

**Evaluation study of the design, the implementation
and the outcomes of the World Teacher Program
in Embangweni, Malawi**



edukans



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Abstract

In 2009, Edukans introduced the World Teacher Program (WTP) in five different countries, including Malawi. The goal of the program is to motivate and inspire teachers and to improve quality education. This study provides a description of the context related concept of quality education, by literature and by the Malawian teachers. Furthermore it describes the design, implementation and outcome of the WTP, and how it can be better adjusted to the Malawian view on quality education. In order to examine this, in-depth interviews, including a determinant analysis, were conducted with teachers, student teachers and involved community members. The results of this study showed that it's difficult to create quality education in Malawi, because of barriers like poor circumstances. The WTP is helping to improve quality education; it are mostly the materials and the mutual learning through equal conversations which motivate and stimulate the teachers. According to the participants, the visits of World Teachers should be continues and longer. Parents could be involved to create more community involvement.

Keywords: *quality education; Malawi; World Teacher Program*

Introduction

Education is a fundamental human right; every child is entitled to it. The right to basic education is laid down in the Convention on the Rights of the Child (CRC), which is ratified in almost every country (United Nations, 1989). School attendance is widely believed to benefit individuals, facilitating cognitive development and providing valuable skills and knowledge for the future (Ansell, 2005). And formal schooling during childhood determines development effects (Ventura et al., 2008). Education generates both individual and social benefits and plays a role in safeguarding children from hazardous labour (UNICEF, 2007). There is strong evidence that access to (quality) education has an impact on creating economic opportunities, improving health and enhancing social justice (Drackner & Subrahmanyam, 2010; Hannum & Buckmann, 2005; Hearngreaves & Boler, 2006).

Despite the CRC, worldwide millions of children remain deprived of educational opportunities. In order to ensure that every child has access to (quality) education, the Education for all goals were established in 1990 and reaffirmed at the World Education Forum in 2000 (UNICEF, 2007). In the Millennium Development Goals (MDG's), established in 2000, the world's governments committed to achieve universal access to free, quality and compulsory primary education by 2015 (United Nations, 2011). Since the establishment of the goals, the attention for quality education has grown. But the problem rising with providing (quality) education is the fact that education is a product of culture. The nature of education depends on how childhood and quality education are conceptualized in a certain society (Bunting, 2005; Hecht, 1998). Societies have different ideas about how a child should behave and what a child should learn (Ansell, 2005). The vision on the importance of education also varies by culture (Verhellen, 2007). Besides that, there is no consensus over what quality in education exactly is, it has different meanings for different people (Ansell, 2005; Geith, & Vignare, 2008; Timmermans, 2008). Ansell (2005), for example, refers to the features of schools, which influence the quality, like accessibility, teachings staff, buildings, furnishing and other resources. UNESCO uses six dimensions of quality of education; Learning, Teachers, Learning Content, Learning Processes, Learning Environment and Learning Outcomes (Edukans, 2011d). Another consistent perspective is the analytical framework of four A's (Clapham, 2007; Tomasevski, 2005), in which the right to education is divided into four dimensions: Availability, Accessibility, Acceptability and Adaptability. All dimensions are influencing the right to and the quality of education.

So quality is a multi-dimensional concept and context related, as Edukans also points out (Edukans, 2011c). The vision on quality education in industrialized countries differs from

the vision in developing countries (Hofstede, 1986). It is the cultural context which makes the specific characteristics subjective. As a consequence, ascertain the concept and implementing this specific idea of quality in a certain society, doesn't assure improvement of the situation for people (Ansell, 2005). That's why in this study different operationalization's of quality are used as guidelines to specify the local concept of quality education.

Improving the quality of primary education

Multiple attempts have been made to improve the quality of education in developing countries, for example with the CRC and MDG's. Not only on governmental level attempts have been made to improve it. Several non-governmental organizations (NGO's) try to contribute to this as well (Ansell, 2005; Garcia, Pence, & Evans, 2008). Edukans, the principal of this research study, is a Dutch NGO that aims to facilitate access to primary education in developing countries and improve its quality. The unique aspect of Edukans as organization is the stimulating aspect of cooperation between the North (The Netherlands) and the South (developing countries). Edukans involves the Dutch society actively, including schools and teachers. The key elements of Edukans vision to develop interventions to improve the educational quality are mutual learning, learning by doing and a bottom-up approach: the starting point must be the existing teachers' daily practice (Edukans, 2011c).

World Teacher Program (WTP) is one of Edukans' programs that focuses on the improvement of quality education. It is a long-term exchange program for teachers, head-teachers and others employed in the Dutch educational system (Edukans, 2011a). The purpose of WTP is to learn from each other and to create an interactive relation, in which both the Dutch teachers and the Malawian teachers can learn from one another. This interactive relation is based upon the cognitive theory of Vygotsky (Gray, 2007; Hetherington & Santrock, 2007). Within this theory is believed that learning is more than receiving and processing information transmitted by a teacher (Edukans, 2011c). People learn best when they are allowed to construct a personal understanding, based on experiencing things and reflecting on those experiences. Through a dialogue people will be stimulated in their zone of proximal development.

In the Netherlands, the intern goals of WTP are to inspire and motivate participants and to acquire or strengthen competences that are important in the educational system (Van Dinteren et al., 2011). An additional goal is to contribute to the Dutch educational system, as participants will practically apply their travel experience to their own teaching methods. The extern goals of the project are to inspire and motivate the participating teachers, head-teachers

and assistants from the educational system in developing countries and to analyze and implement ideas for changes and improvements to the educational system by means of concrete long-term plans.

General aim

This study focuses on the WTP in Malawi, on the extern part of the program. The intern part, the goals for the Netherlands, are met according to the World Teachers (WT) themselves (Edukans, 2011b). Edukans also carried out a study on the impact of WTP in the Netherlands (Beekwilder & Klarenbeek, 2012). The results showed that participation in WTP adds towards the personal, professional, intervention and expertise development of the Dutch teachers. The changed competences which were mentioned the most were empathy, cooperation and learning capability and self-reflection.

It is not clear whether the extern aspects, the goals for the developing countries, are met as well. That's why the general aim of this study is to evaluate and to gain insight into the design, implementation and outcomes of the WTP in order to formulate key points for tailoring this program at the local expectations and the specific educational situation. Since quality education is a context related concept, there is a possibility that the way Edukans defines quality education differs from the way the local teachers define this concept. By tailoring the WTP, the program can possibly contribute to realize improvement of quality education in Malawi. Interventions are more likely to be effective if the users of the program fit in the beliefs and practice of the program (Garcia et al., 2008). And not only the beliefs, but also the conditions and skills of the users are important to consider in the design and implementation of a program (Baar, Wubbels, & Vermande, 2007). It should be considered that African people learn different than the western people; their whole view towards the world differs (Lekoko & Modise, 2011). And designing a program in Africa, the African civilization needs to be recognized with their fundamental cultural commonalities and their unique historical experiences and ecologically-induced psycho-social orientation (Okafor, 1996). Even if a program itself is good, if the implementation isn't good adapted than a failed execution is possible. This is why this study starts with a determinant analysis among the users of the program: the teachers. This analysis gives an empirical base toward the intervention, because the focus of the program will be clarified and a base will be created to involve the users with the design and implementation. It is important to ensure that interventions are supportive of families' existing culture, support systems, available care, and individual needs (Evans, Matola, & Nyeko, 2008). Otherwise the intervention can harm the

people by giving them the feeling they are incompetent or inadequate. “If a program starts with local understanding of what children need, builds upon traditional practices that are helpful, and introduces new knowledge in the context of dialogue, sharing, and brainstorming, these new practices are more likely to make sense and take hold than if people are simply given information” (Evans et al., 2008, pp. 279). Besides the teachers who were involved in the WTP, uninvolved teachers, student teachers and community members are interviewed to gain more knowledge about the Malawian view towards quality education. They will serve as control group.

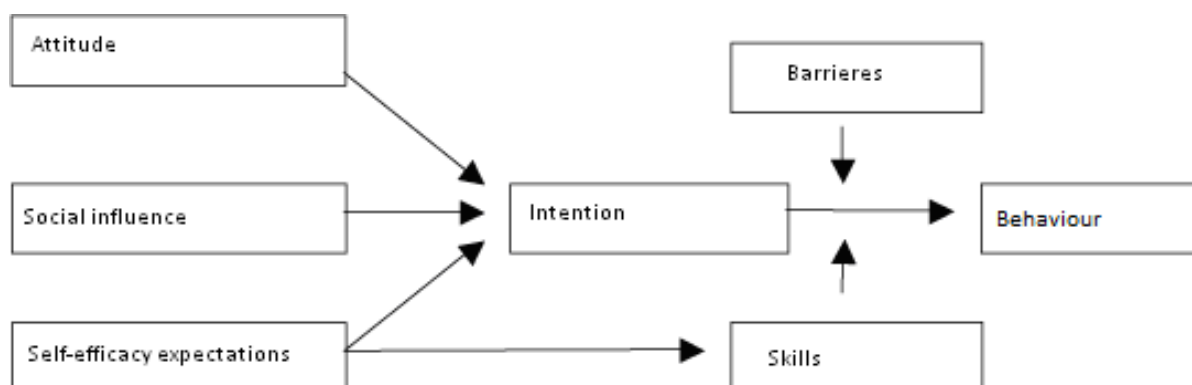
The scientific value of this study is to make the program more evidence-based (Brug, Van Assema, & Lechner, 2007). Hausman (2002) points out that evidence-based practice interventions have several benefits. They are based on solid and reliable information. By selecting a program that works, the likelihood of improving outcomes over the long term will be improved. But in order to minimize the also existing barriers, it is important to take the community residents’ own assessment of problems and priorities into account. The program must be adjusted to local needs and conditions; it has to suite the interests, possibility’s and behaviour of the users (Baar et al., 2007). The WTP can also be adapted towards scientific goals of practice-based evidence (Van Yperen, 2010). The practice of Malawi will be the base to conceptualize the Malawian view towards quality education. The social relevance of the study lies in the extent in which the WTP matches with the wants and needs of the community. It is important to tailor the program at the local wishes, expectations and the specific educational situation. Besides, the social awareness lies in the awareness of the existing difference in views on quality of education, in order to benefit the effectiveness of the program.

Specific aims of the research study

Determinant analysis Quality of education has become a central issue; it is hard to find a universal definition of the concept. Different actors of the WTP have different opinions about quality education. These actors are for example Edukans, their local partner Church of Central Africa Presbyterian (CCAP), the teachers and the community in Malawi. To gain a better tuning between the WTP and the local desires, it is important to know the view of the users of the program: the teachers (Ansell, 2005). The first aim of this study explores the Malawian teachers’ views and practice of quality of education, before questions about the WTP will be asked. Their view should be the base of the program, to adjust it to the local needs and conditions and improve the quality of the program (Baar et al., 2007). To

conceptualize the Malawian quality education and to generate an idea how desired behaviour can be stimulated, a determinant analysis is used. The desired behaviour of the Malawian teachers to create quality education is to be committed to the school, having the knowledge and confidence to teach and to care for the children. Analyzing the behavioural and environmental determinants is based on the ASE model, developed by De Vries, Dijkstra, and Kuhlman (1988). This often-used model is based on the theory of planned behaviour of Fishbein and Ajzen and the insights of Bandura, which attempts to explain behaviour. According to this model (Figure 1) behaviour can be declared by the intention of a person to behave in a particular way. And the three factors explaining that intention are attitude, the noticed social influence and self-efficacy expectations (Brug et al., 2007). Attitude is related to behaviour in several ways, according to several studies (Ajzen, 2001). The attitude of the Malawian teachers is the way they think about the behaviour; their knowledge, habits and opinion towards their own teaching behaviour. Do the teachers know how to create quality education? In this study it is important to try to get an honest insight in their attitude. The noticed social influence is the (in)direct influence of others towards their behaviour, like colleagues, parents and the government. Also role models and their motivation to comply to those people are part of it. Are the teachers influenced by each other and by the society, do they care about others? Lastly, the self-efficacy expectations is the trust in themselves and the capability to show the behaviour. Do the teachers think they are able to give quality education? They might think they are able, but this doesn't mean they really are. Behaviour also depends on someone's skills and the experienced barriers, which is an important factor in this study. The community should be helpful by supporting the teachers and creating an atmosphere where teaching is appreciated and part of upbringing children, together with the parents. Feeling supported by the community leads to a better consent and teachers will be better empowered to show desired behaviour (Moritsugu, Wong, & Duffy, 2010).

Figure 1. ASE-model (De Vries, Dijkstra and Kuhlman, 1988)



Besides the ASE model to measure behaviour creating quality education, Edukans developed an Educational Quality Framework for their view on quality. According to them, quality is a multidimensional concept, which is always depending on the context (Edukans, 2011c). The framework is based on three levels of improving the quality standard in schools (Learning, Teaching, Managing) combined with the three focus dimensions (Knowledge, Skills, Attitude) to enable a person to accomplish his or her assignment (Edukans, 2011c). This study will mainly focus on the ‘teaching’ part of the Educational Quality Framework (Figure 2).

Figure 2. Edukans Quality Framework (Edukans, 2011c)

	Teaching
Knowledge (knowing)	Content Teaching knowledge (didactical knowledge)
Skills (doing)	Pedagogical Professional Organizational Inter-personal Cooperation in a team Cooperation with the environment Life-long learning
Attitude (willing)	Motivation to teach Courage (intrinsic value) Normative professionalism Biography of the teacher Practice what you preach

In this study the different operationalization's of quality are guidelines for the concept. The ASE model and the Quality framework have similar aspects like the attitude and skills, which will guide the analysis. In the discussion of this study the aspects will give direction to the quality concept. Expected is that the Malawian teachers share their, until now unknown, view on quality education and on what important is for learners to succeed in school. They will think differently about quality education (Ansell, 2005; Geith & Vignare, 2008; Timmermans, 2008). For example, the external aspects of education like the learning environment will be a bigger part of education than the learning process, outcomes or content (Ansell, 2005). Education in development countries is measured by schoolchild-child ratio, attendance rate, dropout rate and repetition rate (Ansell, 2005) and not by pedagogical or child-development features. That's why it is not expected they will deeply share their pedagogical view on education. This analysis can be of great value for the improvement of the WTP, because the personal view of the local teachers will become the basis of the program (Ansell, 2005; Garcia et al., 2008).

Implementation or process evaluation It is unclear if the WTP is implemented the way it is meant (Rossi, Lipsey, & Freeman, 2004). The Dutch WT doubt if the Malawian teachers are well informed in advance about the program and the objectives of the program (World Teachers, 2010). Besides, they point out that the sub areas are not always accurately described. This study provides, secondly, a process evaluation, focusing on the usability of the WTP. A process evaluation assesses the fidelity and effectiveness of a program's implementation (Rossi et al., 2004). It evaluates the activities and operations of the program and it investigates how well the program is operating. It examines how consistent the services actually are delivered with the goals of the program.

In this study the process evaluation is based on the user's experiences with the intervention's implementation. The implementation of the program is important because the effectiveness of a program largely depends on it (Brug et al., 2007). There will be reviewed how teachers participate in the program and how they experience this participation. By involving the teachers as users in the design and implementation of the program, a support base is created. It is important to include the perceptions and opinions of the teachers involved in Malawi, where the program is to be implemented, to ensure that the WTP methodology fits in with these perceptions and opinions (Baar et al., 2007). And it can also be possible to determine the working principles of the intervention. This benefits the implementation. It is important that the program fits the interests and the opportunities of the users and that it

focuses on both the behaviour of the teachers and their perceptions of the behaviour. Concrete suggestions of the Malawian teachers to adapt the implementation of the program can be taken into account, in order to make the program more acceptable and feasible. By asking the teachers how they experienced the program, important knowledge can be gained about which elements of the program work, and which elements do not work. Interventions often draw on certain competencies of the users and this must be taken into account. Do the teachers have enough competences and skills to implement the program adequately?

Besides questions about the process and the experience of the WTP, questions will be asked about the usability of the program: the discrepancy between what the teachers experience and what they expect, which is a measure for experienced quality (Lucassen & Bottenburg, 2007). The more they come together, the higher the experienced quality. The focus is on the perceived behaviour of the teachers. In what mean does de WTP contributes to the desire, intention, motivation and actual quality improvement of the teachers in Malawi?

It is expected that the Malawian teachers are willing to share their experiences, but it's not known to which extent these teachers are critical to the content of program and able to come up with implementation improvements. It is known African people value the world different (Lekoko & Modis, 2011) and have a different psycho-social orientation (Okafor, 1996). The teachers will confirm improvements of quality education made by the WT.

Outcome evaluation The purpose of WTP is to learn from each other and to make sure an interactive relation will be created, in which both the Dutch teachers and the Malawian teachers can learn from each other. As said before, this interactive relation is based upon the cognitive theory of Vygotsky (Gray, 2007; Hetherington & Santrock, 2007). This study thirdly evaluates the perceived outcomes of the intervention for the Malawian teachers, since it isn't very clear what the profit for the Malawian teachers is. For example information will be gained about the skills and knowledge the Malawian teachers learned of the World Teachers and what they still use in practice. And since not all teachers participated in the WTP: Do the Malawian teachers still learn from each other? It is important to measure the intervention for the Malawian situation. The purpose is to gain insight into and knowledge about the actual desire of the local teachers to participate in the intervention and to learn from the Dutch teachers; it is not meant to gain rough data.

This outcome evaluation will focus on the perceived effects of the program. How does the intervention affect the users of the program? It are the teachers who have to learn from the program; their attitude, social influence and self-expectancy must fit into the desired

behaviour to create quality education. That's why it is important to notice the opinion of the Malawian teachers and stay focused on their perspective (Baar et al., 2007). When this aim is worked out well, it will point out if there are any improvements in education due to the program and if innovations were brought into school according to the Malawian teachers. Expected is that the teachers can denominate their improvements and learned skills from the World Teachers. Learned methods, games and songs, used materials and other shared knowledge will be named.

Method

Qualitative research

For this explorative evaluation study a qualitative research is used; this obtains rich and detailed descriptions as answers to the open questions towards the type and features of quality education (Baarda, 2009). With a qualitative research the research-question is broad and there is not a lot of knowledge about the subject. The goal of the research is to explore new knowledge and ideas about the subject, without already knowing what you expect (Baarda, 2009). This research study included a design evaluation with a determinant analysis, an implementation evaluation and an outcome evaluation. An evaluation study can be used to decide if a program should be continued, improved or adjusted, to improve the effectiveness and it can add towards the methodical social scientific knowledge (Rossi et al., 2004). The outcomes of this study will lead to policy implications for Edukans, so that the WTP can be tailored.

An open, explorative approach is used in which the meanings of the Malawian teachers towards the WTP a central role played. The practice was the basis of the study, the theory was a formal frame in which the study is done. Within a practice-driven study the question came from the practice and the solution should be in the same practice (Landsheer, 't Hart, De Goede, & Van Dijk, 2010). This made the intervention more evidence-based practice. The content of the study and conclusions were idiographic; they were of exemplarily function. The study could be useful to others in a similar situation, it will give practical recommendations.

To tailor the program towards the local desires, it was important to determine the expectations and wishes of the local teachers and the educational environment, to benefit the likability of the program's effectiveness (Baar et al., 2007). A qualitative research gave more opportunities to gain useful information, it sought for depth rather than breadth (Baarda, 2009).

Participants

For this study 42 individual interviews were held by Heyker and Otten, with 20 females and 22 males, in the age range from 19 till 59. Their years of experiences arranged from not even a year till 33 years. The sample was select (Landsheer et al., 2010); all the teachers working at the schools were included, except for one who was ill and one who was with maternity leave. This selection was made because of the availability of the teachers in distance and time. The teachers worked at four different government schools: Mbawa, Swaswa, Vibangalala and Joka. In total six schools were included in WTP, which made these 42 participants representing for the population. Twenty three teachers were involved in the WTP. This were 20 teachers (including four head teachers), two teacher assistants and one volunteer teacher. Other participants were four teachers, from which one assistant teacher, who were not involved in the WTP, and four community members/involved parents, who served as control group. These community members were involved to gain more information about parents participation. The other 11 participants were second year students of the Teacher Training College, who were also not involved in the WTP. They served as control group for the design evaluation; they were included to gain more knowledge about the quality of the Malawian education, which is the first aim of this study, and to which degree the WTP was familiar by not involved teachers.

In-depth interviews

For this study a qualitative research instrument is used: half structured individual interviews with open-ended questionnaires and in-depth interviews. This offered a description of the behaviour of the Malawian teachers within their context; their experiences, ideas and behaviour could be explored, interpreted and understood. The study was an explorative cycle, which made corrections in between possible. The practice was the basis, the goal was to find new meanings and ideas. As a consequence a topic list was used with topics (see appendix), not with specific questions or a standardized approach (Baarda, 2009). This made it possible to adapt towards the participants answers and to increase the internal validity. It was first important to get familiar with the Malawian culture and the teachers, because the way things were said were equally important as what exactly is said. The interview technique was important to avoid social desirable answers (Baarda, 2009). The interviews started with an introduction in which the participants was told about the interviewers, the goal of the interview and the different topics. The name, age, years of teaching experience and the current class of the participants was asked. Their anonymity was orally guaranteed in the introduction

of the interview, which should improve the reliability. The names of the participants were encoded, their names won't be used in this article. Per topic different questions were asked, based on the theory and later on, on the previous interviews. The topics were helping to structure the interviews. Depending on the answers the interviewer continued questioning. After analyzing the first data, the topic list was specified. Informal qualitative field observations were used to verify the given information of the teachers (Baarda, 2009). The reliability and intern validity was tried to be increased by repeating and concluding the answers after each topic. By doing so, the participant and interviewer could control if the answers were understood well. Another topic list was used for the four community members who were interviewed.

The topic list changed two times, but it mostly exited from the three aims of the study: a determinant analysis about education, an implementation/process analysis about the usability of the program and a outcome analysis. With the first topic the ASE-model was a guideline, questions were asked about the attitude (e.g., What should children learn to succeed in life?), social influence (e.g., How do parents think about education?), self-efficacy expectations (e.g., Are you able to practice teaching?), skills (e.g. How do you teach in the class?) and barriers (e.g., Which problems do you face while teaching?). The participants also had to prioritize 11 aspects of quality education, to make them aware of and think critically about their view on quality education. By doing so, a good starting point for a conversation was created. The 11 aspect were: number of children in classes; number of teachers; materials; class environment; teaching whole curriculum; teaching life skills, problem solving skills and decision making skills; teaching different subjects; teaching good behaviour; time management; qualified teachers and learner centered lessons. The WTP wasn't a part of this first aim. For the second topic questions were asked about the process, experiences and usability of the WTP. For example questions about the program principles like meeting amongst colleagues, mutual learning, tailor made and sustainability and questions about monitoring, sharing and improving. Questions like 'how did WT contribute/help towards the problems in education' and 'how did you experienced WTP' were asked. Within the third topic the questions were about what the teachers learned from the WT and what they still use in practice (e.g., What did you (and learners/parents) learn of the WT? What do you still use in your class?).

Procedure

The qualitative data were gathered over a period of three months: January, February and March 2012, at four different schools. The data consisted transcriptions of 42 interviews. Seventeen interviews were held at Mbawa, four of those were with community members. Six interviews were held at Swaswa, sixteen at Vibangalala and three at Yoka. The Primary Educational Advisor introduced the interviewers at three schools, the headmaster of Vibangalala introduced them at Yoka. Permission was always firstly asked by the head-teachers, and further on by the teachers. All the participants volunteered to be included in the study. All the interviews were recorded with a camera or laptop and verbatim typed afterwards, which increases the reliability. The elaborated protocols remain property of the researchers and won't be given to others; this secures an anonym identity of the participants. The transcriptions of all interviews were analyzed according to the analyzing methods of Baar (2002) and Baarda et al. (2005). This method contained three phases of analyzing; open labeling and encrypting; defining, arranging and reducing labels into categories; and integrating and relating the categories. By analytical induction, through constantly comparing what is said by the participants, a label system was made per aim. All labels were coded, through the codes the different stages could be controlled and the original text passages are findable. This increased the reliability of the research study. The intern validity was tried to increase by analyzing close to the exact words of the teachers, which means that word labels are conceptually to what is said. This gave a precise survey of what is said in the interviews (Baar, 2002).

Results

This result section shows the view and practice of the Malawian teachers towards quality education and their process experiences, the supporting and impeding factors and the outcome of the WTP in four primary schools in Malawi. A data analysis of the interviews resulted in categories, which is the base for the most important results. This will be discussed per specific aim. To illustrate the results, the categories are written in italic and quotes are written in the lines. Each quote ends with a code: t means a teacher included in WTP (54,8 % of the participants), n means a teacher not included in WTP (9,5 %), s is a student teacher, not included in WTP (26,2 %) and c is a community member (9,5 %). The code starts with the participant number. By showing the results of the ordered aspects of quality education, a difference is made between the involved and uninvolved teachers and student teachers.

Poor circumstances make teaching difficult

The first aim, the design analysis, was divided in two parts. The ASE-model was a guideline, since the attitude, social influence and self- efficiency expectations of the teachers influence their behaviour. The first part, a determinant analysis, focused on the Malawian teachers view towards quality education. The attitude of the teachers showed quality education is valued, believing *quality education helps to develop the country*: “Not only the nation, but even as individuals, for a person to succeed in life you need to have education, without education there is nothing you can do” (17n). Teachers noticed that *children learn by real examples* and they believed *children should learn diverse knowledge, such as language skills, scientific subjects and good behaviour like being respectful and disciplined*. A lot of the teachers mentioned *children should learn skills to stand on their own*. The social influence is supporting and hindering teachers at the same time: *teachers learn from each other by sharing knowledge*, but the *government should be more involved in education*. “At present it is not as it was, because for example, here there are a few teachers compared to other schools. And again, in the past they were giving a lot of learning materials. Which at present, they are not given, for example charts books, they are not given exercise books to schools. So learners they do buy on their own, that is a failure of the government” (41t). This was mentioned by more teachers. Beside the government, others should be involved as well. “So as teachers, I think on our own, you can’t do anything, unless if we can be there, the government should be there, the policy should be there, and even the parents and learners themselves. Because we can force them, but there is a saying that: you can force a horse to go to the stream but not force the horse to drink water. So I think even if we can force them, there is nothing that you can do as a teacher alone, it should be learners, parents and all” (38s). And there were more teachers suggesting the involvement of parents, learners and others wasn’t enough. The self- efficiency expectations of the teachers seemed to be good; *teachers feel able to teach* and a few *teachers want to upgrade themselves*. It were the circumstances which made teaching difficult; teachers mentioned they tried their best and extern factors were holding them back. “I try my best although it’s difficult because I need to have one to 60 learners, ratio one to 60, that’s enough for me. But over that, but I try my best. Because it’s rainy season there are some absents. Today in standard 1 there are only 70 learners” (16t). By saying ‘only 70 learners’ the different perception of Malawian teachers is noticed. These different perceptions were also shown in their self-efficiency expectations; through field observations it is doubtful to say in which degree these people are able to judge their own capabilities.

Despite the circumstances, the Malawian teachers had a clear view on the skills qualified teachers should have to get quality education; *teachers should be committed, using good behaviour and communication, teachers should use different methods and materials, like learner centered methods (LCM) and they should be time conscious to teach the whole curriculum.* The perception of the Malawian Teachers is that a qualified teacher an educated teachers is. “We said a qualified teacher, he goes two years into college, in training, in how to teach learners. That is to be a qualified teacher” (1t). And their perception is that all qualified teachers are good teachers: “If you have qualified teachers at the school, it means that this teacher is well qualified and can teach very well, because he knows all the methods and how to handle learners” (42t).

In this part of the interview the participant had to order eleven aspects of quality education, which the first six participants mentioned. It was remarkable that the aspects were mostly structural process characteristics, and not child characteristics which concern quality education. The order was different every time. The reasoning of the order always made sense, but participants contradicted themselves with it. For example if parental involvement was ordered as number 10 or 11 it was still mentioned in the explanation as very important. That’s why it’s difficult to conclude the results. Nevertheless graphs were made with a difference between the WTP teachers (54,8 %), student teachers (26,2%) and not involved teachers (9,5%), to check if their perception towards quality education differs. The differences in percentage should be noticed. The first, most important, aspect the participants named got 3 points, the second aspect 2 points and the third aspect 1 point. All points were added together, to see which aspects were most important to the teachers. As the results show in figures 3, 4 and 5 the first two most important aspects are the same: qualified teachers and parental involvement. Over all, the teachers were more divided, all eleven aspects were named at least ones as important. Seventeen of the 23 teachers (73,9%) placed qualified teachers as most important, three of the four not involved teachers (75%) and five of the 11 student teachers (45,5%). The teachers argued qualified teachers were the starting point of quality education, whereas student teachers also named other aspects as criterion, like parental involvement and the class environment. The definitions which the participants gave to the aspects, also differed. Talking about class environment, one talked about the desks and chairs, another about the open doors and windows, and another about the lack of materials. But they agreed on the importance of it. And where half of the participants started with parental involvement as the first step to an educated child, the others argued the school is the first criterion which

has to provide quality education. But it still were the qualified teachers who were most important.

Figure 3. Circle graph of the most important aspects towards quality education, according to teachers.

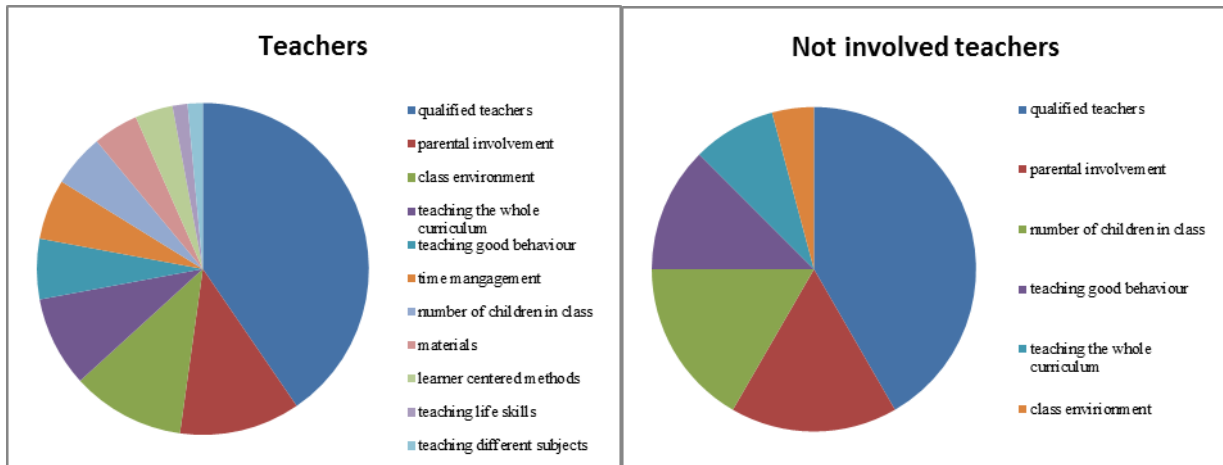
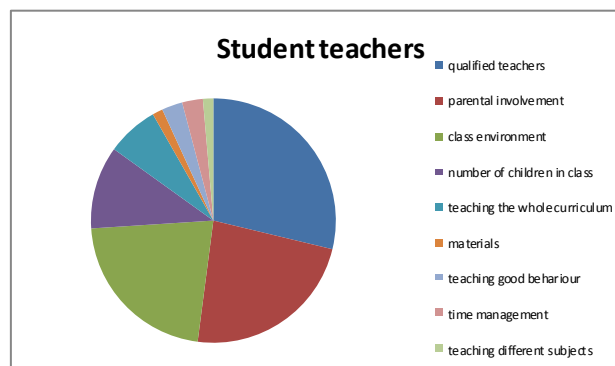


Figure 4. Circle graph of the most important aspects towards quality education, according to the not involved teachers.

Figure 5. Circle graph of the most important aspects towards quality education, according to student teachers.



The second part of the first aim was focused on the practice towards quality education. The actual behaviour of the teachers showed agreements with their view. They claimed to use diverse knowledge, skills, methods and materials to help, motivate and encourage the different learners. Group work and learner centered methods are often mentioned as used methods, but the observations showed it was difficult to bring these methods in practice. *Good behaviour and life skills are learned in school*, which is an important part of the Malawian culture. “Then the teaching life skills, decision making, problem solving skills. Yes a learner must have this, life skills. Must be able to suit the situations he is in. These days are days of where people maybe sometimes conduct themselves as let’s say a learner is coming

from school. Then you meet somebody at in the home in in the road as he goes home. Then maybe he want to rape him I mean to rape her, that she'd be able to conduct herself in such a way so that that type of act is never done. That you have to do with life skills, the skills that we teach them here. Yes so there are many skills, this is just one example that will help a learner to live happily in life. So that that not get engaged in acts that he or she does not want" (18n). This illustration showed the different life skills which play an important role in the Malawian education. For the sake of the children, teachers also mentioned to work together with colleagues and parents, which was confirmed by the community members.

The education in Malawi faced a lot of barriers, which stands in the way of quality education. Poverty leads to barriers which makes *teachers facing problems while teaching*, like the *class environment is not conducive*, there are *not enough books and other teaching materials* and the *Malawian education needs more qualified teachers. Too many learners in class makes teaching difficult*. All these conditions affect teaching, for example in time management. "It's very difficult because if I can put them, then can give them work to do. I took time to mark all learners. So in that way it's very difficult for learners to revise their work. The slow learners will not be helped, cause I'm rushing for another subject, I'm rushing for another subject so the slow learners will like that, because it's not helped" (33t).

Teachers thought different about the circumstances in schools. In the same school, one thinks the class environment is quite good: "And they put some hard chairs in classrooms. These unmovable chairs. So a little bit they put the classroom to be they put this school to be a friendly environment"(33). And another things it is bad: "For me I don't really like the way these schools are built, because they're built in groups. They put a table in like and banks are around. I don't really like that because if learners sitting around the table, the teacher is in the front trying to explain, it means the learners have to turn, look at the teacher, concentrate"(27s). Besides the materialistic barriers, teachers didn't experienced enough support from parents and the government to reach quality education. "Parents should be education oriented, some do not believe to say: if one is educated, it will be powerful, no, they will feel like ah, you are just wasting time"(6t).

There were also protective factors noticed by the Malawian teachers, which helped them to show the teaching behaviour they would like to show. Some parents and committees helped facilitating the schools and gave physical and mental support to learners. *Committees and meetings are formed to help learners and schools*; the community members which were included in the research were positive about the more and more involved parents. But there

were shared opinions about helpful parents; it wasn't often said that "most of the parents are active involved, a few are lacking behind" (21c).

Just the visit of Dutch World Teachers makes the program useful

The second aim of the research was an implementation/process evaluation, focusing on the usability of the WTP. First the process of the program was asked. Most Malawian teachers knew shortly before their arrival that World Teachers (WT) would come to see Malawian education. "They were introduced by the head teacher. That we should be, we shouldn't be worried when someone is coming into the class, but we should know them, before they come into our classes, so when times come to enter in our classes, we be, we are already familiar with these are our friends and they've come to assist us and to gain something from us" (24t). The *World Teachers split in groups en visit different schools*, where they monitored the Malawian teachers by observing and interactions. The first year this was all they did: "This first group, they were only interested to look at how we teach all right and the outcomes out of teaching all right. But they didn't even show us their methods of teaching, but they got only see how we teach" (35t). It was really appreciated when the WT introduced different knowledge and skills; the second year they gave demonstration lessons, showed methods like Multi Grade Teaching (MGT) and taught different games.

WTP is a welcomed and enjoyable experience by learners, teachers and parents, the Malawian teachers felt like *WTP contributes towards quality education*. "Your visits are very important to us here in Malawi and particular to our school because there are changes that have been made since you are coming, the come of the World Teachers, the Dutch teachers" (23t). A contribution is for example the Dutch teaching methods: "This program is very good in fact, because I can say in the past, we were using a method, which was teacher centered. Now we are using learner centered, through this program. And even the teachers are also active" (41t). And by the learned skills, learners also improve. "Yes improvement is that eh learners are now able to read because of miming, demonstration, good explanation" (25t). Furthermore, according to the teachers, the *WTP is sustainable*, provided that the program continues. "Because...these teachers, the World Teachers, have not left us alone. They come here almost yearly to teach us. So I hope, that we are going to learn more from them" (41t).

The Malawian teachers experienced mutual learning in the process: "That's why I said sharing experiences. The way we do yeah we really share experiences like Veronique, and teaching standard one, so I asked my friend tell me the method you use and we discuss" (16t). Teachers also experienced that World Teachers adjusted towards Malawian education: "I can

say eh they are people of understanding and they want to hear more from you...then after hearing more from you, they don't show that they know something but firstly they listen. After listening is when they give their views" (2t). It was really appreciated that the WT were sensitive and nice to the Malawian teachers. "They listened to me attentively and they were not rude" (9t).

The usability of the program according to the Malawian teachers was good; *all additional knowledge of World Teachers is usable*. The Malawian teachers felt like WTP is useful, but they did feel like *various aspects can be improved*; *the WTP should be continued* and it *should be an exchange visit*. "That thing, I disagree I say no the one way, the two way so we can also go there, see, observe how, that would be very nice" (4t). And experienced was that *WTP is too short* and *World Teachers should spend more time in schools* to master the learned skills. "We use energizers which are common here in Malawi. But those which were told to us they were told in only a very short time, I did not master them" (4t). A few teachers noticed that different circumstances in both countries led to inefficiency of the program. "The problem that we are saying is in your country maybe these methods are used because there are a few learners. Here too, we have group work, but it's difficult to manage, we've got a lot of learners" (1t).

Lastly, often is mentioned that *World Teachers should bring more materials*. "For that, learners they can assist in the provision of teaching and learning materials and also toys, toys for the little ones. They can assist much, he says. This's the first priority" (21c).

Methods, songs/games and mostly materials are remembered

The third aim was to evaluate the perceived outcomes of the program for the Malawian teachers. The Malawian teachers learned different knowledge and skills from the WT, like songs, games, the use of brought materials and knowledge about how learners learn. *And teachers learn teaching skills of motivating and handling learners*. "Yeah or beating the learners. We used to beat the learners to say if you beat the learner we thought that it was helping us that the learner should grab that information very well but it is it was not that yeah. We learned again that when you're teaching you have to use the real objects. And the charts should be all around for the learners to see" (42t). Different teaching methods, for example multi grade teaching and learner centered methods like sharing responsibilities in group work, were also taught. A few Malawian teachers were convinced the learners gained a lot from the WT: "Yes, our learners are able to communicate in English. Some learners in English they're able to communicate, all right? And again when you go there in class there are very few who

can look at you because most of them are busy listening to the teacher teaching. All right, that's improvement" (35t). And the WTP also provided additional knowledge to parents. "The parents learned something because, if we teach the learners, they go back, for example when the student came here, yeah, they went home saying, we had visitors today, they were doing this, they were telling us how to play a certain game. Jah. We enjoyed at the school, what what, then the parents had an idea of our friends have learned some skills of other countries. Yes, that is how they learn, how the parents learn. Yes. They go back and tell them what they are doing here at the school" (1t). The World Teachers were an example for the community: "It is one of the role models that is displayed to us here so that's enhancing education atmosphere" (9t). The Malawian Teachers shared the learned knowledge with each other and with other schools: "We discuss, so we discuss the things that we learned. And we encourage each other to practice that thing" (10t).

One of the questions was what teachers were still use while teaching, which was mostly the brought materials like writing materials, books and sports materials. "I think they have improved the education, because they gave us several materials, which are helped us to use it when teaching science subjects. And in sports, they gave us a ball, and a pump" (13t). From the learned methods, MGT and LCM were most mentioned as still used. "At present, we are still using MGT jah, and even group work" (41t). And further on it were the games and songs which were still used, but teachers also forgot this. When asked for an example, it was often too much to ask. Some teachers were honest if they didn't remember or used a learned thing: "Learners are able to use it but I use I'm not using it frequently I should be frank. But it is a very nice method because pupils become alert" (9t).

Teachers would like the program to be continues, because they have more things they want to learn: "I want to learn from them, the way how, if in their homes there are large classes, I want to learn from them how they handle the large classes. (...) Another thing is...how to impart knowledge between the slow learners and fast learners, because some classes, the classes more is to large, there are two types of learners: Some are slow learners and some are fast learners, so I'm failing to manage those two groups at the same time" (37s).

Conclusion & Discussion

The general aim of this study was to evaluate and to gain insight into the Malawian educational situation and into the design, implementation and outcomes of the World Teacher Program (WTP) in order to formulate key points for tailoring this program at the local perceptions. The WTP was in 2009 introduced by Edukans in five countries, including

Malawi (Van Dinteren et al., 2011). In this program, Dutch teachers and other education involved people, try to inspire, motivate and improve quality education in local schools. This study was conducted to explore the concept of quality education in Malawi, and the attribution of the WTP towards it. For this, the Malawian view and practice towards education and the design, implementation and outcome of the program were examined. Based on a theoretical background and with a bottom-up approach (Edukans, 2011c), the WTP of Edukans could be expected to have a positive effect on the quality of education in Malawi, because taking the teachers' daily practice as principle increased those changes (Baar et al., 2007; Garcia et al., 2008). The results of this study did show favorable effects towards quality education.

Quality education and the World Teacher Program

Firstly this study determined the Malawian view and practice towards quality education, which is a multi-dimensional concept and context related; it is the cultural context which makes the specific characteristics subjective (Ansell 2005; Bunting, 2005; Edukans, 2011c; Hecht, 1998). Education is therefore a product of culture, there is no consensus over what quality in education exactly is. Ansell (2005) refers to the features of schools, like accessibility, teachings staff, buildings, furnishing and other resources. In her description the quality education of Malawi is poor according to the participants. But the six dimensions of quality education UNESCO used (Edukans, 2011d), gave more opportunities towards quality education. Learning, teachers, the learning content, process and outcome didn't necessarily depend on the environment. These divided opinions on quality education made it important to know the view of Malawian Teachers, because implanting a specific idea of quality doesn't assure improvement for the teachers (Ansell, 2005). As expected the results, which were not very different for involved WTP teachers or uninvolved teachers, pointed out the extern locus of control of the Malawian teachers (Moritsugu et al., 2010). Talking about quality education and the development of children the teachers focused on extern conditions, like the many learners in the class, the shortness of teachers and the lack of materials. Their focus was on the many barriers and poor circumstances which made teaching difficult. This view on quality education suits the ideas of Ansell (2005), but the views of Edukans and UNESCO are broader (Edukans, 2011d). It is not known if the teachers realize this broader perspective and that it is in their power to influence the development of the children. For example within their teaching, like in the quality framework of Edukans (Edukans, 2011c). Within this aspect, the content of education, their pedagogical and cooperation skills and their motivation to teach is

in the teachers themselves. Even if barriers are there, teachers could decide to make efforts for the children, to be dedicated and to teach in way that suits them. In the Dutch education pedagogic, socialization and child characteristics are an important part of teaching. In industrialized countries teachers, as well students, valued social competences high (Kathryn & Looney, 2007). Important were skills like being self-assertive, cooperative, responsible, helpful and prosaically rather than the specific outcomes for the learners. Social interaction with teachers and students were necessary to gain those skills, as were interpersonal relationships to provide a responsive and emotionally supportive context. The Malawian teachers didn't refer to this. In general they did by saying that a lesson should be learner centered, but the 11 quality education aspects were more about structural process characteristics than child related characteristics. Talking about what children should learn, they mentioned the many subjects and skills to get disciplined and to survive life; as expected they were not aware of specific pedagogical features. Their different perceptions on education could be a cause of this. But the Malawian teachers did think having qualified teachers was the most important aspects to reach quality education. This was remarkable since their view on qualified teachers and their missing drive to actively develop themselves. The participants agreed on the description of a qualified teacher: if you went somehow to school, you're a good, qualified teacher. This illustrates their difficulties of critically valuing themselves; in the Netherlands education is not always a guarantee for capability. And the teachers attitude wasn't proactive, there were just a few teachers who said they wanted to be upgraded. But then their self-expectancy showed that they think they were able to give quality education in the circumstances.

Besides qualified teachers, parental involvement was also an important aspect to create quality education, according to the participants. And they didn't feel like the parents were supportive enough. Booth (1997) underlined the importance of taking the home environment and especially the parents into account if you look to a child's ability and desire to attend school.

In summary it are the barriers holding teachers back to create quality education, but it is their own attitude which is also working against it. The desired behaviour of the Malawian teachers to create quality education was to be committed to the school, having the knowledge and confidence to teach and to care for the children. This was still possible, even though the circumstances. But the attitude of the teachers, the way they think about and act towards this desired behaviour, is not on the same level western people think about it (Garcia et al., 2008). The knowledge of the teachers might be an obstacle; the teachers think they're able to give

good quality education and that they are doing what is in their possibilities. But it was questioned if the teachers have enough competences and skills to implement quality education and WTP adequately. Looking at their skills en perception, it can be said that WTP is adjusting well towards the skills of the teachers, but the WT can be more focused on the pedagogical skills en self-knowledge of the teachers. So the teachers realize there are more options within their possibilities.

The WTP contributed in different ways towards the quality of education in Malawi. Malawian teachers were positively affected by the program; the results showed their positive attitude towards the usability. The outcome of the program showed, as expected, that teaching methods have changed, materials are used, games and songs were learned, and teachers were motivated and learned more about teaching and how learners learn. In addition knowledge like English communication was improved. And besides the teachers, the community was influenced according to the participants, which gave possibilities for change in the community (Moritsugu et al., 2010). The effects for the teachers were the most, since they learned new knowledge and skills. This affected the results and involvement of the learners positively, according to the participants. And the enthusiasm of learners was a good example for the parents, but the parents' benefit stayed to the minimum. Although, the signal that World Teachers (WT) were giving, by coming to help in education in this rural area, was already of great value to the community. Teachers underlined the encouragement of the WT, because they came from very far which showed the power and importance of education.

This study gained an insight in the design, implementation and outcome of the WTP, so it could be tailored towards the examined Malawian situation. On the one hand the Malawian teachers confirmed the improvements which have been made since the coming of the WT, like the materials, the methods and the stimulation through mutual sharing and demonstrations. The program was helpful for the external parts of education, and also for the internal parts like development of the teachers by improvements of their teaching and knowledge. And the teachers liked to see more of these improvements, which could be done in different ways. On the other hand, there are still things unclear which need further research. And for the results of this study several limitations have to be taken into account. These findings are described in the limitations.

Limitations

The first limitation that should be taken into account is the English language which could be a barrier for some of the participants, who weren't able to express themselves correctly in English. The quotes illustrate their shortcoming in English knowledge. Secondly, the life attitude of the Malawian people is not critical or self-related at all (Garcia et al., 2008), which made it difficult for them to critically evaluate the content of WTP. They were mostly thankful and happy with the coming of the WT. The fact that they talk about the WT as 'our friends' illustrates their perception. It made it also difficult to value their own capabilities and skills, which makes it interesting for further research to find out if the teachers are aware that it is within their power to increase the development of learners. In line with their not critical attitude, thirdly, the scaling questions which was used to try to collect quantitative data didn't work out. The participants weren't able to scale 100 points over 11 aspects; they weren't able to give their priorities. They couldn't choose themselves without clear direction of the interviewers, which made the answers not reliable. Fourthly, it was very confusing for the participants that besides the WT also other people, like student teachers and World TeachersXL, came to visit the schools. For them all visitors were friends and of the same kind. Pictures of the World Teachers were used during the interviews to make clear about which people the questions were about. Lastly, it was tried to make clear that this study was independent of the WTP and Edukans, but the possibility is still there that answers were social-admirable (Baarda, 2009).

Although these limitations have to be considered, they seemed to not have a severe impact on the reliability of this study. The participants existed out of 42 people from different schools, capabilities and functions and besides the interviews the observations increased the reliability. In a follow-up study it will be good to do more observational research, since the words of the teachers not always match with their actual behaviour. Also their different perception towards education, learning and knowing (Booth, 1997), as the participants confirmed, can be the subject for further research. And since the likable importance of the community and the parents (Booth, 1997; Moritsugu et al., 2010), it might be interesting to involve the children and their parents in further research. Booth (1997) determined that African parents had feelings of alienation from the western school as an institution; they had troubles seeing a connection between the school curriculum and the skills learned at home. This could be possible in Malawi as well, which makes further research to the perceptions of the parents important. Their perception towards the improvement of quality education can be of great value.

Implications

The implementation and outcome analysis of this study focused on the usability of the WTP. During the interviews the participants discussed the challenges they experienced concerning education and the contribution WTP could make towards this. As said before, it was unknown if the Malawian teachers were critical enough to come up with improvements. The main challenges they faced were the poor circumstances and a not-supporting government, which is difficult for the WTP to change. Edukans could continue bringing materials, but more money is needed to provide in the demand of all kinds of materials. But based on the interviews and field observations it can be stated that there are some aspects that can be improved to strengthen the WTP. This study led to the following implications to tailor the WTP towards the perception of the users of the program: the Malawian teachers.

Strengthen mutual sharing in the World Teacher Program

To work on the quality of the program, it is important to take the current strengths into account. A notable strength was the fact that because of the introduction of the program teachers were motivated and more involved in education, through the experienced sensitive attitude of the WT. Monitoring by observing, talking and demonstrating were strengths of the program according to the participants. They wanted the visit to be learning by doing, as one of the principles of Edukans (Edukans, 2011c). The mutual learning and sharing of experiences, knowledge and skills was a valued experience. The WT can function as role models and they could demonstrate or teach together with the teachers, as desired by the teachers. The WT should demonstrate that it is possible to give quality education with a few materials to empower the Malawian teachers. The focus should be on the local environment and living world of the Malawian teachers (Lekoko & Modise, 2011). Coaching and feedback that was given by the WT was a very important part of the program for which WT should be well prepared. Lekoko and Modise (2011) confirm the need of learning through interaction with others. The relation between people is important in the Malawian culture (Garcia et al., 2008) and humor could help to improve relations before people start exchanging knowledge.

Make the WTP continues and spent more time in schools

The Malawian teachers felt like WTP was sustainable, if teachers kept coming to the schools. Sustainable materials, like globes, self-made traffic lights for the multi grade teaching and sport materials were good reminders to keep the gained skills continued. The Malawian people didn't seem independent enough to continue their contracted knowledge and

skills by themselves. And in addition they were curious towards more knowledge about (Dutch) teaching skills and methods. Repetition seemed necessary for the teachers to not go back to old habits (Blakemore & Frith, 2005): Through practicing the learned skills and made brain changes can be maintained. Because if a person doesn't use parts of his brain, he will lose the ability to use it. And through observation it can be said that Malawian people are likely to fall back in old habits. There are several options to continue the program, if continuing it like this way isn't possible. Repetition can be done by other involved people, like the primary educational adviser (Stella Nyirenda), head masters, Dutch student teachers or other educated people who go to Embangweni. Or schools can support and help each other.

According to the participants, more time should be spent in the schools to create more impact. In the African perspective time is not perceived in temporal sense but in a functional and situational sense (Lekoko & Modise, 2011). Africans believe in time as a composition of events rather than the western perspective of time that is understood in seconds, minutes, days etcetera. But from the point of view of the Dutch participants, it will be difficult to lengthen their stay. So to create the biggest profit as possible, it seemed important to take time in the schools. Quality is more important than quantity; different teachers confirmed that the WT worked too fast which made them forget what was learned. It was experienced in observations that Malawian people need time to learn. This different perception of time was one of the cultural differences which led to inefficacy of the program. Culture is proven to influence the way of people apprehend their physical environment and their cognitive processing (Ventura et al., 2008). It should be considered Africans, including the Malawian teachers, have different perceptions, beliefs, traditions and values, and they like to keep close to these strongly valued traditions (Bledsoe & Sow, 2011). For example, in an immigrant study by Vaughn and Holloway (2010) the differences created incomprehension and difficulties for the African people who wanted to adapt to the United States. They don't like the Western tendency to coddle and spoil children, and they see disciplining as an important value, in which physical punishments occurs. These differences also led to different behaviour of the Malawian teachers which is a focus for the next implication.

WT should be prepared for the unprepared, unknown perception of Malawian teachers

In the process of WTP one focus is the preparation in Malawi. The Dutch world teachers doubted if the Malawian teachers were well informed about the program (World Teachers, 2010). Results showed that Malawian teachers knew shortly for the coming of the WT that they came to see the Malawian education, but they didn't know their goals. It can be

considered if it will increase the profits if the teachers know the intentions of the WT. Prescience and preparation could change the process and the results. Since Malawian people are of a different culture, it can create a social desirable situation in which the Malawian teachers create different teaching than they are used to. Social desirability should always be taken in account (Baarda, 2009). And in addition the Malawian teachers were observed not to be capable of a good preparation, since their short-term planning. It is their habit to live timeless (Garcia et al., 2008), and not to make concrete long-term plans to improve education. Recommended is therefore, to prepare the World Teachers towards unprepared Malawian Teachers, with an explanation of the experience that Malawian teachers live by the day and are not able to prepare a visit in the way WT are preparing. Observed was that their way of preparing is making sure a drink and cookies are available.

In line with this, it seemed doubtful if it is desirable to make the program an exchange visit, which was wanted by the Malawian teachers. The contrast of the two educational situations is big, which made it difficult to know the effect for the Malawian teachers. The western educational system is more abstract, focused on different skills and often not relevant to the child's immediate surroundings (Booth, 1997). The curriculum prepares children for alien environments which can be in conflict with traditional African environments. Africans demand different things of education; it is more focused to the practical way of living. An educated child must know some form of work which enables him to maintain himself in a civilized manner (Booth, 1997). Other examples of the differences are the gender differences and the dependency in the Western education on technology, whereas the Malawian schools often had no electricity (Ansell, 2005). It should be considered if the goal of the program improves in value by an exchange visit, because can the Malawian people learn what they want to learn in the Netherlands? Besides, the western education isn't necessarily better in the view of the African people. A Senegalese man in Spain once said: "I do not want [my children] to be educated here. Education here is not good. I saw people here who lost control over the training and discipline of their children" and a Sudanese refugee claimed that even refugee camp schools in Kenya were more disciplined than American schools (Bledsoe & Sow, 2011, pp 754).

Involve parents and the Teacher Training College in the program

The surroundings and environment in which children grow up is an important aspect of their development. Bronfenbrenner (1989, as cited in Grusec & Hasitings, 2007) developed an ecological model in which the different influences of the surroundings were emphasized. A

child is directly influenced by his microsystem; the family, school and neighborhood where he is raised. A broader influence is coming from his exo-system: the broader social network like his community, extended family and friends and the workplace of parents. Lastly it is the macro system, the cultural context, including laws, values and customs, in which the child is raised and influenced by. These different contexts influence the development of the child in many ways; the value of this context is empathized by De Winter (2010). Especially in the African perspective the environment and community play an important role. Where the western people are more individualistic, the Africans are 'we'-focused which is related to the mutual interaction of an individual with others in his/her environment (Lekoko & Modise, 2011). To involve the community in the WTP, could be an improvement for reaching quality education. The involvement of the parents is now to the minimum. An idea for Edukans is to focus on how parents can be more involved, so they become more education orientated and supportive to create quality education. The participants themselves also valued this involvement, just like community psychologists emphasize it. Those agree that within problems the context always plays an important role, so people need to be empowered considering the diversity of humans and the complexity of multiple levels of an intervention (Moritsugu et al., 2010).

A possibility for Edukans is to build a network to support social behaviour (De Winter, 2010). Within a network mutual support and social control can be created in sake of the children. Parents will be more involved by raising their children, and the children of their neighbors. The civil society should be reinforced; there should be a bigger mutual connection to promote pro-social behaviour (De Winter, 2011). This community involvement is proven to be helpful for the prevention of problems, for example with child maltreatment, teenage pregnancy or crime. E.g., the Nurse-Family Partnership was a program which, among other things, promoted the involvement of family members and friends in the support of a mother and care of her child, which resulted in reduced child maltreatment (Moritsugu et al., 2010). Or the Perry Preschool program, where young children participated in the program and parents were actively involved through visits at their homes, which led to positive development aspects like better school results and family relations.

So a good social support system is proven to be good for someone's health (Moritsugu et al., 2010). For Edukans this means an optimal safety network should be created, for which it is important to include the whole neighborhood. The program shouldn't only focus on the specific target group, like the teachers, but the whole community should be included with stimulating initiatives (Moritsugu et al., 2010). WTP could empower the teachers, learners

and parents, considering the different (living) circumstances. Empowerment is, just like building a network, using the positive features, skills, chances and development possibilities of the people and their surroundings. So possibilities must be considered to visit parents in their homes, organize meetings in the villages or ask the parents to come to the schools. Within this last possibility it is possible to fail in reaching all parents. Based on observations only parents who are already partly involved will probably be willing to come to schools. But also noticed is the willingness of the parents, which creates opportunities for involvement. Special parent days could be organized where parent can see examples of how they can be better involved in education or in stimulating their children, for example by plays or by conversations with the World Teachers. Parents could be invited to see the work of the WT in the schools; the stimulation teachers gain from the WT should also be gained by the parents. It will be difficult to create a good network in Malawi, looking at the big amount of parents and the small amount of WT. But with help of the local (parent) organizations, like the Parents and Teacher Association (PTA) or School Management Committee (SMC), the beginning of a network could be created.

Programs are often focused on risk factors, but in WTP the focus should be on the protective factors of the involved people (Moritsugu et al., 2010). Just like the teachers, there is attention to the missing materials, the poor circumstances and the lack of involvement. But looking at what is possible, and adding to the positive elements and qualities of the people, long term effects will be created. So looking at the Malawian people: they are flexible, willing, creative, they listen to what WT say, they're curious and a lot of space outside is available. This creates possibilities like learning by playing outside, putting up a learning circuit with the available resources, create different groups including parents to learn about parental involvement. Team builders could be used to create a good team in the network, games could be organized, just like theater which is appreciated. Plays could be done by the parents themselves; examples can be given of good community involvement. Consults could be organized where parents talk to the World Teachers or they could be coached in coaching each other (for if the WT are gone). Agreements can be made together: who is responsible for which part of the network, could there be a few teachers/parents responsible for the parents of one class or the parents in one district? Research had proven focusing on the positive factors and approaching people from their (possible) qualities stimulates positive behaviour (Moritsugu et al., 2010). Considered should be, looking at available time and people, if the focus should be on (a part of) the parents or on the headmasters and committees, to train them

and give them ideas how to create community involvement (for example by monthly parent meetings or district visits).

Another idea is to focus more on the Teacher Training College, to create more qualified teachers who are needed according to the participants. By training those future-teachers, the reach of the program could be bigger. These student teachers could also be included in the network which can be created. If they learn how to involve parents in education, for example by coaching them how to talk to parents to stimulate children, again more parents can be reached. Besides parental involvement, the curriculum for student-teachers could exist out of examples how to involve all learners with the few materials that are available, for example by creating a lesson circuit. Because it were especially the student-teachers who wanted to know more about adapting towards the differences between fast and slow learners. Quality education could be improved this way.

And as said before, culture is influencing the way people learn, so creating a network time should be taken to adjust to the African indigenous knowledge systems which exist out of self-learning, experiential learning and immediacy of application of learning (Lekoko & Modise, 2011). This could be done by learning as a way of validating indigenous knowledge that is mostly gained through informal and functional practices. Parents or the student teachers do not only take part in learning but are exemplars of the type of learning being promoted.

Focus on the intern locus of control of the Malawian Teachers

Social support can be divided into three areas: emotional, informational and instrumental (Moritsugu et al., 2010). In the program the teachers cared much about the instrumental support: the materials, probably since it was tangible. As discussed before, the Malawian teachers focused on the external aspects to value quality education. They were not self-critical and focused on aspects outside of themselves to measure their educational situation. But the problem shouldn't be too much in the external conditions, but within the teachers themselves (Garcia et al., 2008). By putting too much attention to the external aspects, educators could risk to create dependency and to encourage local people to take a relatively passive role that is antithetical to sustainable development (Wessells & Monteiro, 2008). The teachers should be more empowered by emotional and informational support to deliver quality education, looking at their specific situation. As stated, focus could be on the pedagogical and cooperation skills and self-knowledge of the teachers. Even if barriers are there, teachers could decide to make efforts for the children, to be dedicated and to teach in way that suits

them. By doing so teachers will build upon their strengths, they will increase their resolving capabilities, reflection and self-trust (Moritsugu et al., 2010). The teachers were curious and willing to learn, which should help this process.

Make the program a combination of demand-driven and led by WT

The theoretical framework of the program is based on Vygotsky's cognitive theory; on mutual learning, experience new knowledge through learning by doing and a bottom-up approach (Edukans, 2011c). This shows similarities to the African way of learning according to Lekoko and Modise (2011): the African indigenous knowledge systems exists out of self-learning, experiential learning and immediacy of application of learning. Consideration for Edukans is now if the program will stay demand-driven, towards their principles, or if the program will be more directed by the WT, so they can choose which teaching skills are taught. It would be of value to examine how it is possible to direct more, without harming the teachers. Opinions about this are diverse. For example, Prochner and Kabiru (2008) advocate for a mixture of western and local knowledge to create a working intervention in Africa. Early childhood development programs, like the nursery school, were successfully implemented by adapting the western school towards local circumstances. But Nsamenang (2008) had a more critical view and claims western models shouldn't be forced in Africa, since the development and life of children in Africa is totally different than the development of children in the west. African programs should be adjusted to the community, in his opinion. WTP is already a western program. It could continue to be demand driven towards the opinion of the Malawian teachers, but with addition of the Dutch teachers. For example the pedagogical knowledge of the WT. With a good preparation and all available knowledge, the World Teachers can give more directions in the knowledge and skills which will be shared in the coming program.

Prioritizing the implications

As said before, concrete suggestions of the Malawian teachers to adapt the implementation of the program can be taken into account, in order to make the program more acceptable and feasible. To complete this implication section, the previous recommendations are prioritized by the teachers own priorities.

This study made it possible to determine the working principles of the intervention, which benefits the implementation (Baar et al., 2007). For that mutual sharing should be strengthened in the first place. Secondly, the priority of the teachers to continue the program and to spend more time in schools is high. Depending on funding this should be seriously

considered. Thirdly, looking at the possibilities to tailor WTP, the next focus is at the possibilities in the Netherlands. The WT should be prepared for the unprepared, unknown perception of Malawian teachers and the focus should be on the intern locus of control of the Malawian Teachers. Within this, during the preparation of the WT, the program should be made in a combination of demand-driven and led by WT. Those three implications shouldn't be too hard to realize. And lastly, the effort to create a social network including the parents won't be easy, but the profit will be big. So the last focus should be to involve parents and the Teacher Training College in the program, which needs a good preparation.

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Appendix: Topic list

Introduction: students university, asking about education, WTP, separate of WTP, don't use name
goal: improve WTP towards Malawian vision, that's why we are really curious towards your opinion.

ask about feelings/examples

Topics :

- 1 Determinant analyze; view and practice towards quality education
- 2 Implementation; usability of the WTP
- 3 Outcome evaluation of WTP

Determinant analyze

Attitude:

- What should children learn to succeed in life?
- Do you think education is important? Why?
- What do you want them to learn from you? What do you hope to reach as a teacher?
- What do you need to reach quality education?
- What do you think this school or your class needs to get quality education?

Place in order: number of children in classes, number of teachers, materials, class environment, teaching whole curriculum, teaching life skills, teaching different subjects, teaching problem solving skills, teaching decision making skills, teaching good behaviour, time management, qualified teachers, learner centered lessons

Social influence

- What problems do you face while teaching? Which problems?
- What do you need to teach in a good way?
- How do parents think about education?
- Are they involved by teaching their child?
- What is the governments vision towards education?

Self-efficacy exp.

- Are you able to practice teaching?
- What do you do to improve education? (to make quality education?)
- When is a teacher qualified?

Implementation; usability of the WTP

- What is the WTP (How did it work / How did you participate in it)?
- Did you know WT were coming? What did you expect of it, did this happen?
- What did you learn/ what did you teach?
- How did you experience it/ were you confident while teaching?
- Do you feel able to teach in the way learned by the WT?
- Can you use the things you learned from the WT in your class?
- Did you ever disagree with the WT?
- What wasn't good about the WTP? What did they teach, that you couldn't use in your class?
- What do you want to learn from the WT?
- Do the WT listen to your questions and wishes?
- Do you think, the WTP is sustainable?
- How would you improve the WTP?

Outcome evaluation

- What did the WT contribute towards quality education in this school?
- What has changed since the World Teachers were here?
- What has stayed the same after the World Teachers were gone?
- What are skills & knowledge learned by the WT? (Did you improve your skills/knowledge?)
- What do you still use in practice?
- Did you teach colleagues who weren't involved in the WTP about the program?
- How did the children experienced WTP? What did the children learn of the WT?