

Elizabeth Janet Stewart.
(Home Economics Teacher)
Winston Churchill Memorial Trust- Fellow
2009.

Country- Malawi.

Group- FLAG- Malawi

Forres Academy, Mallaig High and Luchenza
CDSS and their communities.

Project- The living and learning adventure.

Dates of trip;

1st June 2010 - 30th June 2010.



The Forres kitchen in Luchenza CDSS built with student donations and the group on a visit to FOMO

“Good Citizenship is caught not taught”

The purpose of my fellowship was to develop links between the young people of Scotland and the people of southern Malawi to enable them to learn from each other through the development of educational resources and experiences particularly in the area of Vocational Education and Enterprise. The group who made the trip in 2010 comprised of 12 students aged 12-17 years and 3 teachers of Social subjects, Home Economics and Technology. In addition a school cook, school Administration assistant and Home Economics technician completed the party and the skill set needed to realise our aims.

Why southern Malawi? Having been privileged to visit Luchenza CDSS in Southern Malawi in 2006 I was not prepared for the fundamental change in my beliefs about teaching and learning.

The community and school in Luchenza was a cluster of broken buildings with few chairs and no resources. Each class had over 100 students sitting 2 to a broken desk. 1 in 4 of the students in the school was an orphan due to the pandemic of HIV and Malaria.

Every class was full of smiling faces and enquiring minds all keen to learn. Every Luchenza student was fluent in English. The majority of the students also showed amazing commitment to their own learning by earning their own school fees often in very difficult circumstances.

What could we learn from each other given the opportunity?

The Winston Churchill Fellowship gave me the opportunity to develop the FLAG-Malawi project and to lead the party of students and staff on an adventure to Malawi. This has not only resulted in the planned educational materials being produced and used in classrooms so much more has been started....

During the early part of the trip, myself and the technology teacher visited a number of established N.G.O. s working in Malawi, each working in a variety of areas. Malawi Volunteer Organisation works in Mangochi and links the needs of Malawians in terms of medical care, education and orphan care with U.K. students' desire to undertake voluntary work during a gap year. Visiting their programme centres and interviewing volunteers gave us an insight into the challenges faced by the students and the rewards gained, we also experienced many situations which, as westerners, we found both harrowing and challenging, as the picture above shows.



The project is addressing this issue by their briquette program which should eventually make the need for young girls to carry dangerously heavy loads of firewood a thing of the past. These experiences are essential in our dissemination of relevant information to prospective volunteers in the U.K. The type of work undertaken by the volunteers was essentially medical and educational. We also had the opportunity to visit the “clean water project” at Chembe where we saw N.G.O.s working with the local tourist industry to return some of their profits



to the indigenous community in a scheme which provided clean safe water for all. This had reduced the incidence of cholera from twenty cases a day to only one or two per month. The project also supported a feeding programme for the local orphans. This focussed on “Mr Magic” and his wonderful vegetable garden planted with maize, cassava, sweet potatoes, soya and various brassicas. We were so impressed that we took plenty of video footage but no stills of this wonder.

From Lake Malawi we travelled to Mulanje in the South where our project has developed. We visited F.O.M.O. (Friends Of Mulanje Orphans) and were warmly greeted with song and dance which left the Scottish students in tears. FOMO supports 5,500 of the estimated 10,000 orphans in the Mulanje district. FOMO is an example of good practice. The children live



in their villages and sleep in the homes of their extended families. FOMO supports the villages by feeding, clothing and paying the school fees of the orphans. The orphans attend the centres after school and, apart from being given a meal, are given the opportunities to learn new skills such as tailoring, motor mechanics, driving and computing. The future aim of our project is to link with FOMO in these areas to the benefit of Luchenza CDSS and the FOMO centres.



In the Enterprise room and kitchen in Luchenza CDSS, which the FLAG project had previously part funded, Luchenza Girls group were equipped and trained in basic sewing skills and now produce bags for sale and sell doughnuts to realise income. The boys and staff in Luchenza identified the need for a woodworking enterprise during the production of a bamboo display unit for the girls' bags. We hope to raise funds to return next summer to establish this project and to improve the IT communications. If both our Malawian partners and ourselves are to have an equal productive partnership we have to be able to communicate more



easily. With GSM –mobile broadband and the current raise of 3G coverage this is possible if we can fund the purchase of the necessary equipment. During our trip we also funded the building of a new 2 classroom block at a cost of £8,000 and worked with the community of Luchenza through the parents' council to start the build using bricks produced by the Luchenza community.



We shared our music and the Scottish students left their musical instruments in Luchenza to enable Luchenza to start a music group. Students and staff

worked with their peers in classes learning together.



We hope that the new classroom will be complete by Christmas with the students in Luchenza helping to build it and learning brick-laying in the process. This I am sure this would please Sir Winston.



Through the support of Moray Council Determine to Succeed Fund Luchenza have 2 net books and 2 Flip cameras and a DVD writer which will enable them to share film with us for educational use. In the future we hope to assist the Head teacher, Laston Chilodzeni in the development of an enterprise in the school which will realise income through the sale of commissioned wedding and celebration DVDs to better off Malawians. During our visit we also used Flip cameras and a stills camera to accumulate a wealth of photographic material which is now being edited into educational resources of use in both Forres and Mallaig.

We have developed productive links with the Tea Out Growers of Mulanje/Thyolo and the Co-operative Scotland, importers of Mulanje tea and are producing information on the impact of fair trade on the communities of southern Malawi where land is at a premium and "tea is a matter of life and death" quote Mr Khosa Malawian Tea Out Growers.



Through the working link with FOMO we are establishing links between the FOMO tailoring school and the Luchenza textile enterprise with the purpose of sharing expertise and building a textile production capability in the Mulanje district.

Recently we have made contact with FLAME clothing in Blantyre a small fashion business and will visit them next summer with the hope of involving them in the textile project and establishing links with Scottish students studying textile and fashion design.

How far the purpose of the Fellowship was achieved

The adequacy of the grant

The grant from the Winston Churchill Memorial trust allowed me to develop the project by visiting Malawi and sharing my skills and the skills of other members of the group. In addition the grant was sufficient to give us the computer to run the project. Without the Trusts support the project would not have realised its potential.

Suggestions for future Fellows

Be prepared for the unexpected opportunity. No matter how well you plan a project particularly when you are working with a large number of individuals from different cultural back grounds new ideas and opportunities will arise and new priorities will be identified. Consider these carefully.

Be prepared to be adaptable in the interests of making a lasting impact.

If working in a developing country do not assume that the same values apply and be sensitive to their culture and needs. Spend time every day and try to understand "the wiring under the board"

Keep your focus on the whole picture rather than the needs of individuals. For example as a teacher I would never have enough pencils for all but in assisting a fellow teacher to deliver an aspect of the curriculum in for example Enterprise you start a process which is sustainable and benefit's many for years to come.

Guard your comments carefully you do not know who is listening and what the consequences might be. The phrase I will try to help is often taken as a firm promise of aid.

Making good contacts in the country you are visiting prior to the trip cannot be over emphasised in their importance.

Dissemination plans

Educational resources are being produced which will enhance the curriculum and increase the knowledge of students in Scotland –

Art

Still- photographs of African faces and sunsets.

The dress of Malawians.

African crafts and art work.

Malawian textiles.

Technical

The plans for the classroom building in Luchenza are being used as an exemplar material in Graphic Communication course.

Home Economics

A DVD with supporting worksheets-The food of East Africa. This will be circulated for use with INT2

Hospitality classes across Moray.

A DVD which describes the work of Friends of Mulanje Orphans and the situation of the 5,500 orphan children in the care of FOMO.

Malawi Textiles lengths are being used for the development of a social enterprise between Lifestyle students in Forres and the Luchenza Orphan group.

SFL

Help in the development of an Enterprise craft link with one of Luchenza feeder primaries.

Geography

Still photos of the landscape/rift valley and a DVD of village life and geological features of Mount Mulanje.

Modern Studies

Study materials on the political system in Malawi.

Study materials explaining the effect of international aid on the lives of Malawians.

Fair-trade materials based on our work with the Co-op UK and Eastern tea growers Malawi.

Personal and Social Education.

A DVD- taking a gap year in Malawi for S5/6 students.

To explore the feelings that might be experienced. The skills and qualities needed to undertake a gap year in a developing country. The challenges experienced. This will be achieved through the use of interviews with gap year students in Malawi working with the World food programme and Malawi volunteers.

Modern Languages

A DVD filmed in Luchenza showing the life of a Luchenza teenager.

Basic Chichewa language course materials.

Religious and Moral education

Information both stills and video covering the following issues:-

Social Relationships, Voluntary and arranged marriages.

The influence that religion and tribal custom have on life in Malawi.

Attitudes to divorce in tribal custom.

Attitudes to food in Malawi.

Child care in a country with ½ the population under 15 years and 1 in 4 children orphaned due to HIV/AIDS.

Computing

Still photographs of Malawian life and Luchenza CDSS.

3 briefs have been provided for use of S2 students to enable them to design DVD inserts for the DVD's produced through the FLAG project.

Feeder primaries

Support materials in form of stills and video of life in Malawi. Talks given to primary students by students who took part in the Living and learning adventure.

Music

Music DVD of Forres Academy school choir, FOMO [Friends of Mulanje Orphans], Luchenza students and the Church of central Africa. Songs and music depicting the two cultures and the music shared between the Forres students and those in Malawi.

English

The use of the video and stills from Malawi by a media studies class with the aim of producing a film on international food security issues.

Funding permitting the above materials will be produced for use in other schools.

Press releases.

Regular updates on the project are sent to our local press in Forres and Mallaig and posted on the Scottish Malawi Partnership website.

Malawi day.

FLAG –Malawi

The group which consists of students and staff from Forres Academy and Mallaig High are having an afternoon for Malawi on Saturday the 11th of December 2010 in Forres Academy, Byrdsyard road Forres Moray at 11.00pm-3.00pm. Entry is free.

The group's aim is to develop educational links with southern Malawi for the benefit of the young people of both countries.

The event will consist of opportunities to learn about this small African country which has many links to us in Scotland through diverse links such as David Livingston, tea and sugar.

The event will be a relaxed mix of music and film produced by the group.

Simple Malawian food and a wee cup of tea will be on sale for all you tea drinkers.

There will be an opportunity to purchase craft items to and to learn about Malawi through film and presentations by students who visited southern Malawi last June.

Learn more if you are on face book from the FLAG page or email stewartliz@live.co.uk

School assemblies. All year groups in both schools have had an assembly planned and delivered by the students of the FLAG group explaining the experience they had in southern Malawi.

Power point presentations will be produced by students and delivered to our feeder Primary schools.

Co-operative Scotland. A film and presentation was given by students and staff to the share -holders of the north of Scotland Co-operative describing the life and work of the tea growers in southern Malawi.

Facebook. The students of the Flag group have set up a FLAG face book page to disseminate information.

Curriculum for Excellence insets into the curriculum of both Mallaig and Forres and Moray HE departments.

Itinerary -Malawi Living and Learning Adventure June 2010.

Date	Activity	Purpose/outcome
1 st	Forres to Glasgow Airport. Glasgow to Amsterdam Amsterdam to Nairobi Nairobi to Lilongwe.	
2 nd	Arrive in Lilongwe. Travel to Lake Malawi-Chembe.	Check student transport and accommodation in Lilongwe before leaving for lake Malawi.
2 nd 3 rd	Lake Malawi-Visit Malawi volunteers Project and Chembe project. Contact Francis Njanjes in Monkey bay. http://www.malawivolunteer.org	Observe Malawi volunteers and Chembe project. Collect information for production of an educational DVD-student gap years.
4 th	Travel to Luchenza via Dedza pottery.	Collect Art stimulus in the form of art stills and traditional pottery making video.
5 th	Visit Fair trade tea plantation and school built with fair trade premiums. Eastern tea growers trust –Co-op fair-trade. Discuss impact of fair trade tea on communities in Mulanje/Thoylo areas with tea growers and A. Khosa of the Out Growers Trust.	Collect information and video about the impact of fair-trade on the community. Arrange student visit to tea fields and fair trade health clinic.
6 th	Drum maker-Luchenza	Collect information and video on drum making and traditional music for Music DVD.
7 th	Visit DEO- Discuss community partnership agreement between FLAG-Malawi and Luchenza CDSS.	Discuss plan for building work in Luchenza CDSS and development of the orphan enterprise project.
8 th	Training at LCDSS/meeting with parent council and builder.	Sign community partnership agreement with school and parents council. Finalise building plans.
9 th	Training at LCDSS in use of ITC equipment/organisation of student projects.	Training in use of the video and computer equipment which is to be left in Luchenza for future development of the enterprise project.
10 th -12 th	Training at LCDSS-Orphan Enterprise.	Set up enterprise room. Train the orphan girls group in the use of the sewing machines including maintenance. Design and produce textile items which can be sold to generate income for the group. Develop accounting system.
13 th 14 th	Visit FOMO [Friends of Mulanje orphans] Prepare for student visits.	Discuss development of the link with FOMO and student visits to orphanages. Give advice to the FOMO tailoring

13 th 14th	Visit FOMO [Friends of Mulanje orphans] Prepare for student visits.	Discuss development of the link with FOMO and student visits to orphanages. Give advice to the FOMO tailoring school in garment making. Give support to the FOMO driving school.
15th	Travel to Lilongwe & collect Mini-Bus.	
16th	12 Students and 4 staff arrive from Scotland and travel to Kara O' Mula Lodge-Mulanje.	
17th	Day off at Kara O'Mula	Rest.
18th	Visit FOMO	Play and sing with the children of FOMO. Video FOMO music for production of music DVD. Present FOMO with mosquito nets and clothing.
19th	Fair trade tea plantation, factory and clinic visit.	Film tea plantations and tea production and research impact of Fair trade on the lives of the tea growers.
20th	Students explore Luchenza Town and go to football match with FOMO.	Fun and friendship.
21 st -25th	Start student projects at LCDSS and visit a feeder primary.	Each member of the group attends classes in Luchenza or work shadows their peer. Set up a music group in the school. Work with the orphan enterprise project in the Enterprise room. Move bricks with Luchenza students to start building work on the new class room block.

26th	Pack up Kara O'Mula	
27 th	Safari.	Students and staff experience the wild life of southern Malawi at Mvuu Lodge, Liwonde National park. Produce educational materials for Biology curriculum.
28 th	Safari and travel to Lilongwe-Korea garden hotel.	
29th	Fly home.	
30 th	Arrive Glasgow 10:30 then home.	

Key

LCDSS= Luchenza Community Day Secondary School.

FOMO=Friends of Mulanje Orphans.

DEO=Divisional Education Office.

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Malawi Volunteers Organisation.

The Head teachers of Forres and Mallaig.