

# PMR Operational Report

|                             |                             |   |          |
|-----------------------------|-----------------------------|---|----------|
| <b>Operation Number</b>     | BL-L 1030                   | <b>Chief of Operations Validation Date</b>    | 04/03/20 |
| <b>Year- PMR Cycle</b>      | Second period Jan-Dec 2019  | <b>Division Chief Validation Date</b>         | 04/14/20 |
| <b>Last Update</b>          | 03/24/20                    | <b>Country Representative Validation Date</b> | 05/06/20 |
| <b>PMR Validation Stage</b> | Validated by Representative |   |          |

## Basic Data

### Operation Profile

|                           |   |   |  |
|---------------------------|---|---|--|
| <b>Operation Name</b>     | Education Quality Improvement Program (EQIP) II | <b>Loan Number</b>                      | 4798/OC-BL                             |
| <b>Executing Agency</b>   | Ministry of Education, Youth, and Sports        | <b>Sector/Subsector</b>                 | ED-SEC - EDUCATION-SECONDARY EDUCATION |
| <b>Team Leader</b>        | NASLUND-HADLEY, EMMA INGRID                     | <b>Overall Stage</b>                    | Approved/Pending Signature             |
| <b>Operation Type</b>     | Loan Operation                                  | <b>Country</b>                          | Belize                                 |
| <b>Lending Instrument</b> | Investment Loan                                 | <b>Convergence related Operation(s)</b> |  |
| <b>Borrower</b>           | BELIZE  |   |  |

## Environmental and Social Safeguards

|   |   |  |    |
|---|---|--|----|
| <b>Impacts Category</b>                         | C | <b>Was/Were the objective(s) of this operation reformulated?</b> | NO |
| <b>Safeguard Performance Rating</b>             |   | <b>Date of approval</b>  |    |
| <b>Safeguard Performance Rating - Rationale</b> |   |  |    |

## Financial Data

| Item       | Total Cost and Source |             |                   |                        |                     | Available Funds (US\$) |                      |        |                    |
|------------|-----------------------|-------------|-------------------|------------------------|---------------------|------------------------|----------------------|--------|--------------------|
|            | Original IDB          | Current IDB | Local Counterpart | Co-Financing / Country | Total Original Cost | Current IDB            | Disb. Amount to Date | % Disb | Undisbursed Amount |
| BL-L1030   | 10,000,000            | 10,000,000  | 100,000           | 0                      | 10,100,000          | 10,000,000             | 0                    | 0.00%  | 10,000,000         |
| Aggregated | 10,000,000            | 10,000,000  | 100,000           | 0                      | 10,100,000          | 10,000,000             | 0                    | 0.00%  | 10,000,000         |

## Expense Categories by Loan Contract (cumulative values)

## PMR Operational Report

### RESULTS MATRIX

#### IMPACTS

**Impact Nbr. 1:** Improve the quality and equity of education at the primary and secondary levels

**Observation:**

| Indicator  |  | Unit of Measure     | Baseline      | Baseline Year |      | EOP 2025 |
|------------|--|---------------------|---------------|---------------|------|----------|
| 1.0        | Test of female STEAM skills relative to that without the program (counterfactual) – 2nd form | Standard Deviations | 0.00          | 2024          | P    | 0.24     |
|            |  |                     |               |               | P(a) | 0.24     |
|            |  |                     |               |               | A    |          |
| Details    |  |                     |               |               |      |          |
| Pro-Gender |  | No                  | Pro-Ethnicity |               | No   |          |

| Indicator  |  | Unit of Measure     | Baseline      | Baseline Year |      | EOP 2025 |
|------------|--|---------------------|---------------|---------------|------|----------|
| 1.1        | Test of male STEAM skills relative to that without the program (counterfactual) – 2nd form | Standard Deviations | 0.00          | 2024          | P    | 0.24     |
|            |  |                     |               |               | P(a) | 0.24     |
|            |  |                     |               |               | A    |          |
| Details    |  |                     |               |               |      |          |
| Pro-Gender |  | No                  | Pro-Ethnicity |               | No   |          |

| Indicator  |   | Unit of Measure     | Baseline      | Baseline Year |      | EOP 2025 |
|------------|---|---------------------|---------------|---------------|------|----------|
| 1.2        | Sense of belonging measure relative to that without the program (counterfactual) – 2nd form | Standard Deviations | 0.00          | 2024          | P    | 0.24     |
|            |   |                     |               |               | P(a) | 0.24     |
|            |   |                     |               |               | A    |          |
| Details    |   |                     |               |               |      |          |
| Pro-Gender |   | No                  | Pro-Ethnicity |               | No   |          |

| Indicator  |  | Unit of Measure | Baseline      | Baseline Year |      | EOP 2025 |
|------------|--|-----------------|---------------|---------------|------|----------|
| 1.3        | Spillover effect measure on science content knowledge – Standard 6 | %               | 61.50         | 2017          | P    | 64.00    |
|            |  |                 |               |               | P(a) | 64.00    |
|            |  |                 |               |               | A    |          |
| Details    |  |                 |               |               |      |          |
| Pro-Gender |  | No              | Pro-Ethnicity |               | No   |          |

## PMR Operational Report

### RESULTS MATRIX

#### OUTCOMES

**Outcome Nbr. 1:** Improve the quality of primary school teachers by expanding the inquiry- and problem-based learning approach

**Observation:**

| Indicator  |   | Unit of Measure   | Baseline      | Baseline Year |      | 2020  | 2021     | 2022     | 2023     | 2024     | EOP 2025  |
|------------|---|-------------------|---------------|---------------|------|-------|----------|----------|----------|----------|-----------|
| 1.0        | Pedagogical practice index at the primary level – Standard 5. | %                 | 30.00         | 2017          | P    | 30.00 | 30.00    | 30.00    | 30.00    | 35.00    | 35.00     |
|            |   |                   |               |               | P(a) | 30.00 | 30.00    | 30.00    | 30.00    | 35.00    | 35.00     |
|            |   |                   |               |               | A    |       |          |          |          |          |           |
| Details    |   |                   |               |               |      |       |          |          |          |          |           |
| Pro-Gender |   | No                | Pro-Ethnicity |               | No   |       |          |          |          |          |           |
| Indicator  |   | Unit of Measure   | Baseline      | Baseline Year |      | 2020  | 2021     | 2022     | 2023     | 2024     | EOP 2025  |
| 1.1        | Quality of lessons index at the primary level – Standard 5    | %                 | 39.00         | 2017          | P    | 39.00 | 39.00    | 39.00    | 39.00    | 47.00    | 0.24      |
|            |   |                   |               |               | P(a) | 39.00 | 39.00    | 39.00    | 39.00    | 47.00    | 0.24      |
|            |   |                   |               |               | A    |       |          |          |          |          |           |
| Details    |   |                   |               |               |      |       |          |          |          |          |           |
| Pro-Gender |   | No                | Pro-Ethnicity |               | No   |       |          |          |          |          |           |
| Indicator  |   | Unit of Measure   | Baseline      | Baseline Year |      | 2020  | 2021     | 2022     | 2023     | 2024     | EOP 2025  |
| 1.2        | Girls benefiting from trained teachers at the primary level.  | # Female students | 0.00          | 2019          | P    | 0.00  | 1,000.00 | 2,000.00 | 5,000.00 | 5,800.00 | 13,800.00 |
|            |   |                   |               |               | P(a) | 0.00  | 1,000.00 | 2,000.00 | 5,000.00 | 5,800.00 | 13,800.00 |
|            |   |                   |               |               | A    |       |          |          |          |          |           |
| Details    |   |                   |               |               |      |       |          |          |          |          |           |
| Pro-Gender |   | No                | Pro-Ethnicity |               | No   |       |          |          |          |          |           |
| Indicator  |   | Unit of Measure   | Baseline      | Baseline Year |      | 2020  | 2021     | 2022     | 2023     | 2024     | EOP 2025  |
| 1.3        | Boys benefitting from trained teachers at the primary level.  | # Male students   | 0.00          | 2019          | P    | 0.00  | 1,000.00 | 2,000.00 | 5,000.00 | 5,800.00 | 13,800.00 |
|            |   |                   |               |               | P(a) | 0.00  | 1,000.00 | 2,000.00 | 5,000.00 | 5,800.00 | 13,800.00 |
|            |   |                   |               |               | A    |       |          |          |          |          |           |
| Details    |   |                   |               |               |      |       |          |          |          |          |           |
| Pro-Gender |   | No                | Pro-Ethnicity |               | No   |       |          |          |          |          |           |

**Outcome Nbr. 2:** Improve the quality of secondary education teachers by improving teaching practices with a focus on student-centered science and mathematics learning.

**Observation:** in accordance with the approved results matrix and evaluation plan, the baseline and targets for indicators 2.1 and 22 will be collected in year 4.

## PMR Operational Report

### RESULTS MATRIX

#### OUTCOMES

| Indicator  |   | Unit of Measure | Baseline | Baseline Year |               | 2020 | 2021 | 2022 | 2023  | 2024     | EOP 2025 |
|------------|---|-----------------|----------|---------------|---------------|------|------|------|-------|----------|----------|
| 2.0        | Pedagogical practice index at the secondary level.                    | %               |          | 2024          | P             | 0.00 | 0.00 | 0.00 | 0.00  |          |          |
|            |   |                 |          |               | P(a)          | 0.00 | 0.00 | 0.00 | 0.00  |          |          |
|            |   |                 |          |               | A             |      |      |      |       |          |          |
| Details    |   |                 |          |               |               |      |      |      |       |          |          |
| Pro-Gender |   | No              |          |               | Pro-Ethnicity |      | No   |      |       |          |          |
| Indicator  |   | Unit of Measure | Baseline | Baseline Year |               | 2020 | 2021 | 2022 | 2023  | 2024     | EOP 2025 |
| 2.1        | Quality of Teaching Index at the secondary level                      | %               |          | 2024          | P             | 0.00 | 0.00 | 0.00 | 0.00  |          |          |
|            |   |                 |          |               | P(a)          | 0.00 | 0.00 | 0.00 | 0.00  |          |          |
|            |   |                 |          |               | A             |      |      |      |       |          |          |
| Details    |   |                 |          |               |               |      |      |      |       |          |          |
| Pro-Gender |   | No              |          |               | Pro-Ethnicity |      | No   |      |       |          |          |
| Indicator  |   | Unit of Measure | Baseline | Baseline Year |               | 2020 | 2021 | 2022 | 2023  | 2024     | EOP 2025 |
| 2.2        | Female Students beneficiaries enrolled in the STEAM Laboratory School | #               | 0.00     | 2019          | P             | 0.00 | 0.00 | 0.00 | 50.00 | 100.00   | 100.00   |
|            |   |                 |          |               | P(a)          | 0.00 | 0.00 | 0.00 | 50.00 | 100.00   | 100.00   |
|            |   |                 |          |               | A             |      |      |      |       |          |          |
| Details    |   |                 |          |               |               |      |      |      |       |          |          |
| Pro-Gender |   | No              |          |               | Pro-Ethnicity |      | No   |      |       |          |          |
| Indicator  |   | Unit of Measure | Baseline | Baseline Year |               | 2020 | 2021 | 2022 | 2023  | 2024     | EOP 2025 |
| 2.3        | Male Students beneficiaries enrolled in the STEAM Laboratory School   | #               | 0.00     | 2019          | P             | 0.00 | 0.00 | 0.00 | 50.00 | 100.00   | 100.00   |
|            |   |                 |          |               | P(a)          | 0.00 | 0.00 | 0.00 | 50.00 | 100.00   | 100.00   |
|            |   |                 |          |               | A             |      |      |      |       |          |          |
| Details    |   |                 |          |               |               |      |      |      |       |          |          |
| Pro-Gender |   | No              |          |               | Pro-Ethnicity |      | No   |      |       |          |          |
| Indicator  |   | Unit of Measure | Baseline | Baseline Year |               | 2020 | 2021 | 2022 | 2023  | 2024     | EOP 2025 |
| 2.4        | Female Students benefitted by teachers trained in IPP STEAM education | #               | 0.00     | 2019          | P             | 0.00 | 0.00 | 0.00 | 0.00  | 6,160.00 | 6,160.00 |

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### RESULTS MATRIX

#### OUTCOMES

|     |   |   |      |      |      |      |      |      |      |          |          |
|-----|---|---|------|------|------|------|------|------|------|----------|----------|
| 2.4 | Female Students benefitted by teachers trained in IPP STEAM education | # | 0.00 | 2019 | P(a) | 0.00 | 0.00 | 0.00 | 0.00 | 6,160.00 | 6,160.00 |
|     |   |   |      |      | A    |      |      |      |      |          |          |

#### Details

|            |    |               |    |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

| Indicator |   | Unit of Measure | Baseline | Baseline Year |      | 2020 | 2021 | 2022 | 2023 | 2024     | EOP 2025 |
|-----------|---|-----------------|----------|---------------|------|------|------|------|------|----------|----------|
| 2.5       | Male Students benefitted by teachers trained in IPP STEAM education | #               | 0.00     | 2019          | P    | 0.00 | 0.00 | 0.00 | 0.00 | 5,800.00 | 5,800.00 |
|           |   |                 |          |               | P(a) | 0.00 | 0.00 | 0.00 | 0.00 | 5,800.00 | 5,800.00 |
|           |   |                 |          |               | A    |      |      |      |      |          |          |

#### Details

|            |    |               |    |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

Outcome Nbr. 3: Promote gender-sensitive STEAM teaching.

Observation:

| Indicator |  | Unit of Measure | Baseline | Baseline Year |      | 2020 | 2021 | 2022 | 2023 | 2024 | EOP 2025 |
|-----------|--|-----------------|----------|---------------|------|------|------|------|------|------|----------|
| 3.0       | Gender Sensitive Pedagogical practice index at the secondary level relative to that without the program (counterfactual) | %               |          | 2024          | P    | 0.00 | 0.00 | 0.00 | 0.00 | 5.00 | 5.00     |
|           |  |                 |          |               | P(a) | 0.00 | 0.00 | 0.00 | 0.00 | 5.00 | 5.00     |
|           |  |                 |          |               | A    |      |      |      |      |      |          |

#### Details

|            |    |               |    |
|------------|----|---------------|----|
| Pro-Gender | No | Pro-Ethnicity | No |
|------------|----|---------------|----|

RESULTS MATRIX

OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 1 Inquiry- and Problem-based Learning in the Primary School Classroom

|        |   |   |      | PHYSICAL<br>PROGRESS | FINANCIAL<br>PROGRESS |
|--------|---|---|------|----------------------|-----------------------|
|        |   |   |      | EOP 2025             | EOP 2025              |
| Output | Unit of Measure   |   |      |                      |                       |
| 1.1    | Primary school Principals, General and Local Managers, and Education Officers trained in school administration and education mangement. | # | P    | 320                  | 1,500,000             |
|        |   |   | P(a) | 320                  | 1,500,000             |
|        |   |   | A    | 0                    | 0                     |
| 1.2    | Parents trained to increase their participation in school management.   | # | P    | 1,500                | 1,100,000             |
|        |   |   | P(a) | 1,500                | 1,100,000             |
|        |   |   | A    | 0                    | 0                     |
| 1.3    | Teachers trained in Inquiry- and Problembased learning  | # | P    | 1,500                | 1,400,000             |
|        |   |   | P(a) | 1,500                | 1,400,000             |
|        |   |   | A    | 0                    | 0                     |

Component Nbr. 2 STEAM Learning in the Secondary School Classroom

|        |  |   |      | PHYSICAL<br>PROGRESS | FINANCIAL<br>PROGRESS |
|--------|--|---|------|----------------------|-----------------------|
|        |  |   |      | EOP 2025             | EOP 2025              |
| Output | Unit of Measure  |   |      |                      |                       |
| 2.1    | Construction Document Package (Technical Drawings and Specifications ) depicting the STEAM School Design approved. | # | P    | 1                    | 400,000               |
|        |  |   | P(a) | 1                    | 400,000               |
|        |  |   | A    | 0                    | 0                     |
| 2.2    | STEAM Lab School Constructed.  | # | P    | 1                    | 2,000,000             |
|        |  |   | P(a) | 1                    | 2,000,000             |
|        |  |   | A    | 0                    | 0                     |
| 2.3    | STEAM Laboratory School Furnished.   | # | P    | 1                    | 825,000               |
|        |  |   | P(a) | 1                    | 825,000               |
|        |  |   | A    | 0                    | 0                     |
| 2.4    | Teachers trained through STEAM laboratory school.  | # | P    | 100                  | 1,872,000             |
|        |  |   | P(a) | 100                  | 1,872,000             |
|        |  |   | A    | 0                    | 0                     |

## RESULTS MATRIX

### OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

#### Component Nbr. 3 Evaluation

|     | Output                                     | Unit of Measure |      | PHYSICAL PROGRESS | FINANCIAL PROGRESS |
|-----|--|-----------------|------|-------------------|--------------------|
|     |  |                 |      | EOP 2025          | EOP 2025           |
| 3.1 | Primary education endline completed.       | #               | P    | 1                 | 60,000             |
|     |  |                 | P(a) | 1                 | 60,000             |
|     |  |                 | A    | 0                 | 0                  |
| 3.2 | Video study secondary education completed. | #               | P    | 1                 | 50,000             |
|     |  |                 | P(a) | 1                 | 50,000             |
|     |  |                 | A    | 0                 | 0                  |
| 3.3 | RCT Baseline report completed.             | #               | P    | 1                 | 125,000            |
|     |  |                 | P(a) | 1                 | 125,000            |
|     |  |                 | A    | 0                 | 0                  |
| 3.4 | Evaluation Endline report completed.       | #               | P    | 1                 | 100,000            |
|     |  |                 | P(a) | 1                 | 100,000            |
|     |  |                 | A    | 0                 | 0                  |

#### Component Nbr. 4 Project Management

|     | Output       | Unit of Measure |      | PHYSICAL PROGRESS | FINANCIAL PROGRESS |
|-----|--------------|-----------------|------|-------------------|--------------------|
|     |              |                 |      | EOP 2025          | EOP 2025           |
| 4.1 | PEU Operated | #               | P    | 5                 | 668,000            |
|     |              |                 | P(a) | 5                 | 668,000            |
|     |              |                 | A    | 0                 | 0                  |

#### Total Cost

|  |            |      |  |            |
|--|------------|------|--|------------|
|  | Total Cost | P    |  | 10,100,000 |
|  |            | P(a) |  | 10,100,000 |
|  |            | A    |  | 0          |

### CHANGES TO THE MATRIX

No information available for this section



## PMR Operational Report

### IMPLEMENTATION STATUS AND LEARNING

| Lesson Learned - Categories |
|-----------------------------|
|                             |