



SMP SCHOOLS FORUM

Date Thursday 26th February 2015
Time 15.00 – 18.00
Venue Mandela Room, [City Chambers, Edinburgh](#)

AGENDA

- 15:00 – 15:20 Welcome and networking - tea/coffee **See Paper A for a list of Attendees**
- 15:20 – 15:30 Introductory Remarks and Round Table-Introductions *(Douglas Young)*
- 15:30 – 15:40 Overview of Youth and Schools Officer Role *(Emily Mnyayi, SMP)*
Flooding update
Update on Education projects (SG)
MaSP
Connecting Classrooms **See Paper B**

Additional to Paper B, Emily reported on funding announced that day (26th February):

We are delighted to inform members that Humza Yousaf MSP (Minister for International Development and Europe) has today announced over £450,000 for 15 Scottish based NGOs as part of the Scottish Government's Small Grants Programme.

Seven of the 15 projects funded are for projects working in Malawi. Congratulations to all the organisations that have been awarded funding. We welcome the continued support from the Scottish Government which demonstrates its strong commitment to the shared history and people-to-people links between Scotland and Malawi.

Read the full statement here: <http://www.scotland-malawipartnership.org/news.html?newsid=487>

SECTION 1: EDUCATION SCOTLAND

(Nick Morgan, Education Scotland)

15:40 – 16:00 Presentation on:

- Examples of interesting practice for School Partnerships in Scottish Schools
 - More than just fundraising
 - A whole school approach
 - Mutual benefit and shared leadership
 - Learning about Malawi, its people and culture
 - Challenging pupil attitudes and values
 - Considering underlying issues
 - Individuals can make a difference
- What Education Scotland would expect to see in terms of global citizenship and partnerships when they visit Schools here

Nick Morgan presented on the interesting practice in partnerships that he had seen whilst visiting schools in Scotland.

- Strong partners have good communication between the two schools and it is clear to see the benefits for both schools involved.
- Sometimes partnerships had fallen by the wayside if the main individual who was enthusiastic had left the school (here or in Malawi) and so it was important to get a group together at each side to make the partnership sustainable.
- Well-established partnerships allowed learners to develop a real insight into the lives of people from another country, to consider underlying issues such as poverty and trade justice and why there are differences around the world.

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- School group visits to Malawi help young people to develop attitudes and skills which improve their employability.

- The shifting context for school partnerships and global citizenship, such as the Learning for Sustainability agenda

Nick explained it was important to make links between the Global citizenship work already being done in schools with the new Learning for Sustainability approach so that efforts were linked up and recognized.

- The support from the Scottish government and Malawian government shows the importance placed on successful school partnerships and the growth of these relationships
- He emphasised the importance of [Connecting Classrooms](#) funding as a support for schools getting started with partnerships, and indicated that details of the next version of the programme will become available late this year.
- Schools can find it difficult to 'evidence' the 'value' of partnerships, but Impact Evaluation is important. Positive changes in the values and attitudes of young people can be hard to measure. But we need to record and demonstrate the impact of what we do and the benefits for young people in both countries.

Nick reported that Education Scotland are currently in the process of an Inspection Framework Review, inviting comments about how schools are inspected, and developing refreshed guidance and support for school improvement.

16:00 – 16:20 Opportunity to ask questions to Education Scotland

(Douglas Young)

KA - how do we define a brilliant partnership and how do we measure who is it adding value to.

NM - the stronger partnerships tend to have worked well together at the initial stages of the partnership to consult each other and decide on the focus and objectives together. If the objectives are there at start agreed by both partners then you can look back in 2 years time and see if you have delivered but a number of partnerships don't have such strong beginnings.

KA – it would be interesting to ask whether partners in Malawi have such a strong emphasis on Global Citizenship and what the benefits are to them learning about another culture.

NM – it would certainly be different from the Malawian side but the benefits can be seen.

IM – I think the success of the partnerships depends on how embedded they are, it needs to go beyond the school and into the community. You can see the impact of successful partnerships by talking to the children involved and community members. You can get some hostile attitudes from the community but once they see the benefits to the children and the links to attainment that can change.

RH – the committee of pupils who took part in Young Enterprise Scotland sat a reflective and evaluative business examination that was set by Strathclyde University. Education Scotland or SQA or whoever else could follow this model for Fairtrade/Malawi etc committees as it was a very powerful record for the pupils and recognised the contribution they had made to support a school initiative to raise awareness of global issues. It would also provide a very meaningful audit of the practice of the school and the impact that it was having and would help future planning and implementation. This would be an impressive addition to the pupils' CVs and skills profiles which employers are looking for.

NM – It's good to make use of both SQA and alternative qualifications, the skills and experience the learners who've been to Malawi have gained should be recognized.

DY – Every partnership is unique just as schools are, so they shouldn't all be trying to do the same thing. The things that underpin partnerships are really key, the increase in attainment is a bit of a worry, it's important to have a wider focus and think of all sides of that young person that we are taking through education to an end point. You get the evidence of the benefits of a strong partnership by talking to young people, you find out their understanding of another culture and you see how interested they are.

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RH – It's important to look at social enterprise too and see the ideas they have and the skills they gain.

NM – There is a growing interest in enterprise and employability skills and there is money being put into enterprise so it would be good to make the links there so the benefits are clear.

JL- It's important if you're evaluating the impact to ask everyone involved if the way in which you evaluate works for them and to get something mutual that works for all. We decided on how we were going to evaluate and then we had to rethink how we did this because your partner interprets your evaluation in a different way and it takes a long time to get a truly honest evaluation because of communication and cultural differences.

A M-G – The honest evaluations take time and developing trust and respect with partners so that everyone feels they can be honest and that does take time to develop.

EM – You have to remember as well that, if you are evaluating in English, then that is not your partner's first language so they may not feel able to express themselves fully. It's important wherever possible to have the opportunity to discuss evaluations in Chichewa even if the recording needs to be done in English.

KA- I think you also need to be open to listening to those evaluations, if partners in Malawi are coming from a different viewpoint and don't see the value in taking a group of children out, are we ready to hear that and take that on board. With impact and evaluation you need to make sure you are open to the answers and are really listening.

RH – Inverclyde did this and it was expensive, you need to consider the benefits of it and whether the money could be used for something else.

DY – Trust is key, if communication doesn't work well then everything takes a lot longer. Although the focus isn't fundraising, you do need to do a bit of fundraising so that you can support communication to get to some kind of level playing field, although it will never be fully level. You need to community involved and local press. We contacted a local paper and I was shocked to see we'd made it to the front page! (see here for article: <http://www.centrafifetimes.com/news/cowdenbeath/articles/2015/02/27/525874-beath-race-to-help--flood-victims/>) If you get this kind of support you can make your efforts go further, Rotary clubs are often a good place to get support.

GC – This definitely works well in a small town, we have found the local community to be very supportive, the Rotary club, the Women's Guild. Then this feeds back the message to the learners that the adults around them think it's good to support this and this engages everyone in the community.

NETWORKING COFFEE BREAK

16:20 – 16:40 Chance to network with others during an extended coffee break

SECTION 2: PARTNERSHIP PRINCIPLES

16:40 – 16:50 SMP Partnership Principles

(Emily Mnyayi, SMP)

- The purpose of the Partnership Principles
- Look at them laid out in **Paper C** to show how they can be used by schools.
- Some of our members are trialing a tool so that both partners in Scotland and Malawi can carry out a reflections exercise using them.
- The new website will have case studies from different school members who will have used the Partnership Principles to reflect on their school partnership.

See Paper C

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16:50 – 17:10 SMP Member, Bannermans High School, to reflect on the Partnership Principles with regards to their school partnership to put them into a schools context. *(Jamie Wilson)*

Jamie Wilson used the SMP Partnership Principles to reflect on their partnership with Masalani School in Malawi. He began by explaining that the Partnership started in 2011 and that there have been the following visits since then:

- June 2012 – 1 teacher to Malawi
- November 2012 – 1 teacher + 2 students to Scotland
- October 2013 – 2 teachers + 12 students to Malawi
- June 2014 – 2 teachers + 12 students to Malawi
- October 2014 – 2 teachers + 4 students to Scotland
- June 2015 – 2 teachers + 12 students to Malawi

Then he reflected on the 11 Principles, using photographs as evidence of how they might answer some of the questions related to each principle.

Planning and implementing together:

- actually visiting each other right at the start and having the opportunity to talk face to face was an excellent opportunity to do this together.

Appropriateness:

- the focus for all of our trips is learning, when our students go to Malawi they sit in class and they get involved in sports activities after school there. They do go on trips, such as to the museum in Blantyre, but the Masalani students come with us and it's important for our students to realise some Masalani students have never even been to Blantyre even though it is relatively nearby.

Respect, trust and mutual understanding:

- both sets of learners stay with host families and this allows them to be immersed in each others' culture.
- We have shared goals, we understand each other and we want to learn more about each others' lives.

Transparency and Accountability:

- Our Connecting Classrooms application allows us to reflect on this and be clear.

No one left behind:

- We do this by getting the whole school involved, letting everyone learn from the visit, not just that group. And when we visit each others' schools there is a real buzz about the school, everyone wants to ask the visitors questions and learn about them.

Effectiveness:

- I think this is shown by the success of the trip, we have a number of applications for just 12 spaces on the trip and this shows how popular it is.
- It also raises the profile of the school here and in Malawi which benefits everyone involved.

Reciprocity:

- We fundraise and so does the school in Malawi, they have things like a disco in Malawi and charge for entry.
- They can't fundraise in the same way we can but both schools are putting the effort in.
- Masalani have also identified enterprise activities to help them support themselves and we have purchased goats for them.

Sustainability:

- This year will really test whether this partnership is sustainable because the Headteacher in Malawi is moving schools and possibly other teachers too. It is set up to be sustainable so hopefully it will be fine but we will see.

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Do no Harm:

- This is a difficult one to reflect on, what is the impact of another bus of white students coming for a short visit? This is something we will think about and reflect on.

Interconnectivity:

- We visit the Primary schools around Masalani whilst in Malawi and it would be good to establish more links between our feeder schools in Scotland and those primaries in Malawi.

Parity (equality):

- We both celebrate each other's cultures, we do a 'Malawi week' and Masalani do a 'Scottish Awareness Day'.

17:10 – 17:20 Video on Partnership Principles: <https://www.youtube.com/watch?v=uMjkwXmmek>
Reflect on how schools can use Partnership Principles, it's a tool for all SMP members but these questions are specific to schools and might help them step back and reflect.

(Douglas Young)

SECTION 3: RESOURCES AND FORUMS

17:20 – 17:55

(Douglas Young)

Invite the group to go around, visiting each flip chart in turn and adding comments on the following:

- What existing resources have schools found useful for school partnerships and Global Citizenship?
 - Not quite sure what exists
 - Inspire-Aspire
 - Cultural information about Malawi
 - Link community development resources
 - Bunting and flags from SMP
 - Link Community development materials and training
 - British Council site for up-to-date health info
 - FairTrade Resources
 - Rights Respecting Schools
 - Inspire-Aspire
 - Mailing facilities between schools – our school misses the termly mailings
 - Failte Malawi
 - Malawian costumes, fabrics from SMP for the fashion show
 - British Council, ScotDEC, SMP, Failte Malawi, Changing Habits for Good, A Rabbits Bairns, 'send a cow' online.
 - Stride Magazine
 - Failte Malawi-this is now available for SMP members for the bargain price of £15 including postage (usually £25) Available from www.scotdec.org.uk
 - RISC 'How do we know if it's working' tools for impact assessment (based on 'what learnt')
- What resources would you like to see to support school partnerships and Global C?
 - Lots!
 - PSE lessons resources to involve other staff
 - Music, dance, singing and storytelling
 - There are lots of resources, more is great, however, schools need support to know how to use them
 - Setup partnership guide
 - Museum/library type trunk of materials, clothes, instruments and ideas for use

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- What other services could the SMP offer schools?
 - 'Good' photo bank and guidelines regarding how to use images/make videos/take photos
 - Talks!
 - Regular (2 per year/1 per term) events for schools to get together and share experience, resources, ideas, perhaps hosted by member schools?
 - Regular mailings please, we miss it!
 - Sharing of ideas/presentations/resources
 - Identify how different service providers could help schools undertake a study of Malawi or a school partnership-issue recommendations
 - Visits to schools to deliver workshops to staff and/or pupils, dos and don'ts
 - Building on new design and SMP Bulletin, have school news updates-linking with Education Scotland (sharing practice)

 - What would schools like to see on the SMP website?
 - Positive outlook on Malawi-not reinforcing African stereotypes
 - Ideas, school profiles, learn from other schools
 - A blog, links to videos and music
 - BBC Africa is good, more fast links to materials
 - Good case studies with pics/videos
 - A database of all schools in Scotland with Malawi partnerships (updated on an annual basis)
 - News on Malawi/Africa that doesn't find a forum on the BBC/Mainstream (partial) media
 - Other teachers' reflections on partnerships-what worked/didn't work
 - Links to resources and good practice
 - Ways to send and receive things if people are going out
 - A package of Malawi-themed educational resources
 - A database of all organisations in Scotland that offer relevant Malawian themed educational programmes and resources
 - News-like we see in the Bulletin
 - Q and A section, blogs, FAQs
 - Examples of good practice from other schools
 - Resources, examples of good practice, news
 -

 - Would Schools find the following useful (from the SMP): Social media?
 - Yes, especially for sharing ideas, posting info/resources etc. It keeps things fresh and allows easy collaboration.
 - Best practice examples, chance to share ideas.
 - Yes, case studies for comment
 - Examples of working partnerships, best practice and things that have failed
 - An area for kids too
 - Keep up to date with social media
 - Gather YouTube videos from members (added comment in support of this- and Scottish schools)

 - Webinars?
 - Yes
 - They sound painful!

 - Online forum on the SMP website?
 - Yes an online forum and a Facebook group
 - Can you put the Bannerman HS reflective tool examples shared at the Forum on an online forum on the website (if they are happy to do this!)
 - Yes

 - What would everyone like to see at future SMP Schools Forums?
 - Chichewa (someone else wrote agree!) and cultural information
-

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- More presentations from schools with successful partnerships with focus on particular areas, e.g. selection process for trips, evaluation, communication channels, embedding in the curriculum
 - Thought this one was well structured, good mix of people.
 - Something about using images, taking photos, looking at how we 'portray' our partners
 - Representations from Malawian community in Scotland
 - More presentations from partners 'Teach-meet style'
 - A Malawian presence would be good, examples of good practice
 - Presentations from facilitating partners on what support is available
 - More opportunities to interact with other agencies i.e. stalls from classrooms for Malawi, displays from schools who are doing good practice
- Would end of April for the forum work for most schools?
 - I welcome Glasgow venue but I'll be in Malawi in April
 - Think so but something will crop up! No exam leave for S4.
 - Could work.....
 - Probably not unless on a weekend day
 - Yes
- If the SMP introduced a 'Malawi week' for their School Members (with event ideas and a pack of free resources that schools could use), do you think it would be useful to our school members?
 - Yes, sounds great!
 - Mary's Meals would love to support a Malawi week!
 - Yes!
 - Yes but the link needs to be embedded in the curriculum and ethos of the school to be effective, there needs to be links to other topics
 - Very! Don't have time to do this ourselves, even links to where to find resources would be good.
 - Does a 'week' embed GC in a whole school approach or is it just as add-on (a questions not a statement)
 - A Malawi week pack would be very useful and subject specific
- What activities would you like to see during that week?
 - Language resources
 - Activities based around subject areas, practical, some cross-curricular.
 - Subject specific ideas that all teachers could take out of the box (like Stride magazine has started to do), this gets the teacher on board
 - Speakers (Mary's Meals, First Aid Africa etc.)
 - Cultural games
 - Whole school activities involving the community, a festival-Mela type festivity, dance, music, games and food.
 - Live as a Malawian for a day, no computers, photocopier, electricity etc.
 - Sustainability
 - An African style bazaar and fashion show worked well
- When during the year do you think would be best to hold it?
 - Term 3 or first half of term 1 in Secondary Schools
 - June for us
 - February for S2 (start them young!)
 - P7 induction-link with Primary School
 - Could it coincide with Africa Day? Africa Day is already listed on Education Scotland's Global Citizenship calendar
 - Sept/Oct or May/June
 - September would be best



- How can we listen to and be guided by Malawian priorities within our school partnerships?
 - Include Malawian partners in our decision making
 - Take time to listen, ensure Malawian school wants a partnership
 - Issue a list of these to all partners following research (someone else commented to agree with this)
 - Better communication between schools
 - Pupil councils-round the campfire-a great model
 - Partnership agreement – ‘Private box’ area?
 - We must make opportunities for Malawian partners to be fully involved, they must be and feel properly included (look at it from their point of view)
 - Must have partnership agreement with school and revisit and evaluate and listen-communication is a problem.
 - This is difficult as schools have their own priorities, this should be central to every partnership, linked to objectives and impact of partnerships. CPD training with teachers in a partnership.
 - Start with asking about perspectives of Scotland, unpick cultural context, images, expectations, what do they think of us and our country?

- How can we ensure that global citizenship is embedded in the life of the school and curriculum, and not just an add-on?
 - Development plan, link with other schools in community, steering group
 - Link pupil councils, round the campfire meetings
 - CPD for whole staff in a school to promote importance of GC and give ideas on how it can be developed in various curricular areas
 - Raise profile of Learning for Sustainability policy, orders from the top, otherwise it gets drowned in the flood of new curricular pressures and busyness of school life
 - Top down influence, SMT led
 - Whole school involved, reciprocal visits are key
 - Local schools meet 2 monthly to pool experiences
 - Embedding GC can be quite difficult because teachers are saturated with new developments/initiatives/courses
 - Management priority- share aims and raise profile of GC looking at topics and having assemblies
 - Ensure aims of partnership are complimentary to school ethos
 - Embedding-curriculum mapping – looking for things already done by schools which can easily accommodate a shift in focus so that it is not seen as an add on.
 - Regular visits of both teachers and students, start with the young ones!
 - Explore tools every teacher can use- come along to a CLPL session run by one of the DECs-free!

CLOSE

17.55 – 18.00 AOB and closing remarks (and evaluation forms)

(Douglas Young)



Paper A: List of attendees

Amanda Burton	(Stockbridge Primary School)	Amanda.Burton@stockbridge.edin.sch.uk
Aubrey Malcolm-Green	(Partner Schools Worldwide)	
Craig Shields	(Knightswood Secondary School)	CShields@knightswood-sec.glasgow.sch.uk
Douglas Young	(Beath High School)	Douglas.Young@fife.gov.uk
Emily Mnyayi	(Scotland Malawi Partnership)	emily@scotland-malawipartnership.org
Gill Casson	(North Berwick High School)	gcasson@northberwickhigh.elcschool.org.uk
Ian Macaulay	(Bell Baxter Primary cluster)	ianinsudan@hotmail.com
Jackie Farr	(Scotland Malawi Partnership)	jackie@scotland-malawipartnership.org
Jamie Wilson	(Bannermans High School)	JWilson@bannermanhigh.glasgow.sch.uk
Jemma Cruise	(Balgreen Primary School)	
John Lawson	(Quality Improvement Officer, Glasgow Education Services)	John.Lawson@glasgow.gov.uk
Joyce Shannon	(Just Trading Scotland)	
Kate Allen	(ScotDEC)	kate.allen1@btconnect.com
Lesley Binning	(Gleniffer High School)	
Liz Hall	(Gilmerton Primary School)	Liz.Hall@gilmerton.edin.sch.uk
Lynsey Neilson	(Mary's Meals)	Lynsey.Neilson@marysmeals.org
Malcolm Shannon	(Just Trading Scotland)	
Martha Findlay	(David Livingstone Centre)	
Martyn Roebuck	(LINK Community Development International)	martynroebuck@googlemail.com
Nick Morgan	(Education Scotland)	Nicholas.Morgan@educationscotland.gsi.gov.uk
Rosemary Harrison	(Clydeview Academy)	INROH510@glow.sch.uk
Sally Rae	(George Watsons College)	s.rae@gwc.org.uk
Sarah Aitken	(Gleniffer High School)	gw11aitkensarah@glow.sch.uk
Suzanne Ritchie	(North Berwick High School)	

Apologies from: Alison Craske	(Harrysmuir Primary School)
Fiona Vacher	(Gilmerton Primary School)
Linsey Rose	(Balwearie High School)
Martine Leitch	(Strathclyde University)
Natasha Kozłowska	(British Council)
Samantha Ross	(LINK Community Development International)
Tanya Wisely	(IDEAS)

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Paper B: Update from Emily Mnyayi, Youth and Schools Officer, SMP

Overview of Youth and Schools Officer Role

- Emily's background
- SMP increased capacity, therefore can tailor support
- Able to go into schools more, give advice, run workshops
- Able to create resources, will need advice from schools
- Keen to make sure the events are useful, appropriate and what our school members need

Flooding update- UNICEF Situation Report 25th February 2015

- 230,000 people have been displaced and 15 districts have been affected
- 104 people have died, 645 injured, 172 people are still missing
- There have been 39 cases of cholera confirmed and 2 people have died from cholera
- 181 Schools in Malawi are housing people displaced by the floods.
- UNICEF have built 40 temporary classrooms for 4,000 displaced children and are working closely with Mary's Meals and the World Food Programme to provide emergency school feeding.
- However, there are issues of child protection with displaced people living in the same place where teachers are still trying to teach lessons.
- UNICEF have provided trained volunteer teachers to the schools affected.

Update on Education projects (Scottish Government)

At the end of January we were extremely pleased to hear that the Scottish Government is investing more than £9 million to fund 20 projects in Malawi as part of its Malawi Development Programme (2015-18).

For a full list of projects that have been funded go to: <http://www.gov.scot/Topics/International/int-dev/Maps/Malawi/2015projects>

Below are the **Education projects** that have received funding:

Organisation	Project Title	Project Detail	Total Funding
The Global Concerns Trust	Tools and Training for Livelihood in Malawi	To contribute to the reduction of poverty, the enhancement of economic sustainability, and improvement in community integration of physically disabled men and women in Malawi, by providing vocational training and business support.	£198,527
Tearfund	Girls and Boys Empowerment Project in Rural Chitipa	To protect girls and boys from harmful cultural practices that deny them their rights, including educational opportunities.	£460,355
Mary's Meals	Mary's Meals School Feeding Programme Expansion in the Machinga District of Malawi	The objective of this project is to provide sustainable support to vulnerable children in remote and rural communities in Malawi by reducing hunger and promoting access and participation in primary education through the provision of a daily school meal prepared locally by community volunteers.	£584,038
Link Community Development	Increasing MoEST Impact in School Improvement in Malawi	To improve the performance of Malawian schools and the impact of the Malawian Ministry of Education Science and Technology (MoEST) and	£599,507

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	(IMISIM)	District Education Offices on school performance, by improving integrated planning, multi-stakeholder accountability and the provision of effective support.	
Glasgow City Council	Malawi Leaders of Learning	Improving educational outcomes for children and young people through improving learning and teaching and leadership of Malawian staff and young people.	£209,310
Voluntary Service Overseas (VSO)	Unlocking Talent through Technology: Improving Learning Outcomes of Primary School Children in Malawi	This project aims to improve the numeracy and literacy skills of Standard 1 and 2 learners in selected schools in Kasungu District, Malawi by equipping classrooms with mobile tablet technology to enhance instruction and allow for highly tailored and interactive learning.	£600,000

MaSP

- Our sister organisation MaSP can offer free support to Malawian Schools who are partnered with Schools in Malawi (or wish to begin a partnership). If your school is not registered with yet, please encourage them to join. MaSP send out regular news updates and have 3 regional resource centres in the Central, Southern and Northern regions in Malawi which are free for members to use.
- During the MaSP National Symposium on 30th January 2015, delegate were divided into strands and the Education strand reported on challenges they had faced whilst working with their partners in Scotland. The most common challenges that the Education group identified were:
 - Other cultural factors / behavioural change / negative attitudes(10)
 - Lack of funding/shortage of resources (7)
 - Poor quality teaching (6)
 - Coordination (5)
 - International Partnerships (5)
 - Youth unemployment (5)
 - Engaging Government policy (4)
 - Poor educational infrastructure (4)

Some of the comments from the Education Strand included

- “Who manages the partnership? Project idea Malawian or Scottish?”
- “Lack of confidence of our Scottish partners – micro-managing projects”
- “Lack of understanding of the local organisational culture and management style”
- Proposed solutions:
 - “Coordination - starting point of the project should be consultative and transparent”
 - “Projects should be based on demand delivery policy”
 - “ Implementation period for projects – longer time is needed for sustainability”
- For a list of comments made by Education delegates based on the challenges, **see Paper D.**
- For the full report or if you have any questions about it please contact **Emily at the SMP.**

Connecting Classrooms

- There will be future funding dates announced for Connecting Classroom grants for reciprocal visits.

Paper C: Partnership Principles, a reflective tool for SMP Members

**Partnership Principles
self-evaluation of our link with Malawi**



**SCHOOL
LINKS**

Planning and implementing together:

- Who was involved in the planning at each end? Are they still involved?
- Do you have a partnership agreement?

Appropriateness:

- How does it fit within local and governmental education priorities?
- How this partnership fit within local culture and customs at both ends?

Respect, trust and mutual understanding:

- How well do you know your partner school?
- How are you improving your knowledge and understanding of Malawian life?

Transparency and Accountability:

- How do you share information about your partnership with others?

No one left behind:

- Who precisely is your partnership with?

Effectiveness:

- How do you know if your school partnership is working?
- How do you use your monitoring and evaluation to learn, and develop the partnership?

Reciprocity:

- What does each school contribute in the partnership?
- Who benefits from the partnership-are they the same at both ends/balanced?

Sustainability:

- How can you be sure your partnership isn't creating dependencies?
- Is your partnership building capacity at both sides?

Do no Harm:

- What impact is your partnership having on.....the local economy?gender equality?food security?
.....local culture?climate change?democracy, governance and local planning?

Interconnectivity:

- How do you connect with what others are doing in the area of school partnering?
- How do you learn from others and share your experiences?

Parity (equality):

- How is each school and it's community of children, parents and local residents treated through this partnership? - What rights and responsibilities does each side have with regards to promoting UNCRC?



Paper D: Education Strand Discussion at the 2015 MaSP Symposium

Together in Partnership:
2015 National Symposium for Scottish Government Malawi Grant Partners
30th January 2015

Outcomes from Education Strand Discussion

The Education strand reported on challenges they had faced whilst working with their partners in Scotland.

The challenges that the Education group identified were (and number of comments):

- Other cultural factors / behavioural change / negative attitudes (10)
- Lack of funding/shortage of resources (7)
- Poor quality teaching (6)
- Coordination (5)
- International Partnerships (5)
- Youth unemployment (5)
- Engaging Government policy (4)
- Poor educational infrastructure (4)
- Lack of accommodation (3)
- Gender inequality (3)
- Early childhood development (3)
- Lack of inclusivity (3)
- Local partnerships / collaboration (2)
- Project timescales (2)
- Monitoring, Evaluation and Learning (MEL) (2)
- Training (1)
- Lack of capacity (1)
- Poor infrastructure (1)
- Geography (1)
- Sustainability (1)

Comments made by the Education Strand group about these challenges and their proposed solutions:

Coordination:

- "Lack of coordination amongst NGOs in implementing projects"
- "Lack of coordination of partner to compliment on each other's gaps (e.g. lack of adequate school blocks)"
- "Coordination of CBCC/ECD providers for common standard of service delivery"
- Proposed solutions:
 - "Pro-active involvement of key stakeholders at the beginning"
 - "Coordination - starting point of the project should be consultative and transparent"
- **Other cultural factors / behavioural change / negative attitudes**
 - "Lack of understanding of the local organisational culture and management style"
 - "Parents negative attitudes to girls"
 - "Inclusive education preached but not implemented"
 - "Negative attitudes"
 - "Negative attitudes"
 -

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- Experience of this:
 - “We see this as we do our training”
 - “SNE not aware of the SNE allocation at the DEM office. Limited decentralisation of inclusive education. Lack of inclusive education plan/strategy”
- Proposed solutions:
 - “Development projects need to be bottom to top not top to bottom”
 - “Sensitisation campaigns”
 - “Reforms in the SNE depart under the M&E to ensure effectiveness and decentralisation”

Lack of funding/shortage of resources:

- “Inadequate resources e.g. desks and books in schools”
 - “Lack of funding. Difficult conditions for accessing Scottish Government funds”
 - “Lack of funding.”
- Experience of this:
 - “Failing to implement projects. Funding organisations to consider local young registered NGOs”
 - “Most local NGOs have failed to access funds for projects due to lack of meeting donors’ conditions”
 - Proposed Solutions:
 - “Funding agencies to consider funding local NGOs as well”
 - “Diversify income streams – don’t rely on one source of income”

International Partnerships:

- “Who manages the partnership? Project idea Malawian or Scottish?”
 - “Lack of confidence of our Scottish partners – micro-managing projects”
- Proposed solution:
 - “Coordination - starting point of the project should be consultative and transparent”
 - “Transparency from the donors to the local partner in the MOU”
 - “Projects should be based on demand delivery policy”

Youth unemployment:

- “The education provided in Malawi is for people to be employed only. But we need education which can help students be able to create jobs. There are no jobs for everyone”
 - “Incomplete process for the informal education. After the six months the youths have nothing to do therefore it’s likely for them to go back”
- Experience of this:
 - “We see many young school leavers jobless”
 - Proposed solutions:
 - “Incorporate entrepreneur skill subjects in the syllabus from primary level”
 - “Develop curriculum that is job orientated”

**Local partnerships / collaboration:**

- "Lack of commitment from key local stakeholders"
- Proposed solution:
 - "Capacity building of key implementing partners and community members"

Monitoring, Evaluation and Learning (MEL):

- "Monitoring and evaluation tools are not standardized"
- Experience of this:
 - "Lack of information sharing between individual and partner"
- Proposed solutions:
 - "Evaluate. Learn. Change projects"

Engaging Government policy:

- "Inability to implement government policies"
- Proposed solutions:
 - "Reinforce the implementation of policies at ground level where people should be aware of these policies"
 - "Promote motivation of officer in government and implementation partner"
 - "Engage better with cross Government departments"

Lack of accommodation:

- "Accommodation"
- Experience of this:
 - "Girls at CBSS have a grass dilapidated hostel. They need a suitable hostel"
- Proposed solution:
 - "Constructing a hostel"

Poor quality teaching:

- "Lack of qualified teachers in rural schools"
- Lack of shared commitment among stakeholders in SFP e.g. some communities and schools not committed in their roles and responsibilities"
- Experience of this:
 - "Teachers not focused on classes and children left unattended in classrooms. Reasons: pay, commitment, training, resources"
 - "There are some primary schools where there is only one teacher"
- Proposed solutions:
 - "Invest in better teachers: pay, T & Cs, housing, continuous professional development, etc"
 - "Set all holidays in advance – even local ones and communicate this. Set training days when school is closed"



Gender inequality:

- “Parents negative attitudes to girls”
- Experience of this:
 - “Girls at CBSS have a grass dilapidated hostel. They need a suitable hostel”
- Proposed solution:
 - “Construct a hostel. Parents to be empowered on girls education”

Poor infrastructure:

- “Inaccessible infrastructure”

Poor educational infrastructure:

- “Infrastructure i.e boarding facilities for children who walk long distances to class”
- Experience of this:
 - “Inadequate number of classrooms for number of classes or children. Learning outside so no classes when it rains”
 - “Most schools in Malawi have been gutted or vandalised by children of the community”

Poor early childhood development:

- “Lack of strategic fit – early childhood development is in Ministry of Gender, not Ministry of Education”
- Experience of this:
 - “Most children go to primary school poorly prepared”
- Proposed solutions:
 - Lobby GoM for Early Child Development to be within Ministry of Education”

Lack of inclusivity:

- “Inclusive education preached but not implemented”
- Proposed solution:
 - “Development of national plan on inclusive education”

Additional proposed solutions (for **Project Timescales and **Sustainability**):**

- “Implementation period for projects – longer time is needed for sustainability”
- “Diversify income streams – don’t rely on one source of income”

Additional proposed solutions (for **Training):**

- “Set training days when school is closed”

Additional proposed solutions (for **Lack of Capacity):**

“Capacity building of key implementing partners and community members”

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