



## Program Partnership Solicitation

Notice of Funding Opportunity No: CDT-BEL-6000-01

### Equipping Secondary Educators Program Partnership

Issue Date: October 1, 2024

Closing Date/Time: November 8, 2024, at 5:00pm, Belize City time (UTC-6)

The Government of Belize (GoB), acting through the Millennium Challenge Account Belize (MCA-Belize), is pleased to launch this Program Partnership Solicitation (PPS) and the opportunity to collaborate with MCA-Belize in the realization of economic development objectives described herein.

The United States of America, acting through the Millennium Challenge Corporation (MCC), selected the country of Belize in December 2021 as eligible to develop a compact, MCC's five-year large scale grant program that aims to help facilitate poverty reduction through economic growth. The GoB and the MCC have developed a Compact that will address the root causes of constraints in the education and energy sectors. The Compact's Education Project seeks to equitably increase the number of post-primary graduates with the competencies relevant to labor market demand. The Belize Compact was approved by MCC's board in June 2024 and signed in September 2024. The Compact is expected to enter into force mid-to-late 2025.<sup>1</sup>

The purpose of this Program Partnership Solicitation (PPS) is to disseminate information to prospective applicants so they may develop and submit applications for the **Equipping Secondary Educators Program Partnership**. The Equipping Secondary Educators Program Partnership aims to improve the quality of secondary school educational leadership and teaching in Belize through capacity building and providing teaching and learning resources. The PPS facilitates a co-creative process to scope, design, fund, and launch partnerships that

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<sup>1</sup> For more information on the Belize compact, see: <https://www.mcc.gov/where-we-work/country/belize/> and <https://assets.mcc.gov/content/uploads/compact-belize.pdf>

leverage the capabilities of MCA-Belize, Belize's Ministry of Education, Culture, Science, and Technology (MoECST) and prospective partners, all working in close coordination with key stakeholders, to accomplish this aim. Through this PPS, MCA-Belize and eligible prospective partner organizations may discuss their respective objectives and goals, determine how those interests align, and jointly identify ways to leverage and combine resources via partnership.

This PPS describes eligibility conditions and requirements that must be met by Applicant(s), as well as application instructions, application evaluation criteria and standard agreement terms. Issuance of this PPS does not constitute a binding commitment on the part of the Government of Belize to issue an award. MCA-Belize solely reserves the right to fund one, multiple, or none of the applications submitted under this PPS.

The Government, acting through MCA-Belize, intends to apply a portion of the MCC funding for the Education Project to eligible disbursements under an Award (Program Partnership Agreement) for which this Program Partnership Solicitation (PPS) was issued. Any disbursements made under the proposed Award will be subject, in all respects, to the terms and conditions of the Compact and related documents, including restrictions on the use and distribution of MCC Funding. No party other than the Government and MCA-Belize will derive any rights from the Compact or have claims to the proceeds of MCC funding.

Information regarding the [Compact](#) and its related documents can be found on websites of the Ministry of Economic Development (<https://med.gov.bz/>) and MCC (<https://www.mcc.gov>). Please see Section 4.3 of this document for Pre-Application Clarifications, including instructions for registering for a Pre-Application Conference Call to be held on October 9, 2024, at 2:00 pm Belize City time (UTC-6).

We hope you will consider responding to the Program Partnership Solicitation for the Equipping Secondary Educators Program Partnership.

Sincerely,

Artemio Osorio

Interim Director of Grants  
Belize Compact Development Program

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## 1. ABBREVIATIONS AND DEFINITIONS

Throughout this document, the following terms may be used:

**“21st-Century Skills”** refers to transversal skills that help people, at any age, to live in and adapt to an increasingly changing world. They include digital skills; advanced cognitive skills (such as critical thinking or problem-solving); skills related to executive function (such as self-regulation and metacognition); and socio-emotional skills (such as self-esteem, perseverance, or empathy).

**“Accountable Entity”** refers to the statutory entity established under the laws of Belize namely, Millenium Challenge Accountable Entity-Belize Authority Act, No. 16 of 2024. The Accountable Entity in Belize is often referred to as MCA-Belize.

**“Applicant”** refers to the organization responding to the Program Partnership Solicitation. An Applicant may partner with other entities to strengthen their proposal.

**“Award”** is used throughout the document to refer to a Program Partnership Agreement (a form of Grant), as governed by the [MCC Program Grants Guidelines](#).

**“Award Manager”** refers to the MCA-Belize staff person who will be responsible for liaising with the Partner and other relevant stakeholders in the partnership and who has responsibility to ensure compliance with the terms of the Program Partnership Agreement.

**“Awardee”** is the organization receiving an Award through the form of a Program Partnership Agreement. In this document, the Awardee is also referred to as the Partner.

**“Co-Creation”** is a participatory co-design process whose purpose is to tap into the ideas, resources, and energy of people and organizations that share a stake in the solution of a problem. Co-Creation is a stage in the Program Partnership Solicitation (PPS) process and involves the Accountable Entity, prospective Partner(s), and potentially other stakeholders working together to develop or refine a submission (e.g., Concept Note or Application).

**“Cost Share”** means the resources an Awardee directly contributes to the total cost of the Project. Cost-share, if proposed, must be accounted for in the award budget and is auditable.

**“Discussions”** mean a process of dialogue between MCA-Belize and an Applicant aimed at improving the entity’s subsequent submissions. Discussions provide feedback on an entity’s submission so that the entity can, acting on its own, improve its subsequent submissions.

**“Entry into Force”** means the date that the Compact between the United States of America and Belize is anticipated to enter into force in accordance with the terms and conditions to be set forth in the Compact.

**“Grant”** is a transfer of financial assistance in cash or in-kind from MCA-Belize, the grantor, to an eligible grantee for a public purpose in furtherance of an MCC-supported program.

**“Key Personnel”** refers to individuals with technical and/or management expertise whose qualifications form part of the evaluation of the Applicant. Once a Program Partnership Agreement is signed, replacement of Key Personnel (Key Personnel changes) must be approved by MCA-Belize.

**“Leverage”** means resources that an Awardee brings to the Partnership. Leverage may be in a variety of forms that provides anything of value that can be measured, such as financial contributions, third party contributions, donated services or property, or intellectual property. Unlike Cost Share, Leverage is not audited.

**“Managing Authorities”** means the bodies governing primary schools. For secondary and tertiary institutions, these bodies take the form of Boards, but their functions remain basically the same. As a result, all can be referred to as “Managing Authorities.”

**“Outcome”** refers to the targeted results of an intervention’s outputs. This is a type of result.

**“Outcome Indicator”** refers to an indicator that measures a targeted result of an intervention’s outputs.

**“Output”** refers to the goods or services produced as the direct result of the expenditure of program funds. This is a type of result.

**“Output Indicator”** refers to an indicator that measures the goods or services produced as the direct result of the expenditure of program funds.

**“Partner”** refers to the primary organization receiving a Program Partnership Agreement and undertaking the shared objectives and activities in a collaborative relationship with MCA-Belize. Since the Partner receives an Award, the Partner is also referred to in this document as the Awardee. Partners may form teaming arrangements with Sub-partners.

**“Partner Contribution”** means the amount of financing an Awardee contributes to the proposed Project. Partner Contribution can be comprised of Cost-Share or Leverage.

**“Partnership”** refers to a collaborative relationship between two or more entities – governmental or nongovernmental – in which the partners work together to achieve a common purpose or undertake a specific task and share risks, responsibilities, resources, competencies, and benefits. The partners mutually determine the goals, structure, governance, roles, and responsibilities of their collaboration.

**“Program Partnership Agreement”** is the legal instrument pursuant to which the assistance described herein will be provided and which will set forth the terms and conditions of such assistance, including a collaborative governance structure and Partner Contribution.

**“Project”** refers to the joint activity with shared objectives undertaken through the Program Partnership Agreement.

**“Project Objective”** refers to the primary outcome that a project intends to achieve to be considered successful. The Project Objective is stated in the program agreement (compact) in Section 1.2 under the heading “Project Objectives.”

**“Structurally Excluded Groups”** include indigenous students, immigrant students, special education needs students, and students living with trauma.

**“Sub-award”** means an award of funding assistance by an Awardee, serving as a pass-through entity, to another entity, the Sub-partner.

**“Sub-partner”** is any entity receiving a sub-award or sub-contract from the Applicant/Awardee to undertake elements of the Project.

The following acronyms are also used throughout:

<b>BAPSS</b>	Belize Association of Principals of Secondary Schools
<b>BCDT</b>	Belize Compact Development Team
<b>BEMIS</b>	Belize Education Management Information System
<b>BNTU</b>	Belize National Teachers' Union
<b>CPD</b>	Continuous Professional Development
<b>EWS</b>	Early Warning System
<b>MCA-Belize</b>	Millennium Challenge Account-Belize
<b>MCC</b>	Millennium Challenge Corporation
<b>MoECST</b>	Ministry of Education, Culture, Science, and Technology
<b>NSAS</b>	National Student Assessment System
<b>PD</b>	Professional Development
<b>PPS</b>	Program Partnership Solicitation
<b>QA</b>	Quality Assurance
<b>SEN</b>	Special Education Needs
<b>TEI</b>	Teacher Education Institutions
<b>UB</b>	University of Belize

## 2. PARTNERSHIP PROGRAM DESCRIPTION

### 2.1 Background

[The \\$125 million \(USD\) Belize Compact<sup>2</sup>](#) aims to address two binding constraints to economic growth and poverty reduction in Belize: (1) low-quality education and (2) high electricity costs.

In September 2024, Belize and the United States of America signed the US\$125 million Belize Compact which includes:

- The \$73.8 million Education Project aimed to equitably increase the number of post-primary graduates with the competencies relevant to labor market demands; and
- The \$21.1 million Energy Project aimed to address the root causes of the high costs of wholesale electricity.

To enable the Government of Belize to achieve the objective of the MCC Compact Education Project it intends to apply parts of the funds to support a Program Partnership referred to as the **Equipping Secondary Educators Program Partnership**.

### 2.2 Purpose of Program Partnership

The purpose of the Equipping Secondary Educators Program Partnership is to develop, implement, and sustain the Equipping Educators Sub-Activity of the Education Project. The sub-activity aims to improve the quality of secondary school educational leadership and teaching through capacity building and providing teaching and learning resources. There are four key components to the program partnership:

- **Secondary School Leaders Professional Development** - The program partnership will develop and deliver a refined leadership training program for school leaders and managers (e.g., the Board of Management for secondary schools) to improve school management, quality of teaching, inclusive practices for structurally excluded students (indigenous students, immigrant students, special education needs students, and students living with trauma), parental and family involvement, and performance-based planning and budgeting.
- **Secondary School Teachers Professional Development** – The program partnership will develop and implement sustainable teacher education programs at the secondary level to ensure 1) that teachers have the necessary pedagogical skills and content knowledge to effectively teach the new [national competency-based curriculum](#) focused on skills for the 21st century and 2) the diverse learning needs of students, including those with special education needs (SEN) are addressed.

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<sup>2</sup> The Government of Belize will also invest an additional \$40.6 million (USD) towards the compact budget.



- **Secondary Teacher Pre-Service Training** – The program partnership will improve pre-service teacher education through the revision of the training curricula for teachers and school leaders and the provision of training for teacher educators to ensure that newly trained secondary teachers are capable of effectively teaching the new national competency-based curriculum.
- **Enhanced Teaching and Learning Materials** - The provision of socially and culturally relevant teaching and learning resources for use in secondary school classrooms in teaching the competency-based curriculum, services to enhance the [501 Academy<sup>3</sup>](#), and the procurement of equipment/devices to access electronic learning materials and facilitate active learning.

## 2.2 Rationale for Partnering

Partnerships are collaborative relationships in which two or more entities work together to: achieve a common purpose or undertake a specific task; share risks, responsibilities, resources and competencies; share benefits; and mutually determine goals, structure, governance, roles and responsibilities of their collaboration. Partnerships require a high degree of collaboration in their design and implementation, and are distinct in purpose, form, and function from contracts and other forms of grants. Partnerships include co-creation, mutual contributions, and shared effort – meaning that from the earliest days of the partnership to the culmination of its work, partnerships are rooted in trust and mutual accountability.

Through this Program Partnership Solicitation, the Government of Belize seeks to partner with organizations that are committed to the objectives of the Equipping Educators Sub-Activity and willing to actively engage with the Government of Belize and key stakeholders to achieve the program objectives.<sup>4</sup> Achieving the objectives of the Equipping Educators Sub-Activity will require active engagement, shared learning, and adaptation. Accordingly, there are multiple reasons why MCA-Belize seeks to utilize a Partnership for the development and implementation of the Equipping Educators Sub-Activity. They include:

1. In partnership planning meetings, key stakeholders for the Belizean education system uniformly acknowledged the need for a partnership approach for the Equipping Educators Sub-Activity. Stakeholders spoke of the importance of partner(s) working together with them to implement the program, rather than functioning as a consultant or contractor.
2. Key stakeholders want to develop capacity to sustain any new approaches, technologies, or content from the Equipping Educators Sub-Activity.
3. MCA-Belize seeks to invest in partner(s) that have a strong focus on teacher training, school leadership training, and developing teaching and learning materials who will develop long-term relationships with institutions in Belize, and who will develop a strong correlation between the partner's interests and the needs of the Compact.

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<sup>3</sup> According to the website, 501Academy is all about accessible learning. Here, students, teachers, and parents can all find accompanying course materials, info about past, present, and upcoming MoECST programs, and resources to aid with distance learning.

<sup>4</sup> See Annex B for more information about the Belize Compact and related Activities and Sub-Activities.

4. MCA-Belize seeks a significant level of cooperation for the design and implementation of approaches and methodologies for the teacher pre-service and in-service components of the Belize Education Project, since significant learning and iteration will be required to identify optimal approaches for pre-service and in-service training in the Belize context. This type of cooperation would only be possible through a partnership.
5. MCA-Belize seeks to support partners that will develop financial and operational sustainability mechanisms for the projects and be active in Belize beyond the life of the compact. MCA-Belize and the Ministry of Education, Culture, Science and Technology (MoECST) are utilizing a Program Partnership to leverage and blend the expertise, capabilities, and resources of Belizean and international organizations for the development and implementation of this project.
6. MCA-Belize and MoESCT seek shared governance mechanisms with relevant stakeholders and awardee(s) to encourage long-term and coordinated action among partners and key stakeholders.

MCA-Belize intends to provide financial assistance to Partner(s) whose mission, programs, activities, capabilities, and research align with the desired results of the Equipping Educators Sub-Activity, and whose work will support the public purpose of the Belize Education Project.

### **2.3 Anticipated Award Duration**

The partnership award(s), to be awarded via a Program Partnership Agreement, is(are) expected to have two distinct phases with a combined duration of over five years. MCA-Belize anticipates making the award(s) in April 2025. The award(s) will conclude in July 2030, to coincide with the anticipated Compact end date. The first phase covers approximately four months of Compact pre-Entry into Force. The second phase includes five years of implementation after Compact Entry into Force. In no case may the Program Partnership Agreement(s) exceed the Compact end date, which is estimated to be July 2030. Projects are expected to be designed and implemented so that they yield benefits long beyond the Compact end date.

### **2.4 Anticipated Award Amount**

The estimated total budget for the Equipping Secondary Educators Program Partnership is anticipated to be \$23,000,000 USD. Partner cost-share or leverage is required and would be additional to the Program funding.

### **2.5 Anticipated Number of Awards**

This PPS is anticipated to result in one or multiple award(s). Interested Applicants are encouraged to consider forming teaming arrangements, sub-partner arrangements, or consortia to combine relevant capabilities of multiple organizations, as needed, to meet the needs of the Equipping Educators Sub-Activity.

### **2.6 Program Description**

The objective of the Compact's Education Project is to "equitably increase the number of post-primary graduates with the competencies relevant to labor market demand", responding to the

root cause of low quality of education that has led to a shortage of trained professionals in all industries.

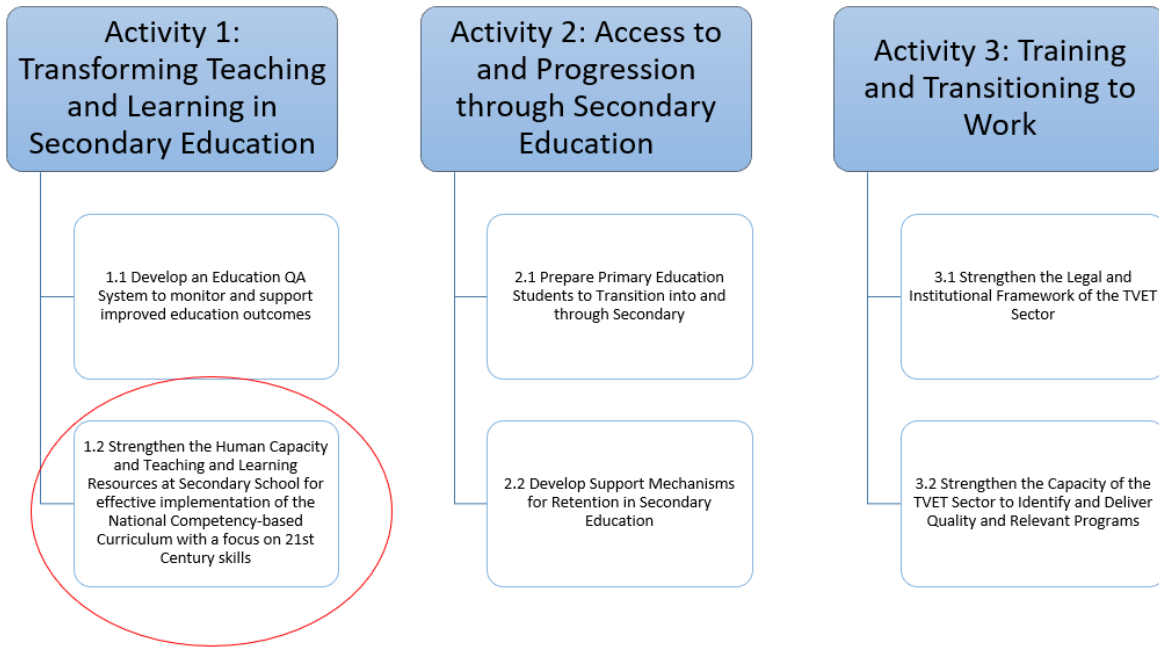
The objective's reference to an equitable increase means that excluded groups have a larger increase in outcomes (competencies and graduation) than non-excluded groups. This means that the gaps between the excluded and non-excluded groups will narrow because of the project. Four structurally excluded groups to be considered include: indigenous students, immigrant students, special education needs students, and students living with trauma. All aspects of the project should incorporate interventions and methods that support equitable growth for the structurally excluded groups, including through this partnership.

The Compact's Education Project has three activities, as noted in the illustration below. The Transforming Teaching and Learning in Secondary Education Activity has two sub-activities which together aim to improve the numeracy, literacy and 21st Century Skills of secondary graduates by improving the capability and accountability of MoECST, Managing Authorities, educators, and other actors in the Belizean educational system for providing inclusive, quality education. This will be accomplished through legal and institutional reforms to clarify and enhance the mandate and responsibilities of each actor in the system and policy reforms that enable better teacher management, school supervision and support, monitoring of learning outcomes, and accountability for student achievement.

**The focus of this Program Partnership Solicitation is Activity 1.2, the Equipping Educators Sub-Activity.** Activity 1.2 aims to improve the quality of secondary educational leadership and teaching through capacity building and providing teaching and learning resources.<sup>5</sup>

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<sup>5</sup> Related to the 'equity' component of the project objective, this sub-activity specifically calls for: (a) leadership training for school leaders and managers to improve inclusive practices and increase parental and family involvement; (b) teacher education programs that address the diverse education needs of SEN students, students living with trauma and other excluded groups; and (c) the provision of socially and culturally relevant teaching and learning materials.



Additional information about all three Education Project Activities and related sub-activities is available in Annex B.

### 2.6.1 Education Sector Context and Root Cause Analysis (RCA)

The education sector in Belize has three types of educational institutions: government, government-aided and private. Most educational institutions are owned by religious denominations and operate under a grant-in-aid system. Under this arrangement, proprietors establish Managing Authorities (individuals or boards) to manage the operations of schools and monitor the delivery of educational service under the oversight and with the financial support of the government through the MoECST.

#### Education Landscape Matrix

Type of School	Government Schools	Government-Aided Schools	Private Schools
Ownership	Government of Belize	Religious denomination or community group	Individual persons, denominations, or private groups

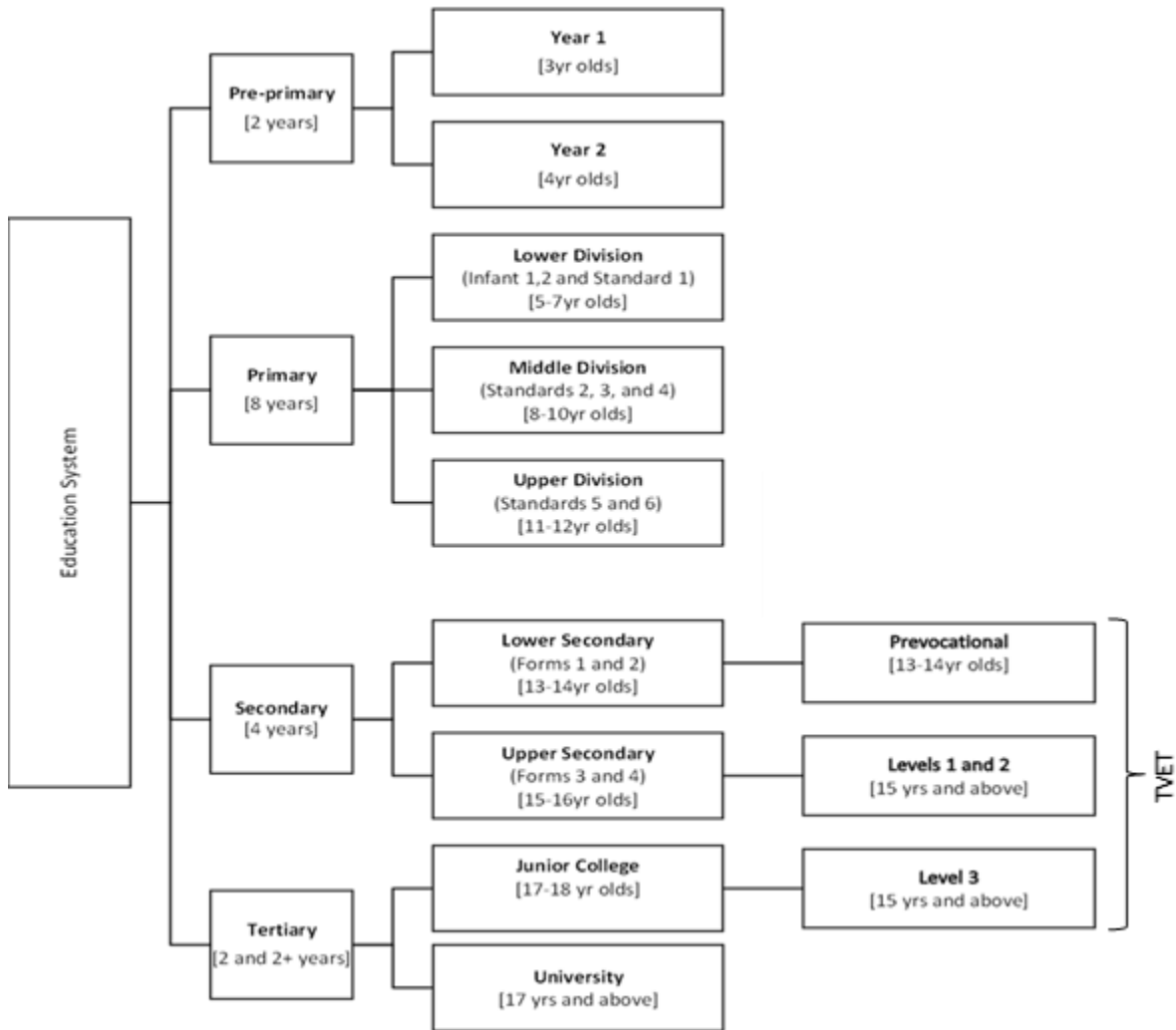
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Funding	Fully funded by the government	Receive funding from the government through grants or salary payments	Primarily self-funded, with some government assistance for specially-assisted schools
Management	Managed by government authorities	Managed by a Managing Authority (Managers or Boards of Management)	Managed by the owners or their appointed representatives
Tuition Fees	Tuition-free, but may charge special fees with approval	Tuition-free, but may charge special fees with approval	May charge tuition fees

For additional details on the number of high schools, management and rural vs. urban see Annex D: Secondary Schools by Management 2024.

The Belize Ministry of Education, Culture, Science, and Technology (MoECST) provides oversight for government, government-aided and private schools to ensure quality education and adherence to national standards.

Belize’s education system is divided into four levels — pre-primary, primary, secondary, and tertiary. Figure 1 illustrates the division, number of years and typical age ranges of students enrolled in the four levels.



The Belize Ministry of Education, Culture, Science and Technology (MoECST) reported that there were 630 schools with a teaching force of approximately 6,000 serving over 99,176 students, in the 2022-23 academic year (see Table 1).

**Table 1: Belize Education Data (2022-2023)**

Institution Type	# of Institutions	# of Teachers	# of Students
Preschools	223	395	7,007
Primary Schools	314	3,353	59,505
<b>Secondary Schools *</b>	<b>63</b>	<b>1,407</b>	<b>22,014</b>
ITVETs	6	78	839
Tertiary Institutions	13	642	8,912
ACE Institutions	11	129	899

\* Includes both General Education and Technical High Schools.

Source: *Abstract of Education Statistics 2022-2023, PPRE Unit, MoECST*

### **Inclusive Education in Belize**

A key objective of this partnership will be to develop and strengthen the inclusive education system in Belize. Inclusive education in Belize is an approach that ensures all students, regardless of their abilities, disabilities, socioeconomic status, gender, language, or cultural background, have equal opportunities to learn and participate in the classroom. The partners will support the MoECST in ensuring that all learners have access to a quality education at the secondary level, especially special education needs students.

Currently, the MoECST faces challenges in supporting all students with special education needs due to the limited resources available. There are no Developmental Pediatricians in the country and few speech-language pathologists, occupational therapists, pediatric psychologists, or behavioral analysts. In addition, the number of Special Education teachers available falls short of what is needed to meet demand.

The MoECST Special Education Department carries out screenings and has Special Education officers who can provide a formal diagnosis for some types of special needs. However, limited resources and challenges receiving parental consent for an official diagnosis mean only 76 students are currently registered as special needs at the secondary level. Students who do receive an official diagnosis receive an Individualized Education Plan (IEP) although this is not legally mandated. Some students with special needs are integrated into regular classrooms, while others may receive more intensive support in special classrooms.

The actual need and demand for special needs education at the secondary level is likely to be considerably higher than the number of students currently registered as special needs at the secondary level.

### Root Cause Analysis

Shifts in Belize’s economic and employment landscape have increased the demand for workers with higher levels of qualifications and 21<sup>st</sup> Century Skills. However, 50% of Belize’s labor force currently does not have any form of post-primary education. The Root Cause Analysis determined that the competencies being developed by post-primary institutions do not sufficiently match the knowledge, skills, values, and attitudes needed by the labor market.<sup>6</sup> There are five root causes for this observed skills gap:

- 1) misalignment between education content and employers’ needs;
- 2) ineffective teaching due to low requirements for entry into the teaching profession and the inadequacy of teacher preparation, development, supervision, appraisal, and reward systems;
- 3) inadequate preparation of students for post-primary education due to low enrolment rates in Early Childhood Education (ECE), poor preparation in core subject areas, and undiagnosed and unaddressed learning disabilities;
- 4) inadequate learning environments, including the poor condition of facilities, insufficient and inadequate learning resources, and limited access to technology; and
- 5) ineffective Quality Assurance (QA) systems due to limited data on student and teacher performance, limited incentives linked to quality, and limited engagement of students, teachers, and parents/guardians in decision making.

The root causes identified above were part of an exercise aimed at determining interventions for the Belize Education Project as a whole. The Equipping Secondary Educators Program Partnership will specifically address the root causes of ineffective teaching, inadequate learning resources, and limited access to technology. Additional root causes are addressed within other components of the Education Project, and inclusive education should be embedded in the project both within the partnership and across all other project components.

### 2.6.3 Program Partnership Components

The Equipping Secondary Educators Program Partnership will focus on the four components outlined in the Equipping Educators Sub-Activity:

1. Secondary School Leaders Professional Development
2. Secondary Teachers Professional Development
3. Secondary Teacher Pre-Service Training
4. Enhanced Teaching and Learning Materials

The Equipping Secondary Educators Program Partnership aims to enhance in-service and pre-service training initiatives. Established tertiary institutions offer pre-service degree and certificate

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<sup>6</sup> Naslund-Hadley, Emma, Patricia Navarro-Palau, and Maria Fernanda Prada. 2020. “Skills to Shape the Future: Employability in Belize.” Inter-American Development Bank Technical Note No. 1837.



programs in teacher education. The MoECST facilitates continuing professional development and resources for in-service teachers from a variety of sources through its Teacher Learning Institute (TLI), an online platform.

Partners should prioritize improving existing systems and working with established institutions and the MoECST. All teacher training institutions will be expected to update materials and training approaches based on standards developed by the Equipping Secondary Educators Program Partnership. Successful integration and collaboration with the MoECST, local teacher training institutions, and key stakeholders will be crucial for achieving the partnership's desired outcomes.

### **Component #1: Secondary School Leaders Professional Development**

This component focuses on the refinement and delivery of a leadership training program for secondary school leaders to improve school management, administration, quality of teaching and learning, inclusive practices for structurally excluded students (indigenous students, immigrant students, special education needs students, and students living with trauma), parental and family involvement, and performance-based planning and budgeting.

**Current Context:** Belize education regulations require that all persons employed as principals or vice-principals at the preschool, primary, and secondary levels complete an approved program of studies in educational leadership. Principals and vice-principals are given up to seven years to become certified if they are hired without having such qualifications. School leadership training programs are offered by several Teacher Education Institutions (TEIs) in Belize, both in traditional classroom settings and online and in certificate and degree formats. The current standards for school leaders, first developed in 2016 and revised in 2023, emphasize professional growth, career development, evidence-based practices, and holistic development. However, a recent assessment of existing leadership training programs found that they were poorly aligned with the standards for school leaders and many of the principals interviewed reported that their training left them ill-equipped to handle the complexities of school leadership.

**Known Issues and Challenges:** Current school leadership training programs lack comprehensive coverage of essential leadership competencies. Areas such as fiscal and financial management, assertive communication, management of information systems, and educational change management are not adequately addressed. Key areas such as leading teachers, managing educational changes, and promoting equity and inclusion are not sufficiently covered in the programs and principals often lack the skills to effectively engage with stakeholders, including teachers, parents, and the broader community. Current programs do not include practical training components, such as internships and mentorships with experienced principals. Continuous professional development opportunities and support for school leaders are also limited, which makes it difficult for school leaders to continuously improve and adapt to new challenges.

**Desired future state:** Current and aspiring secondary school leaders will be equipped with the attitudes, knowledge, and skills that they need to be effective managers and instructional leaders in their schools, creating positive school environments and a culture of continuous improvement, inspiration, and support for secondary school teachers. Secondary school principals will demonstrate improved leadership, management, and quality assurance practices.

**Existing initiatives to be utilized for potential solutions:**

- Standards of Practice for Teaching and Teacher Education are currently in the development stage but applicants may reference the [National Curriculum Framework](#) or [MoECST website](#) for context.

**Anticipated interventions:**

MCA-Belize, MoECST, key stakeholders, and prospective Partners will discuss the objectives and scope of the Equipping Secondary Educators Program Partnership in detail during the Co-Creation Stage of the PPS. MCA-Belize and MoECST are interested in learning more about prospective Partner ideas and approaches for achieving the desired future state, which should be noted in their Concept Note. Anticipated interventions that may be needed to achieve the desired future state for this component include but are not limited to the following:

- 1) Refinement of secondary school leadership training programs to ensure alignment with the standards for school leaders and the incorporation of practical field experience. The delivery of the training programs should be both in-person and virtual with synchronous and asynchronous components.
- 2) Collaboration with the MoECST to deliver the new in-service training program to school leaders. The school leadership training programs should be hosted on the [Teacher Learning Institute](#).
- 3) Capacity building of school supervisors, mentors and teacher educators to assess leadership performance and provide continuous support to school leaders.
- 4) Inclusive leadership training for school leaders, including but not limited to strategies for utilizing school counselors, supporting screening and diagnostic services for students, training to address stigma and discriminatory attitudes towards learners with special needs, and strategies to address parental engagement in special education.

**Component #2: Secondary Teacher Professional Development**

The component focuses on the development and implementation of sustainable in-service teacher education programs at the secondary level to ensure 1) that teachers have the necessary pedagogical and content knowledge to effectively teach the new national competency-based curriculum focused on skills for the 21st century and 2) the diverse education needs of structurally excluded students are addressed.

**Current Context:** Teachers and principals in Belize are required to complete 120 hours of Continuous Professional Development (CPD) every five years to ensure continuous professional growth and to maintain their licenses. CPD programs are offered by the MoECST, as well as other approved providers (e.g. school managements, other ministries, and NGOs), through the [Teacher Learning Institute \(TLI\)](#). The TLI was established in 2021 in response to the COVID pandemic and the need to maintain professional development opportunities for teachers and school leaders. TLI is an online, Moodle-based platform used to facilitate registration, delivery and tracking of CPDs. The TLI has increased accessibility for teachers to CPDs. Teachers who elect to do CPDs not offered through the TLI must seek approval from the Ministry and have their proposed programs evaluated for the number of CPD hours that will be awarded. One of the

major areas of focus for CPD in recent years is building the capacity of teachers to deliver the new competency-based curriculum which was introduced in the 2021-22 school year.

Teachers generally have very limited training in inclusive education and those with an associate degree will have had no education classes in inclusive education. As a result, educators do not feel confident in their ability to meet the needs of special education students. Furthermore, although access to education is legally mandated for all students, stigma and discrimination mean that some students are still denied a spot in secondary school.

**Known Issues and Challenges:** Despite the success of the TLI in expanding access to CPDs, offerings are sporadic and do not consistently address the ongoing needs of secondary teachers and school leaders. Moreover, current CPD programs lack focus on practical classroom strategies and are not tailored to their specific teaching contexts. The lack of targeted professional development, coaching, and mentorship hampers the ability of teachers and school leaders to stay updated with best practices and improve their instructional and leadership methods.

Ongoing professional development is needed to address the gaps in subject-specific knowledge of secondary education teachers and to strengthen their understanding and use of new pedagogical approaches. Additionally, while the bachelor's degree programs for secondary education in Belize provide comprehensive subject knowledge, there is room for enhancing the practical application of this knowledge through more immersive classroom experiences.

Beyond subject knowledge, teachers need further capacity building in competency-based instruction and assessment, integrating technology, and addressing the needs of structurally excluded groups. School leaders also require ongoing professional development to address knowledge and skill gaps in previous leadership training programs, as well as to remain updated on leadership strategies and fulfill CPD requirements.

Additional issues identified by stakeholders are that school leaders may not value secondary teacher Professional development and therefore may not provide sufficient time for training, the cost of CPDs, and fact that teachers are paying out of pocket. Teachers lack the tools, content, or ongoing support to apply whatever they learn in their teacher training courses.

**Desired future state:** Teachers will engage in high quality, relevant and effective CPD programs through the TLI, as well as through structured in-person training and collaboration with peers, leading to continuous improvement in teaching, learning and school leadership. Secondary school teachers demonstrate improved competence in delivering the national curriculum to diverse groups of learners.

**Existing initiatives to be utilized for potential solutions:**

- [Teacher Learning Institute](#)
- [The Belize National Curriculum Framework](#)
- Standards of Practice for Teaching and Teacher Education (in development)

**Anticipated interventions:**

MCA-Belize, MoECST, key stakeholders, and prospective Partners will discuss the objectives and scope of the Equipping Secondary Educators Program Partnership in detail during the Co-Creation Stage of the PPS. MCA-Belize and MoECST are interested in learning more about prospective Partner ideas and approaches for achieving the desired future state, which should be

noted in their Concept Note. Anticipated interventions that may be needed to achieve the desired future state for this component include but are not limited to the following:

- 1) Assessment of professional development needs at the teacher/individual level and planning for a system to capture on-going needs.
- 2) Design and development of quality, relevant CPD programs.
- 3) Enhancement to the TLI platform, as necessary.
- 4) Delivery of revised CPD programs for teachers and school leaders.
- 5) The design and implementation of support systems to ensure continuous improvement, including coaching, mentoring, and networks that allow teachers and school leaders to share best practices and address common issues.
- 6) Special education training including but not limited to best practices in inclusive education in the classroom, strategies for working with school counselors and parents, supporting screening and diagnostic services for students at school and utilizing accessible learning materials.

### **Component #3: Secondary Teacher Pre-Service Training**

This component focuses on the improvement of pre-service teacher education through the revision of the curricula for teachers and school leaders and the provision of training for teacher educators to ensure that newly trained secondary teachers are capable of effectively addressing the diverse education needs of the four structurally excluded groups and teaching the new national competency-based curriculum.

**Current Context:** Secondary teachers are required to have a bachelor's degree in secondary education or a bachelor's degree in a content area with a Diploma in Education, which is the minimum academic qualifications for acquiring a full license at the secondary level. Universities in Belize offer a bachelor's degree in secondary education which is a four-year program with courses in pedagogy, curriculum design, assessment strategies, and subject matter expertise in a selected subject area. The Standards for Teachers and the Teaching Profession provides a framework for the expected knowledge, skills and dispositions of teachers and guidance on teacher educators.

**Known Issues and Challenges:** Teachers with an associate's degree often lack the depth of subject-specific knowledge required for effective teaching, particularly in subjects such as mathematics and science, where a solid foundation of content knowledge is crucial for effective instruction. Secondary education teachers, although better prepared in their subject areas, still face challenges. There is a need for more practical application through immersive classroom experiences, as the limited practical training provided through the current programs do not sufficiently prepare teachers for real-world teaching scenarios. Digital literacy and instructional technology are not well integrated into teacher preparation programs, nor are pedagogical strategies for addressing diverse student needs.

**Desired future state:** Teachers are equipped with the relevant content knowledge, pedagogical strategies and dispositions and use these competencies to make a positive impact on the cognitive and psycho-social development of all their students. Secondary school teachers

demonstrate improved competence in delivering the national curriculum to diverse groups of learners.

**Existing initiatives to be utilized for potential solutions:**

- [The Belize National Curriculum Framework](#)
- Standards of Practice for Teaching and Teacher Education (in development)

**Anticipated interventions:**

MCA-Belize, MoECST, key stakeholders, and prospective Partners will discuss the objectives and scope of the Equipping Secondary Educators Program Partnership in detail during the Co-Creation Stage of the PPS. MCA-Belize and MoECST are interested in learning more about prospective Partner ideas and approaches for achieving the desired future state, which should be noted in their Concept Note. Anticipated interventions that may be needed to achieve the desired future state for this component include but are not limited to the following:

- 1) The refinement of teacher training programs to ensure alignment with the standards for teachers and the incorporation of improved practical field experiences.
- 2) The design of an induction experience to the teaching profession for newly qualified teachers.
- 3) Design and delivery of a training program for teacher educators for effective delivery of the revised teacher education programs.
- 4) Design and delivery of a training program for teacher mentors/coaches to provide continuous support to teachers.
- 5) Special education training including but not limited to best practices in inclusive education in the classroom, strategies for working with school counselors and parents, supporting screening and diagnostic services for students at school and utilizing accessible learning materials.

**Component #4: Enhanced Teaching and Learning Materials**

The provision of socially and culturally relevant teaching and learning resources to support the competency-based curriculum and the diverse education needs of the structurally excluded groups.

**Current Context:** Section 56 of the Belize Education and Training Act 2012 gives the Chief Education Officer the authority to approve textbooks and other educational materials for use in government and government-aided schools. In 2009, the Government of Belize introduced a free textbook program for primary schools. The materials include paper-based textbooks and workbooks for the core subject areas at most grade levels. There is no free textbook program in place for the secondary level. Each secondary school has its own list of required learning materials, which students must rent or purchase from the school or other suppliers at significant costs. The MoECST has created an online platform, the [501 Academy](#), to make resources more relevant and accessible to teachers, parents and students. The platform currently has materials related to the national curriculum, special education resources and some interactive pages. Most schools in Belize have access to electricity and internet through wireless, cable or satellite systems. The MoECST continues to expand access and improve the quality of internet services across schools; however, the current use of digital teaching and learning materials is limited due

to limited access to devices. One of the strategic actions in the Belize Education Sector Plan is to provide digital devices to all students and teachers from Standard 4 through to Form 4, which will be partially supported by the MCC Education Project.

**Known Issues and Challenges:** The free textbook program has faced several challenges including: 1) lack of timely requisition of textbooks, 2) unreliable data on textbook needs, 3) budget cuts to the textbook program, 4) failure by some schools to distribute textbooks and workbooks to students, and 5) misalignment of current textbooks with the national curriculum. These problems have reduced the potential positive impact the program could have on student learning. The absence of a free textbook program and lack of standardization and monitoring of the provision of learning resources at the secondary level has resulted in a large portion of students at the secondary level not having their required learning materials. In a 2020 MoECST survey, only 16% of secondary schools reported that a large majority (80% or more) of their students normally have their required textbooks. Most schools, 65%, reported that between 40-79% of their students are without required textbooks and the remaining schools reported that fewer than 40% of their students normally had their required textbooks. The provision of teaching resources is also limited, with most teachers having to identify and purchase materials to supplement what is provided by schools.

**Desired future state:** Students and teachers have easy access to high quality, user-friendly, socially and culturally-relevant teaching and learning resources based on the national curriculum – including digital and online materials - and understand how to use these resources to drive high achievement of learning outcomes. This contributes to secondary school teachers demonstrating improved competence in delivering the national curriculum to diverse groups of learners and improved secondary student achievement in English, Math, and 21<sup>st</sup> Century Skills with increased equity for structurally excluded groups.

**Existing initiatives to be utilized for potential solutions:**

- 501 Academy

**Anticipated interventions:**

MCA-Belize, MoECST, key stakeholders, and prospective Partners will discuss the objectives and scope of the Equipping Secondary Educators Program Partnership in detail during the Co-Creation Stage of the PPS. MCA-Belize and MoECST are interested in learning more about prospective Partner ideas and approaches for achieving the desired future state, which should be noted in their Concept Note. Anticipated interventions that may be needed to achieve the desired future state for this component include but are not limited to the following:

1. Development of a National Teaching and Learning Resources Policy that outlines the purpose, quality standards and arrangements for provision and use of resources in Belizean schools.
2. Procurement and/or curation of socially and culturally relevant teaching and learning resources to support the competency-based curriculum and assessments that support the competency-based curriculum. It is anticipated that all learning materials developed by the Equipping Secondary Educators Program Partnership would be hosted on 501 Academy.

3. Evaluation and enhancement of the 501 Academy to provide access to socially and culturally relevant teaching and learning resources
4. Procurement of equipment and devices to facilitate active learning and access to electronic learning materials (Note the procurement of devices would be done by MCA-Belize with an additional budget and by the GoB with additional budgetary resources.)
5. As appropriate: Development of accessible learning materials for the four identified structurally excluded groups.

#### **2.6.4 Linkages between Equipping Secondary Educators and other Education Project Activities**

Cohesive design and ensuring the Equipping Secondary Educators Program Partnership aligns with the Compact's overall objective for the Education Project will be crucial for the wider Belize Education Project success. Given that the project objective is to "equitably increase the number of post-primary graduates with the competencies relevant to labor market demand", the Equipping Secondary Educators Program Partnership should ensure that training programs and teaching and learning resources developed are designed to support the structurally excluded groups (indigenous students, immigrant students, special education needs students, and students living with trauma).

This section highlights areas where the Equipping Secondary Educators Program Partnership will intersect with, affect, and/or depend on other activities and sub-activities in the Education Project that are outside the scope of this PPS. Linkages between Equipping Secondary Educators and other activities in the Education Project will be further discussed during Co-Creation, along with proposed approaches to ensure programmatic alignment during project development and implementation. Please note, this is not intended to be an exhaustive list but provides the potential partners with ideas on where overlap should be considered in the development of concept notes.

##### **Quality Assurance Sub-activity**

Component #1: Technical assistance to develop and implement a Quality Assurance (QA) Framework and a management information system linked to Belize Education Management Information System (BEMIS) to support the implementation of the QA Framework. The framework will define the standards for schools, managers, principals and teachers, procedures for assessing performance, guidelines for school improvement planning, and performance-based budgeting to ensure sustainability for equitable access and quality student outcomes.

- The Equipping Secondary Educators Program Partnership should ensure teacher and school leader training programs are based on the standards for teachers and school leaders defined in the QA Framework.
- The Equipping Secondary Educators Program Partnership should ensure school leader training includes training on the updated QA Framework to ensure leaders know how to use the system to impact student outcomes.

Component #2: The development and refinement of a national student assessment system (NSAS) to enable accurate measurement of student learning. The national assessment system will at a minimum include annual tests of Science and Technology, Belizean Studies, Language Arts/English and Mathematics for all students for at least Standard 1, Standard 4, and Standard 6 through to Form 4. These tests would be supplemented by sample-based tests that assess students' mastery of a wider range of competencies, including 21<sup>st</sup> Century Skills aligned with the national curriculum.

- The Equipping Secondary Educators Program Partnership should incorporate content on how to utilize national student assessment results to impact student learning into pre-service and in-service training programs.
- The Equipping Secondary Educators Program Partnership should provide training to in-service teachers as well as school leaders and teacher educators on how to utilize national student assessment results to impact student learning.

Component #3: Modifications to BEMIS to support the management and quality assurance of the education system, as well as the development, implementation, and change management needed to ensure adequate high-quality information and compliance with reporting requirements. The system will enable public reporting of school-level performance and system improvements.

- The Equipping Secondary Educators Program Partnership should incorporate training on BEMIS in school leaders and teachers pre-service and in-service programs to build capacity for use of data to impact student performance.
- The Equipping Secondary Educators Program Partnership should provide in-service training on BEMIS to school leaders, teachers and teacher educators to build capacity for use of data to impact student performance.

Component #4: Technical assistance to support the development and/or reform of the policies and regulations regarding the licensing, hiring, appraisal and promotion of teachers, school leaders, and counselors, including, but not limited to: 1) establishing a career pathway for teachers, school counselors and school leaders linked to performance standards, 2) revising a teaching licensing process to improve rigor and ensure minimum standards and competencies for teachers and school leaders, 3) revising an appraisal system for teachers and school leaders and a performance-based incentive system to promote school improvement and student achievement, and 4) establishing a system for dual subject certification for secondary school teachers.

- While it is anticipated that the reforms may take place prior to Entry into Force (July 2025) the Equipping Secondary Educators Program Partnership would support the MoECST in aligning trainings with career pathways and ensuring training programs are developed to support dual certification. Additionally, training programs for mentors/coaches and school leaders will need to align with the reforms completed over the course of the upcoming year.

### **Transition Sub-Activity**



Component #1: Enhancement and implementation of an Early Warning System (EWS) to estimate primary and secondary students' risk of dropout and/or academic problems as well as support to teachers, counselors, and school leaders to use this information to improve student outcomes. This application will be linked to the BEMIS and utilize the results of screening, national student assessments, as well as attendance and demographic data, among other information.

- The Equipping Secondary Educators Program Partnership should equip teachers and school leaders with the skills necessary to effectively utilize the EWS to promote student learning.

Component #2: Development and implementation of a literacy and numeracy remediation program for upper primary and Form 1 students not at grade level to better prepare them for secondary education. The program will provide targeted support to students identified as performing below grade level to increase their academic preparation and potential for success at the secondary level. It will include program development, diagnostic tools, teaching and learning resources and training of principals and teachers in the delivery of effective remedial programs. The program will also train teachers to provide psychosocial support to students and to encourage student transition into secondary.

- The Equipping Secondary Educators Program Partnership may provide some training for principals and teachers in the delivery of effective remedial programs. However, the development of the literacy and numeracy remediation program is anticipated to be included in a separate contract.

### 2.6.5 Approach to Partnership

The relationship with the selected Partner(s) is expected to be collaborative and co-creative, drawing on the unique expertise, equities and intersecting interests and capabilities of each party. All parties are expected to identify and contribute effort, information, networks, data, expertise, or abilities that might advance the shared objective(s) of the partnership.

In addition to program design, MCA-Belize and prospective Partner(s) will define the high-level approach to partnership governance during Co-Creation, and further refine the detailed governance and implementation plan for the partnership in the initial implementation stage of the Program Partnership Agreement.

The Program Partnership Agreement will require that a Partnership Advisory Committee (PAC) comprised of the representatives from the Partner(s), MCA-Belize and other key stakeholder entities be comprised and engaged throughout implementation to *advise* on partnership activities and progress, help identify and mitigate risks and issues, engage end users and beneficiaries, mobilize additional resources as needed, and build consensus with and within key stakeholder groups to help advance the work of the Equipping Secondary Educators Program Partnership. MCA-Belize and the Partner(s) will collaborate to convene the PAC and to define the overall governance and yearly implementation plan for the project.

While the relationship is expected to be collaborative, contributing towards achievement of the project objective, certain responsibilities and authorities are held by individual actors in the collaboration. For example:

- The Partner(s) will lead detailed planning and implementation of the project activities.
- MCA-Belize will have sole authority to oversee compliance with award terms in accordance with MCC requirements. The MCA-Belize Award Manager will have authority to approve changes to key personnel and other terms as specified in the Program Partnership Agreement. As MCC funding will finance a portion of this partnership, MCA-Belize will also coordinate with MCC for guidance, technical support and approvals per MCC's requirements.

### 2.6.6 Essential Characteristics of the Partnership

MCA-Belize, in collaboration with the MoECST, the Belize National Teachers Union, Belize Association of Principals of Secondary Schools, and University of Belize, has identified the following as essential characteristics for the development and implementation of the Equipping Secondary Educators Program Partnership:

1. Secondary teacher professional development will need to align with career paths and competency-based curriculum and incorporate teaching on both content and pedagogy.
2. The Equipping Educators Sub-Activity should incorporate and enhance existing MoECST initiatives related to secondary teacher professional development, fill gaps, and introduce new methods, content, procedures, etc. Relevant initiatives to leverage include TLI, 501 Academy, the competency-based curriculum, [the MORE campaign](#), national assessment framework, teacher and secondary leader profiles.
3. In-service training should include school-based training that acknowledges and meets the unique needs and contexts of individual schools.
4. School-based training should be complemented by the formation of teacher communities of practice, to enable teachers to gather virtually and discuss issues of shared concern across the country (e.g., if a teacher is dealing with a problem, can they use technology to connect with teachers in other districts who have approached the same issue).
5. Principals and school leaders need to be trained and better equipped to support ongoing secondary teacher professional development. This includes a combination of awareness raising about the need for professional development, training to increase support for teacher professional development, and resourcing to support both the conduct of training and the effective use/implementation of new skills post-training. Teachers are eager for principals to be proactive, motivated, supportive, and engaged in their professional development.
6. Action research and collaboration should be used to support teacher training. This could see the use of country-wide seminars and other techniques that cluster teachers in both the investigation and solving of problems that secondary teachers face.
7. Belize should develop a teacher induction process for secondary that mirrors and builds from the induction process used for primary teachers.
8. Resource availability (e.g., funds for training, quality of training materials and instruction, CPD point system, internet connectivity) is essential to secondary teacher professional development, and teacher availability and time to participate in training is essential.

9. Needs assessments should be used to identify the unique training needs of each teacher, and then plans tailored accordingly. Belize should not pursue a “one size fits all” approach to training.
10. Teachers find in-person training more effective than online and see ongoing support for the practical use of training as essential. Training should include in-person, cohort-based activities and skills-building that can then be implemented by teachers in the classrooms. There should be follow-up to see how the training is being utilized and to clarify any questions.
11. In-person training can be complemented and supplemented by online training and resources. Teachers see value in an online portal where they can identify training resources and communicate with a community of practice. They see less value in training that is conducted entirely online.
12. Monitoring and evaluation of the value, relevance, understanding, and use of training is important.
13. Coaching and mentoring will be an important component of teacher professional development. Teachers value learning from one another – both within their school and with teachers across the country.
14. Several sectors/topics need improved teacher professional development content and intensified training, including Special Education, STEAM, and digital literacy.
15. Teacher professional development should include emotional and psychosocial training for classroom/behavioral management, and self-assessments to help teachers better understand how they themselves enter situations and process information.

## 2.6.7 Key Stakeholders

The Belize education system is governed by the Education and Training Act (ETA, 2010), the Education Rules 2000, and the Education (Amendment) Rules (EAR, 2012). In accordance with the Act and Rules, the MoECST serves as the primary authority, responsible for policy-making and executive decisions. Due to their significant influence and vested interest in the Compact, they are recognized as key stakeholders. As a crucial partner in decision-making, data collection, and assessments, the MoECST can offer essential information that supports informed decisions and the endorsement of recommended policy changes aimed at improving access and quality of education. Additionally, they can facilitate the approval of using the Compact's teacher training hours toward the professional development hours required for teachers and school leaders to maintain their licenses.

Several departments, units and services within the MoECST are crucial to the success of the program partnership. The most important of these are listed below:

- District Education Centers - operate to fulfil the responsibilities of the MoECST in relation to monitoring the quality and effectiveness of education and providing support systems for the effective delivery of appropriate and equitable educational services at all levels of the education system

- Teacher Education Unit - operates to promote access, accountability, quality assurance and research in teacher education programs and services, assuring the highest quality teacher preparation programs and services for teachers, school leaders and teacher educators
- Curriculum and Assessment Unit - operates to fulfil the responsibilities of the MoECST in relation to curriculum, assessment, certification and educational resources as prescribed by the Education and Training Act, 2010.
- Policy, Planning, Research and Evaluation Unit - operates to fulfil regulatory obligations regarding the collection and maintenance of data on the education system. The Unit also serves to enhance the overall efficiency and effectiveness of the education system by providing relevant and timely data analysis, research and evaluation for the development of education policies and strategic plans.
- Science and Technology Unit - operates to manage the implementation of science and education technology initiatives within the MoECST. The primary mission of the Unit is to use the power of science and modern technology to transform the core functions and services of the education system and to strengthen engagement with stakeholders.
- BEMIS - The Belize Education Management Information System (BEMIS) is the Ministry's national information system that monitors and manages all educational institutions, teachers and students in Belize and the respective associated educational processes based on the Education Rules. BEMIS was introduced at the Pre-primary, Primary and Secondary education levels with the motto "Better Data for Better Schools," to aid in achieving the above-mentioned objectives with emphasis on the need for quality education data from collection to use. The system is composed of many tools for data collection, manipulation, analysis, visualization, integration and dissemination and it also has the capacity for the Ministry to perform real-time monitoring and management of the education sector plan.
- Teacher Learning Institute - a dynamic education portal designed to provide Belizean educators with opportunities to explore new teaching and learning methodologies based on emerging research, trends, and best practices in education. The TLI promotes excellence in teaching and educational leadership through structured, comprehensive, year-round professional development experiences, informed by the needs assessment reports from members of the school community.
- 501 Academy - an MoECST website where students, teachers, and parents can find the National Curriculum Framework and accompanying course materials to help students of all learning styles understand and digest lessons taught in the classroom; information about past, present, and upcoming MoECST programs; and resources to aid with distance learning. The website also features interactive pages such as "our History Club" where anyone can learn new and interesting things about the nation's past, and an Inclusion Corner, where the work being done by the Special Education Unit is featured.

While the MoECST is responsible for policy formulation and overall guidance, Belize operates a decentralized education system where Managing Authorities at various levels play vital roles in

implementing and overseeing education at regional and institutional levels. Section 3 (1) of the ETA sets out the principles and philosophy by which the MoECST is expected to operate:

“The Ministry, under the general direction of the Minister, shall work in partnership, consultation and cooperation with churches, communities, voluntary and private organizations, and such other organizations and bodies which the Ministry may identify and recognize as education partners for the sufficient and efficient provision of education in Belize.”

All government and government-aided schools are managed by Managing Authorities, such as Managers or Boards of Management, who supervise school operations and collaborate with school administrators (principals) to develop and enforce national education policies. These Managing Authorities are tasked with ensuring that MoECST policies are effectively implemented in schools within their jurisdiction and are responsible for resource management, monitoring educational quality, maintaining high teaching standards, and ensuring educators are qualified and effective. Additionally, they serve as intermediaries between the community and the education system, engaging with parents, local businesses, and community organizations to garner support for education and address any concerns or challenges.

Several other key stakeholder groups are also expected to play a crucial role in informing and supporting the Equipping Secondary Educators Program Partnership activities, as their involvement can significantly impact the success and sustainability of the program. These stakeholders include the University of Belize (UB) and other teacher education institutions, the Belize Association of Principals of Secondary Schools (BAPSS), the Belize National Teachers' Union (BNTU), as well as public sector departments and ministries, including the Youth Department, Ministry of Human Development, Families and Indigenous Peoples Affairs, and Department of Immigration.

MCA-Belize, MoECST, and prospective Partner(s) will discuss high-level governance and stakeholder engagement approaches for the Equipping Secondary Educators Program Partnership during Co-Creation, as well as opportunities for using User-Centered Design approaches and techniques (e.g., design charettes) with secondary school leaders and teachers in the detailed design and implementation stages of the Program Partnership.

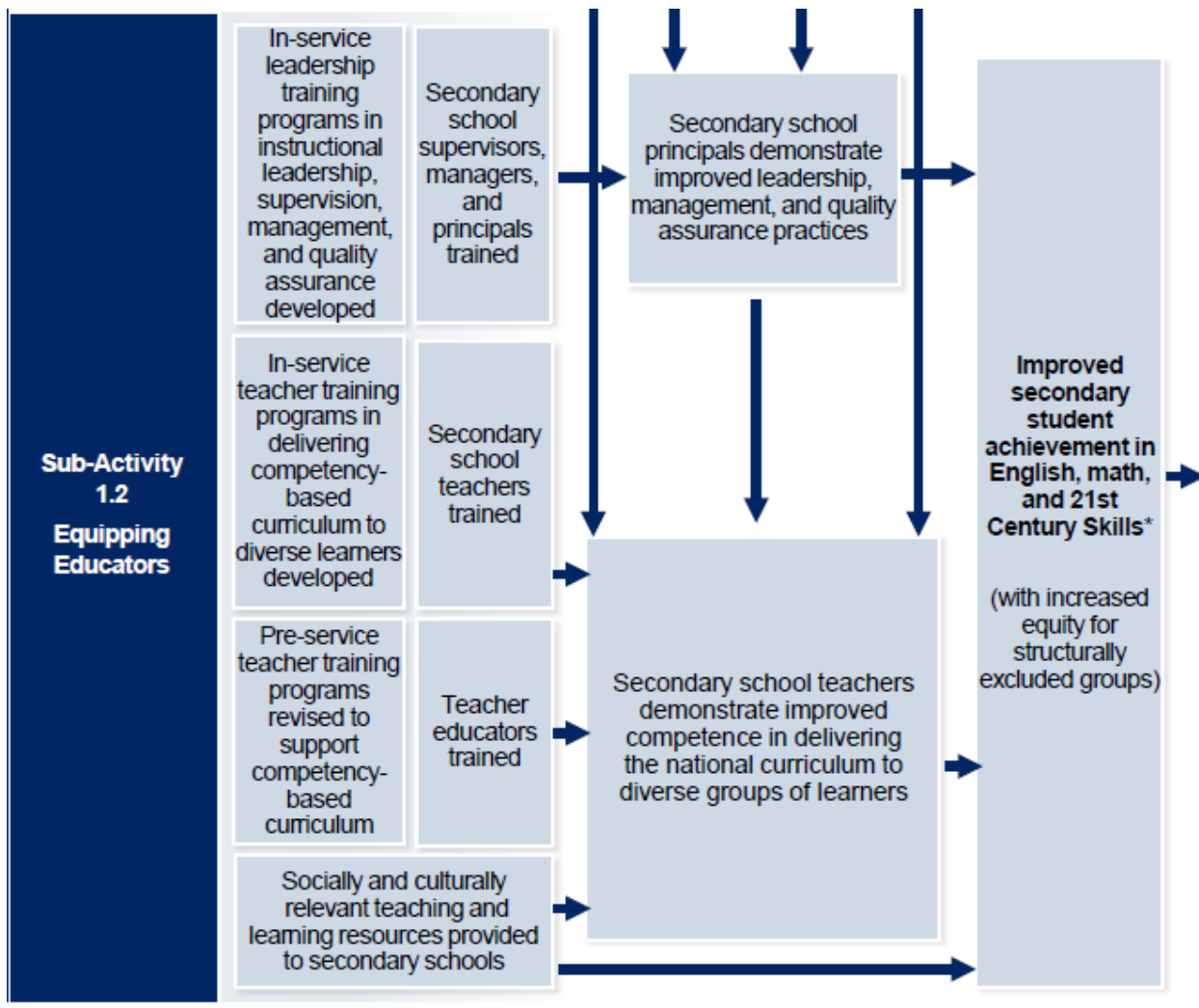
### **2.6.8 Measuring Success**

Through a collaborative relationship with the selected Partner(s), the Government of Belize aims to equitably increase the number of post-primary graduates with the competencies relevant to labor market demands. The activity to be funded through this PPS is situated as the Equipping Educators Sub-Activity, within the Transforming Teaching and Learning in Secondary Education activity of the Compact Program. The implementation of the Equipping Educators Sub-Activity is expected to contribute to significant improvements in the knowledge, skills, competencies and overall development of secondary school graduates, making them better prepared to meet the demands of the labor market. Teachers, teacher educators and school leaders will benefit from relevant and high-quality in-service and pre-service programs, including supportive mentoring/coaching and peer collaboration components, that build their capacity to effectively deliver curriculum and support student learning and well-being. Socially and culturally relevant

teaching and learning resources will be readily accessible to all students and teachers to support curriculum delivery and acquisition of learning outcomes.

The expected outcomes in the medium term are more effective leadership and teaching practices in schools that, together with the improved access to resources and the accountability and support systems generated from other sub-activities, will result in increased student achievement with increased equity for structurally excluded groups. Ultimately, these outcomes will reduce the skills gap in the labor market and contribute to increased economic growth and poverty reduction.

The current version of the logic diagram of the Education Project is pasted in Annex C and the portion of the logic specific to the Equipping Educators Sub-Activity is pasted below. The entire logic shows how the activities and sub-activities are expected to work together to achieve the project objective. The current version of the project logic diagram will be updated as project design continues and then the initial M&E Plan (finalized in the first six months of implementation) will be based on that updated logic diagram. The results in the updated logic will be monitored and evaluated to track progress towards achievement of the project objective.



The Compact includes the Program M&E Summary, which has a list of indicators to track the current project logic. The M&E Plan will include indicators built upon the indicators in the Compact.

Based on the current project logic, MCA-Belize aims to realize the following outputs and outcomes through the partnership as described in this PPS:

Project Logic Result	Indicator	Definition	Unit	Baseline <sup>7</sup>	Final Target <sup>8</sup>	ITT Indicator <sup>9</sup>
<b>Outcome Indicators</b>						
<b>Education Project</b>						
<b>Project Objective:</b> To equitably increase the availability of post-primary graduates with the competencies relevant to labor market demands	Secondary graduates competent in English, Math, and 21 <sup>st</sup> Century Skills	The total number of graduates from secondary education considered competent in English, Math, and 21st Century Skills.	Number	TBD (2025)	TBD (CED + 4 years)	Non-ITT indicator
<b>Activity 1: Transforming Teaching and Learning in Secondary Education Activity</b>						
Improved secondary student achievement in English, Math, and 21 <sup>st</sup> Century Skills	Improvement in test scores	Average standard deviation increase in test scores.	Number	0 (2023)	0.20 (CED + 4 years)	Non-ITT indicator

<sup>7</sup> TBD is To Be Determined; EIF is Entry into Force.

<sup>8</sup> CED is Compact End Date.

<sup>9</sup> ITT is the Indicator Tracking Table, a monitoring report submitted by MCA-Belize to MCC quarterly.



	Secondary student achievement	Average test scores in English, Math, and select 21 <sup>st</sup> Century Skills as relevant to the curriculum.	TBD	TBD (2025)	TBD (CED + 4 years)	Non-ITT indicator
<b>Sub-Activity 1.2 Equipping Educators</b>						
Secondary school principals demonstrate improved leadership, management, and quality assurance practices	TBD	TBD	TBD	TBD (TBD)	TBD (CED + 4 years)	Non-ITT indicator
Secondary school teachers demonstrate improved competence in delivering the national curriculum to diverse groups of learners	TBD	TBD	TBD	TBD (TBD)	TBD (CED + 4 years)	Non-ITT indicator
<b>Output Indicators</b>						
<b>Sub-Activity 1.2 Equipping Educators</b>						
Secondary school supervisors, managers, and principals trained	Secondary school supervisors, managers, and principals trained in instructional leadership and management	Number of school supervisors, managers, and principals trained in instructional leadership and management.	Number	0 (EIF)	150 (CED)	ITT indicator
Secondary school teachers trained	Secondary school teachers trained	The number of secondary school teachers who complete in-service training on delivering competency-based curriculum	Number	0 (EIF)	1,200 (CED)	ITT indicator

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		to diverse learners				
Teacher educators trained	Teacher educators trained	Number of teacher educators trained in delivering revised pre-service programs and newly developed in-service programs.	Number	0 (EIF)	45 (CED)	ITT indicator
In-service leadership training programs in instructional leadership, supervision, management, and quality assurance developed	In-service leadership training program developed	Date the in-service leadership training program specifications for school leaders is accepted by MCA-Belize.	Date	N/A	TBD (CED)	ITT indicator
In-service teacher training programs in delivering competency-based curriculum to diverse learners developed	In-service teacher training program developed	Date the in-service teacher training program specifications is accepted by MCA-Belize.	Date	N/A	TBD (CED)	ITT indicator
Pre-service teacher training programs revised to support competency-based curriculum	Pre-service teacher training programs revised to support competency-based curriculum	Date the revised pre-service teacher training program is accepted by MCA-Belize.	Date	N/A	TBD (CED)	ITT indicator
Socially and culturally relevant teaching and learning resources provided to secondary schools	Teaching and learning resources distributed to secondary schools	Percentage of government and government-aided secondary schools receiving complete teaching and	Percentage	0 (EIF)	100 (CED)	ITT indicator

		learning resource packages				
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Applicants are invited to contribute their thinking to the project logic, expected results or milestones, and indicators to measure those results.

### 3. PARTNER PROFILE

#### 3.1 Eligible Applicants

The following organizations are eligible to apply: The intended eligible institutions are those whose mission goals, programs and/or activities align with the objective of the Belize Education Project. Consortia and/or pairing of multiple types of organizations, whether organized as joint ventures with mutual and several liability or as a team of lead and sub-partner organizations, are encouraged and eligible to apply.

The Partner(s) should have significant experience working with multiple stakeholders across a national education system to impact student learning through pre-service and in-service teacher training, school leadership training, and/or developing teaching and learning materials. Partner(s) should demonstrate experience working within a ministry’s existing educational initiatives and/or platforms.

The Partner(s) should demonstrate experience on methodologies to ensure inclusive education practices are brought into all elements of interventions.

The Partner(s) should demonstrate the ability to work within a complex environment with an ability to build consensus amongst stakeholders and providing consistent and clear communication to ensure stakeholder engagement.

The Partner(s) must have experience providing English-language-based teacher trainings in developing countries. The Partner(s) must be available to participate with extensive real-time (in-person and virtual) cooperation with Belize that sits in the Central Standard Time Zone.

Eligibility for this solicitation is determined in accordance with MCC’s Program Grants Guidelines (available at <https://www.mcc.gov/resources/doc-pdf/guidance-program-grant-guidelines>), in particular Section 5.1.2.

#### 3.2 Capabilities of Applicants

The selected Partner(s) should have significant experience in designing and implementing on a national scale in close partnership with key stakeholders: school leadership training, in-service and pre-service teacher training, and/or developing teaching and learning materials.

Qualifications and core competencies of an Applicant (firm, organization, etc.) are noted below:

- A robust background in developing and delivering multi-year education projects focused on training of school leaders, pre-service and in-service secondary school teachers, as well as developing and curating socially and culturally relevant teaching and learning resources to support a competency-based curriculum.
- Partners should be able to clearly articulate why they want to enter this partnership, what the partner hopes to achieve/learn, and the partner's vision long-term including but not limited to sustainability and sustained long-term engagement.
- Experience working in project management specifically on complex nation-wide projects in close collaboration and partnership with government ministries and education stakeholders.
- Experience working in education systems (urban rural, multi-grade, connectivity-limited environments) and working closely and collaboratively with Ministries to focus on national and system level changes to the delivery of education interventions in the areas outlined in the Equipping Educators Sub-Activity.
- Experience working in inclusive education projects and specifically with the structurally excluded groups targeted within the Belize Education Project. Experience should showcase the ability to build inclusive education into all levels of education projects.
- Social and Behavioral Change experience in driving buy-in and behavior change related to training awareness, buy-in, utilization, with the goal of improving learner outcomes.
- Strong emphasis on co-creation and collaboration with governments, ministries, and key stakeholders.
- Partners should demonstrate projects they've been partners on and how they have demonstrated sustainability.
- The Partner(s) can provide a minimum of twenty-five percent leverage. The anticipated amount and source of partner contribution should be noted in the Concept Note and will be further discussed and refined during Co-Creation.

Preferences:

- Ability to offer certifiable training courses and options for teacher or school leader exchanges.

In addition to organization-level capabilities, the team proposed by the Applicant to carry out this partnership must bring expertise in providing robust pre-service, in-service, and school leadership training as well as developing teaching and learning resources in developing countries. A team of five proposed Key Personnel should collectively possess the following skills and expertise:

- Post graduate qualifications in teacher training, curriculum development, and education administration.
- A minimum of 10 years' experience implementing complex education programs in developing countries.

- Experience training teachers and developing resources focused on 21st Century Skills development.
- Experience in curriculum revision for in-service and pre-service teacher training.
- Experience in delivering school administrator training.
- Experience training teachers and school leaders on competency-based curriculum and how to develop appropriate classroom assessments.
- Experience with both in-person and online/digital training strategy and content development.
- A deep understanding of the teacher training, and secondary education landscape in similar contexts.
- Demonstrated experience in managing teacher training programs with the ability to demonstrate outcomes.
- Experience in complex program planning, work planning, program management, and costing.
- Experience producing planning documents, analytical work, and reports.
- Ability to speak and write in English equivalent to a native speaker.

### 3.3 Partner Contribution

Partner Contribution in the form of Leverage by Applicants of **25%** of the MCA-Belize amount is required. For example:

<b>Applicants Leverage Requirement</b>	<b>25%</b>
MCA-Belize Share:	\$23,000,000 USD
Applicant Leverage:	\$5,750,000 USD
<b>Total Project Value:</b>	<b>\$28,750,000 USD</b>

Leverage means resources that an Awardee brings to a Partnership or Award, including those provided by third parties, to achieve a total effect that is greater than the sum of the parts. Leverage may be in many forms that provide anything of value to the program that can be measured, such as financial contributions, donated services or property, or intellectual property. Salaries for personnel working on the project can be counted as leverage if not a direct cost.

Once committed to providing leverage, the Awardee is required to report on fulfilment of its obligation. To be accepted and allowable, all leverage contributions must be:

- Incurred or earned during the period of the award;
- Necessary and reasonable for proper and efficient accomplishment of the program;
- Comprised of non-U.S. federal funds.
- Valued based on actual costs.

Foregone profit margins by for-profit applicants, though understood to have economic value, are not an allowable source of Leverage for purposes of this PPS.

Applicants who can demonstrate a more significant Partner Contribution will be considered more competitive, all else being equal. Applicants who can demonstrate a plan and resources to achieve impact beyond the duration of the award may be more competitive.

## 4. PARTNERSHIP APPLICATION INFORMATION

### 4.1 Staged Process

The application process under this Program Partnership Solicitation will take place in four stages.

1. Stage I. Concept Note
2. Stage II. Co-Creation
3. Stage III. Technical and Financial Proposals
4. Stage IV. Negotiation and Award

Applicants who pass Stage I may be invited to Stage II. Applicants who pass Stage II may be invited to Stage III. MCA-Belize reserves the right to advance one, several, or no organizations from one stage to another.

Discussions may be held with individual Applicants after the Concept Note and Proposal Stages for the Applicant, acting on its own, to improve its subsequent submissions.

MCA-Belize reserves the right to engage third-party advisors in review panels, evaluations or in co-creation sessions. Certificates of confidentiality and impartiality will be secured for any such third-parties.

Millennium Challenge Corporation has the right of no-objection at certain stages in the selection process, including prior to negotiation and award signature. MCC will also participate in the Co-Creation session(s).

### 4.2 Indicative Timeline of Process

The following schedule provides the indicative timeline for the different steps in the process:

<b>ACTION</b>	<b>Timing</b>
Pre-Application Conference Call	<b>October 9, 2024</b>
Questions or Clarifications Deadline	<b>October 18, 2024</b>
Issuance of responses to Questions and Clarifications	<b>October 25, 2024</b>
Stage I: Concept Note Application Deadline	<b>November 8, 2024</b>
Notification to Applicants following review of Applications	<b>December 6, 2024 (est.)</b>
Stage II: Co-Creation Session(s)	<b>January 2025 (est.)</b>

Request Technical and Financial Proposal	<b>January 2025 (est.)</b>
Stage III: Technical and Financial Proposal Deadline	<b>March 2025 (est.)</b>
Selection Notification	<b>March 2025 (est.)</b>
Stage IV: Negotiation and Award	<b>April 2025 (est.)</b>
Kick Off	<b>May 2025 (est.)</b>

#### 4.3. Pre-Application Clarification

A Pre-Application conference call will be held on October 9, 2024, at 2:00 pm Belize City time (UTC-6). Interested Applicants should register for the Pre-Application conference call no later than October 8, 2024, 2:00pm Belize City time (UTC-6), by emailing [aosorio.BCDT@med.gov.bz](mailto:aosorio.BCDT@med.gov.bz) and [calvarez.BCDT@med.gov.bz](mailto:calvarez.BCDT@med.gov.bz).

Applicants may request clarifications to this Program Partnership Solicitation by stating their questions or clarification requests via email. All questions and clarification requests must reach MCA-Belize by 5:00 pm Belize City time (UTC-6), on October 18, 2024. Questions and requests for clarification should be emailed to [aosorio.BCDT@med.gov.bz](mailto:aosorio.BCDT@med.gov.bz) and [calvarez.BCDT@med.gov.bz](mailto:calvarez.BCDT@med.gov.bz).

MCA-Belize will respond to all questions and clarification requests by means of a Q&A document by 5:00pm Belize City time (UTC-6) on October 25, 2024. MCA-Belize will email the Q&A document to all entities that register for the Pre-Application conference call and/or submit questions and requests for clarification.

#### 4.4. General Submission Instructions

All Stage I applications and Stage III proposals shall be submitted electronically to [aosorio.BCDT@med.gov.bz](mailto:aosorio.BCDT@med.gov.bz) and [calvarez.BCDT@med.gov.bz](mailto:calvarez.BCDT@med.gov.bz). Submission by hard copy is not permitted. Late submissions will not be accepted.

The following stipulations pertain to Stage I and Stage III documents.

1. All applications shall include a PDF and Word copy, 11-point font (Times New Roman or size equivalent), and single-spaced, unless otherwise specified, and may not exceed the page limits given for each section.
2. Any charts or tables included within the technical application sections will be considered against the page limits of those sections. Charts may use 9-point font.
3. All documents shall be written only in English.
4. Budgets should be represented in \$USD.
5. Applicants should not password protect submissions.
6. Submission occurs when the document is fully received by MCA-Belize. Applicants are therefore advised to commence the file upload and send with an ample time margin as

the upload and transit time will depend on the size of the document, the internet bandwidth capability, and concurrent traffic.

#### 4.5. Stage I: Concept Note Instructions

In the Program Partnership Solicitation process, prospective partners are invited to submit brief Concept Notes in response to the PPS. Unlike traditional procurement processes, where detailed and lengthy proposals are required upfront, this approach focuses on efficiency and collaboration.

Partners with strong Concept Notes are selected to engage in a Co-Creation process with MCA-Belize and MCC. During Co-Creation, prospective Partners and MCC/MCA-Belize collaboratively design the program, focusing on the "how" to achieve the program's objectives. This collaborative process allows partners to better understand the specific needs and goals of MCA-Belize and for MCA-Belize to learn more about the Partner(s) experience and proposed approach, leading to more tailored and effective program designs.

During Co-Creation, MCA-Belize may invite key stakeholder groups and/or end users to participate in discussions about user needs. Following Co-Creation, partners submit a detailed application that incorporates insights and strategies developed during the Co-Creation phase. This approach not only saves time but also results in stronger, more relevant applications that align closely with MCA-Belize's objectives, as compared to the traditional bidding process where such collaboration does not occur.

The Stage I Concept Note submission consists of the following elements, with associated page limits. A detailed budget should **not** be submitted for Stage I, though an estimated top-line award budget figure and initial leverage amount should each be included in the cover page. Both the budget and leverage amount will be discussed and further refined at Co-Creation.

##### 4.5.1 APPLICATION SUBMISSION FORM (1 page limit)

See Annex A.

##### 4.5.2 COVER PAGE (1 page limit)

The cover page must contain the following information:

- Name and full address of Applicant organization;
- Project Title
- Type of organization (e.g., for-profit, non-profit, etc.)
- Point of Contact (name, position title, phone number, fax number, e-mail address)
- Total estimated budget required (including percentage and sources of cost share)
- As applicable, any partnerships / proposed consortium members or Sub-Partners with the addresses and contact person's name, phone and email
- Signature of authorized representative of the Applicant, name and title

##### 4.5.3 ORGANIZATIONAL OVERVIEW (2-page limit)

The Organization Overview should succinctly provide information about the Applicant:



1. The organization, its mission, structure, legal registration or incorporation.
2. List of proposed consortium members and/or Sub-Partners (if applicable).
3. If applying as a group, specify the legal arrangement between the participants, such as a consortium organized as an association with mutual and several liability or a consortium organized as a prime Awardee and sub recipients.
4. Summary of relevant organizational experience, qualifications and past performance of the Applicant and proposed consortium partners (if applicable).
5. The organizational capacity in the technical area, as well as management practices and technical expertise of Key Personnel to manage and implement the Project with high quality and credibility. If proposing a consortium or sub-partner arrangement, address organizational capacity of all (sub-)partners, and the consortium management capacity of the lead partner.
6. Description of likely Applicant leverage types and anticipated leverage levels.

#### 4.5.4 **PROJECT CONCEPT (3-page limit)**

The Applicant's vision for the project should be clearly described in a Concept Note to enable MCA-Belize to distinguish the Applicant's suitability for this opportunity. The Concept Note must include:

1. Identification of country of focus, concise title and objectives of proposed project.
2. Discussion of method of approach.
3. Brief discussion of why the Applicant considers the proposed approach to be effective given the Program Description in PPS Section 2.
4. Brief discussion of any elements of the partnership concept that the applicant considers to be unique, innovative, unusual, or based on rigorous evidence.
5. Estimated amount of effort to be employed, estimated project duration.
6. Discussion of the division of roles, responsibilities and contributions between prospective partner organization(s), as applicable, and MCA-Belize (and/or other Belizean stakeholders), as well as how risk within the partnership will be distributed.

#### 4.5.5 **APPENDICES (4–6-page limit)**

1. Appendix 1 Relevant Past Performance and Past Experience (3-page limit; 5-page limit if applying with sub-partners). Information provided here by the Applicant should correspond to qualifications listed herein and should include contact information for references.
2. If consortium members are proposed, the applications should also include at least two (2) past performances for each party for relevant work over the last five (5) years. The Applicant must include the name, recent telephone number and email address of knowledgeable customer/donor contacts. The past performance information shall be provided in the following format:

Award Number	Period of Performance	Award Value
Technical POC		

Name                      Email                      Tel. Number

Contractual POC

Name                      Email                      Tel. Number

Project Description:

Relevant experience to proposed program:

If the Applicant (including any of its associates or sub-partners) is or has been party to an Millennium Challenge Corporation (MCC)-funded contract or agreement (either with MCC directly or with any MCA Entity, anywhere in the world), whether as lead firm, affiliate, associate, subsidiary, sub-contractor, sub-partner or in any other role, the firm must identify and/or disclose the contract or agreement in its list of references submitted with its application. Previous experience with MCC is not a requirement but Applicants who have it must disclose it.

MCA-Belize may contact references and use the past performance data regarding the organization, along with other information to evaluate the applicant’s past performance. MCA-Belize reserves the right to obtain information for use in the evaluation of past performance from any or all sources.

#### 4.6. Stage II: Co-Creation Instructions

MCA-Belize may choose to advance one, several, or no organizations from Stage I to Stage II. Stage II, Co-Creation, is characterized by structured, interactive co-design discussions between the invited Applicant and MCA-Belize.

The goals of Co-Creation are: 1) to facilitate discussion of the proposed methodology in light of the objectives and context, 2) to engage in brainstorming and open dialogue with Applicants to better clarify, develop, and refine methodology; and 3) to ensure that the parties have a common objective and vision for a collaborative working relationship, risks, resources and roles to achieve the joint objective of the collaboration.

Co-creation discussions generally require 3-5 full working days, or the equivalent distributed across multiple days. Representation at the Co-Creation session is mandatory, and at least two members of the firm(s) who would be proposed as Key Personnel must be present. Applicants who fail to attend will not be allowed to submit proposals in Stage III.

The co-creation session(s) will take place in-person in Belize City, likely between the dates of January 6 and January 31, 2025. MCA-Belize may organize optional visits to select secondary school(s) and/or roundtable discussions with secondary school leaders and/or teachers immediately prior to the co-creation sessions to enable applicants to gain a greater understanding of the local context.

**The Applicants are responsible for costs related to attendance at the co-creation session.**

If more than one Applicant (inclusive of groups applying as a consortium or teaming arrangement) is advanced to Stage II, each such Applicant will have its own co-creation session, though information-sharing from MCA-Belize might be consolidated into a single, virtual pre-session for all invited Stage II applicants. MCA-Belize will work with Applicants invited to Stage II to try to identify co-creation dates of mutual convenience, though specific dates cannot be ensured.

Applicants invited to Stage II will be provided additional information and a detailed agenda to prepare for the sessions. Applicants will be requested to prepare very brief presentations to aid discussions.

A Non-Disclosure Agreement (NDA) is signed by all invited Applicants prior to the Co-creation session(s).

#### 4.7. Stage III: Technical Proposal Instructions

Applicants passing Stage I and completing Stage II are consequently invited to Stage III, in which Applicants submit a complete proposal consisting of a Technical Proposal and Financial Proposal together with capability details. The Technical Application and Financial Proposals must be in two separate files.

The requirements for the Technical Application sections as described below are minimum requirements that must be included with the Applicant's submission. The Submission should be arranged as follows:

- Cover page
- Executive Summary
- Technical Approach
- Appendices

##### 4.7.1. COVER PAGE (1 page limit)

The cover page must contain the following information:

- Name and full address of applicant organization;
- Project Title;
- Type of organization;
- Legal registration;
- Point of Contact (name, position title, phone number, e-mail address);
- Proposed place and period of performance;
- Total proposed budget, with breakdown of proposed total award funding and leverage contribution;
- List of proposed partners/consortium members, as applicable, including the contact person's name, address, phone and email;
- If consortium, description of legal relationship between parties, e.g. prime Awardee organization with sub-awardees, consortium with mutual and several liability, etc.
- Signature, name and title of Applicant's authorized representative.

##### 4.7.2. EXECUTIVE SUMMARY (2-page limit)

The executive summary must summarize the Applicant's final proposed vision and technical approach to achieve project outcomes; highlight work plan milestones; and convey why the Applicant's proposed team is optimally suited to lead this project.

##### 4.7.3. TECHNICAL APPROACH (15-page limit)

The technical application will be the most important factor for consideration in selection of the proposed Award. The technical application should be clear, complete and concise. At a minimum, the application should provide the content listed below.

- Context, including problem and opportunity statement, as related to the Program Description in Section 2.
- Description of targeted results from the project logic (outputs and outcomes, as applicable) and planned activities, methodologies, and timelines
- Indicator table noting the key output and outcome (if applicable) indicators linked to the project logic expected to be produced by the planned activities, their baselines (or approach to gathering baselines), and their annual or end-of project targets
- Description of approach to achieve results
- Proposed public and any non-public outputs among the milestones
- Anticipated risks and proposed mitigation strategies
- Post-agreement phase out and/or sustainability plan
- Explanation of partners and their expected roles, including any consortium members
- Description of envisioned roles of any consortium members, if applicable, as well as MCA-Belize and any other essential stakeholders, if applicable
- Proposed duration of activity; define activities and implementation schedule, targets and standards
  - Applicant's (the firm/consortium/joint venture) track record and qualifications directly relevant to achievement of the goals and milestones
  - Proposed team's qualifications directly relevant to the achievement of the goals and milestones
  - Staffing plan for the entire project team, including whether each position is full-time or part-time and the planned person months, days or hours each position will devote to the Project
  - Organizational chart showing the structure and relationships between positions, including any sub-partner, joint venture, or associated organizations
  - Among the entire team, which may include sub-partners, identification of Key Personnel, summary of Key Personnel qualifications, and Key Personnel contributions to the project, including level of effort
  - Management strategies and administrative approaches (e.g., plan, structure, policies and practices) to manage the technical, operational and financial aspects of the activity and award

- Summary and description of financial and non-financial resources that the Applicant (including consortia or sub-partners) brings to the partnership activity over the course of the award period

#### 4.7.4. APPENDICES (30-page limit)

##### 1. Appendix 1 - Key Personnel Résumés and Letters of Commitment

- Each résumé for the proposed Key Personnel positions (which should be clearly identified by the applicant) should not exceed 3 pages.
- Each Key Personnel résumé must be accompanied by a signed Letter of Commitment from the candidate indicating his/her: (a) availability to serve in the stated position; (b) intention to serve for the full term of service (complete period of performance for the Program Partnership Agreement); and (c) agreement to the compensation levels which correspond to the levels set forth in the cost application.

##### 2. Appendix 2 - Sub-partner or consortium member Letters of Intent (if applicable)

- brief statement of the role of the sub-partner, joint venture or association member;
- availability to participate in the potential program;
- the length of participation as it relates to the program; and
- agreement to the budget associated with consortium member (sub-partner or associate with mutual and several liability) set forth in the cost application.
- agreement to the designated representative from the lead organization (or joint venture representative) to represent the consortium member in negotiations.

#### 4.8. Stage III: Financial Proposal and Capability Instructions

The financial proposal is submitted separately to the technical proposal. It is comprised of:

1. Line-Item Budget (Excel)
2. Budget Narrative (Word or PDF)
3. Other documentation as required and requested by MCA-Belize in conformance with the Program Grants Guidelines.

##### 4.8.1. DETAILED LINE-ITEM BUDGET (Excel)

A detailed budget must be submitted electronically as an **unprotected** Microsoft Excel document with **open and linked formulas**.

Budgets should be organized **by milestone** and then by **budget year**. Budgets should be shown in USD. The detailed budget tabs should provide, in detail to the individual line item, a breakdown of the costs anticipated per milestone, with formulas showing input prices and quantities, as well as a breakdown of the overall funding between the prime and any sub-partners or associated members of a consortium (if applicable).

The budget summary and milestone line-item breakdowns must include any proposed Partner Contribution information in addition to the amounts anticipated to be funded by MCA-Belize.

If the award is structured as Cost-Reimbursement and the organization has a U.S. Government Negotiated Indirect Cost Rate (NICRA), MCA-Belize may accept this as the indirect cost rate at its discretion. If the award is structured as cost-reimbursement and the organization does not have a NICRA, MCA-Belize may reimburse some of the organization's indirect costs as direct costs if such costs are detailed in the budget and adequately justified in the Budget Narrative in accordance with MCC's Cost Principles for Government Affiliates.

If the award is Fixed Amount, no indirect costs or percentage-based overhead allocations can be incorporated as part of the MCA-funded portion of a Fixed Amount Award. If the award is Fixed Amount, MCA-Belize may reimburse some of the organization's indirect costs as direct costs if such costs are detailed in the budget and adequately justified in the Budget Narrative in accordance with MCC's Cost Principles for Government Affiliates.

#### **4.8.2. DETAILED BUDGET NARRATIVE (Word)**

MCA-Belize must ensure that proposed costs meet cost principles under its Grant and Funding Agreement with Millennium Challenge Corporation, including that all costs be reasonable and necessary, allowable and, for any shared costs, rationally allocated to the partnership activity to be funded through the Program Partnership Agreement.

To facilitate such a pre-award analysis, the Applicant must submit a budget narrative in Microsoft Word or PDF that describes the basis of estimate for each line item, including reference to sources used to substantiate the cost estimate. The narrative must be detailed enough to identify the purpose of every cost item proposed, as well as understanding the basis for the costs. Costs apportioned to the project at less than a hundred percent should have a rational basis for the proposed portion allocated to the project.

Regarding personnel costs, the budget narrative should unbundle the unit costs shown in the budget, specifying what portion of the unit cost in the budget covers benefits, taxes or other costs additional to the remuneration paid to the worker. As a reminder, this PPS does not allow for applicant profit margins in unit costs in personnel or other line items.

The budget narrative must also include sufficient details about the type, source and timing of Leverage or Cost-Share resources contributed to the total budget of the Program Partnership Agreement to the extent necessary to demonstrate the feasibility and applicability of the proposed contributions to the program during the award period. Third-party leverage should be described and valued, as applicable.

#### **4.8.3. OTHER DOCUMENTATION**

To facilitate Capability Risk Assessment conducted in Stage 3, additional documentation will be required, including a copy of the Applicant(s)' most recent audit report or financial statements, a copy of the Applicant(s)' incorporation or registration certificate, a list of individuals authorized to sign on behalf of the organization, a list of the Board of Directors, and materials related to the Applicant(s)' mission and Annual Reports.

### **4.9. Stage IV: Award Negotiation Instructions**

Upon notification from MCA-Belize of intent to negotiate, any successful Applicant(s) will review the Program Partnership Agreement template and identify any specific issues requiring negotiation within five business days. The Applicant should be prepared to conduct and conclude award negotiations, including agreement on Program Partnership Agreement Annexes, within fifteen business days of notification of intent to negotiate. Negotiations may be completed

virtually. The MCC will review the negotiated award for no objection. The award is expected to be signed within four-to-six weeks following issuance of the Intent to Negotiate.

Matters that will be discussed and confirmed during negotiation will include, among any items raised by the Applicant:

- Budgetary items, proposed methodologies, and staffing proposed in the Stage III proposal
- The provisional milestone and disbursement schedule to be included in the Program Partnership Agreement
- MCA-Belize's substantial involvement in the project, including the Partnership Advisory Committee composition and roles
- The start date and end date
- MCA-Belize's and Partner's contributions

General provisions of the Program Partnership Agreement are not negotiable. Applicants are advised to thoroughly review the Program Partnership Agreement terms prior to proposal submission.

Once MCA-Belize has signed an award with any successful applicant(s), MCA-Belize will inform any Applicant who submitted a proposal but was not ultimately selected at Stage III. In the case that no proposal satisfies the requirements, MCA-Belize would inform any Applicant(s) invited to Stage III that an award will not be negotiated.

## 5. EVALUATION METHOD

### 5.1 Stage I

The Stage I Application Review takes place across two progressive steps: administrative compliance and technical evaluation. Applicants must pass administrative compliance to proceed to technical evaluation. Technical evaluation comprises Technical Approach and Organizational Capacity and uses a Pass/Fail method.

#### **Administrative Compliance**

**Eligibility Checks.** The eligibility of each Applicant will be verified by MCA-Belize. The eligibility of each organization listed as party to the application or potential partnership will be verified ("partial eligibility verification"). If the Applicants are eligible based on this check, they may proceed to the next step in the review process. If a record(s) for one or more firms is identified in the Eligibility Verification Procedures, additional research will be conducted to determine whether the result may be a "false positive." At this stage MCC will be notified and consulted prior to a final determination to disqualify an Applicant. The Eligibility Verification Procedures can be found [here](#).

**Past Performance and Reference Checks.** The Applicant's performance on similar past projects will be considered a factor in qualification.

**Technical Merit Review.** All Stage I applications will be evaluated as Pass/Fail based on the following factors:

1. Technical Approach
  - a. Fit between the proposed objectives and approach and the MCA-Belize opportunity as described in Section 2
  - b. Whether the proposed technical approach and methodology can reasonably be expected to yield the intended outcomes
  - c. Whether the proposed approach brings innovation and creativity to the proposed activity
2. Organizational Capability
  - a. Whether the Applicant (or consortium) can demonstrate relevant organizational qualifications as described in Section 3.2
  - b. Experience relevant to the proposed activity

Only those applicants whose applications pass Stage I will be invited for the Stage II: Co-Creation. Should more Applicants qualify than MCA-Belize can engage in Co-Creation, passing applicants will be ranked using adjectival ratings against the criteria. Adjectives and associated points include Information Not Provided (0), Significant Weakness (1), Partially Satisfied (2), Satisfied (3), Exceeded Expectations (4).

## 5.2 Stage II

The co-creation stage does not include evaluation.

MCA-Belize in good faith will devote time openly to discuss goals, options, risk and roles with qualified Applicants so the Applicant is in the best position to develop a highly relevant, full proposal, while simultaneously developing shared expectations for how to work with one another in a collaborative manner towards a shared goal. Where significant misalignment appears in the co-creation discussions, any such issues will be raised and discussed to determine if there is a way to resolve the issue(s).

## 5.3 Stage III

Stage III Proposals will be evaluated on their own; no proposal element will be considered as having been adequately covered through previous discussion during Stage II co-creation or in Stage I concepts. Applicants are encouraged to review the content requirements previously outlined in this PPS and evaluation criteria below when developing full proposals.

Stage III Proposals will be evaluated in three parts: Technical Merit Review, Budget Assessment, and Risk and Capability Assessment.

Stage III Technical Merit Review scoring will occur using adjectival ratings for each of the criteria; adjectives and associated points include Information Not Provided (0), Significant Weakness (1), Partially Satisfied (2), Satisfied (3), Exceeded Expectations (4). Technical Merit Review categories. The Technical Approach and Methodology Category will be given 40% weighting, with the remaining two categories 30% each.

### Technical Approach and Methodology

- 1.1. Extent to which the approach to achieving objectives is clear and realistic.



- 1.2. Approach describes compelling manner to engage essential stakeholders necessary to achieving the objectives.
- 1.3. Roles of known partners show complementarity, clarity and build on the interests and abilities of each.
- 1.4. Proposed milestones and targets are appropriate to the context and goals of the partnership activity, as described in the Partnership Program Description.
- 1.5. Applicant has thoughtful plan for how to navigate prominent risks and opportunities.
- 1.6. Plan for sustainability, close-out or hand-off following conclusion of the award period enables future benefits for stakeholders in the activity.

#### Past Performance and Management Plan

- 1.7. Applicant's experience in similar work, with a particular focus on school leader and teacher training, pre-service teacher training, and teaching and learning materials.
- 1.8. Efficient team management plan, including across any organizations applying as a consortium or joint venture
- 1.9. Clear Partner Contribution plan meeting or exceeding minimum 25% leverage.

#### Team Qualifications

- 1.10. Clear, suitable staffing plan
- 1.11. Qualifications of proposed Key Personnel

An Award Budget Assessment is conducted as part of the evaluation process in Stage III. The Budget must comply with the MCC Cost Principles for Government Affiliates, see [Cost Principles for Government Affiliates](#)), which include cost allowability, allocability and reasonableness.

A Capability Risk Assessment is conducted to assess the probability that an Applicant will successfully carry out a proposed Award. The assessment may include, but is not limited to, financial resources, amount and complexity of prior grants or other funding sources, necessary equipment and facilities, relevant technical resources, including the ability to comply with environmental and social requirements of the Award, organizational and management structure and experience, accounting and operational controls, procedures for procurement and Sub-Partner awards, record of past performance in carrying out other grants and record of integrity and business ethics.

## 6. FINANCIAL AND AWARD CONDITIONS

### 6.1 Authorized Costs

The MCA-Belize budget may be used for allowable, reasonable and allocable costs associated with the realization of the shared objective. See [Cost Principles for Government Affiliates](#). For further instructions on authorized costs, see section 4.8.1.

### 6.2 Cost of Application and Co-Creation

Applicants are solely responsible for the cost associated with the preparation and submission of their concept note and proposal. MCA-Belize shall not be responsible or liable for those costs,

regardless of the conduct or outcome of the selection process. Any costs incurred prior to any eventual award will not be reimbursed.

### 6.3 Profit or Fee Under Assistance Award

For-profit, or profit-making organizations, are eligible for award under this PPS; however, per MCC's Grants Guidelines, profit or fee is unallowable for assistance awards. Profit will not be allowable under any award made under this PPS.

In addition, the funds provided by MCA-Belize under this partnership must be clearly defined with a reasonable degree of certainty and with reasonable assurance that the Applicant will not be able to realize an increment (profit) above its actual cost.

### 6.4 Parameters on Use of Funds

During the Co-Creation Stage of the PPS process, the Accountable Entity will determine if any activities occur prior to compact entry-into-force, and any parameters related to the use of Compact Facilitation Funds (CFF) funding type. [MCC General Provisions](#) section B: Limitations on the Use or Treatment of MCC Funding lays out further activities for which funds may not be used.

### 6.5 Disbursements

Upon award, disbursements will be made upon successful completion of milestones. Each milestone will have an agreed value based on costs to achieve the milestone, as substantiated by the Partner's budget and budget narrative. The disbursement schedule will be included in Program Partnership Agreement.

### 6.6 Currency

Disbursements will be in U.S. Dollars (USD).

### 6.7 Tax Obligations

Section 1.5 of the Program Partnership Agreement sets forth the tax provisions for this activity. Applicants should review this clause carefully in preparing their applications. It is the responsibility of the Applicant, before starting financial negotiations, to determine the relevant local tax amount to be paid by the Applicant under the proposed Program Partnership Agreement. Except to the extent provided in Section 1.5 of the Program Partnership Agreement, in no event will MCA-Belize be responsible for the payment or reimbursement of any taxes, and if any taxes are imposed on the partner, the award amount will not be adjusted to account for such taxes. Applicants are expected to account for tax implications in their budgets.

### 6.8 Audits

Accountable Entities follow [Guidelines for Financial Audits Contracted by the MCC's Accountable Entities](#), which establishes MCA-Belize's responsibility for regular auditing of its MCC-funded Grants, which may include any award under this solicitation. The Accountable Entity may also conduct an audit at its discretion. See MCC's guidelines for Accountable Entities for further instructions.

## 6.9 Program Partnership Agreement Terms

Program Partnership Agreements are a form of legal instrument used to provide assistance that facilitate collaboration in the governance and implementation of the project being funded by such assistance. Applicants advancing to the Co-Creation Stage of the PPS process will receive a copy of the Program Partnership Agreement template prior to Co-Creation. Features of a Program Partnership Agreement include:

- Focus on achieving an objective with a benefit to the public in furtherance of a compact program
- Partner Contribution by the Partner
- Compliance with the MCA-Belize M&E Plan
- Cooperation with MCA-Belize Data Quality Reviewers
- Cooperation and input into the independent evaluation (evaluator hired by MCC)
- Joint governance of the partnership activity through a Partnerships Advisory Committee
- Substantial involvement by MCA-Belize, for example through 1) participation in a Partnership Advisory Committee, 2) approval of and input into timelines for work plans, or the “Governance and Yearly Implementation Plan,” 3) approval of changes to Key Personnel or consortia members, 4) periodic status reports to MCA-Belize executives or Board of Directors, 5) facilitation of resources, networks or knowledge to advance the shared objective
- Routine reporting by the Partner and monitoring by a designated Award Manager in MCA-Belize
- Compliance with Millennium Challenge Corporation Program Grant Guidelines, which can be found on the MCC website at: <https://www.mcc.gov/resources/doc/guidance-program-grant-guidelines>
- Compliance with Millennium Challenge Corporation general provisions, which can be found on the MCC website at: <https://www.mcc.gov/resources/doc/annex-of-general-provisions>.

## 7. ANNEXES

### 7.1 Annex A: Application Submission Form

**[Location, Date]**

To: Artemio Osorio

Interim Director of Grants  
Belize Compact Development Program

**Re: Equipping Secondary Educators Program Partnership (CDT-BEL-24-Grants-01-5001)**

Dear **[Sir/Madam]**,

We, the undersigned, offer to partner with **MCA-Belize** for the above-mentioned undertaking in accordance with your Program Partnership Solicitation (PPS) dated **October 1, 2024**, and our Application.

We acknowledge notice of MCC's Policy on Preventing, Detecting and Remediating Fraud and Corruption in MCC Operations<sup>10</sup>. We have taken steps to ensure that no person acting for us or on our behalf has engaged in any corrupt or fraudulent practices. As part of this, we certify that no attempt has been made or will be made by us to induce any other concern to submit or not to submit an offer for the purpose of restricting competition.

We are hereby submitting our Application, in Association with:

**[Insert a list with full name and address of each associated Applicant, including sub-partners in a consortium].<sup>11</sup>**

Our total estimated budget (including percentage and sources of leverage) is USD..... Of this, our estimated leverage is USD.....

We hereby declare that all the information and statements made in this Application are true and accept that any misinterpretation contained in it may lead to our disqualification.

We understand you are not bound to accept any Application that you may receive.

Yours sincerely,

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<sup>10</sup> Available at [www.mcc.gov/resources/doc/policy-fraud-and-corruption](http://www.mcc.gov/resources/doc/policy-fraud-and-corruption)

<sup>11</sup> Delete in case no Association is foreseen.

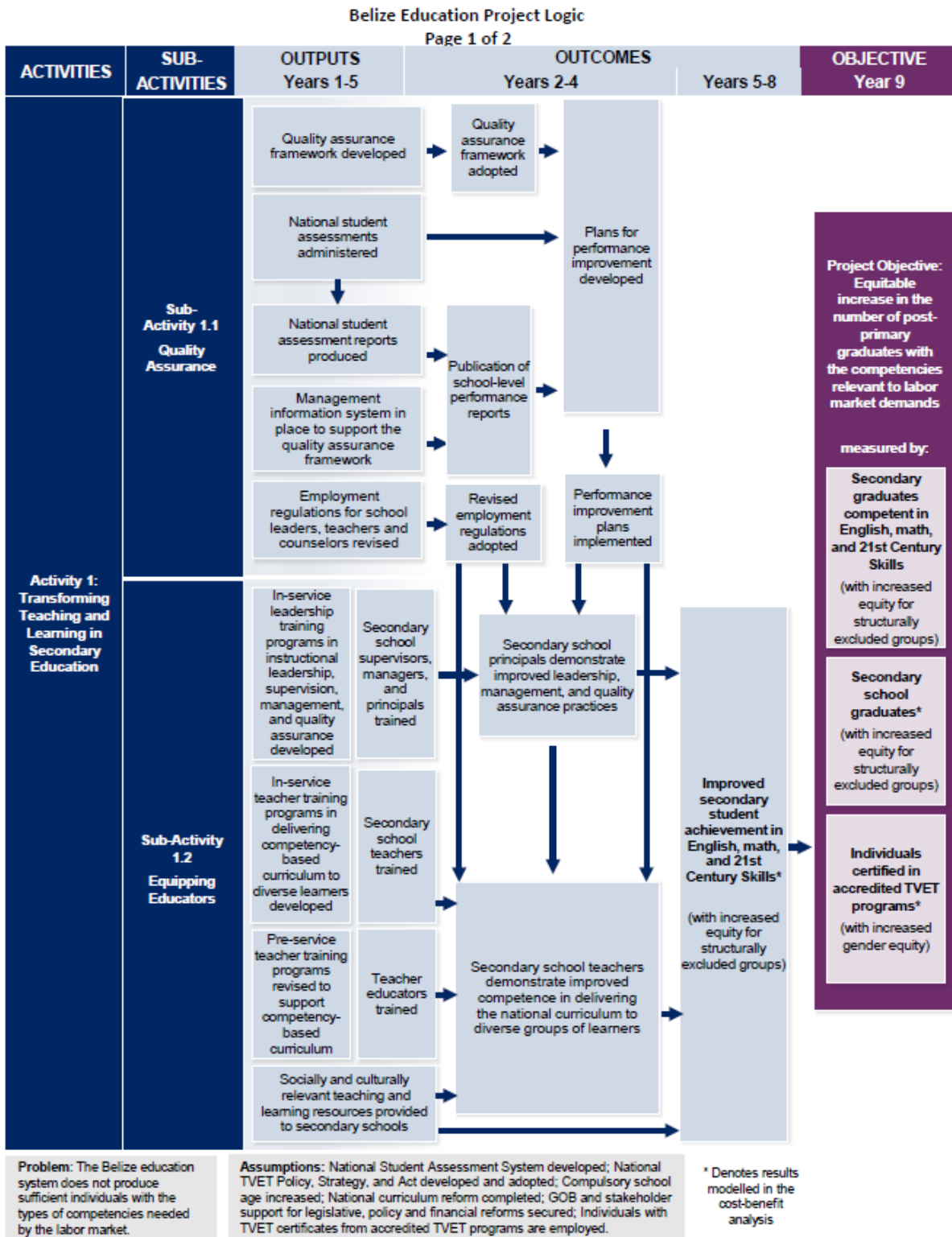
**[Authorized Signatory]**

**[Name and Title of Signatory]**

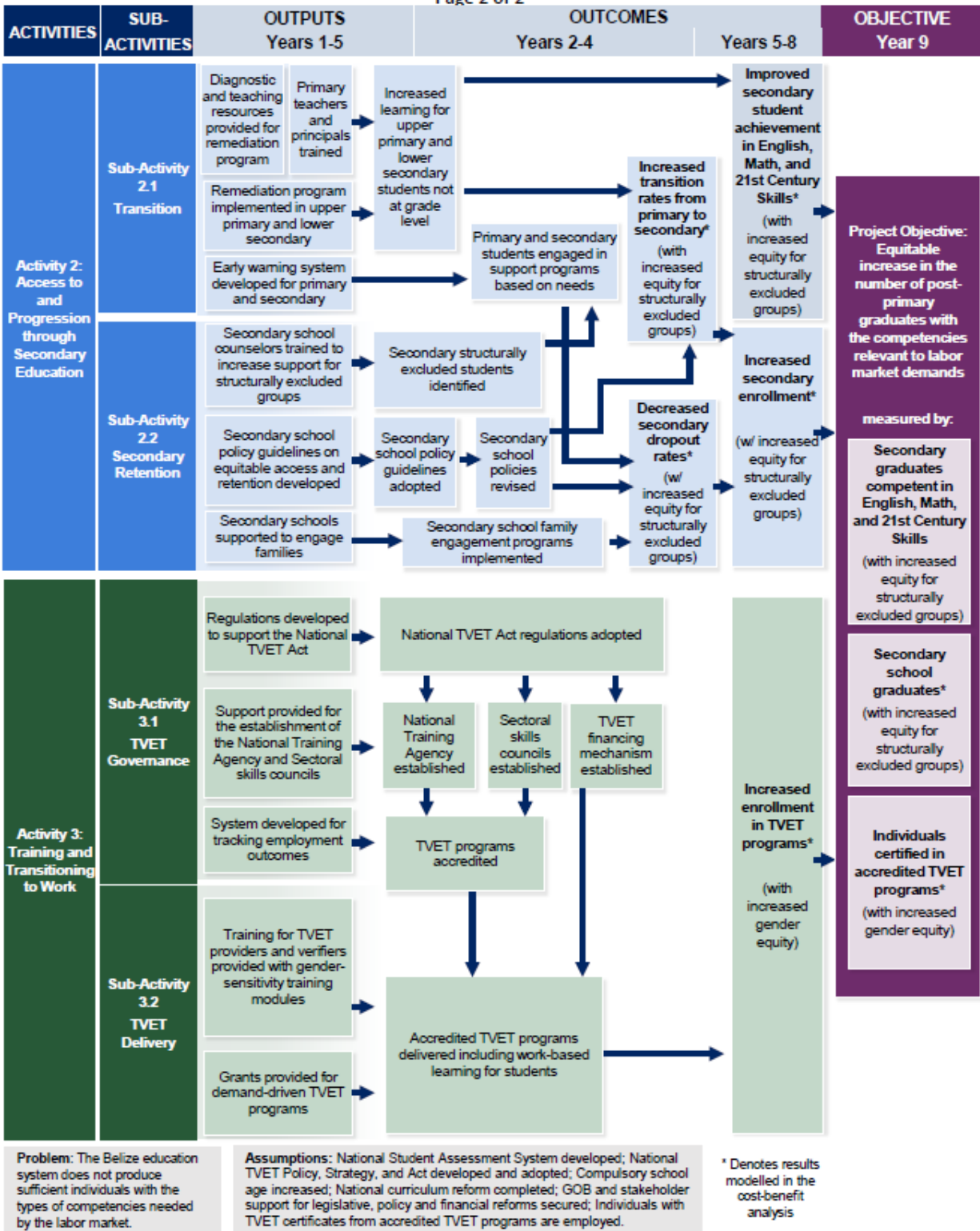
## 7.2 Annex B: Belize Education Project Components

The Belize Compact, including the Program Description for the Education Project, Transforming Teaching and Learning in Secondary Education Activity (see Annex 1), may be found at: <https://assets.mcc.gov/content/uploads/compact-belize.pdf>

7.3 Annex C: Belize Education Project Logic



Belize Education Project Logic





## 7.4 Annex D: Secondary Schools by Management 2024

Name	Area Administrative	Locality	Sector
Belize Rural High School	Belize District	Rural	Government
Ladyville Technical High School	Belize District	Rural	Government
King's College	Belize District	Rural	Government Aided
Ocean Academy High School	Belize District	Rural	Government Aided
Excelsior High School	Belize District	Urban	Government
Gwen Lizarraga High School	Belize District	Urban	Government
Maud Williams High School	Belize District	Urban	Government
Sadie Vernon Technical High School	Belize District	Urban	Government
Edward P. Yorke High School	Belize District	Urban	Government
Itz'at STEAM Academy	Belize District	Urban	Government
Anglican Cathedral College	Belize District	Urban	Government Aided
Canaan SDA High School	Belize District	Urban	Government Aided
Nazarene High School	Belize District	Urban	Government Aided
Pallotti High School	Belize District	Urban	Government Aided
Saint Catherine Academy	Belize District	Urban	Government Aided
Saint John's College	Belize District	Urban	Government Aided
Wesley College	Belize District	Urban	Government Aided
San Pedro High School	Belize District	Urban	Government Aided
Belize High School	Belize District	Urban	Private
Alvin L. Young Nazarene High	Cayo District	Rural	Government Aided
Belmopan Baptist High School	Cayo District	Rural	Government Aided
Belize Christian Academy High School	Cayo District	Rural	Private

## UNCLASSIFIED

Cayo Christian Academy High School	Cayo District	Rural	Private
Rose Glen Secondary School	Cayo District	Rural	Private
Jireh Fundamental High School	Cayo District	Rural	Private
Red Creek Mennonite High School	Cayo District	Rural	Private
St. Margaret's Christian Day High School	Cayo District	Rural	Private
Grace Instrument Christian Academy	Cayo District	Rural	Private
Valley of Peace SDA Academy	Cayo District	Rural	Specially Assisted
Belmopan Comprehensive School	Cayo District	Urban	Government
Mopan Technical High School	Cayo District	Urban	Government
Belmopan Methodist High School	Cayo District	Urban	Government Aided
Eden SDA High School	Cayo District	Urban	Government Aided
Our Lady of Guadalupe RC High School	Cayo District	Urban	Government Aided
Our Lady of Mount Carmel High School	Cayo District	Urban	Government Aided
Sacred Heart College	Cayo District	Urban	Government Aided
Saint Ignatius High School	Cayo District	Urban	Government Aided
QSI International School of Belize	Cayo District	Urban	Private
Escuela Secundaria Tecnica Mexico	Corozal District	Rural	Government
Belize Adventist College	Corozal District	Rural	Government Aided
Chunox Saint Viator Vocational High School	Corozal District	Rural	Government Aided
Cornerstone Presbyterian High School	Corozal District	Rural	Government Aided
Sarteneja Baptist High School	Corozal District	Rural	Specially Assisted
Corozal Community College	Corozal District	Urban	Government Aided

UNCLASSIFIED

Belize High School of Agriculture	Orange Walk District	Rural	Government
Muffles College	Orange Walk District	Rural	Government Aided
Linda Vista High School	Orange Walk District	Rural	Private
Shalom Mennonite High School	Orange Walk District	Rural	Private
Edenthal Kleingemeinde School	Orange Walk District	Rural	Private
Orange Walk Technical High School	Orange Walk District	Urban	Government
Bishop Martin High School	Orange Walk District	Urban	Government Aided
New Hope High School	Orange Walk District	Urban	Government Aided
Agriculture and Natural Resource Institute - ANRI	Stann Creek District	Rural	Government
Georgetown Technical High School	Stann Creek District	Rural	Government
Independence High School	Stann Creek District	Rural	Government
Hummingbird Christian Mennonite High	Stann Creek District	Rural	Private
Delille Academy High	Stann Creek District	Urban	Government Aided
Stann Creek Ecumenical College	Stann Creek District	Urban	Government Aided
Corazon Creek Technical High	Toledo District	Rural	Government
Julian Cho Technical High School	Toledo District	Rural	Government
Bella Vista Government Secondary School	Toledo District	Rural	Government
Providence SDA High School	Toledo District	Rural	Government Aided

UNCLASSIFIED

Mafredi Vo-Tech School	Toledo District	Rural	Private
Tumul K'in Center of Learning	Toledo District	Rural	Specially Assisted
Toledo Community College	Toledo District	Urban	Government