

MINISTRY OF EDUCATION

ACTION PLAN 2005 – 2010

The various consultations before and during the National Education Summit yielded hundreds of recommendations. These recommendations made it very clear that the Ministry of Education would need to take bold and decisive steps to reshape the education system to allow for delivery of innovative ways to meet Belize's education needs for the 21st century. Working committees comprised of Ministry personnel and experienced educators were assigned the task to review the recommendations and organize them into an implementation plan that would guide the Ministry's activities over the next decade. From the review the following areas emerged as key action areas:

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| 1. Early Childhood Education and Development | 3. Adult and Continuing Education | 6. Special Education |
| 2. Teacher Training | 4. Curriculum and Assessment | 7. Higher Education |
| | 5. Technical and Vocational Education | 8. Policy Development |

A detailed plan of action was further developed by each working committee to outline the most effective strategies to address change in these areas. Whereas the detailed plans covered a period of ten years, from 2005 to 2015, the Ministry's working document which is produced below will address a five year period. This approach was taken to allow for more detailed documentation of the Ministry's five year plan of action. The original document produced by the Summit working committees will be reproduced and kept in the Ministry for future reference beyond the 2005-2010 period that the action plan covers.

1. Early Childhood Education & Development

The period of early childhood is that period of a child's life that spans from age zero to eight years. The education system has traditionally given far from sufficient attention to this most important phase in children's development. There is urgent need to increase access opportunities and quality of education at this critical stage of children's development. The action plan seeks to address both these concerns in order to bring about meaningful change in this area.

Although the action plan mostly addresses activities relating to preschool education, it also seeks to strengthen the links in the three stages of early childhood. Meaningful connections are initiated with the first stage of early childhood from birth to three years, the preschool years, and the later stage of early childhood which includes the transition from pre to primary school. Emphasis is also placed on initiating and maintaining strong links with other sectors addressing early childhood issues.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
1. Creating access	1. Support attachment of preschools to primary schools in all districts	April 2004	2010	<ul style="list-style-type: none"> Cost of preschool education reduced by 50% 	GOB/MOE/ Partners	<ul style="list-style-type: none"> Increased preschool enrollment to 50% of age cohort
	2. Pay salaries for all preschool teachers in licensed preschools	April 2004	ongoing	<ul style="list-style-type: none"> Guarantee retention of trained preschool teachers 		<ul style="list-style-type: none"> Increase retention rate for trained preschool teachers to 100% excluding natural attrition
	3. Construct/support construction of preschools where none exist	April 2005	2010	<ul style="list-style-type: none"> Equal opportunity for access to preschool experience 	GOB/Managing Authorities/ NGOs MOE/ ECEDC)	<ul style="list-style-type: none"> Increased access to additional 25% minimum
	4. Establish Summer Preschool experience Program in all districts	July 2005	Ongoing	<ul style="list-style-type: none"> Every child given an opportunity to receive readiness preparation for entrance to primary school 		<ul style="list-style-type: none"> Readiness opportunity available to all children
2. Enhancing quality	1. Establish and resource a specialized Unit – <i>Early Childhood Education and Development Centre</i>	April 2005		<ul style="list-style-type: none"> Greater efficiency and effectiveness in service delivery 	MOE	<ul style="list-style-type: none"> Centre with appropriate staff and equipment
	2. Train & certify 50 % of preschool teachers	August 2005	2010	<ul style="list-style-type: none"> Improve quality of preschool experience 	MOE/Teachers	<ul style="list-style-type: none"> 50% of preschool teachers trained and certified
	3. Complete curriculum development & implement in all preschools	August 2005	Ongoing	<ul style="list-style-type: none"> Promote standardization 	ECEDC	<ul style="list-style-type: none"> Standardized preschool curriculum in all preschools
	4. Ongoing monitoring of preschools countrywide by district supervisory teams	Sept. 2005	Ongoing	<ul style="list-style-type: none"> Increase accountability 	ECEDC/QADS/ DECs	

	5. Training workshops to aid transition from pre to primary school	Aug. 2005	Ongoing	<ul style="list-style-type: none"> seamless transition from pre to primary level 	ECEDC/QADS	<ul style="list-style-type: none"> Eliminate repetition at lower primary
	6. Develop and pilot assessment at lower division	Sept. 2005	June 2006	<ul style="list-style-type: none"> Evaluation of system performance at preschool and lower primary levels 	ECEDC/Exams Unit/ QADS/Pilot Schools	<ul style="list-style-type: none"> Performance data available
3. Accountability Measures	1. Complete development and ratification of preschool policy	Ongoing	April 2005	<ul style="list-style-type: none"> Establish legal framework for operation of preschool 	ECEDC/MOE	<ul style="list-style-type: none"> Policy for Early Childhood Education and Development
	2. Operationalize rules and procedures in all preschools	Sept. 2005	Ongoing	<ul style="list-style-type: none"> Standardization 	MOE	<ul style="list-style-type: none"> All preschools equipped with MOE rules and procedures for early childhood education
	3. Register, license and publish all recognized preschool centres	April 2005	Aug. 2005	<ul style="list-style-type: none"> Increased accountability 	MOE	<ul style="list-style-type: none"> Register of Licensed preschools
4. Establishing Linkages	1. Inter-ministerial cooperation/collaboration in health and childcare initiatives	April 2005	ongoing	<ul style="list-style-type: none"> Sharing of resources Strengthened partnerships 	MOE/MHD/MOH	<ul style="list-style-type: none"> increased dialogue and collaboration on early childhood issues across ministries
	2. regional and international collaboration	ongoing		<ul style="list-style-type: none"> Maintaining currency opportunity for professional development 	ECEDC	
5. Parental Involvement	1. Institutionalize training for parents of preschool children	Aug. 2005	ongoing	<ul style="list-style-type: none"> increase knowledge greater and more effective home support 	ECEDC/MHD	<ul style="list-style-type: none"> organized training workshops for parents of preschool children

2. Teacher Training

The many recommendations on teacher training that emerged from the Summit addressed issues of access, quality and the need to create opportunity for training of the large numbers of untrained primary school teachers. Evidently the existing programs, offered by the University of Belize and St John's College Junior College (currently completing its pilot phase), are not perceived as able to meet current need for increased access.

The concept of an institute designed to meet the particular training needs of teachers emerged as a prominent one among the many summit recommendations. The action plan addresses the development of the Belize Institute for Teacher Education as an arm of the Ministry of Education. The Institute will focus on ensuring that while access to training is increased, quality is not lost in the process. The institute will also provide opportunity for in-service training to aid teachers in meeting licensing requirements.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End date			
1. Creating access	1. Facilitate provision of teacher training to Associate level at 5 regional centres	February 2005	Ongoing	<ul style="list-style-type: none"> increased opportunity for training at district level 	designated Junior Colleges/UB/NGOs/MOE	<ul style="list-style-type: none"> minimum of 100 teachers in training per year
	2. Provide opportunity for certification of untrained primary level teachers to Associate Degree Level	April 2005	Ongoing	<ul style="list-style-type: none"> increase numbers of trained teachers in the system 		<ul style="list-style-type: none"> minimum of 60 teachers certified to Associate Degree Level annually
	3. Establish Secretariat of <i>Belize Institute For Teacher Education (BITE)</i>	April 2005	Ongoing	<ul style="list-style-type: none"> Effective monitoring of provision and quality of Teacher Training in Belize. 	MOE/ designated Junior Colleges/UB	<ul style="list-style-type: none"> Belize Institute for Teacher Education established physically by 2006

	4. Facilitate provision of training in pedagogy for untrained secondary teachers	Aug. 2005	Ongoing	<ul style="list-style-type: none"> Improve quality of secondary education 	MOE/UB	<ul style="list-style-type: none"> Secondary teachers provided with opportunity to gain professional training and certification
	5. Develop system/capacity for provision of teacher training through Distance mode	February 2005	Sept. 2007	<ul style="list-style-type: none"> Increase access in rural communities 	MOE/UB/COL	<ul style="list-style-type: none"> Distance Education System in place
2. Quality Assurance	1. Establish Belize Board for Teacher Education (BBTE) and appoint members	April 2005	Ongoing	<ul style="list-style-type: none"> knowledgeable and experienced group of professional to advise MOE on provision of teacher education in Belize 	MOE	<ul style="list-style-type: none"> BBTE established
	2. Consolidate BBTE terms of reference	March 2005	March 31 2005	<ul style="list-style-type: none"> currency 	MOE	<ul style="list-style-type: none"> Completed TOR
	3. Consolidate services BITE will provide	April 2005	May 2005		MOE	<ul style="list-style-type: none"> Catalogue of Services
	4. Through BITE Provide professional training and certification for teachers in specialized areas of education as well as continuous professional development	Aug 2005	Ongoing	<ul style="list-style-type: none"> Increase capacity to address special needs in the classroom 	MOE/UB/NGOs	<ul style="list-style-type: none"> Credited short term professional training
	5. Establish physical location of BITE	April 2006		<ul style="list-style-type: none"> Enhance services and secure permanency 	MOE	<ul style="list-style-type: none"> Physical accommodation for BITE
	6. Clearly articulate BITE program/course offering	April 2006		<ul style="list-style-type: none"> Public information 	BITE	<ul style="list-style-type: none"> Schedule of programs circulated

3. Accountability	1. Institute monitoring evaluation, and accountability mechanism	April 2005	Ongoing	<ul style="list-style-type: none"> ▪ Increase efficiency 	BITE/BBTE	<ul style="list-style-type: none"> ▪ Supervision instruments available
	2. Standardize assessment system for teacher certification across institutions	May 2006		<ul style="list-style-type: none"> ▪ Quality assurance among institutions 	BBTE/BITE	<ul style="list-style-type: none"> ▪ Teacher performance data
	3. Develop a database of records of teachers employed in the system	Sept 2005	December 2005	<ul style="list-style-type: none"> ▪ accountability 	MOE	<ul style="list-style-type: none"> ▪ Teacher records available
	4. Reinstate teacher awards for outstanding teachers	May 2005		<ul style="list-style-type: none"> ▪ Provide incentive 	MOE/BNTU	<ul style="list-style-type: none"> ▪ Annual awards ceremony to coincide with education week
4. Research	1. Establish an appropriate library/resource centre	April 2007		<ul style="list-style-type: none"> ▪ Availability of current information and developments in teacher education 	MOE	<ul style="list-style-type: none"> ▪ Library of publications and educational materials for teachers

3. Special Education

Based on review of recommendations from the Summit it is evident that two major principles must govern the provision of education for children with special education needs – the principle of **Inclusion** and the principle of **Least Restrictive Environment (LRE)**. Inclusive education demands a system which seeks to develop a better quality of life for all without any form of discrimination and that recognizes and accepts diversity as a basis for social coexistence. The principle of inclusion is based on the affirmation of the same right of equal education for every person to learn within his or her own community.

The Least Restrictive Environment recognizes the wide range of diversity among students at either end of the learning continuum as well as for unique forms of need. This does not contradict but supports inclusion in that it allows for students' needs to be met in the most appropriate way. The philosophy of LRE is to move children close to the normal setting (regular classroom) as is feasible. This principle recognizes that where it is not in the best interest of the child to be included in the class he may need a different setting for the teaching learning process. Maintenance of special schools and classes, resource classrooms and home schooling must therefore be considered in the plan of action.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
1. Capacity building	1. Strengthen capacity of Special Education Unit (rename as National Center for Special Education) to provide services	April 2005	Dec. 2005	<ul style="list-style-type: none"> Increased efficiency 	MOE	<ul style="list-style-type: none"> Transport available to National Center for Special Education (NCSE)
	2. increase number of specialized educational diagnostic assessors at the Centre for Special Education (NCSE)	Aug 2005	Aug 2006	<ul style="list-style-type: none"> Greater efficiency and effectiveness 	MOE	<ul style="list-style-type: none"> Trained assessors in place
	3. Ratify and enforce Special Education Policy	March 2005	Aug. 2005	<ul style="list-style-type: none"> Establish legal framework for operate 	MOE	<ul style="list-style-type: none"> Policy completed
	4. Foster strong external linkages with Appropriate donor agencies and NGOs	Ongoing		<ul style="list-style-type: none"> Resource/funding support 	National Center for Special Education (NCSE)	
	5. Provide training support, local and abroad,	Ongoing		<ul style="list-style-type: none"> Increase efficiency 		<ul style="list-style-type: none"> Targeted training for staff and

	for Centre staff and teachers					teachers annually
	6. Complete upper flat of Special Education Building on Freetown Road	June 2005	Dec 2005	▪ Space available	MOE	▪ Construction completed
2. Inclusion	1. Establish an organized system for client referral, diagnostic assessment and placement	Sept 2005	Ongoing	▪ Parent/community involvement	NCSE	• Client referral system in place
	2. Enhance capacity of schools to accommodate diverse learning needs of students	Ongoing		▪ Increase access and opportunity for success for disadvantaged children	NCSE/Schools	• Universal access to primary education by 2010
	3. Develop an intervention plan for addressing learning disabilities in regular schools	April. 2005	Sept. 2005	▪ Decrease repetition and drop-out rate	NCSE	• Reduce repetition rate to 5% by 2010
	4. Ensure access to appropriate technological aids and teaching materials for students with special needs and disabilities	April 2006	Ongoing	▪ Increase retention rate	MOE/NGOs	▪ Inventory of appropriate aids and materials
	5. Develop and pilot program for gifted and talented students	April 2006	Sept. 2008	▪ Teacher development	NCSE	• Program available for use by all schools
	6. Establish the use of ‘special arrangements’ for all examinations	Sept 2005	Ongoing	▪ Increased success rate for children with disabilities	NCSE/Exams	▪ Published guidelines available
3. Create enabling environment	1. Develop operational manual for Special Education Centres/Schools	April 2005	Aug. 2005	▪ Establish standards across centers	NCSE/Centres/Schools	▪ Operational manual available to centers/schools
	2. Establish system for program planning and evaluation in special education schools	June 2005	Aug. 2005	▪ Improve quality of programs	NCSE/QADS	▪ Planning & evaluation system in place
	3. Establish Special Education Centres in Cayo		Aug. 2008	▪ Local support for SPED cases	MOE	▪ Cayo and Toledo Centres

	and Toledo					established
	4. Establish an appropriate post primary institution/ program for students who require intensive support	April 2006	Aug 2007	<ul style="list-style-type: none"> Post primary program for special cases 	NCSE	<ul style="list-style-type: none"> School established on an independent site and curriculum completed
	5. Facilitate access to educational institutions for students with disabilities	Sept. 2005	Ongoing	<ul style="list-style-type: none"> Life skills development 	MOE/Managing Authorities/Parents	<ul style="list-style-type: none"> Increased enrolment of children with special needs by 100%
	6. Develop a holistic approach to the education of the deaf and hearing impaired students	April 2005	June 2005	<ul style="list-style-type: none"> Learning experience more meaningful for these children 	NCSE	<ul style="list-style-type: none"> Procedures manual completed
	7. Review all teacher training programs to ensure methodologies for the teaching of students with special education needs are included	April 2005	August 2005	<ul style="list-style-type: none"> Relevance 	NCSE/QADS/BITE	<ul style="list-style-type: none"> SPED methodologies included in the teacher training curriculum
	8. Establish a program to provide educational services to children who require extensive and pervasive support	April 2008	2010	<ul style="list-style-type: none"> More equitable educational access to all 	NCSE/Schools	<ul style="list-style-type: none"> Increase access for children with severe disabilities by 80%

4. Adult and Continuing Education

During the consultations leading up to the Summit much reference was made to the increasing numbers of persons unable to acquire training and certification through the formal system of education. Recommendations from the Summit also spoke strongly to the need for alternative methods to be developed which would ensure that all citizens gain an opportunity to develop knowledge and skills that will allow opportunity for personal and national development.

The many recommendations addressing adult and continuing education spoke to the need to review and consolidate existing programs rather than initiate new programs. They also referred to the need for greater commitment on the part of the Government to provide financial support for those programs that seek to develop skills that will enhance employability among the unskilled labor force in Belize.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
1. Capacity building	1. Increase staff of ACE to include Zone Coordinators, youth and women empowerment coordinators	April 2006		<ul style="list-style-type: none"> Increased capacity for community outreach 	GOB/MOE	<ul style="list-style-type: none"> ACE staff compliment doubled
	2. Establish advisory committee for ACE	April 2005		<ul style="list-style-type: none"> Increase community involvement 	MOE/ETES/ACE	<ul style="list-style-type: none"> ACE Advisory Committee established
	3. Provide training for staff and advisory committee	April 2005	July 2005	<ul style="list-style-type: none"> Increased efficiency 	ACE/NGOs	<ul style="list-style-type: none"> Increase knowledge and awareness by 100%
	4. Institutionalize annual ACE Symposium	Nov 2005		<ul style="list-style-type: none"> Increased participation and communication 	ETES/ACE/NGOs	<ul style="list-style-type: none"> Best practices showcased
2. Access	1. Implement primary and high school equivalency programs countrywide	May 2005	Ongoing	<ul style="list-style-type: none"> Enhance employability 	MOE/ETES/ACE	<ul style="list-style-type: none"> Modules with four post literacy contents developed

	2. Develop training modules for youth empowerment and participation program	April 2005	Ongoing	<ul style="list-style-type: none"> Standardized, accredited programs available for youth development 	ACE/Youth agencies	<ul style="list-style-type: none"> Modules addressing a range of life skills
	3 Network with existing providers of ACE programs	Ongoing		<ul style="list-style-type: none"> Cost efficient 	ACE/other ACE Providers	<ul style="list-style-type: none"> Minimum of 25 youths per district enrolled in program
	4. Develop training modules and resource materials for literacy campaign	Jan. 2006	May. 2006	<ul style="list-style-type: none"> Team trained to work with literacy campaign 	ACE	<ul style="list-style-type: none"> Completed training modules and resource materials
	5. Launch youth empowerment and participation program	March 2006	Ongoing	<ul style="list-style-type: none"> Engage other youth empowerment agencies in monitoring and evaluation programs 	ACE/YFF/NAP	<ul style="list-style-type: none"> Placement rate of trainees above 50% Increasing numbers of youths becoming more employable
3. Quality assurance	1. Establish system for program monitoring and evaluation	July 2006	December 2006	<ul style="list-style-type: none"> Timely feedback on program performance available 	ACE/Partners	<ul style="list-style-type: none"> Accountability system established
4. Linkages	1. Re-establish Literacy Council	Sept. 2005		<ul style="list-style-type: none"> More action oriented literacy projects 	MOE/ETES/ACE	<ul style="list-style-type: none"> Active and committed council established
	2. Youth for the Future partner with ACE in program delivery	Ongoing		<ul style="list-style-type: none"> Avoid replication 	ACE/YFF	<ul style="list-style-type: none"> Coordinated programs
	3. Establish mechanism for greater private sector involvement	Ongoing		<ul style="list-style-type: none"> Increased community input 	ACE	
	4. Formalize linkages with Women's Affairs Department	Ongoing		<ul style="list-style-type: none"> Avoid replication 	ACE /DWA	
	5. Strengthen marketing strategies through	Ongoing		<ul style="list-style-type: none"> Increased community 	ACE	<ul style="list-style-type: none"> Public Awareness campaign

	public awareness campaigns			awareness and support		
5. Monitoring & Evaluation	1. Establish specific measurable performance goals to evaluate program effectiveness	June 2008	Aug. 2009	<ul style="list-style-type: none"> Feedback on performance of programs for review purposes 	ETES/ACE	<ul style="list-style-type: none"> Evaluation report completed

5. Curriculum & Assessment

The Belize labor market has changed in a number of ways over the last decade to incorporate rapid and comprehensive technological developments, the growth of the service sector and tourism to name a few. The curriculum must help students to be adaptable so that they can play their full part in national development. Many recommendations addressing this area pointed to the need to ensure that the school curriculum remained relevant at all levels of the education system.

Much emphasis was also placed on the need for life skills development at particularly the primary and secondary levels. Driven by what seems to be perceived as a general breakdown in values and loss of moral character, many participants expressed the conviction that schools needed to take more time to address these issues through the curriculum. Also prominent among the recommendation for curriculum reform was the need for inclusion of a citizenship curriculum and inclusion of agriculture in the curriculum. The proposed action plan is designed to address both curriculum and assessment needs while seeking to reform the current system thus promoting improved educational standards.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
1. Relevant Curricula	1. Standardize core curriculum development and implementation courses in pre and in-service teacher training programs at Associate and Bachelor Degree levels	Jan. 2005	Nov. 2005	<ul style="list-style-type: none"> Teachers in training knowledgeable about the national curriculum and able to plan lessons using the curriculum 	MOE/UB/ Junior Colleges	<ul style="list-style-type: none"> All trained teachers provided with working knowledge of the curriculum
	2. Link licensing to inclusion of standardized curriculum courses in teacher training	July 2006		<ul style="list-style-type: none"> Effective use of national curriculum 	QADS	<ul style="list-style-type: none"> All licensed teachers trained in application of the primary

	programs					and secondary curriculum
	3. Strengthen in-service programs to meet specific training needs and link with academic credit system	Aug 2005		<ul style="list-style-type: none"> In-service training more relevant and meaningful 	QADS/UB	<ul style="list-style-type: none"> Accredited short courses available to teachers
	4. Strengthen TVET courses in primary and secondary linking to entry requirement to Institute for TVET (ITVET)	June 2005	June 2007	<ul style="list-style-type: none"> Strengthen base in skills training for higher level training at ITVET 	QADS/ITVET	<ul style="list-style-type: none"> High school graduates certified in skills areas
	5. Include HFLE as a core program at all levels of the education system	March 2005	June 2006	<ul style="list-style-type: none"> Strong emphasis on life skills development 	QADS/ACE/ UNICEF/ NGOs	<ul style="list-style-type: none"> 60 teachers trained yearly to implement HFLE
	6. Expand the child friendly school program	Feb 2005	June 2006	<ul style="list-style-type: none"> More schools included in this initiative 	QADS/ UNICEF	<ul style="list-style-type: none"> 32 schools included in program
	7. Ensure citizenship or Civic education is embedded in the primary and secondary curriculum	June 2005	June 2006	<ul style="list-style-type: none"> Education system designed to teacher positive attitudes and behavior for social integration 	QADS/teachers	<ul style="list-style-type: none"> Revised curriculum document available
	8. Ensure that agriculture is included in the primary and secondary curricula	June 2005	Aug. 2006	<ul style="list-style-type: none"> Promote development of knowledge and skills for self sustainability and national development 	QADS/MOA	<ul style="list-style-type: none"> Agriculture component of curriculum completed
	9. Ensure that physical education is effectively taught at all levels	Sept. 2005	Ongoing		QADS/Sports Council	<ul style="list-style-type: none"> Training conducted for teachers of PE
	10. Initiate a campaign to re-train teachers to effectively deliver the Language Arts Curriculum	June 2005	Aug. 2006	<ul style="list-style-type: none"> Promotion of healthy lifestyles thorough education 	QADS	<ul style="list-style-type: none"> Training workshops conducted in all districts
	11. Initiate campaign to promote the teaching of Spanish at primary level	July 2005	Ongoing	<ul style="list-style-type: none"> Improve language competency 	QADS	<ul style="list-style-type: none"> Spanish as a second language taught in all primary schools

	countrywide					
	11. Upgrade current resources used by teachers to improve the teaching of mathematics and information Technology	April 2006	Ongoing	<ul style="list-style-type: none"> Improve teacher capacity in teaching of Spanish 	QADS/Teachers	<ul style="list-style-type: none"> Resource guides available for teachers
	12. Review core curriculum areas to ensure currency	Sept 2005	Aug 2006	<ul style="list-style-type: none"> In-service training made available 	QADS/Teachers	<ul style="list-style-type: none"> Revised curriculum documents available
	13. Complete and pilot core curriculum for upper secondary	Sept. 2005	Sept 2007	<ul style="list-style-type: none"> Relevant and standardized content available to secondary schools 	QADS/BAPSS	<ul style="list-style-type: none"> Completed documents for upper secondary core curriculum
Assessment	1. Formalize the use of assessment data to inform educational planning at all levels of the system	Sept 2005	ongoing	<ul style="list-style-type: none"> Informed decision making 	QADS/Exams	<ul style="list-style-type: none"> school examination data available to managing authority
	2. Align curriculum to national assessment by establishing clear standards of expected performance	Sept 2005	Aug. 2006	<ul style="list-style-type: none"> Performance standards available to all 	QADS/Exams	<ul style="list-style-type: none"> performance standards published for all areas tested at national level
	3. Implement national assessment at secondary level - Form 2	Sept 2006	Aug 2007	<ul style="list-style-type: none"> monitoring of effectiveness of lower secondary core curriculum 	QADS/Exams	<ul style="list-style-type: none"> item bank of test items available
Linkages	1. Create program that will encourage volunteerism and greater parental involvement in schooling	Sept. 2005	Ongoing	<ul style="list-style-type: none"> increased community support 	QADS/Schools	<ul style="list-style-type: none"> increase numbers of active PTAs by 100%
	2. Establish strong formal links with ETES, ACE program, YFF, and Sports Council for	Ongoing		<ul style="list-style-type: none"> increased collaboration among units, reduce 	QADS/ETES/ACE/YFF	<ul style="list-style-type: none"> collaborative planning of programs

	the development of relevant curricula meeting the needs of formal and non-formal education			duplication of efforts		
	3. Initiate programs to attract voluntary participation of specialist in training programs	Ongoing		<ul style="list-style-type: none"> increased community involvement 	QADS/BITE	<ul style="list-style-type: none"> ongoing short term training programs provided

6. Technical and Vocation Education

The summit recommendations captured the understanding that a well trained work force is critical for improved economic and social development. This realization evidently led the Government of Belize to seek to invest millions in the development of Technical and Vocational education services well before the National Education Summit. Clearly most recommendations addressing technical and vocational training incorporated many of the areas already being addressed through the Enhancement of Technical and Vocational Education and Training (ETVET) Project.

Prominent among the recommendations addressing TVET were expressions of the need to upgrade existing TVET facilities to provide high quality technical and vocational training opportunities which would enable graduates to be more competitive in the face of global competition. Issues of access and the need for recognized certification were also raised among the recommendations. The action plan therefore reflects many activities already addressed by the Project.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
1. Access	1. Complete the construction/rehabilitation of CETs in each district/region		June 2006	<ul style="list-style-type: none"> New campuses established and existing Centers rehabilitated 	ETVET Project	<ul style="list-style-type: none"> 4 new campuses established and 3 existing Centers rehabilitated to allow for 75% increase in intake Final Engineering Civil works report
	2. Equip CETs with appropriate equipment and fixtures for respective skills training	June 2005	Sept. 2005			

	program					
	3. Minimize duplication of programs delivered by Technical Secondary schools and CETs	June 2005		<ul style="list-style-type: none"> Cost effective delivery of programs 	ETES/Technical secondary schools	<ul style="list-style-type: none"> Schedule of programs offered in all schools
	4. Accredite and certify programs offered by service providers	June 2005	ongoing	<ul style="list-style-type: none"> Increase access to skills training 	ETES	<ul style="list-style-type: none"> List of MOE certified programs
	5. Provide non-traditional skills training to Women	Sept 2005		<ul style="list-style-type: none"> Increased number of women in non-traditional programs and Increased quality of life for single female household and family 	ETES	<ul style="list-style-type: none"> 20% of participants in non-traditional skills will be women
	6. Promote a national apprenticeship program for out of school populations	Sept 2004	Ongoing	<ul style="list-style-type: none"> Increase numbers of out of school youth accessing training 	ETES	<ul style="list-style-type: none"> Improved productivity in the workforce
Quality	1. Develop/adapt industry-based Occupational Standards (OSs) and organise by Belize National Vocational Qualification (BzNVQ) Levels	Ongoing		<ul style="list-style-type: none"> A national OSs structure in place for on-going systematic reviews of other occupations. 	ETES	<ul style="list-style-type: none"> Approx. 20 OSs documents acquired and restructured into three levels (BzNVQ1-3)
	2. Develop/Adopt a Standard Format for Curricula Development	Sept 2004		<ul style="list-style-type: none"> OSs development format linked to BzNVQ testing/certification structure. 	ETVET Project/ETES	<ul style="list-style-type: none"> Training standardized and aligned with local and regional needs
	3. Provide support to students for the successful completion of their skills training	Sept. 2006	ongoing	<ul style="list-style-type: none"> Increase number of well-rounded graduates 	MOE/ETES	<ul style="list-style-type: none"> Available curricula materials in place
	4. Revitalize the Belize Association for Career	June 2005		<ul style="list-style-type: none"> Support for ITVET program 	ETES	<ul style="list-style-type: none"> BACTE established

	and Technical Education (BACTE)					
	5. in collaboration with NCTVET develop an appropriate certification program	June 2005		<ul style="list-style-type: none"> Quality work for Occupational Testing Service established 	NCTVET/ ETES	<ul style="list-style-type: none"> 80% increase in certified workers
	6. Develop/implement a comprehensive training program for TVET managers and instructors	June 2005		<ul style="list-style-type: none"> Improved delivery of Technical Education nationally 	ETES	<ul style="list-style-type: none"> Improved quality of workforce
Improve Efficiency	1. Operationalize NCTVET	April 2005		<ul style="list-style-type: none"> NCTVET legal and operating framework 	MOE/GOB	<ul style="list-style-type: none"> Macro and micro plan available and initiated.
	2. Establish Program Advisory Committees (PAC)	April 2005		<ul style="list-style-type: none"> Increased interaction with industry and training institution 	ETES	<ul style="list-style-type: none"> Terms of Reference for the Committee
	3. Establish a revolving fund for students to obtain basic equipment to start their own business	June 2006		<ul style="list-style-type: none"> Increased number of responsible and independent young people in Belize 	NCTVET/ ETES	<ul style="list-style-type: none"> 75% of graduates entering gainful employment
	4. Develop and maintain a Labor Market Information System (LMIS) and an employment needs and products database	Sept 2005		<ul style="list-style-type: none"> Timely meeting of demand driven training 	NCTVET	<ul style="list-style-type: none"> Availability of Labor Market information

7. Higher Education

Higher education refers to all post-secondary education which occurs within the formal education structure and culminates in the award of certificates, diplomas and degrees. The mission of Belizean higher education is to promote and sustain human resource development and socio-economic growth, provide access to emergent ideas and technologies, and enable their application to domestic needs. It is to contribute to the development of knowledge, enterprise, leadership, governance, participatory democracy, and poverty alleviation. It attracts foreign investment through the development of a more skilled workforce. Finally, it is to facilitate the movement of skilled workers and knowledge within the region.

Higher Education in Belize must therefore be geared toward the development of persons who are capable of seizing the economic opportunities inherent in globalization; who demonstrate multiple literacies and can exercise independent and critical thinking; who are equipped with foreign language skills; who have an informed respect for our cultural heritage; who embrace and use gender differences and who take advantage of opportunities to control, improve, maintain and promote physical, mental, social, and spiritual well being. Thus, the funding, development and delivery of public higher education programs are guided by national development needs and reflect a commitment to continuous quality enhancement.

Much of what needs to be done in order to promote access while ensuring high quality higher education opportunities remains the immediate responsibility of the providing post-secondary institutions and the University of Belize. This Action Plan will touch on those areas that must be addressed directly by the Ministry of Education.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
Policy	1. Complete policies for higher education	Ongoing	June 2005	Production of rules and regulations governing the delivery of higher education in Belize	MOE/Association of Tertiary Level Institutions (ATLIB)/University of Belize	Draft document
	2. Ratify Higher Education policies and procedures		August 2005	Policies and procedures adopted by all institutions providing higher education services	MOE/Post-secondary/Tertiary Institutions	Published documents available to all institutions

Increase Access to 15% by 2010	1. Maintain stable budget	Ongoing		Increase efficiency by facilitating forward planning	GOB/MOE/ Tertiary Institutions	Available estimates and timely de-reservation of funds
	2. Rationalize distribution of funds to ensure equity among institutions	Ongoing		Increase assistance proportionately	MOE	Available formula for school financing
	3. Establish transparent system for awarding of scholarships and grants at post-secondary and tertiary levels	Ongoing		Greater efficiency and effectiveness in meeting national human resource development needs	MOE	Publication of all available scholarship and award opportunities distributed by MOE
	4. Develop partnerships with the private sector, including commercial banks, credit unions and transnational corporations, to develop funding programs for persons wishing to pursue higher education	April 2006	ongoing	More opportunity for access to higher education	GOB/MOE/Partners	Loan scheme established
Quality Assurance	1. Provide necessary support for establishment of National Accreditation Council		April 2006	Monitoring mechanism to ensure establishment of standards to meet regional and international requirements	GOB/MOE	National Accreditation Council established
	2. Promote bi-lateral linkages between local tertiary institutions and teaching and research institutions regionally and internationally	Ongoing		Maintain standards of regional and international expectations	MOE/ATLIB/UB	List of cooperating institutions available

8. Policy Development

Over the years much work has been done in the Ministry on policy development. Policy documents are available in draft form for most of the key areas addressed in education; however one may be challenged to pull the pieces together for implementation purposes. Hence many recommendations emerged during the Summit that spoke to lack of policy in the Ministry. The time has come to put all the pieces together and develop one document which will capture the key policies under one title – National Policy for Education.

Goal	Activities by 2005 - 2010	Timeline		Expected Outcomes	Responsible Agency	Measurable Outcome
		Start Date	End Date			
	1. Engage local consultant	April 2005	July. 2005	▪ Person tasked to do the necessary research	MOE/UNICEF	▪ Consultant engaged
	2. Collect and review existing policy Documents with appropriate persons	April 2005	June 2005	▪ Available policies catalogued	Consultant/ MOE Units	▪ Available documents
	3. Provide guidance in development of policy For those key areas lacking policy	May 2005	June 2005	▪ Knowledge of MOE policy shared	Consultant	▪ Draft policy documents
	4. Complete policy documents and present for ratification	15 June 05	15 July 05		Consultant	▪ Draft policy documents
	5. Ratify policy	16 July 05	31 July 05	▪ Evidence of work completed	MOE	▪ MOE action
	6. Publish policy document	August 05		▪ Document made public	MOE	▪ Policy Document available