

**MUSIC EDUCATION IN MALAWI: THE CRISIS AND THE
WAY FORWARD**

By

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Abstract

Policy goals stipulated by the Ministry of Education of the post-colonial government of Malawi advocate music education and inclusion of indigenous music in education. In spite of such stipulations, music education is non-practical and the integration of indigenous music in education is unsatisfactory. This thesis attempts to address these issues while focusing on the meaning and purpose of music to Malawians.

The thesis begins by tracing the history of music in classroom education in Malawi from 1875 to the present with an attempt to investigate the factors that have contributed to the current crisis in music in schools. This historical-ethnographic study sets out to demonstrate that the ideals and practices of foreign religions as well as Western education denied indigenous music of Malawians a place in classroom education as well as inside and outside the church or the mosque. The thesis strives to portray the consequences of this denial on issues of purpose, outcome, content, methodology and support for music education; trends in indigenous music in ethnic societies; policy goals and statements of music education in the Malawian education; and attitude towards music and music education.

Adopting the approaches of both musicology and ethnomusicology, the thesis discusses the role played by indigenous music in ethnic societies and the rationalised views of this music as provided by the musically informed native Malawian practitioners. This discussion further demonstrates how indigenous music structures reflect the social realities of Malawians such as the sharing of resources and theories of life. The thesis argues musical issues that would be the basis for remedying the crisis in music education. A philosophical proposition for modern music education, and the significance of indigenous music in classroom education are argued. An introduction to music education that promotes the use of indigenous music in study and performance is suggested.

Sources relied on in the thesis include published and unpublished studies of music and music education; audio/video recordings; and field research undertaken to obtain information about existing indigenous music and their knowledge systems known in Malawian ethnic societies, but not yet covered by existing publications.

Keywords

Ethnomusicology

Indigenous music

Initiation school

Log xylophone

Malawi

Music education

Musicology

Music practices

Oral music

Spirit illness

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List of Acronyms and Abbreviations

AMEF	Association Malawite pour l'Enseignement du Français
APSPG	Association of Pre-School Play Groups
ATEM	Association for the Teaching of English in Malawi
BMus Hons	Bachelor of Music Honours
CATS	Curriculum and Teaching Studies
CCAP	Church of Central Africa Presbyterian
CIDA	Canadian International Development Agency
COSOMA	Copyright Society of Malawi
DANIDA	Danish International Development Agency
DFID	Department for International Development
FPA	Fine and Performing Arts
FPE	Free Primary Education
GTZ	German Technical Cooperation
ISME	International Society for Music Education
JCE	Junior Certificate of Education
JICA	Japanese International Cooperation Agency
LMC	Livingstonia Mission Council
MAM	Musicians Association of Malawi
MANEB	Malawi National Examination Board
MBC	Malawi Broadcasting Corporation
MEC	Ministry of Education and Culture
MIE	Malawi Institute of Education
MITEP	Malawi Integrated Teachers' Education Programme
MSCE	Malawi School Certificate of Education
MYSC	Ministry of Youth, Sports and Culture
NORAD	Norwegian Agency for Development
PASMAE	Pan African Society for Musical Arts Education
PEAs	Primary Education Advisors
PSLCE	Primary School Leaving Certificate of Education

PSLE	Primary School Leaving Examinations
PTCE	Primary Teacher’s Certificate of Education
RPC	Research and Publications Committee
SCF/US	Save the Children Federation/United States of America
STAM	Science Teachers Association of Malawi
T2	Holders of Malawi School Certificate of Education
T3	Holders of Junior Certificate of Education
TTCs	Teachers’ Training Colleges
TUM	Teachers’ Union of Malawi
UMCA	Universities Mission to Central Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Emergency Fund
UNIMA	University of Malawi
UNISA	University of South Africa
USAID	United States Agency for International Development
ZHCC	Zomba Holy Cross Choir
ZMAT	Zomba Musical Arts Team