Program Operations Manual

***(Updated last in May 16, 2014)***

**Education Quality Improvement Program**

**(BL-L1018)**

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Abbreviations

|  |  |
| --- | --- |
| AA | Administrative Assistant |
| ATLIB | Association of Tertiary Level Institutions of Belize |
| BBTE | Belize Board of Teacher Education |
| BL | Belize |
| CDB | Caribbean Development Bank |
| CEO | Chief Executive Officer |
| CSEC | Caribbean Secondary Education Certificate |
| CXC | Caribbean Examination Council |
| EA | Executing Agency |
| EMIS | Education Management Information System |
| EQIP | Education Quality Improvement Program |
| ESRP | Education Sector Reform Project |
| EU | European Union |
| FS | Financial Specialist |
| FST | Feedback System for TEI |
| GOB | Government of Belize |
| IDB | Inter-American Development Bank |
| IFI | International Finance Institutions |
| BBTE | Belize Board of Teacher Education |
| LTC | Long-Term International Consultant |
| M&E | Monitoring and Evaluation |
| MC | Marketing Campaign |
| MDRT | MICO Diagnostic Reading Test |
| MEO | Monitoring and Evaluation Officer |
| MoFED | Ministry of Finance and Economic Development |
| MOEYS | Ministry of Education, Youth and Sports |
| MPRC | Ministry of Education, Youth and Sports Public Relations Committee |
| MSVU | Mount Saint Vincent University |
| NGO | Non-Governmental Organization |
| NTSC | National Teacher Services Commission |
| OII | Office of Institutional Integrity, IDB |
| PC | Program Coordinator |
| PDA | Program Designated Account |
| PEU | Program Executing Unit |
| PO | Program Officer |
| POM | Program Operations Manual |
| PPP | Program Procurement Plan |
| PPU | Policy and Planning Unit, MOEYS |
| PRM | Program Results Matrix |
| PS | Procurement Specialist |
| PSC | Program Steering Committee |
| PSD | Program Strategy Diagram |
| PSE | Primary School Examination |
| PSR | Program Status Report |
| QADS | Quality Assurance and Development Services, MOEYS |
| SPR | Semi-annual Progress Report |
| SSFA | SmartStream Financial Application |
| TA | Technical Assistance |
| TED | Teacher Education and Development Services, MOEYS |
| TEI | Teacher Education Institutes, MOEYS |
| TPS | Tertiary, Post-secondary & Adult & Continuing Education Services, MOEYS |
| V&T | Visible and Tangible Approach |

# PURPOSE AND DEFINITION

* 1. The Program Operations Manual (POM) is intended to contribute to the efficient and effective implementation of the Education Quality Improvement Program (EQIP), by providing clear and transparent operational guidelines. The POM is designed for use by all participants involved in the execution of the Program. In the event of any discrepancy between the POM and the loan contract, the latter will prevail. The Partners include:

1. Association of Tertiary Level Institutions of Belize (ATLIB);
2. Caribbean Examination Council (CXC);
3. Belize Board of Teacher Education (BBTE);
4. Ministry of Finance and Economic Development (MoFED);
5. National Teacher Services Commission (NTSC)
6. Office of the CEO, Ministry of Education, Youth and Sports (MOEYS);
7. Policy and Planning Unit (PPU), MOEYS;
8. Program Executing Unit (PEU), MOEYS;
9. Program Steering Committee (PSC);
10. Public Relations Committee, MOEYS;
11. Quality Assurance and Development Services (QADS), MOEYS;
12. Teacher Education and Development Services (TEDS), MOEYS;
13. Teacher Education Institutes (TEI);
14. Tertiary, Post-secondary & Adult & Continuing Education Services (TPS), MOEYS; and
15. Consultants (firms or individuals) contracted to prepare, design, develop, monitor or review any aspect, product or outcome of the Program.
    1. The operation will finance a total of US$10.1 million over a period of four (4) years. The amount includes a loan of US$10 million financed by the Inter-American Development Bank (IDB) and US$100 thousand in counterpart financing provided by the Government of Belize (GOB). Counterpart financing will be provided through an in-kind contribution.
    2. The executing agency is the MOEYS through the PEU. The PEU will be responsible for the overall execution and coordination of the Program including the procurement and financial management and reporting of EQIP. The PEU was created as recent as 2011 for the execution of the “Education Sector Reform Project” (ESRP) financed by the Caribbean Development Bank (CDB). In order to efficiently and effectively execute the EQIP the GOB and IDB decided to strengthen the PEU by adding personnel and providing technical support to the unit.
    3. The EQIP program will involve the procurement of a number of contracts which fall within the following categories: Goods, Consulting and non-consulting services.
    4. The POM may require adjustments as the execution of the program progresses; consequently, the users of this document are encouraged to forward their observations and recommendations arising from the application of these guidelines to the Program Coordinator, PEU. Following the approval of the POM by the CEO and the IDB, the Program Coordinator will be responsible for incorporating suitable changes to it in accordance with the procedures established in Chapter X: Modifications to the POM.

# PROGRAM OBJECTIVE, COMPONENTS & FINANCING

## Objectives

* 1. To support the Government of Belize in improving the quality of primary education, and the governance of the Belize education system. The specific objectives of the Program are as follow:

1. train approximately 80 percent of TEI pre-service instructors teaching methods courses and 50 percent of in-service teachers at the primary level;
2. train approximately 50 percent of primary school principals in instructional leadership and administration;
3. develop and implement an Education Management Information System (EMIS) for the primary and secondary levels; and
4. improve the profile of teacher candidates.
   1. The above objectives will be achieved through investments in three components.

## Components

* 1. **Component I: Improving the Quality of Teachers (US$4.4 million).**The component aims to improve the quality of primary school teachers by raising the profile of teacher candidates, improving the quality of initial teacher education, and improving the skills of in-service teachers. To achieve this objective, the component is structured around three sub-components.

1. ***Sub-component 1.1 – System for attracting and accepting higher quality entrants into teacher training***. The planned activities are: (i) Marketing campaign to attract higher profile candidates for teacher training; and (ii) Assessment of teacher training candidates to identify those who need remedial assistance during their teacher training.
2. ***Sub-component 1.2 – Capacity-building of the TEIs in their training of primary education teachers.*** The planned activities are: (i) Capacity building of TEI instructors and internship supervisors to improve teacher training in pedagogical practices in Math, Science, and English, focusing on how to link the teaching of content with concrete content specific pedagogy; and (ii) Training, mentoring and technical assistance to TEI department heads and administrators.
3. ***Sub-component 1.3 – On-site and distance practical professional development.*** The planned activities are: (i) Development of school level curriculum and lesson plans for Math, Science and English, based on the national curriculum. In Math, the Visible and Tangible TLMI model will be used, and similar student centered teaching approaches will be used in Science and English; (ii) Development of formative assessment instruments to enable the continuous assessment of student competencies. The formative assessment instruments will be aligned with the learning outcomes of the national primary curriculum and the school level curriculum; and (iii) Implementation of the lesson plans and formative assessments in the classrooms, including external training, tutoring and mentoring for principals and teachers currently in the classrooms.
   1. **Component II: Governance of the Education System (US$3.6 million)**. The component aims to create a quality assurance system to improve education policy planning and accountability mechanisms at various levels of the education system, including schools, the TEIs, and the MOEYS.[[1]](#footnote-1) To achieve this objective, the component is structured around two sub-components.
4. ***Sub-component 2.1 – Strengthening of the Quality Assurance Role of TEIs.*** The planned activities are: (i) Creation of a feedback system to strengthen the capacity of TEIs to monitor the quality of their services and outputs; (ii) Training, mentoring, and technical assistance to principals, department heads, and administrators of the TEIs on how to monitor and assure the quality of their services; and (iii) Development of an entry into profession exam for new teacher candidates.
5. ***Sub-component 2.2 – School Quality Assurance System.*** The planned activities are: (i) Training and technical assistance to principals to promote their leadership as the vehicle for improving school and student performance, including training on data collection and reporting processes, as well as the use of student data to identify teacher professional development needs and develop school improvement plans; (ii) Creation of an integrated EMIS with information on student enrollment and results, student and teacher attendance, school infrastructure, use of curricula and textbooks, teacher qualifications, etc., to enable planning and quality assurance at various levels of the system (schools, district education offices, and central level); (iii) Training and technical assistance to the MOEYS and schools in the use of the EMIS for the purposes of quality assurance; and (iv) Training and technical assistance to increase parent participation in school management.
   1. **Component III: Evaluation. Evaluation (US$0.7 million).** The component will finance the evaluation of the operation through four sub-components.
6. ***Sub-component 3.1. – Evaluation of the pre-service teacher training.***The analysis will compare the results of the entry into teacher training exam with the entry into the profession exam*.* In addition the entry mechanism for teacher training will be evaluated by applying non-cognitive and cognitive tests for all applicants to the teacher training.
7. ***Sub-component 3.2. – Randomized control trial of the on-site practical professional development in primary schools*.** The experiment will randomize all primary schools into a treatment and control group in order to learn whether the teacher training component has a causal effect on student learning.

## Program Cost and Financing

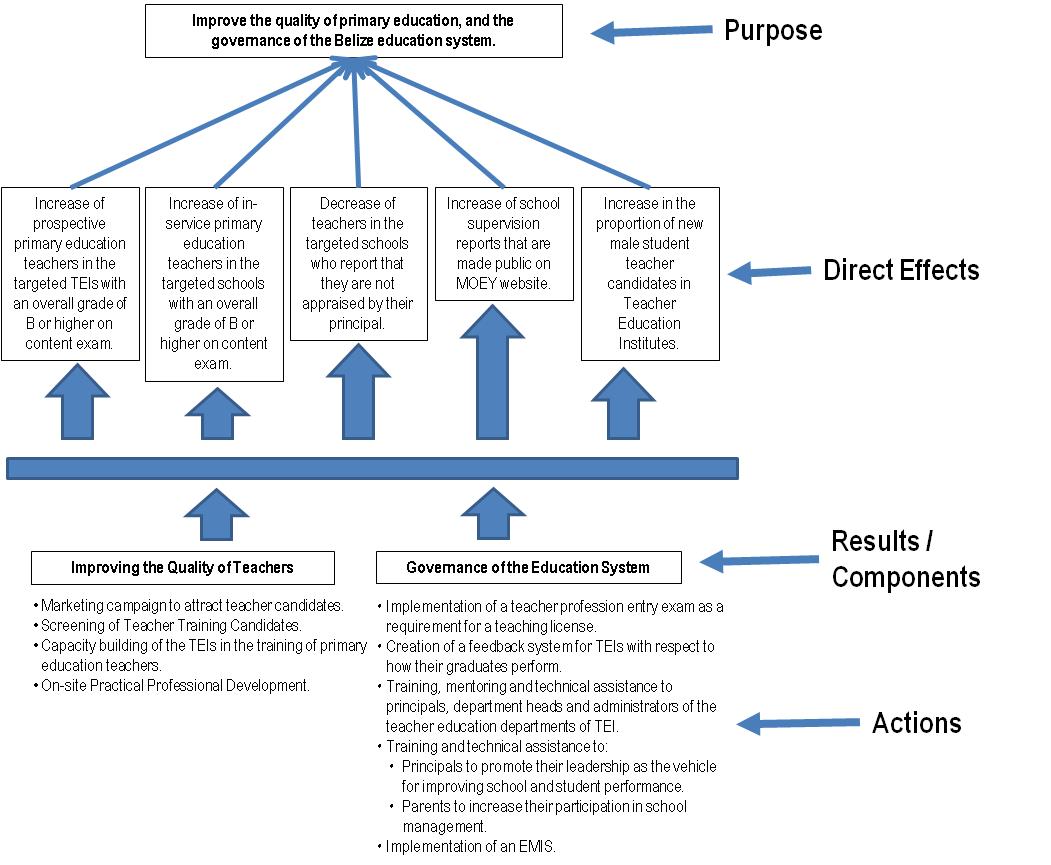
* 1. The total cost of this operation is US$10,100,000, of which US$10 million will be financed by the IDB and the GOB will provide counterpart funding in the amount of US$100,000 as in-kind contribution (see Financial Management in chapter VII of this manual). ***Table 1*** below shows the Program’s summary cost table.

**Table 1** Summary Cost Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cost Table BL-L1018 (US$ , 000)** | | | | |
| **Component/Subcomponent** | **IDB** | **Local**  **Counterpart** | **Total** | **%** |
| **Component I: Improving the Quality of Teachers.** | **4,391** |  | **4,391** | **44%** |
| 1.1 System for attracting and accepting higher Quality Teacher Training Candidates. | 1,501 |  | 1,501 | 15% |
| 1.2 Capacity building of the TEIs in the training of primary education teachers. | 595 |  | 595 | 6% |
| 1.3 On-site Practical Professional Development. | 2,296 |  | 2,296 | 23% |
| **Component II: Governance of the Education System.** | **3,578** |  | **3,525** | **35%** |
| 2.1 Strengthening of Quality Assurance Role of TEIs. | 1,156 |  | 1,156 | 11% |
| 2.2 School Quality Assurance System. | 2,422 |  | 2,422 | 24% |
| **Component III: Evaluation** | **748** |  | **748** | **7%** |
| 3.1 Data Collection, Evaluation of the pre-service teacher training. | 348 |  | 348 | 3% |
| 3.2 Data Collection, Randomized control trial of the on-site practical professional development in primary schools. | 400 |  | 400 | 4% |
| **Program Management** | **867** | **100** | **967** | **10%** |
| 4.1 Executing Unit/Program Execution Support | 682 | 100 | 782 | 8% |
| 4.2 Midterm and Final Review, including ex-post economic analysis | 60 |  | 60 | 1% |
| 4.3 Audit | 125 |  | 125 | 1% |
| **Contingency** | **526** |  | **526** | **4%** |
| **Total** | **10,000** | **100** | **10,100** | **100%** |

# PROGRAM STRATEGY

3.1 The Program Strategy Diagram (PSD) was based on the Program’s design and the Results Matrix approved by the MOEYS and the IDB. The Program Strategy is a logical process that reflects the critical pathway of what the EQIP program aims at achieving and how it will achieve it; see below:



# PROGRAM EXECUTION

## Execution Scheme

**Execution Responsibility**

* 1. According to the GOB/IDB Loan Contract No. XXXX/OC-BL, and the design of the Program, the Executing Agency (EA) is the Ministry of Education, Youth and Sports (MOEYS) through the Program Executing Unit (PEU), responsible for the execution of the loan. The PEU will be the sole unit responsible for the entirety of the program, including: the coordination of components, consultancies and key stakeholders; the monitoring of progress and results; procurement and contracting of goods and services; processing of eligible payments; financial management; IDB supervision-related activities; and reporting to the IDB and other Government entities. To enhance accountability throughout the loan implementation the Program Coordinator (PC) at the PEU will update the CEO, technical units and the IDB program Team Leader every month. In such updates the participants will discuss the progress of the Program and challenges in its execution. Throughout the execution of the program the execution team will hold meetings/conference calls as needed.
  2. In 2012 the MOEYS created the PEU to execute the “Education Sector Reform Project” –a Caribbean Development Bank (CDB) Loan. The CDB operation focuses on three key policy objectives: i) strengthened governance of the sector; ii) improved quality and relevance of education; and iii) increased equitable access. The program started implementation in January of 2013 and is expected to execute US$2 million throughout its life.
  3. To execute operation BL-L1018 more efficiently and effectively, the MOEYS and the IDB agreed that the PEU, staffed with only three individuals (Program Coordinator, Program Officer and Administrative Assistant), would require an increase in their manpower capacity by hiring additional personnel using loan funds, including, a Procurement Specialist, a Financial Specialist and a Program Officer. The PEU is accountable to the CEO (see organizational structure in chapter XXX). For the execution of EQIP the PEU will be comprised of:

1. 1 Program Coordinator (PC)
2. 1 Program Officer (PO)
3. 1 Financial Specialist (FS)
4. 1 Procurement Specialist (PS)
5. 1 Administrative Assistant (AA)
   1. The Program Coordinator, as well as the Administrative Assistant will be accountable to both the EQIP and the CDB program; on the other hand the Program Officer, the Procurement Specialist and the Financial Specialist will work exclusively for the EQIP program.
   2. To support the execution of EQIP on technical matters a Long-Term International Consultant (LTC) will be contracted for at least the first year of execution and if needed for 3 additional years, on a yearly basis. The LTC will have the responsibility of assisting the PEU and MOEYS’s technical units in the execution of program components and subcomponents, by assessing the progress made up to date and providing hands-on assistance to the PEU to address the challenges facing the program (see LTC TORs in annex 11.6). The LTC will also support the PEU in gathering and analyzing information, and drafting the semi-annual and annual reports to the IDB. The TLC will also assist the PEU in drafting TOR, putting together bidding documents, updating the procurement plan, and drafting the AOPs.

**PEU Proposed Structure**

* 1. The proposed structure of the PEU for the execution of the EQIP Program is as follows:

Programme Director

Programme Officer

Procurement Specialist

Administrative Assistant

Financial Specialist

**Program Steering Committee (PSC)**

* 1. A Program Steering Committee (PSC) comprising representatives from 12 different and relevant organizations (See table 2 below), was formed to support the execution of the CDB program. This committee has been chosen also to provide policy direction and support to the EQIP program ***(See Terms of Reference in Annex 1)***. The PSC will meet every three months to receive information about the overall progress of the Program, discuss policy issues and make recommendations to address any bottlenecks. The prime responsibilities of PSC are to:

1. Ensure an integrated, effective and efficient program execution through timely guidance and strategic policy level decision making;
2. Provide oversight regarding the consistency of the loan contract and program implementation with MOEYS policies and programs; and
3. Promote strong communication links and the dissemination of information regarding program activities to key stakeholders and general public.
   1. The PSC is chaired by the CEO. The Program Coordinator/EQIP will serve as the technical and administrative secretariat. Is important to note that the PSC will not be expected to deal with the day-to-day operation and management of EQIP. This will be handled by the Program Coordinator, PEU, in collaboration with MOEYS Technical Units and the Ministry of Finance and Economic Development to ensure conformity with IDB requirements. In addition, to reach quorum in the PSC meetings, the participation should be of at least 6 members.

**Table 2: Members of the Program Steering Committee**

|  |  |
| --- | --- |
| **ORGANIZATION** | **REPRESENTATIVE** |
| 1. Ministry of Education, Youth & Sports | Chief Executive Officer |
| Chief Education Officer |
| Deputy Chief Education Officer |
| Dr. Carol Babb, Deputy Chief Education Officer |
| 1. Ministry of Finance and Economic Development | Senior Advisor |
| 1. Ministry of Economic Development | Chief Executive Officer |
| 1. Ministry of Labor, Local Government, National Emergency Management and Immigration | Labor Commissioner |
| 1. Ministry of Human Development | Chief Executive Officer |
| 1. Statistical Institute of Belize | Representative |
| 1. Belize Association of Principals of Secondary Schools | Representative |
| 1. Association of General Managers of Primary Schools | Member (General Manager, Catholic Management) |
| 1. Belize National Teachers’ Union | President |
| 1. Association of Tertiary Level Institutions in Belize (ATLIB) and the Teacher Education Institutes –represented by ATLIB | President of ATLIB |
| 1. Belize Chamber of Commerce and Industry | President |
| 1. Program Executing Unit | Program Coordinator |

**Ministry of Finance and Economic Development (MoFED)**

* 1. The MoFED participated in the loan negotiations and will play an advisory and monitoring role with respect to the utilization of Loan Funds. MoFED will make recommendations regarding annual budgetary allocations for the Program giving consideration to physical goals and commitments, and will participate in all IDB administrative missions.

## Execution, Key Responsibilities

**Key Responsibilities**

* 1. The **PEU** key responsibilities are:

1. Preparing and updating the Annual Operations Plan for submission and non-objection by the IDB in coordination with relevant MOEYS technical units.
2. Fostering an effective, empowered program execution team comprising the heads of MOEYS technical units, consultants supporting the implementation and other actors involved in the process.
3. Ensuring the achievement of outputs and outcomes through the monitoring of indicators.
4. Monitoring and evaluating the operational performance and outputs to include collection and analysis of data, and site visits to ensure quality and consistency with program objectives (e.g. that the intended number of teachers are attending training sessions).
5. Monitor the fulfillment of contractual clauses by firms and individual consultants hired by the program, including outputs and delivery dates.
6. Organize monthly updates and annual meetings with the program execution team (PEU, MOEYS technical units, support consultants, etc.) and the IDB Team Leader to report and gather information on all aspects of program management and technical implementation, and prepare minutes of meetings including decisions taken.
7. Prepare quarterly, semi-annual and annual reports for the MOEYS and IDB relative to program finances; and progress regarding AOP and result framework indicators, among others; in accordance with agreed procedures.
8. Procurement planning and execution, preparation of tender documents, notices, and contracts for the procurement of goods and services; obtaining no-objections from IDB; and contract management, including development of a database of service providers, the negotiation of technical services and goods, and timely liaison with firms and consultants;
9. Submitting disbursement requests to the IDB.
10. Conducting supervision-related activities and reporting to the IDB and other GOB’s entities.
11. Maintaining an adequate documentation filing system, ensuring all accounting records are maintained in a manner in keeping with best practices; among other tasks.
12. Assisting and coordinating with MOEYS technical units, and other stakeholders the:
13. Development and finalization of terms of reference.
14. Scheduling and management of consultancies.
15. Procurement of goods and services.
16. Documentation management.
17. Preparation of the Annual Operations Plan, and Procurement Plans.
18. Financial management: Preparation of an annual budget to include consolidated program component budgets; expenditure statements for management information, payments, disbursements and financial audits and all other documentation necessary for the fulfillment of contractual obligations; and ensuring compliance with generally accepted accounting and financial record keeping standards and principles, and the application of the administrative and financial procedures established in the Manual of Financial and Administrative Procedures.
19. Keep a management and tracking information system to monitor the fulfillment of contractual clauses ***(see Contractual Conditions for BL-L1018 in Annex 2)***.
    1. Is important to note that the PEU will be the central entity for all communications between the IDB and the GOB concerning all aspects of the implementation of the Program.
    2. The PEU **Program Coordinator** will:
20. Manage the PEU and ensure that all responsibilities and deliverables are met in a timely manner (see paragraph 4.10).
21. Work closely and coordinate with the technical units in the MOEYS and all other stakeholders and co-executors to implement the Program.
22. Hold monthly updates and annual meetings with PEU members, the heads of the MOEYS technical units leading the implementation of components and subcomponents, support consultants and the IDB Team Leader, to report and gather information on all aspects of program management and technical implementation, and prepare minutes of meetings including decisions taken.
23. Supervise the consultancies supporting the program execution.
24. Conduct on the spot and unannounced inspection visits during training exercises to ensure trainers and participants are present.
25. Monitor the implementation of the program and identify and address any problems facing the execution.
26. Report regularly to the MOEYS, IDB, MoFED and the PSC on all aspects of program implementation.
27. Produce the following reports:

#### Minutes on meetings/conference calls held with the program executing team to discuss the program progress and challenges in its execution.

#### Quarterly Progress Report.

#### Semi-Annual Progress Report.

#### Annual Progress Report.

1. Ensure that all accounting and financial administration requirements are met.
2. Supervise all the technical and administrative staff of the PEU.
3. With respect to procurement, the Program Coordinator, through the Procurement Specialist, will have the responsibility of: (1) advertising for Expressions of Interest and/or proposals for consultancies (using the methods of ICB or NBC according to the procurement thresholds and to the Request for Proposals); (2) receive the Technical and Financial proposals submitted by the prospective consultants; (3) request the formation of the evaluation committee; (4) open proposals in a public setting making sure that bidding documents are brought at the same time to the opening ceremony; (5) advise the MOEYS and the evaluation committee on the requirements of evaluation and evaluation criteria; and (6) advise successful bidders of the evaluation results (such letter of advice will be copied to the Office of the CEO) –for more detailed information on the process see procurement section in chapter VII and annex 3 –Procurement Procedure.
   1. The **MOEYS Technical Units** key responsibilities are**:**
4. Accept ownership of program activities to ensure participation and commitment of staff members in the implementation of program activities;
5. Implement the activities under his/her portfolio, in conjunction with the PEU, work plans including an implementation schedule for its respective sub-component;
6. Contribute to the updating and adjustments to the POM with respect to its sub-components;
7. Identify issues and conditions which have an impact on program implementation and propose measures to the PEU and to the PSC in order to address them in a timely manner;
8. Ensure adequate communication regarding program implementation amongst its staff as well as with other collaborating units/divisions;
9. Report on the implementation of program sub-components under its direction, on a timely basis in accordance with the agreed formats and processes, and during the meetings with the PEU;
10. Coordinate and facilitate the consultancies which support program implementation within its units.

## Preconditions to 1st disbursement

* 1. In accordance with the GOB/IDB Loan Contract No.XXX- Education Quality Improvement Program, the following **conditions should be met prior to the first disbursement** of loan resources:

**General Conditions:**

1. The IDB shall have received one or more well-founded legal opinions which establish, with citations of the pertinent constitutional, legal, and regulatory provisions, that the obligations undertaken by the Borrower in this Contract, and those of the Guarantor, if any, in the Guarantee Contract, are valid and enforceable. Such opinions shall also refer to any other legal question that the IDB may reasonably deem relevant.
2. The Borrower, directly or through the Executing Agency, if any, shall have designated one or more officials to represent it in all acts relating to the implementation of this Contract and shall have furnished the IDB with authentic copies of the signatures of said representatives. Should two or more officials be designated, the designation shall indicate whether such officials may act separately or must act jointly.
3. The Borrower, either directly or through the Executing Agency, if any, shall have demonstrated to the IDB that sufficient resources have been allocated to cover, at least during the first calendar year, the execution of the Program in accordance with the investment schedule referred to in the following paragraph.
4. The Borrower, either directly or through the Executing Agency, as the case may be, shall have presented to the IDB an initial report prepared in the form indicated by the IDB which, in addition to such other information as the IDB may reasonably request pursuant to the provisions of this Contract, shall set forth: (1) a plan for implementation of the Program including the plans and specifications deemed necessary by the IDB, except with respect to a program for the granting of credits; (2) a calendar or schedule of work or granting of credits, as the case may be; (3) a table of the source and use of funds setting forth a detailed schedule of investments in accordance with the categories of investment established in this Contract and an indication of the annual contributions needed from the various sources of funds from which the Program will be financed; and (4) the content that the progress reports referred to in Article 7.03 of these General Conditions shall have.
5. The Borrower or Executing Agency shall have demonstrated to the IDB that it has an adequate financial information system –including the setting up of SmartStream and a parallel accounting system responding to IDB reporting information needs-and internal control structure for the purposes indicated in this Contract.

**Special Conditions:**

1. **Prior to approval**: contracting of the PEU fiduciary and procurement experts;
2. **Prior to first disbursement**: the approval by the MOEYS CEO of: (i) the Program’s Operations Manual (POM); and (ii) list of names for procurement evaluation committee. Both the POM and the list of all possible names to establish the evaluation committee for procuring goods and services should be submitted for no objection to the IDB.

# FINANCIAL RESOURCES & ELEGIBILITY OF EXPENSES

5.1 The use of resources will be guided by the Loan Contract along with the related Program documents, including the POM and the Program Procurement Plan (PPP). The resources of the Loan should be utilized in an efficient, effective and transparent manner (refer to ***Table 1*** for costs related to the program).

# GUIDELINES FOR EXECUTION

## COMPONENT I: Improving the Quality of Teachers (US$4.4 million)

**Objective.**

* 1. The objective of Component I is to improve the quality and effectiveness of primary education in Belize by supporting actions to: i) attract and accept higher quality Teacher Training Candidates; ii) build the capacity of primary education programs in the Teacher Education Institutes; and iii) promote practical professional development.

**Output Indicators.**

* 1. The following output indicators will be used to measure the progress of the component's objective (see table 3):

|  |  |  |
| --- | --- | --- |
| **Table 3. Component I.**  **Output Indicators** | | |
| **Reference** | **Indicator** | **Target** |
| 1.1 | Marketing campaign strategy to attract teacher candidates developed and implemented. | 1 |
| 1.2 | # of teacher trainers who teach methods courses in science, math and language arts, and administrative TEI staff trained. | 80 |
| 1.3 | # of teachers trained | ~1,200 |

**Key Activities per subcomponent**

* 1. The following are the key activities to be executed under this component:

**Subcomponent 1.1 (US$1.5 million)**:

* 1. System for attracting and accepting higher Quality Teacher Training Candidates

**Objective:**

* 1. The objective of Subcomponent 1.1 is to improve the profile of the teacher candidates by increasing the selectivity of entrants into teacher training.

Activities supported are as follow:

***A marketing campaign (MC) to attract teacher candidates***.

1. The objective of the MC is threefold: (1) elevating the prestige of teachers; (2) reach out to potential applicants with the purpose of attracting qualified teacher candidates to Belize’s Teacher Education Institutes (TEI); and (3) increasing the proportion of new male student teacher candidates in Teacher Education Institutes.
2. The MC will be led by TEDS/MOEYS, in coordination with MOEYS Public Relations Committee (MPRC), MOEYS Information Officer, Belize Board of Teacher Education (BBTE) and the PEU. For this intervention the following is to be considered:
   1. A firm will be hired to design and execute the marketing campaign. Such campaign should include the design of a Marketing Strategy; the identification of potential beneficiaries and locations using available data; the use of social media (such as facebook, twiter, etc.); purchase of space (newspaper), social media ads and air time (radio and television); the design of the campaign logo and slogan; the design and distribution of informational brochures; the development of promotional videos and presentation during career days organized by most secondary schools; organization of forums and the design and printing of all promotional materials for this and any other public event deemed necessary.
   2. The MC will target four major groups (1) high school students; (2) parents of high school students; (3) college students majoring in Mathematics, Science, English and Literature; and (4) professionals in the workforce that have the potential of becoming career switchers. In addition to the above, the MC will also focus on attracting more male applicants to the primary education degrees with the objective of increasing the proportion of new male student teacher candidates in Teacher Education Institutes. For the latter objective the campaign will identify the rationale of the current disproportionate male to female participation and respond accordingly by customizing the interventions to the geographic location, local job market, opportunities and potential candidates.
   3. To be a successful campaign the marketing firm will also determine the role and possible participation of key stakeholders. In doing so the firm will produce as a key part of the Marketing Strategy a stakeholder analysis. Stakeholders such as high schools, TEI, TEDS, MOEYS District Education Offices, local governments and communities, Parent-Teacher Associations, teachers unions, MOEYS Public Relations Committee, and MOEYS Information Officer, among others, will be part of the analysis.
   4. To achieve all of the above the Marketing Firm will organize focus groups with key stakeholders to define the specific design and content of the MC and the Marketing Strategy.

***Assessment of Teacher Training Candidates***.

1. The assessment of teacher training candidateswill be led by TEDS, in coordination with QADS/MOEYS, the Association of Tertiary Level Institutions of Belize (ATLIB), the TEI and the PEU. For this intervention the following is to be considered:
2. EQIP will support the financing of non-cognitive and cognitive assessments to screen teacher candidates. The results of such assessments will assist the MOEYS and TEI in identifying those contenders who need remedial assistance during their teacher training.
   1. **Cognitive Test***.* With respect to the cognitive test, EQIP will use the existing examination used by ATLIB. ATLIB was established in 1989 as a voluntary association of all recognized tertiary level institutions operating in Belize. They meet regularly to address potential challenges faced by the tertiary level education in the country. The ATLIB General Test is a paper based placement exam covering English and Math and is currently being used by the TEI as a requirement to enrollment and as a reference to provide remedial assistance to teacher candidates. The rollout of the cognitive test will have no cost for the EQIP program for it is already being administered by ATLIB, however, the program will finance an analysis: (1) on whether the cognitive test adequately predicts teacher candidates needs for remedial support; and (2) on the use of such results by TEI and the nature of the remediation offered as a response to the results. Such analysis will also provide recommendations to the process, the policies and content of the test and the remediation response, making sure that there is some acceptable level of standardization among TEI. Lastly the consultancy will also provide assistance to the TEDS in the implementation of any of the changes recommended in the final consultancy report, approved by the MOEYS.
   2. **Non-cognitive Test**. For the development of the non-cognitive test the program will finance a consultancy to provide technical assistance to test the application of one or several non-cognitive tests and determine which ones better predict future teacher performance. The consultancy will also assist the MOEYS in the development of processes, procedures and policies for the implementation of the test and the assessment of test results (TEI are expected to eventually apply this test themselves).

**Subcomponent 1.2 (US$0.6 million)**:

* 1. Capacity building of the Teacher Education Institutes in the training of primary education teachers.

**Objective:**

* 1. The objective of Subcomponent 1.2 is to positively influence teacher training practices and efficiently link the teaching of content and pedagogy.

Activities supported are as follow:

***Develop the professional capacity in pedagogical practices in Math, Science and English.***

1. The development of professional capacity for TEI will be led by the TEDS/MOEYS, in coordination with TPS/MOEYS and the PEU. For this intervention the following is to be considered:
2. For this subcomponent, as well as subcomponent 1.3 (see paragraph 6.8), the EQIP program will perform a single source selection for the contracting of Mount St. Vincent University (MSVU) in Canada (see paragraph 7.20 in procurement section). MSVU will be hired to train and tutor all teacher trainers, and internship supervisors from selected TEI, in methods courses in order to develop the professional capacity in pedagogical practices in Math, Science and English. The training will focus on how to link the teaching of content with concrete content specific pedagogy. The technical assistance would help the TEI integrate practical experience throughout the training, including involvement in the on-site practical professional development (sub-component 1.3). The financing would cover: development of lesson plans, handbooks and didactic materials; face to face training events throughout the school year; online mentoring, as well as in-class modeling and tutoring, among others.
3. In addition to the above, the consultancy will support:
   * + - 1. the improvement of four method courses: (a) introduction to education (one semester course); (b) teaching math (one semester course); (c) teaching science (one semester course); and (d) teaching language arts (two semester course). These improvements shall be consistent with the training in paragraph “ii)”.
         2. the training, mentoring and technical assistance of all department heads and program coordinators of the TEI in student centered pedagogical practices that integrate the teaching of content skills.
4. For these actions, training and improvement of method courses, the EQIP program will target the following TEI:
   * + - 1. Corozal Junior College, Corozal District;
         2. Sacred Heart Junior College, Cayo District;
         3. Stann Creek Ecumenical Junior College, Stann Creek District; and
         4. University of Belize, Toledo, Belmopan and Belize City Campuses.
5. The criteria used for the selection of the TEI benefiting from this subcomponent are the following:
   * + 1. Offers primary level methods courses in Language Arts, Mathematics and Science
       2. At least 20 graduates per year on average
       3. Low teacher trainer turnover
6. Lastly, for all training included in this subcomponent a TOR requirement will be that the consultancy is able to issue course certificates to all complying participants. Furthermore, the consultancy when programming the training sessions, shall consider the timeframe in which the teachers and administrators are least distracted from their duties.

**Subcomponent 1.3 (US$2.3 million)**:

* 1. On-site Practical Professional Development

**Objective:**

* 1. The objective of Subcomponent 1.3 is to increase the content and pedagogical skills of both formally trained and not trained classroom teachers in primary education. To achieve this aim, the sub-component would finance on-site and distance learning support to principals, school administrators and teachers.

Activities supported are as follow:

***To enhance the teaching force by developing vertically and horizontally integrated school lesson plans for Science, Mathematics and Language Arts, based on the national primary curriculum.***

1. The implementation of this activity will be led by QADS/MOEYS, in coordination with TPS/MOEYS, the District Education Offices and the PEU. For this intervention the following is to be considered:
2. For this subcomponent, as well as subcomponent 1.2 above (see paragraph 6.6), the EQIP program will perform a single source selection for the contracting of Mount St. Vincent University (MSVU) in Canada (see paragraph 7.20 in procurement section). MSVU will develop and implement lesson plans using the student centered instructional approach of the Visible and Tangible (V&T) Mathematics[[2]](#footnote-2) (piloted in 2011-12) for Science and English language, including the development and/or purchase of required materials for these subject areas. MSVU will also be responsible of revising the V&T pilot for mathematics (experiences and lessons learned generated during the pilot execution), make adjustments as required, purchase the corresponding materials and expanded together with V&T Science and V&T English language.
3. The implementation and design of the V&T should consider the critical importance of sustainability after the program has concluded. To this end strengthening the capacity of the MOEYS to continue offering mentoring services, online support and periodic training (including expertise, resources, etc.), is of most importance. Furthermore, MSVU should supply V&T Kits and other materials that are highly durable and easily replaceable when needed.
4. Just like in the V&T mathematics pilot, the MSUV will: develop distance learning education tools to support their training, mentoring and instructional activities; support the creation of mentorship support team (comprised of a lead mentor and supporting local mentors); support the establishment of a community support framework; online support site for teachers available for more than one year period. MSVU proposal should also consider the application of the above tools in a school setting where there is no connectivity (internet, phone, etc.)
5. For those teachers that complete the training MSVU shall issue certificates of completion in an award ceremony, and the possibility to contribute to the Continuous Professional Development education of participants will be granted.
6. Targeting for this activity will focus on: (1) primary education teachers of approximately 50% of randomly selected schools (please see list of randomly selected schools in annex 4); (2) TEI personnel, including teacher trainers in method courses, internship supervisors and administrators (department heads and coordinators); and (3) other MOEYS officials, including curriculum officers, local assessors, District Offices Supervisors.

***Formative assessments***

1. The Formative Assessment implementation will be led by QADS/MOEYS, in coordination with the District Education Offices and the PEU. For this intervention the following is to be considered:
2. In addition to the implementation of the V&T approach, MSVU will support the development of formative assessments, making sure they are aligned with the learning outcomes of the national primary curriculum and linked to the lesson plans; and implement such lesson plans and formative assessments in the classrooms with external training, tutoring, and mentoring for teachers. The formative assessments will include: (1) conducting a formative evaluation to assess the status of the children vis a vis the learning outcomes/standards in the primary national curriculum; and (2) training the teachers on how to perform formative assessments.
3. In consideration of the above the consulting firm should adopt some of the formative evaluation strategies from the Caribbean Primary Exit Exam.

## COMPONENT II: Governance of the Education System (US$ 3.6 million)

**Objective**

* 1. The objective of Component II is to create a quality assurance system to improve education policy, planning and assurance of quality education.

**Output Indicators.**

* 1. The following output indicators will be used to measure the progress of the component's objective (see table 4):

|  |  |  |
| --- | --- | --- |
| **Table 4. Component II.**  **Output Indicators** | | |
| **Reference** | **Indicator** | **Target** |
| 2.1 | # of primary School Principals, General and Local Managers, and Education Officers trained in school administration and educational leadership. | ~320 |
| 2.2 | # of parents trained to increase their participation in school management. | ~450 |
| 2.3 | # of students benefitting from trained teachers | 28,800 |
| 2.4 | Integrated Education Management Information System (EMIS) in operation. | 100% |

**Key Activities per subcomponent**

* 1. The following are the key activities to be executed under this component:

**Subcomponent 2.1 (US$1.2 million)**:

* 1. Strengthening the Quality Assurance Role of the TEI

**Objective:**

* 1. The objective of Subcomponent 2.1 is to strengthen the capacity of the TEIs to monitor the quality of the services and outputs they produce.

Activities supported are as follow:

***Implementation of a teacher profession entry exam as a requirement for a teaching license.***

1. The implementation of this activity will be led by the Examination Unit/MOEYS, in coordination with the National Teacher Services Commission (NTSC), The Belize Board of Teacher Education (BBTE), the District Education Offices and the PEU. For this intervention the following is to be considered:
2. To execute this activity the EQIP program will perform a single source selection for the contracting of the Caribbean Examination Council (CXC) to develop, pilot and implement a teacher profession entry exam as a requirement for a teaching license. In addition to performing the pilot, the CXC will also have the responsibility to train and strengthen the capacity of the NTSC and the Examination Unit/MOEYS on how to administer the exam and use it for teacher licensing. The technical assistance provided by CXC will last approximately 4 years, the first one being the pilot, and three subsequent years supporting the MOEYS on the generalization of the exam by supporting: (1) item writing and item banking; (2) test assembly and final test forms; (3) printing and finishing reports; and (4) marking and scoring, and processing of results, among others.
3. In addition to the above, based on the pilot experience, and with the support of the CXC, the Examination Unit and the NTSC will work together to develop processes, procedures and policies geared at licensing teachers. Both entities will make sure that all teachers without a license, including those with a provisional license, are required to sit the exam. For more details on this activity please refer to *“Proposal for the Development and Administration of a Teacher Licensing Examination”* in annex 5 of this document.
4. Lastly, as part of the teacher profession entry exam the MOEYS will incorporate the current Internal Assessment of the BBTE. CXC, the Examination Unit, as well as the NTSC, will consider such assessment when conceptualizing the implementation of the entry into profession exam.

***Feedback system for TEI***

1. The implementation of this activity will be led by the TEDS/MOEYS, in coordination with the TPS/MOEYS, TEI and the PEU. For this intervention the following is to be considered:
2. The EQIP will support the contracting of a consulting firm to provide technical assistance in the creation of a Feedback System (FST) for TEI to inform on how teacher candidates perform as teachers after graduating. The system will provide information on the results of the entry into profession exam, the external assessment of teaching, and the labor market insertion rate of graduates in order to inform adjustments in program structure and delivery, among others.
3. The consultancy shall produce an operations manual of the FST system by conducting an assessment on current quality assurance mechanisms or proxies in TEDS, TEI and the Belize Board of Teacher Education (BBTE). To this end, the Consultancy will conduct interview meetings with key stakeholders to collect information for analysis of current processes, procedures, policies, forms, functions and responsibilities for such systems. The FST operations manual will contain a roadmap for the operation of the system: it will identify the processes and procedures; define the policies and responsibilities of key stakeholders; develop the necessary forms and methodologies to collect and process information; and layout the protocols and roles for the implementation of adjustments to the program structure and delivery.
4. In addition to the above, the operations manual will: identify relevant indicators (outcomes) for monitoring and evaluating graduates performance; develop the definition of the performance indicators and their methodology for calculation purposes; identify the stakeholders responsible for the collection, calculation, analysis and dissemination of data and information, and define the timeframe for such activities; and develop a communication strategy for the results. The monitoring of graduates’ performance will take into account quantitative as well as qualitative methodologies for evaluation and the opinions and views of all key stakeholders.
5. Lastly, the consulting firm will conduct training, mentoring and technical assistance, focusing on the FST and on how to monitor and assure the quality of TEI services. This activity will target principals, department heads and administrators of the teacher education departments of TEI.

**Subcomponent 2.2**:

* 1. School Quality Assurance System.

**Objective:**

* 1. The objective of Subcomponent 2.2 is to shift the focus of the education system from student inputs to outcomes.

Activities supported are as follow:

***Leadership Training.***

1. The efforts of implementation of a leadership training course will be led by QADS/MOEYS, in coordination with the National Teacher Services Commission (NTSC), the District Education Offices and the PEU. For this intervention the following is to be considered:
2. A consultancy will be contracted to design and offer training and technical assistance to principals to promote their leadership as the vehicle for improving school and student performance. The training would have the following features:
   * + - 1. principal training in School Based Management, including both transparent and efficient administrator skills, change management, and skills as instructional leaders;
         2. technical assistance to principals for at least one year period to improve data collection and reporting processes to the MOEY, and to use student data at the school level to identify teacher professional development needs and develop school improvement plans; and
         3. continued assistance to principals for at least one year period in the efficient use of resources.
3. When designing the leadership training modules the consultancy should study the experience from the implementation of the “Professional Development Training Program for Primary School Leaders” supported by the CDB and the European Union (EU) in the northern districts of Corozal and Orange Walk as part of the ESRP program.
4. For this training a certificate of completion will be issued in an award ceremony and the possibility to contribute to the Continuous Professional Development education of participants will be granted.

***Creation of an integrated Education Management Information System (EMIS).***

1. The implementation of this activity will be led by the Policy and Planning Unit/MOEYS (PPU), in coordination with ICT Unit/MOEYS and the PEU. For this intervention the following is to be considered:
2. The EQIP program will perform a single source selection process for contracting the NGO Community Systems Foundation to implement the open source software OpenEMIS. The objective of OpenEMIS is to enable education policy planning and quality assurance, including the monitoring of student achievement, school resource use, and performance on a fair and objective basis. The information system will contain data entered by school principals, school inspectors, district education officers as well as different service areas of the MOEYS. Given their small size and number this effort will also cover all secondary schools in addition to primary. Indicators to be monitor will be related to:
3. School infrastructure,
4. Use of curricula and textbooks;
5. Teacher professional development, turn over and attendance;
6. Student enrollment, attendance, repetition and dropout
7. Student welfare support provided by schools (academic support, counseling services, special needs, Mid-day meal for selected beneficiaries; Conditional Cash Transfer based on school attendance; Deworming and Vitamin A Tablets, etc.);
8. Student external learning exams (PSE and CSEC) –the information will be presented in terms of national learning standards that the Ministry can monitor based on the existing external exams;
9. Parent and community involvement in school management;
10. Effective school days, among other.
11. In order to handle the information above the OpenEMIS should include the following tools: (1) OpenEMIS Core; (2) OpenEMIS School; (3) OpenEMIS Classroom; (4) OpenEMIS Visualizer; and (5) OpenEMIS Survey, among others.
12. In addition, the system will also feed from other existing databases, for instance, the teacher and student database, and the Single Beneficiary Information System. Furthermore, to monitor indicators from the National Education Strategy, the consultancy will map potential software packages that could be integrated with the OpenEMIS, including the DevInfo and ID Monitoring open source software.
13. Previous to the EQIP being eligible for implementation, the MOEYS secured IDB resources from a Technical Cooperation to conduct a needs assessment and gap analysis for the implementation of OpenEMIS, including, a process mapping, identification of MOEYS specific customization needs, setting of baseline of performance indicators for information management, proposed plan to cover gaps identified, and the design and building of an OpenEMIS prototype (see final report of needs assessment in annex 6).
14. To implement the OpenEMIS, the consultancy will perform the following activities: (1) analytical services, including data validation and quality assurance, creation of an interactive Online Dashboard, and development of a Monitoring and Evaluation Framework, among others; (2) software development; (3) support services; (4) training and capacity buildingto the MOEYS and schools in the use of the OpenEMIS for the purposes of quality assurance; and (5) marketing. The training and technical assistance will cover: central and district level MOEY staff as well as school administrators and principals in the use of reports and outputs produced within the integrated system to inform policy and school management decisions. Furthermore, MOEYS staff at the central and district level will also be trained on how to provide technical assistance to principals based on school needs identified through the system.
15. For the system to gather and provide accurate information at an individualized level, a unique identifier for each student will be issued. As of now the MOEYS has issued an ID for all students who were in high school, this unique identifier should be reviewed by the OpenEMIS.

***Training and technical assistance to parents.***

1. A firm will be contracted to provide training and technical assistance to parents in order to increase their participation in school management. The objective of the training is twofold: (1) inform parents about school and student assessments, with comparisons with other schools in the area, the district and the nation; and (2) raise awareness among members of parent and teacher associations about parental rights and responsibilities and about what makes a good school in order to improve the accountability of schools to parents, and enhance their capacity to participate in any changes to school rules and interpret school data. The training will be provided through parent associations or school committees, depending on which one is active in each of the schools; and will include training events at the beneficiary schools, materials and videos.

## COMPONENT III: Evaluation (US$ 0.7 million)

* 1. Please refer to the Monitoring and Evaluation Plan (see annex 7)

# PROGRAM PLANNING AND FINANCIAL ADMINISTRATION

* 1. Key administrative functions to be undertaken by the PEU relate to program planning, procurement, disbursement and financial management.

## Annual Operations Plan (AOP)

* 1. The PEU will be responsible for developing a detailed **Annual Operations Plan (AOP)** prior to the beginning of each calendar year ***(See AOP in Annex 8)***. The AOP will be supported by the PPP for the acquisition of goods and services; and a financial plan based on estimated procurement costs and other program activities to be undertaken. The MOEYS through the PEU will update the Financial Plan on a monthly basis, to include the estimated cash outflows (payments) for the program. Disbursements projections, which indicate disbursements to be requested from the IDB, broken down according to categories of investments and activities, should be updated quarterly. The AOP is a tool for planning and coordinating the execution of the operation and should be developed in conjunction with the Program Team and other key stakeholders. The AOP is also a tool that assists the PEU in the monitoring of program activities. Every AOP developed shall be submitted for the IDB’s no objection.
  2. The AOPs should be structured to monitor the program progress and should consider the following:

1. Progress made to date at the activity, output and outcome levels;
2. Expected results and deliverables within the next 18 months at the output and outcome levels;
3. All necessary activities to achieve results;
4. Unit responsible for executing each activity.

## Financial Management

* 1. **Programming and budget.** The Borrower has committed to allocate, for each fiscal year of program execution, adequate financial resources to guarantee the effective execution of the program.
  2. **Accounting and information systems**. Program accounting will be performed using the Government’s financial management system – SmartStream Financial Application (SSFA), in accordance with International Financial and Reporting Standards and International Public Sector Accounting Standards. The SSFA will be supplemented with the use of another appropriate accounting system –such as Quick Books- to facilitate reporting under the program. Such parallel system will be in place for the first year of program execution in order to test and validate SSFA functionality and capacity to respond to program reporting demands. It will be the responsibility of the IDB Financial Specialist to assess the performance of SSFA and determine whether to discontinue or not the use of the parallel accounting system. It is expected that SSFA will: i) facilitate the recording and classification of all financial transactions according to source of funding and categories of investment; and ii) provide information related to, planned versus actual financial execution of the program, commitments made under the program, the financial plan for a 6 months period, financial statements, performance reports and any other reports that may be required from time to time by the MOEYS and/or the IDB.
  3. **External control and reports.** For each fiscal year during program execution, the MOEYS through the PEU will be responsible of producing quarterly progress reports, semi-annual unaudited financial reports for the program, annual audited financial statements and one final audited financial statement at the end of the program. The Financial Statements will be audited by a firm of independent public accountants acceptable to the IDB. The firm will be selected according to IDB’s procurement procedures for audit firms (Document AF-200).
  4. **Designated Account.** The Program will have a designated Account in the Central Bank of Belize. For day-to-day operations the PEU will make payments from the Ministry’s account (consolidated account) and on submission of a memo to the Ministry of Finance and Economic Development (MoFED), the funds are then reimbursed from the Central Bank Account to the Consolidated Account.

## Procurement

* 1. Procurements for the program will be carried out in accordance with the Policies for the Procurement of Works and Goods Financed by the Inter-American Development Bank (GN-2349-9), of March 2011; and the Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank (GN-2350-9), of March 2011 (<http://www.iadb.org/en/project-procurement/procurement-polices,8182.html>) and with the provisions established in the EQIP Program Loan Contract and the PPP. The detailed steps for procurement are presented in annex 3. In addition, prior to any procurement being initiated for this program, the MOEYS is required to prepare and submit to the IDB a draft General Procurement Notice.
  2. The draft **Program** **Procurement Plan** is to be approved by the IDB prior to negotiations setting out:

1. The particular contracts for the goods, works, and services required to carry out the program during the initial period of 18 months;
2. The proposed methods for procurement; and
3. The related IDB review procedures.

**Table 5: Summary of Procurement Process**

| **Key Actions**[[3]](#footnote-3) | **Consulting Services** | **Goods** |
| --- | --- | --- |
| **Procurement Planning** (Approval of Procurement Plan requires the No objection of the IDB) | * Identification of needs * Terms of Reference * Schedule for delivery | * Nature of goods required * Specifications for each * Schedule for delivery |
| **Advertising and Prequalification** | * No objection required for the TOR and the draft Request for Expressions of Interest * Request Expressions of Interest * Shortlist firms to be invited to bid | * No objection required for Specific Procurement Notice (Goods). * Publish notice |
| **Bidding** | * No objection required for the draft RFP and the short list of firms or individuals. * Provide/issue approved Request for Proposals to consultants * Provide clarification as required * Proposal submission * Proposals opening | * No objection required for the draft bidding documents. * Provide/issue approved bidding documents to bidders * Provide clarification, as required * Bid submission * Public bid opening |
| **Evaluation** | * Evaluation of proposal * No objection required to the technical evaluation report and to proceed to open the financial proposals. * Prepare combined technical and financial report. * No objection required to combined technical and financial report and to enter into negotiations. * Negotiation. * No objection to the initial contract. | * Evaluation of Bids. * Prepare evaluation report * No objection required to the evaluation report * Prepare draft contract (if applicable). * No objection required to draft contract |
| **Issuance of Contract** | * Contractor General Approval * Signing * Publication of award (QCBS, QBS, FBS, LCS, CQS and SSS) | * Contractor General Approval * Signing * Publication of award (ICB, LIB, NCB, Shopping, direct contracting and Single source ) |
| **Execution** | * Contract Administration * No objection from the IDB required if the contract scope or value is modified. | * Contract administration |
| **Contract Closure** | * Finalization of payments * Acceptance of services | * Finalization of payments * Acceptance of goods and/or works |

* 1. The PEU Procurement Officer will be responsible for finalizing the procurement packages and determining the appropriate procurement procedures after each AOP review.
  2. The types of procurement methods and selections which will be used in the execution of the program are the following:

1. International Competitive Bidding (ICB)
2. National Competitive Bidding (NCB)
3. Quality and Cost Based Selection (QCBS)
4. Quality Based Selection (QBS)
5. Shopping
6. Direct contracting/sole source
   1. For further information regarding the IDB policies on the procurement of goods and services consult the following link <http://www.iadb.org/en/project-procurement/procurement-polices,8182.html>
   2. Procurement methods and thresholds for this program are summarized in ***Table 6***.

**Table 6:** CountryProcurement Thresholds (US$)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Procurement** | **ICB** | **NCB** | **Shopping/Price Comparison** | **International Short List** |
| **Goods and non-consulting services.** | ≥ 100,000 | 25,000 – 100,000 | <25,000 |  |
| Ex-Ante Review | Ex-Ante Review | Ex-Ante Review |  |
| **Consulting Services** |  |  |  | ≥200,000 |
|  |  |  | Ex-Ante Review |

* 1. **Procurement Supervision** As shown on ***Table 6***, all procurements will be reviewed ex-ante on every instance, as per the procurement plan, unless otherwise agreed with the Procurement Officer at the IDB Country Office.
  2. The PEU’s Procurement Specialist (PS) should be fully knowledgeable of the IDB’s procurement policies. The Procurement Specialist at the IDB will offer targeted training periodically to the relevant officers of the PEU; including:

1. Program Coordinator
2. Program Officer
3. Financial Specialist
4. Procurement Specialist
5. Administrative Assistant

**Evaluation Committee.**

* 1. The procurement process will require the conformation of an Evaluation Committee (EC) to assess the technical and financial proposals submitted by interested parties capable of supplying the program with the goods and services it requires to successfully execute. Below are the rules governing the selection of members for such committee:

1. The members of the EC should always include a minimum of 3 or a maximum of 5 members (always an odd number).
2. Members of the EC shall be of comparable rank, and in no event any of the members shall have a relationship of subordination with one or more members.
3. The participating members of the EC should be the following:

(a) a representative of the CEO/MOEYS office;

(b) an official representing MOEYS technical unit participating in the execution of EQIP and associated with the specific TOR; and

(c) an official from the Ministry of Finance and Economic Development.

1. All members should be selected from the list of EC members approved by the CEO/MOEYS and the IDB (see Special Conditions in paragraph 4.14). Should there be individuals that are not in the preapproved list, the no objection from the IDB will have to be requested.
2. During the designation of the members for the EC the PEU will determine a reasonable period of time for the EC to issue its recommendation, which will be set in each case in accordance with the complexity of the procurement in question. In any case such period shall not exceed 20 days.
3. The EC may request technical support to MOEYS technical units and/or the PEU to resolve issues which, by their nature, could escape the scope of the EC knowledge, always safeguarding the confidentiality of the information.
   1. **Program Procurement Plan (PP)** The PPP for the Program covering the first 18 months of program execution is summarized in ***Annex 9***. It indicates the procedures to be used for the procurement of goods, the contracting of services, and the method for selecting consultants for each contract or group of contracts. It also indicates cases requiring prequalification; the estimated cost of each contract or group of contracts and the requirement for prior review by the IDB. The PPP will be updated annually or as required by the IDB.
   2. **Domestic preference:** Determining whether it is appropriate and necessary to use domestic preference in the evaluation of bids should be guided by Appendix 2 of document GN-2349-9 paragraphs 1-6.
   3. **Procurement of goods and services**: The review of technical specifications in all procurement cases, during the process of selection is the responsibility of the IDB sector specialist of the Program. The MOEYS through the PEU will be responsible for the implementation of the program, and the preparation of TORs, short lists, selection of suppliers and service providers, and for awarding and managing these contracts.
   4. **Single Source Selection**. TheSingle Source Selectionmethod will be used for the procurement of three vital actions:
4. **Implementation of an interactive Visible and Tangible teaching model for Science, English and Math.** The contracting of Mount Saint Vincent University (MSVU) for the implementation of the activities of Component I is justified for it is considered an agency with exceptional worth for the assignment in accordance with 3.10(d) of the IDB’s policies for selection and contracting of consultants GN-2350-9. The contract is estimated to be US $2.3 million, (see EQIP Loan Contract No.XXX OC-BL). Following a competitive bidding process (BL-T1049), the MSVU successfully developed and implemented an interactive Visible and Tangible math teaching model in the Belize City district. As a result of positive effects identified through a rigorous external evaluation of the program, the MOEYS requested the present lending operation to bring the Visible and Tangible Math teaching model to scale, and develop and implement corresponding Visible and Tangible teaching models for Science and English.
5. **The development, piloting and implementation of a teacher profession entry exam**. Contracting of the Caribbean Examination Council (CXC) for the development, piloting and implementation of a teacher profession entry exam, including the training of MOEYS officials. The contract is estimated to be US$327 thousand, (see EQIP Loan Contract No.XXX OC-BL). The CXC is qualified and is considered and agency with exceptional worth for the assignment in accordance with 3.10(d) of the IDB’s policies for selection and contracting of consultants GN-2350-9. The CXC was established in 1973 by the Caribbean Community (CARICOM) to provide the region with syllabuses of the highest quality; valid and reliable examinations; and certification of international repute, abilities and interests; as well as services to educational institutions in the development of syllabuses, examinations and examination administration in the most cost-effective way. The experience and reputation of the CXC will bring assurance to all stakeholders that the exam will be fair and accurately capture test takers’ content and pedagogical knowledge. The tools developed and the experience that the CXC would gain in Belize, have the potential of befitting other CARICOM countries with interest in adopting an entry into profession exam for primary school teachers.
6. **Implementation of the Education Management Information System (EMIS) prototype**. Contracting of the Community Systems Foundation for the implementation of the EMIS prototype with an estimated budget of US $1.1 million, (see EQIP Loan Contract No.XXX OC-BL). In accordance with paragraph 3.6(c) of the IDB’s policies for the procurement of goods and works (GN-2349-9), the sole sourcing is warranted in view of the fact that these services are available from only one source. Based on review of different education management systems (EMIS), the MOEYS has selected the OpenEMIS software of UNESCO as it is the most suitable tool for the Belize education system. The OpenEMIS software was designed by UNESCO to constitute a basic, customizable and affordable EMIS tool for countries with weak statistical database to be able to adapt it to the needs of specific national contexts. UNESCO makes the software available free of charge to member countries. Since it is open source software, the MOEYS has the freedom to adapt the instrument to its specific needs. The non-profit Community Systems Foundation has been a partner of UNESCO in the development of the OpenEMIS software and is the only organization tasked by UNESCO to implement the software in UNESCO member countries.
   1. **Selection of Individual Consultants**: Individual consultants are employed on assignments for which: (a) teams of personnel are not required; (b) no additional outside (home office) professional support is required; and (c) the experience and qualifications of the individual are the paramount requirement. When coordination, administration, or collective responsibility may become difficult because of the number of individuals, it would be advisable to employ a firm.
   2. Individual consultants are selected on the basis of their qualifications for the assignment. Advertisement is not required and consultants do not need to submit proposals. Consultants shall be selected through comparison of qualifications of at least three candidates among those who have expressed interest in the assignment or have been approached directly by the Borrower. Individuals considered for comparison of qualifications shall meet the minimum relevant qualifications and those selected to be employed by the Borrower shall be the best qualified and shall be fully capable of carrying out the assignment. Capability is judged on the basis of academic background, experience and, as appropriate, knowledge of the local conditions, such as local language, culture, administrative system, and government organization.
   3. From time to time, permanent staff or associates of a consulting firm may be available as individual consultants. In such cases, the conflict of interest provisions described in these Policies shall apply to the parent firm and its affiliates.
   4. Individual consultants may be selected on a sole-source basis with due justification in exceptional cases, such as: (a) tasks that are a continuation of previous work that the consultant has carried out and for which the consultant was selected competitively; (b) assignments with total expected duration of less than six months; (c) emergency situations resulting from natural disasters; and (d) when the individual is the only consultant qualified for the assignment.
   5. **Training:** As per GN-2350-9 (Policies for the Selection and Contracting of Consultants Financed by the IADB), if the assignment includes an important component for training or transfer of knowledge to Borrower staff or national consultants, the TOR shall indicate the objectives, nature, scope, and goals of the training program, including details on trainers and trainees, skills to be transferred, time frame and monitoring and evaluation arrangements. The cost of the training program shall be included in the consultant’s contract and in the budget for the assignment.
   6. **Advance contracting/retroactive financing**. For the execution of the EQIP program there was no advance contracting and/or retroactive financing planned.
   7. **Use of national procurement systems:** No national procurement systems will be used in the execution of the program. The Office of Institutional Integrity (OII) of the IDB identified, during the risk analysis exercise, weaknesses in the institutional framework and a lack of formal procedures to safeguard integrity in procurement processes, among other things. Consequently, IDB procurement policies, processes and procedures will be followed for all procurement done by the program.

**Prohibited Practices**

* 1. The IDB requires that all borrowers (including grant beneficiaries), Executing Agencies, and Contracting Agencies as well as all firms, entities and individuals bidding for or participating in an IDB-financed activity including among others, applicants, bidders, suppliers, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers and concessionaires (including their respective officers, employees and agents irrespective of whether the agency is express or implied), adhere to the highest ethical standards, and report to the Bank all suspected acts of Prohibited Practices of which they have knowledge or become aware both, during the bidding process and throughout negotiation or execution of a contract. Prohibited Practices include acts of:

1. **Corrupt practices**: is the offering, giving, receiving, or soliciting, directly or indirectly, anything of value to influence improperly the actions of another party;
2. **Fraudulent practices**: is any act or omission, including a misrepresentation, that knowingly or recklessly misleads, or attempts to mislead, a party to obtain a financial or other benefit or to avoid an obligation;
3. **Coercive practices**: is impairing or harming, or threatening to impair or harm, directly or indirectly, any party or the property of the party to influence improperly the actions of a party;
4. **Collusive practices**: is an arrangement between two or more parties designed to achieve an improper purpose, including influencing improperly the actions of another party; and
5. **Obstructive practices**, including:

(a) deliberately destroying, falsifying, altering or concealing evidence material to the investigation or making false statements to investigators in order to materially impede a Bank Group investigation into allegations of a corrupt, fraudulent, coercive or collusive practice; and/or threatening, harassing or intimidating any party to prevent it from disclosing its knowledge of matters relevant to the investigation or from pursuing the investigation; or

(b) acts intended to materially impede the exercise of the Bank’s inspection and audit rights provided for under paragraph 7.34 below.

* 1. The IDB has established mechanisms to report allegations of Prohibited Practices[[4]](#footnote-4). Any allegation shall be submitted to the IDB’s Office of Institutional Integrity (OII) for the appropriate investigation. The IDB has also adopted sanctions procedures to adjudicate cases and has entered into agreements with other International Finance Institutions (IFI) to mutually recognize sanctions imposed by their respective sanctioning bodies.
  2. If, in accordance with the Sanctions Procedures of the IDB, it is determined that at any stage of the procurement or implementation of a contract any firm, entity or individual bidding for or participating in a Bank-financed activity including, among others, applicants, bidders, suppliers, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers, concessionaires, Borrowers (including grant Beneficiaries), Executing Agencies or Contracting Agencies (including their respective officers, employees, and agents irrespective of whether the agency is express or implied) engaged in a Prohibited Practice, the Bank may:

1. not finance any proposal to award a contract for works, goods, and related services financed by the Bank;
2. suspend disbursement of the operation if it is determined at any stage that an employee, agent of representative of the Borrower, Executing Agency, or Contracting Agency has engaged in a Prohibited Practice;
3. declare Misprocurement and cancel, and/or accelerate repayment of, the portion of a loan or grant earmarked for a contract, when there is evidence that the representative of the Borrower, or Beneficiary of a grant, has not taken the adequate remedial measures (including, inter alia, providing adequate notice to the Bank upon learning of the Prohibited Practice) within a time period which the Bank considers reasonable;
4. issue the firm, entity or individual a reprimand in the form of a formal letter of censure for its behavior;
5. declare that a firm, entity or individual is ineligible, either permanently or for a stated period of time, to (i) be awarded or participate in activities financed by the Bank; and (ii) be a nominated[[5]](#footnote-5) sub-consultant, sub-contractor, supplier or service provider of an otherwise eligible firm being awarded a Bank-financed contract;
6. refer the matter to appropriate law enforcement authorities; and/or
7. impose other sanctions that it deems to be appropriate under the circumstances, including the imposition of fines representing reimbursement to the Bank for costs associated with investigations and proceedings. Such other sanctions may be imposed in addition to or in lieu of the sanctions referred to above.
   1. The provisions of sub-paragraphs i) and ii) of paragraph 7.30 shall also be applicable when such parties have been temporarily suspended from eligibility to be awarded additional contracts pending a final outcome of a sanction proceeding, or otherwise.
   2. The imposition of any action to be taken by the IDB pursuant to the provisions referred to above will be public.
   3. In addition, any firm, entity or individual bidding for or participating in a Bank-financed activity including, *inter alia*, applicants, bidders, suppliers, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers, concessionaires, Borrowers (including grant Beneficiaries), Executing Agencies or Contracting Agencies (including their respective officers, employees, and agents, irrespective of whether the agency is express or implied) may be subject to sanctions pursuant to agreements that the Bank may have with other IFIs regarding the mutual enforcement of debarment decisions. For purposes of this paragraph the term “sanction” shall mean any debarment, conditions on future contracting or any publicly-disclosed action taken in response to a violation of an IFI’s applicable framework for addressing allegations of Prohibited Practices.
   4. It is important to note that the Bank requires that, a provision be included in all bidding documents and in all contracts financed with IDB resources, requiring applicants, bidders, suppliers and their agents, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers and concessionaires to permit the IDB to inspect any and all accounts, records and other documents relating to the submission of bids and contract performance as well as to have them audited by auditors appointed by the IDB. Under this policy, the applicants, bidders, suppliers, and their agents, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers and concessionaires shall fully assist the IDB with its investigation. In addition, the IDB will also require that, in contracts financed with IDB resources, a provision be included requiring applicants, bidders, suppliers and their agents, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers and concessionaires to: i) maintain all documents and records related to the Bank-financed activities for seven (7) years after completion of the work contemplated in the relevant contract, and ii) deliver any document necessary for the investigation of allegations of Prohibited Practices; and make available employees or agents of the applicants, bidders, suppliers and their agents, contractors, consultants, sub-contractors, sub-consultants, service providers or concessionaires with knowledge of the IDB-financed activities to respond to questions from IDB personnel or any properly designated investigator, agent, auditor or consultant relating to the investigation. If the applicant, bidder, supplier and its agent, contractor, consultant, personnel, sub-contractor, sub-consultant, service provider or concessionaire fails to cooperate and/or comply with the IDB request, or otherwise obstructs the investigation, the IDB, in its sole discretion, may take appropriate action against the applicant, bidder, supplier and its agent, contractor, consultant, personnel, sub-contractor, sub-consultant, service provider or concessionaire.
   5. Regarding the procurement of goods, works or non-consulting services directly from a specialized agency in accordance with paragraph 3.9 (of GN-2349-9), the IDB will require that, when a Borrower under an agreement between the Borrower and such specialized agency, all provisions under paragraph 9 regarding sanctions and Prohibited Practices shall apply in their entirety to applicants, bidders, suppliers and their agents, contractors, consultants, personnel, sub-contractors, sub-consultants, service providers, concessionaires, (including their respective officers, employees, and agents, irrespective of whether the agency is express or implied), or any other entities that signed contracts with such specialized agency to supply such goods, works or non-consulting services in connection with the Bank-financed activities. The Bank retains the right to require the Borrower to invoke remedies such as suspension or termination. Specialized agencies shall consult the Bank’s list of firms and individuals suspended or debarred. In the event a specialized agency signs a contract or purchase order with a firm or an individual suspended or debarred by the Bank, the Bank will not finance the related expenditures and will apply other remedies as appropriate.

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## Disbursements

* 1. All disbursements made under the present operation will be governed by the guidelines set forth by the IDB in the document “IDB Disbursement Guide”. According to IDB guidelines the program may use one or more disbursement methods, with the purpose of ensuring that the executing agency has timely access to the resources needed for proper program execution. The disbursement of funds for the present program are governed by the following guidelines:

1. In accordance with Article 4.05 of the General Conditions of the EQIP Loan Contract, the IDB may make disbursements against the loan by:

#### transferring to the Borrower the sums to which it is entitled under this Contract, under the modality of reimbursement of expenses and/or Advance of Funds;

#### making payments on behalf of and in agreement with the Borrower to third parties (direct payments), in agreement with the MoFED;

#### by utilizing such other modality as the parties may agree upon in writing.

1. Any banking expenses that may be charged by a third party in connection with disbursements shall be borne by the Borrower. Unless the parties agree otherwise, disbursements shall be made only in amounts of not less than the equivalent of one hundred thousand Dollars (US$100,000) each.
2. According to **ARTICLE 4.03. of the General Conditions** of the EQIP Loan Contract the IDB may make any disbursements, where:
3. the Borrower or the Executing Agency, as the case may be, have submitted in writing, or by electronic means in such form and conditions as may be specified by the IDB, a disbursement request and, in support thereof, shall have supplied to the IDB such pertinent documents and other background materials as the IDB may have required;
4. the Borrower or the Executing Agency, as the case may be, have opened and maintains one or more bank accounts in a financial institution to which the IDB shall make the disbursements.
5. Unless the IDB otherwise agrees, disbursement requests must be presented no later than thirty (30) days in advance of the date of expiration of the Original Disbursement Period or any extension thereof.
   1. The IDB, under the Advance of Funds methodology, shall disburse the Program resources according to the true liquidity needs of the Program, as evidenced by the PEU’s current and anticipated future commitments and obligations. The PEU’s requests for advance of fund should be made in accordance with the Program`s financial plan, its annual budget and the corresponding AOP, including the PPP. Before the PEU can be issued with a new advance of funds, at least 80% of the existing advance of funds needs to be justified to the IDB.
   2. The PEU will be responsible for the submission of all disbursement requests to the IDB. The funds will be deposited into a Special Account, denominated in US Dollars, established exclusively for the Program at the Central Bank of Belize; the Executing Agency and PEU commit to maintain strict control over the utilization of the funds disbursed so as to ensure the easy verification and reconciliation of balances between the PEU records and the records of the IDB (LMS1 Executive Financial Summary Report).
   3. In order to request disbursements from the IDB, the Executing Agency, specifically the PEU will present the following **forms and supporting documents *(see Table 6)***:

**Table 6: Disbursement Forms and Supporting Documents-**

| **Disbursement Type** | **Required documentation** | **Optional Documentation** | **Frequency of Disbursements Requests** |
| --- | --- | --- | --- |
| **Advance of Funds** | 1. The Disbursement Request form 2. Financial Plan | * List of commitments. * *Estimated* physical-financial progress reports for the program, such as the PEP, POA-PP. * Progress Monitoring Report, or others that help demonstrate that the amount requested is reasonable. | Determined based on the programming of the program’s financial execution (consistent with the PEP, AOP-PP, or other applicable planning instruments).  Should cover estimated expenses up to no more than six (6) months. |
| **Justification of Advances** | 1. The Disbursement Request form. 2. Statement of Expenses or Payments Form 3. Program Execution Status *(Can be generated from financial system)* 4. Reconciliation of Bank Resources | * Reports regarding the fulfillment/completion of indicators or milestones or other reports that help demonstrate the program’s progress. * Summary of contracts/ Commitments * Other agreed upon items. | Submitted when at least 80% of the advanced amount has been used.  These statements must be received and accepted by the IDB before the borrower or Executing Agency can receive another advance of funds. |
| **Reimbursement of Payments Made** | 1. The Disbursement Request form. 2. Statement of Expenses or Payments Form. 3. Program Execution Status. *(Can be generated from financial system)* | * Reports regarding the fulfillment/completion of indicators or milestones or other reports that help demonstrate the program’s progress. * Summary of contracts/ Commitments * Other agreed upon items. | At least twice a year and no more than four or five times a year, depending on the level of program risk and/or the level of fiduciary capacity of the EA |
| **Direct Payment to Supplier** | 1. The Disbursement Request form. 2. Statement of Expenses or Payments form. 3. Supporting documentation acceptable to the IDB, e.g.:  * invoice or payment document * evidence of receipt, of the good , or service * Correspondence from supplier with banking information |  |  |

* 1. Generally, supporting documentation for Justification of Advances and Reimbursement of payments made will be kept at the office of the PEU. Support documentation for direct payments will be sent to the IDB for processing. Disbursements’ supporting documents may be reviewed by the IDB on an ex-post basis. These reviews do not entail a blanket approval, based on the samples reviewed, of the whole universe of expenditures.
  2. In accordance with Articles 4.03 and 4.08 of the General Conditions to the EQIP Loan Contract respectively, the Borrower or the Executing Agency, as the case may be (unless the IDB otherwise agrees), must:

1. present disbursement requests to the IDB no later than thirty (30) days in advance of the date of expiration of the Original Disbursement Period or any extension thereof;
2. present to IDB’s satisfaction, within the Closing Period, the supporting documentation relating to expenditures made for the execution of the Program, and any other information that the IDB may have requested; and
3. return to the IDB, at the latest on the day of expiration of the Closing Period, the balance of disbursed resources that has not been duly justified.

## Payments: Services and Goods

* 1. For this program there will be no investment on works. All payments will be made through the PEU and all requests must be certified by the PEU Program Coordinator. The CEO, MOEYS or his/her designee is the only official authorized to approve the release of Program funds through the PEU, according to the procedures established in the EQIP Loan Contract.
  2. The PEUwill be responsible for ensuring compliance with the financial management, fiduciary obligations and the environmental safeguards during the implementation and management of the Program. A summarized payment procedure for Services and Goods is provided below:
  3. Payments to consulting firms and individuals, and suppliers of goods will follow the steps below:

**For amounts less or equal to BZ$10,000 (approximately less than US$5,000.00)**

1. Consultant/service provider submits report and invoice to the PEU;
2. Program Assistant (PA) at PEU receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the payment requested matches that in contract records and records on the SmartStream Financial Application (SSFA);
3. PA initiates payment process by entering invoice data in the SSFA and submits documentation to the Financial Specialist (FS) at the PEU;
4. FS receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the services have been performed accordingly, that the payment requested matches that in contract records and records on the SSFA and all documentation requirements have been satisfied. The FS notifies by email to the Program Coordinator (PC) and provides all supporting documentation upon request;
5. PC reviews and gives 1st electronic approval in the SSFA, issues email to the Treasury Department, MOFED, to indicate date of payment, if necessary, and informs via email of payment request to the Financial Officer at the MOEYS;
6. Treasury Department, at the MOFED, receives notification of payment request via the SSFA and email, reviews, gives 2nd approval and issues payment. Transaction is registered in SSFA.

**For amounts above BZ$10,000 (approximately more than US$5,000.00)**

1. Consultant/service provider submits report and invoice to the PEU;
2. Program Assistant (PA) receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the payment requested matches that in contract records and records on the SmartStream Financial Application (SSFA);
3. PA initiates payment process by entering invoice data in the SSFA and submits documentation to the Financial Specialist (FS) at the PEU;
4. FS receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the services have been performed accordingly, that the payment requested matches that in contract records and records on the SSFA and all documentation requirements have been satisfied. The FS notifies by email to the Program Coordinator (PC) and provides all supporting documentation upon request;
5. PC reviews and gives 1st electronic approval in the SSFA, issues email to the Treasury Department, MOFED, to indicate date of payment, if necessary, and informs via email of payment request to the Financial Officer at the MOEYS;
6. Financial Accountant, at Treasury Department, at the Ministry of Finance and Economic Development, receives notification and reviews, gives 2nd approval and sends to second Financial Accountant for a 3rd and final approval. Treasury Departments issues payment. Transaction is registered in SSFA.

**For payments to overseas accounts, regardless of the amount, the following steps will be observed:**

1. Consultant/service provider submits report and invoice to the PEU;
2. Program Assistant (PA) receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the payment requested matches that in contract records and records on the SmartStream Financial Application (SSFA);
3. PA initiates payment process by entering invoice data in the SSFA and submits documentation to the Financial Specialist (FS) at the PEU;
4. FS receives and reviews the Consultant`s/provider’s report and verifies invoice to ensure that the services have been performed accordingly, that the payment requested matches that in contract records and records on the SSFA and all documentation requirements have been satisfied. The FS issues memorandum to the Treasury Department requesting the payment and including the following information: amount, banking and wire transfer information, and accounting distribution among others. The memorandum should have a copy of the invoice attached. The FS delivers memorandum to the PC for signature.
5. PC reviews documentation and gives 1st approval by signing the memorandum, sends documentation to Accountant General at the Treasury Department and informs via email of payment request to the Financial Officer at the MOEYS;
6. Accountant General receives and reviews documentation, and gives 2nd approval and requests wire transfer to the Central Bank. Transaction is registered in SSFA.

## Maintenance

* 1. The Government of Belize through the MOEYS will assume the preservation all the equipment included in the Program in operating conditions in which they were upon their acquisition, at a level compatible with their intended use and particularly to ensure that the equipment included in the program shall be adequately maintained according to generally accepted technical standards; and present to the IDB, within ninety (90) days of the beginning of each year, an annual report on the status of said equipment and an annual maintenance plan for that year, starting from the purchasing of the firsts equipments and during the five (5) years following completion of the execution of the program. In addition the PEU will include in the Semi-Annual Progress Report a section to indicating what actions have been taken to guarantee the operating conditions of said equipment. The maintenance plan should include: i) detail of the organization responsible for maintenance; and ii) information pertaining to the resources to be allocated for maintenance during the current year. If from the inspections conducted by the Bank or from the reports it receives, it is determined that maintenance does not meet the levels agreed upon, the PEU shall undertake the necessary measures to correct these shortcomings.

## Internal Control Procedures, Accounting and Auditing

* 1. All financial management of the Program has to comply with IDB’s Financial Reporting and Audit Guide. For this purpose, fiduciary training will be provided to the PEU by IDB’s Financial Specialist at program initiation and during program execution. The PEU will ensure that the relevant members of the team and any other units or divisions in the MOEYS and other pertinent actors that will be involved in Program financial management will participate in the training. The following paragraphs are intended to facilitate the execution; in case of any discrepancies between the statements below and the IDB’s policies, the latter will invariably prevail.
  2. A Program Code of Accounts will be established prior to the Program commencement, within the SSFA and the parallel accounting system used to facilitate financial reporting (see paragraph 7.5). It is a requirement that the financial reporting of the Program is able to provide reports disaggregated by Component, Activity and Program, as well as by source of financing. The accounting must be done on an accrual based system. The Financial Specialist will work together with the Financial Officer at the IDB and the SmartStream Unit at the MoFED to make sure that the IDB reporting requirements are satisfied with the use of SSFA.
  3. At program initiation the PEU will contract an audit firm acceptable to the IDB to audit their financial statements. The IDB Country Office will also provide the standard accounting and auditing documents to the PEU and the selected Auditors. The PEU must (i) process requests for disbursement and respective justifications of expenses, in accordance with IDB procedures for disbursements; and (ii) submit within 120 days, following the closing of each fiscal year of the EA, and at the closing of the program, audited financial statements –audited by the selected firm of auditors and financed by the Program.
  4. The Borrower, or the EA , or the Contracting Agency, as the case may be, shall maintain: i) a financial information system acceptable to the IDB that enables accounting, budgetary and financial record keeping, as well as the issuance of financial statements and other reports related to the resources of the Financing and other financial resources, as the case may be (se paragraph 7.5); and ii) an internal control structure that enables effective Program management; provides reliability regarding the financial information and the physical, magnetic and electronic records and files; and enables the fulfillment of the provisions of the Loan Contract. Auditing records must reflect each and all sources of financing related to the Program, including the counterpart (see paragraph XX for recording format). Detailed accounts are to be kept by the PEU, which is responsible for the timely accounting of the inflows and outflows and the preparation of corresponding financial statements. A filing system must be established that permits indexing of support documents by Component, Sub- component and Activity, by assigning a unique identifier number to activities and which facilitates auditing by program and by contract. This will need to be incorporated into the SSFA as an additional field.
  5. The MOEYS shall preserve the original records of the Program for a minimum period of three (3) years after the date agreed upon for the final disbursement of the Financing, in such a way as to:

1. Make possible the identification of sums received from different sources.
2. Show, in accordance with the financial information system approved by the IDB, the investments in the Program, financed both with the resources of the Loan and with the other funds to be provided for its complete execution.
3. Include sufficient detail to show the goods procured and services contracted, as well as the utilization of such goods and services.
4. Provide evidence as to conformity in acceptance, authorization and payments for the purchased or contracted goods and services.
5. Maintain documentation relating to the bidding process and the execution of contracts financed by the IDB and other financial sources, including but not limited to, bid packages, summaries, bid evaluations, contracts, correspondence, work product and drafts, invoices, certificates and acceptance reports, and receipts, including documents relating to the payment of commissions, and payments to agents, consultants and contractors.
6. Show the cost of investments in each category and the physical and financial progress of the goods and services.
   1. The Financial Specialist, PEU, is responsible for consolidating the accounts of the Program, and for obtaining the necessary fiscal information and reports. He/she is also responsible for establishing and strengthening financial accounting controls for the Program, including the development and updating, when necessary, of the Program accounts manuals with the supervision of the Program Coordinator. The accounting system will be organized to provide the necessary documents, enable the verification of transactions, and facilitate the timely preparation of financial statements and reports. The Program files must be organized in such a way that (i) sums received are identified by source; (ii) Program expenses are reported in accordance with a breakdown of accounts approved by the IDB, making a distinction between sources; and (iii) the necessary details are included to identify the goods acquired and the services contracted, as well as the use of those goods and services.

**In-Kind Contribution**

* 1. For the program the GOB has agreed to provide counterpart funding in the amount of US$100,000 as in-kind contribution. Such contribution will be accounted for by considering the man hours of two (2) of the PEU positions that are currently being financed by MOEYS budget, the Program Coordinator and the Program Assistant. It is estimated that the time required for the EQIP program from both individuals will amount to that of 70% of their total work time. The man hours dedicated to the EQIP program based on such estimate is more than enough to cover the commitment of US100,000 in the approved five year period of the program. The PEU, through the Program Coordinator and the Program Assistant, shall keep appropriate and updated records of their time spent on the EQIP program. To support this effort bellow there is a matrix (see Table 7) the PEU should use to record any counterpart contribution, including in-kind, to the program. The Counterpart Matrix should be updated every two weeks.

**Table 7: Counterpart Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Component/ Subcomponent**    **Activities** | **Time period (Quarter) in year 20XX** | **Allocated IDB Resources** | **Counterpart** | | | | **Comments** |
| **Total Allocated Counterpart (US$)** | **In-Kind (US$)** | **Financial**  **(US$)** | **Details of counterpart contribution** |
| Component 1 |  |  |  |  |  |  |  |
| Subcomponent |  |  |  |  |  |  |  |
| Activity 1 |  |  |  |  |  |  |  |
| Activity 2 |  |  |  |  |  |  |  |
| Activity 3 |  |  |  |  |  |  |  |
| Etc… |  |  |  |  |  |  |  |

# PROGRAM SUPERVISION, MONITORING AND EVALUATION

## Reporting Schedule

**Table 8: Reporting Schedule**

| **Schedule** | **Type of Report** | **Content of Report** | **Responsible individual / Agent** | **Submitted to** |
| --- | --- | --- | --- | --- |
| After executing team meetings/ conference calls | Minute | Record of meetings (minute) with execution team assessing project management and implementation matters. | * AA / PEU | * PC/PEU * CEO, MOEYS |
| Quarterly | Monthly Progress Report | Progress report to PSC on disbursements, achievements and challenges. | * PC/PEU | * PSC/EQIP |
| Semi-Annual | Semi-Annual Progress Report | 1. physical progress; 2. financial progress in terms of commitments, payments and disbursements under the loan; 3. updated financial plan; 4. outputs and outcomes measured against program indicators; and 5. work plan and related budgets for the next 6 months 6. Unaudited financial statements 7. Description of actions taken to guarantee the operating conditions of equipment purchased by the loan | * PC/PEU * FS/PEU | * CEO/MOEYS * IDB |
| Updated Procurement Plan. | * PS/PEU |
| Annual | Annual Progress Report | 1. AOP for the following calendar year; 2. a forecast of disbursements; 3. an updated Procurement Plan 4. detail achievements in relation to planned activities, outputs and outcomes; and 5. budget analysis, disbursement and financial plan; among others. | * PC/PEU | * PC/PEU * CEO/MOEYS * PSC/EQIP * IDB |
| Annual audited Program Financial Statements –audited by a firm of independent auditors acceptable to the Bank | * Auditors |
| **AA**: Administrative Assistant; **CEO**: Chief Executive Officer; **FS**: Financial Specialist; **IDB**: Inter-American Development Bank; **PEU**: Program Executing Unit; **PC**: Program Coordinator; **PS**: Procurement Specialist; **PSC**: Program Steering Committee. | | | | |

## Inspection and Supervision

* 1. The Program’s execution will be supervised by the PC at the PEU, who may be assisted in these duties by IDB staff or consultants. The Executing Agency will be informed of the relevant contact person(s), including their respective responsibilities. As part of the overall supervision of the program the IDB will conduct periodic visits to Belize and maintain a **Project Monitoring Report (**PMR), the IDB’s main system tool for day-to-day monitoring of projects and for tracking the program’s progress toward achieving the milestones specified in the Results Matrix ***(see Annex 10)***. Supervision activities carried out by IDB Staff are financed by the Bank.

## Internal Evaluations, Monitoring, Control and Reporting

* 1. Monitoring and evaluation at the program level, including the day-to-day monitoring of program activities, will be the responsibility of the PO and PC, with support from the Procurement Specialist and Administrative Assistant. The PO will produce the following reports to facilitate monitoring and evaluation of general program progress and the fulfillment of the indicators identified in the Results Matrix ***(see Annex 10)***:

1. a **minute** after every executing team meeting/conference call, assessing project management and implementation matters;
2. a **quarterly progress** **report** to the PSC on the progress of the loan;
3. a **semi-annual Progress Report** **within 60 days after the end of each six-month period** during program execution. The semi-annual report will focus on the fulfillment of output indicators and progress towards achieving the outcomes proposed in the Results Framework; they will also analyze the problems encountered and propose corrective measures. The report shall include: i) physical progress; ii) financial progress in terms of commitments, payments and disbursements under the loan; iii) updated financial plan; iv) outputs and outcomes measured against program indicators; v) work plan and related budgets for the next 6 months; vi) unaudited financial statements; and vii) a description of actions taken to guarantee the operating conditions of equipment purchased by the loan.
4. an **annual progress report** **within 120 days, following the closing of each fiscal year of the EA**, containing: (a) the AOP for the following calendar year; (b) a forecast of disbursements; (c) an updated Procurement Plan (d) detail achievements in relation to planned activities, outputs and outcomes; (e) budget analysis, disbursement and financial plan; and (f) audited Financial Statements, among others.
   1. Adjustments to the Program arising from the discussion of these reports will be agreed upon with the IDB in the semi-annual meetings with the PEU.
   2. Within the first 6 months of the Program, the Program Officer will also be responsible for consolidating all baseline information required for the indicators identified in the Results Framework and for maintaining up-to-date statistics on the indicators.

## Independent Evaluations

* 1. As part of program evaluation, the PEU will conduct and submit to the IDB a preliminary review 24 months after the Loan Contract becomes effective; a mid**t**erm review within 90 days after the date on which 50% of the loan proceeds have been committed; and a final review report 90 days after the date on which 90% has been disbursed. These reports will include, among other:

1. An analysis of the Program’s financial execution, by component and financing source.
2. A progress in achieving the outputs, outcomes and impacts in the Results Framework, and the results of a comparative analysis against the Program baseline.
3. The degree of fulfillment of contractual commitments.
4. A summary of the audit reports on the Program’s financial statements, procurement processes, disbursement requests, and internal control systems.
   1. The final review report will also include the results of the Program, based on the system of indicators developed by the IDB, in accordance with the agreed Monitoring and Evaluation Plan ***(see Annex 7)*** and the IDB Project Completion Report.
   2. These reviews will be performed independently by specialists who will be contracted by the PEU and financed by the loan. The reports, including supporting documentation and statistical data, will be kept available for use should the Government of Belize or the IDB decide to conduct an ex-post evaluation after the end of the Program.

## Program Monitoring and Evaluation Framework (M&EF)

* 1. Please refer to the Program’s M&EF, developed as a separate document.

# MODIFICATIONS OF THE PROGRAM OPERATING MANUAL

9.1 The MOEYS, in consultation with program partners may suggest changes to the POM in order to adapt it to new conditions or circumstances that may arise during the Program’s execution. Any changes to the POM should be communicated to the IDB and will take effect upon the IDB’s formal approval.

**Annexes**

Annex 1

Program Steering Committee TOR *(pending)*

Annex 2

Contractual Conditions for BL-L1018

**

Annex 3

Procurement Procedure *(pending)*

Annex 4

Randomly selected schools



Annex 5

Proposal for the Development and Administration of a Teacher Licensing Examination

**

Annex 6

Final report of needs assessment OpenEMIS *(pending)*

Annex 7

Monitoring and Evaluation Plan



Annex 8

Annual Operations Plan



Annex 9

Program Procurement Plan



Annex 10

Results Matrix

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Results Framework  Matrix of Indicators | | | | | | | | | |
| Project Objective | The overall objective of the operation is to improve the quality of primary education, and the governance of the Belize education system. | | | | | | | | |
|
|  | | | | | | | | | |
| **Outcome Indicators** | | | | **Base Levels\*** | | | **Target Level** | | **Comments** |
| Proportion of prospective primary education teachers in the targeted TEIs with an overall grade of B or higher on content exam. | | | | 43.6% (2012)\*\* | | | 50.1% | | Source: Program Evaluation Report. |
| Proportion of in service primary education teachers in the targeted schools with an overall grade of B or higher on content exam. | | | | 69.0% (2012)\*\* | | | 75.9% | | Source: Program Evaluation Report. |
| Proportion of teachers in the targeted schools who report that they are not appraised by their principal. | | | | 65.5% (2012)\*\*\* | | | 59.0% | | The indicator covers all primary and secondary schools in the country.  Source: Program Evaluation Report. |
| Proportion of school supervision reports that are made public on MOEY website. | | | | 0% (2013)\*\*\* | | | 25.0% | | The indicator covers all primary and secondary schools in the country.  Source: Program Evaluation Report. |
| Proportion of new male student teacher candidates in Teacher Education Institutes. | | | | 19.61% (2011-13)\*\*\*\* | | | 21.6% | | The calculation will be made based on data from all TEIs in the country.  Source: Program Evaluation Report. |
| \* The base levels will be updated at the beginning of the first year of the operation.  \* \*PSE exam applied to a nationally representative sample of teachers.  \*\*\*Teacher and learning survey questionnaire applied to a nationally representative sample of teachers.  \*\*\*\*Three year compounded average | | | | | | | | | |
| **Component 1** | **Base** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | | **Target** |  |
| **Outputs** |  |  |  | |  |  | |  |  |
| Marketing campaign strategy to attract teacher candidates developed and implemented. | 0 | (Developed) | 1  (Implemented) | |  |  | | 1  (Implemented) | The marketing campaign will be considered implemented once promotion activities have been undertaken through TV Spots, Newspaper ads and social media outreach activities.  Source: Program Progress Report. |
| # of teacher trainers who teach methods courses in science, math and language arts, and administrative TEI staff trained. | 0 |  | 80 | |  |  | | 80 | Administrative TEI staff refers to department chairs and program coordinators in the 6 targeted TEIs.  Source: Program Progress Report. |
| # of teachers trained | 0 |  | 200 | | 450 | 550 | | 1,200 | Approximately 50% of in-service teachers in publicly financed primary schools.  Source: Program Progress Report. |
| **Component 2** | **Base** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | | **Target** |  |
| **Outputs** |  |  |  | |  |  | |  |  |
| # of primary School Principals, General and Local Managers, and Education Officers trained in school administration and educational leadership. | 0 |  |  | | 320 |  | | 320 | Beneficiary parents belong to approximately 47% of the country’s primary schools.  Source: Program Progress Report. |
| # of parents trained to increase their participation in school management. | 0 |  |  | | 350 | 100 | | 450 | Beneficiary parents belong to approximately 47% of the country’s primary schools.  Source: Program Progress Report. |
| # of students benefitting from trained teachers | 0 |  |  | | 15,000 | 28,800 | | 28,800  (boys: 14,620; girls 14,180) | Beneficiary students belong to approximately 47% of the country’s primary schools.  Source: Program Progress Report. |
| Integrated Education Management Information System (EMIS) in operation. | 0 |  | 40% | | 80% | 100% | | 100% | The EMIS will be considered in operation in a school once its students and teachers are registered in the EMIS. The indicator covers all primary and secondary schools in the country.  Source: Program Progress Report. |
| **Component 3** | **Base** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | | **Target** |  |
| RCT implemented |  |  |  | |  | **1** | | **1** | The RCT will be implemented in Government schools and Government financed privately operated schools.  Source: Program Evaluation Report. |
|  | | | | | | | | | |

Annex 11

EQIP key Terms of Reference

* 1. Cognitive and Non-cognitive Assessments of Primary Teacher Candidates



* 1. Communication Strategy for attracting higher Quality Teacher Training Candidates and for Promoting the EQIP program components and subcomponents



* 1. Technical assistance for the creation of a Feedback System for Teacher Education Institutes.



* 1. Financial Specialist for the Program Executing Unit of the EQIP Program



* 1. Implementation of a Training Leadership Program for Primary School Principals



* 1. Long-Term International Consultant for the Support of the Execution of the Education Quality Improvement Program



* 1. Technical assistance in conducting Midterm and Final Review of the Education Quality Improvement Program



* 1. Development and Implementation of a teacher profession entry exam as a requirement for a teaching license.



* 1. Procurement Specialist for the Program Executing Unit of the EQIP Program



* 1. Implementation of an interactive Visible and Tangible teaching model for Science, English and Math.



1. The prototype for the EMIS will be developed and tested with resources from BL-T1057. [↑](#footnote-ref-1)
2. The Visible and Tangible Mathematics approach focuses on transforming an approach that treats the teaching of mathematics as the didactic presentation of facts and operations to be memorized to a student-centered, hands-on approach that allows students to manipulate instructional material to help them visualize in a tangible way the relationship between number and operation. [↑](#footnote-ref-2)
3. The approvals of the relevant procurement Agency for the Government of Belize and the non-objection of the IDB will be required at various stages throughout the procurement process. [↑](#footnote-ref-3)
4. Information on how to present allegations of Prohibited Practices, the applicable rules regarding the investigation and sanctions process, and the agreement regulating the mutual recognition of sanctions among the IFIs are available on the Bank’s website (www.iadb.org/integrity). [↑](#footnote-ref-4)
5. A nominated sub-consultant, sub-contractor, supplier, or service provider (different names are used depending on the particular bidding document) is one which has either been: (i) included by the bidder in its pre-qualification application or bid because it brings specific and critical experience and know-how that allow the bidder to meet the qualification requirements for the particular bid; or (ii) appointed by the Borrower. [↑](#footnote-ref-5)