

MUSTER

Multi-Site Teacher Education Research Project

sponsored by DFID



Discussion Paper

5

**Malawi: a Baseline Study of
the Teacher Education
System**

**Demis Kunje &
Joseph Chimombo**

December 1999

Centre for International Education
University of Sussex Institute of Education

Ghana
Lesotho
Malawi
South Africa
Trinidad &
Tobago

Cie

Multi-Site Teacher Education Research Project (MUSTER)

MUSTER is a collaborative research project co-ordinated from the Centre for International Education at the University of Sussex Institute of Education. It has been developed in partnership with:

- The Institute of Education, University of Cape Coast, Ghana.
- The Institute of Education, The National University of Lesotho.
- The Centre for Educational Research and Training, University of Malawi.
- The Faculty of Education, University of Durban-Westville, South Africa.
- The School of Education, The University of the West Indies, St. Augustine's Campus, Trinidad.

Financial support has been provided for three years by the British Department for International Development (DFID).

MUSTER is focused on generating new understandings of teacher education before, during and after the point of initial qualification as a teacher. Its concerns include exploring how new teachers are identified and selected for training programmes, how they acquire the skills they need to teach effectively, and how they experience training and induction into the teaching profession. The research includes analytical concerns with the structure and organisation of teacher education, the form and substance of teacher education curriculum, the identity, roles and cultural experience of trainee teachers, and the costs and probable benefits of different types of initial teacher training.

MUSTER is designed to provide opportunities to build research and evaluation capacity in teacher education in developing countries through active engagement with the research process from design, through data collection, to analysis and joint publication. Principal researchers lead teams in each country and are supported by three Sussex faculty and three graduate researchers.

This series of discussion papers has been created to provide an early opportunity to share output from sub-studies generated within MUSTER for comment and constructive criticism. Each paper takes a theme within or across countries and offers a view of work in progress.

TABLE OF CONTENTS

List of Tables	iii
List of Abbreviations	iv
Abstract	1
Chapter 1: Introduction	2
1.1 Background	2
1.2 Education in Recent Times	3
Chapter 2: Overview of the Main Characteristics of the Education System	4
2.1 Introduction: Overview of the Main Characteristics of the Education System	4
2.2 The Primary School System	4
2.3 Enrolment	5
2.4 The Curriculum	6
2.5 The Primary School Leaving Certificate	8
2.6 Community Schools	9
2.7 The Secondary School Sector	10
Chapter 3: Overview of the Main Characteristics of the Teacher Education System	13
3.1 Introduction: overview of the teacher education system	13
3.2 Teacher Training Programmes	16
Chapter 4: Preliminary Analysis of the Teacher Education Curriculum in Malawi	21
4.1 Preliminary Analysis of the Teacher Education Curriculum in Malawi	21
Chapter 5: Teacher Supply and Teacher' Roles	26
5.1 Teacher Supply and Teachers' Roles	26
5.2 Roles of a Teacher in Malawi	26
Chapter 6: Financial and Gender Issues	29
6.1 Financial Issues	29
6.2 Gender Perspectives In Teacher Education	30
Chapter 7: Emerging Issues	32
7.1 Introduction: emerging Issues	32
7.2 Primary School Pupils	32

7.3	Supply of Quality Teachers	32
7.4	Quality of Schools	33
7.5	In-service Training for Teachers	33
7.6	Teacher Education Curriculum	34
References		35
Appendix 1: National PSLCE examination results and transition rates 1992 - 1996		37
Appendix 2: Malawi school certificate examination (MSCE) results 1992 – 1996		37
Appendix 3: Number of passers at one sitting during examination in MCDE centres 1991/92 – 1995/96		37
Appendix 4: Costs in Lilongwe Teachers’ Training College (MK)		38

LIST OF TABLES

Table 2.1	Primary curriculum matrix	7
Table 3.1:	Capacities of teacher training colleges in 1998	13
Table 3.2:	Total enrolment in primary teacher training colleges by sex and by course of study 1991/92 - 1995/96	14
Table 3.3:	Primary teacher training college examination results by sex and by course of study 1992 – 1996	15
Table 3.4:	Number of teaching staff in primary teachers training colleges by qualification 1991/92 - 1995/96	15
Table 3.5:	Number of passes and fails in the MASTEP course	18
Table 4.1:	1990 Primary teacher education curriculum	22
Table 4.2:	A comparison of teacher training programmes	24

LIST OF ABBREVIATIONS

DEO	:	District Education Office
MIE	:	Malawi Institute of Education
MOE	:	Ministry of Education
STD	:	Standard
MOEC	:	Ministry of Education and Culture
MG	:	Malawi Government
MSCE	:	Malawi School Certificate of Education
GCE	:	General Certificate of Education
JCE	:	Junior Certificates of Education
MANEB	:	Malawi National Examination Board
MIITEP	:	Malawi Integrated In service Teacher Education Programme
MASTEP	:	Malawi Special Distance Teacher Education Programme
TDU	:	Teacher Development Unit
BDDCA	:	British Development Division in Central Africa
CERT	:	Centre for Educational Research and Training
HRM	:	Human Resources Management

ABSTRACT

This report is based on a review of literature on primary, secondary and primary teacher education in Malawi. The main emphasis is on primary teacher education and how it is related to primary education. Issues of pupil failure, teacher supply, quality of schools, quality of teachers, curricula, curriculum delivery and the associated costs have been highlighted as key to further understanding of what contributes to a teacher's effectiveness in the Malawian context.

CHAPTER 1

INTRODUCTION

1.1 Background

In Malawi formal education was introduced by Christian missionaries in the early 1800s. The main aim, in their eyes, was to ‘civilise the primitive and pagan natives’ by teaching them Christian values and replacing the slave trade with what was considered legitimate commerce. Several missions were established in different parts of the country, each establishing an education system based on its own philosophies blended with the characteristics of the communities they were working in. A common feature of the curriculum was reading, writing and arithmetic, with some missions placing emphasis on technical skills. However, the missionaries merely wanted to evangelise and therefore there was no emphasis on intellectual development (Hauya, 1993).

Teacher training, inspection and management were also determined by each mission. During the early period teacher training colleges were established at the Livingstonia Mission in 1895; St. Michaels College at Kanga in 1899 by the University Missions to Central Africa; the William Murray College at Mvera in 1902 by the Dutch Reformed Church Mission and the Henry Henderson Institute in 1908 in Blantyre by the Blantyre Mission. The colonial government started to feature in education in 1926 only when the Phelps-Stokes Commission acknowledged the work of the missions but deplored the failure of the colonial government to organise and co ordinate this effort. The goals of education were then identified to be personal hygiene, use of the environment, home life, use of leisure time, literacy and numeracy, moral development and religious life. The missions still controlled the delivery of education because the government released only small grants to the missions.

The curriculum of primary education changed dramatically in 1940 when the first secondary school was opened by protestant missions in Blantyre. In secondary school the curriculum was based on the academic-elitist systems of the English Grammar School where history, geography, English literature, English language, Latin, general science, mathematics, religious knowledge and Chichewa were the core subjects. As a result the primary curriculum had to change to meet these requirements and as can be imagined with disastrous results. The content and learning materials were based on British experiences and had little bearing on the local situation. Europeans were the only teachers who could handle this material and they taught to make pupils pass examinations. Soon after independence in 1964 a Johnson-Survey Team observed that the education system in Malawi was ‘imported, excessively academic, deadly passive and addicted to rote learning.’ Among other things the team recommended that teacher preparation needed upgrading (ACE, 1964).

However, missionaries controlled teacher training even until 1973 when the colonial government had long been displaced. By this time there were 13 teacher training institutions with a total capacity of 2019 places. Only two of those were run by the government and the rest were run by various missionaries.

In summary we note that formal education in Malawi was introduced by various small parties of missionaries who were alien to the culture of the local people rendering the task of 'civilising the native' very difficult. It is also important to note that government did very little to organise teacher training and so the task was left to individual missions until long after independence. Issues of curriculum organisation, supply of teachers, quality of teaching and ideology were based on the missionaries' perspectives and not on the socio-political-economic needs of the people. When the post colonial government finally decided to take control it had the difficult task of reconciling and redirecting this education to suit its socio-political-economic goals.

1.2 Education in Recent Times

The present government of Malawi has maintained that it is committed to facilitating the provision of education in the country. It believes that this is best achieved through collaboration with the local community, non-governmental organisations, the private sector and the donor community (MG, 1995). Education is seen as a vehicle for promoting national consciousness and cohesion and as a catalyst for economic development (MG,1987). It is also recognised that the education of the mother has far reaching consequences on the cognition, affective and physical development of the child. As a result the policies that have been developed in pursuit of such goals have focused on equity of access to educational opportunities, a relevant curriculum and improving the efficiency of the system. A good teacher education system has been identified as key to the improvement of the quality of the education delivered.

In respect of this the Malawi government has invested substantially in the production and support of qualified teachers. This document catalogues in broad terms the education system in Malawi with teacher training as the central focus.

In order for the government to address the issues adequately some organisational and structural changes had to be made. First the functions and duties of the Ministry of Education (MOE) had to be decentralised. Second the Ministry had to outline its investment policy framework to be consistent with the new goals. This required the Ministry to identify marginalised sectors in education and to make the appropriate curriculum changes. The introduction of free primary education also needed the recruitment of new teachers followed by construction of new supporting institutions.

The government has now proposed that the Ministry of Education be divided into two departments: one overseeing basic education and the other responsible for secondary and tertiary education. Functions of the MOE would be decentralised to the divisional level, the district level and the primary school zone level. It is hoped that by doing this many obstacles to the smooth delivery of education services will have been eliminated.

With this brief background of what the government and the Ministry of Education propose to do in the procurement of education services we now turn to the existing scenario in the system. This background gives us the direction the education system will take and therefore gives us a better perspective of how any of the emerging issues in our discussion may be addressed in addition to what has already been put in place.

CHAPTER 2

OVERVIEW OF THE MAIN CHARACTERISTICS OF THE EDUCATION SYSTEM

2.1 Introduction: Overview of the Main Characteristics of the Education System

The education structure in Malawi has three tiers. The first tier comprises only the primary school system and it is not linked to pre-school activities. The second tier is the secondary school system comprising a normal school mode and a distance education mode. Tertiary education is the third tier and it comprises the university, technical and vocational education and teacher training. At the end of each the first two cycles candidates sit for national examinations. Transition from one cycle into the next is not automatic. First candidates must pass the national examinations. Candidates are then selected into different institutions depending on the availability of places and the quality of grades obtained in the examinations. For various reasons access into the secondary and tertiary levels is on a competitive basis.

This chapter outlines the characteristics of each of the cycles and highlights the major problems associated with them.

2.2 The Primary School System

The primary school system is an 8 year cycle. The grades are termed standards with standard 8 as the final grade. Std 1 and Std 2 are called the infant classes or the infant section; Std 3 to Std 5 are called the junior classes or the junior section; and Std 6 to Std 8 are called senior classes or the senior sections.

There are basically three types of primary schools in Malawi. These are:-

- ◆ government financed and controlled schools
- ◆ government aided or assisted schools mainly operated by religious missions and
- ◆ unassisted schools operated by private or voluntary agencies.

The government prescribes the curriculum to be followed in the first two types of schools. It also provides the teachers and curriculum materials like textbooks but the proprietors of the government-aided schools decide on the leadership of their schools. Unassisted schools are free to follow any curriculum they may choose. Apart from giving licences to operate on standard premises the government has little control over the nature of schooling that goes on or the characteristics of the teachers in unassisted schools.

The District Education Office (DEO) provides the material and professional support to government and assisted schools. The office identifies the needs of the schools within the District. It then procures the physical and human resources from the

Regional Education Office and distributes them to the schools according to specific needs. The DEO also provides professional support in form of inspection and advisory services. The DEO determines the nature of in - service activities needed in the District.

Apart from the DEO, Local Education Authorities (LEA), School committees and sometimes Parents Teacher Associations play an important part in directing the policy, organisation and development of individual schools.

2.3 Enrolment

The total number of primary schools in 1996 was 3,706. Most schools have both permanent and temporary structures for classrooms. Some schools are church buildings. In all there were 21,553 classrooms. Almost all schools have some children learning outdoors under trees. In 1993/94 the total pupil enrolment was 1,895,423. After the introduction of free primary schooling the enrolment skyrocketed to 2,860,819 in 1995 and stood at 2,887,107 in 1996 (MOE, 1996). This gave a national classroom-pupil ratio of 1:134. To reduce this ratio many classes are conducted outdoors and schools practice shift systems.

According to education statistics (MOE, 1996) 30% of the pupil population is in Std 1. The proportion gradually decreases to 5% in Std 8. Girls make up 47% of the school population. In Std 1 the proportion of girls is 50.3% and it gradually decreases to 39% in Std 8. This is mainly because girls register a considerably higher dropout rate estimated at 9% while boys register a dropout rate estimated at 6%.

The Ministry of Education (MOE) regards 6 years and 15 years as the minimum entry and maximum leaving ages respectively. However schools sometimes admit pupils below 6 years of age. Pupils with ages of 16 years and above are also found in the system. This is so basically because many Std 1 pupils enrol while they are above 6 years of age. Pupils also repeat standards when they fail, and dropouts are allowed into the system at any point. Therefore in any one standard the pupils are of different ages.

There are fewer girls than boys after the age of 11 years and after Std 5 on average girls are younger than boys. This could be because older boys persist in school more than girls. The situation is that the older the girls the greater the probability of leaving school due to social and psychological pressure.

Before Free Primary Education the net enrolment ratio (NER) was estimated at 60%. This represented a wide variation with some districts registering 92% while others registered only 40%. The reasons for such low NER were mainly that

- Most parents were not able to pay school fees.
- Schools were too far away for children to walk.
- The majority of the population could not appreciate the benefits of education.
- Social and cultural practices prevented school attendance.

In 1995 the new education plan set 90% and above as the target NER for the year 2000 (MG, 1995). The pertinent question to ask is whether indeed the benefits of

school are more attractive than the current social cultural practices or are the benefits of schooling merely assumed to be there.

In 1990 the total number of teachers was 20,580 against a pupil population of 1,325,453. This gave a teacher pupil ratio of 1:64. According to the Malawi Education Plan 1985-95, one way of enhancing the quality of education was to reduce the pupil - teacher ratio. To achieve a 1:50 teacher- pupil ratio 5,929 more teachers were needed. But only 16,567 of the teaching stock were qualified and this gave 1:80 qualified teacher - pupil ratio and a shortfall of 9,942 qualified teachers. In 1996 after free primary school education the qualified teacher - pupil ratio stood at 1:88. A stock of 32,876 qualified teachers together with a force of 16,252 unqualified teachers gave a teacher-pupil ratio of 1:59 (MOE, 1990; 1996). According to the Ministry of Education (MOE, 1995) the introduction of free primary education changed the thinking of using 1:50 teacher - pupil ratio as a target. Instead a 1:60 teacher ratio was thought reasonable and the current status was seen to be within the teacher procurement target. What now remains is to train the unqualified teachers. The Malawi Integrated In-service Teacher Education Programme introduced in 1995 was designed to train these unqualified teachers. Ideally however the Ministry of Education targeted a 1:35 teacher- pupil ratio but settled for 1:60 because of the enormous costs associated with the achievement of 1:35 teacher-pupil ratio. While the thinking based on lower teacher-pupil ratios has its own significance it should also be noted that even then the workload per week per teacher can still be heavy. From another perspective low teacher-pupil ratios can still result in high classroom-pupil ratios which has its own underlying problems. Perhaps a better basis for teacher supply could be a balance between the distribution of teachers in classrooms respecting teacher-pupil ratios and the distribution of the workload amongst the teachers.

2.4 The Curriculum

The present primary school curriculum was introduced in 1988. The old 1982 curriculum was seen to have been outdated and therefore inappropriate. According to Kaperemera (1991) and Hauya (1993) the 1982 curriculum had the following shortcomings: -

- it was examination oriented
- it was overloaded with subjects
- it was obsolete due to rapid scientific, technological, socio-economic political changes
- it did not cater for a wide range of abilities, needs and interests
- the primary school was terminal for the majority. A new curriculum to provide life skills as well as preparing pupils for secondary school education was needed
- the curriculum tended to promote attitudes and values counter to the Malawi culture.

The 1988 curriculum has fewer subjects now. The subjects have fewer topics to be covered in the given time. Areas of study now include general and social studies which inculcate knowledge, skills, attitudes and values of the Malawian society. These studies prepare pupils in topical issues like the environment, gender, health and global cohesion. The weighting of the curriculum is such that literacy and numeracy

are adequately addressed. It is now claimed that the new curriculum is a teaching and learning curriculum and not examination oriented. In all there are 13 subject areas with high weighting in Chichewa, English and Mathematics. Table 2.1 below shows the primary curriculum matrix and subject weighting.

Table 2.1 Primary curriculum matrix

Subjects	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	WTG
Chichewa	9	9	8	8	5	5	5	5	17.6%
Creative Arts	2	2	2	2	4	4	4	4	7.8%
English	5	5	7	7	8	8	8	8	18.3%
General Studies	4	4	4	4					5.2%
Mathematics	6	6	7	7	7	7	7	7	17.6%
Music	1	1	1	1	2	2	2	2	3.9%
Physical Education	1	1	2	2	2	2	2	2	4.4%
Religious Education	2	2	2	2	2	2	2	2	5.2%
Social Studies					5	5	5	5	6.5%
Agriculture					5	5	5	5	6.5%
Home Economics					4	4	4	4	5.2%
Needle Craft				2	2	4	4	4	6.5%
Science/Health					5	5	5	5	6.5%

Source: N.T. Kaperemera, 1990

According to Table 2.1 the claim that the new curriculum is less loaded seems to be valid only in the infant section and in Stds 3 and 4. The other upper standards have more than 45 periods a week which means that the timetable should be organised to accommodate more than 9 periods a day. This does not seem to be a light schedule. In fact teachers still complain of heavy teaching loads in the upper standards.

All pupils in Std 1 through Std 7 write end of year tests prepared by class teachers. Only those who pass are allowed to move on to the subsequent standards. Pupils who fail are expected to repeat. There is no official limit to the number of times a pupil can repeat a standard. In 1990 for example the rate of failure and by extension the rate of repetition ranged from 13% in Std 7 to 20% in Std 1 (MOE, 1990). However class teachers in consultation with head teachers and sometimes parents may promote some failures to the subsequent standards. The major reasons for doing this include:

- fear of growing size of classes in the subsequent year
- advanced age of pupils
- requests from parents
- lack of special education teachers to handle special needs pupils

The Ministry of Education (MOE) realises that there are many impediments to the teaching and learning process in primary schools and therefore encourages schools and teachers to promote failures to keep the repetition rate per Std below 30%. The education system has confidence in teacher prepared tests because teachers are trained in test construction and teachers' guides help them set appropriate tests. In addition, individual schools have examination committees which moderate all tests at the

schools. Recently clusters of schools have started sharing tests making achievement results more acceptable than before.

According to MOE (1996) the dropout rates of Std 1 and Std 2 pupils were 13.2% and 8.4% respectively. This represented the highest rates in the system. There are several reasons which explain the persistence of this phenomenon. Some of them are listed below in order of importance:-

1. Teachers report of high rates of pupil absenteeism which make progress in teaching painfully slow.
2. There is a scarcity of teaching materials ranging from blackboards to text books. Children are not exposed to adequate enabling teaching and learning aids denying them the hands-on experience necessary at this stage of development.
3. There exist extremely adverse classroom conditions for the infants. When they are lucky the pupils are given classrooms but they sit on the cold/hot cement floor. If this floor is not cemented they sit on dirt. In most circumstances the infants learn under trees while seated on stones of all shapes. They try to gain wisdom while seated in this way. The adverse weather also takes its toll.
4. The enrolments are very large giving rise to large teacher- pupil ratios which make teaching almost impossible. In rural areas it is not uncommon to get teacher-pupil ratios in the vicinity of 1:200 (BDDCA, 1995).
5. Most teachers assigned to these classes do not have proper training for handling and teaching infants.
6. Inevitably there arises a great cultural shock between the home and the village on the one hand and the school and classroom on the other hand. Children do not seem to adjust quickly enough to the new classroom environment.

Under these circumstances it is apparent that the infant section needs considerable attention in order to improve the quality of education. The issues of failure, repetition, and dropping out stand out as the major dilemmas. Substantial political, social and material mobilisation has helped to bring children into schools. Now schools should find ways and means of holding on to the infants and helping them learn how to read and to write as quickly as possible. Communities should be further encouraged to take an interest in the learning of their children. Parents should check on the attendance and progress of their wards regularly. This may improve the problem of absenteeism and hasten the acculturation of children in schools. An appropriate, relevant and attractive curriculum for the infants is an important factor that may reduce absenteeism and failure. Proper learning conditions, at least a shelter of some sort, is a starting point for children to like school. Both communities and the Ministry of Education should see these as necessary conditions for improving teaching and learning standards. Also of paramount importance is teacher preparation for infants. The question to be asked is how much have teacher preparation programmes equipped teachers to tackle problems of large classes, how to handle infants and the lack of teaching and learning materials.

2.5 The Primary School Leaving Certificate

At the end of Std 8 pupils sit for a national examination called the Malawi Primary School Leaving Certificate Examinations. These are prepared by the Malawi National Examination Board (MANEB). About 60% to 80% of the candidates pass the

examinations. Since there are only about 8000 places for new entrants in secondary schools the primary to secondary transition rate is only 10%. However there is also a second provision for secondary school work in the form of distance education. This section absorbs about 27% of the Std 8 candidates.

As a result of the limited places in the secondary school about 60% of Std 8 candidates fail to move directly into the secondary school cycle. A recent policy change which encourages private organisations and individuals to open private schools has helped increase access into the secondary school. In 1994/95 the gross enrolment ratio stood at 4% while the net enrolment ratio was 1.5%. The government intends to increase the net enrolment ratio to 10% and the transition rate to 30% in each district by the year 2005 (MG, 1995).

The most unfortunate aspect of the transition from primary into secondary is that those candidates who do not find places in secondary schools must either try again by repeating Std 8 or join the labour market. This results in candidates repeating Std 8 as many as eight times trying to improve their chances of joining the secondary education sector and gives rise to a repetition rate of about 20%. It is estimated that it takes about 12 to 16 years to produce one primary graduate and that on average only 23% of a given cohort complete the primary school cycle (MG, 1995; BDDCA, 1995).

These figures clearly show that the internal efficiency of the primary school system is very low indeed. The issue of access is currently being addressed by the introduction of Free Primary Education. However, issues of teacher-pupil ratio, the quality of schooling, repetition, dropout and equity of participation by marginalised groups of children need to be addressed with utmost vigour even when these require enormous costs. It is now generally accepted that primary education is a key factor that brings socio-economic development for the developing world. As a measure to improve primary education the Ministry of Education has increased expenditure on the primary school sector from 48.1% of its budget in 1990, to about 80% in 1995/96. What remains now is to focus on ways and means of improving efficiency with the given resources. Policy issues seem to be central to the solutions.

2.6 Community Schools

One important policy reform has been the adoption of community-oriented primary education. The community is invited to contribute to the actualisation of formal schooling integrated with non-formal schooling. Community or village based schools provide better access to schooling for marginalised communities. Parents, community leaders, pupils and the school interact in order to bring about development within the school and the community.

Currently the government is co-operating with NGOs like UNICEF and the Primary Community Schools Project (PCoSP) to pilot such schools. The PCoSP intends to build 100 such schools throughout the country while UNICEF (US) has six schools in one district with very low levels of educational participation. In these pilot schools communities have been involved at all levels of decision making and implementation. Communities were asked to participate in issues like selection of school sites,

designing of school buildings, construction of the schools, selection of teachers, provision of teachers' houses and school development. In some cases communities first constructed the schools and then called on NGOs and the government to take on leading roles in running the schools. Issues of the curriculum and payment of teachers' salaries are usually worked within government policy frameworks. To maintain standards across the community schools the role of teachers in the communities is also determined by government policy.

While the pilot phase seems promising (Hyde et al, 1996) the village community still needs more sensitisation to avoid conflict of interest among the stake holders. Here utmost care should also be taken to prevent the dilution of the quality of schooling.

Given that ultimately the community will be required to liaise with government on how to run and maintain the schools, proper procedures for doing this need to be understood by both parties. In addition the roles of all concerned in the running of the schools should be clearly stated at the outset to avoid losing the very concept of community schooling.

2.7 The Secondary School Sector

The secondary school system in Malawi has remained geared to serving economic demands rather than social demands. This means that the development of the secondary school system is dependent on the expansion of the labour market and tertiary education. For this reason secondary school education did not expand as much as the primary schools. This resulted in limited access into secondary schools. The Malawi Distance Education College was designed to respond to the society's growing need for secondary education (MOEC, 1985).

The secondary school cycle lasts four years. The grades are termed forms. After two years national examinations called the Malawi Junior Certificate of Education Examinations prepared by MANEB are used to select candidates to continue to matriculate in secondary education. The Malawi School Certificate of Education Examinations again prepared by MANEB is used to determine those who have successfully completed secondary education in form 4. After this the graduates enter into different sectors of the economy and tertiary education.

Basically the schools are grouped according to how much the government contributes to their finances. Government Boarding and Government Day Schools are wholly funded by the Government and the Ministry of Education is the proprietor. Grant Aided Schools are owned by organisations, mostly churches and the government contributes to the finances of the schools. Private schools are owned by private organisations and individuals but the government does not contribute anything financially. The government recruits and distributes teachers in all government and grant aided schools. Private schools have their own arrangements for recruiting teachers. In 1990 there were 41 government schools, 25 grant-aided schools and 20 private schools giving a total of 86. The current policy of encouraging the establishment of private schools has resulted in the mushrooming of private schools of varying standards. It is therefore difficult to give the exact number of secondary schools at this juncture.

Unlike primary schools secondary schools are not under the jurisdiction of the DEO but instead are run directly by the Ministry Headquarters. This means that secondary school heads report directly to the headquarters. Only recently some administrative and professional matters have been decentralised and delegated to the Regional Education Office. These include inspection and advisory duties and some financial transactions. The headquarters still recruits and promotes teachers.

According to Education Statistics (MOE, 1996) there were a total of 57,812 secondary schools students in the 1995/96 school year. Girls constituted about 35% of the student population.

Teachers in secondary schools are required to hold at least a diploma in the various electives offered. A diploma is a university qualification conferred upon student teachers after three years of teacher training in various disciplines of education. Candidates who pass with merit or distinction are asked to continue the training to a university teaching degree level. In recent times experienced primary school teachers are invited to one of the government run colleges to pursue a two-year teacher education course leading to a diploma certificate. These teachers however are sent to teach in secondary schools and not in the primary schools. In special cases primary school teachers who have lower qualifications than a diploma are asked to help in subjects like Homecraft and Chichewa, which is the official local language.

The total teaching staff in secondary schools increased from 2,141 in 1992 to 2,948 in 1996. This represents teacher pupil ratios of 1:35 in 1992 and 1:20 in 1996. Unfortunately the teachers include staff who are under-qualified and a stock of expatriates. Furthermore there are shortages of teachers in specific subject areas especially in the sciences and mathematics. Some of the teachers are recruited on a temporary basis and this results in a high attrition rate which is expected to rise up to 8% by the end of the century (MG, 1995).

The workload of teachers is between 30 and 33 periods a week and there is a 1:2 ratio of diploma and degree teachers. In order to improve the supply of teachers in secondary schools the government plans to upgrade primary school teachers to diploma level so that they can teach in secondary schools. The government also plans to increase the intake of education students in the university or establish a new Secondary School Teachers College (MG, 1995).

The curriculum in the secondary school sector has been designed to meet middle level and high-level manpower needs. This means that the curriculum is aimed at getting secondary school candidates ready for direct employment and for entrance into tertiary education. Syllabuses and examinations are modelled after the General Certificate of Education in the United Kingdom. These are designed and approved by the Malawi Certificate Examinations and Testing Board (now MANEB) with the assistance of the Associated Examining Board for GCE in the United Kingdom. In all the range of subjects to cover the curriculum has been 21 to 23. After four years candidates sit for the Malawi School Certificate of Education Examinations. A pass with credit in a subject in the MSCE is equivalent to a pass at O-Levels in a corresponding subject of the GCE in the United Kingdom (MCE and TB, 1983).

To ensure that the calibre of candidates sitting for the MSCE examinations is appropriate Junior Certificate of Education Examinations are given in form 2. Only candidates who pass are selected to sit for MSCE examinations. The pass rate at the JCE level has ranged from 87.4% to 91.2% from 1992 to 1996. During the same period the pass rate at the MSCE level ranged from 51.9% to 69.9% (See Appendix 2).

In the recent past there has been mounting pressure for increased access into this level of education because transition rates from primary have declined in real terms due to the rapid growth of the school population. High repetition rates in Std 8 have also contributed to this decline. After balancing for social demand and economic demand the Ministry of Education plans to increase the transition rate from the present 10% to 30% by providing 30,000 new places in Form 1 in secondary schools by the year 2005. To do this the government will need to build 250 new secondary schools each with a capacity of 480 students. Further analysis shows that to do this the government will need to engage 6,000 additional teachers. Costs for the actualisation of this plan dictate that the programme should be carried out in phases (MG, 1995).

In addition to costs here has always been the danger that too rapid an expansion of the secondary school system can lead to a fall in standards. According to the 1973-80 Education Plan this hypothesis is supported by the following reasons:-

1. The entry standard is likely to be lowered to achieve the desirable intake.
2. A too rapid expansion is more likely to result in the recruitment of poorly qualified teachers.
3. The construction capacity might not cope with the demand.
4. It is thus prudent not to exceed the threshold rate where the quality of education will vary inversely to the rate of expansion.

In the case of the Malawi College of Distance Education the government only plans to address the disturbingly low quality secondary school education delivered. The government intends to achieve this by improving:

- the average classroom-student ratio to 1:70
- upgrade supervisors to diploma levels
- strengthen supervisory and advisory capacity
- provide adequate and appropriate teaching and learning materials.

Increasing access into the MCDE centres may be by the way of private enterprises only. The government has not committed itself to this task.

This sector of secondary school provision has been very inefficient indeed. For example the rate of passes in one sitting at JCE level has ranged from 66% in 1991/92 school year to 86% in the 1995/96 school year. For MSCE the rate of passes in one sitting has ranged from 5% in 1991/92 to 10% in 1995/96 (see Appendix 4). This entails candidates sitting for the same examinations several years before they get a pass (MOE, 1992; MOE, 1996). Management of Distance Education Centres has also been a very big dilemma; it is mostly arranged on an ad hoc basis by local authorities and instructors in charge. As indicated above, this provision of secondary education has not received priority in the new government plans.

CHAPTER 3

OVERVIEW OF THE MAIN CHARACTERISTICS OF THE TEACHER EDUCATION SYSTEM

3.1 Introduction: overview of the teacher education system

Teacher education in Malawi is divided into two distinct categories. The first is the Primary Teacher Training which is controlled by the Ministry of Education. The second is the Secondary School Teacher Education which is primarily under the University of Malawi but now supplemented by upgrading courses mounted by the Ministry of Education.

From 1895 to 1973 the number of teacher training institutions increased to 13 with a capacity of 2019 places. Only two of these were run by the government while the rest were church-owned. The capacities of the church-owned institutions ranged from 60 to 180 (one had a capacity of 9). According to the Education Plan of Malawi 1973 – 1980 these small institutions were uneconomical to run. Therefore the government proposed to phase them out in favour of few but large institutions. In 1993 there were only 7 teacher training colleges with a capacity of 2968. At this time only two of the colleges were church-owned and the other 5 were government-run. Table 3.1 below shows the capacities of teacher training colleges in 1998.

Table 3.1: Capacities of teacher training colleges in 1998

College	Capacity		Total
	Female	Male	
Blantyre	240	300	540
Montfort	-	450	450
Kasungu	200	400	600
Karonga	100	200	300
Lilongwe	-	540	540
St. Joseph	300		300
Total	840	1890	2730

In 1998 there are six primary teacher-training colleges. This figure has been a result of constant reviews of philosophy and supply and demand analyses which necessitated the reduction of the number of teacher training colleges from 13 in 1973 to 8 in 1995 and finally to 6 in 1998. These colleges have a total capacity of 2,730 students (MIITEP, 1996). Usually enrolment is below capacity due to wastage.

In effect primary school teacher training is conducted in colleges designed, managed and run by the Ministry of Education. Only in two cases the colleges are owned by church organisations but the government contributes to their finances. As a result the Ministry dictates the staffing, recruitment of trainees and the nature of the curriculum to be followed.

The basic requirement for enrolment into primary teacher training is a Junior Certificate. Candidates who accumulate grades over the years and eventually acquire

certificates are also considered. Ideally when a teacher-training programme has been designed and is ready for implementation the Ministry advertises for suitable candidates in the media.

The Ministry then shortlists the candidates for interviews. At the interview the candidates are screened to establish soundness of mind and body as well as checking the authenticity of certificates. The successful candidates are notified in writing and are advised which college they should report to. In college candidates pursue almost the same courses regardless of whether one holds a JCE or an MSCE certificate. Table 3.2 below shows the total enrolment in primary teacher colleges for 1st year and 2nd years by gender and grade from 1991/92 to 1995/96.

Table 3.2: Total enrolment in primary teacher training colleges by sex and by course of study 1991/92 - 1995/96

Type of Course:	Years of Study									
	1991/92		1992/93		1993/94		1994/95		1995/96	
	Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
T3	1,148	623	1,198	982	1,214	944	963	467	996	475
T2	1,035	539	949	415	921	545	896	659	798	685
Total	2,183	1,162	2,147	1,397	2,135	1,489	1,859	1,126	1,794	1,160
Both sexes	3,345		3,544		3,624		3,085		2,954	

From Table 3.2 above it is noted that females students make up 35% - 39% of the total. From 1991/92 to 1993/94 there were fewer female students holding MSCE certificates than female students holding JCE. However from 1994/95 there is a sudden increase in females holding MSCE even reaching 46% of the total students holding MSCE. This is a positive sign showing that women with good grades are entering the teaching profession in larger numbers. It is also noteworthy that in the same years enrolment figures declined mainly because one primary teacher college was transformed into a secondary school teacher college. There was a pressing need for an increased secondary school teacher supply and the only resources were available only in the teacher colleges. In 1995/96 there was a further reduction of enrolment due to renovations which were being carried out in the remaining colleges to create more room in the subsequent years. In 1997 another primary teacher college was turned into a new university reducing even further the capacity of primary teacher training colleges.

Candidates with JCE graduate with a T3 qualification and those with MSCE graduate with a T2 teacher qualification. After successfully completing the course the newly qualified teachers are posted to different districts by the Ministry depending on the demand. The District Education Office then distributes the teachers to different schools.

Table 3.3: Primary teacher training college examination results by sex and by course of study 1992 – 1996

Year	T2 Course				T3 Course				Total All			
	Entered		Passed		Entered		Passed		Entered		Passed	
	Total	Fem	Total	Fem	Total	Fem	Total	Fem	Total	Fem	Total	Fem
1992	573	209	557	203	1358	486	1309	465	1931	695	1866	668
1993	605	202	516	119	1228	490	1146	459	1833	692	1662	578
1994	1400	431	1309	403	1445	738	1357	684	2845	1169	2666	1087
1995	1347	381	1317	375	1446	780	1110	573	2793	1161	2427	948
1996	1196	419	1134	393	1801	866	1394	671	2997	1285	2528	1064

Note: T2, T3 qualifications are obtained by candidates who enter Primary Teacher Colleges with an MSCE and JCE respectively

Table 3.3 above shows the output of the colleges. These figures do not necessarily translate into teachers going into schools. Some decide to join other sectors of the job market. It is also not very clear what criteria the DEOs use in allocating teachers to schools because the primary school system has a very uneven distribution of teachers (MIE and MOE, 1991). At the school both T2 and T3 teachers are required to teach all subjects in any one standard from Std 1 to Std 8. Despite going through similar courses and having similar workloads at the school T2 teachers receive a salary 25% higher than the T3 teachers (HRMD, 1997).

The teacher trainers have been both expatriates and local personnel but in the recent past there have been only very few expatriates in the system. For example in 1981 out of a total of 108 tutors in the five colleges 15.7% were expatriates. This has changed over the years. In 1995 out of a total of 289 tutors only 2 were expatriates representing only 0.7% of the teaching staff.

The tutors have a variety of qualifications ranging from certificates to graduate level degrees. Table 5 shows the number of tutors and their qualifications in teachers' colleges.

Table 3.4: Number of teaching staff in primary teachers training colleges by qualification 1991/92 - 1995/96

Teaching Staff	YEARS				
	1991/92	1992/93	1993/94	1994/95	1995/96
Graduates: Local	52	44	45	71	63
Expatriate	-	-	-	2	2
Diplomates: Local	131	145	148	233	207
Expatriate	-	-	-	-	-
Other	8	9	12	19	17
Total	191	198	205	325	289

Note: Other Teaching Staff Includes PT1, PT2, or PT3

From the table it can be seen that a high percentage of the tutors do not have degrees but diplomas and certificates. These are only teaching certificates. Most of the tutors were trained to teach in primary and secondary schools. This means that most of the

tutors are not trained teacher trainers. They are merely handpicked from primary or secondary schools to lecture in teacher training colleges. Some tutors took the Diploma in Primary Teacher Education offered at Chancellor College in the mid-80s. A few of the tutors received some training at the University of Newcastle-upon-Tyne but the credentials obtained are not recognised by the Ministry of Education. The existence of tutors without proper or specialised teacher training raises doubt over their effectiveness as trainers. However, there is a little consolation because most have attended one kind of in-service training or another. According to Neumann (1993) the majority of the tutors have taught in TTCs for more than 4 years and the number of new tutors is fairly small.

The majority of the tutors are in the age range of 35–39 years but the overall age range is 25 years to over 45 years. Overall with a student population of 2954 in 1995, a tutor population of 289 gives a 1:10 tutor student ratio. Although this looks a healthy ratio morale among the tutors has always been described as low because of lack of promotional and educational incentives (MIE and MOEC, 1991).

3.2 Teacher Training Programmes

The major goal of primary teacher education in Malawi has been to train primary school teachers so that they acquire the following competencies:

1. know and support the aims and objectives of primary education
2. demonstrate a deep sense of professional commitment
3. uphold the moral, spiritual and social values of society by being exemplary in behaviour
4. acquire sufficient academic knowledge and professional skills to teach the primary curriculum effectively
5. understand and be sensitive to the development needs of children
6. to be able and motivated to continue his/her own professional education
7. help children master the basic skills of reading, writing and arithmetic
8. establish good relationships with the school and local communities
9. foster and preserve Malawi's cultural heritage
10. participate fully in the organisation and management of the school (UNDP UNESCO-MOE, 1980).

Increasingly it was recognised that what happens in the classroom should determine the experiences to be given in teacher education. This means that these skills and competencies became the focus for teacher education. Therefore a skilled and competent teacher would be expected to exhibit the following attributes:

1. introduce a topic competently
2. use sequential steps in the development of a lesson
3. conclude a lesson effectively
4. keep children interested in instruction
5. adapt the instruction to cater for individual differences
6. give clear instructions
7. explain clearly
8. use questioning to stimulate thinking

9. communicate with children using a variety of methods

The curriculum of teacher education was thus woven around these competencies. Up to now there is no new document indicating any additional qualities of effective teachers. There have been a number of courses with different durations and emphases but these have all been conducted in the same colleges with the same teacher trainers.

Before analysing the curriculum we briefly outline the different programmes that have been mounted over the past decade. Teacher training in Malawi government colleges was originally designed as pre-service training lasting two years. This programme is called the normal programme. Candidates eligible for this training were holders of JCE and MSCE certificates without any previous experience. The programme required candidates to spend one and half years in college and 3 months in schools doing supervised teaching practice. It is claimed that the programme dedicated 70% of the time to teaching methods and 30% to subject content. Verification of this claim is difficult because the syllabuses do not give the times allocated to methods and content per subject. At the end candidates sat for Teacher Training Examinations. Successful candidates were certified as primary school teachers with grade T2 if they were holders of MSCE and T3 if they were holders of JCE certificates. From 1981 to 1987 the output in all the colleges was only about 700 to 800 trained teachers per year.

In 1987 another training programme called the Special One-Year Teacher Programme was introduced. The main aim was to train all untrained teachers in the system. Therefore enrolment was restricted to candidates who were already teaching as untrained teachers. In the first year the training was conducted in two colleges. In subsequent years the special programme was confined to the newly constructed Domasi Teachers College only. In the first year 626 untrained teachers were certified and about 400 were trained in the second year (Nyirenda, 1988). It should be noted that the special programme was run concurrently with the normal two-year programme in different colleges. Only one college had both programmes running at the same time.

Nyirenda (1988) and later Neumann (1994) noted that the special one-year programme was a replica of the two-year normal programme with two years of work squeezed into one year. It is also claimed that 70% of the one year was dedicated to methods and 30% to subject content. The problems and confusion that arose in implementing the programme have cast doubt on the efficacy of the training. Despite this, the special one-year teacher programme has been seen as a useful means of certifying untrained teachers even in the 1990s albeit with a different designation.

A new teacher training programme called the Malawi Special Distance Teacher Education Programme (MASTEP) was launched in 1990. Its objective was to train 4000 primary school teachers in three years. This programme was supplementary to the 'normal' two-year programme. The rationale for introducing this programme was that the school enrolment growth rates had increased from an average of 3% to 12.8% between 1985 and 1988 (MOEC, 1991). Growth projections indicated that the 40% primary school age cohort which was not enrolled would be in school because:-

1. The government planned to abolish school fees in phases.
2. New policies to help reduce dropout rates were being formulated.

3. The government would maintain its policy of open access of primary education.

This would result in enrolments of over 1.4 million pupils in primary schools and there would be a shortfall of 7,000 trained teachers in 1993. For a pupil teacher ratio of 60:1 there would be a short fall of 4,000 trained teachers. It was therefore believed that the best cost - effective option for producing such a teaching force was by instituting a distance mode programme in addition to the 'normal' programme.

Candidates for the programme were selected using entry requirements similar to the two-year 'normal' programme. After oral interviews conducted by the Appointments and Disciplinary Committee of the Ministry of Education candidates were registered as external students of eight teachers colleges. Students were not allowed to change from the MASTEP to the 'normal' programme. They were sent to schools to start teaching while at the same time studying self-study materials. The course lasted three years during which time students had supervised teaching three times per year, residential courses for two months a year, seminars and workshops twice a year and project write-ups and course work through the distance mode. Assessment was both continuous and by externally administered final examinations. Table 3.5 below shows the numbers of candidates and the pass rates for females and males at T2 and T3 grades in the MASTEP course.

Table 3.5: Number of passes and fails in the MASTEP course

SEX	GRADE	TOTAL	SUCCESSFUL		FAILURES	
			NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
FEMALE	T2	623	597	96%	26	4%
	T3	676	585	87%	91	13%
	T2+T3	1299	1182	91%	117	9%
MALE	T2	1631	1535	94%	96	6%
	T3	988	882	89%	106	11%
	T2+T3	2619	2417	92%	202	8%
MALE& FEMALE	T2	2254	2132	95%	122	5%
	T3	1664	1467	88%	197	12%
	T2+T3	3918	3599	92%	319	8%

Out of 3,918 candidates who sat for the final examinations 319 failed representing a 92% pass rate. However, after sitting for supplementary examinations 219 out of the 319 candidates passed. This gave an overall pass rate of 99.31%. Most of the candidates not suitable for the course seem to have been weeded out during the three years.

Subsequent evaluations indicate that there were far too many written projects and assignments for students to carry out considering they had to teach as well. It was also noted that the many modes of course work required more co-ordination than was the case. From a financial standpoint it was observed that 75% of the costs for running the programme was used for student allowances and salaries and only 25% was spent on operational costs (CERT, 1995; MASTEP, 1994). However, if the programme was to be replicated the costs would have been reduced because there would be less capital costs involved. In this instance salaries need to be excluded

from the costs because students spent two terms a year teaching in schools. Several factors could have contributed to the course being discontinued.

1. Some head teachers were unwilling to supervise students because there was no official recognition for their efforts.
2. The duration of the course was rather too long resulting in natural wastage due to departure for greener pastures, exclusion from the programme due to indiscipline, abscondment and failing part 1 examinations. This resulted in a 10% attrition.
3. Screening of entrants was poor resulting in recruitment of unsuitable candidates (MASTEP, 1994).

It is not immediately clear why these issues could not have been resolved and the course continued as were similar programmes in Zimbabwe and Zambia. The programme period ended in 1993 and it was not continued.

Even with MASTEP and the two-year 'normal' programmes running concurrently the ever-increasing primary school enrolment overwhelmed the teacher supply. As a result a Modified Normal Teacher Programme was designed. In this programme recruits would first have to teach for one year before being selected for one year of college work. This in many respects was a resurfacing of the one year special teacher programme. In effect the 'normal' pre-service programme was abandoned and replaced by the modified programme. This programme was in operation from 1993 to 1996.

Similar to the one-year special programme, the curriculum for the modified programme was a two-year course compressed into a one-year course. There was reduced material but the weighting between methods and subject matter remained the same. At this time it turned out that the curriculum was not in tune with the primary school curriculum. There was confusion because the new and old primary school curricula were being followed at the same time. It was also noted that the teacher-training curriculum was overloaded. As a result tutors were only able to assess teaching practice. Internal assessment was not easy to conduct because tutors did not have enough time. Experiments were done as demonstrations and not learning experiences. Neumann (1994) reports that students found science too difficult to cope with. They had to attend lectures from 7:00 am to 4:00pm and could only study on their own in the evening for at most two hours. In addition he noted that candidates in the modified programme tended to be within the age range of 18 to 30 years while students in the normal programme tended to be younger. This is because the normal programme recruited school leavers while other programmes attracted school leavers as well as people employed in other sectors who tended to be older.

However the programme was kept running because it was believed that the one-year students were more mature and with real classroom experience would not find training in methods and practical work difficult. Furthermore these one-year trainees had made up their minds to become teachers and therefore would not drop out easily (Neumann, 1994). It is not certain whether indeed the one-year programme graduates did exhibit the qualities which were speculated on earlier.

It was amidst these analyses that a new political dispensation in 1994 changed the whole teacher education process into high gear. The newly democratically elected government declared primary education free. Primary school enrolment projections showed that enrolment was to increase by 70% from 1.9 million in the 1993/94 school year to 3.2 million in the 1994/95 school year. In its policy framework MOE (1995) settled for a teacher-pupil ratio of 1:60 as the optimum in the present circumstances. To achieve this the Ministry recruited about 22,000 para-professional teachers of whom 18,000 were untrained. This figure represented about 42% of the teaching force. Such a massive recruitment campaign was unprecedented in educational circles. Concerns were expressed about how these teachers were going to cope in schools which were ill - equipped to absorb the influx of both new pupils and new teachers. In addition questions about what kind of learning was going to take place were asked. There is evidence to show that the quality of education in Malawi is low (BDDCA, 1995; MOE, 1995).

With the current situation a lot needed to be done to stop any further lowering of standards. One of the pressing problems was how to train these newly recruited untrained teachers in the shortest possible period of time. The arrangements that were put in place were ad hoc but eventually the Malawi In - service Integrated Teacher Education Programme (MIITEP) was designed with the express aim of training the 18,000 untrained teachers from 1997 to 2000. The ultimate aim is to improve the quality of teaching and learning in primary schools in Malawi by reducing the number of untrained teachers in the system. All other forms of primary teacher training were then suspended.

The candidates under MIITEP are required to have at least the following:

1. JCE or MSCE certificate
2. Pass an oral interview
3. Undergo an orientation course
4. Teach in primary schools for at least a year

A number of discrepancies in the selection procedure have been noted and need further analysis.

The MIITEP course is designed to last two years per cohort. It comprises:

1. 1 term residential training in teacher training colleges estimated to last 390 hrs
2. 4 terms of self-study through the distance mode for 220hrs
3. 5 terms supervised teaching for 110 hrs
4. 12 one-day seminars for 60 hrs
5. One assignment per subject for 36 hrs
6. 4 large assignments/projects estimated to take 354 hrs

This gives an approximate total of 1,170 hours. At the end of the course grades will be compiled to represent continuous assessment and end of course examinations (TDU, 1996)

CHAPTER 4

PRELIMINARY ANALYSIS OF THE TEACHER EDUCATION CURRICULUM IN MALAWI

4.1 Preliminary Analysis of the Teacher Education Curriculum in Malawi

From the time government assumed control of teacher training the Ministry of Education has prescribed the curriculum to be followed in primary teacher education. Therefore all colleges offer the same kind of courses approved or dictated by the Ministry. The current curriculum is a result of the policies and strategies presented in the Second Education Development Plan, 1985-1995 (MOE, 1985) and the Statement of Development Policies, 1987-1996 (MG, 1987). The policies and strategies devised were in response to shortfalls in the previous primary school curriculum and the fact that it was now apparent that for the majority of the children, primary schooling would be terminal. The shortcomings as presented in the preceding chapter prompted the Ministry to adopt a community oriented primary school curriculum which would:

- (a) focus on relevance to socio-economic and environmental needs
- (b) inculcate ethical and socio-cultural traditions
- (c) bring about functional literacy and numeracy

In addition the curriculum was also devised to reflect the aims of the Malawi Congress Party manifesto and statements made by the previous Head of State (Bisika, 1990). From all these presentations of different philosophies and contentions five categories of national goals of education in Malawi were formulated.

These are:

- (a) citizenship skills
- (b) ethical and socio-cultural skills
- (c) economic development skills
- (d) occupational skills
- (e) practical skills

And from the broad national goals thirty-one primary school education objectives were drawn and stated in terms of student behaviours. The subjects that would do this effectively were (1) Agriculture (2) Chichewa (3) Creative arts (4) English (5) General Studies (6) Home Economics (7) Music (8) Needlecraft (9) Physical Education (10) Mathematics (11) Religious Education (12) Science and Health Education and (13) Social Studies

Curriculum matrices for subject and period allocation across the standards were drawn. Some subjects are offered to particular standards only and there are other subjects which cannot be taken in combination by pupils.

Since teacher education was geared to equipping teachers with skills which enable them to implement the curriculum in primary schools 15 subject areas were identified

for teacher education. The 15 subjects represent the core curriculum. They are (1) Agriculture (2) Chichewa (3) Creative arts (4) English (5) General Studies (6) Home Economics (7) Music (8) Foundations Studies (9) Physical Education (10) Mathematics(11) Religious Education(12) Science and Health Education (13) Social Studies (14) Malawi Young Pioneers (15) Teaching Practice.

This curriculum came into operation from 1990 to 1996. According to Hauya (1993) each subject on the curriculum was given a weighting reflecting the proportion of time to be spent on it. Table 4.1 shows period allocation per week and the weighting.

Table 4.1: 1990 Primary teacher education curriculum

SUBJECT	PERIODS/WEEK	WEIGHTING
1. Mathematics	5	11.1%
2. Agriculture	3	6.6%
3. Chichewa	5	11.1%
4. English	6	13.3%
5. General Studies	1	2.2%
6. Social Studies	3	6.6%
7. Science/Health	4	8.8%
8. Physical Education	1	2.2%
9. Creative Arts	2	4.4%
10. Music	1	2.2%
11. Home Economics	3	6.6%
12. Religious Education	1	2.2%
13. MYP	1	2.2%
14. Foundation Studies	5	11.1%
15. Teaching Practice	3	6.6%

In this curriculum English, Chichewa, Mathematics and Foundation Studies receive relatively high weighting. This shows emphasis on permanent numeracy and literacy. Foundation Studies also takes precedence because it deals with learning theories and methodologies for effective teaching and learning. Second in emphasis are areas of Agriculture, Social Studies, Science/Health, Home Economics and teaching practice. Apart from the teaching practice the rest are areas which deal with life survival skills in communities. Primary education is seen as terminal to most children and therefore the curriculum accords this aspect of training due emphasis. Teaching practice itself is training for survival in the classroom and is therefore accorded equal weighting to community survival skills.

This curriculum has been implemented in a number of fashions depending on the demand and circumstances of teacher supply prevailing at particular periods. The problems associated with this curriculum at present have emanated from the way it has been implemented. The time given to cover the curriculum in the different programmes is one of the factors that may have far-reaching effects on the quality. For example the curriculum was designed to be delivered in two years but it is delivered in one year in the One-Year Special Teachers Programme and 3 years in MASTEP.

Another aspect worth considering is that the curriculum was designed to be delivered on a residential basis. In MASTEP different combinations of modes were employed

using different curriculum materials all purporting to equip teachers with the required skills. The question to ask is do these really have the same effects? In addition the curriculum was designed to be delivered by college tutors with the help of school teachers during teaching practice. In MASTEP other educationists ranging from administrators to school inspectors have been involved. It would be interesting to investigate what effects the delivery by 'outsiders' has brought to the trainees. One should ask whether these 'trainers' do their work effectively considering the little amount of orientation they are given.

Originally the curriculum was targeted at school leavers with the necessary qualifications. In the other teacher training programmes candidates had varying teaching experiences and varying age ranges. The quality of the trainees also affects the effectiveness of a course. For example Nyirenda (1991) lamented the poor performance of T3 candidates in the One Year Special Programme. He attributed this to the wide age range (19-51 years) of the candidates and the poor quality of their JCE certificates. Therefore further analysis of the quality of trainees may lead to greater insight into the effectiveness of the curriculum. Under MIITEP the target is entrants with a school certificate (MSCE) but there are not enough candidates to fill the training capacity. This results in enrolling candidates with the lower junior certificate (JCE). MIITEP also has candidates with a wide range of ages like in the One Year Special Programme.

Udo Bude (1995) analysed the different teacher programmes and found that:

- (a) The 2 year programme provided adequate time for covering the curriculum but the problem was that teacher production was slow.
- (b) For the One-year Special Programme, pre-qualification teaching experience had some benefits but the curriculum was too long to be covered in a year.
- (c) The MASTEP programme provided a way of involving as many stakeholders as possible in teacher training but these were not adequately prepared or oriented for their tasks.
- (d) In the One Year Modified Programme the concept of addressing cost-effectiveness was evident but the time was too short for the curriculum and tutors had not been adequately oriented to the programme.

Similar analyses involving the trained teachers in their posts would be informative on how the curriculum combined with the mode of delivery and the school culture help mould teachers to be what they are. Table 4.2 below is an example of comparisons of four teacher education programmes over the past decade.

Table 4.2: A comparison of teacher training programmes

COURSE ASPECTS	TWO-YEAR	SPECIAL ONE-YEAR	MASTEP	MIITEP
Student age range	18yrs	22yrs-49 yrs	-	-
Females	-	30%	33%	-
Duration of Residential	5 1/2 terms	5 months	25 weeks	3 months(1 term)
Problems	Slow production of teachers	<ul style="list-style-type: none"> ■ Long syllabus ■ Low calibre students 	<ul style="list-style-type: none"> ■ Self-study materials ■ Ill prepared tutors ■ Time too long 	<ul style="list-style-type: none"> ■ meeting target ■ availability of student Handbooks
Teaching experience	None	2-12 yrs	None	1 yr
Supervised T/P	6 weeks	6 weeks All passed	3 terms=(9 months) 6(failed)	5 terms (211 months)
Duration	2 yrs	1 yr	3yrs	2yrs
Pass rate	89-96%	84.3%	99.31%	-
Nominal Costs/student	K5228.95	K5228.95	75% on student salaries K12050.98/yr	-
Assessment	<ul style="list-style-type: none"> ■ continuous ■ End of course exam 	<ul style="list-style-type: none"> ■ continuous in English only ■ End of course Exam 	<ul style="list-style-type: none"> ■ continuous ■ End of course Exam 	<ul style="list-style-type: none"> ■ continuous ■ End of course

Sources: CERT (1995); MASTEP (1994); Udo Bude (1995); MIE (1990); Nyirenda (1991); MIE/UNDP/UNESCO (1990); TDU (1996).

- From 1993 Malawi experienced major socio-political changes which warranted serious reviews to the 1988 primary school and teacher education curricula. A preliminary analysis of the MIITEP curriculum reveals that some new topics have been added to the old curriculum:
- Firstly, emphasis is placed on school-based training which is a marked departure from the previous teacher training courses.
- Secondly, there are now more issues relating to population and environment arising from the current high rate of population growth estimated at 3.3% per annum and the alarming rate of environmental degradation.
- Thirdly, Malawi has also lagged behind in its economic growth because of high mortality and fertility rates. The MIITEP curriculum addresses these issues quite comprehensively.
- Fourthly, gender issues have been incorporated into the curriculum to sensitise the teachers and school children to the importance of involving women in all sectors of life as equal partners to men.
- Fifthly, civic education is also featured in MIITEP to highlight the socio-political changes that have occurred since 1993.
- Sixthly, practical skills have been given a new dimension where teachers are encouraged to value such skills because most pupils they are going to teach will not continue their education after primary school. The subject MYP has since been removed because of its pro single party propaganda.

- Seventhly, increasingly special needs pupils are enrolling in school and this requires teachers to be able to handle such cases without discrimination. MIITEP has a section on this to equip teachers with the necessary skills.
- Eighthly, a topic on the scourge AIDS is now included in MIITEP considering that only very few communities in the country have remained unaffected by HIV-AIDS. Is it hoped that in this way teachers could become 'life savers'.
- Last but not least the MIITEP curriculum includes community-school relationships in order for teachers to acquire skills of mobilising communities to participate in school development (TDU, 1995; Tlou, 1996).

The primary school curriculum and books need a revision to reflect some of these changes. This time the teacher education has responded to the socio-political changes rather than following what the primary school curriculum offers. In all the new education policy and framework for education has maintained the goals and aims of education stipulated in the 1985-1995 education development plan but has set out different specific targets to achieve by 2005.

CHAPTER 5

TEACHER SUPPLY AND TEACHERS' ROLES

5.1 Teacher Supply and Teachers' Roles

The Malawi Integrated In-service Teacher Education Programme was designed to train the 18000 untrained teachers recruited in 1994. The programme intends to train these teachers from 1997 to 2000. To do this the teachers will be trained in cohorts of 3000 as prescribed by the teacher training college capacity in Malawi. Each cohort will be trained for a period of two years comprising 3 months residential courses in colleges and 21 months supervised teaching in schools. According to this programme it means that when a cohort of 3000 untrained teachers is called for a residential there will be a corresponding number of vacancies in schools. This would not maintain the desired teacher-pupil ratio of 1:60. Then starting from 1996 the Ministry is recruiting 3000 new recruits every year to offset any imbalances that the residential training under MIITEP might cause and to fill vacancies created due to resignation, retirement in service training and increases in pupil enrolment in schools (MOE, 1995).

This means that in addition to the 18,000 untrained teachers engaged in 1994 and programmed to go through MIITEP by 2000, there will be another lot of untrained teachers in the system totalling 15,000. Their mode of training will certainly depend on the failure or success of MIITEP at the end of the programme in 2000. In this group of untrained teachers there will be those who will have taught for five years. It then seems that MIITEP will not have eliminated the problem of untrained teachers but rather provided a systematic way of recruiting them into the system. A systematic comparison of the performance of untrained teachers and trained teachers in the different programmes would reveal the real impact both the untrained teacher and the training are having on teaching and learning in schools. The large numbers of both groups of teachers provide a good sample from which elaborate research could be conducted. The work of Kunje and Stuart (1996) with untrained teachers could provide a good background for such further investigations.

5.2 Roles of a Teacher in Malawi

The roles teachers in Malawi are expected to play are hinged upon the National goals of education. Teachers' personalities are required to embody the values of citizenship, ethical and socio-cultural dimensions of the community. The teacher is expected to model economic development skills so as to create interest in production and proper utilisation and conservation of natural resources. The teacher should communicate to children and the community vocational and practical skills so as to promote living standards (Hauya, 1993; Bisika, 1990).

According to MOEC (undated) these national goals entail that a good teacher should be honest and show integrity in keeping records. The teacher should encourage punctuality by being punctual at all times. A good teacher is expected to have positive attitudes toward community development work by setting good examples in

relationships with colleagues and head teachers as well as setting good standards even in dressing. In addition a teacher is required to be devoted to teaching and show interest in and respect for pupils.

Professionally a good teacher in Malawi is the one who prepares schemes of work, lesson plans and records his or her work diligently. A good teacher will therefore employ various teaching strategies reinforced with teaching and learning aids. In so doing the good teacher ensures maximum communication with pupils. Finally the teacher will assess and evaluate the performance of pupils to ensure mastery of writing, reading and arithmetic skills. Under the new teacher programme (MIITEP) the desired teacher competencies are summarised as follows:

1. to teach pupils effectively
2. to counsel and guide pupils
3. to have prepared thoroughly before teaching
4. to abide by the regulations of the government
5. to be resourceful
6. to read more to widen knowledge in various subjects (Sandhaas, 1997).

It is hoped that in this way pupils will acquire knowledge of people and the world to improve their quality of life (MOEC, undated).

While these may be the official aims of what the teacher should be in schools the situation is far from perfect. Both MOEC and MIE (1991) lament the low morale amongst teachers. The system is plagued by poor working conditions characterised by poor housing facilities, low salaries and little promotional incentives. Teachers have a low status in the community. There is little chance for them to upgrade to better positions. To arrest the inevitable attrition the government created the Government Teaching Service which allowed teachers to enjoy the same privileges as other civil servants. Attrition could further be reduced if communities built more and better houses for teachers. Teachers' status could be elevated if government could raise their salaries and provide better promotional incentives. Teachers' morale could also be enhanced if upgrading opportunities were made available on a regular basis. Currently, the education system is plagued by personnel management problems which have a far reaching effect on the morale and attitudes of teachers in their work. Below are some of the problems identified by a workshop aimed at appraising teachers' status in the community (MOEC and MIE, 1991).

1. There is an inequitable distribution of teachers by grade and gender to rural and urban areas.
2. It takes a long time to post newly qualified teachers giving rise to teacher anxiety.
3. In addition to this, it takes more than two years to confirm teachers as permanent employees of the government and this causes a lot of anxiety with respect to the security of the job.
4. Quite often the teachers are allocated to positions which they are ill-prepared to fill. The courses in college do not cater for specialisation.
5. At school there is improper and infrequent supervision and upgrading courses when available are merely repetitions of initial teacher training.
6. Head teachers and teachers are given heavy teaching loads and at the same time society expects a lot from schools especially when it comes to Std 8 performance.

7. Some policies constrain the organisation and management of schools and colleges.

These problems stand in the way of teachers maximising their abilities to blend what they learned in colleges with the positive aspects of schools. To a large extent school cultures influence how well a teacher is going to use the knowledge acquired in training. Eliminating the problems identified above would pave the way for better teaching and learning in schools.

CHAPTER 6

FINANCIAL AND GENDER ISSUES

6.1 Financial Issues

Of particular concern to note in the financing of education in Malawi are the disparities at the different educational levels. Whereas approximately MK37.4 per year was being spent on each primary student, 12 times (or MK 441.1 per year) was being spent on average on secondary students, and nearly 198 times (or MK 7,318 per student) was being spent on each university student. Expenditure for teacher education has on average been around 48.8 times that of primary. This represented one of the largest disparities in expenditures between primary pupils and university students in the region.

Because of the free primary education policy of 1994/95, public spending on education has more than tripled in nominal terms between 1990/91 and 1994/95 fiscal years from MK267.5 to MK899.7 million. At the primary level, recurrent spending surged 5.3 times in nominal terms between the same years and its share increased from 45% to 71% of total recurrent spending in education. This also had the consequence of increasing public spending per pupil at the primary level from MK86 in 1990/91 to MK220 in 1994/5. This increase in the budget allocation to education is very welcome and a much needed development in the process of increasing investments in the human capital in the country. At the teacher training level the unit expenditure increased by 45% in 1993/94; by 26% in 1994/95 and by 163% in 1995/96. The share of teacher training as a percentage of the total education budget remained more or less the same. This is probably because of the need for more teachers to support the surge in pupil enrolment. But as Castrol-Leal (1996) has pointed out, these dramatic changes represent a 'shock' to the education system and time is required for the system to recover and establish a more balanced budgetary allocation within the sector. It is hoped that the Ministry will come to grips with this shock as it implements sections of the Policy Investment Framework. Further, it must be noted that the bulk of the increase in education spending has been used to finance salaries of the many newly recruited teachers. This represents a paradox because a constant theme in conversation, the newspapers, and other media is that of the low quality that pervades the education system in Malawi. Teacher salaries, already low, have in recent times been made lower by high inflation rates which has significantly reduced teachers' purchasing power. Elsewhere, there is high staff turnover in key ministry offices. Staff throughout the system are being asked to take on increased responsibilities without being given the tools and incentives they need to carry out these tasks. Teaching in particular has remained an unattractive profession for a long time and the Ministry's task is to improve the conditions of service of teachers.

Further analysis shows that recurrent spending accounted for 97% of the whole 1994/5 primary education recurrent expenditures, compared to 89% in 1990/91. Also, in the 1992/93 academic year, there were 78 pupils to a qualified teacher, 18 children per desk, 32 children per chair, and 102 pupils in one classroom. After the surge in enrolments, which were not followed by a proportional increase in budgetary allocations for non-wage items, it is very obvious that these quality indicators deteriorated even further. They nearly doubled. This deterioration in the learning environment at the primary level

is probably one of the key factors currently compromising the provision of basic literacy, numeracy and problem-solving skills in the Malawi education system. Currently Malawi's challenge is thus to maintain the present enrolment levels in primary schools and simultaneously improve the quality of the education offered.

Following various efforts at decentralising the education system in Malawi, all TTCs were established as cost centres with their own budget. A sample of one such cost centre is found in Appendix 4. This eased the problem of having to wait for Headquarters' authorisation and the delays associated with such operations. It is however not clear whether this means that these cost centres do also have their own separate bank accounts from those of the Ministry. The problem in the past used to be that with all the moneys lumped in one account, cost centres used to have their books clean while the monies in the common account were depleted. While this cost centre approach might be thought of as providing a better way of maximising the needs at the local level, the way budgets are prepared leaves a lot to be desired. Very often budgets are cut arbitrarily without consideration of the basis for their submission. As a result, cost centres have very often operated at very low funding levels.

The lack of teaching/learning (T/L) materials in Malawi primary schools is endemic. Regular production of T/L materials by teachers would therefore be a necessity. Funds permitting, this could be an important element of teacher training programmes, but the paucity of funds for primary schools renders the acquisition of such skills useless. It was also noted by Neumann (1993) that under-utilisation of resources in TTCs appeared to be a more serious problem than the simple lack of these resources. This under-utilisation concerned the use of libraries, technical equipment, science laboratories, financial resources, and the training capacity of TTCs. As regards to the under-utilisation of financial resources, Neumann noted that whilst lack of funds to buy T/L materials has for a long time been highlighted, it was surprising to find that most colleges did not exhaust their allocation and that unspent funds were being handed back to MOE. The main problem seems that heads keep financial matters secret so that lecturers do not hand in their requests since they are always under the impression that funds are not available.

6.2 Gender Perspectives In Teacher Education

Table 3.2 (Chapter 3) shows TTC enrolment figures by sex from 1991/1992 to 1995/96 academic years. It can be noted that the numbers for female students are consistently lower than those of their male counterparts. These figures on average constitute 38% of the total enrolment. The enrolment figures in TTCs have however increased for female students in recent years but their overall numbers reflect the number of women teachers in primary schools. Since most of the TTCs have in the past run residential courses, this probably reflects government policy which has in the past reserved only a third of all the boarding places for females. This helps to partly explain why enrolments for female students in colleges have more or less stagnated in the past only to start picking up in 1994/95 when most of the temporary teachers were operating from their homes.

In addition to the inefficiencies referred to above in the utilisation and deployment of teachers, there is considerable gender bias in the distribution of teachers by standard. Robinson et al (1994) found that the average proportion of female teachers varied

inversely in relation to the standard. Std 1 had the highest proportion of female teachers, while Std 8 had the lowest.

These disparities also extend to location of schools with rural schools being at a disadvantage. Rural schools are at a decided disadvantage since they are less likely than urban areas to offer decent housing, and therefore have particular difficulty in attracting qualified teachers. In 1996, urban schools had a minimum pupil/qualified teacher ratio of 48:1 (Lilongwe) and a maximum of 92:1 (Zomba), while for rural schools, their minimum was 71:1 (Rumphi) and their maximum was 203:1 (Machinga). The 1996 education statistics show that urban schools have by far more female teachers than male teachers. This is because many female teachers follow their spouses to urban areas. This is unfortunate though because teaching as a profession is most popular in the rural areas and female teachers act as role models to girls in these areas and their presence would help in promoting education in the country.

Of course, the most concrete problem facing the primary education system in Malawi is the shortage of teachers. After several policy changes in teacher training, including special programmes such as MASTEP and now MIITEP, the system is still far short of the number of teachers needed to provide a pupil-teacher ratio of 50:1. It appears that as long as teacher-training output remains stable and primary enrolments continue to grow, pupil-teacher ratios will also continue to grow. We think that rather than simply thinking in terms of special projects such as MIITEP, government needs an ongoing comprehensive teacher education training programs. With enrolment surging every year, these one-time initiatives will not be able to meet the shortfall. As we are writing this report now, there is a clear lack of vision of what is going to happen after MIITEP. This is unfortunate since in the absence of any planning, future operations are bound to be ad hoc and hasty.

CHAPTER 7

EMERGING ISSUES

7.1 Introduction: emerging Issues

The issues that present opportunities for further analysis arise from the qualities of the students, teachers and the curriculum. The organisational structures, costs and policies associated with each of the three tiers of the education system also lend themselves to further improvement. This chapter is dedicated to those issues which apparently require more thought.

7.2 Primary School Pupils

Free Primary Education has attracted a considerable proportion of school-age children into schools. Yet there still is low NER in many districts. Schools lament the persistent pupil absenteeism, failure and dropping out especially in the infant section. While the distance to walk to school remains an issue to address, more can be done at the school to attract and retain the pupils. We want to ask whether the curriculum is attractive to the young children. The conditions of learning do not seem to offer much that can compete with the home. The school environment is not convincingly child-friendly. The expectations of infants need to be met in order to keep them in school.

Teaching methods at the infant level require special training. Many teachers in the system do not have a wide repertoire of teaching strategies suitable for infants. It may not be surprising that the biggest rate of failure, absenteeism and drop out rates are registered in this section of the primary school. This is an area which needs to be verified. It might also be informative to investigate how much the heterogeneity of classrooms contribute to such ineffectiveness in the infant education. In addition, more than 50% of the pupil population in Malawi primary schools is concentrated in the infant section. It would seem reasonable to have a teacher education curriculum which focused more on this section. An analysis of the curriculum would reveal whether indeed this is the case. It would also reveal whether the curriculum is addressing topical issues like large classroom – pupil ratios, heterogeneous classes, lack of teaching/learning materials, teaching outdoors, high failure and repetition rates and others.

7.3 Supply of Quality Teachers

The policy of allowing private organisations and individuals to contribute to the provision of education has resulted in the mushrooming of schools. Unless government prescribes a quota of schools for this sector it will be very difficult to project and produce adequate numbers of trained teachers for both government and private schools. If this is not done the quality of teachers and teaching in schools may decline considerably. It may be of interest to investigate the quality and rate at which teachers are being absorbed into the private schools and the efficiency of the

production of teachers as a whole with due regard to the costs associated with the production.

7.4 Quality of Schools

Presently the government gives licences to individuals to run schools on standard premises. However, the government has no control over what kind of learning goes on in those schools. Considering the increasing proportion of such schools, it is imperative that the government extends its mechanism for controlling the quality of schooling even when the advisory services are already stretched thin. More thought is needed to address this issue.

A new concept of community schools has been introduced in the country. The community takes part in school development, teacher selection, the curriculum and other functions. It is apparent that government cannot leave peripheral and marginalised communities to take full control of education of children. Ways and means of co-operating between government and the community should be explored to avoid conflicts of interest.

The Malawi College of Distance Education is providing an alternative mode of secondary schooling. However, this delivery is fraught with management, logistical and quality problems. Distance Education Centres are run on an ad hoc basis. Curriculum materials do not reach students in time. Examination pass rates are very low. Tutors are primary school teachers with no training in distance education. Student boarding facilities are in a very bad state sometimes using village huts. Finances of such centres are managed by tutors who are not trained in accounting. A more critical look at the whole institution could provide the government with the necessary information on how to improve this sector.

7.5 In-service Training for Teachers

Opportunities for in-service training for teachers and tutors arise only as means of orienting them to new syllabuses or curricula. Instead teachers in primary schools are upgraded to diploma level but are then sent to teach in secondary schools. The primary school loses the best teachers and does not benefit from the upgrading. Paradoxically these upgraded teachers are replaced by untrained teachers. Malawi needs to plan a cost-effective way of in-servicing teachers to improve their teaching. School-based or zone-based in-service strategies offer a possible way of reaching the majority of teachers. Cascade models of upgrading teachers also offer another avenue. Policy reforms on promoting teachers upgraded in such fashions could be another way of enhancing teachers' morale.

There is also lack of a professional development ethos at the school level. Experienced teachers and trainees or newly qualified teachers do not seem to interact often enough for professional development. Understandably this is attributed to pressure of work. But it appears this is mainly due to the inequitable distribution of teachers between urban and rural areas and also between male and female teachers. Investigations on how teachers could be rationally distributed to schools would help

DEOs in their arduous task of trying to please individuals. Clear policy statements on this issue would prevent unwarranted transfers from one school to another. In addition the absence of a clear policy regarding the induction of new teachers at the school level seems to leave teachers and heads with no proper guidelines on how to go about this. Further it would indeed be interesting to learn how much teachers are prepared to do this work during teacher training.

7.6 Teacher Education Curriculum

Considering the lack of specialisation for most teachers it would be instructive to investigate how specialisation might be incorporated in the teacher-training curriculum. The different modes of training could present problems in implementing such a curriculum. The presence of T3 and T2 trainees in the same courses also poses its own dilemmas. The selection of trainees has been flawed and therefore attracts candidates of low quality. Attractive student training conditions and elevated teacher status would go a long way to enlisting high calibre student teachers who can absorb a variety of materials in the curriculum.

Teaching practice takes 21 months of the two-year training. Included in this is supervision by several trainers. It is thus of paramount importance to investigate the impacts of the supervision on student learning and considering the costs involved it would be interesting to find out whether the costs are justified by the impacts.

These issues and many others that can be inferred from the present status of teacher education provide a starting point for research and action to improve education in Malawi. Given that the primary school is experiencing some problems it would be interesting to find out how much the teacher education programme is addressing those issues. Some of the issues beleaguering the system are large pupil populations in the infant section, high rates of absenteeism failure and dropout and special needs pupils.

REFERENCES

- ACE. (1964). Education and Development: Report of the Survey Team on Education in Malawi. ACE.
- BDDCA. (1995). Malawi School Support Systems Project 1996-2000.
- Bisika, J.J. (1990). Primary and Teacher Education curriculum change in Malawi: a Background. Paper presented at an orientation programme for primary teacher educators held at MIE 1st-5th October 1990.
- Bisika, J. Mkandawire, M. and Jere, D.R. (1995). Meeting on Primary and Secondary School Teacher Training Modes: A Report.
- Bude U, Coombe C, Muwowo B, Nashire N, (1995) *Teacher Development for Free Primary Education in Malawi*. Report to MOEC published by DSE, Bonn
- Castrol-Leal, F. et al. (1996). *Who Benefits From Public Education Spending in Malawi?* World Bank, Washington.
- CERT. (1995). MASTEP: A General Evaluation.
- Hauya, R. (1993). *Primary School Education in Malawi: The Question of Curriculum*. MIE, Domasi.
- HRMD. (1997). Restructuring of salaries and wages in the public service. Circular ef. No. PD/103/1/28/VI 6th January 1997.
- Hyde, K. et al. (1997). *Village Based Schools in Mangochi: An Evaluation Report*. IFPR.
- Kaperemera, N.T. (1992). Primary and Primary Teacher Education curriculum change in Malawi - Discussion paper presented at Workshop for DIS at MIE.
- Kunje, D. and Stuart, J.S. (1996). *An Evaluation of The Emergency Teacher Programme In Malawi*. Report for ODA.
- MASTEP. (1994). Programme Report.
- MG. (1987). *Statement of Development Policies 1987 – 1996*. Zomba: Government Printer.
- MIE. (1990). A Report of a Workshop for the Review of Pre service Primary Teacher Education Syllabuses held at MIE from 8th - 19th January 1990.
- MIE and MOEC (1991). Report of a Workshop on Teaching and Learning methods and techniques held at MIE from 25th - 30th November 1991.

- MOE and UNESCO/UNDP. (1980). *Teacher Education: Workshop for Inspectors*.
- MOE. (1979). *A Brief Report on Recent Educational Developments*.
- MOEC. (undated). *The Teacher*.
- MOEC. (1985). *Education Development Plan 1985 – 1996*. MIE, Domasi.
- MOEC. (1991). *Education Statistics 1991*. MOEC: Lilongwe.
- Neumann, K.D. (1994). *Primary Teacher Training in Malawi*. GTZ/MIE: Zomba.
- Nyirenda, D. M. C. and Chipeta, D.P. (1988). *A Formative Evaluation of the One-Year Teacher Training Programme*.
- Nyirenda, L.H. (1991). *Progress Report of the One-Year Special Teacher Training Programme up to June 1991*.
- Robinson, B. et al. (1994). *Malawi Education Sector Analysis*.
- Sandhaas, B. (1997). *MIITEP: Report on a Workshop on Re-planning of the 1st Phase of MIITEP*. GTZ, Lilongwe.
- TDU. (1996). *A Handbook for MIITEP*, MIE, Domasi
- TDU. (1996). *Student Teachers' Handbook 1*, MIE, Domasi.
- Tlou, J.S. (1996). *Brief Report on the Consultative Stakeholders' Workshop on Civic Education*. MIE, Domasi.

Appendix 1: National PSLCE examination results and transition rates 1992 - 1996

Years	Entered	Passed	% Pass	Form One Places	Transition rate
1992	96,434	60,418	62.7	7,550	8.0
1993	97,600	65,535	67.1	7,550	8.7
1994	103,833	82,288	79.3	7,620	10.8
1995	116,992	84,956	72.6	7,700	11.0
1996	120,881	74,644	61.7	8,004	9.3

Note: PSLCE = Primary School Leaving Certificate Examination

Appendix 2: Malawi school certificate examination (MSCE) results 1992 – 1996

Years	Entered	Passed	% Pass
1992	8,050	5,629	69.9
1993	8,898	5,790	65.1
1994	9,115	5,960	65.4
1995	8,482	4,633	54.6
1996	12,243	6,354	51.9

Source: Education Statistics 1996.

Appendix 3: Number of passers at one sitting during examination in MCDE centres 1991/92 – 1995/96

Examination	1992/93	1992/93	1993/94	1994/95	1995/96
J.C.E	18,322	10,857	15,525	15,764	22,165
M.C.E	390	1,910	2,731	2,773	1,275

J.C.E = Junior Certificate Examinations; M.C.E = Malawi Certificate Examinations

Appendix 4: Costs in Lilongwe Teachers' Training College (MK)

PERSONAL EMOLUMENTS

		Actual	Approved	Revised	Estimate
001	Salaries	0	273,888	509,000	524,000
002	Non-established staff ..	0	34,082	52,691	50,050
005	Professional & responsibility allowances 0	0	0	8,500	
017	Student Allowance	0	79,000	0	120,000
		<u>0</u>	<u>387,112</u>	<u>640,691</u>	<u>702,550</u>

GOODS AND SERVICES

104	Boarding	140,000	144,133	185,000	185,000
105	Cleaning Materials	6,000	10,000	10,000	10,000
107	Consumable Stores	14,735	15,000	15,000	20,000
116	Fuel & Lubricants	23,048	30,000	30,000	35,000
117	Heating & Lighting	74,963	55,000	100,000	120,000
118	Hiring Costs	7,965	8,000	8,000	10,000
121	Hotel Charges	474	2,000	0	2,000
123	Internal Training	150,143	150,000	160,000	100,000
124	Leave Grant, Transfer & Dist. Allowances	12,000	14,000	11,000	12,000
128	Maintenance of Buildings(a)	25,000	25,000	24,163	0
130	Maintenance of Office Equipment	0	500	500	1,000
131	Maintenance of Motor Vehicles	32,000	30,000	30,000	40,000
132	Maintenance of plant & Equipment	5,000	6,000	6,000	10,000
137	Postage & Postal Charges	0	200	200	300
140	Publication & Advertising	9	1,000	379	2,000
141	Public Transport	531	2,000	2,000	5,000
146	Stationery	17,677	14,000	14,000	20,000
147	Subsistence Allowance	- 815	5,000	1,000	15,000
148	Telephone Charges	9,711	11,000	11,000	15,000
150	Transport Claims	2,094	2,000	2,000	3,000
151	Tuition	65,000	45,000	45,000	50,000
152	Uniform & Protective Clothing	5,000	6,000	6,000	6,000
153	Water & Sanitation	80,395	70,000	122,998	120,000
	TOTAL GOODS AND SERVICES	670,930	645,833	784,240	785,300
	Programme 004-Cost Centre 005 MK670,930	1,032,945	1,424,931	1,487,850	

The MUSTER Discussion Paper Series

- No 1** *Counting the Cost of Teacher Education: Cost and Quality Issues*
(January 1999) Keith M Lewin
- No 2** *The Costs and Financing of Teacher Education Malawi*
(March 2000) Demis Kunje & Keith M Lewin
- No 3** *Primary Teacher Education Curricula as Documented: A Comparative Analysis* (July 1999) Janet S Stuart
- No 4** *“On the Threshold”: The Identity of Student Teachers in Ghana*
(April 2000) Kwame Akyeampong & David Stephens
- No 5** *Malawi: A Baseline Study of the Teacher Education System*
(December 1999) Demis Kunje & Joseph Chimombo
- No 6** *Trinidad & Tobago: A Baseline Study of the Teacher Education System*
(July 1999) Lynda Quamina-Aiyejina, Jeniffer Mohammed, Balchan Rampaul, June George, Michael Kallon, Carol Keller & Samuel Lochan.
- No 7** *Ghana: A Baseline Study of the Teacher Education System*
(September 2000) Kwame Akyeampong & Dominic Furlong
- No 8** *Lesotho: A Baseline Study of the Teacher Education System*
(September 2000) J Pulane Lefoka et al
- No 9** *Teacher Education in Trinidad & Tobago: Costs, Financing and Future Policy* (August 2000) Keith M Lewin, Carol Keller & Ewart Taylor
- No 10** *Costs and Financing of Teacher Education in Lesotho*
(June 2000) Keith M Lewin, Vuyelwa Ntoi, H J Nenty & Puleng Mapuru
- No 11** *The Malawi Integrated In-Service Teacher Education Project: an analysis of the curriculum and its delivery in the colleges*
(February 2000) Janet S Stuart & Demis Kunje
- No 12** *The Malawi Integrated In-Service Teacher Education Programme and its School-based Components*
(June 2000) Demis Kunje & Shadreck Chirembo
- No 13** *The Importance of Posting in Becoming a Teacher in Ghana*
(June 2000) John P Hedges
- No 14** *Gender Gaps in Schools and Colleges: Can Teacher Education Policy Improve Gender Equity in Malawi?*
(August 2000) Alison Croft
- No 15** *Newly Qualified Teachers: Impact On/Interaction with the System (Trinidad & Tobago)*
(March 2000) Jeanette Morris & Arthur Joseph

- No 16** *Careers and Perspectives of Tutors in Teacher Training Colleges: Case Studies of Lesotho and Malawi*
(November 2000) Janet Stuart with Demis Kunje & Pulane Lefoka
- No 17** *Learning To Teach In Ghana: An Evaluation Of Curriculum Delivery*
(August 2000) Kwame Akyeampong, J. Ampiah, J Fletcher, N. Kutor & B. Sokpe
- No 18** *The Costs and Financing of Teacher Education in Ghana*
(December 2000) Kwame Akyeampong, Dominic Furlong & Keith Lewin
- No. 19** *On-the-Job Training: Pre-service Teacher Training in Trinidad & Tobago*
(August 2000) June George, Janice Fournillier & Marie-Louise Brown
- No. 20** *Becoming a Primary School Teacher in Trinidad & Tobago, Part 1 The Curriculum in the Teachers' Colleges*
(October 2000) June George, Patricia Worrell, Joycelyn Rampersad, Balchan Rampaul & Jeniffer Mohammed
- No. 21** *Becoming a Primary School Teacher in Trinidad & Tobago, Part 2: Teaching Practice Experience of Trainees*
(October 2000) June George, Patricia Worrell, Joycelyn Rampersad & Balchan Rampaul
- No 22** *Primary Teacher Trainees in Trinidad & Tobago: Characteristics, Images, Experiences and Expectations*
(January 2001) June George, Jeniffer Mohammed, Lynda Quamina-Aiyejina, Janice Fournillier & Susan Otway-Charles.
- No 23** *Analysis of the Curriculum as Documented at the National Teacher Training College in Lesotho*
(May 2001) J. Pulane Lefoka & Janet S. Stuart
- No. 24** *The Experience of Training: a Study of Students at The National Teacher Training College in Lesotho*
(August 2000) J. Pulane Lefoka with Mantoetse Jobo, Baatswana Moeti & Janet S. Stuart
- No 25** *Teaching Practice at the National Teacher Training College in Lesotho*
(May 2001) J. Pulane Lefoka with Mantoetse Jobo & Baatswana Moeti
- No 26** *Turbulence or Orderly Change? Teacher Supply and Demand in South Africa – Current Status, Future Needs and the Impact of HIV/Aids*
(June 2000) Luis Crouch Edited and Abridged by Keith M. Lewin
- No 27** *New Teachers on the Job: The Impact of Teacher Education in Lesotho*
(September 2001) Edith M Sebatane and J Pulane Lefoka
- No 28** *Who Becomes a Primary School Teacher in Lesotho: Characteristics and Experiences of the DEP Student Teachers upon Entry into NTTC*
(January 2002) J. Pulane Lefoka with M.K. Molise, J.M. Moorosi-Molapo, Edith Sebatane
- No 29** *Primary Teacher Education in Action: a peep into the TTC classrooms at the National Teacher Training College, Lesotho*
(June 2002) J.Pulane Lefoka and Vuyelwa.M. Ntoi
- No 30** *Roles and Responsibilities, Institutional Landscapes and Curriculum Mindscapes: a partial view of teacher education policy in South Africa, 1990-2000*

(March 2002) Ben Parker

- No 31** *Face-to-face Initial Teacher Education Degree Programme at University of Durban-Westville, **South Africa***
(May 2002) Michael Samuel and Daisy Pillay
- No 32** *Teacher Education for Transformation: the case of the University of the Western Cape, **South Africa***
(May 2002) Maureen Robinson, Tania Vergnani and Yusuf Sayed
- No 33** *Further Diploma in Education (Educational Management) by Distance Education at the University of Pretoria, **South Africa***
(June 2002) Yusuf Sayed, Jan Heystek and Brigitte Smit
- No.34** *Face-to-Face Training in a Conventional Preservice Programme: a case study at Edgewood College of Education in **South Africa***
(August 2002) Vijay Reddy
- No.35** ***South African** College for Open Learning: a model of an Inservice Distance Education Programme for Initial Teacher Education*
(August 2002) Vijay Reddy

The MUSTER Research Reports

- No 1** *Teacher Training in **Ghana** – Does it Count?*
(December 2001) Kwame Akyeampong
- No 2** *Initial Primary Teacher Education in **Lesotho***
(January 2002) J.Pulane Lefoka with E.Molapi Sebatane
- No 3** *Primary Teacher Education in **Malawi**: Insights into Practice and Policy*
(March 2002) Demis Kunje with Keith Lewin and Janet Stuart
- No 4** ***Trinidad and Tobago**: MUSTER Country Report*
(May 2002) June George and Lynda Quamina-Aiyejina
- No 5** *Researching Teacher Education: New Perspectives on Practice, Performance and Policy. **Report on the MUSTER Project***
(June 2002) Keith M.Lewin and Janet S.Stuart

The discussion papers are downloadable from the following web address:
<http://www.sussex.ac.uk/usie/muster/list.html>

Address for Correspondence

**Centre for International Education
University of Sussex Institute of Education • Falmer • Brighton • Sussex •
BN1 9RG • UK**

T +44 +1273 678464

E cie@sussex.ac.uk

F +44 +1273 678568

MUSTER Discussion Paper 5

ISBN 0 905414 28 4

© Demis Kunje and Joseph Chimombo