

# 2021 ANNUAL TECHNICAL REPORT



**ANNUAL TECHNICAL REPORT OF THE MINISTRY OF EDUCATION, CULTURE,  
SCIENCE AND TECHNOLOGY**

**2021**

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## LIST OF ABBREVIATIONS

ACE	Adult Continuing Education
ATLIB	Association of Tertiary Level Institutions in Belize
BAPSS	Belize Association of Secondary School Principals
BCCI	Belize Chamber of Commerce and Industry
BDAT	Belize Diagnostic Assessment Test
BEMIS	Belize Education Management Information System
BESPlan	Belize Education Sector Plan
BESRP II	Belize Education Sector Reform Program Phase II
BNTU	Belize National Teachers Union
CABEI	Central American Bank for Economic Integration
CARICOM	Caribbean Community
CDB	Caribbean Development Bank
CSEC	Caribbean Secondary Education Certificate
DEC	District Education Centre
ECE	Early Childhood Education
EQIP II	Education Quality Improvement Program Phase II
ETES	Employment Training and Education Services
HRDS	Human Resource Development Strategy
IDB	Inter-American Development Bank
ISEE	Instructional Supervision for Educational Excellence
Let's REAP	Learning Recovery and Enhancement Programme
MoECST	Ministry of Education, Culture, Science and Technology
NaRCIE	National Resource Centre for Inclusive Education
NICH	National Institute of Culture and History
PBIS	Positive Behaviour Interventions and Support
PEU	Project Execution Unit
PPRE	Policy, Planning, Research and Evaluation Unit,
QADS	Quality Assurance Development Services
S&T	Science and Technology
SAGE	Skills to Access the Green Economy
SDG	Sustainable Development Goals
STEAM	Science, Technology, Engineering, Arts and Mathematics
TDAP	Training Development Assessment Plan
TEDS	Teacher Education and Development Services
TLI	Teacher Learning Institute.
TPSES	Tertiary and Post-Secondary Education Services
TVET	Technical and Vocational Education and Training

## EXECUTIVE SUMMARY



Hon. Francis Fonseca  
Minister



Hon. Dr. Louis Zabaneh  
Minister of State



Mrs. Dian Castillo-Maheia  
Chief Executive Officer



Ms. Yolanda Gongora  
Chief Education Officer

The Ministry of Education, Culture, Science and Technology dedicated its energy and focus during the 2021 calendar year to establishing the foundations on which the Belize Education Sector Plan, an offshoot of PlanBelize, could begin to thrive. As explained by Minister Francis Fonseca *“the Belize Education Sector Plan 2021 – 2025 sets out the Ministry of Education’s vision and plan for Making Education Work for Belize. This plan has been developed at a time of great challenge for our Nation as we continue to face an unprecedented economic crisis brought on by the devastating COVID-19 pandemic.”* (BESPlan 2021-2025 Message from the Minister)

It is in the context of this economic crisis and the huge gaps in our education system, exposed and exacerbated by the pandemic, that this administrative team took action. PlanBelize was built on a commitment to Access, Equity, and Quality in our education system. Our Belize Education Sector Plan has identified the four pillars through which we can accomplish those goals as **Reforming the System of Education, Transforming Teaching and Learning, Prioritizing Underserved Sectors, and Maximizing Human Capital.**

Our main achievements in this past year have been focused on, first, creating the BESPlan itself, and then beginning to lay the groundwork for these priority areas. This report will highlight for you the details of our BESPlan, its Objectives, Actions, and Achievements, as well as the planned Next Steps and Relevance of these activities to National, Regional, and International Development Plans. It will showcase some of the accomplishments of which we are particularly proud. We recognize that, just as nation building is a task for giants, the work of education requires tireless commitment and superhero-like community efforts from every stakeholder today, more than ever, and we are grateful for all who have walked with us this past year. Some of our steps have been smaller than others and some actions have taken longer than we anticipated. Still, we have moved forward, and we move now into 2022 with clearer vision, stronger focus, and unflagging urgency in our commitment to Make Education Work for Belize.

## INTRODUCTION

The Education and Training Act, 2010, provides for the establishment and operation of a Ministry whose primary functions are to set national education goals and policies and standards for the education system; issue licenses to teachers, schools and other educational institutions; provide support systems for the effective delivery of appropriate and equitable educational services; and monitor the quality and effectiveness of education at all levels of the education system. The Ministry of Education, Culture, Science and Technology (MoECST) became the Ministry charged with that responsibility in November 2020.

The new administration found a ministry severely affected by the trauma of COVID-19 and its unanticipated effects on schools countrywide. All schools had been closed since March 2020, and the challenges of navigating distance learning, printing paper packages, and learning about online teaching had dominated all conversations about school. The only thing more common was the overwhelming concern for students at all levels who were missing out on the invaluable school experience.



### Green Light Standard Safety Checklist for Return to School



#BackToSchoolBZE

    @belizemoecst

The priority for the new administrative team was to chart a safe and responsible return to the classroom for both students and teachers alike. Within the first 100 days, a COVID-19 Education Task Force was appointed to help guide the Government's commitment to the delivery of quality, accessible education during the pandemic, and to provide specific recommendations for the safe and responsible reopening of schools for face-to-face instruction in August/September 2021 or whenever it was deemed safe to do so by the Ministry of Health and Wellness. In collaboration with the Task Force and all stakeholders, the Ministry planned and implemented a reasonable, practical approach to getting everyone back to school safely.

The other early focus of the Ministry involved getting our plan in place, and beginning the reform of the system of education, starting with the internal organization and the rebranding of the Ministry itself. This report details these efforts and shows where we are today.



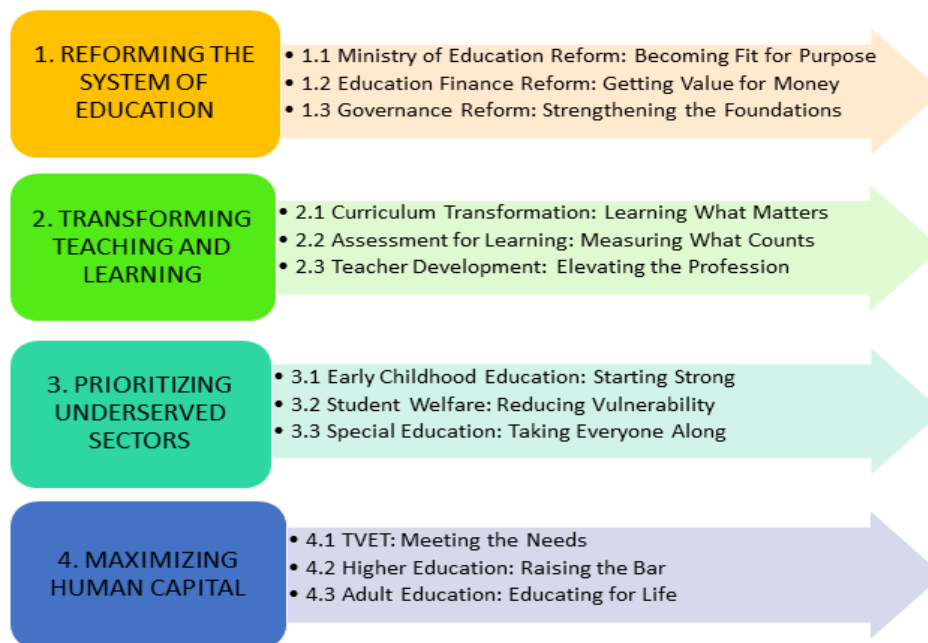
## PRIORITIES OF THE MINISTRY

*“The Belize education system will be inclusive, of high quality, accessible and equitable, technologically driven, and capable of fostering the development of good, productive citizens. The system will be accountable and effective in providing the support necessary to allow students, regardless of individual or family characteristics, to achieve their full personal and academic potential and to contribute positively to national development.”*

Vision Statement-The Belize Education Sector Plan (BESPlan) 2021-2025

The Ministry of Education is charged with the responsibility of ensuring that all Belizeans are given an opportunity to acquire the knowledge, skills and attitudes required for their own personal development and for full and active participation in the development of the nation. The MoECST’s portfolio includes oversight of all schools and educational institutions, the National Institute for Culture and History, the National Library Service and the National Archives. In 2021, the Ministry of Education consulted with a wide range of education stakeholders to develop the Belize Education Sector Plan (BESPlan) 2021-2025, with a new vision and priorities for education. This vision and the priorities are aligned with the PlanBelize Education Policy, which prioritizes access, equity and quality at all levels of the education system and seeks to ensure that all Belizeans are provided with an opportunity to acquire the capacity and attitudes for full and active participation in the development of our nation regardless of their ethnicity, religious preference, political affiliation, gender, geographic location or economic status. The plan is also aligned to the National Development Framework for Belize: Horizon 2030, the CARICOM Human Resource Development Strategy (HRDS) 2030 and the Sustainable Development Goals (SDG).

The primary domains and key result areas of the BESPlan are shown in the diagram below.



## 2021 ACTIVITIES AND ACHIEVEMENTS

### REFORMING THE SYSTEM OF EDUCATION

#### OPERATIONS DIVISION

**Description:** The Operations Division of the MoECST is comprised of its central administrative offices, including the offices of the Chief Executive Officer, Chief Education Officer, and Deputy Chief Education Officers, as well as the Information and Communications Technology, Finance, Records, Teacher Administrative Services and Public Relations offices. The primary objective of the Operations Division is to support access to quality education for all Belizeans from preschool to university by ensuring proper regulatory, operational and fiscal oversight and by providing resources to students, schools and educational institutions, in an equitable, effective and accountable manner.

**Activities:** In 2021, the primary focus of the Operations Division included 1) facilitating and processing grants and other forms of financial aid to students and schools at all levels of the education system; 2) increasing access to education for students from rural areas; 3) reviewing and revising education legislation, regulations and policies to increase access to education and effectiveness in the governance of the education system; 4) digitizing the Ministry's processes and services; and 5) improving the Ministry's public image.

**Achievements:** The activities of the Operations Division enabled access to preschool education for over 5,300 students, to primary education for over 63,000 students, and to secondary education for over 22,000 students in government, government-aided and specially assisted schools including 39 government and 138 government-aided preschools, 58 government and 200 government-aided primary schools and 17 government and 29 government-aided high schools. The Ministry also facilitated access to technical and vocational education for over 850 students, to tertiary education for over 9,000 students and to adult education for over 800 students in government, government-aided and specially assisted education institutions including 5 government and 1 government-aided ITVET, 3 government and 6 government-aided Adult Continuing Education (ACE) institutions, 2 government and 9 government-aided junior colleges and the University of Belize. In an effort to increase equitable access to education, the MoECST established a \$1,000,000 Rural Grant Fund which benefited students from rural areas across the country.

Work in 2021 on strengthening education legislation and regulations led to the revision and implementation of revised Terms of Reference for Boards of Management of Secondary Schools. The changes include a more streamlined Board composition and improved processes for selection of board members. The MoECST also digitized several key services and processes, such as the Application for Phased-In Return to the Classroom, the COVID Notification Form, and the Request for Cleaning Supplies form, to facilitate access to MoECST services and improve response time. Other major achievements include the development of a new MoECST logo and branding



guidelines, the launch of a new MoECST website ([www.moecst.gov.bz](http://www.moecst.gov.bz)), the development of a GIS Hub to track data on school status during the pandemic and otherwise, and the creation and revitalization of MoECST social media platforms. To date, the Ministry has 26,848 followers and a reach of 105,540 accounts, shared across its main social media platforms on Facebook, Twitter, Instagram and TikTok.



**Next Steps:** The Operations Division plans to continue its efforts to ensure equitable access to education at all levels of the system by providing grants and other forms of financial aid to students and schools. There are also plans to further increase the Rural Education Grant Fund. New financial initiatives include 1) a comprehensive review and rationalization of school financing policies and mechanisms at all levels of the education system, 2) development and implementation of a system for application and processing of student financial aid to allow for greater transparency and accountability; 3) rationalization of the scholarship fund to prioritize studies in areas of national need such as STEAM (Science, Technology, Engineering, Arts and Mathematics); and 4) commencement of implementation of the PlanBelize free education mandate, starting with the Education Upliftment Project: Together We Rise.

TOGETHER  
TOGETHER  
TOGETHER  
TOGETHER

The MoECST will also continue efforts to improve governance and effectiveness of the education system. Major efforts are underway to restructure the Ministry of Education to increase its efficiency and capacity to effectively respond to the needs of the education system. The comprehensive review and revision of education legislation, regulations and policies will also continue, and a review of standards of quality and school monitoring and support systems for preprimary, primary and secondary schools will be undertaken to ensure delivery of quality services and continuous school improvement. The MoECST will also develop and implement a comprehensive communication plan to build the Ministry's capacity to inform and engage internal and external stakeholders and continue to identify ways to use technology to digitize the Ministry's processes and services.

**Relevance:** Programs under the Operations Division are critical for delivering on national, regional and international obligations to improve access to and governance in education. The program is delivering on the Education Policy of PlanBelize which calls for major Ministry of Education Reform to increase efficiency and effectiveness and to promote innovation and for finance reform that leads to improved access and equity, including the provision of free education from preschool to junior college and establishment of equal opportunity grant funds. The programs and objectives are also aligned to the following national, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 1: Strengthen management, monitoring and accountability in the education system
  - Outcome 2: Improve Access to Education
- **CARICOM HRDS 2030**
  - Outcome 1: Broadened and deepened access and participation in all HRD sectors
  - Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors
- **SDG 2030**
  - Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



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## POLICY AND PLANNING DIVISION

**Description:** The Policy and Planning Division of the MoECST includes the Policy, Planning, Research and Evaluation (PPRE) Unit, the Project Execution Unit (PEU), and the portfolio of Science and Technology (S&T). The objective of the division is to ensure the advancement of the system of education in Belize through effective policy development, strategic planning, monitoring and evaluation, project implementation and innovative integration of science and technology. Key responsibilities of the division include the operation of the Belize Education Management Information System (BEMIS) and the coordination of projects funded by the Caribbean Development Bank (CDB) and the Inter-American Development Bank (IDB).

**Activities:** Primary activities by the PPRE Unit in 2021 included 1) the conduct of the annual school census and data verification exercise to collect data on the state and evolution of the education system; 2) the management of BEMIS; 3) the processing of data requests; and 4) the preparation of publications on the state of education. The unit also assisted with the design, administration and analysis of various surveys, conducted sector diagnoses on key segments of the education system, and coordinated development of the education sector plan. The PEU's activities concentrated on coordination of the Belize Education Sector Reform Program Phase II (BESRP II) funded by the CDB and Education Quality Improvement Program Phase II (EQIP II), funded by the IDB, while personnel attached to the S&T portfolio provided technical support for various MoECST digitization efforts.

**Achievements:** The PPRE Unit completed data collection and verification for the 2021-22 school year for over 600 schools and education institutions country-wide and also updated school, student and teacher data, including service records for government school teachers, in the BEMIS. The unit also processed various data requests originating from within the Ministry, other government departments, educational institutions, secondary and tertiary level students, local NGOs and international agencies and organizations. The Abstract of Education Statistics 2020-2021, Stats at a Glance 2020-2021, and Education Quick Facts 2020-2021 publications were also produced. The unit also completed the Belize Education Sector Plan (BESPlan) 2021-2025, which was launched in August of 2021.



Research activities included the diagnosis of the Adult Continuing Education Sector and the design, administration and/or analysis of a number of surveys and evaluations to inform policies and plans. These included the Distance Learning Experience Preschool and Primary School Administrators Survey, COVID Education Task Force Teacher Readiness Survey Report, Teacher Survey on Vaccinations and a comprehensive assessment of four government high schools for the Education Upliftment Pilot Project: Together We Rise.

Under the BESRP II, the PEU coordinated the completion of nine infrastructure projects (7 preschools, 1 primary school and 1 high school) and a consultancy on the implications of increasing the age of compulsory education. The PEU also made significant progress on implementation of EQIP II with contract awards for three consultancies: 1) Implementation of a Conceptual Design for a STEAM Lab School in Belize, 2) Detail Design and Construction of the STEAM Laboratory School, and 3) Supervision of the Design and Construction of the STEAM Laboratory School. The Project Steering Committee was also re-established with a new composition and Terms of Reference to match BESRP II and EQIP II loan agreements. In October of 2021 the PEU was selected as one of four winners, among 91 entries, for the IDB's 2021 Superheroes of Development Award. The award was based on the Inquiry and Problem-based Learning project which was implemented under EQIP Phase I.



The Alexia Nolberto Government Preschool in Dangriga, inaugurated June 30, 2021

The MoECST also made several achievements in relation to its Science and Technology portfolio. These include 1) development of a conceptual framework for a full Science and Technology Unit and job description for an S&T Director, 2) preparation and endorsement of a concept paper for a National School Portal that will provide students and teachers with electronic curriculum and assessment resources to support teaching and learning, and 3) supporting the negotiation of agreements with local telecom providers to expand and improve school internet services.

**Next Steps:** The PPRE Unit plans to collaborate with school principals and district education officers to increase the efficiency of the annual school census and data verification exercise, allowing for earlier updating of the BEMIS and publication of annual statistics. The unit also plans to review and update the content and readability of annual education statistical reports and to identify ways to increase the use of the BEMIS by education officers and school personnel. Another major area of focus for the unit will be the coordination and monitoring of the implementation BESPlan 2021-2025 and identifying research studies in priority areas to support implementation of the plan.

The MoECST intends to collaborate with the Ministry of Infrastructure Development and Housing to complete the infrastructure projects under Component I (Learning Environment) of the BESRP II. New Terms of Reference for repurposing of projects under Component II (Enhance Mechanisms and Quality Service Delivery) of the BESRP II will also be prepared and submitted to the CDB for approval. Contracting for Component I (Inquiry-and-Problem-based Learning in the Primary School Classroom) of the EQIP II will also be completed and significant progress on Component II (STEAM Learning in Secondary School) is expected. The S&T Unit will focus on plans to 1) increase the number of students and teachers from Standard 4 to Form 4 that have access to high speed internet or an alternative wireless service and to an appropriate digital device; 2) develop the National School Portal and learning platform, 3) collaborate with industry stakeholders to develop a policy and strategy for Science and Technology Innovation, and 4) develop programs to increase interest in Science and Technology fields.



**Relevance:** The activities pursued under the Policy and Planning Division assist the MoECST in meeting a number of objectives under PlanBelize. These include the adoption and use of technology in education to enable and facilitate remote learning and reduce the per student cost of education at all levels; providing every student and teacher in every school with full access to high speed internet services and appropriate digital devices; implementing a laptop computer program for students and teachers from Standard 4 to 4th Form across the country; and applying technology inside the classroom to promote and advance discussion, debate, creative design and critical thinking. The programs and objectives are also aligned to the following national, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 2: Improve Access to Education
  - Outcome 3: Improve Delivery and Relevance of the Education Curriculum
- **CARICOM HRDS 2030**
  - Outcome 1: Broadened and deepened access and participation in all HRD sectors
  - Outcome 3: Improved quality in delivery in all HRD sectors
- **SDG 2030**
  - Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
  - Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
  - Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

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## SCHOOL SUPERVISION AND SUPPORT DIVISION

**Description:** The School Supervision Division includes the Ministry's six District Education Centres (DECs) and the Office of the General Manager for Government Schools. Units under this division are established to facilitate the efficient and coordinated supervision and support of schools and to promote the delivery of quality educational services. During the 2020-21 school year, DECs had responsibility for supervision of 229 preschools and 310 primary schools country-wide; these included 39 preschools and 58 primary schools which are government-owned and managed by the MoECST.

**Activities:** The primary focus of DECs in 2021 was assisting schools with preparations for the eventual return to face-to-face classes. This included review of applications from schools and on-site visits to schools to ensure compliance with the safety and other guidelines for reopening. Quarterly meetings with school administrators and managing authorities were held to support routine school administration and protocols and practices for distance education. DECs also monitored and supported the delivery of distance education, with particular emphasis on instructional planning and curriculum delivery for all government and grant-aided preschools and primary schools. In addition, they performed other routine tasks such as textbook distribution and coordination of school transportation services.

**Achievements:** In 2021, the MoECST put in place the COVID Education Task Force, established the Green Light Criteria for the safe reopening of schools and revised the Guidelines for School Operation during the pandemic. DECs used these guidelines to conduct inspections of schools and educational institutions at all levels of the education system. Over 300 schools were greenlighted and began reopening on April 12 and May 10, 2021. Schools remained opened until June 18, 2021. The initiative proved that schools could be reopen safely for in-person classes. In the area of school leadership and management, the MoECST also initiated training for executive members of secondary school boards as well as officers who represent the ministry on such boards.



**Next Steps:** In 2022, the MoECST aims to restructure and provide the necessary direction and resources for DECs to increase their effectiveness in supporting school improvement. This means having DECs focus primarily on 1) conducting regular school supervision to support and monitor school improvement by providing guidance and support for the development and conduct of school self-assessment and the formation and implementation of school improvement plans; 2) monitoring and providing support and feedback to managements, schools and teachers by identifying areas of weakness in quality of teaching, including curriculum delivery, classroom practices, and assessment; 3) monitoring and providing support and feedback to managements



and administrators on the effectiveness of school leadership by identifying areas of weakness in the quality of management and administration of the school, the school organization, infrastructure, and effective use of resources; and 4) identifying professional development needs of school leaders and teachers. The MoECST also intends to implement CARICOM's Let's REAP (Learning Recovery and Enhancement Programme), which includes the administration of diagnostic tests and the use of results to address learning loss and improvement.



Primary School Classroom in Belize City

**Relevance:** The enhancement of supervision and support services is critical for the success of both the PlanBelize Education Policy and the BESPlan 2021-2025. Adequate school leadership, as well as the external monitoring of schools, ensures that the curriculum, professional development programs, student assessment systems, policies and standards are properly implemented. Monitoring also allows for identification of needs and for the appropriate support to be provided to administrators, teachers and students, so that schools can continuously improve. The supervision and support of schools also contribute to the achievement of the following national, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 1: Strengthen management, monitoring and accountability in the education system
- **CARICOM HRDS 2030**
  - Outcome 3: Improved quality in delivery in all HRD sectors
- **SDG 2030**
  - Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

## TRANSFORMING TEACHING AND LEARNING

### EDUCATION DEVELOPMENT DIVISION

**Description:** The Education Development Division includes the former Quality Assurance Development Services (QADS), the Examinations Unit and the Teacher Education and Development Services (TEDS). These units have since been restructured into the Curriculum and Assessment Unit, Teacher Education Unit and Teacher Learning Institute (TLI). The primary objective of this division is to develop, review and implement national curricula, student assessment systems and teacher education programs that support the achievement of the knowledge, skills, values and attitudes needed for personal growth and national development. The units will work in close collaboration to ensure that there is coherence between the national curriculum and student assessment system and also with teacher education and continuing professional development programs. This ensures that the core elements of education—curriculum, instruction and assessment—are aligned with the national goals of education.

**Activities:** A primary focus of the Curriculum and Assessment Unit is the development of a National Curriculum Reform Framework. This framework, based on UNESCO's International Bureau of Education standards, will guide the development of national curriculum at the preprimary, primary and secondary levels of education, with a focus on student competency. The MoECST is also in the process of implementing a national diagnostic assessment system to identify learning gaps and inform individualized instructional plans. The Teacher Education Unit's primary role is the supervision and support of tertiary institutions offering teacher education programs to ensure quality delivery and adherence to standards for teacher education programs and institutions. The unit was tasked with the responsibility of ensuring continued support in this area during the pandemic. Professional development of teachers was also impacted by the pandemic and so the MoECST was challenged to identify a solution.

**Results Achieved:** As a start to the process of curriculum reform, the MoECST held consultations with a wide range of stakeholders on the issue of curriculum overload. These sessions were conducted in the first half of 2021 and included organizations such as the Belize National Teachers Union (BNTU), the Belize Association of Secondary School Principals (BAPSS), the Association of Tertiary Level Institutions in Belize (ATLIB), associations of managers of pre, primary and secondary schools and, members of the Belize Chamber of Commerce and Industry (BCCI). Various line Ministries, non-governmental and religious organizations, students, parents, and members of the opposition United Democratic Party were also consulted.

The consultations focused on the concept of curriculum overload and resulted in consensus that the streamlining of the curriculum at the primary and secondary levels was a priority. As a result, the Curriculum and Assessment Unit developed and initiated a pilot for a streamlined and optimized national curriculum for primary and secondary schools. The results of the pilot will be

used to inform the curriculum reform initiative. Additionally, the unit conducted training for teachers and school leaders in the administration, marking and reporting of the Belize Diagnostic Assessment Test (BDAT), which was developed for each of the primary grades.

The screenshot shows a video conference interface. On the left, a large black box contains the title "THE ECONOMICS OF EDUCATION" in white. Below the title, three paragraphs of text are displayed: "One important principle from economics is that of the *Law of diminishing returns to inputs*.", "The law states that as a variable input increases, output first increases at an increasing rate, then it continues to increase but at a decreasing rate, then output actually falls after a certain point.", and "This economic principle is used to try to attain optimal production where inputs are adjusted if 'too little' or 'too much' is being used." On the right side of the screen, there are three smaller video feeds showing participants. At the top right, there is a placeholder for a profile picture. At the bottom of the screen, a small text line reads "LOUIS ZABANEH CORRECTING CURRICULUM OVERLOAD STAKEHOLDER CONSULTATIONS".

Minister Zabaneh leading Curriculum Consultation Session

The COVID-19 pandemic created a challenge for teacher education programs which had previously relied on in-person internship courses and supervision processes. The Teacher Education Unit successfully collaborated with teacher education institutions to create an online platform and adapt supervision instruments for assessment of teaching during the pandemic. In 2021, the unit was able to complete external assessments for 318 interns for the Associate of Arts and Certificate in Early Childhood Education and Primary Education programs; 97% of interns were successful and there were no appeals. The unit also collaborated with the University of Texas-Tyler and teacher education institutions in the Toledo and Stann Creek districts to design a new Teacher Development Instrument and Newly Qualified Teacher Profile under the Instructional Supervision for Educational Excellence (ISEE) Project.

The Teacher Education Unit also made some gains in assuring the quality of teacher education programs. The Joint Board of Teacher Education assisted the unit in developing an action plan to address findings and recommendations of the Evaluation of the Associate of Arts Degree in Primary Education. The unit also consulted with teacher education stakeholders to complete the revision of Domain I of the Belize Standards of Practice for Teaching and Teacher Education. The effort is aimed at aligning Belize's standards with the CARICOM Standards for Teachers, School Leaders, and Teacher Educators. Last but not least, in an effort to address the need for continued professional development of teachers, the MoECST established and launched the Teacher

Learning Institute in August of 2021. By the end of December, over 4,500 teachers had registered on the platform and over 150 professional development courses had been delivered.



**Next Steps:** Plans for 2022 include the completion and use of the National Curriculum Reform Framework to streamline the curriculum at the primary and secondary levels and to allow for in-depth acquisition of the literacy, numeracy, technological and critical thinking skills needed in the 21st Century. The MoECST also plans to develop a national student assessment policy and scheme for the Belize education system based on the new national curriculum. This scheme would include a mechanism for the effective use of assessment results to impact education policies and practices at both the school and system levels. The revision of the Belize Standards of Practice for Teaching and Teacher Education to align with CARICOM Standards for Teachers, School Leaders and Teacher Educators will also be completed and teacher education programs at the primary level will be upgraded to ensure that teachers have the specialized content knowledge and pedagogical skills needed to deliver the national curriculum effectively to all students.

The Ministry will also continue to support student teachers and teacher education institutions to increase the percentage of trained teachers at the preprimary, primary and secondary levels of education and put measures in place to ensure that all teacher educators and professional development facilitators are appropriately trained. The operations of the Teacher Learning Institute will also be enhanced to provide structured, comprehensive, year-round professional development programs based on identified needs of teachers and school leaders.

**Relevance:** The activities pursued under the Education Development Division are closely aligned with PlanBelize. PlanBelize calls for the development of curriculum and programs that equip learners with the tools they need to create value out of education. The plan also states that education should promote national pride, positive values for productive living, a strong work ethic, wholesome self-esteem and civic responsibility, and that it should instill a strong sense of confidence and independence, along with a spirit of inquiry and openness.

In the area of teaching, PlanBelize envisions a revised pedagogical model, “one where teachers are facilitators of learning in an environment that is student centered, knowledge rich, innovative, collaborative, and where life-long learning is emphasized and where learners are prepared for the knowledge economy and global society.” The plan also calls for 100% trained

teachers at all levels and for the establishment of a Teacher and Learning Institute to promote excellence in teaching and to provide comprehensive year-round teacher training programs. This institute should ensure that principals and teachers have ongoing access to new and relevant tools and techniques aimed at enhancing their capacity and effectiveness to deliver quality education to students.

The programs and objectives of the Education Development Division will also assist the Government of Belize in meeting the following national, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 3: Improve Delivery and Relevance of the Education Curriculum
- **CARICOM HRDS 2030**
  - Outcome 3: Improved quality in delivery in all HRD sectors
  - Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors
- **SDG 2030**
  - Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
  - Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
  - Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development
  - Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

## PRIORITIZING UNDERSERVED SECTORS

### STUDENT SUPPORT SERVICES DIVISION

**Description:** The Student Support Services Division includes the Early Childhood Education (ECE) Unit, which was previously attached to QADS, and the Special Education Unit and Student Welfare Unit which were both previously under the Education Support Services umbrella. The separation and resourcing of these units are part of the Ministry's efforts to prioritize these previously underserved sectors. Together, the units within the division aim to increase the inclusion, development and achievement of all students by promoting participation in early childhood education and by establishing systems for the early identification, diagnosis and support of students with diverse needs, including those with physical, psychosocial and socioeconomic challenges.

**Activities:** In 2021, the focus of the Early Childhood Education Unit was on developing alternative preschool programs to support distance learning and assisting early childhood teachers with strategies for engaging young children students during the pandemic. Activities in the Special Education Unit focused on improving education and support services for students with special education needs and accessing resources and services in key areas such as speech therapy, physical therapy, occupational therapy, diagnostics and paraprofessional support. The Ministry also collaborated with national and international partners to advance plans in establishing school gardening programs across the country and to provide nutritional support for students from low income families. Strategies were also implemented to provide psychosocial support to students and families during the pandemic.

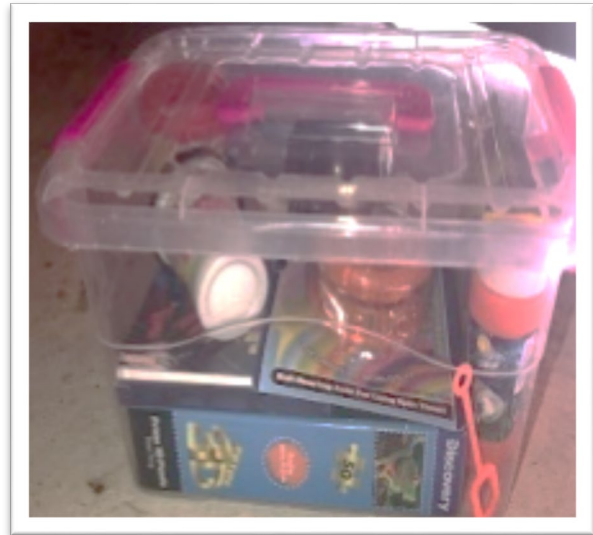
**Achievements:** Building on a UNICEF initiative, the ECE Unit prepared and delivered 50 Early Childhood Development Kits to preschools across the country with materials to promote Literacy, Numeracy and Socio-emotional development and to help teachers create a safe learning environment for young children ages 3-4. They also provided virtual professional development sessions for over 100 early childhood teachers across Belize. Achievements in the area of Special Education include 1) a survey on the experiences of teachers of students with disabilities in inclusive settings during the pandemic; 2) completion of a University of West Indies Master's Degree Program in Inclusive and Special Education by 36 teachers and education officers; 3) provision of 148 Care for Child Development kits and training for parents of children with disabilities countrywide; and



Preschool Students return to school



4) a special mission by Therapy Abroad for specialists to conduct assessments for students with disabilities. The MoECST also completed the Sustainable School Feeding and Gardening Pilot Project in Toledo, in collaboration with the Food and Agriculture Organization and the Mexican Agency for International Development Cooperation; provided over 500 coping skills toolboxes to schools implementing the Positive Behaviour Interventions and Support (PBIS) program; and collaborated with the Belize School Counsellors Association to train over 700 pre and primary school teachers on how to manage their mental health and the well-being of students as they transition back to face-to-face learning.



Coping Skills Toolboxes

**Next Steps:** The ECE Unit's efforts in 2022 will focus on the following activities: 1) collaborating with relevant line Ministries to develop an updated national policy and strategy for Early Childhood Education and Development in Belize; 2) developing an alternative preschool program for areas where traditional preschools are not feasible; 3) collaborating with the Curriculum and Assessment Unit to develop a comprehensive, play-oriented preschool and lower primary education curriculum, and 4) developing and implementing an ECE public awareness campaign with key messages including the importance of early childhood stimulation, education and development to encourage increased enrollment in preschools.

Activities in the Special Education Unit will likewise involve the development and implementation of a sustained public awareness campaign, school sensitization programs and support groups to encourage greater acceptance and understanding of the rights of students with special education needs. Special schools, classrooms and other facilities that serve students with special education needs will be targeted for improvements to facilities and resources. Continuous improvements to education and support services for students with special education needs will also be a major focus, along with the availability of resources and services in key areas such as speech therapy, behaviour therapy, occupational therapy, diagnostics, and paraprofessional support, especially in rural communities.

The Student Welfare Unit will focus efforts on expansion of the National Healthy Start Feeding Program and school-wide programs that promote social and emotional learning and encourage positive discipline and restorative practices at school and in the home. The unit will also work with social service organizations to strengthen the system for identifying and supporting children with social barriers to inclusion and learning, including refugees, students living in poverty and those from remote rural areas. The Education Upliftment Project, to be implemented in the four Belize City government-owned secondary schools, will be a major focus of the Student Welfare Unit as well along with efforts to design and implement support programs that target increased

retention and achievement of students in primary and secondary schools, with particular attention to boys.

**Relevance:** The objectives of the Student Services Division are aligned to the #plan Belize Education Policy which outlines various actions for improving the access to and quality of early childhood education including enacting legislation and making provisions for free, universal pre-primary education; developing a policy and plan for the establishment and operation of preschools inclusive of provisions for supervision, standards, training and the required resources; increasing early childhood spaces by attaching preschools to primary schools, especially in rural communities without equal access to quality pre-primary education and establishing a comprehensive and technologically friendly pre-primary education curriculum.

Special education is likewise a major focus of PlanBelize. Intended actions include the resourcing of the National Resource Centre for Inclusive Education (NaRCIE); implementing new Special Education policies and laws aimed at achieving inclusion and respect for those with special needs; hiring additional diagnosticians and field officers, especially in rural communities, and training teachers, particularly in the areas of speech therapy, physical therapy and occupational therapy; and improving the effectiveness of referral processes and transition programs, including technical and vocational training and apprenticeship programs. PlanBelize also anticipates improvements in the social and psychosocial support provided to students and so includes mention of a National Healthy Start Feeding program as well as the placement of trained, certified counsellors in all schools.

The work of the Student Support Services Division additionally supports the achievement of the following nation, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 2. Improve Access to Education
  - Outcome 4. Develop Education Support Systems and Services
- **CARICOM HRDS 2030**
  - Outcome 1: Broadened and deepened access and participation in all HRD sectors
  - Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors
- **SDG 2030**
  - Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
  - Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
  - Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

## MAXIMIZING HUMAN CAPITAL

### WORKFORCE DEVELOPMENT DIVISION

**Description:** The Workforce Development Division currently includes the Employment Training and Education Services (ETES) and the Tertiary and Post-Secondary Education Services (TPSES). These units are expected to be restructured into a Technical and Vocational Education and Training (TVET) Unit, the Tertiary Education Unit and the Adult Education Unit. The main objective of the Workforce Development Division is to increase the quality and productivity of Belize's workforce by supporting access to technical and vocational education and training, higher education and adult education programs that are relevant to national development needs.

**Activities:** The main tasks of the Division are 1) to monitor and support TVET, Adult Continuing Education (ACE) and tertiary institutions to ensure that programs offered are of the highest quality and standards; 2) review, develop and approve TVET curricula to ensure alignment with national and regional codes and standards and development needs; 3) identify continuing professional development needs and facilitate access to training and professional development for instructors and administrators; 4) facilitate access to training and professional development for adult education instructors and directors; and 5) manage scholarships and financial assistance to Belizean students pursuing further education in Belize and abroad and scholarships awarded by the Government of Belize.

**Achievements:** In 2021, ETES finalized quality audits for two trade programs at four of the six ITVETs in preparation for meeting Caribbean Vocational Qualifications standards. The unit also assisted with the development of new programs in Horticulture and Agro Food Processing which will be implemented at the Stann Creek and Toledo ITVETs respectively through the Skills to Access the Green Economy (SAGE) project. Officers continued training of ITVET instructors in designing Training Development Assessment Plans (TDAP) for their respective trade areas.



ITVET Auto Mechanic Workshop

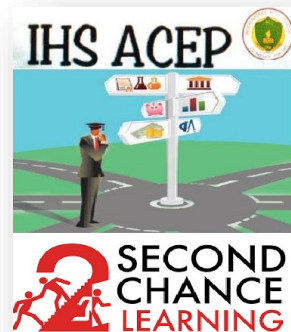
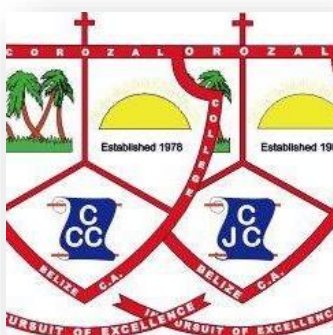
In the area of tertiary education, the TPSES successfully processed financial assistance to Belizean tertiary students through several financial assistance and scholarship programs, including the Caribbean Secondary Education Certificate (CSEC) Grant, Second-Year Tuition Grant and Professional and Technical Scholarship. The unit also implemented a monitoring process for medical colleges operating in Belize to ensure compliance with legal requirements for operation

and completed readiness checks at local tertiary institutions to ensure compliance with guidelines for the safe reopening of schools during the pandemic. In the ACE sector, writing and review of Open Education Resources in nine subject areas through the Commonwealth of Learning Project were completed and a total of sixty principals and teachers from ACE institutions and secondary schools, as well as education officers, were trained in Monitoring and Evaluation and Open School Management.

**Next Steps:** The MoECST intends to establish a National Training Agency with oversight from the NCTVET, to be responsible for quality assurance and coordination of the TVET sector and award of national and regional vocational qualifications. Additional planned activities in the TVET sector include upgrading the infrastructure, equipment and technical expertise in all ITVETs to comply with regional standards for delivery of quality TVET programs; establishing standards, employment policies and remuneration schemes to attract trainers with high quality, relevant and up-to-date expertise and experience in the TVET sector and implementing a policy to promote gender balance in recruitment and training at ITVETs.

The next steps in the area of higher education will be to establish a Higher Education Council with government, academia and private sector partners to set standards and provide quality assurance and accreditation for higher education institutions in Belize; development of regulations and policies to guide the management, staffing and administration of government and grant-aided junior colleges; and identifying ways to support university and junior college faculty in pursuing advanced qualifications in areas of national priority.

In the ACE sector, the MoECST aims to 1) develop a National Policy for Adult Education, including standards for programs and providers; 2) establish programmes across the country to teach literacy, civics, parenting education and financial literacy to adult learners, and 3) develop online adult education programmes to increase the number of persons in the workforce with secondary level qualifications.



**Relevance:** The objective of the Workforce Development Division is very much aligned to PlanBelize. For example, PlanBelize calls for the establishment of a strong working partnership between the public and private sectors, the alignment of training programs to the economic priorities of the country, the promotion of new technology as an integral component of TVET and the provision of new opportunities for ongoing training and upgrading of technical vocational educators. The plan also proposes to properly equip and resource all existing ITVETs, to expand apprenticeship programs, and to establish an ITVET Scholarship Fund to fully train 100 skilled workers each year.

In the area of higher education, PlanBelize includes the development of a Higher Education Act and Policy, reviewing and modernizing the University of Belize Act, and establishing a National Council for Higher Education to effectively and efficiently manage higher education. PlanBelize also proposes to establish an education loan fund with a particular emphasis on Information Technology, Engineering, Agriculture, Math and Science education. Improvements in the quality of higher education programs and institutions, leading to accreditation of the University of Belize, is also contemplated, as well as the development of the infrastructure necessary for research to become a core function of higher education in Belize.

The programs and objectives of the Education Development Division also aims to assist the Government of Belize in meeting the following national, regional and international outcomes and targets:

- **Horizon 2030**
  - Outcome 2. Improve Access to Education
  - Outcome 5. Develop Adult and Continuing Education
- **CARICOM HRDS 2030**
  - Outcome 1: Broadened and deepened access and participation in all HRD sectors
  - Outcome 3: Improved quality in delivery in all HRD sectors
  - Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors
- **SDG 2030**
  - Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
  - Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
  - Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

## PRIORITIES AND PLANS FOR 2022

The future priorities and plans of the Ministry of Education, Culture, Science and Technology are outlined in the BESPlan 2021-2025. The MoECST endeavors to do the following over the next three years:

- Restructure the Ministry of Education in order to increase its efficiency and capacity to respond effectively to the needs of the education system.
- Align the Ministry's financial resources and mechanisms with targets for improved performance, expanded access and increased equity and accountability.
- Strengthen the legislative, regulatory and policy framework for better outcomes and improved governance and leadership of the education system.
- Reform the national curriculum so that students are able to gain the knowledge, skills, values and attitudes needed for personal and national development.
- Make innovative use of science and technology to transform teaching, learning and decision-making processes.
- Create a quality and relevant assessment and examination system that is aligned to the national curriculum and that provides meaningful information for improvements in teaching and learning.
- Transform teacher education and development programs and incentivize quality teaching practices and performance results for improved student learning.
- Implement early childhood policy and curricular reform and expand services in underserved areas to increase access to quality early childhood education.
- Provide the legislation, policies, programs and resources needed to improve the inclusion and experience of all students in the education system, including those with physical or learning disabilities, psychosocial challenges and socio-economic needs.
- Strengthen partnerships with industries and the private sector to improve the quality, relevance and responsiveness of the TVET sector.
- Implement legislation, policies and mechanisms to build the higher education sector's capacity to deliver quality programs and research services aligned to national development needs.
- Expand access to relevant adult education programs to build Belize's human capital and upgrade the quality of the workforce.

The following section highlights some of the main programs to be implemented in 2022 in support of the achievement of these policy priorities.

### **Education Upliftment Project**

The *Education Upliftment Project: Together We Rise* will provide targeted intervention and support for students at four government-owned secondary schools—Excelsior High School, Gwen Lizarraga High School, Maud Williams High School, and Sadie Vernon High School. These schools are located in vulnerable, at-risk communities on the Southside of Belize City. Families from lower socio-economic households often struggle to find the finances needed to cover school-related



expenses for their children. This situation is a contributing factor to the decreased enrolment and high incidence of school dropout observed among students. The program will provide wrap-around services for students, including school meals, uniforms and footwear and school supplies and textbooks. As part of the free education initiative, the project will also cover payment of school fees and school transportation will also be provided for students with safety concerns. Finally, the project includes the upliftment of school infrastructure. It is expected that students who benefit from the Education Upliftment Program will have a significantly lower drop-out rate and higher completion rate than if they had not received such support. This will contribute ultimately to reduced poverty levels and reduced crime rates in the vulnerable communities of Southside Belize City.



*Excelsior, Gwen Lizarraga, Maud Williams and Sadie Vernon High Schools in Southside Belize City*

### **National Healthy Start Feeding Programme**

The MoECST has secured funding in the 2022-2023 budget to implement the National Healthy Start Feeding Programme for 1,000 students. Funds will be used to provide healthy meals to students while empowering schools with the resources to establish school gardens and start feeding programmes. The goal is that children will get a wholesome meal and improve their ability to learn. This programme will also help the ministry meet its obligation under the Sustainable Development Goals (SDG) #2 to reduce hunger and #4 to provide access to quality education for all children.



**School Gardening Project in Toledo**

### School Technology and Digitization Project

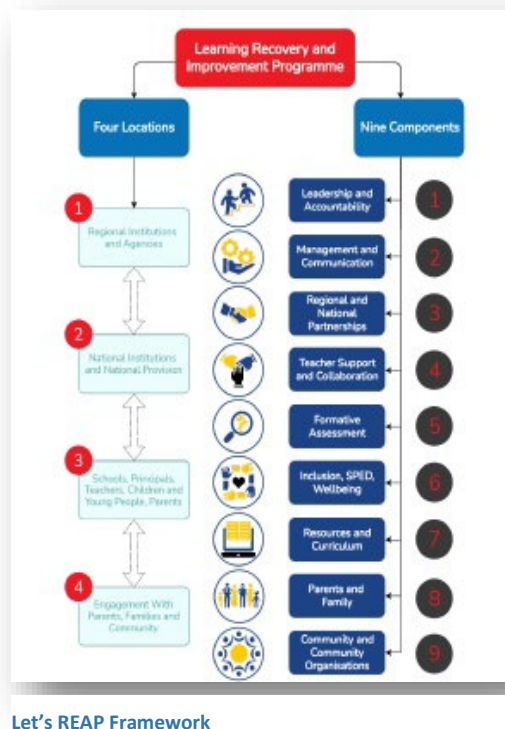
A key strategy of the ministry's transformation of teaching and learning is the integration of technology. This requires equitable access to technology by all students. The COVID-19 Pandemic has increased the need for digital devices for the delivery of distance and hybrid education and has also highlighted the digital-divide between students from higher and lower socioeconomic backgrounds. The government has committed to a Standard 4 to 4<sup>th</sup> Form digital device and e-book program. The procurement of devices will reduce the current gap in access to quality education between students from lower and higher socioeconomic backgrounds, improve the teaching and learning experience and increase student achievement. These outputs and outcomes are aligned with the ministry's strategic objectives of increased access, equity and quality of education.

### Adult Continuing Education (ACE) Training

ACE is a critical component of our educational system. The MoECST is currently in discussion with the Central American Bank for Economic Integration (CABEI) on the improvement of the ACE sector. The proposal is to uplift the sector by providing 500 ACE students with educational assistance of \$750.00 each. The objective of the new program is to invest in Adult Continuing Education and to provide more individuals with the opportunity to enhance their education and skills and to increase their meaningful participation in the job market.

### Let's REAP! Program

The MoECST, through the District Education Centres, intends to implement the Learning Recovery and Enhancement Program (Let's Reap!). The program is funded by the Caribbean Development Bank (CDB) and coordinated by the Caribbean Community (CARICOM). The purpose of the program is to address the learning loss from the disruptions caused by the pandemic and to promote learning improvement. Beyond that, the program seeks to narrow the gap between high-performing and low-performing students, which existed even prior to the pandemic. Belize's participation in the program is expected to result in improvements in the areas of school leadership and accountability, management and communication, teacher support and collaboration, formative assessment, inclusion, and community engagement, among others.



## STAFFING AND FINANCIAL CONSIDERATIONS

As indicated in earlier sections of the report, restructuring of the ministry to increase its efficiency and effectiveness is a key priority. The existing structure has no clear alignment with its legislated functions. For example, there are both gaps and overlaps in the provision of services and cases where an entire ministry function or sector is assigned to a single officer or a small unit with other major responsibilities.

The Ministry of Public Service Job Classification and Compensation Report (2018) compared the Ministry of Education's organizational structure with its mandated functions and reported the following findings:

- positions with high supervision density and span of control, rendering them ineffective;
- supervisors on the same organizational level as those they supervise;
- single individuals being responsible for major functions or subsectors;
- individuals performing tasks either above or below what their job title indicates;
- entire subsectors subsumed by others;
- lack of rationalization for the number of officers assigned to various units/centers;
- inconsistencies in titles and actual roles and responsibilities performed;
- inconsistencies in roles and responsibilities for individuals with the same titles;
- inconsistencies in organizational structure from one district to another;
- unnecessary specializations in roles and responsibilities in some areas and lack of delineation in roles and responsibilities in areas where it is needed; and
- insufficient IT support.

The MoECST intends to address all of these deficiencies and others cited in the report through a comprehensive restructuring exercise. One of the outcomes of the exercise will be the alignment of MoECST units and personnel with the BESPlan 2021-2025. This will ensure that there is dedicated human resources, both in terms of quantity and expertise, to execute the strategies in the plan and the priorities of the MoECST. Specifically, the MoECST aims to do the following:

- Update the mission and organizational structure of the Ministry of Education to enable better communication and collaboration within the ministry and greater efficiency and effectiveness in service delivery.
- Develop terms of reference for each position, office and area of service to provide clarity in roles and responsibilities.
- Develop a performance-based appraisal and recognition system for ministry staff and service teams and address identified professional development needs.

Another major restructuring effort will be completed in the area of finance. The tables below show the programs and allocations in the 2021-22 budget and those proposed in the 2022-23 budget.

**Table 1: Recurrent Expenditures for 2021-22**

PROGRAMME EXPENDITURE SUMMARY								
No.	Programme	2018/19 Actual	2019/20 Actual	2020/21 Budget Estimate	2020/21 Revised Estimate	2021/22 Budget Estimate	2022/23 Forward Estimate	2023/24 Forward Estimate
045	<b>STRATEGIC MANAGEMENT AND ADMINISTRATION</b>	\$29,273,001	\$28,954,402	\$41,432,642	\$33,358,828	\$36,299,843	\$28,535,454	\$21,533,045
	Recurrent Expenditure	\$20,139,909	\$21,942,219	\$23,656,549	\$17,706,068	\$17,793,923	\$18,293,954	\$18,291,545
	Capital II Expenditure	\$2,502,511	\$2,065,860	\$1,646,497	\$9,472,503	\$2,855,920	\$3,241,500	\$3,241,500
	Capital III Expenditure	\$6,630,581	\$4,946,323	\$16,129,596	\$6,180,258	\$15,650,000	\$7,000,000	\$0
046	<b>PRE-PRIMARY AND PRIMARY EDUCATION</b>	\$126,688,985	\$128,760,247	\$130,490,487	\$121,529,416	\$116,401,392	\$116,401,392	\$116,401,392
	Recurrent Expenditure	\$126,688,985	\$128,760,247	\$130,490,487	\$121,529,416	\$116,401,392	\$116,401,392	\$116,401,392
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
047	<b>SECONDARY EDUCATION</b>	\$77,351,945	\$85,050,958	\$84,221,237	\$79,910,931	\$70,036,678	\$70,036,138	\$70,036,138
	Recurrent Expenditure	\$77,351,945	\$84,848,826	\$84,221,237	\$79,910,931	\$70,036,678	\$70,036,138	\$70,036,138
	Capital II Expenditure	\$0	\$202,131	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
048	<b>TERTIARY EDUCATION</b>	\$27,072,988	\$28,299,862	\$28,215,532	\$22,078,504	\$19,992,614	\$19,992,614	\$20,390,245
	Recurrent Expenditure	\$27,072,988	\$28,299,862	\$28,215,532	\$22,078,504	\$19,992,614	\$19,992,614	\$20,390,245
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
049	<b>NATIONAL LIBRARY SERVICES</b>	\$3,021,811	\$3,051,816	\$3,107,076	\$3,186,569	\$2,796,368	\$2,796,368	\$2,796,368
	Recurrent Expenditure	\$3,021,811	\$3,051,816	\$3,107,076	\$3,186,569	\$2,796,368	\$2,796,368	\$2,796,368
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
074	<b>NATIONAL INSTITUTE OF CULTURE AND HISTORY (NICH)</b>	\$2,758,400	\$2,748,404	\$2,808,338	\$2,808,338	\$2,808,338	\$2,808,338	\$2,808,338
	Recurrent Expenditure	\$2,758,400	\$2,748,404	\$2,808,338	\$2,808,338	\$2,808,338	\$2,808,338	\$2,808,338
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
073	<b>NATIONAL ARCHIVES AND RECORDS MANAGEMENT</b>	\$1,197,718	\$1,093,994	\$1,630,332	\$1,006,875	\$1,431,658	\$1,431,658	\$1,431,658
	Recurrent Expenditure	\$1,161,935	\$1,061,749	\$1,585,332	\$999,172	\$1,386,658	\$1,386,658	\$1,386,658
	Capital II Expenditure	\$35,783	\$32,246	\$45,000	\$7,703	\$45,000	\$45,000	\$45,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL BUDGET CEILING</b>		\$267,364,848	\$277,959,683	\$291,905,644	\$263,879,462	\$249,766,891	\$242,001,962	\$235,397,183
	Recurrent Expenditure	\$258,195,974	\$270,713,123	\$274,084,551	\$248,218,998	\$231,215,971	\$231,715,462	\$232,110,683
	Capital II Expenditure	\$2,538,294	\$2,300,237	\$1,691,497	\$9,480,206	\$2,900,920	\$3,286,500	\$3,286,500
	Capital III Expenditure	\$6,630,581	\$4,946,323	\$16,129,596	\$6,180,258	\$15,650,000	\$7,000,000	\$0

Under the 2021-22 budget the programmes were 1) Strategic Management and Administration, 2) Pre-Primary and Primary Education, Secondary Education, 4) Tertiary Education, 5) National Library Services, 6) National Institute of Culture and History (NICH) and 7) National Archives and Records Management. The MoECST budget programmes in 2022-23 will be aligned with the BESPlan 2021-2025 as shown in the table below: 1) Operations, 2) Education Development, 3) school Supervision and Support, 4) Student Support Services, 5) Policy and Planning and 6) Workforce Development. This realignment is intended to facilitate access to financial resources for implementation of the BESPlan.



**Table 2: Recurrent Expenditures for 2022-23**

<b>PROGRAMME EXPENDITURE SUMMARY</b>								
No.	Programme	2019/20 Actual	2020/21 Actual	2021/22 Budget Estimate	2021/22 Revised Estimate	2022/23 Budget Estimate	2023/24 Forward Estimate	2024/25 Forward Estimate
045	<b>OPERATIONS</b>	<b>\$253,393,402</b>	<b>\$227,854,740</b>	<b>\$228,971,138</b>	<b>\$212,911,630</b>	<b>\$226,109,382</b>	<b>\$230,272,811</b>	<b>\$216,090,025</b>
	Recurrent Expenditure	\$246,549,740	\$206,801,454	\$210,640,213	\$208,201,749	\$209,167,273	\$209,167,273	\$209,167,273
	Capital II Expenditure	\$1,897,339	\$10,270,042	\$2,680,918	\$1,652,735	\$3,330,680	\$3,309,632	\$3,269,632
	Capital III Expenditure	\$4,946,323	\$10,783,244	\$15,650,007	\$3,057,146	\$13,611,429	\$17,795,906	\$3,653,120
119	<b>EDUCATION DEVELOPMENT</b>	<b>\$340,289</b>	<b>\$220,526</b>	<b>\$294,153</b>	<b>\$237,941</b>	<b>\$3,658,062</b>	<b>\$3,658,062</b>	<b>\$3,658,062</b>
	Recurrent Expenditure	\$340,289	\$220,526	\$294,153	\$237,941	\$3,658,062	\$3,658,062	\$3,658,062
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
118	<b>SCHOOL SUPERVISION AND SUPPORT</b>	<b>\$6,072,836</b>	<b>\$5,302,593</b>	<b>\$5,087,560</b>	<b>\$3,636,000</b>	<b>\$16,039,048</b>	<b>\$16,039,048</b>	<b>\$16,039,048</b>
	Recurrent Expenditure	\$6,072,836	\$5,302,593	\$5,087,560	\$3,636,000	\$16,039,048	\$16,039,048	\$16,039,048
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
120	<b>STUDENT SUPPORT SERVICES</b>	<b>\$4,417,464</b>	<b>\$3,833,785</b>	<b>\$4,148,770</b>	<b>\$3,463,876</b>	<b>\$3,655,566</b>	<b>\$3,655,566</b>	<b>\$3,655,566</b>
	Recurrent Expenditure	\$4,417,464	\$3,833,785	\$4,148,770	\$3,463,876	\$3,655,566	\$3,655,566	\$3,655,566
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
121	<b>NATIONAL RESOURCE SERVICES</b>	<b>\$6,894,214</b>	<b>\$5,148,485</b>	<b>\$7,036,364</b>	<b>\$7,121,770</b>	<b>\$7,226,553</b>	<b>\$7,226,553</b>	<b>\$7,226,553</b>
	Recurrent Expenditure	\$6,861,969	\$5,103,485	\$6,991,364	\$7,098,168	\$7,181,553	\$7,181,553	\$7,181,553
	Capital II Expenditure	\$32,246	\$45,000	\$45,000	\$23,602	\$45,000	\$45,000	\$45,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
122	<b>POLICY AND PLANNING</b>	<b>\$1,052,061</b>	<b>\$570,257</b>	<b>\$1,013,595</b>	<b>\$706,818</b>	<b>\$1,072,127</b>	<b>\$1,072,127</b>	<b>\$1,072,127</b>
	Recurrent Expenditure	\$681,409	\$559,757	\$838,595	\$556,818	\$1,047,127	\$1,047,127	\$1,047,127
	Capital II Expenditure	\$370,652	\$10,500	\$175,000	\$150,000	\$25,000	\$25,000	\$25,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
123	<b>WORKFORCE DEVELOPMENT</b>	<b>\$955,709</b>	<b>\$699,622</b>	<b>\$716,655</b>	<b>\$564,093</b>	<b>\$961,391</b>	<b>\$961,391</b>	<b>\$961,811</b>
	Recurrent Expenditure	\$955,709	\$699,622	\$716,655	\$564,093	\$961,391	\$961,391	\$961,811
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL BUDGET CEILING</b>		<b>\$273,125,975</b>	<b>\$243,630,009</b>	<b>\$247,268,235</b>	<b>\$228,642,128</b>	<b>\$258,722,129</b>	<b>\$262,885,558</b>	<b>\$248,703,192</b>
	Recurrent Expenditure	\$265,879,414	\$222,521,223	\$228,717,310	\$223,758,645	\$241,710,020	\$241,710,020	\$241,710,440
	Capital II Expenditure	\$2,300,237	\$10,325,542	\$2,900,918	\$1,826,337	\$3,400,680	\$3,379,632	\$3,339,632
	Capital III Expenditure	\$4,946,323	\$10,783,244	\$15,650,007	\$3,057,146	\$13,611,429	\$17,795,906	\$3,653,120

## CONCLUSIONS AND RECOMMENDATIONS

Without a doubt, 2021 has been a year of rebirth in many ways for the MoECST. This ministry fully embraced its new name and the mandate given to it by the new administration. From the commitment to rebrand the ministry, to the promise of a safe and responsible return to the classroom, our Minister, Minister of State, and Senior Management Team have stayed the course. As we look back on the year, we recall, with pride, our five favorite feats:

1. **The Re-Branding of the Ministry:** The ministry's new name and new logo represent well the colour and creative energy of our team, and we are proud of the many ways the MoECST has been woven into the tapestry of the public over these past months.
2. **The Building of the BESPlan:** Our efforts to compile the BESPlan have also been well placed, and we now have a guide through the next four years that will keep us focused on the goals and mission of PlanBelize.
3. **The Safe and Responsible Return to the Classroom:** Through measured and thoughtful decisions, the ministry charted the course for our teachers and students to allow them to continue distance learning when it was most needed, and then to begin the return to face to face instruction at the appropriate times. With the support of our partners, we have been able to provide assistance to schools with cleaning and sanitizing materials too.
4. **Bringing in the S&T:** Little by little, we have begun to deliberately integrate Science and Technology into all our processes and efforts. We have created new forms and digitized traditional ones to simplify processes and collect data, and we have made inroads into getting digital devices for students and upgrading the internet facilities for both MoECST offices and schools countrywide.
5. **Working for Reform:** Both the Teacher Learning Institute and the concept of Curriculum Reform seemed like abstract dreams and hazy promises not that long ago. In the past year, though, we have seen both dreams take shape and become grounded. Our Teacher Learning Institute has over 5000 registered users, in less than a year of its existence. The Curriculum Reform initiative has been presented to stakeholders across the country, and soon it will have very real effects in the classroom, as the efforts continue to prepare to pilot the revised, abridged, reformed curriculum in the 2022-2023 academic year.

Our efforts in 2022 will be no less focused and energetic. We will continue to work tirelessly to fulfill the mandates of our BESPlan and our PlanBelize, and to do all that we can to make education work for Belize.



## ANNEXES

### ANNEX 1. LIST OF PUBLICATIONS AND REPORTS

#### **January 2021**

Distance Learning Experience for Term One (2020-2021 School Year): Preschool and Primary School Administrators Survey

Standard Operating Procedures for the MoECST Workplace

#### **February 2021**

Report on Secondary Schools Learning Continuity Plans for Distance Learning

#### **April 2021**

COVID Education Task Force Teacher Readiness Survey Report

#### **July 2021**

Abstract of Education Statistics 2020/21

Statistics at a Glance 2020/21

Education Quick Facts 2020/21

#### **August 2021**

Belize Education Sector Plan 2021-2025.

Teachers' Survey on Vaccination and SI 74 Final Report

#### **September 2021**

Guidelines for School Operations 2021-2022

#### **October 2021**

Education Upliftment Project: Needs Assessment Report

Ministry of Education, Culture, Science and Technology Brand Guidelines