



RESEARCH ARTICLE

The crisis in public education in Malawi

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Abstract

This paper is based on a critical review of the literature of the quantity-quality tradeoff in the aftermath of the introduction of Free Primary Education in Malawi. It is over twenty years since Free Primary Education was introduced in Malawi and yet its goals remain elusive. The introduction of FPE education resulted in a high influx of new pupils into schools and pressure on existing resources. There have been some serious concerns about the quality of primary and secondary schools including but not limited to overcrowding, poor teachers qualifications, insufficient teaching and learning materials, high-pupil teacher ratios and others. In this paper the authors examine the various implications of the introduction of FPE in primary and secondary schools, the dependency trap under which the country is glued, and propose some ideas to bring about change.

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A. Introduction

In March 1990, the United Nations organized a World Conference on “Education for All” in Jomtien, Thailand. About 1,500 delegates from 155 countries attended. The participants represented 150 governments, non-governmental and inter-governmental organizations. Conference organizers called upon all countries to universalize adequate basic education and to adopt the World Declaration on “Education for All” and a framework for action. “Education for All” was a commitment to provide quality basic education to all children, youth and adults worldwide. This policy advocated for increased access to primary education, eliminating inequalities in enrolment, building a strong socioeconomic base within society and enhancing civic education on the social and economic benefits of education at the community level (Hauya & Makewira, 1996).

At the conference, a representative of the Malawian Ministry of Education, Science and Technology proposed the idea of Universal Primary Education (UPE). It was not until 1994 with the transition to multiparty democracy, that the Malawian government led by the newly elected President of the United Democratic Front (UDF), would introduce Free Primary Education (FPE) (Kendall, 2003). One thousand classrooms were constructed and a new curriculum rolled out to 5,500 schools and a number of school feeding programs were introduced to some schools to retain learners.

It is over twenty years since Free Primary Education was introduced in Malawi and yet its goals still remain elusive. We believe that the introduction of FPE created a quantity-quality tradeoff when school enrolment rose creating school overcrowding, shortage of teachers, scarcity of teaching and learning materials, lack of classroom spaces, and other deficiencies. Free Primary Education to some extent accounts for the current state of primary and secondary education in Malawi. This is what we intend to appraise. Hence the purpose of this paper is to examine the state of Malawian public primary and secondary schools system in the aftermath of the implementation of Free Primary Education.

In the following sections, we first begin with a brief description of the approach used to write this conceptual paper followed by an account of the structure of primary and secondary school system in Malawi. In the next section, we discuss the implications of the introduction of Free Primary Education. Then we examine additional critical issues beyond the introduction of FPE and we conclude with a discussion of the dependency trap under which Malawi is glued followed by a conclusion.

B. Research Method

We conducted a desk review of literature that turned out to be a daunting task because of the scarcity of research literature on the topic. Specifically, we searched for scholarly literature produced since 1994 when Free Primary Education was introduced to the present. We searched databases including ERIC, PsychInfo and ABE followed by a hand search of scholarly journals. We also consulted reports issued by aid agencies and Non-Governmental Organizations and professional organizations working in the education sectors in Malawi. These searches yielded meager information.

C. The primary and secondary public education system in Malawi

Malawi became independent in 1964. Before that missionaries ran most of the primary and secondary schools in the country. These schools taught the 3Rs (reading, writing and arithmetic) and the Word of God. The primary and secondary schools were split into four main categories:

- Community or junior schools assisted by government but run by local communities in remote areas;
- Mission schools established and run by missionaries;
- Local Education Authority schools run by government through local structures; and
- Private (or designated) schools run by private organizations and mostly used by expatriates (Milner, Mulera, Banda, Matala, & Chimombo, 2011).

The education system consists of eight years of primary school, four years of secondary school and four years of university education (8-4-4). Currently, the Ministry of Education, Science and Technology (MoEST) oversees all levels of education in Malawi.

(i) Primary school level

The official entry age into primary school is six. However, very few children enter primary school at that age. This is due to long distances travel, lack of appropriate clothing, among other reasons. A significant number of primary school students are over age (Chiwaula, 2008).

From 1st standard to 4th standard students are taught in the most dominant local language of the area in which the school is located (Chewa, Tumbuka and others). English is taught as a subject in all standards. From 5th standard onward students are taught in English. After eight years of primary school, students sit for the Primary School Leaving Certificate Examinations (PSLCE), a prerequisite for entry into secondary schools (Chiwaula, 2008).

The goals of primary education in Malawi are:

- To develop quality basic education relevant to Malawian children individually, communally, and nationally;
- To provide quality basic education over eight years for all school-age children;
- To provide education that develops the knowledge, skills and values of children, enabling them to participate in the social, economic and political development of the country (Milner et al., 2001, p. 2).

(ii) Secondary school level

Secondary education lasts four years. It consists of two cycles -junior (Forms one and two) and senior (Forms three and four) with national examinations after each cycle. Currently, the secondary schools can only absorb 30% of the eligible primary school leavers. University absorbs only about 4% of the eligible secondary school graduates (Holkamp, 2009).

The government, missionary and private owners administer secondary education. Secondary schools are divided into six categories:

- Government day and boarding schools funded by the government through fees;
- Grant-aided schools operated by church organizations but receiving government grants for day-to-day running costs. Fees in these schools are slightly higher than in government schools;
- Private schools operated privately and receiving no grants from the government;
- Designated schools, mostly for expatriates, receiving nominal government grants;
- Community Day Secondary Schools (CDSS). These schools were formerly known as Distance Education Centres and were converted into CDSS in 1997. The aim of the Centres is to serve the local catchment area. These schools are mostly initiated and funded by the communities;
- Distance education courses for students at home mainly taken by employees who wish to improve their qualifications or by young people who fail to enter other secondary institutions (Milner et al., 2011, pp. 3-4).

D. The Introduction of Free Primary Education

Although many countries, including Malawi, adopted the “Education For All” in 1990, as a way of universalizing primary education and to aggressively reduce levels of illiteracy (see UNESCO website) in their respective countries, ten years later, most of the participants at Jomtien conference were way behind in realizing the goals of “Education for All”. The International Committee met again in Dakar, Senegal in 2012 to secure a renewed commitment from all the participants in achieving “Education for All” by the year 2015. They identified six goals:

- Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free compulsory primary education of good quality;
- Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning life-skill programmes;
- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2015 with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (From UNESCO website).

In Dakar, the International Committee pledged that “no countries seriously committed to “Education for All” will be thwarted in their efforts to achieve these goals by a lack of resources (Article 10, Dakar Framework for Action). Free Primary Education was a commitment the Government of Malawi made in Jomtien by adopting “Education for All” Declaration. However, it is not until 1994 that the government took concrete steps to implement Free Primary Education. More importantly, Bakili Muluzi who ran against President Kamuzu Banda promising that if elected he will make primary education free highjacked “Education for All.” He politicized “Education for All” making it his slogan. To everybody’s surprise he did not only win beating a serious incumbent but was also re-elected in 1999 (Ligomeka, 2000).

With Bakili Muluzi as president, all fees were waived in all government schools, which meant that no child, especially from poor families would be denied access to primary education. Strangely, schools collected funds from parents for learning materials and other operational expenses, while the government was mainly responsible for the salaries of teachers; a contradiction of Free Primary Education policy. Primary schools received \$ 500 and \$ 1000 from the government under the Direct Support to Schools (DSS) to get teaching and learning materials (World Bank, 2010).

E. Implications for primary and secondary schools in Malawi

According to the Ministry of Education, Science and Technology the introduction of the FPE policy resulted in a high influx of new pupils into schools and pressure on existing resources (Ministry of Education, Science and Technology, 2001). The President of Malawi, Joyce Banda, testified “when we adopted Free Primary Education, we

rushed. We did not know what we were going into. We compromised quality” (Speech at Marymount secondary school on 17/02/2014). Concerns about the quality of primary schools include but not limited to; overcrowding, poor teacher qualifications, insufficient teaching and learning materials, high-pupil teacher ratios, and others.

1. Classroom shortage

The introduction of Free Primary Education was ill-planned and created an instant overcrowding situation especially in primary schools that offered allclass levels (from 1st to 8th grade). As fees were waived, children flooded a school system that was below capacity and lacked the physical facilities to absorb all the newcomers. Between 1994 and 1995, students’ enrollment surged from 1.9 to 3.2 million students. In some schools students were forced to study outdoors under trees.

In 2004, the number of pupils to a permanent classroom was 119:1; the pupil/ desk ratio was 38:1; the pupil/chair ratio was 48:1; the pupil/textbook was 24:1; and the pupil/teachers 62:1 (GoM, 2005; Kattan& Burnett, 2004). In 2010, the average elementary school student/teacher ratio was around 99:1. There has been no improvement since.

2. Teachers shortage and poor teacher qualifications

The Free Primary Education policy pressured the government into recruiting large numbers of minimally qualified candidates and subjected them to crash training programmes. Out of a total of 45,075 primary school teachers, only 23,429 were qualified from official training colleges leaving almost 21,646 unqualified and under-qualified (EMIS Section, 2010).

The country went from the Primary Initial Teacher Training in 1964, the Malawi Special Teacher Education Program (MASTEP) in 1989 to the Malawi Integrated In-service Teachers Education Programme (MIITEP) in 1997. Training programmes kept changing in design, length of time and focus. Programmes that required two year training were slashed to one year in an effort to increase the supply of teachers (Mulkeen& Chen, 2008). Stuart and Kunje (2000) evaluation of MIITEP documented participants’ dissatisfaction with the training.

The majority of teachers in Malawian primary schools have completed secondary education with either a lower secondary junior certificate examination or a higher secondary Malawi School Certification Examination. In 2004, there were 473 (1%) primary school teachers with merely a Primary School Leaving Certificate (PSLCE); 23,971 (55%) with Junior Certificate Examination (JCE); 19,476 (44%) with Upper Secondary School Examination (MSCE); 33 with diplomas and 8 with degrees. There were very small numbers with third level diplomas or degrees (Mulkeen& Chen, 2008).

3. Teaching and Learning (resources scarcity)

The lack of teaching and learning materials amounts to a serious issue in Malawian schools. Among educators worldwide the three most significant factors influencing learning outcomes are teacher qualifications, the number of students in a classroom, and the availability of teaching and learning materials. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) produced a report assessing the quality of primary schools in Malawi in 2011. This report assessed the quality of the nation primary schools using four criteria: basic learning materials, mathematic textbooks, pupil/teacher ratio and class size. The data were collected in 2007 from 2,781 standard 6 pupils in 139 government primary schools in all six divisions in Malawi (Milner et al., 2011).

The findings revealed the following; in terms of basic learning materials, only 73% of the standard 6 pupils had at least one exercise book, a pencil or a pen and a ruler. This suggests that 23% of children did not have these items considered essential for participation in classroom instruction. There was a difference of 11% between pupils in rural schools (70%) and those in urban schools (81%).The Malawi numbers were below 79% average of pupils in the SACMEQ countries not clear (Milner et al., 2011).

As to mathematics textbooks, only 24 % of standard 6 pupils in 2007 had sole use of mathematics textbooks. In 2000 the sole use of mathematical books was 57%. The latest numbers showed a serious drop. However, despite the drop, Malawi was still below the average number of sole use of mathematics textbooks among the SACMEQ countries (Milner et al., 2011).

The pupil/teacher ratio in 2000 was 70:1. In 2007 the ratio for pupil/teacher went up to 88:1 while the country set its benchmark at 60:1. The average was obviously above the set target. Milner et al., (2011) explain that there was

an increase in pupil enrolment between 2000 and 2007 that was not offset by a recruitment of teachers or that most teachers who left the system during this time were not replaced.

Concerning the class size situation, in 2000 the average number of standard 6 pupils per class among primary schools in Malawi was 57. This was within the country's set benchmark of 60. In 2007, the number rose to 66 per class out of the country set target. However, the number for rural schools (58) was within the national benchmark, and much better than the number for urban schools (92). SACMEQ numbers were much lower than the numbers in Malawi (Milner et al., 2011).

The overall picture suggests that Malawi scored poorly in all four indicators with significant differences between urban and rural schools. The country is still below its set targets and even in comparison with the SACMEQ countries. Little progress was noted in the provision of basic learning materials between 2000 and 2007.

Educators know that teaching and learning materials are indispensable to education. A scarcity of textbooks means that students are not able to practice reading, writing, and arithmetic or increase their information base beyond classroom note taking. A recent study by Narayan (2012) confirms that students in several developing countries that espoused "Education For All" including Malawi, can not read or write properly even after completing primary school education. The harm lack of learning and teaching resources does to the learning process cannot be overstated, particularly in an environment in which personal computers are entirely lacking.

4. Poor performance in national examinations

The poor state of affairs in the primary school sector extends into the secondary education sector as well. For instance, a Policy and Investment Framework for Education in Malawi (1995-2005) pointed out that the country needed 6000 additional teachers to meet that period's demand for secondary school places. It is therefore no wonder that student performance in national examinations of Junior Certificate of Education (JCE) and Malawi School Certificate of Education (MSCE) have been getting worse. The worst pass rate for MSCE was 13 percent in 2000. Since then the situation has not improved much. For instance, in 2009 only 38.23 percent passed the MSCE examinations (EMIS section, 2010). The National Education Sector Plan, 2008-2017 (2008) points to many causes, including shortage of teachers and teachers trained for primary education having to teach in secondary education. The adage that "no quality of education can surpass the quality of its teachers" explains it all. The probable substandard teaching may explain why there are many cases of cheating in MSCE examinations (The Nation, 2013). Some of the students involved in cheating have been arrested and sentenced to imprisonment (Malawi Voice, 2013).

F. Beyond Free Primary Education

Free Primary Education cannot account for all the problems of the Malawian public school system. Way before the introduction of FPE the public education system was already under-resourced and under stress. This was further exacerbated by the introduction of FPE. Prior challenges included access, equity, access to education by special needs students, insufficient funding to education, inefficient use of the resources available, non maintenance of infrastructure, non replacement of consumables, widespread poverty and health issues. All these challenges amount to major constraints to providing equitable quality education at all levels (Ng'ambi, 2010).

Access remains a serious issue at the secondary and tertiary levels. The gains of increased primary school access have been diminished by the fact that a significant number of those enrolled in primary education repeat or dropout of the system. Out of every 100 children entering primary school, only 46 complete standard 8. The overall repetition rate at the primary level is 25% (MoEST, 2008). At the secondary level the average dropout rate is 12%. Among girls it is 16% and 10% among boys (Ng'ambi, 2010). The Integrated Household Survey indicates that the main reason for dropping out of school for both boys and girls is lack of money (58%), early marriage and pregnancies (15%) and lack of interest (13%) (World Bank, 2007).

A second major issue in the education system is equity. There is a problem of unequal access. Girls tend to be under-represented at the secondary and tertiary education levels. The dropout rate is worse among girls due to the impacts of HIV and AIDS that turn them into caregivers and at times bread-winners (Kadzamira & Rose, 2001). Other problems are poverty, poor school environment, such as poor sanitary facilities. Many primary schools are unable to construct enough pit latrines. Those that are constructed are not of durable material and are poorly maintained. Given the high population of many schools, pit latrines wear down fast. The World Health

Organization (WHO) recommended ratio of learners to a sanitation facility is 25 learners to one facility, in Malawi 23% of primary schools have a ratio of 60 learners to one sanitation facility, 14% of the schools have a ratio of 61-100 learners to one facility, 26% of the schools have a ratio of more than 100 learners to one facility. Two hundred and thirty (230) schools have no sanitation facilities at all (The state of water, sanitation and hygiene in Malawi primary schools, 2010).

There are also inequalities of access across socioeconomic groups and regions as well as between rural and urban areas. Msiska (2013) points out that due to quota system of selection, many students who pass well in national examinations but come from districts that usually perform well are left out for selection into higher classes. Instead students who have not passed as well but come from preferred districts are selected.

A third issue is the impact of HIV and AIDS. HIV and AIDS cause teacher absenteeism, resulting from sickness, taking care of the sick and attending funerals, and mortality. Currently 14.2% of the country's population is infected and the impact on the teachers is very serious. Teachers' attrition rates currently stand at 6% mostly attributed to HIV and AIDS related causes. Because of HIV and AIDS a lot of children are orphaned and therefore at greater risk of repeating or dropping out of school (Ng'ambi, 2010).

A fourth issue is access to education by special needs students. In 2009, 86,446 students in primary and secondary schools were identified as having learning disabilities. Around 23% were blind or with low vision; 25% deaf or hard of hearing and just under 10% with physical impairment. The lack of proper services remains a challenge to reaching out to these populations (Ng'ambi, 2010).

Although the education system remains weak and riddled with problems, some progress has been made in a number of areas. For example, the Primary School Curriculum Assessment and Review (PCAR) was developed for primary schools and rolled out to standard 1 to 3 and 5 to 7 between 2001 and 2009 while standards 4 and 8 were due in 2010. Inspections, supply of textbooks, teacher education programmes including quality control have been mapped out and are being implemented. The intent behind PCAR was to bring about needed reforms in primary education. However, the provision of teaching and learning materials is controlled by outside printing agencies and the budget is donor-driven (Ng'ambi, 2010).

G. Discussion: The dependency trap

The Malawian government has partly surrendered its education sector by opening its doors to the donor community. Some of the major donors who play a significant role in the education sector in Malawi include but not limited: The United States Agency in International Development (USAID), United Nations through UNICEF (United Nations International Children Emergency Fund), The Department of International Development (DFID) and the Economic Social Research Council (ESRC), the International Institute for Educational Planning (IIEP) of UNESCO (United Nations Education Scientific Cultural Organization), the Open Society Foundation, the Food Agriculture Organization (FAO) of the United Nations, the Sustainable Development Department, the Canadian International Development Agency (CIDA), the African Development Bank Group, Save the Children Foundation, the World Bank, Japan International Cooperation Agency (JICA) and the International Development Center of Japan Inc., (IDCJ) to name but a few (Japan International Cooperation Agency and International Development Center for Japan, 2012).

About 30% of the ministry of education recurrent budget and between 70 to 80% of the education development budget was donor funded in 2001 (Nielsen, 2001). Excessive reliance on outside donors has serious implications for the Ministry of Education, Science and Technology. Donors pressure the Ministry, often demanding educational changes before dispensing aid. Outside donors identify and define the educational needs of the country, and often impose solutions with minimum consultation with the stakeholders. This is in contradiction to the Policy Framework for Poverty Alleviation Programme produced by the government, which advocates that poor people be "empowered to improve their plight and contribute to national development" (United Nations Development Programme (UNDP), 1997, p. 14).

The issue of how NGOs facilitate participation has come under serious scrutiny. Scholars are now debating the efficacy of NGOs in service delivery. It is questionable whether NGOs have fully embraced the concept of

participation. White (1995) remarks that the politics of participation regarding who participates, what they participate in, how they participate and for what reason may vary from nominal or “tokenistic display” to “transformative participation” (in Meyers, 1999; Yamamori, Myers, Bediako, & Reed, 1996).

Countries who assist the Ministry of Education, Science and Technology, such Britain, the USA, Japan and others, have sent teachers in secondary schools without considering their suitability to the Malawian situation. For example, there have been several cases when volunteers who know little English have been deployed in secondary schools. Volunteer teachers have been deployed to schools with very poor/non existent teaching resources. The question is how they can teach well when their background is that of plenty resources. The Malawi government can not turn back the offer because if they did the donors would probably impose sanctions of some sort.

Because of this massive outside intrusion a great number of Malawians bear a misconception about who owns their schools. Schools have been associated with the government, or donors, or missionary organizations or even with the construction companies that build them. The notion that schools belong to the community is not widely held (USAID, 2006). Consequently, communities have tended to play almost no role in school activities.

The crisis in Malawian education system takes on different characteristics in varying levels, depending, to some extent, on the conditions of urban versus rural settings, differing levels of government and community support, as well as disparate local resources. Solving Malawi’s education crisis will depend, in part on understanding and addressing these differences and local experimentation with efforts to overcome challenges to quality education.

E. Ideas Malawi may consider to improve the education system

Realizing that many countries had not made significant progress in advancing Education For All agenda (Narayan, 2012), The World Bank organized a conference in Colombia in 2006 to share experiences about some of the best practices from Latin America and the Caribbean. The case studies included: multi-grading schools, public-private partnerships, girls education, compensatory programmes, assessment systems and alternative methods to deliver educational services (Education-Latin America lessons in promoting EFA, n.d.). Although all the issues may be important for Malawi, in the interest of space, we will only look at the first three.

(i) Multi-grade teaching

Multi-grade teaching is about one teacher teaching a combined group of more than one grade (sometimes even 4 grades). This approach is very useful in countries that have a shortage of teachers, such as Malawi or in small schools that may have small class populations such that it would be expensive to recruit a teacher for each grade. Due to illhealth associated with HIV and AIDS many teachers may have to go on sick leave. In such circumstances, multi-grade teaching could mitigate loss of learning. Like any other system multi-grade teaching is not without weaknesses. Notwithstanding the weaknesses, many countries find it quite valuable. For instance, 51% of the schools in India, 47% in Guiana, 43% in Jamaica and 30% in Turkey have adopted multi-grade teaching.

(ii) Public-private partnerships (PPPs)

According to Latham (2009), the aim of PPPs is to: promote improvements in the financing and provision of services from both the public and private sectors but not to increase the role of one over the other; and to improve existing services provided by both sectors with an emphasis directed on system efficiency, effectiveness, quality, equity and accountability (p. 2). In other words public-private partnership is a voluntary alliance between various equal actors from different sectors whereby they agree together to reach a common goal or fulfill a specific need that involves shared risks, responsibilities, means and competencies (World Economic Forum in Latham, 2009).

The need for partnerships is founded on the fact that providing meaningful “Education For All” is an expensive venture that resources challenged governments such as Malawi can hardly afford. Examples of PPPs in Education The following examples are taken verbatim from Latham (2009, pp. 3-4):

- Adopt-a-School Programs

The main feature of Adopt-a-School programs is that the private sector partners provide cash and in-kind resources to complement government funding of public schools. The main aim of the programs is that quality, access, infrastructure and community participation are improved within the government schools. Two common features of

such programs include: the role of a Facilitator between the school and the adopting body and a focus on adoption of the poorest government schools. There are many examples of such programs in the Philippines and in the Sindh Province of Pakistan.

- Capacity-building Programs

The main feature of these capacity-building initiatives is that the private sector partners provide support to public schools across a range of areas such as curriculum and pedagogical support, management and administrative training, textbook provision, teacher training and quality assurance.

- Outsourcing of School Management

School management initiatives involve the public sector authorities establishing contracts directly with private providers to operate public schools or manage certain aspects of public school operations. Although these schools are privately managed, they remain publicly owned and funded. A common feature of these initiatives is the management contract that details such aspects as the performance targets, accountabilities, timeline and arbitration procedures.

- School Infrastructure Partnerships

School infrastructure initiatives involve the design, financing, constructing and even operating of public school infrastructure under long-term contracts by private sector parties in partnership with the government. Essentially, under these infrastructure PPPs, the government is leasing a facility that has been financed, built and operated by the private operator while the government continues to retain its responsibility for the delivery of the core educational service provision.

(iii) Girls education

In 2009, 104,852 girls dropped out of school at standard 8 level, and 324,439 girls repeated standard 8 level (EMIS section, 2010). Some of the reasons include the impacts of HIV and AIDS, poverty and poor school environment e.g., poor sanitary facilities, lack of pit-latrines. Females in general form the majority of the country illiterates: 47% of women are illiterates compared to 24% of their male counterparts (Ng'ambi, 2010).

The Ministry of Education, Science and Technology has devised a series of programmes and interventions to address the issues affecting the education of girls in Malawi. For example, in 1994, the Ministry introduced the Girls Attainment in Basic Literacy Education (GABLE), a non selective programme providing school fees and other material needs to poor girls to keep them in schools (Civil Society Coalition on Quality Education, 2008). Other efforts sponsored by the Ministry include giving preference in admission to girls. Unfortunately, in many schools hostels capacities tend to be limited (Ng'ambi, 2010). While the Ministry claims that these strategies have greatly improved access to education for girls, it is the opinion of several Malawian scholars and other researchers that the success rate remains unimpressive.

Conclusion

The success of Education for All in Malawi remains intangible. There are several reasons that explain the crisis of public education as described and explained in his paper. The education system requires an overhaul, a radical way of thinking about how we educate and why we educate. Although we all acknowledge the potential benefits of education to development, it is in the classroom where the rubber meets the road so that this recognition of the importance of education does not amount to a cliché. School reform in Malawi requires essential commitment, from educators, policymakers and the higher ups in the government echelon.

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