



CAMFED Malawi Climate Education Terms of Reference

Qualitative Needs Assessment

Time: September to December 2026

1. Introduction

Malawi is experiencing the severe effects of climate change, manifested as more unpredictable and extreme weather. Food insecurity and extreme weather events threaten lives and livelihoods and also education access, particularly for girls. Low yields leading to resource scarcity can often lead to girls' exclusion from school. Malnutrition and hunger impact learners' ability to focus in school. These challenges can create a vicious cycle of negative impact, particularly for women and girls. The climate crisis threatens all our gains for education and gender equity. Now more than ever, it is important to support children - both girls and boys - to thrive in a world experiencing the effects of climate change. CAMFED's approach to Climate Education leverages the success of our 'My Better World' life skills program through a cross-cutting (non subject-specific) approach to helping young people build the knowledge and life skills they need for climate resilience and age-appropriate climate leadership.

2. CAMFED

The Campaign for Female Education, CAMFED, is an international non-profit organisation established in 1993 with a mission to multiply girls' access to education, and to accelerate the benefits to individuals, their families, and communities in Africa. CAMFED works to tackle poverty and inequality by supporting girls to go to school and succeed, and to empower young women to become leaders of change. CAMFED invests in girls and women in the poorest rural communities in rural Africa, where girls face acute disadvantages, but where their empowerment transforms communities. CAMFED was founded simultaneously in Zimbabwe and the UK in 1993, and currently operates in Ghana, Kenya, Malawi, Tanzania, Zimbabwe, and Zambia with offices in each country as well as in the UK, USA, Canada, and Australia.

3. Context

CAMFED in collaboration with young people, schools and Ministries of Education has developed the My Better World resources for girls and boys in schools across rural Africa. These are delivered by young women (members of the CAMFED Association) volunteering as Learner Guides or Learner Mentors in their local schools. The support and active engagement of Ministries of Education have been critical for ensuring we can develop and roll out this programme, with support and space in the school timetable for Learner Guides to deliver it. We celebrate the positive impact of CAMFED's education support in terms of helping children to stay in school, to improve their academic self-esteem and to improve their life skills. The My Better World curriculum supports young people to develop vital skills including self-awareness, decision-making, teamworking and problem-solving. These are all also, of course, vital skills for climate resilience and livelihoods. We have also extended the life skills approach of My Better World in Zimbabwe and Zambia to include climate-smart skills for young people, supporting them to thrive in a climate impacted world.



4. Climate Education

Building on these foundations, we propose to work collaboratively with young people and the Malawi Institute of Education, as well as other government agencies as appropriate, to develop resources for climate education in schools, that complement the existing My Better World content and that complement elements of the formal Malawian curriculum that already address climate change. We anticipate that the content will be delivered by Learner Guides, with support from Agriculture Guides where appropriate. This new content will be practical and interactive - hands-on wherever possible.

5. CAMFED's Climate Education Objectives

CAMFED's Climate Education approach is cross-cutting i.e. non-subject specific and designed to complement the formal curriculum. It focuses on life skills to enable young people to be "climate-smart" and has four high level learning objectives:

- Develop children's understanding of climate change, complementing what they learn in school lessons and helping them to distinguish myths and facts.
- Help young people to be safer without causing anxiety by raising awareness of reliable sources of information and ways to be safe when climate emergencies occur.
- Empower young people to take climate action in their families and communities in age-appropriate ways
- Enable young people to embed climate resilience across lives and livelihoods, including knowledge and life skills that help prepare them for sustainable livelihoods including green jobs.

6. Purpose of the Qualitative Needs Assessment

The purpose of the Needs Assessment is to inform the development of the CAMFED Malawi climate education life skills resource so that it will equip young people with vital skills to thrive in a climate-impacted world; complementing climate education delivered through the formal curriculum. It will feature consultations with children, young people and teachers in a number of rural communities.

More specifically the consultations with children, young women and teachers will help us to answer the following questions :

- What are the priority cross-cutting (ie non subject-specific) climate education needs for children in Malawian secondary schools for each of the following?
 - For understanding climate change
 - For understanding how it affects them and their communities
 - For protection, responding to emergencies, knowing how to access accurate information and staying safe
 - For improving vital skills for rewarding lives and sustainable livelihoods including critical thinking, problem-solving, and team-working
 - For instilling an equitable approach that centres the theme of climate justice
 - For building climate-smart livelihoods
 - For taking climate action and feeling empowered and positive
 - For supporting good mental health
 - For understanding if girls and boys have different priorities and learning needs?
- What is the most effective way to deliver climate education in rural Malawian schools?
 - Role of female mentors (volunteers) - Learner Guides and Agricultural Guides
 - Age-relevant content



- Teacher engagement - role of Teacher Mentors / other teachers
 - Practical, hands-on delivery of content
 - Focus on “powers” in line with CAMFED’s pedagogy through My Better World
- What are the enablers of a system approach and who are our collaborators?
 - Define mechanisms for effective engagement from the start with Malawi Institute of Education (MIE) and other curriculum development partners.
 - Agree on information and metrics to be captured to endorse and evaluate the effectiveness of CAMFED’s climate curriculum with a view to what will be required for further scale.

The Needs Assessment will include a mapping of the current Climate Smart education initiatives in Malawi such as UNESCO Climate Smart Education Systems Initiative in Malawi [Greening the curriculum: Integrating climate change education into Malawi's national curriculum](#).

7. Needs Assessment Objectives

The objectives of the Needs Assessment will be to -

- Understand how climate change is affecting rural communities and learners in Malawi.
- Gather perspectives from children, young people, and teachers on climate change and climate education.
- Identify gaps in existing climate education for young people (drawing on publicly available analysis) and considering the core objectives outlined under Section 5 above
- Determine the knowledge and skills learners need to acquire to become Climate Champions.
- Provide recommendations for strengthening the Climate Education agenda in Malawi.
- Identify priorities for climate education life skills in Malawi
- Confirm fun, uplifting and engaging ways in which children and their teachers and peer mentors wish to engage with climate education and develop life skills

8. Output:

Findings and insights from the consultations will be compiled into a report by the researcher. CAMFED will share and discuss the findings with key stakeholders including Ministry of Education and Ministry of Agriculture partners, educators, and young people. Findings from the needs assessment will inform the development of CAMFED’s climate education modules Based on the unmet needs, CAMFED will map out learning goals for climate education life skills and ways in which they can best be addressed through a life skills program delivered by Peer Mentors.



9. Methodology / Approach

The consultations will take place in three schools in three rural districts where CAMFED is currently working (1 school per district). The schools selected for the Needs Assessment are CAMFED partner schools where Learner Guides are currently working and volunteering.

Data collection tools will be translated and discussions will be conducted in Chichewa to ensure that participants feel comfortable to contribute to the discussions.

TOOL	PARTICIPANTS	NUMBER PARTICIPANTS PER SCHOOL	TOTAL NUMBER OF PARTICIPANTS
FDG WITH LEARNERS	Learners from Form 1 to Form 4	8-10 learners	24-30 learners
FDG WITH LEARNER GUIDES/AGRICULTURAL GUIDES/CAMFED ASSOCIATION LEADERS	Learner Guides from the school and Learner Guides/Agricultural Guides from the district and nearby schools. CAMFED Association leaders in the district	6-8 Learner Guides/Agricultural Guides and 2 CAMFED Association leaders	24-30 Learner Guides/Agricultural Guides/CAMFED Association leaders
SEMI-STRUCTURED INTERVIEWS WITH TEACHER MENTORS	Teacher Mentors in each school	1-2 Teacher Mentors	3-6 Teacher Mentors
SEMI-STRUCTURED INTERVIEWS WITH SUBJECT TEACHERS	Subject teachers who may teach about climate change	3-5 subject teachers	9-15 subject teachers
SEMI-STRUCTURED INTERVIEWS WITH HEAD TEACHERS	Head Teachers	1 Head Teacher	3 Head Teachers
KEY INFORMANT INTERVIEWS	District and Regional Officials	1 per district/ region	3 District Officials 3 Regional officials

Learners selected for the focus group discussions will be from both genders and from across Forms **F1-4**. Facilitators will be briefed to be sensitive to gender dynamics and how to ensure responsiveness of both genders. Students participating in the FDGs will have attended My Better World (MBW) Sessions and be familiar with the MBW programme.

Learner Guides from nearby schools will be invited to join the FDG together with the Learner Guides volunteering in the school. Agriculture Guides active in the district will also be invited as well as two representatives of the CAMFED Association.

Subject Teachers who may teach climate change or have interest in the topic will be invited to participate in the FDG. This may be the Agriculture teachers, Science teachers and Geography teachers and Guidance and counselling committee members.

Teacher Mentors and Head teachers will be invited to participate in a Semi Structured interview and District and Regional officials will be invited to participate in a Key Informant Interview.

A purposive sampling or random sampling strategy will be used to ensure inclusion of key stakeholder groups directly involved in or affected by the programme. Sampling will prioritise diversity across gender, geography and school type to ensure a comprehensive representation of experiences. Within the purposive sampling, we will use our programme database and analyses from



the quantitative surveys to ensure that we target the respondents who have had exposure to the Climate Education interventions in the schools and communities.

10. Ethical Research Guidance and Safeguarding Protocols and Procedures

CAMFED has a zero-tolerance approach to abuse and exploitation and maintains clear policies and guidelines for ethical research and safeguarding protocols as part of its broader Child Protection Policy and Code of Practice in relation to children, vulnerable adults, and the wider community. Evaluation partners will be required to confirm in writing that they have reviewed our policies, will conform to them, and will be provided with additional briefings by CAMFED staff before undertaking this evaluation. CAMFED's Child Protection Policy and Code of Practice will be shared with the successful candidate for signing with the contract of engagement.

The consultant will assume overall responsibility for the execution of the assignment and ensure data integrity, privacy, and confidentiality are adhered to by the entire research team. All research data is owned by CAMFED and shall be treated in the strictest confidentiality, and in accordance with protocols agreed with CAMFED at the outset. All research data will be submitted to CAMFED at the end of the research and be permanently deleted from the database of the consultant/s once the final report has been signed off, and all assignment deliverables have been met.

11. Deliverables

- Interview Guides for learners, Learner Guides, Teacher Mentors/ Subject Teachers, Head teachers, Agriculture Guides & CAMFED Association leaders.
- An inception report including methodology, sampling, interview guides, and a mapping exercise of the current Climate Smart education initiatives in Malawi.
- Fieldwork
- Analysis of the qualitative data and production of a quality Needs Assessment report.
- Dissemination of results to key stakeholders.

12. Qualifications for Consultant/s

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Qualifications, experience, and skills of the consultant/s are as follows:

CAMFED is seeking the services of an experienced and skilled Malawi-based consultant or organisation with experience and expertise in psychometric testing, analysis, and reporting of these results. The consultant will also need to have expertise in conducting qualitative research, analysing, and reporting qualitative results, and where appropriate, triangulating with the AGAS survey data.

Preference will be given to applicants with the following:

- A consultancy / organisation with at least one consultant or sector specialist who is a female gender specialist with extensive knowledge and experience of conducting gender responsive Needs Assessments, evaluations, and/or research with learners and key stakeholders in rural Malawi.
- Qualitative research specialist with a minimum of five years' experience in program/project evaluation in a development context.



- Ability to design, manage, and implement primary research in a potentially challenging project environment i.e., the delivery of the in-depth interviews, focus group, and other research methods.
- Demonstrated and recent understanding of Climate Education in the education sector, and related issues in the Malawian context; and
- Ability to produce well written, analytical reports for an external audience.

13. Proposal and Contract Details

Proposals should be no more than five pages excluding evaluators' CVs (with a 2-page limit per CV) and tables of relevant experience. It should include:

- Description of activities to deliver the Needs Assessment effectively and efficiently
- Project's team's experience and relevant expertise
- Quality assurance and risk management
- Details of two professional referees
- Detailed budget (including all fees and fieldwork expenses)

Applicants should also submit one example of an evaluation report recently completed in Malawi or other samples of work. At least one of the reports should be relevant, or similar to, the subject of this Needs Assessment.

Type of contract: The consultant/team will be offered a fixed-price contract to include all the activities and deliverables listed above. Fees will be paid based on submission of deliverables (30% on submission and sign off the inception report; 30% on completion and submission of the needs assessment report for review and 40% on submission and sign off the final report that will incorporate all feedback). Invoices should be submitted in Malawi Kwacha to CAMFED Malawi. All members of the appointed research team will be required to sign and adhere to CAMFED's Child Protection Policy and protocols and procedures for ethical research.

The consultant is solely responsible for taxation, National Insurance, or similar liabilities or contributions in respect of the fees. The consultant will indemnify CAMFED against all liability for the same and any costs, claims, or expenses including interest and penalties arising out of the consultant's failure to pay taxation, National Insurance, or similar liabilities or contributions in respect of the fees.

For the avoidance of any doubt, the consultant will not be entitled to any other fees, income, or benefits apart from the fees (and any expenses) payable in respect of the services which they will perform.

Any additional costs re: accommodation and meals, incurred by the Consultants with prior approval from CAMFED, should be captured as expenses within the budget submitted and will be paid for submission of invoices.

Proposals and the budget for this research must be sent by the 14th of August 2026 to evaluation@camfed.org with the title. Please contact CAMFED on evaluation@camfed.org for any queries in relation to this research up to the 12th of August 2026 Please note: Only full proposal submissions as outlined in sections 12 & 13 above will be considered.