

EDUCATION PROJECT

PROJECT SUMMARY - ACTIVITY 2



OBJECTIVE OF THE PROJECT

The objective of the Education Project (the “Education Project”) is set forth in Section 1.2 of this Compact. To accomplish the Education Project Objective, the Project focuses on addressing the lack of post-primary graduates with the necessary competencies relevant to labor market demands, including numeracy, literacy, 21st Century Skills, and certified technical training.

PROJECT ACTIVITIES

The Education Project is comprised of the following two Activities:

II. Training and Transitioning to Work Activity

This Activity supports Technical and Vocational Education and Training (“TVET”) providers to improve their capability to deliver high quality training demanded by the labor market as well as to provide broad access to these training opportunities. After Belize creates a national training agency as an autonomous national institution with full responsibility and authority for planning, updating of regulations, and oversight of quality, relevancy and efficiency of the TVET system (the “National Training Authority”), this Activity shall support the newly established agency to fulfill its role as an autonomous national institution with full responsibility and authority for the planning, updating of regulations, and overseeing the quality, relevance, and efficiency of the TVET system. After the National Training Authority is operational, this Activity shall fund demand-driven TVET programs through a proposal process.

Specifically, the Activity provides funding for the following Sub-activities:

2.1 TVET Governance

This Sub-activity aims to improve the efficiency and effectiveness of systems related to governance, management, financing, and quality assurance of the TVET system (including secondary schools and tertiary institutions offering TVET programs and institutes for TVET), by funding the following:

(2.1.1) Support the implementation of the National TVET Policy, the National TVET Strategy, and the National TVET Act with regulations and policies for a better quality and a more responsive TVET sector, capturing a broad segment of students.

(2.1.2) Technical assistance and material resources for the establishment of the National Training Authority to begin the process of evaluating Belizean training institutions to be accredited to deliver specific training programs that lead to nationally, regionally and/or internationally recognized qualifications and certifications, including Caribbean Vocational Qualifications.*

* A regional certification system designed to accredit a standard and uniform delivery of competency-based technical and vocational education, training, and certification within the Caribbean.

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(2.1.3) Technical assistance for the development of sectoral skills councils so each council can effectively play the role of, among other things: an advisor to the National Training Authority, a convening body for the private sector, and a coordinating body for apprenticeships and internships, in alignment with provisions for the function and composition of sectoral skills councils in the National TVET Act.

(2.1.4) Enhancement of the BEMIS, and/or support to other linked applications, to enable data capture and analysis of employment outcomes (i.e., tracing of graduates) and employer satisfaction surveys (i.e. feedback from employers on the performance of interns/apprentices and graduates).

(2.1.5) Support for the delivery of tracer surveys of TVET graduates implemented by the National Training Authority or training providers.

2.2 TVET Delivery

This Sub-activity aims to design and build the capacity of the TVET sector to implement TVET programs that are aligned to labor market needs by funding:

(2.2.1) Development or procurement of high-quality curricula and learning materials based on national, regional or international standards, as well as the development of new and updating of existing national standards and curricula based on 21st Century Skills and the technical skills demanded by the labor market.

(2.2.2) Training for TVET providers and verifiers to include, but not be limited to: (i) competency-based education, training, and assessment for all faculty, including instructors with industry backgrounds; (ii) recruitment and management of instructors to achieve an adequate mix of educators, including both full time and part-time, as well as dedicated educators and trainers from the private sector; (iii) leadership and financial planning, application for training materials and equipment, facilities management, grant application writing, and program quality assessment for TVET managers; (iv) recruiting, enrolling, and maintaining students, increasing the enrollment and graduation of men and women students; (v) design and management of work based learning programs (including internships and apprenticeships) and job placement for vocational guidance counselors; and (vi) training of internal and external verifiers to support validation of programs. In each of the above, accompanying training modules shall address known, industry-specific practices that have prevented broad representation from different groups.

(2.2.3) Development of quality internship and apprenticeship models, including but not limited to training for companies on effectively providing internships, to ensure students receive the hands-on experience necessary to be successful in their careers. These models shall provide guidance on how training providers can embrace opportunities for, and mitigate barriers to, participation of men and women students.

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(2.2.4) Funding through a grant facility for demand driven TVET programs. Proposals must demonstrate the private sector's need for the programs through endorsements by the National Training Authority and/or sectoral skills councils, availability of internships, and availability of sector-specific teachers. The funding includes but is not limited to developing the necessary curriculum, designing internships, training instructors and industry verifiers in up-to-date industry standards, equipping and upgrading labs, program promotion, and tracer surveys of graduates.