

Turks and Caicos Islands



Ministry of Education, Youth, Culture and Library Services
Education Digest 2015/2016

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INITIALISMS AND ACRONYMS

| | |
|--------------|--|
| GSAT | Grade Six Achievement Test |
| CSEC | Caribbean Secondary Education Certificate |
| GCE | General Certificate of Education |
| IGCSE | International General Certificate of Secondary Education |
| ICE | International Certificate of Education |
| TCI | Turks and Caicos Islands |
| TCICC | Turks and Caicos Islands Community College |
| MoE | Ministry of Education |
| UNICEF | United Nations Children's Fund |
| UNESCO | United Nations Education, Scientific and Cultural Organization |
| CHEM | Chemistry |
| PHY | Physics |
| OA | Office Administration |
| E. D. P. M. | Electronic Document Preparation and Management |
| INFO.TECH. | Information Technology |
| P. O. A. | Principles of Account |
| P. O. B. | Principles of Business |
| C. HIST. | Caribbean History |
| ECON. | Economics |
| ENG. A | English Language |
| ENG. B | English Literature |
| GEO. | Geography |
| R.E. | Religious Education |
| S. S. | Social Studies |
| MATH. | Mathematics |
| BIO. | Biology |
| H. & S. BIO. | Human and Social Biology |
| INT. SCI. | Integrated Science |
| P. E. | Physical Education |
| SPAN. | Spanish |
| C. & T. | Clothing and Textiles |
| E & E TECH. | Electrical and Electronic Technology |
| F. & N. | Food and Nutrition |
| H. E. M. | Home Economic Management |
| T. D. | Technical Drawing |
| V. A. | Visual Arts |
| CONST. | Construction |
| TCIP GT | Turks and Caicos Islands Private Grand Turk |
| TCIP SC | Turks and Caicos Islands Private South Caicos |
| TCIP NC | Turks and Caicos Islands Private North Caicos |
| TCIP PLS | Turks and Caicos Islands Private Providenciales |
| MHS | Maranatha High School |
| MHSP | Maranatha High School Private |
| CCA | Community Christian Academy |
| PCS | Provo Christian School |

| | |
|----------|-------------------------------------|
| SWCA | Susanna Wesley Christian Academy |
| CHHS | Clement Howell High School |
| LBHS | Long Bay High School |
| MBHS | Marjorie Basden High School |
| HJRHS | Helena Jones Robinson High School |
| RGHS | Raymond Gardiner High School |
| IPPS | Ianthe Pratt Primary School |
| OJPS | Oseta Jolly Primary School |
| ECPS | Enid Capron Primary School |
| ESPS | Eliza Simons Primary School |
| OGPS | Ona Glinton Primary School |
| CHJPS | Charles Hubert James Primary School |
| AOPS | Adelaide Oemler Primary School |
| MRPS | Mary Robinson Primary School |
| ISPS | Iris Stubbs Primary School |
| DRPS | Doris Robinson Primary School |
| BWIC | British West Indies Collegiate |
| Newman's | Newman's Preparatory |
| WMS | Wesley Methodist School |
| HFA | Holy Family Academy |
| RHPS | Richmond Hill Preparatory School |
| BRICS | BRICS Academy |

INTRODUCTION

This digest captures data for academic year 2015/2016, as well as other pivotal historic data. The publication of this digest features data on pre-primary, primary, secondary, tertiary, and educational expenditures. The sections include an overview of education, teachers' statistics, students' statistics, and expenditures. Additionally, the Imperatives and associated costs presented in the Education Sector Five Year Plan (2013/2017) have been included as an annex in this edition of the Education Digest 2015/2016.

The information presented in this digest will serve as a guide or point of reference for persons involved directly and or indirectly within the field of education planning. Additionally, from an international perspective, this digest will help to keep persons up to date with the current trends of education in the Turks and Caicos Islands.

The publication of this digest would not have been possible without the contributions of several individuals and organizations. Special acknowledgement must be given to the Ministry of Education, Youth, Sports and Library Services, Department of Statistics, principals, teachers, and the international partners.

EDUCATION SECTOR OVERVIEW

Turks and Caicos Islands – its education system¹

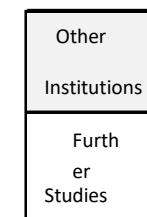
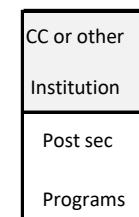
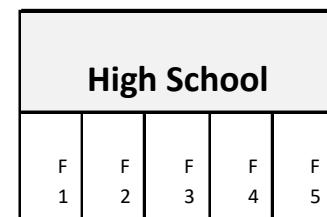
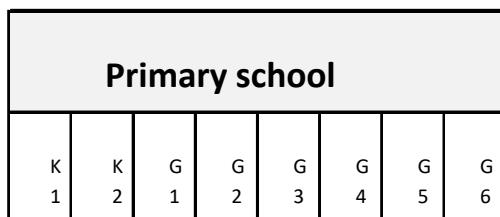
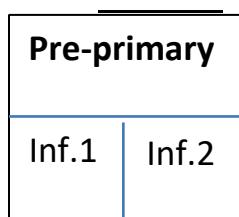
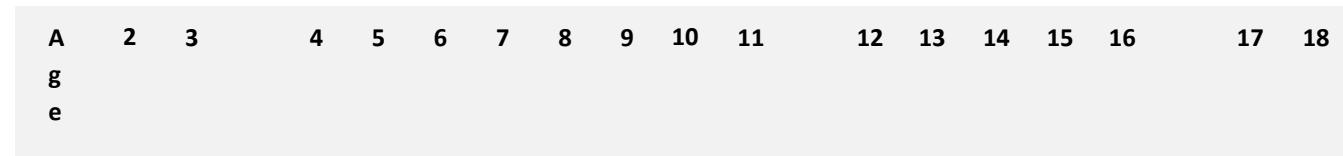
The Turks and Caicos Islands have an educational system that dates back to the immediate post-emancipation period in the early 1840s. For more than a century, a primary focus of the government was to provide primary education for all members of the population.

Following the Second World War, the thrust to expand secondary education that was witnessed in the rest of the Caribbean did not leave the TCI untouched, and as devolution of control to local legislature evolved, the representatives of the people insisted on the expansion of secondary education as a prime objective of government policy. This effort on the part of the state was complemented by the work of religious organizations that responded to the demand for secondary education in 1921.

It was only a matter of time before interest in access to tertiary education and postsecondary training would have led to the establishment of the required structures. By 1994 TCI had established its own Community College. It could be said that the country now has a well-articulated educational system spanning all the levels of education, even though at the highest level, the post-secondary and tertiary sector is still in the process of emerging.

¹ Five Year Education Development Plan, 2006 to 2010

FIGURE 1: THE EDUCATION STRUCTURE



Compulsory education

World of work

The Education Ordinance, Chapter 100 of the Laws of the Turks and Caicos, is the primary legislation underpinning the operation of the educational system of TCI. The Ordinance confers power on the Minister of Education to promote the education system of the Islands by the establishment of institutions devoted to the development of the human resources of the community.

The ordinance recognises three stages of public education – primary, secondary and tertiary - but makes provision for pre-school, special, adult, technical or vocational and health and family life education.

The school system is recognised to be comprised of a public or private system. The Minister is enjoined to provide such number of public schools as is necessary to secure a place for all students in the compulsory school age group – from four to sixteen years of age (Education Ordinance).

Turks and Caicos Islands Educational Institutions

Table 1: Summary of Public Schools

| Island | Pre-primary/Primary | Secondary | Post-Secondary | Total |
|----------------|---------------------|-----------|----------------|-----------|
| North Caicos | 2 | 1 | - | 3 |
| Middle Caicos | 1 | - | - | 1 |
| South Caicos | 1 | 1 | - | 2 |
| Providenciales | 3 | 2 | 1 | 5 |
| Grand Turk | 2 | 1 | 1 | 4 |
| Salt Cay | 1 | - | - | 1 |
| Total | 10 | 5 | 2 | 17 |

The data presented in Table 1 is synonymous with the population distribution per island. The island of Providenciales, with an approximate population of 20, 000² has the largest number of schools. This was followed by Grand Turk.

The Post-secondary institution; that is, the Turks and Caicos Islands Community College has campuses on the two most populated islands.

Table 2: Summary of Private Schools

| Island | Pre-primary/Primary | Secondary | Post-Secondary | Total |
|----------------|---------------------|-----------|----------------|-----------|
| North Caicos | 1 | - | - | 1 |
| South Caicos | 1 | - | - | 1 |
| Providenciales | 15 | 5 | - | 20 |
| Grand Turk | 2 | - | - | 2 |
| Total | 19 | 5 | 0 | 24 |

Table 2 indicates that Providenciales has the largest number of private schools.

² DEPS, 2012 Census

TEACHER STATISTICS



TEACHER STATISTICS

For the academic year 2015 to 2016, three hundred and nine (309) teachers were employed at the public schools. Of this amount, 142 or 46% were at the primary level and 167 or 54% at the secondary level. At the Private schools, 254 teachers were employed. Of this figure, 200 or 78.7% were employed at the primary level and 49 or 21.2% at the secondary level respectively.

Additionally, this section includes data on pupil teacher ratios (PTR), academic qualifications, and teacher status.

Table 3: Teachers at Public Primary Schools for 2015/2016

| Primary School | M. | F. | Total |
|-------------------------------------|-----------|------------|------------|
| Adelaide Oemler Primary School | 1 | 8 | 9 |
| Charles Hubert James Primary School | 0 | 6 | 6 |
| Doris Robinson Primary School* | 0 | 2 | 2 |
| Eliza Simons Primary School | 2 | 8 | 10 |
| Enid Capron Primary School | 3 | 15 | 18 |
| Ianthe Pratt Primary School | 2 | 21 | 23 |
| Iris Stubbs Primary School | 0 | 0 | 0 |
| Mary Robinson Primary School* | 0 | 1 | 1 |
| Oseta Jolly Primary School | 1 | 27 | 28 |
| Ona Clinton Primary School | 1 | 22 | 23 |
| Total | 10 | 110 | 120 |

* Principals form part of teaching staff ** part time staff not included

The data presented in Table 3 indicates that of the 142 teachers employed, 92.2% or 131 were females at the Primary level.

Table 4: Teachers at Public High Schools for 2015/2016

| High School | M. | F. | Total |
|-----------------------------------|-----------|------------|------------|
| Clement Howell High School | 19 | 42 | 61 |
| Raymond Gardiner High School | 11 | 14 | 25 |
| Marjorie Basden High School | 9 | 14 | 23 |
| Helena Jones Robinson High School | 17 | 29 | 46 |
| Long Bay High School | 6 | 6 | 12 |
| Total | 62 | 105 | 167 |

*Part time staff not included

Table 5: Teachers at Private Primary Schools for 2015/2016

| Primary School | M. | F. | Total |
|---|----|----|------------|
| Alpha Christian Academy | 0 | 8 | 8 |
| BEST Institute | 0 | 0 | 0 |
| BRIC Academy | 0 | 2 | 2 |
| Calvary Christian School | 4 | 1 | 5 |
| Champions For Christ | 1 | 9 | 10 |
| Community Christian Academy | 0 | 13 | 13 |
| Faith Preparatory School | 0 | 4 | 4 |
| Holy Family Academy | | | 18 |
| International School TCI | 2 | 18 | 20 |
| Lighthouse Christian Academy | 0 | 2 | 2 |
| MILLS Institute | | | 17 |
| Precious Treasures Pre & Primary School | | | 18 |
| Provo Christian School | 0 | 12 | 12 |
| Primary School | M. | F. | Total |
| Providence International Academy | 2 | 4 | 6 |
| Providenciales Primary School | 2 | 15 | 17 |
| Richmond Hills Preparatory | | | 10 |
| Shining Stars Preparatory | 0 | | 11 |
| Susanna Wesley Christian Academy | 0 | 4 | 4 |
| Wesley Methodist School | 1 | 9 | 10 |
| Total | | | 200 |

Table 6: Teachers at Private High Schools for 2015/2016

| High School | M | F | Total |
|--------------------------|-----------|-----------|-----------|
| Maranatha High School | 6 | 5 | 11 |
| BWIC | 9 | 0 | 9 |
| TCI Middle School | 4 | 2 | 6 |
| TCIPS Comprehensive High | 0 | 0 | 6 |
| Wesley Methodist High | 8 | 6 | 14 |
| Total | 27 | 13 | 40 |

*Part time staff not included

Table 5, for private schools, indicates that females far outnumbered the male teachers at the primary level. For Table 6, the proportion was closer at the secondary level with a female to male ratio of approximately 1.3:1.

Table 7: Average Teacher Pupil Ratios at Public and Private Schools for 2015/2016

| School Type | PTR |
|-----------------|-------------|
| Public Primary | 16.9 |
| Public High | 8.6 |
| Average | 12.8 |
| Private Primary | 5.3 |
| Private High | 7.3 |
| Average | 6.3 |

Table 8: Public Primary School Teachers' Qualifications for 2015/2016

| Primary Public | Trained and has degree | Trained but without a degree | Untrained and has degree | Untrained but without degree | Total |
|----------------------------|------------------------|------------------------------|--------------------------|------------------------------|------------|
| AOPS | 3 | 5 | | 1 | |
| CHJPS | 4 | 2 | | | |
| DRPS* | 2 | 0 | | | |
| MRPS* | | 1 | | | |
| ESPS | 12 | 8 | | | |
| ECPS | 10 | 6 | 2 | | |
| IPPS | 11 | 12 | | | |
| ISPS | | | | | |
| OJPS | 14 | 14 | | | |
| OGPS | 11 | 12 | | | |
| Total | 67 | 60 | 2 | 1 | 130 |
| % of total teachers | 51% | 46% | 1.5% | .7% | |

*Principal forms part of teaching staff

FIGURE 2: DISTRIBUTION OF PUBLIC PRIMARY SCHOOL TEACHERS' QUALIFICATION FOR 2015/ 2016

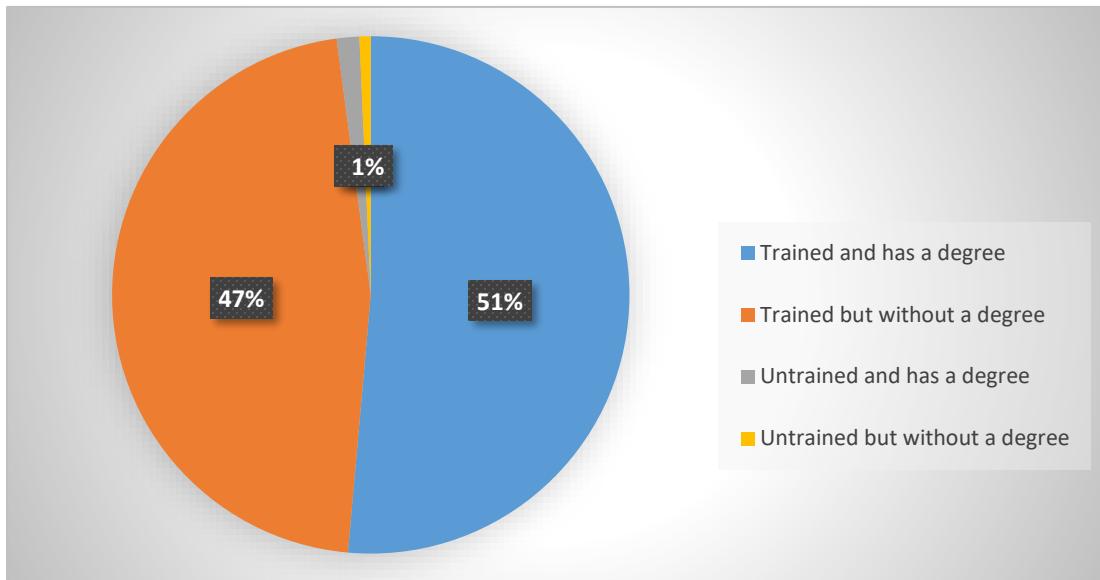


Figure 2 shows that of the one hundred and forty- two (142) teachers employed at the Public Primary Schools, forty-seven percent (47%) were trained but without a bachelor's degree.

Table 9: Public High School Teachers' Qualifications for 2015/2016

| Public High | Trained and has a degree | Trained but without a degree | Untrained and has a degree | Untrained but without a degree |
|--------------|--------------------------|------------------------------|----------------------------|--------------------------------|
| CHHS | 47 | 13 | 0 | 1 |
| MBHS | 17 | 6 | 0 | 0 |
| RGHS | 22 | 3 | 0 | 0 |
| HJRHS | 43 | 3 | 0 | 0 |
| LBHS | 10 | 2 | 0 | 0 |
| Total | 139 | 27 | 0 | 1 |

FIGURE 3: DISTRIBUTION OF PUBLIC HIGH SCHOOL TEACHERS' QUALIFICATION FOR 2015/ 2016

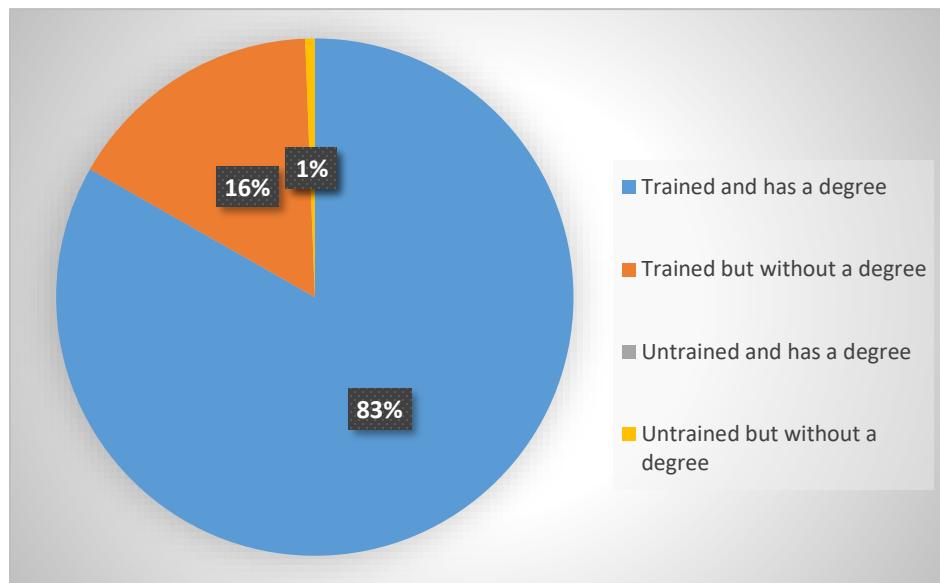


Figure 3 shows that eighty- three percent (83%) of teachers are 'trained and have a degree'. If this is compared to data in **figure 2** where fifty-one percent (51) of teachers are trained with a degree. A thirty-two (32%) difference between Primary and Secondary public school teachers in the category of 'trained and has a degree' can be seen.

Table 10: Private Primary School Teachers' Qualifications for 2015/2016

| Private Primary | Trained and has a degree | Trained but without a degree | Untrained and has a degree | Untrained but without a degree |
|-----------------------------|--------------------------|------------------------------|----------------------------|--------------------------------|
| Alpha Christian Academy | 4 | 1 | 0 | 3 |
| BEST | 3 | 9 | 0 | 1 |
| BRIC | 1 | 1 | | |
| Calvary Christian School | 0 | 4 | 0 | 1 |
| Champions For Christ | 5 | 1 | 0 | 4 |
| Community Christian Academy | 2 | 10 | 0 | 1 |
| Faith Preparatory School | 4 | 1 | 0 | 4 |

| Holy Family Academy** | - | - | | |
|------------------------------------|--------------------------|------------------------------|----------------------------|--------------------------------|
| International School TCI | 17 | 3 | 0 | 0 |
| Private Primary | Trained and has a degree | Trained but without a degree | Untrained and has a degree | Untrained but without a degree |
| Lighthouse Christian School | 1 | 1 | 0 | 0 |
| MILLS | 6 | 8 | 0 | 3 |
| Precious Treasures** | - | - | | |
| Provo Christian School | 4 | 5 | | 3 |
| Providence International Academy** | - | - | | |
| Providenciales Primary School | 10 | 2 | 0 | 5 |
| Richmond Hill** | - | - | | |
| Shining Star** | - | - | | |
| Susannah Wesley Christian Academy | 0 | 4 | 0 | 0 |
| Wesley Methodist School | 3 | 5 | | 1 |
| Total | 60 | 55 | 0 | 26 |

**Details not submitted

FIGURE 4: DISTRIBUTION OF PRIVATE PRIMARY SCHOOL TEACHERS' QUALIFICATIONS FOR 2015/2016

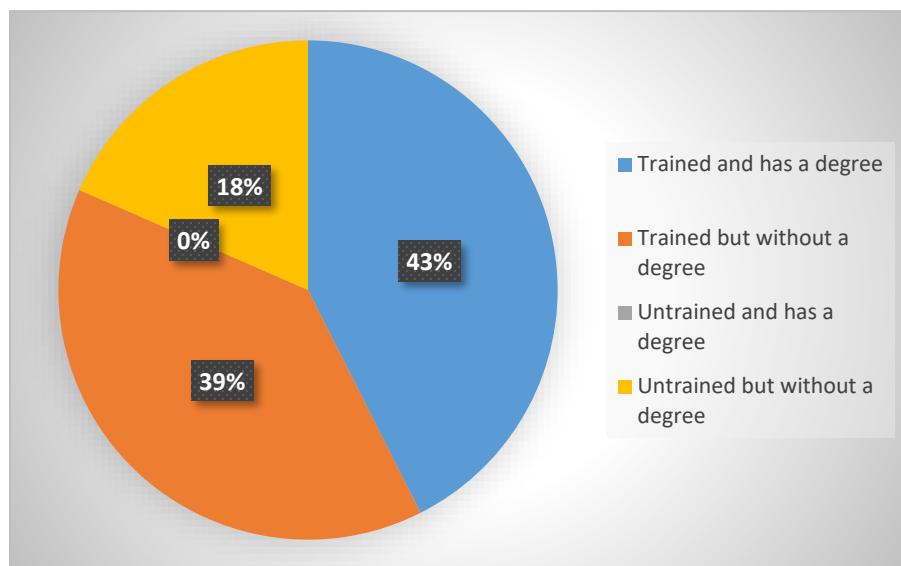


Figure 4 indicates that approximately forty-three percent (43%) of the teachers at the reporting private primary schools were trained and have a degree. This figure represents eight (8) percentage points under public primary school teachers at fifty-one percent (51%) (As seen in figure 2).

Table 11: Private High School Teachers' Qualifications for 2015/2016

| Private High School | Trained and has a degree | Trained but without a degree | Untrained and has a degree | Untrained but without a degree |
|---------------------|--------------------------|------------------------------|----------------------------|--------------------------------|
| BWIC | 21 | 1 | 0 | 0 |
| Maranatha | 4 | 3 | 4 | 0 |
| TCIPS | 0 | 0 | 0 | 0 |
| Wesley Methodist | 10 | 2 | 1 | 1 |
| TCI Middle School | 5 | 1 | 0 | 0 |
| Total | 40 | 7 | 5 | 1 |

FIGURE 5: DISTRIBUTION OF PRIVATE HIGH SCHOOL TEACHERS' QUALIFICATIONS FOR 2015/2016

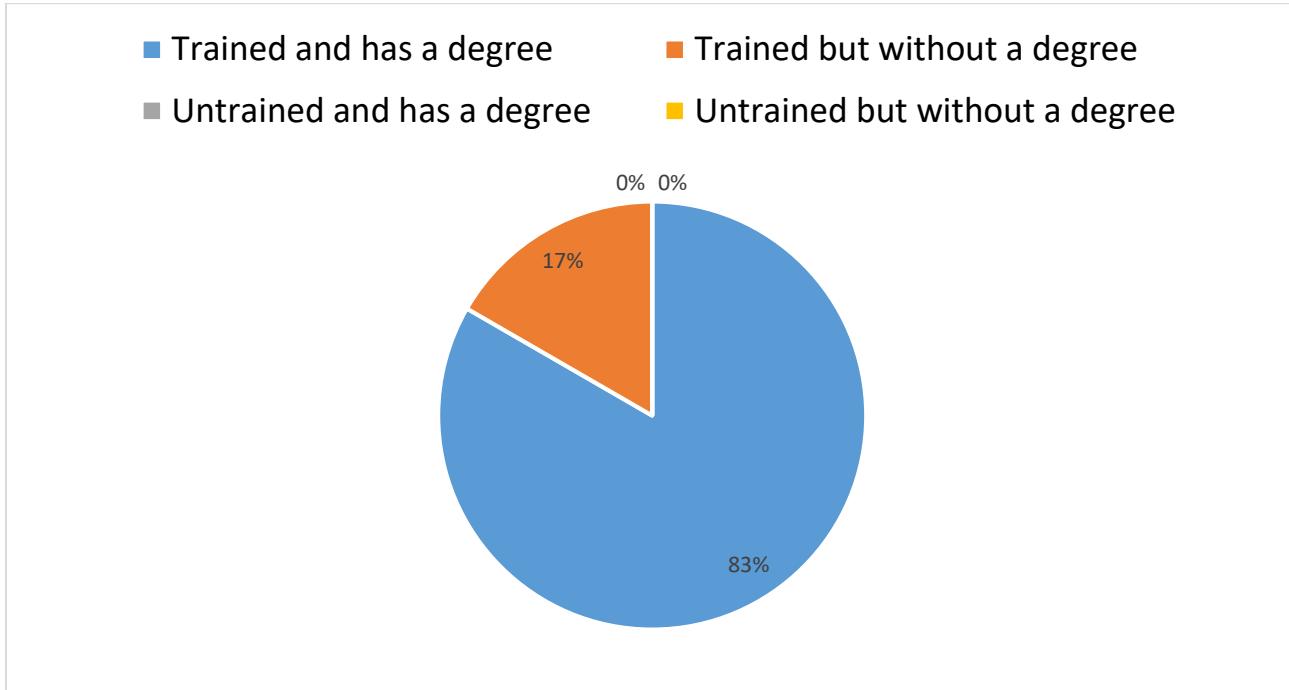


Figure 5, when compared to public high school teachers (see figure 3) in the category of 'Trained and has a degree' private high schools recorded a minus eleven percent (-11%) difference.

FIGURE 6: DISTRIBUTION SUMMARY OF PUBLIC AND PRIVATE SCHOOL TEACHERS' QUALIFICATIONS FOR 2015/2016

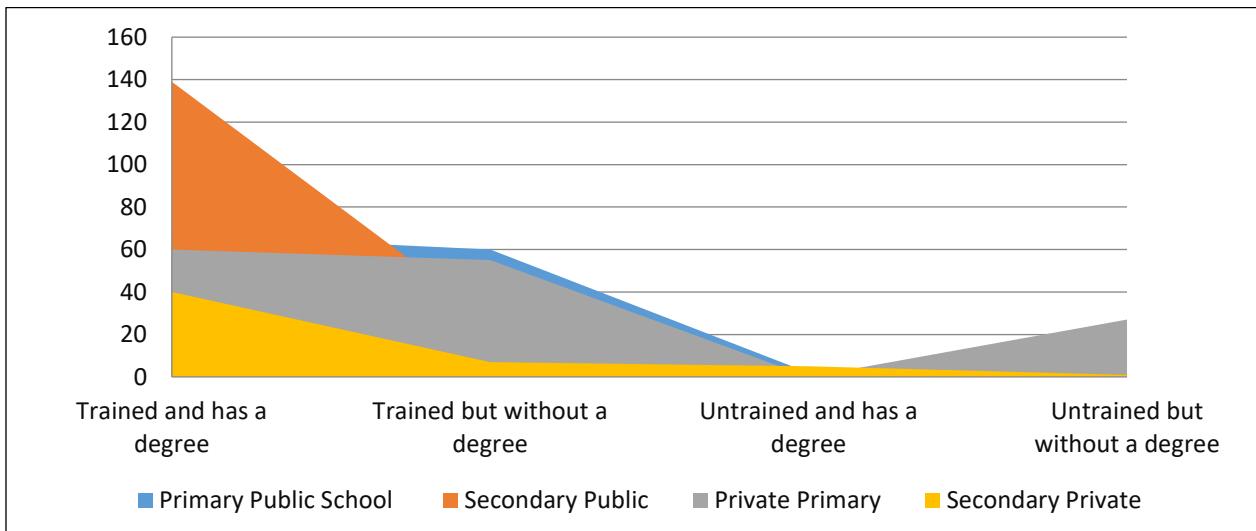


FIGURE 7: PUBLIC AND PRIVATE SCHOOL TEACHERS WITH A BACHELOR'S DEGREE FOR 2015/2016

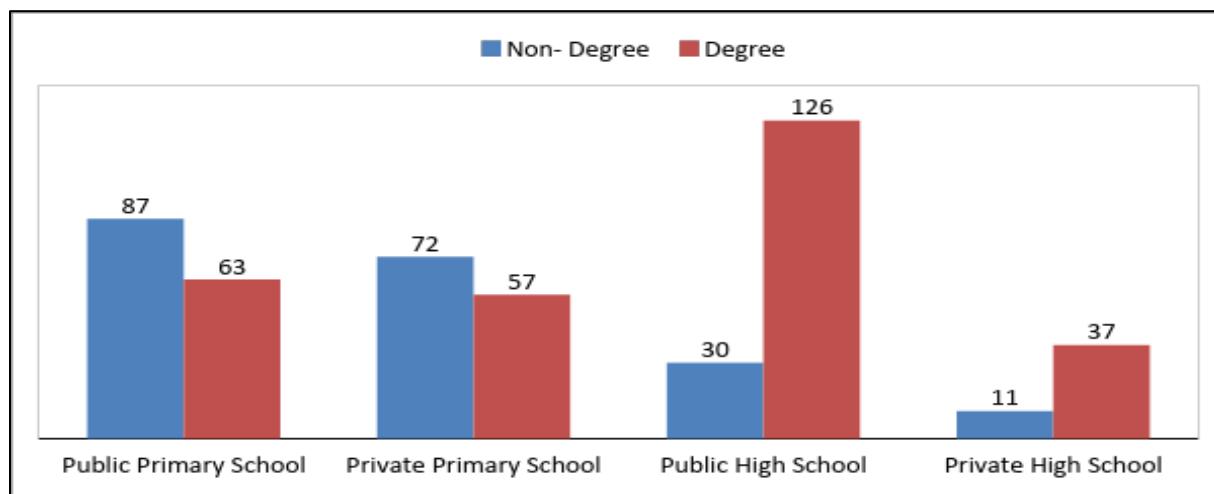


Table 12: Public and Private School Administrators' Qualifications for 2015/2016

| Schools | Trained and has a degree | Trained but without a degree | Untrained and has a degree | Untrained but without a degree |
|-------------------|--------------------------|------------------------------|----------------------------|--------------------------------|
| Primary Public | 5 | 6 | | |
| Secondary Public | 9 | | | |
| Private Primary | 3 | 3 | | |
| Secondary Private | 3 | 0 | | |
| Total | 20 | 9 | | |

- Nine Private Primary Schools
- Two Private Secondary Schools

Data for DRPS and MRPS have been included in the administrative section also.

FIGURE 8: DISTRIBUTION OF PUBLIC AND PRIVATE SCHOOLS ADMINISTRATORS' QUALIFICATIONS FOR 2015/2016

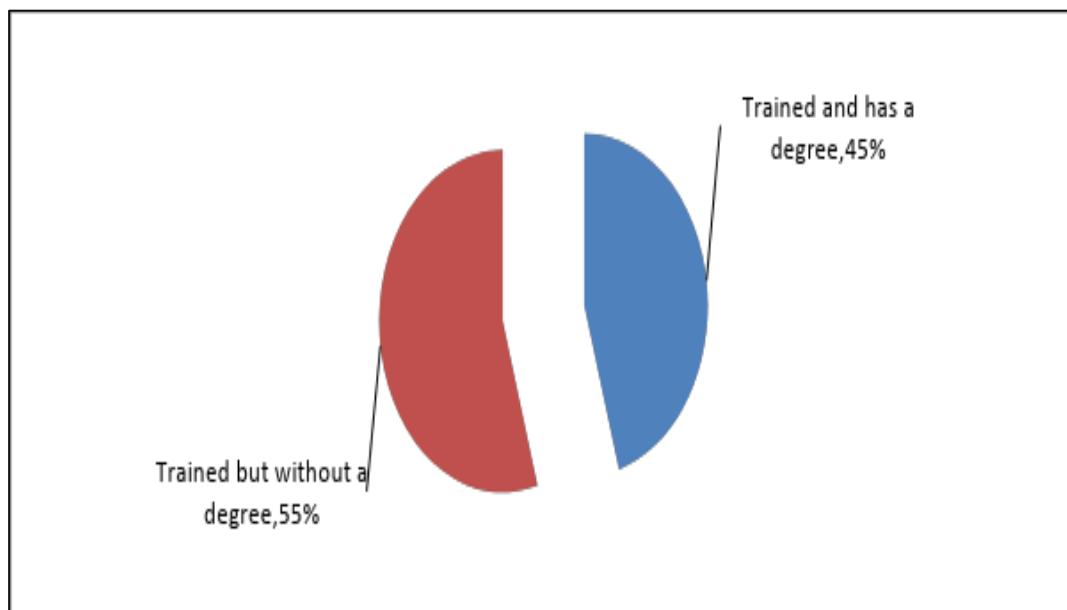


Figure 8 indicates that more than half of the administrators were trained (55%) but did not have a degree.

***Trained without a degree' teacher is one that has completed a diploma or other certifications that is not equivalent to a bachelor degree**

Teacher Statistics Summary

The data presented in this section indicates that approximately 560 teachers were employed at both the private and public primary and secondary schools. In public schools 236 or approximately 76% were females and 73 or 24% were males. The pupil teacher ratio at the public primary school was 16.9 and 5.3 for private primary schools. At the secondary schools, the pupil teacher ratio at the public school was 8.63 and 7.3 at private owned schools.

In terms of teachers' qualifications, fifty-one percent (51%) of the public primary school teachers were trained with a degree while at the private primary the figure was forty-three percent (43%). For the secondary schools, eighty-three percent (83%) were trained with degrees at the public secondary and seventy-one percent (71%) at the private. For

administrators, a combined total of forty- five percent (45%) for both private and public schools were trained with degrees.

For the status' of teachers, at the primary public schools, thirty (36%) were expatriates, while at the public secondary schools; seventy-one percent (71%) were expatriates. At the private primary schools, seventy-two percent (72%) were expatriates while at the private secondary the figure stood at eight-eight percent (88%) expatriates.

STUDENTS STATISTICS



STUDENTS STATISTICS

For the academic year 2015 to 2016, a total of 3849 students were enrolled at public primary and secondary schools. Of that figure, 2407 were at the primary level and 1442 at the secondary levels respectively. When compared to 2014/2015 academic year, enrolment at the primary level within the public school was 2545³. Hence, 2015/2016 recorded a 3.6% decrease. At the secondary level, enrolment for 2014/2015 was 1449⁴, which indicates a decline of 0.4% on academic year 2015/2016.

At privately owned schools, enrolment for 2015/2016 stood at 1462. Of this amount, 1067 were at the primary level and 395 at the secondary levels respectively. For 2014/2015, data supplied by 15 private primary schools indicate that 1579 students were enrolled. Using the said private primary schools' data for 2015/2016, 1067 students were enrolled. This represents a decrease of approximately 32%.

This section also includes data on transfers in and out, dropouts, repeaters, nationalities, as well as historical and comparative analyses.

Table 13: Historic Enrolment from 2003-2013

| Year | High School | Annual % rise | Primary School | Annual % rise |
|---------|-------------|---------------|----------------|---------------|
| 2003/04 | 1185 | | 1934 | |
| 2004/05 | 1282 | 8.2% | 1931 | -0.1 |
| 2005/06 | 1345 | 4.9% | 1946 | 0.8 |
| 2006/07 | 1436 | 6.8% | 1998 | 2.7 |
| 2007/08 | 1485 | 3.4% | 1982 | -0.8 |
| 2008/09 | 1585 | 6.7% | 2097 | 5.8 |
| 2009/10 | 0 | - | - | - |
| 2010/11 | 1677 | - | 2375 | - |
| 2011/12 | 1663 | -0.8% | 2544 | 7.17 |
| 2012/13 | 1603 | -3.6% | 2244 | -11.7 |
| 2013/14 | 1542 | -3.8% | 2521 | 10.9% |
| 2014/15 | 1449 | -6.0% | 2545 | 0.9% |
| 2015/16 | 1839 | 27% | 3475 | 37% |

³ Department of Education

⁴ Education Sector Plan (2013-2017)

Table 14: Students enrolled at Public Primary Schools for 2015/2016

| Grade | Male | Female | Total |
|--------------|-------------|---------------|--------------|
| K1 | 126 | 123 | 249 |
| K2 | 140 | 125 | 265 |
| G1 | 161 | 139 | 300 |
| G2 | 128 | 107 | 235 |
| G3 | 157 | 171 | 328 |
| G4 | 212 | 164 | 376 |
| G5 | 160 | 170 | 330 |
| G6 | 165 | 159 | 324 |
| Total | 1249 | 1158 | 2407 |

Table 15: Enrolment in Public Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016

| Grades | Ages | | | | Transfer In | | Total | Transfer Out | | Total | Dropouts | | Total | Repeaters | | Total |
|--------------|--------------|----|----|-------|-------------|---|-------|--------------|---|-------|----------|---|-------|-----------|---|-------|
| | | M | F | Total | M | F | | M | F | | M | F | | M | F | |
| K1 | <4 | 34 | 41 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | 4 | 31 | 29 | 60 | 11 | 7 | 18 | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 67 | 72 | 139 | 11 | 7 | 18 | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 1 | 1 |

| Grades | Ages | M | F | Total |
|--------|------|---|---|-------|---|---|-------|---|---|-------|---|---|-------|---|---|-------|
|--------|------|---|---|-------|---|---|-------|---|---|-------|---|---|-------|---|---|-------|

| | | | | | | | | | | | | | | | | |
|---------------|--------------|-----------|-----------|--------------|----------|----------|--------------|----------|----------|--------------|-----------|----------|--------------|----------|----------|--------------|
| K2 | <5 | 21 | 26 | 47 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 5 | 11 | 1 | 0 | 1 |
| | 5 | 46 | 44 | 90 | 1 | 7 | 8 | 2 | 0 | 2 | 4 | 1 | 5 | 0 | 0 | 0 |
| | 6 | 25 | 16 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 97 | 90 | 187 | 2 | 7 | 9 | 2 | 0 | 2 | 10 | 6 | 16 | 1 | 0 | 1 |
| G1 | <6 | 20 | 22 | 42 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 6 | 58 | 53 | 111 | 5 | 4 | 9 | 1 | 1 | 2 | 6 | 2 | 8 | 0 | 0 | 0 |
| | 7 | 10 | 8 | 18 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 8 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 8 | 0 | 0 | 0 |
| Total | | 89 | 84 | 173 | 6 | 4 | 10 | 4 | 4 | 8 | 12 | 4 | 8 | 1 | 0 | 1 |
| Grades | Ages | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |

| | | | | | | | | | | | | | | | | |
|---------------|---------------|-----------|-----------|--------------|----------|----------|--------------|----------|----------|--------------|----------|----------|--------------|----------|----------|--------------|
| G 2 | <7 | 23 | 14 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 38 | 56 | 94 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 8 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 66 | 75 | 141 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| G3 | <8 | 21 | 24 | 45 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 8 | 37 | 35 | 72 | 3 | 0 | 3 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 7 | 6 | 13 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 10 | 1 | 2 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >10 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 67 | 67 | 134 | 6 | 1 | 7 | 2 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grades | Ages | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |

| | | | | | | | | | | | | | | | | |
|--------------|---------------|-----------|-----------|------------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| G4 | <9 | 10 | 27 | 37 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 18 | 11 | 29 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 10 | 11 | 7 | 18 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 4 | 0 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >11 | 5 | 1 | 6 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 48 | 46 | 94 | 5 | 4 | 9 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| G5 | <10 | 22 | 19 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| | 10 | 19 | 21 | 40 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| | 11 | 9 | 2 | 11 | 1 | 1 | 2 | 3 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 2 | 3 | 5 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >12 | 6 | 6 | 12 | 4 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 58 | 51 | 109 | 7 | 6 | 13 | 4 | 4 | 8 | 1 | 1 | 2 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | |

| Grades | Ages | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
|--------------|---------------|-----------|-----------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| GR6 | <11 | 15 | 15 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 14 | 18 | 32 | 5 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 10 | 11 | 21 | 1 | 2 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 13 | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 14 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 45 | 45 | 90 | 6 | 5 | 11 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |

- *Data presented in table reflects those that have been entered correctly by the respective schools.*
- *Special Education not included*

FIGURE 9: DISTRIBUTION OF TRANSFERS IN, TRANSFERS OUT, DROPOUTS, AND REPEATERS FOR PUBLIC PRIMARY SCHOOLS FOR 2015/2016



Table 16: Students enrolled at Public High Schools for 2015/2016

| Form | M. | F. | Total |
|--------------|------------|------------|-------------|
| F1 | 149 | 143 | 292 |
| F2 | 117 | 132 | 249 |
| F3 | 148 | 139 | 287 |
| F4 | 168 | 158 | 326 |
| F5 | 133 | 155 | 288 |
| Total | 715 | 727 | 1442 |

Table 17: Enrolment in Public High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016

| Form 1 | Ages | | | | Transfers In | | | Transfers Out | | | Drop Outs | | | Repeaters | | |
|------------------|------|------------|------------|------------|--------------|-----------|-----------|---------------|----------|----------|-----------|----------|----------|-----------|----------|----------|
| | | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| | <11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 10 | 16 | 26 | 1 | 3 | 4 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 74 | 79 | 153 | 5 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 13 | 60 | 35 | 95 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 14 | 5 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total | | 149 | 139 | 288 | 11 | 10 | 21 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |

Table 17: Enrolment in Public High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (cont'd)

| Form 2 | Ages | | | | Transfers In | | | Transfers Out | | | Drop Outs | | | Repeaters | | |
|-----------|------|-----|-----|-------|--------------|---|-------|---------------|---|-------|-----------|---|-------|-----------|---|-------|
| | | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| | <12 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 11 | 20 | 31 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 13 | 57 | 56 | 113 | 7 | 2 | 9 | 2 | 3 | 5 | 1 | 0 | 1 | 1 | 0 | 1 |
| | 14 | 33 | 34 | 67 | 2 | 2 | 4 | 2 | 0 | 2 | 3 | 0 | 3 | 0 | 0 | 0 |
| | 15 | 6 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total | | 108 | 112 | 220 | 10 | 5 | 15 | 4 | 4 | 8 | 4 | 4 | 1 | 1 | 1 | 1 |
| | | | | | | | | | | | | | | | | |

Table 17: Enrolment in Public High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (cont'd)

| Form 3 | Ages | | | | Transfers In | | Total | Transfers Out | | | | Drop Outs | | Total | Repeaters | | | |
|------------------|------|------------|------------|------------|--------------|----------|-----------|---------------|----------|----------|----------|-----------|----------|----------|-----------|----------|----------|----------|
| | | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F |
| | <13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 13 | 10 | 17 | 27 | 1 | 1 | 2 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 14 | 61 | 77 | 138 | 5 | 3 | 8 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 15 | 53 | 39 | 92 | 1 | 3 | 4 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | 16 | 4 | 6 | 10 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total | | 128 | 139 | 267 | 7 | 8 | 15 | 6 | 3 | 9 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

Table 17: Enrolment in Public High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (cont'd)

| Form 4 | Ages | | | | Transfers In | | | Transfers Out | | | Drop Outs | | | Repeaters | | |
|-----------|------|-----|-----|-------|--------------|---|-------|---------------|---|-------|-----------|---|-------|-----------|---|-------|
| | | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| | <14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 14 | 16 | 22 | 38 | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 15 | 77 | 93 | 170 | 3 | 3 | 6 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| | 16 | 67 | 36 | 103 | 2 | 0 | 2 | 0 | 0 | 0 | 4 | 2 | 6 | 0 | 1 | 1 |
| | 17 | 7 | 5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 |
| | >17 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Sub Total | | 169 | 156 | 325 | 5 | 4 | 9 | 1 | 3 | 4 | 9 | 2 | 11 | 0 | 2 | 2 |

Table 17: Enrolment in Public High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (cont'd)

| | | | | | | Transfers In | | | Transfers Out | | | Drop Outs | | | Repeaters | | |
|-----------|------|-----|-----|-------|----|--------------|-------|---|---------------|-------|---|-----------|-------|---|-----------|-------|--|
| Form 5 | Ages | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total | |
| | <15 | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 15 | 12 | 16 | 28 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 16 | 56 | 74 | 130 | 0 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 2 | 0 | 0 | 0 | |
| | 17 | 56 | 56 | 112 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 18 | 13 | 7 | 20 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | >18 | 2 | 2 | 4 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Sub Total | | 139 | 155 | 294 | 10 | 2 | 12 | 4 | 4 | 8 | 1 | 1 | 2 | 0 | 0 | 0 | |
| Total | | 692 | 701 | 1393 | 43 | 29 | 72 | 8 | 8 | 16 | 2 | 2 | 4 | 3 | 2 | 5 | |

FIGURE 10: DISTRIBUTION OF TRANSFERS IN, TRANSFERS OUT, DROPOUTS, AND REPEATERS FOR PUBLIC HIGH SCHOOLS FOR 2015/2016

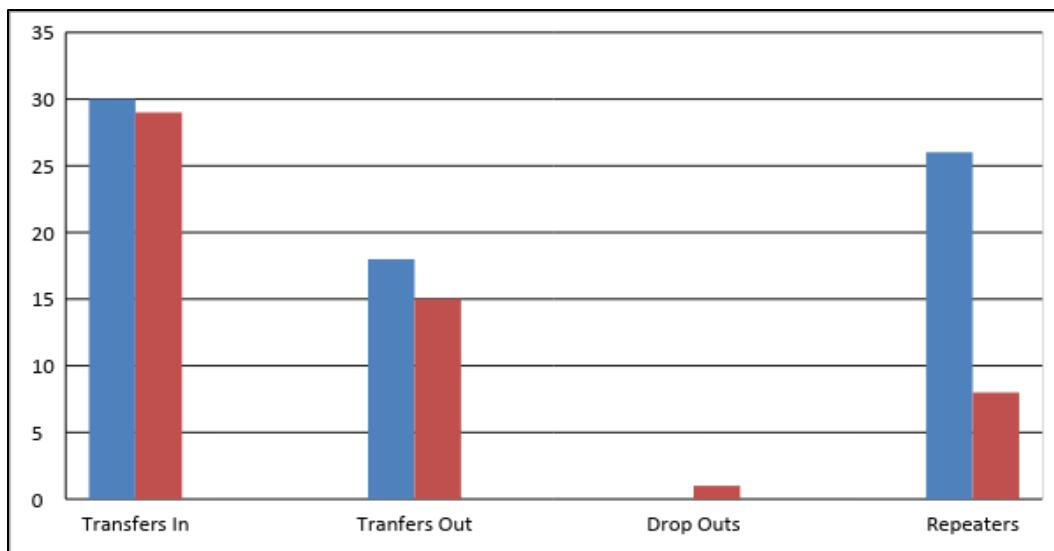


Table 18: Students enrolment at Private Primary Schools for 2015/2016

| Priv. Prim | M. | F. | Total |
|--------------|------------|------------|-------------|
| K1 | 67 | 72 | 139 |
| K2 | 97 | 90 | 187 |
| G1 | 89 | 84 | 173 |
| G2 | 66 | 75 | 141 |
| G3 | 67 | 67 | 134 |
| G4 | 48 | 46 | 94 |
| G5 | 58 | 51 | 109 |
| G6 | 45 | 45 | 90 |
| Total | 537 | 530 | 1067 |

*Data supplied reflect information from 14 private schools

** Data does not include pre-school

Table 19: Enrolment in Private Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016

| | | | | | Transfer In | | | Transfer Out | | | Dropouts | | | Repeaters | | |
|--------------|------|-----------|-----------|------------|-------------|----------|-----------|--------------|----------|----------|-----------|----------|-----------|-----------|----------|----------|
| Grades | Ages | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| K1 | <4 | 34 | 41 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | 4 | 31 | 29 | 60 | 11 | 7 | 18 | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 5 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 67 | 72 | 139 | 11 | 7 | 18 | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 1 | 1 |
| K2 | <5 | 21 | 26 | 47 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 5 | 11 | 1 | 0 | 1 |
| | 5 | 46 | 44 | 90 | 1 | 7 | 8 | 2 | 0 | 2 | 4 | 1 | 5 | 0 | 0 | 0 |
| | 6 | 25 | 16 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 97 | 90 | 187 | 2 | 7 | 9 | 2 | 0 | 2 | 10 | 6 | 16 | 1 | 0 | 1 |
| GR1 | <6 | 20 | 22 | 42 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 6 | 58 | 53 | 111 | 5 | 4 | 9 | 1 | 1 | 2 | 6 | 2 | 8 | 0 | 0 | 0 |
| | 7 | 10 | 8 | 18 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 1 | 0 | 1 |
| | 8 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 8 | 0 | 0 | 0 |
| Total | | 89 | 84 | 173 | 6 | 4 | 10 | 4 | 4 | 8 | 12 | 4 | 8 | 1 | 0 | 1 |
| GR 2 | <7 | 23 | 14 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 38 | 56 | 94 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 8 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 66 | 75 | 141 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 19: Enrolment in Private Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (cont'd).

| | | | | | | | | | | | | | | | | | |
|--------------|-----|-----------|-----------|------------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| GR3 | <8 | 21 | 24 | 45 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 8 | 37 | 35 | 72 | 3 | 0 | 3 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 7 | 6 | 13 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 10 | 1 | 2 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >10 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 67 | 67 | 134 | 6 | 1 | 7 | 2 | 3 | 5 | 0 |
| GR4 | <9 | 10 | 27 | 37 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 18 | 11 | 29 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 10 | 11 | 7 | 18 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 4 | 0 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >11 | 5 | 1 | 6 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 48 | 46 | 94 | 5 | 4 | 9 | 2 | 0 | 2 | 0 |
| GR5 | <10 | 22 | 19 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| | 10 | 19 | 21 | 40 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| | 11 | 9 | 2 | 11 | 1 | 1 | 2 | 3 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 2 | 3 | 5 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >12 | 6 | 6 | 12 | 4 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 58 | 51 | 109 | 7 | 6 | 13 | 4 | 4 | 8 | 1 | 1 | 2 | 0 | 0 | 0 | 0 |
| GR6 | <11 | 15 | 15 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 14 | 18 | 32 | 5 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 10 | 11 | 21 | 1 | 2 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| | 13 | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 14 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | >14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 45 | 45 | 90 | 6 | 5 | 11 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |

FIGURE 11: DISTRIBUTION OF TRANSFERS IN, TRANSFERS OUT, DROPOUTS, AND REPEATERS FOR PRIVATE PRIMARY SCHOOLS FOR 2015/2016

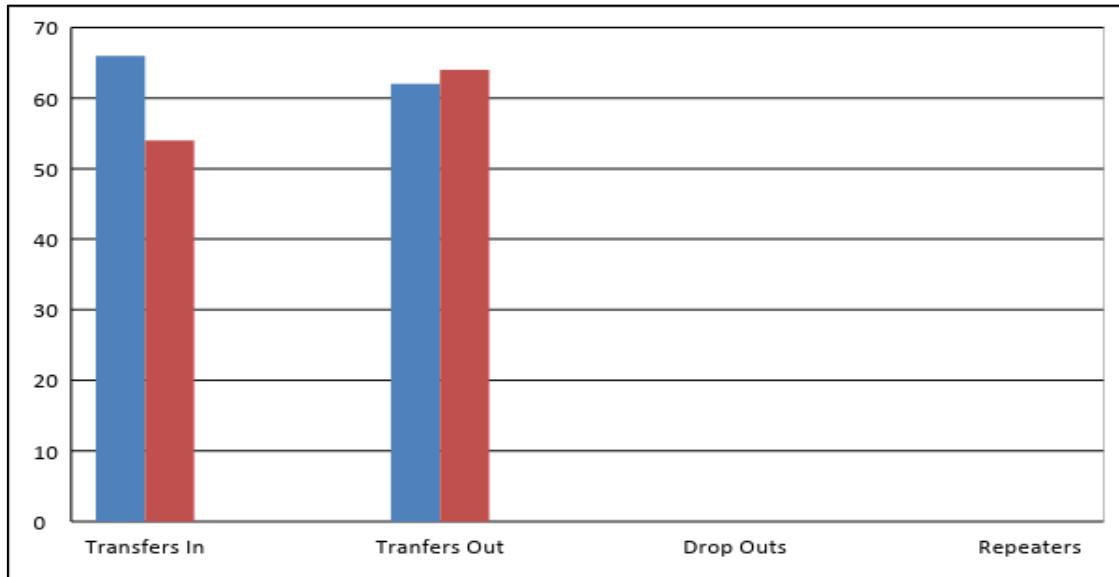


Table 20: Students enrolment at Private High Schools for 2015/2016

| Form | M. | F. | Total |
|--------------|------------|------------|------------|
| F1 | 30 | 24 | 54 |
| F2 | 31 | 30 | 61 |
| F3 | 34 | 36 | 70 |
| F4 | 45 | 43 | 88 |
| F5 | 43 | 58 | 101 |
| Total | 183 | 191 | 374 |

* Form sixth not included

Table 21: Enrolment in Private High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016

| Ages | Transfers In | | | Tranfers Out | | | Drop Outs | | | Repeaters | | | Total |
|------|--------------|-----------|-----------|--------------|-----------|-----------|-----------|----------|----------|-----------|----------|----------|----------|
| | M | F | Total | M | F | Total | M | F | Total | M | F | | |
| <11 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 2 | 2 | 4 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 20 | 18 | 38 | 7 | 4 | 11 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 13 | 8 | 4 | 12 | 3 | 3 | 6 | 2 | 1 | 3 | 0 | 0 | 0 | 0 |
| 14 | 30 | 24 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >14 | | | | | | | | | | | | | |
| | 30 | 24 | 54 | 10 | 11 | 21 | 3 | 1 | 4 | 0 | 0 | 0 | 0 |
| | Transfers In | | | Tranfers Out | | | Drop Outs | | | Repeaters | | | Total |
| Ages | M | F | Total | M | F | Total | M | F | Total | M | F | | |
| <12 | | | | | | | | | | | | | |
| 12 | 5 | 12 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | 20 | 16 | 36 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| 14 | 6 | 2 | 8 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 31 | 30 | 61 | 1 | 0 | 1 | 3 | | 3 | 0 | 0 | 0 | 0 |
| | Transfers In | | | Tranfers Out | | | Drop Outs | | | Repeaters | | | Total |
| Ages | M | F | Total | M | F | Total | M | F | Total | M | F | | |
| <13 | | | | | | | | | | | | | |
| 13 | 6 | 9 | 15 | 2 | 2 | 4 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| 14 | 20 | 14 | 34 | 0 | 1 | 0 | 2 | | 2 | 0 | 0 | 0 | 0 |
| 15 | 4 | 7 | 11 | 1 | 0 | 1 | 2 | 4 | 6 | 0 | 0 | 0 | 0 |
| 16 | 2 | 5 | 7 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >16 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 34 | 36 | 70 | 4 | 3 | 7 | 4 | 5 | 9 | 0 | 0 | 0 | 0 |

Table 21: Enrolment in Private High Schools by Grade, Age, Sex, Transfers In, Transfers Out, Dropouts and Repeaters for 2015/2016 (Cont'd)

| Ages | | | | Transfers In | | Total | Tranfers Out | | Total | Drop Outs | | Total | Repeaters | | Total |
|------|------------|------------|-------------|--------------|-----------|-----------|--------------|-----------|-----------|-----------|----------|----------|-----------|----------|-----------|
| | M | F | Total | M | F | | M | F | | M | F | | M | F | |
| <14 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 | 3 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | 13 | 8 | 21 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 14 | 20 | 34 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 17 | 9 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >17 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 45 | 43 | 88 | 0 | 1 | 1 | 5 | 3 | 8 | 0 | 0 | 0 | 2 | 0 | 2 |
| | | | | Transfers In | | Total | Tranfers Out | | Total | Drop Outs | | Total | Repeaters | | Total |
| Ages | M | F | Total | M | F | | M | F | | M | F | | M | F | |
| <15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | 3 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 17 | 31 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| 17 | 10 | 18 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| 18 | 8 | 1 | 9 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >18 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 43 | 58 | 101 | 0 | 2 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 |
| | | | | Transfers In | | Total | Tranfers Out | | Total | Drop Outs | | Total | Repeaters | | Total |
| Ages | M | F | Total | M | F | | M | F | | M | F | | M | F | |
| <16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 4 | 6 | 10 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| 18 | 2 | 8 | 10 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| >19 | 7 | 14 | 21 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| | 736 | 770 | 1506 | 30 | 29 | 59 | 18 | 15 | 33 | 1 | 1 | 2 | 26 | 8 | 34 |

FIGURE 12: DISTRIBUTION OF TRANSFERS IN, TRANSFERS OUT, DROPOUTS, AND REPEATERS FOR PRIVATE PRIMARY SCHOOLS FOR 2015/2016

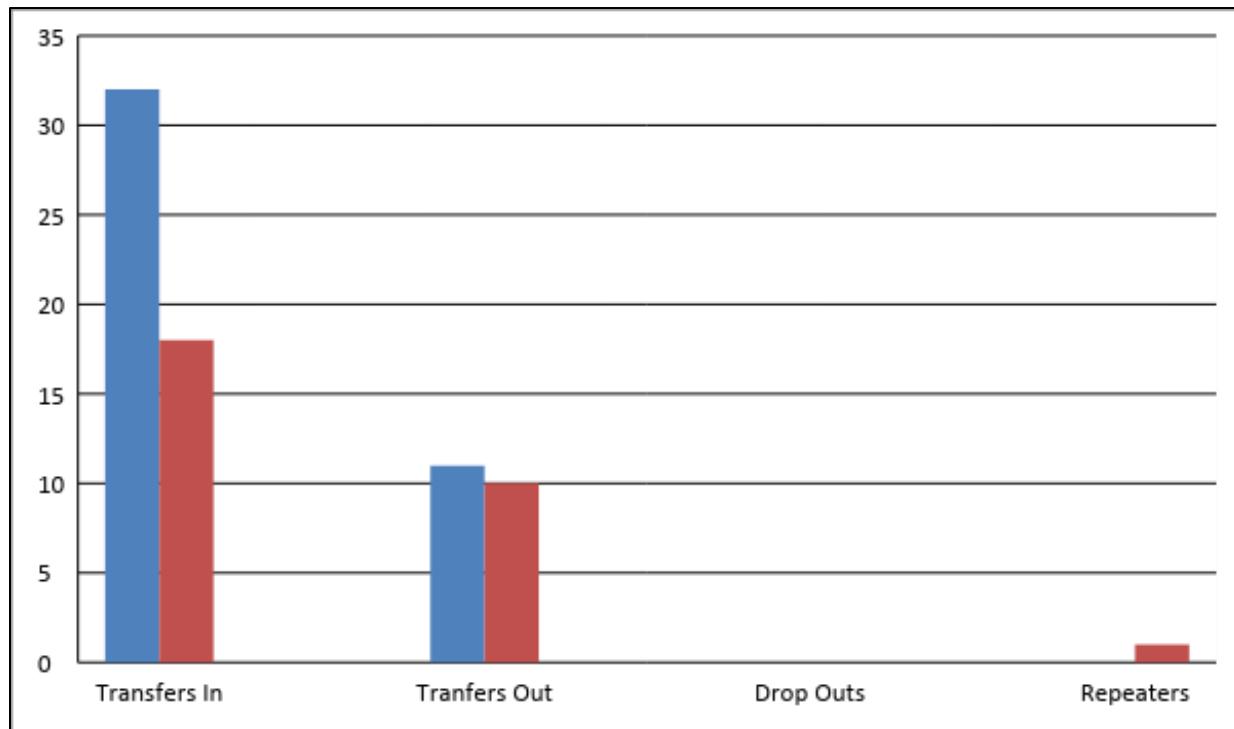


Table 22: Summary of Students Enrolment at Public and Private Schools for 2015/2016

| Public | M. | F. | Total | Private | M. | F. | Total |
|--------------|-------------|-------------|-------------|--------------|------------|------------|-------------|
| Primary | 1262 | 1259 | 2521 | Primary | 657 | 600 | 1257 |
| High | 761 | 781 | 1542 | High | 137 | 132 | 269 |
| Total | 2023 | 2040 | 4063 | Total | 794 | 732 | 1526 |

FIGURE 13: PUBLIC PRIMARY SCHOOLS STUDENT PROPORTION PER ISLAND FOR 2015/2016

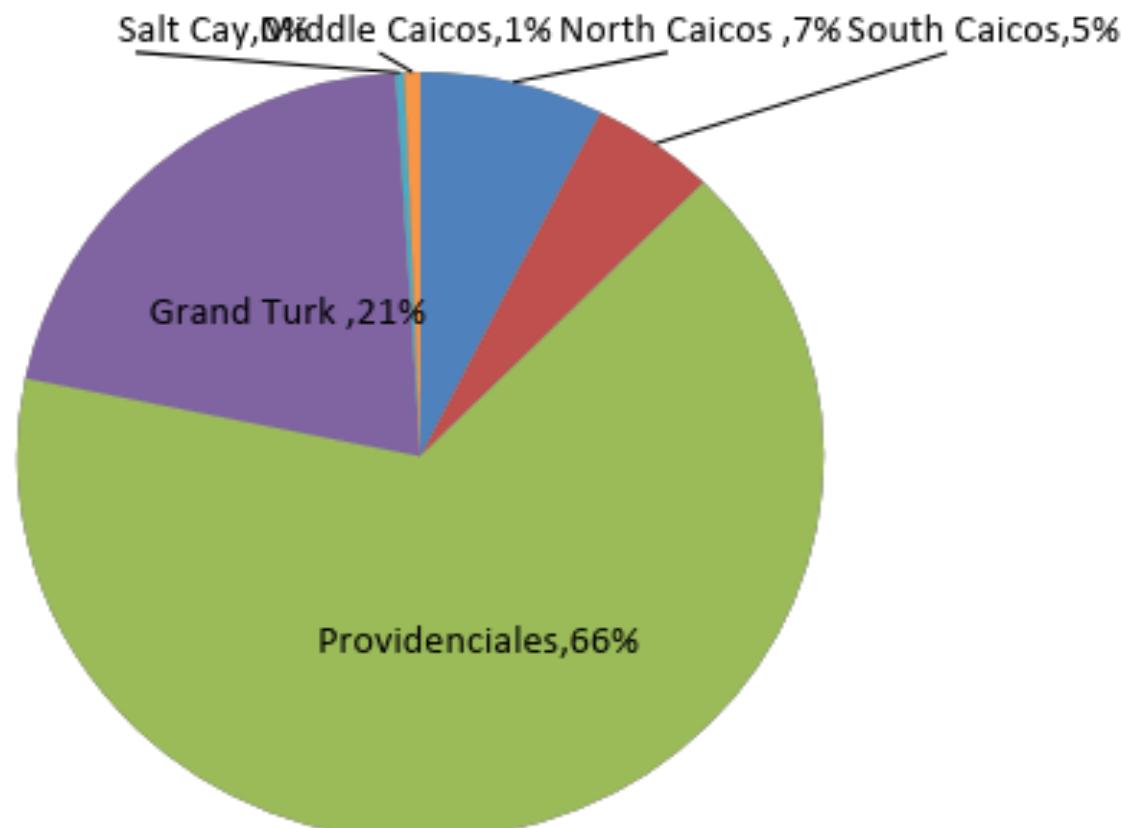


FIGURE 14: PUBLIC HIGH SCHOOLS STUDENT DISTRIBUTION PER ISLAND FOR 2015/2016

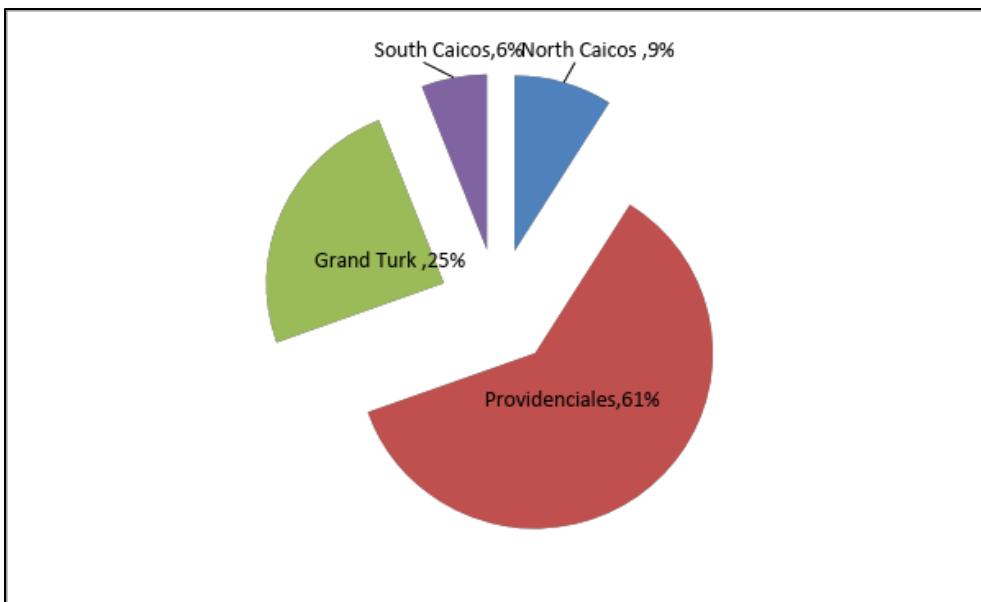


Table 23: Distribution of Non-National Students at Public Primary Schools by country for 2015/2016

| Country | Total |
|--------------------|-------|
| Haiti | 891 |
| Dominican Republic | 57 |
| Jamaica | 84 |
| Bahamas | 36 |
| UK | 9 |
| USA & Canada | 72 |
| Other Caribbean | 35 |
| All Others | 25 |

FIGURE 15: PROPORTION OF NON-NATIONAL STUDENTS AT PUBLIC PRIMARY SCHOOLS BY COUNTRY FOR 2015/2016

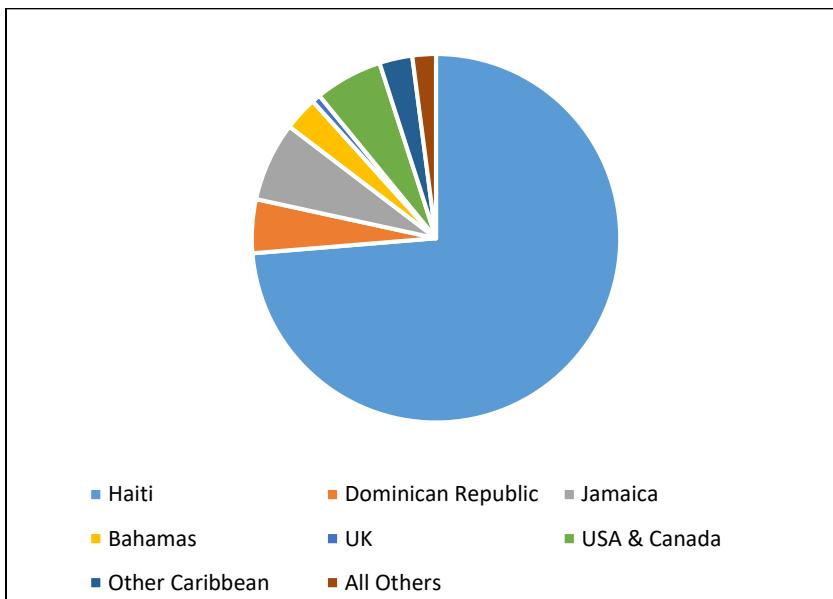


FIGURE 16: PROPORTION OF NON-NATIONAL STUDENTS AT PUBLIC HIGH SCHOOLS BY COUNTRY FOR 2015/2016

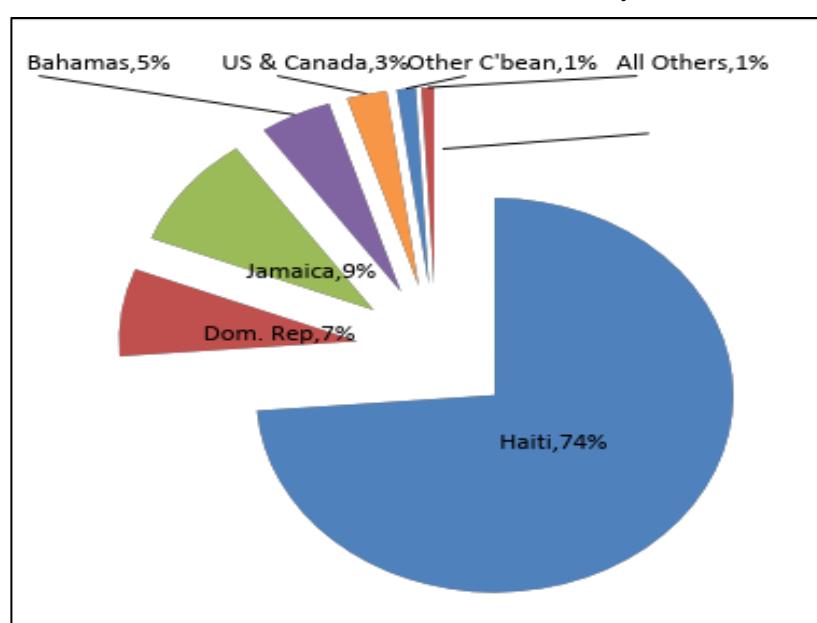


FIGURE 17: PROPORTION OF NON-NATIONAL STUDENTS AT PRIVATE PRIMARY SCHOOLS BY COUNTRY FOR 2015/2016

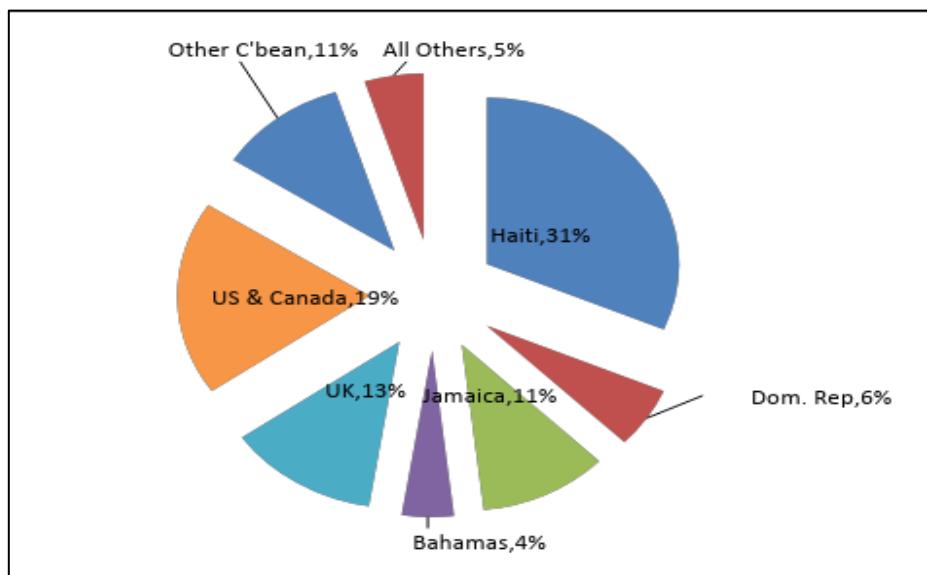


FIGURE 18: PROPORTION OF NON-NATIONAL STUDENTS AT PRIVATE HIGH SCHOOLS BY COUNTRY FOR 2015/2016

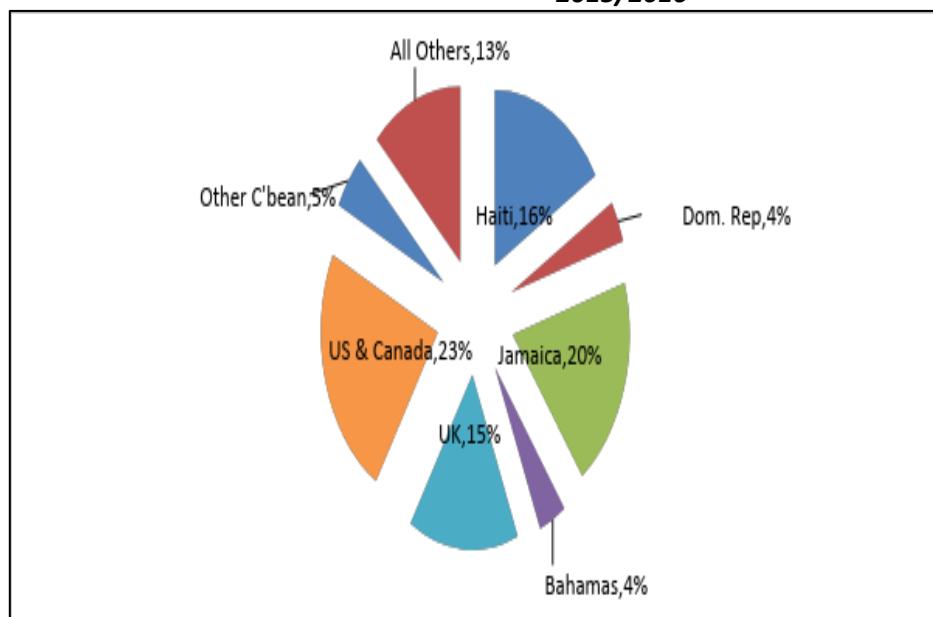


Table 24: Non-National Students at Public and Private Primary School by country for 2015/2016

| Country | Total |
|--------------------|-------|
| Haiti | 1157 |
| Dominican Republic | 107 |
| Jamaica | 176 |
| Bahamas | 73 |
| UK | 117 |
| US & Canada | 232 |
| Other Caribbean | 127 |
| All Others | 67 |

FIGURE 19: PROPORTION OF NON-NATIONAL STUDENTS IN PUBLIC AND PRIVATE PRIMARY SCHOOLS FOR 2015/2016

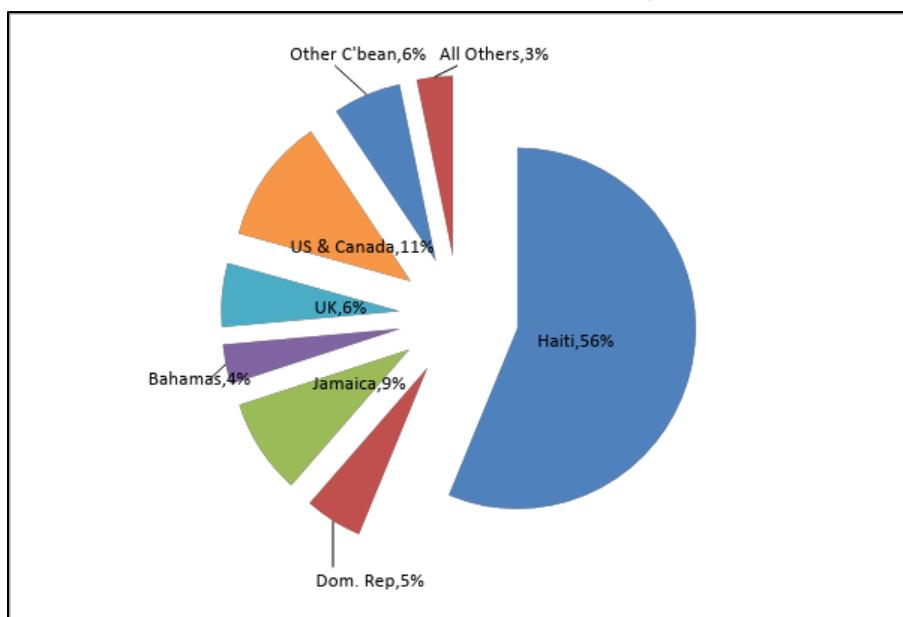


Table 25: Non-National Students at Public and Private High School by country for 2015/2016

| Country | Total |
|--------------------|-------|
| Haiti | 540 |
| Dominican Republic | 56 |
| Jamaica | 96 |
| Bahamas | 40 |
| UK | 24 |
| US & Canada | 56 |
| Other Caribbean | 17 |
| All Others | 26 |

FIGURE 20: PROPORTION OF NON-NATIONAL STUDENTS IN PUBLIC AND PRIVATE HIGH SCHOOLS FOR 2015/2016

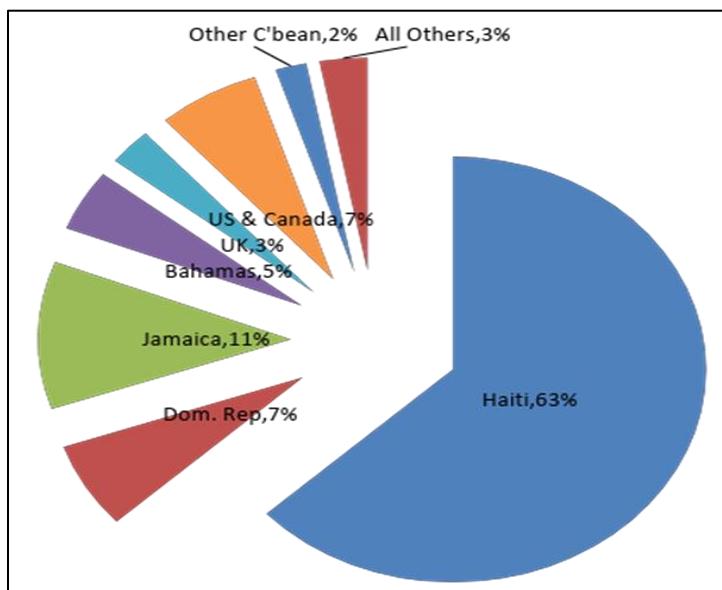


FIGURE 21: PROPORTION OF STUDENTS NATIONALITY IN ALL SCHOOLS FOR 2015/2016

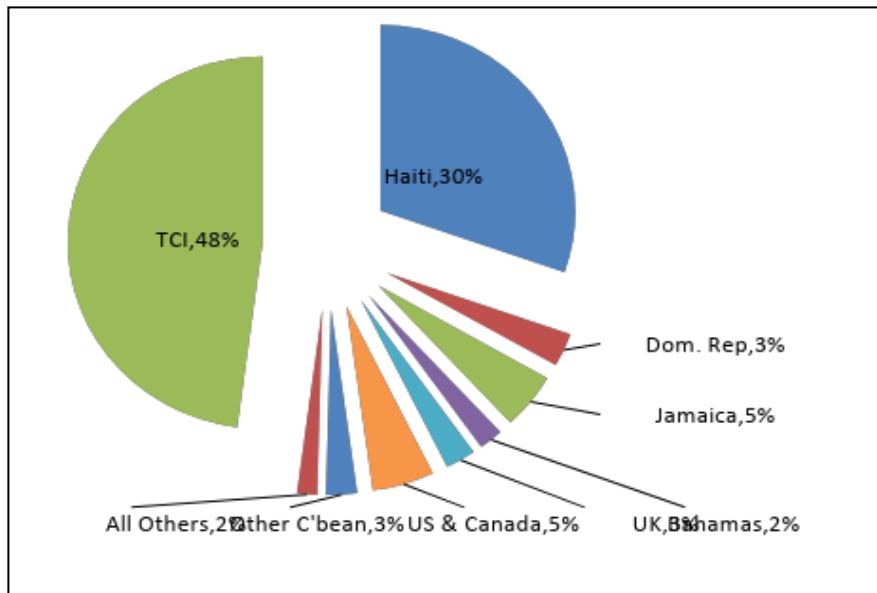


FIGURE 22: PROPORTION OF STUDENTS NATIONALITY IN ALL SCHOOLS FOR 2003/2004

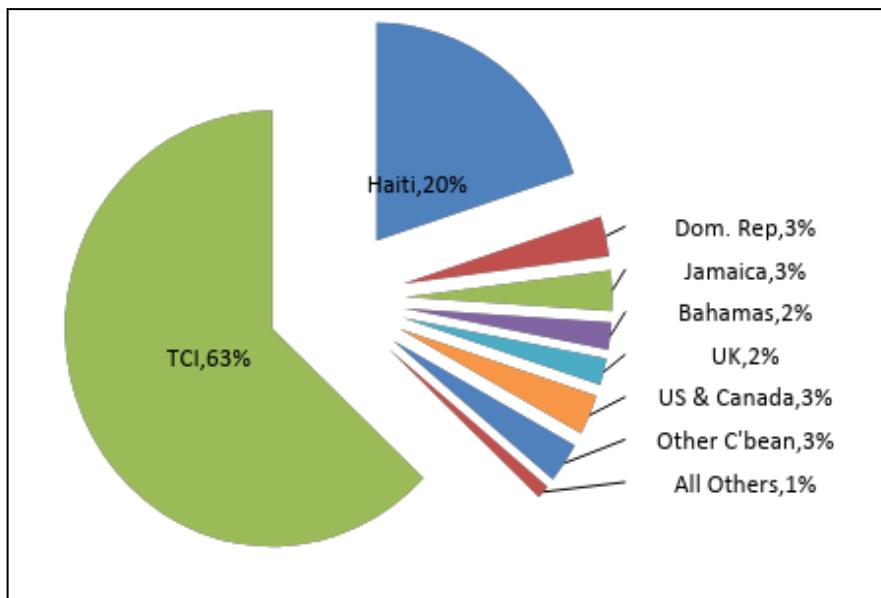
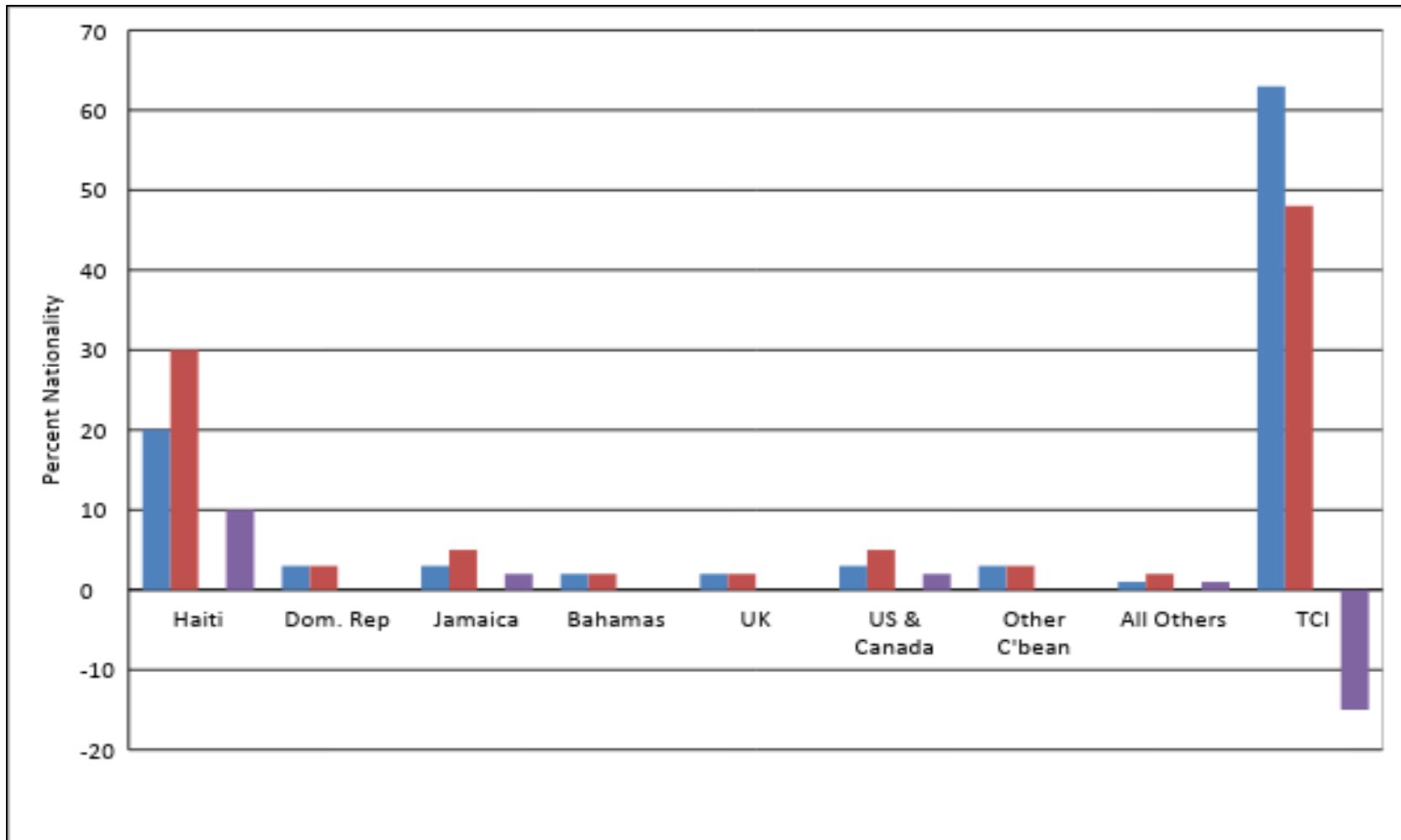


FIGURE 23: PERCENTAGE CHANGE IN NATIONALITIES IN ALL SCHOOLS BETWEEN 2003/2004 AND 2015/2016



Students Statistics Summary

In the academic year 2015/2016, a total of 5311 students were enrolled at both Public and Private primary and secondary schools. Of that number, public schools accounted for 3850 or 72.5% of the total student population. At the public primary schools, there were 1249 males and 1158 females. For public secondary schools, there were 715 males and 727 females. The numbers at the private primary schools stood at 537 males and 530 females. At the private secondary schools, there were 190 males and 205 females.

In terms of transfers in, the public primary schools recorded the highest followed by the private primaries. The transfers out were recorded at the highest level at the private primary schools. This could be attributed to more parents opting for public education. The high schools recorded similar patterns, however, not as profound as the primary schools. The other areas such as dropouts and repetitions were not profound, with recorded values of less than 60 percent.

The distributions of the students' population per islands showed that Providenciales accounted for over sixty percent (60%) of the entire students' population.

As it relates to nationalities for 2015/2016, fifty-two percent (52%) were non-nationals, with the remaining forty eight percent (48%) being TCI Nationals. When compared to 2003/2004, the TCI Nationals decreased by approximately fifteen percentage points (-15%).

Of the non-nationals in all schools (public and private), Haitians accounted for thirty percent (30%). This figure represents an increase of approximately ten percentage points (10%) when compared to 2003/2004.

EXAMINATIONS



EXAMINATIONS

This section provides examination-related data and analyses for the Grade Six Achievement Test (GSAT), the Caribbean Secondary Education Certificate (CSEC) and Cambridge Examinations.

The Grade Six Achievement Test is a local test administered in Sixth Grade of primary school. The CSEC examination is a regional test done by high school students in the Caribbean. A summary highlighting pivotal analyses has been included.

Grade Six Achievement Test (GSAT)

Table 26: Overall Public and Private Grade Six Achievement Test (GSAT) Pass Rates 2004-2016

| Year | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------------|------|------|------|-------|------|------|------|------|------|------|------|------|------|
| Public Schools | 65.9 | 58.4 | 64 | 73.52 | 69.8 | 63.4 | 66.8 | 81.7 | 71 | 73.3 | 64.4 | 66.4 | 71.7 |
| Private Schools | 93.6 | 91.8 | 71.7 | 91 | 73.9 | 67.5 | 76.9 | 87.5 | 86 | 92.7 | 83 | 93.6 | 85.4 |
| Overall Percent* | 69.1 | 62.9 | 65.2 | 78.3 | 70.9 | 64.4 | 69.3 | 83.3 | 74.8 | 77.8 | 67.6 | 72.1 | 75.1 |

* Overall is based on number of students obtaining fifty percent (50%) or more of total

FIGURE 24: DISTRIBUTION OF GRADE SIX ACHIEVEMENT PASS RATES FOR TCI, 2004-2016

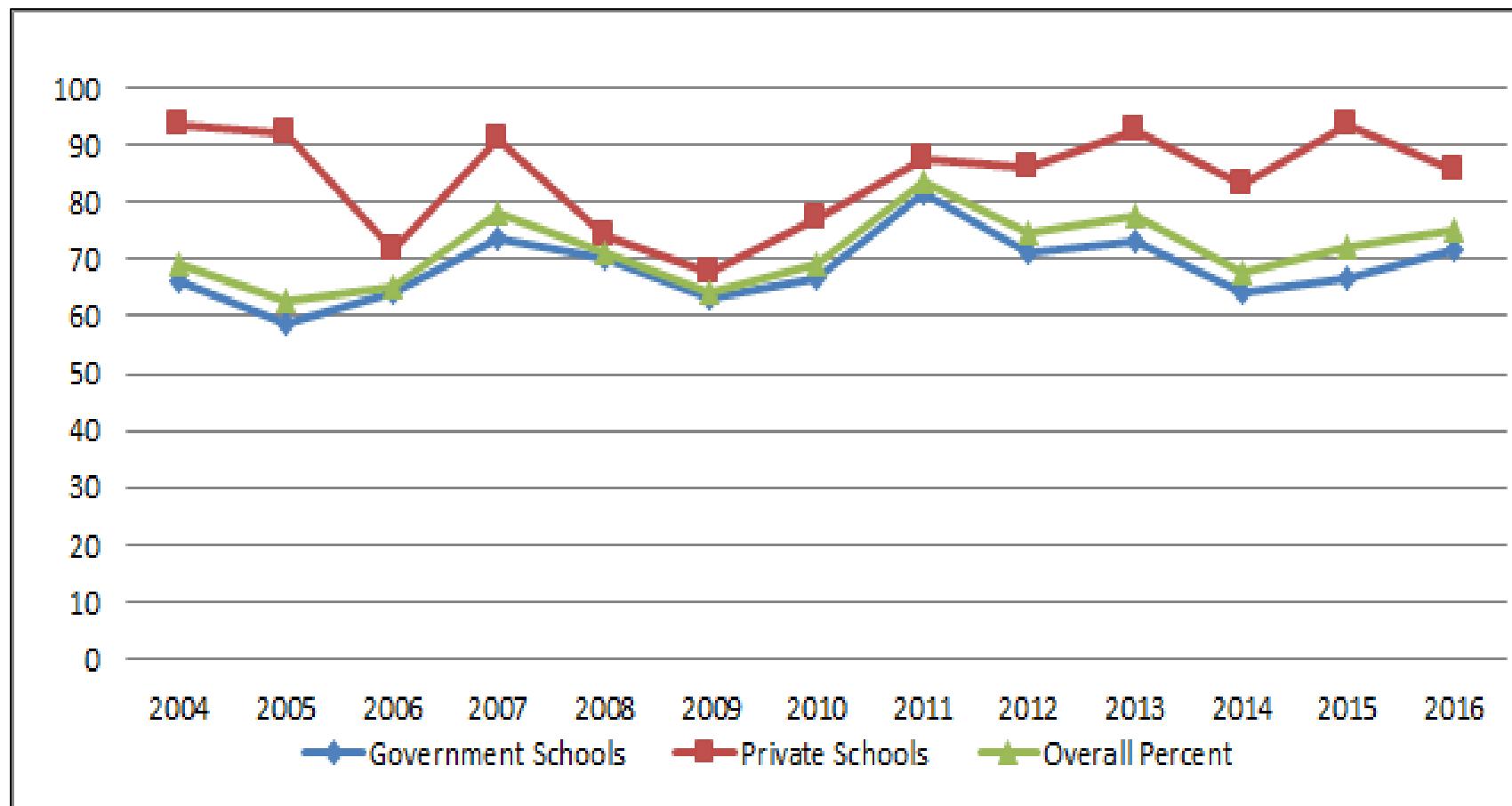


FIGURE 25: DISTRIBUTION OF GSAT PASSES PER SUBJECT FOR 2013 AND 2016

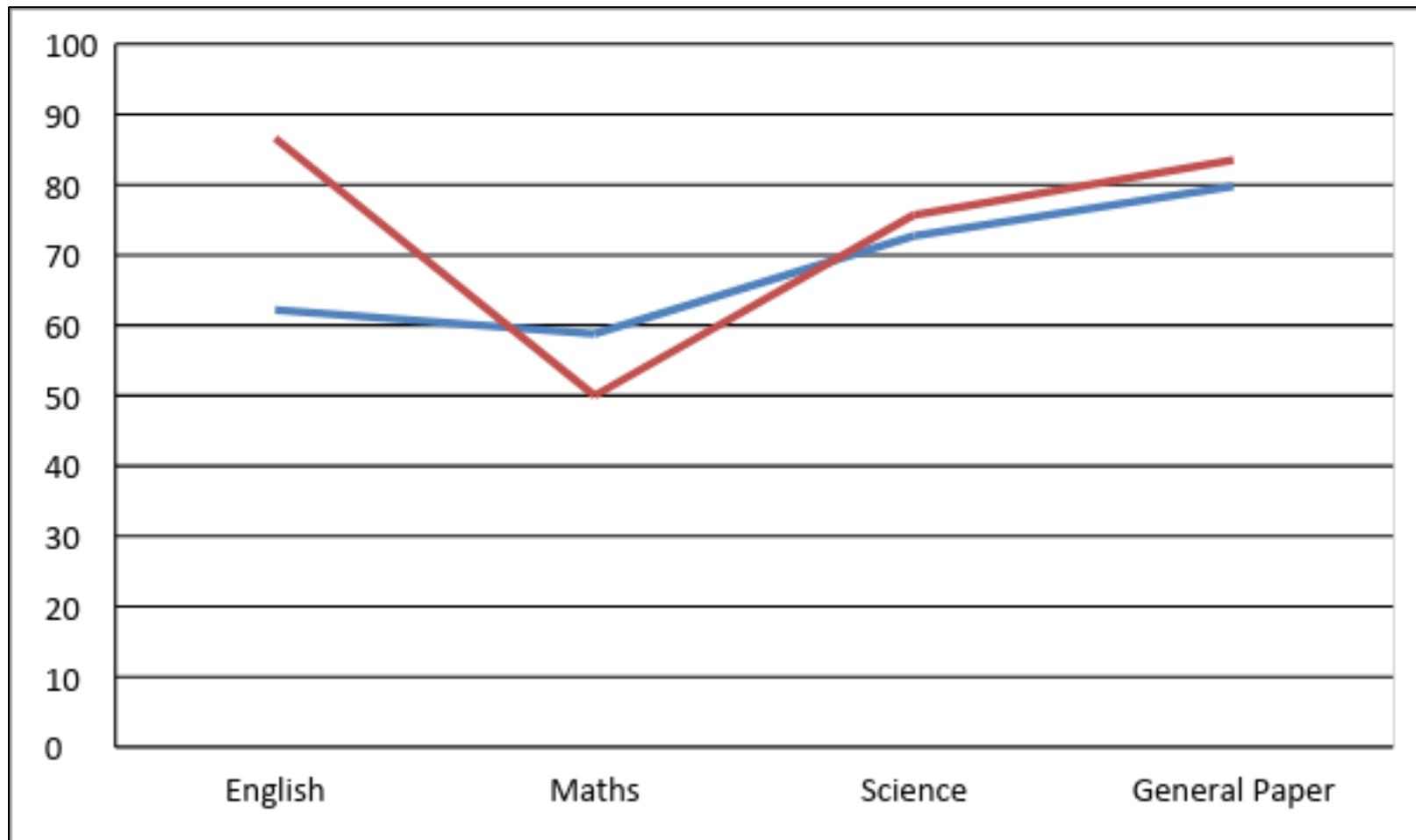
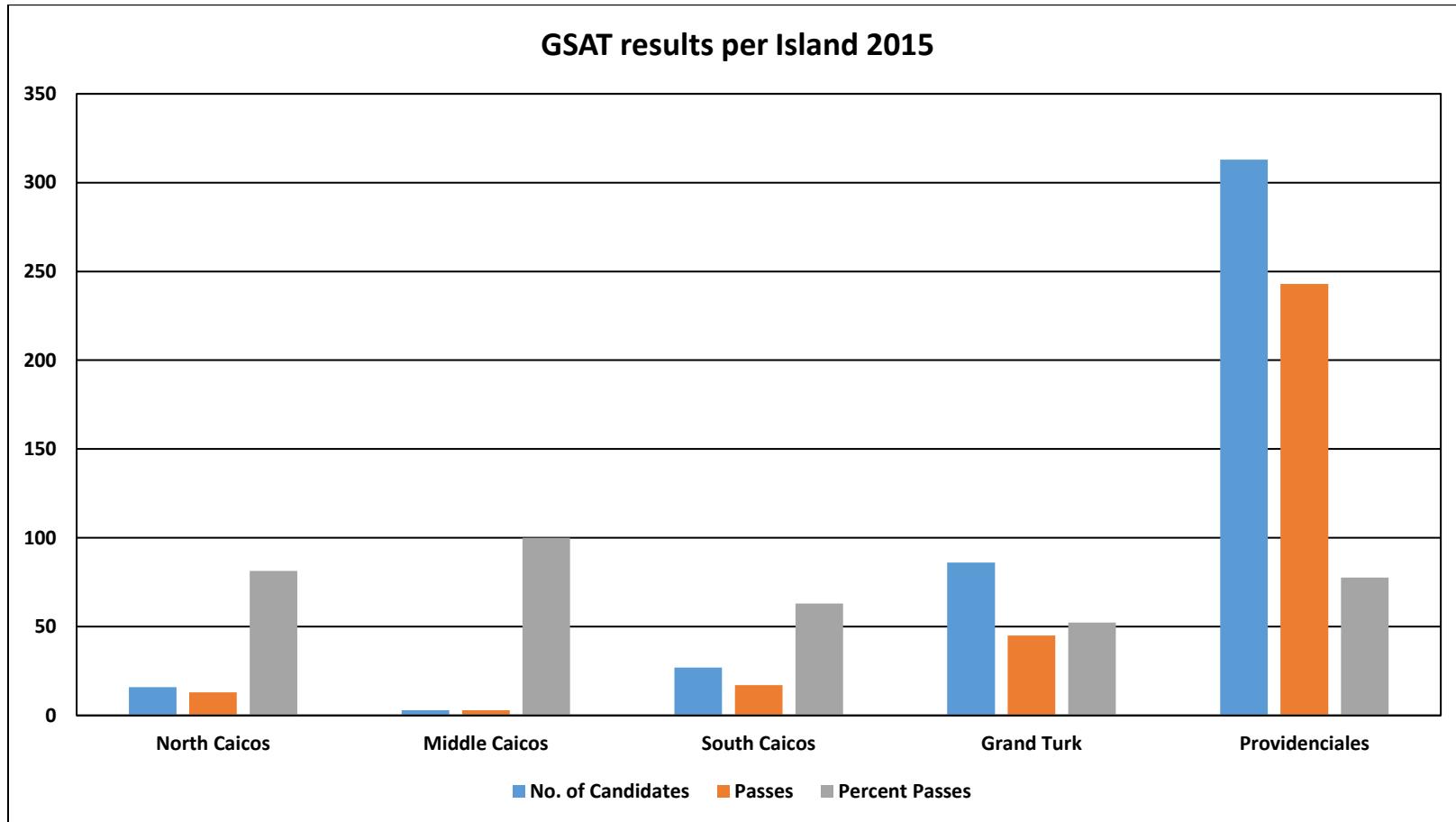


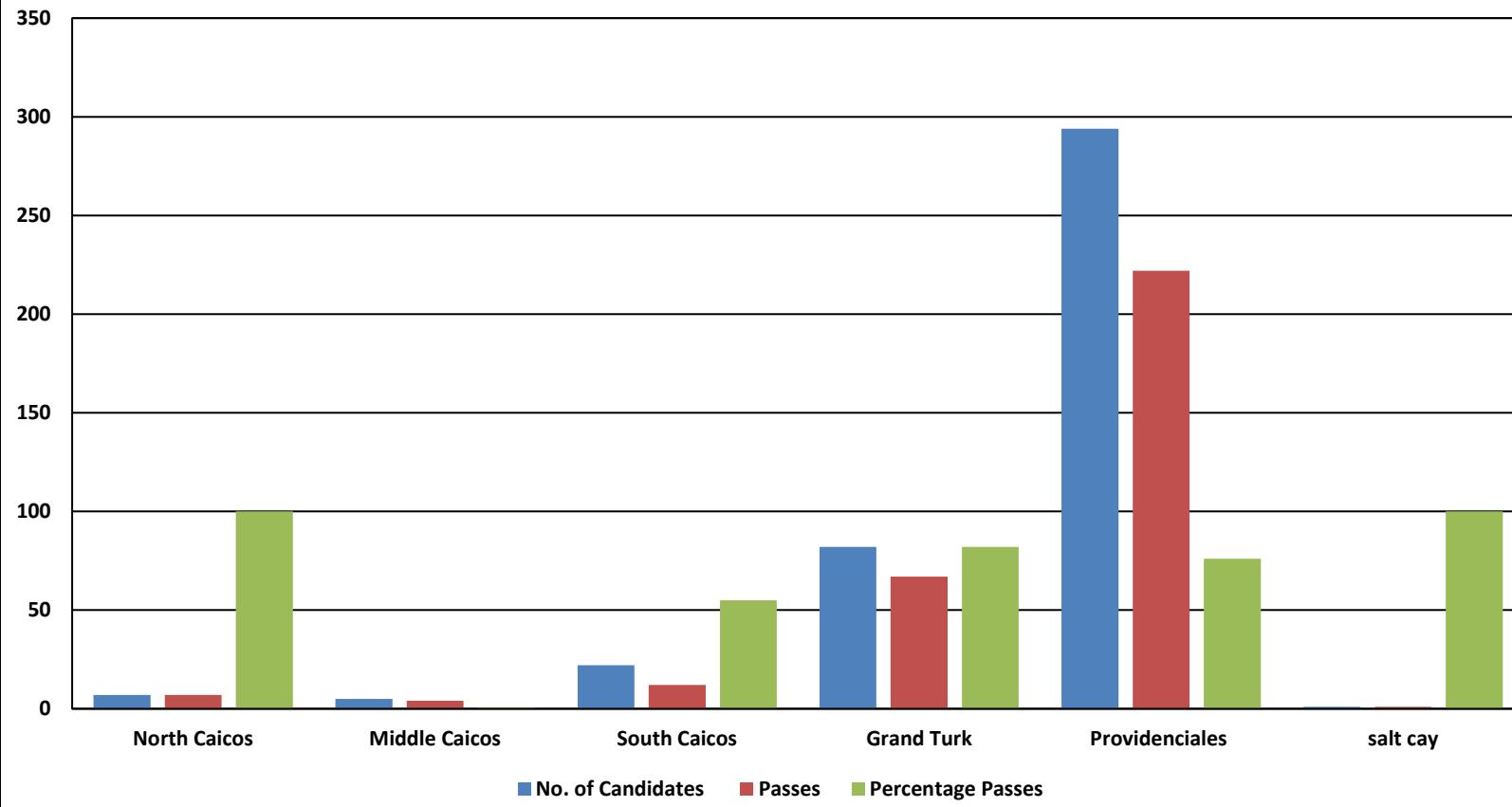
Table 27: GSAT Results per Island for 2015 and 2016

| 2015 | North | Middle | South | Grand Turk | Providenciales |
|---------------------------|--------|--------|--------|------------|----------------|
| | Caicos | Caicos | Caicos | | |
| No. of Candidates | 16 | 3 | 27 | 86 | 313 |
| Passes | 13 | 3 | 17 | 45 | 243 |
| Percent Passes | 81.3 | 100 | 63 | 52.3 | 77.6 |
| 2016 | North | Middle | South | Grand Turk | Providenciales |
| | Caicos | Caicos | Caicos | | |
| No. of Candidates | 7 | 5 | 22 | 82 | 294 |
| Passes | 7 | 4 | 12 | 67 | 222 |
| Percent Passes (%) | 100 | 70 | 55 | 82 | 76 |

FIGURE 26: DISTRIBUTION OF GSAT PASSES PER ISLAND FOR 2015 AND 2016



GSAT Result per Island 2016



Caribbean Secondary Education Certificate (CSEC)

FIGURE 27: DISTRIBUTION OF CSEC PASSES PER CANDIDATE FOR 2012, 2014 & 2016

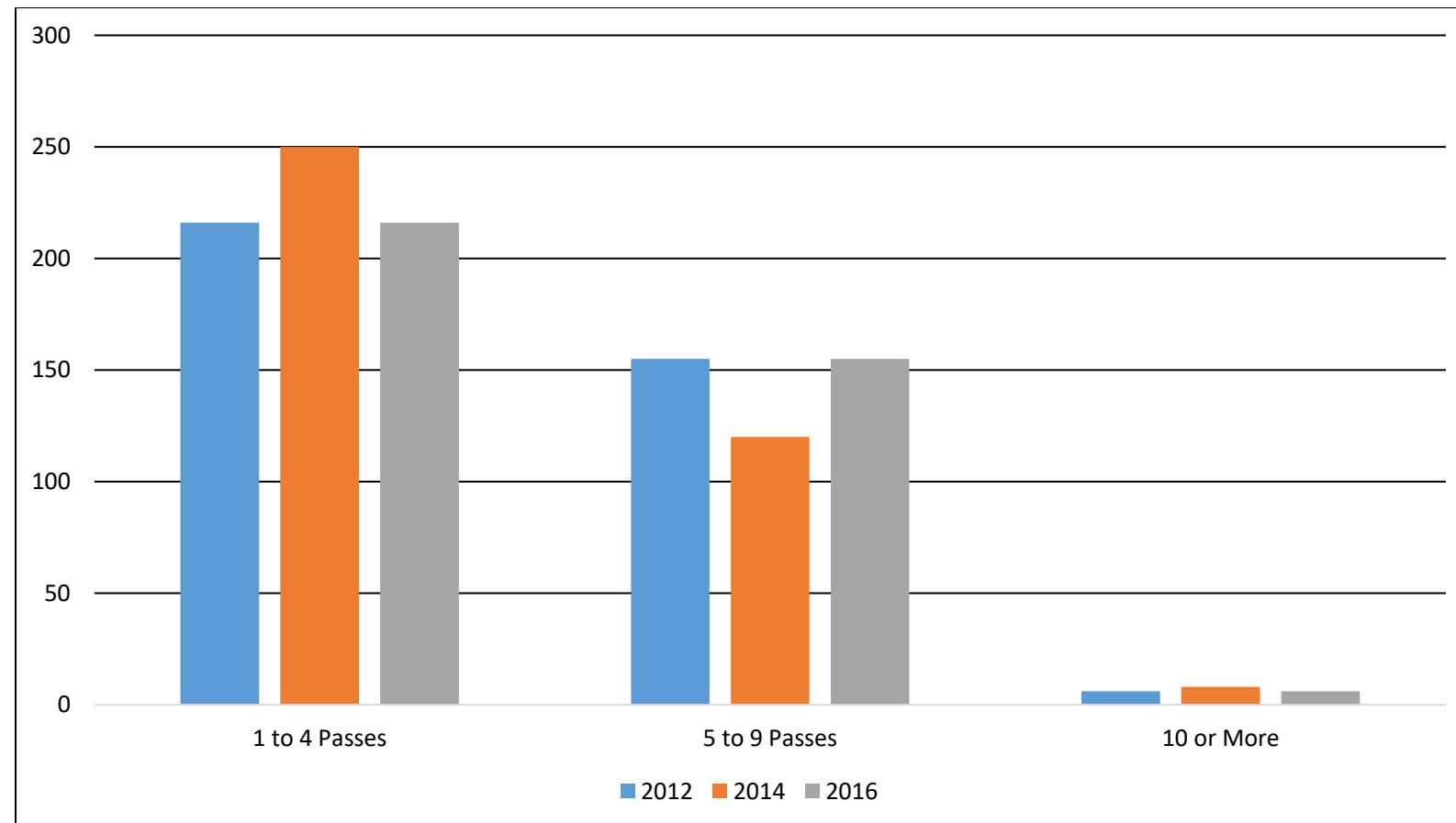


Table 28: CSEC PASSES per Subjects Grades I-III from 2012-2016

| GRADES I – III | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
|------------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| | PASS | PASS |
| BIOLOGY | 29 | 55.77 | 44 | 74.58 | 44 | 80 | 40 | 74.07 | 59 | 79.73 |
| BUILDING TECHNOLOGY CONSTRUCTION | 8 | 100 | 9 | 75 | 12 | 92.3 | 29 | 90.63 | 32 | 86.49 |
| BUILDING TECHNOLOGY WOODS | 30 | 93.75 | 34 | 91.89 | 32 | 96.96 | 19 | 95 | 32 | 84.21 |
| CARIBBEAN HISTORY | 47 | 95.92 | 28 | 84.85 | 21 | 56.75 | 30 | 83.33 | 24 | 82.76 |
| CHEMISTRY | 16 | 50 | 24 | 64.86 | 28 | 73.68 | 25 | 69.44 | 22 | 50.01 |
| CLOTHING & TEXTILES | 44 | 95.65 | 25 | 73.53 | 24 | 80 | 33 | 100 | 34 | 87.18 |
| ECONOMICS | 0 | 0 | 0 | 0 | 2 | 100 | 2 | 100 | 0 | 0 |
| ELECTRICAL & ELECTRONIC TECHNOLOGY | 13 | 86.67 | 10 | 100 | 9 | 69.23 | 9 | 36 | 15 | 65 |
| ELECTRONIC DOCUMENT PREPARATION | | | | | | | | | | |
| MANAGEMENT | 154 | 97.47 | 73 | 89.02 | 51 | 91.07 | 109 | 92.37 | 103 | 92.79 |
| ENGLISH A | 152 | 48.25 | 205 | 67.21 | 196 | 67.35 | 167 | 62.55 | 213 | 69.84 |
| ENGLISH B | 44 | 86.27 | 49 | 83.05 | 47 | 75.8 | 43 | 87.76 | 20 | 32.79 |
| FOOD & NUTRITION | 83 | 97.65 | 76 | 92.68 | 79 | 97.53 | 80 | 91.95 | 79 | 92.94 |
| FRENCH | 19 | 95 | 9 | 90 | 7 | 70 | 12 | 70.59 | 8 | 80 |
| GEOGRAPHY | 10 | 62.5 | 13 | 56.52 | 16 | 59.25 | 19 | 86.36 | 13 | 59.1 |
| H. E. M. | 63 | 82.89 | 77 | 92.77 | 59 | 96.72 | 58 | 98.31 | 38 | 95 |
| HUMAN & SOCIAL BIOLOGY | 38 | 65.52 | 70 | 72.16 | 53 | 66.25 | 51 | 58.62 | 55 | 61.12 |
| INFORMATION TECHNOLOGY | 88 | 80.73 | 120 | 84.51 | 90 | 89.1 | 89 | 95.7 | 111 | 86.05 |
| INTEGRATED SCIENCE | 49 | 100 | 34 | 82.93 | 73 | 93.58 | 95 | 94.06 | 73 | 86.91 |
| MATHEMATICS | 83 | 39.9 | 88 | 31.54 | 116 | 54.72 | 110 | 53.92 | 110 | 42.81 |
| MUSIC | 4 | 100 | 5 | 100 | 9 | 100 | 8 | 100 | 6 | 100 |
| OFFICE ADMINISTRATION | 60 | 95.24 | 47 | 88.68 | 44 | 91.66 | 45 | 86.54 | 61 | 79.22 |

| | | | | | | | | | | |
|------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------|-------------|--------------|
| PHYSICAL EDUCATION | 27 | 100 | 28 | 100 | 24 | 100 | 31 | 96.88 | 40 | 100 |
| PHYSICS | 31 | 83.78 | 26 | 72.22 | 31 | 83.78 | 22 | 51.16 | 20 | 58.82 |
| PRINCIPALS OF ACCOUNTS | 44 | 54.32 | 43 | 78.18 | 29 | 76.31 | 43 | 91.49 | 40 | 71.43 |
| PRINCIPALS OF BUSINESS | 83 | 100 | 60 | 85.71 | 62 | 95.38 | 70 | 98.59 | 68 | 95.77 |
| RELIGIOUS EDUCATION | 38 | 88.37 | 56 | 88.89 | 19 | 95 | 33 | 91.67 | 25 | 92.59 |
| SOCIAL STUDIES | 115 | 77.7 | 94 | 71.21 | 82 | 59.42 | 125 | 78.62 | 100 | 67.56 |
| SPANISH | 49 | 77.78 | 31 | 62 | 32 | 71.11 | 25 | 89.29 | 44 | 84.62 |
| TECHNICAL DRAWING | 40 | 75.47 | 38 | 73.08 | 38 | 86.36 | 29 | 67.44 | 35 | 71.42 |
| VISUAL ARTS | 30 | 96.77 | 48 | 100 | 27 | 100 | 38 | 90.48 | 27 | 72.98 |
| Total | 1491 | | 1464 | | 1356 | | 1487 | | 1505 | |
| % Pass | | 74.11 | | 72.58 | | 76.39 | | 78.2 | | 72.59 |
| % +/- | | | | -1.53 | | 3.81 | | 1.81 | | -5.61 |

FIGURE 28: DISTRIBUTION OF CSEC PASSES BY SUBJECTS AT GRADES I-III FROM 2012-2016

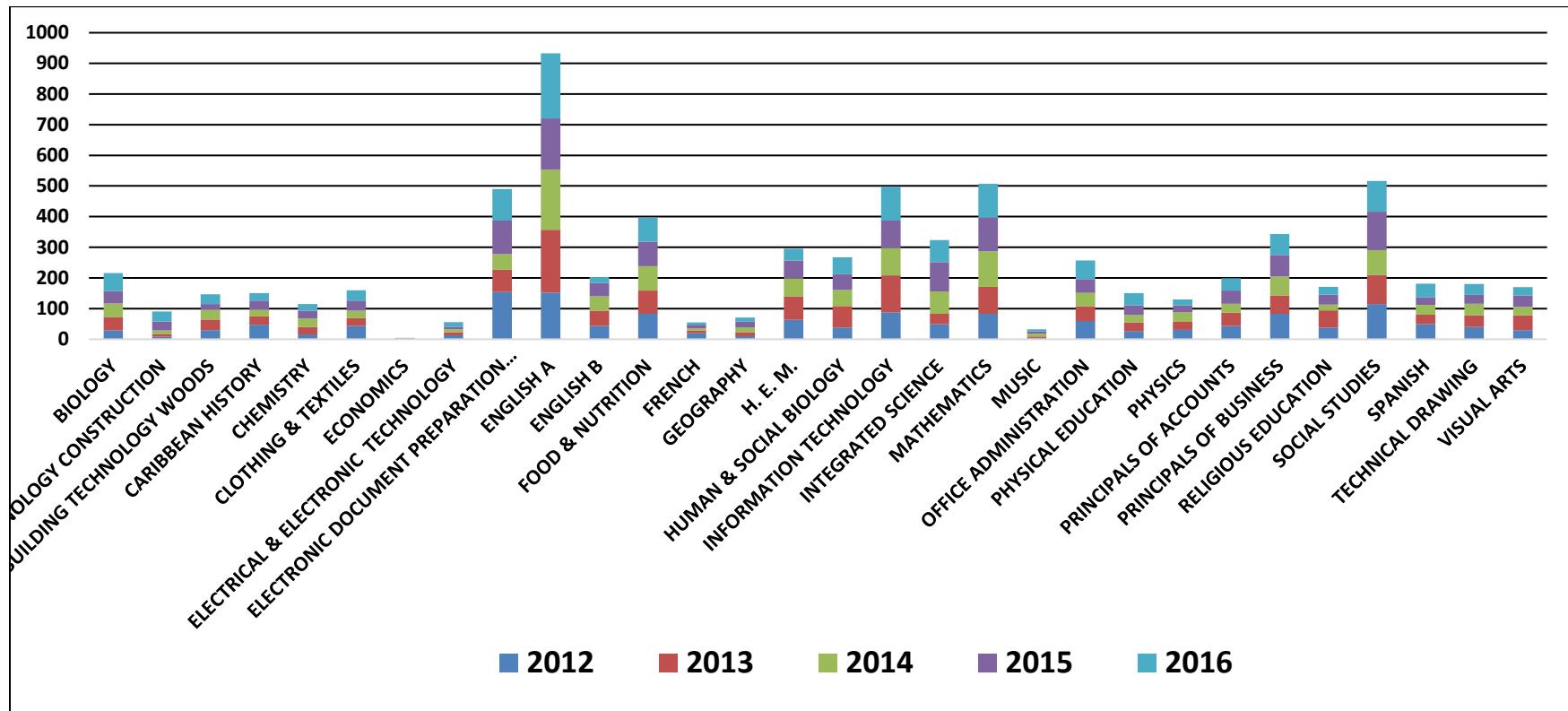


FIGURE 29: PUBLIC HIGH SCHOOL CSEC PASSES FROM 2012-2016

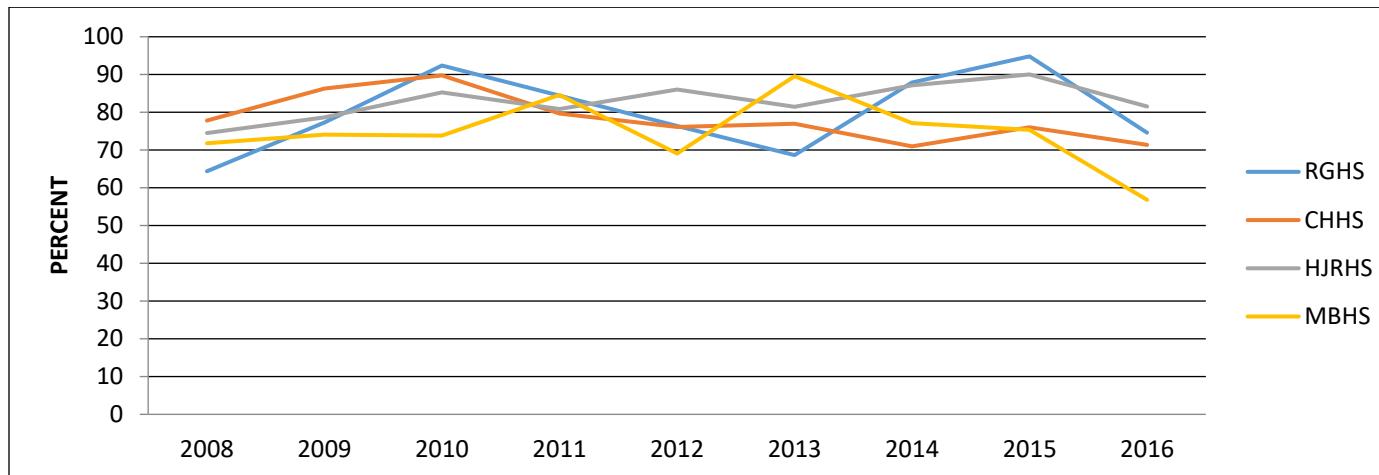


FIGURE 30: PRIVATE CENTRE CSEC PASSES FROM 2012-2016

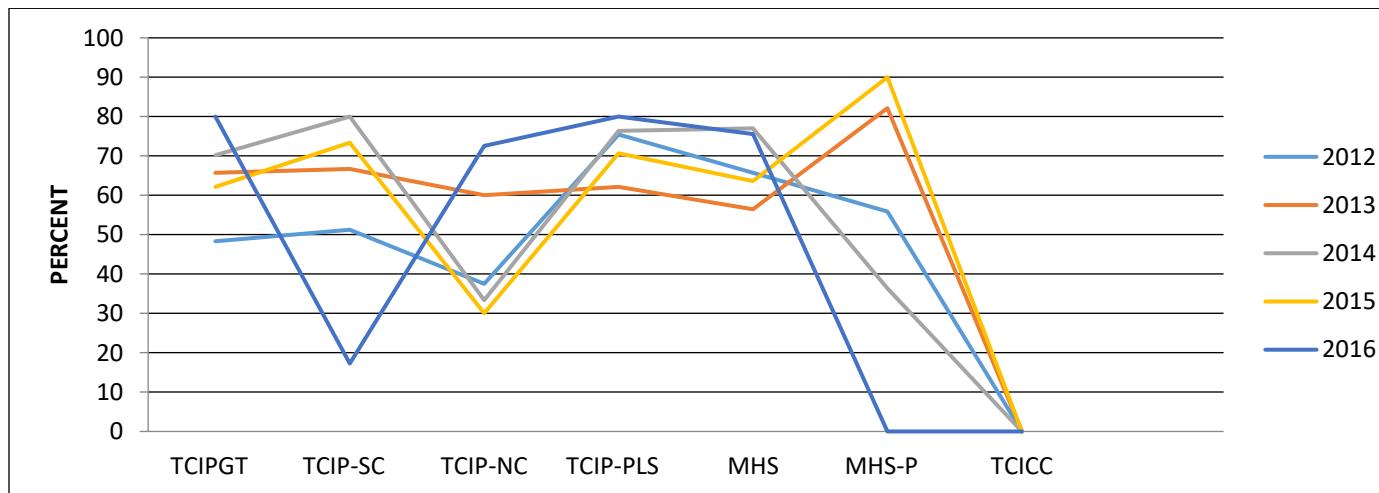


Table 29a: CSEC Grade 1 Passes from 2012-2016

| SCHOOLS | GRADE I | | | | | | | | |
|--------------------|---------|--------|--------|--------|--------|--------|--------|--------|-------|
| | 2012 | | 2013 | | 2014 | | 2015 | | 2016 |
| | # PASS | % PASS | # PASS | % PASS | # PASS | % PASS | # PASS | % PASS | |
| H.J.R.H.S | 72 | 26.47 | 106 | 25.92 | 63 | 20.26 | 28.61 | 75 | 21.01 |
| M.B.H.S | 28 | 17.00 | 38 | 33.04 | 24 | 20.34 | 11.94 | 7 | 5.3 |
| R.G.H.S | 22 | 14.86 | 21 | 16.03 | 28 | 24.14 | 40.00 | 24 | 13.26 |
| C.H.H.S | 99 | 12.71 | 99 | 15.42 | 83 | 13.33 | 10.67 | 48 | 6.98 |
| TCI PRIV(180101) | 12 | 20.00 | 11 | 15.71 | 9 | 15.79 | 18.92 | 13 | 32.5 |
| TCI PRIV(180104) | 2 | 5.13 | 5 | 27.78 | 4 | 13.33 | 13.33 | 3 | 30 |
| TCI PRIV(180102) | 0 | 0 | 2 | 20 | 0 | 0 | 0 | 0 | 0 |
| TCI PRIV(180103) | 49 | 14.50 | 44 | 11.64 | 38 | 12.3 | 11.68 | 46 | 10.87 |
| M.H.S | 13 | 7.69 | 12 | 5.56 | 21 | 15.11 | 0 | 21 | 9.86 |
| M.H.S PRIV(180107) | 0 | 0 | 1 | 3.57 | 0 | 0 | 25 | 0 | 0 |
| TCICC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 297 | | 339 | | 270 | | | 237 | |
| TOTAL % | | 14.76 | 16.81 | 15.21 | | 16.4 | | | 11.43 |
| TOTAL % (+/-) | | | | 2.05 | | -1.6 | | | -4.97 |

Table 29b: CSEC Grade II Passes from 2012-2016

| SCHOOLS | GRADE II | | | | | | | | | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
| | # PASS | % PASS |
| H.J.R.H.S | 95 | 34.92 | 121 | 29.58 | 111 | 35.69 | 35.70 | 124 | 34.73 | |
| M.B.H.S | 45 | 27.27 | 38 | 33.04 | 38 | 32.20 | 29.10 | 44 | 18.18 | |
| R.G.H.S | 48 | 32.43 | 41 | 31.30 | 42 | 36.21 | 37.04 | 57 | 31.49 | |
| C.H.H.S | 276 | 35.43 | 204 | 31.78 | 177 | 26.34 | 30.92 | 190 | 27.62 | |
| TCI PRIV(180101) | 12 | 20 | 14 | 20 | 16 | 28.07 | 16.22 | 9 | 22.50 | |
| TCI PRIV(180104) | 10 | 25.64 | 2 | 11.11 | 8 | 26.67 | 6.67 | 2 | 20 | |
| TCI PRIV(180102) | 0 | 0 | 4 | 40 | 1 | 8.33 | 10 | 0 | 0 | |
| TCI PRIV(180103) | 101 | 29.88 | 101 | 26.72 | 98 | 31.72 | 28.21 | 119 | 28.13 | |
| M.H.S | 49 | 29.00 | 48 | 22.22 | 51 | 36.69 | 22.73 | 64 | 30.05 | |
| M.H.S PRIV(180107) | 11 | 32.35 | 10 | 35.71 | 0 | 0 | 40 | 0 | 0 | |
| TCICC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 647 | | 583 | | 542 | | | 609 | | |
| TOTAL % | | 32.16 | | 28.9 | | 30.54 | 30.81 | | 28.41 | |
| TOTAL % (+/-) | | | | -3.26 | | 1.64 | 0.27 | | 2.4 | |

Table 29c: CSEC Grade III passes from 2012-2016

| SCHOOLS | GRADE III | | | | | | | | | |
|---------------------------|--------------|-------|--------------|-------|--------------|-------|--------------|------------|--------------|------|
| | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
| | # | % | # | % | # | % | # | % | # | % |
| | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS |
| H.J.R.H.S | 67 | 24.63 | 106 | 25.92 | 97 | 31.19 | 25.72 | 92 | 25.77 | |
| M.B.H.S | 41 | 24.85 | 27 | 23.48 | 29 | 24.58 | 34.33 | 44 | 33.33 | |
| R.G.H.S | 43 | 29.05 | 28 | 21.37 | 32 | 27.59 | 17.78 | 54 | 29.83 | |
| C.H.H.S | 218 | 27.98 | 191 | 29.75 | 217 | 32.29 | 34.47 | 253 | 36.77 | |
| TCI PRIV(180101) | 5 | 8.333 | 21 | 30 | 15 | 26.32 | 27.03 | 10 | 25 | |
| TCI PRIV(180104) | 8 | 20.51 | 5 | 27.78 | 12 | 40 | 53.33 | 3 | 30 | |
| TCI PRIV(180102) | 3 | 37.5 | 0 | 0 | 3 | 25 | 20 | 5 | 17.24 | |
| TCI PRIV(180103) | 105 | 31.07 | 90 | 23.81 | 100 | 32.36 | 30.77 | 142 | 33.57 | |
| M.H.S | 49 | 28.99 | 62 | 28.7 | 35 | 25.18 | 40.91 | 76 | 35.68 | |
| M.H.S PRIV(180107) | 8 | 23.53 | 12 | 42.86 | 4 | 36.36 | 25 | 0 | 0 | |
| TCICC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 547 | | 542 | | 544 | | | 679 | | |
| TOTAL % | 27.19 | | 26.87 | | 30.65 | | 30.97 | | 32.75 | |
| TOTAL % (+/-) | | | | -0.32 | | 3.78 | 0.32 | | 1.78 | |

Table 29d: CSEC passes Grade I – III from 2012-2016

| SCHOOL | GRADES I - III | | | | | | | | | |
|--------------------|----------------|-------|------|-------|------|-------|------|-------|------|-------|
| | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
| | # | % | # | % | # | % | # | % | # | % |
| | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS | PASS |
| H.J.R.H.S | 234 | 86.03 | 333 | 81.42 | 271 | 87.14 | | 90.03 | 291 | 81.51 |
| M.B.H.S | 114 | 69.09 | 103 | 89.57 | 91 | 77.12 | | 75.37 | 75 | 56.81 |
| R.G.H.S | 113 | 76.35 | 90 | 68.70 | 102 | 87.93 | | 94.82 | 135 | 74.58 |
| C.H.H.S | 593 | 76.12 | 494 | 76.95 | 477 | 70.98 | | 76.06 | 491 | 71.37 |
| TCI PRIV(180101) | 29 | 48.33 | 46 | 65.71 | 40 | 70.18 | | 62.17 | 32 | 80 |
| TCI PRIV(180104) | 20 | 51.28 | 12 | 66.67 | 24 | 80 | | 73.33 | 8 | 80 |
| TCI PRIV(180102) | 3 | 37.50 | 6 | 60.00 | 4 | 33.33 | | 30 | 5 | 17.24 |
| TCI PRIV(180103) | 255 | 75.44 | 235 | 62.17 | 236 | 76.38 | | 70.66 | 307 | 72.57 |
| M.H.S | 111 | 65.68 | 122 | 56.48 | 107 | 76.98 | | 63.64 | 161 | 75.59 |
| M.H.S PRIV(180107) | 19 | 55.88 | 23 | 82.14 | 4 | 36.36 | | 90 | 0 | 0 |
| TCICC | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Total | 1491 | | 1464 | | 1356 | | 1489 | | 1505 | |
| TOTAL % | | 74.11 | | 72.58 | | 76.39 | | 78.18 | | 72.59 |
| TOTAL % (+/-) | | | | -1.53 | | 3.81 | | 1.79 | | -5.59 |

FIGURE 31: CSEC GRADE I PASSES FROM 2012-2016

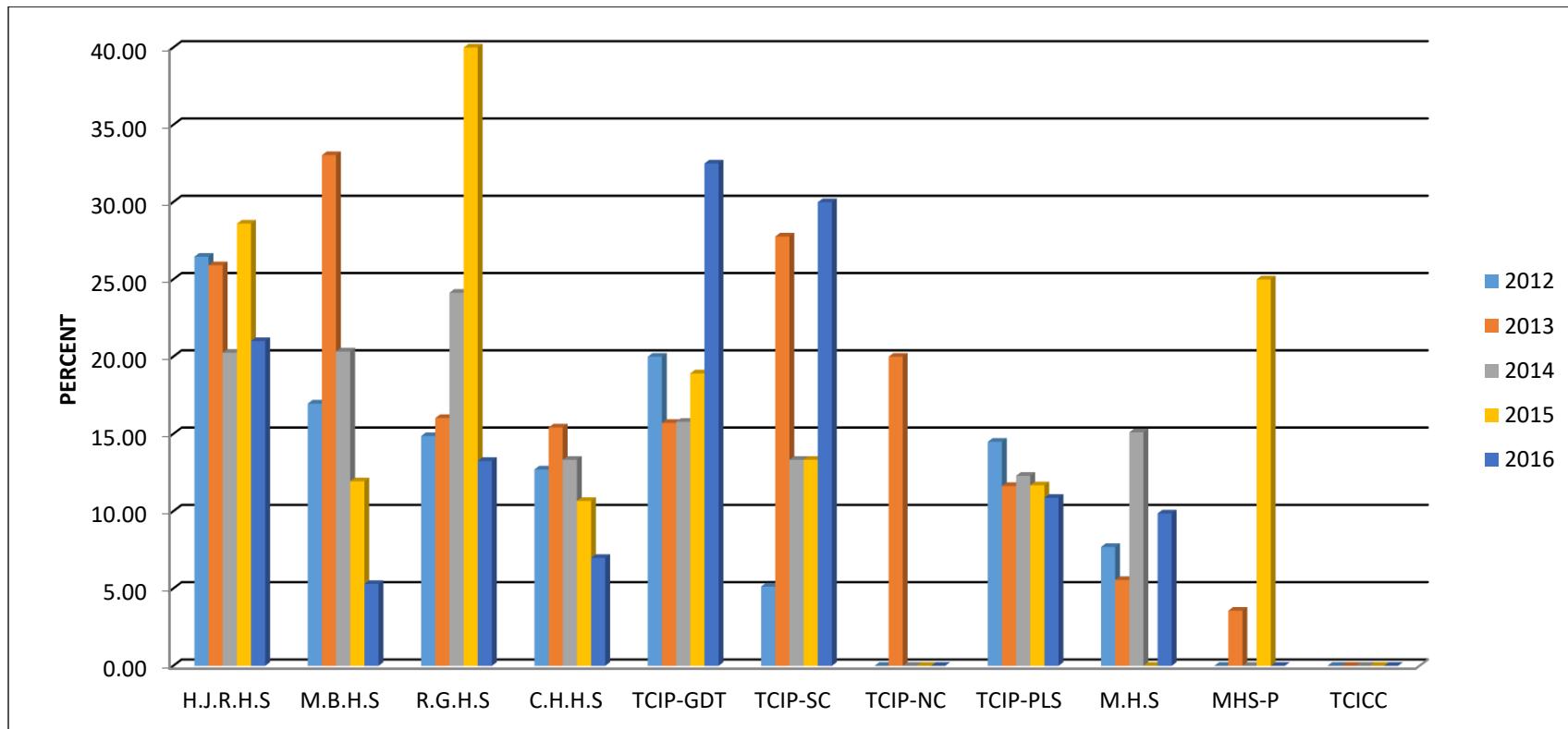


FIGURE 32: CSEC GRADE II PASSES FROM 2012-2016

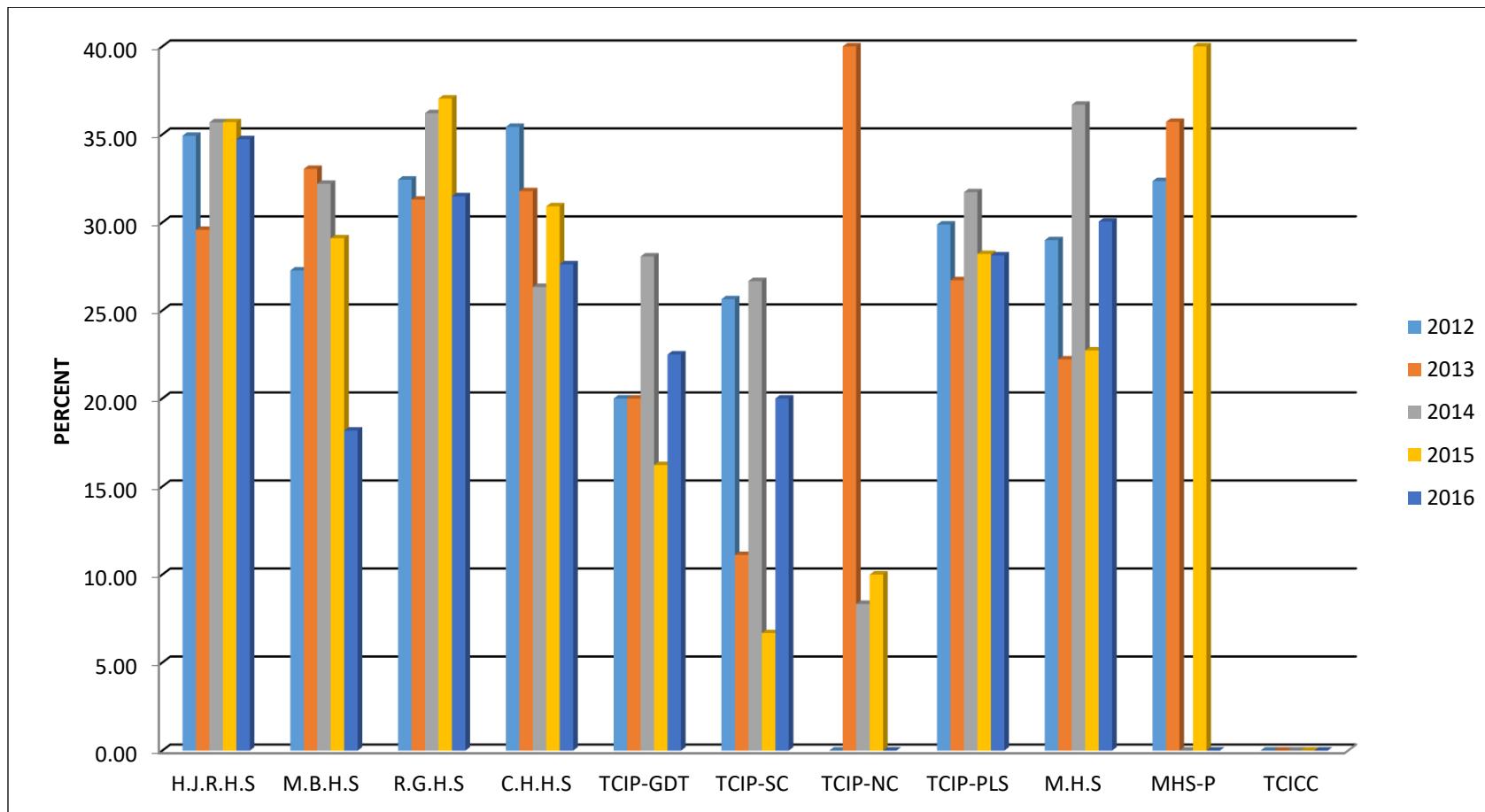


FIGURE 33: CSEC GRADE III PASSES FROM 2012-2016

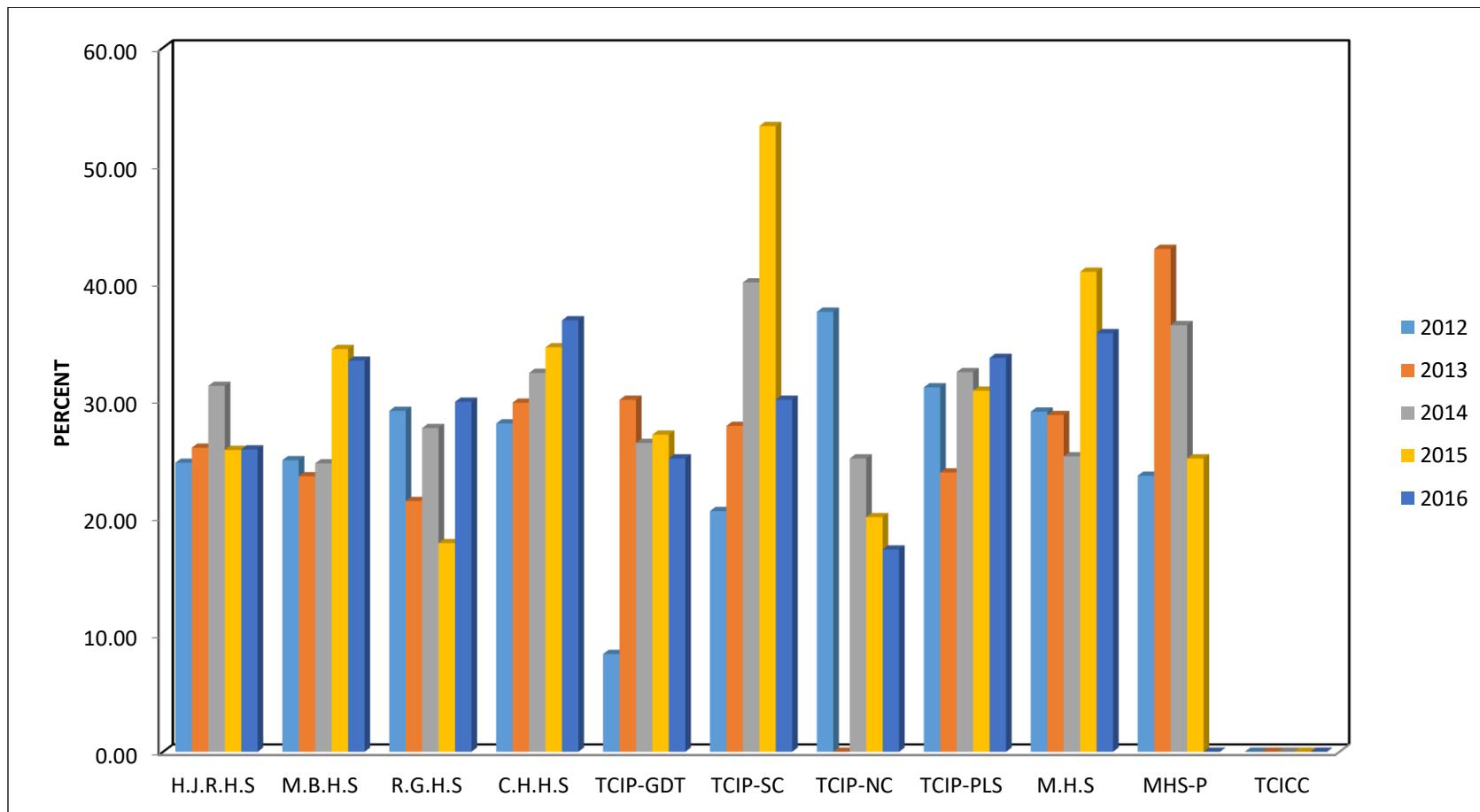


FIGURE 34: CSEC GRADES I-III PASSES FROM 2012-2016

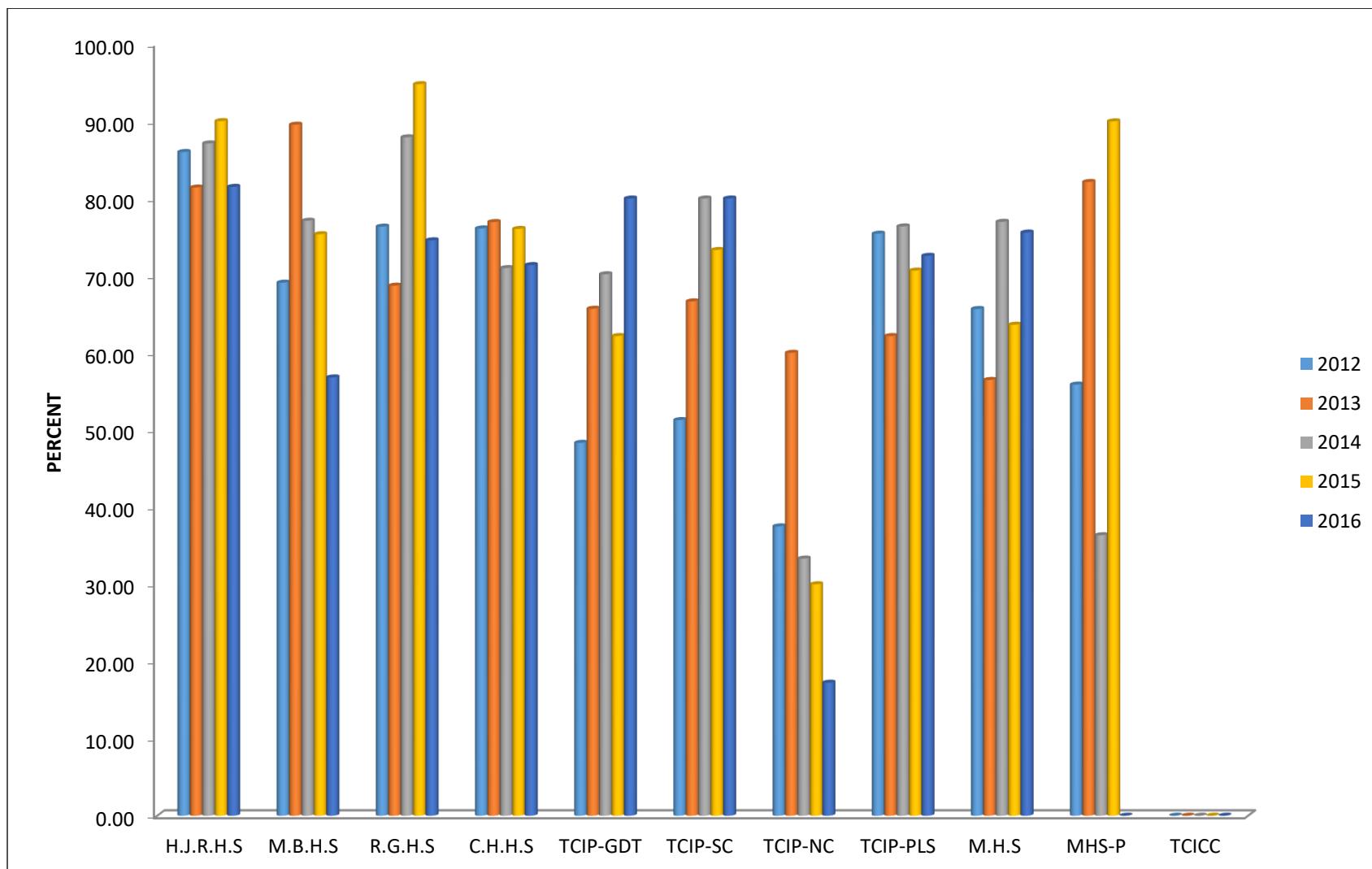


FIGURE 35: TCI CSEC NATIONAL PASS RATES FROM 2008-2016

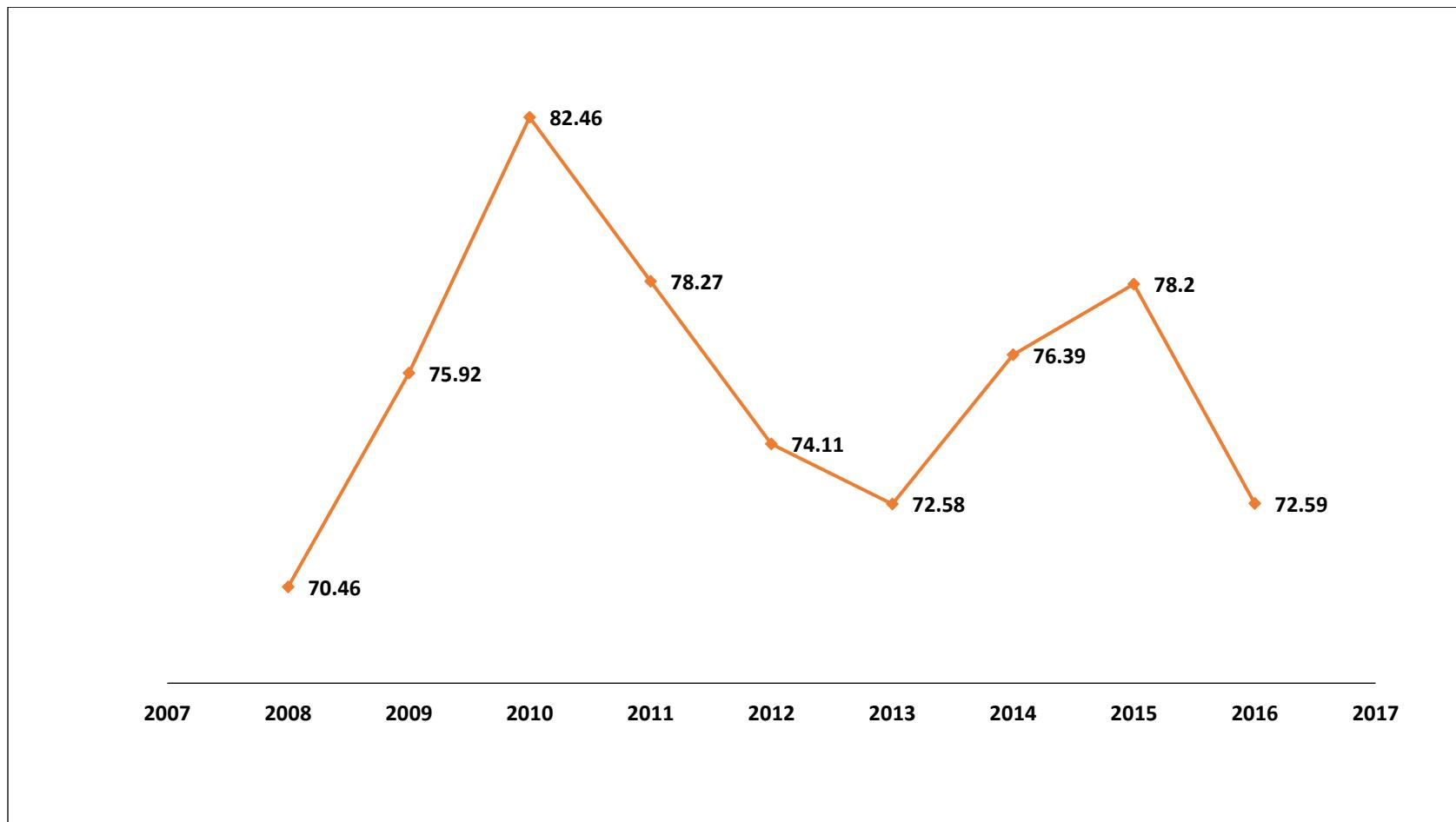
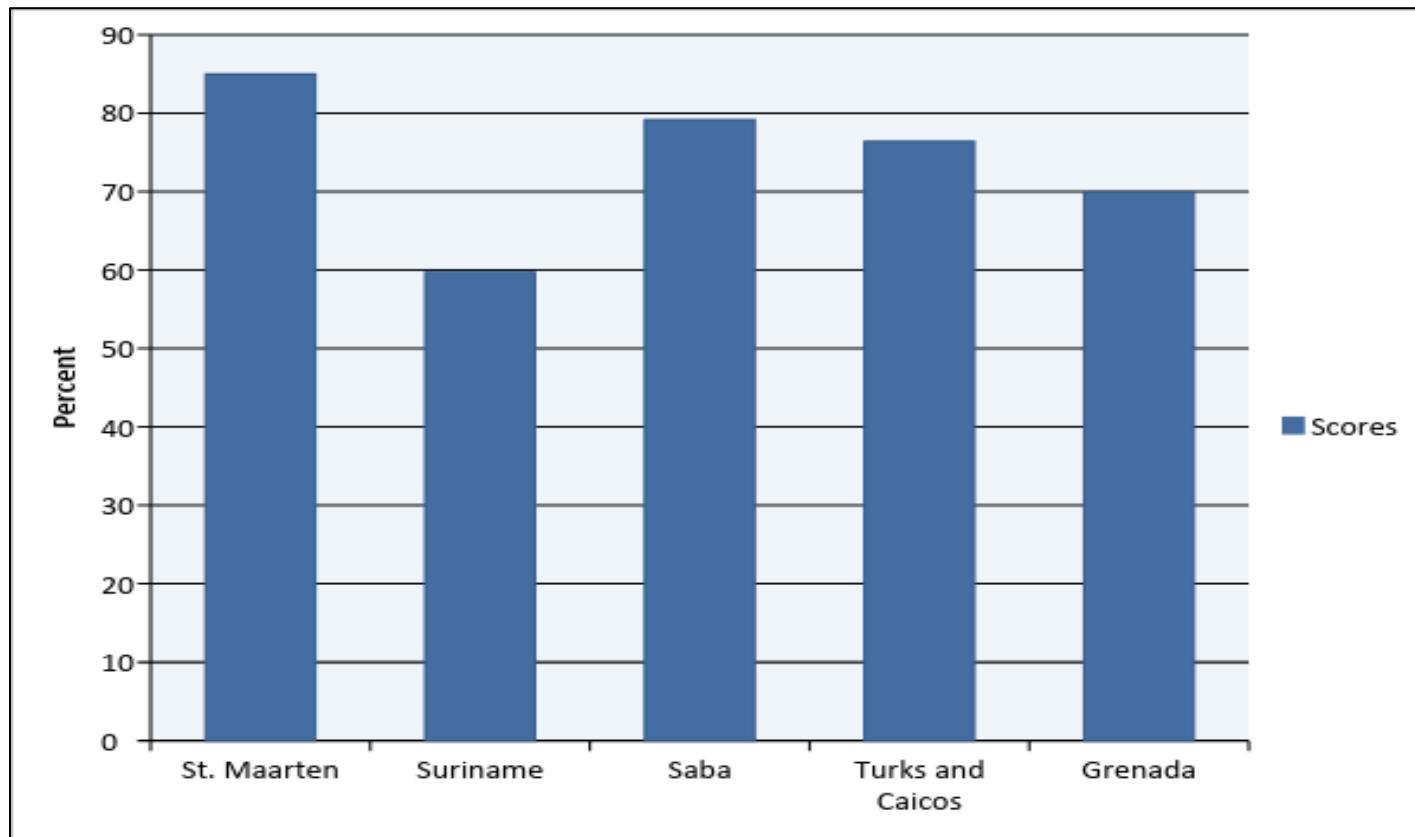


FIGURE 36: CSEC MAY/JUNE 2015 REGIONAL PASS RATE



Cambridge Examinations

Table 30: Cambridge Examinations GCE AS & A Levels June 2016 Results Per Candidate

| APPLIED ICT | ART AND DESIGN | BIOLOGY | BUSINESS | CHEMISTRY | ENGLISH LANGUAGE | GEOGRAPHY | HISTORY | MATHEMATICS | PHYSICS | | |
|----------------|----------------------|---------|----------|-----------|---------------------|-----------|---------|-------------|---------|--|--|
| | | | | | | | | D | E | | |
| | | E | | | B | E | | | | | |
| | | X | | X | X | | | | | | |
| | | | | | | B | | C | C | | |
| | | C | | | | C | | D | | | |
| | C | | | | | | | A | B | | |
| | | | | | B | | B | A | | | |
| | | | B | | | | C | A* | | | |
| | C | | C | | | | | C | | | |
| | | B | | A | | C | | | | | |
| | D | | D | | | | | | E | | |
| | C | | B | | | | | | D | | |
| | B | | B | | | | | B | | | |
| | | c^ | | | b^ | b^ | | | | | |
| | | B | | C | D | | | | | | |
| | | | c^ | | | | | d^ | e^ | | |
| U | | | | | d^ | | | | U | | |
| | a^ | | a^ | | | | | b^ | | | |
| | d^ | | | | a^ | b^ | | | | | |
| | | | | a^ | | c^ | c^ | | | | |
| U | b^ | | | a^ | | | | | | | |
| U | | | | d^ | e^ | | | | | | |
| | d^ | | | a^ | | | | c^ | | | |
| U | | | | c^ | d^ | | | | | | |
| d^ | | | | c^ | c^ | | | | | | |
| | | | | c^ | c^ | c^ | d^ | | | | |

| | | | | | | | | | | | |
|----------------|---------|------------------|-----------|------------------------|--------------------------|-----------|---------|-------------------------------|----------------------|--------------------------------|---------|
| | | | | c^ | | a^ | d^ | | | | |
| U | | | e^ | d^ | | | | | | | |
| | | d^ | | d^ | | | d^ | | | | |
| | | U | | b^ | U | | | | | | |
| ART AND DESIGN | BIOLOGY | BUSINESS STUDIES | CHEMISTRY | FIRST LANGUAGE ENGLISH | FOREIGN LANGUAGE SPANISH | GEOGRAPHY | HISTORY | INFORMATION AND COMMUNICATION | LITERATURE (ENGLISH) | MATHEMATICS (W/OUT COURSEWORK) | PHYSICS |
| | A | | A | A | | | | B | A | A | B |
| | A | | A* | B | A | A | | C | B | B | B |
| B | E | C | | A | | | | C | B | C | |
| C | A | | A* | B | A* | | | B | A* | A | A |
| | A | A | | B | A* | A | A | B | A* | A | |
| C | B | A | | A | A | | | B | A | B | C |
| B | A* | | X | A | A | | | B | B | A* | A |
| | B | | B | C | B | | | D | E | B | D |
| | A* | B | | A | | A* | B | B | A | B | |
| | A | | A | A | A | B | | B | A | A | B |
| | A* | | A* | A* | A* | A* | | A* | A* | A* | A* |
| | A | A | | A* | | B | C | A | A | A | |

Advanced Level results are reported in a 6-point scale of grades: A*(a*), A(a), B(b), C(c), D(d) or E(e), grade A*(a*) being the highest and grade E(e) the lowest.

Examination Statistics Summary

Grade Six Achievement Test (GSAT)

In 2016 overall percentage passes for both public and private schools was 75.1%. At the private schools, eighty-five point four percent (85.4%) of students obtained marks of fifty percent (50%) or higher. At the public primary schools, the figure was 71.7% for 2016.

Figures from 2004 through 2016 indicate that the private schools have experienced higher percentage pass rates when compared to public primary schools for the period. The 2016 average pass rate of 75.1% reflects a 3% over 2015 which stood at 72.1%.

Caribbean Secondary Education Certificate (CSEC) Examinations

The national pass rate for the Turks and Caicos Islands for 2016 is 72.59%, whereas for 2015 the mark was 78.2%. For 2016, a total of 2288 candidates were entered, of which comprised of 903 males and 1385 female. Of that total, 2073 (801 males & 1272 females) sat exams in various disciplines such as Mathematics, English- A&B, Sciences, Food and Home Management, Technical courses, as well as the Arts, Modern Languages, Business, and Information Technology.

Based on the analysis, 1505 or 72.59% of the candidates obtained Grades I-III. The national pass rate of 72.59 represents a decrease of 5.61 percentage points, when compared to 2015 pass rate of 78.2. The following overall passing grades were obtained as a percentage of the number of persons who sat the examinations: **Grade I=11.43%, Grade II=28.41%, and Grade III=32.75%**.

A further break down of the key subjects indicates that for Mathematics General Proficiency, of the 291 candidates, 110 or 42.81% obtained passing grades of I-III. Of this figure, 6.23% obtained Grade I, 10.51% Grade II and 26.07% Grade III. When compared to 2015 pass rate of 53.9%, this year represents a decrease of 11.09%percent. For English A General Proficiency, of the 346 candidates, 107 or 69.84% obtained passing grades of I-III. Of this figure, **14.10% obtained Grade I, 22.66% Grade II, and 35.08% Grade III**. When compared to 2015 pass rate of 62.6%, there was an increase of 7.24% percent.

TERTIARY AND HIGHER EDUCATION



TERTIARY AND HIGHER EDUCATION

Turks and Caicos Islands Community College

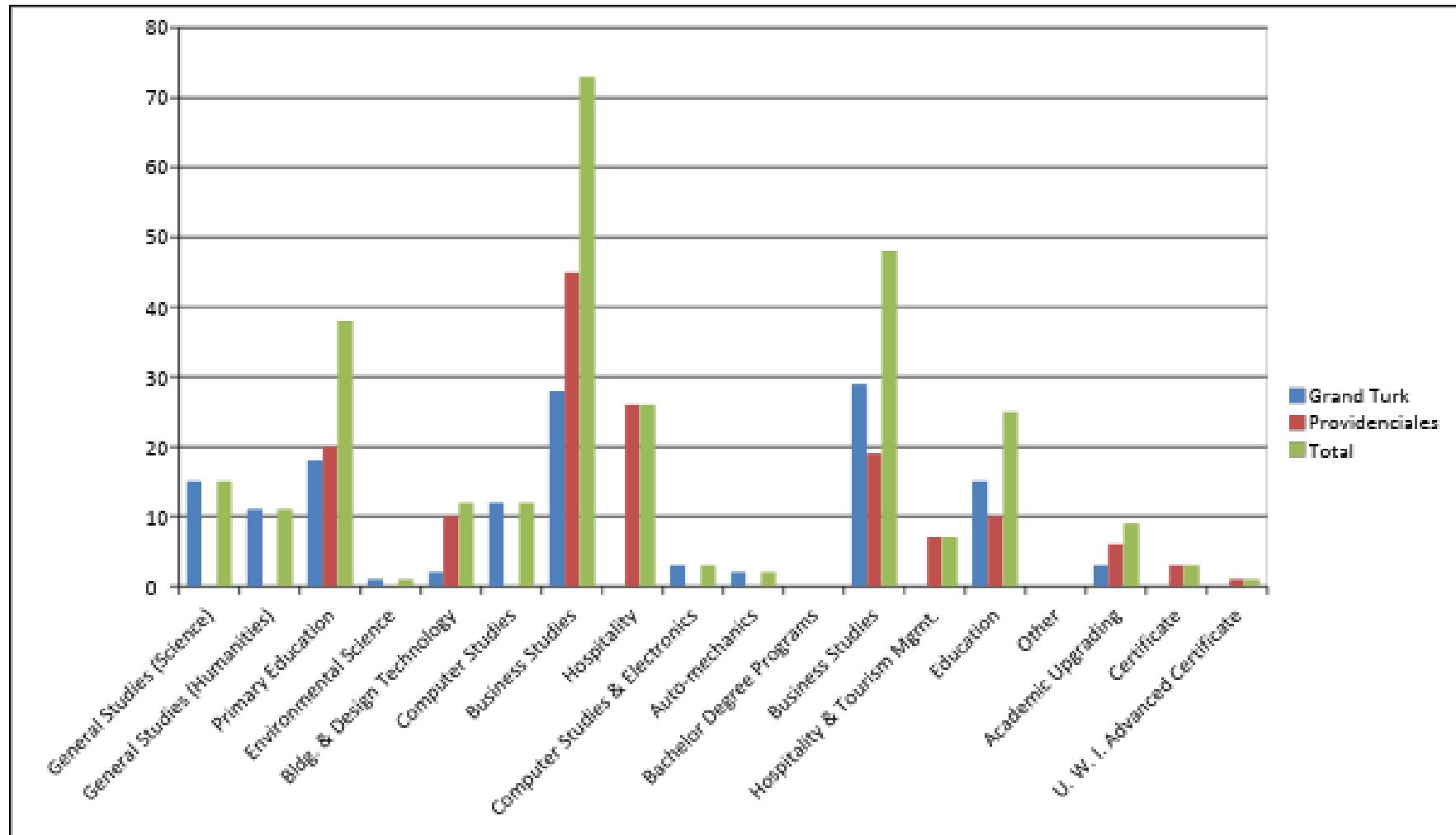
The Community College is the premier provider of tertiary education in the Turks and Caicos Islands. There are two campuses with the main one on Grand Turk and the other on the island of Providenciales. The college offers several areas of studies and certification (see Table 32). This section also includes scholarships allocation and historical enrolment data.

Table 31: TCI Community College Areas of Study for Grand Turk and Providenciales Campuses 2015/2016⁵

| Associate Degree Programs | Grand Turk | Providenciales | Total |
|--------------------------------|------------|----------------|------------|
| General Studies (Science) | 24 | 0 | 24 |
| General Studies (Humanities) | 7 | 0 | 7 |
| Primary Education | 18 | 13 | 31 |
| Building & Design Technology | 11 | 12 | 23 |
| Computer Studies | 12 | 0 | 12 |
| Business Studies | | | |
| Hospitality | | | |
| CUA | 0 | 6 | 6 |
| Computer Studies & Electronics | | | |
| Auto-mechanics | | | |
| Electrical | 1 | 0 | 1 |
| Bachelor Degree Programs | | | |
| Business Studies | 13 | 12 | 25 |
| Hospitality & Tourism Mgmt. | 0 | 5 | 5 |
| Education | 7 | 19 | 26 |
| Other | | | |
| Academic Upgrading | 5 | 10 | 15 |
| Certificate | 1 | 2 | 3 |
| Single courses | 0 | 19 | 19 |
| Total | 113 | 162 | 275 |

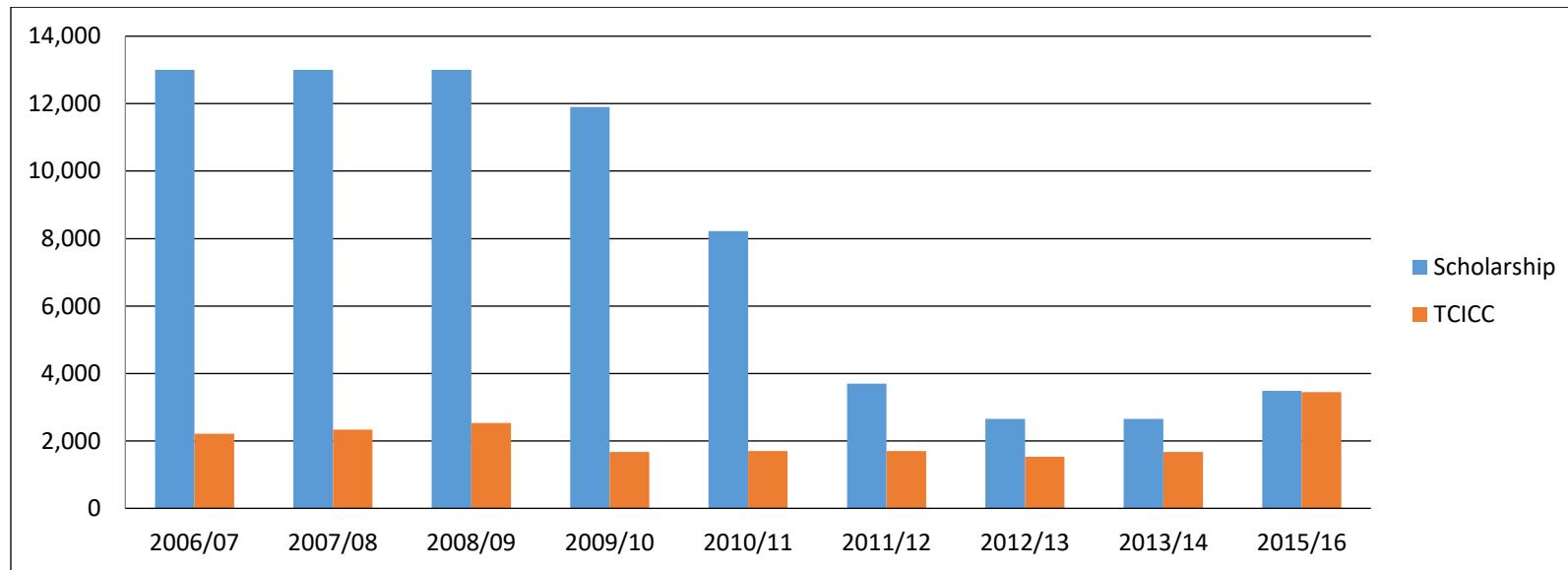
⁵ TCI Community College

FIGURE 37: DISTRIBUTION OF TCI COMMUNITY COLLEGE AREAS OF STUDY FOR GRAND TURK AND PROVIDENCIALES CAMPUSES 2015/2016⁶



⁶ TCI Community College

FIGURE 38: SCHOLARSHIPS AND TCICC APPROPRIATION BY YEAR (\$'000S)⁷



⁷ Education Sector Plan 2013-2017, TCI

FIGURE 39: DISTRIBUTION OF SCHOLARSHIP AWARDS BY CATEGORY, 2015

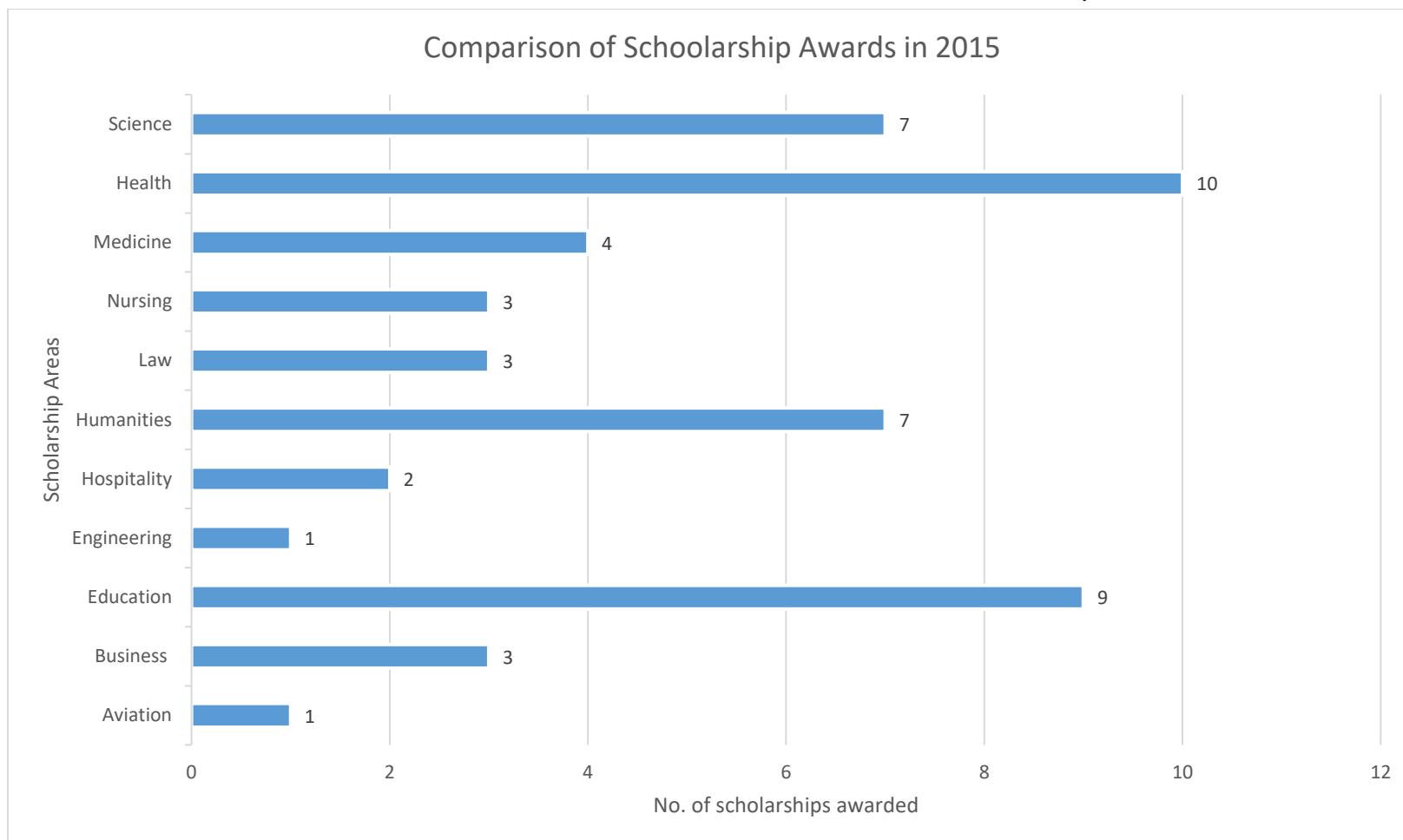


Table 32: TCICC Historical Data 2013-2016

| | 2013 | 2014 | 2015 | 2016 |
|--|--|--|------|---|
| Graduates | 95 | 55 | - | 72 |
| Grand Turk Graduates | 57 | 30 | - | 26 |
| Providenciales Graduates | 38 | 25 | - | 45 |
| Certificates Awarded | 23 | 6 | - | 0 |
| Areas of Certification* | BS, CA, EEET, HOSP. HRM, SWW | BS, EEET, HRM | - | 0 |
| Associate Degrees Awarded | 52 | 45 | - | 47 |
| Associate Degrees Area of Concentration* | BDT, BS, CEE, EET, ES, GSH, GSS | BDT, BS, CS, EET, GSH, GSS, HS, PE, PSM | - | BDT, BS, CS, CE. CuA, GSS, GSH, HS |
| Bachelor Degrees Awarded | 0 | 0 | - | 26 |
| Bachelor Degrees Area of Concentration | 0 | 0 | - | FMGMT, HRM, ED, HOSP |
| Faculty Members (Full-Time) | 26 | 33 | - | 34 |
| Faculty Members (Part-Time) | 25 | 25 | - | 17 |

Table 32: TCICC Historical Data 2013-2016 (cont'd)

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|
| Faculty Members in Providenciales (Full-Time) | 13 | 13 | - | 18 |
| Faculty Members in Providenciales (Part-Time) | 25 | 13 | - | 8 |
| Faculty Members in Grand Turk (Full-Time) | 13 | 12 | - | 16 |
| Faculty Members in Grand Turk (Part-Time) | 25 | 11 | - | 9 |

*BS- Business Studies, CN- Clinical Nursing, CA- Computer Application, HRM- Human Resource Management, CAS- Corporate Administrative Secretary ship, HS- Hospitality Studies, ECE- Early Childhood Education, EEET- Electrical/ Electronic Engineering Technology, HRM- Human Resource Management, GS- General Studies, CS- Computer Studies, SWW- Social Work & Welfare, PE- Primary Education, BDT- Building & Designing Tech, PSM- Public Sector Management, GSH- General Humanities Studies, GSS- General Science Studies, ES- Environmental Studies, SE- Secondary Education, CE-Computer & Electronics, CuA- Culinary Arts, FMMGT- Finance & Management, ED- Education. HOSP - Hospitality

FINANCIAL STATISTICS



FINANCIAL STATISTICS

For financial year 2015/2016, the Ministry of Education, Youth, Sports, and Library Services received twenty-five million, one hundred and eight thousand, one hundred and forty-two dollars (US\$25,108,142) or approximately 12.76% of the recurrent budget. This is an increase of approximately 46.6% when compared to 2014/2015 financial year. On the capital side, the Ministry received 9,993,174 (USD) or 27.84% of the Capital budget. Of that amount, three million, four hundred and thirty-five thousand (US\$3,435,000) represented allocation for new projects.

This section also includes the breakdown of the amount spent on primary, secondary and tertiary education. Furthermore, historical figures have been added for comparative analysis.

Primary Education

For financial year 2015/2016, the Ministry of Education spent five million one hundred and thirty-nine thousand six hundred twenty- seven dollars (US\$5,139,627) of the education budget, including capital, on primary education. For 2014/2015 eight million three hundred and sixty-two thousand three hundred and ninety dollars (US\$8,362,390) were spent on primary education.

Secondary Education

For financial year 2015/2016, the Ministry of Education spent thirteen million, eight hundred and eighteen thousand, one hundred and forty-seven dollars (US\$13,818,147) of the education budget, including capital, on secondary education. For 2014/2015 nine million five hundred and sixty-six thousand nine hundred and sixty-four dollars (US\$9,566,964) were spent on secondary education.

Tertiary Education

For financial year 2015/2016⁴, the Ministry of Education spent five million, eight hundred and thirty-one thousand and seven hundred and twenty-eight dollars (US\$5,831,728) of the recurrent education budget on tertiary and further education. For 2014/2015 four million, three hundred and thirty-seven thousand and one dollars (US\$4,337,001) were spent on tertiary and further education.

- Ministry of Education, Youth, Sports, and Culture has been changed to Ministry of Education, Youth, Sports, and Library Services

FIGURE 40: GOVERNMENT OF THE TURKS AND CAICOS ISLANDS EXPENDITURE AND ADMINISTRATIVE UNITS BY MINISTRY FOR FINANCIAL YEAR 2015-2016⁸

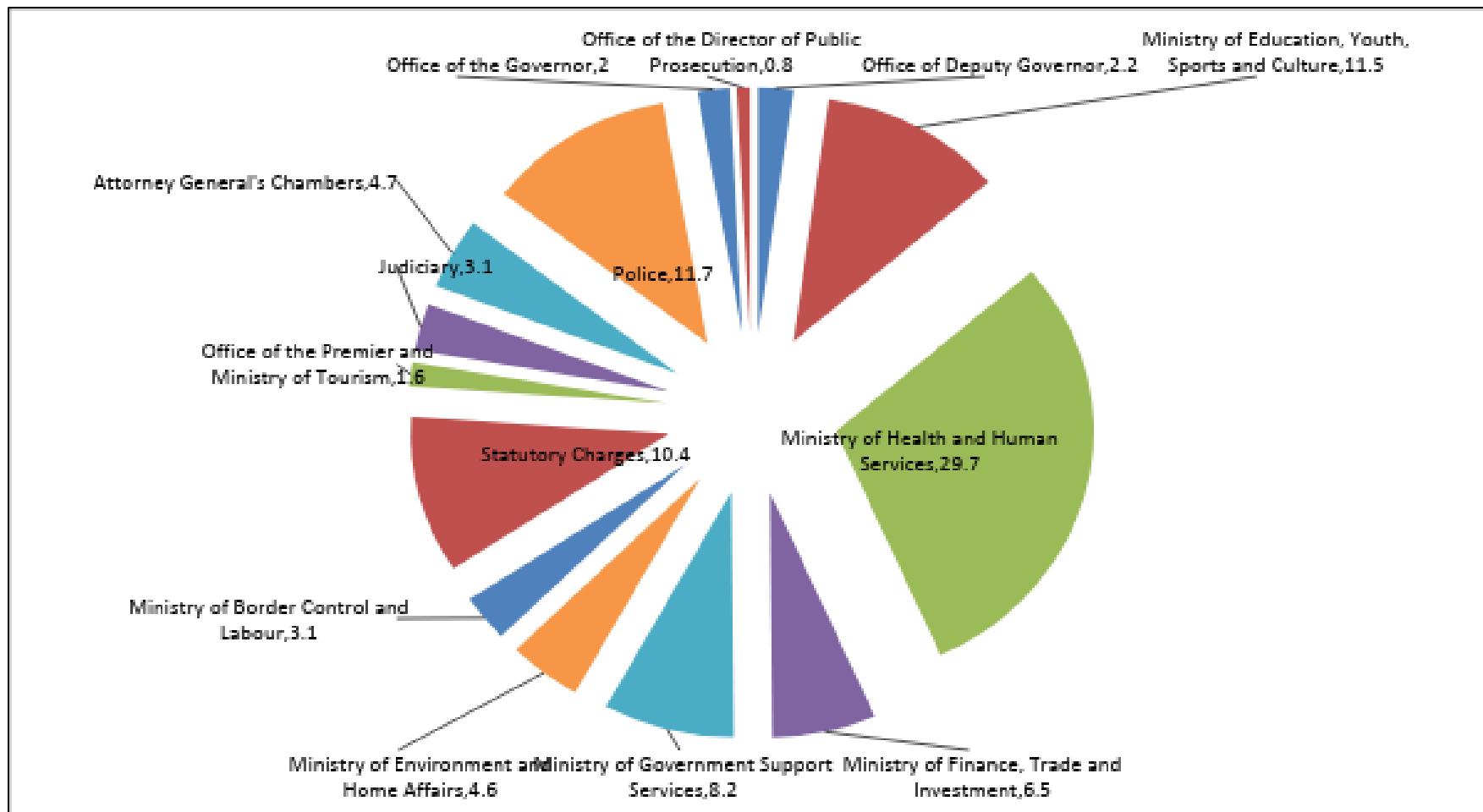
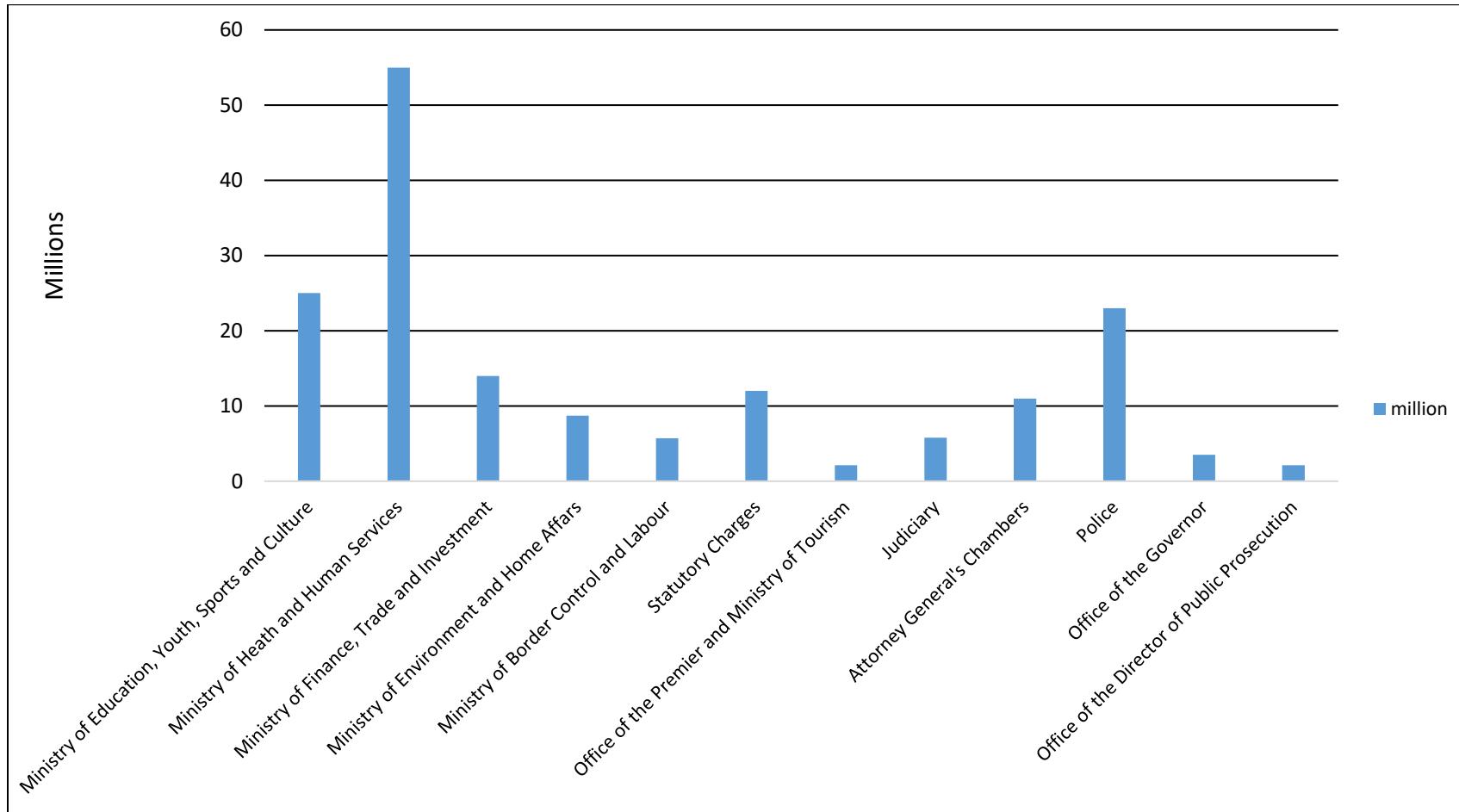


FIGURE 41: GOVERNMENT OF THE TCI TOTAL EXPENDITURE (INCLUDING CAPITAL) IN MILLION FOR FY 2015/2016⁹



⁸ Budget 2015-2016

⁹ Budget 2015-2016, TCI

FIGURE 42: REVENUE BY MINISTRY AND ADMINISTRATIVE UNITS FOR FY 2013-2016

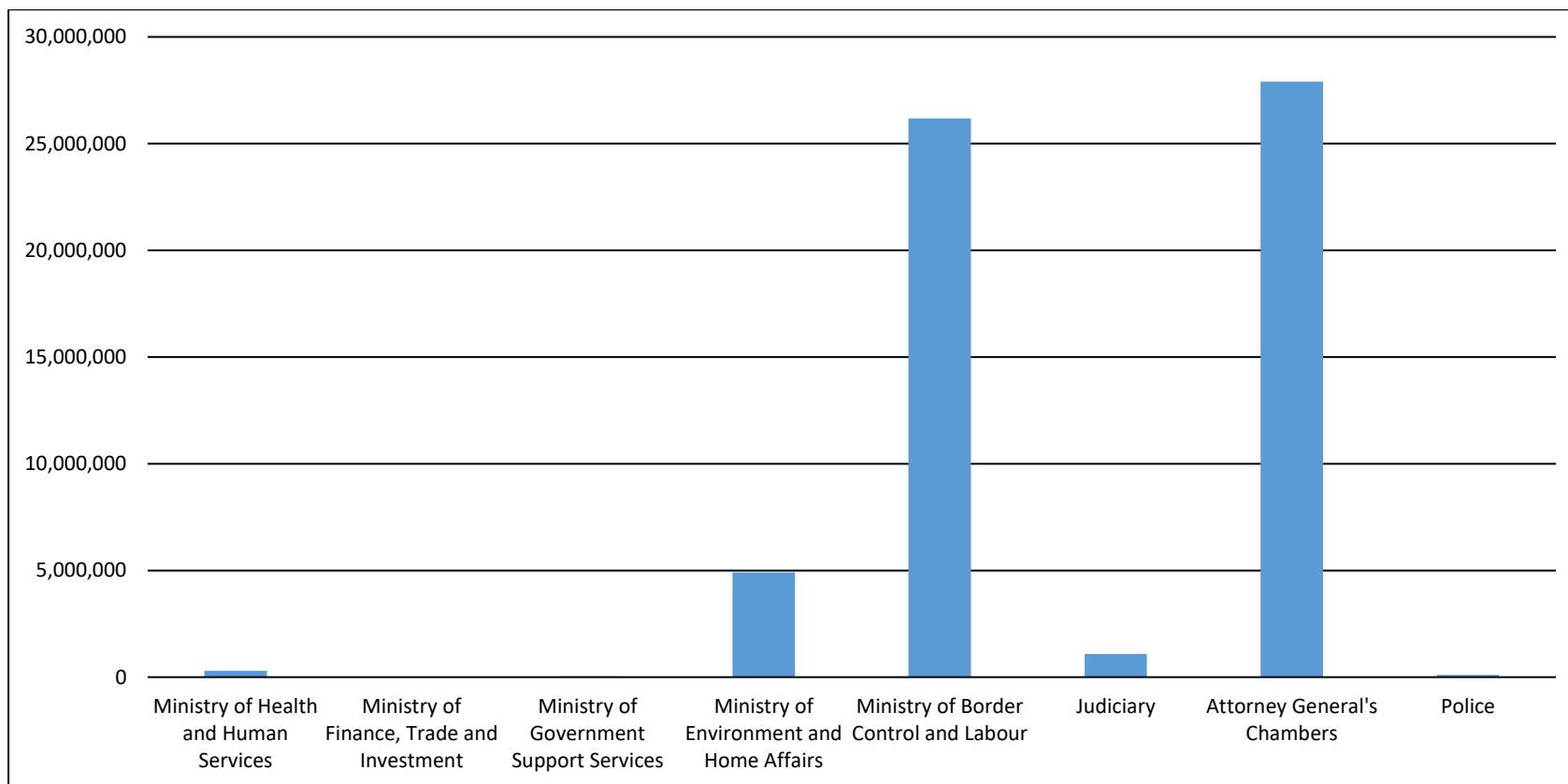


FIGURE 43: PERCENT OF RECURRENT EDUCATION BUDGET SPENT AT PUBLIC HIGH SCHOOLS FOR FY 2015/2016

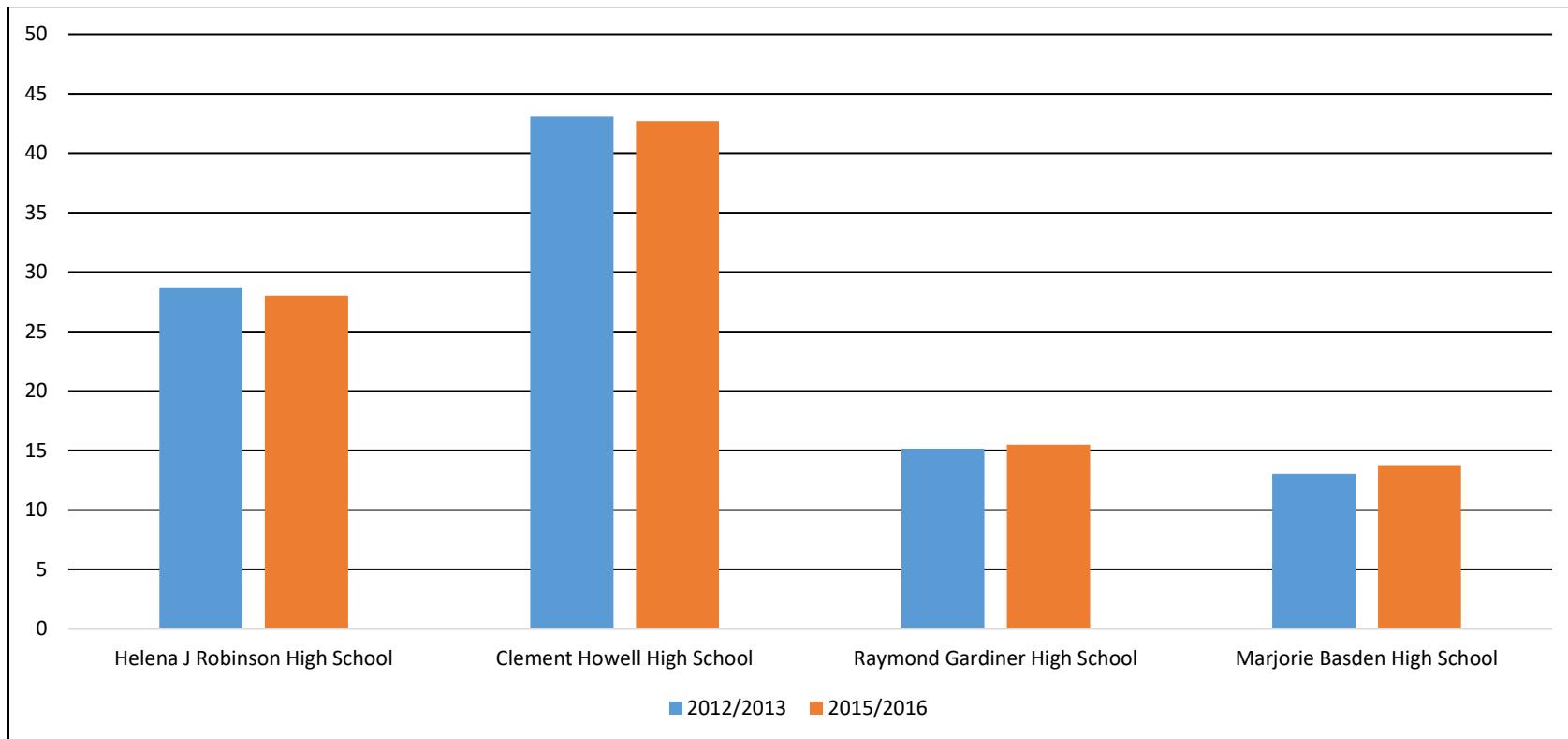
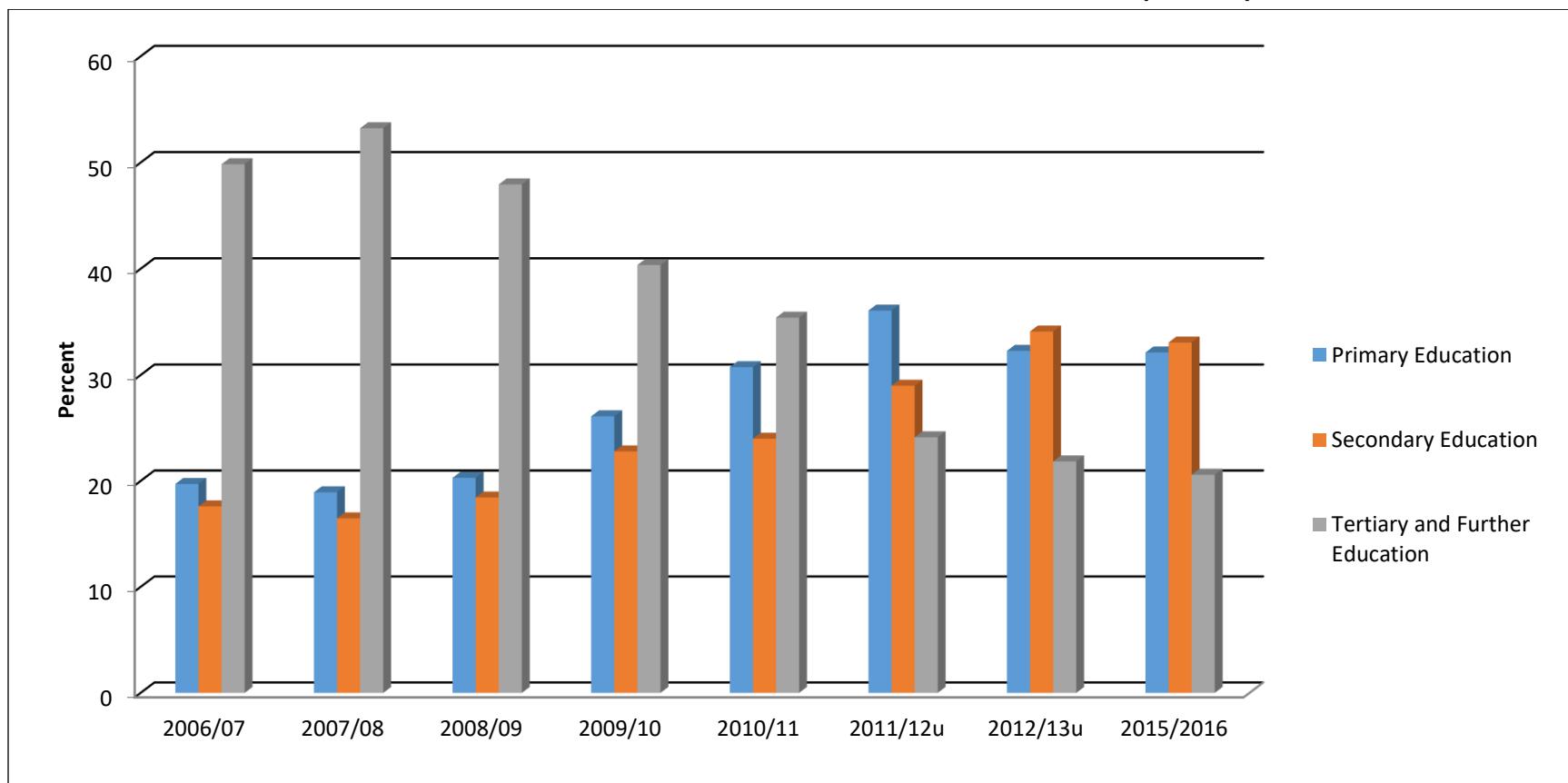


FIGURE 44: EDUCATION EXPENDITURE IN THE RECURRENT BUDGET FROM 2006/07-2015/2016



U-unaudited figures

Table 33: Ministry of Education Expenditure in the Recurrent Budget

| Code | Departments within the Ministry | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12u | 2012/13 u | 2013/14u | 2014/2015 | 2015/16 |
|-------------|--|----------------|----------------|----------------|----------------|-----------------|------------------|-----------------|------------------|----------------|
| 33 | Ministry of Education, Youth, Sports, & Library Services | 4,188,201 | 4,656,739 | 2,848,667.95 | 2,178,646 | 1,830,297 | 1,552,355 | 2,339,061 | 1,675,489 | 3,152,586 |
| 34 | Education Department Zone I | 3,816,754 | 3,518,472 | 3,652,259.8 | 3,900,573 | 3,275,393 | 2,239,318 | 2,347,954 | 3,073,298 | 4,480,921 |
| 35 | Tertiary and Further Education | 23,503,822 | 19,558,386 | 13,107,365.38 | 10,263,995 | 5,499,322 | 4,180,000 | 4,317,001 | 4,337,001 | 5,831,728 |
| 36 | Education Administration Zone I | 524,734 | 486,860 | 3,601,77.96 | 371,791 | 274,594 | 380,046 | 391,182 | 581,855 | 700,390 |
| 37 | Helena J Robinson High School | 20,000,73 | 2,091,741 | 2,110,814.75 | 1,933,362 | 1,843,654 | 1,873,643 | 1,942,194 | 2,694,126 | 113,436 |
| 38 | Clement Howell High School | 2,920,578 | 3,158,144 | 3,180,027.76 | 3,096,943 | 2,871,373 | 2,810,788 | 2,961,627 | 4,803,920 | 179,631 |
| 39 | Raymond Gardiner High School | 1,377,449 | 1,348,497 | 1,187,027.76 | 1,078,208 | 1,066,668 | 990,023 | 1,073,497 | 1,098,920 | 59,136 |
| 40 | Marjorie Basden High School | 973,011 | 922,532 | 924,519.08 | 844,904 | 824,450 | 851,284 | 955,426 | 969,938 | 58,796 |
| ,40, 132 | High Schools - Capital expenditure | - | - | - | - | - | - | - | - | 5,878,263 |
| 79 | Education Department Zone II | 4,542,785 | 4,760,102 | 4,826,298.39 | 5,010,254 | 4,944,024 | 3,937,316 | 4,386,641 | 4,344,884 | 5,139,627 |
| 80 | Education Administration Zone II | 305,843 | 288,265 | 284,068.67 | 309,354 | 361,451 | 324,202 | 250,142 | 362,353 | 355,585 |
| 132 | Long Bay High School | | | | | | | | | 112,147 |

| | Total | 44,153,250 | 40,789,738 | 32,481,227.5 | 28,988,030 | 22,791,226 | 19,138,975 | 20,964,725 | 23,941,844 | 35,101,316 |
|--|--------------|-------------------|-------------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total Recurrent Expenditure | 234,622,909 | 215,626,706 | 152,150,304 | 198,126,649 | 197,184,904 | 180,048,014 | 182,988,601 | 200,453,407 | 196,806,041 | |
| Education Expenditure as a % of total recurrent expenditure. | 18.81 | 18.91 | 21.34 | 14.63 | 11.55 | 10.62 | 11.45 | 11.9 | 12.76 | |
| Amount spent on Secondary Education. | 7,271,111 | 7,520,914 | 7,402,389.35 | 6,953,417 | 6,606,145 | 6,525,738 | 6,932,744 | 9,566,964 | 13,818,147 | |
| Number of Students | 1,485 | 1,585 | NA | 1,677 | 1,677 | 1,603 | 1,542 | 1449 | 1442 | |
| Expenditure per student on Secondary Education | 4,896.37 | 4,745.05 | NA | 4,146.34 | 3,939.2636 | 4,070.9532 | 4,495.94 | 6602.00 | 9,582.63 | |
| - Percentage (%) of Ed. Budget. | 16.46 | 18.43 | 22.78 | 23.98 | 28.98 | 34.09 | 33.06 | 40.00 | 39.36 | |
| Amount spent on Primary Education | 8,359,539 | 8,278,574 | 8,478,558.19 | 8,910,827 | 8,219,417 | 6,176,634 | 6,734,595 | 8,362,390 | 5,139,627 | |
| - Percentage (%) of Education Budget. | 18.93 | 20.29 | 26.10 | 30.73 | 36.06 | 32.27 | 32.12 | 34.9 | 14.64 | |
| Number of Students | 1,982 | 2,097 | NA | 2,375 | 2,544 | 2,244 | 2,521 | 2545 | 2407 | |
| Expenditure per student on | 4,217.72906 | 3,947.8178 | NA | 3,751.9272 | 3,230.9029 | 2,752.51 | 2,671.39 | 3286 | 2135.28 | |

ANNEX 1: Turks and Caicos Islands Education Sector Plan 2013-2017

Strategic Imperatives and Cross Cutting Issues

Strategic Imperative 1

Provide the number of school places to equitably meet Government targets and international commitments

Outcome 1 Sufficient places in an appropriate and safe environment for the 4 to 11 year age group

- Establish a sufficient number of primary schools
- Keep schools adequately maintained

Outcome 2 Sufficient places in an appropriate and safe environment for the 12 to 16 year age group

- Establish a sufficient number of schools to cater for Forms 1 to 5
- Keep high schools adequately maintained

Outcome 3 Suitable opportunities for students to continue their studies beyond Form 5

- Provide opportunities for students to continue studies beyond Form 5

Strategic Imperative 2

Improve the quality and accountability of Leadership and Management

Outcome 1 Qualified leaders are in place across the education system and are supported by Boards (where applicable) and governing bodies

- Provide leadership and management training opportunities for school leaders.
- Provide a program of staff development training for all Ministry / Department staff

- Establish Governing Bodies in all schools
- Develop school plans
- Sound and transparent governance of the education system

Outcome 2 An administrative structure that is sensitive to the needs of the system

- Restructure the Ministry / Department to reflect the needs of the system
- Establish data requirements and reporting procedures with relevant accountability frameworks.
- Formulate a communications policy

Outcome 3 The effective management of teachers

- Appraisal of teachers and schools on an annual basis
- Deploy teachers in an efficient and cost effective fashion
- Undertake a review of teacher terms and conditions

Strategic Imperative 3

Improve Teachers' Professional Development

Outcome 1 Improved teacher quality

- Develop and implement a pre service teacher training program.
- Develop and implement a national teacher development program

Outcome 2 Sufficient number of teachers in schools

- Ensure that sufficient funds are budgeted to cover all teacher salaries and entitlements
- Prepare the required number of appropriately trained teachers.

Outcome 3 Increased number of TCIs teaching in secondary schools

- Provide opportunities for TCIs to train as Secondary school teachers

Strategic Imperative 4

Improve the quality of Teaching and Learning

Outcome 1 Learners are engaged in all parts of the teaching and learning process

- Teachers to take a child centered approach to teaching.

Outcome 2 Availability of learning resources in schools

- To ensure that all schools and children have sufficient teaching materials
- To re-establish school libraries in all primary schools
- To integrate technology into classroom teaching

Strategic Imperative 5

Improve Curriculum and Strategies for Assessment

Outcome 1 A curriculum that is relevant to the children of the Turks and Caicos Islands

- Review the primary school curriculum and produce curriculum and support materials for all subjects at the primary level on a regular basis.
- Review the secondary school curriculum and assessment support materials for all subjects.
- Measure and monitor the standard of education at the primary level

Outcome 2 Technology fully integrated into the teaching and learning process

- Design and develop multimedia support materials for students and teachers

Strategic Imperative 6

Increase access to quality Early Childhood Development Services

Outcome 1 Guidelines reviewed and refined to allow all children an opportunity to enroll at ages 2 and 3 years

- The Department of Education to register and supervise a sufficient number of schools to allow all children the opportunity to enroll.

- Review the curriculum guidelines to ensure that they are appropriate for use in the Turks and Caicos Islands.

Outcome 2 Government to provide support for early Childhood Education services

- Provide both pre service and professional teacher development opportunities for early childhood teachers.
- Provide professional and technical assistance to the early Childhood Centres

Strategic Imperative 7

Provide opportunities for all learners in Technical and Vocational Education and Training

Outcome 1 School curricula, teaching and learning incorporate skills development that develop basic competencies and an appreciation for the world of work

- Integrate skills development into the primary school curriculum
- Strengthen and expand skills development components of the secondary school curriculum

Outcome 2 Competency based curricula linked to the Caribbean Vocational Qualification framework established

- Establishment of a Technical Training Institute.
- Provide access to TVET courses.

Strategic Imperative 8

Increase provisions for Tertiary and Continuing Education

Outcome 1 Sustainable funding mechanisms for tertiary and continuing education to meet the economic, social and labour market needs of the Turks and Caicos Islands

- To make the most efficient use of the scholarship awards
- Conduct urgent strategic review of options for funding of tertiary and continuing education courses

Outcome 2 Accredited tertiary and continuing education institutions in and outside the TCI provide high quality relevant programmes.

- Expand the range of courses offered

Cross cutting issues

Outcome 1 To provide children with special education needs with support that they require

- Recreate the Special Needs officer position in the Department of Education
- Establish formal linkages between the Ministry of Education and the Department of Health

Outcome 2 To raise the standing of boys in the community

- To improve the performance of boys in all examinations
- To raise boys self esteem

Outcome 3 All children drilled in disaster preparedness

- To ensure disaster management plans are in place

Outcome 4 All children in need have support available

- Facilitate linkages between the Department of Social Development and Gender Affairs and schools
- Support the efforts of NGOs in providing opportunities for second chance learners.
