

Managing systems change in the Malawi teacher education system in the context of HIV and AIDS

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Authors:

Chazema, Jacqueline

Allen, Garth

Pillay, Kriben

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Description:

This article provides a better understanding of how the Malawian teacher education system could best embrace and manage HIV and AIDS Education and how best the system can be shaped through a responsive systems reform process. The article provides a responsive systems-reform process which would lead to a successful and necessary system change in the Malawian teacher education system. The Chazema Systems Change Management (CSCM) model was developed through a Delphi group study as a grounded research-led process to inform reform in the teacher education system in the context of the pandemic. Research data was collected through questionnaires, web-based group discussion, participant observation, an assessment of the significance of the participant observation, telephone interviews, email survey, and face-to-face interviews, with supplementary data from document analysis. The CSCM model proposes effective reform of the system's HIV and AIDS Education through a four-component process; from Recall and Realise (RR), Advance Ahead (AA), Get Going (GG), to Delivery to Destiny (DD), specifying actionable steps under each stage, the change strategies and responsibilities of different stakeholders, the need for political will and recognition, leadership, management, and commitment of change agents and change managers to take ownership of the reform process to ensure sustainability.

Links:

[Managing systems change in the Malawi teacher education system in the context of HIV and AIDS](#) ^[1]

Themes:

[HIV and education](#) ^[2]

Regions:

[Africa](#) ^[3]

[Malawi](#) ^[4]

Resource types:

Journal articles [5]

Keywords:

AIDS education [6]

leadership [7]

sexually transmitted infections [8]

teacher education [9]

teachers [10]

Languages:

English [11]

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Links

[1] <http://www.mcser.org/journal/index.php/mjss/article/viewFile/4625/4489>

[2] https://hivhealthclearinghouse.unesco.org/library/search/_all_/theme/hiv-and-education

[3] https://hivhealthclearinghouse.unesco.org/library/search/_all_/region/africa

[4] https://hivhealthclearinghouse.unesco.org/library/search/_all_/region/malawi

[5] https://hivhealthclearinghouse.unesco.org/library/search/_all_/type/journal-articles

[6] https://hivhealthclearinghouse.unesco.org/library/search/_all_/keyword/aids-education

[7] https://hivhealthclearinghouse.unesco.org/library/search/_all_/keyword/leadership

[8] https://hivhealthclearinghouse.unesco.org/library/search/_all_/keyword/sexually-transmitted-infections

[9] https://hivhealthclearinghouse.unesco.org/library/search/_all_/keyword/teacher-education

[10] https://hivhealthclearinghouse.unesco.org/library/search/_all_/keyword/teachers

[11] https://hivhealthclearinghouse.unesco.org/library/search/_all_/language/english