



LEGACY 2014
XX COMMONWEALTH GAMES



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MALAWI LEADERS OF LEARNING

IMPROVING EDUCATION IN GLASGOW AND MALAWI

MALAWI LEADERS OF LEARNING

PROGRESS REPORT AUGUST 2016

IF YOU WANT
TO GO FAST,
GO ALONE.

IF YOU WANT
TO GO FAR,

GO TOGETHER 

I'm delighted to introduce the third progress report for MLOL and what another busy, productive and exciting year we have experienced!

Our MLOL family tree is truly blooming.

The roots are now firmly embedded in Scotland and Malawi and our green shoots of last year have matured into a solid, established and stronger structure than ever before.

We know we are making a difference and helping, albeit in a small way, to reduce the impact of poverty on a quality education for all.

In the coming year we aim to build on this continued success and take more steps along our journey to improvement and forge stronger partnerships.

I want to say thank you to each and every one of you who have supported and continue to support MLOL. Without you all we would not be making such progress.

I hope you enjoy reading of the wonderful adventures of our MLOLs and MYLOLs. You can also read more from the blogs on our website mlool.co.uk/Blog/

A special thanks once again to The Wood Foundation for their valuable and steadfast support.

If you want to go fast go alone, if you want to go far go together – the old African proverb beautifully sums up our past year.

Thank you



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MALAWI LEADERS OF LEARNING

PROGRESS REPORT AUGUST 2016

Malawi Leaders of Learning (MLOL) was launched in September 2011.

Building on the success of the partnerships built by Holyrood Learning Community, the ethos of our innovative initiative is about improving the quality of education in Glasgow and Malawi to reduce the impact of poverty on children and their families.

Initially we thought our aim was to improve learning and teaching in Malawi. However, as the project has evolved over the last five years it has become increasingly more apparent that our project is successfully contributing to the improvement of learning and teaching in Glasgow too.

2015/16

Throughout 2015/16, MLOL has benefited from Scottish Government funding.

This has allowed us to extend the number of libraries we have in Malawian primary schools, to support more leadership training for PEAs and for headteachers and to subsidise teachers and young people who participated in trips to Malawi.

It was an incredibly busy year and began in September 2015 with two teams going out to Malawi to work in partner schools.





WHAT THEY SAID

‘MLOL has given me opportunities to apply leadership skills and overcome challenges that I don’t have in my daily work. It has pushed me to overcome fears and take on new challenges. I have built confidence both as an educator and personally. Having experienced the project both in 2013 and in 2015, it is definitely the best thing I have ever done.’

‘An amazing set of experiences both on a professional and personal level – just under 4 weeks of positives which have left a burning desire in me to return to Malawi as well as to continue to foster positive improvement in young people in Glasgow.’

‘The experience I have gained from the MLOL programme has been invaluable. Throughout my MLOL journey I have had the privilege of educating the children of Glasgow, the children and teachers of Malawi and also myself.’



MLOL 2015

A team of 13 staff from across the city set off to spend four weeks working alongside Malawian teachers and caregivers in schools and Mary’s Meals Early Childhood Development Centres (ECDCs).

In addition, five third year B Ed students from Strathclyde University joined the team to work alongside the MLOLs already having spent some time in Malawi working at Chancellor College, University of Malawi.

This year the MLOLs worked in schools that had been involved with Malawi Leaders of Learning. However, MLOLs still felt that more advance preparation was needed as

some teachers at the schools did not fully understand the aims and purpose of the visit.

The schools were Chilomoni Primary School, CI Primary School, Zingwangwa Primary School and Ngumbe Primary School. CI had also recently started a secondary department to cope with the increasing numbers of pupils in need of secondary education and work was done with classes there too.

The two early years staff worked in Kachere, Chinipule and Mkwanda ECDCs which are run by Mary’s Meals. In addition, the MLOLs provided staff development to groups of teachers.

The staff undertook a wide range of activities – some examples are:

Think, pair, share	Learners could discuss with a partner their answers to questions. This allowed all learners in the room to have an answer to the question.	Teachers could see that this activity encouraged the learners to develop their understanding of the question as well as reinforce their learning.
Training Sports Leaders	Pupils able to lead and support during sessions. Pupils able to communicate effectively. Pupils acting as role models to their peers.	Sports Leaders were able to lead sessions with their peers. They demonstrated that they could communicate in both English and Chichewa, depending on the age and ability of pupils. They also demonstrated that they could plan and adapt a variety of activities depending again on the age and ability of pupils.
Library Skills	Modelling reading skills so that teachers can take reading groups and make stories interactive. Introduction of open questioning. Introduction of Independent reading groups and book lending programme	Over 25 reading groups where skills were modelled and reflective discussions with teaching staff. Around 5/6 reading groups with Std 7&8 were introduced to independent reading and groups discussions Resources in place for book lending and staff trained in how books can be lent and returned.
Teaching leadership skills to pupils through sport and physical activity	Teachers are able to see the benefits of teaching sports leadership skills to pupils. Teachers are very keen to continue a sports leadership programme in their schools.	Sports leaders actively applying the skills learned by delivering games and activities to younger children. Discussion with all Sports Teachers and HT's from each school about running future sports leadership programmes.
Action songs	Children are aware of the growing body and learning to identify and correctly name their body parts.	Caregivers with help of translators were able to sing songs in both Chichewa and English.
Using TALULAR to explore numbers	Caregivers able to see how to use natural resources e.g. bottles, stones to enhance the learning.	Children were given opportunities to learn about counting objects.



WHY USE TALULAR?

Teaching And Learning Using Locally Available Resources

Teaching in Malawi often relies on only being able to use what is already around you as a resource.

Most schools have blackboards, chalk, (although they can be very poor quality) and some even have jotters, pencils and textbooks. Often not enough to share amongst the ever-growing school rolls. The best resource is, of course, the teacher and the pupils.

Scottish teachers have probably always taught using far more resources, commercially published and home-made.

Large classes, little differentiation, hot temperatures and tired pupils can make learning difficult.

Anything which engages and enthuses the learner is of benefit. Also, it helps to aid understanding English and our accents. Different types of learners will be more interested if something can reach more of the senses! With this in mind, consider sound, smell, touch and even taste as well as what they see.

The very use of TALULAR also models a life-long skill in recycling and upcycling, creativity and ingenuity.

If a child can't learn the way we teach, maybe we should teach the way they learn

LAURA MACDONALD
MLOL 2015



WHY USE TALULAR?

Inevitably, a four week trip brings challenges which staff had to overcome, for example, working in the heat, transport and group relationships.

The following are some of the challenges and how staff overcame them.

Personal:

I had two big personal challenges. I was absolutely overcome when I visited Chitsime after two years and witnessed the progress after they lost the library that Sheila and I established in 2013. They are equipped with a very spacious, nicely decorated library which is brimming with books and a record book full

of checked out and returned books. It took a few days for the impact of the work we had done in 2013 to sink in. It was better than I could ever have hoped for and most of all, it is being used effectively and efficiently to encourage a love of reading at school and at home. The challenge was in leaving because I really wanted to do more for Chitsime when I realised how much of the library and active learning strategies they have taken on. The best I could do in the short time we had was to paint their chalkboards.

Professional:

Language barriers – Ngumbe Sports Leaders. English was not

as strong as other schools. We had a translator who helped a lot but pupils were also great at watching activities and picking the aims up from the demos. They also demonstrated great leadership qualities with their peers, all in Chichewa.

Professional: Mentoring:

Caregivers are volunteers with little or no training and they work hard trying to ensure the children learn through rote teaching during the daily sessions at the under 6 centres. We demonstrated ways to extend the learning and to provide opportunities for challenge and enjoyment using TALULAR.



MLOLs were asked during their feedback to summarise any areas of their own development that have been achieved already back in Glasgow, as a result of their involvement. Some examples have been included below:

‘The biggest developments would be in my own personal understanding of global citizenship but also in my schools understanding of this too. I was able to engage the entire school in my preparations and fundraising for the MLOL project and as a result the pupils were all involved and invested in a very meaningful way.’

‘The MLOL project has given me an opportunity to undertake something completely different and out of my comfort zone. It has had a huge impact on my life and I look forward to the many challenges/activities which will hopefully arrive as a result of me taking part in this project.’

Six months after the MLOLs have returned to Scotland we ask them to reflect again on their experiences in Malawi and tell us what has changed about their professional practice as a result of their Malawi experience.

‘I have a much better understanding of what the right to education means and how that benefits not only that individual but their whole society. This is particularly useful in our work for the UNICEF Rights Respecting Schools award.’

‘I also think that my involvement has developed my resilience and ability to take on larger projects and I have more confidence in my vision of how I will see them through to completion.’

‘The experiences I had in Malawi have given me confidence to apply for an acting post. I will always be passionate about Malawi and frequently use pictures, videos and blogs during some of my lessons and activities, as well as within my whole school assemblies.’

‘I feel that the skills, experience and resilience I have developed from taking part in MLOL has really supported me through challenges in my professional life here in Glasgow.’

It has given me faith in my ability as a teacher, motivation to improve standards and opportunities for children throughout our school and city

and the drive to persevere in challenging situations.’

Two of our MLOLs have been promoted to principal teacher posts in primary schools since their return from Malawi.

Mary’s Meals Malawi provided us with a brief summary of their experience with the MLOLs. It provided great feedback for us on the effectiveness of our work and confirms that we should continue with this very valuable link.

‘The MLOL visit has had a very positive impact on our U6 programme. Both the caregivers and Mary’s Meals ECD Officers have strengthened their skills in how to maximize learning through creative participation. Rather than simply provide verbal instructions to the caregivers as to how they should deliver the lessons, our ECD Officers now spend an entire day with the caregivers actually demonstrating step-by-step how each class should be presented. As a result, the caregivers are more relaxed and creative in their approach to teaching – and consequently the U6s are learning more, in a calmer and much happier environment.’



MYLOL

MALAWI YOUNG LEADERS OF LEARNING

IMPROVING EDUCATION IN GLASGOW AND MALAWI

In September 2016, a team of 20 young people from Eastbank Academy and St Mungo's Academy travelled to Malawi along with four leaders for two weeks after a year spent working together. In last year's annual report we reported on their year long leadership journey – this is about their amazing two weeks in Malawi.

They visited Nancholi Youth Organisation, which is a community initiative providing medicine, education, food, clothing and employment for those suffering from HIV in the community. This visit was at times very challenging but made a significant impact on the young people. It brought the stark realities of life in Malawi to the fore.

No visit to Malawi is complete without a visit to Mary's Meals to see the many fantastic projects in place. The MYLOLs were able to visit a primary school to help the mothers make likuni phala – maize porridge – and serve it to

hungry children. The young people made comparisons to the role of breakfast clubs in Glasgow.

Bangwe Youth Centre was a big success as our MYLOLs worked alongside Malawian young people discussing topical issues. They painted murals and exchanged postcards with messages of positivity and friendship.

Agriculture is an important topic in the Malawian school curriculum as so many families rely on their own crops for survival. The MYLOLs joined girls from Stella Maris Secondary School in an agriculture lesson where they not only learnt about how to manage chickens but also learnt how bad chickens smell!

The MYLOLs worked with two primary schools, Chilomoni and CI. In school they put their sports leaderships skills to the test through leading a range of sports activities with huge groups of children.

FACTS & FIGURES

22 Malawian teachers trained in games and activities

1,582 young people received sports sessions led by MYLOLs

4 Malawian sports teachers trained to deliver training for other school staff by our Active School Coordinator

20 MYLOLs are now more confident, having enhanced their leadership skills, coaching techniques and practices.

20 MYLOLs now have aspirations to take their leadership skills forward in Glasgow/Malawi and beyond

10 MYLOLs led a sports day for over 500 girls at Stella Maris Secondary School

'This experience has been life changing and has taught me different things about the world and people around me.'

'I have continued to work with people and volunteer to different projects and this is thanks to MYLOL showing me what I enjoyed doing'.



LEADERSHIP

In January 2016, Tom McDonald went over to continue his leadership programme. Increasingly, Malawian colleagues are contributing to the programme bringing their perspective on Malawian education.

We have now had 32 headteachers successfully participate in Tom's leadership programme and we are seeing a difference in the schools with an increased emphasis on learning and teaching and listening to children. The leadership course makes close reference to the Malawi National Education Standards and enables participants to evaluate their own skills and abilities against this standard. The participants over the past 4 years have engaged very enthusiastically with the programme and have produced some impressive assignments, illustrating the progress they have made in developing leadership qualities. More importantly, there is now real evidence of the impact they are having in improving

their schools. Increasingly, more of the input is being delivered by local Malawian education officers and past participants and there is a developing network among the schools which have taken part to share ideas and initiatives. In 2016/17 the majority of the programme will be delivered by local personnel and Tom will make direct input only on Day 3 in February and day 4 in June.

Here are some quotes from the headteachers' assignments:

By leading this project I have learnt a lot and develop skills in leadership, school improvement skills and managing people. I have been able to use different leadership skills depending on the situation to fast track the school developments. Our school now has a vision and a mission statement developed democratically with the participation of all stake holders. Roles and Responsibility are well distributed. Team working spirit is encouraged.

The school staff now is

changing after learning the Bruce Tuchman's 1965 forming, storming, norming and performing team development models and Belbin's nine team roles. This has encouraged me to change my leadership styles and qualities. I will continue making sure that all do participate in decision making for the success of the project and school. We now know that "Together everyone achieves more".

Tom's January visit was followed up in May when he and his wife, Carol, a retired primary teacher, spent four weeks in Malawi working intensively supporting the development of libraries and headteacher leadership. Here is an excerpt from their blog:

Today we returned to Matindi for the programme agreed the previous day. Carol took nine teachers in two groups to take them through the structure of an effective lesson. All were based on teaching for effective learning, the new national standards and linked to the national curriculum for

Malawi. She used the telling of a story as the basis for developing literacy skills and linked it to health education. The venue was the library to show how books can be used, not only for literacy development but also to access other curricular areas. These sessions were interactive, using strategies such as think/pair/share, thumbs up, group work and a fun active learning game. The teachers took part enthusiastically. At the end of these highly successful sessions, we presented them with certificates for completing a session on effective learning and teaching.

Two weeks later, 36 young people from Holyrood Secondary School arrived with their teachers to set about making even more improvements to schools and ECDCs in Blantyre.

Holyrood Learning Community have continued to expand their partnership and have in their nine years of partnership raised extraordinary amounts of money to support building projects in schools and under 6 centres around Blantyre. Each year, around 40 young people and staff spend two weeks in Malawi learning more about the culture of Malawi through working alongside Malawian young people and carrying out reparation work in schools and under 6 centres. They have carried out work in six schools constructing 28 new classrooms, refurbishing 37 classrooms, constructing libraries, two vocational centres – the list goes on. Planning has

started in earnest for the ten year anniversary celebrations in 2017!

In June, three other schools from Glasgow were also in Malawi. Springburn Academy took a small group to work again with Chichiri Day Secondary School and Chichiri Primary School. Bannerman High School were again over linking with Masalini Day Secondary School and finally, Whitehill Secondary School were back again working with Nyambadwe Primary School.

Between times, Sharon Hayward and Marie Breckenridge, both headteachers and former MLOLs, spent 12 days monitoring the effectiveness of our project to support our Scottish Government funding. Marie also supported the PEAs leadership programme which had been started earlier in 2015. This has had variable success and we are working with our Malawian colleagues to develop a better approach which will have greater impact across PEAs and school communities. The following quotes are taken from the PEAs assignments:

'After being trained by the Malawi Leaders of Learning on the Leadership Improvement Programme in March 2016 at Kabula Lodge I was able to know myself where I am standing as a leader and where to improve as far as leadership is concerned.'

'The leadership skills ...acquired through MLOL workshops would be useful to the community

and the school as a whole.'

'To plan is one thing but to implement what has been planned is a totally different thing. It is therefore important to reflect back on achievements made.'

And in May, we welcomed six Malawian educationalists to Glasgow to spend two and a half weeks with us working in our schools learning about education in Scotland to be able to bring about further improvements in the Blantyre area. Here are some quotes from their visit –

'What I will do differently

- Choose four nurseries to implement MLOL initiatives. These will be our model centres. The others 40 centres will come and learn from these centres.

Build confidence in both caregivers and children: encourage caregivers to work with 5 to 10 children at a time. They do not need to reach all the children in a day with a particular lesson. They can deliver the same lesson over a period of 2 weeks. This will help the children to participate actively in a particular activity and in the end build their confidence.'

'Such trips are vital because we learn quite a lot of things and if implemented in Malawi, it could make a huge difference. Sometimes financial resources become a challenge. However, the best resource is 'man'. Let us all unite because if cob-webs can unite, they can tie a lion.'



OUR MLOL LIBRARIES

We introduced our first library into Chitsime Primary School in March 2013. The school has more than 5,000 pupils so providing meaningful resources is challenging. A library is the perfect way of introducing books into the life of the school and families.

Research by UNICEF has found that a child whose mother can read is 50% more likely to live past the age of five.

Last year we had seven libraries, in 2015/16 this was extended to 11 libraries in primary schools and the majority created with sponsorship from Glasgow schools and pupils. The use of the books in our partner schools continues to be

variable. During their month long visit our MLOLs focus on helping teachers develop ways to integrate the use of books into lessons even with very large classes. When our Malawian teachers came to Glasgow they also focused on learning how books can be used effectively to enhance children's literacy.

We are continuing to extend the use of libraries with our coordinators, Mercy and Justin, working more closely with school communities, including teachers and parents to promote the effective use of books and sharing good practice between schools.

GIRLS INTO EDUCATION

In March 2013, there were a small group of girls attending Stella Maris Secondary School who no longer had the funds to stay in school and were sent home. The girls came from very poor families or were orphans. For the last three years, we have sponsored between 12 to 15 girls each year chosen by the school to stay in education. Individuals donate money to cover the girls' school fees, accommodation and uniform.

We know from research that the more educated women are in a developing country the more sustainable the country will become. We are committed to continuing this support to make a difference to girls.



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