



ADAPTATION FUND

AFB/PPRC.38/51
20-21 October 2026

Adaptation Fund Board
Project and Programme Review Committee
Thirty eight Meeting
Bonn, Germany, 20-21 October 2026

Agenda Item 11

PROPOSAL FOR LEARNING GRANT FOR TANZANIA

Background

1. This document presents to the Project and Programme Review Committee (PPRC) of the Adaptation Fund Board (the Board) an overview of the learning grant proposals submitted by National Implementing Entities (NIEs) to the Board to the current meeting
2. The analysis of the proposals mentioned above is contained in a separate addendum to this document.

Funding window for learning grants

3. At its thirtieth meeting, the Board adopted the medium-term strategy (MTS) for the Fund through decision B.30/42, and subsequently approved the implementation plan for the strategy at its thirty-first meeting. At this meeting, the Board decided:

(a) *To approve the implementation plan for the medium-term strategy for the Fund for 2018–2022 contained in the Annex I to document AFB/B.31/5/Rev.1 (the plan);*

(b) *To request the secretariat:*

(i) *To facilitate the implementation of the plan during the period 2018–2022;*

[...]

(iii) *To prepare, for each proposed new type of grant and funding window, a specific document containing objectives, review criteria, expected grant sizes, implementation modalities, review process and other relevant features and submit it to the Board for its consideration in accordance with the tentative timeline contained in Annex I to document AFB/B.31/5/Rev.1, with input from the Board's committees;*

[...]

(Decision B.31/32)

4. At the thirtieth-second meeting of the Board, the secretariat had presented document AFB/B.32/9 which outlines the objectives, review criteria, expected grant sizes, implementation modalities, review process and eligibility criteria for learning grants. Having considered the proposed approach, application process, review criteria and features of the learning grants as set out in document AFB/B.32/9, the Board decided:

- (a) To make learning grants available for national implementing entities between financial year 2019 and financial year 2023 up to a maximum of US\$ 400,000 per year as direct transfers from the resources of the Adaptation Fund Trust Fund;*
- (b) That the learning grants would not count against the country cap approved by the Board in decision B.13/23;*
- (c) To approve:*
 - (i) The features and implementation arrangements of the learning grants as set out in document AFB/B.32/9; and*
 - (ii) The application form, review criteria and review template for the learning grants as set out in annexes II, III and IV of document AFB/B.32/9;*
- (d) To request the secretariat to issue a call for proposals for learning grants in accordance with the tentative timeline set out in the annex to document AFB/B.31/5/Rev.1 and the budget pursuant to (a) above;*
- (e) To request the secretariat to develop and present to the Board at its thirty-third meeting:*
 - (i) A standard legal agreement for learning grants;*
 - (ii) Notification templates for project start and project completion for learning grants;*
 - (iii) Monitoring and evaluation templates for learning grants; and*
 - (iv) A results framework for learning grants;*
- (f) To request the Project and Programme Review Committee (PPRC) of the Board to review learning grant proposals and make recommendations to the Board in line with other grant approval procedures approved by the Board; and*
- (g) To request the secretariat to report to the Board annually on the implementation progress for learning grants through the annual performance report; and*
- (h) To request the secretariat to present to the PPRC at its twenty-fifth meeting an analysis of the project review cycle for learning grants, with potential options, for its consideration.*

(Decision B.32/38)

5. In accordance with decision B.32/39, Subparagraph (e), the call for learning grant proposals was issued in July 2019 and eligible national implementing entities (NIEs) were given the opportunity to submit proposals.
6. At its thirty-third meeting the Board had expressed that it would like to consider proposals for small grants under the medium-term strategy (MTS) at its regular meetings. The proposals submitted therefore followed the regular review cycle for concrete adaptation projects and programmes.
7. At its forty second meeting the Board approved an increase of learning grants from the current US\$ 150,000 per project to US\$ 500,000 per project to provide support for national implementing entities in capturing and disseminating practical lessons from adaptation interventions (Decision B.42/34).
8. The secretariat received one proposal for a learning grant and reviewed it as explained below.
9. The following fully-developed project document titled “Learning from SWAHAT: Capturing and Sharing Good Practices in Climate-Resilient Water Harvesting for Semi-Arid Communities” was submitted for Tanzania by the National Environment Management Council (NEMC), which is the National Implementing Entity of the Adaptation Fund.
10. The submission was received by the secretariat in time to be considered in the forty-seventh Board meeting. The secretariat carried out a technical review of the project proposal, assigned it the diary number AFRDG00100, and completed a review sheet.
11. In accordance with a request to the secretariat made by the Board in its 10th meeting, the secretariat shared this review sheet with NEMC, and offered it the opportunity of providing responses before the review sheet was sent to the PPRC.
12. The secretariat is submitting to the PPRC the summary and, pursuant to decision B.17/15, the final technical review of the project, both prepared by the secretariat, along with the final submission of the proposal in the following section. In accordance with decision B.25.15, the proposal is submitted with changes between the initial submission and the revised version highlighted.



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ADAPTATION FUND BOARD SECRETARIAT
TECHNICAL REVIEW OF PROJECT PROPOSAL FOR
"LEARNING FROM SWAHAT: CAPTURING AND SHARING GOOD PRACTICES IN CLIMATE-RESILIENT WATER HARVESTING FOR SEMI-ARID COMMUNITIES"

Project Title Learning from SWAHAT: Capturing and Sharing Good Practices in Climate-Resilient Water Harvesting for Semi-Arid Communities

Project ID AFRDG00100

Category Learning

Type Learning

Stage Proposal

Country Tanzania

Implementing Entity NEMC

Financing Requested USD 500,000.00

Reviewer Alessandra De Leo , Cristina Dengel

Co-reviewer(s)

IE Contact Person

Fredrick Mulinda,Gabriel Masanyiwa,Rosemary Msoka

Secretariat's Overall Comment

The project "Learning from SWAHAT: Capturing and sharing good practices in climate-resilient water harvesting for semi-arid communities" aims to transform SWAHAT knowledge, innovations and lessons into a sustainable national adaptation learning systems.

The initial technical review raises some issues, such as the total amount requested and duplication of costs for ICT and Km Systems across the different outcomes (CAR1), clarity on work packages and who leads them, criteria for selection of NIEs for field visits, alignment with AF's results framework (CAR2) and potential duplication with other activities in the field. Kindly address all CRs and CARs.

The second technical review shows that most clarification requests and corrective action requests have been addressed. However, a few additional details are needed related to intended audience for proposed workshops, the actual roles of TLC and LAP and sustainability of proposed knowledge architecture beyond project funding.

The last (third) technical review shows that all clarification requests and corrective action requests have been sufficiently addressed.

Country Eligibility

Is the country that has an accredited entity Party to the Kyoto Protocol?

Response: Yes

Secretariat: N/A

Project Eligibility

Are the proposed activities to support learning adequate? Do they reflect knowledge gaps and learning needs identified by the users? Do they build on established "best practices" for project/programme learning? Are they based on shared resources and knowledge? Do they address gender considerations and include concerns of the most vulnerable groups and communities? Are they generated in an inclusive

way? Do they emphasize innovative, effective solutions and practices to adaptation that are viable on the ground? Do they include expertise and knowledge of local stakeholders, whenever possible?

Response: Not Cleared

Secretariat: It is stated under activity 1 (knowledge generation and documentation) that one of the outputs will be a project knowledge database and a knowledge inventory.

CR1: Kindly indicate what the host institution of this database will be? Kindly also clarify the difference between the stated knowledge management systems, knowledge portal and knowledge repository and the objective of each?

CR2: Related to the workshops to take place under activity 1, kindly indicate how many of these workshops you plan to organize and who the main audience is for each?

It is stated under activity 2 that field learning missions will take place to validate results.

CR3: Kindly indicate what strategies are used to reach vulnerable communities, such as youth, women and persons with disabilities.

CR4: Related to the 6 work packages listed, kindly provide further information on what each one of these consist of and who is in charge of leading them; also indicate the difference between WP2 and WP4

CR5: Related to the collaborating with other NIEs under activity 3, kindly indicate the criteria used to choose these NIEs?

CR6: Kindly indicate what the difference is between the stated multidisciplinary Technical Learning Consortium(TLC) and the Learning Advisory Panel (LAP) and what their different roles are?

CAR1: Kindly update the D3 (Alignment with the AF Results Framework) according to the last updates mentioned in the SRF guidance document to be found under the following link: https://www.adaptation-fund.org/wp-content/uploads/2026/07/AF-Strategic-Results-Framework-Guidance-Documents_Final.pdf (page 19). Please do so by adjusting to outcomes and output level rather than objective and outcome level.

Response: Not Cleared

IE: CR1:

Revised. See Section C2, Activity 1: Knowledge Generation and Documentation, and Section D1.6: Integrated Knowledge-Management Architecture and Institutional Hosting. Related responsibilities and indicators are also reflected under Section D2, Outputs 1.1 and 1.2.

CR2:

Revised. The number, location, purpose and target participants of the workshops are specified under Section C2, Activity 1: Knowledge Generation and Documentation. The corresponding indicator is included under Section D2, Output 1.1.

CR3:

Revised. Strategies for engaging women, youth, persons with disabilities and other vulnerable groups are specified under Section C2, Activity 2: Field Learning and Evidence Collection; Section D1.1, CALKE Principle 2: Gender Equality and Social Inclusion; and Section D1.3, WP2: Knowledge Generation, Field Learning and Evidence Collection. Related indicators are included under Section D2, Output 1.1.

CR4:

Revised. The scope, responsibilities, deliverables and leadership of all six work packages, including the distinction between WP2 and WP4, are presented under Section D1.3: Work Package Implementation.

CR5

Revised. The criteria and process for selecting collaborating NIEs are presented under Section C2, Activity 3: Learning Synthesis and Comparative Analysis, and Section D1.4: Strategic Partnerships and Collaborative Learning Network.

CR6

Revised. The distinct composition and responsibilities of the Technical Learning Consortium and Learning Advisory Panel are clarified under Section D1.2: Technical Implementation Team, and Section D1.5: Adaptive Project Management, Quality Assurance and Learning.

CAR 1:

Revised. The alignment table has been updated at both outcome and output levels in accordance with the July 2026 AF Strategic Results Framework Guidance. See Section D3: Alignment with the Adaptation Fund Strategic Results Framework. Corresponding project indicators and targets are presented under Section D2: Results Framework.

Response:

Not Cleared

Secretariat: CR1:

Hosting institution and the difference between knowledge portal, repository and system clarified. Under C2.Activity 1 the following is stated "Conduct 4 evidence-planning workshops: 1 national learning-prioritization workshop for NEMC, national institutions, SWAHAT personnel, researchers and practitioners; and 3 district evidence-mapping workshops in Bahi, Manyoni and Nzega for local authorities, project personnel, community structures and representatives of vulnerable groups. The workshops will confirm learning questions, intended users". Kindly confirm if the intended users to be confirmed are different from the ones mentioned in this statement. Furthermore, it is recommended that learning topics and questions are clarified prior to the workshops.

CR2:

Kindly see comment under CR1 above regarding the intended users of the workshops.

CR3:

Sufficient information has been provided.

CR4:

Further elaboration has been provided.

CR5:

Sufficient information has been provided regarding the selection criteria of NIEs. Kindly consider sharing the information to be exchanged during the NIE exchange as part of the CPDAE platform for further uptake and a wider reach.

CR6: When revising CR6 regarding the TLC and the LAP, please explain what is meant by the statement: "The LAP will not implement project activities, supervise TLC personnel or replace formal stakeholder validation and specialist peer review." It would be helpful to specify which functions remain the responsibility of the TLC, which are carried out through formal validation and peer-review processes, and how the LAP's advisory role adds value without duplicating these existing mechanisms.

CAR1: sufficiently addressed

Please strengthen the sustainability section related to the knowledge platform and broader knowledge architecture. The proposal should clearly specify how recurring costs associated with platform hosting, maintenance, updates, and administration will be financed after the grant closes.

Response: Not Cleared

Secretariat: More details needed. See below.

Response: Not Cleared

IE: CR1: Revised. Preliminary learning themes and questions, predefined intended users, and the role of the workshops in validating and refining them are clarified under Section C2, Activity 1: Knowledge Generation and Documentation. The corresponding means of verification are reflected under Section D2, Output 1.1.

CR2:Revised. The distinction between workshop participants and the broader intended users of the project's knowledge products is clarified under Section C2, Activity 1: Knowledge Generation and Documentation.

CR5: Revised under C2, activity 3: Knowledge and experience generated through the NIE exchanges will be shared through the Community of Practice for Direct Access Entities (CPDAE) for broader uptake

CR6: Revised. The respective functions of the Technical Learning Consortium, formal stakeholder validation, independent specialist peer review and the Learning Advisory Panel, including how these mechanisms complement one another without duplication, are clarified under Sections D1.2: Technical Implementation Team and D1.5: Adaptive Project Management, Quality Assurance and Learning.

CAR1:NEMC intends to use the knowledge-management architecture as a longer-term institutional asset serving other Adaptation Fund and adaptation projects, not only SWAHAT. Post-grant responsibilities and financing arrangements for platform hosting, maintenance, security, administration and content updating are specified under Section D1.6: Integrated Knowledge-Management Architecture and Institutional Hosting; Section D1.3, WP6: Institutional Learning, Knowledge Uptake and Sustainability; and Section D2, Output 3.3.

Response: Cleared

Secretariat: All CR2 and CARs have been addressed

Has the designated government authority for the Adaptation Fund endorsed the project?

Response: Yes

Secretariat: LoE signed by the DA on July 21, 2026

Resource Availability

Is the requested project funding within the cap for Learning Grants set by the Board?

Response: Cleared

Secretariat: Yes, it is

Do the proposed activities duplicate with the project/programme's learning activities as approved by the Board or do they duplicate activities financed from other sources of funding?

Response: Not Cleared

Secretariat: CR5: Provide information if there are similar knowledge activities with other funding sources in the target areas and explain how proposed activities will complement and/or add value, if any.

Response: Not Cleared

IE: Revised. Complementarity, additionality and measures for preventing duplication with SWAHAT and other funded knowledge activities are presented under Section D1.7: Complementarity, Additionality and Avoidance of Duplication. The initial duplication screening is also reflected under Section C2, Activity 1.

Response: Cleared

Secretariat: CR5: the Duplication topic has been sufficiently addressed

If the implementing entity has requested, is the Implementing Entity Management Fee at or below 8.5 per cent of the total project/programme budget before the fee?

Response: Cleared

Secretariat: Yes, the IE fee is at 8.5% of the total project budget before the fee.

Eligibility of IE

Is the Implementing Entity already implementing a project/programme funded by the Adaptation Fund? If so, has this project/programme reached the mid-point in implementation and has a Mid-term Review or Evaluation (MTR/MTE) been submitted?

Response: Cleared

Secretariat: This learning grant is based on the SWAHAT project which is over midpoint into implementation

Is the project submitted through an Implementing Entity accredited by the Board?

Response: Cleared

Secretariat: N/A

Implementation Arrangements

Is the timeframe for the proposed activities adequate?

Response: Cleared

Secretariat: N/A

Is a summary breakdown of the budget for the proposed activities included? Is the proposed budget adequate and reasonable?

Response: Not Cleared

Secretariat: CAR2: Kindly indicate the difference between the ICT and KM Systems across the 3 different outcomes (\$27,000 + \$18,000 under outcome 1, \$15,000 under outcome 2 and \$18,900 under outcome 3) and adjust the total costs accordingly

Response: Not Cleared

IE: Revised. The ICT and knowledge-management components have been consolidated and differentiated, and the affected costs have been reclassified and reallocated. See Section D1.6: Integrated Knowledge-Management Architecture and Institutional Hosting, and the Outcome-Based Project Budget.

Response: Cleared

Secretariat: CAR2:

The budget and cost have been re-classified accordingly. For cost-efficiency, and given the number of adaptation projects in the pipeline, kindly consider leveraging the knowledge management architecture proposed beyond SWAHAT as a longer-term institutional asset for NEMC.



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APPLICATION FOR A GRANT TO FACILITATE LEARNING AND KNOWLEDGE SHARING

A. PROJECT INFORMATION

Date of receipt:

Adaptation Fund Grant ID:

Country/ies: United Republic of Tanzania

National Implementing Entity: National Environment Management Council (NEMC)

Amount of Financing Requested (in U.S Dollars Equivalent): 500,000

NEMC is an accredited National Implementing Entity of the Adaptation Fund. This Learning Grant draws lessons from the Adaptation Fund-financed project namely: Strategic Water Harvesting Technologies for Enhancing Resilience to Climate Change in Rural Communities in Semi-Arid Areas of Tanzania (SWAHAT), which has been operating since October 2022 for an implementation period of four years. As of today, the project has passed its midpoint, submitted its MTR and obtained clearance of its four PPRs. The project is expected to end in October 2027.

B. Timeframe of Activity

Expected start date	January 2027, or upon effectiveness of the grant agreement.
Completion date	18 months after the project start date, provisionally June 2028

B. Proposed learning activities

Title: Learning from SWAHAT: Capturing and Sharing Good Practices in Climate-Resilient Water Harvesting for Semi-Arid Communities

C1. Describe the purpose of the learning grant (Maximum 100 words)

The Learning Grant will transform SWAHAT knowledge, innovations and lessons into a sustainable national adaptation learning system. Guided by the Collaborative and Inclusive Adaptation Learning and Knowledge Exchange (CALKE) Framework, it will address stakeholder-identified questions on technology effectiveness across semi-arid contexts, governance sustainability, distribution of costs and benefits, and scalability. Going beyond SWAHAT's project-level reporting and communication, the grant will support comparative analysis, independent validation, cross-NIE and South-South learning, stakeholder engagement and institutional uptake. It will strengthen gender-responsive knowledge infrastructure, partnerships and Tanzania's capacity to generate, manage, disseminate and apply adaptation knowledge. An additionality matrix is attached for reference.

C2. Using the table below, describe the activities to be undertaken to share knowledge with other NIEs or the wider climate adaptation community or to develop knowledge/guidelines through partnerships (Maximum 100 words for each activity)

Proposed Learning Activity	Description of Activities (≤100 words)	Expected Outputs	Country/Institution to Share/Transfer Knowledge With	Requested budget (USD)*	Tentative timeline (Completion date)
1. Knowledge Generation and Documentation	Review SWAHAT proposals, monitoring data, PPRs, technical reports, evaluations and existing products. Conduct four evidence-planning workshops: one national learning-prioritization workshop for NEMC, national institutions, SWAHAT personnel, researchers and practitioners; and three district evidence-mapping workshops in Bahi, Manyoni and Nzega for local authorities, project personnel, <u>community institutions and representatives of women, youth, persons with disabilities and other vulnerable groups, community structures and representatives of vulnerable groups.</u> The preliminary learning themes and questions will be developed through the <u>initial desk review before the workshops.</u> These will examine: (i) the <u>effectiveness and contextual suitability of SWAHAT water harvesting and associated livelihood interventions;</u> (ii) <u>changes in water access, livelihoods, food security and ecosystem resilience;</u> (iii) <u>the extent to which women, youth, persons with disabilities and other vulnerable groups participated in and benefited from the interventions;</u> (iv) <u>institutional and community arrangements for operation, maintenance and long term sustainability;</u> and (v) <u>the cost-effectiveness, scalability and replicability of the technologies and implementation</u>	Structured SWAHAT Knowledge Database; Comprehensive Knowledge Inventory; Evidence classification and Documentation Framework; Database to Repository Transfer Protocol	NEMC, Vice President's Office, Implementing Partners; NIEs from other countries	155,100	Month 1-18

	<u>approaches. The learning questions will assess what worked, for whom, under what conditions, at what cost, why it worked or did not work, and how successful practices can be sustained, replicated or scaled. The workshops will validate and refine these preliminary learning themes and questions, review the available evidence, identify evidence gaps requiring field verification, and determine the information needs, preferred knowledge product formats and accessibility requirements of the predefined user groups. The workshop participants will serve as representatives of the intended user groups rather than constitute a separate or unidentified category of users. The intended users are NEMC and other national decision making institutions; sector ministries and local government authorities; SWAHAT and other project implementation personnel; researchers and adaptation practitioners; participating communities, including vulnerable groups; other National Implementing Entities; development partners; and the wider Adaptation Fund learning community. The workshops will confirm learning questions, intended users, available evidence and gaps requiring field verification.</u> Classify evidence by intervention, location, beneficiary group, gender, vulnerability, results, costs, challenges and replication potential. NEMC will host the resulting integrated knowledge-management architecture.				
2. Field Learning and Evidence Collection	Undertake purposively selected field learning missions to verify SWAHAT results, technology performance, accessibility, costs, governance and replication conditions. Before each mission, map vulnerable groups with local authorities, community	Verified Field Evidence; Success Stories; Innovation Profiles; Multimedia Documentation	Communities, Local Government Authorities, Project beneficiaries; NEMC; NIEs from other countries		Month 1-12

	organizations and organizations of persons with disabilities. Apply stratified participant selection and maintain sex-, age-, disability- and vulnerability-disaggregated records. Use separate safe discussions where appropriate accessible venues and suitable meeting times, Kiswahili or local languages, and low literacy participatory methods. Provide reasonable accommodation, including transport support, sign language interpretation or support persons, as required. Use confidential feedback mechanisms and validate community-generated knowledge before publication.				
3. Learning Synthesis and Comparative Analysis	Select three to five accredited NIEs through documented criteria covering thematic relevance, comparable climate and livelihood contexts, evidence maturity, complementary innovations, gender responsiveness, willingness to share knowledge, regional diversity and operational feasibility. Partners will refine comparative questions and exchange evidence through technical dialogues, virtual peer sessions and, where justified, one focused country exchange. Analysis will compare effectiveness, cost, governance, gender responsiveness, sustainability and scalability, and jointly distinguish transferable lessons from context-specific findings. Preference will be given to NIEs able to participate throughout evidence exchange, peer review and joint dissemination rather than only in one-off events. Knowledge and experience generated through the NIE exchanges will be shared through the Community of Practice for Direct Access Entities (CPDAE) for broader uptake	Selected and participating NIEs, Comparative Learning Report; Good Practice Catalogue; Lessons Learned Matrix; South-South Learning Network	Selected NIEs (Africa, Asia and Latin America), NEMC, Implementing partners, AF		Month 6-15

4. Development of Knowledge Products and Learning Resources	Synthesize evidence into accessible knowledge products tailored to different audiences. Products will include a flagship learning publication, policy briefs, technical guidance notes, case studies, gender learning briefs, infographics and multimedia resources designed to promote evidence-based adaptation planning and decision-making.	Flagship Learning Publication; Policy Briefs; Technical Guides; Gender Brief; Case Studies; Multimedia Products	Government institutions, Development Partners, Universities, Adaptation Practitioners, Local Communities	184,430	Month 6-18
5. Validation, Peer Review and Partnership Learning	Subject draft knowledge products to independent technical peer review, community validation, stakeholder validation workshops and review by collaborating NIEs. Assess scientific credibility, policy relevance, gender responsiveness, accessibility and practical applicability. Document all comments and actions in response matrices, revise the products accordingly and obtain NEMC approval before dissemination. Community-generated knowledge and case studies will be validated by the participating communities before publication. Validation will involve NEMC, relevant ministries, local authorities, academia, communities, development partners and members of the International Learning Partnership Network.	Peer-reviewed Knowledge Products; Validation Reports; Partnership Agreements; Improved Knowledge Products	NEMC, Universities, Ministries, Development Partners, Selected NIEs		Month 6-15
6. National, Regional and International Knowledge Exchange	Deliver a targeted uptake programme comprising practitioner learning sessions, policy dialogues, webinars with partner NIEs, dissemination through Adaptation Fund channels and integration into NEMC and partner training or project-development processes. Use pre- and post-event assessments and follow-up surveys to measure knowledge gained, intended application and actual use.	National Learning Workshop; International Webinars; Knowledge Exchange Sessions; Digital Knowledge Platform	Adaptation Fund Secretariat, National Implementing Entities, Regional Climate Networks, African Union knowledge platforms	121,300	Month 12-18
7. Institutionalization of Learning and	Integrate the learning approach and validated products into NEMC's project cycle, monitoring systems, staff	Institutional Learning Strategy; Knowledge	NEMC, Government of Tanzania,		Month 12-18

Future Adaptation Programming	development and future Adaptation Fund programming. Assign responsibilities for repository maintenance, updating products, continued peer exchange and tracking the post-grant use of lessons. Strengthen NEMC's existing knowledge-management arrangements instead of creating a parallel system..	Repository; Replication Guidelines; Recommendations for Future Adaptation Projects	Adaptation Fund Secretariat, Future Implementing Entities		
Total project costs				460,830	
Implementing entity management fee requested**				39,170	

*Please also provide a detailed budget with budget notes, indicating the break-down of costs at the output level. Where an Implementing Entity (IE) management fee has been requested, the budget must include a budget with budget notes of the IE management fee

**The Implementing Entity Management Fee requested should be at or below 8.5 per cent of the total project/programme budget before the fee.

The Collaborative and Inclusive Adaptation Learning and Knowledge Exchange (CALKE) Framework (Theory of Change).

Overall Goal

To strengthen climate change adaptation programming in Tanzania and beyond through systematic documentation, collaborative learning, international knowledge exchange, and institutionalization of evidence-based good practices generated by the SWAHAT Project.

Problem Statement

Although the SWAHAT Project has generated significant knowledge, innovations, implementation experience, and lessons on community-based climate change adaptation, much of this knowledge remains dispersed across reports, project documents and stakeholders. Consequently, opportunities for institutional learning, replication of successful practices, adaptive management and South-South knowledge exchange remain underutilized, limiting the broader impact of the project's achievements on future adaptation programming.

CALKE Framework Narrative

The Learning Grant is founded on the premise that climate adaptation projects generate valuable practical knowledge that can significantly improve future adaptation investments when systematically documented, critically analysed, collaboratively validated and widely shared. The proposed initiative will first consolidate and verify the wealth of technical, institutional and community knowledge generated through the SWAHAT Project. This evidence will then be enriched through comparative learning and continuous engagement with National Implementing Entities implementing similar Adaptation Fund projects in Africa, Asia and Latin America. Rather than treating international collaboration as a dissemination activity, partner institutions will actively participate throughout the learning process by exchanging experiences, reviewing emerging findings and jointly identifying transferable good practices.

The knowledge generated through this collaborative process will be transformed into high-quality learning products tailored to different audiences, including practitioners, policymakers, researchers, development partners and local communities. Through national and international dissemination, peer learning events and digital knowledge platforms, these products will strengthen institutional capacities, promote South-South cooperation and facilitate the uptake of evidence-based adaptation approaches. The major outcome is that, the Learning Grant will contribute to improved design, implementation, monitoring and sustainability of future climate adaptation projects while positioning Tanzania as both a beneficiary and contributor within the global Adaptation Fund learning community.

CALKE Diagram

Project implementation will be guided by the Collaborative and Inclusive Adaptation Learning and Knowledge Exchange (CALKE) Framework (Figure 1), which provides the conceptual foundation for knowledge generation, collaborative learning, international

knowledge exchange, gender-responsive implementation, dissemination, and institutional learning throughout the project lifecycle.

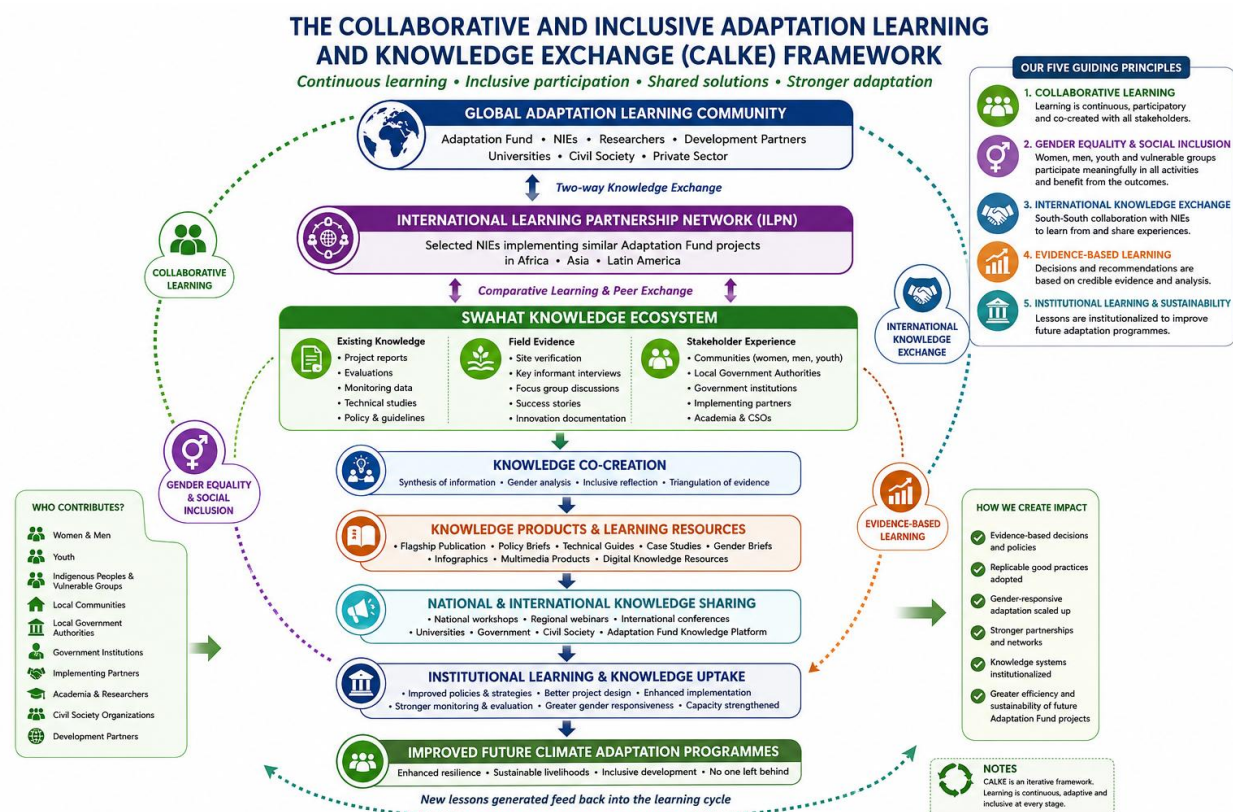


Figure 1. The Collaborative and Inclusive Adaptation Learning and Knowledge Exchange (CALKE) Framework

Assumptions

- ⇒ Stakeholders remain willing to share experiences and lessons openly.
- ⇒ National Implementing Entities from other countries are willing to participate in collaborative learning.
- ⇒ Project documentation and monitoring data are sufficiently comprehensive to support robust analysis.
- ⇒ Learning products are disseminated through appropriate institutional channels.
- ⇒ Knowledge generated is incorporated into future adaptation planning and implementation.

Innovations of the Learning Grant

1. **Continuous collaborative learning** rather than one-off knowledge dissemination.
2. **South-South knowledge exchange** through active engagement with National Implementing Entities from multiple regions during implementation.
3. **Co-production of knowledge**, where Tanzanian and international experts jointly generate learning rather than simply exchanging completed products.
4. **Multiple knowledge products** tailored to different user groups instead of a single final report.

5. **Institutionalization of learning**, ensuring that knowledge influences future project design, implementation and policy beyond the lifetime of the grant.

D. Implementation Arrangements

D1. Describe the arrangements for project implementation

The Learning Grant will be implemented by the National Environment Management Council (NEMC) in its capacity as Tanzania's National Implementing Entity (NIE) to the Adaptation Fund. NEMC will provide overall strategic leadership, fiduciary oversight, technical supervision and quality assurance while ensuring compliance with the Adaptation Fund's operational policies, Gender Policy, Environmental and Social Policy, and knowledge management objectives. The implementation approach recognizes that effective learning is a continuous, collaborative and inclusive process requiring active engagement of diverse stakeholders throughout the project lifecycle rather than a one-time documentation exercise. The day-to-day technical implementation of the project will be undertaken by a specialized implementing partner with demonstrated expertise in climate change adaptation, natural resource management, knowledge management and stakeholder engagement. The implementing partner will be responsible for coordinating project activities, managing the multidisciplinary Technical Learning Consortium (TLC), facilitating stakeholder engagement, overseeing knowledge generation and dissemination, and ensuring the timely delivery of all project outputs and milestones. The final institutional arrangement will be agreed with NEMC prior to project commencement.

Project implementation will be guided by the Collaborative and Inclusive Adaptation Learning and Knowledge Exchange (CALKE) Framework, a project-specific implementation framework developed to promote continuous learning, knowledge co-creation, gender-responsive participation, South-South collaboration and institutional learning. The framework integrates five mutually reinforcing implementation principles that will guide all project activities, partnerships, knowledge products and dissemination processes.

The Gender and Social Inclusion Specialist will work with local government authorities, community structures, women's and youth organizations and organizations of persons with disabilities to identify participation barriers before each field learning mission. Site specific inclusion measures and participation targets will be included in the mission plan. The project will budget for reasonable accommodation and monitor not only attendance but also the extent to which vulnerable participants contribute to evidence generation, validation and learning. Findings and participation data will be disaggregated by sex, age, disability and other contextually relevant vulnerability characteristics.

The Five CALKE Implementation Principles

Principle 1. Collaborative Learning

Learning will be undertaken as a continuous and participatory process involving government institutions, communities, implementing partners, academia, civil society

organizations, development partners and National Implementing Entities. Stakeholders will actively contribute to generating, validating and applying knowledge throughout implementation.

Principle 2. Gender Equality and Social Inclusion

Consistent with the Adaptation Fund Gender Policy, gender equality and social inclusion will be mainstreamed throughout project implementation. Women, men, youth and marginalized groups will participate meaningfully in knowledge generation, comparative learning, validation, dissemination and institutional learning. The project will identify and document gender-responsive adaptation practices while promoting equitable access to learning opportunities and knowledge products.

Principle 3. International Knowledge Exchange

The project will establish an **International Learning Partnership Network (ILPN)** comprising selected National Implementing Entities implementing similar Adaptation Fund projects in Africa, Asia and Latin America. International collaboration will occur throughout implementation through comparative analyses, virtual exchanges, technical dialogues, peer review and joint dissemination activities, enabling Tanzania to both learn from and contribute to the global adaptation community.

Principle 4. Evidence-Based Knowledge Management

Knowledge generated through document review, field verification, stakeholder engagement and comparative learning will be systematically analysed and transformed into practical, high-quality knowledge products tailored to policymakers, practitioners, researchers, communities and development partners.

Principle 5. Institutional Learning and Sustainability

The project will strengthen institutional capacity by integrating lessons and good practices into future adaptation planning, implementation, monitoring and policy development. Knowledge management systems and learning partnerships established through the project will continue supporting adaptation programming beyond the completion of the Learning Grant.

D1.2 Technical Implementation Team

Day-to-day technical implementation will be undertaken by a specialized implementing partner under NEMC's supervision. The implementing partner will establish and coordinate the multidisciplinary Technical Learning Consortium (TLC), comprising the specialists required to deliver the six work packages. The TLC will serve as the project's operational technical team. It will bring together the expertise required to implement the six work packages, including climate adaptation, water harvesting, natural resource management, knowledge management, monitoring and learning, gender equality and social inclusion, policy analysis, communications, publication, GIS and digital knowledge management.

The TLC will be responsible for implementing the approved work plan. ~~TLC members~~It will undertake evidence review, field learning, comparative analysis, stakeholder engagement, preparation of knowledge products, dissemination and monitoring of

knowledge uptake. Each work package will have a designated lead, while specialists may contribute to more than one work package where their expertise is relevant. The TLC will report to NEMC through the implementing partner's Team Leader and will participate in regular coordination and cross-work-package review meetings.

Formal validation and specialist peer review will provide additional quality control mechanisms for major deliverables. Stakeholder validation will involve relevant national institutions, local government authorities, participating communities, representatives of vulnerable groups and collaborating NIEs, as appropriate. It will verify the factual accuracy of findings, representation of stakeholder experiences, practical relevance, inclusiveness and feasibility of the proposed recommendations. Specialist peer reviewers who are independent of the authors of the relevant deliverable will assess methodological rigour, technical accuracy, adequacy of evidence, interpretation of findings and consistency with adaptation and knowledge management standards. Deliverables subject to these processes will include the evidence and learning framework, field learning findings, comparative learning products, flagship knowledge products, replication guidance and final synthesis report. The TLC will document and address the comments received before submitting the deliverables to NEMC for approval.

The Learning Advisory Panel (LAP) will comprise approximately three to five independent senior experts with complementary experience in climate adaptation, knowledge management, gender equality and social inclusion, monitoring and learning, and adaptation policy. The Panel will provide independent strategic and technical advice at key project milestones, including review of the inception methodology, evidence and comparative-learning frameworks, draft flagship products, institutional learning arrangements and final project learning.

The LAP's advisory role is distinct from the TLC's implementation responsibilities and from formal validation and specialist peer review. The TLC will generate, analyse and package the evidence; stakeholders will validate its factual accuracy, practical relevance and representation of their experiences; specialist peer reviewers will assess its methodological and technical quality; and the LAP will provide independent, higher-level advice on strategic coherence, institutional relevance and long-term learning value. The LAP will not implement project activities, or supervise TLC personnel ~~or replace formal stakeholder validation and specialist peer review~~. Its recommendations will be submitted to NEMC and documented together with the actions taken in response. This arrangement will provide independent quality assurance without duplicating the TLC's operational responsibilities.

D1.3 Work Package Implementation

The project will be implemented through six integrated work packages corresponding to the main stages of the CALKE knowledge cycle. NEMC will provide overall strategic, fiduciary and technical oversight. Each work package will have a designated technical lead drawn from NEMC, the specialized implementing partner or the Technical Learning Consortium (TLC), depending on the nature of the assignment. Work package leads will

prepare detailed work plans, coordinate contributing specialists, maintain quality standards and report progress to the NEMC Project Coordinator.

WP1: Project Coordination, Quality Assurance and Knowledge Management

Purpose: Ensure coherent, timely and accountable implementation of the Learning Grant.

Principal responsibilities:

- Prepare and update the inception report, annual work plan and procurement plan.
- Coordinate the six work packages and maintain the consolidated implementation schedule.
- Manage financial reporting, procurement, risk management and compliance.
- Establish common research, documentation, quality assurance and data management protocols.
- Coordinate project monitoring, reporting and adaptive management.
- Convene TLC coordination meetings and facilitate milestone reviews by the Learning Advisory Panel (LAP).
- Ensure compliance with AF gender, environmental, social and knowledge management requirements.

Principal deliverables:

- Inception report and detailed implementation plan.
- Project coordination and quality assurance protocol.
- Monitoring, evaluation and learning plan.
- Periodic progress and financial reports.
- Risk register and adaptive management records.

Lead: NEMC Project Coordinator, supported by the implementing partner's Team Leader.

WP2: Knowledge Generation, Field Learning and Evidence Collection

Purpose: Establish a comprehensive and verified evidence base covering SWAHAT interventions, results, experiences and lessons.

Principal responsibilities:

- Review SWAHAT proposals, PPRs, monitoring data, evaluations, technical reports and existing knowledge products.
- Consult intended users to refine priority learning questions.
- Prepare the knowledge inventory and evidence classification framework.
- Catalogue evidence by intervention, location, beneficiary group, gender, vulnerability, cost, results and replication potential.
- Conduct field learning missions to verify documented achievements and identify implementation challenges.
- Undertake gender and vulnerability responsive focus groups, interviews, reflection sessions, observation and multimedia documentation.
- Populate the structured Project Knowledge Database.
- Verify community generated information before its use or publication.

Principal deliverables:

- Knowledge inventory and evidence gap assessment.
- Structured Project Knowledge Database.
- Field learning and evidence verification reports.

- GIS and multimedia evidence archive.
- Success stories and innovation profiles.
- Verified evidence package for WP3 and WP4.

Lead: Specialists within the TLC./Implementation Partner

Supporting expertise: Gender and social inclusion specialist, MEL specialist, GIS/data specialist, community facilitators and local government technical personnel.

WP3: Collaborative Learning and International Knowledge Exchange

Purpose: Enrich SWAHAT findings through structured comparative learning with other NIEs and adaptation institutions.

Principal responsibilities:

- Apply agreed selection criteria to identify three to five collaborating NIEs or institutions.
- Establish and coordinate the International Learning Partnership Network.
- Jointly refine comparative learning questions and analytical criteria.
- Organize technical dialogues, virtual peer exchanges and comparative analyses.
- Compare technologies and approaches according to effectiveness, costs, governance, inclusion, sustainability and scalability.
- Coordinate one focused international exchange mission where adequately justified.
- Distinguish transferable good practices from context specific lessons.
- Facilitate continued South-South institutional collaboration.

Principal deliverables:

- International Learning Partnership Network established.
- Comparative learning framework.
- Technical dialogue and peer exchange reports.
- Comparative learning report.
- Good Practice Catalogue and Lessons Learned Matrix.
- Joint recommendations for future adaptation programming.

Lead: Specialists within the TLC/Implementation Partner.

Supporting institutions: NEMC, selected partner NIEs, and relevant AF knowledge sharing mechanisms.

WP4: Knowledge Synthesis and Development of Learning Products

Purpose: Transform the verified and comparative evidence generated under WP2 and WP3 into technically robust and user oriented knowledge products.

Principal responsibilities:

- Analyse and synthesize the verified evidence.
- Determine the intended audience, dissemination channel and accessibility requirements for every product.
- Prepare the flagship learning publication, policy briefs, technical guidance, case studies and gender learning materials.
- Develop community friendly materials in Kiswahili.
- Produce infographics, audiovisual materials and other accessible formats.
- Ensure consistent messaging and appropriate referencing across all products.

- Prepare products for independent peer review and stakeholder validation under WP5.

Principal deliverables:

- Flagship SWAHAT learning publication.
- Policy and technical briefs.
- Practical guidance on selecting and sustaining water harvesting technologies.
- Gender equality and social inclusion learning brief.
- Kiswahili community learning materials.
- Case studies, infographics and audiovisual products.

Lead: TLC/Implementation Partner.

Supporting expertise: Technical writers, gender specialist, communications specialist, editor, translator and graphic/multimedia professionals.

WP5: Validation, Dissemination and Partnership Learning

Purpose: Assure the credibility of knowledge products and promote their effective dissemination and use.

Principal responsibilities:

- Coordinate scientific and technical peer review of draft products.
- Facilitate community validation of locally generated knowledge and case studies.
- Organize national and subnational validation workshops.
- Document reviewer comments and how they were addressed.
- Finalize and disseminate approved knowledge products.
- Disseminate materials through NEMC, partner institutions and AF channels.
- Conduct pre-event, post-event and follow-up assessments to measure knowledge acquisition and application.
- Track downloads, institutional use and other evidence of uptake.

Principal deliverables:

- Peer-review reports and response matrices.
- Community and stakeholder validation reports.
- Final approved knowledge products.
- International webinar and knowledge-exchange reports.
- Knowledge dissemination and uptake report.

Lead: TLC/Implementation Partner.

Supporting expertise: LAP members, independent peer reviewers, NEMC, partner NIEs, communities, government institutions, academia and development partners.

WP6: Institutional Learning, Knowledge Uptake and Sustainability

Purpose: Integrate the project's learning systems and products into NEMC and wider adaptation programming beyond the grant period.

Principal responsibilities:

- Develop and secure approval of the Institutional Learning Strategy.
- Integrate CALKE processes into NEMC's project cycle, monitoring arrangements and staff development activities.
- Commission the integrated digital repository and public knowledge portal.
- Assign and formalize institutional responsibilities for content approval, system administration, hosting, security, updating and maintenance; prepare and approve

a post grant operation and financing plan; and incorporate essential recurring costs into the relevant NEMC ICT and knowledge management annual work plans and budgets before project closure~~Assign institutional responsibilities for content approval, system administration, updates and maintenance.~~

- Develop replication guidelines for future adaptation investments.
- Facilitate policy and programming dialogues on application of the findings.
- Track the use of lessons in future proposals, programmes and institutional processes.
- Establish post-project arrangements for the International Learning Partnership Network (ILPN) and digital knowledge architecture.

Principal deliverables:

- Approved Institutional Learning Strategy.
- CALKE operational toolkit.
- Integrated repository and knowledge portal.
- Repository governance, maintenance and post grant financing plan, including designated institutional responsibilities, annual recurrent cost categories, content update schedules and applicable NEMC work-plan and budget lines.~~Repository governance and maintenance protocol.~~
- Replication and scaling guidelines.
- Post grant sustainability and knowledge uptake plan.

Lead: NEMC's designated Knowledge Management and Institutional Learning Lead.

Supporting expertise: TLC, Implementing partner, ICT specialist, MEL specialist, policy specialist and relevant NEMC directorates.

D1.4 Strategic Partnerships and Collaborative Learning Network

The Learning Grant will be implemented through a strategic partnership model that recognizes learning as a collaborative process requiring the active participation of institutions and individuals with complementary knowledge, experience and perspectives. Accordingly, partnerships will be established at national, regional and international levels to support knowledge generation, comparative learning, validation, dissemination and long-term institutional uptake of project outcomes. At the national level, NEMC will collaborate with relevant government institutions, local government authorities, implementing partners, academic and research institutions, civil society organizations, community representatives, development partners and other stakeholders with knowledge and experience relevant to the SWAHAT Project. These institutions will contribute technical expertise, implementation experiences, policy perspectives and contextual knowledge while participating in field learning, validation workshops and dissemination activities.

NEMC will select three to five collaborating NIEs during project inception using a documented eligibility and scoring process. The process will assess thematic relevance, contextual comparability, maturity of implementation evidence, complementary learning value, commitment to reciprocal engagement, gender and social inclusion experience,

geographical diversity and operational feasibility. Selected institutions will form the International Learning Partnership Network and designate technical focal persons. Their expected contributions, information sharing arrangements and participation across the learning cycle will be recorded in partnership letters or other appropriate institutional agreements. Rather than participating only during dissemination, partner NIEs will engage throughout implementation by contributing to the refinement of learning questions, sharing implementation experiences, participating in comparative analyses, providing peer review of emerging findings and co-developing recommendations for strengthening future adaptation programming. This collaborative approach will facilitate continuous South-South knowledge exchange while enabling Tanzania to both learn from and contribute to the global Adaptation Fund community. The project will also leverage existing Adaptation Fund knowledge-sharing platforms and other regional and international networks to maximize the visibility, accessibility and application of the knowledge generated.

D1.5 Adaptive Project Management, Quality Assurance and Learning

Project implementation will adopt an adaptive management approach that promotes continuous reflection, learning and improvement throughout the project lifecycle. Progress will be monitored not only against planned activities and outputs but also against the quality of knowledge generated, the effectiveness of collaborative learning processes, the extent of stakeholder engagement, gender responsiveness and the uptake of knowledge products. Findings emerging during implementation will be regularly reviewed and used to refine subsequent project activities, ensuring that the Learning Grant remains responsive to emerging opportunities and challenges.

Quality assurance will be coordinated by NEMC through complementary and clearly differentiated mechanisms. First, the Technical Learning Consortium will undertake continuous internal technical review during evidence generation, comparative analysis, preparation of knowledge products, dissemination and monitoring of knowledge uptake. The TLC will remain responsible for the technical quality and timely delivery of all project outputs.

Second, major deliverables will undergo formal stakeholder validation and independent specialist peer review. Stakeholder validation will confirm the factual accuracy, contextual relevance, inclusiveness and practical applicability of the findings and recommendations. Independent specialist peer review will assess methodological rigour, technical accuracy, use and interpretation of evidence, and consistency with relevant adaptation and knowledge management standards. The TLC will prepare a response record showing how comments from validation and peer review have been addressed before the deliverables are submitted to NEMC for approval.

Third, the Learning Advisory Panel will provide independent strategic advice at selected milestones. It will examine whether the project remains aligned with its learning objectives, national adaptation priorities and Adaptation Fund requirements; identify strategic or institutional issues requiring management attention; and advise on the long term applicability, uptake and sustainability of the project's learning. The LAP will therefore complement, but not duplicate, the TLC's operational role or the evidence

verification functions of stakeholder validation and specialist peer review. LAP recommendations and NEMC's corresponding decisions will be documented as part of the project's adaptive management records.

Quality assurance will be integrated throughout implementation under the overall coordination of NEMC. The Technical Learning Consortium (TLC) will apply rigorous technical review procedures during knowledge generation, comparative analysis, preparation of learning products and dissemination activities. In addition, major deliverables will undergo independent peer review and validation involving national stakeholders and members of the International Learning Partnership Network (ILPN) to ensure scientific credibility, policy relevance and practical applicability.

To further strengthen technical excellence and strategic learning, the project will establish a Learning Advisory Panel (LAP) comprising a small group of distinguished experts in climate change adaptation, knowledge management, gender and social inclusion, monitoring, evaluation and learning, and policy development. The Panel will provide independent strategic advice at key milestones, review emerging findings, strengthen methodological quality and ensure that the project's learning products meet international standards while remaining relevant to national adaptation priorities.

Stakeholder engagement will remain central throughout implementation. Government institutions, local government authorities, academia, civil society organizations, communities, women, youth, development partners and collaborating National Implementing Entities will participate in learning dialogues, validation workshops, peer review processes and dissemination events. This inclusive approach will promote shared ownership of project outputs, strengthen institutional uptake of recommendations and foster long-term collaboration beyond the duration of the Learning Grant.

D1.6 Integrated Knowledge-Management Architecture and Institutional Hosting,

- NEMC is the host, owner and custodian.
- The specialized implementing partner develops and populates the architecture.
- The TLC assures technical content quality.
- NEMC's ICT unit manages technical integration, access and security.
- NEMC's responsible knowledge-management/programme unit curates content.
- Only validated and approved products move from the database to the repository.
- The portal provides public access to approved materials.
- A maintenance and handover plan will be adopted before project completion.
- NEMC intends to use the knowledge-management architecture as a longer term institutional asset serving other Adaptation Fund and adaptation projects, not only SWAHAT.

Post-Grant Operation and Financing

NEMC will retain institutional ownership and custodianship of the integrated knowledge-management architecture after completion of the Learning Grant. The architecture will be designed as a cost-efficient institutional asset that can accommodate knowledge generated by SWAHAT and other current and future climate-adaptation projects implemented or coordinated by NEMC.

During the grant period, project resources allocated to digital knowledge-management infrastructure and long-term repository support will finance system development, configuration, initial hosting, security arrangements, content migration, testing, documentation, staff orientation, maintenance planning and technical handover. These resources will ensure that the system is fully operational and transferred to the responsible NEMC units before project closure.

After the grant closes, recurring costs will be financed and managed as follows:

- Hosting, domain services, data storage, security certificates and routine backups will be incorporated into NEMC's annual ICT operational work plan and budget and managed by the NEMC ICT Unit.
- Routine system maintenance, security updates, user administration and technical troubleshooting will be undertaken by the NEMC ICT Unit using its recurrent institutional ICT allocation. Where specialized support is required, it will be procured through NEMC's applicable maintenance and service arrangements.
- Content review, approval, updating and archiving will be incorporated into the annual work plan of the designated NEMC knowledge-management and institutional-learning function. These responsibilities will be assigned to existing designated personnel and will not depend on establishing a separate project-funded unit.
- Periodic technical or functional upgrades that go beyond routine operation will be included, where necessary, in the budgets of future NEMC adaptation programmes and projects or supported through partnerships with collaborating institutions. Such additional financing will be used for system enhancement and will not be required to maintain the platform's essential hosting, access and content-management functions.

To formalize these arrangements, NEMC will approve a repository governance, maintenance and post-grant financing plan before project completion. The plan will identify the responsible units and officers, annual recurrent cost categories, required service arrangements, content-update schedules, approval procedures and the applicable NEMC budget and work-plan lines. Evidence that the essential recurring costs have been incorporated into the relevant NEMC annual work plan and budget will form part of the system handover and project-completion documentation.

This approach will ensure that the platform remains operational at a sustainable core-service level using NEMC's institutional resources, while future projects and partnerships may finance expansion, additional content and major technical enhancements.

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D1.7 Complementarity, Additionality and Avoidance of Duplication

The Learning Grant will build upon, but will not duplicate or retroactively finance, knowledge and learning activities already included in the approved SWAHAT project or financed by government, development partners, academic institutions or other programmes operating in Bahi, Manyoni and Nzega.

SWAHAT's existing knowledge-related responsibilities include routine monitoring and data collection, preparation of Project Performance Reports, project evaluation,

technical supervision, beneficiary training, stakeholder consultations, documentation required for project implementation and routine communication of project progress. These activities remain the responsibility of the parent project and will not be charged to the Learning Grant.

Knowledge-related activities undertaken by local government authorities, sector extension services, community institutions and academic or research partners may generate relevant information or provide channels for dissemination. The Learning Grant will use existing evidence and institutional platforms where appropriate instead of establishing parallel processes.

The Learning Grant's additionality lies in systematically consolidating dispersed evidence across SWAHAT components and districts; addressing identified evidence gaps; independently validating results; comparing SWAHAT experience with relevant AF-financed interventions in other countries; converting findings into audience-specific knowledge products; strengthening NEMC's institutional knowledge-management arrangements; developing replication guidance; and tracking uptake in future adaptation policy and programming.

Existing or related activity	Existing purpose	Treatment under the Learning Grant	Additional value of the grant
SWAHAT routine monitoring and reporting	Track implementation, outputs, expenditure and compliance	Existing reports and datasets will be reviewed; monitoring already financed by SWAHAT will not be repeated	Cross-component synthesis, learning analysis and identification of transferable lessons
SWAHAT MTR, evaluations and technical reports	Assess project performance and compliance	Used as source materials; evaluation activities will not be re-financed	Triangulation with field evidence and conversion into practical learning products
Beneficiary training and extension support	Enable communities to operate and benefit from project interventions	Existing training will not be repeated unless a separate learning or validation purpose is clearly demonstrated	Documentation of effective training approaches and development of replication guidance
District and sector stakeholder meetings	Coordinate implementation and local service delivery	Existing meetings will be used where appropriate; parallel meetings will be avoided	Structured evidence-mapping, learning and validation focused on cross-site lessons
Local government and sector information systems	Maintain administrative and sector-specific records	Relevant non-confidential information will be referenced or linked rather than reproduced	Integration of selected validated evidence into a coherent adaptation-learning architecture
Academic and research activities	Produce disciplinary studies, student research or publications	Existing research will be inventoried and cited; completed studies will not be commissioned again	Multidisciplinary synthesis, policy translation and community-accessible products
Existing institutional websites and knowledge platforms	Publish institutional information and individual project materials	Existing infrastructure and channels will be used or integrated where feasible	Searchable, curated and sustained access to validated SWAHAT learning products

AF and partner knowledge-sharing channels	Disseminate adaptation knowledge internationally	Used as dissemination and partnership channels	Tanzania-generated evidence contributed to comparative South–South learning
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D2. Include a simple results framework for the project proposal, including milestones, targets and indicators.

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
IMPACT: Strengthened climate-adaptation programming in Tanzania and beyond through systematic generation, exchange and application of SWAHAT knowledge and good practices.	Number of policies, programmes, proposals or institutional processes demonstrably informed by project knowledge; number of institutions applying project recommendations; continued operation of CALKE and the NEMC knowledge architecture.	SWAHAT knowledge is dispersed across project reports, datasets and stakeholders and is not systematically applied beyond the parent project.	SWAHAT evidence demonstrably informs at least two adaptation policies, programmes, proposals or institutional processes; at least five institutions use project knowledge; CALKE and the knowledge architecture remain operational at project completion.	Policies, strategies, project proposals, programme documents, institutional reports, user surveys, repository and portal analytics.	NEMC	Months 12–18 and post-project follow-up
OUTCOME 1: NEMC and partner institutions have strengthened capacity to generate, manage, transfer and exchange climate-adaptation knowledge.	Number of institutions demonstrating strengthened capacity; number of staff and institutional representatives completing capacity development; number of South–South partnerships functioning; integrated knowledge architecture operational.	Institutional learning is fragmented and project-specific; no integrated SWAHAT knowledge architecture or structured international learning partnership exists.	At least eight national, local and international institutions demonstrate strengthened capacity; at least 30 staff and institutional representatives complete structured capacity development; three to five NIE partnerships function through the ILPN; one integrated knowledge	Pre- and post-capacity assessments, training records, institutional reports, ILPN records, system commissioning report, repository and portal analytics.	NEMC and Implementing Partner	Throughout implementation

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
			architecture is operational within NEMC.			
Output 1.1: SWAHAT knowledge generated, organized, verified and documented.	Knowledge inventory and evidence-gap assessment completed; structured evidence database established; number of evidence-planning workshops completed; field evidence verified in target districts; participation data disaggregated by sex, age, disability and vulnerability.	SWAHAT evidence is dispersed across reports, monitoring datasets and stakeholders; no consolidated inventory or structured evidence database exists.	One comprehensive knowledge inventory and evidence-gap assessment completed; one structured database established; four evidence-planning workshops completed; one national and three district-level; field evidence verified in Bahi, Manyoni and Nzega; all participation data disaggregated; women constitute at least 40% of workshop and consultation participants, with youth and persons with disabilities represented where present.	Knowledge inventory, evidence-gap report, database, Workshop reports documenting the validation and refinement of preliminary learning themes and questions, evidence gaps, user information needs and preferred knowledge-product formatsworkshop reports , field-verification reports, participant registers and disaggregated monitoring data.	WP2 Lead: Evidence and Field Learning Lead	Months 1–8
Output 1.2: Institutional learning and knowledge-management mechanisms established.	Institutional Learning Strategy approved; CALKE toolkit adopted; integrated repository and portal operational; institutional responsibilities	No consolidated institutional learning strategy, integrated SWAHAT repository, public	One Institutional Learning Strategy approved; one CALKE toolkit adopted; one integrated repository and knowledge	Approved strategy and toolkit, system commissioning report, repository and portal records, governance protocol, designation letters,	WP6 Lead: NEMC Knowledge Management and Institutional Learning Lead,	Months 5–18

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
	assigned; ILPN established.	knowledge portal or formal international learning network exists.	portal commissioned within NEMC; system governance and maintenance responsibilities formally assigned; ILPN established with three to five NIEs.	ILPN partnership records.	supported by NEMC ICT Unit	
Output 1.3: Institutional capacities for collaborative learning and knowledge exchange strengthened.	Number of staff and institutional representatives trained; number of institutions supported; number of virtual peer exchanges and South–South partnerships completed; percentage of participants demonstrating improved capacity.	Limited structured capacity for collaborative learning; no formal cross-NIE learning partnership linked to SWAHAT.	At least 30 staff and institutional representatives trained; at least eight institutions supported; three to five NIE partnerships established; at least three virtual peer-learning sessions completed; one focused country exchange undertaken where justified; at least 70% of assessed participants demonstrate improved knowledge or capacity.	Training reports, attendance records, pre- and post-assessments, peer-exchange reports, partnership letters and country-exchange report, where applicable.	WP3 Lead and WP6 Lead	Months 4–15
OUTCOME 2: Adaptation stakeholders have strengthened access to and	Number of people participating in structured learning activities; number and percentage demonstrating	SWAHAT knowledge remains largely confined to project reports and	At least 200 people participate in substantive learning and knowledge-sharing activities; at least 70% of	Participant registers, pre- and post-event assessments, follow-up surveys, institutional-use records, repository	NEMC and Implementing Partner	Months 6–18

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
awareness of validated, user-oriented climate-adaptation knowledge.	strengthened awareness; number of institutions accessing or using project products; number of products accessed or downloaded.	stakeholders; no coordinated dissemination or knowledge-uptake programme exists.	assessed participants demonstrate strengthened awareness; at least 15 institutions access or use project products; at least 1,000 cumulative product views, downloads or documented accesses are recorded.	and portal analytics, dissemination reports.		
Output 2.1: Audience-specific climate-adaptation knowledge products developed.	Number and type of knowledge products developed; number available in Kiswahili or accessible formats; percentage specifying their intended audience, use and dissemination channel.	No consolidated and audience-specific suite of SWAHAT learning products exists.	At least eight core knowledge products or product series developed, including a flagship publication, policy briefs, technical guidance, a gender and inclusion brief, case studies, Kiswahili community materials, infographics and audiovisual resources; 100% identify their intended audience, use and dissemination channel.	Draft and final products, editorial records, product-development register, translation and accessibility records.	WP4 Lead: Knowledge Synthesis and Publications Lead	Months 6–14
Output 2.2: Climate-	Number and percentage of products	No standardized peer-review and	100% of core products undergo	Peer-review reports, community-validation	WP5 Lead: Validation,	Months 8–15

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
adaptation knowledge products independently reviewed and validated.	subjected to technical peer review, community validation and stakeholder validation; number of validation workshops completed; percentage of substantive comments addressed.	validation process exists for consolidated SWAHAT knowledge products.	appropriate technical review; community-derived knowledge is validated by the relevant communities before publication; three district-level and one national validation workshop completed; 100% of substantive reviewer comments documented and addressed before approval.	records, workshop reports, attendance registers, reviewer comments, response matrices and NEMC approval records.	Dissemination and Knowledge Uptake Lead	
Output 2.3: Validated knowledge products disseminated and structured learning activities delivered.	Number of national, regional and international learning events; number of unique participants, disaggregated by sex and vulnerable group; number of finalized products shared; number of product views, downloads and documented institutional uses.	No structured dissemination and uptake programme exists; SWAHAT learning remains primarily within project documentation and participating communities.	One national learning conference, three regional or district practitioner workshops and at least three international webinars completed; at least 200 unique participants reached; all approved core knowledge products disseminated; at least 1,000 cumulative product views, downloads or	Conference, workshop and webinar reports; unique participant register; dissemination records; repository, portal and website analytics; follow-up surveys; AF and partner-platform records.	WP5 Lead	Months 10–18

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
			documented accesses recorded.			
OUTCOME 3: NEMC and partner institutions institutionalize and apply adaptation knowledge to strengthen future climate-adaptation programming.	Number of institutions integrating CALKE or project knowledge into their systems; number of policies, proposals, programmes or technical processes informed by SWAHAT evidence; repository and partnership arrangements sustained.	SWAHAT knowledge is not systematically integrated into institutional processes or future adaptation programming.	At least five institutions integrate or apply project knowledge; at least two policies, proposals, programmes or institutional processes are demonstrably informed by SWAHAT evidence; repository governance, CALKE arrangements and ILPN continuation mechanisms are operational by project completion.	Institutional strategies and procedures, policy and programme documents, proposals, technical guidelines, repository records, partnership agreements and knowledge-uptake reports.	NEMC	Months 12–18
Output 3.1: Adaptation knowledge and CALKE processes integrated into NEMC's institutional systems.	Institutional Learning Strategy and CALKE toolkit adopted; governance and maintenance procedures operational; responsible NEMC units and personnel formally designated; staff oriented on the new arrangements.	NEMC has no consolidated SWAHAT learning strategy, CALKE toolkit or formally assigned governance arrangements for the proposed repository and portal.	One Institutional Learning Strategy adopted; one CALKE toolkit operationalized; one repository and portal governance protocol approved; responsible NEMC units and personnel formally designated; relevant NEMC staff oriented on system administration, content approval	Approved strategy, CALKE toolkit, governance protocol, designation letters, staff-orientation records and system handover report.	WP6 Lead and NEMC ICT Unit	Months 10–18

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
			and knowledge uptake.			
Output 3.2: SWAHAT evidence applied in adaptation policy, project development and programming.	Number of institutions supported to apply the evidence; number of policy dialogues completed; replication guidance produced; number of proposals, programmes, policies or technical processes referencing or applying the findings.	No structured mechanism exists for translating consolidated SWAHAT evidence into future policies, proposals or programmes.	At least five institutions receive knowledge-application support; at least two policy or programming dialogues completed; one replication and scaling guide approved; at least two policies, proposals, programmes or institutional processes demonstrably reference or apply SWAHAT evidence.	Policy-dialogue reports, technical-assistance records, replication guide, proposals, policy and programme documents, institutional-use confirmations and uptake-tracking reports.	WP6 Lead, supported by WP5	Months 12–18
Output 3.3: Institutional knowledge partnerships and post-grant learning arrangements sustained.	Number of partner NIEs committed to continued exchange; ILPN continuation arrangements agreed; repository maintenance plan approved; post-grant knowledge uptake responsibilities assigned; post grant repository operation and financing plan approved ; responsible NEMC units and	No formal mechanism exists for continued cross-NIE learning or maintenance of SWAHAT knowledge assets beyond the grant period.	Three to five partner NIEs participate in the ILPN and at least three confirm continued engagement; one ILPN continuation arrangement agreed; one repository maintenance and financing plan approved; one post-grant knowledge-uptake plan adopted	ILPN records, partnership letters, continuation agreement, repository maintenance plan, institutional budget or work-plan records and post-grant knowledge-uptake plan; approved post grant operation and financing plan ; NEMC annual work plans and budget records ; institutional	WP6 Lead and NEMC, with ILPN partners	Months 12–18

Intervention logic	Performance indicators	Baseline	End-of-project target	Means of verification	Responsible entity	Timeline
	<u>personnel formally designated; and essential recurring costs for hosting, maintenance, administration and content updating incorporated into the relevant NEMC annual work plans and budgets.-</u>		<u>with responsibilities assigned; one post grant repository operation and financing plan approved before project completion; responsible NEMC units and personnel formally designated; and essential recurring costs incorporated into the relevant NEMC annual ICT and knowledge management work plans and budgets.-</u>	<u>designation letters; system maintenance and handover documentation; and content-update schedules.-</u>		

***Gender equality, social inclusion, locally led adaptation, stakeholder participation, innovation, South–South collaboration and evidence-based decision-making will be mainstreamed across all outcomes, outputs and activities. Sex-, age- and vulnerability-disaggregated indicators will be used where applicable, and all knowledge products, validation processes and dissemination activities will incorporate gender-responsive and socially inclusive approaches.

D3. Describe how the project/program aligns with the Results Framework of the Adaptation Fund

A. Alignment at outcome level

Project outcome	Project outcome indicators	AF outcome	AF outcome indicator	Grant amount (USD)
Outcome 1: NEMC and partner institutions have strengthened capacity to generate, manage, transfer and exchange climate adaptation knowledge.	Number of institutions demonstrating strengthened knowledge-management capacity; number of institutional learning mechanisms established and operational; number of South–South learning partnerships functioning; evidence of improved institutional ability to capture and exchange adaptation knowledge.	Outcome 2: Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses.	Indicator 2: Institutions with strengthened capacity to understand and better address climate risks and resilience, disaggregated by scale, sector and type of institution.	155,100
Outcome 2: Adaptation stakeholders have strengthened access to and awareness of validated, user-oriented climate adaptation knowledge.	Number of people demonstrating strengthened awareness after participating in project-supported learning activities, disaggregated by sex, vulnerable group and sector; number of institutions accessing or using project knowledge products; evidence of improved knowledge among targeted users.	Outcome 3: Strengthened awareness and ownership of adaptation and climate risk reduction processes.	Indicator 3A: People with strengthened awareness of climate change risks and how to better address them, disaggregated by sex, vulnerable groups and sector.	184,430
Outcome 3: NEMC and partner institutions institutionalize and apply adaptation knowledge to strengthen future climate adaptation programming.	Number of institutions integrating CALKE processes or knowledge products into institutional systems; number of policies, proposals, programmes or technical processes informed by project evidence; repository and institutional learning arrangements maintained; evidence of continued institutional partnerships.	Outcome 2: Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses.	Indicator 2: Institutions with strengthened capacity to understand and better address climate risks and resilience, disaggregated by scale, sector and type of institution.	121,300
			Total outcome-level grant amount	460,830

B. Alignment at output level

Project output	Project output indicators	AF output	AF output indicator	Grant amount (USD)
Output 1.1: SWAHAT knowledge generated,	Comprehensive knowledge inventory completed; structured evidence	Output 3.2: Strengthened capacity of national and	Indicator 3.2: Climate-resilience knowledge products and/or tools	73,200

Project output	Project output indicators	AF output	AF output indicator	Grant amount (USD)
organized, verified and documented.	database established; field evidence verified; evidence-classification and documentation tools developed and shared.	subnational stakeholders and entities to capture and disseminate knowledge and learning.	developed and shared with stakeholders, disaggregated by sector.	
Output 1.2: Institutional learning and knowledge-management mechanisms established.	Institutional Learning Strategy approved; integrated repository and portal operational; CALKE toolkit adopted; responsibilities for maintenance and content management assigned.	Output 2.1: Strengthened capacity of institutions to understand and better address climate risks.	Indicator 2.1: Institutions supported to strengthen capacity to understand and address climate risks and resilience, disaggregated by scale, sector and type of institution.	46,800
Output 1.3: Institutional capacities for collaborative learning and knowledge exchange strengthened.	Number of staff and institutional representatives completing structured capacity-development activities; number of institutions supported; number of South-South learning partnerships established.	Output 2.1: Strengthened capacity of institutions to understand and better address climate risks.	Indicator 2.1: Institutions supported to strengthen capacity to understand and address climate risks and resilience, disaggregated by scale, sector and type of institution.	35,100
Output 2.1: Audience-specific climate adaptation knowledge products developed.	Number of knowledge products and tools completed by type and sector; products prepared in accessible formats; community materials produced in Kiswahili.	Output 3.2: Strengthened capacity of national and subnational stakeholders and entities to capture and disseminate knowledge and learning.	Indicator 3.2: Climate-resilience knowledge products and/or tools developed and shared with stakeholders, disaggregated by sector.	72,200
Output 2.2: Climate adaptation knowledge products independently reviewed and validated.	Number and percentage of products undergoing technical peer review, community validation and stakeholder validation; reviewer comments and response matrices completed.	Output 3.2: Strengthened capacity of national and subnational stakeholders and entities to capture and disseminate knowledge and learning.	Indicator 3.2: Climate-resilience knowledge products and/or tools developed and shared with stakeholders, disaggregated by sector.	53,400
Output 2.3: Validated knowledge products disseminated and structured learning activities delivered.	Number of unique finalized products shared; number of people participating in learning and knowledge-sharing activities, disaggregated by sex and vulnerable group; number of dissemination modalities used; downloads and institutional reach.	Output 3.1: Targeted population groups participating in adaptation and risk-reduction awareness activities; and Output 3.2: strengthened capacity to capture and	Indicator 3.1: People participating in activities to improve awareness of climate risks and how to address them; and Indicator 3.2: climate-resilience knowledge products and/or tools developed and shared with stakeholders.	58,830

Project output	Project output indicators	AF output	AF output indicator	Grant amount (USD)
		disseminate knowledge and learning.		
Output 3.1: Adaptation knowledge and CALKE processes integrated into NEMC's institutional systems.	Institutional Learning Strategy and CALKE toolkit adopted; repository governance and maintenance procedures operational; responsible institutional units formally designated.	Output 2.1: Strengthened capacity of institutions to understand and better address climate risks.	Indicator 2.1: Institutions supported to strengthen capacity to understand and address climate risks and resilience, disaggregated by scale, sector and type of institution.	34,700
Output 3.2: SWAHAT evidence applied in adaptation policy, project development and programming.	Number of institutions receiving technical support to apply project evidence; number of proposals, programmes, policies or technical processes informed by SWAHAT lessons; replication guidance completed and used.	Output 2.1: Strengthened capacity of institutions to understand and better address climate risks.	Indicator 2.1: Institutions supported to strengthen capacity to understand and address climate risks and resilience, disaggregated by scale, sector and type of institution.	37,300
Output 3.3: Institutional knowledge partnerships and post-grant learning arrangements sustained.	ILPN continuation arrangements agreed; number of institutions participating in continued exchange; repository maintenance and partnership responsibilities assigned; post-grant knowledge-uptake plan adopted.	Output 2.1: Strengthened capacity of institutions to understand and better address climate risks.	Indicator 2.1: Institutions supported to strengthen capacity to understand and address climate risks and resilience, disaggregated by scale, sector and type of institution.	49,300
			Total output-level grant amount	460,830

D4. Include a disbursement schedule with time-bound milestones.

Tranche	Indicative Timing	Amount (USD)	Implementation Milestone	Key Deliverables to be Financed	Basis for Disbursement
Tranche 1	Upon Grant Approval/Effectiveness (Months 1–12)	300,000	Project Inception and First-Year	• Inception Report approved. • Annual Work Plan and Procurement Plan finalized. • Knowledge Generation and	Grant Agreement effective and approval of the Inception Report, Annual

Tranche	Indicative Timing	Amount (USD)	Implementation Milestone	Key Deliverables to be Financed	Basis for Disbursement
			Implementation Completed	Documentation substantially completed. • Field Learning and Evidence Collection substantially completed. • Comparative Learning initiated. • Initial knowledge products drafted. • Monitoring, financial management and procurement systems operational. • Annual Project Performance Report (PPR) and Interim Financial Report submitted and cleared	Work Plan and Procurement Plan. The tranche finances implementation of the first-year work programme.
Tranche 2	Approximately Months 13–18	200,000	Project Completion and Institutionalization	• Annual Project Performance Report (PPR) and Interim Financial Report submitted and cleared. • Knowledge products finalized, peer reviewed and validated. • National, regional and international dissemination completed. • Knowledge Repository and Tanzania Climate Adaptation Knowledge Portal operational. • Institutional Learning Strategy finalized and adopted. • Project Completion Report and Final Financial Report submitted. • Sustainability and post-project knowledge management arrangements established.	Clearance of the Annual PPR, Interim Financial Report and confirmation of satisfactory implementation progress by the Adaptation Fund Secretariat, authorizing completion of the remaining project activities.

OUTCOME BASED PROJECT BUDGET

The total grant amount of USD 500,000 has been structured to support the efficient implementation of the Learning Grant while ensuring full alignment between the project's Results Framework, implementation arrangements and financial resources. Of this amount, USD 460,830 is allocated to project implementation activities, while USD 39,170 (8.5%) is provided as the Implementing Entity Management Fee in accordance with Adaptation Fund financing guidelines. Together, these components constitute the total grant request of USD 500,000. The project budget follows a results-based budgeting approach, with financial resources allocated according to the three project outcomes and their corresponding outputs rather

than individual learning activities. This approach strengthens the linkage between planned expenditures, expected outputs and intended outcomes, while facilitating financial management, implementation monitoring and performance reporting. The largest share of the budget (USD 184,430) supports Outcome 2, which focuses on ensuring adaptation stakeholders have strengthened access to and awareness of validated, user-oriented climate adaptation knowledge. These activities require substantial investment in technical expertise, stakeholder consultations, peer review, publication, communication and dissemination to ensure that the knowledge generated is scientifically credible, accessible and widely used by adaptation practitioners and decision-makers.

A further USD 155,100 is allocated to Outcome 1, which strengthens institutional capacity for climate adaptation learning through knowledge generation, establishment of sustainable knowledge management systems, and capacity development for NEMC and its partners. Investments under this outcome include evidence generation, digital knowledge management infrastructure, institutional learning mechanisms, collaborative partnerships and capacity-building activities that will create a lasting institutional foundation for adaptation learning.

The remaining USD 121,300 supports Outcome 3, which focuses on institutionalizing and applying adaptation knowledge to strengthen future climate adaptation programming. Resources under this outcome support the integration of knowledge into institutional systems, promotion of evidence-based adaptation planning, sustained knowledge partnerships and long-term sustainability of the learning systems established through the project.

Across all outcomes, expenditure has been organized into standardized cost categories, including *Personnel and Technical Services; Workshops, Meetings and Consultations; Travel and Subsistence; Knowledge Product Development and Publications; ICT and Knowledge Management Systems; Monitoring, Evaluation and Learning; Communications and Dissemination; and Operational Support*. This standardized structure enhances transparency, facilitates financial oversight, and ensures that expenditures can be directly linked to project outputs and expected results throughout implementation.

Outcome	Output	Cost Item	Amount (USD)
Outcome 1. NEMC and partner institutions have strengthened capacity to generate, manage, transfer and exchange climate	Output 1.1 Knowledge generated, organized and documented	Personnel and Technical Services	22,600
		Workshops, Meetings and Consultations	11,700
		Travel and Subsistence	12,000
		Monitoring, Evaluation and Learning (data management and analysis)	8,900
		ICT/KM: evidence database, GIS and multimedia management	18,000
		Subtotal Output 1.1	73,200
		Personnel and Technical Services	9,800

Outcome	Output	Cost Item	Amount (USD)
adaptation knowledge.	Output 1.2 Institutional learning mechanisms established	CALKE operationalization	8,000
		Integrated repository and portal development and commissioning	18,000
		Workshops, Meetings and Consultations (ILPN establishment and stakeholder consultations)	11,000
		Subtotal Output 1.2	46,800
	Output 1.3 Institutional capacities strengthened	Personnel and Technical Services	5,700
		Capacity Building Workshops	10,000
		Travel and Subsistence (South–South exchanges)	12,400
		Workshops, Meetings and Consultations (Partnership meetings)	7,000
		Subtotal Output 1.3	35,100
		Outcome 1 Total	155,100
Outcome 2. Adaptation stakeholders have strengthened access to and awareness of validated, user-oriented climate adaptation knowledge	Output 2.1 Knowledge products developed	Personnel and Technical Services	19,200
		Knowledge Product Development and Publications	30,000
		Communications, accessibility, translation and multimedia production	23,000
		Subtotal Output 2.1	72,200
	Output 2.2 Knowledge products validated	Personnel and Technical Services	10,000
		Workshops, Meetings and Consultations (validation workshops)	16,700
		Travel and Subsistence	11,100
		Knowledge Product Development and Publications (peer review and quality assurance)	12,000
		Operational Support	3,600
		Subtotal Output 2.2	53,400
	Output 2.3 Knowledge products disseminated	Communications and Dissemination (National Learning Conference)	15,800
		Workshops, Meetings and Consultations (Regional dissemination workshops)	10,400
		Communications and Dissemination (International webinars and digital outreach)	9,700

Outcome	Output	Cost Item	Amount (USD)
		Knowledge Product Development and Publications (printing and distribution)	8,700
		Travel and Subsistence	9,230
		Digital dissemination platforms	5,000
		Subtotal Output 2.3	58,830
		Outcome 2 Total	184,430
Outcome 3. NEMC and partner institutions institutionalize and apply adaptation knowledge to strengthen future climate adaptation programming.	Output 3.1 Knowledge integrated into institutional systems	Personnel and Technical Services	19,500
		CALKE toolkit and Institutional Learning Strategy	15,200
		Subtotal Output 3.1	34,700
	Output 3.2 Evidence applied in adaptation programming	Personnel and Technical Services	8,000
		Workshops, Meetings and Consultations (policy dialogues and stakeholder engagement)	11,800
		Knowledge Product Development and Publications (replication guidelines)	8,000
		Monitoring, Evaluation and Learning (tracking knowledge uptake)	9,500
		Subtotal Output 3.2	37,300
	Output 3.3 Knowledge partnerships sustained	Personnel and Technical Services	9,500
		Workshops, Meetings and Consultations (ILPN coordination and partnership meetings)	14,700
		Long-term repository support	8,000
		Sustainability planning and project completion workshop	17,100
		Subtotal Output 3.3	49,300
		Outcome 3 Total	121,300
TOTAL PROJECT COSTS			460,830
Implementing Entity Management Fee (8.5% of Total Project Costs Above)			39,170
GRAND TOTAL			500,000

E. Implementing Entity

This request has been prepared in accordance with the Adaptation Fund Board's procedures

Head of Implementing Entity	Signature	Date (Month, day, year)	Implementing Entity Contact Person	Telephone	Email Address
Dr.Immaculate Sware Semesi			Fredrick F. Mulinda	+255753240517	nieaf@nemc.or.tz

F. Record of endorsement on behalf of the government

Provide the name and position of the government official, Designated Authority (DA) of the Adaptation Fund, and indicate date of endorsement. The DA endorsement letter must be attached as an annex to the request.

<i>Amb. Baraka H. Luvanda</i>	<i>Date: July, 21, 2026</i>
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