



## **Revitalizing Forestry Education in sub-Saharan Africa**

### **“Dar es Salaam Declaration”**

**29<sup>th</sup> May, 2010**

We, the 24 participants representing 15 institutions from Tanzania, Kenya, Uganda, South Africa, Malawi, Botswana, Ethiopia, Senegal, Cote d'Ivoire and Cameroon gathered in Dar es Salaam, Tanzania for a roundtable on Revitalizing Forestry Education in sub-Saharan Africa from the 27<sup>th</sup> to the 29<sup>th</sup> of May, 2010. The roundtable was jointly organized by the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE) and Sokoine University of Agriculture (SUA), in response to Local and global challenges, especially environmental conservation, climate change, biodiversity and conservation and halting desertification calling for rational forest management strategies. Results of surveys of forestry education programmes carried out in Africa were discussed. Forest governance and particularly ethics are increasingly taking centre stage in forums at various levels. Overall the boundaries of forestry have extended to include the management of trees in landscapes outside forests. This brings in a wide range of interests, people and institutions, especially the private sector. Unfortunately there is a huge gap between what is being learnt in forestry schools today and the expanded role of trees and forests. Reforms are urgently needed in forestry education to meet current and future needs.

A Global workshop organized in 2007 by ANAFE, under the auspices of International Partnership for Forestry Education (IPFE) and hosted by the World Agroforestry Centre (ICRAF), dealing with “Improving Forestry Education” called for major forestry education reforms and coordination worldwide. The Dar es Salaam Forestry Roundtable is a follow up to that Global Workshop.

The participants of the Dar es Salaam roundtable believe that increased collaboration among institutions in tertiary forestry education will greatly facilitate better utilization of available capacity as we incorporate emerging issues into the curricula and address industry and environment expectations/needs of the new forestry graduates.

RECOGNIZING that there has been a decline in tertiary forestry education in terms of quality and responsiveness to the needs of the sector in the region.

ACKNOWLEDGING the results of work done on status of forestry education in the Eastern African Countries of Uganda, Ethiopia, Kenya and Tanzania.

AWARE of the changes in tertiary forestry education in other parts of the world, and the need to include forestry education in the 2011 debates of the International Year of Forestry;

CONSCIOUS of the need to redress the current shortcomings in tertiary forestry education for responsiveness to the Industry and environment needs;

ENCOURAGED by the active participation of educators throughout sub-Saharan Africa on the need for tertiary forestry education curriculum changes;

INSPIRED by recent policy developments at global and national scales that recognize forestry sector and the need to ensure farmers' and local communities rights to knowledge, tree tenure and land; and

TO APPEAL to the governments and international funding community, and environmental financing mechanisms to recognize the national, regional and global importance of tertiary forestry education.

We therefore unanimously propose the following three priority action areas for revamping tertiary forestry education:

**Priority action area I:**

1. Establishment of common standards on forestry education throughout the sub-Saharan Africa region.
2. In-service training for serving foresters and especially educators to equip them with requisite knowledge and skills to integrate emerging issues into their work and and be able to incorporate them into curricula.
3. Enhanced public and private investment in forestry initiatives, including research, education and development;
4. Enhanced development and use of locally relevant training materials to enrich the education delivery and learning experiences.

**Priority action area II:**

5. Enhanced technical and artisanal capacity in training.
6. Harmonization of forestry education across the levels of training so as to have a seamless continuum from one level to the next.
7. Regionalization of expensive training programmes for example training in Biotechnology. A regional approach is preferable in reducing the costs and maintains standards.
8. Enhanced sharing of information and expertise between forestry schools and across natural resource disciplines and agriculture.

**Priority action area III:**

1. Opening up specialization opportunities in Forestry Education to cater for emerging issues and the current needs of the sector
2. Establishment of a regional forestry education advisory committee that promotes regional forestry education.
3. Establishment of professional associations to foster professional development and promotion of the Forestry Profession.
4. Mobilizing resources and stakeholders participation in forestry education.
5. Improving the attractiveness and appeal of forestry education through among other things re-packaging of education and training programmes.

*Dar es Salaam, Tanzania*  
*29<sup>th</sup> May, 2010*