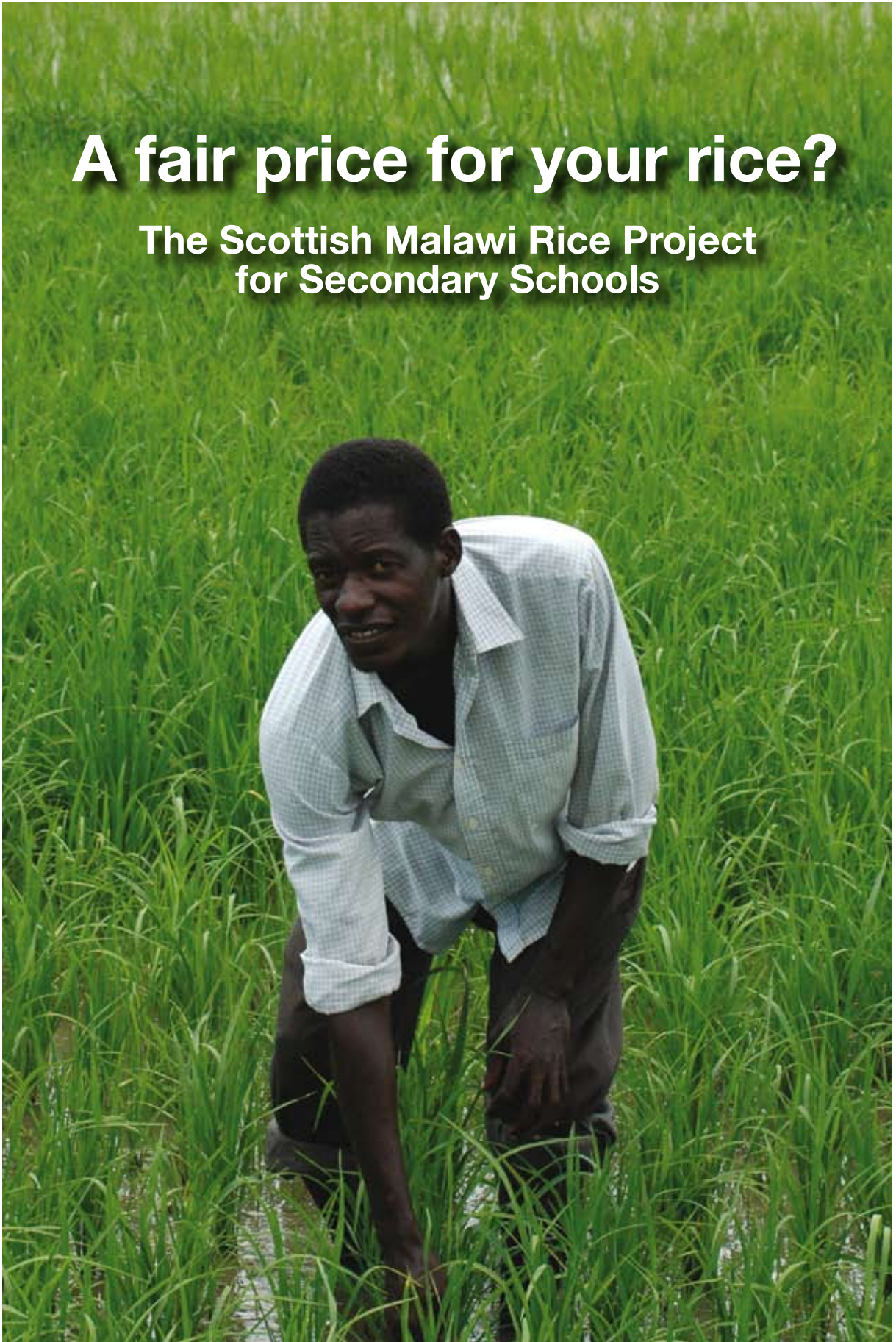


# A fair price for your rice?

The Scottish Malawi Rice Project  
for Secondary Schools

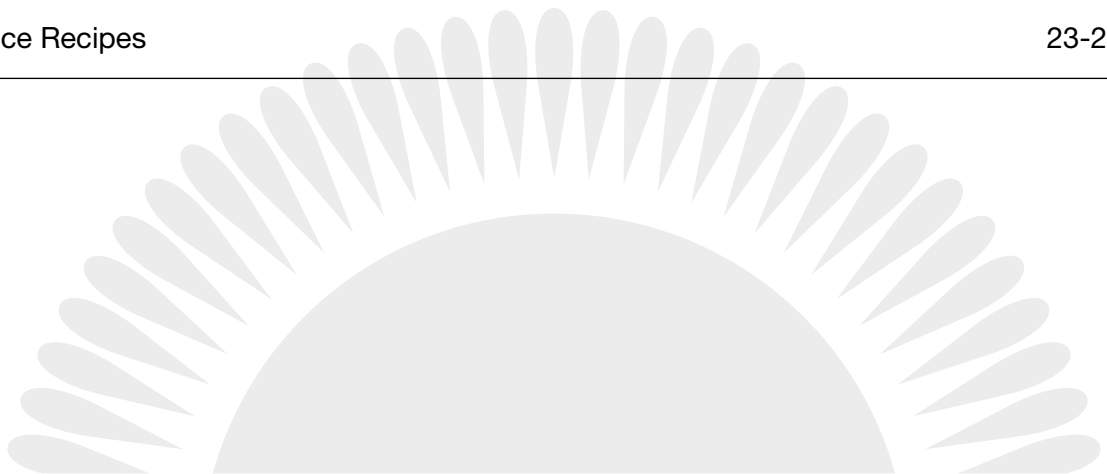


A BALMORE TRUST PROJECT



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## Introduction to The Scottish Malawi Rice Project

As part of Scotland's partnership with Malawi, this year a new kind of rice will be introduced to the UK. Kilombero rice is the premium quality rice in Malawi and is one of the major sources of cash for farmers in the north of the country.

Cash crops are essential for smallholder farmers. If you only grow enough to feed your family, then your children can't go on to secondary school, you can't repair or improve your housing, you have no money for farm implements, seeds, fertilizers. In short you have no way of combating the severe poverty in which most Malawians live.

So, getting a fair price for their rice is vital for farmers in Malawi: it means they can raise the quality of life of their families and their communities and their country.

Two Fair Trade organisations in Scotland, Rainbow Turtle in Paisley and the Balmore Coach House, have joined together to import the rice from Malawi. Forming a new organisation, Just Trading Scotland, they are bringing a container of rice to Scotland which will be served in schools and sold across the country in shops and restaurants.

The rice comes from NASFAM, an association of smallholder farmers which helps its members with acquiring seeds and other agricultural inputs, with training and education and with marketing their rice.

Imani Development, an international organisation with a base in Oban, will be working with Just Trading and NASFAM to ensure that the rice is produced to the highest standards and that it finds its way to Scotland via the most economical route. Getting goods to market in Europe is a big problem for land-locked Malawi.

The project is supported by the Scottish Government's International Development Programme, which works closely with the Scottish Malawi partnership. Already many schools in Scotland are twinned with schools in Malawi. Serving the rice in schools will help to give Scottish students another point of contact with their Malawi colleagues.

And lastly, this is all part of the campaign to make Scotland a Fair Trade Nation.

**John K Riches**

*January 2009*





## Information for Secondary Teachers

We have intentionally given background information which can be adapted and expanded for different age levels, and have tried to provide details of websites which can be explored if time permits.

Younger secondary classes might enjoy aspects of the Malawi rice project and of Fairtrade in general as part of Personal and Social Education. Different schools will follow their own syllabus here. Some ideas are given below and some age-related resources for development education are suggested.

For older classes in secondary schools, the present syllabus for both Modern Studies and Geography includes related areas.

### **Modern Studies**

Standard Grade: Section 4, 'International Issues' - 'Politics of Aid'.

Higher: International section - 'The Politics of Aid and Development'

(Because it is based on the countries of Africa, excluding Egypt and South Africa, this unit of work would focus on many of the issues highlighted by the rice project).

### **Geography**

Standard Grade - 'Trade, Aid and Development'

(Again this deals with all forms of Aid and how Aid schemes work and so the rice project would fit well here).





## Ideas

The International Development Education Association of Scotland (IDEAS) is a network of about 40 organisations in Scotland which actively support and promote Development Education by offering resources, support, workshops and speakers. It is funded by Oxfam and the British Council.

It has an excellent catalogue of resources entitled *Resources for Scottish Education*. Everything is categorised according to the curriculum levels defined by *A Curriculum for Excellence*.

There are six Development Education Centres in Scotland, all with education workers and libraries with resources which support and enhance the Scottish school curriculum.

Website [www.ideas-forum.org.uk](http://www.ideas-forum.org.uk)

### STRIDE

This is a magazine published by IDEAS for students and teachers. It contains articles, news items, information about forthcoming events, book reviews, and activities for use in the classroom.

To order copies or join the mailing list email [mail@scotdec.org.uk](mailto:mail@scotdec.org.uk)

### OXFAM

Oxfam publishes Global Citizenship guides for use by teachers. These are packed with ideas and activities which can be reproduced free of charge for use in the classroom and are geared to the curriculum of different parts of the UK.

Oxfam Development Education,  
Oxfam House,  
John Smith Drive  
Oxford OX4 2JY

Contact the Scottish Oxfam Education Team at

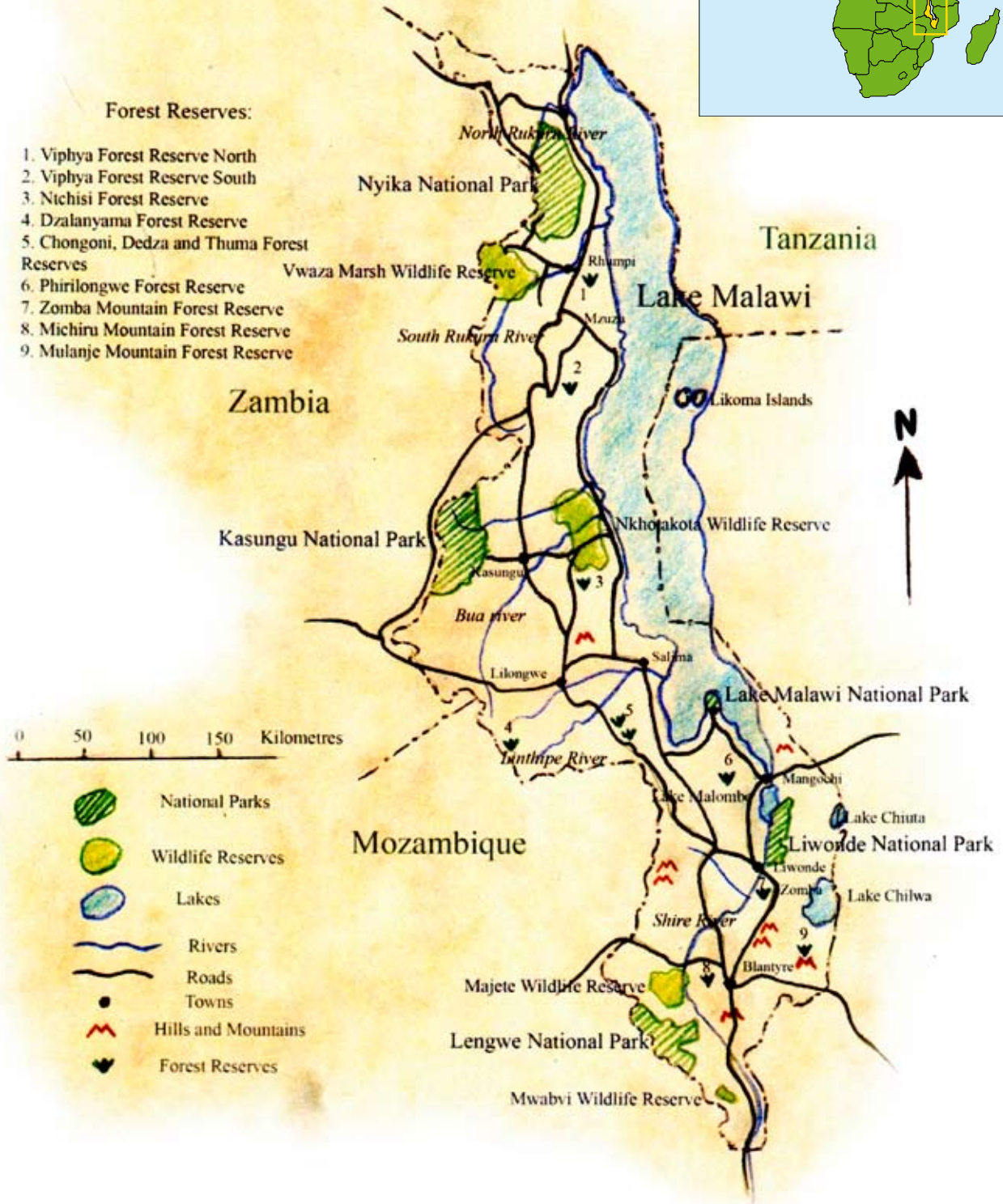
Oxfam Education,  
207 Bath Street,  
Glasgow G2 4HZ :Tel. 0845 900 5678  
Email: [scotland@oxfam.org.uk](mailto:scotland@oxfam.org.uk)





# Africa and Malawi

## Map of Malawi



David Kelly, Malawi: *Endangered Beauty* (November, 2005, ISBN 0-9546620)





## History of Malawi

The name Malawi comes from the Maravi, one of the original Bantu tribes from the north to settle the area during the tenth century, that is, about 1100 years ago . By the sixteenth century a unified kingdom had been created stretching south to the Zambezi river and west of Lake Malawi into what is now Zambia. Contacts had already been made with Europeans, mainly Portugese traders and soldiers. By about 1700 the country fragmented as individual tribes established control over different parts of the kingdom.

David Livingstone reached Lake Malawi (then called Lake Nyasa) in 1859. The area, now referred to as Nyasaland, came more and more under the influence of the British who set up a colonial government there in 1891.

In 1944 the Nyasaland Africans set up the Nyasaland African Congress (NAC) to advance the native people's interests. Nine years later, in 1953, Britain created the Central African Federation in which Nyasaland was linked with Northern and Southern Rhodesia. African nationalists strongly opposed the Federation and this led to increased support for the NAC. Dr Hastings Kamuzu Banda, a doctor who had been trained in Europe but who was working in Ghana returned to Nyasaland to work within the NAC. He became president of the movement and in 1959 was put in gaol by the colonial government.

He was released during the following year and thereafter helped to draft a new constitution for Nyasaland. In this constitution Africans were guaranteed a majority of seats in the Legislative Council. Dr Banda's party gained a majority in 1961 and he was elected prime minister. After the dissolution of the CAF in 1963, the country gained independence on 6 July 1964 under its new name of Malawi.

Banda became president, and in 1970 declared himself president-for-life. He ruled Malawi for almost thirty years, suppressing opposition both to himself and to his party. Though this earned him much criticism, there was some progress in the economy and this, coupled with his pro-Western foreign policy, protected him in office until 1994, when he was removed from power.

Since then, Malawi has become a multi-party democracy and this has strengthened ties with the West and in particular with the United States of America. Students travel to the US for education and the US supports and funds many agencies such as the Peace Corps which work to promote health and development in Malawi. It is on much friendlier terms with its African neighbours since the ending of the apartheid regime in South Africa, with which Malawi had maintained links.

The present president of Malawi is Bingu Mutharika, who was elected in 2004.

Malawi has a very mixed population of native peoples, Asians and Europeans. Several languages are spoken and there are many different religions. In the past there has been tribal conflict but this has lessened in recent years and the idea of a distinctive Malawian nationality is taking hold.





## National Flag of Malawi

The Malawian flag is made up of three equal horizontal stripes of black, red and green with a red rising sun superimposed in the centre of the black stripe. The black stripe represents the African people, the red represents the blood of martyrs for African freedom, green represents Malawi's evergreen nature and the rising sun represents the dawn of freedom and hope for Africa.





## Geography of Malawi

Malawi is in south-eastern Africa. It is a land-locked country, bordered on the north-west by Zambia, on the north-east by Tanzania, and on the south by Mozambique. The Great Rift Valley runs through the country from north to south and to the east of the valley lies Lake Malawi which is also called Lake Nyasa or Calendar Lake since it is 365 miles (587km) long and 52 miles (84 km) wide. From the south end of Lake Nyasa the Shire River flows south into the Zambezi River in Mozambique. Mountains surround the Rift Valley and in the north some plateaus are as high as 8,000 feet (2,400m) above sea level. South of Lake Malawi among the rolling hills the highest peak is Mount Mulanje which towers to 10,000 feet (3,000 m).

The climate is hot in the low-lying areas in the south of the country and temperate in the northern highlands. Between November and April the temperature is warm with equatorial rains and thunderstorms, which are at the height of their severity in late March. The rainfall diminishes rapidly after March and from May to September there is virtually no rain.

The capital city of Malawi is Lilongwe. Its largest city and commercial centre is Blantyre. There are thirty-nine airports, thirty-three of which have unpaved runways. Telecommunications have been very poor but are improving in the cities.





## Malawi: Some Facts and Figures

<i>Motto :</i>	'Unity and Freedom'
<i>Anthem :</i>	'Mulungu dalitsa Malawi' ('Oh God, Bless Our Land of Malawi')
<i>Capital :</i>	Lilongwe
<i>Largest city :</i>	Blantyre
<i>Official languages :</i>	English (official); Chichewa (national, spoken by over 57%)
<i>Religions :</i>	Christian, mainly Roman Catholic and Presbyterian (80%), Islam (13%) Atheists and adherents of traditional African religions (4%) Others eg Jews, Hindus (3%)
<i>Government :</i>	Multi-party democracy
<i>President :</i>	Bingu wa Mutharika
<i>Date of independence from the UK :</i>	July 6, 1964
<i>Area :</i>	45,747 square miles (118, 484 km sq) of which 20.6% is water
<i>Population :</i>	13, 931, 831 (CIA 2008 estimate) <sup>1</sup> 12million (Scottish Government estimate) compared with 9,933,868 (1998 census)
<i>Population density :</i>	305 /square mile or 118/km sq.
<i>Life expectancy at birth :</i>	43.45 years (CIA figures) compared with 37 years (SG)
<i>Expenditure on healthcare by Malawi Government :</i>	£6 per person each year
<i>Deaths from HIV/AIDS :</i>	84,000 a year (2003)
<i>Teacher/pupil ratio :</i>	1:95 (1: 14.6 in Scotland)
<i>Average income :</i>	About \$160 a year (170 times less than the average Scot).
<i>GDP :</i>	\$11,609 billion (\$ 850 per capita)
<i>Currency :</i>	Kwacha
<i>Internet TLD : .</i>	mw
<i>Newspapers :</i>	Three national papers Nation Malawi, Nyasa Times, The Daily Times
<i>Calling code :</i>	+265
<i>Driving :</i>	On the left

(Sources : CIA Factbook, The Scottish Government.)

<sup>1</sup> Population estimates take into account the effects of excessive mortality due to AIDS which can result in lower life expectancy, higher infant mortality, lower population growth, and changes in the distribution of population by age and sex.





# Economy of Malawi

## Agriculture and NASFAM

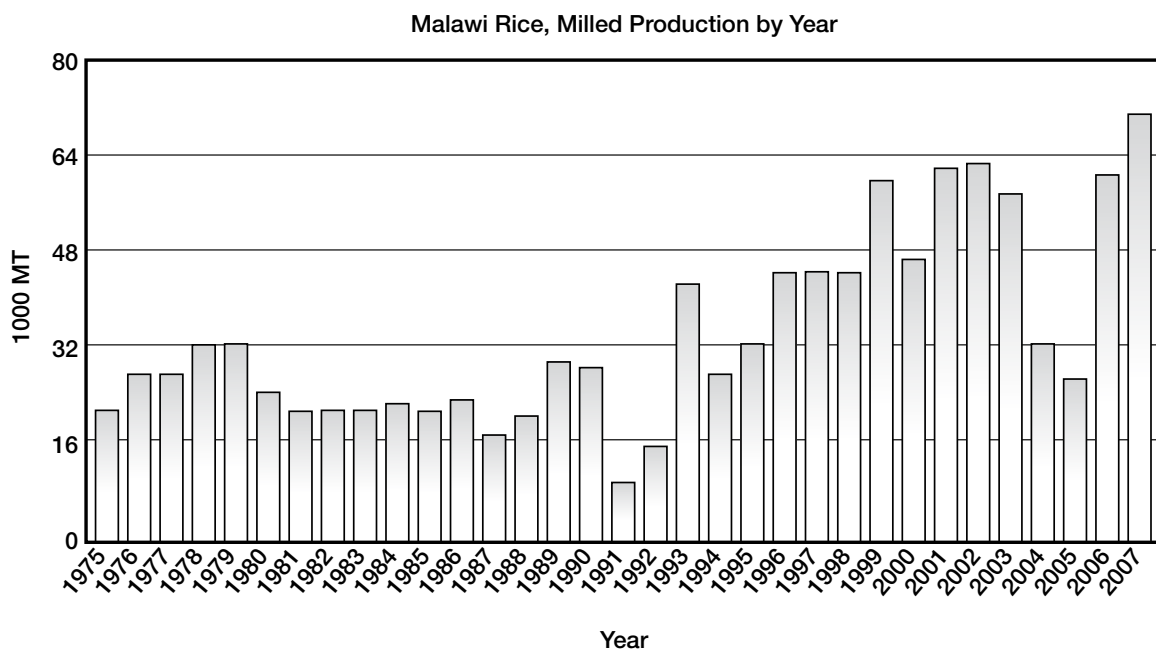
Malawi is landlocked and lacks mineral resources. Its economy therefore is heavily dependent on agriculture which provides 85% of the population with its livelihood.

Smallholders make up 90% of all farmers - but they can be overlooked by the world agencies. They face many difficulties, such as the high costs of tools and fertiliser, lack of markets, poor roads, poor health facilities, and lack of technology. Despite this, smallholders are responsible for about one-third of the economic activity in the country and most of Malawi's products and exports come from smallholder plots and gardens.

NASFAM (National Smallholder Farmers Association of Malawi) was set up to help its members to overcome some of the challenges they face. Coupled with their determination, it is bringing about a quiet revolution in rural development in Malawi. Membership has grown from 18,000 in 1997 to 105,000 in 2005. It simply gives its members a livelihood by enabling them to make a profit from their farming and to invest it in tools and fertilisers and more land, and also to provide food and housing, education and healthcare for their families. Ultimately it empowers them to take control of their own lives. It also indirectly benefits the entire communities where members live.

See [www.nasfam.org](http://www.nasfam.org) for lots more information

*Some statistics and information about rice production in Malawi*



Source: [www.indexmundi.com/agriculture/?country=mw&commodity=milled-rice&grain](http://www.indexmundi.com/agriculture/?country=mw&commodity=milled-rice&grain)





# Information on NASFAM membership

## A Typical NASFAM Member

Owens 1 to 2 ha of land

Willing to put training into practice

Ready to change their own lives

Basic tool is hoe

Self-motivated

Willing to pay a small membership fee to support the Association

Can be male or female



Cultivates less than 1 ha of land

Produces 60% for family food and 40% for cash crops

Looks after 5 or 6 dependants

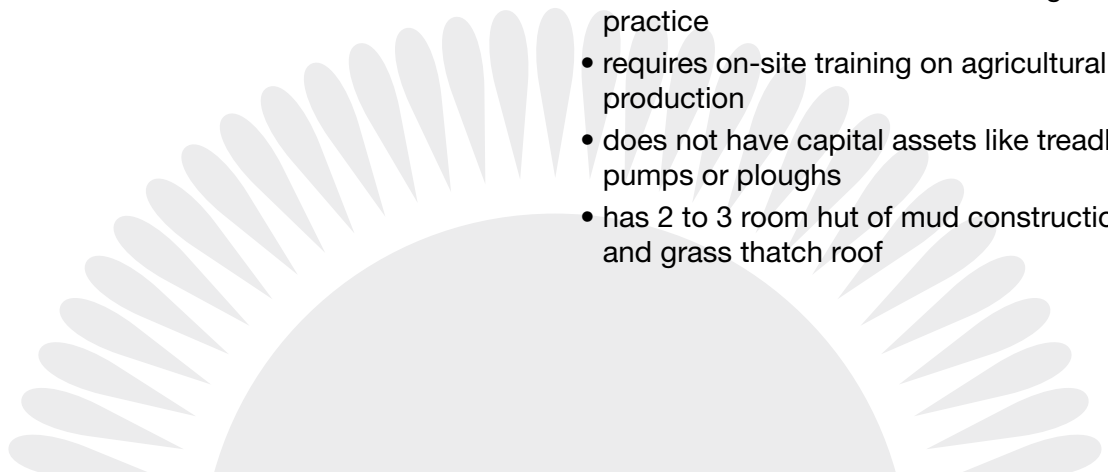
2 or 3 dependants go to school

Has received only junior primary education

Willing to put training into practice

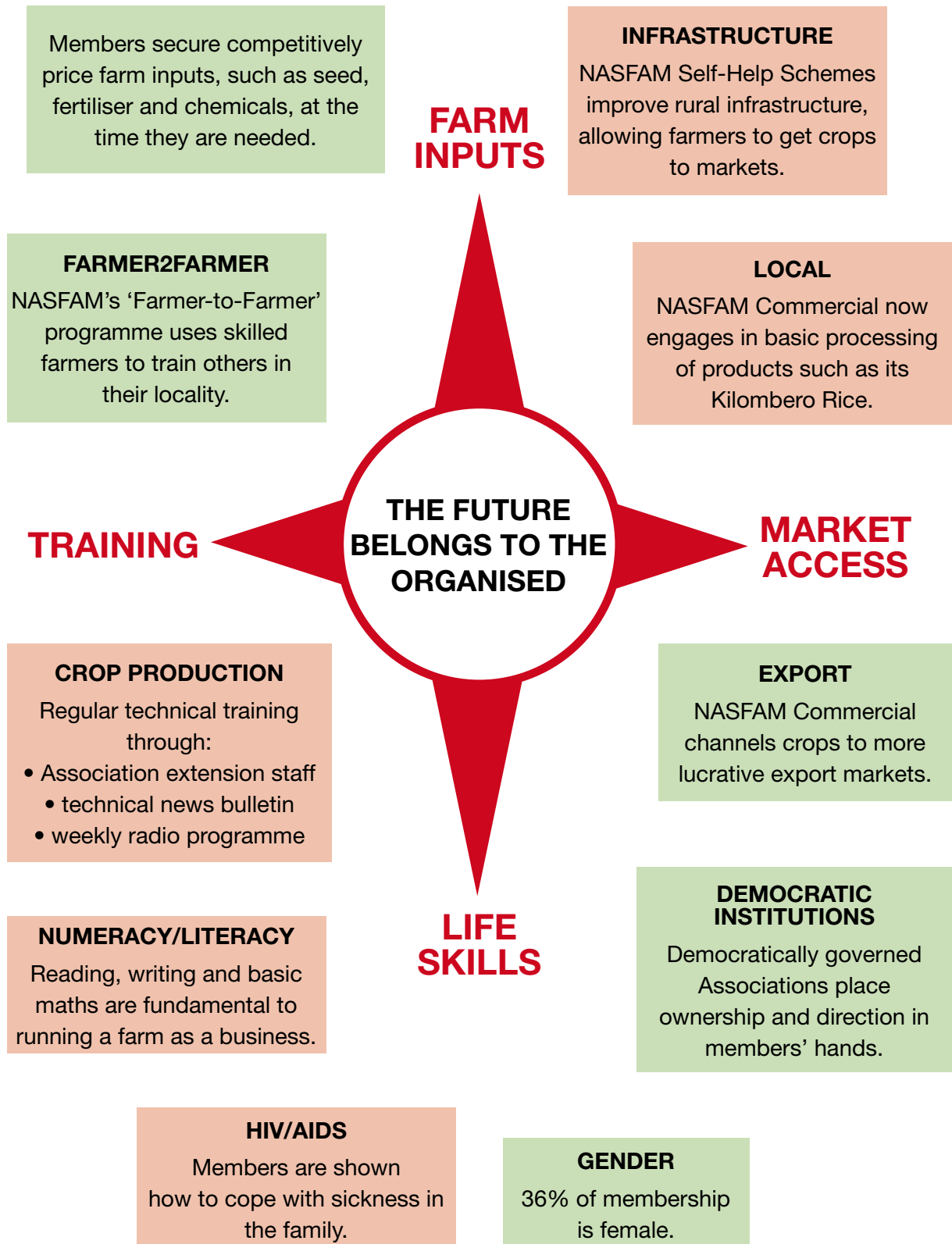
On joining:-

- is not conversant with best farming practice
- requires on-site training on agricultural production
- does not have capital assets like treadle pumps or ploughs
- has 2 to 3 room hut of mud construction and grass thatch roof





## How is NASFAM changing farmers' lives?





## Tourism

Malawi's landscape is very varied, from high plateau grass plains and woodland with an excellent climate to low savanna with higher temperatures. There is a wonderful diversity of plants and trees and brilliantly-coloured flowers; and of wildlife, including the antelope, the elephant, the hippo and the leopard. There are five national parks and several wildlife reserves and nature sanctuaries. Lake Malawi is vast and teeming with fish, including many varieties of the cichlid fish, with its characteristic stripes. Over five hundred birds have been recorded, such as the fish eagle, the blue quail, and the giant kingfisher. On the magnificent Mount Mulanje, nicknamed the 'island in the sky' water streams down from the peaks through deep ravines into spectacular waterfalls .

One artist who was born and has lived and worked in Malawi has this to say.

'Malawi in short is very beautiful. It has the potential to offer a visitor a complete safari experience, because it isn't a big country.

Despite its God-given beauty, Malawi has never taken full advantage of its tourism potential. Not much effort has gone into developing tourism because the country has many other pressing responsibilities like health care, food security and so on. I feel an emphasis should be put on reviving income-generating activities and one vital way would be to entice foreigners to come and experience the hospitality Malawians can offer and also to show them this small, yet beautiful country.

The rolling hills of The Nyika, with the scattered zebra and other antelope, give you a feeling of being in an Africa you never want to leave.'

David Kelly, *Malawi: Endangered Beauty* (November, 2005)

Published by David Kelly and printed in Singapore

ISBN 0-9546620-1-6





## Education

In Malawi primary education is not compulsory but the constitution states that everyone is entitled to at least five years of primary education. In 1994 free primary education for all children was established by the government. Attendance and course completion rates consequently increased and continue to do so. Youth literacy has also increased from 68% in 2000 to 82% in 2007. There are tremendous problems to overcome, with a very high student-teacher ratio, lack of equipment, and language difficulties.

Secondary education is not free and as a result only 30% of children in Malawi receive a high school education.

On these issues see the sheet entitled 'Some Problems' and read the information on Mary's Meals and the Back Pack Project, both run by Scottish International Relief, and the Scotland Malawi Partnership.

Read also Elliot Ross's article 'Learning in English: An Uphill Struggle' from The Guardian.





## The People

The name 'Malawi' comes from the Maravi, a Bantu people who migrated from the Southern Congo. At Lake Malawi they divided, one part moving down the west bank of the lake, and becoming the Chewa tribe, the other part, the ancestors of today's Nyanja tribe, going south and then along the east side of the lake. Over the centuries there has been tribal conflict but tribal and ethnical differences have lessened significantly and the concept of one country, Malawi, has gained ground. The people are conservative in outlook and traditionally non-violent. Visitors to Malawi comment on the friendly and welcoming atmosphere and the hospitality of its people.

## Culture

A strong part of Malawian culture is the dance. The country has a National Dance Troupe and traditional music and dances can be seen and heard at marriages and all kinds of celebrations. Soccer is the most common sport and basketball is becoming popular. The native tribes of Malawi have a rich tradition of basketry and mask-carving and wood carving and oil painting are also popular especially in the cities where they are sold to tourists. Several Malawian authors and poets have recently gained international recognition.





## Some Problems in Malawi

### AIDS

Malawi has one of the highest national HIV prevalence rates in the world. The figure for the UK is around 0.2% of the adult population. For Malawi it is around 12% but in some areas it is as high as 50%. Today over 900,000 Malawians are living with HIV. Over 90,000 children are HIV positive. There are 560,000 orphans in the country whose parents have died of AIDS.

### EDUCATION

The cost of secondary education is too great for many families and only 30% of Malawian children therefore attend secondary school. And though primary education is free the pupils face many problems.

Here is an extract from an article 'Learning in English: An Uphill Struggle' by Elliot Ross from *The Guardian*, 17th July 2008.

*'If your lesson's a bit boring at Nansato Primary School, look out of the window. To the west are the flat scrubby plains of the Rift Valley stretching out endlessly across southern Malawi. A child sitting on the other side of the classroom sees something very different. Rising out of the maize-fields as if from nothing, the sheer rock-face of Mulanje Mountain surges to the heavens and is encircled by clouds. 'Mulanje' means 'Island in the sky' and its highest peak 'Sapitwa' translates simply as 'Don't go there!'*

*The teacher won't need visual aids for this lesson, on the mountains of southern Africa. Star pupil Maxwell answers his first question: 'Sir, Kilimanjaro is located in Kenya.' The teacher runs over the next few - the Drakensburg, Mount Kenya, Ruwenzori. The class is doing well. He comes to 'Mulanje' and decides to have a bit of fun. 'Where is Mulanje Mountain located?' he asks with rather overstated seriousness. Hands pop up around the classroom. Everybody gets the joke and the teacher grins broadly. He asks again, and by now every hand is up, as high as they can reach, except Muliya, one of the quieter girls in the class. She waits blankly to write down the answer when it comes.*

*'Muliya,' the teacher asks playfully, 'where is Mulanje Mountain located?' Muliya does not meet his eye, does not acknowledge the question. The teacher points out of the window, straight at Mulanje. 'Where is Mulanje Mountain located?' Still Muliya is blank and all the finger-pointing just makes her more confused. Eventually she concedes 'I don't know' and the whole class erupts into laughter.'*

The article goes on to say that the problem is that Muliya simply doesn't understand English very well. Nor do many of the children, but they are being taught all of their subjects - Maths, Agriculture, Science, Social Studies and English - in the English language. And they will be examined in all of them in English. Indeed the only subject not taught in English is Chichewa, the local language.





As a result Muliya and probably about three-quarters of her classmates will learn by memorising and answer questions partly by guesswork and choosing memorised chunks of textbooks at random. They will be none the wiser about meaning.

The tragedy is that everything these Malawian children learn is important. It is the only thing of value they are given. But even in the most practical sense, they are not given basic information in a way they can understand and use and apply it.

Take agriculture for instance:-

*'In a country where famine is a persistent threat, where everyone still bleaches their maize in the sun (drying out most of the nutrients), where most commercial farming remains a whites-only activity and where most local farmers rely on a single crop cycle when they could manage three with the right irrigation, it might just be better if kids were taught about agricultural techniques in a language they could understand. The irony of these classes is that the only children who actually understand the ideas will be the ones who will learn their way out of subsistence farming.'*

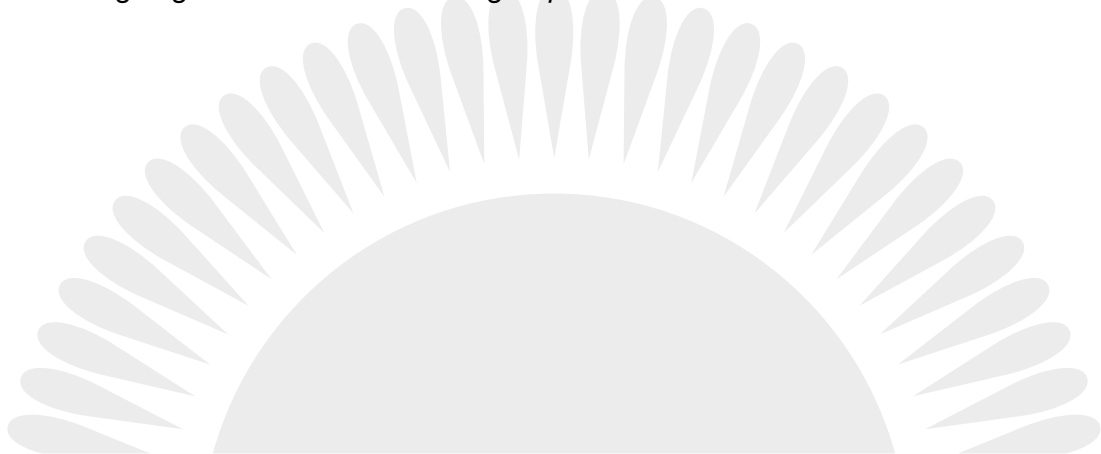
And there is the vital subject of sex education in a country ravaged by AIDS:-

*'Imagine a British pupil learning about the birds and the bees - in French. Now multiply Britain's HIV/AIDS prevalence by sixty times and you might start to understand the peril into which Malawi is casting its new generation and its greatest hope.'*

The article concludes by observing the fact that the children never say 'I don't understand' or 'Sir, can you explain that bit again?' So no-one questions whether the children are able to grasp most of what they are taught.

Elliot Ross makes this eloquent plea:-

*'Malawian children need to be given a voice – their own, Chichewa voice - if they are ever going to be able to ask the right questions.'*





## A Rice-grower's Family

Abdul Phiri is 45 years old. He started farming cassava and a little rice and maize on his land in 1975 but his life was changed when in 2002 he joined the organisation NASFAM (National Smallholder Farmers Association of Malawi). That year he used all of his land, 0.75 acres in all, to grow rice which he then sold to NASFAM.



Now he has 4 acres of land; 2 acres for growing rice, 1 acre for cassava, 0.5 of an acre for maize and the remaining 0.5 acre for potatoes. He and his family eat cooked cassava, sweet potatoes and maize porridge, with occasional treats of fish and, very rarely, a little beef. They do not usually eat rice because this is a cash crop and they do not want to make a loss by eating their supplies. Sometimes, however, they have to use it to pay people to work with him on his land during the farming season, for labour is scarce and can be expensive.

Through hard work (his day starts at 4.00am) and the steady support of NASFAM he has built a house for himself and his wife and children. He has four children of his own, aged between 4 and 18 years and six orphaned children between the ages of 7 and 17. He has bought a fishing boat and nets and he sells fish to make extra money. He has also been able to buy three bicycles for the family, a plough and livestock – five cows, twenty chickens and a goat.

He has also helped to build a house for his 49-year-old mother Tabia Mvula who is widowed and who cares for her widowed daughter-in-law and her two children and also for her own youngest son who is 14 years old. She too farms and sells the rice she grows to NASFAM. Mrs Mvula works on her 2 acres of land for about five and a half hours a day and then in her garden for another three hours. She cannot afford fertiliser for the soil and so the yield of rice is only half what it might be. She therefore supplements her income by making mats: each takes about a month to make and sells for about \$10. After she finishes work each day she bathes in the lake near her home, prepares supper, and goes to bed about 8.00pm.

Abdul's oldest son, Daudi, is eighteen years of age. He missed years of school because his family could not afford to pay the necessary fees at secondary school but now he is catching up. There are seventy-eight pupils in his class, most of whom are younger than he is, and the total roll of the school is nine hundred. He gets up at 6.00 am and walks to school. The walk takes him an hour. Morning classes finish at 12.40 and he walks back home for some food, then returns to afternoon school until 4.30 pm. When he comes home he helps his mother with the household chores and after supper with the family he does his homework in the late evening by the light of a paraffin lamp. His ambition is to get a degree in agriculture and work in the field with guided technology. He fears disease and in particular is afraid of contracting the deadly HIV AIDS from which the fathers of so many of his friends and his adopted brothers and sisters have died.





## The Scottish Government and Malawi

In 2005, prior to the meeting of the Heads of the G8 countries at Gleneagles, funding of £3 million was earmarked by the Scottish Executive, as it was then called, to develop Scotland's links with Africa. The decision was made to focus on Malawi which has strong historical links with Scotland dating back to the time of David Livingstone, the nineteenth-century missionary and explorer. It was hoped that this relationship might be developed and that the generosity of Scots might be harnessed to help Malawi, which is among the ten poorest countries in the world.

The Scottish Malawi Appeal Fund was launched on June 1 2005 by the then First Minister Jack McConnell. He had just returned from a visit to Malawi and he paid tribute to the great efforts of the Malawian people and their government to carry their country forward. He announced the setting-up of a Scotland-Malawi Steering Group to work out how to help to improve education and health systems in Malawi.

Since then there has been steady cross-party support in the Scottish Parliament for the funding of many organisations such as the Universities of Stirling and Strathclyde, Christian Blind Mission, SenseScotland, Tearfund and The Church of Scotland World Mission to continue and expand their work in Malawi. They aim to do a huge range of things: to develop jobs in aquaculture, to reduce mother and infant mortality, to train eye workers, and to bring more girls and deaf-blind children into the education system. The present Scottish government has doubled the International Development Fund to £6 million providing support to many of the poorest countries in the world; and a minimum of £3 million a year is ring-fenced for Malawi.

The present rice project is part of a larger plan to promote a market in Scotland for Malawian products. To this end, the Scottish government has granted to the Coach House (Balmore Trust) and IMANI (in Oban) the sum of £400,000. The money will in due course be used for transporting and packaging and marketing some eight to ten products.

Rice is the first.





## From Farm to Fork

This is the journey of the rice from Malawi to Scotland, and to your school.

- The rice is harvested by the smallholder farmer and dried.
- It is taken to the NASFAM factory at Karonga where it is sold to NASFAM and stored.
- When needed it is de-husked, de-hulled and winnowed.
- The rice for home consumption is now transported to Lilongwe to be sold in the shops: the rice for export is put into sacks and loaded on to a lorry.
- The lorry is then driven to Durban in South Africa.
- At Durban the rice is loaded on to a ship which sails for the UK. The journey takes about two weeks.
- The ship reaches Tilbury and the rice is unloaded and taken to a mill at Cambridge to be checked and re-packaged.
- The rice is brought north by road and stored in a warehouse in Paisley.
- From there the rice is taken to Green City in the east end of Glasgow for final packaging.

Notice:

- The difficulty caused by the fact that Malawi is a land-locked country
- Rail travel to the the nearest port on the coast is not possible or safe at present
- The time taken from the milling of the rice at Karonga to its arrival in Paisley is about 8 weeks
- Despite all the obstacles, great care is taken to ensure that the rice is in good condition, and is clean and palatable.





## Other things to know about

### FAIRTRADE

The Fairtrade movement exists to offer the producers of food and clothing throughout the world fair prices for their labour. Fairtrade products are on the shelves of Tesco, Asda, and other leading supermarkets. The Co-op, which was the first UK supermarket to stock Fairtrade products, has a very good range, as has Marks and Spencer. Fairtrade foods and clothing can be purchased and Fairtrade coffee and tea sampled in the Coach House in the village of Balmore, on the A807 between Milngavie and Kirkintilloch. Coffee shop chains such as Costa and Starbucks now offer Fairtrade coffee. People enjoy helping others but they also find that Fairtrade coffee is particularly delicious and that all the foods are of excellent quality.

In November 2002, Aberfeldy in Perthshire became the first Fairtrade town in Scotland, closely followed by Strathaven in Lanarkshire. Paisley is the largest Fairtrade town in Scotland. The title means that a town, with the backing of its councillors and other local representatives, commits to making Fairtrade produce widely available in its shops and cafes and restaurants. It has to show that the people there strongly support Fairtrade, and there has to be a local steering group to make sure that the commitment is ongoing. Local producers are also supported with a view to encouraging the high standards of food produced locally. Council areas can also become Fairtrade zones and East Dunbartonshire and Renfrewshire have both achieved this status.

Read about this in [www.greentourism.org.uk/Aberfeldy.html](http://www.greentourism.org.uk/Aberfeldy.html)

Examples of Fairtrade foods are coffee, tea, sugar, rice, fruit juices, nuts, and dried fruits.

Your school can become a Fairtrade school. That way you will all be helping farmers and workers in the developing world to get a better deal. It's enjoyable too. This is your chance to make a real difference.

Here's how to go about it:-

Email [schools@fairtrade.org.uk](mailto:schools@fairtrade.org.uk) and ask for a registration form.

Go to [www.fairtrade.org.uk/schools](http://www.fairtrade.org.uk/schools) for information and ideas to help you.



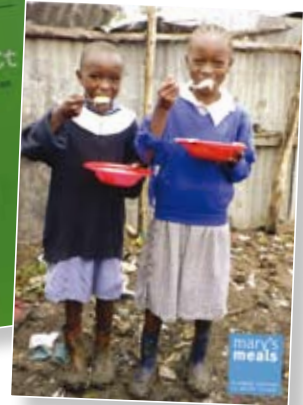


**Scottish International Relief (SIR)** has been working with poor communities around the world since 1992. SIR administers 'Mary's Meals' which started in Malawi and now operates in many countries throughout the world, including Liberia, Burma, Ukraine and Haiti.

'Mary's Meals' feeds hungry children attending school so that they can concentrate and learn better. School quite simply means the chance of a better future for the children

If you would like to know more, contact:-

Scottish International Relief (Mary's Meals)  
Craig Lodge  
Dalmally  
Argyll  
PA33 1AR  
Freephone 0800 698 1212  
Tel +44 (0)1838 200605  
Fax +44 (0)1838 200683  
Email [info@marysmeals.org](mailto:info@marysmeals.org)  
Website [www.marysmeals.org](http://www.marysmeals.org)



### **The Back-Pack project**

This is also administered by Scottish International Relief. It is a simple way of helping children from very poor families in countries like Malawi to go to school. School students in Scotland are invited to fill up an old school bag or back pack with everyday school things like rulers, jotters, pencils and so on. It is helpful to label the back pack to show whether it is for a girl or a boy and for what age range.

If your school is interested in helping in the Back Pack Project, contact SIR at the Dalmally, Argyll address given above or:-

Freephone 0800 698 1212  
Email [schools@sircharity.org](mailto:schools@sircharity.org)  
Website [www.sircharity.org](http://www.sircharity.org)

If the children have what they need for school it encourages their parents to send them to school. And going to school is the children's best chance of improving their lives.





## **RAISING MALAWI**

International superstar Madonna started a foundation known as Raising Malawi, which focuses on raising money and building infrastructure to help AIDS orphans in Malawi. This organisation built an orphan-care centre and Madonna financed a documentary about the hardships experienced by Malawian orphans. Raising Malawi also works with the Millennium Villages Project to improve education, health care, infrastructure and agriculture in Malawi.

## **SCOTLAND MALAWI PARTNERSHIP**

The Scotland Malawi Partnership is an independent charitable membership organisation which aims to foster links between Scotland and Malawi in an informed and effective way so that both nations benefit.

It was formed in 2004 by the Lord Provosts of Glasgow and Edinburgh, supported by the High Commissioner of Malawi and representatives of the Universities of Glasgow and Strathclyde, the Church of Scotland and the Catholic Church. It works closely with the Scottish Government and receives funding from it. One aspect of its work is the encouragement of links between schools in Malawi and Scotland. There are now over 100 of these links, and many of the Scottish schools involved are members of the Scotland Malawi partnership.

Scotland Malawi Partnership  
C/o City of Edinburgh Council  
Room 1/12  
City Chambers  
Tel 0131 529 3164  
Fax 0131 529 3168  
Mob 07857 766023  
Email [info@scotland-malawipartnership.org](mailto:info@scotland-malawipartnership.org)  
Website [www.Scotland-malawipartnership.org](http://www.Scotland-malawipartnership.org)





## Rice Recipes

Here are some ideas for recipes to try at school or at home

### How to cook sticky rice

Sticky rice is famous for its texture. It sticks to itself, not to your fingers. It has a clingy, chewy quality. It forms clumps that can easily be picked up with your fingers. Don't cook it like regular rice or it will become mushy. It needs to be soaked so that it can absorb some water, then drain and steam until it is dry. Sticky rice tastes slightly sweet.

Adapted from 'How to cook sticky rice' in Ruth Reichl,  
The Gourmet Cookbook (2006), p.260 (ISBN 061880692X)

### A savoury dish:-

#### Chicken rendang curry with sticky rice

Serves 4

Preparation time 30 mins to 1 hour

Cooking time 30 mins to 1 hour

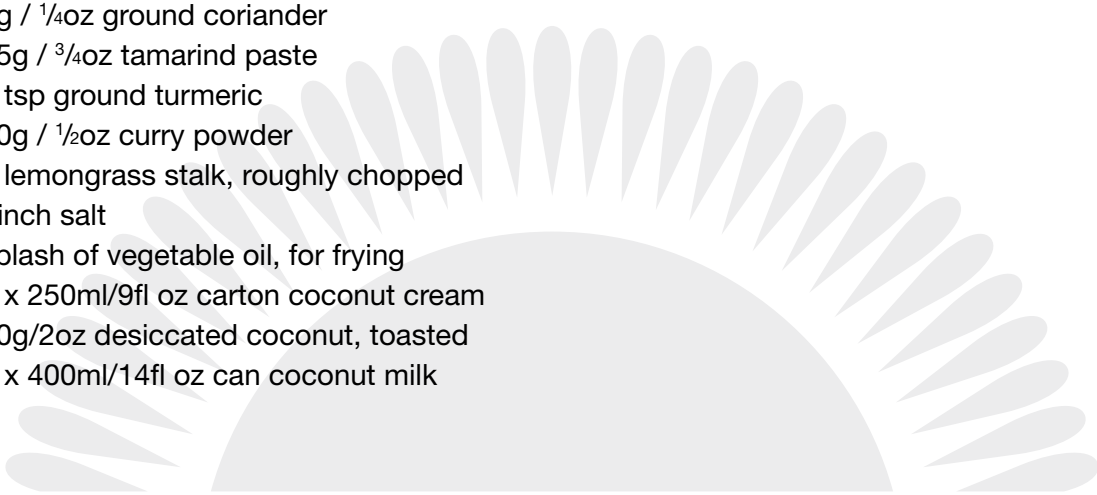
### Ingredients

#### For the chicken

- 4 chicken fillets, each about 150g/5oz, cut into bite-sized cubes
- 2 limes, juice only
- pinch salt
- pinch sugar
- vegetable oil, for frying
- knob of butter, to baste

#### For the sauce

- 1 onion, roughly chopped
- 2 garlic cloves, roughly chopped
- 2.5cm/1in piece fresh ginger
- 3 red chillies, seeds removed, chopped
- 5g / 1/4oz ground coriander
- 15g / 3/4oz tamarind paste
- 1 tsp ground turmeric
- 10g / 1/2oz curry powder
- 1 lemongrass stalk, roughly chopped
- pinch salt
- splash of vegetable oil, for frying
- 1 x 250ml/9fl oz carton coconut cream
- 50g/2oz desiccated coconut, toasted
- 1 x 400ml/14fl oz can coconut milk





## Method

1. For the chicken, thread the chicken cubes onto skewers and place into a non-reactive shallow dish. Sprinkle over the lime juice, salt and sugar and leave to marinate for at least 30 minutes.
2. Heat a little oil in a pan and fry the chicken skewers for about ten minutes, or until completely cooked through, turning regularly and basting with a little butter (that is, spooning the butter over to keep the chicken moist). Alternatively, cook the skewers under a hot grill.
3. For the sauce, place the onion, garlic, ginger, chillies, ground coriander, tamarind paste, ground turmeric, curry powder, lemongrass and a pinch of salt into a food processor and blend until a smooth paste is formed. Add a splash of oil if the paste is too dry.
4. Heat the oil in a wok and fry the paste until it becomes fragrant, being careful not to burn it.
5. Add the coconut cream a little at a time. Add the toasted desiccated coconut and the coconut milk and bring slowly to the boil. Reduce the heat and simmer until reduced in volume by half.
6. To serve, arrange a little of steamed jasmine rice on each serving plate, place the skewers on top and spoon over the sauce.

For this Chicken Curry Sticky Rice and other recipes see

[http://www.bbc.co.uk/food/recipes/database/chickenrendingcurryw\\_88258.shtml](http://www.bbc.co.uk/food/recipes/database/chickenrendingcurryw_88258.shtml)

## To serve

steamed jasmine rice  
lime wedges  
chopped fresh coriander





### **A sweet dish:-**

#### **Sweet Sticky Rice with Mango**

- 1cup hot cooked sticky rice (cooked sticky rice—see how to cook sticky rice recipe)
- 2/3 cup coconut milk
- 1 tbsp palm sugar or sugar (more or less, optional)
- 1/2 tsp salt
- Ripe Thai or Manila mangoes (sweeter)

#### **For garnish**

- 2/3 cup coconut cream mix with a pinch or two of salt
- 1-2 tbsp dry-fried mung beans (optional)

#### **Method**

1. Peel the mangoes and slice the meat. Put on a plate.
2. Put coconut milk, sugar, salt in a saucepan over low heat. Let it cook until the sugar has dissolved. Mix the coconut mix in the sticky rice and set aside for 15-20 minutes.
3. Serve with mangoes and garnish with mix coconut cream and mung beans.

Note: you need to have hot sticky rice with warm coconut milk so they can absorb each other for the good result.

For this and other recipes see

**[www.gretchspantry.com/recipe/sweet-sticky-rice-with-mango.aspx](http://www.gretchspantry.com/recipe/sweet-sticky-rice-with-mango.aspx)**

