

**ACCCA**

*Advancing Capacity to Support Climate Change Adaptation*



**unitar**

# Information and Communication Technology (ICT) in some ACCCA projects

The ACCCA Project & iSeeT@theKiosk



Schweizerische Eidgenossenschaft  
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# Overview of the ACCCA Project



## Who?

Local communities and scientists working together to address climate change risks and adaptation needs.

## Why?

There is a growing demand to support **effective adaptation decisions** that integrate scientific knowledge with local perspectives to address the impacts of climate variability & change and develop appropriate adaptation measures.



## How?

**Pilot actions** that focus on **risk communication** and appropriate use of **climate science** to support decision making at various scales

## Approaches?

Work with stakeholders to identify climate risks

Assess available knowledge on risks and adaptation, identify critical knowledge gaps and design activities to fill the gaps

Use stakeholder forums to identify and promote recommendations for adaptation

**Develop and share risk communication materials**



## **Risk communication using different Information and Communication Technology (ICT) techniques**

Risk communication has been a key component of the ACCCA project and developing good communication strategies, one of its best successes.

**The communication challenges were the following:**

- 1. Present complex information in locally relevant context**
- 2. Use diverse approaches to reach multiple stakeholders**
- 3. Provide relevant information that reflects both short and long-term information needs**

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# Television and radio



## Television

- The Mongolian team was invited to the **Mongolian Educational TV** and interviewed in another show benefitting from national coverage.
- In addition, **TV news** about their national workshop was broadcasted on 3 **national TV** channels.
- The team leader from Ghana did a long documentary of one of his workshop on “water-borne diseases and climate change” and was **interviewed by a regional TV** during the workshop.

*•Those two projects benefited from a wide media coverage which helped to raise awareness on climate change risks and to communicate on existing projects at a **national level***

## Radio

- In Ghana, **radio bulletins** for awareness raising on health and climate change issues were broadcasted on a rural radio in the Afram plains.
- One of the risk communication mean in India was **radio jingles** on climate change currently being broadcasted through Radio Bundelkhand, a community radio operating in Madhya Pradesh, that was the first community driven CR station to start broadcasting in India.

*The community radio allows for a **direct communication link with rural communities.***

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# Videos





# « *The Trail of a Storm Surge* » Nigeria

A 5 minute video featuring narratives of some community members on the impact of a storm surge event in September 2008 in two neighboring coastal communities.

*This video's **target** was the **decision-makers and planners** at a national and regional level. It was featured for them during workshops and at the Lagos State Climate Change Summit (March 2009).*



## **« *Heeding the Cries of the Skies* »**

# **Philippines**

This film gives a very didactic explanation of climate change, and reviews the main problematic human activities and the negative impacts of climate change.

The video was produced in English and local dialect to ensure that the target people will understand the messages conveyed in the communication materials.

<http://www.acccaproject.org/>



# « *Livelihoods under Climate Variability and Change* »

## University of Nairobi, Kenya

The communication team in Kenya produced a 25 minutes documentary to strengthen adaptive capacity of rural poor to water scarcity in Kenya's drylands . The documentary states the main adaptation challenges in the region but also features interviews from farmers on their adaptation techniques and their view on climate change.

*The 2 videos are on climate change in general and can be disseminated widely for education and capacity-building objectives.*



# « *Farmers Become Filmmakers* »

## Malawi

Through collaboration between the Red Cross and the Meteorological Services, subsistence farmers learned about climate change and how to respond to its impacts.

Then farmers learned how to operate a video camera, develop a script and make a film showing examples of the adaptation practices they have been developing. The film was shown in neighboring villages, and its effect was evaluated through surveys and video interviews.

The project shows that it is feasible for vulnerable people to make an educational film reflecting their own perspective, and that the people that watched it have learned the main messages. Thus participatory video is a suitable tool for up-scaling successful community-based adaptive measures.



## Farmers filmmakers testimonies

**Jamila Anusa:**

*“The way I’ve seen the making of this film is very good because I’ve learned about climate change exactly what it is in a way we can even teach our friends in the other villages”*

**Mustafa Sakhani:**

*“I believe that this video can teach villagers because if they can see with their own eyes will make a difference than just hearing on the radio. If they can see what is happening in other places they can learn a very big lesson.”*

<http://www.youtube.com/watch?v=2PcVn4oy3NI>



## Malawi pilot project team leader comments:

“ It shows that **people become empowered** to cope with the negative impacts of climate change, **when they have access to relevant information.**”

The project has shown that **participatory video is a very suitable tool for transferring community-based knowledge** on successful adaptive measures on climate change between vulnerable communities.

It also shows that **villagers** in developing countries can **easily learn how to make films** telling their own stories according to their local perspectives.

The Malawi experience on video-enabled adaptation to climate change has proven the **enormous potential of combining participatory methods with audiovisual technology** for formulating, implementing and disseminating climate risk management practices among vulnerable communities.”



# Mongolia

In Mongolia, a serious gap exists between science, policy and herders. In order to improve the situation, the team recorded 600 minutes of adaptation practices on the field. They then produced a video (15-20 min) was produced in order to diffuse a document on adaptive rangeland and water management practices for the study sites.

*It is shown in governmental workshops or conferences and gives opportunities for better bottom-up communication.*

*But it is also shown in local communities, since it was based on field visits and it this therefore relevant to herdsman as well.*

*This video is now an effective communication tool on adaptation actions or challenges.*

# Project Partners

The  **unitar** Climate Change Programme  
in collaboration with:



START international



Climate system Analysis Group, University  
of Cape Town



ENDA TM







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