

Abstract of education Statistics 2021-2022

Policy, Planning, Research and Evaluation Unit



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POLICY, PLANNING, RESEARCH & EVALUATION UNIT

MINISTRY OF EDUCATION, CULTURE, SCIENCE AND TECHNOLOGY



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1.0 OVERVIEW

The Abstract of Education Statistics is an annual publication of the Policy, Planning, Research and Evaluation (PPRE) Unit within the Ministry of Education, Culture, Science and Technology (MoECST). The primary source of information is data uploaded by schools into the Belize Education Management Information System (BEMIS) database and verified by the PPRE Unit. Additional information, not available in the BEMIS database, is collected through school surveys. The publication includes data on all levels of education and indicators on access, equity, internal efficiency and quality. Brief descriptions of the education system and indicator metadata are also included to assist readers in interpreting the data.

1.1 THE SYSTEM OF EDUCATION

Mission Statement

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

Vision

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

Policy Objectives

1. Increase the capacity of the MoECST to respond efficiently and effectively to the needs of students and the nation by rationalizing, modernizing and restructuring its services and organizational model.
2. Achieve greater value for money through finance reform that assures equitable access to funding for students in need, incentivizes quality teaching and leadership and ensures accountability for public funds.
3. Improve efficiency and effectiveness in the management and delivery of education services by strengthening the legislative, regulatory and policy frameworks and structures which govern the education system.
4. Improve the relevance and quality of education by reforming the national curriculum to ensure that students develop the knowledge, skills, values and attitudes needed to participate in national development and lead productive and meaningful lives.
5. Modernize the education system by building a robust education technology infrastructure and by harnessing the power of modern technology to transform teaching and learning in and out of the classroom.
6. Build a culture of continuous improvement by establishing a system of formative, diagnostic and standardized tests which can be used to inform and implement practices and policies for improved student learning at the classroom, school and system levels.



7. Improve student achievement and well-being by increasing the effectiveness and professionalism of the teaching force through innovative teacher education and professional development and support programs.
8. Increase access to quality early childhood education by expanding services to underserved communities and implementing relevant legislative, regulatory and policy reforms.
9. Improve the inclusion and experience of students with special education needs by providing adequate resources and establishing relevant legislation, regulations and policies.
10. Expand the availability of relevant skills in the workforce by partnering with industries and the private sector to improve the governance, infrastructure, relevance and quality of technical and vocational education in the country.
11. Increase the quality and relevance of the higher education sector by creating the enabling environment and building the capacity of tertiary institutions to deliver quality, relevant education programs and research services.
12. Improve the capacity of the Belizean workforce and the quality of life of the adult population by implementing and supporting nation-wide adult learning and continuing education programs in literacy, numeracy, life skills, technology and technical and vocational education.

Governance of the Education System

The system of education in Belize is governed by the Education and Training Act (ETA, 2010), the Education Rules 2003 and the Education (Amendment) Rules (EAR, 2012). The ETA sets out the principles and philosophy by which the Ministry of Education is expected to operate:

The Ministry, under the general direction of the Minister, shall work in partnership, consultation and cooperation with churches, communities, voluntary and private organizations, and such other organizations and bodies which the Ministry may identify and recognize as education partners for the sufficient and efficient provision of education in Belize.

-ETA, Section 3 (1)

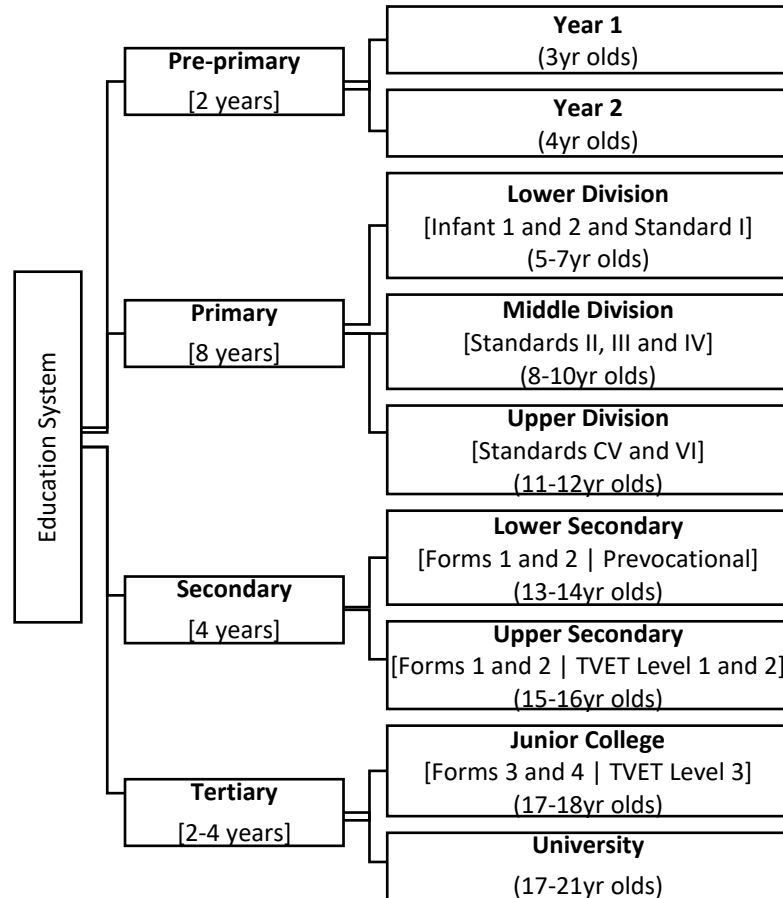
Three types of educational institutions operate in Belize—government, government-aided and private. Government schools are owned and funded by the Government of Belize. Government-aided institutions are non-government institutions that are owned by either a religious denomination or community group and receive funding from the government through school services grants or direct payment of teachers' salaries. Private schools are owned and funded by individual persons, denominations or private groups; a few of these schools are specially-assisted, which means they receive small grants from the government. All government and government-aided schools have Managing Authorities (Managers or Boards of Management) that oversee the operations of the school and work with school administrators to develop and enforce policies. School attendance is compulsory for children 5-14 years of age (unless the child has completed primary school before the age of 14). Government and government-aided primary and secondary schools are tuition-free; however, these schools are allowed to charge special fees with the approval of the Chief Education Officer.



Structure of the Education System

Figure 1 illustrates the current structure of the education system, including levels, typical duration and corresponding age groups.

Figure 1: Belize Education System



Note: Forms 1 to 4 are offered by secondary (high) schools, while Prevocational and TVET Levels 1, 2, and 3 programs are offered by Institutes for Technical and Vocational Education and Training.



1.2 BELIZE IN FIGURES

Table 1: Population Statistics

	2017	2018	2019	2020	2021
Total Population (thousands)	375.8	383.1	390.4	397.6	404.9
Population by Gender:					
Males	187.3	190.8	194.3	197.8	201.3
Females	188.5	192.3	196.1	199.9	203.7
Population by Age Group:					
0 - 2	23.8	23.6	23.6	23.7	23.7
Male	12.0	12.0	12.0	12.0	12.1
Female	11.8	11.7	11.6	11.7	11.7
3 - 4	15.5	15.7	15.7	15.8	15.8
Male	7.8	7.9	7.9	8.0	8.0
Female	7.7	7.8	7.8	7.8	7.8
5 - 12	61.0	60.9	61.1	61.3	61.7
Male	31.0	31.0	31.1	31.1	31.3
Female	29.9	29.9	30.0	30.2	30.4
13 -16	31.8	31.7	31.5	31.1	30.8
Male	16.0	16.0	15.9	15.8	15.7
Female	15.8	15.7	15.6	15.3	15.2
17 -21	38.8	39.3	39.7	40.0	40.2
Male	19.4	19.7	19.9	20.0	20.2
Female	19.4	19.7	19.9	20.0	20.0
22+	204.9	211.8	218.7	225.7	232.6
Male	101.1	104.3	107.5	110.8	114.1
Female	103.9	107.5	111.2	114.9	118.5

Source: UNDP estimates based on annual birth rates and Population Census 2010.



Table 2: Monitoring Educational Indicators

Indicators	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Demographic, Social & Economic					
Gross Enrolment Ratio (pre-primary)	47.4%	47.7%	46.6%	34.2%	34.3%
Gross Enrolment Ratio (primary)	109.0%	108.3%	106.4%	104.0%	99.8%
Gross Enrolment Ratio (secondary)	69.4%	70.4%	70.8%	73.2%	70.9%
Gross Enrolment Ratio (tertiary)	24.5%	25.0%	25.6%	23.2%	23.3%
Access					
Transition rate (primary to secondary)	83.9%	84.6%	85.3%	80.0%	74.1%
Net Enrolment Rate (pre-primary 3-4yrs)	45.4%	45.2%	38.9%	24.9%	29.1%
Net Enrolment Rate (primary 5-12yrs)	98.1%	97.7%	96.3%	91.7%	89.6%
Net Enrolment Rate (secondary 13-16yrs)	55.5%	56.7%	56.5%	56.6%	56.5%
Net Enrolment Rate (tertiary 17-21yrs)					14.4%
Resources					
%Trained Teachers (pre-primary)	46.8%	52.1%	57.8%	67.6%	71.5%
% Trained Teachers (primary)	79.0%	82.2%	86.0%	87.7%	88.2%
% Trained Teachers (secondary)	55.1%	62.0%	66.5%	68.9%	69.1%
Student-Teacher ratio (primary)	21	21	21	21	20
Student-Teacher ratio (secondary)	16	16	16	17	17
Internal Efficiency					
Repetition Rate (primary)	5.9%	6.3%	6.0%	1.1%	4.2%
Repetition Rate (secondary)	6.0%	5.8%	6.2%	3.2%	10.4%
Dropout Rate (primary)	0.7%	0.6%	0.3%	0.6%	N/A
Dropout Rate (Secondary)	4.4%	4.9%	3.3%	6.1%	N/A

Note: Enrolment ratios and rates for 2017 to 2021 are calculated based on projected population estimates provided by UNDP. Figures may be adjusted after new Census figures become available.



1.3 EDUCATION SUPPLY

Table 3: Number of Schools by District, Level, and Funding

District and Funding	2020-2021							2021-2022								
	Pre-primary	Primary	Secondary	ACE	Vocational	Junior College	University	TOTAL	Pre-primary	Primary	Secondary	ACE	Vocational	Junior College	University	TOTAL
Belize	49	58	18	3	1	3	0	132	47	59	18	3	1	3	0	131
Government	8	6	7	1	1	0	0	23	8	7	7	1	1	0	0	24
Government Aided	27	43	10	2	0	3	0	85	26	42	10	2	0	3	0	83
Private \Sp. Assisted	14	9	1	0	0	0	0	24	13	10	1	0	0	0	0	24
Cayo	40	76	18	2	1	2	2	141	44	77	17	2	1	2	2	145
Government	9	15	2	0	1	0	0	27	12	16	2	0	1	0	0	31
Government Aided	20	42	7	1	0	2	1	73	20	42	7	1	0	2	1	73
Private \Sp. Assisted	11	19	9	1	0	0	1	41	12	19	8	1	0	0	1	41
Corozal	38	42	6	2	1	3	0	92	37	42	6	2	1	3	0	91
Government	6	6	1	1	1	1	0	16	6	6	1	1	1	1	0	16
Government Aided	31	34	4	1	0	2	0	72	30	34	4	1	0	2	0	71
Private \Sp. Assisted	1	2	1	0	0	0	0	4	1	2	1	0	0	0	0	4
Orange Walk	26	42	8	1	1	1	0	79	26	44	8	1	1	1	0	81
Government	8	12	2	0	1	0	0	23	8	12	2	0	1	0	0	23
Government Aided	13	22	3	0	0	1	0	39	13	22	3	0	0	1	0	39
Private \Sp. Assisted	5	8	3	1	0	0	0	17	5	10	3	1	0	0	0	19
Stann Creek	31	34	6	2	1	2	0	76	32	34	6	2	1	2	0	77
Government	4	5	3	1	1	1	0	15	4	5	3	1	1	1	0	15
Government Aided	22	21	2	1	0	1	0	47	22	21	2	1	0	1	0	47
Private \Sp. Assisted	5	8	1	0	0	0	0	14	6	8	1	0	0	0	0	15
Toledo	31	56	6	1	1	0	0	95	31	56	7	1	1	0	0	96
Government	4	14	2	0	1	0	0	21	4	14	3	0	1	0	0	22
Government Aided	25	38	3	1	0	0	0	67	25	38	3	1	0	0	0	67
Private \Sp. Assisted	2	4	1	0	0	0	0	7	2	4	1	0	0	0	0	7
TOTAL	215	308	62	11	6	11	2	615	217	312	62	11	6	11	2	621
Government	39	58	17	3	6	2	0	125	42	60	18	3	6	2	0	131
Government Aided	138	200	29	6	0	9	1	383	136	199	29	6	0	9	1	380
Private \Sp. Assisted	38	50	16	2	0	0	1	107	39	53	15	2	0	0	1	110

Note: Vocational includes ITVETs only; University excludes UWI open campus, other online programs and offshore medical colleges; University location is reported in the district where the university's main campus is located.



1.4 PARTICIPATION IN EDUCATION

Table 4: Enrolment by District, Level, and Sex

District and Sex	2020-2021								2021-2022							
	Pre-primary	Primary	Secondary	ACE	Vocational	Jr. College	University	TOTAL	Pre-primary	Primary	Secondary	ACE	Vocational	Jr. College	University	TOTAL
Belize	1,799	15,300	7,203	312	150	1,697	0	26,461	1,822	14,804	6,957	345	83	1,679	0	25,690
Male	879	7,878	3,425	98	127	722	0	13,129	905	7,597	3,327	123	66	707	0	12,725
Female	920	7,422	3,778	214	23	975	0	13,332	917	7,207	3,630	222	17	972	0	12,965
Cayo	1,051	17,009	5,369	178	244	544	4,925	29,320	1,121	16,304	5,208	167	196	540	5,032	28,568
Male	521	8,875	2,549	74	161	216	1,682	14,078	534	8,483	2,466	65	148	216	1,617	13,529
Female	530	8,134	2,820	104	83	328	3,243	15,242	587	7,821	2,742	102	48	324	3,415	15,039
Corozal	629	7,507	2,540	140	71	1,188	0	12,075	583	7,274	2,390	167	60	1,134	0	11,608
Male	334	3,875	1,243	59	48	531	0	6,090	264	3,793	1,157	70	43	478	0	5,805
Female	295	3,632	1,297	81	23	657	0	5,985	319	3,481	1,233	97	17	656	0	5,803
Orange Walk	684	9,125	2,496	12	212	335	0	12,864	608	8,857	2,409	8	291	387	0	12,560
Male	344	4,788	1,166	5	196	134	0	6,633	311	4,624	1,134	4	270	157	0	6,500
Female	340	4,337	1,330	7	16	201	0	6,231	297	4,233	1,275	4	21	230	0	6,060
Stann Creek	552	7,258	2,972	107	81	605	0	11,575	667	7,069	2,799	145	71	601	0	11,352
Male	267	3,800	1,458	36	57	204	0	5,822	351	3,657	1,329	58	52	199	0	5,646
Female	285	3,458	1,514	71	24	401	0	5,753	316	3,412	1,470	87	19	402	0	5,706
Toledo	669	7,587	2,180	69	66	0	0	10,571	625	7,274	2,075	49	31	0	0	10,054
Male	324	3,854	1,142	26	50	0	0	5,396	292	3,703	1,081	16	23	0	0	5,115
Female	345	3,733	1,038	43	16	0	0	5,175	333	3,571	994	33	8	0	0	4,939
TOTAL	5,384	63,786	22,760	818	824	4,369	4,925	102,866	5,426	61,582	21,838	881	732	4,341	5,032	99,832
Male	2,669	33,070	10,983	298	639	1,807	1,682	51,148	2,657	31,857	10,494	336	602	1,757	1,617	49,320
Female	2,715	30,716	11,777	520	185	2,562	3,243	51,718	2,769	29,725	11,344	545	130	2,584	3,415	50,512

Note: Vocational includes ITVETs only; University excludes UWI open campus, other online programs and offshore medical colleges; University location is reported in the district where the university's main campus is located.



1.5 TOTAL TEACHING FORCE

Table 5: Number of Teachers by District, Level, and Sex

District and Sex	2020-2021							2021-2022						
	Pre-primary	Primary	Secondary	Vocational	Jr. College	University	TOTAL	Pre-primary	Primary	Secondary	Vocational	Jr. College	University	TOTAL
Belize	129	870	479	15	114	0	1,607	123	869	468	16	117	0	1,593
Male	2	104	177	10	48	0	341	1	107	179	10	48	0	345
Female	127	766	302	5	66	0	1,266	122	762	289	6	69	0	1,248
Cayo	69	860	347	15	37	328	1,656	72	856	332	15	46	382	1,703
Male	1	218	138	5	14	158	534	1	204	131	5	22	179	542
Female	68	642	209	10	23	170	1,122	71	652	201	10	24	203	1,161
Corozal	52	393	147	10	63	0	665	48	401	151	9	68	0	677
Male	5	125	67	6	31	0	234	3	133	63	4	35	0	238
Female	47	268	80	4	32	0	431	45	268	88	5	33	0	439
Orange Walk	44	465	159	16	15	0	699	45	468	155	16	15	0	699
Male	1	144	71	10	11	0	237	1	145	69	9	11	0	235
Female	43	321	88	6	4	0	462	44	323	86	7	4	0	464
Stann Creek	52	381	189	9	38	0	669	57	381	187	12	41	0	678
Male	0	59	76	6	20	0	161	2	56	73	6	20	0	157
Female	52	322	113	3	18	0	508	55	325	114	6	21	0	521
Toledo	40	394	137	9	0	0	580	45	394	142	9	0	0	590
Male	0	158	68	6	0	0	232	1	156	71	6	0	0	234
Female	40	236	69	3	0	0	348	44	238	71	3	0	0	356
TOTAL	386	3,363	1,458	74	267	328	5,876	390	3,369	1,435	77	287	382	5,940
Male	9	808	597	43	124	158	1,739	9	801	586	40	136	179	1,751
Female	377	2,555	861	31	143	170	4,137	381	2,568	849	37	151	203	4,189

Note: Figures include full-time teachers only; the ACE sector is excluded as most teachers in ACE are part-time and also teach at the secondary level.



1.6 EDUCATION FINANCE

Figure 2: Government of Belize Recurrent Expenditure by Ministry 2021-2022

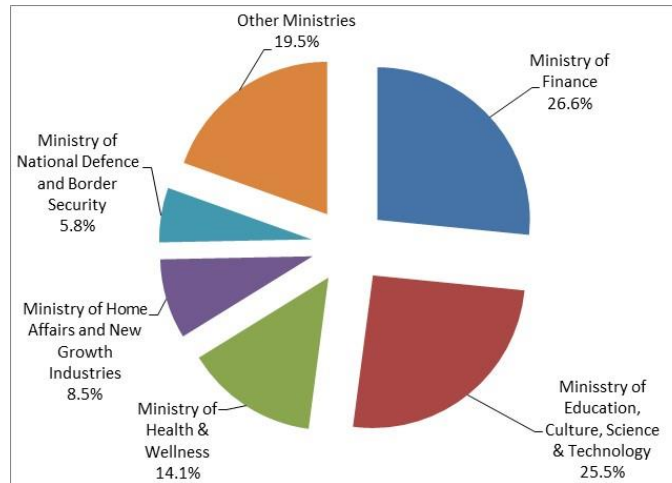


Figure 3: Ministry of Education Recurrent Expenditure by Sub-sector 2021-2022

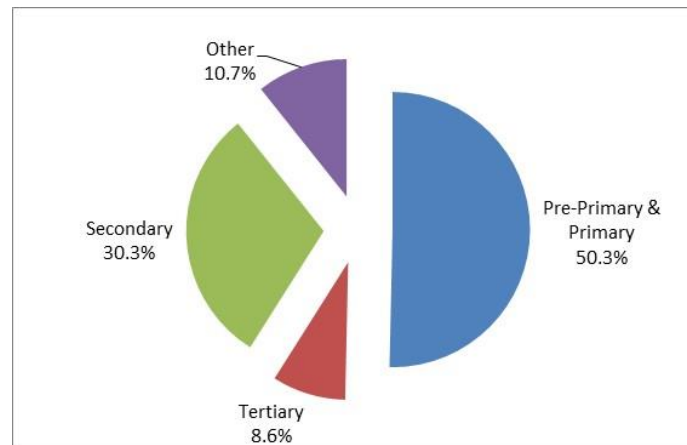




Figure 4: Ministry of Education Recurrent Spending Per Student by Level of Education 2021-2022

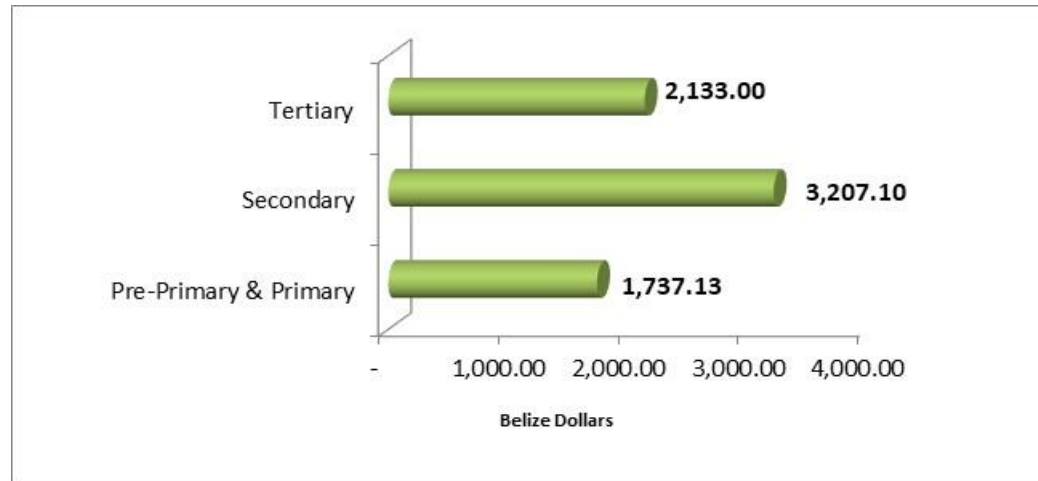
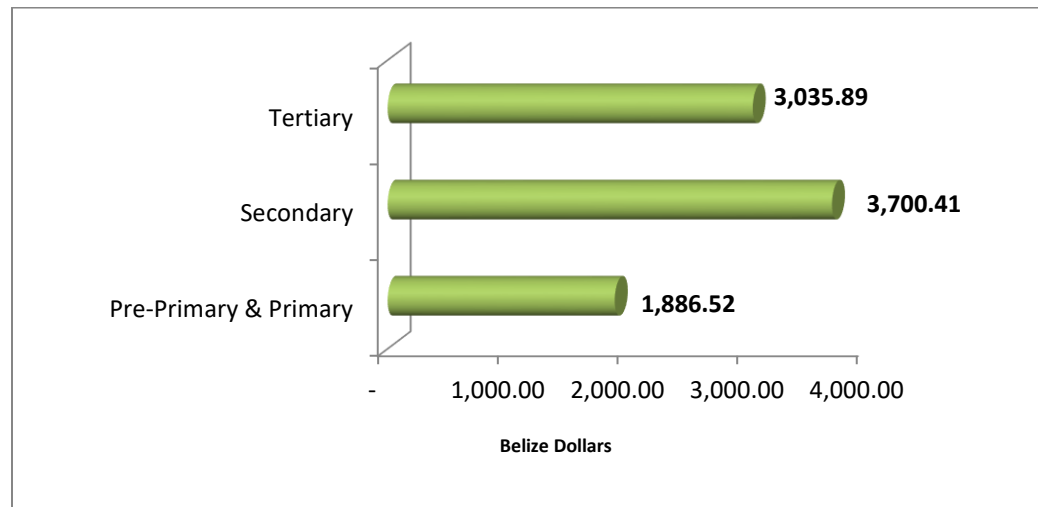


Figure 5: Ministry of Education Recurrent Spending Per Student by Level of Education 2020-2021





2.0 PRE-PRIMARY EDUCATION

Description

Pre-primary education programmes in Belize correspond to the International Standard Classification of Education (ISCED) Level 0. These are programmes designed to promote children's early cognitive, language, physical, social and emotional development in preparation for learning at the primary level. The programmes, while not highly structured, are organized around a set of purposeful, creative and play-based learning activities where children are guided to interact with other children, explore their surroundings, and engage in physical exercise and games. Basic alphabetical and mathematical concepts are also introduced at this level.

Target Group

The official pre-primary age group is 3-4yrs of age. Preprimary education programmes are intended for children from age 3 years to the start of primary education. Pre-primary education is not compulsory.

Programme Duration

Pre-primary programs are two years in duration, but most children who attend preschool, only do so for the second year of the program. The minimum number of school days for pre-primary education programs is 180 days. The minimum hours of instructional time per day is three hours.

Entry Requirements

Children must be at least 2 years and 8 months to enter preschools.

Assessment

Students are assessed through teacher observations of developmental milestones.

Promotion and Exit Requirements

Promotion and completion of pre-primary education is based on age. Students who complete the programme are awarded a Preschool Certificate.

Staff Pedagogical Qualifications

A full licence for teaching at the pre-primary level requires a minimum of an Associate Degree in Early Childhood Education or an Associate Degree in Primary Education. Teachers with an Associate Degree in Primary Education are required to complete either an approved Certificate in Early Childhood Education or 120 hours of Continuing Professional Development in Early Childhood Education to maintain their licence.



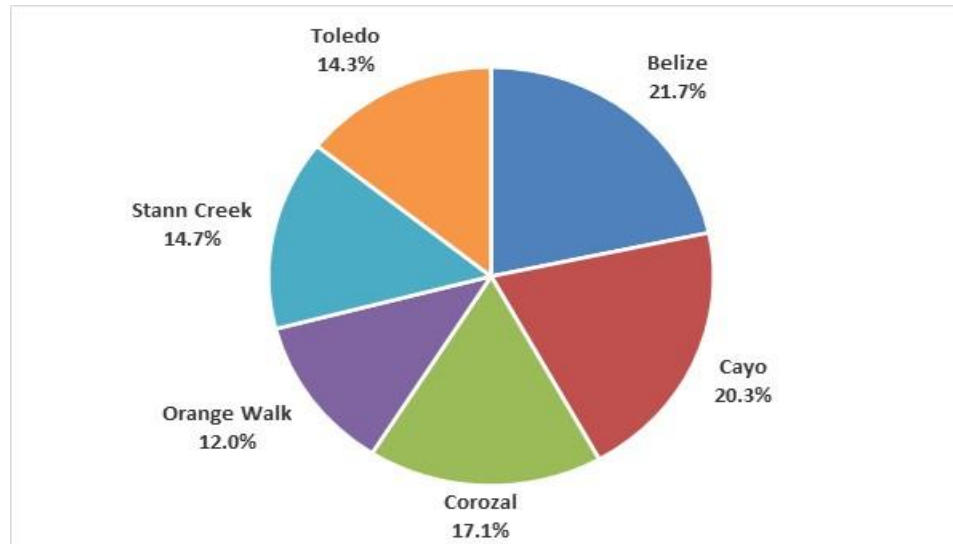
2.1 NUMBER OF PRE-PRIMARY SCHOOLS

Table 6: Number of Pre-primary Schools by District, Management, and Urban/Rural Location

District and Urban/Rural	2020-2021					2021-2022				
	Government	Community	Denominational	Private	TOTAL	Government	Community	Denominational	Private	TOTAL
Belize	6	6	16	21	49	6	6	15	20	47
Urban	2	4	11	18	35	2	4	10	17	33
Rural	4	2	5	3	14	4	2	5	3	14
Cayo	4	8	16	12	40	8	7	15	14	44
Urban	2	3	6	5	16	4	2	6	6	18
Rural	2	5	10	7	24	4	5	9	8	26
Corozal	8	1	27	2	38	8	1	27	1	37
Urban	0	0	6	2	8	0	0	6	1	7
Rural	8	1	21	0	30	8	1	21	0	30
Orange Walk	8	0	13	5	26	8	0	13	5	26
Urban	1	0	6	2	9	1	0	6	2	9
Rural	7	0	7	3	17	7	0	7	3	17
Stann Creek	3	2	21	5	31	3	2	22	5	32
Urban	1	1	5	3	10	1	1	5	3	10
Rural	2	1	16	2	21	2	1	17	2	22
Toledo	4	0	24	3	31	4	0	24	3	31
Urban	0	0	4	2	6	0	0	4	2	6
Rural	4	0	20	1	25	4	0	20	1	25
TOTAL	33	17	117	48	215	37	16	116	48	217
Urban	6	8	38	32	84	8	7	37	31	83
Rural	27	9	79	16	131	29	9	79	17	134



Figure 6: Distribution of Pre-primary Schools by District 2021-2022





2.2 PRE-PRIMARY ENROLMENT

Table 7: Pre-primary Enrolment by Management, District, Sex, and Urban/Rural Location

District and Urban/Rural	2020-2021											2021-2022										
	Government		Community		Denominational		Private		TOTAL			Government		Community		Denominational		Private		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Belize	108	125	122	95	246	255	403	445	879	920	1,799	127	128	104	127	242	254	432	408	905	917	1,822
Urban	65	69	80	58	202	203	371	417	718	747	1,465	74	74	65	82	188	191	402	377	729	724	1,453
Rural	43	56	42	37	44	52	32	28	161	173	334	53	54	39	45	54	63	30	31	176	193	369
Cayo	75	63	139	148	214	208	93	111	521	530	1,051	120	140	104	113	186	209	124	125	534	587	1,121
Urban	31	19	63	69	115	107	56	60	265	255	520	59	65	41	43	99	127	83	85	282	320	602
Rural	44	44	76	79	99	101	37	51	256	275	531	61	75	63	70	87	82	41	40	252	267	519
Corozal	55	38	4	6	250	228	25	23	334	295	629	45	55	7	6	201	238	11	20	264	319	583
Urban	0	0	0	0	85	68	25	23	110	91	201	0	0	0	0	66	89	11	20	77	109	186
Rural	55	38	4	6	165	160	0	0	224	204	428	45	55	7	6	135	149	0	0	187	210	397
Orange Walk	127	132	0	0	204	195	13	13	344	340	684	112	97	0	0	177	184	22	16	311	297	608
Urban	30	33	0	0	113	109	4	9	147	151	298	37	28	0	0	91	107	7	6	135	141	276
Rural	97	99	0	0	91	86	9	4	197	189	386	75	69	0	0	86	77	15	10	176	156	332
Stann Creek	34	50	16	11	176	187	41	37	267	285	552	55	52	22	17	226	194	48	53	351	316	667
Urban	3	17	3	1	44	55	27	25	77	98	175	16	22	3	3	46	50	34	35	99	110	209
Rural	31	33	13	10	132	132	14	12	190	187	377	39	30	19	14	180	144	14	18	252	206	458
Toledo	45	42	0	0	246	265	33	38	324	345	669	36	42	0	0	226	256	30	35	292	333	625
Urban	0	0	0	0	38	26	20	24	58	50	108	0	0	0	0	31	38	16	20	47	58	105
Rural	45	42	0	0	208	239	13	14	266	295	561	36	42	0	0	195	218	14	15	245	275	520
TOTAL	444	450	281	260	1,336	1,338	608	667	2,669	2,715	5,384	495	514	237	263	1,258	1,335	667	657	2,657	2,769	5,426
Urban	129	138	146	128	597	568	503	558	1,375	1,392	2,767	186	189	109	128	521	602	553	543	1,369	1,462	2,831
Rural	315	312	135	132	739	770	105	109	1,294	1,323	2,617	309	325	128	135	737	733	114	114	1,288	1,307	2,595



Table 8: Pre-primary Enrolment by Age, District, and Sex

Age and Sex	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<3	5	1	2	0	2	0	10	0	0	0	0	0	0	0
Male	2	1	0	0	2	0	5	0	0	0	0	0	0	0
Female	3	0	2	0	0	0	5	0	0	0	0	0	0	0
3	326	64	29	35	70	98	622	406	93	58	19	121	96	793
Male	153	29	12	16	31	42	283	175	47	27	8	62	52	371
Female	173	35	17	19	39	56	339	231	46	31	11	59	44	422
4	1,042	637	411	472	329	403	3,294	1,152	839	460	479	430	446	3,806
Male	505	304	215	234	157	196	1,611	583	391	204	236	227	194	1,835
Female	537	333	196	238	172	207	1,683	569	448	256	243	203	252	1,971
5	412	307	184	170	149	159	1,381	239	141	65	97	112	77	731
Male	211	169	106	90	75	81	732	134	69	33	56	60	43	395
Female	201	138	78	80	74	78	649	105	72	32	41	52	34	336
>5	14	42	3	7	2	9	77	25	48	0	13	4	6	96
Male	8	18	1	4	2	5	38	13	27	0	10	2	3	55
Female	6	24	2	3	0	4	39	12	21	0	3	2	3	41
TOTAL	1,799	1,051	629	684	552	669	5,384	1,822	1,121	583	608	667	625	5,426
Male	879	521	334	344	267	324	2,669	905	534	264	310	351	292	2,656
Female	920	530	295	340	285	345	2,715	917	587	319	298	316	333	2,770



Table 9: Pre-primary Enrolment Trend

YEAR	No. of Schools	Enrolment			Annual % Change
		Male	Female	Total	
2017-18	233	3,626	3,723	7,349	-1.5
2018-19	227	3,726	3,759	7,485	1.9
2019-20	229	3,689	3,623	7,312	-2.3
2020-21	215	2,669	2,715	5,384	-26.4
2021-22	217	2,657	2,769	5,426	0.8



2.3 PRE-PRIMARY ENROLMENT RATES AND RATIOS

Pre-Primary Gross Enrolment Ratio measures the number of children enrolled in pre-primary as a proportion of the population of pre-primary aged children (3-4 years old).

Formula:
$$\frac{\text{TOTAL ENROLMENT}}{\text{TOTAL POPULATION}}$$
 where:
TOTAL ENROLMENT = Number of students enrolled in preschools
TOTAL POPULATION = Total population of 3-4 year olds

Table 10: Pre-primary Gross Enrolment Ratio 2017-2018 to 2021-2022

Year	Male	Female	Total
2017/2018	46.2	48.7	47.4
2018/2019	47.0	48.3	47.7
2019/2020	46.5	46.6	46.6
2020/2021	33.5	34.8	34.2
2021/2022	33.2	35.5	34.3

Pre-Primary Net Enrolment Rate measures the proportion of pre-primary aged children (3-4 years old) who are actually enrolled in the pre-primary system.

Formula:
$$\frac{PS_E}{PS_T}$$
 where:
PS_E = Number of preschool aged children (aged 3-4) enrolled in preschool
PS_T = Total population of 3-4 year olds

Table 11: Pre-primary Net Enrolment Rate 2017-2018 to 2021-2022

Year	Male	Female	Total
2017/2018	44.2	46.6	45.4
2018/2019	44.7	45.8	45.2
2019/2020	38.7	39.2	38.9
2020/2021	23.8	25.9	24.9
2021/2022	27.6	30.6	29.1



2.4 PRE-PRIMARY TEACHERS

Table 12: Number of Pre-primary Teachers by Management, District, and Sex

District and Sex	2020-2021					2021-2022				
	Government	Community	Denominational	Private	TOTAL	Government	Community	Denominational	Private	TOTAL
Belize	15	21	31	62	129	15	20	32	56	123
Male	0	0	0	2	2	0	0	0	1	1
Female	15	21	31	60	127	15	20	32	55	122
Cayo	7	15	25	22	69	13	15	23	21	72
Male	0	1	0	0	1	1	0	0	0	1
Female	7	14	25	22	68	12	15	23	21	71
Corozal	11	1	36	4	52	10	1	35	2	48
Male	2	0	3	0	5	1	0	2	0	3
Female	9	1	33	4	47	9	1	33	2	45
Orange Walk	15	0	24	5	44	16	0	23	6	45
Male	0	0	1	0	1	0	0	1	0	1
Female	15	0	23	5	43	16	0	22	6	44
Stann Creek	6	3	35	8	52	8	4	37	8	57
Male	0	0	0	0	0	0	0	1	1	2
Female	6	3	35	8	52	8	4	36	7	55
Toledo	5	0	31	4	40	8	0	31	6	45
Male	0	0	0	0	0	0	0	0	1	1
Female	5	0	31	4	40	8	0	31	5	44
TOTAL	59	40	182	105	386	70	40	181	99	390
Male	2	1	4	2	9	2	0	4	3	9
Female	57	39	178	103	377	68	40	177	96	381



Table 13: Number of Pre-primary Teachers by District and Urban/Rural Location

District	2020-2021			2021-2022		
	Urban	Rural	Total	Urban	Rural	Total
Belize	104	25	129	98	25	123
Cayo	33	36	69	35	37	72
Corozal	13	39	52	12	36	48
Orange Walk	18	26	44	19	26	45
Stann Creek	19	33	52	19	38	57
Toledo	9	31	40	8	37	45
TOTAL	196	190	386	191	199	390

The **percentage of trained pre-primary teachers** measures the proportion of pre-primary teachers who have completed formal professional training in education for the pre-primary level.

Formula:
$$\frac{\text{TOTAL TRAINED}}{\text{TOTAL TEACHERS}}$$
 where:

TOTAL TRAINED = Number of preschool teachers who have received formal professional training

TOTAL TEACHERS = Total number of teachers at the preschool level

Table 14: Percentage of Trained Pre-primary Teachers 2017-2018 to 2021-2022

Year	Urban	Rural	Total
2017/2018	36.4	57.9	46.8
2018/2019	41.2	64.1	52.1
2019/2020	51.0	64.6	57.8
2020/2021	60.7	74.7	67.6
2021/2022	59.7	82.4	71.3



Table 15: Number of Pre-primary Teachers by District, Urban/Rural location, and Qualification 2021-2022

District and Urban/Rural	QUALIFICATION										TOTAL	% Trained
	TRAINED						UNTRAINED					
	MD Ed	BD Ed	AD PEd	Cert Ed	AD ECE	L2/2+1	Bachelor's Degree	Associate Degree	High School	Other / not		
Urban	3	16	39	12	38	6	4	24	41	8	191	59.7
Belize	2	2	12	1	24	3	1	13	35	5	98	44.9
Cayo	1	3	9	3	5	1	1	7	3	2	35	62.9
Corozal	0	4	6	1	1	0	0	0	0	0	12	100.0
Orange Walk	0	4	5	4	1	2	2	0	0	1	19	84.2
Stann Creek	0	1	4	3	6	0	0	4	1	0	19	73.7
Toledo	0	2	3	0	1	0	0	0	2	0	8	75.0
Rural	3	18	85	23	31	4	3	7	19	6	199	82.4
Belize	0	1	7	1	8	0	2	2	4	0	25	68.0
Cayo	1	5	12	4	4	0	0	0	6	5	37	70.3
Corozal	0	3	12	6	12	2	0	0	1	0	36	97.2
Orange Walk	0	4	15	0	2	2	0	1	1	1	26	88.5
Stann Creek	1	4	15	9	2	0	0	3	4	0	38	81.6
Toledo	1	1	24	3	3	0	1	1	3	0	37	86.5
Total	6	34	124	35	69	10	7	31	60	14	390	71.3
Belize	2	3	19	2	32	3	3	15	39	5	123	49.6
Cayo	2	8	21	7	9	1	1	7	9	7	72	66.7
Corozal	0	7	18	7	13	2	0	0	1	0	48	97.9
Orange Walk	0	8	20	4	3	4	2	1	1	2	45	86.7
Stann Creek	1	5	19	12	8	0	0	7	5	0	57	78.9
Toledo	1	3	27	3	4	0	1	1	5	0	45	84.4

Note: MD Ed= Master's Degree in Education; BD Ed= Bachelor's Degree in Education; AD PEd= Associate Degree in Primary Education; Cert Ed= Associates Degree or higher with Certificate in Primary Education; AD ECE= Associate Degree in Early Childhood Education; L2/2+1= Level 2 or Level 2+1 Teacher Education Program



Table 16: Number of Pre-primary Teachers by District, Urban/Rural location, and Qualification 2020-2021

District and Urban/Rural	QUALIFICATION											TOTAL	%
	TRAINED							UNTRAINED					
	MD Ed	BD Ed	LCP	AD PEd	Cert Ed	AD ECE	L2/2+1	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	2	20	1	47	12	31	6	1	20	49	7	196	60.7
Belize	1	5	1	19	0	23	3	1	14	34	3	104	50.0
Cayo	1	1	0	9	6	1	0	0	3	8	4	33	54.5
Corozal	0	3	0	6	2	1	1	0	0	0	0	13	100.0
Orange Walk	0	7	0	5	2	3	1	0	0	0	0	18	100.0
Stann Creek	0	1	0	7	2	2	1	0	2	4	0	19	68.4
Toledo	0	3	0	1	0	1	0	0	1	3	0	9	55.6
Rural	2	17	0	76	20	22	5	3	11	24	10	190	74.7
Belize	0	1	0	6	2	5	0	2	2	6	1	25	56.0
Cayo	1	4	0	11	5	2	0	0	0	7	6	36	63.9
Corozal	0	6	0	11	4	10	2	1	2	2	1	39	84.6
Orange Walk	0	3	0	14	2	2	2	0	1	2	0	26	88.5
Stann Creek	0	2	0	17	3	2	0	0	3	4	2	33	72.7
Toledo	1	1	0	17	4	1	1	0	3	3	0	31	80.6
Total	4	37	1	123	32	53	11	4	31	73	17	386	67.6
Belize	1	6	1	25	2	28	3	3	16	40	4	129	51.2
Cayo	2	5	0	20	11	3	0	0	3	15	10	69	59.4
Corozal	0	9	0	17	6	11	3	1	2	2	1	52	88.5
Orange Walk	0	10	0	19	4	5	3	0	1	2	0	44	93.2
Stann Creek	0	3	0	24	5	4	1	0	5	8	2	52	71.2
Toledo	1	4	0	18	4	2	1	0	4	6	0	40	75.0

Note: MD Ed= Master's Degree in Education; BD Ed= Bachelor's Degree in Education; LCP=Licentiate College of Preceptors; AD PEd= Associate Degree in Primary Education; Cert Ed= Associates Degree or higher with Certificate in Primary Education; AD ECE= Associate Degree in Early Childhood Education; L2/2+1= Level 2 or Level 2+1 Teacher Education Program



3.0 PRIMARY EDUCATION

Description

Primary education in Belize corresponds to the International Standard Classification of Education (ISCED) Levels 1 and 2. These programmes are designed to help children develop fundamental skills in literacy and numeracy, life skills and general knowledge. The lower grades of primary education (Infants 1 and 2 and Standard 1) include the early childhood education spectrum. Primary education programmes span two ISCED Levels, 1 and 2 since the last two grades, Standards 5 and 6, extend into what is normally classified in other systems as lower secondary education. There is typically one teacher responsible for a group of students in a primary education class; however, some schools, especially larger ones have subject-specific teachers, particularly at the upper division grades.

Target Group

The official primary age group is 5-12yrs of age. Primary education programmes are designed to provide instruction and training suited to the ages, abilities and aptitudes of children between five and fourteen years of age. Primary education is compulsory for children between five and fourteen years of age.

Duration

Primary education programmes are eight years in duration (Infants 1-2 and Standards 1-6). The minimum number of school days is 180 days. The minimum hours of instructional time per day is four hours for Infants 1 and 2 and five hours for Standards 1 to 6.

Entry Requirements

Children must be at least 4 years and 8 months to enter primary schools. Preschool attendance is not a requirement for entry.

Assessment

Up until the 2019-20 school year, students at the primary level took the Belize Junior Achievement Test (BJAT) in Math and English at the end of Standard III, and the Primary School Examination (PSE) with Math, English, Science and Social Studies at the end of Standard VI. A Belize Diagnostic Assessment Test (BDAT) for each grade level was introduced in the 2021-22 school year.

Promotion and Exit Requirements

Promotion and completion of primary education is based on meeting the requirements outlined in school policies. Students who complete the programme are awarded a Primary School Certificate.

Staff Pedagogical Qualifications

A full licence for teaching at the primary level requires a minimum of an Associate Degree in Primary Education or an Associate Degree in a non-education area with a Certificate in Primary Education.



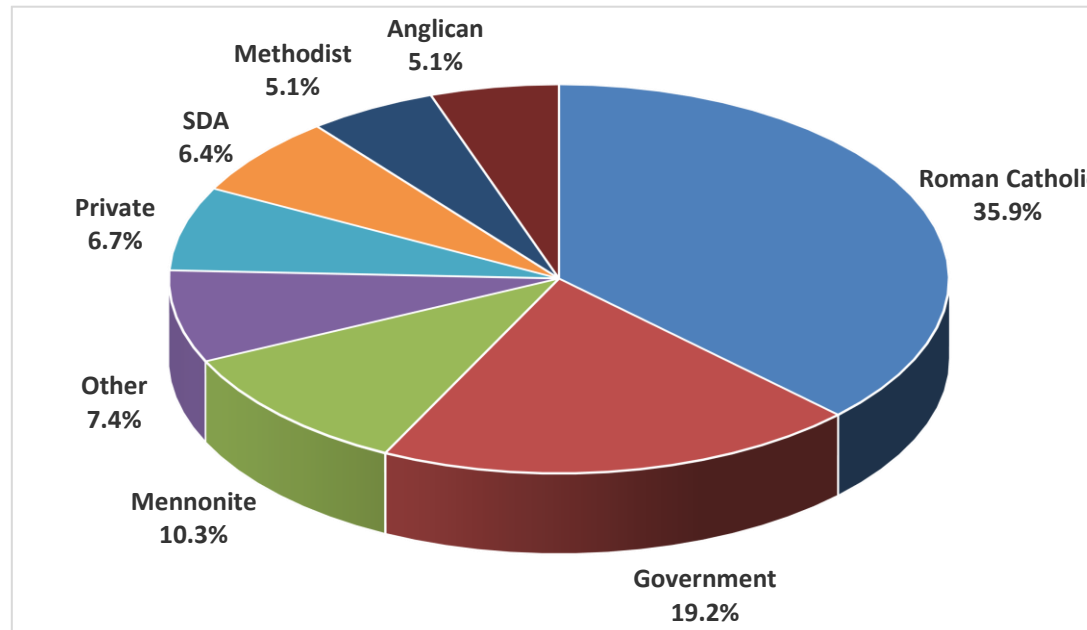
3.1 NUMBER OF PRIMARY SCHOOLS

Table 17: Number of Primary Schools by District, Management, and Urban/Rural Location

MANAGEMENT & Urban/Rural	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Anglican	6	4	1	1	3	1	16	6	4	1	1	3	1	16
Urban	5	2	1	1	1	0	10	5	2	1	1	1	0	10
Rural	1	2	0	0	2	1	6	1	2	0	0	2	1	6
Assemblies of God	1	1	1	0	2	0	5	1	1	1	0	2	0	5
Urban	1	0	0	0	1	0	2	1	0	0	0	1	0	2
Rural	0	1	1	0	1	0	3	0	1	1	0	1	0	3
Government	7	15	6	12	5	14	59	7	16	6	12	5	14	60
Urban	1	3	0	1	1	0	6	1	4	0	1	1	0	7
Rural	6	12	6	11	4	14	53	6	12	6	11	4	14	53
Methodist	7	0	2	0	4	3	16	7	0	2	0	4	3	16
Urban	5	0	1	0	1	1	8	5	0	1	0	1	1	8
Rural	2	0	1	0	3	2	8	2	0	1	0	3	2	8
Mennonite	2	16	1	5	3	3	30	2	16	1	7	3	3	32
Urban	0	1	0	0	0	0	1	0	1	0	0	0	0	1
Rural	2	15	1	5	3	3	29	2	15	1	7	3	3	31
Nazarene	1	4	2	0	0	0	7	1	4	2	0	0	0	7
Urban	1	2	1	0	0	0	4	1	2	1	0	0	0	4
Rural	0	2	1	0	0	0	3	0	2	1	0	0	0	3
Private	9	3	0	3	4	1	20	10	3	0	3	4	1	21
Urban	8	2	0	0	3	0	13	9	1	0	0	3	0	13
Rural	1	1	0	3	1	1	7	1	2	0	3	1	1	8
Roman Catholic	11	24	20	15	9	33	112	11	24	20	15	9	33	112
Urban	6	5	2	2	2	2	19	6	5	2	2	2	2	19
Rural	5	19	18	13	7	31	93	5	19	18	13	7	31	93
Seventh Day Adventist	5	5	6	1	2	1	20	5	5	6	1	2	1	20
Urban	3	3	1	1	1	1	10	3	3	1	1	1	1	10
Rural	2	2	5	0	1	0	10	2	2	5	0	1	0	10
Other	9	4	3	5	2	0	23	9	4	3	5	2	0	23
Urban	7	2	1	2	0	0	12	7	2	1	2	0	0	12
Rural	2	2	2	3	2	0	11	2	2	2	3	2	0	11
TOTAL	58	76	42	42	34	56	308	59	77	42	44	34	56	312
Urban	37	20	7	7	10	4	85	38	20	7	7	10	4	86
Rural	21	56	35	35	24	52	223	21	57	35	37	24	52	226



Figure 7: Distribution of Primary Schools by Denomination 2021-2022





3.2 PRIMARY SCHOOL ENROLMENT

Table 18: Primary School Enrolment by Grade, District, and Sex

Grade and Sex	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Special Ed.	111	26	21	23	17	8	206	115	20	21	26	16	7	205
Male	75	13	17	12	12	6	135	77	14	16	14	11	6	138
Female	36	13	4	11	5	2	71	38	6	5	12	5	1	67
Infant 1	1,714	1,815	772	961	707	809	6,778	1,676	1,862	813	1,014	772	788	6,925
Male	881	933	412	475	390	410	3,501	837	939	452	544	393	400	3,565
Female	833	882	360	486	317	399	3,277	839	923	361	470	379	388	3,360
Infant 2	1,918	2,298	856	1,068	908	943	7,991	1,766	1,870	841	978	792	808	7,055
Male	983	1,223	439	568	457	473	4,143	925	954	442	476	434	407	3,638
Female	935	1,075	417	500	451	470	3,848	841	916	399	502	358	401	3,417
Standard 1	1,897	2,165	901	1,153	931	920	7,967	1,815	2,204	879	1,021	886	950	7,755
Male	972	1,080	452	609	460	466	4,039	933	1,183	450	537	444	471	4,018
Female	925	1,085	449	544	471	454	3,928	882	1,021	429	484	442	479	3,737
Standard 2	1,935	2,121	905	1,120	975	1,009	8,065	1,865	2,075	922	1,128	906	908	7,804
Male	997	1,101	473	594	526	519	4,210	932	1,040	462	589	451	467	3,941
Female	938	1,020	432	526	449	490	3,855	933	1,035	460	539	455	441	3,863
Standard 3	1,888	2,113	949	1,286	1,010	998	8,244	1,867	2,045	882	1,091	951	980	7,816
Male	976	1,107	497	663	533	532	4,308	967	1,080	464	580	487	500	4,078
Female	912	1,006	452	623	477	466	3,936	900	965	418	511	464	480	3,738
Standard 4	1,949	2,189	1,077	1,099	899	978	8,191	1,863	2,044	909	1,265	991	983	8,055
Male	960	1,173	586	564	487	485	4,255	952	1,075	479	657	532	515	4,210
Female	989	1,016	491	535	412	493	3,936	911	969	430	608	459	468	3,845
Standard 5	1,989	2,202	1,045	1,309	913	945	8,403	1,915	2,125	1,062	1,097	878	963	8,040
Male	1,060	1,153	502	692	471	499	4,377	949	1,133	569	563	461	482	4,157
Female	929	1,049	543	617	442	446	4,026	966	992	493	534	417	481	3,883
Standard 6	1,899	2,080	981	1,106	898	977	7,941	1,922	2,059	945	1,237	877	887	7,927
Male	974	1,092	497	611	464	464	4,102	1,025	1,065	459	664	444	455	4,112
Female	925	988	484	495	434	513	3,839	897	994	486	573	433	432	3,815
Total	15,300	17,009	7,507	9,125	7,258	7,587	63,786	14,804	16,304	7,274	8,857	7,069	7,274	61,582
Male	7,878	8,875	3,875	4,788	3,800	3,854	33,070	7,597	8,483	3,793	4,624	3,657	3,703	31,857
Female	7,422	8,134	3,632	4,337	3,458	3,733	30,716	7,207	7,821	3,481	4,233	3,412	3,571	29,725



Table 19: Primary School Enrolment by Age, Grade, and Sex

Age and Sex	2020-2021										2021-2022									
	Sp.Ed.	Inf. 1	Inf. 2	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Total	Sp.Ed.	Inf. 1	Inf. 2	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Total
4	1	45	0	0	0	0	0	0	0	46	1	56	0	0	0	0	0	0	0	57
Male	0	28	0	0	0	0	0	0	0	28	0	29	0	0	0	0	0	0	0	29
Female	1	17	0	0	0	0	0	0	0	18	1	27	0	0	0	0	0	0	0	28
5	3	4,335	86	0	0	0	0	0	0	4,424	2	4,647	60	0	0	0	0	0	0	4,709
Male	2	2,249	53	0	0	0	0	0	0	2,304	2	2,332	33	0	0	0	0	0	0	2,367
Female	1	2,086	33	0	0	0	0	0	0	2,120	0	2,315	27	0	0	0	0	0	0	2,342
6	3	2,064	4,468	96	0	0	0	0	0	6,631	6	1,788	4,677	109	0	0	0	0	0	6,580
Male	3	1,052	2,206	36	0	0	0	0	0	3,297	4	972	2,379	62	0	0	0	0	0	3,417
Female	0	1,012	2,262	60	0	0	0	0	0	3,334	2	816	2,298	47	0	0	0	0	0	3,163
7	17	248	2,747	4,118	108	5	0	0	0	7,243	8	350	1,806	4,808	118	3	0	0	0	7,093
Male	11	129	1,504	1,974	35	0	0	0	0	3,653	7	195	950	2,367	42	0	0	0	0	3,561
Female	6	119	1,243	2,144	73	5	0	0	0	3,590	1	155	856	2,441	76	3	0	0	0	3,532
8	13	61	543	2,810	3,858	154	1	0	0	7,440	22	50	373	2,151	4,552	136	17	2	0	7,303
Male	7	30	292	1,441	1,896	65	1	0	0	3,732	13	23	200	1,200	2,196	54	2	0	0	3,688
Female	6	31	251	1,369	1,962	89	0	0	0	3,708	9	27	173	951	2,356	82	15	2	0	3,615
9	19	15	97	731	2,847	3,752	94	26	1	7,582	11	22	102	531	2,216	4,197	188	4	5	7,276
Male	16	7	57	469	1,551	1,807	37	10	1	3,955	7	8	57	291	1,150	2,063	83	3	2	3,664
Female	3	8	40	262	1,296	1,945	57	16	0	3,627	4	14	45	240	1,066	2,134	105	1	3	3,612
10	23	6	26	140	935	2,754	3,405	176	10	7,475	23	6	24	106	678	2,327	4,163	147	29	7,503
Male	15	3	18	79	530	1,455	1,587	71	6	3,764	18	3	9	65	422	1,300	1,996	50	10	3,873
Female	8	3	8	61	405	1,299	1,818	105	4	3,711	5	3	15	41	256	1,027	2,167	97	19	3,630
11	21	0	13	46	230	1,113	2,870	3,378	134	7,805	25	6	10	35	175	841	2,238	3,771	209	7,310
Male	15	0	8	23	142	673	1,503	1,566	69	3,999	18	3	8	27	93	470	1,237	1,753	91	3,700
Female	6	0	5	23	88	440	1,367	1,812	65	3,806	7	3	2	8	82	371	1,001	2,018	118	3,610
12	19	1	3	9	60	321	1,231	2,854	3,161	7,659	21	0	2	13	48	229	1,023	2,512	3,716	7,564
Male	12	1	1	5	39	215	733	1,510	1,442	3,958	16	0	1	6	28	138	619	1,357	1,750	3,915
Female	7	0	2	4	21	106	498	1,344	1,719	3,701	5	0	1	7	20	91	404	1,155	1,966	3,649
13	23	1	4	5	17	99	435	1,303	2,686	4,573	17	0	1	1	14	61	314	1,099	2,415	3,922
Male	12	1	1	3	10	67	287	803	1,406	2,590	9	0	1	0	8	38	203	662	1,311	2,232
Female	11		3	2	7	32	148	500	1,280	1,983	8	0	0	1	6	23	111	437	1,104	1,690
14	16	0	0	0	4	26	121	505	1,305	1,977	18	0	0	1	3	18	86	388	1,090	1,604
Male	10	0	0	0	3	14	83	315	763	1,188	10	0	0	0	2	14	55	255	659	995
Female	6	0	0	0	1	12	38	190	542	789	8	0	0	1	1	4	31	133	431	609
15+	48	2	4	12	6	20	34	161	644	931	51	0	0	0	0	4	26	117	463	661
Male	32	1	3	9	4	12	24	102	415	602	34	0	0	0	0	1	15	77	289	416
Female	16	1	1	3	2	8	10	59	229	329	17	0	0	0	0	3	11	40	174	245
Total	206	6,778	7,991	7,967	8,065	8,244	8,191	8,403	7,941	63,786	205	6,925	7,055	7,755	7,804	7,816	8,055	8,040	7,927	61,582
Male	135	3,501	4,143	4,039	4,210	4,308	4,255	4,377	4,102	33,070	138	3,565	3,638	4,018	3,941	4,078	4,210	4,157	4,112	31,857
Female	71	3,277	3,848	3,928	3,855	3,936	3,936	4,026	3,839	30,716	67	3,360	3,417	3,737	3,863	3,738	3,845	3,883	3,815	29,725

Table 20: Primary School Enrolment by Management, Sex, District, and Urban/Rural Location

Management and Sex	2020-2021														2021-2022													
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		TOTAL		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		TOTAL	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Anglican	1,845	157	573	191	139	0	232	0	252	474	0	37	3,041	859	1,753	153	581	188	143	0	232	0	230	463	0	34	2,939	838
Male	934	83	301	97	71	0	131	0	135	250	0	15	1,572	445	873	78	295	92	74	0	135	0	127	245	0	14	1,504	429
Female	911	74	272	94	68	0	101	0	117	224	0	22	1,469	414	880	75	286	96	69	0	97	0	103	218	0	20	1,435	409
Assemblies of God	212	0	0	214	0	61	0	0	166	374	0	0	378	649	203	0	0	190	0	62	0	0	160	360	0	0	363	612
Male	107	0	0	122	0	30	0	0	85	197	0	0	192	349	111	0	0	110	0	29	0	0	80	188	0	0	191	327
Female	105	0	0	92	0	31	0	0	81	177	0	0	186	300	92	0	0	80	0	33	0	0	80	172	0	0	172	285
Government	111	827	1,653	2,311	0	799	936	2,065	179	1,714	0	1,393	2,879	9,109	115	845	1,693	2,138	0	731	864	1,950	179	1,758	0	1,384	2,851	8,806
Male	75	435	885	1,188	0	410	487	1,106	105	880	0	694	1,552	4,713	77	450	900	1,107	0	371	450	1,045	97	911	0	685	1,524	4,569
Female	36	392	768	1,123	0	389	449	959	74	834	0	699	1,327	4,396	38	395	793	1,031	0	360	414	905	82	847	0	699	1,327	4,237
Methodist	1,606	295	0	0	370	146	0	0	215	696	173	214	2,364	1,351	1,503	297	0	0	312	139	0	0	216	688	160	182	2,191	1,306
Male	839	177	0	0	178	76	0	0	120	343	81	110	1,218	706	797	175	0	0	152	72	0	0	109	361	80	92	1,138	700
Female	767	118	0	0	192	70	0	0	95	353	92	104	1,146	645	706	122	0	0	160	67	0	0	107	327	80	90	1,053	606
Mennonite	0	111	43	771	0	445	0	1,018	0	59	0	77	43	2,481	0	105	42	786	0	548	0	961	0	54	0	67	42	2,521
Male	0	58	20	385	0	230	0	544	0	23	0	40	20	1,280	0	53	17	393	0	300	0	512	0	22	0	34	17	1,314
Female	0	53	23	386	0	215	0	474	0	36	0	37	23	1,201	0	52	25	393	0	248	0	449	0	32	0	33	25	1,207
Nazarene	234	0	707	539	96	170	0	0	0	0	0	0	1,037	709	212	0	682	493	84	164	0	0	0	0	0	0	978	657
Male	136	0	351	280	53	98	0	0	0	0	0	0	540	378	124	0	349	263	48	93	0	0	0	0	0	0	521	356
Female	98	0	356	259	43	72	0	0	0	0	0	0	497	331	88	0	333	230	36	71	0	0	0	0	0	0	457	301
Private	1,154	54	138	96	10	0	1	140	121	50	7	98	1,431	438	1,101	104	113	128	0	0	11	214	101	61	0	103	1,326	610
Male	578	26	69	49	4	0	0	68	71	28	4	45	726	216	544	56	50	61	0	0	4	109	53	28	0	48	651	302
Female	576	28	69	47	6	0	1	72	50	22	3	53	705	222	557	48	63	67	0	0	7	105	48	33	0	55	675	308
Roman Catholic	4,514	1,027	3,299	4,365	858	3,162	1,253	2,219	703	1,726	722	4,720	11,349	17,219	4,411	974	3,079	4,211	852	2,988	1,266	2,147	639	1,640	645	4,577	10,892	16,537
Male	2,247	537	1,715	2,296	424	1,663	645	1,131	365	919	352	2,432	5,748	8,978	2,196	501	1,596	2,167	412	1,604	640	1,086	331	835	319	2,361	5,494	8,554
Female	2,267	490	1,584	2,069	434	1,499	608	1,088	338	807	370	2,288	5,601	8,241	2,215	473	1,483	2,044	440	1,384	626	1,061	308	805	326	2,216	5,398	7,983
Seventh Day Adventist	805	374	943	384	224	586	237	0	131	172	146	0	2,486	1,516	778	356	834	355	209	577	228	0	130	138	122	0	2,301	1,426
Male	418	199	492	200	127	297	128	0	74	93	81	0	1,320	789	384	188	441	192	119	292	123	0	70	73	70	0	1,207	745
Female	387	175	451	184	97	289	109	0	57	79	65	0	1,166	727	394	168	393	163	90	285	105	0	60	65	52	0	1,094	681
Other	1,349	625	394	388	205	236	435	589	0	226	0	0	2,383	2,064	1,336	558	421	370	215	250	414	570	0	252	0	0	2,386	2,000
Male	713	316	217	208	100	114	231	317	0	112	0	0	1,261	1,067	702	288	241	209	105	122	218	302	0	127	0	0	1,266	1,048
Female	636	309	177	180	105	122	204	272	0	114	0	0	1,122	997	634	270	180	161	110	128	196	268	0	125	0	0	1,120	952
Total	11,830	3,470	7,750	9,259	1,902	5,605	3,094	6,031	1,767	5,491	1,048	6,539	27,391	36,395	11,412	3,392	7,445	8,859	1,815	5,459	3,015	5,842	1,655	5,414	927	6,347	26,269	35,313
Male	6,047	1,831	4,050	4,825	957	2,918	1,622	3,166	955	2,845	518	3,336	14,149	18,921	5,808	1,789	3,889	4,594	910	2,883	1,570	3,054	867	2,790	469	3,234	13,513	18,344
Female	5,783	1,639	3,700	4,434	945	2,687	1,472	2,865	812	2,646	530	3,203	13,242	17,474	5,604	1,603	3,556	4,265	905	2,576	1,445	2,788	788	2,624	458	3,113	12,756	16,969

Table 21: Primary School Enrolment Trend

Year	Grade										TOTAL	Annual % Change
	Special Education	Beginners	Infant 1	Infant 2	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6		
2017-18	228	24	8,268	8,227	8,400	8,690	8,536	8,391	8,235	7,466	66,465	-1.2
2018-19	202	21	8,256	8,143	8,430	8,428	8,661	8,247	8,328	7,277	65,993	-0.7
2019-20	231	4	8,160	7,932	8,184	8,326	8,210	8,402	8,085	7,448	64,982	-1.5
2020-21	206	0	6,778	7,991	7,967	8,065	8,244	8,191	8,403	7,941	63,786	-1.8
2021-22	205	0	6,925	7,055	7,755	7,804	7,816	8,055	8,040	7,927	61,582	-3.5

3.3 INTAKE RATE

Apparent intake rate measures the total number of new entrants in Infant 1, regardless of age, expressed as a percentage of the population at the primary school-entrance age.

Formula:
$$\frac{N_t}{P_t}$$
 where:

N_t = Number of new entrants in Infant I in school-year t
 P_t = Population of official primary school entrance-age, in school-year t

Table 22: Apparent Intake Rate (AIR) 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	99.3	97.7	98.5
2018/2019	95.7	97.8	96.7
2019/2020	95.0	94.4	94.7
2020/2021	84.6	83.5	84.1
2021/2022	82.8	79.5	81.2

Net Intake Rate measures the total number of new entrants in Infant 1 who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

Formula:
$$\frac{N_t}{P_t}$$
 where:

N_t = Number of children of official primary school entrance age who enter Infant 1, in school-year t
 P_t = Population of official primary school entrance-age, in school-year t

Table 23: Net Intake Rate (NIR) 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	61.5	60.1	60.8
2018/2019	60.6	63.8	62.2
2019/2020	62.5	60.4	61.5
2020/2021	59.4	58.2	58.8
2021/2022	54.1	52.9	53.5

3.4 PRIMARY SCHOOL ENROLMENT RATES AND RATIOS

Primary School Gross Enrolment Ratio measures the number of children enrolled in primary school institutions as a proportion of the total 5-12 year old population.

Formula:
$$\frac{\text{TOTAL ENROLMENT}}{\text{TOTAL POPULATION}}$$
 where:

TOTAL ENROLMENT = Number of students enrolled in Infant 1 to Standard 6

TOTAL POPULATION = Total population of 5-12 year olds

Table 24: Gross Enrolment Ratio 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	111.0	107.0	109.0
2018/2019	109.9	106.6	108.3
2019/2020	108.5	104.3	106.4
2020/2021	106.2	101.7	104.0
2021/2022	101.8	97.7	99.8

Primary School Net Enrolment Rate measures the proportion of primary school aged children (5-12 years old) who are enrolled in the primary school system.

Formula:
$$\frac{P_E}{P_T}$$
 where:

P_E = Number of primary school aged children (aged 5-12) enrolled in Infant 1 to Standard 6

P_T = Total population of 5-12 year olds

Table 25: Net Enrolment Rate 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	98.8	97.4	98.1
2018/2019	98.0	97.5	97.7
2019/2020	97.0	95.5	96.3
2020/2021	92.1	91.4	91.7
2021/2022	90.1	89.2	89.6

3.5 TRANSITION RATE FROM STANDARD VI TO FORM 1

Table 26: Transition Rate to Secondary School

District and Sex	2020-2021			2021-2022		
	2019-2020 Graduates	New Entrants	Transition Rate	2020-2021 Graduates	New Entrants	Transition Rate
Belize	1,934	1,858	96.1%	1,897	1,736	91.5%
Male	988	928	93.9%	974	860	88.3%
Female	946	930	98.3%	923	876	94.9%
Cayo	1,825	1,387	76.0%	2,052	1,424	69.4%
Male	911	679	74.5%	1,074	690	64.2%
Female	914	708	77.5%	978	734	75.1%
Corozal	910	690	75.8%	973	633	65.1%
Male	478	354	74.1%	489	310	63.4%
Female	432	336	77.8%	484	323	66.7%
Orange Walk	1,089	639	58.7%	1,129	597	52.9%
Male	547	307	56.1%	622	298	47.9%
Female	542	332	61.3%	507	299	59.0%
Stann Creek	776	751	96.8%	894	768	85.9%
Male	377	358	95.0%	461	374	81.1%
Female	399	393	98.5%	433	394	91.0%
Toledo	827	561	67.8%	961	580	60.4%
Male	423	296	70.0%	459	293	63.8%
Female	404	265	65.6%	502	287	57.2%
Total	7,361	5,886	80.0%	7,906	5,738	72.6%
Male	3,724	2,922	78.5%	4,079	2,825	69.3%
Female	3,637	2,964	81.5%	3,827	2,913	76.1%

Note: The table compares the number of graduates in one district and the number of new entrants in that same district; however, a few students graduate from a primary school in one district then transition to a secondary school in another district.

3.6 PRIMARY SCHOOL REPETITION AND DROPOUT RATES

Primary School repetition rate measures the proportion of primary school students enrolled in a given year who repeat the same grade in which they were enrolled in the previous school year.

Formula: $\frac{R_t}{E_{t-1}}$ where:

R_t = Number of repeaters in year t
 E_{t-1} = Total enrolment in year t-1

Table 27: Average Primary School Repetition Rate by Sex 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	7.1	4.5	5.9
2018/2019	7.5	5.0	6.3
2019/2020	7.2	4.8	6.0
2020/2021	1.2	0.9	1.1
2021/2022	4.4	3.9	4.2

Table 28: Average Primary School Repetition Rate by Grade 2017/2018 to 2021/2022

Grade	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Inf 1	10.5	9.6	9.5	2.7	7.2
Inf 2	6.6	7.4	6.0	1.4	6.0
Std 1	6.5	7.3	6.2	1.0	5.0
Std 2	6.5	6.9	6.5	0.9	4.3
Std 3	5.6	6.2	6.2	0.7	3.6
Std 4	5.1	5.7	6.4	1.0	3.5
Std 5	5.7	6.0	6.1	0.6	2.9
Std 6	0.4	0.7	0.5	0.5	1.5

Table 29: Primary School Repetition Rate by District, Grade, and Sex

Grade and Sex	2020-2021								2021-2022																			
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Repeaters		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Repeaters	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Infant 1	62	3.1	55	2.4	36	4.1	25	2.4	23	2.4	17	1.8	218	2.7	144	8.4	131	7.2	67	8.7	77	8.0	42	5.9	28	3.5	489	7.2
Male	26	2.6	35	2.8	26	5.7	18	3.3	15	3.1	9	1.9	129	3.1	78	8.9	66	7.1	41	10.0	53	11.2	22	5.6	15	3.7	275	7.9
Female	36	3.7	20	1.9	10	2.4	7	1.4	8	1.7	8	1.7	89	2.3	66	7.9	65	7.4	26	7.2	24	4.9	20	6.3	13	3.3	214	6.5
Infant 2	35	1.8	12	0.6	23	2.5	11	1.1	18	1.9	12	1.3	111	1.4	159	8.3	152	6.6	62	7.2	77	7.2	20	2.2	13	1.4	483	6.0
Male	22	2.2	7	0.6	11	2.4	10	1.8	12	2.5	6	1.3	68	1.7	82	8.3	85	7.0	32	7.3	42	7.4	9	2.0	8	1.7	258	6.2
Female	13	1.4	5	0.5	12	2.6	1	0.2	6	1.2	6	1.3	43	1.1	77	8.2	67	6.2	30	7.2	35	7.0	11	2.4	5	1.1	225	5.8
Standard 1	25	1.2	13	0.6	7	0.8	16	1.5	14	1.4	4	0.4	79	1.0	126	6.6	123	5.7	42	4.7	51	4.4	35	3.8	21	2.3	398	5.0
Male	19	1.7	8	0.7	5	1.1	8	1.4	5	0.9	2	0.4	47	1.1	69	7.1	72	6.7	20	4.4	29	4.8	15	3.3	7	1.5	212	5.2
Female	6	0.6	5	0.5	2	0.5	8	1.5	9	1.9	2	0.4	32	0.8	57	6.2	51	4.7	22	4.9	22	4.0	20	4.2	14	3.1	186	4.7
Standard 2	14	0.7	13	0.6	14	1.4	6	0.5	19	1.8	5	0.5	71	0.9	107	5.5	85	4.0	46	5.1	47	4.2	26	2.7	32	3.2	343	4.3
Male	7	0.7	9	0.8	6	1.2	4	0.6	13	2.3	2	0.4	41	0.9	57	5.7	42	3.8	20	4.2	27	4.5	16	3.0	18	3.5	180	4.3
Female	7	0.7	4	0.4	8	1.7	2	0.3	6	1.2	3	0.7	30	0.8	50	5.3	43	4.2	26	6.0	20	3.8	10	2.2	14	2.9	163	4.2
Standard 3	7	0.4	12	0.6	6	0.6	4	0.4	14	1.5	16	1.7	59	0.7	70	3.7	93	4.4	40	4.2	42	3.3	27	2.7	22	2.2	294	3.6
Male	5	0.5	7	0.6	2	0.3	1	0.2	9	1.8	10	2.0	34	0.8	34	3.5	53	4.8	19	3.8	24	3.6	12	2.3	11	2.1	153	3.6
Female	2	0.2	5	0.5	4	0.8	3	0.5	5	1.2	6	1.3	25	0.6	36	3.9	40	4.0	21	4.6	18	2.9	15	3.1	11	2.4	141	3.6
Standard 4	12	0.6	10	0.5	5	0.5	19	1.5	17	1.8	21	2.2	84	1.0	63	3.2	90	4.1	42	3.9	44	4.0	29	3.2	15	1.5	283	3.5
Male	7	0.7	5	0.4	2	0.4	8	1.2	15	3.1	8	1.6	45	1.0	37	3.9	56	4.8	19	3.2	28	5.0	20	4.1	10	2.1	170	4.0
Female	5	0.5	5	0.5	3	0.6	11	1.7	2	0.4	13	2.8	39	1.0	26	2.6	34	3.3	23	4.7	16	3.0	9	2.2	5	1.0	113	2.9
Standard 5	3	0.2	3	0.1	18	1.8	10	0.9	10	1.1	7	0.7	51	0.6	70	3.5	64	2.9	43	4.1	35	2.7	16	1.8	16	1.7	244	2.9
Male	3	0.3	3	0.3	9	1.8	8	1.3	7	1.5	4	0.9	34	0.8	42	4.0	37	3.2	24	4.8	26	3.8	10	2.1	6	1.2	145	3.3
Female	0	0.0	0	0.0	9	1.8	2	0.4	3	0.7	3	0.6	17	0.4	28	3.0	27	2.6	19	3.5	9	1.5	6	1.4	10	2.2	99	2.5
Standard 6	11	0.6	4	0.2	8	0.9	4	0.4	3	0.4	4	0.5	34	0.5	17	0.9	41	2.0	23	2.3	29	2.6	3	0.3	7	0.7	120	1.5
Male	6	0.6	3	0.3	3	0.6	2	0.4	1	0.3	4	0.9	19	0.5	11	1.1	25	2.3	15	3.0	15	2.5	2	0.4	3	0.6	71	1.7
Female	5	0.5	1	0.1	5	1.2	2	0.4	2	0.5	0	0.0	15	0.4	6	0.6	16	1.6	8	1.7	14	2.8	1	0.2	4	0.8	49	1.3
Total	169	1.1	122	0.7	117	1.5	95	1.0	118	1.6	86	1.1	707	1.1	756	4.9	779	4.6	365	4.9	402	4.4	198	2.7	154	2.0	2654	4.2
Male	95	1.2	77	0.9	64	1.6	59	1.2	77	2.0	45	1.2	417	1.2	410	5.2	436	4.9	190	4.9	244	5.1	106	2.8	78	2.0	1464	4.4
Female	74	1.0	45	0.6	53	1.4	36	0.8	41	1.1	41	1.1	290	0.9	346	4.7	343	4.2	175	4.8	158	3.6	92	2.7	76	2.0	1190	3.9

Primary school dropout rate measures the percentage of primary school students enrolled in a given year who dropped out of school during the year.

Formula: $\frac{D_t}{E_t}$ where:

D_t = Number of students who dropped out during year t

E_t = Total enrolment in year t

Table 30: Average Primary School Dropout Rate by Sex 2016/2017 to 2020/2021

Year	Male	Female	Total
2016/2017	0.7	0.4	0.6
2017/2018	0.8	0.6	0.7
2018/2019	0.7	0.6	0.6
2019/2020	0.3	0.3	0.3
2020/2021	0.7	0.4	0.6

Table 31: Average Primary School Dropout Rate by Grade 2016/2017 to 2020/2021

Grade	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Inf 1	0.3	0.3	0.4	0.2	0.4
Inf 2	0.2	0.3	0.2	0.1	0.3
Std 1	0.2	0.2	0.3	0.2	0.3
Std 2	0.2	0.3	0.3	0.2	0.3
Std 3	0.4	0.3	0.4	0.1	0.5
Std 4	0.7	0.9	1.5	0.3	0.5
Std 5	1.5	1.7	1.2	0.9	1.0
Std 6	1.3	1.4	1.1	0.5	1.4

Table 32: Primary School Dropout Rate by District, Grade, and Sex

Grade and Sex	2019-2020								2020-2021																			
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Dropout		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Dropout	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Infant 1	5	0.3	5	0.2	5	0.6	0	0.0	3	0.3	0	0.0	18	0.2	12	0.7	3	0.2	2	0.3	5	0.5	4	0.6	0	0.0	26	0.4
Male	0	0.0	0	0.0	4	0.9	0	0.0	1	0.2	0	0.0	5	0.1	4	0.5	2	0.2	1	0.2	4	0.8	2	0.5	0	0.0	13	0.4
Female	5	0.5	5	0.5	1	0.2	0	0.0	2	0.4	0	0.0	13	0.3	8	1.0	1	0.1	1	0.3	1	0.2	2	0.6	0	0.0	13	0.4
Infant 2	2	0.1	7	0.3	0	0.0	0	0.0	2	0.2	0	0.0	11	0.1	8	0.4	2	0.1	7	0.8	2	0.2	3	0.3	2	0.2	24	0.3
Male	1	0.1	2	0.2	0	0.0	0	0.0	1	0.2	0	0.0	4	0.1	4	0.4	2	0.2	3	0.7	1	0.2	2	0.4	2	0.4	14	0.3
Female	1	0.1	5	0.5	0	0.0	0	0.0	1	0.2	0	0.0	7	0.2	4	0.4	0	0.0	4	1.0	1	0.2	1	0.2	0	0.0	10	0.3
Standard 1	3	0.1	6	0.3	1	0.1	0	0.0	3	0.3	0	0.0	13	0.2	14	0.7	5	0.2	2	0.2	1	0.1	4	0.4	1	0.1	27	0.3
Male	1	0.1	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0	3	0.1	3	0.3	3	0.3	1	0.2	1	0.2	1	0.2	0	0.0	9	0.2
Female	2	0.2	5	0.5	1	0.2	0	0.0	2	0.4	0	0.0	10	0.3	11	1.2	2	0.2	1	0.2	0	0.0	3	0.6	1	0.2	18	0.5
Standard 2	5	0.3	3	0.1	1	0.1	0	0.0	3	0.3	2	0.2	14	0.2	10	0.5	5	0.2	5	0.6	1	0.1	2	0.2	0	0.0	23	0.3
Male	3	0.3	2	0.2	1	0.2	0	0.0	2	0.4	1	0.2	9	0.2	7	0.7	3	0.3	3	0.6	1	0.2	0	0.0	0	0.0	14	0.3
Female	2	0.2	1	0.1	0	0.0	0	0.0	1	0.2	1	0.2	5	0.1	3	0.3	2	0.2	2	0.5	0	0.0	2	0.4	0	0.0	9	0.2
Standard 3	3	0.2	4	0.2	1	0.1	0	0.0	2	0.2	1	0.1	11	0.1	11	0.6	9	0.4	3	0.3	5	0.4	8	0.8	2	0.2	38	0.5
Male	1	0.1	2	0.2	0	0.0	0	0.0	1	0.2	0	0.0	4	0.1	8	0.8	4	0.4	1	0.2	3	0.5	4	0.8	2	0.4	22	0.5
Female	2	0.2	2	0.2	1	0.2	0	0.0	1	0.2	1	0.2	7	0.2	3	0.3	5	0.5	2	0.4	2	0.3	4	0.8	0	0.0	16	0.4
Standard 4	5	0.2	11	0.5	2	0.2	3	0.2	5	0.5	0	0.0	26	0.3	7	0.4	11	0.5	4	0.4	7	0.6	5	0.6	5	0.5	39	0.5
Male	5	0.5	5	0.4	1	0.2	1	0.1	1	0.2	0	0.0	13	0.3	5	0.5	8	0.7	4	0.7	3	0.5	5	1.0	3	0.6	28	0.7
Female	0	0.0	6	0.6	1	0.2	2	0.3	4	0.9	0	0.0	13	0.3	2	0.2	3	0.3	0	0.0	4	0.7	0	0.0	2	0.4	11	0.3
Standard 5	2	0.1	31	1.5	6	0.6	19	1.7	2	0.2	9	0.9	69	0.9	12	0.6	15	0.7	13	1.2	30	2.3	10	1.1	8	0.8	88	1.0
Male	1	0.1	21	1.9	5	1.0	9	1.5	1	0.2	7	1.5	44	1.1	11	1.0	11	1.0	9	1.8	22	3.2	6	1.3	6	1.2	65	1.5
Female	1	0.1	10	1.0	1	0.2	10	1.9	1	0.2	2	0.4	25	0.6	1	0.1	4	0.4	4	0.7	8	1.3	4	0.9	2	0.4	23	0.6
Standard 6	4	0.2	14	0.8	8	0.9	6	0.5	2	0.3	2	0.2	36	0.5	27	1.4	16	0.8	9	0.9	41	3.7	4	0.4	11	1.1	108	1.4
Male	2	0.2	9	1.0	6	1.2	6	1.1	1	0.3	0	0.0	24	0.6	17	1.7	11	1.0	7	1.4	30	4.9	2	0.4	7	1.5	74	1.8
Female	2	0.2	5	0.5	2	0.5	0	0.0	1	0.3	2	0.5	12	0.3	10	1.1	5	0.5	2	0.4	11	2.2	2	0.5	4	0.8	34	0.9
Total	29	0.2	81	0.5	24	0.3	28	0.3	22	0.3	14	0.2	198	0.3	101	0.7	66	0.4	45	0.6	92	1.0	40	0.6	29	0.4	373	0.6
Male	14	0.2	42	0.5	17	0.4	16	0.3	9	0.2	8	0.2	106	0.3	59	0.7	44	0.5	29	0.7	65	1.4	22	0.6	20	0.5	239	0.7
Female	15	0.2	39	0.5	7	0.2	12	0.3	13	0.4	6	0.2	92	0.3	42	0.6	22	0.3	16	0.4	27	0.6	18	0.5	9	0.2	134	0.4

3.7 PRIMARY SCHOOL TEACHERS

Table 33: Number of Primary School Teachers by Management, District, and Sex

Management and Sex	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Anglican	111	41	9	19	37	3	220	113	42	9	20	36	2	222
Male	13	5	1	4	3	0	26	14	5	1	4	3		27
Female	98	36	8	15	34	3	194	99	37	8	16	33	2	195
Assemblies of God	10	10	4	0	27	0	51	10	11	4	0	29	0	54
Male	1	4	3	0	9	0	17	1	3	3	0	8	0	15
Female	9	6	1	0	18	0	34	9	8	1	0	21	0	39
Government	94	191	43	150	83	72	633	96	193	44	143	83	71	630
Male	6	42	13	36	16	29	142	8	39	13	34	15	29	138
Female	88	149	30	114	67	43	491	88	154	31	109	68	42	492
Methodist	103	0	27	0	44	22	196	105	0	27	0	46	22	200
Male	10	0	7	0	6	2	25	11	0	7	0	5	3	26
Female	93	0	20	0	38	20	171	94	0	20	0	41	19	174
Mennonite	8	85	29	38	5	9	174	7	83	32	45	7	9	183
Male	2	32	15	34	3	6	92	1	32	18	36	5	6	98
Female	6	53	14	4	2	3	82	6	51	14	9	2	3	85
Nazarene	10	64	14	0	0	0	88	10	63	14	0	0	0	87
Male	0	18	6	0	0	0	24	0	19	6	0	0	0	25
Female	10	46	8	0	0	0	64	10	44	8	0	0	0	62
Private	107	30	0	17	18	8	180	107	25	0	20	18	8	178
Male	15	6	0	4	0	3	28	16	4	0	8	0	3	31
Female	92	24	0	13	18	5	152	91	21	0	12	18	5	147
Roman Catholic	264	347	192	178	136	272	1,389	263	349	196	177	135	274	1,394
Male	33	89	62	49	18	116	367	30	82	66	48	17	114	357
Female	231	258	130	129	118	156	1,022	233	267	130	129	118	160	1,037
Seventh Day Adventist	58	56	51	18	16	8	207	55	55	51	18	14	8	201
Male	9	15	11	2	2	2	41	10	13	12	2	1	1	39
Female	49	41	40	16	14	6	166	45	42	39	16	13	7	162
Other	105	36	24	45	15	0	225	103	35	24	45	13	0	220
Male	15	7	7	15	2	0	46	16	7	7	13	2	0	45
Female	90	29	17	30	13	0	179	87	28	17	32	11	0	175
Total	870	860	393	465	381	394	3,363	869	856	401	468	381	394	3,369
Male	104	218	125	144	59	158	808	107	204	133	145	56	156	801
Female	766	642	268	321	322	236	2,555	762	652	268	323	325	238	2,568

Table 34: Number of Primary Teachers by District and Urban/Rural Location

District	2020-2021			2021-2022		
	Urban	Rural	Total	Urban	Rural	Total
Belize	653	217	870	651	218	869
Cayo	381	479	860	368	488	856
Corozal	93	300	393	95	306	401
Orange Walk	159	306	465	154	314	468
Stann Creek	104	277	381	102	279	381
Toledo	56	338	394	55	339	394
Total	1446	1917	3363	1,425	1,944	3,369

Figure 8: Distribution of Primary School Teachers by District 2021-2022

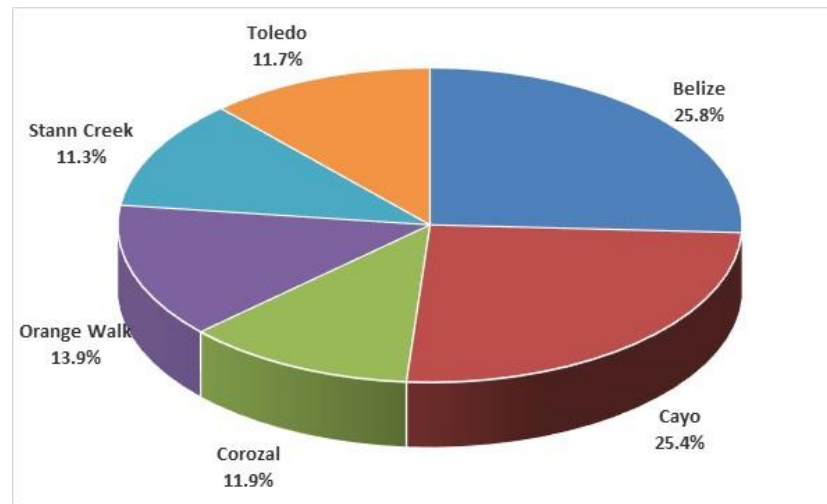
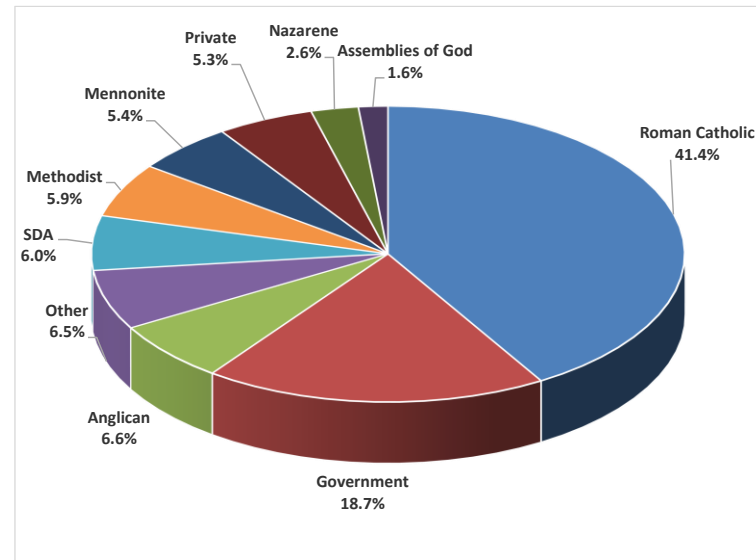


Figure 9: Distribution of Primary School Teachers by Management 2021-2022



The percentage of trained primary school teachers measures the proportion of primary school teachers who have completed professional training in education for the primary level.

Formula:
$$\frac{\text{TOTAL TRAINED}}{\text{TOTAL TEACHERS}}$$

where:

- TOTAL TRAINED = Number of primary school teachers who have received formal professional training
- TOTAL TEACHERS = Total number of teachers at the primary level

Table 35: Percentage of Trained Teachers 2017/2018 to 2021/2022

Year	Urban	Rural	Total
2017/2018	80.3	78.0	79.0
2018/2019	83.1	81.5	82.2
2019/2020	88.9	83.8	86.0
2020/2021	90.8	85.6	87.7
2021/2022	92.1	85.3	88.2

Table 36: Number of Primary School Teachers by District, Urban/Rural Location, and Qualification 2021-2022

District and Urban/Rural	QUALIFICATION											TOTAL	% Trained
	TRAINED							UNTRAINED					
	MD Ed	BD Ed	LCP/ACP	AD PEd	Cert Ed	AD ECE	L2/2+1	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	61	469	2	554	157	11	58	24	36	43	10	1,425	92.1
Belize	36	197	2	250	69	6	18	21	23	21	8	651	88.8
Cayo	15	129	0	149	41	1	10	2	6	14	1	368	93.8
Corozal	6	18	0	49	9	1	12	0	0	0	0	95	100.0
Orange Walk	2	70	0	41	21	2	15	1	1	0	1	154	98.1
Stann Creek	1	26	0	44	15	1	2	0	5	8	0	102	87.3
Toledo	1	29	0	21	2	0	1	0	1	0	0	55	98.2
Rural	54	498	1	796	204	17	88	12	53	75	146	1,944	85.3
Belize	7	77	0	97	16	5	8	0	0	6	2	218	96.3
Cayo	17	125	0	168	53	1	12	6	17	29	60	488	77.0
Corozal	10	74	0	107	44	7	30	0	1	1	32	306	88.9
Orange Walk	14	97	0	83	30	3	17	2	10	11	47	314	77.7
Stann Creek	5	56	1	137	37	1	5	3	18	13	3	279	86.7
Toledo	1	69	0	204	24	0	16	1	7	15	2	339	92.6
Total	115	967	3	1350	361	28	146	36	89	118	156	3,369	88.2
Belize	43	274	2	347	85	11	26	21	23	27	10	869	90.7
Cayo	32	254	0	317	94	2	22	8	23	43	61	856	84.2
Corozal	16	92	0	156	53	8	42	0	1	1	32	401	91.5
Orange Walk	16	167	0	124	51	5	32	3	11	11	48	468	84.4
Stann Creek	6	82	1	181	52	2	7	3	23	21	3	381	86.9
Toledo	2	98	0	225	26	0	17	1	8	15	2	394	93.4

Note: MD Ed= Master's Degree in Education; BD Ed= Bachelor's Degree in Education; LCP=Licentiate College of Preceptors; ACP=Associate of the College of Preceptors; AD PEd= Associate Degree in Primary Education; Cert Ed= Associates Degree or higher with Certificate in Primary Education; AD ECE= Associate Degree in Early Childhood Education; L2/2+1= Level 2 or Level 2+1 Teacher Education Program

Table 37: Number of Primary School Teachers by District, Urban/Rural Location, and Qualification 2020-2021

District and Urban/Rural	QUALIFICATION											TOTAL	%
	TRAINED							UNTRAINED					
	MD Ed	BD Ed	LCP/ACP	AD PEd	Cert Ed	AD ECE	L2/2+1	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	57	449	4	560	164	13	65	31	35	60	8	1,446	90.7
Belize	31	196	4	242	65	9	21	25	25	29	6	653	87.0
Cayo	16	120	0	146	54	2	11	4	6	20	2	381	91.6
Corozal	3	17	0	56	6	0	11	0	0	0	0	93	100.0
Orange Walk	5	65	0	48	20	1	17	2	1	0	0	159	98.1
Stann Creek	2	24	0	43	17	1	4	0	3	10	0	104	87.5
Toledo	0	27	0	25	2	0	1	0	0	1	0	56	98.2
Rural	49	475	2	779	224	9	100	14	64	82	119	1,917	85.4
Belize	6	65	0	105	17	1	9	0	1	12	1	217	93.5
Cayo	18	131	0	160	54	0	14	8	15	28	51	479	78.7
Corozal	6	72	0	105	43	6	31	1	3	2	31	300	87.7
Orange Walk	14	95	1	64	43	2	25	3	11	16	32	306	79.7
Stann Creek	4	52	1	138	42	0	7	2	20	9	2	277	88.1
Toledo	1	60	0	207	25	0	14	0	14	15	2	338	90.8
Total	106	924	6	1339	388	22	165	45	99	142	127	3,363	87.7
Belize	37	261	4	347	82	10	30	25	26	41	7	870	88.6
Cayo	34	251	0	306	108	2	25	12	21	48	53	860	84.4
Corozal	9	89	0	161	49	6	42	1	3	2	31	393	90.6
Orange Walk	19	160	1	112	63	3	42	5	12	16	32	465	86.0
Stann Creek	6	76	1	181	59	1	11	2	23	19	2	381	87.9
Toledo	1	87	0	232	27	0	15	0	14	16	2	394	91.9

Note: MD Ed= Master's Degree in Education; BD Ed= Bachelor's Degree in Education; LCP=Licentiate College of Preceptors; ACP=Associate of the College of Preceptors; AD PEd= Associate Degree in Primary Education; Cert Ed= Associates Degree or higher with Certificate in Primary Education; AD ECE= Associate Degree in Early Childhood Education; L2/2+1= Level 2 or Level 2+1 Teacher Education Program

3.8 PRIMARY SCHOOL STUDENT – TEACHER RATIO

Primary school student-teacher ratio (STR) indicates the number of primary school students who are enrolled per teacher for a given year.

Formula:
$$\frac{\text{TOTAL ENROLLED}}{\text{TOTAL TEACHERS}}$$
 where:

TOTAL ENROLLED = Number of students enrolled at the primary level

TOTAL TEACHERS = Total number of teachers at the primary level

Table 38: Primary School Student-Teacher Ratio (STR) 2017/2018 to 2021/2022

Year	Urban	Rural	Total
2017/2018	21.1	21.4	21.2
2018/2019	21.0	20.5	20.7
2019/2020	20.8	20.4	20.6
2020/2021	20.9	20.4	20.6
2021/2022	20.2	19.4	19.8

Table 39: Student-Teacher Ratio by District and Urban/Rural Location

District	2020-2021			2021-2022		
	Urban	Rural	Overall	Urban	Rural	Overall
Belize	20.0	17.3	19.3	19.3	17.0	18.8
Cayo	22.5	21.0	21.7	22.2	19.4	20.6
Corozal	22.4	19.6	20.2	20.9	18.6	19.1
Orange Walk	21.2	20.9	21.0	21.7	19.7	20.3
Stann Creek	18.8	22.1	21.2	17.2	21.2	20.1
Toledo	20.5	20.5	20.5	18.2	19.8	19.6
Total	20.9	20.4	20.6	20.2	19.4	19.8

4.0 SECONDARY EDUCATION

Description

Secondary education in Belize corresponds to the International Standard Classification of Education (ISCED) Levels 2 and 3. There are two levels at high schools 1) lower secondary and 2) upper secondary. Lower secondary curriculum is designed to build on foundational skills and also to provide students with some exposure to different fields. This level corresponds to ISCED level 2. Upper secondary corresponds to ISCED level 3. The curriculum usually includes core courses and subjects organized into areas of professional specializations.

Target Group

The official secondary school age is 13-16 years. Secondary education programmes are designed to provide instruction and training suited to the ages, abilities and aptitudes of students between twelve and eighteen years of age. Secondary education is not compulsory.

Duration

Secondary education programmes are four years in duration (Forms 1-4). The minimum number of school days is 180 days. The minimum hours of instructional time per day is six hours.

Entry Requirements

A primary school certificate is required for entry into secondary school. In schools where there are limited spaces, school grades and performance on the PSE may be considered in selecting students. Secondary school is not compulsory.

Assessment

Most students at the secondary level take one or more Caribbean Secondary Education Certificate Examinations (CSEC) Examinations at the end of Form 4. The sitting of CSEC exams is not mandatory; however, students may earn public tuition scholarships and grants for tertiary education based on performance. CSEC exams are also used as matriculation criteria by some regional and international universities.

Promotion and Exit Requirements

Promotion and completion of secondary education is based on meeting the requirements outlined in school policies. Students who complete the programme are awarded a Secondary School Diploma.

Staff Pedagogical Qualifications

A full licence for teaching at the secondary level requires a minimum of a Bachelor's Degree in Secondary Education or a Bachelor's Degree in a subject area with a Diploma in Secondary Education. A full license for teaching technical/vocational subjects requires a minimum of an Associate Degree in a technical area plus an approved Diploma in Competency-Based Education and Training.

4.1 NUMBER OF SECONDARY SCHOOLS

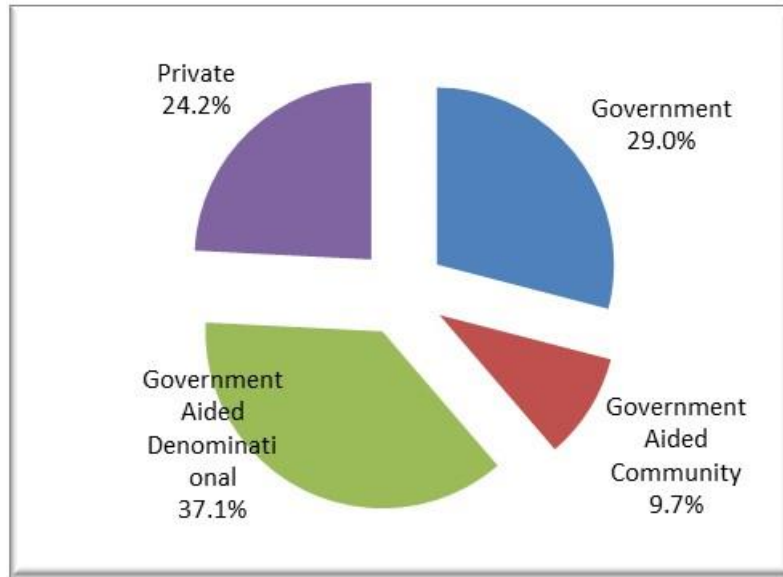
Table 40: Number of Secondary Schools by District, Management, and Urban/Rural Location

Management and Urban / Rural	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Community	2	0	1	0	1	2	6	2	0	1	0	1	2	6
Urban	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Rural	1	0	0	0	0	1	2	1	0	0	0	0	1	2
Government	7	2	1	2	3	2	17	7	2	1	2	3	3	18
Urban	5	2	0	1	0	0	8	5	2	0	1	0	0	8
Rural	2	0	1	1	3	2	9	2	0	1	1	3	3	10
Mennonite	0	3	0	2	0	0	5	0	3	0	2	0	0	5
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	0	3	0	2	0	0	5	0	3	0	2	0	0	5
Private	1	3	0	1	1	1	7	1	2	0	1	1	1	6
Urban	1	1	0	0	0	0	2	1	0	0	0	0	0	1
Rural	0	2	0	1	1	1	5	0	2	0	1	1	1	5
Roman Catholic	3	4	1	2	1	0	11	3	4	1	2	1	0	11
Urban	3	4	0	2	1	0	10	3	4	0	2	1	0	10
Rural	0	0	1	0	0	0	1	0	0	1	0	0	0	1
SDA	1	2	1	0	0	1	5	1	2	1	0	0	1	5
Urban	1	1	0	0	0	0	2	1	1	0	0	0	0	2
Rural	0	1	1	0	0	1	3	0	1	1	0	0	1	3
Other	4	4	2	1	0	0	11	4	4	2	1	0	0	11
Urban	3	1	0	1	0	0	5	3	1	0	1	0	0	5
Rural	1	3	2	0	0	0	6	1	3	2	0	0	0	6
Total	18	18	6	8	6	6	62	18	17	6	8	6	7	62
Urban	14	9	1	4	2	1	31	14	8	1	4	2	1	30
Rural	4	9	5	4	4	5	31	4	9	5	4	4	6	32

Table 41: Number of Secondary Schools by District, Funding Source, and Urban/Rural Location

Funding and Urban / Rural	2020-2021							2021-2022						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Government	7	2	1	2	3	2	17	7	2	1	2	3	3	18
Urban	5	2	0	1	0	0	8	5	2	0	1	0	0	8
Rural	2	0	1	1	3	2	9	2	0	1	1	3	3	10
Government-Aided Community	2	0	1	0	1	2	6	2	0	1	0	1	2	6
Urban	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Rural	1	0	0	0	0	1	2	1	0	0	0	0	1	2
Government-Aided Denominational	8	7	3	3	1	1	23	8	7	3	3	1	1	23
Urban	7	6	0	3	1	0	17	7	6	0	3	1	0	17
Rural	1	1	3	0	0	1	6	1	1	3	0	0	1	6
Private	1	9	1	3	1	1	16	1	8	1	3	1	1	15
Urban	1	1	0	0	0	0	2	1	0	0	0	0	0	1
Rural	0	8	1	3	1	1	14	0	8	1	3	1	1	14
ALL SCHOOLS	18	18	6	8	6	6	62	18	17	6	8	6	7	62
Urban	14	9	1	4	2	1	31	14	8	1	4	2	1	30
Rural	4	9	5	4	4	5	31	4	9	5	4	4	6	32

Figure 10: Distribution of Secondary Schools by Funding Source 2021-2022



4.2 SECONDARY SCHOOL ENROLMENT

Table 42: Secondary School Enrolment by District, Form, and Sex

District and Sex	2020-2021					2021-2022				
	Form 1	Form 2	Form 3	Form 4	TOTAL	Form 1	Form 2	Form 3	Form 4	TOTAL
Belize	1,933	1,883	1,803	1,584	7,203	1,944	1,766	1,681	1,566	6,957
Male	969	925	825	706	3,425	1,009	851	784	683	3,327
Female	964	958	978	878	3,778	935	915	897	883	3,630
Cayo	1,415	1,418	1,336	1,200	5,369	1,640	1,248	1,227	1,093	5,208
Male	706	667	631	545	2,549	813	614	547	492	2,466
Female	709	751	705	655	2,820	827	634	680	601	2,742
Corozal	693	701	598	548	2,540	673	609	589	519	2,390
Male	356	357	279	251	1,243	335	302	286	234	1,157
Female	337	344	319	297	1,297	338	307	303	285	1,233
Orange Walk	694	688	570	544	2,496	655	645	608	501	2,409
Male	343	327	239	257	1,166	340	309	278	207	1,134
Female	351	361	331	287	1,330	315	336	330	294	1,275
Stann Creek	798	796	758	620	2,972	858	716	630	595	2,799
Male	400	379	376	303	1,458	432	325	285	287	1,329
Female	398	417	382	317	1,514	426	391	345	308	1,470
Toledo	567	596	536	481	2,180	614	482	515	464	2,075
Male	309	325	279	229	1,142	315	252	277	237	1,081
Female	258	271	257	252	1,038	299	230	238	227	994
TOTAL	6,100	6,082	5,601	4,977	22,760	6,384	5,466	5,250	4,738	21,838
Male	3,083	2,980	2,629	2,291	10,983	3,244	2,653	2,457	2,140	10,494
Female	3,017	3,102	2,972	2,686	11,777	3,140	2,813	2,793	2,598	11,344

Table 43: Secondary School Enrolment by Age, Form, and Sex

Age and Sex	2020-2021					2021-2022				
	Form 1	Form 2	Form 3	Form 4	TOTAL	Form 1	Form 2	Form 3	Form 4	TOTAL
<12	4	3	5	0	12	0	0	0	0	0
Male	3	2	1	0	6	0	0	0	0	0
Female	1	1	4	0	6	0	0	0	0	0
12	51	2	0	3	56	111	0	0	0	111
Male	19	0	0	2	21	45	0	0	0	45
Female	32	2	0	1	35	66	0	0	0	66
13	2,512	58	6	3	2,579	2,957	83	0	0	3,040
Male	1,121	25	3	1	1,150	1,361	30	0	0	1,391
Female	1,391	33	3	2	1,429	1,596	53	0	0	1,649
14	2,199	2,435	78	8	4,720	1,980	2,464	75	0	4,519
Male	1,116	1,021	38	2	2,177	1,058	1,044	30	0	2,132
Female	1,083	1,414	40	6	2,543	922	1,420	45	0	2,387
15	866	2,055	2,218	87	5,226	941	1,693	2,331	90	5,055
Male	516	1,005	908	36	2,465	555	835	930	37	2,357
Female	350	1,050	1,310	51	2,761	386	858	1,401	53	2,698
16	320	967	1,866	1,926	5,079	282	782	1,596	2,140	4,800
Male	211	567	845	778	2,401	160	458	759	846	2,223
Female	109	400	1,021	1,148	2,678	122	324	837	1,294	2,577
17	101	400	913	1,673	3,087	81	300	816	1,440	2,637
Male	69	251	511	775	1,606	43	194	477	654	1,368
Female	32	149	402	898	1,481	38	106	339	786	1,269
18+	47	162	515	1,277	2,001	32	144	432	1,068	1,676
Male	28	109	323	697	1,157	22	92	261	603	978
Female	19	53	192	580	844	10	52	171	465	698
TOTAL	6,100	6,082	5,601	4,977	22,760	6,384	5,466	5,250	4,738	21,838
Male	3,083	2,980	2,629	2,291	10,983	3,244	2,653	2,457	2,140	10,494
Female	3,017	3,102	2,972	2,686	11,777	3,140	2,813	2,793	2,598	11,344

Table 44: Secondary School Enrolment by Funding Source, Sex, District, and Urban/Rural Location 2021-2022

Funding and Sex	District & Urban/Rural Location												TOTAL		
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		U	R	All
	U	R	U	R	U	R	U	R	U	R	U	R			
TOTAL	6,107	850	4,483	725	852	1,538	2,125	284	1,245	1,554	650	1,425	15,462	6,376	21,838
Government	1,567	584	1,444	0	0	757	843	251	0	1,549	0	1,252	3,854	4,393	8,247
Government-Aided Community	573	160	0	0	852	0	0	0	913	0	650	29	2,988	189	3,177
Government-Aided Denominational	3,763	106	3,039	252	0	706	1,282	0	332	0	0	107	8,416	1,171	9,587
Private	204	0	0	473	0	75	0	33	0	5	0	37	204	623	827
Males:	2,895	432	2,144	322	402	755	983	151	557	772	326	755	7,307	3,187	10,494
Government	788	298	712	0	0	342	393	134	0	769	0	661	1,893	2,204	4,097
Government-Aided Community	272	88	0	0	402	0	0	0	399	0	326	18	1,399	106	1,505
Government-Aided Denominational	1,735	46	1,432	118	0	383	590	0	158	0	0	56	3,915	603	4,518
Private	100	0	0	204	0	30	0	17	0	3	0	20	100	274	374
Females:	3,212	418	2,339	403	450	783	1,142	133	688	782	324	670	8,155	3,189	11,344
Government	779	286	732	0	0	415	450	117	0	780	0	591	1,961	2,189	4,150
Government-Aided Community	301	72	0	0	450	0	0	0	514	0	324	11	1,589	83	1,672
Government-Aided Denominational	2,028	60	1,607	134	0	323	692	0	174	0	0	51	4,501	568	5,069
Private	104	0	0	269	0	45	0	16	0	2	0	17	104	349	453

Table 45: Secondary School Enrolment by Funding Source, Sex, District, and Urban/Rural Location 2020-2021

Funding and Sex	District & Urban/Rural Location												TOTAL		
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		U	R	All
	U	R	U	R	U	R	U	R	U	R	U	R			
TOTAL	6,344	859	4,598	771	873	1,667	2,186	310	1,390	1,582	677	1,503	16,068	6,692	22,760
Government	1,577	599	1,438	0	0	804	865	274	0	1,579	0	1,327	3,880	4,583	8,463
Government-Aided Community	654	150	0	0	873	0	0	0	970	0	677	24	3,174	174	3,348
Government-Aided Denominational	3,908	110	3,151	312	0	773	1,321	0	420	0	0	116	8,800	1,311	10,111
Private	205	0	9	459	0	90	0	36	0	3	0	36	214	624	838
Males:	2,980	445	2,175	374	401	842	1,003	163	668	790	339	803	7,566	3,417	10,983
Government	789	307	699	0	0	371	398	150	0	787	0	707	1,886	2,322	4,208
Government-Aided Community	319	90	0	0	401	0	0	0	439	0	339	12	1,498	102	1,600
Government-Aided Denominational	1,777	48	1,470	162	0	433	605	0	229	0	0	64	4,081	707	4,788
Private	95	0	6	212	0	38	0	13	0	3	0	20	101	286	387
Females:	3,364	414	2,423	397	472	825	1,183	147	722	792	338	700	8,502	3,275	11,777
Government	788	292	739	0	0	433	467	124	0	792	0	620	1,994	2,261	4,255
Government-Aided Community	335	60	0	0	472	0	0	0	531	0	338	12	1,676	72	1,748
Government-Aided Denominational	2,131	62	1,681	150	0	340	716	0	191	0	0	52	4,719	604	5,323
Private	110	0	3	247	0	52	0	23	0	0	0	16	113	338	451

Figure 11: Distribution of Secondary School Enrolment by District 2021-2022

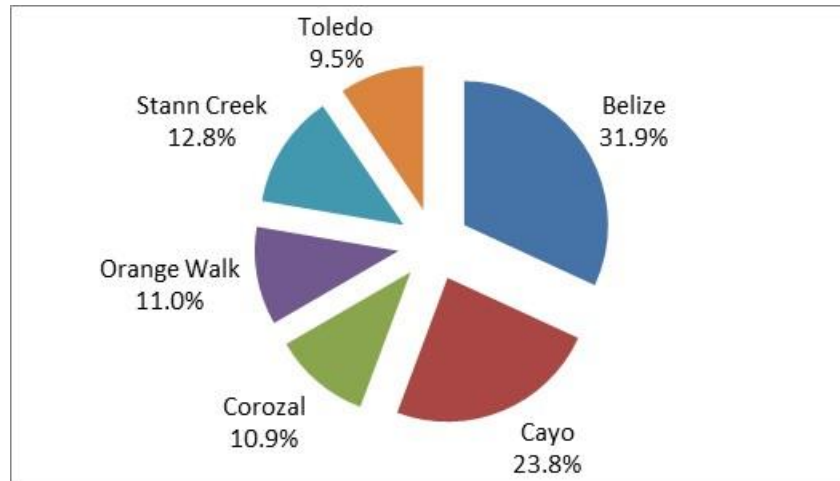


Table 46: Secondary School Enrolment Trend

Year	Form				Total Enrolment	Annual % Change
	Form 1	Form 2	Form 3	Form 4		
2017-18	6,687	5,719	5,203	4,418	22,027	0.0
2018-19	6,627	5,831	5,318	4,537	22,313	1.3
2019-20	6,518	5,824	5,317	4,621	22,280	-0.1
2020-21	6,100	6,082	5,601	4,977	22,760	2.2
2021-22	6,384	5,466	5,250	4,738	21,838	-4.1

4.3 SECONDARY SCHOOL ENROLMENT RATES AND RATIOS

Secondary School Net Enrolment Rate measures the percentage of secondary school aged children (13-16 years old) who are enrolled in the secondary education system.

Formula: $\frac{S_E}{S_T}$ where:

S_E = Number of secondary school aged children (aged 13-16) enrolled in secondary school
 S_T = Total population of 13-16 year olds

Table 47: Net Enrolment Rate 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	51.4	59.7	55.5
2018/2019	52.4	61.0	56.7
2019/2020	51.8	61.4	56.5
2020/2021	52.0	61.3	56.6
2021/2022	51.8	61.4	56.5

Secondary school Gross Enrolment Ratio measures the total number of students enrolled in secondary schools as a proportion of the total 13-16 year old population.

Formula: $\frac{\text{TOTAL ENROLMENT}}{\text{TOTAL POPULATION}}$ where:

TOTAL ENROLMENT = Number of students enrolled in secondary school
 TOTAL POPULATION = Total population of 13-16 year olds

Table 48: Gross Enrolment Ratio 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	65.3	73.5	69.4
2018/2019	66.5	74.3	70.4
2019/2020	67.0	74.6	70.8
2020/2021	69.7	76.7	73.2
2021/2022	67.0	74.8	70.9

4.4 SECONDARY SCHOOL REPETITION AND DROPOUT RATES

Secondary school repetition rate measures the percentage of secondary school students enrolled in a given year who repeat the same grade in which they were enrolled in the previous year.

Formula:
$$\frac{R_t}{E_{t-1}}$$
 where:

R_t = Number of repeaters in year t
 E_{t-1} = Total enrolment in year t-1

Table 49: Average Secondary School Repetition Rate by Sex 2017/2018 to 2021/2022

Year	Male	Female	Total
2017/2018	7.4	4.7	6.0
2018/2019	7.4	4.4	5.8
2019/2020	8.4	4.2	6.2
2020/2021	4.2	2.4	3.2
2021/2022	12.5	8.4	10.4

Table 50: Average Secondary School Repetition Rate by Form 2017/2018 to 2021/2022

Form	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Form 1	7.0	6.7	7.3	4.6	10.7
Form 2	6.5	5.6	6.6	2.9	12.5
Form 3	6.9	6.8	6.5	3.3	11.3
Form 4	2.8	3.6	3.7	1.5	6.5

Table 51: Secondary School Repetition Rate by Form, District, and Sex

Form and Sex	2020-2021								2021-2022																			
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Repeaters		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Repeaters	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Form 1	80	4.0	60	3.8	34	4.7	54	6.9	40	4.9	34	5.4	302	4.6	210	10.9	216	15.3	42	6.1	58	8.4	90	11.3	34	6.0	650	10.7
Male	48	4.8	44	5.6	22	5.9	33	8.5	33	8.2	28	8.0	208	6.3	149	15.4	123	17.4	25	7.0	42	12.2	58	14.5	22	7.1	419	13.6
Female	32	3.3	16	2.0	12	3.4	21	5.4	7	1.7	6	2.1	94	2.9	61	6.3	93	13.1	17	5.0	16	4.6	32	8.0	12	4.7	231	7.7
Form 2	48	2.6	25	1.8	19	3.1	35	5.7	21	2.8	21	3.7	169	2.9	211	11.2	208	14.7	66	9.4	75	10.9	157	19.7	46	7.7	763	12.5
Male	29	3.4	13	1.9	13	4.5	12	4.8	10	2.7	16	5.4	93	3.4	130	14.1	122	18.3	37	10.4	49	15.0	93	24.5	33	10.2	464	15.6
Female	19	1.9	12	1.6	6	1.8	23	6.3	11	2.9	5	1.8	76	2.5	81	8.5	86	11.5	29	8.4	26	7.2	64	15.3	13	4.8	299	9.6
Form 3	46	2.7	37	2.9	22	3.7	42	7.0	23	3.4	7	1.4	177	3.3	182	10.1	201	15.0	45	7.5	58	10.2	117	15.4	30	5.6	633	11.3
Male	27	3.5	21	3.6	13	4.6	29	10.0	14	4.1	5	2.1	109	4.4	108	13.1	109	17.3	22	7.9	26	10.9	72	19.1	24	8.6	361	13.7
Female	19	2.1	16	2.3	9	2.9	13	4.2	9	2.6	2	0.8	68	2.4	74	7.6	92	13.0	23	7.2	32	9.7	45	11.8	6	2.3	272	9.2
Form 4	23	1.6	25	2.2	5	1.0	14	2.9	3	0.5	1	0.2	71	1.5	100	6.3	89	7.4	22	4.0	23	4.2	66	10.6	23	4.8	323	6.5
Male	8	1.2	12	2.4	4	1.6	8	3.8	0	0.0	1	0.5	33	1.6	40	5.7	42	7.7	8	3.2	9	3.5	25	8.3	7	3.1	131	5.7
Female	15	1.9	13	2.1	1	0.4	6	2.3	3	0.9	0	0.0	38	1.5	60	6.8	47	7.2	14	4.7	14	4.9	41	12.9	16	6.3	192	7.1
Total	197	2.8	147	2.7	80	3.3	145	5.9	87	3.0	63	2.9	719	3.2	703	9.8	714	13.3	175	6.9	214	8.6	430	14.5	133	6.1	2369	10.4
Male	112	3.4	90	3.5	52	4.4	82	7.2	57	4.1	50	4.5	443	4.2	427	12.5	396	15.5	92	7.4	126	10.8	248	17.0	86	7.5	1375	12.5
Female	85	2.3	57	2.0	28	2.3	63	4.8	30	2.1	13	1.2	276	2.4	276	7.3	318	11.3	83	6.4	88	6.6	182	12.0	47	4.5	994	8.4

Secondary school dropout rate is a measure of the proportion of secondary school students enrolled in a given year who dropped out of school during that year.

Formula:
$$\frac{D_t}{E_t}$$
 where:

D_t = Number of students who dropped out during year t
 E_t = Total enrolment in year t

Table 52: Average Secondary School Dropout Rate by Sex 2016/2017 to 2020/2021

Year	Male	Female	Total
2016/2017	6.6	4.8	5.7
2017/2018	4.8	4.1	4.4
2018/2019	5.6	4.3	4.9
2019/2020	3.9	2.7	3.3
2020/2021	7.3	4.9	6.1

Table 53: Average Secondary School Dropout Rate by Form 2016/2017 to 2020/2021

Form	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Form 1	8.3	5.0	6.9	4.1	8.1
Form 2	5.8	4.4	4.9	3.3	6.7
Form 3	4.6	4.2	4.7	3.8	5.4
Form 4	2.8	2.2	2.2	1.6	3.5

Table 54: Secondary School Dropout Rate by Form, District, and Sex

Form and Sex	2019-2020								2020-2021																			
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Dropout		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		Overall Dropout	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Form 1	41	2.1	96	6.1	45	6.2	38	4.9	22	2.7	23	3.6	265	4.1	62	3.2	162	11.4	81	11.7	57	8.2	77	9.6	56	9.9	495	8.1
Male	28	2.8	53	6.8	33	8.9	27	6.9	15	3.7	13	3.7	169	5.1	37	3.8	92	13.0	49	13.8	31	9.0	55	13.8	40	12.9	304	9.9
Female	13	1.3	43	5.4	12	3.4	11	2.8	7	1.7	10	3.5	96	3.0	25	2.6	70	9.9	32	9.5	26	7.4	22	5.5	16	6.2	191	6.3
Form 2	32	1.7	62	4.4	35	5.7	18	2.9	24	3.2	24	4.2	195	3.3	64	3.4	105	7.4	71	10.1	56	8.1	63	7.9	51	8.6	410	6.7
Male	22	2.6	36	5.4	20	7.0	6	2.4	12	3.2	17	5.7	113	4.1	34	3.7	59	8.8	42	11.8	28	8.6	35	9.2	28	8.6	226	7.6
Female	10	1.0	26	3.6	15	4.6	12	3.3	12	3.2	7	2.6	82	2.7	30	3.1	46	6.1	29	8.4	28	7.8	28	6.7	23	8.5	184	5.9
Form 3	41	2.4	59	4.6	25	4.2	29	4.8	32	4.7	15	3.0	201	3.8	62	3.4	78	5.8	47	7.9	28	4.9	46	6.1	40	7.5	301	5.4
Male	19	2.5	27	4.6	15	5.3	16	5.5	16	4.7	6	2.5	99	4.0	37	4.5	46	7.3	29	10.4	17	7.1	23	6.1	21	7.5	173	6.6
Female	22	2.4	32	4.7	10	3.3	13	4.2	16	4.7	9	3.4	102	3.6	25	2.6	32	4.5	18	5.6	11	3.3	23	6.0	19	7.4	128	4.3
Form 4	8	0.5	27	2.4	5	1.0	7	1.5	18	3.0	7	1.5	72	1.6	25	1.6	39	3.3	32	5.8	11	2.0	45	7.3	22	4.6	174	3.5
Male	3	0.5	12	2.4	3	1.2	5	2.4	7	2.5	6	2.7	36	1.7	16	2.3	22	4.0	18	7.2	8	3.1	22	7.3	15	6.6	101	4.4
Female	5	0.6	15	2.4	2	0.8	2	0.8	11	3.5	1	0.4	36	1.4	9	1.0	17	2.6	14	4.7	3	1.0	23	7.3	7	2.8	73	2.7
Total	122	1.7	244	4.5	110	4.5	92	3.7	96	3.4	69	3.2	733	3.3	213	3.0	384	7.2	231	9.1	152	6.1	231	7.8	169	7.8	1,380	6.1
Male	72	2.2	128	5.0	71	6.0	54	4.7	50	3.6	42	3.8	417	3.9	124	3.6	219	8.6	138	11.1	84	7.2	135	9.3	104	9.1	804	7.3
Female	50	1.4	116	4.1	39	3.1	38	2.9	46	3.2	27	2.6	316	2.7	89	2.4	165	5.9	93	7.2	68	5.1	96	6.3	65	6.3	576	4.9

4.5 SECONDARY SCHOOL GRADUATES

Table 55: Number of Secondary School Graduates by District and Sex

District	2019-2020			2020-2021		
	Male	Female	Total	Male	Female	Total
Belize	645	787	1,432	663	844	1,507
Cayo	490	613	1,103	488	616	1,104
Corozal	243	245	488	239	287	526
Orange Walk	202	263	465	245	279	524
Stann Creek	275	308	583	256	284	540
Toledo	220	234	454	208	233	441
Total	2,075	2,450	4,525	2,099	2,543	4,642

4.6 SECONDARY SCHOOL TEACHERS

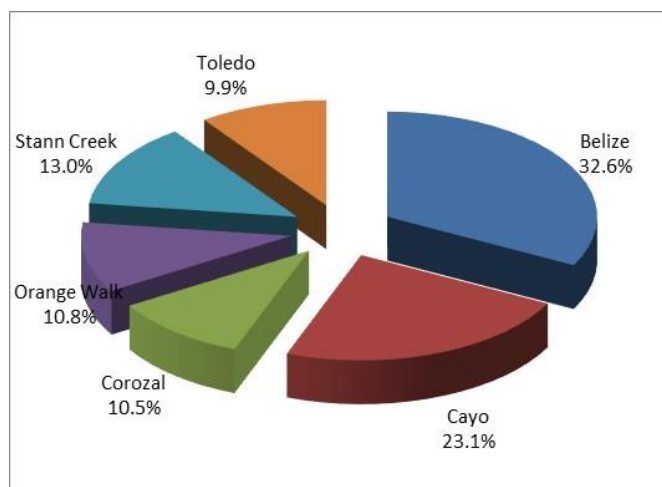
Table 56: Number of Secondary Teachers by District and Sex

District	2020-2021			2021-2022		
	Male	Female	Total	Male	Female	Total
Belize	177	302	479	179	289	468
Cayo	138	209	347	131	201	332
Corozal	67	80	147	63	88	151
Orange Walk	71	88	159	69	86	155
Stann Creek	76	113	189	73	114	187
Toledo	68	69	137	71	71	142
Total	597	861	1,458	586	849	1,435

Table 57: Number of Secondary Teachers by District and Urban/Rural Location

District	2020-2021			2021-2022		
	Urban	Rural	Total	Urban	Rural	Total
Belize	423	58	481	412	56	468
Cayo	277	67	344	263	69	332
Corozal	54	93	147	57	94	151
Orange Walk	136	24	160	135	20	155
Stann Creek	91	100	191	88	99	187
Toledo	43	92	135	41	101	142
Total	1,024	434	1,458	996	439	1,435

Figure 12: Distribution of Secondary School Teachers by District 2021-2022



The percentage of trained secondary school teachers measures the proportion of all secondary school teachers who have completed formal professional training in education.

Formula:
$$\frac{\text{TOTAL TRAINED}}{\text{TOTAL TEACHERS}}$$
 where:

TOTAL TRAINED = Number of secondary school teachers who have received formal professional training
 TOTAL TEACHERS = Total number of teachers at the secondary level

Table 58: Percentage of Trained Secondary School Teachers 2017/2018 to 2021/2022

Year	Urban	Rural	Total
2017/2018	58.3	47.3	55.1
2018/2019	63.7	57.9	62.0
2019/2020	69.2	60.2	66.5
2020/2021	72.6	60.1	68.9
2021/2022	72.6	61.0	69.1

Table 59: Number of Secondary School Teachers by District, Urban/Rural Location, and Qualification 2021-2022

District and Urban/Rural	QUALIFICATION										TOTAL	% Trained
	TRAINED					UNTRAINED						
	DD Ed	MD Ed	BD SEd	Dip SEd	CBET	Master's Degree	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	5	140	430	132	16	30	146	82	5	10	996	72.6
Belize	2	62	186	57	9	10	45	37	2	2	412	76.7
Cayo	2	37	94	54	1	5	44	21	0	5	263	71.5
Corozal	0	7	29	0	0	3	15	3	0	0	57	63.2
Orange Walk	0	28	77	0	5	2	15	7	0	1	135	81.5
Stann Creek	0	4	39	21	1	5	7	8	1	2	88	73.9
Toledo	1	2	5	0	0	5	20	6	2	0	41	19.5
Rural	1	57	159	47	4	8	74	73	9	7	439	61.0
Belize	0	14	15	6	2	2	6	11	0	0	56	66.1
Cayo	0	5	12	17	0	0	19	12	3	1	69	49.3
Corozal	0	23	48	4	0	2	7	8	0	2	94	79.8
Orange Walk	0	3	11	0	0	0	0	2	2	2	20	70.0
Stann Creek	0	6	51	15	2	3	14	6	1	1	99	74.7
Toledo	1	6	22	5	0	1	28	34	3	1	101	33.7
Total	6	197	589	179	20	38	220	155	14	17	1,435	69.1
Belize	2	76	201	63	11	12	51	48	2	2	468	75.4
Cayo	2	42	106	71	1	5	63	33	3	6	332	66.9
Corozal	0	30	77	4	0	5	22	11	0	2	151	73.5
Orange Walk	0	31	88	0	5	2	15	9	2	3	155	80.0
Stann Creek	0	10	90	36	3	8	21	14	2	3	187	74.3
Toledo	2	8	27	5	0	6	48	40	5	1	142	29.6

Note: DD Ed= Doctorate Degree in Education; MD Ed= Master's Degree in Education; BD SEd= Bachelor's Degree in Secondary Education; Dip SEd= Bachelor's Degree or higher with Diploma in Secondary Education; CBET= Associate Degree or higher with Diploma in Competency Based Education & Training

Table 60: Number of Secondary School Teachers by District, Urban/Rural Location, and Qualification 2020-2021

District and Urban/Rural	QUALIFICATION										TOTAL	% Trained
	TRAINED					UNTRAINED						
	DD Ed	MD Ed	BD SEd	Dip SEd	CBET	Master's Degree	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	6	138	463	134	2	27	125	110	8	11	1,024	72.6
Belize	2	59	174	46	2	13	62	58	4	3	423	66.9
Cayo	3	34	101	61	0	6	39	26	1	6	277	71.8
Corozal	0	8	35	7	0	0	2	2	0	0	54	92.6
Orange Walk	0	24	99	2	0	2	4	5	0	0	136	91.9
Stann Creek	0	8	36	18	0	5	9	12	1	2	91	68.1
Toledo	1	5	18	0	0	1	9	7	2	0	43	55.8
Rural	1	37	177	38	8	8	78	69	16	2	434	60.1
Belize	0	11	18	5	4	2	7	11	0	0	58	65.5
Cayo	0	5	14	4	0	0	28	13	3	0	67	34.3
Corozal	0	9	50	14	1	1	6	10	0	2	93	79.6
Orange Walk	0	1	10	2	0	2	1	0	8	0	24	54.2
Stann Creek	0	5	66	7	3	1	11	6	1	0	100	81.0
Toledo	1	6	19	6	0	2	25	29	4	0	92	34.8
Total	7	175	640	172	10	35	203	179	24	13	1,458	68.9
Belize	2	70	192	51	6	15	69	69	4	3	481	66.7
Cayo	3	39	115	65	0	6	67	39	4	6	344	64.5
Corozal	0	17	85	21	1	1	8	12	0	2	147	84.4
Orange Walk	0	25	109	4	0	4	5	5	8	0	160	86.3
Stann Creek	0	13	102	25	3	6	20	18	2	2	191	74.9
Toledo	2	11	37	6	0	3	34	36	6	0	135	41.5

Note: DD Ed= Doctorate Degree in Education; MD Ed= Master's Degree in Education; BD SEd= Bachelor's Degree in Secondary Education; Dip SEd= Bachelor's Degree or higher with Diploma in Secondary Education; CBET= Associate Degree or higher with Diploma in Competency Based Education & Training

4.7 SECONDARY SCHOOL STUDENT – TEACHER RATIO

Secondary school student-teacher ratio (STR) indicates the number of secondary school students who are enrolled per teacher for a given year.

Formula:
$$\frac{\text{TOTAL ENROLLED}}{\text{TOTAL TEACHERS}}$$
 where:

TOTAL ENROLLED = Number of students enrolled at the secondary level
TOTAL TEACHERS = Total number of teachers at the secondary level

Table 61: Secondary School Student-Teacher Ratio (STR) 2017/2018 to 2021-2022

Year	Urban	Rural	Total
2017/2018	16	16	16
2018/2019	16	16	16
2019/2020	17	16	16
2020/2021	17	17	17
2021/2022	17	16	17

4.8 EXAMINATION RESULTS - CSEC PERFORMANCE

Table 62: Student Performance in CSEC by District and Urban/Rural Location 2021

District and Urban/Rural	FORM 4 ENROLMENT 2020/2021	ENGLISH A				MATHEMATICS			
		No. of Sitters	Satisfactory Levels of Performance			No. of Sitters	Satisfactory Levels of Performance		
			Number	% of Sitters	% of Form 4 Enrolment		Number	% of Sitters	% of Form 4 Enrolment
TOTAL	4,977	1,851	1,319	71.3	26.5	1,814	538	29.7	10.8
Belize	1,584	649	431	66.4	27.2	634	139	21.9	8.8
Cayo	1,200	425	315	74.1	26.3	416	120	28.8	10.0
Corozal	548	280	210	75.0	38.3	282	129	45.7	23.5
Orange Walk	544	161	143	88.8	26.3	152	87	57.2	16.0
Stann Creek	620	232	152	65.5	24.5	229	45	19.7	7.3
Toledo	481	104	68	65.4	14.1	101	18	17.8	3.7
Urban	3,570	1,413	1,047	74.1	29.3	1,377	444	32.2	12.4
Belize	1,404	594	411	69.2	29.3	581	136	23.4	9.7
Cayo	1,066	379	287	75.7	26.9	372	114	30.6	10.7
Corozal	174	116	99	85.3	56.9	115	72	62.6	41.4
Orange Walk	482	150	138	92.0	28.6	141	84	59.6	17.4
Stann Creek	297	156	104	66.7	35.0	152	35	23.0	11.8
Toledo	147	18	8	44.4	5.4	16	3	18.8	2.0
Rural	1,407	438	272	62.1	19.3	437	94	21.5	6.7
Belize	180	55	20	36.4	11.1	53	3	5.7	1.7
Cayo	134	46	28	60.9	20.9	44	6	13.6	4.5
Corozal	374	164	111	67.7	29.7	167	57	34.1	15.2
Orange Walk	62	11	5	45.5	8.1	11	3	27.3	4.8
Stann Creek	323	76	48	63.2	14.9	77	10	13.0	3.1
Toledo	334	86	60	69.8	18.0	85	15	17.6	4.5

Note: Satisfactory Levels of Performance = Grade I, II, & III in General Proficiency CSEC

Table 63: Student Performance in CSEC by District and Urban/Rural Location 2020

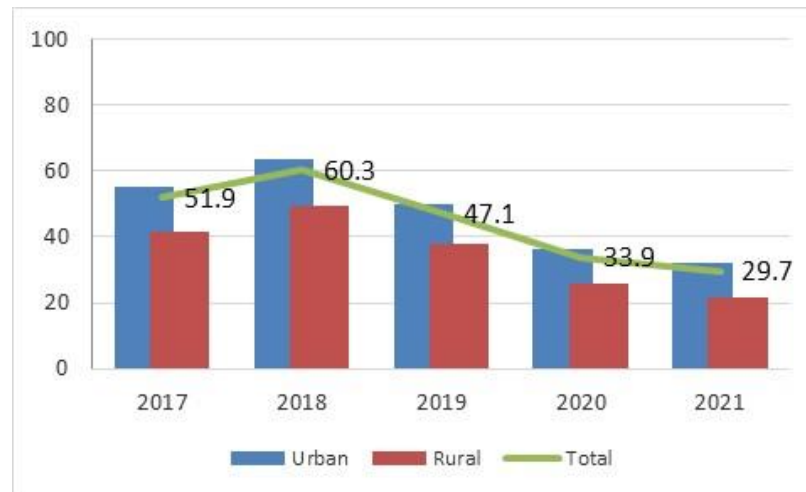
District and Urban/Rural	FORM 4 ENROLMENT 2019/2020	No. of Sitters	ENGLISH A			No. of Sitters	MATHEMATICS		
			Satisfactory Levels of Performance				Satisfactory Levels of Performance		
			Number	% of Sitters	% of Form 4 Enrolment		Number	% of Sitters	% of Form 4 Enrolment
TOTAL	4,621	3,118	2,719	87.2	58.8	3,112	1,055	33.9	22.8
Belize	1,455	1,099	943	85.8	64.8	1,101	355	32.2	24.4
Cayo	1,135	694	593	85.4	52.2	682	197	28.9	17.4
Corozal	501	418	372	89.0	74.3	420	204	48.6	40.7
Orange Walk	477	317	306	96.5	64.2	312	133	42.6	27.9
Stann Creek	598	318	276	86.8	46.2	316	100	31.6	16.7
Toledo	455	272	229	84.2	50.3	281	66	23.5	14.5
Urban	3,294	2,386	2,167	90.8	65.8	2,376	866	36.4	26.3
Belize	1,296	991	863	87.1	66.6	992	345	34.8	26.6
Cayo	976	590	551	93.4	56.5	580	176	30.3	18.0
Corozal	181	172	170	98.8	93.9	175	110	62.9	60.8
Orange Walk	428	300	292	97.3	68.2	295	131	44.4	30.6
Stann Creek	258	188	161	85.6	62.4	186	72	38.7	27.9
Toledo	155	145	130	89.7	83.9	148	32	21.6	20.6
Rural	1,327	732	552	75.4	41.6	736	189	25.7	14.2
Belize	159	108	80	74.1	50.3	109	10	9.2	6.3
Cayo	159	104	42	40.4	26.4	102	21	20.6	13.2
Corozal	320	246	202	82.1	63.1	245	94	38.4	29.4
Orange Walk	49	17	14	82.4	28.6	17	2	11.8	4.1
Stann Creek	340	130	115	88.5	33.8	130	28	21.5	8.2
Toledo	300	127	99	78.0	33.0	133	34	25.6	11.3

Note: Satisfactory Levels of Performance = Grade I, II, & III in General Proficiency CSEC

Figure 13: Percentage of Urban and Rural CSEC Candidates with Satisfactory Level Performance in English A 2017 to 2021



Figure 14: Percentage of Urban and Rural CSEC Candidates with Satisfactory Level Performance in Mathematics 2017 to 2021



5.0 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Description

Technical and Vocational Education and Training (TVET) in Belize corresponds to the International Standard Classification of Education (ISCED) Levels 2, 3 and 4. Four levels of TVET are currently offered: 1) prevocational, designed to build on foundational skills and to provide students with some exposure to different trades; 2) Level 1 TVET programmes, designed to provide students with competencies needed to perform as an entry-level workers in particular trades; 3) Level 2 TVET programmes, designed to provide students with competencies needed to perform as a supervised skilled worker in particular trades; and 4) Level 3 TVET programmes, designed to provide students with competencies needed to perform as an independent or autonomous skilled worker in particular trades. Programmes typically include support courses. The approach to teaching and assessment is competency-based.

Target Group

There is no official age for TVET programmes. TVET programmes are designed to provide instruction and training suited to the ages, abilities and aptitudes of persons fifteen years and older.

Duration

TVET programmes are typically one year in duration but short-term courses are also offered. There are no set standards on the minimum number of school days or hours of instruction per day required.

Entry Requirements

A primary school certificate is required for entry into TVET programs. Only students who are fifteen or older are allowed into Level 1 and higher TVET programmes. Younger students must enter prevocational programmes.

Assessment

Applicants are given a test in Math and English to place them in appropriate support courses. Students can take one or more Belize National Vocational Qualifications (BZNVQ) Exams at the end of their training programme. Students are not required to sit the BzNVQ.

Promotion and Exit Requirements

Promotion and completion of TVET programmes are based on meeting the requirements outlined in school policies. Students who complete the programme are awarded a TVET Certificate. Those who successfully complete the BzNVQ are awarded a certificate in components passed.

Staff Pedagogical Qualifications

A full licence for teaching in the TVET sector requires a minimum of an Associate Degree in a trade area along with an approved Diploma in Competency-based Education and Training (CBET).

5.1 ITVET ENROLMENT

Table 64: Full Time Enrolment in ITVETs by District and Sex

District and Sex	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Belize	99	91	128	150	83
Male	78	84	101	127	66
Female	21	7	27	23	17
Cayo	144	167	192	244	196
Male	101	115	130	161	148
Female	43	52	62	83	48
Corozal	50	61	61	71	60
Male	33	45	42	48	43
Female	17	16	19	23	17
Orange Walk	292	295	333	212	291
Male	265	261	305	196	270
Female	27	34	28	16	21
Stann Creek	82	86	86	81	71
Male	63	57	57	57	52
Female	19	29	29	24	19
Toledo	62	53	56	66	31
Male	41	33	39	50	23
Female	21	20	17	16	8
Total	729	753	856	824	732
Male	581	595	674	639	602
Female	148	158	182	185	130

Note: ITVETs- Institutes for Technical and Vocational Education and Training

5.2 ITVET INSTRUCTORS

Table 65: Instructors at the ITVETs by District and Sex

District and Sex	2017/18	2018/19	2019/20	2020/21	2021/22
Belize	13	16	16	15	16
Male	6	8	8	10	10
Female	7	8	8	5	6
Cayo	12	13	14	15	15
Male	6	7	8	5	5
Female	6	6	6	10	10
Corozal	8	8	11	10	9
Male	4	4	6	6	4
Female	4	4	5	4	5
Orange Walk	20	18	18	16	16
Male	14	12	11	10	9
Female	6	6	7	6	7
Stann Creek	9	9	9	9	12
Male	4	6	6	6	6
Female	5	3	3	3	6
Toledo	8	6	7	9	9
Male	7	4	4	6	6
Female	1	2	3	3	3
Total	70	70	75	74	77
Male	41	41	43	43	40
Female	29	29	32	31	37

6.0 TERTIARY EDUCATION

Description

Tertiary education in Belize corresponds to the International Standard Classification of Education (ISCED) Levels 5, 6 and 7. Tertiary education programmes build on foundational knowledge and skills from secondary and prepare students for further education or the world of work. Several types of tertiary education programs are offered: 1) Short-cycle tertiary, ISCED level 5 and 2) Bachelor and Master degree level programs, ISCED levels 6 and 7. Short-cycle tertiary programs are offered by junior colleges and universities and students earn an Associate degree upon completion of full-time study. Students may transfer into and complete a Bachelor's degree program after earning an Associate degree at a university or junior college or they may do the entire program at a university. Programs at the Associate and Bachelor's degree levels typically contain a large number of specialized courses along with a few support and general core courses which all students take regardless of programme.

Target Group

The official age for tertiary programs is 17-21yrs. Tertiary programmes are designed to provide instruction and training suited to the ages, abilities and aptitudes of adult learners.

Duration

Associate degree programs are typically two years in duration and Bachelor degree programs are four years. Most courses are three credit courses which require a minimum of 150 minutes per week for 15 weeks.

Entry Requirements

A secondary school diploma is required for entry into tertiary level programs. Alternative criteria including assessment of prior learning and placement examinations may also be required.

Assessment

There are no mandated national assessments at the tertiary level; however, nursing students sit a regional nursing exam to become certified. A few students also sit the Caribbean Advance Proficiency Exams (CAPE). The top performing student on CAPE is awarded the Belize Scholarship which provides funding for further study.

Promotion and Exit Requirements

Promotion and completion of tertiary programmes are based on meeting the requirements outlined in institutional policies. Students who complete the programme are awarded a degree.

Staff Pedagogical Qualifications

There are no licencing requirements for teaching at the tertiary level.

6.1 TERTIARY ENROLMENT

Table 66: Junior College Enrolment by District and Sex

District and Sex	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Belize	1,683	1,724	1,742	1,697	1,679
Male	679	668	682	722	707
Female	1,004	1,056	1,060	975	972
Cayo	622	682	708	544	540
Male	279	275	287	216	216
Female	343	407	421	328	324
Corozal	972	1,044	1,160	1,188	1,134
Male	486	479	518	531	478
Female	486	565	642	657	656
Orange Walk	339	342	330	335	387
Male	152	147	140	134	157
Female	187	195	190	201	230
Stann Creek	651	655	677	605	601
Male	202	231	249	204	199
Female	449	424	428	401	402
Toledo	0	0	0	0	0
Male	0	0	0	0	0
Female	0	0	0	0	0
Total	4,267	4,447	4,617	4,369	4,341
Male	1,798	1,800	1,876	1,807	1,757
Female	2,469	2,647	2,741	2,562	2,584

Table 67: Tertiary Enrolment by Education Level and Sex

Level and Sex	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Junior College	4,267	4,447	4,617	4,369	4,341
Male	1,798	1,800	1,876	1,807	1,757
Female	2,469	2,647	2,741	2,562	2,584
University	5,260	5,383	5,557	4,925	5,032
Male	1,806	1,868	1,896	1,682	1,617
Female	3,454	3,515	3,661	3,243	3,415
Total	9,527	9,830	10,174	9,294	9,373
Male	3,604	3,668	3,772	3,489	3,374
Female	5,923	6,162	6,402	5,805	5,999

Note: University excludes UWI open campus, other online programs & offshore medical colleges

Table 68: Tertiary Enrolment by Programmes and Sex 2021/2022

All Fields of Education	Male	Female	Total
01 Education	212	1,142	1,354
02 Arts and humanities	124	232	356
03 Social sciences, journalism and information	81	261	342
04 Business, administration and law	1,325	2,421	3,746
05 Natural sciences, mathematics and statistics	442	647	1,089
06 Information and communication technologies	419	123	542
07 Engineering, manufacturing and construction	224	60	284
08 Agriculture, forestry, fisheries and veterinary	215	175	390
09 Health and welfare	115	471	586
10 Services	52	67	119
Not known or unspecified	165	400	565
Total: All fields of education	3,374	5,999	9,373

Note: Classification of fields based on ISCED Fields of Education (UNESCO, 2011) and Classification of Instructional Programs (NCES, 2002)

6.2 TERTIARY GRADUATES

Table 69: Junior College Graduates by District and Sex

District	2019/2020			2020/2021		
	Male	Female	Total	Male	Female	Total
Belize	151	298	449	181	334	515
Cayo	26	42	68	45	85	130
Corozal	121	205	326	162	254	416
Orange Walk	47	63	110	41	80	121
Stann Creek	77	153	230	42	118	160
Toledo	0	0	0	0	0	0
Total	422	761	1,183	471	871	1,342

Table 70: Tertiary Graduates by Level and Sex

Level and Sex	2019/2020	2020/2021
Junior College	1,183	1,342
Male	422	471
Female	761	871
University	778	769
Male	259	255
Female	519	514
Total	1,961	2,111
Male	681	726
Female	1,280	1,385

Note: University excludes UWI open campus, other online programs and offshore medical colleges

Table 71: Tertiary Graduates by Programmes and Sex 2020/2021

All Fields of Education	Male	Female	Total
01 Education	27	128	155
02 Arts and humanities	43	102	145
03 Social sciences, journalism and information	11	36	47
04 Business, administration and law	278	651	929
05 Natural sciences, mathematics and statistics	126	179	305
06 Information and communication technologies	92	35	127
07 Engineering, manufacturing and construction	45	14	59
08 Agriculture, forestry, fisheries and veterinary	53	65	118
09 Health and welfare	18	77	95
10 Services	11	24	35
Not known or unspecified	11	27	38
Total: All fields of education	726	1,385	2,111

Note: Classification of fields based on ISCED Fields of Education (UNESCO, 2011) and Classification of Instructional Programs (NCES, 2002)

7.0 ADULT AND CONTINUING EDUCATION

Description

Formal Adult and Continuing Education (ACE) programmes in Belize currently correspond to the International Standard Classification of Education (ISCED) Levels 2 and 3. ACE programmes are structured to offer a high school equivalency diploma. Most programmes follow the lower and upper secondary curriculum. The lower secondary curriculum is designed to build on foundational skills corresponding to ISCED level 2. The upper secondary curriculum addresses core courses and subjects organized into areas of professional specializations, and it corresponds to ISCED level 2.

Target Group

Formal ACE training is a programme of study for professional or employment or job-related skills and knowledge enhancement. Programmes are available for individuals aged 16 years or over who wish to complete a high school equivalency diploma.

Duration

ACE programmes are unique and vary by institution. Some run for three years (Forms 1-3), while others are four years in duration (Forms 1-4). The minimum number of school weeks is 30 per academic year.

Entry Requirements

A minimum of a primary school certificate is required for entry into an ACE programme.

Assessment

At the end of an ACE training programme, students can sit the CSEC examinations in various subject areas. The sitting of the CSEC exams is not mandatory; however, it is highly encouraged since students may earn public tuition scholarships and grants for tertiary education based on performance. CSEC exams are also used as matriculation criteria by some regional and international universities.

Promotion and Exit Requirements

Promotion and completion of an ACE programme is based on set requirements outlined in school policies. Students who complete the programme are awarded a Secondary Equivalency Diploma.

Staff Pedagogical Qualifications

There are no set requirements such as academic or professional qualifications to teach in an ACE programme. However, most institutions require teachers to have a minimum of an Associate's Degree and a licence to teach at the secondary level.

7.1 ACE ENROLMENT

Table 72: Adult & Continuing Education Enrolment by District and Sex

District and Sex	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Belize	566	537	494	312	345
Male	230	193	205	98	123
Female	336	344	289	214	222
Cayo	143	201	174	178	167
Male	44	94	73	74	65
Female	99	107	101	104	102
Corozal	201	213	238	140	167
Male	96	104	105	59	70
Female	105	109	133	81	97
Orange Walk	18	23	27	12	8
Male	9	10	10	5	4
Female	9	13	17	7	4
Stann Creek	154	160	136	107	145
Male	54	68	49	36	58
Female	100	92	87	71	87
Toledo	85	81	77	69	49
Male	11	48	40	26	16
Female	74	33	37	43	33
Total	1,167	1,215	1,146	818	881
Male	444	517	482	298	336
Female	723	698	664	520	545

7.2 ACE GRADUATES

Table 73: Adult & Continuing Education Graduated by District and Sex

District	2019/2020			2020/2021		
	Male	Female	Total	Male	Female	Total
Belize	59	80	139	39	86	125
Cayo	12	27	39	18	31	49
Corozal	25	45	70	18	39	57
Orange Walk	6	6	12	2	4	6
Stann Creek	11	20	31	14	28	42
Toledo	7	12	19	8	19	27
Total	120	190	310	99	207	306

7.3 ACE INSTRUCTORS

Table 74: Adult & Continuing Education Instructors by District and Sex

	2017/18	2018/19	2019/20	2020/21	2021/22
Belize	36	34	36	36	31
Male	18	22	19	19	18
Female	18	12	17	17	13
Cayo	15	15	12	10	18
Male	6	6	8	6	10
Female	9	9	4	4	8
Corozal	24	28	28	21	32
Male	10	16	19	11	20
Female	14	12	9	10	12
Orange Walk	8	8	9	8	7
Male	6	6	6	5	5
Female	2	2	3	3	2
Stann Creek	25	29	30	29	15
Male	13	14	13	12	7
Female	12	15	17	17	8
Toledo	12	11	11	11	11
Male	6	4	4	4	4
Female	6	7	7	7	7
Total	120	125	126	115	114
Male	59	68	69	57	64
Female	61	57	57	58	50

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