

POLICY	OUTPUT	TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE	
Equitable Access at all level of Education			Net Enrolment Rate pre-primary (by gender, district and location)					Annual School Census, Population Census	
			Net Enrolment Rate primary (by gender, district and location)					Annual School Census, Population Census	
			Net Enrolment Rate secondary (by gender, district and location)					Annual School Census, Population Census	
			Net Enrolment Rate tertiary (by gender, district and location)					Annual School Census, Population Census	
			Completion Rate pre-primary (by gender, district and location)	50%	55%	57%	58%	Annual School Census, Population Census	
			Completion Rate primary (by gender, district and location)					Annual School Census, Population Census	
			Completion Rate secondary (by gender, district and location)					Annual School Census, Population Census	
			Completion Rate tertiary (by gender, district and location)					Annual School Census, Population Census	
		1.1 Expand access to Pre-School Education (3-4 yr olds)		Gross Enrolment Rate pre-primary (by gender, district and location)	43%	48%	49%	50%	Annual School Census, Population Census
				Net Enrolment Rate pre-primary (by gender, district and location)					Annual School Census, Population Census
		1.1.1 Reach 50% GER in both rural and urban areas of each district	Gross Enrolment Rate pre-primary (by gender, district and location)	43%	48%	49%	50%	Annual School Census, Population Census	
	1.2 Increased enrolment and completion at primary level		Gross Enrolment Rate primary (by gender, district and location)	106%	103%	103%	105%	Annual School Census, Population Census	
			Net Enrolment Rate primary (by gender, district and location)					Annual School Census, Population Census	
			Completion Rate primary (by gender, district and location)					Annual School Census, Population Census	
		1.2.1 100% NER in both rural and urban areas of each district	Net Enrolment Rate primary (by gender, district and location)				100%	Annual School Census, Population Census	
		1.2.2 Repetition rate	Repetition rate primary (by gender, district and	6%	5%	4%	3%	Annual School Census, Population	

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		reduced by 50% in all districts, with no increase in drop out rate.	location)					Census
			Drop-out rate primary (by gender, district and location)	1%	1%	1%	1%	Annual School Census, Population Census
	1.3 Expanded access and increased completion rates at the secondary level.		Gross Enrolment Rate secondary (by gender, district and location)	63%	68%	73%	74%	Annual School Census, Population Census
			Net Enrolment Rate secondary (by gender, district and location)					Annual School Census, Population Census
			Completion Rate secondary (by gender, district and location)					Annual School Census, Population Census
		1.3.1 Increase GER to minimum of 70% in each district	Gross Enrolment Rate secondary (by gender, district and location)	63%	68%	73%	74%	Annual School Census, Population Census
		1.3.2 Increase NER to 60% in each district	Net Enrolment Rate secondary (by gender, district and location)				60%	Annual School Census, Population Census
		1.3.3 Drop-out rate halved in each district	Drop-out rate secondary (by gender, district and location)	11%	9%	7%	5%	Annual School Census, Population Census
		1.3.4 Repetition rate halved in each district	Repetition rate secondary (by gender, district and location)	10%	8%	7%	5%	Annual School Census, Population Census
	1.4 Increased enrolment in technical and vocational programmes		Gross Enrolment Rate tvet (by gender and district)					Annual School Census, Population Census
			Completion Rate tvet (by gender and district)					Annual School Census, Population Census
		1.4.1 All ITVETs operate at minimum 90% capacity for full time programmes, including pre-vocational.	Full-time enrolled pupils over full-time net capacity % (by district and gender)	48%	54%	69%	90%	Annual School Census, Population Census
		1.4.2 All ITVETS offer customised courses (part-time) for minimum 100 trainees per year	number of trainees enrolled on customised courses per year	?	100	100	100	Annual School Census, Population Census

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	1.5 Improve completion rates at tertiary level.		Completion Rate tertiary (by gender, district and location)					Annual School Census, Population Census
			Gross Enrolment Rate tertiary (be gender, district and location)					Annual School Census, Population Census
		1.5.1 Annual increase of 10% of Form 4 graduates gaining access to tertiary institutions.	Transition Rate secondary (by gender)					Annual School Census, Population Census
		1.5.2 Reduce drop-out rates at associate degree level by 50% in each centre.	Drop-out rate tertiary (by gender and centre)					Annual School Census, Population Census
		1.5.3 Reduce the current gender disparity in tertiary education from 2:1 (female : male) to 3:2	Gender Parity Index	2:1			3:1	Annual School Census, Population Census
		1.5.4 Increased cost sharing	Private(household) expenditure to public subsidies					Annual Budget, LSMS and other surveys
	1.6 Improve enrolment of children with Special Education Needs		SEN referred pupils enrolled % (by gender)				100%	Annual School Census, Population Census
		1.6.1 All referred SEN children enrolled in school.	SEN referred pupils enrolled % (by gender)				100%	Annual School Census, Population Census
	1.7 Expand access to pre-service and in-service professional development for teachers	1.7.1Pre-primary, primary and secondary programmes available in all three regions	Trainees enrolled on pre-service courses Teachers enrolled on in-service courses					CoE records
	1.8 Apply new technologies to increase access and achievement	1.8.1 Increased number of educational programmes delivered through on-line or multi-media alternatives	Students and educators enrolled					Institutional records from training providers
Improve Quality and Relevance of			PSE score (by gender, district, location and award)					Examination Results

POLICY	OUTPUT	TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
Education at all Levels								
			CSEC score (by gender, district, location and award)					Examination Results
	2.1 Improved school leadership and management for school effectiveness		Schools with annual school report card % (by district, location and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Schools with a minimum satisfactory performance % (by district, location and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Number of school administrators certified (by district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		2.1 All school administrators (principals and vice principals) certified in school leadership	Number of school administrators certified (by district, location and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		2.2 75% of schools demonstrate satisfactory level of effectiveness as measured on school report card.	Schools with a minimum satisfactory performance % (by district, location and subsector)				75%	Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	2.2 Improved effectiveness of teachers in supporting student achievement at all levels		Teachers demonstrating appropriate/satisfactory competencies (by gender, location, district and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Enrolled pupils sitting the PSE and CSEC exam % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Pupils achieving a minimum satisfactory PSE					Competency Framework in place,

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			and CSEC score % (by gender, district, location and type of school)					TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		2.2.1 75% of teachers demonstrate appropriate classroom competencies, including skills in assessment for learning	Teachers demonstrating appropriate/satisfactory competencies (by gender, location, district and subsector)				75%	Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		2.2.2 Yearly improvement in examination performance in 75% of schools, measured by:						Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		- Increased examination entry (percentage of enrolled who sit examination)	Enrolled pupils sitting the PSE exam % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Enrolled pupils sitting the CSEC exam % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		- Improved examination performance (no. of pupils who achieve satisfactory status)	Pupils achieving a minimum satisfactory PSE score % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Pupils achieving a minimum satisfactory CSEC score % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		- Improved BJAT scores in 75% of primary schools	BJAT score (by gender, district and location)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
		2.2.3 Increase in the number of young people	Pupils enrolled in SaT courses at CSEC and Associate Degree and Bachelors level % (by					Competency Framework in place, TSC annual report, MOE reports

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		opting for and qualifying in science and technology (SaT) subjects at CSEC, and opting for SaT courses at Associate Degree and Bachelors level.	gender and district)					from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
			Pupils graduated in SaT courses at CSEC and Associate Degree and Bachelors level % (by gender and district)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	2.3 Approved Teacher Education (TE) programmes effectively delivered by all institutions training teachers		Approved Teacher Education Programmes % (by subsector and centre)					Program Specifications and standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
		2.3.1 All TE programmes comply with established minimum professional standards.	Programmes non-compliant with minimum professional standards % (by subsector)				0	Program Specifications and standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
		2.3.2 All TE staff have appropriate experience, skills and qualifications required to deliver courses	Teacher educators with appropriate experience and skills %					Program Specifications and standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
	2.4 Increased number of appropriately certified teachers at all levels		Certified teachers % (by subsector, gender, district and location)					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
			Teacher Attrition Rate					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
		2.4.1 All newly qualified teachers engaged in appropriate induction	NQT teachers successfully completing induction % (be gender and subsector)					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS

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								Annual Report
		2.4.2 Percentage of teachers in each district with full licence (appropriate to the level at which they are teaching):						Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
		25% at pre-primary level,	Teachers with full licence % (gender and district)				30%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
		75% at primary level,	Teachers with full licence % (gender and district)				75%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
		50% at secondary level	Teachers with full licence % (gender and district)				50%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
		2.4.3 At least 50% of teachers teaching SaT in all institutions are professionally qualified	Certified SaT teachers % (be gender and institution)				50%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
	2.5 Improved relevance and delivery of the primary and secondary curriculum.							Observational data from supervision reports, Curriculum guides in place, Supervision reports from DECs, Curriculum document, School based data, Surveys
		2.5.1 All schools assessed as performing at satisfactory level or above on the National Quality Schools Framework (see 3.4.2) in area of curriculum delivery, pedagogy and student achievement.	Schools achieving satisfactory performance or above % (subsector, district and type of school)					Observational data from supervision reports, Curriculum guides in place, Supervision reports from DECs, Curriculum document, School based data, Surveys

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		2.5.2 Appropriate language support programmes in place in all schools.	Schools identified to receive language support % (by district and type of school)					Curriculum documents
			Schools receiving language support % (by district and type of school)					Curriculum documents
		2.5.3 Revised secondary curriculum based around core and options adopted in all secondary schools and ITVETs	Schools implementing the revised curriculum % (district, subsector and type of school)					NQF document School Report Cards School Managers Reports School Supervision Reports
	6. Improve the quality and relevance of Technical and Vocational Education and Training		Completion rate (by centre)					LMS report, ITVET reports, Tracer study
			TVET graduates have the skills required by industry					LMS report, ITVET reports, Tracer study
		6.1 Drop out from ITVETs reduced to maximum 10% in each ITVET	Drop-out rate tvet (by centre)				10%	LMS report, ITVET reports, Tracer study
		6.2 75% of ITVET graduates either find employment in work related to qualification or progress to further education and training	TEVT graduates in employment, education or training %				75%	LMS report, ITVET reports, Tracer study
	7. Improve education services to children with SEN		Referred children in school % (by gender)					ESS Annual Report, DEC Annual Report, EMIS data
			Net capacity					ESS Annual Report, DEC Annual Report, EMIS data
		7.1 50% of identified SEN children formally referred and placed in schools.	Referred children in school % (by gender)				50%	ESS Annual Report, DEC Annual Report, EMIS data
		7.2 10% increase in	Net capacity				10%	ESS Annual Report, DEC Annual



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		places at existing SEN centres						Report, EMIS data
Strengthen Governance throughout the sector with emphasis on increased student achievement			Publication of annual education reports against ESS priorities					School records, Supervision records
			Annual staff and departmental performance reviews					School records, Supervision records
	3.1 Increased accountability of schools to parents and local communities for school performance		Schools with PTAs % (by district, location, subsector and type of school)					School records, Supervision records
			Schools disseminating termly reports % (by district, subsector and type of school)					School records, Supervision records
		3.1 All schools have active PTAs (or School Councils) that meet once per term and fulfil functions other than fund raising.	Schools with PTAs % (by district, location, subsector and type of school)				100%	School records, Supervision records
			PTAs which meet at least once a term % (by district, location, subsector and type of school)				100%	School records, Supervision records
		3.2 All schools hold parent-class teacher consultations twice per year	Schools holding parent consultations at least once % (by district, location, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
			Schools holding parent consultations more than once % (by district, location, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
		3.3 All parents receive personalised qualitative termly written report of their child's progress	Schools disseminating termly reports % (by district, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
		All schools publish annual report of performance against key	Schools publishing annual reports % (by district, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports

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		indicators.						
	3.2 Schools are governed and managed in accordance with requirements in the education rules.		Schools compliant with education rules % (by district, subsector and type of school)					Monthly reports of MA to DEC, DEC Supervision reports
		3.2.1 New regulations established to support Education and Training Act 2010	Establishment of ETA act					Monthly reports of MA to DEC, DEC Supervision reports
		3.2.2 90% compliance by General and Local managers, Schools administrators with requirements of education rules.	Schools compliant with education rules % (by district, subsector and type of school)				90%	Monthly reports of MA to DEC, DEC Supervision reports
		3.2.3 All school principals appointed have at least minimum agreed qualifications and experience	School principals with minimum qualifications % (by district, type of school and subsector)				100%	Monthly reports of MA to DEC, DEC Supervision reports
		3.2.3 75% of schools rated as satisfactory or above against national school performance standards	Schools rated satisfactory or above % (by district, type of school and subsector)				75%	Monthly reports of MA to DEC, DEC Supervision reports
	3.3 Improve management effectiveness of MOEY and District Education Centres		Annual performance assessment completed % (by department and unit)					Official notices, study reports, EMIS, MOEY records, minutes
		3.3.1 All officers at all levels have annually agreed objectives, linked to policy objectives, which are used as basis for annual performance assessment.	Officers with annual targets % (by department and unit)				90%	Official notices, study reports, EMIS, MOEY records, minutes
			Annual performance assessment completed % (by department and unit)				100%	Official notices, study reports, EMIS, MOEY records, minutes

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		3.3.2 90% of all MA, DEC and Central MOEY personnel perform at satisfactory standard or above on new annual performance appraisal system by 2013.	Personnel achieving at least satisfactory in annual performance %				75%	Official notices, study reports, EMIS, MOEY records, minutes
		3.3.3 Annual education statistics uploaded onto MOEY website by start of Term 3 of school year.	AES on website				Term 3	Official notices, study reports, EMIS, MOEY records, minutes
		3.3.4 Quarterly performance reviews held by SMT using ESS performance framework.	Number of QTR meetings per year					Official notices, study reports, EMIS, MOEY records, minutes
	3.4 Quality assurance system based on common minimum standards of service delivery applied across all educational institutions		Publish supervision reports on website % (by district, type of school and subsector)					MOEY records, training programme reports, Website
		3.4.1 All schools, junior colleges, ITVETS and TE institutions receive at least one full supervision every three years	Supervision visits per year % (by district, type of school and subsector)				100%	MOEY records, training programme reports, Website
		3.4.2 All schools, junior colleges, ITVETS and TE institutions receive at least one support visit (spot check) per annum.	Support visits per year % (by district, type of school and subsector)					MOEY records, training programme reports, Website
	3.5 MOEY publishes through website annual report of performance against targets of Education Sector Strategy.		Annual report of performance against targets of Education Sector Strategy				Annual on time	Website
		3.5.1 All reports	Website uploading rate				Monthly	Website

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		uploaded onto MOEY website within one month of submission						

INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
Policy: Equitable Access at all level of Education					
Net Enrolment Rate pre-primary (by gender, district and location)					Annual School Census, Population Census
Net Enrolment Rate primary (by gender, district and location)					Annual School Census, Population Census
Net Enrolment Rate secondary (by gender, district and location)					Annual School Census, Population Census
Net Enrolment Rate tertiary (by gender, district and location)					Annual School Census, Population Census
Completion Rate pre-primary (by gender, district and location)	50%	55%	57%	58%	Annual School Census, Population Census
Completion Rate primary (by gender, district and location)					Annual School Census, Population Census
Completion Rate secondary (by gender, district and location)					Annual School Census, Population Census
Completion Rate tertiary (by gender, district and location)					Annual School Census, Population Census
Policy: Improve Quality and Relevance of Education at all Levels					
PSE score (by gender, district, location and award)					Examination Results
CSEC score (by gender, district, location and award)					Examination Results
Policy: Strengthened Accountability for Increased Student Achievement at all levels					
Publication of annual education reports against ESS priorities					School records, Supervision records
Annual staff and departmental performance reviews					School records, Supervision records

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Policy: Equitable Access at all level of Education						
1.1 Expand access to Pre-School Education (3-4 yr olds)	Gross Enrolment Rate pre-primary (by gender, district and location)	43%	48%	49%	50%	Annual School Census, Population Census
	Net Enrolment Rate pre-primary (by gender, district and location)					Annual School Census, Population Census
1.2 Increased enrolment and completion at primary level	Gross Enrolment Rate primary (by gender, district and location)	106%	103%	103%	105%	Annual School Census, Population Census
	Net Enrolment Rate primary (by gender, district and location)					Annual School Census, Population Census
	Completion Rate primary (by gender, district and location)					Annual School Census, Population Census
1.3 Expanded access and increased completion rates at the secondary level.	Gross Enrolment Rate secondary (by gender, district and location)	63%	68%	73%	74%	Annual School Census, Population Census
	Net Enrolment Rate secondary (by gender, district and location)					Annual School Census, Population Census
	Completion Rate secondary (by gender, district and location)					Annual School Census, Population Census
1.4 Increased enrolment in technical and vocational programmes	Gross Enrolment Rate tvet (by gender and district)					Annual School Census, Population Census
	Completion Rate tvet (by gender and district)					Annual School Census, Population Census
1.5 Improve completion rates at tertiary level.	Completion Rate tertiary (by gender, district and location)					Annual School Census, Population Census
	Gross Enrolment Rate tertiary (be gender, district and location)					Annual School Census, Population Census
1.6 Improve enrolment of children with Special Education Needs	SEN referred pupils enrolled % (by gender)				100%	Annual School Census, Population Census
Policy: Improve Quality and Relevance of Education at all Levels						
2.1 Improved school leadership and management for school effectiveness	Schools with annual school report card % (by district, location and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	Schools with a minimum satisfactory performance % (by district, location and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
2.2 Improved effectiveness of teachers in supporting student achievement at all levels	Teachers demonstrating appropriate/satisfactory competencies (by gender, location, district and subsector)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	Enrolled pupils sitting the PSE and CSEC exam % (by gender, district, location and type of					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual

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	school)					report from managing authorities, Annual School Reports, Examination Results
	Pupils achieving a minimum satisfactory PSE and CSEC score % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
2.3 Approved Teacher Education (TE) programmes effectively delivered by all institutions training teachers	Approved Teacher Education Programmes % (by subsector and centre)					Program Specifications and standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
2.4 Increased number of appropriately certified teachers at all levels	Certified teachers % (by subsector, gender, district and location)					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
	Teacher Attrition Rate					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
2.5 Improved relevance and delivery of the primary and secondary curriculum.						Observational data from supervision reports, Curriculum guides in place, Supervision reports from DECs, Curriculum document, School based data, Surveys
6. Improve the quality and relevance of Technical and Vocational Education and Training	Completion rate (by centre)					LMS report, ITVET reports, Tracer study
	TVET graduates have the skills required by industry					LMS report, ITVET reports, Tracer study
7. Improve education services to children with SEN	Referred children in school % (by gender)					ESS Annual Report, DEC Annual Report, EMIS data
	Net capacity					ESS Annual Report, DEC Annual Report, EMIS data
3.1 Increased accountability of schools to parents and local communities for school performance	Schools with PTAs % (by district, location, subsector and type of school)					School records, Supervision records
	Schools disseminating termly reports % (by district, subsector and type of school)					School records, Supervision records
3.2 Schools are governed and managed in accordance with requirements in the education rules.	Schools compliant with education rules % (by district, subsector and type of school)					Monthly reports of MA to DEC, DEC Supervision reports
3.3 Improve	Annual performance					Official notices, study reports,

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management effectiveness of MOEY and District Education Centres	assessment completed % (by department and unit)					EMIS, MOEY records, minutes
3.4 Quality assurance system based on common minimum standards of service delivery applied across all educational institutions	Publish supervision reports on website % (by district, type of school and subsector)					MOEY records, training programme reports, Website
3.5 MOEY publishes through website annual report of performance against targets of Education Sector Strategy.	Annual report of performance against targets of Education Sector Strategy				Annual on time	Website
<b>Policy: Strengthened Accountability for Increased Student Achievement at all levels</b>						
3.1 Increased accountability of schools to parents and local communities for school performance	Schools with PTAs % (by district, location, subsector and type of school)					School records, Supervision records
	Schools disseminating termly reports % (by district, subsector and type of school)					School records, Supervision records
3.2 Schools are governed and managed in accordance with requirements in the education rules.	Schools compliant with education rules % (by district, subsector and type of school)					Monthly reports of MA to DEC, DEC Supervision reports
3.3 Improve management effectiveness of MOEY and District Education Centres	Annual performance assessment completed % (by department and unit)					Official notices, study reports, EMIS, MOEY records, minutes
3.4 Quality assurance system based on common minimum standards of service delivery applied across all educational institutions	Publish supervision reports on website % (by district, type of school and subsector)					MOEY records, training programme reports, Website
	Supervision visits per year % (by district, type of school and subsector)				100%	MOEY records, training programme reports, Website
	Support visits per year % (by district, type of school and subsector)					MOEY records, training programme reports, Website
3.5 MOEY publishes through website annual report of performance against targets of Education Sector Strategy.	Annual report of performance against targets of Education Sector Strategy				Annual on time	Website



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Policy: Equitable Access at all level of Education						
1.1.1 Reach 50% GER in both rural and urban areas of each district	Gross Enrolment Rate pre-primary (by gender, district and location)					Annual School Census, Population Census
1.2.1 100% NER in both rural and urban areas of each district	Net Enrolment Rate primary (by gender, district and location)					Annual School Census, Population Census
1.2.2 Repetition rate reduced by 50% in all districts, with no increase in drop out rate.	Repetition rate primary (by gender, district and location)					Annual School Census, Population Census
	Drop-out rate primary (by gender, district and location)					Annual School Census, Population Census
1.3.1 Increase GER to minimum of 70% in each district	Gross Enrolment Rate secondary (by gender, district and location)	63%	68%	73%	74%	Annual School Census, Population Census
1.3.2 Increase NER to 60% in each district	Net Enrolment Rate secondary (by gender, district and location)				60%	Annual School Census, Population Census
1.3.3 Drop out rate halved in each district	Drop-out rate secondary (by gender, district and location)	11%	9%	7%	5%	Annual School Census, Population Census
1.3.4 Repetition rate halved in each district	Repetition rate secondary (by gender, district and location)	10%	8%	7%	5%	Annual School Census, Population Census
1.4.1 All ITVETS operate at minimum 90% capacity for full time programmes, including pre-vocational.	Full-time enrolled pupils over full-time net capacity % (by district and gender)	48%	54%	69%	90%	Annual School Census, Population Census
1.4.2 All ITVETS offer customised courses (part-time) for minimum 100 trainees per year	number of trainees enrolled on customised courses per year	?	100	100	100	Annual School Census, Population Census
1.5.1 Annual increase of 10% of Form 4 graduates gaining access to tertiary institutions.	Transition Rate secondary (by gender)					Annual School Census, Population Census
1.5.2 Reduce drop out rates at associate degree level by 50% in each centre.	Drop-out rate tertiary (by gender and centre)					Annual School Census, Population Census
1.5.3 Reduce the current gender disparity in tertiary education from 2:1 (female : male) to 3:2	Gender Parity Index	2:1			3:1	Annual School Census, Population Census
1.5.4 Increased cost sharing	Private(household) expenditure to public subsidies					Annual Budget, LSMS and other surveys
1.6.1 All referred SEN (includes Gifted and Talented) children	SEN referred pupils enrolled % (by gender)				100%	Annual School Census, Population Census

TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
enrolled in school.						
Policy: Improve Quality and Relevance of Education at all Levels						
2.2.1 75% of teachers demonstrate appropriate classroom competencies, including skills in assessment for learning	Teachers demonstrating appropriate/satisfactory competencies (by gender, location, district and subsector)				75%	Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
2.2.2 Yearly improvement in examination performance in 75% of schools, measured by:						Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
- Increased examination entry (percentage of enrolled who sit examination)	Enrolled pupils sitting the PSE exam % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	Enrolled pupils sitting the CSEC exam % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
- Improved examination performance (no. of pupils who achieve satisfactory status)	Pupils achieving a minimum satisfactory PSE score % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	Pupils achieving a minimum satisfactory CSEC score % (by gender, district, location and type of school)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
- Improved BJAT scores in 75% of primary schools	BJAT score (by gender, district and location)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
2.2.3 Increase in the number of young people opting for and qualifying in science and technology (SaT) subjects at CSEC, and opting for SaT courses at Associate Degree and Bachelors level.	Pupils enrolled in SaT courses at CSEC and Associate Degree and Bachelors level % (by gender and district)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
	Pupils graduated in SaT courses at CSEC and Associate Degree and Bachelors level % (by gender and district)					Competency Framework in place, TSC annual report, MOE reports from DEC and TEDs, Annual report from managing authorities, Annual School Reports, Examination Results
2.3.2 All TE	Programmes non-compliant				0	Program Specifications and

TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
programmes comply with established minimum professional standards.	with minimum professional standards % (by subsector)					standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
2.3.3 All TE staff have appropriate qualifications and experience required to deliver courses	Teacher educators with appropriate qualifications %					Program Specifications and standards, TE profiles in place, TE database, Programme reports, Annual professional development calendar
2.4.1 All newly qualified teachers engaged in appropriate induction	NQT teachers successfully completing induction % (be gender and subsector)					Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
2.4.2 Percentage of teachers in each district with full licence (appropriate to the level at which they are teaching):						Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
30% at pre-primary level,	Teachers with full licence % (gender and district)				30%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
75% at primary level,	Teachers with full licence % (gender and district)				75%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
50% at secondary level	Teachers with full licence % (gender and district)				50%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
2.4.3 At least 50% of teachers teaching SaT in all institutions are professionally qualified	Certified SaT teachers % (be gender and institution)				50%	Register of Programme, Specifications for approved TE programmes, Programme Monitoring Reports, TSC Annual Report, TEDS Annual Report
2.5.1 All schools assessed as performing at satisfactory level or above on the National Quality Schools Framework (see 3.4.2) in area of curriculum delivery, pedagogy and student achievement.	Schools achieving satisfactory performance or above % (subsector, district and type of school)					Observational data from supervision reports, Curriculum guides in place, Supervision reports from DECs, Curriculum document, School based data, Surveys
2.5.2 Appropriate language support programmes in place in all schools.	Schools identified to receive language support % (by district and type of school)					Curriculum documents
	Schools receiving language support % (by district and type of school)					Curriculum documents

TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
2.5.3 Revised secondary curriculum based around core and options adopted in all secondary schools and ITVETs	Schools implementing the revised curriculum % (district, subsector and type of school)					NQF document
6.1 Drop out from ITVETs reduced to maximum 10% in each ITVET	Drop-out rate tvet (by centre)				10%	LMS report, ITVET reports, Tracer study
6.2 75% of ITVET graduates either find employment in work related to qualification or progress to further education and training	TEVT graduates in employment, education or training %				75%	LMS report, ITVET reports, Tracer study
7.1 50% of identified SEN children formally referred and placed in schools.	Referred children in school % (by gender)				50%	ESS Annual Report, DEC Annual Report, EMIS data
7.2 10% increase in places at existing SEN centres	Net capacity				10%	ESS Annual Report, DEC Annual Report, EMIS data
<b>Policy: Strengthened Accountability for Increased Student Achievement at all levels</b>						
3.1 All schools have active PTAs (or School Councils) that meet once per term and fulfil functions other than fund raising.	Schools with PTAs % (by district, location, subsector and type of school)				100%	School records, Supervision records
	PTAs which meet at least once a term % (by district, location, subsector and type of school)				100%	School records, Supervision records
3.2 All schools hold parent-class teacher consultations at least once % (by district, location, subsector and type of school)	Schools holding parent consultations at least once % (by district, location, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
	Schools holding parent consultations more than once % (by district, location, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
3.3 All parents receive personalised qualitative termly written report of their child's progress	Schools disseminating termly reports % (by district, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
All schools publish annual report of performance against key indicators.	Schools publishing annual reports % (by district, subsector and type of school)				100%	Monthly reports of MA to DEC, DEC Supervision reports
3.2.1 New regulations established to support Education	Establishment of ETA act					Monthly reports of MA to DEC, DEC Supervision reports

TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
and Training Act 2010						
3.2.2 90% compliance by General and Local managers, Schools administrators with requirements of education rules.	Schools compliant with education rules % (by district, subsector and type of school)				90%	Monthly reports of MA to DEC, DEC Supervision reports
3.2.3 All school principals appointed have at least minimum agreed qualifications and experience	School principals with minimum qualifications % (by district, type of school and subsector)				100%	Monthly reports of MA to DEC, DEC Supervision reports
3.2.3 75% of schools rated as satisfactory or above against national school performance standards	Schools rated satisfactory or above % (by district, type of school and subsector)				75%	Monthly reports of MA to DEC, DEC Supervision reports
3.3.1 All officers at all levels have annually agreed objectives, linked to policy objectives, which are used as basis for annual performance assessment.	Officers with annual targets % (by department and unit)				100%	Official notices, study reports, EMIS, MOEY records, minutes
	Annual performance assessment completed % (by department and unit)				100%	Official notices, study reports, EMIS, MOEY records, minutes
3.3.2 90% of all MA, DEC and Central MOEY personnel perform at satisfactory standard or above on new annual performance appraisal system by 2013.	Personnel achieving at least satisfactory in annual performance %				90%	Official notices, study reports, EMIS, MOEY records, minutes
3.3.3 Annual education statistics uploaded onto MOEY website by start of Term 3 of school year.	AES on website				Term 3	Official notices, study reports, EMIS, MOEY records, minutes
3.3.4 Quarterly performance reviews held by SMT using ESS performance framework.	Number of QTR meetings per year					Official notices, study reports, EMIS, MOEY records, minutes
3.4.1 All schools, junior colleges, and ITVETS receive at least one full supervision every three years	Supervision visits per year % (by district, type of school and subsector)				100%	MOEY records, training programme reports, Website
3.4.2 All schools,	Support visits per year % (by					MOEY records, training

TARGET	INDICATORS	BASELINE 2011	MILESTONE 2012	MILESTONE 2014	TARGET 2016	SOURCE
junior colleges, and ITVETS receive at least one support visit (spot check) per annum.	district, type of school and subsector)					programme reports, Website
3.5.1 All reports uploaded onto MOEY website within one month of submission	Website uploading rate				Monthly	Website