



Improving Quality and Capacity of Mathematics Education in Malawi through Collaboration - Lessons from a Collaboration Between University of Malawi and University of Stavanger

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Outline of Presentation

1. Background
2. Agents having influence over the design and implementation
3. Design of project
4. Lessons learned/outcome from the project

Norway and Malawi



Malawi

- Population about 17,5 million
- Official language: English (Chichewa)
- Free primary education since 1994
- Average teacher : student ratio is 1:88
- Lack of qualified teachers
- Teacher education faces challenges



Typical crowded primary school classroom



UN SDG4 and SDG17

Motivation for agents involved:

- SDG4: Ensure inclusive and **equitable quality education** and promote lifelong learning opportunities for all
- SDG17: Strengthen the means of implementation and revitalize the **global partnership for sustainable development**

Agents having an impact on projects:

- The Norwegian Agency for Development Cooperation (Norad)
 - Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED)
- Malawi Ministry of Education
 - Malawi National Education Sector plan
- University of Malawi (implementing agent)
- University of Stavanger (implementing agent)

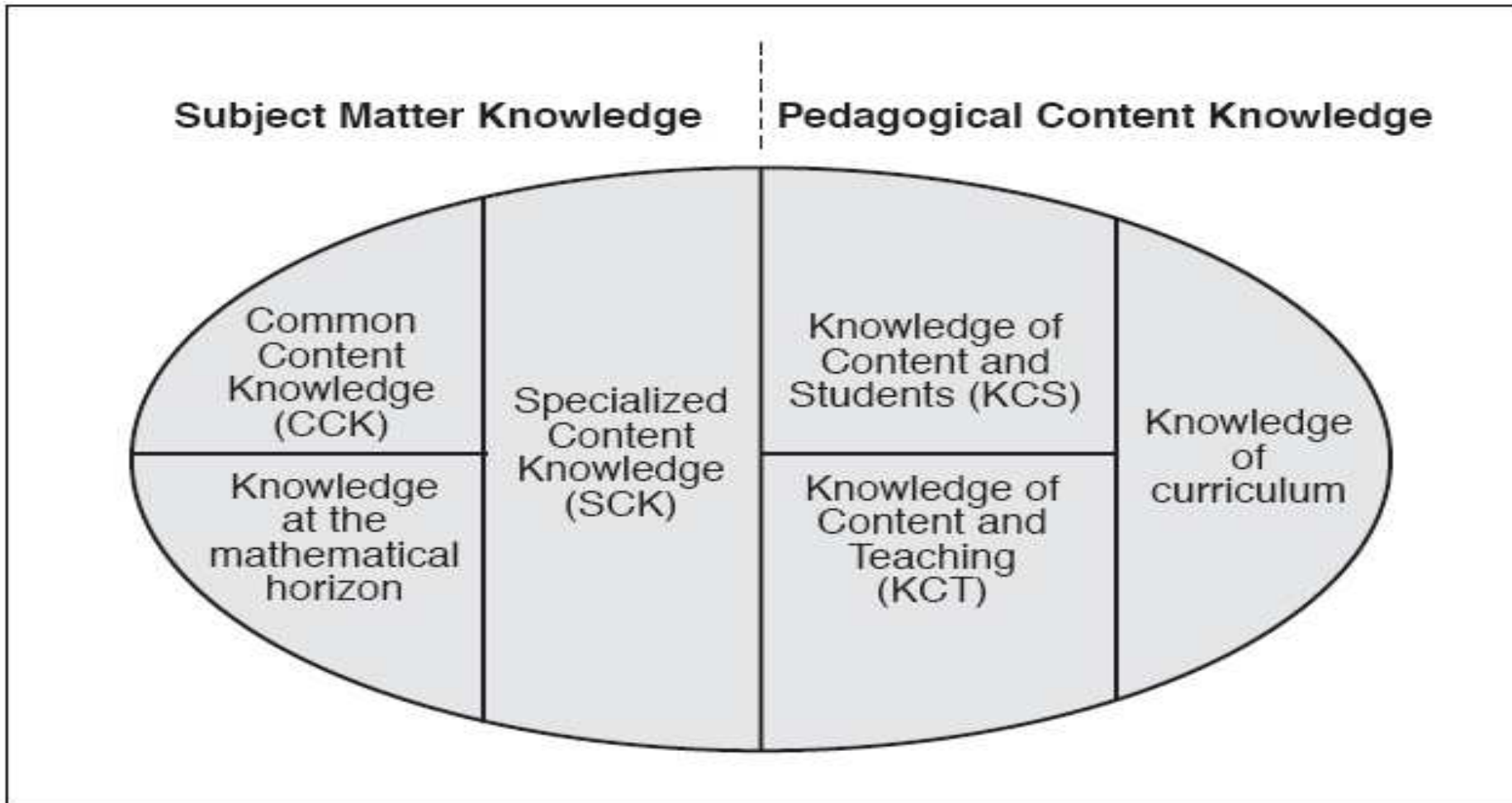
Projects

- Project 1: Improving Quality and Capacity of Mathematics Teacher Education in Malawi (2014-2018)
- Project 2: Strengthening Numeracy in early years of primary school through professional development of teachers (2017-2022)
- Both projects - needs defined by local implementing partner in Malawi

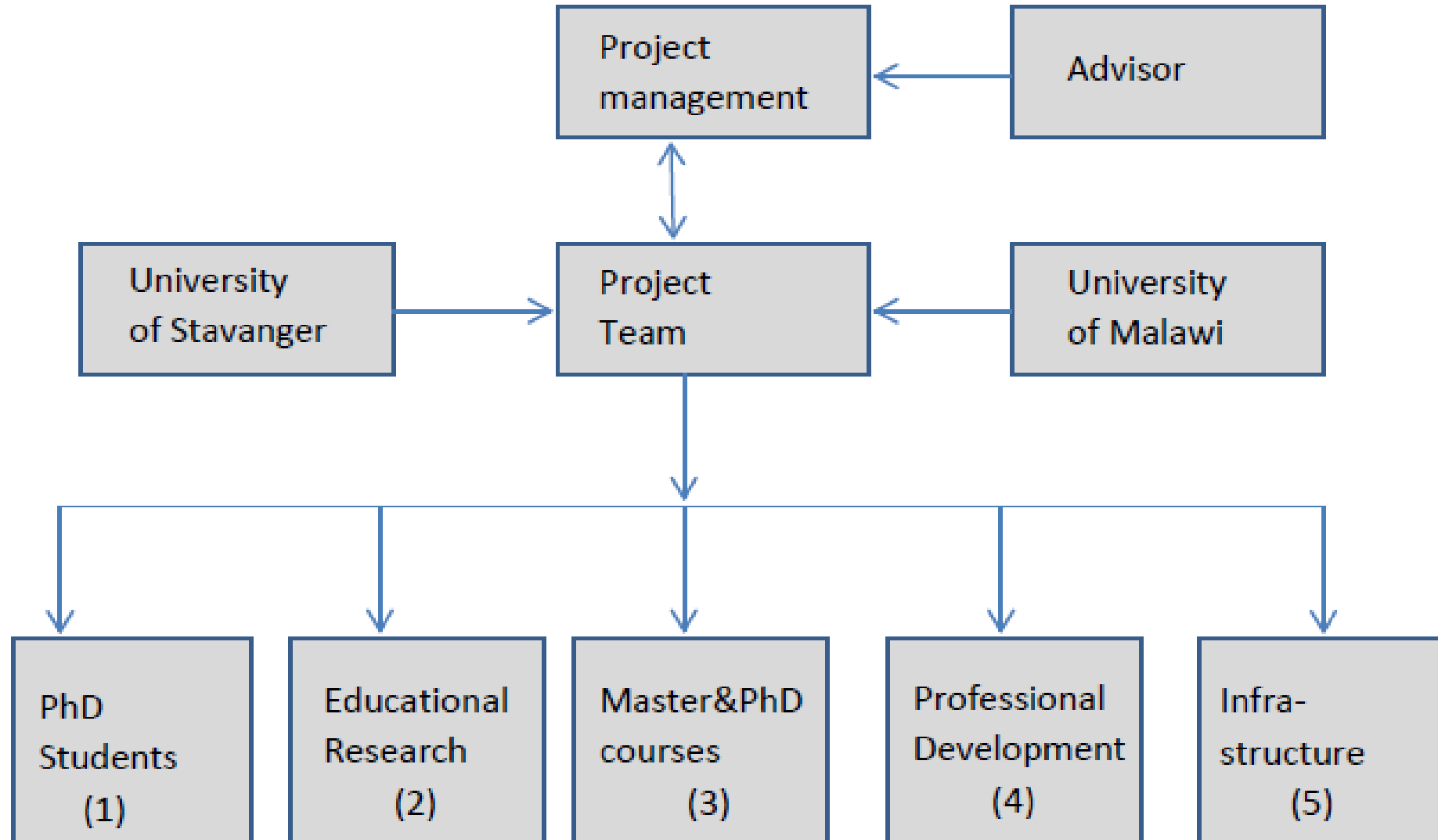
Improving Quality and Capacity of Mathematics Teacher Education in Malawi

- Many resources needed for quality of teaching and learning
 - qualified teachers, classrooms (with furniture), text books, note books, resource books for teachers, etc.
- Project focus is on teachers
- Emphasis on teacher education
- Focus on teacher knowledge

- Informed by theory of Mathematical Knowledge for Teaching (Ball et al, 2008)
 - Six domains of Mathematical Knowledge for Teaching



Design of both the collaboration project



Implementation of the professional development programme (same design in both project)

- Lesson study model (little used in Malawi)
- Duration of 7 months (May - November) x 3
- May: Workshop 1 (3 days)
- May - November: lesson study in Teacher Training Colleges (Project 1) and primary schools (Project 2) with support from project team
- November: Workshop 2 (3 days)

Outcome for the partners in a north-south collaboration

- Increased number of faculty with PhD in Mathematics Education at University of Malawi.
- Supervision of PhD students in teams from both institutions - developed quality in PhD supervision - beneficial for both Norway and Malawi (learning goes both ways)
- University of Malawi were able to offer **Master and PhD studies in Mathematics Education**
- Increased research - more knowledge about Mathematics Education in Malawi
- Collaboration with a different context (Norway) was useful in Malawi - sharing ideas and enable to see more than local eyes can see

What are the challenges in such a collaboration

- Understanding cultural context - cultural differences,
- Understanding different institutional structures and beauracracies
- Infrastructure

Final word

We finish with one of our favourite quotes

*Collaboration allows us to know
more than we are capable of
knowing by ourselves*

Paul Solarz

Thank you very much
Zikomo kwambiri
Tusen takk

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