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**The Context of School Citizenship Teaching in Malawi:  
Implications for Nurturing Deliberative Values and Skills**

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This paper presents preliminary findings from an ongoing graduate study on “Deliberation, pedagogy and active democratic citizenship in Malawi”. The present study, investigated the context of school citizenship teaching in secondary schools in Malawi and its impact on nurturing students deliberative values and skills. Data on knowledge of deliberative practices, perceptions and general school practices was collected through a survey, to understand how these relate to nurturing students’ deliberative values and skills for active citizenship. Questionnaires and interviews were used to collect data from teachers and students in four study schools in Malawi. Quantitative data was analyzed using descriptive statistics, and qualitative data was analyzing based on emerging themes. The study found that in general both teachers and students favour deliberation as a democratic practice and generally report elements of it in some school affairs. However from interview data it was apparent that school authorities seem not very enthusiastic about encouraging serious deliberative practices in the schools. Teachers expressed fears of encouraging discipline problems by allowing students more freedom and involvement in the affairs of the schools. The study consequently found limited evidence on deliberate measures taken by the schools to encourage deliberation between students and school authorities, favouring more control in the governance practices. The implications of these findings and future direction of the research are discussed.