, food security, a higher contribution of manufacturing to the Gross Domestic Product (GDP), wider access to African and global markets, wider access for Kenyans to better quality education and health care, job creation targeting unemployed youth, provision of better housing and provision of improved water sources and sanitation to Kenyan households that presently lack these. In doing all this, Kenya will pay full attention to securing the environment and building resilience to climate change. Much of this will be done in collaboration with county governments and new urban management boards as provided for under the constitution and laws. The overall aim of the plan is that by 2018 Kenyan families will have experienced a positive transformation in their earnings and quality of their livelihoods, and Kenya will be a more united, more prosperous society commanding respect in Africa and the world.

Development Aid³

Kenya's development expenditure is financed by government borrowing or by grants from development partners. In 2010, Kenya received USD 1.631 million of official development aid (ODA), which corresponds to about 5% of Kenya's gross national income (GNI). Compared with Tanzania and Uganda (ODA/GNI respectively at about 12% and 10%), Kenya is clearly not as dependent on external aid. Only 3% of the aid – both grants and loans – received by Kenya is channeled through the Ministry of Finance.

Kenya's ten biggest bilateral and multilateral donors are the US, the World Bank (International Development Association), the UK, Japan, the International Monetary Fund (IMF), France, the EU, Germany, the African Development Bank (AfDB) and Denmark. Among Kenya's new partners, China has a strong presence in the infrastructure sector and its importance is growing rapidly.

Although Kenya is not a partner country of the Belgian governmental development cooperation, in 2013, Kenya received EUR 13.348.496 of ODA from Belgium in different forms⁴:

³ Country strategy for Kenya, Finnish cooperation. p.9.

⁴ VLIR-UOS presentation Kenya seminar, Brussels, 11 September 2014

ODA Belgium 2013 (€)	
Governmental cooperation	
- Loans from state to state	6.106.984
Non-governmental cooperation	
- NGO's	1.151.046
- VVOB	444.637
- VLIR-UOS	701.870
- ITG	28.680
- Africalia	143.883
- Other (e.g. labor union IFSI)	65.817
Multilateral cooperation (UNHCR)	55.804
Conflict prevention/ preventive diplomacy (Transparency International Kenya)	40.000
Interest rate subsidies	4.438.091
Flemish government	115.546
- Water sanitation (Kitanda vzw)	
- Climate change (UNDP)	
Other local governments (provinces/ municipalities)	62.334
- Agriculture/ water supply/ education/ health	
TOTAL	13.348.496

The following Belgian NGO's were active in Kenya in 2013⁵:

	Structural aid (€)	Emergency aid (€)	Total aid (€)
 Artsen Zonder Grenzen	5.649.658	158.212	5.807.870
 Dierenartsen Zonder Grenzen	1.255.994	798.276	2.054.270
 Via Don Bosco	513.203	-	513.203
 Plan België	299.955	-	299.955
 Fracarita Belgium	100.000	-	100.000
 Tearfund	83.023	-	83.023
 Rode Kruis Vlaanderen	2.753	-	2.753
 MEMISA	1.100	-	1.100
	7.905.686	956.488	8.862.174

1.3. The Kenyan higher education system⁶

University education is one of the most rapidly expanding sub-sectors of the education sector in Kenya. Demand for university education has continued to increase with many students who are unable to be absorbed in Kenyan universities seeking admission in institutions of higher learning outside the country.

Enrolment has grown from 112.229 (68.345 male and 43.884 female) in 2006 to 180.978 (111.050 male and 69.928 female) in 2010. The higher education institutions are unevenly distributed across the country, with Nairobi province having the highest number of public and private universities, while Northern Kenya has the least. The shortage of places to meet growing numbers of students exiting

⁵ <http://www.ngo-openboek.be>

⁶ Wikipedia Kenya, World Bank, EU strategy paper, Ministry of Education_Sessional Paper

secondary education, and inadequate funding of higher education are key issues facing the sub-sector. In 2010, the transition from secondary to university education still remained low at 6,5%.

The Universities Act 2012⁷

The Universities Act 2012 introduced far-reaching changes in the Kenyan higher education system.

Public universities, which were previously governed by specific acts of parliament, have been brought under the same law as private institutions.

The Universities Act 2012 established several new bodies and restructured existing ones to aid the management of higher education:

- the Joint Admissions Board (JAB), which selects students for 'regular' state-funded programmes, is being replaced by a new body called the Kenya Universities and Colleges Central Placement Service.
- the Commission for Higher Education (CHE), the body that regulates private universities, is replaced by the Commission for University Education (CUE). Previously self-regulating public universities are brought under the new commission's watch. This agency is closely involved in monitoring university programmes and accrediting new courses. Previously, public universities relied on their senates to approve courses while private institutions had to seek the green light from the Commission for Higher Education.

Under the new law, foreign universities are required to submit proof of accreditation from their home countries before they are allowed to offer courses in Kenya.

For local institutions, the accreditation agency requires core courses to be declared before starting operations, and accreditation will revolve around the core courses.

Public universities are also subjected to quality assurance overseen by the commission – a role previously prevented by university acts.

In an effort to introduce professionalism in the recruitment of university chancellors, such officers will now be picked by the university community and alumni. This brings to an end an era in which university leaders were appointed by the president of Kenya.

The new law changes the way universities are funded and how lecturers are paid. It will eventually see state subsidies to public universities being based on the courses they offer rather than on student numbers.

The new legislation also sets up a Universities Fund, which will be the government agency handling all money allocated to universities by parliament or through donations, investments or endowments.

There is also a provision requiring a team to be established to review the salaries of university staff, to ensure uniformity. The committee, whose members will be appointed by the Higher Education Minister, will among other things investigate lecturer salaries and collective bargaining agreements.

The push for new legislation came against a backdrop of dissatisfaction over Kenyan universities' continued lack of competitiveness in the global arena and their poor performance in international rankings.

⁷ <http://www.universityworldnews.com/article.php?story=20130122145646505>

Over the past few years, the reputation of higher education has deteriorated dramatically due to the mushrooming of bogus private institutions and a surge in student numbers, which has not been matched by a rise in teaching staff.

The lecturers' lobby group, the University Academic Staff Union, says there are some 9.000 lecturers in public and private universities in Kenya. The number stood at 7.000 five years ago, meaning that only 2.000 lecturers have been added to the system during this period.

Meanwhile student numbers have doubled, from around 91.541 to 180.000, according to Kenya's Economic Survey 2012.

As the country improved access to primary and secondary education, by making primary school free in 2003 and subsidising secondary schooling from 2008, the number of students qualified for and seeking university education soared.

Linking the Commission for Higher Education (CHE) to Vision 2030⁸

The successful achievement of the aims of the three pillars of Vision 2030 will largely depend on the production of human resources with the relevant innovative, competitive and entrepreneurial skills and values. Universities will play a central role in producing this kind of resource. Kenya's global competitiveness will also depend on its ability to sustain a human resource base that will be constantly re-trained and re-oriented to keep pace with new scientific and technological developments.

The Commission for Higher Education (CHE) is mandated to make better provisions for the advancement of university education in Kenya and for connected purposes. To realise this mandate, CHE focuses on the following key areas in higher education that are equally central to the realization of Vision 2030: Quality Higher Education; Expanding Access; Relevance; Equity; Science, Technology and Innovation; and Financing University Education.

Quality Higher Education

The development and review of programmes at the universities have not kept pace with the emerging social and economic challenges. Moreover, the growing demand for higher education has triggered the establishment of many institutions and alternative modes of delivery, some with questionable quality. CHE's challenge is to ensure that these developments do not compromise the quality of higher education and training in Kenya.

Expanding access

In spite of the rapid increase in enrolment, access to university education has remained a challenge as 70% of the students who qualify to join universities do not get admitted. CHE is charged with the responsibility of assisting the Government to expand access to university education. This includes advising the government and facilitating the development and establishment of new public universities, campuses and upgrading existing middle level colleges; and the development of new private universities.

Relevance

In order to realize the strategic thrusts of Vision 2030, it is imperative to place more emphasis on the relevance of higher education programmes. This will lead to the production of human resources that will effectively address the needs of a knowledge based economy and society. However, some of the

⁸ Commission for Higher Education, Strategic Plan (2010-2015)

programmes currently offered in the universities have not kept pace with the demands of a science and technology driven economy as advocated by Vision 2030..

Equity

Equity remains a major challenge in the universities; women account for only 39% of the total university enrolment in Kenya, most of whom pursue arts based programmes. Special needs students and those from marginalized areas continue to be seriously under represented. There is need to bridge these disparities in order to promote a just, cohesive and equitable society as spelt out in Vision 2030.

Science, Technology and Innovation

Science, Technology and Innovation (STI) have become the prime movers of emerging economies. Vision 2030 places STI at the centre of Kenya's social and economic transformation. For Kenya to compete effectively and become a newly industrialized nation, emphasis will be put on the promotion of STI in the universities. In particular, substantial investments will be made in the development of relevant programmes and the promotion of research. CHE will continue to advise higher education institutions to develop STI programmes through a participatory approach with relevant industries and professional bodies. CHE will also facilitate the establishment of centres of excellence which will ensure that STI underpin the critical areas of national development as identified by Vision 2030 namely: tourism, agriculture, trade, manufacturing and business process off-shoring.

Financing University Education

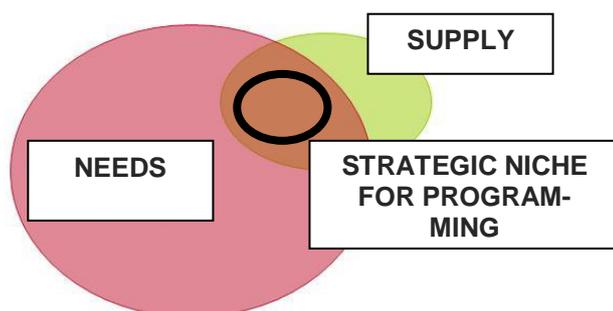
Kenya's education sector will require substantial investments to produce the required human resources for the priority growth sectors. Although enrolment in public universities has increased over time, the high cost continues to limit access for a large number of qualified students. Financial constraints have also led to under investment in required infrastructure and capacity building. Government support to university education has not been pegged to actual unit costs. The proposed policy is that funding for university education be diversified and matched with the actual unit costs in all programmes. This measure although likely to enhance funding for university education, might increase disparities for women and vulnerable groups. CHE will therefore enhance its oversight role to ensure that financial efficiency becomes the hallmark of university management. CHE will also work with the government to implement those policies that will create a conducive atmosphere for the development of private universities as articulated in the Public Universities Inspection Board Report and the National Strategy for the Development of University Education (2008).

2. Country strategy development

2.1. Background

2.1.1. Strategy formulation process

The Democratic Republic of Congo, Cuba, Ecuador, Uganda, Tanzania and Vietnam were the first countries for which a country strategy was prepared. Ethiopia and South Africa followed in 2013; Burundi and Suriname in 2014. For Kenya, and for Peru, the country strategy formulation process started later in 2014.



The first steps in the preparation of the Kenya Strategy Paper began with a desk study and was followed by the organisation of a North Seminar in Brussels on 11 September 2014 and a set of interviews on 9, 10 and 12 September with Flemish professors to learn about their experiences and interest in future cooperation with Kenya (supply side).

From 5 to 15 October 2014, a strategy identification mission was organised to identify the Kenyan needs (demand side) and identify the space and opportunities (thematic, regional, institutional) for Kenya and Flanders to match. During the mission, 12 pre-selected universities and research institutions were visited. In addition, meetings were held at the Ministry of Education, Science and Technology (MOEST) and the Commission for University Education (CUE). On 14 October, a South seminar was organised in Nairobi that brought together 51 delegates from the higher education sub-sector.

The specification for Kenya is that VLIR-UOS can build upon a range of development cooperation activities by Flemish professors in university cooperation since the eighties. This includes two VLIR-UOS institutional cooperation programmes in Kenya, with the University of Nairobi and Moi University in Eldoret, with the latter going into a second phase of cooperation.

2.1.2. Higher education and research: policy environment

Higher education and research: status and policy environment

The higher education sub-sector in Kenya is undergoing the most radical set of changes since the foundation of the first university in Kenya in 1970 (see also 1.3.). The Universities Act, No 42 of 2012 provides a comprehensive legal framework for the growth of the sector whilst Vision 2030 has variously identified the strategic priorities for it. The Act located higher education within the context of the agenda of Kenya Vision 2030 which aims at transforming Kenya into a globally competitive, middle income country by 2030. The university sub-sector has been charged to develop the necessary human resource base necessary to achieve these goals primarily through the provision of high quality,

skill-based and results-orientated learning. Specifically, the Sessional Paper upon which the 2012 Act is based aims at increasing the numbers of students enrolled in university education by 103% by 2017.

Regarding research, various reconstituted institutions have been created under Kenya's new constitution of 2010. Of prime importance is the National Commission for Science Technology and Innovation (NACOSTI). In 2012, Government approved the allocation of 2% of GDP to be spent on research and innovation, although this funding and percentage has yet to be fully realised.

The Universities Act of 2012 also created the Commission for University Education (CUE) out of an earlier Commission for Higher Education. The Act gives the CUE extensive powers for the advancement of quality university education through a process of policy reviews, regulation audits and quality reviews. In particular, the CUE is mandated to promote the objectives of university education by regulating and accrediting universities and programmes.

Significant observations resulting from the interaction with Kenyan stakeholders and institutional visits

The massive demand for university places has resulted in an unprecedented growth in the number of universities in both the public and private sector. At present 22 universities with 9 constituent colleges exist in the public sector, whilst 36 registered private universities are to be found (see list of institutions in annex 1). This has led to increased competition for resources and the growing privatisation of provision. Whilst the creation of the CUE has led to greater levels of accountability of institutions and staff members, it is acknowledged that asking it to both encourage institutions to be creative and innovative in their development programmes, the institutional review agenda could stifle this as institutions 'play safe' to ensure that they obtain accreditation. What is also evident is that the process of reviewing of programmes and undertaking institutional accreditation is unlikely to keep pace with demands for CUE's advisory services without a substantial investment in the sub-sector. Crucial in the new higher education environment is the government's requirement that institutions themselves should make good any resource and funding deficits through institutional income generation. Some forms of income generation have not always improved the quality of provision nor have they necessarily been favourable to developing an enabling research environment. A serious threat to quality has arisen out of a practice referred to as moonlighting. It is one in which lecturers from one university teach in a number of others on a peripatetic basis. This seriously threatens the development of a sustained research culture.

It was evident in the institutions visited and from what was said in the South Seminar, that there is a strong commitment to the pursuit of excellence in teaching and learning in the belief that high quality research leads to high quality teaching, whilst high quality teaching leads to high quality research. There is also much evidence of serious individual and institutional ambition and the need for intelligent, focused research that will have a significant impact at the national, community and personal level. There is a belief that Institutional strengthening will both facilitate and create sustainable enabling environments.

However, it is also widely believed that the rhetoric of Government and the Ministry is outstripping the reality especially with regards the 'new' universities. Of those visited during the VLIR-UOS Identification Mission, it was found that they do not have the depth of intellectual, resource and research capital

of the six established universities. They do not have the physical resources (equipment, especially) to ensure high quality teaching and learning. Whilst institutional plans and systems are still in the process of being developed, thousands of students are being registered and will need to be effectively taught. The creation of 'new' universities has also led to a shift of numbers of senior researchers from the established universities to occupy senior positions in the new institutions, thereby effectively weakening the research capacity of the established institutions.

Of more critical concern is that the institutional funding formula appears not to be sufficiently loaded in favour of the 'new' universities. The mission team was told that revenue received from Government is almost entirely being used to pay academic salaries. Faced with large student intakes, teaching and not research is the priority. Whilst little discussion was had on issues related to the quality of teaching, the need to address this critical area was acknowledged.

Notable too was the fact that relatively few women occupy senior university places, although there were exceptions in three of the universities visited.

Equally critical is that fewer than 35% of university academic staff post-holders nationally possess a PhD qualification.

The mission team concluded that a positive research enabling environment was largely absent in the new universities and that one option would be the introduction of some form of mentoring by the established universities should be explored.

2.2. Views and themes expressed

2.2.1. Expressions of interest by the Flemish (academic) stakeholders

In general the broad themes for cooperation of the past prevailed during the North Consultation rounds remain crucial and are very much in line with the Kenyan priorities (*Vision 2030*):

- FOOD SECURITY (food production incl. fisheries & aquaculture, soil systems, food technology)
- NATURAL RESOURCES MANAGEMENT (water resources, biodiversity, mangrove protection & reforestation)
- INDUSTRIAL AND INFRASTRUCTURE DEVELOPMENT (textile, telecom, housing, roads, water)
- HUMAN HEALTH (reproductive health: HIV, HPV)
- GOVERNMENT & SOCIETY (social development, peace building, local governance, democracy, state reform, land reform, urban development, access to basic services, gender)

However, it was felt that it would be important to limit the number of (sub) themes and to ensure that there is an integrated, harmonised approach linking up, for example, aquatic environments with food security and health, or agricultural approaches with private sector development and economic development, and not addressed as separate development problems.

It is also clear that a number of issues are crosscutting and relevant for all activities in Kenya. These include:

- 'Research quality' as a 'crosscutting' theme to be addressed possibly through a more national approach/project whereby the link is made with research policy and practices (research based education, science and technology, innovation, joint PhDs, doctoral training, statistics, dbases for research, ICT in education).
- Networking (links with Flemish networks – VLIZ, ICP 'Ocean and Lakes' and within region) building on past cooperation experiences in a number of domains and linking with Flemish educational programmes. In these networks new partners can come on board.
- ICT in education and research (KENET)
- The importance of Kenya's regional role in the EAC and the perceptions of other regional members to it.

The link between ICT/e-Africa, related to doctoral training, valorisation and innovation is a further relevant area that has the potential for being developed into a project approach.

2.2.2. Expressions of interest by the Kenyan (academic) stakeholders

- **Priorities with regard to research themes**

The main priority (thematic) research areas listed during the strategy identification mission were: 1. Health, 2. Food security and 3. Natural resources management. All of these subsume the specific research topic areas noted in the North Seminar. Other areas noted included ICT, biotechnology, the social sciences, medical research and vaccine development, pest control and the acquisition of research skills including training in the latest developments in data analysis. Furthermore, the value of a closer relationship between the natural and human sciences was acknowledged especially given the context of Kenya where, taking natural science findings and innovations into communities that often lack an understanding of the former, requires the involvement of anthropologists, sociologists, psychologists and economists.

- **The kind of modalities that are realistic for delivering these (priorities) in the Kenyan context (individually, through teams, institutionally and inter-institutionally)**

During the South seminar, a strong case was made for collaborative multi-disciplinary research teams working in a network or on an area platform. This could both enrich the research activity as well as provide capacity building beyond the research focus in such areas as preparing research grant applications, responding to local needs or industry needs, writing for publication, for example. Sharing of scarce resources was also seen as a potential gain. Mentoring by older experienced researchers of younger ones was also seen as a distinct possibility.

3. Strategy framework and implementation

3.1. Areas of focus (regional, thematic, partners)

3.1.1. Regional focus

The strategy identification mission has not had any explicit regional focus and also after the mission no regional focus has been proposed.

3.1.2. Strategic themes

The identified strategic (interdisciplinary) themes for cooperation are the following:

- HEALTH (reproductive health (HIV, HPV, ...), public health, phytomedicine, disease surveillance, etc.)
- NATURAL RESOURCES MANAGEMENT AND DEVELOPMENT (water resources, biodiversity, textile, oil and gas exploitation, etc.)
- FOOD SECURITY (food production (agriculture, aquaculture, animal husbandry), fisheries, food processing and marketing, food safety, etc.)

The following crosscutting theme is relevant for all activities in Kenya:

- ICT DEVELOPMENT AND STATISTICS (ICT in education, ICT in lab practice, virtual networks, ICT infrastructure, data analysis, biostatistics, etc.)

3.1.3. Partners

The Kenya country strategy focuses on the following 7 established public institutions with a strong research culture in the identified strategic themes, that are able to take up a coordinating/ mentoring role in networking modalities with the new universities:

1. University of Nairobi
2. Jomo Kenyatta University of Agriculture and Technology
3. Moi University
4. Egerton University
5. Maseno University
6. Kenyatta University
7. Kenya Marine and Fisheries Research Institute

Other higher education institutions, accredited by the Commission for University Education (see list of institutions in annex 1), and other public (non-profit) research institutes can be involved preferably in partnership with one or more of the above mentioned established public institutions (see also 3.2.)

3.2. Partnership modalities (portfolio of intervention types)

- **National Level**

During the South Seminar, the view was expressed that a VLIR-UOS-type organisation was needed in Kenya. Delegates acknowledged that the Commission for University Education would find it difficult acting both as an accreditation and institutional review body with mandated inspection roles, as well as an organisation that could promote innovation and change.

In the absence of an organisation to promote university cooperation at national level (a 'Kenyan form of VLIR-UOS'), preference is given to networking cooperation through TEAM projects (see also below – 'Departmental Level'). Whether or not this will in a later stage be brought together in a network or platform constellation joining VLIR-UOS interventions on a thematic or national basis remains to be seen bottom-up when those projects start their activities.

The existence of a number of internationally recognised research institutes (for example, KARI, KFRI, KMFRI, KIPR, IPR, KEMRI) also offers partnership opportunities, especially with regards research capacity building and harmonising research activities.

- **Institutional Level**

Whilst the ongoing IUC with Moi University remains important, opportunities exist at several of the public chartered universities for a new IUC partnership (see list of institutions in annex 1), except for UoN that was already involved in an IUC partnership before. However, whether or not to engage in a full ore more focussed IUC, will depend on the outcome of further selection process and policy decisions. In some cases further preparation through South Initiatives and TEAM projects might be more adequate.

- **Departmental Level**

TEAM projects and South Initiatives could be important instruments in order to meet the need for research strengthening initiatives in Kenya:

- TEAM projects: There are many opportunities in the identified strategic themes (see 3.1.2.). Networking cooperation with the above mentioned established public institutions playing a coordinating role, setting up interuniversity and interdisciplinary research groups and providing research mentorship for the younger (accredited) higher education institutions, is the chosen option here (see also above – 'National Level'). This means that submissions made in response to VLIR-UOS calls for TEAM projects should indicate which will be the 'lead institution' (which will be contracted by VLIR-UOS) in any partnership/mentoring arrangement and how contracts/MoUs with the 'second partner institution(s)' will be managed. At least one of the 7 selected established public institutions (see 3.1.3.) should be involved as a 'lead institution' or as a 'second partner institution'.
- South Initiative projects: These can provide necessary seed funding money for the newer (accredited) higher education institutions and other public (non-profit) research institutes within the identified strategic (interdisciplinary) themes for cooperation (see 3.1.2.). The South Initiative project funding also offers opportunities for Flemish non-university higher education institutions especially in the support of institutions focusing on extension through professional and technical training.

- **Individual level**

- Scholarships: focus on PhDs, in alignment with the Government of Kenya’s priority areas identified in Kenya Vision 2030. Reflection is needed on the possibilities for a country strategic scholarship programme where Short Research Stays (SRS), PhD and Postdoc opportunities could be mastered based on bottom-up needs assessment.

3.3. Transversal needs and opportunities

Research policy and structures are weak. Whilst the Universities Act of 2012 gives greater attention to research, the situation on the ground as manifest especially in the massive expansion of higher education and its emphasis on teaching, is undermining the development of a research agenda. There is an urgent need to address the issue of staff upgrading through PhD training. Consequently, priority will be given to the development of a sustainable research culture. In addition, special attention will be given to creating multidisciplinary research groups, funding the dissemination of research work in progress and supporting the costs of publication.

The risk remains that PhD holders will continue to be attracted into senior academic administrative positions to the detriment of developing a sustainable national research culture. Nonetheless, whilst academic service contracts include research performance requirements, at this stage it is difficult to see how these requirements are going to be enforced.

3.4. Possible synergies within the East African region

Possible synergies exist with other countries in the East African Community and the wider East African region (Ethiopia, Tanzania, Uganda, Burundi, Rwanda, DR Congo) especially as similar challenges to those face by Kenya regarding developing a sustainable research culture are being faced by them. The priority at this stage is to establish what lessons are being learnt within the strategic partners of VLIR-UOS across East Africa and how to facilitate and disseminate lesson learning. The risk is that more developed research environments act as a magnet to researchers and create a brain-drain situation to the detriment of less endowed environments.

So a regional strategy with a provision for engaging with countries of the region in terms of research and higher education policy is highly relevant but needs to be further elaborated.

3.5. SWOT analysis of a VLIR-UOS strategy with Kenya

Strengths	Weaknesses
High ambition associated with leadership of the East African Community. Strong government commitment at a formal level. The Universities Act, No 42 of 2012 provides a legal framework for the Higher Education sub-sector. Kenya <i>Vision 2030</i> identifies key skills and development priorities for Kenya. The Science, Technology and Innovation (STI) Act of 2013 articulated the Government priori-	Massive and rapid growth of the sector in response to access demands risks undermining research priorities. Teaching constitutes at least 60% of a lecturer’s time. Severe Human Resource capacity weaknesses exist with fewer than 35% of university academic staff possessing a PhD constitutes a major weakness in the system. New universities, especially, are

<p>ty and commitment to promote hard sciences and research. High ambition of universities. 2% of GDP dedicated to research and innovation. It is envisaged that the imminent Universities Funding Board will distribute Government funding to universities based on a formula basis. Six well established universities all with VLIR-UOS alumni on staff. These and other internationally trained researchers currently provide a critical mass promoting research. The number of internationally recognised research institutes (KARI, KFRI, KMFRI, KIPR, IPR, KEMRI) provide strong research leadership.</p>	<p>financially strapped. In order to increase their income, 'moonlighting' by staff is common. This lessens time for research. New universities, especially, are overwhelmed by rising student numbers. Quality and curriculum relevance are major issues. The absence in Kenya of a counterpart organisation like VLIR-UOS.</p>
<p>Opportunities</p>	<p>Threats</p>
<p>Fewer than 35% of university staff possess a PhD. Academics in established universities are interested in collaboration across institutions, multidisciplinary research as well as integrating cross-cutting areas. Opportunities in Health, Food Security, Natural Resource Management and ICT are aligned with Government of Kenya's priorities and could, if effectively managed, complement work already being undertaken. These areas are aligned with the interests of Northern partners. Opportunities to influence policy makers and other donors especially regarding the need to build centres of research excellence in the universities. Opportunities for VLIR-UOS to support these collaborative (mentoring) exercises.</p>	<p>The model of higher education expansion threatens the entire enterprise, universities (especially new ones) could become 'teaching shops'. The likelihood of an increasing divide between established and 'new' universities could lower the status of the sector in the public mind and lead to ever more private institutions, some of questionable quality, being established. The lack of capacity in such areas as research methodologies, scientific writing, statistics and ICT could undermine quality and limit the range and depth of work undertaken. A failure to provide basic infrastructure, just like the failure, to date, of the Ministry to provide start-up grants to new institutions could threaten the entire sector.</p>

ANNEXES

1. [List of higher education institutions authorized to operate in Kenya \(CUE, 2013\)](#)
2. [Country Strategy Grid](#)
3. [Country Strategy Identification \(Mission\) Report](#)
4. [Country Fact Sheet \(see VLIR-UOS website – Kenya Country Info\)](#)

