A Staff Development Program for Teachers-in-Charge of Correspondence Study Centers

Meria Damalisy Khembo

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STAFF DEVELOPMENT PROGRAM
FOR TEACHERS-IN-CHARGE
OF CORRESPONDENCE STUDY CENTRES

Project Paper Prepared in Fulfillment
of the
Masters of Education Program

by
Meria Damalisy Khembo
A STAFF DEVELOPMENT PROGRAM

FOR

TEACHERS-IN-CHARGE OF CORRESPONDENCE STUDY CENTERS

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Meria Damalisy Khembo
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FORWARD

This paper is a project proposal. It explores some feasible ways to conduct an effective training for Teachers-in-Charge of the Malawi Correspondence College Study Centers in Malawi.

It also describes some problems that lead to the development of alternative systems of education and further develops a plan of action.

The writer plans to implement the project when she returns to her home country, Malawi. Before implementation, the Staff Development Program (plan of action) will first be discussed with key people to obtain their support, and will be revised to reflect suggested changes. The program will be implemented after the discussion and adjustment phase.
1.

INTRODUCTION

This project paper is aimed at serving the needs of teachers-in-charge (principals) of the Malawi Correspondence College and Broadcasting Unit (MCC and BU) study centers. The paper has three parts. Part one, includes the introduction, project goals, procedure used to gather data and literature review. Part two, presents the staff development program for the teachers-in-charge of the Malawi Correspondence College Study Centers. Part three, presents some conclusions.

The principals are primary school teachers. They are given responsibility over students who register with the MCC and BU in order to supplement their correspondence printed lessons with face-to-face tutoring. Students who join these study centers are preparing for either the Junior Certificate or the Malawi Certificate of Education examinations (Junior High and Senior High School levels). The teachers are therefore faced with the problem of dealing with students who are preparing for examinations at a higher level than that for which the teachers are prepared; either academically or professionally.

In addition, these teachers-in-charge are responsible for administrative and supervisory duties. Almost every study center has at least two teachers, the teacher-in-charge and his or her assistant. A few centers have one or more teachers in addition to these two. The target for this project is only those with administrative and supervisory duties -- the teachers-in-charge.
There are approximately ninety (90) of them spread throughout the country (see appendix 1).

The Malawi Correspondence College (MCC) and the Broadcasting Unit (BU) is the organization that is responsible for offering distance or correspondence education in Malawi. It is a department of the Ministry of Education and Culture; and is staffed by civil servants. The College is headed by a principal (director) below which are about one hundred and eight members (see Organization Chart: appendix 3). It's specific functions include:

1. Producing correspondence course material.
2. Registering students and providing student services.
3. Assessing effectiveness of the education that it provides.
4. Consulting District Education Officers to recommend assignment of teachers at the study centers.
5. Referring selected names of teachers to the Ministry of Education and Culture for their posting.
6. Training and supervising study center staff.

The teacher recruitment and selection process, however, does not include any orientation. Thus, once the teachers have been selected and posted to the centers, they are expected to serve as the students' immediate resource person.

While the teachers are in service at the MCC and BU study centers, they have the opportunity to receive on-the-job training. This training is aimed at helping them improve their understanding of correspondence education. This includes: how to
use correspondence course materials both printed and broadcast materials and their role as supervisors of correspondence students.

Much as the administrators, tutors and producers who make up part of the correspondence college personnel would like to develop center support staff, however, their own inadequate training in human resource development limits what they can do. Staff development programs offered so far have concentrated on technical skills and administrative duties. Therefore, the purpose of this project is to design a staff development program which covers the neglected areas. These areas include, supervision, and the development of interpersonal and management skills. The selection of the content area is based on the teachers needs and two assumptions: (1) that by improving the teachers-in-charge management and supervisory skills, the support system can be better utilized than is the case now, and (2) the teachers-in-charge can in turn train their assistants in supervisory skills. A distinction needs to be made here as the teachers-in-charge supervise both teachers and students and the assistant teachers supervise students. Thus, the ultimate goal for this staff development program is to improve the utilization of study centers which will in turn lead to better performance by students who make use of this support system.
4.

BACKGROUND INFORMATION

Project goals

The project goal is to improve and strengthen the skills of the teachers-in-charge of the study centers in the areas of supervision, management and interpersonal communication.

Procedure Used to Gather Data

Two methods were used to gather data: a literature search and consultation. The literature search was through library research and field work. Through this method books on distance education were secured and studied. The literature review that follows is a result of this literature search. The purpose was to obtain some background information on training programs for personnel who serve in distance teaching institutions. Little information was secured from the books that has relevance to the staff development program which is proposed in part two of this paper.

Through consultation arrangements were made to visit a geographical area where many people involved in distance education were identified, and a systematic approach to the project was devised. The reason for selecting this method was to have a broader perspective of the topic and obtain experts' advice on designing the staff development program.

Through these visits, the writer was able to discuss staff recruitment and selection procedures and the process of staff
development. Visits were arranged to Humber College of Applied Arts and Technology, 205 Humber College Boulevard, Rexdale, Ontario, Canada, M9W5L7; and the Independent Learning Center, Ministry of Education, 909 Yonge Street, Toronto, Canada, M4W3G2. It was striking to note the use of informal approaches in the recruitment process of the two colleges. There was also similarities in the nature of problems they experienced, especially with the course writing staff.

While visiting Humber College and the Individual Learning Center, the writer was able to collect samples of staff development manuals, in addition to discussions of their programs.

**Literature Review**

As indicated earlier, little information was secured through a library research. Most of the data was on meaning, media and problems that distance learners and educators face. Distance learners are defined as "individuals who interact with faculty physically removed from them using preproduced course material" (Feasley, 1983). Traditionally, the system of education that this paper is concerned with is called correspondence education, that is, "any form of teaching from a distance involving a two-way reciprocation of ideas" (Kabwasa and Kaunda, 1973). The teacher and the student are physically separated, either because of distance or merely because of the way the system operates (Khembo, 1980). In New Zealand, for example, correspondence
education caters to people who are far away from the learning institution as well as those who are at school but are interested in some subjects that are not offered by the school because of a lack of qualified teachers (Mailbag, 1980); or because there are inadequate number of students to warrant the allocation of a teacher. The Open University in the United Kingdom caters mainly to adults who had no opportunity to complete certain levels of education due to personal, social and other problems. Most of the students are within the United Kingdom, but some are serving in foreign countries. In Malawi, correspondence education caters to adults who dropped out of school due to financial, social and personal problems as well as pupils within the 14 plus age group who cannot be placed in secondary schools (high school) because of the shortage of places (Khembo & Mwanya, 1980).

A variety of media are used in distance teaching. These range from printed course material to broadcast and tape recorded material, as well as more sophisticated media such as broadcast television, audio and video cassettes, videotex, computers, telephone and others (Knowles, 1985). The decision as to which media to use is dependent on the financial and human resources available to a country. Thus, institutions in most developing countries utilize the print media and in some cases combine print with radio broadcast. Most institutions in developed countries on the other hand, combine print with two or more of the other sophisticated forms of media as was witnessed at Humber College, the Individual Learning Center and the Open University in the
United Kingdom.

Because of the diversified student body and use of media, which in some cases is complicated, some institutions offer support systems to help students better understand their courses. Knowles (1985) and Kaunda and Kabwasa (1973) have described some of the support systems that are utilized, such as study circles, mobile learning centers, regional centers, study groups, two-way communication, and telephone tutoring. Some institutions offer weekend seminars/workshops. These services are aimed at increasing the students' motivation, providing facilitation of self-help activities, peer group support, group discussion and utilization of experts' advise. Support systems eliminate the problem of isolation that most distant learners face.

The effectiveness of these support systems depends on both internal and external factors. Thus, while telephone tutoring is very successful in Toronto (as utilized by the Individual Learning Center), because it is a free service, in Malawi, little use is made of telephone tutoring because it is a very expensive operation. It would also be impractical since most students do not have a telephone in their home. Similarly, utilization and success of weekend seminars depends on availability of finances and tutors. Non-profit and government organizations and new private correspondence colleges do not often provide these support services due to lack of resources.

The Malawi Correspondence College offers support services through the established study centers where the teachers-in-
charge serve. These teachers-in-charge need to function more effectively. Thus, the need to organize a staff development program that will be implemented in Malawi. The aim is to improve the teachers-in-charge supervisory and management skills.

**Status of Distance Education**

Distance education is a fast growing field. Many governments have given it a high priority. Almost every institution that offers distance education has seen a remarkable growth in terms of students' enrollments, staff involvement, range of subjects offered, and services provided to improve the efficiency and effectiveness of staff. Evidence of its rapid growth is also shown through the emergence of new institutions, open universities, and the formation of distance education associations at national, regional and international levels.

Reasons cited for this growth range from a shortage of secondary schools, as is the case in some developing countries like Malawi; a shortage of teachers, like in Zimbabwe; and declining school enrollments of the 18 to 22 year old students which may be attributed to social, financial and demographic factors. Feasley (1983) has explained the need for institutions to protect the status and place of distance education by pointing out that the decline of the 18 to 22 year old student in traditional campuses leads to the development of institutions' need to "broaden the net" to survive. Indeed, one sees a remarkable mushroom of distance institutions in most places.
Education is for both youngsters and adults. What is required is further expansion of educational opportunities through the creation of an environment that suits adult learners seeking part-time learning opportunities at times, places and under conditions that suit their convenience (Feasley, 1983).

To increase efficiency and productivity, institutions are turning to new technologies in order to reach a greater number of students (Knowles, 1985). Exploratory techniques are being utilized, such as combining usual school techniques with distance teaching techniques where feasible as is the case at the Independent Learning Center in Toronto, Canada, and at the New Zealand Correspondence College.

Other institutions are forming collaborative relationships to improve distance education. These collaborative relationships will reduce competition, material development expenses, duplication of efforts while improving the quality of materials and the teaching.

Another reason for the rapid growth of distance education is the significant growth in the literature and the increasing volume of research and scholarships in the field. This has led to its acceptance and respectability as a legitimate form of education (Knowles, 1985).

The provision of international financial aid is another contributing factor. Through international aid many individuals and groups of people have been trained in distance teaching. Training has ranged from short courses to workshops and seminars.
For example, the British Council provides aid to many developing countries which enables distance educators to attend short courses in Britain. In addition, specialists in correspondence course writing and graphics sponsored by the British Council go to some developing countries to train course writers, schools radio broadcast producers and graphic artists.

Many people have attended conferences in distance education through international funding. The Commonwealth Foundation and the German Foundation are examples of agencies that provide financial support to improve the skills of people who are involved in distance teaching. Seminars that provided the first opportunity to African correspondence teachers took place in 1967 and 1968. These seminars were sponsored by the Dag Hammarskird Foundation in Upsala, Sweden (Kaunda and Kabwasa, 1973). The purpose was to improve correspondence education. The content covered was the use of correspondence instruction in adult education, means, methods and possibilities. Training of writers tutors and administrators was not considered and remained a problem for a long time.

In the 1970s the International Extension College in Cambridge, England, began to produce training materials, conduct workshops and offer short courses to distance course writers and administrators. By 1980, it had produced a Course Writers' Manual, and the Administrators' Manual was in draft form. As a result of this delay in the production of training material for administrators, administrators especially from some developing
countries managed their schools/colleges through the trial and error method. Those who had the financial support or capability learned the skills from international conferences and workshops. These, however, were more international oriented and did not deal with specific issues that staff development programs address. Only recently did the author find material of staff development or human resource development produced by distance educators aimed at serving the needs of both full-time and part-time staff serving at distance teaching institutions. The materials were developed by Humber College and the Independent Learning Center. It is possible that many countries have developed or are developing training manuals for their specific training needs. The staff development program that follows is an attempt to develop a program that suits the needs of the support staff that the MCC and BU utilizes.
THE STAFF DEVELOPMENT PROGRAM
FOR THE TEACHERS-IN-CHARGE OF THE
MALAWI CORRESPONDENCE COLLEGE STUDY CENTERS

Program Goals for Teachers-in-Charge

1. To better understand the role of correspondence education in Malawi; their role, and that of the study centers.

2. To develop more efficient supervisory and management techniques.

3. To plan and develop a national professional network.

Target Population

The program is devised to meet the needs of teachers-in-charge (principals or headmasters) of the study centers in Malawi. There are about ninety (90) teachers-in-charge heading the study centers throughout the country (see appendix 1).

Their Needs

The teachers-in-charge needs were determined on the bases of the questionnaire that was filled out during the Teachers/Supervisors Workshop in 1983, verbal feedback obtained during visits to study centers in 1984, inspection reports compiled by tutors and producers after they visited the centers and from comments that were made during the MCC & BU Tripartite Review Meeting. (Note: As a participant observer, the author was involved in the workshop/seminar. She read the inspection reports that had been compiled by the tutors and producers, and she attended the Tripartite Review Meeting).
By using all these sources the following needs were identified:

1. To define the role of the teacher/supervisor.
2. To prepare teacher/supervisors for their responsibilities at the study centers.
3. For management skills.
4. For supervisory and interpersonal skills.
5. For group dynamics.
6. To establish a professional network.
7. To understand better the dynamic state of the college and its study centers.

General Objectives & Performance Objectives

The needs listed above lead to the establishment of an equal number of objectives as itemized below. In addition, each of the general objectives are broken down into specific performance objectives. A staff development program will therefore be designed which will help the teachers-in-charge to:

1. Research and define the role of the teacher-in-charge and that of the teacher supervisor.
   A. Each participant will write a definition of their role.
   B. All participants will discuss their role and function.
   C. Participants will list duties of the teachers and supervisors.
   D. Participants will discuss and select working definitions for adoption.

2. Identify areas which need improvement in so far as the study centers are concerned and establish appropriate techniques to improve them.
   A. Each participant will list three areas which need improvement.
B. As a group, participants will describe weaknesses and suggest solutions.
C. Participants will develop and report strategies to implement the solutions.

3. **Discuss management and supervisory techniques.**
   A. Participants will describe and compare their management techniques.
   B. Each participant will read "The One Minute Manager" and identify management techniques for discussion and implementation.
   C. Participants will role play some management techniques.
   D. Participants will learn and apply the clinical supervision model.

4. **Discuss and practise interpersonal skills.**
   A. Participants will demonstrate their communication processes.
   B. Participants will describe and analyze their problem-solving techniques.
   C. Participants will identify their problems and explore ways to solve them.
   D. Participants will listen to two taped versions of supportive communication and summarize the key principles.

5. **Learn and apply group dynamics skills.**
   A. Each participant will read literature on group dynamics.
   B. Participants will discuss advantages and disadvantages of group dynamics.
   C. Participants will practice group processing during some sessions.

6. **Explore feasible ways to establish an effective professional network.**
   A. Participants will describe and analyze their decision-making and problem solving process.
   B. Participants will identify economic ways to establish an effective professional network.
   C. Participants will explore and establish appropriate ways of communicating with each other.

7. **Discuss and compare the role of the college with that of the study centers.**
   A. Participants will define the role of the college and that of the study centers.
   B. Participants will discuss the future of the study centers.
   C. Participants will suggest ways to improve students monitoring system.
Exhibit 1

GRAPHIC DESIGN OF THE STAFF DEVELOPMENT PROGRAM

GENERAL OBJECTIVES

PERFORMANCE OBJECTIVES

LEARNING ACTIVITIES

PILOTING

EVALUATION

FULL SCALE IMPLEMENTATION

EVALUATION
Discussion and Analysis of Objectives

In view of the problems that change agents face when the target population was not involved in the planning process, the objectives will be amended where necessary after discussion with the participants and senior members of staff of the MCC and BU. By using Kurt Lewin's Forcefield Analysis, the participants will be requested to consider forces for and against the program goals. Worksheet 2 (see appendix 5) will be used.
LEARNING ACTIVITIES, TIME, AND RESOURCES

Learning Activities

Learning activities are based on the determined needs and objectives. These will be presented in broad terms. The resource persons who will be responsible for the actual training will break them down into units of explanation. They will also be responsible for writing the daily lessons, specific objectives for each lesson, and participants' evaluation. What follows is a sample of the process and topics that will be covered:

* Correspondence education in Malawi -- A historical analysis, media and support systems.

* Functions of the college and the study centers.

* Supervision: What is it?
  - when to supervise
  - how to supervise.

* Management of the study centers: What and How?

* Communication Process:
  - within the center
  - with other centers
  - with the MCC and BU headquarters.

* Problem-solving techniques.

* Group Dynamics.

* Consultation and delegation.

* Monitoring processes.

* Future trends.
Time

The workshops schedule will be developed nearer to the implementation period. This will take into consideration resource persons' preferences and problems. A sample time schedule for week one is presented below:

Sample Program for Week One

Monday Morning: Introduction.  
             : Program review.  
             : Official opening.

Monday Afternoon: Corresondance Education, an overview.  
                 : Goals and objectives of the Malawi Correspondence college.

Tuesday Morning: Management skills I.  

Tuesday Afternoon: Communications I.  

Wednesday Morning: Management skills II.  

Wednesday Afternoon: Communications II.  

Wednesday Evening: Film show.  

Thursday Morning: Supervision I.  

Thursday Afternoon: Problem solving.  

Friday Morning: Supervision II.  

Friday Afternoon: Problem solving and decision-making.

Resources

Personnel: Personnel with skill in the following areas will be needed: administration, supervision, and training. These experts will come from a variety of pools: The Ministry of Education and Culture, the University, the Malawi Institute of Education, the Staff Training College, and the Malawi
Correspondence College and Broadcasting Unit.

Financial: Funding will come from the 5th International Development Agency (IDA) Education Project. These funds are controlled by the Ministry of Education and Culture through the Project Manager of the IDA Implementation Unit.

Teaching Materials: Each resource person will be responsible for developing the necessary materials. National and University libraries will be used as well as the resource libraries located at the MCC and BU and at the Malawi Institute of Education. Audio and visual aids will be borrowed from the University and the Malawi Institute. The stores personnel at the MCC and BU will purchase all necessary software at least four months before the workshop dates.

Physical Facilities: It is hoped that the workshops will take place at the Malawi Institute of Education. Furnished classrooms and meeting rooms are available. A week before the workshop dates, the Executive Office from the MCC and BU will go to the workshop venue to finalize classroom and meeting room arrangements.
## Exhibit 2

### PROGRAM, EVALUATION, REVIEW TECHNIQUE

#### TIME SCHEDULE

<table>
<thead>
<tr>
<th>Activities</th>
<th>1985</th>
<th>1986</th>
<th>1987</th>
<th>1989</th>
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<tr>
<td></td>
<td>Jul-Dec</td>
<td>Feb-Mar</td>
<td>Apr-Sept</td>
<td>Oct-Dec</td>
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<tr>
<td>Program Planning and Development</td>
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<td>Program discussed with MCC and BU &amp; then sent to MOEC</td>
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<tr>
<td>Program discussed with MOEC</td>
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<tr>
<td>Contact resource persons</td>
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<td>Program amendment Preparations for Piloting</td>
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<td>Material Development</td>
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<td>Piloting</td>
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<td>Discussion &amp; program adjustment</td>
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<td>Develop evaluation material</td>
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<td>Finalize Preparations</td>
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<td>Main Workshop</td>
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<tr>
<td>Workshop report</td>
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<tr>
<td>Use Evaluation instruments</td>
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<tr>
<td>EVALUATION</td>
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<tr>
<td>One-day follow-up seminar</td>
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<td>Comparative data analysis 84-89</td>
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IMPLEMENTATION

This is the actual training phase after all planning and consultations have been completed. Implementation will be preceded by an induction period. Staff from the MCC and BU that will be involved in the workshops will be briefed on the objectives and the whole training program. Specifically, this is the program discussion period. A working committee will be formed and the training itself will be in two phases:

Phase One: The piloting phase. Only ten teachers-in-charge from randomly selected centers within the Southern Region of Malawi will attend. The list of centers from which the participants will come and the criteria for their selection is shown in appendix 2. The workshops will last five working days. The objectives are:

1. To try out the developed staff development program.
2. To determine problem areas.
3. To revise for full-scale implementation.
4. To develop program improvement plans.

This workshop will take place during the short vacation period (Easter holiday). The head of the MCC and BU will conduct both opening and closing formalities.

Phase two: full-scale implementation. It will involve all the target population and the workshops will take place during the long vacation (August through September) after all the
necessary changes have been effected in the staff development program. The workshop will take place at the Malawi Institute of Education and will last two weeks. There will be official opening and closing ceremonies. The Secretary for Education and Culture or his representative will be requested to come and officially open and close the workshop.

Implementation Strategies

Official opening and closing ceremonies will mark the importance of the workshops. Participants and resource persons will wear identical name tags. Participants will be required to attend all sessions, to participate fully during class discussions, take part in simulation and/or role play sessions, and to read all the assigned readings.

Worksheets. Five worksheets have tentatively been developed for use by participants (see appendix 4 through 8). Specific activities will be prepared by the workshop resource people.

Group Discussions and Processing. From time to time participants will be grouped in smaller task groups. This process will lead to team building, which will be the basis for the development of the professional network.

Plenary sessions. All members will assemble during lectures. Large groups will also provide a forum for getting feedback from selected small group representatives.

Skill application. Opportunity will be provided for participants to apply concepts and skills they will have learned
through role play or simulation techniques.

**Budgets.** Each resource person will submit a budget for his or her material, at least four months before the workshop date. The head of the tutorial section will coordinate all materials, develop budgets and submit them to the administrative staff, who will prepare the final budget. The final budget will take into account the following categories: (1) material development, (2) allowances for external resource persons, (3) travel expenses for both resource people and participants, and (4) accommodation and meals.
24.

EVALUATION

Pilot Phase

The purpose of evaluation will be to determine the suitability of the program. This will take into consideration: objectives, activities and venue. Both process and content evaluation will be done but the main focus will be on content. Specifically, evaluation will be aimed at determining the validity of the content and suitability of delivery methods. Data collection will be used to improve the staff development program.

Full-Scale Implementation Phase

Evaluation at this stage will be both formative and summative. There will be continuous evaluation during the workshop period involving both process and content in order to further determine the effectiveness of content, resource persons, materials and suitability of the environment. Towards the end, participants will fill out evaluation instruments (forms) to be developed by the research and evaluation personnel from the MCC and BU. These will be aimed at assessing from the participants point of view, the validity of the content that will have been covered, and the effectiveness of teaching or facilitation methods.
Post Implementation Phase

To ensure continuity, after the workshop the head of the tutorial and student services in conjunction with the research and evaluation personnel will monitor progress in the centers. This way the college will be able to determine the success and effectiveness of the staff development program. Special evaluation instruments will be developed by the research and evaluation staff of the college. These will be diagnostic instruments further aimed at identifying problem areas in order to correct them.

Approximately six months after the workshop, a one-day follow-up seminar will be conducted at regional centers. Thus, three seminars will be run one in each of the three regions. The purpose is to review progress and deal with new problems that might crop up. This follow-up session will also serve to reinforce what was learned during the September workshop, and help both the teachers-in-charge and the resource people from the MCC and BU identify other areas of need. This will be done through group processing.

As heads become experienced in these group meetings, district level group meetings will be planned. The purpose is to decentralize group processing so as to allow teams to discuss local problems. These local groups or teams are deliberately developed later because of the need to develop diagnostic skills and the ability to conduct task group meetings effectively.

Finally, after approximately three years, a six year
comparative analysis of students performance will be conducted. This will cover the period 1984 through 1989. Depending on the findings and the financial situation, a second national workshop could be organized to enable teachers-in-charge to come together again to discuss or share information on their successes and problems. The main purpose would be to assess the effectiveness of the main workshop. Teachers-in-charge would at this stage be requested to present a critical analysis of the first workshop, the problems they faced to implement some of the solutions and come up with fresh recommendations for improvement.
CONCLUSION

This project paper has tried to show the importance of distance teaching as a viable system of education that reaches a wider group of learners, both adults and youngsters. Because of the diversity of the student population and use of media which may be simple or sophisticated, there is need to utilize support systems. While some countries have good support systems, others have inadequate systems, or none, due to financial and human resource constraints.

It is also apparent that there is a lot of literature on what correspondence or distance education is, the media used and problems that both students and teachers face. However, there is little information on staff development programs that have been developed for people who are involved in support systems. This is not too surprising, as human resource development is a new concern, even for staff that serve in traditional settings, especially administrative and supervisory staff.

As stated in the Forward, this project paper is a plan for action rather than a description of a project that is being implemented. The writer believes that the problems she has discussed can be alleviated if not eliminated through staff development or human resource development, especially training.

By defining roles, setting goals and establishing appropriate work designs, it is hoped that the study centers will function more effectively than is the case now.
Development of a professional network at local, regional and national levels will lead to information sharing, peer group tutoring, and development of group problem solving skills. The research and evaluation staff in conjunction with the head of the tutorial and student services will develop evaluation instruments which will be used to determine the success of this professional network as well as the success of the main workshop. This is a necessary task. The staff development program will not achieve the purpose for which it is developed if it cannot be evaluated.

Furthermore, due to financial and human resource problems, human resource development programs can be effectively attained through collaborative procedures. By involving staff from the Ministry of Education and Culture, the University, the Malawi Institute of Education, and the Staff Training College, better staff development programs can be devised and utilized more effectively than is the case now.

Finally, this project paper has tried to show that staff development is a cyclical process. Through the evaluation mechanism, new problems will be identified and special staff development programs will be designed and implemented. It must be emphasised that in accordance with adult learning theories, problem areas will be identified by the participants themselves, they will in some cases also be responsible for suggesting intervention strategies.
Appendix 1

MAP OF MALAWI SHOWING STUDY CENTERS

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M.C.C. CENTRES & NIGHT SECONDARY SCHOOLS

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Appendix 2

LIST OF CENTERS WHOSE TEACHERS-IN-CHARGE WILL ATTEND THE PILOT WORKSHOP

1. Dharap
2. Lirangwe
3. Luchenza
4. Masambanjati
5. Mpasa
6. Nankumba
7. Ntambynaya
8. Pirimiti
9. Songani
10. Njamba

SELECTION CRITERIA

A) Centers were arranged in alphabetical order.
B) Every forth center was then marked.
C) The last one was selected on the basis of seniority. Njamba has a high enrolment; and it caters to both junior certificate and Malawi certificate of education students.
ORGANIZATION STRUCTURE OF THE MCC & BROADCASTING UNIT

Source: MCC & BU Organization Structure and proposed structure.
Appendix 4

WORKSHEET 1
SOCIAL INTERACTION AND TEAM BUILDING

Instructions: (a) Answer questions 1 through 4 individually.
(b) Answer questions 5 and 6 together.

(30 minutes)

1. What do you hope to get out of this workshop?

2. What skills do you have to share?

3. What skills are you looking for? Prioritize your answers:
   I.
   II.
   III.

4. (A) Think of a center or a school that you feel is excellent, and describe the "things" that make it an excellent center or school.
   (B) Now, think of a center or school that is the exact opposite of 4(A) and describe five "things" that make it a poor center or school.

5. (A) What amendments would you like to make in the staff development program.
   (B) Discuss your ideas in your group and write three topics that you feel should be added to the staff development program.

6. Identify the following:
   A. Three common goals and write them in order of priority.
      1.
      2.
      3.
   B. Three skills that your group feels are necessary for you to perform your supervisory and management duties better.
      1.
      2.
      3.
A. There are forces in every situation that cause things to remain as they are. Forces in this case can be people, resources, activities and networks. The forces that push toward change are called driving or helping forces. The forces that resist change are called restraining or hindering forces. In order to plan appropriate strategies for change, the forces in the situation must be clearly understood and identified. Now, (a) describe what forces you feel will help you achieve your goals and what forces will hinder you from achieving your goals. Consider the three objectives that your group prioritized.

<table>
<thead>
<tr>
<th>HELPING FORCES</th>
<th>HINDERING FORCES</th>
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<tbody>
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<td></td>
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B. Using the same method, consider forces for and against the achievement of the program objectives. You have another 20 minutes for this.

<table>
<thead>
<tr>
<th>GENERAL OBJECTIVES</th>
<th>FORCES FOR</th>
<th>FORCES AGAINST</th>
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<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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<td>7.</td>
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C. In this section, suggest how your negative forces could be changed or made positive.

D. Now think of how your helping forces could be strengthened and write your suggestions below.
1. As teachers-in-charge, you are from time to time faced with problems from your assistants, students, the center committee and at times even parents. In the space provided below, please explain how you would treat a student who reported at your study center without:

A) Study materials:
B) A receipt and
C) an enrolment number.

2. How do you help prepare new teachers or supervisors?

3. Briefly, describe what is involved in the student/supervisor process.

4. How would you deal with a parent from a different district who came to see you in connection with an admission of his son.
Appendix 7

WORKSHEET 4
PLANNING (20 minutes)

1. What plans do you have for the development of your center?
   A. List three things for the immediate future (six to twelve months time)?
      1.
      2.
      3.
   B. List three things you would like to attain in three years time.
      1.
      2.
      3.
   C. List three things you would like to attain in five years time.
      1.
      2.
      3.

2. Explain briefly how you intend to attain your goals (i.e., what you have listed above).

3. What would you like to see changed or improved in so far as the relationship between the college and the study centers is concerned. Give reasons for your suggestion(s).
Appendix 8

WORKSHEET 5
WORKSHOP EVALUATION (30 minutes)

Your honest answers to the following questions will enable us to improve future workshops. So, please, answer all the questions as honestly as you can.

1. Has the workshop helped you? YES NO

   If you answered YES please list five things that were the most valuable or useful to you.
   A. 
   B. 
   C. 
   D. 
   E. 

   If you answered NO please list five things that were the least valuable to you.
   A. 
   B. 
   C. 
   D. 
   E. 

2. Suggest at least three topics that you feel should be included in the next workshop.
   A. 
   B. 
   C. 

3. Write any suggestions that you feel will help us improve future workshops.
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