System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Belize	Belize - MLT (April 14, 2023)	GPE0014999	BL-G1008

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Inter-American Development Bank	MLT	04/14/2023	01/15/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
01/15/2028	5,000,000 (USD)	07/01/2025	03/31/2026	04/13/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]
Highly Satisfactory (HS)

Previous Rating
Highly Satisfactory (HS)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

In 2025, the Skills for the Future (S4F) project under Component I advanced several educational initiatives with strong outputs. Häme and Jamk University trained 500 teachers in accelerated learning, individualized plans, and extracurricular programs like tutoring, with 10 local facilitators prepared via a Finland study visit in May 2026; a randomized control trial (RCT) evaluates this, starting with 250 treatment teachers in May 2025. Doodle Learn engaged over 3,800 Standard 4 students across 70 schools using 2,000 Chromebooks and offline tablets. For special education, 70 teachers completed online training, 1,357 from 141 treatment schools were trained on the Child Functioning Module-Teacher Version (CFM-TV), screening 19,600 students, with further IEP training planned for 2026; an RCT assesses this. BEMIS improvements were completed, training 50 MoECST staff. All targeted outputs, including 2,000 eLearning devices and BEMIS enhancements, were achieved.

Component II saw Code.org implementation continue, with 2,675 students engaging with the platform in 17 additional schools, supported by 9 coaches; feedback highlighted its user-friendliness. Component III progressed inclusivity efforts: 526 female students attended code workshops in December 2025, with Education Development Center planning programs for 1,000 girls by mid-2026, culminating in STEAM festivals; Equimundo engaged 579 male students in workshops to inform a 2026 mentoring program for 1,000 boys—both outputs achieved. Component IV funded three evaluations by Innovations for Poverty Action, including RCTs for accelerated learning and special needs, plus a quasi-experimental study on virtual labs, all on track. Ratings and further management details for Components II-V were noted as progressing satisfactorily.

No change in rating from the first progress report.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component I- Increase access to instruction that accelerates learning in foundational skills	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The following are activities undertaken with GPE funding under the Skills for the Future Program (S4F) Component I:

Accelerated learning with individualized learning plans. Häme and Jamk University have been contracted to support the MoECST in training 500 teachers in accelerated learning, including individualized instruction and learning plans, and extracurricular programming, e.g. tutoring and summer camps, for the lowest achieving students. In order to support the sustainability of the program, 10 local educators have been selected to be trained as facilitators. These educators will begin their training with a study visit to Finland in May 2026. This component is being evaluated using a randomized control trial design. Due to the evaluation, 250 teachers will begin their training in May 2025 as part of the treatment group. The other 250 teachers forming the control group will receive training starting in February 2027.

Doodle Learn. More than 3,800 students in Standard 4 engaged with Doodle Learn during the 2024-2025 and 2025-2026 academic years using the 2,000 Chromebook devices that had been distributed to 70 schools in early 2025. In order to serve schools without reliable internet, the MoECST bought tablets to access Doodle Learn offline. Schools will continue to engage with Doodle Learn during the remainder of this school year and into the 2026-2027 school year.

Teachers and school administrators trained in the use of a screening tool for learning disabilities; and in IEP. As part of the special education needs activities, 70 teachers participated in online training courses and received certificates in a variety of courses related to special education needs and IEP. In August 2025, the MoECST provided training on the Child Functioning Module-Teacher Version (CFM-TV) to begin screening students during the 2025-2026 school year. This component is being evaluated using a randomized control trial design. From the 141 schools randomly selected for the treatment group, 1,357 teachers and school administrators were trained to conduct the screenings and over 19,600 students were screened for functioning difficulties. Catalyst to Development (C2D) was contracted to develop a comprehensive training on special education needs and IEP. C2D will train 500 teachers from the treatment group in August of 2026. The control group will begin training on the CFM-TV and special education content in early 2027.

BEMIS Improvement Project. Activities to improve the BEMIS were completed in 2025. The MoECST continues to use the resources developed to MoEST personnel on how to more effectively use the BEMIS database.

Outputs related to GPE-financed activities in 2025: The following outputs were achieved:
- 2,000 eLearning devices distributed to primary students (output 1.2). This output was achieved.
- 1,357 teacher and school administrators trained in the use of screening tool for learning disabilities; and in IEP. This output was achieved; however, it was not expected in 2025.
- 50 MoECST staff at the local, district and central levels in the use of BEMIS (output 1.4). This output was achieved.
- 1 BEMIS Improvement Project (output 1.5). This output was achieved.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component II – Increase access to instruction that promotes learning in 4iR skills	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
GPE resources are used to finance one activity under Component II:

Code.org (Component 2). Implementation of the Code.org activities continued in 2025 with 2,625 primary students engaging with Code.org. Although the regional program has closed, funding from Skills for the Future is being used to continue funding the 9 coaches trained to support computer science education in participating schools. Overall, the program was viewed positively, and feedback noted that Code.org was extremely user friendly and engaging for the students.

Outputs related to GPE-financed activities: 17 Schools with staff trained in the code.org curriculum [In addition to the baseline of 23 schools]. Output achieved.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component III – Increase access to gender-specific education services to promote inclusive education	Highly Satisfactory (HS)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Extracurricular programs with household outreach to foster women in 4iR.

In December of 2025, the MoECST hosted one-hour of code workshops of female students. Across the workshops, 526 female students participated.

Education Development Center was contracted to design and implement the extracurricular program to foster women in 4iR fields. The team from EDC visited Belize in January 2026 to conduct a stakeholder analysis to engage with secondary and primary schools as potential participants and meet with public and private organizations that could be included within the programming. The extracurricular programs serving at least 1,000 female students are expected to begin in late Spring of 2026 and culminate in several STEAM festivals across the country in July 2026.

Group mentoring and outreach re-engagement program for male students.

Equimundo was contracted to design and implement a group mentoring program and outreach campaign. In October 2025, Equimundo visited 5 schools across Belize and facilitated workshops with 579 male secondary students around the topic of what it means to be a man in Belize. Equimundo is using the feedback from the workshops to design a mentoring program to be delivered to 1,000 male secondary students, starting in September 2026.

Outputs related to GPE-financed activities:
All outputs for 2025 have been achieved:
- 0.5 Extracurricular programs with household outreach to foster women in 4iR (output 3.1). Output achieved.
- 0.5 Group mentoring and outreach re-engagement program for male students (output 3.2). Output achieved.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component IV – Monitoring and evaluation	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
GPE resources contributed to fund the evaluation of S4F (Component 4):

Impact evaluation of S4F. The MoECST contracted Innovations for Poverty Action (IPA) to conduct impact evaluations of activities in Skills for the Future, including a randomized control trial of accelerated learning and a randomized control trial of the special education needs. The baseline for the RCT of the special education needs was conducted in 2025. The baseline for accelerated learning is being conducted currently (April 2026). The endline data collection for both evaluations is planned for early 2027. All of the evaluations are on track.

Outputs related to GPE-financed activities: No outputs were planned for the reporting period.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Component V – Project management	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

All planned outputs for 2025 were achieved due to the well-coordinate project implementation by the Project Executing Unit.

Specifically, the following outputs were successfully delivered:

- 2,000 eLearning devices were distributed to primary students (Output 1.2).
- 50 MoECST staff across central, district, and local levels were trained in the use of BEMIS (Output 1.4).
- 1 BEMIS Improvement Project was implemented (Output 1.5).
- 17 additional schools had staff trained in the code.org curriculum, exceeding the baseline of 23 schools (Output under ICT/STEM).

Lessons, innovative/promising practices

A key lesson from the accelerated learning activities using Doodle Learn is the importance of equipping schools without internet access with tablets that can support the software for offline use. Initially, the MoECST planned to distribute laptops to all schools, even those schools without internet access, and rely on periodic maintenance trips for data uploads, but the Doodle Learn offline use function was incompatible with the laptops. The MoECST pivoted and provided to tablets to schools without internet and enabled student engagement with Doodle Learn offline. Schools also faced charging challenges due to limited outlets; the MoECST purchased charging carts to support the schools with devices.

A key lesson learned is the critical need for qualified personnel to diagnose students who screen positive for significant functional challenges. The MoECST highlighted a shortage of diagnosticians within the Ministry, prompting the funding of an additional full-time diagnostician for the Skills for the Future program. Funds were also allocated for subscriptions to diagnostic tools, streamlining the overall process.

A key lesson from efforts to reduce male student dropout in secondary school is the value of hiring local facilitators. During the workshops, male students responded enthusiastically to facilitators who conducted discussions in Kriol, leading to greater engagement and more open sharing.

Impact stories

In 2025, as part of Skills for the Future (S4F), the MoECST screened nearly 20,000 students for disabilities using the Child Functioning Module Teacher Version (CFM-TV), an internationally recognized tool developed by UNICEF and the Washington Group, after training 1,357 teachers through the S4F program. This activity responds to IDB analysis of Global Burden of Disease data, which estimates that 7,473 students in Belize live with significant disabilities, yet previously fewer than 1% had been identified, limiting their access to appropriate educational services. The screening identified 2,540 students (13%) with a lot of difficulty or inability to perform in at least one functional domain, indicating likely need for specialized support, while thousands more showed some level of difficulty. S4F program will also help the ministry provide special education services to these students.

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
5,000,000	3,503,640	70.07	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Project execution is on track. To date, $3,503,640 has been disbursed and a disbursement of USD $1,258,150, in two tranches, is imminent.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

1,485,640

Total Expenditure for the Current Reporting Period

1,237,314.95

Explanation for underspending or overspending in excess of 10%

Project execution is on track. There were delays with the contract signing for the consulting firms for accelerated learning and women in 4iR education fields. However, the contracts have been signed, and the firms are submitting deliverables for payment.

Management Performance

Level of Management Performance

Highly Satisfactory (HS)

Previous Rating

Highly Satisfactory (HS)

Detailed Description

The IDB, in collaboration with the Project Execution Unit (PEU) at the MoECST, has effectively managed the implementation of the S4F program. The strong working relationship between the IDB and the Government of Belize, particularly with MoECST, has contributed to smooth coordination, timely decision-making, and alignment with national priorities. As a result, implementation of the planned activities has progressed as scheduled. No management-related issues or fiduciary shortcomings were identified during the reporting period.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Highly Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
IDB	Inter-American Development Bank
MoECST	Ministry of Education, Culture, Science and Technology
PEU	Project Executing Unit

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1				

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Primary teachers trained in accelerated learning with individualized learning plans	108	100	
2	Teachers and school administrators trained in the use of a screening tool for learning disabilities; and in IEP.	1,357	100	

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project so far:		26,023	1,105		27,128	100

Of which, girls:		13,010	526		13,536	100
Of which, children with a disability (optional):		2,540			2,540	100
Of which, refugee children (optional):						
Of which, internally displaced children (optional):						
Of which, out-of-school children, in school age (optional):						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):						

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

A total of 27,130 students (13,538 girls) have directly benefited from GPE-financed activities to date. This includes 3,800 primary students (1,898 girls) enrolled in Standard 4 classrooms using the Doodle Learn platform, 2,625 students (1,312 girls) across 17 schools participating in the Code.org computer science curriculum, 19,600 students (9,800 girls, 2,540 children with disabilities) screened using the CFM-TV, 526 females student participating in one hour of code workshops, and 529 male students participating in masculinity workshops. These figures were reported by the Ministry of Education, Culture, Science and Technology (MoECST) and are based on official school enrollment records from participating schools.

Data disaggregation is only available in terms of the number of students with a disability for the children screened and identified as having a lot of difficulty or inability to perform in at least one functional domain, indicating likely need for specialized support through the students with special education needs activities.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
	Date				

[1] Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[2] Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[3] Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.