

**The Malawi UPIC Project on Primary  
Teacher Education  
May 2001 – December 2006**

**First Report  
May 7, 2001 –December 31, 2001**

**Prepared by the VA Tech UPIC Team**

**Sponsored by  
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*Introduction*

Moseley (2000) in the foreword to Education For All: A Global Commitment noted that Jomtien was a hallmark in establishing the collaboration necessary among public, private and non governmental

organizations to establish EFA goals. Indeed it is that same collaboration that according to Moseley, "will be the hallmark and the foundation upon which accomplishments of these goals and new ones is possible". (p.6). Virginia Polytechnic Institute and State University in collaboration with Domasi College of Education/Malawi Institute of Education is one of the partnership programs that aim at contributing to the goal of increased opportunities for education for all. This is in keeping with the thrust of the United States to not only improve its own educational system but to engage in international education and to share its experiences with others and to learn from theirs. Consequently, a cascade model of development has been designed based on the established needs of the Malawi educational system. This outline of the first stage of the program is based on the established necessity for the development of the institutional capacity and the proposed goals of the project.

### ***Background***

Malawi is one of the African countries that have striven with the assistance of donor communities to achieve the goal of universal access to, and completion of, primary education. In 1994 Malawi government introduced the policy of Universal Free Primary Education (UFPE). In order to demonstrate its commitment there was a substantial increase in budgetary allocation to education and to the primary sector in particular. This change in policy has brought with it numerous challenges in terms of the need for increase in the infrastructure, new resources and new teachers. Of importance to this process of development is the strength of the skills of the new and experienced teachers. There is indeed need for systems to train new teachers as well as the provision of opportunities for enhancing the professional development of those already in the classroom. Sustainable development of these reform policies necessitates sufficient and appropriately qualified professionals, who will be able to select, maintain and develop the programs that have already been started.

Malawi's lecturers who are at present responsible for the preparation of teachers for the primary schools have been trained in secondary methods. Indeed, the situation is as such that few primary school teacher trainers have had formal education in primary methods and few if any have had formal training in pre-service teacher instruction. Even though a Bachelor of Education (B. Ed.) degree is the stated minimum qualification for teacher trainers, only 14 (10%) of the Malawi teachers today hold a first degree. In addition, 10 (7%) of the B. Ed. trainers are expatriates from the U.K. Furthermore, Malawi does not have the institutional capacity to provide the degree

requirements associated with the primary school teacher training and educational leadership needed. The University Partners for Institutional Capacity in Education Program (UPIC) is a donor community that is committed to supporting Malawi in establishing and maintaining sufficient human and institutional resources to serve the critical function in the education sector in primary school teacher training. Under this umbrella Virginia Tech and Domasi/MIE have set out to facilitate the establishment of a core of education specialists in primary school methods. These specialists according to the project's development model will be appropriately qualified to train new primary school teachers and achieve the cascading effect necessary for sustained development of the education system.

### **Organization of the Semi-Annual Report**

This report is organized in two parts namely: Part I , Goal and purpose of the project , and Part II, The Annual Work Plan. Part I provides selected background information and overview and purpose of the project. Part II deals with activities and accomplishments over the period from May 7, 2001 through December 31, 2001. This report also points to plans for the next six months to May 2002 the end of the first project year .

## **Part I**

### Goal and Purpose of the Project

The Primary Education UPIC Project started in May 2001 and is scheduled to end in May 2006. The goal of the project is to establish a capacity for Malawi through Domasi College to provide pre-service training through the creation of a four-year Bachelor of Education (B.Ed Primary) degree. In order to carry out this goal of creating the capacity for Malawi to have a B.Ed degree program, the following steps have to be taken: (i) Recruitment of six doctoral students in Math Education, Science Education, Social Studies Education, Literacy Education, Language Arts Education, and Technology Education to come to Va Tech to prepare themselves. (ii) The training of 24 Masters students in Malawi who will form a core of instructors together with 6 doctoral candidates mentioned above, in the establishment of the B.Ed program. (iii) Coordination and assistance in the evaluation, revision, and implementation of Primary Teacher Training Colleges curricula appropriate to the training needs of primary teachers through linkages committees activities.

### Purpose of the UPIC Project

The purpose of the project is to establish and to strengthen the capacity of the Ministry of Education and Domasi College of Education to organize, revise, and

implement effective pre-service and curriculum programs for primary teacher education. Four elements fall within the purpose of this project:

- (a) To establish at Domasi College the permanent capacity to provide appropriate undergraduate training in primary education.
- (b) To upgrade and improve the pre-service primary education at Domasi College in a four-year professional Bachelor of Education degree program in primary education specialization for the teacher training colleges (TTCs)
- (c) To establish institutional network with the Teacher Training Colleges (TTCs)

### Specific Project Outputs

The output which are expected to result from the attainment of the project are as follows:

- (a) Pre-service:
  - (i) Va Tech will prepare 6 doctoral candidates on campus for two years and the remainder of their studies and research will be spent in the field in Malawi. These students will become part of the core of instructors for the B.Ed degree program.
  - (ii) Va Tech will prepare a maximum of 24 M.Ed students at MIE/DCE also as part of the core of instructors for the B.Ed degree program. Va Tech faculty will go to Malawi to teach the Masters cohort .
  - (iii) An establishment of a four-year degree program in Primary Education specialization under the B.Ed program at Domasi College
  - (iv) A professional experienced staff of Malawians in the Department of Primary Education in which
    - all members have the minimum equivalent of an M.Ed degree, and some have earned doctorates in areas appropriate to department needs;

- a core of staff have sufficient training and research experience to provide leadership in research activities pertinent to the educational needs of Malawi;
- a core of staff at the Teacher Training Colleges sufficiently prepared with B.Ed to assume greater responsibilities for the delivery of the Diploma in Primary Education.

(b) Curriculum

An upgraded and more fully localized staff at the TTCs who are experienced in curriculum development and implementation in new methods of instruction is critical. The UPIC project tries to respond to critical needs of Malawi in primary education through approaches that integrate technical assistance, participant training , and curriculum development. The project also provides for six long term postmasters study at Virginia Tech in the United States and return to assume roles as primary education staff members in the Department of Primary Education at Domasi College; and 24 masters students who will study for their program at MIE in Malawi and will equally assume roles as faculty members in the Department of Primary Education at Domasi College, together with the six doctoral candidates; and 30 students will be enrolled for the B.Ed degree program at Domasi College to ultimately assume roles at the Teacher Training Colleges and in the Ministry of Education.

## **Activities and Accomplishments**

### **May 6, 2001-December 31, 2001**

As indicated in the goal and purpose of the UPIC project in Part I above, the activities and accomplishments of the project for this reporting period are organized according to the three elements of the project purpose. For purposes of this report, those elements are referred to as objectives. In the development of the pre-service program under this project, three stages are followed, namely: preparation of six doctoral students; preparation of 24 masters students ; and the establishment of a four –year Bachelor of Education with specialization in primary education.

In April and in June 2001, the Virginia Tech UPIC team, made up of Dr Josiah Tlou, Dr Jerome Niles, and Dr Patricia Kelly, had planning meetings with the Steering Committee at Domasi College on the recruitment of the doctoral students. The Steering Committee, which is made up of representatives from Domasi College of Education, Malawi Institute of Education, the Ministry of

Education, two representatives from the Teacher Training Colleges, USAID, and three members of the Virginia Tech UPIC team developed criteria for selection of the Ph.D candidates. They advertised the competition for the opportunity to study at Virginia Tech and selected six candidates after an application and an interview. Successful candidates selected included the following:

- Manuel Kazembe – Literacy Education
- Clemence Kadzera – Technology Education
- Hasten Mjoni Mwale – Social Studies Education
- Edith Mmela – Language Arts Education
- William Susuwele-Banda - Mathematics Education
- Wotchiwe Kalande – Science Education

These candidates started their studies at Virginia Tech in the Fall semester, 2001. (See advertisement in Malawi News Papers and the Minutes of the Steering Committee in Appendix A)

## Part II

# Annual Work Plan for 2001-2002

### Goals of the partnership project

The proposed plan of action is guided by the principle for capacity building and sustainability and is based on **four major goals**.

1. Virginia Tech will prepare 6 Ph.D. candidates in literacy education, mathematics education, science education, social studies education and support educational technology and design.
2. A steering committee and the 6 Ph.D. candidates will cooperatively plan and facilitate delivery of M.Ed. cohort in Malawi. A cohort is an intact group of students that take courses together in a prescribed sequence.
3. Domasi College of Education in cooperation with MIE, Chancellor College, Virginia Tech, and other institutions of higher learning in Malawi, e.g. courses from Mzuzu's online programs or African Virtual University (AVU) courses, will develop and institutionalize a Bachelor of Education degree program with specialization in primary education methods to train teacher educators for the teacher training

colleges. (TTCs) .

4. Primary Teacher Education Linkages Committee will be established to study issues and practices pertaining to primary teacher education and to make policy recommendations to the TTCs, Domasi COE and MOE.

### **YEAR ONE- (May 7, 2001- May 6, 2002)**

**Goal # 1:** Virginia Tech will prepare 6 Ph.D. candidates in literacy education, mathematics education, science education, social studies education and support educational technology and design.

### **Expected results**

- Objective 1.1 Six Ph.D. candidates will attend Va Tech to study all aspects of primary teacher education.
- Objective 1.2 Ph.D candidates will become familiar with American pre-service teacher education.
- Objective 1.3 Ph. D candidates will participate in a variety of professional development activities that extend course work.

**Benchmark:** Ph.D candidates complete first year at Va Tech

### **Indicators:**

- Successful completion of Qualifying Exams
- Successful completion of Fall and Spring semesters course work
- Submission of Program of Studies
- Formation of Advisory Committees
- Visits to American schools and orientation to American pre-service teacher education
- Participation in professional development activities

### **MAY 7, 2001- AUGUST 15, 2001**

#### ***Program Preparation Activities***

- Identification of resources that will support the enrollment process at Virginia Tech
- Arrangement for housing etc.
- Selection of courses that meet the students' needs based on the goals of the project

- Development and design of Basic Education Seminar course
- Advertisement in Malawi newspapers and invitation to apply
- Applications to be screened and applicants short listed and invited to be interviewed
- Recruitment team from Virginia Tech, Malawi steering committee, USAID representatives, MOE officials form the interviewing panel
- Criteria for selection decided upon
- 6 doctoral students selected
- Entry forms for graduate school to be filled out in Malawi by the chosen students
  - Forms returned to graduate school to be processed.

### **First Semester Ph.D Program**

**August, 2001 - December, 2001**

The 6 doctoral students will arrive at Virginia Tech and be enrolled in the Teaching and Learning Department. The students will be mentored by faculty in the department who will help them integrate and apply their studies towards the primary goal of being primary teacher educators in Malawi. They will spend time in the elementary school system shadowing pre-service teachers, university supervisors and mentors and gaining in-depth knowledge of schooling in the American society. They will also enroll in the following courses:

#### ***Course content - Fall 2001***

##### **EDCI 5784 - SEMINAR IN BASIC EDUCATION**

The focus of this seminar will be the challenges of education in developing countries. It will include selected topics in curriculum and instruction, supervision, educational foundations, special education, research and evaluation. It will provide for the basic education needs of a graduate student and introduce the concepts and ideas and issues that confront the teacher educator who is preparing to accept the role of trainer, planner and curriculum developer in a developing nation.

##### **EDCI 4414 TEACHING COMPOSTION**

This course will focus on the application of relevant theory and research to instructional strategies for teaching the composition process. It emphasizes methods for generating student writing, teaching revision and evaluating writing as well as instructional materials.

##### **EDCI 5964 FIELD STUDY**

This course will allow the students the opportunity to visit the primary schools and so an applied study of one of the institutions. This is an opportunity to learn about how the schools operate and to evaluate the curricular and instructional processes based on what has been studied in the seminar on basic education, teaching composition and the instructional design courses.

#### **EDCI 5164 - PRINCIPLES OF INSTRUCTIONAL DESIGN**

This course will focus on the logical and empirical foundations for the selection of instructional events. It includes design of methodologies, principles, and instructional strategies.

#### **Completion of First Semester ( Fall Semester, 2001)**

All the six doctoral students completed their semester course work very well. They attained As or A-s in all their subjects. The faculty members teaching them were very pleased with their performance. They are now preparing themselves for the Qualifying Exams which they will take early next semester. This is a diagnostic Exam and the first of a series of exams in the doctoral program before they do their research.

#### **Second Semester Ph. D. Program**

**January 2002 - May 2002**

***Courses to be taken this Semester:*** (Each student will take a selection of 4 courses)

**EDRE 5404 Foundations of Educational Research and Evaluation**

**EDRE 6614 Qualitative Methods in Educational Research**

**EDCI 5224 Advanced Curriculum & Instruction in Elem./Middle School Social Studies**

**EDCI 5234 Advanced Curriculum and Instruction in Elem./Middle School Mathematics**

**EDCI 5244 Advanced Curriculum and Instruction in Elem/Middle School Science**

**EDCI 5314 Educational Applications of Microcomputers**

**EDCI 5414 Early Childhood Literacy**

**EDCI 5784 Graduate Seminar : Teacher Education**

**End of the First Year Ph.D. Program( May 9, 2002)**  
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**The Masters Program (M.Ed)**

**Goal # 2**

Va Tech, Steering Committee and the 6 Ph.D candidates will cooperatively plan and facilitate delivery of M.Ed cohort in Malawi. A cohort is an intact group of students that take courses together in a prescribed sequence.

**Expected Results**

- Objective 2.1 Form a Steering Committee
- Objective 2.2 Cohort of up to 24 M.Ed students
- Objective 2.3 Implement the primary specialization for the M.Ed program

**Benchmark:** The M.Ed is planned and the first course is delivered

**Indicators:**

- Steering Committee Planning meeting in October (2001)
- Development of M.Ed Plan of Study
- Recruitment of Admission of students
- On site start up activities - January 2002
- First course in Comparative Education in March 2002

**Plan of Study Outline** ( 33 credit hours . See below)

<u>Year</u>	<u>Term/Class</u>	<u>Staff</u>	<u>Credits</u>
<b>2002 Spring ( March 4 - End of March)</b>			
	EDCI 5784 Comparative Education	J. TLOU	(3)
<b>2002 Summer Sessions (May 15- End of July)</b>			
	EDCI 5004 Foundation of Reading/Language Dev.	M,BARKSDALE	(3)
	EDCI 4414 Teaching Composition Methods & Materials	P.KELLY	(3)
	EDCI 5784 - Teacher as Researcher	J. NILES	(3)
<b>2002 Fall Semester (October 15 - November 15 )</b>			
	EDCI 5224 Advanced Social Studies Education	J. TLOU	(3)
<b>2003 Spring Semester (March 3 - End of March)</b>			
	EDCI 5224 Advanced Educational Psychology	P.DOOLITTLE	(3)
<b>2003 Summer Sessions (May 15- End of July )</b>			

EDCI 5234 Advanced Math Education	J. FRYCHOLM	(3)
EDCI 5244 Advanced Science Education	G. GLASSON	(3)
EDCI 5784 - Content Area Reading and Writing	Staff	(3)

**2003 Fall (October 15- November 15)**

EDCI 5999 Field Project Research J.NILES, J.TLOU, P.KELLY (3)

**2004 Spring (March 4- End of March)**

EDCI 5999 Field Project Research J. NILES, J.TLOU,  
P.KELLY (3)

**2004 Summer Session May/June**

**COMPLETION OF M.Ed PROGRAM & GRADUATION. J.NILES, P.KELLY, J. TLOU**

**Bachelor of Education Program ( B.Ed)**

**Goal # 3**

The Steering Committee in cooperation with Domasi College of Education MIE, Virginia Tech, will develop and institutionalize a Bachelor of Education degree program with specialization in primary education methods to train teacher educators for the teacher training colleges (TTCs). Plans for the course design and development for the B.Ed will continue to be discussed and formulated at the time the M Ed. students are enrolled for the summer course at MIE

**Expected Results**

Objective 3.1 Initial on site planning in March 2002

**Benchmark:** The action plan for B.Ed is developed

**Indicators:**

A collaborative Action Plan for B.Ed is developed

**Project Operation Benchmarks**

1. By May 2002, a plan for operationalizing the evaluation of the project will be developed.
2. By May 2002, a second year Annual Plan will be developed and submitted to the Steering Committee

**Goal # 4**

Primary Teacher Education Linkages Committee will be established to study issues and practices pertaining to primary teacher education and to make policy recommendations to the TTCs, DCE/MIE, and MOE.

The goal will be addressed in years 2-5.

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