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BELIZE STUDENT SUCCESS AND WELL-BEING DURING THE COVID-19 PANDEMIC STUDY REPORT

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INTRODUCTION

INTRODUCTION

The Student Success and Challenges to Education in the Country of Belize During the COVID-19 Pandemic studies were created and conducted in the hopes of attaining data on the needs, success, and barriers to students, their families, and educators during distance learning.

The purpose of the survey is to examine parents and educators in Belize to understand the scope of potential challenges during the COVID pandemic as it relates to student education, well-being, support, access to materials, availability of resources, and areas of concern. Questionnaires were created to hear the voices of parents and guardians as well as educators of Belize.

Minnesota State University, Mankato IRBNet Id# 1696004

Date of Minnesota State University, Mankato IRB approval: 01/13/2021

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RESEARCH QUESTIONS

RESEARCH QUESTIONS

In response to the global pandemic of COVID-19 and a shift to distance learning, the surveys will highlight areas of improvement that can be made to overall education efforts during the COVID-19 pandemic and following the pandemic in Belize.

These surveys sought answers to the following questions:

- 1. Are students and families receiving appropriate access to technology, the internet, and tools for learning?
- 2. Has the crisis response in regards to distance learning been helpful for the students and their families? Are there patterns established during the pandemic that should be used going forward?
- 3. Are there socio-emotional concerns of Belizan students, educators and increased stress within family systems?
- 4. What resources are parents of students and educators needing to support their child's education in Belize during and following the pandemic?
- 5. Are there things that can be learned to guide educational practice moving forward?

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METHOD

METHOD

We were seeking to collect data from the voices of parents and educators in Belize while keeping their identities anonymous. The participants were recruited via email. A recruitment email was composed and sent to members of the educational staff at several Anglican Schools as well as random parents of students attending those schools. The process followed all current ethical guidelines.

There were two surveys disseminated in order to collect data regarding students and educators. One survey was provided to Belizean educators and the other shared with parents or guardians to Belizean students. The surveys were opened from January 1st, 2021 until February 27, 2021.

The participants were provided links in a recruitment email to the online survey. This recruitment email and link was composed and sent to targeted Anglican schools which was disseminated at the discretion of administration at each targeted school.

We conducted these surveys online utilizing Qualtrics®. There is one survey for educators and another survey for parents which provide multiple choice prompts with optional open-ended components. Then, responses to the questionnaire were exported to Excel. Qualtrics Advanced TextIQ® was utilized to analyze responses for data on themes and patterns within the open-ended responses.

When they opened the survey, the participants were informed of:

- The study was being utilized to gather information on experience, concerns, and impressions on student achievement and learning during the COVID-19 Pandemic.
- Responses would remain anonymous.

Please refer to the following pages for copies of the 1) Parental/Guardian and 2) Educator surveys disseminated. Most items in this survey were on different response levels. There was not a consistent format in which participants answered any particular questions. Additionally, the descriptive statistics will differ depending on the number of participants who responded to specific questions in the survey. It is important to note that narrative summaries on qualitative data provide an overall summary of the data and direct quotes from respondents were selected to provide additional information on a question.

PARENT SURVEY

Demographic

- Q1: Describe who your household is headed by:
- Q2: How many school-aged children are in your home?
- Q3: What learning types does your child (children) receive
- Q4: Do you currently employed?
- Q5: Where are you working from?
- Q6: Are you unemployed due to the COVID-19 Pandemic?
- Q7: What language can you speak and write effectively?
- Q8: Describe any job or financial changes since the beginning of the pandemic.

Technology Accessibility

- Q9: Does your child(ren) have access to a device for learning online?
- Q10: Do you have access to reliable and consistent internet?
- Q11: What device does your child(ren) use for distance learning?

Parent Questionnaire

- Q12: Are there adults living in your home that help your child (children) with school work?
- Q13: Who is helping your child(ren) with school work?
- Q14: Are older siblings helping younger siblings with distance learning and/or school work in your home?
- Q15: Typically, your child(ren) works on schoolwork _____ during the pandemic?
- Q16: With respect to the pandemic and changes in responsibilities, what do you feel is going well? What has you concerned?
- Q17: Are there any challenges or barriers in your home environment that may make online learning difficult?
- Q18: Do distance learning efforts by the school work for your child (children)? What has worked well and what hasn't worked?
- Q19: Does your child assist or provide help to other students with school work?
- Q20: When you think of school workload, your child(children) receives _____ school work via distance learning versus in-person learning.
- Q21: On average, how much time does your child (children) spend on distance learning and school work per day?
- Q22: The assigned work has been clearly explained for your child to understand.
- Q23: Have the instructions for learning during the pandemic been useful?
- Q24: In the past 3-4 weeks, has your child interacted or spoken with teachers or other members of the school facility? Please describe.
- Q25: Has your child (children)'s teacher(s) held a one-on-one meeting or conversation with you during the COVID-19 (i.e., online, phone call, etc.)?
- Q26: My preferred method of communication with the school is _____.
- Q27: Which of the following would you rate the stress level within your home during the pandemic?
- Q28: Which of the following categorizes the atmosphere in your home as it relates to distance learning?
- Q29: Do you have concerns about your child/children's social-emotional health?
- Q30: How would you rate teacher accessibility during the pandemic?
- Q31: Given the challenges of the pandemic, which of the following might best describe the academic progress of your child?
- Q32: What can be done to improve the online learning and overall education efforts during the COVID-19 pandemic?
- Q31: What resources do you wish were available for distance learners and your family?

EDUCATOR SURVEY

Demographic

- Q1:** What grade level do you teach and what subject areas?
- Q2:** How are you teaching your students during the COVID-19 pandemic?
- Q3:** Has the impact of COVID interfered with you being able to help your kids as much as you would like?
- Q4:** What language can you speak and write effectively?
- Q5:** Describe any job or financial changes since the beginning of the pandemic.

Technology Accessibility

- Q9:** Do you have access to a device for learning online?
- Q10:** What device(s) do you use for online teaching?
- Q11:** Do you have access to reliable and consistent internet?
- Q12:** Do you need to leave your household to get access to the internet?
- Q13:** Is the cost of internet services a problem for you during the COVID-19 pandemic?

Teacher Questionnaire

- Q14:** Describe how your school delivered education during the COVID-19 pandemic?
- Q15:** Has your school been offering you resources to teach from home?
- Q16:** How helpful have your co-workers/administration been while teaching from home?
- Q17:** Do you feel the communication is smooth between students and their parents (or families)?
- Q18:** With respect to the pandemic and changes in responsibilities, what do you feel is going well? What has you concerned?
- Q17:** Do you feel the communication is smooth between students and their parents (or families)?
- Q18:** How often do you have a 1-1 discussion with your students?
- Q19:** Describe your experience with 1-1 meetings with students, parents/guardians/relatives, during the COVID-19 pandemic?
- Q20:** Has schooling your own children at home impacted your online teaching?
- Q21:** Describe any additional resources and tools that you wish you had during this time.
- Q22:** How stressful do you find teaching remotely during the COVID-19 pandemic?
- Q23:** Overall, how are your students handling learning remotely during the COVID-19 pandemic?
- Q24:** How was your experience teaching students from home as compared to teaching at school?
- Q25:** Are there subject areas that have been more challenging to teach online than others?
- Q26:** Describe your thoughts on how your students will make academic progress through distance learning?
- Q27:** Are your students learning as much now as they were before switching to remote learning?
- Q28:** On average, what percentage of students attend distance learning each day?
- Q29:** On average, what percentage of students do not complete school work in a given week?
- Q30:** What changes could be made to help with work-life balance?
- Q31:** What challenges are you facing due to online teaching during the COVID-19 pandemic?
- Q32:** Do you have concerns about your own social-emotional health?
- Q33:** How can your school and/or Ministry of Education support you further in your efforts?

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RESULTS

THEMES OF THE SURVEYS

There are six themes that emerged from the data and responses collected from the 200 Belizan participants regarding distance learning during the COVID-19 Pandemic.

The following themes will be discussed in detail in subsequent pages:

THE SIX THEMES

1. **Technology Accessibility**
2. **Instruction and Delivery**
3. **Perceived Successes and Barriers to Distance Learning**
4. **Socio-emotional Well-being**
5. **Community Impacts**
6. **Need for Resources**



It is important to note that most items in these surveys were on different response levels. There was not a consistent format in which participants answered any particular questions as well as the voluntary nature of some questions. Finally, some results of some questions were included in tandem with other results or removed as their findings did not provide sufficient, helpful, reportable data.

RESPONSE DATA: EDUCATOR AND PARENTAL/GUARDIAN SURVEYS

The surveys generated 200 responses in total, with 51 participants who responded to the educator survey and 149 participants who completed the parent survey.

Given the nature of the surveys having voluntary open-ended questions, the total of participants who provide commentary on various survey items will vary item to item. While the totals of the survey are not directly reflective of the entire population of Belize, the following findings can provide informative data to assist in directing further steps in developing effective distance learning opportunities for the students of Belize.

Participants in Educator and Parent/Guardian Surveys	
Survey	Participants(N)
Parental/ Guardian	149
Educator	51

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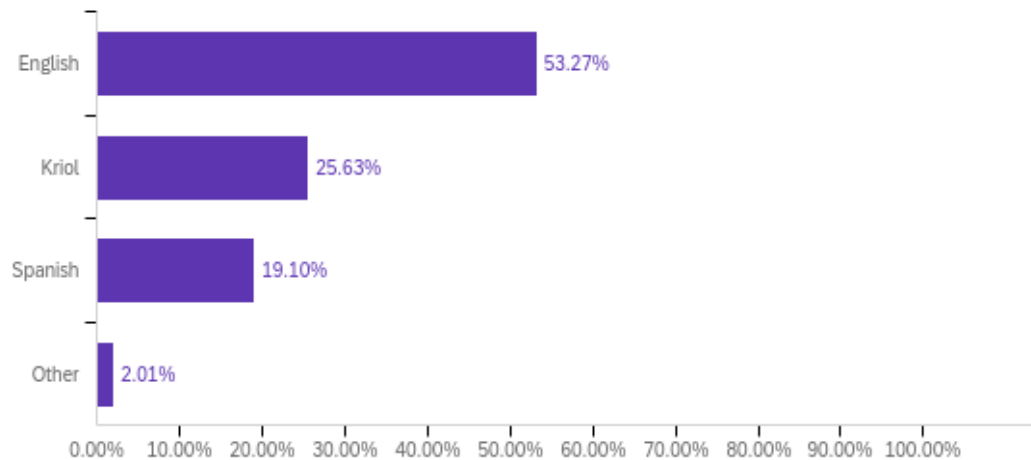
RESULTS

Demographics

RESULTS: DEMOGRAPHICS

What languages can you speak and write effectively?

The participants of the parent survey indicated that 53.3% ($N= 106$) are fluent in English and their educator counterparts indicated similarly at 56.3% ($N= 13$). Fluency in Kriol followed at 25.6% ($N=51$) for parents and 30.4% ($N= 7$) for educator participants.

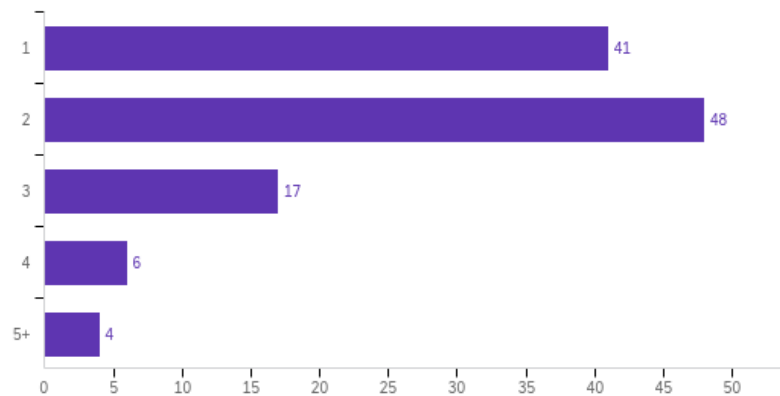


What languages can you speak and write effectively?		
Response	<i>Educators N</i>	<i>Parents/Guardians N</i>
English	106 (53.3%)	13 (56.5%)
Kriol	51 (25.6%)	7 (30.4%)
Spanish	38 (19.1%)	3(13%)
Other	9 (2%)	0
Total	199	23

RESULTS: DEMOGRAPHICS

How many school-aged children are in your home?

The participants of the parent survey indicated that the majority of homes have one (35.34% $N= 106$) or two school-aged children (41.38%; $N = 48$). Additionally, 92.31 % of educator participants ($N=13$) indicated that teaching during distance learning has interfered with their ability to help their own children with schoolwork.



RESULTS: DEMOGRAPHICS

Describe any job or financial changes since the beginning of the pandemic.

The participants of the parent survey and educator survey expressed narratives regarding changes in their lives since the beginning of the pandemic (in March 2020). These changes included: financial difficulties, job loss or cut in pay, unable to get work, and working from home. Two narratives shared shifts in their psychological well-being. *Additional social-emotional findings are share in later portions of the results (pp. 31-34) Note: These results were non-numeric in nature.*



Where are you working from?

Are you currently employed?

Are you unemployed due to the COVID-19 Pandemic?

The results of the parent survey found that out of 115 respondents 60%(N= 69) were employed at the time of the survey while 40%were unemployed (N= 46). In addition, of those who reported employed, 22% worked from home (N= 15), 57% (N= 39) were going to work, and 20% (N= 14) reported going to another location to work. Out of 81 responses, 42% (N= 34) reported they were unemployed due to the pandemic while 54.3% (N= 44) (reported they did not lose their job due to the pandemic crisis.

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RESULTS

Technology Accessibility

RESULTS: TECHNOLOGY ACCESSIBILITY

Do you have access to reliable and consistent internet?

The participants of the parent survey indicated that 80.3% ($N= 87$) had reliable internet and 72.2% of educators indicated that as well. It is important to note that almost 20% of parents/guardians of distance learners are experiencing barriers to reliable internet which could impede the distance learning of their child. Additionally, educators indicated that the cost of the internet was a barrier for 50% of them ($N = 6$) and 27% ($N = 3$) indicated unreliable internet. Of these educators, three indicated that they needed to leave their household in order to have access to internet.

Do you have access to reliable internet?		
Response	Educators(N)	Parents/Guardians (N)
Yes	72.72% (7)	80.5% (87)
No	27.2% (3)	19.4% (21)

Do you have access to a device for distance learning or online teaching?

Educator participants surveyed that 75% ($N=9$) have access to the device (i.e., a computer) while 25% ($N=3$) do not. When asked the same question parents indicated that 83.18% ($N=89$) of their children have a device (i.e., computer, tablet, etc.) while 16.8% ($N= 18$) indicated a lack of access to learning devices. The majority of educators and parents/guardians indicated utilizing a computer or a tablet for distance learning.

Selected Quotes from Survey:

- A personal computer, better internet access at school/ home, and that my students would also have devices and internet service.
- Need for Free Wifi/Internet

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RESULTS

Instruction & Delivery

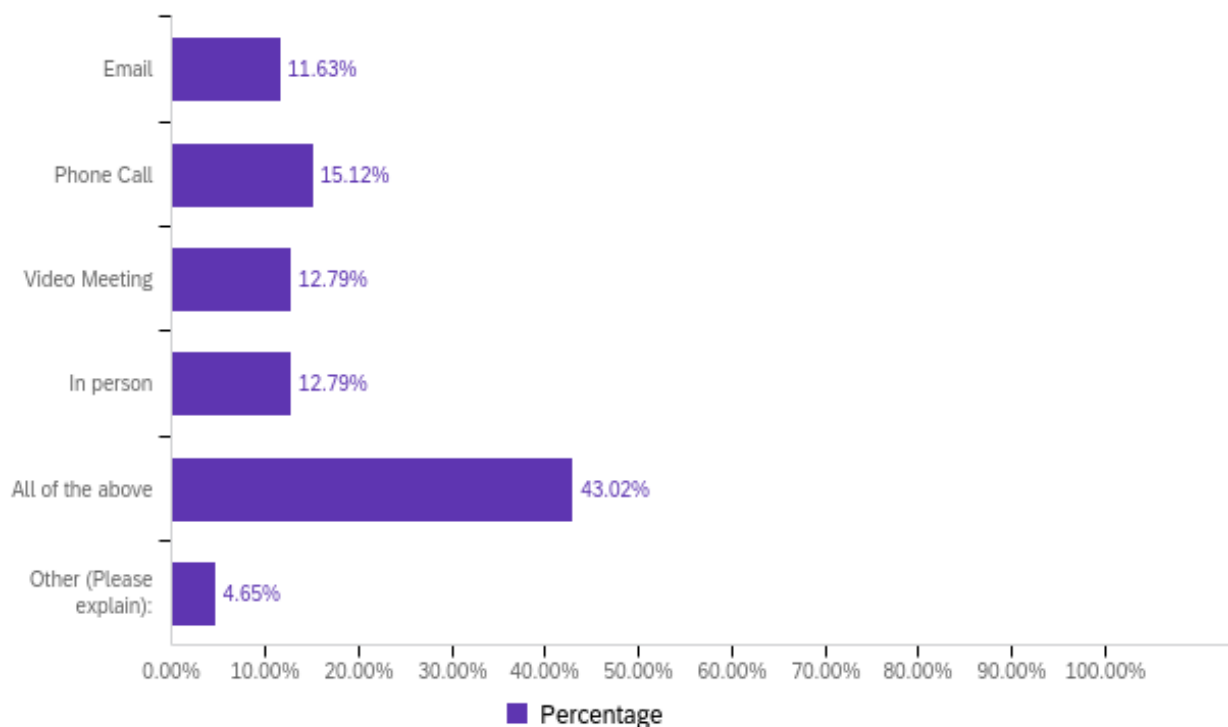
RESULTS: INSTRUCTION & DELIVERY

Have the instructions for learning during the pandemic been useful?

The participants of the parent survey indicated that the majority found instruction during the pandemic to be helpful 72.9% ($N= 62$) while 26.7% ($N= 23$) found instructions for distance learning inconsistent.

Preferred method of communication with school

The participants of the parent survey indicated that the majority were open to all methods of communication with the school and educators 43.03% ($N= 37$).

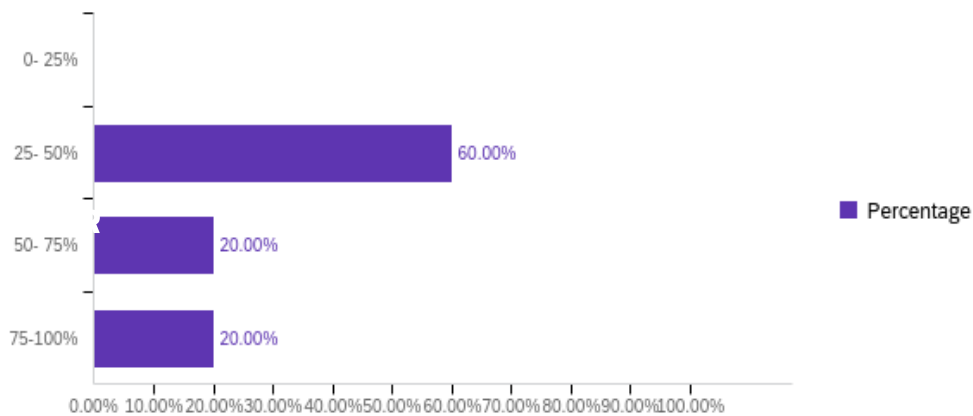


RESULTS: INSTRUCTION + DELIVERY

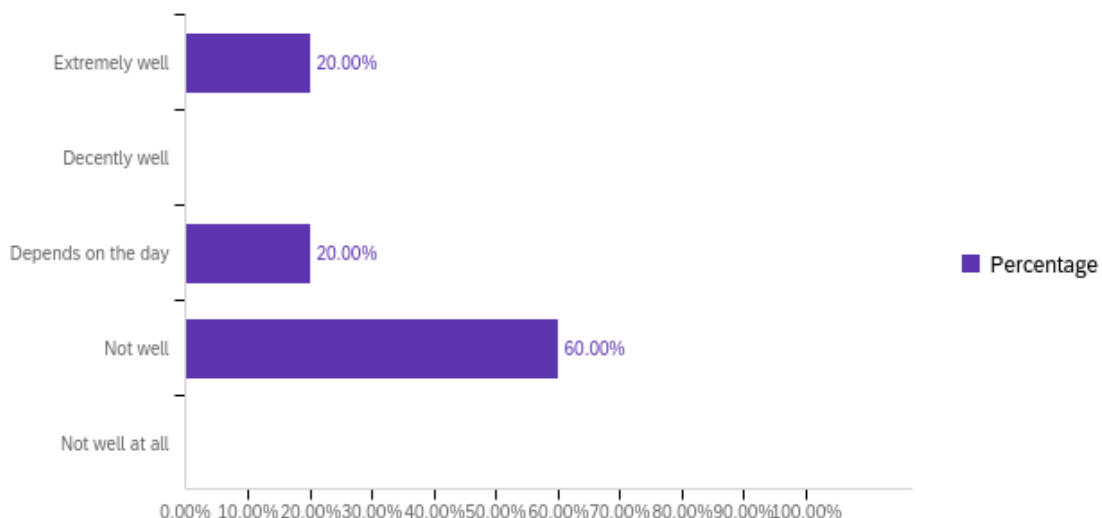
The results are continued from the previous page.

The participants in the parent survey and educators noted difficulties for students who were in distance learning. Around 60% of students do not complete schoolwork and more concerning only 60% of students are attending distance learning 25-50% of the time in a given day. The following questions and results reflect these difficulties.

On average, what percentage of students attend distance learning each day?



On average, what percentage of students do not complete school work in a given week?



RESULTS: INSTRUCTION + DELIVERY

The results are continued from the previous page.

Educator Perspective

Are your students learning as much now as they were before switching to remote learning? Are there subject areas that have been more challenging to teach online than others?

Educators who participated in this survey shared that 60% believe students are learning similarly as before the pandemic, while 40% indicated a belief that students are learning less during remote learning. This suggests that some students may have adapted well to distance learning while others may not have due to their abilities, learning preferences, and access to reliable learning materials. It may also point to a differential in resources. When asked about subject areas that have become more challenging during the pandemic, only one respondent out of 5 indicated difficulties with teaching science. This makes sense in that there is a strong experiential component to science. It might be useful for the Ministry of Education to examine some of these individual differences that appear to impact performance. This might give insight into how to resolve deficits.

Describe your thoughts on how your students will make academic progress through distance learning?

Select Quotes of Participants:

- They need devices and the internet that is reliable.
- Based on the completed amount of work packages done by the end of the terms
- Activities for Assessment online
- Will decrease of knowledge
- By having more assistance

RESULTS

Barriers & Successes of Distance Learning

RESULTS: BARRIERS & SUCCESSES OF DISTANCE LEARNING

Parent Perspective of the Student Experience

When you think of school workload, your child(children) receives _____ school work via distance learning versus in-person learning.

Parent participants indicated that despite some of the many challenges of distance learning at home during the pandemic, the workload for students appeared manageable for 68.2% ($N=58$). Parents shared that 62.79% of students ($N=54$) were completing their school work with an adult (non-teacher) or parent's help while only 15.12% ($N= 13$). Some parents expressed that helping their children with distance learning impacts their own work during the day.

When you think of school workload, your child(ren) receive _____ schoolwork via distance learning?	
Response	Parents/Guardians (N)
Too much	28.8% (24)
A manageable amount	68.2% (58)
Too little	3.5% (3)
Total	85

RESULTS: BARRIERS & SUCCESSES OF DISTANCE LEARNING

Parent Perspective of the Teacher Accessibility

The past 3-4 weeks, has your child interacted or spoken with teachers or other members of the school facility? Please describe.

Parent participants were asked to provide narratives on the above question in which there was a divide with educators interactions with students. Some reported consistency and ease of contacting teachers 56.3% (N= 40); while others indicated minimal interactions 43.6% (N= 31). Additionally, one on one teacher meetings (i.e., online, phone call, etc.) were reported as occurring by 60.4% (N= 49) of parent participants.

In the past 3-4 weeks, has your child interacted or spoken with teachers or other members of the school facility?	
Response	Parents/Guardians (N)
Yes	56.3%(40)
No	43.6 (31)
Total	71

Has your child (children)'s teacher(s) held a one-on-one meeting or conversation with you during the COVID-19 (i.e., online, phone call, etc.)?

Has your child (children)'s teacher(s) held a one-on-one meeting or conversation with you during the COVID-19 (i.e., online, phone call, etc.)?	
Response	Parents/Guardians (N)
Yes	60.4%(49)
No	39.5% (32)
Total	81

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RESULTS

Socio-emotional well-being

RESULTS: SOCIO-EMOTIONAL WELLBEING OF FAMILIES

The following questions of the survey indicated concerns of social-emotional well-being for students, educators, and stress within the family units during the COVID-19 pandemic and distance learning. Families described that there have been increases in stress within the home environments and increased concerns with the social-emotional well-being of parents and students,

Which of the following would you rate the stress level within your home during the pandemic?

The majority of participants of the parent survey indicated feelings of moderate stress during the COVID-19 pandemic 44.19% ($N= 38$). This means that 62.7% ($N= 54$) of parental/guardian participants are experiencing increased stress due to the pandemic, which can ultimately indicate environmental changes within the home environment impacting the family unit. This is evidenced in the 1.16% of participants who shared they experiencing minimal stress.

Which of the following would you rate the stress level within your home during the pandemic?	
Response	Parents/Guardians (N)
Extremely Stressed	18.6% (16)
Moderately Stressed	44.19% (38)
Slightly Stressed	30.23%(26)
Not Stressed at All	1.16%(1)
Total	86

RESULTS: SOCIO-EMOTIONAL WELLBEING OF FAMILIES

With respect to the pandemic and changes in responsibilities, what do you feel is going well? What has you concerned?

Participants expressed concerns about student learning and achievement, sentiments of financial strain, and lack of peer interaction. Many expressed positive sentiments regarding distance learning and the opportunity for students to receive instruction.

Selected quotes of participants from the survey:

- That students are not receiving all the content they need.
- The only concern is the economical strain it has had on our country. We all need to work and get back to business.
- Thanks to online schooling, my children can still engage in education. My concern is no physical interaction with his peers outside due to COVID.
- Distant learning is going well but i am concerned about social interaction
- I believe that every student are learning a lot about technology. I am concerned that they are not interacting with other students. They might become antisocial.

RESULTS: SOCIO-EMOTIONAL WELLBEING OF STUDENTS

The following questions of the survey indicated concerns of social-emotional well-being for students during the pandemic. Parents indicated concerns regarding their children's mental health in addition to their own. Parents indicated that 59.2% have concerns about their children's mental health and social-emotion well-being during this time. This suggests a need for mental health and social supports for students and their families. This underscores even more importance in effective counseling.

Select quotes from participants:

- The child mental health due to no interaction
- She misses her friends and teacher, she likes been home

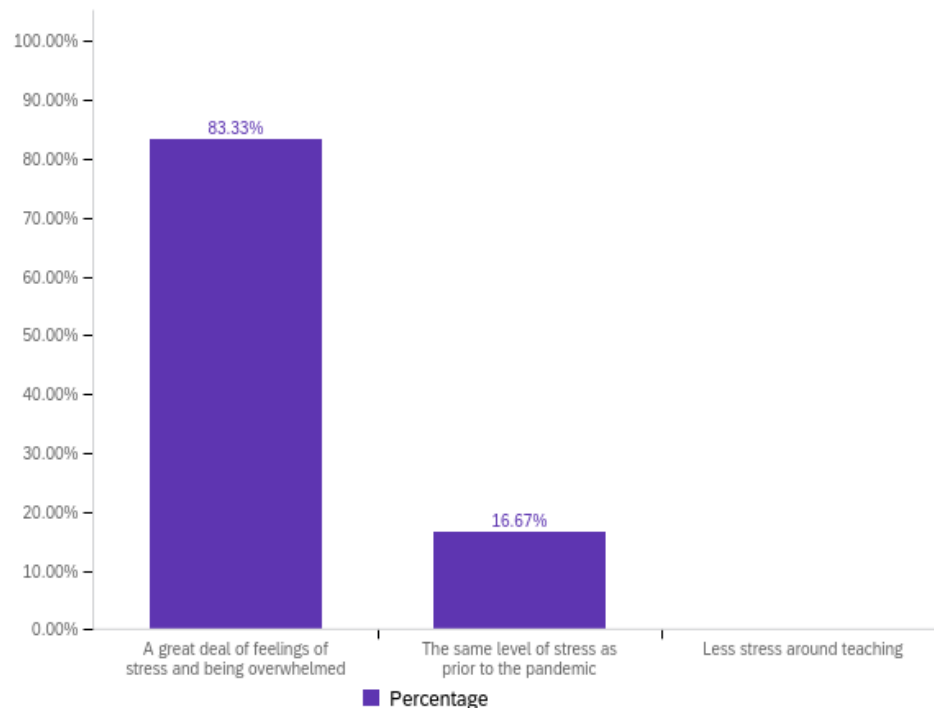
Do you have concerns about your child/children's social-emotional health?	
Response	Parents/Guardians (N)
Yes	59.2%(47)
No	39.2% (32)
Total	79

RESULTS: SOCIO-EMOTIONAL WELLBEING OF EDUCATORS

The following questions of the survey indicated concerns of social-emotional well-being for students, educators, and stress within the family units during the COVID-19 pandemic and distance learning. Additionally, some participants expressed a need for 1) counseling services for students and families, 2) trainings for parents to help their students during distance learning and 3) social interaction for their children.

How stressful do you find teaching remotely during the COVID-19 pandemic?

The participants of the educator survey indicated that the majority expressed feeling a great deal of stress and being overwhelmed with distance teaching 83.33%. This might indicate a need for more instruction on technology and teaching.



RESULTS: SOCIO-EMOTIONAL WELLBEING OF EDUCATORS

In one sentence, please describe your overall feelings of teaching during the COVID-19 pandemic?

Selected quotes of participants from the survey:

- Teaching has been harder, stressful, and unfair to my students
- Lucky that we have a system in place and it's working well
- It is a fast interesting way to reach out to the students but not everyone has access
- Overwhelmed with more research electronically, time
- I felt it was not the same being in the class I miss school and teaching face to face
- It has been very stressful teaching during this time of COVID

How was your experience teaching students from home as compared to teaching at school?

- Teaching at school I can do one-on-one, I can do ability grouping, I can use manipulatives at school making learning more hands on. Online its talking and students who are shy and you don't even know if they are listening to you because they refuse to put on their camera to help you with learning interactions.
- It is a bit more of a challenge to do it from home because it needs continuous preparing for each session
- Overwhelming
- I feel stressed out. It is better face to face
- Students don't seem to understand online teaching

9

RESULTS

Community Impacts of COVID-19 & Distance Learning

RESULTS: COMMUNITY IMPACTS

The following questions of the survey indicated concerns of social-emotional well-being for students, educators, and stress within the family units during the COVID-19 pandemic and distance learning.

Additionally, some participants expressed a need for:

- 1. counseling services for students and families
- 2. training for parents to help their students during distance learning
- 3. social interaction for their children.

**Share how the COVID-19 pandemic has impacted
your community and your students.**

Selected Quotes from Survey:

- It has impacted my community because students are not able to share resources, meet for group support, some students are behind with work, some students don't get the work and some students are doing labor to earn money to help out at home.
- It has encouraged them to be unable to access the full amount of work due to different personal issues
- Low-income lack of resources
- Students feel super sad and lost
- Little to no resources

RESULTS

RESOURCES

RESULTS: NEED FOR RESOURCES

Participants were asked to share thoughts on aspects needed to improve online learning and overall education efforts during the COVID-19 pandemic. The participants from both the educator and parental/guardian survey discussed the following: (1) accessible internet, (2) equitable access to technology/learning devices, (3) improve social skill interactions for students, (4) access to counseling/mental health services for students and families, and (5) make widely known governmental assistance/programs that exist

What can be done to improve the online learning and overall education efforts during the COVID-19 pandemic?

Selected Quotes from Survey:

- Free Wifi/Internet
- Zoom meeting to voice our opinions as parents to the teachers so she can give us guideline to be more patient while teaching our child
- As I had stated before, the school my child attends is amazing. They get their full learning experience as any other school day, with the exception of being in a classroom. The teachers are well prepared and have been exceeding my expectations.
- I must say that for a 6 year old from 8am to 2:45 is way too much screen time an mostly the kids get very tired an start asking the teacher if its break time an we leave. It actually makes my child get upset an a little stressed when they have to sit for such a long period of time.
- La Isla Carinosa Academy is doing an exceptional job with online delivery. To improve, the Ministry of Education needs to contact this school to find out what they are doing and adopt in other schools so my nieces, nephews, and friends' children can also receive quality education.

RESULTS: NEED FOR RESOURCES

What resources do you wish were available for distance learners and your family?

Participants of the parent/guardian provided narratives about resources they see a need for during distance learning. Out of the 60 who responded, 60% ($N= 36$) indicated a need for accessible internet and devices as the primary area of need. Additional responses shared a need for counseling services, interactive activities for children, and constant accessibility to educators.

Selected Quotes from Survey:

- My family has a low income so we can't afford to buy a device just for my child to use for distance learning. Another obstacle is the internet
- I am a teacher my son a student. Counseling would be great. I do need it. Almost every day I get upset at everything
- Let the government give an internet package for kids to do their work because nowadays everything is through the internet
- Internet and interactive activities.
- We have all the resources, devices, internet, and caring and considerate teachers at LICA. Contact them at principal@licaacademy.com for more information about their program. It would also be nice if the Ministry of Education would allow other children to apply to this program instead of giving this school a hard time.
- Training for parents on online platforms

RESULTS: NEED FOR RESOURCES

How can your school and/or Ministry of Education support you further in your efforts?

Participants of the parent/guardian survey and educators were asked to share commentary on desired supports from schools and the Ministry of Education in Belize that would be advantageous in the future. The narratives of participant reflected a collective need for (1) accessible technology, devices, and (2) internet.

Selected Quotes from Survey:

- Provide devices for students and good internet at the school.
- Give me a laptop
- hybrid for all schools regardless of private or government
- Yes we need resources good examples of units more workshops and ways on how we can help kids an online library
- Assist in providing devices
- A better, more stable device would be amazing if it were available because using cellphones are somewhat a disadvantage and some school don't want it at all
- Financial assistance

10

FUTURE STEPS

MAJOR TAKEAWAYS

The surveys sought to answer questions regarding the barriers, successes, and changes with distance learning in Belize during the COVID-19 pandemic. The results found areas of strength and areas of growth for educators as well as areas of support for students and their families. Generally, reports suggest Belize has adapted well to the stressors coming with COVID, but some adjustments might be possible.



01 — Access to Technology

The results showcase discrepancies in equitable access to internet, learning devices and companioning resources, given 19.3% of participant have unreliable technology. Future examinations should explore ways in which these aspects are not barriers to student learning and educators abilities to teach effectitvely.



02 — Resources

The survey indicates a need for additional resources such as counseling services and financial assistance for internet accessibility. Additionally, governmental resources that exist should become more widely known to parents and educators.



03 — Socio-emotional well-being

The results of these surveys highlight the great socio-emotional impact the COVID-19 pandemic and distance learning had on parents, students, and educators. In addition to parent social skill trainings and counseling services, the participants expressed a need for social interactive activities for students. Finally, increased supports are needed for educators who are engaged in distance learning and in the future.

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We immensely appreciate the opportunity to work together on this project and we anticipate future partnership for years to come. We are enthusiastic about the future of education in Belize.

"Education is the passport to the future, for tomorrow belongs to the people who prepare it today."

-Malcolm X

