SCHOOL MANAGEMENT AND INSTRUCTIONAL LEADERSHIP

EDUCATION POLICIES AND REFORM: EDF 113:

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Acknowledgement

The School of Education, University of Malawi and Malawi Institute of Education wishes to thank the Ministry of Education for their financial and technical support in the development and production of this module. Special appreciation goes to the Technical Project Team from the Education Foundations Department in the School of Education and the Malawi Institute of Education (MIE) for their advisory role in the design and development of the School Management and Instructional Leadership curriculum for the School Head Teachers in Malawi and for the oversight role in the writing and refining module:

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The School of Education and Malawi Institute of Education also wishes to recognize and appreciate the work accomplished by the following individuals in writing and refining this module:

- Samson MacJessie-Mbewe
- Ken Ndala

Acronyms

CBE	Complementary Basic Education
CPD	Continuing Professional Development
DC	District Council
DTED	Department of Teacher Education and Development
ECD	Early Childhood Development
EQUALS	Equity with Quality and Learning at Secondary
ICT	Information and Communication Technology
MGDS III	Malawi Growth and Development Strategy III
MIE	Malawi Institute of Education
MoE	Ministry of Education
MPSR	Malawi Public Service Regulations
NEP	National Education Policy
NESIP	National Education Sector Investment Plan
TEVET	Technical Education Vocational and Entrepreneurship Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIMA	University of Malawi

Contents

Module Overview

School leadership has a great responsibility of interpreting education policies and reforms to learners and staff members and implement the same at school level. In addition, it is the duty of school leadership to develop and implement school level policies that create enabling environment for learners to acquire education outcomes and also facilitate the work of all members of staff at the school. Therefore, school leaders need to be familiar with education policies and policy reform process in Malawi for them to be able to carry out their work according to the vision and mission of the education sector in Malawi. This module therefore is designed to achieve these issues.

Besides getting familiar with education policy and reform process, this module is further designed to help school leaders understand a cross section of people who have stake in education. Understanding these stakeholders will help school leaders engage in policy dialogue with different stakeholders in order to achieve the common education goal.

In addition, this module has been designed to help school leaders to critically analyze policies in order to come up with school improvement plans and programmes underlying the policies that can be implementable and reflect the desires of key stakeholders.

This module addresses one of the three groups of education standards that stipulate "the *leadership and management processes* which need to function effectively for good teaching and learning to take place."

Aim of the Module

This module is aimed at offering you as school leaders an opportunity to acquire and master both theoretical and practical aspects of Education Policies and Reform.

Intended Learning Outcomes

On successful completion of this module, you as school leaders should be able to:

- analyze education policies in Malawi
- apply education policies at school level

- develop and implement school improvement plans

- map out education stakeholders

- carry out innovative education reforms

The structure of this module is in units and sessions which later on include activities.

UNIT 1:   EDUCATION POLICIES IN MALAWI

Introduction

In this unit, you will be introduced to the concept of policy, education policy and policies guiding Malawi education sector. As a school leader, you will be a custodian of education policies both from the school level and the sector as a whole. Consequently, it will be your duty to interpret these policies to your subjects, students and other stakeholders like parents. Therefore, it is very important for you to understand the concept of policy and policies that govern education in Malawi.

Intended Learning Outcomes

At the completion of this unit, you should be able to:

a) discuss the concepts of policy, public policy, educational policy, strategy and plan;

b) assess the alignment of the National Education Policy (NEP) with the Malawi Growth and Development Strategy III in terms of goals and priority areas;

c) analyze the National Education Sector Investment Plan in line with the definition of plan and strategy as given by UNESCO and explain how you can facilitate implementation of NESIP at school level in your institutions;

d) identify standards in the National Education Standards for primary and secondary document and National Education Standards for Teacher Education and Development document and apply them in the running of your institutions;

e) apply the Continuing Professional Development Framework of Teachers and Teacher Educators to the building capacity of teachers in your institutions.

f) assess how the codes of conduct and ethics for professional teaches can be applied at your institution.
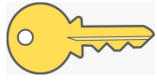
Key concepts

Policy, Public Policy, Strategy, Plan, Standard, Continuing Professional Development, Code of Conduct

Session 1.1: Understanding Policy

Policies are categorized into public and private policies. However, the concern of this session is to understand public policy. Therefore, in this session, you will learn the concepts of public policy, education policy, plan and strategy.

Activity 1.1.a

In groups do the following activities:

i. Brain storm your understanding of public policy;

ii. Brainstorm your understanding of educational policy;

iii. Differentiate between strategy and plan; and

iv. Share these with the larger group.

📖 *Feedback*

Defining Policy

A policy often comes in the form of general statements about priorities, written regulations or guidelines, procedures and/or standards to be achieved. At its simplest, policy refers to a distinct path of action which is suitable for the pursuit of desired goals within a particular context, directing the decision making of an organization or individual.

Defining Public Policy

In general, public policy is what the government chooses to do, or not to do. It is a decision made by government to either act, or not act in order to resolve a problem. Public policy is a course of action that guides a range of related actions in a given field. They rarely tackle one problem, but rather deal with clusters of entangled and long-term problems. Public policy provides guidance to governments and accountability links to citizens.

Public policy has generally been referred to as grand objectives that are mostly considered by governments. According to Peters (1999) some people refer public policy to "everything that government does" while others refer to it as "the sum of government activities, whether pursued directly or through agents, as those activities have an influence on the lives of citizens" (p. 4). So public policy affects a lot of people in the society and can be implemented by the government, its agents or private organizations (MacJessie-Mbewe, in press).

According to UNESCO, a public policy is a broad statement that sets out the government's main goals and priorities. It is in line with the country's constitution and can be sector-wide (e.g. education sector policy) or specific to a sub-sector (e.g. primary education) or to a certain issue (e.g. low enrolment rates).

A policy defines a particular stance, aiming to explore solutions to an issue. A major policy statement may be relatively general, for example: "To provide high quality basic education for all children by 2015." This sort of broad statement assumes a multitude of other, more specific, policy objectives covering the education sector or sub-sectors (e.g. basic, secondary and tertiary education). Policy objectives can pertain to a wide range of areas, including curriculum, teacher/professional development, learning materials, management and assessment (UNESCO, 2013).

Defining Education Policy

It should be noted that education policy is a public policy. So, the definition of public policy above should also entail education policy. However, to be specific, education policy has generally been defined as "the goals for the education system and the actions that should be taken to achieve them."

Differentiate between Strategy and Plan

A strategy sets the direction for achieving the goals and priorities set by the policy. The strategy document also clarifies the roles and responsibilities of the stakeholders.

A plan lists specific targets and outputs, and sets out a roadmap of concrete actions to achieve these targets and outputs, so as to ultimately achieve the goals and priorities that are described in the policy. A plan also lists the resources required for each activity and the length of time to be spent on each activity.

Activity 1.1.b

Refer to your group work in Activity 1.1 above and do the following:
- compare your definition of public policy, education policy, strategy and plan with what you have read in this session.
- show where the gaps are in your definitions and how you can address them.
- present your answers to the larger group

Activity 1.1.c

- Discuss the guiding documents you have in your institutions, which ones are policies, which ones are plans and strategies and why do you think so?
- Present your answers to the larger class.

In a nutshell, in the process of education policy development, various documents (e.g. policies, strategies and plans) are produced. To distinguish

clearly between them, below is a brief operational description of these three types of policy documents:

- A national education policy establishes the main goals and priorities pursued by the government in matters of education – at the sector and sub-sector levels – with regard to specific aspects such as access, quality and teachers, or to a given issue or need.

- A strategy specifies how the policy goals are to be achieved.

- A plan defines the targets, activities to be implemented and the timeline, responsibilities and resources needed to realize the policy and strategy (UNESCO, 2013).

Session 1.2: Malawi Growth and Development Strategy and National Education Policy

In this session, you will be working with two documents: (1) Malawi Growth and Development Strategy (MGDS) III and the National Education Policy for Malawi. Make sure that you have these documents.

Activity 1.2.a

In pairs,

- identify the key priority areas for the Malawi Growth and Development Strategy III.
- among these, which ones are for the education sector?
- explain how these education sector priority areas are aligned in the National Education Policy.
- assess if there are any gaps in the alignment.
- Present your answers to the whole class.

Activity 1.2.b

In pairs,

- identify the main goals and priority areas in the Malawi National Education Policy
- present the results to the larger group.

Feedback

The Malawi Growth and Development Strategy (MGDS III) which has been the country's medium-term development tool, defines development goals for Malawi. The main priority areas in the MGDS III are:

- Agriculture, water development and climate change management
- Education and skills development
- Energy, industry and tourism development
- Transport and ICT infrastructure
- Health and population

The education development goals that are aligned with the MGDS III identify the following education priorities:

- improved access and equity at all levels of the education system, including
- improved quality Early Childhood Development (ECD), primary, secondary and tertiary education and
- improved governance and management of education
- improved access and equity in skills development training, quality of labour force and enhanced workforce capacities and supportive systems.

The National Education Policy's goal is "to promote equitable access to education and improve relevance, quality and governance and management of the education sector. This will ultimately contribute to sustainable socio-economic development and poverty reduction" and the following are the key priority areas:

- Quality, accessible and equitable basic education;
- Accessible and quality secondary education;
- Quality teacher education (primary and secondary);
- Quality and equitably accessed TEVET;
- Quality and equitably accessed higher education;
- Quality and equitably accessed open and distance learning; and
- Enhanced Science, Technology and Innovation in Education

Activity 1.2.c

- Look at how policy statements are written in the National Education Policy and discuss reasons why they are written like that.
- Share your results to the larger group

Activity 1.2.d

- Take two or three policies developed at your institution and assess how these policies are aligned or not aligned to the National Education Policy.
- share the results to the larger group

Session 1.3: National Education Sector Investment Plan 2020-2030

In this session, you will look at the National Education Sector Investment Plan (NESIP) 2020-2030. The National Education Sector Investment Plan is an overarching long term, strategic document that has been developed to guide planning and implementation of all education development programmes, projects and activities in the next ten years.

Activity 1.3.a

- Analyse the National Education Sector Investment Plan (NESIP) in line with the definition of plan and strategy given by UNESCO.
- Share the results with a larger group.

Feedback

Strategy, according to UNESCO, sets the direction for achieving the goals and priorities set by the policy. The strategy document also clarifies the roles and responsibilities of the stakeholders.

UNESCO has also indicated that a plan lists specific targets and outputs, and sets out a roadmap of concrete actions to achieve these targets and outputs, so as to ultimately achieve the goals and priorities that are described in the policy. A plan also lists the resources required for each activity and the length of time to be spent on each activity. The NESIP therefore has outlined the

Education Sector strategic priorities and objectives in line with the National Education Policy which are to:

- increase access to equitable education programs at all levels of the education system;
- enhance the quality of learning outcomes that are relevant to Malawi's socio-economic development; and
- strengthen effective, efficient and accountable governance and management of the education system.

NESIP has further been elaborated into sub-programmes. Each sub-programme has a general objective aligned to the thematic objectives with the priority strategic objectives. Priority actions have also been defined under each strategic objective. The sub-programmes include: early childhood development (ECD); primary; out of school youth functional literacy and complementary basic education (CBE); adult literacy and education; secondary; higher; TEVET; teacher education.

In addition, key issues that have been prioritised under each sub-programme and the priority actions that will facilitate the achievement of set objectives in the sector have been highlighted. Through the priority actions, key reforms that the sector is committed to undertake are discussed. A summary of NESIP strategic objectives by sub-sector and the probable resource envelope together with a result-based indicator framework, roles and responsibilities, implementation plan with targets have also been indicated.

So, the NESIP is in line with the UNESCO's definition of plan.

Activity 1.3.b

In your groups,

- identify five priority actions that have been outlined in the NESIP to achieve objectives from your sub-sector (either primary, or secondary, or higher, or TEVET)
- discuss how your institution can facilitate the implementation of these priority actions.
- share your results with the larger group

Session 1.4: National Education Standards

The Ministry of Education developed National Education Standards to "aid policy makers at national, divisional and district level in the evaluation of the effectiveness of education in their area and across the country as a whole; and guide individual institutions and practitioners in reviewing and improving their practice." It is therefore very important for you to be familiar with these standards in order to improve performance of students, teaching, leadership and management at your institutions.

Activities 1.4.a

- What do you think are the minimum requirements identified in the National Education Standards for all schools in Malawi to achieve?
- Share these in groups.

Activity 1.4.b

In pairs,
- identify the standards in the National Education Standards document taking note how the standards have been grouped.
- share the results with the larger group

Feedback

The aim of the National Education Standards is to set down expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for students.

There are three groups of standards, those relating to:
- the **outcomes** which all students should achieve as a result of being educated in school;
- the key aspects of **the teaching process** which lead to students achieving these outcomes;
- the **leadership and management processes** which need to function effectively for good teaching and learning to take place.

School practitioners and managers are not expected to work through all the Standards at once. Rather they should select a small group of specific Standards which focus on key aspects of students' outcomes, the teaching process and leadership and management. They should use these standards to identify areas for improvement to include in their school improvement plans.

Activity 1.4.c

In groups,

- identify five ways National Education Standards can be used.
- Share the results with a larger group

Activity 1.4.d

In groups, and using the National Education standards,

- identify at least five areas where improvement is needed in your institutions and
- come up with the necessary actions to improve the areas.
- Share these with the whole class.

Session 1.5: National Standards for Teacher Education and Development

Having looked at National Education Standards for primary and secondary schools, this unit focuses on National Education Standards for Teacher Education and Development. The Ministry of Education has developed National Standards for Teacher Education and Development in order to "achieve consistency in the approaches which institutions of teacher education use to prepare student teachers for their substantive roles in schools and to ensure that graduating students demonstrate expected competences when they enter employment."

Activities 1.5.a

In pairs,

- brainstorm what you think are minimum requirements for teacher education?
- Share these to the larger class.

Activity 1.5.b

Read the National Standards for Teacher Education and Development, and in groups,

- explain how the standards have been grouped.
- identify the standards in each group.
- Share the results with the larger group

Activity 1.5.c

- Discuss how you will use the National Standards for Teacher Education and Development to improve student teachers on teaching practice at your school.
- Share the results with the larger group.

📖 *Feedback*

The purpose of the National Standards for teacher Education and Development is to:

- aid policy makers at national level in the evaluation of, and support for the effectiveness of teacher education across the country; and
- guide individual institutions, partnerships and practitioners in reviewing and improving their practice.

There are 18 standards for teacher education which are grouped into three:

i. **outcomes** for student teachers and for the institution of education and its teaching practice schools;

ii. ***key processes*** for teacher education; and

iii. features of ***leadership*** which drive these processes so that they function effectively and result in positive outcomes for student teachers.

The Standards are presented in the document at four levels of achievement:

- Level 4: Effective Practice
- Level 3: Exceeds Minimum Standards
- Level 2: Meets Minimum Standards
- Level 1: Below Minimum Standards

The Standards are aligned to the Malawi Growth and Development Strategy, the National Education Sector Investment Plan and the National Education Policy. They take into account the goals and objectives of education in Malawi and the guiding principles of access and equity, quality and relevance and governance and management in all education subsectors.

The Standards are points of reference for the work of policy-makers, development partners and education agencies as they drive forward

educational change and reform across the country. It is the responsibility of education administrators to explain, interpret and exemplify the Standards to education practitioners and civil society within their individual contexts.

Activity 1.5.d

- How can you use the National Standards for Teacher Education and Development in your schools?
- Share your results with the larger group

Session 1.6: Teacher Continuing Professional Development (CPD) Framework

The Ministry of Education has developed the Continuing Professional Development (CPD) Framework for Teachers and Teacher Educators in order to "improve the quality of teaching and learning, and therefore raise student learning outcomes at all levels of the education system."

Activities 1.6.a

In groups:
- Explain reasons why CPD is important for teachers and teacher educators.
- Presents your responses in class for plenary

Activity 1.6.b

Individually

- Read the CPD Framework document for teachers and teacher educators in Malawi
- Briefly explain how the framework guides the design and implementation of continuing professional development programmes.
- Present your work to the larger group

Feedback

The CPD Framework is expected to help in improving education quality through ensuring that teachers and teacher educators are constantly kept abreast of new developments, methodologies and strategies for teaching, as well as new solutions to the challenges they encounter in their day to day work. The expectation is that teacher knowledge, skills and attitudes regarding teaching and learning will improve. This will have a positive impact on student learning outcomes and address internal inefficiencies.

The purpose of the CPD Framework is to guide the design and implementation of continuing professional development programmes. The underlying aim for the CPD Framework is to improve the quality of teaching and learning practices, and therefore raise student learning outcomes at all levels of the education system.

The Continuing Professional Development (CPD) Framework for teachers and teacher educators translates the policy statements in the National Education

Sector Plan and the National Strategy for Teacher Education for institutionalization of a systematic and award bearing CPD for teachers and teacher educators in Malawi. The policy statements also recognize the importance of CPD in ensuring increased knowledge and skills as well as teaching competencies for teachers and teacher educators that should contribute to their career progression.

The CPD Framework identifies and elaborates components that will provide an enabling environment for CPD to contribute to career progression, and these are:

- *Teacher career structure*: The Framework contains revised career structures for teachers and teacher educators.
- *Needs based CPD provision*: The Framework calls for needs based CPD provision. The needs will be identified both through bottom up and top down approaches.
- *Nature of CPD*: The Framework recommends that CPD should be implemented at department or section, school, zone and district levels.
- *Governance of CPD*: The Framework operationalizes Ministry of Education aspirations for a devolved governance structure for CPD.
- *Evaluation of CPD*: The districts and education divisions, through CPD coordinators, are responsible for evaluating the impact of CPD on learning outcomes.
- *Monitoring and evaluation*: Quality monitoring and adherence to standards should be done at all levels. However, central government through DTED and the Directorate dealing with quality assurance should be responsible for overall quality monitoring and adherence to education standards.

The CPD Framework proposes career structures for primary and secondary school teachers and teacher educators. The CPD Framework proposes two pathways for the promotion of teachers and teacher educators: i) professional pathway and ii) administrative pathway. And again, CPD will be used for renewal of teachers' licence. The licensing will be a continuous process throughout the teaching career.

The Framework stipulates that each of the grades and positions in the career path should be associated with specific competencies. Once the teachers and teacher educators attend specified CPD, they should acquire the requisite competencies, which can be ascertained through teacher appraisal.

This Framework recommends that the CPD cycle should comprise five components, which are: needs analysis, planning, implementation, monitoring and evaluation.

According to governance structure for the CPD, in keeping with the decentralization policy, CPD services will be coordinated and implemented at district level for primary school teachers and at division level for secondary school teachers.

Activity 1.6.c

In groups,
- explain how the CPD Framework is related to the National Education Standards for primary and secondary education?
- Present the results to the larger group

Activity 1.6.d

In pairs,

- explain how the CPD can contribute to career progression of teachers at your institution.
- Share the results with a larger group

Session 1.7: Malawi Public Service Regulations (MPSR)

The Malawi Government developed the Malawi Public Service Regulations (MPSR) to guide all public servants as they go about their duties. It is therefore imperative for you to understand these regulations for your own conduct and also the conduct of your subjects.

Activities 1.7.a

In groups,

- brainstorm how civil servants should not conduct themselves at work and out of work.
- Share the results with the larger group

Activity 1.7.b

Read the Malawi Public Service Regulations (MPSR) and do the following:

- compare what you have found in your brainstorming and what the regulations present.
- how will you revise your earlier findings in activity 7.1 above?
- Share the results with a larger group

📖 *Feedback*

The following are some of the regulations governing all civil servants including teachers. Note that in addition to these, teachers have their own regulations. You are encouraged to read all of them before you join civil service.

A Civil Servant is guilty of misconduct if he/she–

- absents himself/herself from his post during normal hours of attendance without permission from a Responsible Officer or Controlling Officer or without valid excuse;
- performs his/her duties negligently;
- fails to perform any duties properly assigned to him/her or to obey any instructions which may properly be given to him/her by a person having authority to give such instructions;
- displays insubordination by word or conduct;
- continues to be incompetent or inefficient after the expiration of the period fixed in a warning given to him under l:203t unless such incompetency and inefficiency is due to causes beyond his control;
- fails to comply with any of these Regulations, Financial Orders or Stores Regulations as amended from time to time or commits a breach of any contract or agreement entered into under these Regulations;

- is under the influence of intoxicating liquor or habit-forming drugs during the normal hours of attendance or during such other hours as he may be required to be on duty;

- habitually takes intoxicating liquor or habit-forming drugs to excess;

- is, under any law or statute, adjudged or otherwise declared bankrupt or insolvent or has writ of civil imprisonment or other like order issued against him, unless he can show that his/her financial difficulties have been caused by circumstances beyond his control;

- suffers pecuniary embarrassment likely to interfere with the efficient performance of his duties;

- except in the discharge of his official duties or with the consent of the Minister and in accordance with such directions, if any, as the Minister may from time to time give him/her, discloses or reveals either directly or indirectly the contends or any part of the contents of any documents, communication or information whatsoever acquired in the course of such duties;

- uses for personal gain information acquired through his employment in the Civil Service, notwithstanding that he/she does not disclose such information;

- Conducts himself/herself on any one or more occasions in a disgraceful, improper or unbecoming manner, or while on duty is grossly discourteous to any person;

- makes use of public monies or any property of the Government for private purposes;

- fails to take reasonable care of any Government property in his/her custody or on charge to him/her or take such steps as are within his/her power to ensure that reasonable care is taken of any such property;

- without the consent in writing of his Responsible Officer cedes the whole or a part of the salary, allowances or other remuneration payable to him;

- engages in an occupation or undertaking or performs any act which might in any way conflict with the interests of the Government or be inconsistent with his duties;
- Except with the consent of the Minister and from time to time be given to him by the Minister:
    a) acquires or holds a direct or indirect pecuniary interest in a contract relating to matters falling within the function of the Department in which he/she is serving; or
    b) knowingly acquires or holds a direct or indirect pecuniary interest in a firm or company applying or negotiating for a contract with the Government relating to matters falling within the function of the Department in which he is serving; or
    c) owns any right in immovable property, or has a direct or indirect pecuniary interest in a firm or company, which results in his private interests coming into real or apparent conflict with his official duties;
- S/he does or causes or permits to be done, or connives in any act which is prejudicial to the administration, discipline or efficiency of the Civil Service or any part of it;
- S/he commits any of the following offences and is convicted thereof by a court of law:
    a) extortion, bribery, corruption;
    b) theft, theft by false pretences, receiving stolen property knowing it to have been stolen;
    c) fraud, forgery, uttering a forged instrument knowing it to have been forged; or
    d) attempt, incitement or conspiracy to commit an offence under this subsection;
- S/he attempts to secure intervention from political sources in relation to his position or conditions of employment in the Civil Service: Provided that

nothing in this regulation shall be construed as precluding an officer from endeavouring to obtain redress of any grievance through a member of the National Assembly;

- except with the consent of the Minister and except in accordance with such directions, if any, as may from time to time be given to him/her by the Minister:

    a) does not place the whole of his/her time during the normal hours of attendance at the disposal of the Government;

    b) performs or engages himself/herself to perform work outside the Civil Service for remuneration;

    c) is or becomes a director or engages, directly or indirectly in the management or direction of any company or syndicate;

    d) acts as reporter, correspondent or editor of a newspaper or takes any part, directly or indirectly, in the management thereof;

    e) otherwise than in the discharge of his official duties speaks in public, broadcasts, writes letters to the press, grants interviews, publishes books or articles, circulates leaflets or otherwise publishes anything on matters which are concerned with the Civil Service; or

    f) accepts valuable presents, other than the ordinary gifts of personal friends, from persons with whom he comes or likely to come into contact in the discharge of his duties;

- takes part in or assists any activity subversive of the Government;
- engages in any activity, political or otherwise, which interferes with the due performance of his duties as a Civil Servant;
- makes to Government any false claim.

Activity 1.7.c

In groups,

- discuss how you will make sure that teachers understand and adhere to the Malawi Public Service Regulations.
- report your work in class for plenary

Session 1.8: Codes of Conduct and Ethics for Teachers in Malawi

The purpose of the Codes of Conduct and Ethics for Primary and Secondary School teachers is to guide teachers in maintaining higher standards of professionalism at all times. It is therefore important for you to be familiar with the Codes of Conduct and Ethics for professionally trained teachers.

Activities 1.8.a

In groups;

- brainstorm how professional teachers should conduct themselves at school and out of school.
- report your work in class for plenary

Activity 1.8.b

Individually;

- read the Codes of Conduct and Ethics for Teachers in Malawi
- compare what you have found in your brainstorming (Activity 8.1) and what the framework presents.
- explain how you will revise your earlier findings?
- Present your work in class

📖 *Feedback*

The Codes of Conduct and Ethics for primary and secondary school teaches contains the following, among other things:

- Adherence to teaching rules and regulations;
- General responsibilities of members of the teaching profession;
- Duty to display professionalism;
- Professional ethics of a head teacher/principal;
- Academic responsibilities of head teachers/principal;
- Responsibilities of head teachers/principal towards students;
- Specific regulations for the head teacher/principal;
- Duties of a teacher towards learners and students;
- Duties of teachers towards fellow teachers;
- Duties of the teacher towards the community;
- Roles/duties of a teacher to the parents teachers association;
- Teacher and his/her professional organizations;
- Hearing of evidence;
- Reporting findings of the investigation;
- Disciplinary measures;
- Communication of sanctions;
- Publication of sanctions;
- Referrals in school related gender based violence;
- Acts of misconduct warranting the suspension and disqualification of a teacher;
- Absence without leave; and
- Political activities;

Activity 1.8.c

In groups,

- critically assess how you will reinforce codes of conduct and ethics for teachers at your institution
- present your work for plenary

Unit Summary

In this unit you have learned about policies, strategies, and plans and how these can be handled at school level. In addition, you have identified, analyzed, and assessed a number of policies, plans and other frameworks and discussed how these can be applied to the running of your institutions. It is hoped that the knowledge you have gained about these policy issues will be of great help to you as school leaders at your institutions.

✍️ Unit Assessment

1. Compare and contrast public policy, education policy, strategy and plan. Then explain how you can use these at your institution.
2. Analyze and establish a link between National Education Sector Investment Plan and National Standards for primary and Secondary Education and National Standards for Teacher Education and Development. How can these be used in the improvement of your institutions?
3. Explain how the Continuing Professional Development Framework for Teachers and Teacher Educators can help you build capacity of your staff at your institution.
4. Assess whether the Codes of Conduct and Ethics for teachers are being adhered to at your institution and give reasons for adhering or not adhering to. What can you do in order for your teachers to adhere to these codes of conduct and ethics for teachers?
5. Discuss how you can orient your members of staff to the Malawi Public Sector Regulations.

UNIT 2:   APPLYING EDUCATION POLICIES AT SCHOOL LEVEL

 Introduction

At school levels, there are different types of policies that are implemented. There are those that are sector wide and come from the Ministry of Education or Government as a whole and there are those that are formulated at school levels. Therefore, in this unit, you will look at how education policies can be applied or implemented at school level.

 Intended learning outcomes

At the completion of this unit, you should be able to:
a) discuss how you can bring policy awareness to the members of the school community.
b) acquire skills to successfully implement policies at your institution.
c) give policy feedback to policy makers

 Key concepts

Policy Awareness, Policy Dialogue, Policy Implementation, Policy Design, Stakeholders

Session 2.1: Policy Awareness

When policies are formulated at school level or from the Ministry of education, there is need for key stakeholders to be aware of them. These stakeholders can be aware of them if the policies are properly communicated. As school leaders, you are responsible for policy communication to your constituency. In this session, you will therefore discuss how you can bring policy awareness to the members of the school community.

Activities 2.1.a

In pairs,

- write down ways you think you can bring policy awareness to your school community, and then share these to a friend in a pair.
- Your friend should share what you have shared to him/her to the whole class.

Feedback

Stakeholders need to be made aware of policies because sometimes the language of a policy may not necessarily be understood by the actors who are expected to implement it. And again, a policy must gather political support among actors and across implementation levels if it is to be implemented. With a large number of vocal stakeholders in the education sector, policy designers are encouraged to plan for engaging stakeholders as early as possible in the process of policy making and also to communicate clearly on the goals, objectives and processes required for the policy.

Engaging stakeholders in the design process may serve several purposes: making sure the key message and logic of the policy are transmitted correctly to actors, build consensus around the objectives, tools and other means to achieve the policy goals. By doing so, it can build support for the policy, thus limiting the number of actors that may oppose the policy throughout the implementation process.

Engaging with stakeholders is also a way to heed the reality of practitioners' daily activities throughout the process, which allows for avoiding obstacles or changing courses if some measures do not align with local needs.

Strategies for policy awareness include:
- conducting workshops on existing policies
- preparing policy briefs and present them in meetings
- placing policy summaries on notice boards
- placing policy summaries in institution news letter
- conducting formal training on policies
- use of social media to communicate policies

 Activity 2.1.b

In groups:
- discuss challenges you face in policy awareness at your institution
- explain ways of addressing the challenges.
- present your work for plenary

Session 2.2: Implementing Policy

Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. It is therefore crucial for you to understand it, clarify its determinants and explore ways in which it can be more transparent and effective.

Activities 2.2.a

In groups,
- share the challenges you have faced in implementing education policies at your institutions
- discuss how you mitigated against these challenges.
- present your work for plenary

Feedback

Defining Education Policy Implementation

Education policy implementation is a purposeful and multidirectional change process aiming at putting a specific policy into practice and which may affect an education system on several levels.

Implementation is purposeful to the extent that the process is supposed to change education according to some policy objectives.

It is **multidirectional** because it can be inflected by actors at various points of the education system.

It is **contextualised** in that institutions and societal shocks and trends –i.e.in culture, demography, politics and economy- affect the education system and the ways in which a policy is shaped and translates in the education sector.

Key challenges of education policy implementation
The following are key challenges of education policy implementation:

i. *Insufficient focus on implementation*: educational policies seem to be developed with little consideration for the practical mechanisms necessary to their implementation. Questions such as "do teachers have the skills to teach this new curriculum?" are often overlooked. As a result, expectations concerning schools' capacity to implement often exceed reality. It is therefore necessary to ensure that when designing and introducing new education policies, you focus and design strategies for the implementation process itself.

ii. *Implementation as a change process*: embedded within the concept of implementation is the idea that the policy that gets implemented brings about an effective change to the education sector. For example, implementing a new curriculum at the school level mostly implies changing schools and teachers' practices, their beliefs, and the materials used. On the other hand, a policy introducing new school funding formulas requires district leaders and principals/head teachers to change the way individual schools and local education systems are managed and funded.

iii. *Enacting change in complex education systems*: the number and type of actors that get involved with education policy have grown. Regional

and local administrators, school representatives, principals, teachers, parents and other actors are keen to defend their own vision of education, based on deeply rooted and largely personal belief systems. These actors engage in heated political debates about what priorities to give to education, and take initiatives to bring new policies into schools.

Key Determinants of Education Policy Implementation

There are a set of key determinants, or independent variables that either hinder or enable implementation outcomes. The following four dimensions are crucial to consider when approaching education policy implementation:

i. *The policy design*: the way a policy is debated and framed, the logic it suggests between the policy problem and the solution it offers and the feasibility of the latter determine to a great extent whether a policy can be implemented and how. The policy needs that seem the most urgent, the clearest or the better justified may get implemented first. And again, for reform implementation to be successful, policy goals and targets must be clear and concrete. In addition, the causal theory (or theory of change) underpinning the policy is essential, because it tells the story of how and why the policy change takes place, and can contribute to get engagement and guide those involved. Finally, the extent to which decision makers take into account the practicalities (feasibility) of implementation affect whether and how a policy gets implemented.

ii. *The stakeholders and their engagement*: education policies are implemented by individuals and organisations, therefore, making them central to the implementation process is important to successful implementation of a policy. In schooling, key actors are found at the

school level (e.g. principals, teachers, students and parents), and the local levels (e.g. school boards, school providers, local authorities and community). At the regional or national level (e.g. training institutions and education material providers). In addition, stakeholders affect policy implementation because of their different interest in the policy. These interests may be "the complex web of values, views, orientations, dispositions, preferences, and convictions that shape their perceptions of public problems and the policy solution that may be attached to them" (Malen, 2006). Furthermore, capacity of stakeholders does also affect policy implementation.

iii. *The institutional, policy and societal context*: the institutional setting comprises the formal and informal social constraints that regulate the implementation process in a given education system. The other policies in place in education and other sectors also need to be taken into account because they may facilitate or hinder the implementation process.

iv. *The implementation strategy:* the implementation strategy refers to the operational plan that guides the process to make the policy happen in effect. Five elements of the implementation plan are:

1. task allocation and accountability - policy needs some clarity and visibility regarding who is supposed to implement what, and who is responsible;

2. objectives and tools - successful implementers have in common to have established *a small number of clear, high-priority, measurable, ambitious but feasible goals focused on student outcomes, which do not distort practices within the school system*". In addition, tools

such as capacity-building or school-community partnerships can help to achieve the policy objectives;

3. resources - the inputs necessary for education policy implementation consist mainly of the funding, technology and knowledge available to the actors, as well as their capacity to use them;

4. timing - an implementation strategy defines a timeline common to the main stakeholders; and

5. communication and engagement strategy with education stakeholders – communicate clearly on the goals, objectives and processes required for the policy.

Activity 2.2.b

In groups,
- discuss how you can successfully implement policies at your institutions
- share the results with the whole class

Session 2.3: Policy Feedback to Policy Makers

Policy implementation can be effective if grassroots stakeholders that implement policies are given chance to give feedback to policy makers on the weaknesses and strengths of the policies implemented. In this session therefore, you will explore who education policy makers are and mechanisms you can use to feedback to policy makers the effects of education policies.

 Activities 2.3.a

In pairs,

- brainstorm examples of education policy makers.
- Share with the whole class

 Activities 2.3.b

In groups,

- discuss the importance of giving policy feedback to policy makers.
- Share the results with the whole class

 Activities 2.3.c

In groups,

- explore ways your institution can use to give policy feedback to policy makers.
- Share with the whole class

 Feedback

Examples of Education Policy Makers

Policymakers do not make decisions in isolation. They rely on information and advice from many other specialists and organizations. There are therefore a number of policy makers at different levels of government:

At international level, there are: ministers and senior civil servants in other governments, representatives in international organizations such as UNICEF, the World Bank, UNESCO, the African Development Bank etc.

At national level, there are: the President, Minister of Education, other government ministers, Members of parliament, civil servants in the Ministry of Education and other ministries, Planning commission, and advisory bodies.

At district level, there are: District Councillors (DCs), District Education Officers, Local politicians, traditional chiefs, etc

Importance of giving policy feedback to policy makers

- To give feedback on how well the policy is doing.
- To gain policymakers' support for your activities in the policy area
- To persuade them to change or review a policy or law

Ways of giving policy feedback to policy makers

Policy feedback to policy makers can be given in different ways such as through: Briefing paper, Policy briefs, Brochures, Letters to policymakers, radio and TV stations (news, current affairs, documentary and education programmes), Newspapers, magazines Blogger etc.

Policy feedback to Policy Makers can also be given through Political advisers, Ministry specialist advisers, research teams, respected academics and professionals.

Policy feedback to policy makers can be given through face to face meetings and conferences where you can do the Lobbying, Presentations, Briefings and Debates.

What Message would you convey to policy makers?

Remember that policy makers are busy people and do receive conflicting sources of information. This means that you have to:

- present information in a short, easily digestible form.
- use language that a non-specialist can understand.
- summarize the information, and present clear arguments for a particular course of action

The following are the different kinds of messages that you may have to convey to policy makers:

- ***Awareness*** - If policymakers are not aware that a problem exists, they will not do anything about it.
- ***Importance -*** Information about the scale of the problem. How big is it? How many people are affected? Where are they?
- ***Analysis -*** A discussion of the background, causes and effects of the problem. Why does the problem exist? What are its effects?
- ***Options -*** Information about the policy options. What are the options for solving the problem? What are the strengths and weaknesses of each option? (Note: you may decide to leave the options out and focus instead on just one recommendation).
- ***Recommendations*** - Evidence in favour of a particular option. Why is this option better than the others? Give evidence to show that that it will be effective (and cost effective).

Activities 2.3.d

In groups of four,

- package a policy feedback message to your policy makers about the policy or policies implemented at your institution.
- Share the results with the whole class

Unit Summary

In this unit, you have learned how you can apply education policies at school level. For easy application, stakeholders need to understand and be aware of the policies and participate in the implementation process. Policy implementation has some challenges but also there are factors that determine whether policy can be implemented successfully or not. Finally, you need to give policy feedback to your policy makers if policies are to be successful.

Unit Assessment

1. Discuss factors that contribute to policy unawareness among stakeholders at school level and explain ways of mitigating these factors.

2. Explain the process you can take to make sure that the policy you formulate at school level gets implemented successfully.

3. How would you give policy feedback to policy makers?

UNIT 3: DEVELOP AND IMPLEMENT SCHOOL IMPROVEMENT PLAN

Introduction:

This Unit 3 will be guided by the National Education Policy of 2013, the National Education Sector Investment Plan (NEIP) of 2020, National Education Standards and the Guidelines for Development of SIP of 2010. In this Unit you are expected to be conversant with the development, implementation, and monitoring and evaluation of SIP. You will also acquire skills to carry out the evaluation SIP at the end of the implementation period. The knowledge acquired will assist in improving the performance of your school.

Intended Learning Outcomes

By the end of the Unit you should be able to:
d) develop School Improvement Plan
e) implement School Improvement Plan
f) monitor the implementation of the School improvement plan
g) review the school improvement plan
h) manage resources for School Improvement Plan

Key concepts:

Stakeholders, School Self-Assessment, Prioritisation, Strategic Objectives, Activities, Costs

Session 3.1: Development of School Improvement Plan

In this Session 1 you will learn how to develop SIP following four steps and these are: (a) carrying out a school self-assessment analysis, (b) identifying priority areas, (c) developing strategic objectives, (d) developing activities and (e) coming up with the cost for implementing the SIP.

Activity 3.1.a:

- In pairs brainstorm what a plan is
- Share your responses with the members of the class
- Agree to on key elements in the definition of a plan

Activity 3.1.b:

- In a group of 5 list activities that can be carried out to improve performance of your school.
- Share your responses with the members of the class
- Then identify 5 key activities as a class.

Activity 3.1.c:

- You are provided with a copy of NEP and NEIP
- In a group of 5 identify three angles (themes) of analysis and identify the listed activities in Ativity3.2 in these themes.
- Present your work in a table which will have two columns for the themes and the other for activities

Activity 3.1.d:

- Discuss in group of 3 who are involved in the development of the school plan and what has been their role.
- Share the results in a plenary session

Activity 3.1.e:

- In groups identify and sequence the steps in the development of SIP
- Discuss when, within the school year, each step in the sequence will be undertaken and indicate who would be involved at each stage
- Share your results in a plenary session

Feedback

Development of a SIP

School Improvement Plan (SIP) is a physical document that contains vision, mission statements, strategies, activities and costs for implementing the plan. SIP is developed after a thorough review of the performance of the school. A participatory approach process is used in developing SIP to enhance community participation and school ownership.

Development of School Improvement Plan involves understanding the status of the school first and the Policies that regulate the operations of the school. Before the actual process of developing the SIP you should know what a Plan is and its guiding principles, the steps in getting started and identifying who the stakeholders are and why. You should know that the Malawian Educational

Policies highlight three themes and these are (a) Access and Equity, (b) Quality and relevance, and (c) Governance and Management. You should also know that development of a SIP involves a number of stakeholders to enhance ownership, provide capacity to the community, enhance transparency and accountability, strengthen partnership and unity among the stakeholders for a common purpose of improving learning outcomes. You should also frequently remember the following guidelines in the development of a SIP: promotion of the best interest of the learner, participation of all stakeholders, consultations at all stages, transparency and accountability to the public, team work, honesty, and commitment.

The following are steps that are carried out in the developing a School Improvement Plan (SIP):

Step 1: School Self-Assessment
This step requires the stakeholders to collect data and critically analyse what contributes to the performance of the school with respect to access and equity, quality and relevance and governance and management. You will need relevant data to carry out this exercise.

In analysing Access and Equity, you will have to consider the population of all pupils in the catchment area who are supposed to be in school and of those who are actually in school. Considering their ages will help in knowing how many of the qualified age population of children are attending schooling. You should also consider their gender and those with special needs. Gross Enrolment Rate (GER) is a percentage of total number of children who are in school out of a population of children who are supposed to be in school. Net Enrolment Ratio (NER) is a percentage of age-specific number of children who are in school out of the age-specific of the population children.

When considering Quality and Relevance of the school, the curriculum, characteristics of teachers, mode of training teachers, availability of teaching and learning materials (textbooks, desks, chairs) are considered. Also pass rate for students in Mathematics, Science and English for a number of years. On the curriculum, you will have to assess whether the curriculum is serving the needs of the community as per the objectives of schooling. Is the curriculum meeting the expectations of the stakeholders? On quality of teachers, you need to know how many teachers are qualified and how many are not qualified in a school. What type of qualifications do they have? This data should be disaggregated by gender. Number of textbooks per subject and class should also be established as part of measuring quality. Information for other supplies like toilets, distance travelled by students to school should also be collected. You will also have to assess the living condition for the teachers or environment. When this data is collected the following indicators will have to be calculated: Pupil Teacher Ratio, Pupil Qualified Teacher Ratio, Pupil Textbook Ratio, Pupil Toilet ratio, Pupil Classroom Ratio, drop-out rate, repetition rate, and promotion rate.

For governance and management, you will have to collect information pertaining to availability and effectiveness of SMC and PTA, participation of community leaders, availability of policies to govern the operations of the schools.

When doing School Self-Assessment, you need to have baseline data. This is data at the year of developing the SIP which can be compared to the indicators provided for in the policies. You do not need to calculate these indicators yourself but find them in credible sources of data. It is important to find data through credible sources like; Education Management Information Systems

(EMIS), National Statistical Office (NSO), UNESCO, World Bank websites or any other site that are credible.

The other source of data is from the stakeholders. You will have to administer a questionnaire to key stakeholders for the school. The questionnaire should contain questions that will provide information on school self-evaluations categorised in three themes as provided for in the Malawi National Standards. The stakeholders should include the Village Chiefs, Mother Groups, Member of Parliament, Councillor, any other Community leaders and Students. When data is collected through the questionnaire it should be analysed and common themes categorised together and prioritised. This information is then linked to the indicators already collected. This takes us to the issue about prioritization.

Step 2: Identifying Priority Areas for the School

Identifying priority areas is another important step in developing SIP. With a lot of data collected in Activity 1 you will have to arrange the findings of the analysis according to priority areas. This will have to link the indicators collected and the stakeholder responses. You identify which area or concern is mentioned frequently by the stakeholders and check whether this is supported by indicators. Thus, in this case you will identify priority areas that will assist in improving the learning outcomes. Most importantly the priorities should be supported by the indicators from credible sources. The following activities will lead you to identifying priority areas.

 Activity 3.1.f:

In Groups
- list what you like and what you do not like about your school

- Share your opinions in a plenary session
- Identify those that are common
- Discuss in pairs aspects you think would negatively affect pupils learning outcomes
- Put your responses in a table within the three categories; access and equity, quality

  and relevance and governance and management.

When the table is completed you will now move to the next activity of prioritisation of key areas to improve performance of learners.

Activity 3.1.g:

In groups:

- Analyze the needs/challenges identified in Session 1 (a) as provided in the Table above mention the activity
- Prioritize the ones that would have the greatest positive impact on learning outcomes and complete the following table giving a scale of 1 to 4 and
- Identify the solutions

Table 1: Self School Assessment

Areas of Concerns	What I like about our School	What I do not like about our school	What can be done
Access and Equity			
Quality and Equity			
Governance and Management			

Table2. Priority Areas for the School

Areas of Concern	Challenges Identified	Rating (Scale 1-4) the highest being 1	Identified Solutions
Access and Equity			
Quality and Relevance			
Governance and Management			

Step 3: Developing Vision, Mission, Strategic Objectives and Activities

A consensus needs to be reached in coming up with priority areas for the improvement of the school. There should be an agreement among stakeholder what the Vision and Mission for the school will be to improve performance. The priority areas will have to be phrased into Strategic Objectives which later leads to activities to be carried out by the school. An estimate cost for the activities should also be included. Once this is done then the physical document "school improvement plan" is ready for implementation. Activity below helps in coming up with a vision, mission and a Motto for the school.

Activity 3.1.h:

In groups:

- pin three flip charts on the wall and write the following in each chart: vision, mission and motto.
- review the existing school **vision, mission** and **motto**. If your school does not have these statements, brainstorm to develop some.
- the secretary of each group will write the agreed motto, mission and vision on the respective flip charts.
- In plenary, let the participants harmonize and agree on the best vision, mission and motto.

Step 4: Coming up with the Cost for the Plan

Costs for the plan are derived from the activities developed for the plan. Here the exercise is to have accurate estimates. You will have to search for correct prices and also do a proper calculation based on the frequency of the activity and the number of people who will participate in the activity. The cost should be presented according to the themes as provided in the NESP.

 Session 3.2: Implementation of School Improvement Plan

In this session you will learn how to implement an Investment Plan. You will begin by doing some activities that will lead help you understand how a SIP can be implemented.

 Activity 3.2.a:

- Individually identify stakeholders in the implementation of SIP
- Share your result with a colleague.
- Isolate key stakeholders

 Activity 3.2.b:

- Now in groups specify the link among these key areas.

Feedback

Implementing SIP requires a number of stakeholders and concerted efforts to achieve the outcomes. The SIP is a plan than looks at a bright future for the

school through self-evaluation exercises. You will have to reflect on the following questions that provides direction for the implementation of SIP:

i. What needs to be done? i.e. **priorities, strategies** and **targets**

ii. Why? i.e. **goals**, **objectives** and **expected outcomes**

iii. By who? or **persons responsible/actors**

iv. When? **Timelines**

v. With what? **resources** and their **mobilization**

vi. How to determine that the implementation of the planes is on track? **monitoring** through **performance indicators**

vii. How to determine the impact of implemented activities on the intended objectives? **evaluation**.

On the basis of these questions, you can now reflect on the following questions from the SIP:

i. What do we want to achieve? **e.g. low pupil absenteeism**

ii. What targets do we seek to achieve? **e.g. 100% school attendance**

iii. What do we need to do to achieve our set targets? **e.g. initiating a school feeding programme?**

iv. What will help us know that we have implemented our planned activities? **e.g. monitoring class attendance tools, such as a class register**

v. What effect will our planned activities have on the learning outcomes **e.g. improved performance**

vi. What resources, human and financial, do we need to implement the planned activities? **e.g. entire community support**

vii. Where are we going to get the resources? **e.g. from the income generating activities at the school level, pupils body, parents,**

community, **county government, national government and sponsors.**

viii. Who will be involved in the implementation of the SIP and what will be their role? **e.g. the SMC, PTA, administration, teachers, pupils, alumni, government, area member of parliament, Councilor and religious bodies.**

ix. How much time do we need to implement each activity? **e.g. 1 week training teachers on ICT**

x. How long will it take us to implement all our planned activities?

xi. How will transparency and accountability be ensured in implementation. **Display of income and expenditure on the school notice-board.**

Activity 3.2.c:

In groups:

- Using brief notes as explained above complete the table below on a flip chart.

Priority Area	Planned Activity	Indicators	Expected Outcomes	Resources Needed	Source of Resource	Actors	Time Frame
Access and Equity							
Quality and Relevance							
Governance and Management							

 Session 3.3: Monitoring the Implementation of the School Improvement plan

In this session you will guided through a process of monitoring the implementation of SIP with a focus on improving performance of learning outcomes for the school (School grades and other achievements). You will be guided in identifying all indicators of success in the SIP. You will also be guided on the sources to be used in the collection of the data for monitoring and evaluation or whether a survey will be conducted. You will then be able to carry out a method of analysis that will display the data for all the stakeholders to see the success and failures. You begin by doing some activities.

 Activity 3.3.a:

- In pairs, identify key performance indicators set as targets in the SIP.

 Activity 3.3.b:

- Brainstorm, as a class, what data will have to be collected to monitor implementation of the SIP (this data should be categorised in the three Themes).

 Activity 3.3.c:

- Discuss, as a class, what will be the data sources.

Activity 3.3.d:

- Discuss as a class how the data can be analysed to show success and failure.

Activity 3.3.e:

- In groups identify the performance indicators for each targets in the Monitoring Table below*:*
- Comment on the differences between the target and actual performance indicator

Table 3: Monitoring Table

Strategies	Target	Actual Performance Indicator	Status of Achievement
Access and Equity			
Quality and Relevance			
Governance and Management			

![book icon]**_Feedback_**

Monitoring the implementation of the SIP is very important because you evaluate whether the outcomes of the plan are being achieved. If you cannot measure achievements, then you will not know success from failure and if you do not see success then you will not know who will have to be rewarded and ending up rewarding a failure. Also if you cannot know failure you cannot correct it. Thus when measuring the outcomes, we want to see whether the hard work of the school staff, SMC, PTA, and the community are bearing desirable results. Remember in session 1, step1: school self-assessment we learnt in detail about data sources and how to do the analysis.

![reading person icon]**_Session 3.4: Reviewing the School Improvement Plan_**

In this session you will use 'Anansi Web' by Fret (2004) in reviewing the implementation of the SIP. Anansi Web is a folktales of West African Anansi, the Spider, the keeper of all stories and wisdom. It is a very visual way of representing the extent to which goals have been achieved. It is a simple diagram that can be used in a participatory way, as part of a discussion with community members or other stakeholders, to record the results

Just like we involved many stakeholders in the development and implementation of the SIP, we should also involve the same in reviewing the performance of the SIP. In this case Anansi Web attempt to do that. This is the time that the action that were taken through the all process of SIP are evaluated and measured to assess whether the expected outcomes were achieved. This process should also be as transparent as possible and including all the stakeholders to appreciate the failures and successes.

 Activity 3.4. a:

This exercise will help you assess how the objectives and strategies are being implemented in SIP

Working in groups carry out the following activities:

- Draw a large circle with a number of lines going from the centre of the circle to the edge (like the spokes of a wheel).

- The **number of lines** should correspond with the **number of objectives** set in the SIP, and these should be written along each line.

- The lines in the circle represents a scale with, not at all achieved at the centre and fully achieved at the edge.

- Indicate, by making a mark, or placing a pin on the line, the extent to which they feel each goal has been achieved.

- The points on the lines can be joined (by other lines, or a piece of string) and the resulting shape will give an 'at a glance' picture of progress towards goals (see below).

- Joining the marks/pins with string means that the same web can be used to monitor progress over time of a number of goals.

- Summarise your results in the table below:

Table 4: How objectives and Strategies are being implemented

Objective and Strategies:				
Finding	To what extent was this objective achieved?	What were the challenges for not achieving this objective?	Was it an appropriate objective?	What is a right objective?
Access and Equity				
Quality and Relevance				
Governance and Management				

Session 3.5: Managing Resource Mobilization

In this session you will learn about resource mobilization and how you should mobilize resources for your school improvement plans.

 Activity 3.5.a:

In groups
- brainstorm how you understand by resource mobilization
- Come to a consensus on the meaning of resource mobilization.

Feedback

Resource Mobilization is a management process of identifying stakeholders who have similar interest to those of our school and take some steps to manage that relationship.

Resource mobilization is a process that involves the following three steps briefly explained below:

Step 1: School Management and Development:

School management and development involves establishing and strengthening school resource mobilization process. It involves identifying the school's vision, mission, and goals, and putting in place systems and processes that assist in the resource mobilization, such as:

  i. identifying the roles of different stakeholders and staff;

 ii. effectively and efficiently managing human, material, and financial resources;

iii. creating and implementing an improvement plan that addresses the proper stewardship and use of existing funds on the one hand and,

 iv. identifies and seeks out diversified sources of future funding.

Resource mobilization may have the following principles

  i. It helps to fulfillment of the organization's vision

 ii. It is a team effort, and involves the school's commitment to resource mobilization

iii. The responsibility for the resource mobilization effort is shared by all stakeholders

 iv. The school needs money in order to raise money

Step 2: Communication and prospecting

When the school has achieved a certain readiness for resource mobilization, it must then take on another challenge: ensuring its long-term sustainability by acquiring new donors and maintaining a sizeable reliable sponsors. Resource mobilization means learning how to connect with prospective donors in issues they understand, and finding common ground through shared values and interests.

This concept is governed by two principles:

i.   Resource mobilization is really FRIEND raising. Financial support comes as a result of a relationship, and not as the goal in and of itself.

ii.   People don't give money to causes, they give to PEOPLE with causes.

iii. People give to schools to which they have personal affiliation, in some shape or form.

Step 3: Relationship building

When you identify your donors then the relationship begins and the objective now is to get closer to them, get to know them better, and develop a trusted relationship between friends. As the relationship deepens, this increases the chance of donors giving higher levels of support over time, intensifying commitment and enlarging investment.

As cultivation techniques become more targeted and personal, a donor may become more involved in the school. Initiating new relationships, nurturing existing ones, and building an ever expanding network of committed partners is an ongoing activity, embedded as a core function of the school. This requires the dedication of the SMC, the Head teacher, staff and volunteers.

As you develop a close relationship with the school's sponsors remember to adhere to legitimacy, transparency and accountability principles. Make sure you comply to government rules and regulations. Allow your sponsors to have a look at your accounts books.

 Activity 3.5.b

In pairs,

- discuss ways you can mobilize resources for your institution's improvement plan
- Choose one way and discuss steps you would take to mobilize resources.

Unit Summary

This unit has provided you with skills on developing, implementing and reviewing School Improvement Plan. SIP is very necessary for the improvement of school performance. The involvement of all stakeholders at all the processes of SIP has been emphasized in this Unit. The involvement of stakeholders is key in enhancing community participation, ownership, accountability. When you are implementing the SIP pay special attention to indicators of progress which will at the end of the implementation be used to evaluate the performance of the SIP. When mobilizing resources for the implementation of the SIP, aim at developing a strong relationship with your sponsors.

Unit Assessment

1. Write a personal reflection on the entire process of developing, setting up objectives, implementing and reviewing the SIP.

2. Why are indicators so important in the implementation of the SIP?

3. How would you review the implementation of the SIP?

4. Reflect on and discuss what it entails to manage resource for a school

## UNIT 4:   MAP OUT EDUCATION STAKEHOLDERS

Introduction

Providing education services in a country requires a concerted effort from many players. All players contribute in a different way for the achievement of the learning outcomes. A stakeholder may be defined as an individual or a group that makes a difference or can effect or can be affected by the achievements of organizations objectives. In this Unit 4 you will analyse who the stakeholders for the Ministry of Education are, what their roles are and how they communicate with each other. It is important to know your stakeholders because you will be able to appreciate the support they provide in the development of education the country.

Intended learning Outcomes:

By the end of this Unit you should be able to
   a. carry out an analysis of the stakeholders for education sector
   b. network with stakeholders
   c. Managing stakeholders
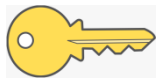
Key Concepts

Stakeholders, Analysis, Players, Capacity

Session 4.1: Stakeholder Analysis

In this session, you will analyse the stakeholders in the development of education in Malawi using Bammy Diagram (Flett, 2004). A 'Bammy Diagram' is a diagram that will help in analysing the relationship between all players in the development of education in Malawi.

Using this diagram, helps us see how various groups have different perceptions of the roles and relationships of other players. For example, the local Member of Parliament may be seen by teachers as important but not influential as viewed by community members. The Bammy Diagram is also a very visual way of displaying these relationships.

Activity 4.1.a:

In group:

- brainstorm a list of all players in the development of education in Malawi.
- draw a large circle in the centre of the paper and label it 'Education'.
- decide how **influential** and **important** each player is as per the three thematic areas based on:

  (a) The **size** of the circle shows **importance**: the bigger the circle the more important the player, the smaller the less important it is.

  (b) The **distance** from the "education" shows the level of **influence** the group has on "education" (both negative and positive): the closer to the "education" the more influential it is; the farther away the less influence it has.

- decide on the importance and influence of the player, then draw a circle on the paper to represent the group using the size of the circle to represent its importance and distance from the "education" to show the level of influence. Write the name of the player in the middle. Do this for all players.
- once the diagram is complete, then discuss why players are perceived differently, how the different players could be brought closer to the education, and what benefit that would bring to the education.

- Summarise your results by completing the table below:

Player (name the player)	Players area of interest in education (Estimate level of interest Low or high)	Resources that the players brings (Summarize the resources they provide)	Capacity to mobilize resources (how easy or difficult they can mobilize resources)	Position on education (estimate the groups position of education whether negative or positive)
Access and Equity				
Quality and Relevance				
Governance and Management				

Feedback

Analyzing the relationships among the players in the development of education in Malawi helps in seeing how different players impact on the education sector, and the links and constraints that exist. Three criteria that can be used in the analysis first if the player can damage or weaken the services and the second if the player's presence contribute to overall benefits of the education by strengthening the implementation of the activities and finally if the player can influence the direction of the implementation of the activities.

Session 4.2: Stakeholder Networking

In this session, you will learn how to network with stakeholders for successful implementation of education policies, plans and reforms.

Activity 4.2.a

- Using the list of the stakeholders and their roles, work in groups to see how connected the stakeholders are according to their roles.
- Use arrows to show a connection between or among stakeholders.
- List all stakeholders that are strongly connected

📖 *Feedback*

After carrying out a thorough analysis or mapping out all stakeholders in the provision of educational service, you will have to come up with measures on how to manage them. Stakeholders roles might be interdependent such that sometimes there can be conflicts among them. Stakeholder networking is therefore a deliberate move to create interconnected web of stakeholders. Understanding their roles and how they are connected will assist in managing them to fulfill your goals. Just like you nurture the members of your organization (the school) do that also with the Stakeholders.

You will have to harmonize their interest. Treat each stakeholder as important without showing any favoritism. Managing your stakeholder network means keeping open lines of communication, using your imagination, and working on aligning all interests with a common goal. It is about understanding and mapping how all of their goals are interconnected and how you can harmonize them to strengthen your partnership and communicate more effectively and buy in and engagement.

Managing a stakeholder network is therefore built around consolidating your notes, information and communications with stakeholders' staff and the working relationship networks your team and stakeholders have. These should not be kept in disparate files or spreadsheets. Instead, teams should put this proprietary information into one place to create a single source of information and truth.

By creating this single system of record, it will enable you create multi-directional communication and collaboration. If everyone can view the same dashboard and workspace, communication becomes seamless. That way, even

if a team member leaves or is promoted you don't lose the working networks and relationships your organization has.

Activity 4.2.b

In groups,

- identify stakeholders that you can network with at your institution and draw a plan of how you can network with them.

Unit Summary

In this Unit you have gained skills on how to carry out stakeholder analysis. It is a process that will helps you the sponsors of the development of education. When doing stakeholder analysis estimate the level of interest, resources provided and then estimate how influential the stakeholder is in the development of education. This will help in engaging the stakeholders differently according to the support they provide. You have also learnt on how to build a stakeholder network.

Unit Assessment

1. In what ways would encourage parents to contribute more to the improvement of learning achievements of your school?
2. Which stakeholders will assist you in monitoring the teaching and learning process in a classroom?
3. Reflect on what information will be needed in maintaining a database for the stakeholders.

UNIT 5:   INNOVATIVE EDUCATION REFORMS

Introduction

Education aims at generating knowledge that helps solve people's challenges. It is a catalyst for social and economic development of individuals, families and nations. Through research more knowledge is generated that leads to innovations and reforms. In this Unit you will learn what drives education reforms, how reforms can be managed and how to deal with resistance to change under reforms. The knowledge acquired in this unit will be important to you as a leader since it will help you document event at your school that can lead to a reform. It will also help you in implementing your school reforms.

Intended Learning Outcomes

By the end of this Unit you will be able to:

a. learn what factors influences education reforms
b. identify ways of managing education reform
c. analyse causes of resistance to change and how to deal with that

Keywords:

Reform, Innovation, Competitiveness, Equity, Finance, Resistance, Change

Session 5.1: Catalyst of Education Reform

In this session you will learn what drives reform in education. You will do this through activities and guiding notes.

Activity 5.1a:

- Brainstorm what changes in education have happened over the past two decades (20 years)

Activity 5.1b:

- Identify what challenges prompted the changes

Feedback

Education involves generation and sharing of knowledge to improves peoples' lives. When new knowledge is generated there are changes that are required to take place to accommodate the new knowledge. Education should therefore keep on reforming according to the needs of the people and as per the knowledge developed. With many challenges that people face there are expectations that education will come up to their rescue with measures that will deal with the challenges.

Key changes that drive reforms

Area that have driven reform (Carnoy,1999) in education over the past years are as follows:

a. Globalization has affected the human labour due to movement of people from one country to another. This enhances movement of different skills and knowledge let alone the need for more skills and knowledge. Labour is therefore organised according to flexibility and also high level of performance. This therefore pushes the need for high level of education.

b. Developing countries like Malawi are therefore pressurised to raise their expenditure in education to improve performance in an attempt to raising high skills for labour. Governments are therefore in search of global funding to expand their education. In a global market a well organised system of education is therefore attracting funding from global funding.

c. Quality of education therefore becoming a focus to measure how countries are performing internationally. This has led to review of the curriculum and a focus on Mathematics, Science, and English as a foreign language.

d. Increasing in technology is pushing the education sector to embrace technological skills that can help in expanding education at a lower cost through E-learning. Countries are being pressurised to have access to good and also compete at international level.

e. Due to globalisation there is transportation of different cultures and there is a transformation of the world. This is affecting education systems and need for a change in curriculum

f. Another way how education changes can be initiated are during the time of disasters. The education system is disturbed when countries are going through war, floods, pandemic diseases like HIV and AIDS, COVID-19, hunger, etc. Changes that come when countries are in such situations could be big like reorganization of the school system, relocation of the school, shifting the time for operations among others.

Reform Areas

In view of the emerging challenges mentioned above three areas of reform that have dominated the education have been identified and these are:

a. **Competitive driven reform**: This focuses on improving the human capacity through provision of quality education services. This has seen the emphasis on Decentralization of education system to give autonomy and improve performance. In other countries they have focused on higher centralization to boost national standards. This type of reform has also focused on improved management of educational resources and teacher performance through training. These have been the areas of reform in education under competitive

b. **Finance driven reforms:** These are coming in the wake of competition due to globalisation. Resources have become scare and therefore even funding agencies have advocated for reduction in the financing of education. The reduction for example have focused on the shifting of funding from Higher education to lower levels of education in 1990, and leading to privatization of secondary education and Higher education, and also attempts to reduce unit cost per learner at all levels.

c. **Equity driven reforms**: These types of reforms have aimed at equalising the available resources for education in an attempt to increase equality in economic opportunity. Equalising access has been a drive to level the field for all children to learn. This has therefore led to targeting lower income groups, the disadvantaged like girls with special needs and the rural population.

Activity 5.1c

In pairs,

- identify two reforms that have happened in the education sector since 2000
- discuss how these reforms have been implemented at your institution.
- What challenges did you face? How would you address those challenges if you had gone through this course?

Session 5.2: Resistance to Change

Activity: 5.2a

In groups discuss the following:

a. What could cause resistance to change at your school?
b. What are the advantages of embracing change in your school?
c. State what will the participants do with the responses

Feedback

Reforms bring new vision, mission, strategies and activities to improve learning outcomes at school. Implementation of reforms therefore goes along with some resistance to change. This is because change in any organization brings a deviation from the norm and leads to uncertainty avoidance. Resistance to change is therefore a natural reaction to the change process. When change is introduced in organization, it produces a range of reactions due to the inherent uncertainty or to the incentives that alter human

behavioral patterns such as: status quo, anxiety, lack of tolerance, etc. Frequently resistance to change is defined as a reaction of human behaviour against undesired consequence of change, in other words a natural reaction caused by losing-control anxiety. Resistance is not necessarily towards the change itself but towards the implication of change. Below are some reasons why individuals resist change:

a. **Change alters long outstanding habits:** The change in the work processes, reporting relationships, unit boundaries, and the way jobs are re-designed might not favor the individuals. Also if the changes in the Human Resource systems and practice, administrative control systems and the technology deviate from the norm will result in resistance. Learning and re-learning new knowledge, skills and abilities can also be difficult and result in resistance to change

b. **Fear that they will be greatly affected:** People don't always resist change if they are offered a promotion that will provide them with more money and greater visibility. However, humans tend to conduct a cost-benefit analysis when faced with an organizational change. If they view themselves as being worse off, they tend to resist change. If they view themselves as better off, they embrace it.

c. **Fears of future competency/job security:** Change initiatives would entail new skill or knowledge requirements. If organizations do not provide timely and targeted capacity building, employees will worry about their future job security or job competency. For example, the introduction of using a computer at a school has to be associated with training but this is usually not the case

d. **Change modifies existing social interactions:** Like other organization schools compose of formal and informal groups. People who regularly eat lunch together, walking together at school belong to

are example of social interactions that occur within informal groups. If a change significantly modifies long established social interactions, resistance is likely to occur. This is because the needs—such as recognition and affiliation—that the informal groups were satisfying are no longer being met.

e. **Poor Introduction of the change:** Proper planning is needed when introducing a change with effective communication for the change. When change is coming there are losers, winners and those who might not win or lose. It is important therefore to have champion for the change who will be providing the needed information and stresses on the benefits for the change.

 Activity 5.2b

In groups,

- discuss how resistance to change can be minimized at your institution
- Include what the participants will do after discussing resistance to change

 Session 5.3: Managing Education Reform

 Activity: 5.3a

In pairs

- brainstorm how you would manage a reform of introducing uniforms for teachers

Introducing a reform in any organization like a school requires proper preparation to manage the changes that arise. As mentioned above the reform may bring resistance. For the betterment of the organization, processes of managing the reform should be put in place. Following are five key areas that you should consider in managing an education reform:

a. **Collection of relevant information:** Relevant information for quality decision making and timely communication of information during reform implementation is very crucial. Collection of data to be processed into information should be done throughout the entire process of change. Thus starting from planning for the reform, development of the change and implementation. Information on individual's perception on the change, what their fears are, what their expectations are, has to be collected and analysed. Their expectations should be known prior to the implementation of the change to come up with mitigating measures during implementation. Step by step sharing of information regarding the change should be carried out. A communication strategy should be developed that will provide a clear vision of the reform.

b. **Create a communications strategy:** Early in the implementation of the reform, a detailed communications strategy should be developed. This strategy should accomplish three objectives: (1) communicate the desired future state, (2) solicit teachers input during the design process, and (3) identify teachers concerns and unresolved issues during implementation. Two critical things must be avoided: constantly surprising teachers, which creates anxiety and fosters mistrust, and

promising what you can't deliver. A well-developed strategy will ensure that the following issues are clearly articulated to teachers:

- The challenges behind the change,
- Theme and vision of the change,
- Timelines, approach, and the outcome of the change,
- A clear definition of what needs to be changed,
- Who will be affected by the change, and
- Benefits of the change for the school (all stakeholders)

c. **Develop measures to address the needs of the "losers.":** Reforms create three distinct groups of people: the winners, the unaffected, and the losers. Individuals who obtain enhanced status, responsibility, financial gains, or visibility as a result of an initiative are clearly the winners. Another group of teachers will be either indirectly affected or untouched. The concerns of the winners and unaffected groups should be integrated into the overall design/implementation plan. The individuals who are the biggest resisters of change are those who are the most negatively affected by it. It is important to develop special measures or policies to address the concerns of this group.

d. **Supply adequate resources:** Resources can take the form of money, facilities, equipment, or access to key people. Few things cause as much frustration as asking someone to do something and not providing timely and sufficient resources. A reform that has inadequate resources signals either a lack of support or poor project management. Either scenario is inconsistent with a successful reform.

e. **Don't send mixed signals:** On the average, teachers and students today are better technologically advanced and more sophisticated than those in the past. Management must "walk the talk" in all its actions and

directives, because they are skillful at recognizing disparity between what is said and what is done. The greater the disparity, the greater the distrust. If teachers believe management has a hidden agenda or is not committed, they will perceive the reform to be another one of those programs that will go away after a short period of time.

f. **Replace key individuals.** As a last resort, it is sometimes necessary to reassign personnel who either don't have the needed skills or personal attributes or who choose not to support the reform.

 Activity 5.3b

In groups;
- identify areas of your school that need reform
- explain how you will manage the implementation of those reforms.

Unit Summary

Education reforms are necessary to incorporate new knowledge that is generated over time. If you do not reform, you will rely on old knowledge and left behind. Globalization has enhanced reforms due to movement of skills and technological development across the globe. This has resulted in competitiveness driven reforms, finance driven reform and equity driven reforms. It is important however to take measures that will help in managing these reforms due to resistance for change.

✏️🔍 Unit Assessment

1. Reflect on reforms that have taken place at your school

2. What caused these reforms?

3. How would you deal with people who resist change at your school?

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