SDGs - Climate Action, Life on Land, Indigenous Knowledge

By

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Introduction

- The Millennium Development Goals (MDGs) marked a significant and important trend in the global mobilization, aiming to achieve a set of vital global objectives
- They exhibited worldwide concerns about poverty, hunger, disease, unmet schooling, gender inequality, and environmental degradation (Sachs, 2012).
- To bridge the gap not covered by end of MDGs, in September 2015 the United Nations General Assembly launched 17 SDGs, among which was SDG 13 and 15 (Protect the Planet and Terrestrial ecosystems).
- At the center of SDG 13 & 15 there is Indigenous Knowledge which affects their implementation and sustainability

Objectives of SDGs

- 17 SDGs, also as the Global Goals, are a universal call to
  - action to end poverty,
  - protect the planet and
  - ensure all people enjoy peace and prosperity.
- This group presentation focuses on
  - **Goal 13**: Take urgent action to combat climate change and its impact.
  - **Goal 15**: Protect, restore and promote sustainable use of terrestrial ecosystems; sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.
  - **Indigenous Knowledge:** Explore the ways that indigenous and local knowledge systems contribute to understanding, mitigating, and adapting to climate change, environmental degradation and biodiversity loss.

Taking Urgent Action to Combat Climate Change and its Impacts (SDG-13) : The role of Libraries

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Introduction

- **Climate change:** changes in Earth's climate system resulting in new weather patterns (Wikipedia, 2019)
  - **Global warming:** measurable increase in average Temperature. (Encarta 2009)
  - Negatively impact planet and its inhabitants - Physically and biologically (Parry.et.al)

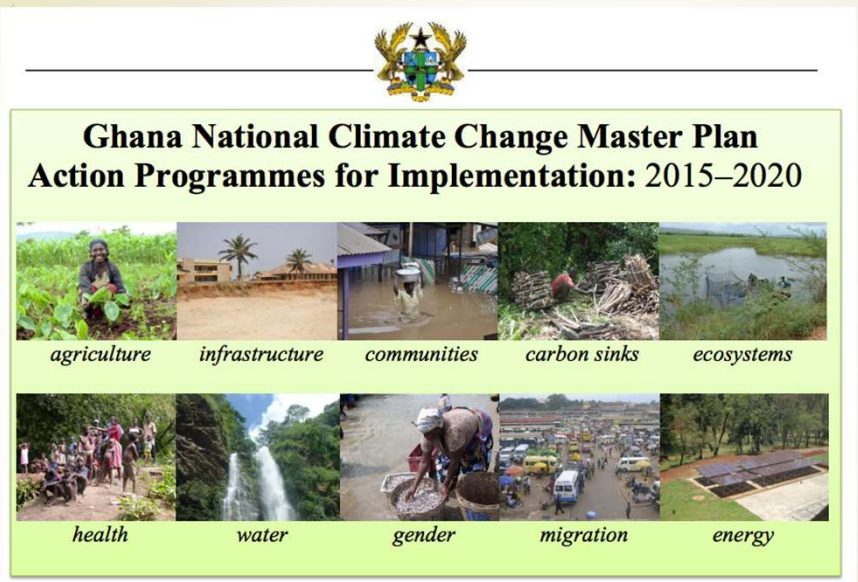
Why SDG-13 ?

- All hands on deck (Moser and Ekstrom 2010)
  - **Global leaders**
  - **Government & Non – Governmental Institutions**
  - **Opinion Leaders such as Chiefs, Community, Church Heads etc.**
  - **Individuals, all & sundry.**

UN Proposed Remedies: SDG-13

- Adaptation has potential to reduce impact by
  - reducing our vulnerability to the harmful effects of climate change
  - **sea-level encroachment**
  - **longer growing seasons or**
  - **increased yields in some regions**
- Barriers limiting adaptation. (IPCC 2007)
  - Coordination, Government failure and political economy
  - Behavioural obstacles
  - Uncertainty of what the future holds

Ghana's response to Climate change



- Climate change week just ended in Ghana 11th – 22nd March, 2019.
- The President calling for more aggressive approach in tackling this menace.
- By putting in a lot of initiatives.

THE ROLE OF LIBRARIES

- Effective information management is key to achieving SDGs (Bradley 2012).
- International Federation of Library Associations (IFLA) advocate the use of libraries and its resources to
  - Urge stakeholders to partner with information professionals to promote this course
  - Use story telling manuals on the SDGs
  - Meet Policy makers to advocate for libraries involvement in implementing remedies

My Initiatives Work at MUCG after CPD

- **Established SDG corners**
- **SDG awareness**
  - Social media platforms
  - Debates and Quiz competitions (Collaboration with SRC and UN country office.
- **Suggested integration of SDGs in curriculum** (HODs & AP & QC)
- Work on **IR Policy** done and forwarded to Management for approval and implementation.

"Protect the Planet": How Makerere University Library can contribute towards SDG 13

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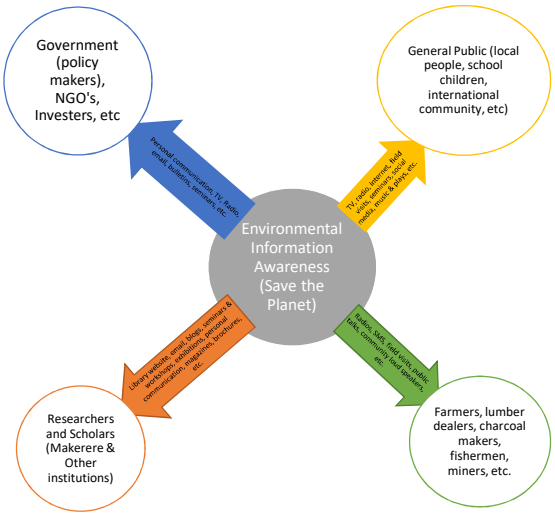
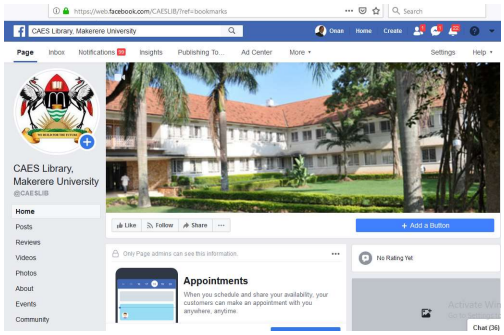
What needs to be done

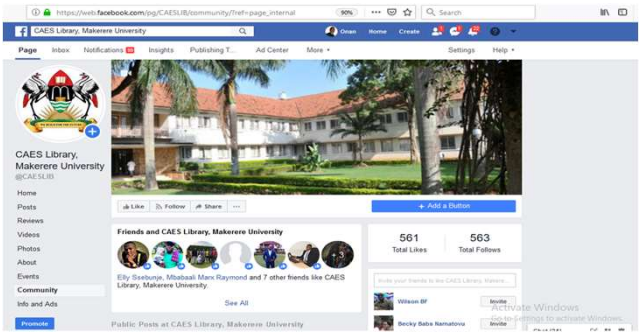
- Developing environmental information awareness strategies



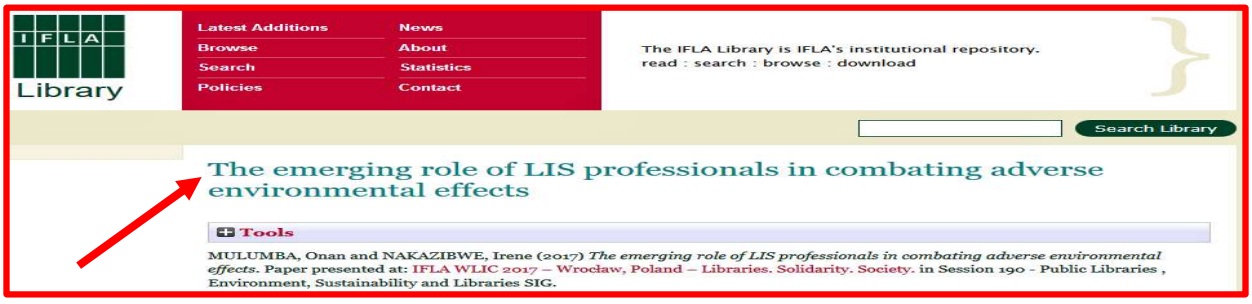
What has been done

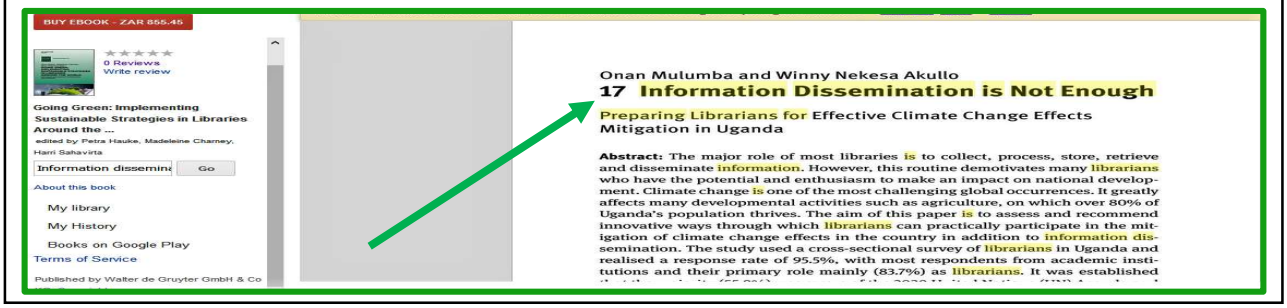
- Sensitization of the community through the social media, publications, and other platforms
- Reducing the use of paper through communication via electronic media





What has been done…





Challenges and proposed solutions

- **Limited financial and human resources to support the process**
  - Library should use more economic ways to foster the service, as well as engaging the university administration and the other stakeholders to support the campaign, financially and through other means.
- **Resistance from the community that gains from the environmental degradation activities**
  - Awareness plan should be professionally handled in a way that the community is well educated of the consequences of the environmental degradation, while providing them with information that offers alternative environmentally friendly activities.
  - The library should only create an information literate society and not to appear as though engaging in enforcement.

Challenges and proposed solutions…

- **Political resistance;** political affiliations exist in major institutional campaigns. This creates resistance to processes and activities where leaders are likely to lose popularity in their electorates.
  - The library should foster the Environmental Information awareness processes in a way that is nonpartisan, showing no interests of political gains. It should engage all stakeholders, regardless of political affiliations, religions, literacy level, economic status, and gender orientation.

Acknowledgement

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IMPLEMENTING SDG-15 (LIFE ON LAND): THE ROLE OF ACADEMIC LIBRARIES IN GHANA

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CPD Research on the role of Academic Libraries in SDG-15 in Ghana

- **Background:**
  - Ghana is resource-rich, but saddled with huge problem of sustainable management;
  - Objective of the study
  - Academic libraries can enhance SDG 15 implementation through advocacy, Knowledge Exhibitions, Promotion of the SDG 15, and by use of the media, etc.
- **Methodology:**
  - A case study approach with focus on some Academic libraries and their librarians in Ghana was adopted

Results and Conclusion of the study

- Academic libraries can identify, mobilise and disseminate to stakeholders, publications critical for SDG 15 implementation
- Challenges of inadequate funding and logistics were identified
- Weak institutional government policies
- The study recommends that by way of policy, learning about terrestrial ecosystems and biodiversity should be mainstreamed into all levels of formal academic learning

Government Initiated Projects on SDG-15 in Ghana

- Conservation of biodiversity
- The Forestry Commission (FC) introduced a programme themed "Green Ghana" with the aim of planting trees in (basic, secondary cycle and tertiary)
- "Operation Vanguard": to halt illicit small scale mining termed locally as "Galamsey" in certain parts of the country
- The "Ghana Timber Transparency Portal": to address illegalities in logging and promote trade in legal timber products in Ghana

Government Initiated Projects on SDG 15 in Ghana (Cont'd)

- "Cocoa Forest Initiative " a framework for action is assisting the government of Ghana align with national objectives and strategies for reducing deforestation in the Cocoa production belt
- Current Wildlife Protection laws in Ghana are updated to reflect international standards and the global nature of Wildlife crime
- To slow down biodiversity losses in Ghana, Forestry Commission continues to establish protected areas with the goal of conserving both species and natural systems
- The integration of environmental and gender interventions by government includes the "one district, one factory policy"

SDG-related Institutional Activities/Post-CPD Projects

- Marketing and promoting MUCG Library services through Facebook, Twitter, etc.
- Transformation of manual indexing of newspapers into a digitized format
- Organizing information Literacy training in basic searching techniques and use of Reference manager like Mendeley.
- An SDG Corner has been created in Methodist University College Library

THANK YOU!

Application of Indigenous Knowledge (IK) in South Africa

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Indigenous Knowledge Systems policy (2004)

IKS Policy

- 4Key Policy Drivers
  - ✓ Redress
  - ✓ Development services provided by Traditional Healers
  - ✓ Contribution of Indigenous Knowledge to the economy
  - ✓ Interfacing with other knowledge systems
- IKS and national systems of Education and innovation
- Stakeholders and role players
  - ✓ Private Sector-capacity building developments
  - ✓ Traditional Leaders –recognition
  - ✓ IKS Holders
  - ✓ Women in IKS

Indigenous Knowledge Systems policy (2004) Cont…

- Institutional framework
  - ✓ A National Office on IKS
  - ✓ A National Advisory Committee
- IKS funding and principles
- Relationship with other structures
  - ✓ Organizations not working directly on IKS but playing a related role:
  - ✓ Research institutions
    - NACI
    - CIPRO
  - ✓ Research Institutions
    - Science Councils (NRF, CSIR, MRC, HSRC, etc.)
    - Universities
  - ✓ IKS Trusts
    - iIKSSA
- National and international imperatives
  - ✓ Integrating IKS Policy with other national Policies.
  - ✓ Protection of IKS- in terms of intellectual property rights
  - ✓ Institutional Infrastructure- WIPO, ARIPO, OAPI
- Role of various government departments and the inter-government committee on IKS.

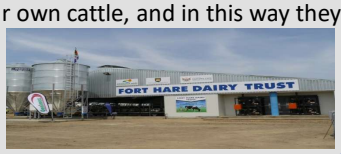
Indigenous farming practices in South Africa

- Fields and farming knowledge and skills passed on from generation to generation
- Makotopong farmers grow staple food crops such as maize and sorghum; farming is limited to the summer rainy season- similar to *Mothiba* community farm project.
- Buy seeds from local cooperative and village shops
- Use donkeys to plough fields, but those who can afford it, hire tractors
- Animal manure is the chief means to sustain soil fertility, but some use fertilizers
- There has been a decrease in crop yield over the years, but this varies with each year.
- 'Rains no longer come during their original season'

- Vuvha farmers: grow maize intercropped with groundnuts, cowpeas and bambara beans particularly fields near the rivers or wetlands and some of them also keep livestock.
- To improve organic matter status of the soil farmers plough manure and crop residues into spoil after harvesting; using hybrid seeds- using drought resistant cultivars like SNK 2147, etc.
- Not experiencing soil erosion, but vegetable farmers are farming on 'local wetlands'
- Sterkstroom: plant maize, groundnuts, and sweet-potatoes;
- Depend on rainwater and harvest by cutting tree branches and putting them across the slopes to trap water as well as to prevent soil erosion
- Tillage- oxen but also tractors

Application of IK in the University of Fort Hare

- Fort Hare University partnered with Amadlelo Agri in a project to set up a modern 900 cow commercial dairy operation
- This 200 hectare farm produces 10 000 litres of milk per day, all of which is bought by Coega Dairy.
- Collaborated on an innovative scheme whereby a group of successful commercial farmers are mentoring black farm workers to become successful farm managers and owners.
- The project is aimed at ensuring successful land reform by equipping black people with skills to manage farms.
- The project brought a successful mix of academic and commercial expertise, insuring proper and sustainable transfer of knowledge and skills.
- Once the students graduate, they receive assistance with buying their own cattle, and in this way they can start to build their own herd of dairy-producing cattle (Amadlelo, 2016).



Application of IK in South Africa

Challenges

- Linkages between IK and curriculum
- Scarcity of dedicated taxonomists
- Rapid change Uncoordinated research activities
- Knowledge hoarding
- Exploitation
- Prior informed consent considered not necessary
- Pressures of modernization and cultural homogenization
- Continued neglect of professional rights of local communities
- Very few Institutions supportive of grass-root innovations and traditional knowledge

Recommendations

- Build genuine dialogue between indigenous and scientific knowledge
- Raise awareness and dissemination
- Record and use IK in development projects
- Document IK
- Avail IK documents to perspective communities
- Observe intellectual property rights when recording
- Establish community based structures
- Improvement of agricultural extensions
- Include IK in formal curriculum
- Improve IK through research
- Strengthen ways of sharing IK
- Establishing adequate facilities
- Documentation, storage in international, regional and national archives
- Formation of more foundations like NIF which can carry grassroots level innovations ideas forward
- awareness and dissemination

Conclusion

"…its not just about woven baskets and handcraft for tourists… It is about exploring IK in :

- Traditional medicines
- Animal crop production
- Education
- Hydrological disaster management
- Combating desertification
- Coping with climate variability
- Forest consecration
- Healthcare
- Plant and genetic resources management
- Fisheries management
- Environmental management

(Dr. Catherine Odora-Hoppers)

https://www.youtube.com/watch?v=CIRucMIxwM8