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Collaborative learning needs for adaptation to the impacts of drought in Kiboga district, Uganda

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Abstract

Understanding collaborative learning needs (CLNs) of farmers is essential in defining the process of place-based adaptation to the impacts of climate change. However, studies that have documented CL needs of the farmers for adaptation to the impacts of climate change are still missing. This study assessed CL needs of farmers in the farming systems of Kiboga District using a household survey. Results show majority of the farmers (95.6 %) participate in collaborative learning (CL) for adaptation to the impacts of agricultural drought. The need to identify relevant stakeholders to learn with for adaptation to drought, how to make use of integrated knowledge to implement adaptation strategies, how to connect with diverse stakeholders to learn to adapt to lack of soil moisture, and how to use interactions to integrate knowledge types for adaptation to lack of soil moisture, are the dominant collaborative learning needs of the farmers. The study shows that collaborative learning needs are significantly higher in male-headed households than in female-headed households. Farmers who felt the need to learn with others for adaptation to the impacts of lack of soil moisture have higher collaborative learning needs than those who never felt the need to learn with others. Being a member in a social group is associated with lower collaborative learnings compared to those who are not in any group. The more the farming experience, the higher the collaborative learning needs. As age increases, collaborative learning needs reduce. We conclude that most of the CLNs of the farmers are related to the process of CL and are tailored towards addressing the root causes of vulnerability to climate change.

Keywords: Adaptation, climate change, collaborative learning, collaborative learning needs, farmers, farming systems, local actors, stakeholders

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