

A man in a green t-shirt is reading a book to a group of children. The book has text in Chichewa, including "Kukwanilitsa masomphenya achitukuko" and "Chilumba cha Chisi". The children are looking at the book with interest. The background is a bright, sunny outdoor setting with trees.

Achieving the Global Goals on Chisi Island

Trickle-up economics that put the farthest behind first
to localise the 'Leave No One Behind' agenda

ulemu  **THE GLOBAL GOALS**
For Sustainable Development

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Contents

- 3 Introduction
- 4 What does the 'Last-Mile' look like?
- 8 Methodology
- 9 Principles
- 10 School in an Envelope
- 11 Budget
- 12 Malawi's Progress towards the
Global Goals (Sustainable
Development Goals/SDGs)
- 14 Ideas to stimulate engagement with
the Global Goals and related issues
- 16 Vacant Volunteer Roles
- 18 Book your trip to Chisi Island on Airbnb

Left: One of the regulars at the pre-school nursery in Muluma village on the eastern side of Chisi Island

Front cover: Chief of Sonko Village, Chisi Island, reads the Chichewa version of this report with his daughter and neighbours

Photos by Evin Joyce, illustrations by Tom Joyce, Chichewa translation by Chimwemwe Akim.

Introduction

Whatever conservative and caveated hopes we held about achieving the Global Goals (aka Sustainable Development Goals (SDGs)) in a pre-Covid world, achieving the Global Goals between now and 2030 in a least-developed country like Malawi, is in great jeopardy without multiple, concurrent, scalable innovations to enable transformative change for extremely poor, vulnerable, hard-to-reach ('last-mile') communities that are currently the farthest behind when it comes to achieving the SDGs.

This document proposes an approach to enable the people of Chisi Island, Lake Chilwa, Zomba, Malawi, take control of their socio-economic development and achieve the Global Goals through their own community-led, community-managed, community-owned solutions. Recognising that the best solutions are often found closest to their problems, this approach is in line with the goals of Zomba District Council's District Development Plan and a modus operandi that follows the principles of decentralisation, subsidiarity and localisation in relation to the decision-making and funding of humanitarian and development action in 'last-mile' vulnerable communities.¹

Overall Objective

Develop low-cost, community-owned commercially and environmentally sustainable and scalable solutions that leave no child behind in 'last-mile' vulnerable communities.

These solutions must contribute to children's access to basic healthcare, quality education, good nutrition and provide adults with opportunities for further education and economic empowerment in ways that contribute to these communities' achievement of the Global Goals (SDGs), and lay the foundation for the realisation of Malawi's Vision 2063.

Specific Objectives

- 1) Conduct a socio-economic profiling of Chisi Island linked to progress on SDG indicators**
...that details Chisi Islanders' vulnerabilities (e.g. to drought) and coping mechanisms (e.g. hunting of birds as a source of food and income when Lake Chilwa dried up).
- 2) Facilitate the development of transformative solutions using innovation-accelerator workshops that apply a human-centred design approach**
...that focus on critical issues and opportunities to cater for unmet humanitarian needs and enable economic empowerment (e.g. increasing tourism to finance teaching materials for nurseries).
- 3) Establish an SDG Acceleration Fund and investment plan for Chisi Island designed and managed by local communities**
...that make communities the primary decision-makers and witnesses of how funding is spent on the solutions they have devised, within graduated, transparent, results-based frameworks.



¹A focus on subsidiarity and localisation complements Malawi's decentralisation policies and is based on the United Nations' Inter-Agency Standing Committee's Guidance Notes on Accountability to Affected Populations and Guidance Notes on Localisation, see: <https://interagencystandingcommittee.org/grand-bargain-official-website/guidance-notes-localisation-may-2020> These guidelines emphasise the necessity to localise the decision-making, dispersal and management of funding closest to the populations this funding is intended to serve. Other standards and frameworks this initiative will strive to meet and employ include the Humanitarian Accountability Project (HAP) Standard, the Sphere Core Standards, the People In Aid Code, the Global Humanitarian Platform's Principles of Partnership and CDA's Do No Harm Framework.

What does the 'Last-Mile' look like?

Mkumbira Traditional Authority stretches from Chisi Island to the eastern shores of Lake Chilwa (see map below) and shares Malawi's border with Mozambique. Mkumbira is the most remote, poorest and hard-to-reach traditional authority (TA) in Zomba District, Southern Region, Malawi. Most of the 4,000 people of Mkumbira TA live on Chisi Island. They can be defined as a 'last-mile' community where the provision of quality social services (e.g. health and education) and economic services (e.g. electricity, infrastructure, mobile networks and banking) is difficult and expensive, yet also precisely where such services are most needed if the Global Goals' guiding principle to 'leave no-one behind' is to be fulfilled.

The people of Chisi Island rely on one clinic to meet their health needs, on 1 primary school to meet their educational needs and on 4 volunteer-run pre-school nurseries (Community-based Childcare Centres (CBCCs)) to meet early-childhood development needs. Most children do not finish primary school and cannot read or write.

The communities of Chisi Island are on the frontline of climate change and are highly vulnerable to natural disasters, especially drought and cyclones. Their livelihoods seldom vary from subsistence farming and fishing on Lake Chilwa. Their food security however varies much more: drought has caused Lake Chilwa to dry up entirely twice in the last decade, forcing the islanders to adopt detrimental coping mechanisms such as over-fishing, charcoal production and hunting of protected wildlife², which further degrade their environment and drain their resilience to deal with future shocks.

The tables and graphs on the following pages are taken from Zomba District Council's Socio-Economic Profile (2017-2022). Note the scores for Mkumbira Traditional Authority (TAs) relative to other TAs in Zomba.

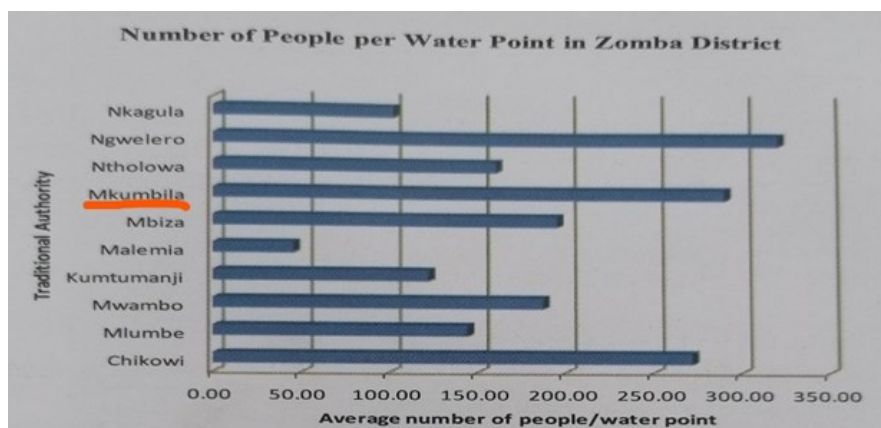
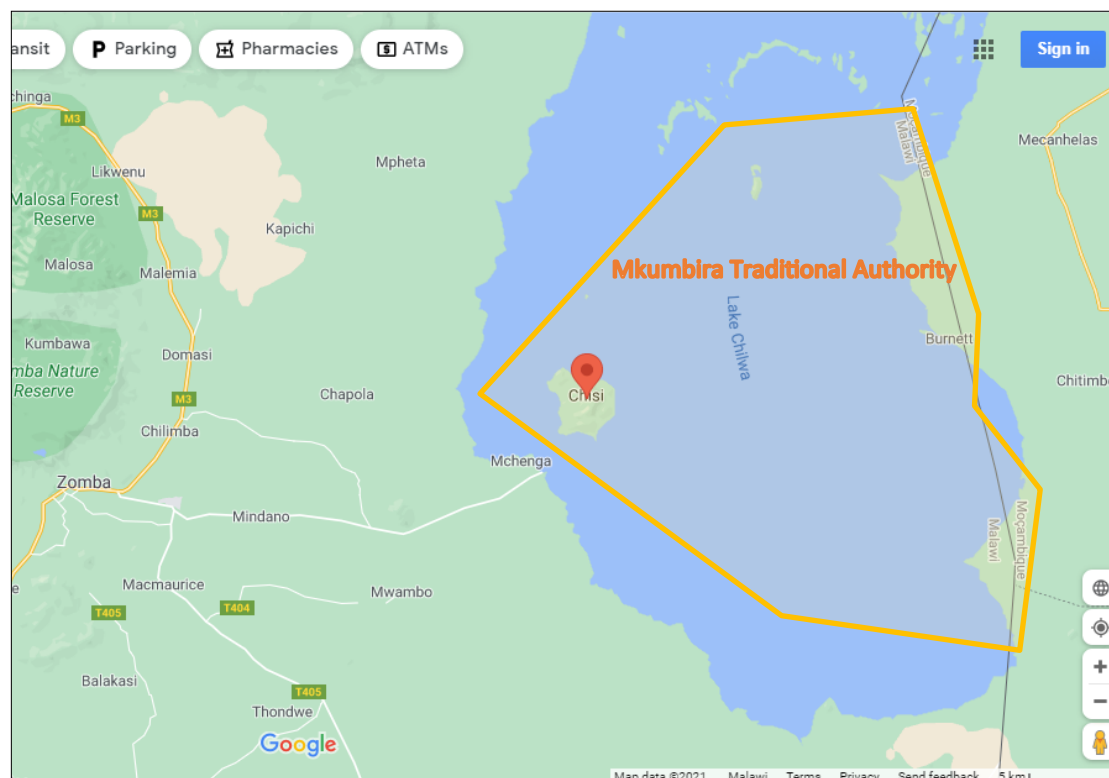


Table 14: Primary School Pass Rates 2012-2016 by T/A

	2012		2013		2014		2015		2016	
	M	F	M	F	M	F	M	F	M	F
Chikowi	55	44	54	43	73	64	77	55	81	86
Kuntumanji	52	49	56	53	56	52	60	54	89	77
Malemia	51	43	49	44	78	72	82	65	84	76
Mkumbira	27	39	17	19	64	55	84	70	61	31
Mlumbe	44	38	43	38	70	58	69	49	75	68
Mbiza	-	-	-	-	65	55	81	61	87	74
Mwambo	43	37	43	35	67	60	62	63	84	70
Zomba District	45	42	44	39	69	63	72	57	81	70
	43.5		41.5		66		64.5		75.5	

Source: Zomba District Education Office, 2017

All charts and tables are from 'Zomba District Council's Socio-Economic Profile (2017-2022)'.



² 'The Lake Chilwa Wetland and its catchment is very rich in natural resources and if put to sustainable use these resources are of economic benefit not only to the people in the catchment but the whole of Malawi. To this effect, in 1997 Malawi ratified an international treaty on wetlands of international importance especially as waterfowl habitat called the Ramsar Convention and listed Lake Chilwa as a wetland of international importance.' <https://www.ramsar.org/news/community-based-natural-resources-management-the-case-of-lake-chilwa-wetland-malawi>



The nursery at Namakwaila fishing village, run by volunteers Cotreda and Brenda

Table 62: Qualified Primary Teacher to Learner Ratio by TA

Traditional Authority Area	Qualified Teachers		Learners		Learner /Teacher Ratio
	Males	Females	Boys	Girls	
Chikowi	318	266	23,306	23,445	80:1
Kuntumanji	158	160	14,349	14,231	90:1
Malemia	125	146	9,695	9,938	72:1
Mkumbira	25	9	2,976	2,787	170:1
Mlumbe	387	322	27,095	28,071	78:1
M'biza	72	41	5,960	6,341	109:1
Mwambo	344	214	21,488	23,396	80:1
District	1,429	1,158	104,869	108,209	82:1

Source: District Education Office Zomba Rural, 2016

Table 58: Learner/Desk Ratio by TA

Traditional Authority Area	Primary		
	No of Schools	No of Desks	D/L Ratio
Mkumbira	4	116	50:1
Kuntumanji	20	1116	26:1
Chikowi	47	3418	14:1
Mwambo	42	2539	18:1
Mlumbe	56	3390	16:1
Mbiza	11	727	17:1
Malemia	20	942	21:1
District	200	12248	17:1

Source: District Education Office Zomba Rural, 2016

One of the 8 classrooms in Chisi Island's only primary school that caters for 692 learners



Table 14: Primary School Pass Rates 2012-2016 by T/A

	2012		2013		2014		2015		2016	
	M	F	M	F	M	F	M	F	M	F
Chikowi	55	44	54	43	73	64	77	55	81	86
Kuntumanji	52	49	56	53	56	52	60	54	89	77
Malemia	51	43	49	44	78	72	82	65	84	76
Mkumbira	27	39	17	19	64	55	84	70	61	31
Mlumbe	44	38	43	38	70	58	69	49	75	68
Mbiza	-	-	-	-	65	55	81	61	87	74
Mwambo	43	37	43	35	67	60	62	63	84	70
Zomba District	45	42	44	39	69	63	72	57	81	70
	43.5		41.5		66		64.5		75.5	

Source: Zomba District Education Office, 2017



Below — Chisi Island CBCC preschool nursery, the biggest of the 8 nurseries on Chisi Island was damaged by storms during 2019



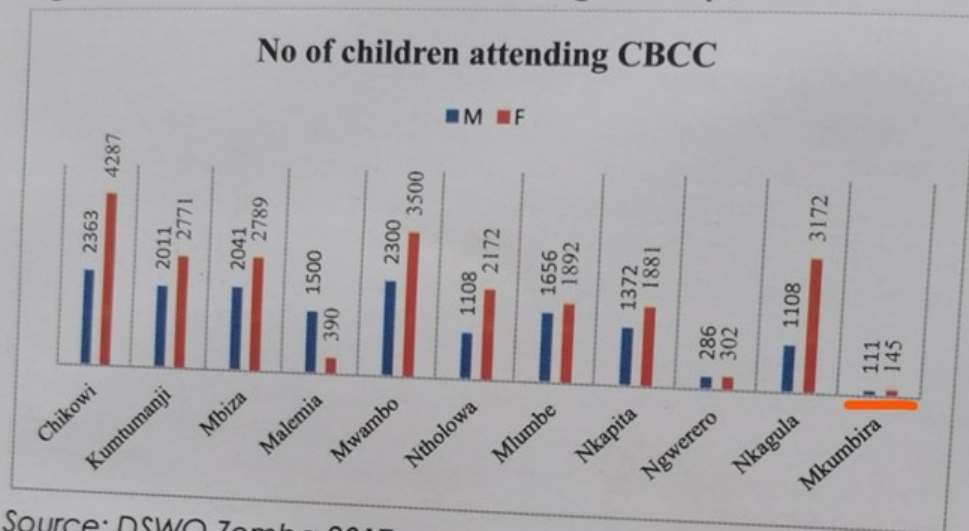
The children at Muluma nursery get a drink of water at breaktime. However not all nurseries or homes on the island have a nearby pump, see Table 13:

Table 13 Average Distance between Water Points per TA

Area(TA/STA)	Population	Total number of water points	Number of People per water point	Average distance between water points (m)
Chikowi	146759	539	272.28	328.3
Mlumbe	165340	1145	144.40	582.3
Mwambo	137609	734	187.48	597.9
Kuntumanji	40464	331	122.25	595.9
Malemia	62837	1378	45.60	211.6
Mbiza	32862	168	195.61	1277.6
Mkumbila	3495	12	291.25	9910.0
Niholawa	24104	150	160.69	838.5
Ngweleru	28338	88	322.02	1335.7
Nkagula	41107	403	102.00	379.7
District Total	682915	4948	1843.58	16057.6

Source: District Water Office, 2017

Figure 7: Number of Children attending CBCC per TA



Source: DSWO Zomba, 2017



5.3.3 Education Facilities

Table 57: Number of Classrooms and Classroom-Learner Ratio

Traditional Authority Area	Primary School : Classroom / Learner Ratio			
	No. of Schools	Enrolment	Classrooms	Cr/ Learner Ratio
Mkumbira	4	5,763	31	185:1
Kuntumanji	20	28,580	159	180:1
Chikowi	47	46,751	360	130:1
Mwambo	42	44,884	307	146:1
Mlumbe	56	55,166	434	127:1
Mbiza	11	12,301	73	169:1
Malemia	20	19,633	139	141:1
District	200	213,078	1503	142:1

Source: District Education Office Zomba Rural, 2016

Methodology

1) Meetings

Weekly meetings with traditional leaders, religious leaders and community volunteer groups (e.g. mother care groups, pre-school nursery carers, youth groups, etc.) and community members who are not part of any community groups, to:

- List and rank groups’ priorities, unmet needs and activity ideas to address them.
- Create a calendar of community groups’ activities, income and expenditure, labour needs and resources

- Monthly meetings with Chiefs (TA, GVH and VH) and Area and Village Development Committee members of Mkumbira, to:

- Identify priorities of community action by sector (e.g. education, health, nutrition, agriculture/fisheries, business development) and potential solutions.

- Quarterly field missions by relevant officers of Zomba District Council to Chisi Island (including the District Commissioner, Director of Planning and Development and Officers in charge of Fisheries, M&E, Agriculture, Education, Health, Land Resources, Tourism, Social Welfare and Gender) to:

- Ensure complementarity with district-level development plans, identify and seize opportunities for scalability and trickle up economic benefits from the last-mile forwards in Zomba District.



2) Develop a detailed Global Goal (SDG) profile of Chisi Island

Conduct a detailed baseline socio-economic profile with micro, community-defined indicators linked to SDG indicators, to inform community-owned investment plans for Chisi Island.

3) Innovation Accelerators

Call for community development proposals from community groups and leaders. Conduct innovation accelerator workshops with short-listed proposals (selected by islanders) to design and test prototypes and solutions, agree on result-based indicators to determine conditions for a ‘Community Development Grant’.

4) Community Development Grants

Award Community Development Grants to promising initiatives. Announce grants awarded to each community group (through announcements at weekly religious services and noticeboards at boreholes and maize mills) First round of project implementation (2 months approximately) Review performance and (dis/)/continue for a second phase Invite neighbouring communities to replicate successful solutions to explore potentials for scalability.

5) Repeat steps 1 to 4 until 2030

100,000 kwacha
Community Development Grants:

Sectors	Health	Education	Nutrition (& Agriculture)	Business Development
	25% (Max 55%, Min 10%)	25% (Max 55%, Min 10%)	25% (Max 55%, Min 10%)	Max 25% (Min 0%)
Portion of funding	75% (up to 100%)			Max 25%
	Children’s skin infections, malaria treatment and prevention, support to local Gov’ clinic (e.g. public health message dissemination), transport to medical facilities on the mainland.	Home-grown school meals Pre-school-level: School in an Envelope training Primary-level: school development fund grants Secondary-level: scholarships to support pupils boarding on the mainland	Ensuring good nutrition during the first 1,000 days, Dietary diversification through agriculture	Village Banks/Savings and Loan Schemes. Dragon’s Den style entrepreneur competitions, improving market linkages, solar-powered investments.
Examples of activities	...100,000 kwacha funds X 18 villages on Chisi X 3 times per year = Total budget of 5,400,000 kwacha/year			

Principles

The following principles will guide the progress of this initiative and the partnerships it creates:

Leave no one behind and reach the farthest behind first

By ensuring the active participation of the poorest,
...targeting the most remote communities farthest from primary schools and health facilities
...through trickle-up economics from the 'last-mile' forwards

Subsidiarity and localization in the dispersal of funding

...in accordance with the Inter-Agency Standing Committee's guidance on the localisation of funding

Empowers towards self-reliance

...by providing the least amount of the most effective assistance people need to do things they cannot do by themselves, enabling them to take charge of their own development

Community-led project design:

Priority needs and solutions attempted will be determined and implemented by communities

Open to all, voluntary (and requires a quorum)

Invites and listens to the poorest at all critical decision points

Community-owned, driven and managed

...within a clearly defined but flexible and responsive rewards framework

Voluntarism

...the implementation of all activities depends on the participation of community volunteers

...where possible, towards volunteer graduation & professionalisation

Transparency

All money flows are seen by all stakeholders (community members, traditional authorities, District officials, donors)

...by using noticeboards placed at boreholes and mills

...and are tracked using mobile digital technology

Results- and performance-based rewards

...All rewards and incentives for participation are dependent on the completion of pre-agreed tasks

Actively involves & is supported by the GVH/TA, ADC, District Council & relevant Ministries

Every action contributes to the achievement of specific Global Goals (SDGs) and complements Zomba's District Development Plan, Malawi's National Resilience Strategy & Malawi's Vision 2063

Educational Support & Scholarships

Pre-school	Primary	Secondary	Life-long learning
There are 8 pre-school nurseries run by volunteers on Chisi Island...	...There are 692 pupils enrolled in Chisi Primary School...	...Only a handful of primary school graduates from Chisi continue to secondary school on the mainland...	...even fewer go onto 3 rd level education
'School in an Envelope' care-giver training and resources (100,000k/8 nurseries/year = 800,000k)	School development fund support, 80% per child conditional on 90% attendance (400kwacha/692 children/3 terms = 830,400 kwacha this year)	Scholarships to support pupils boarding on the mainland at Saint Michael's Secondary School, Npyupyu (50,000kwacha/30 top pupils/year = 1,500,000kwacha)	Scholarships to support Chisi's top MSCE graduates to continue to higher learning (100,000kwacha/10 top graduates/year for their first year = 1,000,000 kwacha/year)
Home-grown feeding projects (100,000k/8 nurseries/year = 800,000k)	10,000 kwacha award for all pupils who successfully complete Standard 8 (12pupils x 10,000k = 120,000k/this year)	5,000 kwacha award for all pupils who successfully complete their JSCE (5,000k/30 pupils = 150,000k)	
		10,000 award for all pupils who successfully complete their MSCE (10,000k/10 pupils = 100,000k)	
100% of children supported	100% of children supported	50% of children supported (based on 120 learners/year)	20% of children supported
1,600,000k	950,400k	1,750,000k	1,000,000k = Total budget of 4,300,400k/year



School in an Envelope

Global Goal (SDG) Target 4.2.

Target 4.2 states that by 2030, all girls and boys should have access to quality early childhood development (ECD), care and pre-primary education so that they are ready for primary education. The provision of at least one year of free, quality, pre-primary education should be delivered by well-trained educators, proficient in theory and best practices of early childhood development and care.

The Current Situation

In Malawi, the participation rate in early childhood learning (between 1 and 5 years of age), before the official primary entry age, is estimated at 44.5 percent (Ministry of Gender, Child Development and Social Welfare, 2016).

Malawi's Early Childhood Development (ECD) policy (2006) provides a clear framework on ECD education. This policy has somewhat increased the country participation in ECD. However, funding, training and the shortage of teachers are still major challenges. There are still high pupil:teacher ratios, especially in rural areas, typically around 1:80 against a recommended 1:60. (MoFEPD, 2020)

'School in an Envelope' aims to tackle the lack of trained preschool nursery volunteer teachers by providing low-cost, easy-to-use flashcard lesson packs and training to volunteers on how to use them. Participants in the project go through several project phases including baseline testing, tree-planting, teacher training and the hosting of a Lifesavers' Club project.

The aim of 'School in an Envelope' is to measure the impact at community level of low-cost educational intervention and inform the development of appropriate teaching resources. It aims to provide a model that can be used in other rural contexts to achieve SDG 4.7.

This pilot involves over 30 nurseries in the Mwambo Chiefdom Traditional Authority (TA) in Zomba District. With a view to scalability, baseline testing packs are being produced at less than 2 euro each; nursery school-progress visits are averaging 7 euro per nursery and teacher trainings are costing 5 euro per nursery volunteer.

For more information about School in an Envelope, please visit: <https://www.ulemu.com/schoolinanenvelope>.



Budget

€100,000 per year for 8 years

Breakdown/year

€40,000/year for Community Development Grants, spent on social services to benefit the health, education and nutrition of the 4,000 people living on Chisi Island (an approximate rate of €10/person/year). This money will be spent as much as possible within the island's economy. These grants will support school fees and scholarships, and provide a shock-responsive social protection fund (for example for funerals, illnesses, hunger, home repairs).

€20,000/year for business development & economic Initiatives determined by community groups, which are environmentally sustainable as a prerequisite, and where possible also complimentary to achieving the objectives of the Community Development Grants.

€20,000/year for innovation workshops, partnership building & knowledge sharing (e.g. inviting to the island and visiting successful organisations, artisans and businesses in related sectors, field visits by District Council officers, meetings and workshops for traditional leaders

€20,000/year for the salaries of the two project directors (€10,000/year for the director of the educational goals of the project (e.g. School in an Envelope, primary teacher training), €10,000/year for the director living within the community (focusing on agricultural, nutritional and economic activities). €10,000 is the equivalent to 1 year of Irish social welfare payments/Job Seeker's Allowance. This budget line will only be financed by institutional donors' contributions and never by private donations to Ulemu.com.

Total budget, 2022-2030 = €800,000



Malawi's progress towards achieving the Global Goals

(United Nations, 2020. Sustainable Development Report 2020)

OVERALL PERFORMANCE

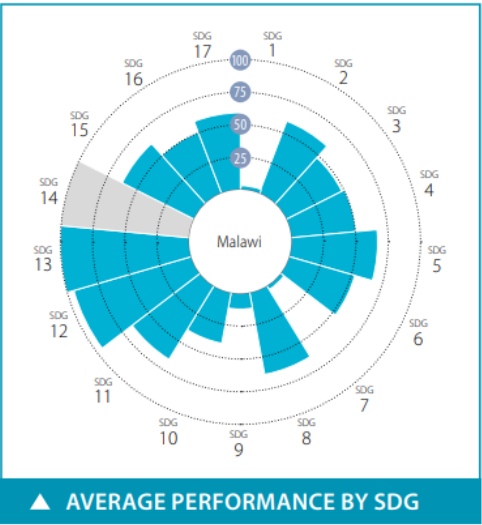
Index score



Regional average score



SDG Global rank 152 (OF 166)



CURRENT ASSESSMENT – SDG DASHBOARD



Major challenges Significant challenges Challenges remain SDG achieved Information unavailable

SDG TRENDS



Decreasing Stagnating Moderately improving On track or maintaining SDG achievement Information unavailable

Notes: The full title of Goal 2 "Zero Hunger" is "End hunger, achieve food security and improved nutrition and promote sustainable agriculture".
The full title of each SDG is available here: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>



After fishing, firewood is the islanders' second biggest source of income.



SDG1 – No Poverty			
Poverty headcount ratio at \$1.90/day (%)	66.5	2020	● →
Poverty headcount ratio at \$3.20/day (%)	87.4	2020	● →
SDG2 – Zero Hunger			
Prevalence of undernourishment (%)	17.5	2017	● →
Prevalence of stunting in children under 5 years of age (%)	37.1	2015	● →
Prevalence of wasting in children under 5 years of age (%)	2.7	2015	● ↑
Prevalence of obesity, BMI ≥ 30 (% of adult population)	5.8	2016	● ↑
Human Trophic Level (best 2–3 worst)	2.1	2017	● ↑
Cereal yield (tonnes per hectare of harvested land)	1.9	2017	● ↓
Sustainable Nitrogen Management Index (best 0–1.41 worst)	0.7	2015	● →
SDG3 – Good Health and Well-Being			
Maternal mortality rate (per 100,000 live births)	349	2017	● ↗
Neonatal mortality rate (per 1,000 live births)	22.4	2018	● ↑
Mortality rate, under-5 (per 1,000 live births)	49.7	2018	● ↑
Incidence of tuberculosis (per 100,000 population)	181.0	2018	● ↗
New HIV infections (per 1,000 uninfected population)	2.3	2018	● ↑
Age-standardized death rate due to cardiovascular disease, cancer, diabetes, or chronic respiratory disease in adults aged 30–70 years (%)	16.4	2016	● ↑
Age-standardized death rate attributable to household air pollution and ambient air pollution (per 100,000 population)	115	2016	● ●
Traffic deaths (per 100,000 population)	31.0	2016	● ↗
Life expectancy at birth (years)	64.2	2016	● ↗
Adolescent fertility rate (births per 1,000 adolescent females aged 15 to 19)	132.7	2017	● →
Births attended by skilled health personnel (%)	89.8	2016	● ●
Percentage of surviving infants who received 2 WHO-recommended vaccines (%)	87	2018	● ↗
Universal health coverage (UHC) index of service coverage (worst 0–100 best)	46.0	2017	● →
Subjective well-being (average ladder score, worst 0–10 best)	3.9	2019	● →
SDG4 – Quality Education			
Net primary enrollment rate (%)	97.6	2009	● ●
Lower secondary completion rate (%)	21.6	2013	● ●
Literacy rate (% of population aged 15 to 24)	72.9	2015	● ●
SDG5 – Gender Equality			
Demand for family planning satisfied by modern methods (% of females aged 15 to 49 who are married or in unions)	73.9	2016	● ↑
Ratio of female-to-male mean years of education received (%)	80.4	2018	● ↗
Ratio of female-to-male labor force participation rate (%)	88.6	2019	● ↑
Seats held by women in national parliament (%)	22.9	2020	● ↗
SDG6 – Clean Water and Sanitation			
Population using at least basic drinking water services (%)	68.8	2017	● →
Population using at least basic sanitation services (%)	26.2	2017	● →
Freshwater withdrawal (% of available freshwater resources)	17.5	2005	● ●
Anthropogenic wastewater that receives treatment (%)	0.0	2018	● ●
Scarce water consumption embodied in imports (m ³ /capita)	0.4	2013	● ↑
SDG7 – Affordable and Clean Energy			
Population with access to electricity (%)	12.7	2017	● →
Population with access to clean fuels and technology for cooking (%)	2.5	2016	● →
CO ₂ emissions from fuel combustion for electricity and heating per total electricity output (MtCO ₂ /TWh)	NA	NA	● ●
SDG8 – Decent Work and Economic Growth			
Adjusted GDP growth (%)	-6.7	2018	● ●
Victims of modern slavery (per 1,000 population)	7.5	2018	● ●
Adults with an account at a bank or other financial institution or with a mobile-money-service provider (% of population aged 15 or over)	33.7	2017	● ↑
Unemployment rate (% of total labor force)	5.7	2019	● ↗
Fatal work-related accidents embodied in imports (per 100,000 population)	0.1	2010	● ↑

SDG9 – Industry, Innovation and Infrastructure			
Population using the internet (%)	13.8	2017	● ↗
Mobile broadband subscriptions (per 100 population)	27.2	2018	● ↗
Logistics Performance Index: Quality of trade and transport-related infrastructure (worst 1–5 best)	2.2	2018	● ↓
The Times Higher Education Universities Ranking: Average score of top 3 universities (worst 0–100 best)	0.0	2020	● ●
Scientific and technical journal articles (per 1,000 population)	0.0	2018	● →
Expenditure on research and development (% of GDP)	0.0	2017	● ●
SDG10 – Reduced Inequalities			
Gini coefficient adjusted for top income	49.4	2016	● ●
SDG11 – Sustainable Cities and Communities			
Annual mean concentration of particulate matter of less than 2.5 microns in diameter (PM _{2.5}) (µg/m ³)	23.6	2017	● ↗
Access to improved water source, piped (% of urban population)	81.5	2017	● →
Satisfaction with public transport (%)	43.1	2019	● ↗
SDG12 – Responsible Consumption and Production			
Municipal solid waste (kg/capita/day)	1.1	2013	● ●
Electronic waste (kg/capita)	0.5	2016	● ●
Production-based SO ₂ emissions (kg/capita)	8.2	2012	● ●
SO ₂ emissions embodied in imports (kg/capita)	0.4	2012	● ●
Production-based nitrogen emissions (kg/capita)	5.3	2010	● ●
Nitrogen emissions embodied in imports (kg/capita)	0.4	2010	● ●
SDG13 – Climate Action			
Energy-related CO ₂ emissions (tCO ₂ /capita)	0.1	2017	● ↑
CO ₂ emissions embodied in imports (tCO ₂ /capita)	0.0	2015	● ↑
CO ₂ emissions embodied in fossil fuel exports (kg/capita)	0.8	2017	● ●
SDG14 – Life Below Water			
Mean area that is protected in marine sites important to biodiversity (%)	NA	NA	● ●
Ocean Health Index: Clean Waters score (worst 0–100 best)	NA	NA	● ●
Fish caught from overexploited or collapsed stocks (% of total catch)	NA	NA	● ●
Fish caught by trawling (%)	NA	NA	● ●
Marine biodiversity threats embodied in imports (per million population)	0.0	2018	● ●
SDG15 – Life on Land			
Mean area that is protected in terrestrial sites important to biodiversity (%)	83.4	2018	● ↑
Mean area that is protected in freshwater sites important to biodiversity (%)	44.7	2018	● →
Red List Index of species survival (worst 0–1 best)	0.8	2019	● →
Permanent deforestation (% of forest area, 5-year average)	1.0	2018	● ●
Terrestrial and freshwater biodiversity threats embodied in imports (per million population)	0.3	2018	● ●
SDG16 – Peace, Justice and Strong Institutions			
Homicides (per 100,000 population)	1.7	2012	● ●
Unsented detainees (% of prison population)	14.4	2018	● ↑
Percentage of population who feel safe walking alone at night in the city or area where they live (%)	47.3	2019	● ↗
Property Rights (worst 1–7 best)	4.2	2019	● ●
Birth registrations with civil authority (% of children under age 5)	5.6	2018	● ●
Corruption Perception Index (worst 0–100 best)	31	2019	● →
Children involved in child labor (% of population aged 5 to 14)	39.3	2016	● ●
Exports of major conventional weapons (TIV constant million USD per 100,000 population)	0.0	2019	● ●
Press Freedom Index (best 0–100 worst)	29.4	2019	● ↑
SDG17 – Partnerships for the Goals			
Government spending on health and education (% of GDP)	7.5	2016	● →
For high-income and all OECD DAC countries: International concessional public finance, including official development assistance (% of GNI)	NA	NA	● ●
Other countries: Government revenue excluding grants (% of GDP)	18.1	2018	● →
Corporate Tax Haven Score (best 0–100 worst)	0.0	2019	● ●



* Imputed data point

Ideas to stimulate engagement with the Global Goals (SDGs) and related issues

Education

Low-cost resources and training for preschool nursery volunteers (e.g. School in an Envelope: <https://www.ulemu.com/schoolinanenvelope>)

School development fund support

Library

Homework Clubs (including adult literacy)

Solar-powered lamps

Training on club formation and village action planning

Arts & Culture

Story-writing competitions

Art competitions

Bao Tournament

School tours from schools elsewhere in Zomba to the island

Folklore workshops and festivals (story-telling, writing-workshops, drama and dance performances))

Cinema

Inter-TA sports championships (e.g. football and netball)

Longitudinal photo study of house fronts

Making musical instruments

Traditional remedies

Science & Innovation

Toy Competitions

Invention challenges

Health

Support for Chisi Island clinic's public health communication campaigns



Global Goals/SDG Cinema



Support for treatment of children's skin infections and burns

Nutrition

Home-grown school feeding for nurseries and primary schools

Subsidised sale of fruit trees

Chisi Island cookery classes (nutritionally assessed)

Environment

Wildlife census

Solar-powered irrigation

Fuel-efficient stoves (linked to carbon credits)

Training on forestry management

Agriculture

Micro warehouse receipts system

E-commerce participation

Value-chain development (e.g. baobab, fruit drying)

Testing technologies to reduce post-harvest losses

Honey production and marketing

Fisheries

Support for a fish census

Business development

Village savings and loan schemes

Solar-powered phone charger and internet shop

Business development loans

Tourism

Day-trips on Lake Chilwa

School tours to Lake Chilwa

Overnight camping stays/Airbnb hosting (e.g. <https://www.airbnb.com/>)



Namakwaila Fishing Village, Chisi Island. The large reed banks around Chisi Island are harvested and used for roofing.



Vacant Volunteer Roles

Zipline Specialist

Stone mason (preferably with experience using gabion design)

Blockchain specialist/designer (preferably with an ability to really simplify things)

Windmill (to pump water) builder (preferably with experience using bamboo)

Early Childhood Development Specialist (preferably with experience in low-cost resources and training people with little to no previous experience)

Primary Education Specialist (preferably just like Ailbhe)

Secondary school teachers in Ireland (preferably with pupils who are considering career options based on their higher purpose and/or who are feeling futile in this crazy world)

Agronomist (preferably with a profile, depth of knowledge and passion similar to Stephen Carr)

Accountant (preferably with knowledge of Irish & Malawian systems)

Tree house builder (preferably with experience of baobab trees)

Carbon-credit exchange specialist

Playground architect and builder

App designer (preferably with experience in remote healthcare solutions)

Forestry management specialist

Nutritionist

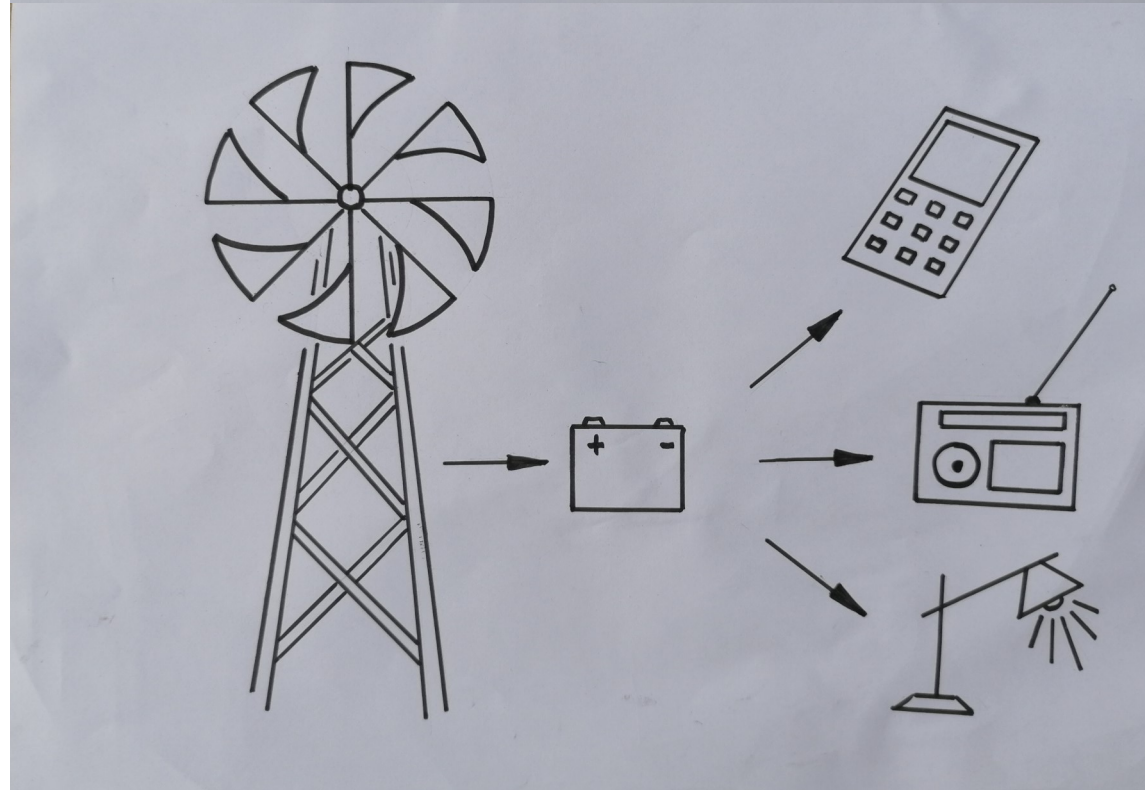
Chef (preferably with knowledge of offal, off-cut and and/or fresh-water snail specialities)

Sail boat builder and coach (preferably with Olympic experience and a good knowledge of shallow keel boats)

Row boat builder and coach (preferably with Olympic experience)

Toy competition organisers (preferably with links to the Late Late Toy Show)

Administrator (preferably someone who loves pulling details from multiple WhatsApp groups and turning them into simple excels and convincing powerpoints; a person who loves the little details, getting everything just right, and who knows how to herd cats with good humour)



Data manager (preferably able to read and digitise lists written on paper sent in grainy, low quality smartphone photos)

Website designer (preferably with the same profile and passion as Michelle Thomas)

Social media strategist and manager

Fashion brand manager (to help the 'Ragged Edge Clothing' line reach its full potential)

Translators (from English to Chichewa, Tumbuka, Chisena and Yao)

Video editor (preferably with an acceptance of multiple, pedantic, last-minute suggestions)

Letter writers (preferably fearlessly eloquent towards people in positions of influence)

Monetising personal data and photo consent innovator

Toy-makers and -designers (preferably with Lapland experience)

Fruit drying and processing specialist

Motorbike-powered boat builder

Truck-driver (up to 30 metric tons, articulated, from Nacala, Mozambique to Zomba, Malawi)

Musicians (preferably with experience making instruments)

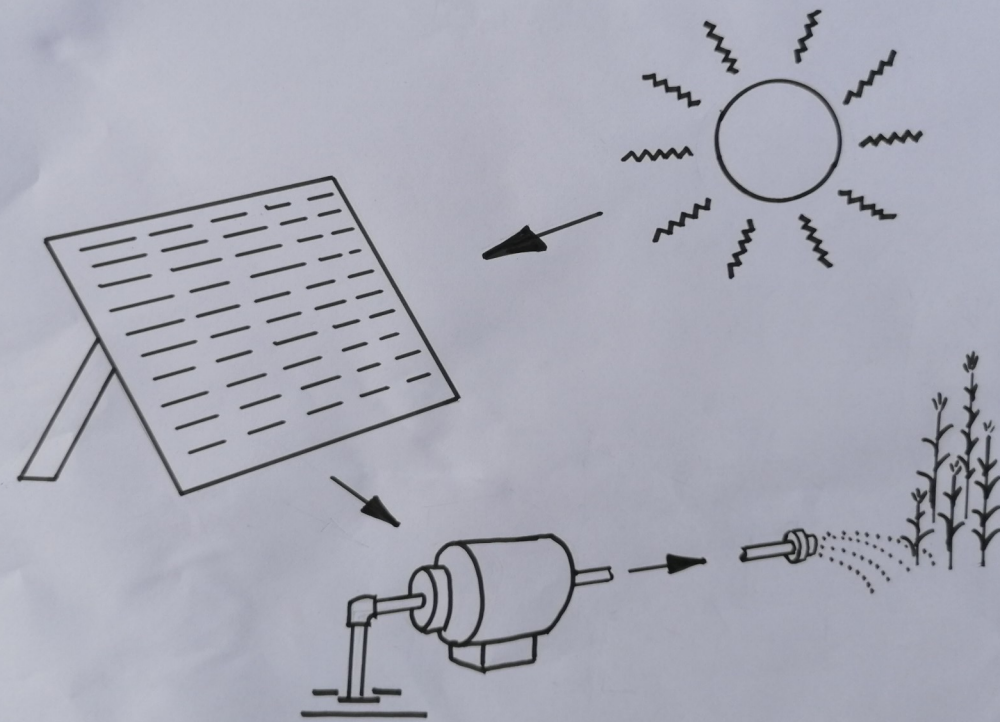
Logistics manager of Santa Clothes pilot

Micro-economics expert / Anthropologist

Business management specialist

Solar-powered systems specialist

Strategist (preferably with a love of whiskey-fueled discussions late into the night)





Start your search



Become a host



Camp (& make a difference) on Chisi Island

[Chisi Island, Southern Region, Malawi](#)

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[Show all photos](#)

Tent hosted by Evin

4 guests · 4 bedrooms · 0 beds · 2 baths



\$24 / night

Click [here](#) to book your trip to Chisi Island!

“Achieving the SDGs is the best opportunity to address socio-economic challenges in pursuit of our vision of inclusive wealth creation and self-reliance. (...) Malawi is focused on implementing those SDGs with multiplier effects on others in order to maximize scarce resources and stakeholder participation.”

H.E. Lazarus McCarthy Chakwera, President of the Republic of Malawi

“The 2030 Agenda places the goals of inclusion, empowerment and equality, and leaving no-one behind at the heart of our efforts”

Antonio Guterres, United Nations Secretary General

www.Ulemu.com

Contact: Evin Joyce, WhatsApp +265995058579; Ailbhe Joyce; Ulemu.com/contact

See also: www.LegoToLaois.com

