

THE FAMILIAR Southern African story of early hunter-gatherer communities being disrupted by the introduction of iron-age Bantu from the north pertains equally to Malawi. The first major Bantu polity was the Maravi Empire, founded in the late 15<sup>th</sup> century by communities of ironworkers. The Amaravi (or Chewa as they were eventually called) attacked the stone-age people by using a system of pursuit and destruction that they later used in hunting unwanted predatory animals. Later, the Maravi Empire itself succumbed to two powerful groups that infiltrated the region. The first were the Angoni who during the Difaqane in the early 19<sup>th</sup> century had arrived from South Africa's eastern seaboard where they had been dispersed by an expanding Zulu empire. The second were the Yao who came from northern Mozambique. There they had established partnerships with seafaring Arab traders. Two significant results of this contact were a tribal decision in 1870 to follow Islam, and the Yao use of firearms against both the Chewa and the Angoni.

The first real contact with Europeans was with David Livingstone as he travelled up the western shores of Lake Malawi. Livingstone wrung his hands in despair when he saw the extent to which the Yao enslaved the other tribes and marched them off to the coast for sale to the Arab traders. Following upon the heels of the missionaries, came traders, hunters and planters, and in 1891 the British Central Africa Protectorate, later renamed Nyasaland, was established.

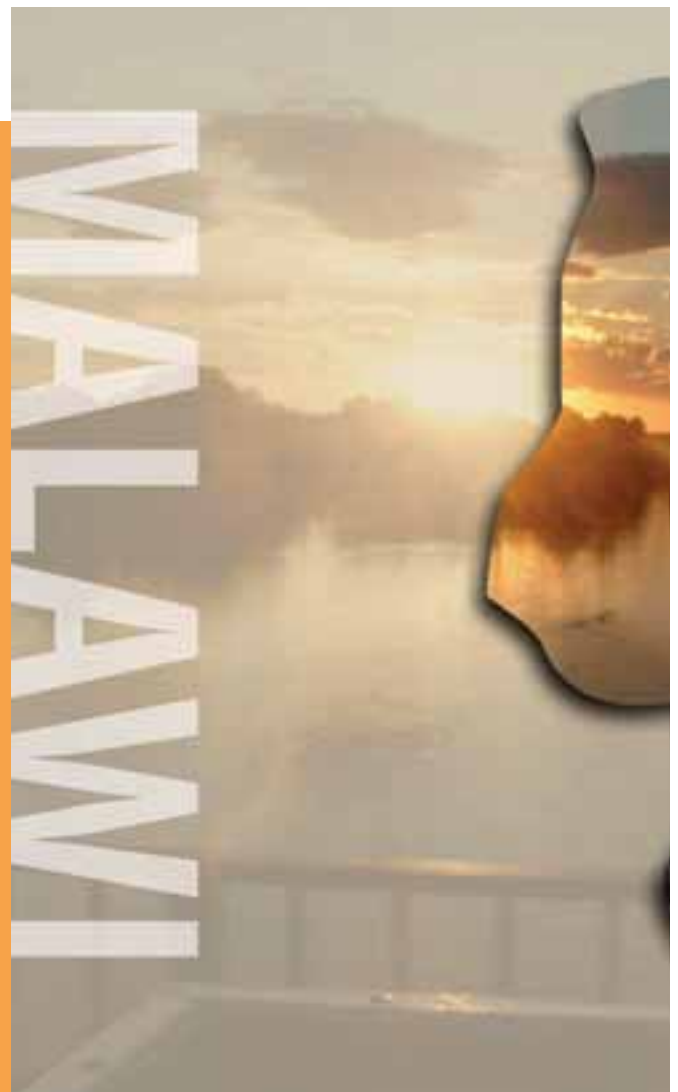
After troubled involvement with the ill-fated Central African Federation that amalgamated Nyasaland with Southern and Northern Rhodesia,<sup>36</sup> Nyasaland was granted independence as Malawi in 1964. The first president was Dr Hastings Banda, who had returned to Nyasaland in 1958 from an extended stay abroad to play a leading role in the push for independence. By 1970, however, Dr Banda had made himself 'president for life', and during his autocratic reign a series of laws made it illegal for women to wear pants of any kind or skirts showing any part of the knee; and men were not allowed to grow their hair below the collar. Overseas mail was opened; telephone calls were monitored; and international magazines to be sold in bookstores were edited, literally, with a pair of scissors.

While Malawi languished as the tenth poorest country in the world, Banda was literally rolling in wealth – but increasing unrest and international pressure finally forced his hand. A referendum in 1993 decided overwhelmingly in favour of a multi-party democracy. Elections took place the following year and the United Democratic Front came to power.

The country's economic woes were far from over, however. With an economy heavily dependent on agriculture, and agriculture practiced largely by subsistence farmers or by large estates producing crops like tobacco and cotton and tea, Malawi was dependent on substantial aid from international funding agencies. In 2000, many of these agencies stopped disbursements because of rampant corruption. Gradually, though, the country seems to be turning the corner.

In 2005, some aid packages were reinstated; and by 2007 agriculture's contribution had dropped to 38 percent of a GDP of US \$3,5-billion, with industry and services having become more significant players. Best of all, particularly for those involved in the country's numerous anti-poverty programmes, the number of Malawians living below the poverty line – the landless estate workers, smallholders with less than one hectare of land, women, and the urban poor – has been reduced from 60 percent in the rural areas and 65 percent in the towns and cities in 1993<sup>37</sup> to 53 percent today.

In spite of endemic under-funding, the universities are playing their part in national development.



#### KEY COUNTRY CONTEXT STATISTICS

Population:	12.758 million (mid-year 2006)
GDP:	US\$175 (2006) per capita
Human Development Index (HDI):	0.437
Unemployment levels:	Data not available
Key economic sectors:	Agriculture
Principal Exports:	Tobacco, Sugar, Coffee, Cotton, Rice, Pulses, Clothing and Textiles
HIV and Aids prevalence:	11.9% (2007 Estimate)
Gross Primary Enrolment Ratio:	119 (2006)
Gross Secondary Enrolment Ratio:	29 (2006)
Gross Tertiary Enrolment Ratio:	1 (1991)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)

<sup>36</sup> For more detail on the Federation see the entry for Zambia on page 76.

<sup>37</sup> *Situation Analysis of Poverty in Malawi*, published in 1993



National day: 6 July

## POLICY CONTEXT

The Policy and Investment Framework (PIF) approach outlines government policy on education, the programmes that deserve the most attention, and, through the linked Mid-Term Expenditure Framework (MTEF), budgets for these programmes within the available financial resource package. (Ministry of Education Sports and Culture, 2001). *The Vision 2020: National Long Term Perspective Study* has identified the main challenges facing Malawi's education system. These are: improving access, quality and equity in primary, secondary, and tertiary education; strengthening the science, technical, vocational and commercial components of the school curriculum; improving special education; improving the performance of supporting educational institutions; and developing an effective and efficiently managed national education system. In view of this, Government will strengthen key aspects of the national educational system by focusing its attention on a number of strategies. (Ministry of Education Sports and Culture, 2001).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
No relevant legislation was found	

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
No information available	

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	No data
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	4.0%

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MALAWI
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 424 1996-2001: 655 2002-2007: 922

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MALAWI	
UNIVERSITIES IN MALAWI	WEBSITE
University of Malawi	www.unima.mw
University of Mzuzu	www.mzuni.ac.mw

## NATIONAL LEVEL OVERVIEW

Malawi's system of education comprises eight years of primary, four years of secondary, and an average of four years of tertiary education (technical, vocational, teacher training and university education). Most children start formal education at primary school at the age of six, although learners up to 16 years old are accepted in standard one (Ministry of Education Sports and Culture, 2001). Technical and vocational training is offered in seven colleges by the Ministry of Education, and three aided grants (MoE response to draft country report).

Malawi has thirteen HE institutions, of which two are publicly funded.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	2
Publicly funded polytechnics or specialised colleges	7
Privately funded, accredited universities or colleges	4
<b>TOTAL</b>	<b>13</b>

Source: Malawi MoE questionnaire response

## UNIVERSITY OF MALAWI

ONLY AFTER Malawi had gained its independence from Great Britain in 1964 was the idea of a national university mooted. The result was the founding of the University of Malawi only a few months after independence, although teaching did not start for another year. The first campus comprised disused Asian secondary school buildings in Blantyre, and only 90 students had been enrolled for the first academic year.

Thereafter began the task of drawing into the university fold the several specialised tertiary institutions and colleges that were operating around the country. An Institute of Public Administration (for the training of civil servants), the Soche Hill College of Education (for the training of teachers) and a polytechnic (for technical training in a number of fields) were the first to be incorporated as constituent colleges of the University of Malawi. The Bunda College of Agriculture near the new capital city of Lilongwe soon followed.

In 1973, new university facilities were built at Zomba, some 70 kilometres northeast of Blantyre, where some of the

constituent colleges were consolidated into the Chancellor College Campus of the university. Two other constituent colleges were added later: the Kamazu College of Nursing in 1979 and the College of Medicine when it was established in Blantyre in 1991. The vision of the University of Malawi is to provide 'relevant, world-class education, research and services for the sustainable development of Malawi and the world'.

A powerful tool for the development of this largely rural country with its long lake shoreline is Bunda College, originally offering a single course in aquaculture and wildlife, but now providing a wide range of agricultural courses, from numerous undergraduate BSc degrees to doctorates in animal science, biotechnology, rural development, agricultural and resource economics – as well as aquaculture and fisheries science.

### FACTS AND FIGURES AT A GLANCE<sup>38</sup>

The University of Malawi is a contact institution. In 2007, it had 6,257 students, all of them studying full-time. Most of the students (6,226) are Malawian citizens with 26 students being from SADC countries and five students from other international, non-SADC countries.

**TABLE 1 UNIVERSITY OF MALAWI: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE / DIPLOMA	POST-GRADUATE DEGREE / DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	2,199	2,140	0	59	0
Business, Management & Law	955	870	0	85	0
Humanities and Social Sciences	1,148	1,104	0	44	0
Health Sciences	846	771	0	75	0
Other (Education)	1,109	1,030	0	79	0
<b>TOTALS</b>	<b>6,257</b>	<b>5,915</b>	<b>0</b>	<b>342</b>	<b>0</b>

Source: University of Malawi questionnaire response

**TABLE 2 UNIVERSITY OF MALAWI: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	319
Business, Management & Law	67
Humanities and Social Sciences	97
Health Sciences	131
Other (Education)	62
<b>TOTALS</b>	<b>676</b>

Source: University of Malawi questionnaire response

Contact Details: URL: <http://www.unima.mw>, Postal Address: P. O. Box 278, Zomba, Malawi, Telephone: (+265) 1 526 622, (+265) 1 524 282, (+265) 1 524 060, (+265) 1 526 456

<sup>38</sup> All data presented in this section is headcount data.

## UNIVERSITY OF MZUZU

THIS YOUNG university is developing into an important tertiary education force in northern Malawi. It was established in 1997, as a response to the growing demand for higher education teaching and research to support sustainable development in one of Africa's poorer countries. It opened its doors in 1999 to 65 full-time undergraduate students who were taught by five lecturers. Six years later, the equivalent figures were 600 students and more than 50 full-time lecturers. The current number of academic and research staff is 120 (19 of them females), with 63 in technology and the sciences, 48 in the humanities and social sciences, and nine in health.

To begin with, the university was comprised of the following faculties: education, information science and communications, environmental sciences, health sciences, tourism and hospitality management. New additions (beginning in 2009) will be a Faculty of Law and Commerce, and others dealing with the general sciences and another with veterinary science. The university already has 23 masters

and nine doctoral students.

Several short-term training programmes are worthy of mention. The first relates to secondary school teacher improvement; the second to training in renewable energy technologies; and the third, in collaboration with Indiana State University in America, to training in geography information systems. This training will prove invaluable when attempting to more fully understand the country's environmental challenges of high population densities, deforestation, soil erosion and lack of safe water. With regard to renewable energy technologies, the university has already set up a test and training centre. In addition, more than 200 secondary school teachers from northern Malawi schools have passed through the intensive three-month updating course in mathematics and science.

One area of concern for the university authorities is the low level of research output. Now research workshops are planned for academic staff, and the Directorate of Research is being consolidated.

### FACTS AND FIGURES AT A GLANCE<sup>39</sup>

All students at the University of Mzuzu are full-time, contact students. In 2008, the university had a total enrolment of 1,612 students, of whom 1,615 are Malawian nationals, with five students from SADC countries and five from outside of the SADC region.

**TABLE 1 UNIVERSITY OF MZUZU: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)**

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY					OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE		
Science, Engineering & Technology	282	260	11	11	0	Secondary School Teacher Improvement Programme (SSTIP): 223 Short-term training in Renewable Energy Technologies (RET): 30 Short-term training in Geography Information Systems (GIS): 144	
Humanities and Social Sciences	533	491	21	12	9	0	
Health Sciences	102	102	0	0	0	0	
<b>TOTALS</b>	<b>906</b>	<b>853</b>	<b>32</b>	<b>23</b>	<b>9</b>	<b>0</b>	

Source: University of Mzuzu questionnaire response

**TABLE 2 UNIVERSITY OF MZUZU: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	63
Humanities and Social Sciences	48
Health Sciences	9
<b>TOTALS</b>	<b>120</b>

Source: University of Mzuzu questionnaire response

Contact Details: URL: [www.mzuni.ac.mw](http://www.mzuni.ac.mw), Physical Address: Not available as the link to the website was not working at the time of writing this report, Telephone:

<sup>39</sup> All data presented in this section is headcount data.