Renewable Energy Grants and School Electricity Supply Durability in Rural Malawi: A Comparative Study

Mbakwemba Maganda[1], **Chiweshe Muthuri**[2], **Tshipere Chokwe**[3]

[1] Lilongwe University of Agriculture and Natural Resources (LUANAR)

[2] Department of Research, Malawi University of Science and Technology (MUST)

[3] Department of Interdisciplinary Studies, Malawi University of Science and Technology (MUST)

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Correspondence: mmaganda@gmail.com

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Author notes

Mbakwemba Maganda is affiliated with Lilongwe University of Agriculture and Natural Resources (LUANAR) and focuses on African Studies research in Africa.

Chiweshe Muthuri is affiliated with Department of Research, Malawi University of Science and Technology (MUST) and focuses on African Studies research in Africa.

Tshipere Chokwe is affiliated with Department of Interdisciplinary Studies, Malawi University of Science and Technology (MUST) and focuses on African Studies research in Africa.

Abstract

Rural schools in Malawi often face challenges in maintaining stable electricity supply due to unreliable grid connections and high maintenance costs. A mixed-methods approach combining surveys with case studies was employed to gather data from schools receiving various renewable energy grants. Quantitative analysis focused on reliability metrics post-grant deployment. Schools that received solar panel grants showed an average increase of 20% in electricity supply durability compared to those without such support, highlighting the significant role of solar technology in improving service continuity. Renewable energy grants have a substantial positive impact on enhancing school electricity sustainability in rural Malawi. Solar panels are identified as particularly effective for this purpose. Investment in renewable energy initiatives should be prioritised to ensure long-term educational infrastructure improvements, with solar technology serving as a key component of such investments.

Keywords: *African Geography, Renewable Energy, Grants, School Electricity, Durability, Sustainability, Comparative Analysis*

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