

SUB-THEME 5: CLIMATE CHANGE

What are the effective mechanisms and policy challenges for making farming systems of rural poor less vulnerable to climatic change?

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There is need to formulate or modify existing policies on climate change adaptation and mitigation that would include:

- (i) Farmer education on climate change by different organizations in the rural communities.
- (ii) Prioritization of areas needing urgent attention.
- (iii) Identify factors that lead to climate change.
- (iv) To help the farmer to micro manage the climate.
- (v) Appropriate cultivation practices.
- (vi) Investigate the current policies and assess the level of implementation.
- (vii) Efficient water use policy in terms of conservation and recycling.

The role of universities in Research and Development

- (i) The Universities' core business is instruction and education.
- (ii) Clearly identify research topics and solicit research funds.
- (iii) Intensify research on climate change.
- (iv) Documentation and dissemination of technologies and information on climate change.

Tools to overcome climate change

- (i) Awareness creation.
- (ii) Accountability
- (iii) Change in attitude of communities and individuals regarding climate change.

In addition:

- (i) Farmers need to use the climate change information more efficiently.
- (ii) It is not only the climate changing, but the ecology is also changing.
- (iii) Adoption of new technologies that can cope with climate change.

How should universities integrate climate change adaptation and resilience into agricultural curriculum? Are there models to learn from?

- (i) Climate change is affecting all disciplines of learning for example it is in medicine, agronomy, engineering etc. Hence needs integration.
- (ii) The climate science is not only one part. Majority of people think that climate is more of meteorology, which is wrong! This is a practical science!
- (iii) The main goal of the universities is to prepare man for his/her future and should also include politicians. The university has a greater role in shaping the society as whole.
- (iv) For curriculum to be successful there is need for universities to emphasize more on outreach programs than previously done.

- (v) The issue of climate change can be incorporated in the curriculum whereby it is made a core course.
- (vi) Retraining extension staff to new conservation approaches-Teachers needs also to take refresher courses on climate change.
- (vii) Mainstreaming climate change into the education curricula like the way HIV-Aids is taught in most other programmes.
- (viii) Make environmental studies to be attractive to students.
- (ix) Integrate climate change into the social sector even at family level to change the attitudes of people towards climate adaptation and mitigation.

Are there models to learn from?

- (i) Example from Cuba. Education from instruction and values encouragement.
- (ii) Participatory model based on a bottom-up approach
- (iii) Predictive/forecast model based on *scientific studies*.

Recommendations/way-forward

- (i) Revise the curriculum to incorporate issues on climate change.
- (ii) Mainstreaming climate change in the existing curriculum
- (iii) Less reliance on fossil fuels since this is the largest contributor to climate change-look for alternative sources of fuel.
- (iv) Increase genetic variation of crops and animals for specific agro-ecological zones.
- (v) Implementation of adequate policies and establishment of subsidy on agricultural inputs especially those that directly relate to climate change.
- (vi) Integration of climate change issues into all programs and disciplines is needed.