



Education Statistical Digest of Belize 2011/2012





*EDUCATION
STATISTICAL
DIGEST
Of
Belíze
2011-2012*

POLICY AND PLANNING UNIT
Ministry of Education

The Policy and Planning Unit

Mission Statement

The Policy and Planning Unit is committed to provide relevant and timely data to guide policy formulation and enhance overall efficiency and effectiveness within the education system.

Vision

The Policy and Planning Unit will be the pivot of the Ministry of Education.

Motto

Promoting data-based decision-making and strategic planning.

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TABLE OF CONTENTS

Table of Contents	i
List of Tables	iii
List of Figures	vi
Acknowledgement	viii
1.0 Belize in Figures	1
2.0 Major Findings	2
3.0 Education Supply	7
3.1 Number of Schools	7
4.0 Participation in Education	9
4.1 Enrolment	9
5.0 Resources	11
5.1 Total Teaching Force	11
6.0 Preschool Education	13
6.1 Number of Preschools	13
6.2 Preschool Enrolment	15
6.3 Preschool Teachers	19
7.0 Primary Education	21
7.1 Number of Primary Schools	21
7.2 Primary School Enrolment	24
7.3 Primary School Repetition and Dropout Rates	30
7.4 Primary School Teachers	35
7.5 Primary School Student-Teacher Ratio	40
8.0 Transition Rate	41
8.1 Transition Rate to Secondary School	41
9.0 Secondary Education	42
9.1 Number of Secondary Schools	42
9.2 Secondary School Enrolment	45
9.3 Secondary School Repetition and Dropout Rates	51
9.4 Secondary School Teachers	56
10.0 Vocational/Technical Education	59
11.0 Junior College Education	60

TABLE OF CONTENTS (Cont.)

12.0 Enrolment Trends	62
13.0 Finance	64
14.0 Examination Results	66
14.1 PSE Performance	66
14.2 CSEC Performance	68
15.0 Educational Indicators	72
15.1 Net and Gross Enrolment Rate	72
15.2 Average Repetition and Dropout Rates	78
15.3 Completion Rates	86
15.4 Student-Teacher Ratio	88
15.5 Percentage of Trained School Teachers	90
15.6 Apparent Intake Rate	92
15.7 Net Intake Rate	93
15.8 Percentage of Children Aged 12 in the Education System	94
15.9 Percentage of Children Aged 14 in the Education System	95
15.10 Total Enrolment in Education System	96

LIST OF TABLES

Table 1: Population Statistics 2003-2010	1
Table 2: Monitoring Educational Indicators 2003-04 to 2010-11	2
Table 3: Number of Schools by District, Level, and Funding	7
Table 4: Enrolment by District, Level, and Sex	9
Table 5: Number of Teachers by District, Level, and Sex	11
Table 6: Number of Preschools by District, Management, and Urban/Rural Location	13
Table 7: Preschool Enrolment by Management, District, Sex, and Urban/Rural Location	16
Table 8: Preschool Enrolment by Age, District, and Sex	18
Table 9: Number of Preschool Teachers by Management, District, and Sex	19
Table 10: Number of Preschool Teachers by District, and Urban/Rural Location	20
Table 11: Number of Primary Schools by Management, District, Urban/Rural Location	21
Table 12: Primary Enrolment by Grade, District, and Sex	25
Table 13: Primary Enrolment by Age, Grade, and Sex	27
Table 14: Primary Enrolment by Management, Sex, District, and Urban/Rural Location	29
Table 15: Primary School Repetition Rate by District, Grade, and Sex	31
Table 16: Primary School Dropout Rate by District, Grade, and Sex	33
Table 17a: Number of Primary School Teachers by District, Urban/Rural Location, and Level of Training 2011-12	36
Table 17b: Number of Primary School Teachers by District, Urban/Rural Location, and Level of Training 2010-11	36
Table 18: Number of Primary School Teachers by Management, District, and Sex	38
Table 19: Student-Teacher Ratio by District and Urban/Rural Location	40
Table 20: Transition Rate to Secondary School	41
Table 21: Number of Secondary Schools by District, Management, and Urban/Rural Location	42
Table 22: Number of Secondary Schools by District, Funding Source, and Urban/Rural Location	44
Table 23: Secondary Enrolment by District, Form, and Sex	46
Table 24: Secondary Enrolment by Age, Form, and Sex	47
Table 25a: Secondary Enrolment by Management, Sex, District, and Urban/Rural Location 2011-12	49

LIST OF TABLES (Cont.)

Table 25b: Secondary Enrolment by Management, Sex, District, and Urban/Rural Location 2010-11	49
Table 26: Secondary School Repetition Rate by Form, District, and Sex	52
Table 27: Secondary School Dropout Rate by Form, District, and Sex	54
Table 28a: Number of Secondary School Teachers by District, Sex, Management, and Qualification 2011-12	57
Table 28b: Number of Secondary School Teachers by District, Sex, Management, and Qualification 2010-11	57
Table 29: Vocational/Technical Enrolment by District and Sex 2002-03 to 2011-12	59
Table 30: Tertiary Enrolment by Institutions & Sex 2002-03 to 2011-12	61
Table 31: Preschool Enrolment Trends 2002-03 to 2011-12	62
Table 32: Primary School Enrolment Trends 2002-03 to 2011-12	62
Table 33: Secondary School Enrolment Trends 2002-03 to 2011-12	63
Table 34: Student Performance in PSE by District and Urban/Rural Location	67
Table 35a: Student Performance in CSEC by District and Urban/Rural Location 2011	69
Table 35b: Student Performance in CSEC by District and Urban/Rural Location 2010	70
Table 36: Preschool Net Enrolment Rate 2007-08 to 2011-12	72
Table 37: Preschool Gross Enrolment Rate 2007-08 to 2011-12	73
Table 38: Primary School Net Enrolment Rate 2007-08 to 2011-12	74
Table 39: Primary School Gross Enrolment Rate 2007-08 to 2011-12	75
Table 40: Secondary School Net Enrolment Rate 2007-08 to 2011-12	76
Table 41: Secondary School Gross Enrolment Rate 2007-08 to 2011-12	77
Table 42: Average Primary School Repetition Rate by Sex 2006-07 to 2010-11	78
Table 43: Average Primary School Repetition Rate by Grade 2006-07 to 2010-11	79
Table 44: Average Primary School Dropout Rate by Sex 2006-07 to 2010-11	80
Table 45: Average Primary School Dropout Rate by Grade 2006-07 to 2010-11	81
Table 46: Average Secondary School Repetition Rate by Sex 2006-07 to 2010-11	82
Table 47: Average Secondary School Repetition Rate by Form 2006-07 to 2010-11	83
Table 48: Average Secondary School Dropout Rate by Sex 2006-07 to 2010-11	84
Table 49: Average Secondary School Dropout Rate by Form 2006-07 to 2010-11	85
Table 50: Primary School Completion Rate 2007-08 to 2011-12	86
Table 51: Secondary School Completion Rate 2007-08 to 2011-12	87

LIST OF TABLES (Cont.)

Table 52: Primary School Student-Teacher Ratio (STR) 2007-08 to 2011-12	88
Table 53: Secondary School Student-Teacher Ratio (STR) 2007-08 to 2011-12	89
Table 54: Percentage of Trained Primary School Teachers 2007-08 to 2011-12	90
Table 55: Percentage of Trained Secondary School Teachers 2007-08 to 2011-12	91
Table 56: Apparent Intake Rate 2007-08 to 2011-12	92
Table 57: Net Intake Rate 2007-08 to 2011-12	93
Table 58: Percentage of 12 Year Old Children Enrolled in the Education System 2007-08 to 2011-12	94
Table 59: Percentage of 14 Year Old Children Enrolled in the Education System 2007-08 to 2011-12	95
Table 60: Total Enrolment 2011-12	96

LIST OF FIGURES

Figure 1: Number of Schools by Level 2006-07 to 2011-12	8
Figure 2: Enrolments by Level 2006-07 to 2011-12	10
Figure 3: Numbers of Teachers by Level 2006-07 to 2011-12	12
Figure 4: Distribution of Preschool by District 2011-12	14
Figure 5: Preschool Enrolment by District and Urban/Rural Location 2011-12	17
Figure 6: Distribution of Preschool Teachers' by District 2011-12	20
Figure 7: Distribution of Primary School by District and Urban/Rural Location 2011-12	22
Figure 8: Distribution of Primary School by Denomination 2011-12	23
Figure 9: Primary Schools' Repetition and Dropout Rates by District 2010-11	34
Figure 10: Distribution of Primary School Teachers by District 2011-12	37
Figure 11: Distribution of Primary School Teachers by Management 2011-12	39
Figure 12: Distribution of Secondary School by District and U/R Location 2011-12	43
Figure 13: Distribution of Secondary School by Funding Source 2011-12	44
Figure 14: Distribution of Secondary School Enrolment by District 2011-12	50
Figure 15: Secondary Schools' Repetition and Dropout Rates by District 2010-11	55
Figure 16: Qualifications of Secondary School Teachers 2011-12	58
Figure 17: Distribution of Secondary School Teachers' by District 2011-12	58
Figure 18: GOB Recurrent Expenditure by Ministry 2011-12	64
Figure 19: Ministry of Education Recurrent Expenditure by Subsector 2011-12	64
Figure 20: MOES Recurrent Spending per Student by Level of Education 2011-12	65
Figure 21: Urban and Rural Candidates' PSE Scores by Grade Ranges 2011	67
Figure 22: Percentage of Urban and Rural Candidates' CSEC with Satisfactory level of performance in English A 2007 to 2011	71
Figure 23: Percentage of Urban and Rural Candidates' CSEC with Satisfactory level of performance in Mathematics 2007 to 2011	71
Figure 24: Preschool Net Enrolment Rate by Sex	72
Figure 25: Preschool Gross Enrolment Rate by Sex	73
Figure 26: Primary School Net Enrolment Rate by Sex	74
Figure 27: Primary School Gross Enrolment Rate by Sex	75
Figure 28: Secondary School Net Enrolment Rate by Sex	76
Figure 29: Secondary School Gross Enrolment Rate by Sex	77
Figure 30: Average Primary School Repetition Rate by Sex	78

LIST OF FIGURES (Cont.)

Figure 31: Average Primary School Repetition Rate by Grade	79
Figure 32: Average Primary School Dropout Rate by Sex	80
Figure 33: Average Primary School Dropout Rate by Grade	81
Figure 34: Average Secondary School Repetition Rate by Sex	82
Figure 35: Average Secondary School Repetition Rate by Form	83
Figure 36: Average Secondary School Dropout Rate by Sex	84
Figure 37: Average Secondary School Dropout Rate by Form	85
Figure 38: Primary School Completion Rate by Sex	86
Figure 39: Secondary School Completion Rate by Sex	87
Figure 40: Primary School Student-Teacher Ratio (STR) by Urban/Rural Location	88
Figure 41: Secondary School Student-Teacher Ratio (STR) by Urban/Rural Location	89
Figure 42: Percentage of Trained Primary School Teachers by Urban/Rural Location	90
Figure 43: Percentage of Trained Secondary School Teachers by Urban/Rural Location	91
Figure 44: Apparent Intake Rate by Sex	92
Figure 45: Net Intake Rate by Sex	93
Figure 46: Percentage of 12 Year Old Children Enrolled in the Education System by Sex	94
Figure 47: Percentage of 14 Year Old Children Enrolled in the Education System by Sex	95



Acknowledgment

This edition of the Education Statistical Digest, produced by the Policy and Planning Unit of the Ministry of Education and Youth (MoEY) provides Education Management Information System (EMIS) data for the 2008/09 school year.

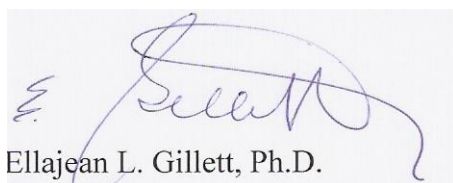
The Digest, as it is most commonly referred to, is the compilation of EMIS data that is collected from schools about schools—from pre-school to tertiary level institutions, including vocational/technical institutions—and provides information on indicators viv-a-vis Demographic, Social and Economic, Resources, Access, Quality, and Internal Efficiency.

The Digest is intended for use by a wide cross section of stakeholders such as the Management Team and other personnel in the MoEY, Managers of schools, principals and teachers, NGOs, and various other organizations and individuals, and for a variety of purposes. Within the MoEY, the EMIS data are used primarily for decision-making functions. For example, in determining where to build schools, the number of classrooms that should be built. The data are also used to generate policies, to develop strategies, and implement programs addressing student drop-out, teacher training, the allocation of funding and other resources to schools, and on prioritizing which school/institution or program takes precedence over the other.

It is anticipated that managers and principals will use the data in the deployment of teachers and in the development of the school improvement plan. That teachers would use the information e.g., on repetition to reassess their teaching strategies with a view to improve student performance. And there are those scholars for whom the EMIS data provide interesting research data.

Regardless of the user, or the purpose for which the data is being used, the need for schools to submit accurate data in a timely manner cannot be over emphasized. The Policy and Planning Unit takes this opportunity to thank all those schools which have been diligent in providing accurate data and submitting it in a timely manner. To those schools that are still struggling to meet that mark, the Unit encourages you to endeavour to do your best to facilitate the Unit in the production and dissemination of valid, reliable, and relevant EMIS data.

To the staff of the Policy and Planning Unit, who worked unflinchingly in the collection, processing, production, and dissemination of the Digest, I say a big Thank You!



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1.0 BELIZE IN FIGURES

Table 1: Population Statistics 2002-2011

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Population (thousands)	265.2	273.7	282.6	291.8	301.3	311.5	322.1	333.2	323.2	334.2
Population by District:										
Belize	78.8	81.4	84.2	87.0	90.0	93.2	96.6	100.1	95.5	99.2
Cayo	58.4	61.0	63.9	66.8	70.0	73.4	77.0	80.8	75.1	78.3
Corozal	34.1	34.6	35.0	35.5	35.8	36.3	36.8	37.3	41.2	42.2
Orange Walk	41.7	42.8	43.8	44.9	46.0	47.1	48.3	49.5	46.1	46.8
Stann Creek	27.0	27.9	28.9	30.0	31.1	32.2	33.3	34.5	34.5	35.7
Toledo	25.2	26.0	26.8	27.6	28.4	29.3	30.1	31.0	30.8	31.8
Population by Gender:										
Males	133.9	138.3	142.7	147.4	149.6	154.7	160.9	166.5	161.5	167.1
Females	131.3	135.4	139.9	144.4	151.7	156.8	161.2	166.7	161.6	167.1
Population by Age Group:										
0 - 2	23.3	24.1	24.9	25.7	20.7	20.9	21.4	29.3	22.7	22.6
3 - 4	14.9	15.4	15.9	16.4	16.1	16.2	17.1	18.7	15.4	16.0
5 - 12	57.5	59.3	61.2	63.2	65.5	67.5	69.6	72.2	62.6	64.6
13 -16	25.1	25.9	26.8	27.7	30.8	31.9	33.2	31.6	29.0	30.2
17+ years	144.3	149.0	153.8	158.8	168.3	174.8	180.8	181.4	193.5	200.8

Source: Mid-Years Estimates and Population Census 2000 & 2010, Statistical Institute of Belize;

**Table 2: Monitoring Educational Indicators 2002-2011**

Indicators	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Demographic, Social & Economic										
Apparent Intake Rate (Primary)	94.9%	93.7%	97.9%	100.3%	103.0%	96.2%	93.1%	83.6%	96.8%	98.3%
Gross Enrolment Ratio (Preschool)	25.1%	24.5%	27.8%	29.7%	31.0%	35.7%	35.3%	35.3%	43.8%	46.3%
Gross Enrolment Ratio (Primary)	104.5%	103.7%	102.7%	101.1%	98.9%	97.0%	95.1%	92.8%	107.2%	110.7%
Gross Enrolment Ratio (Secondary)	58.2%	59.2%	57.3%	60.4%	55.1%	53.5%	53.0%	58.3%	65.1%	67.8%
Access										
Net intake rate (Primary)	67.8%	64.6%	58.3%	66.9%	67.0%	57.7%	57.3%	52.7%	60.9%	62.0%
Transition rate (primary - secondary)	90.3%	84.2%	87.7%	84.6%	85.3%	86.2%	84.7%	89.2%	90.2%	85.0%
Net Enrolment Ratio (preschool 3-4yrs)	24.2%	23.2%	27.2%	28.5%	29.7%	33.9%	33.7%	33.5%	42.2%	44.1%
Net Enrolment Ratio (primary 5-12yrs)	91.1%	90.3%	88.0%	88.1%	86.4%	84.6%	83.7%	81.7%	95.0%	98.3%
Net Enrolment Ratio (secondary 13-16yrs)	42.9%	44.1%	45.4%	45.3%	41.2%	40.0%	40.7%	44.9%	50.3%	52.4%
Resources										
% trained teachers at primary level	43.3%	52.1%	51.4%	46.7%	45.5%	42.8%	42.5%	45.5%	44.1%	51.4%
% trained teachers at secondary level	55.6%	35.1%	37.6%	34.2%	32.7%	30.6%	29.7%	33.4%	30.3%	31.1%
Number of classrooms (primary)	N/A	2,393	2,463	2,485	2,628	2,674	2,706	2,763	2,845	2,857
Student-Teacher ratio (primary)	24	23	24	23	23	23	23	22	22	22
Student-Teacher ratio (secondary)	15	14	14	14	14	14	14	14	14	14
Internal Efficiency										
Repetition Rate (primary)	9.8%	9.7%	9.4%	8.7%	7.4%	7.2%	6.5%	7.1%	6.8%	N/A
Repetition Rate (secondary)	7.6%	7.8%	7.4%	8.8%	9.8%	7.7%	9.0%	9.1%	7.1%	N/A
Dropout Rate (primary)	1.0%	0.9%	0.9%	0.8%	0.8%	0.9%	0.8%	0.8%	0.6%	N/A
Dropout Rate (Secondary)	7.3%	6.5%	10.4%	9.2%	10.1%	10.5%	10.3%	10.1%	8.5%	N/A



2.0 Major Findings

Access

EMIS Reports for the 2011-12 academic year indicated that there were a total of 570 schools operating in the country of Belize. This figure included 209 preschools, 295 primary schools, 53 secondary schools, 10 junior colleges, and 3 universities. In addition to these schools, there were ten institutes in operation with a focus on technical and vocation education and training.

Total enrolment for the 2011-12 academic year stood at 104,960 students, of which 7,116 were enrolled in preschools, 69,331 in primary schools, 566 in ITVETS, 19,665 in secondary schools, 3,653 in junior colleges, and 4,629 in universities. The data point to improvements in access and participation at all levels of the education system. Gross enrolment ratio (GER) for preschool increased from 35.7% in the 2007-08 academic year to 46.3% in the 2011-12 academic year. During the same period, the Primary GER rose from 97.0% to 110.7% and the Secondary GER rose from 53.5% to 67.8%. The most recent available data for Tertiary GER (2010) places that figure at 23.3%.

Net enrolment figures for 2011-12 indicate that 44.1% of the nation's 3 and 4 year olds were enrolled in preschools, 98.3% of 5 to 12 year olds were enrolled in primary schools, and 52.4% of 13 to 16 year olds were enrolled in secondary schools.

Efficiency

EMIS Reports for the 2011-12 academic year indicated an overall increase in efficiency within the education system. The primary school repetition rate fell from 7.2% in 2007-08 to 6.8% in 2011-12. During that same period, the repetition rate for secondary school fell from 7.7% to 7.1%. Likewise, between 2007-08 and 2011-12, the primary school dropout rate fell from 0.9% to 0.6% and the secondary school dropout rate fell from 10.5% to 8.5%.

Nevertheless, there is much room for further improvement. Based on primary school repetition and drop-out rates, it is estimated that only 90.1% of an Infant I cohort typically makes it to Standard VI and furthermore, only 42.0% of them can be expected to do so within the prescribed eight years. Similarly, based on secondary school repetition and dropout rates only 64% of Form 1 students are expected to complete secondary education within the prescribed four years. Notably, the transition rate from primary to secondary in the 2011-12 academic year was 85.0%, down from 90.2% the previous academic year.

Effectiveness

This section will look at the level of teacher training and student performance on selected exams as indicators of the level of effectiveness of the education system. It is acknowledged that these indicators are not the only measures of an effective or quality education system; however, they do offer some indication of how prepared schools are to effect learning.

EMIS reports for the 2011-12 academic year showed that the percentage of trained primary school teachers increased from 42.8% in 2007-08 to 54.3% in 2011-12. Unfortunately, at the secondary level, there was little change within the same five-year period, moving from 30.6% trained teachers in 2007-08 to only 31.1% trained teachers in 2011-12.



Average scores on the 2011 Primary School Examination (PSE) showed low levels of performance, with only 10.6% of students who sat the exam scoring grades above 75 out of a possible total of 100 points. Furthermore, approximately one-third or, 32.3% of students, scored 50 or fewer points on the exam. At the secondary level, 81.2% of students sitting the 2011 CSEC English A exam achieved satisfactory levels of performance (Grades I, II, or III); however, only 50.2% did so on the 2011 CSEC Mathematics exam.

Equity

According to data obtained from the EMIS reports for the 2011-12 academic year, there were several areas in which inequity persists within the education system.

Urban/Rural: When enrolment data is disaggregated by urban and rural locations, a number of discrepancies could be seen. For example, although rural children made up 59.2% of the 3 and 4 year olds countrywide, enrolment in rural preschools amounted to only 45.3% of total preschool enrolment. Likewise, rural children make up 58.4% of the primary school-age population but only 55.7% of primary students are enrolled in rural schools. Even more, rural students make up 57.3% of the country's secondary school-age population; however, enrolment in rural secondary schools account for only 27.3% of total secondary enrolment.

It must be noted that the figures presented are influenced by students attending schools outside of the area where they live. The number of rural students who elect to enroll in urban schools by choice or necessity is not known; however, the lower than expected enrolment in rural schools, especially at the preschool and secondary levels may indicate that rural students have a harder time accessing education. Data on levels of teacher training also reveal that while 57.7% of teachers in urban primary schools are trained, only 51.6% of those in rural schools are trained. There is an even wider gap at the secondary level.

There was also a significant gap in the performance of rural and urban students on both the PSE and CSEC exams. For example, while 15.2% of urban students scored an average of 76 points or higher on the 2011 PSE, only 6.3% of rural students earned the same scores. Also, a greater percentage of rural students (37.9%) compared to urban students (26.3%) earned average scores of 50 points or lower.

Male/Female: Disaggregation by gender reveals other areas of inequity. The proportion of males and females enrolled in preschools corresponded well to the proportion of preschool-age male and female children in the general population. At the primary school level, males make up 50.2% of the primary-school age population (5 to 13 years) and a slightly higher portion (51.2%) of primary school enrolment. Males made up 50.1% of the secondary school-age population in the country, and a slightly lower portion, 48.1%, of the students enrolled in secondary education.

Clearly, although there are some small gaps in the participation levels of males and females in preschool, primary, and secondary education, overall, there is considerable gender equity at these levels. This is not the case at the tertiary level. Out of 3,653 junior college students, only 40.0% of those students were males, and at the university level, males accounted for only 35.7% of 4,629 students.

Discrepancies could also be observed in a number of other indicators which point to the need to pay special attention to male students. Males had much higher repetition rates than females at both the primary and secondary levels of the education system, 7.9% compared to 5.6% at the primary level and 8.7% compared to 5.6% at the secondary level. Furthermore, although both males and females had an identical dropout rate of 0.6% at the primary level, male students



were more likely to drop out of secondary school than their female counterparts, 9.5% versus 7.5% respectively.

District Comparisons

The EMIS data for 2011-12 show that issues of access, efficiency, effectiveness, and equity vary considerably by district. Taken together, the data provide a good picture of where each district is in regards to key educational indicators. Some comparative highlights of both positive and negative indicators are presented below:

Belize District

- highest preschool NER (61.4%)
- highest secondary NER (64.2%)
- lowest primary repetition rate (5.2%)
- lowest primary drop-out rate (0.3%)
- highest primary to secondary transition rate (93.7%)
- second highest percentage of trained secondary school teachers (33.5%)
- highest percentage of students earning 76 points or higher on 2011 PSE (13.5%)
- highest percentage of students earning 25 points or lower on 2011 PSE (3.7%)
- lowest percentage of satisfactory performances on 2011 CSEC Math (39.9%)
- largest gender gap in secondary NER (difference of 10.7 percentage points)
- largest gender gap in secondary repetition rates (difference of 3.9 percentage points)
- second largest gender gap in secondary dropout rate (difference of 3.1 percentage points)
- zero gender gap in primary dropout rate

Cayo District

- lowest preschool NER (29.6%)
- second lowest primary NER (91.6%)
- lowest secondary dropout rate (6.8%)
- second lowest primary repetition rate (6.3%)
- smallest gender gap in secondary drop out rate (difference of 0.4 percentage points)

Corozal District

- second highest secondary repetition rate (8.2%)
- second highest secondary dropout rate (10.0%)
- second lowest primary dropout rate (0.6%)
- highest percentage of trained primary school teachers (76.1%)
- highest percentage of trained secondary school teachers (40.1%)
- second highest percentage of students earning 76 points or higher on 2011 PSE (13.5%)
- highest percentage of satisfactory performances on 2011 CSEC Math (73.0%)
- second highest percentage of satisfactory performances on 2011 CSEC English A (87.4%)
- smallest gender gap in secondary NER (difference of 0.5 percentage points)
- second smallest gender gap in primary repetition rate (difference of 2.2 percentage points)
- second smallest gender gap in secondary dropout rate (difference of 2.2 percentage points)

Orange Walk District

- second highest primary NER (103.3%)
- second lowest preschool NER (30.4%)
- lowest secondary NER (38.1%)
- highest primary repetition rate (8.8%)
- highest primary dropout rate (0.8%)
- highest secondary repetition rate (8.9%)
- lowest primary to secondary transition rate (67.2%)
- second highest percentage of trained primary school teachers (61.4%)
- lowest percentage of students earning 25 points or lower on 2011 PSE (0.7%)
- highest percentage of satisfactory performances on 2011 CSEC English A (71.5%)
- second highest percentage of satisfactory performances 2011 CSEC Math (54.5%)



- second smallest gender gap in secondary NER (difference of 3.1 percentage points)
- smallest gender gap in secondary repetition rate (difference of 2.5 percentage points)

Stann Creek District

- highest primary NER (110.8%)
- second highest preschool NER (54.1%)
- second highest secondary NER (55.8%)
- second highest primary repetition rate (8.7%)
- lowest secondary repetition rate (4.8%)
- highest secondary dropout rate (11.9%)
- second lowest percentage of trained primary school teachers (44.7%)
- second lowest percentage of trained secondary school teachers (25.7%)
- second lowest percentage of students earning 76 points or higher on 2011 PSE (6.1%)
- second highest percentage of students earning 25 points or lower on 2011 PSE (2.5%)
- second lowest percentage of satisfactory performances on 2011 CSEC Math (41.8%)
- lowest percentage of satisfactory performances on 2011 CSEC English A (68.2%)
- largest gender gap in primary repetition rate (difference of 2.8 percentage points)
- zero gender gap in primary dropout rate
- smallest gender gap in secondary repetition rate (difference of 2.5 percentage points)
- largest gender gap in secondary dropout rate (difference of 4.3 percentage points)

Toledo

- lowest primary NER (78.8%)
- second lowest secondary NER (41.3%)
- second lowest secondary repetition rate (5.4%)
- lowest percentage of trained primary school teachers (42.9%)
- lowest percentage of trained secondary school teachers (22.1%)
- lowest percentage of students earning 76 points or higher on 2011 PSE (4.6%)
- second lowest percentage of students earning 25 points or lower on 2011 PSE (0.9%)
- second lowest percentage of satisfactory performances on 2011 CSEC English A (71.3%)

Summary

The data presented in the 2011-12 Education Statistical Digest point to the need for continued emphasis on improving educational access and participation, especially at the preschool and secondary levels of the education system. Special attention to vocational and technical education is also indicated since, despite considerable investments in infrastructure for ITVETS, enrolment in these institutes remains extremely low.

The reductions in repetition and dropout rates are welcome signs of movement towards a more efficient and student-centered education system. The data presented also suggest that recent efforts to increase the number of trained teachers in the nation's primary schools are beginning to pay dividends. Nevertheless, there remains much room for improvement in student achievement. Continued effort must be made to increase the capacity of teachers, at all levels of the education system, to help students develop the knowledge, skills, and attitudes needed for self-efficacy and national development.

Additionally, the variations in educational indicators observed among districts, between urban and rural communities, and between male and female students highlight the need to continue efforts to reduce inequality within the education system. Further study is needed to clearly determine the reasons for the observed gaps and to plan appropriate interventions.

The overall picture is one of an education system that has made tremendous strides, even as crucial challenges remain.



3.0 EDUCATION SUPPLY

3.1 NUMBER OF SCHOOLS:

An overall increase of 9 institutions was reported in the 2011-12 academic year, increasing the total number of educational institutions from 562 to 570. As shown in Table 3, these 570 institutions included 209 preschools, 295 primary schools, 53 secondary schools, 10 junior colleges, and 3 universities. Of those 570 institutions, 101 (17.7%) of them were fully government funded, 376 (66.0%) were government aided, and the remaining 93 (16.3%) were private or specially assisted schools.

The observed increase was a result of the opening of 10 new preschools and the closure of one secondary school in the Orange Walk District. The Belize District was the only district to experience a decline in the number of schools; this reduction from 146 to 139 schools was the result of the amalgamation of several primary schools in the Belize River Valley. The largest increase in number of schools occurred in the Cayo District where two new government aided preschools and four private/specially assisted primary schools were added, bringing the total number of primary schools in that district to 124.

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

District and Funding	2010-11						2011-12					
	Pre-school	Primary	Secondary	Junior College	University	TOTAL	Pre-school	Primary	Secondary	Junior College	University	TOTAL
Belize	56	67	19	3	1	146	55	61	19	3	1	139
Government	6	6	7	0	0	19	6	6	7	0	0	19
Government Aided	30	50	9	3	0	92	30	45	9	3	0	87
Private \Sp. Assisted	20	11	3	0	1	35	19	10	3	0	1	33
Cayo	37	65	12	1	2	117	39	69	12	1	2	123
Government	6	15	2	0	0	23	6	15	2	0	0	23
Government Aided	18	42	6	1	1	68	20	42	6	1	1	70
Private \Sp. Assisted	13	8	4	0	1	26	13	12	4	0	1	30
Corozal	33	42	6	3	0	84	35	43	6	3	0	87
Government	5	6	1	1	0	13	6	6	1	1	0	14
Government Aided	27	34	4	2	0	67	28	34	4	2	0	68
Private \Sp. Assisted	1	2	1	0	0	4	1	3	1	0	0	5
Orange Walk	20	37	7	1	0	65	23	38	6	1	0	68
Government	5	12	2	0	0	19	5	12	2	0	0	19
Government Aided	12	22	3	1	0	38	13	22	3	1	0	39
Private \Sp. Assisted	3	3	2	0	0	8	5	4	1	0	0	10
Stann Creek	29	34	5	2	0	70	32	34	5	2	0	73
Government	2	5	3	1	0	11	3	5	3	1	0	12
Government Aided	24	26	2	1	0	53	25	26	2	1	0	54
Private \Sp. Assisted	3	3	0	0	0	6	4	3	0	0	0	7
Toledo	24	50	5	0	0	79	25	50	5	0	0	80
Government	2	10	2	0	0	14	2	10	2	0	0	14
Government Aided	19	36	2	0	0	57	20	36	2	0	0	58
Private \Sp. Assisted	3	4	1	0	0	8	3	4	1	0	0	8
TOTAL	199	295	54	10	3	561	209	295	53	10	3	570
Government	26	54	17	2	0	99	28	54	17	2	0	101
Government Aided	130	210	26	8	1	375	136	205	26	8	1	376
Private \Sp. Assisted	43	31	11	0	2	87	45	36	10	0	2	93

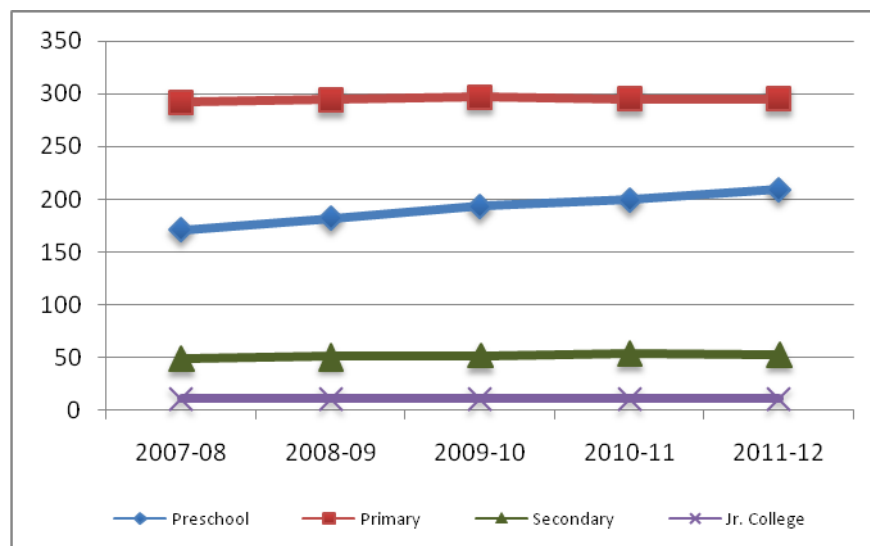


Figure 1 shows that during the five-year period 2007-08 to 2011-12, the number of institutions increased at most levels of schooling—preschool, primary, and secondary.

The most rapid growth occurred at the preschool level, where the number of preschools increased from 171 in 2007-08 to 209 in 2011-12. During that same period, the number of primary schools increased slightly from 292 to 295 and the number of secondary schools from 49 to 53.

The number of junior colleges and universities remained the same.

Figure 1: Number of Schools by Level 2007-08 to 2011-12





4.0 PARTICIPATION IN EDUCATION

4.1 ENROLMENT:

A total of 104,394 students were reported to be enrolled in educational institutions countrywide. As can be seen in Table 4, 6.8% (7,116 students) of these students were enrolled in preschools, 66.4% (69,331 students) in primary schools, 18.8% (19,665 students) in secondary schools, 3.5% (3,653 students) in junior colleges, and 4.4% (4,629 students) in universities. There were 4,067 more students enrolled in 2011-12 than were enrolled in the previous academic year, an increase of 4.0%. Females accounted for 53.1% of this additional enrolment (2,161 students).

The Belize District which comprises 29.5% of the country's total population reported the largest share of enrolled students (29,603 students or 28.4% of total enrolment) and the Toledo District, which comprises 9.5% of the country's total population reported the smallest share of enrolled students (9,446 students or 9.0% of total enrolment). The Orange Walk District reported the largest increase in enrolment of all districts with 1,067 additional students and a 9.0% increase over the previous year. On the other hand, despite a 4.0% increase in their enrolment at the secondary level, the overall increase in student enrolment in the Toledo District was only .02%.

At the primary school level, enrolment grew by 3.3% (2,243 students) and at the preschool and secondary levels enrolment grew by 5.5% (377 students) and 4.1% (778 students) respectively. The tertiary level reported an additional 669 students, an increase of 8.8%. Most of this increase took place in the junior college sector where 504 additional students enrolled, an increase of 16.0% over the previous academic year.

Table 4: Enrolment by District, Level, and Sex

District and Sex	2010-11						2011-12					
	Pre-school	Primary	Secondary	Jr. College	University	TOTAL	Pre-school	Primary	Secondary	Jr. College	University	TOTAL
Belize	2,518	17,652	6,295	1,046	1,367	28,878	2,699	17,666	6,509	1,468	1,261	29,603
Male	1,300	8,939	2,891	436	450	14,016	1,384	8,955	3,031	557	411	14,338
Female	1,218	8,713	3,404	610	917	14,862	1,315	8,711	3,478	911	850	15,265
Cayo	1,102	17,137	4,343	490	2,646	25,718	1,186	17,537	4,700	552	2,851	26,826
Male	535	8,842	1,992	210	958	12,537	592	8,982	2,182	226	1,058	13,040
Female	567	8,295	2,351	280	1,688	13,181	594	8,555	2,518	326	1,793	13,786
Corozal	867	7,656	2,035	777	0	11,335	886	8,336	2,077	780	17	12,096
Male	444	3,867	1,001	313	0	5,625	441	4,255	1,056	354	7	6,113
Female	423	3,789	1,034	464	0	5,710	445	4,081	1,021	426	10	5,983
Orange Walk	720	8,720	1,994	378	94	11,906	724	9,848	1,995	339	67	12,973
Male	374	4,448	997	170	32	6,021	370	5,051	998	144	17	6,580
Female	346	4,272	997	208	62	5,885	354	4,797	997	195	50	6,393
Stann Creek	893	9,168	2,527	458	0	13,046	983	9,259	2,622	514	72	13,450
Male	413	4,765	1,174	156	0	6,508	518	4,822	1,251	181	26	6,798
Female	480	4,403	1,353	302	0	6,538	465	4,437	1,371	333	46	6,652
Toledo	639	6,755	1,693	0	357	9,444	638	6,685	1,762	0	361	9,446
Male	325	3,443	892	0	142	4,802	306	3,413	947	0	135	4,801
Female	314	3,312	801	0	215	4,642	332	3,272	815	0	226	4,645
TOTAL	6,739	67,088	18,887	3,149	4,464	100,327	7,116	69,331	19,665	3,653	4,629	104,394
Male	3,391	34,304	8,947	1,285	1,582	49,509	3,611	35,478	9,465	1,462	1,654	51,670
Female	3,348	32,784	9,940	1,864	2,882	50,818	3,505	33,853	10,200	2,191	2,975	52,724

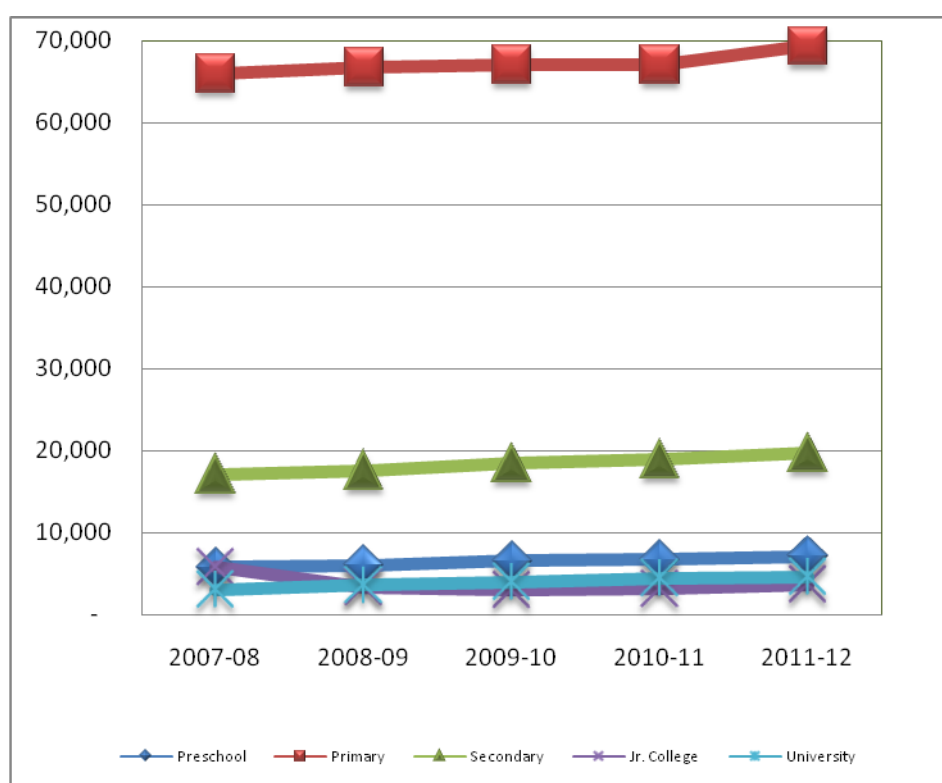
Note: Table 4 does not include 566 additional students enrolled in vocational and technical programs.



Figure 2 demonstrates the growth in student enrolment over the five-year period 2007-08 to 2011-12. During that period, overall student enrolment grew by 10.2%. The primary and secondary levels saw increases of 5.0% and 15.0% respectively. Growth was even larger at the preschool (22.7%), junior college (33.4%) and university (52.3%) levels during the same time-period.

Except for the preschool level where there was a significant increase in both the number of institutions and the number of students over the five-year period 2007-08 to 2011-12, increases in the number of schools did not generally mirror increases in enrolment. For example, despite the large increases in junior college and university enrolment, the number of those institutions remained the same. This meant that existing institutions had to absorb the increase.

Figure 2: Enrolment by Level 2007-08 to 2011-12





5.0 RESOURCES

5.1 TOTAL TEACHING FORCE:

The teaching force for the 2011-12 academic year (excluding university faculty) was 5,293 teachers, an increase of 4.2% (212 teachers) over the previous academic year. As Table 5 shows, the 2011-12 teaching force was comprised of 436 preschool teachers, 3,215 primary school teachers, 1,413 secondary school teachers, and 229 junior college teachers.

All levels reported increases in numbers of teachers between 2010-11 and 2011-12. There was a 5.6% increase at the preschool level, a 5.0% increase at the primary level, a 1.7% increase at the secondary level, and a 6.0% increase at the junior college level. The Cayo District accounted for 30.0% of the additional teachers for 2011-12.

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

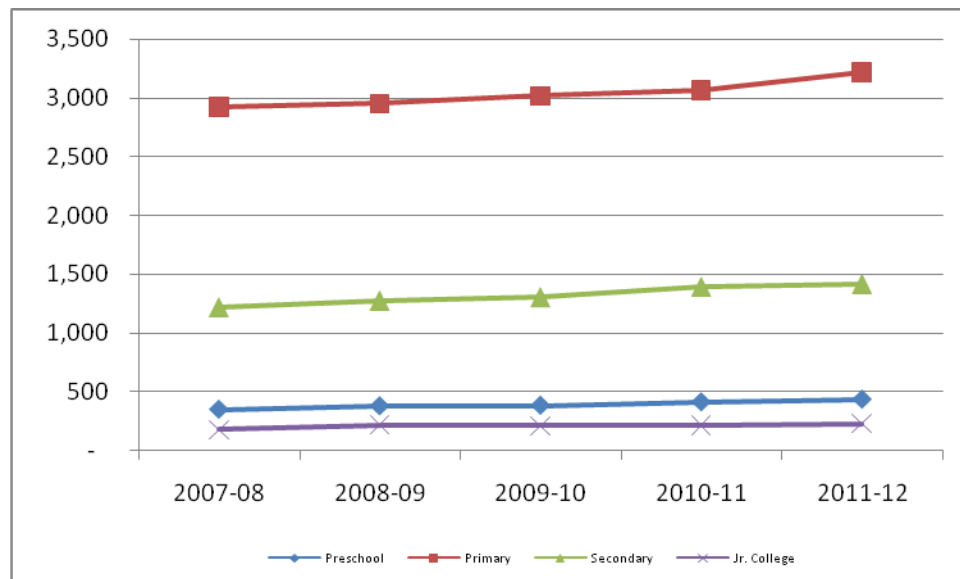
District and Sex	2010-11					2011-12				
	Pre-school	Primary	Secondary	Jr. College	TOTAL	Pre-school	Primary	Secondary	Jr. College	TOTAL
Belize	162	846	485	86	1,579	158	871	496	99	1,624
Male	6	118	196	44	364	2	122	207	44	375
Female	156	728	289	42	1,215	156	749	289	55	1,249
Cayo	74	754	316	29	1,173	89	797	322	28	1,236
Male	0	223	155	17	395	0	237	143	17	397
Female	74	531	161	12	778	89	560	179	11	839
Corozal	49	351	152	56	608	51	372	147	52	622
Male	2	114	67	29	212	3	128	67	27	225
Female	47	237	85	27	396	48	244	80	25	397
Orange Walk	36	398	158	16	608	42	440	155	16	653
Male	2	128	77	10	217	0	162	76	9	247
Female	34	270	81	6	391	42	278	79	7	406
Stann Creek	58	408	163	29	658	62	423	171	34	690
Male	0	93	84	13	190	0	94	74	11	179
Female	58	315	79	16	468	62	329	97	23	511
Toledo	34	306	115	0	455	34	312	122	0	468
Male	1	151	59	0	211	0	148	63	0	211
Female	33	155	56	0	244	34	164	59	0	257
TOTAL	413	3,063	1,389	216	5,081	436	3,215	1,413	229	5,293
Male	11	827	638	113	1,589	5	891	630	108	1,634
Female	402	2,236	751	103	3,492	431	2,324	783	121	3,659



Figure 3 shows the growth in the number of teachers between 2007-08 and 2011-12.

During that five-year period, the total teaching force grew from 4,659 to 5,293 teachers, a 13.6% increase. The preschool teaching force grew by 88 teachers, a 25.3% increase. At the primary level, an additional 298 teachers joined the teaching force, a 10.2% increase. At the secondary level the teaching force increased by 197 teachers and at the junior college level it increased by 51 teachers, representing growth of 16.2% and 28.7% respectively.

Figure 3: Number of Teachers by Level 2007-08 to 2011-12





6.0 PRESCHOOL EDUCATION

6.1 NUMBER OF PRESCHOOLS:

Ten new preschools were established in the 2011-12 academic year, bringing the number of urban preschools to 91, the number of rural preschools to 118, and the total number of preschools countrywide to 209.

The Orange Walk and the Stann Creek districts each established three additional preschools, the Cayo and Corozal districts added two new preschools each, and the Toledo District added one. The Belize District recorded one fewer preschool than in the previous academic year.

As shown in Table 6, denominational (113) and private (53) preschools continued to outnumber government (26) and community (17) preschools.

Table 6: Number of Preschools by District, Management and Urban/Rural Location

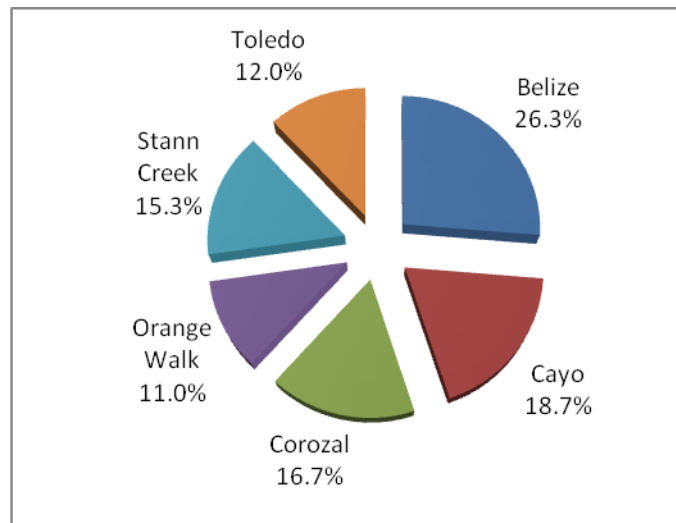
District and Urban/Rural	2010-11					2011-12				
	Government	Community	Denominational	Private	TOTAL	Government	Community	Denominational	Private	TOTAL
Belize	5	6	19	26	56	5	6	19	25	55
Urban	2	4	11	23	40	2	4	11	22	39
Rural	3	2	8	3	16	3	2	8	3	16
Cayo	2	6	14	15	37	2	7	15	15	39
Urban	0	3	5	11	19	0	3	5	11	19
Rural	2	3	9	4	18	2	4	10	4	20
Corozal	8	1	21	3	33	9	1	22	3	35
Urban	1	0	3	3	7	1	0	4	3	8
Rural	7	1	18	0	26	8	1	18	0	27
Orange Walk	5	0	13	2	20	5	0	14	4	23
Urban	0	0	6	2	8	0	0	7	2	9
Rural	5	0	7	0	12	5	0	7	2	14
Stann Creek	3	2	22	2	29	3	3	23	3	32
Urban	2	1	3	2	8	2	1	4	3	10
Rural	1	1	19	0	21	1	2	19	0	22
Toledo	2	0	19	3	24	2	0	20	3	25
Urban	0	0	4	2	6	0	0	4	2	6
Rural	2	0	15	1	18	2	0	16	1	19
TOTAL	25	15	108	51	199	26	17	113	53	209
Urban	5	8	32	43	88	5	8	35	43	91
Rural	20	7	76	8	111	21	9	78	10	118



Figure 4 shows the distribution of preschools by district for the 2011-12 academic year.

The Belize District, with its 55 schools, had the most preschools of all districts, 26.3% of preschools countrywide. This was followed by Cayo with 18.7% of preschools, Corozal with 16.7%, Stann Creek with 15.3%, Toledo with 12.0% and Orange Walk with 11.0%.

Figure 4: Distribution of Preschool by District 2011-12





6.2 PRESCHOOL ENROLMENT:

As Table 7 shows, preschool enrolment increased by 377 students (5.6%) in the 2011-12 academic year, bringing total enrolment to 7,116 students. All districts except Toledo reported increases in their preschool enrolment figures. The district with the largest increase was Stann Creek which reported 90 additional students, an increase of 10.1%.

The Belize District reported 2,699 preschool students, representing 65.3% of the 4,133 three-year and four-year old (preschool-age) population of the Belize District. The Stann Creek reported 983 preschool students which represented 59.0% of the 1,665 preschool age population of that district.

Figures for the remaining districts were much lower—Corozal, 886 preschool students out of 2,037 preschool age children (43.5%); Toledo, 638 preschool students out of 1,909 preschool age children (33.4%); Orange Walk, 724 preschool students out of 2,311 preschool age children (31.3%); and Cayo, 1,186 preschool students out of 3,922 preschool age children (30.2%).

Males accounted for 50.7% (3,611) and females, 49.3% (3,505) of the total preschool population. Both urban and rural schools reported higher enrolment of boys than girls in preschool.

Urban schools accounted for 54.7% of overall preschool enrolment. However, preschools located in rural areas (118) outnumbered those in urban areas (91). Furthermore, while enrolment in urban preschools increased by 2.3% (87 students), the increase in rural preschools was noticeably higher at 9.9% (290 students).

Overall enrolment in government preschools remained the same, while enrolment increased from 701 to 758 students (an 8.0% increase) in community preschools, from 1903 to 2033 students (a 6.8% increase) in private preschools and from 3316 to 3506 (a 5.7% increase) in denominational preschools.



Table 7: Preschool Enrolment by Management, District, Sex and Urban/Rural Location

District and Urban/Rural	2010-11											2011-12										
	Government		Community		Denominational		Private		TOTAL			Government		Community		Denominational		Private		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Belize	144	132	169	147	389	350	598	589	1,300	1,218	2,518	135	140	157	163	395	340	697	672	1,384	1,315	2,699
Urban	73	65	134	107	286	254	555	533	1,048	959	2,007	65	60	124	120	286	251	627	604	1,102	1,035	2,137
Rural	71	67	35	40	103	96	43	56	252	259	511	70	80	33	43	109	89	70	68	282	280	562
Cayo	41	42	144	160	190	201	160	164	535	567	1,102	38	49	146	155	231	248	177	142	592	594	1,186
Urban	0	0	112	125	95	104	111	116	318	345	663	0	0	106	98	107	126	111	94	324	318	642
Rural	41	42	32	35	95	97	49	48	217	222	439	38	49	40	57	124	122	66	48	268	276	544
Corozal	103	80	12	5	275	264	54	74	444	423	867	87	93	12	8	301	302	41	42	441	445	886
Urban	12	8	0	0	76	64	54	74	142	146	288	10	10	0	0	92	84	41	42	143	136	279
Rural	91	72	12	5	199	200	0	0	302	277	579	77	83	12	8	209	218	0	0	298	309	607
Orange Walk	81	69	0	0	260	245	33	32	374	346	720	79	78	0	0	258	245	33	31	370	354	724
Urban	0	0	0	0	155	146	33	32	188	178	366	0	0	0	0	144	148	20	16	164	164	328
Rural	81	69	0	0	105	99	0	0	186	168	354	79	78	0	0	114	97	13	15	206	190	396
Stann Creek	50	38	23	41	294	357	46	44	413	480	893	44	38	57	60	368	330	49	37	518	465	983
Urban	40	31	12	22	47	75	46	44	145	172	317	36	34	24	18	66	77	49	37	175	166	341
Rural	10	7	11	19	247	282	0	0	268	308	576	8	4	33	42	302	253	0	0	343	299	642
Toledo	17	22	0	0	253	238	55	54	325	314	639	18	20	0	0	241	247	47	65	306	332	638
Urban	0	0	0	0	38	42	38	43	76	85	161	0	0	0	0	31	35	39	57	70	92	162
Rural	17	22	0	0	215	196	17	11	249	229	478	18	20	0	0	210	212	8	8	236	240	476
TOTAL	436	383	348	353	1,661	1,655	946	957	3,391	3,348	6,739	401	418	372	386	1,794	1,712	1,044	989	3,611	3,505	7,116
Urban	125	104	258	254	697	685	837	842	1,917	1,885	3,802	111	104	254	236	726	721	887	850	1,978	1,911	3,889
Rural	311	279	90	99	964	970	109	115	1,474	1,463	2,937	290	314	118	150	1,068	991	157	139	1,633	1,594	3,227



Figure 5 shows a breakdown of preschool enrolment by district and urban/rural location for the 2011-12 academic year. The Belize District reported an enrolment of 2,699 students or 38% of the total preschool enrolment countrywide, the largest of any district.

The Belize District also reported the highest urban enrolment, 2,137 students, while the Stann Creek District reported the highest rural enrolment, 642 students. Conversely, the Toledo District reported the lowest urban enrolment, 162 students, and the Orange Walk District reported the lowest rural enrolment, 396 students.

Figure 5: Preschool Enrolment by District and Urban/Rural Location 2011-12

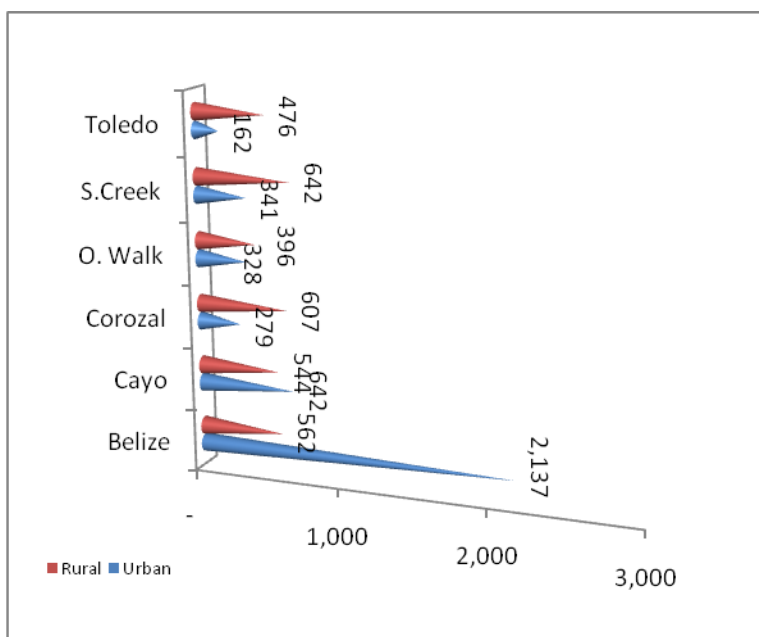




Table 8 shows preschool enrolment by age, district, and sex for 2010-11 and 2011-12. The figures for 2011-12 reveal that 95.3% of enrolled students (i.e. 6,781 of the 7,116 students) at the preschool level were within the prescribed age group (3-4 years old); this was down from 96.3% the previous academic year. The number of children age five or older who were enrolled in preschool increased from 47 students in 2010-11 to 101 students in 2011-12, a 114.8% increase. Another 234 or 3.3% of preschool students were under the age of three, which represented an increase of 30 students or 1.5% over the previous academic year.

Table 8: Preschool Enrolment by Age, District and Sex

Age and Sex	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
<3	125	8	19	0	32	20	204	132	9	16	6	49	22	234
Male	45	1	10	0	13	9	78	61	3	8	4	38	17	131
Female	80	7	9	0	19	11	126	71	6	8	2	11	5	103
3	1,146	334	299	193	298	251	2,521	1,185	367	302	235	410	240	2,739
Male	621	171	153	90	142	117	1,294	588	186	159	109	202	113	1,357
Female	525	163	146	103	156	134	1,227	597	181	143	126	208	127	1,382
4	1,235	751	549	526	554	352	3,967	1,351	794	567	468	490	372	4,042
Male	627	357	281	283	251	186	1,985	721	399	273	248	251	175	2,067
Female	608	394	268	243	303	166	1,982	630	395	294	220	239	197	1,975
5	10	5	0	1	9	13	38	30	14	1	12	34	4	95
Male	7	3	0	1	7	10	28	13	3	1	7	27	1	52
Female	3	2	0	0	2	3	10	17	11	0	5	7	3	43
>5	2	4	0	0	0	3	9	1	2	0	3	0	0	6
Male	0	3	0	0	0	3	6	1	1	0	2	0	0	4
Female	2	1	0	0	0	0	3	0	1	0	1	0	0	2
TOTAL	2,518	1,102	867	720	893	639	6,739	2,699	1,186	886	724	983	638	7,116
Male	1,300	535	444	374	413	325	3,391	1,384	592	441	370	518	306	3,611
Female	1,218	567	423	346	480	314	3,348	1,315	594	445	354	465	332	3,505



6.3 PRESCHOOL TEACHERS:

Table 9 shows that the preschool teaching force grew from 413 in 2010-11 to 436 in 2011-12, a 5.6% increase which exactly matches the growth in the number of preschool students over the same period.

The majority of teachers could be found in denominational schools (201) followed by private schools (149), government schools (47), and community schools (39). The number of teachers increased from 189 to 201 in denominational schools, from 138 to 149 in private schools, from 43 to 47 in government schools, and declined from 43 to 39 in community schools.

Female teachers accounted for 98.9% of the preschool teaching force. In fact, in 2011-12, only five male preschool teachers were reported, down from ten the previous year.

Table 9: Number of Preschool Teachers by Management, District and Sex

District and Sex	2010-11					2011-12				
	Government	Community	Denominational	Private	TOTAL	Government	Community	Denominational	Private	TOTAL
Belize	14	21	41	86	162	13	22	40	83	158
Male	0	0	0	5	5	0	0	0	2	2
Female	14	21	41	81	157	13	22	40	81	156
Cayo	3	18	24	29	74	7	14	27	41	89
Male	0	0	0	0	0	0	0	0	0	0
Female	3	18	24	29	74	7	14	27	41	89
Corozal	11	1	31	6	49	12	1	33	5	51
Male	2	0	0	0	2	1	0	2	0	3
Female	9	1	31	6	47	11	1	31	5	48
Orange Walk	9	0	23	4	36	9	0	28	5	42
Male	1	0	1	0	2	0	0	0	0	0
Female	8	0	22	4	34	9	0	28	5	42
Stann Creek	4	3	44	7	58	4	2	47	9	62
Male	0	0	0	0	0	0	0	0	0	0
Female	4	3	44	7	58	4	2	47	9	62
Toledo	2	0	26	6	34	2	0	26	6	34
Male	0	0	1	0	1	0	0	0	0	0
Female	2	0	25	6	33	2	0	26	6	34
TOTAL	43	43	189	138	413	47	39	201	149	436
Male	3	0	2	5	10	1	0	2	2	5
Female	40	43	187	133	403	46	39	199	147	431



Table 10 shows the number of preschool teachers by district and urban/rural location for 2010-11 and 2011-12.

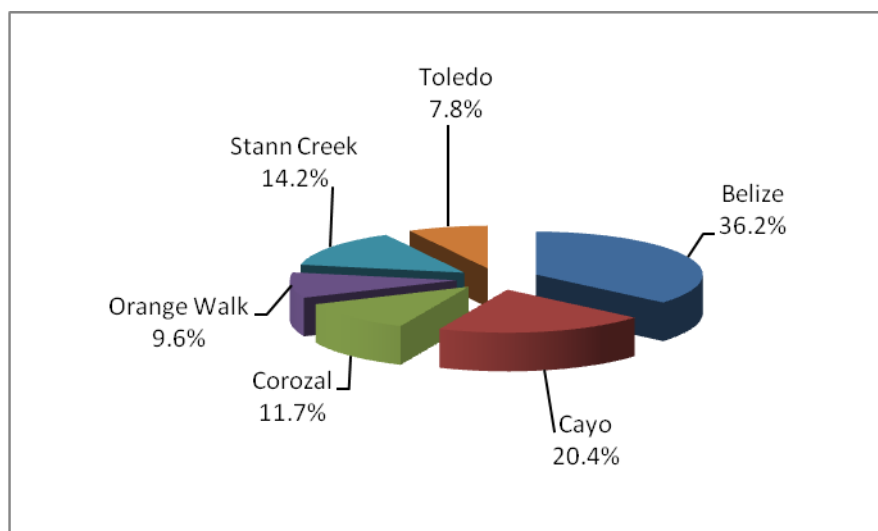
During that period, the number of preschool teachers increased in the Cayo District from 74 to 89 teachers, in the Corozal District from 49 to 51 teachers, in the Orange Walk District from 36 to 42 teachers, and in the Stann Creek District from 58 to 62 teachers. The number of preschool teachers remained the same in the Toledo District at 34 teachers and declined in the Belize District from 162 to 158 teachers.

Table 10: Number of Preschool Teachers by District and Urban/Rural Location

District	2010-11			2011-12		
	Urban	Rural	Total	Urban	Rural	Total
Belize	125	37	162	122	36	158
Cayo	45	29	74	50	39	89
Corozal	12	37	49	15	36	51
Orange Walk	18	18	36	19	23	42
Stann Creek	19	39	58	20	42	62
Toledo	10	24	34	10	24	34
TOTAL	229	184	413	236	200	436

Figure 6 shows the distribution of preschool teachers by district for the 2011-12 academic year. The Belize District, with 158 preschool teachers, had 36.2% of the national preschool teaching force; this was followed by Cayo with 20.4%, Stann Creek with 14.2%, Corozal with 11.7%, Orange Walk with 9.6%, and finally, Toledo with 7.8%.

Figure 6: Distribution of Preschool Teachers' by District 2011-12





7.0 PRIMARY EDUCATION

7.1 NUMBER OF PRIMARY SCHOOLS:

Table 11 shows that for the 2011-12 academic year the total number of primary schools reported remained at 295. Cayo had the largest number of primary schools (69), followed by the Belize District (61), Toledo (50), Corozal (43), Orange Walk (38), and finally, Stann Creek (34).

The Belize District experienced the most significant change in number of schools from 2010-11 to 2011-12. This was due to the amalgamation of six denominational primary schools into one institution. The merger brought down the total number of primary schools in that district from 67 to 61.

It is important to note that although figures for the Cayo District showed an increase in the number of schools from 65 to 69, these were not in fact new primary schools; data for 2011-12 included six pre-existing Mennonite schools, four in the Cayo District and two in the Orange Walk District, that were not previously part of the EMIS database.

Table 11: Number of Primary Schools by District, Management and Urban/Rural Locations

MANAGEMENT & Urban/Rural	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Government	6	15	6	12	5	10	54	6	15	6	12	5	10	54
Urban	1	3	0	1	1	0	6	1	3	0	1	1	0	6
Rural	5	12	6	11	4	10	48	5	12	6	11	4	10	48
Roman Catholic	14	25	20	15	14	30	118	11	25	20	15	14	30	115
Urban	6	5	2	2	2	2	19	6	5	2	2	2	2	19
Rural	8	20	18	13	12	28	99	5	20	18	13	12	28	96
Anglican	9	4	1	1	3	2	20	6	4	1	1	3	2	17
Urban	5	2	1	1	1	0	10	5	2	1	1	1	0	10
Rural	4	2	0	0	2	2	10	1	2	0	0	2	2	7
Methodist	7	0	2	0	4	3	16	7	0	2	0	4	3	16
Urban	5	0	1	0	1	1	8	5	0	1	0	1	1	8
Rural	2	0	1	0	3	2	8	2	0	1	0	3	2	8
Seventh Day Adventist	5	5	6	1	2	1	20	5	5	6	1	2	1	20
Urban	3	3	1	1	1	1	10	3	3	1	1	1	1	10
Rural	2	2	5	0	1	0	10	2	2	5	0	1	0	10
Private	10	2	0	3	1	2	18	10	2	0	2	1	2	17
Urban	10	1	0	0	1	0	12	10	1	0	0	1	0	12
Rural	0	1	0	3	0	2	6	0	1	0	2	0	2	5
Mennonite	3	4	0	0	1	2	10	2	8	1	2	1	2	16
Urban	0	1	0	0	0	0	1	0	1	0	0	0	0	1
Rural	3	3	0	0	1	2	9	2	7	1	2	1	2	15
Other	13	10	7	5	4	0	39	14	10	7	5	4	0	40
Urban	11	4	2	2	1	0	20	11	4	2	2	1	0	20
Rural	2	6	5	3	3	0	19	3	6	5	3	3	0	20
TOTAL	67	65	42	37	34	50	295	61	69	43	38	34	50	295
Urban	41	19	7	7	8	4	86	41	19	7	7	8	4	86
Rural	26	46	35	30	26	46	209	20	50	36	31	26	46	209

NB. Table 11 includes 2011-12 data from six Mennonite institutions not previously included in the EMIS database.



Figure 7 shows the distribution of primary schools by district and urban/rural location for the 2011-12 academic year.

Primary schools located in rural areas (209) continued to outnumber those located in urban areas (86). Countrywide, 70.8% of all primary schools were located in rural communities. The Belize District, with 41 primary schools located in urban areas, was the only district where urban schools outnumbered rural schools. Urban schools in this district accounted for 67.2% of all primary schools. This was in contrast to the Toledo District where 92.0% of primary schools were located in rural communities.

Figure 7: Distribution of Primary School by District and Urban/Rural Location 2011-12

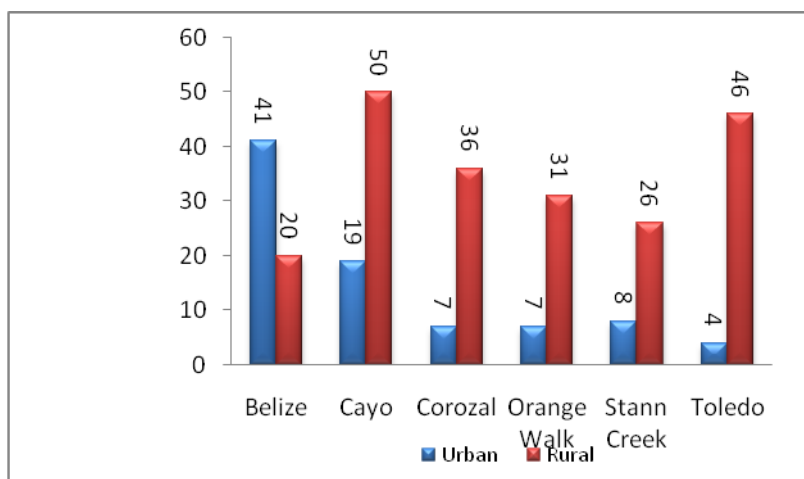


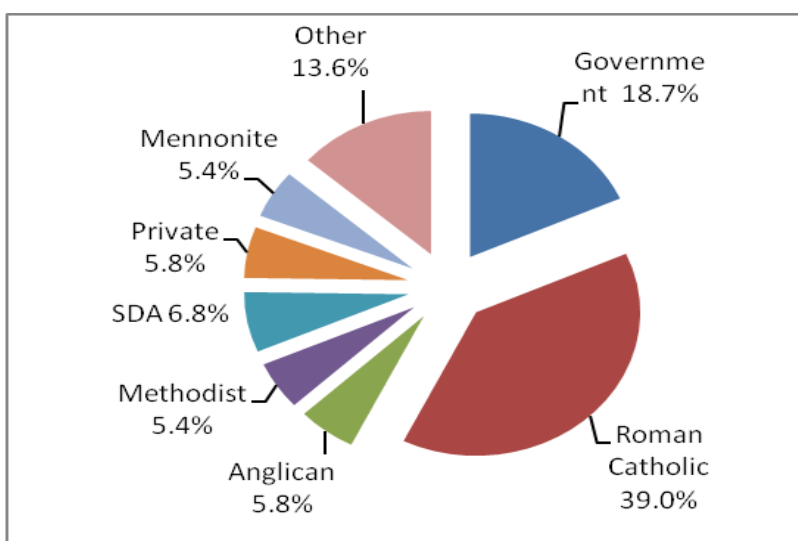


Figure 8 shows the distribution of primary schools by denomination for the year 2011-12.

Roman Catholic and Government schools continued to comprise more than one half of all primary schools in Belize, managing 39.0% and 18.3% respectively. Other primary schools were managed as follows: 6.8% by the Seventh Day Adventist management, 5.8% each by Anglican and Private managing authorities, 5.4% each by Methodist and Mennonite managements, and the remaining 13.6% by a variety of other smaller managing authorities, including community and other denominational managements.

The majority, 88.9% of government primary schools, were located in rural communities. In contrast, 70.6% of private primary schools were located in urban communities.

Figure 8: Distribution of Primary School by Denomination 2011-12





7.2 PRIMARY SCHOOL ENROLMENT:

Table 12 shows primary enrolment by grade, district, and sex for the academic years 2010-11 and 2011-12.

Total primary enrolment for 2011-12 was 69,331 students, a 3.3% increase from the previous academic year. All districts, except Toledo, reported increases in primary school enrolment. The largest growth was in the Orange Walk and Corozal districts which had increases of 12.9% and 8.9% respectively. Primary enrolment in the Cayo District increased by 2.3% while increases in enrolment in the Stann Creek District and the Belize District were much smaller, at 1.0% and 0.08% respectively. There was a 1.0% decline in primary school enrolment in the Toledo District.

The Belize District had the largest number of enrolled primary school students with 17,666 students or 25.5% of total primary enrolment. This was followed by Cayo with 17,537 students (25.3%), Orange Walk with 9,845 students (14.2%), Stann Creek with 9,259 students (13.4%), Corozal with 8,336 students (12.0%), and Toledo with 6,685 students (9.6%).

For comparison, the proportion of the primary school population (ages 5 to 12 years) in the various districts in 2011 is estimated to be as follows: Belize District-26.2%, Cayo District-26.0%, Orange Walk District-13.3%, Stann Creek District-11.6%, Corozal District-11.5%, and Toledo District-11.5%.

Males continued to outnumber females at the primary level; there were a total of 35,478 males (51.2%) and 33,853 females (48.8%).



Table 12: Primary Enrolment by Grade, District, and Sex

Grade & Sex	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Special Ed.	132	19	15	33	23	10	232	1	28	24	33	28	9	123
Male	97	12	6	18	13	8	154	0	17	11	16	19	6	69
Female	35	7	9	15	10	2	78	1	11	13	17	9	3	54
Beginners	121	52	21	15	0	33	242	127	52	31	8	3	32	253
Male	56	24	12	8	0	20	120	64	26	12	1	1	15	119
Female	65	28	9	7	0	13	122	63	26	19	7	2	17	134
Infant 1	2,287	2,199	1,054	1,191	1,257	885	8,873	2,334	2,174	1,101	1,270	1,264	885	9,028
Male	1,123	1,177	542	610	685	458	4,595	1,214	1,086	574	672	670	471	4,687
Female	1,164	1,022	512	581	572	427	4,278	1,120	1,088	527	598	594	414	4,341
Infant 2	2,194	2,283	999	1,150	1,114	902	8,642	2,156	2,169	1,121	1,106	1,134	847	8,533
Male	1,120	1,182	512	604	561	456	4,435	1,053	1,141	559	549	604	434	4,340
Female	1,074	1,101	487	546	553	446	4,207	1,103	1,028	562	557	530	413	4,193
Standard 1	2,154	2,183	983	1,132	1,225	959	8,636	2,192	2,368	1,040	1,303	1,176	906	8,985
Male	1,132	1,131	534	579	632	494	4,502	1,123	1,213	531	684	592	458	4,601
Female	1,022	1,052	449	553	593	465	4,134	1,069	1,155	509	619	584	448	4,384
Standard 2	2,226	2,212	923	1,046	1,203	817	8,427	2,132	2,225	1,051	1,466	1,227	919	9,020
Male	1,129	1,188	471	528	614	425	4,355	1,116	1,150	566	752	634	480	4,698
Female	1,097	1,024	452	518	589	392	4,072	1,016	1,075	485	714	593	439	4,322
Standard 3	2,284	2,287	975	1,140	1,182	842	8,710	2,220	2,283	1,022	1,274	1,170	787	8,756
Male	1,141	1,154	473	578	625	443	4,414	1,123	1,186	521	636	608	404	4,478
Female	1,143	1,133	502	562	557	399	4,296	1,097	1,097	501	638	562	383	4,278
Standard 4	2,194	2,221	995	1,102	1,195	892	8,599	2,292	2,244	1,022	1,384	1,162	803	8,907
Male	1,131	1,134	495	552	610	443	4,365	1,119	1,131	491	722	615	414	4,492
Female	1,063	1,087	500	550	585	449	4,234	1,173	1,113	531	662	547	389	4,415
Standard 5	2,100	1,951	934	1,022	1,055	733	7,795	2,183	2,189	1,076	1,093	1,166	830	8,537
Male	1,055	1,010	459	547	550	351	3,972	1,122	1,122	563	541	598	417	4,363
Female	1,045	941	475	475	505	382	3,823	1,061	1,067	513	552	568	413	4,174
Standard 6	1,960	1,730	757	889	914	682	6,932	2,029	1,805	848	911	929	667	7,189
Male	955	830	363	424	475	345	3,392	1,021	910	427	478	481	314	3,631
Female	1,005	900	394	465	439	337	3,540	1,008	895	421	433	448	353	3,558
Total	17,652	17,137	7,656	8,720	9,168	6,755	67,088	17,666	17,537	8,336	9,848	9,259	6,685	69,331
Male	8,939	8,842	3,867	4,448	4,765	3,443	34,304	8,955	8,982	4,255	5,051	4,822	3,413	35,478
Female	8,713	8,295	3,789	4,272	4,403	3,312	32,784	8,711	8,555	4,081	4,797	4,437	3,272	33,853



As Table 13 shows, the total number of students enrolled in primary schools increased in all grades except Infant II and Special Education classes.

The number of 3-year olds in the primary school system increased from 41 to 75 students, while the number of 4-year olds decreased from 2,377 to 2,360 students. The number of 13-year olds in the primary school system increased from 3,407 to 3,462, the number of 14-year olds increased from 1,339 to 1,441, and the number of students 15 years and older increased from 436 to 442. Overall, in the 2011-12 academic year, there were 2,435 students younger than 5 years and 5,345 students older than 12 years within the primary education system. These figures represent 11.2% of all enrolled students.

There were a total of 5,354 5-year olds enrolled in Infant 1, representing 59.3% of all Infant 1 students. Another 13.3% of Infant 1 students were 6-year olds, 3.5% were younger than 5 years, and 2.5% were older than 6 years. Six-year olds made up 56.0% of students in Infant 2 and seven-year olds made up 51.6% of students in Standard 1. In each successive grade, although students of the expected age made up the largest portion of students within that grade, the majority of students (i.e. over 50%) were younger or older than the expected age.

For example, in Standard 2, there were 4,223 eight-year old students, representing 46.8% of all students in that grade; however, there were also 1,748 students who were younger than eight and 3,049 students who were older than eight, a combined 53.2% of all Standard 2 students. Likewise, in Standard 6, the number of 12-year olds was 2,864 students or 39.8% of all students in that grade; however, another 1,079 students were younger than 12 and 3,246 students were older than 12, a combined 60.2% of all Standard 6 students.

The majority of students aged 13 and older were male (58.5%).



Table 13: Primary Enrolment by Age, Grade, and Sex

Age and Sex	2010-11											2011-12										
	Sp.Ed.	Begin.	Inf. 1	Inf. 2	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Total	Sp.Ed.	Begin.	Inf. 1	Inf. 2	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Total
3	0	40	1	0	0	0	0	0	0	0	41	0	72	3	0	0	0	0	0	0	0	75
Male	0	18	1	0	0	0	0	0	0	0	19	0	41	1	0	0	0	0	0	0	0	42
Female	0	22	0	0	0	0	0	0	0	0	22	0	31	2	0	0	0	0	0	0	0	33
4	1	121	2,248	7	0	0	0	0	0	0	2,377	1	99	2,237	23	0	0	0	0	0	0	2,360
Male	1	57	1,143	5	0	0	0	0	0	0	1,206	1	42	1,102	21	0	0	0	0	0	0	1,166
Female	0	64	1,105	2	0	0	0	0	0	0	1,171	0	57	1,135	2	0	0	0	0	0	0	1,194
5	12	74	5,314	1,850	17	0	0	0	0	0	7,267	6	60	5,354	1,892	45	1	1	0	0	0	7,359
Male	9	41	2,699	878	11	0	0	0	0	0	3,638	5	27	2,757	928	26	1	1	0	0	0	3,745
Female	3	33	2,615	972	6	0	0	0	0	0	3,629	1	33	2,597	964	19	0	0	0	0	0	3,614
6	19	6	1,094	5,031	1,681	26	0	0	0	0	7,857	10	16	1,205	4,780	1,886	98	2	1	0	0	7,998
Male	13	3	619	2,589	782	10	0	0	0	0	4,016	8	8	704	2,379	901	48	2	1	0	0	4,051
Female	6	3	475	2,442	899	16	0	0	0	0	3,841	2	8	501	2,401	985	50	0	0	0	0	3,947
7	15	1	167	1,358	4,558	1,539	23	1	0	0	7,662	11	4	181	1,436	4,640	1,649	42	8	0	0	7,971
Male	7	1	103	768	2,336	703	12	1	0	0	3,931	5	0	99	789	2,338	764	13	7	0	0	4,015
Female	8	0	64	590	2,222	836	11	0	0	0	3,731	6	4	82	647	2,302	885	29	1	0	0	3,956
8	21	0	34	299	1,732	3,918	1,336	37	0	0	7,377	17	1	31	306	1,747	4,223	1,460	50	10	0	7,845
Male	12	0	21	150	999	1,948	582	27	0	0	3,739	10	0	16	173	944	2,097	650	11	8	0	3,909
Female	9	0	13	149	733	1,970	754	10	0	0	3,638	7	1	15	133	803	2,126	810	39	2	0	3,936
9	22	0	8	53	484	1,966	3,906	1,291	26	0	7,756	16	0	12	71	501	2,030	3,754	1,272	48	0	7,704
Male	15	0	4	35	282	1,101	1,889	585	16	0	3,927	10	0	5	37	295	1,178	1,794	532	15	0	3,866
Female	7	0	4	18	202	865	2,017	706	10	0	3,829	6	0	7	34	206	852	1,960	740	33	0	3,838
10	20	0	4	22	119	739	2,226	3,699	1,107	52	7,988	13	0	2	13	114	759	2,241	3,597	1,269	32	8,040
Male	11	0	3	6	66	467	1,193	1,796	451	13	4,006	8	0	2	5	74	470	1,239	1,671	526	12	4,007
Female	9	0	1	16	53	272	1,033	1,903	656	39	3,982	5	0	0	8	40	289	1,002	1,926	743	20	4,033
11	22	0	1	18	32	184	865	2,117	3,235	933	7,407	9	0	2	9	30	202	917	2,435	3,409	1,047	8,060
Male	15	0	1	1	21	92	517	1,112	1,567	385	3,711	5	0	1	5	16	107	565	1,328	1,660	415	4,102
Female	7	0	0	17	11	92	348	1,005	1,668	548	3,696	4	0	1	4	14	95	352	1,107	1,749	632	3,958
12	29	0	1	2	10	40	256	1,022	1,964	2,850	6,174	14	1	0	3	15	45	264	1,113	2,255	2,864	6,574
Male	19	0	1	2	5	23	156	575	1,062	1,281	3,124	9	1	0	3	4	26	160	659	1,230	1,357	3,449
Female	10	0	0	0	5	17	100	447	902	1,569	3,050	5	0	0	0	11	19	104	454	1,025	1,507	3,125
13	28	0	1	1	2	12	81	354	1,092	1,836	3,407	11	0	1	0	4	12	58	349	1,108	1,919	3,462
Male	19	0	0	0	0	9	55	227	647	960	1,917	4	0	0	0	3	7	44	230	654	1,038	1,980
Female	9	0	1	1	2	3	26	127	445	876	1,490	7	0	1	0	1	5	14	119	454	881	1,482
14	19	0	0	1	0	2	14	68	307	928	1,339	8	0	0	0	1	1	13	75	349	994	1,441
Male	14	0	0	1	0	1	9	37	188	553	803	2	0	0	0	0	0	9	50	217	609	887
Female	5	0	0	0	0	1	5	31	119	375	536	6	0	0	0	1	1	4	25	132	385	554
15+	24	0	0	0	1	1	3	10	64	333	436	7	0	0	0	2	0	4	7	89	333	442
Male	19	0	0	0	0	1	1	5	41	200	267	2	0	0	0	0	0	1	3	53	200	259
Female	5	0	0	0	1	0	2	5	23	133	169	5	0	0	0	2	0	3	4	36	133	183
Total	232	242	8,873	8,642	8,636	8,427	8,710	8,599	7,795	6,932	67,088	123	253	9,028	8,533	8,985	9,020	8,756	8,907	8,537	7,189	69,331
Male	154	120	4,595	4,435	4,502	4,355	4,414	4,365	3,972	3,392	34,304	69	119	4,687	4,340	4,601	4,698	4,478	4,492	4,363	3,631	35,478
Female	78	122	4,278	4,207	4,134	4,072	4,296	4,234	3,823	3,540	32,784	54	134	4,341	4,193	4,384	4,322	4,278	4,415	4,174	3,558	33,853



Table 14 shows primary enrolment by management, sex, district and urban/rural location.

Roman Catholic schools enrolled 32,828 students or 47.3% of total primary enrolment countrywide. This figure represents a decline from the previous academic year (2010-11) when Roman Catholic schools enrolled 49.1% of primary school students. Government-managed schools enrolled 11,832 primary students, a 17.1% share of total enrolment which is slightly down from the 17.4% enrolled in the previous academic year.

Denominational managements with notable levels of primary enrolment included Anglicans (6.5%), Methodists (6.3%), and Seventh Day Adventists (5.2%). Smaller shares of enrolment were found within Mennonite (3.4%), Nazarene (3%), and Assemblies of God (1.5%) primary schools. Enrolment in private primary schools grew by 13.7% from the previous academic year, for a 3.4% share of primary enrolment in 2011-12.

The data in Table 14 indicate that the overall increase in primary school enrolment for the 2011-12 academic year was driven primarily by growth in rural enrolment. While enrolment in rural areas increased by 2,055 students or 5.6%, urban enrolment increased by only 188 students or 0.6%. The Belize District had the largest urban primary enrolment (13,671) and also the smallest rural primary enrolment (3,995). The largest rural primary enrolment was in the Cayo District (9,459) and the smallest urban primary enrolment was in the Toledo District (1,368).



Table 14: Primary Enrolment by Management, Sex, District, and Urban/Rural Location

Management and Sex	2010-11														2011-12													
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		TOTAL		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		TOTAL	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Government	130	870	1,445	2,316	0	821	1,000	2,264	122	1,987	0	706	2,697	8,964	135	827	1,469	2,331	0	856	1,002	2,324	138	2,043	0	707	2,744	9,088
Male	95	449	745	1,205	0	434	516	1,130	54	1,014	0	356	1,410	4,588	100	416	768	1,204	0	457	532	1,157	68	1,051	0	356	1,468	4,641
Female	35	421	700	1,111	0	387	484	1,134	68	973	0	350	1,287	4,376	35	411	701	1,127	0	399	470	1,167	70	992	0	351	1,276	4,447
Roman Catholic	5,140	1,382	4,005	4,580	907	3,555	1,414	2,399	1,191	3,096	1,072	4,186	13,729	19,198	5,027	1,300	4,027	4,562	905	3,572	1,427	2,517	1,125	3,182	1,047	4,137	13,558	19,270
Male	2,503	741	2,094	2,330	435	1,822	707	1,248	629	1,605	549	2,135	6,917	9,881	2,488	687	2,068	2,298	428	1,855	714	1,310	595	1,646	532	2,118	6,825	9,914
Female	2,637	641	1,911	2,250	472	1,733	707	1,151	562	1,491	523	2,051	6,812	9,317	2,539	613	1,959	2,264	477	1,717	713	1,207	530	1,536	515	2,019	6,733	9,356
Anglican	2,392	356	488	289	165	0	251	0	221	448	0	72	3,517	1,165	2,356	219	523	304	161	0	263	0	210	438	0	64	3,513	1,025
Male	1,177	177	256	156	84	0	129	0	133	247	0	29	1,779	609	1,158	107	264	164	77	0	135	0	116	232	0	26	1,750	529
Female	1,215	179	232	133	81	0	122	0	88	201	0	43	1,738	556	1,198	112	259	140	84	0	128	0	94	206	0	38	1,763	496
Methodist	2,014	353	0	0	461	137	0	0	285	677	171	242	2,931	1,409	1,974	400	0	0	478	151	0	0	252	674	183	229	2,887	1,454
Male	1,016	190	0	0	220	69	0	0	148	357	88	128	1,472	744	992	212	0	0	224	72	0	0	130	359	100	120	1,446	763
Female	998	163	0	0	241	68	0	0	137	320	83	114	1,459	665	982	188	0	0	254	79	0	0	122	315	83	109	1,441	691
SDA	651	299	800	249	268	546	268	0	150	105	128	0	2,265	1,199	699	294	857	253	248	549	314	0	122	123	138	0	2,378	1,219
Male	325	153	417	122	137	278	148	0	80	56	69	0	1,176	609	334	147	447	128	128	291	175	0	75	61	70	0	1,229	627
Female	326	146	383	127	131	268	120	0	70	49	59	0	1,089	590	365	147	410	125	120	258	139	0	47	62	68	0	1,149	592
Nazarene	227	0	931	633	110	184	0	0	0	0	0	0	1,268	817	249	0	935	590	116	183	0	0	0	0	0	0	1,300	773
Male	113	0	479	327	54	78	0	0	0	0	0	0	646	405	130	0	485	301	58	81	0	0	0	0	0	0	673	382
Female	114	0	452	306	56	106	0	0	0	0	0	0	622	412	119	0	450	289	58	102	0	0	0	0	0	0	627	391
Assemblies of God	207	0	0	209	0	59	0	0	155	334	0	0	362	602	235	0	0	226	0	67	0	0	176	347	0	0	411	640
Male	101	0	0	94	0	36	0	0	84	166	0	0	185	296	115	0	0	102	0	44	0	0	84	178	0	0	199	324
Female	106	0	0	115	0	23	0	0	71	168	0	0	177	306	120	0	0	124	0	23	0	0	92	169	0	0	212	316
Private	1,031	0	86	125	0	0	0	159	42	0	0	122	1,159	406	1,232	0	107	124	0	0	0	147	48	0	0	121	1,387	392
Male	515	0	49	57	0	0	0	87	21	0	0	56	585	200	628	0	61	61	0	0	0	72	25	0	0	57	714	190
Female	516	0	37	68	0	0	0	72	21	0	0	66	574	206	604	0	46	63	0	0	0	75	23	0	0	64	673	202
Mennonite	0	188	55	316	0	0	0	0	0	0	0	56	55	560	0	137	50	600	0	595	0	875	0	31	0	59	50	2,297
Male	0	99	20	168	0	0	0	0	0	0	0	33	20	300	0	74	19	322	0	314	0	469	0	16	0	34	19	1,229
Female	0	89	35	148	0	0	0	0	0	0	0	23	35	260	0	63	31	278	0	281	0	406	0	15	0	25	31	1,068
Other	1,835	577	91	519	166	277	425	540	0	355	0	0	2,517	2,268	1,764	818	110	469	178	277	408	571	0	350	0	0	2,460	2,485
Male	994	291	52	271	88	132	227	256	0	171	0	0	1,361	1,121	964	403	58	232	96	130	213	274	0	186	0	0	1,331	1,225
Female	841	286	39	248	78	145	198	284	0	184	0	0	1,156	1,147	800	415	52	237	82	147	195	297	0	164	0	0	1,129	1,260
Total	13,627	4,025	7,901	9,236	2,077	5,579	3,358	5,362	2,166	7,002	1,371	5,384	30,500	36,588	13,671	3,995	8,078	9,459	2,086	6,250	3,414	6,434	2,071	7,188	1,368	5,317	30,688	38,643
Male	6,839	2,100	4,112	4,730	1,018	2,849	1,727	2,721	1,149	3,616	706	2,737	15,551	18,753	6,909	2,046	4,170	4,812	1,011	3,244	1,769	3,282	1,093	3,729	702	2,711	15,654	19,824
Female	6,788	1,925	3,789	4,506	1,059	2,730	1,631	2,641	1,017	3,386	665	2,647	14,949	17,835	6,762	1,949	3,908	4,647	1,075	3,006	1,645	3,152	978	3,459	666	2,606	15,034	18,819



7.3 PRIMARY SCHOOL REPETITION AND DROPOUT RATES:

Table 15 shows primary school repetition rate by district, grade, and sex for the 2009/10 and 2010-11 academic years.

Data for 2010-11 indicate that a total of 4,533 primary school students repeated the same grade in which were enrolled the previous academic year. This represents a repetition rate of 6.8%, a slight improvement over the 2009/10 repetition rate of 7.1%. There were improvements in repetition rates in all grades, except for Infant 1 and Standard 5. In these two grades, repetition rates increased from 12.3% to 13% and 0.7% to 1% respectively. The most notable improvement was at the Beginners level where the repetition rate fell from 4.1% in 2009/10 to 1.2 % in 2010-11. All other reductions were within 1 percentage point (i.e. Infant 2-0.7%; Standard 1-1.0%; Standard 2-0.3%; Standard 3-0.2%; and Standard 5-1.0%).

Males comprised 59.7% (2,707) of primary school repeaters and also had a higher overall repetition rate (7.9%) compared to females (5.6%). Repetition rates for females were twice as high as that of males in Beginners (1.6% compared to 0.8%) and also slightly higher for females than males in Standard 6 (1.1% compare to 0.9%). Nevertheless, in all other grades, male repetition rates were significantly higher than those of females. This disparity was especially pronounced in Infant 1 where males repeated at a rate of 15.1% and females at a rate of 10.7% and in Standard 4 where males repeated at a rate of 6.4% and females at a rate of 3.9%.

The Orange Walk and Stann Creek Districts reported the highest overall repetition rates with 8.8% and 8.7% respectively. The Belize and Cayo Districts reported the lowest repetition rates with 5.2% and 6.3% respectively. In all districts, the repetition rate among males was higher than among females, with the greatest disparity being reported for the Stann Creek District (2.8 percentage points). The smallest gap was in the Toledo District (1.6 percentage points).



Table 15: Primary School Repetition Rate by District, Grade, and Sex

Grade and Sex	2009-10								2010-11																			
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		PERCENT REPEAT		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		PERCENT REPEAT	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Beginners	2	1.7	1	1.9	4	19.0	0	0.0	0	0.0	3	9.1	10	4.1	2	1.7	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	3	1.2
Male	1	1.8	0	0.0	2	16.7	0	0.0	0	0.0	2	10.0	5	4.2	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8
Female	1	1.5	1	3.6	2	22.2	0	0.0	0	0.0	1	7.7	5	4.1	1	1.5	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	2	1.6
Infant 1	241	10.5	234	10.6	152	14.4	175	14.7	161	12.8	126	14.2	1089	12.3	281	12.3	250	11.4	147	13.9	189	15.9	180	14.3	104	11.8	1151	13.0
Male	147	13.1	150	12.7	85	15.7	105	17.2	91	13.3	81	17.7	659	14.3	164	14.6	155	13.2	86	15.9	111	18.2	121	17.7	55	12.0	692	15.1
Female	94	8.1	84	8.2	67	13.1	70	12.0	70	12.2	45	10.5	430	10.1	117	10.1	95	9.3	61	11.9	78	13.4	59	10.3	49	11.5	459	10.7
Infant 2	130	5.9	160	7.0	74	7.4	98	8.5	107	9.6	86	9.5	655	7.6	141	6.4	142	6.2	81	8.1	77	6.7	91	8.2	74	8.2	606	7.0
Male	85	7.6	92	7.8	42	8.2	59	9.8	58	10.3	46	10.1	382	8.6	81	7.2	86	7.3	45	8.8	44	7.3	54	9.6	44	9.6	354	8.0
Female	45	4.2	68	6.2	32	6.6	39	7.1	49	8.9	40	9.0	273	6.5	60	5.6	56	5.1	36	7.4	33	6.0	37	6.7	30	6.7	252	6.0
Standard 1	119	5.5	191	8.7	84	8.5	97	8.6	167	13.6	89	9.3	747	8.6	120	5.6	149	6.8	70	7.1	114	10.1	121	9.9	80	8.3	654	7.6
Male	84	7.4	117	10.3	47	8.8	53	9.2	102	16.1	51	10.3	454	10.1	81	7.2	90	8.0	44	8.2	66	11.4	70	11.1	46	9.3	397	8.8
Female	35	3.4	74	7.0	37	8.2	44	8.0	65	11.0	38	8.2	293	7.1	39	3.8	59	5.6	26	5.8	48	8.7	51	8.6	34	7.3	257	6.2
Standard 2	130	5.8	155	7.0	69	7.5	110	10.5	137	11.4	77	9.4	678	8.0	103	4.6	189	8.5	48	5.2	114	10.9	130	10.8	62	7.6	646	7.7
Male	84	7.4	97	8.2	46	9.8	66	12.5	81	13.2	44	10.4	418	9.6	72	6.4	116	9.8	31	6.6	64	12.1	75	12.2	34	8.0	392	9.0
Female	46	4.2	58	5.7	23	5.1	44	8.5	56	9.5	33	8.4	260	6.4	31	2.8	73	7.1	17	3.8	50	9.7	55	9.3	28	7.1	254	6.2
Standard 3	104	4.6	118	5.2	75	7.7	90	7.9	142	12.0	58	6.9	587	6.7	98	4.3	140	6.1	63	6.5	98	8.6	115	9.7	49	5.8	563	6.5
Male	69	6.0	82	7.1	45	9.5	58	10.0	83	13.3	31	7.0	368	8.3	56	4.9	81	7.0	36	7.6	51	8.8	71	11.4	28	6.3	323	7.3
Female	35	3.1	36	3.2	30	6.0	32	5.7	59	10.6	27	6.8	219	5.1	42	3.7	59	5.2	27	5.4	47	8.4	44	7.9	21	5.3	240	5.6
Standard 4	112	5.1	137	6.2	62	6.2	89	8.1	107	9.0	43	4.8	550	6.4	84	3.8	86	3.9	55	5.5	94	8.5	76	6.4	50	5.6	445	5.2
Male	85	7.5	85	7.5	39	7.9	54	9.8	68	11.1	21	4.7	352	8.1	57	5.0	59	5.2	32	6.5	56	10.1	44	7.2	32	7.2	280	6.4
Female	27	2.5	52	4.8	23	4.6	35	6.4	39	6.7	22	4.9	198	4.7	27	2.5	27	2.5	23	4.6	38	6.9	32	5.5	18	4.0	165	3.9
Standard 5	113	5.4	89	4.6	65	7.0	45	4.4	66	6.3	27	3.7	405	5.2	86	4.1	101	5.2	53	5.7	70	6.8	73	6.9	12	1.6	395	5.1
Male	68	6.4	48	4.8	26	5.7	30	5.5	45	8.2	16	4.6	233	5.9	53	5.0	63	6.2	30	6.5	45	8.2	38	6.9	9	2.6	238	6.0
Female	45	4.3	41	4.4	39	8.2	15	3.2	21	4.2	11	2.9	172	4.5	33	3.2	38	4.0	23	4.8	25	5.3	35	6.9	3	0.8	157	4.1
Standard 6	13	0.7	14	0.8	2	0.3	7	0.8	1	0.1	12	1.8	49	0.7	6	0.3	21	1.2	5	0.7	13	1.5	15	1.6	10	1.5	70	1.0
Male	9	0.9	9	1.1	1	0.3	4	0.9	0	0.0	3	0.9	26	0.8	3	0.3	8	1.0	3	0.8	6	1.4	7	1.5	3	0.9	30	0.9
Female	4	0.4	5	0.6	1	0.3	3	0.6	1	0.2	9	2.7	23	0.6	3	0.3	13	1.4	2	0.5	7	1.5	8	1.8	7	2.1	40	1.1
Total	964	5.5	1099	6.4	587	7.7	711	8.2	888	9.7	521	7.7	4770	7.1	921	5.2	1078	6.3	522	6.8	770	8.8	801	8.7	441	6.5	4533	6.8
Male	632	7.1	680	7.7	333	8.6	429	9.6	528	11.1	295	8.6	2897	8.4	568	6.4	658	7.4	307	7.9	443	10.0	480	10.1	251	7.3	2707	7.9
Female	332	3.8	419	5.1	254	6.7	282	6.6	360	8.2	226	6.8	1873	5.7	353	4.1	420	5.1	215	5.7	327	7.7	321	7.3	190	5.7	1826	5.6



Table 16 shows primary school dropout rate by district, grade, and sex for the 2009/10 and 2010-11 academic years. *(Please note that the reported figures on dropouts may not be completely accurate, as a few students reported as dropouts may have transferred to other schools without the knowledge of the principal at their previous school.)*

In 2010-11, 400 students were reported to have dropped out of primary school. This figure represents a dropout rate of 0.6%, a slight decline compared to the 0.8% reported in the previous academic year. Primary schools dropout rates ranged from a high of 0.8% in the Orange Walk District to a low of 0.3% in the Belize District. Rates declined in all districts except Stann Creek, where the rate remained at 0.7%.

Overall dropout rates increased progressively from Standard 1 (0.1%) to Standard 6 (1.9%). Students were twice as likely to drop out of school at each progressive grade from Standard 1 to Standard 4. The Orange Walk District had the highest Standard 4 dropout rate (1.5%) followed by the Stann Creek District (1.2%) Toledo had the highest Standard 5 (2.7%) and Standard 6 (2.9%) drop out rates of all districts.

As was the case with repeaters, males accounted for the greater number of dropouts (212 males compared to 188 females); however, the dropout rate for males was actually identical to that for females (0.6%). Therefore, the larger number of male dropouts from primary school was merely a factor of their larger representation in the primary school system (35,478 males compared to 33,853 males). There were, though, a few notable gender differences. For example, according to the data presented on Standard 6 dropout rates across districts, females were three times more likely than their male counterparts to drop out of that grade in the Belize and Toledo Districts. In contrast, in the Corozal District, males were almost three times more likely than their female counterparts to drop out of Standard 6.

Table 16: Primary School Dropout Rate by District, Grade, and Sex

Grade and Sex	2009-10								2010-11							
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	Total Dropout		Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	Total Dropout	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %		No. %	No. %	No. %	No. %	No. %	No. %	No. %	
Beginners	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
Male	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0		0 0.0	0 0.0	0 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 0.0	0 0.0	0 0.0		0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
Infant 1	5 0.2	12 0.5	2 0.2	2 0.2	3 0.2	2 0.2	26 0.2		2 0.1	10 0.5	1 0.1	3 0.3	2 0.2	1 0.1	19 0.2	
Male	3 0.3	8 0.7	2 0.4	2 0.3	3 0.4	0 0.0	18 0.2		2 0.2	8 0.7	0 0.0	2 0.3	2 0.3	1 0.2	15 0.3	
Female	2 0.2	4 0.4	0 0.0	0 0.0	0 0.0	2 0.5	8 0.1		0 0.0	2 0.2	1 0.2	1 0.2	0 0.0	0 0.0	4 0.1	
Infant 2	3 0.1	12 0.5	5 0.5	4 0.3	0 0.0	1 0.1	25 0.3		1 0.0	5 0.2	0 0.0	1 0.1	3 0.3	0 0.0	10 0.1	
Male	1 0.1	8 0.7	4 0.8	3 0.5	0 0.0	0 0.0	16 0.3		1 0.1	3 0.3	0 0.0	0 0.0	2 0.4	0 0.0	6 0.1	
Female	2 0.2	4 0.4	1 0.2	1 0.2	0 0.0	1 0.2	9 0.2		0 0.0	2 0.2	0 0.0	1 0.2	1 0.2	0 0.0	4 0.1	
Standard 1	0 0.0	11 0.5	8 0.8	4 0.4	1 0.1	2 0.2	26 0.3		0 0.0	5 0.2	0 0.0	2 0.2	0 0.0	0 0.0	7 0.1	
Male	0 0.0	6 0.5	7 1.3	4 0.7	1 0.2	1 0.2	19 0.4		0 0.0	3 0.3	0 0.0	0 0.0	0 0.0	0 0.0	3 0.1	
Female	0 0.0	5 0.5	1 0.2	0 0.0	0 0.0	1 0.2	7 0.2		0 0.0	2 0.2	0 0.0	2 0.4	0 0.0	0 0.0	4 0.1	
Standard 2	11 0.5	11 0.5	5 0.5	3 0.3	2 0.2	2 0.2	34 0.3		3 0.1	8 0.4	0 0.0	3 0.3	5 0.4	0 0.0	19 0.2	
Male	11 1.0	2 0.2	5 1.1	0 0.0	1 0.2	1 0.2	20 0.4		3 0.3	2 0.2	0 0.0	3 0.6	2 0.3	0 0.0	10 0.2	
Female	0 0.0	9 0.9	0 0.0	3 0.6	1 0.2	1 0.3	14 0.2		0 0.0	6 0.6	0 0.0	0 0.0	3 0.5	0 0.0	9 0.2	
Standard 3	6 0.3	25 1.1	9 0.9	9 0.8	6 0.5	4 0.5	59 0.6		1 0.0	20 0.9	4 0.4	4 0.4	9 0.8	0 0.0	38 0.4	
Male	6 0.5	13 1.1	6 1.3	8 1.4	2 0.3	1 0.2	36 0.7		0 0.0	11 1.0	2 0.4	1 0.2	6 1.0	0 0.0	20 0.5	
Female	0 0.0	12 1.1	3 0.6	1 0.2	4 0.7	3 0.8	23 0.5		1 0.1	9 0.8	2 0.4	3 0.5	3 0.5	0 0.0	18 0.4	
Standard 4	12 0.5	28 1.3	11 1.1	18 1.6	10 0.8	11 1.2	90 1.2		10 0.4	15 0.7	5 0.5	16 1.5	14 1.2	8 0.9	68 0.8	
Male	8 0.7	19 1.7	9 1.8	12 2.2	5 0.8	6 1.4	59 1.4		8 0.7	9 0.8	4 0.8	13 2.4	5 0.8	2 0.5	41 0.9	
Female	4 0.4	9 0.8	2 0.4	6 1.1	5 0.9	5 1.1	31 1.0		2 0.2	6 0.6	1 0.2	3 0.5	9 1.5	6 1.3	27 0.6	
Standard 5	16 0.8	36 1.8	17 1.8	29 2.8	17 1.6	21 2.9	136 2.1		8 0.4	30 1.5	15 1.6	22 2.2	13 1.2	20 2.7	108 1.4	
Male	9 0.9	21 2.1	7 1.5	15 2.7	13 2.4	9 2.6	74 2.5		5 0.4	14 1.4	7 1.5	13 2.4	7 1.3	12 3.4	58 1.5	
Female	7 0.7	15 1.6	10 2.1	14 2.9	4 0.8	12 3.1	62 1.9		3 0.3	16 1.7	8 1.7	9 1.9	6 1.2	8 2.1	50 1.3	
Standard 6	29 1.5	32 1.8	14 1.8	24 2.7	23 2.5	24 3.5	146 1.8		30 1.5	21 1.2	18 2.4	23 2.6	19 2.1	20 2.9	131 1.9	
Male	3 0.3	12 1.4	10 2.8	14 3.3	14 2.9	5 1.4	58 2.1		7 0.7	13 1.6	13 3.6	13 3.1	8 1.7	5 1.4	59 1.7	
Female	26 2.6	20 2.2	4 1.0	10 2.2	9 2.1	19 5.6	88 1.6		23 2.3	8 0.9	5 1.3	10 2.2	11 2.5	15 4.5	72 2.0	
Total	82 0.5	167 1.0	71 0.9	93 1.1	62 0.7	67 1.0	542 0.8		55 0.3	114 0.7	43 0.6	74 0.8	65 0.7	49 0.7	400 0.6	
Male	41 0.5	89 1.0	50 1.3	58 1.3	39 0.8	23 0.7	300 0.9		26 0.3	63 0.7	26 0.7	45 1.0	32 0.7	20 0.6	212 0.6	
Female	41 0.5	78 0.9	21 0.6	35 0.8	23 0.5	44 1.3	242 0.7		29 0.3	51 0.6	17 0.4	29 0.7	33 0.7	29 0.9	188 0.6	

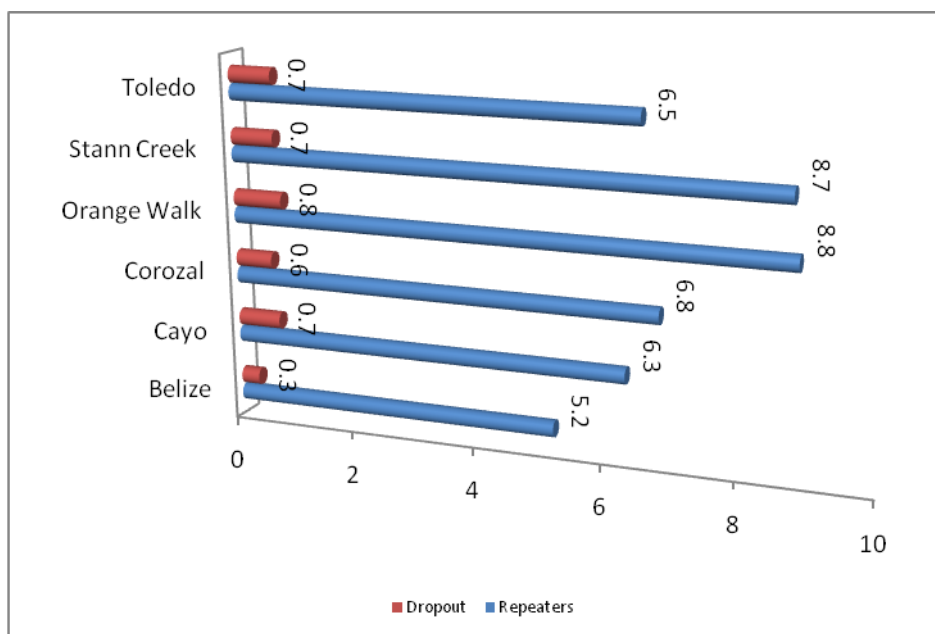




Figure 9 shows overall primary repetition and dropout rates by district for 2010-11.

As shown, the district with the highest drop out rate (0.8%), Orange Walk, was also the district with the highest repetition rate (8.8%). Stann Creek also scored high on these two indicators, having a repetition rate of 8.7% and a dropout rate of 0.7%. The District with the most favorable figures was the Belize District with a repetition rate of 5.2% and a dropout rate of only 0.3%, well below the national average.

Figure 9: Primary Schools Repetition and Dropout Rates by District 2010-11





7.4 PRIMARY SCHOOL TEACHERS:

Table 17a and 17b show the number of primary school teachers by district, urban/rural location, and level of training in 2011-12 and 2010-11 respectively.

As the tables show, the primary school teaching force increased from 3,063 teachers in 2010-11 to 3,215 teachers in 2011-12, a 5.0% increase. In urban primary schools, the number of teachers increased from 1,404 teachers to 1,450 teachers, a 3.3% increase. There was a much larger increase in rural primary schools, where the number rose by 6.4%, from 1,659 teachers to 1,765 teachers.

The number of trained teachers at the primary level increased by 292 teachers, bringing the total number of trained teachers in 2011-12 to 1,747. This represents 54.3% of all primary school teachers and an increase of 6.8 percentage points over the previous year's figures. There was also an overall increase in the proportion of fully trained teachers (i.e., those with Level 2/2+1 and higher) from 44.1% in 2010-11 to 51.4% in 2011-12. The number and percentage of trained teachers increased in all six districts.

As in previous years, the Corozal and Orange Walk districts continued to report the highest percentage of trained teachers, 76.1% and 61.4% respectively. Likewise, the lowest levels of training were reported in the southern districts of Stann Creek and Toledo, 44.7% and 42.9%, respectively.

Notably, the number of teachers with the lowest qualifications, Level 2, Level 2+1 and Level 1, declined from 518 teachers in 2010-11 to 498 teachers in 2011-12, while the number of teachers with the highest qualifications, Bachelor's and Master's degrees in education, increased from 393 teachers in 2010-11 to 464 teachers in 2011-12. There was also a 61.0% increase in the number of teachers with Associate degrees in Primary Education, moving from 434 teachers in 2010-11 to 699 in 2011-12.



Table 17a: Number of Primary School Teachers by District, Urban/Rural Location, and Level of Training 2011-12

District	QUALIFICATION														TOTAL	% Trained	% Fully Trained
	TRAINED								BA/BSc	Associate Degree	First Class	High School	Other / not stated				
	MEd	BEd	Cert. Edu.	LCP	ACP	Asc PEd	L2/2+1	Level 1									
Urban	47	203	17	19	12	315	188	36	52	319	80	148	14	1,450	57.7	55.2	
Belize	29	80	6	14	7	161	64	10	36	147	31	81	11	677	54.8	53.3	
Cayo	14	60	5	3	1	69	34	15	7	68	29	47	2	354	56.8	52.5	
Corozal	1	8	0	0	0	33	39	0	2	9	3	1	0	96	84.4	84.4	
Orange Walk	2	37	2	1	0	25	29	5	1	48	3	1	0	154	65.6	62.3	
Stann Creek	0	7	3	1	3	18	14	4	5	37	8	8	1	109	45.9	42.2	
Toledo	1	11	1	0	1	9	8	2	1	10	6	10	0	60	55.0	51.7	
Rural	29	185	15	8	15	384	214	60	33	349	109	238	126	1,765	51.6	48.2	
Belize	6	10	4	0	3	40	33	6	4	41	10	34	3	194	52.6	49.5	
Cayo	8	65	4	3	3	70	34	10	12	74	37	58	65	443	44.5	42.2	
Corozal	7	42	2	0	2	87	54	8	4	39	5	10	16	276	73.2	70.3	
Orange Walk	5	31	2	2	2	71	47	9	8	52	7	19	31	286	59.1	55.9	
Stann Creek	2	27	2	1	3	68	26	10	3	105	20	46	1	314	44.3	41.1	
Toledo	1	10	1	2	2	48	20	17	2	38	30	71	10	252	40.1	33.3	
Total	76	388	32	27	27	699	402	96	85	668	189	386	140	3,215	54.3	51.4	
Belize	35	90	10	14	10	201	97	16	40	188	41	115	14	871	54.3	52.5	
Cayo	22	125	9	6	4	139	68	25	19	142	66	105	67	797	49.9	46.8	
Corozal	8	50	2	0	2	120	93	8	6	48	8	11	16	372	76.1	73.9	
Orange Walk	7	68	4	3	2	96	76	14	9	100	10	20	31	440	61.4	58.2	
Stann Creek	2	34	5	2	6	86	40	14	8	142	28	54	2	423	44.7	41.4	
Toledo	2	21	2	2	3	57	28	19	3	48	36	81	10	312	42.9	36.9	

Table 17b: Number of Primary School Teachers by District, Urban/Rural Location, and Level of Training 2010-11

District	QUALIFICATION														TOTAL	%	% Fully
	TRAINED								BA/BSc	Associate Degree	First Class	High School	Second Class	Other / not stated		Trained	Trained
	MEd	BEd	Cert. Edu.	LCP	ACP	Asc PEd	L2/2+1	Level 1									
Urban	30	172	27	17	23	193	180	41	54	395	97	155	1	19	1,404	48.6	45.7
Belize	19	71	15	8	10	96	73	10	32	187	47	77	1	9	655	46.1	44.6
Cayo	8	44	6	5	2	44	33	17	11	88	31	51	0	5	345	46.1	41.2
Corozal	0	10	0	0	3	19	28	1	3	19	5	5	0	0	93	65.6	64.5
Orange Walk	2	35	2	1	2	16	24	6	1	56	4	2	0	1	152	57.9	53.9
Stann Creek	1	4	3	2	3	10	13	5	6	40	6	10	0	3	106	38.7	34.0
Toledo	0	8	1	1	3	8	9	2	1	5	4	10	0	1	53	60.4	56.6
Rural	23	168	22	5	16	241	234	63	28	427	148	237	1	46	1,659	46.5	42.7
Belize	4	11	3	0	3	19	31	6	3	54	15	37	0	5	191	40.3	37.2
Cayo	7	53	6	1	1	41	49	12	12	95	50	60	0	22	409	41.6	38.6
Corozal	7	43	2	0	3	67	58	4	4	53	8	6	0	3	258	71.3	69.8
Orange Walk	4	28	5	3	6	38	45	14	6	76	6	11	0	4	246	58.1	52.4
Stann Creek	0	19	4	1	3	44	29	10	2	123	21	44	1	1	302	36.4	33.1
Toledo	1	14	2	0	0	32	22	17	1	26	48	79	0	11	253	34.8	28.1
Total	53	340	49	22	39	434	414	104	82	822	245	392	2	65	3,063	47.5	44.1
Belize	23	82	18	8	13	115	104	16	35	241	62	114	1	14	846	44.8	42.9
Cayo	15	97	12	6	3	85	82	29	23	183	81	111	0	27	754	43.6	39.8
Corozal	7	53	2	0	6	86	86	5	7	72	13	11	0	3	351	69.8	68.4
Orange Walk	6	63	7	4	8	54	69	20	7	132	10	13	0	5	398	58.0	53.0
Stann Creek	1	23	7	3	6	54	42	15	8	163	27	54	1	4	408	37.0	33.3
Toledo	1	22	3	1	3	40	31	19	2	31	52	89	0	12	306	39.2	33.0

Figure 10 shows the distribution of primary school teachers by district for 2011-12.



The Belize District, which has the largest proportion of enrolled primary school students (25.5%), also has the highest proportion of primary school teachers (27.1%); likewise, Toledo, the district with the smallest proportion of primary school students (9.6%) also had the smallest proportion of primary school teachers (9.7%). A similar correlation could be found between the percentage of primary school students and percentage of primary school teachers within each of the other districts.

The Cayo District had the second highest percentage of primary school teachers, 24.8%, followed by the Orange Walk District with 13.7%, the Stann Creek District with 13.2%, and the Corozal District with 11.6%.

Figure 10: Distribution of Primary School Teachers by District 2011-12

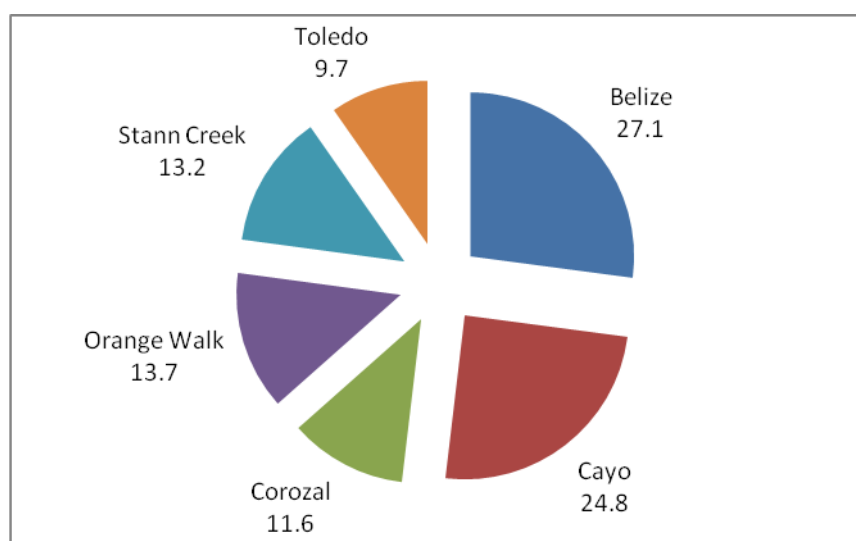




Table 18 shows the number of primary school teachers by management, district, and sex. (Please note that figures for changes within the teaching force were influenced by the addition of several Mennonite schools to the database.)

The Roman Catholic Management employed 1,377 teachers, or 42.8% of the primary education teaching force in 2011-12, a decline from 44.3% the previous academic year. Government, the next largest employer of primary school teachers, employed 562 teachers, or 17.5% of the primary education teaching force, which is similar to the 2010-11 figure of 17.7%.

Females made up 72.3% of the primary school teaching force in 2011-12 compared to 73% in 2010-11. The number of male teachers increased from 827 in 2010-11 to 891 in 2011-12. Female teachers outnumbered male teachers in all school managements except for the Mennonite schools where 73 male teachers and 53 female teachers were reported.

Table 18: Number of Primary School Teachers by Management, District, and Sex

Management and Sex	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Government	69	169	41	142	84	38	543	71	174	44	150	85	38	562
Male	7	45	12	46	21	15	146	8	52	10	46	22	15	153
Female	62	124	29	96	63	23	397	63	122	34	104	63	23	409
Roman Catholic	261	344	191	170	179	213	1,358	260	348	195	167	188	219	1,377
Male	40	97	68	60	40	117	422	41	100	75	65	42	115	438
Female	221	247	123	110	139	96	936	219	248	120	102	146	104	939
Anglican	145	36	9	18	35	6	249	142	36	9	18	37	5	247
Male	18	8	0	1	7	2	36	21	8	0	1	5	2	37
Female	127	28	9	17	28	4	213	121	28	9	17	32	3	210
Methodist	95	0	26	0	43	22	186	105	0	26	0	46	21	198
Male	10	0	7	0	9	7	33	13	0	7	0	11	6	37
Female	85	0	19	0	34	15	153	92	0	19	0	35	15	161
SDA	43	46	41	11	14	6	161	46	47	42	14	14	8	171
Male	6	11	10	4	5	2	38	9	9	8	5	2	2	35
Female	37	35	31	7	9	4	123	37	38	34	9	12	6	136
Nazarene	9	66	13	0	0	0	88	9	67	13	0	0	0	89
Male	0	24	6	0	0	0	30	1	25	5	0	0	0	31
Female	9	42	7	0	0	0	58	8	42	8	0	0	0	58
Assemblies of God	9	8	4	0	24	0	45	9	8	4	0	24	0	45
Male	1	4	2	0	6	0	13	1	4	2	0	6	0	13
Female	8	4	2	0	18	0	32	8	4	2	0	18	0	32
Private	88	22	0	14	7	14	145	88	23	0	16	6	14	147
Male	10	7	0	0	0	4	21	12	5	0	1	0	4	22
Female	78	15	0	14	7	10	124	76	18	0	15	6	10	125
Mennonite	12	32	0	0	5	7	56	7	63	15	30	4	7	126
Male	5	18	0	0	2	4	29	3	24	14	26	2	4	73
Female	7	14	0	0	3	3	27	4	39	1	4	2	3	53
Other	115	31	26	43	17	0	232	134	31	24	45	19	0	253
Male	21	9	9	17	3	0	59	13	10	7	18	4	0	52
Female	94	22	17	26	14	0	173	121	21	17	27	15	0	201
Total	846	754	351	398	408	306	3,063	871	797	372	440	423	312	3,215
Male	118	223	114	128	93	151	827	122	237	128	162	94	148	891
Female	728	531	237	270	315	155	2,236	749	560	244	278	329	164	2,324

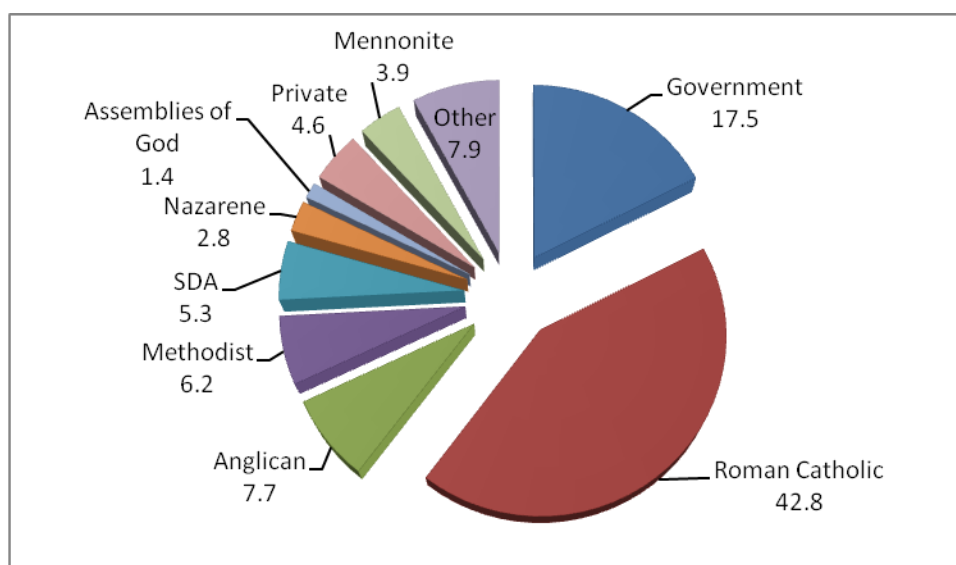


Figure 11 shows the distribution of primary school teachers by management in the 2011-12 academic year.

Roman Catholic schools which enrolled 47.3% of primary school students had the largest share (42.8%) of the teaching force. Government-managed schools which had a 17.1% share of primary enrolment employed 17.5% of the teaching force. Assemblies of God which enrolled 1.5% of primary school students had an equally low proportion of the teaching force (1.4%).

The proportion of teachers employed by various managements, were for the most part, reflective of the proportion of students they had enrolled. One notable exception was the private institutions which had 3.4% of enrolled students but 4.6% of the teaching force.

Figure 11: Distribution of Primary School Teachers by Management 2011-12





7.5 PRIMARY SCHOOL STUDENT-TEACHER RATIO:

The Student-Teacher Ratio (STR) for primary school is a statistic that measures the number of students per teacher. Table 19 shows the STR by district and urban/rural location for 2010-11 and 2011-12.

The overall primary school STR remained at 22:1 for the period 2011-12. The Corozal and Orange Walk districts both reported an overall ratio of 22.4 students per teacher, the highest of all districts, while the Belize District reported an overall ratio, 20.3 students per teacher, the lowest of all districts.

The STR in urban schools was 21.2 students per teacher, while in rural schools it was slightly higher at 21.9 students per teacher. The area with the highest STR was rural Stann Creek which had 22.9 students per teacher and the area with the lowest STR was urban Stann Creek which had 19 students per teacher.

Table 19: Primary School Student-Teacher Ratio by District and Urban/Rural Location

District	2010-11			2011-12		
	Urban	Rural	Overall	Urban	Rural	Overall
Belize	20.8	21.1	20.9	20.2	20.6	20.3
Cayo	22.9	22.6	22.7	22.8	21.4	22.0
Corozal	22.3	21.6	21.8	21.7	22.6	22.4
Orange Walk	22.1	21.8	21.9	22.2	22.5	22.4
Stann Creek	20.4	23.2	22.5	19.0	22.9	21.9
Toledo	25.9	21.3	22.1	22.8	21.1	21.4
Total	21.7	22.1	21.9	21.2	21.9	21.6



8.0 TRANSITION RATE

8.1 TRANSITION RATE TO SECONDARY SCHOOL:

Table 20 shows the transition rate from primary to secondary for 2010-11 and 2011-12. The data shows that despite the increase in the number of primary school graduates, there was a decline in the number of new entrants into the secondary system. The results was a decline in the transition rate from primary to secondary from 90.2% in 2010-11 to 85.0% in 2011-12.

Similar to the previous academic year, the district with the highest transition rate was the Belize District at 93.7% and the district with the lowest transition rate was the Orange Walk District at 67.2%. Transition rates declined in all districts except for the Corozal District, where the rate increased slightly from 80.2% to 82.4%. Districts such as Stann Creek and Toledo, which had reported very high transition rates in the previous academic year, experienced significant declines, from 93.5% and 95.1% in 2010-11 to 87.2% and 83.3% in 2011-12 respectively.

In most cases, males transitioned into secondary education at a higher rate (86.4%) than females (83.7%). This was true in every district except for the Belize District which had a slightly higher transition rate for females (94.9%) than for males (92.3%). The disparity between the sexes was most pronounced in the Toledo District where there was a 12.5 percentage point difference between transition rate for males (89.4%) compared to the rate for females (76.9%). Nonetheless, as a result of the larger numbers of females in the graduating class (3,458 females compared to 3,263 males) the number of females still outnumbered the number of males entering the secondary level of education (2,893 females compared to 2,819 males).

Table 20: Transition Rate to Secondary School

District and Sex	2010-11			2011-12		
	2009-10 Graduates	New Entrants	Transition Rate	2010-11 Graduates	New Entrants	Transition Rate
Belize	1,936	1,892	97.7%	1,913	1,792	93.7%
Male	964	916	95.0%	924	853	92.3%
Female	972	976	100.4%	989	939	94.9%
Cayo	1,631	1,461	89.6%	1,694	1,438	84.9%
Male	787	702	89.2%	806	685	85.0%
Female	844	759	89.9%	888	753	84.8%
Corozal	742	595	80.2%	731	602	82.4%
Male	361	300	83.1%	350	296	84.6%
Female	381	295	77.4%	381	306	80.3%
Orange Walk	815	618	75.8%	859	577	67.2%
Male	425	319	75.1%	405	287	70.9%
Female	390	299	76.7%	454	290	63.9%
Stann Creek	865	809	93.5%	873	761	87.2%
Male	437	394	90.2%	447	402	89.9%
Female	428	415	97.0%	426	359	84.3%
Toledo	534	508	95.1%	651	542	83.3%
Male	263	259	98.5%	331	296	89.4%
Female	271	249	91.9%	320	246	76.9%
Total	6,523	5,883	90.2%	6,721	5,712	85.0%
Male	3,237	2,890	89.3%	3,263	2,819	86.4%
Female	3,286	2,993	91.1%	3,458	2,893	83.7%



9.0 SECONDARY EDUCATION

9.1 NUMBER OF SECONDARY SCHOOLS:

Table 21 shows the number of secondary schools by district, management, denomination and urban/rural location for 2010-11 and 2011-12.

In the 2011-12 academic year there were a total of 53 institutions offering secondary level education in Belize, down from 54 in the previous academic year.

Government was the largest single provider of secondary education, managing 17 of the 53 institutions. Another 15 institutions were under Catholic management, Seventh Day Adventists managed five (5) secondary schools and Baptists and the Church of the Nazarene each managed two (2). There were also seven privately-managed and four community-managed secondary schools. The remaining institutions were managed by a variety of different denominations.

Table 21: Number of Secondary Schools by District, Management, and Urban/Rural Location

Management and Urban / Rural	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Catholic	3	4	1	2	1	0	11	3	4	1	2	1	0	11
Urban	3	4	0	2	1	0	10	3	4	0	2	1	0	10
Rural	0	0	1	0	0	0	1	0	0	1	0	0	0	1
Anglican	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Urban	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Methodist	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Urban	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SDA	1	2	1	0	0	1	5	1	2	1	0	0	1	5
Urban	1	1	0	0	0	0	2	1	1	0	0	0	0	2
Rural	0	1	1	0	0	1	3	0	1	1	0	0	1	3
Nazarene	1	1	0	0	0	0	2	1	1	0	0	0	0	2
Urban	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Rural	0	1	0	0	0	0	1	0	1	0	0	0	0	1
Government	7	2	1	2	3	2	17	7	2	1	2	3	2	17
Urban	5	2	0	1	0	0	8	5	2	0	1	0	0	8
Rural	2	0	1	1	3	2	9	2	0	1	1	3	2	9
Assemblies of God	0	0	0	1	0	0	1	0	0	0	1	0	0	1
Urban	0	0	0	1	0	0	1	0	0	0	1	0	0	1
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Baptist	0	1	1	0	0	0	2	0	1	1	0	0	0	2
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	0	1	1	0	0	0	2	0	1	1	0	0	0	2
Presbyterian	0	0	1	0	0	0	1	0	0	1	0	0	0	1
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	0	0	1	0	0	0	1	0	0	1	0	0	0	1
Community	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Urban	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Priv./Spec. Assisted	3	2	0	2	0	1	8	3	2	0	1	0	1	7
Urban	2	0	0	0	0	0	2	2	0	0	0	0	0	2
Rural	1	2	0	2	0	1	6	1	2	0	1	0	1	5
Evangelical	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Urban	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural	1	0	0	0	0	0	1	1	0	0	0	0	0	1
ALL SCHOOLS	19	12	6	7	5	5	54	19	12	6	6	5	5	53
Urban	15	7	1	4	2	1	30	15	7	1	4	2	1	30
Rural	4	5	5	3	3	4	24	4	5	5	2	3	4	23



Figure 12 shows the distribution of secondary schools by district and urban/rural location for the 2011-12 academic year.

The Belize and Cayo Districts together accounted for 31 (65.0%) of the 53 secondary schools in the country, with 19 and 12 institutions, respectively. The Corozal and Orange Walk districts each had six secondary schools and the Stann Creek and Toledo districts each had five.

More than half of secondary schools (56.6%) were located in urban areas of the country. The Belize District remained the urban center with the most secondary schools, and with 15 of its 19 institutions being located in urban communities. The Corozal, Stann Creek, and Toledo Districts had a majority of their secondary schools located in rural communities.

Figure 12: Distribution of Secondary Schools by District and Urban/Rural Location 2011-12

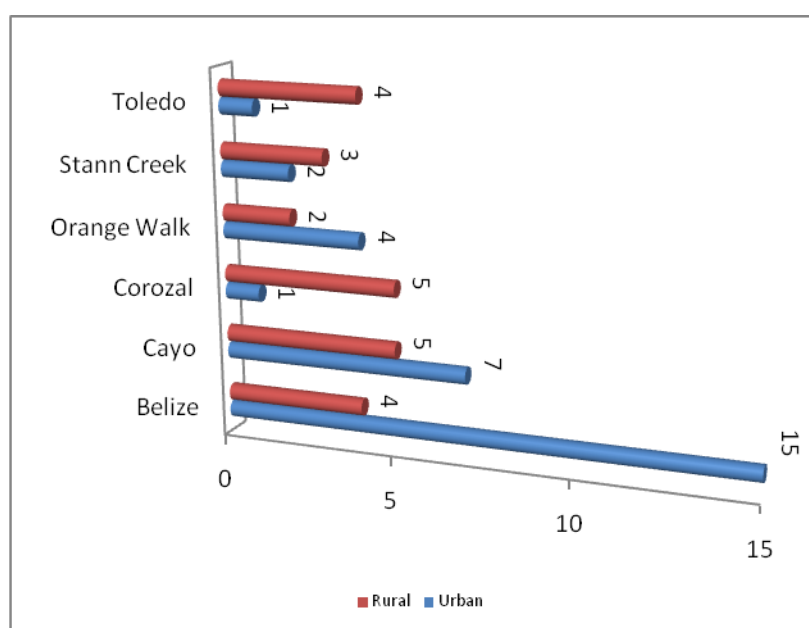




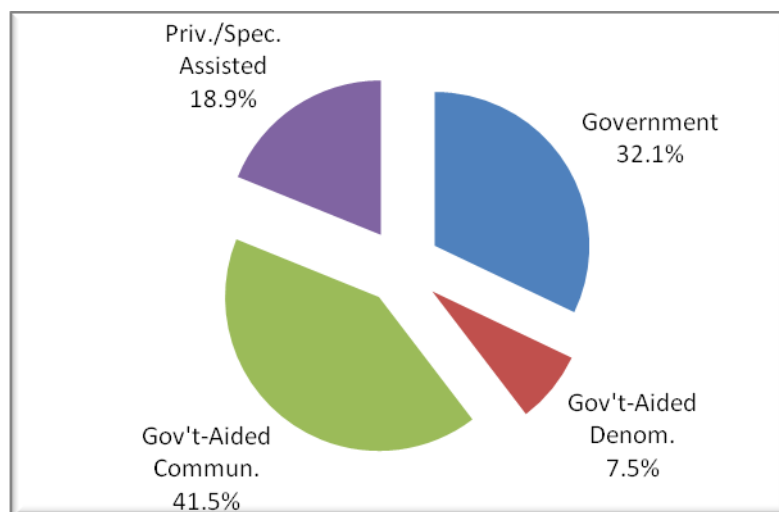
Table 22 and Figure 13 look at secondary schools by funding category.

The 26 government-aided secondary schools comprised 49% of all secondary schools, while 17 secondary schools (32.1%) were fully government-funded and managed. The remaining 10 secondary schools (18.9%) consisted of specially-assisted and private institutions, that receive minimal or no funding from the government.

Table 22: Number of Secondary Schools by District, Funding Source, and Urban/Rural Location

Management and Urban / Rural	2010-11							2011-12						
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	TOTAL
Government	7	2	1	2	3	2	17	7	2	1	2	3	2	17
Urban	5	2	0	1	0	0	8	5	2	0	1	0	0	8
Rural	2	0	1	1	3	2	9	2	0	1	1	3	2	9
Gov't-Aided Commun.	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Urban	1	0	1	0	1	1	4	1	0	1	0	1	1	4
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gov't-Aided Denom.	8	6	3	3	1	1	22	8	6	3	3	1	1	22
Urban	7	5	0	3	1	0	16	7	5	0	3	1	0	16
Rural	1	1	3	0	0	1	6	1	1	3	0	0	1	6
Priv./Spec. Assisted	3	4	1	2	0	1	11	3	4	1	1	0	1	10
Urban	2	0	0	0	0	0	2	2	0	0	0	0	0	2
Rural	1	4	1	2	0	1	9	1	4	1	1	0	1	8
ALL SCHOOLS	19	12	6	7	5	5	54	19	12	6	6	5	5	53
Urban	15	7	1	4	2	1	30	15	7	1	4	2	1	30
Rural	4	5	5	3	3	4	24	4	5	5	2	3	4	23

Figure 13: Distribution of Secondary Schools by Funding Source 2011-12





9.2 SECONDARY SCHOOL ENROLMENT:

Table 23 shows secondary enrolment by district, form, and sex and Table 24 shows secondary enrolment by age, form, and sex for the 2010-11 and 2011-12 academic years.

As the tables show, secondary enrolment grew by 778 students (7.8%), bringing the total number of secondary school students to 19,665 students. The growth in male enrolment (5.8%) surpassed that of female enrolment (2.6%); however, in terms of total numbers, there were still a larger number of female students (10,200) compared to male students (9,465) enrolled in secondary education.

The Belize District had the largest number of enrolled secondary school students with 6,509 students or 33.1% of total secondary enrolment. This was followed by Cayo with 4,700 students (23.9%), Stann Creek with 2,622 students (13.3%), Corozal with 2,077 students (10.6%), Orange Walk with 1,995 students (10.1%) and Toledo with 1,762 students (9.0%).

For comparison, the proportion of the secondary school age population (ages 13 to 16 years) in the various districts in 2011 is estimated to be as follows: Belize District-26.5%, Cayo District-25.8%, Orange Walk District-13.3%, Corozal District-12.1%, Stann Creek District-11.6%, and Toledo District-10.7%.

All forms, except for Prep reported increases in enrolment. Form 1 reported the lowest increase, moving from 6,277 students in 2010-11 to just 6,278 students in 2011-12. The small overall increase was primarily a result of declines in the number of first formers in both the Belize and Stann Creek Districts, despite increases in the other four districts. Forms 2, 3, and 4 reported increases of 100, 438, and 242 students respectively over the previous academic year's enrolment.

Some 77.4% of enrolled students fell within 13-16 years of age, the official age range for secondary schooling. Another 4.6% of enrolled students were below the age of 13, and 18% were above the age of 16.

There were a total of 86 students in Prep, mostly 13, 14 and 15 year olds. First formers numbered 6,278, 35.5% of whom were 13 years of age; another 14.0% were less than 13 years of age and, the majority of them, 50.6%, were more than 13 years of age. There were 5,160 second formers with 36.1% being 14 years of age, 14.5% being younger than 14 and 49.3% being older than 14. In third form, the 4,549 students were comprised of 32.5% 15-year olds, 14.2% younger than 15 and the majority, 53.4%, older than 15. The majority of fourth formers, 53.4%, were also older than the expected age of 16; in fact only 35.7% were 16 years of age and the remaining 11.2% were younger than 16.

The majority of students 18 years and older were male (486 males compared to 369 females) while the majority of students below 13 years of age were female (513 females compared to 390 males).



Table 23: Secondary Enrolment by District, Form, and Sex

District and Sex	2010-11						2011-12					
	Prep	Form 1	Form 2	Form 3	Form 4	TOTAL	Prep	Form 1	Form 2	Form 3	Form 4	TOTAL
Belize	0	2,077	1,751	1,353	1,114	6,295	0	2,020	1,723	1,555	1,211	6,509
Male	0	998	804	606	483	2,891	0	987	793	721	530	3,031
Female	0	1,079	947	747	631	3,404	0	1,033	930	834	681	3,478
Cayo	17	1,487	1,167	983	689	4,343	19	1,539	1,203	1,087	852	4,700
Male	6	708	523	453	302	1,992	4	740	543	507	388	2,182
Female	11	779	644	530	387	2,351	15	799	660	580	464	2,518
Corozal	0	646	541	455	393	2,035	0	659	532	492	394	2,077
Male	0	331	266	221	183	1,001	0	330	283	247	196	1,056
Female	0	315	275	234	210	1,034	0	329	249	245	198	1,021
Orange Walk	0	653	530	450	361	1,994	0	656	510	456	373	1,995
Male	0	337	273	213	174	997	0	332	255	235	176	998
Female	0	316	257	237	187	997	0	324	255	221	197	997
Stann Creek	70	860	620	507	470	2,527	67	813	714	569	459	2,622
Male	43	417	273	227	214	1,174	31	448	328	239	205	1,251
Female	27	443	347	280	256	1,353	36	365	386	330	254	1,371
Toledo	2	554	451	363	323	1,693	0	591	478	390	303	1,762
Male	2	285	261	197	147	892	0	325	243	223	156	947
Female	0	269	190	166	176	801	0	266	235	167	147	815
TOTAL	89	6,277	5,060	4,111	3,350	18,887	86	6,278	5,160	4,549	3,592	19,665
Male	51	3,076	2,400	1,917	1,503	8,947	35	3,162	2,445	2,172	1,651	9,465
Female	38	3,201	2,660	2,194	1,847	9,940	51	3,116	2,715	2,377	1,941	10,200



Table 24: Secondary Enrolment by Age, Form, and Sex

Age and Sex	2010-11						2011-12					
	Prep	Form 1	Form 2	Form 3	Form 4	TOTAL	Prep	Form 1	Form 2	Form 3	Form 4	TOTAL
<11	0	0	0	0	0	0	0	2	0	0	0	2
Male	0	0	0	0	0	0	0	1	0	0	0	1
Female	0	0	0	0	0	0	0	1	0	0	0	1
11	1	16	0	0	0	17	0	50	1	0	0	51
Male	1	8	0	0	0	9	0	20	0	0	0	20
Female	0	8	0	0	0	8	0	30	1	0	0	31
12	12	749	17	1	0	779	6	824	18	2	0	850
Male	8	329	7	1	0	345	3	360	5	1	0	369
Female	4	420	10	0	0	434	3	464	13	1	0	481
13	18	2,179	608	26	0	2,831	26	2,228	730	24	0	3,008
Male	9	984	250	19	0	1,262	7	1,009	306	4	0	1,326
Female	9	1,195	358	7	0	1,569	19	1,219	424	20	0	1,682
14	31	1,763	1,710	401	14	3,919	23	1,751	1,865	618	15	4,272
Male	18	871	753	154	3	1,799	11	929	821	241	3	2,005
Female	13	892	957	247	11	2,120	12	822	1,044	377	12	2,267
15	20	1,056	1,478	1,371	375	4,300	23	956	1,359	1,478	387	4,203
Male	9	570	685	571	136	1,971	13	545	646	648	157	2,009
Female	11	486	793	800	239	2,329	10	411	713	830	230	2,194
16	6	356	808	1,257	1,102	3,529	7	341	788	1,312	1,283	3,731
Male	5	212	450	590	466	1,723	0	216	427	632	520	1,795
Female	1	144	358	667	636	1,806	7	125	361	680	763	1,936
17	1	111	303	674	979	2,068	1	88	270	688	1,052	2,099
Male	1	75	166	350	458	1,050	1	60	158	382	485	1,086
Female	0	36	137	324	521	1,018	0	28	112	306	567	1,013
18	0	31	94	257	540	922	0	21	93	296	524	934
Male	0	16	56	154	268	494	0	12	59	173	273	517
Female	0	15	38	103	272	428	0	9	34	123	251	417
19	0	11	24	83	231	349	0	10	24	85	209	328
Male	0	9	20	57	108	194	0	9	17	57	133	216
Female	0	2	4	26	123	155	0	1	7	28	76	112
20+	0	5	18	41	109	173	0	7	12	46	122	187
Male	0	2	13	21	64	100	0	1	6	34	80	121
Female	0	3	5	20	45	73	0	6	6	12	42	66
TOTAL	89	6,277	5,060	4,111	3,350	18,887	86	6,278	5,160	4,549	3,592	19,665
Male	51	3,076	2,400	1,917	1,503	8,947	35	3,162	2,445	2,172	1,651	9,465
Female	38	3,201	2,660	2,194	1,847	9,940	51	3,116	2,715	2,377	1,941	10,200



Tables 25a and 25b show secondary enrolment by category of funding, sex, district, and urban/rural location.

Of the total secondary enrolment, in the 2011-12 academic year, 11,401 students or 58% were enrolled in government-aided secondary schools, 7,371 students or 37.5% were enrolled in government secondary schools, and the remaining 893 students or 4.5% were enrolled in private or specially assisted secondary schools.

There was a 2.8% increase in urban enrolment, from 13,914 students in 2010-11 to 14,298 students in 2011-12, and an even larger increase, 7.9%, in secondary enrolment in rural areas, from 4,973 students in 2010-11 to 5,367 students in 2011-12. Nonetheless, secondary education remained primarily urban, with 72.7% of all secondary level students being enrolled in schools located in urban communities.

Generally, females outnumbered males in urban secondary schools, accounting for 53.6% of enrolled students, while in rural areas, males outnumbered females, accounting for 52.7% of enrolled students. This was true for every district except the Toledo District where male secondary school students outnumbered females in both urban and rural communities.



Table 25a: Secondary Enrolment by Funding, Sex, District, and Urban/Rural Location 2011-12

Management	District & Urban/Rural Location												TOTAL		
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		U	R	All
	U	R	U	R	U	R	U	R	U	R	U	R			
TOTAL	5,845	664	3,803	897	800	1,277	1,754	241	1,241	1,381	855	907	14,298	5,367	19,665
Government	1,756	483	1,411	0	0	614	680	201	0	1,381	0	845	3,847	3,524	7,371
Gov't-Aided Commun.	454	0	0	0	800	0	0	0	803	0	855	0	2,912	0	2,912
Gov't-Aided Denom.	3,471	120	2,392	369	0	581	1,074	0	438	0	0	44	7,375	1,114	8,489
Priv/Spec. Assisted	164	61	0	528	0	82	0	40	0	0	0	18	164	729	893
Males:	2,667	364	1,729	453	390	666	856	142	536	715	458	489	6,636	2,829	9,465
Government	869	268	684	0	0	355	341	116	0	715	0	454	1,894	1,908	3,802
Gov't-Aided Commun.	220	0	0	0	390	0	0	0	356	0	458	0	1,424	0	1,424
Gov't-Aided Denom.	1,487	65	1,045	207	0	268	515	0	180	0	0	26	3,227	566	3,793
Priv/Spec. Assisted	91	31	0	246	0	43	0	26	0	0	0	9	91	355	446
Females:	3,178	300	2,074	444	410	611	898	99	705	666	397	418	7,662	2,538	10,200
Government	887	215	727	0	0	259	339	85	0	666	0	391	1,953	1,616	3,569
Gov't-Aided Commun.	234	0	0	0	410	0	0	0	447	0	397	0	1,488	0	1,488
Gov't-Aided Denom.	1,984	55	1,347	162	0	313	559	0	258	0	0	18	4,148	548	4,696
Priv/Spec. Assisted	73	30	0	282	0	39	0	14	0	0	0	9	73	374	447

Table 25b: Secondary Enrolment by Funding, Sex, District, and Urban/Rural Location 2010-11

Management	District & Urban/Rural Location												TOTAL		
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		U	R	All
	U	R	U	R	U	R	U	R	U	R	U	R			
TOTAL	5,687	608	3,596	747	771	1,264	1,735	259	1,218	1,309	907	786	13,914	4,973	18,887
Government	1,858	432	1,326	0	0	575	655	214	0	1,309	0	734	3,839	3,264	7,103
Gov't-Aided Commun.	480	0	0	0	771	0	0	0	725	0	907	0	2,883	0	2,883
Gov't-Aided Denom.	3,306	119	2,270	334	0	603	1,080	0	493	0	0	40	7,149	1,096	8,245
Priv/Spec. Assisted	43	57	0	413	0	86	0	45	0	0	0	12	43	613	656
Males:	2,567	324	1,632	360	361	640	849	148	516	658	480	412	6,405	2,542	8,947
Government	915	240	617	0	0	318	338	124	0	658	0	383	1,870	1,723	3,593
Gov't-Aided Commun.	222	0	0	0	361	0	0	0	316	0	480	0	1,379	0	1,379
Gov't-Aided Denom.	1,404	57	1,015	175	0	282	511	0	200	0	0	23	3,130	537	3,667
Priv/Spec. Assisted	26	27	0	185	0	40	0	24	0	0	0	6	26	282	308
Females:	3,120	284	1,964	387	410	624	886	111	702	651	427	374	7,509	2,431	9,940
Government	943	192	709	0	0	257	317	90	0	651	0	351	1,969	1,541	3,510
Gov't-Aided Commun.	258	0	0	0	410	0	0	0	409	0	427	0	1,504	0	1,504
Gov't-Aided Denom.	1,902	62	1,255	159	0	321	569	0	293	0	0	17	4,019	559	4,578
Priv/Spec. Assisted	17	30	0	228	0	46	0	21	0	0	0	6	17	331	348

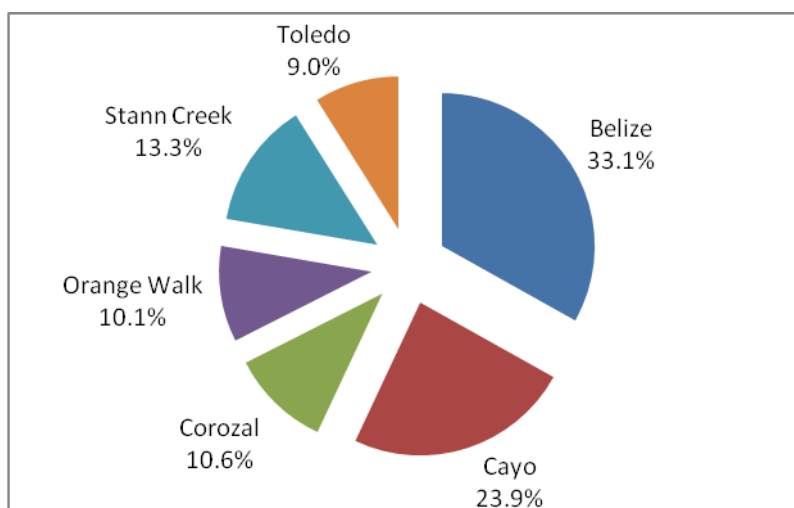


Figure 14 shows the distribution of secondary school enrolment by district for 2011-12.

The distribution of secondary school students remained similar to previous years, with 33.1% of all secondary school students enrolled in the Belize District, followed by 23.9% in the Cayo District, 13.3% in the Stann Creek District, 10.6% in the Corozal District, 10.1% in the Orange Walk District, and 9% in the Toledo District.

It is important to compare these figures with the actual distribution of the country's high school age population by district, which for 2011 was 26.6% in the Belize District, 25.8% in the Cayo District, 13.3% in Orange Walk, 12.1% in Corozal, 11.9% in Toledo, and 11.6% in Stann Creek. This means for example, that while The Belize District had only 26.6% of the nation's 13 to 16 year olds, that district made up 23.9% of enrolled secondary school students. In contrast, a district like Orange Walk which had 13.3% of the nation's 13 to 16 year olds, only enrolled 10.1% of secondary school students,

Figure 14: Distribution of Secondary School Enrolment by District 2011-12





9.3 SECONDARY SCHOOL REPETITION AND DROPOUT RATES:

Table 26 shows the secondary school repetition rate by form, district, and sex for 2009/10 and 2010-11.

The data indicate an overall decline in both the number and percentage of students repeating at the secondary level. Numbers fell from 1,680 students or 9.1% of enrolled students in 2009/10, to 1,339 students or 7.1% of enrolled students in 2010-11.

All districts experienced this decline in repetition rates. The Orange Walk District had the sharpest decline, dropping from 12.0% in 2009/10 to 8.9% in 2010-11. Nonetheless, at 8.9%, the Orange Walk District still had the highest repetition rate, with Corozal at 8.2% following closely behind. The lowest repetition rates were found in the Toledo and Stann Creek districts which had rates of 5.4% and 4.8% respectively.

As was the case in previous years, the repetition rate was higher among the male secondary school population (8.7%) than among the female population (5.6%). This was true for all districts. The widest gap between male and female repetition rates were observed in the Toledo and Stann Creek districts, where the repetition rates for males were about twice that for females.

Repetition rates were higher in Form 1 (9.7%) and Form 3 (7.0%) than they were in Form 2 (6.8%), Form 4 (2.8%), and Prep (5.6%). Form 1 had the most male and female repeaters, 11.8% and 7.7% respectively. In all forms, more males than females repeated, with Prep showing the widest disparity (5.2 percentage points between the sexes).



Table 26: Secondary School Repetition Rate by Form, District, and Sex

Grade and Sex	2009-10								2010-11							
	Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	PERCENT REPEAT		Belize	Cayo	Corozal	Orange Walk	Stann Creek	Toledo	PERCENT REPEAT	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %		No. %	No. %	No. %	No. %	No. %	No. %	No. %	
Prep	0 0.0	0 0.0	0 0.0	0 0.0	6 4.4	0 0.0	6 3.8		0 0.0	0 0.0	0 0.0	0 0.0	5 7.1	0 0.0	5 5.6	
Male	0 0.0	0 0.0	0 0.0	0 0.0	5 7.1	0 0.0	5 6.1		0 0.0	0 0.0	0 0.0	0 0.0	4 9.3	0 0.0	4 7.8	
Female	0 0.0	0 0.0	0 0.0	0 0.0	1 1.5	0 0.0	1 1.3		0 0.0	0 0.0	0 0.0	0 0.0	1 3.7	0 0.0	1 2.6	
Form 1	235 11.2	117 8.2	58 9.0	84 12.7	56 7.0	43 6.9	593 9.5		229 11.0	135 9.1	57 8.8	80 12.3	66 7.7	44 7.9	611 9.7	
Male	119 11.8	59 8.7	33 10.2	46 13.2	36 9.4	25 7.2	318 10.3		137 13.7	77 10.9	34 10.3	46 13.6	42 10.1	27 9.5	363 11.8	
Female	116 10.6	58 7.7	25 7.7	38 12.2	20 4.9	18 6.5	275 8.6		92 8.5	58 7.4	23 7.3	34 10.8	24 5.4	17 6.3	248 7.7	
Form 2	145 9.2	141 11.9	58 12.0	65 12.8	43 6.7	17 4.5	469 9.8		119 6.8	74 6.3	49 9.1	50 9.4	23 3.7	29 6.4	344 6.8	
Male	71 10.0	80 14.1	28 12.0	32 13.6	29 8.8	11 5.9	251 11.1		62 7.7	39 7.5	33 12.4	25 9.2	14 5.1	22 8.4	195 8.1	
Female	74 8.6	61 9.8	30 12.0	33 12.1	14 4.6	6 3.1	218 8.7		57 6.0	35 5.4	16 5.8	25 9.7	9 2.6	7 3.7	149 5.6	
Form 3	145 10.7	118 13.1	57 12.1	56 12.8	31 6.2	22 6.2	429 10.7		79 5.8	87 8.9	50 11.0	37 8.2	18 3.6	15 4.1	286 7.0	
Male	76 12.9	59 14.1	28 12.9	33 15.3	16 7.2	18 10.1	230 12.5		52 8.6	49 10.8	28 12.7	17 8.0	7 3.1	11 5.6	164 8.6	
Female	69 9.0	59 12.3	29 11.5	23 10.4	15 5.4	4 2.3	199 9.1		27 3.6	38 7.2	22 9.4	20 8.4	11 3.9	4 2.4	122 5.6	
Form 4	70 6.3	37 4.6	17 4.2	26 8.0	23 7.2	10 4.1	183 5.7		38 3.4	20 2.9	11 2.8	11 3.0	9 1.9	4 1.2	93 2.8	
Male	32 6.3	22 6.4	10 5.4	10 6.8	16 10.3	8 6.0	98 6.7		23 4.8	11 3.6	6 3.3	7 4.0	5 2.3	4 2.7	56 3.7	
Female	38 6.2	15 3.3	7 3.2	16 9.0	7 4.2	2 1.9	85 4.9		15 2.4	9 2.3	5 2.4	4 2.1	4 1.6	0 0.0	37 2.0	
Total	595 9.7	413 9.5	190 9.5	231 12.0	159 6.7	92 5.8	1680 9.1		465 7.4	316 7.3	167 8.2	178 8.9	121 4.8	92 5.4	1339 7.1	
Male	298 10.6	220 10.9	99 10.3	121 12.8	102 8.8	62 7.3	902 10.3		274 9.5	176 8.8	101 10.1	95 9.5	72 6.1	64 7.2	782 8.7	
Female	297 8.9	193 8.3	91 8.7	110 11.2	57 4.6	30 4.0	778 8.0		191 5.6	140 6.0	66 6.4	83 8.3	49 3.6	28 3.5	557 5.6	



Table 27 shows the secondary school dropout rate by form, district, and sex for 2009/10 and 2010-11.

A total of 1,600 students or 8.5% of initially enrolled students were reported to have dropped out of secondary school during the 2010-11 academic year, compared to 1,859 students or 10.1% of enrolment during the 2009/10 academic year. This decline in dropout rate was seen in all forms except for Prep and in all districts except for the Orange Walk and Stann Creek Districts.

As with repetition rates, the overall dropout rate was significantly higher for males (9.5%) than for females (7.5%). Dropout rates were highest in Prep (20.2%) and Form 1 (12.2%) and declined steadily with each successive form. Notably, females had higher dropout rates than males in both Prep and Form 3.

The Stann Creek District had the highest dropout rate, 11.9%, followed by the Corozal District with 10.0%, the Orange Walk District with 9.6%, and the Toledo District with 8.8%. The districts with the lowest dropout rates were the Belize District with 7.3% and the Cayo District with 6.8%.

Dropout rates for males and females were within one percentage point in both the Cayo and Corozal districts. Wider gaps, were seen in the Orange Walk (1.2 percentage points) and Toledo (2.3 percentage points) districts respectively. The largest gaps between the sexes were observed in the Belize District (3.1 percentage points) and the Stann Creek District (4.3 percentage points). In each case, except the Corozal District, males had higher dropout rates than females.



Table 27: Secondary School Dropout Rate by Form, District, and Sex

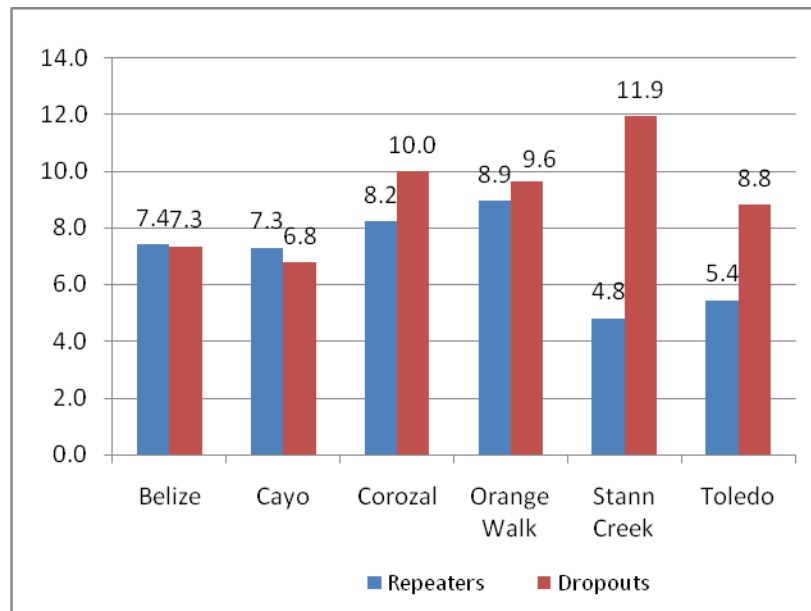
Grade and Sex	2009-10										2010-11																	
	Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		PERCENT DROPOUT		Belize		Cayo		Corozal		Orange Walk		Stann Creek		Toledo		PERCENT DROPOUT	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Prep	0	0.0	3	15.0	0	0.0	0	0.0	21	15.3	0	0.0	24	15.2	0	0.0	0	0.0	0	0.0	0	0.0	17	24.3	1	50.0	18	20.2
Male	0	0.0	1	9.1	0	0.0	0	0.0	13	18.6	0	0.0	14	17.1	0	0.0	0	0.0	0	0.0	0	0.0	7	16.3	1	50.0	8	15.7
Female	0	0.0	2	22.2	0	0.0	0	0.0	8	11.9	0	0.0	10	13.2	0	0.0	0	0.0	0	0.0	0	0.0	10	37.0	0	0.0	10	26.3
Form 1	264	12.5	181	12.7	91	14.0	79	12.0	112	14.1	118	18.9	845	13.5	220	10.6	148	10.0	106	16.4	80	12.3	144	16.7	70	12.6	768	12.2
Male	152	15.0	107	15.9	57	17.5	42	12.1	64	16.7	68	19.5	490	15.9	135	13.5	77	10.9	59	17.8	49	14.5	92	22.1	40	14.0	452	14.7
Female	112	10.2	74	9.8	34	10.5	37	11.9	48	11.7	50	18.1	355	11.2	85	7.9	71	9.1	47	14.9	31	9.8	52	11.7	30	11.2	316	9.9
Form 2	177	11.3	103	8.7	41	8.5	50	9.8	51	8.0	35	9.3	457	9.6	126	7.2	74	6.3	54	10.0	57	10.8	66	10.6	46	10.2	423	8.4
Male	97	13.6	52	9.2	21	9.0	24	10.2	26	7.9	20	10.8	240	10.6	79	9.8	30	5.7	19	7.1	27	9.9	37	13.6	29	11.1	221	9.2
Female	80	9.3	51	8.2	20	8.0	26	9.5	25	8.1	15	7.8	217	8.7	47	5.0	44	6.8	35	12.7	30	11.7	29	8.4	17	8.9	202	7.6
Form 3	166	12.2	60	6.7	52	11.4	40	9.2	21	4.2	27	7.6	366	9.1	74	5.5	54	5.5	30	6.6	46	10.2	53	10.5	26	7.2	283	6.9
Male	75	12.7	30	7.2	19	8.8	19	8.8	5	2.3	22	12.3	170	9.2	29	4.8	24	5.3	12	5.4	19	8.9	23	10.1	14	7.1	121	6.3
Female	91	11.8	30	6.2	33	13.0	21	9.5	16	5.7	5	2.8	196	9.0	45	6.0	30	5.7	18	7.7	27	11.4	30	10.7	12	7.2	162	7.4
Form 4	60	5.4	49	6.1	23	5.7	8	2.5	16	5.0	11	4.5	167	5.2	41	3.7	18	2.6	13	3.3	9	2.5	21	4.5	6	1.9	108	3.2
Male	33	6.5	23	6.7	7	3.8	2	1.4	10	6.5	6	4.5	81	5.5	18	3.7	9	3.0	6	3.3	7	4.0	8	3.7	4	2.7	52	3.5
Female	27	4.4	26	5.6	16	7.2	6	3.4	6	3.6	5	4.6	86	4.9	23	3.6	9	2.3	7	3.3	2	1.1	13	5.1	2	1.1	56	3.0
Total	667	10.8	396	9.1	207	10.3	177	9.2	221	9.2	191	11.9	1,859	10.1	461	7.3	294	6.8	203	10.0	192	9.6	301	11.9	149	8.8	1,600	8.5
Male	357	12.7	213	10.6	104	10.8	87	9.2	118	10.2	116	13.7	995	11.4	261	9.0	140	7.0	96	9.6	102	10.2	167	14.2	88	9.9	854	9.5
Female	310	9.3	183	7.9	103	9.8	90	9.1	103	8.4	75	10.0	864	8.9	200	5.9	154	6.6	107	10.3	90	9.0	134	9.9	61	7.6	746	7.5



Figure 15 looks at both repetition and dropout rates by district for the 2010-11 academic year.

The Belize, Cayo, and Orange Walk districts had fairly similar repetition and dropout rates, meaning that students were just as likely to repeat as they were to drop out of school in those districts. Two districts, Toledo and Stann Creek had much higher dropout rates than repetition rates. In the Stann Creek District, in particular, students enrolled in 2010-11 were more than twice as likely to drop out of school as they were to repeat a grade.

Figure 15: Secondary Schools' Repetition and Dropout Rates by District 2010-11





9.4 SECONDARY SCHOOL TEACHERS:

Tables 28a and 28b show the number of secondary school teachers by district, sex, management and qualifications for 2011-12 and 2010-11 respectively.

As shown, the secondary school teaching force totaled 1,413 teachers in the 2011-12 academic year, an increase of 24 teachers (1.7%) over the previous academic year. Females made up 55.4% of all teachers at the secondary level. Toledo was the only district with a majority of males (51.6%) teaching at the secondary level. The district with the lowest percentage of male secondary school teachers was the Belize District at 41.7%.

Female made up 58.8% of all teachers in government-aided secondary schools, 52.1% of all teachers in private and specially assisted secondary schools, and 51.0% of all teachers in government funded secondary schools.

Overall, less than one-third of secondary school teachers were trained. Government-aided secondary schools had 35.5% trained teachers, government funded secondary schools had 27.4% trained teachers, and private and specially assisted secondary schools had 11.3% trained teachers.

There were also notable differences between male and female teachers with regards to their level of training. For example, while 36.5% of female secondary school teachers were trained, only 24.0% of male secondary school teachers were trained. In addition, 44.1% of male secondary school teachers and 31.8% of female secondary school teachers fell into the category of non-degree, untrained teachers.

**Table 28a: Number of Secondary School Teachers by District, Sex, Management, and Qualification 2011-12**

District	Management and Qualification																ALL SCHOOLS				TOTAL
	Government				Govt. Aided Comm.				Govt. Aided Denom.				Priv./Spec. Assisted				GT	G	T	O	
	GT	G	T	O	GT	G	T	O	GT	G	T	O	GT	G	T	O					
TOTAL	124	160	28	243	63	61	8	59	187	205	21	183	5	21	3	42	379	447	60	527	1,413
Belize	56	54	10	79	6	10	0	11	84	97	10	62	0	5	0	12	146	166	20	164	496
Cayo	25	24	7	39	0	0	0	0	54	74	6	56	5	12	3	17	84	110	16	112	322
Corozal	10	14	1	18	25	14	3	13	19	5	1	17	0	3	0	4	54	36	5	52	147
Orange Walk	11	20	3	36	0	0	0	0	28	23	1	27	0	1	0	5	39	44	4	68	155
Stann Creek	13	32	4	45	18	18	4	6	2	6	3	20	0	0	0	0	33	56	11	71	171
Toledo	9	16	3	26	14	19	1	29	0	0	0	1	0	0	0	4	23	35	4	60	122
Males	45	82	7	138	19	23	3	28	64	83	13	91	1	11	1	21	129	199	24	278	630
Belize	10	24	3	44	1	6	0	8	25	45	7	25	0	3	0	6	36	78	10	83	207
Cayo	11	12	2	20	0	0	0	0	20	26	3	31	1	7	1	9	32	45	6	60	143
Corozal	5	10	0	10	7	6	1	4	8	3	1	10	0	1	0	1	20	20	2	25	67
Orange Walk	6	12	0	24	0	0	0	0	10	7	0	16	0	0	0	1	16	19	0	41	76
Stann Creek	6	13	2	23	7	6	2	1	1	2	2	9	0	0	0	0	14	21	6	33	74
Toledo	7	11	0	17	4	5	0	15	0	0	0	0	0	0	0	4	11	16	0	36	63
Females	79	78	21	105	44	38	5	31	123	122	8	92	4	10	2	21	250	248	36	249	783
Belize	46	30	7	35	5	4	0	3	59	52	3	37	0	2	0	6	110	88	10	81	289
Cayo	14	12	5	19	0	0	0	0	34	48	3	25	4	5	2	8	52	65	10	52	179
Corozal	5	4	1	8	18	8	2	9	11	2	0	7	0	2	0	3	34	16	3	27	80
Orange Walk	5	8	3	12	0	0	0	0	18	16	1	11	0	1	0	4	23	25	4	27	79
Stann Creek	7	19	2	22	11	12	2	5	1	4	1	11	0	0	0	0	19	35	5	38	97
Toledo	2	5	3	9	10	14	1	14	0	0	0	1	0	0	0	0	12	19	4	24	59

Note: GT = University Graduate and Professional Training; G = University Graduate; T = Professional Teacher Training; O = Other—High School or Sixth Form Graduates

Table 28b: Number of Secondary School Teachers by District, Sex, Management, and Qualification 2010-11

District	Management and Qualification																ALL SCHOOLS				TOTAL
	Government				Govt. Aided Comm.				Govt. Aided Denom.				Priv./Spec. Assisted								
	GT	G	T	O	GT	G	T	O	GT	G	T	O	GT	G	T	O	GT	G	T	O	
TOTAL	128	146	31	234	42	67	4	73	185	198	22	192	5	17	4	41	360	428	61	540	1,389
Belize	53	49	10	80	5	10	0	10	92	89	10	59	2	5	0	11	152	153	20	160	485
Cayo	25	25	6	41	0	0	0	0	46	70	7	63	3	10	4	16	74	105	17	120	316
Corozal	7	12	1	22	18	12	2	23	17	7	1	23	0	2	0	5	42	33	4	73	152
Orange Walk	15	18	4	36	0	0	0	0	28	24	0	27	0	0	0	6	43	42	4	69	158
Stann Creek	16	25	7	36	9	24	2	10	2	8	4	20	0	0	0	0	27	57	13	66	163
Toledo	12	17	3	19	10	21	0	30	0	0	0	0	0	0	0	3	22	38	3	52	115
Males	58	78	15	128	13	25	1	35	59	81	16	96	0	7	3	21	130	191	35	280	636
Belize	13	21	5	40	1	6	0	8	23	38	7	26	0	2	0	6	37	67	12	80	196
Cayo	13	13	2	20	0	0	0	0	18	29	5	37	0	4	3	10	31	46	10	67	154
Corozal	3	8	0	10	4	6	0	10	7	3	1	11	0	1	0	3	14	18	1	34	67
Orange Walk	9	11	1	24	0	0	0	0	11	7	0	13	0	0	0	1	20	18	1	38	77
Stann Creek	9	15	6	22	5	8	1	2	0	4	3	9	0	0	0	0	14	27	10	33	84
Toledo	11	10	1	12	3	5	0	15	0	0	0	0	0	0	0	1	14	15	1	28	58
Females	70	68	16	106	29	42	3	38	126	117	6	96	5	10	1	20	230	237	26	260	753
Belize	40	28	5	40	4	4	0	2	69	51	3	33	2	3	0	5	115	86	8	80	289
Cayo	12	12	4	21	0	0	0	0	28	41	2	26	3	6	1	6	43	59	7	53	162
Corozal	4	4	1	12	14	6	2	13	10	4	0	12	0	1	0	2	28	15	3	39	85
Orange Walk	6	7	3	12	0	0	0	0	17	17	0	14	0	0	0	5	23	24	3	31	81
Stann Creek	7	10	1	14	4	16	1	8	2	4	1	11	0	0	0	0	13	30	3	33	79
Toledo	1	7	2	7	7	16	0	15	0	0	0	0	0	0	0	2	8	23	2	24	57

Note: GT = University Graduate and Professional Training; G = University Graduate; T = Professional Teacher Training; O = Other—High School or Sixth Form Graduates



Figure 16 summarizes data on the qualifications of secondary school teachers for the 2011-12 academic year.

Within the total teaching force, 37.3% (527) had neither a university degree (Bachelor's degree or higher) nor teacher training, 31.6% (447) had a university degree but no teacher training, 26.8% (379) had both a university degree and teacher training, and 4.2% (60) had teacher training (e.g. Level 1) but no university degree.

Figure 16: Qualifications of Secondary School Teachers 2011-12

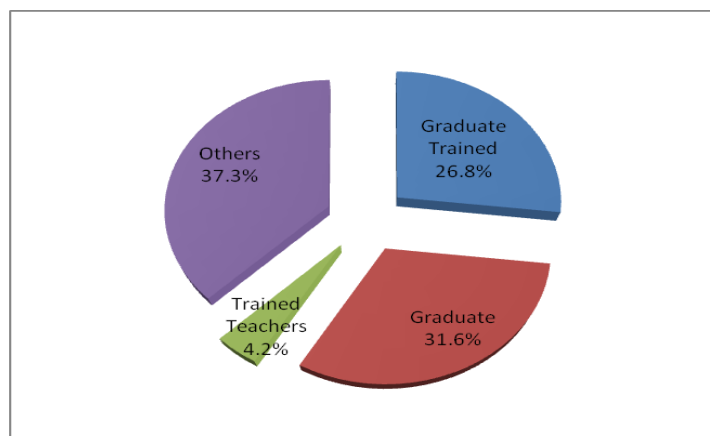
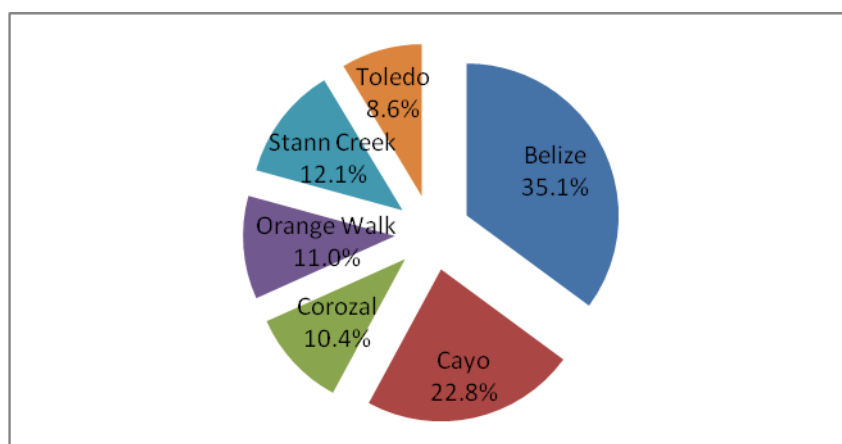


Figure 17 shows the distribution of secondary school teachers by districts for 2011-12.

The distribution of secondary school teachers corresponded fairly closely with the secondary enrolment by district. For example, the Belize District which had 33.1% of enrolled students had 35.1% of the secondary teaching force; the Stann Creek District with 13.3% of enrolled students had 12.1% of the secondary teaching force; and the Toledo District with 9% of student enrolment had 8.6% of the secondary teaching force.

Figure 17: Distribution of Secondary School Teachers by District 2011-12





10.0 VOCATIONAL/TECHNICAL EDUCATION

10.1 ENROLMENT IN VOCATIONAL/TECHNICAL INSTITUTIONS:

Table 29 shows enrolment in vocational/technical institutions by district and sex from 2002-03 to 2011-12.

Over the ten-year period 2002-03 to 2011-12, enrolment in vocational/technical institutions remained relatively low. There was a 31.9% decline in enrolment overall, with considerable fluctuations, from a low of 369 students in 2005/06 to a high of 797 students in 2008/09.

At the district level, between 2002-03 and 2011-12, enrolment declined by 54.1% in the Belize District (from 229 to 105 students) and by 61.9% in the Corozal District (from 42 to 16 students). Over the same time-period, enrolment increased by 28.2% in the Cayo District (from 103 to 132 students) and by 40% in the Toledo District (from 55 to 77 students). The Orange Walk District, which introduced vocational/technical education in 2006-07, grew by 71% increase, from 93 to 159 students; meanwhile, enrolment in the Stann Creek District declined by 11.5%, from 87 students in 2008/09 when the program started to 77 students in 2011-12. On average, males made up 73.1% of enrolment.

In the most recent academic year, 2011-12, there were only 566 students enrolled across the country. The Orange Walk District had the largest enrolment, with 159 students, and the Stann Creek and Toledo Districts had the lowest enrolment, 77 students each. Males made up 76.3% of students enrolled.

Table 29: Vocational/Technical Enrolment by District and Sex 2002-03 to 2011-12

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Belize	229	240	248	196	253	256	296	124	117	105
Male	200	218	222	175	199	150	187	91	96	81
Female	29	22	26	21	54	106	109	33	21	24
Cayo	103	109	91	101	217	230	184	139	136	132
Male	72	77	63	73	146	147	114	97	90	73
Female	31	32	28	28	71	83	70	42	46	59
Corozal	42	153	122	32	24	35	60	74	48	16
Male	29	77	69	17	5	13	28	39	31	9
Female	13	76	53	15	19	22	32	35	17	7
Orange Walk	0	0	0	0	93	119	117	163	171	159
Male	0	0	0	0	79	104	98	145	157	146
Female	0	0	0	0	14	15	19	18	14	13
Stann Creek	0	0	0	0	0	87	102	81	58	77
Male	0	0	0	0	0	43	59		48	60
Female	0	0	0	0	0	44	43		10	17
Toledo	55	31	28	40	78	33	38	30	39	77
Male	33	21	18	30	59	22	37	29	31	63
Female	22	10	10	10	19	11	1	1	8	14
Total	429	533	489	369	665	760	797	611	569	566
Male	334	393	372	295	488	479	523	401	453	432
Female	95	140	117	74	177	281	274	129	116	134



11.0 TERTIARY EDUCATION

Table 30 shows tertiary enrolment by institution from 2002-03 to 2011-12. The institutions included in the table are all local government and grant-aided institutions. Together, these institutions account for approximately 94.7% of all in-country enrolment, with the remaining 5.3% in the country's small private tertiary subsector. It is important to note that a considerable number of Belizeans also pursue tertiary education in Central America, the United States, the Caribbean, and in online programs. Data on the number of Belizean students studying abroad and online are not available.

The 2011-12 academic year saw an enrolment of 7,841 students in local junior colleges and the University of Belize. An additional 441 students were enrolled in private universities, bringing total tertiary enrolment to 8,282 students. Females made up 59.4% of junior college enrolment and 64.4% of enrolment at the University of Belize.

Gross enrolment ratio (GER) for the tertiary level is the total enrolment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school (UNESCO Institute for Statistics). Therefore, in Belize's case, the GER for tertiary is calculated using the 17 to 21 year-old population. In 2010, tertiary enrolment stood at 7,613 students. The 2010 Census indicated that the number of 17 to 21 year olds in the population was 32,657. Based on these figures, GER for tertiary in 2010 was 23.3%.

During the ten-year period 2002-03 to 2011-12, enrolment at local junior colleges and the University of Belize grew from 4,341 students to 7,841 students. This represents an increase of 80.6%. There was a 70.9% increase in enrolment at the University of Belize, the country's largest tertiary institution, and a 93.3% increase at junior colleges.



Table 30: Tertiary Enrolment by Institution 2002-03 to 2011-12

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Corozal Junior College	350	387	398	433	445	455	459	464	503	519
Male	162	203	202	184	188	186	182	190	194	224
Female	188	184	196	249	257	269	277	274	309	295
Centro Escolar Mexico Junior College	0	0	0	0	0	0	117	135	144	163
Male	0	0	0	0	0	0	67	71	77	88
Female	0	0	0	0	0	0	50	64	67	75
Belize Adventist Junior College	88	134	155	100	81	68	68	91	130	98
Male	38	91	73	52	38	31	22	39	42	42
Female	50	43	82	48	43	37	46	52	88	56
Muffles Junior College	297	298	269	300	362	454	470	450	378	339
Male	116	124	115	126	160	228	226	212	170	144
Female	181	174	154	174	202	226	244	238	208	195
St. John's Junior College	732	742	768	727	721	707	1,207	1,165	1,194	1,136
Male	291	304	286	251	252	246	421	451	476	444
Female	441	438	482	476	469	461	786	714	718	692
San Pedro Junior College	0	58	73	67	82	83	92	67	61	68
Male	0	22	23	23	25	31	34	23	20	23
Female	0	36	50	44	57	52	58	44	41	45
Wesley Junior College	0	52	96	147	146	179	183	195	201	264
Male	0	26	38	56	58	62	69	86	80	90
Female	0	26	58	91	88	117	114	109	121	174
Sacred Heart Junior College	255	365	433	443	495	503	481	484	490	552
Male	121	153	180	197	215	223	201	208	210	226
Female	134	212	253	246	280	280	280	276	280	326
Ecumenical Junior College	168	200	213	251	284	289	314	286	318	360
Male	55	62	73	74	78	96	105	102	106	128
Female	113	138	140	177	206	193	209	184	212	232
Independence Junior College	0	0	0	0	0	0	81	88	140	154
Male	0	0	0	0	0	0	55	49	50	53
Female	0	0	0	0	0	0	26	39	90	101
University of Belize	2,451	2,083	2,166	2,376	2,582	2,782	3,289	3,714	4,066	4,188
Male	916	749	800	867	962	1022	1171	1280	1420	1489
Female	1535	1334	1366	1509	1620	1760	2118	2434	2646	2699
Total	4,341	4,319	4,571	4,844	5,198	5,520	6,761	7,139	7,625	7,841
Male	1,699	1,734	1,790	1,830	1,976	2,125	2,553	2,711	2,845	2,951
Female	2,642	2,585	2,781	3,014	3,222	3,395	4,208	4,428	4,780	4,890



12.0 ENROLMENT TRENDS

Over the ten-year period, 2002-03 to 2011-12, preschool enrolment increased by 87.7% or 3,325 students, moving from 3,791 to 7,116 students. The rate of increase in enrolment fluctuated considerably during that period with the smallest change, a 0.7% decrease, reported in 2003-04 and the largest change, a 17.2% increase, reported a year later in 2004-05. The number of preschools also increased by 99.0% during that same period.

The Gross Enrolment Ratio increased from 25.1% in 2002-03 to 44.5% in 2011-12.

Table 31: Preschool Enrolment Trends 2002-03 to 2011-12

YEAR	No. of Schools	Official Age Group Population			Enrolment			Annual % Increase	Gross Enrolment Ratio		
		M	F	Total	M	F	Total		M	F	Total
2002-03	105	7,744	7,348	15,092	1,856	1,935	3,791	7.0	24.0%	26.3%	25.1%
2003-04	102	7,794	7,575	15,369	1,899	1,866	3,765	-0.7	24.4%	24.6%	24.5%
2004-05	118	7,991	7,878	15,869	2,138	2,274	4,412	17.2	26.8%	28.9%	27.8%
2005-06	142	8,254	8,132	16,386	2,329	2,476	4,861	10.2	28.2%	30.4%	29.3%
2006-07	152	7,865	8,204	16,069	3,214	1,769	4,983	2.5	40.9%	21.6%	31.0%
2007-08	171	7,973	8,274	16,247	2,874	2,927	5,801	16.4	36.0%	35.4%	35.7%
2008-09	182	8,430	8,661	17,091	3,050	2,984	6,034	4.0	36.2%	34.5%	35.3%
2009-10	193	9,323	9,388	18,711	3,225	3,371	6,596	9.3	34.6%	35.9%	35.3%
2010-11	199	7,790	7,586	15,376	3,391	3,348	6,739	2.2	43.5%	44.1%	43.8%
2011-12	209	8,108	7,869	15,977	3,611	3,505	7,116	5.6	44.5%	44.5%	44.5%

During the ten-year period 2002-03 to 2011-12, primary school enrolment grew at an average rate of 2.1%. This resulted in a 15.5% increase in total enrolment from 59,930 students in 2002-03 to 69,208 students in 2011-12.

Table 32: Primary School Enrolment Trends 2002-03 to 2011-12

Year	Grade									TOTAL	Annual % Increase
	BEGIN.	INF. 1	INF. 2	STD. 1	STD. 2	STD. 3	STD. 4	STD. 5	STD. 6		
2002-03	563	8,877	8,138	7,987	7,705	7,427	7,053	6,454	5,726	59,930	6.0
2003-04	397	9,175	8,407	8,420	7,995	7,726	7,273	6,670	5,875	61,938	3.4
2004-05	548	9,474	8,449	8,295	8,258	7,719	7,504	7,092	5,943	63,282	2.2
2005-06	490	9,918	8,760	8,461	8,001	8,179	7,577	6,986	6,033	64,405	1.8
2006-07	549	9,644	8,986	8,588	8,344	7,826	7,839	7,246	6,298	65,320	1.4
2007-08	235	9,314	9,009	8,933	8,501	8,139	7,619	7,492	6,521	65,763	0.7
2008-09	328	9,106	8,658	9,110	8,804	8,376	7,998	7,336	6,770	66,486	1.1
2009-10	268	9,088	8,526	8,662	8,993	8,728	8,130	7,640	6,718	66,753	0.4
2010-11	242	8,873	8,642	8,636	8,427	8,710	8,599	7,795	6,932	66,856	0.2
2011-12	253	9,028	8,533	8,985	9,020	8,756	8,907	8,537	7,189	69,208	3.5



During the ten-year period 2002-03 to 2011-12, enrolment in secondary education increased at an average rate of 3.6% annually. The result was an increase in total enrolment from 14,630 students in 2002-03 to 19,665 students in 2011-12, a 34.4% increase overall.

Table 33: Secondary School Enrolment Trends 2002-03 to 2011-12

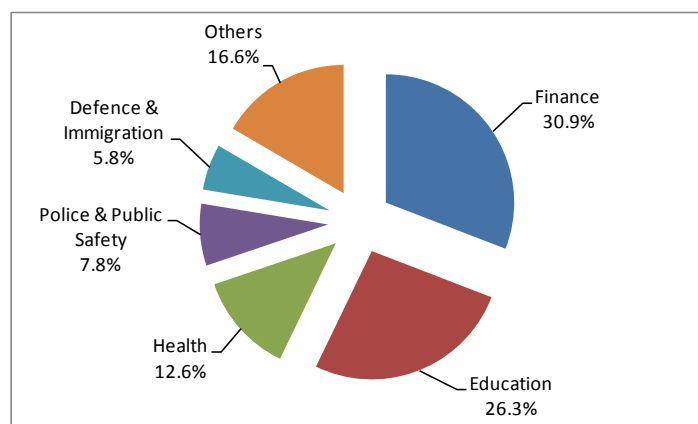
Year	Form					Total Enrolment	Annual % Increase
	Prep	Form 1	Form 2	Form 3	Form 4		
2002-03	105	4,854	3,898	3,255	2,518	14,630	6.0
2003-04	86	4,984	4,052	3,569	2,668	15,359	5.0
2004-05	24	5,194	4,252	3,699	2,981	16,150	5.2
2005-06	112	5,104	4,415	3,842	3,223	16,696	3.4
2006-07	157	5,200	4,304	3,993	3,289	16,943	1.5
2007-08	150	5,522	4,245	3,896	3,294	17,107	1.0
2008-09	158	5,777	4,547	3,814	3,319	17,615	3.0
2009-10	158	6,260	4,767	4,019	3,218	18,422	4.6
2010-11	89	6,277	5,060	4,111	3,350	18,887	2.5
2011-12	86	6,278	5,160	4,549	3,592	19,665	4.1



13.0 FINANCE

As Figure 18 shows, the education sector continues to receive a substantial portion of the government's recurrent budget. Estimates for the 2011-12 fiscal year indicated that the Ministry of Education was budgeted to receive 26.3% (or over BZ\$191,000,000) of the government's total recurrent expenditure.

Figure 18: GOB Estimated Recurrent Expenditure by Ministry 2011-12



Some 48% of the Ministry of Education's estimated recurrent budget for 2011-12 was allocated to primary education and another 25% was allocated to secondary education expenses, the bulk of which was earmarked for teachers' salaries. The remaining budget estimates included 14% for tertiary education (junior colleges and universities), 2% for vocational/technical education, and 1% each for the preschool and special education subsectors.

Figure 19: Ministry of Education Estimated Recurrent Expenditure by Sub-sector 2011-12

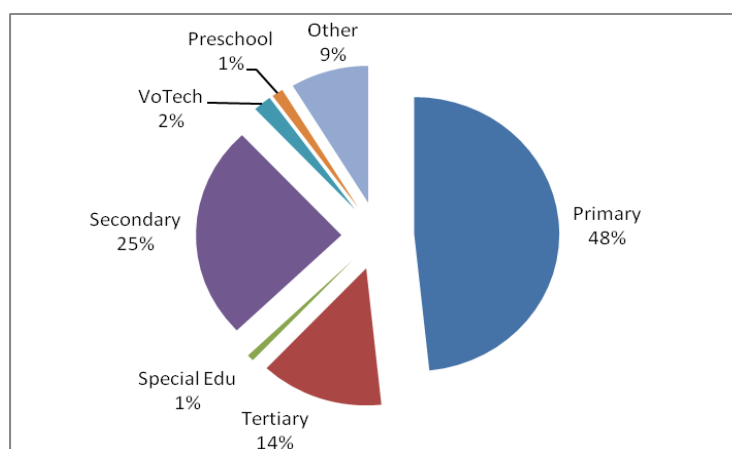


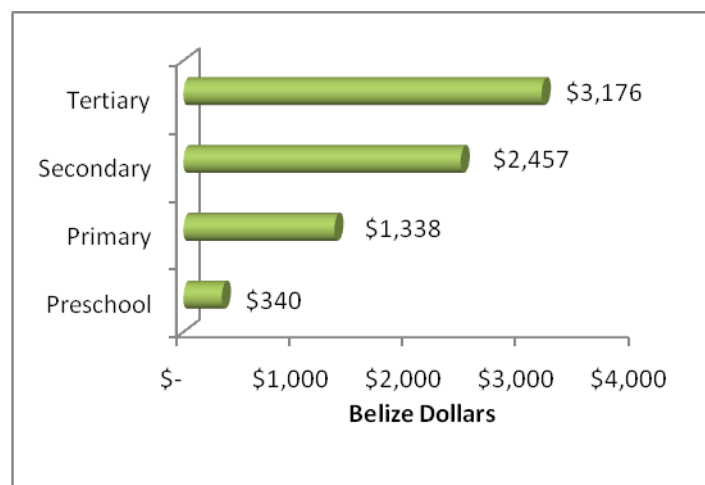


Figure 20 shows MOES Recurrent expenditure per student by level of education based on the estimated recurrent budget for 2011-12.

As the figures indicate, the Ministry projected spending BZ\$340 per student at the preschool level, BZ\$1,338 per student at the primary level, BZ\$2,457 per student at the secondary level, and BZ\$3,176 per student at the tertiary level.

In comparison, figures from five years ago (2007-08) were BZ\$273 per student at the preschool level, BZ\$1,166 per student at the primary level, BZ\$2,106 per student at the secondary level, and BZ\$2,132 per student at the tertiary level.

Figure 20: MOES Recurrent Spending Per Student by Level of Education 2011-12





14.0 EXAMINATION RESULTS

14.1 PSE PERFORMANCE:

Table 34 shows student performance in PSE by district and urban/rural location for 2010 and 2011. A total of 6,785 students sat the 2011 Primary School Examinations (PSE), 3,243 from urban areas and the remaining 3,542 from rural areas.

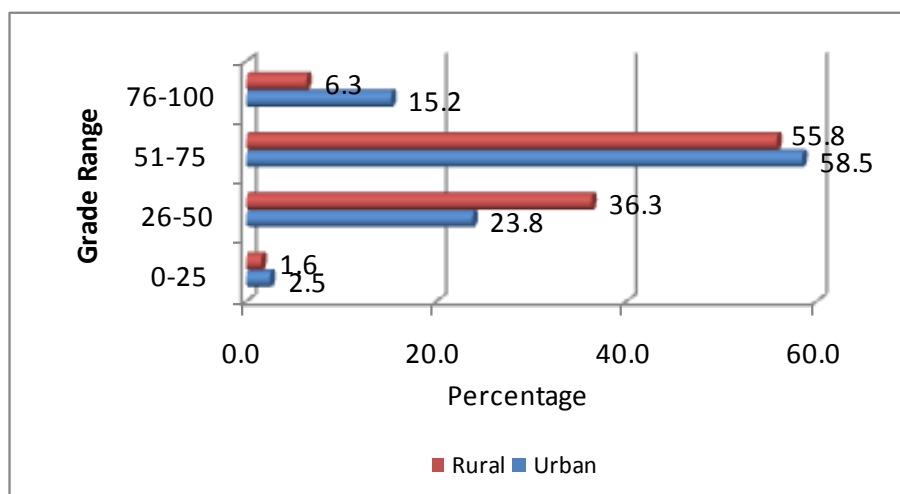
Average PSE scores (i.e., English, Math, Science and Social Studies combined) fell within the range of 76-100% for 10.6% of students who sat the exam; another 57.1% of students obtained average scores in the range of 51-75%; 30.3% had average scores of 26-50%; and 2.0% obtained average scores within the 0-25% range. Overall, the performance of students was not as good as the previous year (2010) in which 20% of students obtained average scores within the highest quartile (71-100%) and only 1.3% fell within the lowest quartile (0-25%).

The percentage of students achieving average scores of 51% or better was highest in the Orange Walk District (74.2%), followed by the Cayo District (72.4%), the Corozal District (72.4%), the Belize District (64.9%), the Stann Creek District (61.9%) and finally, the Toledo District (55.6%). The Orange Walk District has shown the best performance in terms of percentage of students achieving average scores of 51% or better for several years; however it must also be noted that this District also has relatively high repetition and drop out rates. The Belize District continued to have the highest percentage of top performers (13.5%) as well as the highest percentage of bottom performers (3.7%) of all districts.

As Figure 21 shows, a higher percentage of urban students (15.2%) than rural students (6.3%) made it into the highest quartile; a higher percentage of urban students (2.5%) than rural students (1.6%) also made it into the bottom quartile. Overall, 73.7% of urban students and 62.1% of rural students achieved average scores of 51% or better. The results from 2010 showed a higher percentage of students achieving average scores of 51% or higher as well as a smaller gap between urban and rural areas, 81.7% of urban students compared to 74.4% of rural students.

**Table 34: Student Performance in PSE by District and Urban/Rural Location**

District and Urban/Rural	Average of English, Math, Science, & Social Studies Score									Average of English, Math, Science, & Social Studies Score								
	0-25		26-50		51-75		76-100		2010	0-25		26-50		51-75		76-100		2011
	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%	
Belize	32	1.7	430	22.4	1,021	53.1	439	22.8	1,922	70	3.7	603	31.5	985	51.4	259	13.5	1,917
Urban	27	1.7	346	22.1	797	50.8	398	25.4	1,568	53	3.6	427	29.3	747	51.3	228	15.7	1,455
Rural	5	1.4	84	23.7	224	63.3	41	11.6	354	17	3.7	176	38.1	238	51.5	31	6.7	462
Cayo	23	1.4	314	18.9	960	57.7	366	22.0	1,663	23	1.3	446	25.8	1,080	62.4	181	10.5	1,730
Urban	14	1.7	95	11.3	474	56.3	259	30.8	842	11	1.3	148	17.2	574	66.9	125	14.6	858
Rural	9	1.1	219	26.7	486	59.2	107	13.0	821	12	1.4	298	34.2	506	58.0	56	6.4	872
Corozal	8	1.1	124	17.2	432	60.0	156	21.7	720	10	1.4	189	26.2	429	59.4	94	13.0	722
Urban	4	2.1	18	9.4	104	54.2	66	34.4	192	3	1.5	25	12.9	118	60.8	48	24.7	194
Rural	4	0.8	106	20.1	328	62.1	90	17.0	528	7	1.3	164	31.1	311	58.9	46	8.7	528
Orange Walk	4	0.5	120	14.9	506	62.6	178	22.0	808	6	0.7	219	25.1	549	62.8	100	11.4	874
Urban	1	0.3	42	11.9	211	59.9	98	27.8	352	3	0.9	56	16.1	229	66.0	59	17.0	347
Rural	3	0.7	78	17.1	295	64.7	80	17.5	456	3	0.6	163	30.9	320	60.7	41	7.8	527
Stann Creek	11	1.3	225	26.4	515	60.5	100	11.8	851	22	2.5	314	35.6	493	55.8	54	6.1	883
Urban	0	0.0	38	16.0	141	59.5	58	24.5	237	10	4.1	64	26.4	139	57.4	29	12.0	242
Rural	11	1.8	187	30.5	374	60.9	42	6.8	614	12	1.9	250	39.0	354	55.2	25	3.9	641
Toledo	7	1.2	133	22.9	371	63.9	70	12.0	581	6	0.9	287	43.6	336	51.0	30	4.6	659
Urban	2	1.4	20	14.5	85	61.6	31	22.5	138	1	0.7	52	35.4	89	60.5	5	3.4	147
Rural	5	1.1	113	25.5	286	64.6	39	8.8	443	5	1.0	235	45.9	247	48.2	25	4.9	512
Total	85	1.3	1,346	20.6	3,805	58.1	1,309	20.0	6,545	137	2.0	2,058	30.3	3,872	57.1	718	10.6	6,785
Urban	48	1.4	559	16.8	1,812	54.4	910	27.3	3,329	81	2.5	772	23.8	1,896	58.5	494	15.2	3,243
Rural	37	1.2	787	24.5	1,993	62.0	399	12.4	3,216	56	1.6	1,286	36.3	1,976	55.8	224	6.3	3,542

Figure 21: Urban and Rural Candidates' PSE Scores by Grade Ranges 2011



14.2 CSEC PERFORMANCE:

Table 35a: Student Performance in CSEC by District and Urban/Rural Location

Table 35a and 35b show student performance in CSEC by district and urban/rural location for 2011 and 2010 respectively.

There were 3,350 students enrolled in Form 4 in the 2010-11 academic year; of these students, 80.1% (2,685 students) sat the English A exam and 78.3% (2,622 students) sat the Mathematics exam in 2011. Students from urban schools accounted for 79.3% of the candidates who sat the English A examination and 79.7% of the candidates who sat the Mathematics examination.

A total of 81.2% of students who sat the English A exam achieved satisfactory levels of performance (SLP) by earning Grades 1, 2, or 3, while only 50.2% of those sitting the Mathematics exam did likewise. When taken as a percentage of all Form 4 students, the SLP for English A falls to 65.1% and the SLP for Mathematics falls to 39.3%.

Overall, urban students did better than their rural counterparts, 85.3% (urban) compared to 65.5% (rural) and 51.9% (urban) compared to 43.7% (rural) with SLP on the English A and Mathematics exams respectively.

The Belize District was the district with the greatest proportion of candidates who achieved satisfactory levels of performance in the English A exam (73.4%), while the Toledo District had the lowest (52.5%). However, for the Mathematics exam the Corozal District saw the greatest percentage of candidates achieving satisfactory levels of performance (66.0%), while the Cayo District had the lowest (40.0%).



Table 35a: Student Performance in CSEC by District and Urban/Rural Location 2011

District	FORM 4 ENROL. 2010/11	No. of Sitters	ENGLISH A			No. of Sitters	MATHEMATICS		
			Satis. Levels of Performance ³				Satis. Levels of Performance ³		
			Number	% of Sitters	% of F4 Enrol		Number	% of Sitters	% of F4 Enrol
TOTAL	3,350	2,685	2,181	81.2	65.1	2,622	1,317	50.2	39.3
Belize	1,114	962	794	82.5	71.3	952	380	39.9	34.1
Cayo	689	511	430	84.1	62.4	483	239	49.5	34.7
Corozal	393	318	278	87.4	70.7	318	232	73.0	59.0
Orange Walk	361	286	258	90.2	71.5	282	196	69.5	54.3
Stann Creek	470	399	272	68.2	57.9	390	163	41.8	34.7
Toledo	323	209	149	71.3	46.1	197	107	54.3	33.1
Urban	2,499	2,129	1,817	85.3	72.7	2,091	1,085	51.9	43.4
Belize	1,028	904	754	83.4	73.3	896	370	41.3	36.0
Cayo	586	454	393	86.6	67.1	436	225	51.6	38.4
Corozal	140	136	124	91.2	88.6	138	116	84.1	82.9
Orange Walk	312	263	248	94.3	79.5	263	191	72.6	61.2
Stann Creek	239	215	176	81.9	73.6	205	100	48.8	41.8
Toledo	194	157	122	77.7	62.9	153	83	54.2	42.8
Rural	851	556	364	65.5	42.8	531	232	43.7	27.3
Belize	86	58	40	69.0	46.5	56	10	17.9	11.6
Cayo	103	57	37	64.9	35.9	47	14	29.8	13.6
Corozal	253	182	154	84.6	60.9	180	116	64.4	45.8
Orange Walk	49	23	10	43.5	20.4	19	5	26.3	10.2
Stann Creek	231	184	96	52.2	41.6	185	63	34.1	27.3
Toledo	129	52	27	51.9	20.9	44	24	54.5	18.6

³Satisfactory Levels of Performance = Grades 1, 2 and 3 in General Proficiency of CSEC.

⁴SLP = Satisfactory Levels of Performance

**Table 35b: Student Performance in CSEC by District and Urban/Rural Location 2010**

District	FORM 4 ENROL. 2009/10	No. of Sitters	ENGLISH A			No. of Sitters	MATHEMATICS		
			Satis. Levels of Performance ³				Satis. Levels of Performance ³		
			Number	% of Sitters	% of F4 Enrol		Number	% of Sitters	% of F4 Enrol
TOTAL	3,218	2,494	2,086	83.6	64.8	2,368	1,389	58.7	43.2
Belize	1,120	931	767	82.4	68.5	878	456	51.9	40.7
Cayo	805	554	467	84.3	58.0	507	223	44.0	27.7
Corozal	406	343	290	84.5	71.4	326	232	71.2	57.1
Orange Walk	325	244	215	88.1	66.2	242	169	69.8	52.0
Stann Creek	320	269	219	81.4	68.4	263	186	70.7	58.1
Toledo	242	153	128	83.7	52.9	152	123	80.9	50.8
Urban	2,496	2,002	1,724	86.1	69.1	1,907	1,175	61.6	47.1
Belize	1,026	875	726	83.0	70.8	835	446	53.4	43.5
Cayo	698	491	425	86.6	60.9	445	216	48.5	30.9
Corozal	158	152	140	92.1	88.6	150	141	94.0	89.2
Orange Walk	293	224	207	92.4	70.6	224	166	74.1	56.7
Stann Creek	164	131	118	90.1	72.0	127	99	78.0	60.4
Toledo	157	129	108	83.7	68.8	126	107	84.9	68.2
Rural	722	492	362	73.6	50.1	461	214	46.4	29.6
Belize	94	56	41	73.2	43.6	43	10	23.3	10.6
Cayo	107	63	42	66.7	39.3	62	7	11.3	6.5
Corozal	248	191	150	78.5	60.5	176	91	51.7	36.7
Orange Walk	32	20	8	40.0	25.0	18	3	16.7	9.4
Stann Creek	156	138	101	73.2	64.7	136	87	64.0	55.8
Toledo	85	24	20	83.3	23.5	26	16	61.5	18.8

³Satisfactory Levels of Performance = Grades 1, 2 and 3 in General Proficiency of CSEC.

⁴SLP = Satisfactory Levels of Performance



Figures 22 and 23 show that urban candidates have consistently scored higher than their rural counterparts on both English A and Mathematics CSEC Examinations. In the 2011 examinations, the gap narrowed in Mathematics, but widened in English A.

Figure 22: Percentage of Urban and Rural Candidates with Satisfactory level of performance in CSEC English A 2007 to 2011

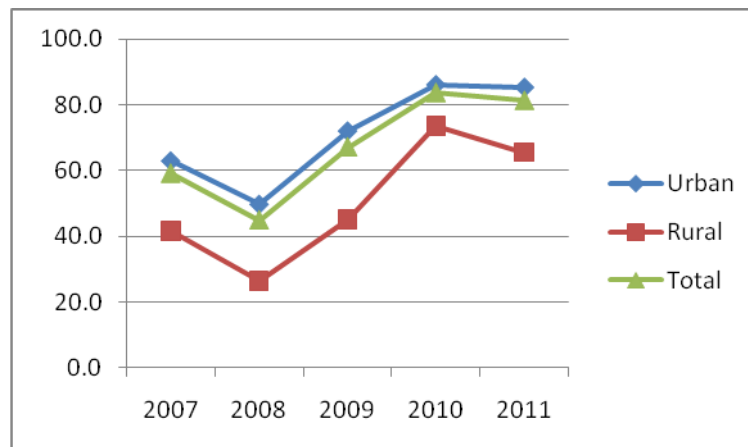
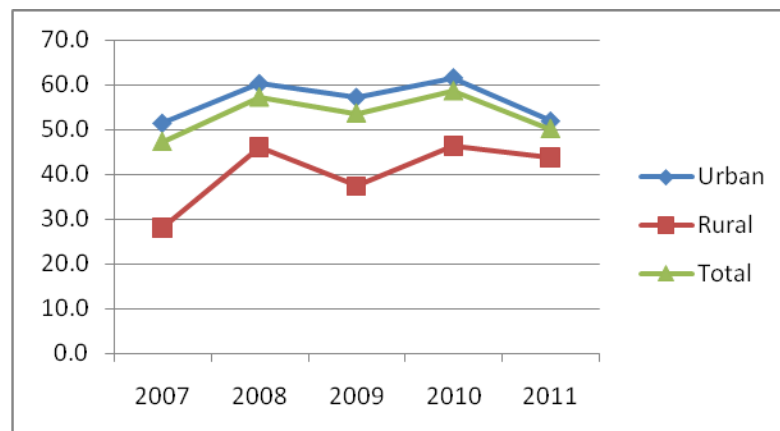


Figure 23: Percentage of Urban and Rural Candidates with Satisfactory level of performance in CSEC Mathematics 2007 to 2011





15.0 EDUCATIONAL INDICATORS

15.1 NET AND GROSS ENROLMENT RATES:

Preschool Net Enrolment Rate measures the proportion of preschool aged children (3-4 year-olds) who are actually enrolled in the preschool 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 36 shows that, for the 2011-12 academic year, 42.4% of all children aged 3 or 4 years old were enrolled in preschool institutions countrywide. Also, a difference of 0.5 percentage points was reported in the proportion of males (42.2%) and females (42.7%) enrolled in the preschool system for that period.

Table 36: Preschool Net Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	34.3	33.5	33.9
2008/09	33.9	33.6	33.7
2009/10	32.9	34.0	33.5
2010/11	42.1	42.3	42.2
2011/12	42.2	42.7	42.4

During the five-year period 2007-08 to 2011-12, the total net enrolment rate increased by 8.5 percentage points. Preschool net enrolment rates for males and females are very similar.

Figure 24: Preschool Net Enrolment Rate by Sex





Preschool Gross Enrolment Rate measures the number of children enrolled in preschools as a proportion of the population of preschool 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

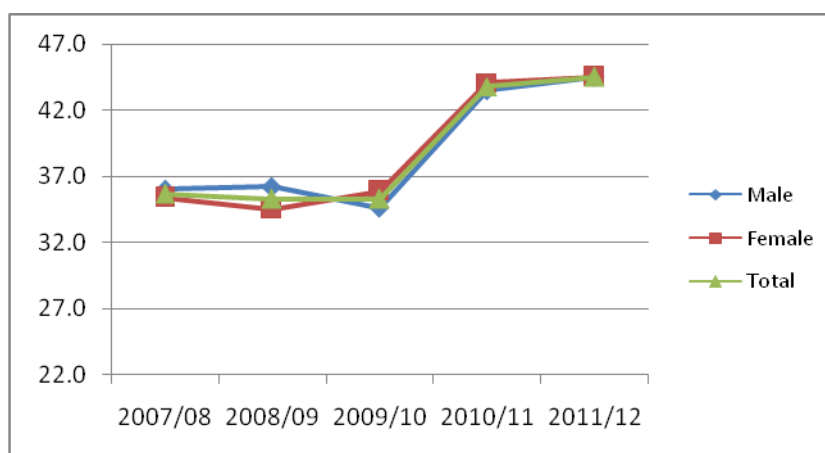
The preschool data collected revealed that the number of children enrolled in preschools as a proportion of preschool aged children (3-4 years old) for 2011-12 was 44.5%. The gross enrolment rate was the same for both males and females.

Table 37: Preschool Gross Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	36.0	35.4	35.7
2008/09	36.2	34.5	35.3
2009/10	34.6	35.9	35.3
2010/11	43.5	44.1	43.8
2011/12	44.5	44.5	44.5

During the five-year period 2007-08 to 2011-12, the total gross enrolment rate increased by 8.8 percentage points.

Figure 25: Preschool Gross Enrolment Rate by Sex





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

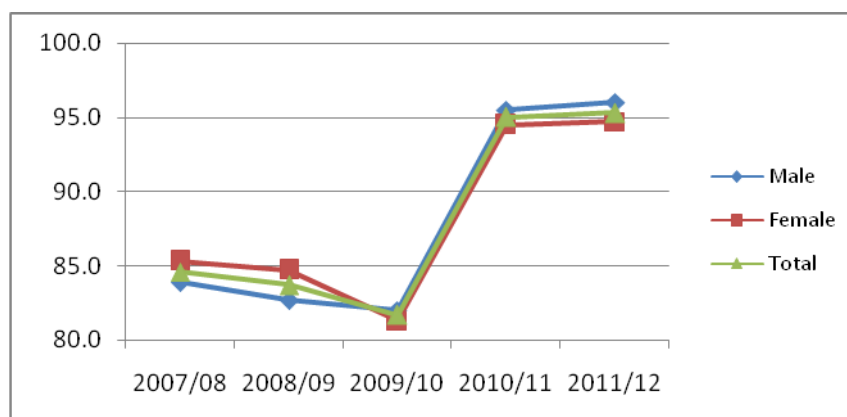
The net enrolment rate for primary school showed that some 95.3% of the 5-12 year old population was enrolled in the primary school system in 2011-12. This indicated that 4.7% of children within this age range were either enrolled in other institutions (preschools, secondary schools or vocational schools) or were not enrolled in any educational institution at all. The proportion of females enrolled (94.7%) was slightly lower than that of males (96.0%).

Table 38: Primary School Net Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	83.9	85.3	84.6
2008/09	82.7	84.7	83.7
2009/10	82.0	81.3	81.7
2010/11	95.5	94.5	95.0
2011/12	96.0	94.7	95.3

During the five-year period, 2007-08 to 2011-12, the primary school net enrolment rate grew by 10.7 percentage points.

Figure 26: Primary School Net Enrolment Rate by Sex





Primary School Gross Enrolment Rate measures the number of children enrolled in primary schools 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

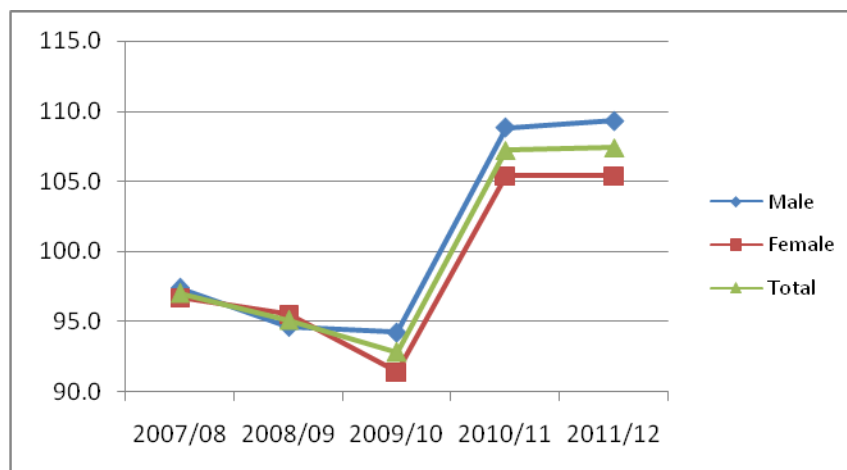
The primary school gross enrolment rate (inclusive of all primary school students regardless of age) for 2011-12 was 107.4%. The proportion of females enrolled (105.4%) was lower than that of males (109.3%), partly reflecting the lower repetition rates for males in the primary education system.

Table 39: Primary School Gross Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	97.4	96.7	97.0
2008/09	94.6	95.5	95.1
2009/10	94.2	91.4	92.8
2010/11	108.8	105.4	107.2
2011/12	109.3	105.4	107.4

As Figure 28 shows, gross enrolment rates for males and females have increased at roughly the same rate over the past three years.

Figure 27: Primary School Gross Enrolment Rate by Sex





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

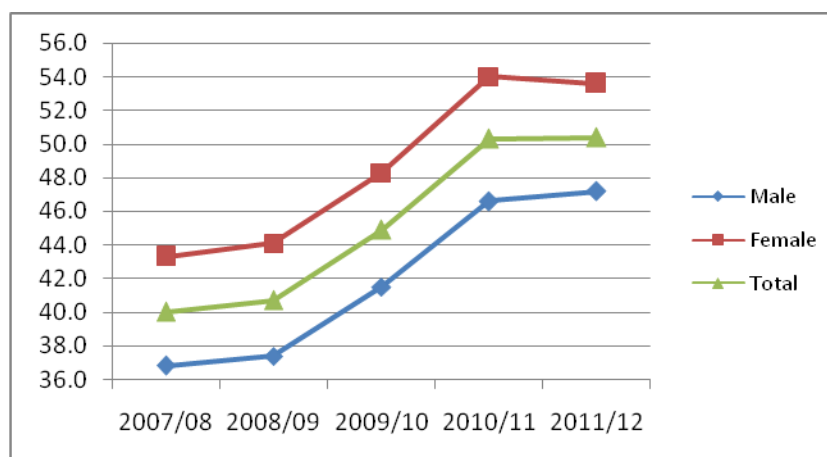
In 2011-12, the secondary school Net Enrolment Rate indicated that, of the population of children 13-16 years of age, approximately 50.4% were enrolled in the secondary education system. A higher percentage of females (53.6%) than males (47.2%) of this age group were enrolled in secondary schools for the period.

Table 40: Secondary School Net Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	36.8	43.3	40.0
2008/09	37.4	44.1	40.7
2009/10	41.5	48.3	44.9
2010/11	46.6	54.0	50.3
2011/12	47.2	53.6	50.4

Over the five-year period 2007-08 to 2011-12, the Secondary school net enrolment rate increased by 10.4 percentage points. Rate for females have been consistently higher than that of males. A narrowing of that gap was observed in this most recent academic year.

Figure 28: Secondary School Net Enrolment Rate by Sex





Secondary School Gross Enrolment Rate 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

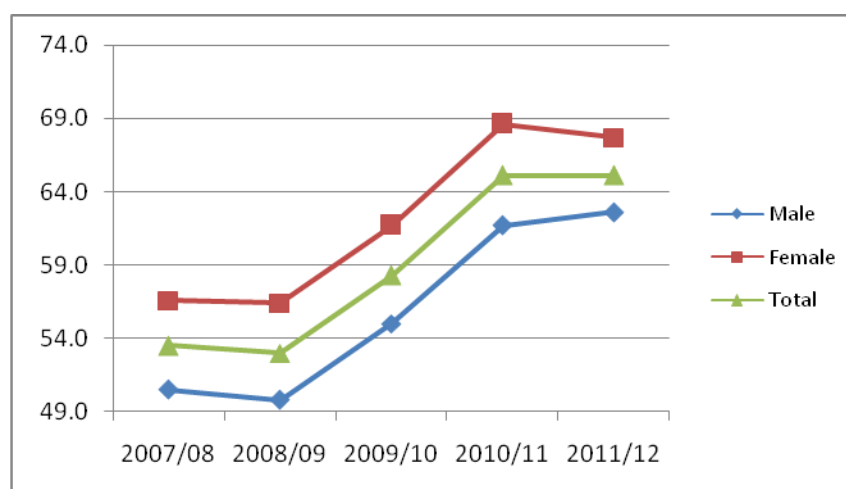
The gross enrolment rate for secondary education in 2011-12 was 65.1%. Gross enrolment for females was 67.7% compared 62.6% for males.

Table 41: Secondary School Gross Enrolment Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	50.5	56.6	53.5
2008/09	49.8	56.4	53.0
2009/10	55.0	61.7	58.3
2010/11	61.7	68.6	65.1
2011/12	62.6	67.7	65.1

Over the five-year period 2007-08 to 2011-12, the Secondary school gross enrolment rate increased by 11.6 percentage points.

Figure 29: Secondary School Gross Enrolment Rate by Sex





15.2 AVERAGE 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 42 shows that, for the 2010-11 academic year, the overall primary school repetition rate was 6.8%. As was the case in previous years, male students had a much higher repetition rate than female students, 7.9% for males compared to 5.6% for females.

Table 42: Average Primary School Repetition Rate by Sex 2006-07 to 2010-11

	Male	Female	Total
2006/07	8.4	6.3	7.4
2007/08	8.4	6.0	7.2
2008/09	7.6	5.4	6.5
2009/10	8.4	5.7	7.1
2010/11	7.9	5.6	6.8

Figure 30 shows similar trends in repetition rates for female and male primary school students over the five-year period 2006-07 to 2010-11; however rates for males have been consistently higher than that for females.

Figure 30: Average Primary School Repetition Rate by Sex

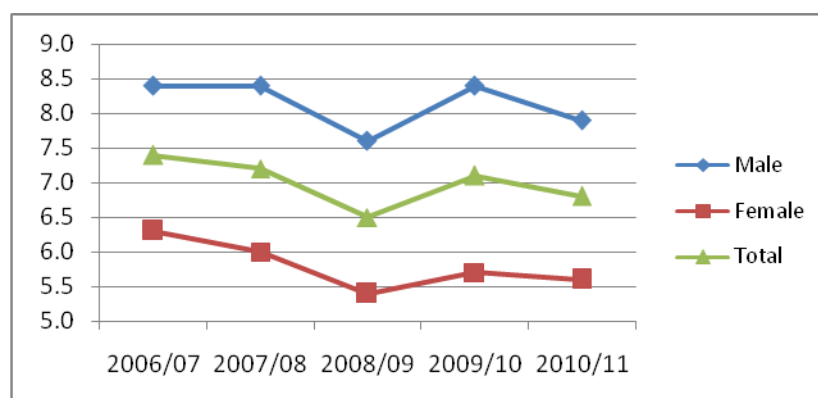


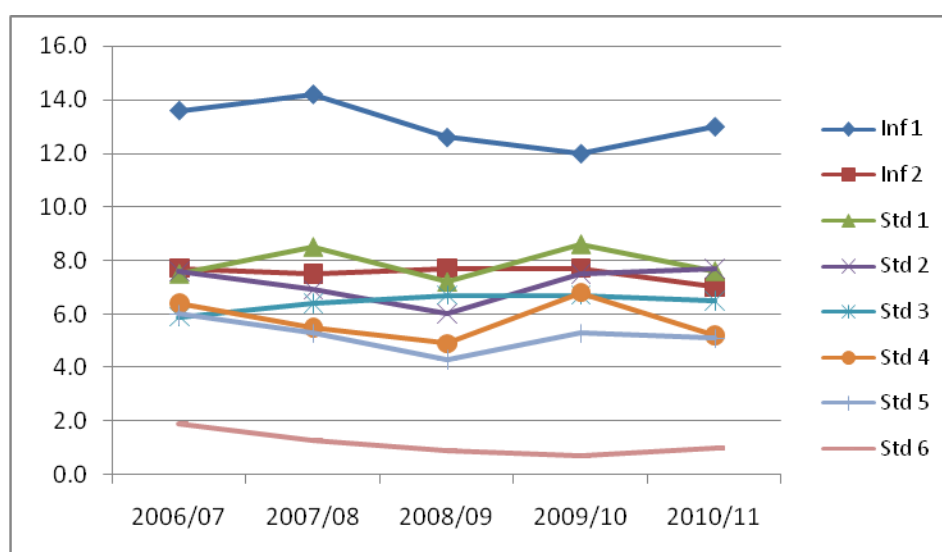


Table 43 and Figure 31 indicate that repetition was most likely to occur in the lower and middle grades (Infant 1 to Standard 2) than in the higher grades. Infant 1 and Standard 6 continued to be the grades with the highest and lowest proportion of repeaters respectively.

Table 43: Average Primary School Repetition Rate by Grade 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
Inf 1	13.6	14.2	12.6	12.0	13.0
Inf 2	7.7	7.5	7.7	7.7	7.0
Std 1	7.5	8.5	7.2	8.6	7.6
Std 2	7.6	6.9	6.0	7.5	7.7
Std 3	5.9	6.4	6.7	6.7	6.5
Std 4	6.4	5.5	4.9	6.8	5.2
Std 5	6.0	5.3	4.3	5.3	5.1
Std 6	1.9	1.3	0.9	0.7	1.0

Figure 31: Average Primary School Repetition Rate by Grade





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 44 shows the average primary school dropout rate by sex for 2006-07 to 2010-11. The data indicate that some 0.6% of all students who were enrolled in primary school institutions during the 2010-11 academic year dropped out of the school system. This rate is slightly lower than in previous years. (It should be noted, however, that data on dropouts might not provide a completely accurate picture of the dropout rate as some primary school principals, from whom this data is obtained, are sometimes unable to distinguish true dropouts from the system from children who have transferred to other schools.)

Table 44: Average Primary School Dropout Rate by Sex 2006-07 to 2010-11

	Male	Female	Total
2006/07	0.9	0.7	0.8
2007/08	1.0	0.8	0.9
2008/09	0.9	0.7	0.8
2009/10	0.9	0.7	0.8
2010/11	0.6	0.6	0.6

As figure 32 shows, the gap between dropout rates for males and females closed over the five-year period 2006-07 to 2010-11.

Figure 32: Average Primary School Dropout Rate by Sex

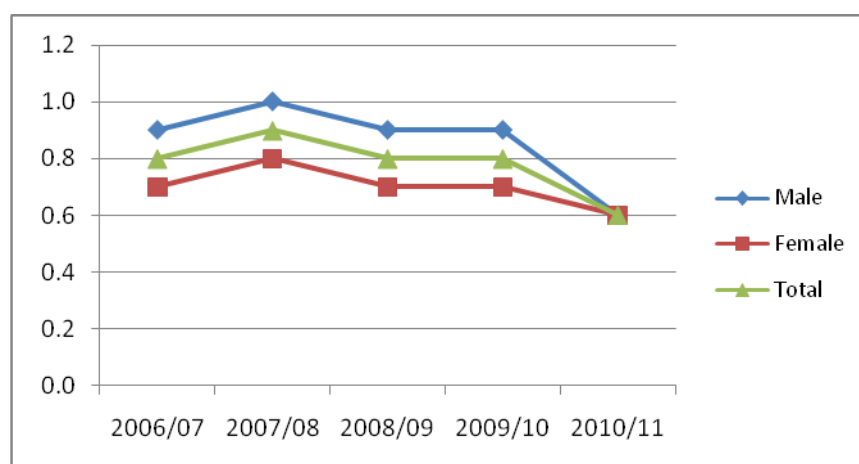




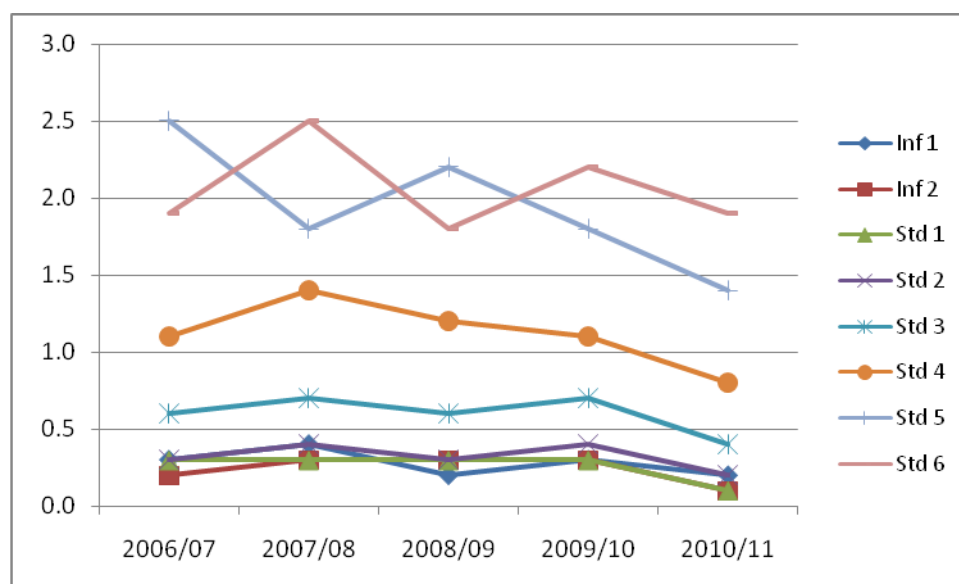
Table 45 and Figure 33 show the average primary school dropout rate by grade. Students in the higher grades (Standard 3 to Standard 6) were far more likely to drop out of school than those in the lower grades (Infant 1 to Standard 2). Standards 5 and 6 showed the highest dropout rates.

Table 45: Average Primary School Dropout Rate by Grade 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
Inf 1	0.3	0.4	0.2	0.3	0.2
Inf 2	0.2	0.3	0.3	0.3	0.1
Std 1	0.3	0.3	0.3	0.3	0.1
Std 2	0.3	0.4	0.3	0.4	0.2
Std 3	0.6	0.7	0.6	0.7	0.4
Std 4	1.1	1.4	1.2	1.1	0.8
Std 5	2.5	1.8	2.2	1.8	1.4
Std 6	1.9	2.5	1.8	2.2	1.9

Over the five-year period 2006-07 to 2010-11, dropout rates declined in all grades except Standard 6, where the rate was the same as it was five years prior.

Figure 33: Average Primary School Dropout Rate by Grade





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

As Table 46 shows, the repetition rate for secondary school students stood at 7.4% for 2010-11, a decline of 1.7 percentage point from the previous year when the repetition rate stood at 9.1%. As was the case in each of the previous four years, males had a higher repetition rate than females in 2010-11 (8.7% for males and 5.6% for females).

Table 46: Average Secondary School Repetition Rate by Sex 2006-07 to 2010-11

	Male	Female	Total
2006/07	11.1	8.6	9.8
2007/08	8.9	6.7	7.7
2008/09	10.0	8.0	9.0
2009/10	10.3	8.0	9.1
2010/11	8.7	5.6	7.4

Figure 34 compares secondary school repetition rates for males with that of females from 2006-07 to 2010-11. Although both sexes followed similar trends over the five-year period, the repetition rate for males was always higher than the rate for females.

Figure 34: Average Secondary School Repetition Rate by Sex

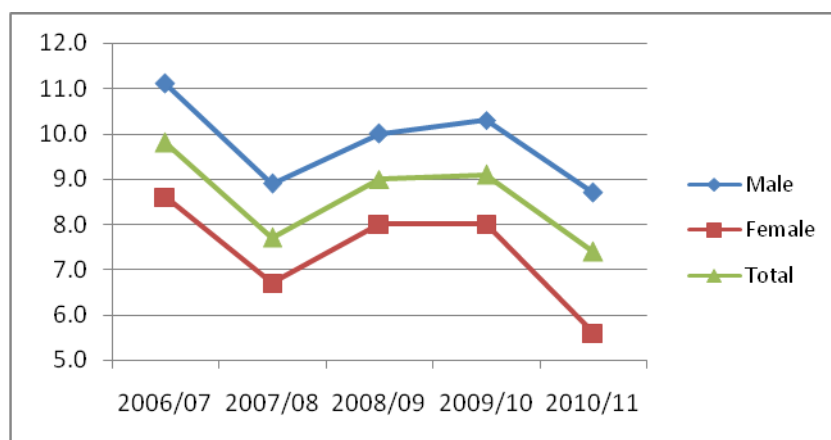




Table 47 shows average secondary school repetition rate by form from 2006-07 to 2010-11.

As shown, the form with the highest repetition rate in 2010-11 was Form 1, where 9.7% of students repeated. The lowest rate was Form 4 where 2.8% of students repeated. These figures differed widely from the previous year's figures (2009-10) which showed Form 3 having the highest repetition rate and Prep having the lowest. Nonetheless, there was an overall decline in repetition rate over the five-year period in each of the forms except Prep, which showed a small increase.

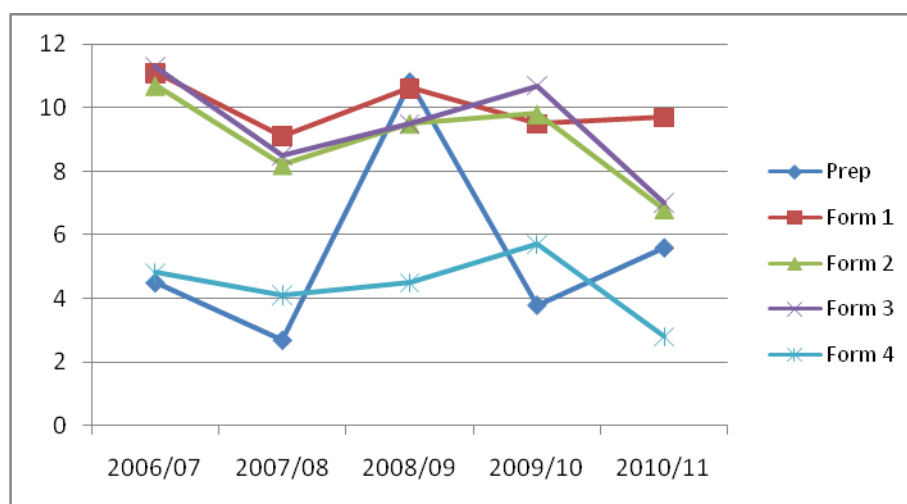
Table 47: Average Secondary School Repetition Rate by Form 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
Prep	4.5	2.7	10.8	3.8	5.6
Form 1	11.1	9.1	10.6	9.5	9.7
Form 2	10.7	8.2	9.5	9.8	6.8
Form 3	11.3	8.5	9.5	10.7	7.0
Form 4	4.8	4.1	4.5	5.7	2.8

Figure 35 shows that over the period 2006-07 to 2010-11, there were similar trends in repetition rate in Forms 2, 3 and 4, each correspondingly rising and falling in subsequent years. A similar phenomenon was seen between Prep and Form 1.

Prep had the widest variation in rates of any form during that period.

Figure 35: Average Secondary School Repetition Rate by Form





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 48 and Figure 36 show the average secondary school dropout rate by sex for the period 2006-07 to 2010-11.

The figures indicate that for the 2010-11 academic year, the overall secondary school dropout rate was 8.5%, the lowest in five years. As in previous years, the dropout rate for males (9.5%) was higher than that for females (7.5%).

Table 48: Average Secondary School Dropout Rate by Sex 2006-07 to 2010-11

	Male	Female	Total
2006/07	12.5	8.0	10.1
2007/08	12.5	8.6	10.5
2008/09	12.8	8.1	10.3
2009/10	11.4	8.9	10.1
2010/11	9.5	7.5	8.5

The trends in dropout rates for males and females showed considerable variation. For example, while the rate for male remained the same between 2006-07 and 2007-08, the rate for females increased; thereafter, there was an increase then a decrease in the rate for males, while there was a decrease then an increase in rate for females. Also, although the repetition rates for both males and females declined during the period, the rate for males dropped twice as much as the rate for females.

Figure 36: Average Secondary School Dropout Rate by Sex

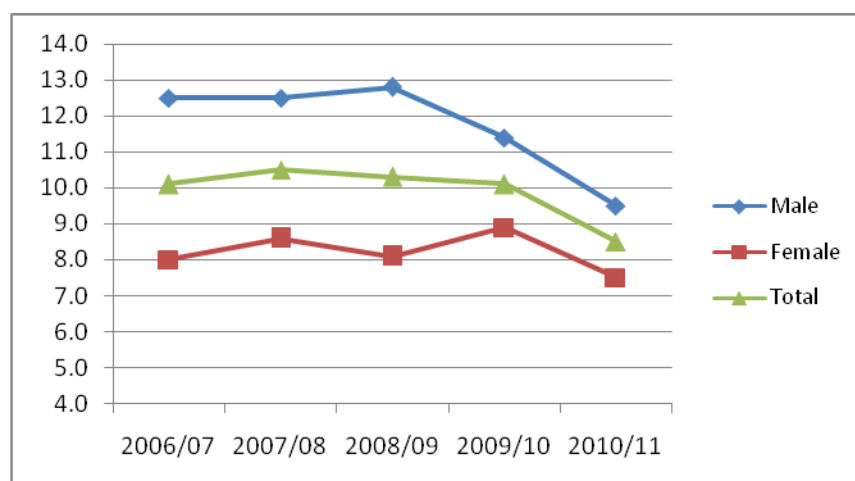




Table 49 and Figure 37 show the average secondary school dropout rate by form from 2006-07 to 2010-11.

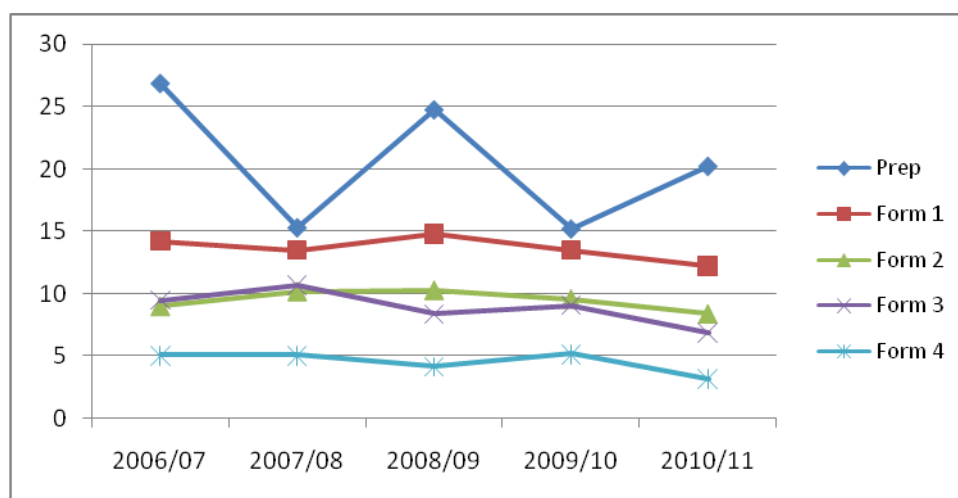
Dropout rates for 2010-11 showed a steady decline from Prep (20.2%) to Form 4 (3.2%), a trend similar to the two previous academic years. Forms 1, 2, 3, and 4 dropout rates were the lowest in five years.

Table 49: Average Secondary School Dropout Rate by Form 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
Prep	26.8	15.3	24.7	15.2	20.2
Form 1	14.2	13.5	14.8	13.5	12.2
Form 2	9.0	10.2	10.3	9.6	8.4
Form 3	9.5	10.7	8.4	9.1	6.9
Form 4	5.1	5.1	4.2	5.2	3.2

Dropout rates fell in each form between 2006-07 and 2010-11. Prep showed the most significant variation in dropout rates over the five-year period.

Figure 37: Average Secondary School Dropout Rate by Form





15.3 COMPLETION RATES:

Primary School Completion rate is an indicator of the efficiency of the primary education system. This statistic estimates the proportion of a cohort of Infant I students who are expected to complete their primary education within the prescribed eight (8) years, based on repetition and dropout rates.

Table 50 and Figure 38 show primary school completion rates by sex from 2007-08 to 2011-12. The rate is estimated to be 75.7% for the 2011-12 academic year. This figure represents an increase by 4.3 percentage points over the 2007-08 figure, but a decline by 2.3 percentage points from 2009-10.

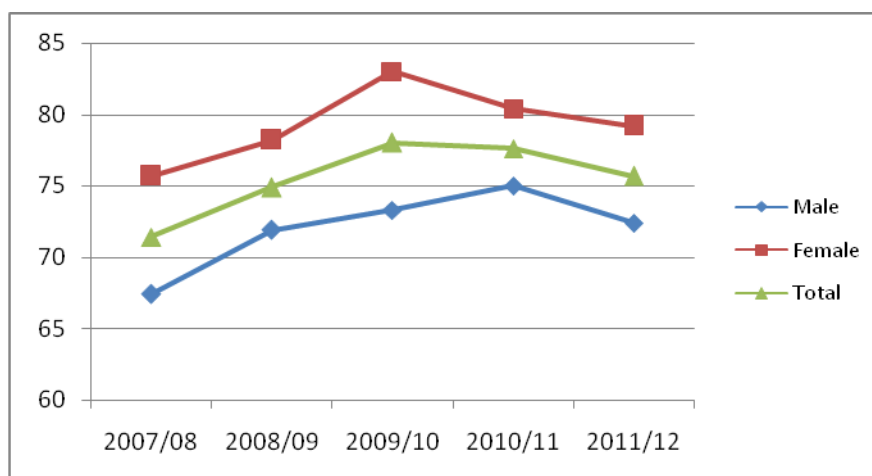
There was a 6.8 percentage points difference between completion rates for males and females, with females (79.2%) having the advantage over males (72.4%). The gender gap seen in completion rates has a direct link to the higher primary school repetition rates for males discussed earlier.

Table 50: Primary School Completion Rate 2007-08 to 2011-12

	Male	Female	Total
2007/08	67.4	75.7	71.4
2008/09	71.9	78.2	74.9
2009/10	73.3	83.0	78.0
2010/11	75.0	80.4	77.6
2011/12	72.4	79.2	75.7

The data indicates that females are more likely than their male counterparts to graduate from primary school within eight years.

Figure 38: Primary School Completion Rate by Sex





Secondary school completion rate is an indicator of the efficiency of the secondary education system. This statistic estimates the proportion of a cohort of Form I students who are expected to complete their secondary education within the prescribed four (4) years, based on repetition and dropout rates corresponding to the year in which they entered the secondary school system.

Formula:	$\frac{FORM\ 4_{06}}{FORM\ 1_{03}}$	where:
	FORM 1 ₀₃	= Cohort of students entering Form 1 2003/04
	FORM 4 ₀₆	= Students from the FORM 1 ₀₃ cohort that complete the secondary cycle in the 2006/07 school year

Table 51 and Figure 39 show secondary school completion rates by sex from 2007-08 to 2011-12. The rate is estimated to be 64.1% for the 2011-12 academic year. This figure represents an increase by 4.3 percentage points over the 2007-08 figure, but a decline by 1.6 percentage points from 2009-10.

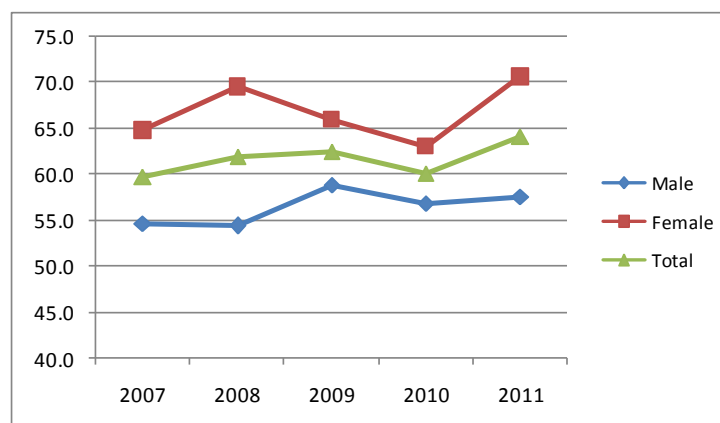
There was a 13 percentage points difference between completion rates for males and females, with females (70.6%) having the advantage over males (57.6%). The gender gap seen in secondary completion rates has a direct link to the higher secondary school repetition and dropout rates for males discussed earlier.

Table 51: Secondary School Completion Rate 2007 to 2011

	Male	Female	Total
2007	54.7	64.8	59.8
2008	54.4	69.5	61.9
2009	58.9	66.0	62.5
2010	56.8	63.1	60.1
2011	57.6	70.6	64.1

The data indicates that females are much more likely than their male counterparts to graduate from high school within four years.

Figure 39: Secondary School Completion Rate by Sex





15.4 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

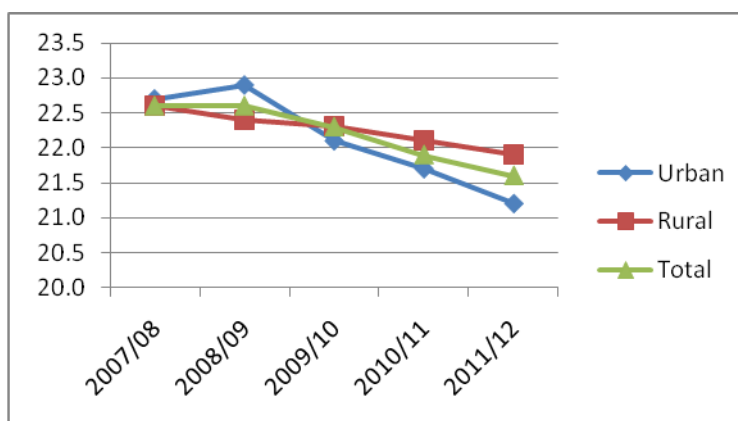
Table 52 shows primary school STR for the period 2007-08 to 2011-12. The 2011-12 figure of 21.6 is the lowest over the five-year period. Although 2007-08 and 2008-09 showed lower student-teacher ratios in rural than urban areas, this trend was reversed the following year resulting in higher student-teacher ratios in rural areas with the most recent ratio being 21.9 for rural primary schools and 21.2 for urban primary schools.

Table 52: Primary School STR Urban/Rural 2007-08 to 2011-12

	Urban	Rural	Total
2007/08	22.7	22.6	22.6
2008/09	22.9	22.4	22.6
2009/10	22.1	22.3	22.3
2010/11	21.7	22.1	21.9
2011/12	21.2	21.9	21.6

As shown in Figure 40, there has been a general decline in STR, especially in urban areas, over the last five years.

Figure 40: Primary School STR by Urban/Rural





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

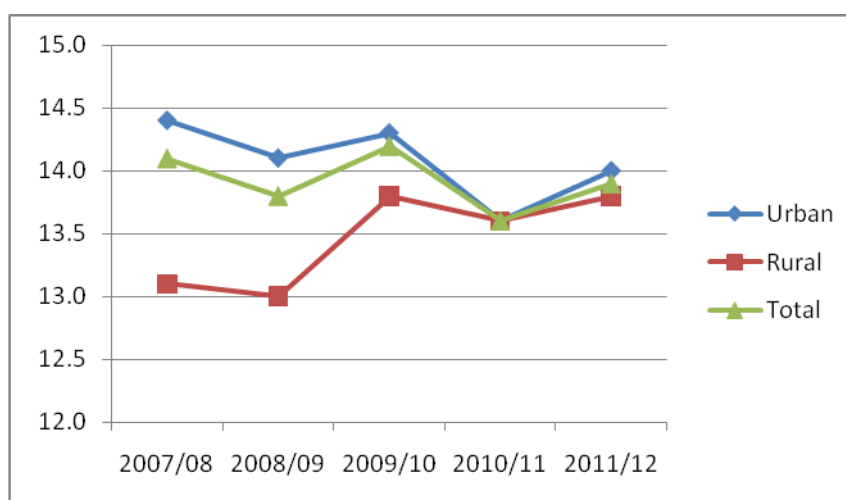
Table 53 shows secondary school STR for the period 2007-08 to 2011-12. The average secondary school student-teacher ratio (STR) for 2011-12 was 13.9. The ratio was slightly higher in urban areas, where it is 14.0, than in rural areas, where it stands at 13.8.

Table 53: Secondary School Student-Teacher Ratio (STR) 2007-08 to 2011-12

	Urban	Rural	Total
2007/08	14.4	13.1	14.1
2008/09	14.1	13.0	13.8
2009/10	14.3	13.8	14.2
2010/11	13.6	13.6	13.6
2011/12	14.0	13.8	13.9

Figure 41 demonstrates how inconsistent the secondary school STR has been over the last five years. It also shows an overall decline in urban STR and a simultaneous increase in rural STR, resulting in a narrowing of the gap between the two areas over the five-year period.

Figure 41: Secondary School STR by Urban/Rural





15.5 PERCENTAGE OF TRAINED SCHOOL TEACHERS:

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

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

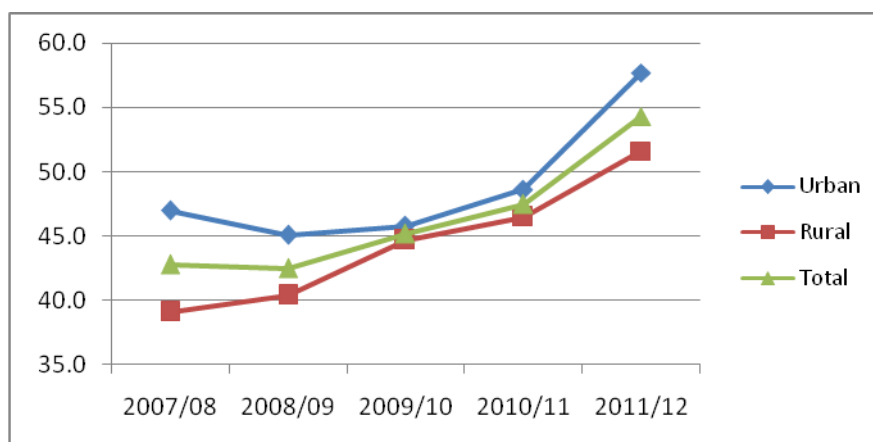
Table 54 shows the percentage of trained primary school teachers for the period 2007-08 to 2011-12. In the 2011-12 academic year 54.3% of primary school teachers were trained, 57.7% in urban areas and 51.6% in rural areas. These figures represent gains of 10.7 percentage points for urban areas and 12.5 for rural areas over the five-year period.

Table 54: Percentage of Trained Primary School Teachers 2007-08 to 2011-12

	Urban	Rural	Total
2007/08	47.0	39.1	42.8
2008/09	45.1	40.4	42.5
2009/10	45.8	44.7	45.2
2010/11	48.6	46.5	47.5
2011/12	57.7	51.6	54.3

As Figure 42 demonstrates, the percentage of trained primary school teachers has increased in both urban and rural areas over the last five years. Of note, the gap between areas, once almost closed, began to widen again in the last two academic years.

Figure 42: Percentage of Trained Primary School Teachers by Urban/Rural





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

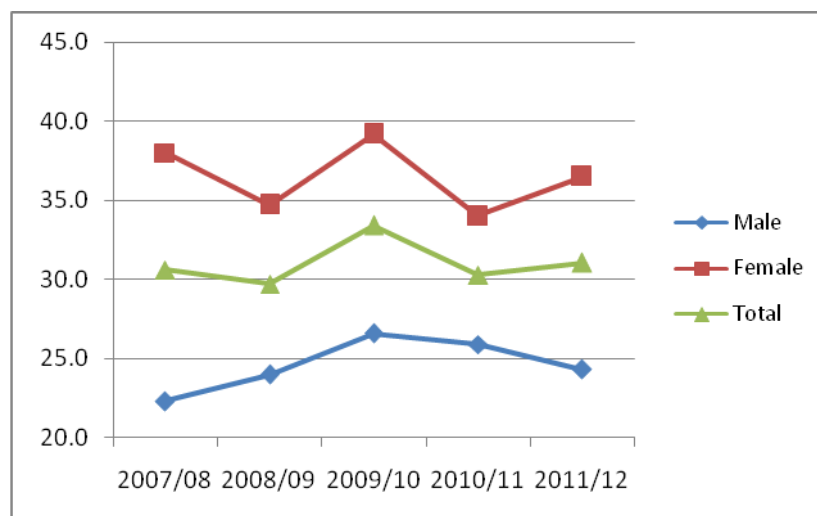
Table 55 shows the percentage of trained secondary school teachers for the period 2007-08 to 2011-12. The percentage of trained teachers at the secondary level for the 2011-12 academic year stood at 31.1%. A greater proportion of female teachers (36.5%) than male teachers (24.3%) were trained.

Table 55: Percentage of Trained Secondary School Teachers 2007-08 to 2011-12

	Male	Female	Total
2007/08	22.3	38.0	30.6
2008/09	24.0	34.7	29.7
2009/10	26.6	39.2	33.4
2010/11	25.9	34.0	30.3
2011/12	24.3	36.5	31.1

As Figure 43 shows, there has been little improvement in the percentage of trained secondary school teachers over the last five years. In fact the percentage of trained secondary school teachers has actually declined.

Figure 43: Percentage of Trained Secondary School Teachers by Urban/Rural





15.6 APPARENT INTAKE RATE:

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

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

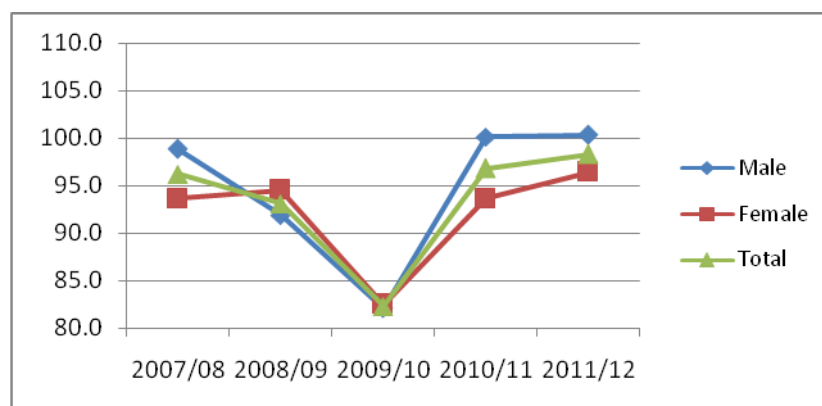
- N_t = Number of new entrants in Infant I in school-year t
 P_t = Population of official primary school entrance-age, in school-year t

Table 56 and Figure 44 show the Apparent Intake Rate (AIR) for the period 2007-08 to 2011-12. AIR increased from 96.2 at the start of the period to 98.3 in 2011-12. The AIR for males was slightly higher than that for females with 100.3% and 96.4% respectively in 2011-12.

Table 56: Apparent Intake Rate (AIR) 2007-08 to 2011-12

	Male	Female	Total
2007/08	98.8	93.6	96.2
2008/09	91.9	94.5	93.1
2009/10	82.1	82.5	82.3
2010/11	100.1	93.6	96.8
2011/12	100.3	96.4	98.3

Figure 44: Apparent Intake Rate by Sex





15.7 NET INTAKE RATE:

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:

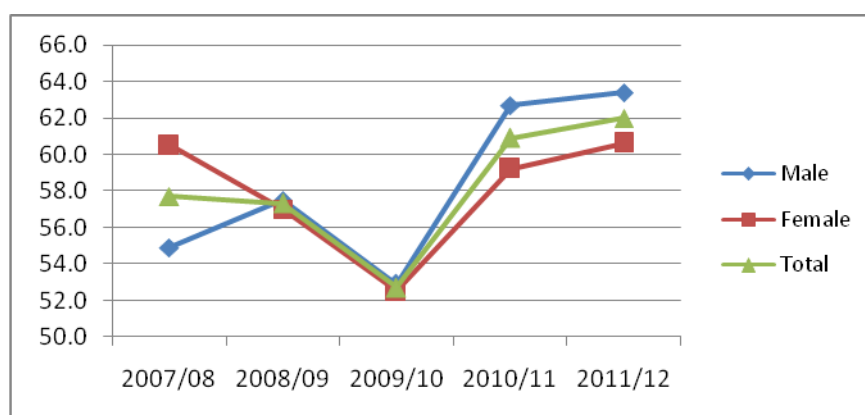
N_t = Number of children of official primary school entrance age who enter Infant 1, in school-year t
 P_t = Population of official primary school entrance-age, in school-year t

Table 57 and Figure 45 show the Net Intake Rate (NIR) for the period 2007-08 to 2011-12. The Net Intake Rate (NIR) for the 2011-12 academic year indicated that 62% of the country's 5-year-old population was new entrants into Infant 1. The NIR for males, 63.4%, exceeded that for females, 60.6%. Over the five-year period has grown by 4.3 percentage points overall, mostly as a result of the increase in male NIR.

Table 57: Net Intake Rate (NIR) 2007-08 to 2011-12

	Male	Female	Total
2007/08	54.9	60.5	57.7
2008/09	57.5	57.0	57.3
2009/10	52.9	52.5	52.7
2010/11	62.7	59.2	60.9
2011/12	63.4	60.6	62.0

Figure 45: Apparent Intake Rate by Sex





15.8 PERCENTAGE OF CHILDREN AGED 12 IN THE EDUCATION SYSTEM:

This percentage measures the proportion of all 12-year-old children who were enrolled in the education system for a given year, at either the primary or the secondary level.

Formula: $\frac{TWELVE_E}{TWELVE_T}$ where:

$TWELVE_E$ = Number of 12 year olds enrolled in either primary or secondary schools

$TWELVE_T$ = Total population of 12 year olds

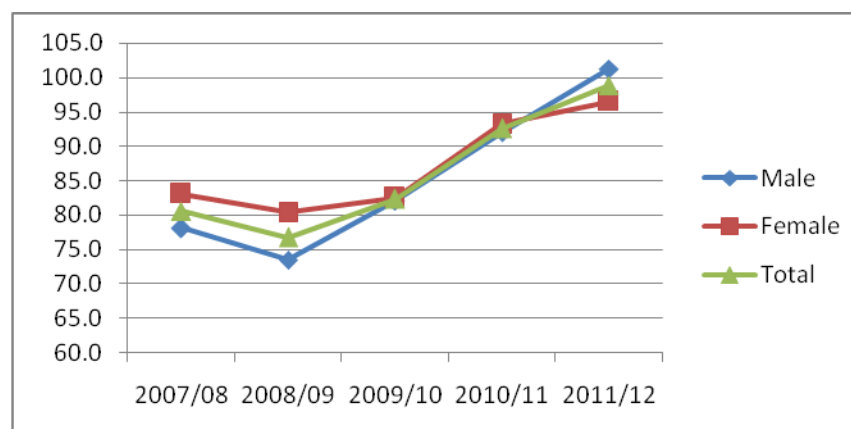
Table 58 shows the percentage of 12-year-old children in the education system for the period 2007-08 to 2011-12. Some estimated 98.9% of the country's total 12-year-old population was enrolled in the education system, either in primary or secondary school for the 2011-12 academic year. This represents an increase of 18.4 percentage points when compared to 2007-08 when the percentage of 12-year-olds enrolled was 80.5%.

Table 58: Percentage of 12 Year Old Children Enrolled in the Education System 2007-08 to 2011-12

	Male	Female	Total
2007/08	78.1	83.1	80.5
2008/09	73.5	80.3	76.8
2009/10	82.1	82.5	82.3
2010/11	92.0	93.2	92.6
2011/12	101.2	96.5	98.9

As Figure 46 shows, during the five-year period, the percentage of 12-year-old males enrolled in the system was lower than that of females up until 2011/12 when the trend was reversed.

Figure 46: Percentage of 12 Years Old Enrolled in the Education System by Sex





15.9 PERCENTAGE OF CHILDREN AGED 14 IN THE EDUCATION SYSTEM:

This statistics measures the proportion of all 14-year-old children who were enrolled in the education system for a given year, at either the primary or secondary level.

Formula: $\frac{FOURTEEN_E}{FOURTEEN_T}$ where:

FOURTEEN_E = Number of 14 year olds enrolled in either primary or secondary schools

FOURTEEN_T = Total population of 14 year olds

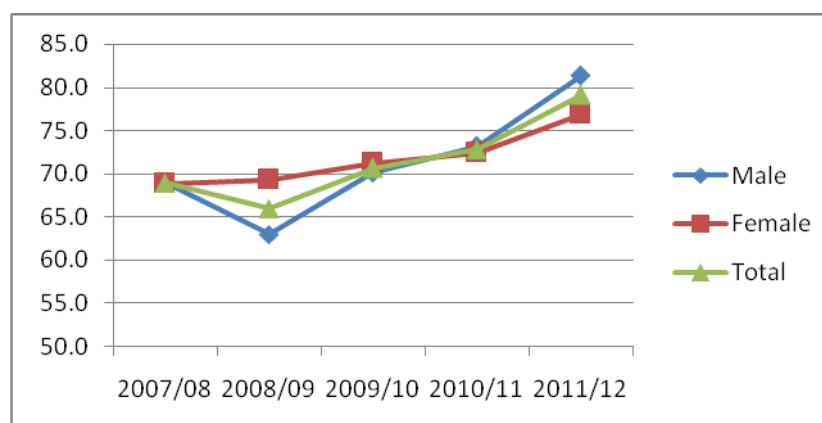
Table 59 shows the percentage of 14-year-old children in the education system for the period 2007-08 to 2011-12. For the 2011-12 academic year, 79.1% of the country's 14-year-olds were enrolled in the education system. This represents an increase of 10.2 percentage points when compared to 2007-08 when the percentage of 14-year-olds enrolled was 68.9%.

Table 59: Percentage of 14 Years Old Enrolled in the Education System 2007-08 to 2011-12

	Male	Female	Total
2007/08	69.0	68.9	68.9
2008/09	63.0	69.3	65.9
2009/10	70.1	71.2	70.6
2010/11	73.2	72.4	72.8
2011/12	81.4	76.9	79.1

As Figure 47 shows, the percentage of the male 14-year-old population participating in the formal education system has surpassed the percentage of the female 14-year-old population participating in the formal education system for the past two years.

Figure 47: Percentage of 14 Years Old Enrolled in the Education System by Sex





15.10 TOTAL ENROLMENT IN THE EDUCATION SYSTEM:

The education system (encompassing all levels) saw the enrolment of some 104,960 students for the 2011-12 academic year. There were 52,580 females and 52,380 males enrolled. Males outnumber females at both the preschool and primary education levels, as well as in vocational and technical education. Females outnumber males in secondary, junior college and university education.

Table 60: Total Enrolment 2011-12

Education Level	Male	Female	Total
Pre- School	3,889	3,227	7,116
Primary Education	35,478	33,853	69,331
Secondary Education	9,465	10,200	19,665
VoTech	432	134	566
Junior College	1,462	2,191	3,653
University	1,654	2,975	4,629
Total	52,380	52,580	104,960