

MALAWI'S STRATEGY ON CLIMATE CHANGE LEARNING

By

Kenneth J Gondwe & Geoffrey MS Chavula, PhD



*Empowered lives.
Resilient nations.*



Swiss Agency for Development
and Cooperation SDC

19th March 2013

Outline of the presentation

- Key strategic questions
- Outline of the Strategy
- Main document
 - CHAPTER1 : INTRODUCTION- Background and Rationale
 - CHAPTER 2: VISION, MISSION & CORE VALUES
 - CHAPTER 3: ANALYSIS OF CC LEARNING ENVIRONMENT

Outline of the presentation

- Main document..... CONT'D
 - CHAPTER 4: KEY PRIORITY AREAS
 - CHAPTER 5: IMPLEMENTATION FRAMEWORK & ACTION PLANS
 - CHAPTER 6: MONITORING & EVALUATION
 - CHAPTER 7: ASSUMPTIONS

Key strategic questions

- Where do we want to go? (vision and strategic directions, aspirations);
- Where are we? (analysis of internal and external factors affecting the organization, needs, gaps, baselines);
- How do we get there?
(Objectives/Strategies/Activities/ Operational plans)
- How do we know that we have arrived? (Monitoring and Evaluation/ Key performance indicators).

Proposed Outline of Strategy

- **Foreword**
- **Preface**
- **Acknowledgement**
- **List of Contributors**
- **Acronyms and abbreviations**
- **List of Figure and Table**
- **Executive Summary**
- **INTRODUCTION**
 - **Background and Rationale**
 - **International Context**
 - **National Context and Policy Priorities**

Proposed Outline of Strategy (cont'd)

- **VISION, MISSION AND CORE VALUES**
 - Vision
 - Mission
 - Core Values
 - Objectives of the Strategy
 - The Strategy Formulation Approach
- **ANALYSIS OF CLIMATE CHANGE LEARNING ENVIRONMENT**
- **KEY PRIORITY AREAS**
- **IMPLEMENTATION FRAMEWORK AND ACTION PLAN**
- **MONITORING & EVALUATION**
- **ASSUMPTIONS**
- **REFERENCES**
- **ANNEXES**

Introduction: Background and Rationale

- Malawi is negatively impacted by climate change, climate variability and extreme climate events such as flash floods, extended dry spells, and droughts which are expected to increase in frequency and intensity in future;
- Current adaptive capacities are not adequate to enable the country to sustain livelihood systems and development, hence, the need to raise the level of awareness, knowledge and skill as well as institutional capacities in order to make the population resilient to the negative impacts of climate change;

Introduction: Background and Rationale

- The programme must target all levels, namely: individual, institutional and systemic across all key socio-economic sectors (agriculture, forestry, energy, transport, water, health, fisheries, education, finance, infrastructure, gender);
- It is against this background that 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*”.
- Development of CC Learning Strategy is one of the outputs of the pilot project

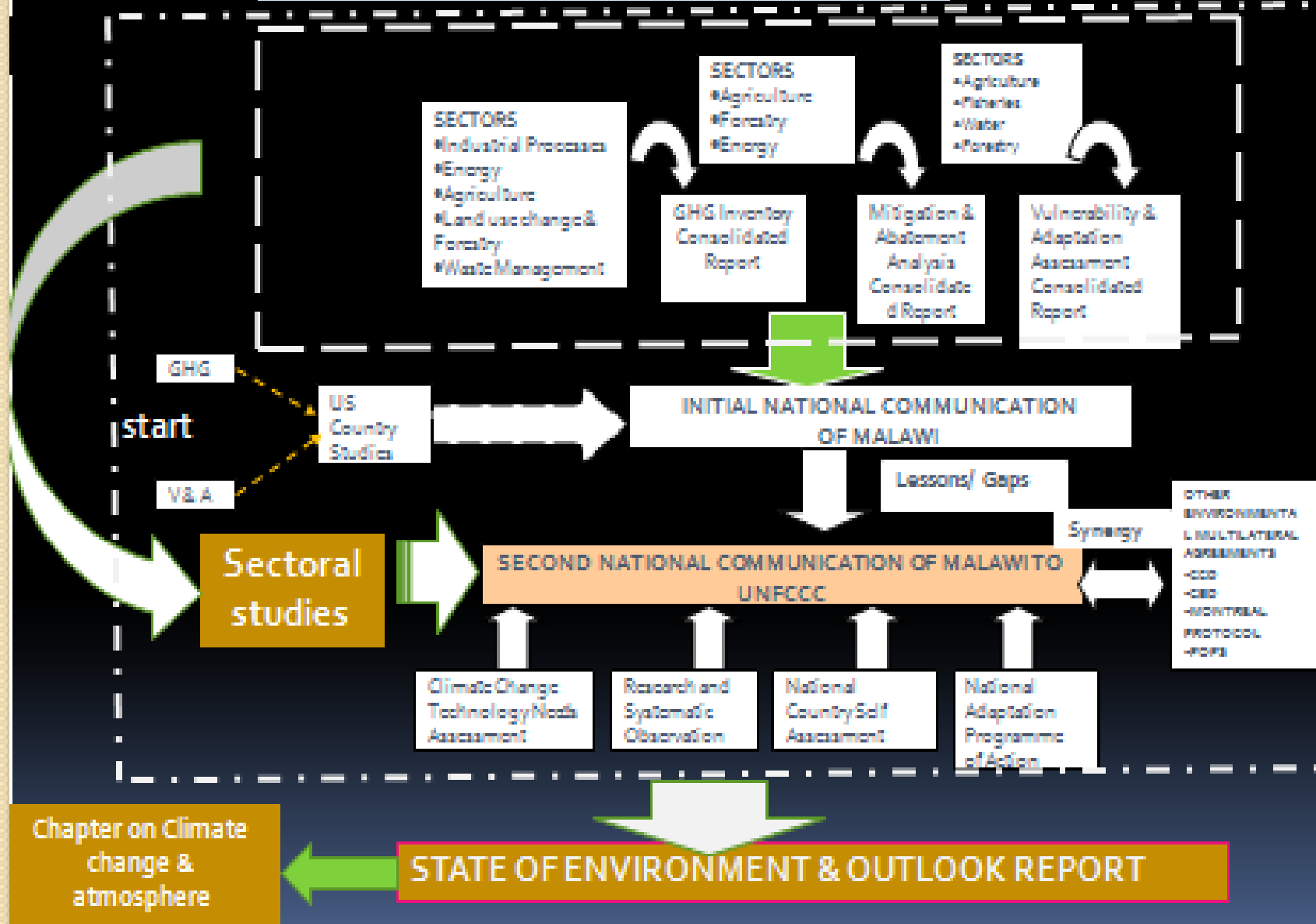
Introduction: International Context

- Learning at all levels can be achieved through education, training and public awareness
- At global level, the **issue of CC learning** is highlighted in a number of policy and agreements, showing the importance the global community places on this activity. Amongst such documents are:
 - UNFCCC Article 6 & 10
 - Paris Declaration
 - New Doha Work Programme
 - UNESCO Climate Change Education for Sustainable Development

Introduction: National Context & Policy

- Ratified the UNFCCC and Kyoto Protocol
- GoM has undertaken a number of studies, initiatives and training programmes such as NEAP, NEP, Vision 2020, INC, SNC, NAPA, AAP, NCCP;
 - CC impacts are evident affecting all sectors;
 - Data and knowledge gaps
 - Numbers too low
- MGDS II has identified CC as KPA
- NCSA, CNA and TNA have highlighted specific institutional gaps and learning needs

CLIMATE CHANGE STUDIES



Source: Gondwe, K. J. (2005)

Source: Gondwe (2005), revised (2011)

Vision, Mission & Core Value

- VISION:

The vision of Malawi Climate Change Learning Strategy is that Malawi will become *a knowledge-driven climate change resilient population by 2030, pursuing a low carbon emission development path*

Vision, Mission & Core Value

- MISSION

The mission of this strategy is to *catalyze systematic climate change knowledge generation, packaging and dissemination, and the adoption of low carbon emission and climate resilient development with a view to enhancing the quality of life of all Malawians through the implementation of adaptation and mitigation measures, and mainstreaming climate change in policies and developmental plans in all socio-economic sectors*

Vision, Mission & Core Value

- **CORE VALUES**

- Quality/Standard
- Participation
- Inclusiveness
- Adaptability
- Compatibility/ Synergy

Vision, Mission & Core Value

- OBJECTIVE OF THE STRATEGY

strengthen human resources and skills development for advancement of green, low emission and climate resilient development.

Vision, Mission & Core Value

- Strategy Formulation Approach
 - Literature review
 - Consultations
 - Inception meetings
 - With UNITAR
 - Interviews with sectors
 - FGDs
 - Internal Review
 - Wider stakeholder's workshop
 - Final Draft
 - Final review
 - Final document

Analysis of climate change learning environment

Findings from literature & consultations

Key Sector	Capacity gaps
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) ✓ Crop weather insurance ✓ Models for V&A studies e.g. Maize Model, Ceres Model.
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 ✓ REDD + ✓ Models for V&A studies e.g. GAP model
Water	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Models for V&A studies, e.g., WatBal, WEAP models
Energy	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory ✓ Models for V&A studies e.g LEAP & MESSAGE models ✓ Clean Development Mechanism
Waste Management	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ GHG inventory
Human Health	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Models for V&A studies
Fisheries	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Models for V&A studies

Analysis of climate change learning environment

Findings from literature & consultations

Key Sector	Capacity gaps
Infrastructure	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Adaptation technologies ✓ Models for V&A studies
Education	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Climate change research
Media	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response)
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
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
CC & MET Services	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ Models for climate scenarios
Academia, research	<ul style="list-style-type: none"> ✓ Climate change knowledge (science, impacts and response) ✓ 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

Analysis of climate change learning environment

SWOT-PESTEL ANALYSIS

- **STRENGTH (Internal Factor)**
 - Institutional setup in place
 - MEPD
 - MECCM
 - EAD, DCCMS, FD
 - NCCP
 - Supportive policy initiatives
 - MGDS II (KPA), CC COMM STRATEGY, CC POLICY REVIEW, CC POLICY (DRAFT), CC INV PLAN (DRAFT)
 - Active CSOs: CISON ECC
 - Mainstreaming/ piggybacking CC in curricular at HEIs
 - Multisectoral/ multidisciplinary Advisory body in place: TCCC & PSCCC
 - Annual Forum on CC

Analysis of climate change learning environment

SWOT-PESTEL ANALYSIS

- **WEAKNESS (Internal Factor)**
 - Low level of awareness at all levels (CC Illiteracy)
 - Policy
 - Communities
 - Schools
 - Professionals including academia, public service, NGOs
 - Limited number of experts and areas of expertise
 - No CC Centres of learning and research
 - No sustainable CC funding at national level
 - No visible CC champions
 - Limited gender considerations in CC initiatives
 - Limited institutional capacity (resources/equipment)

Analysis of climate change learning environment

SWOT-PESTEL ANALYSIS

- **Opportunities (External Factor)**
- Malawi is an LDC
- Technical and financial support from the UN system: UNFCCC/IPCC, UNDP, UNITAR, UNEP, WMO etc
- Multilateral and bilateral support
- MEAs
- CC current global issue

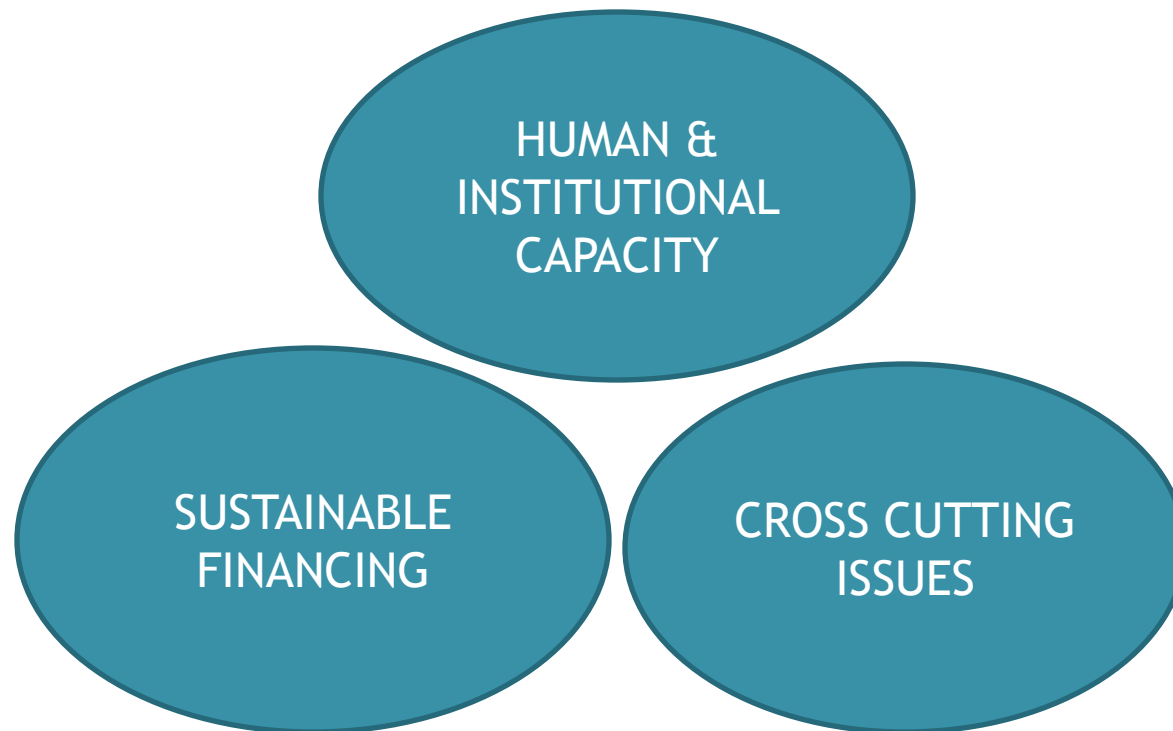
Analysis of climate change learning environment

SWOT-PESTEL ANALYSIS

- **Threats (External Factor)**
- CC skeptics
- Competing global socio-economic socio-political issues: health, education, wars & refugees, terrorism amongst others
- Global economic downturn
- Major powers failure to sign and ratify MEAs

Analysis of climate change learning environment

THE PILLARS OR KEY STRATEGIC PRIORITY AREAS



Key Priority Area 1: HUMAN AND INSTITUTIONAL CAPACITY DEVELOPMENT

- **Strategic objective 1: To develop critical mass of human resources with requisite understanding, knowledge and skills to respond to impacts of climate change**

ACTIONS

- ✓ Publish literature for different target groups*;
- ✓ Undertake training of trainers workshop
- ✓ Provide training to local communities
- ✓ Train policy makers*
 - ✓ *Cabinet members, Members of Parliament and Principal Secretaries
- ✓ Train professionals;

Key Priority Area 1: HUMAN AND INSTITUTIONAL CAPACITY DEVELOPMENT

- **Strategic objective 2: Develop strong organizations to champion public awareness and training in various aspect of climate change**

Actions

- Mainstream climate change in the media;
- Mainstream climate change in school curricular;
- Strengthen climate change research and training at higher education/ universities and research centres;

Key Priority Area 2: SUSTAINABLE FINANCING OF CLIMATE LEARNING ACTIVITIES

- **Strategic objective: To develop a sustainable financing mechanism for climate change learning programmes**

ACTIONS

- Mainstream financing of CC learning activities in sectoral budgets;
- Introduce local carbon tax/ levies to finance CC programmes
- Enhance the capacity of the Ministry of Environment and Climate Change Management for financing partnerships pertaining to climate change learning

Key Priority Area 3: CROSS CUTTING ISSUES

Strategic objective 3: To take into account gender and policy considerations in climate change initiatives and programmes

ACTIONS

- Mainstream gender in climate change learning activities
- Include climate change learning activities in sectoral policies and strategies

Implementation Framework & Action Plan

Organization

	Institution	Key responsibility
1	MEPD	<ul style="list-style-type: none">• Coordination• M & E
2	MECCM	<ul style="list-style-type: none">• Policy• Coordination• Fund raising
3	Sectoral	<ul style="list-style-type: none">• Implementation• Sectoral budget & sourcing of finances• M & E
4	Other actors	<ul style="list-style-type: none">• Implementation• Service provision• Budget & sourcing of supplementary finances• M & E
5	MIE & HEIs	<ul style="list-style-type: none">• Curricular development• Training

Implementation Framework & Action Plan

Action plan

Strategic objective	Action areas	Key Performance Indicator	Time frame						Lead Institution(s)
			2013	2014	2015	2020	2025	2030	
M1.1 To develop critical mass of human resources with requisite understanding, knowledge and skills to respond to impacts of climate change;	Publish CC literature for different target groups	Number of publications							MECCM HRM MoEST/MIE
	Undertake Training of Trainers workshop for various groups	Number trained							
	Train local communities in climate change basics	Number trained							
	Train policymakers in climate change basics	Number trained							
	Train professionals in relevant areas of climate change	Number trained: Certificates							
		Diploma							
		Bachelors							
Masters									
	PhDs								
1.2 Develop strong organizations to champion public awareness and training in various aspect of climate change	Mainstream climate change in the media	Number of media houses with climate change programmes							MECCM Information MoEST/MIE CISONECC Universities (UNIMA, LUANAR, MZUNI)
	Mainstream climate change in school curricular	Number of curricular revised							
	Strengthen climate change research and training at universities and training centres	Number of institutions funded, Number of research programmes conducted, Number of research publications produced							

Implementation Framework & Action Plan

Action plan

Strategic objective	Action areas	Key Performance Indicator	Time frame						Lead Institution(s)
			2013	2014	2015	2020	2025	2030	
To develop a sustainable financing mechanism for climate change learning programmes	Mainstream financing of climate change activities in sectoral budgets	Amount of money set aside from national budgets for climate change learning activities							MECCM
	Introduce local carbon tax/levy to finance climate change learning activities	Amount of money generated from tax collection for use in climate change learning activities							
	Enhance partnerships for climate change financing	Number of partnerships established and amount of funds sourced for climate change learning activities							
To ensure sectoral policies and strategies incorporate gender-sensitive climate change learning activities	Mainstream gender in climate change learning activities	Number of training manuals with gender aspects taken into consideration							MECCM Sectoral ministries and departments
	Include climate change learning activities in sectoral policies and strategies	Number of policies and strategies with gender aspects taken into consideration							

Monitoring & Evaluation

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

Assumptions

- Stable economic environment
- Political stability
- Favorable government policies
- Stakeholder participation
- Sustainable funding

Annex

- Workshop Evaluation
- Course outlines

CONCLUDING REMARKS

- We are still consulting stakeholders- this workshop is part of the process
- Based on your feedback, a final Strategy will be produced.



 **THANK YOU, ZIKOMO!**