

Teacher Education

2024 Education Sector Performance Report

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 - Increased equitable and inclusive access to Teacher Education.
 - Improved functional quality and relevant teacher training, including continuous professional development
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Introduction

Teacher education is a crucial pillar in realizing the full potential of Malawi's primary and secondary education systems.

Teacher education involves both initial training and ongoing professional development, nurturing future educators and enhancing the skills of current teachers.

Teacher training is not just a process; it is an investment in the future and a catalyst for educational excellence.

The focus is on strategic objectives aimed at increasing the number of trained teachers to improve primary and secondary education.

Increased
equitable and
inclusive access to
Teacher
Education.



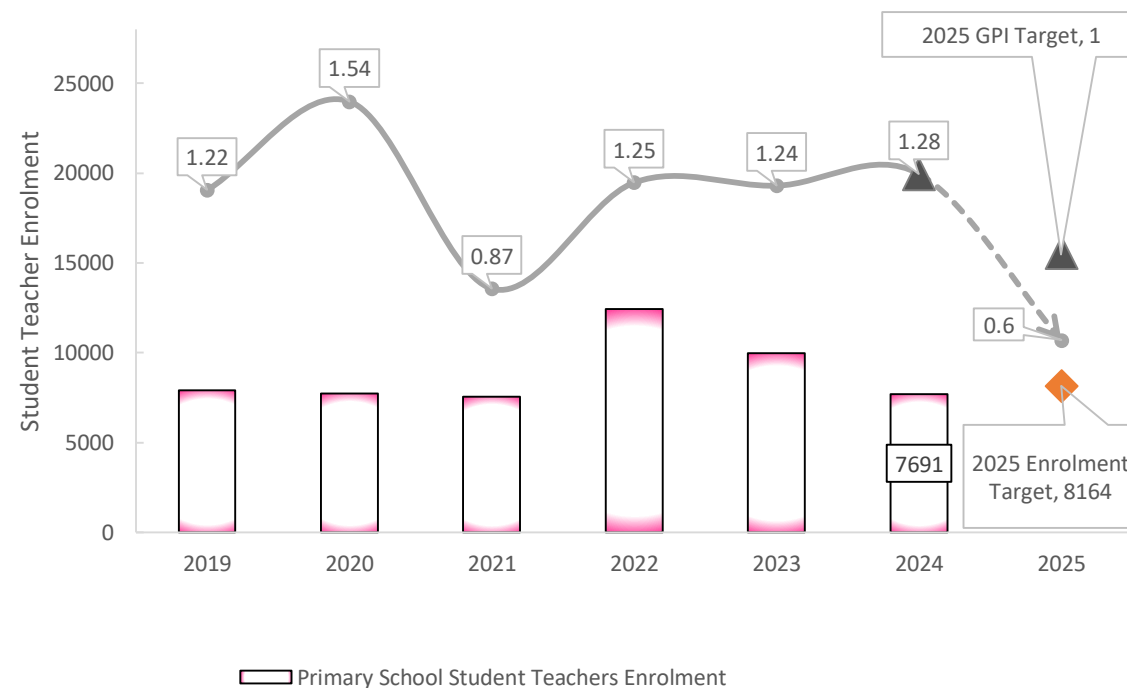
Enrolment and Gender Parity of Primary Student Teachers

• In 2024, primary school student teacher enrolment decreased to 7,691 from 9,978 in 2023. Public Teacher Training Colleges enrolled 5,428 students, while private TTCs enrolled 2,263 students

• Despite opening three new TTCs, 2023/24 recruitment only reached 30% of capacity due to concerns over low job absorption and many IPTE-trained teachers remaining unemployed.

• The 2024 GPI was 1.28, showing more female than male student teachers—a trend reflecting ongoing efforts to boost female participation in teacher education.

• Data shows public TTCs enrolled more students than private ones, likely due to better infrastructure and government support. However, both were significantly underutilized in 2023/24.



Source: EMIS

Enrolment and Gender Parity of Secondary Student Teachers

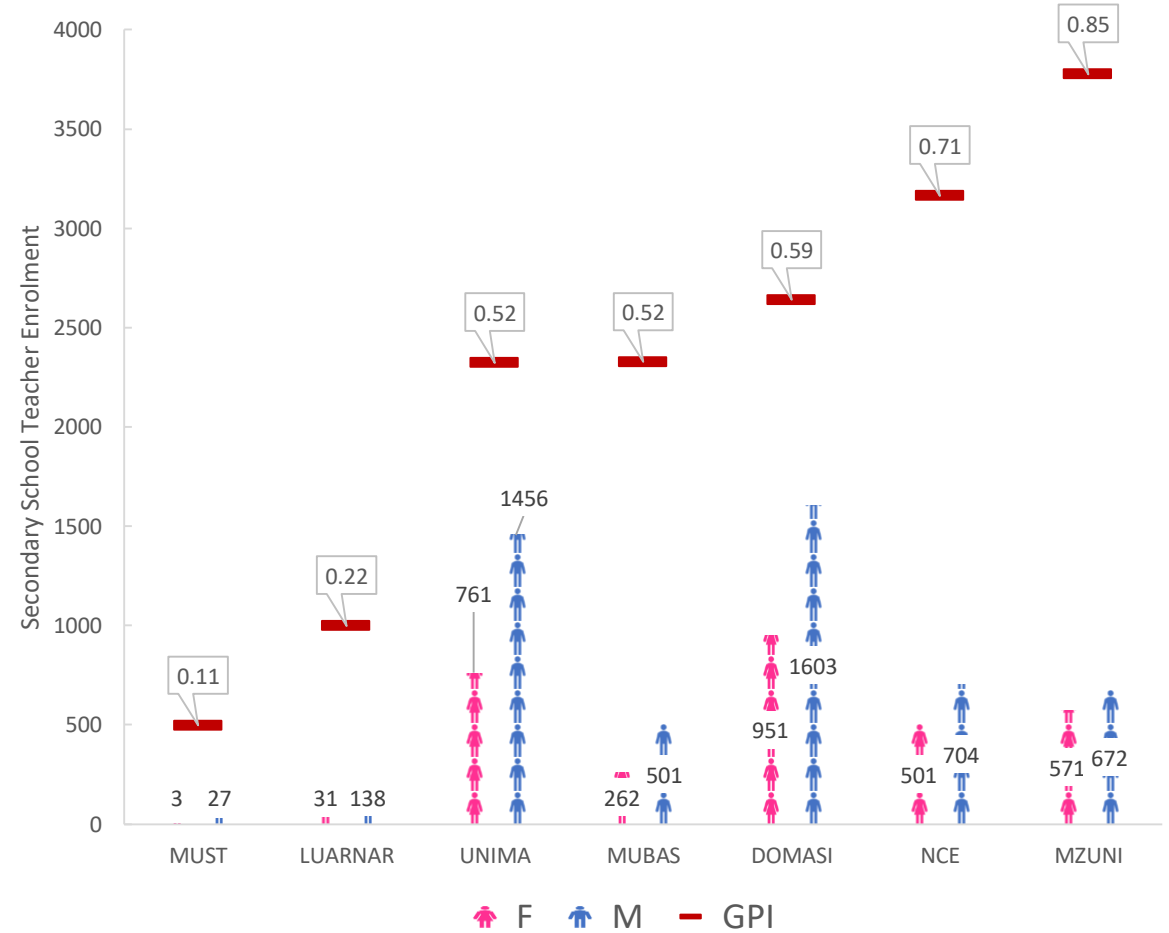
In 2024, secondary teacher enrolment reached 8,181, surpassing the NESIP 2025 target of 2,650, though down from 12,883 in 2023.

The 2024 GPI for secondary education is 0.60, with more male (5,101) than female (3,080) student teachers. This decline from 0.71 in 2019 and 0.61 in 2023 signals a growing gender gap, challenging the NESIP 2025 target of 0.80.

MZUNI, Domasi College of Education, and UNIMA have higher enrolments, particularly with better female participation at MZUNI and Domasi. In contrast, MUST and LUANAR have low GPIs of 0.11 and 0.22, especially in science-focused programs.

To meet the NESIP mid-term target, targeted recruitment of female student teachers and enhanced support structures in low-GPI institutions are necessary.

Focusing on gender-responsive initiatives will be vital for progress towards NESIP goals and improving gender representation in teacher training.



Source: DTED

Number of Teacher Training Institute of Inclusive Education

Plans for a specialized Teacher Training Institute for Inclusive Education have been underway since the NESP (2008-2017) and continue under the NESIP (2020-2030).

Proposals for funding under the Public Sector Investment Programme (PSIP) have been submitted, and a request for government land for construction is in process.

While Montfort College and Machinga TTC provide training in Inclusive Education, these efforts are insufficient. A dedicated institute is urgently needed to prepare teachers for diverse classrooms and meet all learners' needs.



Improved functional quality and relevant teacher training, including continuous professional development

Percentage of Colleges with ICT based learning support

In 2024, significant progress was made in implementing ICT-based learning support across all public Teacher Training Colleges (TTCs). Digital libraries were established at all eleven TTCs, along with the provision of instructional technology resources like tablets.

The integration of ICT also included the formation of ICT clubs and free Wi-Fi access, aimed at creating a dynamic and effective learning environment for students.

Newly established TTCs in Chikwawa, Mchinji, and Rumphi, which lacked these programs in 2023, have been fully equipped with necessary ICT resources.

This expansion has raised the overall ICT-based learning support coverage from 73% in 2023 to 100% in 2024.

This achievement is a significant milestone for equitable access to digital learning resources for teacher trainees nationwide.

The enhanced ICT infrastructure is expected to improve the quality of teacher training and facilitate better learning outcomes.



Percentage of Primary and Secondary teachers attending CPD,(male/female)

The NESIP baselines (2019) show that 50% of primary and 30% of secondary teachers attend continuous professional development (CPD) annually. The target is to raise CPD attendance to 70% by 2025. However, performance data for 2024 has not been calibrated due to information gaps.

Enhancing Teacher Access	Details
E-CPD Orientation	- 118 primary teachers trained (80 males, 38 females)
Digital Skills Training	- 70 primary teachers trained including PEAs, Zonal EMIS officers, ACCOs, and Head Teachers
Programs for Teacher Educators	- 38 TTC lecturers trained (23 males, 15 females) - 43 CPD coordinators trained (29 males, 14 females) - Refresher for 164 teacher educators (100 males, 64 females) - 56 Ministry and TTI officers trained in digital library administration

TTC IPTE students: tutor ratio (all colleges)

NESIP targets ratios of 40:1 by 2025 and 30:1 by 2030.

National average student-tutor ratio improved significantly to 18.9:1 in 2024, compared to 24.4:1 in 2021, 32.5:1 in 2022, and 22.1:1 in 2023.

Public TTCs have made substantial progress in reducing student-tutor ratios, improving from 24.4:1 in 2021 to 12.8:1 in 2024.

The ratio for Private TTCs, however, worsened from 33:1 to 35:1 between 2022 and 2023



Improved Governance
and management of
Teacher Education

Average months of delay in availability of annual Teacher Education

Teacher education data is collected from mid-October to mid-November. The EMIS 2022 Statistical Report was published one month late, within the NESIP's three-month delay goal.

Data for 2023 and 2024 has been timely, demonstrating improved efficiency in reporting.

Timely data reporting is crucial for effective planning and management in teacher education.

Continued commitment to this practice will support better decision-making and resource allocation in the sector



Recommendations

Launch targeted student teacher recruitment campaigns

Implement policies and initiatives to promote gender equity in teacher education.

Invest in Technology-Driven Teacher Training

Ensure that teacher training curricula include digital literacy components. This includes both Public and private TTIs

Offer incentives and training to Tutors/Lecturers

Regularly update CPD content to align with changing educational needs and curriculum reforms..

Invest in research to identify emerging trends and best practices in teaching and learning.

Establish partnerships with technology companies and organizations to support ICT initiatives

Expand ICT Initiatives

Offer incentives, competitive salaries, and professional development opportunities to attract qualified tutors/Lecturers



The End