

# **Abstract of education Statistics**

**2022-2023**



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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)*

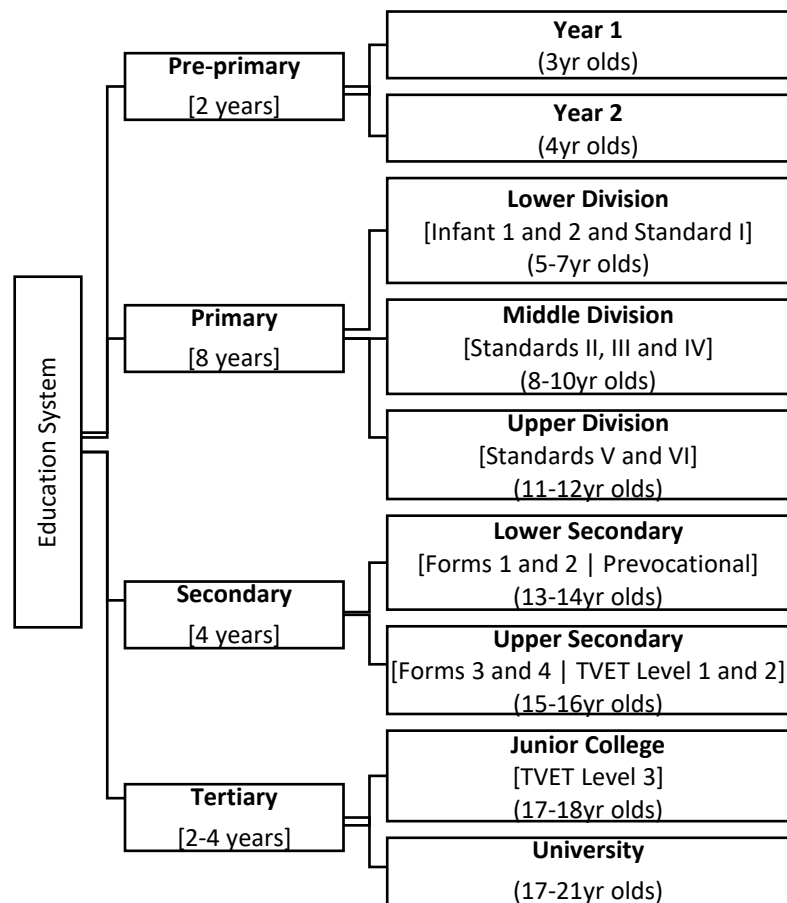
Three types of educational institutions operate in Belize—government, government-aided and private. Government schools are owned and funded by the Government of Belize. Government-aided institutions are non-government institutions that are owned by either a religious denomination or community group and 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

	2018	2019	2020	2021	2022
<b>Total Population (thousands)</b>	<b>383.1</b>	<b>390.4</b>	<b>397.6</b>	<b>404.9</b>	<b>412.2</b>
Population by Gender:					
Males	190.8	194.3	197.8	201.3	204.7
Females	192.3	196.1	199.9	203.7	207.4
Population by Age Group:					
<b>0 - 2</b>	<b>23.6</b>	<b>23.6</b>	<b>23.7</b>	<b>23.7</b>	<b>24.0</b>
Male	12.0	12.0	12.0	12.1	12.2
Female	11.7	11.6	11.7	11.7	11.8
<b>3 - 4</b>	<b>15.7</b>	<b>15.7</b>	<b>15.8</b>	<b>15.8</b>	<b>15.8</b>
Male	7.9	7.9	8.0	8.0	8.0
Female	7.8	7.8	7.8	7.8	7.8
<b>5 - 12</b>	<b>60.9</b>	<b>61.1</b>	<b>61.3</b>	<b>61.7</b>	<b>62.1</b>
Male	31.0	31.1	31.1	31.3	31.4
Female	29.9	30.0	30.2	30.4	30.6
<b>13 -16</b>	<b>31.7</b>	<b>31.5</b>	<b>31.1</b>	<b>30.8</b>	<b>30.6</b>
Male	16.0	15.9	15.8	15.7	15.6
Female	15.7	15.6	15.3	15.2	15.0
<b>17 -21</b>	<b>39.3</b>	<b>39.7</b>	<b>40.0</b>	<b>40.2</b>	<b>40.2</b>
Male	19.7	19.9	20.0	20.2	20.2
Female	19.7	19.9	20.0	20.0	20.0
<b>22+</b>	<b>211.8</b>	<b>218.7</b>	<b>225.7</b>	<b>232.6</b>	<b>239.5</b>
Male	104.3	107.5	110.8	114.1	117.3
Female	107.5	111.2	114.9	118.5	122.2

Source: UNDP estimates based on annual birth rates and Population Census 2010. This estimate is used to calculate education indicators in this report.



Table 2: Monitoring Educational Indicators

Indicators	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023
<b>Demographic, Social &amp; Economic</b>					
Gross Enrolment Ratio (pre-primary)	47.7%	46.6%	34.2%	34.3%	44.2%
Gross Enrolment Ratio (primary)	108.3%	106.4%	104.0%	99.8%	95.8%
Gross Enrolment Ratio (secondary)	70.4%	70.8%	73.2%	70.9%	72.0%
Gross Enrolment Ratio (tertiary)	25.0%	25.6%	23.2%	23.3%	22.2%
<b>Access</b>					
Transition rate (primary to secondary)	84.6%	85.3%	80.0%	72.6%	84.8%
Net Enrolment Rate (pre-primary 3-4yrs)	45.2%	38.9%	24.9%	29.1%	31.6%
Net Enrolment Rate (primary 5-12yrs)	97.7%	96.3%	91.7%	89.6%	84.7%
Net Enrolment Rate (secondary 13-16yrs)	56.7%	56.5%	56.6%	56.5%	55.9%
Net Enrolment Rate (tertiary 17-21yrs)				14.4%	15.1%
<b>Resources</b>					
%Trained Teachers (pre-primary)	52.1%	57.8%	67.6%	71.3%	73.7
% Trained Teachers (primary)	82.2%	86.0%	87.7%	88.2%	88.5
% Trained Teachers (secondary)	62.0%	66.5%	68.9%	69.1%	68.4
Student-Teacher ratio (primary)	21	21	21	20	19
Student-Teacher ratio (secondary)	16	16	17	17	17
<b>Internal Efficiency</b>					
Repetition Rate (primary)	6.0%	1.1%	4.2%	7.0%	N/A
Repetition Rate (secondary)	6.2%	3.2%	10.4%	9.0%	N/A
Dropout Rate (primary)	0.6%	0.3%	0.6%	0.6%	N/A
Dropout Rate (Secondary)	4.9%	3.3%	6.1%	9.6%	N/A

Note: Enrolment ratios and rates for 2018 to 2022 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	2021-2022								2022-2023							
	Pre-primary	Primary	Secondary	ACE	Vocational	Junior College	University	TOTAL	Pre-primary	Primary	Secondary	ACE	Vocational	Junior College	University	TOTAL
<b>Belize</b>	<b>47</b>	<b>59</b>	<b>18</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>131</b>	<b>46</b>	<b>58</b>	<b>19</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>130</b>
Government	12	7	7	1	1	0	0	28	12	7	8	1	1	0	0	29
Government Aided	12	42	10	2	0	3	0	69	12	39	10	2	0	3	0	66
Private \Sp. Assisted	23	10	1	0	0	0	0	34	22	12	1	0	0	0	0	35
<b>Cayo</b>	<b>44</b>	<b>77</b>	<b>17</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>145</b>	<b>48</b>	<b>78</b>	<b>17</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>150</b>
Government	14	16	2	0	1	0	0	33	14	16	2	0	1	0	0	33
Government Aided	14	42	7	1	0	2	1	67	18	42	7	1	0	1	1	70
Private \Sp. Assisted	16	19	8	1	0	0	1	45	16	20	8	1	0	1	1	47
<b>Corozal</b>	<b>37</b>	<b>42</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>91</b>	<b>37</b>	<b>42</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>91</b>
Government	9	6	1	1	1	1	0	19	9	6	1	1	1	1	0	19
Government Aided	27	35	4	1	0	2	0	69	27	35	4	1	0	2	0	69
Private \Sp. Assisted	1	1	1	0	0	0	0	3	1	1	1	0	0	0	0	3
<b>Orange Walk</b>	<b>26</b>	<b>44</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>81</b>	<b>28</b>	<b>45</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>84</b>
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	14	23	3	0	0	1	0	41
Private \Sp. Assisted	5	10	3	1	0	0	0	19	6	10	3	1	0	0	0	20
<b>Stann Creek</b>	<b>32</b>	<b>34</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>77</b>	<b>32</b>	<b>34</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>77</b>
Government	4	4	3	1	1	1	0	14	4	4	3	1	1	1	0	14
Government Aided	22	22	2	1	0	1	0	48	22	22	2	1	0	1	0	48
Private \Sp. Assisted	6	8	1	0	0	0	0	15	6	8	1	0	0	0	0	15
<b>Toledo</b>	<b>31</b>	<b>56</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>96</b>	<b>32</b>	<b>57</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>98</b>
Government	4	14	3	0	1	0	0	22	5	14	3	0	1	0	0	23
Government Aided	24	38	3	1	0	0	0	66	24	38	3	1	0	0	0	66
Private \Sp. Assisted	3	4	1	0	0	0	0	8	3	5	1	0	0	0	0	9
<b>TOTAL</b>	<b>217</b>	<b>312</b>	<b>62</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>621</b>	<b>223</b>	<b>314</b>	<b>63</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>630</b>
<b>Government</b>	<b>51</b>	<b>59</b>	<b>18</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>139</b>	<b>52</b>	<b>59</b>	<b>19</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>141</b>
<b>Government Aided</b>	<b>112</b>	<b>201</b>	<b>29</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>358</b>	<b>117</b>	<b>199</b>	<b>29</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>360</b>
<b>Private \Sp. Assisted</b>	<b>54</b>	<b>52</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>124</b>	<b>54</b>	<b>56</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>129</b>

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	2021-2022								2022-2023							
	Pre-primary	Primary	Secondary	ACE	Vocational	Jr. College	University	TOTAL	Pre-primary	Primary	Secondary	ACE	Vocational	Jr. College	University	TOTAL
<b>Belize</b>	<b>1,822</b>	<b>14,804</b>	<b>6,957</b>	<b>345</b>	<b>83</b>	<b>1,679</b>	<b>0</b>	<b>25,690</b>	<b>2,281</b>	<b>14,624</b>	<b>6,875</b>	<b>304</b>	<b>119</b>	<b>1,629</b>	<b>0</b>	<b>25,832</b>
Male	905	7,597	3,327	123	66	707	0	12,725	1,118	7,484	3,393	102	97	659	0	12,853
Female	917	7,207	3,630	222	17	972	0	12,965	1,163	7,140	3,482	202	22	970	0	12,979
<b>Cayo</b>	<b>1,121</b>	<b>16,304</b>	<b>5,208</b>	<b>167</b>	<b>196</b>	<b>540</b>	<b>5,032</b>	<b>28,568</b>	<b>1,503</b>	<b>15,957</b>	<b>5,380</b>	<b>179</b>	<b>274</b>	<b>519</b>	<b>4,644</b>	<b>28,456</b>
Male	534	8,483	2,466	65	148	216	1,617	13,529	764	8,227	2,577	79	196	216	1,498	13,557
Female	587	7,821	2,742	102	48	324	3,415	15,039	739	7,730	2,803	100	78	303	3,146	14,899
<b>Corozal</b>	<b>583</b>	<b>7,274</b>	<b>2,390</b>	<b>167</b>	<b>60</b>	<b>1,134</b>	<b>0</b>	<b>11,608</b>	<b>729</b>	<b>6,431</b>	<b>2,395</b>	<b>144</b>	<b>55</b>	<b>1,073</b>	<b>0</b>	<b>10,827</b>
Male	264	3,793	1,157	70	43	478	0	5,805	339	3,321	1,145	72	42	456	0	5,375
Female	319	3,481	1,233	97	17	656	0	5,803	390	3,110	1,250	72	13	617	0	5,452
<b>Orange Walk</b>	<b>608</b>	<b>8,857</b>	<b>2,409</b>	<b>8</b>	<b>291</b>	<b>387</b>	<b>0</b>	<b>12,560</b>	<b>786</b>	<b>8,415</b>	<b>2,516</b>	<b>37</b>	<b>254</b>	<b>456</b>	<b>0</b>	<b>12,464</b>
Male	311	4,624	1,134	4	270	157	0	6,500	400	4,381	1,220	24	240	184	0	6,449
Female	297	4,233	1,275	4	21	230	0	6,060	386	4,034	1,296	13	14	272	0	6,015
<b>Stann Creek</b>	<b>667</b>	<b>7,069</b>	<b>2,799</b>	<b>145</b>	<b>71</b>	<b>601</b>	<b>0</b>	<b>11,352</b>	<b>961</b>	<b>7,054</b>	<b>2,697</b>	<b>182</b>	<b>68</b>	<b>591</b>	<b>0</b>	<b>11,553</b>
Male	351	3,657	1,329	58	52	199	0	5,646	481	3,658	1,279	65	50	205	0	5,738
Female	316	3,412	1,470	87	19	402	0	5,706	480	3,396	1,418	117	18	386	0	5,815
<b>Toledo</b>	<b>625</b>	<b>7,274</b>	<b>2,075</b>	<b>49</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>10,054</b>	<b>747</b>	<b>7,024</b>	<b>2,151</b>	<b>53</b>	<b>69</b>	<b>0</b>	<b>0</b>	<b>10,044</b>
Male	292	3,703	1,081	16	23	0	0	5,115	370	3,529	1,125	18	47	0	0	5,089
Female	333	3,571	994	33	8	0	0	4,939	377	3,495	1,026	35	22	0	0	4,955
<b>TOTAL</b>	<b>5,426</b>	<b>61,582</b>	<b>21,838</b>	<b>881</b>	<b>732</b>	<b>4,341</b>	<b>5,032</b>	<b>99,832</b>	<b>7,007</b>	<b>59,505</b>	<b>22,014</b>	<b>899</b>	<b>839</b>	<b>4,268</b>	<b>4,644</b>	<b>99,176</b>
<b>Male</b>	<b>2,657</b>	<b>31,857</b>	<b>10,494</b>	<b>336</b>	<b>602</b>	<b>1,757</b>	<b>1,617</b>	<b>49,320</b>	<b>3,472</b>	<b>30,600</b>	<b>10,739</b>	<b>360</b>	<b>672</b>	<b>1,720</b>	<b>1,498</b>	<b>49,061</b>
<b>Female</b>	<b>2,769</b>	<b>29,725</b>	<b>11,344</b>	<b>545</b>	<b>130</b>	<b>2,584</b>	<b>3,415</b>	<b>50,512</b>	<b>3,535</b>	<b>28,905</b>	<b>11,275</b>	<b>539</b>	<b>167</b>	<b>2,548</b>	<b>3,146</b>	<b>50,115</b>

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

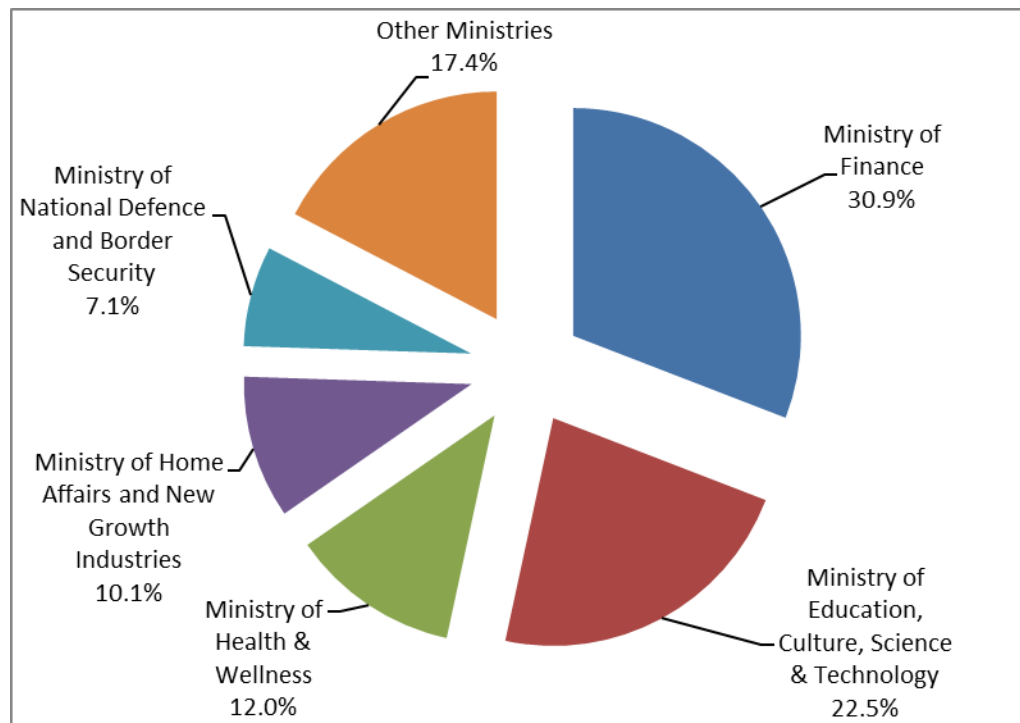
District and Sex	2021-2022							2022-2023						
	Pre-primary	Primary	Secondary	Vocational	Jr. College	University	TOTAL	Pre-primary	Primary	Secondary	Vocational	Jr. College	University	TOTAL
<b>Belize</b>	<b>123</b>	<b>869</b>	<b>468</b>	<b>16</b>	<b>117</b>	<b>0</b>	<b>1,593</b>	<b>125</b>	<b>856</b>	<b>450</b>	<b>15</b>	<b>116</b>	<b>0</b>	<b>1,562</b>
Male	1	107	179	10	48	0	345	3	112	172	9	49	0	345
Female	122	762	289	6	69	0	1,248	122	744	278	6	67	0	1,217
<b>Cayo</b>	<b>72</b>	<b>856</b>	<b>332</b>	<b>15</b>	<b>46</b>	<b>382</b>	<b>1,703</b>	<b>80</b>	<b>882</b>	<b>330</b>	<b>14</b>	<b>37</b>	<b>363</b>	<b>1,706</b>
Male	1	204	131	5	22	179	542	1	209	125	8	16	162	521
Female	71	652	201	10	24	203	1,161	79	673	205	6	21	201	1,185
<b>Corozal</b>	<b>48</b>	<b>401</b>	<b>151</b>	<b>9</b>	<b>68</b>	<b>0</b>	<b>677</b>	<b>45</b>	<b>388</b>	<b>146</b>	<b>10</b>	<b>71</b>	<b>0</b>	<b>660</b>
Male	3	133	63	4	35	0	238	0	123	64	6	35	0	228
Female	45	268	88	5	33	0	439	45	265	82	4	36	0	432
<b>Orange Walk</b>	<b>45</b>	<b>468</b>	<b>155</b>	<b>16</b>	<b>15</b>	<b>0</b>	<b>699</b>	<b>45</b>	<b>463</b>	<b>154</b>	<b>17</b>	<b>18</b>	<b>0</b>	<b>697</b>
Male	1	145	69	9	11	0	235	1	136	71	12	11	0	231
Female	44	323	86	7	4	0	464	44	327	83	5	7	0	466
<b>Stann Creek</b>	<b>57</b>	<b>381</b>	<b>187</b>	<b>12</b>	<b>41</b>	<b>0</b>	<b>678</b>	<b>54</b>	<b>381</b>	<b>178</b>	<b>12</b>	<b>37</b>	<b>0</b>	<b>662</b>
Male	2	56	73	6	20	0	157	0	61	67	6	20	0	154
Female	55	325	114	6	21	0	521	54	320	111	6	17	0	508
<b>Toledo</b>	<b>45</b>	<b>394</b>	<b>142</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>590</b>	<b>46</b>	<b>383</b>	<b>149</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>588</b>
Male	1	156	71	6	0	0	234	2	151	73	5	0	0	231
Female	44	238	71	3	0	0	356	44	232	76	5	0	0	357
<b>TOTAL</b>	<b>390</b>	<b>3,369</b>	<b>1,435</b>	<b>77</b>	<b>287</b>	<b>382</b>	<b>5,940</b>	<b>395</b>	<b>3,353</b>	<b>1,407</b>	<b>78</b>	<b>279</b>	<b>363</b>	<b>5,875</b>
Male	9	801	586	40	136	179	1,751	7	792	572	46	131	162	1,710
Female	381	2,568	849	37	151	203	4,189	388	2,561	835	32	148	201	4,165

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 2022-2023



Source: Approved Estimates of Revenue and Expenditure for Fiscal Year 2023-2024





## 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 license 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 license.



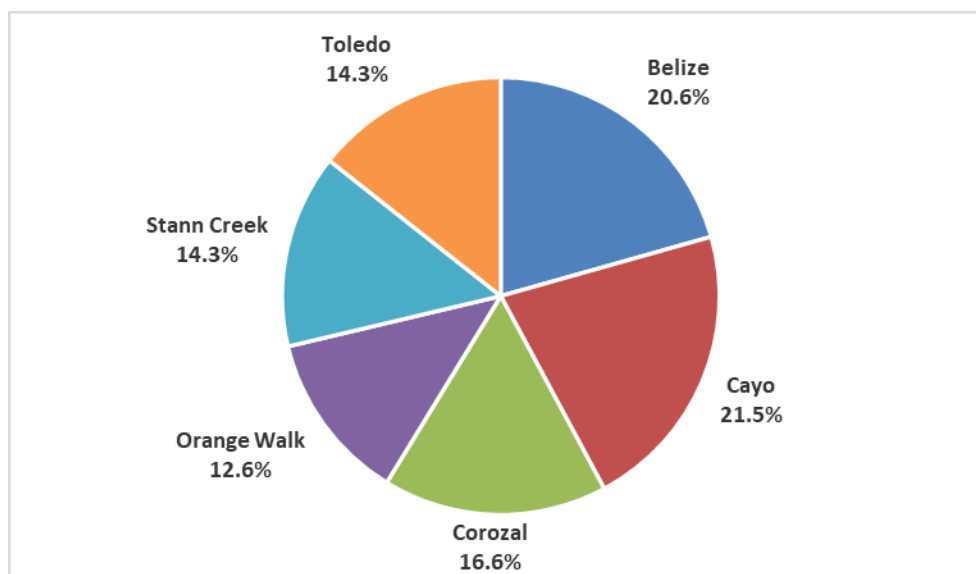
## 2.1 NUMBER OF PRE-PRIMARY SCHOOLS

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

District and Urban/Rural	2021-2022					2022-2023				
	Government	Government Aided	Private	Specially Assisted	TOTAL	Government	Government Aided	Private	Specially Assisted	TOTAL
<b>Belize</b>	<b>12</b>	<b>12</b>	<b>21</b>	<b>2</b>	<b>47</b>	<b>12</b>	<b>12</b>	<b>20</b>	<b>2</b>	<b>46</b>
Urban	6	8	18	1	33	6	8	17	1	32
Rural	6	4	3	1	14	6	4	3	1	14
<b>Cayo</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>2</b>	<b>44</b>	<b>14</b>	<b>18</b>	<b>14</b>	<b>2</b>	<b>48</b>
Urban	6	7	6	1	20	6	8	6	1	21
Rural	8	7	8	1	24	8	10	8	1	27
<b>Corozal</b>	<b>9</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>37</b>	<b>9</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>37</b>
Urban	1	8	0	1	10	1	8	0	1	10
Rural	8	19	0	0	27	8	19	0	0	27
<b>Orange Walk</b>	<b>8</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>26</b>	<b>8</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>28</b>
Urban	1	7	2	0	10	1	8	2	0	11
Rural	7	6	3	0	16	7	6	4	0	17
<b>Stann Creek</b>	<b>4</b>	<b>22</b>	<b>6</b>	<b>0</b>	<b>32</b>	<b>4</b>	<b>22</b>	<b>6</b>	<b>0</b>	<b>32</b>
Urban	1	6	3	0	10	1	6	3	0	10
Rural	3	16	3	0	22	3	16	3	0	22
<b>Toledo</b>	<b>4</b>	<b>24</b>	<b>3</b>	<b>0</b>	<b>31</b>	<b>5</b>	<b>24</b>	<b>3</b>	<b>0</b>	<b>32</b>
Urban	0	3	3	0	6	0	3	3	0	6
Rural	4	21	0	0	25	5	21	0	0	26
<b>TOTAL</b>	<b>51</b>	<b>112</b>	<b>49</b>	<b>5</b>	<b>217</b>	<b>52</b>	<b>117</b>	<b>49</b>	<b>5</b>	<b>223</b>
Urban	15	39	32	3	89	15	41	31	3	90
Rural	36	73	17	2	128	37	76	18	2	133



Figure 3: Distribution of Pre-primary Schools by District 2022-2023





## 2.2 PRE-PRIMARY ENROLMENT

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

District and Urban/Rural	2021-2022							2022-2023						
	Level 1		Level 2		TOTAL			Level 1		Level 2		TOTAL		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
<b>Belize</b>	<b>250</b>	<b>302</b>	<b>655</b>	<b>615</b>	<b>905</b>	<b>917</b>	<b>1,822</b>	<b>376</b>	<b>362</b>	<b>742</b>	<b>801</b>	<b>1,118</b>	<b>1,163</b>	<b>2,281</b>
Urban	202	242	527	482	729	724	1,453	307	294	585	632	892	926	1,818
Rural	48	60	128	133	176	193	369	69	68	157	169	226	237	463
<b>Cayo</b>	<b>67</b>	<b>58</b>	<b>467</b>	<b>529</b>	<b>534</b>	<b>587</b>	<b>1,121</b>	<b>116</b>	<b>132</b>	<b>648</b>	<b>607</b>	<b>764</b>	<b>739</b>	<b>1,503</b>
Urban	46	42	249	292	295	334	629	62	83	356	346	418	429	847
Rural	21	16	218	237	239	253	492	54	49	292	261	346	310	656
<b>Corozal</b>	<b>33</b>	<b>35</b>	<b>231</b>	<b>284</b>	<b>264</b>	<b>319</b>	<b>583</b>	<b>42</b>	<b>71</b>	<b>297</b>	<b>319</b>	<b>339</b>	<b>390</b>	<b>729</b>
Urban	6	10	67	92	73	102	175	10	19	97	108	107	127	234
Rural	27	25	164	192	191	217	408	32	52	200	211	232	263	495
<b>Orange Walk</b>	<b>19</b>	<b>17</b>	<b>292</b>	<b>280</b>	<b>311</b>	<b>297</b>	<b>608</b>	<b>88</b>	<b>83</b>	<b>312</b>	<b>303</b>	<b>400</b>	<b>386</b>	<b>786</b>
Urban	4	7	147	154	151	161	312	66	60	135	132	201	192	393
Rural	15	10	145	126	160	136	296	22	23	177	171	199	194	393
<b>Stann Creek</b>	<b>82</b>	<b>85</b>	<b>269</b>	<b>231</b>	<b>351</b>	<b>316</b>	<b>667</b>	<b>135</b>	<b>148</b>	<b>346</b>	<b>332</b>	<b>481</b>	<b>480</b>	<b>961</b>
Urban	28	38	71	72	99	110	209	51	65	92	94	143	159	302
Rural	54	47	198	159	252	206	458	84	83	254	238	338	321	659
<b>Toledo</b>	<b>76</b>	<b>62</b>	<b>216</b>	<b>271</b>	<b>292</b>	<b>333</b>	<b>625</b>	<b>79</b>	<b>95</b>	<b>291</b>	<b>282</b>	<b>370</b>	<b>377</b>	<b>747</b>
Urban	12	10	43	57	55	67	122	21	25	48	48	69	73	142
Rural	64	52	173	214	237	266	503	58	70	243	234	301	304	605
<b>TOTAL</b>	<b>527</b>	<b>559</b>	<b>2,130</b>	<b>2,210</b>	<b>2,657</b>	<b>2,769</b>	<b>5,426</b>	<b>836</b>	<b>891</b>	<b>2,636</b>	<b>2,644</b>	<b>3,472</b>	<b>3,535</b>	<b>7,007</b>
Urban	298	349	1,104	1,149	1,402	1,498	2,900	517	546	1,313	1,360	1,830	1,906	3,736
Rural	229	210	1,026	1,061	1,255	1,271	2,526	319	345	1,323	1,284	1,642	1,629	3,271



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

Age and Sex	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>&lt;3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>3</b>	<b>406</b>	<b>93</b>	<b>58</b>	<b>19</b>	<b>121</b>	<b>96</b>	<b>793</b>	<b>386</b>	<b>100</b>	<b>65</b>	<b>45</b>	<b>180</b>	<b>92</b>	<b>868</b>
Male	175	47	27	8	62	52	371	180	46	25	23	84	43	401
Female	231	46	31	11	59	44	422	206	54	40	22	96	49	467
<b>4</b>	<b>1,152</b>	<b>839</b>	<b>460</b>	<b>479</b>	<b>430</b>	<b>446</b>	<b>3,806</b>	<b>1,287</b>	<b>909</b>	<b>454</b>	<b>500</b>	<b>542</b>	<b>450</b>	<b>4,142</b>
Male	583	391	204	236	227	194	1,835	623	471	204	246	270	225	2,039
Female	569	448	256	243	203	252	1,971	664	438	250	254	272	225	2,103
<b>5</b>	<b>239</b>	<b>141</b>	<b>65</b>	<b>97</b>	<b>112</b>	<b>77</b>	<b>731</b>	<b>569</b>	<b>465</b>	<b>206</b>	<b>234</b>	<b>220</b>	<b>195</b>	<b>1,889</b>
Male	134	69	33	56	60	43	395	297	231	108	128	117	95	976
Female	105	72	32	41	52	34	336	272	234	98	106	103	100	913
<b>&gt;5</b>	<b>25</b>	<b>48</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>96</b>	<b>39</b>	<b>29</b>	<b>4</b>	<b>7</b>	<b>19</b>	<b>10</b>	<b>108</b>
Male	13	27	0	11	2	3	56	18	16	2	3	10	7	56
Female	12	21	0	2	2	3	40	21	13	2	4	9	3	52
<b>TOTAL</b>	<b>1,822</b>	<b>1,121</b>	<b>583</b>	<b>608</b>	<b>667</b>	<b>625</b>	<b>5,426</b>	<b>2,281</b>	<b>1,503</b>	<b>729</b>	<b>786</b>	<b>961</b>	<b>747</b>	<b>7,007</b>
<b>Male</b>	<b>905</b>	<b>534</b>	<b>264</b>	<b>311</b>	<b>351</b>	<b>292</b>	<b>2,657</b>	<b>1,118</b>	<b>764</b>	<b>339</b>	<b>400</b>	<b>481</b>	<b>370</b>	<b>3,472</b>
<b>Female</b>	<b>917</b>	<b>587</b>	<b>319</b>	<b>297</b>	<b>316</b>	<b>333</b>	<b>2,769</b>	<b>1,163</b>	<b>739</b>	<b>390</b>	<b>386</b>	<b>480</b>	<b>377</b>	<b>3,535</b>



Table 9: Pre-primary Enrolment Trend

YEAR	No. of Schools	Enrolment			Annual % Change
		Male	Female	Total	
2018-2019	227	3,726	3,759	7,485	1.9
2019-2020	229	3,689	3,623	7,312	-2.3
2020-2021	215	2,669	2,715	5,384	-26.4
2021-2022	217	2,657	2,769	5,426	0.8
2022-2023	223	3,472	3,535	7,007	29.1



## 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

Year	Male	Female	Total
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
2022/2023	43.3	45.2	44.2

**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

Year	Male	Female	Total
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
2022/2023	30.4	32.9	31.6



## 2.4 PRE-PRIMARY TEACHERS

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

District and Sex	2021-2022					2022-2023				
	Government	Community	Denominational	Private	TOTAL	Government	Community	Denominational	Private	TOTAL
<b>Belize</b>	<b>15</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>123</b>	<b>15</b>	<b>18</b>	<b>33</b>	<b>59</b>	<b>125</b>
Male	0	0	0	1	1	1	1	0	1	3
Female	15	20	32	55	122	14	17	33	58	122
<b>Cayo</b>	<b>13</b>	<b>15</b>	<b>23</b>	<b>21</b>	<b>72</b>	<b>14</b>	<b>15</b>	<b>30</b>	<b>21</b>	<b>80</b>
Male	1	0	0	0	1	0	1	0	0	1
Female	12	15	23	21	71	14	14	30	21	79
<b>Corozal</b>	<b>10</b>	<b>1</b>	<b>35</b>	<b>2</b>	<b>48</b>	<b>9</b>	<b>1</b>	<b>33</b>	<b>2</b>	<b>45</b>
Male	1	0	2	0	3	0	0	0	0	0
Female	9	1	33	2	45	9	1	33	2	45
<b>Orange Walk</b>	<b>15</b>	<b>1</b>	<b>23</b>	<b>6</b>	<b>45</b>	<b>14</b>	<b>0</b>	<b>24</b>	<b>7</b>	<b>45</b>
Male	0	0	1	0	1	0	0	1	0	1
Female	15	1	22	6	44	14	0	23	7	44
<b>Stann Creek</b>	<b>8</b>	<b>4</b>	<b>37</b>	<b>8</b>	<b>57</b>	<b>6</b>	<b>3</b>	<b>37</b>	<b>8</b>	<b>54</b>
Male	0	0	1	1	2	0	0	0	0	0
Female	8	4	36	7	55	6	3	37	8	54
<b>Toledo</b>	<b>8</b>	<b>0</b>	<b>31</b>	<b>6</b>	<b>45</b>	<b>7</b>	<b>0</b>	<b>33</b>	<b>6</b>	<b>46</b>
Male	0	0	0	1	1	0	0	1	1	2
Female	8	0	31	5	44	7	0	32	5	44
<b>TOTAL</b>	<b>69</b>	<b>41</b>	<b>181</b>	<b>99</b>	<b>390</b>	<b>65</b>	<b>37</b>	<b>190</b>	<b>103</b>	<b>395</b>
Male	2	0	4	3	9	1	2	2	2	7
Female	67	41	177	96	381	64	35	188	101	388





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

District	2021-2022			2022-2023		
	Urban	Rural	Total	Urban	Rural	Total
Belize	98	25	123	99	26	125
Cayo	35	37	72	36	44	80
Corozal	12	36	48	11	34	45
Orange Walk	19	26	45	18	27	45
Stann Creek	19	38	57	17	37	54
Toledo	8	37	45	10	36	46
<b>TOTAL</b>	<b>191</b>	<b>199</b>	<b>390</b>	<b>191</b>	<b>204</b>	<b>395</b>

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

Year	Urban	Rural	Total
<b>2018/2019</b>	41.2	64.1	<b>52.1</b>
<b>2019/2020</b>	51.0	64.6	<b>57.8</b>
<b>2020/2021</b>	60.7	74.7	<b>67.6</b>
<b>2021/2022</b>	59.7	82.4	<b>71.3</b>
<b>2022/2023</b>	66.5	80.4	<b>73.7</b>



Table 15: Number of Pre-primary Teachers by District, Urban/Rural location, and Qualification 2022-2023

District and Urban/Rural	QUALIFICATION										TOTAL	% Trained
	TRAINED						UNTRAINED					
	MD Ed	BD Ed	AD PEd	Cert Ed	AD ECE	Other Edu	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	1	15	49	11	40	11	1	19	34	10	191	66.5
Belize	1	4	17	3	24	4	1	11	30	4	99	53.5
Cayo	0	2	9	3	6	5	0	5	1	5	36	69.4
Corozal	0	2	5	1	2	0	0	0	0	1	11	90.9
Orange Walk	0	4	6	3	2	2	0	1	0	0	18	94.4
Stann Creek	0	1	8	1	4	0	0	1	2	0	17	82.4
Toledo	0	2	4	0	2	0	0	1	1	0	10	80.0
Rural	3	23	88	15	31	4	1	9	17	13	204	80.4
Belize	0	3	9	0	9	0	1	1	3	0	26	80.8
Cayo	2	3	14	2	3	1	0	1	7	11	44	56.8
Corozal	0	4	15	3	11	0	0	0	1	0	34	97.1
Orange Walk	0	7	13	2	1	2	0	0	1	1	27	92.6
Stann Creek	0	2	19	4	5	0	0	3	3	1	37	81.1
Toledo	1	4	18	4	2	1	0	4	2	0	36	83.3
Total	4	38	137	26	71	15	2	28	51	23	395	73.7
Belize	1	7	26	3	33	4	2	12	33	4	125	59.2
Cayo	2	5	23	5	9	6	0	6	8	16	80	62.5
Corozal	0	6	20	4	13	0	0	0	1	1	45	95.6
Orange Walk	0	11	19	5	3	4	0	1	1	1	45	93.3
Stann Creek	0	3	27	5	9	0	0	4	5	1	54	81.5
Toledo	1	6	22	4	4	1	0	5	3	0	46	82.6

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 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 stated		
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; LCP=Licentiate College of Preceptors; AD PE<sup>d</sup>= 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**

An assessment policy will be drafted to align with the new competency-based curriculum for the upcoming 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 license 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**

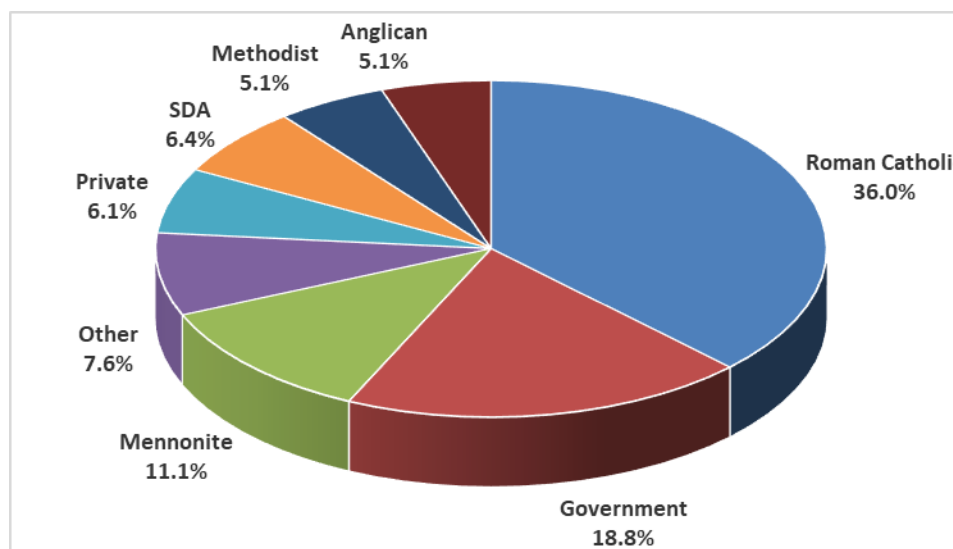


Table 17: Number of Primary Schools by District, Management, and Urban/Rural Location

MANAGEMENT & Urban/Rural	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Anglican</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>16</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>16</b>
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
<b>Assemblies of God</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>
Urban	1	0	1	0	1	0	3	1	0	1	0	1	0	3
Rural	0	1	0	0	1	0	2	0	1	0	0	1	0	2
<b>Government</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>14</b>	<b>59</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>14</b>	<b>59</b>
Urban	1	4	0	1	0	0	6	1	4	0	1	0	0	6
Rural	6	12	6	11	4	14	53	6	12	6	11	4	14	53
<b>Methodist</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>16</b>
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
<b>Mennonite</b>	<b>2</b>	<b>16</b>	<b>1</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>34</b>	<b>2</b>	<b>17</b>	<b>1</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>35</b>
Urban	0	1	0	1	0	0	2	0	1	0	1	0	0	2
Rural	2	15	1	8	3	3	32	2	16	1	8	3	3	33
<b>Nazarene</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
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
<b>Private</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>19</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>19</b>
Urban	9	1	0	0	3	0	13	8	1	0	0	3	1	13
Rural	1	2	0	1	1	1	6	1	2	0	1	1	1	6
<b>Roman Catholic</b>	<b>11</b>	<b>24</b>	<b>20</b>	<b>15</b>	<b>9</b>	<b>33</b>	<b>112</b>	<b>11</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>9</b>	<b>33</b>	<b>113</b>
Urban	6	5	2	3	2	2	20	6	5	2	4	2	2	21
Rural	5	19	18	12	7	31	92	5	19	18	12	7	31	92
<b>Seventh Day Adventist</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>20</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>20</b>
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
<b>Other</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>24</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>24</b>
Urban	7	2	1	2	1	0	13	7	2	1	2	1	0	13
Rural	2	2	2	3	2	0	11	2	2	2	3	2	0	11
<b>TOTAL</b>	<b>59</b>	<b>77</b>	<b>42</b>	<b>44</b>	<b>34</b>	<b>56</b>	<b>312</b>	<b>58</b>	<b>78</b>	<b>42</b>	<b>45</b>	<b>34</b>	<b>57</b>	<b>314</b>
Urban	38	20	8	9	10	4	89	37	20	8	10	10	5	90
Rural	21	57	34	35	24	52	223	21	58	34	35	24	52	224



Figure 4: Distribution of Primary Schools by Denomination 2022-2023





### 3.2 PRIMARY SCHOOL ENROLMENT

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

Grade and Sex	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Special Ed.</b>	<b>115</b>	<b>20</b>	<b>21</b>	<b>26</b>	<b>16</b>	<b>7</b>	<b>205</b>	<b>127</b>	<b>30</b>	<b>27</b>	<b>22</b>	<b>18</b>	<b>9</b>	<b>233</b>
Male	77	14	16	14	11	6	138	86	24	15	14	15	7	161
Female	38	6	5	12	5	1	67	41	6	12	8	3	2	72
<b>Infant 1</b>	<b>1,676</b>	<b>1,862</b>	<b>813</b>	<b>1,014</b>	<b>772</b>	<b>788</b>	<b>6,925</b>	<b>2,036</b>	<b>2,365</b>	<b>776</b>	<b>1,138</b>	<b>990</b>	<b>896</b>	<b>8,201</b>
Male	837	939	452	544	393	400	3,565	1,089	1,218	380	592	518	424	4,221
Female	839	923	361	470	379	388	3,360	947	1,147	396	546	472	472	3,980
<b>Infant 2</b>	<b>1,766</b>	<b>1,870</b>	<b>841</b>	<b>978</b>	<b>792</b>	<b>808</b>	<b>7,055</b>	<b>1,705</b>	<b>1,877</b>	<b>772</b>	<b>1,025</b>	<b>857</b>	<b>830</b>	<b>7,066</b>
Male	925	954	442	476	434	407	3,638	844	926	419	549	449	409	3,596
Female	841	916	399	502	358	401	3,417	861	951	353	476	408	421	3,470
<b>Standard 1</b>	<b>1,815</b>	<b>2,204</b>	<b>879</b>	<b>1,021</b>	<b>886</b>	<b>950</b>	<b>7,755</b>	<b>1,733</b>	<b>1,796</b>	<b>772</b>	<b>1,042</b>	<b>774</b>	<b>868</b>	<b>6,985</b>
Male	933	1,183	450	537	444	471	4,018	916	913	407	509	411	424	3,580
Female	882	1,021	429	484	442	479	3,737	817	883	365	533	363	444	3,405
<b>Standard 2</b>	<b>1,865</b>	<b>2,075</b>	<b>922</b>	<b>1,128</b>	<b>906</b>	<b>908</b>	<b>7,804</b>	<b>1,715</b>	<b>2,067</b>	<b>772</b>	<b>958</b>	<b>860</b>	<b>865</b>	<b>7,237</b>
Male	932	1,040	462	589	451	467	3,941	873	1,107	390	508	420	450	3,748
Female	933	1,035	460	539	455	441	3,863	842	960	382	450	440	415	3,489
<b>Standard 3</b>	<b>1,867</b>	<b>2,045</b>	<b>882</b>	<b>1,091</b>	<b>951</b>	<b>980</b>	<b>7,816</b>	<b>1,822</b>	<b>1,987</b>	<b>819</b>	<b>1,062</b>	<b>917</b>	<b>867</b>	<b>7,474</b>
Male	967	1,080	464	580	487	500	4,078	910	994	401	563	472	442	3,782
Female	900	965	418	511	464	480	3,738	912	993	418	499	445	425	3,692
<b>Standard 4</b>	<b>1,863</b>	<b>2,044</b>	<b>909</b>	<b>1,265</b>	<b>991</b>	<b>983</b>	<b>8,055</b>	<b>1,878</b>	<b>1,992</b>	<b>785</b>	<b>1,033</b>	<b>917</b>	<b>926</b>	<b>7,531</b>
Male	952	1,075	479	657	532	515	4,210	963	1,045	420	555	471	479	3,933
Female	911	969	430	608	459	468	3,845	915	947	365	478	446	447	3,598
<b>Standard 5</b>	<b>1,915</b>	<b>2,125</b>	<b>1,062</b>	<b>1,097</b>	<b>878</b>	<b>963</b>	<b>8,040</b>	<b>1,780</b>	<b>1,955</b>	<b>814</b>	<b>1,163</b>	<b>913</b>	<b>917</b>	<b>7,542</b>
Male	949	1,133	569	563	461	482	4,157	911	1,031	424	598	481	480	3,925
Female	966	992	493	534	417	481	3,883	869	924	390	565	432	437	3,617
<b>Standard 6</b>	<b>1,922</b>	<b>2,059</b>	<b>945</b>	<b>1,237</b>	<b>877</b>	<b>887</b>	<b>7,927</b>	<b>1,828</b>	<b>1,888</b>	<b>894</b>	<b>972</b>	<b>808</b>	<b>846</b>	<b>7,236</b>
Male	1,025	1,065	459	664	444	455	4,112	892	969	465	493	421	414	3,654
Female	897	994	486	573	433	432	3,815	936	919	429	479	387	432	3,582
<b>Total</b>	<b>14,804</b>	<b>16,304</b>	<b>7,274</b>	<b>8,857</b>	<b>7,069</b>	<b>7,274</b>	<b>61,582</b>	<b>14,624</b>	<b>15,957</b>	<b>6,431</b>	<b>8,415</b>	<b>7,054</b>	<b>7,024</b>	<b>59,505</b>
Male	7,597	8,483	3,793	4,624	3,657	3,703	31,857	7,484	8,227	3,321	4,381	3,658	3,529	30,600
Female	7,207	7,821	3,481	4,233	3,412	3,571	29,725	7,140	7,730	3,110	4,034	3,396	3,495	28,905



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

Age and Sex	2021-2022										2022-2023									
	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
<b>4</b>	<b>1</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>	<b>4</b>	<b>85</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>
Male	0	29	0	0	0	0	0	0	0	29	3	48	0	0	0	0	0	0	0	51
Female	1	27	0	0	0	0	0	0	0	28	1	37	0	0	0	0	0	0	0	38
<b>5</b>	<b>2</b>	<b>4,647</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,709</b>	<b>11</b>	<b>4,044</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,122</b>
Male	2	2,332	33	0	0	0	0	0	0	2,367	8	2,012	31	0	0	0	0	0	0	2,051
Female	0	2,315	27	0	0	0	0	0	0	2,342	3	2,032	36	0	0	0	0	0	0	2,071
<b>6</b>	<b>6</b>	<b>1,788</b>	<b>4,677</b>	<b>109</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,580</b>	<b>11</b>	<b>3,133</b>	<b>3,070</b>	<b>64</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,278</b>
Male	4	972	2,379	62	0	0	0	0	0	3,417	8	1,645	1,480	27	0	0	0	0	0	3,160
Female	2	816	2,298	47	0	0	0	0	0	3,163	3	1,488	1,590	37	0	0	0	0	0	3,118
<b>7</b>	<b>8</b>	<b>350</b>	<b>1,806</b>	<b>4,808</b>	<b>118</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,093</b>	<b>11</b>	<b>788</b>	<b>2,905</b>	<b>3,154</b>	<b>88</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,946</b>
Male	7	195	950	2,367	42	0	0	0	0	3,561	10	434	1,539	1,576	56	0	0	0	0	3,615
Female	1	155	856	2,441	76	3	0	0	0	3,532	1	354	1,366	1,578	32	0	0	0	0	3,331
<b>8</b>	<b>22</b>	<b>50</b>	<b>373</b>	<b>2,151</b>	<b>4,552</b>	<b>136</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>7,303</b>	<b>14</b>	<b>122</b>	<b>819</b>	<b>2,763</b>	<b>3,099</b>	<b>86</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,903</b>
Male	13	23	200	1,200	2,196	54	2	0	0	3,688	8	61	442	1,418	1,488	35	0	0	0	3,452
Female	9	27	173	951	2,356	82	15	2	0	3,615	6	61	377	1,345	1,611	51	0	0	0	3,451
<b>9</b>	<b>11</b>	<b>22</b>	<b>102</b>	<b>531</b>	<b>2,216</b>	<b>4,197</b>	<b>188</b>	<b>4</b>	<b>5</b>	<b>7,276</b>	<b>27</b>	<b>23</b>	<b>156</b>	<b>765</b>	<b>2,886</b>	<b>3,125</b>	<b>94</b>	<b>6</b>	<b>1</b>	<b>7,083</b>
Male	7	8	57	291	1,150	2,063	83	3	2	3,664	17	18	80	426	1,552	1,483	40	0	0	3,616
Female	4	14	45	240	1,066	2,134	105	1	3	3,612	10	5	76	339	1,334	1,642	54	6	1	3,467
<b>10</b>	<b>23</b>	<b>6</b>	<b>24</b>	<b>106</b>	<b>678</b>	<b>2,327</b>	<b>4,163</b>	<b>147</b>	<b>29</b>	<b>7,503</b>	<b>14</b>	<b>2</b>	<b>32</b>	<b>177</b>	<b>851</b>	<b>2,858</b>	<b>3,043</b>	<b>110</b>	<b>1</b>	<b>7,088</b>
Male	18	3	9	65	422	1,300	1,996	50	10	3,873	10	1	15	95	465	1,422	1,477	47	0	3,532
Female	5	3	15	41	256	1,027	2,167	97	19	3,630	4	1	17	82	386	1,436	1,566	63	1	3,556
<b>11</b>	<b>25</b>	<b>6</b>	<b>10</b>	<b>35</b>	<b>175</b>	<b>841</b>	<b>2,238</b>	<b>3,771</b>	<b>209</b>	<b>7,310</b>	<b>22</b>	<b>3</b>	<b>11</b>	<b>42</b>	<b>236</b>	<b>962</b>	<b>2,847</b>	<b>3,021</b>	<b>68</b>	<b>7,212</b>
Male	18	3	8	27	93	470	1,237	1,753	91	3,700	17	2	5	27	139	565	1,507	1,440	28	3,730
Female	7	3	2	8	82	371	1,001	2,018	118	3,610	5	1	6	15	97	397	1,340	1,581	40	3,482
<b>12</b>	<b>21</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>48</b>	<b>229</b>	<b>1,023</b>	<b>2,512</b>	<b>3,716</b>	<b>7,564</b>	<b>28</b>	<b>0</b>	<b>6</b>	<b>14</b>	<b>55</b>	<b>321</b>	<b>1,069</b>	<b>2,730</b>	<b>2,724</b>	<b>6,947</b>
Male	16	0	1	6	28	138	619	1,357	1,750	3,915	22	0	4	7	30	195	610	1,409	1,257	3,534
Female	5	0	1	7	20	91	404	1,155	1,966	3,649	6	0	2	7	25	126	459	1,321	1,467	3,413
<b>13</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>14</b>	<b>61</b>	<b>314</b>	<b>1,099</b>	<b>2,415</b>	<b>3,922</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>22</b>	<b>104</b>	<b>359</b>	<b>1,198</b>	<b>2,789</b>	<b>4,500</b>
Male	9	0	1	0	8	38	203	662	1,311	2,232	15	0	0	4	18	68	223	708	1,420	2,456
Female	8	0	0	1	6	23	111	437	1,104	1,690	6	1	0	2	4	36	136	490	1,369	2,044
<b>14</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>86</b>	<b>388</b>	<b>1,090</b>	<b>1,604</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>97</b>	<b>359</b>	<b>1,181</b>	<b>1,667</b>
Male	10	0	0	0	2	14	55	255	659	995	7	0	0	0	0	11	64	242	667	991
Female	8	0	0	1	1	4	31	133	431	609	8	0	0	0	0	4	33	117	514	676
<b>15+</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>26</b>	<b>117</b>	<b>463</b>	<b>661</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>22</b>	<b>118</b>	<b>472</b>	<b>670</b>
Male	34	0	0	0	0	1	15	77	289	416	36	0	0	0	0	3	12	79	282	412
Female	17	0	0	0	0	3	11	40	174	245	19	0	0	0	0	0	10	39	190	258
<b>Total</b>	<b>205</b>	<b>6,925</b>	<b>7,055</b>	<b>7,755</b>	<b>7,804</b>	<b>7,816</b>	<b>8,055</b>	<b>8,040</b>	<b>7,927</b>	<b>61,582</b>	<b>233</b>	<b>8,201</b>	<b>7,066</b>	<b>6,985</b>	<b>7,237</b>	<b>7,474</b>	<b>7,531</b>	<b>7,542</b>	<b>7,236</b>	<b>59,505</b>
<b>Male</b>	<b>138</b>	<b>3,565</b>	<b>3,638</b>	<b>4,018</b>	<b>3,941</b>	<b>4,078</b>	<b>4,210</b>	<b>4,157</b>	<b>4,112</b>	<b>31,857</b>	<b>161</b>	<b>4,221</b>	<b>3,596</b>	<b>3,580</b>	<b>3,748</b>	<b>3,782</b>	<b>3,933</b>	<b>3,925</b>	<b>3,654</b>	<b>30,600</b>
<b>Female</b>	<b>67</b>	<b>3,360</b>	<b>3,417</b>	<b>3,737</b>	<b>3,863</b>	<b>3,738</b>	<b>3,845</b>	<b>3,883</b>	<b>3,815</b>	<b>29,725</b>	<b>72</b>	<b>3,980</b>	<b>3,470</b>	<b>3,405</b>	<b>3,489</b>	<b>3,692</b>	<b>3,598</b>	<b>3,617</b>	<b>3,582</b>	<b>28,905</b>



Table 20: Primary School Enrolment by Management, Sex, and District

Management and Sex	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Anglican</b>	<b>1,906</b>	<b>769</b>	<b>143</b>	<b>232</b>	<b>693</b>	<b>34</b>	<b>3,777</b>	<b>1,904</b>	<b>796</b>	<b>140</b>	<b>261</b>	<b>724</b>	<b>43</b>	<b>3,868</b>
Male	951	387	74	135	372	14	1,933	972	386	72	147	385	18	1,980
Female	955	382	69	97	321	20	1,844	932	410	68	114	339	25	1,888
<b>Assemblies of God</b>	<b>203</b>	<b>190</b>	<b>62</b>	<b>0</b>	<b>520</b>	<b>0</b>	<b>975</b>	<b>158</b>	<b>192</b>	<b>71</b>	<b>0</b>	<b>525</b>	<b>0</b>	<b>946</b>
Male	111	110	29	0	268	0	518	86	101	33	0	276	0	496
Female	92	80	33	0	252	0	457	72	91	38	0	249	0	450
<b>Government</b>	<b>960</b>	<b>3,831</b>	<b>731</b>	<b>2,814</b>	<b>1,758</b>	<b>1,384</b>	<b>11,478</b>	<b>967</b>	<b>3,738</b>	<b>699</b>	<b>2,652</b>	<b>1,743</b>	<b>1,338</b>	<b>11,137</b>
Male	527	2,007	371	1,495	911	685	5,996	525	1,936	342	1,402	882	665	5,752
Female	433	1,824	360	1,319	847	699	5,482	442	1,802	357	1,250	861	673	5,385
<b>Methodist</b>	<b>1,800</b>	<b>0</b>	<b>451</b>	<b>0</b>	<b>904</b>	<b>342</b>	<b>3,497</b>	<b>1,799</b>	<b>0</b>	<b>425</b>	<b>0</b>	<b>880</b>	<b>372</b>	<b>3,476</b>
Male	972	0	224	0	470	172	1,838	939	0	206	0	476	186	1,807
Female	828	0	227	0	434	170	1,659	860	0	219	0	404	186	1,669
<b>Mennonite</b>	<b>105</b>	<b>852</b>	<b>548</b>	<b>1,150</b>	<b>54</b>	<b>67</b>	<b>2,776</b>	<b>97</b>	<b>778</b>	<b>0</b>	<b>1,056</b>	<b>73</b>	<b>0</b>	<b>2,004</b>
Male	53	420	300	611	22	34	1,440	45	386	0	566	31	0	1,028
Female	52	432	248	539	32	33	1,336	52	392	0	490	42	0	976
<b>Nazarene</b>	<b>212</b>	<b>1,175</b>	<b>248</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,635</b>	<b>231</b>	<b>1,207</b>	<b>265</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,703</b>
Male	124	612	141	0	0	0	877	137	603	150	0	0	0	890
Female	88	563	107	0	0	0	758	94	604	115	0	0	0	813
<b>Private</b>	<b>1,205</b>	<b>217</b>	<b>0</b>	<b>36</b>	<b>162</b>	<b>103</b>	<b>1,723</b>	<b>1,223</b>	<b>230</b>	<b>0</b>	<b>21</b>	<b>257</b>	<b>99</b>	<b>1,830</b>
Male	600	101		14	81	48	844	608	109	0	11	132	48	908
Female	605	116		22	81	55	879	615	121	0	10	125	51	922
<b>Roman Catholic</b>	<b>5,385</b>	<b>7,290</b>	<b>3,840</b>	<b>3,413</b>	<b>2,279</b>	<b>5,222</b>	<b>27,429</b>	<b>5,292</b>	<b>7,061</b>	<b>3,639</b>	<b>3,280</b>	<b>2,188</b>	<b>5,062</b>	<b>26,522</b>
Male	2,697	3,763	2,016	1,726	1,166	2,680	14,048	2,655	3,640	1,918	1,645	1,129	2,551	13,538
Female	2,688	3,527	1,824	1,687	1,113	2,542	13,381	2,637	3,421	1,721	1,635	1,059	2,511	12,984
<b>Seventh Day Adventist</b>	<b>1,134</b>	<b>1,189</b>	<b>786</b>	<b>228</b>	<b>268</b>	<b>122</b>	<b>3,727</b>	<b>1,128</b>	<b>1,155</b>	<b>741</b>	<b>228</b>	<b>295</b>	<b>110</b>	<b>3,657</b>
Male	572	633	411	123	143	70	1,952	578	608	379	124	165	61	1,915
Female	562	556	375	105	125	52	1,775	550	547	362	104	130	49	1,742
<b>Other</b>	<b>1,894</b>	<b>791</b>	<b>465</b>	<b>984</b>	<b>431</b>	<b>0</b>	<b>4,565</b>	<b>1,825</b>	<b>800</b>	<b>451</b>	<b>917</b>	<b>369</b>	<b>0</b>	<b>4,362</b>
Male	990	450	227	520	224	0	2,411	939	458	221	486	182	0	2,286
Female	904	341	238	464	207	0	2,154	886	342	230	431	187	0	2,076
<b>Total</b>	<b>14,804</b>	<b>16,304</b>	<b>7,274</b>	<b>8,857</b>	<b>7,069</b>	<b>7,274</b>	<b>61,582</b>	<b>14,624</b>	<b>15,957</b>	<b>6,431</b>	<b>8,415</b>	<b>7,054</b>	<b>7,024</b>	<b>59,505</b>
<b>Male</b>	<b>7,597</b>	<b>8,483</b>	<b>3,793</b>	<b>4,624</b>	<b>3,657</b>	<b>3,703</b>	<b>31,857</b>	<b>7,484</b>	<b>8,227</b>	<b>3,321</b>	<b>4,381</b>	<b>3,658</b>	<b>3,529</b>	<b>30,600</b>
<b>Female</b>	<b>7,207</b>	<b>7,821</b>	<b>3,481</b>	<b>4,233</b>	<b>3,412</b>	<b>3,571</b>	<b>29,725</b>	<b>7,140</b>	<b>7,730</b>	<b>3,110</b>	<b>4,034</b>	<b>3,396</b>	<b>3,495</b>	<b>28,905</b>

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		
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		6,778	7,991	7,967	8,065	8,244	8,191	8,403	7,941	63,786	-1.8
2021-22	205		6,925	7,055	7,755	7,804	7,816	8,055	8,040	7,927	61,582	-3.5
2022-23	233		8,201	7,066	6,985	7,237	7,474	7,531	7,542	7,236	59,505	-5.0

Note: Beginners is a level between pre-primary and primary that is no longer recognized by the Ministry of Education as part of an education grade.

### 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 1 in school-year  $t$   
 $P_t$  = Population of official primary school entrance-age, in school-year  $t$

Table 22: Apparent Intake Rate (AIR)

Year	Male	Female	Total
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
2022/2023	95.9	94.9	95.4

**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)

Year	Male	Female	Total
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
2022/2023	50.1	51.9	51.0

### 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

Year	Male	Female	Total
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
2022/2023	97.3	94.3	95.8

**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

Year	Male	Female	Total
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
2022/2023	84.9	84.5	84.7

### 3.5 TRANSITION RATE FROM STANDARD VI TO FORM 1

Table 26: Transition Rate to Secondary School

District and Sex	2021-2022			2022-2023		
	2020-2021 Graduates	New Entrants	Transition Rate	2021-2022 Graduates	New Entrants	Transition Rate
<b>Belize</b>	<b>1,897</b>	<b>1,736</b>	<b>91.5%</b>	<b>1,921</b>	<b>1,978</b>	<b>103.0%</b>
Male	974	860	88.3%	1,027	1,059	103.1%
Female	923	876	94.9%	894	919	102.8%
<b>Cayo</b>	<b>2,052</b>	<b>1,424</b>	<b>69.4%</b>	<b>2,052</b>	<b>1,736</b>	<b>84.6%</b>
Male	1,074	690	64.2%	1,065	880	82.6%
Female	978	734	75.1%	987	856	86.7%
<b>Corozal</b>	<b>973</b>	<b>633</b>	<b>65.1%</b>	<b>937</b>	<b>696</b>	<b>74.3%</b>
Male	489	310	63.4%	455	316	69.5%
Female	484	323	66.7%	482	380	78.8%
<b>Orange Walk</b>	<b>1,129</b>	<b>597</b>	<b>52.9%</b>	<b>1,210</b>	<b>724</b>	<b>59.8%</b>
Male	622	298	47.9%	652	363	55.7%
Female	507	299	59.0%	558	361	64.7%
<b>Stann Creek</b>	<b>894</b>	<b>768</b>	<b>85.9%</b>	<b>897</b>	<b>855</b>	<b>95.3%</b>
Male	461	374	81.1%	454	424	93.4%
Female	433	394	91.0%	443	431	97.3%
<b>Toledo</b>	<b>961</b>	<b>580</b>	<b>60.4%</b>	<b>869</b>	<b>702</b>	<b>80.8%</b>
Male	459	293	63.8%	446	370	83.0%
Female	502	287	57.2%	423	332	78.5%
<b>Total</b>	<b>7,906</b>	<b>5,738</b>	<b>72.6%</b>	<b>7,886</b>	<b>6,691</b>	<b>84.8%</b>
<b>Male</b>	<b>4,079</b>	<b>2,825</b>	<b>69.3%</b>	<b>4,099</b>	<b>3,412</b>	<b>83.2%</b>
<b>Female</b>	<b>3,827</b>	<b>2,913</b>	<b>76.1%</b>	<b>3,787</b>	<b>3,279</b>	<b>86.6%</b>

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

Year	Male	Female	Total
2017/2018	7.5	5.0	6.3
2018/2019	7.2	4.8	6.0
2019/2020	1.2	0.9	1.1
2020/2021	4.4	3.9	4.2
2021/2022	7.7	6.3	7.0

Table 28: Average Primary School Repetition Rate by Grade

Grade	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Infant 1	9.6	9.5	2.7	7.2	9.7
Infant 2	7.4	6.0	1.4	6.0	10.6
Standard 1	7.3	6.2	1.0	5.0	10.2
Standard 2	6.9	6.5	0.9	4.3	7.2
Standard 3	6.2	6.2	0.7	3.6	6.7
Standard 4	5.7	6.4	1	3.5	5.9
Standard 5	6.0	6.1	0.6	2.9	5.5
Standard 6	0.7	0.5	0.5	1.5	1.3

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

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	144	8.4	131	7.2	67	8.7	77	8.0	42	5.9	28	3.5	489	7.2	179	10.7	183	9.8	78	9.6	113	11.1	52	6.7	65	8.2	670	9.7
Male	78	8.9	66	7.1	41	10.0	53	11.2	22	5.6	15	3.7	275	7.9	108	12.9	109	11.6	46	10.2	62	11.4	30	7.6	42	10.5	397	11.1
Female	66	7.9	65	7.4	26	7.2	24	4.9	20	6.3	13	3.3	214	6.5	71	8.5	74	8.0	32	8.9	51	10.9	22	5.8	23	5.9	273	8.1
Infant 2	159	8.3	152	6.6	62	7.2	77	7.2	20	2.2	13	1.4	483	6.0	178	10.1	202	10.8	84	10.0	110	11.2	98	12.4	79	9.8	751	10.6
Male	82	8.3	85	7.0	32	7.3	42	7.4	9	2.0	8	1.7	258	6.2	100	10.8	107	11.2	51	11.5	58	12.2	64	14.7	38	9.3	418	11.5
Female	77	8.2	67	6.2	30	7.2	35	7.0	11	2.4	5	1.1	225	5.8	78	9.3	95	10.4	33	8.3	52	10.4	34	9.5	41	10.2	333	9.7
Standard 1	126	6.6	123	5.7	42	4.7	51	4.4	35	3.8	21	2.3	398	5.0	176	9.7	224	10.2	97	11.0	100	9.8	68	7.7	127	13.4	792	10.2
Male	69	7.1	72	6.7	20	4.4	29	4.8	15	3.3	7	1.5	212	5.2	105	11.3	120	10.1	53	11.8	51	9.5	38	8.6	64	13.6	431	10.7
Female	57	6.2	51	4.7	22	4.9	22	4.0	20	4.2	14	3.1	186	4.7	71	8.0	104	10.2	44	10.3	49	10.1	30	6.8	63	13.2	361	9.7
Standard 2	107	5.5	85	4.0	46	5.1	47	4.2	26	2.7	32	3.2	343	4.3	127	6.8	190	9.2	56	6.1	61	5.4	48	5.3	78	8.6	560	7.2
Male	57	5.7	42	3.8	20	4.2	27	4.5	16	3.0	18	3.5	180	4.3	69	7.4	95	9.1	26	5.6	35	5.9	23	5.1	49	10.5	297	7.5
Female	50	5.3	43	4.2	26	6.0	20	3.8	10	2.2	14	2.9	163	4.2	58	6.2	95	9.2	30	6.5	26	4.8	25	5.5	29	6.6	263	6.8
Standard 3	70	3.7	93	4.4	40	4.2	42	3.3	27	2.7	22	2.2	294	3.6	86	4.6	159	7.8	72	8.2	59	5.4	72	7.6	74	7.6	522	6.7
Male	34	3.5	53	4.8	19	3.8	24	3.6	12	2.3	11	2.1	153	3.6	47	4.9	89	8.2	36	7.8	37	6.4	44	9.0	43	8.6	296	7.3
Female	36	3.9	40	4.0	21	4.6	18	2.9	15	3.1	11	2.4	141	3.6	39	4.3	70	7.3	36	8.6	22	4.3	28	6.0	31	6.5	226	6.0
Standard 4	63	3.2	90	4.1	42	3.9	44	4.0	29	3.2	15	1.5	283	3.5	99	5.3	142	6.9	41	4.5	57	4.5	68	6.9	66	6.7	473	5.9
Male	37	3.9	56	4.8	19	3.2	28	5.0	20	4.1	10	2.1	170	4.0	52	5.5	85	7.9	22	4.6	33	5.0	30	5.6	41	8.0	263	6.2
Female	26	2.6	34	3.3	23	4.7	16	3.0	9	2.2	5	1.0	113	2.9	47	5.2	57	5.9	19	4.4	24	3.9	38	8.3	25	5.3	210	5.5
Standard 5	70	3.5	64	2.9	43	4.1	35	2.7	16	1.8	16	1.7	244	2.9	80	4.2	170	8.0	36	3.4	41	3.7	61	6.9	54	5.6	442	5.5
Male	42	4.0	37	3.2	24	4.8	26	3.8	10	2.1	6	1.2	145	3.3	46	4.8	108	9.5	23	4.0	27	4.8	41	8.9	40	8.3	285	6.9
Female	28	3.0	27	2.6	19	3.5	9	1.5	6	1.4	10	2.2	99	2.5	34	3.5	62	6.3	13	2.6	14	2.6	20	4.8	14	2.9	157	4.0
Standard 6	17	0.9	41	2.0	23	2.3	29	2.6	3	0.3	7	0.7	120	1.5	18	0.9	33	1.6	12	1.3	20	1.6	12	1.4	9	1.0	104	1.3
Male	11	1.1	25	2.3	15	3.0	15	2.5	2	0.4	3	0.6	71	1.7	7	0.7	16	1.5	7	1.5	11	1.7	6	1.4	6	1.3	53	1.3
Female	6	0.6	16	1.6	8	1.7	14	2.8	1	0.2	4	0.8	49	1.3	11	1.2	17	1.7	5	1.0	9	1.6	6	1.4	3	0.7	51	1.3
Total	756	4.9	779	4.6	365	4.9	402	4.4	198	2.7	154	2.0	2,654	4.2	943	6.4	1303	8.0	476	6.5	561	6.3	479	6.8	552	7.6	4,314	7.0
Male	410	5.2	436	4.9	190	4.9	244	5.1	106	2.8	78	2.0	1,464	4.4	534	7.0	729	8.6	264	7.0	314	6.8	276	7.5	323	8.7	2,440	7.7
Female	346	4.7	343	4.2	175	4.8	158	3.6	92	2.7	76	2.0	1,190	3.9	409	5.7	574	7.3	212	6.1	247	5.8	203	5.9	229	6.4	1,874	6.3

**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

Year	Male	Female	Total
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
2021/2022	0.7	0.5	0.6

Table 31: Average Primary School Dropout Rate by Grade

Grade	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Infant 1	0.3	0.4	0.2	0.4	0.0
Infant 2	0.3	0.2	0.1	0.3	0.0
Standard 1	0.2	0.3	0.2	0.3	0.0
Standard 2	0.3	0.3	0.2	0.3	0.1
Standard 3	0.3	0.4	0.1	0.5	0.3
Standard 4	0.9	1.5	0.3	0.5	1.0
Standard 5	1.7	1.2	0.9	1.0	2.4
Standard 6	1.4	1.1	0.5	1.4	1.2



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

Grade and Sex	2020-2021								2021-2022							
	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. %	
<b>Infant 1</b>	<b>12 0.7</b>	<b>3 0.2</b>	<b>2 0.3</b>	<b>5 0.5</b>	<b>4 0.6</b>	<b>0 0.0</b>	<b>26 0.4</b>		<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	
Male	4 0.5	2 0.2	1 0.2	4 0.8	2 0.5	0 0.0	13 0.4		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
Female	8 1.0	1 0.1	1 0.3	1 0.2	2 0.6	0 0.0	13 0.4		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
<b>Infant 2</b>	<b>8 0.4</b>	<b>2 0.1</b>	<b>7 0.8</b>	<b>2 0.2</b>	<b>3 0.3</b>	<b>2 0.2</b>	<b>24 0.3</b>		<b>1 0.1</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>1 0.0</b>	
Male	4 0.4	2 0.2	3 0.7	1 0.2	2 0.4	2 0.4	14 0.3		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
Female	4 0.4	0 0.0	4 1.0	1 0.2	1 0.2	0 0.0	10 0.3		1 0.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.0	
<b>Standard 1</b>	<b>14 0.7</b>	<b>5 0.2</b>	<b>2 0.2</b>	<b>1 0.1</b>	<b>4 0.4</b>	<b>1 0.1</b>	<b>27 0.3</b>		<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	<b>0 0.0</b>	
Male	3 0.3	3 0.3	1 0.2	1 0.2	1 0.2	0 0.0	9 0.2		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
Female	11 1.2	2 0.2	1 0.2	0 0.0	3 0.6	1 0.2	18 0.5		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
<b>Standard 2</b>	<b>10 0.5</b>	<b>5 0.2</b>	<b>5 0.6</b>	<b>1 0.1</b>	<b>2 0.2</b>	<b>0 0.0</b>	<b>23 0.3</b>		<b>0 0.0</b>	<b>1 0.0</b>	<b>1 0.1</b>	<b>0 0.0</b>	<b>4 0.4</b>	<b>3 0.3</b>	<b>9 0.1</b>	
Male	7 0.7	3 0.3	3 0.6	1 0.2	0 0.0	0 0.0	14 0.3		0 0.0	1 0.1	1 0.2	0 0.0	1 0.2	2 0.4	5 0.1	
Female	3 0.3	2 0.2	2 0.5	0 0.0	2 0.4	0 0.0	9 0.2		0 0.0	0 0.0	0 0.0	0 0.0	3 0.7	1 0.2	4 0.1	
<b>Standard 3</b>	<b>11 0.6</b>	<b>9 0.4</b>	<b>3 0.3</b>	<b>5 0.4</b>	<b>8 0.8</b>	<b>2 0.2</b>	<b>38 0.5</b>		<b>3 0.2</b>	<b>1 0.0</b>	<b>2 0.2</b>	<b>4 0.4</b>	<b>9 0.9</b>	<b>4 0.4</b>	<b>23 0.3</b>	
Male	8 0.8	4 0.4	1 0.2	3 0.5	4 0.8	2 0.4	22 0.5		2 0.2	0 0.0	1 0.2	3 0.5	5 1.0	2 0.4	13 0.3	
Female	3 0.3	5 0.5	2 0.4	2 0.3	4 0.8	0 0.0	16 0.4		1 0.1	1 0.1	1 0.2	1 0.2	4 0.9	2 0.4	10 0.3	
<b>Standard 4</b>	<b>7 0.4</b>	<b>11 0.5</b>	<b>4 0.4</b>	<b>7 0.6</b>	<b>5 0.6</b>	<b>5 0.5</b>	<b>39 0.5</b>		<b>10 0.5</b>	<b>10 0.5</b>	<b>10 1.1</b>	<b>5 0.4</b>	<b>25 2.5</b>	<b>17 1.7</b>	<b>77 1.0</b>	
Male	5 0.5	8 0.7	4 0.7	3 0.5	5 1.0	3 0.6	28 0.7		7 0.7	8 0.7	7 1.5	4 0.6	15 2.8	6 1.2	47 1.1	
Female	2 0.2	3 0.3	0 0.0	4 0.7	0 0.0	2 0.4	11 0.3		3 0.3	2 0.2	3 0.7	1 0.2	10 2.2	11 2.4	30 0.8	
<b>Standard 5</b>	<b>12 0.6</b>	<b>15 0.7</b>	<b>13 1.2</b>	<b>30 2.3</b>	<b>10 1.1</b>	<b>8 0.8</b>	<b>88 1.0</b>		<b>28 1.5</b>	<b>36 1.7</b>	<b>37 3.5</b>	<b>8 0.7</b>	<b>48 5.5</b>	<b>32 3.3</b>	<b>189 2.4</b>	
Male	11 1.0	11 1.0	9 1.8	22 3.2	6 1.3	6 1.2	65 1.5		14 1.5	22 1.9	28 4.9	6 1.1	27 5.9	15 3.1	112 2.7	
Female	1 0.1	4 0.4	4 0.7	8 1.3	4 0.9	2 0.4	23 0.6		14 1.4	14 1.4	9 1.8	2 0.4	21 5.0	17 3.5	77 2.0	
<b>Standard 6</b>	<b>27 1.4</b>	<b>16 0.8</b>	<b>9 0.9</b>	<b>41 3.7</b>	<b>4 0.4</b>	<b>11 1.1</b>	<b>108 1.4</b>		<b>9 0.5</b>	<b>10 0.5</b>	<b>20 2.1</b>	<b>32 2.6</b>	<b>11 1.3</b>	<b>16 1.8</b>	<b>98 1.2</b>	
Male	17 1.7	11 1.0	7 1.4	30 4.9	2 0.4	7 1.5	74 1.8		5 0.5	8 0.8	11 2.4	18 2.7	7 1.6	9 2.0	58 1.4	
Female	10 1.1	5 0.5	2 0.4	11 2.2	2 0.5	4 0.8	34 0.9		4 0.4	2 0.2	9 1.9	14 2.4	4 0.9	7 1.6	40 1.0	
<b>Total</b>	<b>101 0.7</b>	<b>66 0.4</b>	<b>45 0.6</b>	<b>92 1.0</b>	<b>40 0.6</b>	<b>29 0.4</b>	<b>373 0.6</b>		<b>51 0.3</b>	<b>58 0.4</b>	<b>70 1.0</b>	<b>49 0.6</b>	<b>97 1.4</b>	<b>72 1.0</b>	<b>397 0.6</b>	
Male	59 0.7	44 0.5	29 0.7	65 1.4	22 0.6	20 0.5	239 0.7		28 0.4	39 0.5	48 1.3	31 0.7	55 1.5	34 0.9	235 0.7	
Female	42 0.6	22 0.3	16 0.4	27 0.6	18 0.5	9 0.2	134 0.4		23 0.3	19 0.2	22 0.6	18 0.4	42 1.2	38 1.1	162 0.5	

### 3.7 PRIMARY SCHOOL TEACHERS

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

Management and Sex	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Anglican</b>	113	42	9	20	36	2	222	110	41	9	19	37	3	219
Male	14	5	1	4	3	0	27	16	5	1	4	4	0	30
Female	99	37	8	16	33	2	195	94	36	8	15	33	3	189
<b>Assemblies of God</b>	10	11	4	0	29	0	54	10	12	4	0	26	0	52
Male	1	3	3	0	8	0	15	1	4	3	0	8	0	16
Female	9	8	1	0	21	0	39	9	8	1	0	18	0	36
<b>Government</b>	96	193	44	143	75	71	622	90	198	43	141	82	75	629
Male	8	39	13	34	14	29	137	8	36	13	33	15	25	130
Female	88	154	31	109	61	42	485	82	162	30	108	67	50	499
<b>Methodist</b>	105	0	27	0	46	22	200	102	0	28	0	44	22	196
Male	11	0	7	0	5	3	26	12	0	6	0	5	3	26
Female	94	0	20	0	41	19	174	90	0	22	0	39	19	170
<b>Mennonite</b>	7	83	32	45	7	9	183	7	85	28	59	7	9	195
Male	1	32	18	36	5	6	98	1	34	14	39	5	6	99
Female	6	51	14	9	2	3	85	6	51	14	20	2	3	96
<b>Nazarene</b>	10	63	14	0	0	0	87	9	61	14	0	0	0	84
Male	0	19	6	0	0	0	25	0	18	6	0	0	0	24
Female	10	44	8	0	0	0	62	9	43	8	0	0	0	60
<b>Private</b>	107	25	0	20	18	8	178	106	37	0	3	15	8	169
Male	16	4	0	8	0	3	31	15	8	0	1	0	4	28
Female	91	21	0	12	18	5	147	91	29	0	2	15	4	141
<b>Roman Catholic</b>	263	349	196	177	135	274	1,394	261	353	192	179	134	258	1,377
Male	30	82	66	48	17	114	357	34	84	60	42	17	112	349
Female	233	267	130	129	118	160	1,037	227	269	132	137	117	146	1,028
<b>Seventh Day Adventist</b>	55	55	51	18	14	8	201	58	59	47	18	14	8	204
Male	10	13	12	2	1	1	39	9	13	13	3	3	1	42
Female	45	42	39	16	13	7	162	49	46	34	15	11	7	162
<b>Other</b>	103	35	24	45	21	0	228	111	28	23	44	22	0	228
Male	16	7	7	13	3	0	46	16	7	7	14	4	0	48
Female	87	28	17	32	18	0	182	95	21	16	30	18	0	180
<b>Total</b>	869	856	401	468	381	394	3,369	864	874	388	463	381	383	3,353
Male	107	204	133	145	56	156	801	112	209	123	136	61	151	792
Female	762	652	268	323	325	238	2,568	752	665	265	327	320	232	2,561

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

District	2021-2022			2022-2023		
	Urban	Rural	Overall	Urban	Rural	Overall
<b>Belize</b>	651	218	<b>869</b>	647	209	<b>856</b>
<b>Cayo</b>	368	488	<b>856</b>	395	487	<b>882</b>
<b>Corozal</b>	95	306	<b>401</b>	95	293	<b>388</b>
<b>Orange Walk</b>	154	314	<b>468</b>	155	308	<b>463</b>
<b>Stann Creek</b>	102	279	<b>381</b>	103	278	<b>381</b>
<b>Toledo</b>	55	339	<b>394</b>	53	330	<b>383</b>
<b>Total</b>	<b>1,425</b>	<b>1,944</b>	<b>3,369</b>	<b>1,448</b>	<b>1,905</b>	<b>3,353</b>

Figure 5: Distribution of Primary School Teachers by District 2022-2023

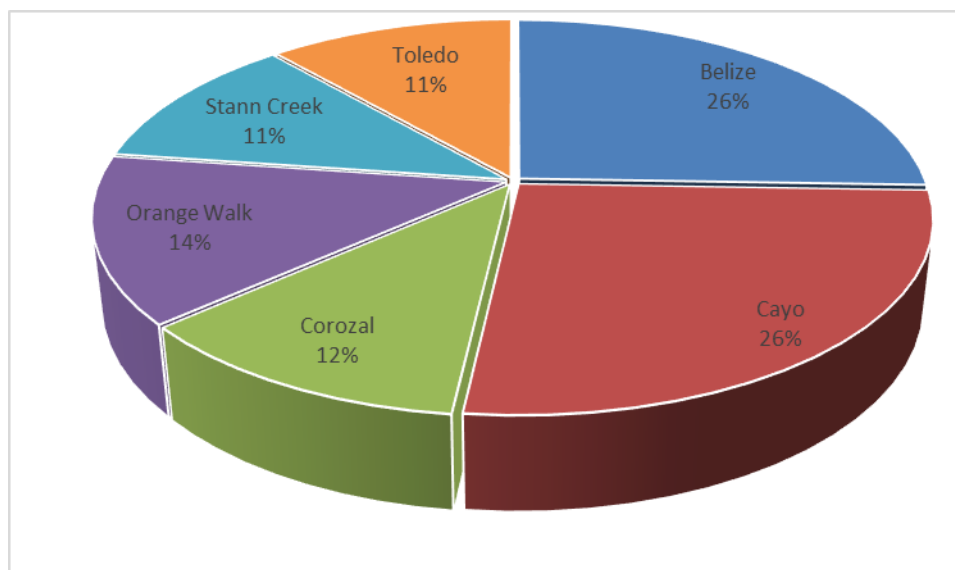
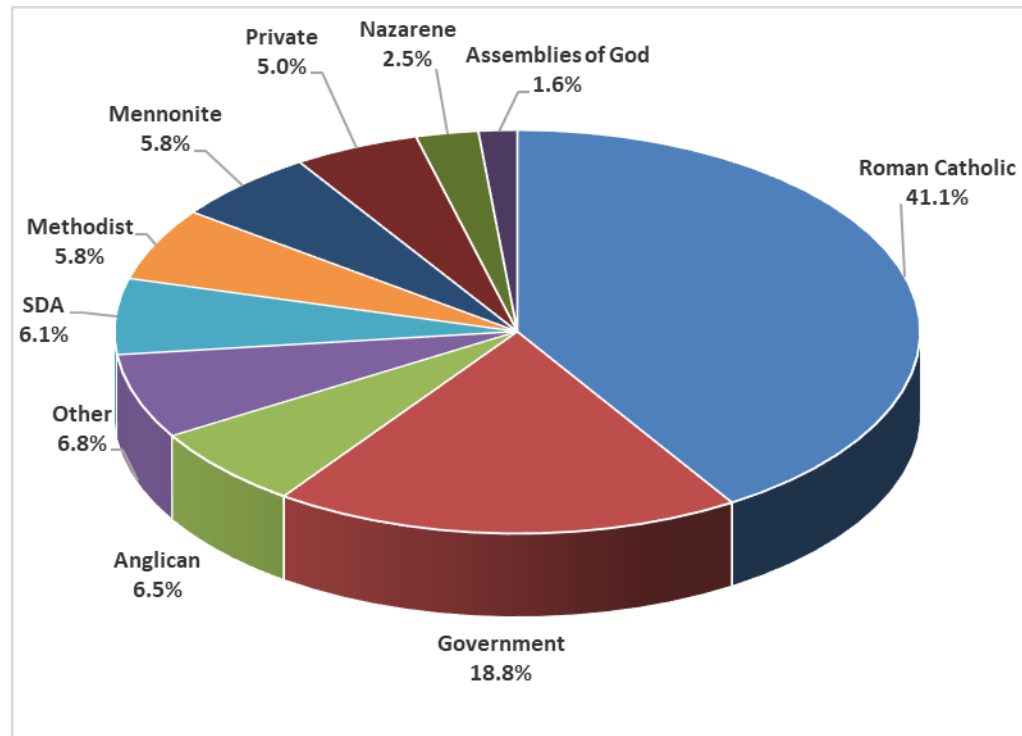


Figure 6: Distribution of Primary School Teachers by Management 2022-2023



**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

Year	Urban	Rural	Total
<b>2018/2019</b>	83.1	81.5	82.2
<b>2019/2020</b>	88.9	83.8	86.0
<b>2020/2021</b>	90.8	85.6	87.7
<b>2021/2022</b>	92.1	85.3	88.2
<b>2022/2023</b>	91.3	86.3	88.5

Table 36: Number of Primary School Teachers by District, Urban/Rural Location, and Qualification 2022-2023

District and Urban/Rural	QUALIFICATION											TOTAL	% Trained
	TRAINED							Bachelor's Degree	Associate Degree	High School	Other / Not Stated		
	MD Ed	BD Ed	LCP/ACP	AD PEd	Cert Ed	AD ECE	L2/2+1						
Urban	56	455	2	577	165	13	54	25	32	41	28	1,448	91.3
Belize	31	183	2	259	70	8	16	19	25	22	12	647	87.9
Cayo	16	129	0	156	44	1	11	5	5	15	13	395	90.4
Corozal	5	19	0	50	7	1	10	1	0	0	2	95	96.8
Orange Walk	3	68	0	43	24	2	14	0	1	0	0	155	99.4
Stann Creek	0	27	0	49	18	1	2	0	1	4	1	103	94.2
Toledo	1	29	0	20	2	0	1	0	0	0	0	53	100.0
Rural	52	477	0	800	223	20	72	7	40	70	144	1,905	86.3
Belize	7	74	0	100	14	5	5	0	0	2	2	209	98.1
Cayo	16	125	0	164	57	2	11	5	14	35	58	487	77.0
Corozal	8	72	0	110	43	6	24	0	1	1	28	293	89.8
Orange Walk	15	88	0	89	35	3	14	0	5	14	45	308	79.2
Stann Creek	5	53	0	142	44	3	4	1	13	8	5	278	90.3
Toledo	1	65	0	195	30	1	14	1	7	10	6	330	92.7
Total	108	932	2	1377	388	33	126	32	72	111	172	3,353	88.5
Belize	38	257	2	359	84	13	21	19	25	24	14	856	90.4
Cayo	32	254	0	320	101	3	22	10	19	50	71	882	83.0
Corozal	13	91	0	160	50	7	34	1	1	1	30	388	91.5
Orange Walk	18	156	0	132	59	5	28	0	6	14	45	463	86.0
Stann Creek	5	80	0	191	62	4	6	1	14	12	6	381	91.3
Toledo	2	94	0	215	32	1	15	1	7	10	6	383	93.7

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 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

### 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)

Year	Urban	Rural	Total
<b>2018/2019</b>	21	21	21
<b>2019/2020</b>	21	20	21
<b>2020/2021</b>	21	20	21
<b>2021/2022</b>	20	19	20
<b>2022/2023</b>	19	20	19

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

District	2021-2022			2022-2023		
	Urban	Rural	Overall	Urban	Rural	Overall
<b>Belize</b>	19	17	<b>19</b>	19	18	<b>18</b>
<b>Cayo</b>	22	19	<b>21</b>	20	20	<b>20</b>
<b>Corozal</b>	21	19	<b>19</b>	21	18	<b>18</b>
<b>Orange Walk</b>	22	20	<b>20</b>	20	20	<b>20</b>
<b>Stann Creek</b>	17	21	<b>20</b>	18	21	<b>20</b>
<b>Toledo</b>	18	20	<b>20</b>	22	21	<b>21</b>
<b>Total</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>19</b>



## 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. Usually secondary schools consider grades from upper primary school during recruitment. Secondary school is not compulsory. F

### **Assessment**

Most students at the secondary level take one or more Caribbean Secondary Education Certificate (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 license 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 along with an approved Diploma in Competency-Based Education and Training.

## 4.1 NUMBER OF SECONDARY SCHOOLS

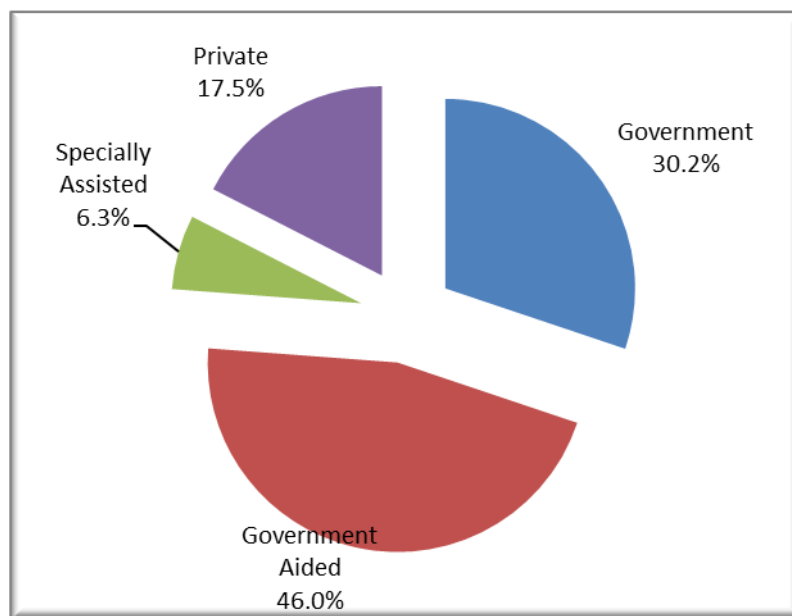
Table 40: Number of Secondary Schools by Management, Urban/Rural Location, and District

Management and Urban / Rural	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Community</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>6</b>
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
<b>Government</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>18</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>19</b>
Urban	5	2	0	1	0	0	8	6	2	0	1	0	0	9
Rural	2	0	1	1	3	3	10	2	0	1	1	3	3	10
<b>Mennonite</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>7</b>
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	0	3	0	3	1	0	7	0	3	0	3	1	0	7
<b>Private</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>
Urban	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Rural	0	1	0	0	0	1	2	0	1	0	0	0	1	2
<b>Roman Catholic</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>11</b>
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
<b>SDA</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>
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
<b>Other</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>
Urban	3	1	0	1	0	0	5	3	1	0	1	0	0	5
Rural	1	4	2	0	0	0	7	1	4	2	0	0	0	7
<b>Total</b>	<b>18</b>	<b>17</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>62</b>	<b>19</b>	<b>17</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>63</b>
<b>Urban</b>	<b>14</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>30</b>	<b>15</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>31</b>
<b>Rural</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>32</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>32</b>

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

Funding and Urban / Rural	2021-2022							2022-2023						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<b>Government</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>18</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>19</b>
Urban	5	2	0	1	0	0	8	6	2	0	1	0	0	9
Rural	2	0	1	1	3	3	10	2	0	1	1	3	3	10
<b>Government-Aided</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>29</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>29</b>
Urban	8	6	1	3	2	1	21	8	6	1	3	2	1	21
Rural	2	1	3	0	0	2	8	2	1	3	0	0	2	8
<b>Specially Assisted</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	0	3	1	0	0	0	4	0	3	1	0	0	0	4
<b>Private</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>11</b>
Urban	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Rural	0	5	0	3	1	1	10	0	5	0	3	1	1	10
<b>ALL SCHOOLS</b>	<b>18</b>	<b>17</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>62</b>	<b>19</b>	<b>17</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>63</b>
Urban	14	8	1	4	2	1	30	15	8	1	4	2	1	31
Rural	4	9	5	4	4	6	32	4	9	5	4	4	6	32

Figure 7: Distribution of Secondary Schools by Funding Source 2022-2023



## 4.2 SECONDARY SCHOOL ENROLMENT

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

District and Sex	2021-2022					2022-2023				
	Form 1	Form 2	Form 3	Form 4	TOTAL	Form 1	Form 2	Form 3	Form 4	TOTAL
<b>Belize</b>	<b>1,944</b>	<b>1,766</b>	<b>1,681</b>	<b>1,566</b>	<b>6,957</b>	<b>2,009</b>	<b>1,819</b>	<b>1,584</b>	<b>1,463</b>	<b>6,875</b>
Male	1,009	851	784	683	3,327	1,054	907	756	676	3,393
Female	935	915	897	883	3,630	955	912	828	787	3,482
<b>Cayo</b>	<b>1,640</b>	<b>1,248</b>	<b>1,227</b>	<b>1,093</b>	<b>5,208</b>	<b>1,820</b>	<b>1,397</b>	<b>1,103</b>	<b>1,060</b>	<b>5,380</b>
Male	813	614	547	492	2,466	926	676	502	473	2,577
Female	827	634	680	601	2,742	894	721	601	587	2,803
<b>Corozal</b>	<b>673</b>	<b>609</b>	<b>589</b>	<b>519</b>	<b>2,390</b>	<b>735</b>	<b>619</b>	<b>554</b>	<b>487</b>	<b>2,395</b>
Male	335	302	286	234	1,157	337	310	267	231	1,145
Female	338	307	303	285	1,233	398	309	287	256	1,250
<b>Orange Walk</b>	<b>655</b>	<b>645</b>	<b>608</b>	<b>501</b>	<b>2,409</b>	<b>769</b>	<b>593</b>	<b>614</b>	<b>540</b>	<b>2,516</b>
Male	340	309	278	207	1,134	391	295	296	238	1,220
Female	315	336	330	294	1,275	378	298	318	302	1,296
<b>Stann Creek</b>	<b>858</b>	<b>716</b>	<b>630</b>	<b>595</b>	<b>2,799</b>	<b>913</b>	<b>699</b>	<b>579</b>	<b>506</b>	<b>2,697</b>
Male	432	325	285	287	1,329	478	328	247	226	1,279
Female	426	391	345	308	1,470	435	371	332	280	1,418
<b>Toledo</b>	<b>614</b>	<b>482</b>	<b>515</b>	<b>464</b>	<b>2,075</b>	<b>688</b>	<b>572</b>	<b>443</b>	<b>448</b>	<b>2,151</b>
Male	315	252	277	237	1,081	364	292	233	236	1,125
Female	299	230	238	227	994	324	280	210	212	1,026
<b>TOTAL</b>	<b>6,384</b>	<b>5,466</b>	<b>5,250</b>	<b>4,738</b>	<b>21,838</b>	<b>6,934</b>	<b>5,699</b>	<b>4,877</b>	<b>4,504</b>	<b>22,014</b>
Male	3,244	2,653	2,457	2,140	10,494	3,550	2,808	2,301	2,080	10,739
Female	3,140	2,813	2,793	2,598	11,344	3,384	2,891	2,576	2,424	11,275

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

Age and Sex	2021-2022					2022-2023				
	Form 1	Form 2	Form 3	Form 4	TOTAL	Form 1	Form 2	Form 3	Form 4	TOTAL
<b>&lt;12</b>	0	0	0	0	<b>0</b>	0	0	0	0	<b>0</b>
<b>Male</b>	0	0	0	0	<b>0</b>	0	0	0	0	<b>0</b>
<b>Female</b>	0	0	0	0	<b>0</b>	0	0	0	0	<b>0</b>
<b>12</b>	111	0	0	0	<b>111</b>	54	0	0	0	<b>54</b>
<b>Male</b>	45	0	0	0	<b>45</b>	27	0	0	0	<b>27</b>
<b>Female</b>	66	0	0	0	<b>66</b>	27	0	0	0	<b>27</b>
<b>13</b>	2,957	83	0	0	<b>3,040</b>	2,478	59	0	0	<b>2,537</b>
<b>Male</b>	1,361	30	0	0	<b>1,391</b>	1,133	24	0	0	<b>1,157</b>
<b>Female</b>	1,596	53	0	0	<b>1,649</b>	1,345	35	0	0	<b>1,380</b>
<b>14</b>	1,980	2,464	75	0	<b>4,519</b>	2,495	2,004	31	0	<b>4,530</b>
<b>Male</b>	1,058	1,044	30	0	<b>2,132</b>	1,273	880	9	0	<b>2,162</b>
<b>Female</b>	922	1,420	45	0	<b>2,387</b>	1,222	1,124	22	0	<b>2,368</b>
<b>15</b>	941	1,693	2,331	90	<b>5,055</b>	1,217	2,067	1,692	35	<b>5,011</b>
<b>Male</b>	555	835	930	37	<b>2,357</b>	698	1,030	694	15	<b>2,437</b>
<b>Female</b>	386	858	1,401	53	<b>2,698</b>	519	1,037	998	20	<b>2,574</b>
<b>16</b>	282	782	1,596	2,140	<b>4,800</b>	497	1,053	1,831	1,635	<b>5,016</b>
<b>Male</b>	160	458	759	846	<b>2,223</b>	309	560	865	641	<b>2,375</b>
<b>Female</b>	122	324	837	1,294	<b>2,577</b>	188	493	966	994	<b>2,641</b>
<b>17</b>	81	300	816	1,440	<b>2,637</b>	138	369	845	1,662	<b>3,014</b>
<b>Male</b>	43	194	477	654	<b>1,368</b>	85	216	443	740	<b>1,484</b>
<b>Female</b>	38	106	339	786	<b>1,269</b>	53	153	402	922	<b>1,530</b>
<b>18+</b>	32	144	432	1,068	<b>1,676</b>	55	147	478	1,172	<b>1,852</b>
<b>Male</b>	22	92	261	603	<b>978</b>	25	98	290	684	<b>1,097</b>
<b>Female</b>	10	52	171	465	<b>698</b>	30	49	188	488	<b>755</b>
<b>TOTAL</b>	<b>6,384</b>	<b>5,466</b>	<b>5,250</b>	<b>4,738</b>	<b>21,838</b>	<b>6,934</b>	<b>5,699</b>	<b>4,877</b>	<b>4,504</b>	<b>22,014</b>
<b>Male</b>	<b>3,244</b>	<b>2,653</b>	<b>2,457</b>	<b>2,140</b>	<b>10,494</b>	<b>3,550</b>	<b>2,808</b>	<b>2,301</b>	<b>2,080</b>	<b>10,739</b>
<b>Female</b>	<b>3,140</b>	<b>2,813</b>	<b>2,793</b>	<b>2,598</b>	<b>11,344</b>	<b>3,384</b>	<b>2,891</b>	<b>2,576</b>	<b>2,424</b>	<b>11,275</b>

Table 44: Secondary School Enrolment by Funding Source, Sex, District, and Urban/Rural Location 2022-2023

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			
<b>TOTAL</b>	<b>5,998</b>	<b>877</b>	<b>4,649</b>	<b>731</b>	<b>818</b>	<b>1,577</b>	<b>1,577</b>	<b>939</b>	<b>1,251</b>	<b>1,446</b>	<b>657</b>	<b>1,494</b>	<b>14,950</b>	<b>7,064</b>	<b>22,014</b>
<b>Government</b>	1,560	612	1,398	0	0	754	855	253	0	1,441	0	1,339	<b>3,813</b>	<b>4,399</b>	<b>8,212</b>
<b>Government-Aided</b>	4,253	265	3,251	253	818	761	722	653	1,251	0	657	120	<b>10,952</b>	<b>2,052</b>	<b>13,004</b>
<b>Specially Assisted</b>	0	0	0	337	0	62	0	0	0	0	0	0	<b>0</b>	<b>399</b>	<b>399</b>
<b>Private</b>	185	0	0	141	0	0	0	33	0	5	0	35	<b>185</b>	<b>214</b>	<b>399</b>
<b>Males:</b>	<b>2,920</b>	<b>473</b>	<b>2,223</b>	<b>354</b>	<b>361</b>	<b>784</b>	<b>768</b>	<b>452</b>	<b>563</b>	<b>716</b>	<b>326</b>	<b>799</b>	<b>7,161</b>	<b>3,578</b>	<b>10,739</b>
<b>Government</b>	795	329	674	0	0	336	422	138	0	715	0	720	<b>1,891</b>	<b>2,238</b>	<b>4,129</b>
<b>Government-Aided</b>	2,039	144	1,549	136	361	415	346	300	563	0	326	64	<b>5,184</b>	<b>1,059</b>	<b>6,243</b>
<b>Specially Assisted</b>	0	0	0	151	0	33	0	0	0	0	0	0	<b>0</b>	<b>184</b>	<b>184</b>
<b>Private</b>	86	0	0	67	0	0	0	14	0	1	0	15	<b>86</b>	<b>97</b>	<b>183</b>
<b>Females:</b>	<b>3,078</b>	<b>404</b>	<b>2,426</b>	<b>377</b>	<b>457</b>	<b>793</b>	<b>809</b>	<b>487</b>	<b>688</b>	<b>730</b>	<b>331</b>	<b>695</b>	<b>7,789</b>	<b>3,486</b>	<b>11,275</b>
<b>Government</b>	765	283	724	0	0	418	433	115	0	726	0	619	<b>1,922</b>	<b>2,161</b>	<b>4,083</b>
<b>Government-Aided</b>	2,214	121	1,702	117	457	346	376	353	688	0	331	56	<b>5,768</b>	<b>993</b>	<b>6,761</b>
<b>Specially Assisted</b>	0	0	0	186	0	29	0	0	0	0	0	0	<b>0</b>	<b>215</b>	<b>215</b>
<b>Private</b>	99	0	0	74	0	0	0	19	0	4	0	20	<b>99</b>	<b>117</b>	<b>216</b>

Table 45: 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			
<b>TOTAL</b>	<b>6,267</b>	<b>690</b>	<b>4,002</b>	<b>1,206</b>	<b>852</b>	<b>1,538</b>	<b>1,499</b>	<b>910</b>	<b>1,245</b>	<b>1,554</b>	<b>679</b>	<b>1,396</b>	<b>14,544</b>	<b>7,294</b>	<b>21,838</b>
<b>Government</b>	1,567	584	1,444	0	0	757	843	251	0	1,549	0	1,252	<b>3,854</b>	<b>4,393</b>	<b>8,247</b>
<b>Government-Aided</b>	4,496	106	2,558	733	852	706	634	648	1,245	0	679	107	<b>10,464</b>	<b>2,300</b>	<b>12,764</b>
<b>Specially Assisted</b>	0	0	0	335	0	75	0	0	0	0	0	0	<b>0</b>	<b>410</b>	<b>410</b>
<b>Private</b>	204	0	0	138	0	0	22	11	0	5	0	37	<b>226</b>	<b>191</b>	<b>417</b>
<b>Males:</b>	<b>2,983</b>	<b>344</b>	<b>1,936</b>	<b>530</b>	<b>402</b>	<b>755</b>	<b>707</b>	<b>427</b>	<b>557</b>	<b>772</b>	<b>344</b>	<b>737</b>	<b>6,929</b>	<b>3,565</b>	<b>10,494</b>
<b>Government</b>	788	298	712	0	0	342	393	134	0	769	0	661	<b>1,893</b>	<b>2,204</b>	<b>4,097</b>
<b>Government-Aided</b>	2,095	46	1,224	326	402	383	303	287	557	0	344	56	<b>4,925</b>	<b>1,098</b>	<b>6,023</b>
<b>Specially Assisted</b>	0	0	0	139	0	30	0	0	0	0	0	0	<b>0</b>	<b>169</b>	<b>169</b>
<b>Private</b>	100	0	0	65	0	0	11	6	0	3	0	20	<b>111</b>	<b>94</b>	<b>205</b>
<b>Females:</b>	<b>3,284</b>	<b>346</b>	<b>2,066</b>	<b>676</b>	<b>450</b>	<b>783</b>	<b>792</b>	<b>483</b>	<b>688</b>	<b>782</b>	<b>335</b>	<b>659</b>	<b>7,615</b>	<b>3,729</b>	<b>11,344</b>
<b>Government</b>	779	286	732	0	0	415	450	117	0	780	0	591	<b>1,961</b>	<b>2,189</b>	<b>4,150</b>
<b>Government-Aided</b>	2,401	60	1,334	407	450	323	331	361	688	0	335	51	<b>5,539</b>	<b>1,202</b>	<b>6,741</b>
<b>Specially Assisted</b>	0	0	0	196	0	45	0	0	0	0	0	0	<b>0</b>	<b>241</b>	<b>241</b>
<b>Private</b>	104	0	0	73	0	0	11	5	0	2	0	17	<b>115</b>	<b>97</b>	<b>212</b>



Figure 8: Distribution of Secondary School Enrolment by District 2022-2023

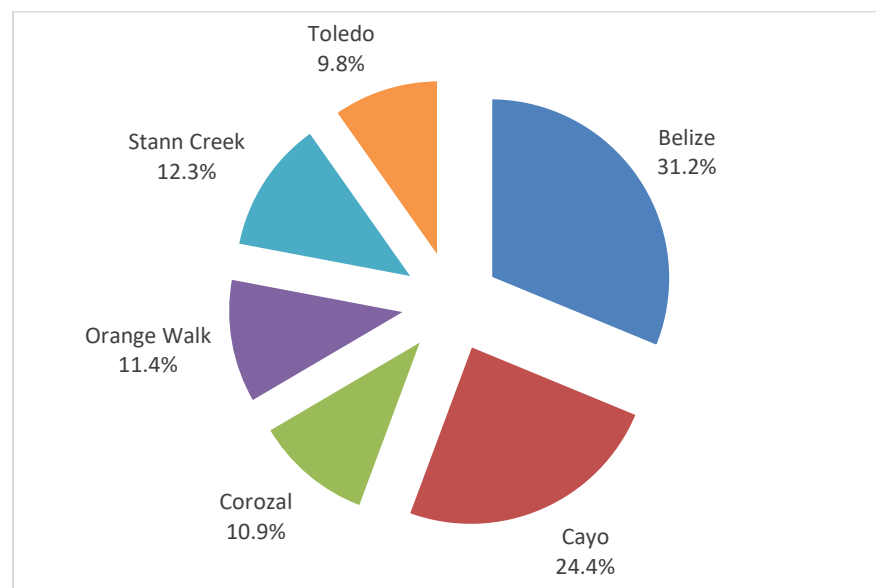


Table 46: Secondary School Enrolment Trend

Year	Form				Total	Annual %
	Form 1	Form 2	Form 3	Form 4	Enrolment	Change
2018-2019	6,627	5,831	5,318	4,537	22,313	1.3
2019-2020	6,518	5,824	5,317	4,621	22,280	-0.1
2020-2021	6,100	6,082	5,601	4,977	22,760	2.2
2021-2022	6,384	5,466	5,250	4,738	21,838	-4.1
2022-2023	6,934	5,699	4,877	4,504	22,014	0.8

### 4.3 SECONDARY SCHOOL ENROLMENT RATES AND RATIOS

**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 47: Gross Enrolment Ratio

Year	Male	Female	Total
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
2022/2023	69.0	75.1	72.0

**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 48: Net Enrolment Rate

Year	Male	Female	Total
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
2022/2023	52.2	59.7	55.9

## 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

Year	Male	Female	Total
2017/2018	7.4	4.4	5.8
2018/2019	8.4	4.2	6.2
2019/2020	4.2	2.4	3.2
2020/2021	12.5	8.4	10.4
2021/2022	11.0	7.1	9.0

Table 50: Average Secondary School Repetition Rate by Form

Form	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Form 1	6.7	7.3	4.6	10.7	9.9
Form 2	5.6	6.6	2.9	12.5	9.8
Form 3	6.8	6.5	3.3	11.3	10.3
Form 4	3.6	3.7	1.5	6.5	5.4

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

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. %	
<b>Form 1</b>	<b>210 10.9</b>	<b>216 15.3</b>	<b>42 6.1</b>	<b>58 8.4</b>	<b>90 11.3</b>	<b>34 6.0</b>	<b>650 10.7</b>		<b>216 11.1</b>	<b>232 14.1</b>	<b>34 5.1</b>	<b>40 6.1</b>	<b>80 9.3</b>	<b>29 4.7</b>	<b>631 9.9</b>	
Male	149 15.4	123 17.4	25 7.0	42 12.2	58 14.5	22 7.1	419 13.6		147 14.6	132 16.2	20 6.0	21 6.2	56 13.0	23 7.3	399 12.3	
Female	61 6.3	93 13.1	17 5.0	16 4.6	32 8.0	12 4.7	231 7.7		69 7.4	100 12.1	14 4.1	19 6.0	24 5.6	6 2.0	232 7.4	
<b>Form 2</b>	<b>211 11.2</b>	<b>208 14.7</b>	<b>66 9.4</b>	<b>75 10.9</b>	<b>157 19.7</b>	<b>46 7.7</b>	<b>763 12.5</b>		<b>170 9.6</b>	<b>187 15.0</b>	<b>49 8.0</b>	<b>40 6.2</b>	<b>70 9.8</b>	<b>20 4.1</b>	<b>536 9.8</b>	
Male	130 14.1	122 18.3	37 10.4	49 15.0	93 24.5	33 10.2	464 15.6		92 10.8	114 18.6	29 9.6	22 7.1	42 12.9	13 5.2	312 11.8	
Female	81 8.5	86 11.5	29 8.4	26 7.2	64 15.3	13 4.8	299 9.6		78 8.5	73 11.5	20 6.5	18 5.4	28 7.2	7 3.0	224 8.0	
<b>Form 3</b>	<b>182 10.1</b>	<b>201 15.0</b>	<b>45 7.5</b>	<b>58 10.2</b>	<b>117 15.4</b>	<b>30 5.6</b>	<b>633 11.3</b>		<b>162 9.6</b>	<b>160 13.0</b>	<b>60 10.2</b>	<b>49 8.1</b>	<b>75 11.9</b>	<b>34 6.6</b>	<b>540 10.3</b>	
Male	108 13.1	109 17.3	22 7.9	26 10.9	72 19.1	24 8.6	361 13.7		91 11.6	86 15.7	32 11.2	29 10.4	44 15.4	20 7.2	302 12.3	
Female	74 7.6	92 13.0	23 7.2	32 9.7	45 11.8	6 2.3	272 9.2		71 7.9	74 10.9	28 9.2	20 6.1	31 9.0	14 5.9	238 8.5	
<b>Form 4</b>	<b>100 6.3</b>	<b>89 7.4</b>	<b>22 4.0</b>	<b>23 4.2</b>	<b>66 10.6</b>	<b>23 4.8</b>	<b>323 6.5</b>		<b>85 5.4</b>	<b>84 7.7</b>	<b>31 6.0</b>	<b>16 3.2</b>	<b>36 6.1</b>	<b>4 0.9</b>	<b>256 5.4</b>	
Male	40 5.7	42 7.7	8 3.2	9 3.5	25 8.3	7 3.1	131 5.7		41 6.0	51 10.4	15 6.4	7 3.4	24 8.4	2 0.8	140 6.5	
Female	60 6.8	47 7.2	14 4.7	14 4.9	41 12.9	16 6.3	192 7.1		44 5.0	33 5.5	16 5.6	9 3.1	12 3.9	2 0.9	116 4.5	
<b>Total</b>	<b>703 9.8</b>	<b>714 13.3</b>	<b>175 6.9</b>	<b>214 8.6</b>	<b>430 14.5</b>	<b>133 6.1</b>	<b>2369 10.4</b>		<b>633 9.1</b>	<b>663 12.7</b>	<b>174 7.3</b>	<b>145 6.0</b>	<b>261 9.3</b>	<b>87 4.2</b>	<b>1963 9.0</b>	
Male	427 12.5	396 15.5	92 7.4	126 10.8	248 17.0	86 7.5	1375 12.5		371 11.2	383 15.5	96 8.3	79 7.0	166 12.5	58 5.4	1153 11.0	
Female	276 7.3	318 11.3	83 6.4	88 6.6	182 12.0	47 4.5	994 8.4		262 7.2	280 10.2	78 6.3	66 5.2	95 6.5	29 2.9	810 7.1	

**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

Year	Male	Female	Total
<b>2017/2018</b>	4.8	4.1	4.4
<b>2018/2019</b>	5.6	4.3	4.9
<b>2019/2020</b>	3.9	2.7	3.3
<b>2020/2021</b>	7.3	4.9	6.1
<b>2021/2022</b>	11.1	8.2	9.6

Table 53: Average Secondary School Dropout Rate by Form

Form	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Form 1	5.0	6.9	4.1	8.1	11.5
Form 2	4.4	4.9	3.3	6.7	12.6
Form 3	4.2	4.7	3.8	5.4	11.2
Form 4	2.2	2.2	1.6	3.5	1.8

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

Form and Sex	2020-2021												2021-2022															
	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	62	3.2	162	11.4	81	11.7	57	8.2	77	9.6	56	9.9	495	8.1	143	7.4	170	10.4	65	9.7	64	9.8	191	22.3	100	16.3	733	11.5
Male	37	3.8	92	13.0	49	13.8	31	9.0	55	13.8	40	12.9	304	9.9	89	8.8	97	11.9	41	12.2	46	13.5	113	26.2	58	18.4	444	13.7
Female	25	2.6	70	9.9	32	9.5	26	7.4	22	5.5	16	6.2	191	6.3	54	5.8	73	8.8	24	7.1	18	5.7	78	18.3	42	14.0	289	9.2
Form 2	64	3.4	105	7.4	71	10.1	56	8.1	63	7.9	51	8.6	410	6.7	214	12.1	133	10.7	47	7.7	52	8.1	153	21.4	89	18.5	688	12.6
Male	34	3.7	59	8.8	42	11.8	28	8.6	35	9.2	28	8.6	226	7.6	115	13.5	79	12.9	30	9.9	29	9.4	83	25.5	46	18.3	382	14.4
Female	30	3.1	46	6.1	29	8.4	28	7.8	28	6.7	23	8.5	184	5.9	99	10.8	54	8.5	17	5.5	23	6.8	70	17.9	43	18.7	306	10.9
Form 3	62	3.4	78	5.8	47	7.9	28	4.9	46	6.1	40	7.5	301	5.4	198	11.8	118	9.6	56	9.5	38	6.3	126	20.0	52	10.1	588	11.2
Male	37	4.5	46	7.3	29	10.4	17	7.1	23	6.1	21	7.5	173	6.6	98	12.5	56	10.2	26	9.1	20	7.2	57	20.0	34	12.3	291	11.8
Female	25	2.6	32	4.5	18	5.6	11	3.3	23	6.0	19	7.4	128	4.3	100	11.1	62	9.1	30	9.9	18	5.5	69	20.0	18	7.6	297	10.6
Form 4	25	1.6	39	3.3	32	5.8	11	2.0	45	7.3	22	4.6	174	3.5	19	1.2	18	1.6	12	2.3	14	2.8	5	0.8	19	4.1	87	1.8
Male	16	2.3	22	4.0	18	7.2	8	3.1	22	7.3	15	6.6	101	4.4	8	1.2	10	2.0	7	3.0	8	3.9	3	1.0	9	3.8	45	2.1
Female	9	1.0	17	2.6	14	4.7	3	1.0	23	7.3	7	2.8	73	2.7	11	1.2	8	1.3	5	1.8	6	2.0	2	0.6	10	4.4	42	1.6
Total	213	3.0	384	7.2	231	9.1	152	6.1	231	7.8	169	7.8	1,380	6.1	574	8.3	439	8.4	180	7.5	168	7.0	475	17.0	260	12.5	2,096	9.6
Male	124	3.6	219	8.6	138	11.1	84	7.2	135	9.3	104	9.1	804	7.3	310	9.3	242	9.8	104	9.0	103	9.1	256	19.3	147	13.6	1,162	11.1
Female	89	2.4	165	5.9	93	7.2	68	5.1	96	6.3	65	6.3	576	4.9	264	7.3	197	7.2	76	6.2	65	5.1	219	14.9	113	11.4	934	8.2

## 4.5 SECONDARY SCHOOL GRADUATES

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

District	2020-2021			2021-2022		
	Male	Female	Total	Male	Female	Total
<b>Belize</b>	663	844	<b>1,507</b>	667	850	<b>1,517</b>
<b>Cayo</b>	488	616	<b>1,104</b>	468	573	<b>1,041</b>
<b>Corozal</b>	239	287	<b>526</b>	226	279	<b>505</b>
<b>Orange Walk</b>	245	279	<b>524</b>	196	285	<b>481</b>
<b>Stann Creek</b>	256	284	<b>540</b>	279	302	<b>581</b>
<b>Toledo</b>	208	233	<b>441</b>	235	225	<b>460</b>
<b>Total</b>	<b>2,099</b>	<b>2,543</b>	<b>4,642</b>	<b>2,071</b>	<b>2,514</b>	<b>4,585</b>

## 4.6 SECONDARY SCHOOL TEACHERS

Table 56: Number of Secondary Teachers by District and Sex

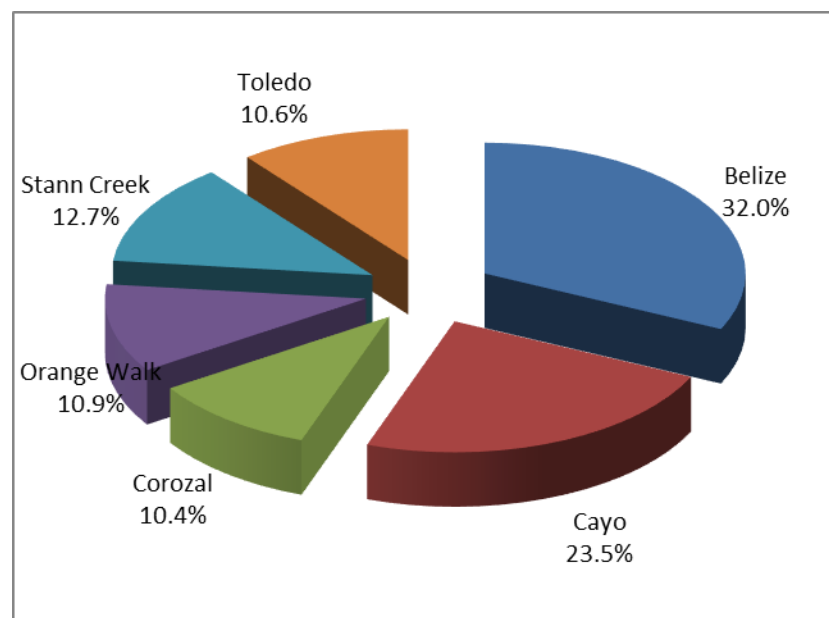
District	2021-2022			2022-2023		
	Male	Female	Total	Male	Female	Total
Belize	179	289	468	172	278	450
Cayo	131	201	332	125	205	330
Corozal	63	88	151	64	82	146
Orange Walk	69	86	155	71	83	154
Stann Creek	73	114	187	67	111	178
Toledo	71	71	142	73	76	149
Total	586	849	1,435	572	835	1,407

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

District	2021-2022			2022-2023		
	Urban	Rural	Total	Urban	Rural	Total
Belize	412	56	468	395	55	450
Cayo	263	69	332	264	66	330
Corozal	57	94	151	53	93	146
Orange Walk	135	20	155	91	63	154
Stann Creek	88	99	187	85	93	178
Toledo	41	101	142	43	106	149
Total	996	439	1,435	931	476	1,407



Figure 9: Distribution of Secondary School Teachers by District 2022-2023



**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

Year	Urban	Rural	Total
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
2022/2023	71.9	61.6	68.4

Table 59: Number of Secondary School Teachers by District, Urban/Rural Location, and Qualification 2022-2023

District and Urban/Rural	QUALIFICATION											TOTAL	% Trained
	TRAINED						UNTRAINED						
	DD Ed	MD Ed	BD SEd	Dip SEd	CBET	Other Edu	Master's Degree	Bachelor's Degree	Associate Degree	High School	Other / not stated		
Urban	4	142	345	163	5	10	21	127	74	10	30	931	71.9
Belize	1	63	128	79	0	6	9	46	35	5	23	395	70.1
Cayo	3	39	95	43	1	1	5	53	18	1	5	264	68.9
Corozal	0	9	31	10	0	0	1	0	2	0	0	53	94.3
Orange Walk	0	21	42	6	0	0	2	14	5	0	1	91	75.8
Stann Creek	0	6	36	20	1	2	2	7	8	2	1	85	76.5
Toledo	0	4	13	5	3	1	2	7	6	2	0	43	60.5
Rural	0	66	163	55	3	6	10	76	67	3	27	476	61.6
Belize	0	13	16	8	3	0	0	7	8	0	0	55	72.7
Cayo	0	5	5	5	0	1	0	25	10	0	15	66	24.2
Corozal	0	20	41	14	0	0	3	7	6	0	2	93	80.6
Orange Walk	0	18	28	6	0	0	1	3	0	0	7	63	82.5
Stann Creek	0	5	48	17	0	1	4	10	7	0	1	93	76.3
Toledo	0	5	25	5	0	4	2	24	36	3	2	106	36.8
Total	4	208	508	218	8	16	31	203	141	13	57	1,407	68.4
Belize	1	76	144	87	3	6	9	53	43	5	23	450	70.4
Cayo	3	44	100	48	1	2	5	78	28	1	20	330	60.0
Corozal	0	29	72	24	0	0	4	7	8	0	2	146	85.6
Orange Walk	0	39	70	12	0	0	3	17	5	0	8	154	78.6
Stann Creek	0	11	84	37	1	3	6	17	15	2	2	178	76.4
Toledo	0	9	38	10	3	5	4	31	42	5	2	149	43.6

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; Other EDU= Bachelor's Degree in Primary Education, Associate Degree in Primary Education, Certificate in Primary Education, Level 2 & 2+1

Table 60: 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

## 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)

District	2021-2022			2022-2023		
	Urban	Rural	Overall	Urban	Rural	Overall
<b>Belize</b>	16	17	<b>16</b>	16	18	<b>16</b>
<b>Cayo</b>	18	12	<b>17</b>	19	13	<b>18</b>
<b>Corozal</b>	16	18	<b>17</b>	16	19	<b>18</b>
<b>Orange Walk</b>	17	17	<b>17</b>	18	17	<b>17</b>
<b>Stann Creek</b>	15	17	<b>16</b>	15	16	<b>16</b>
<b>Toledo</b>	17	15	<b>16</b>	14	15	<b>15</b>
<b>Total</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>17</b>

## 4.8 EXAMINATION RESULTS - CSEC PERFORMANCE

Table 62: Student Performance in CSEC by District and Urban/Rural Location 2022

District and Urban/Rural	FORM 4 ENROLMENT 2021/2022	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
<b>TOTAL</b>	<b>4,738</b>	<b>1,352</b>	<b>975</b>	<b>72.1</b>	<b>20.6</b>	<b>1,320</b>	<b>343</b>	<b>26.0</b>	<b>7.2</b>
Belize	1,566	533	375	70.4	23.9	515	112	21.7	7.2
Cayo	1,093	257	197	76.7	18.0	254	45	17.7	4.1
Corozal	519	296	208	70.3	40.1	290	125	43.1	24.1
Orange Walk	501	113	95	84.1	19.0	110	42	38.2	8.4
Stann Creek	595	126	80	63.5	13.4	123	17	13.8	2.9
Toledo	464	27	20	74.1	4.3	28	2	7.1	0.4
<b>Urban</b>	<b>3,188</b>	<b>1,045</b>	<b>796</b>	<b>76.2</b>	<b>25.0</b>	<b>1,013</b>	<b>269</b>	<b>26.6</b>	<b>8.4</b>
Belize	1,419	490	364	74.3	25.7	469	112	23.9	7.9
Cayo	872	226	177	78.3	20.3	224	36	16.1	4.1
Corozal	192	120	102	85.0	53.1	119	65	54.6	33.9
Orange Walk	314	113	95	84.1	30.3	110	42	38.2	13.4
Stann Creek	258	96	58	60.4	22.5	91	14	15.4	5.4
Toledo	133	0	0	0.0	0.0	0	0	0.0	0.0
<b>Rural</b>	<b>1,550</b>	<b>307</b>	<b>179</b>	<b>58.3</b>	<b>11.5</b>	<b>307</b>	<b>74</b>	<b>24.1</b>	<b>4.8</b>
Belize	147	43	11	25.6	7.5	46	0	0.0	0.0
Cayo	221	31	20	64.5	9.0	30	9	30.0	4.1
Corozal	327	176	106	60.2	32.4	171	60	35.1	18.3
Orange Walk	187	0	0	0.0	0.0	0	0	0.0	0.0
Stann Creek	337	30	22	73.3	6.5	32	3	9.4	0.9
Toledo	331	27	20	74.1	6.0	28	2	7.1	0.6

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 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
<b>TOTAL</b>	<b>4,977</b>	<b>1,851</b>	<b>1,319</b>	<b>71.3</b>	<b>26.5</b>	<b>1,814</b>	<b>538</b>	<b>29.7</b>	<b>10.8</b>
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
<b>Urban</b>	<b>3,570</b>	<b>1,413</b>	<b>1,047</b>	<b>74.1</b>	<b>29.3</b>	<b>1,377</b>	<b>444</b>	<b>32.2</b>	<b>12.4</b>
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
<b>Rural</b>	<b>1,407</b>	<b>438</b>	<b>272</b>	<b>62.1</b>	<b>19.3</b>	<b>437</b>	<b>94</b>	<b>21.5</b>	<b>6.7</b>
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

Figure 10: Percentage of Urban and Rural CSEC Candidates with Satisfactory Level Performance in English A

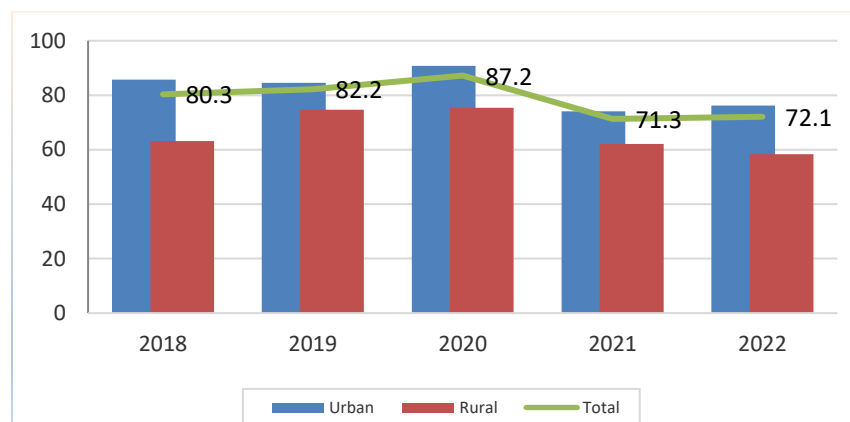
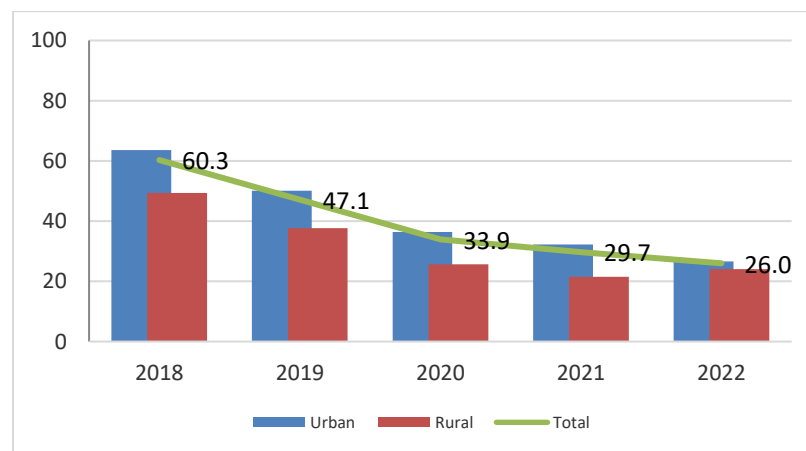


Figure 11: Percentage of Urban and Rural CSEC Candidates with Satisfactory Level Performance in Mathematics



## **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 license 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	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023
<b>Belize</b>	<b>91</b>	<b>128</b>	<b>150</b>	<b>83</b>	<b>119</b>
Male	84	101	127	66	97
Female	7	27	23	17	22
<b>Cayo</b>	<b>167</b>	<b>192</b>	<b>244</b>	<b>196</b>	<b>274</b>
Male	115	130	161	148	196
Female	52	62	83	48	78
<b>Corozal</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>60</b>	<b>55</b>
Male	45	42	42	43	42
Female	16	19	19	17	13
<b>Orange Walk</b>	<b>295</b>	<b>333</b>	<b>212</b>	<b>291</b>	<b>254</b>
Male	261	305	196	270	240
Female	34	28	16	21	14
<b>Stann Creek</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>71</b>	<b>68</b>
Male	57	57	57	52	50
Female	29	29	29	19	18
<b>Toledo</b>	<b>53</b>	<b>56</b>	<b>56</b>	<b>31</b>	<b>69</b>
Male	33	39	39	23	47
Female	20	17	17	8	22
<b>Total</b>	<b>753</b>	<b>856</b>	<b>808</b>	<b>732</b>	<b>839</b>
<b>Male</b>	<b>595</b>	<b>674</b>	<b>622</b>	<b>602</b>	<b>672</b>
<b>Female</b>	<b>158</b>	<b>182</b>	<b>187</b>	<b>130</b>	<b>167</b>

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	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Belize</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>15</b>
Male	8	8	10	10	9
Female	8	8	5	6	6
<b>Cayo</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>14</b>
Male	7	8	5	5	8
Female	6	6	10	10	6
<b>Corozal</b>	<b>8</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>10</b>
Male	4	6	6	4	6
Female	4	5	4	5	4
<b>Orange Walk</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>16</b>	<b>17</b>
Male	12	11	10	9	12
Female	6	7	6	7	5
<b>Stann Creek</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>12</b>
Male	6	6	6	6	6
Female	3	3	3	6	6
<b>Toledo</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>10</b>
Male	4	4	6	6	5
Female	2	3	3	3	5
<b>Total</b>	<b>70</b>	<b>75</b>	<b>74</b>	<b>77</b>	<b>78</b>
<b>Male</b>	<b>41</b>	<b>43</b>	<b>43</b>	<b>40</b>	<b>46</b>
<b>Female</b>	<b>29</b>	<b>32</b>	<b>31</b>	<b>37</b>	<b>32</b>

## **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 Advanced 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 licensing requirements for teaching at the tertiary level.

## 6.1 TERTIARY ENROLMENT

Table 66: Junior College Enrolment by District and Sex

District and Sex	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023
<b>Belize</b>	<b>1,724</b>	<b>1,742</b>	<b>1,697</b>	<b>1,679</b>	<b>1,629</b>
Male	668	682	722	707	659
Female	1,056	1,060	975	972	970
<b>Cayo</b>	<b>682</b>	<b>708</b>	<b>544</b>	<b>540</b>	<b>519</b>
Male	275	287	216	216	216
Female	407	421	328	324	303
<b>Corozal</b>	<b>1,044</b>	<b>1,160</b>	<b>1,188</b>	<b>1,134</b>	<b>1,073</b>
Male	479	518	531	478	456
Female	565	642	657	656	617
<b>Orange Walk</b>	<b>342</b>	<b>330</b>	<b>335</b>	<b>387</b>	<b>456</b>
Male	147	140	134	157	184
Female	195	190	201	230	272
<b>Stann Creek</b>	<b>655</b>	<b>677</b>	<b>605</b>	<b>601</b>	<b>591</b>
Male	231	249	204	199	205
Female	424	428	401	402	386
<b>Toledo</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Male	0	0	0	0	0
Female	0	0	0	0	0
<b>Total</b>	<b>4,447</b>	<b>4,617</b>	<b>4,369</b>	<b>4,341</b>	<b>4,268</b>
Male	<b>1,800</b>	<b>1,876</b>	<b>1,807</b>	<b>1,757</b>	<b>1,720</b>
Female	<b>2,647</b>	<b>2,741</b>	<b>2,562</b>	<b>2,584</b>	<b>2,548</b>

Table 67: Tertiary Enrolment by Education Level and Sex

Level and Sex	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023
<b>Junior College</b>	<b>4,447</b>	<b>4,617</b>	<b>4,369</b>	<b>4,341</b>	<b>4,268</b>
Male	1,800	1,876	1,807	1,757	1,720
Female	2,647	2,741	2,562	2,584	2,548
<b>University</b>	<b>5,383</b>	<b>5,557</b>	<b>4,925</b>	<b>5,032</b>	<b>4,644</b>
Male	1,868	1,896	1,682	1,617	1,498
Female	3,515	3,661	3,243	3,415	3,146
<b>Total</b>	<b>9,830</b>	<b>10,174</b>	<b>9,294</b>	<b>9,373</b>	<b>8,912</b>
Male	<b>3,668</b>	<b>3,772</b>	<b>3,489</b>	<b>3,374</b>	<b>3,218</b>
Female	<b>6,162</b>	<b>6,402</b>	<b>5,805</b>	<b>5,999</b>	<b>5,694</b>

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

Table 68: Tertiary Enrolment by Programmes and Sex 2022/2023

All Fields of Education	Male	Female	Total
01 Education	169	937	<b>1,106</b>
02 Arts and humanities	96	177	<b>273</b>
03 Social sciences, journalism and information	30	86	<b>116</b>
04 Business, administration and law	1,161	2,115	<b>3,276</b>
05 Natural sciences, mathematics and statistics	413	634	<b>1,047</b>
06 Information and communication technologies	419	122	<b>541</b>
07 Engineering, manufacturing and construction	213	71	<b>284</b>
08 Agriculture, forestry, fisheries and veterinary	185	133	<b>318</b>
09 Health and welfare	131	563	<b>694</b>
10 Services	158	272	<b>430</b>
Not known or unspecified	243	584	<b>827</b>
Total: All fields of education	<b>3,218</b>	<b>5,694</b>	<b>8,912</b>

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	2020/2021			2021/2022		
	Male	Female	Total	Male	Female	Total
<b>Belize</b>	181	334	<b>515</b>	196	312	<b>508</b>
<b>Cayo</b>	45	85	<b>130</b>	48	86	<b>134</b>
<b>Corozal</b>	162	254	<b>416</b>	171	243	<b>414</b>
<b>Orange Walk</b>	41	80	<b>121</b>	54	82	<b>136</b>
<b>Stann Creek</b>	42	118	<b>160</b>	63	163	<b>226</b>
<b>Toledo</b>	0	0	<b>0</b>	0	0	<b>0</b>
<b>Total</b>	<b>471</b>	<b>871</b>	<b>1,342</b>	<b>532</b>	<b>886</b>	<b>1,418</b>

Table 70: Tertiary Graduates by Level and Sex

Level and Sex	2019/2020	2020/2021	2021/2022
<b>Junior College</b>	<b>1,183</b>	<b>1,342</b>	<b>1,418</b>
Male	422	471	532
Female	761	871	886
<b>University</b>	<b>778</b>	<b>769</b>	<b>1,301</b>
Male	259	255	438
Female	519	514	863
<b>Total</b>	<b>1,961</b>	<b>2,111</b>	<b>2,719</b>
Male	<b>681</b>	<b>726</b>	<b>970</b>
Female	<b>1,280</b>	<b>1,385</b>	<b>1,749</b>

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

Table 71: Tertiary Graduates by Programmes and Sex 2021/2022

All Fields of Education	Male	Female	Total
01 Education	56	281	<b>337</b>
02 Arts and humanities	18	35	<b>53</b>
03 Social sciences, journalism and information	20	87	<b>107</b>
04 Business, administration and law	348	685	<b>1,033</b>
05 Natural sciences, mathematics and statistics	122	194	<b>316</b>
06 Information and communication technologies	135	31	<b>166</b>
07 Engineering, manufacturing and construction	55	11	<b>66</b>
08 Agriculture, forestry, fisheries and veterinary	73	48	<b>121</b>
09 Health and welfare	29	119	<b>148</b>
10 Services	43	129	<b>172</b>
Not known or unspecified	71	129	<b>200</b>
Total: All fields of education	<b>970</b>	<b>1,749</b>	<b>2,719</b>

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 license to teach at the secondary level.



## 7.1 ACE ENROLMENT

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

District and Sex	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
<b>Belize</b>	<b>537</b>	<b>494</b>	<b>312</b>	<b>345</b>	<b>304</b>
Male	193	205	98	123	102
Female	344	289	214	222	202
<b>Cayo</b>	<b>201</b>	<b>174</b>	<b>178</b>	<b>167</b>	<b>179</b>
Male	94	73	74	65	79
Female	107	101	104	102	100
<b>Corozal</b>	<b>213</b>	<b>238</b>	<b>140</b>	<b>167</b>	<b>144</b>
Male	104	105	59	70	72
Female	109	133	81	97	72
<b>Orange Walk</b>	<b>23</b>	<b>27</b>	<b>12</b>	<b>8</b>	<b>37</b>
Male	10	10	5	4	24
Female	13	17	7	4	13
<b>Stann Creek</b>	<b>160</b>	<b>136</b>	<b>107</b>	<b>145</b>	<b>182</b>
Male	68	49	36	58	65
Female	92	87	71	87	117
<b>Toledo</b>	<b>81</b>	<b>77</b>	<b>69</b>	<b>49</b>	<b>53</b>
Male	48	40	26	16	18
Female	33	37	43	33	35
<b>Total</b>	<b>1,215</b>	<b>1,146</b>	<b>818</b>	<b>881</b>	<b>899</b>
<b>Male</b>	<b>517</b>	<b>482</b>	<b>298</b>	<b>336</b>	<b>360</b>
<b>Female</b>	<b>698</b>	<b>664</b>	<b>520</b>	<b>545</b>	<b>539</b>

## 7.2 ACE GRADUATES

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

District	2020/2021			2021/2022		
	Male	Female	Total	Male	Female	Total
<b>Belize</b>	39	86	<b>125</b>	32	67	<b>99</b>
<b>Cayo</b>	18	31	<b>49</b>	19	26	<b>45</b>
<b>Corozal</b>	18	39	<b>57</b>	32	24	<b>56</b>
<b>Orange Walk</b>	2	4	<b>6</b>	0	0	<b>0</b>
<b>Stann Creek</b>	14	28	<b>42</b>	14	35	<b>49</b>
<b>Toledo</b>	8	19	<b>27</b>	4	6	<b>10</b>
<b>Total</b>	<b>99</b>	<b>207</b>	<b>306</b>	<b>101</b>	<b>158</b>	<b>259</b>

### 7.3 ACE INSTRUCTORS

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

	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Belize</b>	<b>34</b>	<b>36</b>	<b>36</b>	<b>31</b>	<b>32</b>
Male	22	19	19	18	16
Female	12	17	17	13	16
<b>Cayo</b>	<b>15</b>	<b>12</b>	<b>10</b>	<b>18</b>	<b>17</b>
Male	6	8	6	10	9
Female	9	4	4	8	8
<b>Corozal</b>	<b>28</b>	<b>28</b>	<b>21</b>	<b>32</b>	<b>33</b>
Male	16	19	11	20	19
Female	12	9	10	12	14
<b>Orange Walk</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>8</b>
Male	6	6	5	5	2
Female	2	3	3	2	6
<b>Stann Creek</b>	<b>29</b>	<b>30</b>	<b>29</b>	<b>29</b>	<b>28</b>
Male	14	13	12	12	9
Female	15	17	17	17	19
<b>Toledo</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>
Male	4	4	4	4	4
Female	7	7	7	7	7
<b>Total</b>	<b>125</b>	<b>126</b>	<b>115</b>	<b>128</b>	<b>129</b>
<b>Male</b>	<b>68</b>	<b>69</b>	<b>57</b>	<b>69</b>	<b>59</b>
<b>Female</b>	<b>57</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>70</b>

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