



Republic of Trinidad and Tobago

Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2010)



The Ministry of Science,
Technology and Tertiary Education

"Providing a World of Opportunity"

"TOWARDS A FRAMEWORK FOR SUSTAINABLE DEVELOPMENT"



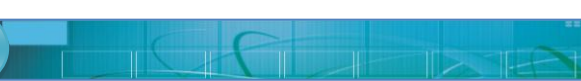
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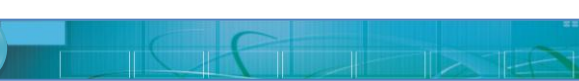
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LIST OF ABBREVIATIONS

ACTT	: Accreditation Council of Trinidad and Tobago
CAPE	: Caribbean Advanced Proficiency Examinations
CARICOM	: Caribbean Community
COL	: Commonwealth of Learning
CSEC	: Caribbean Secondary Examination Certificate
CSO	: Central Statistical Office
CTS	: CTS College of Business and Computer Science
FGAD	: Funding and Grants Administration Division
FT	: Full Time
GATE	: Government Assistance for Tuition Expenses
GCE	: General Certificate of Education
HESD	: Higher Education Services Division
IMF	: International Monetary Fund
INTAD	: Institute of Training and Development
MOE	: Ministry of Education
MSTTE	: Ministry of Science, Technology and Tertiary Education
NIHERST	: National Institute of Higher Education, Research, Science and Technology
NTA	: National Training Agency
OSHA	: Occupational and Safety Health Authority
P.I.M.B.S.	: Professional Institute of Marketing and Business Studies Ltd
PAL	: Professional Advanced Learning
PT	: Part Time
ROYTEC	: UWI School of Business and Applied Studies Limited
SAM	: School of Accounting and Management
SERVOL	: Service Volunteered for All





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FOREWORD

The Government of the Republic of Trinidad and Tobago established and approved the White Paper on Tertiary Education, Technical Vocational Education and Training, and Lifelong Learning as a direct strategy towards supporting the realisation of a knowledge-based economy. The White Paper, which received Parliamentary approval as at January 2011, is the overarching policy framework for post secondary and tertiary education development in Trinidad and Tobago and will further act as the impetus for national socioeconomic development.

The White Paper addresses four (4) key strategic priorities for the rationalisation, harmonisation and modernisation of tertiary education and technical vocational education and training within the local setting. The Ministry of Science, Technology and Tertiary Education has therefore embarked on a strategy towards positioning itself as ***“a responsive research and results driven organisation, optimally resourced with the capacity and intelligence systems to satisfy the needs of all stakeholders to achieve national aspirations.”*** This strategy dovetails seamlessly with the strategic priority of **‘Governance and Management of the System.’**

It is within that context that the Ministry of Science, Technology and Tertiary Education is pleased to launch its Statistical Digest on Post Secondary and Tertiary Education which is premised on the academic year 2009-2010. The Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2010) captures the key elements of the post secondary and tertiary education landscape based on the population of institutions registered with the Accreditation Council of Trinidad and Tobago. This publication will act as a platform for further inferential studies.

The creation and publication of the Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2010) therefore signifies an important stage in the framing of an overarching research agenda. The Ministry of Science, Technology and Tertiary Education is therefore keen on engaging its stakeholders towards the formulation of its research agenda, which seeks to identify critical information sources to develop and respond to our socioeconomic development needs. It is against that backdrop that the next data collection cycle (academic year 2010-2011) is expected to be premised on a collegial and mutually beneficial relationship, towards the culmination of the Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2011).

I sincerely thank all of the participating post secondary and tertiary education institutions of the 2009-2010 data collection cycle and I look forward to future partnerships with all institutions and agencies, under the ambit of the Ministry, towards the development of our blessed country.

Senator the Honourable Fazal Karim
Minister of Science, Technology and Tertiary Education



EXECUTIVE SUMMARY

Overview

The Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2010), which was produced by the Higher Education Services Division of the Ministry of Science, Technology and Tertiary Education, provides an analysis of post secondary and tertiary education data on Trinidad and Tobago for the academic year 2009-2010. The data investigated for the purpose of this Statistical Digest were categorised into three clusters: student information, programme information and staff information. Data were collected through the use of a questionnaire, which was distributed soft or hard copy, to eighty (80) post secondary and tertiary education institutions registered under the Accreditation Council of Trinidad and Tobago (ACTT) as at April 29, 2009.

Methodology

Of the total sample frame of eighty (80) post secondary and tertiary education institutions, forty-five (45) institutions participated in the exercise which accounted for an overall response rate of 56.25%. However, two (2) of the eighty (80) institutions did not enrol students for the academic year 2009-2010, resulting in an adjusted response rate of 57.69%.

The major limitations of the process included the unwillingness of thirty three (33) institutions to participate in the data collection exercise as well as the submission of imperfect data by selected institutions. These limitations impacted negatively on the timeline for the production of the Statistical Digest as well as the completeness of information represented in the Statistical Digest. Selected institutions possessed the misconstrued perception that the data collected would be vulnerable to confidentiality breaches, which in turn resulted in resistance by these institutions to participate in the data collection exercise. Some institutions did not possess the capacity to produce the required data based on manual storage practices, whereas other institutions did not possess the capability to produce the required data due to human resource constraints.

Student Information Analysis

A general overview of the absolute number of post secondary and tertiary education institutions revealed the dominance of private institutions as a proportion of the total number of institutions, accounting for approximately 96% of all institutions within the sector for the academic year 2009-2010. The total enrolment for the post secondary and tertiary education sector for Trinidad and Tobago, based on the response rate to the questionnaire, was 52,620 for the academic year 2009-2010. The data revealed that the number of full-time students enrolled (26,663) marginally exceeded the number of part-time students enrolled (25,957) for the academic year 2009-2010. With respect to full-time student enrolment, publicly owned institutions were dominant, accounting for approximately 64% of total enrolment over the period.





An analysis of the data by gender revealed a significant gender imbalance in enrolment, skewed in favour of women over men over the period. Full time female student enrolment was 63.6% and part time female student enrolment was 64.1% respectively for the academic year 2009-2010. These statistics suggest a significant under-representation or under-participation of males at the post secondary and tertiary education levels in Trinidad and Tobago.

Differently-abled students accounted for less than 1% of the total enrolment population for the academic year 2009-2010 whereas foreign students represented 3% of the total enrolment population for the academic year 2009-2010. Excluding a major public post secondary and tertiary education institution, the majority of students (55%) fell within the 20-29 age category for the academic year 2009-2010.

Programme Information Analysis

Forty percent (40%) of new entrants to the post secondary and tertiary education sector for the academic year 2009-2010 matriculated from the CSEC/GCE Ordinary Level route, while the second highest number of new entrants, (26%) matriculated from the mature entry route.

Faculty Information Analysis

The total number of full-time teaching staff in Trinidad and Tobago was 1,098 as at the academic year 2009-2010. Of this number, 183 teaching staff accounted for foreign nationals teaching full-time in Trinidad and Tobago with 59 teachers or a mere 32.24% of all foreign teaching staff, representing twelve (12) out of fifteen (15) CSME member states. The percentage of foreign staff to all teaching staff was 7.51% which indicated an overwhelming degree of localised teaching staff within the Trinidad and Tobago post secondary and tertiary education sector.

Interestingly, male teaching staff is more prominent than female teaching staff in contrast to the enrolment trend of the sector. Of the 1,098 full-time teaching staff 56.19% or 617 were male as compared to 481 or 43.81% female. The aggregate percentage of all male teaching staff was 54.12% or 1,319 out of 2,437 total teaching staff.

The disaggregation of the 1,993 responses received with respect to the highest level of qualification for teaching staff depicted that 51.35% of the teaching staff operating in the post secondary and tertiary education sector was qualified at the postgraduate level or higher. Furthermore, 81.89% of teaching staff possessed at least a bachelor's degree or equivalent as their highest qualification.



Category Information Analysis

In geographical terms, most post secondary and tertiary education institutions were located in East Trinidad, with thirty five (35) out of the eighty (80) institutions residing east of the capital city, Port of Spain. South Trinidad, with eighteen (18) institutions, was the next most densely populated region with post secondary and tertiary education institutions in Trinidad, whereas Tobago, with four (4) institutions, was the least populated region.

The Statistical Digest on Post Secondary and Tertiary Education (MSTTE 2010), for ease of analysis, has decomposed post secondary and tertiary education institutions into three (3) classifications: academic, technical and religious institutions (as defined by the institution's concentration of programme offerings). The predominant type of institution operating in the post secondary and tertiary education sector was focused on academia, accounting for approximately 80% of the total enrolment population for the academic year 2009-2010. The main age group for these academic institutions fell within the young adulthood age category with 54% of the students falling within the 20-29 age group. On the other hand, technical institutions accounted for 19% of the total enrolment population within Trinidad and Tobago for the academic year 2009-2010. The main student population in technical institutions fell within the adolescent to young adulthood age categories, with approximately 60% of the students falling within the 15-24 age group.

Conclusion

Given the expected breadth of the sector, Monitoring and Evaluation will play an increasingly important role in ensuring a responsible, accountable and efficient allocation of resources towards the sector's development. This Monitoring and Evaluation initiative is the first step towards the process of proper sector-resource allocation, and should ensure that all stakeholders understand their imperative and necessary role in the sector's growth and sustainability and respond to this mission by ensuring that data is recorded and reported in a prudent manner.

The outputs of this Statistical Digest will be forwarded to the CSO locally and to UNESCO and COL internationally. The purpose is to have increased buy-in from stakeholders and through improved processes of administering, be able to present a true reflection of the Post Secondary and Tertiary Education sector in Trinidad and Tobago.





ABSTRACT

The Statistical Digest on Post Secondary and Tertiary Education (2010) by the Ministry of Science, Technology and Tertiary Education presents cross-sectional data on the post secondary and tertiary education sector of Trinidad and Tobago. Data were collected through the use of a questionnaire that was distributed to all eighty (80) post secondary and tertiary education institutions registered under the Accreditation Council of Trinidad and Tobago. The questionnaire grouped data into three clusters as follows, student information, programme information, and finally, staff information. The data were collated and then analysed using a statistical analysis software package which led to the production of the inaugural Statistical Digest. The Statistical Digest is intended to capture a sectoral perspective of the post secondary and tertiary education landscape and will guide further inferential studies. The next cycle of data collection will capture the academic year 2010-2011 to inform the Statistical Digest on Post Secondary and Tertiary Education (2011).



CHAPTER 1

Rationale

1.1. Statement of the problem

There is a paucity of data on the post secondary and tertiary education sector for Trinidad and Tobago, while fragmented studies have been undertaken by various actors within the sector, no holistic study has been developed to capture sector-wide data-sets. Missing or incomplete data-sets include student enrolment and graduation data, programme data and faculty data, among others. As a result, national and international reporting of post secondary and tertiary education statistics for Trinidad and Tobago has been historically limited in scope and in other instances, a misrepresentation of what actually exists.

1.2. Purpose & Significance

The Ministry of Science, Technology and Tertiary Education is mandated to transform post secondary and tertiary education within Trinidad and Tobago into a coherent, cohesive and modernised system. This requires reliable data to craft sound policies. Furthermore, the changing landscape of the post secondary and tertiary education sector requires relevant data so that policy analysts and the Government of the Republic of Trinidad and Tobago will be able to better appraise the developments in the sector. The implementation of the first MSTTE Data Survey exercise of the Ministry is therefore a critical intervention towards satisfying these requirements.

1.2.1. The primary outcome from the survey exercise is the publication of the inaugural Statistical Digest on the Post Secondary and Tertiary Education Sector within Trinidad and Tobago. The intended target audience for this publication includes, but is not limited to, researchers, institutional administrators, Government officials and counterpart bureaucrats from international agencies. The Ministry of Science, Technology and Tertiary Education will thus be able to present data at a sectoral level which will further inform developmental at the national level.

1.2.2. The secondary outcome from the survey exercise is the calculation and composition of tertiary education indicators benchmarked against international performance metrics. These indicators include the gross enrolment ratio and age-specific enrolment ratio, among others. The calculation of these indicators will facilitate comparative analyses among developing, emerging and developing countries against that of Trinidad and Tobago's performance.

1.2.3. The tertiary outcome from the survey exercise is the storage of the data collected in an electronic database of post secondary and tertiary education statistics, to be housed within a centralized and accessible data repository. It is expected that the data represented in the Statistical Digest will inform further inferential research to be undertaken by key sectoral actors.





CHAPTER 2

Literature Review

In May 2007, the MSTTE completed a formal study on the post secondary and tertiary education sector in Trinidad and Tobago through the implementation of a Baseline Study on the Non-University Tertiary Sector (2006-2007). This Baseline Study was based on a purposive sample of twenty-two (22) of the thirty-five (35) Government Assistance for Tuition Expenses (GATE) funded institutions within Trinidad and Tobago at the time of the study. The scope of the study was therefore restricted to GATE funded institutions and did not consider a significant segment of the sector which operated outside of the ambit of the GATE Programme. However, over the past five (5) years, a multitude of specific, internally designed and administered research exercises have been undertaken to facilitate decision making and satisfy external data requests. Both the Baseline data and these ancillary research exercises were examined to establish the framework for determining the required data-sets that would enable sectoral analysis.

In addition, various agencies under the purview of the Ministry as well as Divisions within the Ministry such as the Accreditation Council of Trinidad and Tobago (ACTT) and the Funding and Grants Administration Division (FGAD) respectively, have executed specific surveys within the post secondary and tertiary education sector. The ACTT data regarding enrolment as at April 29, 2009 proved instrumental in developing classifications for analysis of this report. However, in other instances, the specific surveys have been thematic and have not adequately addressed all of the data-sets necessary for sectoral analysis. The *Request for Variation in Tuition Fees for Private Tertiary Level Institutions 2009-2011* by the FGAD, for instance, was limited to tuition fees. Furthermore, the *Tracer Study of GATE recipients* by the FGAD addressed only a small targeted segment of the sector. Additionally, little or no time-series data or research is available on the required data-sets and therefore the Ministry has been constrained in its ability to conduct trend analyses and extrapolate forecast models. The shortage of stylized research on the post secondary and tertiary education sector of Trinidad and Tobago therefore signals the imperative for the Ministry to engage its institutions in collecting data through its annual Data Survey exercise.

Secondary sources of information were also reviewed using various industry recognized research sources to gather preliminary information on the post secondary and tertiary education sector of Trinidad and Tobago. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute of Statistics and the Commonwealth of Learning (COL) both depict irregularities with regards to the reporting on post secondary and tertiary education data for Trinidad and Tobago. In the past, inadequate response rates and/or the inability of institutions to provide data in the stipulated formats in the time allocated accounted for these irregularities. Also noteworthy is that the rest of the Caribbean region has been reporting, and as evidenced by



the available data, the other Caribbean territories are in a more advanced/developed position than Trinidad and Tobago with respect to their post secondary and tertiary education sectors.

Figure 1 – Tertiary Gross Enrolment Ratio Statistics for Trinidad and Tobago¹

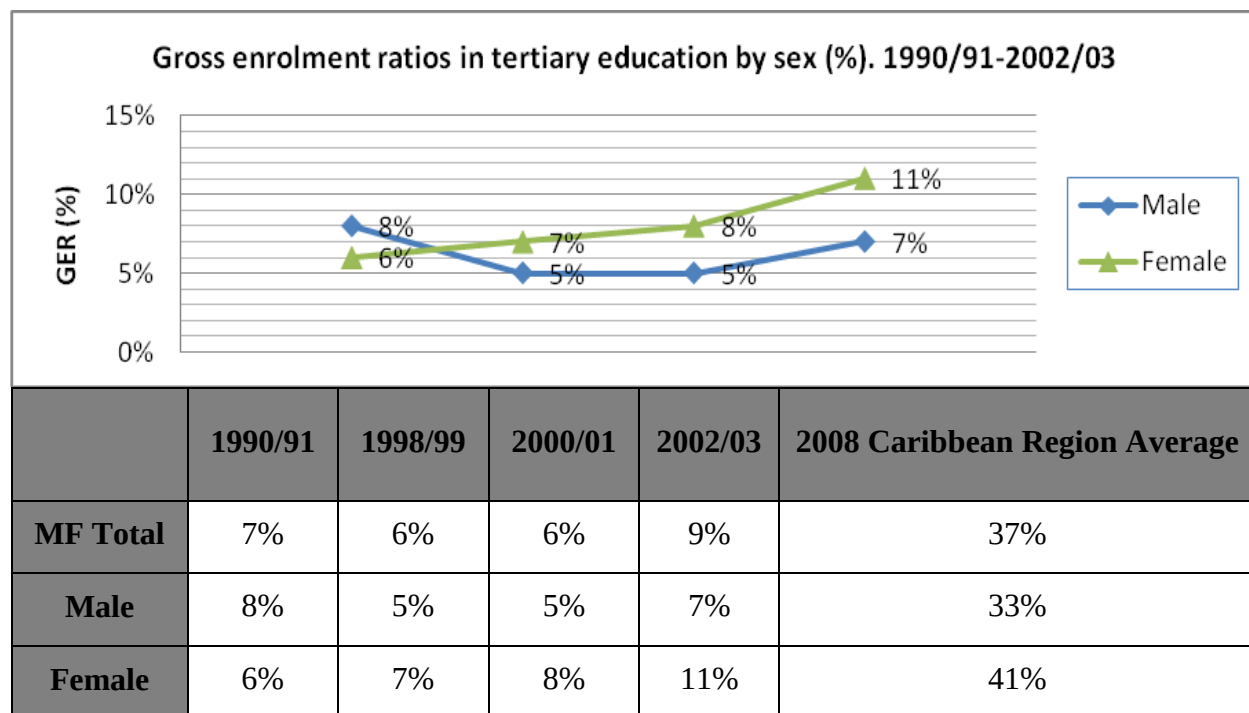
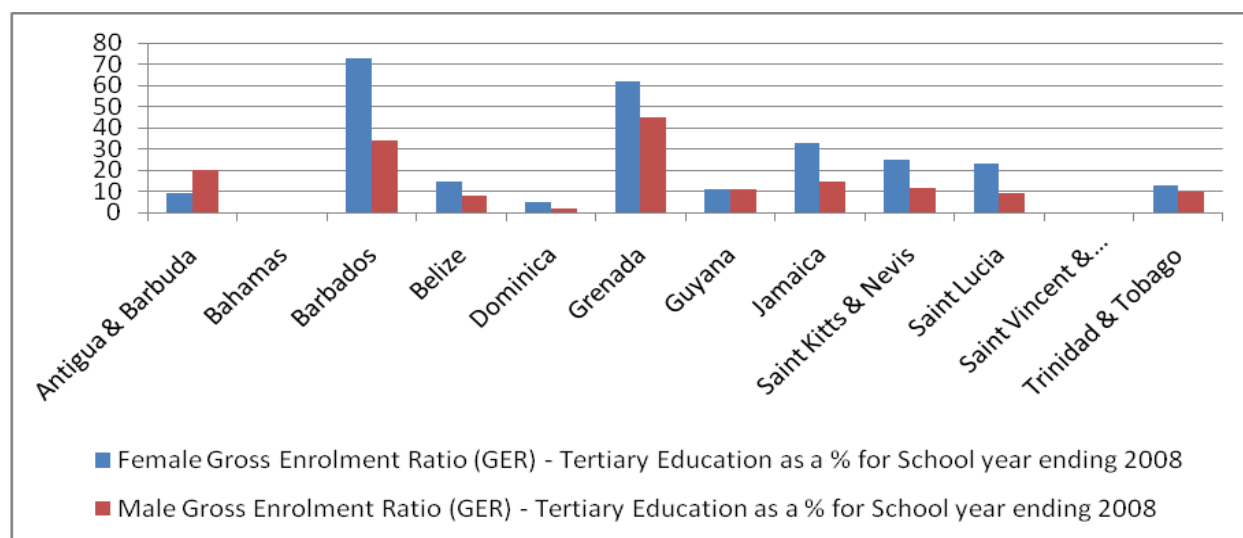


Figure 1 above illustrates the irregularities in the data reported by international agencies. UNESCO reported that the Gross Enrolment Ratio for Trinidad and Tobago between 1990/91 and thereafter in 1998/99, which represented an eight (8) year gap in the data reported. UNESCO also represented the 2008 Caribbean Region Average (Gross Enrolment Ratio) which was not compared to a corresponding figure for Trinidad and Tobago. These gaps in reporting validate the need to update the data supplied to these international agencies. Furthermore, the need for a systematic and coherent data collection strategy and subsequent dissemination of the data is apparent to ensure that Trinidad and Tobago is accurately positioned on the world rankings.

Figure 2 below further illustrates the irregularities in the data reported by international agencies. COL represented data on Trinidad and Tobago which was dated 2005 and the Gross Enrolment Ratio for both males and females was recorded at 10% and 13% respectively. The growth and expansion of the sector was therefore not accurately represented despite the Government's commitment to expenditure, most notably under the Government Assistance for Tuition Expenses (GATE) Programme, as well as the increasing number of emerging private post secondary and tertiary education institutions. The state of the sector in Trinidad and Tobago therefore continues to be misrepresented by dated information.

¹ Source: UNESCO Institute of Statistics

Figure 2 – Gross Enrolment Ratio (GER) Tertiary Education²



To further substantiate the issue of misrepresentation of data, the definition of Gross Enrolment Ratio was applied and calculated for Trinidad and Tobago.

UNESCO Definition: Gross Enrolment Ratio – The number of pupils enrolled in tertiary education, regardless of age, expressed as a percentage of the population of the five-year age group following on from the secondary school leaving age.

In the context of Trinidad and Tobago, the following factors were established for 2009-2010:

- Total post secondary and tertiary education enrolment – 52,620³
- Secondary school leaving age (Form 5) – 16 years old
- Five-year age group following secondary school leaving age – 17-21 years old
- Population of 17-21 years old in Trinidad and Tobago (2010 projection) – 112,143⁴

The following assumptions were applied in the calculation of the Gross Enrolment Ratio:

- The majority of the post secondary and tertiary education enrolment comes from the secondary education sector; and the
- Population figures for the five-year age groups from CSO are evenly distributed over each age value of the five-year age group i.e. 20% of the five-year age group represents one (1) age value.

² Source: COL (Ready-made Caribbean charts)

³ Source: MSTTE Data Survey Exercise 2010 (Total Enrolment for All Programmes)

⁴ Source: CSO Census 2000: Population Projections for 2010



Applying a cursory level analysis, the Gross Enrolment Ratio of the post secondary and tertiary education sector in Trinidad and Tobago for 2009-2010 is at least **46.9%**. This suggests that the current state of the sector is significantly understated based on the 2005 representation of **11.5%**.

Lastly, literature on the expenditure on Education and Training by the Government of the Republic of Trinidad and Tobago was reviewed. The reoccurring issue of obsolescence of data reported and subsequent misrepresentation of the present environment by international agencies was unearthed. The last available data used for comparative purposes on the basis of expenditure on Education and Training as a percentage of total Government Expenditure was 2001, which represented expenditure levels at 13.4% over the period⁵. Trinidad and Tobago was positioned 94th on the Global Competitiveness Report at that time.

For the benefit of providing researchers and administrators with more timely statistics, the Ministry of Science, Technology and Tertiary Education has calculated the Expenditure on Education and Training for the fiscal years 2009 and 2010 utilising the Draft Estimates and Budget documents published by the Ministry of Finance. The Ministry of Education and the Ministry of Science, Technology and Tertiary Education were used as the sample. For the fiscal period 2008-2009, the expenditure on Education and Training amounted to TT\$6.55Bn. This was representative of **13.2%** of the budgeted TT\$49.47Bn. Similarly, for the fiscal period 2009-2010, **14.1%** or TT\$6.27Bn of a budgeted TT\$44.36Bn was expended on Education and Training. **Table 1** and **Table 2** below provide details on the allocations for the respective periods.

Table 1 – Allocation of Government Expenditure on Education and Training 2008-2009⁶

Nature of Expenditure	MoE Allocation	MSTTE Allocation	Total Allocation
Recurrent	\$3.35 Bn.	\$2.03 Bn.	\$5.38 Bn.
DP- Infrastructure Development Fund	\$0.68 Bn.	\$0.10 Bn.	\$0.78 Bn.
DP- Consolidated Fund	\$0.06 Bn.	\$0.33 Bn.	\$0.39 Bn.
Total Expenditure	\$4.09 Bn.	\$2.46 Bn.	\$6.55 Bn.

Table 2 – Allocation of Government Expenditure on Education and Training 2009-2010⁷

Nature of Expenditure	MoE Allocation	MSTTE Allocation	Total Allocation
Recurrent	\$3.37 Bn.	\$2.07 Bn.	\$5.44 Bn.
DP- Infrastructure Development Fund	\$0.52 Bn.	\$0.05 Bn.	\$0.57 Bn.
DP- Consolidated Fund	\$0.07 Bn.	\$0.19 Bn.	\$0.26 Bn.
Total Expenditure	\$3.96 Bn.	\$2.31 Bn.	\$6.27 Bn.

⁵ Source: World Development Indicators database

⁶ Source: Draft Estimates of Recurrent Expenditure and Draft Estimates of Development Programme 2009

⁷ Source: Draft Estimates of Recurrent Expenditure and Draft Estimates of Development Programme 2010





CHAPTER 3

Methodology

3.1. Population and Sampling

The data survey exercise targeted all post secondary and tertiary education institutions in Trinidad and Tobago registered with the Accreditation Council of Trinidad and Tobago (ACTT) which comprised eighty (80) institutions upon initiation of the exercise. Theoretically, it would be inaccurate to refer to the survey method as a sample of the population of post secondary and tertiary education institutions. The survey instrument (**See Appendix I and Appendix II**) was administered to the collective sample frame of eighty (80) post secondary and tertiary education institutions and therefore it was not anticipated to be a representative sample. Each institution was contacted through numerous media channels inclusive of but not limited to fax, telephone, post and electronic communication. Institutions also received hand delivered mail. However, forty five (45) institutions participated in the exercise which accounted for an overall response rate of 56.25% and therefore the data is a representative sample of the wider post secondary and tertiary education sector. However, two (2) of the eighty (80) institutions did not enrol students for the academic year 2009-2010, resulting in an adjusted response rate of 57.69%.

3.2. Procedure for Data Collection, Storage and Analysis

The survey instrument was administered and executed in the following four (4) phases:

3.2.1. Phase 1

The first draft of the survey instrument (questionnaire) was piloted internally and then externally to the Ministry to ensure reliability, integrity and validity of the instrument. The instrument was initially designed to collect relevant data on student enrolment, programme information and staff information as a basis for statistical analysis of the post secondary and tertiary education sector. The data collected and collated coincided with the expressed needs of the Ministry of Science, Technology and Tertiary Education to further inform policy making. Furthermore, the data coincided with the requests for information from external international bodies such as UNESCO, the European Union, the International Monetary Fund (IMF) and the World Bank.

It was also acknowledged that Ministry stakeholders required specific data-sets which may have resulted in these stakeholders pursuing individual research exercises in the past. In an attempt to avert duplicitous requests for information from institutions, from both the Ministry and its portfolio agencies; the survey instrument and its accompanying glossary of terms was disseminated to and examined by key sectoral actors (ACTT, NTA and NIHERST) to ensure alignment to all other research activities. Internal Ministry staff also provided feedback and comments on the design and format of the survey instrument. Finally, expertise was solicited from the Central Statistical Office (CSO). The representative from CSO proposed amendments to the design of the instrument which were then infused into the draft survey instrument.



3.2.2. Phase 2

The data gathering process commenced with the research team from within the Higher Education Services Division (HESD) conducting nationwide sensitisation workshops with its stakeholders. Institutions were grouped according to their respective geographic locations vis-à-vis administrative headquarters. Each institution was then invited to attend a sensitisation session in North Trinidad (Port of Spain), East Trinidad (O'Meara – 2 sessions), South Trinidad (San Fernando) and Central Trinidad (Chaguanas).

The aims of the sensitisation sessions were to enhance the overall awareness of the Ministry, and by extension, the role and function of the Division. Additionally, the need for a comprehensive research agenda was also promulgated. Most importantly, the sessions' main aims were to raise awareness of the need to conduct a data collection exercise on a sustained and standardised basis. It was intended that awareness would translate seamlessly into cooperation from the stakeholders, that is, the institutions to be surveyed. The institutions were granted the opportunity to review, offer critique, and amend the draft survey instrument and accompanying glossary of terms before it was finalised. This was a deliberate strategy to solicit cooperation.

3.2.3. Phase 3

The next phase of administering the survey involved amending the survey instrument and glossary of terms to reflect the concerns highlighted in the sensitisation sessions. The research team within the Higher Education Services Division then disseminated the finalised instrument and glossary of terms in an electronic or paper format. The research team also conducted one-on-one site visit sessions with each institution and its respective technical personnel responsible for completing the survey instrument. The one-on-one sessions provided the institutions with the opportunity to pursue further discourse on any issues related to the completion of the survey instrument, that is, whether the technical personnel were uncertain about the definitions listed in the glossary of terms or required further clarity on the nature of information required (all of which would have been ventilated at the sensitisation sessions).

3.2.4. Phase 4

The final phase of the survey exercise involved the completion of the survey instrument by the institutions whilst providing relevant technical support remotely (telephone, email, etc.). A weekly follow-up was performed to check on the institutions' progress in completing the instrument. Prior to receipt of submissions, the survey instrument was coded and all submissions were entered into the SPSS Statistical Package and the raw data was stored away in secure storage facilities (for both electronic and paper based submissions). The SPSS Statistical Package was then utilised to construct the tables, graphs and charts represented in the Statistical Digest. However, the publication was reviewed and vetted internally before publication and onward transmission to the participating institutions in the post secondary and tertiary education sector as well as the mainstream public.



3.3. Limitations of the Survey Exercise

- **Human Resources dedicated to the project** – The Higher Education Services Division was the sole agent of the inaugural MSTTE Data Survey exercise involving eighty (80) post secondary and tertiary education institutions. Three (3) members of the Division were assigned to the project on a part time basis. However, a senior statistician from the CSO advised that the probability of success would be improved if a minimum of five (5) persons were committed to the project on a full time basis. Despite the relevancy of this remark, the senior members of the research team have multiple duties and tasks outside of the MSTTE Data Survey exercise. This constrained the Division's ability to collect, collate and analyze data from the participating institutions.
- **The duplication of research efforts with similar research being conducted by the other departments and portfolio agencies** – Prior to the implementation of the MSTTE Data Survey exercise a range of actors would have been engaged through multiple research efforts. Immediately after the distribution of the survey instrument by the Higher Education Services Division, the ACTT implemented one of its scheduled data collection surveys (through its Institutional Profile instrument), which requested similar types of data. Furthermore, institutions frequently receive requests for data from other departments within the Ministry with limited time to satisfy these requests. The continuous and often duplicitous requests have created an unsavoury reporting relationship with both private and public institutions. Whilst addressing the sporadic nature of these requests is germane to improving the response rate from institutions, it has also been recorded that some institutions are content with meeting minimum standards and are not concerned with promoting the research agenda of the post secondary and tertiary education sector.
- **The unwillingness of institutions to submit the completed instrument as well as imperfect data from returned forms** – Despite repeated prompting via e-mail, phone and fax, as at July 2010, a total of forty-five (45) of the eighty (80) targeted population of ACTT registered institutions returned the completed instrument or indicated that selected categories of data requested were unavailable. Some institutions did not possess the capacity to produce the required data based on manual storage practices, whereas other institutions did not possess the capability to produce the required data due to human resource constraints. Selected institutions possessed the misconstrued perception that the data collected would be vulnerable to confidentiality breaches, which in turn resulted in resistance by these institutions to participate in the data collection exercise. One notable example of the challenges encountered in collecting data from a prominent institution was the redirection of the Research Team to its published handbooks for data as opposed to completing the instrument. This hampered the project's completion and resulted in the reallocation of resources to include the institution's data into the Statistical Digest.



CHAPTER 4

Sectoral Analysis

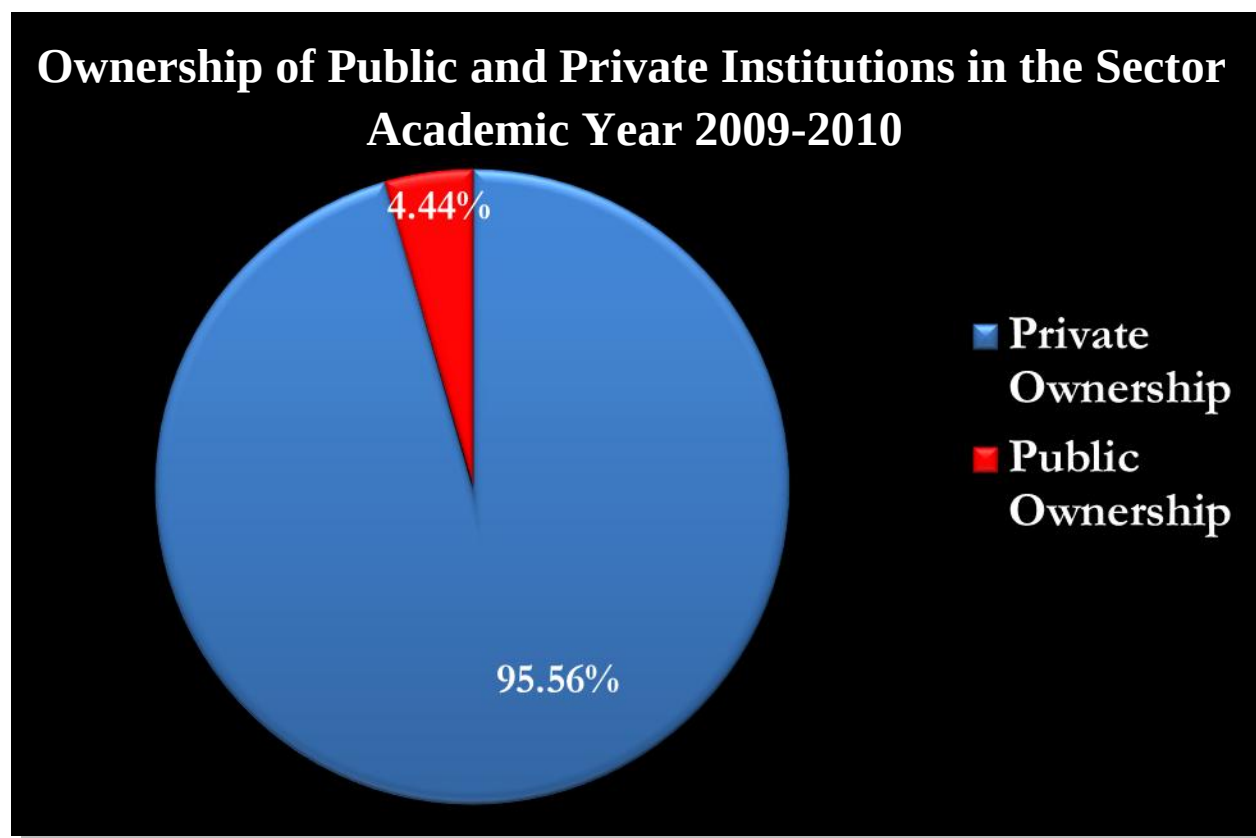
The analysis of the data will be structured according to the following guidelines:

- A general overview of the sector;
- The size of the institutions;
- The type of institution, be it academic, technical or religious; and
- The geographical locations.

4.1. Ownership of Institutions in the Sector

An overview of the post secondary and tertiary education sector of Trinidad and Tobago reveals a sector that is skewed towards private ownership and public enrolment of students.

Figure 3 – Ownership of Post Secondary and Tertiary Education Institutions in Trinidad and Tobago for the Academic Year 2009-2010



From **Figure 3** above, it is evident that an overwhelming 95.56% of institutions can be classified as privately owned in stark contrast to 4.44% that are publicly owned. However, in terms of enrolment figures, the contrast was less significant as detailed below.



4.2. Student Information Analysis

4.2.1. Student Enrolment Status in the Sector

The total number of full-time students enrolled in the 2008-2009 academic year from the forty five (45) surveyed institutions was 24,595 for both male and female enrolment. Additionally, the number of part time students was 29,768 for both male and female enrolment. The total number of students (male and female) enrolled full-time and part-time was 54,363 for the academic year 2008-2009. **Table 3** below illustrates the student enrolment status over the period.

Table 3 – Student Enrolment by Status for the Academic Year 2008-2009

Full-time enrolment	Part-time enrolment	Total enrolment
24,595 (45.24%)	29,768 (54.76%)	54,363

For the academic year 2009-2010, the total number of full-time students enrolled was 26,663 for both male and female enrolment. Additionally, the number of part-time students was 25,957 for both male and female enrolment. The total number of students (male and female) enrolled for 2009-2010 was 52,620. **Table 4** below illustrates the student enrolment status over the period.

Table 4 – Student Enrolment by Status for the Academic Year 2009-2010

Full-time enrolment	Part-time enrolment	Total enrolment
26,663 (50.67%)	25,957 (49.33%)	52,620

As seen in Tables above, there was a 3.21% decline in the total enrolment from 54,363 in academic year 2008-2009 to 52,620 in academic year 2009-2010. Furthermore, a more pronounced decline of 12.8% was registered in the part-time enrolment within the sector from 29,768 in 2008-2009 to 25,957 in 2009-2010. However, full-time enrolment witnessed an increase of 8.41% from 2008-2009 to 2009-2010 increasing from 24,595 to 26,663 respectively.

The weighting of full-time enrolment (**See Figure 4**) is heavily skewed towards public institutions, with public institutions accounting for 67.5% of total full-time enrolment in the academic year 2008-2009. Private institutions therefore accounted for 32.5% of total full-time enrolment. Conversely, public institutions account for 41.8% of part-time enrolment in the sector thus demonstrating the extent that private institutions dominate part-time enrolment. Private institutions therefore accounted for 58.2% of part-time enrolment. In the academic year 2009-2010, the situation of public institutions dominating full-time enrolment persisted and increased as public institutions accounted for 74.6% of full-time enrolment (**See Figure 5**) and therefore private institutions accounted for 25.4% of full-time enrolment. However, public institutions maintained a similar portion of part-time enrolment of 42.3% as compared to the previous period, as opposed to 57.7% held by private institutions in the academic year 2009-2010.

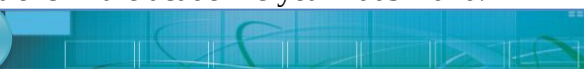


Figure 4 – Full-Time & Part-Time Enrolment by Ownership of Institution for the Academic Year 2008-2009

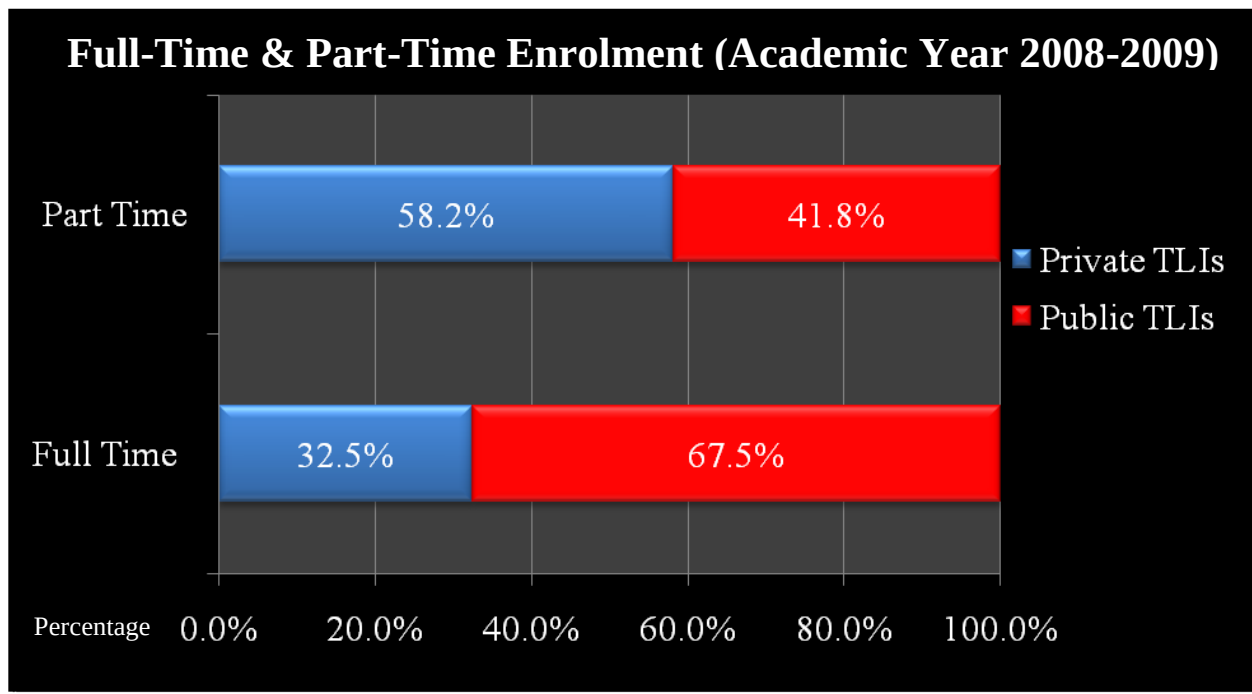
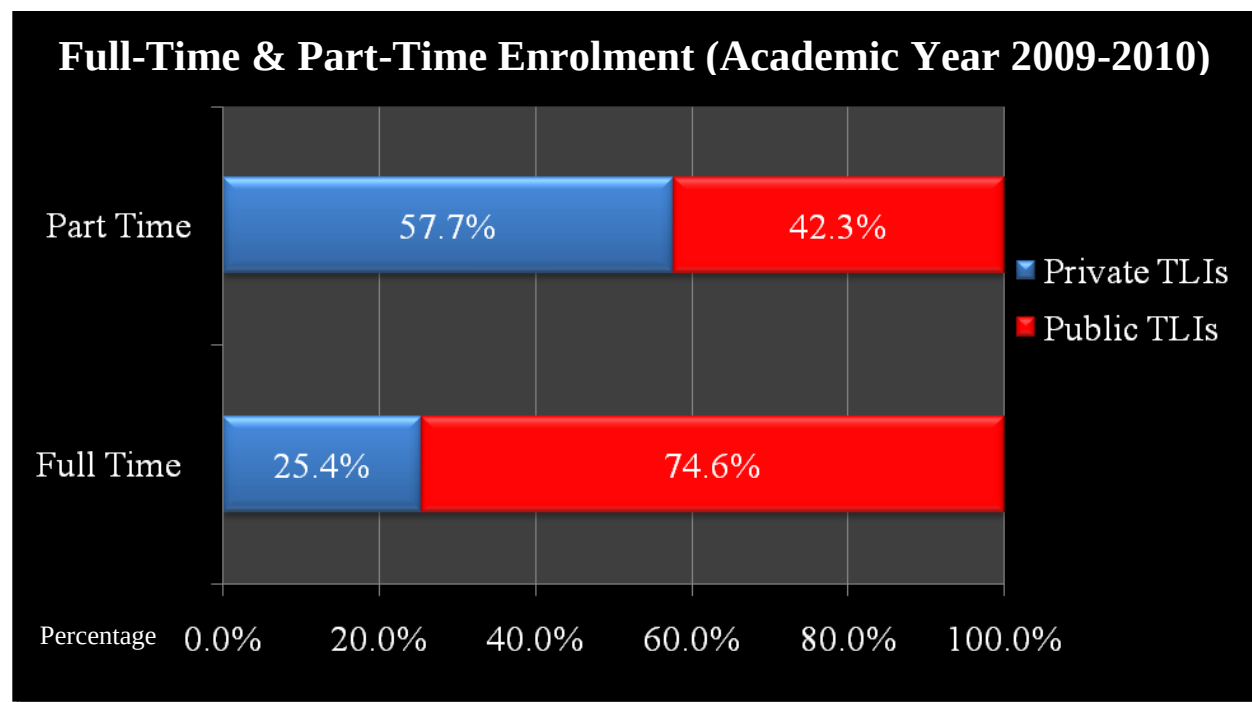


Figure 5 – Full-Time & Part-Time Enrolment by Ownership of Institution for the Academic Year 2009-2010





4.2.2. Gender Comparison of Enrolment in the Sector

The gender imbalance in the sector is evidenced by the three (3) tables below (See Table 5 to Table 7). The greater than twenty percentile (>20%) difference between female enrolment and male enrolment is consistent with the data captured for both academic years. Even more interestingly, is that this trend is maintained regardless of student enrolment status (full-time or part-time). It should be further noted that the Baseline Survey 2006-2007 undertaken by the Ministry of Science, Technology and Tertiary Education reported female enrolment to be an estimated 62%. From the data available, it can be assumed that this gender imbalance has persisted, with little to no variation, over the last four (4) academic years. These statistics suggest a significant under-representation or under-participation of males at the post secondary and tertiary education levels in Trinidad and Tobago.

Table 5 – Student Part-Time Enrolment by Gender for the Academic Years 2008-2009 & 2009-2010⁸

Academic Year	Percentage (%) Female	Female Part-time	Male Part-time	Total Part-time
2008-2009	67.53	19,733	9,487	29,220
2009-2010	64.15	16,430	9,180	25,610

Table 6 – Student Full-Time Enrolment by Gender for the Academic Years 2008-2009 & 2009-2010⁸

Academic Year	Percentage (%) Female	Female Full-time	Male Full-time	Total Full-time
2008-2009	63.42	15,485	8,930	24,415
2009-2010	63.64	16,851	9,627	26,478

Table 7 – Student Total Enrolment by Gender for the Academic Years 2008-2009 & 2009-2010⁸

Academic Year	Percentage (%) Female	Female Full-time	Male Full-time	Total Full-time
2008-2009	65.66	35,218	18,417	53,635
2009-2010	63.89	33,281	18,807	52,088

⁸ The totals for these tables differ from the previous section as two (2) institutions did not disaggregate their enrolment data and hence they were not included for this analysis.





4.2.3. Differently-abled Students in the Sector

The data collected on differently-abled students within the sector revealed that in the academic year 2009-2010 there were a total of 33 students in this category, comprising 0.06% of total enrolment. For the academic year 2008-2009, 12 students were challenged in terms of mobility, 18 were challenged in terms of speech impediments and 3 were challenged in terms of learning disabilities. **Table 8** below revealed that all categories of differently-abled students demonstrated an increase in the academic year 2009-2010 over the academic year 2008-2009. In total, the number of differently-abled students increased from 19 students in the academic year 2008-2009 to 33 students in the academic year 2009-2010. Two (2) explanations can be proffered for this increase, namely, an increase in the number of students admitted and secondly, better recording/reporting on differently-abled students by the respective institutions.

Table 8 – The Number of Differently-abled Students in the Sector for the Academic Years 2008-2009 & 2009-2010

Differently-abled Category	Academic Year 2008-2009	Academic Year 2009-2010	Total over both Academic Years
Mobility	12	18	30
Speech	3	8	11
Learning	4	7	11
TOTAL	19	33	52

Special mention has to be made of the number of differently-abled students at the University of the West Indies, St. Augustine campus (UWI). While not a formal part of the MSTTE Data Survey 2010, the Academic Advising & Disabilities Unit of the UWI revealed that on average, the campus enrolled one hundred (100) differently-abled students per annum over the past four (4) academic years 2005-2009.

4.2.4. Non Nationals in the Sector

The origin or nationality of the post secondary and tertiary education students is of interest in ascertaining the regional and international attractiveness of Trinidad and Tobago as a destination for education tourism. The total number of foreign students enrolled within the post secondary and tertiary education sector for the academic year 2008-2009 was 1,675 (**See Table 9 below**). This figure represents 3.08% of the total student enrolment for the academic year 2008-2009. The percentage of foreign students to total student enrolment increased marginally from 3.08% to 3.24% in the academic year 2009-2010, moving to a figure of 1,705 from 1,675.





Table 9 – Foreign Nationals in the Post Secondary and Tertiary Education Sectors of Trinidad and Tobago for the Academic Years 2008-2009 & 2009-2010

Academic Year	Number of foreign students	Percentage (%) of Total enrolment
2008-2009	1,675	3.08
2009-2010	1,705	3.24

The most popular country of origin for post secondary and tertiary education students coming to Trinidad and Tobago in the academic year 2008-2009 was Barbados with a total of 218 students (116 males and 102 females), followed by St. Lucia with 205 students (86 males and 119 females) and Guyana with 158 students (66 males and 92 females). Barbados accounted for 13.01% of the total foreign students enrolled, St. Lucia 12.24%, and thirdly, Guyana with 9.43%. **Table 10** below illustrates the selected country of origin for foreign students resident in Trinidad and Tobago for the academic year 2008-2009.

Table 10 – Selected Regional and International Students in the Post Secondary and Tertiary Education Sector of Trinidad and Tobago for Academic Year 2008-2009

Country of Origin	Male	Female	Total
Barbados	116	102	218
St. Lucia	86	119	205
Guyana	66	92	158
Jamaica	92	69	113
USA	27	59	86
Grenada	25	32	57
Nigeria	33	10	43
India	19	11	30

The data showed that most foreign students originated from the Caricom Single Market and Economy (CSME) region which is not surprising given the presence of a key regional University





operating in Trinidad and Tobago. All fifteen (15) member states have representation, with the inclusion of Haiti (one student per academic year) and accounted for 1,234 students or 73.67% of all foreign students. Additionally, 441 students or 26.33% of international students hail from fifty two (52) countries outside the CSME grouping, thus amounting to sixty seven (67) countries represented in Trinidad and Tobago's post secondary and tertiary education sector. With the exception of a few countries, more male foreign students participated in the sector than female foreign students. This suggests a gender imbalance in terms of foreign student participation which is converse to the domestic sector as well as regional trends of female students dominating the sector.

In the academic year 2009-2010, there was a shift in country rankings for the most students within Trinidad and Tobago. However, the trend of CSME members dominating as the country of origin remained constant. Barbados and St. Lucia continued to be the top countries in terms of foreign student enrolment. On the other hand, Guyana fell to fourth place with Jamaica taking its place in third. Gender-wise, the number of female foreign students seems to be on the increase from the previous academic year 2008-2009 (**See Table 11 below**). Similarly to the previous academic year, 1,255 students or 73.61% of all foreign students were from CSME member states, with the remaining 450 students or 26.39% coming from the fifty two (52) countries outside of the CSME grouping.

Table 11 – Selected Regional and International Students within the Post Secondary and Tertiary Education Sector of Trinidad and Tobago for Academic Year 2009-2010

Country of Origin	Male	Female	Total
Barbados	119	105	224
St. Lucia	85	122	207
Jamaica	94	84	178
Guyana	75	100	175
USA	22	41	63
Grenada	22	32	54
Nigeria	26	14	40
India	24	13	37





4.2.5. Age concentration in the sector

Based on the data collected on the ages of students enrolled within the post secondary and tertiary education sector, exclusive of the UWI⁹, the majority of students fell within the 20-29 age category. Specifically, in the academic year 2008-2009, 55.4% of students fell into this age category while in the academic year 2009-2010, 53.41% of students fell into the 20-29 age category. In terms of gender, within the 20-29 age grouping, females had a propensity to dominate the enrolment in both academic years 2008-2009 and 2009-2010 respectively. It can therefore be determined that the students within the post secondary and tertiary education sectors are principally young and female. **Table 12** below provides a more detailed representation of the age concentration in the sector.

Table 12 – Students between the ages of 20-29 Enrolled for Academic Years 2008-2009 & 2009-2010

Age Category (Years)	2008-2009			2009-2010		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
20-24	12.60	21.71	34.31	12.36	20.61	32.97
25-29	7.48	13.61	21.09	6.82	13.62	20.44
TOTAL	20.08	35.32	55.40	19.18	34.23	53.41

4.2.6. Student Attrition in the Sector

For the academic year 2008-2009, there were 521 cases of persons dropping out of the surveyed institutions. Given the abnormal distribution, the median number of drop outs is 69 persons. Drop outs as a percentage of the total enrolment figure for academic year 2008-2009 was 0.96%. However, it was noted that these figures excluded the significant student population of the University of the West Indies.

Further examination of the data revealed that there was no significant correlation between the number of drop outs and the nature of ownership of the institution. In other words, the number of drop outs was not influenced by whether or not the institution was publicly owned or privately owned.

⁹ The University of the West Indies, St. Augustine Campus data for age groupings of students are not compatible with those of the MSTTE Data Survey and as such can be reported separately.



4.3. Programme Information Analysis

4.3.1. Bridging Programmes

The ability of students to transition from secondary school education to post secondary and tertiary education through the use of institution specific developed programmes can be measured through the use of “*bridging programmes*”. These programmes, designed and offered by individual institutions, attempt to bridge the gap between a student’s existing knowledge base and the knowledge requirements to matriculate into a particular programme.

The data revealed that for the academic year 2009-2010, 55% of the institutions offered some element of transitional or bridging programme for potential entrants into the system, thus offering an avenue for many students to extend their learning and knowledge base.

4.3.2. Admission Data for First Time Entrants

The majority of new entrants to the post secondary and tertiary education sector for the academic year 2009-2010 (39.67%) possessed CSEC or GCE ‘O’ Levels, while the second largest category of entrants (25.52%) to the sector were those possessing Mature or Professional experience. The summation of entrants with ‘O’ Levels and entrants with ‘A’ Levels, provides an estimate of the percentage of applicants from the secondary school system that were first entrants to the post secondary and tertiary education sector. This totalled to approximately 50% of the total number of students admitted for their first year of study for the academic year 2009-2010. **Table 13** below further illustrates the entry routes of persons to the post secondary and tertiary education sector of Trinidad and Tobago¹⁰.

Table 13 – Number of Students Admitted for their First Year of Study through Various Entry Routes for the Academic Year 2009-2010

Entry Route	Number of Students admitted Academic Year 2009-2010	Percentage (%)
CSEC/GCE ‘O’ Levels	7,418	39.67
CAPE/GCE ‘A’ Levels	1,950	10.42
Mature Entry/Professional Experience	4,773	25.53
Baccalaureate Degree	314	1.68
Associate Degree	428	2.29
Institution Programme	2,038	10.90
Other	1,778	9.51
TOTAL	18,699	100

¹⁰ Excluding the University of the West Indies, St. Augustine.

4.4. Faculty Information Analysis

4.4.1. Teaching Staff

Shifting the analysis to review faculty within the post secondary and tertiary education sector, it is evident that the total number of full-time teaching staff in Trinidad and Tobago was 1,098 as at the academic year 2009-2010. Of this number, 183 teaching staff accounted for foreign nationals teaching full time in Trinidad and Tobago with 59 teachers or a mere 32.24% of all foreign teaching staff, representing twelve (12) out of fifteen (15) CSME member states. A breakdown of faculty reveals the following ratio of full-time teaching staff to all staff (full-time, part-time, research and administration) is 1 in 4 or 25%. In terms of foreign staffing, the percentage of foreign staff to all teaching staff was 7.51% which indicated an overwhelming degree of localised teaching staff within the Trinidad and Tobago post secondary and tertiary education sector.

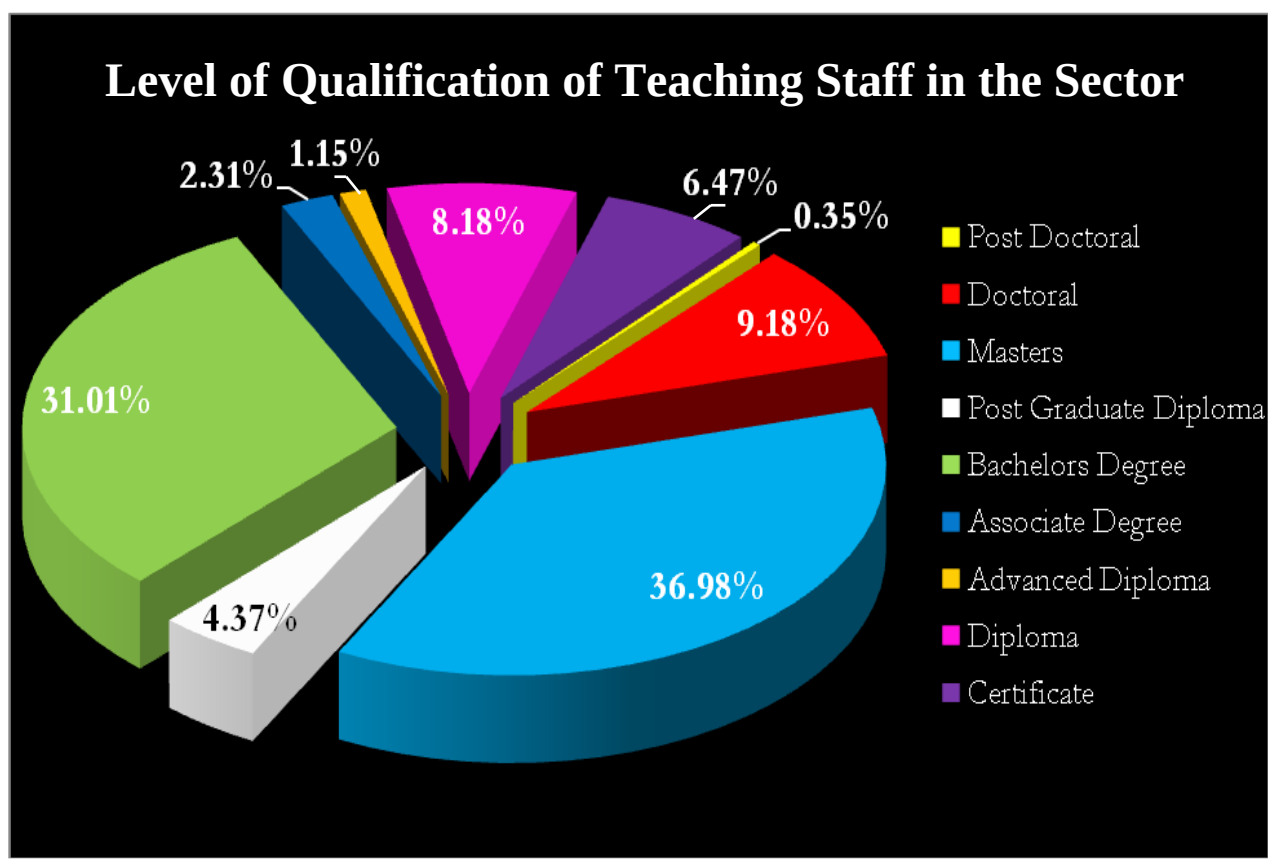
Interestingly, male teaching staff is more prominent than female teaching staff in contrast to the enrolment trend of the sector. Of the 1,098 full-time teaching staff, 56.19% or 617 were male as compared to 481 or 43.81% female. A similar observation was made for part-time teaching staff. Of the 1,339 part-time teaching staff, 52.34% or 702 were male as compared to 637 or 47.57% female (See Table 14 below). The aggregate percentage of all male teaching staff was 1,319 or 54.12% of the 2,437 total teaching staff. The aggregate percentage of all female teaching staff was 1,118 or 45.88% of the 2,437 total teaching staff.

Table 14 – Teacher Status by Gender for the Academic Year 2009-2010

	Part-time			Full-time		
	Male	Female	Total	Male	Female	Total
Number	702	637	1,339	617	481	1,098
Percentage	52.43%	47.57%	100%	56.19%	43.81%	100%

From a more qualitative perspective of staffing, the disaggregation of 1,993 responses received with respect to the highest level of qualification for teaching staff is depicted below in **Figure 6**. It should be noted that 51.35% of the teaching staff operating in the post secondary and tertiary education sector was qualified at the postgraduate level or higher. Furthermore, 81.89% of teaching staff possessed at least a bachelor's degree or equivalent as their highest qualification. Finally, 18.11% of the teaching staff possessed qualifications below the bachelor's degree qualification with either a certificate, diploma, advanced diploma or associate degree.

Figure 6 – Level of Qualification of Teaching Staff for Post Secondary and Tertiary Education Sector for the Academic Year 2009-2010



4.4.2. Professional Development Programmes and Performance Appraisal Systems

From an institutional standpoint, of the forty-five (45) institutions that responded to the survey thirty-eight (38) or 84.44% responded in the affirmative with respect to having an active Professional Development Programme for their staff members. Even more noteworthy is that 91.11% or forty-one (41) of the responses by institutions were positive with respect to having a functional and standardized Performance Appraisal Systems for staff.



4.5. Category Information Analysis

4.5.1. Categories of Information

This section analyzes the data from the institutions using three (3) categories: (i) size, (ii) type and (iii) geographic location. The response rates within each category were assessed using the list of registered institutions derived from the ACTT as of April 29, 2009 (**See Appendix III and Appendix IV**). ACTT's data provided details on enrolment which were analyzed against the size, type and geographic location of the participating institutions for the academic year 2009-2010.

4.5.1.1. Size of the Institution

In terms of the size of the institution, parameters were established based on the number of students enrolled in the institution. Small institutions were classified using an enrolment of less than five hundred (500) students. Medium-sized institutions were classified using an enrolment of less than or equal to one thousand (1,000) students but more than five hundred (500) students. Large institutions were classified using an enrolment of over one thousand (1,000) students.

With reference to the academic year 2009-2010, eleven (11) out of the fourteen (14) large institutions responded to the survey, resulting in a 78.57% response rate. For medium-sized institutions, five (5) out of the eight (8) institutions responded, resulting in a 62.5% response rate for the same period. Small institutions enjoyed a 51.79% response rate; as two (2) institutions had no enrolment and twenty-nine (29) out of the remaining fifty-six (56) institutions responded to the survey for the same period.

The response rates for institutions, by size based on enrolment capture, were as follows for the academic year 2009-2010: approximately 78% of enrolment in large institutions was accounted for, an even more impressive 85% of enrolment was captured for medium institutions and lastly, only 45% of enrolment in small institutions was captured.

4.5.1.2. Type of Institution

In terms of the type of institution, post secondary and tertiary education institutions were classified using religious, academic and technical categories. These categories are based on the programme concentration offered at the institution. For example, if a religious body established an institution and the majority of the programmes offerings are of a religious nature, then the institution is categorised as religious. However, if a religious body established an institution offering majority academic programmes, then the institution is categorized as academic. The same applies for the academic and technical categories.

With reference to the academic year 2009-2010, thirteen (13) out of twenty-five (25) technical institutions responded, resulting in a 52% response rate. For academic institutions, twenty-six





(26) out of the forty-four (44) institutions responded, and two (2) institutions had no enrolment, resulting in a 61.9% response rate for the same period. Religious institutions enjoyed a 45.45% response rate; as five (5) out of eleven (11) institutions responded for the same period.

The response rates for institutions by type, based on enrolment capture, were as follows for the academic year 2009-2010: a staggering 97% of enrolment in technical institutions was accounted for, a representative 74% of enrolment was captured for academic institutions, while only 15% was captured for religious institutions.

4.5.1.3. Geographic Location of Institution

In terms of the geographic location of the institution, post secondary and tertiary education institutions were classified using the location of their main administrative and/or operating facility. North, Central, Tobago, East and South were defined according to the national classifications.

With reference to the academic year 2009-2010, in North-based institutions, nine (9) out of twelve (12) institutions responded, resulting in a 75% response rate. In Central-based institutions, nine (9) out of eleven (11) institutions responded, resulting in a 81.81% response rate for the same period. In Tobago-based institutions, three (3) out of four (4) institutions responded, resulting in a 75% response rate for the same period. East-based institutions enjoyed the majority share of institutions consisting of thirty-five (35), of which sixteen (16) responded and one (1) institution had no enrolment, resulting in a 47.06% response rate for the same period. In South-based institutions seven (7) out of nineteen (19) institutions responded, and one (1) institution had no enrolment, resulting in the lowest response rate of 38.88% for the same period.

The response rates for institutions, by geographic location based on enrolment capture, were as follows for the academic year 2009-2010: East-based institutions' responses captured 67.2% of their students' enrolment. Central-based institutions, Tobago-based institutions and North-based institutions responses captured 120%, 173.6% and 122% of their students' enrolment respectively. This anomaly signalled either misrepresentation in reporting, or more positively, an increase in participation at institutions in these regions. South-based institutions' responses captured 28.8% of their students' enrolment.

4.5.2. Enrolment by Category

For each of the defined categories of size, type and geographic location of institutions, data with respect to enrolment were analysed by percentage of sector coverage in the first instance. Secondly, the gender characteristics within each of the categories were analysed. Lastly, the age distribution of enrolment within each of the categories was analysed.





4.5.3. Size and Enrolment

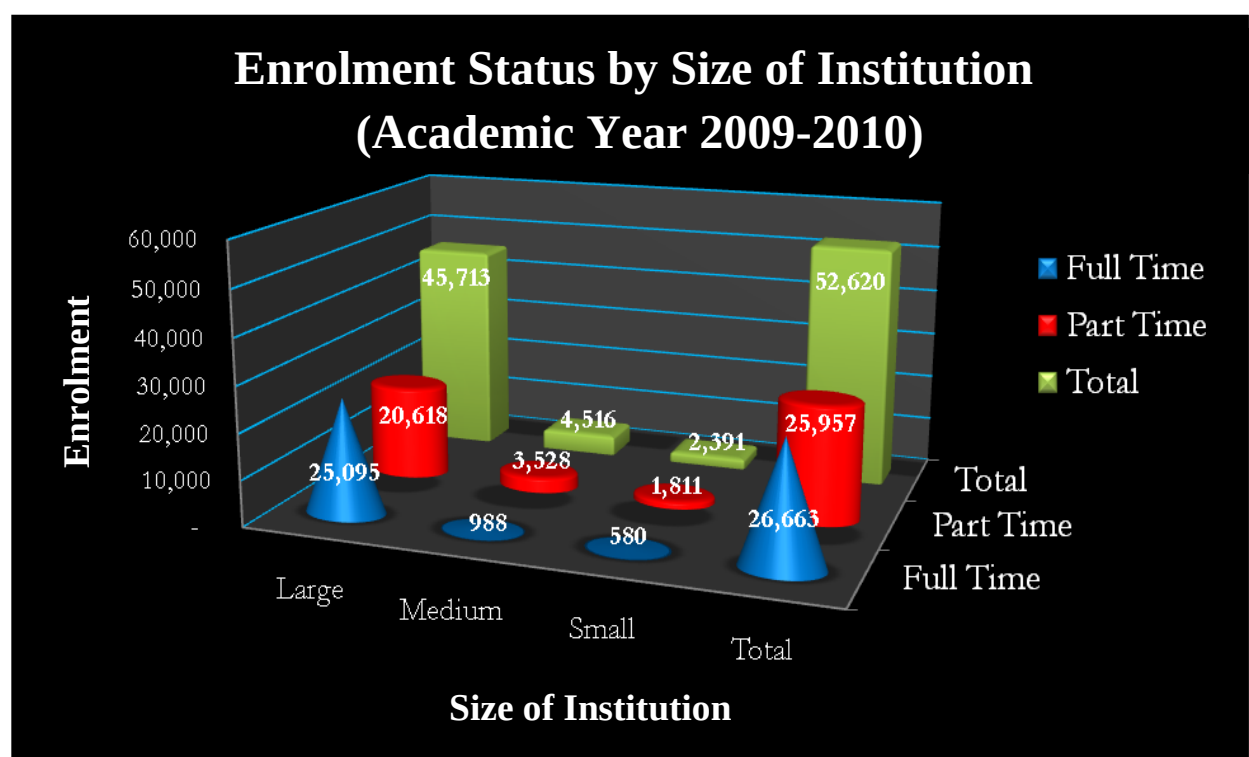
4.5.3.1. Enrolment Status by Size of Institution

With reference to the relationship between size and full-time enrolment, the following data for academic year 2009-2010 was revealed, within part-time enrolment, large institutions dominated, representing 20,618 students. Medium-sized institutions represented 3,528 students and small institutions 1,811 students. This translates into the following percentages, 79.43% for large institutions, 13.59% for medium-sized institutions and finally, 6.98% for small institutions.

Full-time enrolment for the academic year 2009-2010 revealed an even greater dominance by the large institutions with an enrolment of 25,095 students, accounting for 94.12% of enrolment. Medium-sized institutions with 988 students accounted for 3.71% and small institutions accounted for 580 students or 2.18% of enrolment.

In aggregate terms, large institutions were the dominant players within the post secondary and tertiary education sector in Trinidad and Tobago, being responsible for 45,713 persons or 86.87% of total enrolment. Second in rank were medium-sized institutions which were responsible for 4,516 students or 8.58% of total enrolment; lastly, small institutions with 2,391 students or 4.54% of total student enrolment (See Figure 7).

Figure 7 – Enrolment Status by Size of Institution for the Academic Year 2009-2010





4.5.3.2. Enrolment Status and Gender by Size of Institution

When focusing on enrolment status and gender as it relates to institution size, from the responses received for the academic year 2009-2010, females dominated the sector regardless of institution size or enrolment status¹¹. An approximate 2:1 female to male ratio was observed with females representing between 63.64% and 64.15% of total enrolment for full-time and part-time student enrolment respectively.

Full-time female enrolment for small and large institutions was identical in terms of percentile representation (63.28%) whereas medium-sized institutions enjoyed a 75.22% skew in favour of female enrolment or an approximate 3:1 female to male ratio. On the other hand, full-time male enrolment for small and large institutions was identical in terms of percentile representation (36.72%) whereas medium-sized institutions endured a 24.78% representation in terms of male enrolment.

Part-time female enrolment for medium-sized and large institutions was 67.78% and 64.5% respectively. On the other hand, part-time male enrolment for medium-sized and large institutions was 32.22% and 35.5% respectively. However, full-time enrolment in small institutions was more evenly balanced with an approximate 1.2 female to male ratio.

Also of interest was the dominance of overall part-time enrolment relative to full-time enrolment in small and medium-sized institutions, accounting for 75.39% and 80.01% respectively of total enrolment in their respective classifications. On the other hand, large institutions enjoyed a greater full-time enrolment of 54.9% as compared to 45.1% part-time enrolment. **See Table 15** below for a summary of these analyzes.

Table 15 – Summary of Enrolment Status by Gender for the Academic Year 2009-2010 by Size of Institution

Enrolment for Academic Year 2009-2010										
Size	Full-time					Part-time				
	Female (No.)	Percent (%)	Male (No.)	Percent (%)	TOTAL (No.)	Female (No.)	Percent (%)	Male (No.)	Percent (%)	TOTAL (No.)
Small	367	63.28	213	36.72	580	953	53.63	824	46.37	1,777
Medium	604	75.22	199	24.78	803	2,179	67.78	1,036	32.22	3,215
Large	15,880	63.28	9,215	36.72	25,095	13,298	64.50	7,320	35.50	20,618
TOTAL	16,851	63.64	9,627	36.36	26,478	16,430	64.15	9,180	35.85	25,610

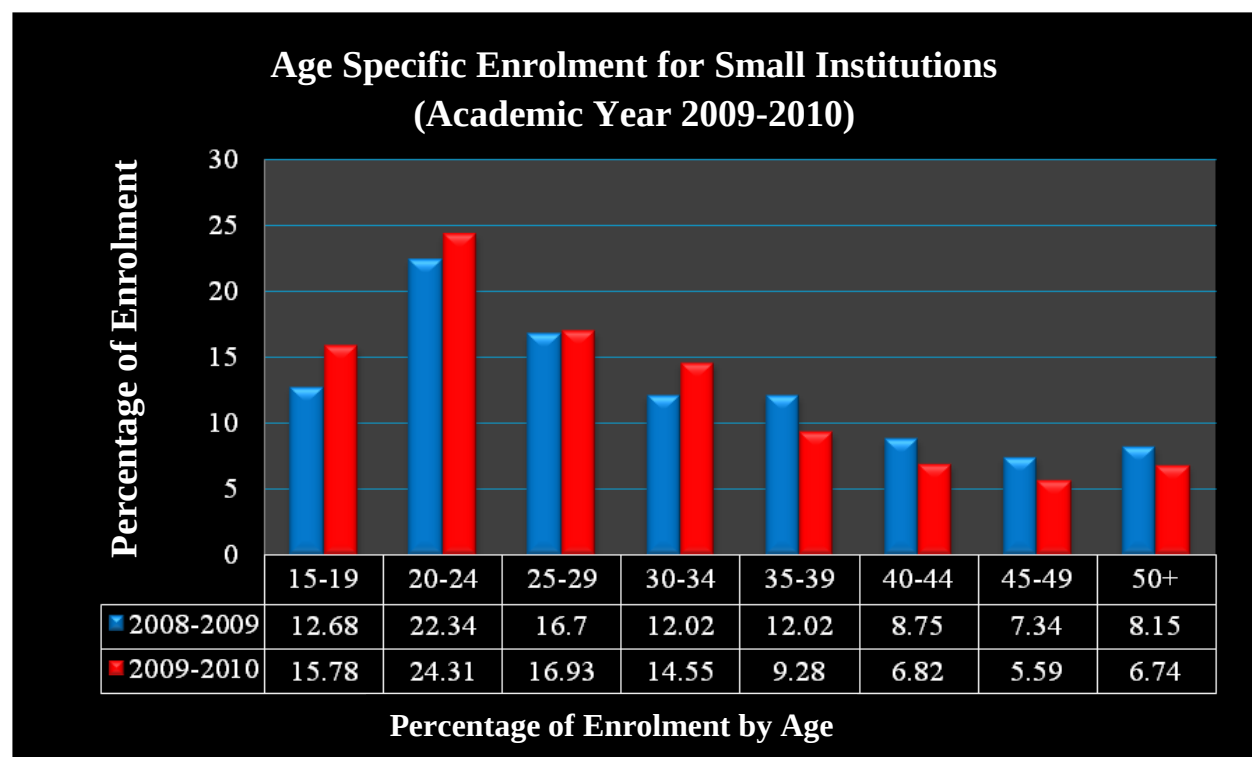
¹¹ The total enrolment status by gender amounted to 52,088 and this figure varied from the total enrolment of 52,620 for the academic year 2009-2010. Two (2) institutions did not disaggregate their enrolment data and hence they were not included for the analysis (See Section 4.2.2.).

4.5.3.3. Enrolment Status and Age Distribution by Size of Institution

For small institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (22.34%). On the other hand, the 45-49 age category accounted for the smallest proportion of the total enrolment population (7.34%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population and increased marginally from the previous year (24.31%). However, the 50+ age category accounted for the smallest proportion of the total enrolment population (6.74%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 63.74% and 71.57% of the total enrolment population as compared to the 35-39 to the 50+ age categories which accounted for 36.26% and 28.43% of the total enrolment population respectively (See Figure 8).

Figure 8 – Percentage Age Distribution of Small Institutions for the Academic Years 2008-2009 and 2009-2010

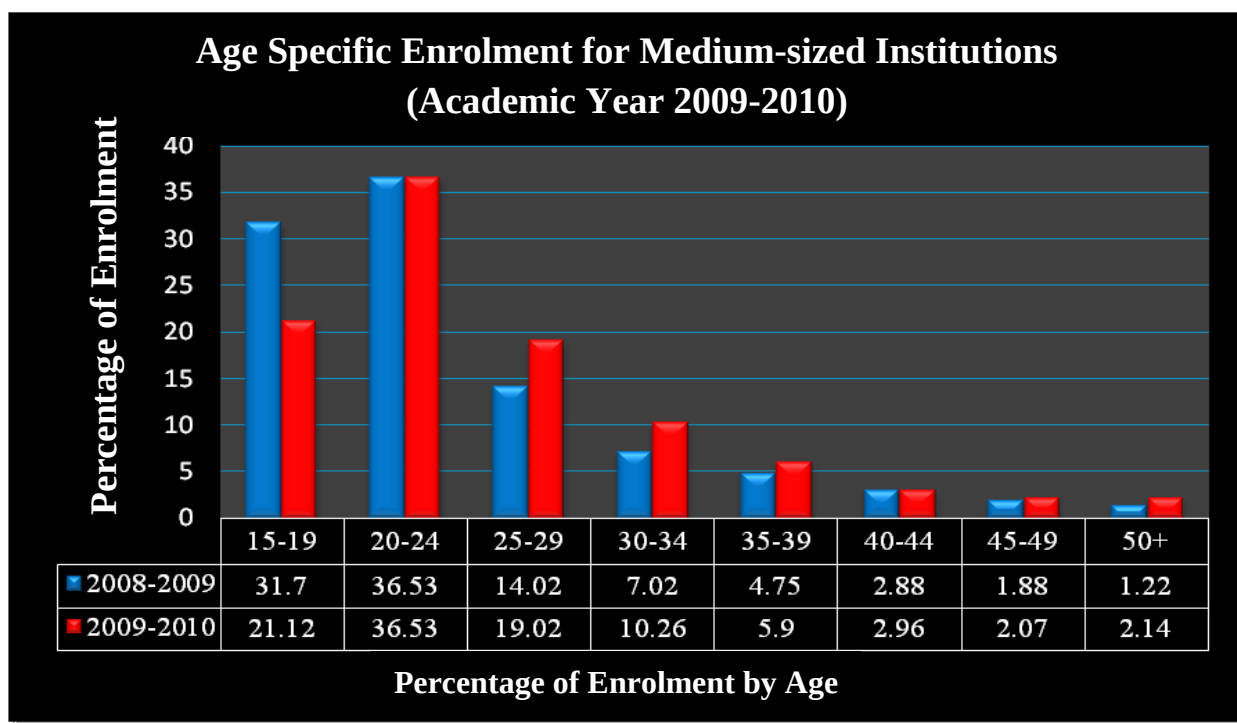




For medium-sized institutions for the academic periods 2008-2009 and 2009-2010, the 20-24 age category accounted for a more significant proportion of the total enrolment population relative to small institutions (36.53% for each period). The 50+ age category accounted for the smallest proportion of the total enrolment population for the academic periods 2008-2009 and 2009-2010 with 1.22% and 2.14% respectively.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 89.27% and 86.93% of the total enrolment population as compared to the 35-39 to the 50+ age categories accounted for 10.73% and 13.07% of the total enrolment population respectively (See Figure 9).

Figure 9 – Percentage Age Distribution of Medium-sized Institutions for the Academic Years 2008-2009 and 2009-2010

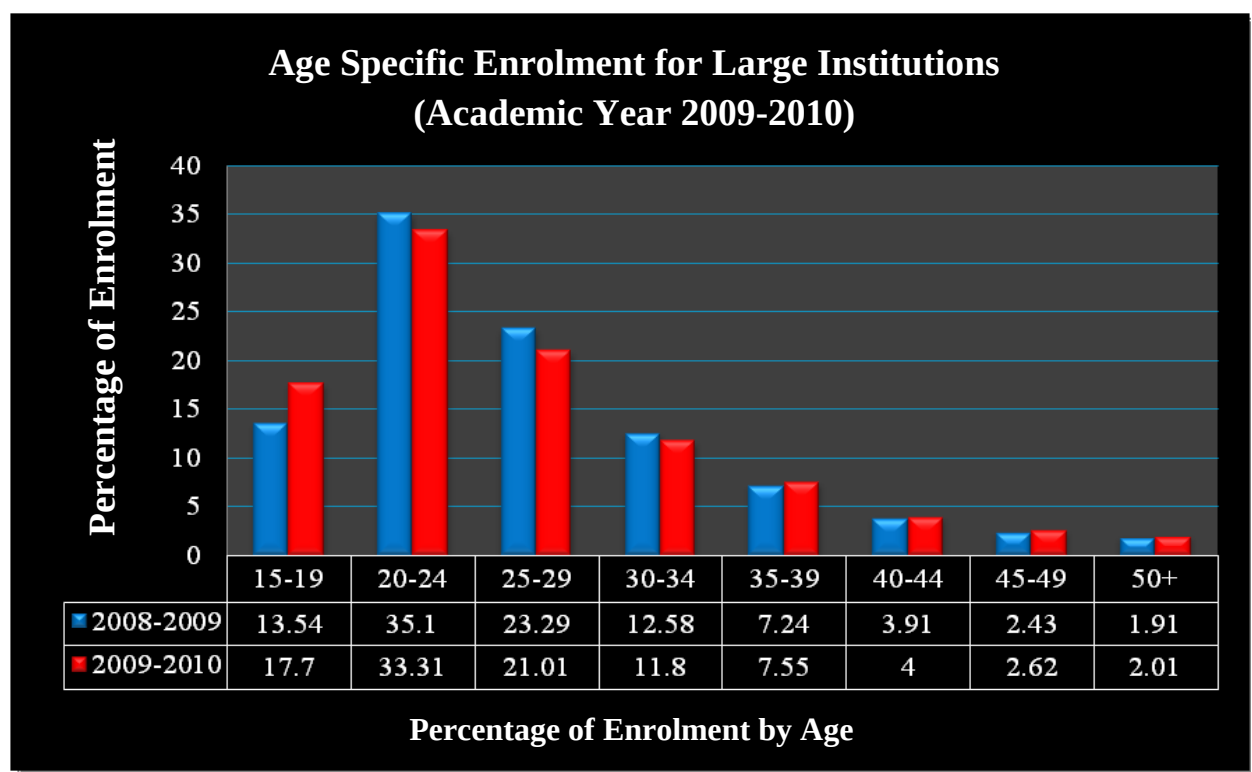




For large institutions for the academic periods 2008-2009 and 2009-2010, the 20-24 age category accounted for the most significant proportion of the total enrolment population with 35.1% and 33.31% respectively. Similar to the medium-sized institutions the 50+ age category accounted for the smallest proportion of the total enrolment population for the academic periods 2008-2009 and 2009-2010 with 1.91% and 2.01% respectively.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 84.51% and 83.82% of the total enrolment population as compared to the 35-39 to the 50+ age categories accounted for 15.49% and 16.18% of the total enrolment population respectively (See Figure 10).

Figure 10 – Percentage Age Distribution of Large Institutions for the Academic Years 2008-2009 and 2009-2010





4.5.4. Type and Enrolment

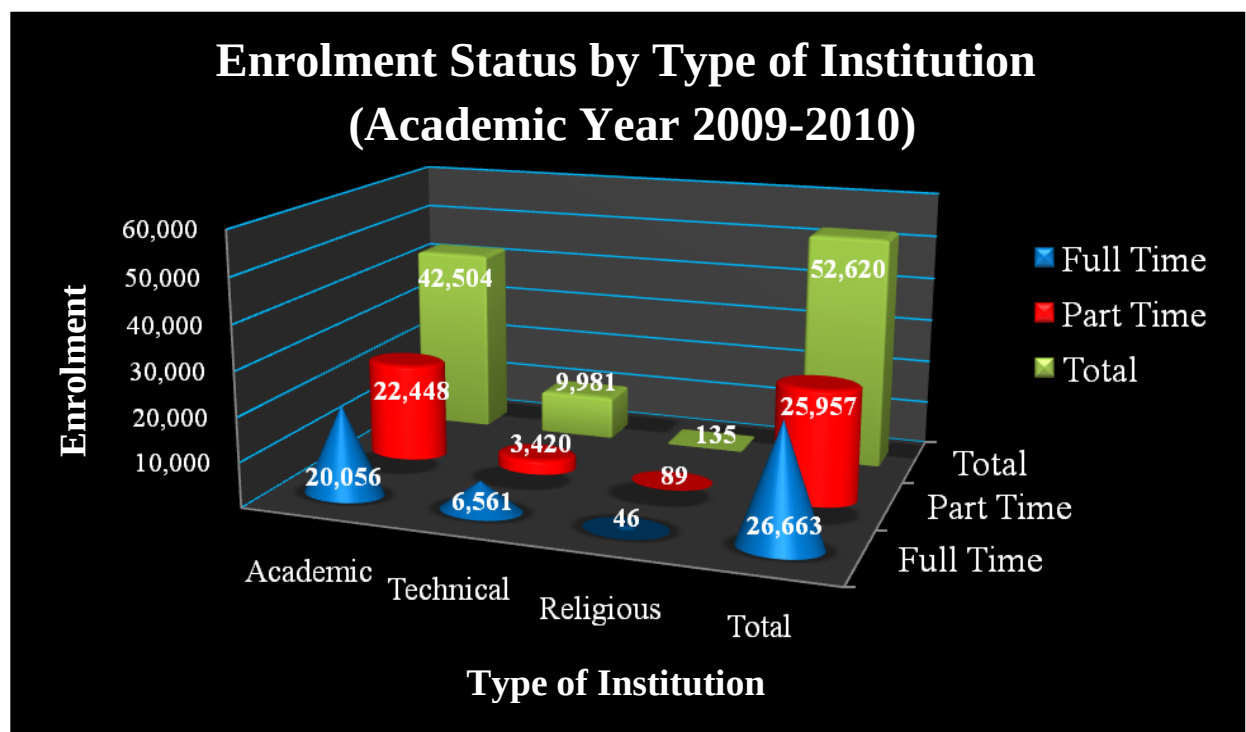
4.5.4.1. Enrolment Status by Type of Institution

With reference to the relationship between type and full-time enrolment, the following data for the academic year 2009-2010 were revealed; within full-time enrolment, academic institutions dominated, representing 20,056 students. Technical institutions represented 6,561 students and religious institutions 46 students. This translates into the following percentages, 75.22% for academic institutions, 24.61% for technical institutions and finally, 0.17% for religious institutions.

Part-time enrolment for the academic year 2009-2010, revealed a continued dominance by the academic institutions with an enrolment of 22,448 students, accounting for 86.48% of enrolment. Technical institutions with 3,420 students accounted for 13.18% and religious institutions accounted for 89 students or 0.34% of enrolment.

In aggregate terms, academic institutions were the dominant players within the post secondary and tertiary education sector in Trinidad and Tobago, being responsible for 42,504 persons or 80.78% of total enrolment. Second in rank were technical institutions which were responsible for 9,981 students or 18.97% of total enrolment; lastly, religious institutions with 135 students or 0.26% of total student enrolment (See Figure 11).

Figure 11 – Enrolment Status by Type of institution for the Academic Year 2009-2010





4.5.4.2. Enrolment Status and Gender by Type of Institution

When focusing on enrolment status and gender as it relates to institution type (See Table 16), from the responses received for the academic year 2009-2010, females dominated the sector in the religious institutions and even more clearly in the academic institutions while males dominated the technical institutions' enrolment. An approximate 1.3:1 and 2.3:1 female to male ratio was observed for religious and academic institutions respectively. Alternatively, females represented a 56.3% share of total enrolment in religious institutions and a 69.39% share of total enrolment in academic institutions. An approximate 1.5 to 1 male to female ratio was observed for technical institutions or a 59.3% share of total enrolment in technical institutions.

Full-time female enrolment for religious and academic institutions was 54.35% and 69.45% respectively whereas full-time male enrolment for technical institutions was 53.88%. On the other hand, full-time male enrolment for religious and academic institutions was 45.65% and 30.55% respectively whereas full-time female enrolment for technical institutions was 46.12%.

Part-time female enrolment for religious and academic institutions was 57.3% and 69.37% respectively whereas part-time male enrolment for technical institutions was 69.79%. On the other hand, part-time male enrolment for religious and academic institutions was 42.7% and 30.63% respectively whereas part-time female enrolment for technical institutions was 30.21%.

Table 16 – Summary of Enrolment Status by Gender for the Academic Year 2009-2010 by Type of Institution

Enrolment for Academic Year 2009-2010										
Type	Full-time					Part-time				
	Female	Percent	Male	Percent	TOTAL	Female	Percent	Male	Percent	TOTAL
Technical	3,026	46.12	3,535	53.88	6,561	1,023	30.21	2,363	69.79	3,386
Religious	25	54.35	21	45.65	46	51	57.30	38	42.70	89
Academic	13,800	69.45	6,071	30.55	19,871	15,356	69.37	6,779	30.63	22,135
TOTAL	16,851	63.64	9,627	36.36	26,478	16,430	64.15	9,180	35.85	25,610





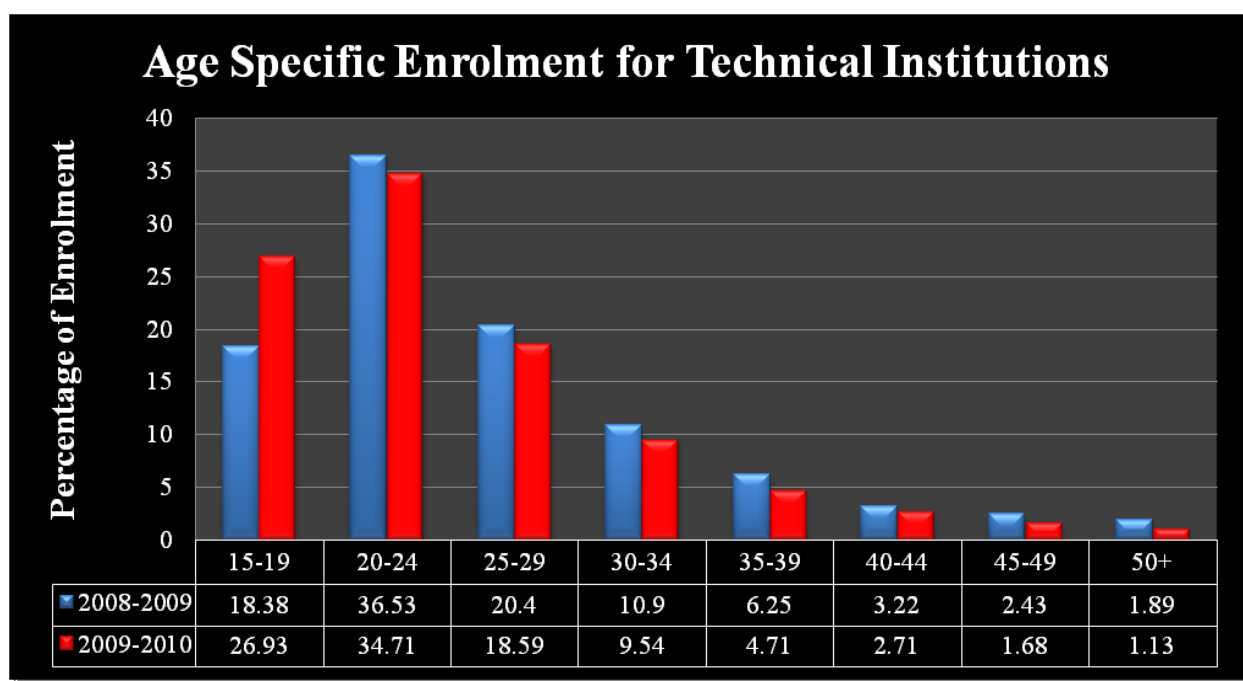
4.5.4.3. Enrolment Status and Age Distribution by Size of Institution

The age distribution of enrolment was depicted in **Figures 12 to 14** below.

For technical institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (36.53%). On the other hand, the 50+ age category accounted for the smallest proportion of the total enrolment population (1.89%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population (34.71%). However, the 50+ age category accounted for the smallest proportion of the total enrolment population (1.13%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 86.21% and 89.77% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 13.79% and 10.23% of the total enrolment population respectively (See Figure 12).

Figure 12 – Percentage Age Distribution of Technical Institutions for the Academic Years 2008-2009 and 2009-2010

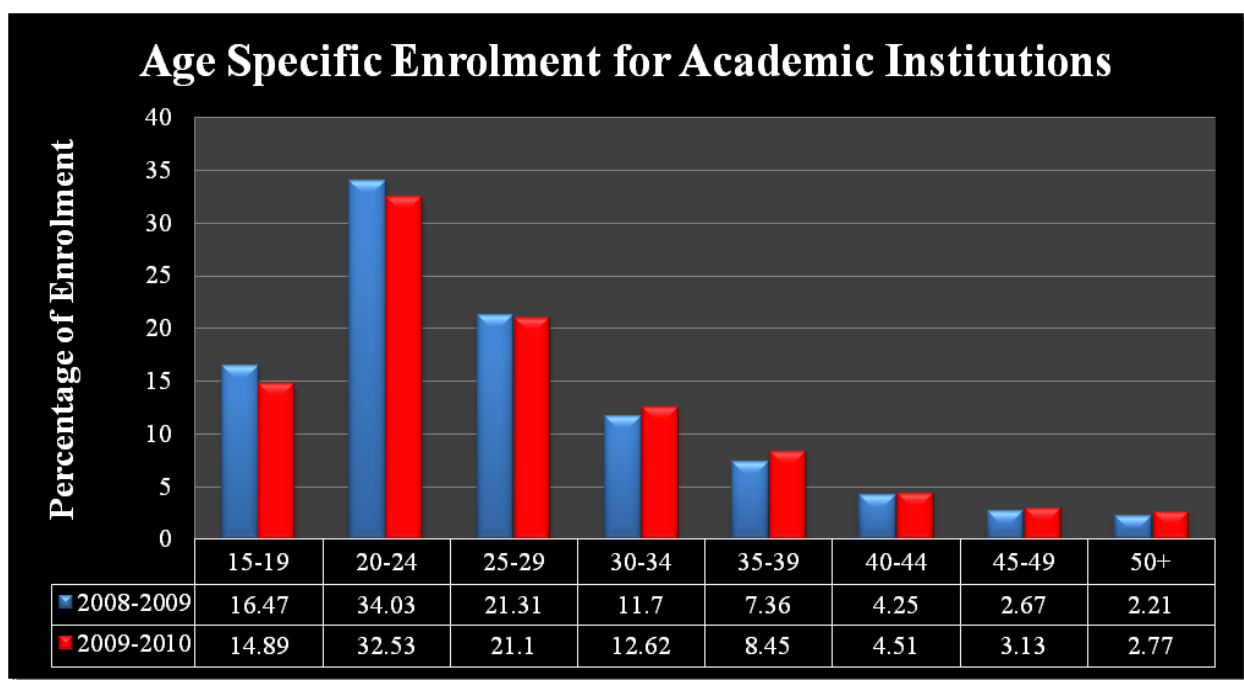




For academic institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (34.03%). On the other hand, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.21%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population (32.53%). However, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.77%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 83.51% and 81.14% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 16.49% and 18.86% of the total enrolment population respectively (See Figure 13).

Figure 13 – Percentage Age Distribution of Academic Institutions for the Academic Years 2008-2009 and 2009-2010

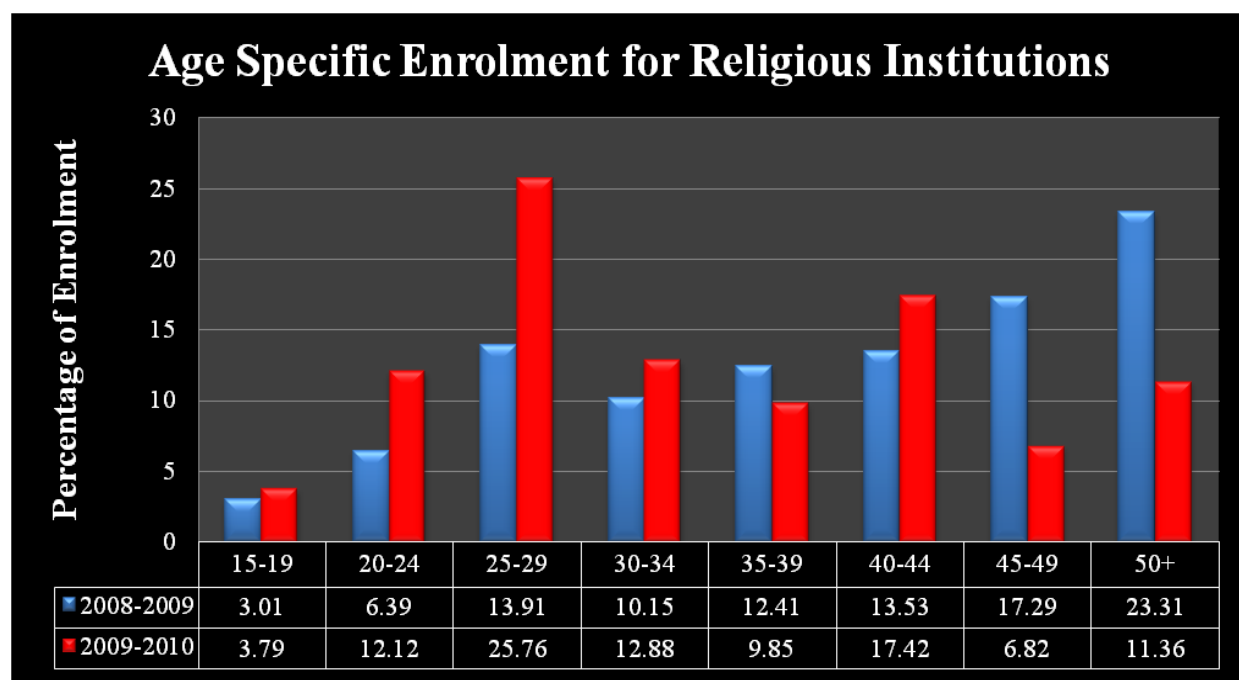




For religious institutions for the academic year 2008-2009, a converse trend to the technical and academic institutions was reported as the 50+ age category accounted for the greatest proportion of the total enrolment population (23.31%). On the other hand, the 15-19 age category accounted for the smallest proportion of the total enrolment population (3.01%) for the same period. For the academic year 2009-2010, the 25-29 age category accounted for the greatest proportion of the total enrolment population (25.76%). However, the 15-19 age category accounted for the smallest proportion of the total enrolment population (3.79%) for the same period.

For the academic period 2008-2009, the 15-19 to the 30-34 age categories accounted for a minority of the total enrolment population (33.46%) as compared to the 35-39 to the 50+ age categories, which accounted for 66.54%. For the academic period 2009-2010, the 15-19 to the 30-34 age categories accounted for a majority of the total enrolment population (54.55%) as compared to the 35-39 to the 50+ age categories, which accounted for 45.45% (See Figure 14).

Figure 14 – Percentage Age Distribution of Religious Institutions for the Academic Years 2008-2009 and 2009-2010





4.5.5. Geographic Location and Enrolment

With reference to the relationship between geographic location and full-time enrolment, the following data for academic year 2009-2010 were revealed; within full-time enrolment, East-based institutions dominated, representing 20,662 students, North-based institutions accounted for 4,914 students, Central-based institutions accounted for 632 students, South-based institutions represented 246 students and Tobago-based institutions' 24 students. This translated into the following percentages, 78.03% for East-based institutions, 18.56% for North-based institutions, 2.39% for Central-based institutions, 0.93% for South-based institutions, and finally, 0.09% for Tobago-based institutions.

Turning to part-time enrolment for the academic year 2009-2010, there was a greater disparity in terms of female participation across the regions as compared to full-time enrolment. East-based institutions still accounted for the greatest number of students at 13,491 or 52.68% of total part-time enrolment, while North-based institutions accounted for 7,138 students or 27.87%, Central-based institutions accounted for 3,683 students or 14.38%, South-based institutions accounted for 926 students or 3.57% and Tobago-based institutions accounted for 372 students or 1.45% of total part-time enrolment.

With emphasis on enrolment status and gender as it relates to geographic location of institutions, from the responses received for the academic year 2009-2010, females dominated in the full-time status of all regions. North-based institutions accounted for the highest proportion of female participation in all regions (78.31%) and South-based institutions accounted for the lowest proportion of female participation in all regions (58.13%). Females dominated in the part-time status of all regions with the exception of Tobago-based and South-based institutions. Central-based institutions possessed the largest proportion of female participation (63.45%) in the part time status and Tobago-based institutions possessed the smallest proportion of female participation (29.3%).





In aggregate terms, East-based institutions were dominant within the post secondary and tertiary education sectors in Trinidad and Tobago, being responsible for 34,153 persons or 65.57% of total enrolment. Coming in second were North-based institutions which were responsible for 12,052 students or 23.14% of total enrolment; next were Central-based institutions with 4,813 students or 9.24% of total enrolment and rounding off the group were South-based and Tobago-based institutions respectively representing 1,172 students or 2.25% of total enrolment and 396 students or 0.76% of total student enrolment. See **Table 17** below for a summary of these analyzes.

Table 17 – Summary of Enrolment Status by Gender for the Academic Year 2009-2010 by Location of Institution

Enrolment for Academic Year 2009-2010										
Region	Full-time					Part-time				
	Female	Percent	Male	Percent	TOTAL	Female	Percent	Male	Percent	TOTAL
East	12,368	59.86	8,294	40.14	20,662	8,308	61.58	5,183	38.42	13,491
North	3,848	78.31	1,066	21.69	4,914	5,267	73.79	1,871	26.21	7,138
South	143	58.13	103	41.87	246	409	44.17	517	55.83	926
Central	475	75.16	157	24.84	632	2,337	63.45	1,346	36.55	3,683
Tobago	17	70.83	7	29.17	24	109	29.30	263	70.70	372
TOTAL	16,851	68.46	9,627	31.54	26,478	16,430	54.46	9,180	45.54	25,610





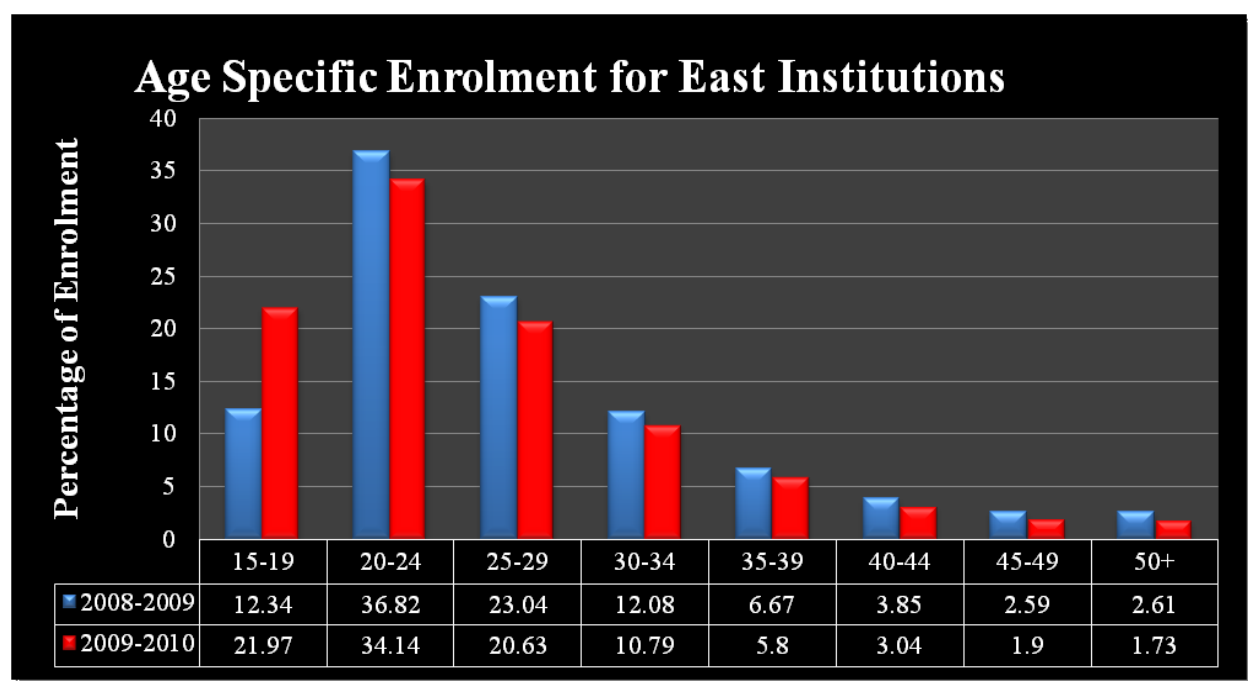
4.5.5.1. Enrolment Status and Age Distribution by Size of Institution

The age distribution of enrolment was depicted in **Figures 15 to 19** below.

For East-based institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (36.82%). On the other hand, the 45-49 age category accounted for the smallest proportion of the total enrolment population (2.59%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population (34.14%). Similarly, the 45-49 age category accounted for the smallest proportion of the total enrolment population (1.9%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 84.28% and 87.53% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 15.72% and 12.47% of the total enrolment population respectively (See Figure 15).

Figure 15 – Percentage Age Distribution of East Institutions for the Academic Years 2008-2009 and 2009-2010

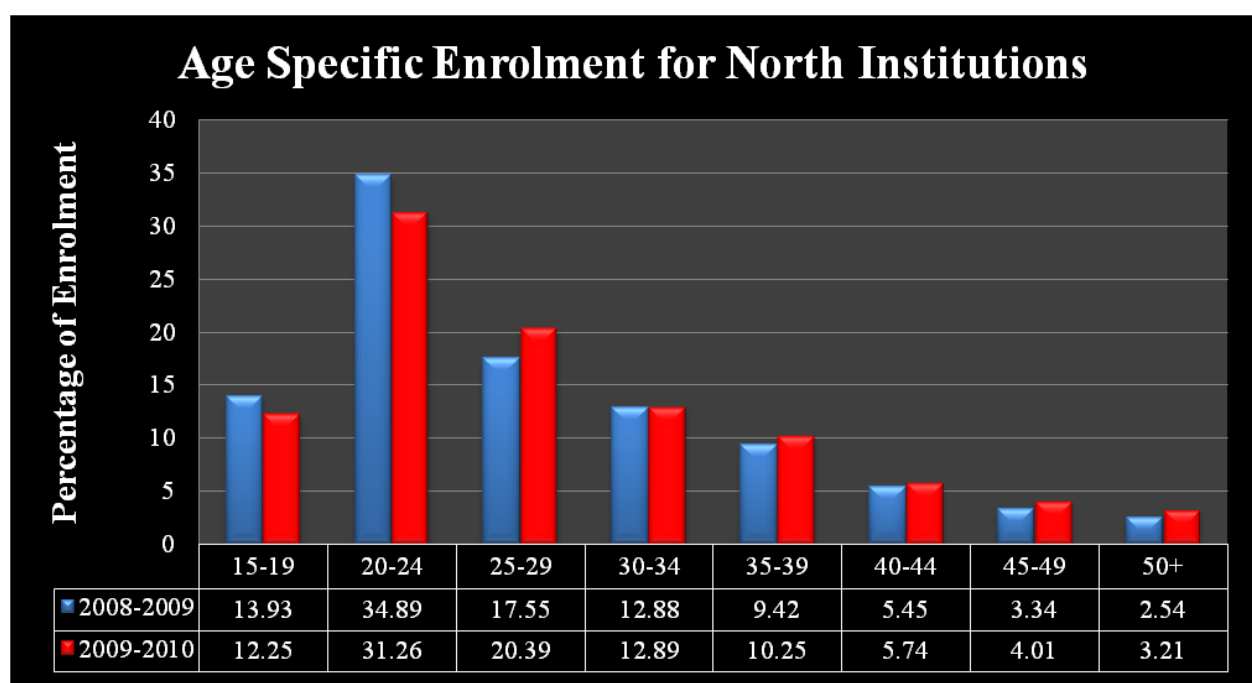




For North-based institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (34.89%). On the other hand, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.54%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population (31.26%). Similarly, the 50+ age category accounted for the smallest proportion of the total enrolment population (3.21%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 79.25% and 76.79% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 20.75% and 23.21% of the total enrolment population respectively (See Figure 16).

Figure 16 – Percentage Age Distribution of North Institutions for the Academic Years 2008-2009 and 2009-2010

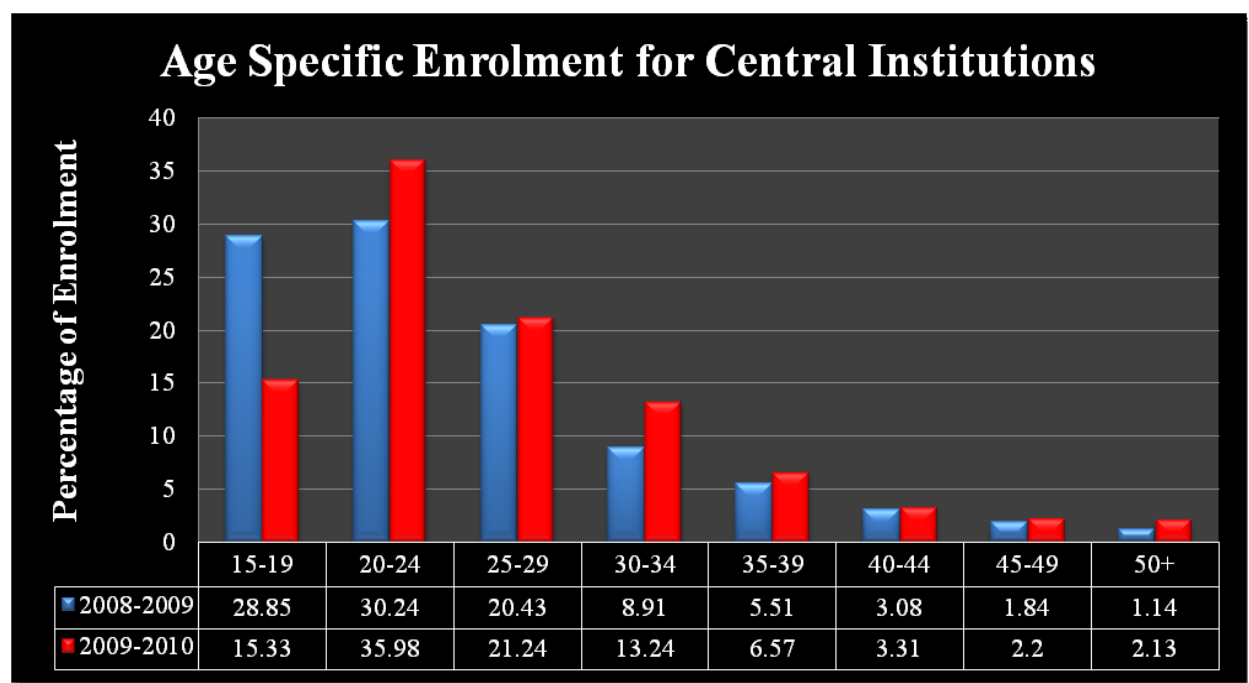




For Central-based institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (30.24%). On the other hand, the 50+ age category accounted for the smallest proportion of the total enrolment population (1.14%) for the same period. For the academic year 2009-2010, the same 20-24 age category accounted for the greatest proportion of the total enrolment population (35.98%). Similarly, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.13%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 88.43% and 85.79% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 11.57% and 14.21% of the total enrolment population respectively (See Figure 17).

Figure 17 – Percentage Age Distribution of Central Institutions for the Academic Years 2008-2009 and 2009-2010

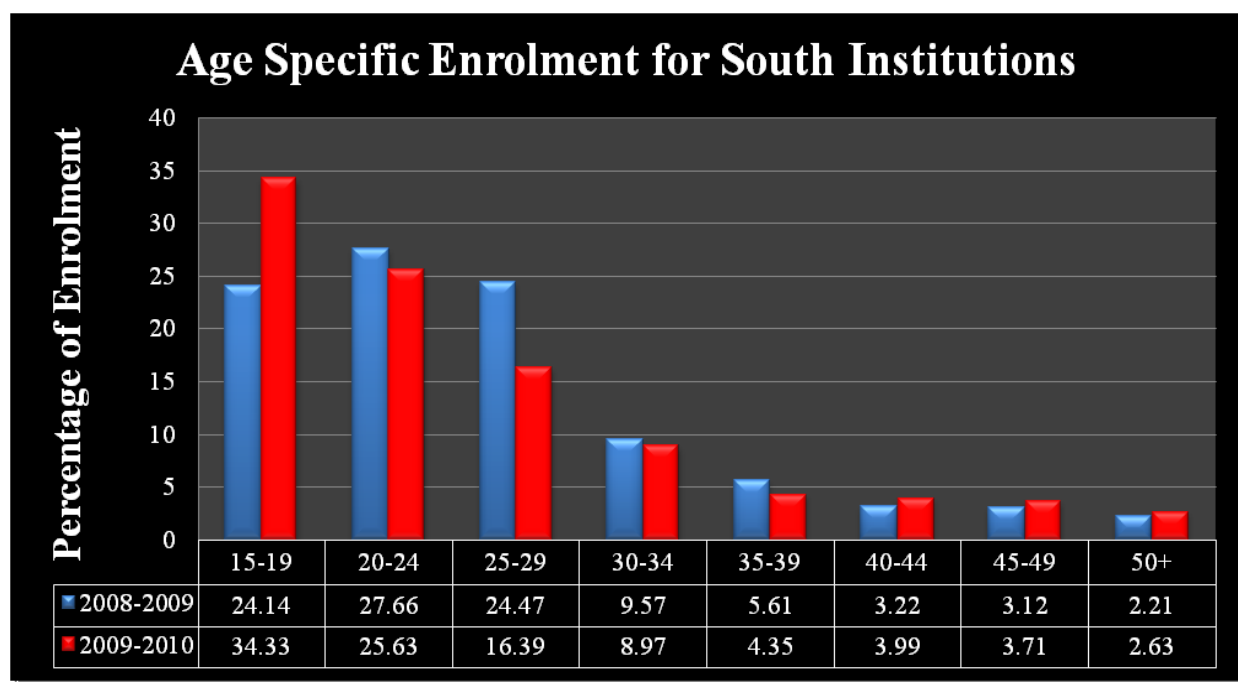




For South-based institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (27.66%). On the other hand, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.21%) for the same period. For the academic year 2009-2010, the same 15-19 age category accounted for the greatest proportion of the total enrolment population (34.33%) contrary to East-based and North-based institutions. However, the 50+ age category accounted for the smallest proportion of the total enrolment population (2.63%) for the same period.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 85.84% and 85.32% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 14.16% and 14.68% of the total enrolment population respectively (See Figure 18).

Figure 18 – Percentage Age Distribution of South Institutions for the Academic Years 2008-2009 and 2009-2010

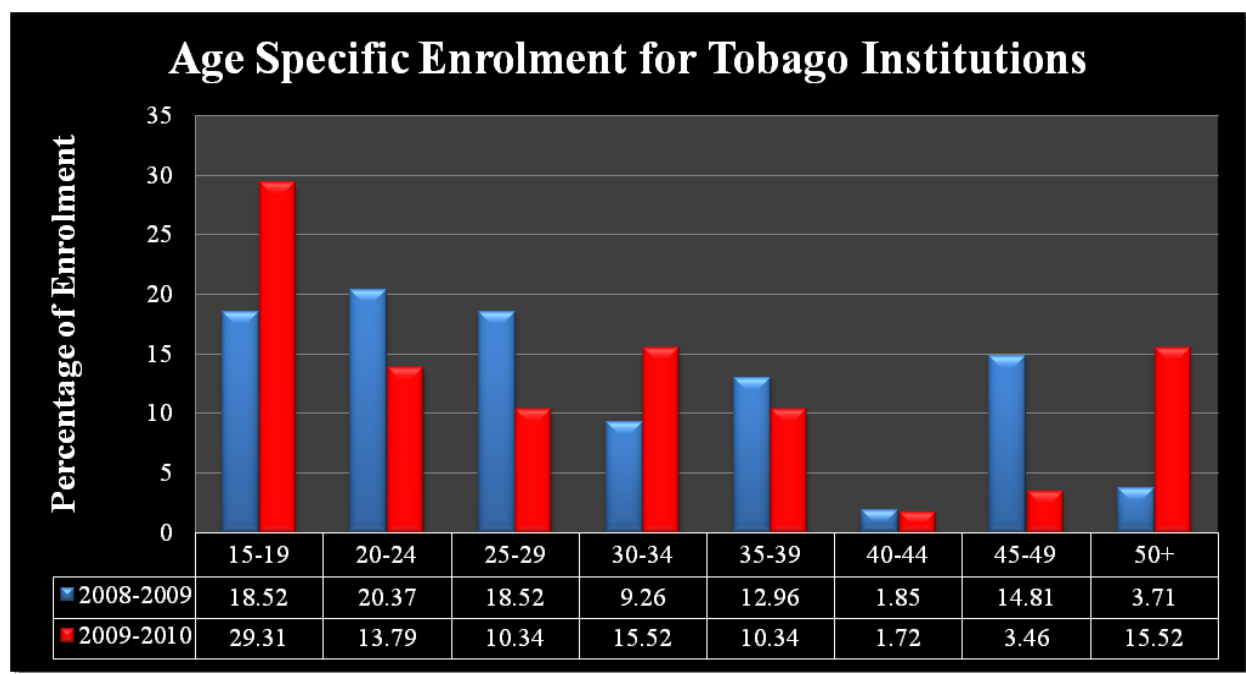




For Tobago-based institutions for the academic year 2008-2009, the 20-24 age category accounted for the greatest proportion of the total enrolment population (20.37%). On the other hand, the 40-44 age category accounted for the smallest proportion of the total enrolment population (1.85%) for the same period, which was contrary to all the other regions. For the academic year 2009-2010, the same 15-19 age category accounted for the greatest proportion of the total enrolment population (29.31%) akin to the Central-based institutions. Similarly, the 40-44 age category accounted for the smallest proportion of the total enrolment population (1.72%) for the same period, which was contrary to all the other regions.

For the academic periods 2008-2009 and 2009-2010, the 15-19 to the 30-34 age categories accounted for 66.67% and 68.96% of the total enrolment population as compared to the 35-39 to the 50+ age categories, which accounted for 33.33% and 31.04% of the total enrolment population respectively (See Figure 19).

Figure 19 – Percentage Age Distribution of Tobago Institutions for the Academic Years 2008-2009 and 2009-2010





4.5.6. Staffing by Category

For each of the previously defined categories, data with respect to staffing were analyzed through the use of internationally standardized ratios. Staff disaggregation by status and gender was then presented. Lastly, the foreign teaching staff representation was highlighted. Data for each categorization were presented in summary tables for ease of comparison.

4.5.7. Size and Staffing

Table 18 below provides a comparative summary of teaching staff for the academic year 2009-2010. The ratio of full-time teaching staff to full-time students was expectedly most favourable in small institutions which accounted for a 1:3.52 ratio. This was followed by medium-sized institutions which accounted for a 1:26 ratio followed by large institutions which accounted for a 1:28.04 ratio. The ratio of full-time teaching staff to part-time teaching staff was most significant in medium-sized institutions with a skew in favour of part-time teaching staff (1:2.61). This was followed by small institutions with a 1:1.52 ratio and then large institutions with a 1.11 ratio.

Interestingly, the percentage of male part-time teaching staff exceeded female part-time teaching staff in all types of institutions. In medium-sized institutions, 57.58% of the teaching staff were males, followed by 52.02% for large institutions and 52% for small institutions. The percentage of female part-time teaching staff in medium-sized, large and small institutions accounted for 42.42%, 47.98% and 48% respectively.

Table 18 – Comparative Summary of Staffing for the Academic Year 2009-2010 by Size of Institution

Area of Analysis	Academic Year 2009-2010		
	Small	Medium	Large
Ratio of FT Teaching Staff : FT Students	1 : 3.52	1 : 26	1 : 28.04
Ratio of FT Teaching Staff : PT Teaching Staff	1 : 1.52	1 : 2.61	1 : 1.11
Percentage of Male PT Teaching Staff (%)	52	57.58	52.02
Percentage of Female PT Teaching Staff (%)	48	42.42	47.98
Percentage of Male FT Teaching Staff (%)	44.24	42.11	58.99
Percentage of Female FT Teaching Staff (%)	55.76	57.89	41.01
Percentage of Male Total Teaching Staff (%)	48.92	53.28	55.33
Percentage of Female Total Teaching Staff (%)	51.08	46.72	44.67
Percentage of Foreign Teaching Staff : All Teaching Staff (%)	11.57	0	7.43

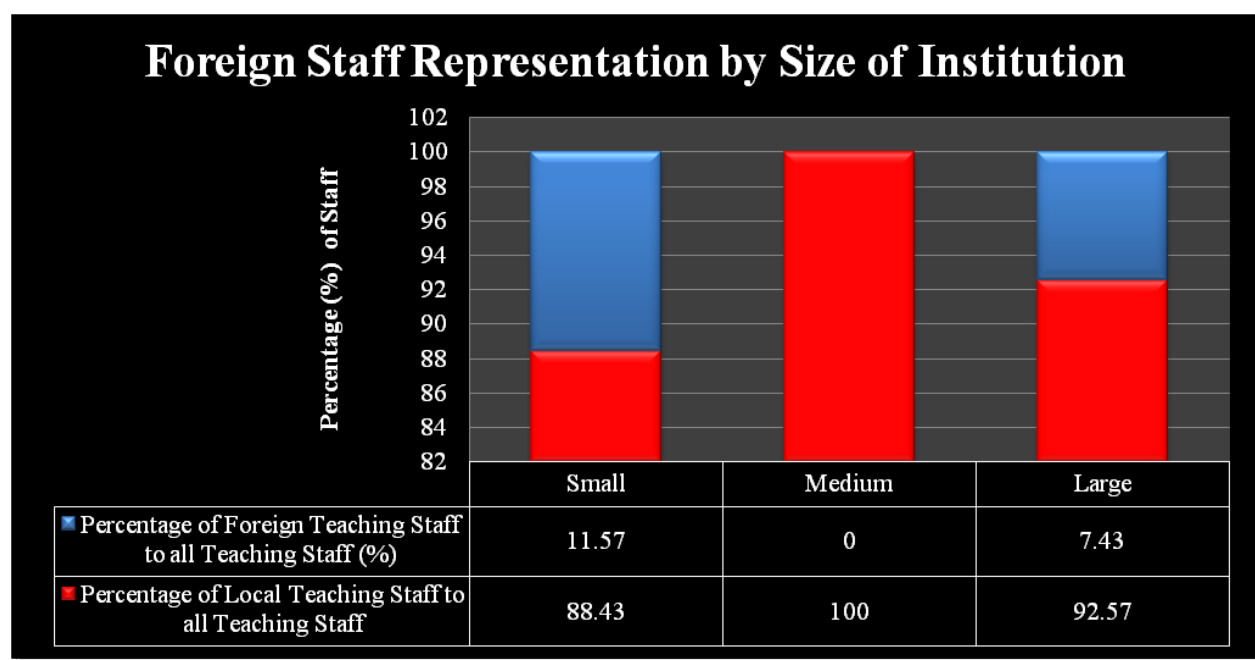


On the other hand, the percentage of female full-time teaching staff exceeded male full-time teaching staff in medium-sized and small institutions with 57.89% and 55.67% respectively. However, female full-time teaching staff was exceeded by male full-time teaching staff in large institutions with 41.01%. The percentage of male full-time teaching staff in medium-sized, small and large institutions accounted for 42.11%, 44.24% and 58.99% respectively.

Overall, total male teaching staff exceeded total female teaching staff in medium-sized and large institutions with 53.28% and 55.33% respectively. However, female teaching staff exceeded total male teaching staff marginally in small institutions with a 51.08% representation.

Lastly, small institutions exhibited the highest percentage of foreign teaching staff, with 11.57% of the teaching complement being non-Trinidadian followed by large institutions with 7.43%. Medium-sized institutions possessed entirely local teaching staff. This was further represented in **Figure 20** below.

Figure 20 – Percentage of National and Non-National Teaching Staff for Academic Year 2009-2010 by Size of Institution





4.5.8. Type and Staffing

Table 19 below provides a comparative summary of teaching staff for the academic year 2009-2010. The ratio of full-time teaching staff to full-time students was most favourable in religious institutions which accounted for a 1:0.92 ratio. This was followed by technical institutions which accounted for a 1:9.51 ratio followed by academic institutions which accounted for a 1:56.03 ratio. The ratio of full-time teaching staff to part-time teaching staff was most significant in academic institutions with a skew in favour of part-time teaching staff (1:3.25). This was followed by religious institutions with a 1:1.06 ratio and then technical institutions with a 1:0.18 ratio.

Interestingly, the percentage of male part-time teaching staff exceeded female part-time teaching staff in all types of institutions. In technical institutions, 65.57% of the teaching staff were males, followed by 64.15% for religious institutions and 50.52% for academic institutions. The percentage of female part-time teaching staff in technical, religious and academic institutions accounted for 34.43%, 35.85% and 49.48% respectively.

On the other hand, the percentage of female full-time teaching staff exceeded male full-time teaching staff in academic institutions with 58.94%. However, female full-time teaching staff was exceeded by male full-time teaching staff in religious and technical institutions with 38% and 36.38% respectively. The percentage of male full-time teaching staff in academic, religious and technical institutions accounted for 48.29%, 63.11% and 63.92% respectively.

Table 19 – Comparative Summary of Staffing for Academic Year 2009-2010 by Type of Institution

Area of Analysis	Academic Year 2009-2010		
	Technical	Religious	Academic
Ratio of FT Teaching Staff : FT Students	1 : 9.51	1 : 0.92	1 : 56.03
Ratio of FT Teaching Staff : PT Teaching Staff	1 : 0.18	1 : 1.06	1 : 3.25
Percentage of Male PT Teaching Staff (%)	65.57	64.15	50.52
Percentage of Female PT Teaching Staff (%)	34.43	35.85	49.48
Percentage of Male FT Teaching Staff (%)	63.62	62	41.06
Percentage of Female FT Teaching Staff (%)	36.38	38	58.94
Percentage of Male Total Teaching Staff (%)	63.92	63.11	48.29
Percentage of Female Total Teaching Staff (%)	36.08	36.89	51.71
Percentage of Foreign Teaching Staff : All Teaching Staff (%)	11.58	33.01	3.94

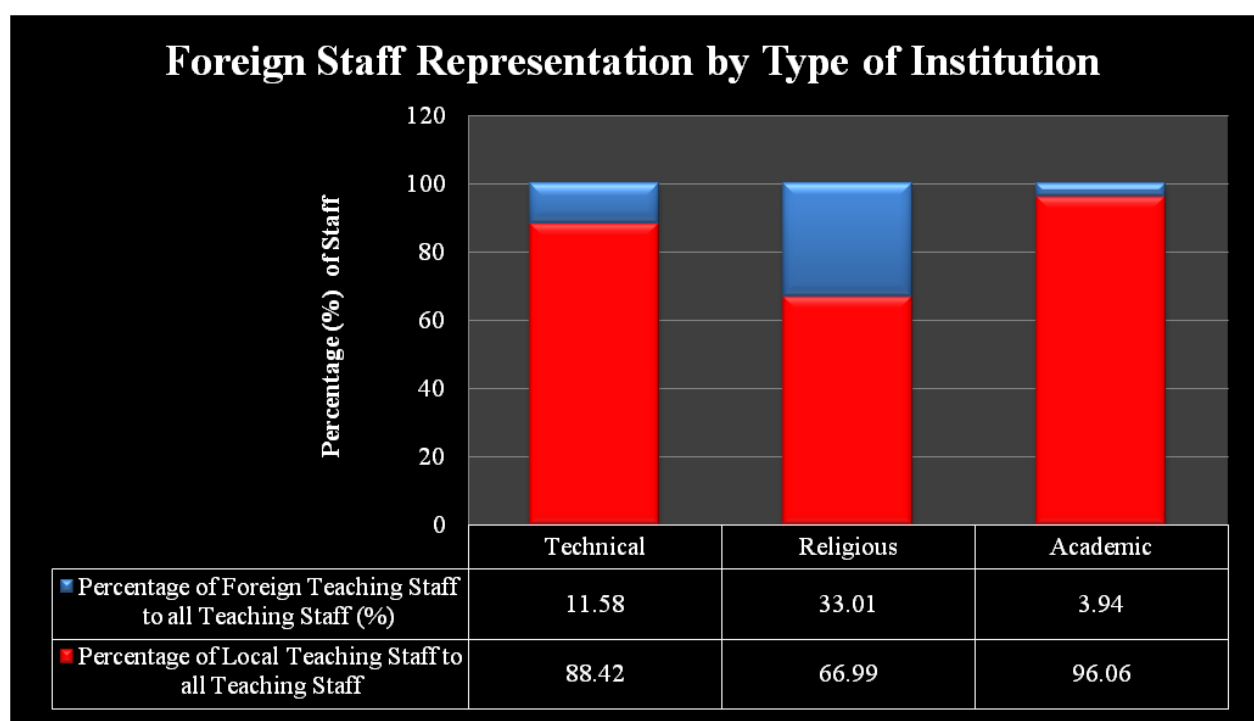




Overall, total male teaching staff exceeded total female teaching staff in technical and religious institutions with 63.92% and 63.11% respectively. However, female teaching staff exceeded total male teaching staff marginally in academic institutions with a 51.71% representation.

Lastly, religious institutions exhibited the highest percentage of foreign teaching staff, with 33.01% of staff being non-nationals while technical institutions also possessed more than the sector average, 11.58% and academic schools with 3.94% non-nationals. This was further represented in **Figure 21** below.

Figure 21 – Percentage of National and Non-National Teaching Staff for Academic Year 2009-2010 by Type of Institution





4.5.9. Geographic Location and Staffing

Table 20 below provides a comparative summary of teaching staff for the academic year 2009-2010. The ratio of full-time teaching staff to full-time students was most favourable in Tobago-based institutions which accounted for a 1:3 ratio. This was followed by South-based institutions, East-based institutions, Central-based institutions and North-based institutions with 1:9.46, 1:23.8, 1:24.03 and 1:30.15 ratios respectively. The ratio of full-time teaching staff to part-time teaching staff was most significant in South-based institutions with a skew in favour of part-time teaching staff (1:4.31). This was followed by North-based institutions, Central-based institutions, Tobago-based and East-based institutions with 1:2.84, 1:2.62, 1:2.38 and 1:0.76 ratios respectively.

Interestingly, the percentage of male part-time teaching staff exceeded female part-time teaching staff in all geographical locations, with the exception of North-based institutions which (41.68% male teaching staff). In Tobago-based institutions, 63.16% of the teaching staff were males, followed by East-based institutions with 58.54%, South-based institutions with 57.14% and Central-based institutions with 55.06%. The percentage of female part-time teaching staff in Tobago-based, East-based, South-based, Central-based and North-based institutions accounted for 36.84%, 41.46%, 42.86%, 44.94% and 58.32% respectively.

Table 20 - Comparative Summary of Staffing for Academic Year 2009-2010 by Location of Institution

Area of Analysis	Academic Year 2009-2010				
	East	North	South	Central	Tobago
Ratio of FT Teaching Staff : FT Students	1 : 23.8	1 : 30.15	1 : 9.46	1 : 24.03	1 : 3
Ratio of FT Teaching Staff : PT Teaching Staff	1 : 0.76	1 : 2.84	1 : 4.31	1 : 2.62	1 : 2.38
Percentage of Male PT Teaching Staff (%)	58.54	41.68	57.14	55.06	63.16
Percentage of Female PT Teaching Staff (%)	41.46	58.32	42.86	44.94	36.84
Percentage of Male FT Teaching Staff (%)	60.67	39.88	42.31	41.18	12.5
Percentage of Female FT Teaching Staff (%)	39.33	60.12	57.69	58.82	87.5
Percentage of Male Total Teaching Staff (%)	59.75	41.21	54.35	51.22	48.15
Percentage of Female Total Teaching Staff (%)	40.25	58.79	45.65	48.78	51.85
Percentage of Foreign Teaching Staff: All Teaching Staff (%)	11.29	1.92	1.45	1.63	0



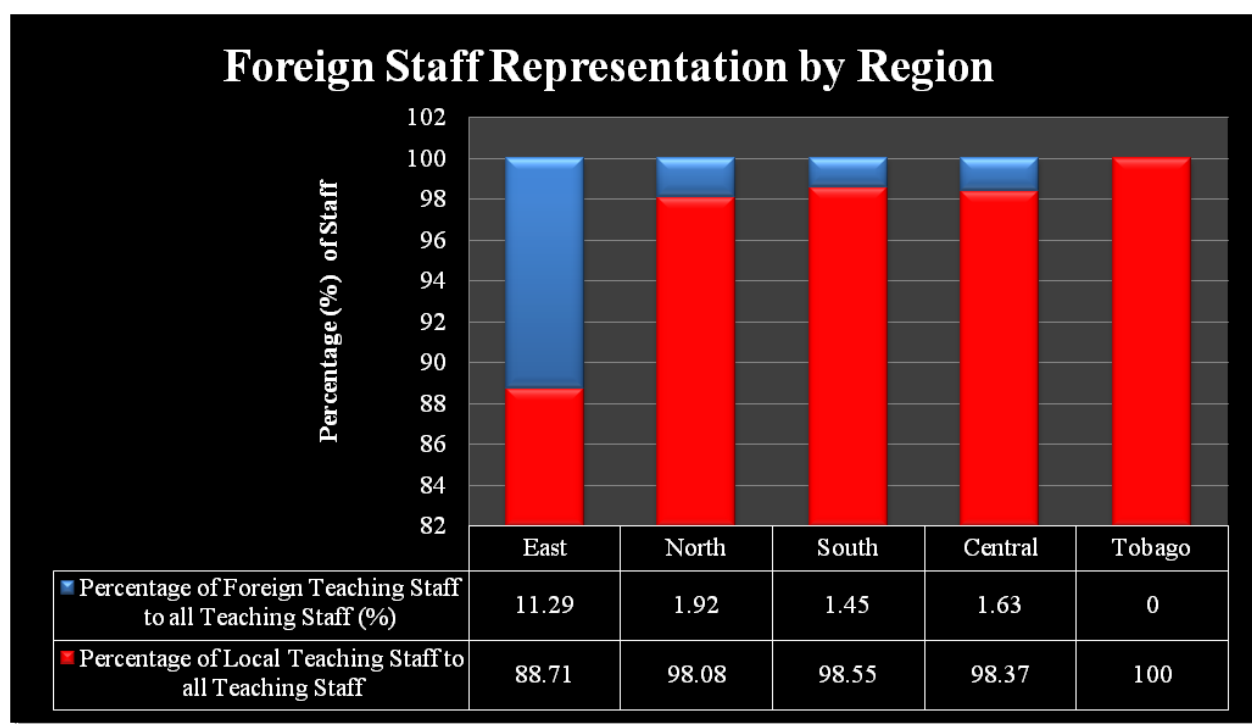


On the other hand, the percentage of female full-time teaching staff exceeded male full-time teaching staff in all geographical locations, with the exception of East-based institutions (39.33% female teaching staff). Female teaching staff exceeded male teaching staff on a full-time basis in the Tobago-based, North-based, Central-based and South-based institutions with 87.5%, 60.15%, 58.82% and 57.69% respectively. The percentage of male full-time teaching staff in Tobago-based, North-based, Central-based, South-based and East-based institutions which accounted for 12.5%, 39.88%, 41.18%, 42.31% and 60.67% respectively.

Overall, total male teaching staff exceeded total female teaching staff in East-based, South-based and Central-based institutions with 59.75%, 54.35% and 51.22% respectively. However, female teaching staff exceeded total male teaching staff in North-based and Tobago-based institutions with representations of 58.79% and 51.85% respectively.

Lastly, East-based institutions exhibited the highest percentage of foreign teaching staff, with 11.29% of staff being non-nationals while Tobago-based institutions possessed completely local teaching staff. North-based, Central-based and South-based institutions exhibited a minimum level non-national teaching staff with 1.92%, 1.63% and 1.45% respectively. This was further represented in **Figure 22** below.

Figure 22 - Percentage of National and Non-National Teaching Staff for Academic Year 2009-2010 by Location of Institution





CHAPTER 5

Conclusion

The Government, as expounded in the **People's Partnership Manifesto “*Framework for Sustainable Development*”**, plans to continue the expansion of the Post Secondary and Tertiary Education Sector through increasing incentives for students to participate in the sector as well as innovative routes to access same. Given the expected breadth of the sector, Monitoring and Evaluation will play an increasingly important role in ensuring a responsible, accountable and efficient allocation of resources towards the sector's development. This Monitoring and Evaluation initiative is the first step towards the process of proper sector-resource allocation, and ensures that all stakeholders understand their imperative and necessary role in the sector's growth and sustainability and respond to this mission by ensuring that data is recorded and reported in a prudent manner.

The partnership approach between the MSTTE and its stakeholders should be embraced as the government shapes the sector to meet the demands not only of Trinidad and Tobago, but also to ensure relevance and competitiveness in the regional and global markets.

To this end, the MSTTE has already engaged in planning with the ACTT to form a collaborative arrangement for the collection of data in order to reduce the burden on institutions and to avoid duplication in efforts.

The outputs of this Statistical Digest will be forwarded to the CSO locally and to UNESCO and COL internationally. The purpose is to have increased buy-in from stakeholders and through improved processes of administering, be able to present a true reflection of the Post Secondary and Tertiary Education Sector in Trinidad and Tobago.





APPENDIX I

MSTTE DATA SURVEY 2010

“Annual Data Collection 2008/09 and 2009/10 in Support of the Development of the TETVET Sector”





Section I: Institution Profile

Name of Institution

Address Line 1

Address Line 2

Address Line 3

Contact Information

Person Preparing Information:

Name:

Position:

Telephone:

E-mail:

Ownership of Institution

Public ☐

Private ☐





Section 1: Programme Information- Duration, Enrolment, and Graduation Statistics

1.1 Number of Full-time students enrolled in ALL Programmes offered at this institution:

Academic Year	Female	Male	Total
'08-'09			
'09-'10			

1.2 Number of Part-time students enrolled in ALL Programmes offered at this institution:

Academic Year	Female	Male	Total
'08-'09			
'09-'10			

1.3 Number of differently-abled persons enrolled at this institution:

Differently-abled Category	'08-'09	'09-'10
Mobility		
Speech		
Learning		

1.4 Number of foreign students enrolled at this institution:

Country	'08-'09		'09-'10	
	Male	Female	Male	Female





1.5 Number of students enrolled in the following age categories:

Age Category	'08-'09		'09-'10	
	Male	Female	Male	Female
15-19				
20-24				
25-29				
30-34				
35-39				
40-44				
45-49				
50-54				
55-59				
60-64				
65 & over				

1.6 Does this institution offer programmes for students to transition into Tertiary Level Programme offerings at your institution:

☐ Yes ☐ No



- 1.7 Number of students admitted for their first year of study of Baccalaureate and Sub - Baccalaureate programmes for academic year '09 - '10 with highest level of qualification of:

Entry Route	Number of Students Admitted
	'09-'10
CSEC/ GCE 'O' Level	
CAPE/ GCE 'A' Level	
Mature Entry/ Professional Experience	
Baccalaureate Degree	
Associate Degree	
Institution Programme	
Other:	

- 1.8 Number of Drop Outs for the previous Academic Year at your institution:

Number of Drop Outs '08-'09		
Male	Female	Total



Table 1.1 Full-Time Student Information by Programme

[illegible]



Table 1.2 Part-time Student Information by Programme

PROGRAMME NAME	PART TIME STUDENTS																
	DURATION (No. of Years)	ENROLMENT										GRADUATES					
		MALE					FEMALE					MALE			FEMALE		
		Y1	Y2	Y3	Y4	Y5+	Y1	Y2	Y3	Y4	Y5+	06-'07	07-'08	08-'09	06-'07	07-'08	08-'09

Section 2: Programme Information – Costs and Contributions, Matriculation, Qualification Information

Table 2.1 Programme Cost and Qualification Information

** Equivalency of One (1) Credit Unit = Fifteen (15) Contact Hours*

PROGRAMME NAME	PROGRAMME DISCIPLINE	ADMISSION REQUIREMENTS	CREDIT UNIT REQUIREMENTS	TOTAL TUITION COST (TT\$)	QUALIFICATION/ CERTIFICATION AWARDED	QUALIFICATION AWARDING BODY



Section 3: Staff Information

3.1 Total number of Academic Departments at your institution:

3.2 Total number of Full-Time Teaching Staff at your institution:

Female	Male	Total

3.3 Total number of Part-Time Teaching Staff at your institution:

Female	Male	Total

3.4 Number of Teaching Staff members that are nationals of:

Country	Number of Teaching Staff Members

3.5 Number of Teaching Staff members with highest qualification of:

Qualification	Number of Teaching Staff Members
Post-Doctoral qualification	
Doctoral Degree or equivalent	
Master's Degree or equivalent	
Post Graduate Diploma or equivalent	
Bachelor's Degree or equivalent	
Associate Degree or equivalent	
Advanced Diploma or equivalent	
Diploma or equivalent	
Certificate or equivalent	





3.6 TOTAL number of Staff who **PRIMARILY** engage in:

Activities	Number of Staff Members
Teaching	
Research	
Administration	
Student Services	
Security	
Maintenance	

3.7 Does this institution have performance appraisal systems in place for staff members:

☐ Yes ☐ No

3.8 Does this institution have a professional development programme:

☐ Yes ☐ No

THANK YOU FOR PARTICIPATING!





APPENDIX II

Glossary of Terms – MSTTE Data Survey 2010

Academic Faculty – a formal grouping of academic programs, schools, discipline areas, research centres and/or any combination of these drawn together for educational purposes.

(Adapted from the Queensland University of Technology, Australia's Glossary of Terms)

Admission requirements – a checklist of rules and requirements that must be met before a student is considered for acceptance for a programme.

(Adapted from the Ministry of Science, Technology and Tertiary Education)

Baccalaureate degree – is an undergraduate degree conferred upon completion of a programme of studies lasting three or four years.

(Adapted from the Glossary of terms from the University of Ottawa)

Credit/Course unit requirements – a value allocated by an awarding body to a unit of academic measurement of educational value which indicates the unit's contribution to a course or programme and the enrolment load of a registered student. It is proposed that in Trinidad and Tobago framework 15 lecture-contact hours of learning be assigned a standard value of 1 credit point.

(Adapted from the Queensland University of Technology, Australia's Glossary of Terms and the Draft Tertiary Qualifications Framework for Trinidad and Tobago: A Green Paper)

Department – one of the administrative units into which a Faculty may be divided. A department normally takes its name from the discipline it teaches.

(Adapted from the Glossary of Terms, the University of the South Pacific)

Differently-abled person – is a person with any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

(Adapted from the Draft National Policy on Disabled Persons – Office of the Prime Minister Social Services Delivery)

□ **Learning disability** -- is any one of the diverse group of conditions, believed to be of neurological origins, which cause significant difficulties in perceiving and/or processing auditory, visual or spatial information or any combination of these information forms.

(Adapted from the Glossary of terms University of Southern Queensland)

□ **Mobility disability** – may include temporary, permanent or intermittent. Among the most common are musculoskeletal disabilities such as partial or total paralysis, amputation or severe spinal injury, types of arthritis, muscular dystrophy, multiple sclerosis and cerebral palsy.

(Adapted from the Glossary of terms University of Southern Queensland)

□ **Speech impairment** – may range from problems with articulation or voice strength to complete voicelessness, chronic hoarseness or stammering.

(Adapted from the Glossary of terms University of Southern Queensland)





Dropout – The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate.

(Adapted from the US Department of Education-Institute of Education Sciences)

Expected Programme duration – this is the usual anticipated time allocated by the institution for the completion of the qualification.

(Adapted from the Ministry of Science, Technology and Tertiary Education)

Foreign student – is a person admitted by a country (Trinidad and Tobago) other than their own, usually under special permits or visas, for the specific purpose of following a particular course of study in a registered institution of the receiving country.

(Adapted from the OECD Glossary of Statistical Terms)

Full-Time lecturing or instructional staff – those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. This excludes faculty who are employed to teach less than two semesters, replacements for faculty on sabbatical leave or those on leave without pay, faculty who are donating their services and graduate students assisting in the teaching of courses.

(Adapted from the Digest of Education Statistics 2008: National Centre for Education Statistics USA)

Full-time student – A student who is registered for any programme for twelve (12) or more semester credits or twenty four (24) credits for an academic year.

(Adapted from Common Data Set 2009/2010)

For institutions that do not utilize the credit system please convert:

Converting hours to credits: 15 lecture-contact hours is equal to 1 credit.

Institution programme – a programme that covers the gap between a student's existing knowledge or skills set and the assumed knowledge of the course or programme, either to satisfy matriculation requirements or attain a higher qualification.

(Adapted from Queensland University of Technology, Australia's Glossary of Terms)

Part-Time lecturing or instructional staff – those members of the instruction/research staff who are employed part time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. This excludes faculty who are employed to teach less than two semesters, replacements for faculty on sabbatical leave or those on leave without pay, faculty who are donating their services and graduate students assisting in the teaching of courses.

(Adapted from the Digest of Education Statistics 2008: National Centre for Education Statistics USA)

Part-time student – A student who is registered for less than 12 semester credits or 24 credits for an academic year.

(Adapted from Common Data Set 2009/2010)

For institutions that do not utilize the credit system please convert:

Converting hours to credits: 15 lecture-contact hours is equal to 1 credit.





Performance appraisal system – is a process of identifying, measuring and developing human performance in organizations.

(Adapted from Thomas F Patterson, University of Vermont-Burlington)

Professional Development programme – is a formal system instituted by the institution to encourage personal and professional advancement.

(Adapted from the Ministry of Science, Technology and Tertiary Education)

Qualification awarding body – an institution or body that bestows a degree, diploma, certificate or any evidence of achievement or competence.

(Adapted from the Ministry of Science, Technology and Tertiary Education)

Repeater – is a student or pupil enrolled in the same grade for a second or further year.

(Adapted from the UNESCO Institute of Statistics)

Student services – Services that are offered to students that are outside the context of the formal instructional or academic programmes.

(Adapted from the Ministry of Science, Technology and Tertiary Education)

Sub-Baccalaureate – refers to post secondary programmes and credentials that are below the bachelor's degree level.

(Adapted from the Post Secondary Level Glossary from National Centre for Education Statistics - US Department of Education)

TETVET – Tertiary Education, Technical Vocational Education and Training is the all encompassing term used to describe the post secondary level of education that falls under the control of the MSTTE. The term embraces both the tertiary education sector and the technical vocational education and training sector of Trinidad and Tobago.

(Adapted from the Ministry of Science, Technology and Tertiary Education, Strategic Planning Final Report 2006)

Total tuition cost – the total amount of money charged to students by the institution for tuition expenses.

(Adapted from the Ministry of Science, Technology and Tertiary Education, Funding and Grants Administration Division – GATE Programme)





APPENDIX III

ACTT List of Registered Institutions with Enrolment as at 29/04/09

No.	Organization Name	Enrolment as at 29/04/09
1	Academy of Automechanics Limited	82
2	Academy of Tertiary Studies	370
3	Advanced Solutions Technical Institute Limited	150
4	ARIA Technical Institute Limited	30
5	Arthur Lok Jack Graduate School of Business	630
6	Automation Technology College Limited	600
7	BorderCom International Limited	108
8	Buena Vista School of Practical Nursing	11
9	Business and Technology Development Centre Limited	100
10	Caribbean College of the Bible International Limited	150
11	Caribbean Institute of Languages Limited	30
12	Caribbean Nazarene College	292
13	Catholic Religious Education Development Institute	25
14	Cipriani College of Labour & Co-operative Studies	3,392
15	College of Health Environment and Safety Studies	147
16	College of Legal Studies Limited	180
17	College of Professional Studies Limited	200
18	College of Ultrasound Sciences Limited	2
19	Community Bible Institute & Seminary	No data
20	COSTAATT	4,995
21	Council of Legal Education	260
22	CTS College of Business and Computer Science Limited	800
23	Douglass Associate & Company Limited	25
24	Emergency Training Institute of Trinidad and Tobago	40
25	Employers Solution Centre Limited	50
26	En-Safe Health & Safety Training & Consultancy Services	20
27	eRen Limited	25
28	HHSI Safety Systems Limited	50
29	Institute of Banking and Finance of Trinidad and Tobago	No data
30	Institute of Health and Fitness Co. Limited	150
31	Institute of Law and Academic Studies Limited	535
32	Institute of Tertiary Tutors Limited	465
33	INTAD Limited	1,200
34	J & J Safety Consultants	20
35	K. Beckles and Associates Law Tutors Limited	240
36	Kenson School of Production Technology Limited	50
37	Metal Industries Company Limited	2,100
38	NDE Institute of Trinidad and Tobago	12
39	Omardeen School of Accountancy Limited	1,200
40	Omega Advanced School of Interdisciplinary Studies	33
41	Open Bible Institute of Theology	250
42	OSHA Services LLC	35



No.	Organization Name	Enrolment as at 29/4/09
43	PAL Institute of Limited	No data
44	Premier Accountancy Specialist School Limited	No data
45	Professional Institute of Marketing and Business Studies Limited	500
46	Professional School of Accountancy Limited	200
47	Purchasing Supply and Management Tuition Services Limited	55
48	Regional Seminary of St. John Vianney and the Uganda Martyrs	10
49	ROYTEC	1,500
50	SAM Caribbean Limited	2,990
51	School of Business and Computer Science Limited	12,200
52	School of Higher Education Limited	250
53	School of Practical Accounting and Accounting Services	904
54	SERVOL Limited	33
55	Set, Ready & Go Limited	75
56	SITAL College of Tertiary Education Limited	1,800
57	St. Andrews Theological College	No data
58	St. George's Academy Limited	35
59	Students Accountancy Centre	1,250
60	Technical Institute for Learning	40
61	The Institute of Corporate Development	150
62	The Institute of Medical Education	No data
63	The Schools of Nursing and Midwifery (Ministry of Health)	1,093
64	The University of the West Indies	15,999
65	The University of Trinidad and Tobago	5,400
66	Tobago Community College	20
67	Tobago Hospitality & Tourism Institute	153
68	Tobago Institute of Literacy	25
69	Tobago Technical School	30
70	Trinidad and Tobago Bible College	25
71	Trinidad and Tobago Civil Aviation Authority	25
72	Trinidad and Tobago College of Therapeutic Massage and Beauty Culture Limited	25
73	Trinidad and Tobago Hospitality and Tourism Institute	571
74	Trinidad and Tobago Institute for Teacher Advancement	18
75	Trinidad and Tobago Insurance Institute	120
76	Trinidad Institute of Medical Technology	30
77	Trinizuela Technical & Vocational College Limited	785
78	University of the Southern Caribbean	3,500
79	West Indies School of Theology	29
80	West Indies Theological College	150
	TOTAL	69,277



APPENDIX IV

Classification Listing for Analysis- MSTTE Data Survey 2010

Status	Institution Name	Type	Size	Location
Outstanding	Academy of Auto Mechanics	Technical	Small	East
Received	Academy of Tertiary Studies	Academic	Small	East
Received	Advanced Solutions Technical Institute Limited	Technical	Small	Central
Received	A.R.I.A. Technical Institute	Technical	Small	East
Outstanding	Arthur Lok Jack	Academic	Medium	East
Received	Automation Technology College Limited	Technical	Medium	South
Received	BorderCom	Academic	Small	East
N/A	Buena Vista	Academic	Small	South
Received	Business and Technology Development Center Limited	Technical	Small	East
Received	Caribbean College of the Bible	Religious	Small	East
Received	Caribbean Institute of Languages	Academic	Small	North
Received	Caribbean Nazarene College	Religious	Small	East
Outstanding	Catholic Religious Education Development Institute	Religious	Small	North
Outstanding	Cipriani	Academic	Large	East
Outstanding	College of Health, Environment and Safety Studies	Technical	Small	South
Received	College of Legal Studies Limited	Academic	Small	Central
Received	College of Professional Studies Limited	Academic	Small	East
Received	COSTAATT	Academic	Large	North
Received	College of Ultrasound Sciences Limited	Academic	Small	East
Received	Community Bible Institute and Seminary	Religious	Small	South
Outstanding	Council of Legal Education	Religious	Small	East
Received	CTS College of Business and Computer Science Limited	Academic	Medium	Central
Outstanding	Douglas Associate & Company Limited	Academic	Small	East
Received	Emergency Training Institute of Trinidad and Tobago	Technical	Small	Central
Received	Employers Solution Centre Limited	Academic	Small	North
Received	eREN Limited	Technical	Small	East
Outstanding	Ensafe Health and Safety Training and Consultancy Services	Technical	Small	South
Outstanding	HHSL Safety Systems	Technical	Small	Central
Received	Institute of Banking and Finance of Trinidad and Tobago	Academic	Small	North
Outstanding	Institute of Health and Fitness Company Limited	Technical	Small	East
Received	Institute of Law and Academic Studies Limited	Academic	Medium	Central
Received	Institute of Medical Education	Academic	Small	South
Outstanding	Institute of Tertiary Tutors Limited	Academic	Small	South
Received	Institute of Training and Development	Academic	Large	North
Received	J & J Safety Consultants	Technical	Small	Central
Received	K. Beckles and Associates	Academic	Small	North
Outstanding	Kenson School of Production Technology	Technical	Small	South
Received	Metal Industries Company Limited	Technical	Large	East
Outstanding	NDE Institute of Trinidad Limited	Technical	Small	South



Status	Institution Name	Type	Size	Location
Received	Omardeen School of Accountancy Limited	Academic	Large	South
Outstanding	Omega	Academic	Small	East
Outstanding	Open Bible Institute of Theology	Religious	Small	South
Outstanding	OSHA Services, LLC	Technical	Small	East
Outstanding	PAL Institute of Health, Safety and Environmental Services	Technical	Small	South
Outstanding	Premier Accountancy Specialist School	Academic	Small	Central
Outstanding	P.I.M.B.S.	Academic	Medium	East
Received	Professional School of Accountancy	Academic	Small	South
Outstanding	Purchasing Supply and Management Tuition Services	Academic	Small	East
Received	Regional Seminary of St. John Vianney & The Uganda Martyrs	Religious	Small	East
Outstanding	SAM Caribbean	Academic	Large	East
Received	School of Business and Computer Science	Academic	Large	East
Outstanding	School of Higher Education	Academic	Small	South
Received	School of Practical Accounting and Accounting Services	Academic	Medium	Central
Received	SERVOL	Technical	Small	North
Received	SET, Ready and Go	Technical	Small	Central
Received	SITAL College of Tertiary Education	Academic	Large	East
Outstanding	St. Andrews Theological College	Religious	Small	South
Received	St. George's Academy Limited	Academic	Small	South
Received	Students Accountancy Centre	Academic	Large	Central
Received	Technical Institute for Learning	Technical	Small	South
Outstanding	The Institute of Corporate Development	Academic	Small	East
Outstanding	The Schools of Nursing and Midwifery	Academic	Large	North
Received	The University of the West Indies	Academic	Large	East
Received	The University of Trinidad and Tobago	Technical	Large	East
Received	The UWI School of Business (ROYTEC)	Academic	Large	North
Outstanding	Tobago Community College	Academic	Small	Tobago
Received	Tobago Hospitality and Tourism Institute	Academic	Small	Tobago
Received	Tobago Institute of Literacy	Academic	Small	Tobago
Received	Tobago Technical School	Technical	Small	Tobago
Outstanding	Trinidad and Tobago Bible College - WICM	Religious	Small	East
Outstanding	Trinidad and Tobago Civil Aviation Authority	Technical	Small	East
Outstanding	College of Therapeutic Massage and Beauty Culture	Technical	Small	South
Received	Trinidad and Tobago Hospitality and Tourism Institute	Academic	Medium	North
Outstanding	Trinidad and Tobago Institute for Teacher Advancement	Academic	Small	East
Outstanding	Trinidad and Tobago Insurance Institute	Academic	Small	North
N/A	Trinidad Institute of Medical Technology	Academic	Small	East
Outstanding	Trinizuela Technical and Vocational College	Technical	Medium	South
Received	University of Southern Caribbean	Academic	Large	East
Outstanding	West Indies School of Theology	Religious	Small	East
Received	West Indies Theological College	Religious	Small	East

