



ANNUAL Technical Report

Ministry of Education, Science and Technology
2024 - 2025



List of Abbreviations

ACE	Adult and Continuing Education
ATLIB	Association of Tertiary Level Institutions of Belize
BAPSS	Belize Association of Principals of Secondary Schools
BBTE	Belize Board of Teacher Educators
BCCI	Belize Chamber of Commerce and Industry
BEMIS	Belize Education Management Information System
BESPlan	Belize Education Sector Plan
BESRP II	Belize Education Sector Reform Programme Phase II
BNTU	Belize National Teachers Union
CABEI	Central American Bank for Economic Integration
CARICOM	Caribbean Community
CANTA	Caribbean Association of National Training Agencies
CBE	Competency-Based Education
CDB	Caribbean Development Bank
CPD	Continuous Professional Development
CPRU	Communications and Public Relations Unit
CSEC	Caribbean Secondary Education Certificate
CXC	Caribbean Examination Council
CVQ	Caribbean Vocational Qualification
DEC	District Education Centre
ECE	Early Childhood Education
EQIP II	Education Quality Improvement Program Phase II
ETES	Employment Training and Education Services
E-UP	Education Upliftment Project
FAST	Financial Assistance Submission and Tracking
GER	Gross Enrolment Ratio
GLOBE	Global Learning and Observations to Benefit the Environment
HRDS	Human Resource Development Strategy
IDB	Inter-American Development Bank
IEP	Individual Education Plan
ISEE	Instructional Supervision for Educational Excellence
ITVET	Institution for Technical and Vocational Education and Training
KRA	Key Result Area
MCC	Millenium Challenge Corporation
MoECST	Ministry of Education, Culture, Science and Technology

MoEST	Ministry of Education, Science and Technology
NACB	National Accreditation Council of Belize
NCF	National Curriculum Framework
NQT	Newly Qualified Teacher
NATA	National Training Agency
PEU	Project Execution Unit
PPRE	Policy, Planning, Research and Evaluation Unit
REGF	Rural Education Grant Fund
S&T	Science and Technology
SAGE	Skills to Access the Green Economy
SDG	Sustainable Development Goal
SpED	Special Education
STEAM	Science, Technology, Engineering, Arts and Mathematics
STR	Student Teacher Ratio
SWU	Student Welfare Unit
UNICEF	United Nations Children's Fund
TEU	Teacher Education Unit
TEI	Teacher Education Institution
TLI	Teacher Learning Institute
TVET	Technical and Vocational Education and Training

Table of Contents

5	Message from the Minister
6	Message from the CEO
7	Executive Summary
9	Introduction
10	Mission and Vision Statement of the MoEST
11	The Vision Statement and Policy Priorities of the BESPlan (2021-2025)
12	2024 Achievements
29	Reforming the System of Education
39	Levelling Up School Supervision and Support Services
45	Transforming Teaching and Learning: Education Development Services
53	Prioritising Underserved Sectors: Student Support Services
67	Maximising Human Capital: Workforce Development Services
75	BESPlan Priorities for 2025
75	Financial Considerations
76	Lessons Learned in 2024
78	Conclusion and Recommendations
80	Annexes

Message from the Hon. Oscar Requena

Minister of Education, Science and Technology

This 2024/2025 Annual Technical Report stands as evidence of the Ministry of Education, Culture, Science and Technology's (MoECST) dedication to advancing equity, quality, and accessibility in education. As an advocate for education for all, I am honoured to present this report, a clear testament of the transformative impact of a well-coordinated and purpose-driven education agenda that delivers real benefits for every Belizean child and educator, and the driver of key systemic improvements.



Guided by national priorities and international commitments, the MoECST, operating within the framework of #planBelize, has made significant progress over the past year. Central to #planBelize's education agenda is the goal of ensuring that every Belizean child has access to quality education and the opportunity to acquire relevant, future-ready skills. This core principle is embedded across the Ministry's mission, strategic objectives, programs, and partnerships. Education must remain a pillar of sustainable development, human capital growth, and social equity.

Using the foundations of the MoRE Campaign that encourages 'Doing MoRE and Being MoRE' for Belize, the MoECST prioritised several key result areas under each of the four domains of the BESPlan 2021-2025. Fundamental to the domains of Reforming the System of Education, Transforming Teaching and Learning, Prioritising Underserved Sectors, and Maximising Human Capital, over the 2024/2025 period, the MoECST recorded increased enrolment, higher completion and transition rates, expanded access to quality education, expanded internet and device access, and improved student-teacher ratios. Even more, the MoECST engaged in legislative reform and increased the school leaving age from fourteen to sixteen, provided more equitable opportunities for learners through free education under the Education Upliftment Project, provided nutritious meals and reduced barriers to learning under the National Healthy Start Feeding Program, provided targeted financial assistance to those marginalised and led the way for inclusion.

These achievements reflect the Ministry's sustained and strategic efforts to build a more inclusive and high-performing education system that empowers citizens, provides programmes that yield tangible results, demonstrates the value of targeted investment, and reinforces the Ministry's impact in keeping education at the heart of national development.

On behalf of the MoECST, I extend our Ministry's deep appreciation for the collective dedication and ongoing collaborations with those central to our education community. We owe much of our success to the ongoing partnerships that have impacted progress across the sector; only through our combined efforts can we continue to "Make education work for Belize."

Message from the CEO

Mrs Dian Castillo-Maheia

Chief Executive Officer, MoEST

The pursuit of **MoRE Access, MoRE Equity, and MoRE Quality** in our education system has been the driving force behind the accomplishments of 2024/2025. On behalf of the MoEST family, I extend sincere thanks to all our education stakeholders. Your continued support, collaboration, and commitment have been instrumental in advancing our shared goals. Together, we are building a more inclusive, equitable, and resilient education system that empowers every learner and strengthens our nation.



The Belize Education Sector Plan 2021–2025, together with the overarching vision of the #planBelize Manifesto, shaped the Ministry’s priorities and guided sound investments. This Annual Technical Report stands as a charter of the Ministry of Education’s wise investments and steadfast commitment to doing **MoRE for Belizeans**, with the goal of maximising value for money.

Raising the school-leaving age and expanding support through inclusive education initiatives, free transportation, the National Healthy Start Feeding Program (NHSFP), secondary school subsidies, scholarships, financial assistance, and the Education Upliftment Project (E-UP) have ensured **MoRE Access and MoRE Equity in education**, regardless of where students live or how diverse their needs may be. These initiatives remain central to the Ministry’s commitments to *‘Reforming the System of Education’* and *‘Prioritising Underserved Sectors’*.

As part of its efforts to *‘Transform Teaching and Learning’*, the MoECST now provides **MoRE benefits to teachers to improve the Quality of the teaching force**. The Ministry has assumed full responsibility for paying 100% of the salaries and service benefits for teachers and support staff at government-aided secondary and tertiary institutions. This initiative fulfils a request made to the government over a decade ago.

Because of the goal of *‘Maximising Human Capital’* STEAM education and policy transformation for the TVET sector have been prioritised. The critical importance of digital transformation and vocational education cannot and have not been overlooked.

Staffing and budget allocations are strategically planned and deployed to effectively meet the growing and shifting demands of the education sector and to support the Ministry’s commitment to achieving **MoRE Access, MoRE Equity, and MoRE Quality**. These targeted investments ensure that resources remain aligned with national education priorities, enabling schools to expand outreach, enhance learning environments, and deliver high-quality, inclusive education services to all learners, especially those in underserved communities. This Ministry is serious about its work and committed to national development.

Executive Summary

The Ministry of Education, Culture, Science and Technology (MoECST), now Ministry of Education, Science and Technology (MoEST), remains committed to its mandate as outlined in the Belize Education Sector Plan 2021–2025 (BESPlan), guided by the national agenda set forth in the Medium-Term Development Strategy 2022–2026 (MTDS), and aligned with the overarching vision of the #planBelize Manifesto.

With the consistent guidance of #planBelize's clear mission to enhance access, equity, and quality in education, the MoECST achieved several notable milestones across the sector during the 2024–2025 period. These accomplishments reflect the Ministry's unwavering commitment to transforming the education landscape and ensuring that no child is left behind. The guiding vision of *"Making Education Work for Belize"* continues to shape policies, inform strategic planning, and drive implementation efforts at all levels of the education system—from early childhood to tertiary education.

The MoECST also remains true to its strategic mandate of Reforming the System of Education, Transforming Teaching and Learning, Prioritising Underserved Sectors, and Maximising Human Capital. This Technical Report outlines the Ministry's progress in implementing its strategic objectives and actions, while also demonstrating how these efforts align with national, regional, and international development goals and commitments. It will showcase several key achievement indicators, including the following:

- The Gross Enrolment Ratios have remained relatively stable, with 42.1% at the pre-primary level, 91.7% at the primary level, and 67.8% at the secondary level. Notably, preschool enrolment increased by over 1,270 students between 2020 and 2024, representing a significant 23.7% growth.
- In 2024-2025, free education under the Education Upliftment Project enrolled 9,578 students from 21 government and government-aided secondary institutions, representing 41.5% of all secondary students in this sector.
- The Student-Teacher Ratio, which stands at 22:1 at the primary level and 18:1 at the secondary level across various localities, underscores the Ministry's dedication to providing quality education. A lower ratio ensures that students receive more individualized attention, enhances classroom engagement, and contributes to better learning outcomes.
- Increased completion rates at all levels in 2024-2025, resulting in a higher transition rate of 85.6% (84.8% for 2023-2024) between the primary and secondary level. The completion rate at the primary level for the academic period 2023-2024 was recorded at 97%.
- Increased numbers of trained teachers in 2024-2025 for government and government-aided schools at all levels (89.7% for pre-primary, 95.4% for primary and 68.5% for secondary).

- In 2024, internet access was expanded to over 87,000 students, an increase of more than 30%, or approximately 27,000 additional students across the pre-primary, primary, and secondary levels. A total of 283 schools were connected to the grid, representing a 33% increase in the number of connected schools.
- TVET enrolment increased by 4.4% over the past five years and by 8.3% in the past year alone, reaching a total of 850 trainees (619 males and 231 females).
- Repetition rates have decreased at both the primary and secondary levels. In 2021-2022, the primary level had a repetition rate of 7.0%, which declined by almost half (to 4.0%) in 2023-2024. Also, the dropout rate at the primary remains at less than 1%. Similarly, at the secondary level, the repetition rate dropped by almost half from 9.0% in 2021 to 4.9% in 2024. Additionally, the dropout rate at the secondary level declined by almost two-thirds (9.6% to 3.5%) during the same period.
- In 2024-2025, the total value of grants, scholarships, and financial assistance grew to BZ\$14,488,828.00, nearly three times the amount provided in 2023-2024, which totalled BZ\$5,237,019.25.

As the Ministry reflects on the progress and challenges encountered in 2024, the MoECST extends its deepest gratitude to all stakeholders and partners in education for their unwavering commitment and collaboration. The lessons learned and the strategic direction outlined for 2025 reaffirm the critical importance of unity, innovation, and resilience in building a robust and inclusive education system. As we move forward, the Ministry remains steadfast in its vision recognising that only through collective effort can we truly transform education and secure a brighter, more equitable future for all Belizeans.

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Introduction

Over the past year, the MoECST's work was guided by four key pillars: Reforming the System of Education, Transforming Teaching and Learning, Prioritising Underserved Sectors, and Maximising Human Capital. Through reform, the MoECST has taken bold steps to modernise the education system by strengthening governance structures, improving accountability, and enhancing data-driven decision-making. By Transforming Teaching and Learning, the Ministry continues to integrate technology, promote innovative pedagogies, and build the capacity of educators to meet the evolving needs of 21st-century learners.

In keeping with its mandate to leave no one behind, the Ministry placed special emphasis on Prioritising Underserved Sectors, expanding access to education in rural and marginalised communities, and addressing barriers related to poverty, disability, and gender. At the heart of all these initiatives is the commitment to Maximising Human Capital by empowering Belizeans with the skills, competencies, and opportunities they need to succeed in a competitive global landscape.

This technical report provides a comprehensive overview of the Ministry's accomplishments for the fiscal period 2024–2025. It highlights key achievements, challenges encountered, and lessons learned, while also setting the stage for strategic priorities moving into the next planning cycle in 2025-2026. The report reflects a shared belief that only through sustained collaboration, innovation, and investment can we truly create a brighter and more resilient future for Belize.

Mission and Vision Statement of the MoEST



The *Mission* of the Ministry is as follows:

The Ministry of Education, Science and Technology (MoEST) of Belize is charged with the responsibility of ensuring that all Belizeans are given an opportunity to acquire the knowledge, skills, and attitudes required for their own personal development and for full and active participation in the development of the nation.

The *Vision* Statement of the Ministry is as follows:

The Education System of Belize will be inclusive, accessible, equitable, of high quality, technologically driven and capable of fostering the development of good, productive citizens.

The mission and the vision of the MoEST respond to the national strategic plan outlined in #planBelize with particular emphasis on enhancing education quality and access. They address the challenges of inequity and comprehensively support the Ministry of Education to prepare the nation's students for future needs, technological innovation, and societal changes.

The vision and mission expressed in #planBelize, as summarised in the Medium-Term Development Strategy for the Ministry of Education, target the fundamental rights of all Belizeans who should "have an opportunity to attend school and be educated and trained with relevant skills. Personal success starts with a good education" (#planBelize Medium Term Development Strategy, 2023, p. 24). They also respond to Belize's commitment to the Sustainable Development Goals (SDGs), particularly SDG 4.

The Vision Statement and Policy Priorities of the Belize Education Sector Plan (BESPlan 2021-2025)



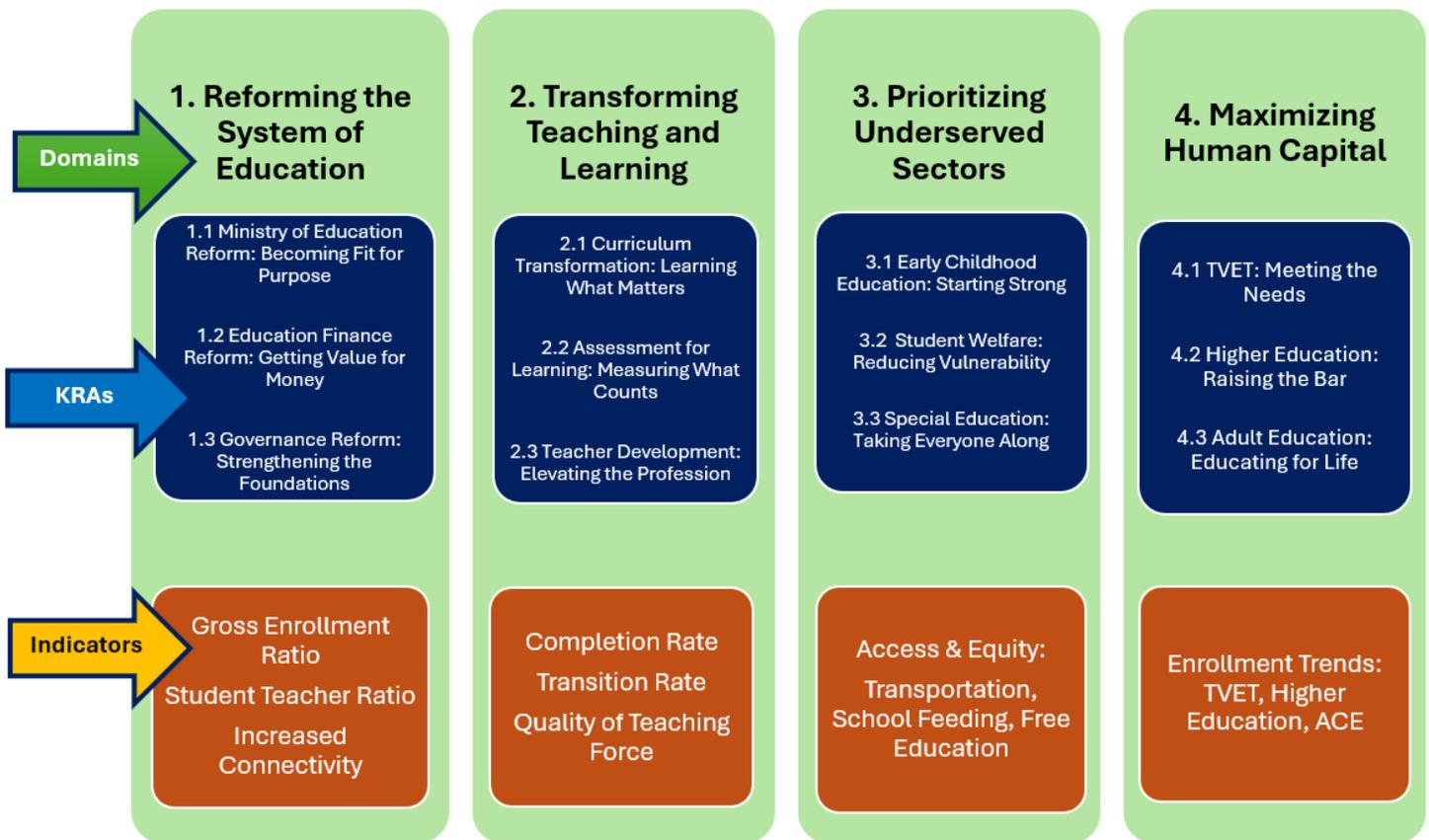
The MoECST is responsible for ensuring that all Belizeans are given an opportunity to acquire the knowledge, skills, and attitudes required for their personal development and to participate fully and actively in the nation's development. The priorities of the MoECST are guided by the Policy Objectives of the BESPlan, 2021-2025 (p.19), which include:

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

12. Expand access to relevant adult education programmes to build Belize’s human capital and upgrade the quality of the workforce.

The vision and policy objectives of the MoECST emphasise access, equity, and quality across all levels of the education system. In pursuit of this vision and priorities, the MoECST, through the implementation of the BESPlan 2021-2025, targets four domains using Key Result Areas (KRAs). Figure 1. below illustrates these domains and KRAs with useful indicators to measure progress.

Figure 1: Domains and KRAs of the BESPlan 2021-2025



2024-2025 Achievements

Reforming the System of Education: A Focus on Operations

The MoECST is fully responsible for facilitating access to high-quality education for all Belizeans from pre-primary through tertiary. This commitment includes rigorous oversight in regulatory, operational, and fiscal matters, ensuring equitable distribution of resources to students and educational institutions. In the fiscal period 2024-2025, the MoECST allocated 86.58% of its budget (\$226,050,890.00) specifically to Operations Services.

Activities

The core mission of the Ministry is transforming education and optimising the performance of the education sector. Imperatives such as 1) increasing access to education from preschool to junior college, 2) improving equitable financial assistance through the Financial Assistance Submission and Tracking (FAST) online platform and the Rural Education Grant fund, 3) supporting the delivery of the student-centred competency based National Curriculum Framework, 4) progressing with school improvement through targeted capacity building in clinical supervision, financial management, and self-assessment and 5) supporting teacher professional development to continuously improve access, participation, equity, quality, and relevance in Belize's education sector. Through the efforts of the Operations Division, the MoECST consistently provided financial, psychological, and professional support to students, teachers, schools, and Ministry personnel. Financial assistance: including grants, scholarships, school transportation, fee payments, and textbooks, continued to be distributed through various initiatives. The payment of teacher salaries and awards also remained a priority.

Throughout the 2024 - 2025 fiscal year, the Operations Division worked on several initiatives aligned with the target imperatives of the BESPlan (2021-2025). These strategic activities included the piloting of the FAST platform with emphasis on its potential to significantly improve the Ministry's capacity to timely and transparently respond to students' financial needs. The Operations Division continued its work in Governance Reform. The current legal framework governing the education sector of Belize is over a decade old. The demanding task of finalising the comprehensive review and revision of the existing education legislation, regulations, and policies was ongoing

The Communications and Public Relations Unit (CPRU) continued to execute a broad range of strategic communication functions in 2024. Key campaigns—such as the MoRE initiative and the annual budget information drive—were rolled out across print, broadcast,

and digital channels, with accompanying materials (brochures, infographics, videos). The Unit managed branding efforts—designing building signage for Special Education and new service centres—and coordinated outreach, including the Samsung Solve for Tomorrow Challenge and the Belize@43 Independence celebrations, overseeing everything from logo design to social-media promotion. In addition, the CPRU supported NEMO’s Public Information Committee, creating clear tropical storm advisories that reached diverse audiences.

The Unit upheld robust media relations: issuing two formal press releases, 24 media invitations, seven statements, and 11 public notices, while handling 904 direct email inquiries via pr@moecst.gov.bz. It helped to maintain the Ministry’s website content—job vacancies, procurement notices, project updates—and advised line agencies such as NICH and the BNLSIS on communications best practices. On digital platforms, CPRU managed the Ministry’s flagship Facebook, Instagram, X, and TikTok accounts, crafting posts in both English and Spanish to promote inclusion and broaden reach. Analytics gathering and regular internal updates underpinned all these efforts, ensuring that each activity aligned with the Belize Education Sector Strategy Plan (BESplan 2021-2025) and the Unit’s own values of community, accountability, integrity, and innovation.

The MoRE Campaign continued to impact schools nationally. Additionally, the Operations Division assessed several schools and assisted with infrastructural upgrades or construction of new facilities.

Achievements

A significant portion of the MoECST’s budget is dedicated to improving educational opportunities for students at all educational levels and promoting teacher development. 86.58% of the Ministry’s budget is designated to the Operation Division. This focuses on personal emoluments, and programmes designed to meet the needs of students and teachers. Professional development investment took the form of teacher training directed to building or enhancing teacher competencies and financial assistance for teachers engaged in degree programmes. Both mechanisms target quality improvement with the goal that the teacher supply within Belize’s education system will be qualified and fit for purpose. The provision of essential resources like school transportation, textbooks and educational materials, and facilitation of student scholarships and grants to promote broader access to education delivered on the goal of expanding student access. By prioritising these strategic areas, the Ministry elevated educational standards and ensured that both teachers and students were equipped with the necessary resources and opportunities for success.

The MoECST facilitated access to education by providing grants and financial aid to government, government-aided, and specially assisted schools, benefiting



students at all levels. Over 6,662 students gained access to preschool education, more than 59,602 to primary education, and over 22,693 to secondary education.

At the pre-primary level, support was extended to 51 government, 118 government-aided, and 56 private/specially assisted preschools. At the primary level, 59 government, 199 government-aided, and 59 private/specially assisted schools were impacted. At the secondary level, 20 government, 28 government-aided, and 17 private/specially assisted high schools received support.

In addition, the MoECST enabled access to technical and vocational education for over 785 students, tertiary education for more than 9,819 students, and adult education for over 863 students. This was made possible through financial aid and grants to government, government-aided, and specially assisted educational institutions. These included 5 government and 1 government-aided ITVETs; 3 government and 6 government-aided ACE institutions; 2 government and 9 government-aided junior colleges and the University of Belize.

At the preschool level, total enrolment saw a notable increase of more than 1,270 students between 2021 and 2024, marking a significant 23.7% growth. This rise in enrolment reflects ongoing efforts to expand access to early childhood education, ensuring that more young learners receive a strong foundation for future academic success.

Figure 2 shows that the Gross Enrolment Ratio (GER) at the preschool level experienced a 9.6 percentage point increase, rising from 32.5% in 2021 to 42.1% in 2024 (Abstract of Education Statistics, 2023-2024 adjusted population data). This upward trend indicates greater participation in preschool education, likely influenced by initiatives aimed at improving affordability, accessibility, and awareness of early childhood learning benefits. The steady growth in enrolment and GER highlights the Ministry's commitment to strengthening early education as a critical component of the national education strategy.

At the primary level, total enrolment declined by approximately 4,000 students between 2021 and 2024, representing a 6.6% decrease. This decline suggests a reduction in the number of children enrolled in primary education. However, Figure 2 shows that the GER increased from 90.5% in 2021 to 91.7% in 2024.

This trend is likely influenced by the recent increase in the mandatory school age from 14 to 16 years, which may have contributed to higher retention rates. Additionally, data from the 2022 Census supports this explanation, as it indicates that Belize has been experiencing a declining fertility rate in recent years, which means that the enrolment at the primary level will likely decrease over the next 5 years.

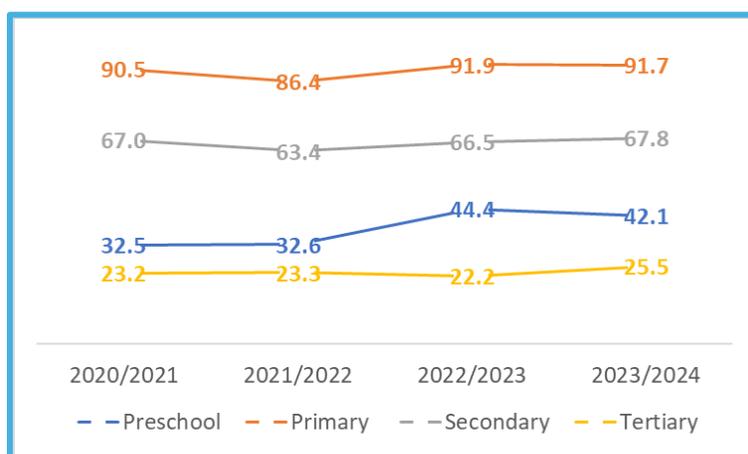
The GER for secondary education has remained relatively stable compared to the preschool and primary levels, increasing slightly from 67.0% in 2020/2021 to 67.8% in 2023/2024. Despite this modest rise of nearly 1%, total enrolment grew by 1,696 students

between 2021 and 2024. As of 2024, total enrolment stands at 23,534 students—12,012 females and 11,522 males—a gender difference of fewer than 500 students.

This increase in enrolment can be attributed to the positive impact of both the E-UP program and the extension of the mandatory school age from 14 to 16 years. Notably, the data shows that more students are successfully transitioning between grade levels, with a significant spike in progression from second to third form and from third to fourth form.

The secondary level has seen significant progress in the reduction of the repetition and dropout rates across all form levels. For instance, in 2021/2022 the repetition rate was recorded at 9.0 (11.0 males, 7.1 females) and in 2023/2024 this was reduced by almost half, to a rate of 4.9 (6.3 males and 3.4 females). Similarly, in 2021/2022 the dropout rate was reported at an average rate of 9.6 (11.1 males, 8.2 females) and in 2023/2024 it had reduced by almost two-thirds at a rate of 3.5 (4.3 males and 2.8 females). These two indicators prove that more students in particular, males are being retained at school.

Figure 2. Gross Enrolment Ratio by Level, 2020 - 2024



The GER for tertiary education has shown some progress, with a modest increase of 2.3 percentage points—from 23.2% in 2020/2021 to 25.5% in 2023/2024. Currently, there are 9,690 students enrolled in tertiary institutions, representing an increase of over 300 students since 2021/2022, when enrolment stood at 9,373.

National school data shows that following the governance reform, curriculum reform and maximising student focused programmes at all levels, completion, and transition rates have also improved in parallel with enrolment. The completion rate for preschool is notably high—100% among those who are enrolled. Between 2021 and 2024, enrolment increased by more than 1,270 students, representing a significant 23.7% rise. However, despite this progress, fewer than 50% of preschool-aged children (ages 3–5) are attending preschool before entering formal primary education. According to the 2022 national population census, there were 15,784 preschool-aged children in Belize (SIB, 2022). This means that only 44.4% of these children are currently enrolled and benefiting from pre-

primary education. While the gains in enrolment and completion at the pre-primary level are commendable, it is evident that more efforts are needed to maximise the reach and impact of this sector.

As shown in Figure 3 below, the overall completion rate demonstrates a positive trend, with an average of over 90% for the past 5 years at the primary level. The data indicates that nearly all students who reach Standard VI at primary school are able to graduate, reflecting a very high completion rate over the past three consecutive years and above 95% in the academic period 2023/2024.

This encouraging trend can be attributed to several contributing factors, including a low student-teacher ratio (STR), improved student performance, reduced dropout and repetition rates, curricular enhancements, and the increase in the mandatory school age, among others.

Figure 3. Primary Completion Rate by Gender, 2019-2023.

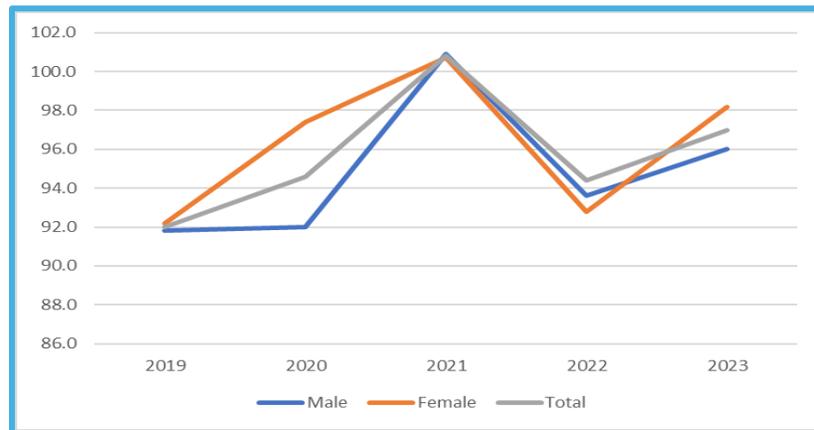
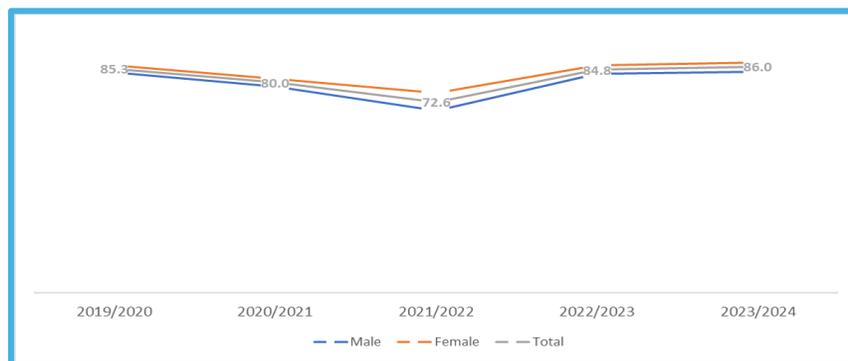


Figure 4. Primary to Secondary Transition Rate, 2019/2020 – 2023/2024 shows that transition rates for both males and females are relatively similar, with females consistently showing slightly higher rates throughout the period.

Figure 4. Transition Rate from Primary to Secondary, 2019-2023



Since 2021/2022, the transition rate has been steadily increasing. This upward trend reflects the impact of several key support mechanisms, including expanded remediation programs, greater integration of technology to support learning, the extension of the mandatory school age to 16 years, and increased enrolment at the secondary level—particularly through the provision of free education under the Education Upliftment Project.

The data reveals a relatively constant average of around 79% Completion Rate for both males and females, with a notable increase of nearly 8% over the five-year period. These improvements highlight the effectiveness of key initiatives, including the legislative change that raised the mandatory school age to 16 years, the implementation of support programmes such as the Education Upliftment Project and the National Healthy Start Feeding Programme, both of which have reduced barriers to access and improved student retention. Additionally, curriculum reform has played a critical role in enhancing student learning, progress, and the successful completion of secondary education.

Figure 5. Secondary Completion Rate by Gender, 2019-2023

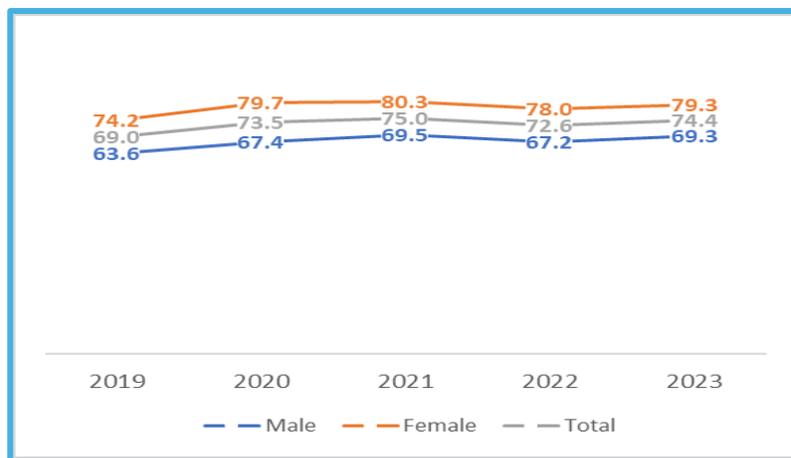
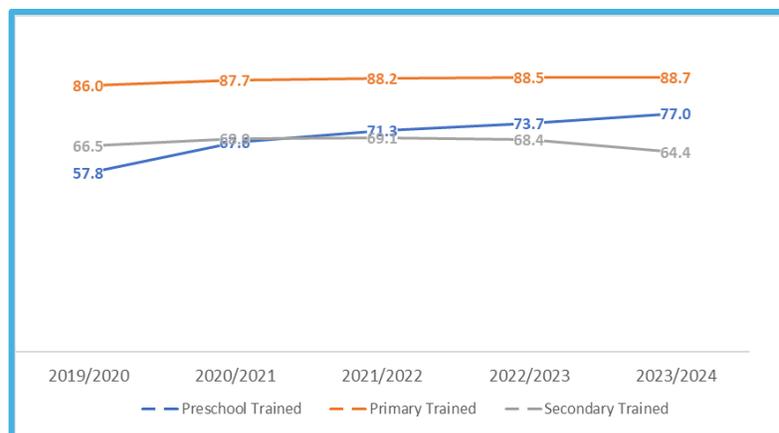


Figure 6. Percentage Trained Teachers by Level, 2019-2023



The pattern shown in Figure 6 highlights a notable improvement in the qualifications of Belize’s teaching workforce between 2019 and 2023/2024. The percentage of trained teachers increased by 3.3 percentage points at the preschool level (from 73.7% to 77%), and by 0.2 percentage points at the primary level (from 88.5% to 88.7%). At the secondary level, the percentage of trained teachers stood at 64.8%. This progress is attributed to the professional development opportunities offered by the Government of Belize through the MoECST (in the form of scholarships, financial assistance, approved study leaves, etc), as well as the self-driven commitment of educators to improve their qualifications. This pattern reflects all teachers across the above sectors.

However, when the data is further disaggregated, it reveals an increase in the percentage of trained teachers specifically within government and government-aided schools for the 2024/2025 period. At these institutions, the percentage of trained teachers reached 89.7% at the pre-primary level, 95.4% at the primary level, and 68.5% at the secondary level. In alignment with the goals of #planBelize, the GoB, through the strategic efforts of the Ministry of Education, remains committed to ensuring that by 2030, 100% of teachers at the pre-primary, primary, and secondary levels are fully trained to teach in Belizean classrooms.

Figure 7. Student-Teacher Ratio (STR) at the Primary Level by Locality for the Period 2020–2024 shows that the overall STR has remained relatively stable, averaging around 20 students per teacher. In 2024/2025, this average slightly increased to 22 students per teacher.

This relatively low ratio is intended to ensure that teachers have the necessary resources to enhance students' learning experiences at the primary level. The slight increase in the STR may also indicate improved student retention at this level, despite declining enrolment due to a decreasing birth rate as reported in the 2022 Census.

Figure 7. Student - Teacher Ratio at the Primary Level by Locality, 2020-2024.

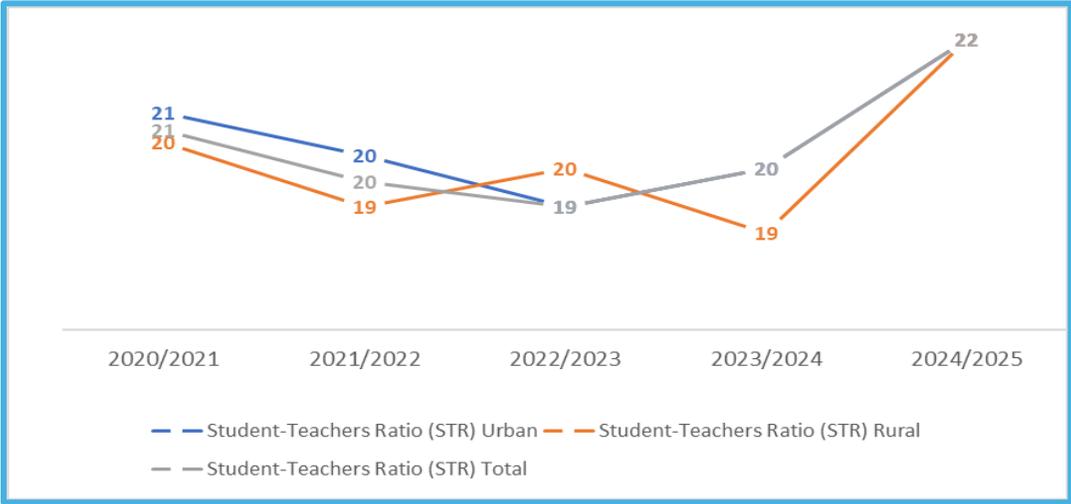
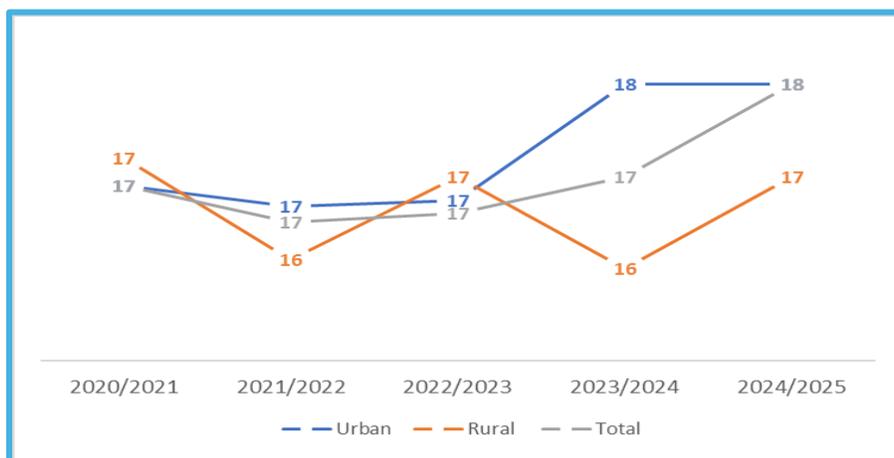


Figure 8. Student-Teacher Ratio at the Secondary Level by Locality, 2020–2024 indicates that there are no significant differences in STRs between rural and urban schools. The overall STR follows a similar trend to that at the primary level, with a slight increase observed in the 2024/2025 period. This increase can be attributed to the extension of the mandatory school age to 16 years, improved retention rates due to the introduction of the competency-based curriculum, and a decline in the dropout rate resulting from the E-Up schools.

In general, the STR at the secondary level has consistently been lower than at the primary level. However, the context of instruction differs, as secondary teachers typically teach specific subjects and are not assigned to a homeroom class, unlike their primary-level counterparts.

Figure 8. Student - Teacher Ratio at the Secondary Level by Locality, 2020-2024



The FAST online platform was launched on March 19, 2024, with the goal of improving accountability, transparency, and efficiency in processing financial aid for students across all educational levels. The platform was implemented by the Operations Division of the Ministry, which successfully onboarded over 41 key users.

However, the platform experienced some limitations. As a result, a more modern and suitable system was identified to better meet the Ministry’s financial assistance needs. A new software solution, “Good Grants,” offered by an external provider, was recommended as either a replacement or complement to FAST. This platform has been reviewed to ensure it aligns with the Ministry's requirements.

It has also been proposed that the acronym “FAST” be retained, even after “Good Grants” is adopted. In the meantime, the existing web link: <https://www.moecst.gov.bz/resources/scholarships/> remained active while improvements to the system were underway.



The Rural Education Grant Fund (REGF) was established to provide students from rural communities a focused funding source specifically designed to meet their needs. The Rural Education Grant Fund was thoughtfully integrated into the FAST platform, ensuring a streamlined application and review process. 3,196 students were financially assisted through the REGF during the 2024-2025 fiscal year. This funding program has significantly increased access to education for students from rural areas, delivering on the Ministry's priority of equitable financial assistance for all.

With the ongoing global technological transformation, STEAM education has emerged as a worldwide movement driving

innovation and progress. While there is no specific funding source allocated to offer scholarships in STEAM, students are open to apply for financial assistance as needed to further their choice to pursue education in STEAM subjects. The Ministry also fully subsidises STEAM education through Itz'at STEAM Academy. Itz'at offers quality STEAM education at an affordable cost (comparable to regular secondary education) and is the only secondary institution of its kind in this region.

Over February and March of 2024, sensitisation sessions focused on the education rules were held with teachers, school leaders, and managing authorities of pre-primary, primary, and secondary schools across Belize. These sessions were geared towards preparing these key stakeholders for their role in the education legislative reform, focusing on the gaps, proposed revisions and applications of the Education Rules of 2000, the Education and Training Act of 2010, and the Education Rules Amendments of 2012. Nationally, the sensitisation sessions were attended by 4,444 teachers and school leaders, reflecting 86.8% of the overall population. The MoECST, through the Millenium Challenge Corporation (MCC), secured the services of a consultant who reviewed the education sector's legislative documents and provided feedback. Comparisons were made between Belize's system and its legislative power and four other Caribbean countries. Because of a change in consultant and the halting of the MCC project, the MoECST engaged the

services of an in-country consultant to work in partnership with an internal ministry task force so that this legislative reform will see completion. The consultant has conducted an initial review of the Education Act 2010, is in the process of validating recommendations previously made, and is collecting additional information through further consultations with key stakeholders.

The Ministry reaffirmed its dedication to education reform through the recent legislative amendment that increased the mandatory school leaving age from 14 to 16, along with the expansion of the Education Upliftment Project: Together We Rise. The positive impact of these efforts is reflected in key indicators such as higher student retention, lower dropout rates, and improved transition rates—demonstrating how the combined influence of policy and programme initiatives is advancing the goal of equitable access to quality education for all.

The Teacher Administrative Services Unit and the Chief Education Officer continued in their efforts to improve the calibre of school leadership across educational levels. The process of hiring, regulatory adherence, and financial administration were the focus of extensive training sessions for managing authorities and school administrators. These efforts aligned with the Ministry's larger plan to improve school leadership and promote a more successful, efficient, and accountable educational system.



Brand consistency was firmly established in 2024: the #YourMoECST hashtag achieved widespread recognition—even within AI chatbots—and the Ministry’s visual identity was reinforced through refreshed templates, building signage, and unified campaign materials. Digital engagement metrics reflected sustained leadership among Government ministries: combined social-media views topped 3.6 million, reach approached 830,000, and site visits neared half a million—underscoring the effectiveness of targeted content strategies and the introduction of Spanish translations to enhance accessibility. Follower growth of 19.8% across platforms, despite a slight slowdown compared to 2023, still outpaced many peer agencies, particularly on Instagram.



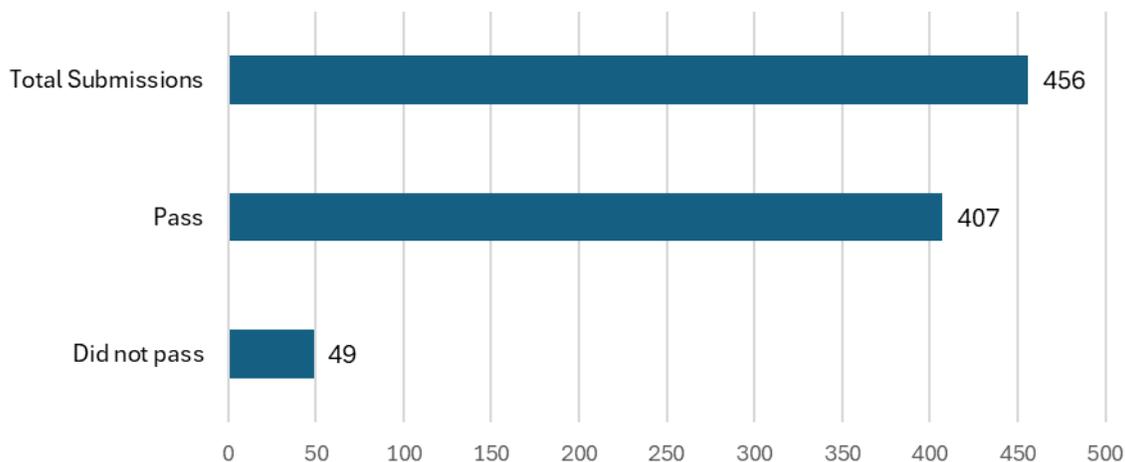
The Unit’s proactive media engagement also yielded dividends: its press output and public notices-maintained transparency and built public trust, while swift misinformation responses, and responses during crisis or extreme weather events underscored the Ministry’s crisis-communication readiness. Internationally, coverage of Belizean talent at Mexico’s Feria Internacional del Libro de Antropología e Historia, combined with professional development in cultural photography, elevated both the Ministry’s profile and the Communications Officer’s expertise.

Since its launch in late November 2023 by the Operations Division, the MoRE Campaign has demonstrated nationwide impact, motivating and empowering primary and secondary schools across Belize to strive for excellence and continuous improvement. Under the guiding principle to ‘**BE** better and **DO** better for Belize,’ the MoRE campaign maximised the objectives of existing MoECST programmes and amplified the commitment of schools through five well-crafted pillars. School initiatives and achievements were recognised under the pillars of ‘*MoRE Digital*,’ ‘*MoRE Inclusive*,’

'MoRE Healthy,' 'MoRE Involved,' and 'MoRE Creative and Innovative.'

At the end of its inaugural year, the MoRE Campaign had a total of 456 submissions. 407 (89.3%) earned a passing score while 49 submissions did not pass because they were either duplicate or incomplete entries. Figure 9. disaggregates the submissions to the MoRE Campaign by pass and fail.

Figure 9. MoRE 2023 - 2024 Total Submissions disaggregated by Pass or Fail.



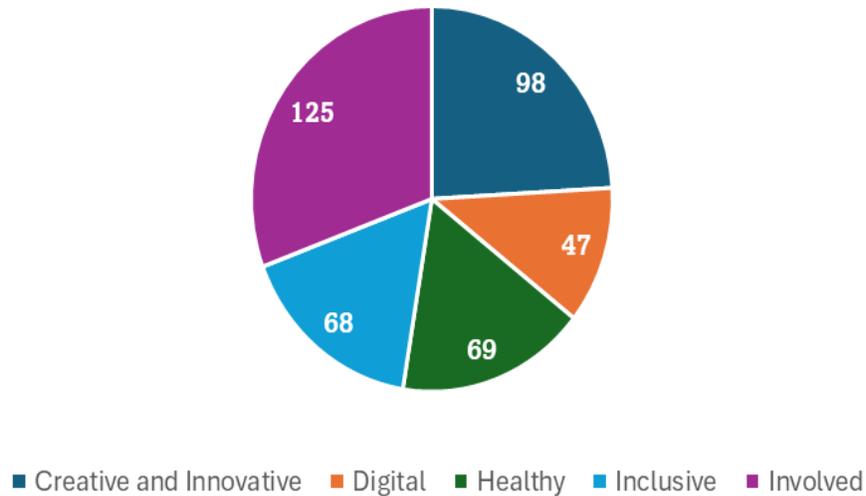
The *'MoRE Involved'* pillar was the most popular, receiving 125 submissions, accounting for 30.7% of the total submissions by pillar. Entries under this pillar demonstrated school initiatives and achievements in engaging students with school level activities, promoting school spirit and connecting students with the wider community. The *'MoRE Creative and Innovative'* pillar received 98 submissions. This pillar highlighted school level implementation of the National Curriculum Framework and the school's creative efforts to develop core competencies. The *'MoRE Healthy'* pillar received 69 submissions. Each submission was tailored to show how schools promote healthy behaviours and active lifestyles for students and school staff. The *'More Inclusive'* pillar received 68 submissions that underscored the importance of creating a culture of acceptance and support for all students. The *'MoRE Digital'* pillar received 47 submissions. These submissions confirmed the school's innovation and digital applications to transform learning and



school spirit and connecting students with the wider community. The *'MoRE Creative and Innovative'* pillar received 98 submissions. This pillar highlighted school level implementation of the National Curriculum Framework and the school's creative efforts to develop core competencies. The *'MoRE Healthy'* pillar received 69 submissions. Each submission was tailored to show how schools promote healthy behaviours and active lifestyles for students and school staff. The *'More Inclusive'* pillar received 68 submissions that underscored the importance of creating a culture of acceptance and support for all students. The *'MoRE Digital'* pillar received 47 submissions. These submissions confirmed the school's innovation and digital applications to transform learning and

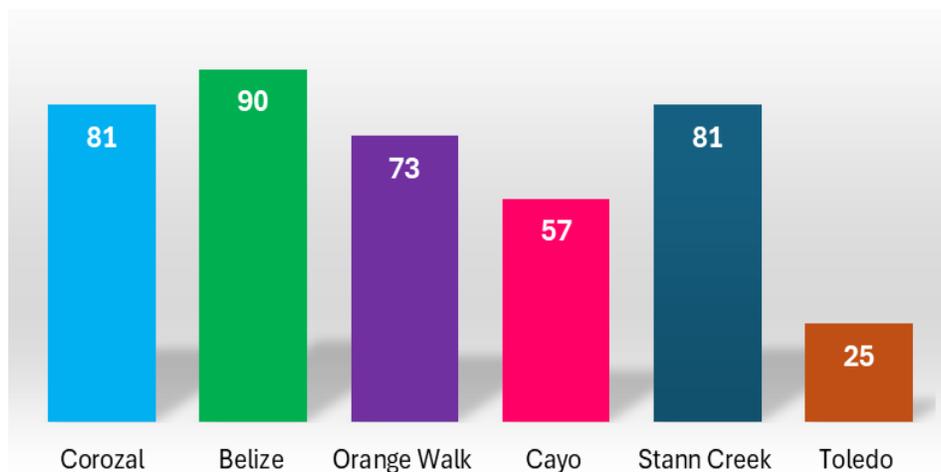
engagement using digital devices, online platforms and technology (Figure 10).

Figure 10. MoRE 2023 - 2024 Total Passing Submissions disaggregated by Pillar.



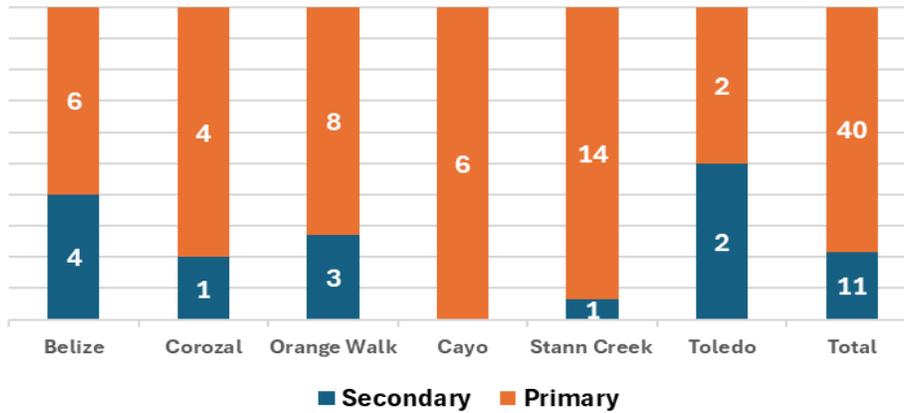
By district, the Belize District made 90 submissions, representing 22.11% of the total submissions. Stann Creek and Corozal both followed with 81 submissions or 19.9% respectively.

Figure 11. MoRE 2023 - 2024 Total Passing Submissions disaggregated by District.



Fifty-one schools across the country from both the primary and secondary levels engaged in the MoRE Campaign. Nationally, these 51 schools represent coverage of 13.5%. Disaggregated by district, more schools from the Stann Creek District participated in the MoRE Campaign in comparison to other districts.

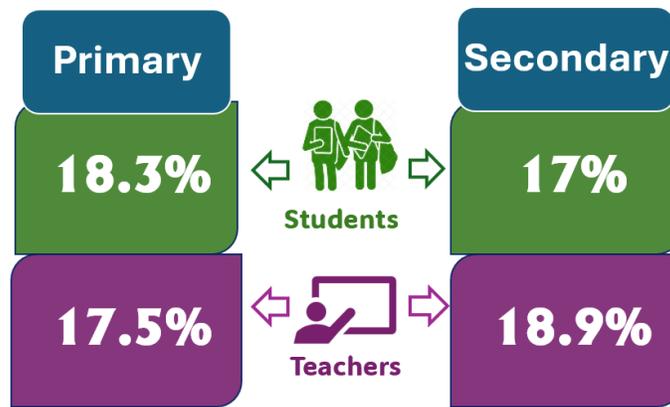
Figure 12. MoRE 2023-2024 MoRE Campaign Primary and Secondary School Coverage disaggregated by District.



Disaggregated by level, nationally, 17.5% of secondary schools and 12.7% of primary schools actively engaged with the MoRE Campaign. The MoRE Campaign really had noteworthy visibility. Nationally, 15.7% of urban schools participated while 12.5% of schools in rural locations also engaged with the MoRE Campaign.

The MoRE Campaign impacted 14,657 students across the primary and secondary levels, which represents 18% of students in Belize. Disaggregated by level, 18.3% of primary school students and 17% of secondary students were engaged. Principals and teachers were instrumental in putting their school’s submissions together and keeping the momentum of the MoRE Campaign. Across the country, 853 teachers from primary and secondary schools supported the MoRE Campaign. Disaggregated by level, 17.5% of primary teachers and 18.9% of secondary teachers were involved and impacted by the campaign. The MoRE Campaign has had a noticeable impact on transforming the overall ethos of schools.

Figure 13. MoRE Campaign Coverage by Student, Teacher and Level, 2023-2024.



Next Steps

While the Ministry will continue to provide grants and other forms of financial aid to preschool, primary, secondary, tertiary, TVET and ACE students as well as pre-service and in-service teachers, the full implementation and utilisation of the FAST platform/Good Grants system is a priority. The Ministry will fully complete the onboarding of the Good Grant system for the application and processing of financial aid to allow for greater transparency and accountability. The Rural Education Grant Fund will see continued utilisation for increased access to education for students from rural areas. Moreover, the Ministry plans to expand the free education programme to include at least one or two additional secondary schools. This expansion will also require the procurement and distribution of learning resources aligned with the national curriculum.

The MoECST will also continue to:

- evaluate and maximise the National Primary School Textbook Programme to include Science and Technology and Spanish.
- finalise the comprehensive review and revision of education legislation regulations and policies, including those related to education councils, commissions, and boards, to increase effectiveness in the governance of the education system.
- expand the target areas of the five pillars of the MoRE Campaign and increase its incentives.

The need to develop a performance-based appraisal and recognition system for Ministry staff and service teams remains. This system of performance evaluation is expected to guide the development of a training schedule to address the professional development needs identified in the appraisal system. This target area will be prioritised in the next sector strategy.

To build on its success in this year, the Communications Unit will support the implementations of an AI-powered chatbot on the MoECST website and social channels, streamlining responses to common queries on scholarships, teacher services, and financial aid—thus reducing inbox burdens and accelerating public service.

Internally, the CPRU will refine its reporting processes, encouraging each line agency to submit concise monthly briefs on progress and challenges, feeding into more dynamic storytelling for digital platforms. Emphasis will shift toward short-form, vertical video content for TikTok and Instagram Reels, leveraging youth-focused narratives and interactive formats to reenergise growth rates. Finally, ongoing website management will be bolstered, along with the Information Technology Unit, to guarantee real-time updates of vacancies, bids, and project milestones, ensuring the public always has prompt access to critical information.

Relevance

The programme areas of the Operations Division are pivotal for implementing the strategic activities and goals outlined in the BESPlan 2021-2025. Expanding access to education across all levels remains a core priority for the MoEST, with the Operations Division responding in accordance to support this mission. Efforts to restructure governance and update legislation are expected to significantly advance the goals outlined in #PlanBelize's Education Policy, which focuses on driving reforms that improve efficiency and overall effectiveness. Additionally, the initiatives and strategic objectives of the MoECST's operations are closely aligned with national, regional, and international goals and targets including:

Horizon 2030

- Outcome 1: Strengthen management, monitoring and accountability in the education system
- Outcome 2: Improve Access to Education

CARICOM HRDS 2030

- Outcome 1: Broadened and deepened access and participation in all HRD sectors
- Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors

SDG 2030

- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



Reforming the System of Education: The Impact of Policy and Planning Services

The Policy and Planning Services Division of the Ministry plays a pivotal role in supporting the growth and development of Belize's education system through comprehensive research in key sectors of the education system, policy formulation, strategic planning, monitoring and evaluation, project implementation, and the integration of science and technology throughout the sector. The Division also holds key responsibilities such as managing the Belize Education Management Information System (BEMIS) and overseeing projects supported by international financial institutions, including the Caribbean Development Bank (CDB) and the Inter-American Development Bank (IDB), among other development partners.

Activities

Key activities of the Policy, Planning, Research, and Evaluation (PPRE) Unit in 2024 were diverse and strategically aligned with the Ministry's goals to strengthen evidence-based decision-making and improve educational outcomes. These activities included, but were not limited to (1) conducting the Annual School Census and data verification exercise; (2) managing the BEMIS, the central digital platform used to collect, store, and analyse education data; (3) processing data requests from internal and external stakeholders, including government departments, donor agencies, researchers, and school managements; (4) preparing publications on the state of education, including annual education statistics reports, policy briefs, and analytical summaries; (5) supporting and advising the Senior Management Team (SMT) on key policy decisions through the provision of data-driven insights and policy recommendations; and (6) conducting research projects to examine emerging trends, evaluate programme effectiveness, and identify areas for improvement within the education system.

The Science & Technology (S&T) Unit remained committed to its mandate as outlined in the BESPlan 2021-2025. Some of the key activities for 2024 included: 1) increasing the number of students and teachers who have access to high speed internet or an alternative wireless service and to an appropriate digital device; 2) maximising access to educational resources through the National School Portal and learning platform with a special focus on culture and heritage, 3) developing a policy and strategy for Science and Technology Innovation, and 4) facilitating programmes to increase interest in Science and Technology fields at both primary and secondary levels with a special focus on Girls in ICT.

The Project Execution Unit (PEU) has been instrumental in driving key initiatives aligned with national education goals. In 2024, the PEU spearheaded a wide array of projects aimed at improving access, equity, and quality within the education sector. These included the procurement and distribution of digital learning devices to support technology-enabled

classrooms, the deployment of educational software to enhance digital literacy and blended learning, and the training of teachers in both pedagogy and the effective use of new tools and platforms. Additionally, the PEU oversaw several infrastructural development projects, including the construction and rehabilitation of school buildings and classrooms.

Achievements

Collaboration between principals, district education officers, and the PPRE Unit has significantly increased, leading to improved efficiency in the execution of the Annual School Census and Data Verification Exercises. This impactful partnership remains ongoing. Notably, the first phase of the verification process was fully conducted by District Education Centres (DECs), with the PPRE team providing technical assistance and targeted interventions as needed.

System upgrades have enhanced the functionality of the online BEMIS platform, and on-site school verifications have played a crucial role in building the capacity of both education officers and school personnel to effectively update and manage the system. While recorded tutorials have been developed to support BEMIS users, their usability and relevance are currently under review due to recent system upgrades that have altered some processes.

The PPRE Unit maintains its strong collaboration with other MoECST Units and the Senior Management Team to monitor, evaluate, and prioritise the key outputs of the BESPlan. These efforts are directly contributing to the development of the Ministry's new strategic plan for 2026-2030.

In addition, surveys and desk analyses were conducted based on priority needs, with findings used to inform decision-making. The PPRE Unit collaborated with both local and international partners. A notable achievement was the completion of the Preschool Sector Diagnosis in July 2024. The PPRE Unit also prepared annual education statistical reports, including the Abstract of Education Statistics 2023/2024, Education at a Glance 2023/2024, and Education Quick Facts 2023/2024.

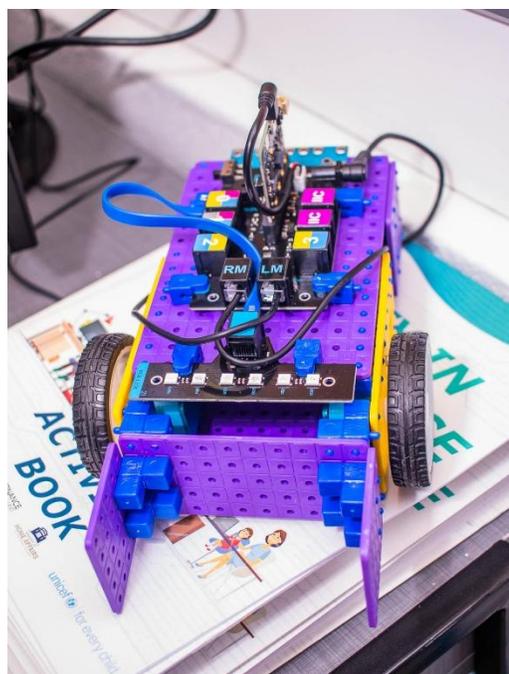
ConnectED Expansion

In a bold step toward achieving full digital inclusion in education, the S&T Unit of the Ministry celebrated a major milestone in February 2025 with the signing of two pivotal contracts under its groundbreaking ConnectED programme. Already transforming learning by delivering high-speed internet to 75% of Belize's students and teachers (66,000 students and 3,807 faculty and staff), the programme is now expanding even further bringing 70 new schools online and continuing support for the 213 schools already connected (33% increase for a total of 283 schools). This service will now cover over

87,000 students, an increase of more than 30%, or approximately 27,000 additional students across the pre-primary, primary, and secondary levels.

This expansion marks a powerful leap forward in ensuring that every child, no matter where they live, has access to the tools and opportunities needed to thrive in a digital world. The future of education in Belize is connected, inclusive, and unstoppable.

As part of a drive to foster inclusive innovation and access to technology, the S&T Unit successfully launched seven USpaces across Belize (each district benefits from at least 1 USpace). This milestone was achieved through a strong partnership with UNICEF, the NICH Houses of Culture, and the Belize National Library Service and Information System.



The USpaces aim at transforming public spaces into vibrant centres of creativity and learning for students of all ages.

A USpace is a community space for 'US' to develop our digital skills, and to experiment with **'technology + culture'** with the purpose of developing new ideas for **'today + tomorrow.'** These spaces are intentionally designed to be welcoming, inclusive, and child-friendly, encouraging individuals of all ages to explore, create, and innovate. With seven USpaces now open and serving communities, this initiative represents a major step toward empowering Belizeans through access to digital tools, collaborative experiences, and lifelong learning opportunities.

Girls in ICT

On April 25, 2024, International Girls in ICT Day, the S&T Unit at MoECST hosted the **#LeadLikeAGirl** event in collaboration with UNICEF. The event had two parts: Part One was a 'Code Quest Challenge' where the S&T Unit hosted 100 girls from 25 schools and 10 out-of-school girls in a 3-phase challenge. The girls were randomly grouped to encourage networking and making new friends. Part Two was the 'Stakeholders Challenge,' emphasising the pivotal role of stakeholders by asking them to pledge to "Expose, Encourage, and Support Girls in ICT." Stakeholders were encouraged to make a commitment to exposing more girls to ICT, providing support to those who have already chosen a path in ICT, and offering tools to help effectively utilise ICT platforms. Whether from the comfort of their couch, through local community initiatives, utilizing their company's platform, or contributing to their country, stakeholders play a crucial role in advancing the participation of girls in ICT.



At #LeadLikeAGirl, the Ministry not only celebrates girls but also forges a path for the underserved to a future where girls in tech are empowered and their authentic selves are realized. The MoECST through the S&T Unit will continue to strive for a future where gender balance in ICT is the norm.

Partnership with FIRST Lego League

The Ministry has proudly partnered with First Lego League Belize to enhance STEM education across the country by purchasing robotics kits for each USpace. This collaboration marks a significant step toward providing accessible, hands-on STEM education to students and community members nationwide. Through this partnership, the Ministry has ensured that each district now has access to the kits, with the hope that every USpace, open to anyone in the community, will serve as a hub for learning, creativity, and innovation. In addition to the kit distribution, the Ministry and First Lego

League Belize are collaborating on training initiatives, empowering educators and facilitators to make the most of these invaluable resources. This marker of accomplishment demonstrates the MoECST's commitment to fostering inclusive, equitable access to STEM opportunities with the tools needed to thrive in the digital age for all.

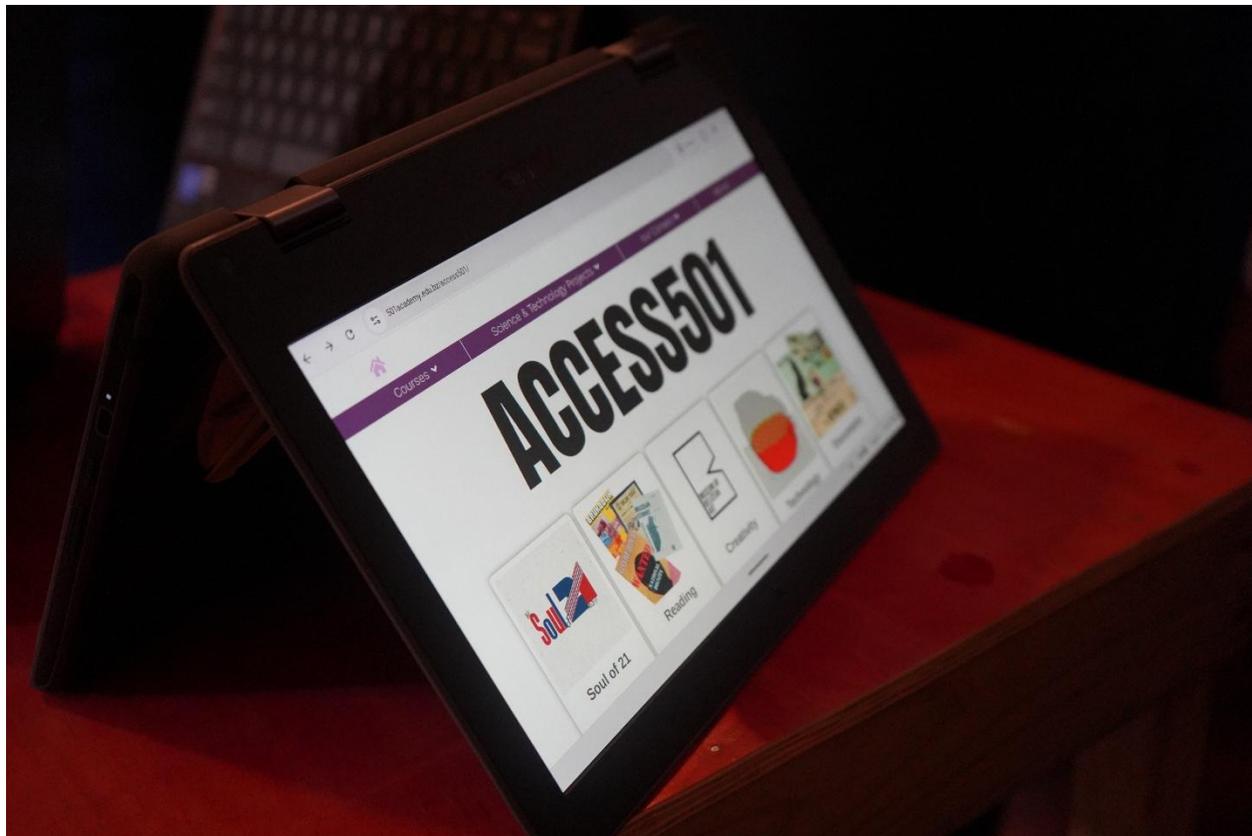
#LeadLikeAGirl Pledges

The #LeadLikeAGirl Pledge has made tremendous strides in supporting young girls in ICT, with the #EXPOSE pillar being a standout accomplishment. This summer, the 501Academy successfully hosted four impactful Summer 2024 Coding Camps, engaging over 70 girls across San Ignacio, Bullet Tree Falls Village, Orange Walk Central, and Orange Walk East. During these camps, participants engaged in the world of coding, mastering the fundamentals through the Code.org curriculum, with community leaders and volunteers ensuring an inspiring and empowering environment. These newly certified coders are now equipped with the skills and confidence to excel in the digital world.

Additionally, the #SUPPORT pillar of the #LeadLikeAGirl Pledge saw Prime Minister Hon. John Briceno's commitment to strengthening STEM education in his constituency. As part of his pledge, the Prime Minister donated LEGO Prime Robotics Kits to support high schools in Orange Walk Central and the Banqitas USpace. He contributed a total of 10 kits—two each to four high schools in his constituency and two to Banqitas USpace—helping to provide valuable hands-on learning tools for the next generation of innovators.

501academy

The 501academy platform continues to support the Curriculum and Assessment Unit of the MoECST in disseminating digital resources for teachers, including unit plans and assessment documents.



Launch of Access501

Officially launched in August 2024, Access501 is a digital portal on 501academy.edu.bz. Access501 was designed and developed with the goal of providing access to digitised cultural material that reflects the Belizean experience. The S&T Unit recognized that efforts to transform Belizean culture and mindset so they will embrace technology in national development must be grounded in a deep understanding of Belizean identity. It is for this purpose that the S&T Unit developed a programme that uses technology as a vehicle for exploring history.

One of the challenges faced by culture education in Belize is limited access to the artifacts that have shaped our history. These include items such as magazines, newspapers, articles, books, music, visual arts, videos, and photographs. Key collaborators to the development of this portal included the National Institute of Culture and History, the Belize National Heritage Library, The Imagination Factory, and the Belize Archives and Records Service. This group formed the core team driving Access 501. The Access501 innovative tool is reliant on the work of artists, collectors, publishers, musicians, nation builders,

environmentalists, teachers, and journalists who populate the portal with authentic 501 material.

Launch of People's Archive

The People's Archive of Belize is a movement that builds the first ever people-driven digital archive of Belize. This project seeks the participation of every Belizean to contribute their historic photos with the objective of constructing a visual history of Belize as told through the perspectives of as many as possible. This platform allows you to contribute directly to a live portal, which means that you can also explore in real time the contributions of others.

National STI Strategy and Action Plan

The GoB has successfully secured a \$120,000 USD grant from the Inter-American Development Bank (IDB) for the BL-T1174 Consultancy. This grant will focus on key areas critical to the advancement of Belize's National Science and Technology Innovation (STI) Strategy and Action Plan. It will support the drafting, revision, completion and validation of the National STI Strategy and Action Plan, data collection, and the development of a robust monitoring and evaluation framework. Additionally, the consultancy will conduct a diagnostic assessment of institutional capacities, while also providing essential capacity building and training to strengthen the implementation of the strategy.

Device Distribution

In addition to the 5,000 Chromebooks distributed by the Ministry in 2023-2024 which benefited students from 165 primary and secondary schools, the Ministry procured 2,000 additional devices in 2024, particularly under the Skills for the Future Program. These devices were strategically allocated to students who met the Ministry's eligibility criteria, with a focus on increasing equity and access to digital learning tools. The devices have been used to support in-class instruction, enable remote learning, and provide students with access to the National School Portal, digital textbooks, and educational resources. By equipping students with the necessary tools to engage in 21st-century learning, the Ministry continues to bridge the digital divide and foster digital literacy among Belize's youth.

EQIP II

The PEU is currently undergoing the programme closure for EQIP II. Using residual funds from the programme, a cafeteria was built for Itz'at STEAM Academy and small amenities like a water filtration system, bleachers and security booths were funded by the programme.

Skills for the Future

The IDB Skills for the Future programme (S4F) is in its first year of implementation and has launched various tenders for consultancies in Accelerated Learning, Special

Education, Design and Supervision of the STEAM Pavilion construction and Gender component subprojects.



Under Component 1 of the S4F Program, the Doodle Learning Software is being used by approximately 1,200 standard IV students from 32 schools across Belize with an additional 800 students to be enrolled for this academic year. **2000 Chromebooks** were procured for distribution to 68 schools participating in this programme across the country. Teachers at participating schools engaged in a webinar to maximise the use of the platform and its reporting functionalities.

Enhancements to BEMIS are underway with several APIs being developed for the integration of the National Healthy Start Feeding Program and Teacher Development database into BEMIS. Special education data that will be collected through the CFM-TV screener will now be captured through BEMIS. PPRE personnel participated in the first rounds of training associated with the enhancements to the system.

Understanding the importance of addressing systemic bottlenecks for the screening of special learning needs, the CFM-TV screener has been piloted and validated for the next phase of the subproject. The program funded a diagnostician who will serve as a resource person to the Special Education Unit to assist with the referrals made for the evaluation of students. The diagnostician has been equipped with updated test batteries and kits to ensure that the Ministry is using updated material and following best practices guidelines.

Ensuring that our education system meets the needs of industry, two ITVET courses are being developed for the Green and Blue Economies. The Belize City and Orange Walk ITVET will offer a one-year full-time Electronic Engineering Course along with a part-time

GIS Course to equip trainees with the skills needed to offer services that are in high demand. Complementary Instructor Training courses for the aforementioned courses are being offered for qualified persons free of cost and are scheduled to begin in the last quarter of the year. Preliminary designs for the ITVET renovation and the construction of the six STEAM Pavilions across the country are being reviewed.

FIFA Foundation Digital Education in Belize Programme

The Ministry is fulfilling its commitment to equip students with skills for the 4iR. Approximately 200 teachers were trained in computer science fundamentals over a two-year period. Currently, 45 primary schools are integrating the Code.org curriculum in their lessons using a cross-curricular approach. Students are learning to code from standards 2-6. The next phase of the programme trained 44 “Champion Teachers” and coaches in physical computing, building on the previous fundamental training. The Robotics Training workshops were held using both synchronous and asynchronous sessions with a virtual and an in-person training session for the hands-on activities.



BESRP II

The BESRP II Programme funded by the CDB resumed the tendering processes for various construction packages for sub projects across the country. Contracts are expected to be awarded in the first quarter of 2025.

The education enhancement mechanisms of the programme are being revised to ensure that essential services are offered. These services complement the efforts the Ministry has made in promoting the National Healthy Start Feeding Programme, special education needs, and positive discipline for at-risk students.

Funds have also been allocated for a 'School Maintenance Policy and Plan' to ensure that infrastructure investments of the ministry are well-maintained throughout the serviceable lifespan of the buildings.

Central American Bank of Economic Integration (CABEI)

At least 100 students have benefitted from the CABEI scholarship programme, with each receiving BZ\$1,000.00 to use towards essential school supplies and services.

Next Steps

The PPRE Unit will remain steadfast in coordinating the implementation and continuous monitoring of the BESPlan 2021–2025. This includes working closely with all relevant stakeholders to track progress on key results areas, evaluating the effectiveness of strategic interventions, and ensuring alignment with national education goals. In preparation for the post-2025 period, the PPRE Unit will also lead the development of a new sector strategy that builds on the successes and lessons learned from the current plan, integrate emerging priorities, and position Belize's education system to respond to future challenges and opportunities.

The PPRE Unit will continue to collaborate with school administrators, teachers, and district education officers to enhance the efficiency of the annual school census and data verification exercise. The annual statistical publications will be reviewed and published accordingly.

The S&T Unit aims to finalise the National Science, Technology, and Innovation Strategy and Action Plan and fully implement it in 2025. Increasing access to learning devices and reliable internet connectivity will remain a top priority for both the S&T Unit and the Ministry. Additionally, the S&T Unit will work to expand the number of available learning resources



on the National School Portal learning platform and continue to promote the development of programmes that foster greater interest in the Science and Technology fields.

The MoECST intends to finalise infrastructure projects under Component I (Learning Environment) of BESRP II. The PEU will strengthen its collaboration with the IDB and continue implementing the Skills for the Future Programme, which focuses on accelerating learning in foundational skills, promoting instruction in Fourth Industrial Revolution (4IR) Skills, and enhancing BEMIS features. The PEU will also remain committed to overseeing the procurement of assets and learning tools for the Ministry and will coordinate the implementation of all projects funded through grants or loans.

Relevance:

The activities pursued under the Policy and Planning Services assist the MoECST in meeting several objectives under PlanBelize and the BESPlan 2021-2025. These include using research and quality data to impact decision-making in areas such as increasing access to schools by understanding technology and infrastructure needs, increasing access to high-speed internet services and appropriate digital devices for students and teachers, and applying technology inside the classroom to promote and advance discussion.

The programmes and objectives of the Policy and Planning Services of the MoECST are also aligned to the following national, regional, and international outcomes and targets:

Horizon 2030

- Outcome 2: Improve Access to Education
- Outcome 3: Improve Delivery and Relevance of the Education Curriculum

CARICOM HRDS 2030

- Outcome 1: Broadened and deepened access and participation in all HRD sectors
- Outcome 3: Improved quality in delivery in all HRD sectors

SDG 2030

- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Reforming the System of Education: Levelling Up School Supervision and Support Services

07

Description

The Ministry's six District Education Centres (DECs), the Office of the General Manager for Government Schools, and the Government Bookstore comprise the School Supervision and Support Services Division. This division is designed to ensure effective and coordinated oversight of schools while promoting high-quality educational services. In the 2024-2025 academic year, DECs provided monitoring, supervision and support to 225 pre-primary schools and 317 primary schools across the country, including 51 preschools and 59 primary schools that are government-owned. These government owned schools are directly supervised and managed by the General Manager of Government Schools with assistance from regional Local Managers (LMs). DEC Officers perform key roles as the Ministry's primary representatives on the Boards of Management for schools across sectors and carry out Ministry initiatives at the district level. The Government Bookstore works with service areas, especially the Curriculum and Assessment Unit and the DECs for the procurement and distribution of relevant textbooks needed to meet the demands of the National Curriculum Framework and the student population.

Activities:

The focused efforts of the DECs in school supervision and support have significantly contributed to the efforts of the various service areas of the Ministry. The DECs offered their support through monitoring school management and leadership, strengthening teacher effectiveness in implementing the National Curriculum Framework, conducting annual professional development needs assessments at the district level, supporting the work of the Special Education (SpED) Unit and the Early Childhood Unit, and serving as the first point of contact for BEMIS-related queries. DEC Officers represented the MoECST on Boards of Management for secondary, tertiary, and TVET institutions, providing oversight and guidance, and facilitating communication between these governing bodies and the Ministry. Additionally, DECs have played a key role in organizing and implementing national Ministry initiatives at the district level. These activities have included Independence School Rallies, the Uniform Parade on Independence Day, events led by the Early Childhood and SpED Units, and various programs under the Operations Division—including school transportation data collection and promoting the MoRE Campaign.

The Office of the General Manager (GM) for Government Schools worked diligently to fulfil its mandate of supervision, human resource management, administrative support, and operational response. In addition to daily responsibilities, the GM's Office monitored and supervised the current status of schools with implementing the National Curriculum Framework, facilitated professional development training and addressed priority



infrastructure needs in government-owned pre-primary and primary schools. Following the lifting of the increment freeze in 2023, the Office prioritised numerous teacher-related queries concerning increment and allowance awards. The GM's Office also recognised outstanding school administrators and teachers through service awards.

The Government Bookstore has remained committed to the mission of the Ministry to transform teaching, learning and assessment in Belize. The Government Bookstore has implemented the revised and expanded national textbook programme across primary schools in alignment with the national curriculum.

Achievements:

DECs have been instrumental in supporting literacy development nationally at the primary level, conducting literacy training at both district and school levels, providing curriculum support for unit and lesson planning, administering comprehensive academic assessments, reviving District Regional Councils, and offering localized, on-demand workshops.

To address disparities in access to education, DECs have implemented the Ministry's programs that target underserved communities, students with special needs, and those from economically disadvantaged backgrounds. Collaborations with central agencies have resulted in teacher training programs, workshops, and mentorship opportunities designed to build teacher capacity and improve the instructional quality in schools across Belize.

In support of teaching and learning, DECs have conducted school visits to guide the implementation of the Competency-Based Curriculum in partnership with Itinerant Resource Officers (IROs). They have assisted with completing school assessments, reviewing and vetting revised school rules through the Regional Councils, and responding to specific school-level challenges. In addition, DECs have facilitated

accredited workshops and monitored the implementation of the Reading Intervention for Belizean Students (RIBS), formerly known as *Literacy Alive*. The MoECST, with strong support from DEC's, implemented the Learning Recovery and Enhancement Programme (LREP) in primary schools. This intensive initiative required schools to administer diagnostic assessments and use the results to guide targeted teaching, learning, and evaluation. Schools participating in the LREP made significant progress in bridging learning gaps, leading to the successful completion of the programme.



The DEC's, following the direction of the Teacher Learning Institute (TLI), serve as focal points for identifying the professional development needs of school leaders and teachers. Each year, they conduct a needs assessment, which informs the design of Continuing Professional Development (CPD) programmes tailored to the evolving needs of teachers and school leaders. DEC's also coordinate the district-level implementation of national policies, initiatives, and routine services. These include collecting school-level data to support planning and resource allocation, distributing textbooks as part of the National Textbook Programme, assessing textbook demand, and overseeing the licensing of teachers and schools. They are further responsible for administering external examinations and managing key administrative tasks such as school transportation reporting, commuting allowance applications, and licensing submissions.

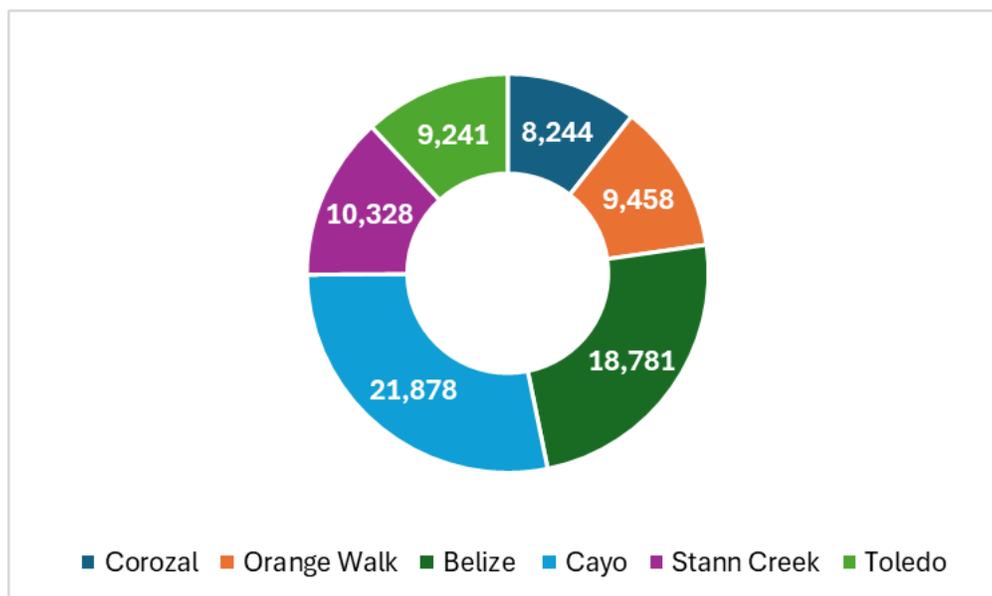
Additionally, DEC's have supported the monitoring of school feeding programmes and have contributed to the implementation of several key initiatives, including the GLOBE Engagement Training, FIFA Foundation Educational Programme, Think Equal, Code Caribbean, Inclusion in Action, and the FAST programme. They have also gathered feedback on the E-Up programme through participation in board meetings. The DEC's continue to act as the liaison between local Managing Authorities and the MoECST.

The Office of the General Manager continued its effort to conduct regular school supervision, and monitor school improvement and development in all operational areas. The GM collected useful data on schools and teachers to address areas of weakness in the quality of teaching, including curriculum delivery, classroom practices, and assessment. The Office of the GM organised and facilitated school leadership meetings to share Ministry policies and developments to aid in enhancing the quality of education. Following the implementation of the competency-based curriculum and engagement in prior targeted training, school leaders were charged with observing then providing feedback on lesson planning and delivery to teachers and administrators. The GM engaged in school visits not only to observe, monitor and provide feedback on curriculum use and the teaching, learning and assessment cycle but also to evaluate literacy initiatives. The GM also engaged school leaders and teachers in localising CPDs in areas of curriculum, SpED support, CPR training, and BEMIS support for all school levels especially for school leaders and LMs. To address teacher queries for increment and allowance awards, the GM collaborated with regional Local Managers and school principals to accurately complete and submit appraisal and increment documents for payment processing. As a result, most government-employed teachers received their increments by December 2024.

The Government Bookstore procured a total of 218,600 textbooks to meet the demands of the National Curriculum. These texts and connected learning resources were shared free of cost to students across Belize. The 'KLA 2: Mathematics for Lower, Middle and Upper Division My Bz Maths Series' was completed. Macmillan supplied 40,000 texts that supported early math education which were distributed over five levels (Infant One to Standard Three). A total of 15,200 texts were procured for middle-level math. These were distributed across Standards Two, Three and Four. Macmillan delivered 20,800 texts for Standard 5 and 6 Math which were also distributed to students at these class levels nationally. The 'KLA 1: Language for Lower, Middle and Upper Division Language Tree Series Book as well as the Sounds and Letters (Decodable Readers' were also completed. A total of 48,000 books were procured to support literacy in the lower division. Textbooks were distributed by district following district data and replacement demands as follows: Corozal 8,244; Orange Walk 9,458; Belize City 18,781; Cayo 21,878; Stann Creek 10,328; and Toledo 9,241.



Figure 14. Textbook Distribution by District based on Needs, 2024 - 2025



Next Steps

As identified in the MoECST's apex strategy, the BESPlan 2021-2025, the Ministry will continue to:

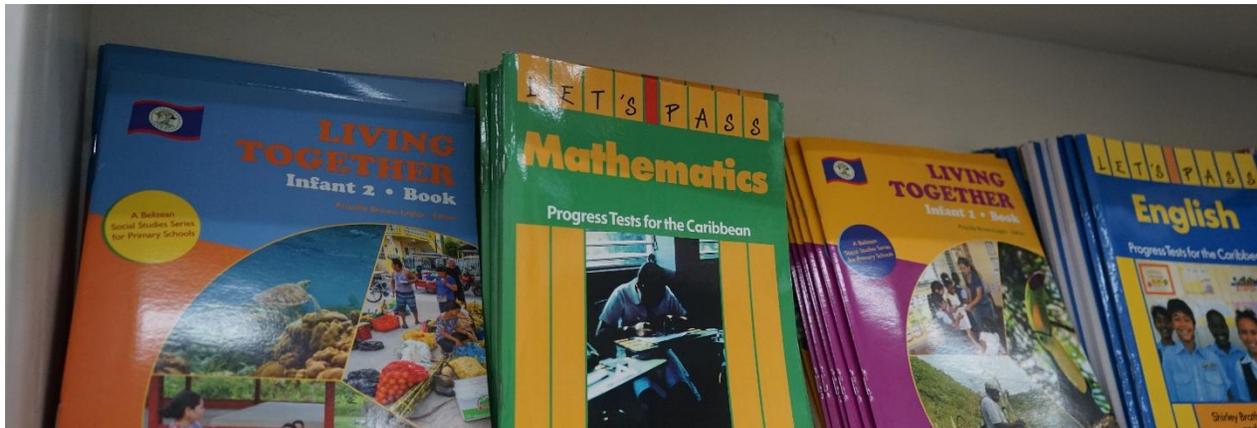
- provide essential monitoring and support to all government and government-aided preschools and primary schools.
- conduct regular school supervision to support and monitor school improvement and development by providing guidance and support for the development and implementation of school self-assessment, and the development and implementation of school improvement plans.
- collaborate with central agencies to develop and implement a coordinated, prioritised district-level sector plan and implementation strategy based on identified district education sector needs and broader national education sector plans and goals.
- identify the professional development needs of school leaders and teachers.

The DECs will continue to uphold their mandate to monitor and support all government and government-aided pre-primary and primary schools nationally. DECs will also continue to support service areas and the Operations Division through on-the-ground implementation of targeted programmes. Initiatives to enhance the capabilities of Education Officers and other Ministry members involved in secondary school Boards of Management will also continue.

The Office of the General Manager will remain committed to essential monitoring and support of government schools in all operational areas through the full utilisation of the office staff, mobilisation of the regional LMs, the commitment of school leaders and communication with the DECs. The tailoring of professional development sessions to meet school needs, managing human and physical resources, assessing and responding to

teacher queries and school infrastructural needs, monitoring and supporting school initiatives and achievements will continue.

The procurement of relevant, quality textbooks that fully align with the National Curriculum Framework will continue over the next fiscal year. The Government Bookstore will continuously assess the National Textbook Programme and inform the Operations Divisions while working with service areas to ensure that students' textbook needs are met.



Relevance:

The Ministry recognises the critical effect of supervision and support services for the successful attainment of the targets of the PlanBelize Education Policy, the BESPlan 2021-2025, the National Curriculum Framework and all relevant policies. Increased monitoring allows for the identification of areas of need and facilitates the provision of targeted support to administrators, teachers, and students, fostering continuous improvement. The work carried out by the DEC's, the Office of the General Manager and the Government Bookstore exemplifies the broader mission and vision of the MoECST.

The achievements of the School Supervision and Support Services Division also align with those of the following national, regional and international outcomes and targets:

Horizon 2030

- Outcome 1: Strengthen management, monitoring and accountability in the education system

CARICOM HRDS 2030

- Outcome 3: Improved quality in delivery in all HRD sectors

SDG 2030

- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Transforming Teaching and Learning: Education Development Services



Description

The ultimate goal of the Education Development Services Division is to develop, revise, and implement national curricula, student assessment systems, and teacher education programmes that promote the knowledge, skills, values, and attitudes essential for personal and national development. The Curriculum and Assessment Unit, Teacher Education Unit (TEU) and Teacher Learning Institute (TLI) constitute the Ministry's Education Development Services Division. These units work together to align the national curriculum, student assessments, teacher training, and professional development with the country's key educational priorities. Their coordinated efforts ensure that curriculum, instruction, and assessment are integrated and support the overarching goals of the national education system.

Activities

The Curriculum and Assessment Unit continued its work with the implementation of the National Curriculum Framework. The officers monitored, assessed then addressed areas needing immediate correction or improvement. The unit engaged with textbook authors and developers to maximize efforts to train teachers for curriculum delivery and competency development in particular subject areas. The Curriculum and Assessment Unit also worked with stakeholders and partners to develop the National Student Assessment System and strengthen the expertise within the unit in this area. Additionally, the Curriculum and Assessment Unit engaged in country wide teacher training at all levels to improve unit plans, assessments and develop the Belizean Studies lower division text. Improved unit plans are available on the 501academy website.

The Teacher Education Unit is responsible for ensuring that teachers and teacher education programs uphold high standards, contribute to improving the quality of education in Belize, promote student achievement, national development, social cohesion, capacity building, equity, and inclusion. Following the requirements of this mandate, the TEU worked with the Teacher Education Institutions (TEIs) to draft revised specifications for the Primary Teacher Education Program. These revised specifications guided the TEIs to evaluate their existing programs and/ or design and develop a more targeted teacher education program. The TEU also revised the Belize Standards of Practice for Teaching and Teacher Education. After rigorous drafting and design, the National Teacher Curriculum Framework is ready for publishing. The TEU also continued to collaborate with the TEIs to conduct external assessments for student-teachers enrolled in the Associate of Arts in Primary Education Program nationwide.

The Teacher Learning Institute (TLI) continues to serve as a dynamic educational platform dedicated to empowering Belizean educators through ongoing professional development

opportunities. This useful teacher development tool offered year-round training programs tailored to the evolving needs of teachers and school leaders.

Achievements

In 2022, the Ministry, through the Curriculum and Assessment Unit, introduced the National Curriculum Framework (NCF) which adopted a competency-based approach to replace the decade-old rote learning curriculum that was in place. This shift championed a student-centred focus for teaching, learning, and assessment. During the 2023/24 academic year, the NCF was launched at the primary level, piloted at the secondary level, and initiated at the pre-primary level. By the end of the 2024/25 academic year, full implementation across all educational tiers was achieved. Unit Plans for each teaching cycle were established, outlining guidelines for practical, competency-based instruction, integrating formative assessments for learning and summative assessments for skill mastery evaluation. Countrywide teacher training on students' engagement at all levels, with the corresponding assessments to improve students' performance has been conducted. Moreover, unit plans are regularly updated based on classroom feedback and are accessible through the 501academy website (for preschool and primary) and the Teacher Learning Institute. Notably, unit plans for Infant One through Standard Six were enhanced to support teachers' weekly planning by incorporating interactive teaching strategies.

Ongoing professional development for teachers and school leaders that addressed integrating the NCF and delivering lessons for student mastery remained a priority. Over the past fiscal year, the Curriculum Unit collaborated with Dr Tony Cotton, the author of My BZ Math, through Macmillan publishers to provide training for primary school teachers. The sessions aimed at developing teachers' capacity to improve math instruction through the Concrete, Pictorial Abstract approach (CPA).

The Curriculum and Assessment Unit also concentrated on the development of a National Student Assessment System for the primary and secondary levels. Extensive stakeholder consultations were conducted and will continue as needed. The National Student Assessment System policy was drafted. This initiative will be finalized based on its alignment with National Curricular Educational goals and the requirements of the MCC compact. In working on the NSAS, the Curriculum and Assessment Unit also developed quality diagnostic and standardised assessments. The MCC partners contracted item writers, both local and international, who worked with the Unit to draft the assessments. Through this endeavour, the unit was able to strengthen the expertise of its officers in item writing and designing diagnostic tests.

The Curriculum Unit contributed to the development of the Belizean Studies textbooks for the Lower Division. The series included African and Maya history. These textbooks were distributed to schools country wide.

Teacher Education Unit

The TEU has been actively working on implementing work related to the achievement of the strategic activities outlined in the BESPlan, focusing on pre-service training, capacity building for teacher educators and teachers, teacher education curriculum revision and development, and professional development initiatives to support upskilling and reskilling of initial teacher education. The following section outlines the key achievements for 2024-2025.



AAECE and AAPE Completion Data

A total of 134 intern teachers were enrolled in the Associate of Arts and Certificate Programs. Of this number, 119 were enrolled in the Associate of Arts and Certificate in Primary Education Programmes (AAPE), and 15 were enrolled in the Associate of Arts in Early Childhood Education Programme (AAECE). External assessments were conducted from December 9 to December 13, 2024. During this reporting period, assessments were administered to the 119 student teachers enrolled in both the AAECE and AAPE programs. Of these, 104 successfully completed their respective programs, as outlined below.

- Early Childhood Education: 14 graduates (13 AAECE and 1 Certificate in Education in ECE).
- Primary Education: 104 graduates (76 AAPE and 14 Certificate in Primary Education).

The Ministry made significant advancements in aligning the internship program to competency-based education (CBE). The internship model now used is aligned with CBE principles, emphasising practical teaching competencies through the Teacher Development Rubric rather than numerical grading, ensuring better preparation for Belizean classrooms.

Capacity Building Initiatives

Capacity-building initiatives included Instructional Supervision TOT Training for 8 educators; instructional supervision training for 60 teacher educators and 10 External Assessors; Project Based Learning (PBL) training for 20 teachers and 8 Education Officers and ParaPro training for 15 pre-service teachers and TEU officers (facilitated by the SPED Unit). Collaboration with international partners like MCC and the University of Texas further strengthened professional development efforts, while the TEU conducted orientations for school principals and managers to support the transition to competency-based education. These advancements reflect the TEU's commitment to transforming teacher education in Belize.

Key training programmes facilitated by the Ministry also included those connected to the STEAM Laboratory School on the promotion of diverse and inclusive STEAM teaching with particular emphasis on girls and women in STEAM (114 teachers); Special Education Officers and 71 teachers from 36 schools trained on CFM-TV; 30 teacher educators were trained to support TEIs in supporting student teachers on internship through a beneficial partnership between the MoECST and the University of Texas at Tyler; Training for pre-primary school teachers took precedence after the launch of the National Preschool Curriculum Framework in March 2024 with 84 pre-primary school teachers.

Teacher Education Curriculum Development Progress

During this reporting period, the Performance Standards for teachers, school leaders, and teacher educators were further revised. These standards were validated by the CARICOM Secretariat in 2023. The revised structure is intended to support the TEU in operationalizing the standards to guide the revision of appraisal forms and the development of a career path for teachers in Belize.

National Teacher Education Curriculum Framework (NTEC)

The NTEC was revised to align with the National Competency-Based Curriculum Framework, outlining the components needed to make the shift to competency-based education programs.

- An updated draft of the NTEC was completed in March 2025 with support from the BBTE Chair and TEU Director.
- The framework aligns with the National Competency-Based Curriculum Framework, July 2022 and includes the Vision and Mission for teacher education in Belize, a vision crafted by all key stakeholders.
- Next steps include sharing the draft with stakeholders for validation and approval by MoECST thereafter.

Revision of Primary Education Programmes Specifications

- The revised draft of programme specifications for Primary Education was completed in March 2025.

- This draft aligns with the Draft NTEC Framework (March 2025) and the National Competency-Based Curriculum Framework (July 2022).
- This document is now ready for presentation to MoECST/BBTE and key stakeholders.

Monitoring and Support for TEIs

Visits were conducted at all five TEIs to strengthen collaboration on internship programmes and provide targeted support. The TEU Team conducted meetings with all Deans, the Teacher Education Department Internship Coordinators, and members of the teacher education department at each TEI to support preparations needed in making the shift to CBE in teacher education.

Professional Development Highlights

Global Engagements

- Participation in international conferences:
 - The Director attended the UNESCO Teacher Task Force Policy Dialogue Forum in South Africa, informing the National Standards for Teaching and the NTEC development.
 - Insights gained from the CANQATE Conference in Jamaica on quality assurance indicators now guide alignment of Belize’s academic standards with regional benchmarks.

Collaboration with OAS

- TEU contributed resources to support the development of an Open Education Resource Hub for OAS Member States.
- TEU Coordinator completed the Train-the-Trainers program for the OAS-OER Hub in March 2025, enabling capacity building of the TEU Coordinator to support future training for teacher educators on the use of the platform.

The TEU has achieved significant milestones toward transforming teacher education in Belize. The unit has faced challenges, but the ongoing collaboration with stakeholders ensures progress toward strategic goals. Feedback from stakeholders highlights the importance of continued collaboration and support for teacher education initiatives. Educators and policymakers appreciate the focus on competency-based education and inclusive practices. More resources and more infrastructure are needed to support these efforts.

Teacher Learning Institute (TLI)

Following the completion of a needs assessment, the TLI team identified the demand for professional development in several key areas, including literacy and numeracy, the integration of technology and artificial intelligence in education, effective strategies for implementing competency-based learning, approaches to enhance student achievement, differentiated instruction, school leadership and supervision, financial management and budgeting, as well as the use of the BEMIS system. Over the past academic year, the

number of teacher users of the TLI increased by 377 teachers or 6.9% to 5,865 in comparison to 2023/24. The number of facilitators also increased by 9.5% or 26 facilitators, with the total now amounting to 299, in comparison to 273 as reported in 2023/24. A total of 207 courses were offered over the 5 cycles for 2024/25. The total number of users amounted to 6,846 which shows an increase of 5.6% when compared to the total number of users from the previous year.

Figure 15. TLI Platform Coverage, 2024-2025.



Next Steps

The Curriculum and Assessment Unit will continue to design and offer training for teachers at the primary and secondary levels, heads of departments, and administrators on competency-based methods to increase students’ engagement and achievement. The aim for the next academic year is to pilot the National Student Assessment System. This includes the implementation of a mechanism for the effective use of assessment results to impact education policies and practices at both the school and system levels. The piloting will test a suite of appropriate screening tools, diagnostic tests and standardized examinations that are aligned to national curriculum benchmarks at all levels and in accordance with the new assessment policy and scheme. The Curriculum and Assessment Unit will also move to launch an updated national policy and strategy for Early Childhood Education and Development in Belize. Finally, the Curriculum and Assessment Unit will engage in continued capacity building to improve the expertise of the unit and remain current with global education/curricular developments.

The TEU will continue with the revision of the draft documents related to the enhancement of the teaching profession in Belize. Particular interest will be vested in the completion of

Section 7 of the Teacher Education Framework which targets the initial Teacher Education Curriculum learning areas for the secondary level. This will be developed during the 2025-2026 fiscal period. The Zeroth Draft will also see further revision and development as agreed by the Chair of the Framework Committee. The TEU will also work with stakeholders and TEIs to revise the ECE and Primary Education Programs to align with the Teacher Education Framework. A full proposal for approval of the updated Standards will be shared for further validation from key stakeholders and partners. A revision of the existing appraisal for increased alignment to the Standards for Teachers will follow. Training for all key stakeholders on the use of the rubric for internship will also continue.

The TLI has performed well in offering professional development training throughout the academic year. Moving forward, the TLI aims to expand its course offerings, enhance the use of BEMIS numbers to track teacher engagement, streamline data by merging duplicates, and evaluate its capacity and efficiency to report relevant PD data. CPD opportunities will be made available on the TLI platform, guided by the results of the needs assessment and recommendations from the Curriculum and Assessment Unit, TEU, SpED Unit, DEC's, or other relevant Ministry departments and partners. To ensure the quality of facilitators and PD training, capacity-building initiatives for TLI Officers and PD facilitators/organisers will also continue.

Relevance

The Curriculum and Assessment Unit is guided by Key Result Area 2.1 Curriculum Reform: Learning What Matters of the BESPlan 2021-2025, which is directly aligned with the vision of PlanBelize to revise Belize's pedagogical model to "one where teachers are facilitators of learning in an environment that is student-centred, knowledge-rich, innovative, collaborative, and where life-long learning is emphasized and where learners are prepared for the knowledge economy and global society."

The TEU's targets are guided by Key Result Area 2: Transforming Teaching and Learning, which aims to upgrade teacher education programmes and ensure that all teachers at all levels are properly trained.

The objectives of the TLI and its activities are guided by "Strategic Action 2.3.2 Ensure that teachers at the pre-primary, primary and secondary levels of education, teacher educators and professional development facilitators are appropriately trained" of the BESPlan 2021-2025.

The program areas and target objectives of the Units under the Ministry's Education Development Services contribute to the Government of Belize's efforts to achieve the following national, regional, and international outcomes and targets:

Horizon 2030

- Outcome 3: Improve Delivery and Relevance of the Education Curriculum

CARICOM HRDS 2030

- Outcome 3: Improved quality in delivery in all HRD sectors
- Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors

SDG 2030

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

Prioritising Underserved Sectors: Student Support Services

Description

The overarching goal of the Student Support Services of the Ministry is to strengthen the inclusion, development, and achievement of all students by promoting participation in education at all levels through establishing systems for the early identification, diagnosis, and support of students with diverse needs, and providing resources and programs to support students with social, economic, and psychosocial challenges. The Early Childhood Unit, Student Welfare Unit (SWU), and Special Education (SpED) Unit constitute the Student Support Services Division. Major program areas of the Ministry that also impact student support include the Counselling and Care Office of the SWU, the National Healthy Start Feeding Program (NHSFP), and the Education Upliftment Project (E-UP): Together We Rise. School transportation is systematically connected to the Operations Unit; however, given its impact on participation, it is also a key factor in student support services.



Activities

Over the 2024-2025 academic period, the Early Childhood Unit recognized the need for a National Early Childhood Education Development Policy and Strategy. Through internal collaboration with the Policy, Planning, Research and Evaluation Unit of the Ministry, a Pre-primary School Sector Diagnosis was completed in July 2024. The ECE Officers were key informants. The Early Childhood Unit also developed its annual public awareness campaign and launched its national activities calendar for Child Stimulation Month.

The SWU continued its collaboration with the Senior Management Team/ Operations Division to provide wrap-around services (meals, uniforms, tuition) to the E-UP schools. The SWU liaised with the Curriculum and Assessment Unit to provide training and capacity building for teachers at E-UP schools and in particular the GEMS schools (Gwen Lizarraga High School, Excelsior High School, Maud Williams High School, and Sadie Vernon Technical High School). The Unit also did significant work at the GEMS under inclusive and collaborative school development. Through working with the school counsellors, the SWU targeted psychosocial support programs for students, parents, and teachers to further engage and encourage positive discipline in the home and school.

The Counselling and Care office collaborated with the Belize School Counsellors Association (BSCA) to develop a national school counselling model and certification program. A short course in basic counselling was designed and offered through the TLI.

The Special Education Unit had an intense but rewarding year. With the increase in clients and growing demands of SpED country wide, the Unit worked with internal Ministry Units, line Ministries and partners as well as utilised its resources to implement SpED policies and programmes and to deliver training. Notable activities included the development of diagnostic screeners, the delivery of in-school and Therapeutic Support Services and national advocacy and awareness for World Down Syndrome Day, Autism Awareness Month and Disability Awareness Week. The completion and ratification of the Disability Bill in 2024-2025 was celebrated. The Unit also worked to improve the effectiveness of the referral process and the application of BEMIS to support the monitoring of students with SpED needs.

The Ministry remains steadfast in its commitment to SDG 2 (reducing hunger) and SDG 4 (ensuring access to quality education for all children). These priorities, aligned with the BESPlan 2021–2025 and the #planBelize Medium-Term Development Strategy 2022–2026, have guided the Ministry’s expansion of the National Healthy School Feeding Programme (NHSFP) and the corresponding increase in the number of E-UP schools. Twelve additional secondary schools were added to the E-UP programme, and these schools were also included in the NHSFP. Students receive a nutritious meal, whether breakfast or lunch, at a cost to the government of BZ\$3.00 per day. The NHSFP operates under the Sustainable Schools Model, which emphasises nutrition, local sourcing, and

community engagement. Figure 16. summarises the Sustainable School Feeding Programme.

Under the NHSFP, schools are encouraged to follow the Ministry’s School Feeding Menu and Protocols—developed in 2022 targeting primary schools and released in 2024 for secondary schools—that promote nutritionally balanced breakfast or lunch options made primarily with locally produced ingredients. The primary aim of the NHSFP is to ensure that children receive wholesome meals during the school day to enhance their learning capacity. In the provision of meals, the NHSFP also allows the Ministry to address Belize’s growing concerns around non-communicable diseases by offering diverse, balanced meals, managing portion sizes, and reducing sugar intake. Through the promotion of healthy school environments, the Ministry of Education encourages students to make nutritious food choices and adopt healthy habits.

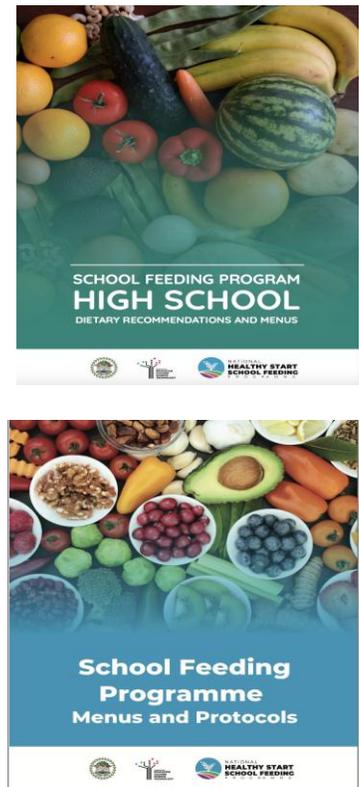
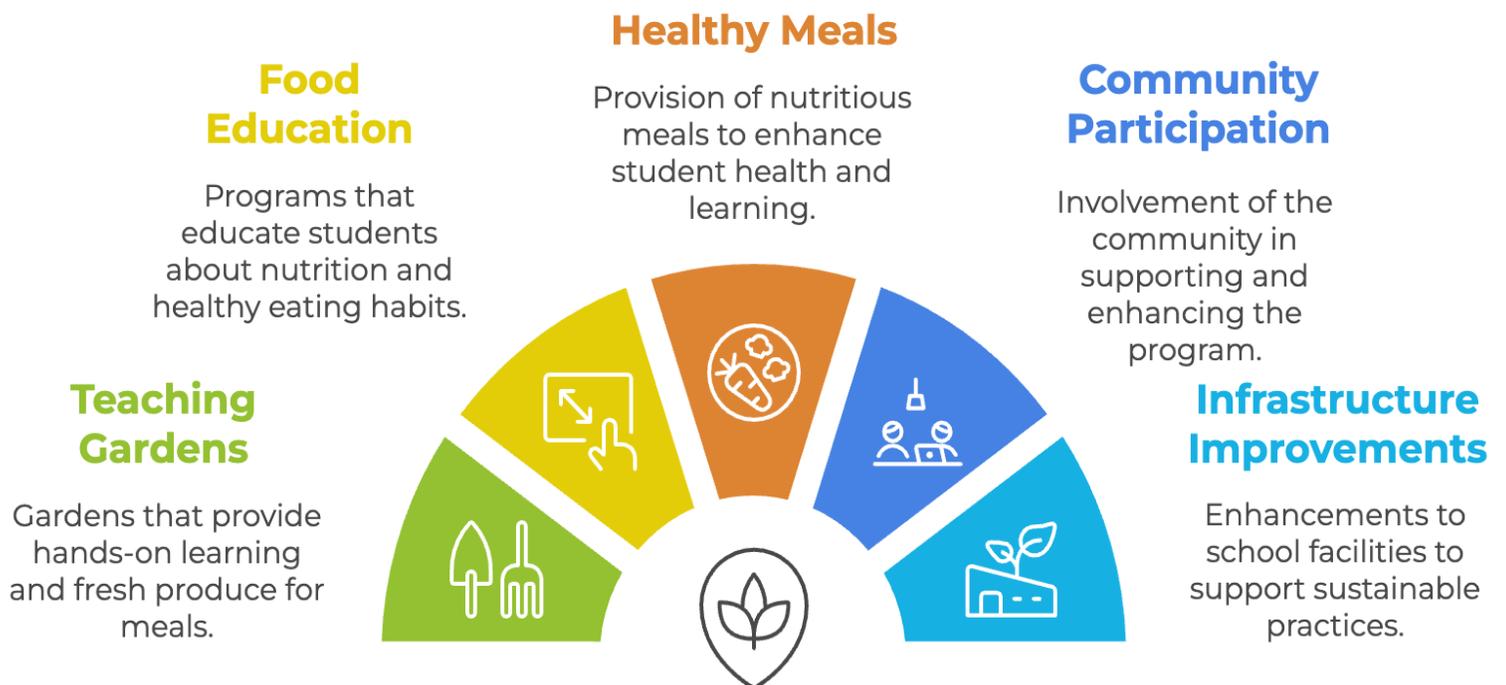


Figure 16. Sustainable School Feeding Programme



The Policy, Planning, Research, and Evaluation Unit, under the instruction of the Operations Division/SMT, conducted a budgetary analysis for the expansion of the E-UP with an increased target of 6,000 additional students in 2024-2025. The expansion covered 16 of 18 (89%) government-owned secondary schools and 5 of 30 (16.7%) government-

aided secondary schools. Students from 21 out of 62 secondary schools (33.9%) or 21 out of 48 government and government-aided high schools (43.8%) nationwide were projected beneficiaries. The expansion of the E-UP required an investment of \$BZ10,612,768.00, representing an estimated increase of \$6.6 million from 2023-2024. The schools earmarked for inclusion were Belize Rural High School, Ladyville Technical High School, San Pedro High School, Belmopan Comprehensive School, Mopan Technical High School, Valley of Peace SDA Academy, Chunox St. Viator Vocational High School, Escuela Secundaria Tecnica Mexico, Belize High School of Agriculture, Orange Walk Technical High School, Bella Vista Government Secondary School and Julian Cho Technical High School.

Achievements

The imperative of expanding access to pre-primary education for 3 and 4-year-olds is ongoing. The total number of pre-primary schools from 2022-2023 and 2023-2024 has increased by 2. Since the completion of the Pre-primary Sector Diagnosis 2024, the Ministry has confirmed and further recognised the out-of-school population in particular areas which has directed the Ministry to prioritise the establishment of preschool programmes in underserved areas and the need for maximised recruitment. The paramount recommendation for expanding access and increasing participation requires existing primary schools to attach preschools or the establishment of new centres in communities facing the absence of a pre-primary or existing school through new construction. The Ministry has begun to identify donor partners to address infrastructural needs.

The Early Childhood Unit collaborated with relevant Ministries to develop an updated national policy and strategy for Early Childhood Education and Development. The Unit was able to draft a National Early Childhood Development Strategic Plan 2024-2030. As part of its annual public awareness efforts, the Early Childhood Unit launched a national calendar of activities for Child Stimulation Month, centred on the 2025 theme: *“Small Steps, Big Skills: Unlocking Early Potential.”*



The SWU continued its monitoring, supervision and support of the GEMS. The Unit observed lesson planning, teaching/lesson delivery, how teachers tracked learning, and the safety of students. Principals were coached and agreed to develop and implement policies and procedures to support students' health and safety. The SWU collaborated with internal Ministry units (Curriculum and Assessment and the B-DEC) to develop and implement intervention plans in literacy and numeracy. The SWU also collaborated with social service organisations to strengthen the system for identifying and supporting children with social barriers, inclusion and learning disadvantages, displacement (refugees), students living in poverty, and those from remote rural areas. The SWU encouraged the GEMS to establish their own unique psychosocial support program for students, parents, and teachers to further encourage positive discipline in the home and school.

The Counselling and Care Office supported the Ministry's efforts to address the psychosocial needs of students. In partnership with the BSCA, primary teachers were offered a short training course in basic counselling through the TLI. The course was launched in November 2024 and had 50 teachers enrolled.

The SpEd Unit made significant strides this year in enhancing the quality of support and services for children with special education needs across Belize. One of the major accomplishments was the development of three diagnostic screeners for Stella Maris School. This was complemented by the successful implementation of a diagnostic screener for preschool students, with 280 children screened. This screening was done as part of the Therapeutic Preschool Pilot Programme. Additionally, a diagnostician officially joined the unit in August 2024. The procurement of diagnostic kits is currently underway through funding from the IDB/GPE.

A strong emphasis was placed on professional development. The team conducted three working and



upskilling sessions in Corozal, one in Orange Walk, and a specialized Individualised Education Plan (IEP) writing session in Toledo for Special Education teachers. The unit also facilitated eight workshops that reached 565 teachers nationwide and trained 357 preschool teachers in person on early intervention strategies, with support from UNICEF. Further collaboration with the Ministry of Health led to autism training for 25 nurses and doctors, focusing on the pathway from suspicion to intervention.

In-school support at Stella Maris was significantly expanded. The team organised push-in sessions for three classes, three days a week, leveraging the expertise of an occupational therapist, behaviour therapist, and speech therapist. Therapy services were provided to a substantial number of students: behaviour therapy to 13, speech therapy to 16, and occupational therapy to 10 students. To enhance service delivery, the unit also created a database to track students with high needs for paraprofessional support.



SpEd continued to forge valuable partnerships to broaden its reach. Two JICA volunteers and one Peace Corps volunteer provided assistance to special education students in Orange Walk and Corozal. Therapy Abroad, in collaboration with the unit, hosted a major speech conference in Belmopan attended by 70 speech professionals, 33 Belizean

teachers, and Special Ed officers. Therapy Abroad also supported a wide range of services in Cayo, including 225 screenings, 88 full evaluations, 1,660 individual speech sessions, 92-student speech camps, 3 parent outreach sessions, 113 physical therapy sessions, 71 hearing screenings, 5 occupational therapy camps, and 2 individual OT sessions. Additionally, Therapy Abroad conducted two two-week missions in Punta Gorda (PG), supporting 57 students and hosting a Tiny Tykes intensive speech camp for 7 children.

Therapy Adventures also played a critical role, offering individualised behaviour therapy to 20 students, speech therapy to 15, and occupational therapy to 7 students. The organisation conducted nine therapy trips focused on OT, PT, behaviour, and speech, reaching 72 students and providing individualised home programmes to 61 families across Belize City, Orange Walk, and Belmopan. Therapy Adventures also hosted a summer camp program benefiting 13 preschool and 35 primary school students.

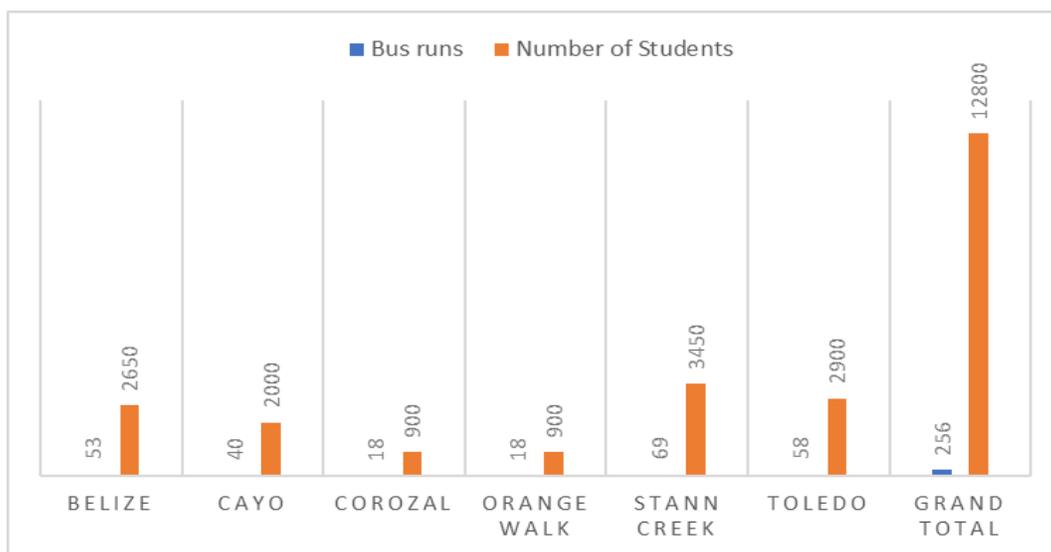
In addition to direct services and training, the unit took a leadership role in national advocacy and awareness. It organised and led countrywide observances for World Down Syndrome Day, Autism Awareness Month, and National Disability Awareness Week. The team also played a critical role in the Technical Working Group on Early Childhood Development, contributing to the finalisation of the National Plan and drafting the Strategic and Operational Plan for Early Childhood Development.

Further collaboration with institutions such as UDELAS and CADI, under the Joint Cooperation Agreement, is helping to establish more services for students with special education needs (SEND). The unit also worked alongside Autism Belize to deliver three paraprofessional certification courses for a total of 42 participants. Participation in five health fairs across Toledo, Belmopan, Belize City, and Corozal—as well as the Early Childhood Development Conference—helped raise awareness and connect families to critical services.

School Transportation

Providing transportation for students to attend school promotes educational access, equity, and safety. The Ministry’s upkeep of regulating and financing transportation has ensured that students, especially those living outside of the 3-mile radius from the nearest school or in areas with limited public transport, can attend regularly. This access reduces absenteeism and ensures all students have equal opportunities to learn.

Figure 17. Number of Bus Runs and Student Capacity by District, 2024



In 2024, a total of 256 bus runs were in operation, benefiting approximately 13,000 students from various districts across the country, as illustrated in Figure 17. This initiative has significantly improved equitable access to education, especially for students residing in rural or hard-to-reach areas. Over the past five years, the number of bus runs has

increased steadily in response to growing demand, reflecting the Ministry's commitment to reducing barriers to school attendance. The Ministry also provides transportation for teachers based on school locations. Transporting teachers to school impacts teacher attendance, teacher retention and teacher readiness.



The GOB currently invests approximately BZD 1 million per month in the operation of these free school transportation services. This substantial investment underscores the government's dedication to ensuring that all students, regardless of their geographic location or socioeconomic status, have the opportunity to attend school regularly and safely. The continued expansion and efficiency of this service remain a key priority under the Ministry's strategic goals for improving access, equity, and retention in education.

The Education Upliftment Project: Together We Rise

The aim of the E-UP is to provide targeted support for at-risk youth and vulnerable students from lower socio-economic households in secondary schools. The project's focus is to ultimately reduce poverty in Belize and work towards achieving Sustainable Development Goals (SDGs) 1 (No Poverty), 2 (Zero Hunger), 3 (Good Health and Well-being), and 4 (Quality Education) through the provision of a meal at school, uniforms, school resources, infrastructural support, transportation, and payment of school fees. 12 additional schools were included in the Education Upliftment Program, making it a total of 21 secondary schools nationwide, with a coverage of 9578 students since September 2024. With the addition of these 12, the E-UP covers 16 of 18 (89%) government-owned secondary schools and 5 of 30 (16.7%) government-aided secondary schools. 41.5% of the student population nationally have benefited from free education.

Table 1 below shows the impact of the E-UP project by district. Of note, 100% of secondary schools from the Toledo District are covered.

Table 1. E-UP School Impact disaggregated by District, Enrolment and Percentage Coverage, 2024-2025

District	Number of Schools	E-UP Enrolment	Percentage (%) of Student Population
Belize	7	2216	33.2
Cayo	3	1681	29.3
Corozal	2	1034	39.9
Orange Walk	2	1229	45.8
Stann Creek	3	1461	35.9
Toledo	4	1957	100.0
Total	21	9578	41.5

Figure 18. shows the impact of the E-UP disaggregated by programme year, number of schools and number of students.

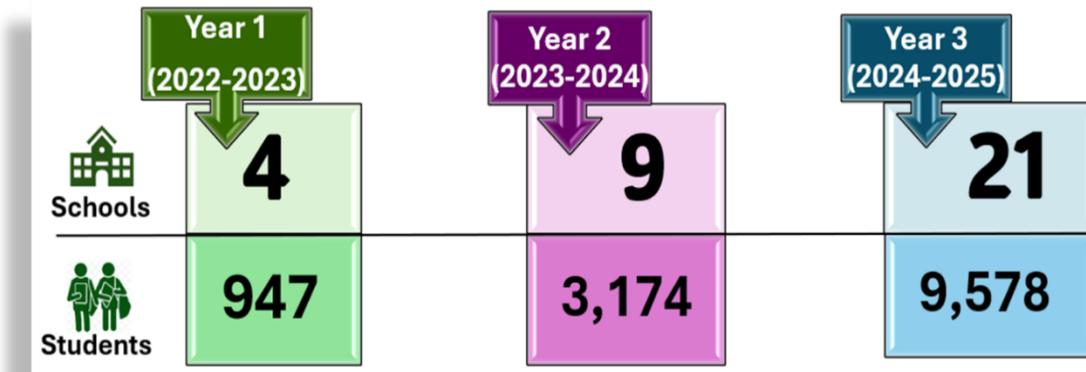


Figure 19. shows a drastic increase in enrolment trends due to the impact of the E-UP programme. This figure underscores the considerable success of the E-UP in bolstering enrolment and attracting more students to pursue secondary education in the participating schools. In return, higher transition to tertiary education is expected or a greater number of citizens with secondary education will result.

Figure 19. Enrolment Trends for E-UP Secondary Schools, 2022-2024

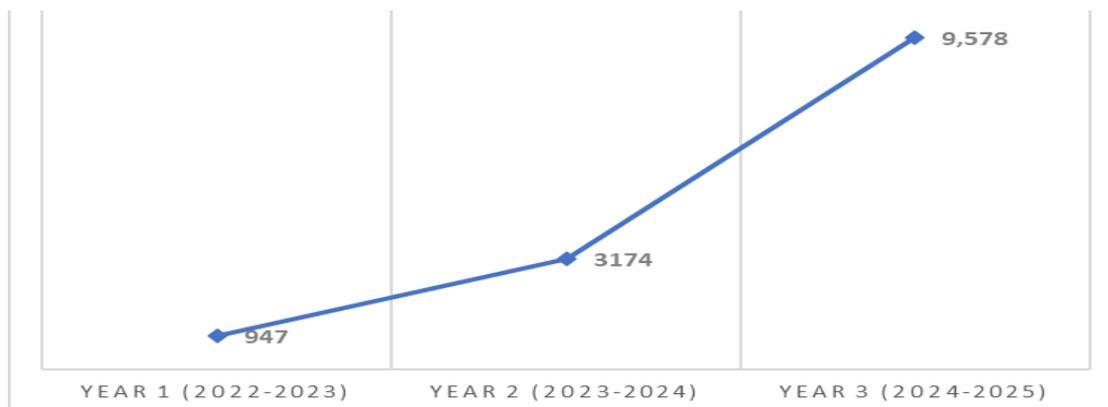


Table 2. E-UP Schools by Programme Year, District and Enrolment

Year	District	Secondary Schools	Total Enrolment
1	Belize	Gwen Lizarraga High School	370
1	Belize	Excelsior High School	116
1	Belize	Maud Williams High School	257
1	Belize	Sadie Vernon Technical High School	205
2	Stann Creek	Delille Academy High	368
2	Stann Creek	Agriculture and Natural Resource Institute - ANRI	63
2	Stann Creek	Georgetown Technical High School	684
2	Toledo	Corazon Creek Technical High	346
2	Toledo	Bella Vista Government Secondary School	196
2	Toledo	Toledo Community College	782
3	Belize	Belize Rural High School	82
3	Belize	Ladyville Technical High School	468
3	Belize	San Pedro High School	718
3	Cayo	Belmopan Comprehensive School	1036
3	Cayo	Mopan Technical High School	519
3	Cayo	Valley of Peace SDA Academy	126
3	Corozal	Chunox St. Viator Vocational High School	193
3	Corozal	Escuela Secundaria Tecnica Mexico	841
3	Orange Walk	Belize High School of Agriculture	329
3	Orange Walk	Orange Walk Technical High School	900
3	Toledo	Julian Cho Technical High School	979
TOTAL			9578

The National Healthy Start Feeding Programme (NHSFP)

Committing to PlanBelize and the SDGs, in 2022 the Ministry established a National Healthy Start Feeding Programme with the aim of incorporating a school gardening component to provide nutritional support for students from low-income families. Healthy meals are provided to primary and secondary school students in an effort to promote good health and nutrition, address SDG 2 – Zero Hunger, and reduce barriers to quality education access. As of December 2024, 56 primary schools with 6,784 students, which represents 11.4% of the total primary level student population, are benefitting from this program. At the secondary level, 22 high schools with 7,966 students are beneficiaries of the NHSFP, which represents 36.2% of secondary students nationally. Figure 20 shows the coverage of the NHSFP identifying the total number of students from programme schools by sector, and the percentage student population per level benefitting from the NHSFP as of December 2024.

Figure 20. National Healthy Start Feeding Programme Coverage by Sector as of December 2024.

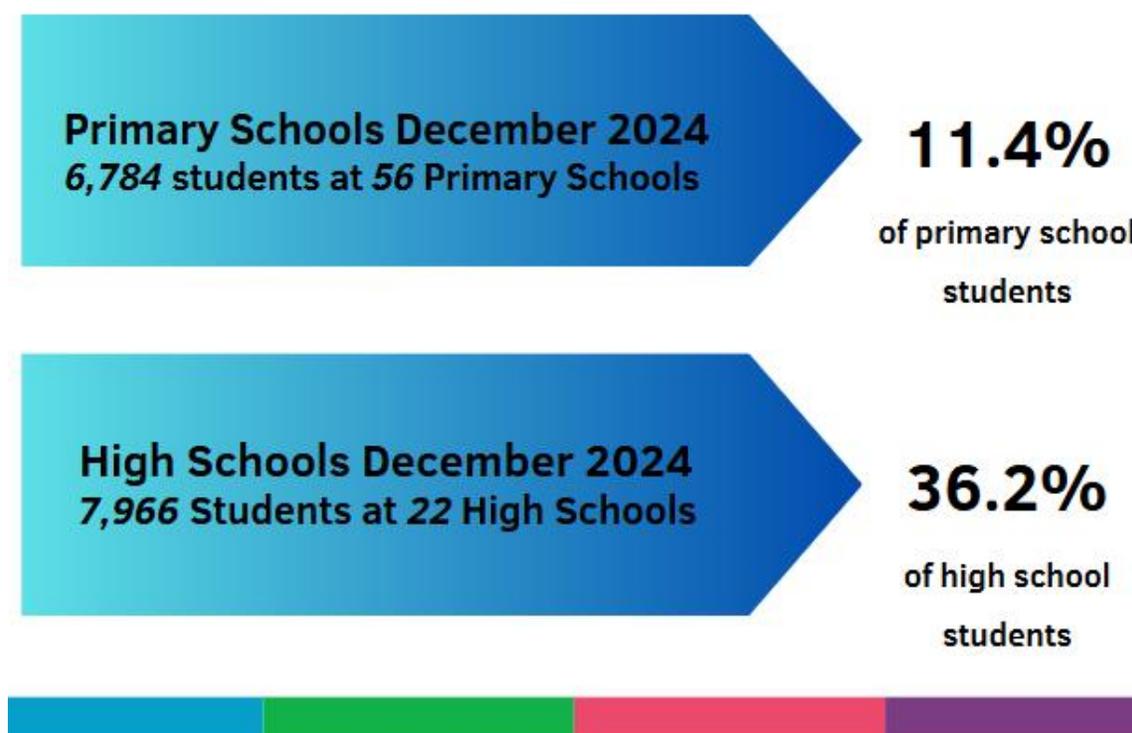


Figure 21 below summarises the distribution of programme schools under the NHSFP by level by district. While Belize District has the highest number of primary and secondary schools benefitting from the NHSFP, it must be noted that at the secondary level 100% of government-owned high schools in Toledo are program schools.

Figure 21. Distribution of NHSFP Schools by District and Level as of December 2024.



With the expansion of the NHSFP to include the 12 additional E-UP schools, efforts were focused on promoting the programme’s school feeding menu, conducting kitchen assessments, providing capacity building for cooks, monitoring the performance of the programme for year one and two schools, designing a user-friendly data collection mechanism on school feeding and building the commitment of schools to the Sustainable School Feeding Model. Additionally, following the efforts of the National School Feeding Coordinator supported by an internal task force in collaboration with stakeholders and partner ministries, the National School Feeding Policy was finalised.

Next Steps

The Early Childhood Education Unit will utilise the National Early Childhood Development Strategic Plan 2024-2030 which includes SA 1.3.2: ‘expanding the compulsory school age to include students at the pre-schools’ and SA1.2.2: ‘free access to education from pre-school to junior college,’ within the upcoming strategic plan of 2026-2030 to see full implementation. The unit will also continue to develop annual ECE awareness campaigns that include key messages on the importance of early childhood stimulation, learning engagement and development.

The SWU will continue to focus on designing and implementing school-wide programmes that promote social and emotional learning and encourage positive discipline and restorative practices. A ‘Positive Discipline’ consultancy under BESRP II is to be formulated while the ‘Think Equal’ programme will be considered for expansion. The SWU will also continue its work with social service organisations to strengthen the system for

identifying and supporting children with social barriers to inclusion and learning, including refugees, students living in poverty and those from remote rural areas. The GPE Systems Capacity Grant will be used to bridge data management systems in an effort to coordinate with other line ministries to serve the social protection floor. The SWU will also draft a list of standardised social service organisations that render assistance (by district) compiled with contact information and published on the 501 Academy. The Counselling and Care Office will continue to offer counselling support services and training support for schools.

The Ministry will maximise the application of the Disability Bill and further enhance the legislative, regulatory, and policy framework within the education sector. This effort ensures equitable access to quality education in the most conducive environments for children with diverse needs. Under the guidance of the SpED Unit, the Ministry will also ensure that special schools, classrooms, and facilities catering to students with special education needs, including NaRCIE, are adequately equipped and supported. This commitment extends to increasing resources and services such as speech therapy, physical therapy, occupational therapy, diagnostics, and paraprofessional support, particularly in rural areas. Moreover, the Ministry will enhance educational and support services for students with special needs, including referral and diagnostic services, learning support, life skills development, and facilitating transitions into further education, skills training, or employment opportunities.

The E-UP has seen three consecutive years of expansion, achieving national coverage across 21 benefiting schools. The SWU, National School Feeding Coordinator, and PPRE Unit are assessing the impact on year 2 and year 3 schools. The aim is to expand further, potentially increasing student impact by 1000 students and adding one or two schools in the upcoming fiscal year. The Ministry aims to sustain the National Healthy Start Feeding Programme to provide nutritional support for students from low-income families over the next academic period. The programme's expansion will be in parallel with the expansion of the E-UP. The gardening component of the program will also be prioritised over the next fiscal year.

Relevance

The efforts of the ECE to enhance the accessibility and quality of early childhood education involve implementing laws and ensuring widespread access to pre-primary education. Additionally, the focus on crafting policies and strategies for establishing and managing inclusive preschools, including guidelines for supervision, standards, training, and resource allocation are in direct alignment with Key Result Area 3: Early Childhood Education: Starting Strong.

The SpED Unit plays a crucial role in ensuring that students with diverse learning needs receive the appropriate support and resources to succeed academically and socially. The unit focuses on Inclusive Education, Individualised Support, Teacher Training, Resource

Allocation, Parental Involvement, Policy Development, Monitoring and Evaluation, and Collaboration with Stakeholders.

The SWU assisted with the implementation of the PlanBelize free education mandate through the Education Upliftment Project: Together We Rise which is in alignment with the MoECST BESPlan 2021-2025 Key Result Area 3.2: Student Welfare: Reducing Vulnerability. The E-UP programme enables the MoECST to inform policy decisions, mitigate dropout rates, bolster completion rates, enhance human resource capabilities, elevate transition rates, and, possibly most importantly, alleviate poverty levels by reducing unemployment.

The establishment of the National Healthy Start Feeding Programme with a school gardening component to provide nutritional support for students from low income families is strategic action 3.2.1 of the BESPlan 2021-2025 under the Key Result Area 3.2 aimed to reduce vulnerabilities. The precise alignment of each strategic action with each Key Result Area under each domain maximised the effort and the return on investment for the MoECST.

The work done under Student Support Services also propels the MoECST to achieve the following national, regional, and international outcomes and targets:

Horizon 2030

- Outcome 2. Improve Access to Education
- Outcome 4. Develop Education Support Systems and Services

CARICOM HRDS 2030

- Outcome 1: Broadened and deepened access and participation in all HRD sectors
- Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors

SDG 2030

- Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Maximising Human Capital: Workforce Development Services

Description

The primary goal of the Workforce Development Division is to enhance the quality and productivity of Belize's workforce. This is achieved through expanding access to technical and vocational education and training (TVET), higher education, and adult education in alignment with national development needs. Through its focus on maximising human capital, the Ministry supports the creation of a skilled, adaptable population, key to driving economic growth, innovation, and social progress. Access to these educational sectors equips citizens with the practical skills and knowledge needed to thrive in a changing labour market, reduce unemployment, foster entrepreneurship, and boost global competitiveness.

Activities

The TVET Unit focussed its efforts on drafting and proposing several national policies to support its transformation. The TVET Unit, in collaboration with the SAGE committee, continued the drafting and development of a National Apprenticeship Program, particularly



in livestock rearing and construction. The TVET Unit also completed the National Training Agency policy document, drafted the National TVET policy and held feedback sessions with TVET managers and principals of technical high schools.

The Tertiary Unit continued its collaboration with the University of Belize to develop programs targeting areas of national priority. Partnerships with TEDS and the BBTE have supported training initiatives for teachers, teacher educators, and facilitators across pre-primary, primary, and secondary education levels. These training programs are being consistently monitored and evaluated to ensure effectiveness. Such collaborative efforts between the national university and internal MoECST units enhance the Ministry's

ability to address national development needs.

Throughout the onboarding of the 'Good Grants' system to optimise the FAST platform, the Tertiary Unit maintained its commitment to providing and equitably distributing financial assistance for tertiary education. The REGF has performed well; the Ministry is monitoring and will continue to assess opportunities for its expansion and sustainability. Notably, grants, scholarships and financial assistance managed by the Tertiary Unit have grown to \$14,488,828.00, which is almost three times the amount from its total of BZ\$5,237,019.25 in 2023-2024.

Through collaboration with stakeholders, the AE Unit finalized a draft with proposed amendments to the current Social Services Act – Regulations for Older Persons. This draft amendment to the Act is now set to be submitted to Cabinet for deliberation. Following the completion and release of the policy framework for the National Council on Aging (NCA), the AE Unit shifted its primary focus to developing a national policy for Adult Education, including standards for programs and providers. Throughout the past fiscal year, the Adult and Continuing Education (ACE) Directors' Association remained actively engaged in discussing, monitoring, evaluating, and supporting ACE programmes.

To strengthen the Belize National Library Service and Information System (BNLSIS), several strategic initiatives were undertaken. The need for a dedicated training schedule was identified. This schedule would address staff development needs across the service, support internal promotions within the library sector, and extend training assistance to schools and government institutions. The Belize National Library Service (BNLS) also began its implementation of the Human Resource Development Plan to further guide staff growth and capacity building. In addition, policies that address gaps in seven key areas including E-Services and Virtual Programmes, Library Programme Development, Community Library Development, Public Library Upkeep and Maintenance, Information



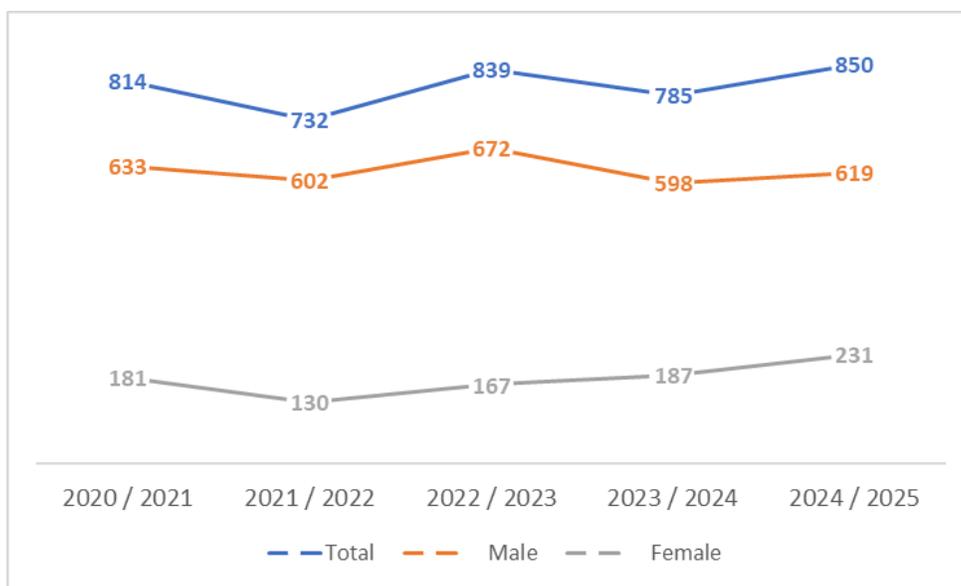
Technology Maintenance and Development, Inter-Library Loan Services at the National Heritage Library, and the BNLSIS Donation Policy were drafted. The need to establish a Digitisation Unit that focuses on enhanced modernisation efforts, and the acquisition of a new Book Mobile to improve outreach and access to library services across the country was also identified.

The Belize Archives and Records Services (BARS) actively reviewed and modernised its technical operations. Several mechanisms and best practices were implemented as a result. The BARS continued to provide training and professional development in records preservation and management to public officers across the Belize Public Service in 2024-2025. Additionally, the BARS engaged in a public awareness campaign on documentary heritage.

Achievements

The TVET sector has experienced a positive transformation in recent years. There has been an increasing call for better coordination with industry partners, as well as with both local and regional stakeholders. While progress is evident, it has been occurring at a relatively slow pace. Nevertheless, the sector has shown enrolment growth over the past five years, rising from 814 students in 2020 to 850 students in 2024, as illustrated in Figure 22.

Figure 22. ITVET Enrolment Trend, 2020 – 2024



During the 2024–2025 fiscal year, the MoECST has maintained a strong focus on expanding TVET through policy development, strategic industry partnerships, and the establishment of a National Training Agency (NTA). The NTA will play a pivotal role in

transforming the TVET landscape in Belize by providing a coordinated approach to vocational training. The TVET Unit has contributed significantly by completing several key components of the national policy framework. A draft of the National TVET Policy has been developed to formalise vocational education strategies and secure long-term sector investment. The National Training Agency will be fully activated after the completion and launch of the TVET Policy. As a follow-up to this policy development, the Unit will develop a policy to promote gender balance in recruitment and training across the ITVETs.

In terms of the MoECST establishing a TVET Scholarship Fund to train a cadre of skilled workers each year in high priority areas and new growth industries, a specific TVET Scholarship Fund has not been established. However, the Ministry provides financial assistance to students who attend TVET institutions. All students are free to apply for financial assistance. Each TVET, through collaboration with industries and the private sector, has designed and implemented trade and apprenticeship programs that have attracted more students into ITVETs. Several short-term certification courses have been launched. Emphasis has been to increase the number of females and high school graduates. Finally, the National Apprenticeship Programme in livestock and construction, created in partnership with the SAGE Committee, is now in its final stage.

Improvements in access and participation in the tertiary sector drive economic growth by producing highly skilled professionals across crucial fields such as healthcare, engineering, technology, and business. These outcomes contribute to increased employment rates, decreased poverty, enhanced social mobility, greater civic engagement and democratic participation, and improved adaptation to technological integration. The Tertiary Unit prioritised the establishment of a Higher Education Council (HEC) in collaboration with government, academia, and private sector stakeholders. The HEC sets rigorous standards, ensures quality assurance, and provides accreditation for higher



education institutions in Belize. Cabinet has approved amendments to the 2005 Act to formalise the HEC. Ongoing efforts also included the development of regulations and policies to effectively govern the management, staffing, and administration of government and grant-aided junior colleges in Belize.

Like the TVET and higher education sectors, the adult

education sector is essential for national progress and workforce development. The Government of Belize's investment in this sector reflects its commitment to fostering economic growth and building a more inclusive and prosperous society. In collaboration with key stakeholders, the Adult Education (AE) Unit finalised a draft of proposed amendments to the current Social Services Act – Regulations for Older Persons which is now ready for ratification in Cabinet. Following the release of the policy framework for the National Council on Ageing (NCA), the AE Unit has shifted its primary focus to the development of a national policy for adult education. The AE Unit is drawing on stakeholder feedback collected during the development of the TVET policy which will assist in informing the drafting and establishing clear standards for both programs and providers aligned with national priorities. A comprehensive plan is underway to implement adult education programs nationwide. These programs will focus on literacy, civics, parenting education, and financial literacy, and will include a system for Prior Learning Assessment and Recognition (PLAR) to certify skills acquired through ACE participation and work experience. Additionally, in partnership with the TVET Unit and TLI, the AE Unit ensured CPD workshops were available for both TVET and ACE instructors. These workshops emphasized andragogy and supported ACE teachers in developing effective instructional materials for adult learners.

The BNLSIS has made significant strides in staff training, service development, and policy implementation to improve library services nationwide. The Training Unit of the BNLSIS is composed of four librarians who oversee both online and in-person training programmes. An online training platform has been established where training materials are posted and made accessible to staff for review. Staff participate in follow-up in-person training sessions after accessing the online material. Hard copies of the training materials are also distributed for reference. Training topics have included Managing a Small Library, Effective Reading Strategies, Cataloguing and Classification, Community Assessment, Development of Work Plans, and Library Program Development.

To support long-term human resource planning, a Human Resource Development Plan was created, focusing on succession planning. A trial phase has been completed, and the finalized plan is being prepared for submission to the Board of the BNLSIS for implementation approval. Several key frameworks have been created to guide community engagement and service planning, including the Community Library Development Work Plan, Community Assessment, and a Library Programmes Policy. An IT Maintenance and Development Plan has also been finalised to ensure the sustainability of technical infrastructure. The BNLSIS Donation Policy has been formalized and is actively followed, with provisions for annual reviews and updates to ensure its relevance and effectiveness.

In the area of digital services, BNLSIS has launched e-services and virtual library programs using EBSCO and DoorStep Tales. Additionally, Effective Story Reading Strategies were developed and shared with staff to enhance programme delivery.

The Turton Library Centre has been successfully refurbished, enhancing access to library services. The National Heritage Library has implemented an Inter-Library Loan system, with staff sensitised and the procedures fully operational.

A development plan for the ICT Department has been created, and ongoing efforts are being made to enhance staff skills across the organisation. All staff at the National Heritage Library have been trained in digitization techniques. However, the effectiveness of the Digitisation Unit remains dependent on the procurement of essential equipment such as scanners, tripods, and cameras.

The BARS has undertaken several initiatives to strengthen its technical operations. In addition to its internal development, three programs were drafted to enhance the efficiency and effectiveness of its technical functions. The BARS collaborated on five exhibitions and book publications showcasing the country's rich documentary heritage. To build capacity across the sector, the BARS also provided training in archives management, records management, digital document management, and preventative preservation to over 350 participants, contributing significantly to the professional development of individuals working with archival and records materials.

Next Steps

The TVET Unit will continue to collaborate with industries and the private sector to design and implement trade and apprenticeship programmes that will attract more students into ITVETs, with particular emphasis on increasing the number of females and high school graduates. Priority will be given to formally establishing the NTA and finalising the regulations and policies that guide the management, staffing, and administration of government and grant-aided junior colleges.

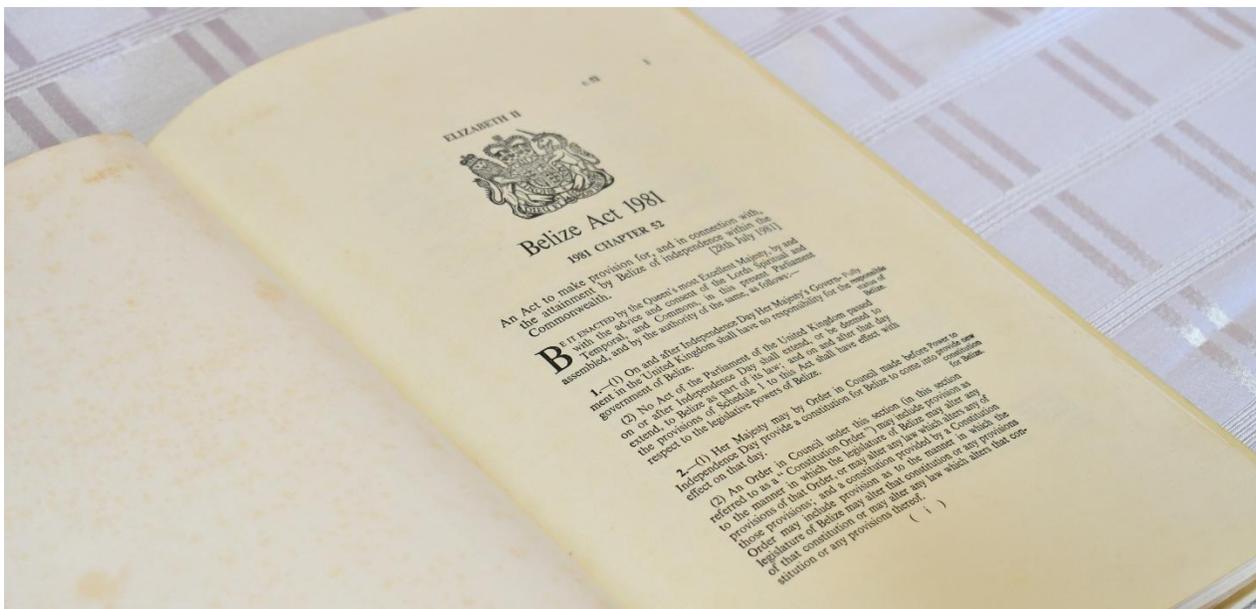
A key priority of the Tertiary Unit is the full implementation of the FAST platform (Good Grants system), which will streamline the application and processing of financial aid. This digital system aims to enhance transparency, efficiency, and accountability in the management of educational funding. The Tertiary Unit will also continue to engage and collaborate with partners to expand higher education programs responsive for national development needs.

The AE Unit will continue to draft the National Policy for Adult Education, including standards for programs and providers with the goal of launching the policy in 2025-2026. This will support the national establishment of programs that target literacy development, civics, parenting education, and financial literacy for adult learners.

The BNLSIS will fully implement the Human Resource Development Plan, given the Board's approval. The establishment of an ICT department for the BNLSIS to ensure that all staff members acquire the necessary computer skills and enhance the Digitization Unit

through the procurement of essential equipment (scanners, tripods, and cameras) will be prioritized in the upcoming fiscal year.

The BARS will continue to offer training and professional development in records preservation and management to public officers, aiming to strengthen archival practices and improve records management across the public sector. Efforts are underway to finalize and implement a comprehensive policy for managing personal files within the Belize Public Service, ensuring that employment history records are accurately maintained and readily available upon retirement. Additionally, the BARS is developing a digital database platform to facilitate access to electronic records and will maintain its commitment to raising public awareness through ongoing campaigns and exhibitions that highlight Belize's documentary heritage.



Relevance

During the 2024–2025 fiscal year, the TVET Unit focused on KRAs 1 to 3 of the BESPlan 2021–2025. Priority areas included the enactment of legislation to establish a National Training Agency; the development and implementation of national policies; collaboration with industries and the private sector to design and deliver high-quality national apprenticeships in priority skills, service areas, and emerging fields; and the enhancement of both technical and pedagogical skills of TVET instructors.

The activities and achievements of the Tertiary Unit were guided by Key Result Areas 1 and 4, which spoke to the establishment of the REGF, transforming teacher training at the tertiary level, ensuring Higher Education Council accreditation, and providing scholarship and financial support.

The AE Unit focused its activities on completing strategic actions under Key Result Area 4, which aimed to strengthen regulations for the management and administration of ACE institutions and to increase support to boost enrolment in ACE programs. Strengthening the policy framework will improve ACE programs nationally.

The programs and objectives of the Workforce Development Services also aim to assist the GoB in meeting the following national, regional and international outcomes and targets:

Horizon 2030

- Outcome 2. Improve Access to Education
- Outcome 5. Develop Adult and Continuing Education

CARICOM HRDS 2030

- Outcome 1: Broadened and deepened access and participation in all HRD sectors
- Outcome 3: Improved quality in delivery in all HRD sectors
- Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors

SDG 2030

- Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



BESPlan Priorities for 2025-2026

The MoECST remains fully committed to following and attaining its policy objectives. Based on the performance of the MoECST on the policy objectives of the BESPlan 2021-2025, the future priorities and plans that will be carried over to the next sector strategy/fiscal year include:

1. Restructure the Ministry of Education in order to increase its efficiency and capacity to respond effectively to the needs of the education system.
2. Align the Ministry's financial resources and mechanisms with targets for improved performance, expanded access and increased equity and accountability.
3. Strengthen the legislative, regulatory and policy framework for better outcomes and improved governance and leadership of the education system.
4. Implement legislation, policies and mechanisms to build the higher education sector's capacity to deliver quality programmes and research services aligned to national development needs.
5. Provide the legislation, policies, programmes and resources needed to improve the inclusion and experience of students with diverse needs in the education system.
6. Maximise the use of BEMIS and other technologies to digitise the Ministry's processes and services.
7. Introduce a National Assessment Policy to measure the quality of education in alignment with the new National Curriculum Framework.
8. Capitalise on the innovative use of science and technology to transform teaching, learning and decision-making processes.
9. Transform teacher education and development programmes and incentivise quality teaching practices and performance results for improved student learning.
10. Implement early childhood policy and curricular reform and expand services in underserved areas to increase access to quality early childhood education.
11. Provide resources and programmes to support students with social, economic and psychosocial challenges.
12. Strengthen partnerships with industries and the private sector to improve the quality, relevance and responsiveness of the TVET sector.
13. Expand access to relevant adult education programmes to build Belize's human capital and upgrade the quality of the workforce.

Financial Considerations

In addition to the restructuring and filling of vacant positions at the Ministry staffing level, the MoECST assumed full responsibility for the payment of 100% salary and service benefits for all government-aided secondary and tertiary teachers and support staff, effective August 2024.

This commitment directly benefits over 900 teachers at the secondary and tertiary levels, as well as more than 175 support staff. The budget allocated for the fiscal year 2024-2025 increased in salary and service benefits, amounting to approximately \$14 million.

Lessons Learned in 2024-2025

The education sector is constantly evolving, and with each academic year, the Ministry recognises numerous opportunities to learn and improve. This report outlines key lessons learned from recent initiatives, programmes, and reforms within the education sector.

1. **Persistent gaps remain despite increased investment** - While the Government of Belize has significantly increased investments in the education sector, reflected in higher budget allocations, infrastructure development, expanded access to digital tools, and targeted programs for underserved populations, challenges and disparities persist across several areas of the system.

The increased funding has facilitated important programmes and activities such as free secondary education, more school transportation, device distribution, and teacher training initiatives. However, these efforts have not fully closed long-standing gaps in access, quality, and equity. Rural and remote schools still face infrastructural deficits; trained teacher shortages still exist especially at the primary, secondary and TVET levels.

2. **Expanding access expands demand** - The introduction of free secondary education has been a transformative policy aimed at promoting equity and increasing access for all Belizean students. However, this expansion in access has also brought about significant challenges for the Ministry of Education, Culture, Science and Technology (MoECST), particularly in terms of infrastructure and human resource capacity.

As more students enrol in secondary schools, the demand for adequate classroom space, furniture, laboratories, and other physical facilities has surged. Simultaneously, there is a growing need for trained and qualified teachers to meet rising instructional demands and to maintain the quality of education.

3. **Balancing diverse demands can happen through meaningful dialogue** - In an education system as dynamic and multifaceted as Belize's, meeting the varied expectations of all stakeholders—educators, parents, students, policymakers, and development partners—is a complex and ongoing challenge. While it may be nearly impossible to satisfy every individual or institutional demand, the Ministry of Education, Culture, Science, and Technology (MoECST) remains committed to open, inclusive, and transparent consultations. These engagements ensure that decisions are informed by a range of perspectives and guided by the shared goal of strengthening the education system. By fostering dialogue, we build trust, clarify priorities, and pave the way for solutions that are both innovative and practical.

4. **Data-Driven decision making increases education outputs** - Reliable data is indispensable for making informed decisions that improve educational outcomes. It provides the evidence needed to develop effective policies, allocate resources strategically, monitor progress, and design interventions that address the specific needs of students and educators. As demonstrated by the Belize Education Management Information System (BEMIS), leveraging accurate and timely data can drive significant improvements in the education sector and foster a more equitable, efficient, and high-quality education system for all learners.
5. **An Education Policy Framework is key to unlocking the full value of education investments** - The BESPlan 2021-2025 offered clear targets and robust guidance. During its implementation, various units identified critical policy gaps essential for achieving programme targets and making impactful investments. This experience will serve as a foundation for developing the next sector strategy for 2026-2030. Ultimately, the Ministry stands to gain from establishing a national education policy framework. This framework would enhance strategic responsiveness, improve efficiency in monitoring and evaluation, and maximise investment opportunities.



Conclusion and Recommendations

The MoECST stands at a pivotal juncture, having made substantial strides in advancing Belize's education landscape throughout 2024–2025. Guided by the transformative vision of #planBelize and anchored in the Belize Education Sector Plan 2021–2025, the MoECST has focused on access, equity, and quality in education. Key achievements, such as increased enrolment across all levels, expanded internet access, improved student-teacher ratios, and reduced repetition and dropout rates, underscore the Ministry's dedication to fostering a supportive learning environment for every Belizean student. Looking ahead, the MoECST acknowledges the invaluable contributions of its stakeholders and partners, whose collaboration has been instrumental in realising these accomplishments.

As the Ministry embraces the lessons learned and charts a course for 2025-2026 into the implementation of the upcoming sector strategy for 2026-2030, the Ministry also reaffirms its commitment to innovation, resilience, and inclusivity. Following the current data trends, the Ministry will address the recommendations of:

1. Expanding Access to Early Childhood Education

Despite progress in preschool enrolment, the Gross Enrolment Ratio at the pre-primary level (42.1%) remains relatively low. Increased investment in early childhood infrastructure, teacher training, and community outreach, especially in rural and underserved communities, to improve accessibility and participation in early learning programs is a priority recommendation.

2. Strengthening Secondary Education Retention and Completion

While repetition and dropout rates at the secondary level have improved significantly, further work is needed to support at-risk students. The expansion of support services such as counselling, mentorship programmes, and targeted interventions for vulnerable students comes to the forefront of connected recommendations. These activities must be complemented with improving data systems to identify early warning signs and ensure that timely support is offered.

3. Further Integrating Technology in Learning

Internet connectivity expanded to over 87,000 students, a commendable achievement, with a percentage of those students receiving devices. Further digital integration in teaching remains an evolving goal. The Ministry must develop a national digital learning strategy that includes teacher training in digital pedagogy, provision of devices, and curated e-learning content aligned with the national curriculum.

4. Scaling Up and Modernising TVET and ACE

With a 14.6% increase in TVET enrolment, there is growing interest in technical and vocational pathways. Modernising the TVET curricula and establishing a policy for

standards and programmes for ACE will strengthen participation, industry partnerships, and improve employability to meet labour market needs.

While addressing these recommendations and continuing to prioritise reform, enhance teaching and learning, and maximise human capital, the MoEST remains resolute in its pursuit of 'Making education work for Belize.' The Ministry can build on its gains and continue to drive Belize toward the development of an "inclusive, accessible, equitable, high quality, technologically driven and capable [education sector that] fosters the development of good, productive citizens" (BESPlan, p.17, 2021-2025).

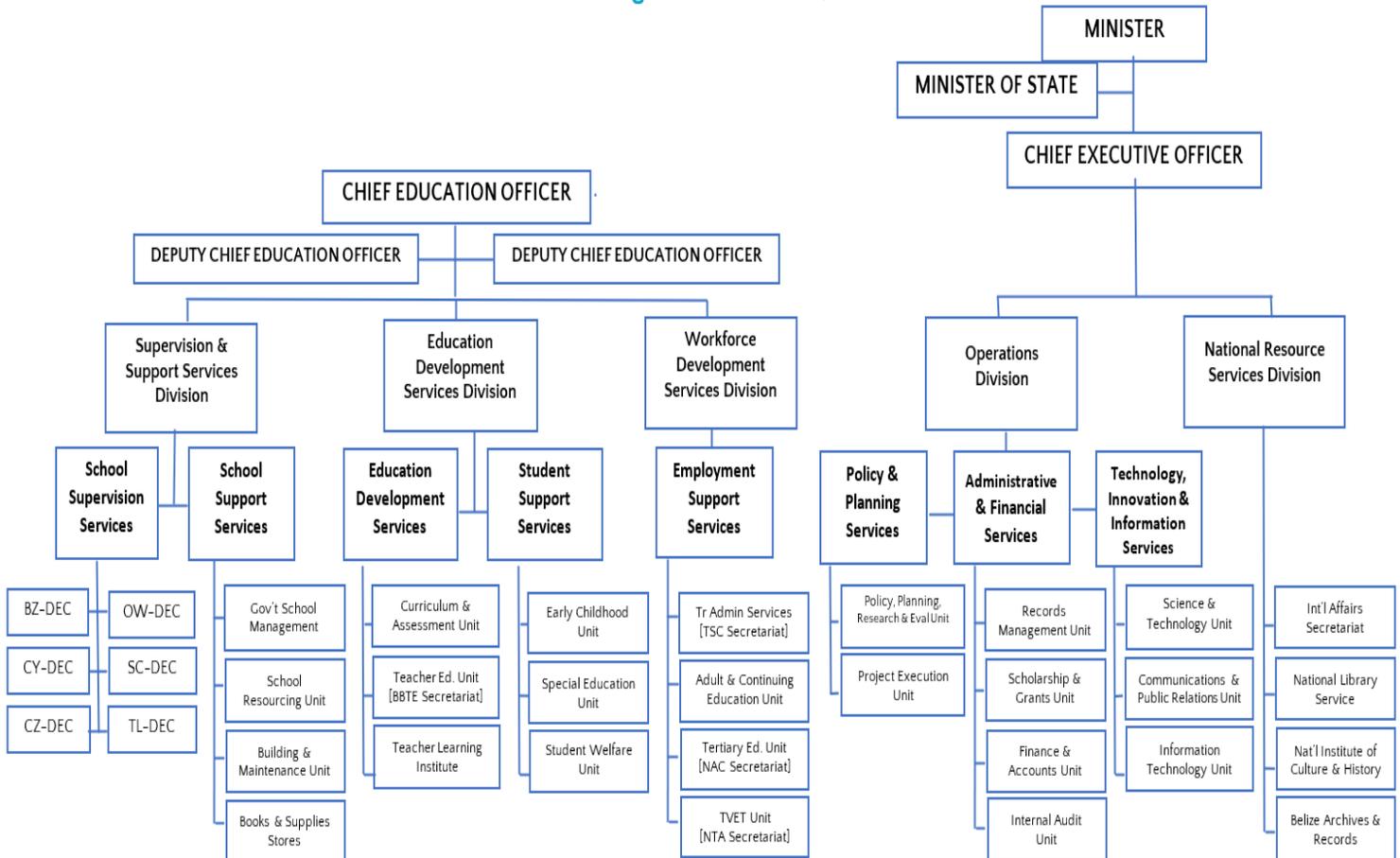
Annexes

Annex 1: Organizational Structure of the MoECST

The MoECST is committed to finalize the restructuring of its human resources to increase its productivity, efficiency and effectiveness. Key positions have been created and filled, while others are being reviewed to ensure relevance.

Figure 23. MoECST Organizational Structure

MoECST Organizational Chart, 2024



Annex 2: List of Professional and Technical Staff of the MoECST

Senior Management Team:

Mrs. Dian Castillo-Maheia, Chief Executive Officer
Ms. Yolanda Gongora, Chief Education Officer
Mrs. Cecilia Ramirez-Smith, Deputy Chief Education Officer
Mr. Dylan Reneau, Finance Officer
Ms. Guadalupe Williams, Administrative Officer

Heads of Units:

1. Supervision & Support Services Division:

- **School Supervision Services:**

Mr. Sebastian Cab, Manager - Belize District Education Centre
Mrs. Kenya Collard, Manager - Corozal District Education Centre
Mr. Hector Morales, Acting Manager - Orange Walk District Education Centre
Mr. David Cano, Acting Manager - Cayo District Education Centre
Dr. Tanya Nunez, Manager - Stann Creek District Education Centre
Mr. Feliz Sho, Manager - Toledo District Education Centre

- **School Support Services:**

Ms. Melissa Andrade, General Manager of Government Schools
To be assigned, School Resourcing Unit
To be assigned, Building and Maintenance Unit
Mr. Anthony Bradley, Manager Government Book Store

2. Education Development Services Division:

- **Education Development Services**

Mrs. Ines Paquiul, Director - Curriculum and Assessment Unit
Mrs. Jeannie Garbutt-Franklyn, Director - Teacher Education Unit, BBTE Secretariat
Ms. Yvonne Howell, Teacher Learning Institute

- **Student Support Services**

To be assigned, Early Childhood Education Unit
Mrs. Christy Almeida, Coordinator - Special Education Unit
Dr. Candy Garnett, Director - Student Welfare Unit

3. Workforce Development Services Division:

- **Employment Support Services:**

Dr. Dian Danderson, Director - Teacher Administrative Services Unit, Teaching Service Commission Secretariat
Dr. Sheldon Samuels, Director - Adult Education Unit
Dr. Yvonne Palma, Director - Tertiary Education Unit, NAC Secretariat
To be assigned, Director - TVET Unit, NTA Secretariat

4. Operations Division:

- **Policy & Planning Services:**

Mr. Ricardo Gideon, Director - Policy, Planning, Research and Evaluation Unit

Mrs. Ingrid Acosta, Director - Project Execution Unit

- **Administrative & Financial Services:**

Ms. Guadalupe Williams, Administrative Officer, Records and Management Unit

To be assigned, Scholarships and Grants Unit

To be assigned, Finance and Accounts Unit

To be assigned, Internal Audit Unit

- **Technology, Innovation & Information Services:**

Ms. Namrita Balani, Director - Science and Technology Unit

Mr Kevin Chen, Communications and Public Relations Unit

Mr. Ishmael Noble, Director - Information Technology Unit

5. National Resource Services Division:

To be assigned, International Affairs Secretariat

Mrs. Lusiola Castillo, National Library Service

Ms. Kim Vasquez, National Institute of Culture and History

Mr. Kevin Montero, Belize Archives and Records

Technical Staff:

Mrs. Terri Wesby Langford, Education Officer I/ Researcher/Planner, PPRE Unit

Mrs. Yvonne Casildo-Flowers, Statistician II-PPRE Unit

Annex 3: Programme Expenditure Summary

Figure 24. Programme Expenditure Summary

PROGRAMME EXPENDITURE SUMMARY								
No.	Programme	2021/22 Actual	2022/23 Actual	2023/24 Budget Estimate	2023/24 Revised Estimate	2024/25 Budget Estimate	2025/26 Forward Estimate	2026/27 Forward Estimate
045	OPERATIONS	\$206,395,676	\$209,901,627	\$240,916,279	\$233,645,696	\$257,898,103	\$238,570,216	\$243,551,863
	Recurrent Expenditure	\$201,131,764	\$205,230,355	\$226,050,924	\$226,236,668	\$237,091,037	\$236,924,216	\$236,905,863
	Capital II Expenditure	\$2,119,347	\$2,561,722	\$6,841,900	\$6,649,103	\$6,507,065	\$1,646,000	\$6,646,000
	Capital III Expenditure	\$3,144,565	\$2,109,550	\$8,023,455	\$759,925	\$14,300,000	\$0	\$0
119	EDUCATION DEVELOPMENT	\$223,027	\$1,778,160	\$3,482,828	\$1,563,276	\$3,330,523	\$3,323,756	\$3,325,547
	Recurrent Expenditure	\$223,027	\$1,778,160	\$3,402,828	\$1,545,422	\$3,254,871	\$3,273,756	\$3,275,547
	Capital II Expenditure	\$0	\$0	\$80,000	\$17,854	\$75,652	\$50,000	\$50,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
118	SCHOOL SUPERVISION AND SUPPORT	\$4,153,178	\$13,474,050	\$18,911,792	\$15,729,567	\$21,361,905	\$21,422,858	\$21,436,906
	Recurrent Expenditure	\$4,153,178	\$13,474,050	\$18,906,792	\$15,729,567	\$21,339,557	\$21,422,858	\$21,436,906
	Capital II Expenditure	\$0	\$0	\$5,000	\$0	\$22,348	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
120	STUDENT SUPPORT SERVICES	\$3,193,402	\$2,303,542	\$3,367,192	\$2,132,553	\$2,425,237	\$2,358,268	\$2,358,268
	Recurrent Expenditure	\$3,193,402	\$2,303,542	\$3,267,192	\$2,059,173	\$2,328,813	\$2,358,268	\$2,358,268
	Capital II Expenditure	\$0	\$0	\$100,000	\$73,380	\$96,424	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
121	NATIONAL RESOURCE SERVICES	\$6,631,707	\$6,323,648	\$7,798,328	\$7,623,327	\$7,579,479	\$7,695,991	\$7,680,506
	Recurrent Expenditure	\$6,588,267	\$6,279,770	\$7,460,280	\$7,348,759	\$7,347,818	\$7,366,569	\$7,369,084
	Capital II Expenditure	\$43,440	\$43,878	\$338,048	\$274,568	\$231,661	\$329,422	\$311,422
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
122	POLICY AND PLANNING	\$1,826,439	\$6,601,683	\$7,073,340	\$12,189,523	\$9,904,832	\$1,134,269	\$1,134,269
	Recurrent Expenditure	\$416,762	\$485,365	\$1,043,340	\$812,557	\$1,102,333	\$1,110,269	\$1,110,269
	Capital II Expenditure	\$24,783	\$75,513	\$530,000	\$494,438	\$1,169,508	\$24,000	\$24,000
	Capital III Expenditure	\$1,384,894	\$6,040,805	\$5,500,000	\$10,882,528	\$7,632,991	\$0	\$0
123	WORKFORCE DEVELOPMENT	\$468,477	\$529,472	\$957,192	\$443,654	\$891,870	\$900,362	\$900,362
	Recurrent Expenditure	\$468,477	\$529,472	\$957,192	\$443,654	\$891,870	\$900,362	\$900,362
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL BUDGET CEILING		\$222,891,906	\$240,912,180	\$282,506,951	\$273,327,596	\$303,391,947	\$275,405,721	\$280,387,721
Recurrent Expenditure		\$216,174,877	\$230,080,712	\$261,088,548	\$254,175,800	\$273,356,299	\$273,356,298	\$273,356,298
Capital II Expenditure		\$2,187,570	\$2,681,112	\$7,894,948	\$7,509,343	\$8,102,658	\$2,049,422	\$7,031,422
Capital III Expenditure		\$4,529,460	\$8,150,356	\$13,523,455	\$11,642,453	\$21,932,991	\$0	\$0
SUMMARY OF RECURRENT EXPENDITURE								
		2021/22 Actual	2022/23 Actual	2023/24 Budget Estimate	2023/24 Revised Estimate	2024/25 Budget Estimate	2025/26 Forward Estimate	2026/27 Forward Estimate
230:	PERSONAL EMOLUMENTS	\$120,409,961	\$128,428,789	\$132,952,500	\$132,281,887	\$134,351,811	\$134,351,811	\$134,351,810
231:	TRAVEL & SUBSISTENCE	\$175,662	\$299,310	\$703,596	\$407,601	\$852,774	\$852,774	\$852,774
340:	MATERIALS & SUPPLIES	\$796,665	\$1,355,400	\$1,978,548	\$1,477,254	\$2,273,302	\$2,273,302	\$2,273,302
341:	OPERATING COSTS	\$2,455,255	\$8,098,501	\$10,603,800	\$9,543,464	\$11,659,006	\$11,659,006	\$11,659,006
342:	MAINTENANCE COSTS	\$486,083	\$577,101	\$864,096	\$575,201	\$1,070,907	\$1,070,907	\$1,070,907
343:	TRAINING	\$5,161,214	\$7,951,712	\$7,984,500	\$10,524,533	\$9,790,422	\$9,790,422	\$9,790,422
344:	EX-GRATIA PAYMENTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0
346:	PUBLIC UTILITIES	\$500,915	\$414,592	\$553,380	\$458,077	\$650,000	\$650,000	\$650,000
347:	CONTRIBUTIONS & SUBSCRIPTIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0
348:	CONTRACTS & CONSULTANCY	\$1,490,218	\$1,545,552	\$2,769,528	\$2,026,685	\$4,765,658	\$4,765,658	\$4,765,658
349:	RENTS & LEASES	\$0	\$0	\$0	\$0	\$86,800	\$86,800	\$86,800
350:	GRANTS	\$84,698,905	\$81,409,754	\$102,678,600	\$96,881,098	\$107,855,619	\$107,855,619	\$107,855,619
TOTAL RECURRENT EXPENDITURE		\$216,174,877	\$230,080,712	\$261,088,548	\$254,175,800	\$273,356,299	\$273,356,298	\$273,356,298
STAFFING RESOURCES (MINISTRY)								
Managerial/Executive		49	49	49	49	49	49	49
Technical/Front Line Services		3635	3635	3635	3635	3635	3635	3635
Administrative Support		150	150	152	152	152	152	152
Non-Established		586	586	587	587	587	587	587
Statutory Appointments		422	422	422	422	422	422	435
TOTAL STAFFING		4842	4842	4845	4845	4845	4845	4858

Annex 4: List of Publications and Reports by the MoECST for 2024-25

1. National Healthy Starting School Feeding Program Menu for Secondary Schools 2024
2. Abstract of Education Statistics 2024-2025
3. Pre-primary Sector Diagnosis 2024
4. *Resonance*, Communications and Public Relations Unit Report 2024