

**SUMMARY OF THE NATIONAL EDUCATION SECTOR PLAN (NESP):  
2008- 2017  
Malawi Ministry of Education, Science and Technology  
February 2008**

**(1) Purpose:**

The National Education Sector Plan - 2008-2017, (NESP) is the Malawian Government's fourth educational plan since independence. The plan reflects the Government's aim to improve the access, equality, quality, relevance, governance and management of the countries education system. In turn, it is hoped the NESP can act as a catalyst for socio-economic development and growth. However, the plan is not an attempt to provide a blue print for action, but represents an attempt to lay a distinct path for the five educational sub sectors (primary, secondary, technical and vocational training, teacher education and higher education). To do this the National Education Sector Plan is split into sections:

- Priorities
- Indicators
- Costs

**(2) Priorities:**

- I. Basic Education,
  - Early childhood development
  - Adult literacy
  - Out of school youth
  - Primary education
- II. Secondary Education
- III. Teacher Education (Primary and Secondary)
- IV. Technical and Vocational Training
- V. Higher Education

**(3) Indicators:**

i) Primary Education

- Reduce primary education drop out rate from 14.3 percent to 5 percent,
- Reduced repetition from 18 percent to 5 percent,
- Improved distribution of teachers in rural areas from 1 qualified teacher to 90 pupil to at least 1:70 by 2012 and thereafter 1:60,
- Improve the survival rate of pupils to standard five from 53 percent to 75 percent, and
- Increase the survival rate from 29.6 percent to 60 percent at standard 8.

ii) Secondary Education

- Increased secondary enrolment and mainly girls participation to at least 50 percent,
- Improved throughput at MSCE from the current 38.6 percent in 2006 to at least 65 percent,



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- Increased teaching staff to student ratio in Community Day Secondary Schools from 1:104 to 1:60, and
- Reduced overhead costs of secondary education as a result of increased enrolment and reduced boarding subsidy.

### iii) Teacher Education (Primary and Secondary)

- Increasing the supply of teachers with a bias towards increase female throughput for both primary and secondary schools by at least 35 percent,
- Mainstreaming of special needs education in at least half of the teacher training colleges,
- Institutionalization of In-Service Training (INSET)/Continuous Professional Development for Teachers in the education system, and
- Increased and rationalized use of teaching staff.

### iv) Technical and Vocational Training

- Increased enrolment with a bias towards increasing the intake of females in non-traditional areas,
- Reducing overhead costs of running colleges, and
- Rationalizing teaching staff in line with relevant training requirements.

### v) Higher Education

- Doubling enrolment,
- Reducing overhead costs from 185 US dollars to 65 US dollars or below,
- Increasing and rationalizing staffing levels with appropriate qualification from 20 percent to 75 percent.

## **(4) Implementation**

The plan will be implemented under the Medium Term Expenditure framework. The Government will facilitate this implementation by:

- Formulating the priorities into programmes
- Monitor and evaluate on periodic basis the progress made in meeting specified outcomes,
- Determining outcome indicators in line with overall plan statistical data, enrolments, staffing levels, costs and any other relevant areas which will be updated periodically in line with the monitoring and evaluation process,
- Assisting districts to develop plans (within the set of national guidelines and micro planning survey results) for local allocation of resources for mainly pre-school, primary, IRI, CBE, open and distance learning and secondary education development, and
- Establishing a development programme which will take care of capacity development in the context of aligning technical assistance with associated commodity aid, training requirements and improved structural and systemic approaches in the execution of development and related issues.

Monitoring and Evaluation of the plan is essential to the success of the initiative. The Government intend to use the existing systems, strengthened by including a broader range of stakeholders and refining the mechanisms used. In order to improve the transparency of the NESP, the Government intend to use civil society and the mass media to distribute information.

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## **(5) Cost**

The projected growth in the costs of total annual public education programmes from 2007 to 2012 is 80%. Of the increase (an amount of MK 23.7 billion), about 50% (MK11.98 billion) represents recurrent spending, and about 50% (MK11.75 billion) investment spending.

The major increases in expenditure can be attributed to:

- The building of new schools,
- new and rehabilitated classrooms and other facilities in existing schools,
- making grants for shelters to communities which are waiting for classrooms to be built,
- building teachers' houses in difficult areas,
- Teacher education and TVT have programmes for rehabilitation and expansion;
- Investment programmes for administration and other institutions are being considered.
- University investment funding has been included in recurrent grants under the operational budget.

The education sector will continue to receive the biggest share of the national budget, which is expected to increase as Malawi benefits from the expected rapid growth in national income in coming years. However, even with the expected economic growth, to implement the National Education Sector Plan, the Malawian Government will require major and increased support from development partners in order to meet national targets.

The full plan can be accessed at the following link:

<http://www.scotland-malawipartnership.org/documents/37-NESPfullversion.pdf>