

CHAPTER 1 BACKGROUND OF THE PROJECT

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1-1 Current Situation at Domasi College of Education

(1) Faculties and Number of Students

The Domasi College of Education (DCE) was established in 1993 to specifically train secondary school teachers. It was previously called “the Domasi Teacher Training Center” and trained primary school teachers. At present, it has a maximum student intake of 540 (390 male students and 150 female students) and is supposed to have 64 teachers.

The purposes of establishment of the DCE are the acceptance of new secondary school leavers to train them as secondary school teachers and the retraining of primary school teachers (T2) who teach at secondary schools without proper qualifications to the diploma level.

< Eligibility >

- (a) A person who has passed the Malawi School Certificate Examinations (MSCE) (within the last three years) and has also obtained credits for English and a subject of his/her choice
- (b) A teacher or civil servant who has teaching experience of at least two years (T2 grade)

There are three faculties and each faculty offers different qualifications.

Table 1-1 Three Faculties of DCE

Faculty	Contents
Faculty of Education	Students can obtain a teacher’s certificate for one subject from among PE, Biology, Mathematics, History and HE.
Faculty of Humanities	Students can obtain a teacher’s certificate for two subjects from among English, Chichewa, Biblical knowledge, Geography, History and HE.
Faculty of Science	Students can obtain a teacher’s certificate for two subjects from among Mathematics, Physics/chemistry, Biology and HE.

Source: DCE, 2002

The student number limit per year differs from 30 for the Faculty of Education to 90 for the Faculty of Humanities and 60 for the Faculty of Science. While the total enrolment capacity is 540 for three years, the number of enrolled students in 2002 was 492, a shortfall of 48 (the take-up rate is 91%). In 2002, the Faculty of Education had the biggest shortfall of 13 students (85%), followed by the Faculty of Science with a shortfall of 33 students (82%).

In regard to gender disparity, female students account for only 25% of the total number of students, mainly because the entry of female students to the DCE is restricted by the shortage of female hostels. In fact, the number limits for students are not rigid. The number of science students is kept lower because of laboratory and staff shortages and their places are allocated to the Faculty of

Humanities. The number of new students is determined by the student hostel vacancies. For example, an excessive student intake by the Faculty of Humanities in 2001 resulted in the number of this faculty's first year students in 2002 being approximately half the number of second year students.

Table 1-2 Number of Students in 2002: (Total 492, Total Capacity 540)

A : Faculty of Education			Capacity 30/Grade
	Male	Female	Sub Total
F1	26	1	27
F2	21	5	26
F3	17	7	24
Sub Total	64	13	77(85%)

B : Faculty of Humanities			Capacity 90/Grade
	Male	Female	Sub Total
F1	15	40	55
F2	95	24	119
F3	77	17	94
Sub Total	187	81	268 (99%)

C : Faculty of Sciences			Capacity 60/Grade
	Male	Female	Sub Total
F1	43	11	54
F2	34	14	48
F3	39	6	45
Sub Total	116	31	147 (82%)
Grand Total	367	125	492 (91%)

Source : Document DCE, 2002

In short, although 180 new students each year are expected to enrol at the DCE, the actual number of new students is determined by the availability of student hostels to make up the total student number of 540. The number of enrolled students in the last three years and the number of graduates in the last eight years are shown in the table below. The actual number of graduates of 157 in 1999, 161 in 2000 and 126 in 2001 is much lower than 180.

Table 1-3 Number of Students by Each Form

	Form 1			Form 2			Form 3			Total		
	Male	Female	*Sub Total	Male	Female	Sub Total	Male	Female	Sub Total	Male	Female	Sub Total
2001	79	49	128	147	47	194	140	31	171	366	127	493
2002	84	52	136	151	43	194	132	30	162	367	125	492
2003	162	58	220	78	47	125	143	44	187	383	149	532

Note: * shows number of entered students

Source : DCE started offering a three year diploma program. Its first recruits entered college in January

Table 1-4 Number of Graduates

	1995	1996	1997	1998	1999	2000	2001	2002
Number of Graduates	229	224	225	*	157	161	126	168

Source : DCE started offering a three year diploma program. Its first recruits entered college in January

(2) Staff

The number of existing teachers is 41 and 23 teachers are short of the full strength of 64 (the take-up rate is 64%). The teacher shortage is particularly serious in the Faculty of Science. In the second semester of 2002, part-time teachers from Chancellor's College, etc. filled nearly half of the teaching positions at the DCE, indicating a situation where the DCE cannot operate with only its own full-time teachers. Moreover, four teachers left the DCE in 2002 to seek positions with better conditions, illustrating the problem of an insufficient level of remuneration at the DCE. The fact that a university lecturer receives a higher salary than a college lecturer is another problem. Meanwhile, there are 42 administrative position vacancies compared to the full staffing strength of 97.

Table 1-5 Positions of academic and administrative staff members and filled positions and vacancies

Position	Grade	No. of Positions	Positions Filled	Vacancies
Principal	P3	1	1	0
Deputy Principal	P4	1	1	0
Dean of Faculty	P5	3	1	2
Head of Department	P6	6	5	1
Principal Lecturer	P7	17	9	8
Senior Lecturer	P8	15	10	5
Lecturer	P9	21	14	7
Total		64	41	23

Source : Document of DCE, 2003

(3) Semesters

The college year starts in January, ends in December and has two semesters. After passing the entrance examination, students are allowed to freely select two subjects. After graduation, they are qualified to teach these two subjects as secondary school teachers. There is no number limit for students for any subject and the number of students varies from 20 to 100 depending on the subject.

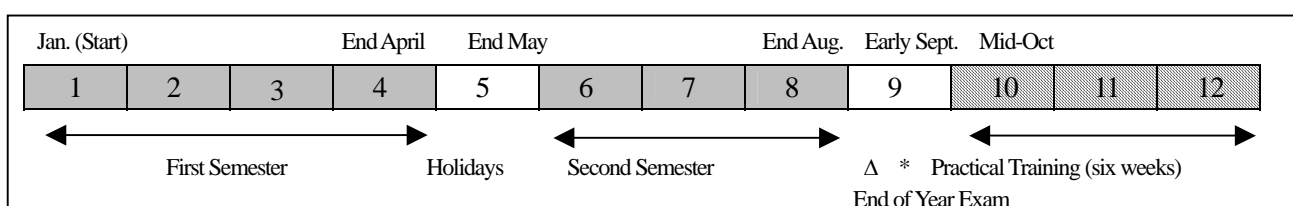


Figure 1-1 Semester at DCE

SSTEP examinations are conducted during holidays (May and August)

October to December STEP uses the college building for residential for eight Weeks

* Practical training is conducted by dividing Malawi into four zones (Mzuzu Zone, Lilongwe Zone, Mangochi Zone and Blantyre Zone).

(4) Future Training Plan for Secondary School Teachers

The DCE plays a significant role in Malawi as an educational institution for the training of secondary school teachers and it is planned to upgrade its status to a degree-offering university. Meanwhile, the DCE is expected to play an important role in the future as a base to implement a teacher development programme and also to provide distance education under the MPRSP. The master plan for the DCE contemplates the introduction of non-boarding diploma programmes and pre-service as well as

in-service using distance education to combat the current shortage of secondary school teachers. This master plan has been formulated with the participation of DCE staff, assisted by the CIDA which has assisted the upgrading of secondary school teachers through distance education, but has not yet been approved by the Ministry of Education as of the end of February, 2003.

Table 1-6 Teacher Training Plan at DCE (2002 ~ 2010) (persons/year)

Academic Year		2002	2003	2004	2005	2006	2007	2008	2009	2010
Retraining (In-Service)	Ordinary Education (Boarding)	100	100	100	100	100	100	100	100	100
	Distance Education	300	300	300	300	300	300	300	300	300
	Total	400	800	1,200	1,600	2,000	2,400	2,800	3,200	3,600
New Training (Pre-Service)	Ordinary Education (Boarding)	80	80	80	80	80	80	80	80	80
	Ordinary Education (Day Students)	-	25	25	25	25	25	25	25	25
	Distance Education	-	300	300	300	300	300	300	300	300
	Total	80	485	895	1,300	1,705	2,110	2,515	2,920	3,325
Increased Number of Teachers by DCE		480	1,285	2,095	2,900	3,705	4,510	5,315	6,120	6,925

Source : Building Blocks of BCE Master Plan 2003-2013, 2002

Although the DCE currently specialises in the training of secondary school teachers, it is planning to incorporate the training of primary school teachers. The Human Resources Management Division (HRMD) of the MoEST made a request for the deployment of human resources with a view to establishing a faculty for primary school teacher training in February, 2003 to the President's Office and this request has subsequently been approved, paving the way for the DCE to establish the Faculty of Primary Teacher Education with a four year course from 2004. It is planned to accept 30 in-service teachers from TTCs in the first year (2004) and the invitation of applications will commence in July, 2003. These teachers will be consistently trained at the DCE for four years, followed by the further acceptance of 30 in-service teachers every four years.

Meanwhile, in consideration of the current situation where secondary school teachers are acting as trainers at TTCs (teacher training colleges), the USAID has been training teacher trainers by assisting six Ph.D students and 24 MA students from Mzuzu University and Chancellor College to complete their higher degree courses, which include primary education teaching methods, under the University Partners for International Capacity (UPIC) Programme with the cooperation of the State University of Virginia. Upon completion of their respective courses, these students will begin to take up teaching positions at the DCE and Mzuzu University in October this year.

1-2 Background of the Request

In Malawi, the poverty reduction is a policy with overriding priority. The “Vision 2002” as a country development plan and the Malawi Poverty Reduction Strategy Paper (MPRSP) in April, 2002, call for social development mainly featuring education and health as a priority task for poverty reduction so that healthy and educated people can live productive lives. The extension of education in particular is given the highest priority by the MPRSP to compensate for the country’s scarce mineral resources.

Since independence, Malawi has continued to emphasise higher education and the expansion of primary and secondary education has lagged behind. Following the establishment of a democratic regime in 1993, the Education for All (EFA) strategy was introduced, followed by the restructuring of the education system to an 8-4-4 system in 1994 together with the introduction of free primary education (FPE). As a result, the number of children enrolled in primary education increased by 50% in the two years to 1996. The number of students enrolled in secondary education was rapidly increased from 70,000 in 1995 (enrolment ratio: 6%) to 200,000 in 1996 (17%), recording a threefold increase within a year, and further to 275,000 in 2000.

In response to the sharply increasing demand for secondary education, the Ministry of Education, Science and Technology (MoEST) has redeployed primary school teachers with two years training to secondary schools based on their preference. While the number of secondary school teachers reached 5,900 in 2000 through such efforts, the situation of a significant teacher shortage in secondary education is illustrated by the fact that 65% of the existing teachers (3,800) are unqualified. Even though the teacher-student ratio for secondary education is 1 to 47 in general, it is 1 to 134 if only qualified teachers are counted. In order to rectify this situation, the DOE stipulates a teacher-student ratio for secondary education of 1 to 27, calling for the creation of some 8,000 qualified teachers through the training or retraining of unqualified teachers.

Because of such a high proportion (65%) of unqualified secondary school teachers with a training background involving only primary education teaching methods, many secondary schools find it almost impossible to organize lessons based on the official curriculum. Even though the DOE revised the national curriculum in 2000 to reflect social changes, there are not many front-line teachers who are capable of conducting lessons in line with the revised curriculum. Consequently, the pass rates for the examination at the end of the first two year period (JCE: Junior Certificate of Secondary Education) and final examination (MSCE: Malawi School Certificate Examination) have been falling, making the retraining of secondary school teachers and the improvement of teaching methods urgent tasks.

Under these circumstances, the Government of Malawi revised the Policy Investment Framework (PIF), which is the master plan for the education sector, in 2002. One of the most important tasks identified by this revision is a qualitative improvement of secondary education and the training of qualified teachers which are capable of teaching the contents of the new curriculum in a competent manner is urged. Another essential issue is an increase of the ratio of female

secondary school teachers with a view to improving the enrolment ratio for secondary school-age girls in Malawi.

Meanwhile, there are currently only three institutions which train secondary school teachers in Malawi. These are the Domasi College of Education (DCE) which provides three year courses for a total of some 1,440 students, the Faculty of Education of the University of Malawi which provides four year courses for some 280 students and the Faculty of Education of Mzuzu University which provides four year courses for some 240 students. Among these, the DCE specialises in the training of secondary school teachers and is certified to provide three year diploma courses. As the number of teachers trained by the DCE is by far the largest, the DCE is considered to be the core training institution for secondary school teachers in Malawi.

However, as the DCE is still using the facilities and equipment for the original primary school teacher training, it faces shortages in terms of the basic facilities and equipment required for secondary school teacher training. In addition, a gymnasium and other facilities required by the new curriculum have not yet been introduced, making radical improvement of the facilities and equipment imperative.

Under these circumstances, the Government of Malawi made a request for grant aid by the Government of Japan for the Project to Expand Facilities at the Domasi College of Education (the Project), involving the construction of a demonstration secondary school, staff housing, female hostels, a computer workshop and gymnasium and the provision of educational equipment.

The contents of the request to the Japanese grant is as follows.

Table 1-7 Contents of the Request

	Contents of the Request	Reason of the Request
1	Construction of a demonstration secondary school Provision of library equipment, laboratory and workshop equipment (test-tubes, balances and chemicals, etc.), office equipment and furniture (desks, tables and chairs, etc.)	<ul style="list-style-type: none"> The opening of a demonstration secondary school will improve the quality of secondary education through the provision of opportunities for students to practice teaching, development of better teaching methods and research work.
2	Expansion of the female hostels Provision of furniture and fixtures for bedrooms (beds, study desks and chairs, etc.)	<ul style="list-style-type: none"> The capacities of the existing student hostels are 390 beds for male students and 150 beds for female students. The shortage of female hostels has restricted the number of female students studying at the DCE.
3	Improvement of the computer room Provision of suitable furniture (desks and chairs, etc.)	<ul style="list-style-type: none"> The ability to operate a computer has become a social requirement. The new curriculum introduced in 2000 includes computer education in secondary education and the request is in response to such requirement.
4	Construction of a gymnasium Provision of PE equipment required for volleyball and basketball, etc.	<ul style="list-style-type: none"> The new curriculum introduced in 2000 includes actual sporting activities in secondary education. The DCE is the only institution which implements PE as required by the new curriculum for secondary education. The gymnasium will make exercise possible at the time of rain or when the daytime outdoor temperature is unbearably high.
5	Improvement of water supply and sewerage facilities	<ul style="list-style-type: none"> The low pressure water supply for limited hours is currently a serious problem for school operation.