

National Adaptation Plan Advocacy Capacity Building among Civil Society Organisations Pilot Project Report 24 September 2025

Introduction

This report constitutes the second written report on the National Adaptation Plan Advocacy Capacity Building among Civil Society Organisations Pilot Project being undertaken by the Adaptation Network (AN) with funding support from the NAP Global Network (NGN) via its host organisation, the International Institute for Sustainable Development (IISD). The AN is further supported in this project by its host organisation, the Endangered Wildlife Trust (EWT), and the communication function of the AN provided by Mycelium Media Colab. This report covers the ‘Implementation Phase 1’ (62004RLDA7) of the project.

Deliverables

The following deliverables are associated with Implementation Phase 1:

1. Submission of draft of roadmap
2. Map policy environment
3. Support engagement in key policy and advocacy events
4. Brief report (2-page) on key events (including policy engagement, advocacy events)
5. Provide regular updates on progress of the project to IISD

The Draft Roadmap is included in this report under the section that speaks to this. Following a discussion with the project team from IISD (9th September 2025), it was agreed that Deliverable no.2, namely ‘Map policy environment’, could be moved to the next phase of the project. However, some work has been undertaken in this project phase in fulfilment of this deliverable, an output of which is appended to this report as Appendix A. In terms of regular updates, a fortnightly meeting is held between the AN Coordinator and Project Lead, Ms Penelope Price, and the IISD representative, Ms Angie Dazé, which serves as a regular update on project progress. Slight adjustments have been made to the project work schedule, and updated version of which is included as Appendix B.

Project Progress

The Implementation Phase 1 has been characterised by many activities which are described in detail below.

Developing a Draft Roadmap

Engaging with project participants around the development of a draft roadmap to meet their capacity needs has entailed a number of activities, including:

- One-on-one online meetings held with participating community-based organisation (CBO) representatives to discuss project implementation plans that will meet the project objectives, respond to their capacity assessment outcomes, as well as meet their contextual needs and schedules. The participating CBOs include: Isithembiso Multipurpose Organisation (IMO), Kidlinks Small Farm Incubator (KSFI) both in the Eastern Cape; and Dzomo la Mupo (DLM) and Vhembe Biosphere Reserve (VBR) both in Limpopo. The constituencies of these CBOs include a range of marginalised voices, amongst these being youth, women and people with disabilities, however their organisational purpose is not centred around advocacy of these rights.
- An online meeting held with GenderCC to explore maximising their role in the project, which is around advocacy around gender-based rights in the climate change space.
- Extensive engagement has been held with the South African Disability Alliance (SADA) around their participation in the project as their Secretariat indicated that they do not have capacity to participate and therefore put the invitation out to their members. Some of whom indicated a willingness, but this did not materialise, and as time was marching on, a decision was eventually made to part ways. However, the AN Coordinator, sensing that this might be the case, had been researching alternative representation for people with disability within the project. Disabled Youth South Africa (DYSA) – Eastern Cape branch were thus engaged and have come on board. Although the project lost a lot of time in trying to find a way through with SADA, this seems like a better fit.
- As a result of these engagements, the work schedule was altered slightly to bring the in-person engagement closer, and shift the bulk of the remote online engagement to follow this. This addressed two issues the project team were encountering, namely 1) the low level of participation during online engagements; and 2) the difficulty in finding consensus on a regular weekly date/time to meet. This was discussed with the Project Steering Group as well as the participating organisations, and the idea of holding an in-person gathering sooner rather than later got an all-round positive response. It was felt that this would build the relationships the project is hoping to foster, a lot of ground can be covered in terms of addressing capacity needs, and there will be more energy to participate online following such an event.
- A Draft Roadmap was developed following these consultations to act as a basis for the online and in-person learning journey. This is illustrated in Figure 1.

- Establishment of a Whatsapp group of all participating organisations, which has been increasingly active as the project has progressed.
- Figure 1 provides a visual overview of the Learning Journey 'roadmap', designed to cover the range of needs as identified in the capacity assessment and in subsequent discussion with participating organisations.

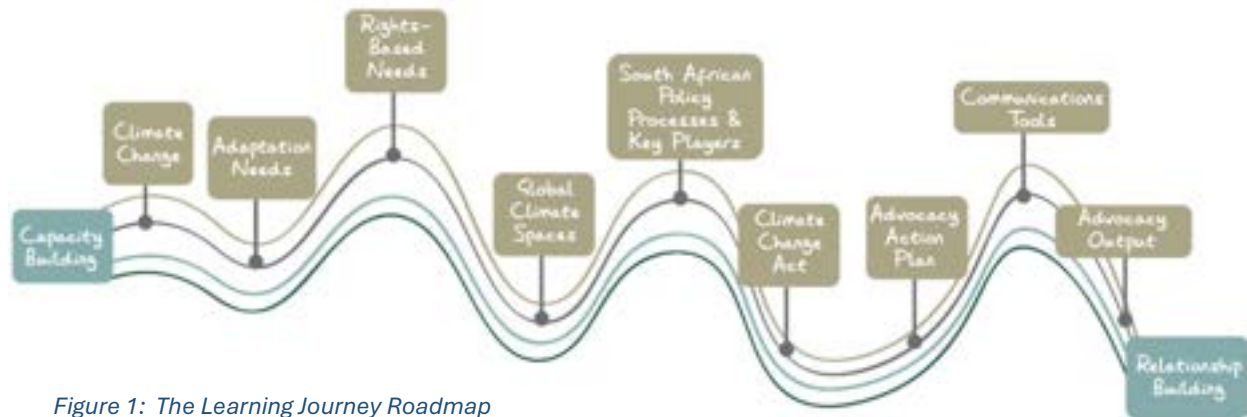


Figure 1: The Learning Journey Roadmap

Initial Mapping of the Policy Space

The first iteration of mapping the implementation of the Climate Change Act has been completed (refer Appendix A). This comprised a drawn rendition of the adaptation components of the Climate Change Act, and their respective timelines as referenced in the Act.

A meeting between the AN Coordinator, the commissioned artist, and Department of Forestry, Fisheries and the Environment (DFFE) officials responsible for the implementation of the Climate Change Act was held to gather information for the second rendition, which will go into further detail on the development of the National Adaptation Strategy (NAS) in particular. This rendition is not yet complete.

Engagement in key Policy Events

There have not been any relevant public engagement opportunities in key policy events since the opening of the Project Bursary Fund established to support this activity.

However, the AN Coordinator has attended one technical specialist input session held by DFFE on the development of the Climate Scenarios, which is the 'base layer' of the adaptation

component of the Climate Change Act. The project will support participation at upcoming public engagements with this piece of work.

Planning the Learning Journey

The team has been hard at work preparing for the Learning Journey. Activities have included:

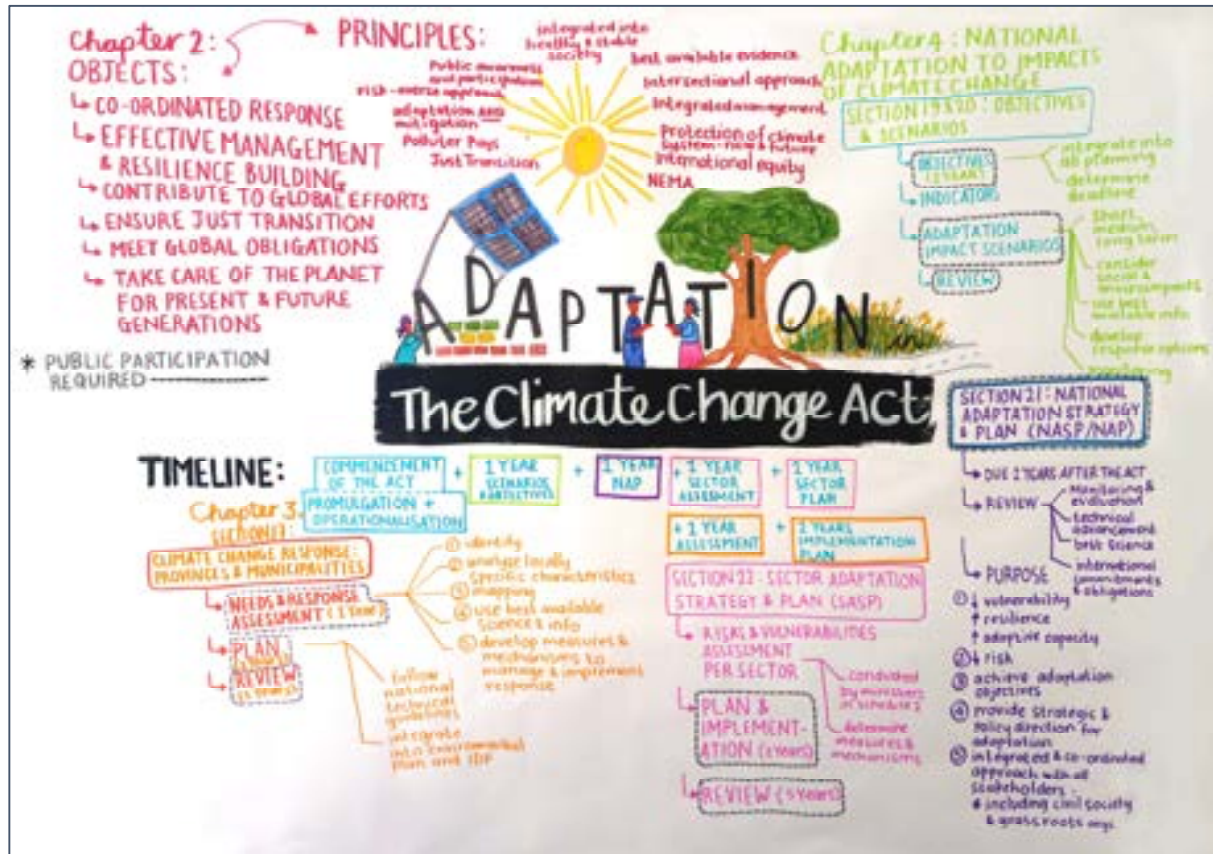
- Content and programme development. A draft programme is appended as Appendix C. Content includes the following:
 - A facilitated screening of *'Temperature Rising'* a climate change advocacy documentary, by local youth who are part of the [Sunshine Cinema's Impact Facilitator Network](#).
 - Participating organisations sharing their climate vulnerability assessments and adaptation planning
 - An exploration of the intersectionality of marginalised people and climate change led by GenderCC and Disabled Youth SA.
 - How to be inclusive – learning about accommodating people with disability
 - Working with [Well Worn Theatre Company](#) (theatre activists) to use theatre to explore climate vulnerability from different marginalised voices' perspectives
 - Using games and role play to explore the South African policy context
 - Communication, social media and technical skills training
 - The international and South African climate policy spaces presented by the mandated officials
 - Using theatre to explore different roles, challenges, constraints and opportunities in these climate policy spaces
 - Exploring advocacy – aspirational and practical
 - Developing bespoke advocacy plans for each participating organisation
 - Relationship and network building
- Assembling a collection of relevant inputs. This has involved drawing on the network to harvest materials and bring in specialist inputs such as of legal advocacy groups, officials from DFFE (Adaptation and International Negotiations units) and Department of Women, Youth and Persons with Disabilities (DWYPD), academics, advocacy specialists, theatre practitioners, adaptation specialists, and more.
- Developing online preparatory work, which will be built upon in the Learning Journey. The assignments and supporting materials, two of the three have been completed, include:
 - Climate change info pack
 - Individual workbooks
 - Research tasks
 - Reflection pieces
 - Jargon dictionary
 - Local vulnerability assessments and adaptation planning

Conclusion

The project has found traction in collectively working together to create and prepare for an in-person space for collaborative learning and relationship building. This is going to set a sound grounding for taking this project forward into future iterations.



Appendix A: Mapping the Policy Space



Appendix B: Updated Work Schedule

Aug 18-22	Aug 25-29	Sept 1-5	Sept 8-12
CONSULTATION		CONTENT DEVELOPMENT	
<i>Series of engagements with participating organisations around programme design and availability</i>		<i>Development of online engagement content</i>	

Sept 15-19	Sept 22-26	Oct 29- Oct 3	Oct 6-10
ONLINE PEER-TO-PEER LEARNING ENVIRONMENT			LEARNING JOURNEY
<i>Online preparatory tasks undertaken by participating organisations, which cover the basics of climate change, adaptation, the policy environment and the intersection of climate impacts and marginalised groupings.</i>			<i>In-person gathering for a collective Learning Journey and development of advocacy plans</i>

Oct 13-17	Oct 20-24	Oct 27-31	Nov 3-7	Nov 10-14	Nov 17-21	Nov 24-28
FINALISING AND PUTTING INTO PRACTICE						
<i>Finalising of advocacy strategies, and supported implementation of one element of these.</i>						

Dec 1-5	Dec 8-12
Project wrap-up	
<i>Project reporting and admin wrap up</i>	

Appendix C: Draft Learning Journey Workshop Programme

Monday 6 Oct	Where	Tues 7 Oct	Where	Wed 8 Oct	Where	Thurs 9 Oct	Where	Fri 10 Oct	Where		
9:00 Registration & Welcome	Penny	The Policy and Legislative Process & Role Players in South Africa	CER (Brandon)	Unpacking international space - following self work. GSA	DPPE: Sandra (International negotiations)	Orgs to present Aspirational advocacy material Their current advocacy areas Example of innovative advocacy campaign	Organisations	Canva Training	Mycelium Media Colab (Natalie)		
9:15 9:30 9:45 10:00 10:15 10:30 10:45 11:00 11:15 11:30	Sunshine Cinema (Roultlands & Zuzette) dialogue	Card Game: The Policy and Legislative Processes Role Players in South Africa & Channels of Engagement								Tea	Gender CC - what they do - advocacy
11:45 12:00 12:15 12:30 12:45 13:00 13:15 13:30 13:45	Organisations sharing Impact Change Seasonal Calendar Adaptation Options, Who's responsible	Card Game: The Policy and Legislative Processes Role Players in South Africa & Channels of Engagement	CER (Brandon) & AN (Penny) Mycelium support	Climate Change Act - Implementation	DPPE: Mikaela (Adaptation MSE)	GSA	DVSA: Thembelwa			Social Media Training	Mycelium Media Colab (Natalie & Jacqueline)
14:00 14:15 14:30 14:45 15:00 15:15 15:30 15:45	All participating Orgs to share and present from their prep work					GSA	Linking advocacy to UNFCCC			AN (Penny)	
16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00	Women take Care burden in adaptation	GenderCC (Nadine)		Lunch				Solution Space Training -	AN and Mycelium (Jacqueline)		
14:00 14:15 14:30 14:45 15:00 15:15 15:30 15:45 16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00	Perspective of climate change from person with disability	DVSA (Thembelwa)						Role Play (Forum Theatre - walking in others shoes scenario: PolicyMakers vs Community members)	Mycelium (Jacqueline & Nadine) Visit from Theatre (Saneliswa)	Advocacy Action Plan Session	Mycelium (Natalie) + AN (Penny)
15:00 15:15 15:30 15:45 16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00	Discussion?	Group	Photography training session					Tea			
15:00 15:15 15:30 15:45 16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00	Tea							Evaluation Forms	Everyone		
15:00 15:15 15:30 15:45 16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00	Working Blind & Prep Connection - Exploring Adaptation needs from other's perspectives. Persons with disabilities, women, youth, elderly	Saneliswa (Neil from Theatre) and AN (Penny)									
15:00 15:15 15:30 15:45 16:00 16:15 16:30 16:45 17:00 17:15 17:30 17:45 18:00 18:15 18:30 18:45 19:00 19:15 19:30 19:45 20:00 20:15 20:30 20:45 21:00 21:15 21:30 21:45 22:00 22:15 22:30 22:45 23:00 23:15 23:30 23:45 24:00								Networking Activity (eg Chumming / walk / game drive) and picnic	Support from venue on bail and picnic		



Secretariat hosted by Communications



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