



The Government of the Republic of Trinidad & Tobago
Ministry of Education

Statistical Digest of the Education System





MINISTRY OF EDUCATION

Foreword

This digest of the Ministry of Education presents statistical data on Trinidad and Tobago's school system, as a subset of the overall education system, for the academic school year 2002/03. The school system, which falls under the purview of the Ministry of Education (the Ministry), comprises pre-primary, primary and secondary levels, in addition to special and adult education components.

The Ministry of Education recognizes the need to take direct responsibility for the provision of school data in line with, and in support of policy determination, and as well as for the use of an ever-widening stakeholder group. Indeed, in context of the Ministry's reporting responsibilities to the international community, its collaboration with agencies like the United Nations Educational, Scientific and Cultural Organization (UNESCO) and in line with that organization's International Standard Classification of Education (ISCED), as well as regional and local data requests, the Ministry's direct role in statistical reporting cannot be overstated.

This digest was prepared by the Statistics and Research Section of the Ministry's Educational Planning Division (EPD), in collaboration with various other divisions of the Ministry, in particular the Division of Educational Research and Evaluation (DERE). This publication is to be done on an annual basis and is to be used in conjunction with the education statistics published by the Central Statistical Office. The Statistics and Research Section of the EPD is responsible for the collection and collation of all data from our public and private school system, through the medium of the Annual Statistical Return (ASR).

In future years, other targetted statistical tables will be added to the digest to facilitate the needs of stakeholders and to support the Ministry's decentralization thrust and its move toward School Based Management

Acknowledgements

Director of School Supervision
School Principals
School Clerical and Teaching Staff
The Information Technology Division
Division of Educational Research and Evaluation

ABBREVIATIONS AND ACRONYMS

ASR	-	Annual Statistical Return
CAPE	-	Caribbean Advanced Proficiency Examination
CSO	-	Central Statistical Office
CXC	-	Caribbean Examinations Council
DERE	-	Division of Educational Research and Evaluation
ECCE	-	Early Childhood Care and Education
EPD	-	Educational Planning Division
GCE O' Level	-	General Certificate of Education Ordinary Level
GCE A' Level	-	General Certificate of Education Advanced Level
ISCED	-	International Standard Classification of Education
MOE	-	Ministry of Education
NEC	-	National Examinations Council
SERVOL	-	Service Volunteered for All
UNESCO	-	United Nations Educational, Scientific and Cultural Organization



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INTRODUCTION

Definitions and Overview of The Education System

The levels of the Education System in Trinidad and Tobago, which fall under the purview of the Ministry of Education, consist of the following:

- Pre-Primary - Birth to 4 Years Old
- Primary - 5 to 11 Years Old
- Secondary - 12 to 16 Years Old
- Advanced Proficiency - 17 to 18 Years Old
- Teacher Education - Primary Teacher Level

Education is compulsory for children up to age 12, although, with a minimum age for employment of 16, it is traditional for most of the nation's youth up to age 15 to be enrolled in our school system. Available data indicates a high participation rate¹ of 87.03% in the 5-11 age group, 82.36%² for ages 12-14 and 67.64% for 15-16 year olds.

¹Participation, as determined by the Net Enrolment Ratio: students of the age group for a given level as a percentage of the total population in that age group.

²Based on Enumerated Population Data by Age Group provided by the Central Statistical Office for year 2000, adjusted by factors derived from the total population and by Sprague multipliers for single age totals.

Allowance must be made for underreporting, as the response of private schools to data requests was poor.

School



A school is an institution where teaching and learning activities are organized under the direct supervision of the head of the establishment.

SCHOOL TYPES

Pre-Primary

Early Childhood Care and Education (ECCE) addresses children who are less than five years old. Education centres cater to the 3-4-age group and Care centres cater to ages 0-2. However, children five years old and even older may still access ECCE centres.

SERVOL Centres

The Government network of early childhood centres is managed by the NGO, Service Volunteered for All (SERVOL). The ECCE network's curriculum is based on an Early Childhood programme also developed by SERVOL.

Private Centres

Privately owned and operated centres form the majority of institutions that target our pre-school population.

Primary

Primary schools address the educational needs of the school-age population between the ages of five and eleven years old.

The primary programme currently culminates in the Secondary Education Assessment (SEA) examination, as a measure of readiness for passage to the secondary level. The post-primary level of education has been phased out, although the school-leaving certification at that level still represents proof of basic education and attainment.

Secondary

Secondary education encompasses an average age-range from twelve to eighteen years. Sixteen is the mean age for students taking the Caribbean Examinations Certificate (CXC) examination, which is the recognized measure of completion of secondary school for a large majority of the school population.

Qualifying students at the CXC Level may access Advanced Level education in a two-year course of study at Sixth-Form Level. Commencing 2004, studies at this level will lead to the Caribbean Advanced Proficiency Examination (CAPE), which will largely replace the General Certificate of Education Advanced Level (GCE A-Level) Examination by 2008.

The secondary level comprises a wide range of subject choices and a great degree of programme divergence. Secondary school students possess widely varying levels of literacy and numeracy competence. At the secondary level, the following types of school exist:

The traditional secondary school offers a five or seven year course of academic study, leading respectively to the Caribbean Examinations Council (CXC) Certificate, and, as stated, to the A-Level or the new CAPE Certificate. The normal progression beyond "full" CXC certification is entry-level clerical employment in the public service or the private sector. Emphasis is placed on demonstrated achievement in English and Mathematics, as measures of literacy and numeracy competence.

Lower achievement at the CXC examination level may lead to technical studies or employment in more labour-oriented, technical or "trade" jobs. Progression beyond A-level certification customarily tends to lead to tertiary level studies.

Junior Secondary

Junior Secondary schools form part of the "New Sector" schools. They were established in the nineteen-seventies with the objectives of maximizing secondary school participation, providing basic education, and allowing for completion of basic schooling. To achieve the objective of maximum participation, junior secondary schools operate on a two-shift system daily, actually doubling capacity by making two schools of one.

Comprising forms one to three, the junior secondary schools provide a basic education and an introduction to technical/vocational education, which leads to the fourteen-plus examination at the end of the third or final year.





Senior Comprehensive

With an average duration of two years in Forms Four and Five, senior comprehensive schools comprise the upper level of the New Sector school system. Academic and technical/vocational subject areas are covered, leading respectively to the CXC and NEC examinations. However, many Senior Comprehensive schools also offer Sixth Form A-level studies.

Senior Secondary

The senior secondary school offers up to four years of schooling to accommodate students who complete CXC and qualify for advanced level programmes. Studies are carried out in Forms Four, Five, Lower Six and Upper Six. The concentration is on academic studies.

Secondary Comprehensive

The curriculum of secondary comprehensive schools comprises academic as well as technical/vocational studies. These schools accommodate students from Forms One to Five. Some of these schools also offer Sixth Form A-level programmes.

Secondary School Centres

Secondary School Centres are among the New Sector schools. Currently found mainly in Tobago, they provide temporary accommodation pending final construction of permanent secondary schools in the communities where there is a shortage of places.

Composite

Composite schools offer academic and technical-vocational curricula at the secondary level. In some cases they also straddle the primary and secondary levels.

SCHOOL FINANCING AND ADMINISTRATION

Schools are funded by different authorities, as follows:

Government

Government primary and secondary schools are wholly owned, financed and administered by the Ministry of Education.

Government Assisted

Government assisted schools, are public schools, operated and partly financed by the State but owned and managed by a private body (usually a religious denomination).

Private

Private schools, at all levels of the education system, are privately owned and operate independently of the government

Summary

It needs to be noted that there a growing tendency to move away from these school types and revert to five/seven year secondary schools. Junior Secondary schools are being systematically de-shifted and converted from three-year to five-year schools, while the Senior Comprehensive schools are being converted from two to five and seven year schools. Preliminary surveys indicate improved student performance both academically and in co-curricular activities.



PERSONNEL

Student

A student is a person enrolled and/or registered in a programme of education.

Teacher

A person directly engaged in instructing a group of pupils/students. Heads of educational institutions, supervisory and other personnel are recognized as teachers only when they have regular teaching functions.

Trained Teacher

A teacher who has acquired professional training at an approved Teachers Training College.

Evidence of this may take the form of a Teachers Diploma (e.g. the Trained Teachers Certificate issued by the Ministry of Education) or a University Degree, such as the Bachelor of Education, which combines both professional and academic training, or the Diploma in Education (in-Service Training offered at the University of the West Indies).

Untrained Teacher

A teacher who does not hold the Trained Teachers Certificate, the Diploma of Education or the Bachelor of Education Degree.

Assistant Teacher (Secondary)

A teacher who has five (5) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language, Mathematics and a Science subject and a minimum of two (2) G C E A' Level subjects including one in the subject area taught and in-service basic training in the techniques of teaching.

Assistant Teacher (Secondary) General Integrated Science

A teacher who has five (5) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language, Mathematics and a Science subject; and minimum of two (2) G C.E A' Level passes in an area of specialisation and in-service training in the techniques of teaching.

Teacher I (Secondary)

A teacher who has five (5) G.C.E.O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics and a Science subject and a certificate in teaching as evidenced by the possession of a Teachers Diploma with an elective in the subject area taught or in-service/specialized training in the subject area taught.

Teacher II (Secondary)

A special teacher who has a 50 or 75% Degree, which includes at least 50% of the courses relevant to the subject area taught (formerly designated Special Teacher I or Special Teacher II - 50% degree and Special Teacher III - 75% degree) and who has in-service training at the secondary level.

Teacher III (Secondary)

Possesses a Bachelors Degree in area of subject specialty from a recognized University and Certification in teaching as evidenced by the possession of a Diploma in Education or equivalent (formerly designated Teacher II or Special Teacher III with 100% degree).

Technical Vocational Teacher I

Possesses three (3) G.C E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics, a National Craftsman Certificate (including completion of

all options or levels relevant to subject area(s) taught) or equivalent and in-service/basic training in techniques of teaching and five (5) years pre-qualification or two (2) years post-qualification experience in relevant occupational field.

Technical Vocational Teacher II

Possesses five (5) G C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics, National Technician Diploma or equivalent, In-service/basic training in techniques of teaching and a minimum of five (5) years pre-qualification or two (2) years post-qualification experience in relevant occupational field.

Technical Vocational Teacher III

Possesses three (3) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics; National Craftsman Certificate (including completion of all options or levels relevant to subject area(s) taught or equivalent, certification in teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent and has five (5) years pre-qualification or two (2) years post qualification plus two (2) years teaching experience in the relevant occupational field.

Technical Vocational Teacher IV (formerly designated Teacher II teaching Technical/ Vocational subjects).

Possesses five (5) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics, National Technician Diploma or equivalent, certification in Teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent and has five (5) years pre-qualification or two (2) years post qualification plus two (2) years teaching experience in the relevant occupational area.

Dean (Secondary)

Possesses three (3) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language and Mathematics, National Craftsman Certificate or equivalent, Certification in teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent, In-service training in Guidance and Counselling and has a minimum of ten (10) years experience as a certified teacher in a secondary school.

Dean (Secondary)

Possesses five (5) G C .E O' Level or C X.C subjects (General Proficiency Level Grade I or II) including English Language, Mathematics and a Science Subject, National Technician Diploma or equivalent, Certification in teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent, In-service training in Guidance and Counselling and serves ten (10) years as a certified teacher in a secondary school.

Dean (Secondary) Degree

Possesses a Bachelors Degree in an area of specialisation from a recognized University, Certification in teaching as evidenced by the possession of a Diploma in Education or equivalent, In-service training in Guidance and Counselling or equivalent and a minimum experience of four (4) years as a certified teacher in a secondary school.

Head of Department (Secondary)

Possesses five (5) G.C.E. O' Level or C.X.C. subjects (General Proficiency Level Grade I or II) including English Language, Mathematics and a Science subject, National Craftsman Certificate (including completion of all options or levels relevant to subject area(s) taught or equivalent, Certification in teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent, In-service training in supervisory techniques and a minimum of ten (10) years experience as a certified Technical /Vocational Teacher.

Head of Department (Secondary)

Possesses five (5) G.C.E. O' Level or C X .C. subjects (General Proficiency Level Grade I or II) including English Language, Mathematics and a Science subject, National Technician Diploma or equivalent, Certification in teaching as evidenced by the possession of a Technical Teachers Diploma or equivalent, In-service training in supervisory techniques and a minimum of ten (10) years experience as a certified Technical/Vocational Teacher.

Head of Department (Secondary) Degree

Possesses a Bachelors Degree in an area of specialisation from a recognized University, Certification in teaching as evidenced by the possession of a Diploma in Education or equivalent; In-service training in supervisory techniques and has four (4) years experience as a certified Teacher III at a secondary school.

Vice Principal (Secondary)

Possesses a Bachelors Degree in an area of specialisation from a recognized University, Certification in teaching as evidenced by the possession of a Diploma in Education or equivalent, In-service training three (3) weeks in Education Administration or equivalent and has five (5) years teaching experience after obtaining the post graduate Diploma in Education or equivalent including two (2) years in school administration.

Principal (Secondary)

Possesses a Bachelors Degree from a recognized University, Certification in teaching as evidenced by the possession of a Diploma such as a Diploma in Education / Teaching or equivalent and has eight (8) years teaching experience after obtaining the post graduate Diploma in Education including at least two (2) years as Vice Principal (Secondary) or equivalent.

OTHER DEFINITIONS

De-Shifting

The merging of both the a.m. and p.m. shifts of Junior Secondary schools to create whole-day schools.

Conversion

The change from the Junior Secondary school system (Forms 1,2,3), and from the Senior Comprehensive system (Forms 4,5), to the full five (5) or seven (7) year secondary school system, inclusive of changes in school organization, curriculum and school culture.

Dropouts

Dropouts are students who have discontinued their schooling during the prior academic year and have been absent from the beginning of the current school year - as at November 30 annually.

Repeaters

Repeaters are students who for whatever reason are enrolled in the same form as in their previous year in school, whether in the same school or another.



INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)

Why an International Standard Classification of Education?

The world's education systems differ considerably both with respect to their structures and to their curricula. As a consequence, it is often difficult for national education policy makers to compare their own education systems with those of other countries in order to draw useful lessons from others' experiences.

UNESCO developed the first ISCED during the 1970s. The present 'revised' version, known as ISCED 97, was formally adopted in November 1997.



ISCED 97

ISCED 97 is a framework for the compilation and presentation of national and international education statistics and indicators. It covers all organized and sustained learning activities for children, young people and adults including those with special educational needs. The basic concepts and definitions are intended to be universally valid and applicable to the particular circumstances of a national education system.

ISCED 97 presents standard concepts, definitions and classification criteria to ensure comparability in the classification of educational programmes by two cross-classification variables: level of education and field of study. The basic unit of classification in ISCED is the educational programme. As such, it should be noted that it does not deal with the flow of students through the education system.

The following section presents the T & T levels of education according to the 1997 ISECD.

PLACEMENT OF THE TRINIDAD AND TOBAGO EDUCATION SYSTEM INTO THE ISCED

ISCED 0 - Pre-primary education

All pre-primary schools should be placed in ISCED 0.

Note: Early childhood care is excluded.

Summary for 2000-2001

Private: 154 government dependent private pre-primary schools¹
(controlled by SERVOL)
700 (approx) independent private pre-primary schools

ISCED 1 - Primary Education

Infants 1-2 and Standards 1-5 grades in primary schools should be included in ISCED 1. Special education schools should also be included in ISECD 1.

Note: Adult Education Centres covering similar content at primary institutions will be excluded from this level.

Summary for 2000-2001

Public: 10 public Special Education schools
142 public primary schools
Private: 20 (approx) private Special Education schools

64 independent private primary schools
342 government dependent (assisted) private primary schools¹

¹**Government dependent private institutions** are defined by international standards as institutions that:

- **receive 50% or more of its core funding from the government** and includes institutions whose teaching staff are paid by government

- **are controlled and managed by a non-governmental organization** (church, trade union or business enterprise).

Note: At the national level these institutions are classified as public institutions, but will be resented as private governmental dependent institutions for the UIS Survey to facilitate comparisons at an international level.

ISCED 2 - Lower Secondary Education

Lower secondary education includes programs provided at SERVOL Life Centres, Junior Secondary and Secondary institutions.

General Education

Junior secondary schools should be included at ISCED 2A.

Forms 1-3 only in secondary schools should be included at ISCED 2A.

Technical/Vocational Education

The SERVOL Junior Life Centres and the Adolescent Development Programmes should be included at ISCED 2C since they are geared towards the labour market.

Summary for 2000-2001

Public:

19 public junior secondary schools (general)

61 public secondary schools (general)

Private:

64 independent private secondary schools (general)

9 SERVOL Junior Life Centres (technical/vocational)

342 government dependent (assisted) private primary schools (general)¹

42 government dependent (assisted) private secondary schools (general)¹

ISCED 3 - Upper Secondary Education

Upper secondary education programs are provided at senior comprehensive schools (institutions with Forms 4-5 only), secondary schools (institutions with Forms 1-5, Forms 1-6) and continuation classes at senior comprehensive schools. Craft Level programmes offered through COSTAATT, YTEPP, Youth Development & Apprenticeship Centres, the SERVOL skills, Hi-Tech and advanced skills training programme will also be included at the upper secondary level.

General Education

Forms 4 and 5 only in general secondary schools should be included in ISCED 3A.

Senior comprehensive institutions, Forms 4 and 5 should also be included in ISCED 3A.

Schools offering O' level continuation studies should also be ISCED 3A.

Technical/Vocational Education

COSTAATT & YTEPP Craft programmes should be included at ISCED 3C.

Pre-primary Teacher Training (SERVOL) and Youth Development programmes should be assigned to ISCED 3C.

Summary for 2000-2001

Public: 61 public secondary schools (general)
9 public senior comprehensive (general)
O' Level public institutions providing continuation classes (general)
COSTAATT - Craft programmes (technical/vocational)
YTEPP - Craft programmes (technical/vocational)

Private: 64 independent private secondary schools (general)
42 government dependent (assisted) private secondary schools (general)

ISCED 4 - Post-secondary, non-tertiary education

Post-secondary, non-tertiary education programs are provided at A level institutions, general secondary institutions having the A-level component and the pre-science programmes offered at the School of Continuing Studies.

General Education

All students in the Upper and Lower 6 (A' Level) forms of general secondary schools and A-Level institutions should be included in ISCED 4A.

ISCED 4A should also include students of UWI School of Continuing Studies

Technical/Vocational Education

All programmes that were classified as 4B (COSTAATT Technician level, MIC Journeyman Programme and ECIAF Technician Training) should be reassigned to 5B.

ISCED 5 - Tertiary Education, First Stage

University of the West Indies (based in Trinidad) bachelors, masters, advanced diplomas (follow-up to advanced qualification) should be included at ISCED 5A.

COSTAATT- Technician, Associate Degrees, MIC Journeyman Programmes, Teacher Training Programmes at Corinth and Valsayn Teachers Colleges, John D Technical/Vocational Teacher Training Program, UWI Certificate and Diploma and ECIAF Teacher Training Programmes should be included at ISCED 5B.

Summary for 2000-2001

Public: University of the West Indies (UWI)
COSTAATT Corinth and Valsayn Teachers College (2 year diplomas);
John D and ECIAF Teacher Training Departments (1 year diplomas)

ISCED 6 - Tertiary Education, Second Stage

University of the West Indies (based in Trinidad) doctoral programmes should be included at ISCED 6.

Summary for 2000-2001

Public: University of the West Indies (UWI)

OVERVIEW OF THE EDUCATION SYSTEM

ISCED Level 0	B A S I C E D U C A T I O N	Pre-Primary (Ages 3-4)	Early Childhood Care and Education ECCE Centres – Pre-Schooling	167 Servol-Managed Centres 796 Private Centres
ISCED Level 1		Primary (Ages 5-11)	Basic Education: Reading, Writing, Maths Culminates in SEA Examination (11 plus) Physically/Mentally Challenged (10 Public Special Education Institutions)	139 Government Schools 342 Government Assisted Schools 63 Private Schools
ISCED Level 2		Lower Secondary (Ages 12-14)	General Education (19 Junior Secondary Schools)	
ISCED Level 3		Upper Secondary (Ages 15-16)	Caribbean Examinations Certificate (CXC) Academic Technical/Technological Studies Qualification for Post Secondary/Tertiary/ Employment	101 Government Schools 31 Government Assisted Schools 66 Private Schools 46 Adult Education Centres
ISCED Level 4		Post Secondary (Ages 17-18)	General Cert. of Education Advanced Level (2 Sixth-Form Schools)	

⁴A baseline survey is currently being undertaken to confirm actual capacity, enrolment, physical and other standards.

⁵Of the sixty-three (63) registered schools, only 31 responded to our data queries for the year 2002-2003. The continued existence of those not responding is to be verified.

These levels of education are administered by the Ministry of Science, Technology and Tertiary Education

ISCED Level 4	Post Secondary/ Non Tertiary (Ages 14-21)	Technical (Trade) Studies to NEC Certification; Preparation for Contractual & Self Employment Preparation for Associate and Higher Degrees	Centres in COSTAAT framework Technical Institutes 29 Youth Training Organizations
ISCED Level 5	Tertiary (Ages 18 -25)	Advanced (University) Education Certificate & Diploma Courses Associate and Bachelor Degrees	STTE Administered Universities (Government Assisted) Private Universities Distance Learning Centres Min of Education Administered 2 Teachers Colleges Current enrolment: Corinth - 362 Valsayn – 169
ISCED Level 6	Tertiary 2nd Stage (Ages 21 -25)	Advanced (University) Education Masters and Doctoral Programmes	Universities (Government Assisted) Private Universities Distance Learning Centres

EDUCATION FOR ALL

EDUCATION FOR ALL

“What is EFA?”

At the heart of the matter, “Education For All” is about equipping our people on an equitable basis for life.

It is about assuring our children adequate earning potential, whether by being positioned to demand a reasonable living wage, or by engaging in productive enterprise. It is about being able to appreciate oneself and the basics of respectful interaction with others, about self-respect and holding one's own. EFA is about ensuring for all a good quality of life.

As such, Education for All is not a tired cliché, as some might imagine, but a very relevant statement of the *raison d'être* of the Ministry of Education, particularly as we examine the EFA origins.

In 1990, in Jomtien, Thailand, 5 major United Nations Organizations, the governments of 155 countries, 20 inter-governmental bodies and 150 NGOs collaborated and cooperated in fashioning and adopting the Declaration on Education for All and a Framework of Action to Meet Basic Learning Needs. This was a landmark particularly for developing countries.

Jomtien was a coming together of people who saw development as rooted in the individual, and education of the individual as a matter of primary importance. Views exchanged presented wide-ranging national and sectoral responses to the need for education and the arrival at consensus is accordingly all the more valuable.

The Jomtien Declaration on EFA was aimed at meeting basic learning needs and promoting learning acquisition on a universal and equitable basis. It spoke of mobilizing resources, strengthening partnerships, locally and internationally, broadening the means and scope of basic education and enhancing the environment for learning.

Following Jomtien, there were structured regional and national assessments on efforts to achieve the EFA aims. The subsequent international meeting to review the position of EFA was held a decade later, in Dakar, Senegal in April 2000, where the Dakar Framework for Action was adopted.

Coming out of the Dakar discussions, collective commitments were made by the 164 participating countries and six major goals were identified, as follows:

1. Expanding and Improving Comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children especially girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
6. Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Prior to Dakar, and notwithstanding Caribbean endorsement of the Dakar goals, a Caribbean EFA Plan of Action had been formulated, which recognized that regional and national circumstances might differ from international experience. Specific plans needed to be developed for each region and more importantly, for each country, in order to achieve the ideal of quality education for all by the year 2015.

The Caribbean Plan sought to produce the kind of Caribbean person that would be conversant with the demands of the twenty-first century. This person would be emotionally secure, have a strong work ethic, have a respect for human life, be environmentally aware, be responsible and accountable to family and community, entrepreneurial and capable of creative thought. The Caribbean Plan of Action places the “Ideal Caribbean Person” at the centre of the regional development process.

Education accordingly plays a critical role in development of the holistic Caribbean person. While education is seen as the responsibility of the entire society, the classroom, the school and the Ministry of Education are vital to the process and by extension to our nation's development. It is against this background that the Trinidad and Tobago Draft National Education for All Plan of Action was commenced by the Ministry.

A national consultation was held in March 2003, following which a draft plan was drawn up. A revised Plan is again to be brought to the nation through a further process of consultations for consensus building on the way forward through to relevant, adequate and responsive Education For All by the year 2015.

There is however another vital dimension to EFA. Certain key issues are emphasized in the EFA goals, including the need for adult literacy and gender equality, which could focus on the underachievement of boys and universal access to Early Childhood Care and Education for our infants, taking into account all the social and economic factors that might serve to restrict this access.

Additionally, there is emphasis on the inclusion of “out-of-school youth”, who could conceivably be defined in our specific local context to include demotivated students, i.e., those who do not attend school regularly, who are disruptive, who underachieve; who may have special social problems, who are involved in substance abuse; who are violent and who generally do not fully benefit from the school system.

Finally, the goals speak to excellence, with implications not only for the quality of instruction and the relevance of the curriculum, but also the stimulation of a desire for learning.

The time is therefore opportune to mobilize all sectors of the national community in the interest of the education of our youth. It is time for adults, even those who are not functionally literate, to show their children that it is wonderful to learn and to learn alongside their children. It is time for our business leaders to help instill the entrepreneurial ethic in our youth. It is time for our NGOs to be brought more fully into the righting of social imbalances at the family level.

But where are we with regard to achievement of the EFA goals?

The enhancement of Early Childhood Care and Education is seen as a priority by the Ministry of Education and is being addressed in policy development and capacity building in terms of physical access, human resource improvement and programme quality.

Access to free and compulsory primary education is already considered universal and therefore equitable, for both boys and girls, irrespective of ethnicity. At the primary level therefore, the issues being addressed are enhancement of quality, curriculum relevance and life skills. Innovative policy thrusts are being designed and implemented.

Adult education centres are on an expansion mode and with the availability of such classes for basic literacy and higher learning, positive results will be registered.

The School Intervention Strategy and the Schools Support Project number among initiatives to recapture our “out-of-school” youth and under-achievers.

UNESCO, the principal coordinating agency for EFA, has organized an international observance of Education For All in the form of an EFA Week, in April of each year. The National Commission for UNESCO coordinates the EFA Week, to highlight national awareness of EFA and commitment to its achievement. Certain schools that participate in an

ongoing UNESCO initiative, called the Associated Schools Project Network, or ASPnet, also take part in the week's observance. Particularly, as some of our special schools are also ASPnet schools, the progress of their students, originally seen as slow learners, is especially gratifying. With a love to learn, all may learn and learn well.

Finally, following the process of national and sub-national consultations, the way forward for EFA would require the establishment of a national implementation committee and representative sub-national implementation committees at the district level, to implement and monitor the National EFA Plan of Action and ensure that at the community level, quality education is available and accessed by all.



STATISTICS
OF THE EDUCATION SYSTEM
BY LEVEL

Table of Public Education Institutions

(and Private Early Childhood Centres^{***})

Table 1.1 Public Education Institutions: Students Enrolled and their Percentage Distribution by Level and Type of Education - Trinidad and Tobago - 2002/2003

Level and Type of Institution	Number of Institutions	Students		Enrolled	No. of Teachers	% Pupil/Teacher	% Total Enrolment
		M	F	Total			
Pre-Primary Education	963	14,005	13,650	27,655			10.17
Public/Government Assisted	167	2,602	2,535	5,137	414	12.41	1.89
Private	796	11,403	11,115	22,518			8.28
Primary Education (1st Level)	481	70,119	66,255	136,374	7,245	18.82	50.13
Government	139	21,368	18,800	40,168	2,343	17.14	14.76
Assisted	342	48,751	47,455	96,206	4,902	19.63	35.36
Secondary Education (2nd Level)	135	52,166	55,745	107,911	5,962	18.10	39.67
Traditional Sector	49	16,147	18,237	34,384	1,974	17.42	12.64
Government	18	5,843	7,063	12,906	757	17.05	4.74
Assisted	31	10,304	11,174	21,478	1,217	17.65	7.89
New Sector	86	36,019	37,508	73,527	3,988	18.44	27.03
Junior Secondary	19	12,930	12,511	25,441	1,215	20.94	9.35
Secondary	22	5,568	6,106	11,674	592	19.72	4.29
Senior Secondary	2	1,289	1,768	3,057	190	16.09	1.12
Senior Comprehensive	9	6,088	5,945	12,033	764	15.75	4.42
Secondary Comprehensive	7	3,906	4,247	8,153	594	13.73	3.00
Composite	11	4,416	4,685	9,101	484	18.80	3.35
Assisted	13	1,576	1,969	3,545	119	29.79	1.30
Secondary School Centre	3	246	277	523	30	17.43	0.19
Further Education (3rd Level)	2	0	0	531			0.20
Teacher Education	2			531			0.20
TOTAL	1,581	136,290	135,650	272,471			100.00

^{***} Private Education centres at the pre-primary level are included because of their significant relative contribution. Enrolment data are estimates drawn from preliminary results of a survey census conducted in 2003-04. Further Education (Tertiary), with the exception of Teacher Education Institutions, falls under the purview of the Ministry of Science, Technology and Tertiary Education and is not included here.

PRE-PRIMARY EDUCATION - SITUATION ANALYSIS AND POLICY

The underlying principle of Early Childhood Care and Education (ECCE) in Trinidad and Tobago is that all children can learn, and each child, regardless of economic status, physical or emotional challenges, ethnic background or gender, has a right to high quality education. One of the major goals of the EFA is “expanding and improving comprehensive Early Childhood Care and Education, particularly for the most vulnerable and disadvantaged children”.

Included in the Government's 2020 Vision is the improvement of the quality of Early Childhood provision and the introduction of standards of professional practice for service providers and staff. The curriculum at ECCE centres should not only be developmentally appropriate but must meet the needs of children, taking into account the environment in which they live. The curriculum should also be implemented through meaningful activities and experiences.

The establishment of Early Childhood centres nationwide has been identified as a fundamental step towards a high quality national agenda for early childhood development. Moreover, in providing for universal Early Childhood Care and Education, many disparities of opportunity and attainment at the primary and later levels might thereby be eliminated.

As stated previously, pre-primary education is provided at private as well as public institutions. In the 2002-2003 academic year, it is estimated that there was a total of 27,655 children attending pre-primary centres in Trinidad and Tobago. Of this total, 5,137 students were enrolled at Government funded centres, managed by SERVOL. This means that the majority of children (22,518) were attending privately run pre-primary institutions. This situation has caused some concern. There is the view that too many unregistered centres are operating and that even in some of those that are registered, teaching methods have not kept pace with current best practices. Training needs have to be met and many centre owners need to be informed of present minimum standards for ECCE centres.

With this in mind, the Ministry of Education embarked on a registration drive and nationwide survey/census of ECCE centres in the year 2002-2003, with the intention of obtaining comprehensive baseline data on Early Childhood Care and Education provision. The results of this initiative should be published in the 2003-2004 Statistical Digest of the Education system. Additionally, the Ministry has developed a Strategic Policy and Action Plan as well as a document on Standards to guide the development of ECCE in Trinidad and Tobago.

Table 2.1 - Early Childhood

**PUBLIC (SERVOL) EARLY CHILDHOOD CARE AND EDUCATION (ECCE)
STUDENT ENROLMENT AND TEACHER RATIO BY DISTRICT**

DISTRICT	NO. OF CENTRES	NO. OF TEACHERS	ENROLMENT TOTAL	PUPIL/TEACHER RATIO
TRINIDAD/TOBAGO	163	414	5,137	12
ST. GEORGE WEST	18	48	604	13
ST. GEORGE EAST	25	77	904	12
ST. ANDREW / ST. DAVID	14	28	267	10
CARONI	26	63	815	13
VICTORIA	44	108	1,413	13
NARIVA / MAYARO	13	36	423	12
ST. PATRICK	9	21	304	14
TOBAGO	14	33	407	12

PRIMARY EDUCATION - SITUATION ANALYSIS AND POLICY

Government and Assisted Primary Schools in Trinidad and Tobago numbered close to three hundred in the 1940s. By 1959, the total number of primary schools was 411, of which 65 were Government schools and 345 Government Assisted.

Primary school enrolment at those schools in 1959 was 173,846, comprising 87,997 boys and 85,849 girls. Of that number 18,745 were enrolled in Standards VI and VII, the post primary classes. The teaching staff numbered 5,024, with 2,425 male teachers and 2,599 female teachers. Given that secondary enrolment in 1960 was 12,097 (6,523 boys and 5,574 girls), for the vast majority of students, primary level was the final level of formal education, with only 7 percent moving on to the secondary level.

Moreover, as the standard ages of primary students ran from 5 to 11 years, (excluding post-primary) the compulsory school leaving age of 12 years was in keeping with the custom of leaving school on completion of primary education. For the student who was unsuccessful at Standard V level in obtaining entry to secondary school, attendance at post-primary classes was the norm, culminating in a primary school leaving examination.

In school year 2002-2003, there were 481 primary schools in Trinidad and Tobago, comprising 139 Government and 342 Government Assisted. Enrolment in these schools was 136,374, comprising 70,119 boys and 66,255 girls.

There were 7,245 teachers addressing the needs of these students, comprised of 1,748 males and 5,497 females. A major difference from earlier years is that the corresponding secondary school complement of students (2002-03) was 107,911, (52,166 boys and 55,745 girls), reflecting a significant increase in access to secondary education, with 79 percent of primary students moving to the secondary level.

In light of this development, there may be need for a review of the mandatory school leaving age of 12 years, in order to bring it into line with the labour legislation that now prescribes a minimum working age of 16 years. There are other issues surrounding the trends observed in enrolment. Among these are the call for an expansion in pre-primary education, a seamless education system, policies geared to increasing the national level of participation in tertiary education, and promotion of human development as a poverty reduction mechanism.

Ministry of Education
Primary School Enrolment 1990-91 TO 2002-03 – Public Institutions

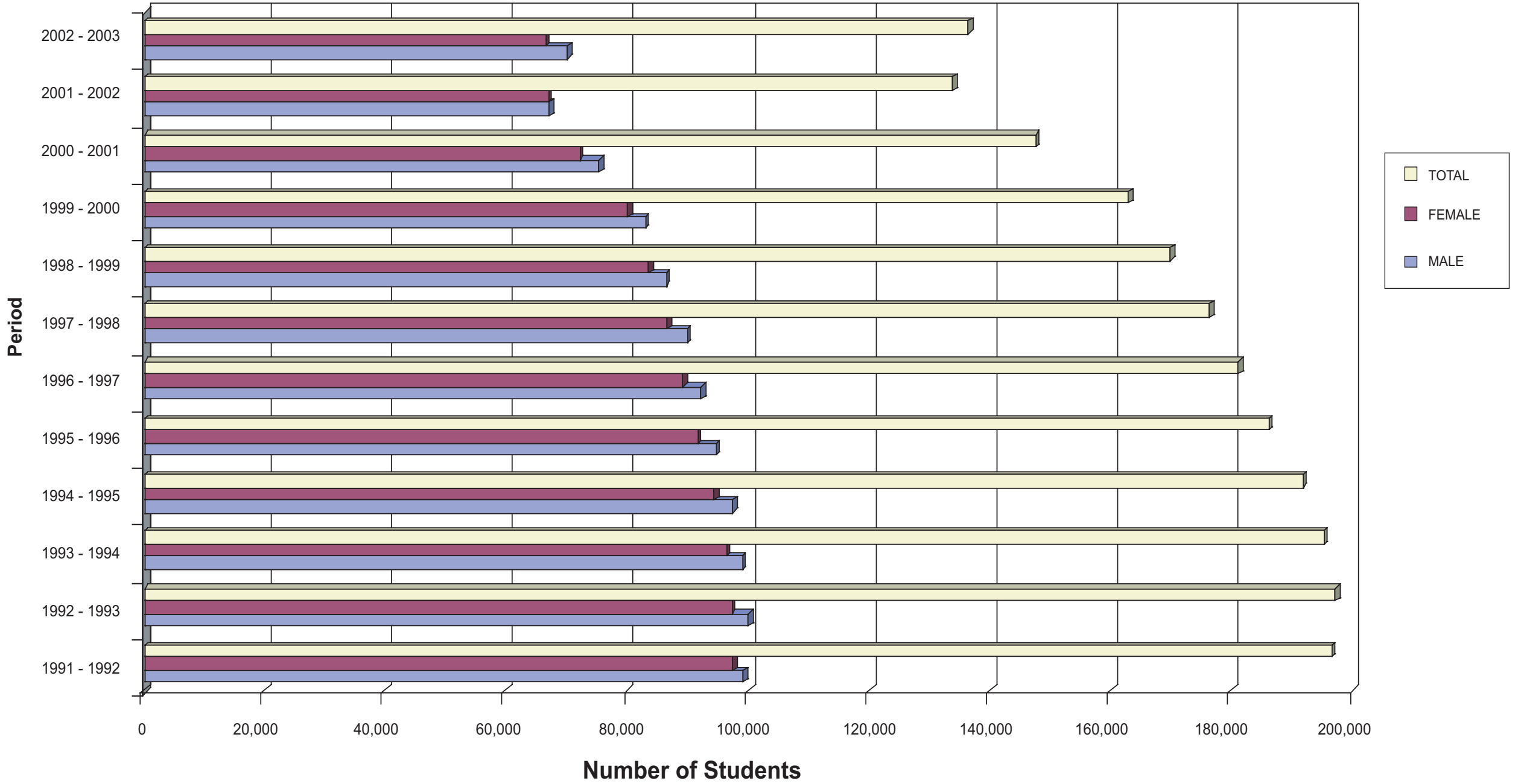
TRINIDAD TOBAGO	INFANT YEAR 1		INFANT YEAR 2		STANDARD 1		STANDARD 2		STANDARD 3		STANDARD 4		STANDARD 5		STANDARD 6		STANDARD 7		TOTAL SCHOOL ENROLMENT			% CHANGE PREVIOUS YEAR
	ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		ENROLMENT		M	F	MF	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF	
2002-2003	9,493	8,873	9,464	8,679	9,759	9,086	9,854	9,226	10,359	9,828	11,032	10,540	10,132	10,023	26	0	0	0	70,119	66,255	136,374	1.98
2001-2002 *	9,372	8,763	8,576	8,932	9,361	9,109	9,549	9,335	10,167	10,277	10,243	10,214	9,642	10,166	16	6	0	0	66,926	66,802	133,728	-9.25
2000-2001	10,198	9,268	10,002	9,328	10,548	10,028	10,869	10,563	11,364	10,726	11,409	11,153	10,498	10,510	263	301	160	171	75,311	72,048	147,359	-9.45
1999-2000	10,433	9,351	10,450	9,967	11,110	10,838	11,176	10,583	11,549	11,206	11,897	11,350	14,368	14,689	1,257	1,389	561	562	82,801	79,935	162,736	-4.04
1998-1999	10,693	9,955	11,139	10,845	11,359	10,739	11,486	11,177	11,583	11,096	12,491	11,704	14,212	14,586	2,361	2,381	920	853	86,244	83,336	169,580	-3.76
1997-1998	11,412	10,700	11,275	10,613	11,844	11,389	11,642	11,072	12,433	11,664	13,526	12,914	14,139	14,370	2,637	2,797	879	898	89,787	86,417	176,204	-2.67
1996-1997	11,410	10,565	11,696	11,268	11,922	11,409	12,422	11,637	12,896	12,541	14,063	13,229	14,111	14,849	2,715	2,733	780	784	92,015	89,015	181,030	-2.67
1995-1996	11,691	11,011	11,818	11,297	12,688	11,937	12,897	12,578	13,438	12,652	14,033	13,651	14,570	15,085	2,562	2,534	835	723	94,532	91,468	186,000	-2.94
1994-1995	11,968	11,191	12,470	11,722	13,367	12,984	13,425	12,838	13,748	13,353	14,110	13,650	14,367	15,096	3,046	2,897	778	626	97,279	94,357	191,636	-1.73
1993-1994	12,325	11,564	13,079	12,684	13,719	13,266	13,807	13,466	13,634	13,392	13,558	12,999	15,356	16,059	2,592	2,255	662	596	98,732	96,281	195,013	-1.02
1992-1993	12,818	12,312	13,541	12,903	14,406	13,844	13,687	13,429	13,567	13,069	13,078	12,851	15,824	16,115	2,424	2,212	505	445	99,850	97,180	197,030	0.36
1991-1992	13,325	12,594	14,156	13,636	14,326	14,312	13,564	13,061	13,090	13,081	13,070	12,544	15,156	15,741	2,005	1,948	369	351	99,061	97,268	196,329	1.10
1990-1991	14,051	13,134	14,237	13,736	14,152	13,613	13,371	12,881	13,357	12,748	12,370	12,170	14,488	15,193	1,970	1,832	484	405	98,480	95,712	194,192	

* Provisional

Table 3.1

Source: Primary Schools Annual Statistical Return

Chart 3.1
Primary School Enrolment 1990-91 to 2002-03



Ministry of Education

Public Primary School Student & Teacher Enrolment by Educational District - 2002/2003

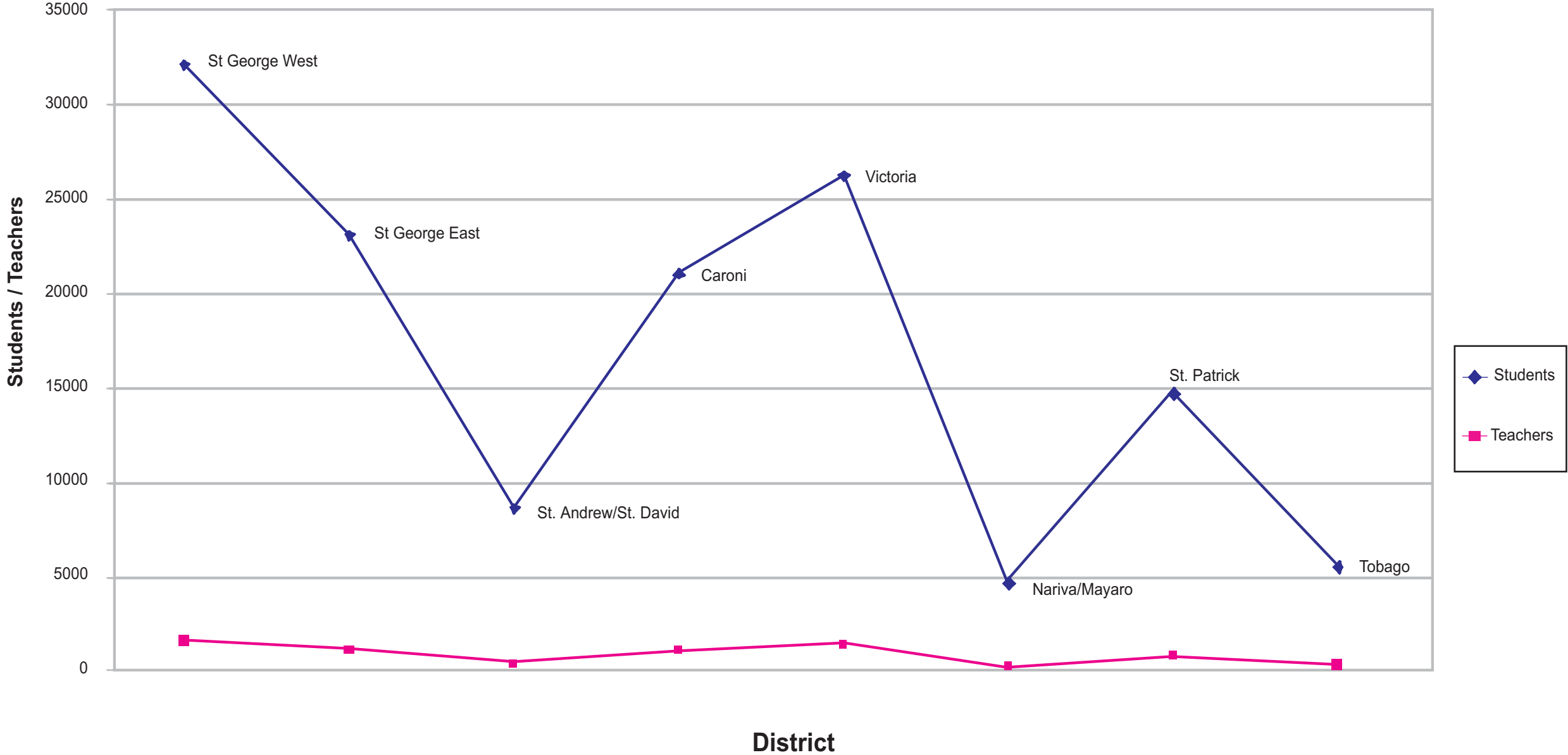
TRINIDAD AND TOBAGO

Educational District	No. of Schools	Male Students	Female Students	Total Students	Male Teachers	Female Teachers	Total Teachers	Pupil Teacher Ratio %
St George West	99	16,413	15,710	32,123	360	1,283	1,643	20
St George East	61	11,703	11,403	23,106	279	890	1,169	20
St. Andrew/St. David	42	4,511	4,168	8,679	120	331	451	19
Caroni	70	10,997	10,104	21,101	296	814	1,110	19
Victoria	99	13,419	12,857	26,276	352	1,103	1,455	18
Nariva/Mayaro	21	2,477	2,258	4,735	88	177	265	18
St. Patrick	56	7,668	7,089	14,757	204	619	823	18
Tobago	33	2,931	2,666	5,597	49	280	329	17
<i>Trinidad and Tobago</i>	481	70,119	66,255	136,374	1,748	5,497	7,245	19

TABLE 3.2

Source: Primary Schools Annual Statistical Return

Chart 3.2
Student/Teacher Enrolment by District - 2002-03

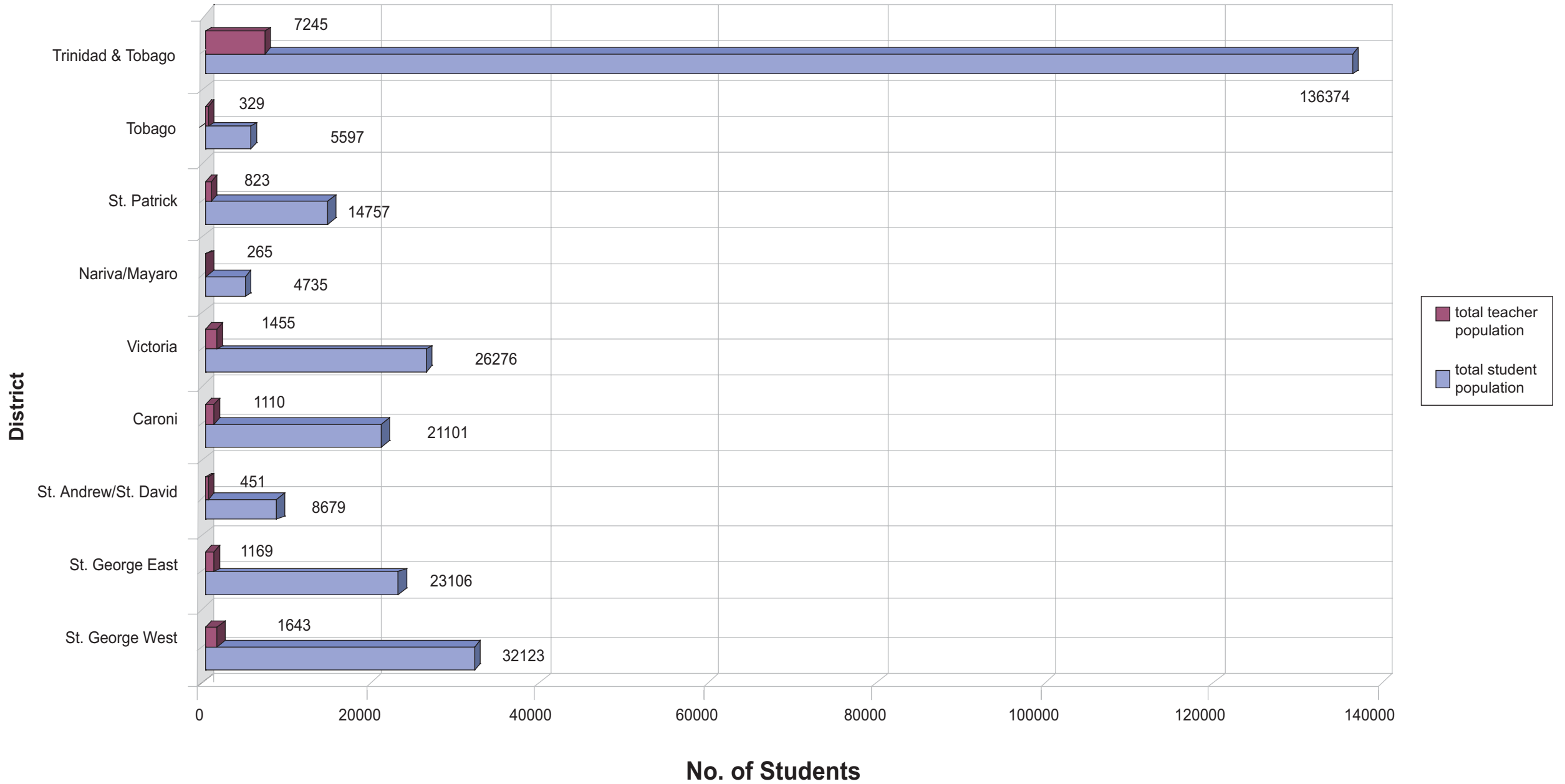


Ministry of Education
Public Primary School Student & Teacher Enrolment by Authority & Educational District -2002/2003

Educational District		Type of School	No. of Schools	Male Students	Female Students	Total Student Population	Male Teachers	Female Teachers	Total Teacher Population	Pupil Teacher Ratio %
1	St. George West	Government	34	5488	4390	9878	122	449	571	17.30
		Government Assisted	65	10925	11320	22245	238	834	1072	20.75
		St George West Total	99	16413	15710	32123	360	1283	1643	19.55
2	St. George East	Government	19	4657	4263	8920	112	353	465	19.18
		Government Assisted	42	7046	7140	14186	167	537	704	20.15
		St George East Total	61	11703	11403	23106	279	890	1169	19.77
3	St. Andrew/St. David	Government	12	1250	1168	2418	39	103	142	17.03
		Government Assisted	30	3261	3000	6261	81	228	309	20.26
		St Andrew/St David Total	42	4511	4168	8679	120	331	451	19.24
4	Caroni	Government	20	3688	3319	7007	114	279	393	17.83
		Government Assisted	50	7309	6785	14094	182	535	717	19.66
		Caroni Total	70	10997	10104	21101	296	814	1110	19.01
5	Victoria	Government	21	2568	2389	4957	88	253	341	14.54
		Government Assisted	78	10851	10468	21319	264	850	1114	19.14
		Victoria Total	99	13419	12857	26276	352	1103	1455	18.06
6	Nariva/Mayaro	Government	3	349	354	703	22	25	47	14.96
		Government Assisted	18	2128	1904	4032	66	152	218	18.50
		Nariva/Nariva Total	21	2477	2258	4735	88	177	265	17.87
7	St. Patrick	Government	17	2260	2004	4264	72	187	259	16.46
		Government Assisted	39	5408	5085	10493	132	432	564	18.60
		St PatrickTotal	56	7668	7089	14757	204	619	823	17.93
8	Tobago	Government	13	1108	913	2021	17	108	125	16.17
		Government Assisted	20	1823	1753	3576	32	172	204	17.53
		TobagoTotal	33	2931	2666	5597	49	280	329	17.01
	Trinidad & Tobago	Government	139	21368	18800	40168	586	1757	2343	17.14
		Government Assisted	342	48751	47455	96206	1162	3740	4902	19.63

TABLE 3.3 Source: Primary Schools Annual Statistical Return

Chart 3.3
Bar Graph Showing Primary School Total Student/Teacher Enrolment Ratio for Government & Government Assisted by Educational District



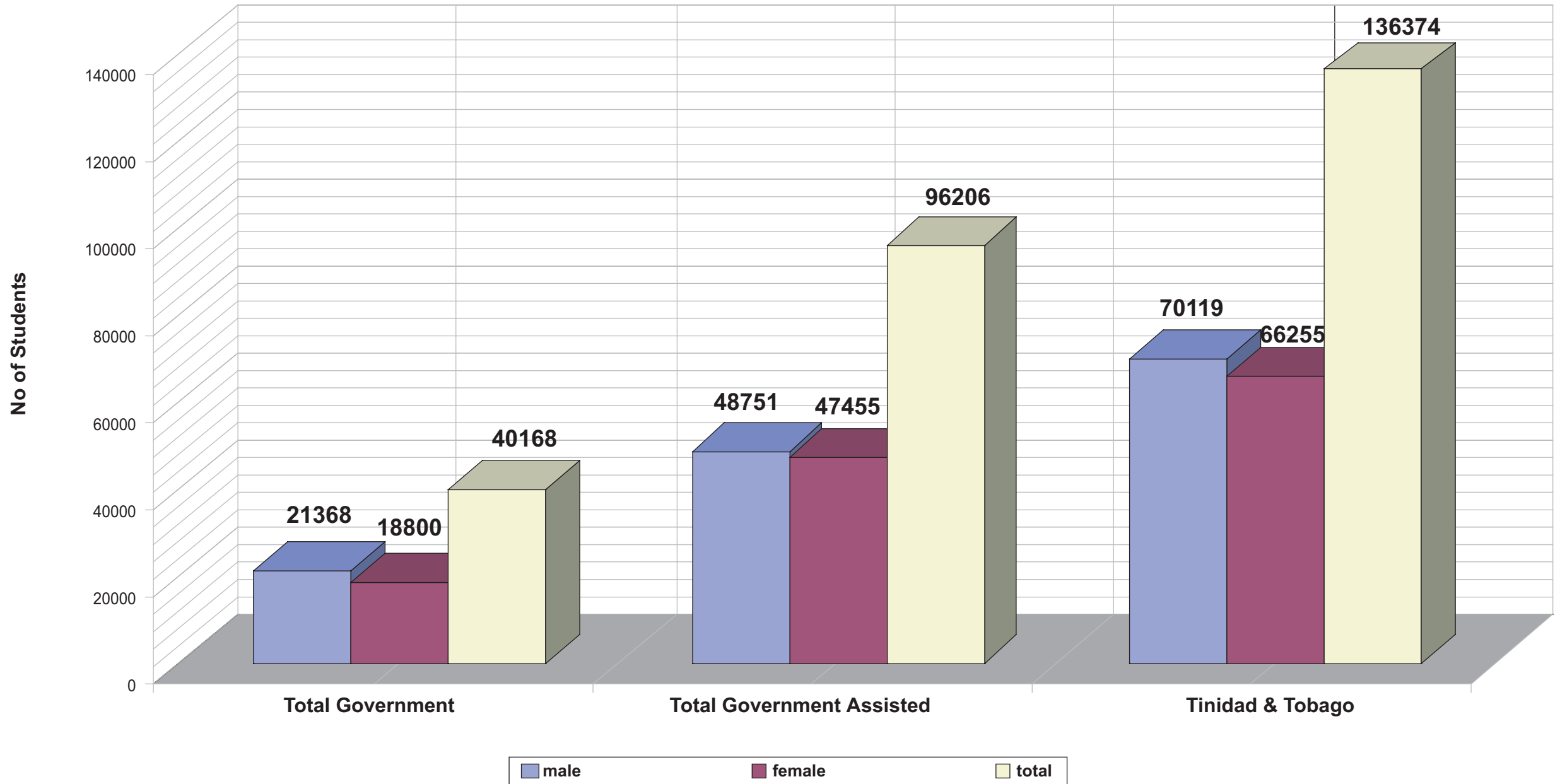
Ministry of Education
Public Primary School Enrolment by Authority, Sex and Grade 2002/2003

Educational District	Authority	Infant year I		Infant year II		Standard 1		Standard II		Standard III		Standard IV		Standard V		Standard VI		Standard VII		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
St. George West	Government	758	594	744	598	766	575	793	609	790	679	916	695	721	640	0	0	0	0	5488	4390	9878
	Government Assisted	1556	1569	1473	1475	1554	1566	1431	1598	1704	1683	1639	1761	1548	1668	20	0	0	0	10925	11320	22245
St. George East	Government	625	671	632	557	651	543	612	587	678	565	746	690	713	650	0	0	0	0	4657	4263	8920
	Government Assisted	946	976	947	939	988	995	966	1011	1021	994	1161	1161	1011	1064	6	0	0	0	7046	7140	14186
St. Andrew/St David	Government	180	159	184	158	175	163	194	149	148	161	193	196	176	182	0	0	0	0	1250	1168	2418
	Government Assisted	461	423	421	382	442	413	437	399	457	413	527	471	516	499	0	0	0	0	3261	3000	6261
Caroni	Government	535	467	488	420	540	435	527	463	522	451	537	548	539	535	0	0	0	0	3688	3319	7007
	Government Assisted	946	874	981	943	1027	947	1159	986	1057	1035	1125	979	1014	1021	0	0	0	0	7309	6785	14094
Nariva Mayaro	Government	39	54	70	49	47	40	37	54	54	53	51	61	51	43	0	0	0	0	349	354	703
	Government Assisted	307	255	293	270	309	278	294	244	328	282	312	285	285	290	0	0	0	0	2128	1904	4032
Victoria	Government	339	326	318	261	363	305	386	347	343	328	444	408	375	414	0	0	0	0	2568	2389	4957
	Government Assisted	1451	1323	1463	1377	1483	1495	1489	1395	1641	1627	1724	1680	1600	1571	0	0	0	0	10851	10468	21319
St. Patrick	Government	274	216	302	256	292	261	342	292	359	336	350	332	341	311	0	0	0	0	2260	2004	4264
	Government Assisted	663	632	789	653	727	699	771	724	786	825	879	834	793	718	0	0	0	0	5408	5085	10493
Tobago	Government	158	124	125	130	134	125	150	110	205	137	155	148	181	139	0	0	0	0	1108	913	2021
	Government Assisted	255	210	234	211	261	246	266	258	266	259	273	291	268	278	0	0	0	0	1823	1753	3576
Total Government		2908	2611	2863	2429	2968	2447	3041	2611	3099	2710	3392	3078	3097	2914	0	0	0	0	21368	18800	40168
Total Government Assisted		6585	6262	6601	6250	6791	6639	6813	6615	7260	7118	7640	7462	7035	7109	26	0	0	0	48751	47455	96206
Trinidad & Tobago		9493	8873	9464	8679	9759	9086	9854	9226	10359	9828	11032	10540	10132	10023	26	0	0	0	70119	66255	136374

TABLE 3.4

Source: Primary Schools Annual Statistical Return

Chart 3.4
Public Primary School Enrolment by Authority and Sex



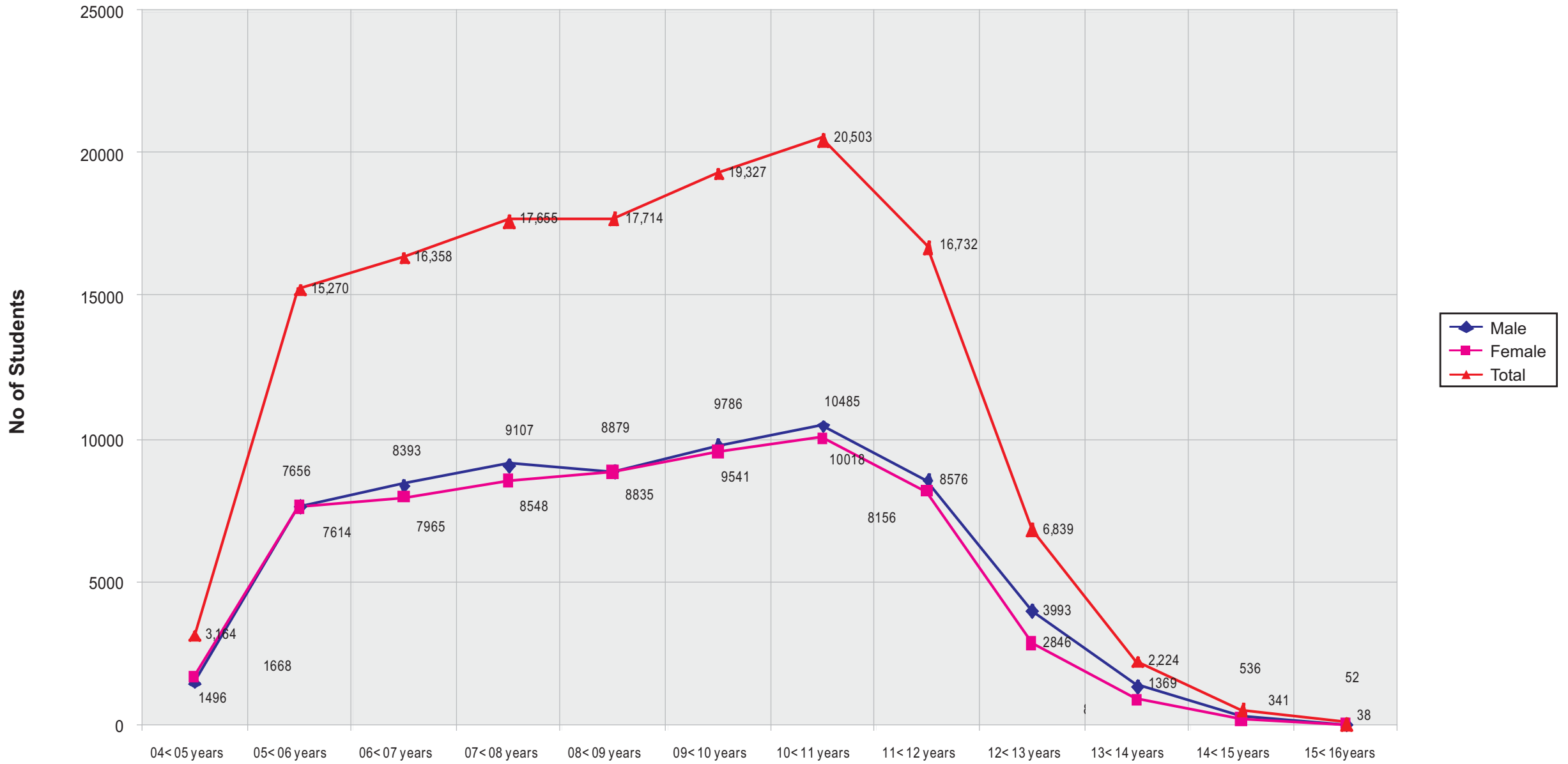
Ministry of Education
Public Primary School Enrolment by Age Group, Sex and Grade 2002/2003
TRINIDAD AND TOBAGO

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	% of Grand Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female			
04<05 years	1481	1653	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1496	1668	3,164	2.32
05<06 years	6313	6065	1322	1526	21	23	0	0	0	0	0	0	0	0	0	0	0	0	0	7656	7614	15,270	11.20
06<07 years	1411	953	5645	5356	1278	1622	56	34	3	0	0	0	0	0	0	0	0	0	0	8393	7965	16,358	11.99
07<08 years	203	143	1937	1405	5416	5390	1471	1556	80	54	0	0	0	0	0	0	0	0	0	9107	8548	17,655	12.95
08<09 years	46	33	408	268	2091	1569	4931	5265	1318	1578	82	122	3	0	0	0	0	0	0	8879	8835	17,714	12.99
09<10 years	15	11	81	64	679	363	2330	1707	5182	5548	1423	1775	76	73	0	0	0	0	0	9786	9541	19,327	14.17
10<11 years	13	11	45	39	197	88	794	513	2517	1912	5571	5778	1348	1677	0	0	0	0	0	10485	10018	20,503	15.03
11<12 years	6	2	8	4	51	23	194	115	917	565	2534	2039	4866	5408	0	0	0	0	0	8576	8156	16,732	12.27
12<13 years	4	2	2	2	21	5	62	31	257	123	1061	630	2586	2053	0	0	0	0	0	3993	2846	6,839	5.01
13<14 years	1	0	0	0	3	3	12	4	69	37	311	176	961	635	12	0	0	0	0	1369	855	2,224	1.63
14<15 years	0	0	0	0	2	0	4	1	15	10	46	17	266	167	8	0	0	0	0	341	195	536	0.39
15<16years	0	0	1	0	0	0	0	0	1	1	4	3	26	10	6	0	0	0	0	38	14	52	0.04
Totals	9493	8873	9464	8679	9759	9086	9854	9226	10359	9828	11032	10540	10132	10023	26	0	0	0	0	70119	66255	136374	100.00

TABLE 3.5

Source: Primary Schools Annual Statistical Return

Chart 3.5
Public Primary School Enrolment by Age



Ministry of Education
Public Primary School Enrolment by Age Group, Sex and Grade 2002/2003
AUTHORITY: Government Schools

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	% of Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
04<05 years	422	480	4	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	426	489	915	2.28
05<06 years	1913	1737	351	361	7	4	0	0	0	0	0	0	0	0	0	0	0	0	2271	2102	4,373	10.89
06<07 years	487	328	1633	1481	340	471	4	1	0	0	0	0	0	0	0	0	0	0	2464	2281	4,745	11.81
07<08 years	65	42	675	443	1570	1320	352	403	20	6	0	0	0	0	0	0	0	0	2682	2214	4,896	12.19
08<09 years	13	16	152	108	709	500	1452	1457	366	384	15	19	0	0	0	0	0	0	2707	2484	5,191	12.92
09<10 years	3	3	36	25	251	123	874	536	1496	1496	391	475	5	10	0	0	0	0	3056	2668	5,724	14.25
10<11 years	1	3	7	1	73	21	277	160	811	595	1587	1612	330	432	0	0	0	0	3086	2824	5,910	14.71
11<12 years	1	2	4	1	13	5	59	45	288	181	890	665	1404	1511	0	0	0	0	2659	2410	5,069	12.62
12<13 years	2	0	0	0	3	2	21	8	94	36	365	244	866	645	0	0	0	0	1351	935	2,286	5.69
13<14 years	1	0	0	0	2	1	2	1	22	11	120	56	365	255	0	0	0	0	512	324	836	2.08
14<15 years	0	0	0	0	0	0	0	0	2	0	22	7	116	58	0	0	0	0	140	65	205	0.51
15<16years	0	0	1	0	0	0	0	0	0	1	2	0	11	3	0	0	0	0	14	4	18	0.04
Total	2908	2611	2863	2429	2968	2447	3041	2611	3099	2710	3392	3078	3097	2914	0	0	0	0	21368	18800	40168	

TABLE 3.5a

Source: Primary Schools Annual Statistical Return

Ministry of Education
Public Primary School Enrolment by Age Group, Sex and Grade 2002/2003
AUTHORITY: Government Assisted Schools

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	% of Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
04<05 years	1059	1173	11	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1070	1179	2,249	2.34
05<06 years	4400	4328	971	1165	14	19	0	0	0	0	0	0	0	0	0	0	0	0	5385	5512	10,897	11.33
06<07 years	924	625	4012	3875	938	1151	52	33	3	0	0	0	0	0	0	0	0	0	5929	5684	11,613	12.07
07<08 years	138	101	1262	962	3846	4070	1119	1153	60	48	0	0	0	0	0	0	0	0	6425	6334	12,759	13.26
08<09 years	33	17	256	160	1382	1069	3479	3808	952	1194	67	103	3	0	0	0	0	0	6172	6351	12,523	13.02
09<10 years	12	8	45	39	428	240	1456	1171	3686	4052	1032	1300	71	63	0	0	0	0	6730	6873	13,603	14.14
10<11 years	12	8	38	38	124	67	517	353	1706	1317	3984	4166	1018	1245	0	0	0	0	7399	7194	14,593	15.17
11<12 years	5	0	4	3	38	18	135	70	629	384	1644	1374	3462	3897	0	0	0	0	5917	5746	11,663	12.12
12<13 years	2	2	2	2	18	3	41	23	163	87	696	386	1720	1408	0	0	0	0	2642	1911	4,553	4.73
13<14 years	0	0	0	0	1	2	10	3	47	26	191	120	596	380	12	0	0	0	857	531	1,388	1.44
14<15 years	0	0	0	0	2	0	4	1	13	10	24	10	150	109	8	0	0	0	201	130	331	0.34
15<16years	0	0	0	0	0	0	0	0	1	0	2	3	15	7	6	0	0	0	24	10	34	0.04
Totals	6585	6262	6601	6250	6791	6639	6813	6615	7260	7118	7640	7462	7035	7109	26	0	0	0	48751	47455	96206	

TABLE 3.5b

Source: Primary Schools Annual Statistical Return

TABLE 3.6 Ministry of Education: Public Primary Schools Pupil Teacher Ratio By District by Denomination 2002/2003

EDUCATIONAL DISTRICT STUDENTS & TEACHERS	Grand Total	Total Government	Total Government Assisted	DENOMINATION													
				Roman Catholic	Presbyterian	Anglican	S.D.M.S	Methodist	A.P.S	A.S.J.A.	S.D.A.	T.I.A.	Baptist	T.M.L.	Moravian	K.P.A.	A.M.E.
Trinidad & Tobago																	
Students Enrolled	136374	40168	96206	36392	20518	15002	11658	1443	2588	2558	1613	1205	893	1185	430	576	145
Teachers	7245	2343	4902	1889	1078	786	546	88	125	99	74	64	44	46	22	29	12
Pupil/Teacher Ratio	19	17	20	19	19	19	21	16	21	26	22	19	20	26	20	20	12
St. George West																	
Students Enrolled	32123	9878	22245	13,473	1,170	4,457	766	310	408	0	375	563	204	0	374	0	145
Teachers	1643	571	1072	668	54	202	34	14	15	0	18	30	8	0	17	0	12
Pupil/Teacher Ratio	20	17	21	20	22	22	23	22	27	0	21	19	26	0	22	0	12
St. George East																	
Students Enrolled	23106	8,920	14186	6,847	2,339	1,736	2,244	0	80	0	292	110	0	538	0	0	0
Teachers	1169	465	704	353	102	94	103	0	7	0	14	9	0	22	0	0	0
Pupil/Teacher Ratio	20	19	20	19	23	18	22	0	11	0	21	12	0	24	0	0	0
St. Andrew/St. David																	
Students Enrolled	8679	2,418	6261	2,353	2,090	291	886	0	0	0	585	0	0	0	56	0	0
Teachers	451	142	309	137	89	16	35	0	0	0	27	0	0	0	5	0	0
Pupil/Teacher Ratio	19	17	20	17	23	18	25	0	0	0	22	0	0	0	11	0	0
Caroni																	
Students Enrolled	21101	7,007	14094	3,537	3,718	722	3,837	0	845	933	0	172	0	0	0	330	0
Teachers	1110	393	717	192	216	40	172	0	36	35	0	8	0	0	0	18	0
Pupil/Teacher Ratio	19	18	20	18	17	18	22	0	23	27	0	22	0	0	0	18	0
Nariva/Mayaro																	
Students Enrolled	4735	703	4032	1,710	1,175	0	659	0	76	295	0	0	0	117	0	0	0
Teachers	265	47	218	89	77	0	26	0	8	11	0	0	0	7	0	0	0
Pupil/Teacher Ratio	18	15	18	19	15	0	25	0	10	27	0	0	0	17	0	0	0
Victoria																	
Students Enrolled	26276	4,957	21319	4,147	7,313	4,433	1,927	270	259	1,030	361	360	689	530	0	0	0
Teachers	1455	341	1114	221	395	232	102	19	19	41	15	17	36	17	0	0	0
Pupil/Teacher Ratio	18	15	19	19	19	19	19	14	14	25	24	21	19	31	0	0	0
St. Patrick																	
Students Enrolled	14757	4,264	10493	3,638	2,713	1,337	1,339	0	920	300	0	0	0	0	0	246	0
Teachers	823	259	564	192	145	90	74	0	40	12	0	0	0	0	0	11	0
Pupil/Teacher Ratio	18	16	19	19	19	15	18	0	23	25	0	0	0	0	0	22	0
Tobago																	
Students Enrolled	5597	2,021	3576	687	0	2,026	0	863	0	0	0	0	0	0	0	0	0
Teachers	329	125	204	37	0	112	0	55	0	0	0	0	0	0	0	0	0
Pupil/Teacher Ratio	17	16	18	19	0	18	0	16	0	0	0	0	0	0	0	0	0

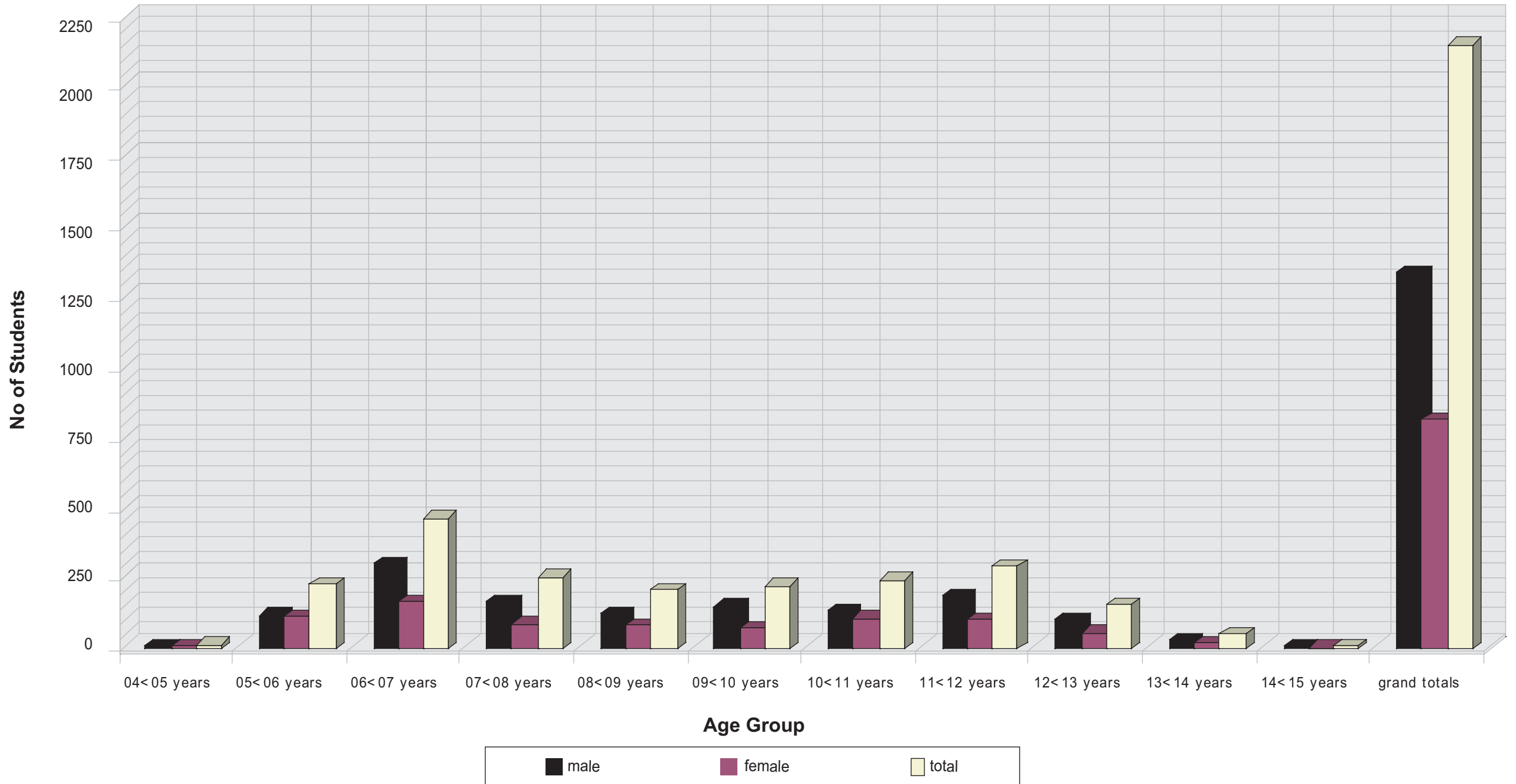
Ministry of Education
Public Primary School Repeaters by Age Group, Sex and Grade 2002/2003
AUTHORITY: Government

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
04<05 years	9	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
05<06 years	111	110	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	118	112	230
06<07 years	237	133	62	30	1	3	0	0	0	0	0	0	0	0	0	0	0	0	300	166	466
07<08 years	46	20	99	53	22	12	1	3	0	0	0	0	0	0	0	0	0	0	168	88	256
08<09 years	5	6	30	16	59	45	27	15	3	3	1	0	0	0	0	0	0	0	125	85	210
09<10 years	1	0	12	6	38	20	65	20	31	23	5	3	0	0	0	0	0	0	152	72	224
10<11 years	2	4	2	0	5	7	22	11	58	49	47	35	1	1	0	0	0	0	137	107	244
11<12 years	2	1	2	0	3	1	9	6	51	19	110	65	10	11	1	0	0	0	188	103	291
12<13 years	0	0	0	0	0	1	1	2	22	8	50	14	29	29	0	0	0	0	102	54	156
13<14 years	0	0	0	0	0	0	0	0	3	3	15	5	11	12	0	0	0	0	29	20	49
14<15 years	0	0	0	0	0	0	0	0	1	0	6	1	3	1	0	0	0	0	10	2	12
Totals	413	280	214	107	128	89	125	57	169	105	234	123	54	54	1	0	0	0	1338	815	2153

TABLE 3.7a

Source: Primary Schools Annual Statistical Return

Chart 3.7a
Public Primary School Repeaters - Government Schools - by Age, Group, Sex and Grade



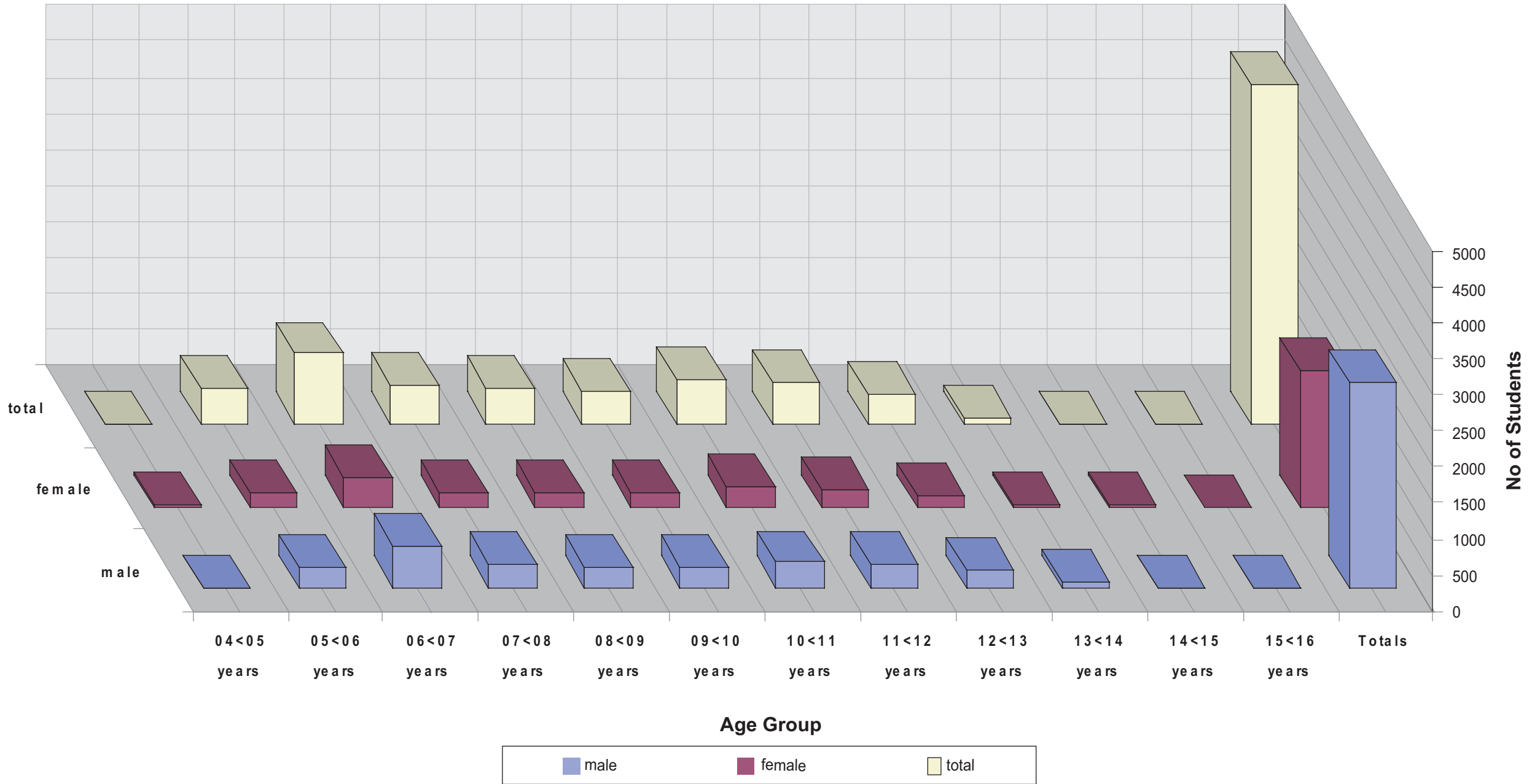
Ministry of Education
Public Primary School Repeaters by Age, Group, Sex and Grade 2002/2003
AUTHORITY: Government Assisted

Age Groups	infant y1		infant y2		standard I		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
04<05 years	8	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	7	15
05<06 years	289	195	9	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	298	201	499
06<07 years	460	293	125	87	4	4	0	0	3	0	0	0	0	0	0	0	0	0	592	384	976
07<08 years	70	42	197	116	53	44	5	5	10	0	0	0	0	0	0	0	0	0	335	207	542
08<09 years	17	4	62	37	165	103	43	40	17	4	0	0	0	0	0	0	0	0	304	188	492
09<10 years	10	5	13	9	97	37	118	86	47	27	4	6	0	0	0	0	0	0	289	170	459
10<11 years	1	1	5	1	20	7	71	46	159	125	90	74	3	4	3	0	0	0	352	258	610
11<12 years	3	0	1	1	4	4	22	8	89	44	149	134	49	57	0	0	0	0	317	248	565
12<13 years	1	1	1	0	1	0	9	1	28	9	115	50	88	102	3	4	0	0	246	167	413
13<14 years	0	0	0	0	0	0	5	0	11	2	33	10	23	21	0	0	0	0	72	33	105
14<15 years	0	0	0	0	1	0	2	0	4	0	3	1	6	4	0	0	0	0	16	5	21
15<16 years	0	0	0	0	0	0	0	0	0	0	0	0	2	1	6	0	0	0	8	1	9
Totals	859	548	413	257	345	199	275	186	368	211	394	275	171	189	12	4	0	0	2837	1869	4706

TABLE 3.7b

Source: Primary Schools Annual Statistical Return

Chart 3.7b
Primary School Repeaters - Government Assisted Schools - by Age group, Sex and Grade



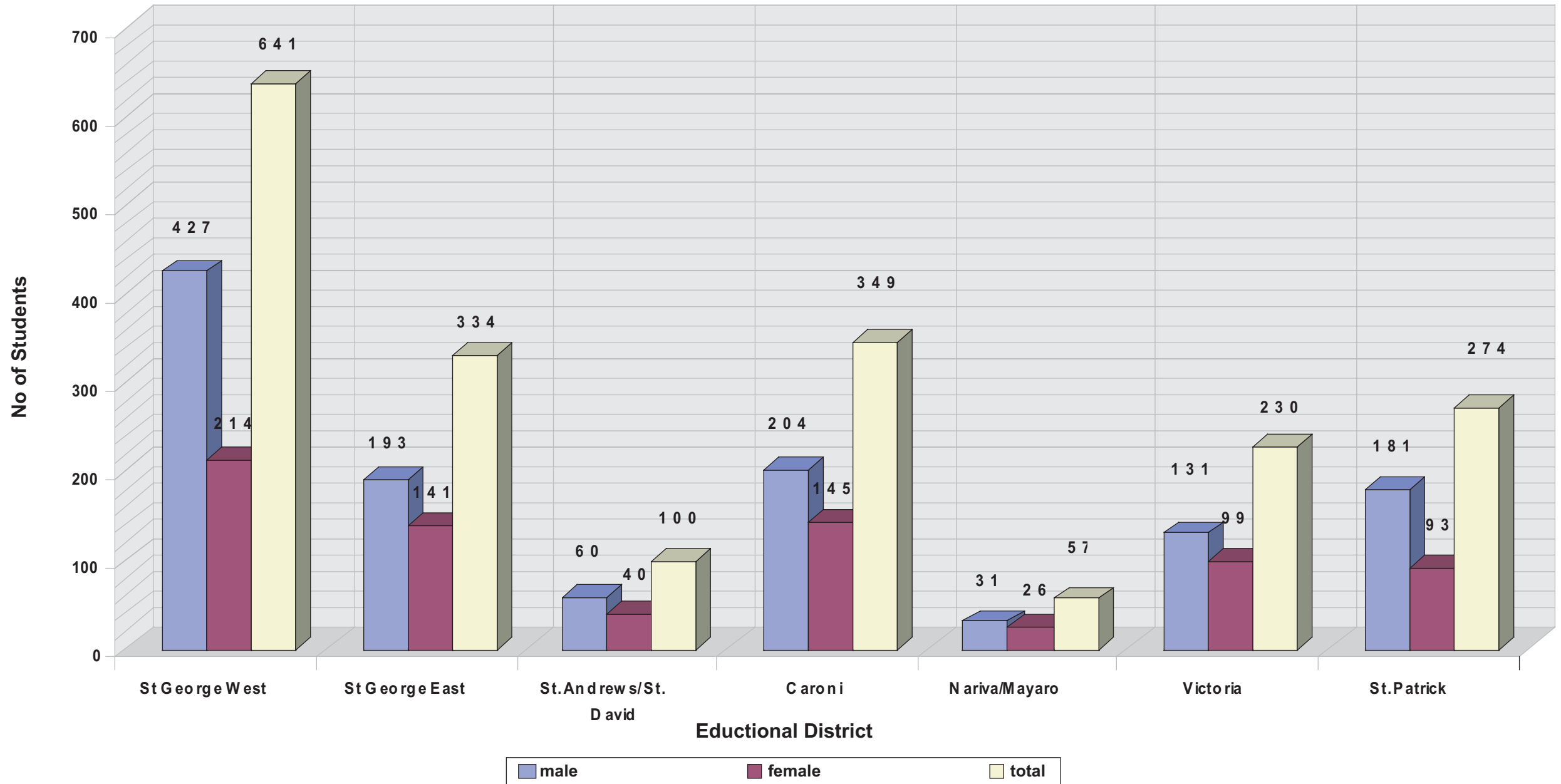
Ministry of Education
Summary Repeaters – Public Primary Schools by Planning Boundary Sex and Grade 2002/2003
AUTHORITY: Government

Educational District	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
St George West	120	66	84	33	33	28	37	17	54	31	83	19	15	20	1	0	0	0	427	214	641
St George East	67	46	30	17	18	11	4	7	25	26	27	24	22	10	0	0	0	0	193	141	334
St. Andrews/ St. David	13	11	26	8	13	7	6	5	0	1	2	8	0	0	0	0	0	0	60	40	100
Caroni	77	52	26	20	8	13	37	8	20	19	23	17	13	16	0	0	0	0	204	145	349
Nariva/Mayaro	20	26	9	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	31	26	57
Victoria	51	41	10	4	21	13	9	8	9	6	29	24	2	3	0	0	0	0	131	99	230
St. Patrick	25	20	21	17	29	10	23	10	34	8	49	26	0	2	0	0	0	0	181	93	274
Trinidad	373	262	206	99	124	82	116	55	142	91	213	118	52	51	1	0	0	0	1227	758	1985
Tobago	40	18	8	8	4	7	9	2	27	14	21	5	2	3	0	0	0	0	111	57	168
Trinidad and Tobago	413	280	214	107	128	89	125	57	169	105	234	123	54	54	1	0	0	0	1338	815	2153

TABLE 3.8a

Source: Primary Schools Annual Statistical Return

Chart 3.8.a
Primary School Repeaters by Planning Boundary, Age & Sex (Government School) 2003-03



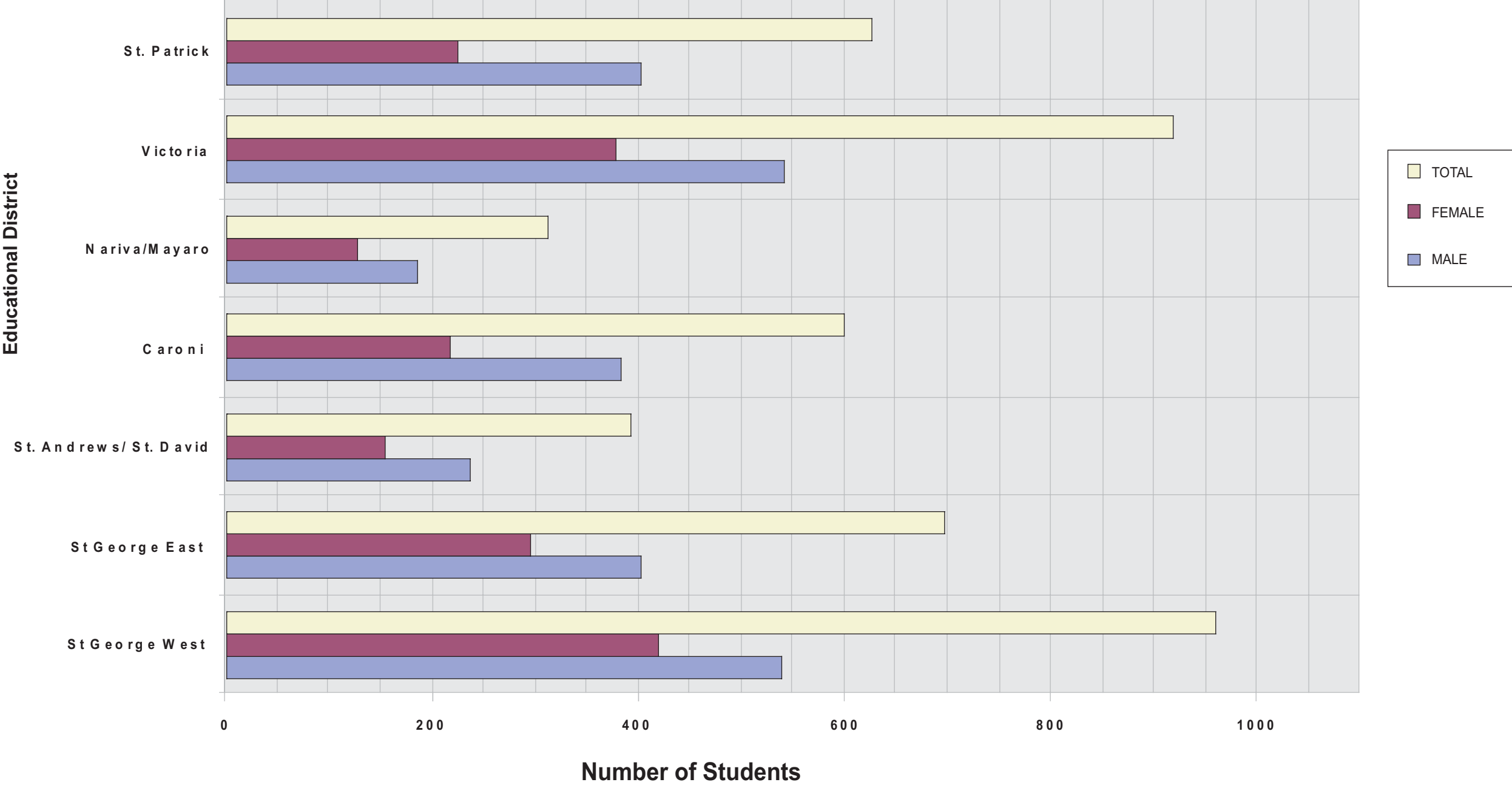
Ministry of Education
Summary Repeaters – Public Primary Schools by Planning Boundary Sex and Grade 2002/2003
AUTHORITY: Government Assisted

Educational District	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
St George West	171	153	76	49	83	47	35	40	80	41	65	56	29	34	0	0	0	0	539	420	959
St George East	91	63	57	54	60	43	31	33	48	23	68	37	35	41	12	0	0	0	402	294	696
St. Andrews/ St. David	76	47	25	11	19	7	9	8	38	16	32	40	38	25	0	0	0	0	237	154	391
Caroni	118	70	45	32	28	20	73	27	40	27	69	27	10	14	0	0	0	0	383	217	600
Nariva/Mayaro	92	58	26	19	15	7	13	8	16	13	15	10	8	11	0	0	0	0	185	126	311
Victoria	167	93	82	49	65	44	65	43	62	52	67	47	32	46	0	4	0	0	540	378	918
St. Patrick	98	46	83	38	38	23	43	25	66	35	57	45	16	12	0	0	0	0	401	224	625
Trinidad	813	530	394	252	308	191	269	184	350	207	373	262	168	183	12	4	0	0	2687	1813	4500
Tobago	46	18	19	5	37	8	6	2	18	4	21	13	3	6	0	0	0	0	150	56	206
Trinidad and Tobago	859	548	413	257	345	199	275	186	368	211	394	275	171	189	12	4	0	0	2837	1869	4706

TABLE 3.8b

Source: Primary Schools Annual Statistical Return

Chart 3.8b
Primary School Repeaters for Government Assisted School by Planning Boundary & Sex 2002-03



Ministry of Education
Public Primary School Dropouts by Age Group Sex and Grade 2002/2003
TRINIDAD AND TOBAGO

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
04<05 years	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
05<06 years	9	5	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	6	19
06<07 years	3	1	3	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	7	15
07<08 years	0	0	6	2	10	5	0	1	0	0	0	0	0	0	0	0	0	0	0	16	8	24
08<09 years	0	0	1	2	3	3	6	7	2	4	1	0	0	0	0	0	0	0	0	13	16	29
09<10 years	0	0	1	0	4	1	5	2	1	5	0	4	0	0	0	0	0	0	0	11	12	23
10<11 years	0	0	1	0	0	0	1	0	3	4	8	2	3	1	0	0	0	0	0	16	7	23
11<12 years	0	0	0	0	0	0	1	0	4	2	7	3	6	3	0	0	0	0	0	18	8	26
12<13 years	0	0	0	0	0	0	2	0	1	1	9	7	4	5	0	0	0	0	0	16	13	29
13<14 years	0	0	0	0	0	0	1	0	0	1	4	2	14	2	0	0	0	0	0	19	5	24
14<15 years	0	0	0	0	0	0	0	0	1	1	2	1	5	3	0	0	0	0	0	8	5	13
15<16 years	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1
Totals	13	8	15	11	20	9	16	10	12	18	31	19	33	14	0	0	0	0	0	140	89	229

TABLE 3.9

Source: Primary Schools Annual Statistical Return

Ministry of Education
Summary Dropouts – Public Primary Schools by Age Group Sex and Grade 2002/2003
AUTHORITY: Government

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
04<05 years	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
05<06 years	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1
06<07 years	3	1	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	4
07<08 years	0	0	3	0	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4
08<09 years	0	0	0	2	2	1	3	4	1	2	0	0	0	0	0	0	0	0	0	0	6	9
09<10 years	0	0	0	0	4	0	1	1	0	3	0	0	0	0	0	0	0	0	0	0	5	4
10<11 years	0	0	0	0	0	0	0	0	1	1	6	1	3	0	0	0	0	0	0	0	10	2
11<12 years	0	0	0	0	0	0	0	0	2	0	5	2	1	1	0	0	0	0	0	0	8	3
12<13 years	0	0	0	0	0	0	2	0	0	0	6	3	0	2	0	0	0	0	0	0	8	5
13<14 years	0	0	0	0	0	0	1	0	0	0	1	2	5	0	0	0	0	0	0	0	7	2
14<15 years	0	0	0	0	0	0	0	0	1	0	2	1	2	0	0	0	0	0	0	0	5	1
15<16 years	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Totals	6	3	6	5	9	5	7	5	5	6	20	9	12	3	0	0	0	0	0	0	65	36

TABLE 3.9a

Source: Primary Schools Annual Statistical Return

Ministry of Education
Summary Dropouts – Public Primary Schools by Age Group Sex and Grade 2002/2003
AUTHORITY: Government Assisted

Age Groups	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
04<05 years	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
05<06 years	6	4	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	5	14
06<07 years	0	0	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
07<08 years	0	0	3	2	8	1	0	1	0	0	0	0	0	0	0	0	0	0	0	11	4	15
08<09 years	0	0	1	0	1	2	3	3	1	2	1	0	0	0	0	0	0	0	0	7	7	14
09<10 years	0	0	1	0	0	1	4	1	1	2	0	4	0	0	0	0	0	0	0	6	8	14
10<11 years	0	0	1	0	0	0	1	0	2	3	2	1	0	1	0	0	0	0	0	6	5	11
11<12 years	0	0	0	0	0	0	1	0	2	2	2	1	5	2	0	0	0	0	0	10	5	15
12<13 years	0	0	0	0	0	0	0	0	1	1	3	4	4	3	0	0	0	0	0	8	8	16
13<14 years	0	0	0	0	0	0	0	0	0	1	3	0	9	2	0	0	0	0	0	12	3	15
14<15 years	0	0	0	0	0	0	0	0	0	1	0	0	3	3	0	0	0	0	0	3	4	7
15<16 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	7	5	9	6	11	4	9	5	7	12	11	10	21	11	0	0	0	0	75	53	128	

TABLE 3.9b

Source: Primary Schools Annual Statistical Return

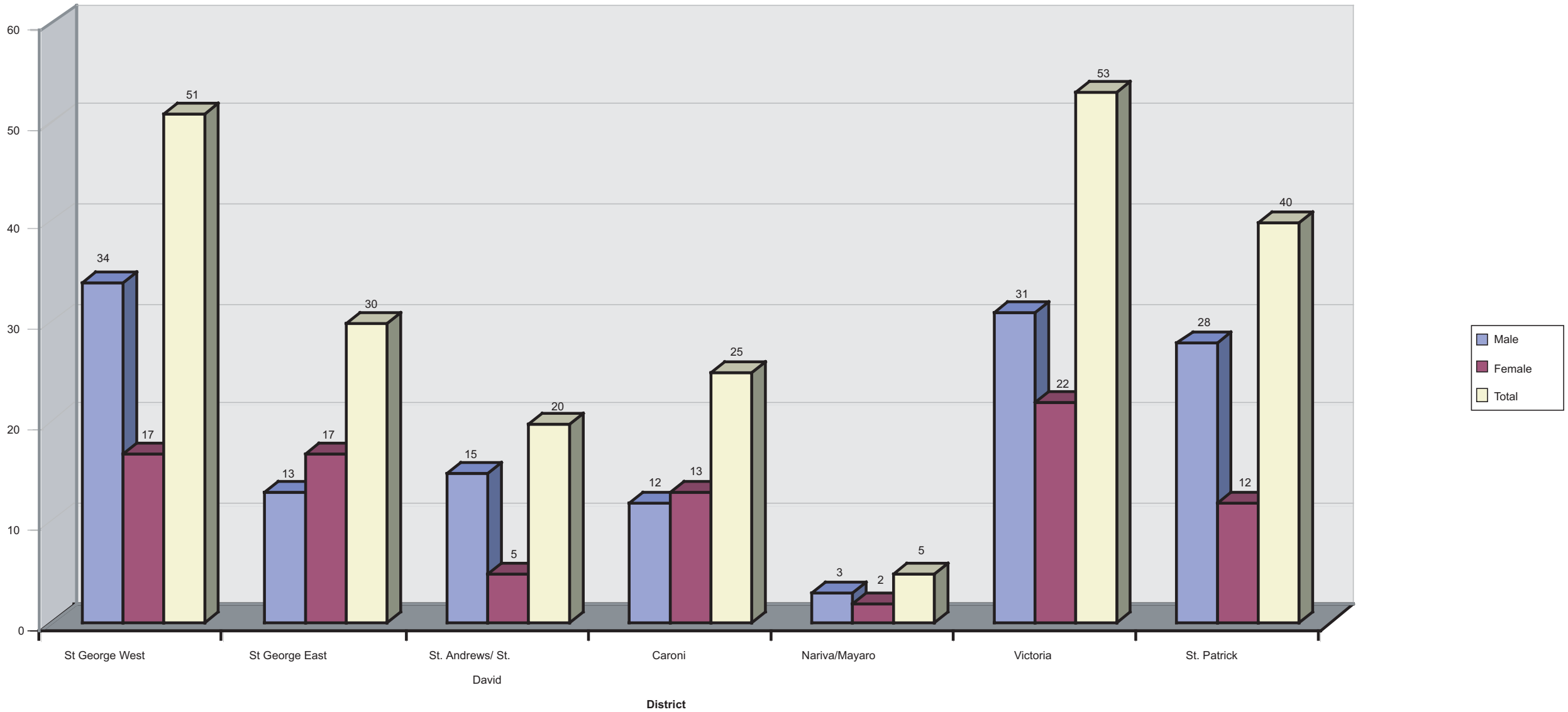
Ministry of Education
Public Primary School Dropouts by Planning Boundary Sex and Grade 2002/2003
TRINIDAD AND TOBAGO

Educational District	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
St George West	0	0	3	0	10	4	1	3	2	6	11	3	7	1	0	0	0	0	34	17	51
St George East	2	2	2	0	3	1	0	1	3	3	1	5	2	5	0	0	0	0	13	17	30
St. Andrews/ St. David	4	2	1	0	1	1	1	0	0	1	4	1	4	0	0	0	0	0	15	5	20
Caroni	1	1	1	5	2	0	4	3	1	1	0	1	3	2	0	0	0	0	12	13	25
Nariva/Mayaro	1	0	0	1	0	0	0	0	0	1	0	0	2	0	0	0	0	0	3	2	5
Victoria	1	2	5	4	2	2	7	2	5	5	6	4	5	3	0	0	0	0	31	22	53
St. Patrick	3	1	2	1	2	1	2	1	1	1	8	5	10	2	0	0	0	0	28	12	40
Trinidad	12	8	14	11	20	9	15	10	12	18	30	19	33	13	0	0	0	0	136	88	224
Tobago	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	4	1	5
Trinidad and Tobago	13	8	15	11	20	9	16	10	12	18	31	19	33	14	0	0	0	0	140	89	229

TABLE 3.10

Source: Primary Schools Annual Statistical Return

Chart 3.10
Public Primary School Dropouts 2002-03 by District and Sex



Ministry of Education
Summary Dropouts - Public Primary Schools by Planning Boundary Sex and Grade 2002/2003
AUTHORITY: Government

Educational District	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female		
St George West	0	0	1	0	4	2	1	1	1	3	9	1	5	0	0	0	0	0	0	21	7	28
St George East	1	0	1	0	2	1	0	1	2	2	1	3	1	3	0	0	0	0	8	10	18	
St. Andrews/ St. David	3	2	1	0	1	1	1	0	0	1	3	0	1	0	0	0	0	0	10	4	14	
Caroni	1	1	0	3	1	0	1	3	0	0	0	1	0	0	0	0	0	0	3	8	11	
Nariva/Mayaro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Victoria	0	0	2	1	1	1	4	0	2	0	4	2	3	0	0	0	0	0	16	4	20	
St. Patrick	0	0	1	1	0	0	0	0	0	0	2	2	2	0	0	0	0	0	5	3	8	
Trinidad	5	3	6	5	9	5	7	5	5	6	19	9	12	3	0	0	0	0	63	36	99	
Tobago	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	2	
Trinidad and Tobago	6	3	6	5	9	5	7	5	5	6	20	9	12	3	0	0	0	0	65	36	101	

TABLE 3.10a

Source: Primary Schools Annual Statistical Return

Ministry of Education
Summary Dropouts – Public Primary Schools by Planning Boundary Sex and Grade 2002/2003
AUTHORITY: Government Assisted

Educational District	infant y1		infant y2		standard 1		standard II		standard III		standard IV		standard V		standard VI		standard VII		Total		Both Sexes
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	
St George West	0	0	2	0	6	2	0	2	1	3	2	2	2	1	0	0	0	0	13	10	23
St George East	1	2	1	0	1	0	0	0	1	1	0	2	1	2	0	0	0	0	5	7	12
St. Andrews/ St. David	1	0	0	0	0	0	0	0	0	0	1	1	3	0	0	0	0	0	5	1	6
Caroni	0	0	1	2	1	0	3	0	1	1	0	0	3	2	0	0	0	0	9	5	14
Nariva/Mayaro	1	0	0	1	0	0	0	0	0	1	0	0	2	0	0	0	0	0	3	2	5
Victoria	1	2	3	3	1	1	3	2	3	5	2	2	2	3	0	0	0	0	15	18	33
St. Patrick	3	1	1	0	2	1	2	1	1	1	6	3	8	2	0	0	0	0	23	9	32
Trinidad	7	5	8	6	11	4	8	5	7	12	11	10	21	10	0	0	0	0	73	52	125
Tobago	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2	1	3
Trinidad and Tobago	7	5	9	6	11	4	9	5	7	12	11	10	21	11	0	0	0	0	75	53	128

TABLE 3.10b

Source: Primary Schools Annual Statistical Return

SECONDARY EDUCATION - SITUATION ANALYSIS AND POLICY

Starting 1961, there was a change in the transition process from the primary to the secondary level. Prior to that year, transition was based on entrance examinations set by individual schools as well as on the College Exhibition examination, which provided free tuition and limited financial assistance for the purchase of books to successful students in the form of scholarships.

The Common Entrance examination replaced both transition mechanisms, thereby allowing successful students eligibility to all schools. This was followed by the establishment of free secondary education which further increased equitable access, largely transcending geographical, ethnic, socio-economic and gender differences.

The need for adequate school places to accommodate the widened secondary population saw a massive school building programme, first with the “central” schools in various geographic locations, and then with the “new sector” schools. The latter incorporated a two-tier system, comprising three-year double-shift junior secondary schools and counterpart two to four-year senior secondary / senior comprehensive schools. The system tended to recognize the varying abilities, aptitudes and interests of students and allowed for graduation on completion of a basic education programme.

Recognition of these differences gave rise to expansion and diversification of curricula and the development of new examination structures. The debate continues to this day on the most appropriate mechanisms for assuring all secondary students the best possible education and equitable earning potential. This debate encompasses Technical-Vocational study streams, theories of multiple intelligences, and other responsive student support systems.

Notwithstanding marked improvement in the performance of clusters of students who perform at high levels of excellence, certain negative perceptions persist and give cause for concern. Other clusters of secondary students demonstrate low levels of literacy, ambivalence to scholastic effort, lack of motivation and ambition, and disruptive behaviour in and out of school.

Common perceptions include relative educational underachievement of males, socio-economic and ethnic imbalances with respect to attainment and dropout rates, increasing elitism, widening of gaps in earning potential and possible links with deviant or criminal activity. Are these perceptions supported by primary data? Do they direct the agenda of education researchers? Indeed, these considerations are therefore being given priority on the Ministry's research agenda.

Ministry of Education
HISTORICAL SECONDARY SCHOOL ENROLMENT 1992/93 - 2002/03

TRINIDAD & TOBAGO	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT			% CHANGE PREV. YR.
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF	
2002-2003 ***	10,383	10,149	10,124	10,053	10,794	11,789	8,919	9,091	8,834	9,625	1,560	2,592	1,552	2,446	52,166	55,745	107,911	(1.25)
2001-2002	10,630	10,626	11,530	12,156	9,630	9,914	8,799	9,128	9,166	9,457	1,467	2,402	1,501	2,509	52,893	56,384	109,277	(2.21)
2000-2001	13,068	13,387	9,883	9,965	9,795	10,143	9,283	9,635	9,371	9,302	1,570	2,487	1,497	2,363	54,467	57,282	111,749	5.91
1999-2000	9,867	9,727	10,035	10,243	9,897	10,377	9,190	9,179	9,595	10,046	1,406	2,341	1,471	2,135	51,461	54,048	105,509	(0.27)
1998-1999	9,998	10,003	10,144	10,391	9,688	10,058	9,464	9,582	9,594	9,744	1,401	2,182	1,451	2,090	51,740	54,050	105,790	(0.25)
1997-1998	10,029	10,083	10,060	10,157	9,826	10,256	9,483	9,606	9,613	9,819	1,458	2,101	1,462	2,097	51,931	54,119	106,050	1.63
1996-1997	10,010	10,144	9,966	10,077	9,808	10,131	9,095	9,288	9,453	9,619	1,417	2,056	1,347	1,938	51,096	53,253	104,349	1.29
1995-1996	10,008	9,943	9,838	10,027	9,737	9,920	9,311	9,185	9,141	9,530	1,286	1,925	1,291	1,874	50,612	52,404	103,016	2.32
1994-1995	9,858	9,833	9,858	9,847	9,533	9,782	9,086	8,957	8,922	9,243	1,198	1,682	1,204	1,673	49,659	51,017	100,676	0.07
1993-1994	10,022	9,908	9,865	9,890	9,501	9,734	8,497	8,322	9,472	9,898	1,153	1,628	1,176	1,543	49,686	50,923	100,609	1.02
1992-1993	9,923	9,843	9,747	9,654	9,472	9,529	8,579	8,527	9,399	9,567	1,156	1,521	1,140	1,533	49,416	50,174	99,590	

Previous data were added to 01/02 and 02/03 for schools that were missing.

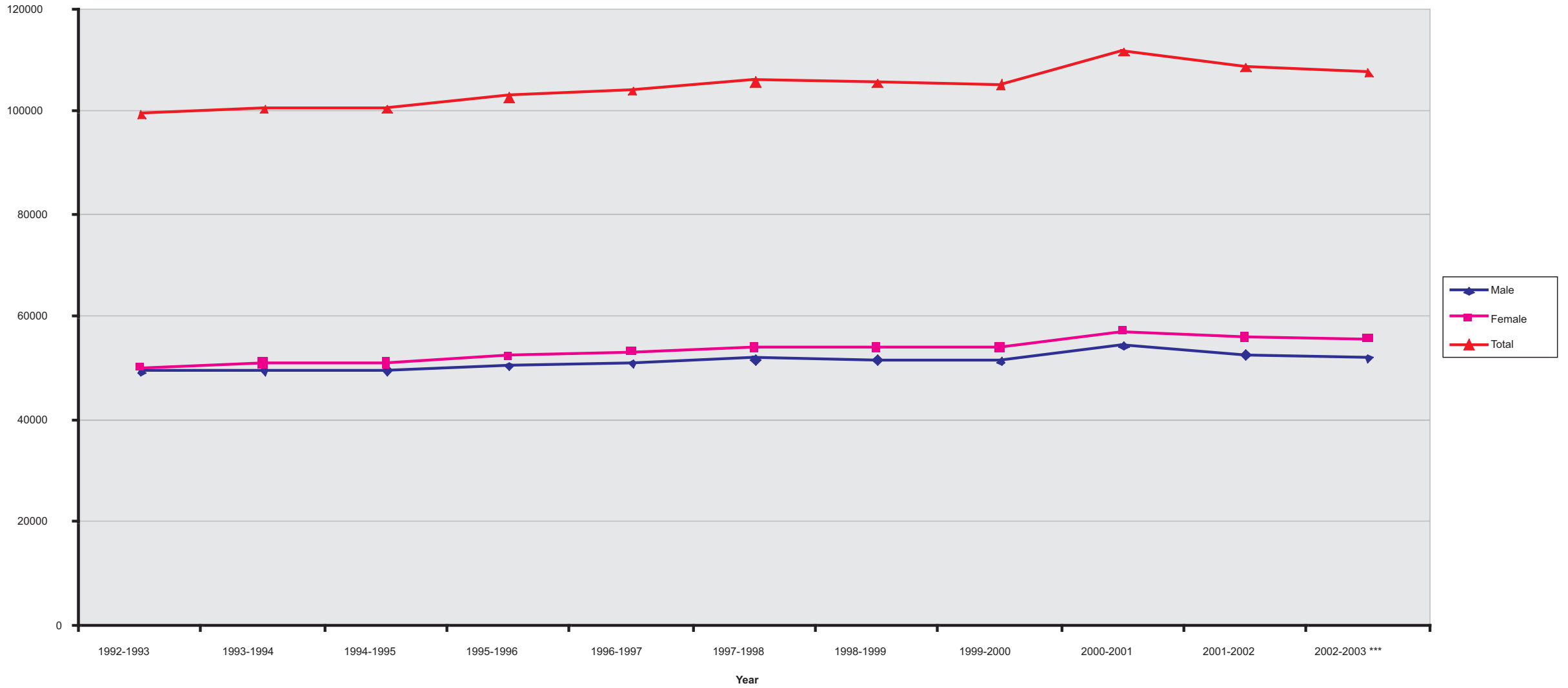
*** Some schools did not submit returns for school year 2002-03. Enrolment estimates were made for these schools based on their most recently submitted data, as follows:

Nine(9) schools were added for St George West, four(4) for St George East, four(4) for St Andrew/St David, two(2) for Caroni, three(3) for Victoria, one(1) for Nariva/Mayaro, two(2) for St Patrick, and one(1) for Tobago. Estimates were therefore made for a total of twenty-six(26) schools.

For 2001-2002:-Five(5) schools were added for St George West, zero(0) for St George East, three(3) for St Andrew/St David, one(1) for Caroni, two(2) for Victoria, one(1) for Nariva/Mayaro and two(2) for Tobago. Estimates were made for a total of fourteen(14) schools.

TABLE 4.1
Secondary

Chart 4.1
Secondary Enrolment 1992/93 - 2002/03



Ministry of Education
ENROLMENT BY PLANNING BOUNDARY, FORM AND SEX - 2002/03

PLANNING BOUNDARY (DISTRICT)	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT			% DISTRICT / TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF	
ST. GEORGE WEST	3,156	2,898	2,973	2,645	2,870	2,824	2,469	2,268	2,546	2,424	511	724	515	630	15,040	14,413	29,453	27.29
ST. GEORGE EAST	1,232	1,371	1,253	1,557	1,422	1,750	1,280	1,379	1,180	1,385	216	531	233	522	6,816	8,495	15,311	14.19
ST. ANDREW/ST. DAVID	612	714	716	748	734	753	257	492	253	368	58	55	36	55	2,666	3,185	5,851	5.42
CARONI	1,587	1,347	1,404	1,314	1,633	1,707	880	863	973	1,033	161	220	146	245	6,784	6,729	13,513	12.52
NARIVA/MAYARO	208	219	260	256	217	296	228	172	203	235	5	12	0	2	1,121	1,192	2,313	2.14
VICTORIA	2,111	2,109	2,091	2,161	2,243	2,741	2,476	2,497	2,381	2,676	499	697	518	665	12,319	13,546	25,865	23.97
ST. PATRICK	1,081	1,069	998	970	1,273	1,169	1,028	1,080	982	1,146	76	269	68	263	5,506	5,966	11,472	10.63
TOBAGO	396	422	429	402	402	549	301	340	316	358	34	84	36	64	1,914	2,219	4,133	3.83
TRINIDAD & TOBAGO	10,383	10,149	10,124	10,053	10,794	11,789	8,919	9,091	8,834	9,625	1,560	2,592	1,552	2,446	52,166	55,745	107,911	100.00

Previous data were added to 01/02 and 02/03 for schools that were missing.

*** Some schools did not submit returns for school year 2002-03. Enrolment estimates were made for these schools based on their most recently submitted data, as follows:

Nine(9) schools were added for St George West, four(4) for St George East, four(4) for St Andrew/St David, two(2) for Caroni, three(3) for Victoria, one(1) for Nariva/Mayaro, two(2) for St Patrick, and one(1) for Tobago. Estimates were therefore made for a total of twenty-six(26) schools.

For 2001-2002:-Five(5) schools were added for St George West, zero(0) for St George East, three(3) for St Andrew/St David, one(1) for Caroni, two(2) for Victoria, one(1) for Nariva/Mayaro and two(2) for Tobago. Estimates were made for a total of fourteen(14) schools.

TABLE 4.2
Secondary

Chart 4.2.1
Total Secondary Enrolment By Planning Boundary 2002/03

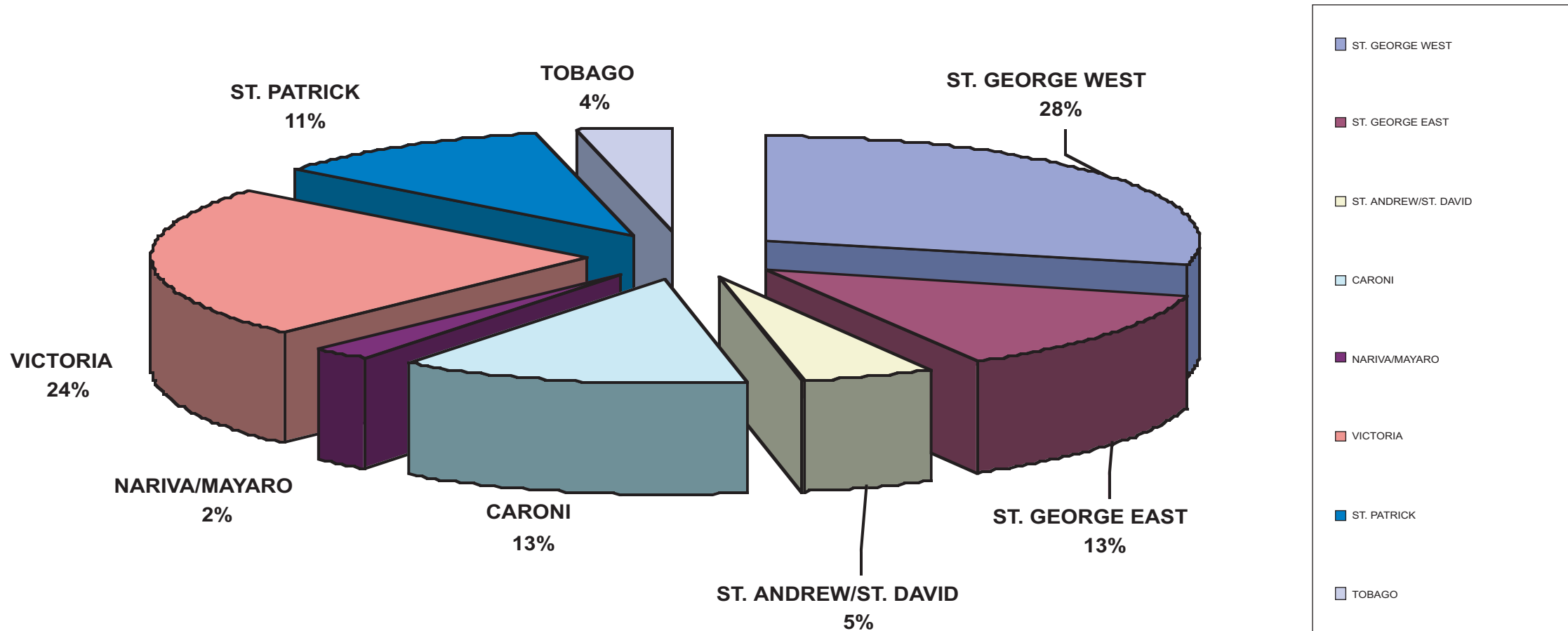


Chart 4.2.2
Male Female Ratio for Secondary Enrolment by Planning Boundary 2002/03

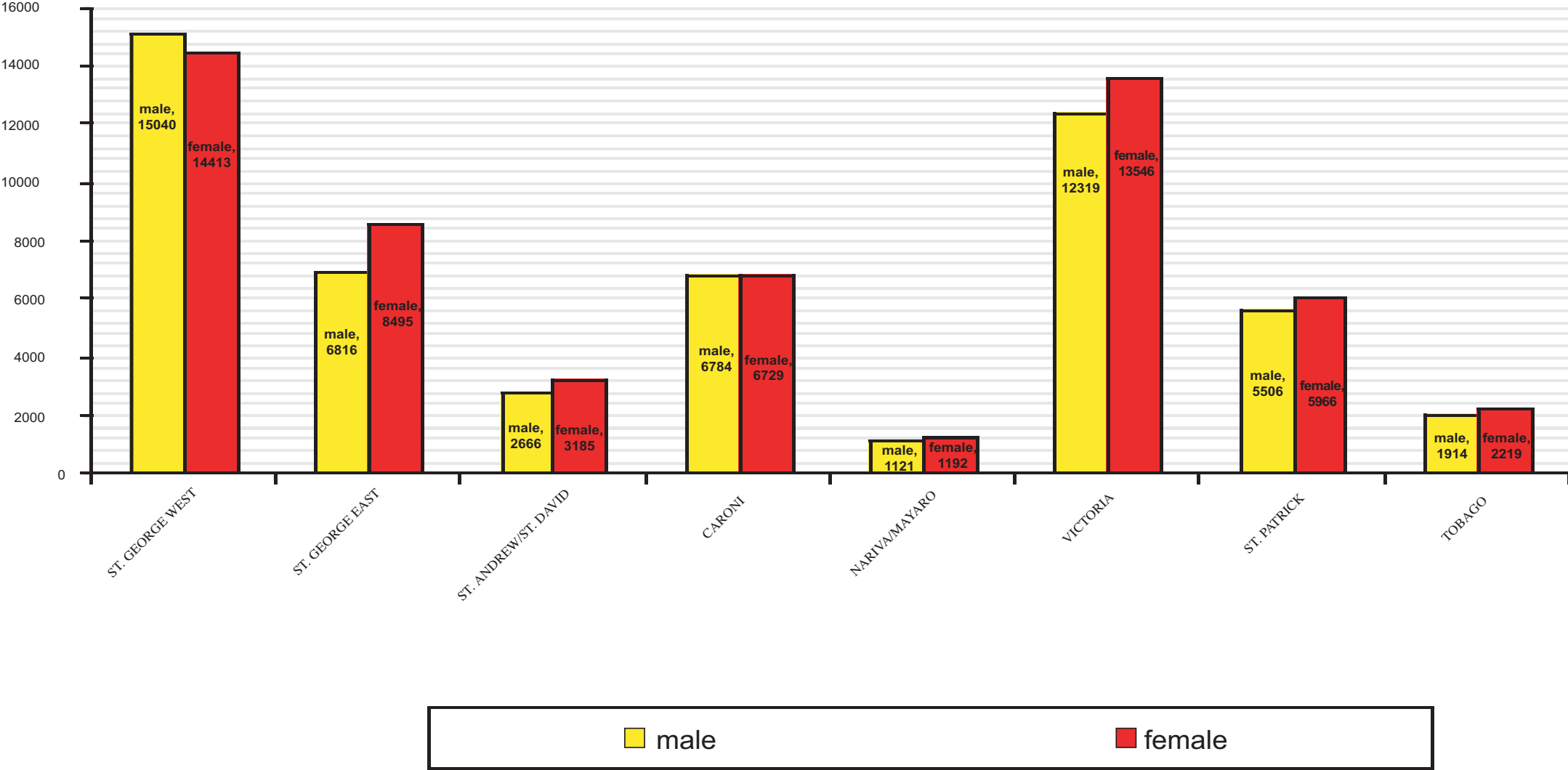
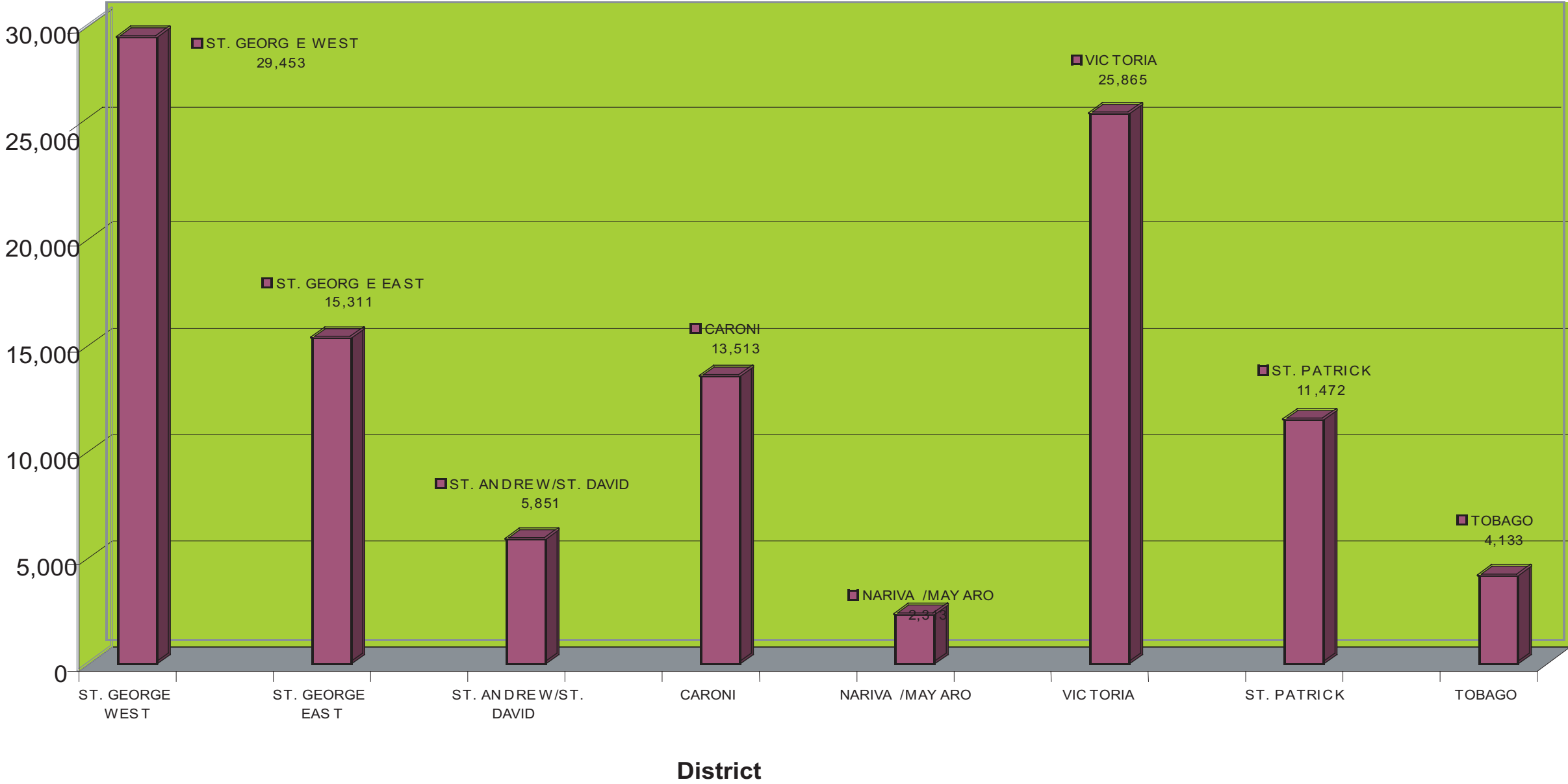


Chart 4.2.3
Secondary Enrolment by Planning Boundary- 2002/03 Bar Graph



Ministry of Education
ENROLMENT BY PLANNING BOUNDARY, FORM AND SEX - 2002/03

PLANNING BOUNDARY (DISTRICT) / AGE (YEARS OLD)	10 YEAR OLDS		11 YEAR OLDS		12 YEAR OLDS		13 YEAR OLDS		14 YEAR OLDS		15 YEAR OLDS		16 YEAR OLDS		17 YEAR OLDS		18 YEAR OLDS		19 YEAR OLDS		TOTAL SCHOOL ENROLMENT		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
ST. GEORGE WEST	43	36	794	617	1968	2116	2625	2482	3040	2733	2916	2887	2228	2051	896	916	369	440	161	135	15,040	14,413	29,453
ST. GEORGE EAST	207	202	734	824	936	1186	974	1185	1220	1485	1184	1325	915	1161	476	798	136	258	34	71	6,816	8,495	15,311
ST. ANDREW/ST. DAVID	36	16	134	188	375	558	586	581	558	542	504	505	236	345	158	305	72	92	7	53	2,666	3,185	5,851
CARONI	10	14	375	391	967	1170	1405	1358	1422	1207	874	866	842	874	514	519	270	228	105	102	6,784	6,729	13,513
NARIVA/MAYARO	0	0	53	64	127	168	177	200	232	228	293	256	156	181	58	80	20	15	5	0	1,121	1,192	2,313
VICTORIA	13	33	412	589	1557	1628	1890	2041	2223	2340	2494	2572	2047	2338	1061	1292	520	602	102	111	12,319	13,546	25,865
ST. PATRICK	9	3	204	278	708	769	960	980	1224	1191	1170	1194	762	838	373	525	86	147	10	41	5,506	5,966	11,472
TOBAGO	13	19	90	117	232	280	331	333	373	402	373	490	317	385	137	144	42	42	6	7	1,914	2,219	4,133
TRINIDAD & TOBAGO	331	323	2,796	3,068	6,870	7,87	8,948	9,160	10,292	10,128	9,808	10,095	7,503	8,173	3,673	4,579	1,515	1,824	430	520	52,166	55,745	107,911

Previous data were added to 01/02 and 02/03 for schools that were missing.

*** Some schools did not submit returns for school year 2002-03. Enrolment estimates were made for these schools based on their most recently submitted data, as follows:

Nine(9) schools were added for St George West, four(4) for St George East, four(4) for St Andrew/St David, two(2) for Caroni, three(3) for Victoria, one(1) for Nariva/Mayaro, two(2) for St Patrick, and one(1) for Tobago. Estimates were therefore made for a total of twenty-six(26) schools.

For 2001-2002:-Five(5) schools were added for St George West, zero(0) for St George East, three(3) for St Andrew/St David, one(1) for Caroni, two(2) for Victoria, one(1) for Nariva/Mayaro and two(2) for Tobago.

Estimates were made for a total of fourteen(14) schools.

TABLE 4.3
Secondary

Ministry of Education
ENROLMENT BY AGE, FORM AND SEX - 2002/03

AGE (YEARS OLD)	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT			% AGE / TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF	
10	276	293	53	28	2	2									331	323	654	0.61
11	2,273	2,592	487	448	36	28									2,796	3,068	5,864	5.43
12	4,558	4,949	2,058	2,592	244	334	10	0							6,870	7,875	14,745	13.66
13	2,036	1,604	4,435	4,598	2,340	2,823	136	133	1	2					8,948	9,160	18,108	16.78
14	970	529	2,082	1,704	5,002	5,264	2,013	2,330	225	301					10,292	10,128	20,420	18.92
15	220	133	746	493	2,274	2,382	4,425	4,300	2,090	2,674	42	90	11	23	9,808	10,095	19,903	18.44
16	41	42	219	164	702	757	1,803	1,665	4,212	4,446	427	908	99	191	7,503	8,173	15,676	14.53
17	9	7	39	25	179	177	454	524	1,826	1,790	727	1,136	439	920	3,673	4,579	8,252	7.65
18			5	1	15	21	70	124	426	372	265	325	734	981	1,515	1,824	3,339	3.09
19 & OVER					0	1	8	15	54	40	99	133	269	331	430	520	950	0.88
TRINIDAD & TOBAGO	10,383	10,149	10,124	10,053	10,794	11,789	8,919	9,091	8,834	9,625	1,560	2,592	1,552	2,446	52,166	55,745	107,911	100.00

Previous data were added to 01/02 and 02/03 for schools that were missing.

*** Some schools did not submit returns for school year 2002-03. Enrolment estimates were made for these schools based on their most recently submitted data, as follows:

Nine(9) schools were added for St George West, four(4) for St George East, four(4) for St Andrew/St David, two(2) for Caroni, three(3) for Victoria, one(1) for Nariva/Mayaro, two(2) for St Patrick, and one(1) for Tobago. Estimates were therefore made for a total of twenty-six(26) schools.

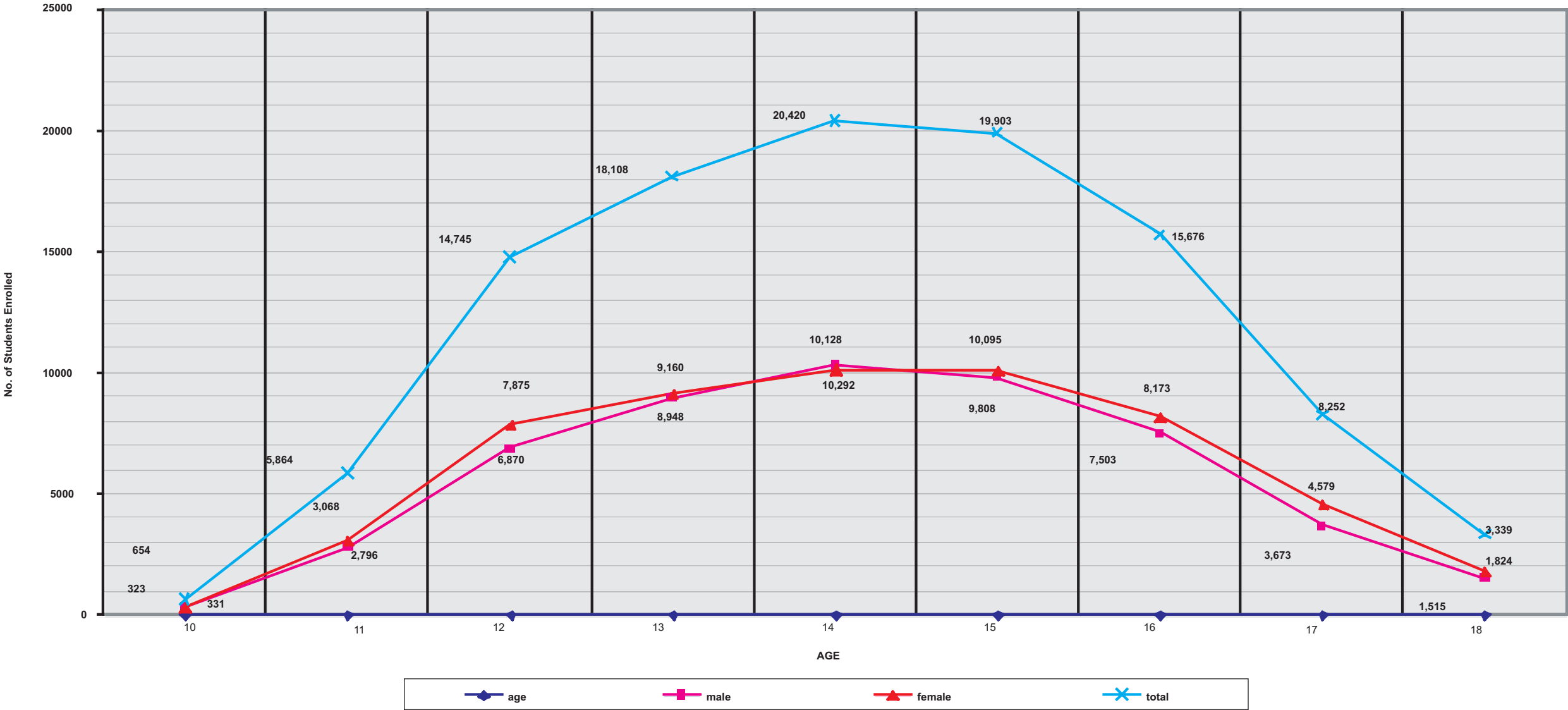
For 2001-2002:-Five(5) schools were added for St George West, zero(0) for St George East, three(3) for St Andrew/St David, one(1) for Caroni, two(2) for Victoria, one(1) for Nariva/Mayaro and two(2) for Tobago.

Estimates were made for a total of fourteen(14) schools.

TABLE 4.4

Secondary

Chart 4.4.1
Secondary School Enrolment By Age, Sex 2002/03



Ministry of Education
HISTORICAL SECONDARY SCHOOL TEACHERS 1994-2003 BY CLASSIFICATION

TRINIDAD AND TOBAGO	Principal	VP	H.O.D	Dean	T III	T II	T I	TVT IV	TVT III	TVTII	TVTI	A. Teach	Other	TOTAL	% CHANGE
2002-2003 ***	128	127	135	100	2,652	623	612	285	246	230	154	459	211	5,962	0.88
2001-2002 **	130	116	116	84	2,660	636	611	270	238	242	147	482	178	5,910	12.89
2000-2001*	100	114	0	0	2,612	606	632	241	219	267	176	268	0	5,235	0.00
1999-2000	100	114	0	0	2,612	606	632	241	219	267	176	268	0	5,235	0.79
1998-1999	100	115	0	0	2,549	601	687	244	219	268	155	256	0	5,194	1.31
1997-1998	100	113	0	0	2,559	598	693	227	230	228	166	213	0	5,127	1.12
1996-1997	100	108	0	0	2,538	578	725	217	230	222	171	181	0	5,070	0.94
1995-1996	100	110	0	0	2,490	578	745	202	215	223	179	181	0	5,023	1.05
1994-1995	100	113	0	0	2,431	587	782	197	203	192	203	163	0	4,971	N/A

Some schools did not submit returns. Previous year's data were added as estimates for these schools for more realistic totals.

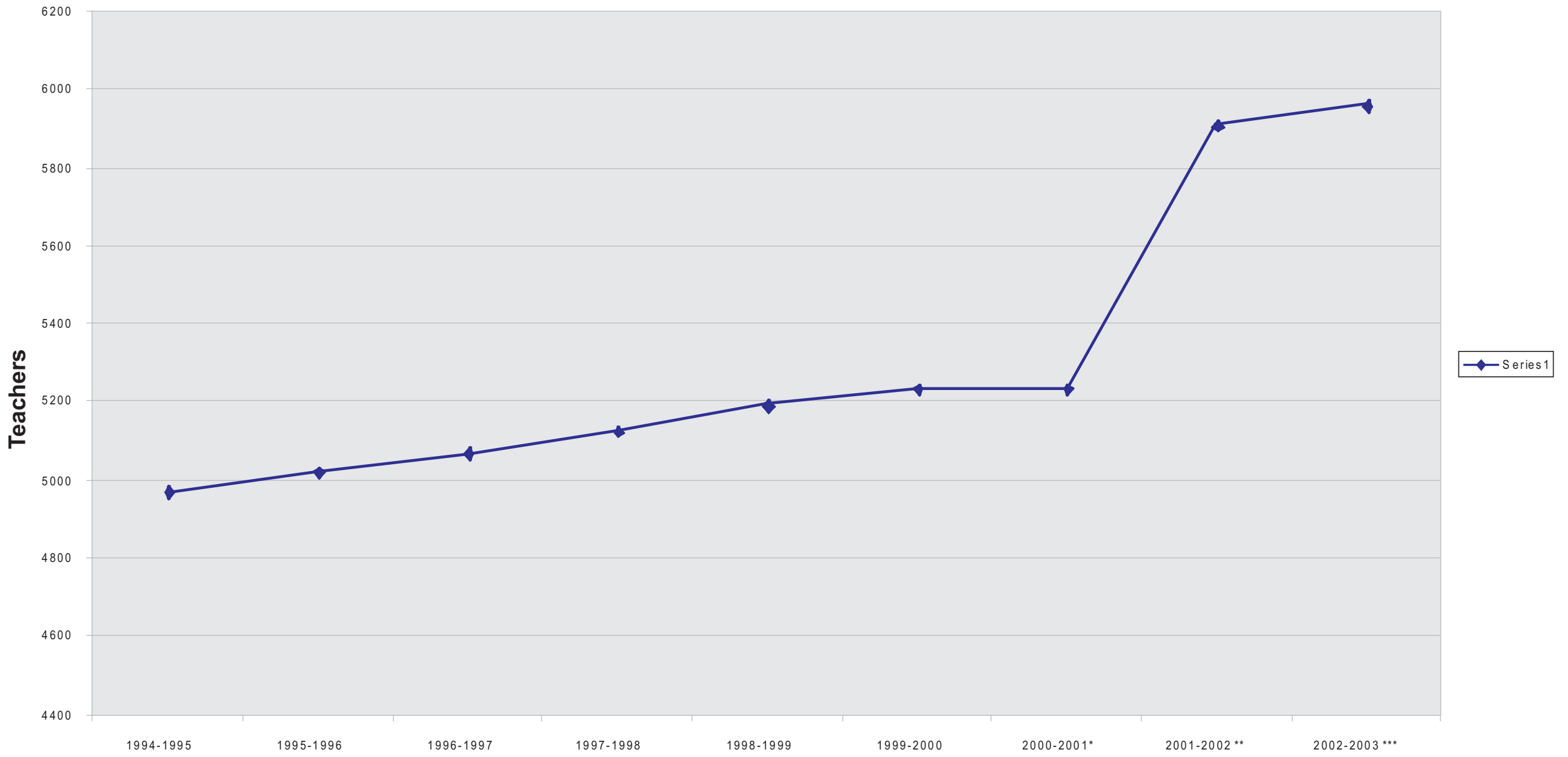
*** For 2002-2003 - Estimates were made for 26 schools: St. George West - 11 schools; St. George East - 4; St. Andrew/St. David - 2; Caroni - 2; Victoria - 4; St. Patrick - 2 & Tobago -1

** For 2001-2002 - Estimates made for 22 schools: St. George West - 6 schools; St. George East - 4; St. Andrew/St. David - 2; Caroni - 1; Nariva/Mayaro - 1; Victoria - 1; St. Patrick - 4 & Tobago-3.*

2000-2001 Data were not available. Figures shown are repeated from the year 1999-2000 for the sake of continuity.

TABLE 4.5
Secondary

Chart 4.5
Secondary School Teachers 1994-2003



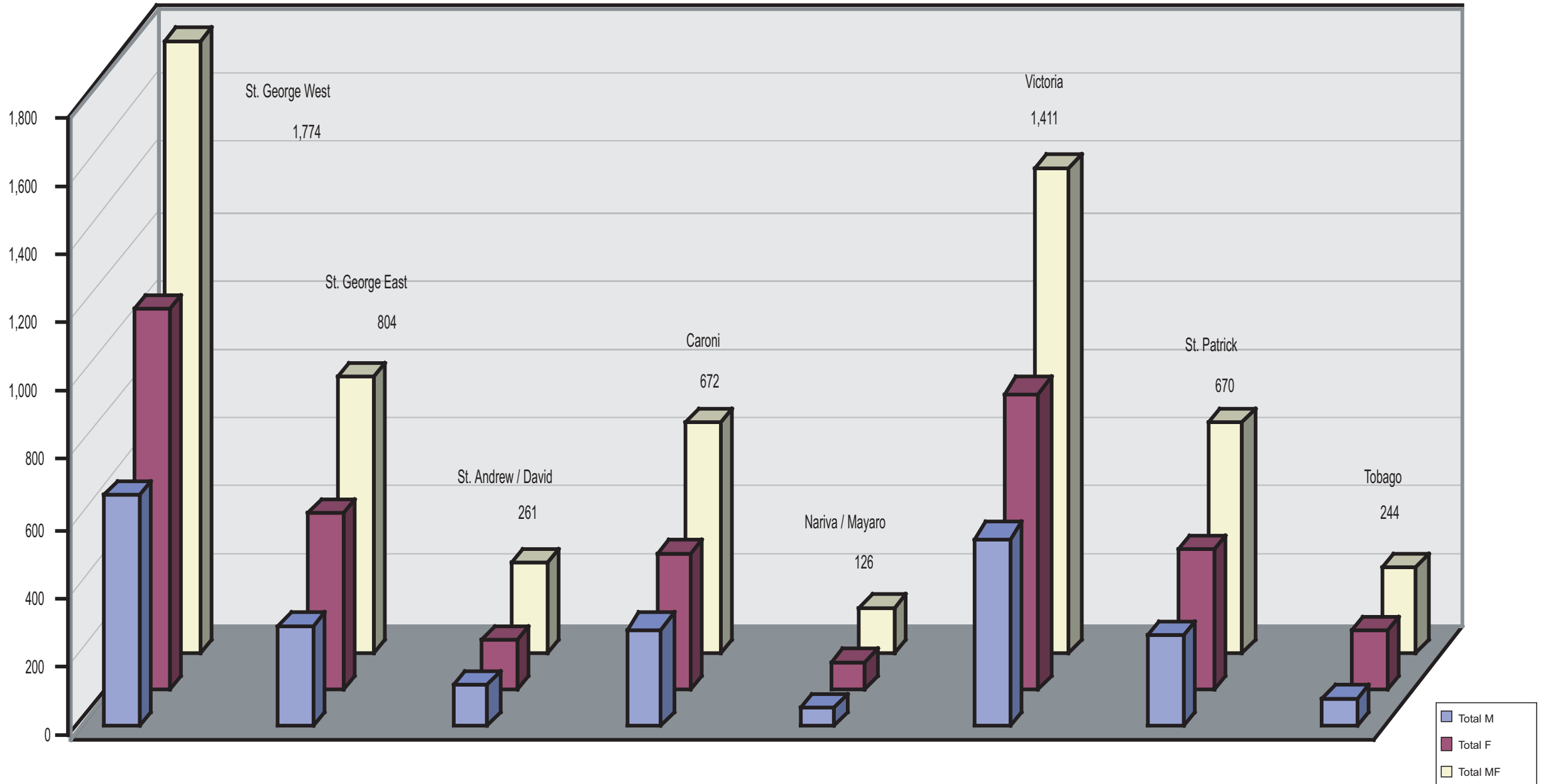
Year

Ministry of Education
NUMBER OF TEACHERS BY AREA, CLASSIFICATION AND SEX 2002/2003

AREA	Principal		Vice Principal		Head of Dept.		Dean		T III		T II		T I		TVT IV		TVT III		TVT II		TVT I		Asst. Teacher		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
St. George West	13	22	15	20	12	26	9	18	265	568	102	137	65	74	42	46	42	27	32	44	27	18	36	73	12	29	672	1,102	1,774
St. George East	5	12	8	10	7	8	3	10	147	287	29	51	31	43	17	23	12	4	7	15	13	1	8	36	6	11	293	511	804
St. Andrew / David	4	4	6	1	3	2	2	1	38	64	14	9	22	23	8	1	1	1	1	5	6	4	9	16	6	10	120	141	261
Caroni	8	6	8	6	12	4	9	6	113	187	25	36	43	53	16	19	14	7	6	6	7	2	10	39	12	18	283	389	672
Nariva / Mayaro	2	1	1	2	0	0	0	0	13	28	5	0	8	10	2	4	2	0	8	6	0	1	2	14	11	6	54	72	126
Victoria	13	16	14	12	29	21	14	21	173	445	50	95	59	74	40	34	58	27	19	23	30	15	29	58	20	22	548	863	1,411
St. Patrick	7	7	10	5	8	3	4	3	72	175	23	28	47	41	9	14	27	19	10	22	13	9	22	61	9	22	261	409	670
Tobago	3	5	3	6	0	0	0	0	23	54	5	14	8	11	1	9	2	3	11	15	4	4	17	29	1	16	78	166	244
Trinidad & Tobago	55	73	65	62	71	64	41	59	844	1,808	253	370	283	329	135	150	158	88	94	136	100	54	133	326	77	134	2,309	3,653	5,962

TABLE 4.5.1

Chart 4.5.1 Teachers By District

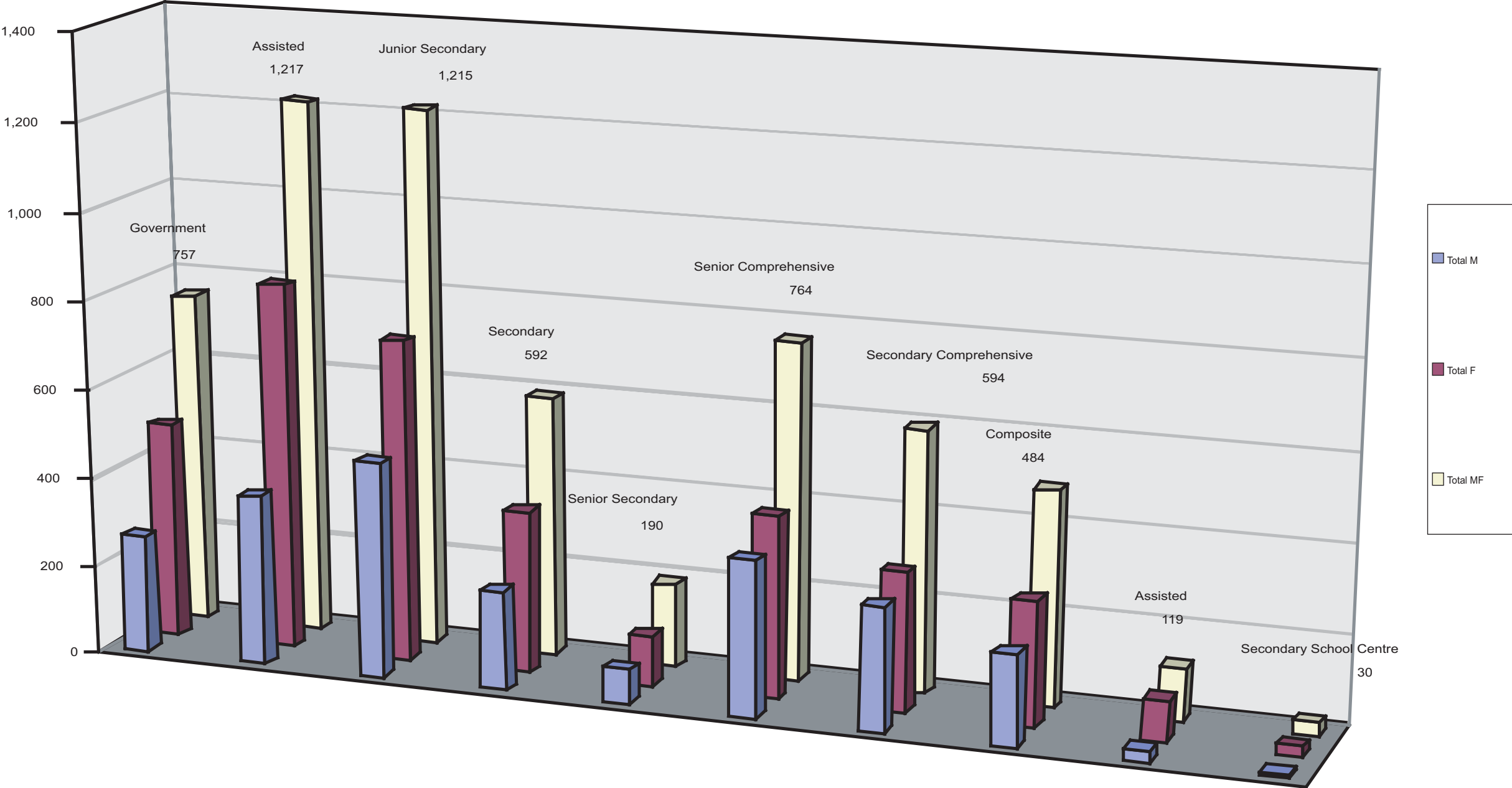


Ministry of Education
NUMBER OF TEACHERS BY TYPE OF SCHOOL, CLASSIFICATION AND SEX 2002/2003

SCHOOL TYPE	Principal		Vice Principal		Head of Dept.		Dean		T III		T II		T I		TVT IV		TVT III		TVT II		TVT I		Asst. Teacher		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
Government	8	10	8	9	5	14	4	7	140	295	33	37	22	21	20	19	3	8	9	26	5	8	11	29	0	6	268	489	757
Assisted	14	21	12	15	20	25	14	24	190	514	65	109	30	40	9	14	3	3	8	5	1	5	19	50	0	7	385	832	1,217
Junior Secondary	8	12	23	11	3	1	3	1	113	267	44	80	141	158	31	33	15	9	16	31	18	3	35	72	36	51	486	729	1,215
Secondary	8	9	7	9	5	1	2	3	69	133	22	36	34	57	7	6	12	2	9	11	7	7	23	63	19	31	224	368	592
Senior Secondary	1	2	2	1	0	0	0	0	39	56	8	9	3	4	0	7	5	6	5	7	2	1	5	15	7	5	77	113	190
Senior Comprehensive	4	3	5	4	29	15	13	17	119	217	14	36	11	16	34	31	58	28	20	18	30	9	8	11	7	7	352	412	764
Secondary Comprehensive	3	4	4	3	8	3	5	7	98	165	42	40	14	16	23	27	43	21	12	10	22	8	4	11	0	1	278	316	594
Composite	6	6	4	6	1	5	0	0	64	123	21	16	22	15	11	13	19	11	14	26	15	13	20	38	7	8	204	280	484
Assisted	3	4	0	1	0	0	0	0	11	36	4	7	5	2	0	0	0	0	0	0	0	0	4	31	0	11	27	92	119
Secondary School Centre	0	2	0	3	0	0	0	0	1	2	0	0	1	0	0	0	0	0	1	2	0	0	4	6	1	7	8	22	30
Trinidad & Tobago	55	73	65	62	71	64	41	59	844	1,808	253	370	283	329	135	150	158	88	94	136	100	54	133	326	77	134	2,309	3,653	5,962

TABLE 4.5.2

**Chart 4.5.2
Teachers By Type of School**

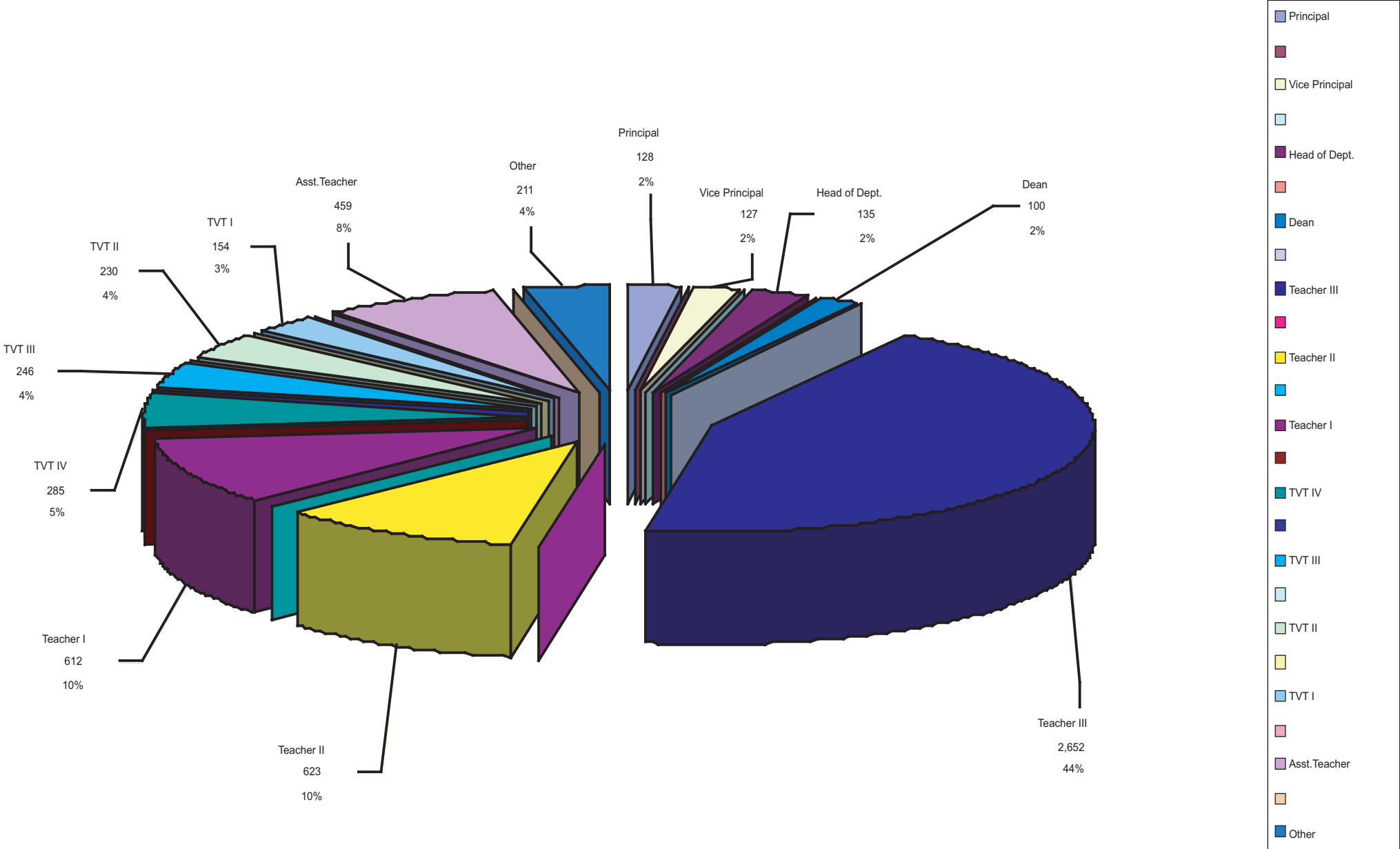


Ministry of Education
NUMBER OF TEACHERS BY TYPE OF SCHOOL, CLASSIFICATION & SEX 2002/2003

AREA	Government		Assisted		Secondary		Jr. Sec		Sr. Sec.		Sr. Comp.		Sec. Comp		Composite		Assisted		Sec. Sch. Ctr.		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
Principal	8	10	14	21	8	9	8	12	1	2	4	3	3	4	6	6	3	4	0		55	73	128
Vice Principal	8	9	12	15	7	9	23	11	2	1	5	4	4	3	4	6	0	1		2	65	62	127
Head of Dept.	5	14	20	25	5	1	3	1	0	0	29	15	8	3	1	5	0	0	0	3	71	64	135
Dean	4	7	14	24	2	3	3	1	0	0	13	17	5	7	0	0	0	0	0	0	41	59	100
Teacher III	140	295	190	514	69	133	113	267	39	56	119	217	98	165	64	123	11	36	0	0	844	1,808	2,652
Teacher II	33	37	65	109	22	36	44	80	8	9	14	36	42	40	21	16	4	7	1	2	253	370	623
Teacher I	22	21	30	40	34	57	141	158	3	4	11	16	14	16	22	15	5	2	0	0	283	329	612
TVT IV	20	19	9	14	7	6	31	33	0	7	34	31	23	27	11	13	0	0	1	0	135	150	285
TVT III	3	8	3	3	12	2	15	9	5	6	58	28	43	21	19	11	0	0	0	0	158	88	246
TVT II	9	26	8	5	9	11	16	31	5	7	20	18	12	10	14	26	0	0	0	0	94	136	230
TVT I	5	8	1	5	7	7	18	3	2	1	30	9	22	8	15	13	0	0	1	2	100	54	154
Asst. Teacher	11	29	19	50	23	63	35	72	5	15	8	11	4	11	20	38	4	31	0	0	133	326	459
Other	0	6	0	7	19	31	36	51	7	5	7	7	0	1	7	8	0	11	4	6	77	134	211
Total	268	489	385	832	224	368	486	729	77	113	352	412	278	316	204	280	27	92	8	22	2,309	3,653	5,962

TABLE 4.5.3

Chart 4.5.3 Teachers By Classification



Ministry of Education
PERCENTAGE DROPOUTS BY FORM, AREA, TYPE OF SCHOOL AND SEX 2002/2003

PLANNING BOUNDARY (DISTRICT)	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
TRINIDAD & TOBAGO (%)	0.4	0.4	0.9	0.7	1.7	1.0	0.9	0.5	1.9	1.2	0.3	0.4	0.9	1.0	1.1	0.7	0.9
DROPOUTS	38	36	93	69	189	114	79	50	171	114	5	10	14	25	589	418	1,007
ENROLMENT	10,383	10,149	10,124	10,053	10,794	11,789	8,919	9,091	8,834	9,625	1,560	2,592	1,552	2,446	52,166	55,745	107,911
ADJ. ENROLMENT	10,421	10,185	10,217	10,122	10,983	11,903	8,998	9,141	9,005	9,739	1,565	2,602	1,566	2,471	52,755	56,163	108,918
TRADITIONAL (%)	-	0.1	0.1	0.0	0.2	-	0.3	0.1	0.2	0.1	0.1	0.2	0.1	0.4	0.1	0.1	0.1
DROPOUTS	-	2	2	1	5	-	9	3	5	4	1	3	1	6	23	19	42
ENROLMENT	2,640	2,663	2,675	2,763	2,523	2,794	3,023	3,372	2,999	3,267	1,151	1,750	1,136	1,628	16,147	18,237	34,384
ADJ. ENROLMENT	2,640	2,665	2,677	2,764	2,528	2,794	3,032	3,375	3,004	3,271	1,152	1,753	1,137	1,634	16,170	18,256	34,426
NEW SECTOR (%)	0.5	0.5	1.2	0.9	2.2	1.3	1.2	0.8	2.8	1.7	1.0	0.8	3.0	2.3	1.5	1.1	1.3
DROPOUTS	38	34	91	68	184	114	70	47	166	110	4	7	13	19	566	399	965
			-	-													
ENROLMENT	7,743	7,486	7,449	7,290	8,271	8,995	5,896	5,719	5,835	6,358	409	842	416	818	36,019	37,508	73,527
ADJ. ENROLMENT	7,781	7,520	7,540	7,358	8,455	9,109	5,966	5,766	6,001	6,468	413	849	429	837	36,585	37,907	74,492

TABLE 4.6
Secondary

Chart 4.6.1
New Sector Totals for Secondary School Student Dropouts

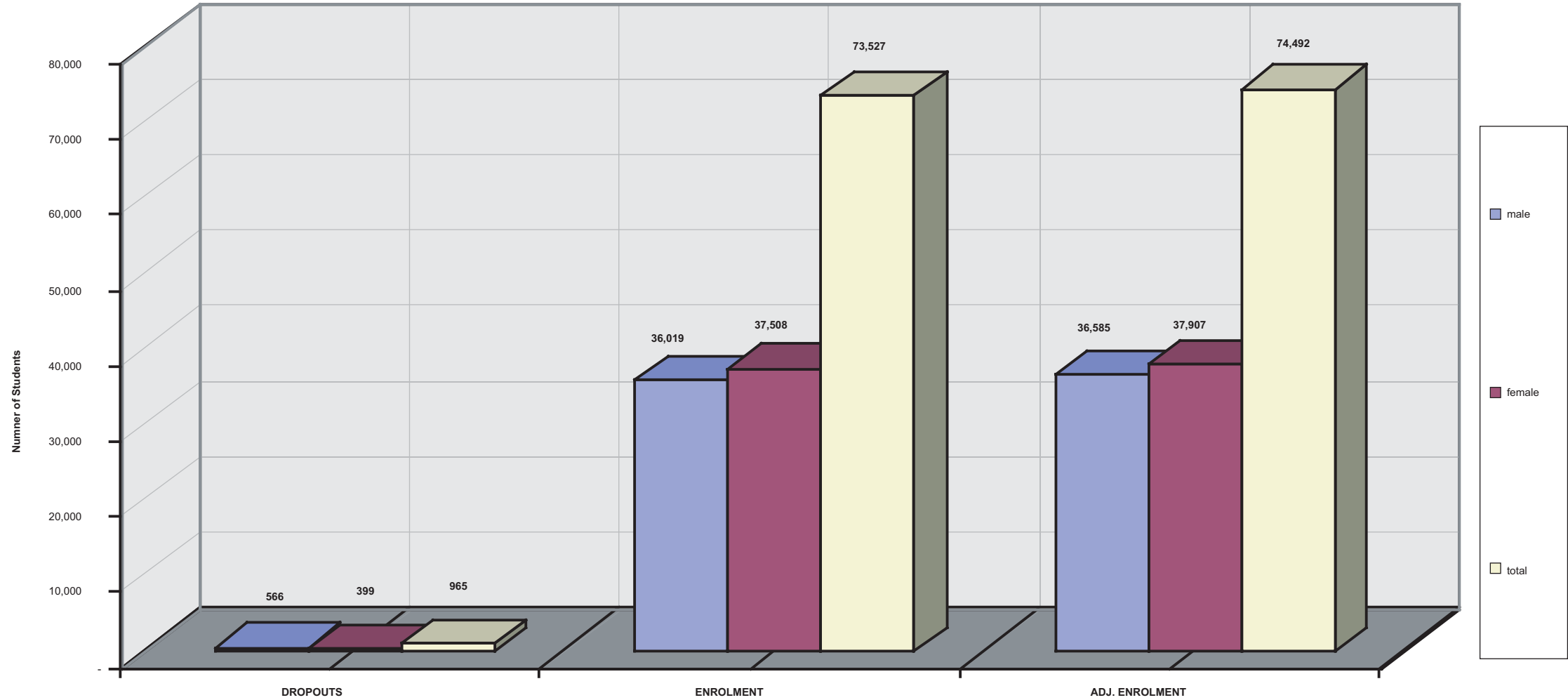
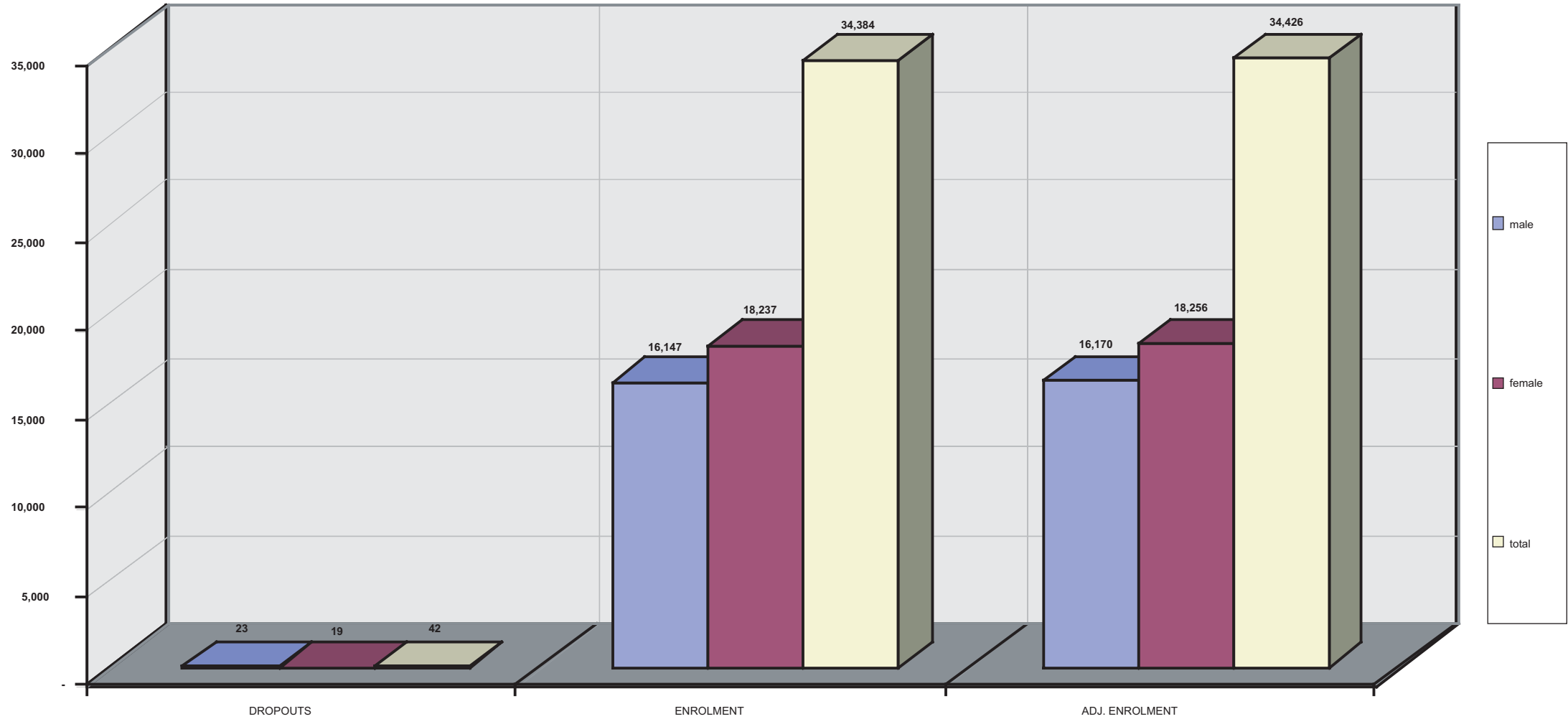


Chart 4.6.2
Traditional Sector Totals for Secondary School Dropouts

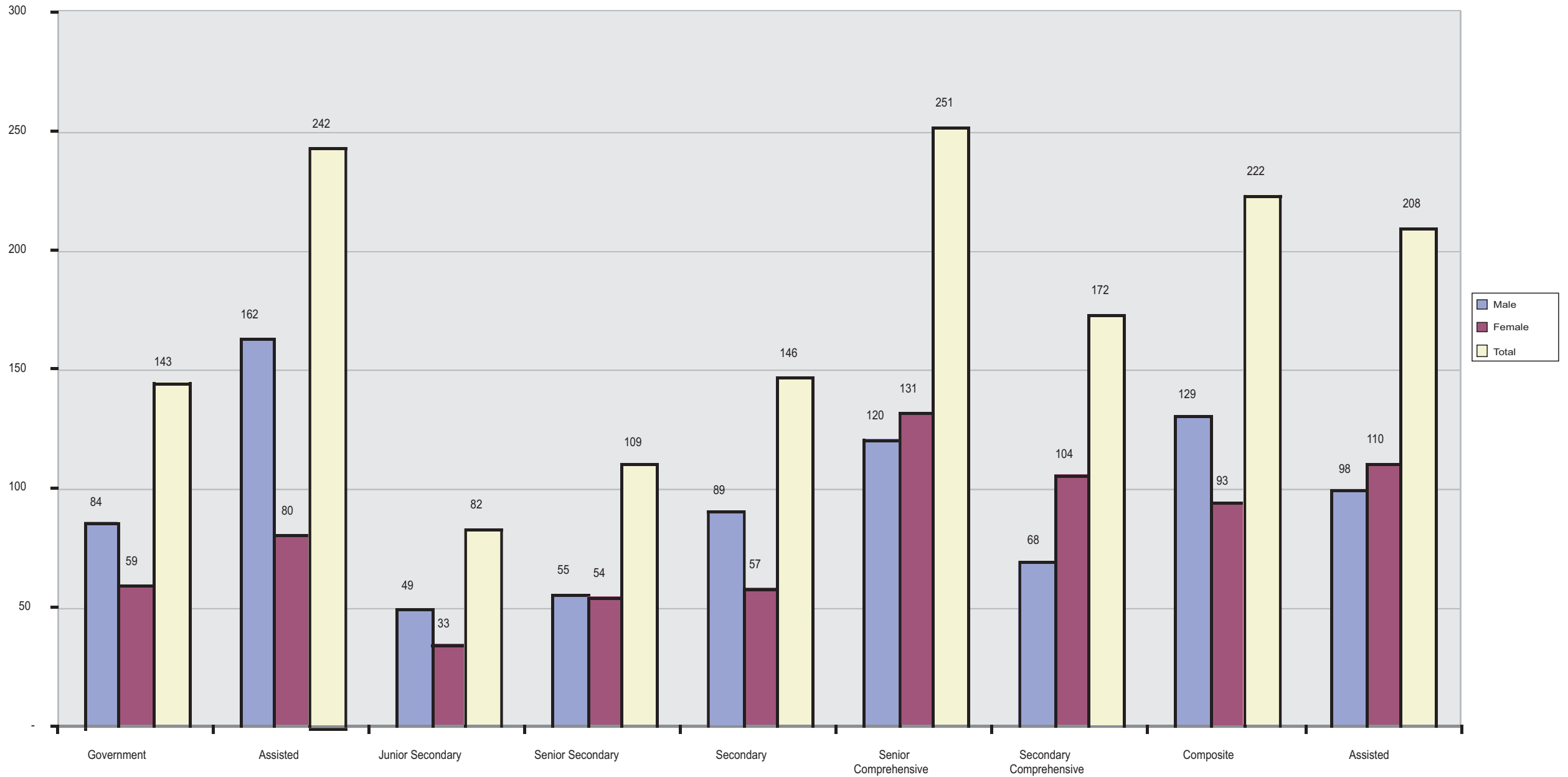


Ministry of Education
REPEATERS BY TYPE OF SCHOOL, FORM & SEX 2002/2003

PLANNING BOUNDARY (DISTRICT)	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
Government	-	-	-	-	-	-	3	3	55	42	1	1	25	13	84	59	143
Assisted	-	8	-	19	-	2	4	1	91	23	6	-	61	27	162	80	242
Traditional Sector	-	8	-	19	-	2	7	4	146	65	7	1	86	40	246	139	385
Junior Secondary	44	31.0	5.0	2.0	-	-	-	-	-	-	-	-	-	-	49.0	33.0	82.0
Senior Secondary	-	-	-	-	-	-	-	-	46	47	-	-	9	7	55	54	109
Secondary	22	11	46	14	-	-	-	1	21	29	-	2	-	-	89	57	146
Senior Comprehensive	-	1	-	1	-	-	-	34	117	86	-	-	3	9	120	131	251
Secondary Comprehensive	8	-	1	1	-	-	-	-	51	97	2	2	6	4	68	104	172
Composite	-	-	-	-	3	-	-	-	123	92	-	-	3	1	129	93	222
Assisted	-	8	10	19	-	-	-	-	88	83	-	-	-	-	98	110	208
New Sector	74	51	62	37	3	-	-	35	446	434	2	4	21	21	608	582	1,190
Total	74	59	62	56	3	2	7	39	592	499	9	5	107	61	854	721	1,575

TABLE 4.7
Secondary

Chart 4.7.1
Secondary Repeaters by Type of School and Sex



**Chart 4.7.2
Secondary Repeaters 2003-03 by Type of School**

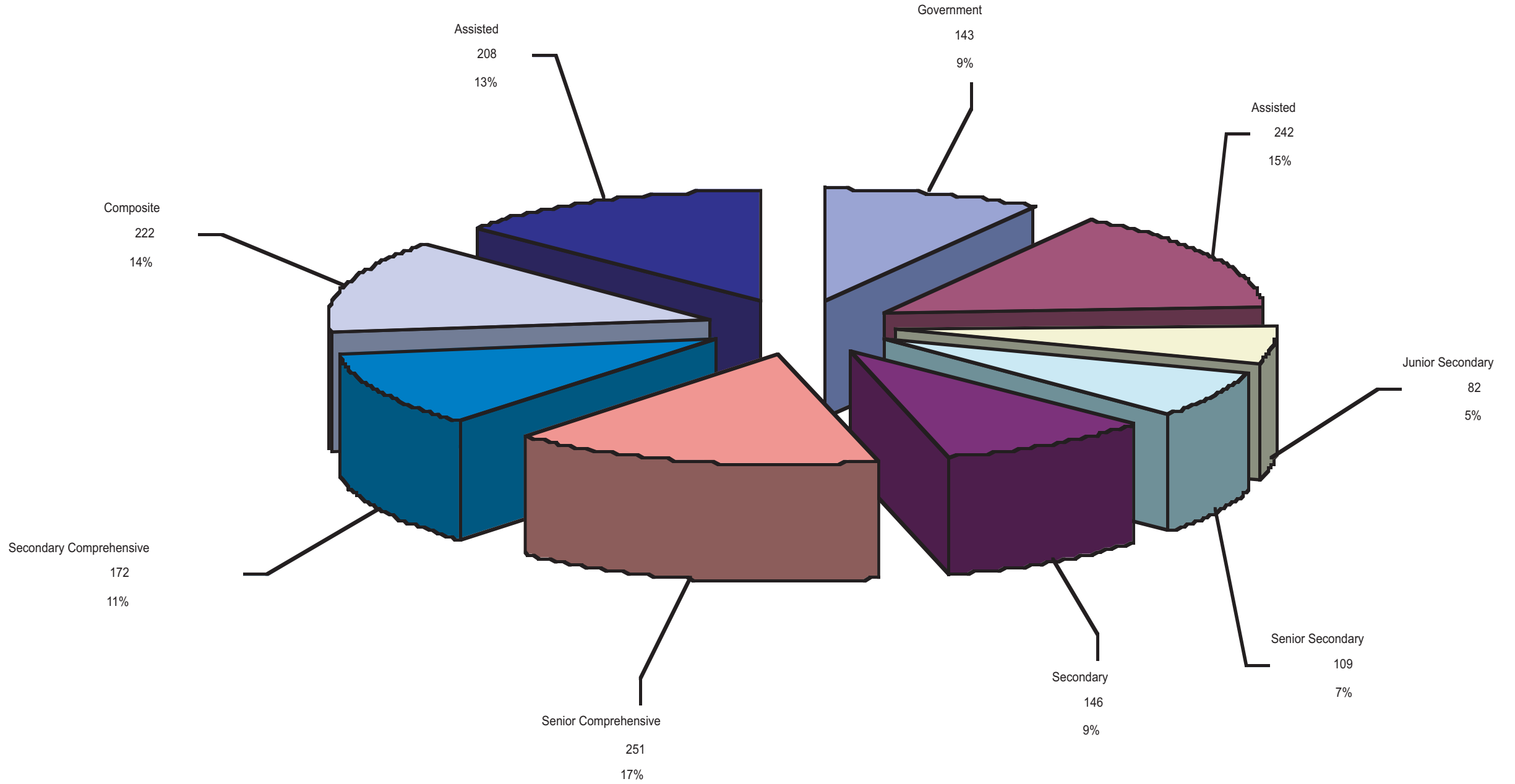


TABLE 4.8
Source: Secondary

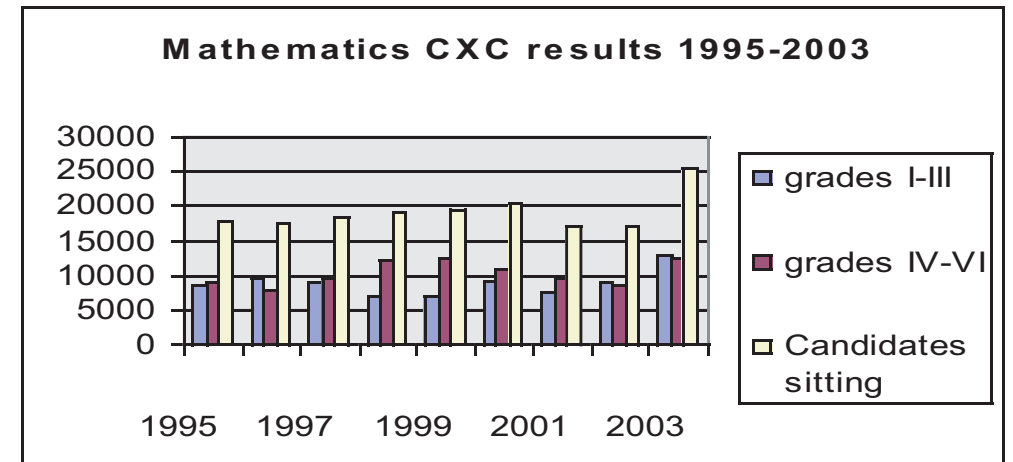
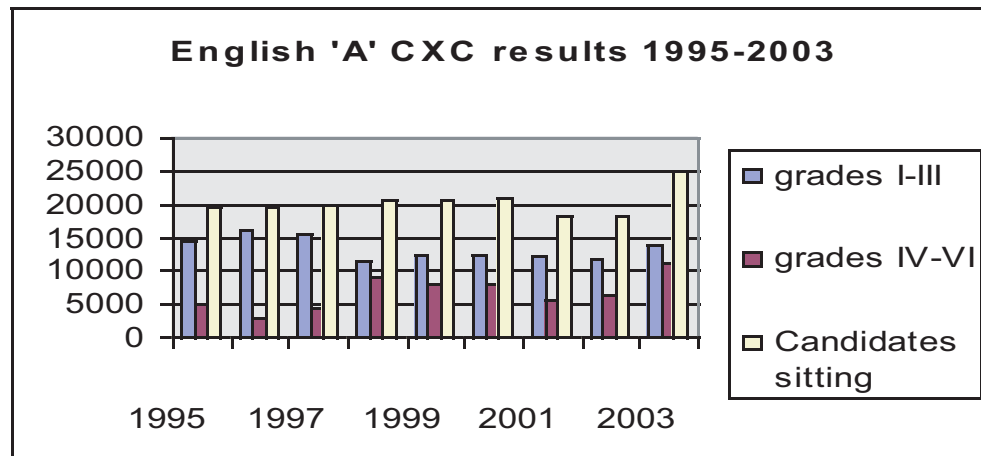
Ministry of Education
PERCENTAGE REPEATERS BY FORM, TYPE OF SCHOOL AND SEX 2002/2003

	PLANNING BOUNDARY (DISTRICT)	FORM 1 ENROLMENT		FORM 2 ENROLMENT		FORM 3 ENROLMENT		FORM 4 ENROLMENT		FORM 5 ENROLMENT		LOWER 6 ENROLMENT		UPPER 6 ENROLMENT		TOTAL SCHOOL ENROLMENT		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
Totals	Repeaters	74	59	62	56	3	2	7	39	592	499	9	5	107	61	854	721	1,575
	Enrolment	10,383	10,149	10,124	10,053	10,794	11,789	8,919	9,091	8,834	9,625	1,560	2,592	1,552	2,446	52,166	55,745	107,911
	Percentage	0.71	0.58	0.61	0.56	0.03	0.02	0.08	0.43	6.70	5.18	0.58	0.19	6.89	2.49	1.64	1.29	1.46
Government	Repeaters	0	0	0	0	0	0	3	3	55	42	1	1	25	13	84	59	143
	Enrolment	917	971	965	988	978	972	1,209	1,662	1,214	1,536	294	474	266	460	5,843	7,063	12,906
	Percentage	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.18	4.53	2.73	0.34	0.21	9.40	2.83	1.44	0.84	1.11
Assisted	Repeaters	0	8	0	19	0	2	4	1	91	23	6	0	61	27	162	80	242
	Enrolment	1,723	1,692	1,710	1,775	1,545	1,822	1,814	1,710	1,785	1,731	857	1,276	870	1,168	10,304	11,174	21,478
	Percentage	0.00	0.47	0.00	1.07	0.00	0.11	0.22	0.06	5.10	1.33	0.70	0.00	7.01	2.31	1.57	0.72	1.13
Junior Secondary	Repeaters	44	31	5	2	0	0	0	0	0	0	0	0	0	0	49	33	82
	Enrolment	4,441	3,985	4,143	3,995	4,346	4,531	0	0	0	0	0	0	0	0	12,930	12,511	25,441
	Percentage	0.99	0.78	0.12	0.05	0.00	0.00									0.38	0.26	0.32
Secondary	Repeaters	22	11	46	14	0	0	0	1	21	29	0	2	0	0	89	57	146
	Enrolment	1,331	1,339	1,140	1,080	1,749	1,990	617	718	633	715	52	141	46	123	5,568	6,106	11,674
	Percentage	2	1	4	1	0	0	0	0	3	4					2	1	1
Senior Secondary	Repeaters	0	0	0	0	0	0	0	0	46	47	0	0	9	7	55	54	109
	Enrolment	105	113	110	89	106	158	426	541	410	639	72	118	60	110	1,289	1,768	3,057
	Percentage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.22	7.36	0.00	0.00	15.00	6.36	4.27	3.05	3.57
	Repeaters	0	1	0	1	0	0	0	34	117	86	0	0	3	9	120	131	251
Senior Com.	Enrolment	0	0	0	0	0	0	2,900	2,491	2,803	2,740	171	336	214	378	6,088	5,945	12,033
	Percentage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.36	4.17	3.14	0.00	0.00	1.40	2.38	1.97	2.20	2.09
	Repeaters	8	0	1	1	0	0	0	0	51	97	2	2	6	4	68	104	172
Secondary Com.	Enrolment	532	545	569	568	541	592	1,039	1,042	1,077	1,182	81	173	67	145	3,906	4,247	8,153
	Percentage	1.50	0.00	0.18	0.18	0.00	0.00	0.00	0.00	4.74	8.21	2.47	1.16	8.96	2.76	1.74	2.45	2.11
Composite	Repeaters	0	0	0	0	3	0	0	0	123	92	0	0	3	1	129	93	222
	Enrolment	725	754	863	813	968	1,017	895	912	904	1,062	32	65	29	62	4,416	4,685	9,101
	Percentage	0.00	0.00	0.00	0.00	0.31	0.00	0.00	0.00	13.61	8.66	0.00	0.00	10.34	1.61	2.92	1.99	2.44
Assisted	Repeaters	0	8	10	19	0	0	0	0	88	83	0	0	0	0	98	110	208
	Enrolment	522	666	573	733	453	526	19	15	8	20	1	9	0	0	1,576	1,969	3,545
	Percentage	0.00	1.20	1.75	2.59	0.00	0.00	0.00	0.00	1100.00	415.00	0.00	0.00	0.00	0.00	6.22	5.59	5.87
Sec. School Centre	Repeaters	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0
	Enrolment	87	84	51	12	108	181	0	0	0	0	0	0	0	0	246	277	523
	Percentage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

MINISTRY OF EDUCATION
Examination Results Mathematics and English 'A' 1995-2003

TABLE 4.9

YEAR	Candidates sitting			SUBJECT ENGLISH 'A' Candidates obtaining grades I-III			Candidates obtaining grades IV-VI			Candidates sitting			SUBJECT MATHEMATICS Candidates obtaining grades I-III			Candidates obtaining grades IV-VI		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995	8,140	11,342	19,482	5,644	8,937	14,581	2,496	2,405	4,901	7,260	10,384	17,644	3,724	4,982	8,706	3,536	5,402	8,938
1996	8,105	11,380	19,485	6,372	9,975	16,347	1,733	1,405	3,138	7,151	10,363	17,514	4,038	5,577	9,615	3,113	4,786	7,899
1997	8,276	11,634	19,910	5,940	9,534	15,474	2,336	2,100	4,436	7,517	11,048	18,565	3,858	5,053	8,911	3,659	5,995	9,654
1998	8,675	11,907	20,582	4,301	7,310	11,611	4,374	4,597	8,971	7,806	11,362	19,168	3,095	3,990	7,085	4,711	7,372	12,083
1999	8,703	11,877	20,580	4,720	7,890	12,610	3,983	3,987	7,970	8,061	11,487	19,548	3,021	4,021	7,042	5,040	7,466	12,506
2000	8,803	12,002	20,805	4,538	8,038	12,576	4,265	3,964	8,229	8,487	11,881	20,368	4,026	5,336	9,362	4,461	6,545	11,006
2001	7,766	10,326	18,092	4,636	7,610	12,246	3,130	2,716	5,846	7,141	9,894	17,035	3,200	4,296	7,496	3,941	5,598	9,539
2002	7,658	10,452	18,110	4,390	7,266	11,656	3,268	3,186	6,454	7,218	10,001	17,219	3,787	5,013	8,800	3,431	4,988	8,419
2003	10,412	14,446	24,858	4,991	8,755	13,746	5,421	5,691	11,112	9,965	15,307	25,272	5,016	7,693	12,709	4,949	7,614	12,563



Ministry of Education
ACTUAL EDUCATION EXPENDITURE AS A PERCENTAGE OF G.D.P AND G.N.P 1994-2003

YEAR	ACTUAL EXPENDITURE		Total (III) Expenditure on Education	%	%	Total Gov't Exp.	Gross Domestic Product	Education Exp. as % of G.N.P		Gross.National Product	Education Exp. as % of G.D.P		Education Exp. as % of G.D.P
	Recurrent (I)	Capital (II)						I/III	II/III		% of Gov't Exp	% of G.D.P	
1994	911,719,804	94,202,957	1,005,922,761	91	9	10,106,568,385	28,062,200,000	10.0	3.6	26,367,100,000	3.5	0.4	3.8
1995	984,671,144	143,286,783	1,127,957,927	87	13	10,044,948,446	31,697,000,000	11.2	3.6	28,781,500,000	3.4	0.5	3.9
1996	1,031,593,832	92,045,265	1,123,639,097	92	8	11,010,396,727	34,586,600,000	10.2	3.2	31,450,800,000	3.3	0.3	3.6
1997	1,067,968,305	124,807,011	1,192,775,316	90	10	13,144,739,764	35,870,700,000	9.1	3.3	33,380,800,000	3.2	0.4	3.6
1998*	876,214,782	52,158,533	928,373,315	94	6	9,325,320,154	38,065,100,000	10.0	2.4	35,897,900,000	2.4	0.1	2.6
1999	1,151,160,188	30,913,330	1,182,073,518	97	3	14,676,653,077	42,889,100,000	8.1	2.8	40,371,700,000	2.9	0.1	2.9
2000	1,207,566,039	208,028,306	1,415,594,345	85	15	14,832,849,101	51,370,600,000	9.5	2.8	47,417,600,000	2.5	0.4	3.0
2001	1,550,369,060	135,760,022	1,686,129,082	92	8	16,440,040,621	55,009,200,000	10.3	3.1	51,658,800,000	3.0	0.3	3.3
2002	1,842,051,193	152,306,714	1,994,357,907	92	8	16,457,513,429	59,486,900,000	12.1	3.4	56,507,300,000	3.3	0.3	3.5
2003**	1,905,175,788	327,112,431	2,232,288,219	85	15	20,204,289,938	67,682,200,000	11.0	3.3	64,910,900,000	2.9	0.5	3.4
				91	9			10.1	3.1		3.0	0.3	3.4

Source: Ministry of Finance Draft Estimates for the period 1993/2004 and the Central Statistical Office calculation of GNP

* Indicates change in Fiscal Year from January/ December to October/September

2003** For this year the GDP and GNP are provisional figures

2004*** For this year the figures are estimates

NA Indicates Unavailability of data

TABLE 5.1

Ministry of Education
EXPENDITURE CLASSIFICATION BY CATEGORY (SUB-HEADS)

YEAR	PERSONNEL EXPENDITURE	%	GOODS AND SERVICES	%	MINOR EQUIPMENT PURCHASES		CURRENT TRANSFERS AND SUBSIDIES		CURRENT TRANSFERS TO STATUTORY BOARDS AND SIMILAR BODIES		DEVELOPMENT PROGRAMME		TOTAL
	\$		\$		\$		\$		\$		\$		\$
1999	893,130,234.34	74.8	123,326,170.38	10.3	2,251,489.68	0.2	132,186,033.74	11.1	266,290.00	0.02	42,931,636.82	3.6	1,194,091,854.96
2000	913,057,057.62	64.5	139,212,498.70	9.8	11,113,136.07	0.8	133,744,957.52	9.4	10,438,389.00	0.74	208,028,306.04	14.7	1,415,594,344.95
2001	1,152,931,758.99	68.4	211,016,070.82	12.5	11,235,522.21	0.7	167,593,609.80	9.9	7,592,098.00	0.45	135,760,022.33	8.1	1,686,129,082.15
2002	1,287,278,644.80	64.5	251,580,796.38	12.6	8,550,299.74	0.4	294,146,247.56	14.7	495,205.00	0.02	152,306,714.01	7.6	1,994,357,907.49
2003	1,319,492,054.44	59.1	279,129,768.40	12.5	26,960,069.26	1.2	278,782,138.95	12.5	811,757.00	0.04	327,112,431.49	14.7	2,232,288,219.54

TABLE 5.2

Ministry of Education

ACTUAL EXPENDITURE ON EDUCATION BY LEVEL PERCENTAGES OF TOTAL EDUCATION EXPENDITURE

Year	Pre-Primary	Primary	Secondary	Total Expenditure on Education	Gross National Product	Pre-Primary	Primary	Secondary
2000	88,204,599	711,240,046	487,855,717	1,415,594,345	47,417,600	6.2	50.2	34.5
2001	11,507,348	763,169,241	579,584,331	1,686,129,082	51,658,800	0.7	45.3	34.4
2002	9,041,798	962,764,607	838,719,578	1,994,357,907	56,507,300	0.5	48.3	42.1
2003	14,420,168	874,664,438	822,169,652	2,232,288,219	64,910,900	0.6	39.2	36.8

Source: Ministry of Education Appropriation Accounts for the Period 2000 - 2003

NB!

Other sub-categories of total education expenditure are excluded from this table.

TABLE 5.3



The Government of the Republic of Trinidad & Tobago
Ministry of Education