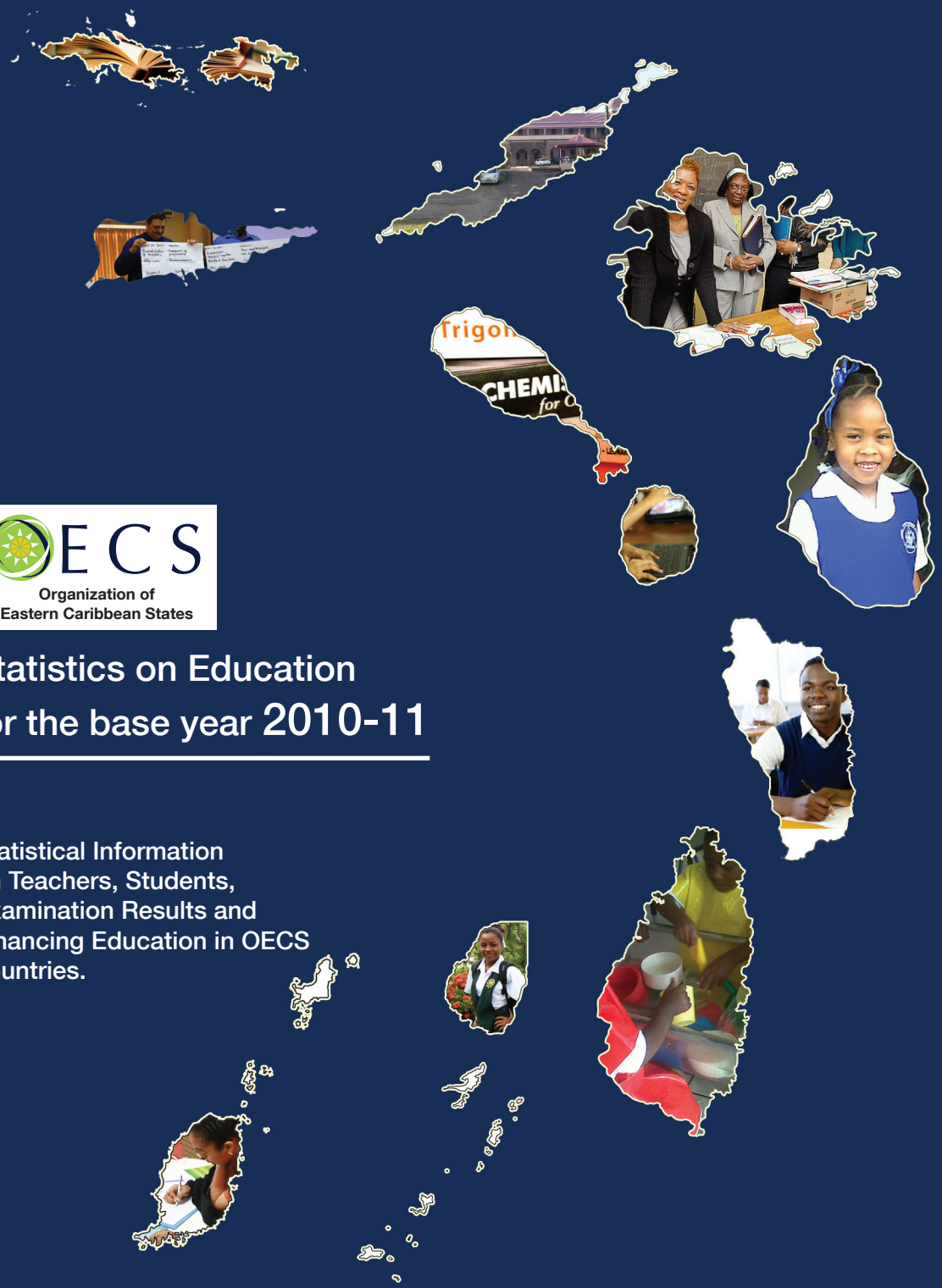


OECS EDUCATION STATISTICAL DIGEST



Statistics on Education for the base year 2010-11

Statistical Information
on Teachers, Students,
Examination Results and
Financing Education in OECS
countries.





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List of Abbreviations/Acronyms

CAPE	Caribbean Advanced Proficiency Examinations
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
DR	Dropout Rate
ECCB	Eastern Caribbean Central Bank
EFA	Education for All
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPGR	Gross Primary Graduation Ratio
GPI	Gender Parity Index
MDG	Millennium Development Goals
OECS	Organization of Eastern Caribbean States
OEDMU	OECS Education Development and Management Unit
OESS	OECS Education Sector Strategy
NA	Not available
NER	Net Enrolment Rate
NIR	Net Intake Rate
RR	Repetition Rate
TR	Transition Rate
TVET	Technical Vocational Education and Training
UIS	UNESCO Institute of Statistics
UKN	(Information) Unknown
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UWI	University of the West Indies

A. Introduction

A1: About the OECS Education Statistical Digest

The 2013 Edition of the Organization of Eastern Caribbean States (OECS) Education Statistical Digest is the first issue in a series of what is planned to be yearly publications. The OECS Education Statistical Digest is a compilation of statistical information from the early childhood to tertiary level of education among the OECS Member States beginning with data contained in this digest submitted by the Ministries of Education across Member States. This edition presents details of data for the academic school year 2010 –11 in most instances, although some countries have submitted details on a more recent year.

Specifically, Anguilla has presented data for the year 2011-12; other countries have presented part data for a different year in cases where base year data were not available. The digest also presents information on trend data, so that some context can be given to the details presented for the year in focus.

Increasingly, there is demand for accessible data in forms that can be used to inform both policy and practice. This digest serves as a guide to policy makers, planners, researchers and other persons for effective decision-making, programme planning, evaluation and monitoring. The data collected are used to calculate indicators necessary to track and monitor progress towards the attainment of targets and goals in the OECS Education Sector Strategy (OESS), Education For All (EFA) and Millennium Development Goals (MDG).

The two preliminary chapters of the Digest provide brief details on country demographics and pictorial representation of the general structure of education systems in the OECS. The other chapters detail the number of institutions, information on leaders and teachers, data on student enrolment, a look at the internal efficiency of the systems, system outputs – specifically examination results – and some information on financing education.

The membership of the OECS comprises seven full members (Antigua and Barbuda; Commonwealth of Dominica; Grenada; Montserrat; Saint Kitts and Nevis; Saint Lucia; and Saint Vincent and the Grenadines) and two associate members (Anguilla and the Virgin Islands).





A2: Definition of Key Terms

The definitions presented here are based largely on those given by UNESCO.

Word/Term	Definition	Comments
Dropout Rate (DR)	Proportion of students from a cohort enrolled in a given school year who are no longer enrolled in the following school year.	Measures the phenomenon of students from a cohort leaving school without completion. Comparison of rates across grades/forms would point to those grades/forms in possible need of policy interventions
Gender Parity Index (GPI)	The ratio of female to male values of a given indicator	GPI measures progress towards gender parity in education participation and/or learning opportunities available for females in relation to those available to males. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of males and a value greater than 1 indicates disparity in favour of females, with this interpretation reversed for indicators that should ideally approach 0% (e.g. repetition, dropout rates, etc).
Gross Enrolment Rate (GER)	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school age population (from Census data) corresponding to the same level of education in a given school year.	Measures the general level of participation in a given level of education. It indicates the capacity of the education system to enroll students of a particular age-group. It can be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment. Values over 100% generally indicate significant over-age or under-age students enrolled.
Gross Intake Rate (GIR) to first grade of Primary	New entrants to the first grade of Primary, i.e. here, Kindergarten (regardless of age) expressed as a percentage of the recognised school age entrance population (age 5 yrs) as given by Census Data. This excludes students repeating Kindergarten.	Measures the general level of access to primary education. It indicates the capacity of the education system to provide access to Kindergarten for the official school-entrance age population (5 year olds).
Gross Primary Graduation Ratio (GPGR)	Total number of graduates from the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical graduation age for primary – for these countries, 11-years old.	Measures the general level of primary education graduation. As this calculation includes all graduates (regardless of age), the ratio can exceed 100%, due to over-aged and under-aged children who enter primary school for the first time early/late or/and repeat a grade. In some countries, the results of graduation might be driven by the availability of places in secondary education, so care should be taken in making comparisons.

A2: Definition of Key Terms *continued*



Word/Term	Definition	Comments
Net Enrolment Rate (NER)	Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population (from Census data).	Measures the extent of participation in a given level of education of children or youths belonging to the official age-group corresponding to the level of education
Net Intake Rate (NIR)	New entrants in the first grade of Primary that are of the official primary school-entrance age (5 yrs), expressed as a percentage of the population of the same age as given by Census Data.	To precisely measure access to primary education by the eligible population of primary school-entrance age.
Repetition Rate (RR)	Proportion of students from a cohort enrolled in a given grade/form in a given school year who study in the same grade/form in the following school year.	This indicator measures the phenomenon of students repeating a grade/form, and its effect on the internal efficiency of educational systems. RR ideally should approach 0%. High RR reveals problems in the internal efficiency of the educational system and possibly reflects a poor level of instruction. When compared across grades/forms, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies. The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity; this would increase the internal efficiency and flow of students. Care should therefore be taken in interpreting the RR indicator, especially in comparisons across education systems.
Transition Rate (TR)	The number of students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.	



A3: Summary of Key Education Indicators

As mentioned in the Introduction, the values given here for the indicators presented are generally for the base year 2010-11, except in the case of Anguilla which presented data for the year 2011-12. In some instances, countries have presented part-data for a different year.

Table A²: Summary Table of Key Indicators

Indicator	ANG	A&B	DOM	GREN	MINI	SKN	SLU	SVG	VI
Gross intake rate (GIR) first grade of primary	M	74.3%	112.8%	98.6%	89.5%	79.2%	95.0%	81.4%	93.0%
	F	127.8%	84.3%	101.4%	96.4%	78.1%	95.0%	83.0%	91.3%
	T	109.0%	79.3%	107.2%	97.6%	78.7%	95.0%	82.2%	92.1%
	GPI	1.33	1.13	0.90	0.98	0.84	1.00	1.02	0.98
Net intake rate (NIR) first grade of primary	M	80.2%	72.0%	83.6%	82.6%	59.4%	69.0%	47.2%	45.8%
	F	103.3%	61.7%	69.0%	79.6%	58.9%	73.0%	48.6%	40.4%
	T	89.6%	66.8%	76.4%	81.2%	61.8%	71.0%	47.9%	43.0%
	GPI	1.29	0.86	0.83	0.96	0.85	1.06	1.03	0.88
Transition Rate (TR) to secondary	M	98.3%	70.2%	98.1%	68.8%	108.1%	92.0%	92.1%	101.0%
	F	98.1%	84.5%	95.7%	85.4%	97.1%	95.0%	88.2%	109.6%
	T	98.2%	76.9%	96.9%	76.4%	102.6%	94.0%	90.2%	105.1%
	GPI	1.00	1.20	0.98	1.24	NA	1.03	0.96	1.09
Gross Enrolment Rate (GER): Primary	M	96.3%	103.9%	108.0%	97.6%	87.6%	101.4%	91.8%	102.2%
	F	93.5%	95.8%	108.0%	102.1%	90.2%	99.5%	88.8%	93.9%
	T	94.9%	99.9%	108.0%	99.7%	88.9%	100.5%	90.3%	98.0%
	GPI	0.97	0.92	1.00	1.05	1.00	0.98	0.97	0.92
Gross Enrolment Rate (GER): Secondary	M	85.4%	97.6%	105.9%	100.1%	93.5%	98.0%	111.4%	84.4%
	F	79.2%	100.1%	106.8%	114.0%	94.0%	98.3%	103.1%	95.1%
	T	82.2%	98.8%	106.4%	106.7%	93.8%	98.2%	107.3%	92.3%
	GPI	1.04	1.02	1.01	1.14	1.08	1.00	0.93	1.13
Net Enrolment Rate (NER): Primary	M	93.0%	89.3%	99.4%	88.6%	82.4	94.0	84.7%	88.3%
	F	91.1%	85.0%	99.6%	96.9%	85.5	94.7	82.6%	84.9%
	T	92.0%	87.1%	99.5%	92.5%	84.0	94.3	83.7%	86.6%

² In cases where country population figures were not available, estimates from UNESCO were used.



A3: Summary of Key Education Indicators

continued

Indicator	ANG	A&B	DOM	GREN	MNI	SKN	SLU	SVG	VI
	GPI	1.01	0.95	1.00	1.00	1.04	1.00	0.98	0.96
Net Enrolment Rate (NER): Secondary	M	60.8%	78.4%	89.0%	NA	84.7%	84.6%	91.9%	75.4%
	F	57.9%	83.0%	93.0%	NA	85.7%	89.1%	83.8%	85.9%
	T	59.3%	80.7%	91.0%	NA	85.2%	86.8%	87.9%	80.6%
	GPI	1.02	1.06	1.04	1.14	1.01	1.05	0.91	1.14
Repetition Rate (RR): Primary ³	M	1.2%	7.5%	9.0%	2.0%	3.0%	2.7%	5.5%	9.1%
	F	0.8%	2.4%	5.0%	1.4%	1.8%	1.7%	3.2%	3.9%
	T	1.0%	5.0%	7.0%	1.7%	2.4%	2.2%	4.4%	6.5%
	GPI	0.67	0.32	0.56	0.70	0.60	0.63	0.58	0.43
Repetition Rate (RR): Secondary	M	0.2%	11.6%	14.8%	7.8%	3.0%	1.2%	17.0%	9.2%
	F	0.0%	4.2%	7.9%	3.2%	2.8%	0.4%	8.8%	4.3%
	T	0.1%	7.8%	11.3%	5.2%	2.9%	0.8%	12.9%	6.6%
	GPI	0.00	0.36	0.53	0.41	0.93	0.33	0.52	0.47
Dropout Rate (DR): Primary	M	0.00%	0.25%	0.43%	0.06%	0.24%	0.03%	0.24%	NA
	F	0.00%	0.51%	0.15%	0.02%	0.10%	0.03%	0.21%	NA
	T	0.00%	0.37%	0.29%	0.04%	0.17%	0.03%	0.23%	NA
	GPI	1.0	1.7	0.35	0.33	0.42	1.0	0.88	NA
Dropout Rate (DR): Secondary	M	0.6%	3.2%	2.8%	1.2%	1.2%	2.5%	3.6%	NA
	F	0.0%	1.9%	1.3%	1.7%	0.7%	1.3%	3.1%	NA
	T	0.3%	2.4%	1.9%	1.4%	1.0%	1.9%	3.4%	NA
	GPI	0.0	0.59	0.46	1.42	0.58	0.52	0.86	NA
Gross enrolment in Early Childhood Education	M	92.9%	78.4%	103.5%	112.8%	90.5%	75.5%	77.0%	74.4%
	F	81.7%	80.3%	94.6%	99.8%	101.5%	72.5%	80.4%	68.8%
	T	87.0%	79.4%	98.9%	106.0%	95.9%	74.0%	78.7%	71.6%
	GPI	0.88	1.02	0.91	0.88	1.02	0.96	1.04	0.92
Gross Primary Graduation Ratio	M	84.7%	86.2%	88.2%	NA	98.4%	98.1%	75.1%	105.1%
	F	69.7%	96.4%	83.9%	NA	91.6%	102.9%	85.2%	106.2%

³ See Grade-specific RR for primary and secondary schools in Tables in Section 4.2.





A3: Summary of Key Education Indicators *continued*

Indicator	ANG	A&B	DOMI	GREN	MNI	SKN	SLU	SVG	VI
(GPGR)									
T	77.0%	91.2%	86.0%	87.1%	63.4%	95.0%	100.5%	80.1%	105.6%
GPI	0.82	1.12	0.95	NA	0.93	0.93	1.05	1.13	1.01
Percentage of Private Enrolment: Primary	NA	50.0%	30.3%	77.0%	NA	NA	4.8%	10.4%	NA
F	NA	55.4%	39.2%	78.9%	NA	NA	4.8%	10.8%	NA
T	NA	52.6%	34.7%	77.9%	NA	NA	4.8%	10.6%	NA
Percentage Private of Enrolment: Secondary	NA	20.0%	20.5%	49.3%	NA	NA	2.2%	23.9%	NA
F	NA	18.3%	40.7%	70.5%	NA	NA	1.8%	26.8%	NA
T	NA	19.1%	30.5%	60.1%	NA	NA	2.0%	25.3%	NA
Pupil/Teacher Ratio: Primary	16	17	16	15	18	13	18	16	12
Pupil/Teacher Ratio: Secondary	9	12	12	13	13	9	15	17	8
Percentage trained of teachers: Primary	55%	52%	55%	55%	55%	58%	87%	88%	59%
Percentage of trained teachers: Secondary	60%	35%	43%	38%	52%	57%	63%	60%	NA
Percentage of trained teachers: Primary and Secondary	57.7%	43.5%	50.4%	47.2%	53.6%	57.4%	57.3%	75.6%	NA
Public recurrent expenditure on education as a percentage of total recurrent expenditure	14.7%	11.9%	17.4%	15.1%	6.0%	12.3%	15.1%	14.2%	NA
Public expenditure on education as a percentage of GDP	3.7%	3.0%	4.7%	4.1%	6.7%	3.6%	5.6%	7.0%	NA
Percentage students passing 5 or more CSEC subjects with English A and Mathematics	NA	34%	35%	20%	26%	32%	33%	20%	NA

A3: Summary of Key Education Indicators *continued*










For future Digests, we expect to collect and be able to report on the following indicators:

- Percentage students reading at or above their Grade level (Grades 2, 4 and 6)
- Percentage students performing at or above the minimum standards in Mathematics at Grades 2, 4 and 6
- Percentage students attaining Grades I,II,III at CSEC Information Technology
- Percentage teachers at the secondary level with at least a 75% workload within their area of specialization
- Percentage students passing at least one CVQ (Caribbean Vocational Qualification) at Level One.
- Percentage of schools operating with a School Development Plan/Strategic Plan
- Percentage of schools operating with an Emergency Management Plan
- Percentage of teachers and principals participating in CPD annually
- Percentage of Early Childhood Administrators trained in Early Childhood Education/Development
- Percentage of Early Childhood Practitioners trained in Early Childhood Education/Development
- Percentage of Early Childhood Institutions operating at Minimum Standards
- Percentage of Tertiary level institutions which are members of the NREN
- Percentage of teaching staff at Tertiary institutions undertaking research





B. Country Demographics

COUNTRY	POPULATION	LAND SIZE (sq. Miles)	POPULATION DENSITY (persons per sq. Miles)	SCHOOL AGE POPULATION ⁴ (5-16 years)
 Anguilla (ANG)	15 094	35.14	162	2974 ⁵
 Antigua & Barbuda (A&B)	87 774	170.8	505.2	18 744
 Dominica (DOM)	71 293	289.9	246	13 863
 Grenada (GREN)	106 831	133	804	23 377
 Montserrat (MNI)	5 118	39	131	807 ⁶
 St. Kitts & Nevis (SKN)	50 314	104	484	11 190
 St. Lucia (SLU)	165 770	238	796	37 441
 St. Vincent and the Grenadines (SVG)	97 985	150.3	652	23 963
 Virgin Islands (VI)	31 148	59.07	399	5190 ⁷

⁴ From UNESCO population estimates for 2010 or most recent year available.

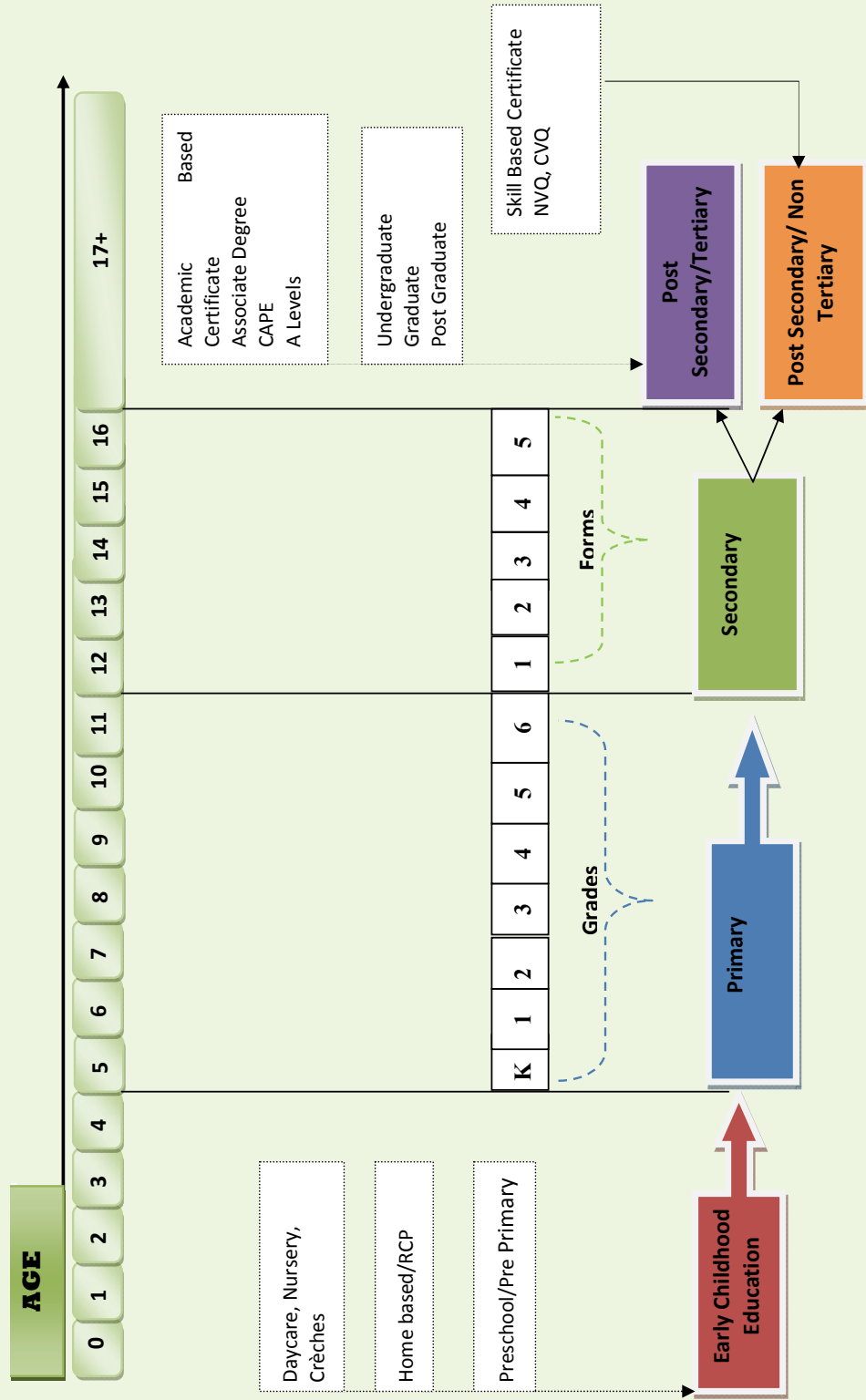
⁵ Population estimates for 2007.

⁶ Population estimates for 2011.

⁷ Population estimates for 2009.

C. Structure of Education in the OECS

STRUCTURE OF EDUCATION IN THE OECS





1. Education Institutions

This section provides details of the number of educational institutions across countries by level of education and by type, whether public or private. The education system of the OECS is organized into four principal levels: pre-primary, primary, secondary and post secondary/tertiary education. At the pre-primary level, a mix of nurseries, day-care centres, crèches and pre-schools provide structured early childhood programmes and serve children mostly in the 3 – 4 year old range. In most member states compulsory education covers a 12-year span from 5 – 16 years inclusive. Special schools serve both primary and secondary-aged students.



Table 1.1: Early Childhood Education – Pre-Primary Schools

Country	Day Care Centres/ Crèches			Pre-schools		
	Public	Private	Total	Public	Private	Total
ANG	0	21	21	0	12	12
A&B	1	60	61 ⁸	1	75	76
Dom	0	16	16	1	72	73
Gren ⁹	NA	NA	NA	41	67	108
MNI	3	1	4	3	1	4
SKN	13	46	59	14	36	50
SLU	21	20	41	0	92	92
SVG	NA	NA	NA	9	116	125 ¹⁰
VI	1	25	26	2	22	24

1: Education Institutions *continued*



Table 1.2: Compulsory Education – Primary, Secondary Schools and Special Schools

Country	Primary			Secondary			Special Education ¹¹		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
ANG ¹²	6	2	8	1	0	1	0	1	1
A&B	30	32	62	11	11	22	2	1	3
Dom	48	12	60	7	8	15	0	0	0
Gren	16	63	79	7	15	22	3	0	3
MNI	2	2	4	1	0	1	0	0	0
SKN	24	9	33	8	3	11	2	0	2
SLU	75	6	81	24	3	27	5	0	5
SVG ¹³	58	10	68	19	7	26	2	0	2
VI	16	9	25	5	3	8	1	0	1

⁸ Forty-five institutions function as both Day Care Centres and Pre-schools. These have been included in both sets.

⁹ Grenada notes that Day Cares and Crèches come under the responsibility of the Ministry of Social Development.

¹⁰ Figure includes Day Care Centres and Crèches.

¹¹ Special Education Centres cater for students with special needs, including physical, visual and hearing impairments as well as the mentally challenged.

¹² Anguilla notes that it has special educational units included in primary and/or secondary schools, and so does not have separate public special schools as such. This may well be the case for other countries.

¹³ For this level of schooling, St. Vincent and the Grenadines notes that all 'private' institutions are government-assisted.

Table 1.3: Post-Secondary Institutions

Country	Post-Secondary (includes non-tertiary and tertiary institutions)		
	Public	Private	Total
ANG	1	3	4
A&B	3	3	6
DOM	1	5	6
GREN	1	3	4
MNI	1	0	1
SKN	2	0	2
SLU	1	1	2
SVG	1	0	1
VI	1	0	1

Generally, the data indicate that on a regional and/or national level most pre-primary institutions are privately owned while the majority of primary and secondary institutions are publicly owned (67% primary, 62% secondary). Across OECS territories 12% of pre-primary institutions are publicly owned. Post-secondary institutions would include a number of off-shore institutions. Whilst these institutions would primarily cater to international students, increasingly local students are accessing the educational opportunities in these institutions. Where this is the case, the institutions have been included in a country's count of post-secondary institutions.



2. Leaders and Teachers

This section details the professional and degree qualifications of school leaders – to include principals and deputy principals – and teachers, given by level of education. At the pre-primary level, leaders are sometimes referred to as Administrators, and teachers as Practitioners.



2.1 Professional Qualifications of Leaders and Teachers¹⁴

Table 2.1: Number of Leaders and Teachers in Pre-Primary Education

	Country	Graduate				Non-graduate				Unknown		Totals		Totals
		Trained		Untrained		Trained		Untrained		M	F	M	F	
		M	F	M	F	M	F	M	F					
LEADERS / EARLY CHILDHOOD ADMINISTRATORS														
LEADERS / PRINCIPALS	ANG	0	0	0	0	0	7	0	5	0	0	0	12	12
	A&B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	DOM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	GREN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	MNI	0	1	0	0	0	4	0	0	0	0	0	5	5
	SKN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	108
	SLU	NA	NA	NA	NA	NA	NA	NA	NA	0	133	0	92	133
	SVG	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	VI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TEACHERS/PRACTITIONERS														
TEACHERS	ANG	0	0	0	0	0	9	0	22	0	0	0	31	31
	A&B	0	0	0	0	0	166	0	120	0	0	0	286	286
	DOM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	GREN	0	7	0	0	0	122	0	142	0	0	0	271	271
	MNI	0	0	0	0	0	12	0	11	0	0	0	23	23
	SKN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	98
	SLU	0	0	0	0	4	305	8	175	0	0	12	480	492
	SVG	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	VI	NA	NA	NA	NA	NA	NA	NA	NA	0	78	0	78	78

2.1 Professional Qualifications of Leaders and Teachers¹⁴ *continued*



The specific qualifications of leaders and practitioners in the early childhood sector in most Member States are either not available (NA) or unknown. It must be noted that most pre-schools in the region are privately owned and operated [Table 1.1]. However, where data are available, the reported figures in Table 2.1 indicate that a substantial number (approximately 50%) of pre-primary teachers/practitioners are untrained and are mostly non-graduates. The data also shows that it is largely a female occupation.

¹⁴ A trained teacher is one who has successfully completed a course of study in the methodology and content of teaching at an accredited institution. Graduate teachers are classified as those who have attained at least an undergraduate degree.

Table 2.2: Number of Leaders and Teachers in Primary Education

	Country	Graduate				Non-graduate				Unknown		Totals		Totals
		Trained		Untrained		Trained		Untrained		M	F	M	F	
		M	F	M	F	M	F	M	F	M	F			
PRINCIPALS														
PRINCIPALS	ANG	0	6	1	0	0	1	0	0	0	0	1	7	8
	A&B	4	33	0	0	3	1	0	0	7	14	14	48	62
	DOM	7	25	0	0	8	20	0	0	0	0	15	45	60
	GREN	9	18	0	0	15	37	0	0	0	0	24	55	79
	MNI	1	2	0	0	0	1	0	0	0	0	1	3	4
	SKN	1	8	0	0	4	11	0	0	0	0	5	19	24
	SLU	11	47	0	0	3	14	0	0	0	6	14	67	81
	SVG ¹⁵	15	37	0	0	6	10	0	0	0	0	21	47	68
	VI	2	23	0	0	0	0	0	0	0	0	2	23	25
DEPUTY PRINCIPALS														
DEPUTY PRINCIPALS	ANG	0	6	0	0	0	0	0	0	0	0	6	6	
	A&B	0	7	0	0	0	0	0	0	0	0	7	7	
	DOM	0	0	0	0	0	0	0	0	0	0	0	0	
	GREN	0	0	0	0	0	0	0	0	0	0	0	0	
	MNI	0	0	0	0	0	0	0	0	0	0	0	0	
	SKN	2	22	0	0	1	3	0	0	0	0	3	25	28
	SLU	0	1	0	0	0	0	0	0	0	0	1	1	
	SVG	0	0	0	0	0	0	0	0	0	0	0	0	
	VI	0	1	0	0	0	0	0	0	0	0	1	1	
TEACHERS														
TEACHERS	ANG	1	24	3	6	2	29	6	30	0	0	12	89	101
	A&B	3	53	1	16	18	257	12	132	18	125	52	583	635
	DOM	3	39	0	0	24	229	45	171	0	0	72	439	511
	GREN	1	26	3	1	113	357	148	254	0	0	265	638	903
	MNI	0	5	0	1	1	9	0	0	1	10	2	25	27
	SKN	3	33	2	11	24	195	16	98	10	50	55	387	442
	SLU	19	198	1	8	87	625	33	100	0	0	140	931	1071
	SVG	15	66	1	2	111	530	45	48	0	0	142	647	819
	VI ¹⁶	NA	NA	NA	NA	13	142	6	102	0	0	19	244	263

¹⁵ SVG did not indicate whether leaders at the primary or secondary level were trained or not. These then have all been put into the graduate trained category.

¹⁶ For the Virgin Islands, the degree qualifications of teachers are not known, so they have all been listed as non-graduates.



2.1 Professional Qualifications of Leaders and Teachers¹⁴ *continued*

Table 2.3: Number of Leaders and Teachers in Secondary Education

	Country	Graduate				Non-graduate				Unknown		Totals		
		Trained		Untrained		Trained		Untrained						
		M	F	M	F	M	F	M	F	M	F	M	F	Totals
PRINCIPALS														
PRINCIPALS	ANG	0	1	0	0	0	0	0	0	0	0	0	1	1
	A&B	10	13	0	0	0	0	0	0	0	1	10	14	24
	DOM	3	12	0	0	0	0	0	0	0	0	3	12	15
	GREN	9	13	0	0	0	0	0	0	0	0	9	13	22
	MNI	0	1	0	0	0	0	0	0	0	0	0	1	1
	SKN	2	8	0	0	1	0	0	0	0	0	3	8	11
	SLU	14	11	0	0	0	0	0	0	0	2	14	13	27
	SVG	15	9	0	0	0	2	0	0	0	0	15	11	26
VI	2	6	0	0	0	0	0	0	0	0	2	6	8	
DEPUTY PRINCIPALS														
DEPUTY PRINCIPALS	ANG	1	2	0	0	0	0	0	0	0	0	1	2	3
	A&B	2	8	0	0	0	0	0	0	0	0	2	8	10
	DOM	7	8	1	0	0	0	1	0	0	0	9	8	17
	GREN	0	0	0	0	0	0	0	0	0	0	0	0	0
	MNI	0	0	0	0	1	0	0	0	0	0	1	0	1
	SKN	5	3	0	0	0	0	0	0	0	0	5	3	8
	SLU	11	12	0	0	0	0	0	0	0	0	11	12	23
	SVG ¹⁷	12	13	0	0	0	1	0	0	0	0	12	14	26
VI	2	2	0	0	0	0	0	0	0	0	2	2	4	
TEACHERS														
TEACHERS	ANG	16	42	10	21	5	9	7	11	0	0	38	83	121
	A&B	28	86	34	103	40	83	55	130	50	61	207	463	670
	DOM	20	74	18	53	38	89	62	159	0	0	138	375	513
	GREN	27	92	38	55	62	120	147	248	0	0	274	515	789
	MNI	0	5	4	7	4	6	0	0	3	0	11	18	29
	SKN	48	85	52	60	39	83	27	54	0	0	166	282	448
	SLU	85	319	69	132	93	145	52	103	4	17	303	716	1019
	SVG	39	110	41	80	81	159	55	85	0	0	216	434	650
	VI	NA	NA	NA	NA	NA	NA	NA	NA	NA	154	85	85	154

Across the region, a large proportion of principals at primary and secondary schools are trained graduates. It should be noted however, that this training is most likely to be a teacher-training qualification. Training in management per se has not generally been data that has been collected. For future publications of the Digest, greater emphasis will be placed on collecting data regarding the specific qualifications of institution leaders.

¹⁷ St. Vincent and the Grenadines did not indicate whether deputy principals at the secondary level were trained or not; these have all been included in the trained category.

2.2 Comparison: Gender Breakdown of Leaders and Teachers



Figure 2.1: Proportion Male to Female Leaders (Principals and Deputies) in Primary and Secondary Education

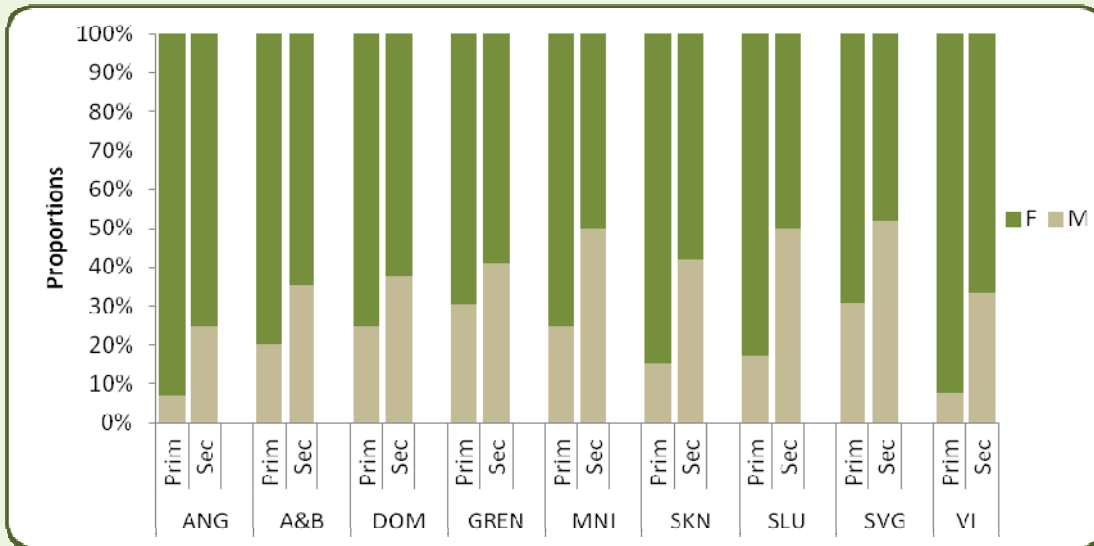
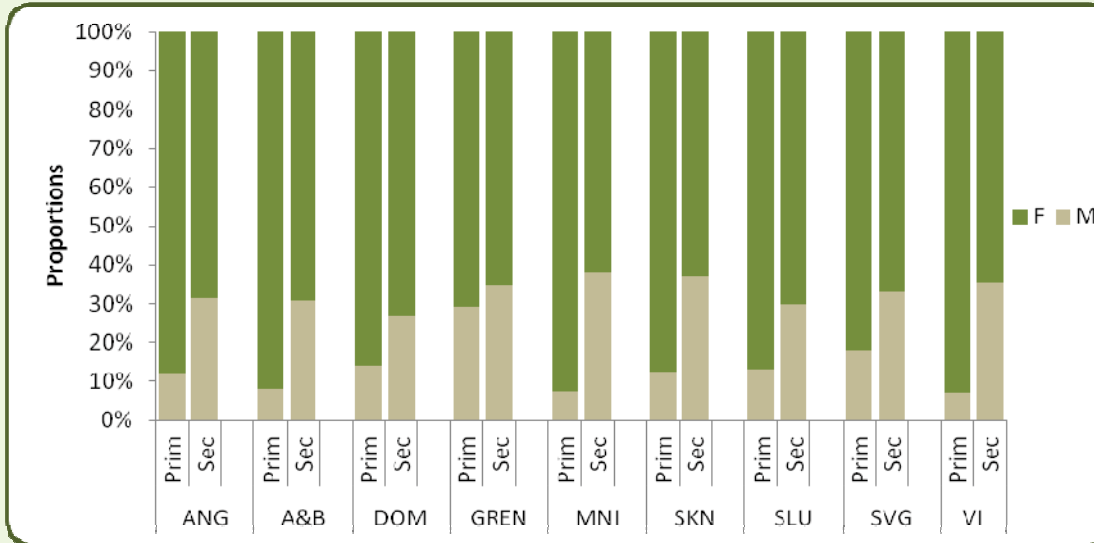


Figure 2.2: Proportion Male to Female Teachers in Primary and Secondary Education



At both the primary and secondary levels, the data for leaders and teachers, Figures 2.1 and 2.2, show that the teaching profession is female dominated. However, comparatively, there appears to be a higher proportion of males in leadership positions – whether as principals or deputies – at both the primary and secondary levels, than the proportion of male teachers in the general population of teachers



2.3 Comparison: Teachers' Professional Qualifications

Figure 2.3: Primary School Teachers – Trained/Untrained

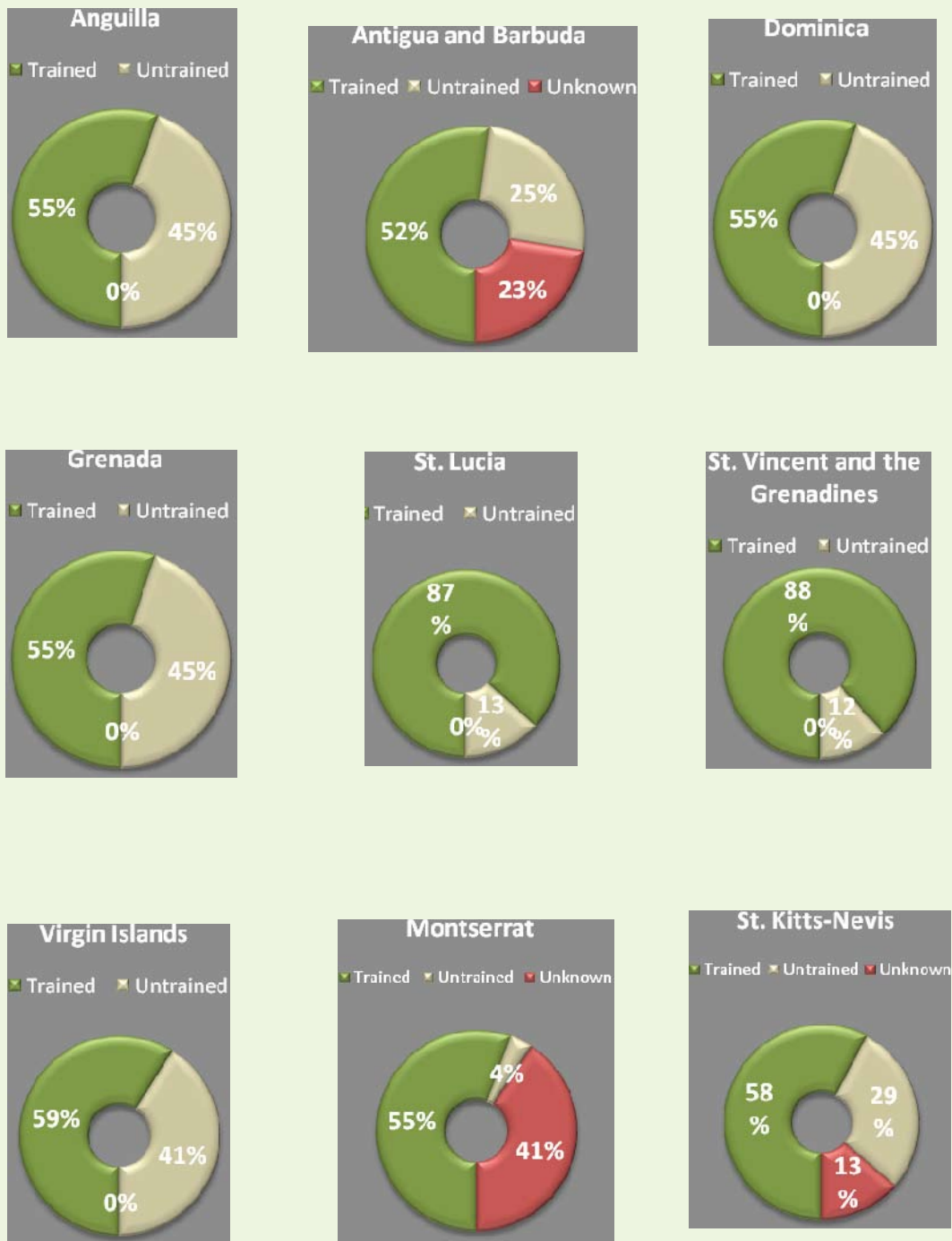




Figure 2.4: Secondary School Teachers – Trained/Untrained

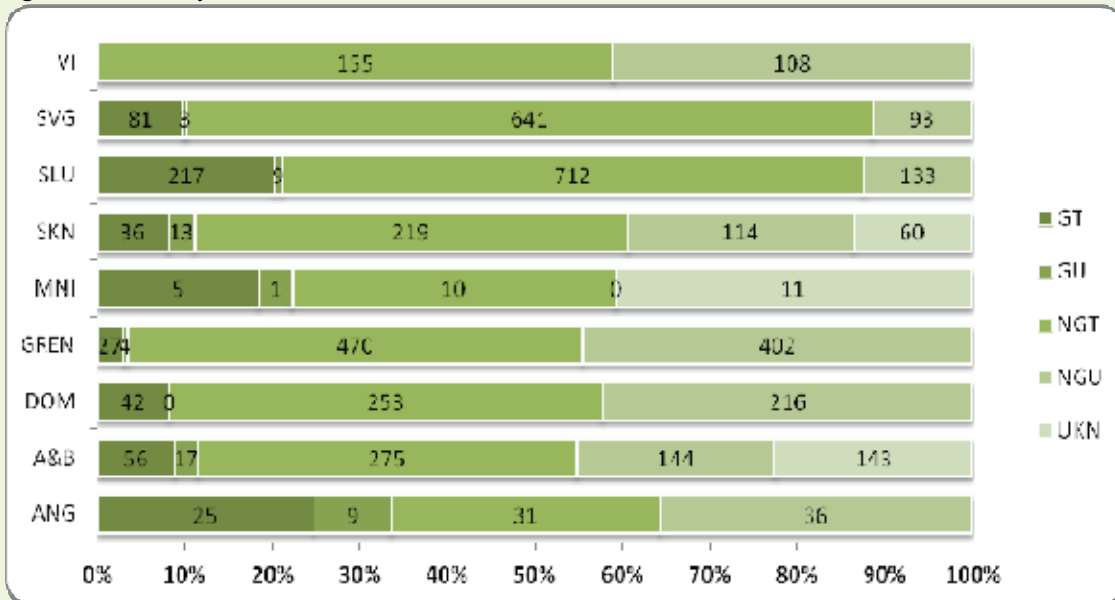


The Virgin Islands has not been included here as the professional status of their secondary teachers was unknown.



Comparison: Teachers' Professional Qualifications *continued*

Figure 2.5: Primary School Teachers – Graduate/Non-Graduate and Trained/Untrained



Key: GT – Graduate trained
 GU – Graduated untrained
 NGT – Non-graduate trained
 NGU – Non-graduate untrained
 UKN – Unknown

Figure 2.6: Secondary School Teachers – Graduate/Non-Graduate and Trained/Untrained

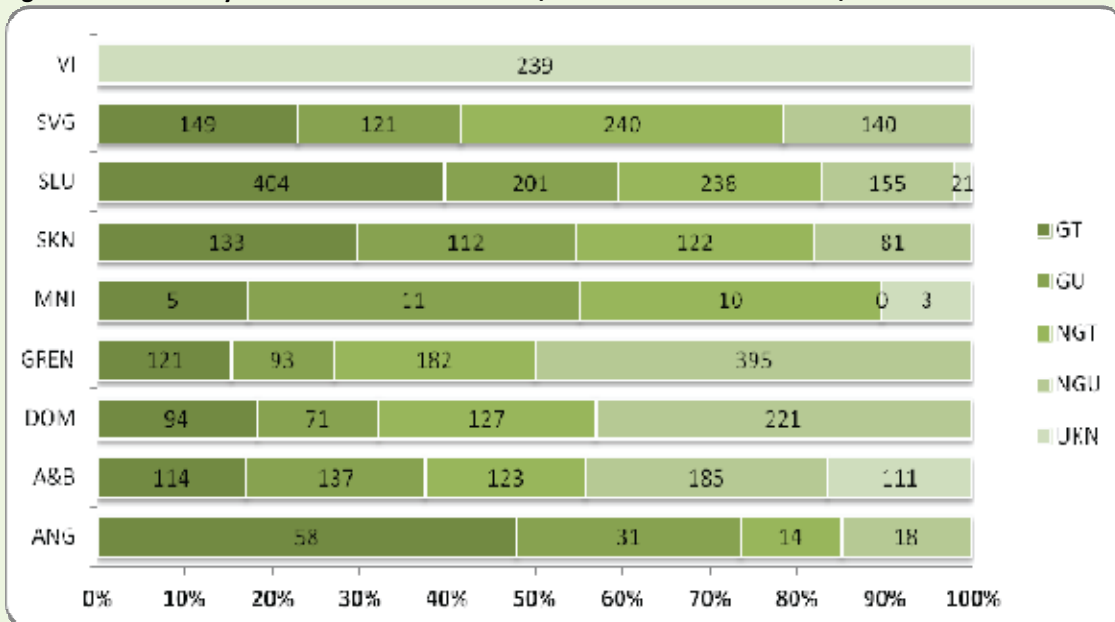


Figure 2.3 indicates that generally, more than 50% of primary school teachers across the region are trained; some countries have made decidedly more progress in this area than others. In most cases there is a larger proportion of trained non-graduate teachers at the primary level, while at the secondary level there is a larger proportion of untrained graduate teachers.

3. Enrolment

This section details student enrolment in education by levels. The section also includes age-in-grade enrolment.



3.1 Summary Enrolment in Education by Levels

Table 3.1: Summary Enrolment in Pre-Primary Education

Country	Day Cares/ Crèches			Pre-schools			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ANG	NA	NA	NA	212	233	445	212	233	445
A&B	536	485	1021	1149	1192	2341	1685	1677	3362
DOM	NA	NA	NA	886	938	1891	886	938	1891
GREN	NA	NA	NA	1743	1860	3603	1743	1860	3603
MNI	33	26	59	48	46	94	81	72	153
SKN	521	492	1013	859	937	1796	1380	1429	2809
SLU	297	277	574	2217	2125	4342	2514	2402	4916
SVG ¹⁸	NA	NA	NA	1428	1460	2888	1428	1460	2888
VI	318	671	989	442	411	853	760	1082	1842





Summary Enrolment in Education by Levels *continued*

Table 3.2: Summary Enrolment in Special Education Centres

Country	Male	Female	Total
ANG	1	6	7
A&B	52	34	86
DOM	NA	NA	NA
GREN	84	50	134
MNI	0	0	0
SKN	58	27	85
SLU	153	90	243
SVG	NA	NA	NA
VI	11	7	18

Table 3.3: Summary Enrolment in Compulsory Education: Primary and Secondary Schools

Country	Primary			Secondary			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ANG	835	787	1622	527	513	1040	1362	1300	2662
A&B	5628	5141	10 769	3856	4013	7869 ¹⁹	9210	8998	18 208
DOM	4139	3997	8136	3134	3071	6205	7273	7068	14 341
GREN	6947	6328	13 275	5073	5250	10323	12 020	11 578	23 598
MNI	229	253	482	194	168	362	423	421	844
SKN	2949	2957	5906	2102	2162	4264	5051	5119	10 170

¹⁸ St. Vincent and the Grenadines' data are given for 2012-13.

¹⁹ In 2010-11, Antigua and Barbuda was in the final stage of phasing out its Junior Secondary schools in a move towards Universal Secondary Education. In that year it had its last group, 430 students (274 males and 156 females) in Junior Secondary schools. This figure has been included in the totals for secondary schools (included as Form 2 students) shown here.

Country	Primary			Secondary			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
SLU	9610	9284	18 894	7939	7669	15 608	17 549	16 953	34 502
SVG	6854	6509	13 363	5712	5215	10 927	12 566	11 724	24 290
VI	1631	1507	3138	966	957	1923	2597	2464	5061

Table 3.4: Summary Enrolment in Post-Secondary Programmes

Country	Skills Certificate		CAPE/A' Levels		Associate Degree		Other		Totals		
	M	F	M	F	M	F	M	F	M	F	Totals
ANG	14	3	23	71	NA	NA	NA	NA	37	74	111
A&B	191	280	156	285	35	78	307	648	689	1291	1980
DOM	NA	NA	NA	NA	678	1129	NA	NA	678	1129	1807
GREN	317	203	NA	NA	334	937	127	249	778	1389	2167
MNI	0	0	8	20	0	0	0	0	8	20	28
SKN	164	108	122	282	NA	NA	14	52	300	442	742
SLU	215	174	198	434	516	1172	2	56	891	1721	2612
SVG	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
VI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

3.2 Age-in-Grade Enrolment in Education

This section provides a breakdown of the summary enrolment of students' ages in particular grades/forms.



3.2-1 Pre-Schools

Table 3.5: Enrolment in Pre-schools by Age

Country	2 - <3		3 - < 4		4 - < 5		≥5		Totals		
	M	F	M	F	M	F	M	F	M	F	Totals
ANG	0	0	116	128	96	105	0	0	212	233	445
A&B	86	142	496	485	451	455	116	110	1149	1192	2341
Dom	NA	NA	NA	NA	NA	NA	NA	NA	886	938	1824
Gren	72	66	795	778	876	1016	0	0	1743	1860	3603
MNI	NA	NA	43	33	5	13	33	26	81	72	153
SKN ²⁰	25		713		750		308		859	937	1796
SLU	482	533	870	778	823	766	42	48	2217	2125	4342
SVG	324	314	539	579	438	412	127	155	1428	1460	2888
VI	0	0	192	184	181	165	69	62	442	411	853





3.2-2 Primary Schools: Tables

Table 3.6: Anguilla – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<5	8	8													8	8	16
5	105	93	5	3											110	96	206
6	19	14	103	73	2	4									124	91	215
7	0	1	10	10	76	102	4	2							90	115	205
8					21	15	95	90	2	8					118	113	231
9					2	1	22	13	95	82	6	7			125	103	228
10							1	1	18	17	92	108	13	8	124	134	258
11									4	2	16	8	95	105	115	115	230
12											1	1	20	9	21	10	31
13													0	1	0	1	1
14													0	1	0	1	1
> 14																	
Totals	132	116	118	86	101	122	122	106	119	109	115	124	128	124	835	787	1622
	248		204		223		228		228		239		252		1622		

3.2-2 Primary Schools: Tables *continued*

Table 3.7: Antigua and Barbuda – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<5	67	78													67	78	145
5	535	463	14	18											549	481	1030
6	151	186	474	419											625	605	1230
7	24	9	227	206	494	428	6	21							751	664	1415
8	1	0	51	21	181	225	380	381	12	14					624	641	1265
9			5	2	48	14	268	245	318	404	15	20			654	685	1339
10					12	1	61	34	362	300	390	399	12	17	837	751	1588
11							21	2	85	25	321	330	368	377	795	734	1529
12									24	11	99	37	359	312	482	360	842
13											24	14	105	66	129	80	209
14													61	28	61	28	89
> 14													5	3	5	3	8
Age Unknown							34	18			15	13			49	31	80
Totals	778	736	771	666	735	668	769	701	801	754	864	813	910	803	5628	5141	10 769
	1514		1437		1403		1470		1555		1677		1713		10 769		

Table 3.8: Dominica – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<5	113	140	0	4											113	144	257
5	442	341	73	111											515	452	967
6	121	61	382	372	86	132									589	565	1154
7	4	3	131	51	337	343	80	116	0	1					552	514	1066
8	0	1	25	14	110	59	295	368	51	126	2	1			483	569	1052
9	0	0	7	2	37	17	129	67	332	357	73	146			578	589	1167
10	1	0	0	1	9	4	37	19	172	84	326	336	0	2	545	446	991





3.2-2 Primary Schools: Tables *continued*

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
11					1	0	1	6	36	10	154	82	78	119	270	217	487
12					1	0	2	0	11	0	24	16	274	391	312	407	719
13									2	1	7	1	140	80	149	82	231
14													33	12	33	12	45
> 14																	
Totals	681	546	618	555	581	555	544	576	604	579	586	582	525	604	4139	3997	8136
	1227		1173		1136		1120		1183		1168		1129		8136		8136

Table 3.9: Grenada – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<5	46	56	0	0											46	56	102
5	853	728	49	54											902	782	1684
6	138	107	751	825	44	41									933	973	1906
7	6	0	167	114	748	731	63	62							984	907	1891
8			11	3	159	88	688	696	48	64	0	1			906	852	1758
9			2	0	11	8	173	104	676	669	52	104	0	5	914	890	1804
10					3	0	25	5	153	102	548	611	138	170	867	888	1755
11							1	0	23	18	164	82	644	634	832	734	1566
12									1	1	18	13	376	185	395	199	594
13									1	0	0	1	114	32	115	33	148
14											0	1	45	9	45	10	55
> 14													8	4	8	4	12
Totals	1043	891	980	996	965	868	950	867	902	854	782	813	1325	1039	6947	6328	13 275
	1934		1976		1833		1817		1756		1595		2364		13 275		13 275

3.2-2 Primary Schools: Tables *continued*

Table 3.10: Montserrat – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<5	12	14													12	14	26
5	13	21	20	17											33	38	71
6	0	1	13	16	19	18									32	35	67
7			2	3	15	18	13	8							30	29	59
8					1	0	21	22	9	19					31	41	72
9							3	1	13	13	14	14			30	28	58
10									5	6	22	23	14	19	41	48	89
11									1	0	7	2	12	18	20	20	40
12																	
> 12																	
Totals	25	36	35	36	35	36	37	31	28	38	43	39	26	37	229	253	482
	61		71		71		68		66		82		63		482		





3.2-2 Primary Schools: Tables *continued*

Table 3.11: St. Kitts-Nevis – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<5	97	88													97	88	185
5	282	272	62	77		1									344	350	694
6	25	15	255	245	65	92	5	4							350	356	706
7	1	0	58	55	291	289	88	109	0	1					438	454	892
8	1	0	4	1	42	29	239	273	76	86	0	1			362	390	752
9					3	1	41	25	308	324	108	83	2	0	462	433	895
10							1	0	52	33	320	325	67	101	440	459	899
11									1	0	60	32	316	329	377	361	738
12											1	0	49	41	50	41	91
13													4	4	4	4	8
14															0	0	0
> 14															25	21	46
Totals	406	375	379	378	401	412	374	411	437	444	489	441	438	475	2949	2957	5906
	781		757		813		785		881		930		913		5906		



3.2-2 Primary Schools: Tables *continued*

Table 3.12: St. Lucia – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<5	258	226	2	2											260	228	488
5	886	934	192	224	7	2									1085	1160	2245
6	207	132	982	857	289	182	2	0							1480	1171	2651
7	7	4	171	129	760	894	179	223	3	5					1120	1255	2375
8	3	0	7	4	197	174	871	865	216	236	4	1			1298	1280	2578
9			1	0	14	10	324	180	835	910	164	257	3	2	1341	1359	2700
10					2	1	25	10	261	191	804	904	183	266	1275	1372	2647
11							4	1	14	6	379	247	912	980	1309	1234	2543
12							0	0	2	0	49	15	334	194	385	209	594
13							1	0	1	0	6	0	46	15	54	15	69
14											1	1	1	0	2	1	3
> 14											1	0			1	0	1
Totals	1361	1296	1355	1216	1269	1263	1406	1279	1332	1348	1408	1425	1479	1457	9610	9284	18894
	2657		2571		2532		2685		2680		2833		2936		18 894		





3.2-2 Primary Schools: Tables *continued*

Table 3.13: St. Vincent and the Grenadines – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<5	258	296													258	296	554
5	554	517	262	270	1	5									817	792	1609
6	81	48	611	569	250	270	8	15							950	902	1852
7	3	0	88	55	553	541	273	252	11	36					928	884	1812
8	1	0	11	3	117	58	475	490	256	303	9	19			869	873	1742
9			1	1	20	7	176	118	555	542	223	237	7	25	982	930	1912
10			1	0	2	2	36	7	245	140	519	531	235	330	1038	1010	2048
11							1	1	37	8	242	149	459	509	739	667	1406
12							0	1	2	0	49	14	191	119	242	134	376
13									0	1	5	1	22	14	27	16	43
14											1	0	2	5	3	5	8
> 14													1	0	1	0	1
Totals	897	861	974	898	943	883	969	884	1106	1030	1048	951	917	1002	6854	6509	13 363
	1758		1872		1826		1853		2136		1999		1919		13 363		



3.2-2 Primary Schools: Tables *continued*

Table 3.14: Virgin Islands – Student Enrolment in Grades by Age

Age/ Grade	K		G1		G2		G3		G4		G5		G6		Unspecified		Totals				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
<5	93	70															0	0	93	70	163
5	124	111	46	42	0	1											2	0	172	154	326
6	56	40	156	150	40	57											0	0	252	247	499
7	5	5	31	9	123	114	47	56									0	0	206	184	390
8	0	2	2	2	42	26	106	114	39	56							1	0	190	200	390
9					11	2	43	27	105	136	58	58	0	1	1	0	1	0	218	224	442
10							14	8	55	24	96	125	54	55	1	0	1	0	220	212	432
11							4	4	16	7	62	41	69	90	0	0	0	0	151	142	293
12							2	0	5	0	34	14	32	30	0	1	1	73	45	118	
13							0	1	3	0	15	5	19	13	1	1	1	38	20	58	
14											3	2	9	1	0	1	12	4	6	5	16
> 14													1	1	5	4	7	1631	1507	3138	
Totals	278	228	235	203	216	200	216	210	223	223	268	245	184	191	11	11	18	375	513	446	3138
	506		438		416		426		446		513		375		18		1631		1507		3138

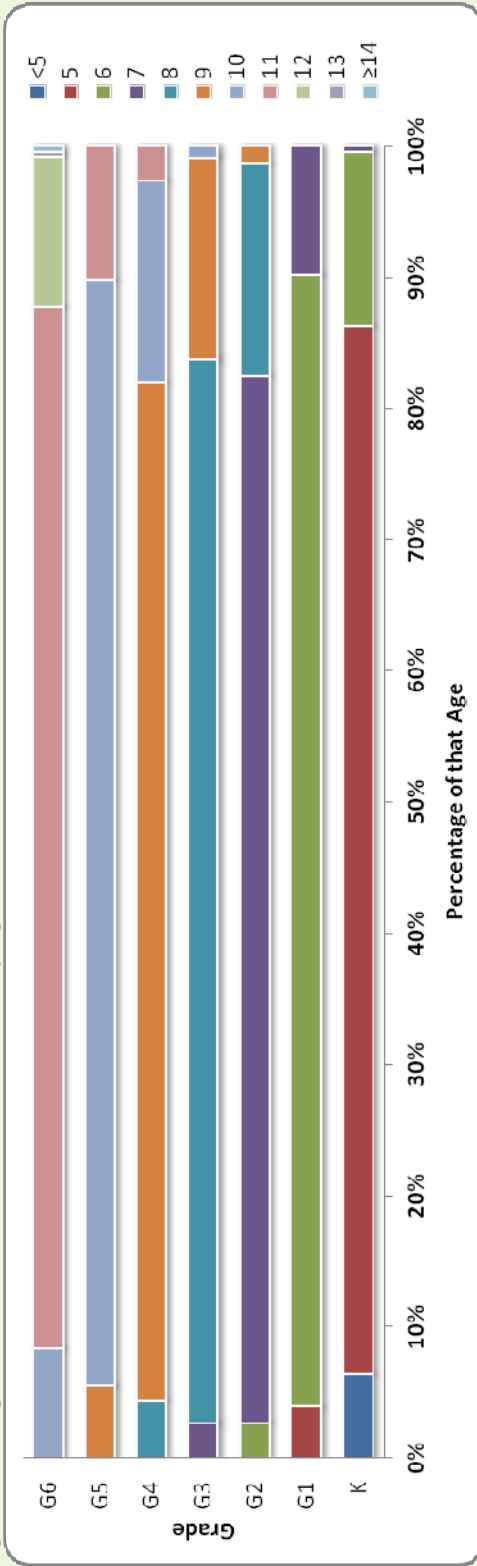




3.2-3 Primary Schools: Figures

The Figures following depict age-in-grade enrolment – totals for males and females – in primary schools by country. They are intended to show the number of different age groups within specific grades for particular countries.

Figure 3.1: Anguilla – Student Enrolment in Grades by Age



3.2-3 Primary Schools: Figures *continued*

Figure 3.2: Antigua and Barbuda – Student Enrolment in Grades by Age

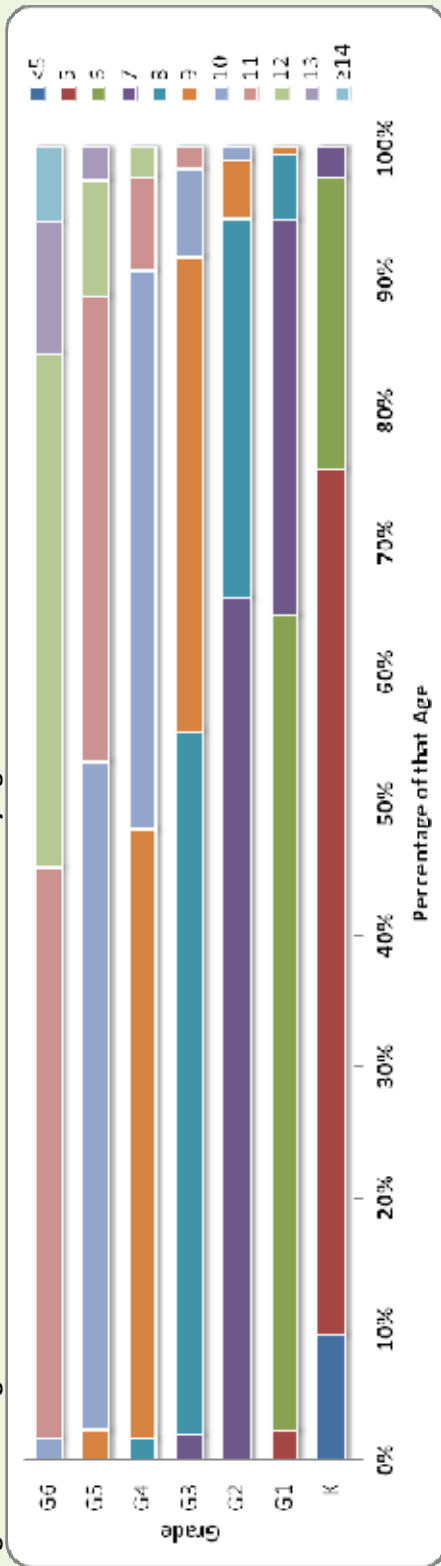
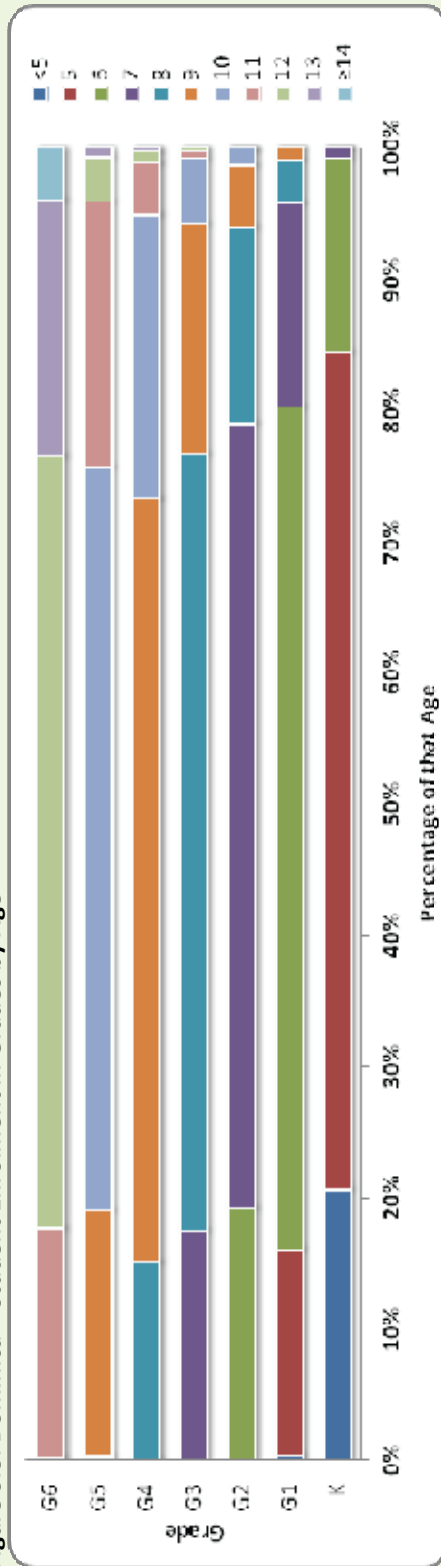


Figure 3.3: Dominica – Student Enrolment in Grades by Age





3.2-3 Primary Schools: Figures *continued*

Figure 3.4: Grenada – Student Enrolment in Grades by Age

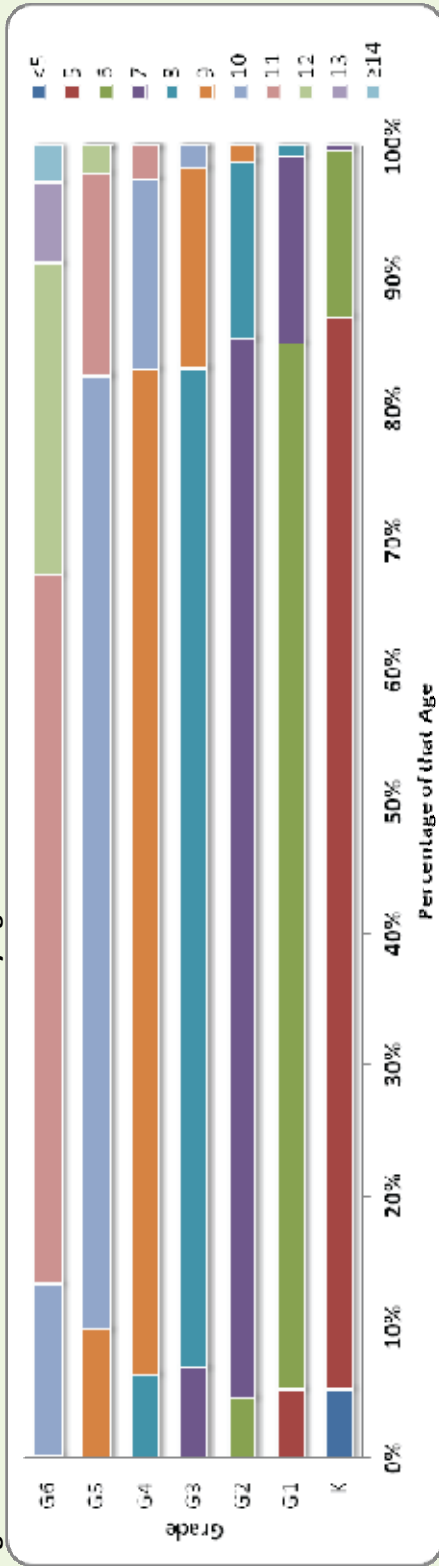
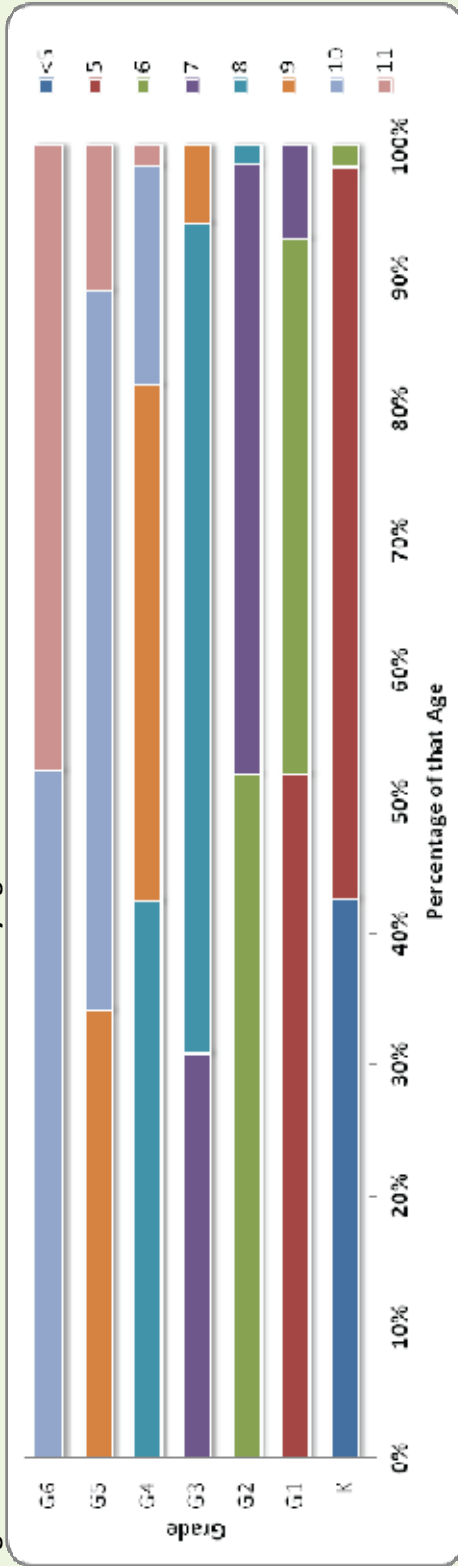


Figure 3.5: Montserrat – Student Enrolment in Grades by Age



3.2-3 Primary Schools: Figures *continued*

Figure 3.6: St. Kitts-Nevis – Student Enrolment in Grades by Age

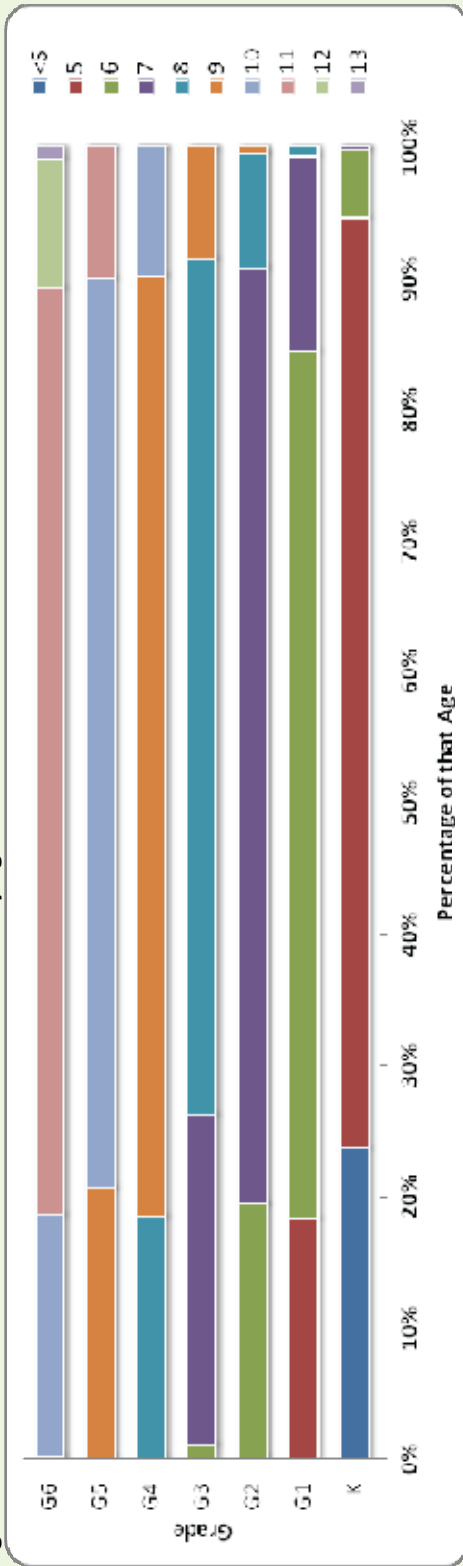
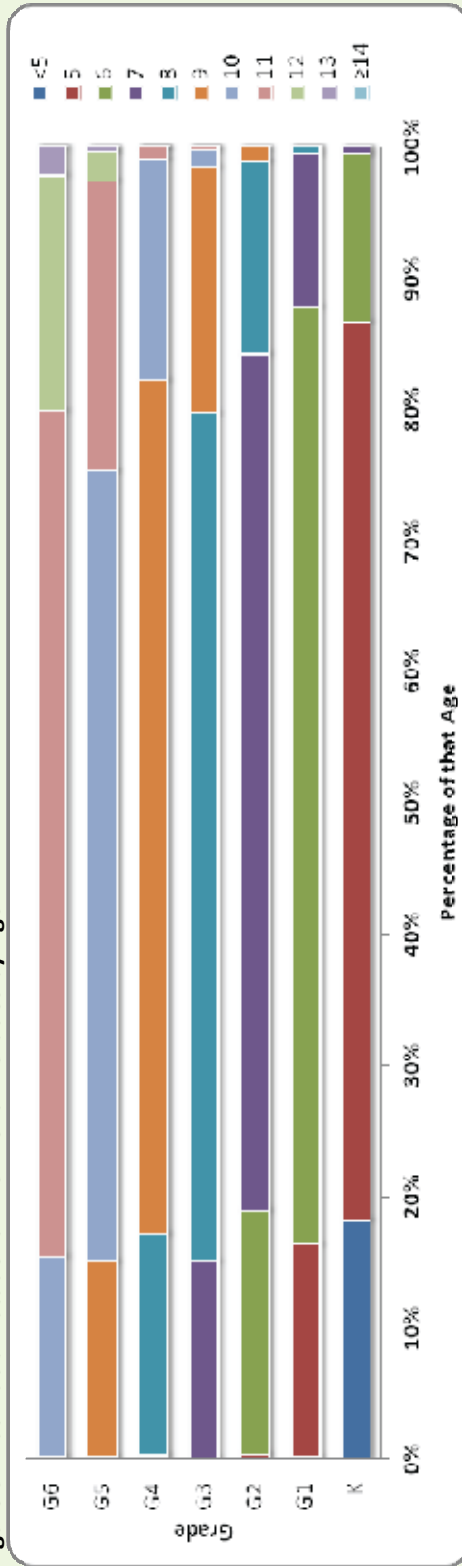


Figure 3.7: St. Lucia – Student Enrolment in Grades by Age





3.2-3 Primary Schools: Figures *continued*

The graphs in this section highlight that there is some variation in the age-in-grade distribution across member states. This may be in part due to differences in the entrance age and entrance date for Kindergarten. For example, the entrance date for Kindergarten in some countries is 31st December in the year in which the child turns 5 years, whilst it is 31st March in other countries.

Figure 3.8: St. Vincent and the Grenadines – Student Enrolment in Grades by Age

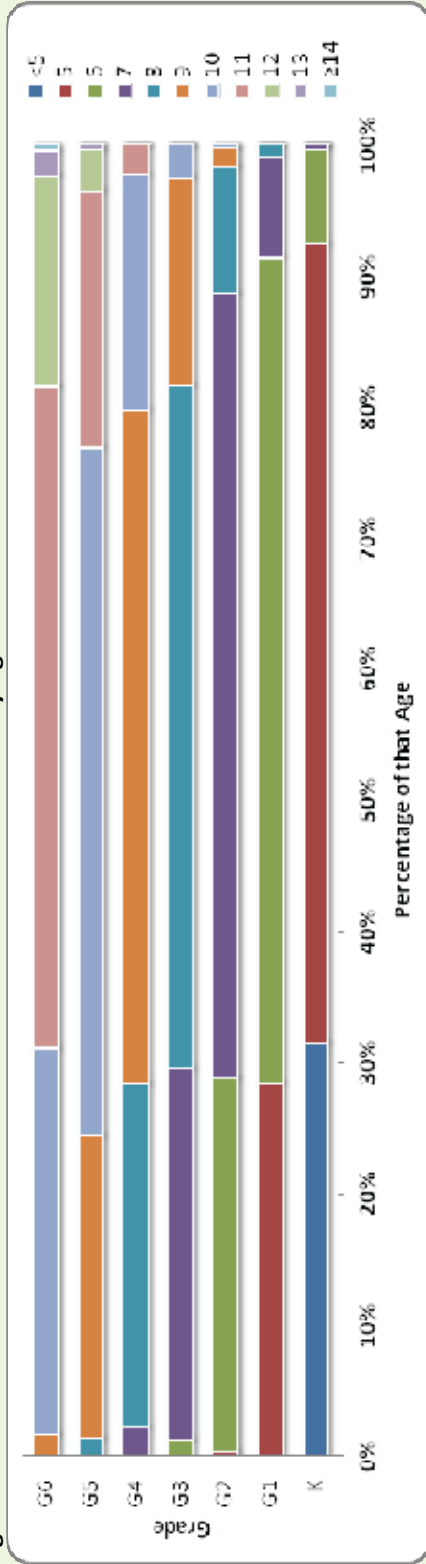
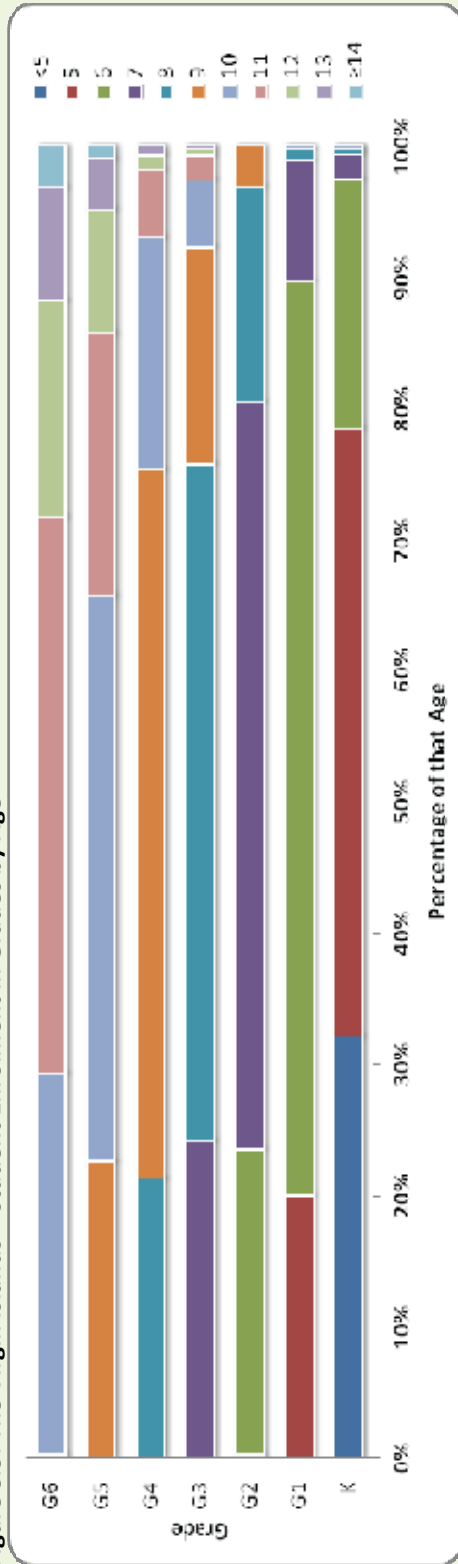


Figure 3.9: The Virgin Islands – Student Enrolment in Grades by Age



3.2-4 Secondary Schools: Tables



Table 3.15: Anguilla – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10													
11											126	124	250
12	108	100	18	24							76	84	160
13	8	1	68	83							5	0	5
14			5	0	75	96					76	96	172
15			1	0	25	15	83	96	0	2	108	113	221
16					0	0	16	17	94	65	110	82	192
17					1	0	0	1	24	13	25	14	39
18									1	0	1	0	1
19													
20													
>20													
Totals	116	101	92	107	101	111	99	114	119	80	527	513	1040
	217		199		212		213		199		1040		

Table 3.16: Antigua and Barbuda – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10													
11	12	31									12	31	43
12	177	316	3	17							180	333	513
13	271	300	284	333	1	16					556	649	1205
14	289	123	312	322	101	261	7	46			709	752	1461
15	74	14	182	138	371	384	144	212	1	13	772	761	1533
16	16	15	187	57	335	252	222	302	122	206	882	832	1714
17			9	3	72	43	182	137	251	260	514	443	957
18			5	0	26	12	65	49	51	70	142	136	278
19					8	3	13	15	49	40	70	58	128
20							4	3	13	14	17	17	34
>20									2	1	2	1	3
Totals	839	799	977	875	914	971	637	764	489	604	3856	4013	7869
	1638		1852		1885		1401		1093		7869		



3.2-4 Secondary Schools: Tables *continued*

Table 3.17: Dominica – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10	2	6									2	6	8
11	98	131	6	8							104	139	243
12	270	271	94	199	4	8					368	478	846
13	187	83	297	264	102	179	1	5			587	531	1118
14	56	21	151	100	241	313	98	189	0	1	546	624	1170
15	10	3	107	30	215	122	246	283	66	158	644	596	1240
16	1	0	17	13	97	54	228	145	147	234	490	446	936
17			3	0	35	12	109	48	130	113	277	173	450
18			0	1	2	2	43	18	47	38	92	59	151
19					2	0	2	1	16	12	20	13	33
20							1	0	3	6	4	6	10
> 20													
Totals	624	515	675	615	698	690	728	689	409	562	3134	3071	6205
	1139		1290		1388		1417		971		6205		

Table 3.18: Grenada – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10	75	108									75	108	183
11	317	394	92	153							409	547	956
12	309	338	315	372	98	133					722	843	1565
13	220	99	277	321	327	367	86	176			910	963	1873
14	91	29	235	186	292	301	320	360	59	98	997	974	1971
15	8	5	115	48	229	131	250	357	205	278	807	819	1626
16	2	1	36	8	143	78	237	230	188	265	606	582	1188
17			5	0	36	21	99	97	221	185	361	303	664
18			0	1	7	3	33	22	111	69	151	95	246
19					1	0	7	0	22	11	30	11	41
20							0	0	0	0	0	0	0
> 20							2	0	3	5	5	5	10
Totals	1022	974	1075	1089	1133	1034	1034	1242	809	911	5073	5250	10 323
	1996		2164		2167		2276		1720		10 323		

3.2-4 Secondary Schools: Tables *continued*

Table 3.19: Montserrat – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
Age Un- known	47	21	29	38	40	36	38	35	40	38	194	168	362
Totals	47	21	29	38	40	36	38	35	40	38	194	168	362
	68		67		76		73		78		362		

Table 3.20: St. Kitts-Nevis – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10	1	2									1	2	3
11	86	94	1	1							87	95	182
12	326	301	67	72	1	0					394	373	767
13	74	47	300	283	59	96	0	1			433	427	860
14	3	1	73	69	281	303	52	71	0	1	409	445	854
15			13	22	108	67	236	261	45	69	402	419	821
16			1	0	11	6	126	86	149	226	287	318	605
17					2	0	23	27	53	49	78	76	154
18							3	3	8	4	11	7	18
19													
20													
>20											21	12	33
Totals	490	445	455	447	462	472	440	449	255	349	2102	2162	4264
	935		902		934		889		604		4264		

Table 3.21: St. Lucia – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Total s
<10													
10	0	3	1	0							1	3	4
11	74	84	2	3		1					76	88	164
12	721	766	60	104	2	3	0	1			783	874	1657
13	547	488	811	876	119	162	1	7			1478	1533	3011
14	67	39	525	455	828	1028	70	174	0	5	1490	1701	3191
15	3	2	97	58	459	315	895	950	129	123	1583	1448	3031
16	7	0	11	3	104	48	531	384	756	930	1409	1365	2774
17	0	1			19	5	168	72	522	414	709	492	1201
18	1	0			3	0	29	9	211	114	244	123	367
19					2	1	7	3	24	4	33	8	41
≥20							0	1	3	4	3	5	8
Age Un- Known	106	18	24	11							130	29	159
Totals	1526	1401	1531	1510	1536	1563	1701	1601	1645	1594	7939	7669	15608
	2927		3041		3099		3302		3239		15 608		



3.2-4 Secondary Schools: Tables *continued*

Table 3.22: St. Vincent and the Grenadines – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<11	3	18									3	18	21
11	220	330	6	10							226	340	566
12	565	425	239	239	4	11					808	675	1483
13	364	182	449	536	218	186	1	9			1032	913	1945
14	142	45	347	209	397	457	121	187	1	7	1008	905	1913
15	27	9	212	100	337	225	276	485	146	170	998	989	1987
16	8	3	86	34	198	116	327	267	247	338	866	758	1624
17	1		11	4	74	42	227	176	224	268	537	490	1027
18					14	2	57	28	104	72	175	102	277
19					1		8	1	50	24	59	25	84
20													
> 20													
Totals	1330	1012	1350	1132	1243	1039	1017	1153	772	879	5712	5215	10927
	2342		2482		2282		2170		1651		10 927		

Table 3.23: The Virgin Islands – Student Enrolment in Grades by Age

Age/ Grade	F1/G7		F2/G8		F3/G9		F4/G10		F5/G11		Totals		
	M	F	M	F	M	F	M	F	M	F	M	F	Totals
<10													
10	14	9									14	9	23
11	60	60	0	1							60	61	121
12	86	93	22	32	1	0					109	125	234
13	47	31	90	83	21	31					158	145	303
14	33	8	41	38	69	101	22	44	0	1	165	192	357
15	16	9	23	22	33	42	55	83	11	30	138	186	324
16	3	0	19	1	25	17	40	41	38	81	125	140	265
17	0	1	2	1	6	9	31	18	28	29	67	58	125
18					0	1	21	6	25	11	46	18	64
19							1	0	11	6	12	6	18
20									1	0	1	0	1
> 20													
Totals	211	259	197	178	155	201	170	192	114	158	895	940	1835
	470		375		356		362		272		1835		

3.2-5 Secondary Schools: Figures



The Figures following depict age-in-grade enrolment – by gender – in secondary schools for the countries.

Figure 3.10: Anguilla – Student Enrolment in Grades by Age

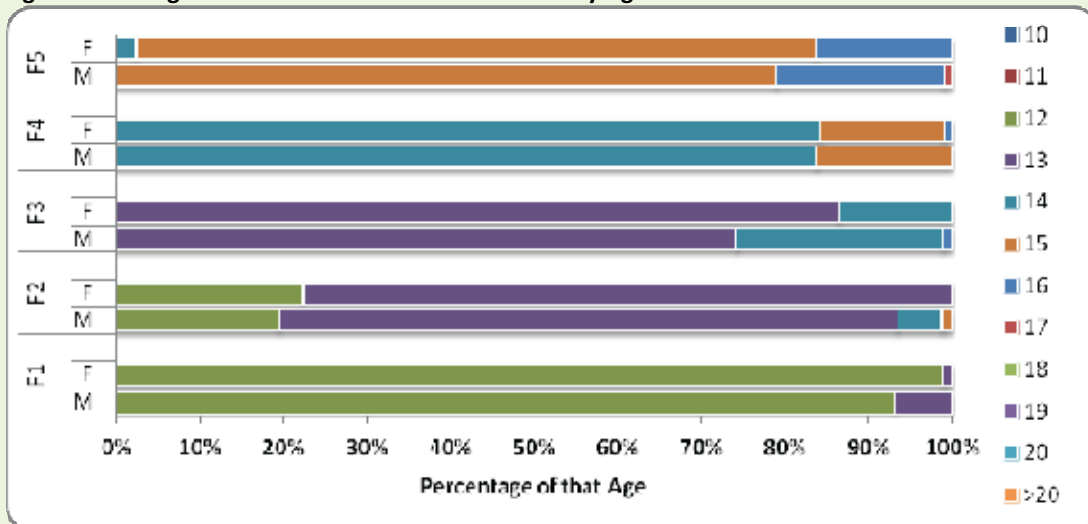
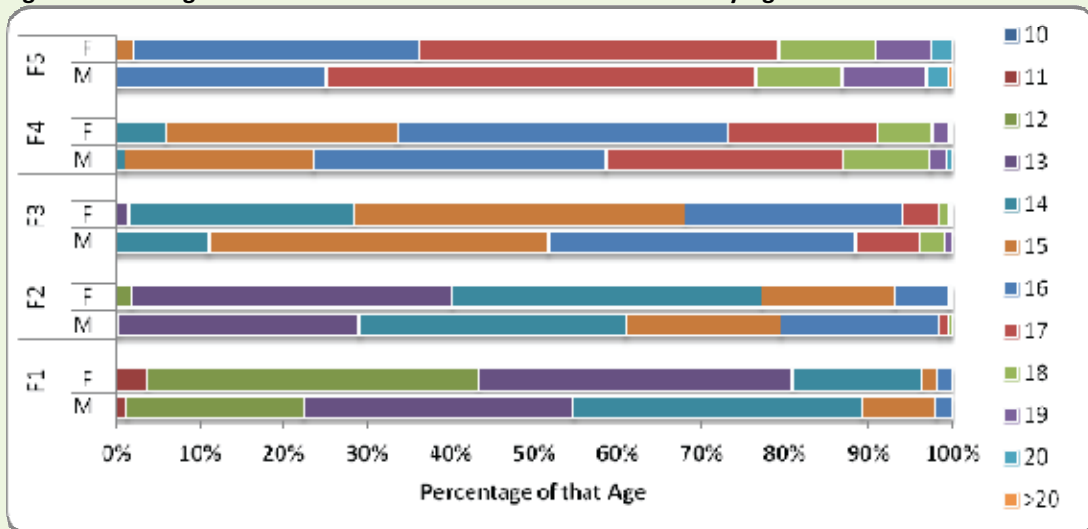


Figure 3.11: Antigua and Barbuda – Student Enrolment in Grades by Age





3.2-5 Secondary Schools: Figures *continued*

Figure 3.12: Dominica – Student Enrolment in Grades by Age

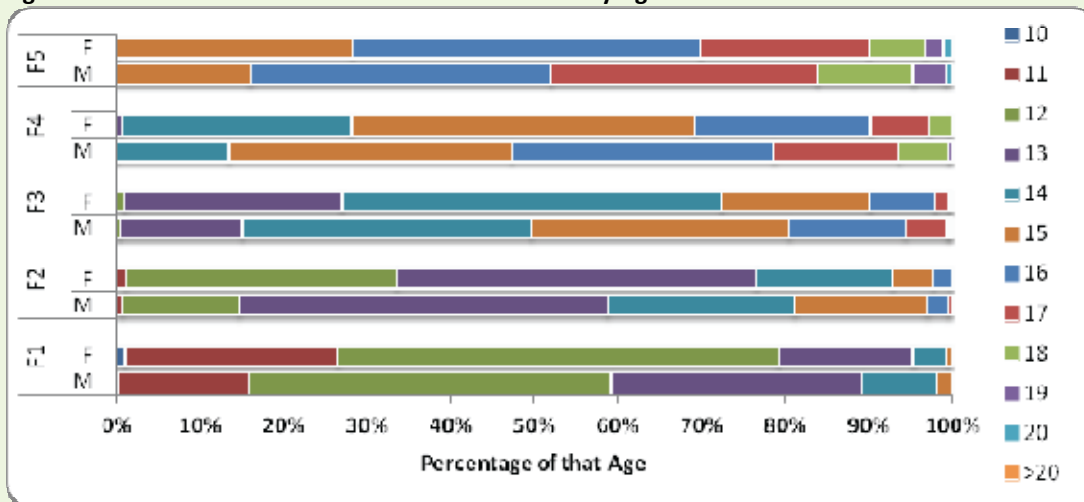


Figure 3.13: Grenada – Student Enrolment in Grades by Age

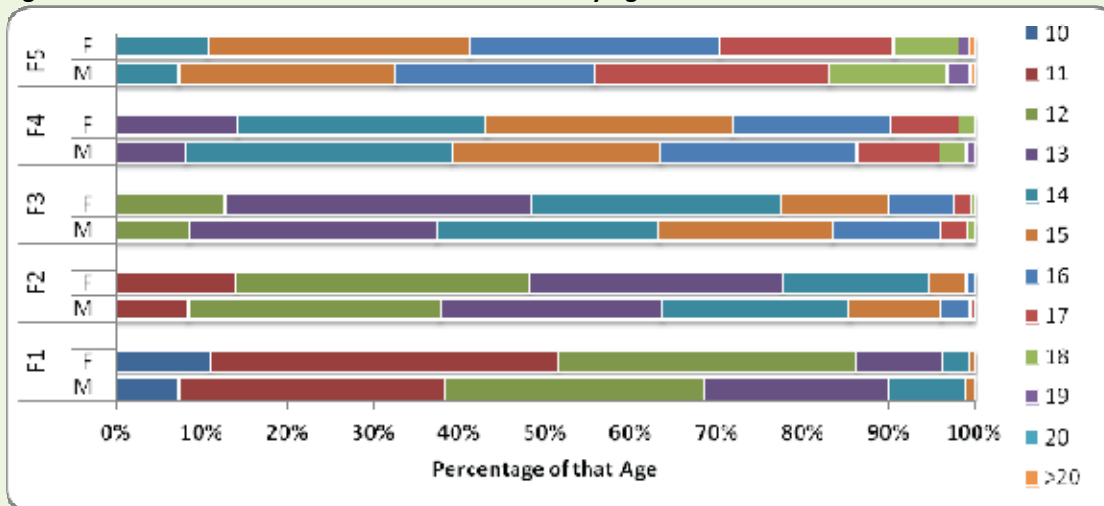


Figure 3.14: St. Kitts-Nevis – Student Enrolment in Grades by Age

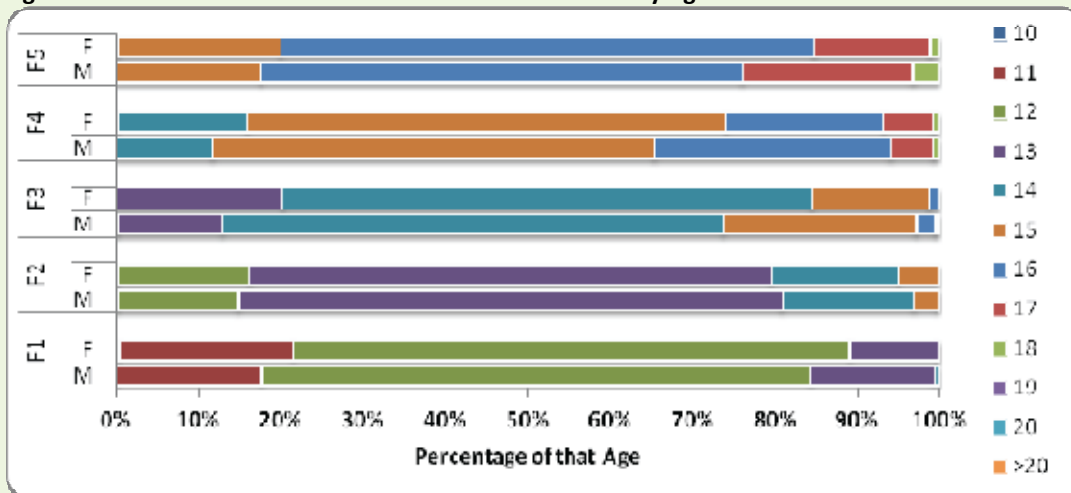




Figure 3.15: St. Lucia – Student Enrolment in Grades by Age

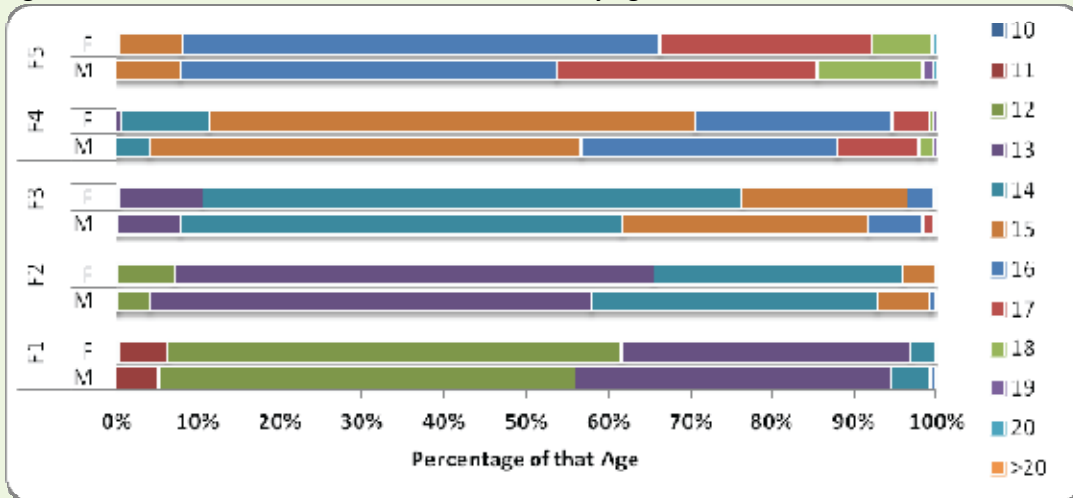


Figure 3.16: St. Vincent and the Grenadines – Student Enrolment in Grades by Age

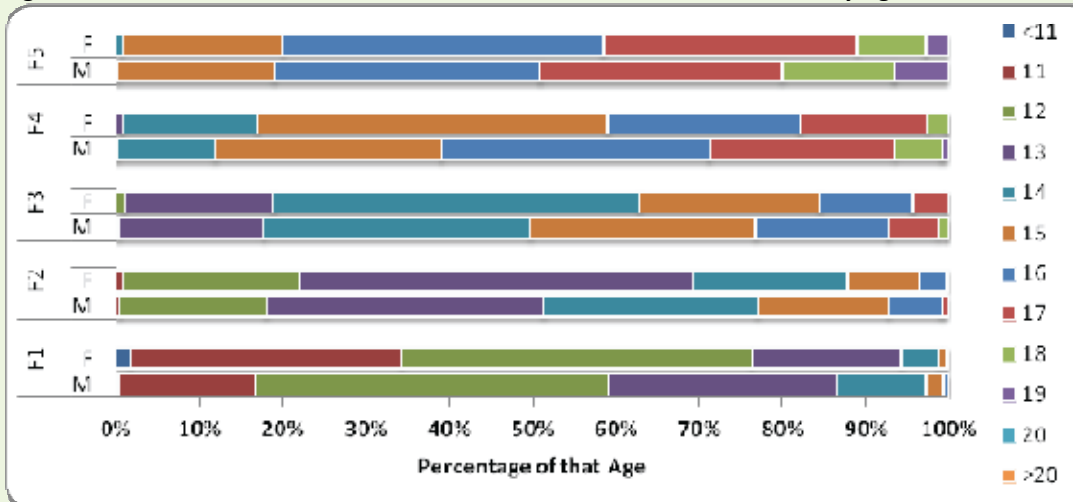
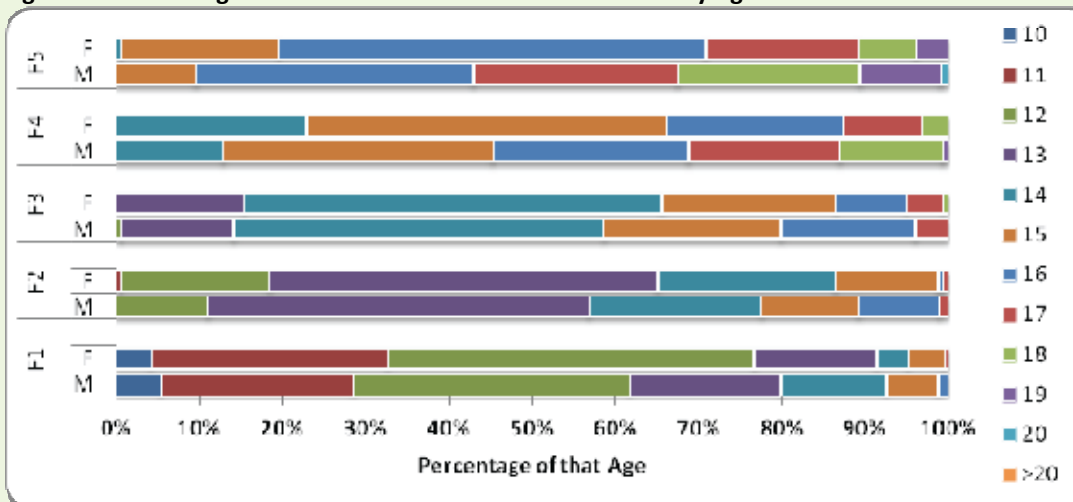


Figure 3.17: The Virgin Islands – Student Enrolment in Grades by Age





3.2-6 Proportion Over-Age Students in Grades

The following tables are intended to show, by gender, the proportion of over-aged students in grades/forms. The proportion of over-aged students in grades/forms could be a factor of late starts to schools and repetition, among other things. In the case of OECS countries, over-aged students in grades/forms are more likely to be as a result of repetition, and could thus signal issues to do with teaching and learning and specifically, remediation strategies.

Table 3.24: Overage Students – Primary

Grade	K		1		2		3		4		5		6				
	5yrs;	4 – 6	6yrs;	5 – 7	7yrs;	6 – 8	8yrs;	7 – 9	9yrs;	8 – 10	10yrs;	9 – 11	11yrs;	10 – 12			
Expected Age ±1yr	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
ANG	0.0	0.9	0.4	0.0	0.0	0.8	1.3	0.8	0.9	0.9	3.4	1.8	2.6	0.8	0.0	1.6	0.8
A&B	3.2	1.2	2.2	7.3	3.5	5.5	8.2	2.2	5.3	8.3	13.6	4.8	9.3	14.2	6.4	10.5	18.8
DOM	0.7	0.7	0.7	5.2	3.1	4.2	8.3	3.8	6.1	7.4	4.3	5.8	8.1	1.9	5.1	5.3	2.9
GREN	0.6	0.0	0.3	1.3	0.3	0.8	1.5	0.9	1.2	2.7	0.6	1.7	4.0	2.1	2.4	2.3	1.7
MINI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SKN	0.5	0.0	0.3	1.1	0.3	0.7	0.7	0.2	0.5	0.3	0.0	0.1	0.2	0.0	0.1	0.2	0.0
SLU	0.7	0.3	0.5	0.6	0.3	0.5	1.3	0.9	1.1	2.1	0.9	1.5	1.3	0.4	0.9	4.0	1.1
SVG	0.4	0.0	0.2	1.3	0.4	0.9	2.3	1.0	1.7	3.8	1.0	2.5	3.5	0.9	2.2	5.2	1.6
VI	1.8	3.1	2.4	0.9	1.0	0.9	5.1	1.0	3.1	9.3	6.2	7.7	10.8	3.1	7.0	19.6	8.6

Table 3.25: Overage Students – Secondary

Form	F1		F2		F3		F4		F5				
	12yrs;	11 – 13	13yrs;	12 – 14	14yrs;	13 – 15	15yrs;	14 – 16	16yrs;	15 – 17			
Expected Age ±1yr	M	F	M	F	M	F	M	F	M	F			
ANG	0.0	0.0	0.0	0.0	1.0	0.0	0.5	0.0	0.9	0.5	0.8	0.0	0.5
A&B	45.2	19.0	32.4	39.0	48.2	31.9	39.8	41.4	26.7	33.4	23.5	20.7	22.0
DOM	10.7	4.7	8.0	18.8	7.2	13.3	19.5	9.9	14.7	21.3	9.7	15.7	16.1
GREN	9.9	3.6	6.8	14.5	5.1	9.8	16.5	9.9	13.3	13.6	9.6	11.4	16.8
MINI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SKN	0.6	0.2	0.4	3.1	4.9	4.0	2.8	1.3	2.0	5.9	6.7	6.3	3.1
SLU	5.1	3.0	4.1	7.1	4.0	5.6	8.3	3.5	5.9	12.0	5.3	8.8	14.5
SVG	13.4	5.6	10.0	22.9	12.2	18.0	23.1	15.4	19.6	28.7	17.8	22.9	19.9
VI	20.1	8.5	14.9	22.3	13.5	18.1	20.0	13.4	16.3	31.2	12.5	21.3	32.5

3.3 Cross-Section: Enrolment across Age/Grade Pre-Primary and Compulsory Education by Gender

The following figures present a picture of transitions across each grade/form level from pre-primary (where available), primary and secondary education, shown separately for males and females for each country's base year. Ideally, the graphs should be relatively flat, tapering off towards the end of secondary due to attrition, migration, etc. Marked increases in enrolment from one grade to the next could indicate bottlenecks in the system; marked decreases in enrolment from one grade/form to another could indicate problems of access for students to that particular grade/form.

Figure 3.18: Anguilla – Enrolment Across Grades 2011-12

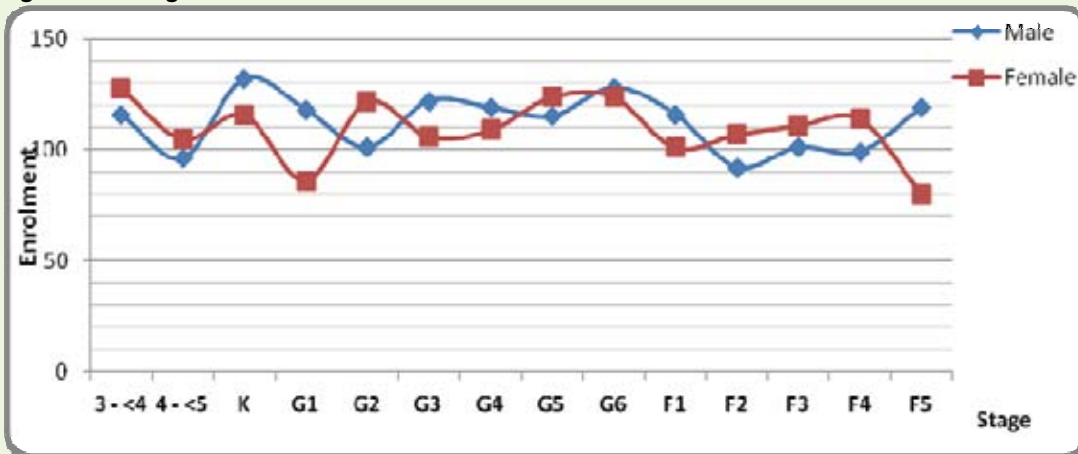
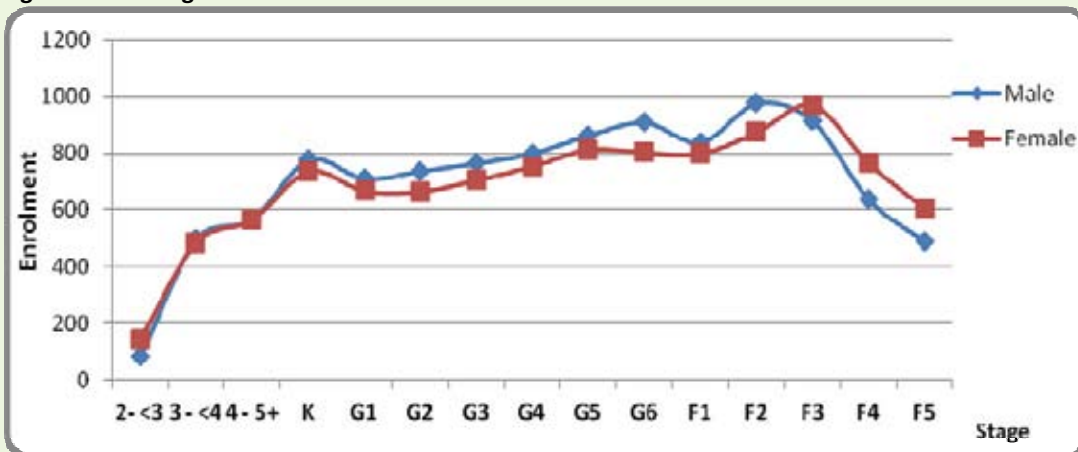


Figure 3.19: Antigua and Barbuda – Enrolment Across Grades 2010-11





3.3 Cross-Section: Enrolment across Age/Grade Pre-Primary and Compulsory Education by Gender - continued

Figure 3.20: Dominica – Enrolment Across Grades 2010-11

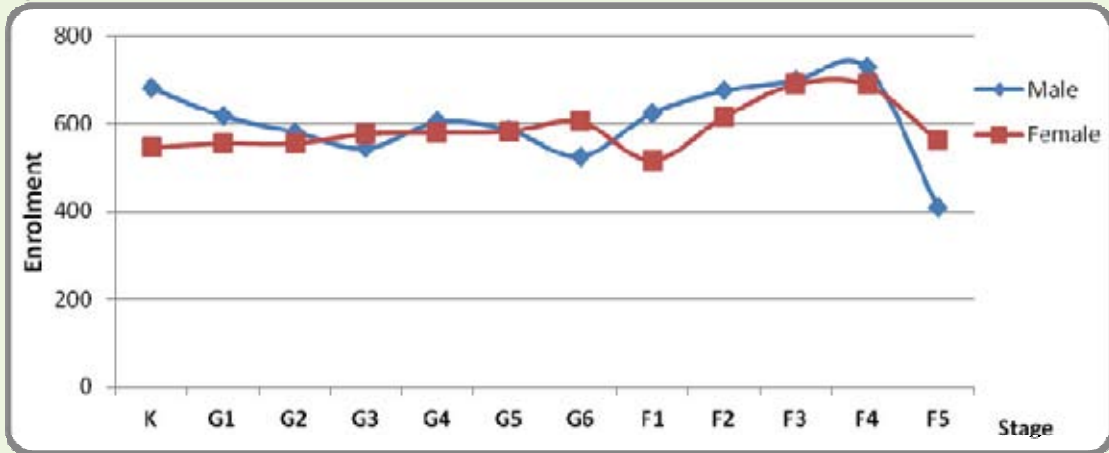


Figure 3.21: Grenada – Enrolment Across Grades 2010-11

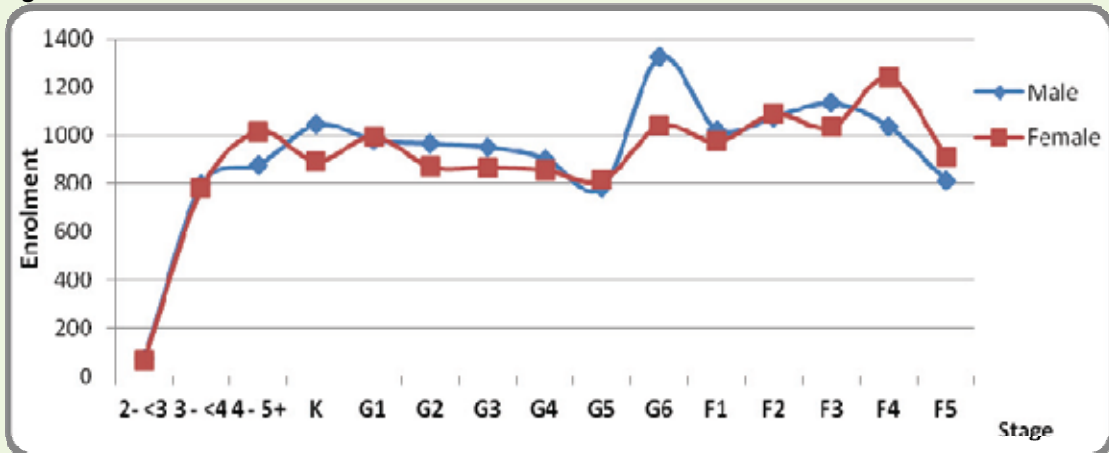
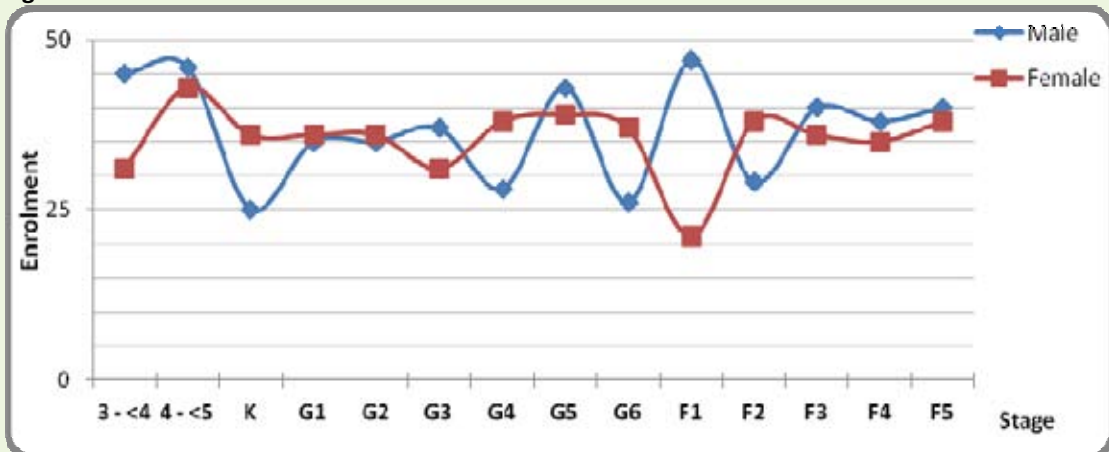


Figure 3.22: Montserrat – Enrolment Across Grades 2010-11



3.3 Cross-Section: Enrolment across Age/Grade Pre-Primary and Compulsory Education by Gender - *continued*



Figure 3.23: St. Kitts-Nevis²¹ – Enrolment Across Grades 2010-11

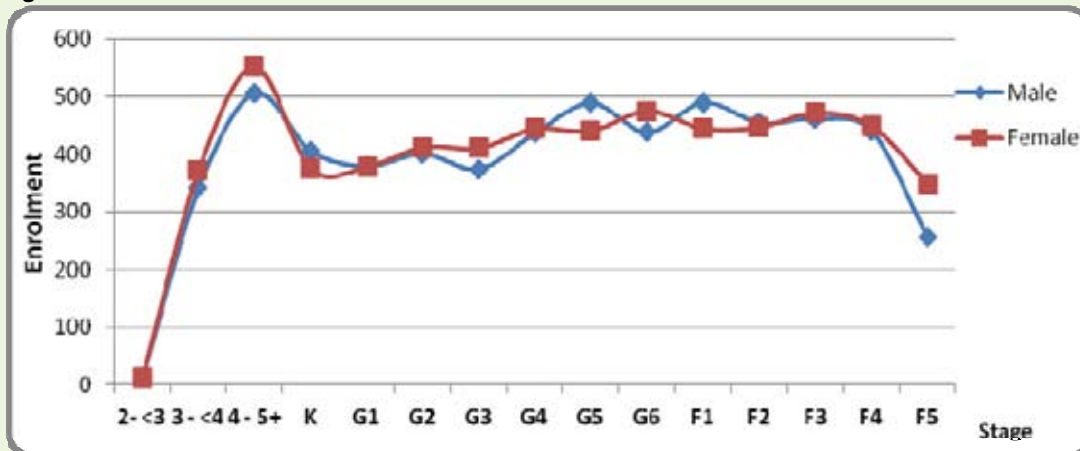
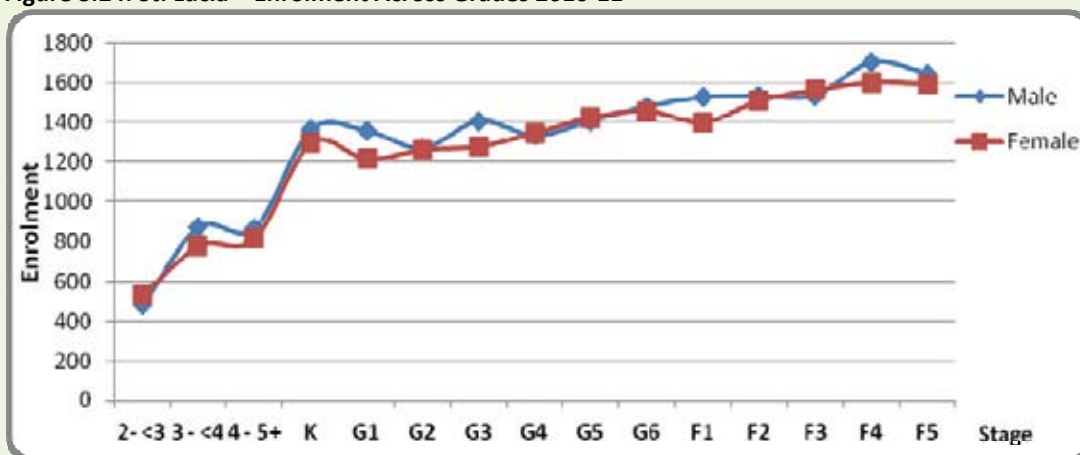


Figure 3.24: St. Lucia – Enrolment Across Grades 2010-11



²¹ St. Kitts-Nevis did not provide desegregated by gender data for pre-schools. These numbers were estimated based on the ratio of girls to boys in the final totals given.



3.3 Cross-Section: Enrolment across Age/Grade Pre-Primary and Compulsory Education by Gender - continued



Figure 3.25: St. Vincent and the Grenadines – Enrolment Across Grades 2010-11

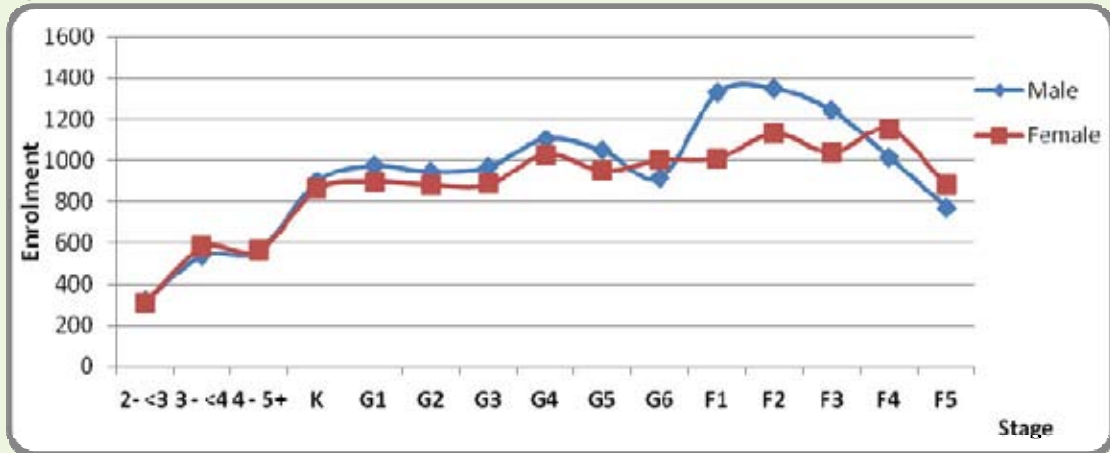
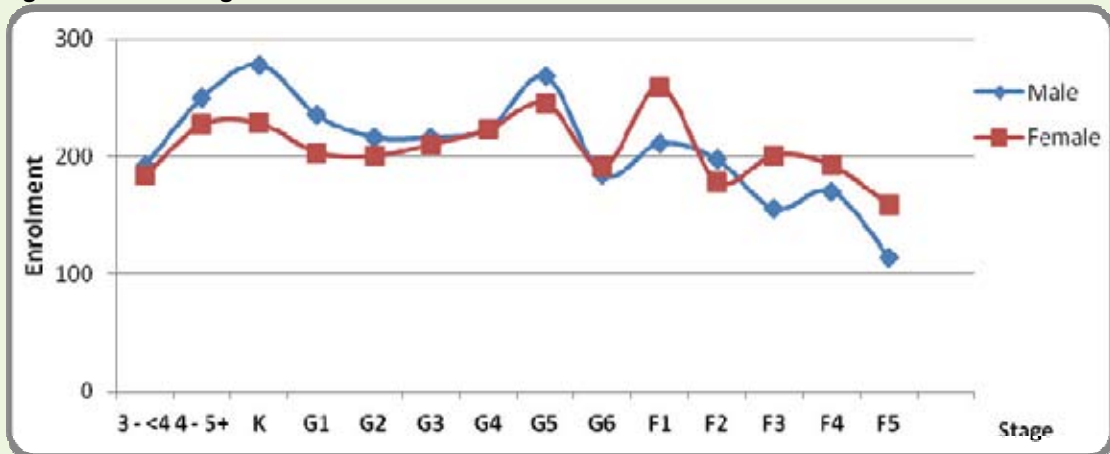


Figure 3.26: The Virgin Islands – Enrolment Across Grades 2010-11



3.4 Enrolment Trends – Tables

This section details trends in enrolment in pre-schools, primary and secondary schools for countries over the most recent 5 – 6 years available. Information on gross and net enrolment rates (GER and NER) and gender parity index (GPI) for pre-school enrolment is also provided, where data are available.

Table 3.26: Trends in Enrolment in Pre-schools by Country

Country	Year	2 –<3		3 –<4		4 –<5		≥5		Totals			GER			NER			GPI ²²	
		M	F	M	F	M	F	M	F	M	F	T	M	F	T	M	F	T		
ANG ²³	2011-12	0	0	114	125	94	81	0	0	208	206	414	92.9	81.7	87.0	92.9	81.7	87.0	87.0	88.8
	2010-11	0	0	122	115	104	93	0	0	226	208	434	100.9	82.5	0.91	100.9	82.5	0.91	0.91	0.82
	2009-10	0	0	123	110	120	91	0	0	243	201	444	108.5	79.8	0.93	108.5	79.8	0.93	0.93	0.74
	2008-09	0	0	157	120	76	98	0	0	233	218	451	104.0	86.5	0.95	104.0	86.5	0.95	0.95	0.83
	2007-08	0	0	100	122	121	107	0	0	221	229	450	102.2	90.9	0.95	102.2	90.9	0.95	0.95	0.89
A&B	2011-12	206	216	575	570	523	441	31	34	1335	1261	2596	91.4	85.8	88.6	91.4	85.8	88.6	72.0	0.94
	2010-11	86	142	496	485	451	455	116	110	1149	1192	2341	78.4	80.3	79.4	78.4	80.3	79.4	64.0	1.02
	2009-10	328	312	499	441	421	429	39	43	1287	1225	2512	73.7	73.7	73.7	73.7	73.7	73.7	51.1	1.00
	2008-09 ²⁴	344	346	460	515	500	490	54	56	1358	1407	2765	NA	NA	NA	NA	NA	NA	NA	1.04
	2007-08	405	359	537	538	572	524	94	91	1608	1512	3120	NA	NA	NA	NA	NA	NA	NA	0.94
DOM	2010-11	NA	NA	NA	NA	NA	NA	NA	NA	886	938	1824	NA	NA	72.3	NA	NA	NA	NA	NA
	2009-10	NA	NA	NA	NA	NA	NA	NA	NA	995	936	1891	NA	NA	74.0	NA	NA	NA	NA	NA
	2008-09	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	77.5	NA	NA	NA	NA	NA
	2007-08	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2006	NA	NA	72.8	NA	NA	NA	NA	NA
	2006-07	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1882	NA	NA	41.9	NA	NA	NA	NA	NA
GREN	2005-06	NA	NA	NA	NA	NA	NA	NA	NA	NA	1148	NA	NA	72.3	NA	NA	NA	NA	NA	NA
	2010-11	72	66	795	778	876	1016	0	0	1743	1860	3603	112.8	99.8	106.0	112.8	99.8	106.0	93.4	0.88
	2009-10	46	40	809	828	929	926	0	0	1784	1794	3578	90.0	106.0	98.0	90.0	106.0	98.0	92.0	1.18

²² GPI's have been calculated as the ratio of girls' GER to that of boys' GER as this method (used by UNESCO) takes in population structure. Where GER is not available, it has been calculated as the ratio of the number of girls to the number of boys.

²³ GER and NER data for Anguilla provided on the basis of UNESCO population estimates for 2007 – the only year available. Interpretation of this information therefore must take this fact into consideration. Also, GER = NER for Anguilla as from the enrolment data provided they only had 3 and 4 year olds in pre-schools.

²⁴ Figures for 2 – 3 year olds for A&B have been estimated for the year 2008-09.





3.4 Enrolment Trends – Tables - continued

Country	Year	2-<3		3-<4		4-<5		≥5		Totals			GER			NER			GPI ²²
		M	F	M	F	M	F	M	F	M	F	T	M	F	T	M	F	T	
		2008-09	23	45	865	816	939	953	0	0	1827	1814	3641	95.0	105.0	99.0	89.0	98.0	
2007-08	29	30	769	806	892	895	0	0	1690	1731	3421	87.0	101.0	94.0	83.0	97.0	90.0	0.93	
2006-07	43	86	775	778	906	848	0	0	1723	1712	3435	86.0	99.0	92.0	81.0	91.0	85.0	1.15	
2005-06	6	2	538	542	1095	1036	0	0	1639	1580	3219	85.0	89.0	87.0	82.0	88.0	85.0	1.04	
MNI	2011-12	NA	NA	NA	NA	NA	NA	NA	67	54	121	111.7	103.8	108.0	NA	NA	NA	0.93	
	2010-11	NA	NA	43	33	5	13	33	81	72	153	135.0	138.5	136.6	80.0	88.5	83.9	1.02	
	2009-10	NA	NA	NA	NA	NA	NA	NA	55	65	120	NA	NA	NA	NA	NA	NA	1.18	
	2008-09	NA	NA	NA	NA	NA	NA	NA	56	67	123	NA	NA	NA	NA	NA	NA	1.20	
	2007-08	NA	NA	NA	NA	NA	NA	NA	57	51	108	NA	NA	NA	NA	NA	NA	0.89	
	2006-07	NA	NA	NA	NA	NA	NA	NA	58	53	111	NA	NA	NA	NA	NA	NA	0.91	
SKN	2010-11	NA	NA	NA	NA	NA	NA	NA	859	937	1796	90.5	101.5	95.9	NA	NA	79.5	1.12	
	NA																		
SLU	2011-12	475	513	823	860	884	811	65	58	2247	2242	4489	NA	NA	95.9	NA	72.1	1.00	
	2010-11	482	533	870	778	823	766	42	48	2217	2125	4342	75.5	72.5	74.0	54.8	50.3	0.96	
	2009-10	456	402	856	795	788	795	71	55	2171	2047	4218	82.6	80.8	81.7	62.5	62.8	0.98	
	2008-09	449	451	852	847	925	893	122	122	2348	2313	4661	93.4	92.2	92.8	70.7	69.4	0.99	
	2007-08	438	460	921	891	944	946	86	74	2389	2371	4760	97.3	94.4	95.8	75.9	73.1	0.97	
	2006-07	464	448	896	847	891	903	81	85	2332	2283	4615	94.7	89.2	91.9	72.6	68.4	0.94	
SVG	2012-13	324	314	539	579	438	412	127	155	1428	1460	2888	77.0	80.4	78.7	52.7	54.6	1.04	
	NA																		
VI	2010-11	0	0	192	184	181	165	69	62	442	411	853	74.4	68.8	71.6	62.8	58.5	60.6	0.92
	2009-10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2008-09	0	0	161	140	144	144	67	70	372	354	726	62.6	59.3	61.0	51.3	47.6	49.5	0.95

3.4 Enrolment Trends – Tables - continued

Table 3.27: Trends in Enrolment in Primary Schools by Country

Country	Year	K		1		2		3		4		5		6		Totals			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
ANG	2011-12	132	116	118	86	101	122	122	106	119	109	115	124	124	128	124	835	787	1622
	2010-11	132	105	98	98	105	103	100	110	120	115	121	132	132	118	103	794	766	1560
	2009-10	104	121	118	102	122	110	126	127	133	109	126	109	106	98	106	827	784	1611
	2008-09	119	103	118	98	124	128	128	119	126	110	97	111	102	105	105	814	774	1588
	2007-08	118	105	122	129	128	115	135	108	102	112	101	103	103	104	118	810	790	1600
A&B	2012-13	784	763	729	681	684	647	721	676	716	680	821	701	783	793	783	5248	4931	10179
	2011-12	792	741	726	669	735	668	743	665	796	714	830	748	835	791	835	5413	5040	10453
	2010-11	778	736	771	666	735	668	769	701	801	754	864	813	910	910	803	5628	5141	10769
	2009-10	893	694	748	700	780	685	799	762	866	805	852	793	888	989	888	5927	5327	11254
	2008-09	916	844	740	640	794	746	791	782	791	782	861	758	776	818	776	5833	5433	11266
DOM	2010-11	681	546	618	555	581	555	544	576	604	579	586	582	604	527	604	4141	3997	8138
	2009-10	688	600	600	554	555	582	628	563	586	565	564	600	531	512	4152	3976	8128	
	2008-09	698	619	560	587	630	557	609	565	577	608	530	507	597	556	4201	3999	8200	
	2007-08	666	653	646	566	619	576	569	600	552	505	599	546	618	614	4269	4060	8329	
	2006-07	724	624	653	585	565	612	549	513	602	546	647	622	689	671	4429	4173	8602	
GREN	2005-06	731	654	576	616	589	535	606	554	659	640	698	656	694	668	4553	4323	8876	
	2010-11	1043	891	980	996	965	868	950	867	902	854	782	813	1325	1039	6947	6328	13275	
	2009-10	946	905	941	878	874	753	967	934	969	861	1000	996	1336	1123	7033	6450	13483	
	2008-09	1034	946	936	897	991	908	889	846	952	937	972	854	1430	1204	7204	6592	13796	
	2007-08	956	894	976	884	881	808	973	965	961	831	1021	1000	1330	1148	7098	6530	13628	
MNI	2006-07	1023	921	851	802	977	969	983	868	990	994	1060	989	1090	1092	6974	6635	13609	
	2005-06	904	819	994	975	980	845	1051	968	1057	1012	1094	1042	1201	1174	7281	6835	14116	
	2010-11	25	36	35	36	35	36	37	31	28	38	43	39	26	37	229	253	482	
	NA																		
	2010-11	406	375	379	378	401	412	374	411	437	444	489	441	438	475	2949	2957	5906	
SKN	2009-10	403	394	408	415	405	402	461	464	489	439	466	467	445	3077	3031	6108		
	2008-09	421	433	399	409	439	451	470	465	449	483	484	438	441	3103	3130	6233		
	2007-08	424	429	407	410	448	452	479	444	450	467	463	450	425	3096	3095	6191		





3.4 Enrolment Trends – Tables - continued

Country	Year	K		1		2		3		4		5		6		Totals			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
		SIU	2006-07	437	436	472	418	410	436	435	427	427	423	423	423	434	402	427	3006
	2011-12	1364	1225	1254	1172	1322	1192	1247	1229	1383	1263	1298	1298	1324	1431	1468	9299	8873	18172
	2010-11	1361	1296	1355	1216	1269	1263	1406	1279	1332	1348	1408	1408	1425	1479	1457	9610	9284	18894
	2009-10	1497	1285	1325	1249	1401	1276	1380	1370	1394	1451	1450	1450	1465	1522	1418	9969	9514	19483
	2008-09	1451	1332	1399	1289	1393	1402	1426	1471	1471	1461	1451	1451	1413	1683	1523	10274	9891	20165
	2007-08	1519	1332	1444	1443	1435	1478	1491	1475	1489	1402	1597	1597	1505	1680	1648	10655	10283	20938
	2006-07	1607	1475	1487	1499	1511	1484	1501	1410	1629	1537	1564	1564	1558	2013	1753	11312	10716	22028
SVG	2011-12	1008	1012	924	876	1019	929	962	935	1042	894	1102	1102	1018	1057	1033	7114	6697	13811
	2010-11	897	861	974	898	943	883	969	884	1106	1030	1048	1048	951	917	1002	6854	6509	13363
	2009-10	1078	956	1014	971	1013	938	1168	1088	1115	1041	998	998	999	1111	1044	7497	7037	14534
	2008-09	1061	969	1067	987	1143	1070	1149	1061	1069	948	1117	1117	981	1211	1108	7817	7124	14941
	2007-08	1043	929	1139	992	1065	974	1039	976	1057	930	1080	1080	999	1239	1126	7662	6926	14588
	2006-07	1197	1029	1121	1021	1054	1022	1117	1001	1188	1068	1230	1230	1142	1254	1284	8161	7567	15728
	2005-06	1124	960	1051	1011	1081	947	1137	1060	1185	1073	1230	1230	1174	1293	1269	8101	7494	15595
VI	2010-11*	278	228	235	203	216	200	216	210	223	223	268	268	245	184	191	1631	1507	3138
	2009-10	280	260	222	214	218	214	231	217	230	221	261	261	241	204	188	1646	1555	3201
	2008-09	269	241	228	216	226	224	243	241	223	212	250	250	202	195	203	1634	1539	3173

Table 3.28: Trends in Enrolment in Secondary Schools by Country

Country	Year	1		2		3		4		5		Totals		
		M	F	M	F	M	F	M	F	M	F	M	F	T
		ANG	2011-12	116	101	92	107	101	111	99	114	119	80	527
	2010-11	95	110	105	110	102	115	121	83	89	118	512	536	1048
	2009-10	100	110	106	115	119	80	93	119	90	101	508	525	1033
	2008-09	106	115	120	79	104	118	97	104	82	94	509	510	1019
	2007-08	122	80	101	122	102	104	98	95	79	101	502	502	1004

3.4 Enrolment Trends – Tables - continued

Country	Year	1		2		3		4		5		Totals			
		M	F	M	F	M	F	M	F	M	F	M	F	T	
A&B ²⁵	2012-13	935	843	806	780	793	783	751	807	513	674	3798	3897	7695	
	2011-12	1006	852	801	765	875	849	707	782	531	739	3920	3987	7907	
	2010-11	839	799	977	875	914	971	637	764	489	604	3856	4013	7869	
	2009-10	1089	835	1013	929	774	893	613	743	440	632	3909	4032	7941	
	2008-09	1437	1093	849	889	759	761	564	799	412	656	4021	4196	8217	
	2010-11	624	515	675	615	698	690	728	689	409	562	3134	3071	6205	
DOM	2009-10	750	579	679	669	762	703	636	720	436	647	3263	3318	6581	
	2008-09	753	656	765	697	843	770	659	785	431	571	3451	3479	6930	
	2007-08	846	708	902	757	825	830	620	710	451	513	3644	3518	7162	
	2006-07	958	755	928	839	748	762	611	617	423	572	3668	3545	7213	
	2005-06	1048	845	763	792	774	647	571	688	404	565	3560	3537	7097	
	2010-11	1022	974	1075	1089	1133	1034	1034	1242	809	911	5073	5250	10323	
GREN	2009-10	1065	983	1173	1024	1241	1266	866	1041	764	939	5109	5253	10362	
	2008-09	1245	1090	1174	1179	1025	1094	929	1018	727	911	5100	5292	10392	
	2007-08	1327	1236	1063	1094	954	1049	969	1038	799	1048	5112	5465	10577	
	2006-07	1117	1088	949	1009	937	1103	969	1121	849	1052	4821	5373	10194	
	2005-06	948	987	958	1076	994	1142	923	1169	807	1087	4630	5461	10091	
	2010-11	47	21	29	38	40	36	38	35	40	38	194	168	362	
MINI	NA														
SKN	2010-11	490	445	455	447	462	472	440	449	255	349	2102	2162	4264	
	2009-10	461	470	468	429	481	424	461	443	299	354	2170	2120	4290	
	2008-09	428	473	465	433	450	457	484	490	247	349	2074	2202	4276	
	2007-08	447	482	457	456	480	474	516	489	237	350	2137	2251	4388	
	2006-07	492	477	495	455	469	489	558	506	297	381	2311	2308	4619	
	2011-12	1369	1383	1417	1389	1511	1404	1491	1585	1501	1515	7289	7276	14565	
SLU	2010-11	1526	1401	1531	1510	1536	1563	1701	1601	1645	1594	7939	7669	15608	
	2009-10	1556	1447	1545	1584	1753	1617	1823	1761	1320	1483	7997	7892	15889	

²⁵ In 2008-09, 2009-10 and 2010-11 Antigua and Barbuda was in the process of phasing out its Junior Secondary schools in a move towards implementing universal secondary education. These student numbers have been added to totals for Forms 1 and 2 of secondary schools.





3.4 Enrolment Trends – Tables - continued

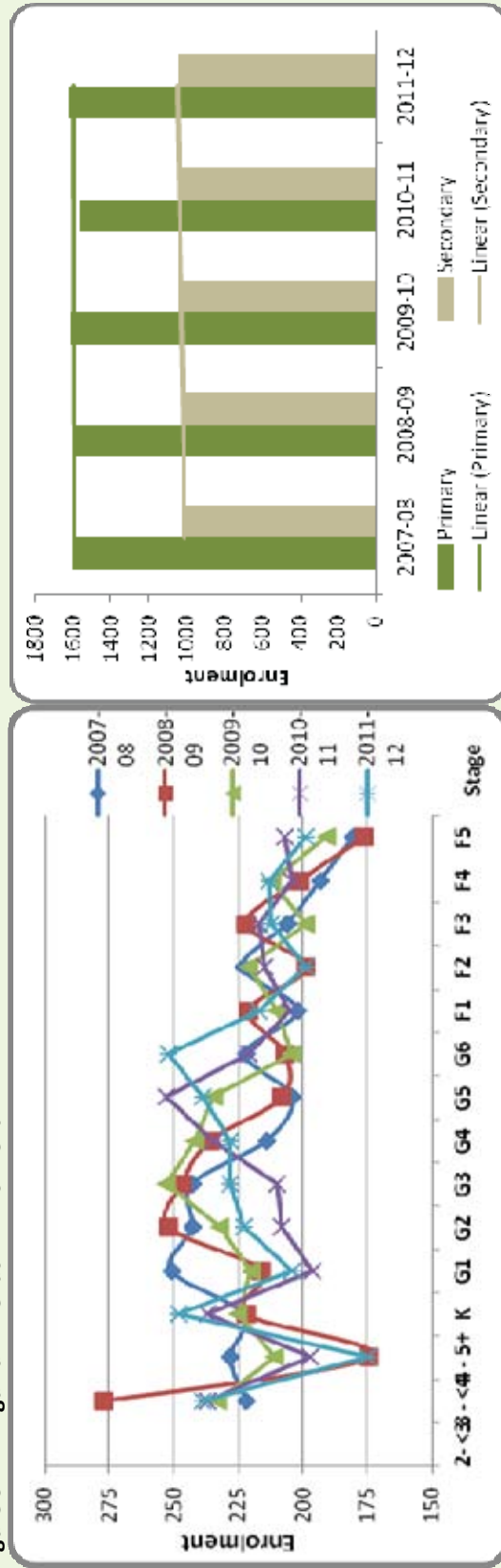
Country	Year	1		2		3		4		5		Totals		
		M	F	M	F	M	F	M	F	M	F	M	F	T
SVG	2008-09	1539	1614	1787	1621	1965	1819	1369	1585	1229	1513	7889	8152	16041
	2007-08	1829	1650	2047	1840	1401	1621	1315	1554	1106	1419	7698	8084	15782
	2006-07	2060	1865	1342	1604	1396	1588	1151	1467	1033	1363	6982	7887	14869
	2011-12	1330	1032	1189	1025	1144	1059	965	1046	739	890	5367	5052	10421
	2010-11	1330	1012	1350	1132	1243	1039	1017	1153	772	879	5712	5215	10927
	2009-10	1314	1110	1291	1161	1194	1218	1104	1183	645	920	5548	5592	11140
	2008-09	1331	1135	1358	1295	1196	1201	1026	1243	693	947	5604	5821	11425
	2007-08	1346	1330	1284	1225	1266	1346	941	1154	728	1043	5565	6098	11663
	2006-07	1356	1274	1416	1504	1032	1228	910	1049	633	838	5347	5893	11240
	2005-06	1476	1342	1096	1327	965	1218	796	937	642	858	4975	5682	10657
VI	2010-11	211	259	197	178	155	201	170	192	114	158	895	940	1835
	2009-10	239	217	220	232	179	199	176	182	120	177	934	1007	1941
	2008-09	232	217	188	204	241	220	157	198	122	163	940	1002	1942



3.5 Enrolment Trends – Figures

The following figures depict the key messages of the previous tables in Section 3.4. Except for the smaller countries, the trend has been for enrolment to fall at the primary level. Universal Secondary Education (USE) has allowed for enrolment figures at the secondary level to hold steady for most countries, but one would expect these figures to also begin trending downwards as a direct result of what has been happening at the feeder level, i.e. at primary.

Figure 3.27: Anguilla – Trends in Enrolment





3.5 Enrolment Trends – Figures - continued

Figure 3.28: Antigua and Barbuda – Trends in Enrolment

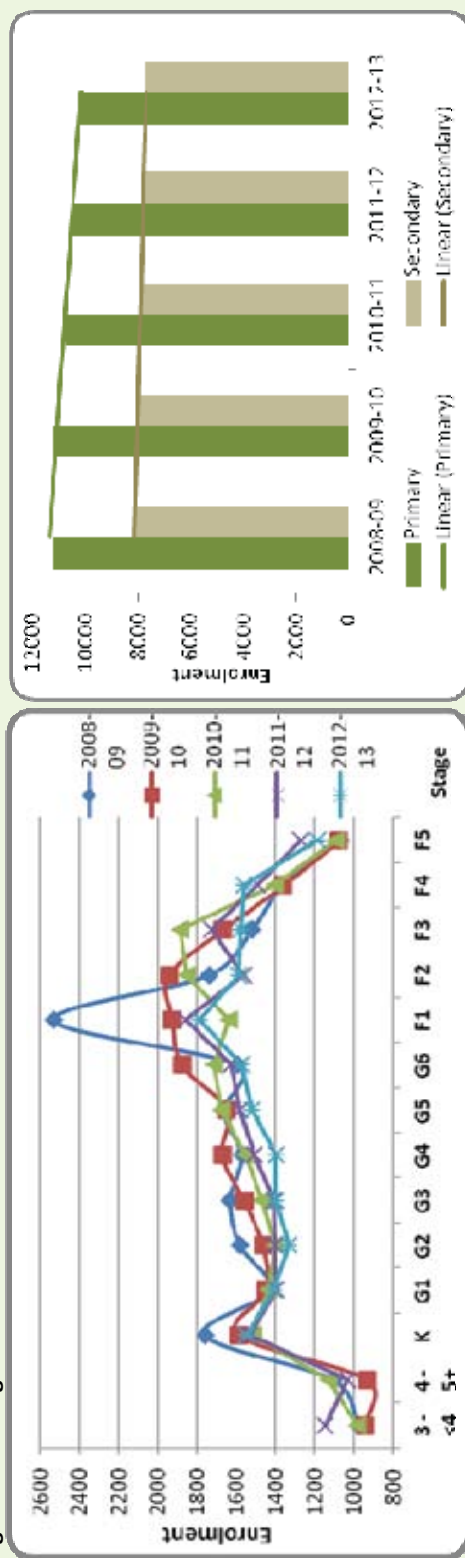
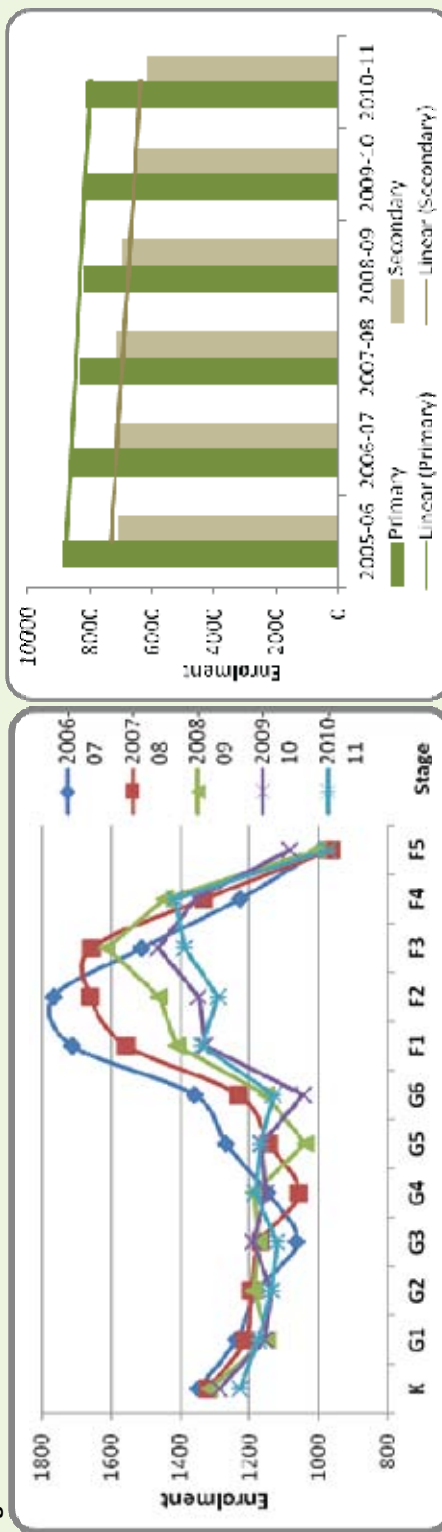


Figure 3.29: Dominica – Trends in Enrolment



3.5 Enrolment Trends – Figures – continued

Figure 3.30: Grenada – Trends in Enrolment

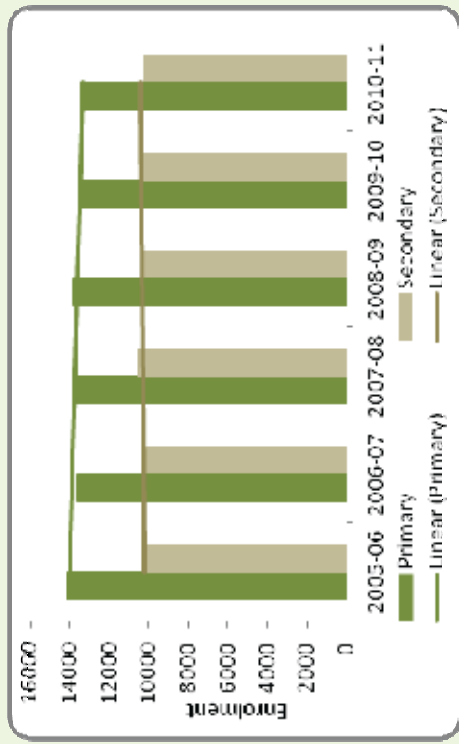
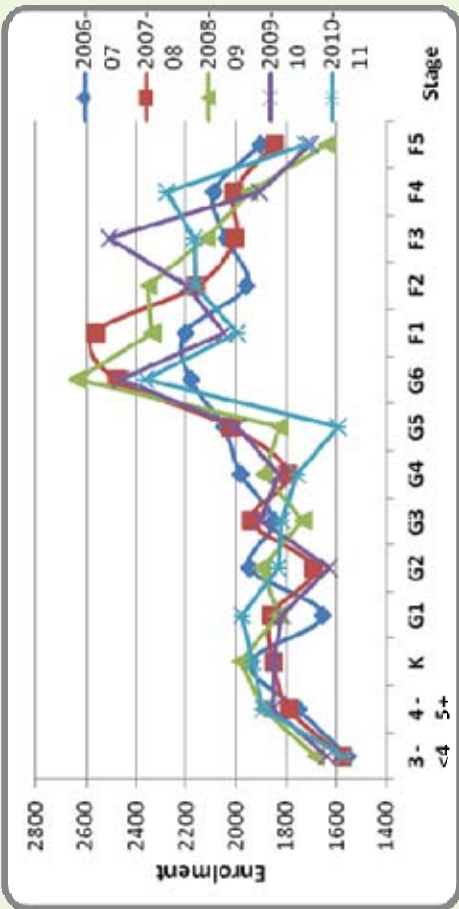
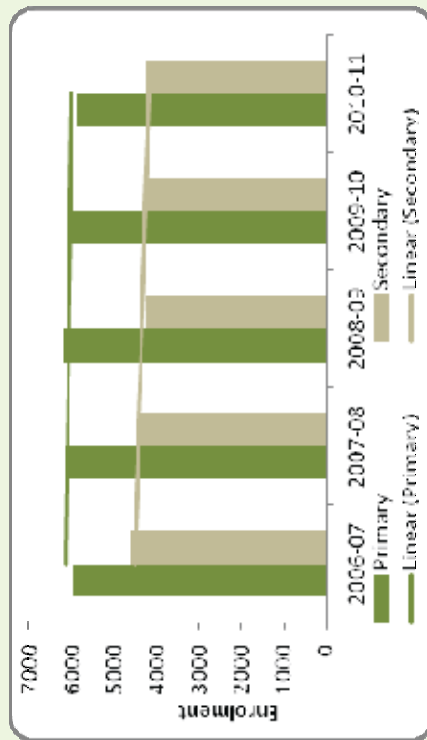
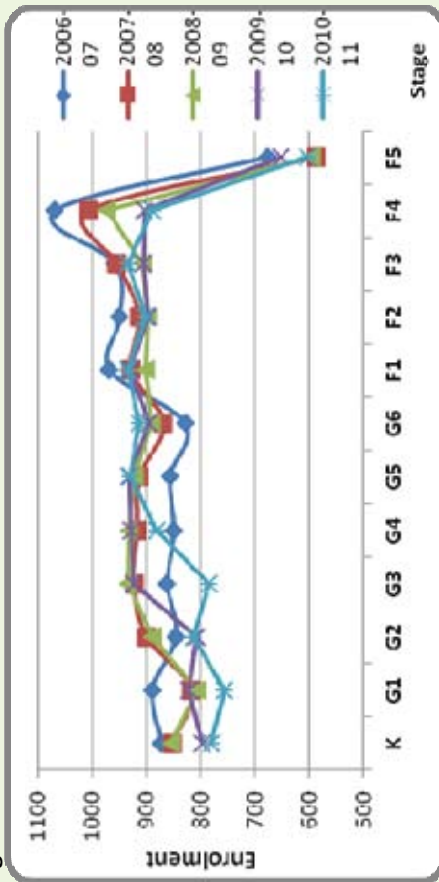


Figure 3.31: St. Kitts-Nevis – Trends in Enrolment





3.5 Enrolment Trends – Figures - continued

Figure 3.32: St. Lucia – Trends in Enrolment

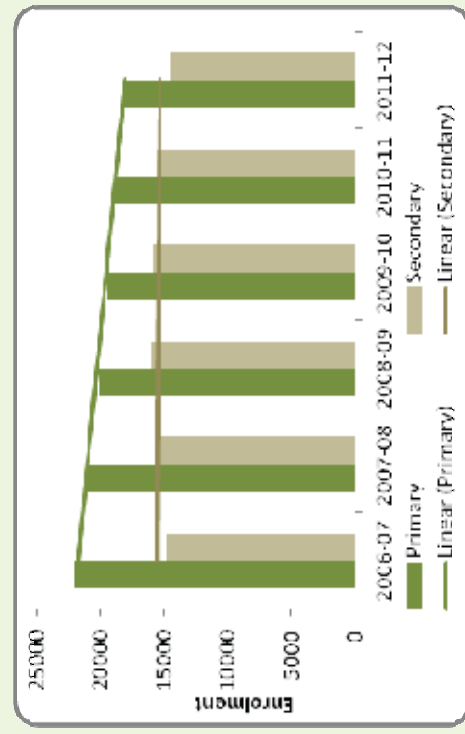
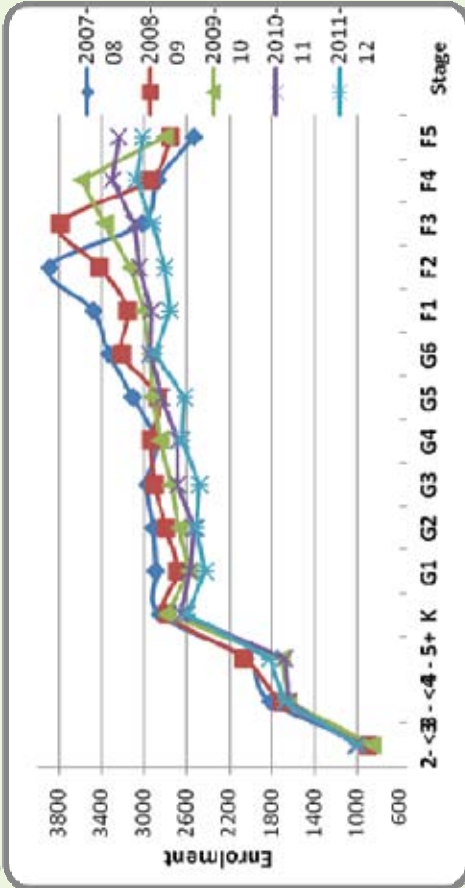
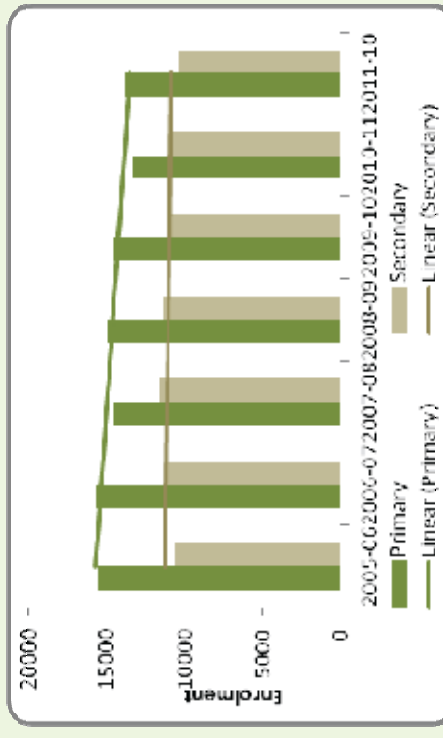
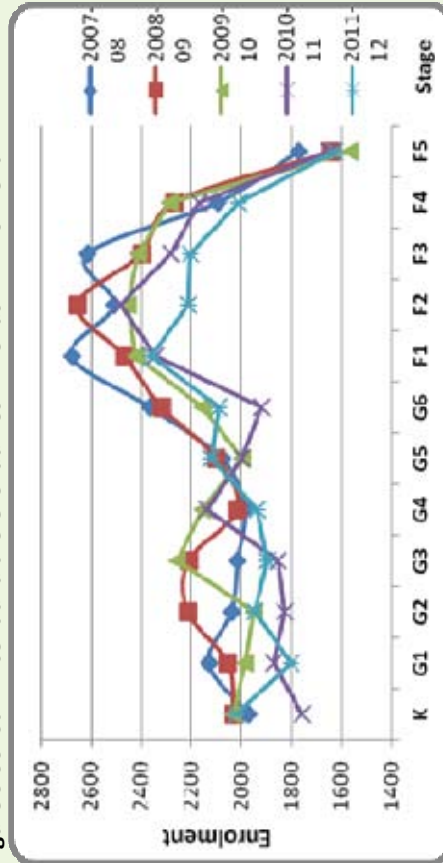
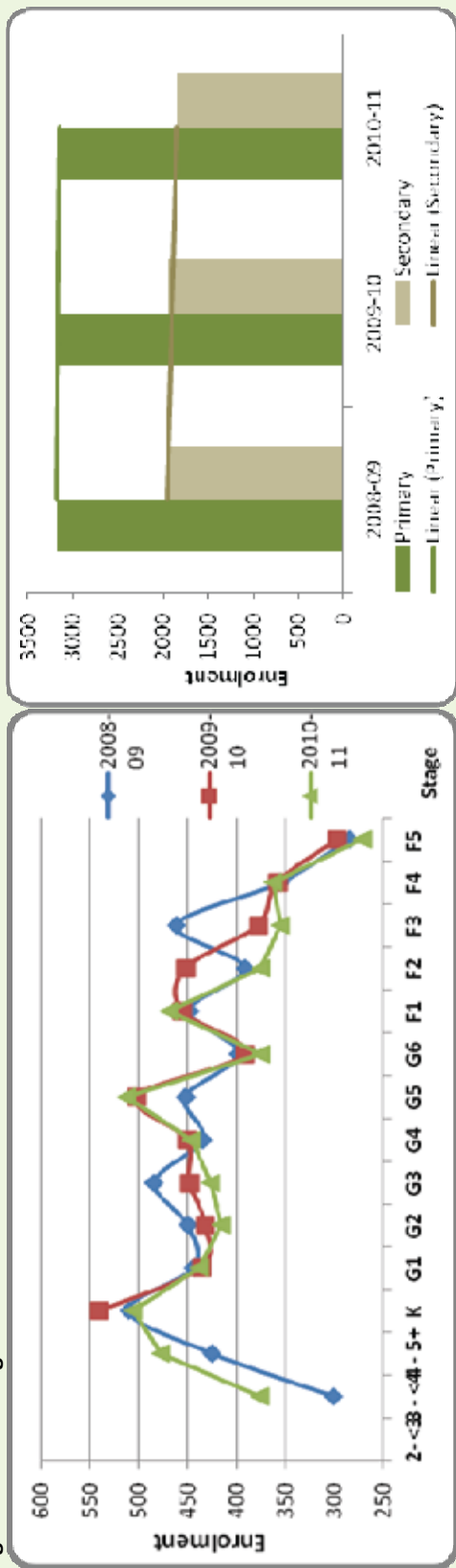


Figure 3.33: St. Vincent and the Grenadines – Trends in Enrolment



3.5 Enrolment Trends – Figures – continued

Figure 3.34: The Virgin Islands – Trends in Enrolment





4. Internal Efficiency

The following tables report on the number of repeaters and dropouts across OECS education systems. As well, tables include information on repetition and dropout out rates.

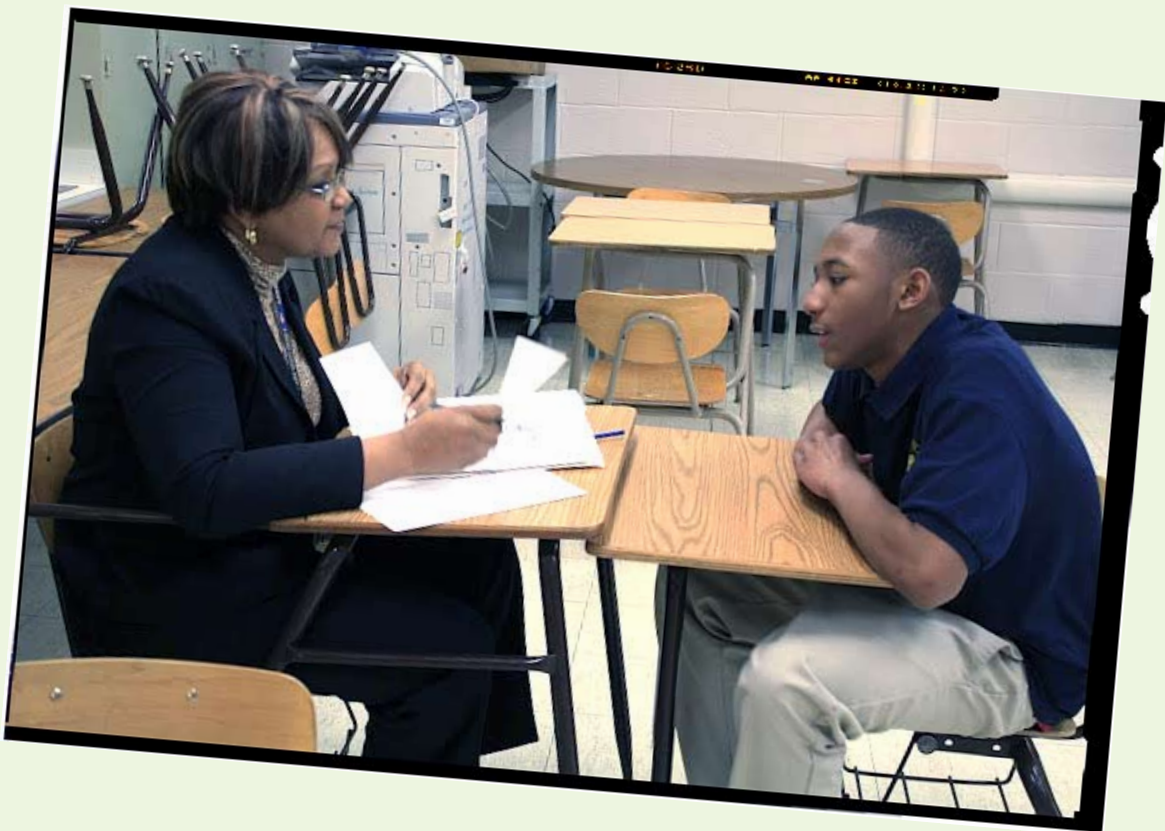
Comparison of repetition rates across countries should be done with some caution; some countries have explicit repetition policies which limit student repetition and as much as possible keep the age cohort together. This is not the case in other countries.

Dropout rates generally appear to be low, being relatively negligible at the primary level, and recording no higher than 3.4% at the secondary level. However, it should be noted that these 'low' percentages at the secondary level do reflect considerable wastage in these small states, as these rates and the related number of dropouts are for one year only.

If, for example, one considers the cumulative effect over five years of the 118 students dropping out of the secondary school system in Antigua and Barbuda for one year, then this translates into approximately 600 youths not completing secondary education and for whom it is unsure whether they find their way back into an education programme which would offer them qualifications for work.

Except for a few country variations, repetition and dropouts are more marked amongst males.

Trend data for repetitions and dropouts has not been included here due to a large number of gaps in available information





4.1 Summary Totals: Number of Repeaters and Number of Dropouts

Table 4.1: Summary Totals – Number of Repeaters

Country	Primary			Secondary			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ANG	10	6	16	1	0	1	11	6	17
A&B	420	121	541	447	170	617	867	291	1158
Dom	372	198	570	482	261	743	854	459	1313
Gren	141	91	232	374	167	541	515	258	773
MNI	NA	NA	NA	NA	NA	NA	NA	NA	NA
SKN	87	53	140	63	60	123	150	113	263
SLU	264	160	424	92	31	123	356	191	547
SVG	411	228	639	942	490	1432	1353	718	2071
VI	158	67	225	86	43	129	244	110	354

Table 4.2: Summary Totals – Number of Dropouts

Country	Primary			Secondary			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ANG	0	0	0	3	0	3	3	0	3
A&B ²⁶	15	27	42	59	59	118	74	86	160
DOM	18	6	24	81	43	124	99	49	148
GREN	4	1	5	60	89	149	64	90	154
MNI	NA	NA	NA	NA	NA	NA	NA	NA	NA
SKN	7	3	10	25	16	41	32	19	51
SLU	3	3	6	192	97	289	195	100	295
SVG	18	15	33	202	172	374	220	187	407
VI	NA	NA	NA	NA	NA	NA	NA	NA	NA

²⁶ Reporting year for Antigua and Barbuda here is 2009-10.



4.2 Repetition Rates

Table 4.3: Primary Schools – Repetition Rates

Grade	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
K	4.5	0.7	29.0	14.0	18.9	11.2	2.3	0.3	NA	NA	7.4	3.7	9.9	5.9	7.4	3.2	10.0	3.5
	2.8		21.7		15.5		1.4				5.6		8.0		5.5		6.9	
G1	0.0	2.3	15.0	0.8	9.4	4.7	2.8	0.8	NA	NA	1.8	1.3	1.8	1.4	4.5	2.3	7.7	2.8
	1.0		7.8		7.2		1.8				1.6		1.6		3.4		5.3	
G2	2.0	1.6	2.6	0.0	8.3	5.2	2.4	1.8	NA	NA	2.7	1.5	1.7	1.1	4.6	2.7	9.6	3.3
	1.8		1.4		6.8		2.1				2.1		1.4		3.7		6.5	
G3	0.0	0.0	0.7	0.0	6.1	3.1	1.4	0.7	NA	NA	1.3	2.2	1.1	0.2	5.6	3.9	5.2	3.7
	0.0		0.3		4.6		1.0				1.8		0.6		4.7		4.5	
G4	0.0	0.9	5.0	1.7	5.6	2.9	2.1	0.7	NA	NA	3.0	1.6	0.6	0.7	4.6	2.7	11.3	3.2
	0.4		3.4		4.3		1.4				2.3		0.7		3.7		7.3	
G5	0.0	0.0	2.7	0.0	6.1	4.6	3.1	1.5	NA	NA	2.5	1.4	1.2	0.6	5.4	2.3	14.9	8.7
	0.0		1.4		5.4		2.3				1.9		0.9		3.9		12.0	
G6	1.6	0.0	0.0	0.0	4.0	3.8	0.8	3.8	NA	NA	2.1	1.3	2.9	2.2	6.1	5.5	2.9	1.1
	0.8		0.0		3.9		2.2				1.6		2.6		5.8		2.0	
All	1.2	0.8	7.5	2.4	9.0	5.0	2.0	1.4	NA	NA	3.0	1.8	2.7	1.7	5.5	3.2	9.1	3.9
	1.0		5.0		7.0		1.7				2.4		2.2		4.4		6.5	

Table 4.4: Secondary Schools – Repetition Rates

Form	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
F1	0.0	0.0	17.3	6.1	16.5	4.9	10.1	1.5	NA	NA	1.8	1.8	0.4	0.1	23.4	8.2	13.8	5.1
	0.0		11.8		11.2		5.9				1.8		0.2		16.4		9.6	
F2	0.0	0.0	7.4	3.9	13.3	8.8	6.3	2.0	NA	NA	3.3	1.3	1.3	0.5	21.4	10.9	15.0	6.0
	0.0		5.7		11.2		4.2				2.3		0.9		16.4		10.4	
F3	0.0	0.0	14.0	2.7	19.9	11.4	9.4	3.9	NA	NA	2.4	1.7	1.0	0.1	15.2	8.0	6.1	6.0

Form	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
F4	0.0		8.2		15.7		6.8				2.0		0.6		11.6		6.1	
	1.0	0.0	15.7	7.9	20.6	14.9	5.1	4.3	NA	NA	5.9	8.0	1.7	0.7	14.2	12.2	5.1	3.3
F5	0.5		11.4		17.9		4.7				7.0		1.2		13.2		4.2	
	0.0	0.0	0.4	0.2	0.0	0.0	5.3	4.0	NA	NA	0.8	0.6	1.3	0.6	3.1	3.4	0.0	0.0
All	0.0		0.3		0.0		4.6				0.7		1.0		3.3		0.0	
	0.2	0.0	11.6	4.2	14.8	7.9	7.4	3.2	NA	NA	3.0	2.8	1.2	0.4	17.0	8.8	9.2	4.3
	0.1		7.8		11.3		5.2				2.9		0.8		12.9		6.6	

4.3 Dropout Rates

Table 4.5: Primary Schools – Dropout Rates

Grade	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
K	0.00	0.00	0.45	0.86	0.44	0.00	0.0	0.0	NA	NA	0.00	0.00	0.07	0.15	0.09	0.21	NA	NA
	0.00		0.63		0.24		0.0		NA		0.00		0.11		0.15		NA	
G1	0.00	0.00	0.27	0.57	0.32	0.36	0.0	0.0	NA	NA	0.00	0.00	0.07	0.0	0.10	0.10	NA	NA
	0.0		0.41		0.34		0.0		NA		0.00		0.04		0.10		NA	
G2	0.00	0.00	0.38	0.88	0.34	0.00	0.0	0.0	NA	NA	0.50	0.00	0.0	0.0	0.00	0.00	NA	NA
	0.00		0.61		0.18		0.0		NA		0.25		0.0		0.00		NA	
G3	0.00	0.00	0.38	0.52	1.29	0.00	0.0	0.0	NA	NA	0.53	0.24	0.0	0.0	0.00	0.37	NA	NA
	0.00		0.45		0.63		0.0		NA		0.38		0.0		0.18		NA	
G4	0.00	0.00	0.23	0.00	0.17	0.17	0.0	0.0	NA	NA	0.46	0.23	0.08	0.0	0.27	0.10	NA	NA
	0.00		0.12		0.17		0.0		NA		0.34		0.04		0.19		NA	
G5	0.00	0.00	0.00	0.76	0.00	0.17	0.0	0.0	NA	NA	0.00	0.23	0.0	0.0	0.20	0.40	NA	NA
	0.00		0.36		0.09		0.0		NA		0.11		0.0		0.30		NA	
G6	0.00	0.00	0.10	0.11	0.57	0.33	0.3	0.1	NA	NA	0.23	0.00	0.0	0.07	1.00	0.29	NA	NA
	0.00		0.11		0.44		0.2		NA		0.11		0.03		0.65		NA	
All	0.00	0.00	0.25	0.51	0.43	0.15	0.06	0.02	NA	NA	0.24	0.10	0.03	0.03	0.24	0.21	NA	NA
	0.00		0.37		0.29		0.04		NA		0.17		0.03		0.23		NA	





4.3 Dropout Rates - continued

Table 4.6: Secondary Schools – Dropout Rates

Form	ANG		A&B		Dom		GREN		MNI		SKN		SLU		SVG		VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
F1	0.0	0.0	1.6	0.2	1.1	0.2	1.6	1.0	NA	NA	0.0	0.2	0.2	0.2	3.4	1.4	NA	NA
	0.0		0.8		0.7		1.3				0.1		0.2		2.5			
F2	0.0	0.0	3.8	1.2	2.5	1.1	2.0	1.2	NA	NA	0.4	0.4	1.4	0.4	2.9	2.9	NA	NA
	0.0		2.2		1.9		1.6				0.4		0.9		2.9			
F3	0.0	0.0	5.4	2.6	3.7	2.0	1.2	1.8	NA	NA	0.6	1.1	2.0	0.4	5.4	3.9	NA	NA
	0.0		3.6		2.9		1.5				0.9		1.2		4.6			
F4	2.0	0.0	2.5	3.7	4.3	2.9	0.9	3.4	NA	NA	3.6	1.6	2.5	0.9	4.0	4.6	NA	NA
	0.9		3.3		3.6		2.2				2.6		1.7		4.3			
F5	0.8	0.0	1.5	1.8	0.0	0.2	0.0	0.5	NA	NA	1.6	0.3	5.8	4.3	1.9	2.2	NA	NA
	0.5		1.7		0.1		0.3				0.8		5.1		2.0			
All	0.6	0.0	3.2	1.9	2.5	1.3	1.2	1.7	NA	NA	1.2	0.7	2.5	1.3	3.6	3.1	NA	NA
	0.3		2.4		1.9		1.4				1.0		1.9		3.4			



4.4 Class Sizes and Student/Teacher Ratios

Table 4.7: Class Sizes and Student/Teacher Ratios

Country	Pre-Primary				Primary				Secondary				
	No. Children	No. Teachers	Student-Teacher Ratio	No. Students	No. Classes	No. Teachers	Average Class Size	Student-Teacher Ratio	No. Students	No. Classes	No. Teachers	Average Class Size	Student-Teacher Ratio
ANG	445	31	14	1622	NA	101	NA	16	1040	NA	121	NA	9
A&B	2341	286	8	10 769	543	635	20	17	7869	262	670	30	12
DOM	1891	160	12	8136	505	511	16	16	6205	246	513	25	12
GREN	3603	271	13	13 275	756	903	18	15	10 323	296	789	35	13
MNI	165	23	7	482	24	27	20	18	362	NA	29	NA	13
SKN	1796	98	18	5906	346	442	17	13	4314	201	468	22	9
SLU	3423	330	10	18 894	NA	1071	NA	18	15 608	NA	1019	NA	15
SVG	2888	NA	NA	13 363	NA	819	NA	16	10 927	NA	650	NA	17
VI	853	78	11	3138	NA	263	NA	12	1835	NA	239	NA	8





5. System Outputs

This section details the performance of the education systems across the OECS in terms of student performance in external examinations. Of interest here would be the subject areas that the majority of students sit in school leaving examinations. These are for example, the Caribbean Secondary Education Certificate (CSEC) examinations, student performance in areas considered modern-day literacies, i.e. English Language, Mathematics and Information Technology. Also, beyond compulsory schooling, the areas students are choosing to focus on for career options should be of interest.



5.1 CXC Examinations

5.1-1 The CCSLC

The Caribbean Certificate of Secondary Level Competence (CCSLC) examinations are taken generally across the OECS by secondary school students at the end of the 3rd form year. However, when compared, in most cases, the number of students sitting the examinations is a small proportion of the 3rd form enrolment in secondary schools (see Section 3.2-4). Further, the highest subscription to the examinations is in English and Mathematics, with far fewer students writing the other areas.

Table 5.1A: Country Results – English A, Mathematics and Integrated Science (STEM) 2010-11

Country		English			Maths			IS		
		No sitting	% M ²⁷	% M+C	No sitting	% M	% M+C	No sitting	% M	% M+C
ANG	M	84	32.1	86.9	85	5.9	50.6	144	17.4	77.1
	F	85	57.6	100.0	115	30.4	71.3	171	33.3	91.8
	All	169	45.0	93.5	200	20.0	62.5	315	26.0	85.1
A&B	M	527	34.0	89.6	541	9.0	72.0	234	4.3	73.1
	F	612	49.8	97.4	637	16.0	83.0	449	27.2	85.1
	All	1139	42.5	93.8	1178	12.0	78.0	683	19.3	81.0
DOM	M	523	20.8	77.2	485	20.2	68.6	162	31.9	85.7
	F	430	37.0	92.6	417	21.5	73.5	16	52.3	94.4
	All	953	28.9	84.9	902	20.8	71.7	178	42.1	90.1
GREN	M	424	26.0	73.0	446	12.0	59.0	57	0.0	45.0
	F	360	41.0	85.0	387	13.0	84.0	16	0.0	37.0
	All	784	33.0	79.0	833	13.0	70.0	73	0.0	43.0
MNI	M	5	20.0	60.0	16	0.0	93.8	4	0.0	25.0
	F	8	62.5	87.5	14	0.0	85.7	9	0.0	55.6
	All	13	46.2	76.9	30	0.0	90.0	13	0.0	46.2
SKN	M	279	30.1	72.8	256	16.0	63.7	85	11.8	81.2
	F	335	45.1	84.8	323	12.7	73.7	125	9.6	78.4
	All	614	38.3	79.3	579	14.2	69.3	210	10.5	79.5
SLU	M	1359	19.1	69.7	1318	10.5	58.4	206	1.0	39.8
	F	1701	46.4	88.1	1682	24.7	77.8	167	1.8	55.7
	All	3060	34.3	79.9	3000	18.5	69.3	373	1.3	46.9
SVG ²⁸	M	298	10.1	79.9	299	8.7	71.9	112	12.5	73.2
	F	398	34.7	92.5	407	15.0	79.4	114	18.4	88.6
	All	696	24.1	87.1	706	12.3	76.2	226	15.5	81.0
VI	M	NA	NA	NA	NA	NA	NA	NA	NA	NA
	F	NA	NA	NA	NA	NA	NA	NA	NA	NA
	All	NA	NA	NA	NA	NA	NA	NA	NA	NA

²⁷ M refers to Mastery and M+C refers to Mastery and Competency.

²⁸ St. Vincent and the Grenadines gives its reporting year as 2011-12.





5.1-1 The CCSLC - continued

Table 5.1B: Country Results – Social Studies, Spanish and French 2010-11

Country		Social Studies			Spanish			French		
		No sitting	% M	% M+C	No sitting	% M	% M+C	No sitting	% M	% M+C
ANG	M	62	32.3	87.1	0	NA	NA	0	NA	NA
	F	73	54.8	98.6	0	NA	NA	0	NA	NA
	All	135	44.4	93.3	0	NA	NA	0	NA	NA
A&B	M	383	16.5	90.6	155	16.8	88.4	93	2.2	47.3
	F	463	37.2	96.3	198	30.8	93.4	170	12.9	72.4
	All	846	27.8	93.1	353	24.7	91.2	263	9.3	63.5
DOM	M	161	32.9	87.0	7.5	59.1	66.6	69	2.9	56.5
	F	201	44.1	94.1	24.5	64.9	89.4	169	10.1	71.1
	All	362	38.5	90.5	16	62	78.0	238	6.5	70.3
GREN	M	109	12.0	69.0	29	0.0	17.0	0	0.0	0.0
	F	73	22.0	81.0	9	0.0	22.0	1	0.0	0.0
	All	182	16.0	74.0	38	0.0	18.0	1	0.0	0.0
MNI	M	8	0.0	87.5	0	NA	NA	0	NA	NA
	F	11	9.1	81.8	0	NA	NA	0	NA	NA
	All	19	5.3	84.2	0	NA	NA	0	NA	NA
SKN	M	128	10.2	61.7	17	41.2	100.0	2	0.0	50.0
	F	188	18.1	79.8	44	29.5	93.2	7	0.0	100.0
	All	316	14.9	72.5	61	32.8	95.1	9	0.0	88.9
SLU	M	428	11.7	69.2	88	15.9	67.0	71	8.5	66.2
	F	427	21.5	79.4	124	30.6	86.3	106	17.0	77.4
	All	855	16.6	74.3	212	24.5	78.3	177	13.6	72.9
SVG	M	141	9.2	70.9	56	1.8	37.5	12	0.0	33.3
	F	150	14.0	78.7	123	4.1	69.1	10	0.0	80.0
	All	291	11.7	74.9	179	3.4	59.2	22	0.0	54.5
VI	M	NA	NA	NA	NA	NA	NA	NA	NA	NA
	F	NA	NA	NA	NA	NA	NA	NA	NA	NA
	All	NA	NA	NA	NA	NA	NA	NA	NA	NA



5.1-2 The CSEC (by Subject Clusters)

The Caribbean Secondary Education Certificate (CSEC) results presented in the next Tables represent country results for the May/June CSEC examinations; so these would include the performance of private candidates. However, the majority of persons sitting these examinations would be students in schools. The results are presented in subject clusters representing Literacy and Numeracy, the Sciences, the Humanities and Modern Foreign Languages, Business Studies and the Technical and Vocational Education and Training (TVET) and the Performing Arts. A cursory look at the number of persons sitting examinations in these clusters shows that generally Business Studies is fairly popular, whilst TVET and the Performing Arts are arguably undersubscribed.

The results presented are for the years 2010 and/or 2011. St. Vincent and the Grenadines gives its reporting year as 2011-12. It should be noted that although we have been unable to present the details of results for the same year for all countries, the information here does provide a sense of what is happening across the OECS with respect to the output of the education systems at the end of compulsory schooling.

Table 5.2A: CSEC Country Results – Literacy and Numeracy

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG ²⁹		VI	
		No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III
English A	M	55	74.5	490	73.7	473	67.6	890	48.9	16	87.5	211	77.3	1161	56.0	609	37.9	62	75.6
	F	54	79.6	813	79.1	713	84.2	1500	65.1	19	94.7	292	81.9	1418	79.0	850	58.6	106	97.7
	T	109	77.1	1303	77.1	1186	75.9	2390	59.0	35	91.4	503	79.9	2579	68.6	1459	50.0	168	83.0
English B	M	21	90.5	85	71	20	75.0	49	71.4	0	NA	27	77.8	63	77.8	90	76.7	6	100
	F	37	86.5	208	89	66	80.3	245	82.4	0	NA	59	79.7	152	77.6	297	65.3	32	91.7
	T	58	87.9	293	84	86	77.7	294	80.6	0	NA	86	79.1	215	77.7	387	68.0	38	83
Mathematics	M	51	47.1	540	39.1	494	35.4	621	37.4	14	64.3	128	53.9	1129	28.2	518	24.5	47	59.1
	F	53	32.1	958	35.2	785	33.8	1206	33.4	19	42.1	201	42.8	1372	31.3	743	30.4	76	51.2
	T	104	39.4	1498	36.6	1279	34.6	1827	34.8	33	51.2	329	47.1	2501	29.9	1261	28.0	123	51.6

Mathematics results indicate that there is cause for concern. Territories reported success rates ranging from 28.0% to 51.6%.

²⁹ St. Vincent and the Grenadines identifies its reporting year as 2011-12.





5.1-2 The CSEC (by Subject Clusters) - continued

Table 5.2B: CSEC Country Results - Sciences

Country Subject	Gen-der	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
		No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III
Agricultural Science SA	M	10	70.0	72	98.6	86	92	251	92.0	0	NA	48	89.6	255	87.5	111	80.2	0	NA
	F	4	100	92	97.8	54	96	263	91.6	0	NA	36	100	143	90.9	130	90.0	0	NA
	T	14	78.6	164	98.2	140	94	514	91.8	0	NA	84	94.1	398	88.7	241	85.5	0	NA
Agricultural Science DA	M	0	NA	29	86.2	0	NA	0	NA	0	NA	30	86.7	108	98.1	0	NA	0	NA
	F	0	NA	52	90.4	0	NA	0	NA	0	NA	21	85.7	89	96.6	9	100	0	NA
	T	0	NA	81	88.9	0	NA	0	NA	0	NA	51	86.3	197	97.5	9	100	0	NA
Integrated Science	M	7	85.7	173	90.2	209	89.5	255	81.6	7	100	91	74.7	376	72.1	334	82.9	16	90.9
	F	5	100	235	89.8	260	83.8	235	88.9	9	88.8	97	72.2	408	65.0	458	84.1	28	92.3
	T	12	91.7	408	90.0	563	86.6	490	85.1	16	93.7	188	73.4	784	68.4	792	83.6	44	91.8
Human and Social Biology	M	24	70.8	40	50.0	69	78.3	77	79.2	0	NA	88	64.8	171	50.9	82	58.5	6	100
	F	36	58.3	128	78.1	226	79.7	326	72.1	0	NA	167	79.6	435	66.7	146	44.5	21	82.2
	T	60	63.3	168	71.4	295	79	403	73.4	0	NA	255	74.5	606	62.2	228	49.6	27	72.2
Biology	M	9	66.7	94	77.7	66	77.3	99	73.7	2	50.0	14	92.9	163	69.3	128	53.9	12	100
	F	14	64.3	169	65.1	122	80.3	224	74.6	6	83.3	79	92.4	267	60.7	188	70.7	30	77.8
	T	23	65.2	263	69.6	188	79.3	323	74.3	8	75.0	93	92.5	430	64.0	316	63.9	42	80.3
Chemistry	M	5	60.0	59	69.5	54	77.8	64	70.3	1	100	19	94.7	100	64.0	54	66.7	7	93.3
	F	7	42.9	84	65.5	83	80.3	165	58.2	5	40.0	45	80.0	176	62.5	101	73.3	25	64.8
	T	12	50.0	143	67.1	137	79.3	229	61.6	6	50.0	64	84.4	276	63.0	155	71.0	32	68.0
Physics	M	18	72.2	91	70.3	58	75.9	97	80.4	0	NA	46	87.0	113	85.0	58	72.4	12	99.9
	F	9	66.7	65	58.5	59	86.4	93	78.5	0	NA	37	86.5	133	77.4	51	76.5	28	73.2
	T	27	70.4	156	65.4	117	81.2	190	79.5	0	NA	83	86.8	246	80.9	109	74.3	40	75.8

5.1-2 The CSEC (by Subject Clusters) - continued

Table 5.2C: CSEC Country Results – Humanities/Social Science and Modern Foreign Languages

Country Subject	Gen-der	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
		No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III
Caribbean History	M	8	12.5	80	67.5	18	77.8	102	60.8	1	100	127	78.0	86	67.4	97	62.9	9	76.6
	F	13	23.1	112	67.9	127	79.5	134	63.4	7	85.7	180	75.6	118	65.3	223	62.8	13	81.2
	T	21	19.0	192	67.7	145	78.6	236	62.3	8	87.5	307	76.6	204	66.2	320	62.8	22	75.5
Geography	M	21	81.0	114	50.0	54	70.4	207	56.0	6	100	73	54.8	146	69.9	203	69.5	19	71.1
	F	8	100	126	54.0	71	81.7	218	65.6	3	100	67	53.7	142	60.6	229	74.7	25	61.3
	T	29	86.2	240	52.1	125	76.1	425	60.9	9	100	140	73.5	288	65.3	432	72.2	44	58.5
Social Studies	M	22	86.4	221	91.9	278	69.4	444	83.6	22	72.7	119	68.9	644	72.8	430	70.9	11	100
	F	38	86.8	396	91.7	433	80.4	891	83.8	18	77.7	200	73.5	952	78.5	567	78.8	37	98.2
	T	60	86.7	617	91.7	711	74.9	1335	83.7	40	75	319	71.8	1596	76.2	997	75.4	48	98.9
Physical Education	M	10	100	79	100	43	100	193	96.9	0	NA	72	93.1	204	95.1	195	97.4	0	NA
	F	1	100	101	99.0	44	93.2	80	95.0	0	NA	41	87.8	67	94.0	134	100	0	NA
	T	11	100	180	99.4	87	96.6	273	96.3	0	NA	113	91.2	271	94.8	329	98.5	0	NA
Religious Education	M	0	NA	0	NA	0	NA	32	78.1	0	NA	0	NA	0	NA	0	NA	0	NA
	F	0	NA	0	NA	0	NA	69	94.2	0	NA	0	NA	0	NA	0	NA	0	NA
	T	0	NA	0	NA	0	NA	101	89.1	0	NA	0	NA	0	NA	0	NA	0	NA
French	M	5	80.0	31	38.7	68	75	27	37.0	4	25.0	15	100	114	65.8	50	84.0	0	NA
	F	8	87.5	65	69.2	186	73.1	112	55.4	7	42.8	41	90.2	393	63.4	86	80.2	0	NA
	T	13	84.6	96	59.4	246	74	139	51.8	11	36.3	56	92.9	507	63.9	136	81.6	0	NA
Spanish	M	13	100	96	70.8	50	62	92	44.6	3	100	34	61.8	110	52.7	85	47.1	8	100
	F	20	80.0	177	61.6	100	65	210	61.4	3	66.7	91	71.4	366	61.5	245	53.1	40	88.0
	T	33	87.9	273	64.8	150	63.5	302	56.3	6	83.3	125	68.8	476	59.5	330	51.5	48	89.3





5.1-2 The CSEC (by Subject Clusters) - continued

Table 5.2D: CSEC Country Results – Business Studies

Country	Subject	Gen-der	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
			No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III	No. sitting	% I-III
Economics	M	6	100	60.7	0	NA	75	68.0	0	NA	13	100	43	93.0	42	83.3	0	NA		
	F	3	100	53.2	0	NA	130	56.9	0	NA	17	82.4	76	84.2	75	82.7	0	NA		
	T	9	100	55.7	0	NA	205	61.0	0	NA	30	90.0	119	87.4	117	82.9	0	NA		
EDPM	M	15	93.3	88.4	49	42.9	7	71.4	2	100	75	61.3	188	68.1	290	77.9	0	NA		
	F	25	96.0	94.2	142	66.2	48	87.5	11	100	140	62.1	328	84.1	389	89.5	0	NA		
	T	40	95.0	92.5	191	54.5	55	85.5	13	100	215	61.9	516	78.3	679	84.5	0	NA		
Information Technology	M	20	95.0	93.9	100	63	279	71.3	12	83.3	80	75.0	232	84.1	225	86.2	27	96.8		
	F	14	100	90.8	113	65.5	323	78.6	14	50	105	85.7	237	93.2	330	84.9	41	95.2		
	T	34	97.1	92.2	213	64.3	602	75.2	26	65.3	185	81.1	469	88.7	555	85.4	68	96.5		
Office Administration	M	19	89.5	81.7	55	81.8	118	61.9	8	87.5	44	59.1	239	78.7	114	64.9	11	90.9		
	F	28	100	87.0	168	88.7	392	69.9	19	89.4	129	66.7	483	92.8	301	85.1	31	100		
	T	47	95.7	85.3	223	85.2	510	68.0	27	88.8	173	64.7	722	88.1	415	79.5	42	99.0		
Principles of Accounts	M	24	79.2	72.8	164	71.2	162	52.5	0	NA	55	72.3	143	72.0	122	66.4	10	80		
	F	16	50.0	60.6	220	78.2	382	58.1	4	100	89	88.8	367	75.5	244	61.9	19	93.3		
	T	40	67.5	65.0	384	74.7	544	56.4	4	100	144	82.6	510	74.5	366	63.4	29	81.6		
Principles of Business	M	21	90.5	92.4	165	86.1	315	83.5	7	100	66	97.0	505	74.1	317	83.6	33	66.9		
	F	32	96.8	92.9	279	85.7	606	85.0	4	100	137	89.8	840	77.6	483	84.1	37	94		
	T	52	94.2	92.7	444	85.9	921	84.5	11	100	203	92.1	1345	76.3	800	83.9	70	78.9		

5.1-2 The CSEC (by Subject Clusters) - continued

Table 5.2E: CSEC Country Results – TVET and the Performing Arts

Country Subject	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
	Gen- der	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	
BT Construction	M	15	100	126	90.5	0	NA	177	72.9	0	NA	16	189	76.7	8	62.5	0	NA
	F	3	100	5	100	0	NA	30	60.0	0	NA	5	49	81.6	0	NA	0	NA
	T	18	100	131	90.8	0	NA	207	71.0	0	NA	21	238	77.7	8	62.5	0	NA
BT Woods	M	11	36.4	0	NA	65	98.5	88	78.4	0	NA	68	98	66.3	94	57.5	1	100
	F	1	100	0	NA	1	100	15	80.0	0	NA	1	5	100	8	37.5	3	99.9
	T	12	61.7	0	NA	66	99.2	103	78.6	0	NA	69	103	68.0	102	55.9	4	100
Electrical /Electronic Technology	M	11	72.7	10	90.0	65	50.8	150	64.0	9	77.7	35	61	47.5	15	60.0	4	100
	F	1	0.0	0	NA	18	44.5	10	30.0	0	NA	5	13	61.5	0	NA	1	100
	T	12	66.7	10	90.0	83	47.6	160	61.9	9	77.7	40	74	50.0	15	60.0	5	100
Mechanical Engineering	M	0	NA	49	87.8	0	NA	12	50.0	0	NA	22	6	50.0	0	NA	0	NA
	F	0	NA	2	100	0	NA	2	0.0	0	NA	0	4	0.0	0	NA	0	NA
	T	0	NA	51	88.2	0	NA	14	42.9	0	NA	22	10	30.0	0	NA	0	NA
Technical Drawing	M	27	74.1	150	90.0	62	83.3	226	84.5	13	100	65	258	63.2	123	30.9	8	80.0
	F	8	87.5	18	88.9	12	75.0	60	81.7	1	100	22	63	74.6	11	45.5	7	90.0
	T	35	77.1	168	89.9	74	79.1	286	83.9	14	100	87	321	65.4	134	32.1	15	85.0
Clothing and Textiles	M	1	100	0	NA	0	NA	22	54.5	0	NA	0	26	73.1	3	33.3	0	NA
	F	1	100	85	97.7	23	100	138	86.2	2	100	28	164	89.0	23	87.0	0	NA
	T	2	100	85	97.7	23	100	160	81.9	2	100	28	190	86.8	26	80.8	0	NA
Food and Nutrition	M	6	100	11	100	41	92.7	44	84.1	0	NA	33	138	92.8	80	83.8	2	100
	F	16	100	171	99.4	154	98.7	348	96.0	4	100	125	434	94.2	218	86.2	13	100
	T	22	100	182	99.5	195	95.7	392	94.6	4	100	158	572	93.9	298	85.6	15	100
Home Economics Management	M	2	100	8	100	3	100	10	80.0	0	NA	34	1	100	93	66.7	1	100
	F	9	100	131	98.4	36	100	136	94.1	0	NA	78	6	100	177	81.4	11	100
	T	11	100	139	98.6	39	100	146	93.2	0	NA	112	7	100	270	76.3	12	100
Visual Arts	M	7	100	48	72.9	3	33.4	62	58.1	0	NA	30	70	45.7	40	37.5	0	NA
	F	11	100	165	72.1	1	0.0	50	32.0	0	NA	6	37	48.6	31	45.2	0	NA





Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SLU		SVG		VI	
		No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III	No. sitting	% I - III
	T	18	100	213	72.3	4	33.4	112	46.4	0	NA	36	36.1	107	46.7	71	40.9	0	NA
Music	M	3	100	15	86.7	2	100	0	NA	0	NA	7	42.9	17	52.9	4	75.0	0	NA
	F	2	100	20	90.0	2	100	0	NA	0	NA	2	50.0	16	56.3	6	66.7	0	NA
	T	5	100	35	88.6	4	100	0	NA	0	NA	9	44.4	33	54.5	10	70.0	0	NA
Theatre Arts	M	2	100	1	100	0	NA	0	NA	0	NA	0	NA	24	75.0	0	NA	3	100
	F	20	95.0	3	100	0	NA	0	NA	0	NA	0	NA	39	89.7	19	100	7	100
	T	22	95.5	4	100	0	NA	0	NA	0	NA	0	NA	63	84.1	19	100	10	100

5.1-2.1: Quality of CSEC Passes

Table 5.3: Country Results – Trends in Passes in English A, Mathematics and IT

Country	Year	English A						Mathematics						Information Technology					
		Number Sitting			% Grades I – III			Number Sitting			% Grades I – III			Number Sitting			% Grades I – III		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ANG	2011	55	54	109	74.5	79.6	77.1	51	53	104	47.1	32.1	39.4	20	14	34	95.0	100	97.1
	2012	552	851	1403	52.1	61.5	57.8	601	1021	1622	26.8	27.1	27.0	184	224	408	95.1	88.4	91.4
A&B	2011	545	749	1294	76.0	82.5	79.8	590	928	1518	31.4	27.2	28.8	180	214	394	94.4	90.7	92.4
	2010	490	813	1303	73.7	79.1	77.1	540	958	1498	39.1	35.2	36.6	164	207	371	93.9	90.8	92.2
	2009	462	818	1280	59.7	62.7	61.6	487	915	1402	31.6	29.0	29.9	198	282	480	91.9	92.6	92.3
	2008	446	696	1142	55.8	66.2	62.2	459	777	1236	44.9	35.1	38.8	213	250	463	90.0	92.0	91.0
DOM	2012	601	716	1317	38.8	70.8	54.8	599	806	1405	21.4	30.1	25.7	116	103	219	79.3	77.6	78.4
	2011	473	713	1186	67.6	84.2	75.9	494	785	1279	35.4	33.8	34.6	100	113	213	63.0	65.5	64.3
	2010	503	770	1273	64.4	83.6	74.0	461	788	1249	39.5	38.2	38.8	61	107	168	86.9	77.4	82.1
	2009	434	691	1125	51.6	69.6	60.6	455	717	1172	29.5	33.5	31.5	75	118	193	85.3	84.7	85.0
GREN	2008	470	620	1090	50.4	64.7	57.6	473	669	1142	44.2	36.3	40.3	100	96	196	70.0	83.0	76.5
	2012	767	958	1725	31.6	56.5	45.4	430	561	991	30.5	33.9	32.4	252	298	550	94.0	89.6	91.6
	2011	687	863	1550	59.2	79.3	70.4	462	569	1031	37.9	37.1	37.4	262	308	570	79.8	80.8	80.4

5.1-2.1: Quality of CSEC Passes - continued

Country	Year	English A						Mathematics						Information Technology					
		Number Sitting			% Grades I – III			Number Sitting			% Grades I – III			Number Sitting			% Grades I – III		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	2010	598	862	1460	55.2	75.5	67.2	388	550	938	45.6	43.3	44.2	255	310	565	76.1	80.6	78.6
	2009	598	793	1391	44.5	64.4	55.9	414	517	931	38.4	37.3	37.8	257	292	549	85.2	90.4	88.0
	2008	701	972	1673	29.8	53.9	43.8	454	679	1133	37.4	30.3	33.2	268	350	618	67.5	77.4	73.1
MNI	2012	19	33	52	47.4	51.5	50.0	20	33	53	45.0	36.4	39.6	13	21	34	100.0	95.2	97.1
	2011	16	19	35	87.5	94.7	91.4	14	19	33	64.3	42.1	51.2	12	14	26	83.3	50.0	65.3
SKN	2011	211	292	503	77.3	81.8	79.9	128	201	329	53.9	42.8	47.1	80	105	185	75.0	85.7	81.1
	2010	202	305	507	63.9	85.2	76.7	145	210	355	51.0	49.0	49.9	105	119	224	74.3	83.2	79.0
	2009	156	257	413	57.7	69.3	64.9	183	275	458	50.8	43.6	46.5	127	176	303	86.6	93.2	90.4
	2008	230	298	528	52.2	71.8	63.3	139	198	337	56.8	56.6	56.7	124	162	286	83.1	90.7	87.4
SLU	2012	1197	1392	2589	41.0	61.0	51.8	1159	1347	2506	27.0	32.4	29.9	211	228	439	91.9	89.9	90.9
	2011	1161	1418	2579	56.0	79.0	68.6	1129	1372	2501	28.2	31.3	29.9	232	237	469	84.1	93.2	88.7
	2010	997	1343	2340	56.0	77.8	68.5	956	1319	2275	37.6	44.4	41.5	217	264	481	94.0	92.8	93.3
	2009	NA	NA	2263	NA	NA	65.6	NA	NA	2062	NA	NA	44.7	NA	NA	596	NA	NA	89.4
	2008	NA	NA	2237	NA	NA	47.0	NA	NA	2114	NA	NA	45.8	NA	NA	635	NA	NA	85.5
SVG	2012	609	850	1459	37.9	58.6	50.0	518	743	1261	24.5	30.4	28.0	225	330	555	86.2	84.8	85.4
	2011	617	794	1411	64.0	72.8	69.0	535	675	1210	26.7	27.1	26.9	244	286	530	75.0	75.9	75.5
	2010	501	808	1309	64.1	82.5	75.5	460	722	1182	33.0	37.4	35.7	224	327	551	81.7	84.4	83.3
	2009	611	941	1552	46.2	56.4	52.4	585	911	1496	30.8	28.1	29.1	291	396	687	82.5	80.6	81.4
VI	2011	62	106	168	75.6	97.7	83.0	47	76	123	59.1	51.2	51.6	27	41	68	96.8	95.2	96.5





5.1-3 The CAPE

Note that in this section, St. Lucian students did not write the CXC's CAPE in 2010-11, but instead wrote the Cambridge A' Level Examinations. Their results are presented in the next section

Table 5.4A: CAPE Unit I Subjects

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
Accounting I	M	3	100	21	95.2	2	50	25	76.0	0	NA	15	66.7	20	100	NA	NA
	F	7	100	37	86.5	8	25	82	84.1	0	NA	34	82.4	62	93.6	NA	NA
	T	10	100	58	89.7	10	37.5	107	82.2	0	NA	49	77.6	82	95.1	NA	NA
Applied Mathematics	M	5	60.0	28	39.2	0	NA	1	100	3	0.0	8	50.0	0	NA	NA	NA
	F	5	100	22	68.2	0	NA	0	NA	1	NA	15	73.3	0	NA	NA	NA
	T	10	80.0	50	52.0	0	NA	1	100	4	25.0	23	65.2	0	NA	NA	NA
Art and Design	M	0	NA	0	NA	0	NA	3	100	0	NA	2	50.0	0	NA	NA	NA
	F	0	NA	0	NA	0	NA	11	72.7	0	NA	7	71.4	0	NA	NA	NA
	T	0	NA	0	NA	0	NA	14	78.6	0	NA	9	66.7	0	NA	NA	NA
Biology	M	5	40.0	21	85.7	0	NA	48	77.1	0	NA	14	78.6	13	100	NA	NA
	F	14	85.7	45	80.0	0	NA	117	80.3	0	NA	46	65.2	38	94.7	NA	NA
	T	19	73.7	66	81.8	0	NA	165	79.4	0	NA	60	68.3	51	96.1	NA	NA
Caribbean Studies	M	12	100	35	80.0	2	100	21	85.7	3	100	59	83.1	8	100	NA	NA
	F	30	93.3	74	88.5	9	55.6	75	84.0	5	100	152	83.6	9	88.9	NA	NA
	T	42	95.2	109	89.0	11	77.8	96	84.4	8	100	211	83.4	17	94.1	NA	NA
Chemistry	M	1	100	21	42.9	0	NA	57	73.7	0	NA	12	83.3	11	100	NA	NA
	F	6	83.3	39	28.2	0	NA	99	70.7	5	0	22	63.4	27	100	NA	NA
	T	7	85.7	60	33.3	0	NA	156	71.8	5	0	34	70.6	38	100	NA	NA
Communication Studies	M	21	81.0	91	95.6	1	100	72	76.4	5	100	145	83.1	155	92.9	NA	NA
	F	39	89.7	146	96.6	12	83.3	197	85.3	9	100	308	83.6	291	97.3	NA	NA
	T	60	86.7	237	96.2	13	91.7	269	82.9	14	100	453	83.4	446	95.7	NA	NA

5.1-3 The CAPE - continued

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MINI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
Computer Science	M	4	100	25	36.0	0	NA	1	0.0	0	NA	22	45.5	24	95.8	NA	NA
	F	0	NA	12	58.3	0	NA	5	60.0	0	NA	14	78.6	8	87.5	NA	NA
	T	4	100	37	43.2	0	NA	6	50.0	0	NA	36	58.3	32	93.8	NA	NA
Economics	M	0	NA	26	73.1	0	NA	40	77.5	2	100	41	68.3	43	79.1	NA	NA
	F	2	50.0	42	73.8	10	20.0	112	81.3	5	100	129	64.3	52	78.9	NA	NA
	T	2	50.0	68	73.5	10	20.0	152	80.3	7	100	170	65.3	95	79.0	NA	NA
Electrical and Electronic Technology	M	4	0.0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	F	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	T	4	0.0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
Environmental Science	M	0	NA	14	100	0	NA	10	100	1	100	26	84.6	22	77.3	NA	NA
	F	0	NA	14	92.9	0	NA	28	78.6	4	75.0	44	77.3	37	100	NA	NA
	T	0	NA	28	96.4	0	NA	38	84.2	5	80.0	70	80.0	59	91.5	NA	NA
Food and Nutrition	M	1	100	0	-	0	NA	0	NA	0	NA	0	NA	2	100	NA	NA
	F	4	100	8	87.5	0	NA	0	NA	0	NA	0	NA	8	100	NA	NA
	T	5	100	8	87.5	0	NA	0	NA	0	NA	0	NA	10	100	NA	NA
French	M	0	NA	0	NA	0	NA	1	100	0	NA	0	NA	6	83.3	NA	NA
	F	2	50.0	4	100	0	NA	12	75.0	0	NA	3	100	4	100	NA	NA
	T	2	50.0	4	100	0	NA	13	76.9	0	NA	3	100	10	90.0	NA	NA
Geography	M	7	71.4	9	77.8	0	NA	24	62.5	0	NA	9	55.6	32	90.6	NA	NA
	F	3	100	2	0.0	0	NA	30	86.7	0	NA	2	100	22	90.9	NA	NA
	T	10	80.0	11	63.6	0	NA	54	75.9	0	NA	11	63.6	54	90.7	NA	NA
Geometrical and Mechanical Engineering Drawing	M	10	40.0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	F	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	T	10	40.0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
History	M	0	NA	1	0.0	1	0	13	53.8	0	NA	9	22.2	16	25.0	NA	NA
	F	1	0.0	10	90.0	1	100	26	50.0	0	NA	18	66.7	22	31.8	NA	NA
	T	1	0.0	11	81.8	2	50.0	39	51.3	0	NA	27	51.9	38	29.0	NA	NA





5.1-3 The CAPE - continued

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
Information Technology	M	8	87.5	1	0.0	NA	NA	0	NA	9	100	50	54.0	32	100	NA	NA
	F	6	100	0	NA	NA	NA	1	100	7	85.7	66	51.5	39	87.2	NA	NA
	T	15	93.3	1	0.0	NA	NA	1	100	16	93.8	116	52.6	71	93.0	NA	NA
Law	M	3	100	7	71.4	NA	NA	13	84.6	0	NA	10	50.0	30	56.7	NA	NA
	F	19	47.4	26	76.9	NA	NA	36	61.1	2	100	46	54.4	67	67.2	NA	NA
	T	22	54.5	33	75.8	NA	NA	49	67.3	2	100	56	53.6	97	63.9	NA	NA
Literatures in English	M	1	100	3	66.7	NA	NA	8	100	0	NA	3	100	13	100	NA	NA
	F	2	100	25	96.0	NA	NA	61	91.8	0	NA	18	77.8	47	100	NA	NA
	T	3	100	28	92.9	NA	NA	69	92.8	0	NA	21	81.0	60	100	NA	NA
Management of Business	M	2	100	16	62.5	NA	NA	77	74.0	2	100	39	74.4	41	95.1	NA	NA
	F	12	58.3	32	84.4	NA	NA	207	79.7	9	77.8	116	75.9	74	78.4	NA	NA
	T	14	64.3	48	77.1	NA	NA	284	78.2	11	81.8	155	75.5	115	84.4	NA	NA
Physics	M	5	100	28	64.3	NA	NA	36	86.1	2	50.0	8	75.0	19	89.5	NA	NA
	F	5	100	10	90.0	NA	NA	22	81.8	0	NA	5	60.0	13	76.9	NA	NA
	T	10	100	38	71.1	NA	NA	58	84.5	2	50.0	13	69.2	32	84.4	NA	NA
Pure Mathematics	M	3	33.3	57	28.1	NA	NA	77	68.8	7	14.3	19	63.2	45	57.8	NA	NA
	F	5	60.0	71	22.5	NA	NA	105	63.8	6	16.7	27	66.7	75	69.3	NA	NA
	T	8	50.0	128	25.0	NA	NA	182	65.9	13	15.4	46	65.2	120	65.0	NA	NA
Sociology	M	5	60.0	17	82.4	NA	NA	50	80.0	0	NA	35	57.1	30	53.3	NA	NA
	F	19	42.1	70	84.3	NA	NA	211	80.1	0	NA	137	62.8	70	57.1	NA	NA
	T	24	45.8	87	83.9	NA	NA	261	80.1	0	NA	172	61.6	100	56.0	NA	NA
Spanish	M	2	100	4	75.0	NA	NA	3	66.7	0	NA	1	0.0	6	50.0	NA	NA
	F	3	33.3	6	66.7	NA	NA	17	64.7	0	NA	9	77.8	6	33.3	NA	NA
	T	5	60.0	10	70.0	NA	NA	20	65.0	0	NA	10	70.0	12	41.7	NA	NA



5.1-3 The CAPE - continued

Table 5.4B: CAPE Unit 2 Subjects

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
Accounting	M	2	100	26	65.4	NA	NA	NA	NA	0	NA	11	54.6	19	57.9	NA	NA
	F	6	100	32	78.1	NA	NA	NA	NA	0	NA	31	80.7	48	66.7	NA	NA
	T	8	100	58	72.4	NA	86.4	44	86.4	0	NA	42	73.8	67	64.2	NA	NA
Applied Mathematics	M	0	NA	6	83.3	NA	NA	NA	NA	0	NA	4	25.0	0	NA	NA	NA
	F	0	NA	3	66.7	NA	NA	NA	NA	0	NA	0	-	0	NA	NA	NA
	T	0	NA	9	77.8	NA	100	1	100	0	NA	4	25.0	0	NA	NA	NA
Art and Design	M	2	100	0	NA	NA	NA	NA	NA	0	NA	3	100	0	NA	NA	NA
	F	5	100	0	NA	NA	NA	NA	NA	0	NA	5	100	0	NA	NA	NA
	T	7	100	0	NA	NA	100	4	100	0	NA	8	100	0	NA	NA	NA
Biology	M	3	33.3	20	95.0	NA	NA	NA	NA	0	NA	9	77.8	0	NA	NA	NA
	F	2	50.0	22	90.9	NA	NA	NA	NA	7	85.7	20	85.0	0	NA	NA	NA
	T	5	40.0	42	92.9	NA	94.9	59	94.9	7	85.7	29	82.8	0	NA	NA	NA
Chemistry	M	0	NA	12	75.0	NA	NA	NA	NA	0	NA	8	75.0	0	NA	NA	NA
	F	1	100	17	94.1	NA	NA	NA	NA	0	NA	16	87.5	0	NA	NA	NA
	T	1	100	29	86.2	NA	82.4	68	82.4	0	NA	24	83.3	0	NA	NA	NA
Computer Science	M	2	100	14	85.7	3	66.3	NA	NA	2	100	13	69.2	19	100	NA	NA
	F	0	NA	7	71.4	0	NA	NA	NA	0	NA	6	83.3	14	92.9	NA	NA
	T	2	100	21	81.0	3	66.3	1	100	2	100	19	73.7	33	97.0	NA	NA
Economics	M	0	NA	21	85.7	0	NA	NA	NA	1	100	16	68.8	39	74.4	NA	NA
	F	5	100	41	90.2	1	100	NA	NA	0	NA	66	72.7	44	75.0	NA	NA
	T	5	100	62	88.7	1	100	53	77.4	1	100	82	72.0	83	74.7	NA	NA
Electrical and Electronic Technology	M	2	100	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	F	0	NA	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	T	2	100	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
Environmental Science	M	7	100	7	100	NA	NA	NA	NA	0	NA	7	100	22	100	NA	NA
	F	2	100	8	100	NA	NA	NA	NA	0	NA	21	100	36	91.7	NA	NA





5.1-3 The CAPE continued

Country Subject	Gen-der	ANG		A&B		DOM		GREN		MNI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
	T	9	100	15	100	NA	NA	14	100	0	NA	28	100	58	94.8	NA	NA
Food and Nutrition	M	0	NA	0	-	NA	NA	0	NA	0	NA	0	NA	2	100	NA	NA
	F	8	100	12	100	NA	NA	0	NA	0	NA	0	NA	8	100	NA	NA
	T	8	100	12	100	NA	NA	0	NA	0	NA	0	NA	10	100	NA	NA
French	M	0	-	2	100	NA	NA	NA	NA	0	NA	0	NA	1	100	NA	NA
	F	1	100	6	83.3	NA	NA	NA	NA	0	NA	9	88.9	2	100	NA	NA
	T	1	100	8	87.5	NA	NA	3	100	0	NA	9	88.9	3	100	NA	NA
Geography	M	0	NA	8	87.5	NA	NA	NA	NA	0	NA	4	50.0	0	NA	NA	NA
	F	0	NA	2	100	NA	NA	NA	NA	0	NA	3	100	0	NA	NA	NA
	T	0	NA	10	90.0	NA	NA	14	78.6	0	NA	7	71.4	0	NA	NA	NA
Geometrical and Mechanical Engineering Drawing	M	5	80.0	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	F	1	100	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
	T	6	83.3	0	NA	NA	NA	0	NA	0	NA	0	NA	0	NA	NA	NA
History	M	0	NA	2	100	NA	NA	NA	NA	0	NA	4	50.0	8	87.5	NA	NA
	F	4	100	6	100	NA	NA	NA	NA	0	NA	11	91.9	17	70.6	NA	NA
	T	4	100	8	100	NA	NA	9	55.6	0	NA	15	80.0	25	76.0	NA	NA
Information Technology	M	6	100	0	NA	NA	NA	0	NA	0	NA	25	84.0	20	95.0	NA	NA
	F	10	100	0	NA	NA	NA	0	NA	0	NA	47	91.5	42	92.9	NA	NA
	T	16	100	0	NA	NA	NA	0	NA	0	NA	72	88.9	62	93.6	NA	NA
Law	M	0	NA	8	87.5	NA	NA	NA	NA	2	0.0	4	25.0	0	NA	NA	NA
	F	0	NA	18	100	NA	NA	NA	NA	1	100	21	61.9	0	NA	NA	NA
	T	0	NA	26	96.2	NA	NA	19	68.4	3	33.3	25	56.0	0	NA	NA	NA
Literatures in English	M	0	NA	4	50.0	NA	NA	NA	NA	0	NA	5	60.0	5	80.0	NA	NA
	F	6	100	19	100	NA	NA	NA	NA	0	NA	22	86.4	33	93.9	NA	NA
	T	6	100	23	91.3	NA	NA	23	91.3	0	NA	27	81.5	38	92.1	NA	NA
Management of Business	M	1	100	23	91.3	1	100	NA	NA	0	NA	15	93.3	44	97.7	NA	NA
	F	10	100	31	96.8	11	90.9	NA	NA	0	NA	36	94.4	68	98.5	NA	NA

5.1-3 The CAPE - continued

Country Subject	Gen- der	ANG		A&B		DOM		GREN		MNI		SKN		SVG		VI	
		No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V	No. sitting	% I - V
Physics	T	11	100	54	94.4	12	95.4	111	91.0	0	NA	51	94.1	112	98.2	NA	NA
	M	5	100	14	85.7	NA	NA	NA	NA	1	0.0	4	75.0	0	NA	NA	NA
	F	0	NA	2	100	NA	NA	NA	NA	0	NA	2	100	0	NA	NA	NA
Pure Mathematics	T	5	100	16	77.8	NA	NA	28	85.7	1	0.0	6	83.3	0	NA	NA	NA
	M	2	100	22	59.1	NA	NA	NA	NA	1	0.0	8	100	19	63.2	NA	NA
	F	2	100	21	52.4	NA	NA	NA	NA	0	NA	5	100	35	60.0	NA	NA
	T	4	100	43	55.8	NA	NA	83	62.7	1	0.0	13	100	54	61.1	NA	NA
Sociology	M	0	NA	24	91.7	0	NA	NA	NA	0	NA	12	91.7	22	90.9	NA	NA
	F	14	85.7	70	97.1	1	100	NA	NA	0	NA	51	84.3	57	89.5	NA	NA
	T	14	85.7	94	95.7	1	100	89	85.6	0	NA	63	85.7	79	89.9	NA	NA
Spanish	M	1	100	2	100	NA	NA	NA	NA	0	NA	2	100	3	100	NA	NA
	F	2	100	8	87.5	NA	NA	NA	NA	0	NA	4	100	8	100	NA	NA
	T	3	100	10	90.0	NA	NA	5	80.0	0	NA	6	100	11	100	NA	NA





5.2 Cambridge A' Level Examinations

In 2010-11, St. Lucian students wrote the Cambridge A' Level Examinations. The following are their results. (Note: disaggregated data by gender was not available.)

Table 5.5: Cambridge A' Level Exam Results 2010-11 – St. Lucia

Subject	No. Sitting	Percentage successful
Accounting	42	76.2
Biology	93	59.1
Business Studies	119	68.1
Chemistry	63	81.0
Economics	72	68.1
French	14	85.7
Geography	23	56.5
General Paper	260	91.9
History	20	95.0
Literatures in English	48	68.8
Mathematics	52	71.2
Physics	31	51.6
Sociology	125	82.4
Spanish	24	87.5
Travel and Tourism	16	93.8

6. Financing Education

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6.1 Social Safety Net Programmes

Some countries provided specific information on governmental spending on social safety net programmes which target students in school. This reported data are in the following tables:

Table 6.1A: Social Safety Nets in Education in Anguilla

Programme	Total spent	Number Participating	Cost per child
School Lunches	\$32 087.58	71	\$451.00
School Assistance (Books and Uniform)	\$16 016.00	27	\$593.00
School Health Services (Dental and Lab Work)	\$176 763.00	Available to all	\$66.40 ³¹

³⁰ The Virgin Islands did not provide information for this section, so they are not included here.

³¹ If one assumes all students are accessing.





6.1 Social Safety Net Programmes - *continued*

Table 6.1B: Social Safety Nets in Education in Antigua and Barbuda³²

Programme	Target Population	Source of Funds	Total spent	Cost per child
Textbook Scheme	All primary and secondary students – public and private schools	Board of Education	\$4 411 840.20	\$242.30
School Uniform Grant	Primary and secondary students – public and private schools (Opt in)	Budget allocations	\$3 336 069.00	NA
School Meals Programme	Primary school students – public schools (Opt in)	Budget allocations	\$7 267 774.00	\$17.00 per day ³³
School Bus System	Primary and secondary students – public and private schools (Opt in)	Budget allocations	NA	NA

³² Financing of Education in Antigua and Barbuda represents a somewhat unique circumstance. Budget allocations for Education do not reflect full governmental spending on Education in the country. There is a dedicated tax, called an Education levy, administered by the Board of Education, whose collections do not form part of the consolidated fund.

³³ Estimate, based on meals being served ~80% of school days available annually.

6.1 Social Safety Net Programmes - continued

Table 6.1C: Social Safety Nets in Education in Dominica

Programme	Target Population	Number Participating	Total spent	Cost per child
School Feeding	Primary and secondary school students	1912	\$258 023.74	\$134.95
Uniform Allowance	Primary and secondary school students	NA	\$250 471.24	NA
Transfer Grant	Students transiting from primary to secondary school	795	\$397 500.00	\$500.00
Transportation	Secondary school students	1905	\$1 498 236.71	\$786.47

Table 6.1D: Social Safety Nets in Education in Grenada

Programme	Target Population	Total spent	Cost per child
School uniforms	Needy students	\$40 000.00	\$300.00
School books	All students	\$1 831 156.58	NA
School feeding programme	All students	\$1 819 433.70	NA

Table 6.1E: Social Safety Nets in Education in St. Lucia

Programme	Target Population	Number Participating	Total spent	Cost per child
School Feeding	Primary Schools	7106	\$1 766 951.00	\$248.66
Textbook Rental	Forms 1 – 3 Secondary Schools	554	NA	NA
Bursary (1)	Primary Schools	947	NA	NA
Bursary (2)	Secondary Schools	411	NA	NA
Transportation Subsidy	Secondary Schools	2645	\$3 843 109.62	\$1 452.97





6.2 Governmental Spending on Education from Budget Allocations

In this section, GDP estimates at current market prices for the OECS were obtained from the Eastern Caribbean Central Bank (ECCB). Grenada's financial data is taken from their approved estimates for 2012.

Table 6.2: Government/Public Spending on Education

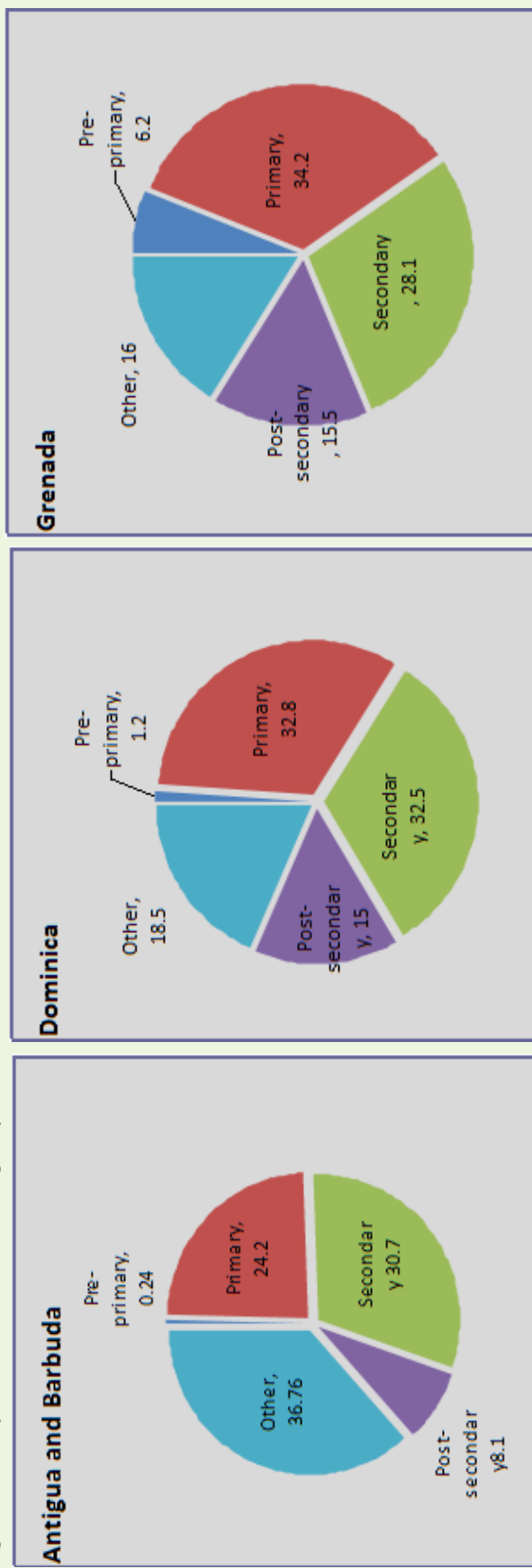
Description	ANG	A&B	DOM	GRN	MNI	SKN	SLU	SVG
Recurrent Expenditure (\$EC)	NA	\$759 038 787	\$346 246 974	NA	NA	\$503 276 762	\$1 210 911 400	\$913 475 480
GDP estimates at current market prices	\$724.60×10 ⁶	\$3065.96×10 ⁶	\$1282.19×10 ⁶	\$2131.76×10 ⁶	\$150.07×10 ⁶	\$1931.77×10 ⁶	\$3238.75×10 ⁶	\$1838.59×10 ⁶
Expenditure on Education (\$EC)	\$27 043 021	\$90 557 651	\$60 202 155	\$87 760 854	\$10 000 000	\$62 105 000	\$182 916 830	\$129 614 246
Education as percentage of budget	14.7% ³⁴	11.9%	17.4%	15.1%	6%	12.3%	15.1%	14.2%
Spending on Education as % GDP	3.7%	3.0%	4.7%	4.1%	6.7%	3.6%	5.6%	7.0%
Allocation of Education budget								
Pre-primary	NA	\$217 904	\$765 700	\$5 400 000	\$654 900	\$5 949 000	\$2 226 965	\$1 300 000
Primary	NA	\$21 919 971	\$21 102 704	\$30 000 000	\$1 441 200	\$14 098 000	\$60 935 864	\$36 765 916
Secondary	NA	\$27 789 555	\$20 941 382	\$24 700 000	\$2 345 600	\$18 370 000	\$64 927 166	\$36 011 077
Tertiary	NA	\$7 367 823	\$9 649 960	\$13 600 000	NA	\$8 997 000	\$16 950 719	\$12 500 000
Percentage of Education budget								
Pre-schools	NA	0.24%	1.2%	6.2%	6.5%	9.6%	1.2%	1.0%
Primary	NA	24.2%	32.8%	34.2%	14.4%	22.7	33.3%	28.4%
Secondary	NA	30.7%	32.5%	28.1%	23.5%	29.6	35.5%	27.8%
Tertiary	NA	8.1%	15.0%	15.5%	NA	14.5%	9.3%	9.6%
Expenditure per child on Education								
Pre-primary	NA	NA	\$419.79	\$1509	\$4280.00	\$3312.36	\$453.00	\$2928.00 ³⁵
Primary	NA	NA	\$2593.74	\$2775	\$2990.00	\$2387.06	\$3388.71	\$2751.00
Secondary	NA	NA	\$3374.92	\$2002	\$6479.56	\$4308.16	\$4288.74	\$3296.00
Tertiary	NA	NA	\$4815.00	\$6216	NA	\$12 125.34	\$5412.11	\$6152.00

³⁴ Percentage is of recurrent budget only (Anguilla).

³⁵ Calculated for public pre-primary institutions only (St Vincent and the Grenadines).

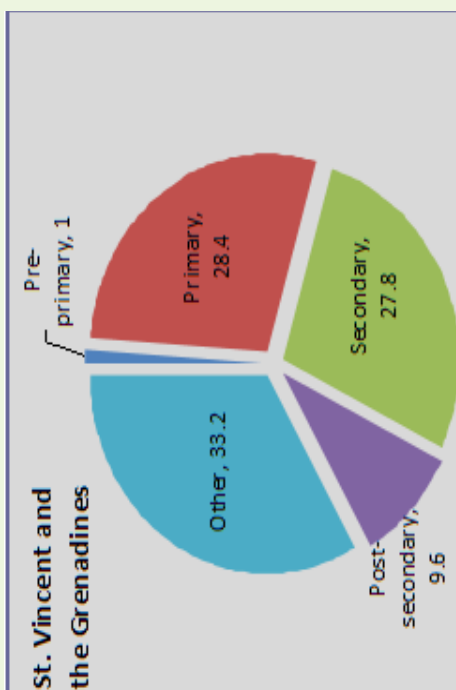
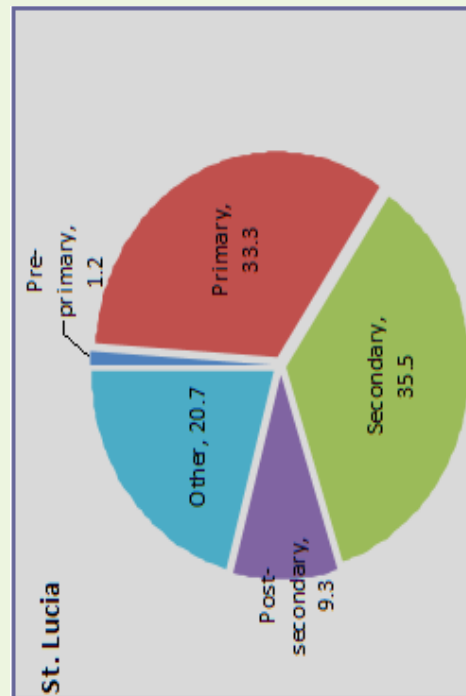
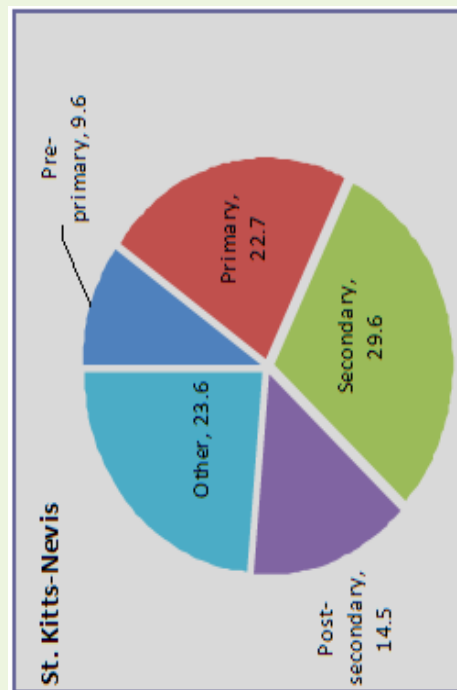
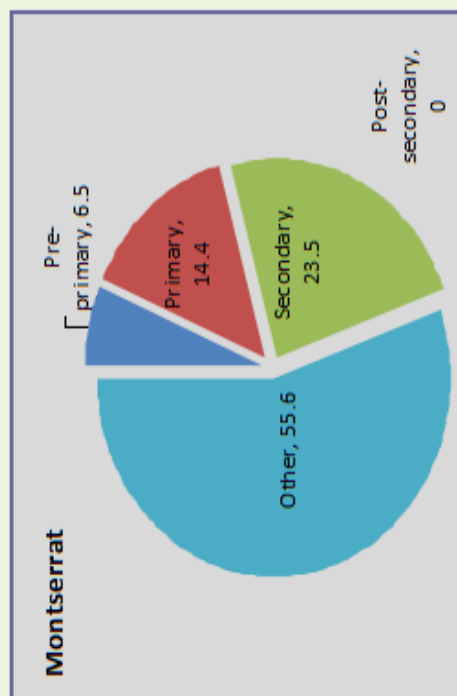
6.2 Governmental Spending on Education from Budget Allocations - continued

Figure 6.1: Proportion of Education Budget Spent on Each Level of Education





6.2 Governmental Spending on Education from Budget Allocations - continued





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