

## Background and objectives

Environmental governance in Kenya  
– a **relevant** issue?

- High problem pressure
- Discrepancy between policy objectives and implementation regarding the environment
- Environmental Governance vs. government capacities

- Teaching and research on environmental issues in Africa limited by data availability and limited coverage in literature
- Conceptual lacks behind governance concepts and analysis with regard to the subjects of sustainability, environmental challenges, developing countries and the especially interlinkages between those subjects
- Joint excursion with the international partners can tackle and partly overcome these barriers, leads to practical experiences and is highly conducive for intercultural understanding



The **objective** of the presented excursion was

- to develop a common understanding of environmental governance in the context of sustainable development
- to apply methodological knowledge and theories in practice
- to enable students to reflect specific Kenyan problems from a scientific and intercultural perspective

## Teaching Concept

- ⇒ Interlinkage of teaching and research
- ⇒ International and intercultural Cooperation and Understanding
- ⇒ Inter- /Multidisciplinary Approach: Bringing different Concepts and Theories together
- ⇒ Transdisciplinary Approach: Inclusion and Understanding of non-scientific perceptions
- ⇒ Keeping Gender-Aspects and –allocation in mind during preparation and devolution
- ⇒ Environmental protection and environmental governance - perfectly suitable for an interdisciplinary approach!

## Participants and Preparation

Preparatory courses at the Department of Political Science, FU Berlin

- Winter term 2006/2007 - (HS 15472 ), Global and national environmental governance in Germany and Kenya"
- Summer term 2007 - (HS 15462 ), Umweltpolitik in Entwicklungsländern am Bsp. Kenia"

Freie Universität Berlin: Environmental Policy Research Centre,  
Moi University Eldoret: Departments of Geography and Environmental Health



13 German students, 2 Kenyan students, 2 German lecturers, 1 Kenyan lecturer

## Concepts

### Environment and development

- Poverty and environmental problems
- Catching up in Development
- Low capacities

### Kenya in perspective

- Environmental sustainability index 2005 (Esty et al. 2005)  
Rank 100 of 146, bzw. 24 of 40 NEPAD-Countries
- Ecological Footprint (Wackernagel et al. 2006)  
0,8 ha/person (Global average: 2,2, High Income: 6,4)

### Governance

The ensemble of forms of collective rules of public concerns



## Guiding Questions and Topics

### Guiding Questions

- What are major environmental problems? Whom do they affect how are they perceived?
- Which governance goods and services do get provided? By whom (at which level, by which actors)? By which means?
- What are the stakeholders' responsibilities and duties and which leeway do they possess?
- How does the constellation between different actors look like?
- Do we find networks? On which and between which level do they develop?

### Topics

- Environmental problems in Kenya (e.g. resource degradation, renewable energy)
- International level (UNEP)
- Nation State (Environmental Management Coordination Act, National Environmental Management Authority)
- Local level (e.g. Fluorspar Mining)
- Civil Society (e.g. NGO council)
- Business (CSR in the flower industry)
- Instruments (Corporate Social Responsibility, Environmental Impact Assessment)



## Scientific results

- detailed and structured overview on the analyzed environmental problems, the Kenyan solution approaches and governance structures
- presented in overview tables (see e.g. an example below), daily protocols on the excursion sights and detailed reports on the subjects which will be discussed with the scientific community (workshop) and finally published

	Fluorspar Mining
<b>Sources of Information</b>	-Field study observation -Interviews with representatives of Kenya Fluorspar Company -Secondary literature, internet -Tom Esipila, lecturer at the department of geography, Moi University (landslide expert)
<b>Geographical Context</b>	-KFC mine near Kimwarer in the Kerio Valley -Kericho District, Rift Valley Province, Kenya -Altitude: 1360m -Fertile land and steep slopes in Kerio Valley -Three mining sites
<b>Processes &amp; Activities</b>	-Open-cast fluorspar mining (150-200m deep, 10,000 ha) -Displacement/transport/accumulation of material -Construction of a processing plant -Use of heavy machinery (diamond drill-machine, chloride drill machine, bulldozers, excavators, lorries etc.) -Processing of material by use of machines and chemicals -Recycling of waste water, use of tailing dams
<b>Impacts</b>	<b>Social</b> -Relocation of people residing on the potential mining sites and compensation issues -Separation of families, (...) etc. <b>Ecological (...)</b> <b>Economical (...)</b>
<b>Stakeholders</b>	-KFC: Government (Ministry of Environment and Natural Resources); Local communities (farmers, pastoralists); NEMA: NGOs
<b>Legal Framework</b>	-Constitution, Mining Law, EMCA / NEMA, Water Act, Resource Utilization Act
<b>Instruments</b>	KFC has a reforestation programme; EIA
<b>Limitations &amp; Opportunities</b>	-EIA: done by external consultant
<b>Comparison to Germany</b>	-open-cast coal mining in Germany, similar problems related to the relocation of people

## Students' comments on the excursion

### Jacinta Mary, Kenyan student:

"I am very grateful for the endeavoring sacrifice you have put to this. I really miss you guys. I loved the flashlights, they really enabled us to get to each other and especially that part for switching to an understandable language when you are caught in the act. It was a pleasure making new friends and learning your life. And hey I have new facts, I didn't know much about Environmental governance thanks to you my friends want to take masters on the same. I enjoyed the Excursion, and I hope we will channel it towards a better exchange. (...)"

### Sarah, German student:

"Besides the great hospitality we experienced during our stay in Kenya I especially loved the discussions with the whole group. The fact that we were an international, interdisciplinary course made the discussions extremely interesting and very fruitful. The whole trip was a great motivation for my further studies and I think that I have learned more than in every other university course."

### Steve, German student:

"I want to thank all (...) I learnt a lot about environmental governance and got some helpful suggestions for my diploma thesis. It was crucial to have the Kenyan students with us, because they have the better knowledge about the environmental issues in Kenya. And they gave me some insights in Kenyan culture and daily life (although two weeks are far too short for that) and I could make new friends. So I am looking forward to the back exchange next year."