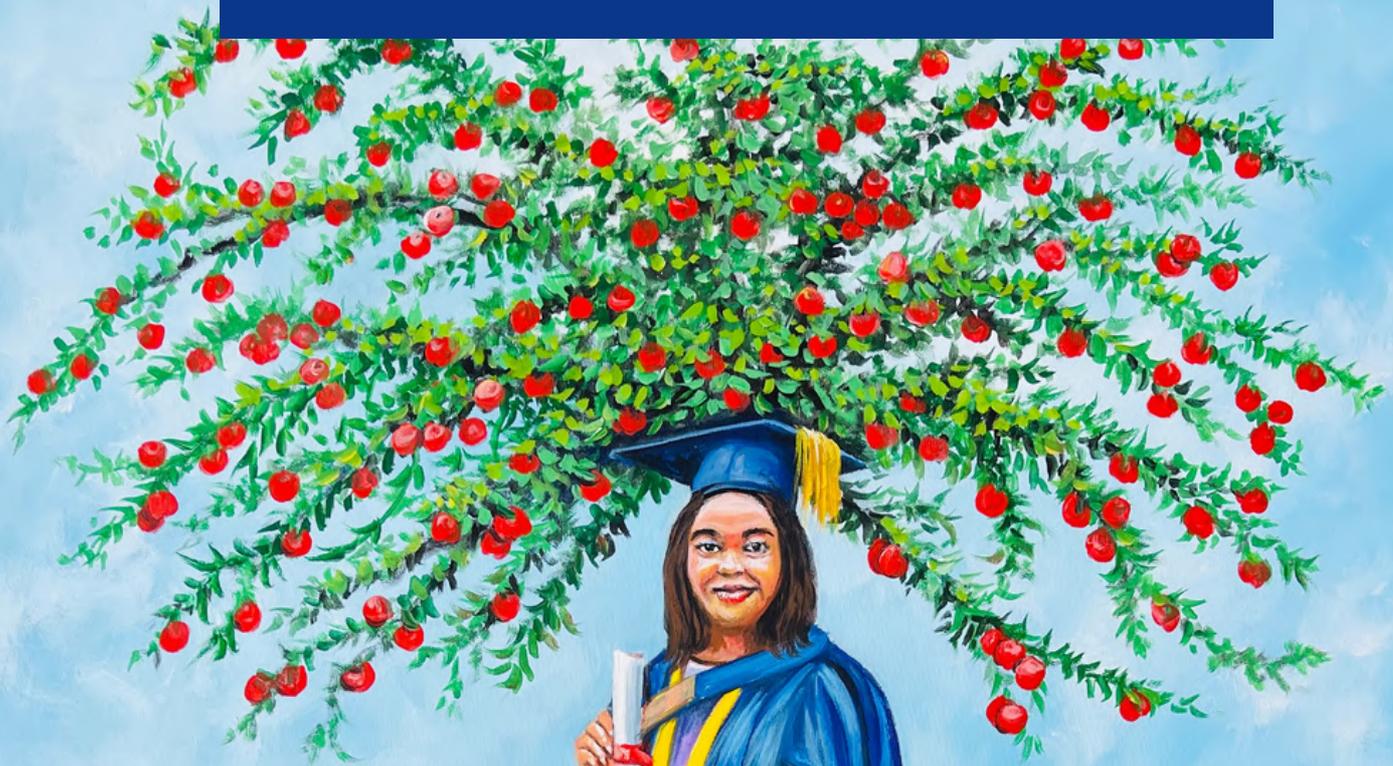


# CUNIMA

2023

GRADUATION MAGAZINE

Issue. 02



■ **New Graduates  
Employment Market  
Dilemma**

**VERA CHIRWA: THE  
FIRST WOMAN LAWYER  
IN SOUTHERN AFRICA**

■ *AI and Higher Education  
in Malawi*

■ The arrival of ChatGPT has  
caused an existential crisis in  
education.

*"Is job hunting  
experience the  
most important  
factor?"*



**"GO AND BEAR FRUIT, FRUIT THAT WILL LAST"**



# Editorial

The

poet who put together the lines that constitute the book of Proverbs depicts wisdom as a woman, a mother

who prepares a table, decks it with sumptuous wine and delicious food and then invites her children to come and 'eat of my bread and drink of the wine' (Proverbs 9: 1-5). In Graeco-Roman society, there was a figure known as choregos – a rich citizen who used personal resources to finance public events and feasts.

Every graduation is a feast, a table set for men and women who have invested resources in pursuit of an academic qualification. It is an important milestone for students. In these financially trying moments, any graduation deserves to be celebrated, even with hyperbole. Families have to make unimaginable sacrifices to take their wards through college. Universities such as ours have to learn to deliver high quality higher education with limited resources.

## Credits

Editor: Rev. Fr. Dr. Wilfred Sumani, SJ

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Collaborators: Henry Sekeni and Luke Bisani

Design Layout: Oasis Brands Limited

Lecturers have to juggle their professional tasks with the ever-growing responsibilities in the family and beyond. All these are choregoi (plural of choregos) whose resourcefulness has made it possible for the graduation to take place.

A BBC report of 6th March, 2022 underscores the personal and social importance of a graduation. The article relates that some universities have gone to the extent of organising a series of graduation events for students who graduated virtually during the Covid-19 pandemic lockdowns when in-person events were limited.

CUNIMA Graduation Magazine was conceived as a platform for capturing memories and moments of worth during the graduation: glances and laughter, movements and poses, and the general ambience serving as the thickening cream of the occasion.

This second issue is a Festschrift of experience, reflection and imagination spanning Artificial Intelligence, biographies, and biblical inspirations.

Happy reading!



Editorial

# Graduation Statistics.

## The Catholic University - Graduands Statistics for the 22nd Congregation

Faculties	Sn	Programme	Male	Female	Totals	Faculty Totals
1. Education	1	Bachelor of Arts in Education (Biblical and Religious Studies)	1	3	4	581
	2	Bachelor of Arts in Education (English and Chichewa)	4	17	21	
	3	Bachelor of Arts in Education (English)	16	44	60	
	4	Bachelor of Arts in Education (History and Bible Knowledge)	3	4	7	
	5	Bachelor of Arts in Education (History)	5	3	8	
	6	Bachelor of Education (Geography and Social Studies)	4	2	6	
	7	Bachelor of Education (Geography)	2	1	3	
	8	Bachelor of Education (Life Skills & Special Needs)	15	26	41	
	9	Bachelor of Education (Mathematics)	6	4	10	
	10	Bachelor of Education (Special Needs)	19	51	70	
	11	Diploma in Education (Business Studies)	1	4	5	
	12	Diploma in Education (English & Chichewa)	52	94	146	
	13	Diploma in Education (Geography and Social Studies)	15	14	29	
	14	Diploma in Education (History and Bible Knowledge)	4	6	10	
	15	Diploma in Education (Life Skills & Special Needs)	23	54	77	
	16	Diploma in Education (Mathematics and Computer Studies)	14	9	23	
	17	Diploma in Science Education	21	12	33	
	18	University Certificate of Education (UCE)	19	9	28	
2. Commerce	1	Bachelor of Commerce (Accountancy)	54	32	86	191
	2	Bachelor of Commerce (Banking & Finance)	6	13	19	
	3	Bachelor of Commerce (Business Administration)	28	36	64	
	4	Bachelor of Commerce (Human Resource Management)	5	10	15	
	5	Bachelor of Commerce (Marketing)	4	3	7	
3. Social Sciences	1	Bachelor of Social Science (Anthropology)	4	3	7	331
	2	Bachelor of Social Science (Community Development)	17	42	59	
	3	Bachelor of Social Science (Development Studies)	31	32	63	
	4	Bachelor of Social Science (Economics)	26	17	43	
	5	Bachelor of Social Science (Monitoring and Evaluation)	14	8	22	
	6	Bachelor of Social Science (Political Leadership)	5	3	8	
	7	Bachelor of Social Science (Social Work)	17	60	77	
	8	Diploma in Adult Education and Development	7	4	11	
	9	Diploma in Monitoring and Evaluation	23	18	41	
4. Science	1	Bachelor of Science (Applied Statistics)	8	2	10	64
	2	Bachelor of Science (Environmental Studies)	26	20	46	
	3	Diploma in Environmental Studies	1	1	2	
	4	Diploma in Statistics	4	2	6	
5. Nursing and Midwifery	1	Bachelor of Science in Nursing and Midwifery	16	67	83	83
6. Law	1	Bachelor of Laws (Honours)	13	9	22	22
7. Philosophy	1	Bachelor of Arts in Philosophy	44	0	44	87
	2	Bachelor of Arts in Theology	43	0	43	
<b>TOTALS</b>			<b>620</b>	<b>739</b>		<b>1359</b>

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# Welcome to the 2023 Catholic University of Malawi Graduation Magazine.

CUNIMA Graduation Magazine was conceived as a platform for capturing memories and moments of worth during the graduation: glances and laughter, movements and poses, and the general ambience serving as the thickening cream of the occasion.

# *Enjoy!*

# Graduates, which way to go

*By Henry Shamu, PhD  
(Senior Lecturer)*



I was standing in the assembly hall, in front of over three hundred young students, and was invigilating the end-of-semester cost accounting examinations. I marvelled at the energy and the passion with which the candidates put pen to paper.

And then, a thought came. Where will all these students go from here? I began to imagine the numbers. These in the hall are only second year students, and only for one degree course. What about the students in years one, three, and four, for the same degree course? And what about the total number of students- I mean for all the courses- in this year for the Catholic University of Malawi alone? How many are to graduate this year? How many graduated last year and the last five years? How many are to graduate in the next five years? And all that is at this university alone. What about the numbers for all the other universities in the country across the same spectrum of time? I was horrified by the possible statistics, against an economy that may only have a smaller number of jobs...

And then, only days later, I saw an article in the Nation newspaper, in which government officially reported that only 9% of Malawians in the country were employed, and that the rest 91% were jobless (Nation, 11th July, 2023). My fears were only confirmed.

I then began to imagine some of the students, after they have graduated, being absorbed into the academia as associate lecturers; some, probably mainly those that are connected, finding their way into the civil service and the industry; some, crossing the borders into Mozambique and the other neighbouring countries- or even as far as Europe, America, and such like, perhaps only to do odd jobs not befitting their qualifications. At the end of the day, however, how many would still remain, to go up and down the streets of the country riding the wave of desperation?

**only 9% of Malawians in the country were employed, and that the rest 91% were jobless (Nation, 11th July, 2023).**

# is it impractical to go straight into business from college?

All this perhaps justifies the introduction of courses in entrepreneurship, the overarching philosophy of which is to encourage students to go into business after they have graduated. The paradox, however, is in the number of entrepreneurship graduates, who are busy looking for jobs like any other graduates. How many, frankly, have gone straight into business after graduation? Could it be that there is something that is missing? Or is it impractical to go straight into business from college? Could it be that graduates need some work experience first? Or, maybe, is it that they are barred by business capital requirements? Even if they can go straight into business, the question is: what kind of business? The same businesses that the common vendor is engaged in? If so, was it worth spending at least four years doing a degree?

Talking of the kind of business, could our students engage in research on an entrepreneurial plane? I was privileged the other day to sit on a panel that was assessing students' research proposals. It was fascinating to see students exude brilliance in their presentations, a reflection generally that they had been well groomed in the school of research. Could they survive on research as an enterprise? If so, what would be the degree of viability, considering the number of graduates who may want to do this same thing? (It is said that Malawians are good at copying from each other). Or, is there enough demand on the market to sustain research as a business? Would it afford steady income flows? Would the students go into it straight from college and compete with the old, rough-skinned hands in the trade? Would the youngsters survive the harsh environment, in which the getting of business is largely a function of who knows who?

As I lie in my bed, in the quiet of the night, gazing into the half-dark ceiling, this matter has excited the ulcer of my mind and interrupted my sleep.

*“is there enough demand on the market to sustain research as a business?”*



# New Graduates Employment Market Dilemma

*by Ferdinand Mchacha*



**I**n the recent times, the new graduates have expressed displeasure on the demands from the labour market for experience requirements in most of the vacancy adverts that are floated in the media. There are so many questions that the young graduates ask. Where will I get the experience for my first job?

Is this fair labour practice that we should have 3 years plus experience for us to be employed yet we are just young graduates coming out of the University? How can I break through the labour market with these never-ending first-day-experience barriers? The questions are endless.

In this article, I would like to share my personal insights as someone who has been interviewing potential graduate employees for a period of more than 10 years in the private sector. I strongly believe that my personal experience resonates many other employers.

Every employer looks for the best candidate for the job. Recruiting the best candidate is not as easy as just looking at the academic qualifications. Employers are looking for more than just the academic qualifications. The employers are looking for employees with the appropriate attitude - people who can work with different personalities in harmony and produce the best results in the specific job environment. Employers are looking for candidates with the relevant skills for the job. Employers are looking for employees who can support the growth of the organisation. Work experience and academic qualifications are no guarantees that the candidate is the best fit. However, these factors are useful signposts in the hunt for the potential employee.



When one graduates with a Bachelor of Accountancy or Bachelor of Education or Bachelor of Social Sciences Economics, there are minimum skills that one is expected to have. One cannot call oneself a graduate with a Bachelor of Accountancy, for instance, if one does not have the basic knowledge of International Financial Reporting Standards, International Standards of Auditing and other applicable standards. If one does not understand fiscal policies and monetary policies and implications of the same on the economy, you cannot call yourself an Economist with a Bachelor's Degree in Economics. These academic qualifications form the skills base or the minimum requirements for the job. Employers are not looking for minimum requirements. The employers are looking for something more than the minimum requirements. In a static economy like Malawi where every year more than 1000 students are graduating with various degrees and certificates without corresponding growth in available jobs, the employer has the luxury to up the requirements and select from the cream of the cream. One of the ways of taking out the bottom candidates is the inclusion of work experience as one of the requirements for consideration.

The question that candidates ask is, Is job experience the most important factor? It is common knowledge that though relevant, experience may not be the most important factor. In the world of Artificial Intelligence and ever-changing technology landscape, the experience with the old systems may not be that relevant in today's environment. However, for employers, it is very difficult to explain in a simple advert, the kind of attributes they are looking for from the experience factor. As such this is just reduced to work experience when the key factor is something different. The experience is able to give an employer a picture if one has worked in similar environments or has dealt with issues that would help him/her respond to the challenges of the particular job easily. However, such experience is not gained from jobs only.

When 1000 candidates have the skills that qualify them to perform on the job, what else is relevant? In a work environment, we work with different personalities and characters. The differences can be from cultural perspective, religious perspective, moral perspective, knowledge perspective and upbringing perspective. Employers want to employ people that can work with people that have the ability to adapt to different environments and work seamlessly with individuals who are completely different from them. Maturity is of utmost importance in a work environment. In today's world where young adults spend most of the time on social media, maturity can be in short supply.

*"Is job hunting experience the most important factor?"*



*“the most important factor that you need to understand is that above everything personal initiative is all what matters”*

The key issue that potential employees or young graduates should focus on is the alignment of their skills and personal experiences with the jobs at hand. If the job requires one to supervise other employees, experience as a President of the Students Union could be more relevant than experience working as a clerk for another organization for 10 years. Young graduates should appreciate that they have different experiences that can add value to jobs; the key issue is how they present themselves to the potential employer. Young graduates should not be intimidated by old guards who have many years of work experience. Having many years of work experience does not make a potential candidate more suitable for the job. Competent potential employers look at more than work experience. The key focus is on the relevance of the experience. Experience can be gained by leading students union, being a choir master, being a football captain or being active in a village development committee.

I was once impressed by a candidate who presented her experience as a volunteer teacher for a nursery school. Here was a graduate with a Bachelor of Accountancy degree from the University of Malawi whose experience was working as a volunteer nursery school teacher. This lady with a Bachelor's degree ready to donate her time teaching a nursery school in her village clearly highlighted a positive attitude towards life and the desire to support the under-privileged. Working with the village community nursery school teachers who do not have degrees gave her good experience dealing with different personalities. Young graduates should focus on being active in their communities whether at church or sports or village as a way of gaining experience.

For young graduates who will be stepping into the job market for the very first time, the most important factor that you need to understand is that above everything personal initiative is all what matters. Personal initiative will assist the candidate to have the right attitude. Most performing organizations use the philosophy, “We employ for attitude and train for skills.” Most employers are looking for employees who have the right attitude. Such employees are able to continuously sharpen their soft and technical skills, work with different personalities in harmony and support the development of any organization that they join.

# The Best Plan For You and Your Loved Ones



## SERVICES TO BE OFFERED BY FUNERAL PARLORS

- Supply of coffin
- Supply of tents and chairs at funeral home and or grave yard
- Supply of food
- Supply of wreaths
- Supply of public address system
- Body cremation
- Delivery of body from hospital to mortuary then from mortuary to Funeral home
- Transportation of body and mourners from funeral home to church/mosque and place of burial.(Transportation)
- Lowering machine
- Grave digging

**Note:** Exact services to be provided will depend on the option chosen by the member. The remaining balance from the option, after all the chosen services from funeral parlors have been deducted will be paid to the to the principle Member or Next of Kin.

**Premiums are paid monthly**

- Minimum cover is MK 300,000.00
- Maximum cover is MK2,500,000.00



Get in touch with us

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## THANDIZO PLUS FAMILY FUNERAL PLAN

Smile Life Insurance In Partnership With several Funeral Service Providers Across Malawi

## THANDIZO PLUS OPTIONS

Option	Main Member	Spouse	Children	Parents & Dependents	Add Premium	
					Monthly Premium	For Parents And Dependents
Option 1	2,500,000.00	2,500,000.00	1,000,000.00	1,000,000.00	15,125.00	800.00
Option 2	2,000,000.00	2,000,000.00	1,000,000.00	1,000,000.00	12,100.00	800.00
Option 3	1,000,000.00	1,000,000.00	500,000.00	500,000.00	6,050.00	500.00
Option 4	500,000.00	500,000.00	300,000.00	300,000.00	3,025.00	320.00
Option 5	300,000.00	300,000.00	300,000.00	300,000.00	2,205.00	320.00

**Note:**

- Waiting period 3 months except accidental death.
- Suicide within 12 months excluded.
- maximum age of cover is 75.
- Minimum age of entry is 70.
- Additional Premium for parents is per head

## THANDIZO PLUS FAMILY FUNERAL POLICY

Thandizo Plus Policy is a Family Funeral Plan offered by Smile Life In Partnership With Several funeral service providers across Malawi. It is an all-embracing funeral plan for people who are articulate planners in life and those who care for their families.

The product is meant for those that do not want to leave the burden of their family funeral arrangements to relatives, friends or neighbours.

Thandizo Plus covers the Principal Life Insured and family members as follows:

- Principal Member and Spouse up to age 75;
- Biological Children up to the age of 24;
- Dependent Children and Relations (Brothers, Sisters; Nephews, Nieces, etc.) up to the age of 24;
- Parents and Parents-in-law up to age 75.

## BENEFITS

■ In the event of death of the insured life, the amount of funeral benefit shall be paid to take care of the funeral expenses through Several funeral service providers.



WE ARE HERE FOR YOU IN YOUR TIME OF NEED



# Student assessment in the age of AI: Issues for Malawi's Higher Education System



*By Steve Sharra, Ph.D.*

**In 2016, the first time I taught in a Malawian university, I was surprised by the huge number of students who did not have an email address. The number of those who did not have laptops was even bigger. At the time, the university did not have a student computer lab, nor wi-fi access. Students submitted hand-written assignments. Today, in 2023, I doubt there is a Malawian university student who does not have an email address, let alone students who submit hand-written assignments. The exception is invigilated final examinations.**

**Yet, given recent technological disruptions in Artificial Intelligence (AI) and the potential for academic misconduct, one might understand university lecturers who might hark back to the good old days of hand-written assignments.**

**On 30th November, 2022, an American artificial intelligence company, OpenAI, released a chatbot called ChatGPT. The "GPT" in the word stands for "Generative Pre-trained Transformer". ChatGPT and similar chatbots use what are known as large language models (LLMs) to generate information on various topics, in a language manner very similar to human speech patterns. ChatGPT's language capability is said to pass the Turing test, the point at which it is not possible to differentiate between a robot and a human being.**

In March 2023, the website botpress.com reported that ChatGPT could be used in more than 85 languages worldwide. The only African language on the list was Arabic. It is likely that African languages will be added to the list in the near future. Microsoft's search engine, Bing, has a chatbot feature that understands some words and sentences in many languages, including Chichewa.

The arrival of ChatGPT has caused an existential crisis in education. ChatGPT's ability to produce paragraphs of texts, many of them factually accurate, makes it possible for students to use the feature to produce essays and pass them off as their own. In academia, plagiarism is a serious matter that can have serious consequences. With ChatGPT, plagiarism has become much easier, and assessment procedures have been thrown into turmoil.

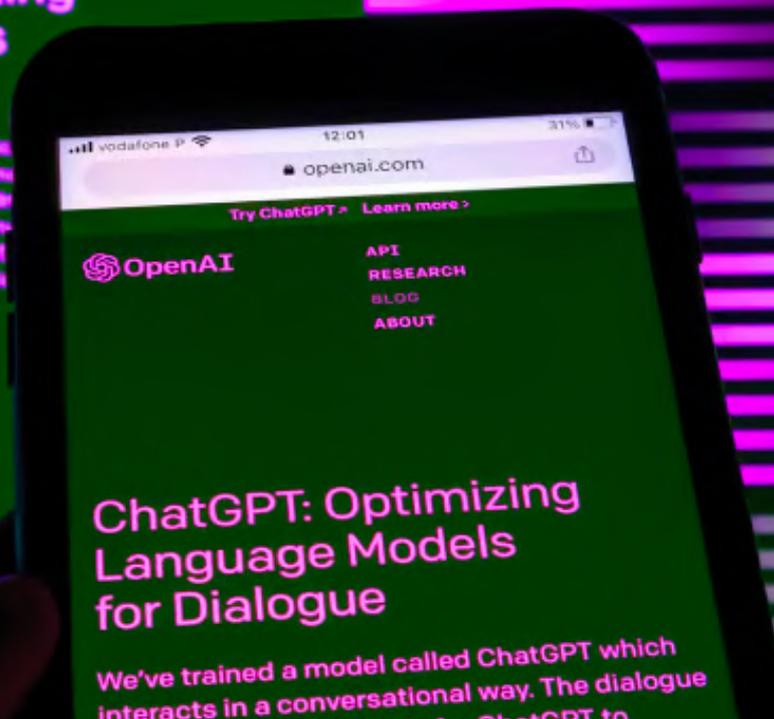
**The arrival of ChatGPT has caused an existential crisis in education**

# ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format lets ChatGPT to answer followup questions, add challenge to prompt premises, and reject inappropriate requests. ChatGPT is a sibling model to InstructGPT which follows an instruction in a prompt and produces a response.

Try ChatGPT

November 30, 2022



On 4th April, 2023, TurnItIn, a software that detects parts of writing copied from Internet sources, launched an AI-writing detector. TurnItIn is used in 10,700 institutions, by 2.1 million educators and 62 million students. In Britain, it is used in 98 percent of universities. In February 2023, Oxford University and the University of Cambridge announced that they had banned ChatGPT for use in students' academic work. Another eight universities out of the 24 that make up the Russell Group also announced ChatGPT bans. Almost 40 percent of UK universities were said to have either banned ChatGPT, or were revising academic policies in order to institute bans.

But there are universities that do not feel as threatened. Some have embraced the tool, and have devised strategies for incorporating AI into teaching, learning and assessment. Some have also produced guidelines for AI use for lecturers and students alike. In April 2023, Dr. Tiwonge Manda from the University of Malawi's Department of Computing made a presentation titled The Janus Face of Technology: AI and the Academy. He explained what this new technology was, and what it entailed for academic work, including what it could accomplish, and what was problematic. He suggested approaches that would ensure effective integration of chatbots such as ChatGPT into assessment, starting with lecturers needing to decide the competencies they would like students to develop from using the technology. He encouraged regular, transparent and critical use of the technology. He gave the example of how calculators are used in academic work.

## The problem of lack of contextual awareness has been raised by a number of scholars as well.

However, Dr. Manda also pointed out problematic aspects of AI, including plagiarism, bias, abuse, and the lack of contextual awareness. Several media articles have exposed instances where AI has produced information that is factually wrong, or even inappropriate.

In the scholarship on new technologies such as AI, bias has been a concern for several years. Machine learning depends on large sets of data fed into computing systems. Currently, a lot of that data is being generated by white researchers and engineers in the West. The result has been AI systems that reflect whiteness and generate solutions based on white people's realities. In March 2019, the journal MIT Technology Review carried an article that reported that self-driving vehicles were more likely to hit people with dark skin. These developments add to fears that the digital divide that separates the Global North and the Global South will be worsened by AI.

The problem of lack of contextual awareness has been raised by a number of scholars as well. In July 2023 New York Times columnist David Brooks wrote that AI was "no match for human intelligence." It did not possess understanding, and had no self-awareness. Granted, it did many things much faster than human beings, but it lacked the depth of a human mind.

Another New York Times article that appeared on 4th August, 2023, co-authored by Noam Chomsky, Ian Roberts and Jeffrey Watumull, carried the title “The False Promise of ChatGPT.” The article argued that ChatGPT could not possess true intelligence, which requires moral thinking, limitless creativity, and ethical principles. AI was unable to balance creativity with constraint, argued Chomsky and his fellow co-authors.

Still, AI does have abilities that are by far superior to the human mind, as Brooks acknowledged, citing AI scholar Douglas Hofstadter who has pointed out that AI is improving at an astounding speed, while human intelligence is not. The superior capabilities of AI are creating sharply divided reactions, from outright panic to unbridled awe. The magnitude with which hitherto unthinkable developments are unfolding is making some wonder whether AI cannot be deployed in the service of intractable problems humanity is facing at a global scale.

On 5th August 2023, the Malawi University of Science and Technology (MUST) became the first Malawian university to make public a major development on the AI front. The university announced, in a press release, the establishment of the Centre for Artificial Intelligence and STEAM (CAIST), a “centre of excellence championing the Fourth Industrial Revolution and promoting human Science, Technology, Engineering, Arts and Mathematics.” It will be launched in October, 2023.

The establishment of CAIST will put MUST on the cutting edge of AI research and practice in Malawi and in the region. MUST already has the Malawi Institute of Technology (MIT), one of the universities prominent research schools. The MIT is headed by Dr. Michael Zimba, one of Malawi's leading AI scientists.

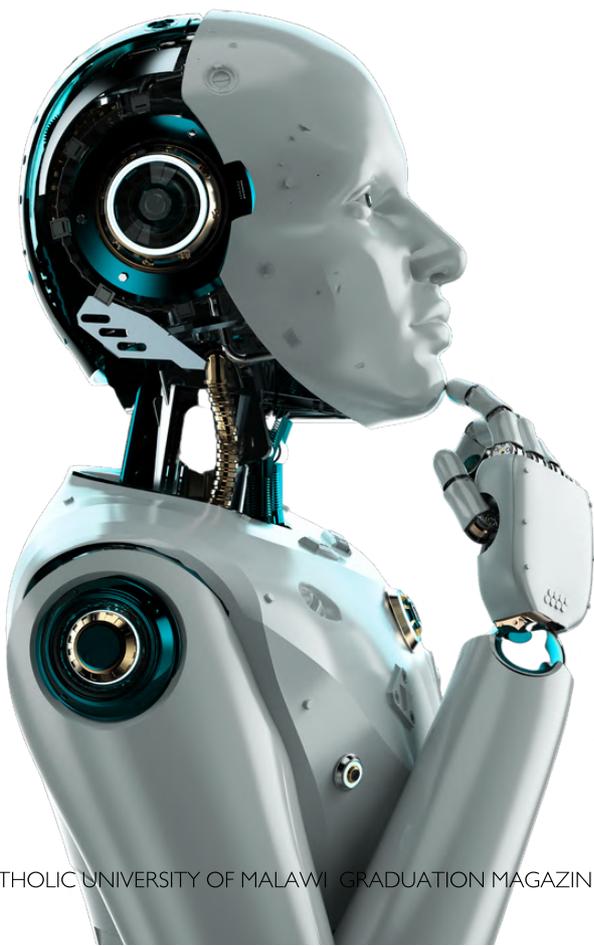
AI has been heavily discussed and debated on academic listservs for the scholarship of teaching and learning, writing studies, and writing centres. This is especially the case in the United States where many universities have university-wide writing programmes and writing centres. There are no writing centres in Malawian universities, although one public university is reported to be developing one. It will be the first of its kind.

The power and significance of AI in higher education is only going to grow. Already, higher education institutions are relying on the increased computing power of data analytics. These systems are able to analyse large data sets and bring into sharp relief what is actually going on with student assessments, content access and usage, and other important information. They can identify how students are performing in particular courses, and why. They can show which resources are most in demand, and which ones are not being used. They are even beginning to predict student behaviour.

These rapid fire developments in AI are going to have massive implications on the handling of educational data, including the assessment of academic work. With regard to developing writing, a key skill in academic work, university writing centres are uniquely placed. They are likely to serve as spaces where students and faculty alike can explore the uncharted waters that teaching, learning and assessment in higher education have been thrust into.

This may be the development that finally forces Malawian universities and colleges to consider establishing writing centres to help students and lecturers navigate the brave new world of higher education, in the age of AI.

Steve Sharra is associate professor and Dean of the School of Education, Social Science and Technology at Unicaf University Malawi.





## VERA CHIRWA: THE FIRST WOMAN LAWYER IN SOUTHERN AFRICA *(By Sainala Kalebe (Lecturer, Political Science).)*

In 1966, Vera Mlangazua Chirwa graduated from the University College of London with her Bachelor of Laws (LLB) degree with honours and was admitted to the bar in the United Kingdom in the same year. The sound of a glass ceiling shattering in Malawi echoed all over southern Africa reaching newsrooms as far away as South Africa. Vera had just made history by becoming the first woman lawyer in southern Africa. Her iconic year was extended to 1967 where she further graduated with a Diploma in International Law and also obtained her Master of Laws (LLM) qualification. The story of Vera Chirwa's life and political activism that led to her conviction for treason, a 12-year long detention on death row and the death of her husband Orton Chirwa in prison under

unknown circumstances in 1992, makes her stand out as one of Malawi's brave freedom fighters and human rights defenders. However, the story of her determination to acquire good education as told in her autobiography titled *Fearless Fighter* is no less exceptional. Vera went against all odds to realize her wish as a young girl to attain higher education.

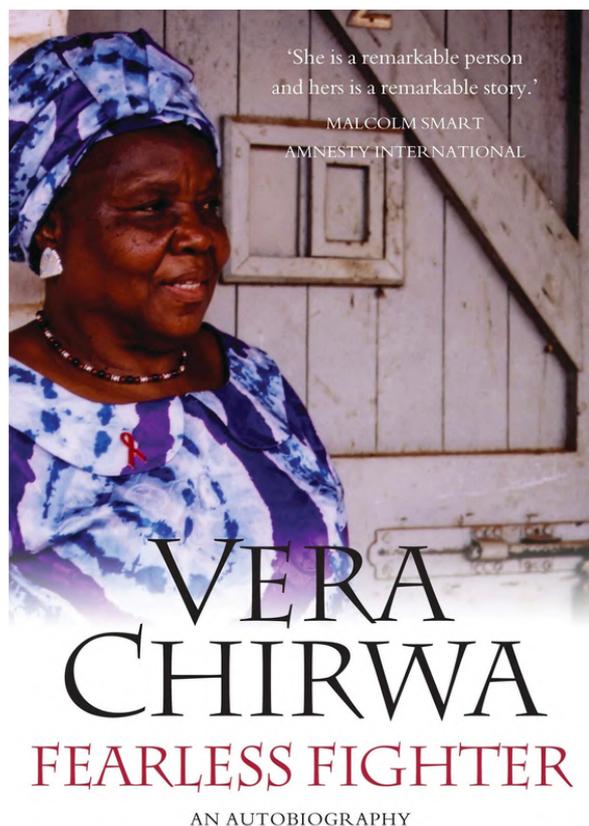
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***Vera made history by becoming  
the first woman lawyer in  
southern Africa***

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Vera Chirwa was born in 1932 and spent her early childhood living at Embangweni in Mzimba district. Malawi was then called Nyasaland and was under the rule of the British colonial government. As a first born child, the ngoni tradition required that she spend most of her time living with her paternal grandparents. Vera's paternal grandfather Jonathan Chirwa was a Reverend at Embangweni mission and he encouraged her to go to school. During those times, the norm would be for children to be sent to school for purposes of learning to read, write and count. In the African communities, girls would start to be prepared for homemaking roles an early age. The common belief at the time being that women would be successful if they were good homemakers. Employment aspirations among girls for those who wanted to work outside the home would often revolve around becoming school teachers, office or hospital cleaners and domestic workers for the European settlers. Vera, however, had other plans – she wanted to become a medical doctor.

Vera's career aspirations were not surprising as her own father Theodore Kadeng'ende Chirwa was working at Mzimba hospital as a medical officer. He had been trained in medicine locally by the missionaries at Livingstonia mission. When the time came for Vera to attend primary school, she was sent to study at Livingstonia mission. Far away from home, she had to live with extended family members.



At Livingstonia, Vera was a keen learner and was the only girl in a class of 72 pupils. After completing her primary schooling, she proceeded to Blantyre Secondary School and enrolled in a class where she was an only girl out of 24 students. At Blantyre Secondary School she obtained her Junior Certificate of Education, and after completing this milestone Vera and her parents started searching for opportunities for her to undergo medical training. Vera did her best to avoid returning to the village where she was anticipating that she would have to turn away many suitors and also her fellow women who would wonder why she was not keen on marriage.

As she waited for the opportunity to attend medical school to avail itself, Vera enrolled with Domasi Teachers Training Centre for a higher grade teacher's course. It was at Domasi that Vera met a hardworking, intelligent and charismatic man also going by the Chirwa surname- Orton Ching'oli Chirwa. Orton had returned from Fort Hare University in South Africa where he had completed his BA studies with majors in philosophy and was in Domasi to temporarily work at the Teachers Training Centre. Orton and Vera got married in 1951. In the course of arrangements for their marriage, Orton had assured Vera's family that he would support her education, and he kept his word.

Immediately after the wedding, Orton assisted Vera to enrol with the Joint Matriculation Board in South Africa for her Olevel qualification. Vera completed her studies and, in 1956, she decided to take up employment as a clerk in the Ministry of Lands in Zomba. Orton had at the time returned to university for his legal studies and the family would need an extra income from the job to make its ends meet. Vera, however, was not happy in her new job. She never got to see the same pay or opportunities for career growth as her male and white counterparts. This realization and disappointment did not stop her in her quest for higher education. But she had also come to realize that a seven-year absence from family to qualify as a medical doctor would be very hard for her young children.

**In the African communities, girls would start to be prepared for homemaking roles an early age.**



Upon her husband's return, she decided to take up a career in law and started working as a secretary in her husband's law firm. Meanwhile, the political climate in Nyasaland was heating up every day. The fight for the independence of Nyasaland was raging and Dr Hastings Kamuzu Banda returned to the country to take up leadership of the Nyasaland African Congress. There were high hopes that independence would be granted and Vera decided to start studying again; she commenced reading for her A levels by correspondence in South Africa.

In her book, she recalls the difficulties she went through as she wrote her final A level examinations. Her examinations began less than a week after the birth of her fifth child. The baby was born in Blantyre at Queen Elizabeth Central Hospital and she had to drive to Zomba to sit for her exams. As she sat for some of the papers she regarded as the toughest, she left her baby in the car with a nanny and a driver. She speaks about hearing her baby cry in the car while writing her exams and almost leaving the examination room to go to attend to the crying baby. Vera managed to complete her exams but feared that she had failed. However, not only did she pass but her grades were good enough to allow her to proceed with legal studies. Orton had travelled to London when he got the good news and he immediately assisted her to enrol with University College of London's Faculty of Law. Vera began her legal training and in 1963 she left for London to finish her final year of study full time.

*Meanwhile, the political climate in Nyasaland was heating up every day.* ”

# Her graduation did not mark the end of her struggles ”

Malawi was granted independence in 1964 and the new President Dr Hastings Kamuzu Banda appointed Orton Chirwa as the first Minister of Justice and Attorney General. Not long after independence, however, cracks appeared in the new leadership eventually leading to the famous cabinet crisis of 1964. On a September 7, 1964 some cabinet ministers including Orton Chirwa were dismissed from the cabinet in an emergency sitting of parliament amidst accusations of conspiracy against Dr Banda. Vera was in Malawi for a holiday at the time and escaped with her husband to his home district of Nkhata Bay, from where she eventually sneaked into Zambia as rumours circulated that the government was going to take away her passport and possibly detain her.

Vera proceeded to London from Zambia amidst worry for her family's wellbeing and safety. Orton and the children would eventually escape to Tanzania where they were granted refugee status. As a refugee, Orton had lost his income and Vera came face to face with the possibility that she would be unable to pay for her studies. However, luck was on her side and with the kind assistance of the faculty and her tutor at the University, Vera managed to raise funds to enrol for her studies and also managed to visit her family in Dar-es Salam in 1965.

Her graduation did not mark the end of her struggles. The next challenge was to find the money to pay for her flight home. She took jobs in London and eventually managed to book her flight to Tanzania to live as a political refugee. Two days after her arrival to re-join her family in Dar-es-Salam, she was offered employment in the Tanzanian government and rose to the position of legal adviser to the inner cabinet. Life briefly got better for the family as Vera gained fame and popularity all over the southern Africa region as the first female lawyer. She served in high ranking positions of prosecuting attorney in the Tanzanian Attorney Generals chamber and legal adviser to the inner cabinet.

She also worked for the East African Community and University of Lusaka in Zambia as a lecturer.

On Christmas Eve in 1981 while visiting Chipata in Zambia, Orton and Vera along with their son were forcibly taken by Malawian operatives and driven to Malawi. On arrival, they were accused of the serious crime of plotting to overthrow Dr Banda and were sentenced to death. Their story attracted the attention of the international community and by 1990 as the wave of democratization grew, international human rights activists and organizations including Amnesty International increased pressure on Dr Banda's government to release the Chirwas. Sadly, Orton never got to have his freedom again as he died in prison in 1992 aged 73. The cause of death remains unknown. Vera was released from prison in 1993.

Vera went back to political and humanitarian activism after her release and has been recognized by many institutions as one of Malawi's iconic freedom fighters. She is the founder of two human rights organizations: Malawi Centre for Advice, Research and Education on Rights (CARER) and Women'sVoice. She served as a member of the African Commission on Human and Peoples Rights between 1999 and 2005. She doubled in this role as its special rapporteur on prisons and conditions of detention in Africa. The Centre for Human Rights at the University of Pretoria is South Africa's honoured Vera Chirwa by instituting the Vera Chirwa Human Rights Award since the year 2006. The awardees are alumni of the Masters of Law or Master of Philosophy in Human Rights and Democratization in Africa who excel in the programme and their subsequent career. The award recognises an outstanding human rights lawyer from Africa who has contributed to the protection and promotion of human rights on the continent. A well-deserved honour for a woman who today stands as a role model for the African girl child wishing to obtain higher education against all odds.

Saint la Kalebe is a lecturer in the Political Leadership Department at the Catholic University of Malawi.

She is the  founder of two human rights organizations: Malawi Centre for Advice, Research and Education on Rights (CARER) and Women's Voice



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# ECONOMICS: WHERE THEORY IS GOOD AND PRACTICE IS BETTER.



by Lauryn Kuwala Nyasulu  
**ECAMA President**

As the Economics Association of Malawi (ECAMA), we believe that the importance of economists cannot be overemphasized.

## What is economics?

Economics is a broad discipline which can be divided into three parts for easier understanding: study of historical trends, interpretation of the current trends, and prediction of future trends. It is the study of scarcity and decision-making (efficiency)- how the few (finite) resources which we have are used to provide for our demands (infinite wants). The definitions do not end here. The Scottish Economist Adam Smith, famously referred to as the 'Father of Economics', defined economics as "the science of wealth" and that it analyzes the production, consumption, and distribution of wealth in an economy. Alfred Marshall, a British Economist, partially disagreed with this. He believed that economics is the "study of man in the ordinary business of life" and combined the 'Smithsonian' idea of wealth with the study of the welfare of mankind, hence the term 'social science.' Some even view economics as a 'dismal science' as coined by the economist Thomas Robert Malthus, who believed that economics studies the link between the population and its inevitable decline due to dwindling resources which will one day run out. Following these schools of thought, a myriad of various definitions has since followed.

# The role of an economist

As mentioned earlier, economics is a broad discipline and is applicable to all sectors of the economy: health, education, environment, welfare, international relations, and finance to mention but a few. Similarly, economists fit into various roles and have many career options. According to the University of New South Wales, some of these careers include data analysis, business reporting, financial consultancies, actuary, and many others. Unlike the definition of economics which varies, the main role of an economist is agreed upon by most economists. This role is conducting research, specifically economic research. The process of producing credible research which can be used by various economic actors includes collecting economic data, analyzing it using mathematical models and statistical packages, using credible data sources, and providing suitable recommendations or policy options. There are many other roles which economists carry out such as preparing economic reports and updates, macroeconomic forecasting, and evaluating issues related to monetary and fiscal policy but “ultimately, the goal is that the findings of economic research will help to enlighten public policy decision-making and result in more effective laws and a more rational design of government institutions” (U.S. Bureau of Labor Statistics, 2021, Schroeter, J., n.d.).

Having discussed the role of economists, how can these roles be effectively used to promote economic growth in Malawi?

Durcova and Raisova (2014) define the term economic growth as “an increase in the capacity of an economy to produce goods and services, compared from one period of time to another”. This is usually measured by the increase in the total volume and value of goods and services produced domestically. It is a well-known fact that Malawi has productivity constraints emanating from the structure of the economy. There is inadequate and less diversified supply of local products on the market most processed products are imported to meet domestic demand. Consequently, the country has high trade imbalance where imports heavily outweigh exports. As a result of this, exports revenues are pitifully low and so are the foreign exchange reserves, economic growth is slow, and there are very few Malawian products which can compete on the global market. This is one of the major challenges which the country continues to grapple with and this is where economics comes in. It studies the market, analyzes the trends, and provides policy solutions and supporting evidence which can be used to influence public policy and therefore stimulate economic activity, therefore leading to economic growth.

## How Economics can be leveraged to enhance Malawi's economic growth

Economic growth is therefore a key factor in reducing poverty. Macroeconomic stability is critical to enhance stable and sustained economic growth which can effectively reduce poverty and facilitate job creation. According to the United States Institute of Peace (USIP), macroeconomic stabilization is a situation in which “a complex framework for monetary and fiscal institutions and policies is established to reduce volatility and encourage welfare-enhancing growth”. This requires minimizing the country’s susceptibility to economic shocks through low and stable inflation, low unemployment, stable exchange rates, implementation of sound economic policies, and prudent fiscal management. Once these conditions are achieved, the economy becomes fit for productivity and business, leading to increased growth.

*Economic growth is therefore a key factor in reducing poverty.*



## Bridging the gap between theory and practice

As is the case with many careers, economics students may find it difficult to translate the lessons which they have been taught into essential skills in their workplaces. It is important to note that all aspects of economics which are taught in class are equally important in the industry and no part of them should be disregarded. There are several ways in which economists connect economic theories which they are taught during their studies and practical work.

Applied research in economics is research which is done specifically to address and provide solutions to economic issues. The theories which are taught in class are adapted to fit the specific context of an economic issue and allow economists to provide solutions which will solve the problem directly.

Economists play a crucial role in policy analysis and in informing policy decision making. By using economic theory, economists can weigh the costs and benefits of certain policy options and guide policymakers towards evidence-based policy decisions which align with the country’s development goals.

Through empirical analysis, economists collect and analyse data to test and assess the relevance, credibility, and accuracy of these economic theories. It allows economic practitioners to understand how these theories apply to real-world economies and their implications.

Economists are salient in the development of a nation and their expertise is required in nearly all corners of society.

*Economists play a crucial role in policy analysis and in informing policy decision making.*



# Reflection on Mass Readings





# BEARING FRUIT THAT LASTS: A REFLECTION ON MASS READINGS FOR THE 22ND CONGREGATION



## **Fr. Samuel Satiele, SMM (Head of Department, Banking & Finance)**

First reading: Ezekiel 47: 1-2, 6b-12

Gospel Reading: John 15: 1-8, 16

Responsorial Psalm: Psalm 1: 1-6

In our society, productivity is a cherished value. When we drop a seed into the soil, we expect it to produce something. In organisations, employees are expected to be productive. In traditional African societies, husband and wife were expected to generate offspring. Strong sanctions are attached to failure to be productive: stigma, termination of contract, and even destruction. However, it is tempting to focus on the end-product and lose sight of the drivers of productivity. The readings appointed for this celebration underline the fact that God is the source of all human and cosmic productivity.



## *The Dream of Restoration*

The Book of Ezekiel was inspired by the exilic experience of the people of Israel in the 6th century BC. Chapter 47 belongs within the third section of the Book of Ezekiel known as the prophecy of restoration and hope (chapters 33-48). The people of Israel are in exile and are looking downcast; they have lost their land, temple and king. The end of the exile is not in sight, what with the complexities of the geopolitics of the ancient Near East. The fainthearted are at the end of their tether – they are losing their faith in the God of Abraham, God of Isaac and God of Jacob. The narrative of the Exodus begins to ring hollow. Where is the God who rescued our fathers and mothers from Pharaoh, they agonise.

Then there is a voice, faint at first but it grows louder. It is the voice of a prophet – a messenger of God. His name is Ezekiel, son of Buzi. He too is a victim of the violence of being uprooted from one's land and customs. But he has a refreshing perspective on history. His message? God will repatriate the people of Israel and will restore the glory of Jerusalem. As a prophet, he understands the power of imagery in human communication. So, he weaves a persuasive narrative populated with running streams and green landscapes. It is the stuff of daydreams. But daydreams are the embers of hope.

The plot of the prophecy is full of movement: water flows from the sanctuary of the temple out into the valley, all the way to the Dead Sea. Along the way, it fertilises the earth and makes it bear abundant fruit. It also heals the waters of the Dead Sea and causes living things to blossom in the waters. The three movements of the water are flowing from, flowing through and flowing into. It flows from the sanctuary, through the land, and into the sea. The fertilising and healing power of the water comes from God. The moral of the vision is clear: the glory (presence) of God will cause Jerusalem to be productive again. Scholars of the Bible have noted that, unlike other important cities in the Ancient Near East, Jerusalem was not situated along any major river. Ezekiel's prophetic imagination corrects – as in photoshop – this defect by introducing a river to fertilise human civilisation.

## *Planted by Streams of Water*

When one reads Psalm 1, it is difficult to decide whether Ezekiel copied from the Psalmist or vice versa, for the motif of fruitfulness is also dominant in the first psalm. The psalmist contrasts the ways of the wicked with the ways of the just. The blessedness of the just comes from their delight in the law of the Lord on which they meditate day and night. The Psalmist then engages the gear of imagination and compares the just to “trees planted by streams of water, which yield their fruit in season, and their leaves do not wither” (v. 3). They prosper in everything they do because they draw spiritual nourishment from the Lord.

## *Attached to the Vine*

For Christians, the ultimate authority is Jesus, the Word of God, who was “in the beginning with God” (John 1: 1). And from the 15th chapter of John’s Gospel comes the splendid analogy of the vine. The plot appears to grind to a halt – from flowing waters we come to a stationary tree. Jesus warns his disciples that they will not be able to bear fruit if they detach themselves from him (15:4). Their fruitfulness comes from Jesus, the servant of YHWH. Yet, biologists will tell us that, though the vine seems static, there is a lot of movement here: water and nutrients are coursing through the vine to the branches and, as a result, the branches bear fruit. Branches can only access the nutrients if they remain attached to the tree. This is the meaning of ‘abiding’. Jesus, thus, admonishes his disciples to always abide in him because without him they cannot bear fruit. Here, abiding in Jesus means listening to him and meditating on his word (cf. Luke 9:35).

## *The Message for Graduating students*

How does this message speak to the graduation ceremony? Well, when all is said and done, graduation is about being commissioned into the world to put into practice everything one has been taught. For years, students sit in classrooms listening to the wisdom of their masters. The time has come for students to flow, like the water from the sanctuary, into the world. The mission is clear: to give life to all one encounters along the way.

However, there is a warning: graduates will only prosper if they are strongly rooted in the values of the word of God: honesty, integrity, preferential option for the poor, accountability, initiative – the list goes on. Corruption may seem to pay dividends for a while, but such benefits never endure. Trust the process, trust in the one who gives productivity.





# ‘GROWING OUR IMPACT’

**Rev. Fr. Dr. Wilfred Sumani, SJ (Acting Vice-Chancellor)**

## Salutations

*Every graduation ceremony brings us the joy of the harvest. On a day like this, the entire community of the Catholic University wakes up energized, ready to put the sickle to the grain, amidst songs of gratitude for the bumper yield God has deigned to grant us.*

*Today, 1369 men and women will receive certificates, diplomas and degrees in various disciplines. Through this ceremony, the Catholic University will, as it were, put the seal of its brand on each one of them as a testimony that they have been tested in the fire of our academic rigour and have been found worthy. They will henceforth bear the mark, ‘Made at CUNIMA’. If the positive feedback we receive from the industry is anything to go by, our graduates are doing a great job out there! We are deeply grateful for this comforting feedback.*

*Guest of Honour, the Catholic University of Malawi is known for its academic excellence. But excellence does not just happen. Excellence is a function of rigorous quality assurance processes designed to ensure that students attend classes, lecturers keep their side of the bargain, and that the environment is conducive to learning.*

*Guest of Honour, we at the Catholic University of Malawi offer quality holistic education with limited resources. You will be pleased to know, Guest of Honour, that our tuition fees are lower than what some private primary and secondary schools charge in this country. In fact, a case can be made that the Catholic University subsidizes higher education, for we know that education cannot and should never be sold. The question is: How is the University able to deliver excellent education with modest resources? The answer is summed up in two words: SACRIFICE and ACCOUNTABILITY.*

*Sacrifice in the sense that both academic and support staff forego certain rights and privileges that are due to them in order to make the burden of the wage bill bearable.*

*Accountability in the sense that the University has put in place mechanisms to ensure that no coin leaves our bank account without achieving what it was intended for.*

*Nevertheless, the Catholic University is all too aware of the danger of complacency. We are instructed by the catastrophic ending of that man called Narcissus in Greek mythology, who drowned in the river of self-admiration. Our university subscribes to the principle of 'the Higher, 'the More', 'the Greater,' 'the Better'. We set our sights high and always endeavour to outdo ourselves.*

*What, then, is our 'Higher? Our Higher is the level of our academic programming. Since its inception, the Catholic University of Malawi has been offering undergraduate programmes. The time has come, Guest of Honour, for us to graduate to post-graduate programmes. We have already constituted a Graduate Committee to champion the exploration of relevant and sustainable Master's programmes to be added to our academic portfolio.*

*What is our 'More'? Our More is the number of students who access our academic programmes. It is no secret, Guest of Honour, that Malawi's tertiary education gross enrolment rate is among the lowest, if not the lowest, in Africa. The Catholic University of Malawi hopes to contribute to increasing access to higher education by strengthening our Open Distance and e-Learning platform and by opening our new learning centre at Nanjiri in Lilongwe.*

*What is our Greater? Our Greater is the impact we desire to have in the community. Guest of Honour, in his speech at the 21st Congregation in 2022, Bishop Martin Anwel Mtumbuka posed a searching question which is still ringing in our minds today: 'What has the Catholic University done for the people of Masikini Village', he wondered. As a University that is guided by the principles of Catholic Social Teaching, we want to grow our impact among the poor and the marginalised. This year, when Cyclone Freddy struck in our neighbourhood, we, like the Good Samaritan, were the first to respond to the disaster not only by transporting the victims to Nguludi Hospital but also by mobilising resources to support our brothers and sisters touched by the natural disaster. Together, we can do more; we should do more; we must do more!*

Finally, what is our **Better**? Our Better is the strength of our systems. Guest of Honour, the University has over the years experienced teething challenges integrating its Accounting and Student Management systems in order to reduce process loss and delays. We will leave no stone unturned in our efforts to resolve these challenges.

Going forward, we at the Catholic University of Malawi need to forge strategic partnerships with various stakeholders, especially in the area of resource mobilisation. We are grateful to **Smile Life Insurance** and **NICO Holdings** for supporting us with tents for this graduation. Another word of gratitude goes to the *Higher Education Students' Loans and Grants Board* for supporting hundreds of our needy students with loans that enable them access higher education at the Catholic University. Let me appeal to all well-wishers to come forward and partner with us in advancing the cause of higher education in Malawi.

An event like this does not happen without effort. On behalf of Management, I would like to thank the Graduation Committee, led by the University Registrar and Mr. Octavian Kadzitze, for helping us plan and prepare for this occasion. May God bless you all!

Guest of Honour, there is someone special I must thank today. He is a gallant and loyal son of this Archdiocese, who, in eight years masterminded the growth and transformation of the Catholic University. His name is Rev. Fr. Dr. George Buleya! He is here with us! We thank you and wish you God's choicest blessings in your new assignment.

As I conclude, my eyes turn to you, dear graduands. You have fought a good fight and you have prevailed! The Catholic University is proud of you and congratulates you! As you take the next step in life, remember that with DISCIPLINE you can achieve anything, and without discipline you will achieve NOTHING. Discipline is the ability to do what is right even if you don't feel like doing it. Discipline is the ability to postpone gratification, knowing that patience pays. Discipline is what the Catholic University has taught you. Today, we are confident that you will demonstrate that spirit of discipline by postponing the gratification of celebration until you have received the commissioning and the final blessing.

May God prosper you wherever you go, and may God bless the Catholic University of Malawi.  
I thank you for your attention.



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Our university subscribes to the principle of ‘the Higher, ‘the More’, ‘the Greater,’ ‘the Better’.



# “A UNIVERSITY ON THE MOVE”

**Rt. Rev. Peter Musikuwa (Bishop of Chikwawa Diocese)**

## *Salutations*

*Guest of Honour, next year the Catholic University of Malawi will celebrate its 20th anniversary of its establishment. This will be an auspicious occasion to honour the Spirit-led intuitions and acts of courage that, at a Eucharistic Congress in Lilongwe in 2004, led the Episcopal Conference of Malawi to birth the idea of a Catholic University. These Spirit-led intuitions materialised in 2006 when the University enrolled its first cohort of students.*

*Allow me, Guest of Honour, to offer a few thoughts on the University's journey over the years and where it is now. My thoughts are informed by the experience of the University Council, a body of technical experts tasked with providing strategic oversight and guidance to the Episcopal Conference of Malawi and to University Management on the functioning of the Catholic University.*

*Over the years, Guest of Honour, the University has established itself as a reputable university in the country. Like the disciples on the way to Emmaus, the university's journey toward becoming a centre of excellence for quality holistic higher education was initially characterised by uncertainty, hesitation and even confusion: Which programmes to offer? Which financing model to adopt? How many students to admit in each programme? Which calibre of academic and support staff to recruit? With the help of the Council, these questions have been answered and relevant policies have been put in place.*

*The journey of the Catholic University, Guest of Honour, has been characterised by holy boldness and creative fidelity. The institution's academic programming has been diversified; weekend classes have been introduced to widen access to higher education; infrastructure has been developed and improved; the staff complement has expanded. As Council, we are proud of these achievements!*

*But we are aware, Guest of Honour, that the Catholic University of Malawi has not yet arrived – it is still on the move; it is still becoming; it has not fully actualised its potential.*

*Reports from the Ministry of Education indicate that access to higher education in Malawi is still limited.*

*Feedback from the industry has highlighted a gap between higher education programming and industry needs.*

*Then there is the nagging question of sustainability.*

*It is the responsibility of the University Council to ensure that the Catholic University of Malawi pays attention to all these issues as it moves forward. And I am pleased, Guest of Honour, to report that the University is doing a lot to widen access to higher education, to align academic programmes with industry needs, and to strengthen the sustainability of the institution.*

*To cite but two examples:*

*The University is currently building a constituent college at Nanjiri in Lilongwe. This new learning centre is meant to increase access to higher education.*

*And, at the recommendation of the Council, the University has recently carried out a functional review aimed at strengthening institutional effectiveness and efficiency.*

*As Council, we look to the past with eyes of gratitude and contemplate the future with optimism and courage, believing, with Mother Mary, that nothing is impossible for God.*

*Let me conclude, Guest of Honour, by congratulating these men and women graduating today!*

*Dear graduands, as you go forth into the world, remember the words of President Ronald Reagan: "The future doesn't belong to the fainthearted; it belongs to the brave." May God accompany you on the journey ahead!*

***I thank you for your attention.***



“

**The journey of the Catholic University has been characterised by holy boldness and creative fidelity.**



# ‘LEADERSHIP AS THE COURAGE TO TAKE THE NEXT STEP’

**Rt. Rev. Montfort Stima (Bishop of Mangochi Diocese)**

## *Salutations*

*I am greatly honoured to be part of this very important event at which more than a thousand men and women have come to reap where they sowed. As the Psalmist sings, “Those who go out weeping, carrying seed to sow, will return with songs of joy, carrying sheaves with them” (Psalm 126:6).*

*Our Guest of Honour, Your Lordships, Invited Guests, Ladies and Gentlemen, my task today is very simple: I have come to award certificates, diplomas and degrees to these outstanding men and women clad in the gowns of glory.*

*But before I do that, allow me, Guest of Honour, to offer a short reflection on the subject of leadership as the courage to take the next step, for this is what I think graduation is all about.*

*Allow me, Guest of Honour, to start by painting the picture of the context in which this graduation ceremony is taking place.*

*Reports suggest that hundreds of thousands of Malawians will be exposed to the ugly reality of hunger this year. Yet, hundreds of thousands of acres of Malawi’s land are idle; millions of litres of water run over the belly of our land all the way to the Zambezi; and thousands of Malawians hold degrees in agriculture and agribusiness. Where have all these graduates gone?*

*Hundreds of thousands of Malawians roam the streets in our cities, searching for job opportunities. Our nation has degenerated into a DOBADOBA economy where masses of unemployed people crowd around markets and service centres, looking for fragments of work so they can earn a little something to feed their hungry children at home. Yet, thousands upon thousands of Malawians have been trained in entrepreneurship. Where have all these entrepreneurs gone?*

*Our nation's tax burden continues to grow, while forex reserves are on the decline. Yet, every year Malawians hold thousands of costly conferences on how to turn around the country's unsustainable balance of trade. Malawi has indeed become a conferencing nation, a nation where ideas have no performative power, a nation that never graduates! Where have all the great ideas gone?*

*This scenario, Guest of Honour, points to a fundamental disease afflicting our nation: lack of leadership!*

*What, then, is leadership?*

*Guest of Honour, society has a strange way of killing powerful words. Through sheer repetition, potent concepts are emptied of their power and begin to sound hollow. Through overuse and misuse, the word leadership is fast losing its meaning. It has become a jargon thrown around in conferences and motivational speeches.*

*Today, allow me, Guest of Honour, to rehabilitate the concept of leadership by lending it the cutting edge of execution. Leadership is not simply about occupying a position; it is about setting in motion processes that trigger socio-economic transformation. Leaders are not occupiers of spaces and seats; they are fundamentally initiators of processes that culminate in the improvement of the lives of children, women and men in our villages and cities.*

*Leadership is not merely about possessing large quantities of knowledge which we then repeat in conferences and seminars like programmed robots. Leadership is about translating knowledge into concrete actions that generate wealth and wellbeing in society. As Jesus once said, not everyone who says 'Lord, Lord' will enter the Kingdom of Heaven, but those who do the will of God (cf. Matthew 7:21-23).*

*Pope Francis has recently reminded us of the importance of 'leaders of action' in our world. Speaking to thousands of university students in Portugal, the Pope said, and I quote: "An academic degree should not be seen merely as a license to pursue personal well-being, but as a mandate to work for a more just and inclusive society".*

*Leadership is not just about setting ambitious goals; Malawi sits on hundreds of beautifully crafted strategic plans, the latest of which is Malawi 2063. Yet, without much action on the ground, this vision risks being reduced to what Shakespeare once called "a tale told by an idiot, full of sound and fury, signifying nothing". True leadership is about taking the little steps and performing the little gestures that lead to the inheritance of the Promised Land of an inclusively wealthy and self-reliant nation.*

*The Catholic University of Malawi was established to form young men and women imbued with the courage to do MORE for our beloved nation. Those who go through the corridors of this University are, therefore, expected to go forth and champion the transformation of our communities. This is the desire of the Episcopal Conference of Malawi. This is the desire of the Church.*



*Go ye forth, therefore, dear graduates, and kindle the fire of change. "Hearts on fire, feet on the move".*

*Go ye forth, dear graduates, and walk the talk; let your knowledge fertilise our land so it can bear lasting fruits of prosperity, jobs and justice. Do not jump on the bandwagon of idle speculators who, like the proverbial children in the marketplace, wallow in the wretchedness of indifference.*

*Go ye forth, dear graduates, and plant the seed of mindset change, social metanoia. As the great Mahatma Gandhi once said, "Be the change you want to see in the world."*

*Go ye forth, dear graduates, and learn from the masters of a thousand positive steps. Do not join the choir of pessimists who preach the bad news of impossibility. Instead, become disciples of those who have turned deserts into fertile plains. Sit at the feet of those who have built ethically sound enterprises that today employ thousands of men and women.*

*And as you go forth:*

- May God remove whatever obstacles will be found on your path;*
- May God make a way in the wilderness of your challenges;*
- and may God cause you to reap abundant fruit from the sweat of your labour!*

*God bless you all and thank you all for your attention.*



“

**True leadership is about taking the little steps and performing the little gestures**



## ‘CELEBRATING A SOLID TRADITION OF EXCELLENCE’

**Mrs. Zandile Shaba (Managing Director, Centenary Bank, Malawi)**

*I am very honored to stand before you today as the Managing Director of Centenary Bank in Malawi, a financial institution with a strong affiliation to the Catholic Church that maintains a significant presence in both Malawi and Uganda. It is a privilege to address you as the guest of honor at this graduation ceremony, where we celebrate the noteworthy achievements of our graduands.*

*As we gather here today, I am reminded of the enthusiasm to secure admission into mission schools, particularly Catholic institutions, starting with secondary education. Schools such as Marist, St Kizito, Loyola Jesuit, Bakhita, St Mary's, Mary Mount, Stella Maris, Ludzi Girls, Likuni Girls and Boys Secondary, St. Patrick's Seminary, and Dedza Secondary, just to mention a few. These schools have consistently distinguished themselves with high pass rates setting the stage for academic success. They serve as shining examples of educational excellence.*

*Indeed, there must be something truly exceptional about the educational approach of Catholic institutions. As we celebrate the success of our graduates today, it is fitting that we pause to reflect on the values and principles instilled by these institutions. Discipline, dedication, and a steadfast commitment to excellence are the symbols of Catholic education. It is no coincidence that nine out of the top ten MSCE-performing schools this year are Catholic institutions.*

*The Catholic church in Malawi made brave and strategic decisions years ago to open many educational institutions here in Malawi, including the Catholic University where we are here today to celebrate you all. The church itself is a shining example of excellence, discipline, sacrifice and courage.*

*In the rich history of Malawi, we find another figure who embodied these same values of discipline, sacrifice, and courage: Rev. John Chilembwe, from the very region where this university is situated, Chiradzulu. Rev. John Chilembwe stood for justice and was willing to sacrifice everything to right the wrongs of his time. He did not shrink from challenging the status quo; instead, he envisioned a better world and tirelessly fought for its realization. His legacy continues to inspire us today, reminding us that change is attainable through steadfast focus.*

Similarly, as graduates of this esteemed University, you are part of a tradition of excellence and a legacy of discipline that stretches back through generations. This institution holds a unique place in the narrative of Malawi's progress, having witnessed the strength of character and the spirit of determination of our forefathers in Malawi and of the Catholic Church

In the banking and financial industry, discipline is not merely a virtue; it is a necessity. The financial world demands rigorous attention to detail, a firm commitment to ethical standards, and a persistent pursuit of innovation. I urge each of you to embrace these principles as you pursue your professional journeys.

Just as Catholic institutions, the legacy of Chiradzulu has produced some of the brightest minds in education and history; we believe that graduates from Catholic University, regardless of their personal or religious background, can shine as leaders in their chosen industries. Innovation and creativity should be your guiding lights as you navigate the challenges and opportunities of the modern world.

Allow me to share an inspiring story with you. Among the university's alumni is Mr. Andrew Zainga, who, like you, graduated from this very university in 2010. I'm not entirely certain which legendary hostel Andrew was domiciled at—whether it was the prestigious “Harvard” or the intriguing “Compton”—but I can tell you this: it was somewhere on this campus. Today, at only 35 years of age, he leads our Corporate Banking Division at Centenary Bank, overseeing transactions worth billions of kwachas for some of the top corporate institutions in the country. Andrew's journey stands as proof of the potential that graduates from this university possess. His hard work, discipline, and commitment to excellence have elevated him to this esteemed position. Andrew recently completed his MBA at another top university in the country. It could very well be that some of you will find yourselves in such positions of admiration.

When I look at you all, I have hope. Education is the best way out of poverty in part because it is strongly linked to economic growth. Without it, you are severely disadvantaged. I and all my executives here came up the same way; through education. We all have degrees, some of us at Masters level. So, for you, this is just the beginning. Even when there are no jobs, you have enough knowledge to be a knowledge-based entrepreneur. There is hope for you.



**Discipline  
is not  
merely a  
virtue, it is  
a necessity**



*At Centenary Bank we understand that 80% of Malawians come from rural areas, and that accessing financial services can be a challenge. But I am proud to say that we are doing everything we can to change that. Our mission is to make people's lives better through simplified banking using technology and partnerships. With our vision in mind, we are contributing to the economic transformation of Malawi by empowering communities at the grassroots level through our simplified products such as SME business and personal loans, and corporate loans among other products and services; which our customers access to boost their capital for their businesses.*

*In turn, this is contributing to the growth and transformation of the economy. Our Retail and business accounts offer a chance to save and transact with ease to help people achieve their personal or business financial goals, especially at the grassroots levels such as saving for the future, among other things. I encourage you young people to open accounts and become financially included. It's never too early to start the discipline of running a bank account and saving.*

*We have also introduced a number of digital products to help in financial inclusion so that we make banking accessible to all even at the grassroots level. Now people can open an account online using our self-onboarding service, we have over 255 Banki Pakwathu agents spread across the country where people can make deposits, withdrawals among other things and a fee collection platform, which institutions and individuals can use to pay their school fees, hospital bills as well as church contributions, among other things.*

As a bank, we have achieved many milestones, including opening the first-ever bank in a refugee camp which serves people of concern at Dzaleka. and have built partnerships with major agencies such as UNHCR and WFP at Dzaleka to assist people of concern. We provide financial literacy programs through which you can access group loans. We have built a niche in the SME sector through our SME products and are also the largest lender to government employees.

But our greatest accomplishment is the impact we have had on young people like you graduands. Since 2018, Centenary Bank has offered financial support to students who finished their four-year studies at the Malawi University of Science and Technology, leading to their graduation last year. Some of our students graduated in subjects such as Microbiology and Sports Science. We recognize that to develop Malawi we need more than just business graduates. We need doctors, engineers, scientists, lawyers, and many more. Looking ahead, I am pleased to announce that we are expanding our support to students at the Catholic University of Malawi, and will be sponsoring tuition and upkeep to deserving students, to facilitate their pursuit of academic excellence and success.

We also believe in creating meaningful partnerships that benefit both students and the institution itself. One way we do this is by offering internships to students pursuing degrees in IT, Accounting, Law, Banking, and Finance at the Bachelor's level. These internships provide valuable hands-on experience and a real-world understanding of the banking industry.

Lastly, let me express my profound gratitude to the Catholic University of Malawi's management, staff, and the senate and council for their outstanding contributions to shaping the future leaders of our nation. Your tireless dedication to excellence and discipline has not gone unnoticed, and we are deeply grateful for the pivotal role you play in cultivating the talents and potential of our youthful students.

To our graduates, I extend my heartfelt congratulations. Embrace discipline, strive for excellence, and fearlessly innovate in your chosen paths. As you depart from this academic sanctuary, remember that you carry with you not only a degree but also a legacy of discipline and determination that can drive you to great heights.

Thank you, and may God bless each one of you and be with you on your journey ahead.

# WHAT THE CHURCH SAYS ABOUT EDUCATION: EXCERPTS FROM CHURCH DOCUMENTS

**“To be defined as a school, an institution must know how to integrate the transmission of the cultural and scientific heritage already acquired with the primary purpose of educating individuals, who must be accompanied towards achieving integral development while respecting their freedom and individual vocation. The school must be the first social setting, after the family, in which the individual has a positive experience of social and fraternal relationships as a precondition for becoming a person capable of building a society based on justice and solidarity, which are prerequisites for a peaceful life among individuals and peoples” (Congregation for Catholic Education, The Identity of the Catholic School for a Culture of Dialogue, 2022, n.19).**

***Education consists in a polyphony of movements.***

“In the Catholic school’s educational project there is no separation between time for learning and time for formation, between acquiring notions and growing in wisdom. The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered. All of which demands an atmosphere characterized by the search for truth, in which competent, convinced and coherent educators, teachers of learning and of life, may be a reflection, albeit imperfect but still vivid, of the one Teacher” (Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium, 1997, n.11).

“Education consists in a polyphony of movements. First of all, it starts with a team movement. Everyone collaborates according to their personal talents and responsibilities, contributing to the formation of the younger generations and the construction of the common good. At the same time, education unleashes an ecological movement, since it contributes to the recovery of different levels of balance: inner balance with oneself, solidarity with others, natural balance with all living beings, spiritual balance with God” (Congregation for Catholic Education, The Identity of the Catholic School for a Culture of Dialogue, 2022, n.32).

# *The nature of education lies precisely [in] being able to lay the foundations for peaceful dialogue*

“A humanized education, therefore, does not just provide an educational service, but deals with its results in the overall context of the personal, moral and social abilities of those who participate in the educational process. It does not simply ask the teacher to teach and students to learn, but urges everyone to live, study and act in accordance with the reasons of fraternal humanism” (Congregation for Catholic Education, *Educating to Fraternal Humanism*, 2017, n. 10).

“The nature of education lies precisely [in] being able to lay the foundations for peaceful dialogue and allow the encounter between differences with the primary objective of building a better world. It is, first and foremost, an educational process where the search for a peaceful and enriching coexistence is rooted in the broader concept of the human being – in his or her psychological, cultural and spiritual aspects – free from any form of egocentrism and ethnocentrism, but rather in accordance with a notion of integral and transcendent development both of the person and of society” (Congregation for Catholic Education, *Educating to Fraternal Humanism*, 2017, n. 15).



# THE CROWN OF GLORY

By Dean Phiri (Graduating Student, Bachelor of Commerce - Marketing)

In my four years at the Catholic University of Malawi, the one thing that I was always confident in was that I would be one of the graduating students on the 30th of September 2023. This was not merely a fleeting notion that I had, but it was a deep-rooted understanding that I established based on God's constant involvement and guidance, plus the hard work and effort that I put into my studies. Rarely is one so confident in the future, especially when faced with challenging courses, demanding exams, and not forgetting the daunting dissertation phase.

**When the journey began back in February 2019, I arrived on the university campus with wide eyes and an open mind, ready to absorb as much as possible both in and outside of class. I can confidently say that I have learned a great deal. One of the greatest teachers along this path has been failure. Each setback that orchestrated failure served as a valuable lesson, revealing areas where I needed to work harder, recognizing my weaknesses, and highlighting areas for improvement.**



I leveraged these failures as motivation to propel me forward, because emerging victorious was a non-negotiable goal. This mindset of triumph became ingrained in me throughout my years at the Catholic University of Malawi. This was the necessary mindset required to navigate the challenges of university education. Completing the dissertation was the ultimate test of one's determination to make it to the finish line. Thank God, I successfully went past this obstacle.

Transitioning from the life of a university student into the real world has been an interesting experience for me. Now more than ever the pressures of adulthood are setting in and weighing on me. Expectations from family members, friends and society are higher than ever, not to mention the goals I have set for myself. It is a delicate balance that I am learning to manage.

I consider myself fortunate, as it did not take too long for me to find myself working in a corporate setting. Being able to secure employment right after leaving university has allowed me to put to practice all the skills and knowledge that I acquired in the four years spent at the Catholic University of Malawi.

As the pressures of life continue to grow, one thing that has kept my spirits high is dream to finally put on my wisdom hat and graduation gown, and hearing my name being called as one of the graduating students from the class of 2023. The anticipation for this moment is great, and I guarantee that I am not alone in eagerly looking forward to the victory that awaits us all on the 30th of September, 2023. Though it marks the end of one chapter, it also signifies the beginning of an exciting and promising new one.



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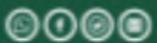
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# MANAGEMENT RESOURCE CENTRE TRAINS HUMAN RESOURCES MANAGERS

By Dr. Gregory Kunyenje

Trained human resources managers are a huge asset to organisations, as their work is a prerequisite for organisational establishment and better performance. Such managers discharge their duties in an excellent fashion and may make a huge difference. Their decisions can be accurate and correct, as they are based on concrete evidence.

The Management Resource Centre, the consultancy and training arm of the Catholic University of Malawi (CUNIMA), organised a training workshop dubbed Employment Law Masterclass at the Amaryllis Hotel in Blantyre from September 14th to 15th, 2023.

The training was conducted jointly with one of the human resources management bodies in Malawi, the Institute for People Management Malawi (IPMM). The training is part of the Memorandum of Understanding (MoU) signed between CUNIMA and IPMM.

On the first day, the workshop was opened with speeches by the Director of the Management Resource Centre, Dr. Gregory Kunyenje, and the Executive Director of the Institute for People Management Malawi, Mr. Willy Nkhoma. Thereafter, facilitators and participants went out for a group photograph, an activity that marked the start of the training.

Eleven participants from several organisations and companies based in Lilongwe, Zomba, and Blantyre attended the training.

Mr. Bright Limani, a Human Resources Management lecturer at the Catholic University and also a seasoned human resources consultant and expert, facilitated a session on the first day. He made a presentation on the Employment Act (EA), while Mr. Glen Mazangwira, a member of IPMM, facilitated the second presentation on the Labour Relations Act (LRA). Counsel David Bandawe, a law lecturer at the Catholic University of Malawi, anchored a session on the Occupation Safety, Health, and Welfare Act (OSHWA).

On day two, there were presentations on the Workers Compensation Act (WCA) and the Pension Act (PA). Mr. Bright Limani and Mr. Glen Mazangwira facilitated the sessions, respectively.

At the end of the event, Mr. Beyard Namale, the Dean of the Faculty of Commerce, made closing remarks on behalf of CUNIMA. In his remarks, the Dean thanked the participants for coming and being part of the training and assured them that the Catholic University will continue to deliver short courses in human resources and general management in the future.

Making his closing remarks on behalf of IPMM, Mr. Nkhoma, likewise, thanked the participants for attending the training and encouraged them to showcase what they had learned during the two days in their different organisations. Thereafter, the dean and executive director presented certificates of completion to the participants.

*'We need a lot of these training workshops or short courses with the industry so that we can add more value to the country*

“

Dr. Kunyenje, the director of the Management Resource Centre, was all joy and said, 'I am happy that we have interacted with the industry today. We have moved out of our comfort zone to engage with HR managers. This speaks volumes about the direction that the university has now adopted'.

One of the facilitators, Mr. Bright Limani, said, 'We need a lot of these training workshops or short courses with the industry so that we can add more value to the country and at the same time make the university visible. Such training can be a huge marketing tool for the university'.

Taking her turn, Gladys Mbawa, one of the participants, commented, 'This training was an eye-opener. This must continue, but the organisers need to improve on time management.' Kondwani Loti, another trainee, said, 'The trainers were knowledgeable, and the training was informative and enriching. Next time, the organisers need to improve on time for starting training'. Paul Banda, another participant, was content with the training. He said he was delighted with the way the trainers delivered the training.

The Management Resource Centre plans to have several training workshops catering to the needs of human resources managers four times annually starting next year. The Centre specialises in business incubation, short courses, research, and consultancy as part of its mandate of bridging academia and industry.



# HOW TO BECOME A SUCCESSFUL ECONOMICS STUDENT

by Witness Chipeta

Graduating Student (Bachelor of Social Science, Economics)

**My name is Witness Chipeta and I am 21 years old. I am a second born in a family of three girls with both my parents being teachers. I am a highly motivated and ambitious female who majored in Economics while minoring in Accountancy. In my free time, I like to read business books and listen to slow music.**

I want to share tips on how to become a successful Economics student despite Economics being labelled as difficult. First of all, set your goals. Research shows that people who set goals accomplish more than those who do not. In this sense, I would like to encourage you to always be the one to take the first step in other words be self-motivated so that you have a strong desire to do well, especially to my fellow girls do not let doubt and society deem you light. Success begins with your own effort and positivity. Be eager to learn and most of all do not capitalize on excuses that is you must do what has to be done when it has to be done. Time management is also a great push towards achieving success, plan your time wisely because every minute counts when it comes to being a successful student. Keep in mind, 'Time and tide wait for no man'. Also, avoid skipping classes as much as you cannot catch up with your classmates, let it not be a habit because the lecturers are the ones who are experienced and well qualified as they know how to impart knowledge effectively.



*Success is nothing  
if you lack  
common courtesy  
in life,*



Always set your priorities right and do not let pleasure take away your business hours, be focused. Another important tip to being a successful student is to be organized. You can use a planner or notebook to write down all assignments when they are given. This way you will not forget the due dates for submitting assignments and dates of tests or projects. If you are well-organized, you will be well-prepared and have enough time to do what is expected of you. You must prepare well for exams. A successful student is one who prepares for exams well in advance and not at the eleventh hour. Studying consistently will give you ample time for revision. Friends and classmates are important for one to be a successful student as you must have diverse interests. Your friends and classmates are another stepping stone towards achieving success as they not only help you with class work but also in developing leadership skills and teamwork as well as instilling values like cooperation and tolerance.

Discipline is an important aspect of our lives. No matter where you go or what you do, you will be subjected to rules. Always remember success is nothing if you lack common courtesy in life, you must respect everyone. I would also like to encourage young girls out there that it's ignorance that is difficult but knowledge is not. Be willing to take on challenges because it takes heart to be a hero.

Having completed my Bachelor's degree, I wish to go further with my studies and pursue a Master's degree in the very same field of Economics. I am also eager to gain practical experience and further develop my skills in a professional setting so I look forward to opportunities that will enable me to make use of the knowledge I have acquired to serve my country for a better Malawi.

I would like to give my gratitude to the lecturers in the Economics department as well as the Department of Accountancy for making this journey significant by equipping me with the knowledge I needed. My parents, Mr. and Mrs. M.M.B Chipeta, for their support throughout my academic journey financially as they paid my school fees and spiritually through their never-ending prayers. Another word of appreciation to the Catholic University as an institution that provided a good environment for the pursuit of this particular degree. I am also grateful to the Economics class of 2023 for being a unique supportive class with positive energy.

*Always set your priorities right and do not let pleasure take away your business hours, be focused*



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# STRIVE

*By Lilian Nyangazachule*

Strive hard like Strive Masiyiwa who,  
Powered by the vision of One Tree Hill,  
Fought a five-year legal battle upon  
Dzimba-dza-mabwe to build Econet  
And now, worth \$1.8billion, empowers  
Orphaned children with glimpses of umunthu.

Free your mind like Morgan Freeman who,  
Raised in the lost Paradise of Mississippi,  
Crossed over KKK's crossed swords,  
Ventured into the Wonderland of theatre  
And now, wearing the face of the Invictus,  
Tells the story of human freedom in God.

Mark my words like Mark Zuckerberg who,  
Steeped in college playfulness and truancy,  
Stumbled, as by serendipity, upon an invention  
That connects billions upon the face of the earth  
And now, a household name, dreams of a metaverse  
Full of avatars marked by the quest of immortality.

Row in the deep like J.K. Rowling who,  
Acquainted with haughty publishers' rejection,  
Believed in a higher power whose breath  
Inspired a seven-volume fantasy series  
And now, Harry Potter is on the lips of babes  
Clamouring for the remote of the embattled DSTV.

Be Napoleonic like Napoleon Dzombe who,  
Exuding the discipline of Shaka Zulu's warriors,  
Through the compounding miracle of the enterprise,  
Challenged poverty to a duel and emerged victorious  
And now sails in the hallowed fame of Lake Dzombe  
Adulated by city-fatigued souls seeking nature's respite.



# OUTSIDE THE PORTER'S LODGE

*By Henry Shamu.*

I stand at the carpark  
Outside the Porter's Lodge  
And cast my eyes yonder

I see the great expanse  
Of the glorious blue sky  
And the nature below

Patches of white cloud  
Hanging over the hills  
That etch against the horizon

I see white cars  
Racing up and down the Mulanje road  
Carrying my heart away.



# Our Programmes

The Catholic University of Malawi offers various programmes in both Generic/Full and Weekend/Part-time formats. The new academic year commences in February, and the University opens applications for prospective students towards the end of each academic year, typically between September and January. The University offers full-time and Weekend Programmes at its Main Campus in Nguludi, Chiradzulu District, and exclusively weekend programmes at its Satellite Centre in Lilongwe.

## Generic Programmes

### Faculty of Commerce

1. Bachelor of Commerce (Accountancy)
2. Bachelor of Commerce (Banking and Finance)
3. Bachelor of Commerce (Business Administration)
4. Bachelor of Commerce (Human)
5. Bachelor of Commerce (Marketing)

### Faculty of Education

1. Bachelor of Education (Languages)
2. Bachelor of Education (History)
3. Bachelor of Special Needs and Inclusive Education

### Faculty of Law

1. Bachelor of Laws (Hons)

### Faculty of Nursing and Midwifery

1. Bachelor of Science in Nursing and Midwifery

### Faculty of Science

1. Bachelor of Science (Applied Statistics)
2. Bachelor of Science (Environmental Studies)
3. Bachelor of Science Education (Mathematics and Geography)
4. Bachelor of Science Education (Geography)

### Faculty of Social Sciences

1. Bachelor of Social Science (Economics)
2. Bachelor of Social Science (Political Science)
3. Bachelor of Social Science (Community Development)
4. Bachelor of Social Science (Development Studies)
5. Bachelor of Social Science (Social Work)
6. Bachelor of Social Science (Anthropology)

### Faculty of Theology

1. Bachelor of Arts in Education (Biblical and Religious Studies)



# *Weekend Programmes*

## **Faculty of Commerce**

1. Bachelor of Commerce (Accountancy)
2. Bachelor of Commerce (Banking and Finance)
3. Bachelor of Commerce (Business Administration)
4. Bachelor of Commerce (Human Resource Management)
5. Bachelor of Commerce (Marketing)

## **Faculty of Education**

1. Bachelor of Education (Languages)
2. Bachelor of Special Needs and Inclusive Education (Social Studies)
3. Bachelor of Education (History and Bible Knowledge)
4. Diploma in Education (Languages)
5. Diploma in Special Needs and Inclusive Education
6. Diploma in Education (History & Bible Knowledge)
7. Diploma in Adult Education and Development
8. University Certificate of Education

## **Faculty of Science**

1. Bachelor of Science (Applied Statistics)
2. Bachelor of Science (Environmental Studies)
3. Diploma in Science (Environmental Studies)
4. Diploma in Science (Applied Statistics)
5. Diploma in Science Education (Mathematics and Computer Studies)
6. Diploma in Science Education (Biology, Chemistry, and Physics)
7. Diploma in Science Education (Business Studies)
8. Diploma in Science Education (Geography)

## **Faculty of Social Science**

1. Bachelor of Social Science (Development Studies)
2. Bachelor of Social Science (Community Development)
3. Bachelor of Social Science (Monitoring and Evaluation)
4. Bachelor of Social Science (Economics)
5. Bachelor of Social Science (Social work)
6. Diploma in Monitoring and Evaluation



# Entry Routes and Requirements

The University has three entry routes for its undergraduate programmes. Requirements for each entry route are as follows:

## ROUTE 1: ENTRANCE EXAMINATION.

Candidates seeking admission through this route must meet the following requirements:

### For Malawi School Certificate of Education (MSCE) or Equivalent:

Applicants should have an MSCE or its equivalent with a minimum of six credits, including English, and an aggregate score of not more than thirty (30) points. These qualifications should have been obtained in not more than two sittings. However, for applicants seeking admission to the Bachelor of Laws (Hons) program, the maximum aggregate score allowed is twenty (20) points.

### For IGSCCE and O-Levels:

- IGSCCE equivalence of MSCE is as follows: grades A\* = 1 point, A=2, B=3, C=5, D=7, and E=8. Grades F and G are both equivalent to 9 points.
- O-Level equivalence of MSCE is as follows: grades A=1 point, B=3, C=5, D=7, and E=8 points.

### For “A” Level Qualification:

Candidates with “A” Level qualifications should have a minimum of three principal passes with an aggregate of at least 9 points. The interpretation of these grades is as follows: A=5 points, B=4 points, and C=3 points. Please note that these requirements serve as a general guideline, and specific programs may have additional admission criteria or prerequisites. It is advisable for prospective students to check the university’s official website or contact the Registrar’s Office for the most up-to-date and program-specific admission requirements.

## ROUTE 2: BRIDGING

The Bridging Programme at the university aims to offer academic study opportunities to individuals who do not initially meet the standard entry requirements for the university.

Eligible Applicants are those with MSCE or equivalent with credits in at least 4 subjects including English, and an aggregate score of not more than thirty-four (34) points. The Bridging program is also open to students who qualify for the Entrance exams, as per the requirements stipulated in ROUTE 1 above, but choose to gain pre-university experience before admission.

## ROUTE 3: CONSIDERATION OF PAPERS & CERTIFICATES

The University also considers applicants with other Advanced/higher certificates and diplomas from accredited institutions in relevant areas of study. Faculties vet each candidate on a case-by-case basis. Such candidates are not required to write the University Entrance Examination.

## FOR MORE INFORMATION

For more information regarding admissions and fees structure, visit the University website [www.cunima.ac.mw](http://www.cunima.ac.mw), or send an inquiry to [admission@cunima.ac.mw](mailto:admission@cunima.ac.mw)

