

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

BELIZE

EDUCATION QUALITY IMPROVEMENT PROGRAM (EQIP) II

(BL-L1030)

AND

NON-REIMBURSABLE RESOURCES FOR INVESTMENT

(BL-J0002)

MODIFICATION PROPOSAL

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ABBREVIATIONS	
AOP	Annual Operational Plan
BTL	Belize Telemedia Limited
CEO	Chief Executive Officer
CLASS	Classroom Assessment Scoring System
COVID-19	Coronavirus Disease 2019
CPD	Continuing Professional Development
EA	Executing Agency
ESL	English as a Second Language
EQIP	Education Quality Improvement Program
GDP	Gross Domestic Product
GOB	Government of Belize
GRF	IDB Grant Facility
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IPP	Inquiry- and Problem-based Pedagogy
LP	Loan Proposal
MoEYSC	Ministry of Education, Youth, Sports, and Culture
NPV	Net Present Value
OC	Ordinary Capital
PAC	Parent Advisory Council
PEP	Pluriannual Execution Plan
PEU	Project Execution Unit
PLC	Professional Learning Community
PSE	Personal and Social Education
PSSM	Psychological Sense of School Membership
RCT	Randomized Controlled Trials
STEAM	Science, Technology, Engineering, Arts, and Mathematics
TIMSS	Trends in International Mathematics and Science Study
TSVI	TIMSS Video Study Instrument
WHO	World Health Organization

PROJECT SUMMARY
BELIZE
EDUCATION QUALITY IMPROVEMENT PROGRAM (EQIP) II AND NON-REIMBURSABLE RESOURCES FOR
INVESTMENT
(BL-L1030 AND BL-J0002)

Financial Terms and Conditions			
Beneficiary:		Belize	
Executing Agency:		Ministry of Education Youth Sports and Culture (MoEYSC)	
		Non- Reimbursable Resources BL-J0002 (GRF)	BL-L1030
Disbursement Period:		5 years	5 years
Approved Currency:		US Dollar	US Dollar
Source:		IDB (GRF) ^(a)	IDB (OC)
Amount:	USD	2,500,000	10,000,000
Total Modified:		12,500,000	
Project Outline			
Project objective /description. The general objective of the loan modification is to broaden the scope of the Education Quality Improvement Program II (EQIP) to improve the quality of education in primary and secondary schools experiencing learning challenges as a result of the schools' closure due to the COVID-19 pandemic and the high presence of diverse and multicultural environments in migrant recipient communities. The original objectives of EQIP II remain unchanged: To improve the quality and gender equity of education at the primary and secondary levels, with a special focus on innovation in Science Technology Engineering Arts and Mathematics (STEAM) education. This general objective is pursued by achieving the following specific objectives: (i) improve the quality of primary school teachers by expanding the Inquiry- and Problem-based Pedagogy (IPP) learning approach; (ii) improve the quality of secondary education teachers by improving teaching practices with a focus on student--centered science and mathematics learning; and (iii) promote gender-sensitive STEAM teaching.			
Special Contractual Conditions prior to the first disbursement of the non-refundable resources: The Non-Reimbursable resources will be used in accordance with the special contractual conditions stipulated for Program 4798/OC-BL.			
Special Contractual Conditions of Execution: Prior to the initiation of civil works, MoEYSC shall: (i) submit final designs satisfactory to the Bank; (ii) provide evidence that it has begun the call for bids for the specialized supervision firm prior to the initiation of civil works; (iii) have obtained all authorizations, licenses or permits which are necessary for the execution of the civil works; and (iv) have included in the bidding documents requirements for Contractors to develop and implement an Environmental and Social Management Plan (ESMP), including communication strategies with surrounding communities, and protocols and measures to ensure community and workers health and safety, and incorporating measures and protocols to avoid propagation of COVID-19, consistent with national regulations and the requirements of the WHO, CDC and OSHA requirements (¶4.24).			
Prior to the signing of the contract for the purchase of e-Learning devices, such as laptops and tablets, as set forth under Components I and II, the MoEYSC shall submit an updated Project Operation Manual (POM) which will include the new learning modality and use of equipment, in the terms and conditions previously agreed with the Bank (¶4.24).			
Exceptions to the Bank Policy: None			
Strategic Alignment			
Challenges^(b):	SI	<input checked="" type="checkbox"/>	PI <input type="checkbox"/> EI <input type="checkbox"/>
Cross-Cutting Themes^(c):	GD	<input checked="" type="checkbox"/>	CC <input checked="" type="checkbox"/> IC <input type="checkbox"/>

^(a) Non-reimbursable financing. The GRF is the IDB Grant Facility. Pursuant to document GN-2947-6, the IDB financing structure for this operation includes a combination of a maximum of 20% in non-reimbursable resources (GRF) and 80% reimbursable resources (Ordinary Capital). The resources from the GRF will be disbursed simultaneously and proportionally with the loan proceeds from the Ordinary Capital.

^(b) SI (Social Inclusion and Equality); PI (Productivity and Innovation); and EI (Economic Integration).

^(c) GD (Gender Equality and Diversity); CC (Climate Change and Environmental Sustainability); and IC (Institutional Capacity and Rule of Law).

I. PURPOSE

- 1.1 This document requests that the Board of Executive Directors to approve the modification to the Loan Proposal (LP) for the “Education Quality Improvement Program (EQIP) II” (BL-L1030, Loan Contract No. 4798/OC-BL) to integrate non-reimbursable resources from the Inter-American Development Bank’s Grant Facility (GRF) to support countries with large and sudden intraregional migration flows in order to broaden the scope of the operation and support the quality of education in primary and secondary schools experiencing learning challenges as a result of the schools’ closure due to the COVID-19 pandemic and of the increased presence of diverse and multicultural environments in migrant recipient communities.

II. BACKGROUND

A. Project background

- 2.1 The main objective of EQIP II is to improve the quality and gender equity of education at the primary and secondary levels, with a special focus on innovation in Science Technology Engineering Arts and Mathematics (STEAM) education. This general objective is pursued by achieving the following specific objectives: (i) improve the quality of primary school teachers by expanding the Inquiry- and Problem-based Pedagogy (IPP) learning approach; (ii) improve the quality of secondary education teachers by improving teaching practices with a focus on student-centered science and mathematics learning; and (iii) promote gender-sensitive STEAM teaching.
- 2.2 On June 7th, 2019, the investment loan BL-L1030 was approved by the Inter-American Development Bank’s (IDB) Board of Executive Directors in the amount of US\$10,000,000 from the Ordinary Capital (OC) of the IDB. The estimated total cost of the approved project was the equivalent of US\$10,100,000, including US\$100,000 of local contribution by the Government of Belize (GOB). On December 6th, 2019, the loan operation was ratified by the Parliament of Belize and on January 27th, 2020, the Loan Contract No. 4798/OC-BL was signed by the GOB.
- 2.3 During the Negotiation Mission, held from May 13-17, 2019 the Ministry of Education Youth Sports and Culture (MoEYSC) explained that it had observed an uptick of immigration in certain parts of the country, but lacked data on the numbers of migrant children and their situation, including both educational and socioemotional needs. The MoEYSC requested the IDB’s support to conduct field and analytical work on identifying the challenges and needs school communities are facing due to the increased presence of migrant students.
- 2.4 During the program’s kick-off mission, held from February 24th to the 28th, 2020, to collaborate with GOB’s authorities and officials to prepare the execution of EQIP II, the Bank’s Education and Migration teams presented the preliminary results of the fieldwork study of the situation of migrant students in Belize, highlighting

learning and integration gaps between national and migrant students. Additionally, the mission team delivered a presentation to the CEO of the Ministry of Economic Development, the Senior Advisor of the Ministry of Finance and the CEO of the MoEYSC on the IDB Migration Initiative and the availability of the IDB Grant Facility to support countries with communities receiving large and sudden intraregional migration inflows.

- 2.5 On March 11th, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a pandemic. Starting on March 20th, 2020, the Belizean Government closed public and private schools and launched distance learning methodologies. Prior to the pandemic, the country had no distance education experience or resources. The MoEYSC swiftly created a website that hosts detailed daily schedules and resources for students from preschool through grade 6 in language and mathematics, including video lessons, lessons plans, questions for parents to ask children, worksheets, assignments, learning activities for younger students involving their family members, as well as further self-paced interactive videos for older students. However, the distance education efforts are severely hampered by lack of teacher training in distance education. While EQIP II invests heavily in teacher training, the program does not contemplate training in distance education and students' limited access to distance education resources.

B. Project progress

- 2.6 The eligibility process has been lengthy, in part due to difficulties with remote working conditions of the Project Execution Unit (PEU) during the start of the pandemic-related lockdown. The project was declared eligible for disbursement on July 24, 2020. To date, no disbursement of loan resources has been made.

C. Request presented by the Government of Belize

- 2.7 As stated in the Request for Loan Modification (C/IOR/4/40/3/20) sent to the IDB on March 19th, 2020, the GOB, as Borrower and representative of the Executing Agency (EA), expressed its interest to use non-reimbursable resources from the IDB Grant Facility (GRF) to support countries with large and sudden intraregional migration inflows in operations that are under preparation or in execution that could be eligible to be complemented or scaled up to address the effects of this phenomenon in host communities. Specifically, the GOB requested to amend the Loan Contract (4798/OC-BL) to broaden the scope of this approved operation to support school communities with large migrant populations ([OEL#7](#)).
- 2.8 Additionally, on August 19, 2020 the GOB complemented its original request for loan modification with a request to also include necessary changes to EQIP II to improve the quality of education in primary and secondary schools experiencing learning challenges as a result of the schools' closure due to the COVID-19 pandemic ([OEL#1](#)).

III. RATIONALE

- 3.1. The rationale for the proposed loan modification is twofold. First, to support the quality of education in primary and secondary schools experiencing learning challenges as a result of the schools' closure due to the COVID-19 pandemic and of the increased presence of diverse and multicultural environments in migrant recipient communities. Second, to support countries with large and sudden intraregional migration flows in order to broaden the scope of the operation.

A. Pandemic disruptions to the education system

- 3.2. **School-closures due to the COVID-19 pandemic has created an unprecedented disruption to the education system.** As the government has moved towards an at-home learning modality, many students in vulnerable conditions are disadvantaged as they experience uneven access to distance and hybrid education resources, online learning opportunities and hardware. Less than half of primary school students (46%) and a little more than half of secondary school students (58%) have a home internet connection. Only 44% of students at the primary level, and 55% at the secondary level, have access to either a tablet or computer at home. Teachers are much more likely than their students to have a home internet connection and access to a computer. Access to both technologies hover around 90% for teachers at the primary and secondary levels (MoEYSC, 2020).
- 3.3. **School closures will likely increase dropout rates.** Already pre-pandemic, Belize struggled with some of LAC's lowest attendance rates at the primary level of education.¹ It is likely that these rates will drop further because of pandemic-related school closures, particularly among students from the lowest socioeconomic groups, including migrant students. While the factors contributing to dropout are multiple, a key factor is that students fall behind in their schoolwork, which ultimately causes them to drop out. The reasons that students may fall behind during school-closures are multiple, including: (i) difficulties accessing the MoEYSC online learning materials due to lack of hardware or internet; (ii) low quality online instruction as teachers have not been trained in distance or hybrid education; (iii) lack of access to persons who can explain learning materials, particularly among students who needed remedial education already prior to the pandemic; (iv) limited bilingual learning materials for non-English speakers; and (v) competing tasks, such as relatives or caregivers requesting help with childcare.
- 3.4. **The economic impact of school closures will be large and will be greater if quality distance education is not provided to all students.** International estimates of the economic impact of school-closures during the pandemic averages around 2.5%² in marginal learning loss per year over a student's working

¹ While most education systems in LAC have universal attendance rates at the primary level of education, the corresponding rate in Belize is 93% (LFS, 2018).

² The effect will be greater in education systems that do not manage to provide quality distance education to all students.

life. While this may not seem like much, it translates to a large impact on a country's GDP. In the case of the United States, a four-month school closure translates to a 12.7% reduction of GDP in accumulated lifetime earnings, representing an annual loss of 0.27% ([Brookings, 2020](#)). In the case of Belize, in the absence of any impact of distance and hybrid education, a 4-month school closure would translate into a learning loss of about 5% and a net loss of US\$243 million over the working life of affected children. This amount is equivalent to US\$ 5.4 million per year, or 0.3% of annual GDP, which amounted to US\$1,875 million in 2018.³ With the provisions for distance and hybrid education, the total net loss would be reduced to US\$ 201.2 million, or about US\$ 4.5 million per year or 0.23 % of annual GDP, which is a significantly lower negative impact of the COVID-19 crisis. (Arcia, 2020).

- 3.5. **Transitioning to distance and hybrid learning at scale is a challenging and complex task for education systems, even in the best of circumstances.** Best practices for distance and hybrid learning and applications that use information and communication technology (ICT) systems include: (i) increase access to digital content by negotiating with internet providers, and facilitating access to hardware, such as tablets and laptops;⁴ (ii) make online learning tools and platforms available for use on a range of devices, software applications and operating systems, including mobile phones, tablets and computers; (iii) select content with different bandwidth in mind, including content that can be uploaded onto devices to be made available offline; (iv) ensure that digital learning is aligned with existing curricula; (v) map content that is already available within the education system, and identify preferably evidence-based content to complement existing resources; (vi) create a consolidated platform as a one-stop shop where parents can access all content; (vii) create a virtual helpdesk at the school, district or central level to support caregivers, teachers and students; (viii) put in place a system for the individual monitoring of the progress of each students, including remedial support whenever needed; (ix) mitigate the mental health and socio-emotional effects of the pandemic by training teachers in strategies to promote student wellbeing, and identification and referral of potential victims of intrafamily and gender-based violence;⁵ (x) train teachers in interactive distance and hybrid education methodologies to avoid a purely traditional learning model that focuses on mere transmission of content; (xi) train school administrators in distance and hybrid education, including coordination and monitoring of instruction and learning; and (xii) complement digital learning solutions with a multimedia strategy that can include printed materials, radio and television.
- 3.6. Under the leadership of MoEYSC, some of these best practices are already underway in Belize, including development of remote learning plans; creation of a one-stop-shop on the Ministry's website for distance and hybrid education content; transmission of radio education; distribution of television content for preschoolers;

³ Annual impact: US\$243/45=US\$5 million; US\$5 million/US\$1,875 million = 0.27 % (rounded up to 0.3 %).

⁴ Equipment will have instructions for adequate use, storage, and disposals to ensure adequate environmental and sustainability management.

⁵ BID. 2020. "La educación en los tiempos del coronavirus: asegurando la continuidad del aprendizaje durante y después de la emergencia sanitaria." Internal Document.

and distribution of printed study guides, textbooks, projects and reading lists. However, a big gap exists in e-learning,⁶ which due to hardware and internet limitations is largely restricted to students that attend high-resourced schools. The GOB is negotiating a two-year agreement with Belize Telemedia Limited (BTL), the largest telecommunication provider in the country, to allow schools and students free internet access, which may increase connectivity for some students. Nevertheless, internet limitations will remain and any distance and hybrid education model must plan for offline learning. In addition, hardware limitations remain, as does the problem of lack of trained teachers in hybrid education more generally and specifically in e-Learning methodologies.

B. Integration of migrant students

- 3.7. **Large and sudden migration inflows from Central American countries represent an important development challenge to Belize as it is impacting quality of public services and social inclusion.** From 2015 to 2018, migration to Belize increased its population by 1.4%⁷. Looking to improve social and employment opportunities have driven immigrants from Guatemala, El Salvador and Honduras to Belize. Over 90% of immigrants in Belize come from these countries and represent approximately 14% of its population. This rapid influx of immigrant population poses several challenges to the provision of basic social services such as social protection, health, and education. In the case of the education system, the Belizean government allows migrant children's enrollment in primary and secondary education regardless of their nationality or the migratory status. However, as schools are becoming more diverse and multicultural, differences in academic performance between migrant and Belizean students emerge, and integration is an important challenge for school communities. An estimated 10% of Belize's student population is migrant ([OEL#5](#)).
- 3.8. **Education attendance is limited among migrant students**⁸. The attendance rate of primary school-aged migrant children is 7 percentage points lower than among their Belizean peers (90 versus 97%). The gap in attendance rate doubles at the secondary level to 13 percentage points (70 versus 83%) (LFS, 2018). Part of the problem is that migrant students drop out and repeat grades at a higher rate than their non-migrant peers. Migrant students are five times more likely to drop out of school than non-migrant students. Similarly, the repetition rate among migrant students is twice that of non-migrants. School principals and teachers⁹ believe that migrant students' drop out of school because their parents cannot

⁶ Web-based instruction, virtual schools, and online learning are all terms used to communicate a wide spectrum of instruction approaches that are not face-to-face and use of ICT systems that connect learners.

⁷ The percentage increase represents the change in the share of immigrant stocks for the period 2015-2018. IDB calculation based on UN Data.

⁸ Migrant student is a child that has moved away from his or her place of usual residence, across an international border, temporarily or permanently, and for a variety of reasons, and attends school in Belize.

⁹ A total of 45 school principals and 157 teachers were interviewed from a sample of schools with a significant number of enrolled migrant students.

afford to pay school fees¹⁰ and materials. Moreover, around 65% of migrant students struggle with reading and writing in English, affecting either their motivation to remain in school or their likelihood to attend ([OEL#5](#)). These factors, in turn, lead to a large group of parents not motivating the children to continue their studies and instead encourage them to start working.

- 3.9. **Most migrant students (96%) face language barriers.** According to the survey, ¹¹ over a fifth of students suffer hostility (22%) and close to a fifth experience cultural barriers (18%) that hamper integration ([OEL#5](#)). This finding is consistent with international research, which shows that migrant students face linguistic, cultural, and social differences that create barriers to fully participate in school, especially in forming social relationships (Hamilton, 2013). More than half of migrant children (56%) left their countries of origin due to violence. Among these school-age children and young people who have escaped violence and persecution, 77% suffer from socio-emotional trauma, and 40% are out of school.
- 3.10. **Migrant students have significant learning gaps compared to native Belizean students.** Non-migrant students outperform migrant students by 17 percentage points in Language Arts and 8 percentage points in Mathematics. [The IDB study \(2020\)](#) shows that migrant children who speak English perform better in both Language Arts and Mathematics. For instance, in Language Arts, two-thirds of children who speak English obtained a competent grade level or higher, while only one-fifth of children who do not speak English obtained a similar grade level. Additionally, migrants' performance is also affected by whether they left their countries due to violence or not. For example, in Mathematics, 49% of migrant students that suffered violence in their home country obtained a competent grade level or higher whereas 71% of migrant children who left their countries for other reasons obtained a similar grade level. The same trend is observed in Language Arts.
- 3.11. **Many Belizean schools try to facilitate enrollment and integration of migrant students.** A majority of schools provide some type of orientation program to newly arrived migrant students or parents such as welcoming materials in different languages (62%), assigning a "welcome buddy" or family advisor (42%), or hosting social events for new parents. Close to two thirds of schools provide counseling services to promote grade transition or provide socio-emotional support (13%) or specific individual support (47%) ([OEL#5](#)). Belizean schools without counseling services report more challenges with student integration. Although, schools whose staff has immigrant background or received bilingual education training has made student integration smoother as migrant students can communicate in their native language and get adequate support ([OEL#5](#)).

¹⁰ 90% of primary school-aged children attend denominational schools that are publicly funded, but still charge a range of fees. As a result, Belizean households contribute 50% of the country's investment in education.

¹¹ A total of 449 non-migrant families and 435 migrant families were surveyed across Belize's four districts with the highest concentration of migrants.

- 3.12. **Teachers request pedagogic support and innovative tools to manage multicultural learning environments to enhance inclusion of migrant students.** Even though, 91% of school directors report promoting intercultural education in their classrooms, half of teachers expressed their need for training in English as a Second Language (ESL) strategies and new teaching techniques to improve teaching in multicultural learning environments.¹² Also, 69% of schools do not implement any diagnostic placement testing to assess migrant students' competences in language, making the implementation of remedial education strategies challenging.
- 3.13. **An inclusive education, with tailored solutions for migrant children, is an important way to achieve integration and social cohesion, as it bridges culture gaps and serves as a first step for skills and professional development.** The OECD countries have adopted proven strategies to reduce performance gaps between immigrants and non-immigrants such as: (i) integrating language and subject learning from the earliest grade and bilingual teaching; (ii) helping teachers identify students who need language training; (iii) providing specific, formal training on diversity, intercultural pedagogy, language development, and formative assessment for school leaders and teachers; (iv) offering incentives for teachers and school leaders to work in disadvantaged schools; (v) providing a smooth transition to migrant children; (vi) offering support to parents of migrant children to facilitate participation in school life and integration within the school community; and (vii) offering integrative activities in school to reduce xenophobia and discrimination. A recent IDB study summarizes different best practices around the world ([OEL#5](#)).
- 3.14. **Evidence shows the importance of offering language training to recently arrived immigrant students to reduce performance gaps.** According to an OECD study¹³, performance gaps in reading between first-generation immigrant students and non-immigrant students shrinks considerably (from 40 to 20 score-point difference) once the language students speak at home is considered. Texas Migrant Education Program Evaluation¹⁴ found that receiving tailored services to improve migrants' performance in school were positively and significantly related to promotion of migrant students to the second grade, greater attendance rates, as well as related to being less likely to drop out of school.
- 3.15. Teachers should not be alone in ensuring that migrant students are successfully integrated into schools. Many other professionals, such as school principals, counselors, social pedagogues, psychologists, social workers, etc., may contribute to this process (EU, 2019). Two figures that are commonly used in European schools are teaching assistants or intercultural mediators which support migrant students' initial integration in both the academic and social spheres, contributing

¹² In the education literature, multicultural education refers to teaching that incorporates values, beliefs, history, and perspectives of people from diverse cultural backgrounds. Culture is defined in a broad sense that includes dimensions such as race, language, nationality, socioeconomic class, and gender.

¹³ OECD (2015). Helping Immigrant Students to Succeed at School – and Beyond.

¹⁴ MGT (2011). Texas Migrant Education Program Evaluation. Texas Education Agency, Austin.

to students' feeling of well-being in school. Also, helping students with their social and emotional development, contributes to improving migrant students' overall school performance and minimizes the risk of low achievement and early school leaving (Trasberg & Kond, 2017). Schools can promote a caring and respectful environment which supports children's capacity to communicate and connect with teachers and peers. Additionally, teachers valuing the unique aspects of what makes each student different, the diversity of backgrounds and cultures¹⁵ contribute to embracing those differences in the classroom and creating positive learning outcomes (Stuart Wells, Fox & Cordova-Cobo., 2016).

IV. PROPOSED MODIFICATION

A. Objective and components

- 4.1. In order to address the challenges described above (¶3.2 to ¶3.12) and support migrant recipient schools, the proposed loan modification includes: (i) support the quality of education in primary and secondary schools experiencing learning challenges as a result of the schools' closure due to the COVID-19 pandemic and of the increased presence of diverse and multicultural environments in migrant recipient communities; and (ii) to support countries with large and sudden intraregional migration flows in order to broaden the scope of the operation through the use of non-reimbursable resources from the Bank's Grant Facility (GRF). Neither the overall objective, nor the specific objectives will be modified. The GRF will finance complementary activities that contribute to the outputs defined in the original results framework in Components 1 to 4.
- 4.2. **Component 1. Inquiry- and Problem-based Learning in the Primary School Classroom (IDB OC: US\$2.4 million; IDB GRF: US\$1.5 million).** The component's aim to train primary education teachers in Inquiry- and Problem-based Pedagogy (IPP) will remain. The subcomponents in the original LP were: (i) Primary School Teacher Professional Development (Subcomponent 1.1); and (ii) School Management (Subcomponent 1.2). However, face-to-face training of teachers in Subcomponent 1.1 will be substituted with online training when appropriate. Teachers will be trained in the following: (i) IPP through distance and hybrid learning modalities both based on digital technologies and currently used distance education tools as outlined above (¶3.6); (ii) formative assessment and development of individualized education plans; (iii) strategies to promote student wellbeing, strategies to support at risk students, and identification and referral of potential victims of intrafamily and gender-based violence; (iv) inclusive education and management of multicultural environments; and (v) intensive English language instruction for students whose first language is not English. To facilitate distance and hybrid learning, resources from Subcomponent 1.1 will also finance e-Learning devices such as tablets and laptops for students and teachers in disadvantaged schools, as well as e-Learning applications and software that can

¹⁵ Diversity in the classroom allows students to consider perspectives and opinions beyond those they have already formed or were shaped in early life by family and friends. Creating a culturally responsive environment fosters a classroom where students become respectful and understanding of cultures different from their own.

be used offline. The school leadership training in Subcomponent 1.2 will be online and expanded to foster capacities to provide education in times of COVID-19, including competencies for administrative oversight of distance and hybrid learning modalities, as well as engagement of the wider school communities. Similarly, the parental training in Subcomponent 1.2 will be online and include the promotion of online learning, multiculturalism and integration. The GRF resources will be used to finance psycho-social support for migrant victims of trauma, and the part of digital devices¹⁶ that are to be used in schools with large proportions of migrant students. The training of teachers online is estimated to free up resources needed for the purchase of digital devices as well as the transfer of resources to Component 2 (see Section B below).

- 4.3. **Component 2. STEAM Learning Secondary School (IDB OC: US\$6.4 million; IDB GRF: US\$1 million).** The specific objective will be maintained to improve the quality of secondary education teachers by improving teaching practices with a focus on student-centered science and mathematics learning and promote gender-sensitive STEAM teaching. The subcomponents in the original LP were: (i) Design and Construction of STEAM Laboratory School (Subcomponent 2.1); (ii) Establishment of a STEAM Laboratory School (Subcomponent 2.2); (iii) Professional Development of STEAM teachers (Subcomponent 2.3); and Structured STEAM Internships (Subcomponent 2.4). The proposed modifications are as follows. In Subcomponent 2.1, resources will be used to finance an architectural design that reflects the cultural and natural diversity of Belize. In subcomponent 2.2 the education program of the school will integrate multicultural education. In Subcomponent 2.3 the professional development of teachers will be expanded to encompass: (i) interactive hybrid education methodologies; (ii) formative assessment and development of individualized remedial education plans; (iii) strategies to promote student wellbeing, strategies to support at risk students, and identification and referral of potential victims of intrafamily and gender-based violence; and (iv) build the capacities of secondary education teachers to provide inclusive education and management of multicultural environments, including mentoring and counseling of migrant students. To facilitate the implementation of hybrid education, e-Learning devices and applications will be acquired for students and teachers in low-resourced communities. In addition to training for secondary education teachers in bilingual distance and hybrid learning modalities, the GRF resources will be used to finance digital devices for schools with elevated proportions of migrant students. In Subcomponent 2.4, the outreach activities to employers will include cultural sensitization and information to ensure access to internships for migrant students. To cover the additional teacher training activities, as well as an estimated higher cost of the STEAM Laboratory School based on the final version of conceptual design, resources will be moved from Component 1 to Component 2 (see Section B below).

¹⁶ The maintenance of digital devices will form part of the contract of the firm that will provide the hardware.

- 4.4. **Components 3. Evaluation (US\$0.3 million).** The original evaluation design remains unchanged but will disaggregate data for migrant and non-migrant students to allow for heterogeneity analyses.
- 4.5. **Component 4. Project management (US\$0.6 million).** The project execution support and audit remain unchanged.
- 4.6. **Program beneficiaries.** The professional development for primary and secondary school teachers and the pedagogical leadership and management training will target the same government and government aided schools¹⁷ as outlined in the original LP.¹⁸ The investments in e-Learning devices, such as tablets and laptops at the primary and secondary levels of education will use the following targeting criteria: (i) schools located in communities of low levels of socioeconomic development; and in the case of GRF resources (ii) communities with high proportions of migrant populations.¹⁹ The number of students and teachers that will benefit from technological education devices for hybrid education is estimated to be at least 9,700 and 100, respectively.

B. Cost and source of financing

- 4.7. Table 1 shows the allocation of cost financed with GRF resources in the amount of US\$2,500,000 as well as a reallocation of US\$1.6 million of OC from Component 1 to Component 2 based on design of the STEAM Laboratory School and to cover the additional teacher training activities.

Table 1: The budget of the program (original and adjusted in thousand USD)

Component/Subcomponent	IDB OC (original)	IDB OC (adjusted)	IDB GRF	Local	Total IDB
Component 1: IPP in a Primary School Classroom	4,000	2,400	1,500		3,900
1.1. Teacher Professional Development	3,000	1,950	1,500		3,450
1.2. Pedagogical Leadership and Education Management	1,000	450			450
Component 2: STEAM Learning in Secondary School	4,772	6,372	1,000		7,372.00
2.1 STEAM Laboratory School Infrastructure	2,500	3,660	0		3,660
2.2 STEAM Laboratory School Management & Training Force	1,780	1,780	-		1,780
2.3 Professional Development of STEAM Teachers	400	840	1000		1,840
2.4 Structured STEAM Internships	92	92	-		92
Component 3: Evaluation	335	335	-		335

¹⁷ Government aided schools include publicly funded schools that are either publicly operated or privately operated.

¹⁸ The original beneficiaries outlined in the original loan proposal are: 129 primary schools; 1,500 primary education teachers; 27,600 primary education students; 26 secondary schools; 100 secondary education STEAM teachers; and 12,040 secondary education students.

¹⁹ The Cayo and Belize districts comprise of over half of Belize's migrant population and another one third of the migrant population is settled in the Toledo and Stan Creek districts (SIB, 2018).

2.1 Assessment of Classroom Practices	110	110	-		110
2.2 Assessment of Student Learning & Economic Returns	225	225			225
Component 4: Project Management	568	568	-	100	668
4.1 Executing Unit/Project Execution Support	493	493	-	100	593
4.2 Audit	75	75		-	75
Contingency	325	325			325
Total	10,000	10,000	2,500	100	12,600

4.8. Table 2 shows the disbursement schedule.

Table 2: Disbursement schedule (US\$)

Disbursements	Y1	Y2	Y3	Y4	Y5	Total
IDB	1,652,320	2,882,784	2,556,229	2,207,697	700,970	10,000,000
GRF	544,000	849,500	595,500	511,000	-	2,500,000
Local Contribution	20,000	20,000	20,000	20,000	20,000	100,000
%	17.5%	29.8%	25.2%	21.8%	5.7%	100%
Total	2,216,320	3,752,284	3,171,729	2,738,697	720,970	12,600,000

4.9. The Pluriannual Execution Plan (PEP), Annual Operational Plan (AOP), and Procurement Plan have been updated and added to this proposal. The timeline of key activities is outlined in Table 3.

Table 3: Timeline of key activities

	Y1	Y2	Y3	Y4	Y5
STEAM School Construction Design		January to May 2021			
STEAM School Construction		Initiation June 2021	Finalization June 2022		
Purchase of digital devices	November 2020				
Distribution of digital devices	Initiation November 2020	Finalization April 2021			
Teacher Professional Development in Distance and Hybrid education		Initiation February 2021			Finalization March 2024
School services, including counseling and digital helpdesk		Initiation February 2021			Finalization March 2024

4.10. **Migration eligibility.** Unprecedented migratory flows are challenging several countries in Latin America and the Caribbean, with potential harmful effects for the host communities if not addressed properly. To address these exceptional

circumstances, the Board of Governors of the IDB approved the use of up to US\$100 million from Ordinary Capital resources under the IDB Grant Facility to Support Countries With Large and Sudden Intraregional Migration Inflows (documents GN-2947-6 and AB-3199). The objective of this Facility is to help countries design interventions that provide access to basic services, access to social services, and economic opportunities to migrants and their host communities, benefiting both migrants and the local population by favoring inclusive development and fostering positive relationships between these group.

- 4.11. The program meets the five eligibility criteria for the use of grant facility resources ([OEL#2](#)): (i) Belize's migration increased its population by 1.4% between 2015 and 2018, almost triple the level required to qualify under Criteria 1 (0.5%)²⁰; (ii) the proposed modification identifies student integration issues and learning gaps between migrants and Belizean students as a main problem (§3.7 to §3.12) and defines appropriate solutions to tackle it (§3.13 to §3.15); (iii) the proposed modification will improve access to social services through continuity of education, learning and integration of migrant students in primary and secondary schools (§4.1; §4.3); (iv) the operation defines migrant and non-migrant beneficiaries as well as geographical areas with high concentration of migrants (§4.6); and (v) on March 19th, 2020, the Government of Belize expressed the need to amend the loan contract to integrate non-reimbursable resources and broaden the scope of the program to support migrant students and its host communities (§2.7). Accordingly, the US\$10 million from loan operation 4798/OC-BL will match the US\$2.5 million in GRF resources, consistent with a combination of a maximum of 80% of IDB reimbursable resources and 20% of non-reimbursable resources.
- 4.12. **Innovative aspects.** The program will support distance and hybrid learning and digital transformation for teachers and students through the provision of e-Learning devices, applications and software for offline and online use, and inclusive content for hearing impaired, among others.

C. Key results indicators

- 4.13. **Changes in the Results Matrix and evaluation.** All impact and outcome indicators remain unchanged with the incorporation of complementary resources. The impact and outcomes indicators will be disaggregated for migrant students. Although the format of the principal and parent training, and the teacher professional development have changed from face-to-face to largely online, the number of persons trained remain unchanged. Therefore, all original output and outcome indicators remain unchanged. The below additional product indicators have been added to the results matrix and Monitoring and Evaluation Arrangement Plan. The original student Corporate Results Framework (CRF) outcome indicators have been disaggregated by migrant and non-migrant students (see Table 4).

²⁰ Compliance with this criterion is considered valid for a period of three years, in this case making Belize eligible to access the Facility until 2021.

Table 4. Additional outcome and output indicators in the results matrix

Indicators	Unit of Measure	Baseline	End of Project	Means of Verification	Observations
Component # 1 Inquiry- and Problem-based Learning in the Primary School Classroom					
Outcome #3. Non-migrant girls benefiting from trained teachers at the primary level.	Non-migrant female students (#)	0	12,420	Project Progress report, prepared by the PEU	CRF Indicator
Outcome #4. Non-migrant boys benefitting from trained teachers at the primary level.	Non-migrant male students (#)	0	12,420	Project Progress report, prepared by the PEU	CRF Indicator
Outcome #5. Migrant boys benefiting from from trained teachers at the primary level.	Migrant male students (#)	0	1,380	Project Progress report, prepared by the PEU	CRF Indicator
Outcome #6. Migrant girls benefiting from from trained teachers at the primary level.	Migrant female students (#)	0	1,380	Project Progress report, prepared by the PEU	CRF Indicator
Output #4. Teachers trained in the support of migrant students including immersion English	Teachers (#)	0	500	1,500	Pro-gender flag indicator. The aim is to train teachers in prevention and responses to gender-based violence
Output #5. Caregivers trained in multiculturalism and integration of migrant students.	Persons (#)	0	1,500	1,500	CRF Indicator
Output #6. e-Learning devices for hybrid education with learning applications for offline use.	Devices (#)	0	3,700	Project Progress report, prepared by the PEU	CRF Indicator
Component # 2 STEAM Learning in the Secondary School Classroom					
Outcome#12. Female non-migrant students benefitted by	Female non-migrant students (#)	0	5,544	Project Progress report,	CRF Indicator. Benefits are associated to changes in

teachers trained in IPP STEAM education				prepared by the PEU	teachers' pedagogical practices; hybrid and multicultural education.
Outcome#13. Male non-migrant students benefitted by teachers trained in IPP STEAM education.	Male non-migrant students (#)	0	5,544	Project Progress report, prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Outcome #14. Male migrant students benefitted by teachers trained in IPP STEAM education	Male migrant students (#)	0	616	Project Progress report, prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Outcome #15. Female migrant students benefitted by teachers trained in IPP STEAM education	female migrant students (#)	0	616	Project Progress report, prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Output #5. Teachers trained in inclusive education and management of multicultural environments, including immersion English.	Teachers (#)	0	100	Project Progress report, prepared by the PEU	Pro-gender flag indicator. The aim is to train teachers in prevention and responses to gender-based violence.
Output #6. e-Learning devices for hybrid education with learning applications for offline use	Devices (#)	0	6,000	Project Progress report, prepared by the PEU	

- 4.14. **Changes in the economic analysis.** The project team has updated the ex-ante economic analysis to consider the potential effects of the COVID-19 crisis, investments in distance and hybrid education, and support of migrant education communities. Previously, the expected Net Present Value (NPV) of the operation was calculated to be 77%. The adjusted NPV reaches 80% of the total benefits, reflecting two sets of changes in assumptions. First, thanks to the GRF investment,

an increased academic performance among migrant students is expected to lead to enhanced retention and expected lifetime earnings of this group of students.

- 4.15. Second, the proposed loan modification is expected to decrease this negative effect of the pandemic by strengthening distance and hybrid education and reduce the financial effect of the crisis. As indicated above (¶3.4), the earning losses caused by the COVID-19 crisis would be reduced from US\$243 to US\$201.2 million thanks to the project's interventions in distance and hybrid education ([OEL#4](#)).

D. Environmental and social safeguard risks

- 4.16. Based on the guidelines of the Environment and Safeguards Compliance Policy (GN-2208), the operation was classified as category "C" in the original LP. This original classification does not change based on the proposed loan modification.

E. Fiduciary risks

- 4.17. No additional risks have been identified.

F. Other key issues and risks

- 4.18. **Additional risks.** The project team and counterparts have identified three additional risks. First, the IDB survey of migrant school communities (¶3.9 to ¶3.11) identified resistance towards migrant students among non-migrant caregivers. Even if the funding targets entire school communities, this group of caregivers could potentially oppose that migrant students benefit from any resources (e.g. digital devices or counseling). To address this risk, the parental training sessions for migrant and non-migrant caregivers have been expanded to promote the value of multiculturalism and integration. Second, although the modification design foresees offline learning, the use of education technologies in remote and low-resource communities may be challenging. To facilitate the transition to distance and hybrid education for students in low-resourced communities, a bilingual helpdesk will be created; and offline resources provided. Third, as with any digital education initiative, there are risks associated with student privacy. To address risks associated with student privacy, the issue will be included in the training of teachers in distance and hybrid education.
- 4.19. **Project sustainability.** As outlined in the original LP, the proposed program is expected to have a low impact on Government finances during the period of project performance, as recurrent funding is covered by the project, and counterpart funding is minimal, about US\$30,000 per year, which is 0.02% of the recurrent MoEYSC budget of US\$143 million. The sustainability analysis of the STEAM Laboratory school remains as outlined in the original LP. The use of digital education devices will continue once schools reopen with face-to-face instruction as part of a hybrid education model.

G. Summary of implementation arrangements

- 4.20. **Project execution.** As outlined in the original LP, the MoEYSC through the same Project Execution Unit (PEU) that has executed EQIP I (BL-L1018; 3186/OC-BL)

- will be responsible for the execution of the loan and grant resources. No changes are foreseen to the project execution mechanism.
- 4.21. **Execution period.** The execution period will remain unchanged.
- 4.22. **Implementation supervision system.** As outlined in the original LP, the same Program Steering Committee (PSC) that has supported EQIP I (BL-L1018; 3186/OC-BL) will provide policy direction and support to the EQIP II. No changes are foreseen to the implementation supervision system.
- 4.23. **Reporting.** The PEU is responsible of preparing semi-annual and annual reports for the MOEYSC and IDB. In addition to the reporting requirements outlined in the original LP, the reports should detail the use of the GRF resources.
- 4.24. **Changes in contractual conditions.** The GOB has fulfilled the conditions precedent to the first disbursement laid out in the original LP. The original LP includes one Special Contractual Clause of execution, which will be modified as follows: **Prior to the initiation of civil works, MoEYSC shall: (i) submit final designs satisfactory to the Bank; (ii) provide evidence that it has begun the call for bids for the specialized supervision firm prior to the initiation of civil works; (iii) have obtained all authorizations, licenses or permits which are necessary for the execution of the civil works; and (iv) have included in the bidding documents requirements for Contractors to develop and implement an Environmental and Social Management Plan (ESMP), including communication strategies with surrounding communities, and protocols and measures to ensure community and workers health and safety, and incorporating measures and protocols to avoid propagation of COVID-19, consistent with national regulations and the requirements of the WHO, CDC and OSHA requirements.”** The modification of this condition is considered necessary in order to allow for the use of a Design and Build Contract that will ensure that the design is approved by the Bank before the design-builder receives the resources to initiate construction activities under its component. The modification is also required to ensure that protocols are followed at the construction site to avoid the spread of COVID-19. **Prior to the signing of the contract for the purchase of laptops, as set forth under Components I and II, the MoEYSC shall submit an updated Project Operation Manual (POM) which will include the new learning modality and use of equipment, in the terms and conditions previously agreed with the Bank ([OEL#3](#)).**
- 4.25. **Changes in disbursements.** The GRF resources and the loan proceeds will be disbursed *pari passu*, proportionally and simultaneously with the Ordinary Capital loan proceeds, as provided in documents AB-3199 and GN-2947-6.
- 4.26. **Changes to procurement.** The procurement policies are updated to the last version, therefore, the procurement of goods, works and consulting services to be financed with resources of the program will be carried out in accordance with the Policies for the Procurement of Works and Goods Financed by the Inter-American Development Bank (GN-2349-15); and the Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank (GN-2350-15) both of May 2019. In addition to the single source contract in the

original LP, the GOB has informed the Bank that it intends to conduct market research to identify a firm in order to present to the IDB Project Procurement Committee (PPC) a request for a SSS of the identified firm. The Government will be responsible to provide an adequate and solid justification of the acquisition through direct contract according to the procurement policies. The funds of the IDB OC and of the GRF will be blended for purposes of procurement of works under Components 1 and 2 ([REL#3](#)).

- 4.27. **Audits.** As outlined in the original LP, an external audit of the program will be performed by a firm of independent auditors acceptable to the Bank. No changes in the audit requirements and procedures are foreseen.
- 4.28. **Monitoring and evaluation arrangements.** The monitoring and evaluation arrangements remain unchanged. Beneficiary data will allow for the disaggregation of migrant and non-migrant students.
- 4.29. **Changes in climate change tracking.** According to the joint MDB approach on climate finance tracking, reporting is done at approval of an operation. The resources of the present operation were tracked in 2019 and will not be counted again.

V. RECOMMENDATIONS OF THE PROJECT TEAM

- 5.1. Considering that the complementary resources were not anticipated in the preparation of the loan 4798/OC-BL originally approved by the Bank's Board of Directors and that the GRF resources will be included in this operation, it is recommended that the Bank's Board of Directors, based on the provisions of document DR-398-18, Regulations of the Board of Executive Directors of the Inter-American Development Bank, and paragraph 4.2 of document GN-2947-6 Operational Guidelines for the Use of Resources from the IDB Grant Facility to Support Countries with Large and Sudden Intraregional Migration Inflows, approve by standard procedure the modification to the Program in accordance with this document, and approve the draft resolution attached hereto as Appendix I, in order to complement the financing provided therein with the resources of the GRF. Likewise, it is recommended to authorize the President of the Bank, or the representative he designates, in the name and on behalf of the Bank to sign the agreement or agreements that are necessary with Belize as a Beneficiary to grant it additional non reimbursable financing from the resources of the contribution granted by the GRF and to allow for the execution of the activities provided for in this document.

Development Effectiveness Matrix		
Summary BL-L1030, 4798/OC-BL		
I. Corporate and Country Priorities		
Section 1. IDB Group Strategic Priorities and CRF Indicators		
Development Challenges & Cross-cutting Issues	-Social Inclusion and Equality -Gender Equality and Diversity	
CRF Level 2 Indicators: IDB Group Contributions to Development Results	-Students benefited by education projects (#)	
2. Country Development Objectives		
Country Strategy Results Matrix	GN-2746	Improve governance and quality of education relative to investment in the sector
Country Program Results Matrix		The intervention is not included in the 2020 Operational Program.
Relevance of this project to country development challenges (If not aligned to country strategy or country program)		
II. Development Outcomes - Evaluability		Evaluable
3. Evidence-based Assessment & Solution	10.0	
3.1 Program Diagnosis	2.5	
3.2 Proposed Interventions or Solutions	3.5	
3.3 Results Matrix Quality	4.0	
4. Ex ante Economic Analysis	7.5	
4.1 Program has an ERR/NPV, or key outcomes identified for CEA	1.5	
4.2 Identified and Quantified Benefits and Costs	3.0	
4.3 Reasonable Assumptions	0.0	
4.4 Sensitivity Analysis	2.0	
4.5 Consistency with results matrix	1.0	
5. Monitoring and Evaluation	9.5	
5.1 Monitoring Mechanisms	4.0	
5.2 Evaluation Plan	5.5	
III. Risks & Mitigation Monitoring Matrix		
Overall risks rate = magnitude of risks*likelihood	Medium Low	
Environmental & social risk classification	C	
IV. IDB's Role - Additionality		
The project relies on the use of country systems		
Fiduciary (VPC/FMP Criteria)	Yes	Financial Management: Accounting and Reporting.
Non-Fiduciary	Yes	Strategic Planning National System, Monitoring and Evaluation National System.
The IDB's involvement promotes additional improvements of the intended beneficiaries and/or public sector entity in the following dimensions:		
Additional (to project preparation) technical assistance was provided to the public sector entity prior to approval to increase the likelihood of success of the project	Yes	Prior to the approval of the project financial and procurement training is being provided to the Project Executing Unit. Through EQIP I (BL-L1018) IDB support was provided in the creation of a national education management information system (EMIS) for education planning and monitoring. Prior to th e loan modification a survey of migrant students was conducted, producing an IDB technical note on migrant stdents in Belize

Evaluability Assessment Note: The main objective of the operation is to improve the quality and gender equity of education at the primary and secondary levels, with a focus on innovation in education in Science, Technology, Engineering, Arts and Mathematics (STEAM). The specific objectives are: (i) To improve the quality of primary school teachers by expanding the inquiry-based and problem-based learning approach; (ii) Improve the quality of secondary education teachers with teaching practices with a focus on student-centered STEAM learning; and (iii) promote gender-sensitive STEAM teaching.

The proposal identifies the need to improve the educational leadership and pedagogical practices of teachers and their knowledge of content (mathematics and science). It is proposed to expand the Education Quality Improvement Program (EQIP; BL-L1018; 3186 / OC-BL) nationwide to 50 percent of the primary schools that did not participate in the first phase, and finance the training of primary school teachers. The program also proposes to build a STEAM laboratory school to train new teachers, and validate pedagogical practices and teacher training strategies in EQIP aimed at secondary schools focused on training skills for employment in occupations related to digital transformation and innovation (including a structured internship program). The teacher education components in both primary education and Laboratory School will include gender-sensitive pedagogical practices in STEAM. The loan modification has emphasized EQIP's targeting of immigrant students and has adapted the training of teachers in pedagogical practices with distance education adapting to the new realities imposed by COVID-19. The funds saved (since the training will not be face-to-face) will be redirected to hardware and software purchases for students for distance learning. The project modified the results matrix, budget and PME to incorporate these changes.

The vertical logic of the program is clear, since activities, goods and services can be causally connected with the achievement of results that will speak about the fulfillment of the specific objectives of the program and their final impacts on development. The economic analysis quantifies the benefits of improving academic achievement among students in specific elementary schools and improving academic achievement among STEAM Lab School students. A cost-benefit analysis concludes that the project could generate a positive internal rate of return between 13 and 26. The monitoring of the indicators in the results matrix and the progress of the activities will be carried out by the MoEYSC. The IADB's Education Division (SCL/EDU) will periodically conduct field visits and other follow-up tasks. The ex-post evaluation plan includes several before and after comparisons of outcome indicators and a cohort-based randomized control trial evaluation to identify the effects on student learning of their enrollment in the Lab school.

Annex II. Results Matrix

Project Objective	The main objective of EQIP II is to improve the quality and gender equity of education at the primary and secondary levels, with a special focus on innovation in Science Technology Engineering Arts and Mathematics (STEAM) education. This general objective will be pursued by achieving the following specific objectives (i) Improve the quality of primary school teachers by expanding the inquiry- and problem-based learning approach; (ii) Improve the quality of secondary education teachers by improving teaching practices with a focus on student-centered science and mathematics learning; and (iii) promote gender-sensitive STEAM teaching.
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General Development Objective

Indicators	Unit of measurement	Baseline	Expected year for achievement	Target	Means of verification	Comments
General development objective: Improve the quality and equity of education at the primary and secondary levels ¹						
Indicator 1. Test of female STEAM skills relative to that without the program (counterfactual) – 2 nd form	Standard deviation	0	2024	0.24	RCT Evaluation. The PEU is responsible for contracting.	Applicants to the STEAM Laboratory School will be randomized.
Indicator 2. Test of male STEAM skills relative to that without the program (counterfactual) – 2 nd form	Standard deviation	0	2024	0.24	RCT Evaluation. The PEU is responsible for contracting.	Applicants to the STEAM Laboratory School will be randomized.
Indicator 3. Sense of belonging measure relative to that without the program (counterfactual) – 2 nd form	Standard deviation	0	2024	0.24	RCT Evaluation. The PEU is responsible for contracting.	Applicants to the STEAM Laboratory School will be randomized. A modified version of the Psychological Sense of School Membership (PSSM) will be used. ²
Indicator 4. Spillover effect measure on science content knowledge – Standard 6	%	61.5	2024	64.0	PSE Science Mean Score on national exam administered by the MoEYSC	Although the specific objective of the program is not to improve content knowledge, IPP may produce spillover effects on Science content knowledge,

¹ At the elementary school level, the RCT of EQIP I informs on the attribution of achievement of the objective.

² The original PSSM scale (Goodenow, 1993) has been validated in several studies and has been found to have good psychometric properties.

Specific Development Objectives

Indicators	Unit of measurement	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Project	Means of verification	Comments
Specific development objective 1: Improve the quality of primary school teachers by expanding the inquiry- and problem-based learning approach										
Indicator 1. Pedagogical practice index at the primary level – Standard 5.	%	30	30	30	30	30	35	35	CLASS and TSVI contracted by the PEU.	The index is composed of descriptive variables on teaching practices covering the following 4 categories: organization of the group of students, teachers' activities, students' activities and use of instructional material and equipment from the TVSI (See Monitoring and evaluation plan).
Indicator 2. Quality of lessons index at the primary level – Standard 5.	%	39	39	39	39	39	47	47	CLASS contracted by the PEU.	The index is a weighted average of the four domains from the CLASS framework that are more closely related to inquiry- and problem-based learning approach (See Monitoring and evaluation plan).
Indicator 3. Non-migrant girls benefiting from trained teachers at the primary level.	Non-migrant female students (#)	0	0	1,000	2,000	5,000	4,420	12,420	Project Progress Report, prepared by the PEU.	CRF Indicator. Benefits are associated with changes in teachers' pedagogical practices; hybrid and multicultural education.
Indicator 4. Non-migrant boys benefitting from trained teachers at the primary level.	Non-migrant male students (#)	0	0	1,000	2,000	5,000	4,420	12,420	Project Progress Report prepared by the PEU.	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Indicator 5. Migrant boys benefiting from from trained teachers at the primary level.	Migrant male students (#)	0	0	500	500	380	0	1,380	Project Progress report, prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Indicator 6. Migrant girls benefiting from from	Migrant female students (#)	0	0	500	500	380	0	1,380	Project Progress report,	CRF Indicator. Benefits are associated to changes in teachers' pedagogical

trained teachers at the primary level.									prepared by the PEU	practices; hybrid and multicultural education.
Specific development objective 2: Improve the quality of secondary education teachers by improving teaching practices with a focus on student-centered science and mathematics learning.										
Indicator 8. Pedagogical practice index at the secondary level	%	TBD	0	0	0	0	5	5	TVSI contracted by the PEU.	The index is composed of TVSI in 4 dimensions: emotional support, classroom organization, instructional support, and student engagement. Yearly targets expressed as gains relative to the baseline value. See M&E for baseline data collection.
Indicator 9. Quality of Teaching Index at the secondary level	%	TBD	0	0	0	0	TBD	TBD	CLASS contracted by the PEU	The index is composed of 4 indicators from CLASS. Yearly targets expressed as gains relative to the baseline value. See M&E for baseline data collection.
Indicator 10. Female Students beneficiaries enrolled in the STEAM Laboratory School	# Female Students	0	0	0	0	50	50	100	EMIS data extracted by the PEU.	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices.
Indicator 11. Male Students beneficiaries enrolled in the STEAM Laboratory School	# Male Students	0	0	0	0	50	50	100	EMIS, data extracted by the PEU.	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices.
Indicator 12. Female non-migrant students benefitted by teachers trained in IPP STEAM education	# Female non-migrant students	0	0	0	0	0	5,544	5,544	Progress project report prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices.
Indicator 13. Male non-migrant students benefitted by teachers trained in IPP STEAM education	# Male non-migrant Students	0	0	0	0	0	5,544	5,544	Progress project report prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices; hybrid and multicultural education.
Indicator 14. Male migrant students benefitted by teachers	# Male Migrant Students	0	0	0	0	0	616	616	Project Progress report,	CRF Indicator. Benefits are associated to changes in teachers' pedagogical

trained in IPP STEAM education									prepared by the PEU	practices; hybrid and multicultural education.
Indicator 15. Female migrant students benefitted by teachers trained in IPP STEAM education	# Female Migrant Students	0	0	0	0	0	616	616	Project Progress report, prepared by the PEU	CRF Indicator. Benefits are associated to changes in teachers' pedagogical practices.
Specific development objective 3: Promote gender-sensitive STEAM teaching.										
Indicator 17. Gender Sensitive Pedagogical practice index at the secondary level relative to that without the program (counterfactual)	%	TBD	0	0	0	0	5	5	INERSECT sex equity classroom index	Pro-gender flag indicator. The index is composed of 4 indicators from INERSECT: Praise, acceptance, remediation, and criticism. Yearly targets expressed as gains relative to the baseline value. See M&E for baseline data collection.

Outputs

Indicators	Unit of measurement	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Project	Means of verification	Comments
Component 1: Inquiry- and Problem-based Learning in the Primary School Classroom										
Output #1. Primary school Principals, General and Local Managers, and Education Officers trained in school administration and educational management.	# Persons	0	0	100	100	120	0	320	Project progress report, prepared by the PEU.	The objective is to provide school administrators and education managers with the knowledge, skills, and attitude to become pedagogical leaders. Upon successful completion of 40 hours of professional development, candidates are awarded a Certificate in School Leadership granted by Junior Colleges.
Output #2. Parents trained to increase their participation in school management.	# Parents	0	0	500	500	500	0	1,500	Project Progress Report, prepared by the PEU.	The objective of the 9-hour training is to familiarize parents with IPP in Math, Science and English language; engage them in activities to decrease the climate footprint of their school;

										and increase their engagement in their children's education.
Output #3. Teachers trained in Inquiry- and Problem-based learning	# Teachers	0	0	500	500	500	0	1,500	Project Progress Report, prepared by the PEU.	CRF Indicator. The objective is to train teachers in IPP in Math, Science and English language. Upon successful completion of 80 hours of professional development, candidates are awarded a Professional development certificate from Mount Saint Vincent University in Canada.
Output #4. Teachers trained in the support of migrant students including immersion English	# Teachers	0	0	500	500	500	0	1,500	Project Progress report, prepared by the PEU	Pro-gender flag indicator. The aim is to train teachers in prevention and responses to gender-based violence.
Output #5. Caregivers trained in multiculturalism and integration of migrant students.	# Persons	0	0	0	0	0	1,500	1,500	Project Progress report, prepared by the PEU	CRF Indicator
Output #6. e-Learning devices for hybrid education with learning applications for offline use	# Devices	0	3,700	0	0	0	0	3,700	Project Progress report, prepared by the PEU	The objective is to have the digital devices needed for hybrid education.
Component 2: STEAM Learning in the Secondary School Classroom										
Output #1. Construction Document Package (Technical Drawings and Specifications) depicting the STEAM School Design approved	Document package	0	1	0	0	0	0	1	MoEYSC approval attained by the PEU.	The objective is to obtain all the documents needed to tender the construction, ensuring design compliance with MoEYSC requirements, and with principles of sustainability and green design.
Output #2. STEAM Lab School Constructed	School	0	0	0	0	0	1	1	Works Completion Certificate signed by the	The objective is to provide formal evidence that the building completion has been

									MoEYSC, attained by the PEU.	approved by MoEYSC (see architectural link).
Output #3. STEAM Laboratory School Furnished	School	0	0	0	0	0	1	1	Project Progress report, prepared by the PEU.	The list of furniture will be specified in the final conceptual design document (see architectural link).
Output#4. Teachers trained through STEAM Laboratory School	# Teachers	0	0	0	0	50	50	100	Project Progress report, prepared by the PEU.	Pro-gender flag indicator. The objective is to provide teachers with 80 hours of professional development in gender- sensitive classroom practices and inquiry-and problem-based learning at the technical and secondary levels of education.
Output#5. Teachers trained inclusive education and management of multicultural environment, including immersion English.	# Teachers	0	0	0	0	50	50	100	Project Progress report, prepared by the PEU	Pro-gender flag indicator. The aim is to train teachers in prevention and responses to gender-based violence.
Output#6. e-Learning devices for hybrid education with learning applications for offline use	# Devices	0	6,000	0	0	0	0	6,000	Project Progress report, prepared by the PEU	The objective is to have the digital devices needed for hybrid education.
Component 3: Evaluation										
Output #1. Primary education endline completed	Document	0	0	0	0	1	0	1	External consultancy report, contracted by the PEU.	The objective of the document is to inform MoEYSC of the changes produced at the primary level of education.
Output #2. Video study secondary education completed	Document	0	0	0	0	0	1	1	External consultancy report, contracted by the PEU.	The objective of the document is to inform MoEYSC of the changes in teaching practices produced at the secondary level of education.

Output #3. RCT Baseline report completed	Document	0	0	0	0	1	0	1	External consultancy report, contracted by the PEU.	The objective of the document is to inform MoEYSC on the baseline of the STEAM Lab school.
Output#4. Evaluation Endline report completed	Document	0	0	0	0	0	1	1	External consultancy report, contracted by the PEU.	The objective of the document is to inform MoEYSC on the impacts of the STEAM Lab on the achievement of its objectives.
Component 4: Project Management										
Output #1 PEU operated	Document	0	1	1	1	1	1	1	Project Progress Report, prepared by the PEU	The objective is to have a fully operational PEU, defined at a minimum as a unit with a Project coordinator, Procurement Officer, and Finance Officer.

FIDUCIARY ARRANGEMENTS

Country: Belize
Project Name: Education Quality Improvement Program (EQIP) II
Project Number: BL-L1030
Executing Agency (EA): Ministry of Education, Youth, Sports and Culture (MoEYSC)
Prepared by: Brodrick Watson and Patricia Yamilee Payen (FMP/CBL)

I. EXECUTIVE SUMMARY

- 1.1 This project is the second phase of EQIP and aims to improve the quality of education at the primary and secondary levels with a special focus on innovation in Science Technology Engineering Arts and Mathematics (STEAM) education. The MoEYSC through the same Project Execution Unit (PEU) will be responsible for the execution of EQIP II. In November 2018 the project team applied the Platform for Analysis of Institutional Capacity (PACI) methodology to conduct an institutional capacity assessment of MoEYSC and the PEU to execute EQIP II.
- 1.2 Public Financial Management (PFM) in Belize is at a functional level in the areas of budget formulation, budget execution, cash management and accounting. These functions are facilitated mainly using the national integrated financial management system, SmartStream. The Auditor General Department has responsibility for the external audit and control of the Government of Belize (GOB) and, even though uses modern audit techniques, is faced with significant capacity constraints. On the other hand, internal audit and the procurement system are not adequately developed. Taking into consideration the state of PFM and the results of the PACI assessment, the overall fiduciary risk of EQIP II is determined to be medium.
- 1.3 The Bank recommends the use of the national systems in the project for the budgeting, treasury and accounting and reporting functions. However, given the level of development of the internal control, external control and procurement systems, the Bank recommends: i) that an adequate internal control system is designed and outlined in the Project Operations Manual; ii) that an independent audit firm is contracted as auditors of EQIP II; and iii) that the IDB procurement policies is used in the procurement of goods, works, consulting and non-consulting services for the project.
- 1.4 The project will be funded with IDB loan of US\$ 10 million, US\$2.5 million in GRF resources; and GOB counterpart of US\$100,000.

II EXECUTING AGENCY'S FIDUCIARY CONTEXT

- 2.1 The Constitution of Belize is based on the Westminster parliamentary model and was last updated March 2017. It defines the legislature as the National Assembly with authority to approve laws, including the national budget. Additionally, it defines the mandate of the Auditor General to hold the government accountable for its stewardship of public funds.
- 2.2 The five laws and regulations that provide guidelines for PFM are: (i) Finance and Audit (Reform) Act of 2005, last amended in 2011; (ii) Financial Orders; (iii) Stores Orders; (iv) Control of Public Expenditure Handbook; and (v) Fiscal Transparency and Responsibility Regulation, 2010. The GOB has recognized the need for strengthening of the legal framework that pertains to PFM and in mid-2016 formed a PFM Law Working

Group that is in the process of combining and updating the PFM-related legislations and guidelines.

- 2.3 SmartStream system is an integrated financial management suite used by the ministries and departments, including MoEYSC, for processing, recording and reporting all the payments clearing to and from the Consolidated Revenue Fund. It comprises of the following modules: (i) financials (ledger, payables and funds control); (ii) human resources (payroll and personnel, taxes, and social security); and (iii) procurement (payables and purchasing). The budgeting, treasury and accounting and reporting function of the Central Government of Belize is adequately deployed and integrated through SmartStream.
- 2.4 There are some established internal control procedures that supports the financial management environment of the MoEYSC with regards to contract administration and transaction management. However, there are no formal handbook or manual on internal control and the GOB does not have an established internal audit directorate. The Auditor General Department conducts external audit of the ministries, including MoEYSC, but are behind on the annual audits with the latest published audit report corresponding to fiscal year ending March 31, 2012.
- 2.5 The GOB lacks a specific/concrete national policy/legislation framework for procurement administration. Additionally, the MoEYSC does not have a section or staff exclusively responsible for procurement in the MoEYSC. The MoEYSC will hire a procurement specialist to conduct the tasks and responsibilities related to the procurement function and this will be included as a special condition prior to first disbursement.

III FIDUCIARY RISK EVALUATION AND MITIGATION ACTIONS

- 3.1 The overall fiduciary risk of the project, which was evaluated using the PACI methodology, is deemed to be medium. Below are the main risks which were identified and their respective risk rating and mitigation measures.

Table 1. Main Risk Areas and Mitigating Measures

Risk	Risk rating	Risk Response
If a high-quality procurement specialist cannot be identified and the new procurement specialist requires a lengthy transition period, it may cause delays in procurement of works and a possible extension of the project.	Medium (6)	<p>Mitigation measures will include: (i) Ensure the PEU is fully staffed at the time of first disbursement with a procurement specialist that has previous experience from IDB operations; (ii) Review procurement methods to improve efficiency and reduce time; (iii) Begin the procurement process for works with technical cooperation; (iv) Ensure project activities, including procurement, are closely monitored using the appropriate project management tools.</p> <p>Responsibility for implementation: IDB and the PEU</p> <p>Timeline for implementation: Core PEU Staff (Project Coordinator, Project Officer, Procurement and Finance specialists) will be included as a condition prior while the other mitigation measures (2,3 & 4) will be done during project design and throughout project execution.</p>

IV FIDUCIARY ARRANGEMENTS FOR PROCUREMENT EXECUTION

- 4.1 **Procurement execution.** Procurements for the proposed project will be carried out in accordance with Document GN-2349-9 ("Policies for the Procurement of Goods and Works Financed by the Inter-American Development Bank") dated March 2011 and; Document GN-2350-9 ("Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank") dated March 2011, as well as the provisions established in the loan contract and the Procurement Plan (PP). In addition, for all projects, the Borrower is required to prepare and submit to the Bank a draft General Procurement Notice (GPN).
- i. **Procurement of works, goods and non-consulting services.** The procurement plan (PP) for the program, covering the duration of project execution, can be accessed through the following [link](#). The PP indicates the procurement method to be used for the acquisition of goods and the contracting of works or non-consulting services. The review of technical specifications in all cases, during the process of selection is the responsibility of the sector specialist of the operation.
 - ii. **Procurement of consulting services.** The PP for the operation, covering the duration of project execution, can be accessed through the following [link](#). The PP indicates the procurement method to be used for the selection and contracting of consulting services. The Borrower is responsible for preparing and implementing the project; and therefore, for preparing the Terms of References (ToRs), short lists, selecting the consultants, and awarding and subsequently administering the contract.
- 4.2 **Single / Sole source selection and/or direct contracting.** To be used only in exceptional circumstances and is based on the Bank's no objection to the justification. The requirements for single source selection are provided for under Sections 3.6 and 3.7 (GN-2349-9) and Sections 3.9 – 3.13 (GN-2350-9). The following procurements will be recommended for inclusion in the loan contract as single-source selection for approval by the Board of Directors:
- i. Heuristica Educativa for the video study of classroom practices. This firm is qualified and considered an agency with exceptional worth for the assignment in accordance with 3.10(d) of the Bank's policies for selection and contracting of consultants (GN-2350-9). The single source selection is also in line with 3.10(a) of the same policy, which allows for the continuation of previous work carried out by the firm. Following a competitive bidding process (BL-L1018; 3186/OC-BL), Heuristica Educativa successfully conducted the video study of classroom practices in EQIP I classrooms. The baseline collected in EQIP I control classrooms will constitute the baseline for the assessment of classroom practices in EQIP II. To ensure consistency in coding and measurement, the MoEYSC has requested that Heuristica Educativa be contracted to undertake the video study.
 - ii. Mount Saint Vincent University (MSVU) for the implementation of the activities related to the primary education teacher training. This firm is qualified and considered an agency with exceptional worth for the assignment in accordance with 3.10(d) of the Bank's policies for selection and contracting of consultants (GN-2350-9). The single source selection is also in line with 3.10(a) of the same policy, which allows for the continuation of previous work carried out by the firm. Following a competitive bidding process (BL-T1049), the MSVU successfully developed and implemented the EQIP pedagogical approach in the Belize district (Hull, Ferguson, Näslund-Hadley, Lynn, & Chen 2018). As a result of positive effects identified through a rigorous external evaluation, MSVU was directly contracted under EQIP I (BL-L1018; 3186/OC-BL) to

- bring the IPP model to scale. As part of EQIP I, MSVU successfully developed and implemented corresponding IPP models for Science and English, which were piloted and found effective through a nationwide RCT (Bando, Näslund-Hadley & Gertler 2018). Based on the effectiveness of the IPP model, the MoEYSC has requested that resources from EQIP II be used to roll out IPP to the 50% of primary schools that have not yet benefitted from the model.
- iii. The GOB has informed the Bank that it intends to conduct market research to identify a firm in order to present to the IDB Project Procurement Committee (PPC) a request for a SSS of the identified firm. The Government will be responsible to provide an adequate and solid justification of the acquisition through direct contract according to the procurement policies.
- 4.3 **Selection of individual consultants.** Individual consultants are employed on assignments for which: (i) teams of personnel are not required; (ii) no additional outside (home office) professional support is required; and (iii) the experience and qualification of the individual are the paramount requirement. Individual consultants are selected on the basis on their qualifications for the assignment. Advertisement is not required and consultants do not need to submit proposals. Consultants shall be selected through comparison of qualifications of at least three candidates among those who have expressed interest in the assignment or have been approached directly by the Borrower. Individual consultants may be selected on a sole-source basis with due justification in exceptional cases. This is to be carried out in accordance with Section V (Selection of Individual Consultants) of GN-2350-9 in paragraphs 5.1- 5.4.
- 4.4 **Training.** The detailed PP indicates to which consultancy services training and workshops are applicable. As per GN-2350-9 if the assignment includes an important component for training or transfer of knowledge to Borrower staff or national consultants, the TOR shall indicate the objectives, nature, scope, and goals of the training program, including details on trainers and trainees, skills to be transferred, time frame, and monitoring and evaluation arrangements. The cost for the training program shall be included in the consultant's contract and in the budget for the assignment.
- 4.5 **Recurrent expenses.** Include payment of utilities and other office operating expenses of the PEU, if any.
- 4.6 **Domestic preference.** Determining whether it is appropriate and necessary to use domestic preference in the evaluation of bids should be guided by Appendix 2 of GN-2349-9 paragraph 1- 6.
- 4.7 **Other.** Use of national or other documents than the Bank standard documents for competitive bidding: none.

Table 2 - Thresholds (in US\$)

International competitive bidding threshold*		National competitive bidding range ** (complex works and non-common goods)		Consulting services
Works	Goods	Works	Goods	International short list
≥1,000,000	≥100,000	100,000 – 1,000,000	25,000 - 100,000	≥200,000

* When procuring simple works and common goods and their amount is under the International Competitive Bidding thresholds, Shopping may be used.

** When procuring complex works and non-common goods with amounts under the NCB range, Shopping shall be used.

- 4.8 **Procurement supervision – PP and supervision.** The PP for the operation covering the duration of project execution can be accessed through the following the [link](#). It indicates the procedures to be used for the procurement of goods, the contracting of works or services, and the method of selecting consultants, for each contract or group of contracts. It also indicates cases requiring prequalification; the estimated cost of each contract or group of contracts; the requirement for prior or post review by the Bank. The procurement plan will be prepared to cover an initial period of eighteen (18) months and updated annually or whenever necessary, or as required by the Bank (www.iadb.org/procurement)

V FINANCIAL MANAGEMENT

- 5.1 **Programming and budget.** The budget preparation process begins each year with the budget call whereby the Ministry of Finance distributes a circular outlining the timeline and required forms to be completed by each ministry, department and agency. The Borrower has committed to allocate, for each fiscal year of project execution, adequate fiscal space to guarantee the execution of EQIP II based on information contained in the corresponding annual operating plan.
- 5.2 **Accounting and information systems.** Accounting and reporting for EQIP II will facilitated through SmartStream, in accordance with international financial and reporting standards and international public-sector accounting standards when applicable. It is expected that the accounting and reporting system of the project will: (i) facilitate the recording and classification of all financial transactions according to source of funding and categories of investment; and (ii) provide information related to, planned versus actual financial execution of the project, commitments made under the project, the financial plan for a six months period, financial statements, performance reports and any other reports that may be required from time to time by the MoEYSC and/or the Bank.
- 5.3 **Disbursements and funds flows.** In accordance with the norms of GOB, a designated bank account within the Central Bank of Belize will be utilized for the receipt of loan resources. For day-to-day operational expenses, the PEU will make payments from the Consolidated Revenue Fund account and on submission of a memo to the Ministry of Finance, the funds are then reimbursed from the Central Bank Account to that account.
- 5.4 As evidenced from the disbursing norms of loans and the anticipated commitments and obligations of the project, it is expected that the Advance of Funds methodology will be mainly used for the project. The Advance of Funds when used, will be based on the true liquidity needs of the project for a period not exceeding six months. Subsequent advances may be disbursed once 80% of the total accumulated balance pending justification has been submitted and accepted by the Bank.
- 5.5 To request disbursements from the Bank, the following forms and supporting documents will be submitted:

Table 3 - Type of Disbursements

Type of Disbursements	Mandatory Forms	Optional Forms/ Information that may be requested by the IDB
Advance of Funds	Disbursement Request/ Financial Plan	List of commitments/ physical and/or financial progress reports
Reimbursements of payments made	Disbursement Request/ Project Execution Status/ Statement of Expenses/Reconciliation of Bank Resources	List of commitments/ physical and/or financial progress reports
Direct Payment to Supplier	Disbursement Request/ Acceptable Supporting Documentation may	List of commitments physical/financial progress

	include invoices and acceptance of completion of works and/or delivery of goods and services to satisfaction of GOB	reports/evidence that goods/services have been satisfactorily received
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- 5.6 **Internal control and audit.** The PEU will assume the responsibility for designing and implementing a sound system of internal control for EQIP II. The details of this system should be documented in the POM.
- 5.7 **External control and reporting.** Given the capacity constraints of the Auditor General's Department, an eligible private audit firm will be hired to conduct the annual and final financial statement audits.
- 5.8 **Financial supervision plan.** The initial financial supervision plan of the project will focus on: (i) activities related to the implementation and follow-up of arrangements and systems being implemented for the fiduciary management of the project; (ii) follow-up on the implementation status of risk mitigating measures; and (iii) capacity building of PEU personnel in the Bank's procedures and requirements.