

GOVERNMENT OF BELIZE  
MINISTRY OF EDUCATION AND YOUTH  
POLICY AND PLANNING UNIT

**BELIZE EDUCATION SECTOR STRATEGY  
2011-2016**

*To be implemented in the five school years 2011/2 to 2015/16*

**SUMMARY FRAMEWORK**

**NOTES**

Each output has an **OUTPUT OWNER**, an individual who will assume overall responsibility for planning and coordinating activities as well as monitoring and reporting on progress against the targets for that specific output.

Each strategy has the **RESPONSIBILITY** for action allocated in squared [] brackets. The first entry in each bracket is given in bold and underlined. This denotes the **LEAD** responsibility. Subsequent entries also have responsibilities under that lead.

## POLICY OBJECTIVE 1:

### INCREASE EQUITABLE ACCESS AT ALL LEVELS OF EDUCATION

Policy objective indicators:

**Net Enrolment Rates (by gender, district, urban/rural)**

**Completion rates (by gender, district, urban/rural)**

Outputs	Targets by 2016	Strategies [Responsibility]	Source/verification
<p>1.1 Expand access to Pre-School Education (3-4 yr olds)</p> <p><b>Output Owner:</b> <b>District Managers</b></p>	1.1.1 Reach 50% GER in both rural and urban areas of each district <sup>1</sup> .	<p>1.1.1 Using mapping model, undertake detailed mapping exercise in each district to determine supply and demand, results of which will provide basis for expansion. [DM, MA]</p> <p>1.1.2 Attach pre schools to existing primary schools prioritising the most needy, least well served locations based on socio-economic and poverty/deprivation indicators [DM, MA, MOEY]</p> <p>1.1.3 Encourage and facilitate the establishment of community and private pre-schools, prioritising the most needy, least well served locations based on socio-economic and poverty/deprivation indicators [DM, MA, MOEY]</p> <p>1.1.4 Establish new separate pre-schools in remote rural communities where attachment to primary school is not an option. [DM, MA, MOEY]</p>	<p>DEC Access and Infrastructure Masterplan</p> <p>DEC Annual workplans</p> <p>Register of Schools</p> <p>Approval of licence of school</p> <p>EMIS reports</p> <p>MOEY Pre-School Unit</p>
1.2 Increased enrolment and completion at primary level	1.2.1 100% NER in both rural and urban areas of each district	1.2.1 Primary schools work with PTAs and community to identify out of school and neediest children and provide awareness and sensitisation to enrol missing	DEC Access and Infrastructure Masterplan

<sup>1</sup> Focus will be on rural areas as most urban areas are close to or above the target. [Is there any difficulty about rural/urban boundary definitions? Dispute potential?]

<p><b>Output Owner:</b> <b>District Managers</b></p>	<p>1.2.2 Repetition rate reduced by 50% in all districts, with no increase in drop out rate.</p>	<p>children. [<b>SP</b>, DEC Truancy Unit, DM]</p> <p>1.2.2 Sensitisation of households to the value and benefits of education to 5 year olds and where facilities exist encourage enrolment of children in ECED programmes and pre-schools [<b>DM</b>, School Principals]</p> <p>1.2.3 Provide support and guidance to schools on how to effectively monitor and develop school level actions to reduce repetition (see also strategies under quality that target under-achievement) [ <b>DEC</b>, MA]</p> <p>1.2.4 Establish and implement a National School Feeding Programme that targets the poorest, most vulnerable children and communities [<b>ESS</b>]</p> <p>1.2.5 Collaborate with Ministry of Human Resource Development and Social Transformation in the promotion of the BOOST programme on conditional cash transfers to needy households for school attendance[<b>DM</b>, MA, ESS]</p> <p>1.2.6 Undertake a review of MOEY free textbook policy, specifically looking at cost and coverage and value for money and looking at more cost effective options [<b>PPU</b>]</p> <p>1.2.7 Based on above, develop and implement (through initial pilots if appropriate) revised textbook policy. [<b>PPU</b>]</p>	<p>DEC Annual workplans</p> <p>Register of Schools</p> <p>Approval of licence of school</p> <p>EMIS reports</p>
<p>1.3 Expanded access and increased completion rates at the secondary level.</p>	<p>1.3.1 Increase GER to minimum of 74% in each district</p> <p>1.3.2 Increase NER to 60% in each district</p> <p>1.3.3 Drop out rate</p>	<p>1.3.1 Using mapping model, conduct school mapping exercise to determine supply and demand, with specific focus on the major under-served rural areas (e.g. Toledo, Cayo, Corozal and Orange Walk) [<b>PPU</b>, DM]</p> <p>1.3.2 Identify schools suitable for expansion [<b>PPU</b>,</p>	<p>DEC Access and Infrastructure Masterplan</p> <p>DEC Annual workplans</p>

<b>Output Owner:</b>	halved in each district	DM]	Register of Schools
<b>District Managers</b>	1.3.4 Repetition rate halved in each district	1.3.3 Identify sites for new secondary schools [ <b>PPU</b> , DM] 1.3.4 Continue to support the implementation of the secondary school financing reform [ <b>CEO</b> , CEEdO] 1.3.5 Roll out the implementation of the 'performance' aspect of the financing reform equation. [ <b>CEO</b> ] 1.3.6 Provide support and guidance to schools on how to effectively monitor and develop school level actions to reduce repetition and drop out. (See also strategies under quality that target student under-achievement) [ <b>DEC</b> , MA] 1.3.7 Maximise the incentives applied through the Secondary Financing Reform to reduce repetition and drop out [ <b>MA</b> ] 1.3.8 Reduce financial burden of fees paid by needy students through introduction of standardised fee structure under the Secondary School Financing Reform [ <b>ESS</b> , CEO] 1.3.9 Undertake a review of MOEY textbook loan scheme, specifically looking at cost and coverage and value for money and looking at more cost effective options [ <b>PPU</b> ].	Approval of licence of school EMIS reports
1.4 Increased enrolment in technical and vocational programmes	1.4.1 All ITVETs operate at minimum 90% capacity <sup>2</sup> for full time programmes, including pre-vocational.	1.4.1 Raise public awareness of value of TVET. [ <b>ETES</b> ] Include TVET options with secondary school curriculum [ <b>ETES</b> ] 1.4.2 Improve the collaboration through establishing	EMIS reports ETES reports

<sup>2</sup> Current capacity is regarded as 200 full time day students per ITVET.

<b>Output Owner:</b>	1.4.2 All ITVETs offer customised courses (part-time) for minimum 100 trainees per year	<p>working parties between High Schools and ITVETs to increase opportunities to deliver relevant courses to HS students, including pre vocational programmes. <b>[ETES, ITVETs]</b></p> <p>1.4.3 Increase program offering at ITVET to suit particular local economic and employment opportunities <b>[ETES, ITVETs]</b></p> <p>1.4.4 Strengthen capacity of ITVETs to offer pre-vocational programmes <b>[ETES, ITVETs]</b></p> <p>(see also strategy in next section on HRD Strategy and Labour Market Survey</p> <p>1.4.5 Strengthen the linkages between ITVETs and industry in order to <b>[ITVETS, ETES, NCTVET]</b>:</p> <ul style="list-style-type: none"> <li>• promote greater and more localised relevance of TVET courses</li> <li>• use locally available industry and commerce persons and companies to support the delivery of courses</li> <li>• provide opportunities for ITVET staff to improve their skills and competencies</li> <li>• maximise industry placements and work experience for ITVET students</li> <li>• explore options for off-site (e.g. industry or agriculture based) delivery of special courses</li> </ul> <p>1.4.6 Support ITVETs to offer evening and summer programmes <b>[ETES, ITVETs]</b></p> <p>1.4.7 Provide incentives for more flexible deployment of trainers with key skills <b>[ETES, IVETs]</b></p>	EMIS reports
<b>Head of ETES</b>	1.5.1 Annual increase of 10% of Form 4	1.5.1 Develop incentives (target subsidies) to attract applicants, particularly male applicants, into under-	

<p>rates at tertiary<sup>3</sup> level.</p> <p><b>Output Owner:</b> <b>TPSACES</b></p>	<p>graduates gaining access to tertiary institutions.</p> <p>1.5.2 Reduce drop out rates at associate degree level by 50% in each centre.</p> <p>1.5.3 Reduce the current gender disparity in tertiary education from 2:1 (female : male) to 3:2</p> <p>1.5.4 Increased cost sharing</p>	<p>subscribed subject areas, particularly applied science, technology and agriculture courses [<b>TPSACES</b>, UB, JC]</p> <p>1.5.2 Develop further ICT-based open and distance learning programmes [<b>UB</b>, JC]</p> <p>1.5.3 Undertake assessment of current status of tertiary education financing, with emphasis on financial barriers to access of poorer students, and consider options for improved and more equitable cost sharing through Development Finance Corporation [<b>TPSACES</b>]</p>	<p>JC and UB reports</p>
<p>1.6 Improve enrolment of children with Special Education Needs</p> <p><b>Output Owner:</b> <b>ESS</b></p>	<p>1.6.1 All referred SEN children enrolled in school.</p>	<p>1.6.1 Work with Health and other government departments to identify SEN children [<b>DMs</b>]</p> <p>1.6.2 Improve referral services [<b>ESS</b> with other Government Departments, DEC]</p> <p>1.6.3 Maintain register of SEN children [<b>DEC</b>]</p> <p>1.6.4 Allocate referred children to best placed school. [<b>DEC</b>]</p> <p>1.6.5 Ensure transport provision where necessary [<b>DEC</b>]</p> <p>1.6.6 Sensitise schools and communities to SEN;</p>	<p>DEC and ESS reports</p> <p>EMIS reports</p> <p>TEDS data</p>

<sup>3</sup> Tertiary in the context of Belize refers to both Junior College (Associate Degree) and University level (Associate and Bachelors degree). It does not include TVET, though entry to full time ITVET programmes (not including pre-vocational) requires completion of Form 4 with a High School certificate.

		work to reduce “hiding” and stigma. [ <b>ESS</b> , DEC, MA, SP]]	
		1.6.7 Provide all teachers with the knowledge and skills required to identify a child who might require special assistance and make the referral [ <b>ESS</b> , TEDS]	
		1.6.8 Introduce a systematic training programme for SEN specialists [ <b>TEDS</b> ]	
1.7 Expand access to pre-service and in-service professional development for teachers	1.7 Pre-primary, primary and secondary programmes available in all three regions	1.7.1 Identify support infra-structure and new delivery centres to expand delivery of all teacher education programmes [ <b>TEDS</b> , CEO] 1.7.2 Give special focus to increasing the number of delivery points for pre-primary and secondary teacher education programmes [ <b>TEDS</b> , CEO] 1.7.3 Suitable technologies identified to enable online and blended delivery of programmes [ <b>TEDS</b> , CEO] 1.7.4 Expand pool of CPDs by establishing mechanism through which teacher training institutions can offer CPDs [ <b>TEDS</b> , BBTE]	TEDS reports  JC and UB reports
<b>Output Owner: TEDS</b>			
1.8 Applying new technologies to increase access and achievement	1.8 Increased number of educational programmes delivered through on-line or multi-media alternatives	1.8.1 Undertake feasibility study of use of ICT (electronic book) alternatives to textbooks. If feasible develop and run pilot programme to test application. [ <b>PPU</b> , ICT Unit] 1.8.2 Examine options (including looking at the ESUSAT model)for open schooling (open centres) via ICT for certain subjects in rural areas as well as for school age children who are not in school. [ <b>PPU</b> , UB] 1.8.3 Examine opportunities to deliver in-service training programmes through on-line or multi-	PPU/ICT and QAFS reports
<b>Output Owner: PPU/SRS</b>			

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media modalities. [**QADS**, TEDS, ETES, SRS]

1.8.4 Examine opportunities to delivery part or all of core and option secondary curriculum using ICT. [**QADS**, PPU]

1.8.5 Develop on-line or multi-media programmes for Adult and Continuing Education [**TPSACE**]

1.8.6 As part of textbook review, consider ICT alternatives [**PPU/SRS**, QADS]

1.8.5 Use ICT for teacher resources [**QADS**, TEDS]

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## POLICY OBJECTIVE 2:

### IMPROVE THE QUALITY AND RELEVANCE OF EDUCATION AT ALL LEVELS

Policy objective indicators:

**Successful completion rates at primary and secondary level measured by**

**PSE results (by gender, district, urban/rural)**

**CSEC results (by gender, district, urban/rural)**

Outputs	Targets	Strategies [Responsibility]	Source
2.1 Improved school leadership and management for school effectiveness	2.1 All school administrators (principals and vice principals) certified in school leadership	2.1.1 Design leadership certification programme based on existing National Standards for School Leadership [ <b>BBTE</b> ]  2.1.2 Conduct baseline survey on level of training and qualifications of school administrators, and observational research into levels of competencies, based on 2.1.1 above [ <b>QADS</b> , TEDS, IADB Teacher Quality Study, Teacher Training Strategy]	BBTE and TEDS reports
<b>Output Owner:</b> <b>QADS</b>	2.2 75% of schools demonstrate satisfactory level of effectiveness as measured on school report card.	2.1.3 Facilitate training opportunities in 'creating effective schools' for all school principals and school managers [ <b>TEDS</b> , DEC, TTI]  2.1.4 Support (through guidance and training) school based programmes that enable teachers to use assessment of learning to track all pupils progress against desired outcomes and to develop appropriate strategies for progress, e.g. use of appropriate community volunteers as classroom assistants, additional consolidation and reinforcement materials, catch up holiday courses etc. [ <b>MA</b> , SP]  2.1.5 Develop and implement an annual school	

		report card system to cover key performance indicators, linked to the National Quality Schools Framework [QADS, DMs, MAs]	
		2.1.6 Introduce system of school self-assessment using report card, with assessment agreed by School council/PTA. [QADS]	
		2.1.7 Undertake independent third party validation of school effectiveness. [CEO]	
2.2 Improved effectiveness of teachers in supporting student achievement at all levels	2.2.1 75% of teachers demonstrate appropriate classroom competencies, including skills in assessment for learning.	2.2.1 Establish competency framework for teachers at pre-primary, primary, and secondary to include [QADS with BBTE, TEDS, DM, ESS]	Competency Framework in place
<b>Output Owner:</b> <b>QADS</b>		a) Relevant content knowledge base	TSC annual report
		b) Child centred methodology	MOE reports from DEC and TEDs
		c) Skills in early language development	Annual report from managing authorities
		d) Skills in assessment for learning , tracking progress and target setting	Annual School Reports
		e) Reflection in teaching	Examination Results
	2.2.2 Yearly improvement in examination performance in 75% of schools, measured by	f) Strategies for tackling under-achievement	
	<ul style="list-style-type: none"> <li>Increased examination entry (percentage of enrolled who sit examination)</li> <li>Improved examination performance (no. of pupils who achieve satisfactory<sup>4</sup> status)</li> <li>Improved BJAT scores in 75% of primary schools</li> </ul>	2.2.2 Develop guidelines and standards for the development and delivery of CPDs by teacher training institutions [TEDS, BBTE]	
		2.2.3 Employ recruitment and selection practices that are aligned to the Education Act and Rules [TSC, MAs]	
		2.2.4 Promote teaching as a career and target high performing students from secondary level to enter the profession through use of	

<sup>4</sup> Satisfactory to be defined for BJAT, PSE and CSEC

incentives(**TEDS**)

2.2.3 Increase in the number of young people opting for and qualifying in science and technology (SaT) subjects at CSEC, and opting for SaT courses at Associate Degree and Bachelors level.

2.2.4 Strengthen school monitoring, support, and supervision, so that teachers are adequately supported in ensuring that students are learning.[**SP**, DEC, MA, ETES]

2.2.5 Strengthen teaching of primary science through teacher training and improved materials [**TEDS**, QADS]

2.3.6 Develop in-service programmes for all secondary SaT teachers. [**TEDS**]

2.2.7 Ensure all primary and secondary leavers are given the opportunity to sit the PSE and CSEC examinations [**MA**, ESS]

2.2.8 Establish cluster schools through which teachers engage in lesson studies and jointly develop approaches to deal with curriculum delivery [**QADS**]

2.2.9 Develop an after school programme to assist students in need [**ESS**, MA, SPS]

2.3 Approved Teacher Education (TE) programmes effectively delivered by all institutions training teachers

**Output Owner:**  
**BBTE**

2.3.1 All TE programmes comply with established minimum professional standards, including use of appropriate resources.

2.3.2 All TE staff have appropriate qualifications and experience required to deliver courses

2.3.1 Develop a TE strategy [**TEDS**, BBTE]

2.3.2 Review all TE programmes for currency and relevance to agreed international/regional standards. [**BBTE**, TEDS]

2.3.3 Establish standards for teacher education programmes at pre-primary, primary, and secondary levels aligned to the teacher competency framework. [**BBTE**, TEDS]

2.3.4 Develop and implement Quality Assurance

Program Specifications and standards

TE profiles in place

TE database

Programme reports

Annual

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mechanisms with minimum professional standards to monitor the delivery of approved teacher education programmes at the pre-primary, primary, and secondary levels [**BBTE**, TEDS]

professional development calendar

2.3.5 Regularly monitor all TE programmes to ensure compliance to minimum professional and academic qualifications for teacher educators [**BBTE**, TEDS]

2.3.6 Facilitate regular access to relevant professional development opportunities for teacher education staff , linked to agreed national, district and school priorities. [**TEDS**]

2.3.7 Ensure alignment between TEd programmes and all QA procedures and instruments (e.g. school supervision) [**QADS**, TEDS, BBTE]

2.3.8 Develop and introduce components into all TE programmes that prepare teachers to support the achievement of children with SEN [**TEDS**, ESS]

2.3.9 Develop partnerships with cooperating and demonstration schools to expand exposure of student-teachers to school environment prior to the internship [**TEDS**]

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<p>2.4 Increased number of appropriately certified teachers at all levels</p>	<p>2.4.1 All newly qualified teachers engaged in appropriate induction</p>	<p>2.4.1 Continue to apply incentives to ensure all teachers successfully complete a recognised training programme. [MA, DEC]</p>	<p>Register of Programme</p>
<p><b>Output Owner:</b> <b>TEDS</b></p>	<p>2.4.2 Percentage of teachers in each district with full licence (appropriate to the level at which they are teaching)</p>	<p>2.4.2 Utilise nationally the licensing framework to award full licence at all levels [TSC]</p>	<p>Specifications for approved TE programmes</p>
	<p>25% at pre-primary level, 75% at primary level, 50% at secondary level</p>	<p>2.4.3 Develop and implement induction programme for Newly Qualified Teachers for pre-primary and secondary teachers [TEDS, DEC, MA, School Principals]</p>	<p>Programme Monitoring Reports</p>
	<p>2.4.3 At least 50% of teachers teaching SaT in all institutions are professionally qualified</p>	<p>2.4.4 Strengthen and formalise the induction programme for Newly Qualified Teachers at the primary level. [TEDS, DEC, MA, School Principals]</p>	<p>TSC Annual Report</p>
		<p>2.4.5 Restructure the teacher service to create clear career pathways offering enhanced opportunities for specialisation and senior positions based on actual performance. [CEO, TEDS]</p>	<p>TEDS Annual Report</p>
<p>2.5 Improved relevance and delivery of the primary and secondary curriculum.</p>	<p>2.5.1 All schools assessed as performing at satisfactory level or above on the National Quality Schools Framework (see 3.4.2) in area of curriculum delivery, pedagogy and student achievement.</p>	<p>2.5.1 Evaluate relevance and delivery of existing curriculum, including language, SEN and science and technology. [QADS, SFRTF, BAPPS]</p>	<p>Observational data from supervision reports</p>
<p><b>Output Owner:</b> <b>QADS</b></p>		<p>2.5.2 Develop series of desired learning outcomes for all stages (grades/years) and subject areas of curriculum, and disseminate to all schools [QADS]</p>	<p>Curriculum guides in place</p>
		<p>2.5.3 Review existing curriculum guides in terms of their relevance, value to and use by teachers and update as necessary to include improved adherence to agreed learning outcomes (2.5.2) as well as a more diversified and learner-centred curriculum delivery that supports all students in raising</p>	<p>Supervision reports from DEC's,</p>
			<p>Curriculum document</p>

2.5.2 Appropriate language support programmes in place in all schools.	<p>achievement [<b>QADS</b>]</p> <p>2.5.4 Provide training to teachers in the use and localisation<sup>5</sup> of curriculum, and assessment, during in service training[<b>QADS</b>, DEC]</p> <p>2.5.5 Introduce more practical experiences and early technical and vocational opportunities into the existing primary curriculum in order to build pupils' skills, aptitude and appreciation of practical subjects. [<b>QADS</b>, ETES]</p> <p>2.5.6 Provide training to school leaders in the support and monitoring of more effective and <i>localised</i> curriculum delivery.[<b>TEDS</b>, DECs]</p> <p>2.5.7 Provide training to teacher educators in the use of curriculum guides and the more effective delivery of curriculum, including its localisation [<b>TEDS</b>, DECs]</p> <p>2.5.8 Monitor the effective delivery of curriculum in schools, including teachers ability in formative assessment of pupil progress. [<b>DECs</b>, MAs]</p>	<p>School based data</p> <p>Surveys</p> <p>Curriculum documents</p> <p>NQF document</p> <p>CSEC reports</p>
2.5.3 Revised secondary curriculum based around core and options adopted in all secondary schools and ITVETs	<p>2.5.9 Review the PSE and look to improve its utility to provide consistent year on year achievement data [QADS]</p> <p>2.5.9 Train school principals and supervisors in observational skills to effectively monitor and support curriculum delivery. [<b>TEDS</b>]</p> <p>2.5.10 Undertake a national survey into the status of learners' English Language proficiency, using school based data; the status of instructional programmes; and the impact English proficiency has on overall</p>	

<sup>5</sup> Localisation here refers to the capacity of teachers to adapt the curriculum to both the particular social, cultural and economic context of learners as well as the interests and ability range of learners

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levels of achievement. [QADS]

2.5.11 Develop a primary language policy [PPU]

2.5.12 Develop programmes, including training and materials, to support schools and teachers develop learning programmes and classroom approaches in accordance with policy. [QADS, TEDS, ESS]

2.5.13 Standardise the high school curriculum around core subjects and options, including technical and vocational options. [QADS]

2.5.14 Develop series of desired learning outcomes for all stages (grades/years) and subject areas of curriculum, and disseminate to all schools [QADS]

2.5.15 Provide support and training to school principals and teachers in student assessment and monitoring of student learning against agreed learning outcomes. [TEDS]

2.5.16 Improve alignment and equivalence between secondary and ITVET programmes, and promote the movement between, and pursuit of concurrent courses in, High School and ITVETS. [QADS, ETES, ITVET, HS]

2.5.17 Establish a National Qualifications Framework , with levels of attainment and competencies defined at each stage/level. [QADS]

1.3.12 Develop and introduce a standardised National Secondary School Certificate. [QADS]

1.3.13 Ensure all Form 4 are supported to sit core CSEC examinations. [MA, SP]

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6. Improve the quality and relevance of

6.1 Drop out from ITVETs reduced to maximum 10% in

6.1.1 Develop a comprehensive Human Resource Development Strategy based on a Labour Market

LMS report

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<p>Technical and Vocational Education and Training</p>	<p>each ITVET</p>	<p>Survey that examines current and predicts future labour market trends and opportunities (in Belize and the region). Use outcomes as basis to re-orient tertiary programmes to economic opportunities and examine options to incentivise take up of programmes in emerging economic areas.</p>	<p>ITVET reports Tracer study</p>
<p><b>Output Owner:</b> <b>ETES</b></p>	<p>6.2 75% of ITVET graduates either find employment in work related to qualification or progress to further education and training</p>	<p><b>[TPSACES, UB ETES]</b></p> <p>6.1.2 Undertake a tracer study to identify employment pathways of ITVET graduates. <b>[ETES]</b></p> <p>6.1.3 Develop closer links with industry in course design and delivery [ <b>IVETS, ETES]</b></p> <p>6.1.4 Provide pre-service and in-service Professional Development to all teachers, focus of on both content skills and pedagogy, including competency based assessment <b>[ETES]</b></p> <p>6.1.5 Update TVET curricula to align with NVQ and ensure alignment of levels 1 and 2 with secondary curriculum. Support and monitor teachers in delivery of curriculum <b>[ETES]</b></p> <p>6.1.6 Introduce new programmes in emerging economic areas <b>[IVETS]</b></p> <p>6.1.7 Select trainers who offer combination of skills in two or more technical/vocational areas <b>[ETES, IVETS]</b></p> <p>6.1.8 Link existing Adult and Continuing Education programmes to ITVETs, providing recognition of ACE as entry to TVET programmes. <b>[TPSACES, ETES, QADS]</b> (see also NQF at 2.5.9 above)</p> <p>6.1.9 Introduce institutional certification based on application of agreed standards of CVQ. <b>[ETES]</b></p>	



7. Improve education services to children with SEN	7.1 50% of identified SEN children formally referred and placed in schools.	7.1 .1 Undertake national study of SEN status and provision. [ESS]	ESS Annual Report
<b>Output Owner:</b> <b>ESS</b>	7.2 10% increase in places at existing SEN centres	7.1.2 Ongoing comprehensive training for principals and teachers for inclusion, SEN [ESS]	DEC Annual Report
		7.1.3 Provide teachers and principals with required resources to support inclusions, e.g. manuals, kits, batteries, real-time access to expertise [ESS, DEC]	EMIS data
		7.1.4 Develop standards for existing centres [ESS]	
		7.1.5 Monitor services for existing centres based on standards for improvement [ESS, DEC]	
		7.1.6 Examine supply and demand for expanding existing centres and/or opening new centres [ESS, DEC]	
		7.1.7 Develop links with NGO providers [ESS, DEC]	
		7.1.8 Seek corporate sponsorship [ESS]	

## POLICY OBJECTIVE 3:

### STRENGTHEN GOVERNANCE THROUGHOUT THE SECTOR WITH EMPHASIS ON INCREASED STUDENT ACHIEVEMENT

Key policy indicators: Publication of annual education reports against ESS priorities

Annual staff and departmental performance reviews

Outputs	Targets	Strategies [Responsibility]	Source
<p>3.1 Increased accountability of schools to parents and local communities for school performance</p> <p><b>Output Owner:</b> <b>DM</b></p>	<p>3.1 All schools have active PTAs (or School Councils) that meet once per term and fulfil functions other than fund raising.</p> <p>3.2 All schools hold parent-class teacher consultations twice per year</p> <p>3.3 All parents receive personalised qualitative termly written report of their child's progress</p> <p>All schools publish</p>	<p>3.1.1 Clarify the regulatory framework for the establishment and roles of community/parent school bodies (PTAs, School Councils (SC) and Community School Boards (CSB) and promote optimal approach depending on school type [ESS, QADS] (see also 3.2.1 below)</p> <p>3.1.2 Establish District and National Associations of School Community/Parents bodies to promote voice of users [ESS, DEC]</p> <p>3.1.3 Support and strengthen the participation of parents and school communities in school life [ESS, MA, QADS]</p> <p>3.1.4 Provide guidelines and training for SP in developing improved community involvement on schools [QADS]</p> <p>3.1.5 Issue guidelines and pro-formas to all schools on child reporting and support and monitor schools in improving teacher-parent consultation.[QADS, MA, DEC]</p> <p>3.1.6 Guide administrators and MA to collect ,analyse, and present school performance data and information, especially in relation to key policy</p>	<p>School records (agendas, minutes, reports from parents)</p> <p>Supervision reports</p>

	annual report of performance against key indicators.	objectives, in a comprehensive report. [PPU, DEC] 3.1.7 Develop school capacity for Self Assessment and Improvement Planning through publication of guidelines, success criteria, provision of training and support, and through effective monitoring of progress. [QADS, MA] 3.1.8 Guide administrators and MA to collect ,analyse, and present findings in a comprehensive report , using key indicators and targets in ESS. [PPU, QADS, DEC, MA] 3.1.9 Publish all school reports on website, to include financial reporting and make printed copies available to local communities. [IT Unit]	
3.2 Schools are governed and managed in accordance with requirements in the education rules.  (see also Policy Objective 2 (Quality) output 1 specific to improvement of school leadership)	3.2.1 New regulations established to support Education and Training Act 2010  3.2.2 90%% compliance by General and Local managers, Schools administrators with requirements of education rules.  3.2.3 All school principals appointed have at least minimum agreed qualifications and experience	3.2.1 Draft new regulations consistent with Education Act, finalise and approve and disseminate to all offices, managers and education institutions. [ CExo, CEO, PPU]  3.2.2 Undertake a comprehensive National Survey of the status of school management. [QADS]  3.2.3 Common standards established for school management and provided to all schools [QADS, MA, TSC]  3.2.4 Ensure that conditions of grant in aid agreements between MOEY and MAs are (a) appropriate to delivery of policy objectives and (b) being met with regard to school standards. [Dep CEo, DM, MA]  3.2.4 Develop procedures for special support to schools that repeatedly fail to satisfy grant-in-aid conditions. [CEo, MA, DEC]  3.2.6 All MAs to assess performance of their schools and report annually against agreed performance	Monthly reports of MA to DEC  DEC supervision reports
<b>Output owner</b> <b>CEO</b>			

	<p>3.2.3 75% of schools rated as satisfactory or above against national school performance standards (see output 3.5 below)</p>	<p>indicators. Reports to be made public. <b>[MA]</b></p> <p>3.2.7 All schools undertake annual audit of accounts and to publish reports.<b>[MA]</b></p> <p>3.2.8 All audit reports are made public at schools and on website. <b>[SP, MA, IT Unit]</b></p> <p>3.2.9 Ensure that Roles of Managing Authorities and District Education Centres are clearly defined. <b>[Dep CEdO, DM]</b></p> <p>3.2.10 Quarterly reports from MAs to DEC received on time and DEC respond to key issues. <b>[MA, DM, DMs]</b></p>	
<p>3.3 Improve management effectiveness of MOEY and District Education Centres</p> <p><b>Output Owner:</b> <b>CEdO</b></p>	<p>3.3.1 All officers at all levels have annually agreed objectives, linked to policy objectives, which are used as basis for annual performance assessment.</p> <p>3.3.2 90% of all MA, DEC and Central MOEY personnel perform at satisfactory standard or above on new annual performance appraisal system by 2013.</p>	<p>3.3.1 Undertake a full institutional appraisal of the MOEY and DECs, assessing mandates, HR capacity (staffing levels and skills) and needs, and performance management systems in relation to delivery of policy objectives and strategies. Develop an HRD programme. Hold consultations around results. <b>[CEdO]</b></p> <p>3.3.2 Strengthen the PPU to improve capacity for more timely data analysis and reporting, to more effectively undertake the planning and monitoring function <b>[CEO]</b></p> <p>3.3.3 Strengthen TEDS to improve capacity to adequately develop policies and processes, and monitor delivery of the teacher education programmes and services <b>[CEO]</b></p> <p>3.3.4 Develop job descriptions and terms of reference for all officers in central ministry/agencies/regions/districts. <b>[CEO, DM, QADS]</b></p> <p>3.3.5 Develop HRD plan and capacity building programmes, <b>[CEdO]</b></p>	<p>Official notices</p> <p>Study report published</p> <p>Manuals available.</p> <p>MOEY Documents</p> <p>Training reports</p> <p>EMIS on website</p> <p>MOEY records</p> <p>Minutes</p>

<p>3.3.3 Annual education statistics uploaded onto MOEY website by strat of Term 3 of school year.</p>	<p>3.3.3 Annual education statistics uploaded onto MOEY website by strat of Term 3 of school year.</p>	<p>3.3.6 Develop and roll out management training programme [<b>QADS</b>]</p> <p>3.3.7 Develop and introduce revised staff performance appraisal system [<b>CEdO</b>]</p> <p>3.3.8 Undertake a feasibility study into relocating MOEY into a single building, and take forward as appropriate, [<b>CEdO</b>]</p> <p>3.3.9 Improve the timeliness, availability and utilisation of data as a basis for policy, planning, and M&amp;E at all levels. Identify <b>what</b> data is needed by <b>who</b>, and <b>when</b> and <b>how</b> the data is to be used [<b>PPU</b>]</p> <p>3.3.10 Departmental and District Annual work plans align to policy objectives and targets and are used as the basis to manage and monitor departmental and individual performance. [<b>CEdO</b>, PPU, DM]</p> <p>3.3.11 Develop simple pro-forma for District and Service Area reporting [<b>CEdO</b>, PPU]</p> <p>3.3.12 Convene quarterly meetings chaired by CEO (and Minister once per year) to review progress [<b>CEO</b>]</p>	
<p>3.4 Quality assurance system based on common minimum standards of service delivery applied across all educational institutions</p> <p><b>Output Owner:</b> <b>QADS</b></p>	<p>3.3.4 Quarterly performance reviews held by SMT using ESS performance framework.</p> <p>3.4.1 All schools, junior colleges/ teacher education institutions, and ITVETS receive at least one full supervision every three years</p> <p>3.4.2 All schools, junior colleges/ teacher</p>	<p>3.4.1 Establish the National Quality Schools Framework for all levels, to include categories of (a) infrastructure and facilities, (b) staffing, (c) curriculum delivery (including level of instructional time), pedagogy and student achievement, (d) school management and administration, and (e) community relations [<b>QADS</b>, ESS, (Inspectorate)]</p> <p>3.4.2 Review and revise (and standardise nationally) school monitoring and supervision procedures and reporting formats [<b>QADS</b>, ETES, DEC]</p>	<p>MOEY records</p> <p>Training programme reports</p> <p>Website</p>

	education institutions, and ITVETS receive at least one support visit (spot check) per annum.	<p>3.4.3 Provide CPD to all supervisors [<b>QADS</b>]</p> <p>3.4.4 Publish supervision reports on website [<b>PPU</b>, IT Unit]</p> <p>3.4.5 Establish a programme monitoring framework for Teacher Education programmes (BBTE, TEDS)</p>	
<p>3.5 MOEY publishes through website annual report of performance against targets of Education Sector Strategy.</p> <p><b>Output Owner:</b> <b>PPU</b></p>	<p>3.5.1 All reports uploaded onto MOEY website within one month of submission</p>	<p>3.5.1 Upgrade the MOEY website [<b>PPU</b>, IT]</p> <p>3.5.2 All departments produce annual reports by December of following school year to include progress against targets in areas of responsibility defined in ESS [<b>CEdO</b>]</p> <p>3.5.3 MOEY produces Annual Report [<b>PPU</b>]</p>	<p>Website</p>