

OPEN LECTURE

The Social Status and Motivation of Teachers: Considering Changes of Teacher Training Course in Malawi

Time: Jan. 19th (Thur.) 13:00-14:30

Venue: Room 515

Speaker: Jun Kawaguchi

- Assistant Professor, University of Tsukuba
- Research field: Teacher education reform in Africa (focusing on Malawi and Kenya)
- Former member of the JICA Research Institute
- Member of the Comparative and International Education Society (CIES)
- Member of Japan Comparative Education Society (JCES).

Outline of Talk

Free primary education policy was introduced in 1994 in Malawi, whereby the government aimed to expand and increase the number of teachers through changes in the teacher training course. The following are three revisions that the government implemented: 1) shortening of teacher training period, 2) shift in teacher training institutions from university-based to school based training, and 3) reduction in the quality and number of criterion for admission into teacher training course.

When this teacher training policy was initially adopted, policy interpretations reflected a rough and ready approach by Malawi government which did not carefully consider the motivation of existing teachers and increased attention given to a short term vision of cost-effectiveness based on the decisions of many international organizations as well as underlying national financial problems. While this policy change succeeded in increasing the number of teachers, it did not bring about quality improvement in education services.



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