

Gender Action Plan

FP002: Scaling Up the Use of Modernized Climate Information and Early Warning Systems in Malawi

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**GREEN
CLIMATE
FUND**

Scaling Up the Use of Modernized Climate Information and Early Warning Systems in Malawi (M-CLIMES)

Annex 2: Gender Action Plan

Objective	Actions	Indicator	Responsible party
Output 1: Expansion of networks that generate climate-related data to save lives and safeguard livelihoods from extreme climate events			
Activity 1.1: Expanding coverage of meteorological and hydrological infrastructure through installation of AWS, hydrological monitoring stations and sensors, lightning detection systems, and lake-based buoys	Promote O&M employment for women as well as men. (using networks, social media, etc.).	Number/percentage of trained personnel installing infrastructure by sex and age group.	DCCMS DWR DAES
Activity 1.2: Capacity-building of hydro-met staff on O&M, data modeling, and forecasting	<p>Ensure participation of women and men in O&M, data modelling, forecasting, training for staff from DCCMS, DWR and the Malawi Defence Force</p> <p>Promote training for women (in sciences, physics) through university, college, school networks</p>	<p>Number/percent participants trained in O&M, data modelling, forecasting, CI (and related) training by sex, age group</p> <p>Participant perception of quality of training (meeting needs, learning style, etc.) by sex, age group.</p> <p>Evidence of promotion of training/careers for women (in STEM towards climate information/disaster reduction (e.g. career talks and mentorship programs in the targeted districts, websites, social media, mentions in newspapers, radio, expert visits to districts, schools, t.v., etc.)</p>	<p>UNDP DCCMS DODMA DAES</p> <p>UNDP NASFAM DCCMS DAES</p>

Objective	Action	Indicator	Responsible party
Output 2: Development and dissemination of products and platforms for climate-related information/services for vulnerable communities and livelihoods			
<p>Activity 2.1: Develop tailored weather/climate based agricultural advisories for 14 food insecure districts and disseminate through ICT/mobile, print, and radio channels</p>	<p>Assess means in which women, men access weather/climate (and other information) to tailor climate information outreach in ways that women will use as well as men. (e.g. women may not have time, be in a place to listen to radio). (This can also build on the work done under Build on Norway-funded GFCS in Balaka and Nsanje community sensitization on climate)</p> <p>Ensure women are actively represented, have voice, and are participating - as well as men in developing, testing, tailoring modes of outreach and feedback, including the 3-2-1, ESOKO (used by DAES), NASFAM (two-way system) advisory services inclusion of weather climate information and any other system.</p> <p>Integrate resilience building approaches (e.g. Gender Action Learning Systems/GALS) into community-based and gender-responsive participatory initiatives and sensitisation, e.g. facilitating dialogues with farmers, communities, schools, women, and faith-based groups.</p>	<p>Number/percentage of participants by sex, age group participating in needs assessment on accessing weather/climate information.</p> <p>Number/percentage of participants by sex, age group actively involved in decision-making (i.e. representation, voice) in development, testing, and tailoring modes of outreach and feedback (e.g. related to 3-2-1, ESOKO, etc.)</p> <p>Number/percentage of participants by sex, age group participating (i.e. present) in development, testing, and tailoring modes of outreach and feedback (e.g. related to 3-2-1, ESOKO, etc.)</p> <p>Evidence of training of community based facilitators (by sex/age group) across project area who can incorporate resilience building approaches (e.g. Gender Action Learning Systems/GALS which NASFAM is already championing) into community based dialogues with farmers, communities farmers, schools, women, faith-based groups, etc.</p> <p>Number/distribution of community based dialogues incorporating resilience building approaches (e.g. Oxfam GALS) by type of group and project site (e.g. farmer group, women’s group, faith-based groups, schools, etc.)</p> <p>Evidence of integration of resilience building approaches (e.g. GALS) into capacity building at district and community levels (e.g. training of trainers, incorporation modules into other district training, extension exercises.</p>	<p>DCCMS NASFAM DAES DODMA</p> <p>DCCMS DAES NASFAM</p> <p>DAES DODMA DCCMS</p> <p>NASFAM DAES DODMA UNDP</p>

	<p>Integrate resilience building approaches (e.g. GALS) into capacity building at the district and community levels to provide intermediary support (Extension workers and NASFAM lead farmers) for the interpretation and adoption of new products and information, including coproduction of materials and information products.</p> <p>Work with local women and men in participatory mapping (to augment other mapping techniques) to highlight important aspects that may not come out in terms of use, crops that are perceived as important to women, men (perhaps in relation to household food security as opposed to marketability, etc.) that don't come out from other techniques. Map out agricultural areas, farming systems, crops, fishing areas, livestock grazing, etc. from women's men's perspective in target districts and communities</p>	<p>Evidence of participatory mapping with women, men (e.g. mapping exercises conducted with women, men; actual maps recorded; women's and men's maps used to support other mapping techniques, inclusion of mapping exercise, results in reports, etc.).</p>	<p>DCCMS DAES UNDP NASFAM</p> <p>NASFAM</p>
<p>Activity 2.2: Develop and disseminate tailored warnings and advisories for fishing communities of Mangochi, Salima, Nkhata Bay and Nkhotakhota around Lake Malawi</p>	<p>Build on needs assessments in Activity 2.1 above to identify and implement most effective ways of communicating warnings and advisories to women and men in fishing communities as well as gender-responsive and</p>	<p>Number of people in fishing communities by sex and age group reporting receipt of warnings, advisories.</p> <p>Quality of warning/advisory of information reported by sex/age group of fishing community members.</p> <p>Evidence of gender and social inclusion issues incorporated into training for extension workers, search and rescue, and other stakeholders (e.g. in</p>	<p>NASFAM DWR DAES</p>

	<p>socially inclusive messaging.</p> <p>Build this learning into training for extension workers and others working on community outreach</p>	<p>curricula, materials, reports).</p>	
<p>Activity 2.3: Develop and deploy the flood and water resource modelling and decision support system to enhance coverage for disaster risk and water resource management</p>	<p>Ensure dissemination systems and communication channels are established in a way that is gender responsive and socially inclusive.</p>	<p>Evidence of gender-responsive and socially inclusive dissemination system and communication channels (e.g. reports, feedback from users, etc.).</p>	<p>DODMA NASFAM DCCMS</p>
<p>Activity 2.4: Enable a demand-based model for climate information and services stimulating private sector engagement</p>	<p>In addressing legal and institutional barriers, and the promotion of market development of tailored products, ensure all policy reviews, cost benefit analyses, and market feasibility studies are gender-responsive and socially inclusive, incorporating design elements that allow for understanding needs and constraints of different groups of people (e.g. women, youth, people living with disabilities, etc.).</p>	<p>Evidence of gender-responsive legal and institutional mechanisms (e.g. gender-responsive and socially inclusive language in documents; supporting capacity building/training on implementing these policies in gender-responsive manner, e.g. gender budgeting, gendered workplans, reports, etc.).</p>	<p>LUANAR- Bachelor and Masters in Gender and Development</p>
<p>Activity 2.5: Knowledge sharing and management for development, dissemination, and use of EWs and CI to enhance resilience</p>	<p>Build on Norway-funded GFCS in Balaka and Nsanje L.; community sensitization on climate through organizing, e.g. of annual World Met Day: awareness campaign in schools, faith based organisations, farmer groups, colleges, and communities; and support for District Climate Centres, highlighting gender and social inclusion related factors (norms, land,</p>	<p>Numbers/percent by type of knowledge sharing/communication product (e.g. policy brief, pamphlet, video, etc.) that consider gender responsiveness and social inclusiveness in design and implementation (e.g. tailoring of messages, medium used, message, etc.).</p> <p>Numbers of people reached by awareness campaigns by sex, age group and type of campaign/activity.</p>	<p>NASFAM DCCMS DODMA UNDP DAES</p>

	assets, youth and climate information/youth as CI intermediaries), etc. – could be a different focus each year). Document and share examples and case studies of successful gender-responsive EWS and CI with senior government and political leaders		
Objective	Action	Indicator	Responsible party
Output 3: Strengthening communities capacities for use of EWS/CI in preparedness for response to climate related disasters			
Activity 3.1: Scale-up community-based EWS in flood-disaster prone areas of Karonga, Salima, Dedza, Nkhotakota, Nkhata Bay, Rumphu, Phalombe and Zomba	Ensure awareness raising workshops and other training (O&M, etc.) are gender-responsive/socially inclusive (e.g. tailored to women’s and men’s needs and challenges)	Number/percentage of participants in awareness raising workshops and O&M and other related training by sex and age group.	DODMA NASFAM UNDP DAES
Activity 3.2: Capacity development of national, district and community level actors on disaster and climate risk management	Identify lessons and experiences that incorporated gender responsive and socially inclusive approaches (e.g. including people living with disabilities, youth, addressing gendered barriers, etc.) to disaster and climate risk management through, e.g. community learning platforms) between similar communities and include in training as case studies.	Evidence that training has integrated gender and social inclusion issues (e.g. language, issues, case studies, constraints, mix of female/male facilitators, etc.) included in training curricula, materials, approach. Number/percentage of participants in training (e.g. EOC) and other related training (DoDMA), etc. by sex and age group.	DAES NASFAM UNDP DCCMS DoDMA