



**Ministry of Education, Science and Technology**

# **Roles and Responsibilities of Departments and Institutions Involved in Initial Training, Continuous Professional Development and Management of Primary School Teachers**

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## Acronyms

CPD	Continuous Professional Development
DA	District Assembly
DBE	Department of Basic Education
DCE	Domasi College of Education
DEM	District Education Manager
DEP	Department of Educational Planning
DPSM	Department of Public Service Management
DIAS	Department of Inspection and Advisory Services
DTED	Department of Teacher Education and Development
EMAS	Education Methods Advisory Services
EDM	Education Division Manager
FRR	Functional Review Report
MANEB	Malawi National Examinations Board
MGTSC	Malawi Government Teaching Service Commission
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MTPDS	Malawi Teacher Professional Development Support
NSTED	National Strategy for Teacher Education and Development
TTC	Teacher Training College
TDC	Teacher Development Centre

## 1.0 Introduction

Attempts to clarify the roles and responsibilities of the departments and institutions of the Ministry of Education, Science and Technology (MoEST; also referred to as Ministry for this paper) started in 2007 when a task force was established for this purpose, particularly with respect to the implementation of the Primary School Curriculum Reform (PCAR). This task was never completed.

Recently there has been an increase in the need to have the roles and responsibilities clarified and harmonized especially in light of:

- The need to implement the recommendations of the 2005 Functional Review of the Ministry.
- The decentralization of some of the functions of the Ministry, especially at the primary education level.
- The implementation of the Continuing Professional Development (CPD) for primary school teachers.

As a result of the increased need for clarification and harmonization, in October 2010, the Ministry assigned the task of coordinating the process of clarifying the roles and responsibilities of the various departments and institutions to the Director of Education Methods Advisory Services (EMAS), which is now the Department of Inspection and Advisory Services (DIAS).

With support from the Malawi Teacher Professional Development Support (MTPDS) project<sup>1</sup>, DIAS developed a discussion paper on the roles and responsibilities of the various departments involved in initial training, continuous professional development (CPD) and management of primary school teachers to help improve coordination among the various departments and institutions. The paper was presented to stakeholders in several consultative meetings for input and comments. A final paper, incorporating the comments and input from the stakeholders was approved by the Ministry (9<sup>th</sup> May 2012). It includes the list of the various departments and institutions involved in initial training, CPD and management of primary school teachers and their purposes and functions as prescribed in the 2005 Functional Review Report and the Acts that established the other organizations and institutions.

This document summarizes the discussion paper (approved by the MoEST) for ease of dissemination and for use by the various departments and institutions that are involved in initial training, CPD and management of primary school teachers

## 2.0 Prescribed Functions and Purposes of Departments and Institutions Involved in Primary Teacher Education, Professional Development and Management.

To some extent, all the departments and institutions of the ministry have impact on elements of the professional life of primary school teachers. However, there are some departments and institutions which are directly involved in the education, development and management of the teachers. Table 1 below shows the purposes and functions of the departments and institutions directly involved in primary teacher education, development and management as prescribed in the 2005 Functional Review

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<sup>1</sup> Malawi Teacher Professional Development Support (MTPDS) program is a 3-year USAID project supporting the professional development of teachers in Malawi and implementation of the National Primary Curriculum. MTPDS is being implemented in close collaboration with the Ministry of Education, Science and Technology.

Report. Included in Table 1 also are purposes and functions of these institutions. In addition, Table 1 includes a list of the non-Ministry institutions involved in primary teacher education, development and management, and their purposes and functions. These have been taken from the Acts of Parliament<sup>2</sup> that established the institutions and from discussions with officers from the institutions.

**Table 1: Prescribed Purposes and Functions of Teacher Education and Management Departments and Institutions**

<b>Department/Institution</b>	<b>Purpose</b>	<b>Functions</b>
Department of Basic Education (DBE)	To provide Basic Education	<ol style="list-style-type: none"> <li>1. Formulation and review of policies, rules and regulations on Basic Education</li> <li>2. Setting and reviewing of standards on Basic Education</li> </ol>
Department of Teacher Education and Development (DTED)	To facilitate the implementation of teacher education and development programmes	<ol style="list-style-type: none"> <li>1. Coordination of teacher education and development programmes</li> <li>2. Design of teacher training programmes</li> <li>3. The development of teacher training policy</li> </ol>
Department of Inspection and Advisory Services (DIAS)	To provide inspection and advisory services	<ol style="list-style-type: none"> <li>1. Enforcement, maintenance and evaluation of education standards</li> <li>2. Initiation of the development and review of education curriculum</li> <li>3. Formulation of Inspection and Advisory Policies</li> <li>4. Registration of both Government and private schools</li> <li>5. Registration and licensing of teachers</li> <li>6. Supervision of Education Division Offices</li> </ol>
Department of Public Service Management (DPSM)	To provide human resource management services	<ol style="list-style-type: none"> <li>1. Provision of Human Resource recruitment, planning and development services</li> <li>2. Implementation of terms and conditions of service</li> <li>3. Management of personnel records</li> </ol>
Department of Educational Planning (DEP)	To provide planning, monitoring and evaluation services	<ol style="list-style-type: none"> <li>1. Provision of planning services</li> <li>2. Provision of monitoring and evaluation services</li> <li>3. Management of donor funded development programmes</li> </ol>
Domasi College of Education (DCE)	To alleviate the shortage of teachers in the country	<ol style="list-style-type: none"> <li>1. Provision of secondary school teacher training services</li> <li>2. Provision of TTC tutor training services</li> </ol>
Malawi Government Teaching Service Commission (MGTCSC)	To appoint persons into the teaching service and exercise disciplinary control over persons in the service	<ol style="list-style-type: none"> <li>1. Recruitment of the teachers</li> <li>2. Deciding on teachers' discipline cases</li> </ol>
Malawi Institute of Education (MIE)	To provide curriculum development, research and in-service training services	<ol style="list-style-type: none"> <li>1. Development of curricula for school and primary teacher education</li> <li>2. Monitoring and evaluation of the curricula for school and teacher education</li> </ol>

<sup>2</sup> These are listed in the references section.

Department/Institution	Purpose	Functions
		<ol style="list-style-type: none"> <li>3. Arranging for the production and publication of education instructional materials</li> <li>4. Providing in-service training to education personnel</li> </ol>
Education Division Manager (EDM)	To ensure that education policies on secondary and tertiary education are being implemented by the relevant institutions	<ol style="list-style-type: none"> <li>1. Provision of Inspection and Advisory services</li> <li>2. Provision of Internal Audit services</li> <li>3. Management of secondary schools</li> <li>4. Provision of finance and administration services</li> </ol>
District Education Manager (DEM)	To ensure that policies on basic education are implemented by the relevant institutions	<ol style="list-style-type: none"> <li>1. Provision of primary school planning services</li> <li>2. Management of primary schools</li> <li>3. Provision of finance and administration services</li> </ol>
Malawi National Examinations Board (MANEB)	To provide examination services	<ol style="list-style-type: none"> <li>1. Conducting national examinations</li> <li>2. Engaging in test development, research and validity studies</li> <li>3. Devising, developing and implementing systems of tests for selection of learners from one level of the education system to another</li> </ol>
Teacher Training College (TTC)	To train primary school teachers	<ol style="list-style-type: none"> <li>1. The provision of academic services</li> <li>2. The provision of finance and administration services</li> </ol>
Teacher Development Centre (TDC)	To provide CPD to teachers	<ol style="list-style-type: none"> <li>1. Providing CPD to primary school</li> </ol>
Primary Schools	To provide Primary education	<ol style="list-style-type: none"> <li>1. Teaching primary school learners</li> </ol>
Universities	To provide higher education	<ol style="list-style-type: none"> <li>1. Provision of higher education</li> <li>2. Provision of professional training in various fields</li> </ol>

Source: DPHRMD, 2005.; MoEST, 2008a.; MoEST, 2008b.; Malawi Government, 1996.; Malawi Government, 1979.; Malawi Government, 1982.

### 3.0 Roles and Responsibilities of the Various Departments and Institutions

#### 3.1 Roles and Responsibilities

Despite the existence of these prescribed purposes and functions, it has been observed that there is some confusion about the roles and responsibilities of the various departments and institutions in respect of primary teacher education, development and management. In particular such confusion has been observed in relation to the responsibilities of departments and institutions such as DBE, DIAS, DTED, and MIE in the provision of CPD for teachers (MoEST 2008a).

Table 2 below gives the roles and responsibilities of the various departments and institutions in relation to initial teacher education, professional development and management of primary school teachers. These are derived from the purposes and functions for these departments and institutions listed in Table 1.

**Table 2: Roles and responsibilities of departments and institutions involved in primary teacher education and management derived from their prescribed functions.**

Dept./Inst.	Role	Responsibilities
DBE	Management	<ul style="list-style-type: none"> <li>• Formulation and reviewing of policies on teacher qualifications and allocation</li> <li>• Ensuring that policies are being adhered to</li> </ul>
DTED	Training	<ul style="list-style-type: none"> <li>• Formulation and reviewing of policies on ITE and CPD</li> <li>• Coordination of ITE and CPD programmes</li> <li>• Facilitation of ITE and CPD programmes</li> </ul>
DIAS	Management  Training	<ul style="list-style-type: none"> <li>• Provision of supervisory services through inspection visits</li> <li>• Setting and reviewing of standards related to the teachers performance and operations</li> <li>• Initiation of development and review of ITE and CPD curricula</li> <li>• Facilitation of CPD programmes</li> <li>• Provision of advisory services</li> <li>• Coordination of assessment</li> </ul>
DPSM	Management	<ul style="list-style-type: none"> <li>• Allocation of teachers to districts</li> <li>• Implementation of conditions of service</li> <li>• Maintenance of teachers' employment records</li> </ul>
DEP	Management	<ul style="list-style-type: none"> <li>• Monitoring and evaluation of teacher education programmes</li> </ul>
DCE	Training	<ul style="list-style-type: none"> <li>• Training of TTC tutors</li> </ul>
MGTC	Management	<ul style="list-style-type: none"> <li>• Recruitment of the teachers into the teaching service</li> <li>• Deciding on teachers' discipline cases</li> </ul>
MIE	Training	<ul style="list-style-type: none"> <li>• Development and reviewing of ITE and CPD curricula</li> <li>• Development of teaching and learning materials</li> <li>• Providing CPD programs for teachers</li> <li>• Monitoring of CPD programs for teachers</li> </ul>
EDM's Office	Management  Training	<ul style="list-style-type: none"> <li>• Provision of supervision services</li> <li>• Provision of advisory services</li> </ul>
DEM's Office	Management  Training	<ul style="list-style-type: none"> <li>• Allocation of teachers to zones and schools</li> <li>• Maintenance of teacher employment records</li> <li>• Supervision of the management of primary schools</li> <li>• The provision of Finance and Administration Services</li> <li>• Provision of advisory services</li> </ul>
MANEB	Training	<ul style="list-style-type: none"> <li>• Provision of examination and certification services</li> </ul>
TTCs	Training	<ul style="list-style-type: none"> <li>• Provision of initial training of primary school teachers</li> </ul>
TDC	Training	<ul style="list-style-type: none"> <li>• Provision of Zone-based CPD</li> </ul>
Primary Schools	Management  Training	<ul style="list-style-type: none"> <li>• Allocation teachers to classes</li> <li>• Provision of supervisory services</li> <li>• Provision of school-based CPD</li> </ul>
Universities	Training	<ul style="list-style-type: none"> <li>• Training of TTC tutors</li> </ul>

As shown in Table 2, DTED, DIAS, MIE and MANEB all have roles to play in the training of the teachers. However their responsibilities are not exactly the same. Unless there is a common understanding

among them of what exactly each one of them is supposed to do, confusion will arise which might result in inefficiency and duplication of efforts.

### 3.2 Tasks

The responsibilities of the departments and institutions determine their activities in relation to the initial training, management and professional development of the primary school teachers. Each of the 15 departments and institutions listed above is responsible for specific activities or tasks. Table 3 below outlines the tasks that can be derived from the responsibilities listed in Table 2. Some departments are already performing their tasks as shown in the table while others are not.

**Table 3: Relevant tasks for the various departments and institutions in relation to initial training, CPD and management of primary school teachers according to their roles and responsibilities**

Tasks	Departments and Institutions														
	DBE	DIAS	DTEd	DPSM	MGTSC	EDM	DEMI	MIE	TTC	TDC	DIAS, School	MANEB	DEP	UNIV.	DCE
<b>Initial Training</b>															
Curriculum Development		x	x					xx	x		x	x		x	x
Recruitment for training			xx	x	x								x		
Allocation to TTCs			xx										x		
Face to face training									xx	x	x				
Deployment for field training			x						xx						
Support during field training			x						xx	x	x				
Monitoring		xx	x			x	x		x	x					
Policy and programs			xx												
Examination		x							x			xx			
<b>Career management</b>															
Appointment for employment	x			x	xx		x								
Posting to districts	xx			x			x								
Posting to schools							xx				x				
Supervision		xx				x	x			x	x				
Support	x	xx				x	x			x	x				
Promotion		x		x	xx										
Discipline	x			x	xx		x				x				
<b>Professional Development</b>															
Course initiation <sup>3</sup>		x	x				x	x		x	x			x	x
Course development			x					x		x	x			x	x
Selection of participants <sup>4</sup>			x				x				x				
Training	x	x	x					x		x	x				
Support and supervision		x					x			x	x				

<sup>3</sup> CPD courses can be local (i.e. based at a school or TDC) or central (i.e. based at a training institution such as MIE, DCE or University). Different institutions can therefore initiate and develop a course.

<sup>4</sup> The leader here will depend on type and level of course.

Tasks	Departments and Institutions														
	DBE	DIAS	DTED	DPSM	MGTS	EDM	DEM	MIE	TTC	TDC	DIAS, School	MANEB	DEP	UNIV.	DCE
M & E (Quality)		xx	x				x			x	x		x		
M& E ( Program )			xx										x		
Certification								x						x	x
Accreditation			x	x				x						x	x
Career progression	x			x	x										

NB: An x indicates involvement with some aspect of the task. The xx indicates that the department or institution has a leading role in the activity.

#### 4.0 Conclusion

As it has already been stated the list of roles and responsibilities of the departments and institutions presented in this paper were agreed upon during consultative meetings with stakeholders, which resulted in consensus and mutual understanding among those involved. This paper is intended as a reference to inform operational planning in each respective department. It is believed that dissemination of the roles and responsibilities presented here will reduce any existing confusion and improve the coordination and effectiveness of the operations of various departments and institutions. The ultimate hope is that this will result in improved teaching and learning in the primary schools.

#### References

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