

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	BELIZE/CID - Isthmus & DR
▪ TC Name:	Evaluation of Skills for the Future and Global Citizenship
▪ TC Number:	BL-T1177
▪ Team Leader/Members:	NASLUND-HADLEY, EMMA INGRID (SCL/EDU) Team Leader; BIEHL, MARIA LORETO (SCL/EDU) Alternate Team Leader; FINDLATER EMMA CATHERINE (SCL/EDU); USHER ORCHEL LISAMARIE (CID/CBL); LUNSTEDT TAPIA, CHRISTIAN (VPC/FMP); WATSON, BRODRICK RAYLANDO (VPC/FMP); FORERO PEREZ MARIA ALEJANDRA (SCL/EDU); DE DOBRZYNSKI, ESTEBAN (LEG/SGO)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Skills for the Future Program - BL-L1044
▪ Date of TC Abstract:	12 Feb 2024
▪ Beneficiary:	Ministry of Education, Culture, Science and Technology (MoECST)
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK (BL-MOEYS-MINISTRY OF EDUCATION, CULTURE, SCIENCE AND TECHNOLOGY )
▪ IDB funding requested:	US\$400,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	36 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Persons with Disabilities; Gender equality; Diversity

### II. Objective and Justification

- 2.1 The objective of the technical cooperation (TC) is two-fold. First, to support the Government of Belize (GOB) in the evaluation of the Skills for the Future Program. Second, to develop and validate an instrument for assessing citizenship skills of high school students.
- 2.2 The Skills for the Future program (BL-L1044; BL-G1008) was approved in May 2023. The development objective is to contribute to the closing of the skills gap to prepare tomorrow's workforce for the Fourth Industrial Revolution (4iR). The specific objectives of the operation are to: (i) increase access to instruction that accelerates learning in foundational skills, including those of Students with Disabilities (Swd); (ii) increase access to instruction that promotes learning in 4iR skills; and (iii) increase access to gender-specific education services to promote inclusive education. To promote accountability and transparency, the GOB has requested IDB technical support and TC resources in rigorously evaluating the program.

2.3 The GOB has also requested Bank assistance in assessing citizenship skills among high schoolers. Educational practices and policies worldwide are converging to address the need for learning goals and teaching practices that respond to the conditions of globalization (Stromquist & Monkman, 2014; Suárez-Orozco, 2007). Global citizenship education provides the knowledge, skills, values, and attitudes required by citizens to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges (UNESCO, 2015). Civic and global citizenship education not only raises students' knowledge and awareness regarding politics and issues that transcend national borders, but they can also influence their attitudes and values towards democracy (Finkel and Ernst, 2005). This international focus on global citizenship skills is aligned with the MoECST's purpose of producing secondary students who are "national and global citizens, a productive economic agent and a socio-cultural individual" (BESPlan).

### III. Description of Activities and Outputs

- 3.1 **Component I: Evaluation of Foundational and STEAM Skills** . The TC will use resources to finance the contracting of a consultancy firm to do an evaluation of the foundational and STEAM skills developed during the execution of the Skills for the Future program. The evaluation objective is to measure the effects of program to improve the quality of education at the primary and secondary level, with a special focus on innovation STEAM education.
- 3.2 **Component II: Evaluation of Global Citizenship Education** . The purpose of the Component is to develop and validate an instrument for assessing citizenship skills of high school students. Resources will finance: (i) The development of an instrument that is able to assess the citizenship competencies and skills of high school students; (ii) Presentation of the developed instrument to the MoECST.
- 3.3 **Component III: Dissemination**. This component will finance the dissemination of findings through a publication and presentation to stakeholders.

### IV. Budget

#### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Evaluation of Foundational and STEAM Skills	US\$195,000.00	US\$0.00	US\$195,000.00
Evaluation of Global Citizenship Education	US\$195,000.00	US\$0.00	US\$195,000.00
Dissemination	US\$10,000.00	US\$0.00	US\$10,000.00
<b>Total</b>	<b>US\$400,000.00</b>	<b>US\$0.00</b>	<b>US\$400,000.00</b>

### V. Executing Agency and Execution Structure

- 5.1 The Inter-American Development Bank (IDB) through the Education Division (SCL/EDU) in collaboration with the country office (CID/CBL) will execute this TC.
- 5.2 The Government has requested that the IDB execute the TC due to its long trajectory in education evaluations and history with the program. This is consistent with Appendix 10 in the Operational Guidelines for Technical Cooperations (as modified Annex 2 of OP-619-4), which identifies the need of a strong institutional, operational, and technical capacity for the execution of the contemplated activities in technical cooperations.

### VI. Project Risks and Issues

- 6.1 The risks to project execution are reduced by being directly executed by the IDB. If logistical challenges arise in evaluating and validating educational tools in the country's context, the operation's execution and outcomes would be adversely affected. The IDB would be able to mitigate this risk through its experience with schools in remote areas, including those in marginalized rural and urban areas.

**VII. Environmental and Social Aspects**

- 7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).