A PHYSICAL EDUCATION CURRICULUM PLAN FOR MALAWI

by

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(ABSTRACT)

This document is about a plan to develop physical education curriculum in Malawi. Despite its official recognition, the subject is often regarded as a low entity on the school curriculum. Several factors contribute to this status, chief among them is: lack of well-prepared teachers; equipment and materials; negative attitude by certain key individuals in the society. This document is the first attempt to develop a broad and balanced physical education curriculum in Malawi.

In this document, two curriculum frameworks have been provided. One such curriculum frameworks is for the primary school (elementary) grades 1-8 and the other, the secondary (high) school 1-4. These frameworks are detailed with teaching and learning topics in physical education in such a way that every school child will have an opportunity to participate for enjoyment, knowledge and skill acquisition for personal and national benefit.

This study is drawn upon the US and UK models where programs such as Saber-Tooth, Catch, Spark and Sport-England have been very successful. The assumption of this plan, comprehensive as it may be, is the essence of collective effort of the people of Malawi to implement the ideas it contains.
DEDICATION

I dedicate this study to my dear daughter, Chimwemwe, affectionately known to me as “Chims”, who once asked me fondly, “Dad, when will you go to America for your studies?” Unfortunately, God decided to take her too soon. She would have loved to witness this day. It is my sincere conviction that the “spirit” of my daughter has been with me ever since I embarked upon this work. Her desire to see me obtain this degree has finally been accomplished. As a result of her dream for this degree I promise to work very hard to make its existence in Malawi meaningful and appreciated through the production of quality programs of physical education in schools.

My daughter was going to be a nurse. She had showed extreme love and passion to serve the sick. I promise to maintain the same love and passion for physical education so that I serve the entire population of Malawi. May the Almighty God keep Chimwemwe’s Soul safe until we meet again in Heaven very soon.

My dear daughter, rest in Peace

Dad
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Finally, I thank God for His special blessings to enable me reach this far in my academic pursuit. Thank you Father. I will always count on YOU.
# TABLE OF CONTENTS

## CHAPTER 1: INTRODUCTION

- General Background about Malawi ................................................................. 1
- Statement of the Problem .................................................................................. 4
- Purpose of the Project ....................................................................................... 5
- Significance of the Project ................................................................................ 5
- Summary ........................................................................................................... 6

## CHAPTER 2: REVIEW OF RELATED LITERATURE

- Why a Comprehensive Physical Education Curriculum ........................................ 8
  - Program “Catch” ............................................................................................ 10
  - Program "Spark" ............................................................................................ 11
  - The "Saber-Tooth" Curriculum Project .............................................................. 12
  - "Sport England: Active Schools" Initiative ....................................................... 14
  - “Malawianization” ......................................................................................... 15
  - Major Strategy of the “Mapescut” Project ........................................................ 17
- Curriculum Ownership ..................................................................................... 17
- Summary ......................................................................................................... 25

## CHAPTER 3: PROPOSED CURRICULUM FRAMEWORKS FOR PRIMARY AND SECONDARY SCHOOLS IN MALAWI

- National Goals of Education in Malawi ............................................................. 26
- National Goals and Objectives of Physical Education in Malawi ....................... 27
- Major General Characteristics of the Present Physical Education Curriculum in Malawi ................................................................. 28
- Current Physical Education Curriculum in Malawi: Standards 1-8 ..................... 29
  - A. General Aims of the Syllabus ..................................................................... 29
  - B. Schemes of the Examination ..................................................................... 29
  - C. The Syllabus ............................................................................................. 30
- Principles for Teaching Physical Education in Primary Schools ......................... 30
- General Characteristics of the Proposed Primary School Physical Education Curriculum Frameworks for Malawi .......................................................... 33
- General Comments of the Secondary School Malawi Physical Education Curriculum ......................................................................................... 43
- Summary ......................................................................................................... 48

## CHAPTER 4: IMPLEMENTATION PLAN

- Designing the Plan ............................................................................................ 49
- Some Basic Fundamentals of Action Research Worth to Consider in the Implementation Plan ......................................................................................... 50
- Analyzing Data ................................................................................................ 54
- Assumption of the Saber-Tooth Curriculum Design ........................................... 54
- How the “Mapescut Plan” would benefit from the Saber-Tooth Curriculum Model ........................................................................................................ 55
- Implementing the Plan ...................................................................................... 56
LIST OF FIGURES

Figure 1. Malawi and her neighbors................................................................................................. 2
Figure 2. Administrative structure of the Ministry of Education in Malawi................................. 3
Figure 3. Administrative Structure of Sport England ........................................................................ 15
Figure 4. The Administrative Structure of MIE.............................................................................. 58
Figure 5. Malawi Physical Education Proposed Curriculum Process ........................................... 60
CHAPTER 1

INTRODUCTION

General Background about Malawi

Malawi, formerly the British colony of Nyasaland, lies in Southern East Africa between longitudes 33 and 36 degrees East and is bordered by Mozambique to the East, South and South-West, Zambia to the West and Tanzania to the North and North-East (see Figure 1). Generally, Malawi has a tropical climate which is amenable for outdoor physical activities for its youthful population of about 12 million (National Statistical Office, Zomba, 2001). The country’s economy, however, is fragile and weak which makes it difficult for the Ministry of Education to provide adequate teaching and learning facilities for ancillary subjects such as physical education (Palmberg, 1998). The strength of the country, however, is in its people. Malawians are friendly people, industrious and adventurous and are willing to try new ideas. The friendliness of the people has earned the country a new name. Malawi is often referred to as “the warm heart of Africa” in the tourist industry. Politically, Malawi has, since 1994, become a multiple party state after thirty years of despotic rule of Dr. Hastings Kamuzu Banda, the US trained physician who later became politician.

Malawi’s system of education resembles that of Great Britain, its former colonial master. There is a hierarchical administrative education structure from the national to the district levels (p.3). However, certain institutions, such as the Malawi Institute of Education, run their programs with little interference, if any, from government.

For example, the Malawi Institute of Education, though a government institution, is responsible for the curriculum development of primary and secondary schools and can make certain professional decisions without referring them to the Ministry of Education Headquarters for approval (see below the administrative structure of the Ministry of Education in Malawi).

Indeed, the Malawi Institute of Education has been involved in curriculum review for a long time. A number of subject areas on the general education curriculum have been developed to meet the needs of the country. Among those that have not yet fully developed is physical education. The main reason for this is that there has been an over – emphasis (to this day) on the core examinable subjects in the general education curriculum to the effect that non-examinable
Figure 1. Map of Malawi and her neighbors

subjects such as physical education have received, if any, very little attention (Chinkono, 1987). Indeed, physical education curriculum in Malawi is narrow and does not give children a variety of activities, which would enable them to improve their physical skills (Pangrazi, 1998; Graham, 2001). In most cases, students are only allowed to play soccer and netball with occasional running around the school fields. This problem is compounded further by the fact that Malawi does not have well prepared teachers of physical education and facilities to support the teaching of the subject are hardly available (Tembo, 1997; Toluhi, 1998).
Figure 2. Administrative Structure of the Ministry of Education in Malawi
Statement of the Problem

Contrary to what has been said about physical education in Malawi (i.e. that it tends to be ignored) the subject is actually stated as an official, examinable subject in the school curriculum, according to the Ministry of Education, Science and Technology Syllabus of 1982, p.144. And that recently, in the year 2000, the subject has been accorded a core subject status. Chinkono (1987), then a high ranking official in the Ministry of Education, suggests that this low profile of the subject is due mainly to the non-examinability of physical education both at primary and secondary school levels. He holds the view that because of lack of national examinations, physical education teachers are thus inclined to give maximum attention to those examinable curricula areas. His conviction is clearly seen in this comment:

The effect of this non-examinability of PE is the lowering of standards by teachers on the subject. There is temptation to teach examinable subjects instead of PE. In some cases, physical education is taught as a way of killing time. No specific skills are taught. Children may simply be given a ball to play with while the teacher sits away planning for the examinable subjects (p.13).

The scene depicted by Chinkono above is a common feature in Malawi regarding the way physical education is being taught. In my opinion, there are yet other contributory factors that make physical education in the general education curriculum in Malawi mediocre. These are a lack of breadth and depth of the curriculum, learning and teaching materials and the non-availability of well prepared teachers of physical education. Perhaps, the lack of breadth and depth tops the list since everybody thinks he/she can teach physical education. Secondly, most of the Malawian education stakeholders do not seem to view physical education as a legitimate subject since all they see is a “bunch” of happy kids jumping around soccer and netball fields. Thus these stakeholders fail to link the potential of physical education with the reduction of many of the physical infirmities currently dominant in Malawi (USDHHS, 1996).

The expansion of physical education curricular in schools would give a rare opportunity to many children to get involved in as many physical activities as possible because children would have a wide selection of activities. Preferably, one would want to see children choose what they would like to do after school to keep themselves physically active (Kirchner and Fishburne, 1995). In addition, the Ministry of Education would be compelled to provide teaching
and learning facilities to schools as some of the activities in the new physical education curriculum would not be taught without the support of the necessary facilities.

Purpose of the Project

The purpose of this project is to develop physical education curriculum for Malawi. The project addresses the lack of breadth and depth in the current physical education curriculum content, with the ultimate goal of improving and increasing the quality and quantity of physical education in primary and secondary schools in Malawi. This project will provide (a) background of the current status of physical education in Malawi, (b) an action plan to be used in developing physical education curriculum upon my return to Malawi. The action plan includes a framework of primary and secondary school physical education curriculum and the detailed description of the implementation process that will take place in Malawi. The project plan will also attempt to involve the Malawians themselves to do this task and thus to develop support and ownership over it. The project plan will be called Physical Education and Sport Curriculum Tree (Mapescut in short) for it seeks to plant roots in physical education and school sport in the country.

Significance of the Project

It is significant to note that while physical education in general receives minor emphasis in the school curriculum in Malawi, there is ample evidence to suggest that a good proportion of Malawians value physical education immensely, (Chinkono, 1987). What is different, perhaps, is the degree to which each member of the society places on physical education in the school system. For example, some regard physical education as a source of national pride. This group of people regards physical education as the main vehicle through which national athletes are recruited. For this group, physical education ought to produce more young men and women who should represent Malawi in international games such as the “All Africa”, “Commonwealth”, “Olympics”, “East and Central Africa” Games, to mention a few. Another smaller group view physical education as a subject that contributes largely to the over-all learning experiences of the child, a view held by many United States physical educators such as Rink (1998), Pangrazi (1998), Lambert (2000), and Graham (2001), among others.

An equally valuable portion of physical education is its tendency to influence good health habits among the youth, especially in the light of several health problems including the recent HIV/AIDS, a view which is well supported in the US school system, Kassalow (2001); Cortese and Middleton (1994).
Currently, there is an HIV/AIDS epidemic tearing apart the country of Malawi. As of now about 14 percent of Malawi’s population is said to have been infected by the deadly disease, Nyasanet (2001). People are desperately looking for a lasting solution to this problem. Additionally, other diseases such as malaria (a menace to the entire Southern Africa Region), tuberculosis (TB) and kwashiorkor, are common and dreadful diseases in Malawi. Records indicate that nearly two percent of newly born Malawian babies die each year (Nyasanet, 2001) as a result of one of these diseases, especially malaria, a disease spread by anopheles mosquitoes.

As if this was not enough, the country has other health related problems such as early pregnancies for school and non-school girls, alcoholism for boys, numerous road accidents (brought about by the influx of minibus ownership), drug abuse, etc. For a country the size of Malawi with very limited national resources, the present situation can be likened to a time bomb. For this reason, a good percentage of Malawians would agree that an abroad and balanced physical education program would assist greatly the current health concerns in Malawi. Physical activities tend to engage the youth in such a way that they hardly have extra time to be involved in other mischievous behaviors. And indeed, this “new” curriculum, which will be broad and balanced, will make every effort to address some of the above health and societal concerns. Therefore, this project is very important to the nation as a whole for it is hoped that its successful conclusion will ease the current community burdens and drive the ailing Malawi economy to an unprecedented level.

Summary

Despite the myopic view others have for physical education in Malawi (that is to produce national athletes), and despite having unqualified teachers of physical education with very limited facilities, the advisory committee on physical education will make every effort to revamp the present narrow content of physical education in the country to one that will cater to the individual needs of every Malawian child. This position is justified because even the colonial masters, the British, do not have soccer and netball alone in their physical education curricula. Besides, the current health situation in Malawi necessarily demands an intervention to keep the children active throughout their lifetime. It has been suggested that a strong and active body does abate disease infection (Olsen, Redican and Baffi, 1997).

The time has come for Malawi to move forward with the construction of a “new” physical education curriculum. The intended curriculum, no matter how simple it might be, will
represent the people’s dreams and aspirations (Merriam, 1998). With the kind of weather and political tranquillity Malawi currently enjoys, and the hard working people it has, flavored with a desire and willingness to learn something new, it is not unrealistic to expect that good progress could be achieved in a relatively short period of time. The guiding forces will have to be patience and determination.
CHAPTER 2
REVIEW OF RELATED LITERATURE

The purpose of this chapter is threefold: first, to discuss the importance of a comprehensive physical education curriculum and to review some model programs such as “Catch”, “Spark”, “Saber -Tooth”, and “Sport England” that have been implemented in the US and UK; second, to localize the discussed programs in the context of Malawi, a process that has been referred to as “the Malawianization process”; and third, to discuss the process of curriculum ownership in Malawi.

Why a Comprehensive Physical Education Curriculum

It is not an overstatement to say that physical education appeals to many young people all over the world. Empirical and documentary evidence is readily available in the radio and television broadcasting houses, libraries, play-fields, among other places, confirming that children become nearly mesmerized during physical activities (Rink, 1998). It is no accident that the relevance of physical activities to the human body was recognized many centuries ago by the Romans when they said: “Men’s Sana In Corpore Sano” to mean “healthy mind in a healthy body”. Physical education has been defined variously as “an essential subject matter dedicated to learning in the psychomotor domain and committed to developing lifetime physical activity patterns, (Pangrazi, 1998); as the education of children through physical activities (Tembo, 1997); as a subject “that emphasizes the acquisition of sequential movement skills and increased physical competency based on the unique developmental level of the individual” (Gallahue, 1987). Physical education has for a considerable time played a fundamental role in the social, physical, health and moral growth of all children world–wide. However, the effectiveness of physical education is only possible when its curriculum is broad and wide (Rink, 1998). This unfortunately, is not the case with Malawi’s physical education curriculum. Because of its narrowness (pages 41-48) some of the professed goals and objectives of physical education have been severely curtailed.

Adequate literature to support the need for a comprehensive physical education curriculum for children in schools abounds. Some physical educators call such a curriculum an “enabling curriculum” (Halt, 1998); while others refer to it as a “curriculum diamond” (Graham, Holt-Hale & Parker, 1998). The rationale behind such a comprehensive curriculum is that
children, being young and still growing, need a variety of activities that can support and advance their natural instincts. It is too presumptuous and perhaps very naïve to hope that a whole class, of say, twenty children would desire to play soccer and netball alone, as is the case in Malawi today. Just as children are different both in stature and emotions, so too should activities in physical education vary with regards to children’s interests and motivational levels. The present Malawi physical education curriculum is restrictive in nature, and according to many scholars of physical education, notably (Graham, 2000; Pangrazi & Darst, 1997; Toluhi, 1998); consider such a curriculum to be too limiting and unnatural to children. A restrictive program is not compatible with the needs of growing children (Olsen, Redican, & Baffi, 2002).

When children are denied a comprehensive physical education curriculum, negative consequences can happen. Apart from performing badly during local and international competitions, they also forfeit their social, moral and physical benefits (Rink, 1997; Housner, 1998; Mead, 1998). This is another dimension that should not escape the consideration of physical education educators for a comprehensive physical education curriculum for young people.

If there is a strong appeal for children to take part in physical education, it is the wellness and an active life style for which physical education, traditionally, has the strongest claim (Surgeons Generals’ Report, 1996; NASPE, 1997). In fact, one of the most famous and perhaps the only president who has left behind a very rich and memorable legacy (the Declaration of Independence) Thomas Jefferson, the third President of the United States of America (1801-1809), once said, “Exercise and recreation… are as necessary as reading. I will rather say more necessary, because health is worthy more than learning”. In line with the thinking of Thomas Jefferson is the fact that the body of a human being is made in such a way that without regular exercises, it loses its capacity to function well. Therefore, children, who are still growing, need more activities to allow their bodies to develop to their fullest capacities (Kirchner & Fishburne, 1995).

Seen from this perspective, a narrow physical education curriculum such as the one in Malawi with insufficient teaching and learning facilities and unprepared teachers to teach the subject in a meaningful and interesting manner, is close to a disaster, to say the least. Quite frankly, such a curriculum does create a major loss of interest to children. And schools with such a curriculum may also experience student discipline problems. It has once been said that “an idle
mind is the devil’s den”. Perhaps this is the reason Meek (1986) says that in the British system of education, “physical education was always one of the ingredients to go into the Stockpot, because a British education without physical education would be unthinkable and unacceptable” (p.73). And most Britons believe that the battle of Waterloo between the French and the British was won on the playfields of Eaton. (Eaton was once the cradle of the British public school system and physical education and sport, particularly sport, was a major activity).

As stated earlier, a lot of children find physical activities irresistible. There are a number of physical education programs, which have made significant contributions in the lives of students worldwide. This document will now review how some programs were conducted in the United States of America and England, but most importantly, how Malawi might emulate, with some modifications, some of these programs to suit the local environment.

Program “Catch”

"Catch" is an acronym for “The Child and Adolescent Trial for Cardiovascular Health”. As a result of the growing concern by parents and many others for the health of children due to lack of adequate physical activity in school and outside school in the United States, a group of physical educators carried out a study and later recommend to school authorities the kinds of things that would make children active both in and outside school to promote their physical well being. The study, which started in 1991 and finished in 1993, was supported by the National Heart, Lung and Blood Institute of the National Institutes of Health. It covered four major geographical locations of San Diego, California; New Orleans, Louisiana; Minneapolis, Minnesota; and Austin, Texas. In total a population of 5,106 third grade students within the age range of 9 years were involved.

Since this was a major study of its type (Ward, 1998), a number of factors were considered crucial. For example, there had to be a specific number of students, with a specific number of trained teachers and an adequate supply of equipment and facilities to facilitate the program and to make it more realistic.

In order to increase motivation, students were given lessons in health games such as “Healthy Hearts and Friends”, “Go for Friends-4”, “Taking Off and Go for Health-5”, “Health Trek” and a host of other activities. Additionally, there were on site consultations with teachers by the management team.
As alluded to earlier, the main goal of "Catch" was to try to increase or promote children’s participation and enjoyment in moderate-to-vigorous physical activity (MVPA) during physical education classes and to provide physical and health skills to be used out of school and throughout life, as recommended by a number of physical educators (Kolbe and Berkin, 2000; Kirchner and Fishburne, 1995; Olsen, Baffi and Redican, 2002; Dauer and Pangrazi, 1989; Graham, 2001; Lambert, 2000; Gill, 1996), just to mention some.

The results of "Catch" project were very impressive. A total of 2,096 of physical education classes were observed over a period of three years. It was found that the students in the intervention schools were engaged in more MVPA during lessons than those in control schools. It was also found that boys participated more in physical activities than girls. Other revelations were that a) the program encouraged the students to be more active, b) that half of the classes were engaged in MVPA for at least 40% of class time, c) that lessons had adequate child ratio equipment, and finally, d) that lessons began with a warm-up and ended with a cool – down activity.

*Program "Spark"*

"Spark" is an acronym for Sports, Play and Active Recreation for Kids. The Project was undertaken by a group of professors drawn from the universities of San Diego, California and South Florida at Tampa. The study was conducted in 1997 in Poway, San Diego, California to evaluate a health related physical education program, both inside and outside class to determine the effectiveness of the program. Indeed, evaluation or assessment is a pivotal element in physical education (Noble & Smith, 1994; Hopple, 1995; Fortman-Kirk, 1997; Schiemer, 2000).

Sixteen schools volunteered to take part in the project. The project involved the 4th and the 5th graders for a length of two years. Of the total student body of 1,538, 53% were male. There was no significant difference in age but it was between 9 to 10 years.

According to the design, the project had three conditions: a) specialist led condition - i.e. teachers who were specialists in the teaching of physical education; b) Classroom led teachers and this part of the project was implemented by classroom trained teachers; and c) the control group. These were classroom teachers but not trained. Accordingly, "Spark" physical education classes were designed to promote high levels of physical activity by teaching movement skills that would make physical education enjoyable as was done in the "Catch" program. Classes were
expected to run three times a week lasting 30 minutes. The first 15 minutes of the time, teachers were to teach health fitness activities and in the last portion of the time, the skill fitness activities.

The program had a self-management component. This part of the program taught behavioral change skills to help students generalize regular physical activities outside school. This was taught weekly for 30 minutes. To ensure that the program was participated in by both students and their parents, homework and monthly newsletters were given to students with a view to engaging parents at home through the given homework. Support was given to all three categories of teachers and all the schools were supplied with equipment provided by project management team. Students were trained to provide self-assessment. For this, they used an accelerometer – a small electronic instrument that gives a practical objective measure of physical activity.

Observations revealed that students in the control group spent the least amount of time on physical education. From this observation, a number of conclusions were made e.g. a) that physical education classes in the elementary schools in the United States had potential to provide 97% of the youth with regular physical activity that has multiple health benefits; b) that to achieve health goals, physical activities had to be encouraged both at school as well as outside the school; c) that 30 minutes of physical activity at school was relatively adequate for moderate to vigorous physical activity on most days; and d) that extracurricular programs, community programs and family involvement were needed to ensure that children received adequate amounts of physical activity.

The "Saber-Tooth" Curriculum Project

The "Saber-Tooth" Curriculum Project was carried out in the Midwest of the United States of America in 1995. Its main aim was to invigorate an unsuitable secondary school physical education curriculum that had been going on in the area for a long time so that it would be made suitable to the needs of its students, i.e. developmentally appropriate (Smith and Cestaro, 1998; Graham, 2001), among others. Throughout the project, the persistent theme was suitability of the physical education curriculum to address the needs of the students. This was done in close partnership between the project leaders and the schools involved. The project leaders were available all the time to discuss issues that the teachers and students needed
Swanson and Spears (1995) maintain that the secondary school physical education curriculum has not kept pace with the needs of the students, despite the fact that both the context of schools and the state of physical education as a profession have changed dramatically. There is a lot of health and social issues to-day that confront the youth and adults alike in Malawi, which would necessitate the review of the physical and health education curriculum to make it part of the over-all physical/health resolution package (Darling – Hammond, 1997; Goodly, 1994; Lawson, 1993a, 1998). Thus health and physical education programs need to keep pace with these societal demands.

For sometime, unfortunately, the physical education profession has maintained the “business as usual” attitude (Ward, 1998). Much time and valuable creative programs have been lost and expectations for effective teaching of the subject derailed. Instead, there has been too much emphasis on coaching as opposed to allowing more teaching to be done (Locke, 1992, Rink, 1993; Siedentop & Locke, 1997). Students who do not possess adept physical skills are often left out in favor of those that have them for such students are regarded as potential material for the school teams. The sad thing of course is that while physical education has remained static, other subjects on the school curriculum have not. For the past two decades in Malawi, for example, subjects such as English, mathematics, social studies, to mention just a few, have undergone substantive changes to address the needs of the students, a point that was raised earlier in this discussion. As schools have experienced so much change of late, physical education has been overshadowed by such changes making it a non-entity subject in the school curriculum. In his opening remarks to a huge physical education audience in Chicago, Ohio in 1999, Darly Siedentop, one of the highly respected physical education educators in the United States, remarked that unless physical education took drastic changes, the subject would eventually be discarded from the school curriculum.

From the results of the Saber –Tooth project, several conclusions could be drawn, namely, that a) with full supervision and material support, a progressive and suitable program of health and physical education is achievable; b) that as soon as students realize that a program has been tailored to suit their needs, they will work hard; c) that a university and indeed any high institution of learning can cooperatively work with any lower institution for the benefit of the
students in physical education. It is hoped that the Malawi Institute of Education will work together with elementary, secondary and teacher training colleges to upgrade the present narrow physical education curriculum in Malawi as will later be suggested in this discussion (chapter 4).

"Sport England: Active Schools" Initiative

The "Sport England: Active Schools" initiative was founded upon similar convictions that active participation in physical activities by students will greatly reduce obesity, cardiovascular and other health risk factors, as discussed earlier (USDHHS, 1996), and increase academic performance (Holloway, 2000) and enhance social interaction (Mohlsen, 1997) and increase self-esteem (Barton, Fordyce and Kirby, 2000). Because of these fundamental principles, "Sport England: Active Schools" initiative strives to provide structure, resources and direct financial support to deliver more opportunities for many young people to participate and enjoy sports and physical education.

Understandably, the "Sport England: Active School" initiative emphasizes sport education as a tool to engage students in physical activities. It should be noted that at this level, the term “sport education” is the right one for physical education programs, since the intention is not to engage students in more fierce competitive sporting activities. However, carefully constructed and administered sport education (Arnold, 1996, Siedentop, 1998, Bell, 1998) can equally be very beneficial to students. There is so much that students learn from a less competitive sport education program than from a fierce competitive one.

Administratively, "Sport England: Active Schools" initiative works on a structure as shown below.
As shown above, each Local Education Authority (LEA) appoints a development manager who supervises a number of school sport coordinators. These school sport coordinators in turn supervise a number of primary schools in a given area.

The system recognizes individual differences of schools in terms of needs and cultural demands. The model appreciates the fact that even in one country or region or indeed in one district, there will be some significant differences among people. One point that needs to be mentioned is that the administrative structure of “Sport England: Active Schools” initiative resembles the schools administrative structure of Malawi. Therefore, adopting this structure in sport education would not present any unfamiliar phenomenon.

“Malawianization”

The four programs of health and physical education discussed above are all very useful and effective in their own right. Program "Catch" for example, covered a large area and was instituted as a result of a health need. Malawi has health needs. Every year about 80,000 people die of HIV/AIDS, and Malaria is the greatest killer disease among the children, malnutrition (kwashiokor) and measles also take their toll among the youth of Malawi. It is said that three out of five children die of children diseases every year in Malawi (Nyasanet Information Bureau, 2001). There is therefore need for an intervention program, which should make the youth physically active. By doing so may reduce the possibility of disease infection (Rink, 1984). Just like the "Catch" program, which involved both the youth and the parents, the “Mahepescut”
curriculum strategically involves the parents and their children in implementing the “new” curriculum. Indeed, it is always a good and effective strategy to involve the parents in implementing a new scheme, as stressed by Kay and Fitzgerald (1997). On the other hand, the "Catch" program was very expensive and that’s why it had to be funded by external agencies outside the school realms. Malawi, with its present economic problems, may not afford to finance such a program in the manner it was carried out in the US. But its organization and the thorough details that were involved in implementing it are commendable and worth emulating.

The "Saber-Tooth" project was organized on a slightly different pattern. Here the concern was the felt needs of the school. The organizers involved the local teachers and students and made it a point to “be available” so as to provide the much-needed help. The watchword in the "Saber-Tooth" project was suitability of the program to the needs of the students of the specific school. This was true also with the "Sport England: Active Schools". It too went for the specificity of the programs to the needs of the students and the local community. While the "Saber –Tooth" curriculum project is easy to emulate, "Sport England: Active" Schools is rather complex as participating schools have to meet certain conditions to qualify, despite the fact that the administrative structure of the project resembles that of Malawi. Additionally, schools implementing the "Sport England: Active Schools" initiative have to satisfy the management of high performance. Thus "Sport England: Active Schools" is more of a competitive program than the “ Saber-Tooth” one.

On the whole, Malawi might do well in adapting certain features from each of the four programs. Developing a program from "Catch", the “Mahepescut” in Malawi will adopt the idea of involving the parents and their children in implementing a program. This is strategically sound for the effective implementation of the Malawi “new ” curriculum. From 'Spark" the “Mahepescut” will ensure that children get enough time at home to get themselves engaged in outside activities monitored by parent volunteers or local coaches so that they may identify those students who are great potential in certain games (Bell, 1998; Guest, 1998). From the "Saber–Tooth" program, the greatest innovative idea to emulate is that Malawi programs of physical education, even at the primary school level can, be tailored to the needs of the students, local community and the country as a whole (Ward, 1998). The same element is evident from the "Sport England: Active Schools" initiative. This is why Malawi’s program of physical education
will not be called "Catch", "Spark", Saber-Tooth" nor "Sport England", but "Malawi Physical Education and Sport (Mapescut) project.

**Major Strategy of the “Mapescut” Project**

In order to ensure success of the “Mapescut” Project, it is important to follow the curriculum ownership strategy. This part of the chapter will endeavor to show how curriculum ownership can be attained.

**Curriculum Ownership**

Before considering the issue of curriculum ownership, it might be a good idea to briefly review a definition and goals of curriculum and how an understanding of these might affect its ownership in Malawi in the “Mapescut” project.

Definitions of curriculum vary. This is not surprising as curriculum theorists entertain various education philosophies (Oliva, 1992, p.5). Taba (1992), perhaps one of the most highly respected curriculum theorists, defines curriculum simply as “a plan of learning”. Tanner and Tanner (1995) define curriculum as a “reconstruction of knowledge and experience, systematically developed under the auspices of the school, to enable the learner to increase his/her control of knowledge and experience” (p. 7). Parkay and Hass (2000) offers perhaps a more comprehensive definition of curriculum. They maintain that a curriculum is “ all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of framework of theory and research of past and present professional practice” (p.3).

From the above four definitions of curriculum, it is illuminating to see that various phrases or terms have been used which throw significant light on what is perceived by each curriculum theorist as being important. For example, Taba pinpoints “planning”, whereas Tanner and Tanner use several phrases or terms to emphasize their definition of curriculum, namely “reconstruction of knowledge and experience”; and their reconstruction must be “systematic” and developed under the “auspices of the school” for the purpose of the “learner to increase his/her control of knowledge and experience”. Parkay and Hass agree with Tanner and Tanner that curriculum has to do with the acquisition of ”knowledge and experience” but unlike Tanner and Tanner, Parkay and Hass go further in their definition of curriculum. They suggest that curriculum is about ‘ program of education’ and for the purpose of achieving both ‘ broad and
specific goals’ of education, which must be ‘planned’ to relate to theory and research or past and present professional practice”.

It is self-evident, from the above observations, that a philosophical understanding and goals of curriculum would be critical to all education stakeholders such as parents, students, politicians, school administrators, church organizations, etc before accepting or approving and owning a particular curriculum (Ornstein & Hunkins, 1993). Indeed, Ornstein and Hunkins support this view when they say “a curriculum leader who accepts that people are key to successful activity and implementation is cognizant of the barriers that people place between themselves and change efforts” (p.306). A quick examination of the implication of the terms and phrases cited above might be helpful.

Taba (1962) says, a curriculum must be planned. This is true. To paraphrase the Proverbs, 29:18, where there is no plan or vision, the nation perishes. Planning implies careful consideration of many things. In-as-far as curriculum is concerned, a curriculum planner must consider the learner, the society in which the curriculum is to be implemented, the available resources (human and financial) the attitude of the people, just to name a few ingredients of curriculum planning and implementation (Ornstein and Hunkins, 1993, p.309).

Tanner and Tanner’s focus on “knowledge and experience” is critical in curriculum development. Knowledge and experience are dynamic terms. Every society has knowledge and experience which is relevant and valid to them (Merriam, 1998). If and when a curriculum planner does not render as important the knowledge and experience of the society in which the curriculum is to operate (i.e. Malawi), then that curriculum will not be accepted (Baron, 1991).

Parkay and Hass (2000) bring us more closely to terms curriculum developers often use: “goals of education”, “theory and research” and “professional practice”. It is self evident that “curriculum development” or “curriculum design” is intended to impart knowledge or education. And societies have different meanings to education. If a curriculum does not meet the educational goals as perceived by that society, such curricula may not be accepted and owned. Similarly, goals of education can be classified into two groups: universal and specific (Oliva, 1992). Specific goals are those which address the needs of the individual or community and universal goals are those which pertain to the larger community or world. Even when a curriculum meets the universal goals, it would have to meet the specific goals for it to be accepted. And indeed, each nationality has its past, present and future. Thus, a curriculum
designated for country X has to reflect its past, present experiences and future aspirations. These would be specific goals. Malawi had been under the British rule for over seventy-three years. Therefore, curriculum change would have to take into effect this historical background and see what else might be left between Malawians and the British that Malawians still admire educationally since becoming independent in 1964. The administrative structure of “Sport England” for example is one such feature that Malawi might want to consider adopting. So far, this study has addressed the issue of ownership stemming from the definition of curriculum; it will now proceed to address the issue of curriculum stakeholders, ingredients of curriculum change and how these may influence curriculum ownership in Malawi.

“Curriculum planning” (Taba, 1962); “Curriculum reconstruction” (Tanner and Tanner, 1900), or “curriculum experiences and goals of education” (Parkay and Hass, 2000) are all generic terms and portray group dynamics. No valid curriculum can be produced by one single person (Ward, 1998). It has to be a “multisectoral” activity. A number of people are always interested and must always be involved in curriculum planning, reconstruction and building goals of education. Such groups of people as parents, community leaders, religious organizations, political leaders, business community, non-governmental organizations, teachers, ministry of education officials and most important of all, the students themselves, must be involved in one way or another. It is the responsibility of the curriculum leaders to find a way how various organizations and individuals might have a part to play in curriculum development (Arends and Arends, 1977).

The involvement of all stakeholders in curriculum planning, reconstruction and building goals of education cannot be over emphasized. Oliver (1997) makes the point succinctly:

It cannot be stressed too strongly that curriculum improvement is a cooperative endeavor. In the past, action on the curriculum was often limited to small-group work or to administrative decree; today, on the other hand, many groups and individuals are being encouraged to participate in a spirit of genuine cooperation (p.37).

While the involvement of all stakeholders in all curriculum areas is very important perhaps its importance is greater in certain curriculum areas such as in physical education than, say, in mathematics, social studies, English, science and technology in education; which are the core areas of curriculum. Without the voluntary consent of the parents, the participation by students in physical activities would be very difficult, if not virtually impossible. Most physical
educators, notably Graham (2001), Pangrazi (1998), Lambert (2000), Rink (1998), among others, recommend that students “be physically active both at school and at home”. Therefore, the affiliation of the home for a child’s physical involvement is key to ensure that the child will remain physically active most of the time. Since schools are established in communities, the role of the community leaders and politicians in ensuring that schools are safe and are run according to their aspirations, is cardinal in physical education. One of the “notorious” groups of people to curriculum ownership are politicians. Despite the fact that politicians are only in office for a limited time, they want to leave a big mark of their power by the time their mandate to rule is over. Curriculum developers will do well to ensure that they seek the views of the politicians currently in power before proceeding with any plans to alter the curriculum. The following examples about Malawi will perhaps make the point a little bit clearer.

In 1965, after barely one year of Malawi’s attainment of political Independence from the British, the former head of state, Dr Hastings Kamuzu Banda, American trained physician but turned politician, reversed what the education officials had generally agreed to do: change the teaching methods in Mathematics from traditional to modern. The Education Ministry was strong about this change. According to the Ministry of Education, students were no longer going to be spoon-fed in learning Mathematics. A group of progressive teachers was sent to Entebbe, Uganda, to learn how to use the modern Mathematics methods. Upon their return and before the method was even introduced in the Trial Schools (schools designated by the Ministry of Education as experimental schools), the head of state rejected it. He branded the entire teaching force as lazy and unprofessional. He did not want such teachers in Malawi. That reaction from the head of state was enough to send the new plan, the intended experiences and body of knowledge in Mathematics away into the doldrums.

On the reverse side, the same head of government, three years later, ordered the introduction of Chichewa as the national language. In a conference on Education held at Stella Maris in the city of Blantyre in 1973, Dr Kamuzu Banda gave a long windy lecture about the importance of Chichewa as a national language. He ordered that immediately, Chichewa be the national language. All other languages such as Chisena (the language of this writer), Chitumbuka, Chiyao, Chilomwe, Chitonga were to be sidelined in the school curriculum. Books were written and the national radio, the Malawi Broads Corporation (MBC), introduced programs to support the presidential decree on Chichewa as a national language.
Recently in the year 2000, the religious community in Malawi, did not agree to the introduction of the new Religious Education (RE) curriculum in both primary and secondary schools. According to the Christian groups, the curriculum favored Islam in the content, whereas the Moslem leaders felt that the opposite was true. As a result of this disagreement, the religious education curriculum was not implemented. These cited examples give ample evidence as to how politicians and religious leaders, among the stakeholders, can influence curriculum ownership. It would be the same if we were to examine other possible conflict of interests about curriculum design and development with the other groups such as the business community, students, teachers, Ministry of Education officials regarding their interest and aspirations in curriculum matters.

Curriculum is by nature dynamic. From the array of stakeholders cited above there is no question that curriculum could be dynamic. Oliva (1990) suggests that there are ten aspects of curriculum development process that planners or curriculum leaders need to take note of if their curriculum ideas were to be readily accepted and eventually owned by the community in which the curriculum was to operate. The first among these is inevitability of change.

The physical education curriculum in Malawi unlimited as it is, has reached a point of inevitable change (Tembo, 1997). For example, Malawi, a country lying in the southeastern part of Africa, is the only country at present in that part of Africa that does not have physical education teacher education program at the university level. Otherwise, Mozambique, Zimbabwe, Tanzania and to say nothing of Kenya and South Africa, have fairly highly developed programs of physical education in their university settings. Therefore, once the new curriculum has been created and found logical and meaningful according to the needs of the society (Owens and Steinhoff, 1996), Malawians will have to accept the inevitable change from the present physical education curriculum which is narrow and prescriptive (Tembo, 1987) to the broad and balanced curriculum (Connelly and Clandinin, 1988) and rally behind the teachers and all curriculum leaders (Field, Holden and Lawlor, 2000) to implement it.

Product of its time is another basis of curriculum change (Oliva, 1990). This axiom is more or less like the first one. Turney (1996) comments thus:
Real change is painfully slow. It proceeds like a glacier whose movement is measured in feet per year. Educational and especially curriculum change is part and parcel of social change and proceeds at about the same rate (p. 37).

Curriculum development processes almost always take place every five years in Malawi. While there have been noticeable changes in other curriculum areas on the school subjects, there have been no significant developments in physical education as indicated elsewhere in this discussion. Quite frankly, Malawians will have to be informed, through the process of curriculum review within the project plan that time has come for them to start focusing on what they want to achieve in health and physical education in the 21st century and to do something about it. It is hoped that through a pragmatic plan (Mapescut) to change the curriculum, a good number of influential Malawian politicians and educators will yield to the need for change and will eventually own the ‘new’ curriculum without fail (Baron, 1981).

Concurrent changes is the third axiom for curriculum change and ownership (Oliva, 1990). People do not like to be told that they have failed in whatever they might have been involved in. It is obvious that those that prepared the existing curriculum in physical education in Malawi are still holding influential positions. In no way should the ‘new’ curriculum in physical education fail to coexist with some of the ideas in the old curriculum. Thus, for the ‘new’ curriculum to be accepted and owned, there will be coexistence between the old and the new ideas. Hopefully, the old ideas will eventually give room to the new ones later. Otherwise, it is bad educational practice to disregard what others have put in place after years of hard work.

The fourth axiom to curriculum change and ownership is for the curriculum developers to influence, guide or lead the thinking of the people in the community in which the curriculum is to exist without pushing them to accept the new change (Oliva, 1990). Thus, care must be taken that such change must necessarily be slow, considerate and pragmatic. The change must also take into account the level of understanding of the people, their resources and goals in education. For this to be an easier task, curriculum developers usually carry out a needs assessment (Unruh, 1994) before making any suggestions to change the old curriculum. As will be discussed later in the project plan, needs assessment will be one of the focal points of the “Mapescut“ plan.

In Malawi, a broad and wide physical education curriculum with an “overflow” on the health of the nation would be useful not only to the students but to the entire community. First, we cite the dilapidating health conditions of the nation as a result of HIV/AIDS epidemic.
Currently, over three hundred and fifty thousand children live in orphanages due to this deadly disease. The Ministry of Education is said to be losing over six hundred teachers per year due to the same disease (Nyasanet Information Bureau, 2001). As a result of the floods only months ago, an unknown number of people died of cholera in the Lower Shire area, the most southern tip of the country. Additionally, Malawi, being a tropical country, tend to be infested with numerous tropical diseases such as malaria. This disease, after HIV/AIDS, is responsible for more deaths among the young and older people in Malawi than any other. Other early equally fatal diseases are kwashiokor, Tuberculosis (TB) and measles (Ministry of Health Reports, 2001). Malawi also experiences other health-related problems such as drug usage, early pregnancies, smoking, minibus accidents, and violence. Thus, beset with all these concerns cited above, it is highly unlikely that the people of Malawi, would resist a curriculum which would reduce their concerns. The new curriculum would indeed make an attempt to address some of the above health concerns of the Malawi community with the full participation of the community members themselves. This will be spelled out in chapter three.

The need for cooperative endeavor, another of the axiom by Oliva (1990) in curriculum development has already been cited. Suffice it to say that regardless of the rural nature of the people of Malawi, a curriculum change that would stand the test of time will be one in which the voices of the people have been heard and their concerns noted and fulfilled (Merriam, 1998). In this regard, teachers are among the most key groups of individuals in curriculum development (Gibson, 1993).

Curriculum ownership involves the decision-making process (Oliva, 1990, p.38). It is obvious that a curriculum planner, no matter how well informed he or she may be, will not know everything. Just as the point has already been raised about the multisectoral nature of curriculum development, it is therefore prudent that the curriculum developer, along with those he or she is working with, makes decisions about what to include within the total curriculum; the organization of the curriculum and indeed the choice of methodology. Oliva (1990) singles out two characteristics of a curriculum planner: “the ability to effect decisions after sufficient study of a problem and the willingness to make decisions based on the findings”(p.39).

Another axiom about curriculum development that helps it to be owned is the fact that. It will never be done away with. John R. Verduin (1987) makes the point clear when he says: “

continuous examination, evaluation, and improvement of the curriculum is, therefore, of vital importance” (p.55).

Comprehensive process is the kind of curriculum nature that would easily ensure it to be accepted and owned (Oliva, 1990). Taba (1962) explains:

Some commentators have pointed out that the whole history of curriculum revision has been piecemeal- a mere shifting of pieces from one place to another taking out one piece and replacing it with another without a reappraisal of the whole pattern. The curriculum has become ‘ the tinkering’ amorphous product of generous of a patchwork. This piecemeal approach is continuing today, when additions and revisions in certain areas are made without reconsidering the entire pattern, and when acceleration in one part of the school system is recommended without corresponding changes in the next (p.41).

Ornstein and Hunkins (1993) in agreeing with Taba above advise that:

It makes little difference how appropriate or valued a school curriculum is if it does not get ‘delivered’ to students. A curriculum, however well designed, must be implemented throughout a school district if it is to make any impact. Much that is planned and developed often does not get implemented. Many new programs do nothing than gather dust on shelves. They get blunted at classroom doors (p.297).

This curriculum developer adheres to these words of those who have been involved with curriculum issues before. Therefore, I will seek to make this present exercise of developing and implementing a physical education curriculum in Malawi very systematic and comprehensive.

Another axiom that neatly fits in together with the one just discussed above for curriculum ownership to be possible is systematic development. Given the fact that curriculum development proceeds in a society where there are machineries already laid down, it is important to recognize and accept them. In Malawi, curriculum development is the prerogative of the Ministry of Education (Tembo, 1987), therefore, one will have to operate within the realms of the Ministry of Education.

And finally, for the curriculum to be accepted, a curriculum planner should not ignore the existing curriculum. In other words, the process of curriculum development should begin from the existing one. In the context of Malawi, this physical education curriculum specialist has already laid down some basic guidelines which have produced teachers’ guides for physical
education. It would be ‘ absurd ’ to ignore completely what has been done and achieved in this regard.

Summary

This chapter has discussed in some detail the importance of broad and balanced physical education curriculum; various physical education curriculum projects that have been undertaken in the United States and the United Kingdom which have made significant contribution in the lives of students and the communities in general; the process of curriculum ownership and the reasons for a broad and balanced physical education curriculum for Malawi. It is hoped that enough ground has been laid down to discuss the proposed physical education curriculum frameworks which would ensure the attainment of a broader and wider curriculum matrix in physical education in Malawi.
CHAPTER 3
PROPOSED CURRICULUM FRAMEWORKS FOR PRIMARY AND SECONDARY SCHOOLS IN MALAWI

The purpose of this chapter is to suggest curricular activities in physical education for the children of Malawi both in primary (elementary -Standards 1-8) and secondary (high -Forms 1-4) schools. It is hoped that teachers and other education stakeholders in Malawi will consider these frameworks purely as guidelines sparking a healthy and constructive debate by all with a view to improve the quality of physical education in the country (Oliver, 1997).

Since Malawi does not have an institution where teachers of physical education can be trained, the current teachers are unlikely to initiate changes that can ensure that all students learn and enjoy a comprehensive curriculum in physical education. As has been discussed previously, the lack of well-prepared teachers of physical education is further compounded by lack of appropriate teaching and learning materials and equipment in Malawi schools. This makes it very difficult, almost unthinkable, for unprepared teachers of physical education who are often preoccupied with the examinable subjects (Chinkono, 1987) to plan appropriate physical activities in their teaching. If Malawi had education advisors, commonly called inspectors, as is the case in the United Kingdom, who were versed with the subject, their presence in the Malawian public school systems would be helpful. Unfortunately, most of the inspectors (now called education advisors) do not show an appreciation of the importance of physical education, as evidenced by their inspection reports (Tembo, 1997)

National Goals of Education in Malawi.
In 1991, the Malawi Ministry of Education published the following goals of general education. These goals can be divided into seven broader categories, namely, citizenship skills, ethical and social-cultural skills, practical skills, creativity and resourcefulness skills, scientific and technological development skills, occupational and entrepreneurship skills, economic development and environmental management skills. These skills can be broken thus:

Citizenship skills
• Promote national unity and a spirit of leadership and loyalty to the nation.
• Develop respect for the rule of law and good governance.
• Ethical and social-cultural skills:
• Acceptable moral and ethical behavior
• Develop an appreciation of one’s respect for other peoples’ cultures.

Practical skills
• Develop respect for practical work in order to stimulate industrial development.
• Encourage the stimulation of physical potential.
• Creativity and resourcefulness skill:
• Encourage the ability to maximize the use of available resources.

Scientific and technological development skills
• Develop a spirit of scientific inquiry and practice.
• Promote innovation and development of appropriate technologies.

Occupational and entrepreneurship skills
• Develop an enterprising culture.
• Impart vocational and entrepreneurship in order to raise personal income and improve living standards generally.

Economic development and environmental management skills
• Create an awareness of the dependence of Malawi’s economy on Agriculture.
• Develop an awareness of appropriate environmental resource utilization and management practices.
• Develop an appreciation of the impact of rapid population growth on the environment and the delivery of social services.
• Create skills and foster attitudes that promote entrepreneurship leading to self-employment and survival.

National Goals and Objectives of Physical Education in Malawi.
One of the possible definitions of physical education is “education through physical activity” (Hirst, 1969; Tembo, 1990). The National Association for Sports and Physical Education (NASPE, 1999) outlines general benefits of physical education to students in the United States. Likewise, in Malawi, the following are some of the national goals and objectives of physical education which stem from the national goals of general education discussed above:
• Develop physically, mentally, socially and emotionally;
• Enjoy and have fun;
• Display fair play;
• Develop interest for leisure time activities;
• Demonstrate the sense of personal creativity;
• Acquire the sense of self-reliance;
• Apply safety precautionary measures;
• Preserve culture;
• Acquire the sense of beauty (aesthetics);
• Demonstrate self – discipline;
• Improve individual talent;
• Prevent and cure minor ailments;
• Demonstrate a sense of patriotism;
• Prevent environmental degradation;
• Develop life time habits for healthy living;
• Encourage equal participation in physical education and sports regardless of sex, creed, color and aptitude (Ministry of Education, 1991).

Seen from the context of general education goals in Malawi, the objectives of physical education listed above are very cardinal to the overall growth of a total human being (Hirst, 1969). A comprehensive physical education curriculum in Malawi would encourage all youngsters to achieve those physical education objectives.

Major General Characteristics of the Present Physical Education Curriculum in Malawi.
In addition to being narrow and conscriptive, the present physical education curriculum in Malawi is unclear in several places. For example, one of its aims is “to promote the bodily health of the children by helping them to obtain a balanced physical development”. The reference to bodily health is archaic. Rather, this should have been physical health and should have also included mental, moral, social and emotional health. Further, the notion of using traditional dances and games as concluding activities is unprincipled especially if the lesson of the day was sports related. A more appropriate concluding activity for a sport related lesson would involve a brief tournament.

The major weakness of the curriculum, however, is its limited activities for the overall growth and enjoyment of the children. The entire syllabus or curriculum has only these activities: physical education, gymnastics (not even educational gymnastics which has more education for the youth than Olympic type gymnastics), traditional dances, games, athletics training and balls
games. The curriculum does not include swimming (a very useful life saving activity), outdoor activities, educational dance, etc.

It must be pointed out that the only ball games offered by the present Malawi physical education curriculum are soccer and netball. The tendency of the curriculum to lump topics together is another setback to physical education teachers who have not been trained to marshal ideas to constitute an effective physical education lesson.

Additionally, only a few activities are listed to guide the teacher. For example, nothing has been planned for grades 3, 7, and 8. A teacher is expected to figure out what to teach on his/her own. This presents problems to untrained teachers of physical education in Malawi.

The material below is the syllabus (curriculum) of physical education approved by the Ministry of Education, Science and Technology in Malawi and is being reproduced here in order for the reader to see the difference between this syllabus (curriculum) and the new curriculum of physical education being proposed as a result of this study (pages 42-54).

A. General Aims of the Syllabus

1. To promote the bodily health of the children by helping them to obtain a balanced physical development, training their neural-muscular skills, doing them good physically (maximum intake of oxygen) and teaching them good hygienic habits.

2. To promote the mental health of the children by letting them feel the pleasure of bodily activity, and by developing such qualities as cooperation, self-discipline, sense of order, initiative and independence.

3. To teach the children the meaning of keeping the body fit and using it correctly. They will thus be stimulated to continue sports activities after leaving school.

4. Physical Education should therefore not only 'be a subject for learning skills and for recreating but also one for gaining experience and knowledge from which the children can benefit both during their time at school and later in life.

B. Schemes of the Examination

There will be only an internal examination for this subject.
C. The Syllabus

**Components:** Physical Education includes gymnastics, traditional dances, games, athletics training, and ball games.

**Principles for Teaching Physical Education in Primary Schools**
1. Warming up exercises should be done at the beginning of each lesson and this should include exercises developing fitness, strength and neural-muscular skills.
2. The lesson should continue with the practicing of skills (athletics, gymnastics, games or ball games) based on previously taught topics.
3. If time allows, dances and games can be used to finish the lesson.
4. The teacher should, in co-operation with his/her headmaster, try to establish a physical education ground and a collection of equipment, which should be kept by the school.
5. To raise the standard of teaching of Physical Education, courses for teachers should be given in all districts.
6. The arrangement of competitions should be encouraged.

**STANDARD 1**
All activities should be conducted in a play like way, the main purpose being to get the pupils used to working individually or in groups, and to being under command.

**STANDARD 2**

**Athletics**
Running, relay, high jump, long jump, and ball throw (all activities adjusted to the level of the age).

**Gymnastics**
Forward roll, more forward rolls in succession, backward roll from crouching position, lead-up exercises to handspring. Balance walking on a beam, face vault from side to side across beam or bench, hanging on a horizontal rope hand walk sideways, astride vault-free style.

**Games**
Goat and lion, fire on the mountain, robbers and soldiers, African games and dances.

**Ball games**
Practice in underarm and over-arm throw, two hands catching, batting, bowling, rules for rounder. The game itself. Warming up: Exercises chosen for the age group.

**STANDARD 3**

**Athletics**
Running, hurdling, relay, high jump, long jump, triple jump, ball throw, shot put. (All activities in athletics adjusted to the age level and done in play like way).

**Gymnastics**
Forward and backward balance roll, jump down from a certain height. Face vault with a short run-up and 90 degrees turn, astride vault (free style and with stretched legs), jump on to apparatus (different landings and jumps off the apparatus). Mailbox relay, over the leg relay.

**Games**
African games and dances.

**Ball-games**
Rounders or variations of this.

**STANDARD 4**

**Athletics**
As for Standard 3.

**Gymnastics**
Spring to angle head-stand, practice swing from angle head-stand, spring to handstand against helpers, backwards roll from crouching position.

**Athletics**
Standing positions. Astride vault, jump on to apparatus, jump off from kneeling position, through vault; ropes; swinging on jump off, climbing the rope (crossed legs method and stand on the rope method).

**Ball-games**
Rounders, M-Ball, Hakafote or a similar game. Football (two goals) netball with simple rules.

**STANDARD 5**

**Athletics**
Running (start), hurdling (still low hurdles), relay (the correct exchange), high jump, long jump, triple jump, ball throw, javelin throw, shot put, and discus throw (if possible).

**Gymnastics**
Flying forward roll, headspring, handspring, handstand-forward roll, backward roll to handstand, oblique back vault, face vault, side vault, through vault with full stretching of the body. Ropes: climbing and descent with foot support, 'crows nest' (stationary and swinging).

**Games**
Relays in different ways. Throwing and catching balls, two hand passes, bounce passes, passes with foot, trapping with inside of foot, corner kick, heading. Practice of volleyball basic volleyball, digging, service.

**Ball-games**
Football and netball (two goals), volley ball with simplified rules, M-ball (all rules).

**STANDARD 6**

**Athletics**
To all previously taught activities is now added pole vault for boys and the rules will little by little be introduced to the pupils. Special training should be introduced and encouraged by the teacher. The different distances for running (100m, 200m, 400m, and 800m, hurdling) should now be introduced.

**Gymnastics**
Headspring, handspring, fly-spring, flying roll, backward roll to handstand etc. and combinations of these. Headspring and fly-spring across the balance beam. All previously taught vaults perfected. Ropes: climbing and descending using only arms, climb on one rope and move horizontally to another.

**Games**
Practice of skills for netball, football (passes, trapping, heading, penalty kick, goal-keeping, etc). Volleyball, basic volley, digging, underarm service, tennis service, smash, set up tactics.

**Ball-games:**
M-Ball, volleyball (all rules), netball (all rules), football.
**STANDARD 7**

**Athletics**

**Games**
Dribble practice (both football and handball), trapping, heading, shots (both football and handball), 3-step rule for handball, mini-football, tackles, lots of lead-up games for netball, football and handball.

**Ball-games**
Attack and defense techniques for the different games. Practice in the games.

**STANDARD 8**

**Athletics**
As for Standards 6 and 7, individual competitions following the national (international) rules. After careful preparation, short cross-country running can be included. Interval training and circuit training.

**Ball-games**
All games practiced (skills and tactics) as needed. Introduction to basketball, passes, catching, shooting, dribbling, one-step rule, marking.

**General Characteristics of the Proposed Primary School Physical Education Curriculum Frameworks for Malawi**

This framework has considered the fact that young children are always active and that teachers should support this tendency both at school and at home in concert with the parents. Hence the inclusion of some of the activities such as Fly. As a matter of fact, “Catch” and “Spark” programs in physical education in the United States, discussed in chapter two above, were built on this premise. For example “Catch” (Pate & Hohn, 1994), was designed to increase children’s physical activities to promote oxygen in-take. “Spark” (McKenzie, 1999), which stands for Sports, Play and Active Recreation for the Kids, is just like “Catch.” It aims at ensuring that kids live an active life style to guard against obesity among other health concerns.

Traditional games and dances in Malawi, especially in the villages, play a vital role in the lives of people and these have been incorporated in this curriculum to provide a smooth and natural link between the home and the school, e.g. “Chule Nantha, Chitedze Chandiyambwa”. These have been referred to as traditional games and dances.
Each activity has been given a variety of possibilities in terms of skill acquisition. For example, in skipping, students will have free skipping; skipping sideways, over a stick skip; skipping forwards over a stick skip, etc. This way of handling a skill in a particular physical education lesson will enable children acquire a host of skills that should prove profitable in their later lives.

Students have been given ample preparation time to work with their bodies in various shapes and forms before allowing them to do certain vigorous activities such as running. This too should prepare young children in such a way that they do not sustain more injuries during activity time.

Ball games have not only included soccer and netball, the traditional ones, but also volleyball, handball, baseball, hakafo, hockey and even a German version of netball called “kopfball.”

*Fly is a very popular physical activity done in the villages. Using a wrapped ball, children try to hit each other. The more one catches the balls the better survivor of the game one becomes.

Finally, a sample of a lesson plan idea in soccer can be viewed in Appendix D.
## Suggested Physical Education Curriculum Frameworks for Standards 1-8 for Malawi

### Grade One

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
</table>
| Students will be able to: Demonstrate responsible personal and social behavior in physical activity and sport settings | Behavior protocols  
- Act orderly  
- Behave respectfully  
- Cooperate with others | Starting & stopping on teacher signal  
Lining-up when asked  
Agreeing to play with any student in class (not just friends) |
| Students will be able to: Demonstrate competence in traditional games and dance skills and exhibit creative movement in a physically active lifestyle | Traditional Games/Dances  
- Ogode, Ogode  
- Moto-kumapiri  
- Chitedze chandiyabwa | Practicing rhythm  
Tapping to music  
Coordinating movement to music |
| Students will be able to: Demonstrate proficiency in fundamental movement skills and competence in several specialized sport skills. | Educational Gymnastics  
- Balance  
- Weight Transfer  
Ball Games  
- Mini-Soccer  
- Mini-Netball  
- Fly  
Athletics  
- Throwing objects  
- Running | Walking on toes like a caterpillar  
Skipping freely in open space  
Imitating shoveling and chopping wood  
Kick stationary ball to partner  
Throw and dodge ball with partner  
Play fly in small groups of four  
Throwing stones, sticks, bean bags in self-space  
Running in open space without bumping into others. |

35
### Grade Two

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Demonstrate an understanding of classroom procedures regarding when to speak and when not to.</td>
<td>Behavior protocols • Follow simple class rules, e.g. the right procedure before speaking.</td>
<td>• Raising hands before permission is given for students to speak</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate an understanding and appreciation of various values of these traditional dances and games in respect of their cultural identity.</td>
<td>Traditional Games/Dances • Chipako • Mbalame Zoyera Ndi Zofira.</td>
<td>• Tapping each other’s body to signify Chipako • Differentiate warning signals for each type of birds. • Feeling of safety and danger</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate understanding minimal competence in several sport skills in mini-soccer and mini-netball.</td>
<td>Ball Games • Mini-Soccer • Mini-Netball</td>
<td>• Kicking stationary ball • Kicking moving ball • Stopping the moving ball • Catching netball • Passing netball to each other (soft balls) • Playing mini-soccer and mini-netball without rules</td>
</tr>
</tbody>
</table>
### Grade Three

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td><strong>Behavioral protocols</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding why they should seek permission to visit the restroom</td>
<td>• Classroom rule about restroom visit.</td>
<td>• Seeking permission to visit the restroom</td>
</tr>
<tr>
<td>and why only one person at a time.</td>
<td></td>
<td>• Only one person at each visit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td><strong>Traditional Games/Dances</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an appreciation parenthood and competence in speed running.</td>
<td>• Chicken and the Hawk</td>
<td>• Feeling of safety and danger</td>
</tr>
<tr>
<td></td>
<td>• Moto kumapiri</td>
<td>• Be attentive and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td><strong>Ball Games</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate competence using appropriate skills to kick, pass, throw and catch balls</td>
<td>• Mini-Soccer</td>
<td>• Kicking balls in pairs/groups</td>
</tr>
<tr>
<td></td>
<td>• Mini-Netball</td>
<td>• Passing balls in pairs/groups</td>
</tr>
<tr>
<td></td>
<td>• Mahanaim</td>
<td>• Throwing balls in pairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Catching over and low pass balls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Playing mini-soccer and netball without rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student will be able to:</td>
<td><strong>Education Gymnastics</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in fundamental movement skills affecting the toes, trunk and</td>
<td>• Springing</td>
<td>• Springing into a raised hoop and crawling out.</td>
</tr>
<tr>
<td>the whole body.</td>
<td>• Curling</td>
<td>• Walking on fours on low beams</td>
</tr>
<tr>
<td></td>
<td>• Balancing</td>
<td>• Performing deck fighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td><strong>Athletics</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate fundamental skills and proficiency in juggling and jumping.</td>
<td>• Joggling</td>
<td>• Joggling 30 meters</td>
</tr>
<tr>
<td></td>
<td>• Jumping</td>
<td>• Jumping to a given distance or point</td>
</tr>
</tbody>
</table>
### Grade Four

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Demonstrate responsible personal social behavior in physical education settings.</td>
<td>Behavioral protocols • Classroom rule about drinking water</td>
<td>• Seeking permission from authorities • Appreciation the sense of orderliness</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate the specialized movement forms in orderliness and toggling</td>
<td>Traditional Dances /Games • Two dogs and a bone • Tug of war</td>
<td>• Alertness • Cooperation</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate competence in several specialized sport skills.</td>
<td>Ball games • Mini-soccer • Mini-netball • Mahanaim • Fly*</td>
<td>• Kicking stationary balls using in-step • Kicking moving ball in pair using the inside of the foot. • Throwing the balls in pairs • Dodging the balls in a defined area • Jumping over the rope without touching it.</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate proficiency in fundamental movement skills.</td>
<td>Education Gymnastics • Skipping • Balancing</td>
<td>• Skipping in threes using a rope • Taking off shoes will standing</td>
</tr>
<tr>
<td>Students will be able to: Show competence in jogging using the balls of the feet, arm drive, throwing and jumping skills.</td>
<td>Athletics • Jumping • Throwing • High jump</td>
<td>• Toggling over 40 meters • Throwing balls, stones, bean bag • Performing fence and ditch jump</td>
</tr>
<tr>
<td>Curricular Objectives</td>
<td>Sample Lesson Topics &amp; Content</td>
<td>Sample Learning Experiences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate an understanding why light clothes are preferred in a physical education setting than heavy clothes.</td>
<td>Behavioral protocols</td>
<td>• Light clothes enhance good performance and are hazard free.</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate an understanding of various body movements and an appreciation of parental role.</td>
<td>Traditional Dances/Games</td>
<td>• Coordination body movement and rhythm</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate skills competencies in various sports</td>
<td>Ball Games</td>
<td>• Safety and danger</td>
</tr>
<tr>
<td>Students will be able to: Demonstrate competence at various body skills involving and vaulting</td>
<td>Educational Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Students will be able to: Demonstrate appropriate techniques used in running and jumping.</td>
<td>Athletics</td>
<td>• Jogging 100 meters</td>
</tr>
<tr>
<td>• Use of proper physical education attire</td>
<td>• Trapping in Soccer using instep in pairs/groups</td>
<td>• Jumping 50cm high over the rope using the scissors cut (Chaka).</td>
</tr>
<tr>
<td>• Chitedze</td>
<td>• Dribbling balls in and out of skittles</td>
<td></td>
</tr>
<tr>
<td>• Chicken and the Hawk</td>
<td>• Passing netball in pairs/groups</td>
<td></td>
</tr>
<tr>
<td>• Fly</td>
<td>• Throwing and catching Mahanaim balls</td>
<td></td>
</tr>
<tr>
<td>• Softball</td>
<td>• Hitting softballs in pairs</td>
<td></td>
</tr>
<tr>
<td>• Mini-soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mini-Netball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mahanaim</td>
<td></td>
<td></td>
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<tr>
<td>• Fly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trapping in Soccer using instep in pairs/groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Jogging 100 meters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Jumping 50cm high over the rope using the scissors cut (Chaka).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular Objectives</td>
<td>Sample Lesson Topics &amp; Content</td>
<td>Sample Learning Experiences</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Behavioral protocols</td>
<td>Lifting/carrying heavy sports equipment out from the stone and back.</td>
</tr>
<tr>
<td>Demonstrate safety precaution</td>
<td>• Various class rules to deal with safety</td>
<td></td>
</tr>
<tr>
<td>Where dealing with heavy sports equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Traditional Dances/Games</td>
<td>Attentiveness</td>
</tr>
<tr>
<td>Show competence in alertness and coordination using hand clapping while charging.</td>
<td>• Moto Kumapiri</td>
<td>Coordinating movement to music and hand clapping.</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Ball Games</td>
<td>Trapping moving balls with instep in pair/groups</td>
</tr>
<tr>
<td>Demonstrate competence in various sport skills.</td>
<td>• Soccer</td>
<td>Dribbling balls pass through an opponent</td>
</tr>
<tr>
<td></td>
<td>• Netball</td>
<td>Catching and passing netball in pairs and groups in</td>
</tr>
<tr>
<td></td>
<td>• Softball</td>
<td>Passing and dribbling in handball</td>
</tr>
<tr>
<td></td>
<td>• Handball</td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Education Gymnastics</td>
<td>Skipping in five’s using a rope</td>
</tr>
<tr>
<td>Demonstrate proficiency in fundamental movement skills.</td>
<td>• Skipping</td>
<td>Hopping sideways/backwards from the back of the wing and putting the shot</td>
</tr>
<tr>
<td></td>
<td>• Springing</td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Athletics</td>
<td>Jogging over 200 meters</td>
</tr>
<tr>
<td>Demonstrate proficiency in fundamental movement skills.</td>
<td>• Running</td>
<td>Jumping over 75cm high over the rope using straddle style.</td>
</tr>
<tr>
<td>Curricular Objectives</td>
<td>Sample Lesson Topics &amp; Content</td>
<td>Sample Learning Experiences</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Students will be able to: Demonstrate the relevance between warm-up and physical competence. | Behavioral protocols  
• Various class rules to deal with safety | • Warming up before performing physical activities |
| Students will be able to: Demonstrate competence in traditional games and dance. | Traditional Dances/Games  
• Tug of war  
• Fly | • Tugging  
• Coordination, at times aside music. |
| Students will be able to: Demonstrate competence in various sports. | Ball Games  
• Soccer  
• Netball  
• Volleyball  
• Handball  
• Basketball  
• Softball  
• Hockey | • Goalkeeping  
• Scoring in netball  
• Serving  
• Scoring in handball  
• Rebounding balls in basketball  
• Dribbling in hockey  
• Scoring in softball |
| Students will able to: Demonstrate proficiency in fundamental movement skills | Educational Gymnastics  
• Skipping  
• Vaulting  
• Rolling/curling | • Skipping individually while swinging a rope backwards.  
• A stride vaulting continuously  
• Rolling Sideways |
| Students will able to: Demonstrate proficiency in fundamental movement skills | Athletics  
• Running  
• Throwing  
• Jumping | • Sprinting 100 meters  
• Throwing javelin from a running approach  
• Jumping 1 meter high using western roll style |
<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
</table>
| Students will be able to: Demonstrate responsible personal behavior in physical activity and sport settings. | Behavior protocols  
- Various class tips dealing with safety | • Helping others in time of weed. |
| Students will be able to: Demonstrate competence at traditional dances and Games. | Traditional Dances /Games  
- Ogode, Ogode  
- Moto Kumapiri | • Repetitive rhythm  
• Alertness |
| Students will be able to: Demonstrate competence at various sport skills | Ball Games  
- Soccer  
- Netball  
- Volleyball  
- Handball  
- Basketball  
- Hockey  
- Baseball  
- Softball | • Throwing in soccer  
• Fast passing in netball  
• Serving, digging in volley  
• Define in handball  
• Scoring in hockey  
• Gripping and hitting in baseball  
• Scoring in softball |
| Students will be able to: Demonstrate proficiency in fundamental movement skills. | Educational Gymnastics  
- Skipping  
- Balancing  
- Vaulting  
- Rolling | • Skipping backwards in pairs using ropes  
• Chest balancing on panthers  
• Performing oblique backward vault over a beam  
• Performing five continuous forward rolls on a soft grass. |
| Students will be able to: Demonstrate proficiency in fundamental movement skills | Athletics  
- Running  
- Jumping  
- Throwing | • Running 1500m in a given time  
• Jumping 1.5m high using either scissors western role on straddle styles.  
• Throwing javelin using check marks on the approach. |
General Comments of the Secondary School Malawi Physical Education Curriculum

- The curriculum, just like the primary school one, has incorporated physical activities that are common to Malawi situation. This inclusion is expected to ensure continuity of traditional life of children at the school. This may help reduce the present dropout rate, as children will not miss home life very much, particularly that the secondary school going age has dropped dramatically.

- The curriculum has endeavored to include as many different activities as possible so that as many students as possible can take part in a physical education curriculum.

- The inclusion of classroom management ideas will certainly help teachers to better control the sort of sometimes-uncontrolled behavior in experienced in a physical education classroom.

- The curricular objectives found in these frameworks have followed the pattern of those recommended by National Association for Sport and Physical Education (1995). *Moving into the Future: National Standards for Physical Education - A guide to Content and Assessment.*

  It must be emphasized that these frameworks are only an example of what physical education teachers in Malawi will work on as an effort to develop the physical education for Malawi continues.
### Suggested Physical Education Curriculum Frameworks for Secondary Schools in Malawi

#### Grade Nine

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
</table>
| Students will be able to: Demonstrate admirable behavior after performing physical activities in class. | Behavior protocols  
  • Various classroom management rules related to use of equipment and storage | • Helping with proper use of equipment and storage. |
| Students will be able to: Demonstrate how to generate fan, enjoyment and show alertness in traditional dances and games. | Traditional games/ dances  
  • May 24  
  • What time Mr. Fox? | • Trapping each other’s tail (a towel hanging behind the belt or tied around the waist)  
  • Being alert |
| Students will be able to: Demonstrate high level competencies in various skills in these sports. | Ball Games  
  • Soccer  
  • Netball  
  • Basketball  
  • Volleyball  
  • Handball  
  • Tennis | • Kicking, passing, dribbling, heading  
  • Catching, passing, scoring, marking  
  • Dribbling, passing, scoring  
  • Serving, digging, setting, blocking  
  • Dribbling, passing, shooting  
  • Serving, hitting, drop-ball  
  • Playing these games using rules |
| Students will be able to: Demonstrate high level and competence in long and high jumps. | Athletics  
  • Long jump  
  • High jump | • About  
  • Jumping 4m long about  
  • Jumping 50cm high |
<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: Demonstrate understanding and respect others in physical activity settings and in other working environments.</td>
<td>Behavior Protocols</td>
<td>• Not interrupting others while they are busy exercising.</td>
</tr>
<tr>
<td></td>
<td>• Various classroom management designed to indicate respect for others.</td>
<td></td>
</tr>
<tr>
<td>Students will be able to: Show an understanding that physical activities provide opportunities</td>
<td>Traditional dances/games</td>
<td>• Strength training</td>
</tr>
<tr>
<td></td>
<td>• Chinese boxing</td>
<td>• Team-work</td>
</tr>
<tr>
<td></td>
<td>• Chain tug-of-war</td>
<td></td>
</tr>
<tr>
<td>Students will be able to: Demonstrate competence in several specialized sport skills.</td>
<td>Ball Games</td>
<td>• Kicking, stopping, passing, dribbling, heading, marking, throwing</td>
</tr>
<tr>
<td></td>
<td>• Soccer</td>
<td>• Catching, passing, scoring, marking</td>
</tr>
<tr>
<td></td>
<td>• Netball</td>
<td>• Dribbling, passing, marking, three seconds rule, rebound balls</td>
</tr>
<tr>
<td></td>
<td>• Basketball</td>
<td>• Batting, running, safety stations.</td>
</tr>
<tr>
<td></td>
<td>• Softball</td>
<td>• Dribbling, passing, marking</td>
</tr>
<tr>
<td></td>
<td>• Handball</td>
<td>• Serving, rotation, blocking, spiking</td>
</tr>
<tr>
<td></td>
<td>• Volleyball</td>
<td>• Serving, hitting, drop ball.</td>
</tr>
<tr>
<td></td>
<td>• Tennis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kicking, stopping, passing, dribbling, heading, marking, throwing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Catching, passing, scoring, marking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dribbling, passing, marking, three seconds rule, rebound balls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Batting, running, safety stations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dribbling, passing, marking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Serving, rotation, blocking, spiking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Serving, hitting, drop ball.</td>
<td></td>
</tr>
<tr>
<td>Students will be able to: Create their own dance movement for recreation and aesthetic purpose.</td>
<td>Education Gymnastics</td>
<td>• Creating their own dance movement</td>
</tr>
<tr>
<td></td>
<td>• Education dance</td>
<td></td>
</tr>
<tr>
<td>Curricular Objectives</td>
<td>Sample Lesson Topics &amp; Content</td>
<td>Sample Learning Experiences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Students will be able to; Show that proper and effective preparation and cooling off in physical activities is important. | **Behavior protocols**  
• Various classroom tips related to physical performance and body safety. | • Warming up and cooling down before and after performing physical activities |
| Students will be able to; Demonstrate proficiency in various sports                  | **Ball Games**  
• Soccer  
• Netball  
• Basketball  
• Tennis  
• Softball  
• Handball  
• Volleyball  
• “Voptball” (German) | • Playing all these sports using all the relevant skills with rules. |
| Students will be able to; Demonstrate competency in many movement forms and proficiency in a few movement forms. | **Educational Gymnastics**  
• Head stand  
• Hand stand | • Performing balancing activities in head stand  
• Performing rotating activities in handstand. |
| Students will be able to; Demonstrate competency in related physical activities.     | **Athletics**  
• Shot put  
• Discus  
• Javelin  
• Relay races | • Throwing shut put stone  
• Throwing discus  
• Throwing javelin  
• Running and exchange the relay race button. |
## Grade Twelve

<table>
<thead>
<tr>
<th>Curricular Objectives</th>
<th>Sample Lesson Topics &amp; Content</th>
<th>Sample Learning Experiences</th>
</tr>
</thead>
</table>
| Students will be able to: Achieve and maintain a health-enhancing level of physical fitness. | Behavioral protocols  
- Various classroom management skills related to safety. | • Not exercising when students have a medical condition.                                       |
| Students will be able to: Demonstrate competency in traditional games.                | Traditional dances/games  
- Arm lock wrestle  
- One against three | • Gathering momentum/agility  
- Cooperation/unity |
| Students will be able to: Demonstrate proficiency in various skills to play these sports | Ball games  
- Soccer  
- Netball  
- Basketball  
- Tennis  
- Softball  
- Handball  
- Volleyball  
- Koptball – German. | • Playing all these sports using all the relevant skills with rules. Playing all these sports using all the relevant skills with rules. |
| Students will be able to: Demonstrate and apply movement concepts to the principles to the learning and development of motor skills. | Education Gymnastics  
- Cartwheel  
- Arabic cartwheel | • Performing cartwheel and Arabic cartwheel |
| Students will be able to: Demonstrate competency in various physical activities.       | Athletics  
- X-country  
- Hurdles | • Running through the country side, crossing streams  
- Clearing the hurdle heights |
Summary

This chapter has focused its attention on possible physical education curriculum frameworks for Malawi: one for primary schools and the other for junior and senior secondary schools. As alluded to earlier, Malawi does not have well prepared teachers of physical education; therefore, providing a framework to stimulate discussion during the curriculum meetings, will be very important. Further, it will have been noticed that the frameworks above have provided an adequate balance of activities including those done by children in their traditional lives. This is important as children enjoy doing a variety of activities especially those they are familiar with and tend to be bored easily if there is no change of activities.
CHAPTER 4
IMPLEMENTATION PLAN

This chapter, among other things, intends to put into perspective what influenced the design of the implementation plan and how the plan will be carried out in Malawi. Thus, there will be two parts to this chapter: the design of the plan, and the actual implementation process of the plan. In order to differentiate this plan from other plans of similar nature, e.g. the Saber Tooth Curriculum development plan, this plan will be referred to as the Malawi physical education and sport curriculum plan (Mapescut in short). This plan calls for the involvement of as many Malawians as possible in the development of the proposed curriculum (chapter 3) and that sport will continue to be one the components of physical education curriculum in Malawi. Since a nation that does not plan perishes, a paraphrase of Proverbs 29:18, it has been my considered view to come up with a plan such as this one. A plan will ensure a purposeful and meaningful curriculum development for Malawi. One such feature of a meaningful curriculum and which Mapescut intends to adopt is multisectoral approach. This means the involvement of all education stakeholders and for the purpose of ownership, it will be easy for the education stakeholders such as parents, teachers, students, education officials, among others, to accept such a curriculum (Gibson, 1973).

Designing the Plan
In preparing to design this project plan for Malawi, I carried out two mini-research projects in elementary schools in Southwestern Virginia. I did this in order to familiarize myself with research skills which I would use when carrying out similar research activities in Malawi during the implementation of this plan. The topic of interest in the two mini-research projects that I did as part of my classroom work was “the development of physical education and sport curriculum for elementary schools”. In undertaking any piece of research, the researcher will have unresolved issue(s), (Williamson, Karp, Delphi, & Gray, 1982). In Malawi, the current issue regarding health and physical education both in primary and secondary schools is that despite the fact that the subject has an official place in the school curriculum (Chinkono, 1987), the curriculum itself is unrelated to the needs of the young people (Rink, 1998). As a result, the beneficiaries, the students, do not enjoy the benefits of a comprehensive health and physical education curriculum (NASPE, 1999). A narrow and conscriptive health and physical education
curriculum denies children the benefits of health and physical education discussed in chapter two.

The issue of concern in Malawi is how the curriculum content for health and physical education in Malawi can be made to be comprehensive enough for the benefits of the students. Thus, upon my return to Malawi, the topic for research for this project will be: “the development of health and physical education curriculum in primary and secondary schools”, just like the topic for my two mini-research projects referred to above was. The project implementers, i.e. the subject development committee including myself as the facilitator, will come up with research questions just as I did have research questions for my two mini-research projects I carried out at Virginia Tech. The research questions for my mini-research projects were as follows:

- What was the content of the physical education and sport curriculum in the elementary school at the school? (The school at which I was doing the research).
- How was this curriculum developed?
- What facilities and equipment were available at the school for physical education and sport?
- To what extent were the teachers, parents and principals involved in the development of the curriculum?
- What expectations did parents have about the participation of their children in physical education and sport at the school?

In the intended project in Malawi, similar questions will be asked so as to ascertain several things. For example, the first question seeks to find out whether or not all primary schools in Malawi have the same unrelated physical education and sport curriculum. The second question seeks to find out who recommended or developed the current curriculum in Malawi. Did the country inherit it from the British, the colonial masters, or is it an indigenous sport? Through the third question, the issue of equipment and facilities will come to surface (Kinchin & O’Sullivan, 1999). The fourth and fifth questions seek to identify the issues of involvement and the value stakeholders (students, parents and teachers etc) have for physical education and sport.

Some Basic Fundamentals of Action Research Worth to Consider in the Implementation Plan

In order to carry out an action research, a researcher needs to be aware of certain fundamentals. One such fundamental is having the authority to go into the field to conduct the interviews. Thus once approval from the Institutional Review Board (IRB) for Research Involving Human Subjects was sought, I proceeded with interviews as can be seen in Appendix
A. Similarly, the physical education subject committee will seek permission from the Ministry of Education to enable them enter schools to conduct research. As for permission to talk to parents and other stakeholders, there may not be a need to go through the Ministry of Education. Members of the subject committee will negotiate with the parents themselves for their passage to the parents and to those others that might be needed to be interviewed other than the students and teachers. Students and teachers are usually contacted during the official hours and therefore without proper authority from the Malawi ministry of Education may cause administrative problems.

Based on the research questions and anticipated results - usually every researcher has anticipated results even before the research itself is conducted (Williamson, Delphi & Gray, 1982) interview questions will be formed. The number of the interview questions will depend upon the kind of information required. Otherwise the interview will be informal and an in-depth one (Seidman, 1998). This means that an interviewer or researcher will ask a follow up question in order to seek clarification from the research participant or interviewees (Merriam, 1998). The subject committee will therefore be expected to frame interview questions as I did in the two minis – research projects referred to above. And also that the interview process will be informal but an in – depth one as mine was in order to collect as much information as it will be possible (Merriam, 1998).

As soon as the questions were ready for my mini-research projects, I needed to ascertain the place where I was going to do the research. The choice of the schools where the mini-research project was done was determined through this researcher’s son. The school that he went to was an appropriate choice since I knew the principal of the school. This is sometimes necessary as a complete stranger may not be welcome in a closed society such as a school (Merriam, 1998). Usually, a complete stranger meets with protectors who could be school secretaries, gatekeepers (Merriam, 1998). However, too much familiarity too has its problems. It could yield to poor quality of information due to intimate relationship (Rossman & Rallis, 1998). In as far as the project in Malawi will be concerned, all the schools are under the Ministry of Education. As soon as the permission is granted, the research team will be free to enter any school for the purpose of this research. Schools in Malawi have a central authority as can be seen in figure 2, p.3
A good researcher does not inconvenience the research participants in any way (Seidman, 1998). Hence, I have had to make all the arrangements concerning the time, the length and the venue of the interview (Stringer, 1998). The subject committee in Malawi will be advised to follow these guidelines about time, venue and length of the interview. In as far-as time is concerned, usually one hour to one hour and a half is enough to carry out an interview on research on one seating. If need be, the interview may have to be rescheduled. A tired research participant may not give the correct responses other than to satisfy the curiosity of the researcher. To avoid lengthy interviews, it might be a good idea to send copies of the interview questions to the research participants well in advance. In this way, the research participant will have an idea of the sort of questions to expect during the interview.

Another important point that I followed while doing the two mini-research activities in Southwestern Virginia schools was to ensure that all the necessary tools and equipment such as tape recorders (usually two tape recorders in case of technical difficulties), extra batteries, a note pad for field notes, a camera to photograph the sports facilities found at the schools were ready and in good working conditions. A researcher needs to be very ready for field work. He/she should not take chances with respect to documenting the interview accurately. Likewise, the curriculum development team will be encouraged to ensure that all the equipment and tools for this research exercise are in place and in good working condition.

Just as the time taken to carry out the interview should be considered, so too the time to arrive at the venue for the interview itself. Punctuality for such meetings cannot be over-emphasized. During the time I was doing the mini-research, I made sure that I arrived at the venues of the research interview thirty minutes to one hour earlier. This gave me time to recheck the condition of instruments before the interview. Therefore, I will ensure that the subject development committee, which will be involved in the data collection, adheres to this rule.

Using the field notebooks that I carried, I recorded all the actions of the research participants during the interview. It is absolutely necessary that the researcher takes notes of what is going on around the research participant. This becomes very valuable when describing the position of the research participant in the issue under investigation. The subject committee in Malawi will be encouraged to carry with them field notebooks to take notes while conducting the interviews.
As soon as the data is back from the field, it is the responsibility of the researcher to transcribe them. The earlier this is done as soon as the interviews are done the better as the memory is still fresh (Seidman, 1998). Sometimes, it is necessary to block the chunks of the type of information one has collected from the field. This helps to report about the issues coherently. I did exactly that during the mini-research activities under review and will likewise ensure that the same is done during the curriculum development project in Malawi.

It is advisable to let the research participants check and agree with the transcripts before the final report is incorporated in the final document. Member checking, as this is called (Merriam, 1998), is absolutely essential in a coherent, validated research work. If there were any misinterpretations by the researcher, this can be corrected when the research participant is given an opportunity to check the interpretations and make good where there was an error. Also, a research participant is free to change his/her views about the information he/she might have provided (Rossman & Rallis, 1998). This, however, may be an area where the researcher may want to seek the compromise of the research participant if the information to be scrapped is so crucial to the research itself (Stringer, 1998). During the two mini-research activities I did have in schools in Southwestern Virginia, I provided an opportunity for the research participants to check their thoughts before incorporating them in my final paper. The subject development committee in Malawi will be reminded of this practice. Very often, the research participants do not disagree with their own voices. At least in the two studies that I conducted, none of my research participants contradicted themselves thereafter.

One thing that was felt necessary in coming up with the Malawi project plan was to come up with a model plan. Several curriculum models were reviewed both in the United States of America and in the United Kingdom. In the United Kingdom, the program “Sport England: Active Schools Initiative” was one option. This model program majors in sport as part of physical education (Siedentop, 1998). In the United States several programs were reviewed. Among these were “Catch”, “Spark” and the “Saber Tooth” Curriculum models. It is the “Saber-Tooth” curriculum model that has some resemblance to what this curriculum developer would like to do in Malawi.

The “Saber-Tooth” curriculum model is based on the felt need (Ward, 1999). What happened was that a team of curriculum workers at a higher institution teamed up with teachers of a local school, their students and other workers around the school to develop the kind of
curriculum they desired for their school. Appropriate preparations were made such as training of how to record events, supplying the school with the necessary facilities etc. There was constant supervision from the research team. As the program progressed, there were several meetings that were held to keep both the students and the teachers abreast. Structurally, the project had a) the organizing questions, b) participants and settings, c) procedures, d) levels of analysis and data collection instruments and finally, e) data analysis.

The method used to collect data was interviews. These were both formal and informal and people interviewed were teachers, students, principal, and district physical education curriculum consultant. They used the ALT-PE instrument (Siedentop, Tousignant, & Parker, 1982) to report how the teacher structured the class time. Using this instrument, the study attempted to measure the student involvement. The following classes of student involvement were measured:

- Moderate to high degree of off task to disruptive behavior. To determine this classification, an instrument called Measurement of Inappropriate and Disruptive Interactions (MIDI) was used.
- Physically active group. To determine this group, a Polar Vantage XL heart monitor was used (Polar Electro, 1996).
- A non-equivalent control group was used to determine and interpret the heart rate (Campbell & Stanley, 1963).

Analyzing Data

Unit and lesson plans, mission statements and block plans were collected, studied and recorded. These records were carefully compared with the designed and delivered curriculum to determine how close or wide apart the teachers were with their designed curriculum plans. Field notes too were taken and analyzed to support their findings.

Assumption of the Saber-Tooth Curriculum Design

The project was designed with four assumptions in mind, namely,

- that the responsibility for the state and the improvement of physical education in schools was a responsibility of all members of the profession.
- those dysfunctional curricular and dysfunctional workplace conditions need to be the focus of the reform.
- that the secondary school curriculum should focus on depth and breadth of the content.
that curriculum formative assessment is a necessary link for the improvement of the curriculum and instructional practice.

The Saber – Tooth curriculum project had three phases. Phase 1 was called the development phase. During this phase, all the initial proposals were made and completed by the director of the project. Phase 2 was called the planning stage. During this phase, the following things were done: determining individual beliefs and values; conducting a needs assessment; assessing the curriculum approaches in the context of the community, school district and national guidelines; determining program beliefs and value statements, among other activities. Phase 3 was the implementation and support phase. During this phase, there was a weekly faculty meeting involving university staff, teachers, the consultant and the principal. Teachers met on their own and discussed certain points of their experiences with the project.

How the “Mapescut Plan” would benefit from the Saber-Tooth Curriculum Model

Obviously, due to social, cultural and economic reasons, the Mapescut Project in Malawi will not utilize all the procedures and observations that went into the Saber-Tooth curriculum development process in the United States. However, there are certain aspects of the Saber-Tooth curriculum that are so basic and crucial for any curriculum process. For example, it is crucial that the community in which the curriculum is being developed feel the need for change of their curriculum; that there is cooperation between the curriculum developers and the people for whom the curriculum is being developed; that the education officials and the teachers do not feel threatened or over burdened with the new curriculum proposals (Massengale, 1987). For this reason, just like the “Saber-Tooth” curriculum, the “Mapescut” curriculum will incorporate the following basic activities of developing a curriculum:

• Use interviews to collect data

As has been discussed elsewhere in this chapter, the subject committee will conduct interviews in schools in Malawi. Parents and education officials will also be interviewed as was done in the Saber-Tooth curriculum project.

• Provide on-site supervision to teachers in Trial Schools.

The Saber-tooth curriculum project was developed for specific schools. In Malawi, curriculum development starts in the Trial Schools. These schools were designated by government to provide research opportunity when developing school curricula. The Malawi Institute of
Education usually makes use of these schools when undertaking curricula development activities. There are seven of them scattered throughout the country.

- Provide basic equipment to Trial Schools during piloting.

The Saber-Tooth curriculum officials provided basic equipment to all the schools involved in the curriculum development. Likewise, the Malawi Institute of Education, through the Ministry of Education will be advised and requested to provide basic equipment to all the Trial Schools involved in the Malawi Curriculum project.

Implementing the Plan

It has been stated several times in this discussion that the main purpose of this project is to produce a plan which will involve as many Malawians as possible to develop a comprehensive physical education and sport curriculum suitable for the basic needs of as many students as possible (Hartman, 1982). A good educational development plan usually involves all the concerned individuals such as teachers, education officials and students (Lindquist, 1978) and it cuts out duplication of efforts. The headquarters of this project will be at the Malawi Institute of Education which, as stated earlier, is a government owned institution, responsible for the development of various curricula in schools and colleges in Malawi.

As can be seen from the diagram below (p.71), a director who is assisted by a deputy director heads the institute. Below the deputy director, are assistant directors for various major components of the institute such as Curriculum Development Unit (CDU), Special Projects Unit (SPU), Administration Unit (AU), Education Materials Development and Resource Center (EMDRC). Of all these units, it is the Curriculum Development Unit (CDU) that has more professional officers than other units at the M.IE. Actually, official business at MIE usually originates from these officers by way of curriculum development workshops and other educational activities such as book production and magazine publications. The magazine called the Education of the Child is such one example. It should also be noted that MIE is a national institution which encompasses the three regions of the country, North, Central and South (see Figure 2). To make the task of developing a “new” curriculum a little bearable, it has been felt needful that teachers, students, parents, education officials and other stakeholders be provided with the two frameworks presented in chapter three above.

Phases of the Plan

In this section of the chapter, an attempt has been made to suggest the process of how the “Mapescut” curriculum will be implemented in the classroom situation. Unlike the Saber-Tooth
Curriculum (1999) which had three phases, the “Mapescut” Curriculum will have seven phases as follows:

- development phase,
- planning phase,
- pre-implementation phase,
- refinement phase
- material production phase
- full implementation phase
- monitoring phase (Hauya, 1993).

The time span for each phase will vary depending on what time of the year it is in terms of weather, the recurrent national programs, i.e. public holidays, availability of resources to include money, personnel and transport. However, some of these phases could be as short as three weeks. However, whatever the period of the phase, the curriculum development committee of the “Mapescut Curriculum Project” will ensure that a comprehensive physical education and sport curriculum for Malawi is accomplished.

The diagram below helps to project the interaction process of the “Mapescut” plan. Eventually in line with the provided diagram the curriculum developer will essentially initiate major actions from the MIE, the headquarters of the project. Some of the activities may not have
It is hoped that this action will ensure curriculum ownership and support.

*Figure 4: The Administrative Structure of MIE*
financial implications as MIE is surrounded by schools, villages, the university of Malawi, and some politicians who could be contacted informally in the preliminary stages of the plan to find out their position regarding the “new” physical education and sport curriculum in Malawi. Therefore, there will be no need to spend a lot of money to travel to these places. As a curriculum facilitator, it will be pertinent that such information be gathered which will help the planning process (Kane, 1976). And since some of these people are known locally, there will be no need to make formal appointments. In short, the position of this curriculum developer is that of a facilitator (Kane, 1976), but other people in the committee will play a significant role too.

Here is the schedule of the Mapescut Plan, followed by its details.

- Development: Phase 1
- Planning: Phase 2
- Pre-implementation: Phase 3
- Refinement: Phase 4
- Material production: Phase 5
- Full Implementation: Phase 6
- Monitoring: Phase 7

**Development - Phase 1**

- Briefing and consultations within MIE

  As soon as I report for duty at the MIE, the first thing will be to brief the director of the Malawi Institute of Education, a government institution whose purpose is to develop curricula for primary, secondary schools and colleges in Malawi (Banda, 1982).
Figure 5. Malawi Physical Education Proposed Curriculum Process
This will be expected, as the director is the spokesperson of the institute and the link between the MIE and the Ministry of Education as shown in the diagram above. Fortunately, the present director was once an assistant director responsible for the Curriculum Development Unit (CDU). This means that he is very conversant with issues of curriculum development. After thoroughly briefing the director, including showing him the two curriculum frameworks, I will expect him to brief the Ministry of Education and to seek their approval to proceed with the plan. This will be necessary as the ministry will be expected to provide initial funding with some of the curriculum development activities or to give consent that official working hours be used to carry out the implementation activities of the plan.

Once the approval is received from the ministry, I will hold meetings with the deputy director who is head of the curriculum development main committee. Then I will hold a series of meetings with assistant director of the Curriculum Development Unit (CDU) before holding consultations meetings with my colleagues, curriculum specialists of other subjects such as English, mathematics, Social Studies, music; etc. to find out what curriculum development activities are going on in their subjects.

- Briefings and consultations outside MIE (Phase 1 con’t).

As a way to test the waters and seek informal views to this “new” curriculum, I will consult other people outside MIE. For example, the former Malawi Young Pioneer teachers, who have been associated with physical education in the past who may offer some professional advice regarding the approach to the development strategies of the “new” curriculum (Oliva, 1992).

Another group of people that I will consult informally will be the practicing teachers, students, parents, education officials, politicians and the group village headpersons. The main focus of these consultations will be to find out their views about health and physical education in schools and how willing and supportive they would be if there were concrete efforts to develop a “new” health and physical education curriculum in Malawi. I may not at this stage show them the two frameworks discussed in chapter 3 above. These meetings at this stage are, once again, informal and are designed to develop concrete ideas before the actual planning starts.

During my informal briefing and consultation with various people I will have several agendas. Here are some of them:

- Look for individuals who would form the main advisory committee of physical education and sport at a later stage.
• Determine the status of the subject in terms of facilities and equipment in schools.
• Find out the general attitude of various individuals, i.e. teachers, students, education officials, parents, business community, politicians, chiefs towards health and physical education in schools. Are they ready for a change?
• Find out the current content and teaching mode of physical education and school sport in schools. Are teachers and students satisfied with it?

Planning – Phase 2

After a short but critical visit to a few schools, villages and education offices, I will be ready to refine a comprehensive plan of action. At this stage, I would share notes with the director and the assistant director as to who would form the sub-committees of health and physical education. The idea here is to source their views and seek their approval. Other major activities in the second phase of the “Mapescut” Plan will be subject advisory committee organization and budget proposal re-adjustment and fund raising activities.

• Subject advisory committee organization

The main purpose for this organization is to ensure that all members of the committee are on the same wavelength regarding physical education and sport curriculum goals for Malawi. Members will be drawn from both public and private sectors such as media organizations, teaching profession, medical institutions, university, church organizations, and village communities. The selection of the members will be based upon professional competence and anticipated level of contribution in the curriculum development effort. They will be selected from all the three regions of Malawi. They will also be asked to suggest the teaching and learning facilities. Some of them may be asked to constitute the group of the writers of the instructional materials at a later stage.

Since this project will be the first of its kind, it will be necessary that the nation as a whole follow its development through electronic and print media. This may boost its status and increase its chances for public spending. For this reason, I suggest that one person be appointed to be a spokesperson of the entire advisory committee. He/she will be presenting the progress of the curriculum development to the members of the general public.
All of these members will receive an honorarium while attending curriculum development activities and their travel costs will be paid for in full. They will also receive free meals while serving at the Malawi Institute of Education. The MIE has a full catering service.

- Budget proposal re-adjustment and fund raising activities.

One of the functions of the advisory subject committee will be to re-examine the singularly drawn budget and to raise some funds to meet some of the local expenses. This will be a crucial activity of the Plan. The importance of the availability of funds for a project such this one is self-evident. It is for this reason that a budget for some of the activities has already been advanced (see Appendix B). However, the advisory committee may want to verify some of the suggested expenditure items in the drawn budget to ensure an in-house support and transparency. For the purpose of raising funds, it is suggested that most of the members comprise the fund-raising sub-committee be the Malawian Indians. This group of people is very good at fund raising.

Apart from paying the honorarium and refund travel expenses to members of the advisory committee and the writers of instructional materials, money will be needed to invite an external educator to come to Malawi to conduct seminars and workshops to either the advisory committee, writers of instructional materials and trainer of trainers workshop (TOT), as the case may warrant. To such distinguished visitors, it would be proper to pay for their passage, board and lodging including an allowance while in the country. Our colleagues in the United Kingdom have a Sport Lottery Fund (SLF) which they use for the general development of physical education and school sport. It is time that we in Malawi follow suit.

The pre-implementing - phase 3

This will, no doubt, be the most involving phase of the “Mahepescut Curriculum Project”. The crucial phenomenon of this stage is curriculum ownership as discussed in chapter two above, which has also been reflected in various parts of this discussion. Merriam(1998), Kazamias(1998), Taba(1962) among others emphasize the fact that issues of curriculum development should be the concern of the people for which such curricula are being developed. Therefore, it will be the duty of the members of the advisory subject committee to “sell” the curriculum frameworks to the education stakeholders throughout the country or in a particular area as a case study (Stringer, 1998).
• **Training for Research**

Since not all members of the subject advisory committee may have the research skills, it is suggested that some kind of training be done to equip them with the cutting edge skills in research. Probably, I could invite the director of the Center for Social Research from Zomba or invite an external educator to conduct the training, if money is available. Some members of the writers’ group for the instructional materials may be invited to give them “heads up” start on this project.

• **Curriculum Ownership**

As soon as the advisory subject sub-committees are ready, the task of “selling” the frameworks and acquiring support from the education stakeholders will begin in earnest. Before members go into the field, a survey instrument will be created and distributed to possible research participants (Seidman, 1998). Thereafter, arrangements will be made to interview those research participants who seem to have adequate and relevant pieces of information.

It will be emphasized that interviews be conducted with practicing and non-practicing teachers, students, parents, education officials, church organizations, business community, the clergy, political and community leaders. It will also be emphasized that while in the field, members of the subject advisory committee observe certain things very carefully. As alluded to earlier, qualitative research, for which this project will heavily rely upon, has certain ethics which are very critical for the collection of reliable data. For example, the research participants ought to have the interview questions ahead of time; the meeting place, time and duration should not be forced upon the research participant; research tools such as tape recorders, field notebook, digital camera should all be available and checked that they are in good working condition, especially the tape recorders (Merriam, 1998; Seidman, 1998). In certain instances, some questions may not be answered by the research participants. This need not cause any stalemate in the information gathering process. The research participants are not obliged to answer all the questions.

While in the field, members of the advisory subject committee will be encouraged to collect schemes of work, lesson plans, take photos of the existing physical education and sport structures and anything else that might help to determine the present status of the subject in Malawi.
• Delimitation of the Project

Although there has been a proposition to raise or source for funds for this project, there is no guarantee that the committee will succeed. Therefore, it might be a good idea to delimit the scope of the area of research. Two possibilities exist: either the committee decides to do a case study or choose a few schools in the south, center and the north, or better still, only interview those individuals who have returned the survey forms to the committee. In either way, the point is to make sure that there is no waste of the meager resources.

• Member Checking

Just before the publication of the data, the research participants will be given an opportunity to verify the information collected by letting them review the transcribed material before publishing it. This is called member checking (Merriam, 1998). Member checking is a very important step in qualitative research. It denotes respect for the views gathered in the field. The researcher does not want to assume the role of the research participant. It is unlikely that the research participant may want to alter his/her stand on a particular point he/she raised during the interview. The researcher, is however obliged to respect the participant’s view if he/she should desire to modify his/her As soon as the research committee determines that they have heard enough (Merriam, 1998), they will retire to base - in this case, to the Malawi Institute of Education.

• Data analysis

The data analysis falls in the pre-implementation phase. This is the time when all the data collected in the field has to be analyzed to determine the direction of the Mapescut Curriculum. As suggested earlier, there is the Center for Social Research in Malawi in Zomba, the University City. The subject advisory committee could ask them to transcribe the data for us, but we would do the analysis ourselves. The reason for suggesting this is that the Center for Social Research has transcribing machines, whereas we at MIE do not.

Refinement of frameworks phase - Phase 4

This refinement will take two forms. First the presentation of the framework; second the pilot of the materials in the Trial Schools. As indicated earlier, members of the subject advisory committees will take with them a copy of the proposed frameworks (chapter 3) as they go into
the field. The main purpose will be to find out what the stakeholders think about the frameworks. Members of the advisory committee will be asking the stakeholders to suggest what could be left out and what else could be added. Upon return, the committee will invite the Trial Schoolteachers to orient them of the “new” curriculum before asking them to try the materials into their schools. This is called piloting. Upon the satisfaction of various parties, i.e. the advisory committee, the main curriculum committee of the Malawi Institute of Education, Ministry of Education and other education stakeholders of the results of the piloting, then the project will move to the next stage: production of instructional materials; in other words producing the teachers’ and pupils’ books.

Production of Instructional Materials: Phase 5

As suggested earlier, some members of the advisory committee may be asked to take part in the writing of the instructional materials, while others, primarily because of their lack of experience, may not. Whatever the case, the Mapescut Curriculum project leadership may find it needful to extend an invitation for an external specialist with instructional materials to come to Malawi and conduct a special writers’ workshop on educational materials. As emphasized earlier, this is one reason why the availability of funds will be very crucial for the successful implementation of this project plan. Clearly, the physical education and school sport writers’ workshops may have to be organized separately as the curriculum coordinator or facilitator has to be in attendance on both of them. It may not be easy to do so if the two workshops were organized concurrently.

Full Implementation – phase 6

- Launching of TOT workshop
  It will be necessary during the full implementation phase to launch a TOT workshop in order to familiarize a number of people with the “new” curriculum. These will in turn train others how best to use the “new” curriculum.
- The pre-service and in-service training programs.
  Immediately after the TOT workshop, government, through MIE will launch a series of pre-service and in-service training courses in each region to cut down traveling costs to MIE.
Guest speakers from within and outside Malawi could again be invited to come and take part in these pre/in-service sessions.

- Distribution of instructional materials

  Despite the fact that there is a distribution network for instructional materials in Malawi, sometimes these networks have not all worked to the best advantage of the schools, especially those found in the rural areas. It might be advisable that those teachers who come for the pre-service and in-service already collect a copy for their school in the name of the school. This means that the teacher who collected the book on behalf of the school will not keep the book as personal property.

**Monitoring and Evaluation –Phase 7**

For further refinement in future, members of the advisory subject committee will be open to new suggestions to make the curriculum more tuned to the needs of the people of Malawi and to the various school districts (Setidisho, 1987). As a matter of fact every five years, curricula of various subjects are supposed to be revised to take into account new developments in social, political and economic spheres. The process of evaluation takes various forms but specifically questions will be asked as to whether or not the aims and objectives for which this curriculum was developed were attained or not. Earlier on in chapter three, the national goals for physical education were tabulated. An effective evaluation would assess how much of the goals of education have children acquired as a result of this curriculum (Tenbrink, 1974).

**Summary**

This chapter has given various suggestions which could constitute possible action plans for the development of physical education and school sport in Malawi. The first part of the chapter discusses in some detail what influenced this curriculum developer to design this plan the way it has been done. The second part of the chapter gives a detailed implementation strategies of the plan. After reading this chapter, it becomes fairly visible that developing a curriculum is not and can not be a singular activity to be done in one instance. A lot of consultation by the curriculum developers and goodwill of the stakeholders is very critical. It is fitting that the chapter suggests that the views of the stakeholders will be sought at each stage of the curriculum development process for as Merriam (1998) puts it, every society has its dreams and expectations.
CHAPTER 5

REFLECTIONS

The purpose of this chapter is to look back at the genesis of this plan and to reconsider some of the issues that might affect its implementation and how to deal with them in Malawi. The birth of this plan took place in Germany in 1985 when I was there on a study tour in sports administration. During the language training session at the Academy Klausenhauf, near the border with Holland, I quickly noticed that elementary school teachers taught a number of physical education activities than are taught in Malawi. I was impressed with the structure of their physical education curriculum. When I started the actual course at the University of Bayreuth near Munich, I noticed the same structure of physical education activities in the elementary schools as in Klausenhauf. Students were introduced to a host of activities in their program. I then decided to get acquainted to it in order to improve our own system in Malawi. Contrary to the German physical education curriculum, the Malawi physical education curriculum is narrow and conscriptive. Children do not have enough opportunities to develop their potential talents.

When I went back to Malawi in 1986, I was appointed Regional Sports Officer at Kamuzu Institute of Sports in Lilongwe, Central Malawi. And while there, I took advantage of my position to influence both the Ministry of Education and teachers as I had the opportunity to interact with both. I sold the idea of reviewing our physical education curriculum to provide the youth an opportunity to take part in as many physical activities as possible. Fortunately, the Ministry of Education was agreeable to this view except that they requested that there be a symposium with all the stakeholders to discuss this. The said symposium was held in 1987 at Chancellor College, one of the constituent colleges of the University of Malawi. The meeting drew participants from all the concerned education stakeholders such as the University of Malawi, the Prison Services, the former Malawi Young Pioneers Movement, the Police, the Army, Ministry of Education, Ministry of Health, and Sports Council. During this meeting, I presented a paper about the importance of a broad and balanced physical education curriculum for the youth.

When I went to the United Kingdom at the University of Manchester for my Masters’ program in physical education, I put all my efforts on physical education curriculum
development in elementary schools in Malawi. I wanted to continue with the thoughts I had conceived while in Germany in 1985.

Indeed, while at the University of Manchester, I was given a special opportunity to visit elementary schools in the Borough of Manchester and to discuss with teachers about physical education curriculum. Royce Primary school, near the University of Manchester, gave me an unprecedented opportunity for not only did I discuss with teachers about physical education curriculum development process but also observed students during their physical education classes and shared my thoughts about physical education with parents and Her Majesty’ Inspectors of physical education.

Back in Malawi in 1990, I was appointed Deputy Director of Sports Council in 1991. I continued with the idea that our schools needed to adopt a concept of a broad and balanced physical education curriculum. When I briefed members of the board of Sports Council about the value of a broad and wide physical education curriculum to general sports development, members of the Council gave me permission to sell the idea to the wider Malawi community. I visited Mulanje, Mangochi, Salima, Nkhata Bay and Karonga districts talking to teachers, politicians, district commissioners, and the youth leaders on the importance of physical education and school sport. My vision was supported by companies such as the Lever Brothers, Coca-cola and Chibuku Breweries. These companies, for example, were ready to sponsor trophies in those districts that I had visited to show their support towards this vision.

Not long after this, I got a new job at the Malawi Institute of Education as a physical education curriculum specialist. Among other things, my new job entailed me to promote the teaching of physical education in primary and secondary schools including teacher-training colleges. I was also mandated to write curricular materials in physical education for use in schools.

I took this challenge seriously. Joined by Andrew Guest, an American Peace Corp from Seattle, Washington State, we devoted our time impressing upon teachers and other education stakeholders the importance of a broad, balanced physical education curriculum for Malawi schools. We presented in -house papers at the Malawi Institute of Education about the rationale for a broad and balanced physical education curriculum. An apparent “break through” to our vision was reached when we were asked to suggest a model of a physical education syllabus for
When I entered Virginia Tech to do my graduate work in physical education, I decided to continue with the same vision of developing a broad and balanced physical education curriculum for my country. I made this point known to my academic advisors during the office contact hours and also during the qualifying and prospectus examinations. Additionally, I also suggested that I be allowed to consider the health education reform as part of my study program as my country was going through difficult times due to HIV/AIDS epidemic. I was allowed to do so.

I took a number of courses to form and to consolidate my ideas to develop a broad and wide physical education curriculum. Among these courses were Pedagogy (EDPE 6944), Research Issues (EDPE 5784), Curriculum Development in Physical Education (EDPE 5134), Community Based Action Research (EDAE 5974), Curriculum and Instruction for Secondary Schools Physical Education (EDPE 5974), Principles of Community Based Health Education (EDHL 5304), Qualitative Methods in Educational Research (EDRE 6614), Education Application in Micro Computer (EDCI 5314), Community Health Education for Secondary School (EDHL 5974) among others. These courses gave me enough food for thought to consider what kind of information I needed to propose a balanced health and physical education curriculum for Malawi.

Additionally, during my research classes, I conducted two studies within Southwestern Virginia with a view to understand how the process of physical education curriculum development was done here in the United States. I also visited a number of schools in Dublin, Roanoke and Salem areas to observe the teaching of physical education and to discuss how their curricula were developed. I learned a lot about physical education curriculum development process from these interactions.

Realizing the need to have concrete information and examples on curriculum development projects which have changed and still continue to change the lives of young people elsewhere, I looked at a number of such models in the United States and England such as “Catch”, “Spark”, “Saber-Tooth” and “Sport England”. I looked at these projects in terms of how they were done, who initiated them, the influence they had on the students and other members of the community, their implications in terms of funding and personnel. Of all these programs, I considered at length the “Saber-Tooth” Curriculum development project (p.15), and
adopted specific recommendations from each one of the four curriculum models. For this reason, I have named my curriculum development plan “Malawi Physical Education Curriculum Tree” (Mapescut in short). Due to insufficient information on health topics, this plan has only concentrated on physical education curriculum.

Will the Mapescut Plan Work in Malawi?

Based on the curriculum development process discussed in chapter two where it was emphasized that for any curriculum development to be successful the people for whom the curriculum is being considered must first accept the need for change and that they must be involved in its process, I am confident that this plan will work in Malawi. This collective approach to handling a community project is called the multisectoral approach. There are several projects in Malawi which revolve around this principle. One of the key groups of people within the Malawi community that must be involved early on in this project for it to succeed are teachers. As a coordinator of this plan, I will encourage more teachers to participate in the development of this curriculum plan than any other sections in the community. This is so because teachers have more direct contact with the students than any other members in the community. Also it is the desire of every teacher, through curriculum implementation, that children acquire new and beneficial knowledge so that they can become useful members in their communities. Therefore, during the preparatory phase of this plan, I will rely on what teachers say about this new curriculum and make every effort to address their recommendations to the full.

Legal implications in schools on the part of teachers in Malawi do not exist as does here in the United States of America. Teachers are rarely held responsible by parents for teaching certain topics that may raise an eyebrow in the community. However, the influence of parents on their children can not be underestimated. Hence what parents say to their children carries the day. For this reason, parents will be consulted closely about this plan. Education officials are key to matters of policy and funding. Thus their cooperation and support will be needed for the Mapescut Plan to succeed. As for students, without them, we would not be talking about the Mapescut Plan. Therefore, their cooperation too will be vital to this plan.

Another ingredient that makes Mapescut Plan prone to succeed is that some of the activities that have been suggested in the frameworks in chapter teachers and students in Malawi already know three. Other than dealing with physical activities in isolation, the Mapescut Plan
recommends a wholesome approach, done in a systematic manner for the benefit of all students in Malawi. Additionally, the plan recommends that all teachers of physical education be properly prepared to carry out their duties efficiently. Using the trade agreement of 1993 of the Southern Africa Development Conference (SADC) region, the Mapescut Plan, among other things, recommends that teachers be provided with enough teaching and learning materials and equipment to improve physical education in the country.

Problems which are likely to confront the Mapescut Plan

Just like any other plan, no matter how well conceived it may be, there are always problems. The first of these problems is funding. This is so because the economy of Malawi is in shambles. The government relies on international financial aid to pay the salaries of its officials including teachers and medical personnel; roads maintenance, purchasing of medical supplies and of late, food supplies due to poor grain harvest. In situations such as this, spending money on physical education curriculum development would be the last thing any government may want to do.

Lack of well prepared teachers of physical education will be another problem facing the smooth implementation of the Mapescut Plan. As of now, Malawi does not have well prepared teachers of physical education. A few years ago, there was a group of the Malawi Young Pioneers teachers who used to teach physical education in secondary schools. But these Young Pioneers were seen as enemies of the present government since 1994 when Malawi obtained its Second Republic. The previous government for the purpose of economic and social development formed the Young Pioneers Movement. Eventually, however, the Pioneers were seen as political catalysts by the new government. So, the Malawi Young Pioneers Movement as a whole was uprooted including the physical education teachers from all the secondary schools in the country.

Materials and equipment will be another major problem facing the implementation of the Mapescut Plan. As hinted in chapter one and repeated above, the economy of Malawi is fragile. Coupled with financial mall-practices by those in power, most government departments, including the Ministry of Education, operate on tight budgets. A school is lucky if it can receive soccer balls from the Ministry of Education.

As of now, physical education is a non-examinable entity although in the syllabus it is said to be an examinable subject. This tendency makes the subject less valuable in the eyes of
other people despite the numerous benefits it may have. This will be another problem for the Mapescut Plan to succeed.

Equally a hurdle for the success of the Mapescut plan is the fact that some of the influential people in the society expect physical education teachers to produce national athletes for the Olympics, Commonwealth, and All Africa Games. This obviously is not the mission of physical education. Physical education, as was pointed out in chapter two, is inclusive and non-competitive. As a coordinator of the Mapescut Plan, I will expect to answer several questions why this plan does not view physical education as a source for producing national athletes.

Possible Solutions to Problems that might affect Mapescut Plan

Funding

As discussed in chapter four, it is hoped that the Funding Committee that has been suggested to form part of this plan will make enough money to support the activities of the Mapescut Plan. Indeed, members of this committee will be those people who are in business already and who know how to make money, especially the Malawi Indians. Hopefully, at a later stage, this committee may introduce the idea of Sports Lottery to support the cause for physical education, as is the case in the United Kingdom.

The Need to Have Well Prepared Teachers of Physical Education

The smooth transition from the old to the new physical education curriculum will heavily rely on the availability of dedicated, well-prepared teachers of physical education. Therefore, the Ministry of Education, in conjunction with the Malawi Institute of Education, will have to train teachers to take care of the subject. To start with, MIE will run a short program where a selected number of serving teachers will undergo an orientation. The same teachers will act as Trainer of Trainers (TOT) to the pre-serving teachers.

Materials and Equipment

Physical Education teachers will be encouraged to use local materials to supplement the few manufactured supplies that might be available to them to teach physical education effectively. However, the Ministry of Education will be encouraged to acquire some of the basic materials from the neighboring countries such as Zimbabwe and South Africa where, according
to the Southern Africa Development Conference (SADC) trade agreement of 1993, such sports goods are not supposed to attract custom duties.

Facilities.

Due to absence of inclement weather, the need for indoor facilities for students to participate in physical activities does not arise in Malawi. As stated in chapter one, a physical education teacher can plan with certainty for outdoor lesson in physical education for the next day without having to change it due to inclement weather.

PE as an Examinable Subject

It will be suggested to the Ministry of Education through the MIE that PE be made an examinable subject. In this way, parents, teachers and students will begin to take it seriously.

Negative Attitude Towards PE

Although attitudes are hard to change, but once PE becomes an examinable subject, even the University of Malawi may change its attitude towards the subject. I believe that eventually the University of Malawi will begin to admit students who may want to take a course in PE to teach at the secondary school level. After all, the Ministry of Education has just announced (March, 2002) that it will increase the number of students taking an education degree in the University of Malawi from one hundred to two hundred as from next year (2003). These students could easily take one credit hour of physical education among their courses to enable them teach physical education in secondary schools.

Additionally, education stakeholders and the influential section of the community will be informed either through TV Malawi, radio or newspapers that physical education is not necessarily for turning students to become soccer or netball players. It will be emphasized that what students become in future are not easy to predict. Thus restricting them to soccer and netball alone is not the best thing to do.

Will the Mapescut Plan Make A Difference in Malawi?

The possible success of Mapescut Plan could be measured by what this curriculum developer was able to achieve soon after a short course in Germany in 1985 and after the
Master’s program from the Manchester University in 1991. From the two scholarships that were detailed earlier, some concrete achievements were made. In the first instance, I got the Ministry of Education and teachers interested to review the physical education curriculum in Malawi. Hence, the Chancellor College Symposium (CCS) which was held in 1987. After my Master’s program and after I was appointed the Director of Sports for Malawi, I sensitized community leaders, district sports organizers, district commissioners and youth leaders to the need for a broad and balanced program of physical education in the country. I also identified some local sponsorship for them, i.e., Lever Brothers, Coca-Cola and Chibuku companies to help with the introduction of sporting activities in the rural areas. Some people started thinking about physical education differently than before after these efforts.

From the above track record, I am confident that the Mapescut Plan will make yet another difference. It is hoped that the multisectoral approach suggested in this discussion will involve as many education stakeholders as possible. And when that is so, I am confident that the Mapescut Plan will be a productive effort.

The Role of Health Education Reform in a Physical Education Curriculum in Malawi

Appendix C carries a detailed discussion regarding the role of health education in a physical education curriculum in Malawi. Suffice to say that Malawi has a chain of health problems, partly because of the emergence of the deadly HIV/AIDS epidemic. But even before the invasion of HIV/AIDS the country was subjected to a string of tropical diseases that caused health concerns. Therefore, the inclusion of a health education component in a physical education curriculum would compliment the Mapescut Plan tremendously. Consideration would be given to topics such as, but not limited to, the following: basic hygiene i.e., sanitation, sleeping disorders, illegal drug use, food preparation and storage, alcoholism, early pregnancies, road safety, death and dying, aging. It cannot be stressed enough that Malawi needs a comprehensive and coordinated health education reform program to cut down the rampant health issues in the country, especially in rural Malawi.

What I would do Differently Given the Opportunity to Revisit this Plan

Upon reflecting back on this study, I would make an effort to develop and include in my plan a coordinated health and physical education curriculum for Malawi. This is important because of the emergence of HIV/AIDS epidemic. As alluded to elsewhere in this discussion, this disease alone is responsible for the loss of many young lives in Malawi. Therefore, one
possible solution to reduce the spread of HIV/AIDS is to increase awareness of its fatality to students through a coordinated health and physical education curriculum.

Summary
First of all, this plan has been “a long hole”. True, from the time I entered Virginia Tech to just about the time I was planning to write this plan, I had always thought that I needed to come up with a curriculum proposal, one that would be broad and wide, and one that would be suitable for my country. However, I did not have a clear guideline as to where to start from, how to proceed and where to end. Various options came into play: either to produce a plan without frameworks or do both. Realizing that Malawi does not have well prepared teachers of physical education, I benefited from the suggestion of the academic committee that I should actually consider producing both: a framework (chapter 3) and a plan (chapter 4). And this is what I have done.

However, this plan was done as part of my doctoral program. Attempts were made at one time to make the plan fit the outlook of a traditional research study. Some members in the committee made observations that that was not the best idea. As a result of this uncertainty, some chapters, especially chapters three, four and five have changed titles more than twice. Anyhow, I thank the committee for accepting that this plan be part of my doctoral program despite the fact that this study has not been a traditional one. Otherwise, the best approach would have been to carry out a traditional research study with the usual familiar route: introduction, review of literature, methodology, discussion of findings, summary, conclusion and recommendations.

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APPENDIX A: INTERVIEW TRANSCRIPT

This is the transcript of the interview I had with the Physical education teacher at one of the schools in Montgomery county held on Tuesday, November 8, 2000. T= Physical education teacher and M= Researcher.

M: Good afternoon. My name is Mark Tembo. I am a graduate student at Virginia Tech. I am in the department of Teaching and Learning, division of Health and Physical education. I am interested to learn about the curriculum development of health and physical education at your school. I hear you are the only physical education teacher and that the school has placed so much faith and trust in you. I am not imagining things; this is what I've heard from the authorities around. I have a few questions to ask you. You are not obliged, by the way, to answer any question that you are not comfortable with. Before we start with the interview, I am going to ask you to read this consent form. When you are happy with it, I will ask you to sign it. May I also say that whatever you say will be treated confidentially. Neither your name nor that of the school will appear when reporting this study.

T: So you are not identifying me by name and not even the name of our school.
M: No

M: Have you looked at the consent form?
T: Yes.
M: Are you comfortable with it?
T: Yes.
M: Can you sign it then?
T: Yes I'll go a head and sign it.
T: Do I put my home or school telephone number?
M: Both. Because I may sometimes want to call you at your home to verify some information that you've given me.
T: Ok
M: Thank you so much. With that we can now begin our interview.
M: May I know your name, educational and professional experiences?
T: My name is Susan Huff. As far as educational experiences are concerned, I have a bachelor of science degree from Radford University. I graduated in 1981. This is my 28th year of
teaching. I started at BMS in 81 and then in 86 I started at Gilbert Linkous elementary school. This is my 15th year at Gilbert Linkous elementary school.

M: You have a Bachelor of Science degree and yet you are teaching physical education?
T: Yes
M: How is that?
T: You had either to take a Bachelor of Science or bachelor of arts degree to graduate. And I chose a Bachelor of Science to graduate.
M: Did you specialize in the teaching of health and physical education?
T: Yes, I did.
M: So your degree was called Bachelor of Science degree although it had nothing to do with science but with health and physical education.
T: Well, my degree is Bachelor of Science degree but my major was health and physical education. Teaching health and physical education. Teaching K-12. So I have a teaching certification. Teaching K-12 in health and physical education.
M: And this was from Radford university?
T: Yes. Radford university.
M: Is this the university where Lynn Hicock, a physical education teacher at Margaret Beeks went to?
T: Yes. She was there. But Lynn and I have played softball against each other. So we met actually on a softball field and found out then that we had attended the same university. Lynn, I believe was at Radford university a little later than I was. Lynn was doing something else and decided later to go into teaching. I think she was doing Banking and decided to go into teaching I believe.
M: Can I call you Susan?
T: Yes. That's fine.
M: Susan, how do you like teaching health and physical education?
T: Well, now I am just teaching Physical education because the health part is taught by the classroom teachers. At elementary, our elementary Physical education curriculum, P.E is just PE So is not elementary health curriculum taught by P.E specialist. So I no longer teach the health part. I teach the physical education part alone which I thoroughly enjoy. And as long as I don't have to, I wouldn't choose to go back to anything else. (Laughs).
M: You know what, I maybe biased. But looking at you, you are the kind of person who has a body of a physical education teacher.
T: (Laughs) May be you better clarify that.
M: (Laughs) Yes, let me clarify that. You see, you body structure is so perfect for physical education. I mean you are looking so good.
T: (Laughs)
M: I don't know! I don't know! I don't know! Let's move on.
T: (Laughs)
M: How many kids do you have?
T: I don't have any kids.
M: No! no! no! I mean school kids.
T: I am sorry I thought you meant….
M: No! no! no! I mean here at school.
T: I have 300 kids something like that. I am not sure!
M: How many boys and how many girls?
T: That too I don't know. You didn't indicate in your interview guide that you were going to ask me that question.
M: Oh well. I am going to ask you some follow up questions in order to capture more information. I am allowed and encouraged to do that as this is the semi-structured in depth interview.
M: What are the actual activities you teach in Physical education?
T: I divide my teaching in two groups. My kindergarten, first and second grade classes, I teach certain set of skills. My third, fourth and fifth classes, I teach different things. My kindergarten, first and second classes, I teach movement experiences, exploration, skills of moving in large groups, keeping self space, those type of things. Basic skills of movement not running into each other, those type of things. You can get them into some type of equipment and I do some game skills with them too. My third, fourth and fifth graders, I teach some skill themes too and I allow them to use some equipment. However, I let them not to use a real football, which could be very intimidating. We also do basketball skills so that when they go to the middle school, they will be able to play those type of games very well.
M: What do you call that type of approach?
T: Well.
M: Have you heard of Professor George Graham?
T: Yes, yes. Well, the movement type of exploration I took from his curriculum. Because I have three student teachers and I've taken seminars with Dr Graham and I've also his book that I base my kindergarten, first, second grades on. But instead of extending that to third, fourth classes, I try to change it over to make it a little bit different and more challenging for them. I still use the same principles that I've talked about in first and second grades.

M: Suzan, can you list for me specific activities which you teach to the older kids?
T: To the older boys and girls, I start with physical fitness, body conditioning. This they are required to do by the laws of state of Virginia. Then we do a football unit. And a then a jump rope unit because my students participate in a jump rope unit. Then I go into basketball and gymnastic units and then they jump for height.

M: When you were talking about jumping and landing, I was thinking about high and long jumps which I used to teach at home. Do you do that here?
T: Yes, yes. We do. We do something like a running long jump, some jumping games, like Charlie over the oceans, such type of things. Then jumping for height, I have jump for reach board.

M: If I went to another school, say Kipps Elementary school, would I find her teaching exactly what you are teaching here?
T: No! Every physical education teacher has her own schedule.

M: What are your final thoughts on health and physical education generally?
T: I like teaching the subject and I hope that my students too enjoy it.
Physical education, especially when it is combined with health education, is a critical discipline of study at any level in the school system. Both from the point of research and general appraisal, physical education and health education have stood the test of time as subjects that have provided both employment and insights for health living among children the world over.

The usefulness of these two subjects becomes more noticeable when the curriculum is broad and wide than when it is narrow and shallow as the case is in Malawi at present.

This curriculum development project, Malawi physical and sport education curriculum tree (Mapescut) has been advanced to provide the same enjoyment and insight to children in Malawi. It is a firm belief of this project that if physical and sport education are going to be useful to the children in Malawi, then its curriculum be broad and wide.

The task ahead to develop such a curriculum needs a wide range of input ranging from financial, human, and time. The last two named are dependent upon the availability of financial resources, which is what this part of document intends to achieve. It is hoped that sympathizers will be found to provide with the kind of financial resources that will see this dream come true.
Budget Estimates

1. A vehicle (to provide adequate supervision for the project) ---------USD 3000.00
2. Vehicle maintenance fund to include driver’s salary in two years----- USD 2000.00
3. Airfares for three consultants on curriculum development---------USD 9000.00
4. Hotel accommodation, food and honorarium for the resource person--USD 4500.00
5. Transport refunds for twenty local participants two weeks---------USD 2500.00
6. Accommodation for twenty local participants at MIE-------------USD 2000.00
7. Transport refunds for eight advisory committee members----------USD 1500.00
8. Accommodation for eight advisory committee members at MIE-----USD 800.00
9. Sports equipment for piloting----------------------------------USD 10,000.00
10. The cost of writing the instructional materials-----------------USD 2500.00
11. Stationery to include printing the instructional materials-----USD 3000.00
12. Publicity through TV Malawi and other print media------------USD 1500.00
13. Tax and overhead-------------------------------------------USD 3433.00

Grand Total------------------------ USD 45,733.00
Olsen, Redican, and Baffi (2002) report that “in 1947 the World Health Organization (WHO) described health as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity ”(p.2). From this definition, we can extend that health education is the kind of education children receive to acquire knowledge to enable them attain good health. By the same token, it can be said that coordinated school health education is cardinal to the attainment of general education in the school system. Meeks, Heit, and Page (1996), define health education as “a planned sequential K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health” (p.22). Therefore, comprehensive and coordinated school health education must be planned. While the WHO definition of health includes everybody: young and old, man and woman, the definition of health education by Meeks, Heit, and Page specifically addresses the youth, which is the concern of this project.

The Purpose For Comprehensive School Health Reform
Johnston (1977) argues that the purpose for school health education is to “ supply health information, encourage good health habits, and foster positive attitudes about health” (p.196). Thus from Johnston’s point of view, there are three elements for health education curriculum: information, habits and attitudes. Kane (1993) makes the same point as Johnston, but elucidates it further when he says “ Children are the future…of the world and civilization. A healthy child is capable of growing and learning; of producing new knowledge and ideas, of sharing, interacting and living peacefully with others in a complex and changing society. Fostering healthy children is the shared responsibility of families, communities and the schools” (p.1). Actually the Romans , as cited earlier, knew it only too well when they said “Men's Sana In Corpore Sano” to mean “ Healthy Mind in a healthy body.”


Today, nations spend horrendous sums of money to maintain the health conditions of their citizens. The worst hit in this regard are countries of the Third World. The coming of HIV/AIDS has exasperated the situation. Again, this epidemic is worse in countries of the Third World than it is in the developed countries. In Africa, Southern Africa is hit harder than the rest
of the continent, with South Africa topping the list. As of now, there is no cure, other than the expensive life prolonging vaccines.

The role of the school in transforming the children’s habits and attitudes is very critical indeed. Because children respect their teachers, schools play a fundamental role in this regard. Kane (1993) defines the role of the school in improving children’s health in these words:

Schools should recognize that they can only accomplish their education mission if they attend to students' emotional, social and physical needs. Schools should become far more personal institutions and more positive learning environments that engage children’s interests and motivate them to achieve their potential. They should offer students health education that provides honest, relevant information and teaches skills and strategies to make wise decision and develop positive values…( p.3).

There is very little doubt that schools can be very instrumental in improving children's health. It is the understanding of each and every student that they go to school to learn new ideas and ways of doing things. Teachers, through schools, are the agents of change. It is the role of the school and teachers to foster new habits in children and this they can do when they recognize the individualism of the children they deal with (Kane, 1993). Also schools should attend to emotional, social and physical needs of the children. Whatever information is to be given to children it must be the kind of information that will be relevant in their lives; it must be honest and it must be candid.

Health Issues Among the Children of Malawi

As alluded to earlier, Malawi is in a very sorry state, health-wise. Since attaining its independence from Britain nearly thirty - seven years ago, its medical and health facilities are amongst the poorest in Southern Africa. Although the population is only about 12 million, the doctor/patient ratio is very poor. Records indicate that to one doctor there are 150,000 patients (Nyasanet Information Bureau, 2001). Doctors, nurses and other medical personnel have inadequate medical supplies, a factor that makes their work tough. Although Dr Hastings Kamuzu Banda, the first Head of State (1964 -1994), was a medical doctor and had high medical ambition for Malawi; as he was leaving “Snakier” the official residence of the Malawi president, Malawi ‘s medical status was still in a very bad shape. To-date, the country does not have improved medical and health services. Some of the districts have very slim medical personnel.
The under five clinics for example are not available in certain parts of the country, especially in the rural areas where the majority of the people live (National Statistics Office, 2001).

Malawi’s rural population is very traditional. Here one finds so many taboos, which are detrimental to good health. For example, young girls are not allowed to eat eggs. It is believed that should they eat eggs, they will not have children of their own in future. As I was growing up, we children ate last and usually did not have choice to the best part of the meal, especially if it was meat or chicken. Thanks to my mother! She always kept some food for me.

Despite growing a variety of crops, it is not unusual to see a number of children in rural Malawi suffer from malnutrition disease or kwashiokor. In fact, the child mortality rate is very high in Malawi. Out of every 1000 children, 140.2 children die in infancy (National Statistics Office, 1995).

The advent of HIV/AIDS in Malawi has worsened the health situation, much more for children. It is estimated that nearly 14 percent of Malawi’s population is HIV/AIDS positive. So far, about 350,000 children have lost their parents since the arrival of HIV/AIDS, sixteen years ago. By the year 2005, it is estimated that about a million children will have no parents. Therefore, a coordinated health education curriculum is essential to the well being of Malawi’s youth.

It is not fun to lose a parent. It is extremely serious to lose both parents, which is sometimes the case with HIV/AIDS related illnesses. An orphan suffers from lack of parental care, love, adequate food, a better home, and a host of other social amenities. Because of these inadequacies, an orphan is easily found in a disadvantaged situation where it is easy to contract a disease. In large cities, for example, one finds a horde of street kids exposing themselves to all kinds of dangers. Some of them sleep by the roadside, and yet some of them go about begging for food and clothing. The above are some of the conditions in which the Malawi children find themselves in and with the serious shortage of medication and social amenities the country is experiencing, a comprehensive school health education would be the an important step for the country as a whole to step up its preventive efforts against diseases that affect Malawians.

Children’s Responsibility Towards Health Attainment For The Nation.

In the United States, coordinated health education, just like physical education, is part of the general educational curriculum. Henderson (1993) describes education “as labor – intensive endeavor” (p.3). Children go to school to acquire education and the quality of education they
acquire will depend upon many factors such as quality of their teachers, their programs, the school environment, the willingness of the children to learn, etc. Out of all this education they may have, comprehensive health education is key for it deals with all life threatening episodes. “The foundation for improving the environment of the school”, (Henderson, 1993) maintains, is the recognition that the comprehensive health of those learning and working at the school is “vital to the education process” (p.4). Here Henderson (1993) and Kane (1993) both agree that school authorities should recognize their roles in a school based health education.

Thomas Jefferson, one of America’s most famous presidents, is reported to have said, “Exercise and recreation… are as necessary as reading. I will rather say more necessary, because health is worth more than learning” (Association for the Supervision of Curriculum Development, 2000, p.1). Indeed, there is no comparison between health and material prosperity. To deny children good health is a serious crime. Henderson (1993) alludes to this when he says, “schools occupy a unique niche among society’s organizations. School officials have the legal and ethical responsibility for looking after the health and safety of the young people who are their students” (p.8).

In Malawi, faced with all those medical and health uncertainties, the importance of a comprehensive school based health education reform cannot be overemphasized. It should be the role of health education to empower the children so that they can make informed decisions about their health. Let them know about the importance of eating an egg. Should they choose not to eat an egg after they have learned about the nutritional value of an egg, it is their choice. Similarly, children in Malawi need to understand a great deal about HIV/AIDS transmission, how to care for AIDS patients, safe sex, and a variety of other related health topics. School is the only place where Malawian children can learn about these things.

Arguably, the church has a different view on this. Not long time ago, there was a debate in the newspapers about the Catholic Church being opposed to schools teaching about safe sex. Their argument is that the more children learn about safe sex, the more they will be encouraged to do it. Nevertheless, it is irresponsible not to warn the youth about the danger of certain diseases such as HIV/AIDS. For there is no question, HIV/ AIDS is the number one killer of Malawians. Children must be taught about it. Quackenbush and Sargent (1990) strongly agree with this view when they say:
Aids is a terrible disease. At present, there is no vaccine and no cure, and mortality is very high. The only way to stop the disease is to prevent the infection in the first place. As teachers and educators, you have the opportunity to make a significant impact on your students, to inform them about this disease and how it can be prevented, and to persuade them to follow prevention guidelines. Teaching about AIDS is an essential part of our success against the spread of the disease” (p.1).

Previously in this discussion, mention was made about the fact that medical and health facilities are very inadequate in Malawi. Therefore, people, especially children, have to be taught about preventive behaviors and appropriate lifestyles. In a proper comprehensive and coordinated health and physical education class, children must be taught about the importance of remaining physically active and other health enhancing behaviors. National Association of Sport and Physical Education (NASPE, 1999) outlines the health benefits children acquire when they take part in a comprehensive health and physical education lessons. Among other things, children will:

- Reduce the risk of dying prematurely
- Reduce the risk of dying from heart disease
- Reduce the risk of developing diabetes
- Reduce the risk of developing high blood pressure
- Reduce the risk of developing colon cancer
- Reduce feelings of depression and anxiety
- Helps control weight
- Helps build and maintain healthy bones, muscles and joints
- Promotes psychological well being.

In addition to the above benefits, a coordinated and comprehensive health and physical education curriculum will also:

- Lessen road motor accidents by teaching children the road signs and by appealing to them not to board vehicles which are over loaded and which have obvious deficiencies such as poor tires, broken windscreens, drunken drivers.
- Reduce the use of opium or Indian hemp by telling children the dangers of using such stuff.
- Make girls alert when confronted by boys not to yield to requests for sexual favors.
- Use mosquito nets and other repellents at night when sleeping to avoid malaria and other biting insects.
- Inform children the importance of good nutrition and the type of food to eat to acquire good resistance to diseases.
- Appeal to children to use hospitals (though with limited facilities and drugs) when sick.

Therefore, while comprehensive health education will make Malawian children more aware of health issues than they currently are, they will have to assume personal responsibility for their health.
APPENDIX D: LESSON PLAN IDEA IN SOCCER.

The assumptions of this lesson idea are that:

- Malawi does not have well prepared teachers of physical education. Therefore as much help as possible should be given to teachers to enable them deliver a meaningful lesson in physical education.
- Teaching and learning materials for physical education are not easily available. Those that teach the subject do so using locally available materials as suggested in this lesson plan.
- Methods of teaching vary from teacher to teacher. Teachers are free to modify any lesson idea to fit the ability of their class and the availability of resources.

**Name of activity:** Soccer

**Purpose of activity:** Kicking a stationary ball using the instep.

**Prerequisites:** Students ought to understand that to kick a ball well, they ought to be in line with the ball and they must reposition the kicking foot behind the ball.

**Suggested grade Level:** 6-12

**Materials Needed:** Soccer ball for each small group or airless bound materials, e.g. a piece of cloth or leaves, and several bricks (cones).

**Organization:** Depending on the size of class, students could be put into groups of 3-5. The fewer the number the better for active participation.

**Performance Cues:** Support foot planted even with ball. Kicking foot contacts ball with “shoelaces”. Kicking leg follow through towards target.

**Description of lesson idea**

Before students arrive at the activity area, teacher puts two bricks apart which he/she is going to use for demonstration. The bricks are put near to each other so that students strive for precision. After a short warm up of about five to ten minutes, teacher or a clever student demonstrates how to kick the ball using an instep. Upon satisfactory demonstration of the skill, teacher asks the students to do the same while teacher goes round checking what is going on. The teacher appoints group leaders to help him/her supervise the activity. Group leaders should be those students who have a better understanding of the skill and are able to command respect from their fellow students. In
this activity, goals are made when a student kicks a straight ball into the goal (two bricks as indicated in the diagram.

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Half way into the activity, let the teacher find out which group has made more goals. As time goes by, let the goals be made smaller.

\textit{Mode of assessment}

Students are successful when they kick straight balls into the goals. The more balls a student makes, the more successful he/she is.
APPENDIX E: CURRICULUM VITA

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EDUCATION

2002 Ph.D.-Virginia Polytechnic Institute and State University, USA
Physical Education Teacher Education (Pedagogy)
Major Professor: Dr. Kerry Redican

1990 MEd -Physical Education Curriculum Development
Univeristy of Manchester, Manchester, UK.
Advanced Diploma in Sports Management
Bayreuth University, Germany

1981 Diploma in Education
(English, History)
Univeristy of Malawi, Africa.

1973 T2 Primary School Teacher
(Qualified to teach all subjects in the primary school)
Lilongwe Teachers’ College, Lilongwe, Malawi, Africa.

1969 University of Cambridge High School Diploma

1968 Junior High school Diploma

1958-1967 Attending Elementary Education in various schools in Malawi.

1995 - Present Curriculum Specialist in Physical Education,
Malawi Institute of Education,Zomba, Malawi.
Developing teaching guides for teachers in schools
Organizing sports courses for teachers.
Teaching weight training and golf courses to under graduates at.
VT.Tech.

1991-1995 Director, Malawi National Council of Sports
Administration of all sports codes in the country, including
Financial Management
1992-1995 Secretary General/ Treasurer, Supreme Council for Sports in Africa Zone 6
Responsible for coordination of all sporting activities in ten southern African
Countries: Mozambique, South Africa, Namibia, Zimbabwe, Lesotho, Swaziland, Zambia, Botswana, Angola and Malawi

1981-1984 National Youth Soccer Coach

1974-1978 President, Central Region Athletics Association of Malawi
Administration of athletics in schools

1976-1978 President, District Soccer league, Dedza, Malawi.

1974-1978 Physical Education Teacher, Dedza High School, Malawi

1973-1974 Elementary School teacher, In various Schools in Malawi

PUBLICATIONS
• Tembo, M. J. (1987) “The role of the ministry responsible for sports”, Compendium of
  papers published under the Auspices of the Unesco, Malawi Branch, Lilongwe, Malawi


RESEARCH INTERESTS
• Curriculum development issues in Physical Education

PROFESSIONAL TEACHING QUALIFICATIONS
• Certified to teach all subjects in elementary school
• Certified to teach English, History and Local Languages in High School
• Certified to coach soccer to the youth at all levels
• Certified to train cyclists at a league level
• Certified to referee soccer
• Certified to handle emergency cases (CPR)
• Certified to coach handball
• Certified to coach net-ball
• Certified to train athletes
• Certified to organize long distance running
• Certified to organize step-aerobics with music.

PRESENTATIONS
• Made a joint presentation in London (UK) during an international Conference on physical education and sports-1989.

COMMUNITY SERVICE
• Established Aerobics for the elderly men and women in Blantyre and Lilongwe, Malawi, on voluntary basis

FELLOWSHIPS
• Studied in Germany under the Malawi-German Cooperation (GTCZ)
• Studied in the UK under the Malawi-UK Cooperation on Human Resources Development
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• GTA at Virginia Tech in charge of Golf and Weight Training Sections to BIP (Basic Instruction Program).

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