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## Annex 1: Case studies of initiatives

This appendix contains eleven case studies of initiatives that the authors have found interesting when looking at climate change communication examples. Six examples from the CGIAR and four from the wider world were selected from a table of sixty to help amplify key issues for further discussion.

Selection of the cases was based on providing a spectrum of examples that aim to communicate climate change and climate change adaptation issues from the global level down to the local using different strategies. These range from a very linear ‘push’ model for sharing information to a much more looped social learning model. As such these examples try to cover the range of communication methodologies that appear in the Construction and Interpretation “scorecard” matrix that is highlighted in Box 3 of the Report. The Linear/Looped scores range from 1-3, where 3 is highly co-produced/co –interpreted communication and 1 represents a very linear methodology. Each of the projects in this Appendix has a Linear/Looped Score and the projects are presented in roughly this order. There is no inference in this scoring that some projects are better than others, indeed many have a similar score. Choice of the cases was also partly based on the information available from both public sources and numerous one-on-one interviews as seen in the table in annex 5.

The case studies present fairly brief descriptions of the projects rather than exhaustive detail. The purpose is to provide a snap shot from which to make some comparative assessments to stimulate further discussion on different types of issues across climate change communication methodologies and social learning. We hope these help highlight how different audiences from the global to the local, from climate researchers to farmers - are reached using approaches that vary from linear style ‘push’ of information to looped-learning. We recognise that CCAFS staff will have more detailed knowledge of particular CGIAR initiatives than the authors but hope that the overall presentations are good reflection of their key characteristics.

## Case Study 1 - Index based livestock insurance

Index-based livestock insurance (IBLI) products represent a promising and exciting innovation that could allow the benefits of insurance to protect the climate-related risks that vulnerable rural smallholder farmers and livestock keepers face. An interactive "game" workshop to explain index based livestock insurance to pastoralists was used to raise awareness of insurance and to allow for feedback in to the design of product itself. New iterations of the game have also evolved from this feedback.

### Lead institution: ILRI

The International Livestock Research Institute (ILRI) works with partners to help poor people keep their farm animals alive and productive, increase and sustain their livestock and farm productivity and find profitable markets for their animal products.

### Climate communication aims

The communication aims of this project are specifically to get pastoralists to better understand how carbon markets work. This has been attempted by developing a game, which the project hopes will make the learning process easier and help with group engagement and learning.

*Fit with categorical considerations for climate communication (see Table 1)*

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation

### Communications/social learning characteristics

ILRI is trying to set up a new market for livestock insurance that can be used by pastoralists. The concepts and the way the insurance works are quite complex. To bring this to the community level required something interactive and ILRI used a game – the rules of which are quite complex, but the idea being to build capacity to understand and discuss not only insurance but give some level of input as to how such an insurance product would better work for them. The game was originally designed in a linear manner but there has been (likely single loop) learning on what works better – and the game has been adapted. Interest and discussion among pastoralists appears high. To meet the challenge of labour intensive workshops, scale and demand, ILRI are looking to use a computerised version of the game. It is unclear whether this will require initial capacity building in workshops, and remains to be seen how popular a computerised version will be or how widely it can be shared.

Linear/Looped scorecard: 1/3

### Audience

The principle audience are pastoralists in northern Kenya but there is some degree of interaction with finance institutions. It is hoped this approach can be used more broadly if deemed successful in Kenya.

*Getting research into use* (how this case study does or does not contribute to that)

This is a good example of linking a mainly formal private sector product – insurance – to informal sector pastoralists by acting as a knowledge broker. On one side the reputation of ILRI and their engagement with pastoralists holds some weight with finance institutions who also need educating on the needs of pastoralists, their willingness to pay and levels of demand to create a viable market. On the other side the pastoralists who have very little knowledge of insurance and what it can do for them but very high tacit knowledge of risk and possible livestock shock scenarios. By providing a catalyst to this exchange both sides have gained considerable knowledge and developed a fruitful relationship.

*Evolution of the project* (how has the project evolved or developed if known)

The project started in 2008, partly as a way to explain IBLI's role but it has also provided a vehicle to generate insights into how people may respond to the presence of livestock insurance. The next phase of the project is looking at computerising the game.

### **Challenges and questions**

- How to learn from this type of approach to develop “games” and other tools in a more participative manner in the future. CCAFS is currently looking at how to use gaming in more innovative ways.
- How to scale (and assess merits of computerised version of the game). How this model be transferred to other pastoral contexts or indeed as an example of how to develop other formal/informal sector partnerships.
- How to integrate use of this tool (and the access to this type of financial service) with other adaptation strategies
- As pastoralists become more sophisticated in their understanding of climate change and adaptation issues, can they be facilitated to develop and adapt their own tools to communicate these with other groups
- How could the learning from IBLI, and the experience of those who have purchased the insurance, on how the process of their relationship developed, best be shared more widely?

### **Take aways**

It would be interesting to ask the groups involved whether different communication methodologies were needed to build trust in this new kind of relationship. For example, was it just the game that helps provide the connecting bridge between the two parties or was there a more complex range of communications activities/processes used to facilitate this. Understanding the nature of this process will help determine to what extent a computerised version of the game would facilitate good understanding by itself.

*CCAFS theme:* This initiative fits broadly under theme 2 (managing climate risk) and theme 4.

### **Links**

Livestock insurance summary <http://livestockinsurance.wordpress.com/>

Detailed project report

[http://mahider.ilri.org/bitstream/handle/10568/778/IBLI\\_ExplainingIndex.pdf?sequence=1](http://mahider.ilri.org/bitstream/handle/10568/778/IBLI_ExplainingIndex.pdf?sequence=1)

## Case Study 2 - HEDON, the Household Energy Network

A website that informs and empowers practices on household energy, by addressing knowledge gaps, facilitating partnerships and fostering information sharing. The website tries to be a place where practitioners, policy-makers, funders, and business-owners actively pursue a cleaner, affordable and more efficient household energy sector. They share their experiences, learn from one another, and create new knowledge. The HEDON web-portal has discussion forums, wiki-pages on household related energy services (focused on renewable energy), as well as a single repository for blogs, resources, data on renewable projects, and a collection of contact members.

### Climate communication aims

This projects aims to bring together interest groups on household energy solutions for the poor. It combines an online membership directory with a regular discussion forums, newsletters, and articles. Some offline-online bridging has been fostered with HEDON encouraging local interest group discussions followed by online report back and follow-up.

Fit with categorical considerations for climate communication (see Table 1)

Inform and educate individuals about climate change - Inform on possible solutions; inform on mitigation practices; inform on risk management; inform on adaptation practices; inform on political/policy responses

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation

*Lead organisation:* Practical Action; Engineers Without Borders UK; GVEP International; Shell Foundation; IIED; ECO Ltd

HEDON evolved out of an identified gap by a number of organisations (see evolution below).

### Communications/social learning characteristics

Discussion topics that appear on the website and in issues of *Boiling Point*, the networks' publication, are generally selected by one or more of the core support organisations. However other members of the network are encouraged to submit general articles also for publication in *Boiling Point* and to create their own interest group networks. The construction of the project is largely linear with elements of single-looped learning between core participants of the network in their discussions on what should be presented in forthcoming material. Core network members also work to encourage the wider network to generate new interest topics. HEDON also encourages online discussion on particular topics as well as hosting local physical meetings. These meetings assist social learning by encouraging debate on particular interest topics – for example learning from indoor air-pollution and stove use.

Linear/Looped scorecard: 1/3

### Audience

HEDON attracts a mixture of larger development organisations (including donors) and local practitioners. Many of the local members do not have online access and their contact point with HEDON is through print copies of *Boiling Point* and feedback letters. There is no clear strategy on audience mix or in attracting or keeping audiences. *Boiling Point* has developed

an audience over many years and HEDON has provided a vehicle to create more of a community of practice building on that history.

*Getting research into use* (how this case study does or does not contribute to that)

Boiling Point (and HEDON) is aimed at practitioners. Authors are encouraged to use language and illustrations that are friendly to these audiences. The online discussion forums also facilitate learning within these audiences but are clearly restricted to those who have online access, and a good understanding of English. Articles are also formulated around interviews with “experts” on how to solve real world problems. While there is informal anecdotal feedback little has been done to really monitor or evaluate how much of the “practical” content has been used in practice as a result of HEDON.

*Evolution of the project* (how has the project evolved or developed if known)

This is the first website of its kind to focus on household energy issues for the poorest. HEDON was born out of a gap identified by Practical Action and others who saw the need for comprehensive access to information on household energy. Practical Action also saw this as a natural home for their publication *Boiling Point* ensuring that it became the heart of a network rather than just a pdf publication.

### **Challenges and questions**

- Audiences could be targeted better, getting better feedback and interaction with different interest groups on what content would be useful to them e.g. UNDP and the smallest NGO are all “members” of HEDON. How can these groups’ needs be better served and more group/topic specific interactions and learning be fostered? How does such a network work across different levels?
- Better understanding what is being accessed through HEDON and then used on the ground and how successful different communication mechanisms are with different groups (e.g. the local discussion groups)
- HEDON tends to focus on carbon emissions and associated technologies – generally topics that the core organisations are working on. Is there scope for more strategic topic setting by including priorities from a wider audience, particularly issues raised by communities?
- HEDON runs on a shoe-string and does not have much resource to adapt the website and put time in to helping grow networks
- Many other networks and portals have been set up which overlap or are essentially the same as HEDON e.g. Low Carbon Energy for Development network. Why are networks not networking? Why is there so much re-invention of portals – a wish for “own branding” and control?

### **Take aways**

The HEDON portal idea raises familiar questions about the purpose and to what extent it is a supply or demand driven project. How can a website change behaviour? Even the engagement activities are around information already there rather than ideas coming from community. What is the difference between an information website and a learning network?

*CCAFS theme:* As a household energy initiative the links to climate change fit broadly under theme 3, pro-poor mitigation.

**Links**

HEDON website <http://www.hedon.info>

## Case Study 3 - Global Futures

Global Futures aims to improve the capacity of the CGIAR centres to evaluate and prioritise research investments, and to support the decision-making of international development partners and national policymakers by giving those who work in agricultural development the kinds of information they need to make the best decisions to support small farmers so they can boost their yields, increase their income, and develop a better understanding of how to adapt to climate change.

Lead institution: IFPRI

IFPRI's mission focuses on identifying and analysing alternative international, national, and local policies in support of improved food security and nutrition, emphasizing low-income countries, poor people and the sound management of the natural resource base. Key areas of priority that support agriculture are; contributing to capacity strengthening of people and institutions in developing countries that conduct research on food, agriculture, and nutrition policies; and actively engaging in policy communications, making research results available to all those in a position to apply or use them, and carrying out dialogues with those users to link research and policy action.

### Climate communication aims

The communication aims of this project are to help policy makers better understand climate impacts through visual modelling and scenarios. Feedback from policy makers is shared with the modellers for new iterations. IFRI have a specific focus on modelling climate change impacts on agricultural crops and shape their scenarios around this. Different variables are introduced to the model like trade and openness.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on science (including level of consensus and magnitude of the problem); inform on causes; inform on current and potential impacts; Inform on possible solutions

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation

### Communications/social learning characteristics

Global Futures is an amalgamation of a number of different tools and projects that has ambitions to reach out beyond researchers to policy makers and eventually to farmers. The initiative takes a number of climate modelling tools that have been developed by IFPRI and others and is experimenting how these tools can be combined to better engage with policy and practice.

**Tool 1 – IMPACT** (International Model for Policy Analysis of Agricultural Commodities and Trade) a software based economic model that projects the future production, consumption, and trade of key agricultural commodities, and can assess the effects of climate change, water availability and other major trends. Started in the 1990's looking at a few commodities across a few regions, it evolved to the current version which has 40 commodities across 115 national areas and 281 food production units. It is also being ported to a lighter web-based version.



**Tool 2 – D-SAT** – A tool developed by the University of Florida that models crop yields with respect to changed environmental conditions. This has been integrated/combined with the IMPACT tool to produce a wider set of available variables for modelling.

**Tool 3 – Food security CASE maps** are interactive web based Climate, Agriculture, and Socio-Economic Maps that present IFPRI’s latest research on the future of food security, farming, and climate change to 2050.

The principle idea behind Global Futures is to provide all the right kinds of information to support small farmers so that they can boost their yields, increase incomes and build better lives. This is essentially a top down, information supply mechanism on a global scale which can be tailored (using the ICT tools) to regional areas. It is an example of a “push” project which has elements of “pull” by holding workshops and dialogues with policy makers, where data is presented and discussed in a regional context using visually appealing formats. While there have been good attempts at bringing findings and dialogue to farmer communities it is not clear that the datasets or research agenda has been built through an assessment of farmer’s needs and their adaptation to difficult environments. Although this project is engaging at national policy level and has aspirations to reach community level, it does not demonstrate what we are calling “triple loop learning”.

Linear/Looped scorecard: 1/3

### **Audience**

Global Futures states that it aims to benefit small farmers, providing them with information so that they can make better decisions to boost yields and improve livelihoods (the assumption here is that increased yields automatically assume improved livelihoods). There is also a research and policy audience as part of the chain of support for farmers and it appears that policy makers, rather than farmers, are currently the main target. The theory of change assumes there will be spill-down from the national level to farmers. IFPRI have aspirations to target farmers more directly but it is not clear how the farmers will receive this information as much of it is presented through an online platform and would need some interpretation for context and use of local language.

*Getting research into use* (how this case study does or does not contribute to that)

Global Futures represents a good example of one of the key challenges faced by CGIAR centres and CCAFS. It is a challenge faced by similarly large, sophisticated, and well-resourced scientific/technical institutions. Researching, gathering and collating sophisticated & comparative datasets that can stand up to rigorous comparison the world over can end up by providing “lowest common denominator” information at the local level because it lacks context, and no easily accessible means of interpreting the data. The scenarios workshops however are an encouraging way to bring this information, more visually, in to a dialogue setting. The challenge is how to bring this to the local level (at scale) and create learning loops that impact the model itself by building in local learning and context.

*Evolution of the project* (how has the project evolved or developed if known)

IFPRI has evolved these tools from focusing more on climate change researchers (IMPACT) to also engage more with policy makers (CASE maps). The Global Futures initiative has held

a number of workshops in East Africa testing out a participatory “scenarios building” exercise which maps out different futures scenarios based on different start conditions e.g. good transport/bad transport, open markets/protected markets to allow more nuanced discussion based on numbers that can be made visual for easier interpretation .e.g. what would a 10% increase in trade barriers due to farmer costs and hence consumer prices? What would be resultant impacts on demand taking in to account modelled climate change impacts.

### **Challenges and questions**

- How to scale up use of IPRI tools and approaches – train trainers so workshops and tools can be used more widely.
- How to make these tools useful at the local level – for example produce understandable snapshots of how particular crop yields maps vary across borders and watersheds to build climate change and adaptation awareness at the local level
- How to bring in local data and knowledge to increase loop learning. Can this be done whilst keeping the datasets comparative at the global level?
- How to integrate these kinds of tools and approaches to the wider CGIAR (and other) strategies on maximizing their use in the real world for different audiences

### **Take aways**

It is interesting to note how the evolution of this initiative has developed from fairly straight forward scenario modelling to encouraging new potential for working more closely with local policy makers and communities. The lessons to be learned here are to assess the degree of adaptability of the model to ensure they can provide the basis for more of a shared learning model. Further scrutiny might be beneficial on the assumptions that reaching policy makers will filter to the local level or in what ways it is assumed it might do that. What approaches would make this more likely, and how to scale to reach the local level?

*CCAFS theme:* This initiative fits broadly under theme 2 and also engages with theme 4, particularly with supporting decision makers.

### **Links**

Global Futures <http://www.ifpri.org/pressrelease/global-futures>  
<http://globalfuturesproject.com/>

Food security CASE maps <http://www.ifpri.org/book-775/ourwork/researcharea/climate-change/case-maps>

## Case Study 4 - ELLA (Evidence and Lessons from Latin America)

ELLA supports the collation, synthesis, exchange, and dissemination of knowledge from across the Latin American continent on issues of emerging interest - such as technologies for climate change, productive chains for farm goods, health and nutrition services, and closing the "urban divide" - based on research and practical examples. It also encourages learning between Latin American, African and South Asian countries based on Latin American examples, providing a networking platform for organisations and individuals to link to Latin America. It is believed that there is much to be learnt from the history of policies and interventions in Latin America that would be useful and relevant for Africa and South Asia

Lead institution: Practical Action Consulting. ELLA is managed by a consortium of Southern and Northern based development research and practice organisations. The Latin America regional office of Practical Action Consulting (PAC), based in Lima, Peru, leads ELLA management. A network of three Latin American Regional Centres of Expertise produces the ELLA knowledge materials and leads the Learning Alliances: GRADE, a think tank based in Peru, leads on economic issues; SSN Brazil, a research and practice organisation based in Rio de Janeiro, leads on environmental issues – with support from IIED-AL, Argentina; Fundar, a research and advocacy organisation based in Mexico, leads on governance issues.

### Climate communication aims

The communication aims of the project are to communicate and learn from experience in Latin America on climate change impacts and adaptation and other “in demand” topics to a wide range of groups. The online portal is a presentation layer for synthesis and learning that is going on behind the scenes. Offline, the next phase of the project has introduced “learning alliances” for specific themes, which aim to connect the online with the offline world.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on causes; inform on current and potential impacts; Inform on possible solutions; inform on adaptation practices

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages ‘forward-learning’/adaptation; encourage action which helps people to adapt or reduce their vulnerability and/or exposure

Bring about changes in social norms and cultural values - influencing on climate “smart” or “resilient” thinking/planning

### Communications/social learning characteristics

ELLA aims to synthesise knowledge of Latin American countries’ recent experience on more than 20 policy and practice issues in economic development, environmental management and governance. Some experiences are innovative, others are tried and tested. Themes have been chosen on the basis of topicality, likely demand and known contributions from Latin American countries.

ELLA works with policy makers and practitioners through several ‘centres of excellence’ in Latin America to bring this material together. Much of the output is written and is web-based. The website is in English with some basic Google Translate filters to translate pages in

to Spanish, Portuguese and French – although most of the synthesis reports are in English only. This is likely to be a limiting factor when trying to reach some audiences.

Taking the website on its own, this is mainly a portal to collect information and “push” it to different audiences. However the material itself has been synthesised and developed with some level of collaboration. Additionally in 2012 ELLA will also strengthen the knowledge networks linking Latin America with Africa and Asia – through support for the exchange of knowledge and collaboration on a core set of policy issues of common interest to researchers and networkers across the three continents. Both virtual and face-to-face collaboration will be used to support networking, exploiting the latest in web 2.0 technologies, supported by learning alliances and extensive knowledge-sharing activities.

This wider attempt at sharing and discussing knowledge represents a more looped form of learning and is quite ambitious in scale. It remains to be seen how effective this will be in practice and how the learning from these “learning alliance” network events will be shared interactively with wider audiences.

Linear/Looped scorecard: 2/3

### **Audience**

The content of the programme as stated is structured around emerging policy issues: in particular those where there is a demand for lessons from Latin America, and that address policy concerns for policy makers, practitioners and researchers in the development community across Africa and Asia. Reaching these audiences in earnest is likely to be largely dependent on the networks that the lead organisations are helping to establish as well as the face to face lobbying meetings that ELLA plans beginning in 2012.

*Getting research into use* (how this case study does or does not contribute to that)

Collations and syntheses of the research evidence from Latin America are rarely available, links to Latin America policy researchers can be weak, and Latin American evidence can lack the contextualisation that makes it useful. ELLA aims to gather information and synthesise it – bringing important lessons learned from success and failure in the Latin American context to wider audiences. As such this is not new research but presenting it differently to make it more accessible. The lack of multi-language is one continuing barrier to this, and the web portal on its own is unlikely to meet the ambitions of the project. However the construction/synthesis of this information appears to have generated new regional audience interest and the learning alliance network meetings in 2012 may improve wider uptake of climate science and adaptation learning.

*Evolution of the project* (how has the project evolved or developed if known)

ELLA was launched in 2010 and the online portal established. Work in thinking through how to develop the online network to encourage wider participation and engagement is being discussed. The Learning alliance networks on a number of themes, including climate change adaptation, will start in 2012. These will combine online meetings, discussion groups etc with physical meetings.

### **Challenges and questions**

- The web portal has a private network member section, but based on what is publically accessible there is little interaction between people visiting the website. The relationship between member portals and open access portals raise a question on how interaction and shared learning be improved.
- The ELLA platform tries to share information across numerous topics. It has focussed some effort in developing knowledge themes and building ‘learning alliances’. This is another example of a project developing an offline and online methodology. Monitoring the progress of this relationship will provide some useful insights on how this can be achieved.
- Learning alliances which combine virtual online learning with physical engagements show promise for improved social learning. How can this scale beyond the resource of the project itself and extend close to shared learning at community or alliance level?

### **Take aways**

The ambition for this project is considerable and is designed around one project facilitating learning across continents – either through the portal or through the learning alliances. A remaining challenge is how can successful learning take place over such a wide ranging global interests and agendas? Latin America learning with Asia, Africa learning with Latin America and so on.

*CCAFS theme:* This initiative fits across all the CCAFS themes but more specifically under theme 4.

### **Links**

<http://ella.practicalaction.org>

## Case Study 5 - Africa Adapt

**Africa Adapt** is an online/offline knowledge sharing platform that was designed to share local African knowledge and experience on climate change. It was set up after a scoping of partners, through a number of regional forums in Africa, to discuss the idea of a knowledge hub and to identify what was needed and who best could develop and run it. Phase 1 was launched in 2008 by IDS with partners ENDA, FARA and ICPAC. In 2011 there was an evaluation of what has worked and not worked and re-launch with IDS stepping back to a capacity support role and the partnership being devolved to lead partner ENDA to ensure implementation.

**Lead institution: ENDA, FARA, ICPAC and IDS**

### Climate communications aims

The communication aims of the project are fourfold:

- To increase inclusion and raise visibility of African knowledge on climate change
- To facilitate flows of information on climate change in Africa
- To broker relationships between different communities of practice
- To add value to the culture of how we share knowledge

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on causes; inform on current and potential impacts; Inform on possible solutions; inform on adaptation practices

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation; encourage action which helps people to adapt or reduce their vulnerability and/or exposure

Bring about changes in social norms and cultural values - - Influencing values through early education; influencing on climate "smart" or "resilient" thinking/planning

### Communications/social learning characteristics

Africa Adapt is managing to achieve, in part what other web-based initiatives often fail to achieve, a good balance in terms of engagement and the potential for social learning. Right from the beginning during the initial scoping phase the project team was careful to assess needs and to identify what kind of knowledge sharing and engagement would be possible and relevant. It has made deliberate attempts to build up and strengthen the online presence and the offline presence.

Online it provides a wealth of information presented in a number of different formats – for example film, web photo albums, online discussion groups, as well as thematic browsing of projects. Although its presentation of information requires the user to spend some time looking through the collection rather than sourcing information immediately, the counter balance is that this has been done to ensure that a full range of voices, types of knowledge and information are representative of a wide group of stakeholders.

Offline the project has worked hard to resource knowledge sharing officers in country partner officers who have developed the offline engagement work. This includes activities, like

“Meet and Greet” where staff set up fairly impromptu meetings to discuss particular issues or visit a particular village to share experiences. These events are then shared on the website by film

It is felt that one of the reasons for this growing success is that there is a strong culture of reflection and learning within the project team itself and regular meetings and discussions on what Africa Adapt’s USP is and how it fits with the range of other climate change information and networking projects take place. This has helped to keep the focus and really look where engagement works and where it does not. This kind of project is expensive but knowing where you add value helps to justify the support.

Linear/Looped scorecard: 2/3

### **Audience**

It was originally intended to speak to policy makers and others working in climate change adaptation in Africa and elsewhere. It considers that the audience that has responded the most to this format has been practitioners or those working one step away from communities. It is not so much of a recognised tool for policy makers.

### **Getting research into use** (how this case study does or does not contribute to that)

Africa Adapt is an attempt at getting local and global climate change knowledge discussed more widely and that knowledge put in to practice. As part of the monitoring and evaluation of the approaches Africa Adapt has taken in getting research in to practice, they carried out interviews to assess where people in the network had seen real world behaviour change: “stories of change”. The stories of change help to act as supporting evidence and demonstrate a number of uses of material from the Africa Adapt website that communities have used as teaching aids or opportunities for learning.

### **Evolution of the project** (how has the project evolved or developed if known)

The project has put in mechanisms to help learn what is working well – for example the stories of change process mentioned above. The phase one project evaluation also encouraged a re-think on how to integrate the online and offline activities. One outcome was a decision to take more time to have online discussions using DGroups to bring the physical network and communities of practice together virtually. This emphasis on trying to build up further engagement and learning is well on its ways to providing a good platform for increased social learning.

### **Challenges and questions**

- A key challenge is how to resource a really effective online and offline project of this kind. It is expensive and needs good personnel with the right skills sets to keep the network alive and generate enthusiasm for sharing information
- Questions around how to support and develop the network further in a way that encourages members to take collective responsibility and leadership for keeping the platform going without relying too heavily on the implementing partners

- How to integrate fully offline and online activities without them being two independent tracks remains an interesting challenge. Similar projects are taking different routes to this alignment and some further analysis of this would be revealing.

### **Take aways**

How do you ensure that effective bridges are built between communities of practice engaging through different platforms? What feedback loops can carry online contributions offline, and vice-versa, particularly when each approach is engaging different types of stakeholders?  
How to address the deep language divides in Africa to enable communication and sharing?

**CCAFS theme:** This initiative broadly fits with CCAFS themes one and two, Adaptation to progressive Climate Change, and adaptation through Managing Climate Risk. It also demonstrates elements of theme 4.

### **Links**

Africa Adapt website <http://www.africa-adapt.net/>



## Case Study 6 - Communicating Carbon

Communicating Carbon is a workshop approach which brought together carbon project practitioners who are already working closely with farmers to discuss how to better communicate the concept, risks, and benefits of carbon initiatives aimed at smallholders – based around the principle of Free, Prior and Informed Consent (FPIC). These practitioners act as “brokers” between carbon buyers and farmers who may have the means to plant more trees or sequester more carbon in the soil to help offset emissions. Developing better communication tools and approaches is a way to ensure FPIC in carbon projects.

Institution: World Agroforestry Centre, CCAFS (led)

The World Agroforestry Centre works towards more productive, diversified, integrated and intensified trees and agroforestry systems that provide livelihood and environmental benefits.

### Climate communication aims

The communication aims of workshop were to pool knowledge of practitioners on communication approaches to carbon sequestration and to promote social learning between practitioners so as they can improve their communication and learning approaches with farmers.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on carbon sequestration

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation (risks/benefits of carbon markets)

### Communications/social learning characteristics

The workshop was an interactive discussion of best approaches to improving communication on the concept and issues around carbon initiatives aimed at smallholders. The process focused on the principle of FPIC of the smallholders and exchanged ideas, tools, and approaches on how to raise awareness of smallholders on sequestration and carbon credit schemes. The workshop approach demonstrates an element of social learning by refining tools and approaches collectively and developing a toolkit as a shared output. The resulting policy brief/toolkit, although widely shared through the CCAFS website, has not yet provided the basis for repeat discussion and feedback that would lead to a more truly representative looped learning model i.e. have practitioners continued to learn together on the effectiveness of what is laid out in the workshop toolkit after the workshop testing out with communities what has worked best in a particular context. In a repeat exercise could communities be involved in agenda setting for these higher level processes? At this stage it looks like the workshop is a one off rather than a systematic approach to improving communication on this topic but there is interesting potential for this to change if there is further interest within CGIAR and elsewhere.

Linear/Looped scorecard: 2/3

## **Audience**

The direct audience at the workshop was mainly practitioners interested in better communicating issues of carbon sequestration and carbon offset initiatives more effectively with smallholders.

*Getting research into use* (how this case study does or does not contribute to that)

This is more about getting communication tools and approaches discussed and their effectiveness analysed. The second logical stage would be to take this toolkit and work with communities to better understand if it is the right approach.

*Evolution of the project* (how has the project evolved or developed if known)

All participants have been working in East Africa, and are good contacts of CCAFS. There are lots of projects coming up that focus on carbon markets (particularly in Kenya) and not much has been done on communicating carbon markets at grass roots level – hence CCAFS saw an opportunity for a workshop to foster learning on communicating carbon markets. Developing a successful looped learning model using more of this methodology could be something that CCAFS can facilitate.

## **Challenges and questions**

- How can we better connect the climate researchers in to these processes? Is that even appropriate? Common view from the research side is that there isn't yet enough evidence on the science of sequestration, yet sequestration communication at community level is going on. “We should first ‘figure out carbon’, then think about ‘communicating carbon’”.
- How can communities be more directly involved in shaping these types of communication learning events?
- How is communicating carbon being disseminated – it’s a paper that “is out” there but how is it being communicated? Is there value for this workshop approach to be repeated elsewhere – i.e. more value (and social learning) in participating than in using the policy brief as a “tool”?
- Measuring and monitoring impact of brief and of workshop itself. No follow up with participants themselves has been done. What value has this added to their practice? How do they value the workshop process in terms of learning compared to picking up the briefing paper as a tool?

## **Take aways**

There are some interesting lessons learned here on how to communicate and share information with communities. Good briefing produced by World Agroforestry Centre on this and FPIC. How can this process be monitored for effectiveness and iterated through more stages of learning? Would that be useful? Can the approach be used for other climate communication topics and how can it demonstrated as important within CGIAR?

*CCAFS theme:* This initiative fits broadly under Theme 3: Pro-poor Climate Change Mitigation, as well as theme 4.

## **Links**

Communicating Carbon <http://ccafs.cgiar.org/our-work/research-themes/integration-decision-making/linking-knowledge-action/communicating-carbon>

Full workshop policy brief [http://ccafs.cgiar.org/sites/default/files/assets/docs/icraf-comms\\_carbon\\_pb.pdf](http://ccafs.cgiar.org/sites/default/files/assets/docs/icraf-comms_carbon_pb.pdf)

## Case Study 7 - Coffee under pressure

The International Center for Tropical Agriculture (CIAT) is working with Catholic Relief Services (CRS) CAFE Livelihoods programme to help gather data and run workshops with coffee producing communities to better understand effects of climate change on coffee and facilitate adaptation strategies.

Lead institution: CIAT with CRS

CIAT is an agricultural research institution. It focuses on scientific solutions to hunger in the tropics, believing that eco-efficient agriculture—developing sustainable methods of food production—is the best way to eradicate hunger and improve livelihoods in the region. CIAT is also about partnerships and works together with likeminded organizations to enhance impact.

### Climate communication aims

The communications aims of the project are to share knowledge on climate change impacts relevant to coffee producers in such a way as to foster interest, trust, and build local adaptive strategies.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on science (including level of consensus and magnitude of the problem); inform on causes; inform on current and potential impacts; Inform on possible solutions

Achieve some type and level of social engagement/action - encourage action which helps people to adapt or reduce their vulnerability and/or exposure; encourage action/behavior that encourages 'forward-learning'/adaptation

Bring about changes in social norms and cultural values - - Influencing values through early education

### Communications/social learning characteristics

CIAT have formed a partnership with CRS to better reach the community level. They have been running workshops with CRS to raise awareness of climate change and discuss adaptation strategies specifically around coffee resilience, using their modelling software as a support tool. Climate change and resilience issues have been introduced by ensuring a context that is of interest to farmers – one of improving their livelihoods and coffee growing strategies – and building dialogue and awareness from this initial interest. This is an example of a push/pull project where awareness raising (push) has been done through livelihood aspects of interest to farmers (pull). Information has been well received – and there is evidence of fledgling double loop learning where CIAT/CRS has learned how to better foster interest in climate change and then react better to subsequent demands on information types. As a result of the process, farmers themselves have also been involved in discourses as to how to better communicate climate change and coffee adaptation issues to peers.

CIAT is also using a web-based tool called Cropster to encourage exchanges on climate change issues. Cropster is an existing tool developed by CIAT and others to bring together different stakeholders in the coffee supply chain in order to get the chain working better and

support smallholder groups. The idea is that farmers are using this anyway so it can act as an existing platform on which to add discussion on climate change issues related to coffee, however, this tool is web-based and only in English, which would exclude a significant number of farmers in the Central American region.

CIAT/CRS have also identified issues of scaling for this workshop-based model because of the amount of resource it requires (even given the CRS local network). To try to scale further they have been engaging in training sessions with agricultural extension service workers as to how to integrate this methodology in to their own work. Results have been mixed.

Linear/Looped scorecard: 2/3

### **Audience**

Coffee Under Pressure targets smallholder coffee farmers in Central America and Mexico with the aim of helping adapt to the impacts of climate change. Farmers are certainly being reached with this initiative and awareness of climate change and impacts on coffee crops made “real” to farmers. Working with the CRS network which is locally embedded has helped with this engagement process.

*Getting research into use* (how this case study does or does not contribute to that)

This is a good example of an attempt to engage at some scale at the community level, with research tools being brought down to the community and presented in a context that appears relevant to local groups.

*Evolution of the project* (how has the project evolved or developed if known)

CIAT have increasingly sophisticated tools for mapping the effects of climate change on crops. However these tools have not been so well used outside of the research sphere. CIAT wanted to provide a context for ensuring its research and analysis would be more relevant for users at the local level. Hence quality and quantity of coffee was perceived as something farmers would be interested in.

### **Challenges and questions**

- Scaling – the design of the project included thinking on scaling, however efforts to bring to scale have met with limited success. What other avenues can be explored for this resource intensive activity?
- Facilitating changes in practice - how can the project integrate communication of information with resources for action? e.g. planting new strains
- Linking more closely with wider adaptation considerations – can this very coffee specific initiative link with other adaptation communication efforts to provide more comprehensive strategies and communication approaches to adaptation?

### **Take aways**

A key way into the adaptation and climate change discussion with this group is through a discussion of the immediate demands of their livelihood and what is happening in the short term is even more key. So discussion has to come from that direction first. What can we learn here for the design and implementation of other projects?

*CCAFS theme:* This initiative fits broadly under theme 1 and theme 4

**Links**

Coffee under Pressure <http://ongoing-research.cgiar.org/factsheets/coffee-under-pressure-cup-adapting-to-climate-change-in-mesoamerica/>

## Case Study 8 - Climate analogues

“*Climate Analogues: Finding Tomorrow’s Agriculture Today*” is an effort by CCAFS to make climate change adaptation a more tangible endeavour by encouraging the exchange of knowledge between communities. The idea is that the “analogues tool” helps to identify geographic areas where growing conditions today mirror future climates. Then to promote exchanges between the communities living in these areas so that learning can take place on agriculture practices that work well in those “future” climates and encourage discussion on how these practices can be adapted to local context to cope with potentially dramatic shifts in growing conditions over time.

Lead institution: CIAT and CCAFS

CIAT is an agricultural research institution. It focus on scientific solutions to hunger in the tropics, believing that eco-efficient agriculture—developing sustainable methods of food production—is the best way to eradicate hunger and improve livelihoods in the region. CIAT is also about partnerships and works together with likeminded organizations to enhance impact.

### Climate communication aims

The communications aims are to promote learning by interacting with peer groups and “seeing” what works. Dialogue how adaptive strategies can be used in the local context are also facilitated.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on science (including level of consensus and magnitude of the problem); inform on causes; inform on current and potential impacts; Inform on possible solutions

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages ‘forward-learning’/adaptation; Encourage action which helps people to adapt or reduce their vulnerability and/or exposure

Bring about changes in social norms and cultural values - influencing values through early education; influencing values through pervasive modelling; influencing on climate “smart” or “resilient” thinking/planning

### Communications/social learning characteristics

Initially developed as a software tool (now with a web version), the idea is to make climate change more tangible by comparing similar geographic areas to those where a particular user lives and to demonstrate what their situation might look like in 30 years. Although an innovative idea, this is a top down information supply mechanism. In 2012, climate analogues plans to launch a second phase, where farmer exchanges are conducted between geographic locations. The goal is to build an inventory of local knowledge from around the world for regions that face similar challenges, and for those who take part in visit exchanges to learn and understand what adaptation options might be possible for them to adopt. If successful this has potential to develop into more of a triple loop social learning exercise where farmers learn

from each other, implement changes and this in turn affects how exchanges and the “analogue tools” themselves are re-designed – bringing in local knowledge.

Linear/Looped scorecard: 2/3

### **Audience**

Policy makers, farmers and other local stakeholders in particular areas are they key targets.

*Getting research into use* (how this case study does or does not contribute to that)

This is a good example of a project with potential. Research has started off in relative isolation and it has been recognised that it needs to be brought closer to target audiences. This has initially been done in a fairly top down and linear way, but there is potential for this to change with the forthcoming farmer exchanges.

*Evolution of the project* (how has the project evolved or developed if known)

The web-based tool was first released in 2011, and the exchanges are planned for 2012.

### **Challenges and questions**

- How to ensure that the following claims of the project “that the analogues tool is rooted in the basic notion that for centuries farmers have been innovating and adapting in response to shifting conditions, providing a rich source of information on how agricultural systems can adapt to climate change” is reflected in the way the tool evolves itself – i.e. continuing to build on that local knowledge and building strong social learning into the tool and process.
- Follow up after the knowledge exchange, what processes are in place to assist farmers in implementing new adaptation options, how can behaviour change being tracked to see if this process is really useful?
- Exchange visits are resource intensive. How can this be replicated across large areas? What level of exchange is necessary? What added value do they bring?

### **Take aways**

This project offers some very interesting opportunities for exploring social learning. The models provide a good basis for discussion and shared development of ideas.

*CCAFS theme:* This initiative fits broadly under themes 1 and 2.

### **Links**

Description of climate analogues <http://gismap.ciat.cgiar.org/Analogues/>

Information on the tool [http://dapa.ciat.cgiar.org/climate-analogues-tool-released/?utm\\_source=dlvr.it&utm\\_medium=twitter](http://dapa.ciat.cgiar.org/climate-analogues-tool-released/?utm_source=dlvr.it&utm_medium=twitter)



## Case Study 9 - Regional socioeconomic and governance scenarios

The Future Scenarios initiative works in a participatory and interactive way with technical advisors and other key stakeholders in East and West Africa to build some up pictures of different worlds, or narratives, that identify the uncertainties that policy-makers may be faced with at the regional level. The idea is to help decision makers start analysing the transformational changes that will be needed in terms of policies, institutions and governance in agricultural production and food security over the next 15 years. The narratives identify a range of possible pro-active and re-active positions to be taken for a number of different “futures”.

Lead institution: Oxford University with CCAFS inputting on communications angle

### Climate communication aims

The communication aim of this initiative is to help build future scenarios that look at the on-the-ground uncertainties around regional social, political, economic uncertainties. It is about building up a picture of what uncertainties policy makers and technical advisors may have to face in the future. Scenarios help inform decision making under uncertainty through the development of a range of plausible futures. The scenarios are aimed at those making difficult choices at regional level and are designed to offer information and data in response to particular situations. The scenarios are not predicting a future or designing a future but offering ideas on what might happen and how to adapt – testing future options. A powerful, but equally important, aim is to build up teams of people who can own and lead the process at a country level and develop the strong relationships that will be needed for complex decision making.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on science (including level of consensus and magnitude of the problem); inform on causes; inform on current and potential impacts; Inform on possible solutions

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation; Encourage action which helps people to adapt or reduce their vulnerability and/or exposure

Bring about changes in social norms and cultural values - influencing values through early education; influencing values through pervasive modelling; influencing on climate “smart” or “resilient” thinking/planning

### Communications/social learning characteristics

The process of building up the regional narratives for the scenarios takes place with key stakeholders, technical advisors researchers, policy makers, media, industry, agricultural scientists, private sector, finance sector etc. Their role is to identify key uncertainties and to describe in some detail what kind of situations they envisage and to take ownership of the process of scenario building and decision making. The international team, the modellers, then take this information and go to other existing models, datasets to quantify these narratives. The process of quantifying the narratives is very important for sharing back with the stakeholders to ensure that a full understanding of the scenario has been represented and

developed. The scenario team can then look at their future worlds and decides how best to adapt to each situation. This close exchange between the narrative builders and the data modellers provides a good opportunity for shared learning. It is clear that the existing models and datasets may be constructed on different paradigms but this exchange and challenge is a catalyst for new thinking.

The development of the regional team that begins to work together in building the narratives provides a good example of a social learning process that brings together people from different sectors and who will develop new iterations of each scenario by sharing thinking from their own perspectives and will stay close to the scenarios over the time they roll out.

There is a certain amount of agenda setting here by the organisers as there is a need for capacity building of participants to be able to use scenarios as a way to plan strategies. However the planning is then done in a participatory way. Using scenarios was originally developed in the military but then became a business tool and has only been used so far in Europe and northern America in the private sector. So despite the top-down agenda setting on “we will take the scenarios approach”, building successful scenario relies on a good understanding of realistic, specific, contextual possibilities – this is a very participatory process.

Linear/Looped scorecard: 2/3

### **Audience**

The principle audience are the technical advisors and sector experts, policy makers at national /regional level etc who have been helping in developing the scenarios. Engaging a broader audience including the private sector and civil society organisations happened in a June 2012 workshop and there is strong involvement and support for the process by the East Africa Commission. The internal CGIAR/CCAFS audience is also an important one, but perhaps one that is harder to reach.

*Getting research into use* (how this case study does or does not contribute to that)

The Scenarios Project will be used in a number of different ways. Scenarios will be developed as a cross cutting shared activity across the CCAFS programme and it is hoped that it will unlock creative thinking. Scenario analyses will be conducted at regional levels in three initial research regions (East Africa, West Africa and South Asia). The current East African project has a linked communications programme with Panos East Africa that is designed to share learning with the media and with local radio to engage wider audiences. Each of the Scenarios projects has the tangible output of project documents and analyses from each of the workshops but it also has a strong network of team members sharing learning in their own sectors.

The project also has a large number of partners with whom it is working – the East African Commission General Secretariat, other CGIAR Centres - IWMI, ICRISAT, ICRAF, ILRI, IFPRI – and more.

A key part of this project is the involvement of an expert panel that advises the project – the CCAFS Scenarios Advisory Group – that brings together futures experts from a range of different sectors.

*Evolution of the project* (how has the project evolved or developed if known)

Planning workshops have been held with technical advisors in East and West Africa in 2010/11. The aim is to bring these scenarios for discussion with broader audiences in 2012.

Global institutions like the IPCC, and the Global Forum for Agricultural Research of FAO have been interested in how this kind of work might be used by in their global foresight work.

### **Challenges and questions**

Participatory scenario development in CCAFS is new. Some leg work is needed to convince staff that this is worthwhile. How to really measure and communicate the benefits? There is an important need for an internal communications campaign on some of these exciting initiatives and to bring in more CGIAR initiatives into the loop.

Participatory scenario planning clearly has a lot to offer for particular groups of decision makers and in particular situations. How can CCAFS share this methodology more widely and bring in other relevant external players into such a process?

### **Take aways**

This is a nice example of a global levels futures scenarios team working at regional level with different stakeholders. This feels like a really “bottom-up” process in terms of the narrative building. It is not currently at community level but the principles of deciding what might be different “future worlds” that regions, nations, or communities might be faced with and then providing models/data that people can use to try out iterative scenarios for their own decision making is a concept that could work at scale. CGIAR may be well placed to facilitate this kind of global local connection.

*CCAFS theme:* This initiative fits broadly under theme 4.

### **Links**

Scenarios list <http://ccafs.cgiar.org/events/tag/scenarios>

Scenarios project page plus an interesting interview with Scenarios Leader John Ingram at <http://ccafs.cgiar.org/scenarios/>

## Case Study 10 - Maarifa Knowledge Centres

Initiated in 2007, the Maarifa Centres (Maarifa is the Swahili word for knowledge) are a project that aims through multimedia tools, to facilitate the exchange of ideas, experiences, and knowledge among communities to enhance learning for improved socio-economic empowerment. The project involves the establishment of community knowledge centres (CKC) in the rural areas of Kenya, Tanzania, and Uganda which, in partnership with other agencies, seek to bring information and communication technologies (ICTs) to rural communities to enable the documentation and sharing of local knowledge - in particular, knowledge relating to farming and natural resource management.

### **Lead institution: Arid Lands Information Network (ALIN), ILRI**

ALIN is an International NGO that facilitates information and knowledge exchange to and between extension workers or other infomediaries and arid lands communities in Kenya, Uganda and Tanzania. The information exchange activities focus on small-scale sustainable agriculture, climate change adaptation, natural resources management and other livelihood issues.

### **Climate communication aims**

The communication aims of this initiative are to foster local knowledge generation and sharing on climate adaptation and other topics across a network of arid lands communities. The method of operating at scale includes careful combination of strengthening the capacity of local people to use ICTs for the benefit of their community and their livelihoods. This promotes inclusion and engagement within the network.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on causes; inform on current and potential impacts; Inform on possible solutions

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation; encourage action which helps people to adapt or reduce their vulnerability and/or exposure

Bring about changes in social norms and cultural values - influencing values through early education

### **Communications/social learning characteristics**

At the Maarifa Centres, community members can access and share information on how to improve their livelihoods through new technologies for farming, livestock keeping, coping with environment and climate change, and current marketing information. The centres also offer information related to health, gender, and HIV and AIDS.

Much of the communication and social learning opportunities are built into the processes for gathering and dissemination the information. A typical Maarifa Centre is managed by an advisory committee of about 5-8 local community stakeholders. The selection process ensures that the membership is diverse, gender-balanced, and represents interests of special groups. ALIN's volunteer programme supports the running of the centres. The volunteers work at the centre for one year and are supervised by local host partner organisations. They are generally

young graduates in mass communication, agriculture, environmental studies, or community development. The volunteers manage the centre's activities, coordinating the collection of development-oriented local knowledge and experiences and training local communities on the use of ICT tools.

The information collected and submitted by community development workers, community members, or volunteers is shared through the OKN platform which links all the CKCs and is accessible across the ALIN network. To ensure continuity and effective knowledge transfer, the volunteers work with a local person who acts as a Community Knowledge Facilitator (CKF) representing local interests.

It is claimed that this information and knowledge flows across the ALIN network as well as being tailored for local dissemination to marginalised groups in a way that fosters inclusion, local interest and good understanding of local issues. This is an example of a looped/looped learning environment where practical local knowledge is shared, discussed and adapted for differing contexts.

Linear/Looped scorecard: 3/3

### **Audience**

The centres offer basic ICT training to community members, often young people who have graduated from secondary schools as well as primary school pupils, many of whom have formed information clubs. The centres also act as information access points for community development workers who provide agricultural and related extension services in the region. They use the centres to acquire free (online) development information and to send weekly reports to their ministries or organisations, but also benefit from basic office services such as typing, photocopying, and free internet access.

The Maarifa Centres also support the active involvement of women. In order to enhance the capacity of women to play an active role in development initiatives and to reverse the trend of their insufficient inclusion, especially in the dry land areas, ALIN promotes the integration of women in development and information support.

*Getting research into use* (how this case study does or does not contribute to that)

This example demonstrates evidence of local practical examples of climate change adaptation being discovered, discussed and understood, and in some cases used elsewhere (local->local transfer). It is not so clear where the climate science meets traditional local knowledge and how this works together. Also, to what extent are traditional climate science centres learning from these more autonomous innovations (and the ALIN model itself) to change their approaches to monitoring, predicting, adapting to and communicating climate change.

*Evolution of the project* (how has the project evolved or developed if known)

The Maarifa centres started in 2007 and have expanded to 10 centres. Use of ICTs and people networks have evolved over this period to extend the outreach beyond the centres themselves to surrounding villages and communities.

## Challenges and questions

- Scale – ALIN currently has 10 Maarifa centres. These rely heavily on donor support. How can this model be scaled more widely and are there ways to make the finance model more robust and less centrally reliant?
- Measuring social learning and impacts – although there are anecdotal examples, social learning where it occurs and behaviour change do not appear to be systematically monitored. Additionally, although the entire structure encourages inclusion, there does not appear to be systematic mapping of who the centres have been successful in reaching and who they have not. Could some light touch M&E processes help share the key learning outcomes?
- Integrating local knowledge/learning with climate science – much of what is posted on the OKN is learning from the experience that the different centres (in conjunction with their own local and national organisations) have had in implementing an interesting innovation. These experiences are discussed and in some cases implemented further across the ALIN network members. Can this type of learning and knowledge also be used by climate scientists to improve the way their tools can work for local communities? Is there sufficient climate science knowledge permeating into these local practical examples?

## Take aways

For the Centres there is an interesting relationship between building capacity and hoped-for shared social learning. Is the social learning on issues deliberate or incidental, in other words is it clear what people are learning and what affects their choices of interest? For the OKN web platform, it is clearly a successful channel for news and information from communities but who is it speaking to in reality - it is not clear whether the OKN is the platform from which the community itself engages in shared learning and continual development of ideas or whether it is more a way of sharing information on what is happening with the ALIN network.

*CCAFS theme:* This initiative fits broadly under CCAFS themes 1 and 2 as well as theme 4.

## Links

ALIN website <http://www.alin.net/>

## Case Study 11 - Climate Airwaves

Climate Airwaves is a project for building capacity among community radio broadcasters to investigate the local impact of climate change. The vision behind the project was to build the confidence of broadcasters to do stories by developing their skills in doing action research with communities on how climate change is changing their lives and to identify areas where they felt they could have an impact. The result of the process and the programming was also designed to engage with the research and policy communities highlighting to highlight these impacts and push for change.

Lead institution: IDS, Ghana Community Radio, Africa Adapt

### Climate communication aims

The communication aims are to improve the ability for radio broadcasters, who are able to reach to a much wider audiences, to communicate with and engage with their audiences on climate change issues. It is also designed in a way that encourages the broadcaster and audience to learn together and feed this learning into wider research and policy communities to influence new thinking.

*Fit with categorical considerations for climate communication (see Table 1)*

Inform and educate individuals about climate change - inform on science (including level of consensus and magnitude of the problem); inform on causes; inform on current and potential impacts; Inform on possible solutions; inform on risk management; inform on adaptation practices

Achieve some type and level of social engagement/action - encourage action/behaviour that encourages 'forward-learning'/adaptation; encourage action which helps people to adapt or reduce their vulnerability and/or exposure; encourage political/civic action across unusual boundaries or scales

Bring about changes in social norms and cultural values - - Influencing values through early education; influencing on climate "smart" or "resilient" thinking/planning; Influencing values through pervasive modelling

### Communications/social learning characteristics

Good community radio already has good strong ties to local knowledge and a lot of experience of investigating and advocating for different local issues. However, it was discovered that lots of local broadcasters felt they did not have the legitimacy or confidence to investigate an issue like climate change. Comments like "I am not a scientist so I cannot investigate climate change" were a familiar refrain. This lack of confidence was exacerbated by not having enough understanding of the global context in which to situate the local implications. This lack of understanding of the drivers of global climate change meant Broadcasters were actually blaming communities for the environmental degradation etc.

Climate Airwaves was a pilot that tried to encourage a more participative environment for learning about climate change by turning some of their thinking towards a more rights based, social justice angle which is a familiar angle for community radio. The action research dimension encouraged broadcasters to play more of an intermediary role between the

community who they were researching and the policy makers or other local stakeholders that they needed to talk to.

The 18 month pilot was implemented in three phases, all of which have a relevant dimension for social learning.

The First phase was about building the basic understanding of climate change through training workshops - multiple training sessions – first one from a local partner and then from IDS. As much different and varied information as was felt relevant was provided on a pen drive. The content was aimed at Climate Justice – but with good information on the global context, the impacts of this for Ghana as well as an understanding of the relevance for development – a total of 5.5 days of training time. Baseline assessments carried out by Ghana Radio of the broadcaster’s knowledge and that of the local stakeholders helped IDS know who they were working with in order to give them the right support.

The second phase – piloted with one station - was an action research workshop where the team went together to trial an action research methodology framework using real issues. This included mapping as well as investigation. The broadcasters then came together for a production workshop to choose their themes. The themes were then shared in a “durba” or regional forum and refined with their audience resulting in a next iteration. This process managed to attract people to come and share their ideas and get involved from the district assemblies who had hereto refused to connect over the issue. This event was followed by a national forum with stakeholders and donors – 130 people - participating in a big meeting in Accra where the findings and methodology of the project were presented.

A lot of documentation on project methodology is now in the process of being shared through AMARC – World Association of Community Radio Broadcasters to try and persuade other radio broadcasters to get involved.

This project demonstrates more about developing an environment for social learning than simply a linear process of sharing information. It demonstrates a number of successful criteria for a social learning project – embedding communications in local processes and structures, responding to communities needs and empowering people to develop their thinking around the issues relevant to them and feeding these back for further reflection and development together.

Linear/Looped scorecard: 3/3

### **Audience**

The audience for the broadcasts were the local listeners – the community itself and their local policy makers. The stakeholders involved in contributing to the process of building the stories and sharing the knowledge are a critical part of those engaged in the process. In this context they are the audience also.

*Getting research into use* (how this case study does or does not contribute to that)

This project demonstrates a good example of developing an action research project relevant to a very local context, investigating the key issues with the right local stakeholders and then sharing their knowledge in the most appropriate ways. The increased dialogue and discussion refined the knowledge further. Three local radio stations closely situated in a region came up



with three different story lines that were very locally context specific demonstrates the importance of relevance for getting ideas adopted.

*Evolution of the project* (how has the project evolved or developed if known)

Climate airwaves started with three radio stations chosen on their proximity to one another. This was a factor of cost - if there had been more money more stations could have been included. Each of the stations identified different issues but ended up talking about different things – sea level rise, low crop yields, droughts and flood. Three different languages were used for the three different stations.

### **Challenges and questions**

- Community radio is not always trusted – there are some good and some less good.
- Community radio can be poor quality, have poor messaging, and be politicised. In this case there was active selection of radio stations where there was a chance of success and a more plural media.
- The importance of working with existing networks. This kind of model won't work everywhere and cannot be imposed. There needs to be support for strengthening endogenous capacity for coordinating i.e. to strengthen the capacity of existing networks so that they can be drawn up on. In this case there were good existing networks of NGOs and CSOs strongly linked to community groups which could be drawn upon
- Gender was a challenge in terms of keeping a balance – women had less capacity to engage. Radio broadcasters are volunteers in general and women needed more training because of lower education levels. One example cited was an extra day and half of training for women on the climate science issues.
- Sustainability is also a big issue – capacity is lost very quickly because the broadcasters and participants are volunteers and then the process has to start again.

### **Takeaways**

Where robust networks are present there is a lot of potential to develop an action research methodology as a way of investigating and sharing learning on local issues. There is evidence from this pilot that the radio station has adopted the action research methodology, adapted it and branded it as its own and will be using it again. But with such high resources and in difficult political situations this might be more difficult to use in other situations.

*CCAFS theme:* This initiative fits broadly under CCAFS theme 4.

### **Links**

Climate airwaves website <http://www.climate-airwaves.net/>

IDS description of the project <http://www.ids.ac.uk/idsproject/climate-airwaves>

## Summary of interviewees

Name	Organisation	Job title
Peter Laderach	CIAT	Researcher
Pierre Traore	ICRISAT	GIS division - mapping and modelling support to other researchers and scientists and managing everything to do with climate for west and central Africa
Amanda Palazzo	IFPRI	Research analyst - environment and production technology division
Chris Cutter	CIMMYT	Head of External Communications
Osana Bonilla-Findji	CIAT, CCAFS	Science officer for CCAFS team one (adaptation to progressive climate change)
Moushumi Chaudhury	ICRAF, CCAFS	Social Scientist
Joost Vervoort	Oxford University, CCAFS	Scenarios officer
Henry Neufeldt	ICRAF	Head climate change research
Chris Hughes	HEDON	Support officer
Blane Harvey	IDS	Research Fellow
Peter Ballantyne	ILRI, CCAFS	Head, Knowledge Management and Information Services
Patti Kristjanson	CCAFS	Theme Leader: Linking knowledge with action
Sonja Vermeulen	CCAFS	Head of Research Coordinating Unit
Anon CGIAR 1 *		Climate Change Scientist
Anon CGIAR 2 *		Outreach manager (communications)
Anon CGIAR 3 *		Senior Scientist

## **Annex 2: CCAFS-ILRI workshop on communications and social learning in climate change**

**8-10 May 2012**

### **ILRI Campus, Addis Ababa**

As part of the process for developing the CCAFS Communications and Social Learning Strategy a workshop was held in partnership with ILRI in Addis Ababa in May 2012. A discussion paper prepared as a background to the workshop was produced for CCAFS by IDS and IIED. The paper was then revised to form the working paper to which these annexes are attached. The two-day workshop was attended by 35 – 40 communications and social learning stakeholders from across the globe<sup>1</sup>.

The overall aims of the workshop were to:

- Develop investment priorities and a strategy to guide CCAFS engagement in this area;
- Identify research gaps that CCAFS and other partners could address.

The workshop programme was designed to explore communication and social learning approaches and tools in more detail and to look at the work that others had done. By working together through group dialogue and discussion the aim was to:

1. Identify and prioritize issues where further understanding and research is needed to ensure more robust and successful social learning and communication strategies and interventions on adaptation, mitigation and risk at the local level;
2. Have a clear understanding of the strengths, weaknesses and possibilities of existing approaches and tools that may contribute to a CCAFS Theme 4 strategic agenda;
3. Identify and prioritize gaps in communicating complex information and sharing knowledge on climate change issues that CCAFS is best suited to address, itself or through collaboration and synergies with others;
4. Set out the main elements of a CCAFS strategy to strengthen local decisions on climate change, agriculture and food security
5. Define priority activities for CCAFS - and others - to implement this strategy;
6. Develop key pathways of engagement with partners, networks and organizations to help develop and implement the proposed strategy and to forge the optimum environment for knowledge sharing on local climate change and adaptation;
7. Identify potential donors that could be approached to leverage additional funding for this multi-year activity.

### **The workshop programme and outcomes**

The group responded to the paper presented by IDS and IIED and discussed the triple loop learning framework for successful social learning. There was general support for the principles of the importance of different knowledge, the understanding of the importance of looped rather than linear learning but there was much discussion on whereabouts on the spectrum of linear to looped to triple looped learning a project might reasonably be situated.

<sup>1</sup> A list of participants is available at: <http://commsl4climate.wikispaces.com/people>

The two days were broken down into a full programme of group work on key themes raised from the paper and after the general plenary discussion. Five key “change areas” emerged as important areas of focus for CCAFS and others working on communications and social learning for climate change adaptation. These were presented to the group as follows:

1. The importance of documentation to:
  - Analyse / test social learning as a tool
  - Inform researchers and policy community (and convince them) on the basis of evidence
  - Improve the practice of social learning itself – further developing the learning process
2. Social Learning validated within CCAFS as a mainstream methodology by ensuring:
  - A significant percentage of CG funded proposals include SL explicitly
  - Building a dynamic basket of artefacts with shared attribution/use
  - A porous CGIAR and partners’ network with two-way learning
3. Supporting Endogenous Social Learning by:
  - Assessing the opportunities across regions, scale, relevance, reputation, capacity & affinity with CCAFS
  - Producing a learning and evaluative framework
  - Carrying out a joint needs assessment
  - Providing local innovation support funds for research support, repackaging materials, capacity building, documenting support and social differentiation support
4. Recognition and action on social differentiation, which can be enabled through the use of social learning by:
  - Catalyzing Change from Within the CGIAR family
  - Facilitation of Networking and Learning spaces for social learning
  - Global Action Research Agenda on Social LSD in CC,A, FS
5. Looking at how the long-term considerations of climate change can be aligned with short-term concerns and action for adaptation by stakeholders now through:
  - Time horizons evaluation tools
  - Incentives frameworks
  - Methodologies for evaluating change

This set of recommendations was presented in a “dragon’s den” to some key experts who urged the group to consider some of the key challenges around how to align such a strategy with the work of the CG centres, how to ensure that these actions led to a change in behaviour not just in rhetoric and to look carefully at the role of CCAFS and where it could genuinely add value.

### **Next steps**

As part of the next steps emerging from the discussion paper and the workshop outcomes, CCAFS have put in place some mechanisms for taking these discussions and activities forward. These include ideas such as:

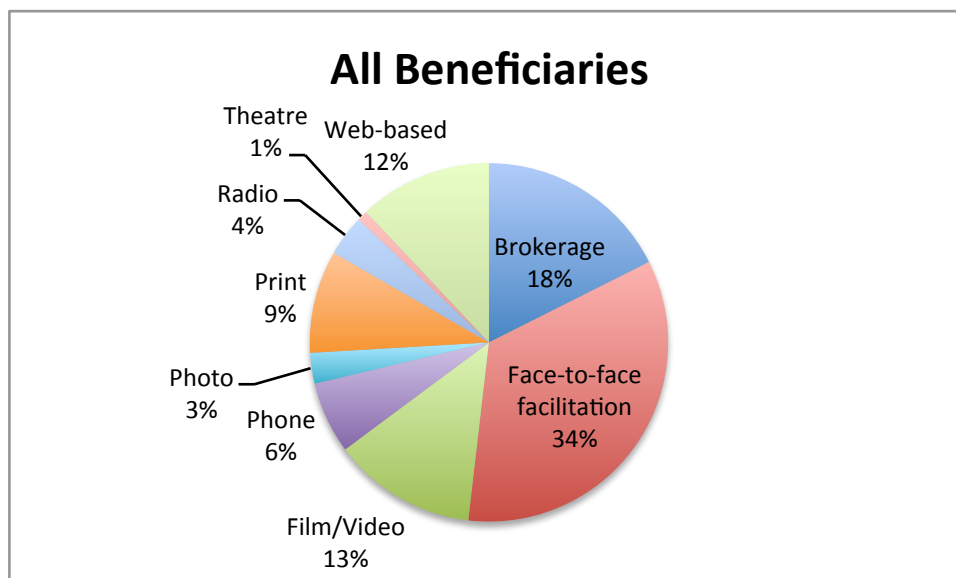
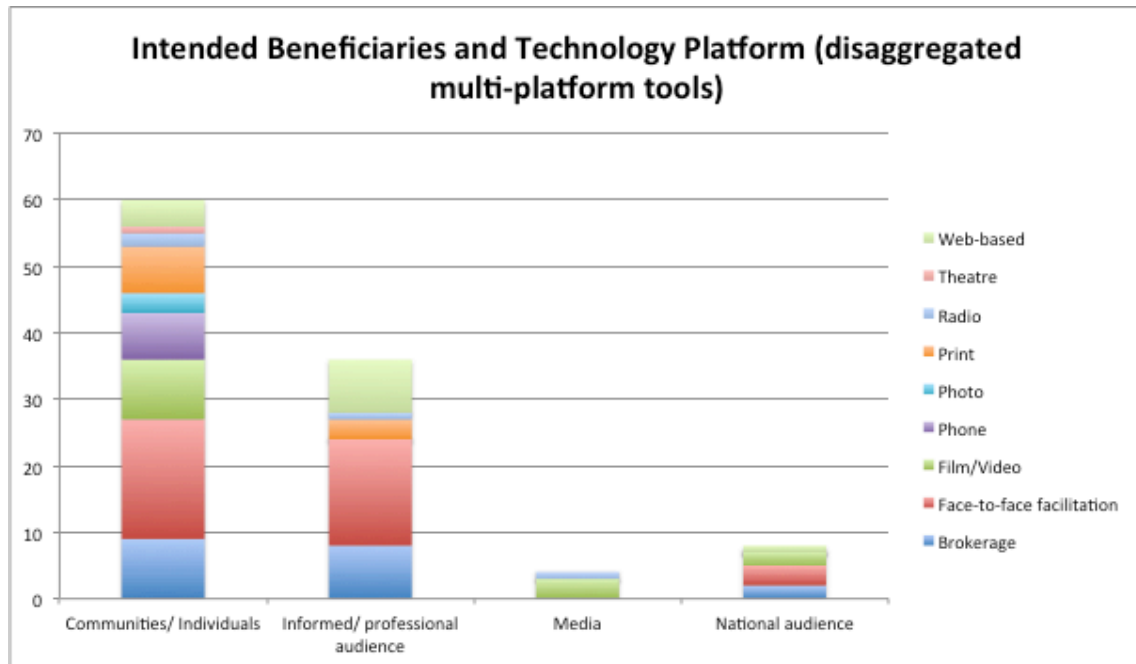
- A “sandbox approach” to creating space to develop new ideas and concepts among the community of communications and social learning stakeholders and to start building a community of practice;
- An innovation fund to support new projects/research demonstrating social learning and communication and documenting best practice at the local level;
- An advisory group to help steer the CCAFS strategic development process;
- Further documentation – a briefing paper, position paper and social learning and communications strategy that incorporates much of this thinking.

Full documentation on the workshop sessions and related materials (including blogs, videos, presentations, etc.) can be found on <http://comms14climate.wikispaces.com/>

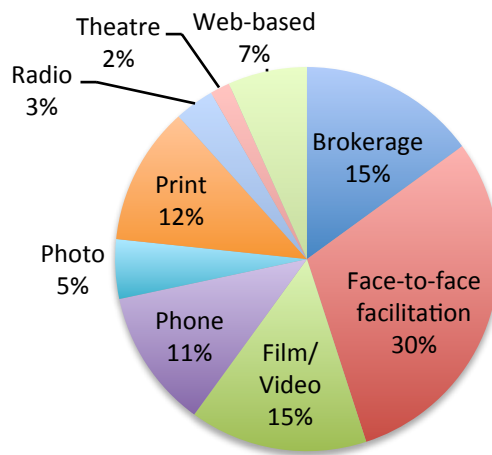
## Annex 3: Graphical analysis of initiatives dataset

### Beneficiary vs platform analysis

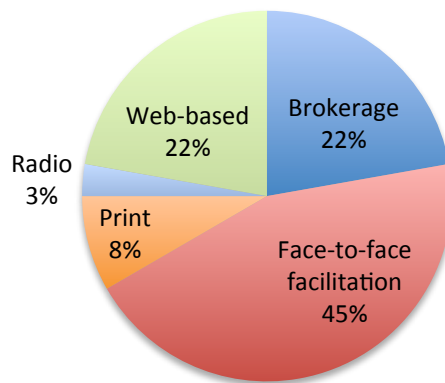
In this analysis initiatives that make use of several platforms (‘multi-platform tools’) have been counted once per platform. Thus, if an initiative uses both print and radio, it is counted twice, allowing the total number of times that a given platform has been used to be represented in the data.



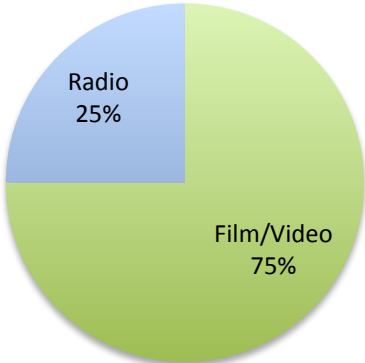
### Communities/ Individual Intended Beneficiary



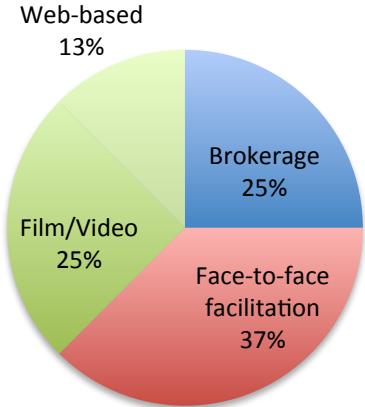
### Informed/ Professional Intended Beneficiary



### Media Intended Beneficiary

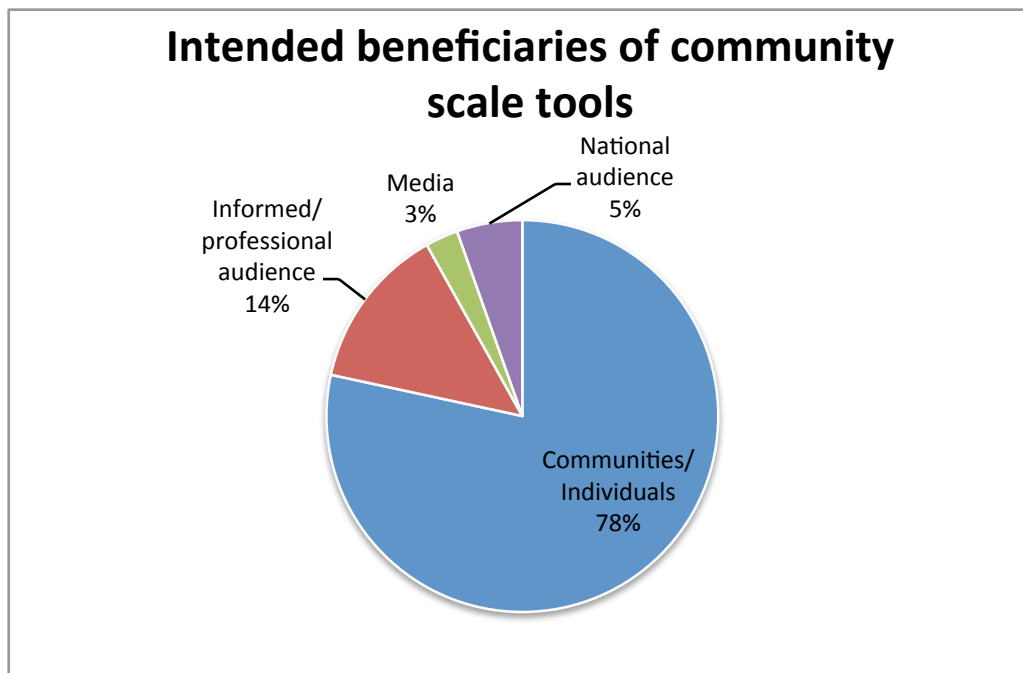
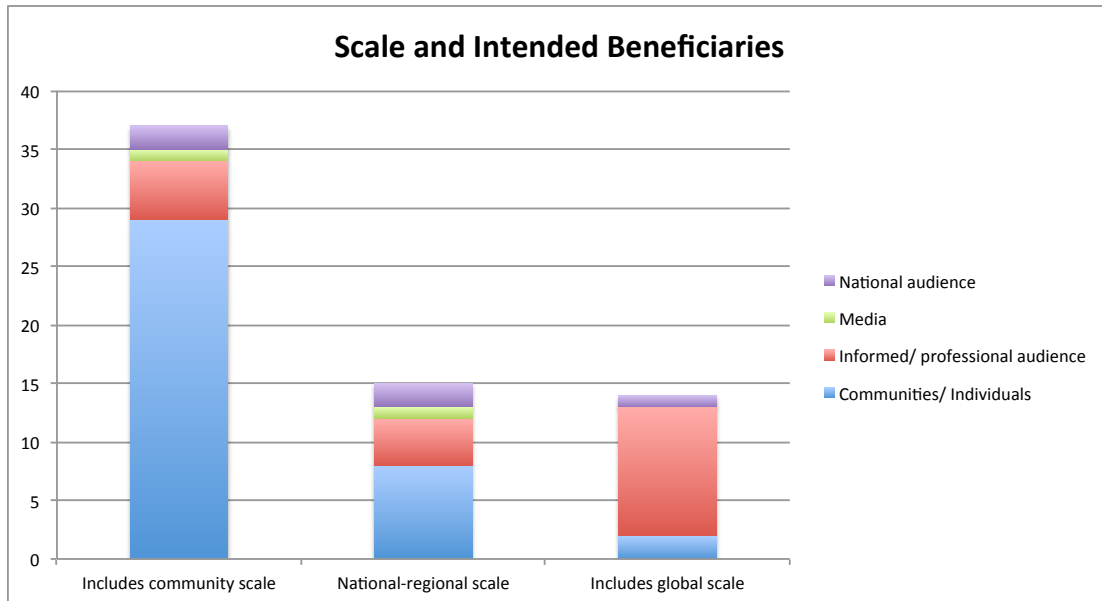


### National Audience Intended Beneficiary

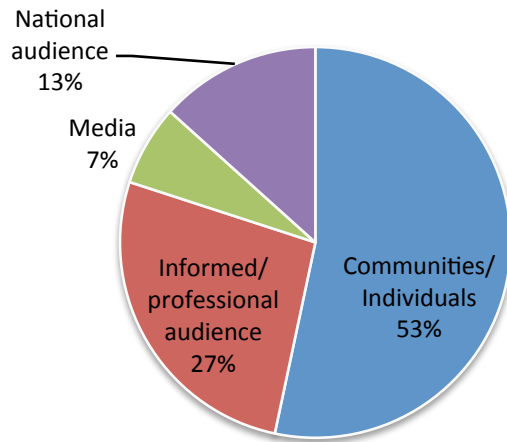




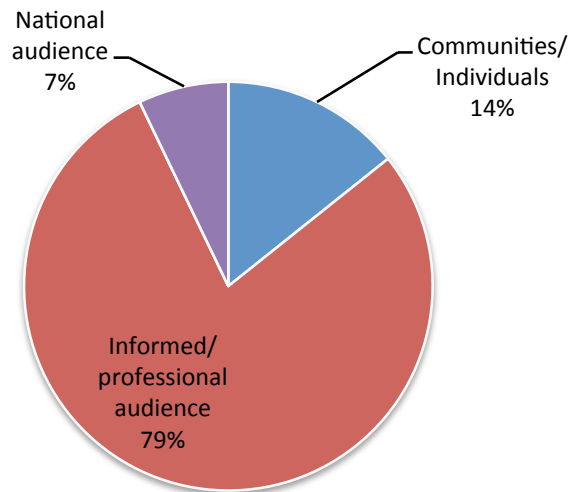
## Scale vs beneficiary



## Intended beneficiaries of national-regional scale tools

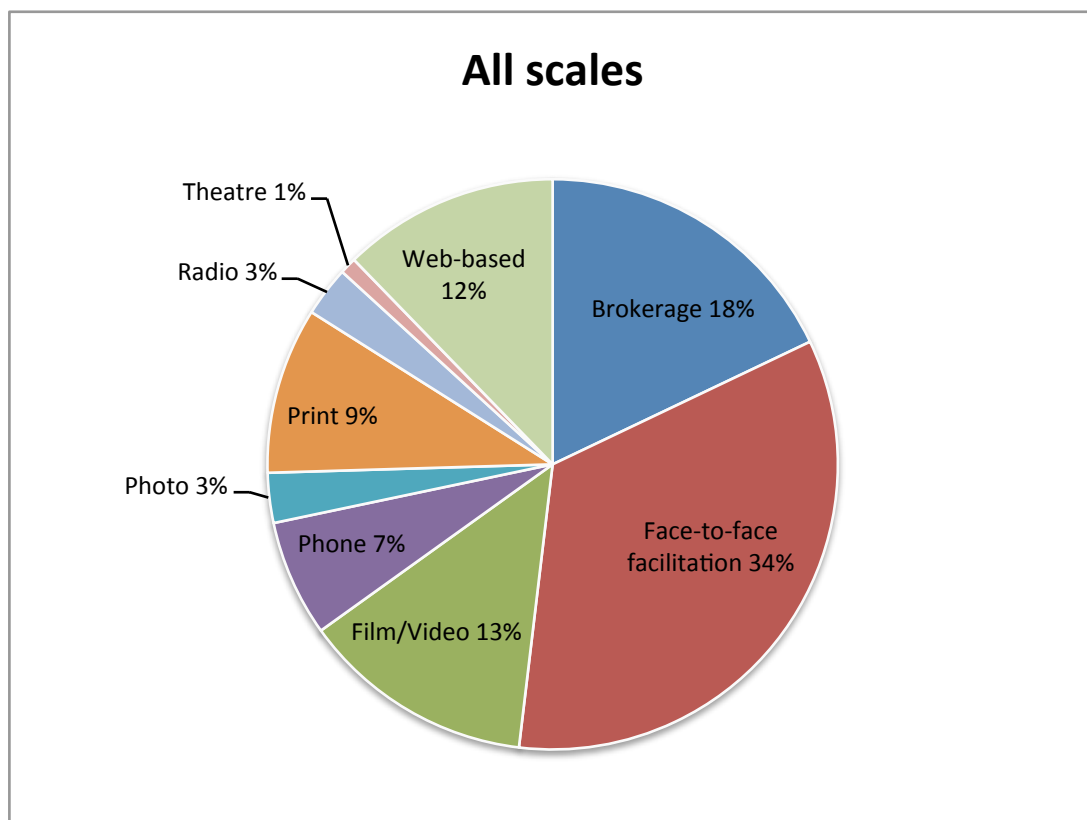
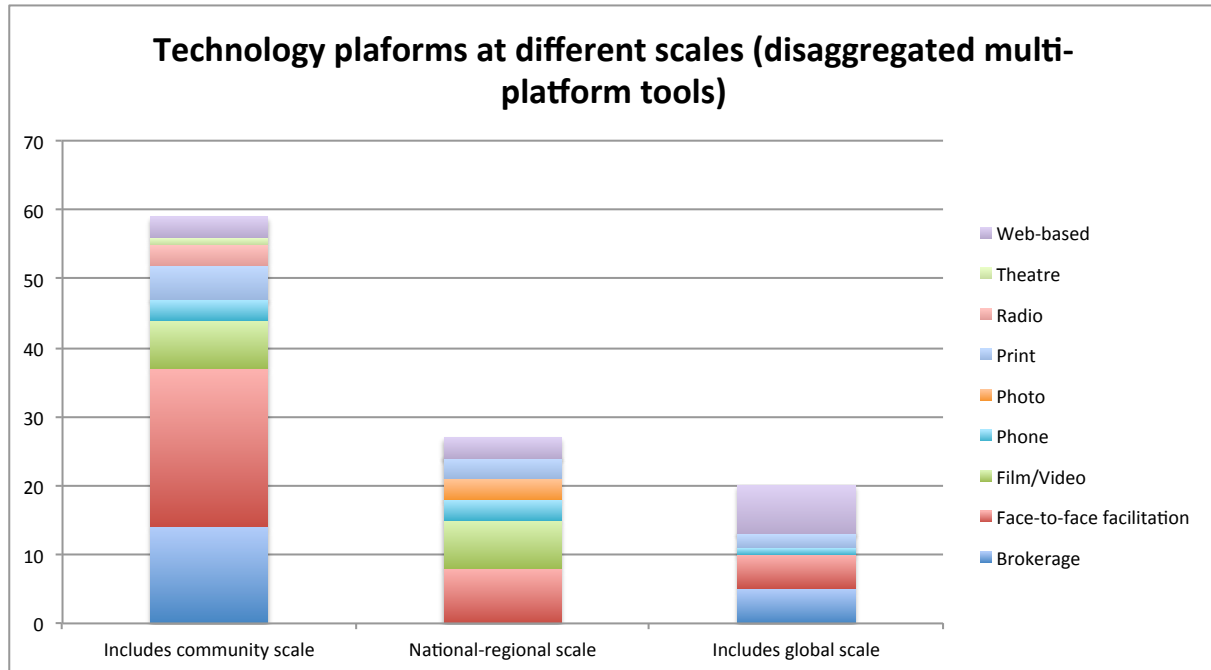


## Intended beneficiaries of global scale tools

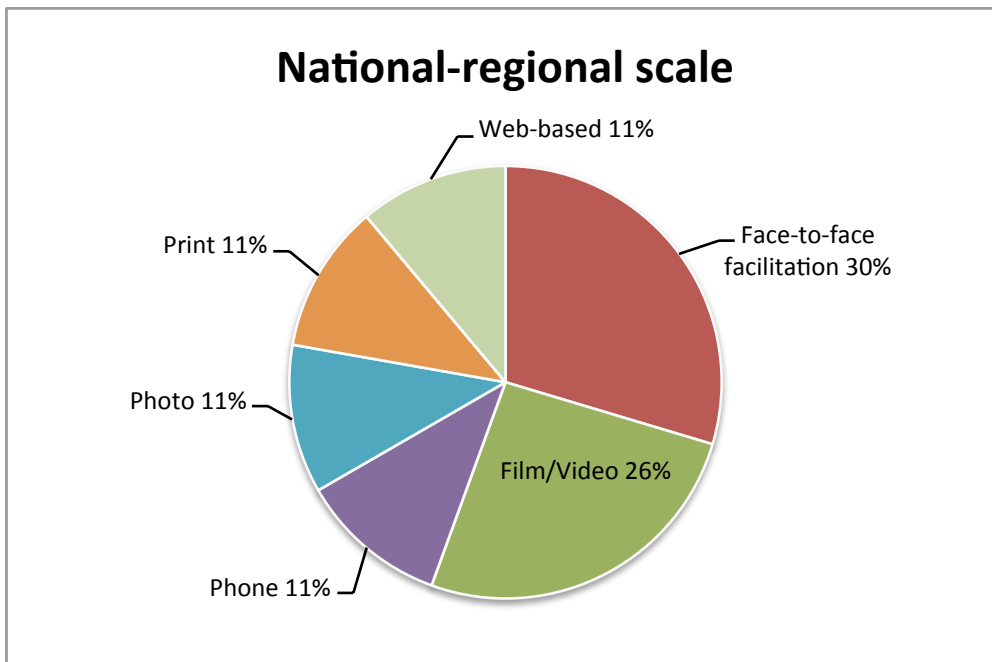
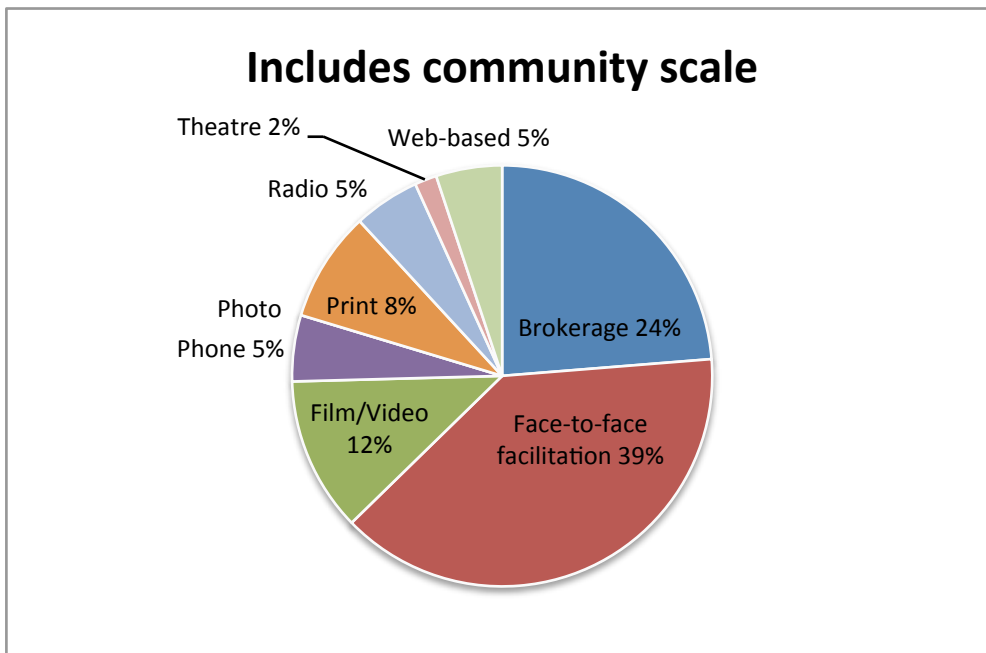


## Scale vs technology platform

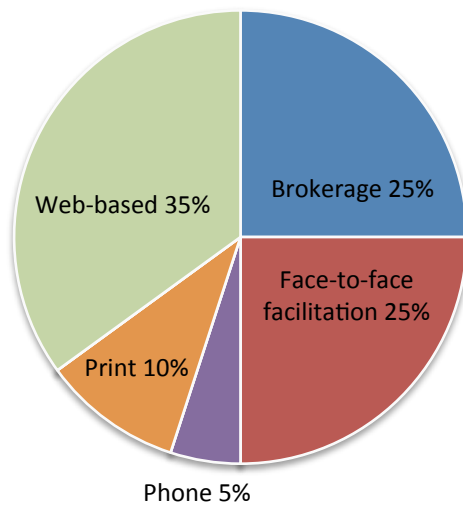
In this analysis initiatives that make use of several platforms (‘multi-platform tools’) have been counted once per platform. Thus, if an initiative uses both print and radio, it is counted twice, allowing the total number of times that a given platform has been used to be represented in the data.



In this chart all initiatives that target community scale beneficiaries have been grouped together, allowing assessment of the extent of community-focused activities.

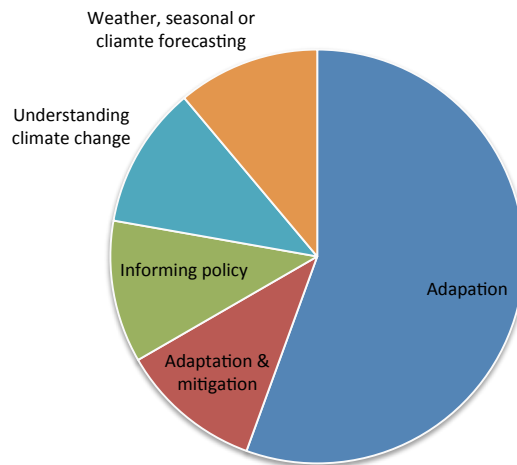


### Includes global scale

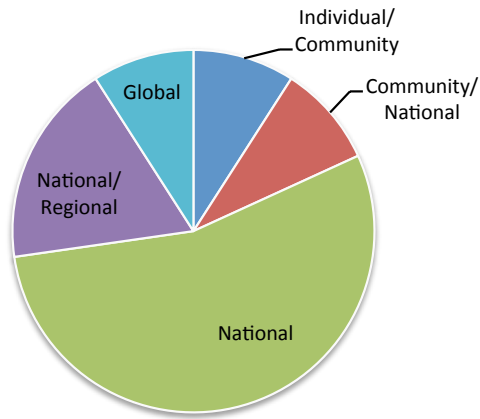


### Linear-linear analysis

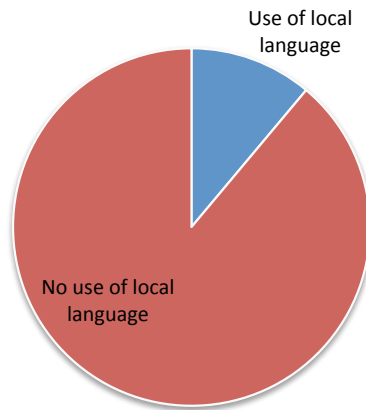
#### Linear-Linear: focus of initiatives



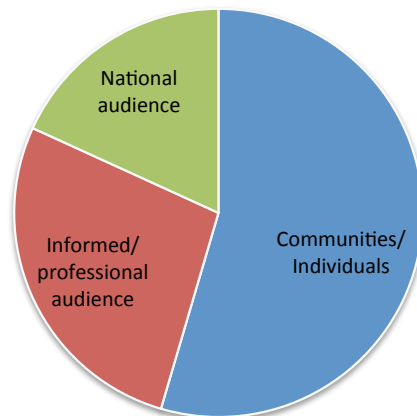
### Linear-Linear: scale of initiative

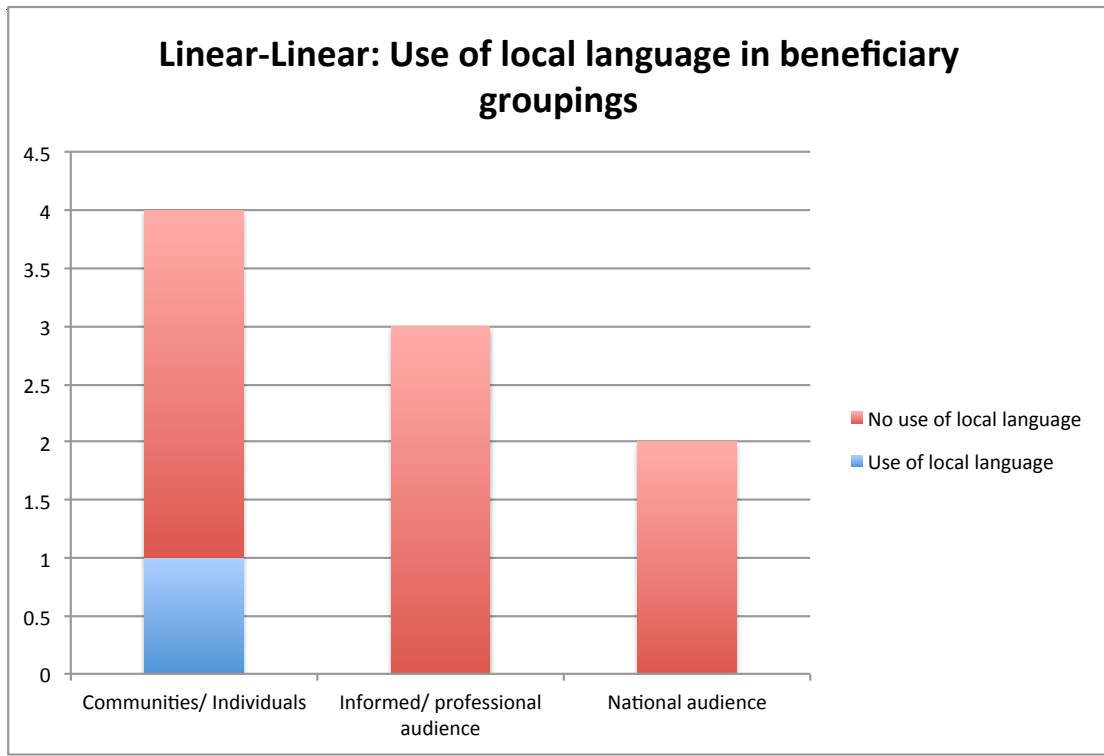
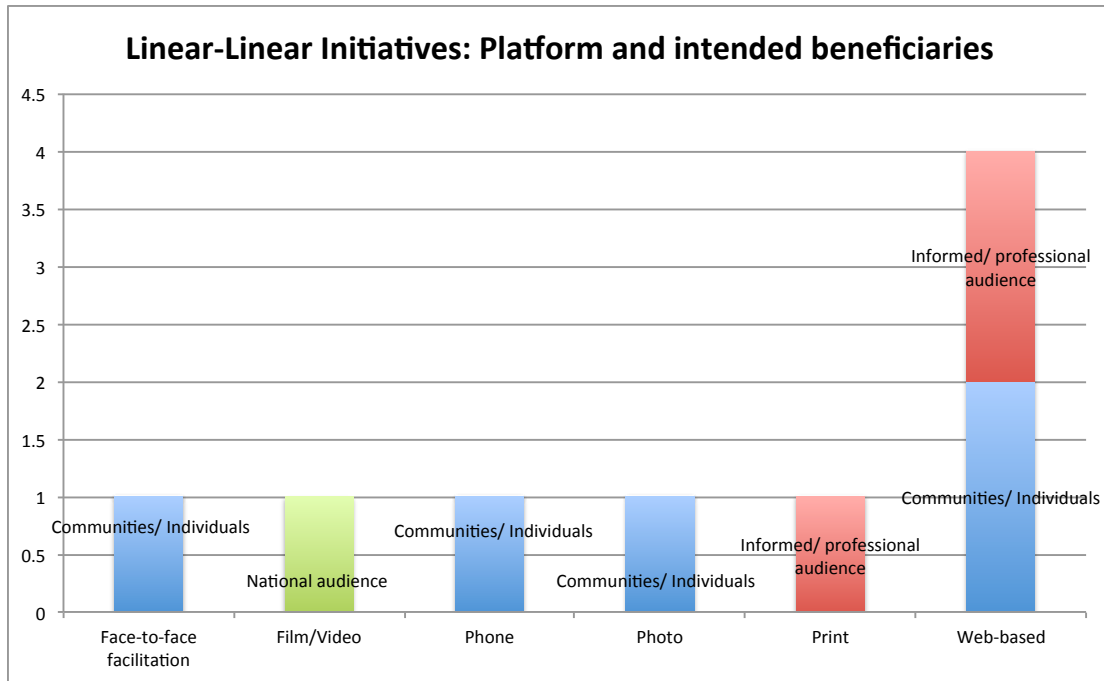


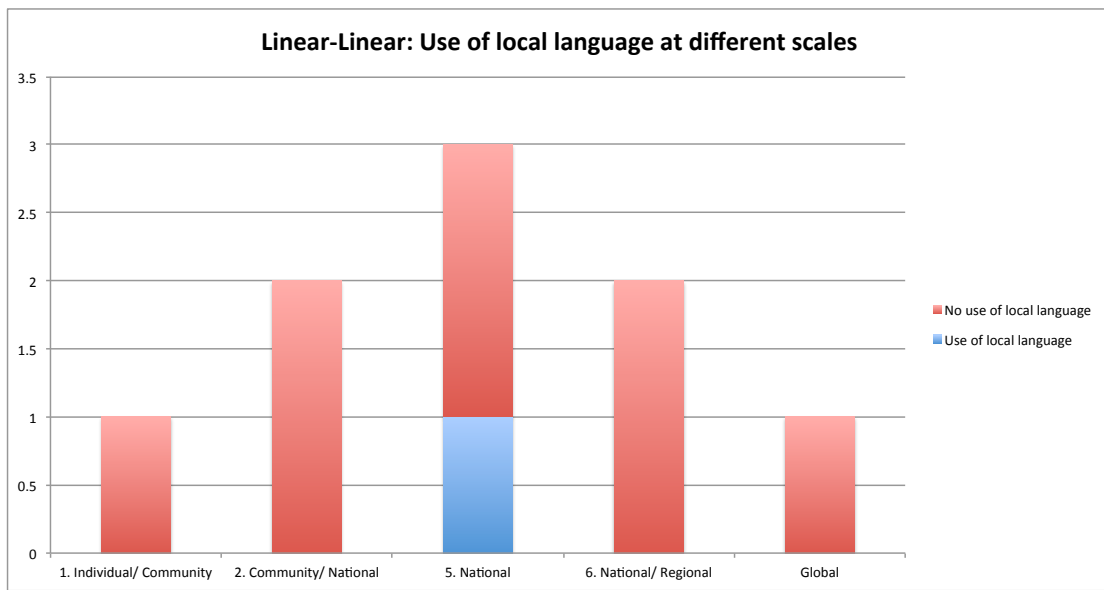
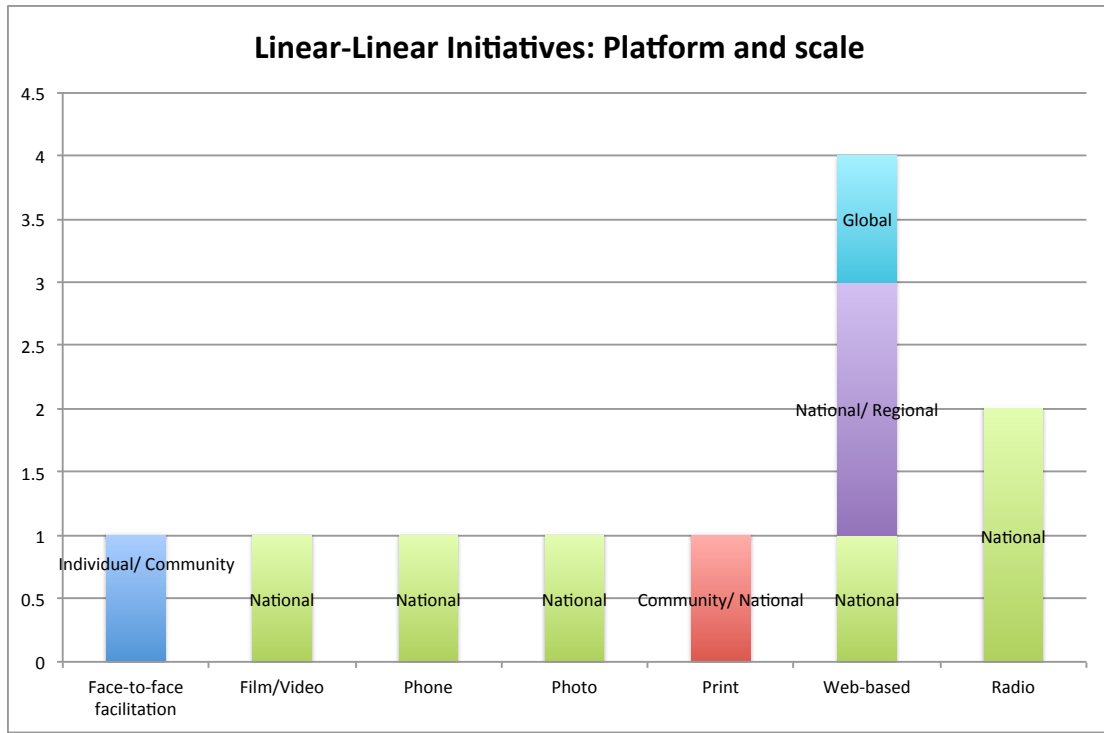
### Linear-Linear: Use of local language



### Linear-Linear: Intended beneficiaries



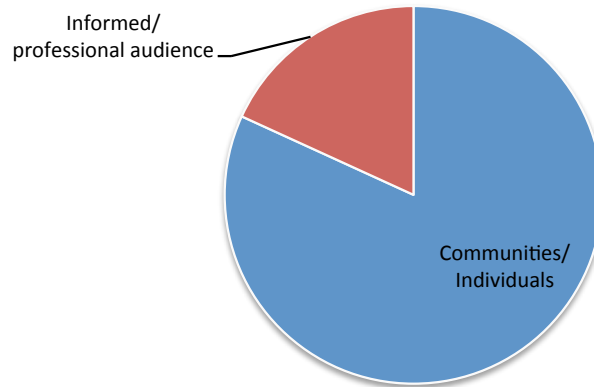




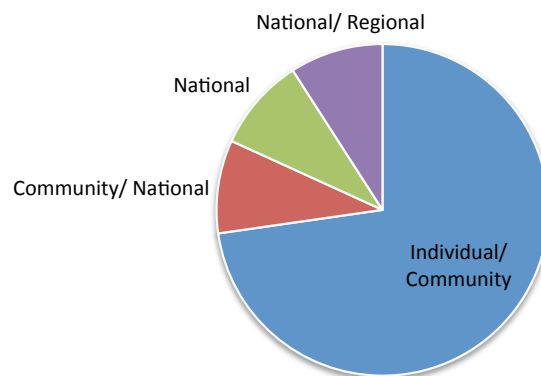


## Looped-looped analysis

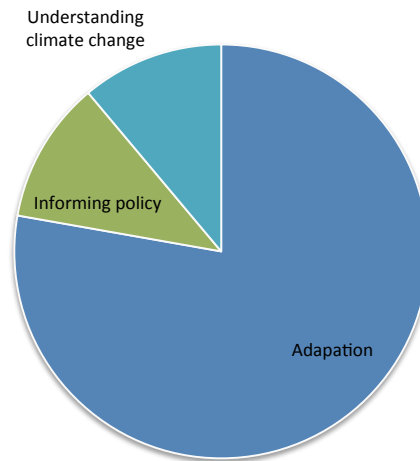
### Looped-Looped: Intended beneficiaries



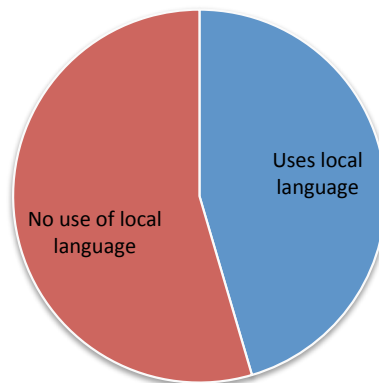
### Looped-Looped: scale of initiative



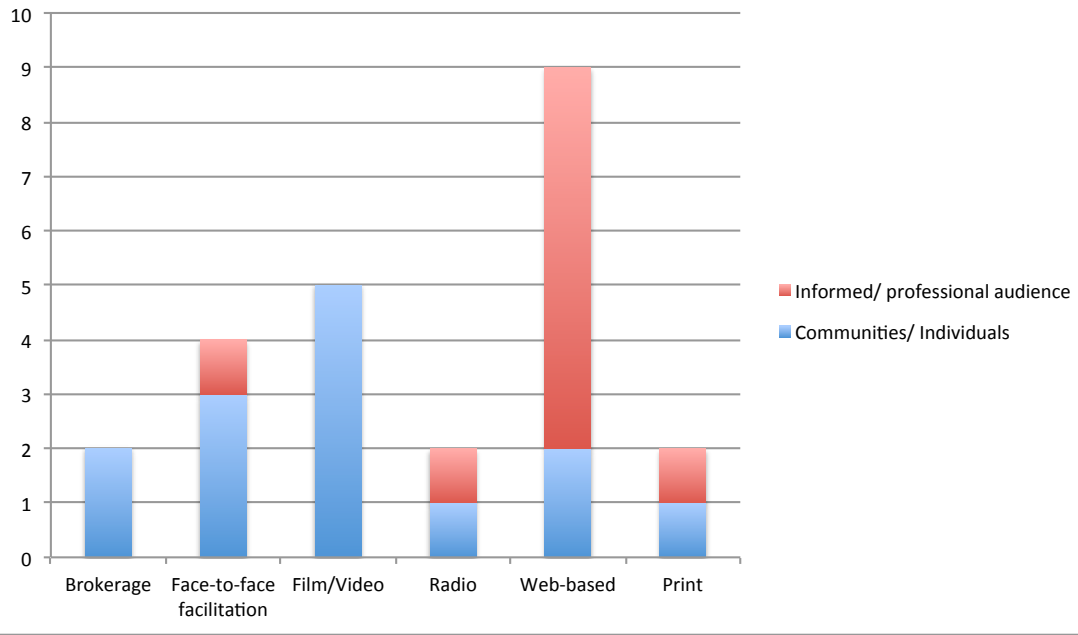
### Looped-Looped: focus of initiatives



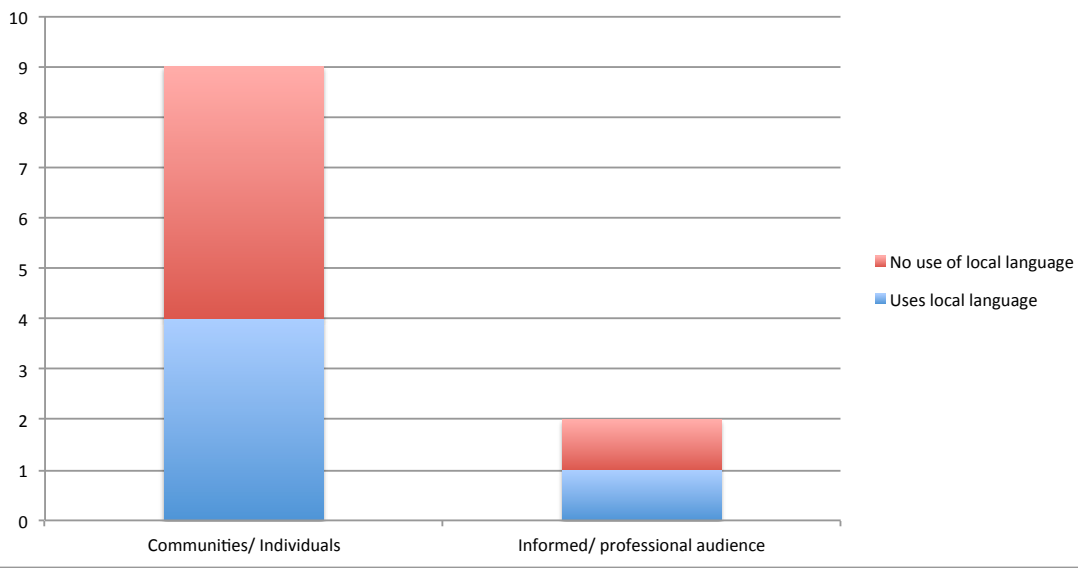
### Looped-Looped: Use of local language

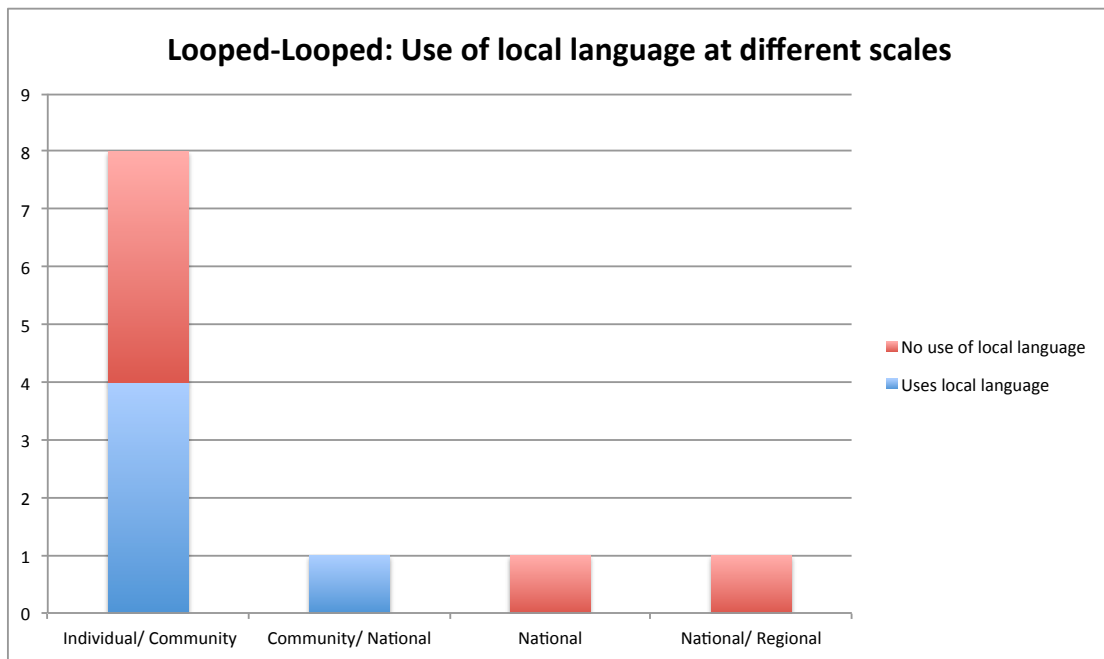
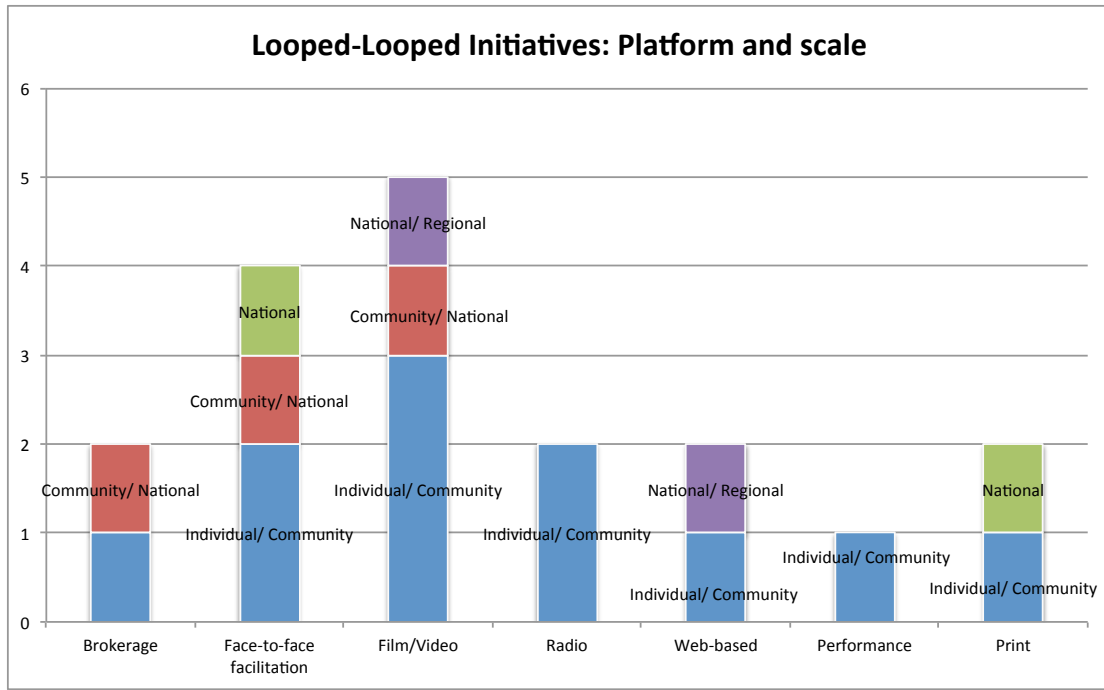


### Looped-Looped Initiatives: Platform and intended beneficiaries

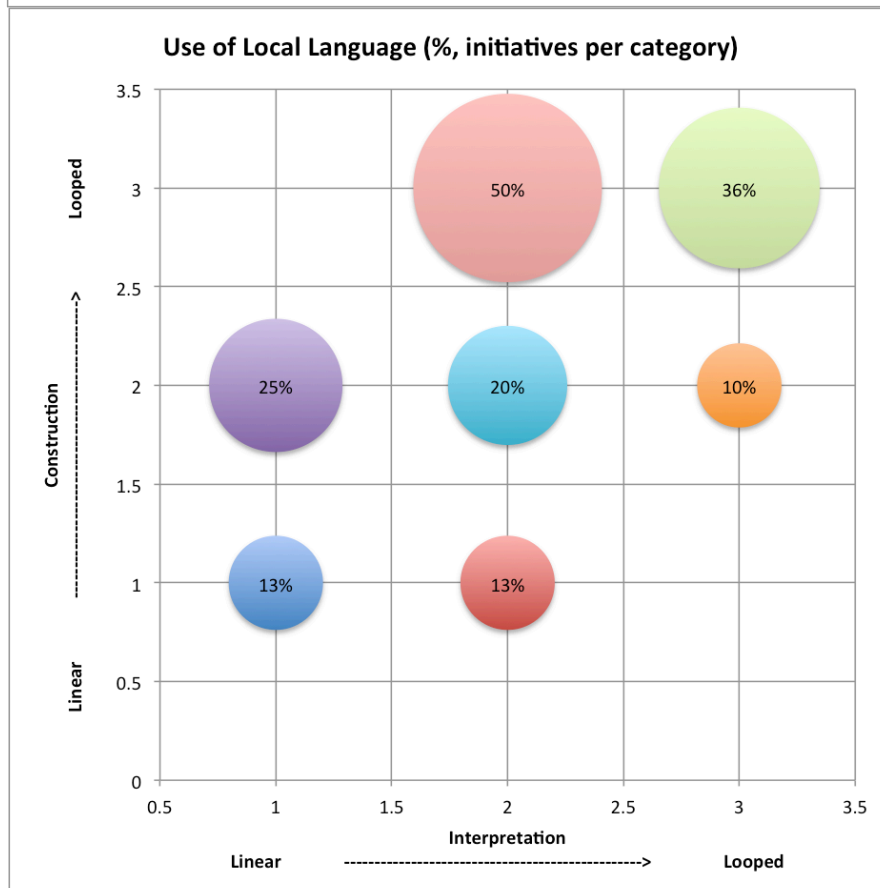
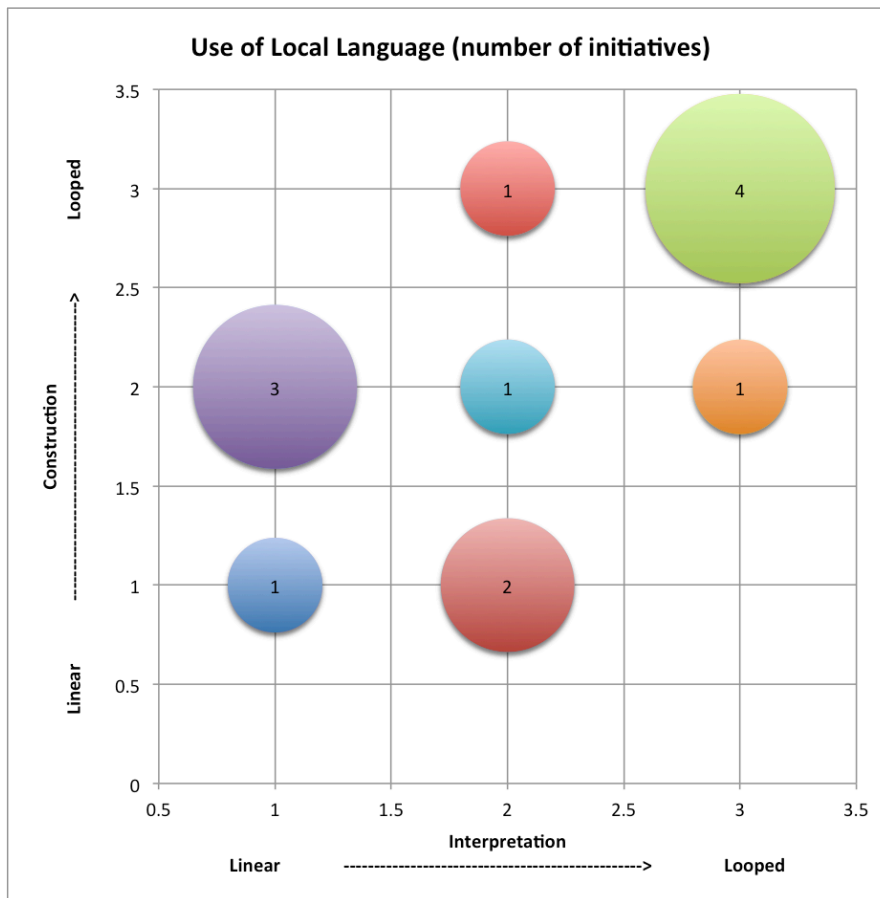


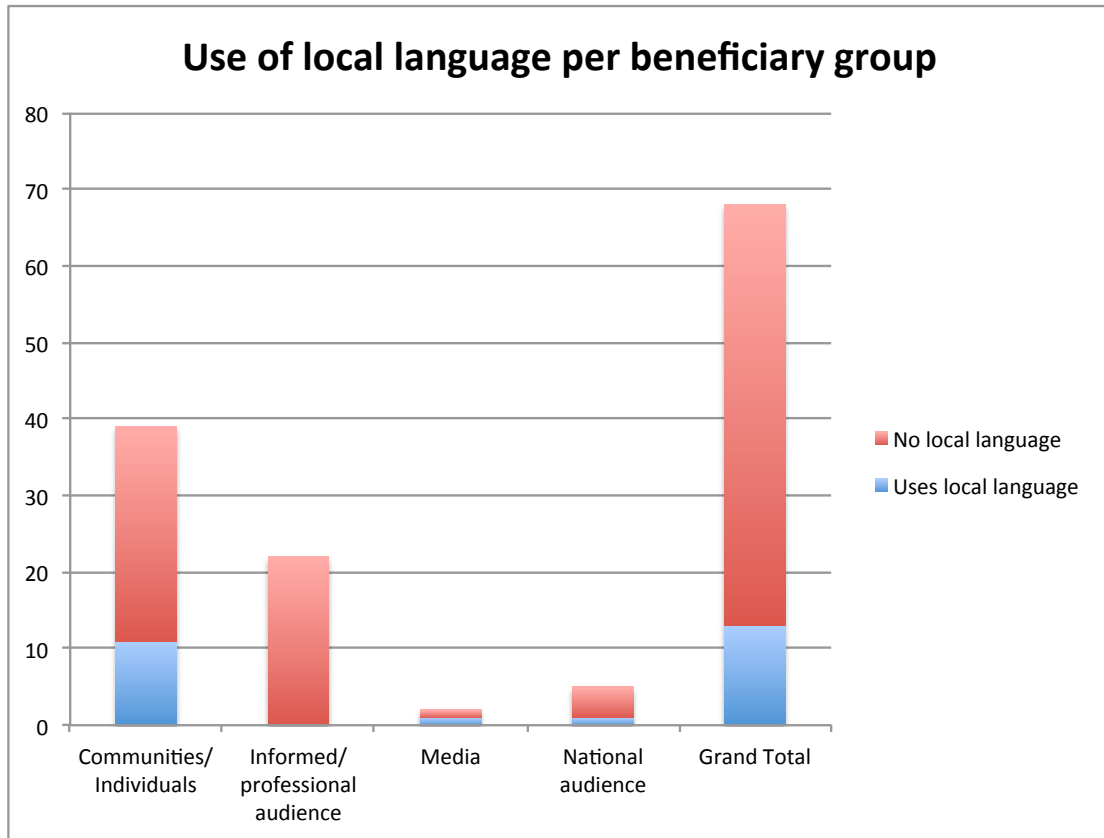
### Looped-Looped: Use of local language in beneficiary groupings





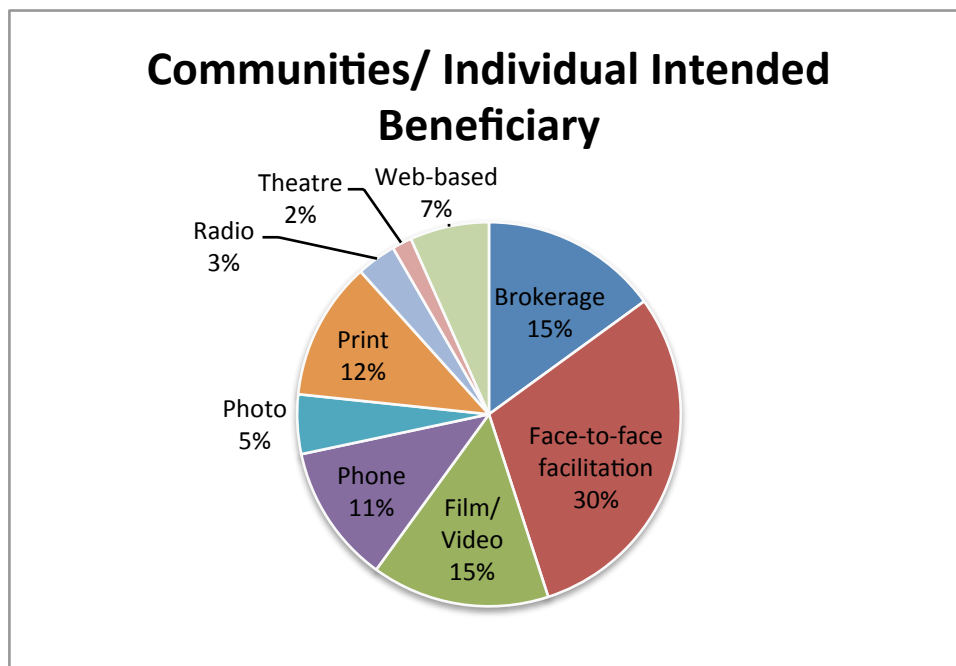
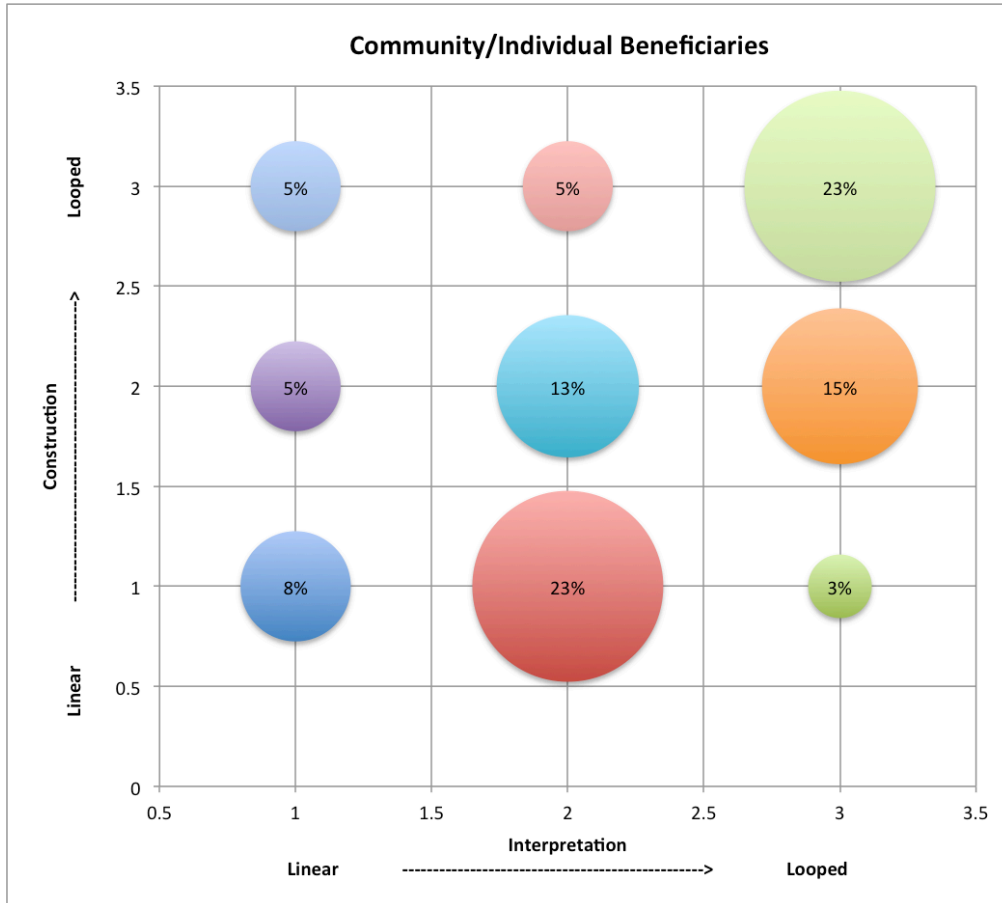
## Local language usage analysis



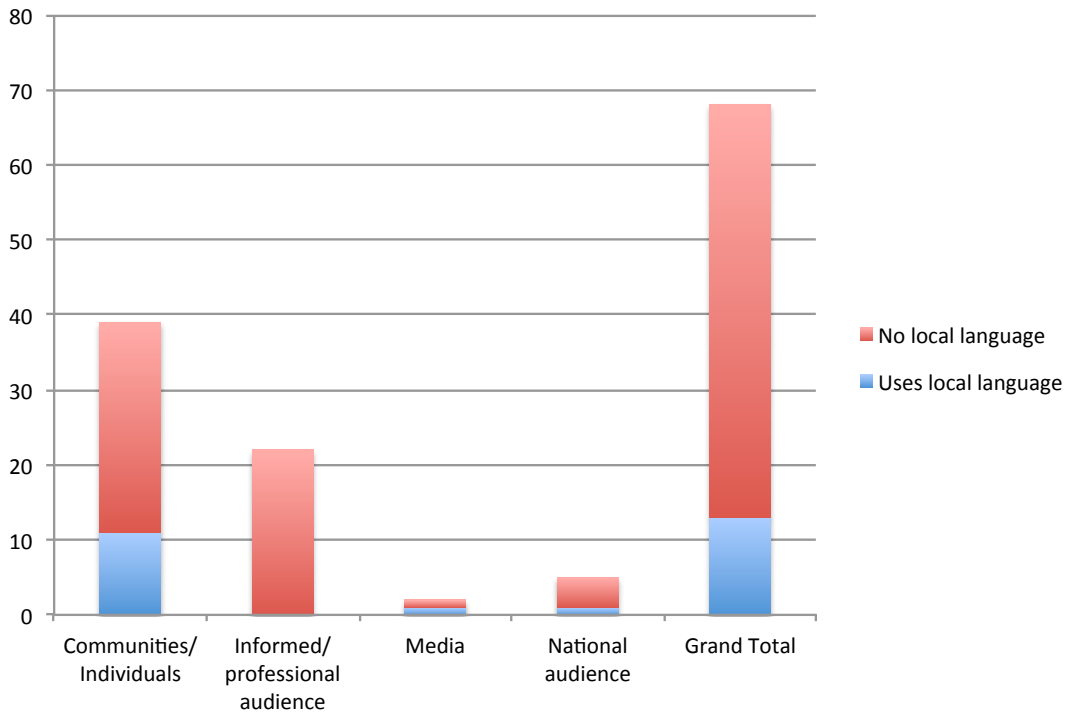


## Individual/ community beneficiary data

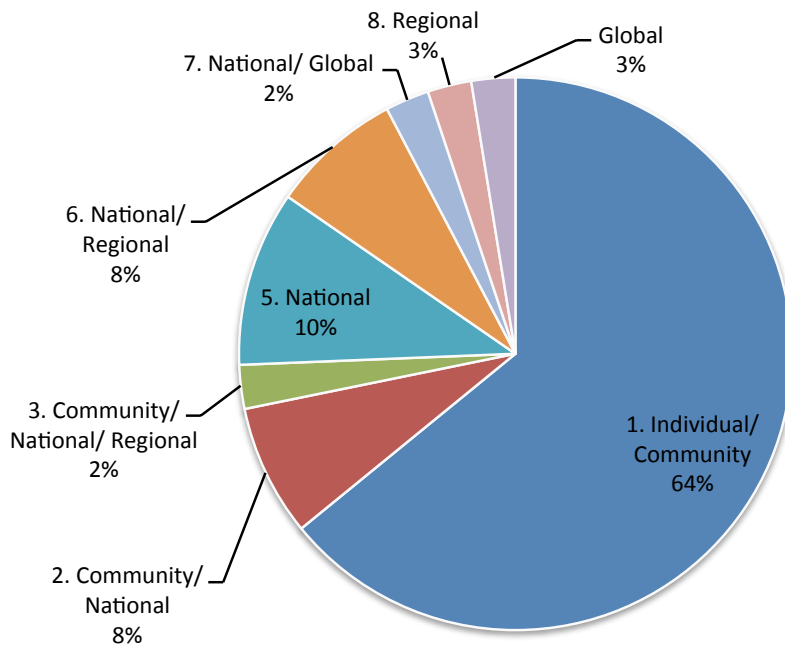
This analysis focuses in on initiatives that target beneficiaries at the community, household or individual scale.



### Use of local language per beneficiary group

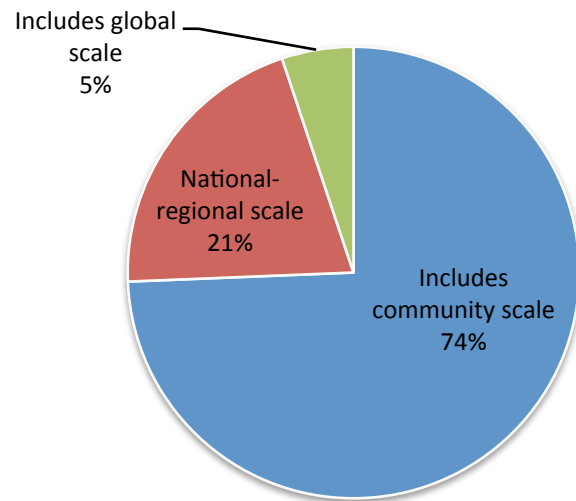


### Scale of initiatives focussed on community/individual beneficiaries



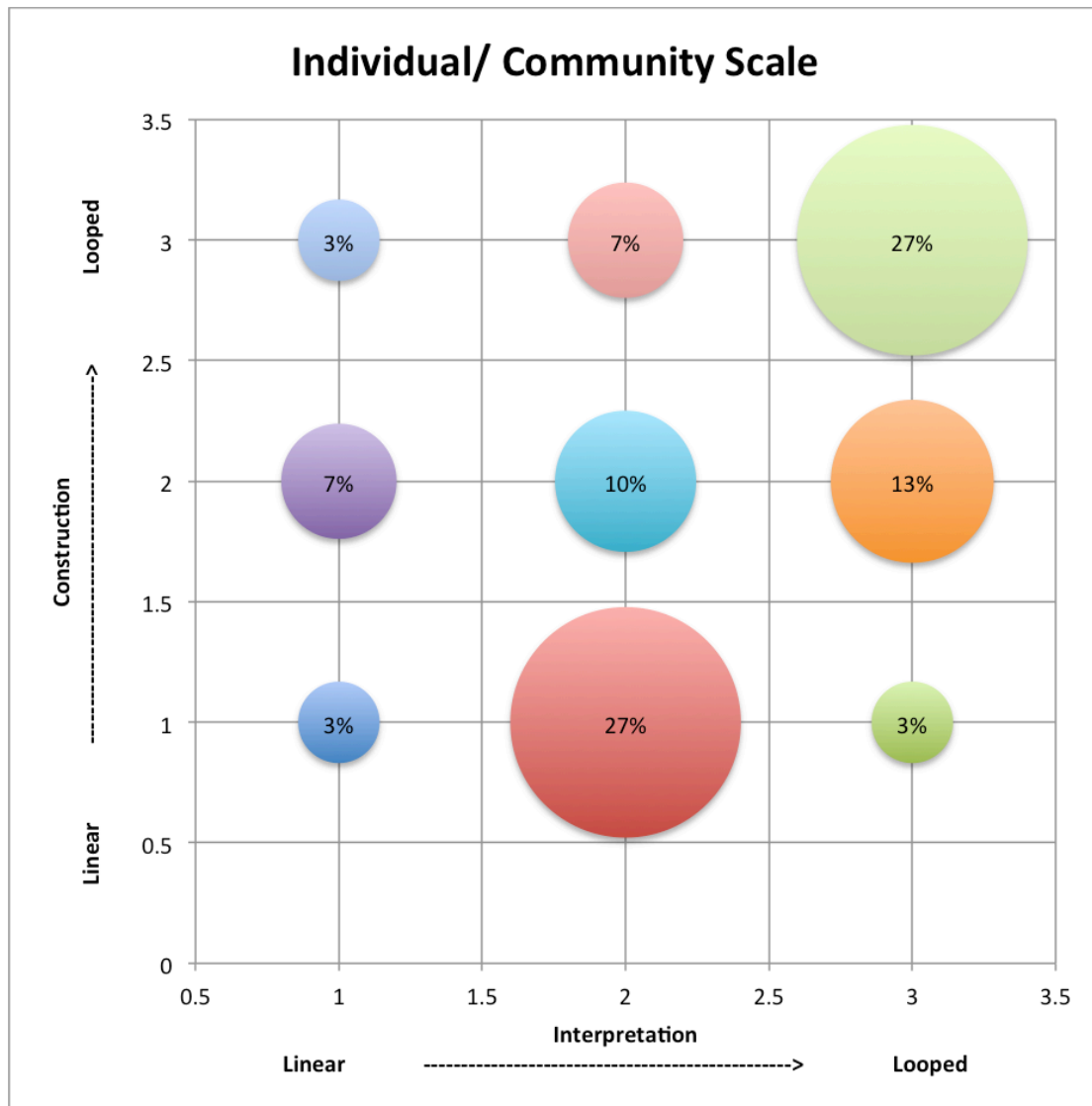


## Scale of initiatives focussed on community/ individual beneficiaries (simplified)

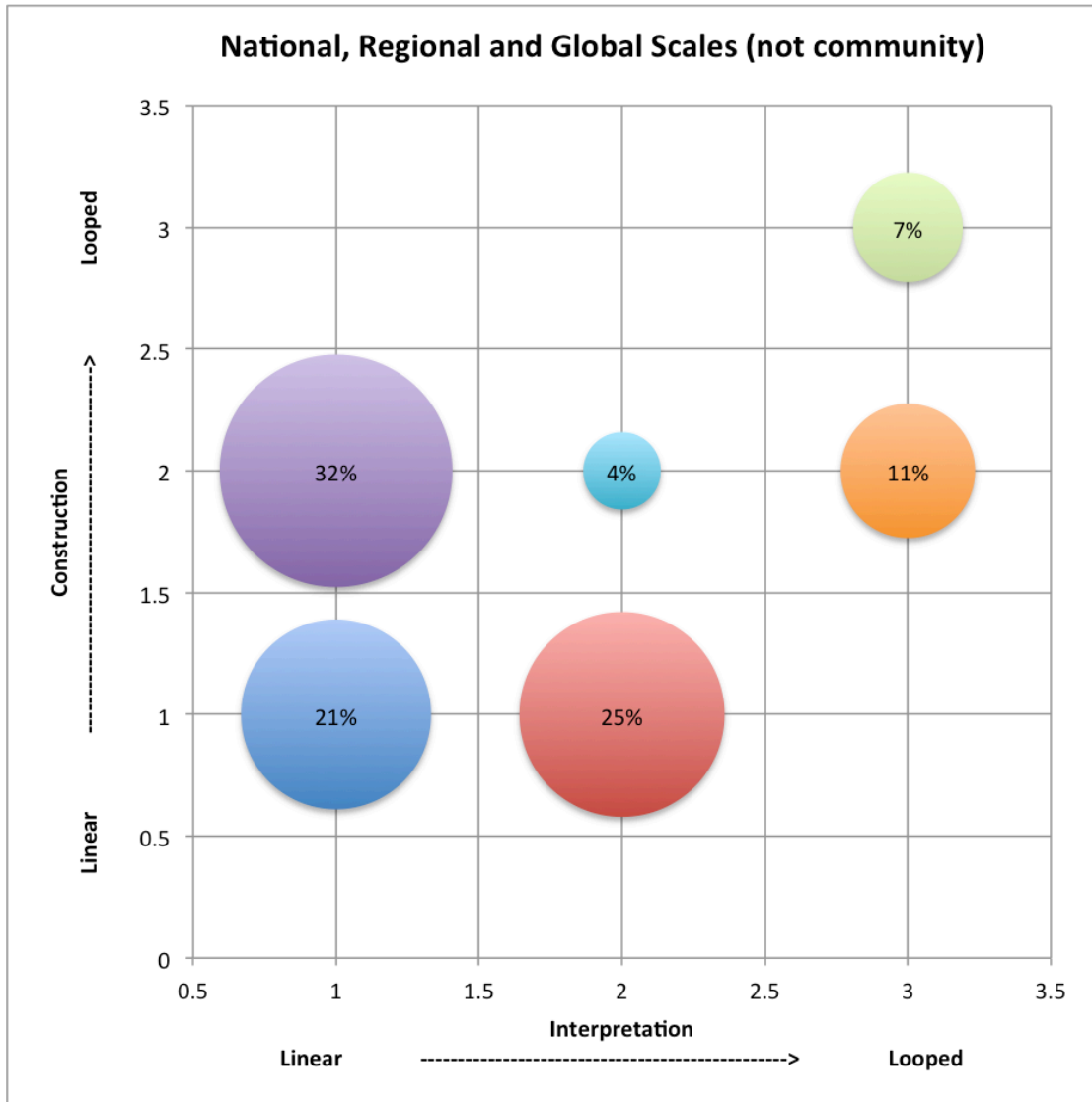


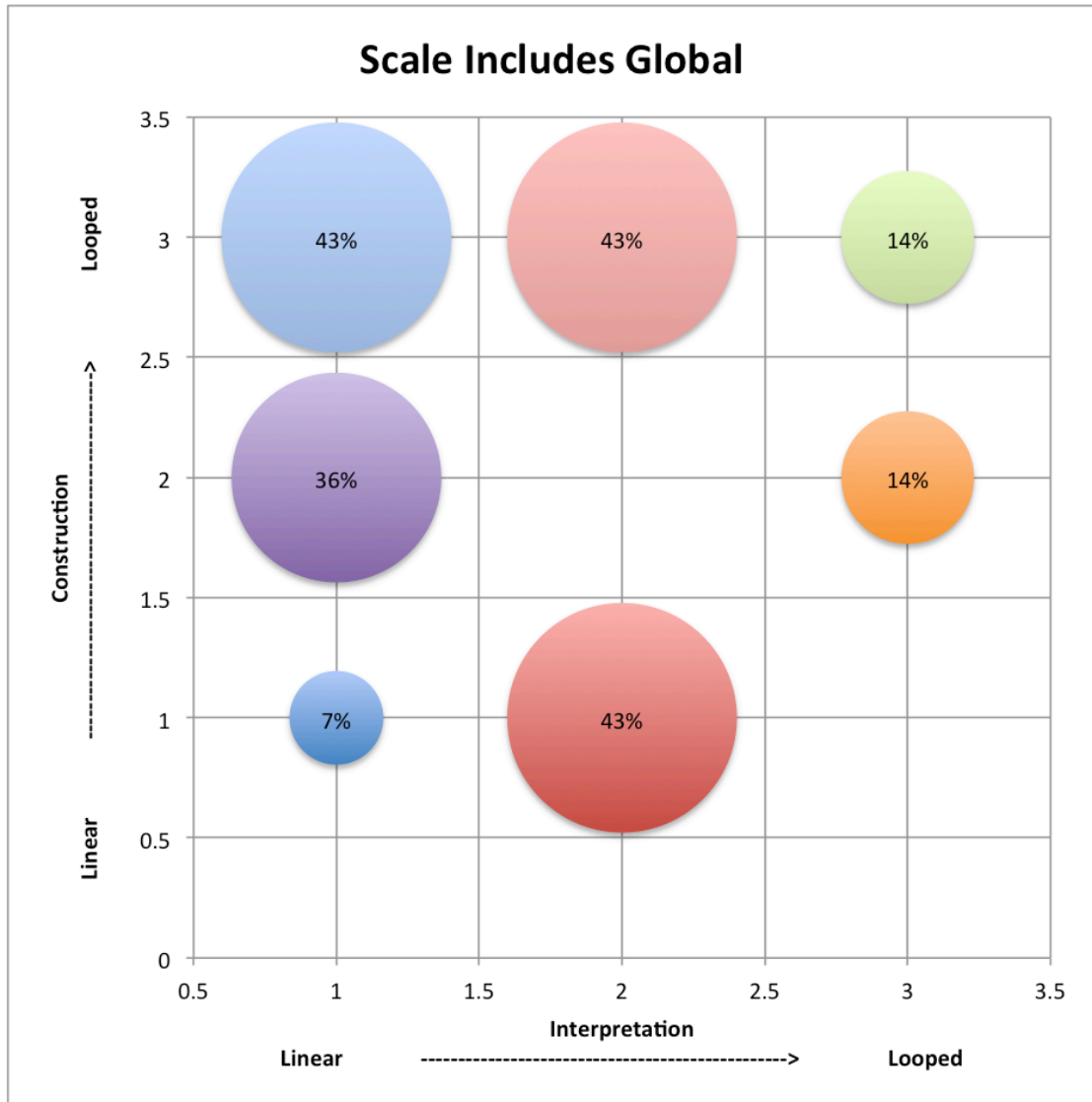
In this chart all initiatives that target community scale beneficiaries have been grouped together, allowing assessment of the extent of community-focused activities.

## Scale analysis (construction/interpretation)

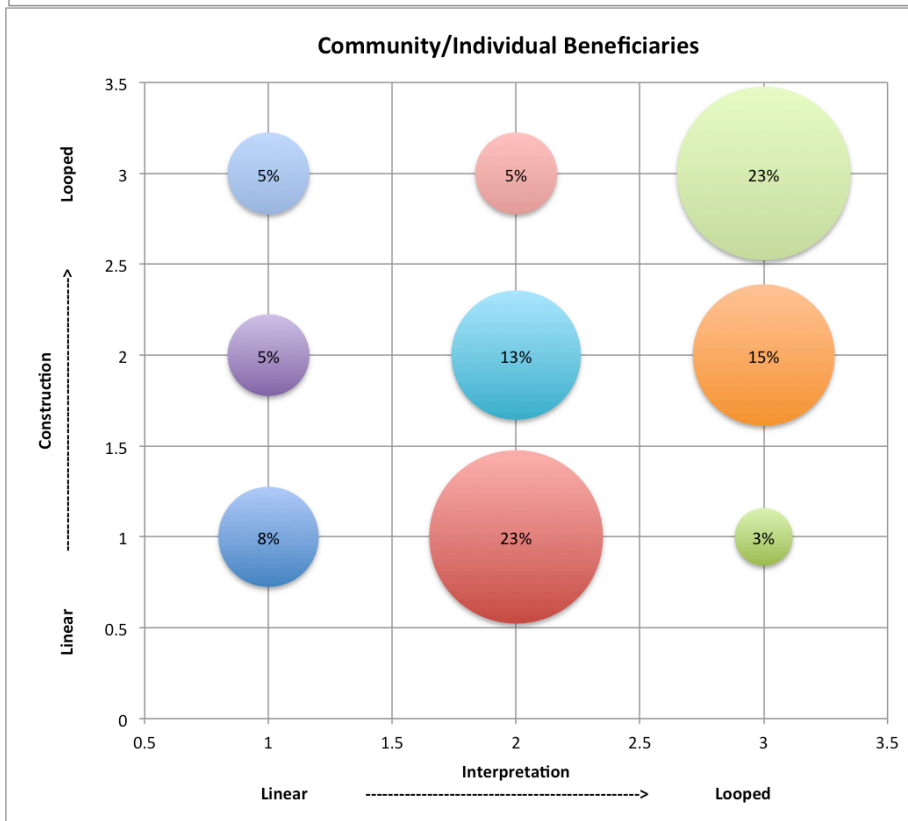
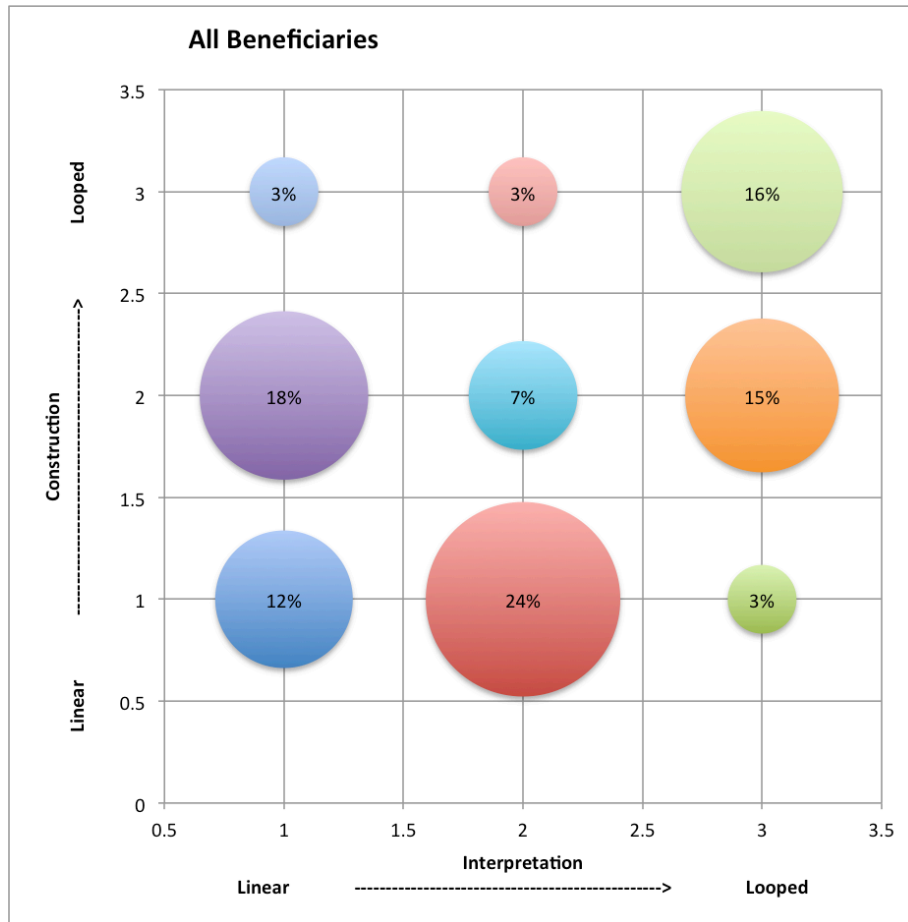


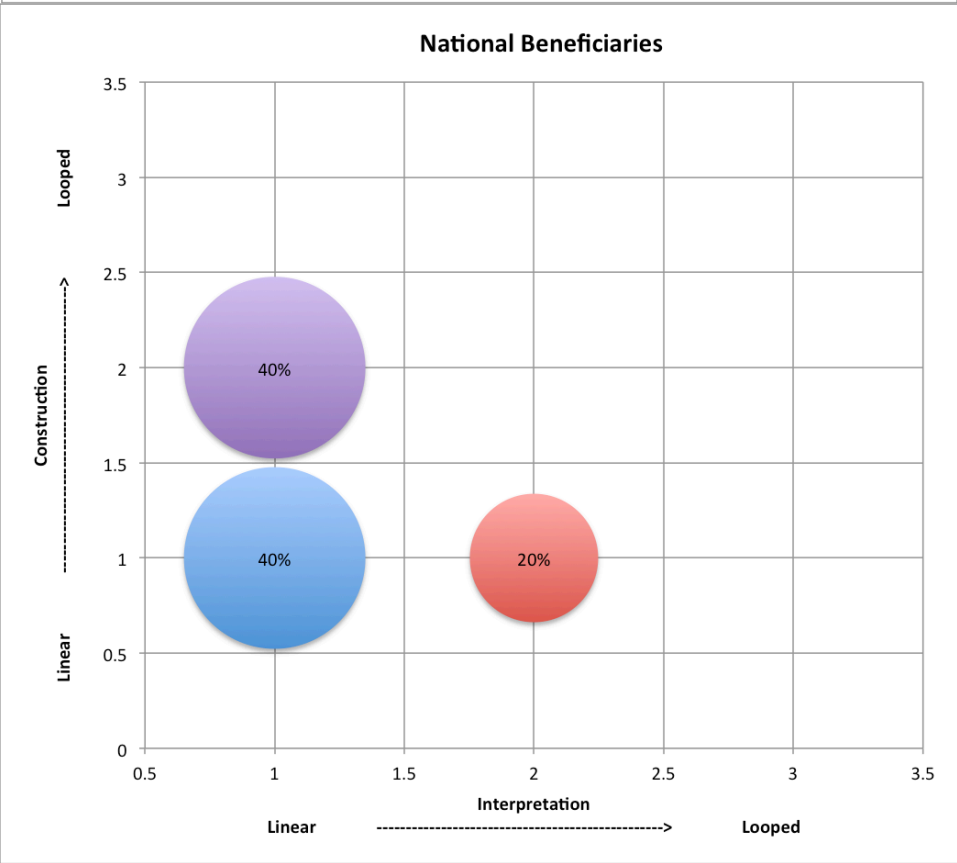
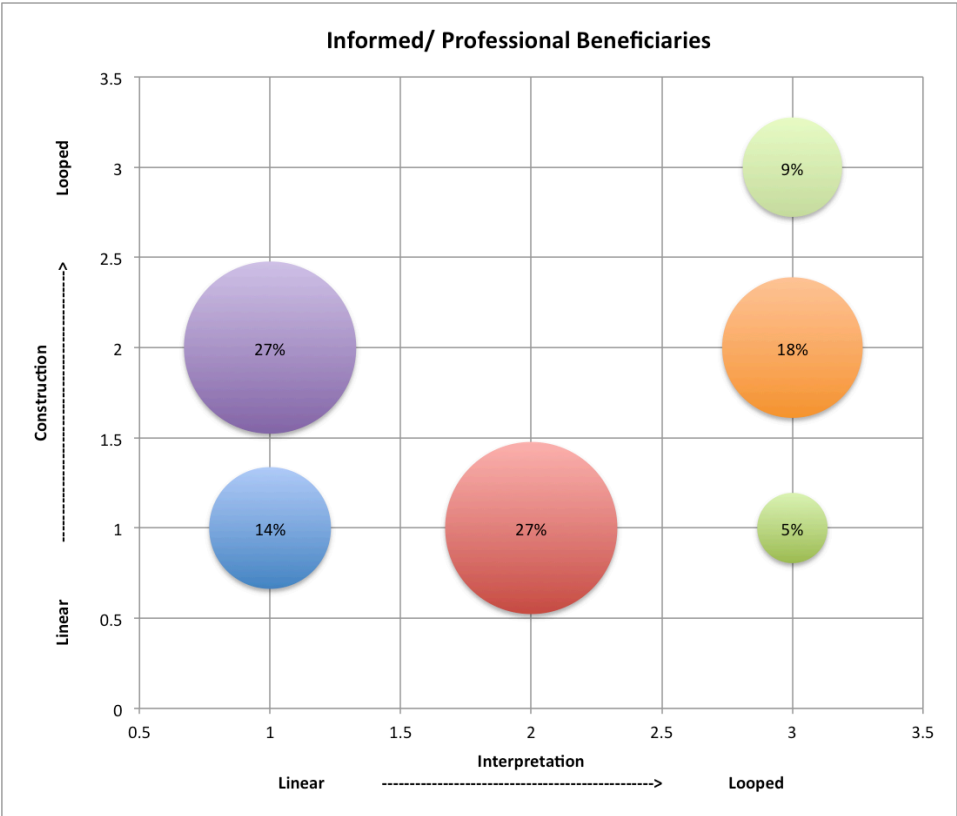
This chart includes initiatives that are at the community *and* higher scales.

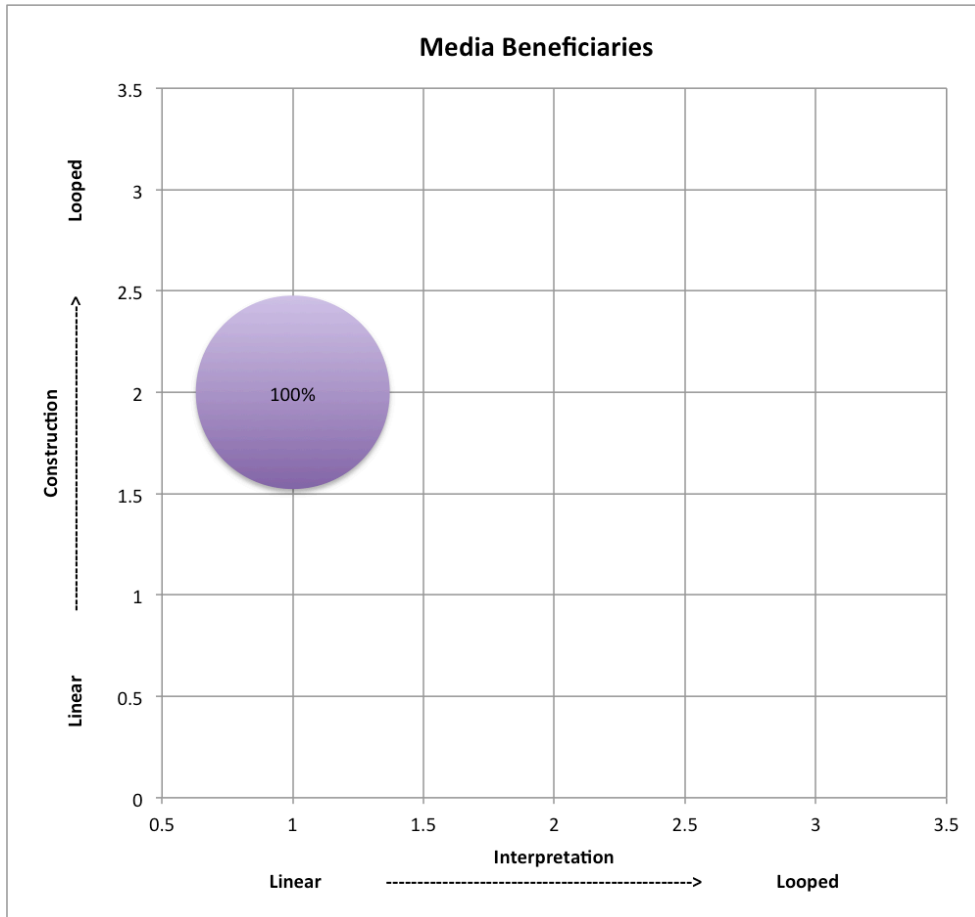




## Beneficiary analysis - construction/interpretation

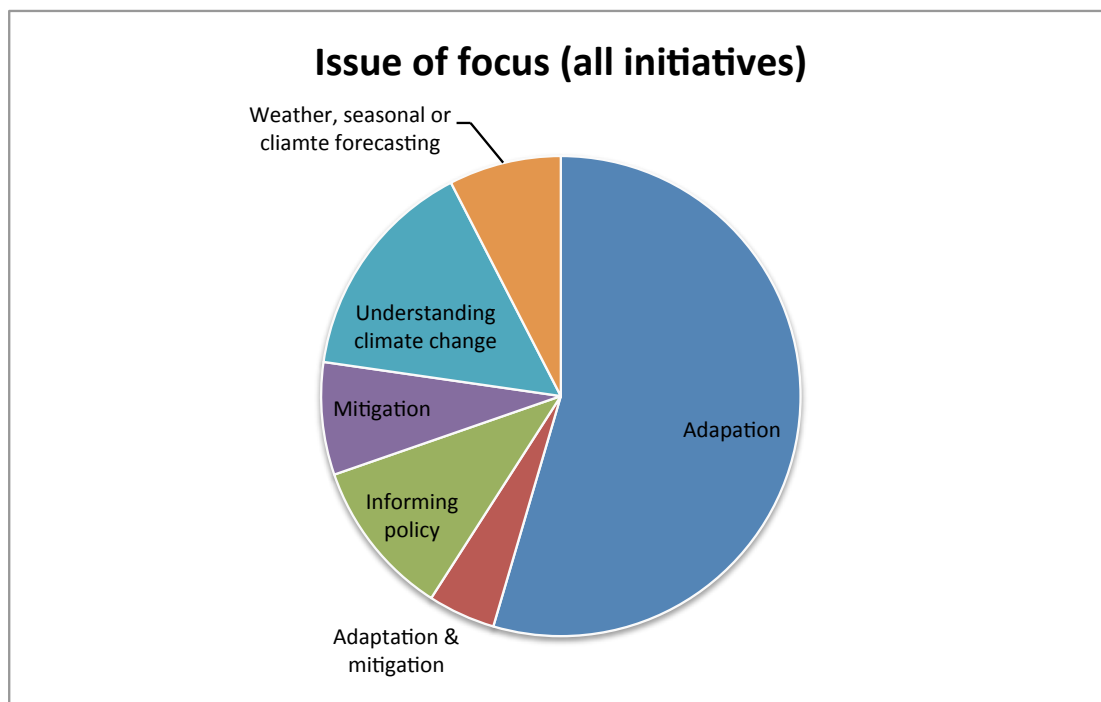






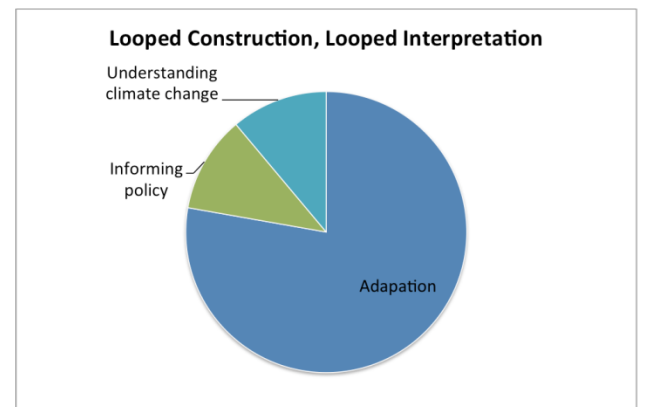
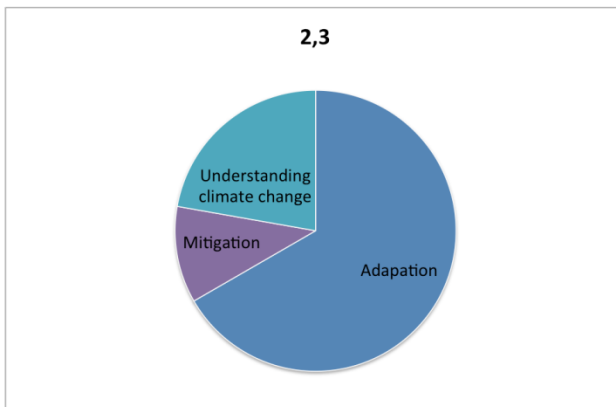
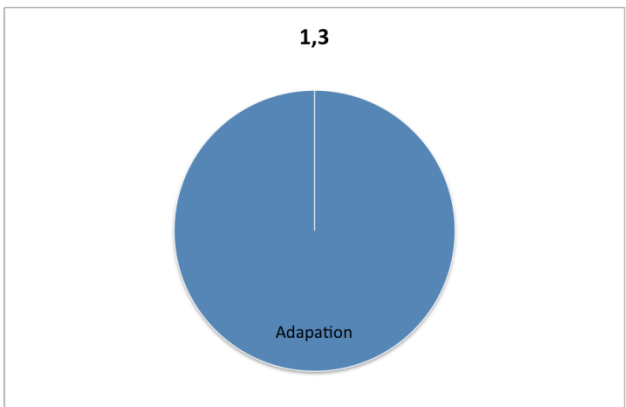
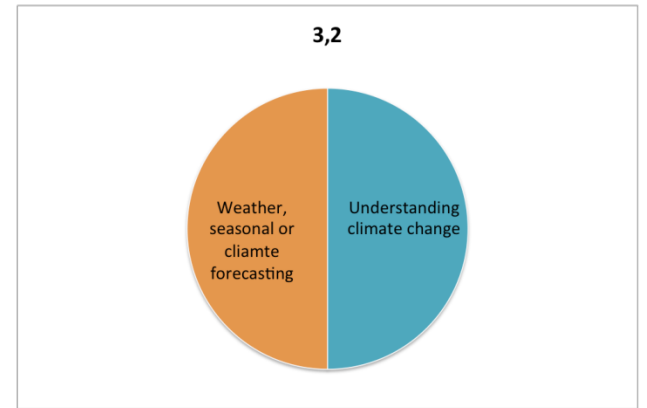
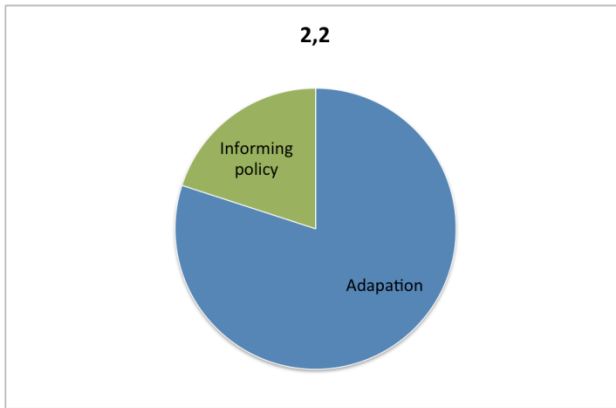
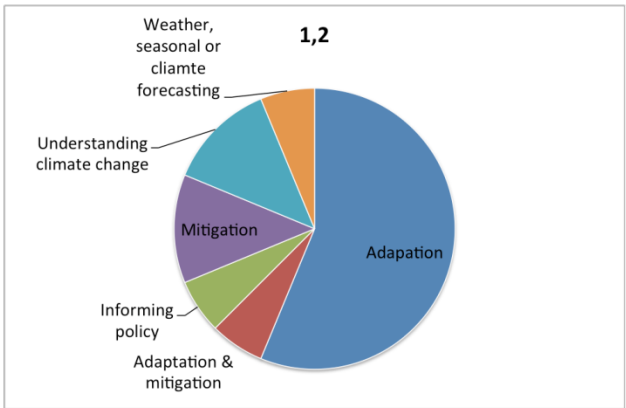
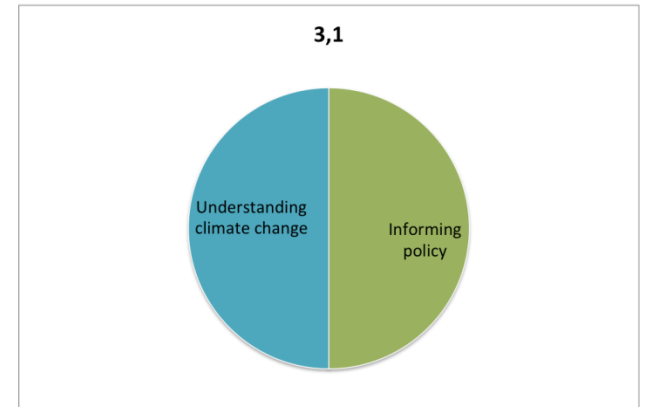
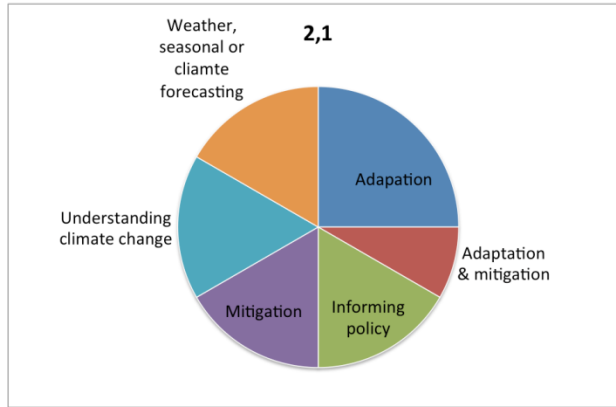
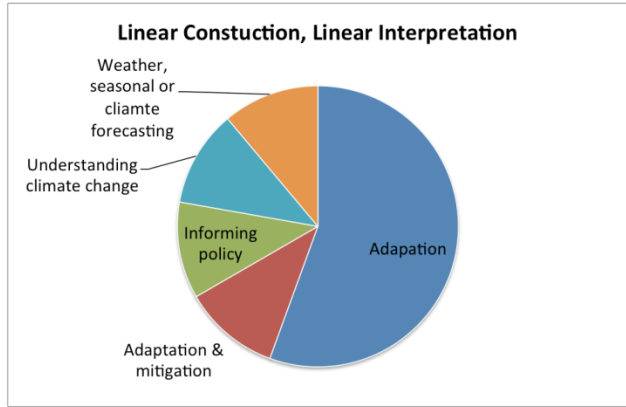
## Issue of focus

Not all initiatives explicitly identified their purpose, so this analysis makes use of expert judgement (based on a reading of published material about each initiative) to establish the issue that is being addressed. Some initiatives clearly have more than one issue of focus, and are counted once for each issue in the following.



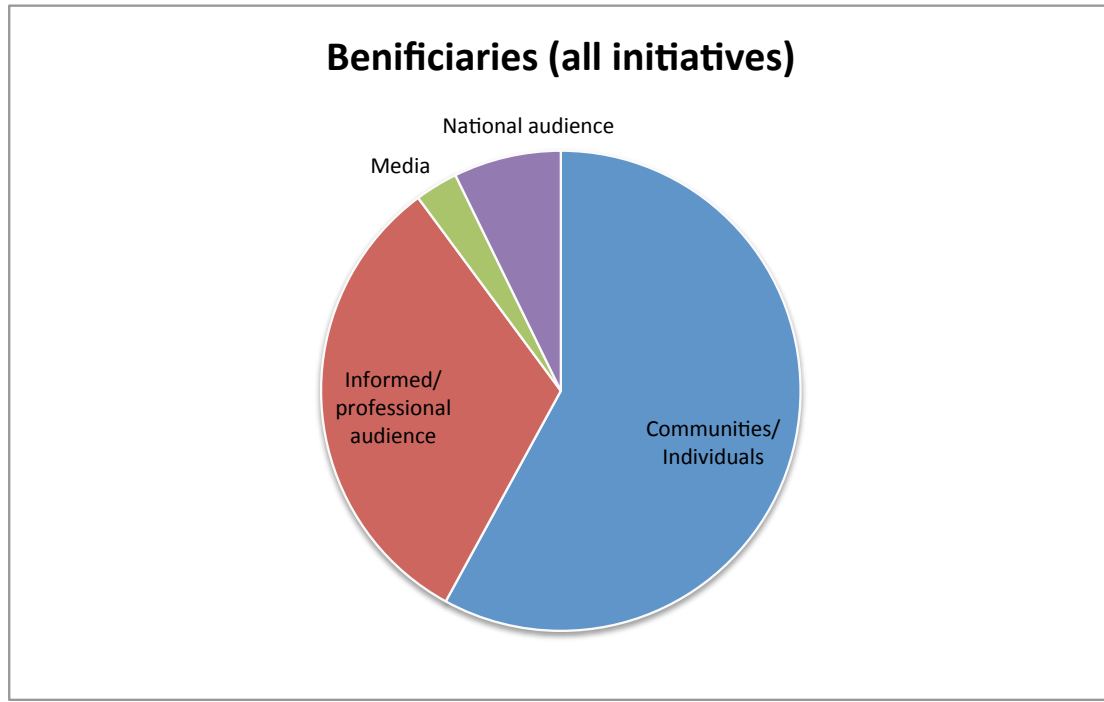


----- Interpretation ----->



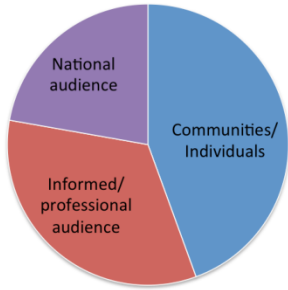
----- CONSTRUCTION ----->

## Beneficiaries

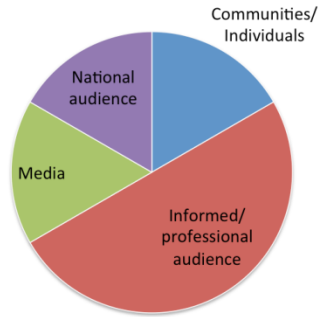


----- Interpretation ----->

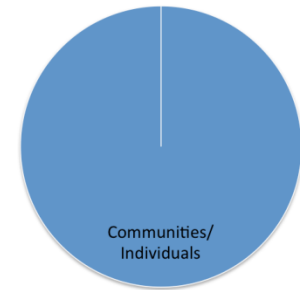
**Linear Constuction, Linear Interpretation**



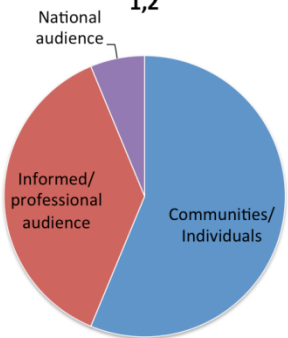
**2,1**



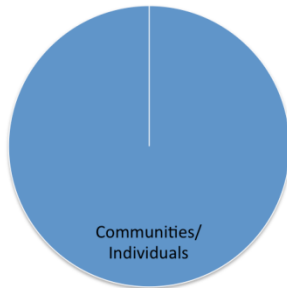
**3,1**



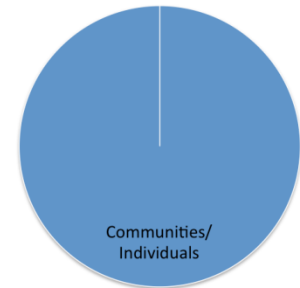
**1,2**



**2,2**



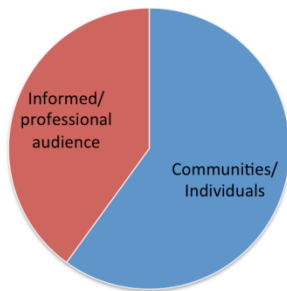
**3,2**



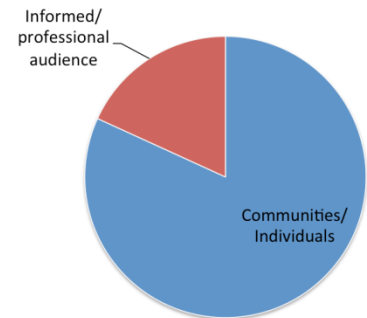
**1,3**



**2,3**



**Looped Construction, Looped Interpretation**



----- CONSTRUCTION ----->

## Annex 4: Examples of good practice cited by survey respondents

Country/Organisation (where noted)	Initiative
Tanzania	Farmer field schools/demonstration plots
Multiple	Use of community radio
India	Post-tsunami disaster preparedness campaigning for school children
Ethiopia	Mobile video and edutainment for community youth
Bangladesh	Use of local folk songs
N/A	Training of youth to be climate champions
N/A	Communications presented by local speakers (indigenous community leaders)
Amazon Basin	Building capacity within Amerindian communities to produce their own visual communication media through participatory video and photo stories
N/A	Visual presentations of local impacts of climate change
Various (FARA)	Use of FARA as a strategic platform for research influence
Burkina Faso	Farmers' workshops at the onset of rainy season, presenting information and opportunities for learning and reflection, but not "recommendations".
Ghana (Ghana Community Radio Network; IDS; AfricaAdapt)	The Climate Airwaves project. Communities in the catchment areas of three Community Radio areas were given the opportunity/the backbone to reflect and articulate the impact of climate change on their lives and indeed their way of life and to engage with "duty-bearers" and prevent them from turning their backs on them.
Zimbabwe	CC training course for Agritex which included understanding on CC; challenged misconceptions of CC; provided practical tools that extension staff could make use of.
Eastern Africa (ALIN)	Joto Afrika, the briefing presents climate change info in a very simplified way. We have torn down the scientific language, we also produce videos of some of the articles featured.
Malawi	The radio listening clubs which I see operating in Malawi continue to be a key way of engaging service providers, beneficiaries, resident expertise and political representation to negotiate the science, needs and solutions.
N/A	Much of my work has been in provided scenarios of climate change. Here well presented graphics that can be used off the shelf are useful, as are easy to use data products or summaries.
Bolivia, Congo (FAO)	The work of CSDI in Bolivia, at the national level, includes communication support in communication to national agricultural policies and projects; at the local level, it has been using ComDev methods to design and implement Local Innovation and Communication Plans (PLICs in Spanish). PLICs are the result of community consultations and the use of different communication processes and tools directly

	managed by farmers and rural communities. In Congo, after a significant experience working with rural radios the project is developing activities to increase knowledge on population and institutions on climate change.
Latin America (CIAT)	Coffee climate vulnerability analysis has received a lot of attention

## Annex 5: Survey respondents

Name	Position	Institution
Myra Wopereis	Director	FARA
Carla Roncoli	Adjunct Professor, Associate Director	Emory University
Wilna Quarmyne	Administrator/Coordinator	Ghana Community Radio Network (GCRN)
Peter Laderach	Researcher	CCAFS CIAT
Hilary Warburton	Head of Reducing Vulnerability Programme	Practical Action
Eric Kisiangani	Programmer Officer	Practical Action
Patrick Kamotho	National Coordinator	Bunge La Mwanainchi
Dr. Mazharul Aziz	Deputy Project Director	Department of Agricultural Extension (DAE)
Esther Lungahi	Project Officer	Arid Lands Information Network
Nick Perkins	Head of Research Comms	IDS
Basheerhamad Shadrach	Managing Trustee	Voice to the Voiceless Trust
Mark New	Professor / Director	University of Cape Town
Danny Gotto	Programs Coordinator	Action for Community Development
Imelda Abano	President	Philippine Network of Environmental Journalists
Dr Andrea Berardi	Lecturer in Environmental Information Systems	The Open University
Dago Tshering	Research Officer	Royal Society for Protection of Nature
Apar Paudyl	Project Development Officer	Practical Action Consulting
Abel Niyibizi	Project Manager	Petro Systems Limited
Balasubramanian D	Manager - Information Systems	French Institute of Pondicherry
Helder Pérez	Vice-president	Bay Islands Foundation
Usman Qazi	Consultant	Self Employed
Anon	President	Network of Rural Women Producers
Samweli Edward Mugogo	Agriculture Research	MLINGANO AGRIC. RESEARCH INSTITUTE
Dr. Rajendra Kumar	Director	Dept. of Information Technology, Govt. of India

Parshuram S Niraula	Founder Chairman	Centre for Environment Education Nepal
Tamene Hailegiorgis	Manager	TAM Consult
Precious Chizonda	Deputy Country Director	Farmer Voice Radio
Alfonso Gumucio	International Consultant	FAO
Carmen Capriles	Coordinator	Reacción Climática
Jeff Summers	Senior Scientist Carbon Sequestration	US Dept of Energy
Federica Matteoli	Communication for Development Officer	FAO
Benedict Mathitu	Extension Officer	Mutomo District, Kenya
Pius Kasusya	District Environmental Officer( NEMA )	Mutomo District, Kenya
Kisilu Musya	Farmer	Mutomo District, Kenya
Daniel Ruteere	District Vet Officer	Mutomo District, Kenya
Benjamin Munyalo	Technical Water Officer	Mutomo District, Kenya
Flora Nzambuli	Farmer	Mutomo District, Kenya
Anastacia Peter	Farmer	Mutomo District, Kenya
Sammy Mbuko	Forester	Mutomo District, Kenya
Paul Munyoki	Divisional Agricultural Extension Officer	Mutomo District, Kenya