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With one of the lowest university enrolment rates in the world there is no doubt that Malawi faces a number of challenges in its higher education sector. Lack of funding, inequitable access, research capabilities and the regulation of the sector present a significant challenge. Of course, in spite of these challenges there are many ambitious graduates completing qualifications and contributing towards the development of their country.

**National Council for Higher Education in Malawi**

In order to address head-on some of these challenges, the National Council for Higher Education in Malawi was established by an Act of Parliament No. 15 of 2011, with the primary purpose of regulating the Higher Education sub-sector. Specifically, it was been established to promote and coordinate education provided by higher education institutions; design quality assurance systems and determine, maintain and regulate standards for teaching, examinations, qualifications and facilities; register, de-register and accredit higher education institutions; determine framework for funding public higher education and provide guidance on terms and conditions for awarding students’ grants, loans and scholarships; and harmonize student selection into public higher education institutions.

**Skills development project**

To give legs to the Council’s strategic purposes, the Government of Malawi through the Ministry of Education, Science and Technology (MoEST) is implementing a Skills Development Project (SDP) for higher education institutions with support from the World Bank. The project aims at developing the skills needed for improving employment outcomes and increasing productivity among youth and underserved populations by increasing access, enhancing market relevance, and increasing the results orientation of the participating institutions. Additionally, the project aims to strengthen capacities of the Ministry of Education, Science and Technology, the National Council for Higher Education (NCHE), Technical, Entrepreneurship and Vocational Education and Training Authority (TEVETA), The Polytechnic, Chancellor College, Lilongwe University of Agriculture and Natural Resources (LUANAR) and Mzuzu University for policy development, programme planning and implementation.

The Council has outlined a number of strategic priorities for the development of further and higher education in Malawi over the coming years. These range from the prescribing of minimum standards for HE, development of the National Qualifications Framework (NQF) as well as increasing staff capacity, access and relevance of HE and increasing research, focussing particularly on economic development.

Scotland and Malawi’s long history of partnership in higher education means Scotland can continue to build on previous links and make new useful contribution towards some of Malawi’s key priorities. In particular we are looking for support in the following areas:
a. Knowledge sharing in developing quality assurance systems
b. Provision of grants to support capacity building for staff in HE institutions
c. Collaboration in and support for independent validation
d. Collaboration in developing qualification validation systems
e. Collaboration in coming up with research concepts that can spur development agenda
f. Collaboration in Project Monitoring and Evaluation skills
g. Sharing experience of private sector involvement in HE

This directory outlines a great number of useful contributions already to these strategic aims, however there is always more scope for further joined up working. I hope that this report will encourage further networking and collaboration between Scotland and Malawi, built on partnership principles of mutual respect, reciprocity and joint learning.

Mathildah Chithila-Munthali PhD
CEO of the National Council for Higher Education, Malawi

For further information on the role of the NCHE click here to download an interview between Mathildah Chithila-Munthali and Charlie Bevan (December 2014), speaking about the priorities for Malawi in Higher Education in Malawi.
Scottish Foreword

The Higher and Further Education Forum brings together academic and administrative staff and students from universities and colleges across Scotland, who share a passion for partnership with Malawi. Scotland’s educational and research community benefits enormously from collaborative working with our Malawian counterparts. This directory provides an overview of the connections between institutions in each country, but it cannot begin to communicate the life-changing impact on individuals who have shared these experiences.

Scottish educational institutions strive to be internationally focussed, providing learners with opportunities to experience the meaning of ‘Global Citizenship’ at a personal level. Student exchanges serve to establish strong friendships which develop a visceral understanding of what it means to be global citizens, sharing joys, aspirations, and sometimes disappointments in the struggle for a fairer world. Our connections and friendships between Scottish and Malawian students and teachers are intellectually and personally enriching for all who participate, fuelling a passion to share these experiences with others.

Over recent years of the partnership, we have seen an expansion of research collaborations, building up the capability of researchers in both countries. As governments strive to implement policies to enhance opportunities for their populations, they need to be guided by strong evidence of what works locally. The strengthening of research capability, through collaborative working and mentorship, supports the ambitions of smart young Malawians to make a difference to their country’s future. Researchers from Scottish institutions gain equally from this international exposure and see the impact of their research in practice. Together, we are gaining new knowledge in a fantastic breadth of subject areas as diverse as traditional medicines, climate justice, archival management and groundwater resource mapping.

Dr Chithilah has identified the strategic initiatives within Malawi to strengthen the post-school educational institutions. The management of further and higher education poses many challenges in terms of funding, strategic planning, industrial and civic society engagement, and inclusion. It has been my pleasure over recent years to witness the growing friendships between leaders of education in Malawi and Scotland, as they share the challenges and opportunities that are common across the sector, building on each others’ experience and ideas.

The focus of all of these partnerships is academic, contributing to shared learning at all stages of our careers. However, the personal bonds forged in these working relationships go beyond the purely professional. When flooding washed away homes in Malawi in January 2015, the anguish for our friends was felt across Scotland. Our close working relations allowed us to respond rapidly and effectively, to support the distribution of emergency supplies in the worst affected areas. The habits of data collection and reporting among the academic community ensured that the evidence of impact and relief was quickly shared with the co-ordinating bodies in Malawi, supporting more effective distribution of relief efforts.
This directory highlights the range of collaborations between higher and further education institutions in Scotland and Malawi. It gives a flavour of the enthusiastic collaborations that have developed between our countries. Hopefully it will also serve to encourage others within those communities who have not yet established partnerships to see the mutual advantages of working together in our respective specialisms. I am confident that, as these experiences are shared more widely, we will see the diversity of this directory grow in future editions.

Janey Andrews  
Chair of the Higher and Further Education Forum
Executive Summary

The multiple Higher and Further Education links which exist between Scotland and Malawi are predicated on the shared values of cooperation, mutual respect and collaboration. Such partnerships promote economic and social development; facilitate the sharing of knowledge, experience and expertise; and make a valuable contribution towards poverty alleviation by building a strong knowledge economy attuned to national challenges and local solutions.

Between February and May 2015 the Scotland Malawi Partnership contacted Scottish and Malawian universities, colleges and governmental representatives to gather detailed information on: Malawian priorities for future HE/FE work [Chapter One], all existing FE/HE links between Scotland and Malawi [Chapter Two], summaries of current Malawi research being undertaken by Scottish students [Chapter Three] and input from Malawi on areas for future collaboration [Chapter Four].

This report profiles over 40 project links between 13 Scotland HE/FE institutions with Malawi in subject areas as diverse as surveying, climate justice and construction, demonstrating the great scope and scale of the many interconnected partnerships. The purpose of the directory is to build on the success and learning of existing partnerships, and inspire the development of new links.

While most of these partnerships have been strengthened over many years, and much shared understanding developed, this report also emphasises the changing environment of the higher education sector in international development. With input from colleagues in Malawi, the SMP Higher and Further Education Forum and a number of key international donors, the report offers insight into contemporary challenges and priorities that need to be considered in strengthening existing links, and inspiring new partnerships.

The key strategic priorities from Malawi include:

- Increasing equitable access to higher education in Malawi (particularly focussing on gender and socio-economic equity)
- Developing infrastructure and organisational capacity (buildings, ICT systems, accommodation, human resources)
- Developing research knowledge and skills
- Exploring public-private partnerships to encourage investment in the sector
- Improving governance and regulation of the sector
- Developing a market-led curriculum to improve skill set of graduates

It is hoped this report will raise awareness of existing activities in the sector and provide a sense of direction for future cooperation rooted in an understanding on contemporary challenges and priorities. Having this information in one single resource will assist future signposting in both Scotland and Malawi, and will support the development and strengthening of Scotland’s numerous further and higher education Malawi links.
Between 2006 and 2011 the Scotland Malawi Partnership coordinated a project of Higher Education academic exchange (funded by the Scottish Government). The project facilitated the exchange of knowledge and expertise between Scottish and Malawian practitioners in higher education. As the project drew to a close in 2011 it became clear that one of its greatest challenges was 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, in February 2012 the Scotland Malawi Partnership established a Further and Higher Education (FE/HE) Forum, which has met every year since.

The Forum exists to:

- Support and raise awareness of existing Scotland-Malawi HE/FE links, promoting collaborative working and shared learning, and reducing duplication of effort.
- Establish a central channel for the dissemination of Malawian HE/FE priorities and support Scottish institutions to work within these areas.
- Facilitate the sharing of experience, learning and resources between Scottish HE/FE institutions.
- Disseminate HE/FE news from Malawi to Scottish HE/FE institutions.

Following its inaugural meeting in 2012 it was recommended that the SMP compile a national report on Scotland-Malawi HE/FE links, to support shared learning and collaborative working, and help inform future activity in this area. In November 2012 the SMP published its first national directory outlining existing HE/FE links, as well as input on priorities and areas for collaboration from colleagues in Malawi. [Click here](#) to download the first directory.

In December 2014, the SMP Higher and Further Education Forum met again, this time with input from Programme Manager for DFID’s Higher Education Partnership Programme, Colin McGinty. Significant demographic, economic and policy shifts have increased DFID’s interest in the potential of Higher Education as a means for achieving development outcomes. In particular their focus is on how the higher education sector can increase the skill set of countries to be able to increase economic growth.

Over the next few years DFID will be developing a suite of activities to tackle the barriers to impact of the HE sector on development outcomes. This new shift towards a market-driven approach to higher education was reflected in input from Mathildah Chithilila, CEO of the National Council for Higher Education, and reiterated by various other contributors to this report. To download the DFID presentation click [bit.ly/SMPHEFEForum2014](#).

It was in the context of these conversations, and recognition of the shifting priorities and approaches to higher education and international development, that it was suggested by the SMP Higher and Further Education Forum that the directory be updated.

Between February and May 2015 the Scotland Malawi Partnership contacted Scottish and Malawian universities, colleges and governmental representatives to gather detailed information on: Malawian priorities for future HE/FE work [Chapter One], all existing FE/HE links between Scotland and Malawi [Chapter Two], summaries of current Malawi research being undertaken by Scottish students [Chapter Three] and input from Malawi on areas for future collaboration [Chapter Four].
Chapter One: Malawian priorities for future HE/FE work

Malawian university, college and governmental representatives fed in their views identifying key priorities in the higher and further education sector in Malawi. 18 individuals, from a range of institutions and subject areas shared their views.

Chapter Two: Directory of Existing HE/FE Partnerships:

13 Scottish universities and colleges, representing 40 separate project partnerships with Malawi, fed into the report. Each institution shared key contact details, their partner in Malawi, a brief outline of their engagement, their linking experience and their hopes for developing their partnership with Malawi. These HE/FE links represented partnerships in the fields of education, health, librarianship, archival management, agriculture, tourism, business and climate justice.

This directory does not claim to be an exhaustive record of all HE and FE Scotland-Malawi links but is indicative of the many and varied partnerships that exist. It is an attempt to begin to collate and network institutions and departments working in similar areas and with shared colleagues in Malawi. The report will be made available on the SMP website.

Chapter Three: Malawi Research

Strong links between Scotland and Malawi are represented at a student level too, with a number of Scottish students basing their research on questions relating to Malawi. While not exhaustive of all research relating to Malawi, the projects included and research questions proposed, illustrate the variety of areas of partnership between Scotland and Malawi.

Chapter Four: Opportunities for Future Collaboration:

With input from members of the Higher and Further Education Forum (including HEIs, colleges and international funders) and colleagues in Malawi, ideas were shared on areas of synergy for further collaboration in the future.

It is hoped this report will raise awareness of existing activities in the sector and provide a sense of direction for future cooperation. Having this information in one single resource will assist future signposting in both Scotland and Malawi, and will support the development and strengthening of Scotland’s numerous further and higher education Malawi links.
In March 2015 the SMP contacted Malawian university, college and governmental representatives, asking them to identify key priorities in the higher and further education sector in Malawi. The list of contributors and a summary of their responses are outlined below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Institution</th>
<th>Email</th>
<th>Scottish Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Nkhoma</td>
<td>MSc Innovation</td>
<td>University of Science and Technology</td>
<td><a href="mailto:bostonnkhoma@yahoo.com">bostonnkhoma@yahoo.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Emma Kasinga</td>
<td>MA Education</td>
<td>Blantyre Teacher Training College</td>
<td><a href="mailto:ekasinja@yahoo.com">ekasinja@yahoo.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Gertrude C. Mkandawire</td>
<td>MA Education</td>
<td>Blantyre Teacher Training College</td>
<td><a href="mailto:gcnmkandawire@yahoo.com">gcnmkandawire@yahoo.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Hamid Mponda</td>
<td>MSc Environmental Health</td>
<td>University of Malawi</td>
<td><a href="mailto:hamidmponda@yahoo.com">hamidmponda@yahoo.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Hannah Ganunga</td>
<td>MSc Agroforestry</td>
<td>LUNAR</td>
<td><a href="mailto:hganunga@yahoo.com">hganunga@yahoo.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Khwima Singini</td>
<td>MA Economics</td>
<td>Imani Development</td>
<td><a href="mailto:Khwima@imanddevelopment.com">Khwima@imanddevelopment.com</a></td>
<td>Livingstone Scholarship recipient/ Imani Development</td>
</tr>
<tr>
<td>Maria Muweru Banda</td>
<td>Teacher</td>
<td>Ministry of Education</td>
<td><a href="mailto:Maria.muweru@gmail.com">Maria.muweru@gmail.com</a></td>
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</tr>
<tr>
<td>Martha Chizumila</td>
<td>Lecturer</td>
<td>Ministry of Education</td>
<td><a href="mailto:chizumilamartha@yahoo.com">chizumilamartha@yahoo.com</a></td>
<td>No current links</td>
</tr>
<tr>
<td>Mathildah Chithila-Munthali</td>
<td>CEO/Civil servant</td>
<td>National Council for Higher Education</td>
<td><a href="mailto:mathildah.chithila@gmail.com">mathildah.chithila@gmail.com</a></td>
<td>Strathclyde University</td>
</tr>
<tr>
<td>Mercy Kachepe</td>
<td>MA Education</td>
<td>Mzuzu University</td>
<td><a href="mailto:mercysatumba@gmail.com">mercysatumba@gmail.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Mexford Mulumpwa</td>
<td>MSc Aquaculture</td>
<td>Senga Bay Fisheries Research Centre/LUNAR</td>
<td><a href="mailto:mexford@gmail.com">mexford@gmail.com</a></td>
<td>Livingstone Scholarship recipient</td>
</tr>
<tr>
<td>Modesta Wezze Simwaka</td>
<td>Masters student</td>
<td>Chancellor College</td>
<td><a href="mailto:modesimwaka@gmail.com">modesimwaka@gmail.com</a></td>
<td>Livingstone Scholarship recipient</td>
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<tr>
<td>M.M. Maulidi</td>
<td>MSc in Technical and Vocational Education</td>
<td>Polytechnic</td>
<td><a href="mailto:maulidimu@yahoo.com">maulidimu@yahoo.com</a></td>
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<td>Degree</td>
<td>Institution</td>
<td>Email</td>
<td>Notes</td>
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<tr>
<td>Rodgers Makwinja</td>
<td>MSc Fisheries</td>
<td>Mzuzu University</td>
<td><a href="mailto:makwinjarodgers@gmail.com">makwinjarodgers@gmail.com</a></td>
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<tr>
<td></td>
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<td>Share World Open University</td>
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<tr>
<td>Stainmax Chinkhosa</td>
<td>MSc Biostatistics</td>
<td>College of Medicine</td>
<td><a href="mailto:vmanuel@medcol.mw">vmanuel@medcol.mw</a></td>
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<tr>
<td>Vincent Samuel</td>
<td>MSc Public Health</td>
<td>Mulanje Mission College of Nursing</td>
<td><a href="mailto:vchatsika@yahoo.com">vchatsika@yahoo.com</a></td>
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<tr>
<td>Viola Chatsika</td>
<td>MSc in Animal Science</td>
<td>Lilongwe University of Agriculture and Natural Resources</td>
<td><a href="mailto:yvonnekamanga@yahoo.com">yvonnekamanga@yahoo.com</a></td>
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<tr>
<td>Yvonne Kamanga</td>
<td></td>
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</table>
Summary of responses of key priorities in the higher and further education sector in Malawi.

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Key Challenge</th>
<th>Opportunity for Scotland-Malawi collaboration</th>
</tr>
</thead>
</table>
| “Increasing equitable access to higher education in Malawi (particularly focussing on gender and socio-economic equity)” | ➢ Limited financial resources: government, donor, institutional and student  
➢ Contention over the regional quota systems | ➢ Provision of grants to support capacity building for staff in HE institutions and for students  
➢ Supporting women’s access to higher education |
| “Developing infrastructure and organisational capacity (buildings, ICT systems, accommodation, human resources)” | ➢ Limited space  
➢ Out-dated resources  
➢ Lack of computers  
➢ Lack of accommodation for students  
➢ Low student/lecturer ratio | ➢ Using technology to support links at a distance  
➢ Video-conferencing centre |
| “Developing research knowledge and skills”                                          | ➢ Small number of courses on offer  
➢ High interest rates and inflation hindering private investment in the sector | ➢ Collaboration in coming up with research concepts that can spur development agenda  
➢ Supporting training up to PhD level  
➢ Supporting and developing research culture  
➢ Exchange visits  
➢ Scotland’s experience of private sector involvement in Higher Education |
| “Exploring public-private partnerships to encourage investment in the sector”        | | |
| “Improving governance and regulation of the sector”                                 | ➢ Governance and leadership challenges  
➢ Nepotism  
➢ Lack of quality assurance | ➢ Collaborate in and support independent validation  
➢ Knowledge sharing in quality assurance systems |
| “Developing a market-led curriculum to improve skill set of graduates”               | ➢ Limited relevant qualification to meet market demand  
➢ Low completion rates  
➢ Impact of the “brain drain” out of Malawi | ➢ Support strategic reviews of the curriculum |


Chapter Two

Directory of existing HE/FE Partnerships

Between February and May 2015 the Scotland Malawi Partnership contacted Scottish universities and colleges to collect information on existing HE/FE links between Scotland and Malawi. It is hoped by having this information in one report it will act as a useful resource for future signposting in both countries.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Project</th>
<th>Area of partnership</th>
<th>Partner in Malawi</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td><strong>Aberdeen University</strong></td>
<td>“Sustainable model for rural midwifery”</td>
<td>Maternal Health</td>
<td>Malawi College of Midwives</td>
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<tr>
<td></td>
<td>“Improving Respectful Midwifery Care in Rural Malawi: A Human Rights Approach”</td>
<td>Maternal Health</td>
<td>Malawi College of Midwives and White Ribbon Alliance</td>
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<td><strong>Edinburgh Napier University</strong></td>
<td>“Lake of Stars Festival”</td>
<td>Arts and Tourism</td>
<td>Lake of Stars Ltd</td>
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<td><strong>Glasgow Caledonian University</strong></td>
<td>“Reducing maternal and foetal death due to gestational diabetes in the pregnant mother”</td>
<td>Maternal Health</td>
<td>College of Medicine</td>
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<td></td>
<td>“Climate Justice - Water for All”</td>
<td>Climate justice</td>
<td>Polytechnic</td>
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<tr>
<td></td>
<td>“Capacity building for the construction sector in Malawi”</td>
<td>Construction, online distance learning</td>
<td>Polytechnic</td>
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<td><strong>Glasgow University</strong></td>
<td>“MSc Library and Information Science (in-country delivery)”</td>
<td>Archival Management</td>
<td>Chancellor College</td>
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<td>“Commonwealth Professional Fellowships”</td>
<td>Archival Management</td>
<td>National Archives of Malawi</td>
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<td>“Automation of Title Deed Map Production (in-country course delivery)”</td>
<td>Surveying</td>
<td>Malawi Department of Surveying and Mapping</td>
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<td>“Scoping exercise – joint research opportunities”</td>
<td>Surveying</td>
<td>University of Malawi-Department of Surveying</td>
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<tr>
<td></td>
<td>“Knowledge sharing”</td>
<td>Surveying</td>
<td>Malawi Department of Surveying and Mapping</td>
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## Queen Margaret University

<table>
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<th>Field</th>
<th>College</th>
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<tbody>
<tr>
<td>“Collaboration with Malawi College of Medicine”</td>
<td>Health Service Management</td>
<td>College of Medicine</td>
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<td>“ESRC funded research project on youth access to antiretroviral therapy”</td>
<td>Health Research</td>
<td>College of Medicine</td>
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<tr>
<td>“Collaboration Kamuzu College of Nursing”</td>
<td>Research into reproductive loss</td>
<td>Kamuzu College of Nursing/Andrew Simwaka</td>
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<tr>
<td>“Loss in childbearing in Malawi”</td>
<td>Maternal, paternal and reproductive health</td>
<td>Chancellor College and Kamuzu College of Nursing</td>
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<tr>
<td>“Collaboration Mzuzu University”</td>
<td>Sexual and reproductive health (HIV, infertility and menopause)</td>
<td>Mzuzu University/ Patrick Mangochi</td>
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## Robert Gordon University

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<tr>
<td>“Respectful care”</td>
<td>Maternal health</td>
<td>Association of Midwives Malawi and White Ribbon Alliance</td>
<td>38</td>
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<tr>
<td>“A rural model of midwifery”</td>
<td>Maternal health</td>
<td>Ministry of Health</td>
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## Scotland’s Rural College

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<tr>
<td>“Assessing the contribution of the dairy sector to economic growth and food security in Malawi”</td>
<td>Agriculture and food security</td>
<td>Lilongwe University of Agriculture and Natural Resources</td>
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<td>“Integration of dairying into existing and emerging maize based rain fed and irrigated systems in Sub-Saharan region for enhanced livelihood and food security”</td>
<td>Agriculture</td>
<td>LUNAR</td>
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## The Open University in Scotland

<table>
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<th>Collaboration</th>
<th>Field</th>
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<tr>
<td>“Malawi Access to Teaching Saltire Scholarships (MATSS)”</td>
<td>Education/women’s empowerment</td>
<td>Forum for African Women Educationalists in Malawi (FAWEMA)</td>
<td>46</td>
</tr>
<tr>
<td>“Keeping Girls in Schools; Malawi Access to Teaching Scholarships Programme (KGIS MATS)”</td>
<td>Education/women’s empowerment</td>
<td>Forum for African Women Educationalists in Malawi (FAWEMA)</td>
<td>47</td>
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<tr>
<td>“The Malawi Gender Equality Act- Teaching Guide”</td>
<td>Education resource</td>
<td>MaSP/UN Women/ Ministry of Gender</td>
<td>48</td>
</tr>
<tr>
<td>University of Dundee</td>
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<tr>
<td>“Responsible Electives”</td>
<td>Medical student education</td>
<td>Kamuzu Central Hospital, Nkhoma Hospital and College of Medicine</td>
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<td>“The Extractives Industry in Malawi: A policy on mining”</td>
<td>Extractives industry</td>
<td>Government of Malawi</td>
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<td>“Redd Horizon”</td>
<td>Forest mapping</td>
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<td>“Modelling Farmers’ Decision Making in Response to Climate Change”</td>
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<td>“MSc in hydrogeology and integrated water resource management” “Malawi Millennium Project”</td>
<td>Philanthropic support</td>
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General introduction to the University’s work with Malawi:

The Centre for Sustainable International Development (CSID) at the University of Aberdeen has been created to facilitate and generate work on sustainable international development across the University.

It espouses an inter-disciplinary, multi-sectoral approach and recognizes that future long-term research must be coordinated across all areas of sustainable development to maximise impact in least developed countries.
Project: “Sustainable model for rural midwifery”

Area of work: health, midwifery

Brief description of Malawi engagement:

The aim of this project is to improve the recruitment and retention of midwives working in rural and remote health centres.

Midwife educators from Robert Gordon University are training Malawian trainers in mentorship and the project is supporting them to train mentors for newly-qualified rural midwives.

Other educational and health system support for these new midwives includes: curriculum revision, establishment of a scope of practice, supervision, development of a continuing professional development (CPD) curriculum, CPD in emergency obstetric skills, equipment for outreach visits to local communities and bicycles.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Happy to share experiences to those who wish to contact us. We will be producing an evaluation report later in 2015.

How would you like to develop your partnership in the years to come?

We have recently been awarded further support from the Scottish Government for a new project continuing to develop CPD in respectful care (see below).
Project: “Improving Respectful Midwifery Care in Rural Malawi: A Human Rights Approach”

Area of work: health, midwifery

Brief description of Malawi engagement:

This project will use an innovative approach to improve women’s skilled and respectful birth attendance within health care facilities (2 districts within Malawi).

It will also assist women and their communities to develop an awareness of their rights for respectful care. The project will ensure sustainable human rights approaches to midwifery care by building capacity within the midwifery education community (train the trainers) and institutions, as well as associations and the District Health Offices.

Systems changes will include embedding human rights approaches to care within pre and post registration curricula, as well as continuous professional development programmes. Engagement of key individuals, institutions and local health systems will be obtained.

How would you like to develop your partnership in the years to come?

Continue to work together to improve maternal and newborn health.

Lead Contact in Scotland:
Tracy Humphrey
Contact Details:
t.humphrey1@rgu.ac.uk

Project Partner in Malawi:
Dr. Ann Phoya (AMAMI) and the White Ribbon Alliance
Contact Details:
phoyaann@yahoo.com
www.whiteribbonalliance.org
Through support from Scotland, future leaders, researchers and scientists are being produced.

Rodgers Makwinja
MSc Fisheries, Mzuzu University
General introduction to the University’s work with Malawi:

Edinburgh Napier University provides innovative professional degree programmes at undergraduate and taught postgraduate levels with close links to industry and business and very high graduate employment levels. It contains a thriving research community, including postgraduate research students, with strong specialisms in biofuels, sustainable construction, transportation, business leadership and enterprise, film and TV production, and publishing. Edinburgh Napier has an equally strong record in knowledge exchange, undertaking consultancy, CPD and commissioned research across a range of fields.

The University is one of the largest higher education institutions in Scotland with more than 17,000 students. This includes almost 5,000 international students studying both here in Edinburgh and overseas particularly in Hong Kong and India.

The student body in Edinburgh is very international in its profile, with high proportions of students not only from India and China but also from the other countries of the EU and elsewhere. The University seeks to develop current links with Malawi in music and publishing across other areas in which it has distinct strengths as part of its strategic goal to use its expertise to enhance the lives and prospects of people and their communities. Membership of the Scotland Malawi Partnership would also represent a further development of the international nature of the University.
Project: “Lake of Star Festival”
Area of work: arts and tourism

Brief description of Malawi engagement:

I have been involved for five years, but although I have involved ENU in training and performing activities, there is no formal link. The festival is highly-regarded internationally, being described as ‘one of the top 20 festivals in the world (The Independent), the ‘ninth best festival in the world’ (BA Horizon), ‘a life-changing experience’ (MTV), ‘utterly unique’ (Metro). The festival aims to promote Malawi as a tourist destination and to expose Malawian musicians to an international audience.

In addition to actively supporting these aims, I am working with a Holland university to develop an extensive programme of workshops and training in creativity and events management. These skills are neither highly-valued nor prevalent in Malawi, but there is increasing acknowledgement that tourism and arts can generate wealth. It is hoped that staff and students will attend the festival and take part in these workshops. This aligns well with the university’s agenda on international experience for students. I have begun the process of informing students on Music degrees and those on the Festival and Events Management programme, with enthusiastic responses so far.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

I am a member of Scotland’s Malawi Tourism Working Group, a forum for members of SMP who are promoting tourism as an economic driver. We share thoughts, findings and ideas there, and I would be happy to spread this further. I represent Lake of Stars, but this often crosses over into my Edinburgh Napier work; I have recently suggested that Tourism students could contribute to economic impact studies.

How would you like to develop your partnership in the years to come?

I would like to see Edinburgh Napier being able to support a regular programme of certificated training workshops, with staff and students taking part and benefiting from what many have felt is a life-changing experience.
General introduction to the University’s work with Malawi:

The links at Glasgow Caledonian and Malawi have been going for a number of years, and continue to develop. From work focusing on diabetes, climate justice and the construction sector, the partnerships between GCU and its many Malawian partners and growing from strength to strength.

www.gcu.ac.uk
**Project: “Reducing Maternal and Foetal Death due to Gestational Diabetes in the Pregnant Mother”**

**Area of work: diabetes education and training for healthcare workers**

**Brief description of Malawi engagement:**

We at GCU are currently putting together a project to try to obtain funding to undertake education in pregnancy and diabetes in Malawi. We further plan to bring key Health Care Workers back to Scotland to train them as trainers. We will establish the framework and materials for continuing education in diabetes in Malawi and for local support for Health Care Workers in this field. We will also instigate better record keeping of the incidence of diabetes in pregnant women in Malawi. We wish to invite a number of healthcare workers to study the Post Experience Certificate course in diabetes care at GCU and to visit appropriate clinics in the West of Scotland. In this way, the relevant knowledge and skills can be passed on to other healthcare workers in Malawi. In this way patient care should be improved significantly.

**What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?**

Any expertise and knowledge.

**How would you like to develop your partnership in the years to come?**

By being able to invite around 5 Healthcare workers from Malawi to study the MSc in Diabetes Care and Management and to attend relevant clinics each year for 3 years, we should be able to develop the expertise of the Healthcare Workers in Malawi. Additionally they will have links with Healthcare Professionals with different specialties from whom to seek advice when needed.

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**Project: “Climate Justice – Water for All”**

**Area of work: Climate Justice**

**Brief description of Malawi engagement:**

To contribute towards achieving water access equity and entitlements through the development of effective socially inclusive, gender transformative and climate just governance systems based on initiatives to create and build sustainable capacity.

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**Lead Contact in Scotland:**

D. Jane Nally

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0141 331 8523

**Project Partner in Malawi:**

Professor Moffat J Nyirenda

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**Lead Contact in Scotland:**

Professor Tahseen Jafry

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0141 331 3571

**Project Partner in Malawi:**

Polytechnic, Blantyre

Contact Details:

+265 1870 411
Brief description of Malawi engagement:

The university has a memorandum of agreement with the Government of Malawi to provide 10 scholarships for construction related MScs in GCU which commenced in 2013.

The Department of Construction and Surveying has been working with the Poly for 2 years.

The objectives are to provide preliminary capacity building to staff from the Poly and the Government of Malawi by providing access to a range of MScs.

We are currently exploring the options for being able to deliver some of these MSc programmes through enhanced Online Distanced learning and have held consultations with a range of stakeholders in Blantyre and Lilongwe.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Happy to discuss learning experiences.

How would you like to develop your partnership in the years to come?

We would like to see our partner being able to develop the capacity to deliver an increasing proportion of the programmes.
"Maintenance of a good relationship between Scotland-Malawi in support of education at higher level will empower both women and men to have equal rights to education."

Hannah Alinafe Ganunga
MSc Agroforestry, LUANAR
General introduction to the University’s work with Malawi:

The University of Glasgow has a long history of engagement with Universities and Institutes in many low-income countries in the Global South and especially in Sub-Saharan Africa. This new centre brings together the University's expertise to help develop and strengthen these partnerships. Initially the Centre will focus its activities on developing and strengthening its longstanding associations and partnerships with African Universities and Institutes.

Key Aims:

To be an internationally recognised research centre in international development drawing on and bringing together the expertise available in Glasgow University in the fields of medicine; veterinary medicine; environmental management and development; sustainability; development economics; education and lifelong learning.

To promote and strengthen interdisciplinary research in international development within Glasgow University, within Scotland and in selected low-income countries of the global south. To promote capacity building and cultural exchange between low-income countries and Scotland through shared collaborative research programmes, the provision of joint research training workshops and short courses, and the delivery of appropriate Master’s degree programmes.

To develop strong and active collaborative research and development links, not only between Glasgow University and partners in the Global South, but also between partners in the Global South. The Centre is built around four key research themes:

- Health
- Environmental management and infrastructure
- Education, lifelong learning & global citizenship
- Economic development
Brief description of Malawi engagement:

Dickson Vuwa Phiri and Alistair Tough are in the process of submitting bids for start-up funding to suitable bodies.

The degree should be self-financing after a couple of years but the first year will be challenging as there will be exceptional start-up expenditure and only fee income from a single cohort (there will be two cohorts in subsequent years).

A great deal of effort has gone into planning and preparing for the Master of Library and Information Science degree but it is unlikely to come to fruition if funding from the Ministry of Finance has to be relied upon. Unfortunately, an earlier application for funding from the Norwegian Aid budget failed.
Project: “Commonwealth Professional Fellowships”
Area of work: Archival Management

Brief description of Malawi engagement:
Commonwealth Professional Fellowships: An application will go in next month. The objective will be to bring members of staff from the National Archives of Malawi and National Archives of Zambia to Glasgow for 3 months to work on the challenges of records appraisal, especially in a digital/hybrid environment.

Two previous applications have been successful, both in being accepted and in delivering the anticipated outputs. Strong chance of success in this instance.

Lead Contact in Scotland:
Alistair Tough

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0141 330 2992

Project Partner in Malawi:
National Archives Of Malawi

Project: “Automation of Title Deed Map Production (in-country course delivery)”
Area of work: Surveying

Brief description of Malawi engagement:
From 22 April - 4 June, a course on the automation of Title Deed Map production will be prepared and provided to staff of the Malawi Department of Survey and Mapping, Lilongwe, Malawi. These title deed documents have been prepared by hand in Malawi, in the past, but there is the facility, now, to have these prepared automatically, using GIS. This was the topic of Mr Moyo’s MSc dissertation. His dissertation also included procedures for transforming GPS observations to the Malawi national grid - a requirement for the automation of Title Deed Map production. Dr Drummond and Mr Moyo and are jointly organising and running this course.

Lead Contact in Scotland:
Dr. Jane Drummond
Mr Mkondo Moyo

Contact Details:
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0141 330 4208

Project Partner in Malawi:
Malawi Dept. of Surveying & Mapping
Project: “Scoping Exercise – Joint Research Opportunities”

Area of work: Surveying

Brief description of Malawi engagement:

From 7-11 May Dr Drummond will be visiting the Department of Surveying at UNIMA at its Blantyre Campus (The Polytechnic) to discuss research opportunities with surveying/geometrics academics there.

Lead Contact in Scotland: Dr. Jane Drummond
Contact Details: Jane.drummond@glasgow.ac.uk
0141 330 4208
Project Partner in Malawi: Malawi Dept. of Surveying & Mapping

Project: “Knowledge Sharing”

Area of work: Surveying

Brief description of Malawi engagement:

From June 4-8, IT technician, Mr Garfield Tait, will also visit the Malawi Department of Survey and Mapping, Lilongwe, Malawi. Modern land registries (the Malawi Department of Survey and Mapping, Lilongwe, Malawi provides this service) now provide on-line nationwide access to land register information. This is not yet possible in Malawi because of a lack of the relevant technical expertise in their Department of Survey and Mapping. Mr Tait will provide some of this expertise and training, at least ensuring the GIS workstations belonging to the department can share the same data sources, across the internet.

Lead Contact in Scotland: Mr Garfield Tait
Contact Details: Garfield.tait@glasgow.ac.uk
0141 330 6655
Project Partner in Malawi: Malawi Dept. of Surveying & Mapping
General introduction to the University’s work with Malawi:

QMU has links (based on current or past collaborations) with several HE institutions including College of Medicine, Kamuzu College of Nursing and Mzuzu University. IIHD has had links with Malawi since the early 1990s.

Most collaboration involve health departments. They include joint research and publications (Barbara McPake, Bregje de Kok) and development of HE programmes and PG education for Malawians at MSc and PhD level.

IIHD normally has a relatively large cohort of Malawian MSc students (approx. 5 per year) and PhD students, as well as European PhD students who conduct research in Malawi.
Project: “Collaboration with Malawi College of Medicine”

Area of work: Health Services Management

Brief description of Malawi engagement:

This collaboration with CoM began in 2006/7; the M.Sc. programme was first offered in 2008 and the B.Sc. programme first offered in 2010. We are no longer directly involved, as, as planned, CoM took over the full running of both programmes in 2010. The collaboration was funded by a grant from the Scottish Government International Fund.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Happy to discuss learning experiences. Understanding of post-graduate health related field in Malawi.

How would you like to develop your partnership in the years to come?

We’re happy that CoM has taken this over and are managing without further support from us. We would like to undertake similar initiatives to expand health related post graduate provision in Malawi, developing new essential courses with CoM and other HE institutions but have no active initiatives underway of this type.

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Project: “ESRC Funded Research Project on Youth Access to Antiretroviral Therapy”

Area of work: Research

Brief description of Malawi engagement:

We investigated access and rationing within the antiretroviral programme as it affected youth. The full report with complete description is available through the ESRC website.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Understanding of the functioning of the HIV treatment programme; understanding of the social science and health research terrain.

How would you like to develop your partnership in the years to come?

We have ideas for further research on the operation of HIV treatment in Malawi for which we’re looking for new funding.
Project: “Collaboration Kamuzu College of Nursing”

Area of work: Research; Reproductive Loss

Brief description of Malawi engagement:

Duration of the collaboration: Approximately three years.


Objectives: sharing of insights, joint publication, future research collaborations, possibly to be extended to future teaching collaborations. Academic skills building.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

- The findings of the paper could be used to inform maternal health care policy and training of health workers – an area in which the SMP is very active.
- This collaboration was successful in part because it allowed for skills building of both the Malawian and Scottish partner. An interesting and important study had been conducted but the literature review, analysis and write up lacked the academic rigor required for publication. This IIHD-KCN collaboration increased chance of publication and dissemination of important findings. In my opinion, these kinds of collaborations are one way of building academic research capacity in Malawi.

How would you like to develop your partnership in the years to come?

Future research collaborations, possibly to be extended to future teaching collaborations
Project: “Loss in Childbearing in Malawi; Interpretations of Accountability and Blame”

Area of work: Maternal, Perinatal and Reproductive Health.

Brief description of Malawi engagement:

Duration of the collaboration: The project was funded by the Independent Social Research Foundation for 1 year, but engagement will extend beyond that.

The focus of the qualitative study is loss in childbearing: miscarriages; perinatal death; maternal mortality.

Objectives:
- Document providers’ and community members’ interpretations of accountability for loss and pregnancy complications in order to enhance understanding of health seeking behaviours, provision of maternity care and ultimately, health system functioning.
- Identify lessons for maternal health policy and practice in Malawi
- Joint capacity-building of Malawian and Scottish researchers

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Implications of findings for training of health care providers, and building health systems for maternal health.

Lessons concerning research collaboration, engagement with research assistants, research-capacity building

How would you like to develop your partnership in the years to come?

Further research with more extensive and thus more meaningful collaboration – the funding was a personal research fellowship for one year only with modest amount of funding attached-this put real limitations on collaboration.
Brief description of Malawi engagement:

Duration of the collaboration: Approximately two years.

Patrick Mangochi worked at IIHD as one of the SMP fellows. He was able to contribute to MSc teaching, and enhanced his academic skills in part by attending some of our MSc modules and attending some of the training for PhD students. In addition, we collaborated on a lit. review on infertility services for HIV+ people with fertility problems.

Objectives: sharing of research and teaching insights, joint publication, academic skills building.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

- There was an excellent match in Patrick’s and IIHD staff’s interest/expertise; this meant that the fellowship was truly of benefit to both partners.
- We hope that the collaboration will be extended by Patrick doing a PhD at IIHD. Funding appears to be available, but work pressure at Mzuzu University seem to make it very hard for Patrick to leave his university and start his PhD studies.

How would you like to develop your partnership in the years to come?

Future research collaborations
General introduction to the University’s work with Malawi:

We have worked in Malawi for 3 years now, predominately with the Ministry of Health and St Joseph’s and St Luke’s CHAM Colleges of Nursing and Midwifery.

The nature of the engagement has been visits to Malawi to facilitate stakeholder events to refresh pre-registration midwifery curricula, scope of practice and conduct training the trainer events for mentorship as well as clinical skills lab training. We are also evaluating the Community Midwifery Assistants project.
Brief description of Malawi engagement:

Improving access to maternity care is the most effective way of achieving MDG-5. Recent evidence suggests that the care women receive in health facilities is not always respectful of their human rights. If their treatment is not humane, they are unlikely to seek or return for care, so improvements in the number of women with skilled birth attendants are unlikely to be sustained. Respectful midwifery care will be achieved by the following:

- Incorporating a human rights approach into pre-registration midwifery education curricula and continuous professional development programmes.
- Capacity building for midwifery educators, and leaders using a human rights approach.
- Delivery of clinical supervision for students and midwives, so they can apply a human rights approach in practice.
- Improving clinical environments to promote the dignity and privacy of women during childbirth.
- Systems developments that hold midwives to account for providing care that meets human rights standards.
- Raising the profile of human rights within rural villages through community engagement.

We have been working with our first partner (Dr Ann Phoya, President of Association of Midwives Malawi) for three years now, but this was in her capacity as SWAP Director at the Ministry of Health. Our other partner in Malawi for this project is the White Ribbon Alliance and this is a new relationship. We have not worked with them previously.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

We are due to begin this project on 1st April 2015 and we would be happy to share our working experiences, as well as any training and education resources we develop and evaluate.

How would you like to develop your partnership in the years to come?

We would like to secure funding in the future for fellowships, so that we can support members of these organisations to come to Scotland to network, shadow, gain knowledge/understanding and experiences that are transferrable to Malawi. Other opportunities to develop our partnership will be explored when the project begins.
**Brief description of Malawi engagement:**

The MDG-5 target for reducing maternal mortality is seriously off-track in Malawi and most of sub-Saharan Africa. Midwifery provision is largely facility-based in Malawi and there is an on-going problem with recruitment and retention in rural areas, and the related issue of maintaining midwives’ clinical skills in circumstances where case-loads often fluctuate. To address this goal the Government of Malawi (GOM) has decided to extend its provision of skilled maternity care out of health facilities and closer to the women and infants who need it, through the introduction of community midwives.

This project will build on work that has already been started by the GOM to increase the numbers and enhance the skills of midwives, specifically in rural areas. Pre-registration training began in February 2011 at two nursing colleges based in the Southern region of Malawi. The first cohort of 23 students will complete their training in August 2012, and a second cohort of 26 students is expected to graduate in early 2013.

Now the GOM intends to consolidate this training by developing a model of pre-registration training and post-registration support that will encourage students to return and serve in the rural communities that sent them. It wishes to do this by exploring ways to support newly-qualified midwives and adjusting the curriculum and strengthening the capacity of the trainers to better meet the needs of midwives and the communities they serve.

Success of the community midwifery programme requires support in several areas. Those of relevance to this project that have been requested by MOH in Malawi are:

- Capacity development of teaching staff on competency-based training as well clinical teaching (to include the provision of teaching and learning materials)
- Development of a model of supported mentorship and clinical supervision (with mentorship defined as the support/development provided by qualified midwives to students, and clinical supervision as the support/development provided to the mentors) to include necessary equipment for supporting mentorship (e.g. delivery kits, simulation models)
- Evaluation of the impact of community midwives (including process evaluation)
- Review and update of the curriculum to ensure its relevance to the needs of women and families served.

The project aims to address these expressed needs by informing, developing and implementing a sustainable community midwifery education and practice program in rural Malawi. We have been working with our partner in Malawi now for 3 years.

**What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?**

We would be happy to share our experiences, mentor and clinical skills training materials that we have used, as well as some of our evaluation tools.

**How would you like to develop your partnership in the years to come?**

We have already secured another 3 years funding from the Scottish Government in a related subject area.
If Scotland-Malawi partnership continues, more teachers and lecturers will be educated with Scottish funding and this is good for the better future of the children of Malawi since trained teachers will provide the best education to the Malawi children and Malawi will have productive citizens in their adulthood.

Modesta Simwaka
MSc Education, Chancellor College
General introduction to the University’s work with Malawi:

SAC has with Lilongwe University of Agriculture and natural Resources (LUANAR) and Mzuzu University have worked together on livestock development projects since 2008. During this period the partnerships have facilitated staff exchange visits, joint supervision of MSc and PhD students, training of trainers, extension workers and farmer workshop events.

On 24th February 2011 a Memorandum of Understanding (MoU) was signed between SAC and Bunda College, University of Malawi, to cement the organisations growing relationship.
**Project: Assessing the Contribution of the Dairy Sector to Economic Growth and Food Security in Malawi**

**Area of work: Agriculture**

**Brief description of Malawi engagement:**

This project uses a combination of supply chain analysis and industrial organisation theory to identify barriers that hamper the development of the dairy sector in Malawi and to develop an integrated strategy that allows the resources (domestic or international) destined to the sector to have its maximum impact in terms of economic growth and food security. Clearly given the structure of the sector, its development will benefit both small producers and consumers.

**What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?**

The future of agriculture, and therefore smallholder producers, is more and more associated with the sustainability of supply chains. Lessons from experiences in food supply chains (e.g., in formerly centrally planned Eastern European countries) indicate that unless the coordination of the supply chain improves, it is not possible to achieve competitiveness and incentives that encourage investment, adoption of innovations, the provision of consumer products that are safe and nutritious, and finally economic growth.

**How would you like to develop your partnership in the years to come?**

Get funding that would help develop more research and development capabilities and transfer research into impact.

**Lead Contact in Scotland:**
Dr Cesar Revoredo-Giha

**Contact Details:**
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**Project Partner in Malawi:**
Dr. Charles Jumbe
Lilongwe University of Agriculture & Natural Resources
Project: Integration of dairying into existing and emerging maize based rain fed and irrigated system in Sub-Saharan region for enhanced livelihoods and food security

Area of work: Agriculture

Brief description of Malawi engagement:
Taking into account that food crops production constitutes the larger part of farming activities among the majority of smallholder farmers, a holistic approach to addressing the existing gaps/trade-offs would yield multiple benefits. This would require identification and establishment of compatible dairy level of integration into rain fed and irrigated maize production system. The system that would enhance synergy between maize and dairying enterprises such as circulation of manure and crop residues in a win-win portfolio, reduce contribution to green house gases (GHG) through identification of appropriate management of wastes such as through biogas. The project aims to identify suitable and adoptable maize/legumes production system for improved maize and dairy integrated production system by smallholder farmers while adapting the system to current changing environment. The project is being implemented in Malawi and Zambia.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?
It is envisaged that successful implementation of the project will result in:
1. Legumes forages that contribute to maize production and dairying in Malawi, and Zambia identified
2. Suitable and adoptable cropping systems of isolated legume forages critical for maize and dairy production in the three countries identified and promoted
3. Dairy breeds and associated number compatible to crops and/or irrigations systems among the smallholder setting and their economic viability determined
4. Technologies or strategies of crops residues, waste and by-products utilisation among the smallholder farmers developed and/or identified and promoted
5. Appropriate level of integration of maize and dairying within the existing and emerging production systems proposed or recommended
6. Challenges and opportunities for sustainable maize and dairy integration in different ecological zones and countries documented
7. Feeding regimes and practices that would contribute to reduced GHGs from dairy farming in Sub-Saharan African region identified and evaluated
8. Dairying without a cow concept demonstrated and documented

How would you like to develop your partnership in the years to come?
Get funding that would help develop more research and development capabilities and transfer research into impact.
The Scotland Malawi Partnership has to intensify on exchange visits so that those in higher and further education can learn skills from one another. In this case, Malawians and the Scots.

Martha Joypeace Chizumila
Lecturer, Karonga Teacher Training College
General introduction to the University’s work with Malawi:

The Open University has been involved in International education work in Malawi since 2008. The current Malawi Access to Teaching Scholarship (MATS) project was built on the university’s core Teacher Education in Sub-Saharan Africa (TESSA) programme, which provides a set of resources for use in pre-service and in-service teacher training for primary education across Sub-Saharan Africa (see [www.tessafrica.net](http://www.tessafrica.net)). The resources can be accessed online, saved to CD or printed for distribution. They are freely available as Open Educational Resources.

In Malawi, the OU undertook a scoping and feasibility study to identify barriers to women, particularly from rural areas, entering teacher training and becoming teachers. The study showed a key barrier to be low achievement at MSCE, precluding entry to teacher training. The OU has been involved in projects in Malawi designed to counter this situation, focusing on teacher development and preparation, and widening access to teacher education for women in rural areas of Malawi.

With local partner FAWEMA (Forum for African Women Educationalists in Malawi), the OU has been offering an access to teaching scholarship programme in Malawi since 2010.

The Open University’s International Development Office has other projects in a number of countries in Africa and South-Asia mainly in the areas of Education and Health.
Project: Malawi Access to Teaching Saltire Scholarship (MATSS)
Area of work: Access to Teacher Training for Women in Rural Areas (2010-2013)

Brief description of Malawi engagement:

The Malawi Access to Teaching Saltire Scholarship (MATSS) project, funded by the Scottish Government, began in August 2010, developing a one-year scholarship programme to be offered to 1000 women from rural areas of 4 districts in Malawi (Ntchisi, Dedza, Mwanza and Chikhwawa). The scholarship offers women supported study to resit MSCE exams in 4 key subjects (English, Maths, Biology and Physical Science) and at the same time a placement in a primary school to provide “school experience” as a learning assistant, working alongside a primary teacher in Standard 1 or 2.

The concept was developed through consultation with the Ministry of Education (Departments of Basic Education and Teacher Development), teacher training colleges including the Open and Distance Learning programme, and a number of NGOs. FAWEMA (Forum for African Women Educationalist in Malawi) was selected as the project partner and is the key implementing body.

Two sets of self-study materials have been collaboratively developed, both of which will be made available as Open Educational Resources at the end of the project: firstly 25 MSCE revision units, with practice exam questions; secondly 20 School Experience Units focussing on children’s learning, the learning environment and the role of the teacher. Scholars are supported by a tutor (a practicing secondary school teacher) for the MSCE work and by a mentor (an experienced primary teacher) for the School Experience. At the end of the year scholars are supported to resit their MSCE exams, and to apply for teacher training.

The objectives are to increase the number of women from rural areas eligible to enter teacher training, to prepare women for the teaching profession, and to promote positive role models of women in education and in general in the development of rural communities.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Experience with working with practicing primary and secondary teachers supporting women to take a second opportunity to pass MSCE and achieve entry to teacher training colleges. OU’s experience of developing teachers in Sub Saharan Africa using Open Educational Resources and peer support. The project model of simultaneous supported MSCE revision and a supported placement in a primary school.

Two sets of resources will be made available as Open Educational Resources: 25 MSCE revision units, with practice exam questions; secondly 20 School Experience Units focussing on children’s learning, the learning environment and the role of the teacher.

How would you like to develop your partnership in the years to come?

Further links with teacher education colleges in Malawi to continue the experience of active learning instilled in the Scholars in the MATSS programme and embed active learning and teaching in their training programmes.

Wider adoption and promotion of distance learning and supported self-study modes of teacher preparation and teacher education. Direct links with providers of teacher training by distance.
Brief description of Malawi engagement:

The KGIS MATS project is a further development from the original MATSS programme. The KGIS MATS project, funded by DFID, began in 2013 developing a scholarship programme to be offered to 2000 women from rural areas of 4 districts in Malawi (Salima, Machinga, Zomba Rural and Nsanje).

The scholarship offers women supported study to re-sit MSCE exams in 4 key subjects (English, Maths, Biology and Physical Science) and at the same time a two-year placement in a primary school to provide “school experience” as a Teaching Assistant, working alongside a primary teacher. In the first year the women work with Standard 1 or 2 classes while they move to Standard 7 or 8 in Year 2. In the second year the Teaching Assistants act as role models for girls in the primary school.

Based on the MATSS project (2010-13), the current project provides additional resources and support for the experienced primary teachers who act as Mentors to the Teaching Assistants during their school experience time, and to the qualified secondary teachers who act as Tutors supporting the women Scholars in their MSCE study.

Sets of self-study materials have been collaboratively developed for all the different participants in the programme (including head teachers and training facilitators), all of which will be made available as Open Educational Resources at the end of the project. At the end of the first year in the MATS programme scholars are supported to re-sit their MSCE exams, and to apply for teacher training (if this is what they want to do).

The objectives of the programme are to increase the presence of women in primary schools in rural areas, increase the number of women eligible to enter teacher training programmes, to prepare women for the teaching profession, and to promote positive role models of women in education and in general in the development of rural communities.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Experience with working with practicing primary and secondary teachers supporting women to take a second opportunity to pass MSCE and achieve entry to teacher training colleges. The OU’s experience of developing teachers in Sub Saharan Africa using Open Educational Resources and peer support. The project model of simultaneous supported secondary school study and a supported experiential placement in a primary school as a learning or teaching assistant. Open Educational Resources to support the different participants and roles in the project which could be adapted to other countries or environments.

How would you like to develop your partnership in the years to come?

Further links with teacher education colleges in Malawi to continue the experience of active learning instilled in the Scholars in the MATSS programme and embed active learning and teaching in their training programmes.

Wider adoption and promotion of distance learning and supported self-study modes of teacher preparation and teacher education. Direct links with providers of teacher training by distance. Discussions with stakeholders to implement the role of a teaching assistant to support teachers in large classes in Malawi.
Brief description of Malawi engagement:

In the context of the published “Women’s Parliamentary Caucus of Malawi” report by the Active Learning Centre and information to the Gender Equality Forum of the Scottish Malawi Partnership (SMP) from colleagues and partners in Malawi, that Gender Forum of the SMP proposed to create an educational resource to help in the dissemination of the contents of the Gender Equality Act (2013) in Malawi.

Faustace Chirwa, Executive Direct of the National Women’s Lobby Group in Malawi, identified the need for women and men throughout Malawi to be aware of the new Act, the rights that it asserts, the powers it grants to ensure that those rights are upheld and the new quotas and rules which it creates for the support and encouragement of women in public life in Malawi. A means to support this was identified as ensuring that awareness of the Act is included in the education of children in Malawi from an early stage.

Developed by the OU in Scotland and the Scotland Malawi Partnership, the teaching guide will support teachers in Malawi discuss their country’s Gender Equality Act with their pupils, exploring what it means for their everyday lives.

The new resource is for upper primary schools and secondary school teachers and aims to raise awareness of the Gender Equality Act among both women and men in Malawi. It provides teachers with guidance on how to inform, engage and empower young people to become agents of change in creating a society where gender discrimination is not tolerated.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The resource is available for anyone to use in the link below.


How would you like to develop your partnership in the years to come?

Following up teachers who are using the resource in Malawi and sharing good practice among teachers in gender awareness and the use of the resource, if funding is obtained.
General introduction to the University’s work with Malawi:

Over the years the University of Dundee has developed links with Malawi through its medical programme, and in more recent times in supporting the Government of Malawi develop its extractives industry policy. Through academic links and exchanges, research projects and policy work, Dundee has established close and constructive partnerships with a range of Malawian actors and institutions.
Project: “Responsible Electives (RE)”
Area of work: Medical Student Education

Brief description of Malawi engagement:
Many UK medical students visit developing countries during their ‘electives’. However, educational objectives are often ill defined and students rarely seem to contribute meaningfully to patient care, and may even drain scarce local resources. This project was therefore established in 2008 to try and develop and evaluate extended, more ethically based and educationally planned electives for senior medical students at a partner site in Africa. A partnership was established with Kamuzu Central Hospital (KCH), and College of Medicine, in Malawi.

Key elements included:
- Student preparation, including global health, and risk awareness prior to departure
- Rolling programme of four month overseas attachments.
- Fund raising by students prior to departure.
- Debriefing on return
- Reciprocal six-week visits to Dundee by senior medical students from Malawi.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Over four years, 22 Dundee students have completed four month attachments at KCH; with 10 on two month placements. Ten Malawian students have visited the UK for 6 week electives. Students report having gained academically and personally from the programme particularly highlighting development of clinical and procedural skills, assessing sick patients and seeing unfamiliar conditions. They also raised a significant sum of money to support projects in Malawi.

However, there have been a significant number of challenges. These include:
- guaranteeing adequate supervision while on placement
- identifying areas for funding support in host unit
- managing challenges posed by risks in host country
- identifying ‘ideal’ length of elective both educationally and practically
- developing appropriate preparation resources (online and face to face)

How would you like to develop your partnership in the years to come?

Though challenging, more responsible electives appear feasible. In response to the challenges encountered, changes have been made to the Malawi programme. The base has moved to Nkhoma Hospital and links with other hospitals and clinics are being developed.

It has also led to the development of ‘Responsible Electives’, a wider initiative involving other medical schools in the UK. This will involve online and face to face preparation of students and a wider choice of partner sites where they can go for their electives.
Brief description of Malawi engagement:

Issues of lack of resources are very relevant for the context of the extractives industry (EI) in Malawi. Given the lack of opportunities for economic development in Malawi, EI is seen as a key opportunity. EI does have the potential to transform economies and people’s lives but only if done in the correct way, with...

- Transparency
- Accountability
- Inclusiveness
- Good Governance and decision making

The Government of Malawi asked for the Centre for Energy, Petroleum and Mineral Law (CEPMLP) at Dundee to help with developing mining policy aimed at anti-corruption and avoiding the ‘resource curse’. A number of representatives from the Government of Malawi have attended training at CEPMLP. Key elements included:

- laws,
- mining agreements,
- revenue management and negotiations, and how they impacted on specific scenarios and contexts
General introduction to the University’s work with Malawi:

The University of Edinburgh have been active in Malawi for a number of years in fields as diverse as Health, Education and Forest Mapping.

The University currently has three Global Academies (The Global Development Academy, the Global Environment and Society Academy and the Global Health Academy) and these are aimed at tackling complex issues in a multi-disciplinary manner, utilising our experience in over 25 different academic disciplines to improve quality of life for people across the world. Each one of these Academies interact with Malawi in different ways, as outlined above.

The University is also the home for the Centre of African Studies (CAS) which will, in 2012, celebrate its 50th Anniversary. CAS was one of the original African Studies Centres in the UK and acts as a focal point for postgraduate teaching and supervision on Africa – across all academic disciplines. CAS has maintained strong links with Malawi since its inception and continues to preserve those to this day, with many of its staff having first-hand experience in the country.
Project: “Redd Horizon”  
Area of work: Forest Mapping

Brief description of Malawi engagement:

Capacity building and training with staff from the universities and FRIM. Training and collaboration covers technical skills in GIS and remote sensing, as well as project management, leadership, and team working. Community supported projects in tree planting.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Methods of training in “soft” skills and coaching. Greatly improves engagement compared to traditional methods.

How would you like to develop your partnership in the years to come?

Continued training programmes. Collaboration on research projects. Exchange of students and staff.

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Project Partner in Malawi:
FRIM, Mzuni Bunda College
Project: “Modelling Farmer’s Decision Making in Response to Climate Change”
Area of work: Agriculture, Forestry, Climate Change

Brief description of Malawi engagement:

2 students from the University of Edinburgh will work in Malawi in the month of June for 3 weeks, undertaking field interviews under the guidance of LTSi, Edinburgh.

The goal is to gain an understanding of how Malawian farmers might alter farming practice in response to changes in climate. This work will be fed into an ‘agent based model’ being worked on by a third MSc student in informatics, the objective being to try to predict likely changes in land use in response to climate change.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

As an academic I am willing to share all of this research with whoever is interested. In its current configuration I have failed to connect directly with organisations in Malawi – in many ways I’ve ‘delegated’ this task, in that it is being overseen by LTSi who have many, many working relationships with various Malawian government agencies.

How would you like to develop your partnership in the years to come?

Stronger connections with NGOs and organisations such as FIRM and Chancellor College in order to coordinate further development of the research, and in the gathering of field data.
Brief description of Malawi engagement:

This 3-year project (April 2010 – March 2013) aims to raise the standard of clinical education in Malawi through enhancing the learning environment for students, building capacity, skills and knowledge amongst healthcare professional educators, and developing the ITC capacity of those institutions delivering healthcare education. The expectation is that the outcomes will lead to increased numbers of trainee doctors, nurses and clinical officers in Malawi who are better prepared for life-long learning. It extends the work of a previous Scottish Government-funded project whose focus was medical education and training. Two years on, this project has achieved a number of notable successes, particularly in enhancing the experience of nursing students at Kamuzu College of Nursing.

Achievements specific to this project:

- Two capacity building workshops have been held at KCN, Malawi (October 2011; April 2012) and two more are planned for October 2012 and April 2013. Approximately 20 nurse and clinical officer educators from KCN and MCHS staff have been trained at each workshop in the skills to develop new digital content. This has resulted in >100 locally-developed resources
- IT staff professional development
  - UoE Computing Officer visit to KCN in December 2010
  - Online support for project via Skype
  - Visit of senior KCN IT Manager to Edinburgh September 2011
- Infrastructure: 80 PCs (60 KCN; 20 MCHS) high-spec server KCN, lower spec server MCHS – delivered and implemented December 2010.
- A Curriculum Management System (VLE) has been developed for KCN and populated with course materials. Students now have access to >400 digital resources developed at UoE
- Staff development workshops covering topics such as PBL, assessment, effective use of digital resources and writing good multiple-choice questions have been run at CoM and KCN
- Postgraduate Surgical training – 2 surgical trainees from the CoM were enrolled in September 2010 on 3-year PT MSc Surgical Sciences (by distance education) at the University of Edinburgh. Two more trainees enrolled September 2011. Scholarships for two more to join in September 2012 have been provided.

Edinburgh staff involved: Prof. David Dewhurst, CMVM, Prof. Neil Turner (Renal Medicine), Dr. Helen Cameron (Medical Education), Prof. Pam Smith (Nursing), Dr. Liz Grant (Community Medicine), Ross Ward & Jo Spiller (Learning Technology)

How would you like to develop your partnership in the years to come?

Expend the work to focus on clinical officer education by working with MCHS
Brief description of Malawi engagement:

This 3-year project (Scottish Government International Development Fund (£397,643) ran from November 2008 to May 2011 and concerned use of e-learning to build capacity for medical and healthcare professional education in Malawi. It responded to a need to train and retain more doctors, nurses and clinical officers to meet a critical shortage of health care workers.

The project build on Edinburgh’s expertise in e-learning and medical education and there has been significant north-south transfer of knowledge, skills and technology. At the end of the project all three Malawian institutions have benefitted.

Achievements

- **Capacity building CoM, KCN and MCH:** Approximately 109 staff from medicine (~43), nursing (~46) and health sciences (~20) have participated in formal training workshops over the course of this project. A small number (approximately 20) have been through specially designed advanced training workshops. Additionally the project has trained about another 80 staff through internally organised staff development workshops (KCN) and one-to-one training sessions in Malawi carried out by Edinburgh staff working there for prolonged placements (CoM).

- **Creation of digital resources linked to CMS:** To date there are >400 digital resources for UoE, and approximately 80 resources have been

- **Curriculum development:** New Y3 curriculum launched in January 2011. New Y4 curriculum developed and to be launched in 2012

- **Staff professional development in topics such as PBL, assessment and standard setting:** writing effective multiple choice questions, using a VLE to support medical education, professionalism

- **CMS development:** Existing CMS has been modified for clinical years of UG medicine. New CMS built for KCN.

- **CPD recording system development:** System, piloted in CoM and staff training completed. Now adopted by Malawi Medical Council and in process of being rolled out more widely.

Edinburgh CMVM staff involved: Prof. David Dewhurst, Prof. Neil Turner, Dr. Helen Cameron, Dr. Moffat Nyirenda, Ross Ward, Jo Spiller, Lynne Robertson

Area of work: Training Medical and Healthcare Professional Tutors to Develop Interactive Digital Resources

Brief description of Malawi engagement:

Responding to a critical shortage of doctors, nurses and clinical officers in Malawi, the Ministry of Health requested the College of Medicine, College of Health Sciences and the Colleges of Nursing to rapidly scale up student numbers. This project (Scottish Government International Development Fund (£176,000) promoted the collaborative development of innovative technology-based teaching and learning resources able to be delivered in a variety of modes.

The resources were designed by Malawi-based teachers responsible for delivery of teaching in all three Colleges. Collaborative development was viewed as essential in ensuring that the resources developed were ‘owned’ by the creators and therefore more likely to be used, and that they were culturally aligned to the Malawian healthcare context.

The project has been delivered through a series of activities:

- **Capacity building ‘Training the Trainers’ workshops in digital content creation**: Three workshops were held in College of Medicine, Blantyre, Malawi (April 2007; April 2008; October 2008) and attended by about 60 educators from all three partner colleges. The emphasis was on transferring knowledge and skills to enable e-content (virtual patients) creation. There was also a one-day workshop for College Deans, Directors of Education and Heads of Clinical Departments to promote the project and try to ensure sustainability. The project was supported by a specially developed website which enabled the workshop participants to communicate with each other and gave personalised access to the virtual patients as they were being developed so that individuals could suggest changes through an online discussion forum. About 40 VPs were developed.

- **Development of an online IT system to record CPD activity of doctors**: This enabled doctors registered with the College of Medicine, Blantyre to record their CPD activity. The pilot was demonstrated at the Workshop in October 2008 and subsequently modified in response to feedback from Malawian stakeholders.

Edinburgh CMVM staff involved: Prof. David Dewhurst, Rachel Ellaway, Stewart Cromar, Michael Begg

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Lead Contact in Scotland:  
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CMVM

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Project Partner in Malawi:  
Colleges Of Medicine  
Kamuzu College of Nursing  
Malawi College of Health Sciences
General introduction to the University’s work with Malawi:

St Andrews is collaborating with College of Medicine (COM) Blantyre to assist the College with a major review of the undergraduate medical curriculum. The changes are driven by the need to modernize the curriculum content and its delivery, and significantly increase the number of medical students in training. St Andrews has recently undergone its own major curriculum review and redesign for similar reasons and so is able to offer advice based on its own relevant experience.

The COM implemented a new, spiral curriculum in January 2009. The content is organised in integrated modules in which the clinical context of basic medical science is established from the beginning. The first turn of the curriculum spiral lays the foundation for a systems-based approach for the remainder of the first two years. The content of the systems-based modules is presented in a recognized cycle of normal structure, followed by normal function, abnormal function and finally by treatment. Assessments are based on published learning outcomes linked to all learning activities.

The above project went hand-in-hand with an IT support aspect where the two medical schools worked on the design and delivery of a new online curriculum management system (CMS) at the COM to support all its undergraduate degree course and not just medicine. This system provides the students with a personalised timetable and access online to all relevant teaching materials including learning outcomes, presentations and handouts. This one-stop shop allows the students to access materials and information when and where they want. It also encourages a standardised provision of support materials and encourages a consistent engagement of staff in delivery of support material. The CMS greatly improves the quality assurance of course delivery and content and is a very useful administrative tool for managing the undergraduate degree programmes.
Brief description of Malawi engagement:

Our 20 years’ partnership started with medical students from Malawi being trained in St Andrews and has recently resulted in a Memorandum of Understanding and a substantial grant from the Scottish Government International Development Fund (MO1). This grant permitted St Andrews to work with the COM on a major review and subsequent implementation of a modern undergraduate medical curriculum and administrative procedures at the COM. The two medical schools worked in partnership to develop and deliver a new online curriculum management system (CMS) which supports all five years of the undergraduate medical degree course (MBBS). In addition, St Andrews facilitated the development of an online student record system and updated procedures for managing a medical degree programme. Finally, St Andrews has helped Library and Information Services at the COM to update their resources to meet the needs of the new medical curriculum.

The success of that project has inspired the COM to invite the St Andrews team to assist with a review of the curricula of their allied health sciences programmes and a new B.Sc. Honours programme in Biomedical Sciences, as well as the basic sciences component of the Clinical Officer training. The COM has recognised that in order to support its expansion there will need to be an increase in information technology (IT) infrastructure and a review of current information communication technology (ICT) procedures and policies, and have therefore requested the St Andrews team’s assistance in the development of new facilities in Lilongwe. This proposal would allow the COM to consolidate the educational reforms at the COM and extend them to the education and training of allied health professionals including Clinical Officers, thus establishing the sustainable development of healthcare provision in Malawi. The new B.Sc. Honours programme will allow the training of research scientists and provide an opportunity for Medical students to intercalate this research component within their MBBS.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The School of Medicine now has over 4 years of experience of building a successful partnership with a Malawian Higher Education institution and helping that institution effect real and rapid change to its educational provision. We have experience of helping the College of Medicine (COM) fulfil its central role, given to it by the government of Malawi, in the training of doctors and allied health professionals, including clinical officers, and to enhance the numbers and future performance of these crucial groups of health care professionals. We have experience and expertise in curriculum design, delivery and assessment that meets the need of the Malawian medical curriculum. We have experience in scoping and performing needs analyses of the Malawian healthcare system and the skills and knowledge base of the professionals it needs and expects. We have experience and expertise in designing and delivering major IT and Learning Technology projects in a Malawian institution and establishing the training and skills base needed to deliver these IT and LT needs to support radical and rapid curriculum reform. Part of this was also the need to introduce new electronic student record systems, examination recording and reporting systems and to facilitate use of online library resources by staff and students alike.

How would you like to develop your partnership in the years to come?

This proposal is part of a process designed to empower and build capability in the Colleges of Medicine and Health Sciences to allow them to fulfil their central role in the education and training of larger numbers of effective doctors and allied healthcare professionals. The project will enable the Colleges to:

(a) independently plan, manage and quality assure curricular review and development projects, including the support of the online delivery and management of their curricula
(b) introduce new degree programmes
(c) extend the work on the medical programme to the allied health sciences programmes and Clinical Officers, so improving the curriculum delivery and assessment of their programmes
(d) implement curriculum and staff development plans at the COHS
(e) develop IT resources for the COM’s Lilongwe campus by developing a student computer lab and improving connectivity between the Blantyre Campus and Lilongwe Campus
(f) develop capacity and expertise within the ICT team which is transferable across the campuses
(g) engage students and staff in the use of IT in curricula and medical practice
(h) become centres of excellence for curricular review and delivery and the use of information and learning technology.
Project: “Programme in Global Health Implementation”

Area of work: Research and Postgraduate Education in Global Health Implementation

Brief description of Malawi engagement:

The collaboration started in January 2013 with the joint appointment of Dr Bernie O’Hare and gained further momentum in November 2013 with the appointment of Professor William Stones as Ann Gloag Chair of Global Health Implementation. Programme focus areas are:

- Globalisation and health. Gaps in health service coverage and quality arise from ‘upstream drivers’ and limits on domestic resource mobilisation that constrain resources available to the health system. Research is under way to quantify these constraints and identify policy levers to mitigate them, including the facilitation of health professionals themselves being agents for change outside the clinic and in the arena of the socioeconomic determinants of health. This research strand also addresses social contexts especially the health and wellbeing of adolescents.

- Professionalism in health care. While professional duties and values are conveyed in pre service education and training, work is needed on ways to sustain and develop such values in challenging health care delivery environments and alongside sustainable career pathways for health care professionals.

- Access and quality of care. The programme works to identify and bring into practice innovative approaches to service delivery that emphasise quality of care and overcoming barriers to access. These include approaches to service organisation but also bringing into practice technical innovations such as point of care diagnostics and instrumentation for better eye care.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The collaboration works through engagement in postgraduate education, research and participation in clinical service delivery.

- St Andrews faculty members based in Blantyre contribute to the taught Masters programmes at College of Medicine including MPH and MMed and are engaged in the design of new Masters programmes at both institutions.

- A joint PhD programme has been established through a Memorandum of Understanding with Malawi College of Medicine and four candidates have been selected to undertake research at both institutions.

Building on strengths at St Andrews in research on adolescent health and wellbeing, a research site is under development as part of the ‘Global Early Adolescence Study’, an international consortium aiming to develop a shared but contextually appropriate approach to young adolescents growing up in urban areas. The pilot phase of the study will commence in early 2015.

How would you like to develop your partnership in the years to come?

The programme aims to bring research and policy developments to practical use in service delivery. We see the partnership developing through the identification of individuals and groups who share these aims. This will mean mobilising resources for greater investment in implementation science, and working across the spectrum from policy makers to front line health services.
General introduction to the University’s work with Malawi:

Stirling University’s links with Malawi focus on the “Aquaculture Enterprise Malawi” project. This is a Scottish government funded 3-year project developing small-scale commercial aquaculture in Southern Malawi, completing May 2016. Partners include Scotland Malawi Business Group, Microloan Foundation Malawi and Umodzi.
General introduction to the University’s work with Malawi:

The friendship between the University of Strathclyde and the Malawian people dates back over 150 years to the expeditions of our famous graduate, the missionary, David Livingstone, who studied medicine at Anderson’s College in Glasgow, before travelling widely in Africa. He enjoyed a warm welcome in the land that is now Malawi, as have many Scots who followed in his path. The University of Strathclyde, has become an internationally recognised leading technological university, with a world-class reputation for Engineering, Science, Social Science and Business. Livingstone’s Legacy continues through many active engagements between the institution and a number of partner organisations in Malawi, including:

- The Malawi Renewable Energy Acceleration Programme, establishing the institutional structures to enable communities to access renewable energy, currently impacting on 20,000 Malawians.

- Integrated Water Resource Management, The programme will deliver improved water access in 39 communities, directly improving the lives of around 20,000 people, while building capacity in water resource management, hydrogeology and groundwater mapping in Malawi

- The Scotland Chikhwawa Health Initiative supports 18 communities in remote areas of southern Malawi, helping them to reduce the risks to health from infant malnutrition, cholera, malaria and diarrhea

- Teaching the teachers - Strathclyde’s School of Education is working with Chancellor’s College of the University of Malawi to develop Primary Education training at Bachelors and Masters level
Project: “Scotland Chikhwawa Health Initiative”

Area of work: Health

Brief description of Malawi engagement:

UoS have been working in the area of preventive and reproductive health with the UNIMA Polytechnic and Chikhwawa District Health Office since 1997. Programmes have looked at the research, development, implementation and evaluation of preventative health programmes within rural communities in Chikhwawa District. Particular focus has been on water, sanitation, hygiene, communicable disease control, access to health services and reproductive health.

With SG IDF funding since 2006, the SCHI has engaged with over 150 communities (ppn over 100,000) in 5 traditional authorities in the district. With some focus on capital investment to provide health services, the focus of the programmes has been to increase awareness in communities on effective health practices and the positive impacts of these. All work is conducted and implemented directly with Chikhwawa DHO staff to ensure the programme is working within current Government of Malawi frameworks and increase the chance of sustainability and expansion of the programme to other areas of the district. At all times the project seeks to learn from other programmes within Malawi and has developed working relationships with other NGOs in the country to share good practice and experiences.

The current programme, running from 2013-2016, is implementing a Healthy Settings programme, which aims to achieve healthy communities by not only addressing access to curative health services, but concentrating on the environmental, sociological and economic determinants for health in the home, school and work environments using a community led approach. The programme will be implemented in a cluster of 18 communities, 6 schools, 5 markets and a health centre in Chikhwawa to support the District Health Office to reduce risks to health in vulnerable communities. Community development through Healthy Settings has to come from the community itself and therefore the approach focuses on supporting and facilitating a community profiling process and the development of action plans by community members to give local solutions to health issues.

In addition to the community impact and development the programme has also sought to develop and build capacity in higher education at the UNIMA Polytechnic through the support and integration of Malawian academic staff into projects for research purposes.

Academics are involved from a range of departments to maximise the expertise available to the project. These include environmental health, mathematics and statistics, media and communication, physics and biochemical sciences, and engineering. SCHI has also integrated with other UoS programmes such as CRED to provide a platform for PV systems to be supplied within rural communities and monitored therein.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The building of strong relationships with partners in Malawi cannot be underestimated and their advice in the development and implementation of effective programmes is essential. Developing programmes within the country requires the partner to be fully on board and as such emphasis should not be placed on what the Scottish partner wishes to do but what the identified needs of the partner are. Without this the partner organisation is likely to prioritise the project in their work which can be a source of frustration on both sides. Understanding the sociological aspects of communities and groups in which you are going to work is essential before beginning the programme if effective impact is to be achieved. SCHI has over a decade of experience which the team can share of working with communities and partners in academia, non-governmental organisations, government and civil society.

How would you like to develop your partnership in the years to come?

SCHI will continue to develop community based programmes which will allow rural populations to increase healthy settings through integrated programmes with the district health office. Nevertheless, the programme is also seeking to develop and improve health worker training programmes with GoM and University of Malawi and to address healthy setting issues in urban settings and peri-urban areas.
Project: “Teaching the Teachers”

Area of work: Teacher Education

Brief description of Malawi engagement:

Strathclyde is the lead university for this project, which involves the universities of Aberdeen, Dundee, Glasgow, Edinburgh, Paisley, Stirling and Strathclyde in collaborating with Chancellor College, University of Malawi. The project has supported the Chancellor College academics to design and provide a two-year ‘top-up’ BEd (Primary) degree (the first such course in Malawi).

The project began in 2007 and was completed in 2014. The degree was initially aimed at teacher trainers and primary advisers. A second project, run between Strathclyde and Chancellors college is developing a Masters in Primary Education at Chancellors College and this started in 2013 and will run until 2016.

Project outcomes:

- Providing the first degree level study of primary education in Malawi;
- Developing the capacity of teacher trainers and primary advisers in Malawi in relation to recent and relevant primary education age and subject approaches;
- Improving the supervision, mentoring and assessment of professional competence in school placements;
- Contributing to the development of an evidence and inquiry based approach to teaching and learning in primary schools through the use of project based assessment;
- Developing the capacity of Chancellor College staff to provide initial teacher education in Malawi and to become self-sustaining in the delivery of primary teacher education;
- Contributing to the development of a team of trainers and advisers who can impact on initial training and CPD development for teachers in primary schools and through teacher development centers;
- Contributing to the raising the quality of primary education in Malawi.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The B.Ed. (Primary) graduates return to their Teacher Education College and report that they:

- are given more responsibility and respect;
- teach in more responsive, constructivist and knowledgeable ways;
- understand the primary curriculum content, learning and planning in ways that enable them to take a more critical view of planning;
- have new skills in academic writing and presentation, enabling them to participate in working parties, make funding bids for new projects and design new staff developments;
- are engaged and enthusiastic advocates for primary education – many now want to do some local research or enroll in a Master’s programme (which Chancellor College is now designing).

The Scottish staff have gained, and would be willing to share, experience of, and reflections on:

- working with academic researchers in Malawi.
- building and sustaining a team of interested academics in Scotland.
- Malawian curriculum delivery and educational reform working with Malawian teacher educators working in the teacher education colleges across Malawi.

How would you like to develop your partnership in the years to come?

There are two areas of work in which we are interested:

We would like to work with the newly expanded Education Faculty to consider new frameworks for research into curriculum development and design. We believe that this could create the evidence base that would allow policy implementation to be a process of learning. We would like to work with interested people across Malawi to establish networks of Literacy Educators and of Mathematics Educators to share the learning from the numerous intervention projects that have been funded. Many projects are successful whilst funding lasts, but die when it ends, or have only a local impact, where there could be a much wider one across the country. There exists already in Malawi a successful Early Education Network that publicizes early curriculum and pre-school initiatives and ensures that issues are discussed by professionals and volunteers across the country.
Project: “Impact on Malaria, Mental Health and the Prognosis for AIDS by Quality Assurance, Knowledge Exchange and Training (IMMPAQKT)”

Area of work: Health/Education

Brief description of Malawi engagement:

Members of the Strathclyde Institute of Pharmacy and Biomedical Sciences (SIPBS) travelled to Malawi in July 2014 to visit the College of Medicine in Malawi to establish a partnership. Meetings were held with staff at the College of Medicine to determine the areas of greatest need for collaboration.

Several members of the group indicated that there was a need for a quality assurance programme for traditional herbal medicines and also that there was a need for conventional medical practitioners to have a knowledge of traditional herbal medicines and how they may interact with conventional pharmaceuticals. 80% of Malawians routinely use traditional medicines therefore it is essential that the medical professionals are informed about these products, their efficacy, potential for toxicity, and their interactions with conventional pharmaceuticals to ensure patient safety. It was suggested that these needs could be addressed by:

- Establishment at the College of Medicine of a MSc. in Traditional Herbal Medicine (for doctors and pharmacists)
- Establishment of a Quality Assurance programme for traditional medicines
- Establishment of Knowledge Exchange workshops between Traditional Healers and frontline Medical Professionals (e.g. midwives and health surveillance assistants)

We have formed strong collaborative partnerships linking SIPBS, not only to the College of Medicine but also the Forest Research Institute (FRIM) in Malawi. We have also made connections with Indigenous communities in the RIFT valley region of Chikwawa.

As a result of the meetings and collaborations enabled by GE funding we formulated and submitted proposals for the Scottish Government International Development Strand October 2014 and the MRC/DFID African research Leader Scheme 2014/15.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

Good personal relationships are key to form productive collaborations. The only way to really appreciate the difficult circumstances encountered by collaborators and the general public in Malawi, was to see it first-hand. It is essential to talk to the people involved in education, health and the village communities and ask them what are the main problems that they encounter, and to listen to their views and suggestions on what actions are required to improve the situation.

How would you like to develop your partnership in the years to come?

We would like to continue to work with the College of Medicine to secure collaborative health related and research funding in areas of key importance to the health of the people of Malawi. We envisage that this collaboration will evolve and result in links between other groups within these departments and faculties within the College of Medicine and University of Strathclyde.
Project: “Malawi Renewable Energy Acceleration Programme (Malawi REAP)”
Area of work: Community and Renewable Energy

Brief description of Malawi engagement:

Since 2008, Strathclyde has been working with academics at the University of Malawi – The Polytechnic on renewable energy activities. The first major project under this partnership was the Community Rural Electrification and Development (CRED) programme funded by the Scottish Government (2008-2011) where the two universities jointly managed the installation of solar photovoltaic systems in six trial villages in Southern Region and conducted research focused on aspects of the socio-techno-economic performance of the installations. Jointly the two universities bid for further Scottish Government funding for a broader renewable and community energy programme Malawi-REAP (2012-2015) which incorporates several additional partners, renewable energy technologies and learning across a broader field of topics (policy, community support, technology, etc.)

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The outcomes of the projects in renewable energy are available to be shared. Some already are captured in reports and others reside with the specific partners in the programme (all are still engaged with this partnership at both partner universities).

The main outcome areas with value for sharing are technical advice on community renewable energy, detailed knowledge of the Malawi energy sector and learning from community driven energy programmes. See http://www.strath.ac.uk/eee/energymalawi/ and http://strath-e4d.com/category/mreap/ for case studies and further information.

How would you like to develop your partnership in the years to come?

Further academic, student and research exchange with both the University of Malawi - the Polytechnic and Mzuzu University around the renewable and community energy domain.
Brief description of Malawi engagement:

SOGERV (2015-2018) follows directly from the previous energy projects coordinated by the University of Strathclyde - CRED and MREAP. This work will generate robust evidence to demonstrate the sustainability models for provision of off-grid renewable energy. SOGERV will deploy four new projects that incorporates improved technical models, ownership arrangements, business models, and a highly engaged community to provide an impact to remote villages in southern Malawi. The results of the project will be provided to the Government of Malawi as an evidentiary basis for Malawian community energy policies.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The project outcomes will be shared widely both with Malawian stakeholders and the wider community. Furthermore, we are keen to share our expertise on provision of community energy, sustainability challenges and solutions in a developing community context, appropriate technology, impact of energy access, energy policy, design of community energy monitoring and evaluation systems, and off-grid project design.

How would you like to develop your partnership in the years to come?

Joint academic and research exchange with our partners Concern Universal the University of Malawi – The Polytechnic around the renewable and community energy domain. Continued opportunity to provide meaningful impact to poor Malawians through the provision of sustainable energy access.
Brief description of Malawi engagement:

The University of Malawi aims to increase the provision of postgraduate education in the country, through the development of MSc programmes in collaboration with the University of Strathclyde. Civil Engineering students from Strathclyde have worked with students from the Polytechnic on a number of small research projects, allowing a build-up of knowledge over a few years. Staff from the Polytechnic have been involved in joint supervision of these projects.

Staff from the department of Civil and Environmental Engineering at the University of Strathclyde is in the process of developing a distance learning MSc in Hydrogeology and there have been discussions with UNIMA to develop in-country sessions that link to this MSc programme.

The objective is to support our partners in Malawi to fill the skills gap identified for hydrogeological expertise in the government sector. Scottish MSc students continue to travel to Malawi and work with Malawian staff to gather and interpret data for use in local training activities.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The challenges for academics and professionals in Malawi are significant and progress has sometimes been constrained by the political environment.

www.sustainablegroundwater.info

How would you like to develop your partnership in the years to come?

We hope to share learning materials and research publications, supporting Malawian academics to develop local capability for effective water resource management.
Project: “Malawi Millennium Project”
Area of work: Philanthropic Support

Brief description of Malawi engagement:

The MMP has coordinated resources through the University of Strathclyde for the support of educational and philanthropic projects. This includes the linkages with the Polytechnic University and Kamuzu College of Nursing, where David Livingstone Scholarships are awarded annually to the best students, and financial support has contributed to the development of clinics and accommodation. Smaller projects include support for orphanages, maize mills, famine relief and flood defenses.

The MMP was initiated in 2000, based on existing strong relations with individuals working in Malawi. It has supported the development of university library services at the University of Malawi and Mzuzu University, and contributed to capital elements of the Scotland Chikwawa Health Initiative not supported by the Scottish Government.

What key experiences, outcomes, resources or expertise you would be happy to share with others interested in this field?

The MMP resources have been used effectively as multipliers, allowing staff and students from Strathclyde to visit and engage with people who are working there. Each of these relationships has spun off into other activities, maintained independently of the MMP.

How would you like to develop your partnership in the years to come?

The Project will continue to work with the University Donor Community to identify further opportunities to integrate our experience in Malawi with relevant academic and business communities.

Lead Contacts:
Norman Wagstaffe

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Project Partner in Malawi:
Various
The following chapter outlines a number of research projects being undertaken by Scottish students relating to Scotland-Malawi links. For further information on research findings please contact the authors.

“Perceived Gains & Losses for rural communities in implementing the new TBA policy in Malawi” (PhD)

Isabelle Uny: iuny@qmu.ac.uk
Institute for International Health and Development Queen Margaret University, Edinburgh

“The effectiveness of engaging Traditional Birth Attendants (TBAs)- non-formally trained, community-based providers- in maternal health care has been debated for decades. In Malawi, where the maternal mortality ratio is high (510 per 100,000), the Government has recently prioritised skilled birth attendance and institutional deliveries. In 2007, it issued community guidelines preventing TBA deliveries, and redefined their roles as mostly referring women to facilities for deliveries.

This qualitative study explores the perceived effects of this policy change from the point of view of different community actors and stakeholders, particularly TBAs themselves. It explores the perceived gains and losses in implementing a policy which prioritises skilled and technical care over the quality of interpersonal care and women’s satisfaction with their care; it also explores the type community engagement promoted by this policy, and issues of accountability to the community with regards to maternal health services.

A grounded theory methodology is used to analyse 65 semi-structured interviews & focus groups conducted with TBAs, skilled birth attendants (SBAs), men, women, village headmen, and other key stakeholders, in three rural sites of Central and Southern Malawi. Findings show that for participants, the perceived gains of the policy redefining TBAs roles are that

1) health facilities are viewed as safer in case of complications and skilled birth attendants (SBAs) as more knowledgeable than TBAs to deal with those; This reflects the authoritative knowledge in childbirth but also raises issues of expectation of and satisfaction with the quality of care received

2) the new guidelines ensure that unsafe practices by TBAs are curbed, and institutional deliveries increase. The perceived losses of the policy for participants are: a disengagement of TBAs in maternal health care provision; a loss of proximity, continuous support and quality interpersonal care in delivery, all of which can be detrimental to women and their deliveries. Most importantly, with the exclusion of TBAs, there is a loss of linkages (and collaboration) between community-based provision and health system provision of maternity care, which can be detrimental to the most out-of-reach rural women, both in terms of continuum and quality of care of care. The study recommends a more effective and active role for TBAs, as birth companions, agents of behavioural change or advisers for antenatal care.”

Date research completed/due to be completed: Expected October 2015

Alli M. Coyle: A.M.Coy@ed.ac.uk
Centre of African Studies, The University of Edinburgh

It was due to knowledge that Henry Morton Stanley was able to coin the now famous phrase “Dr Livingstone I presume”. The premise of this paper is to consider the role of knowledge exchange between Scotland and Malawi. The Scotland-Malawi Partnership, Parliamentary Pairing Scheme and the Cross-Party Group are central to the link between Scotland and Malawi. The political and civil society relationship demonstrates there is a continuing partnership between the two nation states. As donor and recipient; and as a result of longstanding links, it is clear partnership is a priority for both countries. In line with the most recent progression of international development discourse, the exchange of knowledge is arguably the way forward and supports the progression from a paternalistic relationship to strong partnerships suitable for the 21st century.

The role of discussion is explored in the work of the Scotland-Malawi Partnership and Cross-Party Group, whilst projects in practice such as pairings of medical institutions and towns show the work of theory in practice. In exploring the exchange of knowledge and partnerships between Scotland and Malawi it is clear; for there to be a progression away from recipient aid, new development discourses have to be explored.”

Date research completed/due to be completed: Completed

School Partnerships in International Development: Exploring the Contemporary Relationship between Scotland and Malawi” (PhD African Studies (2010-2015))

Alli M. Coyle: A.M.Coy@ed.ac.uk
Centre of African Studies, The University of Edinburgh

This thesis explores the contemporary relationship between Scotland and Malawi, by asking the questions Does Scotland’s ‘third-sector’ model of implementing the Malawi Development Programme enable practitioners to engage with and influence policy?

Secondly; is the practice of implementing the Scotland-Malawi partnership sustainable for the Scottish Government and the third sector? Through the case of school partnerships and by using a mixed methods approach, this thesis explores the practice of implementing a bilateral partnership between two schools which for the purpose of this thesis is defined as “active collaboration in an equal, mutual and reciprocal manner, to focus on skill enhancement and knowledge exchange, using the curriculum to help achieve mutual learning goals.”

Furthermore these partnerships are a strand of the 2005 Co-operation Agreement between Scotland and Malawi and reflect the “special relationship” between the two countries. This thesis focuses on the experiences of teachers, unpacking the key themes and challenges which partner schools often encounter. Further, this thesis explores the role of organisations in Scotland and Malawi, in supporting school partnerships formally and informally.
As a part of the Scottish Government’s drive to show Scotland as a “responsible nation”; this study of school partnerships further illustrates that although the concept is enshrined in policy the implementation is left to individual partner schools. This makes each school partnership unique, which raises further challenges in supporting school partnerships in a considered and coordinated way. In conclusion, this thesis argues that whilst the political relationship between Scotland and Malawi remains vital to the special relationship between them, the practice of implementing school partnerships needs to inform the policy to ensure sustainability. This study of school partnerships further reflects upon the wider partnership between the two countries and makes a series of recommendations which are applicable to the partnership between Scotland and Malawi more widely.”

Date research completed/due to be completed: Ongoing (Post-Viva Corrections)

“Exploring the ‘Relational Approach’ to International Development” PhD Sociology

Ben Wilson: BenWilson1988@yahoo.co.uk
University of Glasgow

“This research is a study into the approach to international development promoted by the Scotland Malawi Partnership. This ‘relational approach’ which is characterized by people-to-people civil society links promotes a different way of doing international aid and development work. It is characterized and underpinned by the SMP Partnership principles, which call for equal dignified, two-way partnerships based on respect and mutual understanding.

This research explores the extent to which this can be called a new discourse of development, and if so, how this is experienced by those participating in Scotland and Malawi links. Coming from a study of development theories, I will compare the ideas promoted by the SMP to the work of scholars on developing a ‘post-development’ practice. Post-development refers to a number of theories which scrutinise dominant development activity and development discourses, which have been prominent in the sociology development since the 1990s. Attempt to formulate a post-development practice call for aid and development which better meets the wants and desires of beneficiaries, and deconstructs the power relations which can hinder contemporary development practice from achieving this end.

My research will explore what development ideas participants in such activities have, how they are shaped by the ‘relational approach’, and how they are formed around the experience of travelling to Malawi. Using a grounded theory approach, I am currently undertaking research amongst the community who engage in Scotland and Malawi links, which I will replicate in Malawi in summer 2015.

The intended outcome of this research is to offer insights into how development ideas formulate development practice; how these ideas are formed, and can be challenged. From this, I hope to produce guidance in the form of non-formal training exercises which can be used by organisations engaged in links between the two countries to explore their development way of seeing, in the hope to produce more locally focused development activity.”

Date research completed/due to be completed: 2017
“Can mobile communication be used to increase health promotion impact in the developing world?” (PhD)

Rebecca Laidlaw: rebecca.laidlaw@strath.ac.uk
University of Strathclyde

“mHealth, the use of mobile communication in the health sector, has become increasingly popular, particularly in Sub-Saharan Africa. This is due to recent advancements in technology, increased access to mobile devices and rapid expansion in cellular coverage. Consequently, the potential for mobile communication to promote preventative health measures and provide health education is promising.

This research aims to examine the feasibility of using mHealth to implement health education programmes in rural Malawi. This will be achieved by creating and piloting a mobile based intervention. The intervention will consist of a series of SMS or voice messages to provide reproductive health information to adolescents. This project is integrated within the University of Strathclyde’s Scotland Chikwawa Health Initiative and will be piloted within their supported communities in Malawi. Messages will include reproductive health information as well as addressing social, cultural and economic issues. Intervention effectiveness will be assessed through post intervention comparisons of health knowledge and behaviour change. Successfully increasing knowledge and eliciting behaviour change would be extremely beneficial to communities, through increasing confidence and accuracy of health information, whilst alleviating pressure on services. In addition, ensuring scientific rigour throughout will inform future practice by providing adaptable resources for further research.”

Date research completed/due to be completed: Due to be completed November 2017

“Language Use and Language Attitudes in Malawian Universities” (MPhil)

Colin Reilly: c.reilly.1@research.gla.ac.uk
University of Glasgow

“This research aims to investigate patterns of language use and language attitudes amongst students in Malawian universities. This will highlight whether language issues affect Malawians’ ability to engage with tertiary education. It has been claimed that ineffective language policies in developing countries restrict people’s ability to access systems such as education. As a result, this has a negative impact on their own, and their country’s, development. Specifically, Malawi frequently has the lowest rates of university enrolment worldwide and is consistently ranked amongst the world’s poorest countries. Recent language policy changes within Malawi have brought the issue of language use within education to the fore, with increased debate over whether English or indigenous languages are suitable for use in education.

Through targeting university students across Malawi’s universities and using a combination of semi-structured interviewing and an online survey, data will be collected to illustrate the sociolinguistic situation within Malawian universities. This research will provide valuable insight into the sociolinguistic reality of higher education in Malawi, something which is severely lacking and which is essential for the implementation of progressive and beneficial language policies.”

Date research due to be completed: Completed in September 2015
“Narratives of Magic and Medicine in British Central Africa Protectorate/Nyasaland: Journals of the Medical Missionaries from the Church of Scotland (1875-1915)” (Postdoctoral Fellowship)

Dr Chisomo Kalinga: Chisomo.kalinga@ed.ac.uk
Institute for Advanced Studies in the Humanities, University of Edinburgh

My project focuses on correspondence and journals written by the first Scottish medical missionaries to settle in colonial Malawi. I am particularly interested in their writings about encounters with traditional healing practices. The research will engage 19th- and early 20th century Scottish Christian doctrine and biomedicine with indigenous understandings of the origin and treatment of disease as it relates to animism and the natural environment.

Date research due to be completed 30 June 2015
**“The Scotland Malawi relationship from David Livingstone to modern day: an analysis of development, relationships and networks.” (PhD)**

Alayna Imlah: a.imlah.1@research.gla.ac.uk  
University of Glasgow

This research explores the everyday lived experiences of people involved in the relationship between Malawi and Scotland. It seeks to understand the historical context of the relationship between Malawi and Scotland, as well as the contemporary activities, meaning and context of the partnerships, relationships and networks.

It is anticipated the research will enable a better understanding of what networks exist between Scotland and Malawi, why they exist, how they formed, how they are sustained (or not), and how people feel about them. It will also allow an exploration of the concept of scale particularly as it relates to, and is used by, development practitioners, alongside theoretical concepts such as Actor Network Theory and Assemblage Theory. A key part of the research will also be to undertake a critical analysis of the concept of ‘development’ and how it been has been interpreted, and enacted on the ground with organisations funded in Scotland to conduct work in Malawi. This will be situated within a wider critical analysis of international development at the local, national and international levels.

Date research completed/due to be completed: April 2016

**“The Sweet Life? A Gender Analysis of Land, Labour and Livelihood in the Malawian Sugar Industry” (PhD)**

Megan Canning: M.L.Canning@sms.ed.ac.uk  
The University of Edinburgh

“This research examines the impact of the sugar industry on the gendered patterns of land use, labour and livelihoods in communities dominated by commercial sugar production in Malawi. Employing a Gender and Development (GAD) approach, the research will explore themes including the gendered implications of large-scale land deals; gender hierarchies and the division of labour in subsistence agriculture and the commercial production of sugar; an analysis of changes to workers’ lives and livelihoods as a result of sugar employment; the production of power on the plantation as a social space; and the relationship between the productive and reproductive livelihood strategies of women and men in sugar communities. The project will also seek to explore the ways in which ‘development’ is conceptualised and mobilised by various stakeholders in the facilitation of, and participation in, the Malawian sugar economy. Building on empirical research undertaken in 2014 for my MSc in International Development, ethnographic fieldwork for the PhD will take place in sugar communities at two different plantation sites in Malawi over a twelve month period. My work is contextualised in, and makes a contribution towards, theoretical and empirical research which crosses the fields of African studies, development studies (in particular gender and development studies), social anthropology, and economics. I hope the research will make a valuable contribution towards understanding the gender implications of Malawi’s agricultural-led development policies.”

Date research completed/due to be completed  2017
Opportunities for Future Collaboration

Based on electronic input from Malawian and Scottish institutions, and discussion among SMP HE and FE Forum members, a number of critical reflections were identified that could help strengthen existing Scotland-Malawi links, and develop new partnerships:

1. There is significant enthusiasm and commitment across Scottish and Malawian universities and colleges to build on existing links, and develop new partnerships.

2. The SMP HE and FE Forum can play an instrumental role in creating opportunities for coordination and collaboration among Scottish universities and colleges with links to Malawi, built on the SMP’s Partnership Principles.

3. The Malawi Scotland Partnership (MaSP) offers opportunity for improved communication channels between Scotland and Malawi, as well as enabling better coordination and collaboration among Malawian universities and colleges with links to Scotland.

4. Priority areas for future working, as identified by the partners in Malawi, include

   • Increasing equitable access to higher education in Malawi (particularly focusing on gender and socio-economic equity)
   • Developing infrastructure and organisational capacity (buildings, ICT systems, accommodation, human resources)
   • Developing research knowledge and skills
   • Exploring public-private partnerships to encourage investment in the sector
   • Improving governance and regulation of the sector
   • Developing a market-led curriculum to improve skill set of graduates

With these reflections in mind the SMP Higher and Further Education Forum looks forward to continuing to support shared learning and collaborative working between Scottish and Malawian institutions, via existing links, and through new innovative partnerships.

For further information on the Higher and Further Education Forum, or content included in this directory please contact Charlie Bevan (Member Services Manager): charlie@scotlandmalawipartnership.org.
“This directory outlines a great number of useful contributions already to these strategic aims, however there is always more scope for further joined up working. I hope that this report will encourage further networking and collaboration between Scotland and Malawi, built on partnership principles of mutual respect, reciprocity and joint learning.”

Mathildah Chithila-Munthali PhD, CEO of the National Council for Higher Education, Malawi

“This directory highlights the range of collaborations between higher and further education institutions in Scotland and Malawi. It gives a flavour of the enthusiastic collaborations that have developed between our countries. Hopefully it will also serve to encourage others within those communities who have not yet established partnerships to see the mutual advantages of working together in our respective specialisms. I am confident that, as these experiences are shared more widely, we will see the diversity of this directory grow in future editions.”

Dr Janey Andrews, Chair of the Higher and Further Education Forum

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