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## 1. BACKGROUND INFORMATION

### 1.1. Beneficiary country

Belize

### 1.2. Contracting Authority

Ministry of Economic Development, Commerce, Industry and Consumer Protection

### 1.3. Relevant country background

#### Economic Situation

Belize has a small open economy. Growth in the Belizean economy took a downward trend in the period 2000-2005. From a record growth performance of 13% in 2000 economic growth slowed to 4.6% in 2004. A persistent growing fiscal imbalance forced Government into a more conservative expenditure stance in 2004. The result has been a reduction in the fiscal deficit from 8% of GDP in 2004 to 3.9% of GDP in 2005 and 3.1% in 2006<sup>1</sup> with economic growth 3.1% in 2005 and 4% in 2006. GDP reached US\$1,107m in 2005, US\$ 1,139m in 2006 and an estimated US\$1,157m in 2007.

With a population of 314,300, about 52% of it rural based, there is relatively limited market opportunity for products from the rural sector in the domestic market. Its land space of 22,963 km<sup>2</sup>, pristine marine environment and its unspoiled forests with attendant antiquities offer opportunities for natural resource based commerce such as export agriculture and fisheries and tourism. Between 2001 and 2005 tourist arrivals increased by 425%, with overnight stays up by 21%. In 2006 stay-over visitor arrivals rose by an estimated 4.7%, but there was a decline in the number of cruise ship calls that contributed to a fall in cruise ship visitor arrivals to 590,336, falling further in 2007 to 560,478. Agriculture and fisheries contributed about 13% to Gross Domestic Product, and employing more than a quarter of the workforce. Industry and services contribute over 70% to Gross Domestic Product. In 2007 citrus, banana and sugar provided 65.95% of export earnings. The 2006 annual labour force survey showed unemployment falling from 11% to 9.4% due to vibrancy of tourism, although by September 2007 unemployment was reported at 12.1%.

#### Social Situation

Belize's population is growing at about 3% three percent annually, driven by national birth and fertility rates of about 2.9% and 3.2 [2006] respectively, and immigration, particularly into rural communities. Approximately 15% of the total population is foreign born, the largest foreign-born group being of Guatemalan origin.

In the banana belt where this contract will be executed, the population is expanding rapidly as skilled and unskilled workers and their families are attracted to work in banana, shrimp and citrus production and, increasingly importantly, construction, often associated with tourism. For example neither Bella Vista nor Santa Cruz villages were listed in the census of 1991. By the census of 2000 they had total populations of around 1,000, and in 2008 they are substantial villages. Independence Village in 2000 had 2,881 inhabitants, in 2005 some 3,300 and now is estimated to exceed 4,000. Less than half of the workers of the Banana Industry are Belizean by birth. Taking into account those that have become naturalized citizens, more than half of the workers on a typical farm are Belizeans.

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Rural households are slightly larger on average than urban households. Some 38 % of banana workers live in families of 6 to 9 members. Just over 3% live in family sizes of ten or more members.

Belize is ethnically diverse with the Hispanic/Mestizo population being the largest individual ethnic group, with about 54% of banana workers therein represented. Other groupings in the banana industry include Mayans [25%], Garifuna [5.6%] and Creole [13.6%]. Several of the banana belt villages exhibit cultural homogeneity: for example Maya Mopan, Santa Rosa and San Roman are almost exclusively Mayan, Georgetown is predominantly Garifuna, and virtually all the others are mainly Mestizo or Hispanic. Taken together, however, the banana belt is not as ethnically diverse as other regions.

While English is the official national language, many speak as a first [often only] language Spanish, Mayan, Garifuna or Creole. Spanish is the day to day language in the banana industry. National Literacy Rates, defined as those aged 15 and over who can read and write is estimated at 76.56% by the Statistical Institute of Belize, formerly the Central Statistical Office. In the banana belt the level of literacy is believed to be considerably less. In a 2006 survey it was determined that only 52% of banana workers had completed primary education while 37% had not completed any level of education.

### 1.4. Current state of affairs in the relevant sector

The Ministry of Education's vision for the country foresees universal education to 18 years of age, 50% of preschool children accessing places, improvements in the quality of teachers and the education offered to students, including 100 qualified teachers produced annually, curricula adapted to changing needs, and much more. In order to facilitate universal education, school attendance is assisted through the provision of dedicated bus services contracted by the District Offices of the Ministry of Education.

The Ministry of Education data show

- A primary school enrolment increase of about 7% per year in the banana belt, while the national average increase is about 2%;
- A high proportion of immigrants with a low level of education and not having English as a first language.

Improvements in education and skills development were identified as key to improving employment opportunities for banana workers and their families. Other surveys, studies, individual village requests, MoE's and Rural Development Expert consultations in the villages in March 2007 and conversations with stakeholders have highlighted that **Educational and training opportunities in and adjacent to the banana belt are inadequate** due to the increase of the number of workers and their dependents in the region:

- Adult and Further Education and Training is not available: demand is estimated at about 100 places per year; many adults may not have even basic literacy
- Over 400 secondary school age children are unable to access education due to lack of space in the secondary school serving the area. Technical training is unavailable to address their diverse needs; distance to institutions outside of the banana belt prevent many, particularly the poor and girls, from accessing post primary education
- Due to the lack of technical and vocational training students are ill-equipped for the workforce
- The present academic high school is already overcrowded requiring at least a further 100 places
- There is a projected deficit to 2010 of up to approximately 1,000 primary school places; in one village a second primary school to augment the already over-crowded 1000 pupil unit is required

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- There are no pre-primary school places, and at least 250 are required
- Insufficient trained teachers: of the 165 elementary teachers 32 [19%] and of the Secondary Level, only 7 of the 42 [16.6%] are trained. National data show that in Stann Creek and Toledo, the districts straddled by the Banana Belt, where the number of trained teachers is lowest in the country, pupil performance in the Primary School Examination (PSE), which is the primary school exit examination, is also lowest in the country.

The Ministry of Education (MoE) is developing an approach specifically for the banana belt. The Annex outlines the ministries planned programme.

### 1.5. Related programmes and other donor activities:

The Ministry of Education with development partners past and present, including IBRD/WB, UK DFID, Spain, Cuba, and Mexico has pursued and continues to pursue this vision. See also annex.

## 2. OBJECTIVE, PURPOSE & EXPECTED RESULTS

### 2.1. Overall objective

The overall objective of the project of which this contract will be a part is to assist improvement in provision of appropriate education to communities of the banana belt.

### 2.2. Purpose

The purpose of this contract is to provide technical support to the Ministry of Education to improve the delivery of school age and adult education in the Banana Belt through curricula development, training and quality assurance.

### 2.3. Results to be achieved by the Consultant

A) Provide the Ministry of Education with a plan to improve the delivery of school age and adult age education which is anticipated to contain the following main elements:

1. Curriculum development: [1] Strengthening of present curricula at secondary/high school level and [2] Development of curricula for new courses [to be determined during the consultancy] at secondary/high school and adult education levels; curriculum development will pay particular attention to adapting present and tailoring new curricula to the ethnic, cultural and gender requirements of the banana belt and preparing school age and adult students to meet current and future employment prospects; the consultants are asked to pay particular attention to including elements in the curricula to encourage individual achievement, entrepreneurial spirit and sense of community, [3] quality assurance by supporting the development of standards for specific subjects/levels of education
2. A plan/strategy to attract and to maintain in the banana belt a cadre of educational management and teaching staff with sound educational and subject skills reflecting the gender, cultural, language, and ethnic mix of the population.
3. A plan to strengthen the delivery of present and new curricula through:
  - upgrading the skills and qualifications of educational managers and teaching staff in the Banana Belt of Belize, from pre-school to high-school level to provide well rounded pupils graduating from the secondary/high school system

### **Terms of reference**

- inculcating into the administrative and teaching staff qualities/skills such as good leadership, individual good conduct and achievement, and a sense of being part of a community
- encouraging teaching staff to pay particular attention to encourage in their pupils individual achievement, entrepreneurial spirit and sense of community
- monitoring the performance of the educational managers and teaching staff during and after training
- monitoring the performance of pupils
- other elements to be identified by the consultants.

#### **B) The plan Implemented:**

- The curricula strengthened and developed as required
- the skills and qualifications of 40 teachers and educational managers and teaching staff for secondary/high school level upgraded and 10 teachers qualified to deliver adult education; it is anticipated that the staffs may require both subject matter and general skills upgrading; the consultants are advised that they may have to make allowance for attrition to achieve these numbers, and
- the performance of the 40 educational management and teaching staff for secondary/high school level and 10 teachers qualified to deliver adult education monitored and provided with correction/guidance throughout the training
- the performance of pupils in the high school system monitored
- other elements to be proposed by the consultants
- the consultant will provide progress reports and at the end of each input individual experts will, prior to the end of the assignment, provide a verbal and written report of activities, findings and recommendations;

The consultants are advised that the Ministry of Education's resources in the first instance will concentrate on up-grading staff already in, or destined for, the Secondary/High School programme in the banana belt. It is expected that pre-service trainees will receive a stipend from the Ministry of Education to contribute towards their living costs.

The consultants are further advised that the Ministry of Education views this input as the preparation for an approach which may be implemented more widely within Belize to improve education delivery.

The Ministry of Education wishes to emphasise that this programme will be an important element in furthering the goal of ensuring that schools in Belize are staffed by effective and enthused personnel to deliver a high quality educational experience in child friendly school environment.

## **3. ASSUMPTIONS & RISKS**

### **3.1. Assumptions underlying the project intervention**

The main assumptions are:

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- The GoB will be able to meet its commitments to provide the personnel and salaries to staff the education system in the banana belt

### 3.2. Risks

The major risks faced by the people in Belize's banana belt are hurricanes, such as Hurricane Iris' on 8<sup>th</sup> October 2001, which had major negative impact on the banana industry and housing and other infrastructure.

## 4. SCOPE OF THE WORK

### 4.1. General

#### 4.1.1. Project description

The overall rural development programme under the SFA programme is designed to assist in the improvement in the lives of the banana workers and their families in the Banana Belt communities of Belize, through support for rural enterprise diversification and improved access to education opportunity for school age children and adults education and skills. To achieve these educational objectives a programme which comprises a number of components/results has been designed:

#### *Construction of Facilities*

##### **Primary Schools**

Twenty two classrooms and ancillary facilities in 5 schools in the Banana Belt providing classroom space for up to 550.

##### **Technical and Academic High Schools**

A new school comprising Administration and Toilet Blocks, Canteen/dining area 24 Classrooms 8 Workshops Technical training areas, 2 Computer Labs, Assembly area and Security fencing, plus the addition of classroom space for up to 150 pupils at the Independence High School

#### *Technical Assistance and training/capacity building*

**Technical assistance and training/capacity building** for High School development

**Training/capacity building for Pre-primary and Primary** schools development

This service contract deals specifically with **Technical assistance and training/capacity building** for High School development.

The consultants are asked to note that the Ministry of Education puts great value on its teaching staff exhibiting excellent communication and leadership skills, flexibility, awareness of cultural heritages, and self discipline as demonstrated by a sensible dress code. Self motivation is a quality that needs to be encouraged in the school staff and a spirit of self-improvement needs to be inspired.

#### 4.1.2. Geographical area to be covered

The Banana Belt of Belize

#### 4.1.3. Target groups

The target groups of this contract are the educators and education managers working in the banana belt of Belize. It is anticipated that the overall project will indirectly impact and benefit the banana

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farm workers, their families, and their communities, with emphasis on the youth, and in particular girls who are often passed over in favour of males for scarce educational opportunity, and adults from the banana belt communities wishing to improve their level of basic literacy and numeracy and to learn new skills.

### 4.2. Specific activities

To achieve the purpose of this contract it is anticipated that the consultants will provide expertise related to the achievement of the required results. The team, in consultation with the Ministry of Education, will design and implement the programme for upgrading adult and secondary school education in the banana belt of Belize and provide specialists in areas such as curriculum development, subject areas, the management and delivery of training, monitoring of impacts of training on educators and managers and pupils.

More specifically the consultants will:

- 1 Consult the various players in the education system: [i] staffs in the Ministry of Education at central, regional and individual school levels, [ii] the religious educational establishments, [iii] Parent Teachers' Associations, [iv] village councils, [v] local employers – traditional and emerging [vi] tertiary teaching establishments
- 2 Create baseline information: in particular they will assess the impact of present teaching practices on the client groups taking into consideration the cultural and ethnic differences within the banana belt; if appropriate the consultants may propose specific measures to more fully engage specific groups in the educational system
- 3 After no more than 2 months the consultants will submit an inception report which will [1] provide their assessment of what is required and [2] a plan/programme agreed with the Ministry of Education and the relevant educational personnel to provide the required additional support and training; the consultants are expected to propose the level of certification to be achieved by individuals or groups to receive training, but that certification should be a qualification recognised in the Caribbean Region. The consultants as part of the upgrading programme are free to offer a mixture of distance learning, day release/evening/weekend session training, on-the job supervision, one-on-one coaching, study tours and constructive feed-back
- 4 Run series of meetings and workshops by curriculum experts for selected subjects/levels of education in order to develop modern framework curriculum
- 5 Develop pedagogical standards for new curriculum
- 6 Train staff in curriculum development, monitoring of standards and service delivery
- 7 Supervise implementation
- 8 Conduct regular monitoring and submit report on trainees in the work place every 3 months
- 9 Provide 3-monthly reports on the consultants' activities, findings, recommendations, assessments of progress and proposed activities for the coming quarter
- 10 Other reports as requested by the Contracting Authority

The plan at 3 will clearly state the specific objectives of each element, the numbers of trainees involved, the methodology to be employed, the schedule, the monitoring arrangements etc.

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### 4.3. Project management

#### 4.3.1. Responsible body

The NAO will represent the government of Belize as the Contracting Authority. The Ministry of Agriculture through its Project Implementation Unit will directly oversee the implementation of the contract. The Ministry of Education Planning & Projects Unit will provide guidance to the consultants undertaking the implementation of this service contract.

#### 4.3.2. Management structure

The Ministry of Agriculture (MAF), as appointed by the NAO, is the implementing agency. Overall coordination of the EUBSP is facilitated by a Project Implementation Unit (PIU) which advises the Project Steering Committee (PSC). This latter is chaired by the CEO of the MAF and meets quarterly to ensure that the overall direction of the EUBSP is in line with Government priorities as well as with the Financing Agreement. The PSC also reviews implementation progress against agreed targets. The PSC includes representatives of the Ministry of Education to assist with overall coordination. The Ministry of Education has signed an MoU with MAF and the Contracting Authority. To assist with the day-to-day technical guidance of the educational support under the SFA instrument, the Ministry of Education has formed a Technical Committee. The consultants will work closely with this technical committee.

#### 4.3.3. Facilities to be provided by the Contracting Authority and/or other parties

NA

## 5. LOGISTICS AND TIMING

### 5.1. Location

The Banana Belt of Belize is the main location for this contract. However, it is anticipated that visits will be made to the Ministry of Education Headquarters in Belmopan, the Planning & Projects Unit in Belize City and the MoE District Office in Dangriga. However, the consultant's primary base will be the Technical High School in the banana belt.

### 5.2. Commencement date & Period of execution

The intended commencement date is 6<sup>th</sup> September 2010 and the period of execution of the contract will be 24 months from this date.

## 6. REQUIREMENTS

### 6.1. Personnel

The consultancy is expected to design and to implement the programme for upgrading adult and school age education in the banana belt of Belize and provide specialists in areas such as curriculum development, subject areas, the management and delivery of training, monitoring of impacts of training on educators, and managers and pupils.

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### 6.1.1. Key experts

All experts who have a crucial role in implementing the contract are referred to as key experts. The profiles of the key experts for this contract are as follows:

#### **Key expert 1: Programme Coordinator**

The Programme Coordinator will be contracted for a maximum of 330 working days.

#### Qualifications and skills

The Programme Coordinator as Project Manager will be the first point of contact on all matters relating to the contract. This individual will have ultimate responsibility for the development and delivery of the programme. He/she will have a Master's Degree in Educational Leadership and Management or equivalent. He/she must be fluent in English and must have a fair command of the Spanish language.

#### General professional experience

The Team Leader must have a minimum of 10 years professional experience in education, five years of which must be in a senior educational managerial position. It would be considered an asset for the individual to have been the Team Leader on similar assignments.

#### Specific professional experience

The individual must have a minimum of five years of experience working in education reform support projects in a developing country. The person must have had a minimum of 3 years experience in curriculum development and training.

### 6.1.2. Other experts

CVs for experts other than the key experts are not examined prior to the signature of the contract. They should not have been included in tenders.

The Consultant shall select and hire other experts (for a maximum of 300 man days) for curriculum development and the delivering of training in specific subjects levels (mathematics, language arts, science and technology, etc) and in management and quality assurance systems. The exact profiles of these short-term experts will be agreed with the Ministry of Education and the Contracting Authority during the execution of this contract. These profiles must indicate whether they are to be regarded as long-term/short-term and senior/junior so that it is clear which fee rate in the budget breakdown will apply to each profile. All experts must be independent and free from conflicts of interest in the responsibilities accorded to them.

The selection procedures used by the Consultant to select these other experts shall be transparent, and shall be based on pre-defined criteria, including professional qualifications, language skills and work experience. The findings of the selection panel shall be recorded. The selection of experts shall be subject to approval by the Contracting Authority.

Note that civil servants and other staff of the public administration of the beneficiary country cannot be recruited as experts, unless prior written approval has been obtained from the European Commission.

### 6.1.3. Support staff & backstopping

The contract is a fee-based contract: Backstopping costs are considered to be included in the fee rates. The costs of support staff must be included in the fee rates of the experts.

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### 6.2. Office accommodation

Office accommodation of a reasonable standard and of approximately 10 square metres for each expert working on the contract is to be provided by the Ministry of Education at the Technical High School.

### 6.3. Facilities to be provided by the Consultant

The Consultant shall ensure that experts are adequately supported and equipped. In particular it shall ensure that there is sufficient administrative, secretarial and interpreting provision to enable experts to concentrate on their primary responsibilities. It must also transfer funds as necessary to support its activities under the contract and to ensure that its employees are paid regularly and in a timely fashion.

The consultant will be responsible for office supplies, services, copying documentation etc.

If the Consultant is a consortium, the arrangements should allow for the maximum flexibility in project implementation. Arrangements offering each consortium member a fixed percentage of the work to be undertaken under the contract should be avoided.

### 6.4. Equipment

No equipment is to be purchased on behalf of the Contracting Authority / beneficiary country as part of this service contract or transferred to the Contracting Authority / beneficiary country at the end of this contract. Any equipment related to this contract which is to be acquired by the beneficiary country must be purchased by means of a separate supply tender procedure.

### 6.5. Incidental expenditure

The Provision for incidental expenditure covers the ancillary and exceptional eligible expenditure incurred under this contract. It cannot be used for costs which should be covered by the Consultant as part of its fee rates, as defined above. Its use is governed by the provisions in the General Conditions and the notes in Annex V of the contract. It covers:

- Travel costs and subsistence allowances for missions to be undertaken as part of this contract from the base of operations in the beneficiary country.
- Costs associated with training and mentoring. This may cover subsistence allowances for trainees, costs of transport within the beneficiary country, and the provision/purchase of learning materials, stationery for trainees, fees for registration on courses, costs of workshops and training sessions. Costs of trainees attending short courses or undertaking study visits may also be covered.

The Provision for incidental expenditure for this contract is EUR 64,600 This amount must be included without modification in the Budget breakdown.

Any subsistence allowances to be paid for missions undertaken as part of this contract from the base of operations in the beneficiary country must not exceed the per diem rates published on the Web site [http://ec.europa.eu/europeaid/work/procedures/index\\_en.htm](http://ec.europa.eu/europeaid/work/procedures/index_en.htm) at the start of each such mission.

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### 6.6. Expenditure verification

The Provision for expenditure verification relates to the fees of the auditor who has been charged with the expenditure verification of this contract in order to proceed with the payment of pre-financing instalments if any and/or interim payments if any.

The Provision for expenditure verification for this contract is EUR 10,000. This amount must be included without modification in the Budget breakdown.

## 7. REPORTS

### 7.1. Reporting requirements

Please refer to Article 26 of the General Conditions. Interim reports must be prepared every six months during the period of implementation of the tasks. They must be provided along with the corresponding invoice, the financial report and an expenditure verification report defined in Article 28 of the General Conditions. There must be a final report, a final invoice and the financial report accompanied by an expenditure verification report at the end of the period of implementation of the tasks. The draft final report must be submitted at least one month before the end of the period of implementation of the tasks. Note that these interim and final reports are additional to any required in Section 4.2 of these Terms of Reference.

Each report shall consist of a narrative section and a financial section. The financial section must contain details of the time inputs of the experts, of the incidental expenditure and of the provision for expenditure verification.

### 7.2. Submission & approval of progress reports

Six copies of the progress reports referred to above must be submitted to the Project Manager in the NAO. The progress reports must be written in English. The Project Manager is responsible for approving the progress reports.

## 8. MONITORING AND EVALUATION

### 8.1. Definition of indicators

#### *Student*

Within the context of this document 'student' refers to any individual to whom a course/programme of study is being offered whether at the levels of primary, secondary, tertiary, or Adult and Continuing Education (ACE).

#### *Quantitative Indicator:*

90% of the students enrolled in the specific programmes completing within the time frame.

#### *Qualitative Indicator:*

Students completing a course or programme of study under this consultancy will demonstrate values and attitudes that reflect respect for self and others, tolerance and appreciation for differences, life-long learning, and all those skills addressed under the programme of study including life-skills so critical for personal growth and development and citizenship. In brief, the

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student must possess the knowledge, skills, and attitudes pertinent to the level and congruent with UNESCO's four pillars of education as stated in the philosophy and goals of education in Belize.

### ***Teacher***

'Teacher' refers to those in the training programme under consideration.

#### *Quantitative indicators:*

90% of the teachers admitted into the training programme completing within the timeframe.

#### *Qualitative Indicator:*

Any teacher, regardless of level, or specificity of the training, must acquire and demonstrate those attributes, knowledge, and skills required to foster and maintain "Child-friendly school environments" to enable children to learn in a safe, fear-free and healthy atmosphere in the achievement of the indicators required of the students.

### ***Manager***

The term here refers to the person(s) charged with oversight of the development and execution of the course/programme of study. It may also be used in reference to the person responsible for all aspects of the project.

#### *Quantitative Indicator:*

95% of the managers enrolled in the programme completing within the time frame.

#### Qualitative Indicator:

In keeping in tandem with the above indicators, managers must possess a sound general knowledge of education and demonstrate such leadership and management capabilities to be able to foster the climate and culture required for the successful achievement of the indicators required of the students and teachers.

## **8.2. Special requirements**

NA

Annex

### Outline Plan for Education in the Banana Belt of Belize

#### Background

The Ministry of Education's vision for the country foresees universal education to 18 years of age, 50% of preschool children accessing places, improvement in the quality of teachers through a rigorous recruitment, training, and monitoring process to ensure that the teaching force possesses those essential attributes, competencies, and pedagogical skills congruent with teaching in a pluralistic society and in the preparation of students to achieve desirable societal goals. As an output of this initial process at least 100 qualified teachers will be produced annually, and curricula adapted to changing needs.

In order to facilitate universal education, school attendance is assisted through the provision of dedicated bus services contracted by the District Offices of the Ministry of Education.

#### Education in the Banana Belt

The banana belt has special needs because its population is expanding rapidly through a high birth rate and immigration. The Ministry of Education data show a primary school enrolment increase of about 7% per year in the banana belt, while the national average increase is about 2%. Surveys have shown that a high proportion of immigrants have a low level of education, lacking basic skills of literacy and numeracy. The National Literacy Rate, defined as those aged 15 and over who can read and write is estimated at 76.56% by the Statistical Institute of Belize [formerly the Central Statistical Office]. In the banana belt the level of literacy is believed to be less. Most do not have English as a first language. It is also recognised that as the economy of the banana belt diversifies from primary production of bananas, citrus and fish farming, the technical skills requirements for adults and school leavers needs urgent upgrading. In a 2006 survey it was determined that only 52% of banana workers had completed primary education while 37% had not completed any level of education.

Accordingly, the Ministry of Education (MoE) is developing a programme over some 8 years to address the needs of the banana belt. The data of early 2008 indicate:

- Adult and Further Education and Training is not available: demand is estimated at about 100 places per year; many adults may not have even basic literacy
- Over 400 secondary school age children are unable to access education due to lack of space in the secondary school serving the area. Technical training is unavailable to address their diverse needs; distance to institutions outside of the banana belt prevent many, particularly the poor and girls, from accessing post primary education
- The academic high school is already overcrowded requiring at least a further 100 places
- A projected deficit to 2010 of up to approximately 1,000 primary school places is being catered for in part by a combination of GoB and EU funding for some 500 places; however, in one village a second primary school to augment the already over-crowded 1000 pupil unit is required,
- There are no pre-primary school places, and at least 250 are required
- Insufficient trained teachers: of the 165 elementary teachers 32 [19%] and of the Secondary Level, only 7 of the 42 [16.6%] are trained. National data show that in Stann Creek and Toledo, the districts straddled by the Banana Belt, where the number of trained teachers is lowest in the country, pupil performance in the Primary School Examination (PSE) is also lowest in the country.

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### Pre-primary and Primary Schools

Pre-primary education, recognised as an important first step in preparing children for a well structured education is in its infancy in the banana belt. Village councils and schools in the banana belt report a demand for this development. With resources scarce, such developments are secondary to the provision of primary education.

The MoE takes pride in ensuring that no primary school age child is out of school because of lack of space, although it is recognised that individual children may not attend school for other reasons. At the end of 2006, the 12 primary schools in the banana belt had a total of 3,716 places. By 2010 it is forecast that the requirement will be over 4,800, and the MoE is adding classrooms as quickly as funds are made available. Utilizing Ministry resources and the Grant Contract mechanism to access already available Special Framework of Assistance funding, 22 new classrooms and ancillary facilities are nearing completion April 2008] providing space for a further 500+.

### High School

Since 2002 the number of students completing primary school has been between 250 and 300, outstripping the available 140 places in the Independence High [Secondary] School serving the Banana Belt. The Banana Belt communities, having expressed their anxiety to the Ministry of Education, following further consultation proposed the creation of a Technical High School to cater for those students not able to access the present school. They proposed that the school would offer a mix of academic and technical courses [see below for subjects identified] to prepare students for the diversifying employment environment in and adjacent to the Banana Belt. It had also been noted that many of the parents require access to further basic education and skills training, for many are non Belizean nationals or naturalized Belizeans with low language, literacy, numeracy and technical skills.

Accordingly, the MoE is developing a Technical High School, with initial construction scheduled to start in late 2008, to provide the required teaching and skills training facilities for some 560 of High School age, which will offer opportunities in the evenings and weekends for adult education.

### The Curriculum

#### Primary school

The primary schools in the Banana Belt provide the basic curriculum to prepare children to enter High School.

#### High School

The standard high school curriculum provides a 4 year programme in the core academic subjects including English, Spanish, Mathematics, Integrated Science [Physics, Chemistry & Biology], Social Studies [History and Geography], Information Technology, and Physical Education. Other subjects when elected by the students and the teachers are available may be offered. Pupils are entered in the examinations for the Caribbean Secondary Education Certificate of the Caribbean Examination Council [CXC] in the subjects studied.

The proposed Technical High School curriculum, in the first instance, provides for

- two years of Lower High School education in core subjects including English, Spanish, Mathematics, Integrated Science [Physics, Chemistry & Biology], Social Studies [History and Geography], Information Technology and Physical Education. This will lead to the Caribbean Certificate of Secondary Level Competences [CCSLC] level qualification, providing a foundation for further education and training and for entry level employment, and thereafter

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- two years of Higher High School education in the above core subjects as selected by the students, with the introduction of skills training in carpentry/woodwork, masonry, home economics/nutrition, technical drawing, mechanics, sewing and textiles, hospitality management. This will lead to the possible attainment of the Caribbean Secondary Education Certificate of the Caribbean Examination Council [CXC] in the appropriate subjects and, for some technical courses, a certificate under the Caribbean Vocational Qualification [CVQ] grading scheme, Level 1. This will fit students for employment, further skills training for enhanced CVQ qualifications and entry into tertiary level education for those wishing to pursue further education.

The longer-term vision foresees further development of the curriculum to provide [1] further technical and non-technical courses [2] the development of a programme with a rural focus which is likely to comprise elements such as agriculture/horticulture and small scale food processing and [3] opportunities, in this multi-cultural and multi-ethnic society, to enhance cultural specific history, customs and skills.

### Teacher upgrading and technical support

The GoB devotes about 21% of its recurrent budget to education. The Ministry of Education/Government of Belize makes every endeavour to attract and provide the required staff, but recognises it is essential to upgrade the capacity of its educational and administration managers and the skills base of its teachers, particularly as it enters into such a major development in the banana belt.

#### High School and Technical High School

The MoE will adopt an in-service approach to enhancing skills levels through contracting an appropriate centre of excellence to provide [1] training programmes, including distance-learning programmes over some 4 years for up to 40 individuals leading to education and teaching management qualifications recognized universally in the Caribbean Region and up to 10 staff members will receive training in adult education methodologies [2] programme support [3] assist further with curriculum development and planning for high school age and adult education and [4] provide further technical assistance for the planning of education in the area and for the establishment of good teacher/school/community relationships. It is anticipated that this training will be provided as part of the SFA 2007 support to education in the banana belt. It is anticipated that this will feed into the wider, national planning of education. The contract for technical support is expected to start late in the first /early in the second year of the programme.

#### Primary and Pre-primary Education

The MoE also has a major task to upgrade its primary school staff in the banana belt. The upgrading of the competencies of pre-primary and primary school staff is seen as part of continuum of support to contribute to the successful completion of the education of children at the high school level. It is expected that the MoE will initiate a programme to upgrade primary and pre-primary staff utilizing some SFA 2008 resources.

### Facilities to be provided, phasing, budget and financing plan

#### Primary education

EU funds available via the grant contract mechanism (SFA 2003) during 2007 are providing for a large part of the primary class rooms and ancillary facilities required to meet demand in 2007 into 2008. All construction has taken place on current sites. It is recognised that further resources must be identified to cater for further class room space beyond 2008.

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### Technical High School

#### *Phase I*

Given the planned start of the construction programme in late 2007/early 2008 the initial structures will be provided by the GoB. The site for the school, sufficient for the buildings, teaching, dining, recreational and playing-field areas immediately adjacent to a main road, and with access to secure water and power supplies and out of range of agricultural chemical drift will be provided by the GoB. The first two years of student intake will be provided with class-room based lessons only. Accordingly, the GoB will provide the administrative and staff facilities, dining area, toilet blocks, 8 class rooms and some security fencing.

#### *Phase II*

EU funds from SFA 2007 have become available during 2008 and will with additional funding from SFA 2008 provide for years 3 and 4 of the programme of student intake. These funds will provide 16 further class-rooms, 10 workshop/teaching labs, assembly area and landscaping.

#### *Phase III*

To ensure that the funds are put to the best use the MoE will set aside a sum of BZ\$75,000 in each of the 5<sup>th</sup> and 10<sup>th</sup> years of the programme for an evaluation of the programme's impact.

A draft indicative budget is appended, inclusive of class-room furniture and workshop equipment.

The Ministry of Education in response to the need in the Banana Belt plans to provide classroom and study facilities for secondary level students on the campus of the Independence High School. Starting in 2009 space for approximately 150 students will begin construction with SFA 2008 providing resources for teaching space and ancillary facilities.