Government of Malawi

BACKGROUND REPORT

CONSULTANCY TO REVIEW AND UPDATE THE NATIONAL STRATEGY FOR CLIMATE CHANGE LEARNING FOR MALAWI.

SUBMITTED TO:

The Director

Environmental Affairs Department

SUBMITTED BY

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ABBREVIATIONS AND ACRONYMS

AAP	Africa Adaptation Programme
CABMACC	Capacity Building and Management of Climate Change
CARLA	Climate Adaptation for Rural Livelihoods and Agriculture
CBO	Community-Based Organization
CC	Climate change
CCL	Climate change learning
CISONECC	Civil Society Network on Climate Change
CSA	Climate Smart Agriculture
CSOs	Civil Society Organizations
DCCMS	Department of Climate Change and Meteorological Services
DFID	Department for Foreign and International Development
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EAD	Environmental Affairs Department
GCF	Green Climate Fund
GEF	Global Environment Facility
GHG	Greenhouse gas
GoM	Government of Malawi
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
INC	Initial National Communication
INDC	Intended Nationally Determined Contributions
IPCC	Intergovernmental Panel on Climate Change
KPI	Key Performance Indicator
LEAP	Long Range Energy Alternative Planning
LDCF	Least Developed Countries Fund
LDCs	Least Developed Countries
LEAD SEA	Leadership for Environment and Development Southern and East Africa

LEAP	Long-range Energy Alternatives Planning Systems
LUANAR	Lilongwe University of Agriculture and Natural Resources
M&E	Monitoring and Evaluation
MEA	Multilateral Environmental Agreement
MGDS	Malawi Growth and Development Strategy
NAMA	Nationally Appropriate Mitigation Actions
NAP	National Adaptation Plan
NAPA	National Adaptation Programmes of Action
NCCP	National Climate Change Programme
NCHE	National Council for Higher Education
NCST	National Commission for Science and Technology
NEAP	National Environmental Action Plan
NECCS	National Environment and Climate Change Communication Strategy
NEP	National Environmental Policy
NESP	National Education Sector Plan
NGO	Non-Government Organization
REDD	Reducing Emissions from Deforestation and Forest Degradation
SDG	Sustainable Development Goals
SNC	Second National Communication
SOER	State of Environment and Outlook Report
UN	United Nations
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
VDC	Village Development Committee
WEAP	Water Evaluation and Planning

EXECUTIVE SUMMARY

Both the United Nations Framework Convention on Climate Change (UNFCCC) and the Paris Agreement identified human resource knowledge and skills in climate change are critical to combat climate change. Malawi, as a Party to the UNFCCC, has been implementing a number of climate change programmes and projects to enhance the adaptive capacity of its peoples and reduce greenhouse gas emissions. However, implementation had been a challenge due to knowledge and skills gap. In 2012, Malawi received funding from UNITAR to develop climate change learning strategy and implement some pilot projects. In 2013, the Strategy was developed and projects in schools, forestry and health sector implemented. Following the success of the first phase, Malawi has received additional funds to review and update the Strategy of 2013.

In order to undertake this activity, stakeholders were consulted, related policies reviewed and preliminary findings shared at a National Planning workshop which also invited participants from Zambia, Zimbabwe and South Africa. UNITAR participated via video link. Using the lessons drawn from the 2013 Strategy, field interviews and presentations during the workshop, synthesis of key issues were developed and participants selected and prioritised actions in the cluster areas of individual learning, institutional capacity building and resource mobilisation.

This Background Report which has been compiled with input from stakeholders will form the basis for the reviewing and updating the Climate Change Learning Strategy for Malawi.

1 INTRODUCTION

1.1 Global Context

In 2015, member states of the United Nations adopted seventeen sustainable development goals which defined the aspirations of all nations to end poverty, protect the planet, and ensured peace and prosperity for all people by 2030. The goals covered issues ranging from poverty, hunger, health, education, gender, water and sanitation, energy, work, industry, equality, cities, consumption and production, climate action, underwater life, overland life, peace and justice and partnerships. The UN recognised the interconnectedness of these goals and the need for systems approach since changes in one goal may positively or negatively affect the other goals. For instance, climate change affects food security, water availability, hydro power generation but it is negatively impacted by unsustainable consumption and production, use of fossil based fuels and deforestation. Many developing countries depend on rain-fed agriculture for their livelihood and export earnings. However, due climate change, agriculture production has declined resulting in widespread malnutrition and famine, reduced produce used as raw materials for local industries and for export. Climate change is undermining developmental gains made by these countries.

Since climate change is with us, nations need to make deliberate efforts to build their adaptive capacity against the negative impacts of climate change as well as positively contribute towards the global efforts to reduce greenhouse gas emissions that cause climate change. Climate change is a global threat to mankind.

Although many countries signed the UNFCCC in 1992 and ratified it, climate change knowledge remains in the domain of academics and researchers. The framers of UNFCCC recognised this need, and in Article 6 of the UNFCCC education, training and public awareness were identified as critical areas that would contribute towards climate change mitigation efforts and enhancing adaptation and resilience against the negative impacts Since then, the UN has helped many countries to build local capacities to enable countries participate in the global debate. In 2015, the Paris Agreement (Sections 72-84) elaborated further the need for nations to build human resource and institutional capacity. These capacities will be critical to ensure countries are able to fully implement their Nationally Determined Contributions (NDCs) and Nationally Appropriate Mitigation Actions (NAMAs).

1.2 National Context

Climate change, climate variability and climate related extreme events are having huge negative impacts on Malawi's economy and general livelihood of its population. Malawi has in the recent past experience erratic rainfall, floods and droughts happening within one season. Malawi's economy is based on rain-fed agriculture which also provides employment and livelihoods for more than 80% rural based population. Furthermore, over 90% of Malawi grid electricity is from hydro. Erratic rain and droughts also negatively affect hydroelectricity generation resulting in frequent power rationing which with devastating impacts on the industries and general quality of life of Malawians. The women, the poor and other marginalised part of our population with little or sources of livelihood and low adaptive capacity are hit the hardest by the impacts of climate change. Human knowledge and skills are critical enablers of empowering and capacitating communities to avert catastrophes associated with climate change and enable Malawians to effectively participate in the global effort to enhance climate change resilience and reduce GHG emissions. It is through knowledge that people understand theoretical aspects and issues about climate change and its impacts while skills enable them to take action by planning and implementing appropriate responses.

UN CC: Learn is a partnership of 36 multilateral organizations which supports Member States in designing and implementing results-oriented and sustainable learning to address climate change. An important aspect of UN CC: Learn is to support countries in developing a *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development*, through a multi-sectoral and multi-stakeholder process. At global level, the partnerships support knowledge sharing and the dissemination of climate change learning materials. At the national level, UN CC: Learn supports countries in addressing learning priorities relevant to their National Determined Contributions and National Adaptation Plans.

Malawi has been a partner country of the UN CC: Learn Project since 2012. The country launched "Malawi's Strategy on Climate Change Learning" in 2013; and since then, it has been implementing a number of activities pertinent to climate change learning in the country. The UN CC: Learn Project in Malawi is coordinated by the Environmental Affairs Department (EAD), with financial support from UNITAR. Currently, the department is facilitating the process of revising and updating the 2013 Learning Strategy. And it is light of the above that the Environmental Affairs

Department (EAD) organised a national planning workshop with a view to enhance understanding the views of stakeholders and draw consensus on areas of priority that should be included in the revised strategy.

This Background Report captures and summarises the key findings and priorities that were collected from and contributed by stakeholders through interviews and stakeholder contributions during the National Planning Workshop. The Background Report forms an important resource for strategy development.

1.3 Status of climate change initiatives in Malawi

In recognition of the vagaries of climate change and the country's commitment to global efforts, the Government of Malawi signed and ratified the United Nations Framework Convention on Climate Change (UNFCCC) in June 1992 and April 1994, respectively. Malawi also ratified the Kyoto Protocol in October 2001. As a Party to the UNFCCC, Malawi has also participated in a number projects and initiatives. Some of major activities include:

- National Communications to UNFCCC: Malawi developed and published its Initial and Second National Communication to UNFCCC and currently finalizing its Third National Communication;
- UN CC: Learn and National Climate Change Learning Strategy for Malawi in 2012-2013;
- National Adaptation Programme of Action (NAPA): Malawi developed and published its NAPA and updated NAPA;
- Climate change financing: National Climate Change Investment Plan published in 2013;
- Nationally Appropriate Mitigation Action (NAMA): Malawi's NAMA was developed and published;
- Intended Nationally Determined Contributions (INDC): Malawi submitted its INDC under Paris Agreement in 2015 and is currently reviewing and upgrading it to NDC;
- National Adaptation Plan (NAP): Malawi published its NAP Roadmap and NAP Stocktaking Report in 2016 and currently developing other components of the NAP;
- Malawi has implemented a number of climate change related programmes and projects: National Climate Change Programme (NCCP), Africa Adaptation Programme (AAP), Climate Adaptation for Rural Livelihoods and Agriculture (CARLA) and Climate Smart

Agriculture (CSA) amongst others. As Malawians were implementing these programmes and projects, human and institutional capacity has been gradually building.

- Other players such as development partners, NGOs, CSOs and academia have also implemented climate change projects covering mitigation, adaptation and capacity building.

1.4 Objective of the Background Report

The main objectives of the Background Report is to provide evidence based data and information from stakeholders that would be utilised to review and update CC learning strategy that is systematic and country driven, aligned to national mitigation and adaptation priorities; and adds value to existing values.

1.5 The Process

The process of reviewing and updating the CC learning strategy covers the following:

- Meeting with project team at EAD to scope the assignment and agree on timelines and deliverables;
- Literature review of relevant publications and policies;
- Review the current CCL strategy and associated project documents;
- Stakeholder interviews; and
- Planning workshop with stakeholders.

2 REVIEW OF CC LEARNING RELATED POLICIES AND STRATEGIES

2.1 An Overview of policies

There are a number of key social-economic sectors in Malawi that are very vulnerable to climate change, although their respective policy documents do not cover the climate change learning aspect in great details. These policies include the following: Fisheries and Aquaculture Policy of 2016, the National Education Policy of 2013, the National Agriculture Policy of 2016, the National Forest Policy of 2016, the National Health Policy of 2017, the National Irrigation Policy of 2016, the National Tourism Policy for Malawi, the Energy Policy of 2016, the National Environmental Policy of 1996 (revised in 2004), and the National Water Policy of 2005. However, only four policy documents have incorporated climate change learning as one of the key strategies for addressing climate change in their respective sectors, and these are: the National Wildlife Policy of 2018, the National Meteorology Policy of 2019, the National Climate Change Policy of 2016, and the National Climate Change Investment Plan of 2013.

2.2 Key Policies and Strategies

2.2.1 Malawi Vision 2020

Vision 2020 was launched in 2000 as a long term development agenda for Malawi. It is a framework for national development goals, policies and strategies. This document articulates the long-term development perspective for the country. Among other things, Vision 2020 emphasizes the need for integrating social and economic issues in sustainable development. On issues of climate change, it urges the Government to ensure that GHG emissions into the atmosphere are monitored and reduced. The Vision is due for revision this year.

2.2.2 Malawi Growth and Development Strategy (MGDS III)

This was adopted in 2006 to guide development in Malawi over the period 2006-2011, whereas MGDS II covers the period 2012-2016 and MGDS III covers the period 2017-2021. The MGDS provides guidelines to the Malawi Government on resource allocation and use in various sectors of the economy, namely: agriculture and food security; irrigation and water development; transport infrastructure and development; energy generation and supply; integrated rural development; and prevention of nutritional disorders and HIV / AIDS. In 2009, the Government recognized Climate Change, Environment and Natural Resources Management as one of the Key Priority Areas (KPA)

in the Malawi Growth and Development Strategy (MGDS), an area which has also been highlighted as KPA under the MGDS III.

2.2.3 National Climate Change Management Policy

The National Climate Change Management Policy is a key instrument for managing climate change in the country and acts as a guide for integrating climate change into development planning and implementation by all stakeholders at local, district and national levels in order to foster the country's socio-economic growth and subsequently sustainable development. The goal of the National Climate Change Management Policy is to create an enabling policy and legal framework for a pragmatic, coordinated and harmonized approach to climate change management. The Policy provides strategic direction for Malawi's priorities for climate change interventions and outlines an institutional framework for the application and implementation of adaptation, mitigation, technology transfer and capacity building measures.

In the National Climate Change Policy of 2016, issues pertinent to climate change learning are discussed under three policy outcomes, namely: (1) Outcome 3: Increased awareness of climate change impacts, adaptation and mitigation measures; (2) Outcome 4: Research, technology development and transfer and systematic observations enhanced and strengthened; and (3) Outcome 5: Enhanced capacity to implement climate change related interventions.

The Policy states that it will: (1) Build capacity in all sectors and at all levels in climate change in order to attain socio-economic development by utilizing the principles of green economy; and (2) Address capacity gaps in investment in skills and capabilities for negotiations, mechanisms for reducing emissions while supporting prudent environmental management and sustainable economic growth.

Under Section 3.4: “Research, Technology Development and Transfer, and Systematic Observation” in the National Climate Change Policy of 2016, the Government of Malawi recognizes and appreciates the need for technology development and transfer, as well as research in climate change management. To this effect, the country has produced and identified technology transfer needs. However, financial resources for addressing the identified needs such as the development of climate change research agenda and enabling environment for the application of

science and technology are inadequate. And in light of the above, the Policy states that it will: (1) Enhance research, technology and systematic observation for climate change management, supported by appropriate capacity development and dedicated financing; and (2) Encourage resource mobilization and commitment of government for the prioritized technologies.

Under Section 4.2.5: "Training and Research Institutions", the National Climate Change Policy highlights the need for more research and training in climate change issues in Malawi since training and research institutions have a pivotal role to play. Training in climate change issues must be enhanced in order to build the capacity of individuals and organizations to mainstream climate change issues into their activities and effectively adapt and mitigate to adverse impacts of climate change. Furthermore, home grown research must be promoted. Scientific knowledge from research must be used for decision making and practical solutions that are user friendly and sensitive to local needs must be recommended.

2.2.4 National Environmental Action Plan (NEAP),

The Malawi Government adopted the NEAP in 1994 following the country's participation at the Rio Earth Summit in 1992. The NEAP was developed through an extensive consultative process involving a wide range of stakeholders, and it is the operational tool for the implementation of Agenda 21. Nine key environmental concerns were identified as factors that exacerbate poverty in Malawi, namely: soil erosion, deforestation, water resources degradation and depletion, threats to fish resources, threats to biodiversity, human habitat degradation, high population growth, air pollution, and climate change (EAD, 1994).

2.2.5 National Environmental Policy (NEP)

The National Environmental Policy was produced in 1996 and revised in 2004. The policy provides an overall framework through which sectoral policies are reviewed to assess their consistency with the principles of sound environmental management and sustainable development. It also addresses issues of climate change, and empowers local communities to manage natural resources sustainably and promote social equity. The NEP is supported by the Environment Management Act (1996).

2.2.6 National Education Sector Plan

In 2008, the Government of Malawi, through the Ministry of Education Science and Technology published the National Education Sector Plan (NESP) to guide the governance of the education sector for the period 2008 to 2017. The NESP focuses on three key priority areas, namely: expanding equitable access to education; improving quality and relevance of education; and improving governance of the education system covering early childhood education, formal and non-formal education (GOM, 2008).

2.2.7 Malawi National Youth Policy

The policy recognizes the challenges youth have in the face of climate change. The policy specifically seeks to mainstream environmental and climate change programmes in all youth participation structures including capacity building for their meaningful participation in environment and climate change activities.

2.2.8 National Environment Policy

The National Environmental Policy was produced in 1996 and revised in 2004. The policy provides an overall framework through which sectoral policies are reviewed to assess their consistency with the principles of sound environmental management and sustainable development. It also addresses issues of climate change, and empowers local communities to manage natural resources sustainably and promote social equity. The NEP is supported by the Environment Management Act (1996).

2.2.9 The Environment Management Act, 2017

The Act creates the governance and authority mandate on environment and climate change management. This is a key Act on climate change capacity building and skills development in Malawi.

2.2.10 National Fisheries and Aquaculture Policy

Fish provides about 60% of animal protein intake in Malawi and is a source of employment for many Malawians. Unfortunately, the fish population is declining rapidly due to climate change as well as non-climate factors such as rapid population growth resulting in unsustainable levels of fish harvesting. Institutional strengthening and capacity building of the Department of Fisheries and

other stakeholders in the sector, in particular fishing communities, includes development of adequate human resources and skills will assist to restore fish population and enhance pond and cage fish farming in the country. Climate change capacity building is required in formal, informal and non-formal learning approaches both at primary, secondary and tertiary education institutions; farmer and out of school youth levels. Climate Change Learning Strategy has relevance in this process.

2.2.11 National Forestry Policy

The goal of the National Forest Policy is to sustain the contribution of the national forest resources to the quality of life in the country by conserving the resources for the benefit of the nation. Forest productivity is greatly affected by climate change which is exemplified by erratic rainfall and extended droughts, etc. Climate change learning has the potential to build resilience through knowledge and skills through formal, informal and non-formal education to the people of Malawi.

2.2.12 National Gender Policy

The purpose of the policy is to strengthen gender mainstreaming and women empowerment at all levels in order to facilitate attainment of gender equality and equity in Malawi. The Climate Change Learning Strategy has to recognize the challenges African women and girls face in supporting their families due to climate change. Malawi will not succeed to address climate change challenges if women do not play a key role in capacity building to build their knowledge and skills in climate change adaptation and mitigation. The National Gender Policy advocates for alternative sources of energy, women involvement and participation in natural resources, environmental degradation and climate change management.

2.2.13 Nationally Determined Contributions (NDC)

The United Nations Development Programme (UNDP) Human Development Report (HDR) of 2007 rated Malawi as one of the most vulnerable countries in sub-Saharan Africa to the deleterious impacts of climate change. Furthermore, Malawi's NAPA of 2006 showed that thematic areas such as agriculture, energy, water, forestry, fisheries, gender, wildlife and human health are vulnerable to the impacts of climate change, climate variability and extreme

climate events. On this premise, Malawi developed the Intended National Contributions (INDC); now under review to produce NDCs, to address challenges to climate changes so as to contribute to reduction of GHG following a low carbon development path. The relevance of NDCs for Malawi need not be overemphasized.

2.2.14 National Environment and Climate Change Communication Strategy

The National Environment and Climate Change Communication Strategy (NECCS) was published in 2012 and supersedes the National Environmental Education and Communication Strategy (NECCS) of 1994 which did not incorporate issues of climate change. Its main objective is to increase public awareness and promote positive behavioural change for sustainable development. The Strategy has been designed to provide a national vision and framework for action by all stakeholders; and offers insight into issues, concerns and opportunities to improve communication on environment and climate change. The updated strategy will piggyback on the NECCS for dissemination and outreach.

2.2.15 State of Environment and Outlook Report

The importance of educating all people, in order to achieve sustainable development and poverty reduction, is highlighted by SDG number four. Further, an educated populace would contribute to the achievement of the rest of the SDGs including ending poverty and hunger, gender equality, reduced infant and maternal mortality rates, combating HIV and AIDS, achieving environmental sustainability and achieving global partnerships. The State of environment and Outlook Report (SOER) covers, amongst others, a Chapter of State of the Atmosphere and Climate Change which highlights the challenges caused by the impacts of climate and responses for adaptation and mitigation.

2.2.16 The National Wildlife Policy of 2018,

The National Wildlife Policy of 2018, discusses issues pertinent to climate change learning by highlighting the availability of inadequate data in the country on impacts of climate change on biodiversity due to lack of knowledge and capacity among staff in the Department of National Parks and Wildlife, and a lack of policy initiatives to advance data collection and vulnerability assessments of the sector to impacts of climate change.

2.2.17 The National Meteorology Policy of 2019

The National Meteorology Policy of 2019 covers aspects of climate change learning under Policy Priority Area 5: "capacity building and awareness", where it is stated that adequate capacity building in the climate change and meteorological sector is crucial for effective and efficient delivery of meteorological services in Malawi. It goes further by stating that supportive meteorological infrastructure and human resource development should be continuously considered as a priority activity to better generate and share well-packaged user-friendly meteorological data and information to all key stakeholders, including communities. Additionally, it highlights current challenges that the Government of Malawi is facing in this sector by pointing out the country's inadequate meteorological infrastructure, limited meteorological prediction skills and technology usage, inadequate meteorological data processing and information dissemination facilities, and inadequate trained personnel.

2.2.18 The National Climate Change Investment Plan

The National Climate Change Investment Plan of 2013 covers climate change learning in a number of sections, including the following: Section 1.4 (Section 1.4.1: The Science of Climate Change; and Section 1.4.2: Economics of Climate Change). In Section 1.4.1, the Plan explains in detail anthropogenic causes of climate change. Human activities that adversely change the atmosphere's composition may result from the burning of fossil fuels as well as through land use changes arising from deforestation, urbanization, desertification, etc., while positive effects may occur through the implementation of reforestation, afforestation, natural regeneration, etc. Section 3.4 of the Investment Plan discusses the need to involve the academia in climate change studies in Malawi. The Academia plays an important role in climate research by providing scientific data and opinion, socio-economic and ecological implications of climate change and climate change related projections and recommendations for the future.

3 PROGRESS IN THE IMPLEMENTATION OF 2013 MALAWI'S CC LEARNING STRATEGY

The CC Learning Strategy for Malawi (2013) has 4 strategic objectives or pillar on individual learning, institutional capacity building, resource mobilisation and cross cutting issues. From the four strategic objectives, 14 action areas were developed (Box 1).

1. Publish CC literature for different target groups
2. Undertake Training of Trainers workshop for various groups
3. Train local communities in climate change basics
4. Train policymakers in climate change basics
5. Train professionals in relevant areas of climate change
6. Apply non-formal and informal approaches to raise awareness and enhance skills and knowledge in climate change issues
7. Revise curricular at media training institutions to include climate change;
8. Mainstream climate change in school curricular
9. Strengthen climate change research and training at universities, vocational/technical institutions, NGOs/CBOs and training centres
10. Establish and build capacity of climate change desk officers in all key ministries and departments
11. Enhance partnerships for climate change financing
12. Mainstream financing of climate change activities in sectoral budgets
13. Mainstream gender in climate change learning activities
14. Include climate change learning activities in sectoral policies and strategies

Source: National Climate Change Learning Strategy for Malawi (2013).

Four priority project concept were developed as a means to operationalise the action areas. The key priority projects for the initial phase are as follows:

i. Review, develop and disseminate appropriate knowledge materials for district information centres;
ii. Implement the identified and prioritized human resources and learning needs;

iii. Develop, reproduce and disseminate climate change resources for teachers (primary and secondary) and teacher training institutions; and
iv. Develop, reproduce and disseminate climate change resources for extension staff in the forestry and health sectors.

Due to funding constraints, only two projects were implemented i.e. project number (iii) and (iv). Therefore, the progress considered here relates to the implementation of the funded projects. The major achievements were:

i. Accumulated a considerable worth of knowledge and experience in the design and implementation of systematic approaches to climate change education and learning;
ii. Developed climate change learning materials such as posters and sourcebooks for primary and secondary school teaching in the country;
iii. Developed training modules for District Councils, with modules on different aspects of Climate Change; 28 District Forestry Officers, 28 Directors of Planning and 26 Environmental District Officers were trained;
iv. Trained a number of Primary Education Advisors on the use of Source Books for Primary School and Secondary School learning;
v. Trained front line staff in forestry and health sectors in basic principles of Climate Change;
vi. Conducted training sessions on climate change for Members of the Parliamentary Committee on Environment and Climate Change; 23 out of 28 members of the Committee were trained on various environment and natural resources topics, including Climate Change;
vii. Developed Source Books for Primary and Secondary Schools learning; these have been distributed to all public primary and secondary schools;
viii. Developed and printed posters as teaching aids for primary and secondary schools; over 15,000 posters were printed in English and Chichewa and distributed in all public schools countrywide, reaching about 4,000,000 primary school learners;
ix. Mainstreamed Climate Change in the Teacher Training College curriculum through carrier subjects, such as Geography and Social Studies;
x. Developed Guidelines for Administering Research Grants on Climate Change in Malawi; and
xi. Conducted Youth Climate Dialogues between schools to enhance learning.

Based on the pilot projects, the progress made was commendable. However, there were many more action areas that could have been implemented if financial resources were available. These action could qualify to be carried over in the reviewed and updated CC learning strategy provided the stakeholders consider them to be relevant.

4 EDUCATION SYSTEM IN MALAWI AND OPPORTUNITIES TO ALIGN CC LEARNING ACTIVITIES

4.1 An overview of the education system in Malawi

The Ministry of Education, Science and Technology is the custodian of Malawi's Education Sector as well as all matters relating to Science and Technology. The Ministry is the Government arm that is responsible for providing policy guidance and direction on all education, science and technology issues.

Education and Skills Development is Priority Number 2 among the list of Priority Sectors in the Malawi Growth and Development Strategy (MGDS) III: 2017-2022 (GoM, 2017). In the education sector, MGDS III focuses on the following: basic education, secondary education, higher education, adult literacy, and skills development.

The education system in Malawi consists of three levels, namely: primary, secondary and tertiary. As stated in the National Education Policy of 2013 (GoM, 2013), primary education is the longest sub-sector, attended by the largest number of learners in the country. The fundamental objective of primary education is to inculcate in pupils basic literacy, numeracy and life skills; as such, it is recognized as the foundation for secondary and tertiary education levels. The official entry age to primary education is six (6) years, meaning that the expected primary school going age population is within the range of 6 and 13 years. The primary cycle is for eight years, and runs from standard 1 to standard 8. At the end of standard 8, learners sit for the Primary School Leaving Certificate Examination (PSLCE) which determines their eligibility for secondary education.

Secondary school education in Malawi runs for four years, with two years of junior classes and two for senior classes. After two years of secondary education, students sit for Junior Certificate Examinations (JCE), which qualifies them to enter senior secondary. After the other two years, the students sit for a Malawi School Certificate Examination (MSCE). Results obtained at MSCE determines students' eligibility for university education.

4.2 National Council for Higher Education

The National Council for Higher Education (NCHE) was established by the National Council for Higher Education Act (No. 15 of 2011). It functions entail promoting, regulating and coordinating

higher education. NCHE collaborates directly and indirectly with higher education institutions, government departments and agencies involved in education and training; and is in constant interaction with various non-state actors. NCHE is a key player and participant in the formulation and implementation of the national agenda on higher education. The government exercises oversight through the Council (Board) composed of independent members appointed by the Minister.

The National Commission and Technology (NCST), established in 2003 by the Science and Technology Act No.16 of 2003, is a government central organisation with a mandate to promote, support, co-ordinate and regulate research, the development and application of science and technology matters in Malawi. Its principal function is to advise the Government and other stakeholders on all science and technology matters in order to achieve a science and technology led development. The NCST is governed by a Board of fifteen Commissioners appointed in accordance with the Act. The NCST has the following key departments/directorates: Department of Research and Technology Transfer (with key divisions responsible for Health, Social Sciences and Humanities; Agriculture and Natural Sciences; Engineering, Design and Energy; and Technology Transfer);Department of Information Services(with sections responsible for documentation services; library services; information, education and communication services); Department of Planning Services with sections responsible for planning, monitoring and evaluation services; and the Department of Finance and Administration. The mandate and functions of the NCST are discharged through its subject specialist functional committees established under this Act.

4.3 Formal, non-formal and informal education: challenges and opportunities

Education systems may broadly categorized into the following groups, namely: formal, non-formal and informal education. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

It is characterized by a contiguous education process which involves the teacher, the students and the institution. It corresponds to the education process normally adopted by schools and universities. Formal education institutions are administratively, physically and curricularly

organized and require from students a minimum classroom attendance. It confers certificates, diplomas, and degrees pursuant to a strict set of regulations. Thus, formal education has a well-defined set of features. As far as formal climate change learning is concerned, the following is the current situation in Malawi:

a) Postgraduate courses: University of Malawi, Lilongwe University of Agriculture and Natural Resources, and Mzuzu University offer M.Sc. courses that have Climate change research option;

b) Undergraduate courses: Only Malawi University of Science and Technology offers B.Sc. courses in climate chgange as an option while Chancellor College, The Polytechnic, Mzuzu University, and Lilongwe University of Agriculture and Natural Resources offer climate change as a subject within other majors e.g. Geography, Environmental Science etc.In contrast to formal education, non-formal education is system where one or more of the features found in the formal education system is absent or missing, we may safely state that the educational process has acquired non-formal features. Therefore, if a given education system is not presential most of the time - non-contiguous communication - we may say that it has non-formal education features.

Likewise, non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork.

Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education. Given its scope, non-formal education comprises a diversity of educational situations, many of which have played a significant role in the renewal of educational systems, including: "correspondence learning", "distance learning" and "open systems".

Open Systems corresponds to open systems or open learning, which have drifted much farther apart from the features of formal education, creating a wide, deep rift. Open learning systems offer students a measure of flexibility and autonomy, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstances. As far as non-formal education is

concerned, NGOs such as CISONECC Trocaire and Partners, LUANAR (CABMACC), and LEAD-SEA offer short courses and seminars in various thematic areas of climate change, e.g., climate change science, vulnerability assessment, climate change response (mitigation and adaptation), climate justice, and climate change governance.

Informal education for instance comprises the following activities: (a) - visits to museums or to scientific and other fairs and exhibits, etc.; (b) - listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) - reading texts on sciences, education, technology, etc. in journals and magazines; (d) - participating in scientific contests, etc.; (e) attending lectures and conferences. There are many instances of situations/activities encompassed by informal education, from those that may take place in the students' homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news, etc.) - to institutional activities - lectures in institutions, visiting museums, etc. In climate change learning in Malawi, informal education has been applied through learning by doing, educational visits, demonstrations, video shows, radio, role play, drama, poetry etc. This approach is used by many NGOs and CBOs groups to capacitate vulnerable communities

5 SYNTHESIS OF KEY ISSUES FROM THE CONSULTATIVE PROCESS

5.1 Stakeholders' mapping

Climate change is a crosscutting phenomenon. As such, many studies have shown that almost all sectors are directly or indirectly affected by the impacts of climate change. The key stakeholders in Malawi are categorised as:

i. Government Ministries, Departments and Agencies
   - Environmental Affairs Department
   - Department of Climate Change and Meteorological Services (DCCMS);
   - Ministry of Education Science and Technology;
   - Agriculture (crops, livestock, fisheries);
   - Water Resources;
   - Wildlife;
   - Infrastructure and Physical planning;
   - Transport;
   - Forestry;
   - Human Settlements;
   - Human Health and Population;
   - Gender
   - Disaster Risk Management,
   - Education
   - Finance
   - Planning Commission
   - Library Services

ii. Development Partners- the UNDP, World Bank, WHO, FAO, UNICEF, EU, USAID amongst others

iii. Non-Governmental Organisations

iv. Civil Society Organisations- represented by Civil Society Network on Climate Change (CISONECC)

v. Academic and Research- University of Malawi (Polytechnic and Chancellor College), Malawi University of Science and Technology, Mzuzu University, Lilongwe University of

Agriculture and Natural Resources, Catholic University and National Commission for Science and Technology .

vi. Media- Society of Environmental Journalist

vii. General public, Community Based Organisations (CBOs) & communities including marginalised groups such as women, youth, disabled and traditional leaders.

5.2 Criteria for prioritisation of needs

Since the needs and gaps are many and often outweigh the resources available, it is important to prioritise the needs so that targeted responses could be made. The following criteria which was presented by UNITAR was proposed to guide the selection of prioritised actions.

- *Relevance*: This looks at the strategic importance of the given action in terms of national developmental agenda, relevant sectoral policies and strategies as well as other related ongoing initiatives.
- *Effectiveness*: This looks at how the given action will produce tangible results to make a difference in terms climate change mitigation, adaptation, capacity building and public awareness.
- *Practicability*: The selected action should be technically feasible to implement considering the local technologies, human knowledge and skills.
- *Efficiency*: As it had been alluded to earlier, resources are limited. Therefore, the selected actions must show value for money in terms of level of achievement per given resource input.
- *Monitoring*: The actions should be capable of being regularly monitored and periodically evaluated.

5.3 Results of group activities during the National Planning workshop

After the group discussions, the team members made presentations during the plenary as follows:

5.3.1 Cluster One: Individual Learning

The group that addressed the needs and gaps for individual learning identified the following actions:

- Awareness creation through social media, webinars, online courses, workshops, conferences and panel discussions
- Encouraging mentoring model, increase expertise
- Study tours
- Translating information materials into vernacular languages
- Climate Change local champions at community level
- Tailor made training to professionals
- National Capacity Self-Assessment act as a reference document
- Individual or Institutional awards
- Story grant, pursue an issue to deal with DRR
- Enhancing the network of climate information centres for both individual and institutional

Priority areas

i. Developing capacity for self-capacity assessment and tailor-made trainings to professionals;
ii. Translating information materials into vernacular languages;
iii. Raising awareness on climate change issues through social media, webinars, online courses, workshops, conferences and panel discussions;
iv. Enhancing the network of climate information centres for both individual and institutional
v. Climate Change local champions at community level and encouraging mentoring model
vi. Developing individual awards/ grants for training, story writing and study tours sponsorships;
vii. Organising group study tours to climate information centres
viii. Establishing information centres to all districts (currently there are only 7 climate information centres);
ix. Linking climate change information generators such as Department of Climate Change and Meteorological Services (DCCMS) with libraries under National Library Services to ensure wider reach of stakeholders.

5.3.2 Cluster 2: Capacity Building for Institutions

The group that addressed the needs and gaps for capacity building for institutions identified the following institutions:

i. Department of Higher Education in the Ministry of Education, Science and Technology
ii. Private schools at all levels
iii. Private Schools Association of Malawi
iv. Faith-based organisations
v. Youth Network and Association
vi. Media n
vii. Early Childhood Development Network
viii. Association of persons with disability
ix. Local government structures
x. Tribal associations
xi. Malawi Chambers of Commerce and Industry
xii. Malawi Institute of Engineers and National Construction Industry Council.

Priority Areas

1. **Department of Higher Learning and its agencies**

- Creation of a dialogue and learning platform for all higher learning institutions so that they share the knowledge created.
- Support for development of curricula in recognition of emerging climate change issues.

2. **Youth Network**

- Creation of youth-friendly learning and awareness material.
- Strengthening youth networks to share lessons and experience gained in their line of duty.
- Promotion of climate-aware champions and to create a sense of urgency in line with the rising youth movement created by Greta Thunberg across the world.

3. **Media**

- Training of editors and gatekeepers to give climate change the status and attention that it deserves in the push for sustainable development.

- Strengthen the Association of Environmental Journalists in Malawi to share best practices and effectively report climate change issues for diverse audiences.
- Engagement of community radio station and religious media houses on how to effectively communicate with their local audiences.
- Training media houses on development of engaging climate change content in local languages, including effective translation of climate-related jargon.

4. CSOS

- Training CSOs on how to develop winning proposals likely to tap financing from global and regional financing mechanisms.
- Strengthening coordination among CSOs working to combat climate change.
- Strengthening accountability mechanisms so that they can hold each other and government to account so as to accelerate the achievement of national targets.

5. National Library Services and other information dissemination agencies

- Enhance the tracking and dissemination of emerging climate change knowledge from both government and non-State actors.
- Increasing rural penetration to enhance access to information among the rural majority.
- Enhance utilisation of information and telecommunication technologies (ICTs) to make climate change information accessible for all people in the digital space.

5.3.3 Cluster 3: Financing Mechanism

The group that addressed the Finance Mechanism identified the following actions:

i. Resource mobilization locally
   - carbon tax money to be used in activities of climate change (national climate change fund)
   - private waste generators sectors to include a climate change fee

ii. Screening criteria for all projects' if there is inclusion of climate change capacity building components.

iii. Collaboration with budget department in the ministry of finance to make sure mainstreaming of climate change learning activities in sectoral budgets.

iv. Corporate social responsibilities of private sector should include activities on capacity building
v. If we have a developmental project with World Bank and other donors, capacity building should be embedded.
vi. Multilateral funding to be explored (GCF, GEF. World bank etc)
vii. The Forestry Department should allocate some of tobacco levy collected to capacity building on climate change learning.

5.4 **Action areas identified from interview**

Preliminary findings on critical issues for consideration in the revision of Malawi's Strategy for Climate Change Learning of 2013 were identified through a three pronged approach, namely: desk reviews, stakeholder consultations, and field surveys. These identified issues include:

i. The need to build capacity in climate change science;
ii. The need to build capacity in climate change modeling and
iii. Use of various tools for conducting vulnerability assessments;
iv. The need to build and enhance capacity in climate change governance; the need to intensify climate change research (science based and local indigenous knowledge systems and practices); and
v. Capacity building capacity in climate change negotiations.

The above issues were shared to the participants during the National Planning Workshop. The following feedback came from the participants:

- These issues were endorsed by participants at the regional workshop on climate change learning held in Lilongwe in March 2020 for countries of Malawi, Zambia, and Zimbabwe.
- It has been noted from several climate change training sessions conducted in Malawi for various cadres of professionals, ranging from technocrats, policy makers, NGO and Civil Society Organizations, to local communities that there is inadequate understanding about causes of climate change and a dearth of knowledge about climate change science in general, notwithstanding the availability of Climate Change Training Manuals and Malawi's Strategy for Climate Change Learning Strategy.

- In light of the above, there is an urgent need to build capacity in climate change science so as to make various stakeholders fully appreciate adverse effects associated with climate change. Also, there is inadequate capacity in Malawi for climate change modeling, both in areas of GHG Inventory and climate change response (i.e., climate change mitigation and adaptation). In light of the above, there is a need to build capacity in modeling, especially in vulnerability assessments using WEAP model for water sector GAP and Holdridge Models for forestry, and the LEAP Model for the energy sector.
- Also, there is need to build capacity in conducting economic modeling to assess potential impacts of climate change on the country's GDP by the various economic sectors.
- Other areas that have been noted to be lacking in capacity building are: Climate Change Governance, Climate Change Research (scientific and Local Indigenous Knowledge Systems and Practices

6 CLIMATE CHANGE FINANCING

6.1 An overview of resource mobilisation for climate change activities

The main thematic areas for climate change learning strategy relate to individual learning needs and institutional capacity building needs. It was observed that in order to effectively implement the activities arising from these two main pillars, it will be necessary to have adequate financial resources. Hence, the stakeholders supported the need for a third pillar, finance, so that appropriate strategies could be developed to ensure sustainable funding of CC learning activities. In 2013, the Government developed and launched National Climate Investment Plan to provide potential investors and funders a basket of prioritised investment areas in which the Government was seeking potential partners to support and invest in. Similar approach, targeting CC learning, could be used to find potential funders for CC learning activities in Malawi.

6.2 Why resource mobilisation in CC learning activities?

Climate Change Learning Strategy will remain an academic exercise if there are no mechanisms to implement it. It is the responsibility of all countries to put in place institutional structure, technical expertise to energise the strategy and mobilise local, national and international financial resources to build awareness, knowledge and skills capacity of individuals and institutions aiming at improving their values and behaviours in Climate Change. Climate finance refers to local, national or international financing which is drawn from public, private and other sources of financing to support mitigation and adaptation actions to address climate change. Malawi like all developing countries are bearing the blunt and suffering from the effects of climate change. In order to become resilient to the effects of climate change, there is need to find plausible financial mechanisms and solutions to address them. The United Nations Framework Convention on Climate Change, the Kyoto Protocol and the Paris Agreement have called for financial assistance from Parties which have more financial resources to support those that are less capable and more vulnerable. Developing countries are significantly in need of financial and technical support. Climate finance is needed for mitigation, because large-scale investments are required to significantly reduce emissions. Climate finance is important for adaptation, as significant financial resources are needed to adapt to the adverse effects and reduce the impacts of a climate change. Internationally, there are other financial resources Malawi can access to address effects of climate change.

6.3 Local resource mobilisation-challenges and opportunities

The national budget serves as the main window to support climate change learning in the country. To this end, Malawi has started to implement resource mobilisation initiatives to address climate change learning and project activities through carbon tax in the transport sector. Many other local resource mobilisation opportunities can be created, for instance pollution levy in industries and many others.

There are many challenges however to access these funds in government because there are no policies to enforce use of such resources for specific areas. Carbon tax is channelled to national consolidated fund in government. There is an opportunity for the carbon tax and other environment related taxes and levies to be channelled direct to environmental fund after putting in place safeguards. These funds can be put into an endowment trust so that there is growth and can also be used to attract international financial grants.

International resource mobilisation-challenges and opportunities

To facilitate the provision of climate finance, the United Nations Framework Convention on Climate Change established a financial mechanism to provide financial resources to developing country Parties. The Global Environment Facility (GEF) has served as an operating entity of the financial mechanism since the Convention's entry into force in 1994. At COP 16, in 2010, Parties established the Green Climate Fund (GCF) and in 2011 GCF was also designated it as an operating entity of the financial mechanism. The Paris Climate Change Conference of 2015, the Parties agreed that the operating entities of the financial mechanism; GCF and GEF as well as the LDCF shall serve the Paris Agreement.

Despite establishing these financing mechanisms, access to them has its challenges. Most developing countries lack the capacity to develop project proposals that can go through. Capacity building in proposal development is key. Noting the gap in institutions to develop project proposal to access funds, EAD developed guidelines (awaiting Government approval) to assist institutions to access GEF and GCF funding opportunities in various climate change areas.

Appreciating this challenge, there are capacity building mechanisms which include short courses, online courses, seminars and webinars. Designated entities can apply for funds from:

a) Readiness Grants,
b) South-South Cooperation Grants,
c) Project Formulation Assistance Grants,
d) Innovation Grants,
e) Technical Assistance Grants and,
f) Learning Grants amongst others.

6.4 Prioritisation of funding opportunities.

6.4.1 Local and National Funding Opportunities

Malawi stands to benefit from international funding opportunities if local resources are mobilised to build knowledge and skills in climate change at individual and institutional levels. The national budget should provide for sectoral budget lines that target building awareness and also capacity in climate change knowledge and skills. Key sectors are clearly identified through Malawi Government Development Strategy III, Nationally Determined Contributions to climate change and National Adaptation Plan.

6.4.2 International Funding Opportunities

There are financial mechanisms available Malawi can access to implement the climate change learning strategy for both individuals and institutions. These include a) Readiness Grants, b) South-South Cooperation Grants, c) Project Formulation Assistance Grants, d) Technical Assistance Grants and, e) Learning Grants. In order to access these grants, professionals and institutional representatives from learning institutions need to go through training courses online, short courses and workshops to have skills for project proposal development specific to climate change as set out in the Nationally Determined Contributions (NDC) and National Adaptation Plans (NAP) for the country. Malawi has prioritised Forestry; Agriculture, Water Development and Irrigation; and Energy for its unconditional and conditional mitigation actions.

7 STRATEGY FORMULATION AND STRUCTURE

The development and the design of the Updated Climate Change learning Strategy for Malawi is driven by a number of underlying norms and aspirations so that it meets not only the requirements as specified in the terms of reference but also be responsive to the needs of all peoples of Malawi and Government's short, medium and long term development goals. The norms and aspirations which were highlighted by the issues raised by the National Planning Stakeholders Meeting include: inclusiveness, synergy with country's policies and strategies, bottom-up approach, country driven, inclusive and innovative in the use of ICT technologies to design, develop and disseminate climate change learning materials.

7.1 Diversification of stakeholder group

Learning from the implementation of the 2013 CC Learning Strategy, the Government made considerable achievement to capacitate teachers, learners at primary and secondary schools, forest field staff, health field staff and youth groups. Learners from schools represent a large group of future climate change scientists, activities and practitioners. While there is need to continue these activities, the updated strategy will be expected to be more inclusive in terms of target groups. Furthermore, it was also observed during the National Planning meeting that most of the participants were technocrats who were working on climate change issues. Some of the notable institutions missing stakeholders' list included Finance, Planning Commission and National Library Services.

7.2 Synergy with the country's policies and strategies.

National policies and strategies provide direction and a conducive environment to develop and implement various activities that could improve people's well-being. They provide linkage points to align and piggyback activities in order to improve effectiveness and efficiency of resource utilisation. In this report, a number of relevant policies and strategies have been reviewed in order to identify entry points and areas of complementarity. Policy reviews are covered in Chapter 3.

7.3 Bottom-up and country driven learning needs and gaps

The CCLS should be demand-driven. It should be developed in response to not only the strategic needs of the Government but also the needs of the people who will benefit from the training programmes and those who will develop and deliver training programmes. Therefore, the process of stakeholders consultation should aim at getting inputs from the wider community not just policy makers and trainers. During the meeting, participants made contributions to represent their own needs and the needs of their constituents.

Furthermore, the strategy should aim at incorporating the needs of the different layers of Malawi's decentralised structure. At the lowest level is the Village Development Committee (VDC) followed by Area Development Committee (ADC) and District Development Committee (DDC). At national level, the lead ministry is one responsible for all environmental matters in the country.

7.4 Demand driven learning need

The development of the strategy is to be informed by lessons from the past, and current and emerging needs and gaps from stakeholders. Through literature reviews, interviews and planning workshop the inputs from a wide range of stakeholders were solicited. In addition, the National Planning Workshop facilitated sharing of knowledge and skills from UNITAR and other partners from Zambia, Zimbabwe and South Africa. Synthesis of the paper presentations from local and international participants during the National Planning Workshop, group discussions and reports as well as interviews of other stakeholders clearly expressed the needs from their constituents. The prioritised areas were identified during the National Planning workshop based on thematic areas of individual capacity building, institutional capacity building and resource mobilisation.

7.5 Proposed structure of the CC learning Strategy

The following structure for the CC learning strategy was proposed by UNITAR during the National Planning workshop.

The proposed structure of the NCCL Strategy comprises the following sections:

1. Background and context
2. National Policy Priorities, Institutions and Key Initiatives

3. Strategy Vision, Strategic Priorities and Measurable Targets/Objectives
4. Assessment of Needs and Institutional Capacities to Deliver Learning Summary
    1. Learning needs assessment
    2. Assessment of institutional capacities for conducting learning actions

5. Action Plan - Priority actions for learning and skills development
    1. Public awareness and informal education
    2. Professional learning and skills development
6. Action Plan - Priority actions for institutional capacity building
    1. Sectoral learning and skills strategies
    2. Strengthening education and training institutions
7. Strategy Implementation and Evaluation Framework
8. Policy Recommendations/Declaration

- Overview of Relevant Policies and Programmes
- Participants in the Strategy Development Process

7.6 Project Concepts

Project concepts will be formulated based on prioritised actions that were generated from the three thematic areas of individual learning, institutional capacity building and resource mobilisations. These priority actions were generated through consultative group activities in National Planning workshop. These were presented in Chapter 5.

Project concepts are a means to operationalise the priority actions in the strategy and a vehicle to engage potential sponsors and partners of the project. The concept structure would cover the following:

i. Context and problem statement;
ii. Aims and objectives;

iii. Key performance indicators;
iv. Target group(s);
v. Priority actions and timelines;
vi. Linkages and sustainability;
vii. Budget and
viii. Monitoring and evaluation.

7.7 Monitoring and Evaluation

Guided by key performance indicators and implementation plans, the CC learning strategy will be expected to be regularly monitored and periodically evaluated to ensure intended goals and objectives from technical and financial point of view are efficiently and effectively achieved. The following reporting format could be used as a guideline:

- Monthly update reports
- Quarterly and annual reports
- Mid-term review
- End of term of review

8 CONCLUSIONS, CHALLENGES AND WAY FORWARD

8.1 Conclusions

The report has covered a wide scope of issues that will be critical inputs to the revised CC learning strategy. The key issues covered in the report include:

- Background from global and national context, objectives and the process used so far;
- Review of CC learning related policies and strategies;
- Assessment of progress made to date;
- Design of the updated strategy;
- The education system in Malawi;
- Synthesis of stakeholders' inputs;
- CC financing; and
- Structure of the revised CC learning strategy.

In summary, the following describe the status of climate change in Malawi: although there is progress in climate change learning activities in Malawi, the critical mass of human resources and institutional capacities have not been met yet. Notable achievements include increasing number of Malawians attaining higher education majoring in climate change, opening up of 7 climate information centres to disseminate CC information, improved participation of women, youth and the media in CC learning issues, expansion of stakeholder base including faith-based organisations and potential transferrable lessons from climate change learning activities in Malawi and the region.

8.2 Challenges

During the National Planning workshop a number of challenges and observations were raised by the participants.

i. Need to improve coordination of climate change learning activities among various actors;
ii. The media faces challenges to access climate change information;
iii. Although the number of people involved in climate change activities has increased, in depth knowledge and understanding about basic climate change science remains low, especially frontline personnel;

iv. Hard core climate change science capacity e.g. Inventory compilation and models remains very low, even in the academia;
v. Financing mechanisms for climate change learning is not well established;
vi. Gender needs not adequately addressed in climate change learning activities;
vii. Uncoordinated delivery of climate change learning services; and
viii. Minimal use of ICT in delivery/dissemination of climate change learning services.

8.3 Way forward

The Consultants will continue to engage more stakeholders and proceed to work of the revision of the CC learning strategy which will be presented to stakeholder in due course.