



Scotland Malawi Partnership

Partnerships in Higher Education:
A Project of Academic Exchange
2006-2011

PROJECT REPORT



Supported by

 **The Scottish Government**

Executive Summary:

In 2006 the Scottish Executive awarded a grant of £181,755, spread out over three years, for the Scotland Malawi Partnership to facilitate the exchange of knowledge and expertise between Scottish and Malawian practitioners in higher education. It was hoped that the exchange of academic and administrative staff between two Malawian universities (Chancellor College of the University of Malawi in the south, and the University of Mzuzu in the north) and various Scottish higher education institutions would be of considerable mutual benefit. Young Malawian lecturers and/or administrators, it was hoped, would not only acquire new skills while in Scotland but would also have something to contribute to the institutions to which they were attached. Experienced Scottish academics spending time at the Malawian institutions would improve systems and curricula there, and would themselves benefit from working in a different environment with new challenges. The end result would be strengthened capacity to deliver quality tertiary education in both Malawi and Scotland, achieved through mutual support and solidarity, and the two-way sharing of experience, knowledge and expertise.

Increasing pressures on Scottish universities and academics, combined with disruption in Malawian higher education, meant the project took 18 months longer than originally planned but, by 2011, all twenty-four fellowships (twelve Malawian, twelve Scottish) were successfully completed, all on budget, with all fellows returned to their own institutions. As this report outlines, these 24 fellowships achieved far more than the project had originally hoped for: in their wake, is a myriad of new inter-departmental partnerships, each underpinned and inspired by people-to-people links, lasting friendships, and a shared enthusiasm for continued collaboration and development, for the benefit of both nations. With excellent feedback, and expectations exceeded, in both Malawi and Scotland, this project represents exceptional value for money and an admirable return on investment for the Scottish Government. It has significantly strengthened Higher Education in Malawi and Scotland.

As the project is drawn to a close it becomes clear that one of its greatest challenges is how to effectively capture, collate and consolidate the incredible number of new higher education links which now exist between Scotland and Malawi. To this end, the Scotland Malawi Partnership will work with universities and colleges in Scotland and Malawi, as well as the Scottish and Malawian Governments, creating a 'Further and Higher Education Forum' to coordinate efforts, support links, promote best practice, facilitate collaborative and inter-network working, and share experience and expertise.

**David Hope-Jones, Principal Officer
Scotland Malawi Partnership
November 2011**

Front Cover: Professor Zimani Kadzamira, then Vice-Chancellor of University of Malawi, and Professor Eston Sambo signing a Memorandum of Understanding for a joint PhD programme with Dr David Corner of the University of St Andrews in November 2009: one of the myriad new Scotland-Malawi higher education partnerships.

“ The ambition of the Fellowship in placing academics in mutual host institutions is inspired. It establishes trust, knowledge exchange, and deep cultural understanding that could not be attained in any other way. Social interaction with staff, students and the people of the city has subtle, long lasting, multiple benefits. It creates shared ambition and understanding, and raised aspiration among all those involved. The challenges for Malawi are multi-layered, multi-sectoral. Education is a major foundation stone to alleviation of poverty in Malawi – and must work alongside pragmatic SMART projects, NGOs and government organisations. The effectiveness of the fellowship is long term both for Malawians and Scottish Scholars.

The benefits of this programme are very significant. The Internet may help move the typed word, but there is simply no substitute for face to face meetings in developing trust. Trust comes over time – not through phone calls or letters. It is trust that is key to any activity in Malawi. The value of this programme is in its flexibility and its understanding of the importance of education, and the need to establish long term partnerships. It is relatively inexpensive yet has the capacity to generate many long term sustainable active ties because it connects with the lecturers and support staff who in turn teach large number of students, who in turn will be the leaders of tomorrow in Malawi. ”



**Dr William Mackaness,
The University of Edinburgh,
SMP Fellow, June-September 2010**

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Acronyms and Abbreviations

CEEPA	Centre for Environmental Economics and Policy in Africa
CPD	Continuing professional development
Chanco /CC	Chancellor College
Delphe	Development Partnerships in Higher Education
DFID	Department for International Development
EIA	Environmental Impact Assessment
ELT	English Language Teaching
FE	Further Education
GIS	Geographical Information System
HE	Higher Education
IDF	International Development Fund
IIHD	Institute of International Health and Development
IT	Information Technology
ITT	Initial teacher training
M&E	Monitoring and evaluation
MLIS	Master of Library and Information Science
MoU	Memorandum of Understanding
Mzuni	Mzuzu Univeristy
QAE	Quality Assurance and Enhancement
QMU	Queen Margaret University
RAE	Research Assessment Exercise
REDD	Reducing Emissions from Deforestation and Degradation
SAC	Scottish Agricultural College
SPSS	Statistical Package for the Social Sciences
SG	Scottish Government
SMP	Scotland Malawi Partnership
TRP	Temporary Residence Permit
TRS	Theology and Religious Studies
UoE	The University of Edinburgh

1 The Project

1.1 Higher Education in Malawi

1.1.1 The Universities

In 2006, at the time of the planning of this Higher Education Project, Malawi had two established Universities, the University of Malawi and Mzuzu University.

Coordinated by the University Office in Zomba, the University of Malawi had at that time five constituent colleges; the Polytechnic and the College of Medicine in Blantyre, Kamuzu College of Nursing in Lilongwe, Bunda Agricultural College near Lilongwe and Chancellor College in Zomba.

Founded in 1967 Chancellor College had, by 2006, faculties of Humanities, Science, Law, Social Science and Education offering:

- Four-year degree programmes in Humanities, Public Administration, Science, Social Science, Education and Law (Honours);
- A one-year post-graduate programme leading to the University Certificate in Education;
- One-year post-general degree programmes leading to Honours Degrees in a number of subjects;
- Full-time and part-time Masters programmes in Chemistry, Environmental science, Economics, Sociology, Philosophy, Biology and Theology and Religious Studies;
- Part-time Ph.D. programmes.

Having opened its doors in 1999, Mzuzu University, by 2006, had three faculties that offered both undergraduate and postgraduate courses:

1. Bachelor of Arts (Education) – B.A. (Ed.) covering 8 Semesters in 4 years.
2. Bachelor of Science (Education) – B.Sc. (Ed.) covering 8 Semesters in 4 years.
3. Bachelor of Science (Health Science Education) – B.Sc. (HSE) covering 4 Semesters in 2 years for mature students.
4. Bachelor of Arts (Teaching Studies) – B.A. covering 4 Semesters in 2 years for mature students.
5. Bachelor of Science (Forestry) – B.Sc. covering 8 Semesters in 4 years for generic students and 6 Semesters in 3 years for mature students.
6. Bachelor of Science (Renewable Energy Technologies) – B.Sc. covering 8 Semesters in 4 years.
7. Bachelor of Science (Information and Communication Technology) – B.Sc. (ICT) covering 8 Semesters in 4 years.
8. Diploma (Library and Information Science) – Diploma covering 4 Semesters in 2 years for mature entry students.

University Education in Malawi was then, and still is, based on eight years of primary and 4 years of secondary schooling but by 2005 only catered for 0.3% of each age cohort, one of the smallest proportions in sub-Saharan Africa.

1.1.2 Challenges faced by the Universities

In August 2005 Prof. Kenneth King of the Centre of African Studies at the University of Edinburgh, visited Malawi and after wide consultation with academics and administrators there, wrote a report for the Scottish Executive on Higher Education in Malawi. His report gave an insightful account of the challenges and opportunities confronting University education in Malawi and did much to influence the planning of this Higher Education Project.

Prof. King's report noted numerous concerns identified by Malawian academics and administrators about threats to the quality of University education, many, though not all, linked to a shortage of finance. These included:

- A severe lack of investment in infrastructure and equipment, over a long period of time, leading to acute shortages of teaching and office space.
- Minimal expenditure on library services leading to critical shortages of textbooks, journals and computer access.
- Shortages of chemicals and equipment, leading to science teaching by demonstration rather than experiment.
- Widespread abandonment of external examining, leading to the loss of a valuable instrument of quality assurance.
- Over dependence on staff without postgraduate degrees for core teaching, leading to a deterioration of teaching quality.
- The loss of senior and middle ranking staff to 'greener pastures' sometimes within but often outwith Malawi, leading to a serious imbalance between senior and junior staff.
- Substitution of research with short-term consultancy, leading, over time, to staff being diverted from regular teaching, supervisory and research duties.
- The continued inroads of HIV/AIDS, leading to the decimation of staff.
- A deterioration of the quality of education at primary and secondary level, leading to an overall lowering of educational attainment among entrants to university.
- Dependence on aid, leading to donors having an undue influence on policy and development.

1.1.3 Opportunities to combat the challenges

On the basis of his consultations Prof. King concluded that, important as salaries were in the struggle to maintain standards within the Universities, the improvement of other aspects of their teaching and learning environment could be just as critical for the performance and job satisfaction of senior and junior staff. He cited as evidence existing successful initiatives where departments had secured research grants and established links and exchanges with external institutions, one of them involving the University of Strathclyde. These initiatives, he found, had provided staff with invaluable opportunities for development, academic renewal, attendance at international conferences and the production of publications.

He wrote: *“Schemes, therefore, that seek to address these crucially important non-salary incentives may well make a difference to both younger and more senior staff. International recognition through networking, participation in a joint research activity, staff exchange and publication opportunities can all make a difference to job satisfaction, on the margin”.*

1.2 The Scotland Malawi Partnership

The Scotland Malawi Partnership (SMP) is an umbrella organisation which exists to inspire the people and organisations of Scotland to be involved with Malawi in an informed, coordinated and effective way for the benefit of both nations. It achieves this by providing a forum where ideas, activities and information can be shared on its website, through its online mapping tool and through regular workshops, training events and stakeholder meetings. The SMP also publish good practice guides to harness the expertise of its members on key issues such as school partnerships, volunteering in Malawi and shipping goods to Malawi. By creating a single space for all the organisations and individuals in Scotland currently engaged with Malawi to come together, it helps reduce duplication of effort, adds value to Scotland's historic civil society relationship with Malawi, and contributes towards poverty alleviation in Malawi.

The University of Edinburgh estimates that the SMP's 480+ members contribute over £30 million in time, resources and money to their links with Malawi. This activity benefits over 1.38 million Malawians (around 10% of the population) and 280,000 Scots. In total, more than 148,000 Malawians and 85,000 Scots are actively involved in links between the two countries, making the SMP one of Scotland's largest communities actively engaged in international linking.

The Partnership is underpinned by a historic bilateral civil society relationship based not on 'donors' and 'recipients' but on long-standing, mutually-beneficial community to community, family to family and people to people links. It is a relationship built on trust and mutual respect. This is a new and innovative mode of international development and it is a powerful force for change.

1.3 The Higher Education Project

In 2006 the Scottish Executive awarded a grant of £181,755, spread out over three years (£65,900 in 2006-07; £53,560 in 2007-08; and £62,295 in 2008-09) to facilitate the exchange of knowledge and expertise between Scottish and Malawian practitioners in Higher Education.

It was hoped that the exchange of academic and administrative staff between Chancellor College of the University of Malawi and Mzuzu University, with various Scottish universities would be of considerable mutual benefit. Young Malawian lecturers and/or administrators would acquire new skills while in Scotland, but would also have something to contribute to the institutions to which they are attached. Experienced Scottish academics spending time at Chancellor College and Mzuzu University would improve systems and curricula there, and would themselves benefit from working in a different environment with new challenges.

The project had six core aims:

1. To enable the exchange of (small numbers of) staff between Chancellor College and Mzuzu University, and Scottish universities.
2. Specifically, to allow young Malawian academics in areas agreed between the Scotland Malawi Partnership's Malawi Committee, senior staff at Chancellor College and the Partnership's Higher Education Sub-committee, to visit Scotland for periods of between six and twelve months, in order to gain exposure to and experience of the Scottish higher education system.
3. To allow such Malawian academics space to complete and write up research projects.
4. To afford Malawian university administrators or librarians the opportunity to gain exposure to systems in Scotland, and to update their professional skills as a result of placements in Scottish universities.
5. To enable Scottish academics, administrators and librarians, particularly those with some African experience, to build capacity at Chancellor College and Mzuzu University in areas to be decided in consultation between the Malawi Committee, the Higher Education Sub-committee and Chancellor College.
6. To give Scottish academics and/or administrators the opportunity to work in a very different environment, and thus to acquire skills and knowledge which they could not acquire in Scotland.

The project had four core objectives:

1. To complete a consultative process, in Malawi, in summer/autumn 2006 which would identify the areas in need of capacity building at Chancellor College.
2. To award up to four scholarships per year for three years to young Malawian scholars and/or university administrators to undertake a period of professional development at a Scottish University.
3. To award up to four scholarships a year for three years to Scottish academics/administrators to work at Chancellor College or Mzuzu University to help build capacity there.
4. Monitoring the progress of the scheme against the initially agreed objectives and learning from the experience at a final consultative meeting in Malawi in 2008/09

1.4 Management and implementation

On a day-to-day basis the project was managed by the Coordinator of the Scotland Malawi Partnership, from the Partnership's office in the Edinburgh City Chambers. The Coordinator's work was supervised and governed by the SMP's Higher Education Committee which had overall responsibility for the project. The project's finances were regulated by the SMP's Audit and Finance Committee and the Partnership's Board of Directors, with accounts externally examined and published on an annual basis.

In keeping with the first objective, a detailed consultation process was undertaken when funds were first awarded, this allowed the SMP to work with Chancellor College and the Mzuzu University to ascertain strategic priorities for these institutions, to discuss and agree mutually convenient and practical working systems, structures and protocols, and to sign Memorandum of Understandings (MoUs). Project Leads were identified by both Malawian institutions: they were responsible for coordinating all aspects of their university's involvement with the project and liaising with the SMP in Scotland.

1.4.1 Protocol for Malawian Fellows:

Protocol was agreed that, for Malawian fellows, the relevant Malawian institution/department would nominate prospective candidates in accordance with organisational strategic priorities. CVs and application forms were sent to the Higher Education Committee in Scotland for approval (no rejections were made by the committee through this project), and then to the SMP office for dissemination to all Scottish universities.

Once a host institution had been found, a formal MoU was signed with the institution, a named supervisor was identified, and a statement of Terms and Conditions (including attainment targets) was agreed between the two institutions, the SMP and the fellow, and dates were decided upon. The SMP then organised flights and assisted with UK visas, and the host institution made all necessary arrangements for accommodation and office space.

The supervisor at the host institution was, in most cases, responsible for meeting the fellows from the airport and for the overall welfare of the fellow. Shortly after each Malawian fellow arrived in Scotland the SMP Coordinator, with one or more Committee members, had an informal meeting (usually over lunch) with the new fellow to talk through the fellowship and offer the full support of the SMP during their time in Scotland.

1.4.2 Protocol for Scottish Fellows:

Chancellor College and Mzuzu University identified strategic priority areas on an annual basis, against which Scottish fellows were specifically targeted/recruited. CVs and application forms, collated by the SMP office, were sent to the project liaisons in Malawi for approval by the Malawian university. If approved, the Malawian university then identified a supervisor within the relevant host Department, Terms and Conditions were agreed, dates were decided upon, and flights were booked by the SMP.

On arrival in Malawi, the host university was responsible for travel arrangements to the university and to the agreed accommodation. The supervisor from the relevant department was in charge of the fellow's welfare but the university's Project Lead also met with the fellow and explained that he was always available if his support was needed.

1.5 Monitoring and evaluation

Monitoring and evaluation (M&E) was a core part of this project, with nine M&E 'stages':

1. Before each fellowship started Terms and Conditions, including attainment targets, were agreed remotely between the two universities, the fellow and the SMP. On arrival of the fellow the Terms and Conditions were again discussed and then physically signed off by the fellow and the host institution.
2. Each fellow was responsible for submitting a short report for every month of the fellowship. These reports tracked progress against attainment targets and were used to identify issues and advance solutions to these challenges. The Committee reviewed every monthly report and wrote back to the respective fellow, discussing points raised, asking for more details, offering assistance, etc.
3. At the end of each fellowship both the fellow and the host institution wrote a final report, outlining success against attainment targets and assessing the impact of the fellowship. The report was shared with both Project Leads at both institutions, meaning changes could be made throughout the life of the project as lessons were learnt from each previous fellowship.
4. The SMP Coordinator reported to the Committee at bi-monthly meetings, at which progress was reviewed, issues were discussed and, where necessary, strategies were revised.
5. In June 2008 Prof. Mwanza, Vice-Chancellor of the University of Mzuzu, and Prof. Uledi-Kamanga of Chancellor College travelled to Scotland to undertake a mid-term evaluation of the project, meeting with current and past fellows, current and past Supervisors and host universities. Their joint mid-term review identified 16 key points were then 'traffic lighted' and actioned (See Appendix 1).
6. In June 2008 LTS International conducted an independent review of the project for the Scottish Government (see Appendix 2).
7. In February 2009, the Committee undertook an 'away day' to review the project as it neared completion and to discuss sustainability (see Appendix 3).
8. In February 2010 David Bone met with Prof. Maluwa-Banda, Prof. Kings Phiri and Prof. Fabiano, then, with Prof. Brotherton, he met with Prof. Fabiano, all to discuss the project to date and report feedback to the Committee in Edinburgh (see Appendices 4 and 5).
9. In September 2010 Dr Jack Thompson, as the Chair of the Committee, went to Malawi to conduct a final assessment with the two Project Leads at both Malawian universities.
10. In May 2010, all fellows, supervisors and other stakeholders, currently in Scotland, were invited to attend a final review meeting of the project to give feedback and discuss ways of sustaining the project beyond the current funding cycle.
11. In September 2010, as the project was wound down, all 24 fellows were contacted again by the SMP to invite their input to the projects' 'impact assessment survey', which assessed the lasting impact of the fellowships.

The data from all 11 of these M&E stages has informed the writing of this report.

2 The Results

2.1 Fellowships

2.1.1 Scottish fellowships:

(1) **Mr David Bone** formerly Senior Lecturer in the Department of Theology and Religious Studies of Chancellor College, undertook a fellowship there, supervised by Prof. J.C. Chakanza, working on the study of Muslim communities in Malawi.

During his Fellowship, Mr Bone:

- In collaboration with Professor Chakanza and others, helped to gain a contract from UNESCO for the running of a national workshop for top media professionals in Malawi on Christianity and Islam in Malawi. (He acted as coordinator of the preparations and returned in October of the same year to participate in the workshop and write its report. He was also used by the Department as an adviser when it was repeated two years later).
- Helped to broker the establishment of a formal link between the Al-Maktoum Institute for Arabic and Islamic Studies in Dundee and Chancellor College. (Since then an MoU has been signed between the two Colleges and two scholarships per year for students from Malawi have been set aside by the Al-Maktoum Institute, now the Al-Maktoum College of Higher Education).
- Gave lectures and held seminars on Islam and Muslims, especially in Malawi.
- Helped to supervise various dissertations within his range of expertise.
- Helped to edit books and articles for publication.
- In collaboration with the Departmental Librarian, updated the 'Islam' section of the Department's 'Annotated Bibliography of Religion in Malawi'.
- Presented a paper (*'Muslims in Malawi, local and global influences'*) at the University of Bayreuth as part of their *'Global Influences on Local Islam in Africa'* conference.
- Additionally, he served as the Project's Liaison Officer with both Chancellor College and Mzuzu University, finalising terms and conditions with the Malawian Leads and having oversight of the rehabilitation and setting up of the two houses in Zomba for the use of Scottish Fellows.

In sum, David Bone used his fellowship to assist in promoting the fuller study of Muslim communities in Malawi and their relationship to wider society.

(2) **Prof Rex Taylor**, from the University of Glasgow, undertook a fellowship at Chancellor College, working on University management.

During his Fellowship, Prof. Taylor:

- Undertook a broad-based consultation with academic staff of Chancellor College, interviewing 24 Department Heads and 6 Deans, in order to ascertain their views in relation to strategic objectives for the College, more specifically:
 - assessing progress in objectives identified in the 2001 Strategic Plan;
 - assessing the extent to which objectives identified in 2001 were still priorities in 2007;
 - identifying new priorities;
 - ranking overall priorities in terms of their importance/urgency.
- Gave a preliminary presentation to a College-wide meeting in August.
- Gave the Final Report to University Principal on 30th August.
- Provided the Principal with an additional paper on The Measurement & Meaning of Staff /Student Ratios on the basis of: (i) established posts; (ii) staff in post; and (iii) qualified staff in post.
- Acted as informal supervisor on MBA on Academic Staff Turnover in Chancellor College from 1994-2006.

- Acted as temporary consultant on a study of Beliefs, Knowledge and Attitudes towards Witchcraft, conducted by Sociology Department for the National Research Council of Malawi.
- Acted as an examination marker for 'Classical Sociological Theory' Year 2 course, (205 students) in Sociology Department.

In sum, Rex Taylor supported Chancellor College by undertaking a staff consultation to support the College Principal's develop appropriate strategy.

(3) **Dr Iain Woodhouse**, from the University of Edinburgh, undertook a fellowship at Mzuzu University, supervised by Mr Tembo Mavuto, working on Land Management.

During his Fellowship, Dr Woodhouse:

- Lectured a full course in Remote Sensing for Forestry Students and examined the class of 35.
- Developed a project concept around an assessment of the impact of the National Tree Planting Programme by Malawi Government.
- Represented Malawi on Geo-Community in Cape Town South Africa in November 2007.
- Organised a very successful symposium on Active Remote Sensing between 6-7 December 2008.
- Facilitated the process of Malawi joining the GEO (Group on Earth Observations) Community by holding talks with the Principal Secretary to Ministry of Lands and Natural Resources.
- Sourced various books from Scotland and presented them to Department of Land Management.
- Participated in short course run by Department of Land Management in GIS during his stay.
- Visited surrounding forest in Nkhata Bay District to acquire more knowledge about tropical forests.
- Supported four University of Edinburgh masters students to conduct dissertation research into subjects of relevance to Malawi using remote sensing and/or GIS.
- In collaboration with members of Land Management and Forestry Depts of Mzuni, led a grant proposal to NERC looking at remote sensing of forests in Malawi.
- Was awarded a commission from the Forestry Commission to research how the Forestry Commission might support remote sensing activities in Malawi to support sustainable use of their forests. This resulted in a return trip to Malawi.
- Provided a strategic assessment and direction for role of EO in Malawi through:
 - A summary report identifying how new RS techniques may be applicable in Malawi.
 - A data inventory report highlighting what data is available (including estimated costs, time and space coverage, future coverage).
 - Initiation of long term collaborative projects between UoE and Mzuni (demonstrated by at least one joint grant application).

In sum, Iain Woodhouse offered significant support, expertise and capacity to the teaching of remote sensing in Mzuzu University and catalysed a number of international links, including with the University of Edinburgh.

(4) **Dr John McCracken**, from Stirling University, formerly Professor of History at Chancellor College, undertook a fellowship at the History Department of Chancellor College, supervised by Dr Hendrina Kachapila-Mazizwa, working on History.

During his Fellowship, Dr McCracken:

- Assisted the short-staffed History Department by taking responsibility for the Twentieth Century Africa undergraduate course.
- Assisted with the initial organisation and planning of a joint oral history project leading to a conference in 2009 on the 1959 State of Emergency.
- Provided assistance and advice, where appropriate, to MA students embarking on their dissertations.

- Give lectures, talks and seminar papers on topics of Malawian history to interested organisations within Chancellor College and without.
- Advised on projected changes in the History curriculum.
- Conducted research in the National Archives for an edited book entitled 'Voices from the Chilembwe Rising', consisting of a collection of excerpts from the evidence given to the Nyasaland Rising Commission of Inquiry.

In sum, Dr McCracken's visit had the effect of strengthening links between Chancellor's History Department and Scotland. This was demonstrated both at the time of the outstandingly successful conference held on the Nyasaland State of Emergency held in Zomba in 2009 and in the subsequent visits by Professors Phiri and Mulwafu to Scotland.

(5) **Prof. Chris Brotherton**, from Heriot-Watt University, undertook a fellowship at Chancellor College, supervised by Ms Mathero Nkahalaba, working on Psychology.

During his Fellowship, Prof Brotherton:

- Produced a development plan for Psychology that can be implemented over a number of years.
- Reviewed the curriculum for the Psychology degree.
- Reviewed the resources necessary for a teaching programme in Psychology.
- Explored the opportunities for collaboration in teaching at higher degree level.
- Worked with the Psychology staff in their own development, particularly in research collaboration and in publishing.
- Developed his own understanding of African Psychology with a view to establishing the local relevance of Psychology.
- Contributed to the teaching of the Psychology degree directly and to come to know the students.
- Explored links between Psychology at Chancellor College and other Psychology activities in Malawi.
- Helped develop a lasting inter-departmental link between the Psychology department at Chancellor College and that at Heriot-Watt University in Edinburgh.

In sum, Prof Brotherton was able to help build the capacity of the Psychology department at Chancellor College through his fellowship and have a lasting legacy by forging new international links with Heriot-Watt University.

(6) **Dr John Blyth** undertook a fellowship at Mzuzu University, working on Forestry.

During his Fellowship, Prof Blyth undertook various teaching assignments supervised by Mr. Victor Msiska (head of Forestry Department). These included

- Forest mensuration and management courses (second and third years), tree physiology (year 2) and the production management plans (year 4)
- Supervision of the research projects (year 4)- similar to Honours dissertation in Scotland
- Introduction to Permanent Sample plots established in the Viphya Plantation SW of Mzuzu, including analysis of the recorded data

Outside the University, other works included commenting on the Environmental Project Proposal prepared by the CCAP (Church of Central Africa Presbyterian) Synod of Livingstonia and establishing permanent sample plots in Miombo woodlands with the aim of estimating increment from recurrent inventory. He also established links with Dr. Rachel Bezer- Kerr, a Canadian lecturer working from Livingstonia Mission on improved method of crop husbandry which included herbaceous and woody nitrogen-fixing perennials

Prof Blyth has returned- self funded- to Mzuni in 2009/10 and 2010/11, contributing to teaching, research and course development at the Forestry Department, supervised by a new Head of Department Mr. Bennet Mataya. Examples of his work have included:

- Soil and wood sciences courses (both course organisers were away for post graduate studies)
- Developing and teaching an Introductory Statistics course suited for forestry students, in collaboration with Mr. Frank Merill, a Canadian graduate volunteer
- Analysis of up to 45 years of sample plot data from first rotation pine stands on the Viphya to assist in pre-harvesting assessment of felling coupes, recurrent inventory and timber production forecasting. The analysis was written up as a departmental paper "Assessment if growth and yield of pine stands at Chikangawa, Viphya plantation" by J. Blyth, B. Mataya and D. Mwanga, January 2010
- This analysis continues in two research projects currently being written up by final year students C. Ulaya and K. Chimbayo

(7) **Dr Derek Law**, from Strathclyde University, undertook a fellowship at the Library and Information Science Department of Mzuzu University, supervised by Mathews J Phiri, working on Library Services.

During his Fellowship, Dr Law:

- Evaluated the Library and Information Science Curriculum, especially courses on digital librarianship, information literacy, and such related courses.
- Taught a course on Digital Librarianship in the third level of the Bachelor of Library and Information Science, with a module of ten lectures.
- Advised on the research and project design advanced both by the Library and Information Science Department and by individual members of the department.
- Designed Digital Libraries and Information Literacy Training Manuals
- Helped prepare a \$150,000 grant bid for a three year grant programme using m-learning for health informatics.

(8) **Dr Alistair Tough**, from the University of Glasgow, undertook a fellowship at Chancellor College, supervised by Dickson Vuwa Phiri, working on Library Services.

During his Fellowship, Dr Tough:

- Worked on a proposal for a Master in Library and Information Science [MLIS] degree course.
- Developed course outlines for the archives and records components of the MLIS course.
- Developed teaching materials, including two workbooks, one on records appraisal and retention scheduling and the other on the relationship between oral cultures and written records.
- Supported the National Archives of Malawi by acting as principal facilitator for a records management training workshop for District Commissioners in Lilongwe, and also participating in a workshop on proposed amendments to records legislation.
- Supported Chancellor College in developing policies and procedures in relation to archives and records by presenting a paper on this subject at a workshop for Heads and Deans.
- Ran training workshops on records management for administrators in the University of Malawi and departmental secretaries in Chancellor College.
- Provided assistance to the proposed establishment of an institutional repository.
- Supported capacity building with counterparts at Chancellor College through meetings with Dickson Vuwa Phiri and Lidia Chiota, through the sharing of electronic resources, and through the donation of a range of up-to-date books to Chancellor College Library.
- Visited Mzuzu University to liaise with colleagues there and conduct a review of their undergraduate course.
- Delivered daily lectures to diploma and undergraduate students.

(9) **Ms Shani Zour**, from Stirling University, undertook a fellowship at Chancellor College working on Theology and Religious Studies.

During her Fellowship, Ms Zour:

- Conducted a full review of the Chancellor College Theology and Religious Studies (TRS) curriculum.
- Re-developed the TRS 'oriental religion' module
- Supervised 4th year TRS students' dissertations, meeting regularly to provide support around research themes and topics and explaining critical and theoretical methodologies.
- Held tutorial and support meetings with 3rd and 4th year TRS students, discussing research interests and answering questions arising from the course and its materials.
- Lectured on Hermeneutics.
- Assisted with the development of a departmental dissertation and essay writing guide book for TRS students.
- Ran an essay writing workshop and ran an Introduction to Hebrew course.
- Edited a manuscript for the Kachere series.
- Extended her fellowship to lecture on a full-time basis the 'Oriental Religions' TRS module.

In sum, Ms Zour's fellowship at Chancellor College added significant capacity and expertise to the teaching of Theology and Religious Studies. As the SMP's youngest fellow, Ms Zour felt that she was able to engage and support students on a direct and productive level.

(10) **Dr Jack Thompson**, from the University of Edinburgh, undertook a fellowship at Mzuzu University, working on History.

During his fellowship, Dr Thompson:

- Conducted a comprehensive review of the History Department at Mzuzu University.
- Conducted individual meetings with members of the Department to discuss their own professional development, and particularly possible PhD research proposals.
- Reported general observation of the department, its curriculum and its working; making recommendations to a general staff meeting at the end of the fellowship about ways in which the Department might function more effectively.
- Built working links with the student body in the History Department through two guest lectures: one to level one students, and one to level three students.
- Facilitated discussions with the Department on strategies towards the development of a postgraduate Masters' programme.

Dr Thompson was invited by Mzuzu University to use the fellowship to conduct a full review of the History Department, to highlight its strengths and weaknesses and suggest development strategies. The strategic review was passed to the senior management team of the department at the end of the fellowship and informed the department's development.

(11) **Dr Laurel Birch Aguilar**, from the University of Edinburgh, undertook a fellowship at Chancellor College, working on anthropology/African art.

During her fellowship, Dr Aguilar:

- Lectured on Malawian art, particularly in the area of her research in the indigenous arts and in theoretical approaches to these arts.
- Established links with the British Council, Malawi National Museums, the Chewa Heritage Foundation, and various Malawian artists.
- Helped facilitate the signing of a memorandum of understanding between the University of Malawi and St Andrews University regarding joint degrees.
- Gave a full course on African Art history.

- Wrote lecture notes for students and the new lecturer who will be teaching this course in the future.
- Developed potential areas for further joint research/activities.
- Brought in potential future partners for collaborative research/projects
- Gave a public lecture in the Humanities.
- Provided additional resources in the form of videotapes of African art, indigenous music and writings for the teaching of African Art History.

In sum, Dr Aguilar's fellowship at Chancellor College made a significant contribution to the capacity-building in the department, mentoring a new lecturer in African art history, and seeking links for future joint work, projects, and research.

(12) **Dr William Mackaness**, from the University of Edinburgh, undertook a fellowship at Chancellor College, working on GIS systems.

During his fellowship Dr Mackaness:

- Built capacity in GIS skills among staff as the most effective way of supporting student learning in the long term
- Gave a workshop on GIS and Remote Sensing, with a 'self contained' learning material for future teaching of GIS.
- Contributed to the teaching, fieldwork and examination of a three week MSc course in Environmental Impact Assessment (EIA).
- Supported the research activities of staff within the Department of Geography, advising various staff on: sources of funding; potential institutions; and education programmes at the University of Edinburgh.
- Reached an agreement that technical GIS staff at Chancellor College would attend the University of Edinburgh's MSc in GIS in Sept 2011.
- Supported staff to write proposals including software and resources useful to research activities.
- Provided strategic input on ways forward for the Department of Geography.
- Built valuable links between the department and the Ministry of Energy Mines and the Environment, the Malawian Surveys Department, the Forestry Research Institute of Malawi, the National Statistics Office, WorldFish, LEAD, and CRECCOM.
- Undertook collaborative long-term research with academics and institutions across Malawi in pursuit of long term sustainable research that includes capacity building.
- Supported the Chilwa basin project, specifically REDD component, by building links with the University of Edinburgh.
- Worked with staff in the Biology Department, the Demographics Department, and Economics Department, providing new impetus and ideas for new research and staff development.
- Supported five researchers from the University of Edinburgh to stay for periods of up to three weeks in order to conduct key research into sustainable forestry, charcoal production, remote sensing/ground truthing of forestry.
- Presented a lecture and workshop at St Andrew's International School in Blantyre on GIS and advised the school on how it could acquire the skills necessary to deliver curriculum that now includes GIS in the syllabus.
- Maintained his supervisory role with the seven MSc students back in Edinburgh, as well as contributing to various research activities, journal article writing, and proposal writing (including the successful funding of the SpaceBook Project).

In sum, Dr Mackaness' fellowship had a profound impact in supporting the delivery of GIS teaching at Chancellor College: this is an area which has real potential to benefit the lives of many Malawians in the future. He has been instrumental in developing strong links with the School of Geo-Science in the University of Edinburgh – links which have continued long after the end of his fellowship with significant numbers of Malawians having the opportunity to study in Edinburgh.

2.1.2 Malawian fellowships:

The following Malawian fellowships have been undertaken in Scotland:

(1) **Mr Solomon Dindi**, from the Department of Mathematical Sciences at Chancellor College, undertook a fellowship at Strathclyde University, supervised by Norman Wagstaffe, working on Computer Science.

During his Fellowship Mr Dindi:

- Wrote a paper on bandwidth optimization for low bandwidth networks.
- Attended courses in Enterprise Architecture, Enterprise Networking and Computer Security.
- Used techniques learnt in this course to work with Mr Emmanuel Munthali, Systems Administrator at Chancellor College, to write a paper to align the network services with the College's Strategy and the improve the networking infrastructure throughout the College.
- Conducted a number of successful experiments in network management, including the Padhye *et al.* Model for measuring TCP/IP performance.
- Collected, refurbished and configured redundant equipment from IT Services at Strathclyde University to enable the improvement of the network infrastructure at Chancellor College.
- Returned to Malawi over the Christmas break where he demonstrated how to set up networking equipment (managed switches) to Emmanuel Munthali and Mrs Ulemu Nyasulu, the Head of Mathematical Sciences Department. This was in readiness of the networking equipment from the University of Strathclyde which arrived mid-February 2008, and was successfully installed.

In sum, the expertise, experience, equipment, contacts and new partnerships which came from Mr Dindi's fellowship has resulted in a lasting improvement in Chancellor College's ICT networking infrastructure.

(2) **Dr Victor Kasulo**, from Mzuzu University, undertook a fellowship at Stirling University, supervised by Prof Nick Hanley, working on Environmental Economics.

During his fellowship, Mr Kasulo:

- Produced a Joint Working Paper on *Carbon Mitigation Analysis for the Forestry and Land Use Sector in Malawi*, which was reviewed by Prof. Nick Hanley and posted on the University of Stirling Economics Department website.
- Produced a joint research proposal on the economic valuation of forest resources in Malawi which was submitted to the Centre for Environmental Economics and Policy in Africa (CEEPA) for funding consideration. This resulted in the Department of Forestry at Mzuzu University implementing further collaboration with the Department of Economics at the University of Stirling, with Glenn Bush (a researcher from the Department of Economics) subsequently travelling to Malawi to develop this link.
- Wrote a working paper on forests and climate change policy, reviewed by Professor Hanley.
- Gave a presentation at the Centre of Commonwealth Studies under the Postcolonial Studies Programme at University of Stirling, on changes in fisheries policies and legislations during the colonial and postcolonial era in Malawi.
- Held discussions with members of the environmental economics research group on current research.
- Attended Scotland Malawi Partnership's 'Partnerships in Education' workshop on the 3rd November 2007 at the Church of the Nazarene in Perth.
- Began joint working between Mzuzu University and the Scottish Agricultural College (SAC), developing a joint research proposal from Mzuzu University and the Scottish Agricultural College to DFID for consideration under the Development Partnerships in Higher Education (Delphie) programme. The research proposal was titled '*Enhancing modern dairy farming practices for sustainable land use, environmental protection and improved rural livelihoods in Mzimba District – Malawi*'; it included a training component whereby MSc students, initially from SAC, who would want

to do research in Malawi focusing on the research areas of the project would be hosted by Mzuzu University.

In sum, the Dr Kasulo's fellowship catalysed and supported new links between Mzuzu University and the Department of Economics at the University of Stirling and the Dairy Research Centre in Dumfries, and influenced forests and climate change policy in Malawi.

(3) **Mr Zondiwe Mbano**, from Chancellor College, undertook a fellowship at the Language Centre and Faculty of Education Graduate School of Glasgow University, supervised by Dr Esther Daborn, working on Language and Communications.

During his fellowship, Mr Mbano:

- Published a 160-page handbook of language skills which is now widely used by students and lecturers in the University of Malawi.
- Registered and attended courses in educational research, necessary for embarking on PhD study.
- Registered for a PhD, and began the necessary literature review.
- Wrote a full research proposal with instruments, and had this approved in readiness for the data collection in Malawi.
- Attended relevant courses in English Language Teaching (ELT) to support and develop his work as lecturer in Language and Communication Skills at the University of Malawi.
- Gained experience in ELT.
- Experienced discussions of literary works as a means to improve my creative writing.
- Made valuable contacts around Scotland to support future work.

In sum, Mr Mbano's fellowship resulted in a new language handbook which continues to support and improve teaching and participation in curriculum development in the University of Malawi.

(4) **Mr Mwawi Msiska**, from Chancellor College, undertook a fellowship at the Department of Computing Science of Glasgow University, supervised by Professor Ray Welland, working on Computer Science

During his fellowship, Mr Msiska:

- Gained knowledge and skills involved in building large scale commercial software systems of international standard, attending courses in Software Engineering Processes, Software Project Management, IT Architecture, and Security and Cryptography.
- Developed a new software project with a multilingual interface and audio enhancements, to the Electronic Plebiscites system that was built by a different developer.
- Gained valuable research skills in the field of Computer Science/Information Technology by attending a course in Research Methods and Techniques, attending a number of research talks in the Software Engineering and Technology interest group, and by participating in an ongoing research on Electronic Plebiscites (looking at usability issues of, and confidence levels in, electronic voting systems).
- Built a working relationship between the Department of Computing Science in Glasgow University and the Department of Mathematical Sciences in Chancellor College, University of Malawi, for future collaboration, with valuable collaborative ongoing work in Electronic Voting Systems.

In sum, Mr Msiska significantly expanded his knowledge of large-scale commercial software systems while in Scotland and, when back in Malawi, he used this knowledge and experience to successfully advocate a change in the main programming language that Chancellor College Computer Science undergraduates are trained in.

(5) **Mr Dickson Phiri**, from Chancellor College, undertook a fellowship at Glasgow University, supervised by Peter West, working on Librarian studies.

During his fellowship, Mr Phiri:

- Gained significant knowledge and experience about how Information Technology is being applied in different sectors of library work in a modern UK library.
- Studied the process of E-learning in the University of Strathclyde and the role that the library plays in the process.
- Learned how to set up an institutional repository/archives repository with the objective of initiating a similar set up or set-ups at Chancellor College in the University of Malawi.
- Learned how to trouble-shoot and manage bandwidth in an IT system considering the importance of IT in the provision of library services in a modern library.
- Explored the possibility of launching a joint Master of Library and Information Science (MLIS), degree between the University of Strathclyde's Computing and Information Studies Department and Chancellor College (within the Faculty of Social Science).
- Explored the possibility of pursuing a PhD on a part-time basis with the Department of Computing and Information Studies of the University of Strathclyde.
- Became acquainted with the process of digitisation of library materials with the objective of initiating the process of digitising local Malawian library materials at Chancellor College.

As a result of the fellowship, since returning to Malawi, Mr Phiri has:

- Reorganised the Chancellor College Library, taking into account lessons learned during the fellowship visit.
- Conducted detailed planning for the future developments of Chancellor College Library, taking into account new trends in library service provision in the UK (Scotland), and the world at large.
- Set up a college archives and institutional repository with support from the college's Administration and Academic departments.
- Launched the MLS programme at Chancellor College, in the Faculty of Social Science. This was a joint initiative between the University of Malawi, Chancellor College and Scottish universities.
- Initiated the acquisition of more computers and photocopiers through purchases and donations, to ensure an increase of the availability of these facilities to library users.
- Began PhD studies with the University of Strathclyde.
- Began the digitisation of the Malawian collection at Chancellor College Library.

In sum, during his fellowship, Mr Phiri gained much experience of Information Technology, E-Learning and library services which were then used to strengthen, support and develop the Chancellor College Library.

(6) **Mr Symon Winiko**, from Chancellor College, undertook a fellowship at the Educational and Professional studies Department of Strathclyde University, supervised by Prof Stephen Baron, working on Educational Studies.

During his fellowship, Mr Phiri:

- Gained an understanding of:
 - the philosophical foundations of educational research (Positivism, Interpretivism and Critical perspective);
 - design strategies in educational research (qualitative, quantitative and critical design strategies);
 - data collection techniques in educational research.
- Wrote a paper on School ill discipline in Malawi which he presented at British Educational Research Association Annual Conference in Manchester University in 2009, where he met and made contacts with some of the leading British Educational researchers.
- With colleagues organized fundraising activity to build an office for teachers at Namphungo School in Malawi

- Attended high level conferences in Edinburgh (Herriot Watt University), Aberdeen University, Stirling University and London.
- Successfully completed an MSc from Strathclyde University (kindly provided free of charge by the university) which will assist with his teaching of research methods in the University of Malawi.

As a result of the fellowship, since returning to Malawi, Mr Winiko has:

- Developed a strong inter-departmental link between the Applied Educational Research Centre of Strathclyde University and Chancellor College which resulted in an online MSc in Applied Educational Research at Chancellor College, significantly strengthening research capacity for University staff.
- Facilitated the online sharing of teaching and learning resources between Strathclyde University and Chancellor College, and the donation of a laptop and an LCD projector to the faculty to facilitate use of these materials.
- Assisted the Coordinator of the Applied Educational Research Centre to visit Malawi to look into the modalities of the project.

In sum, Mr Phiri's fellowship, and the generous support he received from Strathclyde University, resulted in new links between the Applied Educational Research Centre and Chancellor College which continues to support teaching in the University of Malawi.

(7) **Mrs Tilinao Thyangathyanga**, from Chancellor College, undertook a fellowship at the Psychology Department of Heriot-Watt University, supervised by Dr. B Holmes, working on Psychology.

During her fellowship, Mrs Thyangathyanga:

- Gained training in the use of SPSS Software.
- Wrote a paper on the changing role of fathers in rural versus urban Malawi.
- Undertook an E-Learning course on flexible learning modalities.
- Supported a research exercise looking at the present usability of Psychology and counselling services in Malawi.
- Worked with Chancellor College and Heriot-Watt University to support the development of a future E-learning programme at Chancellor College.

(8) **Mrs Chimwemwe Katumbi**, from Chancellor College, undertook a fellowship at the School of Languages, Cultures and Religions in Stirling University, supervised by Dr. Michael Marten, working on Religious Studies and Theology.

During her fellowship, Mrs Katumbi:

- Conducted an evaluation of Religious Studies courses at Stirling University to gain experience of a different curriculum and assist with the Religious Studies curriculum review at Chancellor College.
- Received training in Critical Practice Research Training and Hermeneutics.
- Contributed to a paper titled; '*Christianity in Malawi: New Religious Movements*' which she presented at the staff seminar on 15th March 2010.
- Taught some sections of the 'Religion, Colonialism and Nationalism' and 'Christian Missions and Colonialism' modules, giving experience of different teaching and learning modalities.
- Completed the preparatory work for a new Chancellor College course on Christian-Muslim relations in Malawi.
- Presented a paper entitled '*Christian-Muslim Relation in Malawi: Prospects and Concerns*' at the Living Together conference on Interreligious Relations at Makerere University, Uganda in October 2009.
- Gained exposure of non-Malawian learning institutions for her professional development.

In sum, Mrs Katumbi succeeded in gaining significant experience around different methods of teaching and learning, which has helped her develop new courses, resources and ways of working at Chancellor College.

(9) **Mrs Jarret Mhango**, from Mzuzu University, undertook a fellowship at the Center for Ecology & Hydrology, Edinburgh, supervised by Dr Jan Dick, focusing on ecosystem services.

During her fellowship, Mrs Mhango:

- Learnt about the concepts, tools and values of the ecosystems approach based on the Millennium Assessment and other sources of literature with particular relevance to Malawi.
- Investigated the ecosystem services delivered by Malawi, comparing and contrasting this to Scotland to draw fundamental lessons for policy makers in both countries, and produced a peer reviewed paper from this exercise.
- Learnt about Quality Assurance and Enhancement (QAE) systems for application to the Mzuzu University QAE system.
- Explored the possibilities of future collaborative research and academic links with Scottish Institutions.
- Produced new teaching resources and presentations for the BSc. Forestry programme at Mzuzu University
- Wrote a paper titled '*Malawi ecosystem services: A panarchy review*' which was published in a refereed journal.
- Made contacts and produced joint research proposals with University of Edinburgh, submitted a new ESPA bid, and continued to work with Dr Iain Woodhouse on a REDD horizon project.
- Attended more than 20 meetings and one workshop at Nottingham University where she presented a paper on Malawi ecosystem services: Linking policy to practice.
- Supported links between the Scottish Agricultural College at Dumfries and Mzuzu University.

During the writing of this report Assoc. Prof. O.V. Msiska, Deputy Vice Chancellor of Mzuzu University, contacted the SMP to note that Mrs Mhango's fellowship has had a significant positive legacy at Mzuzu University, specifically:

- Her experiences in Scotland led her to further refine her PhD proposal which has since been accepted by the University of Pretoria in South Africa.
- Mzuzu University will utilize her expertise in Ecosystem services and Quality Assurance and Enhancement systems of Mzuzu University.
- The future of the REDD project will benefit from her participation as she still remains one of the main players.
- Mzuzu University is looking forward to further collaboration with Scottish Universities with whom she made contacts.

In sum, Mrs Mhango learnt a great deal about ecosystem services and Quality Assurance and Enhancement, while also developing future collaborative research and academic links, for the benefit of courses at Mzuzu University.

(10) **Mr Paxton Andrew Zozie**, from Mzuzu University, undertook a fellowship at the Faculty of Education, Educational Studies in the University of Glasgow, supervised by Prof. Victor Lally, focusing on e-learning educational technologies.

During his fellowship, Mr Zozie:

- Investigated e-learning educational technologies (such as Claroline, Moodle, podcast, Skype, Camtasia Studio, Joomla, EndNote, digital video and mobile technology) that could be used in a sustainable manner to complement traditional teaching and learning at Mzuzu University.
- Worked as part of a team to develop a collaborative Scottish Government International Development Fund bid entitled '*Collaborative Professional Development for Teachers and Teacher Educators in Malawi*'.
- Helped develop a concept paper for initial teacher training (ITT) and continuing professional development (CPD), using e-learning to tackle some of the teacher development challenges in Malawi.

Upon returning to Malawi Mr Zozie:

- gave a series of workshops back at Mzuzu University to publicise the technologies he studied, the outcomes of the fellowship, and the opportunities for Mzuzu University;
- developed two course management system prototypes (Claroline and Moodle) and one content management system prototype (Joomla) for Mzuzu University.
- gave tutorials on Claroline, Moodle and Joomla.

During the writing of this report Assoc. Prof. O.V. Msiska, Deputy Vice Chancellor of Mzuzu University, contacted the SMP to note that Mr Zozie's fellowship has had a significant positive legacy at Mzuzu University, specifically:

- Since returning from Scotland, Mr. Zozie has assumed the position of Deputy Director at Centre for Open and Distance Learning to fully utilize his skills in:
 - e Learning, and
 - continuing professional development
- Since his return to Malawi he has endeavored to create awareness for course management systems and content management systems.

In sum, Mr Zozie's fellowship significantly helped raise awareness of new e-learning educational technologies at Mzuzu University.

(11) **Mr Patrick Mangochi**, from Mzuzu University, undertook a fellowship at the Institute of International Health (IIHD) in Queen Margaret University, supervised by Dr Bregje de Kok.

During his fellowship, Mr Mangochi:

- Built research and writing skills by writing two research papers and auditing research skills modules.
- Developed his teaching skills by observing classes run by staff at IIHD and helping to teach courses on Sexuality and Infertility in the Sexual and Reproductive Health Module.
- Fostered Institutional and Departmental collaboration by developing areas of collaboration between Mzuzu University (FSH) and QMU (IIHD).
- Supported collaboration between the SMP and Mzuzu University by contributing to the SMP's Health Expert Group group activities, including their research project on good practice in maternal health.
- Wrote a paper on '*Access to infertility services for people living with HIV in Africa*'.
- Taught research design at Queen Margaret University.

During the writing of this report Assoc. Prof. O.V. Msiska, Deputy Vice Chancellor of Mzuzu University, contacted the SMP to note that since Mr Mangochi's fellowship in Scotland, he has been awarded a PhD Commonwealth scholarship and has returned to the Scottish University for studies.

(12) **Mrs Lisnet Mwadzaangati**, from Chancellor College, undertook a fellowship at the Applied Educational Research Department of the University of Strathclyde looking at gender and education.

During her fellowship, Mrs Mwadzaangati:

- Researched how gender stereotyping impact on girls participation in mathematics.
- Attended seminars on quantitative and qualitative research methods, to assist her develop the Research Methods course she teaches at Chancellor College.
- Studied different modes of quantitative and qualitative data analysis using SPSS.
- Helped the University of Edinburgh Students third year students with their architecture project.

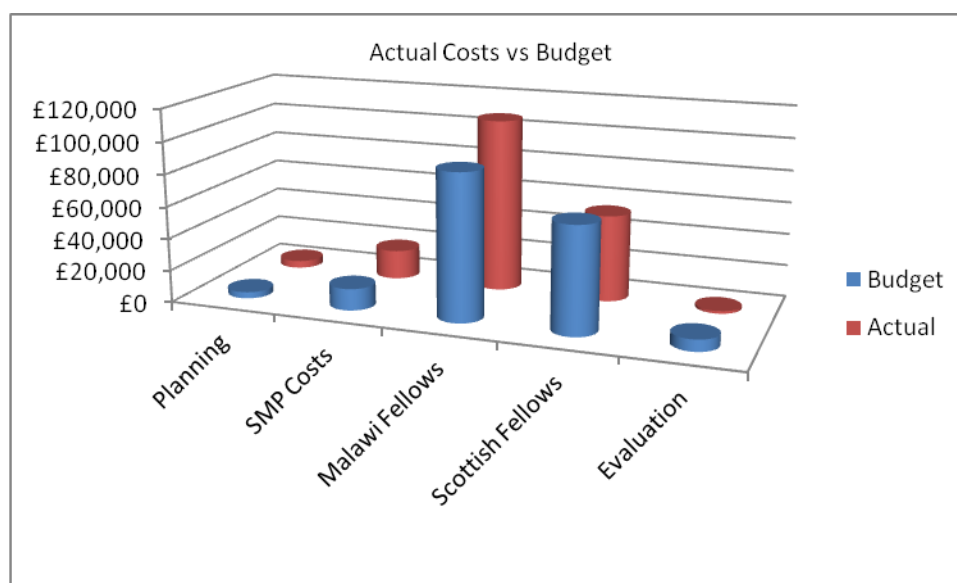
In sum, Mrs Mwadzaangati was able to use her fellowship to build her knowledge and experience of research methods and gender influences in education, to support her teaching in Malawi and potentially influence curriculum development and policy-making in Malawi.

2.2 Project finances

A total grant of £181,755 from the Scottish Government's International Development Fund (Malawi Development Programme) was awarded over the three year period from 2006/07 to 2008/09. Other income, mainly bank interest, came to £4,346, making a grand total of £186,101. This resource was fully expended as follows:

Objective/Task	2006/07		2007/08		2008/09		2009-11		Total	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
	£	£	£	£	£	£	£	£	£	£
Planning	3,900	3,136		10		136		1,201	3,900	4,483
SMP Costs	4,400	4,052	4,532	4,532	4,568	4,568		5,112	13,500	18,264
Malawi Fellows	29,400	24,178	30,282	15,863	31,191	35,524		32,235	90,873	107,800
Scottish Fellows	28,200	22,000	18,746	9,570	19,308	12,826		9,515	66,254	53,911
Evaluation					7,228	1,081		562	7,228	1,643
Total	65,900	53,366	53,560	29,975	62,295	54,135		48,625	181,755	186,101

In summary, cost performance against budget can be shown graphically thus:



Comments on the main variances are as follows:

- SMP Costs: these are higher than budget due largely to the additional costs of administering the project for longer than originally planned. The additional income, mainly from bank interest, largely funded this over-run.
- Fellowship Costs: whilst the number of Malawian and Scottish Fellowships met the target of 12 each and overall expenditure between the two was broadly on plan, the Malawi Fellowships proved more expensive to deliver than the Scottish ones.
- Evaluation: monitoring and evaluation costs were lower than plan as much of the work was done during other assignments undertaken by staff in Malawi, thus reducing the overall cost substantially.

Housing was provided by Chancellor College to accommodate Scottish Fellows. The accommodation was maintained by local staff who were paid from funds provided by the Scotland Malawi Partnership. Over the period of the Higher Education Project grant, a total of £21,811 was transferred to Malawi to pay for staff and building maintenance. This cost is included within the 'Scottish Fellows' heading in the main financial summary.

Financial control of the funds in Malawi was managed by an accountant employed by Chancellor College, Mr Sonpowell Banda, and the financial control and reporting systems used were independently vetted by David Bone and David Hope-Jones during visits to Malawi and found to be satisfactory. Full accounts of all expenditure have been provided by the Malawi accountant.

2.3 Challenges faced

As any such project could reasonably expect, a number challenge were encountered through the life of the project, some foreseen, some unforeseen. All such challenges were ultimately overcome or mitigated against, allowing all 24 fellowships to take place as planned.

2.3.1 Challenges with Malawian Fellowships:

(i) Finding Scottish universities to host Fellows:

Hosting a Malawian fellow required significant investment from the Scottish university and, in almost all cases, significant personal dedication from the individual supervisors. 'Universities Scotland' was invaluable in disseminating news of the prospective Malawian fellows but, even with their support, it was a challenge to find host departments for all 12 Malawian fellows. This was a significant cause of the slippage in completing the 12 Malawian fellowships.

(ii) Expectations of Malawian Fellows:

The original needs assessment, and Prof. King's report, highlighted that our Malawian partners identified a lack of international postgraduate degrees as one of the single biggest challenges facing higher education in Malawi. It is no surprise that many of this project's twelve Malawian fellows were keen to achieve a Masters or work towards a PhD as part of the fellowship. The Scottish Government did not permit its International Development Fund (IDF) grants to be used for academic qualifications so no fellowship was designed around the attainment of a Masters or a PhD. Managing the expectations of the Malawian Fellows was at times a challenge. Some of the host universities, most notably Strathclyde University, were generous enough to award a Masters degree for visiting Malawian fellows with no additional costs. Such qualifications were entirely above and beyond the core purpose of the project but, for those involved (and their respective departments in Malawi), this additional value added was a very significant supplementary outcome of the project.

(iii) UK visas for visiting Malawians:

UK visas are no longer issued in Malawi, rather they are centrally managed for the region in Pretoria, South Africa. This visa issuing office processes around 1,000 applications a day and is grossly under-resourced. Five of the twelve Malawian fellows had very significant challenges securing UK visas. Where visas were refused it was usually arbitrary, factually incorrect, or for reasons of incomplete paperwork. Three Malawian fellows missed their flights because of visa problems, causing significant extra costs as – in two cases- new flights had to be purchased.

(iv) Difficulties opening UK bank accounts:

On arrival in the UK, Malawian Fellows were met by the SMP and/or their host supervisors. At this point they were given their first month's stipend in cash. Many of the visiting Malawians had significant and on-going problems opening a UK bank account for the processing of the stipend. Eventually, in all cases, necessary arrangements were made – thanks, in no small part, to the flexibility and support of the host universities and the individual supervisors.

2.3.2 Challenges with Scottish Fellowships:

(i) Pressure on Scottish academics not to take sabbaticals:

Through the course of the project increasing pressure was being placed on UK academics, with the Research Assessment Exercise (RAE) assessing productivity against the 'value' of research completed: in this context it is increasingly hard for Scottish academics to take the necessary time to complete such a fellowship. This was a significant cause of the slippage in completing the 12 Scottish fellowships.

(ii) Disseminating information about the fellowships:

'Universities Scotland' offered invaluable support disseminating news of the fellowship opportunities but, even with their support, it was a challenge to ensure information filtered down through into the relevant departments.

(iii) Rising cost of living in Malawi:

By the end of the project some Scottish fellows reported that the monthly stipend of £500 a month was approximately half of what was required to reasonably subsist in Malawi. The stipend was increased once during the life of the project but, with hindsight, this perhaps should have been an annual uplift given the sheer scale of inflation in Malawi through this period.

(iv) Managing expectations of Scottish Fellows:

Malawi remains an impoverished country where life, for many, is a day-to-day challenge. In this context, it was not possible to ensure a comparable quality of life, with the same creature comforts, as in the UK. The housing provided was secure but basic, facilities were rudimentary and power and water failures were common. With hindsight, more could have been done to highlight the challenges of living in a developing country to Scots undertaking fellowships, especially where they were bringing their family.

(v) Managing the accommodation and staff from Scotland:

The project is indebted to David Bone's considerable efforts managing the refurbishment of the two houses in Zomba. After David Bone left Zomba there were, through the life of the project, a number of challenges in managing the houses and staff from Edinburgh. Problems included *-inter alia-* maintenance, tax, annual leave and payroll.

There is an acute lack of accommodation at Chancellor College, the unwritten agreement was that the university was welcome to use the project's two houses while they were vacant. Unfortunately, in two or three cases, this caused some confusion and anxiety as SMP fellows sometimes found themselves annexed in their own accommodation as non-fellows continued to reside in the houses after their arrival.

All 12 of the Scottish fellows noted the indispensable dedication which Mr James Sande showed to his work as the Zomba Estate Manager for these two houses. He was an invaluable asset to this project.

(vi) Limited Resources at Malawian Universities:

A number of the twelve Scottish fellows were overwhelmed with the sheer extent of resource limitations their host departments faced. Some had to significantly adjust their work plans, targets and personal expectations when the extent of these limitations became apparent.

(vii) Connectivity in Malawi:

Connectivity is a real problem at both Mzuzu University and Chancellor College, with these institutions' servers regularly failing for weeks or even months at a time. The Partnership endeavoured to be as flexible as possible, offering significant additional funds to Fellows to purchase or rent routers, dongles and air time but, still, this remained one of the largest challenges for the Scottish fellows.

(viii) Disruption in Malawian Universities:

Two of the twelve Scottish Fellowships were significantly disrupted by strikes at the respective Malawian universities. In both cases, alternative productive activities were identified which resulted in mutually beneficial outcomes; however, this was a frustrating process for the fellows concerned. On a similar, albeit more foreseeable, vein the difference between the Scottish and Malawian academic year caused some degree of disruption to three of the fellowships.

(ix) Accessing funds in Malawi:

The project was lucky to have the services of a University of Malawi accountant to manage the in-country project finances relating to the houses and staff in Zomba. Funds were transferred to this account on an annual basis and the SMP in Edinburgh reviewed and inspected the accounts. However, Scottish Fellows, in most cases, chose to access funds through their UK accounts using local ATMs. This incurred significant incremental transactions charges.

2.3.3 Challenges with Project Management:

Management time:

It was decided early in the project planning that the project would be managed by the Coordinator of the Scotland Malawi Partnership on a part-time basis. A total of £13,500 was budgeted for all office costs for the entire project: experience proved this to be an underestimate of the necessary staff time and office costs. The project greatly benefitted from a highly committed and experienced Committee, who governed the project on an entirely voluntary basis. However, the majority of the day-to-day activity was reliant on the Scotland Malawi Partnership's personnel and resources.

Change of personnel:

In its first two years the project was managed by Leo Williams, from July 2008 David Hope-Jones took over as project manager, as he succeeded Leo as the Coordinator of the Scotland Malawi Partnership. Furthermore, in 2008, the project's primary liaison at Mzuzu University shifted from Prof. Bill Mvalo to Assoc. Prof. Orton V. Msiska, Deputy Vice Chancellor. As is perhaps inevitable, any change of personnel reduces institutional memory and potentially threatens continuity of effort. Fortunately, the project's liaison at Chancellor College did not change through the course of the project: Dr Dixie Maluwa Banda, then Dean of Education, was indefatigable in his support for the initiative, ably supported by Prof. Kings Phiri (History Department) and Prof. Brighton James Uledi-Kamanga (Department of English Literature).

Communications with Malawi:

Communications between the SMP in Scotland and the various Malawian partners and stakeholders was at times challenging. Connectivity is severely limited throughout the country but especially in Mzuzu. Furthermore the project liaisons at both universities had no staff time formally allotted to supporting the project. The successful completion of the project is all testament to the commitment and dedication of individuals such as Dr Maluwa Banda in Malawi.

2.4 Success against objectives

All four of the project's original expectations were successfully met:

1. To complete a consultative process, in Malawi, in summer/autumn 2006 which will identify the areas in need of capacity building at Chancellor College and Mzuzu University.
2. To award up to four scholarships per year for three years to young Malawian scholars and/or university administrators to undertake a period of professional development at a Scottish University.
3. To award up to four scholarships a year for three years to Scottish academics/administrators to work at Chancellor College or Mzuzu University to help build capacity there.
4. Monitoring the progress of the scheme against the initially agreed objectives and learning from the experience at a final consultative meeting in Malawi in 2008/09

The maximum number of fellowships, twelve Malawian and twelve Scottish, was successfully reached; however, it took over eighteen additional months to complete all the fellowships. This was, as has been noted, largely the result of challenges finding Scottish fellows and Scottish departments able to host Malawian fellows.

2.5 Other notable successes

In addition to the four originally stated objectives, there are a number of additional notable successes and positive outcomes which should be noted:

Accommodation in Zomba:

While, as has been noted, there were challenges managing the accommodation and staff at Zomba, the end result was far preferable (in cost, security, location and comfort) to comparable day-by-day lets in the vicinity. Again, Mr James Sande must be thanked and congratulated for his tireless efforts to ensure Scottish Fellows were safe, comfortable and well supported for the duration of their stay in Zomba. The two houses were gifted to the project by the University of Malawi at the start of the project. In 2006 the project invested around £10,000 to refurbish and equip the two houses and, at the end of the project, these houses were returned to the University in full working order. For the university, with its acute lack of suitable housing and lack of resources, this was a significant part of the project's very positive legacy.

Project management at Chancellor College:

Dr Maluwa-Banda made a huge contribution to the success of the link between Chancellor College and its Scottish partners. In the early days, through his role in the drawing up of protocols for the Fellows, he played a major part establishing the collaborative spirit that came to characterise the project. Throughout its duration, his commitment, his industry, his wise advice, experience and know how helped to ensure its smooth running.

In short, Prof. Dixie Maluwa Banda was an indispensable part of this project. It would be hard to imagine how the project would have responded to all the many challenges it faced without his able assistance on the ground and liaising with the University. At the time of writing, Dr Banda is seconded to the Government of Malawi, responsible for Higher Education throughout the country. The project was extremely lucky to have had such support from Dr Banda.

Supernumerary 'special fellowships':

Professor Brighton James Uledi-Kamanga, of Chancellor College's Department of English Literature, and Professor Mwanza, Vice Chancellor of Mzuzu University, conducted the project's Mid-Term Review in the summer of 2008 (Appendix 1). While in Scotland Prof Uledi-Kamanga and Prof Mwanza undertook their own special fellowships, above and beyond the planned 24.

Both of these special fellowships succeeded in achieving significant results for their respective institutions. For example, Prof Uledi-Kamanga was able to use his special fellowship to begin talks with St Andrews University around a joint degree programme – this resulted in a formal Memorandum of Understanding being signed between the two institutions in December 2009. At the time of writing (December 2011) there are three joint PhDs underway. All three individuals have visited the University of St Andrews: Mr. Blackwell Manda, Geography and Earth Sciences, currently at St. Andrews; Ms. Edith Kalilombe Shame, Linguistics, also currently at St. Andrews; and Mr. Steven Nyamilandu, Classics. Mr. Nyamilandu is back in Malawi after briefly visiting St. Andrews for research, he will go again for the final visit to write up his doctoral thesis.

Travel and Study Fund:

The project's Committee was keen to offer the maximum possible support for fellows, being as flexible as possible to maximize positive outcomes. During the project the Committee created a Travel Fund and a Study Fund available to Malawian fellows to increase value added from the fellowships. Both were additional to monthly stipend. The former made a maximum of £50 a month available to refund travel within Scotland, for example to meet people, visit other institutions and attend conferences. The latter made a one off grant of £500 available to Malawian fellows for study equipment where a sufficiently strong business case could be made. Most successful grant applications were either for books or for essential IT equipment, which were taken back to Malawi at the end of the Fellowship to build the capacity and resources of their respective departments.

Pastoral Care:

Each fellow, Malawian and Scottish, had a named supervisor in their host department. The Partnership was taken aback by the dedication shown by supervisors both in Malawi and Scotland. Supervisors were regularly in contact with the SMP office as they worked tirelessly to ensure their respective fellows were well cared and catered for. It was quite common for supervisors to not only help sort out accommodation and banking issues as they arose but also to make arrangements when the Fellow was unwell and even inviting Fellows to spend Christmas with their families. Many of these relationships have resulted in lasting friendships.

Inter-Departmental Links:

Perhaps the project's most significant legacy was the incredible number of new Scotland-Malawi higher education links which were either catalyzed or strengthened by the 24 fellowships. There are a daunting number of active inter-departmental links which have grown out of these fellowships. Perhaps the greatest challenge is simply trying to capture and collate information about each of the myriad new mutually beneficial partnerships which have sprung up, given the organic nature of such developments.

3 The Impact

3.1 Malawian Fellow Case Study: Mr Dickson B. Vuwa Phiri

Three years have passed since I was in Scotland as an exchange Fellow based at Strathclyde University. Despite the passing of the months since that visit, memories of the many benefits of my visit are still very fresh. The difficulty though lies in extracting out of such memories the most lasting, as they *all* seem to be important. The following issues might best represent the lasting impact:

- a) The continuing contacts with people I've known due to the exchange fellowship: Mr Alistair Tough, an archivist and academician from the University of Glasgow, came to Malawi in 2009 as an SMP Fellow and spent four months as a Library exchange fellow. He has kept in touch since 2009 and has shared with me and my colleagues at Chancellor College many valuable professional facts. He is now winding up a second visit to Malawi (based at Chancellor College) sponsored by the Leverhulme Trust.
- b) A Masters degree in Library and Information Science (MLIS) proposal is about to be sent to our University of Malawi Senate for approval. Professor Derek Law, formerly of the University of Strathclyde and Mr. Alistair Tough, both of whom my colleagues and I have known through the exchange partnership, have made a tremendous contribution in polishing up and explaining the proposal to the academic community at Chancellor College. Once the MLIS Programme starts running, it will have a great impact on the advancement of human resource capacity in Malawi's libraries, archives and other information centers.
- c) The special relationship existing between Malawi and Scotland was enhanced by the Higher Education Exchange Partnership. The few Malawian exchange fellows who spent periods ranging from a few weeks to one year in Scotland are unlikely to view Scottish people in any other light than that they are genuinely helpful people who will do all they can to help others.
- d) Professionally, the impact of the time I spent in the Library at Strathclyde and other Scottish academic libraries will be felt at Chancellor College for a long time. The new trends in academic library provision, with the refurbishing or replacement of old library buildings at Edinburgh and Aberdeen Universities and also in other institutions, added a lot of iron in my blood so that on my return I've been a tireless campaigner for similar changes in our College. One example is the provision of discussion rooms in Scottish academic libraries to enable students talk freely when they have assignments. I've pushed this and other proposals for inclusion in the extension to our Library building which is likely to take place before 2014.
- e) As a Malawian Presbyterian, my visit to Scotland gave me the opportunity to see the roots of my church which is the Church of Scotland. I do serve as a church administrator at Zomba C.C.A.P. Church. What I learned by attending church services in Scotland and interacting with my counterparts has enriched my ability to serve my home congregation which has a link with the church of St. Andrews Leckie in Peebles.

"Professionally, the impact of the time I spent in the Library at Strathclyde and other Scottish academic libraries will be felt at Chancellor College for a long time"

Mr Dickson B.V. Phiri

Mr Dickson B. Vuwa Phiri
Malawian Fellow (May-September 2008)
Library Department
Chancellor College

3.2 Scottish Fellow Case Study: Dr. Iain H. Woodhouse

In 2007 I spent three and a half months at Mzuzu University (“Mzuni”), with my wife and two young boys (aged 3 and 7 at the time). It was a relatively short spell as an SMP Fellow, but it was a visit that completely changed the course of my career, and has had a huge mushrooming effect ever since – on me, my family, my colleagues (in Scotland and in Malawi) and my students.

My primary research and teaching focus is on satellite measurement of forests, a subject of real contemporary significance in Malawi given that the forests are one of the few abundant natural resources of any value in Malawi. In the four years since my Fellowship I have build ever stronger links with Mzuni, and expanded my collaborations to include the University of Malawi at Bunda and Chancellor Colleges, and the Forest Research Institute of Malawi (FRIM). I have returned on four occasions since my visit in 2007, each time in the context of networking, interviewing people, conducting training workshops and most recently in June 2011, we held an international conference on forest monitoring at Bunda College, hosted by FRIM.

“ ...it was a visit that completely changed the course of my career, and has had a huge mushrooming effect ever since...”

Dr I. Woodhouse

Within a year of my return to Scotland in 2007, I secured funding for a Natural Environment Research Council (NERC) PhD studentship to study the use of Earth observation in forest management in Malawi, and have supervised a number of MSc students in various projects related to Malawi. In 2008, the Forestry Commission (FC) in Edinburgh commissioned me to conduct a study on how the FC might contribute to international capacity building and in particular, links with Malawi (these discussions are still on-going). In 2009 NERC funded a Connect Award to kick-start a new collaborative programme called REDD Horizon, to build Malawi capacity in using satellites for forest monitoring in anticipation of the Reduced Emissions from Deforestation and Degradation (REDD) initiative from the United Nations. This was a collaborative project amongst various organisations in Edinburgh and in Malawi, and subsequently received £60,000 funding from the Waterloo Foundation in 2010 to conduct training across the universities, FRIM and communities in Malawi over a 3-year period. So far, we have conducted a 3-day training course, a study on the use of smartphones as a tool for communities to report on the state of their forests, a study on the community perception of REDD, a LinkedIn Group for people connected to REDD in Malawi, and have run a story competition to write a new children’s book on the nature of forests and deforestation in Africa. The key outcome to date of REDD Horizon is a policy briefing note that went to the Director of Forestry in Malawi, compiled by Duncan MacQueen (International Institute for Environment and Development - IIED) following broad support in the ‘Measuring, Reporting, and Verification’ (MRV) Conference held in Bunda College. In 2011, Ryan and I also supported LTS International in a successful bid (with partners in Malawi) to the World Bank for a £600,000 project looking at land use.

At the end of 2010 REDD Horizon also adopted the artist Alice Ladenburg as project artist and took her on a project visit in December 2010. She has since hosted three public events in Scotland and her short film, “Jambula!”, has helped develop the illustrations for the children’s book (with a Mzuzu artist she has connected with), and in November 2011 is holding an artist workshop in Ruware, North Malawi, for 6 artist, focusing on the theme of deforestation.

As a direct consequence of my Fellowship, I have identified a further 21 individuals who have since travelled to Malawi who would probably never have done so were it not for my advice and encouragement. This included 3 undergraduate students, 2 MSc students and two NERC-funded PhD students. It also included William Mackaness, who was an SMP Fellow in 2010; Casey Ryan, who is now a new lecturer in Ecosystem Services in Edinburgh; and Alan McColm, a Business Coach we use in the REDD

Horizon project. It also included my two sons, who have since gone on to do presentations at their School in Scotland, about their time in the Beehive School in Mzuzu, which we still support.

As a result of my connections in Malawi, there has been movement in the other direction too. Steve Makungwa, a lecturer from Bunda, has joined me in Edinburgh to do a PhD, and partly as a consequence of the REDD Horizon Kick-off meeting in 2007, Jarret Mhango came to CEH in Edinburgh as a SMP Fellow in 2010 and is now doing her PhD in South Africa, and Mavuto Tembo (my host in Mzuzu) is doing a split-award PhD in Ireland. The invitation of Gillian Galford from the Woods Hole Research Centre (WHRC) to the MRV Conference in June 2011, not only established the conference some international credibility, but it also resulted in an invitation to Mike Chirwa from FRIM to attend (fully funded) the WHRC Pantropical Scholars Training Programme in August 2011.

I am confident that I can directly trace all the above events and activities to my Fellowship because anything I do now in Africa is a consequence of my Fellowship, which was not only my first time in Malawi but was my first time in Africa. It has, of course, not been “single handed”, and I am indebted to the many friends and colleagues I now have working across the collaborations that resulted from my Scotland Malawi Partnership Fellowship.

“ As a direct consequence of my Fellowship, I have identified a further 21 individuals who have since travelled to Malawi...”

Dr I. Woodhouse



Dr. Iain H. Woodhouse
Scottish Fellow (September-December 2007)
Senior Lecturer in Radar Remote Sensing
School of GeoSciences
The University of Edinburgh

“ ...anything I do now in Africa is a consequence of my Fellowship...”

Dr I. Woodhouse

3.3 Malawian University Case Study: Chancellor College

“ This project came at an important time for the higher education sector, when higher education is being recognized as a key pillar to nation development. This higher education academic exchange partnership focused on institutional strengthening as part of the higher education capacity building.”

Prof D. Maluwa-Banda

For three years (2007-2009), the Scotland Malawi Partnership (Scotland) had been working with the University of Malawi's Chancellor College on a joint project on higher education academic exchange with funding from the Scottish Executive. The overall aim of the academic exchange project was to facilitate the exchange of knowledge and expertise between Scottish and Malawian practitioners in Higher Education. This was achieved by arranging for Scottish Fellows (from various Scottish Universities) to spend an amount of time not exceeding four months in the University of Malawi attached to Chancellor College, and for Malawian Fellows (from the University of Malawi) to spend an amount of time not exceeding six months in a Scottish University.

This project came at an important time for the higher education sector, when higher education is being recognized as a key pillar to nation development. This higher education academic exchange partnership focused on institutional strengthening as part of the higher education capacity building. The most frequently described examples of impact on our institution were: strategic plan development, curricula changes, new academic programmes, improved instruction, possible areas of collaborative research, joint publications, and extension and public service work outside the university as a way to 'take the knowledge to the people'. As a result of their classes and seminars with Scotland faculty visitors and travel to Scottish universities, Malawians often described examples of new teaching methods they had learned. These included active learning, critical thinking, participatory and interactive teaching-learning techniques, increased use of the Internet, and community service learning.



Assoc. Professor Dixie Maluwa-Banda, Ph.D
Project Liaison at Chancellor College,
Former Dean of Education, Chancellor College
Now Director of Higher Education, Government of Malawi

3.4 Scottish University Case Study: Strathclyde University

Strathclyde’s link with Malawian Higher Education stretches back over two decades. Starting in Civil Engineering and Environmental Health, it has broadened since the turn of the millennium to include Nursing, Education, Information Systems and Renewable Energy. Our main partners in Malawi have been Kamuzu College of Nursing, Malawi Polytechnic and Chancellor College. We award David Livingstone Scholarships to 140 Malawian students each year.

Strathclyde provides an annual fee waiver for a Masters programme for a Malawian student nominated by the University’s Malawi Millennium Project. Two of these waivers, each worth £12000, were awarded to Solomon Dindi and Symon Winiko who also received funding for subsistence to extend their fellowships to a full year. The qualification allowed each of them to progress immediately in their academic careers. Solomon Dindi applied his Masters degree in his new responsibilities for the development of the Information Systems of Chancellor College. Symon Winiko and Lisnet Mwadzaangati inspired colleagues in Strathclyde’s Education Faculty to deepen their commitment to Malawi by raising funds for a school near Zomba and by supporting further cohorts of students in the new B.Ed Primary degree at Chancellor College sponsored by a consortium of Scottish Universities led by Strathclyde.

The reciprocal fellowships of Dickson Phiri and Professor Derek Law consolidated the link between Strathclyde’s Information Services and Malawi which has produced the Making Wonders initiative, funded by the Scottish Government. It has given Malawi the most technologically advanced systems for teaching blind and partially sighted students to be found anywhere in Africa. In 2010, one of its students became the first blind person ever admitted to Chancellor College. The link has also provided Malawi Polytechnic with the equipment and training to offer the International Computer Driving Licence qualification.

The Higher Education Project has thus helped Strathclyde to develop significantly both the Education and Information Systems strands of its engagement with Malawi, so increasing the impact on both countries.

“ The Higher Education Project has thus helped Strathclyde to develop significantly both the Education and Information Systems strands of its engagement with Malawi.”

Dr P. West



Dr Peter West
Special Adviser to the Principal
Strathclyde University

3.5 Personal Reflections on the Project from the Director of Higher Education, Government of Malawi

As I reflect upon the project, I certainly have been the major beneficiary of this excellent project which has enabled my knowledge and skill development in areas ranging from specific leadership strengths and styles to leadership frameworks, to goal setting and strategic planning. Furthermore, I am truly thankful and appreciative for the many mentors and friends, in and outside this project, who have directed us through our academic careers and have served as great sources of wisdom and guidance during times when each of us struggled in developing and improving our leadership skills. Yet, we believe there is nothing better than life and its experiences to mould one's individual leadership abilities, skills, and talents. We have, like many before us, realized some of these lessons can and will only be achieved with service and leadership activities and responsibilities to our college and to numerous professional educational, practice, and scientific organizations. Three specific lessons learned through personal experiences are offered below which we believe may benefit those who have an interest in academic leadership positions.

It has been said, "Give credit where credit is due". It is a privilege and a great joy for me to extend a vote of thanks from Chancellor College to all those who have contributed in one way or the other to make this project a success.

David Hope-Jones, my colleague, friend and excellent counterpart has been the driving force behind this whole process. His vision, interest and hard work have culminated in another success story. I wish to thank him for the efforts he had put into this project. I found him to be a man of integrity. How can I describe David Hope-Jones? David assumed no borrowed appearance. He was always genuine. He sought no mask to cover him, for he acted no studied part; but he was indeed what he appeared to be, - full of truth, wisdom, understanding, candor, humility and humanity. In all his pursuits, he knew no path but the fair, open, and direct one. What a great honour for me to work very closely with him.

What can I say about the senior academics that came to Malawi? The senior staff from Scotland had worked extremely very hard while in Malawi, both in the foreground and background. These international resource persons brought here with them and shared with us their knowledge, wisdom, skills, expertise and experiences. They guided us in the right direction and I for one appreciate that. We understood that they had taken time out of their very important and busy schedules to contribute to this project. Throughout the project, the senior staff taught me to follow a few simple principles: be honest, treat everyone with respect, and work hard. These academic leaders had in common such virtues as *trust, integrity, civility, accountability, and the ability to foster collaboration* among people in our College and the University. All I can say is a BIG THANK YOU for their invaluable contribution.

"The Scottish Executive provided the much needed and timely financial resources for this project which ensured smooth running of this whole project. I wish to thank them for their assistance which has brought tangible results and tremendous impact on our two peoples. The generosity of Scottish Executive lives in our hearts as a difference is being felt in Malawi and Scotland.

" My overall assessment is that this was a very unique project which benefitted the participating institutions. It was characterised by mutual trust between individuals and between institutions recognising areas of critical gaps and shared interests, joint planning, joint review of the implementation process and being cultural sensitive to each other."

Prof D. Maluwa-Banda

“ In an increasingly interdependent and interconnected world, Malawi and Scotland need to work together to address global challenges.”

Prof D. Maluwa-Banda

As the old adage says “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” Obviously, the meaning of this *adage* is not just about fish... The meaning I get from this *adage* is that it is better to know how to do something for yourself, than to be dependent on others to do it for you. This is only possible if you connect yourself with the right people.

I think that the principle on the flip side, where we 'teach a man to fish'. Not only does the man become self-sufficient and be able to survive without being provided for, but he has a sense of achievement and fulfillment. The individual is much better than when one is placed generously in front of him, merely to eat. Sure it may be good, for a while, to be provided for, but human psyche is bigger than that in a healthy human being. People need to be valued for who they are.

The Scottish colleagues have successfully taught us how to fish. Indeed 'teaching us to fish' made us realize not just the potential we have, but also to catalyse even bigger capabilities in us. Our academic development muscle has been stretched and exercised, so it becomes bigger and more capable.

I would like to acknowledge that this project provided the best introduction and orientation to my new position as the Director of Higher Education in the Ministry of Education, Science and Technology. It provided a platform to learn in practice by being mentored by great senior colleagues from Scotland, who had vast experience with higher education institutions,

My overall assessment is that this was a very unique project which benefitted the participating institutions. It was characterised by mutual trust between individuals and between institutions recognising areas of critical gaps and shared interests, joint planning, joint review of the implementation process and being cultural sensitive to each other, It was evident that good Communication is Critical. We were successful because we maintained good and ongoing communication between our institutions throughout the project. This required some face-to-face contact and frequently finding other ways to keep in touch regularly.

As the project was coming to end, it was increasingly becoming evident to me that Malawi needs Scotland and Scotland needs Malawi for mutual benefit of our peoples. In an increasingly interdependent and interconnected world, Malawi and Scotland need to work together to address global challenges. How I wish the project had been extended to second phase under the present agenda in order to consolidate the gains that have been achieved.



Assoc. Professor Dixie Maluwa-Banda, Ph.D
Director of Higher Education,
Ministry of Education, Science and Technology
Government of Malawi

4 The Way Forward

4.1 Legacy

Perhaps the project's greatest challenge is capturing and collating information about the myriad new partnerships which have grown from the 24 fellowships. There is now a fertile and dense network of higher education links between Scotland and Malawi. Of course this project cannot by any means claim credit for all such partnerships, indeed it would be impossible and inappropriate to infer such causality, such is the organic fashion with which such links have sprung up; however, few would question the fact that the experiences, partnerships and friendships which came from these 24 fellowships have inspired and underpinned many more, far larger, mutually-beneficial higher education links.

The project has left an enviable legacy, including:

New inter-departmental links between universities in Malawi and Scotland; such as Chancellor College's new links with, *inter alia*, St Andrews University, the Al-Maktoum College, Strathclyde University, and the University of Edinburgh. There is much evidence of an organic multiplier effect, where fellowships have catalyzed new links and partnerships, which have gone on to themselves inspire further work in new directions.

A network of key academics who have been exposed to another culture and way of working, and have become 'champions' within their departments and institutions for further Scotland-Malawi working. Within this network is considerable experience and expertise, and an infectious enthusiasm for expanding and developing the bilateral higher education relationship. Many of the project's Scottish Fellows have returned to Malawi at least once, on a self funded basis, to expand on their work and develop their partnerships and friendships.

Systems and structures to allow Mzuzu University and Chancellor College to better access international funding opportunities. For example, as a direct result of Jarret Mhango's fellowship, Mzuzu University is now an accredited higher education centre able to apply online for significant international research funding.

New equipment and resources, such as books, teaching aids and IT equipment, which were either purchased from a Study Fund grant or were donated by one of the institutions as a result of the fellowship.

Capacity built in Malawi higher education through staff upskilling. While not a primary objective of the project, thanks to the generosity of many of the Scottish departments involved, some Malawi fellows achieved Masters or PhDs as a result of their fellowships - *all* the fellows, Malawian and Scottish, gained valuable experience and expertise through their fellowships. There is much evidence that this has made a positive contribution to the capacity and effectiveness of the respective institutions: given the acute lack of adequately qualified staff in Malawian university departments, this value-added is most obvious at the Malawian side.

With excellent feedback, a lasting legacy, and expectations exceeded in both Malawi and Scotland, this project represents exceptional value for money and an admirable return on investment for the Scottish Government.

It has significantly strengthened Higher Education in Malawi and Scotland.

4.2 Sustainability and consolidation

4.2.1 A Further and Higher Education Forum:

Funding for this project was finite and, from the outset, the project was designed as a fixed-term initiative. Rather than *necessarily* continue such a programme of fellowships, the Scotland Malawi Partnership hopes to consolidate the significant advances made by this and other similar projects by bringing together, and adding value to, Scotland's various higher education links with Malawi.

Many of Scotland's universities and higher education institutions already have links with Malawi; indeed the existing SMP membership includes six Scottish universities¹, thirteen university departments and associated organisations², and around twenty-five individuals from various Scottish universities. The work and interests of all these organisations and individuals is currently in the public domain on the SMP website (www.scotland-malawipartnership.org/members.html); however, it is felt that more could be done to bring together all these various projects, and to present them externally in a more coordinated, joined-up and engaging fashion.

The SMP proposes to create a Higher Education Forum to represent, facilitate and advance Scotland's many higher education links with Malawi (many of which have been catalyzed or strengthened by this project) and to work towards building a stable and functional overarching relationship between Scottish and Malawian universities. To this end, each Scottish university will be invited to propose one or two named individuals who can: represent the Malawi-related work within their institution, answer questions and help signpost enquiries, and disseminate information through their institutions. These representatives may be existing members of the SMP, staff with a specific remit to represent international links, Malawian academics, project coordinators, or simply members of the institution with a specific interest in and experience of Malawi. Each of these university representatives would sit on the SMP's Higher Education Forum. Given other commitments, and the geographical dispersion around Scotland, the Forum would likely only meet face-to-face twice a year - most of its work would be achieved remotely through email and the web.

The significant number of Malawian academics domiciled in Scotland, or working here on a more temporary basis, are a uniquely valuable resource for an understanding the challenges facing Higher Education in Malawi and how they can be tackled effectively. Such members of the Malawian Diaspora would be specifically targeted to feed in to the Forum.

The Partnership has consulted widely on this proposal in Scotland and Malawi, and has received positive feedback and buy-in from throughout the sector. In fact, it has been proposed that the Forum be expanded to include further education, as well as higher education, links. The Scotland Malawi Partnership has many FE members³, each representing excellent bilateral partnerships, which the SMP is keen to include in the Forum.

¹ The University of Aberdeen; the University of Edinburgh; the University of Glasgow; the University of St Andrews; the University of Strathclyde; and Edinburgh Napier University.

² The Centre for Research on Families and Relationships, University of Edinburgh; CRADALL, University of Glasgow; Dundee University Medical School, University of Dundee; Edinburgh Global Partnerships, University of Edinburgh; EGC Malawi, University of Paisley; EngineerAid, Scottish Institute for Enterprise and Moffat Centre, Edinburgh Napier University; Travel & Tourism Business Development, Glasgow Caledonian University; School of Life Sciences, Glasgow Caledonian University; Institute for International Health & Development, Queen Margaret University; Malawi Millennium Project, University of Strathclyde; Strathclyde University Graduates Association, University of Strathclyde; Students for Kids International Projects, Glasgow University; Student Volunteers Abroad, University of Glasgow; and School of Engineering, the University of Edinburgh.

³ Adam Smith College; Royal College of Nursing; Scotland's Colleges International; Scottish Agricultural College; and Stevenson College Edinburgh

4.2.2 Forum Objectives:

(1) To represent, and raise awareness of, Scotland's Higher Education links with Malawi:

Each member of the Forum will be responsible for representing their institution's Malawi-links. Information about each university's Malawi work, and contact details for the respective representative, will be uploaded to a higher education specific page of the SMP's website. In addition, Malawian Higher Education institutions will be encouraged to upload details of their Scottish links directly through the SMP. It is hoped that this will help reduce duplication of effort, facilitate more joint working and better represent the sector to the general public and potential funders.

(2) To raise awareness of Malawian higher education in Scotland:

By bringing together those in Scotland working with Malawian universities, the Forum would be able to raise awareness in Scotland of Malawian higher education – promoting existing Malawian higher education systems, structures and institutions; providing contact details for key Malawian institutions, departments and individuals; highlighting the challenges the sector faces; and ensuring tertiary education remains an essential part of integrated long-term development programmes. In order to achieve this aim the SMP will develop effective central channels of communication with the various higher education institutions in Malawi so that localized needs and priorities can be elucidated and then disseminated through Scotland. This will help ensure new initiatives are based around real needs within Malawi rather than the interests/capabilities of prospective Scottish partners.

(3) To facilitate the free exchange of resources, ideas and experience relating to higher education linkages:

It is hoped that Forum members will be happy to share information pertaining to their own work with Malawi (contacts, partnership agreements, outcomes and experiences, etc). This information will be combined with meaningful information and feedback from Malawian institutions in order to gauge strategic impact, highlight particularly successful case studies and promote effective engagement models. In time it is expected that the Forum will become involved in a dialogue around best practice in academic linking which may result in a short paper highlighting key recommendations.

(4) To answer questions and help address issues relevant to higher education in Scotland and Malawi:

The SMP exists, *inter alia*, as an information hub for matters relating to Malawi; it helps resolve around 1,000 enquiries/issues a year relating to Scotland's relationship with Malawi. The proposed Higher Education Forum would bring together much of Scotland's expertise regarding higher education links with Malawi and, as such, it would be well placed to help answer and signpost relevant enquiries. In addition, central communication channels with Malawian institutions will be used to have specific questions answered directly by key individuals and departments in Malawi. It is envisaged this would be done on an *ad hoc* basis by email.

(5) To disseminate information relevant to Scotland-Malawi higher education links:

The SMP already directly disseminates to its membership a weekly bulletin of news stories from across the global media relating to Malawi, and a monthly newsletter with information about its members' recent activities and new opportunities relevant to Malawi engagements. The Higher Education Forum would be used as a conduit for the SMP to disseminate higher education specific information (relevant news stories, funding opportunities, project updates, etc) to Scottish universities engaged with Malawi.

(6) To encourage and facilitate greater higher education joint-working in Scotland:

By bringing together the various Scottish universities working with Malawi and raising awareness of each other's work, it is hoped that the Forum will create the optimal conditions for catalyzing greater collaborative working within Scotland. Such joint working would strengthen Malawi-related initiatives and potentially could attract additional funding only available to such collaborative ventures.

(7) To assist with the brokering of new Higher Education links between Scotland and Malawi:

It is expected that, by achieving the first six objectives, the necessary conditions would be created to help catalyze new mutually-beneficial higher education links, perhaps including: faculty links, student exchanges, joint research, joint PhD programmes, shared learning and capacity building.

It is expected that the Forum will advance these seven objectives through:

- Meetings every six months focusing on specific topics with tangible outcomes and objectives.
- A web-page on the SMP website with details of each Scottish university's work with Malawi and contact details of Forum members.
- At least one external event a year, hosted by the SMP.
- Regular contact, through the SMP, with Malawian Universities, the Scottish Government, the Scottish Parliament, and the Government of Malawi.
- Annual reviews against the seven objectives set.

With the Partnership's modest operating budget it may be necessary to look for additional funds to effectively facilitate such a Forum but the SMP is able to start the process while actively looking for such funds.

Our Thanks...

Our sincere thanks to all of the below, without whose support this project would not have been possible:

- The Higher Education Committee of the Scotland Malawi Partnership
- All Scottish and Malawian Fellows, and their respective hosts
- Dr Dixie Maluwa Banda, Chancellor College
- Prof Kings Phiri, Chancellor College
- Prof Uledi-Kamanga, Chancellor College
- Prof Bill Mvalo, Mzuzu University
- Assoc. Prof. Orton V. Msiska, Deputy Vice Chancellor, Mzuzu University
- Chancellor College of the University of Malawi
- Mzuzu University
- Strathclyde University
- Universities Scotland
- The University of Edinburgh
- Stirling University
- University of Glasgow
- Heriot-Watt University
- Center for Ecology & Hydrology
- Queen Margaret University

Appendix 1: Feedback from the Mid-Term Project Review

Red: There is a problem which needs to be addressed.

Amber: Things are working, but could be improved.

Green: Things are working well and should be continued.

Present: Jack Thompson, Peter West, David Bone, John McCracken, Leo Williams, Prof. Mwanza, Prof. Uledi-Kamanga.

1a) Opening Statement, Mwanza

Prof Mwanza indicated that MzUni were pleased to be included in the project. They feel the benefits already, and recognise the potential. Both Victor Kasulo and Iain Woodhouse have been very positive about their involvement.

1b) Opening Statement, Uledi-Kamanga

Prof Uledi-Kamanga indicated that the UoM's Strategic Plan includes the formulation of academic links abroad, so this project fits in well.

2) Administrative Process

It was agreed that the funds held in the host institutions in Malawi should be used to process the visa fees for Malawian Fellows. It was noted that there is a contingency of 10% held by the host institutions in case of any problems.

The representatives of the Malawian institutions agreed that it was important for the HE Committee to continue screening the potential Scottish Fellows, and make our recommendations to the institutions in Malawi who will have the final decision.

3a) How the Exchange if Working

Accommodation in Malawi

It was agreed that the accommodation is working very well, as it the transport to and from the airport in Malawi. The two houses in Zomba are of a good quality, and James Sande is providing high quality management of the houses.

Timing of Scottish Fellowships

It is sometimes difficult to know the best time for Scottish Fellows to work at CC, as there are often strikes interrupting the work. This problem is not really encountered at MzUni – Fellows should either come out at the start of April or the start of September.

Temporary Residency Permits

To date, no Scottish Fellows have ever been issued with a TRP, despite both host institutions undertaking to organise this – see the Memorandum of Understanding. It was agreed that the SMP should finance this (funds of about MK5000 per TRP should come from those held in the host institutions), and the host institutions should put the procedures in place to ensure that each Fellow is issued with a TRP – MzUni in Lilongwe and CC in Blantyre. It may need a senior representative of the host institution to liaise with the relevant authorities in order to organise this.

3b) How useful are Scottish Fellows?

Prof. Uledi-Kamanga worked with Rex Taylor, who produced an important report on CC's strategic plan. CC is in the process of implementing some of these recommendations – see CC's evaluation report.

Prof Uledi-Kamanga indicated the benefits for both the students and the staff. The presence of international staff is motivating for both. It is useful to have international staff who can bring colleagues up to date with latest developments in specific fields, and to help with curricula reviews. Prof Uledi-Kamanga said, **"I can't put a value on it. It is so important."**

Prof. Mwanza indicated that some Fellows will be better than others, and we should be aware of this. In general, the exchange process raises the profile of the institutions and the staff in the department. He highlighted the importance of international exchange.

Scottish Fellows have proved useful in encouraging colleagues to undertake research, and in assisting with the preparation of papers for publication.

Sustainability

Iain Woodhouse was very useful at MzUni, and developed a forest monitoring system, which can be useful throughout Malawi. MzUni is keen to include this in the curriculum. However, work on this could not be continued after IW's departure, as there is no staff in place to carry on with the work. Perhaps IW should have worked with Malawian colleagues to ensure that they would have been able to carry on with his work? Perhaps a follow up Scottish Fellow would be able to continue this work? There is certainly an issue of sustainability to be considered – capacity has been developed to some extent, but perhaps not enough to enable MzUni to continue with this work in IW's absence.

3c. How useful do Malawian Fellows find their time in Scotland?

Practical Learning

Dindi has highlighted the practical skills he has learned in Scotland, relating theory to practice. He highlighted the lack of application of theory in Malawi. He is now confident in his ability to design experiments as teaching aids to explain theories.

Research skills developed

Dindi and Msiska have acquired research skills in Scotland which will be of use in Malawi.

Publications

Mbano completed his handbook, saying that he would never have had the time to do this in Malawi.

Courses

Msiska audited five courses and found them extremely beneficial.

Accommodation

In general, Malawian Fellows have indicated that they are happy with the accommodation with which they are provided in Scotland.

Links

Mwanza indicated that he has extremely happy with the links developed between MzUni and Stirling University, as well as between MzUni and Scottish Agricultural College.

Finance for Malawian Fellows

In general, the process of ensuring that Malawian Fellows are receiving their money on time in working well. However, Msiska had some problems at the start of his Fellowship, with Glasgow University taking some time to release his cash at the start of his stay.

Action: Coordinator to ensure that the host institutions can make the funds available from the very start of the Fellowship – ideally the first month’s allowance should be provided at the airport.

4. Carrying the Exchange Forward

a) Suggestions from Malawi

Qualifications

The project does raise the skills and motivation of Malawian colleagues – however, one of the main problems of the universities in Malawi is that there is not enough qualified staff. Most only have first degrees, and there are too many staff associates. The main goal of the universities is to create more qualified staff – a masters degree is the minimum requirement for a lecturer. It was agreed that such qualifications will not necessarily be provided through the SMP – however, Malawian universities would encourage Scottish universities to facilitate such qualifications. **Perhaps the SMP could encourage Scottish universities to offer degrees to Malawian Fellows? The SG would definitely not fund this – if the SMP applies for further funding for this project, the priorities and wording would need to be reexamined. Options for the Committee to consider include distance learning, and linking degrees between Scotland and Malawi.**

Length of Scottish Fellowships

Our Malawian colleagues indicated that there should be more flexibility with the Scottish Fellowships – they would like Fellows to be able to come for up to nine months.

b) Suggestions from Scotland

Malawian Fellows

In practice, Scottish universities have been hosting junior fellows, which was not necessarily the initial aim of the project. The Committee had envisaged a mix of junior and senior academics – the senior academics would be able to provide benefits to Scotland.

Currently, some senior Fellows are being given post graduate accommodation – it was suggested that this is not really acceptable.

It was noted that Edinburgh University pays much higher living stipends to Fellows – almost twice as much. It was suggested that if senior Fellows come out in the future, they might be offered better treatment, especially if they are here for a shorter time.

Scottish Fellows adding value

It was noted that Malawian universities are looking for mature, senior people to assist – junior academics simply would not be useful. Existing Africa / Malawi experience is definitely an advantage.

Both Malawian institutions would like more flexibility in the amount of time Scottish Fellows spend in Malawi – see above.

It is important to ensure that a longer term impact is developed – Scottish Fellows should not simply be teaching undergraduates, or replacing a Malawian lecturer who is on leave. Scottish Fellows must add value to the institution.

c) General Discussion

Reporting of Malawian Fellows

It was suggested that Malawian Fellows need to be reporting better to the Coordinator on their return to Malawi, and that a follow up should be made with Malawian Fellows one year after the end of their Fellowship.

Terms and Conditions of Fellows

It was agreed that much more effort should be made in advance to clarify what Fellows will be doing during their Fellowships. Ideally, Terms and Conditions should be drawn up before the arrival of the Fellow. Both Prof Uledi-Kamanga and Prof Mwanza emphasised the importance of this, as it would enable Fellows to make better use of their limited time.

5. Overview of points to consider when taking the project forward:

Qualifications of Malawian Fellows

Terms and Conditions of Fellows

Temporary Residency Permits

Timing of Scottish Fellowships

Length of Scottish Fellowships

Sustainability

Finance for Malawian Fellows

Scottish Fellows adding value

Reporting of Malawian Fellows

Accommodation in Malawi

Practical Learning

Research skills developed

Publications

Courses

Accommodation

Links

Scotland Malawi Partnership
30 June 2008

Appendix 2: LTS International M&E review, for the Scottish Government

1. Project Summary

Goal: to facilitate the exchange of knowledge and expertise between Scottish and Malawian practitioners in Higher Education.

The objectives are to:

- Enable young Malawian academics to visit Scotland for a period of 6-12 months to gain understanding of the Scottish Higher Education systems and undertake research
- Enable Malawian University administrators or librarians time in Scottish institutions to update their professional skills
- Enable Scottish Academics to visit Malawi to build capacity in specific areas and to acquire skills and knowledge which they could not acquire in Scotland

The activities envisaged included: a consultation period in which the areas for capacity building in Chancellor College were identified (to be undertaken by members of the Scotland/Malawi Partnership Higher Education sub-committee); 4 scholarships per year for Malawian academics or administrators in Scotland and 4 scholarships for Scottish academics per year in Malawi. The budget provided for the renovation and running costs of a house owned by the University of Malawi for the visiting academics, monitoring and evaluation. Expected outcomes were: increased skills and knowledge of the Malawian academics and administrators and the ability to build further capacity in the University of Malawi as well as capacity build by the visiting Scottish academics. Follow-up assessments for both sets of academics were planned as part of the monitoring strategy to assess the higher quality of education offered at Malawi University; the updating of curricula; training courses held and staff trained and research papers completed.

2. Partnerships

The partnership with Chancellor College appears to have been well established and consultations took place about the application with leading academics at the college. The idea for the project stemmed from a conference that was held in 2005 by the Scotland Malawi Partnership. The project also took note of a report produced for the Scottish Government by Professor King on higher education in Malawi. Chancellor College was chosen as the main college of the University of Malawi which takes responsibility for university administration, with the idea that if the project became self-sufficient it would be extended to other constituent colleges. However, the project was extended to Muzuzu University at the request of the Ministry of Education. Both Universities have signed MoUs with the Partnership. The partnership between the Malawi and Scottish ends of the project appears to work well although communications can be difficult and problems with a strike in Chancellor College have slowed up progress to some extent.

3. Summary of progress

3.1. Relevance

The project sits within the Scottish Government's Scotland/Malawi Co-operation agreement which aims to develop the capacity of the higher education sector, recognising that training academic teachers can boost the educational standards offered. It also falls with the 'education' criterion of the Scottish Government's International Development Fund.

A needs assessment was conducted in December 2006 at the start of the project and the Malawian universities identified the key subject areas which would be the focus of the project.

3.2. Efficiency: Progress towards Objectives (outputs)

The project appears to be making progress towards its objectives. So far three Scottish academics were placed in Malawi in 2007, five placements are planned for 2008 and four Malawian academics were in Scotland in 2007. One of the exchanges that will take place in 2008 is between librarians. This is to try to make some impact on the universities in Malawi that have been neglected for some time.

Each Fellow that travels to Scotland or Malawi formulates a set of attainment targets for their period of stay and makes monthly reports to the Partnership on their progress. On completion there is a report

written by the host institution about the visitor. The reports so far suggest that the exchanges are proceeding well and resulting in joint applications for some research projects, some papers being prepared for publication and reviews of the curriculum in Malawi. There are no statistics to date on the number of Malawian university teachers trained.

Stirling, Glasgow, Strathclyde universities have so far been involved, although the University of the West of Scotland has also shown interest. Reports so far suggest that the Malawian universities have appreciated the services of the Scottish Fellows and that the Scottish personnel have benefited personally from their experiences.

There will be a mid-way evaluation meeting held in June 2008 to further assess progress and two well-known Malawian academics will be brought over for this to give lectures and raise the profile of the project and provide interest from the Scottish end.

The key risks are that the academics do not complete the work assigned to them or chose to work in different areas. The setting of attainment targets and proposed follow-up for each Fellow appears to take account of this.

The budget report to date shows an underspend in the first year of some £17,000. This is being allocated to additional accommodation costs at the Scottish end, to a fund for study for the Malawian Fellows (books, computers, travel) and the costs of bringing over the two Malawian academics for the mid-term review.

The key lesson learned appears to be that the organisation takes more than the one day a week allocated to the Scotland /Malawi Partnership employee.

3.3. Progress towards Project Aims and Goals

4. Sustainability & Impact

Impact:

It is probably too soon to tell whether the project will be effective in meeting its goals as the Malawian academics have yet to return and initiate any changes in the curriculum and applications for research grants and publication of papers will take much more time. It will be important to ensure that the follow-up monitoring does address the objectives set and try to capture longer term impacts in terms of curriculum changes, joint research projects and papers published.

Sustainability:

The main plan for sustainability is that the Universities will take over the project themselves and, once links are established, continue to fund the exchanges. So far the number of universities involved has been relatively limited and two of the people sent out to Malawi have been retired academics rather than current representatives. While it is clear that links are being established, it remains to be seen whether the universities will commit their own resources to funding visiting Malawian academics or allow their own staff to take paid secondment in Malawi.

5. General assessment

This appears to be a well-run project. The main question mark is over sustainability: will universities that are currently keen to charge ever higher prices for overseas students be willing to fund academic exchange?

Good practice lessons include:

- Needs assessment setting out the priorities for Malawi
- Setting of clear attainments for the visiting Fellows
- Proposed mid-term evaluation

Appendix 3: SWOT Project Analysis from February 2009 Higher Education Committee Away Day

<p style="text-align: center;">STRENGTHS:</p> <ul style="list-style-type: none"> • All the fellowships we have managed have had extremely positive direct and indirect results. • Extremely positive feedback from those involved in the fellowships (in Malawi and Scotland). • Large number of very experienced Scottish academics with Malawian links (and vice versa). • We have helped establish additional very important links. • The programme is Malawi-focused. • There is a high level of awareness in Scotland and Malawi of the links between the two countries. • Fellowships have helped build morale, develop capacity and increase skills in Malawian Universities. • We have now successfully established a platform to further develop projects/links. 	<p style="text-align: center;">WEAKNESSES:</p> <ul style="list-style-type: none"> • Lack of profile for the project. • Problems recruiting Scottish Fellows and finding Scottish institutions to host Malawian Fellows. • Difficult for Scottish Academics to take a sabbatical. • Inflexible structure of fellowships. • Limitations on staff time. • Scottish Fellows only travel to Malawi for four months. • Malawian Fellows extremely keen to gain degrees but this is not always possible. • Priorities from Malawi not the outcome of a robust needs assessment. • Scale – this is a fairly small project. • Disparity between junior Malawian Fellows and senior Scottish Fellows • Lack of awareness of what other Malawi-related higher education projects there are in Scotland – not acting as an information hub in this area. • Not enough focus on long-term impact/legacy/continuation. • Some problems getting Visas. • Some problems which suggest the subsistence allowance for the Malawian fellows is insufficient.
<p style="text-align: center;">OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Student Unions could be involved. • Could increase office capacity by using interns for this project (as do in other areas of SMP work). • Could involve a wider number of disciplines – move from just the academic to the scientific. • Could do more to promote more department-to-department links/projects. • Could have more flexibility regarding duration, timings and number of visits. • Could engage other universities/colleges in Malawi (a number are interested). • A number of the Scottish Fellows have been in the process of retiring: this means they have more time to give such linking. 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • No guarantee of project continuation beyond current funding. • Scot Govt funding in 09/10 financial year unlikely. • Increasing pressure for Scottish academics to have to justify a sabbatical in career-developing terms. • Continued administrative problems in Malawi (University liaisons are very busy and we have a number of communication issues).

Appendix 4: February 2009 Project Review by Prof. Maluwa-Banda and Prof. Kings Phiri, Chancellor College

On Friday 27th February Prof. Maluwa-Banda, Prof. Kings Phiri and David Bone met at to discuss the progress of the link and to consider suggestions for ways in which it might be developed. We had in front of us the minutes of the 'Away day' meeting held the previous week, in Edinburgh by the Higher Education Committee.

With regard to the effectiveness of the link so far, the following observations were made.

Several beneficial effects of the link have been demonstrably apparent.

Junior Fellows significantly improved the quality of their teaching, thanks to exposure to different methodologies during their fellowships. Both Mr Msiska's and Mr Dindi's current degree studies should benefit from their experience as Fellows.

The Student Guidelines on English Language which Mr Mbanu was able to prepare during his time at Glasgow has been duplicated in booklet form and is being very widely and heavily used by students.

By their own admission and on the testimony of others, the two most Senior Fellows, Prof. Uledi-Kamanga and Mr Vuwa-Phiri have been 'transformed' and energised by their time in Scotland.

Apart from the benefits they have experienced professionally, their Fellowships have led to further contacts.

Mr Vuwa-Phiri's time in Strathclyde should help to add value to the forthcoming Fellowship of Alister Tough and Prof. Uledi-Kamanga has been largely instrumental in the setting up of links With St Andrews which should lead to the establishment of joint courses and degrees.

Prof Maluwa-Banda felt that the flexibility that allowed Mr Vuwa-Phiri a shorter Fellowship than the norm was beneficial.

Prof. Maluwa-Banda mentioned the benefits that had followed from Prof. Taylor working with the Principal on the College's Strategic Plan, and of Prof. Brotherton's impending visit as external examiner. He also welcomed Prof. Brotherton's interest in the development of elearning, potentially very important field for development.

Prof. Maluwa-Banda felt that the visits of the short term senior Fellows were important enough to be included in the list of Fellowships completed. He also agreed that the very good working relationship between the two sides of the partnership and the facility offered by the 'Scottish Houses' were significant assets.

In summary, it was clear that the Malawian side of the partnership is very keen to continue and develop the project.

With regard to ways in which the partnership could be developed, two sets of ideas were discussed. A summary follows.

1. Training for Deans. With changes in the organisational structure of the College, in line with the implementation of the Strategic Plan, the 7 Deans hold a vitally strategic position in the life of the College. Their autonomy is being increased and the planning of Faculty development and quality

assurance falls on their desks. It is they who form the 'bridge' between the Principal with his administration and the Departments and teaching staff.

While some of the current Deans are very experienced, some have little prior exposure to the demands of the job and, 'Don't really know what they have got themselves into'.

Profs Banda and Phiri agreed that some short term but intensive course of training, including exposure to the work of experienced Deans in Scottish Universities, might prove as effective way as could be devised of contributing to the increase in quality of teaching and learning at Chancellor College.

Both agreed that Prof. Phiri's visit to Scotland could prove very timely as he could present the case for this development in person. They agreed to put some time and thought to working in consultation with the Principal to preparing a more structured proposal.

2. Split degrees. Less time was spent on this topic but it was agreed that joint teaching, supervision and awarding of degrees was potentially a very positive development.

Appendix 5: February 2009 Project Review by Prof. Fabiano, Chancellor College

Notes from meeting between Prof Chris Brotherton and David Bone, representing the SMP, and Professor Fabiano, then Principal of Chancellor College (later Vice Chancellor of the University of Malawi), as part of the consultation and evaluation process.

VALUE OF THE FELLOWSHIP TO MALAWIAN FELLOWS.

The Principal stated that Junior Staff had benefitted greatly in terms of their professional development.

He felt however that the Fellowships of senior staff, Prof. Uledi-Kamanga and Mr Vuwa-Phiri for example, were of greater significance to the College. Having a better idea of what the College is about they were able to suggest ideas of real value for future improvements.

Prof Fabiano welcomed any moves toward making Fellowships more flexible in terms of duration and format, seeing real advantages in their being tailored more closely to the need of institutions and individuals.

PROPOSED LINKS

The Principal stated that the papers for the proposed links with St.Andrews and Al-Maktoum were in the office of the Vice-Chancellor of the University. He explained that whether the College or University is responsible for such links is rather a 'grey area'.

VIRTUAL LEARNING

The Principal gave information about a major and very recent development that he is sure will constitute a 'quantum leap' in teaching and learning at Chancellor College, With the benefit of Indian technology, Chancellor

College has now an audio-visual link to 19 other Universities in Africa and 7 in India. Once the software is fully developed this will give staff and students access to ebooks, ejournals and courses in all of the participating institutions.

This will have radical implications for teaching and learning. Not only should they speed up the production of learning materials and the learning process but as students will be participating in choosing how and what they learn, it should be easier for them to apply the skills and knowledge gained. Furthermore, in order to help them cope with the new types of learning all students on these courses will need to undergo a year long course on computer skills. The Principal agreed with Prof. Brotherton that it was important to get the staff responsible for selecting and developing the content of the courses to be involved as early and as fully as possible.

A budget of MK300m had been earmarked for this project for the building and upgrading of the necessary teaching areas and infrastructure.

The State President, the Ministry of Education, Science and Technology and the A.U. are behind this project. (The President has a similar link to his fellow Heads of State in other participating countries, and selected medical institutions have the same facilities.)

OTHER DEVELOPMENTS

Other recent good news according to the Principal included MK108m from the Beit Trust for rehabilitation around the campus, some of this work having already started. Work has also begun on a new hostel for women students

COLLEGE PRIORITIES FOR ANY FUTURE LINK PROJECT

1. Training for Deans

The College has set up its own 2 day inservice course for its leaders at many levels. However Prof. Fabiano said that Deans, especially those with relatively little experience would benefit for fuller and more intensive training. He thought that in terms of cost/benefit this would probably best be done by Scots in Malawi.

2. Split/joint degrees

The Principal stated that the College always had large numbers of staff needing further qualifications. The College does have a budget for this but the development of split/joint degrees was well worth working on as a way of increasing places available and of creating valuable links between Universities.

In this context the Principal mentioned taught Ph.Ds and Masters awarded on the basis of published articles.

While we were aware of the Scottish Executive's strictures on funding degrees we thought this worth keeping in mind.

3. Virtual learning

While we recognised that the present developments are at a macro level the Principal felt that there is scope for input from relevantly experienced staff from Scotland to help with implementation. We also recognised that this would also give Fellows a good opportunity to get involved in developments that are very much 'cutting edge'.

Appendix 6: Full budget breakdown: budget against actual expenditure

	2006/07			2007/08			2008/09			2009-11			Project Total		
	Budget	Actual	Difference	Budget	Actual	Difference	Budget	Actual	Difference	Budget	Actual	Difference	Budget	Actual	Difference
PROJECT INCOME															
1. Grants	65,900	65,900	0	53,560	0	(53,560)	62,295	115,855	53,560	0	0	0	181,755	181,755	0
2. Other income	0	0	0	1,380	1,380	1,380	0	1,821	1,821	0	1,145	1,145	0	4,346	4,346
TOTAL INCOME	65,900	65,900	0	53,560	1,380	(52,180)	62,295	117,676	55,381	0	1,145	1,145	181,755	186,101	4,346
PROJECT EXPENDITURE															
1. Planning Consultation															
Scotland Malawi Partnership costs	4,400	4,052	348	4,532	4,532	0	4,568	4,568	0	0	5,112	(5,112)	13,500	18,264	(4,764)
Travel & Subsistence	3,100	2,922	178	0	0	0	0	0	0	0	0	0	3,100	2,922	178
Meeting costs/Other	800	214	586	0	10	(10)	0	136	(136)	0	1,201	(1,201)	800	1,561	(761)
Total	8,300	7,188	1,112	4,532	4,542	(10)	4,568	4,704	(136)	0	6,313	(6,313)	17,400	22,747	(5,347)
2. Malawi Fellowships															
Travel (x 12)	4,200	3,423	777	4,326	3,250	1,076	4,456	6,848	(2,392)	0	2,551	(2,551)	12,982	16,072	(3,090)
Subsistence	25,200	20,696	4,504	25,956	12,613	13,343	26,735	27,263	(528)	0	27,641	(27,641)	77,891	88,213	(10,322)
Other	0	59	(59)	0	0	0	0	1,413	(1,413)	0	2,043	(2,043)	0	3,515	(3,515)
Total	29,400	24,178	5,222	30,282	15,863	14,419	31,191	35,524	(4,333)	0	32,235	(32,235)	90,873	107,800	(16,927)
3. Scottish Fellowships															
Travel (x12)	4,200	2,997	1,203	4,326	3,673	653	4,456	5,098	(642)	0	774	(774)	12,982	12,542	440
Subsistence	8,000	5,650	2,350	8,240	4,000	4,240	8,487	7,977	510	0	1,702	(1,702)	24,727	19,329	5,398
House renovation/running costs	16,000	13,353	2,647	6,180	1,699	4,481	6,365	(249)	6,614	0	7,039	(7,039)	28,545	21,842	6,703
Other	0	0	0	0	198	(198)	0	0	0	0	0	0	0	198	(198)
Total	28,200	22,000	6,200	18,746	9,570	9,374	19,308	12,826	6,482	0	9,515	(9,515)	66,254	53,911	12,343
4. Monitoring/Evaluation															
Travel to Malawi	0	0	0	0	0	0	2,228	0	2,228	0	0	0	2,228	0	2,228
Meeting Costs	0	0	0	0	0	0	5,000	1,081	3,919	0	562	(562)	5,000	1,643	3,357
Total	0	0	0	0	0	0	7,228	1,081	6,147	0	562	(562)	7,228	1,643	5,585
TOTAL EXPENDITURE	65,900	53,366	12,534	53,560	29,975	23,585	62,295	54,135	8,160	0	48,625	(48,625)	181,755	186,101	(4,346)
NET SURPLUS / (DEFICIT)	0	12,534	12,534	0	(28,595)	(28,595)	0	63,541	63,541	0	(47,480)	(47,480)	0	0	0

“ I am very happy to inform you that Mr. Blackwell Manda, the first candidate for the joint-PhD programme with St. Andrews, has now arrived in St. Andrews. Many thanks to you for the role you played in getting this programme started. This is a great success for the Scotland-Malawi Partnership, and calls for celebration. ”

**Prof. Uledi-Kamanga,
May 2011**

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