

A PRACTICAL GUIDE TO SCHOOL PARTNERSHIPS



Advice on starting, developing and sustaining a school partnership between Scotland and Malawi

A Practical Guide to School Partnerships

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INTRODUCTION: AN SMP PRACTICAL GUIDE TO SCHOOL PARTNERSHIPS

Welcome to the third edition of the Scotland Malawi Partnership's Practical Guide to School Partnerships! This guide contains the information you will need to start a partnership with a Malawian school and ensure it is sustainable and integrated into your school life.

School partnerships are an ideal way to enhance the global curriculum, by offering pupils an interactive dimension to their study of global citizenship issues. By partnering with a Malawian school you will continue to build on the historic, cultural, social and political ties between our two countries that have existed for over 150 years. Moreover, you will be supported along the way by the many other Scottish schools and organisations that already have partners and projects in Malawi, and be able to tap into collective learning through the Scotland Malawi Partnership.

This guide outlines the key steps towards establishing an effective school partnership:

- "Starting a link"
- "Developing a link"
- "Sustaining a link"

The Scotland Malawi Partnership (SMP) is the national umbrella organisation which exists to inspire the people and organisations of Scotland to be involved with Malawi in an informed, coordinated and effective way to the benefit of both nations.

The Partnership provides a forum where ideas, activities and information can be shared on our website, through our online mapping tool and our regular forums, training events and stakeholder meetings.



We also publish good practice guides, such as this, to harness the expertise of its members on key issues. By creating a single space for all the organisations and individuals in Scotland currently engaged with Malawi to come together, we help reduce duplication of effort, add value to Scotland's historic civil society relationship with Malawi, and contribute towards poverty alleviation in Malawi.

The SMP has over 600 member organisations and individuals, all of whom have their own Malawi work or connections. For more information on the background to the partnership visit www.scotland-malawipartnership.org.

The SMP has a sister organisation in Malawi, the Malawi Scotland Partnership (MaSP). It is entirely Malawi-owned and Malawi-led, existing to support Malawian organisations and individuals with links to Scotland. We hope, in the not too distant future, each of the 160+ Malawian schools partnered to Scottish schools will be an active and leading part of this network. Through this model we hope to offer effective support and coordination through equal and dignified partnership

School partnerships are both the lifeblood and the future of the Scotland-Malawi bilateral relationship. We hope you find this guide helpful in supporting your school, and your partner in Malawi, develop a strong, mutually beneficial and rewarding school partnership.

A. STARTING A LINK

Starting up a school link can feel a rather daunting task but broken down into some practical steps it is absolutely achievable.

Step 1: Why Start a Link?

It's vital at the beginning of any new initiative to ask the question "why?" It's important a link is not created for the sake of it. Spending some time thinking about the "why" will really help later on as you began to plan the "how" and "what." It'll also give you a good answer for those in your school or community who might need a bit of convincing about why they should get involved.

There are a number of studies that celebrate the myriad two-way educational benefits which stem from school linking. Here are a few reasons why you might want to start up a school link:

The Department for International Development notes¹ that school linking:

- enhances the general ethos and well-being of an entire school;
- helps young people become global citizens;
- enhances teaching and learning;
- enables a better understanding of issues and themes that affect us all;
- brings together learners, teachers, support staff, head teachers, parents and school governors;
- contributes to a more motivating, meaningful and empowering learning experience;
- promotes equality and reciprocity;
- encourages active and positive community involvement; and
- supports the personal and professional development of staff

Oxfam notes² that school partnerships:



¹ www.dfid.gov.uk/get-involved/in-your-school/global-school-partnerships/about-gsp/what-are-the-benefits/

² www.oxfam.org.uk/education/teachersupport/cpd/partnerships/files/oxfam_gc_guide_building_successful_school_partnerships.pdf

- Generate enthusiasm and motivation for learning;
- Cultivate an openness to new thinking and ideas;
- Inspire a desire for positive change, locally and globally; and
- Develop pupils':
 - self-awareness;
 - respect for others;
 - skills of enquiry and critical thinking;
 - ability to communicate in different ways and settings;
 - appreciation of diversity;
 - sense of injustice and commitment to tackling it; and
 - understanding of how the local and global are connected.

Education Scotland points out³:

“International education helps to prepare young people for life and active participation in a global multicultural society, by developing in them a knowledge and understanding of the world and Scotland's place in it. The Curriculum for Excellence specifically refers to young people 'developing a knowledge and understanding of the world and Scotland's place in it'. International education can play a meaningful role in achieving all four strands.

“The Scottish Government recognises that international education can significantly improve the classroom experiences for children and young people.”

Mike Russell, Scottish Government Cabinet Secretary for Education and Lifelong Learning, has noted⁴:

“In order for Scotland and its people to succeed and flourish in the globalised 21st century that we live in, we must all become and live as global citizens.”

Step 2: Get a bit of Background

At this initial explorative stage you might find it useful to have a read through Appendix 1 at the end of the guide, which gives a brief introduction to Malawi's history, education system and links with Scotland.

It's good when starting and developing a school partnership to try and ensure both sides have a basic understanding of each of your contexts – culturally, socially and economically. Mutual understanding and mutual respect are the bedrock of a strong partnership.



Step 3: Create a Partnership

³www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/about/internationaleducation/index.asp

⁴ Mike Russell, Cabinet Secretary for Education and Lifelong Learning, Scottish Parliament on 4 March 2010

Working Group

Once you've decided you want to set up a partnership it would be a good idea to create a partnership working group. The group could include teachers, additional school staff, parents, pupils or key members of the community. This group will determine and monitor the objectives and activities of the partnership. Practically, it might be helpful to identify a coordinator in the group who will help keep the group on track.

Linking should have a clear purpose, not just be for the sake of having a school partnership - and that purpose should benefit both sides of the partnership. Having a group involved in the development of the partnership can help the link from becoming too reliant on just one individual, and give it much greater sustainability.

Step 4: The Principles of Partnership

At the heart of a good partnership are the values of equality, mutuality and reciprocity. Partnership is not about simply providing material aid to another school; it's about creating a *relationship* between schools which enables pupils at both sides to develop a more critical understanding of the lives of their partner pupils. Successful partnerships need not involve fundraising or material aid but can instead focus on enhancing the skills of partner pupils and teachers through joint pupil enterprise projects or the professional development of teachers.

We recognize that even with the strong intention of developing a partnership based solely on educational and developmental outcomes, it's often impossible to ignore the radical inequalities that exist between the two sides of partnership. While remarkably resilient, too many Malawians live in a state of abject poverty. In this context, it is not uncommon to receive requests for material assistance from your Malawian partner.

We recommend that fund-raising and material aid are not the *reason* for a school partnership.

If a project *is* undertaken, we recommend this is done itself as a partnership - one which supports clear learning and teaching outcomes (for example, improving school buildings or developing educational resources). The educational impact of any potential fundraising or aid projects should be considered before embarking on any joint work. Partner schools must be careful that money does not become the primary goal of a partnership otherwise the relationship can become distorted, as well as making mutual learning goals more difficult to achieve.

Step 5: Find a partner

Now it gets really exciting! When deciding to find a partner for your school, don't just rely on one person. It's really important to use your partnership working group of several members of staff, parents or pupils. Together you can explore ideas and decide which model of linking would best suit your school and your purpose.

Seek advice from teachers at other schools that have gone through this process (use the [SMP Member Database](#) to find schools already involved in Malawi partnerships in your local area). There are various ways to find a partner school, including:



A "Schools Online" training workshop organised by the British Council at Beehive, Blantyre. June 2012. Credit: Kondwani Happy, Minga Community Day Secondary School

- **Connection:** Local schools with existing partnerships often know of another school close to their Malawian partner looking for a link. There might be individuals in your community involved in Malawian links, such as healthcare projects or church partnerships, who can assist you in identifying a school. By creating a cluster of links in your community, they are more likely to be sustainable and successful.
- **Selection:** Find a partner school through the British Council's "Schools Online" which offers opportunities in international programmes and activities to its registered schools: www.britishcouncil.org/schoolsonline. Schools register with the British Council to link up with other schools worldwide (including Malawi) for both short-term and long-term shared learning and collaboration. It is quick and easy to register your school. The details you give will be seen by potential partner schools and teachers will contact you by email. Additionally, once you have registered, you will be able to access potential further support in your search for a Malawian partner school by contacting the team at: schools@britishcouncil.org

Step 6: Partnership Agreement

Once you have a partner school it is advisable to make contact and suggest developing a “partnership agreement”. This is a document set out by both schools, after discussion of the objectives of the partnership, which outlines the activities in which the schools might engage (such as letter writing, joint enterprise or joint projects). It should also include a realistic schedule and timescale, what means of communication will be used, what roles and responsibilities the teachers will have and how outcomes might be measured.

The British Council has put together a checklist for formalising your partnership, available here: <http://schoolsonline.britishcouncil.org/partner-with-a-school/establishing-your-link/partnership-agreement>

The UK One World Linking Association have also developed resources to help you create a partnership agreement available here: www.ukowla.org.uk/

You can also download an example partnership agreement from an SMP member school. Stenhouse Primary School, available here: www.scotland-malawipartnership.org/documents/55-StenhousePrimary-EmbangweniPartnershipAgreement.pdf

Partnerships are more likely to succeed where there is a clear agreement between the partners as to the purpose of the relationship, the principles at the heart of it and the direction in which it will develop. It is vital that the purpose of the partnership is defined by both sides of the partnership. Both parties might want to reflect on the following questions:

- What is the benefit to this school partnership for your school?
- What might be some challenges?
- What values and principles do we share?
- Where are there areas of joint interest?
- How much time and energy can I give?
- What responsibilities will each partner share?

By having this conversation at the start both parties should have realistic expectations of what the partnership is about.

Teachers participating in the “Schools Online” training workshop organised by the British Council in June 2012. Credit: Happy Kondwani, Minga Community Day Secondary School.



Step 7: Join the Scotland Malawi Partnership

Become a member of the SMP and register your link on the SMP Database. Membership for schools is absolutely free. More than 200 of the Scotland Malawi Partnership's 620 members are Scottish primary and secondary schools. To date, the SMP has supported these links by:

1. Offering advice about how to set up a school partnership. For example, through this guide.
2. Disseminating information through [weekly bulletins](#) and regular email updates.
3. Promoting best practice. For example, through the [Education and International Development: an exploration of good practice](#) national conference in April 2012⁵.
4. Supporting networking and information sharing through 20 to 30 events, conferences, forums, training opportunities and stakeholder meetings a year, including a dedicated **Primary and Secondary School Members' Forum** which meets quarterly to discuss key issues relevant to education linking, and explore best practice and areas of joint working.
5. Raising awareness of existing school partnerships in order to support the sharing of experience and reduce the duplication of effort⁶.
6. Signposting to other organisations which offer practical and financial support for school linking

To join the SMP as a member you can download a simple application form at: <http://www.scotland-malawipartnership.org/membership.html>

In 2011, the Scotland Malawi Partnership introduced a youth membership category. This category is free to join, and available to all young people between 14 and 24 years old. For further information visit <http://www.scotland-malawipartnership.org/membership.html>

Step 8: Tell Everybody!

Inform your colleagues, the pupils, your local authority, your community and most importantly, contact the Primary Education Advisor (PEAs) and District Education Managers (DEMs) who work with your Malawian partner. As the PEAs and DEMs are responsible for their schools, it is not only polite to introduce yourself and your school to them but can be a vital way to connect to the wider community of your partner school and find out about existing projects in the area.

⁵ www.tinyurl.com/edbestpractice

⁶ www.tinyurl.com/SMPschoollinks

It might also be a good idea to contact the Education Division offices in your nearest regional centre, Blantyre, Lilongwe or Mzuzu. They will be able to provide guidance on activities taking place in the secondary schools in your partner schools area.

You could host an event or series of events to launch the partnership, raising awareness throughout the school and community and highlighting the projects the school will be embarking on.



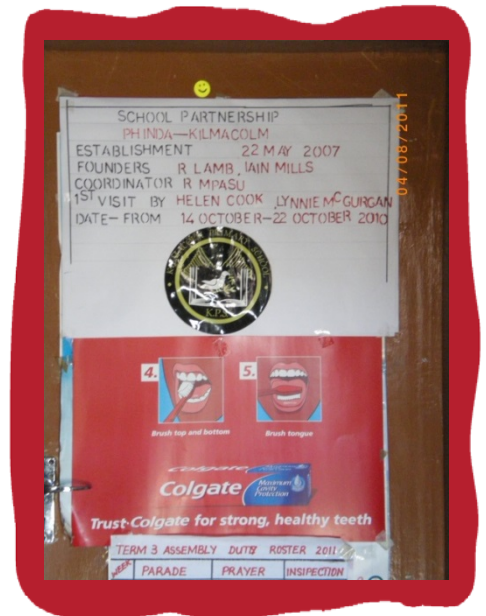
B. DEVELOPING A LINK

Step 9: Communication

Communicating with your school in Malawi may be difficult, but it is key to developing your link. Schools that benefit most from a partnership are often rural and thus email access is likely to be impossible. Many schools communicate by post and have letter-writing schemes for their pupils. When sending letters, it can enable your partner school to send a reply more easily if you include spare sheets of paper and stamped address envelopes (you can buy universal stamps which are accepted by the Malawian postal system).

Some partners communicate by text message as many Malawian teachers now have a mobile phone. Some Scottish schools have provided mobile phones and phone credit to their Malawian counterparts, however this would require thorough agreement as to terms of use.

For any mode of communication it might take a while for a reply – teachers, both in Scotland and Malawi, are always very busy.



Step 10: Become part of a network

Partnerships succeed where involvement goes beyond one teacher or one class. Where all classes, or several schools, or the wider community is involved, partnerships are certain to be more sustainable. Linking Malawian and Scottish school clusters has been successful in strengthening bonds both internationally and locally. Setting up a group within your community can serve as a point for teachers to gain advice about starting a partnership, a forum for new ideas and an opportunity for projects or trips to be co-ordinated.

It would also be a good idea to encourage your Malawian partner to join the Malawi Scotland Partnership (MaSP). MaSP exists to inspire the people and organisations of Malawi to be involved with Scotland in an informed, coordinated and effective way for the benefit of both nations. It is a non-governmental, independent, charitable membership organisation. The Scottish Government has provided three year funding for MaSP to establish a small secretariat in Lilongwe to offer its members support and advice through: advocacy, capacity building and coordination.

By creating a coordinating hub for Malawian organisations linked with Scotland, MaSP will help reduce duplication of effort, and increase sharing of relevant skills and experience. Full details of the MaSP's three-year plan are publically available at: www.tinyurl.com/MaSP2012-15

MaSP is entirely Malawi-owned and Malawi-led, with its own Board of Directors elected from its membership.

In June 2012 the MaSP Board was elected from those who attended the first MaSP AGM. Since then the Board has been managing the development of the MaSP Secretariat, currently based in Kamuzu College of Nursing, Lilongwe.

The MaSP Secretariat includes:

Happy Edward Makala, National Coordinator: hmakala@malawiscotlandpartnership.org

Clement Masangano, Programme Officer: cmasangano@malawiscotlandpartnership.org

For more information about MaSP and your partner school joining, visit their Facebook page at: <http://tinyurl.com/fbMaSP>.

Step 11: Embedding in the Curriculum

Possibilities are endless, particularly given the importance attributed to global citizenship, active learning and the flexibility factor within the Scottish "Curriculum for Excellence". By focusing on the educational benefits of your partnership, the relationship between schools is more egalitarian and therefore more likely to endure. Interdisciplinary Projects and the Health and Well-Being curriculum lend themselves admirably to comparative studies such as lifestyle, cultural practices, sustainability, and governance.



The British Council's "Global Citizenship Guide" gives some helpful ideas on what themes can be explored and developed through joint projects embedded in (and relevant to) the curricula of both schools. The Guide can be found at <http://tinyurl.com/kuwxbrm>

Many schools are in the process of developing such programmes of study using interactive and collaborative approaches. As previously mentioned, schools often celebrate the rich diversity and culture of partner schools by organising events such as an Africa or Malawi Week.

The wide range of interesting events that take place presents learning as fun for staff and pupils alike.

Step 12: Fundraising

Fundraising is an important, but not central, element to school partnerships. Helen Wright, a teacher at Lockerbie Academy, explains how their school has approached fundraising.

"With a staff group of 14 and over 40 Fifth and Sixth Years involved this session, each year our African Link Committee aim to have at least one fundraiser per term with the focus always on how to improve teaching and learning within the two schools."



"We have an annual community coffee morning in November in Lockerbie Town Hall as well as varying events such as a Criffell Climb, a Sponsored 24 hour Fast, a Meal or No Meal Event based on the popular game show Deal or No Deal, an Evening of Drumming and Malawian Fayre, a whole school sponsored walk, with one of our most successful events being a Malawian Karnaval."

"This involved the whole school visiting the assembly hall in years groups, on a period by period rota where they could buy cakes and candy, pin the tail on the elephant, throw hoops round wild toy animals, have their face painted, hair braided or nails done, try their skills at limbo dancing and guess the birthday of the elephant. On display were photos and information about our link with Thawale and Malawi. Manning the various stalls were seniors on the committee sporting their African Link t-shirts."

"It was great fun, required only a little preparation, and raised over £1000 which was put towards our target that year of installing Solar Connect through Link Community Development. Some of the other projects we have supported are; the building of a Mary's Meals feeding station (£7000), Books for Schools (£1000), Solar Connect (£4000) and our current focus stemmed from a request from Thawale's Mothers Group who suggested that we raised money for school uniforms especially for girls, who often miss out on education through no fault of their own. So far we have raised £707 from our Meal or No Meal event held during October this year. Our local community is always very supportive with fundraising events with local businesses and people in the area keen to donate and give of their time and energy."



Step 13: Reciprocal Visits

Reciprocal visits with your partner school can greatly strengthen understanding within a partnership and also aid the personal development of both teachers and pupils. However, it is important that both schools prepare for the visit in advance. Plans and objectives for the visit should be exchanged in order to consider what each school hopes to gain.

Visiting teachers can ask learners to prepare materials to take with them, such as questions they would like to ask learners in their partner school. It is also useful to ask colleagues what information they would like you to collect and in what form. A successful visit can build effective working relationships and lay the foundations for long-term, joint global education work. However it is also helpful to reflect on the cost-benefit of the visit, and consider whether a fundraising effort for your partner school might also benefit your partner school, and their pupils, more than a visit.

The British Council will be starting Connecting Classrooms 3 in September 2015 which will include support for reciprocal visits. Keep an eye on www.schoolsonline.britishcouncil.org for updates. You can also sign up for alerts by here: <https://schoolsonline.britishcouncil.org/sign-up-to-schools-online-news>

If you choose to organise a visit to your partner school, our 'Practical Guide for Scots going to Work or Volunteer in Malawi' can be a useful resource. It contains a section about the practicalities of visiting, such as visas and money, as well as important advice regarding health issues, including malaria and schistosomiasis. It also contains information on cultural traditions, and even a quick guide to Chichewa and Chitumbuka. This can be downloaded from the SMP's website from the 'Scotland Malawi Partnership Publications' section: www.scotland-malawipartnership.org/documents-and-media.

Step 14: Get the community involved

Getting the whole community involved in your partnership is a really effective way of sharing ownership of your link, and guaranteeing the sustainability of such a link. A good way to do this is to plan engagement events. Perhaps host an open day at your school where parents, local councilors, your MP, etc come along and hear about what your pupils have been learning about Malawi.

Picture: Member of Parliament, Honourable Lowe, addressing a meeting of community leaders and some members of staff at the start of a school building project.

In Malawi, as in Scotland, the school is at the heart of the community, and therefore it is of interest to community representatives to take interest and support school initiatives, such as school partnerships.



(Credit: Happy Kondwani, Minga Community Day Secondary School)

C. SUSTAINING A LINK

Once your link is up and running there are a number of tools you use to ensure the sustainability and quality of your partnership. Unlike in the early stages, this is less a step-by-step process but more a menu of options from which you can choose, depending on the needs of those involved in your partnership.

Staff involvement

Get your senior management involved and encourage the partnership to be included in school development plans. This can help in ensuring the longevity of your partnership.

Funding

It is important to manage expectations with your partner about whose responsibility, if anyone's, it will be to raise funds for your partnership.

If you do decide to raise funds you should discuss openly how much money will be raised, what it will be used for, how money will be transferred, if you will need to report back on how money is spent, how often you'll run events, etc. Transparency and clear communication are key if you're going to include a financial giving aspect to your partnership.

Critical thinking

It will be important for both sides of the link to keep reviewing your partnership against your partnership agreement. Don't be afraid to ask the difficult questions, and be prepared to have them asked of you.

Monitoring and Evaluation

It might sound a bit over the top to have "monitoring and evaluation" of your school partnership. However as with all activities if you want to see them strengthen and develop, you have to figure out what's working well, and what might need changing, or stopped altogether. There are ways of monitoring and evaluating your partnership that might not be as onerous as it sounds!

A good place to start is reflecting on your partnership agreement annually. This should be done by both schools, and then your reflections compared. You might you might want to discuss with your partner school as a way of measuring the “success” of your link:

- Pupil benefits
- Teacher benefits
- Community benefits
- Reviewing your objectives in your partnership agreement annually

Professional development

Make use of CPD opportunities through the British Council and Development Education Centres across Scotland.

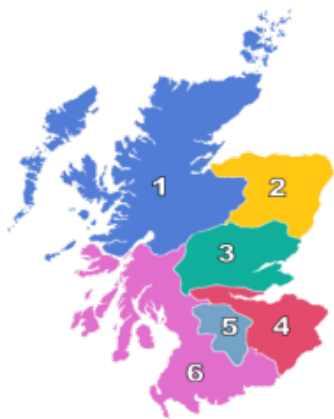
The British Council’s CPD

The British Council’s Connecting Classrooms Professional Development courses support teachers in developing their international and partnership work. They explore a variety of themes including: Intercultural practice, Global Citizenship and Developing Effective and Equitable Partnerships.

Face-to-face courses are available in the UK and in Malawi: <http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms/PD-courses>

The online courses accessible from anywhere in the world: <https://connectingclassrooms-learning.britishcouncil.org/>

Development Education Centre’s CPD



The DECs offer a range of CPD courses exploring global citizenship, sustainable development and associated themes and linking these with the curriculum. The courses are available for individual teachers and/or can be brought to a school or cluster for input to all staff; a range of resources is available from their teaching libraries. DECs also encourage teachers actively involved in school partnerships to think about “Professional recognition.” This allows registered teachers to focus their CPD in particular areas of interest, and gain recognition for enhancing their knowledge and experience.

In order to achieve or gain professional recognition teachers need to demonstrate their professional knowledge and understanding in four key areas:

- Subject/ Curriculum
- Professional knowledge
- Professional skills and abilities
- Reflecting, reporting and sharing

Education for Global Citizenship is one of the key areas in which teachers can apply for professional recognition.

DEC Contact details

Name	DEC	City	Email
Sally Romilly	One World Centre Dundee	Dundee	sally@oneworldcentre.org.uk
Susan McIntosh	ScotDec	Edinburgh	susan@scotdec.org.uk
Susan Jenkins	Montgomery DEC Aberdeen	Aberdeen	montgomerydec@btconnect.com
Lynn Baxendale	West of Scotland DEC	Glasgow	lynn.wosdec@btconnect.com
Diana Ellis	West of Scotland DEC	Glasgow	diana.wosdec@btconnect.com
Pauline Eadie	Global Education Centre	Coatbridge	pauline@confortiinstitute.org
Michael Canning	Global Education Centre	Coatbridge	michael@confortiinstitute.org
Catriona Willis	Highland One World Group	Dingwall	catriona.willis@highlandoneworld.org.uk

D. SCHOOL PARTNERSHIPS DIRECTORY

This directory and will signpost you to other organisations and resources that can help develop and sustain your school partnership with Malawi.

Organisations



The British Council

“Schools Online”: online portal providing international opportunities and resources for schools including partner finding and collaboration platforms. www.britishcouncil.org/schoolsonline

“Connecting Classrooms”: global education programme which offers funding, support and resources for school partnerships, professional development for teachers, and an accreditation scheme for recognition of schools’ international work. www.britishcouncil.org/connectingclassrooms



Education Scotland

National body supporting quality and improvement in **Scottish education**. The website has some good resources on global citizenship, which brings together education for citizenship, international education and sustainable development education and recognises the common outcomes and principles of these three areas.

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/index.asp>



IDEAS

The International Development Education Association of Scotland (IDEAS) is a network of organisations and individuals involved in Development Education and Education for Global Citizenship across Scotland.

There are six Development Education Centres (DECs) in Scotland all offering a variety of support services. For information on the DEC closest to you visit: http://www.ideas-forum.org.uk/resource_centres or use the web links for each DEC in the CPD section of this document.



Classrooms for Malawi

Classrooms for Malawi (CfM) is made up entirely of volunteers who all share a passion for Malawi and the belief that the opportunity of an education can provide a sustainable route out of poverty for the children of Malawi and other developing nations.

CfM are committed to working with local communities to improve the environment in which their children are taught. They have a number of speakers with experience of Malawi and education available to visit schools to present at assemblies or to work with individual classes. Their input can be tailored to suit your particular theme/topic to align with aspects of Global Citizenship and Curriculum for Excellence.

Classrooms for Malawi are also working with a number of schools:

- to identify a partner school and assisting them to develop and grow their partnership
- advising schools re the planning of a school trip to Malawi
- Advising and facilitating schools participation in community build projects at partner schools

For more information please visit www.classroomsformalawi.org or email tony.begley@classroomsformalawi.org



Responsible Safari Company

Responsible Safari Company is an ethical Malawian based company specialising in Educational travel to Malawi.

Responsible Safari Company have years of experience arranging school trips to Malawi, trips which include personalised itineraries designed to suit each individual school and to fit with their purpose for travel, whether educational, adventure or both.

RSC can arrange for you to visit your partner school. They also offer schools the opportunity to participate in one of their community based projects.

For further information visit www.responsiblesafaricompany.com or email tony@responsiblesafaricompany.com



Local Education Authorities

Your Education or Quality Improvement Officer will be able to inform you about partnerships and local activities pertaining to implementing the global dimension in the curriculum



Link Community Development (LCD)

Link Community Development Scotland was established in 2006 and shares the Link Community Development mission to promote access to quality education in rural communities in sub-Saharan Africa. "Passport to Education" was launched in September 2012, and engages with schools via new platforms and projects. The challenge is to improve the quality of teaching and learning that children receive in the classroom in sub-Saharan Africa. Passport to Education takes you on a fundraising journey to help you to do just that. LCD's priority is to deliver a sustainable, high quality Development Education programme which offers real value to schools while enabling them to take action to improve education in Africa. For more information visit: <http://www.lcdinternational.org/passport-education>



Scotland Malawi Partnership

You can join as a School member for free and will receive our newsletter, details of our events and much more. www.scotland-malawipartnership.org/membership.html

NIDOS (Network of International Development Organisations in Scotland)



NIDOS is a network of international development organisations based in Scotland. They work to improve the contributions of Scottish organisations to poverty reduction worldwide. www.nidos.org.uk



Sustainable Development Education Network

Sustainable Development Education Network

A Scottish network organisation with two branches: an 'Action Network' and a 'Policy Network.' Focus is placed upon environmental, development, citizenship, global and outdoor education. www.sdenetwork.org



Just Trading Scotland

Just Trading Scotland imports fairly traded foods and crafts from Africa. It shall soon be launching an Education Pack which will give teachers ideas on how to support Fair Trade products within their school. Just Trading has already also devised a 90kg rice challenge pack - that is what it takes to send a child to secondary school in Malawi. The pack includes posters, leaflets, fact sheets and a power point presentation. <http://www.justtradingscotland.co.uk/>

Resources



"Our partnership journey" is the Connecting Classroom's PD online course specifically devoted to building meaningful and equitable partnerships. The course material includes reflective activities, academic readings, research documents, video content and much more. It is free, takes 2-6 hours to complete, and is accessible from anywhere in the world. <https://connectingclassrooms-learning.britishcouncil.org/>



"Building Successful School Partnerships" includes lots of information for establishing and maintaining school partnerships, www.oxfam.org.uk/education/teachersupport/cpd/partnerships

"Education for Global Citizenship: A Guide for Schools" – is also available to download from www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

"Practical Guide to volunteering/working in Malawi"

Available to download from our website at: www.scotland-malawipartnership.org/documents-and-media.html?categoryid=30



"Scotland Malawi Partnership's Guide to Shipping Goods"

Available to download from our website: www.scotland-malawipartnership.org/documents/30-ShippingBestPracticeGuidev4updated270411.pdf



Provides advice on linking at: www.ukowla.org.uk/



A website providing development and human rights education resources maintained by a group of organisations based in Ireland. Check out the 'Links and Resources' tab. It also has a wealth of resources for secondary school and university level. www.developmenteducation.ie



A very thorough and straightforward website, providing hundreds of resources divided by 'Topic,' 'Curriculum Subject,' 'Age Range,' 'Whole School Resources,' and 'Publisher.' www.globaldimension.org.uk



A website of global citizenship resources designed for Scottish schools and linked to Curriculum for Excellence including school linking; topics such as water, farming, rights and lots more. Resources can be searched for on theme, age level and country. Resources can be borrowed from the Scottish development education centres or bought. www.seedsforlearning.org.uk



The **"Failte Malawi"** resource pack encourages primary school teachers and their pupils to explore the links and commonalities that are shared between Scotland and Malawi. With a focus on children's rights, the pack covers four topics; water, food and farming, houses and homes, toys and play. By exploring how these key needs are met in Malawi, pupils learn more about themselves and their own communities. www.scotdec.org.uk/resource/16

A network of teachers and educators based in the West Midlands, with a whole range of resources and publications



available. <http://www.tidec.org/resources>



The Link Community Development report **“School linking – where next? Partnership models between schools in Europe and Africa”** is really helpful for outlining the benefits of school links: www.lcdinternational.org/sites/lcdinternational.org/files/user-uploads/final_independent_evaluation_report.pdf

Awards



The British Council International School Award

This award is given to schools that actively incorporate the international dimension into the curriculum. Any school can apply.

Details of criteria and the application process can be found on the British Council’s website at: www.britishcouncil.org/isa.



The UNICEF Rights Respecting School Award

The Rights Respecting Schools Award is a great way to add focus to a partnership. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils.

For more information visit : www.unicef.org.uk/rrsa

E. APPENDIX 1: BACKGROUND ON THE EDUCATION SYSTEM IN MALAWI

a) Fast Facts on the “Warm Heart of Africa”

Population: 14.9 million (est. 2010)

Ethnic Groups: Chewa, Nyanja, Tumbuka, Yao, Lomwe, Sena, Tonga, Ngoni, Ngonde

Official Languages: English and Chichewa

Religions: Christian (80%), Muslim (13%), Other (3%)

Independence from the UK: July 6, 1964

Capital city: Lilongwe

Head of State and Government: President Dr Peter Mutharika

GDP: \$5.3 billion (2010)

GNI Per Capita: \$348.5 (2010)

For further statistics on Malawi visit www.data.un.org/CountryProfile.aspx?crName=MALAWI

Malawi is a relatively small landlocked country in south-east Africa at the southern end of the East African Rift Valley. It borders Tanzania in the north, Zambia to the west and Mozambique to the east and south.

Source: www.data.un.org



It is around 50% larger than Scotland, with a fifth of the country taken up by Lake Malawi, the 10th largest lake in the world. The climate is subtropical, with a rainy season lasting from December to March and a dry season from March to December.

b) A Brief History

When David Livingstone reached Lake Malawi in 1859, the region was divided into areas controlled by a variety of tribes and the slave trade was flourishing. Livingstone sought to end the slave trade through ‘Christianity, Commerce and Civilisation’. Many missionaries and traders soon followed; arguably the most influential being Dr Robert Laws. Dr Laws was a Scottish missionary who was instrumental in the establishment of mission stations, the most famous located at Livingstonia in the north which included educational and training opportunities in a variety of vocational skills, and a school which trained teachers, medical assistants and theology students⁷. The good education which the students received from Scottish missionaries opened up great employment opportunities, both within in Malawi, and

⁷ McCracken, J, (2012), “History of Malawi, 1859-1966, p. 108

beyond. However typically this was to the advantage of male students. What education women and girls did receive was generally domestic, for example training in dress-making and washing.⁸

The Scottish missionaries and traders were also instrumental in persuading the reluctant British Government to declare the area as a Protectorate and then a Colony in 1891. The Scottish Missions, Blantyre in particular, had a robustly critical relationship with the British colonial administration as it came into effect during the 1890s.⁹ On the crucial inter-linked issues of land, labour and taxation, the Blantyre missionaries consistently took the side of African communities as they faced the pressure of the colonial regime on these fronts. As a settler dominated economy and an accompanying racist ideology came to hold sway, the Missions stood for African advancement and for appreciation of the positive qualities of African life and culture. The primary instrument through which they worked was the vast network of schools that they developed. Through the schools they cultivated the values which implicitly challenged racism and colonialism, and educated the Malawians who in due course would form the nationalist movement which led the country to independence. Though it must be acknowledged that the Scottish missionaries, particularly after the First World War, were by no means free from the prevailing racist assumptions of their day, nonetheless they entered into a sympathetic understanding of African life and community. Fluent in indigenous languages, they formed friendships that proved to be deep and enduring. From an early stage they also invited promising African leaders to spend time in Scotland, further cementing the distinctive connection between the two peoples.¹⁰

A growing number of families and communities, in both Nyasaland and Scotland, became aware of one another and of the particular history that united them. This came into focus when Nyasaland faced its political nemesis in 1953 when it was incorporated, against the clearly expressed wishes of its entire African population, into the racist Federation of Rhodesia and Nyasaland. The British Government took the view that this new arrangement would be economically beneficial and that the African population would eventually come to recognise its advantages. It was only in Scotland that there was significant resistance as the many personal connections brought it home to people how strong was the African resistance to the Federation.¹¹ When the nationalist movement revived over the next few years to defeat the Federation and pave the way for independence, Scots were prominent among its members and supporters, with one – Colin Cameron – becoming the only European to be appointed to the Cabinet when self-government was achieved.¹²

Malawi achieved independence in 1964 with Dr Hastings Kamuzu Banda, a European-trained GP, as the first head of state. His autocratic style of government led to increasing domestic dissatisfaction, though his pro-Western stance during the Cold War ensured international support. In 1993 Dr Banda, aged 90 and under domestic and donor pressure, agreed to a referendum in which a multi-party democracy was voted for. The new constitution brought with it human rights safeguards designed to draw to a close the abuses of the Banda era.

Bakili Muluzi was elected as the first multi-party president in 1994. Following Muluzi's tenure, President Bingu wa Mutharika's was elected for his first term. Between 2004-2009 Malawi was positioned as one

⁸ McCracken, J, (2012), "History of Malawi, 1859-1966, p. 113

⁹ See Andrew C. Ross, *Blantyre Mission and the Making of Modern Malawi*, Blantyre: CLAIM, 1996, pp. 105-42.

¹⁰ See Kenneth R. Ross, *Malawi and Scotland: Together in the Talking Place since 1859*, Mzuzu: Mzuni Press, 2013, pp. 95-135.

¹¹ See *ibid.*, pp. 136-55.

¹² *Ibid.*, pp. 172-74.

of the fastest growing economies on the African continent. The success of the Agricultural Input Subsidy Programme in stabilising food security benefited many of Malawi's subsistence farmers and inspired broad national support for the President, and secured his re-election. However in President Mutharika's second term the country was hit by a series of political and economic setbacks largely associated with a more autocratic system of rule. These included: the passing of a series of controversial bills advancing censorship and centralising government powers; an academic impasse which closed Malawi's universities for much of 2011; the further postponement of local government elections, already six years overdue; the expulsion of the British High Commissioner; 19 fatalities resulting from the police response to public demonstrations in July; continued intimidation of civic society; fuel and FOREX scarcity and high rates of inflation.

Very suddenly in April 2012 President Mutharika suffered a cardiac arrest and died. He was succeeded by Vice-President Joyce Banda, according to protocol laid out in the Malawian Constitution. Malawi's next elections were held in May in 2014 where Dr Peter Mutharika was elected President.

It is estimated that 198,000 Malawians are actively involved in civil society links with Scotland each year, and that 2 million Malawians benefit from these links annually. Supporting these 2 million Malawians to continue to develop civil society partnerships with Scotland remains as important as ever; sharing experience, knowledge and expertise to the benefit of both nations.

For more information on the history of Malawi we recommend:

- "Malawi and Scotland: Together in the Talking Place since 1859" by Rev Prof Kenneth Ross. 240 pages.
- "A History of Malawi: 1859-1966" by Prof John McCracken. 485 pages.

c) A timeline of The Education System in Malawi

1875 – "Western Education" first introduced by Free Church of Scotland Missionaries

1926 - The Department for Education in the Colonial Office was formed in an effort to control and co-ordinate education.

1940 - The Department of Education agreed to the establishment of secondary education, as a result there were a number of developments for education including the establishment of a centrally organised examination system, which allowed for more Government control of the education system.

1964 - There were 359,841 registered school pupils and 5,951 for the conventional secondary school. The Government took full control of the education system across Malawi.

Between 1964 and the early 1970's there were several notable improvements on primary secondary and tertiary education, The University of Malawi was established within a year of Independence. As both primary and secondary sectors expanded, local authorities continued to focus on primary education.

1973 – First Education Plan established (1973-1980)

The plan was intended to give guidance on the development of primary and secondary education across Malawi as well as the training of teachers. The main objectives of the 1973-1980 plan included basing the development of education and in particular education and post-primary on the needs of the existing

labour market. The other aims of the plan were relevant to the needs of the labour market and also the efficient and equal use of the existing infrastructure and resources (Malawi NESP, 2008).

1985- 1995 - The second Education Development Plan was implemented from 1985 until 1995. Further to the first plan, the second incorporated tertiary education to expand the plan in order to incorporate all levels of formal education. As well as including all levels of formal education, the 1985 decade plan also included various parastatal organisations which held associations to the Ministry of Education, Science and Technology during the ten year period. The main aim of the second version of the plan was to consolidate the existing education policies, this would allow for proper use of resources and for the training of teachers at all levels (Malawi NESP, 2008). Further to the aims of the original education plan, the 1985-1995 plan incorporated aims including “equalising educational opportunities, promoting efficiency, improving resources and judiciously utilizing the limited resources of the education” sector (Malawi NESP, 2007).

1995-2005 – The development of education and the Ministry of Education, Science and Technology between 1995 and 2005 was guided under the Policy and Investment Framework (Malawi NESP, 2008). The purpose of the Policy Investment Framework aimed at increasing the access to Education for all Malawians at all levels and ensuring that there was equal dissemination of education so not to intensify any existing inequalities across social groups and regions (Malawi, NESP, 2008:2).

2008-2017 - The third education sector plan is essentially a revisit of the first and second education development plans along with the PIF and the Long-term Development Perspective for Malawi (vision 2020).

Click here to download a copy of the National Education Sector Plan: www.scotland-malawipartnership.org/documents/37-NESPsummary.pdf

d) Enrolment

Since the introduction of free primary education in 1994 there has been a large increase in enrolment – UNICEF estimates 91% of all primary-aged children are enrolled in school. However, this sharp increase has compounded problems of teacher shortages and poor quality infrastructure. Class sizes of 80-100 are common.

Malawi is divided into 33 District Assemblies, similar to Councils in Scotland, which are run by the District Education Manager (DEM). Each District Assembly is divided into between 9 and 14 Education Zones. These zones, each containing 10 to 15 primary schools, are run by Primary Education Advisors (PEA). The PEAs are responsible for the schools in their area and for the training and professional development of the teachers. The PEAs work out of Teacher Development Centres (TDC), which serve as the location for any professional development sessions and storage of resources allocated to the zone.

While primary education is free, secondary education most certainly is not. Students must pass a Primary 8 examination at the end of their primary education to be selected by secondary schools.

There are four types of secondary schools, listed according to selectiveness (and expense!):

- National Boarding Secondary Schools
- District Day Boarding Schools
- District Day Secondary Schools

- Community Day Secondary Schools

While a student might have the aptitude to attend the best school, they might only have the funds to attend a local Community Day. Moreover, there are not enough places at secondary schools for the amount of students that pass the Primary 8 exams. This bottleneck is again repeated upon completion of secondary school with limited places at university. However, there has been positive discrimination in the selection of secondary school pupils so there is an even ratio of boys to girls.

e) The Curriculum

The school year is divided into three terms:

- Term 1 –SEPT - NOV
- Term 2 –JAN - MAR
- Term 3 –APR - JUN

In 2007, a new curriculum for primary education was introduced. The Primary Curriculum and Assessment Reform (PCAR) is rolled out in phases. In Term 1 students under an 'Introduction to School Life and Learning.' Term 2 and 3 are then divided into nine subjects: English, Chichewa, Maths, Science and Technology, Social and Environmental Education, Life Skills, Expressive Arts, Agriculture and Bible Study.

PCAR has also shifted the focus of teaching; the curriculum is now learner-centred and outcome-based, with continuous assessment used to indicate what the learner has achieved. 'Life Skills' is a new subject that was introduced with PCAR to address issues of health and wellbeing, personal safety, HIV/AIDS and human rights. Life Skills was also introduced to address the passive role that girls are brought up to play, particularly empowering girls to be good decision makers. Additionally, the government has introduced a policy that rehabilitates young mothers into school so that they can continue with their education. However there is a need for support, such as crèches and mothers groups, for girls continuing their education whilst raising children.

Primary 1 - Primary 4 pupils are taught in Chichewa, with English being taught as a foreign language. From Primary 5 onwards, all subjects are taught in English. This sharp change is a contributing factor in the current drop in student enrolment between Primary 4 and Primary 5.

Teacher Training

Between 2000 and 2006 there was no government-organised teacher training. In 2006 a new training system was introduced called the Initial Primary Teacher Education (IPTE), known informally as the '1+1' programme. This system ensures teachers spend a year in college and then a year in school for practical training. Teachers are now required to have full secondary education, a pass in Maths and any other secondary subject and a credit in English. PEAs and DEMs assist in this programme and arrange Continual Professional Development (CPD) sessions according to need, however the frequency of these sessions depends on the zone. In rural areas it can be both time consuming and expensive for teachers to reach their nearest TDC, where the sessions take place.

Teachers are also challenged by the lack of educational resources. Greater use of TALULAR (Teaching and Learning Using Locally Available Resources) is needed, but does require training. The government's Direct Support to Schools Programme allocates schools a budget according to the school enrolment,

and the school staff and committee spend the budget as required. One resource that does assist teachers is the [Tikwere Interactive Radio Instruction \(IRI\)](#). Run by the Ministry of Education, Science, and Technology (MoEST) and aired on Malawi Broadcasting Corporation during school days, the program provides instructions through radio lessons. It enables teachers to impart students in standards 1–4 with knowledge in English, mathematics, Chichewa, and life skills. Research findings show that the main expense of the programme is outreach work including ongoing teacher support and development in IRI. The adequate ongoing training of teachers on how to utilise IRI to implement PCAR is the main challenge at present.

The Open University in Scotland has also been involved in supporting teacher training in Malawi. Working in collaboration with FAWEMA (Forum for African Women Educationalists in Malawi) aim of the project is to help keep girls in school by recruiting 2000 young women from rural communities in Malawi to become learning assistants. This project builds on the previous Malawi Access to Teaching Saltire Scholarships funded by the Scottish Government. The time in the classroom will provide the Scholar with valuable experience and give them an idea of what being a teacher involves as well as acting as a role model towards girls in the school. A Mentor will be assigned to the Scholar to help and support them through the School Experience, meeting with them every two weeks. The second part of the Scholarship is structured study to prepare for the retake of Malawi Secondary Certificate of Education (MSCE) exams, the qualification required to apply for teacher training college.

F. FURTHER QUESTIONS AND INFORMATION

For any further information or questions please contact the Scotland Malawi Partnership office on 0131 529 3164 or email emily@scotland-malawipartnerhip.org.

