



Government of Malawi

Ministry of Forestry and Natural Resources
Environmental Affairs Department



MALAWI'S STRATEGY ON CLIMATE CHANGE LEARNING

February 2021





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FOREWORD

Malawi, like many other developing countries in sub-Saharan Africa, is grappling with adverse impacts of climate change. This phenomenon is causing untold misery to the populace; and it is manifested in the frequent occurrence of climate related hazards such as severe floods, strong winds, drought episodes, protracted dry spells, and outbreaks of pests and diseases. These hazards have serious repercussions on human health and agriculture production in the country.

In light of the above, Government of Malawi signed and ratified the United Nations Framework Convention on Climate Change (UNFCCC) and further ratified the Kyoto Protocol whose objective was to reduce the onset of global warming by reducing greenhouse gas concentrations in the atmosphere to a level that would prevent dangerous anthropogenic interference with the climate system.

The Government of Malawi is also a signatory to the 2015 Paris Agreement which intends to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius.

Malawi has taken firm decisions and plans to address the adverse effects of climate change that the country is facing. As such, Government has developed different policy frameworks such as the National Climate Change Management Policy (2016) in order to enhance coordination and implementation of climate change activities, and also to foster development and transfer of climate related technologies, and capacity building.

Considering that climate change is a relatively new phenomenon, Government of Malawi formulated a Strategy on Climate Change Learning in 2013 to address knowledge gaps that are key for formulating informed policies and climate change interventions. Effective implementation of climate change response initiatives requires high levels of awareness, knowledge and skills on climate change across all socio-economic sectors, as stipulated in Articles 6 and 10 of the UNFCCC and the Kyoto Protocol respectively, issues that are central to this updated Strategy.

The development of this updated Strategy involved multi-stakeholder consultations, complemented with literature review of key studies that have been conducted in the country since 2013. The updated Strategy is intended to address three key pillars, namely: i) human capacity building; ii) institutional capacity building; and iii) climate change financing, which are critical in the implementation of the Nationally Determined Contributions (NDC), Nationally Appropriate Mitigation Actions (NAMA), National Adaptation Programmes of Action (NAPA) and National Adaptation Plans (NAP) in the country.

The compilation of the updated Strategy was financed by the Swiss Government through UN-CC: LEARN; and it was locally managed by the UNDP Malawi Office. I would therefore be remiss if I did not thank our development partners for their valuable support towards the various aspects of environment and climate change.



Nancy G. Tembo, MP

MINISTER OF FORESTRY AND NATURAL RESOURCES


PREFACE

Science is now unequivocal as to the reality of climate change; and that anthropogenic activities, in particular emissions of greenhouse gases, are its principal cause. Climate change is adversely affecting the world's poorest countries, which often have low adaptive capacity, particularly in sub-Saharan Africa, where most people are at immediate risk. Failure to respond to this phenomenon will stall and reverse efforts to reduce poverty, an issue that is key to the country's development agenda as stipulated in the Malawi Growth and Development Strategy III.

In Malawi, impacts of climate change are manifested in the increased frequency and magnitude of natural hazards, key among which are floods, droughts, strong winds, and pests and diseases. Therefore, it is a welcome development that this updated Malawi's Strategy on Climate Change Learning has been compiled with a view to guide the country in teaching its citizenry and creating awareness about the management of the causes and risks associated with climate change and the dangers associated with it.

It is only an enlightened community that would be able to adopt appropriate and robust resilient strategies for countering adverse impacts of climate change, either through the implementation of adaptation or mitigation measures. It is the intention of this updated Strategy to address gaps noted in the 2013 Malawi's Strategy on Climate Change Learning, and to take on board emerging issues in the climate change arena. In spite of the challenges, Malawi, through implementation of the 2013 Strategy, has accumulated considerable experience in the design and implementation of systematic approaches to climate change education and learning. The project has yielded remarkable results such as development of learning materials like posters and sourcebooks for primary and secondary school teaching in the country.

It is therefore my sincere hope that the project concepts developed in this updated Strategy will secure resources and strategic support for their implementation. The financial and technical support that the Government of Malawi generously received from the Swiss Government, through UN-CC: LEARN and the Malawi UNDP Office, towards the compilation of this Strategy is highly appreciated.



Yanira M. Ntupanyama, PhD

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The Environmental Affairs Department would also like to sincerely thank the Swiss Government for providing the funding for this activity, through UN-CC LEARN (UNITAR) and UNDP Malawi Office.



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ACRONYMS AND ABBREVIATIONS

AAP	Africa Adaptation Programme
ADC	Area Development Committee
AF	Adaptation Fund
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
COVID-19	Corona Virus Disease-2019
CSA	Climate Smart Agriculture
CSOs	Civil Society Organizations
DCCMS	Department of Climate Change and Meteorological Services
DDC	District Development Committee
DFID	Department for Foreign and International Development
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EAD	Environmental Affairs Department
EMA	Environment Management Act
GCF	Green Climate Fund
GCCA	Global Climate Change Alliance
GEF	Global Environment Facility
GHG	Greenhouse gas
GoM	Government of Malawi
GSCE	General School Certificate Examination
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
JCE	Junior Certificate Examination

KPI	Key Performance Indicator
LDCF	Least Developed Countries Fund
LDCs	Least Developed Countries
LEAD SEA	Leadership for Environment, Development, Southern and Eastern 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
MIJ	Malawi Institute of Journalism
MSCE	Malawi School Certificate Examination
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
NDC	Nationally Determined Contributions
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
PSLCE	Primary School Leaving Certificate Examination
REDD	Reducing Emissions from Deforestation and Forest Degradation
SDG	Sustainable Development Goals
SNC	Second National Communication
SOER	State of Environment and Outlook Report
TTC	Teacher Training College
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Culture Organisation
UNFCCC	United Nations Framework Convention on Climate Change

UNICEF	United Nations Children’s Fund
UNITAR	United Nations Institute for Training and Research
US	United States of America
V&A	Vulnerability and Adaptation Assessment
VDC	Village Development Committee
WEAP	Water Evaluation and Planning

EXECUTIVE SUMMARY

INTRODUCTION

Background and Rationale

There is adequate scientific evidence to show that climate change is causing serious negative effects on Malawi's agro-based economy. The phenomenon is manifested in increased magnitude and frequency of floods, droughts, strong winds, and outbreaks of pests and diseases. However, the country's current adaptive capacity is still very weak. It is therefore imperative that the Government of Malawi should put in place deliberate interventions in order to raise the level of awareness, understanding, knowledge and skills of the citizenry about climate change and its associated impacts, and to develop the requisite skills as well as build institutional capacities as a first step towards building the national resilience. It is against this background that the Government of Malawi submitted an application to CC: Learn under UNITAR to participate in the pilot project to "*Strengthen human resources and skills development for advancement of green, low emission and climate resilient development*", which culminated in the development of Malawi's Strategy on Climate Change Learning in 2013, a Strategy which has just been revised (in 2020) in order to address gaps noted in the 2013 Strategy and to take on board emerging issues in the climate change arena. The current Strategy focuses on three key pillars, namely: individual capacity building, institutional capacity building, and resource mobilization for climate change learning.

International Context

At international level, capacity building was recognized by the framers of the UNFCCC and the Kyoto Protocol as highlighted in Articles 6 and Article 10(e), respectively, as being critical in climate change adaptation and mitigation efforts. These Articles stress the need for cooperation and support of national education, training and public awareness programmes. Other initiatives include: Doha Work Programme UNFCCC Article 6: This programme focuses on the implementation of Article 6 of the Convention on Climate Change with respect to education, training, public awareness, public participation, public access to information and international cooperation and UNESCO Education for Sustainable Development: This is a framework for promoting education for sustainable development for all. The framework covers three key areas, and these are: society, environment and economy, with culture as a crosscutting issue. UNFCCC Article 4.4 and in 2015, the Paris Agreement. (Sections 72-84).

National Context and Policy Priorities

Malawi signed and ratified the UNFCCC, the Kyoto Protocol, and the Paris Agreement; and has conducted a number of studies pertinent to climate change, namely: the V&A Assessments, under the US Country Studies Programme (USCSP); the Initial and Second National Communication, submitted to the Conference of the Parties (COP) of UNFCCC in 2002 and 2011, respectively; National Climate Change Investment Plan of 2013; National Adaptation Programmes of Action (NAPA), developed in 2006 and revised in 2015; Malawi's State of the Environment and Outlook Report of 2010; Nationally Appropriate Mitigation Actions (NAMA) of 2015; Intended Nationally Determined Contributions (INDC) of 2015; and National Climate Change Management Policy of 2016. In addition, the Government of Malawi has conducted a few training programmes on climate change for policy makers and vulnerable communities, in collaboration with other stakeholders.

Vision, Mission and Core Values

Vision

Malawi will be *a knowledge-driven climate change resilient country by 2030, pursuing a low carbon development pathway* in line with the National Climate Change Management Policy of 2016 and National Development Plan.

Mission

The mission of this updated Strategy is to build relevant and high quality human and institutional capacity to enable Malawi build resilience against the negative impacts of climate change and achieve low carbon development pathways.

Core Values:

The following core values will provide norms and code of conduct that will guide the implementation of various activities in the updated Strategy. Training materials for various levels must meet minimum *Quality/Standard*. It will also ensure *participation* of all stakeholders and foster fair *inclusion* of participants from vulnerable and/or marginalized groups. The updated Strategy will also take into consideration issues of *adaptability, compatibility and synergy*

Objectives of the Strategy

The objective of the Strategy is to *strengthen human resources and skills development for the advancement of green, low emission and climate resilient development*.

Strategy Formulation Approach

The process of formulating this reviewed Strategy entailed literature reviews, stakeholder consultations, national planning workshop as well as inception meetings with key departments, UNDP and UN-CC:Learn. The draft Strategy was reviewed at various stages, including a national stakeholders' validation workshop.

Analysis of climate change learning environment

Strategic pillars

Based on literature review, stakeholder consultations and SWOT analyses, the following thematic priority areas were selected:

- Individual capacity building;
- Institutional capacity building; and
- Resource mobilization.

Assessment of needs and institutional capacities to deliver learning

Learning needs assessment were identified by undertaking gaps and needs assessments through a bottom-up approach that involved a review of the 2013 Learning Strategy, stakeholder consultations, and a planning workshop that involved local and regional participants drawn from Zambia, Zimbabwe and South Africa.

Prioritisation of climate change learning needs was done based on the following critical factors: relevance, effectiveness, practicability, efficiency and monitoring.

The National Planning Workshop came up with the following actions for individual and institutional capacity building:

(i) Individual Learning 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; creating Climate Change local champions at community level; tailor made training for professionals; enhancing the network of climate information centres for both individual and institutional.

(ii) Capacity Building for Institutions

The learning needs and capacity gaps should target the following institutions: Department of Higher Education in the Ministry of Education, Science and Technology; Private Schools Association of Malawi; Faith-Based Organisations; Youth Networks and Associations; National Library Services; Media Institutions; Early Childhood Development Network; Association of Persons with Disability; Local Government structures; Tribal Associations; Malawi Chambers of Commerce and Industry; and Malawi Institute of Engineers and National Construction Industry Council.

Priority actions for individual learning and skills development

Malawi has made tremendous progress in improving human resources capacity in terms of raising awareness and building knowledge and skills to design, develop and implement climate change adaptation and mitigation programmes, projects and activities. Despite this progress, a lot more work needs to be done in creating awareness of climate change issues by the general public, in both urban and rural areas; and increasing numbers and improving the range of skills to address current and emerging climate change challenges. In terms of CC learning content, the individual learning needs vary from basic, intermediate to advanced knowledge and skills. The following priority actions were selected in order to address the identified needs and gaps under Individual learning and skills development:

- Developing innovative national climate change awareness raising programmes to meet the needs of diverse stakeholders;
- Training lead trainers from key stakeholder groups (CISONECC, Faith Based Organizations, Association of Environmental Journalists, Youth Groups, Women Groups) about climate science, adaptation, mitigation, policy and negotiation;
- Developing training of trainers' programme for Agricultural Extension Officers and Lead Farmers to impart knowledge of climate smart agriculture (CSA) to farming households; and
- Training government professional officers at national and district levels, policy makers and parliamentarians in basic knowledge of climate change science, impacts of climate change on sustainable development, CC financing, governance and negotiation.

Priority for institutional capacity building

Environmental Affairs Department in the Ministry of Forestry and Natural Resources is the National Focal Point on climate change issues. The establishment of a dedicated department is one of the greatest boosts in the institutionalization of climate change programmes, projects and activities in Malawi. The Department is expected to continue to play a lead role in climate change learning, through the Steering Committee on Climate Change and the Technical Committee on Climate Change, and urging ministries/departments to continue support positions of Climate Change Desk Officers. Furthermore, the Strategy targets primary and secondary schools, higher education institutions, community colleges, technical institutions, NGOs, CBOs CISONECC, Association of Environmental Journalists, and business associations to spearhead climate change training and awareness initiatives. Although Malawi has a number of institutions involved in climate change issues, none of them is wholly dedicated to climate change training, research and awareness. The following priority actions were selected for institutional capacity building in Malawi:

- Reviewing and updating curricular on climate change at primary and secondary schools;

- Mainstreaming climate change learning in existing curricular at tertiary education institutions (e.g., University of Malawi, MUST, MZUNI, LUANAR, and Catholic University); and
- Developing and/or strengthening infrastructure for climate change learning (classroom space, E-learning facilities, National Library Services and Academic libraries, Climate Centers, etc.).

Priority actions for resource mobilisation

The main thematic areas for climate change learning strategy in Malawi relate to individual learning needs and institutional capacity building. It has however been noted that in order to effectively implement various activities associated with these two main pillars, it will be absolutely necessary to source adequate financial resources. It is in light of the above that stakeholders and participants at the two National Workshops strongly supported the idea of coming up with a third pillar, financing, so that appropriate strategies could be developed to ensure sustainable funding for climate change in general, and CC learning activities in particular. In 2013, the Government developed and launched the National Climate Investment Plan to provide potential investors and funders a basket of prioritised investment projects in which the Government was looking for potential partners to support and invest. Priority actions have been developed to address financing gap. The following priority actions were selected under this priority area:

- i. Developing human resource capacity with knowledge and skills to develop fundable project proposals for local and international sources;
- ii. Mobilizing local resources for Climate Change learning; and
- iii. Mobilizing international resources for Climate Change learning.

Key priority areas and implementation arrangements

In order to achieve the implementation of the three prioritised areas, the EAD is expected to work closely with other government ministries, departments and agencies responsible for education, finance, economic development, agriculture and climate change meteorological services. In addition, EAD will work closely with academia, research institutions, NGOs, CSO and the media.

In order to enhance outreach and public aware, EAD will closely with the media through its Outreach section, taking advantage of the existence of National Environmental and Climate Change Communication Strategy. Other promotional and awareness activities will include formal launch of the Strategy and information dissemination using print and electronic media.

Monitoring and evaluation

With support from the Ministry of Development and Economic Planning, EAD will be responsible for monitoring activities and coordinate third party mid-term and end of term evaluation of the project.

The updated Strategy will be implemented in two phases, namely: short-term (2021 to 2025), and medium-term (2026 to 2030).

1 BACKGROUND AND CONTEXT

Science is now unequivocal as to the reality of climate change; and that anthropogenic activities, in particular emissions of greenhouse gases, are its principal cause. Although poor developing countries contribute very little to global GHG emissions (e.g. Africa contributes only 4% of global emissions), people from these countries face the greatest climate risk due to poverty and low adaptive capacity. Climate change is already undermining development effort of poor countries and will deter the attainment of Sustainable Development Goals (SDGs) and perpetuate the poverty cycle amongst vulnerable communities. It will take global effort to achieve targeted GHG reductions in order to avert catastrophic events arising from climate change.

The United Nations Framework Convention on Climate Change (UNFCCC) encourages countries to undertake ambitious targets through Nationally Determined Contributions (NDCs) and Nationally Appropriate Mitigation Actions (NAMAs) in order to reduce GHG emissions in order to avert temperature rises beyond 1.5 degrees Celsius. In 2015, member states of the United Nations adopted seventeen SDGs that define aspirations of all nations to end poverty, protect the planet, and ensure peace and prosperity for all people by 2030. The SDG cover the following areas: 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 a systemic approach since changes in one goal may affect positively or negatively the other goals. For instance, climate change affects food security, water availability, hydropower generation but it is negatively impacted by unsustainable consumption and production patterns, use of fossil-based fuels, and deforestation. Many developing countries, including Malawi, depend on rain-fed agriculture for their livelihood and export earnings. However, due to climate change, agriculture production has declined dramatically in these countries resulting in widespread malnutrition and famine, and reduced production of raw materials used for local industries and for export. Climate change is undermining developmental gains made by these countries.

Although many countries signed the UNFCCC in 1992 and ratified it, for many years climate change knowledge remains in the domain of academics and researchers. The framers of the 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 the efforts to mitigate climate change, and enhance adaptation and resilience against the resulting negative impacts. Since then, the UN has helped many countries to build local capacities to enable them 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 in making sure that countries are able to implement their Nationally Determined Contributions (NDCs), Nationally Appropriate Mitigation Actions (NAMAs) and National Adaptation Plan (NAP).

1.1 National Context

Climate change, climate variability and climate related extreme events are having huge negative impacts on Malawi's economy, and the general livelihood of its population. The country has in the recent past experience erratic rainfall, severe floods and droughts happening within one season. It is worth noting that Malawi's economy is mainly based on rain-fed agriculture, with the sector providing employment and livelihoods to more than 80% of the rural based population. Furthermore, over 90% of Malawi grid electricity is obtained from hydropower generation. Erratic rainfall and drought events negatively affect country's hydroelectricity generation capacity resulting in frequent load shedding and blackouts, with serious repercussions on the productivity of industries and the general quality of life of Malawians. The women, the youth and other vulnerable groups, with little or no sources of livelihood and low adaptive capacity, are hit the hardest by the adverse impacts of climate change.

It worth noting that human knowledge and skills are critical enablers of empowering and capacitating communities to avert catastrophes associated with climate change, and enable citizens to effectively participate

in the local and 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 that 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 a global level, the partnerships support knowledge sharing and the dissemination of climate change learning materials while at the national level, UN CC: Learn supports countries in addressing learning priorities relevant to the respective 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 successfully implemented a number of activities under the project that were coordinated by the Environmental Affairs Department (EAD), with financial support from the Swiss Government through United Nations Institute for Training and Research (UNITAR) and the UNDP Malawi Office. In 2019, the Government of Malawi received further support from UNITAR to review and update the Malawi Strategy for Climate Change Learning (2013) under the UN CC: Learn Initiative culminating in the development of this strategy.

1.2 Progress of Climate Change programmes and activities 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) on 10th June 1992 and 21st April 1994, respectively. Malawi also ratified the Kyoto Protocol in October 2001. As a Party to the UNFCCC, Malawi has participated in a number climate change programmes (Figure 1). Some of major activities undertaken so far are:

- a) National Communication Reports Submitted to the UNFCCC - Malawi developed and published its Initial and Second National Communication to UNFCCC in 2002 and 2011 respectively, and is currently finalising its Third National Communication (TNC);
- b) UN CC: Learn and National Climate Change Learning Strategy for Malawi - This was developed over the period 2012-2013;
- c) National Adaptation Programme of Action (NAPA) - Malawi developed and published its NAPA in 2006 and updated it in 2015;
- d) Climate Change Financing - The National Climate Change Investment Plan was published in 2013;
- e) Nationally Appropriate Mitigation Actions (NAMA) - Malawi’s NAMA was developed and published in 2015;
- f) Intended Nationally Determined Contributions (INDC) - Malawi submitted its INDC under Paris Agreement in 2015, and is currently reviewing and upgrading it to an NDC;
- g) National Adaptation Plan (NAP) - Malawi published its NAP Roadmap and NAP Stocktaking Report in 2016, published the NAP Framework in 2019 and is currently developing other components of the NAP.

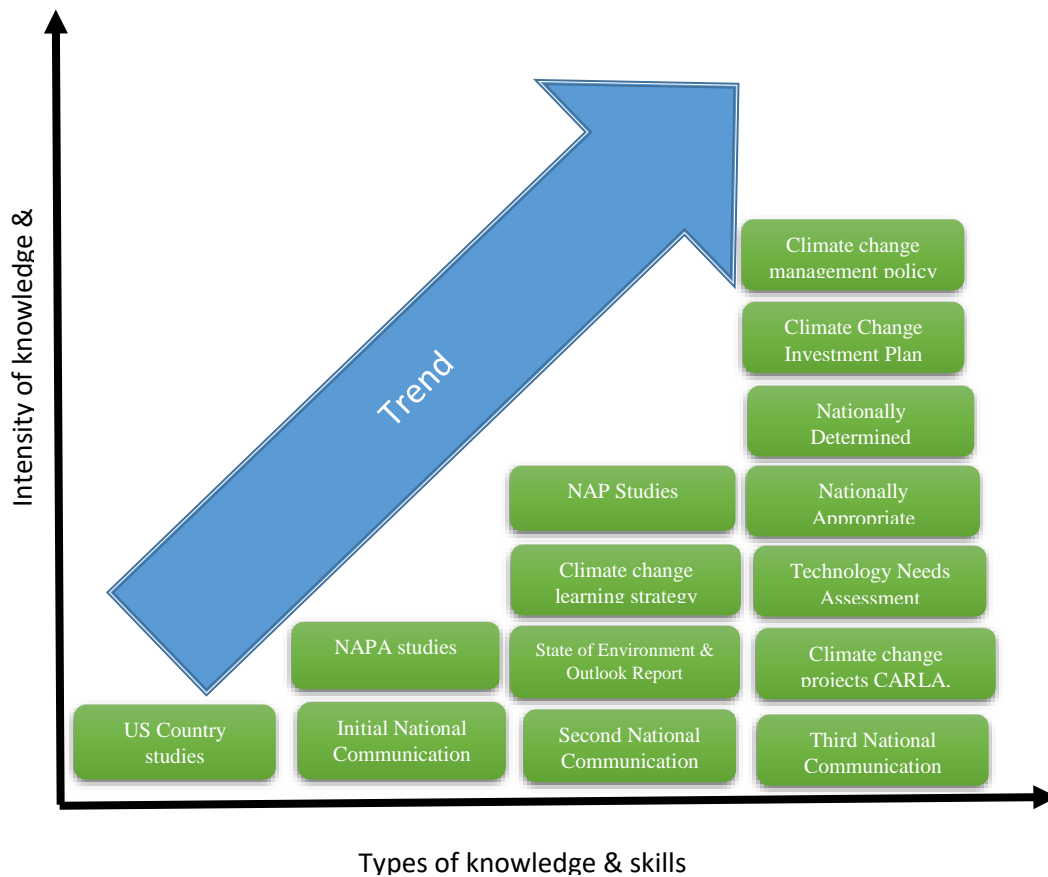


Figure 1: Learning-by-doing: climate change projects and activities in Malawi

Malawi has implemented a number of climate change related programmes and projects. In addition to the current National Climate Change Resilience Programme, the country has implemented the following: 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 Malawi has been implementing these programmes and projects, the country's human and institutional capacity has been growing gradually.

In addition to government climate change driven programmes and projects, other players, such as development partners, NGOs, CSOs, district councils and academia implemented climate change projects covering a wide range of subjects, including: mitigation, adaptation and capacity building to complement government efforts.

1.3 Objective of the Strategy

The overall objective of the Climate Change Learning Strategy is to contribute to the National Climate Change Resilience Programme through the strengthening of human resources skills development and institutional arrangements for the advancement of green, low emission and climate resilient development.

2 NATIONAL POLICY PRIORITIES, INSTITUTIONS AND KEY INITIATIVES

2.1 An Overview of policies

Malawi has developed and put in place a number of legislative frameworks and strategies which address climate change (GoM, 2016). These include the following: the Malawi Constitution, 1995; Vision 2020; National Environmental Action Plan (NEAP), 1994; National Environmental Policy, 2004; Environment Management Act, 2017; National Meteorology Policy, 2019; National Climate Change Management Policy, 2016; National Climate Change Investment Plan, 2013; Malawi Growth Development Strategy III, 2017; United Nations Development Assistance Framework for Malawi (UNDAF); National Strategy for Sustainable Development, 2004; National Forestry Policy, 2016; National Land Resource Management Policy and Strategies, 2000; National Wildlife Policy, 2018; National Irrigation Policy 2016; National Irrigation Policy and Development Strategy, 2000; National Fisheries and Aquaculture Policy, 2016; National Land Policy, 2002; National HIV and AIDS Policy, 2003; National Energy Policy, 2018; National Land Use Planning and Management Policy, 2005; Food Security Policy, 2006; National Water Policy, 2005; Mines and Minerals Policy, 2013; National Transport Policy, 2015; National Construction Industry Policy, 2015; Water Resources Act, 2013; Mines and Minerals Act, 1981; Disaster Preparedness and Relief Act (DPRA), 1991; Waterworks Act, 1995; Forestry Act, 1997; Fisheries Conservation and Management Act, 1997; Road Traffic Act, 1997; Local Government Act, 1998; Energy Regulation Act, 2004; National Parks and Wildlife Act, 2004; Gender Equality Act, 2013; and National Resilience Strategy (2018-2030), 2020. Some of these policies are discussed in more details in relation to climate change and climate change learning.

2.1.1 Constitution of the Republic of Malawi

The Constitution was published in 1994. Section 13 outlines the need for the government to develop a number of policies to promote the various areas that are critical for national development. Among others, it mandates the State to develop policies that will prevent the degradation of the environment, enhance the quality of rural life, support the furtherance of education, support people with disability in all spheres of life and ensure the full participation of women in all areas based on equality with men.

2.1.2 Malawi Vision 2020

The 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 of Malawi to ensure that GHG emissions into the atmosphere are monitored and reduced. The Vision is due for revision this year (2020).

2.1.3 Malawi Growth and Development Strategy III

The MGDS was developed as a mid-term development framework for the country. The first MDGS was adopted in 2006 to guide development in Malawi over the period 2006-2011, whereas MGDS II covered the period 2012-2016, and MGDS III covers the period 2017-2022. The MGDS provides guidelines to the Government of Malawi 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 under KPA 1: Agriculture, Water Development, and Climate Change Management.

2.1.4 National Climate Change Management Policy

The National Climate Change Management Policy (2016) is a key instrument for managing climate change in Malawi. It is a guide for integrating climate change in 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 policy is to create an enabling policy and legal framework for a pragmatic, coordinated and harmonized approach to climate change management. It 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 Management Policy, issues pertinent to climate change learning are discussed under three policy outcomes, namely:

- i. Outcome 3: Increased awareness of climate change impacts, adaptation and mitigation measures;
- ii. Outcome 4: Research, technology development and transfer and systematic observations enhanced and strengthened; and
- iii. 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 its 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. 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 in climate change learning. 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, 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.

2.1.5 National Environmental Action Plan

The Government of Malawi 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 by the NEAP 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).

2.1.6 National Environmental 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 Environment Management Act (2017) supports the NEP in articulating policy implementation.

2.1.7 The Environment Management Act

The Environment Management Act (2017) creates the governance and authority mandate on environment and climate change management. This is a key Act on addressing climate change, capacity building and skills development in Malawi. Section 54 (1) of the Act promotes the development of guidelines and a prescription of the measures for the control and management of factors affecting climate change. Part (3) of the same Section underlines the need to “*commission national studies on activities, practices or substances that cause climate change and develop necessary policy and legislation for effective control, management and monitoring of such activities, practices or substances*”. These provisions in the Act directly respond to the need national initiatives that promote awareness and training on climate change management.

2.1.8 National Education Investment Sector Plan

In March 2020, the Government of Malawi, through the Ministry of Education Science and Technology published the National Education Sector Investment Plan (NESIP) to guide the governance of the education sector in the country over the period 2020 - 2030. The NESIP 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, 2020). The teaching of climate in primary and secondary schools is governed by the NESIP which also recognises that “*due to climate change, the dichotomy of flooding and drought conditions worsened by strong winds has caused stress among learners and teachers at all levels*”; hence the need for training and capacity building in the education sector in Malawi

2.1.9 Malawi National Youth Policy

The policy recognizes challenges faced by the youth in light 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.

2.1.10 National Fisheries and Aquaculture Policy

Fish provides about 60% of animal protein uptake 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 to restore fish population and enhance pond and cage fish farming in the country. Capacity building in climate change is required in formal, informal and non-formal education at primary, secondary and tertiary education institutions. This is also important for smallholder farmers and out of school youths. Climate Change Learning Strategy has relevance in this regard.

2.1.11 National Forestry Policy

The goal of the National Forest Policy is to sustain the contribution of 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. 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.

2.1.12 National Gender Policy

The purpose of the policy is to strengthen gender mainstreaming and women empowerment at all levels in order to facilitate the 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 in light of climate change. Malawi will not succeed to address climate change challenges if women do not play a key role in capacity building to improve 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.

2.1.13 The National Wildlife Policy

The National Wildlife Policy of 2018 discusses issues pertinent to climate change learning. It highlights the lack of adequate 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. There are no policy initiatives to advance data collection and vulnerability assessments of the sector to impacts of climate change.

2.1.14 National Energy Policy

In 2018, the Department of Energy Affairs in the Ministry of Forestry and Natural Resources launched the revised National Energy Policy to provide framework for increased access to affordable, reliable, sustainable, efficient and modern energy for all sectors and every person in the country. The policy promotes diversification of energy supply and private sector participation. The policy also promotes sustainable and clean energy as well as mitigating environmental, social, safety and health impacts of energy production and utilization.

2.1.15 The National Meteorology Policy

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 local communities. Additionally, the policy 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.

2.1.16 National Adaptation Programmes of Action

The NAPA was developed in 2006 and revised in 2015. The revised NAPA was developed to enable the Government of Malawi to address urgent and immediate adaptation needs caused by climate change and extreme weather events as they emerge and evolve.

2.1.17 Nationally Appropriate Mitigation Action (NAMA).

Malawi's NAMA was developed in 2015 with a view to promoting country-driven and voluntary mitigation actions in the country. Sectoral NAMAs are planned for development at various levels depending on the country's priorities, capacities, resources and other support interventions.

2.1.18 Intended Nationally Determined Contributions (INDC)

Malawi developed its Intended National Contributions (INDC) and submitted it at the UNFCCC at the Paris Conference of Parties Conference in 2015. The INDC is intended to address challenges to climate change in order to contribute to a reduction of GHG following a low carbon development path, and to promote anticipatory adaptation strategies. The relevance of progressing from the INDC to Nationally Determined Contributions (NDC) for Malawi need not be overemphasized.

2.1.19 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 revised Climate Change Learning Strategy will piggyback on the NECCS for dissemination and outreach.

2.1.20 State of Environment and Outlook Report 2010

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 has the potential to 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) of 2010 covers, amongst others, a Chapter on the State of the Atmosphere and Climate Change, which highlights challenges being faced by the country with regard to impacts of climate change, and climate change responses, namely: adaptation and mitigation.

2.1.21 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 resulting from deforestation, urbanization, desertification, etc. while positive effects may occur creating sinks through reforestation, afforestation, and natural regeneration programmes. 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 scenarios and recommendations for future responses.

2.2 Key Environment and Education Institutions in Malawi

There are a number governmental and nongovernmental institutions that are involved in climate change human resource capacity building training programmes.

2.2.1 Environmental Affairs Department

Environmental Affairs Department as the National Focal Point for climate change issues will be the coordinating institution as regards the implementation of climate change learning activities in the country in line with National Climate Change Management Policy. Through its Outreach Programme, EAD will also take the lead in mainstreaming climate change awareness programme within the framework of National Environment and Climate Change Communication Strategy.

2.2.2 Department of Climate Change and Meteorological Services

The mandate of the Department of Climate Change and Meteorological Services is to ensure adequate capacity building in the climate change and meteorological sector for effective and efficient delivery of meteorological services in Malawi. 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 local communities.

2.2.3 Ministry of Education, Science and Technology

The Ministry of Education Science and Technology (MoEST) is the custodian of Malawi's Education Sector as well as all matters pertaining to Science and Technology in the country. The Ministry is responsible for providing policy guidance and direction on all education, science and technology issues in Malawi. 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.

2.2.4 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) to register and accredit higher education institutions. Its 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.

2.2.5 Higher Education Institutions in Malawi

The main public universities that are involved in climate change learning in Malawi are as follows:

- i. University of Malawi (UNIMA) comprising: The Polytechnic and Chancellor College (College of Medicine and Kamuzu College of Nursing are not directly involved in climate change learning programmes).
- ii. Mzuzu University (MZUNI);
- iii. Lilongwe University of Agriculture and Natural Resources (LUANAR); and
- iv. Malawi University of Science and Technology (MUST)
- v. Catholic University of Malawi (CUNIMA). This is the only private university that is currently involved in climate change learning programme.

2.2.6 The National Commission for Science and Technology

The Science and Technology Act No.16 of 2003 established the National Commission for Science and Technology (NCST) in 2003. It is a Government's 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. A Board of fifteen Commissioners appointed in accordance with the Act governs the NCST. 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.

2.2.7 Leadership for Environment and Development – Southern and Eastern Africa

Leadership for Environment and Development – Southern and Eastern Africa (LEAD-SEA) was conceived as a programme focused on strengthening the capacities of a new cadre of leaders at the workplace, empowered with knowledge of sustainable development and leadership skills, including vision development. LEAD Southern and Eastern Africa (LEAD-SEA) is one of the three LEAD offices in Africa with activities covering all countries in Southern and Eastern Africa. LEAD SEA undertakes capacity building under various themes, including climate change. It also implements action projects including climate change adaptation, population and environment. It provides and helps other institutions with information and practical proposals for policy and institutional change that will foster environmentally sound and socially equitable development.

2.2.8 Civil Society Network on Climate Change (CISONECC) Malawi

Civil Society Network on Climate Change comprises over 70 member organizations. It was established in 2008 with a view to coordinating civil society responses to climate change and related disasters; and provide a platform for engagement with the government and other stakeholders on climate change and related fields for improved adaptation and mitigation to climate change impacts. The Network is involved in policy research and advocacy. CISONECC has been instrumental in the production of Malawi's National Disaster Risk Management (NDRM) Policy, National Climate Change Policy, National Meteorological Policy, and the initial processes of the National Adaptation Plan (NAP). It champions national climate change campaigns in Malawi.

2.2.9 Association of Environmental Journalists in Malawi

The Association of Environmental Journalists (AEJ) is a media membership driven organization formed in April 2011. The organization was established after noticing considerable gaps in environmental science reporting and education, with serious concern on the frequency of news coverage on environmental issues, quality of programmes, and credibility of environmental stories, programmes, and columns. It is envisaged that well-presented and reported environmental issues could help communicate the right information to the people that require it in a manner that is relevant, timely and clear.

2.3 Modalities for the delivery of climate change learning activities

It is clear from information obtained from stakeholders and data collected from desk reviews that the promotion of climate change learning in Malawi will continue to be facilitated by three forms of education systems, namely: (a) Formal Education; (b) Non-Formal Education; and (c) Informal Education (Dib, 1987).

Formal Education may be defined as a systematic, organized education model, structured and administered according to a given set of laws and norms; and the system presents a rather rigid curriculum as regards objectives, content and methodology (Dib, 1987). It is characterized by a contiguous education process which involves the teacher, the students and the institution. It is typified by 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. Formal Education confers certificates, diplomas, and degrees pursuant to a strict set of regulations. Thus, formal education has a well-defined set of features. Institutions that fall under formal education in Malawi include: primary schools, secondary schools, tertiary education institutions (i.e., universities, colleges), and vocational institutions (technical schools and community colleges).

As far as formal climate change learning is concerned, the following is the current situation in Malawi:

- (a) Climate Change Learning has been introduced in school curricula at primary and secondary school level in the country;
- (b) Undergraduate courses that cover climate change are being offered at the Malawi Polytechnic, Mzuzu University, and Lilongwe University of Agriculture and Natural Resources. However, it is only at Malawi University of Science and Technology (MUST) that a fully-fledged B.Sc. course in climate change is being offered as a programme; and
- (c) Postgraduate courses that have a climate change research option have been introduced at M.Sc. level at the University of Malawi, Lilongwe University of Agriculture and Natural Resources, and Mzuzu University.

As stated in the National Education Policy (NEP) 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; hence, the expected primary school going age population lies 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 enrolment into 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 school. After the other two years, the students sit for a Malawi School Certificate Examination (MSCE) (the equivalent of GSCE O level). Results obtained at MSCE determine students' eligibility for entry into the university.

In contrast to formal education, non-formal education is a system of education where one or more of the features that characterize formal education system is absent or missing. As such, it may be safely stated that the educational process has acquired non-formal features. Therefore, if a given education system is not presential most of the time, practices non-contiguous communication, then such type of education may be said to have non-formal education features. 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 correspond 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 Civil Society Network on Climate Change (CISONECC), Trocaire and Partners (through the Climate Change Programme Malawi, CCMP), LUANAR (Capacity Building for Managing Climate Change in Malawi, CABMACC), and Leadership for Environment and Development - Southern and Eastern Africa (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

The promotion of climate change learning in Malawi is being done by the following key organizations, namely: Ministry of Education, Science and Technology (MoEST), National Council for Higher Education, National Commission and Technology (NCST), LEAD-SEA, CISONECC, and AEJ.

2.4 Key Climate Change Learning Initiatives

As a Party to the UNFCCC, Malawi has also participated in a number projects and initiatives. Some of these major activities have been highlighted in Section 1.2.

In the area of climate change learning, key achievements made by Government in implementing the Strategy of 2013 include the following initiatives:

- a) Developed training modules for District Councils, with different modules on Climate Change: 28 District Forestry Officers, 28 Directors of Planning and 26 Environmental District Officers were trained;
- b) Trained Primary Education Advisors on use of the Source Books for Primary School and Secondary School learning;
- c) Trained front line staff in forestry and health sectors on basics of Climate Change and also conducted training for the Parliamentary Committee on Environment and Climate Change in various environment and natural resources topics including Climate Change.
- d) Developed Source Books for Primary and Secondary Schools learning which were distributed to all public primary and secondary schools;
- e) Developed posters as teaching aids for primary and secondary schools:
 - i. Over 15,000 posters were printed in English and Chichewa;
 - ii. Distributed in all public schools countrywide, reaching about 4,000,000 primary school learners;
- f) Mainstreamed CC in the Teacher Training College (TTC) curriculum through the carrier subjects (Geography, Social Studies);
- g) Developed Guidelines for Administering Research Grants on Climate Change in Malawi; and
- h) Conducted Youth Dialogues between schools to enhance learning.

3. AN OVERVIEW OF THE STRATEGY

Preamble

Malawi has made progress since it implemented its first Climate Change Learning Strategy in 2013. This update builds on previous actions and incorporates new and emerging issues affecting the nation.

3.1 Vision

Malawi will be *a knowledge-driven climate change resilient country by 2030, pursuing a low carbon development* in line with the National Climate Change Management Policy of 2016 and both medium and long term national development plans.

3.2 Mission

The mission of this Strategy is to build relevant and high quality human and institutional capacity to enable Malawi build resilience against the negative impacts of climate change and achieve low carbon development pathways.

3.3 Core values

The development and the design of the updated Climate Change Learning Strategy for Malawi was driven by a number of underlying principles so that it meets not only the requirements as specified in the terms of reference but also be responsive to the needs of all people in Malawi and Government's medium and long term development goals. The Strategy is guided by the following norms and aspirations: inclusiveness, synergy with country's policies and strategies, bottom-up approach, country-driven needs and innovative in the use of ICT technologies to design, develop and distribute climate change learning materials.

3.3.1 Diversification of Stakeholder Group

Learning from the implementation of the 2013 Strategy, the Government of Malawi made considerable achievement to capacitate teachers, learners at primary and secondary schools, Forest Assistants, Health Surveillance Assistants and youth groups. Potentially, learners from schools represent a large group of future climate change scientists, activists 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.

3.3.2 Synergy with the country's policies and strategies.

National policies and strategies provide direction and a conducive environment for the development and implementation of various activities that could improve people's well-being. They provide linkages for aligning and piggybacking activities in order to improve the effectiveness and efficiency of resource utilisation. In this Strategy, a number of relevant sectoral policies and strategies have been reviewed in order to identify entry points and areas of complementarity. Policy reviews have been covered in Chapter 2.

3.3.3 Bottom-up and country driven learning needs and gaps

The Strategy 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 stakeholder consultation should aim at getting inputs from a wider audience, not just a few policy makers and trainers. During the National

Stakeholders' Meeting, participants made contributions that represented their own respective needs, and also the needs of their constituents.

Furthermore, the strategy should aim at incorporating the needs of the different layers or hierarchy of Malawi's decentralised structure. At the lowest level is the Village Development Committee (VDC), followed by the Area Development Committee (ADC) and the District Development Committee (DDC). At national level, the lead institution is the Environmental Affairs Department in the Ministry of Forestry and Natural Resources.

3.3.4 Demand driven learning needs

The development of the strategy was informed by lessons learnt from the past, current issues, and emerging needs and gaps identified by stakeholders. Through literature reviews, interviews and stakeholders' workshop, inputs from a wide range of stakeholders were solicited. In addition, the National Planning Workshop facilitated sharing of knowledge and skills with participants drawn from UNITAR, Zambia, Zimbabwe and South Africa. Synthesis of paper presentations made by local and international participants at the National Planning Workshop, group discussions, the plenary, and reports as well as interviews of other stakeholders, clearly highlighted the needs from a number of constituents. The prioritised areas were then identified as: individual capacity building, institutional capacity building and resource mobilisation.

3.4 The Process

The process of reviewing and updating the Strategy involved the following activities:

- a) Consultation with project team at EAD to scope the assignment and agree on timelines and deliverables;
- b) Conducting literature review of relevant publications and policies to identify gaps and emerging issues. The list of reviewed documents is included in the Reference Section;
- c) Reviewing the 2013 Strategy and associated project documents as part of gap analysis;
- d) Conducting stakeholder consultations to solicit views in line with the bottom-up approach;
- e) Convening a planning workshop for stakeholders to select clusters and prioritize actions for each cluster;
- f) Compilation of draft updated Strategy based on planning workshop proceedings and background report;
- g) Presentation of the draft Strategy to EAD for review;
- h) Development of detailed concept notes for pilot projects (youth and higher education institution networks) through online and face-to-face consultations;
- i) Presentation of the draft Strategy to stakeholders for validation; and
- j) Production and submission of final Strategy after incorporating comments from the validation workshop.

As alluded to in the previous discussion, the methodology adopted for the compilation of the updated Climate Change Learning Strategy entailed desk studies, stakeholder consultations, and National Planning and Validation Workshops. The National Planning and Validation Workshops were attended by a cross-section of stakeholders drawn from government ministries and departments, the academia, NGOs and CSOs (Annexes 5 and 6). Participants at the workshops provided national consensus on the Strategy, and in the process they gained ownership through their valuable contributions. Key documents used in the desk reviews included: sectoral policies and strategies, guiding notes from UNITAR, reports shared by UN CC: LEARN for countries participating in the first phase, and reports from Zimbabwe, Zambia and a South African NGO (implementing a project on Future Life Now in six SADC countries including Malawi). Furthermore, key Informant Interviews (KIIs) were conducted in order to solicit views from stakeholders about the strategy update. In addition to one-on-one interviews, telephone and email-based interviews were also undertaken. The stakeholder groups that were interviewed included: government officials, the academia, Non-Government Organizations (NGOs), Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), Research

Groups and Centres. Like any other strategy, the following questions guided literature reviews and stakeholder engagements:

- a) *Where are we?* – reflecting on the progress achieved, identifying gaps and emerging issues since the 2013 Strategy;
- b) *Where do we want to go?*- reflecting on the overall Visions, national developmental goals and aspirations of the stakeholders;
- c) *How do we get to our destination?*- reflecting on the strategies and actions to take us to where we want to be as a nation;
- d) *Are there barriers along the way?* - reflecting on the threats and challenges that are likely to hinder implementation of the strategy so that appropriate measures are put in place to anticipate and optimise success.
- e) *How do we know we have arrived at our destination?* - appropriate instruments should be developed to monitor progress and periodically assess levels of achievement.

After conducting desk studies and stakeholder interviews, gaps in climate change learning were identified. The gaps were used in determining pillars around which the strategy was developed after thorough analyses. For each strategy, actions and key performance indicators (KPIs) were developed. Thereafter, a monitoring and evaluation plan was prepared in order to provide basis to assess the performance of the projects intended to address shortfalls in climate change learning. Using a structured format, a draft Strategy was compiled following a thorough review and synthesis of the collected information. The initial draft climate change learning strategy was then presented to the EAD for comments before a stakeholder workshop. The final draft strategy was presented at a National Validation Workshop where it was reviewed in detail through group discussions and plenary presentations, focusing on specific sections of the Strategy. Key issues agreed at the workshop were then incorporated in this final version of the updated Strategy.

4. ANALYSIS OF CLIMATE CHANGE LEARNING ENVIRONMENT

4.1 Synthesis of Findings

The Environmental Affairs Department in the Ministry of Forestry and Natural Resources is the National Focal Point on climate change issues in Malawi. As such, EAD has continued to play its coordinating role in all climate change related policies, programmes, projects, strategies and actions, including climate change learning and public awareness. The launch of National Climate Change Management Policy provided a platform and an opportunity to recognise, link and integrate climate change related policies.

Although the country has made tremendous progress in the design and implementation of climate change activities, there are still some on-going issues that need to be addressed:

i. Systemic level synergistic issues

Although, the National Climate Change Management Policy has attempted to integrate other sectors, there are still a number of relevant sectors that do not explicitly state climate change plans and actions in their respective policies. Furthermore, policies require accompanying regulatory framework and strategies in order to translate the policies into implementable actions. Even those policies that have incorporated climate change do not exhibit a clear reflection of climate change learning.

ii. Institutional level synergistic issues

Existing structures like the Technical Committee on Climate Change (TCCC) and National Steering Committee on Climate Change (NSCCC) provide a platform to bring on board other sectors and stakeholders to share their results and lessons from climate change projects and activities that they are implementing. But in general, many institutions are weak in terms of infrastructure, ICT and internet connectivity, funding, public outreach and appropriate policies and strategies to link and collaborate with other players in the sector.

iii. Individual (human) level synergistic issues

Although the country has made progress to build human capacity, challenges still exist in terms of limited public awareness, low numbers of skilled human resources at various levels and limited diversity of skills. Table 1 highlights some of the key learning needs identified during the 2013 Strategy and their relevance in the updated Strategy.

Table 1: Climate change learning capacity gaps in key sectors

Key Sector	Capacity gaps identified in 2013	Capacity gaps identified in 2020
Agriculture	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory, including soil carbon stock ✓ Adaptation technologies (Climate Smart Agriculture - CSA) ✓ Crop Weather Insurance ✓ Crop Models for V&A studies e.g. Maize Model, Ceres Model. ✓ Economic Models 	<ul style="list-style-type: none"> ✓ The areas covered are still relevant in the updated Strategy ✓ CSA to use extension staff and lead farmers as trainers of their follower farmers who in turn teach
Forestry	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory ✓ Carbon stocks in forest stands for carbon markets ✓ Carbon sequestration for communities ✓ (Reducing Emissions from Deforestation and Forest Degradation) REDD + ✓ Forestry Models for V&A studies e.g. GAP model 	<ul style="list-style-type: none"> ✓ The areas covered are still relevant in the updated Strategy ✓ Training of District Forest Officers as trainers of Forest Assistants
Water	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Water Balance Models for V&A studies, e.g., WatBal, WEAP models 	<ul style="list-style-type: none"> ✓ The areas covered are still relevant in the updated Strategy
Energy	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory ✓ Energy Models for V&A studies e.g LEAP & MESSAGE models ✓ Clean Development Mechanism 	<ul style="list-style-type: none"> ✓ The areas covered are still relevant in the updated Strategy ✓ Need for postgraduate training linking CC and energy
Waste Management	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory ✓ Mitigation and Adaptation technologies 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Human Health	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Health related Models for V&A studies 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Fisheries	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Fisheries Models for V&A studies 	<ul style="list-style-type: none"> ✓ The areas are still relevant

Infrastructure	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Infrastructure Models for V&A studies 	<ul style="list-style-type: none"> ✓ Linking climate change and building codes
Education	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Climate change research 	<ul style="list-style-type: none"> ✓ Mainstreaming climate change in curricular at all levels
Finance and Economic Planning	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Mitigation and Adaptation technologies ✓ Economic Models ✓ Financing mechanisms 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Media	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Non-government actors (NGO, CSOs)	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory ✓ Carbon stocks in forest stands for carbon markets ✓ Carbon sequestration for communities ✓ REDD + ✓ CC negotiation 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Environment	<ul style="list-style-type: none"> ✓ CC Governance ✓ CC negotiations ✓ Management of CDM and REDD+ projects ✓ Procedures for measuring carbon stocks in forest stands 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Climate Change & Meteorological Services	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Models for climate scenarios 	<ul style="list-style-type: none"> ✓ The areas are still relevant
Academia and Research	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Governance Frameworks ✓ GHG inventory ✓ V & A assessments ✓ Carbon stocks in forest stands for carbon markets ✓ Carbon sequestration for communities ✓ REDD + ✓ Models for V&A studies – various sectors 	<ul style="list-style-type: none"> ✓ The areas are still relevant ✓ Mainstreaming CC in curricular ✓ CC research to generate new knowledge including indigenous knowledge systems.

4.2 SWOT Analysis

The SWOT model was used to review the changes in internal strengths and weaknesses, and external opportunities and threats of the lead institution, EAD, since the 2013 Strategy. The results of the analysis were as follows:

4.2.1 Strengths

Malawi has relevant institutions supported by strong policy and regulatory environment. These have been highlighted in Chapter 2, Sections 2.1 and 2.2.

4.2.2 Weaknesses

Despite supportive policies and relevant institutions, there are still some areas that need strengthening. Challenges in the implementation of the climate change learning strategy includes the following: low level of awareness at all levels on how climate change impacts sustainable development, limited number of experts in some sectors and aspects of climate change, low level of funding for climate change learning activities, gender disparity in participation in climate change learning and limited institutional capacity in terms of infrastructure, equipment and Information and Communication Technology (ICT) facilities.

4.2.3 Opportunities

Opportunities are external factors which are available to all stakeholders. There are a number of opportunities that could be taken advantage of during the implementation of the updated Strategy. For instance, the EAD could develop project concepts for funding by the private sector, bilateral and multilateral partners and other climate change funding windows. Training institutions in Malawi can also network and share strategies and best practices in Climate Change Learning.

4.2.4 Threats

The following are some of the potential threats:

- Global pandemics and catastrophes e.g. COVID-19;
- Developing countries like Malawi face challenges to balance financial resources to other equally important socio-economic and socio-political issues, such as agriculture, health, and education; and
- COVID-19 is having big impact on the global economy that would likely affect climate change funding.

4.2.5 Development of Strategic Pillars and Action Areas

Following the SWOT analysis and inputs from stakeholders on the strategy, three strategic pillars were identified:

- a) Individual Human Resource Development;
- b) Institutional Capacity Building; and
- c) Sustainable financing of CC learning.

5. ASSESSMENT OF NEEDS AND INSTITUTIONAL CAPACITIES TO DELIVER CLIMATE CHANGE LEARNING

5.1 Learning needs assessment

As it was explained in Section 3.4, the learning needs were identified by undertaking gaps and needs assessment through a bottom-up approach that involved review of the previous learning strategy, interview of stakeholders and stakeholder consultation in a planning workshop that included local and regional participants from Zambia, Zimbabwe and South Africa.

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. As guided by UNITAR, the following criterion which was used to select 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 for climate change learning are limited. Therefore, the selected actions must show value for money in terms of level of achievement per given resource input; and
- *Monitoring*: The actions should be capable of being regularly monitored and periodically evaluated.

5.3 Results of group activities during the National Planning workshop

During the national Planning Workshop, participants were divided into three clusters according to the three pillars, namely, individual learning, capacity building of institutions and financing mechanisms. Summaries of their respective group discussions are presented in the following sections.

5.4 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 disaster risk reduction (DRR); and
- Enhancing the network of climate information centres for both individual and institutional.

5.6 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. National Youth Network on Climate Change (NYNCC) and other youth associations;
- vi. National Library Services;
- vii. Media;
- viii. Early Childhood Development Network;
- ix. Association of persons with disability;
- x. Local government structures;
- xi. Tribal associations;
- xii. Malawi Chambers of Commerce and Industry; and
- xiii. Malawi Institute of Engineers and National Construction Industry Council.

5.7 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 for activities of climate change (national climate change fund) and private waste generators sectors to include a climate change fee;
- ii. Screening criteria for all projects- there is to ensure inclusion of climate change capacity building components in the document;
- iii. Mainstreaming climate change learning in sectoral budget- Sectors should lobby with Budget Department in the Ministry of Finance for appropriate funding.
- iv. Corporate social responsibilities- Encourage private sector fund activities on climate change learning;
- v. Funding for capacity building from developmental- Lobby World Bank and other donors to include climate change learning in the project funding;
- vi. International resource mobilization- Multilateral funding to be explored (GCF, GEF, Adaptation Fund, World bank etc.); and
- vii. Local resource mobilization- the Forestry Department should allocate some of tobacco levy collected to capacity building on climate change learning.

6. ACTION PLAN 1 - PRIORITY ACTIONS FOR INDIVIDUAL LEARNING AND SKILLS' DEVELOPMENT

Strategic objective 1: To increase numbers and skills diversity of human resources with knowledge and skills to respond to impacts of climate change.

Human resources with relevant knowledge and skills are critical to the achievement of sustainable development, especially in an environment that is highly impacted by climate change. Therefore, planning for human resource development is necessary to not only improve adaptive capacity of Malawians to impacts of climate change. Furthermore, it enhances human capacity to address and contribute to local, regional and global climate change mitigation issues. The specific needs and gaps that were articulated by stakeholders were covered in Chapter 5 of this strategy

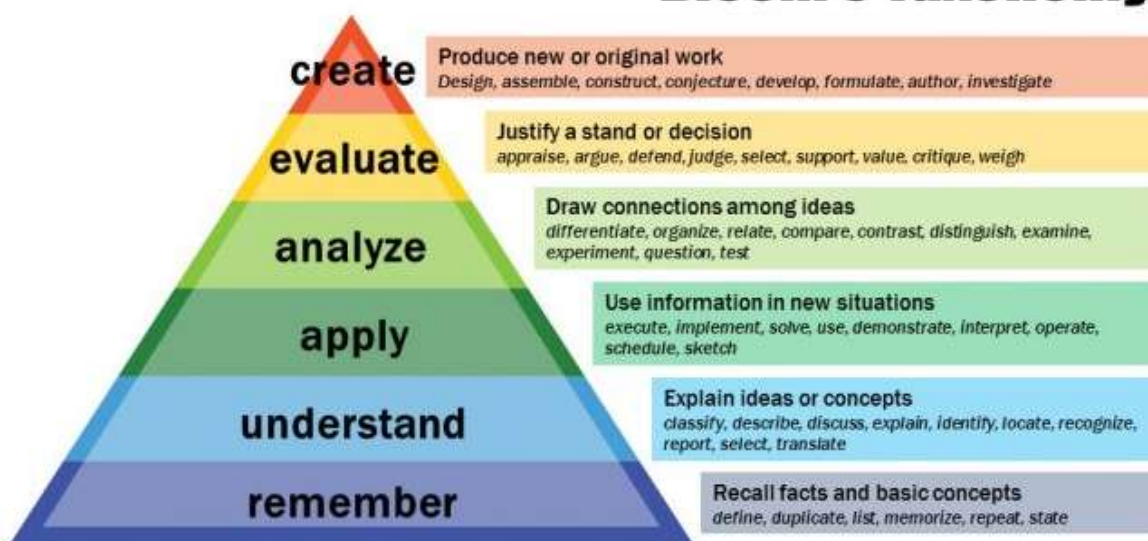
Strategy 1: Develop critical mass of expert climate change trainers to meet the gaps and needs of diversified stakeholders using innovative traditional and modern delivery approaches.

6.1 An overview of individual learning and skills development in climate change

Malawi made tremendous progress in improving its human resources capacity in terms of raising awareness and building knowledge and skills to design, develop and implement climate change adaptation and mitigation programmes, projects and activities. Despite the availability of Climate Change Training Manuals and Malawi's Strategy for Climate Change Learning, it has been noted from several climate change training sessions 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. Despite the progress, a lot more needs to be done in terms of awareness of climate change issues by the general public in both urban and rural areas, increasing numbers and improving the range of skills to address current and emerging climate change challenges.

In terms of climate change learning content, the individual learning needs vary from basic, intermediate to advanced knowledge and skills. This is best illustrated in the Bloom's Taxonomy as illustrated Figure 2:

Bloom's Taxonomy



Source: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>

Figure 2: Knowledge level pyramid- Bloom's Taxonomy

The learning content is represented by action verbs that describe the learning objectives. The level of difficulty increases as you go up the pyramid. The Bloom's Taxonomy is critical in the development of curricular and learning outcomes for specific modules.

6.2 Priority Actions

The following priority actions were selected in order to address the identified needs and gaps under Individual Learning and Skills Development:

- i. Developing innovative national climate change awareness raising programmes to meet the needs of diverse stakeholders;
- ii. Training lead trainers from key stakeholder groups (CISONECC, Faith Based Organisations, Association of Environmental Journalists, Youth Groups, Women Groups) on climate science, adaptation, mitigation, policy and negotiation;
- iii. Developing training of trainers' programme for Agricultural Extension Officers, Lead Farmers and Follower Farmers to impart knowledge of climate smart agriculture (CSA) to farming households; and
- iv. Training government professional officers at national and district levels, policy makers and parliamentarians in basic knowledge of climate change science, its impacts on sustainable development, climate change financing, policy, governance and negotiation.

Priority Action 1.1: Developing innovative national climate change awareness raising programmes to meet the needs of diverse stakeholders

Although the government, non-government actors and the media have improved in their effort to disseminate climate change messages to the general public, the coverage has not been adequate. Furthermore, awareness raising efforts have not been effective due to uncoordinated manner in which the efforts are developed and disseminated.

The following activities have been proposed to achieve the action:

- i. Design an inclusive national climate change awareness programme in line with National Environment and Climate Change Communication Strategy;
- ii. Conduct needs assessment for the various target groups;
- iii. Develop a range of public awareness materials that could be disseminated through various approaches such as print, radio, television, digital platforms, education visits and drama;
- iv. Translate public awareness materials into different local languages;
- v. Train trainers to plan and conduct public awareness programme; and
- vi. Monitor and evaluate the training programmes.

Priority Action 1.2: Training lead trainers from key stakeholder groups (CISONECC, Faith Based Organisations, Association of Environmental Journalists, Youth Groups, Women Groups) on climate science, adaptation, mitigation, policy and negotiation

Many non-government actors play a major role to complement government efforts to improve adaptive capacity of Malawians to the impacts of climate change as well as undertake various mitigation activities.

The following activities are proposed to achieve the action:

- i. Identify participants from the stakeholder groups (CISONECC, Faith Based Organisations, Association of Environmental Journalists, Youth Groups, Women Groups)
- ii. Undertake specific training needs assessments;
- iii. Develop appropriate training materials;
- iv. Undertake training programmes; and

- v. Monitor and evaluate the training programmes.

Priority Action 1.3: Developing training of trainers' programme for Agricultural Extension Officers and Lead Farmers to impart knowledge of climate smart agriculture (CSA) to farming households;

During the previous CC Learning Strategy, forest and health received targeted training programme. In this strategy, it is proposed that agriculture, which is a critical sector for food security and foreign exchange earnings. The training is targeting Field Extension Officers and Lead Farmers who are in direct contact with farming households.

The following activities are proposed to achieve the action:

- i. Identify participants from every Extension Planning Area (EPA)- one officer and one lead farmer;
- ii. Undertake specific training needs assessments in relation to climate smart agriculture;
- iii. Develop appropriate training materials;
- iv. Undertake training programmes; and
- v. Monitor and evaluate the training programmes.

Priority Action 1.4: Training government professional officers, policy makers and parliamentarians in basic knowledge of climate change science, its impacts on sustainable development, CC financing, governance and negotiation.

There have been efforts by the Government to mainstream climate change in sectoral plans through Africa Adaptation Plan and other initiatives. Actually, a number of ministries and departments have climate change desk officers. In addition, many members have attended training programmes but even many more have had no training at all. This action is meant to increase the number of officers and legislators with climate change knowledge and skills to handle climate change issues in line with their responsibilities.

The following activities are proposed to achieve the action:

- i. Identify participants from national government, district offices and the Parliamentary Committee on Agriculture and Environment;
- ii. Undertake specific training needs assessments in relation to basic climate science, climate impacts, CC policy, CC governance and negotiation;
- iii. Develop appropriate training materials;
- iv. Undertake training programmes; and
- v. Monitor and evaluate the training programmes.

Table 2: Action Areas and targets for strategic objective 1 – Strategy 1

	Action area	Status	Key Performance Indicator	Baseline	Target by 2030
1	Developing innovative national climate change awareness raising programmes to meet the needs of diverse stakeholders	New	Programme developed	0	1
2	Training lead trainers from key stakeholder groups (CISONECC, Faith Based Organisations, Association of Environmental Journalists, Youth Groups, Women Groups) on climate science, adaptation, mitigation, policy and negotiation;	On-going	Number trained	100	500
3	Developing training of trainers' programme for Agricultural Extension Officers and Lead Farmers to impart knowledge and skill climate smart agriculture (CSA) to farming households (from government, NGOs, CSOs etc)	On-going	Number trained	50	20,100
4	Training government professional officers at national and district levels, policy makers and parliamentarians in basic knowledge of climate change science, its impacts on sustainable development, CC financing, policy, governance and negotiation.	On-going	Number trained	100	1500

Strategy 2: Develop critical number of lecturers/teachers in higher education institutions and schools to support mainstreaming of climate change in Malawi's formal education

This Strategy is designed to improve human resource skills in the education sector in order to enhance the effort of mainstreaming climate change learning in curricula for schools and higher education institutions. Higher education institution need to build knowledge and skills in the diverse climate change knowledge spectrum. For secondary schools, the climate change leaning is already mainstreamed in the curricular but there need to train more teachers due staff turnover and general increase in student population. Furthermore, higher education institutions need specialised skills such as modelling to support planning needs of sectors as well as undertake research to address climate change challenges and generate new knowledge.

6.3 Priority Actions

The following priority actions were prioritised in order to address the identified needs and gaps under Individual learning and skills development:

- i. Undertaking training of teacher trainers to continue teaching of climate change in primary and secondary schools;

- ii. Undertaking training of lecturers to support mainstreaming of climate change in the higher education curricular
- iii. Developing climate change research, adaptive governance frameworks that support learning, and modelling skills of members of the academia, post graduate studies, research institutions and professionals from various sectors of the government

Priority Action 2.1: Undertake training of teacher trainers to continue teaching of climate change in primary and secondary schools;

Development of curricular to integrate climate change in primary and secondary schools was one of the successful pilot activities undertaken as part of the activities implemented under CC Learning Strategy II. Although this activity is on-going, there is need to review the curricular and increase the number of teachers with capacity to teach climate change.

The following activities are proposed to achieve the action:

- i. Identify participants from schools in the Ministry of Education Science and Technology and Private schools associations;
- ii. Undertake specific training needs assessments in relation to basic climate science and climate impacts based on reviewed curricular;
- iii. Develop appropriate training materials;
- iv. Undertake training programmes; and
- v. Monitor and evaluate the training programmes.

Priority Action 2.2: Undertaking training of lecturers to support mainstreaming of climate change in the higher education curricular

This action is supporting the development of high level capacities in universities and key sectors in order to contribute towards training and supervision of undergraduate and postgraduate students as well as support planning and decision making using advanced tools and models.

The following activities are proposed to achieve the action:

- i. Identifying participants from among lecturers to be trained;
- ii. Undertaking specific training needs assessments in relation to areas of selected programmes/courses to integrate climate change topics;
- iii. Revising the curricular of the selected courses to mainstream climate change;
- iv. Implementing the revised curricular; and
- v. Monitoring and evaluating the implementation of the revised curricula.

Priority Action 2.3: Developing climate change research and modelling skills of members of the academia, post graduate studies, research institutions and professionals from various sectors of the government

There is a need to build capacity in modelling, 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 modelling to assess potential impacts of climate change on the country's GDP by the various economic sectors. Other areas that have been noted are research and

knowledge generation including Local Indigenous Knowledge Systems and Practices. The following activities are proposed to achieve the action:

- i. Identifying participants from lecturers and sector experts to be trained;
- ii. Undertaking specific training needs assessments in relation areas of specialisation in line with national and sectoral priorities;
- iii. Identifying high level trainers or learning institution to provide the specialised training programmes ;
- iv. Undertaking training programmes; and
- v. Monitoring and evaluating the implementation of the training programmes.

Table 3: Action Areas and Targets for Strategic Objective 1-Strategy 2

	Action Area	Status	Key Performance Indicator	Baseline	Target By 2030
1	Undertaking training of teacher trainers to continue teaching of climate change in primary and secondary schools;	On-going	Number trained	100	400
2	Undertaking training of lecturers to support mainstreaming of climate change in the higher education curricular	New	Number trained	0	30
3	Developing climate change research and modelling skills of members of the academia, research institutions and professionals from various sectors of the government	New	Number trained	0	40

7. ACTION PLAN - PRIORITY ACTIONS FOR INSTITUTIONAL CAPACITY BUILDING

Strategic objective 2: To develop vibrant national institutions with capacity to plan, develop and implement climate change programmes, projects and measures.

Two key areas of institutional capacity building were identified during the process of updating the 2013 Malawi's Strategy for Climate Change Learning, and these are: curricular reviews, and infrastructure development. The former looks at the need to review existing curricula in order to address gaps noted in the 2013 Strategy and to incorporate into the existing curricula emerging issues in the climate change arena while the latter focuses on physical aspects of institutional capacity building, namely: classroom space, equipment to support climate change learning programmes, and other pertinent supporting facilities, e.g. library services, E-Learning infrastructure, etc.

Strategy 1: To develop and/or strengthen institutions and systems that will spearhead climate change awareness and training initiatives.

7.1 An overview of institutional capacity building for climate change activities

Environmental Affairs Department in the Ministry of Forestry and Natural Resources is National Focal Point on climate change. The establishment of a dedicated department is one of the greatest boosts in the institutionalization of climate change programmes, projects and activities in Malawi. The Department is expected to continue to play a lead role in climate change learning, through the Steering Committee on Climate Change and the Technical Committee on Climate Change, and urging ministries/departments to continue support positions of Climate Change Desk Officers. Furthermore, the Strategy targets primary and secondary schools, higher education institutions, community colleges, technical institutions, NGOs, CBOs CISONOCC, Association of Environmental Journalists, and business associations to spearhead climate change training and awareness initiatives. Although Malawi has a number of institutions involved in climate change issues, none of them is wholly dedicated to climate change training, research and awareness.

7.2 Priority Actions

The following priority actions were selected:

- i. Review and update curricular on climate change at primary and secondary schools;
- ii. Mainstream climate change learning in existing curricular at tertiary education institutions (e.g., University of Malawi, MUST, MZUNI, LUANAR, and Catholic University); and
- iii. Develop and/or strengthen infrastructure for climate change learning (classroom space, E-learning facilities and mobile vans for academia, library services, Climate Centers, etc.)

Priority Action 1: Review and update curricular at primary and secondary schools by Malawi Institute of Education in the Ministry of Education, Science and Technology

- i. Undertake comprehensive curricular review of climate change learning at all primary and secondary schools in the country;
- ii. Identify gaps, and propose measures for addressing the observed gaps;
- iii. Compile revised syllabi after addressing gaps and taking on board emerging issues;

- iv. Validate the revised syllabi through a national stakeholders' consultative workshop; and
- v. Monitor and evaluate the curricular review programmes.

Priority Action 2: Mainstream climate change in existing curricular at tertiary education institutions (e.g., University of Malawi, MUST, MZUNI, LUANAR, and Catholic University).

- i. Conduct an assessment of climate change mainstreaming in various programmes being offered at tertiary education institutions in Malawi;
- ii. Propose measures for ensuring that climate change is mainstreamed in the various programmes;
- iii. Put in place robust measures for mainstreaming climate change in various programmes being offered at tertiary institutions; and
- iv. Monitor and evaluate the programmes.

Priority Action 3: Develop and/or strengthen infrastructure for climate change learning (classroom space, E-learning facilities, Library services, Climate Centres):

- i. Conduct a needs assessment of the existing infrastructure and facilities at tertiary institutions being used for climate change learning programmes;
- ii. Identify gaps in requirements needed for a conducive environment for climate change learning at tertiary institutions;
- iii. Construct the needed infrastructure and acquire pertinent facilities needed for climate change learning programmes;
- iv. Procure and equip mobile climate change learning vans for climate change outreach activities of Malawi National Library Services and academic library services; and
- v. Monitor and evaluate the programmes.

Table 4: Action Areas and Targets for Strategic Objective 2-Strategy 1

	Action area	Status	Key Performance Indicator	Baseline	Target
1	Review and update curricular at primary and secondary schools by MIE.	New	Number of curricula reviewed	0	all
2	Mainstream climate change in existing curricular at tertiary education institutions (e.g., University of Malawi, MUST, MZUNI, LUANAR, and Catholic University).	New	Number of programmes which have been climate change mainstreamed	0	all
3	Develop and/or strengthen infrastructure for climate change learning (classroom space, E-learning facilities, library services, academia, Climate Centers, etc.):	New	Number of infrastructure and facilities acquired for climate change learning	All	all

8 ACTION PLAN - PRIORITY ACTIONS FOR RESOURCE MOBILISATION

Strategic objective 3: To develop capacity and mechanisms for sustainable financing for climate change learning programmes

In the updated Malawi's Strategy for Climate Change Learning, mobilization of resources focusses on both local and external sources. The former include facilities such as the newly introduced Carbon Tax and government subvention for climate change learning activities while the latter entails funding received by the Government of Malawi from Developmental Partners and other organizations of good will for climate change initiatives.

Strategy 1: Develop human resource capacity with knowledge and skills to write fundable project proposals that would target local and international sources to finance climate change learning.

8.1 An overview of resource mobilisation for climate change activities

It cannot be overemphasised that the availability of adequate and sustainable funding is key in building individual and institutional capacity for climate change learning in Malawi. It is in light of the above that stakeholders and participants at the two National Workshops strongly supported the idea of coming up with sustainable funding mechanisms for climate change learning in the country. In 2013, the Government developed and launched the National Climate Investment Plan to provide potential investors and funders a basket of prioritised investment projects which Malawi was looking for potential partners to support and invest in.

8.2 Priority Actions

The following priority actions were proposed:

- a) Develop human resource capacity with knowledge and skills to write fundable project proposals for submission to local and international financiers;
- b) Mobilize local resources for Climate Change learning; and
- c) Mobilize international resources for Climate Change learning.

Priority Action 1: Developing human resource capacity with knowledge and skills to write fundable project proposals.

Ministries and departments depend on government subvention for their annual operational and developmental budgets. However, currently the government is not able to meet all budgetary requirements of these institutions because of inadequate financial resources. Ministries responsible for health, education, and agriculture generally receive the lion's share of Government Subvention. Other ministries and departments come next. The new Ministry of Forestry and Natural Resources would therefore need additional sources of funding from developmental partners to support various climate change activities, including climate change learning. This calls for targeted training for proposal writing by officers who will spearhead this programme in the Ministry of Forestry and Natural Resources and other sectoral ministries.

Activities:

- a) Conducting capacity building needs assessment of sectoral professionals;
- b) Developing training materials for the identified professionals;
- c) Conducting training courses in writing project proposals in climate change, and in climate change learning in particular;
- d) Developing Concept Notes for submission to EAD for approval;
- e) Developing fundable proposals in climate change learning;
- f) Submitting proposals to donors through National Climate Change Focal point at EAD; and
- g) Monitoring and evaluating implementation progress.

Priority Action 2: Mobilising local resources for climate change learning activities in Malawi.

As a party to the UNFCCC and the Paris Agreement, Malawi is entitled to access international financial support for climate change activities. However, it is incumbent upon the Government to mobilise local resources to complement efforts by the donor community.

Activities:

- a) Undertaking stocktaking of national budget for climate change funding in sectoral budgets;
- b) Developing policies for directing pollution levies, etc. and carbon tax to Environmental fund;
- c) Creating pollution levy from polluting industries to finance climate change learning;
- d) Formalizing carbon tax, pollution levies and other fees/levies into the Environment fund
- e) Engaging private sector and individuals for financial contribution to climate change learning activities.
- f) Monitoring and evaluation of implementation progress

Priority Action 3. Mobilising international resources for climate change learning activities.

The United Nations Framework Convention on Climate Change established a financial mechanism to provide financial resources to developing country Parties for addressing climate change. 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 as an operating entity of the financial mechanism. At the Paris Conference of 2015, Parties agreed that the operating entities of the financial mechanism, namely: 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 winning project proposals. As such, capacity building in proposal development is very critical. Having noted the gap in institutional capacity to develop winning proposals to access funds, EAD developed guidelines (awaiting Government approval) to assist institutions to access GEF and GCF funding opportunities for addressing climate change in various sectors.

Activities:

- a) Identifying bilateral, multilateral and international climate financing mechanisms appropriate for developing countries;
- b) Learning procedures for accessing climate finance appropriate for climate change learning;
- c) Developing guidelines for accessing different climate finance options;
- d) Developing project concepts in climate change learning;
- e) Developing project proposals for climate change learning; and
- f) Monitoring and evaluating implementation progress.

Table 5: Action Areas and Targets for Strategic Objective 3-Strategy 1

	Action area	Status	Key Performance Indicator	Baseline	Target
1	Develop human resource capacity with knowledge and skills to write fundable project proposals for submission to local and international financiers;	On-going	Number of people trained	5	50
2	Mobilize local resources for Climate Change learning; and	On-going	Number proposal funded Total funds mobilised	Few Not assessed	10 projects/ year MK400 million
3	Mobilize international resources for Climate Change learning.	On-going	Number proposal funded Total funds mobilised	Few Not assessed	5 projects/ year 5 million US\$/ year

9 STRATEGY IMPLEMENTATION AND EVALUATION FRAMEWORK

9.1 Implementation structure

The Environmental Affairs Department, in the Ministry of Forestry and Natural Resources, will lead the implementation of the Strategy.

The main implementing institutions are:

i. Government Ministries Departments and Agencies

- Environmental Affairs Department;
- Ministry of Education Science and Technology;
- Department of Climate Change and Meteorological Services;
- Ministry of Finance;
- Ministry of Economic Planning and Development;
- National Planning Commission; and
- National Library Services.

ii. Higher Education Institution and Research

- Malawi Polytechnic;
- Chancellor College;
- Malawi University of Science and Technology;
- Lilongwe University of Agriculture and Natural Resources;
- Mzuzu University; and
- Catholic University of Malawi.

iii. NGOs and CSO

- Leadership for Environment and Development-SEA;
- Youth Network on Climate change; and
- Civil Society Network on Climate Change.

iv. Media

- Association of Environmental Journalists.

The EAD receives support through the Ministry in terms of budgetary and technical support from the central government. The EAD will coordinate the working arrangements with all the stakeholders who may be required to provide their expertise in climate change learning and awareness programmes. EAD works closely with DDCMS which chairs the National Technical Committee on Climate Change. The Malawi Institute of Education (MIE) in Ministry of Education Science and Technology (MoEST) will continue to be in the review of curricular for primary and secondary school. Ministry Finance is responsible for the national budgets and therefore critical for ensuring adequate budgetary support to climate change learning programmes while the Ministry of Economic Planning and Development will be responsible for undertaking M&E of climate change learning activities.

For higher education institutions, it is expected that the respective universities, namely, University of Malawi (UNIMA- covering Chancellor College and Polytechnic), Lilongwe University of Natural Resources and Agriculture (LUANAR), Mzuzu University (MZUNI), Malawi University of Science and Technology (MUST), Catholic University of Malawi (CUNIMA) and other private universities would follow their internal systems of curricular review. These institutions will be tasked with the responsibility to mainstream climate change in the various courses in undergraduate and postgraduate degree programmes. CISONECC and AEJ will be expected to collaborate with MIE and/or public universities in the development and delivery of specific training programmes. Furthermore, during the development of the Strategy, two climate change networks

were established as pilot projects. The networks are Higher Education Institution Climate Change Network and National Youth Climate Change Network to coordinate climate change learning activities in universities and amongst the youth in Malawi.

9.2 Enhancing the outreach of the Strategy

Despite the efforts to launch and make the previous climate change learning strategy known and used by stakeholders, there were still a number of stakeholders that were not reached. Therefore, in order to enhance the effectiveness of dissemination of the Updated Strategy, a deliberate intervention has been incorporated as part of implementation arrangement.

Through the Outreach programme, the planned promotional activities will be aligned to the Outreach Programme through the framework of National Environmental and Climate Change Communication Strategy. Other activities planned include:

- Prepare a formal launch function to involve Government official, representative of stakeholders and the media;
- Use multiple channels to distribute the Updated Strategy or information about the strategy: hard copies sent to key institutions and libraries, posters, e-copies, text messages etc;
- Involve climate change learning Youth Ambassador to reach out to the youth groups in schools and colleges;
- Support climate change learning networks (higher education institutions and youth) to disseminate climate change learning messages amongst their constituents and others;
- Prepare and disseminate regular reports and updates through radio, TV and print media;
- Identify local climate change Learning Champions to raise awareness; and
- Support AEJ to develop and disseminate climate change awareness message for the public.

9.3 Key priority areas, budget and implementation arrangements

The table shows the summary of key areas in terms of strategic objectives and strategies and budgets. The plan shows that the strategy will be implemented in two five-year phases. The total budget is 9.877 million US dollars.

Table 6: Summary of key priority areas and budgets

Strategic objectives	Strategies	BUDGETS (US DOLLARS)		
		Phase 1 (2021-2025)	Phase 2 (2026-2030)	TOTALS
1. To increase numbers and skills diversity of human resources with knowledge and skills to respond to impacts of climate change	1. Develop critical mass of expert climate change trainers to meet the gaps and needs of diversified stakeholders using innovative and traditional and modern delivery approaches	1,825,000	1,675,000	3,500,000
	2. Strategy 2: Develop critical number of lecturers/teachers in higher education institutions and schools to support mainstreaming of climate change in Malawi's formal	1,265,000	1,265,000	2,530,000
Strategic objective 2: To develop vibrant national	1. Develop and/or strengthen institutions and systems that will	1,025,000	925,000	1,950,000

institutions with capacity to plan, develop and implement climate change programmes, projects and measures.	spearhead climate change awareness and training initiatives.			
Strategic objective 3: To develop capacity and mechanisms for sustainable financing for climate change learning programmes	1. Develop human resource capacity with knowledge and skills to develop fundable project proposals	255,000	225,000	480,000
	2. Mobilise local resources for climate change learning activities in Malawi.	200,000	55,000	255,000
	3. Mobilise international resources for climate change learning activities.	155,000	-	155,000
Project management	Operations, monitoring and evaluations	532,500	474,500	1,007,000
GRAND TOTAL		5,257,500	4,619,500	9,877,000

9.4 Monitoring and evaluation

The overall responsibility of implementing the Strategy rests with the Ministry of Forestry and Natural Resources through the Environmental Affairs Department. The Ministry will drive the process of ensuring financial and technical support for the Strategy. The updated Strategy will be implemented in two phases, namely: short-term (up to 2025), and medium-term (up to 2030). All M&E activities of Government projects are a responsibility of the Ministry of Finance, Economic Planning and Development. The activities will be monitored through formal and informal reports, involving all implementing partners at regular intervals. Implementing partners will be given detailed TORs and lists of deliverables and milestones to guide the process of implementation following M&E activities and frequency of reporting based on the schedule below.

Table 7: Monitoring and Evaluation Schedule

M&E Activity	Frequency of Reporting
Technical and Financial Progress Report	- Monthly - Quarterly - Annually
Mid-term Review	Once per phase (midway through the initial phase)
End of Phase Evaluation	Once per phase (at the end of the phase)

Table 2: Priority Areas, Budget, Timelines and Lead Institutions

Strategic Objective	Strategy	Action area	Key Performance Indicator	Time frame/ Budget ('000 US\$)											Lead Institution
				2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Totals	
Strategic objective 3:	Developing human resource capacity with knowledge and skills to develop fundable project proposals	Undertaking capacity building needs assessment of sectoral professionals;	Number of professionals participating	50.0	-	-	-	-	50.0	-	-	-	-	100.0	EAD
To develop capacity and mechanisms for sustainable financing for climate change learning programmes		Developing training materials for the identified professionals;	Number of online training resources accessed	-	25.0	-	-	-	-	25.0	-	-	-	50.0	EAD
		Conducting training courses in developing project proposals in climate change and climate change learning in particular;	Number of professionals trained	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	200.0	EAD
		Developing project proposal concepts to	Number of concepts developed	10.0	10.0	10.0	-	-	-	-	-	-	-	30.0	EAD

	EAD for approval;													
	Submitting proposals to donors through National Climate Change Focal point at EAD;	Number of project proposals submitted	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	100.0	EAD
Mobilizing local resources for climate change learning activities in Malawi.	Undertaking stocktaking of national budget for climate change funding in sectoral budgets;	Number of sectors undertaking climate finance audits in national budget	30.0	-	-	-	-	30.0	-	-	-	-	60.0	EAD
	Developing or reviewing policies for directing pollution levies, etc. and carbon tax to Environmental fund;	Number of policies developed or reviewed	50.0	50.0	-	-	-	-	-	-	-	-	100.0	EAD
	Formalizing carbon tax, pollution levies and other fees/levies into the Environment fund	Number of executive orders/ decisions to formalize specific taxes, fees and levies into	15.0	15.0	15.0	-	-	-	-	-	-	-	45.0	EAD

		Environmental Fund													
	Engaging private sector and individuals for financial contribution to climate change learning activities.	Number of individuals and institutions contributing resources to CCL	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	50.0	EAD
Mobilizing international resources for climate change learning activities.	Identifying bilateral, multilateral and international climate financing mechanisms appropriate for developing countries;	Number of climate financing mechanisms identified	20.0	20.0	20.0	-	-	-	-	-	-	-	-	60.0	EAD
	Developing guidelines for accessing different climate finance options;	Number of procedures/guidelines developed for accessing climate finance	25.0	-	-	-	-	-	-	-	-	-	-	25.0	EAD
	Developing project concepts in climate change learning.	Number of project concepts developed	-	10.0	-	-	-	-	-	-	-	-	-	10.0	EAD

		Developing project proposals for climate change learning	Number of project proposals developed	-	20.0	20.0	20.0	-	-	-	-	-	-	60.0	EAD
			SUBTOTALS	235.0	185.0	100.0	55.0	35.0	115.0	60.0	35.0	35.0	35.0	890.0	
Project Management			TOTAL PROJECT COSTS	1,038.0	988.0	953.0	908.0	838.0	918.0	863.0	788.0	788.0	788.0	8,870.0	
	Office monitoring, reporting and evaluation	Office operations including monthly technical and financial reports	Number of reports	103.8	98.8	95.3	90.8	83.8	91.8	86.3	78.8	78.8	78.8	887.0	EAD
		Third party Midterm and end of term evaluation	Number of reports	-	-	30.0	-	30.0	-	-	30.0	-	30.0	120.0	EAD
			SUBTOTALS-ADMINISTRATIVE COSTS	103.8	98.8	125.3	90.8	113.8	91.8	86.3	108.8	78.8	108.8	1,007.0	
			GRAND TOTALS	1,323.0	1,228.0	1,098.0	988.0	878.0	1,038.0	928.0	828.0	828.0	828.0	9,965.00	

ANNEX1: List of participants at UN CC LEARN National Planning workshop, Crossroads Hotel Lilongwe Malawi, 12th to 13th March 2020

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ANNEX 3: Project Concepts

PROJECT CONCEPT 1

DEVELOPMENT AND DELIVERING SPECIALIZED SHORT COURSES IN CLIMATE CHANGE

1.0 Context and Problem Statement

Climate change knows no boundary. Whether one is a villager, a health worker, a teacher, a politician, a mother, people with disabilities, all are affected in one way or another. In Malawi droughts, floods, dry spells, diseases, drying wells, food security and famine bedevil the country. In Malawi 80% of the people live in rural areas and depend on rain fed agriculture for their livelihoods and food security. The National Climate Change Investment Plan of 2013 is one of the key policies that identified climate change learning as key to addressing climate change in the country. In a similar manner, Malawi Growth and Development Strategy III has identified climate change as a key development challenge that should be addressed holistically, the Malawi National Youth 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.

Despite this state of affairs, majority of the population including policy makers, senior government officers and professionals have little or no knowledge about what climate change is. They mistakenly take climate change to be erratic rainfall, droughts, floods or other calamities. With this low level of climate change knowledge, it is next to impossible for them to advocate for mainstreaming climate change funding in sectoral budgets.

This misinformation needs to be addressed so that policy makers, senior government officers, professionals and decision makers can make informed decisions about the plight of a rural villager or a widow to benefit from positive interventions against climate change and its effects in a holistic way. This is possible only when policy makers, senior government officers, professionals, youths, the media, CSOs and NGOs are capacitated in knowledge and skills about climate change. Capacity building will result in creating a knowledgeable mass of people that will speak with one voice to influence change in mainstreaming climate change in government sectoral budgets. The NGO and CSO community will tailor their projects towards building climate change knowledge and skills for their project beneficiaries. The youths will contribute significantly among their peers share climate change knowledge and skills through activities in adaptation and mitigation at local level.

2.0 Aim and Objectives

The aim of the project is to develop climate change knowledge and skills in climate change science, adaptation and mitigation among individuals in public and private sector to increase public budgets towards climate change learning across sectors.

Specific Objectives

- a) To develop training modules for delivering the workshops appropriate for each category of audience;
- b) Pilot test the training modules before rolling out the courses;
- c) Update training materials after pilot testing;
- d) To identify the trainees from policy makers, senior government officers, professionals, youth groups, media, CSOs and NGOs;
- e) To conduct training workshops for the different categories using updated training materials.

Indicators of success

- Participants' satisfaction level with the training programme. This will be measured through training evaluation forms;
- Improvement in participants' knowledge and skills in climate change. This will be done through pre-testing and post-testing of participants' knowledge and skills;
- Application of climate change knowledge and skills in their work environments. This is medium to long term indicator which could be done by evaluating activities of the trainees; and
- Numbers of policy makers, senior government officers, professionals, media cadres, youth groups, CSO and NGO staff members trained.

3.0 Target Group(s)

The training materials will address the needs of policy makers, senior government officers, professionals in public environmental focal points, DDCs, District Environmental Sub-committees, ADCs, Media houses, Youth groups, CSOs and NGOs.

4.0 Lead Organization(s) and Partners

The Environmental Affairs Department will be the lead organization, working hand in hand with the National Climate Change Programme (NCCP), Civil Society Network for Climate Change (CISONECC) and its members, Non-Governmental Organizations (NGOs), District and City councils.

5.0 Activities and Timelines (to run for six or more cohorts)

Activities		Months										
		1	2	3	4	5	6	7	8	9		
1	Engage course material developers	x										
2	Engage trainers			x								
3	EAD to identify trainees			x								
4	Conduct pilot training				x							
5	Update the training materials					x						
6	EAD to identify trainees for national training					x						
7	Undertake national training (6 cohorts)						X	x	x	x	x	x
8	Evaluate the training						X	X	x	x	x	x
9	Training report											x

Note:

- There will be need to engage training material developers
- There will be need to engage trainers;
- Environmental Affairs Department (EAD) will be responsible for identification of trainees for pilot testing and national training;
- Evaluation will be done after every training session;
- An overall training report will be produced;
- The timeline above, the work has to commence by October so that activities will be implemented by the end of August 2022.

6.0 Linkages and Sustainability

These training materials will be the first of their kind and hence the developers will set the standard against which similar training materials targeting individual learning from different sectors and backgrounds will be developed. It is envisaged that local communities will benefit from this project by acquiring knowledge and skills from these individuals and groups for implementing adaptation and mitigation projects for address climate change. Since there are many organizations involved in the implementation of climate change projects in rural areas, such organizations will be encouraged to train local communities after attending Training of Trainers (ToT) sessions. Furthermore, the policy makers in parliament and district councils/city councils will be expected to see mainstreaming of climate change in National and council budgets. Government and district/city councils shall continue to mainstream climate change learning activities in the annual budgets.

7.0 Budget (PROPOSED)

	Description of activities	Proposed Budget	
		US Dollars	MK
1	Development of training materials including training needs assessment	15,000.00	10,950,000.00
2	Pretesting training materials	5,000	3,650,000.00
3	Review/ validation workshop	10,000.00	7,300,000.00
4	Conduct 6 training programs	60,000.00	43,800,000.00
5	TOTALS	90,000.00	65,700,000.00

Exchange Rate 1 US Dollar= MK 730

8.0 Monitoring and Evaluation

The responsibility of Monitoring and Evaluation of Government projects in Malawi lies with the Ministry of Economic Planning and Development (EPD), and hence it will be the responsibility of EPD to carry out monitoring and evaluation of this project in collaboration with Ministry of Forestry and Natural Resources.

PROJECT CONCEPT 2

DEVELOPMENT, PILOT TESTING AND DISSEMINATION OF TRAINING MATERIALS FOR AGRICULTURE EXTENSION WORKERS

1.0 Context and Problem Statement

The agriculture sector is a major land-use change contributor in Malawi, contributing about 60% of the national income and greatest contributor to GHG emissions. Agriculture is the biggest source of employment for the rural mass accounting for 80% of labour. Burning of agricultural wastes is a common practice that releases CO₂ into the atmosphere. There is potential for reducing CO₂ emissions by practicing climate smart agriculture that promotes compost making, conservation agriculture and agro-forestry. Unsustainable opening of new gardens in marginal lands, soil erosion which carries away top soil rich in organic matter and poor agricultural practices result in low carbon absorption capacity of agricultural lands. There is growing realization of poor crop yields and food insecurity nationally due to effects of climate change and the cycle of poverty continues as business as usual.

The Department of Agriculture Extension and Land Resource Conservation are responsible for training farmers in good agriculture and land management practices. The implementation of agriculture activities at community level are spearheaded by agriculture extension workers. Currently, their capacity to implement and link climate change adaptation and mitigation interventions is weak. Thus, the extension workers need the requisite knowledge and skills in various areas of climate change science, impacts and appropriate responses. However, there has been no training in climate change targeting these front-line personnel. Thus, the skills and knowledge about climate change that these extension workers will gain from the training sessions will enable them to implement and manage adaptation and mitigation projects in rural communities thereby averting adverse effects impacts of climate change on sustainable livelihoods. Additionally, this will enable extension workers to mainstream climate change in their current advisory work.

2.0 Aim and Objectives

The aim of the project is to develop, pilot-test and disseminate training materials for use in conducting climate change training targeting extension workers in the Department of Agriculture Extension. The overall goal is to enable extension workers gain knowledge and skills in climate change with a view to mainstreaming climate change in their day-to-day advisory work.

Specific Objectives

- a) To identify trainees for the pilot testing of the developed climate change training materials for forest extension workers,
- b) To successfully pilot test the training materials;
- c) To update training materials after pilot testing; and
- d) To undertake training workshops for all agriculture extension workers (e.g. through 8 workshops at ADD level) using updated training materials.

Indicators of success

- a) Participants' satisfaction level with the training programme. This will be measured through training evaluation forms;
- b) Improvement in participants' knowledge and skills in climate change. This will be done through pre-testing and post-testing of participants' knowledge and skills;

- c) Application of climate change knowledge and skills in extension advisory work. This is medium to long term indicator which could be done by evaluating activities of the trainees; and
- d) Numbers of extension staff trained in the Department of Agriculture Extension.

3.0 Target Group(s)

The training materials will address the needs of extension workers for Government (Department of Agriculture Extension), NGOs and CSOs.

4.0 Lead Organization(s) and Partners

The Department of Agriculture Extension will be lead organizations. Nevertheless, working hand in hand with the National Climate Change Programme (NCCP), the Environmental Affairs Department, the Ministry of Education, Science and Technology, LUANAR, Non-Governmental Organizations (NGOs), Civil Society Organizations (CSOs), Community Based Organizations (CBOs), and Faith Based Organizations (FBOs).

5.0 Activities and Timelines (36 courses)

	Activities	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Cont.
1	Engage trainers	X										
2	DAE to identify trainees	X										
3	Conduct pilot training		X									
4	Update the training materials			X								
5	DAE to identify trainees for national training		X									
6	Undertake national training				X	X	X	X	X	X	X	Cont.
7	Evaluate the training					X	X	X	X	X	X	Cont.
8	Training report								X	X	X	Cont.

N.B:

- There will be need to engage trainers;
- Department of Agriculture Extension (DAE) will be responsible for identification of trainees for pilot testing and national training at ADD and district level
- Evaluation will be done after every training session;
- An overall training report will be produced;
- The timeline above, the work has to commence by October at the latest to ensure that the activities are implemented by the end of October 2022.

6.0 Linkages and Sustainability

These training materials will be the developed based on those from Forestry department targeting extension workers in Agriculture sector. It is envisaged that local communities will benefit from this project by acquiring knowledge and skills from the extension workers for implementing adaptation and mitigation projects for address climate change. Since there are many organizations involved in the implementation of climate change

projects in rural areas, such organizations will be requested to train local communities after attending Training of Trainers (TOT) sessions. Furthermore, the Department of Agriculture Extension will be expected to mainstream climate change learning activities in their annual work plans and budgets.

7.0 Budget (PROPOSED)

	Description of activities	Proposed Budget	
		US Dollars	MK
1	Development of training materials including training needs assessment	12,000.00	8,760,000.00
	Review/ validation workshop	7,000.00	5,110,000.00
	Conduct 8 training programs at ADD level	50,000.00	36,500,000.00
	Conduct 28 training programs at district level	175,000.00	127,750,000.00
	TOTALS	244,000.00	178,129,000.00

Exchange Rate 1 US Dollar= MK 730

8.8 Monitoring and Evaluation

The onus of Monitoring and Evaluation of Government projects in Malawi lies with the Ministry of Economic Planning and Development (EPD), and hence it will be the responsibility of EPD to carry out monitoring and evaluation of this project in collaboration with EAD in the Ministry of Forestry and Natural Resources and Department of Agriculture Extension in the Ministry of Agriculture.

PROJECT CONCEPT 3

CURRICULAR REVIEWS IN HIGHER EDUCATION INSTITUTIONS TO INTEGRATE CLIMATE CHANGE IN VARIOUS COURSES AND DISCIPLINES.

1.0 Context and Problem Statement

Since the adoption of Malawi's Strategy on Climate Change Learning in 2013, there has never been any review of curricula in Higher Education Institutions in Malawi to integrate climate change in various courses and disciplines. It is therefore the intention of this project to ensure that climate change issues are integrated and mainstreamed in curricular of Higher Education Institutions in Malawi.

2.0 Aim and Objectives

The main goal of this project is to conduct curricular reviews in higher education institutions with a view to integrating climate change in various courses and disciplines.

Specific Objectives

- (1) Review current syllabi for various courses being offered at Higher Education Institutions in Malawi, and explore ways in which climate change issues could be integrated in the curricula;
- (2) Develop new curricula which incorporate climate change issues; and
- (3) Evaluate the effectiveness of the revised curricula in addressing climate change.

Indicators of success

- (a) Gaps noted in the current curricula in addressing climate change
- (b) The developed curricula cover all aspects of climate change
- (c) Graduates from Higher Education Institutions are very conversant with climate change issues.

3.0 Target Group(s)

The reviews will target public and private universities in Malawi

4.0 Lead Organization(s) and Partners

The lead organization will be the Ministry of Education, Science and Technology (MoEST). But MoEST will work hand in hand with public and private universities.

5.0 Activities and Timelines

Item	Activities	Wk1	Wk2	Wk3	Wk4	Wk5
1.	Identify Higher Education Institutions	X				
2.	Identify reviewers	X				
3.	Conduct reviews		X	X	X	
5.	Produce Training Report					X

6.0 Linkages and Sustainability

It is envisaged that the reviews of curricula will enable Higher Education Institutions to integrate climate change in various programmes. Also, the incorporation of climate subject in the curricula for Higher Education Institutions will enhance the awareness of the citizenry about climate change and its associated adverse impacts.

7.0 Proposed Budget

Item	Description	Cost in US\$
1.	Conducting reviews	20,000.00
2.	Support for local reviewers, and other accessories	30,000.00
	TOTAL COST	50,000.00

PROJECT CONCEPT 4

CAPACITY BUILDING IN CLIMATE MODELING

1.0 Context and Problem Statement

It has been noted that Malawi's capacity to conduct vulnerability assessments using climate and sectoral models is seriously inadequate. As such, there is an urgent need to build modelling capacity in the country by training various cadres of professionals and technicians in key economic sectors of the country. It is envisaged that through these trainings, Malawi will acquire the requisite capacity to conduct vulnerability assessments in the sectors of agriculture, water, human health, energy, infrastructure (transport and building environment), forestry, wildlife, tourism, and disaster risk reduction. The short courses will entail training professionals how to generate climate scenarios for temperature, rainfall and wind speed using climate modelling techniques, namely: Regional Circulation Models, Dynamically and Statistically Downscaled Models. Furthermore, trainees will be given hands on skills in run model simulations for their respective sectors.

2.0 Aim and Objectives

The overall goal of this project is to build capacity of professionals and technicians in key sectors of the country's economy that are vulnerable to impacts of climate change using climate modelling, with a view to adopting scientific based solutions for formulating adaptation strategies or mitigation options.

2.1 Specific Objectives

- (1) To identify professionals and technicians to be trained in climate modelling; and
- (2) To identify trainers of short courses in climate modelling.

Indicators of success

- (1) Participants' level of satisfaction with the training programme. This will be measured through the evaluation of the course;
- (2) Improvement in participants' knowledge and skills in climate modelling. This will be assessed by the improved performance of the trainees in conducting vulnerability assessments; and
- (3) Number of professionals and technicians trained.

3.0 Target Group(s)

The training will target professions and technicians in the following sectors: agriculture, water, human health, energy, infrastructure (transport and building environment), forestry, wildlife, tourism, and disaster risk reduction

4.0 Lead Organization(s) and Partners

The Environmental Affairs Department will be the lead institution. But it will work hand in hand with the following organizations: Ministry of Agriculture, Irrigation, and Water Development; Ministry of Health; Ministry of Forestry and Natural Resources; Ministry of Transport; Ministry of Works; Department of Forestry; Fisheries Department; Department of National Parks and Wildlife; Department of Tourism; Department of Disaster Management Affairs; the academia; and UNITAR.

5.0 Activities and Timelines

Item	Activities	Wk1	Wk2	Wk3	Wk4	Wk5
1.	Engage trainers	X				
2.	Identify trainees	X				
3.	Conduct training		X	X	X	
4.	Evaluate the training		X	X	X	
5.	Produce Training Report					X

6.0 Linkages and Sustainability

It is envisaged that the training in climate modelling will enable various organizations in the country to conduct thorough vulnerability assessments using climate modelling. The modelling results will be critical in determining various types of options to be adopted for countering adverse impacts of climate change through adaptation or mitigation measures. Furthermore, it is hoped that professionals and technicians who will undergo this specialized training, will teach other professionals and technicians in their respective organizations, thereby expanding climate modelling capacity in Malawi

7.0 Proposed Budget

Item	Description	Cost in US\$
1.	Hiring of trainers from abroad	60,000.00
2.	Support for local trainees, and other accessories	30,000.00
	TOTAL COST	90,000.00

Project Concept 5

CAPACITY BUILDING FOR RESOURCE MOBILISATION FOR CLIMATE CHANGE LEARNING

Develop capacity to prepare fundable project proposals to access local and international climate change funding opportunities

1.0 Context and Problem Statement

The Malawi Government, through the Ministry of Forestry and Natural Resources, Environmental Affairs Department has developed a revised Climate Change Learning Strategy 2020 with the aim of raising awareness, build capacity and skills of individuals and institutions in the country on the science of climate change, adaptation and mitigation to the impacts of climate change. This is in response to government policy documents which include the National Climate Change Policy of 2016, the National Climate Change Investment Plan of 2013 and Malawi Growth and Development Strategy III which is a national development blue print.

Internationally, in Article 6 of the UNFCCC; education, training and public awareness were identified as critical areas that would contribute towards climate change mitigation efforts, enhancing adaptation and resilience against the negative impacts. 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), National Adaptation Plans (NAP) and Nationally Appropriate Mitigation Actions (NAMAs).

The Climate Change Learning Strategy objectives will be realized only if Malawi is able to mobilise resources for education, training and public awareness. Learning from the first strategy, it is observed that few projects were undertaken because limited resources were mobilized. The reasons for this under performance stem from among other challenges being limited capacities to prepare winning proposals. It is against this background that Malawi should build capacity of individuals and institutions to develop winning proposals addressing climate change learning for adaptation, mitigation and resilience applying low carbon development approaches. This will be a springboard for implementing NDCs, NAPs and NAMA in Malawi.

2.0 Aim and Objectives

The main aim of this project is to build capacity of individuals and institutions to develop winning project proposals in climate change which will result in improving the knowledge and skills in climate change through formal, informal and non-formal learning approaches in Malawi

Specific objectives

- i. To build capacity of selected individuals and institutional representatives through online short courses on climate science and understanding of climate finance architecture;
- ii. To build capacity to track climate-related financial flows and public expenditures through a climate public expenditure and institutional review (CPEIR) process;
- iii. To develop skills of a dedicated team of professionals to navigate through climate finance mobilization fundamentals, i.e. roles of government, individuals, private sector, philanthropy, bilateral and multilateral actors;
- iv. To develop climate finance program/ project proposals covering individual and institutional capacity building in adaptation, mitigation and resilience to climate change.

3.0 Indicators of success

- i. Number professionals completing at least two online climate science, climate change and climate finance courses;
- ii. A recommendation to government to implement and improve visibility of climate-related financial flows and public expenditures;
- iii. A report on how climate change policies are addressed in public financial management and budget allocations to adaptation and mitigation programs or projects in the country;
- iv. Number of program/project proposals winning climate financing for Climate Change learning in Malawi.

4.0 Target Group(s)

Government ministries covering sectors identified in NDC, NAP and NAMA; Academia and Research institutions; NGOs and private sector.

5.0 Lead Organization(s) and Partners

Government ministries with environmental focal points, City and District Councils, working hand in hand with the National Climate Resilience Programme (NCCP), the Environmental Affairs Department, Academia and National Commission for Science and Technology.

6.0 Activities and Timelines

Activities	Timelines	Budget (USD)
a) Building capacity of selected individuals and institutional representatives through online short courses on climate science and understanding of climate finance architecture;	2020/2022	200,000
b) Building capacity to track climate-related financial flows and public expenditures through a climate public expenditure and institutional review (CPEIR) process;	2021/2022	GCCA support
c) Developing skills of a dedicated team of professionals to navigate through climate finance mobilization fundamentals, i.e. roles of government, individuals, private sector, philanthropy, bilateral and multilateral actors;	2021	GCCA Support
d) Developing climate finance program/ project proposals covering individual and institutional capacity building in adaptation, mitigation and resilience to climate change.	2020/ ongoing	200,000

Exchange Rate 1 US Dollar= MK 730

6.0 Linkages and Sustainability

Building capacity to develop winning project/ programme proposals is key to achieving the expectations of Climate Change Learning Strategy in Malawi. This will auger well with national ambition for building awareness, knowledge and skills in climate change science and the ability to address its challenges holistically and realizing low emission development strategy.

Professional and technical skills development will help the proposal developers to avoid pitfalls in proposal development but enhance the chances of winning big funding for climate change projects/programs in the country.

Malawi can leverage its position in CCLS development the region to develop regional programmes to seek big funding from donors, e.g. Zambezi River Basin countries.

The rural areas are most vulnerable to the effects of climate change. Investing in knowledge and skills of the rural majority will help Malawi on addressing the challenges of climate change. Capacity building of rural masses will ensure sustainability of climate change interventions as their efforts will clearly show measurable benefits after implementing their new acquired knowledge and skills augmented by indigenous local knowledge about climate change.

7.0 Monitoring and Evaluation

The onus of Monitoring and Evaluation of Government projects in Malawi lies with the Ministry of Economic Planning and Development (EPD), and hence it will be the responsibility of EPD to carry out monitoring and evaluation of this project in collaboration with Ministry of Forestry and Natural Resources.

ANNEX 4: Funded Pilot Concepts

CONCEPT 1

Name of Project: Establishment of a Platform on Climate Change Learning for a Network of Higher Education Institutions in Malawi.

Context and Problem Statement

The 2020 Malawi's Strategy on Climate Change Learning lists a number of institutions that are involved in climate change learning activities in the country; namely, University of Malawi -The Polytechnic (POLY) and Chancellor College (CHANCO), Mzuzu University (MZUNI), Lilongwe University of Agriculture and Natural Resources (LUANAR), Malawi University of Science and Technology (MUST) and Catholic University of Malawi (CUNIMA). However, it is clear from Capacity Needs Assessment studies that have been conducted in the country, regarding climate change learning in universities and institutions of higher learning, that there exist serious gaps in the harmonization of programmes and courses being offered by these institutions. The haphazard nature of climate change learning programmes has resulted in inadequate coverage and depth of climate change learning programmes and courses in Malawi. In light of the above, there is an urgent need to address these gaps by creating a platform where universities and institutions of higher learning in the country could share experiences, lessons learnt and harmonize their efforts in awareness raising (CC literacy), developing harmonised curricula and other learning initiatives with a view to promoting relevant, efficient and effective climate change learning in Malawi. This would be done while recognizing our common teaching and research goals, the learning needs and gaps, the diversity of degree programmes, subjects covered and the timing of the review process. The platform for climate change learning for universities and institutions of higher learning in Malawi will comprise a number of committees that based on the thematic areas to be prioritised by the Network.

Aim and Objectives

The overall goal of this project is to establish a platform where universities and institutions of higher learning in Malawi could share experiences, lessons learnt and harmonize their efforts in developing curricula and other learning initiatives to promote climate change learning in the country.

Specific Objectives

- a) To develop operational guidelines of the Network and the Platform;
- b) To develop a strategic plan for the Network, including a sustainability plan;
- c) To develop and operationalise the platform for the Network;
- d) To undertake a review and harmonisation of climate change learning materials and approaches at HEIs
- e) To establish linkages with other networks within and outside Malawi.

Indicators of success

- a) Operational guidelines developed and ratified by participating institutions
- b) Strategic plan developed
- c) Platform for the network developed and functional
- d) Capacity gaps and needs report published
- e) Secretariat established and operational

Target Groups and Lead Organisations

Target Group(s)

This platform will target universities and higher institutions in Malawi, particularly: POLY, CHANCO, MZUNI, LUANAR, MUST and CUNIMA.

Lead Organization(s) and Partners

As part of the UN CCLEARN Project, the Environmental Affairs Department will coordinate the establishment of the network and platform; but the universities and institutions of higher learning in Malawi will lead in the implementation of the activities in this project concept.

Activities and Timelines

The activities of this pilot phase will be for four months i.e. September to December 2020.

ID	Task Name	Start	Finish	Duration	Sep 2020				Oct 2020				Nov 2020				Dec 2020			
					6/9	13/9	20/9	27/9	4/10	11/10	18/10	25/10	1/11	8/11	15/11	22/11	29/11	6/12	13/12	20/12
1	Develop operational guidelines	9/1/2020	9/28/2020	20d	█															
2	Prepare strategic plan	10/1/2020	11/4/2020	25d					█											
3	Develop and launch platform for the network	10/26/2020	12/4/2020	30d									█							
4	Review and harmonise CC learning materials, resources and approaches	10/21/2020	12/1/2020	30d									█							
5	Report production and submission	12/14/2020	12/18/2020	5d													█			

Linkages and Sustainability

It is envisaged that the platform on climate change learning for universities and institutions of higher learning in Malawi will accord institutions an environment where they could share experiences, lessons learnt and harmonize their efforts in developing curricula and other learning initiatives with a view to promoting climate change learning in Malawi. Furthermore, it is hoped that participating institutions will support the operation of the platform since it is expected to provide easy access to CC learning resources. The network could participate in research and projects that could support the operational expenses of the network. In addition, the Network will develop a project support document to seek funding to support it during its formative period.

Monitoring and evaluation

The implementation of this pilot phase will follow strict adherence to technical and financial reporting requirements in form of monthly reports and final report.

Proposed Budget

Item	Description	Cost in (MK)
1	Developing Operational Guidelines for the platform	
	3 x day planning meetings, members between Interim Committee and EAD (EAD budget to be covered by Project Secretariat)*	
	Accommodation and diner for 3 nights (15 people)	1 350 000
	Venue hire, presentation equipment and refreshments	360 000
	Transport refunds _ Blantyre to Sengabay (POLY 2 people)	78 583
	Transport refunds _ Bunda to Sengabay (LUANAR 2 people)	33 448
	Transport refunds _ Thyolo to Sengabay (MUST 2 people)	78 583
	Transport refunds _ Mzuzu to Sengabay (MZUNI 2 people)	99 528
	Transport refunds _ Zomba to Sengabay (CHANCO- 2 people)	71 518
	Transport refunds_Blantyre SengaBay (CUNIMA 2 people)	78 583
	Transport refunds_Blantyre SengaBay (3 Facilitators)	78 583
	Sub total	2 228 826
2	Developing a strategic and sustainability plan for the platform	
	Prepare TORs for the working committees and agree on the content of the Strategy	400 000
	Literature reviews and consultations for key stakeholders- travel and communication (12 members x 25,000/member)	300 000
	Draft the Strategy (and sustainability plan)	
	Accommodation and diner for 5 nights (15 people)	2 250 000
	Venue hire, presentation equipment and refreshments	600 000
	Transport refunds _ Blantyre to Sengabay (POLY 2 people)	78 583
	Transport refunds _ Bunda to Sengabay (LUANAR 2 people)	33 448
	Transport refunds _ Thyolo to Sengabay (MUST 2 people)	78 583
	Transport refunds _ Mzuzu to Sengabay (MZUNI 2 people)	99 528
	Transport refunds _ Zomba to Sengabay (CHANCO- 2 people)	71 518
	Transport refunds_Blantyre SengaBay (CUNIMA 2 people)	78 583
	Present draft Strategy to stakeholders via Zoom	900 000
	Finalise the draft Strategy incorporating comments from stakeholders	500 000
	Submit final strategy	-
	Subtotal	5 390 243
3	Selected task team to develop the platform for the network	
	Prepare TORs for the task team	300 000
	Task team prepares and presents platform concepts and designs to the network members and EAD	300 000
	Task team builds the platform based on the selected design	
	Accommodation and diner for 10 nights (6 people)	1 800 000
	Venue hire, presentation equipment and refreshments	810 000
	Transport refunds _ Blantyre to Sengabay (POLY 1 person)	78 583
	Transport refunds _ Bunda to Sengabay (LUANAR 1 person)	33 448
	Transport refunds _ Thyolo to Sengabay (MUST 1 person)	78 583
	Transport refunds _ Mzuzu to Sengabay (MZUNI 1 person)	99 528
	Transport refunds _ Zomba to Sengabay (CHANCO- 1 person)	71 518

	Transport refunds_Blantyre SengaBay (CUNIMA 1 person)	78 583
	Task team presents the developed platform to stakeholders	500 000
	Task team finalises and submits the platform for the network	-
	Subtotal	4 150 243
4	Developing and harmonizing climate change awareness and curricula in higher education institutions	
	Undertake a scoping workshop on status, gaps and climate change needs in Malawi's universities (presentations from participating institutions)	300 000
	Circulate the scoping report to members for comments	
	Develop work plan for harmonisation activities for awareness materials, modules, short courses etc	600 000
	Conduct national workshop to launch HEI CC Network Platform and Strategic Plan (venue, refreshments, DSA, travel for participants including officials/management from participating institutions)	6 000 000
	Subtotal	6 900 000
5	Management of network at the Secretariat	
	Communication	2 500 000
	Stationary, report production etc	2 000 000
	Operations (Travel, DSA etc)	3 000 000
	Subtotal	7 500 000
	TOTAL COST	26 169 312

CONCEPT 2

NAME OF PROJECT: STRENGTHENING THE NATIONAL YOUTH NETWORK ON CLIMATE CHANGE LEARNING

1.0 Context and Problem Statement

National Youth Network on Climate Change (NYNCC) was registered in 2012 as a non-profit making, local youth Network, and working with youth-based organizations, university groups, rural youth groups, schools, and like-minded individuals. NYNCC has over 3,500 members and coordinates youth efforts in the fight against climate change, to ensure the inclusion, and active participation of youth voices through participatory and community-led approaches. The Network has a potential to grow and impact climate change management in the Malawi. However, the NYNCC is not very active at the moment. As such, there is need to empower the youth working on climate change in the country through the Network. Some of the areas of focus could include: (1) capacity needs assessment in order to identify training areas and provide training to the Network; (2) strengthening/developing Strategic and Sustainable Plans for the Network; (3) Enhance the Network's visibility and impact in influencing policy decision making.

2.0 Aim and Objectives

The overall goal of this project is to strengthen NYNCC on Climate Change Learning (formal, informal and non-formal) in Malawi.

2.1 Specific Objectives

- a) To assess the scope and the Membership of the Network;
- b) To conduct a capacity needs assessment, including the understanding of the youth about climate change issues;
- c) To identify training areas and provide training to the Network;
- d) To strengthen/develop the strategic plan for the Network – including a sustainability plan;
- e) To enhance the Network's visibility and impact in influencing policy decision making in Malawi.

2.2 Indicators of success

- a) The Scope and Membership is established;
- b) Gaps in learning needs of the youth about climate change learning are identified;
- c) Trainings are conducted to address gaps identified in (2) above, and the number of youths trained in noted;
- d) Strategic and Sustainability Plans are developed and Strengthened; and
- e) The visibility of the Network is enhanced and influences policy decision making

3.0 Target Group(s)

The Network targets youths in Malawi

4.0 Lead Organization(s) and Partners

The Environmental Affairs Department will be the lead institution. But it will work hand in hand with the following organizations: Ministry of Sports, Youth and Culture; and all youth organizations in Malawi.

5.0 Work plan and budget

5.1 Work plan for NYNCC for September – November 2020

No	Activity	Guiding Notes	Expected Outcome	Means of Verification	Timeline	Cost (MK)	Lead Person(s)
1.	Engage the consultant to Review and finalize NYNCC Strategic Plan 2021 - 2025	<ul style="list-style-type: none"> Consultations 	<ul style="list-style-type: none"> Enhanced productivity in the operation of NYNCC 	Copy of approved strategic plan and training materials/tools on gaps and needs	September – October 2020	Fuel, allowances & (consultancy)	PM & BC
2.	Conduct a national validation workshop on NYNCC Strategic Plan 2021 – 2025	<ul style="list-style-type: none"> Draft report 	<ul style="list-style-type: none"> Validated key issues Improved allocation of resources 	Copy of the draft report	October, 2020	Validation workshops, conference packages, stationery, fuel, allowances & (consultancy)	CO
4.	Capacity building (leadership, climate change policies, identify gaps and advocacy) based on the need	<ul style="list-style-type: none"> Identified key needs and knowledge gaps by the secretariat 	Enhanced leadership, mobilization and evidenced based advocacy skills	<ul style="list-style-type: none"> Need assessment reports Activity report 	September – October 2020	workshops, conference packages, stationery, fuel, allowances & (consultancy)	PM and OP

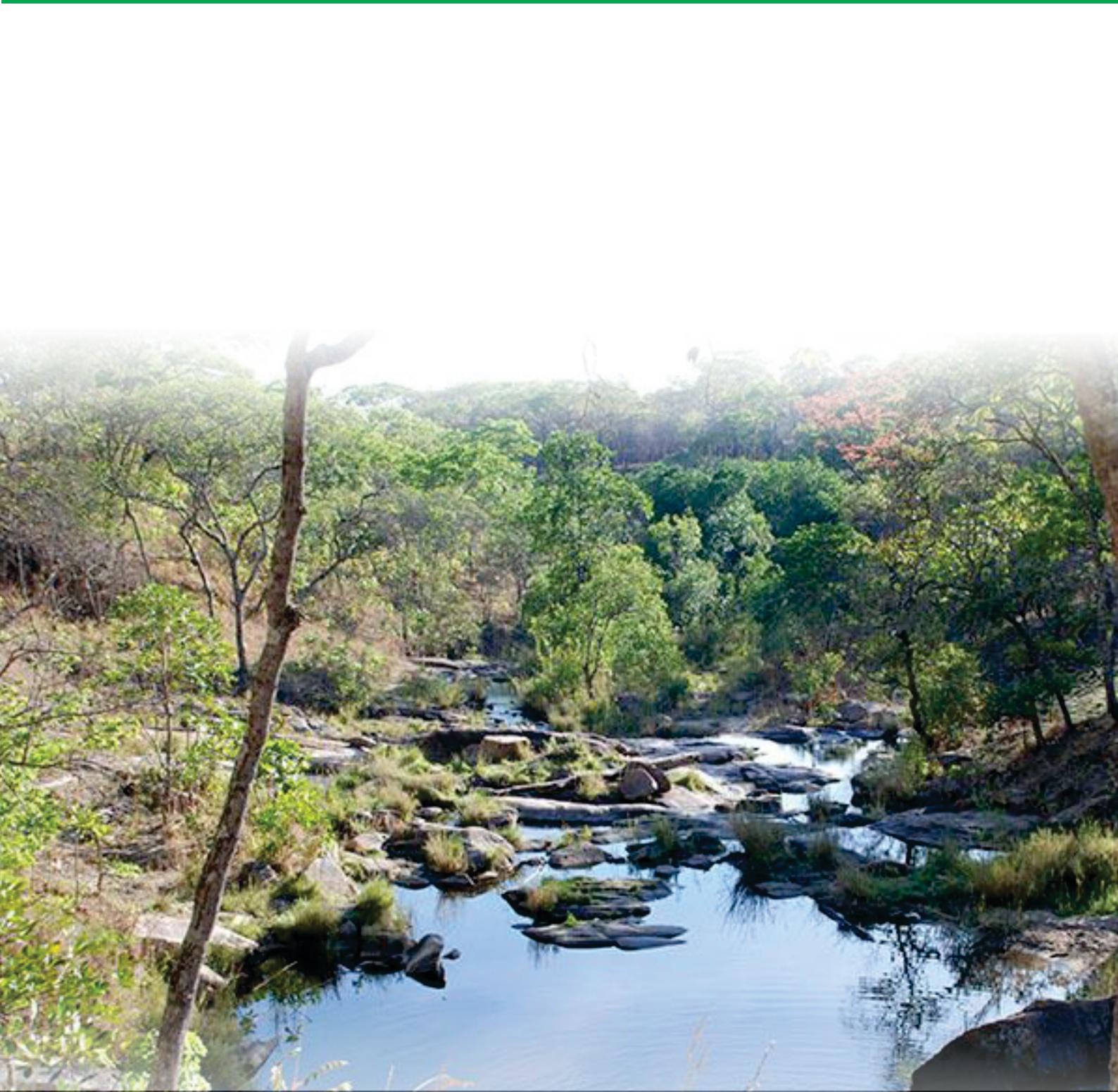
No	Activity	Guiding Notes	Expected Outcome	Means of Verification	Timeline	Cost (MK)	Lead Person(s)
	assessments by the secretariat						
5.	Engage the consultant to develop NYNCC Website and also orientation of NYNCC secretariat on how to upload contents and the use social media platforms	<ul style="list-style-type: none"> Interactive website Social media linkages 	Enhanced visibility of NYNCC	Functional website and media platforms	September – October, 2020	Development fee, hosting fee, domain fee, maintenance fee and orientation of NYNCC communication team	CO
6.	Official launch of NYNCC strategic doc and Website a	<ul style="list-style-type: none"> Strategic Plan Website 	Enhanced visibility of NYNCC	<ul style="list-style-type: none"> Activity reports Attendance registers 	November , 2020	Conference package & media transport, fuel, logistics for regional representatives	NC, PM & CO
7.	Organize Radio/TV discussions and online sessions to disseminate the strategic plan and enhance NYNCC visibility	<ul style="list-style-type: none"> Key strategies Key messages Strategic plan Flyers and brochures 	<ul style="list-style-type: none"> Increased knowledge on the operation of NYNCC Enhanced its visibility 	<ul style="list-style-type: none"> Meeting reports Attendance register 	October to December, 2020	Data bundle and transport	FFO & NC
8.	Organize learning sessions with established Networks in Malawi	<ul style="list-style-type: none"> CISANET CISONECC CSEC MHEN 	<ul style="list-style-type: none"> Increased collaboration with like-minded networks 	<ul style="list-style-type: none"> Signed MOUs Meeting minutes 	October – Nov 2020	Allowances and fuel and logistics	CO, NC & PM

5.2 Proposed Activities and Budget Summary

S/N	ACTIVITIES	QTY	TARGET	ITEMS	QTY	UNIT COST	TOTAL AMOUNT
A. Revise NYNCC Strategic Plan 2021 – 2025							
1.	Engage a consultant to revise and finalize the development of NYNCC strategic plan						4,000,000
						Sub Total	4,000,000
2.	Conduct a national validation workshop on NYNCC Strategic Plan 2021 – 2025	1	45 youth leaders and other key stakeholders	Conference package	45	16,500	742,500
				Accommodation for 2 nights	30 outside Lilongwe	30,000	1,800,000
				Transport refunds _ outside Lilongwe	35	50,000	1,750,000
				Transport refunds _ Lilongwe	10	10,000	100,000
				Stationery	Lump sum		100,000
				Communication	Lump sum		50,000
				Local running	Lump sum		100,000
3.	Organize an official launch of Strategic Plan and Website	1	40 youth representatives, media, government officials	Print copies of the SP	100	5,000	500,000
				Venue hire	1	150,000	150,000
				Snacks and refreshments	40	7,000	280,000
				Transport refunds	40	10,000	400,000

				Banner	1	150,000	150,000
						Sub total	1,500,000
B. Strengthen of NYNCC Secretariat and its governance structures							
2.	Capacity building (leadership, concept development, mobilization, campaign, climate change policies, identify advocacy issues)	1	20 (secretariat and regional youth leaders)	Conference package for two days	25	16,500	825,000
				Accommodation for 3 nights	25	31,000	2,250,000
				Transport refund	25	60,000	1,500,000
				Stationery and communication	Lump sum		100,000
						Sub total	4,675,000
C. Enhance NYNCC Visibility							
1.	Engage a consultant to develop NYNCC Website and Orientation of NYNCC communication team on how to use and upload contents on website and other social media platforms	1	Consultant , EAD NYNCC secretariat	Designing, hosting and annual fee			1,600,000
2.	Facilitate Radio, TV, discussions, and online campaign to publicize the strategic plan with keys highlights			Airtime for data bundles		Lump sum	600,000
						Sub total	2,200,000

D. Lobbying, collaboration and partnerships development							
1	Organize learning session with established Networks in Malawi	1		Refreshments and snacks	30	8,000	240,000
				Venue hire	1	150,000	150,000
				Transport refunds	30	10,000	300,000
				Communication		Lump sum	50,000
				Stationery		Lump sum	100,000
						Sub total	840,000
						Grand Total	17,857,500



MALAWI'S STRATEGY ON CLIMATE CHANGE LEARNING

