



# HIGHER AND FURTHER EDUCATION FORUM

TUESDAY 2<sup>ND</sup> DECEMBER 2014, STRATHCLYDE UNIVERSITY

**Forum Chair: Dr Janey Andrews, University of Strathclyde**

## AIMS:

The Forum exists to:

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

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**Apologies:**

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Ryan	Cassidy	Students for Malawi
Alli	Coyle	Edinburgh University
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George	Finlayson	Scotland Malawi Business Group
Lore	Gallastegi	Open University
Daniel	Gilbert	Dundee University
Simon	Guild	St Andrews University
Chisomo	Kalinga	Edinburgh University
Derek	Macleod	The University of Edinburgh
Anne	Money	University of Edinburgh

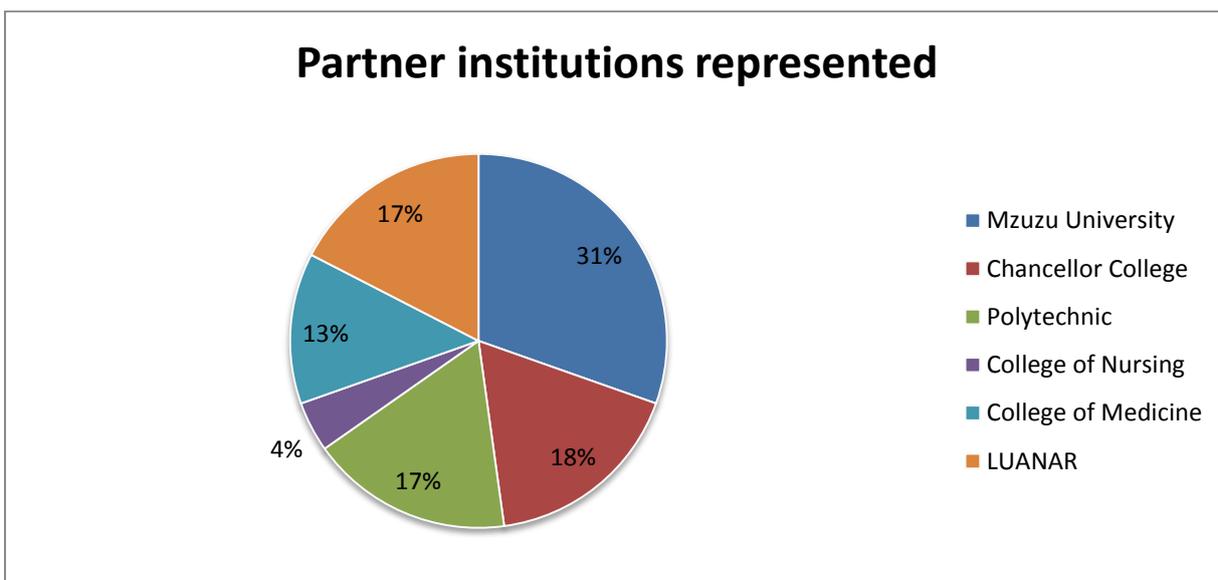
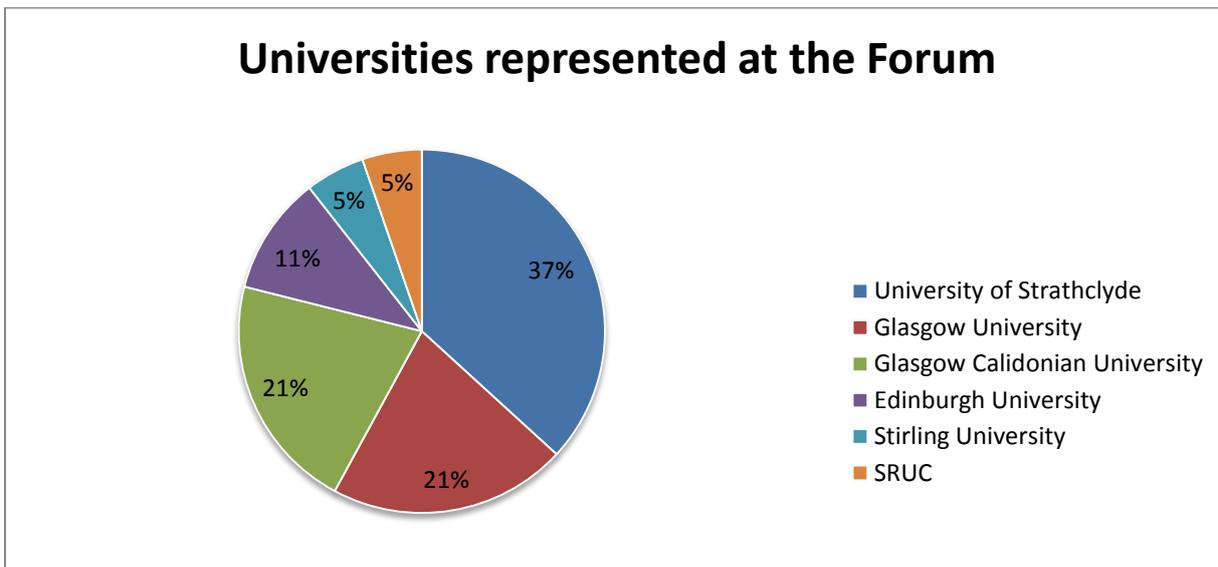
## DFIDS NEW LOOK AT THE ROLE OF HIGHER EDUCATION IN DEVELOPMENT AND POSSIBLE HE INTERVENTIONS

Colin McGinty, Programme Manager for DFID's Higher Education Partnership Programme  
[C-McGinty@dfid.gov.uk](mailto:C-McGinty@dfid.gov.uk)

To download his presentation visit [bit.ly/SMPHEFEForum2014](http://bit.ly/SMPHEFEForum2014)

## SHARING LEARNING IN PARTNERSHIP (1)

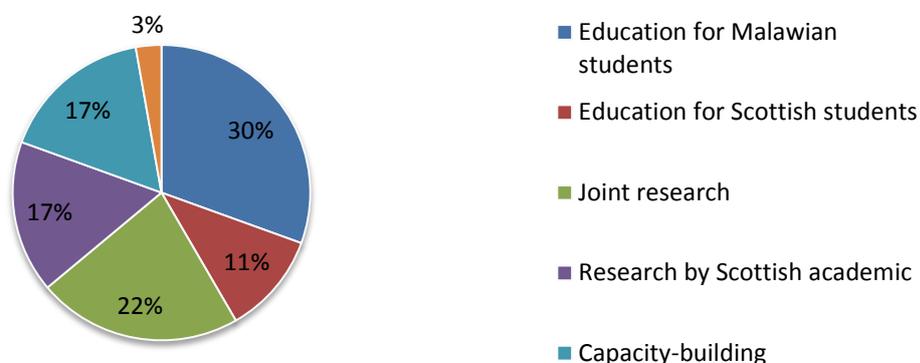
Dr Janey Andrews, Strathclyde University led an interactive activity to map common areas of synergy and links to aid networking and information-sharing.



## Types of partnerships represented



## Partnership approach



Following the mapping of links, Janey led the group in a discussion relating to success and challenges of partnership working with colleagues and friends in Malawi.

### What has made your connection with Malawi challenging?

- The pursuit of “true” partnership- ensuring real equality on both sides
- Communications with partners
- Human resource capacity in Malawi

### What has made your connection with Malawi easier?

- Scotland Malawi Partnership
- Special relationship between Scotland and Malawi
- Ravens Trust (for shipping) [www.theraventrust.org/](http://www.theraventrust.org/)
- Language
- Improving internet access and connectivity
- Social networks, particularly with Malawian students
- Commonwealth Professional Fellowship Scheme <http://cscuk.dfid.gov.uk/apply/professional-fellowships/>
- International Foundation of Science <http://www.ifs.se/>
- Scottish Government international development funding <http://www.scotland.gov.uk/topics/international/int-dev>
- Honesty and mutual respect

- Investing in a 2-way relationship
- The duration of the connections
- Shared senses of humour

## SHARING LEARNING IN PARTNERSHIP (2)

Following on from discussions related to challenges in partnership working, Charlie Bevan highlighted some of the resources the SMP has published relating to shared learning gathered through SMP members. These included:

**“Practical Advice and Support on Per Diems”:** <http://bit.ly/SMPPerDiems>

**“Common Challenges, Shared Learning”:** <http://bit.ly/SMPCommonChallenges>

Charlie also proposed that the SMP Higher and Further Education Forum work to update the current directory of university and college links, last published in 2012. Members of the forum concurred and agreed to help with the updating of the directory. Visit [bit.ly/SMPHEFEDirectory](http://bit.ly/SMPHEFEDirectory) to download the 2012 directory.

The SMP will aim to update the current SMP Higher and Further Education Directory by March 2015.

## THE WORLD BANK “SKILLS FOR DEVELOPMENT” PROJECT

In advance of the forum the Scotland Malawi Partnership spoke with Mathildah Chithila, National Council for Higher Education in Malawi and Robert Ridley, Vice-Chancellor Mzuzu University to explain more about the implications of the World Bank’s “Skills for Development” Project in Malawi.

To listen to the interview with Mathildah Chithila visit [bit.ly/MathildahChithilainterview](http://bit.ly/MathildahChithilainterview)

To watch the interview with Robert Ridley visit [bit.ly/RobRidleyinterview](http://bit.ly/RobRidleyinterview)

## WIDENING ACCESS TO HIGHER EDUCATION- TUITION FEES

In advance of the forum, and during the meeting, the issue of increased tuition fees for Malawian students was raised. Brian Kerr from The Soko Fund explained about the real challenge this posed for the students currently support by scholarships through The Fund, and also for many other students to whom access to higher education is becoming even more prohibitive. Mr Kerr also explain the challenge of women accessing higher education in Malawi is even more pronounced, despite great evidence of the immense return on investment for communities and national priorities if they are given such opportunities.

Brian Kerr asked the DFID representative directly about what support they’re offering students on the ground. Colin explained that while they’re not in a position to offer direct support to students they hoped their overarching vision for Higher Education will create more sustainable, demand-driven opportunities for students in the future, but acknowledged it was a long-term vision and wouldn’t meet the real short-term need at present.

## GENERAL BUDGET SUPPORT TO MALAWI

David Hope-Jones asked DFID what was being done to ensure, while general budget support to Malawi has been suspended, that the bottom line spend was protected. Colin McGinty explained that the bottom line was not going to change and that the money was committed through other channels.

## FURTHER RESOURCES:

### **DFID and Higher Education:**

For background information on DFID's Higher Education Taskforce see Conference Report "Higher Education and development: Tackling 21<sup>st</sup> century challenges" [www.wiltonpark.org.uk/wp-content/uploads/WP1331-Report.pdf](http://www.wiltonpark.org.uk/wp-content/uploads/WP1331-Report.pdf)

### **World Bank Skills Development Project in Malawi:**

- Credit (\$46 million) and Grant (\$4.9million)
- To read the full report visit: [www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/06/02/000470435\\_20140602101341/Rendered/PDF/PAD3620PAD0P13010Box385222B00OUO090.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/06/02/000470435_20140602101341/Rendered/PDF/PAD3620PAD0P13010Box385222B00OUO090.pdf)
- Aim is to increase access, market relevant and results orientation of supported skills development institutions in agreed priority areas
- Two part of the project:
  - Strengthening Institutional Performance (\$40 million)
    - Improving access and market relevant of engineering programs at Polytechnic
    - Increasing access to secondary teacher training programme at Mzuzu university, with associated satellite learning centres
    - Increasing access to science teacher education at Chancellor College
    - Increasing access, market relevant and gender responsiveness of programmes at Lilongwe University of Agriculture and Natural Resources
  - Technical Assistance for System Strengthening and Policy Reforms (\$4.0 million)
    - Strengthen capacity of National Council for Higher Education
    - Technical assistance for the development and implementation of a student financing system

### **World Bank Skills Development Project- Mzuzu University:**

Background Info on MZUNI:

- Focus on 'development oriented' courses
  - Campus in 'full use' throughout year
  - 3523 students in 2013/14
  - 3455 undergraduate / 68 postgraduate
  - ODL component 718 (rising to 1250 in Jan 2015)
- Major challenges
  - (i) Infrastructure; (ii) staff levels and training (iii) operational funds; (iv) postgrad research (v) management systems

### **Overall Objectives of Programme**

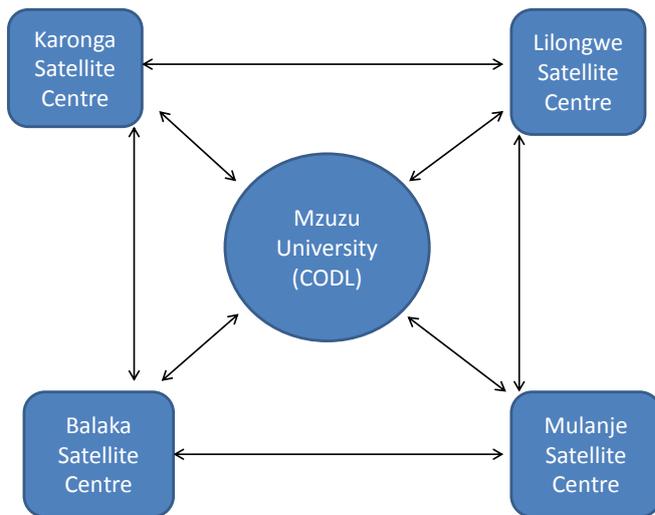
- Enhancing Access
  - More students enrolled and graduating
- Market Relevance
  - Improved curricula and quality of courses
  - Market demand for graduates
- Sustainability
  - Foundation laid for future growth aligned to government, industry and national needs

Strategic Focus of Programme

- Open and Distance Learning Satellite Centres
  - Enhance access to Higher Education
  - Increase numbers of qualified secondary teachers
    - Malawi requires **12,000** additional secondary teachers
    - Project will lead to **additional 500** per year
- Tourism and Hospitality Skills Development
  - Meet critical HR needs of Tourism sector
    - Tourism a priority sector for MGDSII

### Satellite Learning Centres in support of Open and Distance Learning

Networked Approach:



### Satellite Learning Centres

- Provision of support services for ODL learners
  - Classrooms for teaching, including by video-conference
  - Practical classes in laboratory-based sciences
  - Web-based and complementary learning materials
  - Access to supervisory support for self-study
- Ease of access for students
  - Savings in costs and time
- Resource for local education institutions / community

### Project Components

- Four (4) satellite centres
  - Builds on AfDB HEST funding for Centre for Open and Distance Learning at Mzuzu campus
- Expansion of ODL students by end of project
  - 2,800 enrolled in Education courses
    - Over 500 additional teachers per year!
  - 280 enrolled in Tourism and Hospitality courses
  - Science bridging courses implemented
- Four(4) staff trained to Masters level

### Lasting Impact of Project

- Establishment of ODL model with localized support
- MZUNI on track for 'dual' delivery mode strategy
- Enhancement of 'upgrading' vocational courses with sector-based retention of personnel

- e.g. Teachers, Tourism and Hospitality
- Bridging courses integrated into educational process
- Promotion of flexible, life-long learning
- More secondary school teachers
- Increased HE – trained personnel throughout Malawi

### **Tourism and Hospitality Skills Development Centre**

#### Challenges Addressed by Centre (I)

- Sector Growth of 6-7% p.a. over next decade
- Only 1% of current African tourist arrivals to Malawi
- Significant investment in hotels starting
  - Five 5-star hotels planned
- Lack of professionalism and strategic thinking
  - Unskilled and low skilled personnel dominate
  - Improved career paths are required
  - Industry often required to self-train
- Strong industry support for this proposal

#### Challenges Addressed by Centre (II)

- Lack of Specialised Skills Development Facility
- Essential for a top-ranked tourism country
- Poor service delivery within industry
- No research support for industry

#### Project Components I

- State of the Art skills development centre
  - Training guestrooms, kitchens, restaurant, bar etc.
  - Interactive classrooms with multi-media training
  - E-tourism laboratory with front office training suite
  - Conference and Event Management facilities
- Significant expansion of student numbers
  - From 70 to 400 full time students per year
  - From 0 to 160 ODL / block-release students per year
  - From 0 to 120 special short course students per year

#### Project Components II

- 25 staff trained to Postgraduate level
  - 8 Diploma Specialist Technicians
  - 10 Masters
  - 7 PhD
- Curriculum review completed and implemented with increased levels of specialisation
  - 5 New Certificate Programmes
  - 3 New Diploma Programmes
  - 2 Revised General Degree Programmes
  - 1 Honours Programme
  - 1 Masters Programme

#### Lasting Impact of Project

- Centre of Excellence for Tourism and Hospitality Management
- Strong, strategic 3-way engagement between Industry, Ministry and MZUNI
- Postgraduate research capability
- Professionalization of the sector
- More trained personnel in country
- Professional culture operating within sector

## Component Cost

<b>ODL Satellite Centres</b>	<b>US\$</b>	<b>3,556,174</b>
Tourism Skills development Centre	<b>US\$</b>	<b>4,130,255</b>
Management Support	<b>US\$</b>	<b>1,287,149</b>
<b>Total</b>	<b>US\$</b>	<b>8,973,623</b>

## Impact

- Open and Distance Learning
  - Increased numbers of qualified secondary teachers
  - Foundation laid for broader ODL based HE access
- Tourism and Hospitality
  - Meet critical HR needs of Tourism sector
  - Foundation laid for professionalization of the sector

## African Development Bank in Malawi:

- “Support to Higher Education, Science and Technology” (HEST) launched in 2013
- Objective: to increase access to and improve the quality and relevance of HEST and TEVET (Technical Education Vocational and Entrepreneurship Training)
- Total cost: 29.45UA (mixture of loans and grants)
- Financing from the African Development Bank to the Ministry of Education Science and Technology
- Focussing on ICT equipment and internet connectivity
- [www.afdb.org/en/news-and-events/article/afdb-and-malawi-government-launch-the-ua-29-45-million-higher-education-science-and-technology-project-10191/](http://www.afdb.org/en/news-and-events/article/afdb-and-malawi-government-launch-the-ua-29-45-million-higher-education-science-and-technology-project-10191/)

## Main Malawian Policies relating to Higher Education:

- The National Education Strategy Plan (2009-2017)
  - Major priority has been setting in NCHE to ensure quality assurance in HEI
  - WB Skills Development Project is a response for support from GOM to help with its reforms
  - [www.globalpartnership.org/content/malawi-education-sector-plan](http://www.globalpartnership.org/content/malawi-education-sector-plan)
- The Education Sector Implementation Plan (2012-17)  
<http://www.globalpartnership.org/content/malawi-education-sector-plan>
- Malawi Growth and Development Strategy II
  - Theme 2: Social Development
    - 4.1 Education: Establishing a National Council for Higher Education
    - [www.gafspfund.org/sites/gafspfund.org/files/MGDS%20II%20final%20document%20January%202012.pdf](http://www.gafspfund.org/sites/gafspfund.org/files/MGDS%20II%20final%20document%20January%202012.pdf)

## Information from DFID Malawi on increase in tuition fees:

- New Government sponsored **1<sup>st</sup> year entrants**: MK 275.000 (estimated £420) (rise of 400%)
- Now paying the same fee as self-sponsored students
- Government-sponsored receive MK40,000 month allowance and can apply for interest-free loan dependent on their need
- Higher education in Malawi receives second largest proportion of recurrent expenditure at 18.4% (after primary education) 2012

- With increased fees Government of Malawi still contributes a vast amount per student, around MK2 million (£2616)
- The plan is for Govt of Malawi to charge richer, well-off families to ensure poorer students benefit from greater government support
- Government student loan system currently under review
- NGO and private scholarships do exist
- World Bank and Africa Development Bank are primary agencies looking at tertiary education