**Results Framework**

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| **Focus Area** | **Outcome** | **Indicators** | **Baseline** | **Target (Dec 2020)** | **Data source** |
| FA 1 Access | 1 All children and youths have access to a complete, quality education | 1.1 Transition rate, by level and gender | E-P: 80% (M 82.3%, F 77.3%)G8-9: 56% (M 61.1%, F 50.3%)G10-11 45.5% (M 46.8%, F 43.5%) | E-P: 85%G8-9: 65%G10-11: 55% | Annual school census |
|  |  | 1.2 Gender parity index, by level | Elementary 0.92Primary 0.92Secondary 0.71(2013 data) | Elementary 1Primary 0.95Secondary 0.95( | EMIS |
|  |  | 1.3 Teacher pupil ratio, by level | Elementary 1:44Primary 1:36Secondary 1:31Vocational 1:35 | Elementary 1:35Primary 1:35Secondary less than 1:35Vocational 1:31 | EMIS |
|  |  | 1.4 Gross enrolment ratio, by gender | **Elementary** 129.2%Male 131.0%Female 127.3%**Primary** 80.5%Male 85.8%Female 74.8%**Secondary** 22.5%Male 26.1%Female 18.6%(2013 data) | **Elementary** 120%**Primary** 95%**Secondary** 34% | EMIS |
|  |  | 1.5 Net enrolment ratio, by gender | **Elementary** 62.2%Male 63.0%Female 61.3%**Primary** 47.0%Male 50.1%Female 43.7%**Secondary** 7.4%Male 8.5%Female 6.1%(2013 data) | **Elementary** 79.3%**Primary** 65.9%**Secondary** 10.0% | EMIS |
|  |  | 1.6 Completion rate by level | Elementary 128%Primary 77%Secondary  Grade 10 36% Grade 12 11% | Elementary 128%Primary 80%Secondary  Grade 10 44% Grade 12 16% | EMIS |
|  |  | 1.7 Gross enrolment ratio for ECCE | Baseline to be established in 2015 by ECCE facility survey | 15% increase | ECCE facility survey |
|  |  | 1.8 Public expenditure on education as percentage of GDP/total government expenditure | 4.9%(2015 data) | 6.0% | National budget report |
|  |  | 1.9 Number of out-of-school children | Baseline to be established in 2015 by OOSCI survey | 20% of out-of-school children will receive education | OOSCI survey |
|  |  | 1.10 Number and percentage of teachers meeting national performance standards | Baseline to be established in 2015 using new National Quality School Standards Framework | 25% increase | Standards Officers using National Quality School Standards Framework |
| FA 3 Learning | 2 All students achieve learning standards and retention benchmarks | 2.1 Percentage of students reaching satisfactory regional literacy and numeracy benchmarks | Numeracy 36%Reading 51%Writing 8% | Numeracy 55%Reading 65%Writing 25% | PILNA, 2015 and 2018 |
|  |  | 2.2 Percentage of students reaching national literacy and numeracy standards | Baseline to be established in 2016 | 20% increase | Literacy and numeracy assessment survey being developed 2015 |
|  |  | 2.3 Survival rate, by level and ge | Elementary **83%**Male 85% Female 82%Primary **72%**Male 75% Female 68%Secondary **41%**Male 42% Female 40% | Elementary 85%Primary 76%Secondary 46% | EMIS |
|  |  | 2.4 Graduates by level | Grade 10 53,414Grade 12 19,871 | Grade 10 70,000Grade 12 28,000 | MSD |
| FA 6 System Strengthening | 3 Education systems operate in a timely, proactive and coordinated manner | 3.1 Number of teachers and school officials put back on payroll by end of April annually compared with March payroll | 41,396 (81.04%) returned to payroll in April 2015 | To be set | ALESCO |
|  |  | 3.2 Teaching position vacancies | Baseline to be provided during 2015 | To be set | ALESCO, GES |
|  |  | 3.3 Percentage of schools spending TFF on approved items | Baseline to be provided during 2015 | 90% | Whole School Quality Assessment and Financial Management Assessment Report or National Quality Standards Index (implementation2015), SLIP, Standards Officers report. |
|  |  | 3.4 Percentage of schools using accounting system or combined cash book | 69% using cash book | 90% schools use an accounting system or cash book | National Quality Standards Index (implementation 2015) |
|  |  | 3.5 Percentage of schools submitting acquittals | TBD | TBD | Standards Officers |
|  |  | 3.6 Percentage of education system budgets expended annually | TBD | 90% |  Financial Plan Annual Operational |
|  |  | 3.7 NDoE annual report tabled in parliament on time with 100% coverage of budget activities | No | Yes | Parliamentary reports |

| **Focus Area** | **Output** | **Indicators** | **Baseline** | **Target (Dec 2020)** | **Data source** |
| --- | --- | --- | --- | --- | --- |
| FA 1 Access | 1.1 Increased school infrastructure in place for safe and inclusive learning | 1 Number of schools operational, by sector | Elementary 7,298Primary 3,543Secondary 219Vocational 114**Total 11,174**(82% of registered schools) | Elementary 8,475Primary 4,600Secondary 370Vocational 190**Total 13,635**(22% increase) | EMIS |
|  |  | 2. Number of classrooms by sector and type | **Permanent**Elementary 6,116Primary 16,784Secondary 2,441Vocational 432**Semi-permanent**Elementary 4,747Primary 3,790Secondary 102Vocational 75**Bush materials**Elementary 6,353Primary 2,639Secondary 41Vocational 15 | PermanentElementary 9,043Primary 23,719Secondary 4,412Vocational 827Total (all types)(+33% since 2012)Elementary 21,277Primary 30,938Secondary 4,851Vocational 988 | Annual school census |
|  |  | 3 Number and percentage of schools with libraries | Elementary 364Primary 1,132Secondary 165Vocational 15**Total 1,676**(15% of schools) 2012 data | Elementary 370Primary 1,900(80% of levels 4 to 8)Secondary 220 (95%)Vocational 18**Total 2,508**(18% of schools)  | EMIS using RapidPro survey (UNICEF) |
|  |  | 4 Number of functional toilets in schools | Elementary 11,662Primary 14.861Secondary 2,031Vocational 461**Total 1,676**2012 data | 2017 50% increase on baseline2019 70% increase on baseline | EIS school census |
|  |  | 5 Toilet:pupil ratio (disaggregated by gender) | 1:32(2012 data) | 1:25 Female1:40 Male | EMIS |
|  |  | 6 Percentage of schools with functional\* water facilities | Baseline to be established in 2015 | **2017** 50% of students have access to water facilities**2019 7**0% of students have access to water facilities | EMIS |
|  |  | 7 Percentage of schools that have hand-washing facilities with running water and soap | Baseline to be established in 2015 | 2017 50%2019 70% |  |
|  |  | 8 Early-childhood care and education policy | No | Yes | National executive Council |
|  |  | 9 Gross intake ratio, by sector | Elementary 143%Primary 98%Secondary 34%(2013 data) | Elementary 100%Primary 100%Secondary 60% | EMIS |
|  |  | 10 Percentage of children enrolled in ECCE | Baseline to be established in 2015 | 25% of 3 to 6 year olds | World Bank data |
|  |  | 11 Numbers and percentages of special-needs students in mainstream education registered with Special Education Resource Centre | **Total Registered %****Elementary**9,441 2,559 28%**Primary**9,712 1,982 16%**Secondary**1,128 442 36%**Vocational**552 335 61%**Total****20,933 5,358 26%****Registered Male Female**Elementary 1,376 1,223Primary 1,074 908Secondary 187 255Vocational 137 198**Total 2,774 2,584**(2013 data) | 75% registered | EMIS |
|  |  | 12 Difference in Prep Grade 8 NER between best and worst provinces | 58%(UBE Plan data, 2013) | 100%(UBE Plan data, 2013) | EMIS |
|  |  | 13 Difference in Prep Grade 8 NER between best and worst districts | 57%(2013 data) | 25%(UBE Plan data, 2013) | EMIS |
| FA 2 Teachers | 1.2 An increased number of teachers are recruited and trained to qualification standards | 14 Number and percentage of teachers with required minimum teaching qualification, by grade and sector**Outputs** | **Elementary**Certificate 19,385 99.6%Diploma 78 0.4%Degree 10 0.1%MastersTotal **19,473****Primary**Certificate 5,929 23.4%Diploma 19,104 75.4%Degree 304 1.2%MastersTotal **25.337****Secondary**Certificate 502 9.9%Diploma 1,758 34.7%Degree 2,797 55.2%MastersTotal **5,067****Vocational**Certificate 253 21.3%Diploma 865 72.8%Degree 70 5.9%Masters 1 0.1%Total **1,189** | **Elementary**Certificate or above  23.697 99.%**Total****Primary**Diploma or above 28,750 82%Total **34,972****Secondary**Degree or above 5,730 72%Total **8,000****Vocational**Diploma or above 1,800 85%Total **2,1109** |  |
|  |  | 15 Percentage of teachers accessing in-service training opportunities | NA | 90% | Teacher Education Division |
| FA 3 Learning | 1.3. Teachers have access to, and are using, approved curricula and teaching materials | 19 Percentage of teachers reporting use of approved (standards-based) curricula r | 0%` | 90% (Elem, Prim)50% (Sec) | Standards Officers reports |
|  |  | 20 Percentage of schools adequately resourced with (SBC) materials | 0%` | 90% (Elem, Prim)50% (Sec) | Standards Officers reports |
|  |  | 21 Percentage of teachers reporting satisfactory access to (SBC) learning materials | 0%` | 90% (Elem, Prim)50% (Sec) | Standards Officers reports |
|  | 2.1 Schools have access to, and are using, the latest approved curricula and assessment system | 22 Percentage of schools at each level using SBC National Curriculum Statement, syllabuses and teacher guides | 0%` | 100% (2020) | Standards Officers reports |
|  |  | 23 Percentage of pre-service colleges using SBC National Curriculum Statement, syllabuses and teachers guides | 0%` | 90% (2020) | Standards Officers reports |
|  |  | 24 Percentage of schools at each level using SBC learning materials | 0% | 90% (Elem, Prim)50% (Sec) | Standards Officers reports |
|  |  | 25 Percentage of pre-service colleges using SBC supplementary materials | 0% | 90% (2020) | Standards Officers reports |
|  |  | 26 Pupil : SBC text book ratio | 1:0 | 1:1 (Elem, Prim)3:1 (Sec) | Standards Officers reports |
|  |  | 27 Percentage of schools using assessment for learning system (individual student and education wide) | 0% | 100% (2019) | Standards Officers reports |
|  |  | 28 Students receiving Grade 8 and Grade 10 certificates of education | 0% | 100% (2018) | MSD, ICTD, Standards Officers reports |
| FA 4 Alternate Pathways | 2.2 Students have access to alternate pathways for employment and life skills development | 29 Number of students enrolled in vocational programs by gender | Male 28,999 70%Female 12,332 30%Total 41,331 | Male 31,650 60%Female 21,100 40%.Total 52,750 | EMIS |
|  |  | 30 Number of FODE enrolments, by gender | Male 5,403 45%Female 6,490 55%Total 11,383 | Male 7,750 46%Female 9,150 54%.Total 16,900 | EMIS |
|  |  | 31 Number of vocational, secondary schools, polytechnics, non-trade and trade flexible open-learning institutions operational | 119 vocational centres (17 districts without centres)1 technical secondary school4 community colleges8 technical and business colleges1 Polytechnic | 119 vocational centres per district (136)1 technical and business colleges per province (22)1 Polytechnic per region (4) | EMIS |
| FA 5 Local Management | 3.1 School governance boards are in place and functioning | 32 Percentage of principals with training, inclusive of financial management training | 5% | 100% | Financial Management Training Program reportsStandards Officers reports |
|  |  | 33 Percentage of schools with governance boards | Baseline to be provided during 2015 | 90% | Whole School Quality Assessment (WSQA) and Financial Management Assessment Report or National Quality School Standards |
|  |  | 34 Percentage of school governance board meetings held | Baseline to be provided during 2015 | 90% | WSQA or National Quality School Standards Index (2015) |
|  |  | 35 Percentage of schools with School Learning Plans | 85%(2013 SLIP Impact Study) | 100% | WSQA or National Quality School Standards Index (2015) |
|  |  | 36 Percentage of parent and citizen meetings held | Baseline to be provided during 2015 | 90% hold four meetings annually | WSQA or National Quality School Standards Index (2015) |
|  |  | 37 Percentage of parent / teacher meetings held (by school) | N/A | 90% | WSQA or National Quality School Standards Index (2015) |
|  |  | 38 National Quality School Standards Index | A baseline standard to be established for schools in 2015 | 20% increase | National Quality School Standards Index (2015) |
| FA 6 System Stengthening | 3.2 Education service delivery is improved through effective planning andmanagement | 39 Number and percentage of operational schools that receive TFF | 10,109 93% | 13,635 100% | Standards Officers reports |
|  |  | 40 Percentage of schools submitting school census data | 88% | 100% | EMIS |
|  |  | 41 National School Leadership Competency Framework providing leadership profiles | No | 100% by 2018 | Standards Officers reports |
|  |  | 42 Percentage of schools inspected at least once (annually) by level | Primary and elementary50%Secondary 100% | 100%100% | Standards Officers reports DLPGA |
|  |  | 43 Percentage of quarterly operation and financial reports submitted on time and reporting on all budget activities | N/A | 90% | NDOE reports |
|  |  | 44 Percentage of total national education system appropriations allocated t personal emoluments | 43%(Fin Division) | 40% | FD |
|  |  | 45 Percentage of teachers’ salaries appropriation spent (through provincial budgets) | 135%(2013 data) | 100% | FD |
|  |  | 46 Percentage of advances and allowances fully acquitted | 71% | 100% annually | FD |
|  |  | 47 Annual NDoE financial report submitted to Department of Finance annually | 2012 and 2013 submitted in 2014 | Annually, in first six months of year | FD |
|  |  | 48 Quality assessment of education policies by Pacific Benchmarking for Education Results (PaBER)• Curriculum and materials• Teacher quality• School governance and management• Student assessment • EMIS | • ‘Emerging’• ‘Emerging’• ‘Emerging’• ‘Emerging’• EMIS result during 2015 | • ‘Established’• ‘Established’• ‘Established’• ‘Established’• a one level improvement | RED (PaBER NationalCoordinator)World Bank assessment too |
|  |  | 49 NEP review and evaluation | No baseline | June 2019 final evaluation | PPD |
|  |  | 50 Percentage of provinces submitting EMIS data electronically | 0% | 60% | ICTD |
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