

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	Ilanthe 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

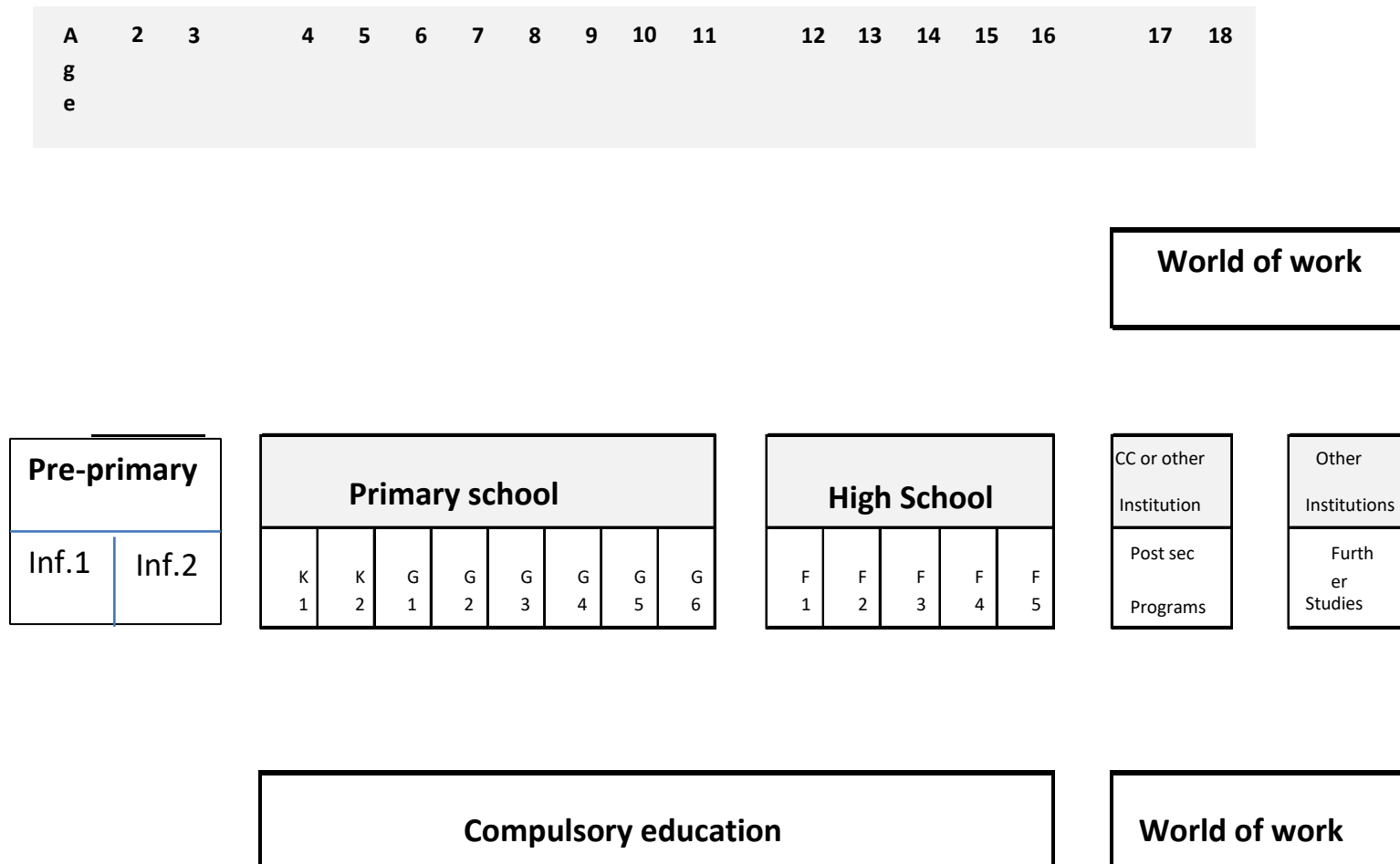
The Turks and Caicos Islands have an educational system that dates back to the immediate post-emancipation period in the early 1840s. For more than a century, a primary focus of the government was to provide primary education for all members of the population.

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



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
Ilanthe 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 Glinton 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

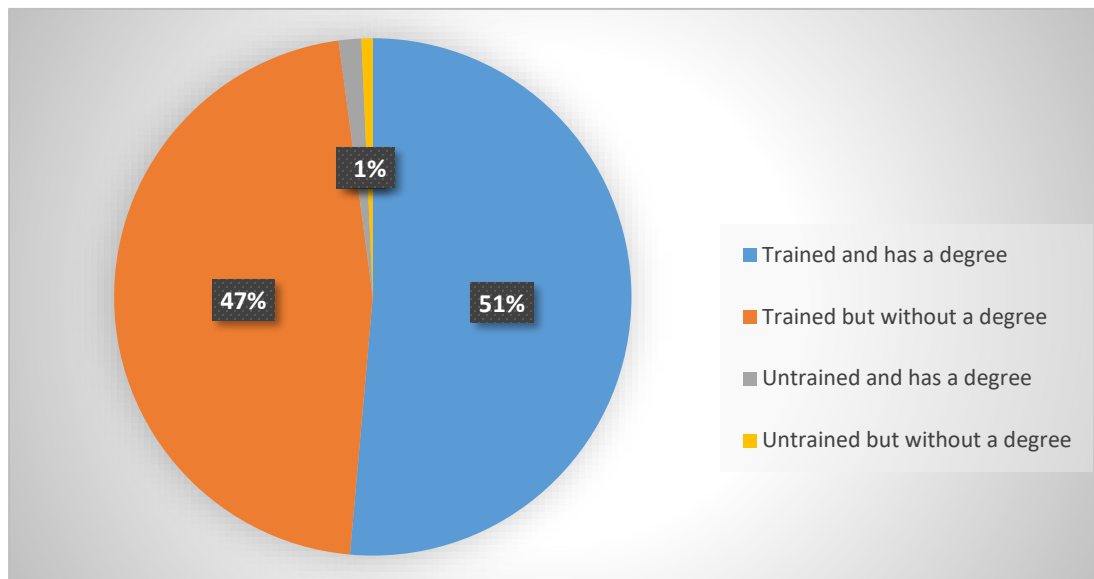


Figure 2 shows that of the one hundred and forty- two (142) teachers employed at the Public Primary Schools, forty-seven percent (47%) were trained but without a bachelor's degree.

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

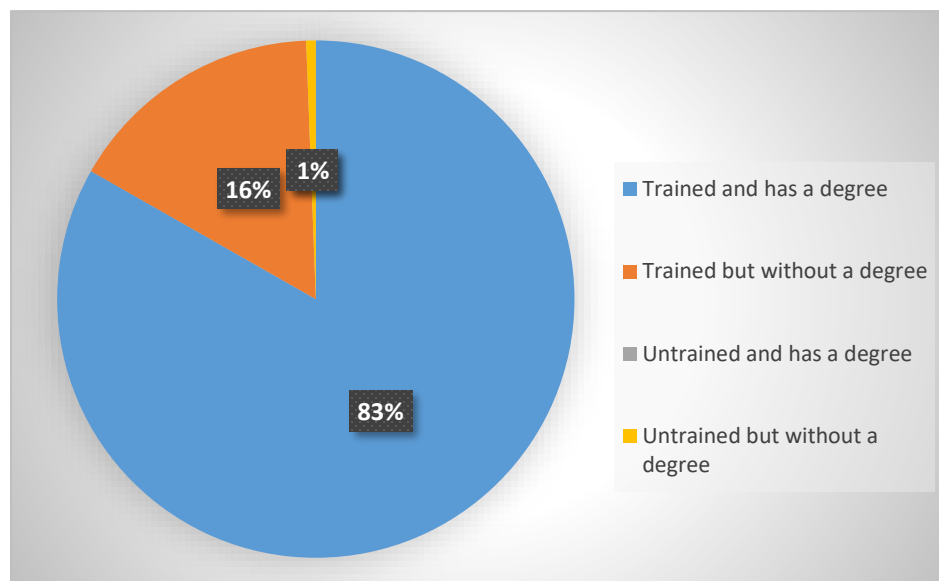


Figure 3 shows that eighty- three percent (83%) of teachers are **‘trained and have a degree’**. If this is compared to data in **figure 2** where fifty-one percent (51) of teachers are trained with a degree. A thirty-two (32%) difference between Primary and Secondary public school teachers in the category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

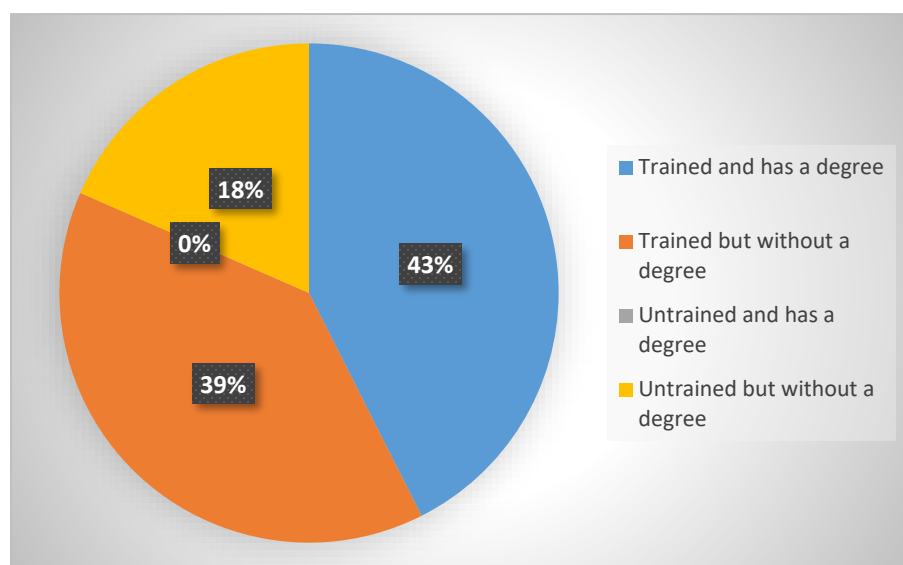


Figure 4 indicates that approximately forty-three percent (43%) of the teachers at the reporting private primary schools were trained and have a degree. This figure represents eight (8) percentage points under public primary school teachers at fifty-one percent (51%) (**As seen in figure 2**).

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

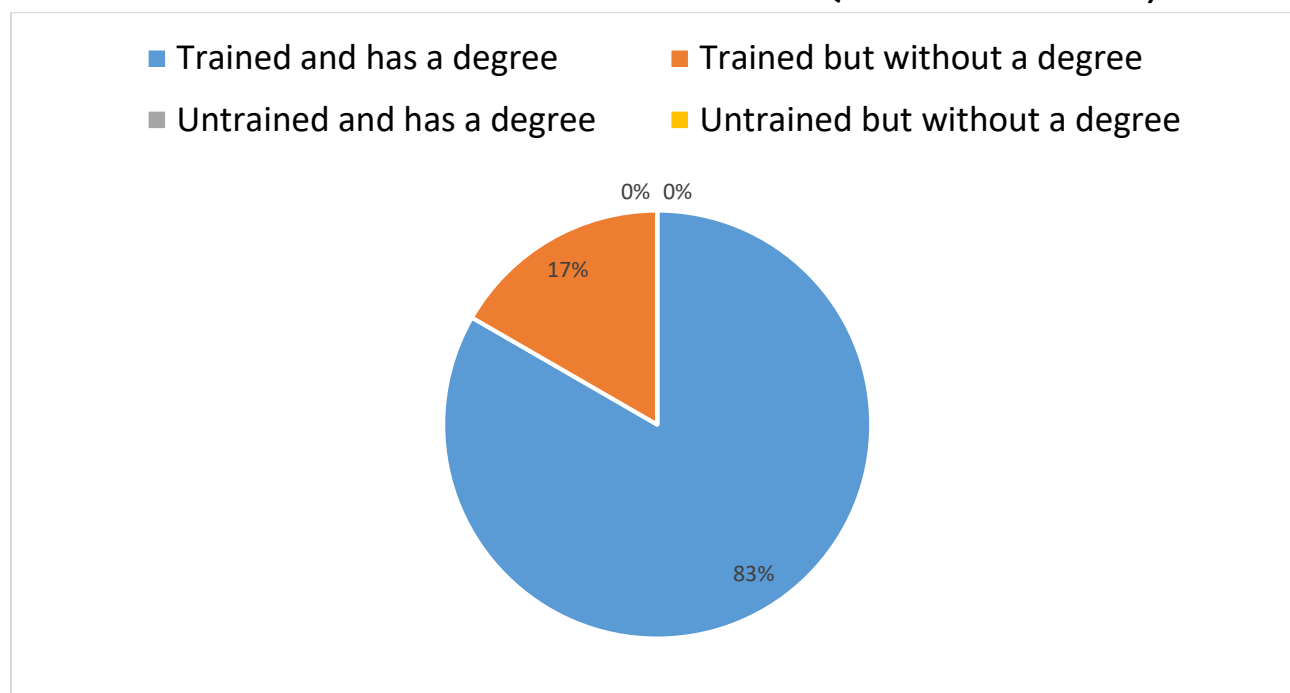


Figure 5, when compared to public high school teachers (**see figure 3**) in the category of 'Trained and has a degree' private high schools recorded a minus eleven percent (-11%) difference.

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

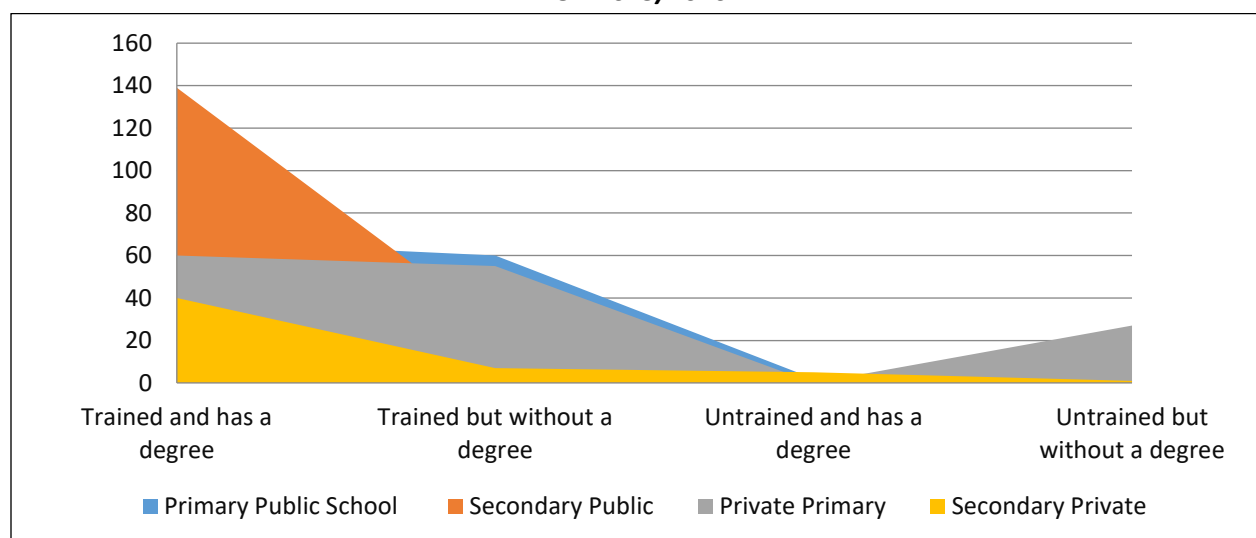


FIGURE 7: PUBLIC AND PRIVATE SCHOOL TEACHERS WITH A BACHELOR'S DEGREE FOR 2015/2016

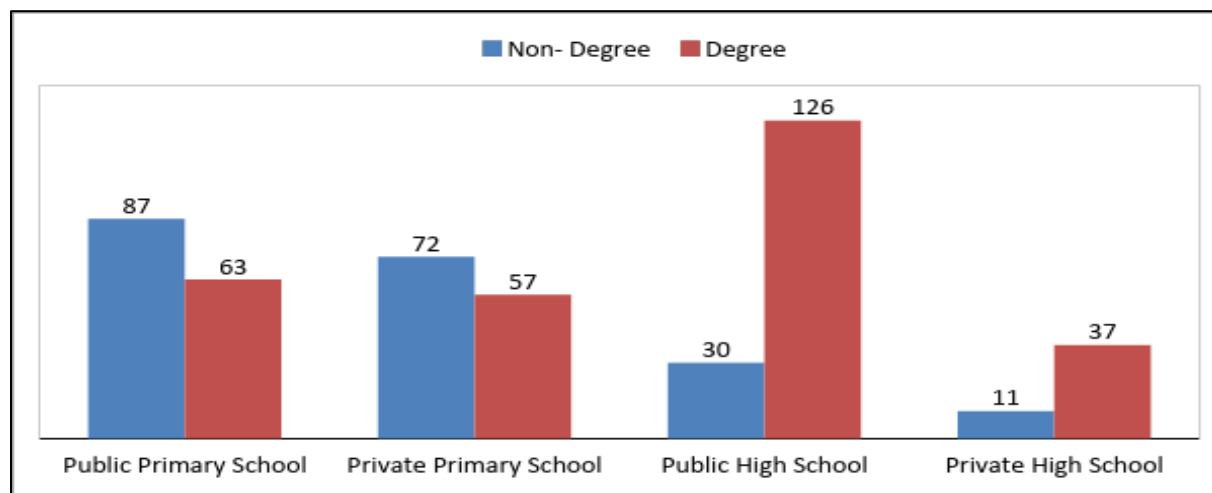


Table 12: Public and Private School Administrators' Qualifications for 2015/2016

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

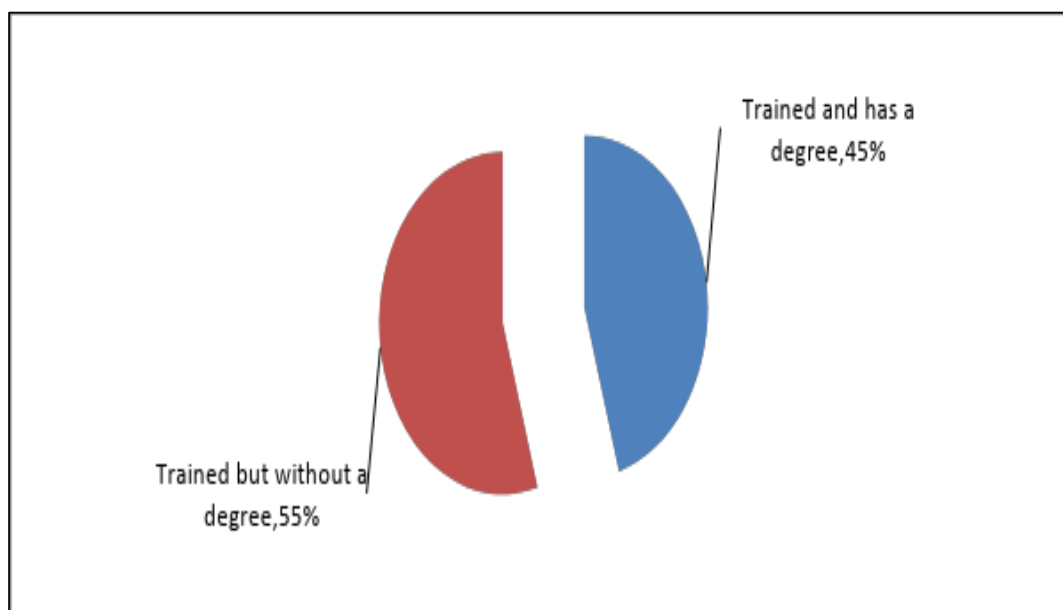


Figure 8 indicates that more than half of the administrators were trained (55%) but did not have a degree.

**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
KI	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

					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
Grades	Ages	M	F	Total	M	F	Total	M	F	Total	M	F	Total	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	0	1	1	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

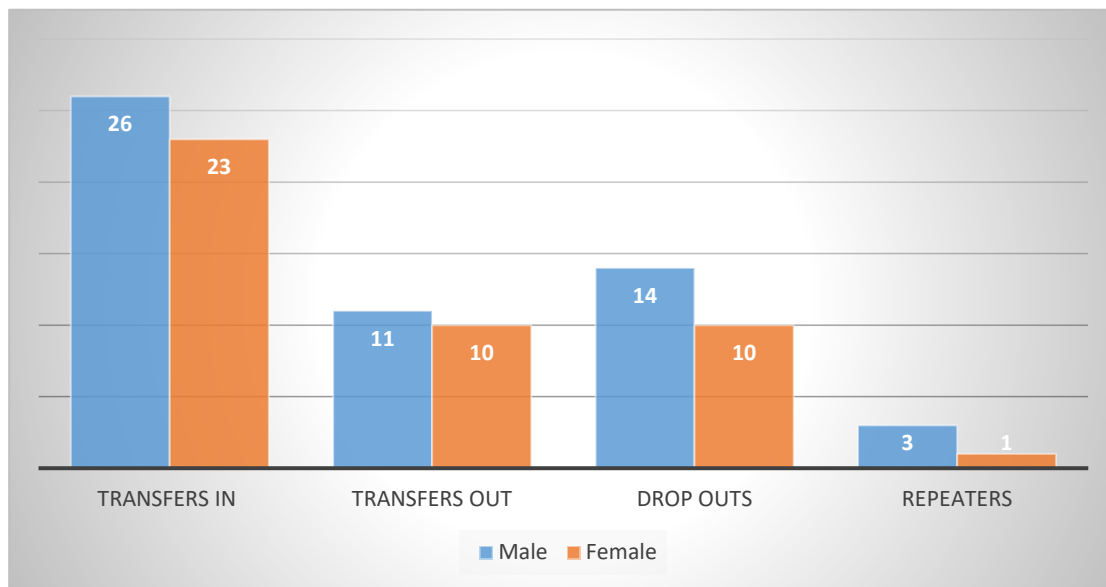


Table 16: Students enrolled at Public High Schools for 2015/2016

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

					Transfers In			Transfers Out			Drop Outs			Repeaters		
Form 1	Ages	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)

					Transfers In			Transfers Out			Drop Outs			Repeaters		
Form 2	Ages	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

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	M	F	Total	Transfers In		Total	Transfers Out		Total	Drop Outs		Total	Repeaters		Total
					M	F	Total	M	F	Total	M	F	Total	M	F	Total
	<13	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
	14	61	77	138	5	3	8	2	1	3	0	0	0	0	0	0
	15	53	39	92	1	3	4	1	1	2	1	0	1	0	0	0
	16	4	6	10	0	1	1	1	0	1	0	0	0	0	0	0
	>16	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

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 4	Ages	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

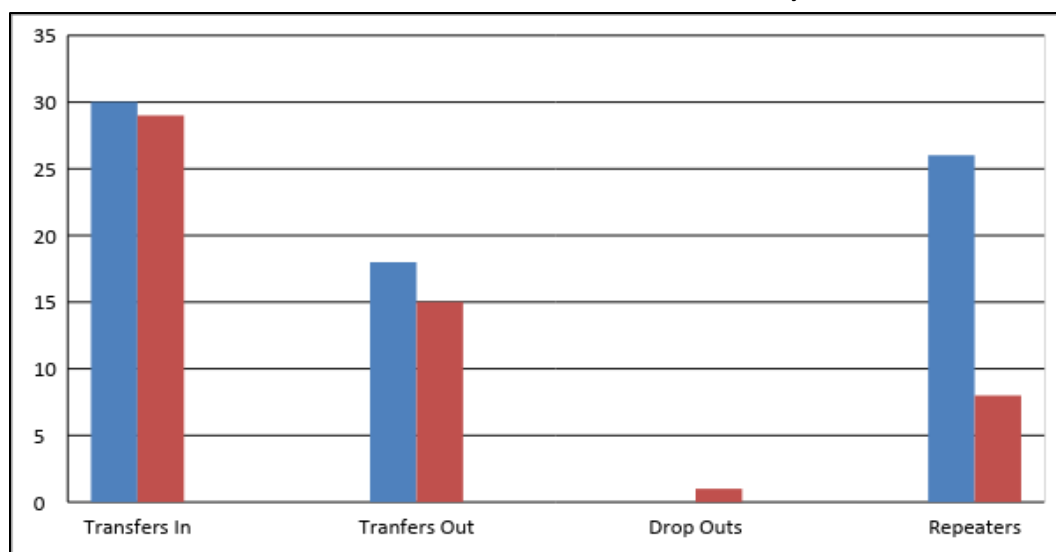


Table 18: Students enrolment at Private Primary Schools for 2015/2016

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
	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
GR4	<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
GR5	<10	22	19	41	0	0	0	0	0	0	0	1	1	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
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

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

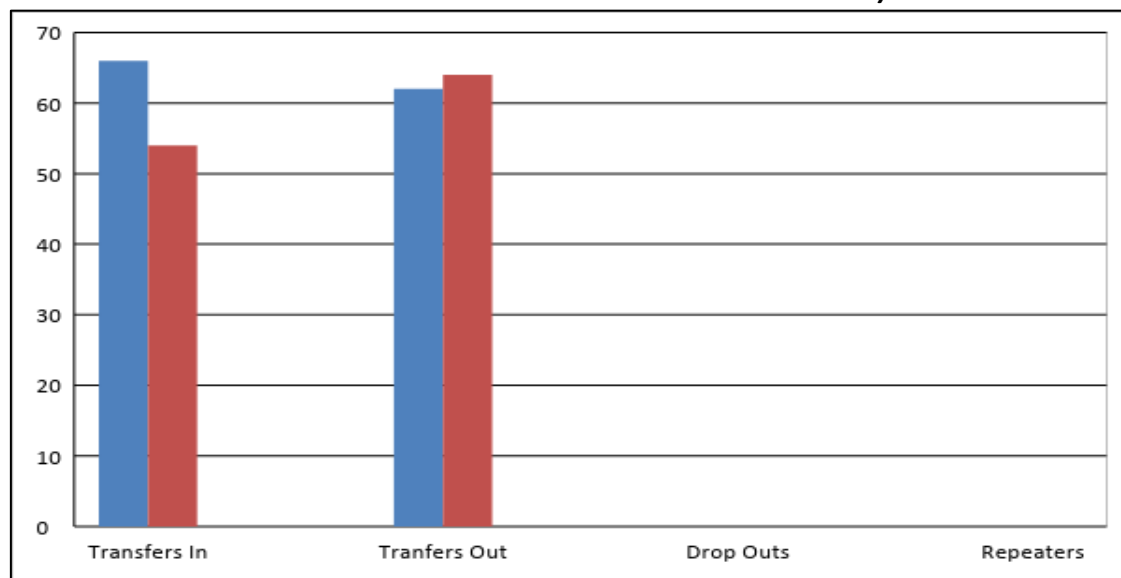


Table 20: Students enrolment at Private High Schools for 2015/2016

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

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

				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Ages	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	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							0	0	0	0	0	0	0	0	0
	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

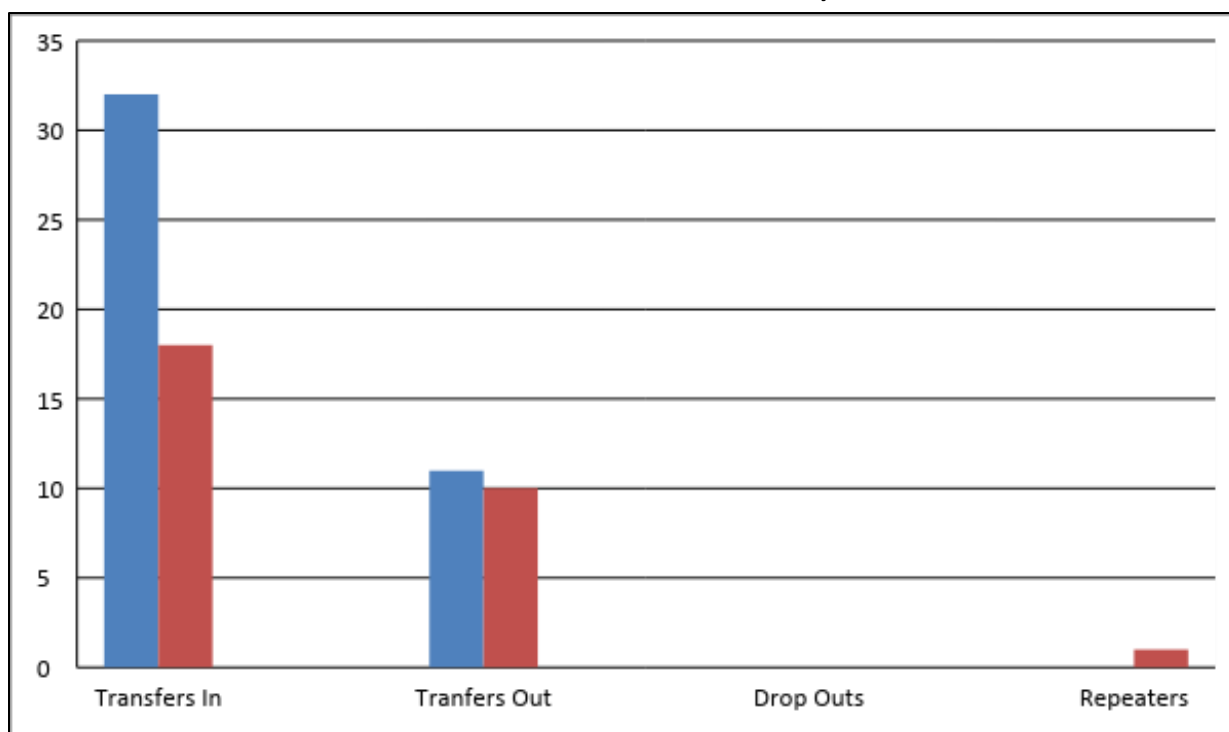


Table 22: Summary of Students Enrolment at Public and Private Schools for 2015/2016

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

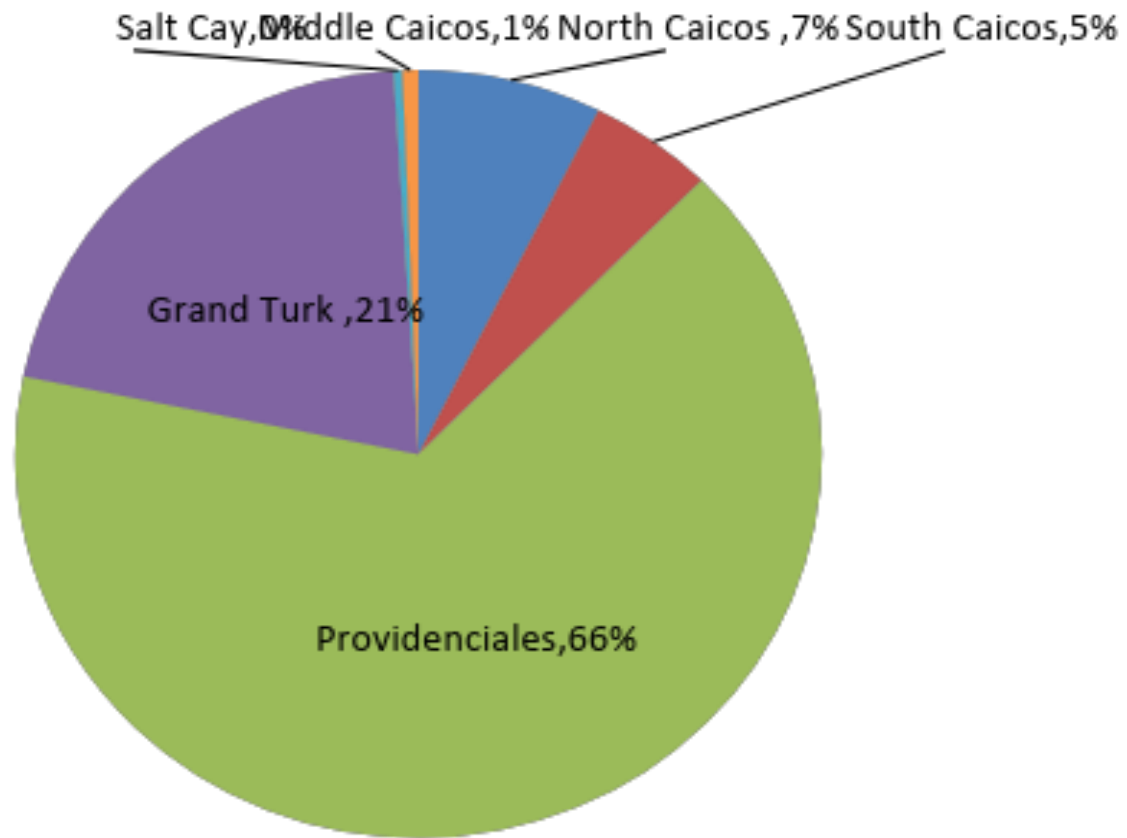


FIGURE 14: PUBLIC HIGH SCHOOLS STUDENT DISTRIBUTION PER ISLAND FOR 2015/2016

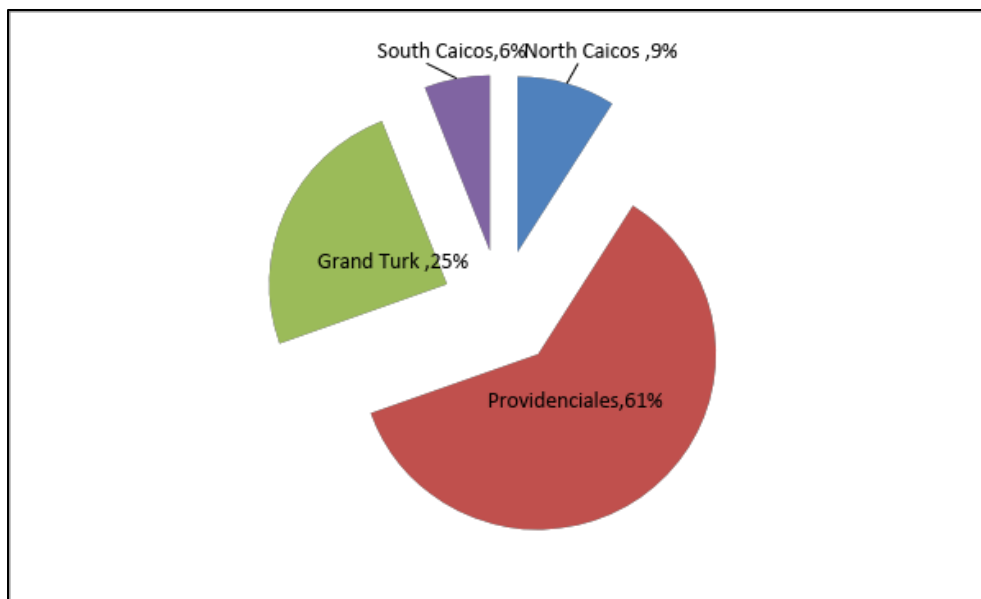


Table 23: Distribution of Non-National Students at Public Primary Schools by country for 2015/2016

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

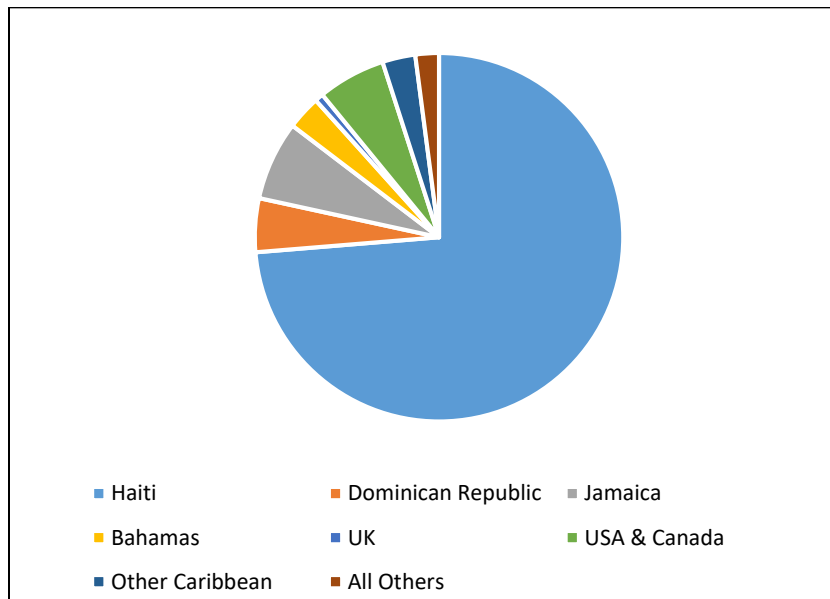


FIGURE 16: PROPORTION OF NON-NATIONAL STUDENTS AT PUBLIC HIGH SCHOOLS BY COUNTRY FOR 2015/2016

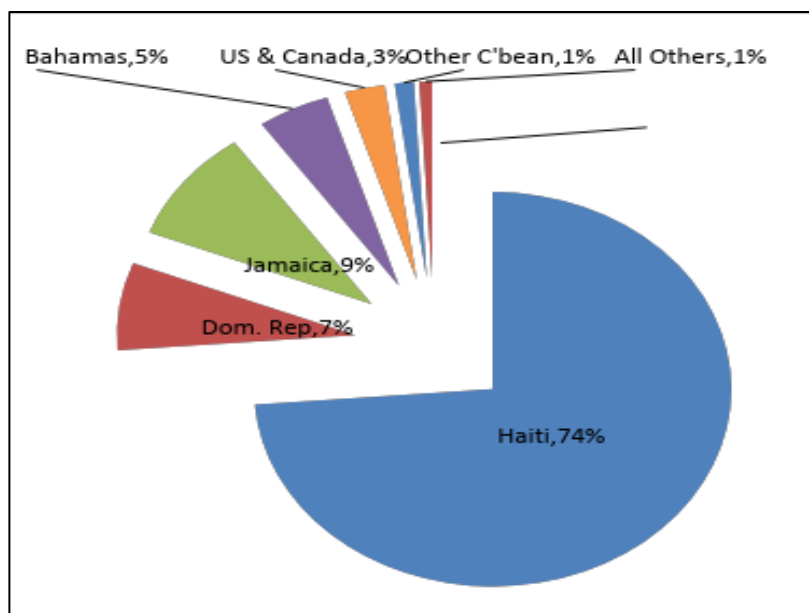


FIGURE 17: PROPORTION OF NON-NATIONAL STUDENTS AT PRIVATE PRIMARY SCHOOLS BY COUNTRY FOR 2015/2016

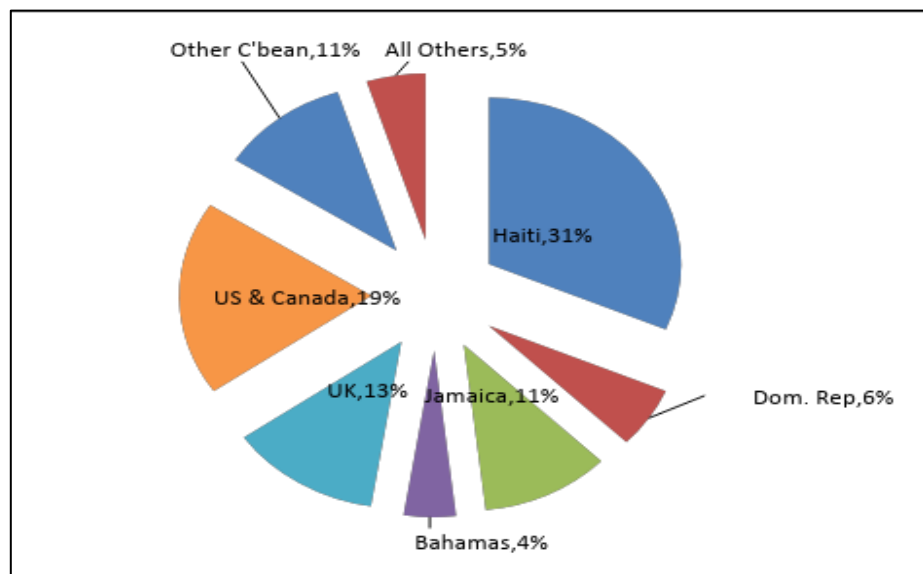


FIGURE 18: PROPORTION OF NON-NATIONAL STUDENTS AT PRIVATE HIGH SCHOOLS BY COUNTRY FOR 2015/2016

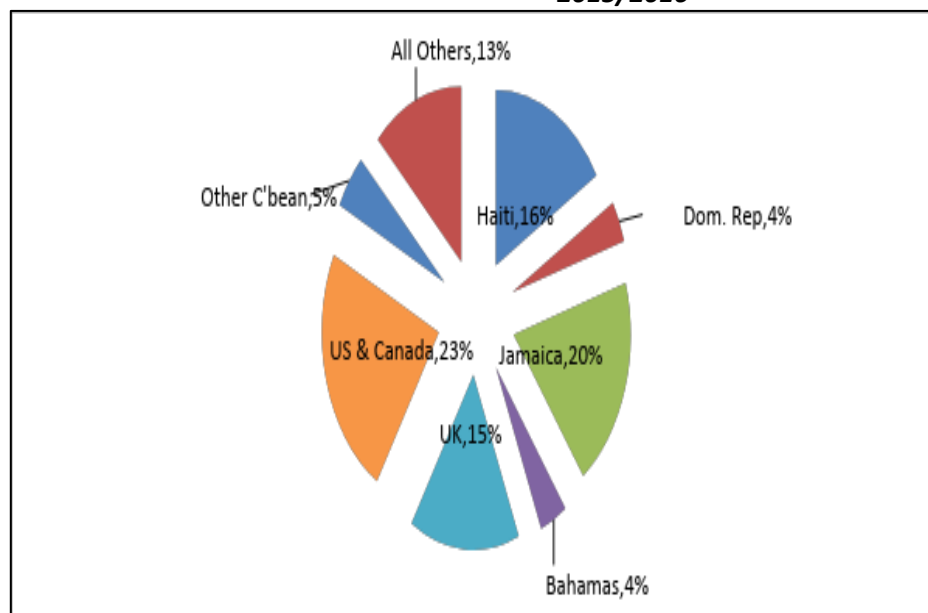


Table 24: Non-National Students at Public and Private Primary School by country for 2015/2016

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

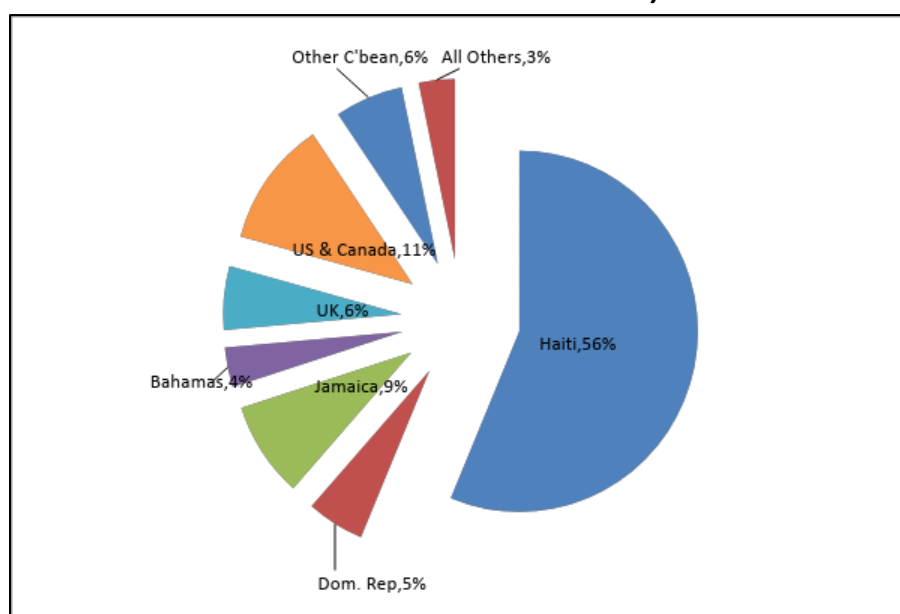


Table 25: Non-National Students at Public and Private High School by country for 2015/2016

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

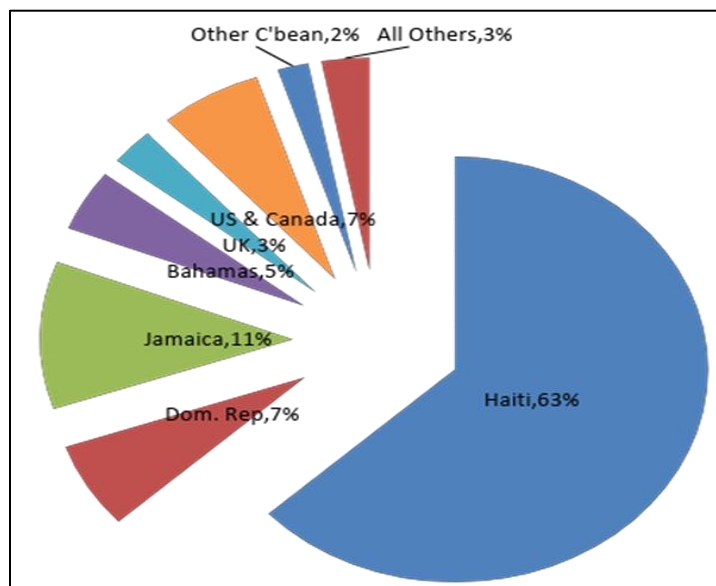


FIGURE 21: PROPORTION OF STUDENTS NATIONALITY IN ALL SCHOOLS FOR 2015/2016

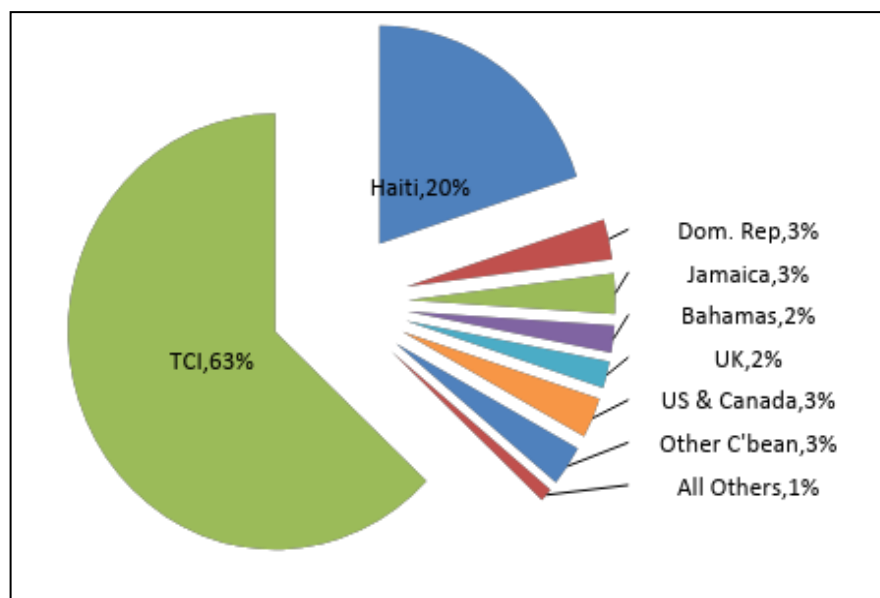
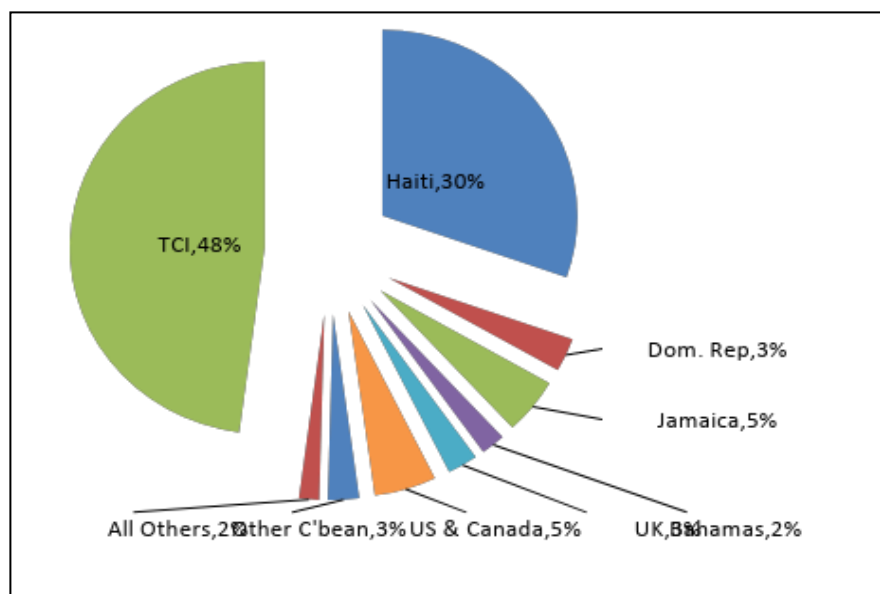
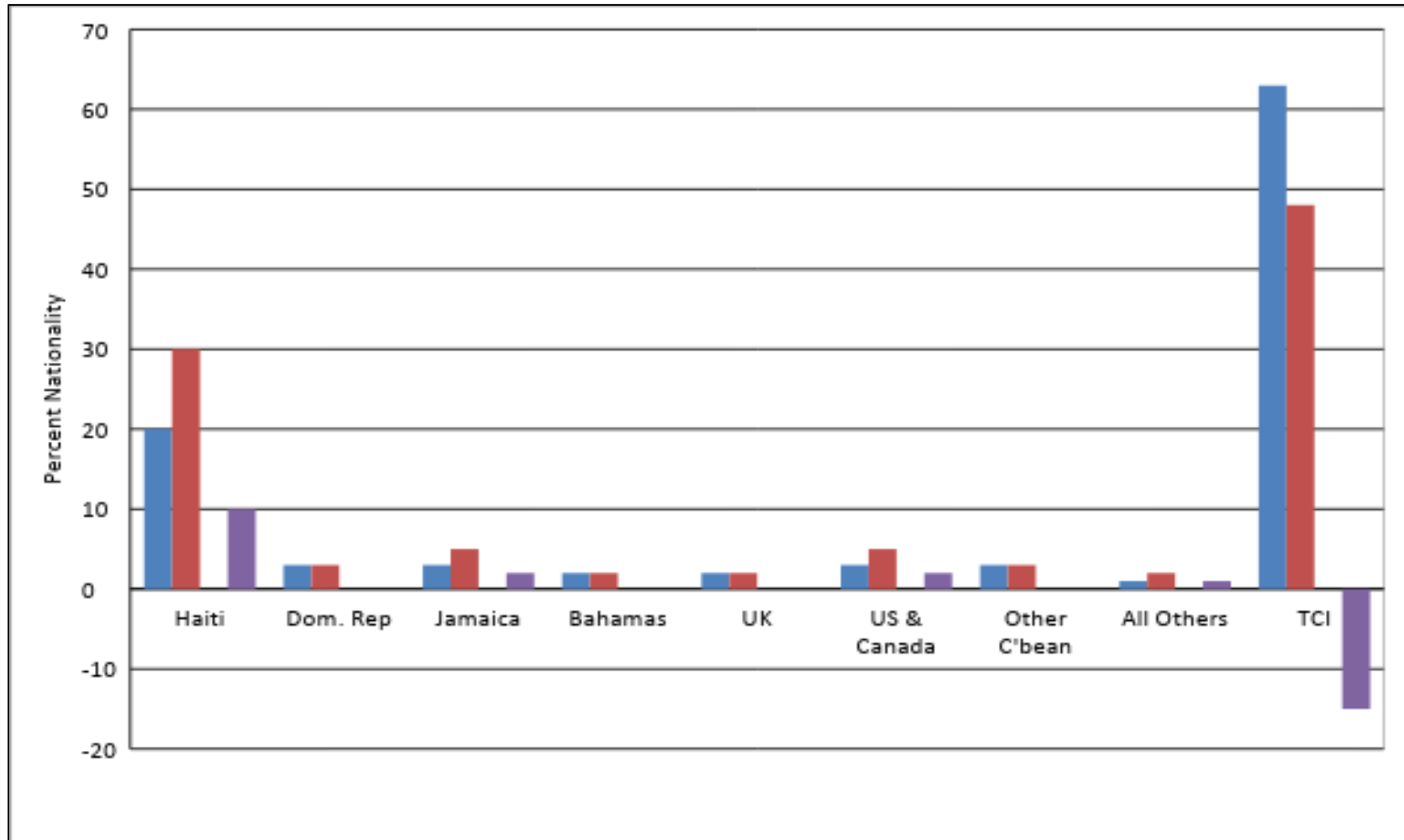


FIGURE 22: PROPORTION OF STUDENTS NATIONALITY IN ALL SCHOOLS FOR 2003/2004

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

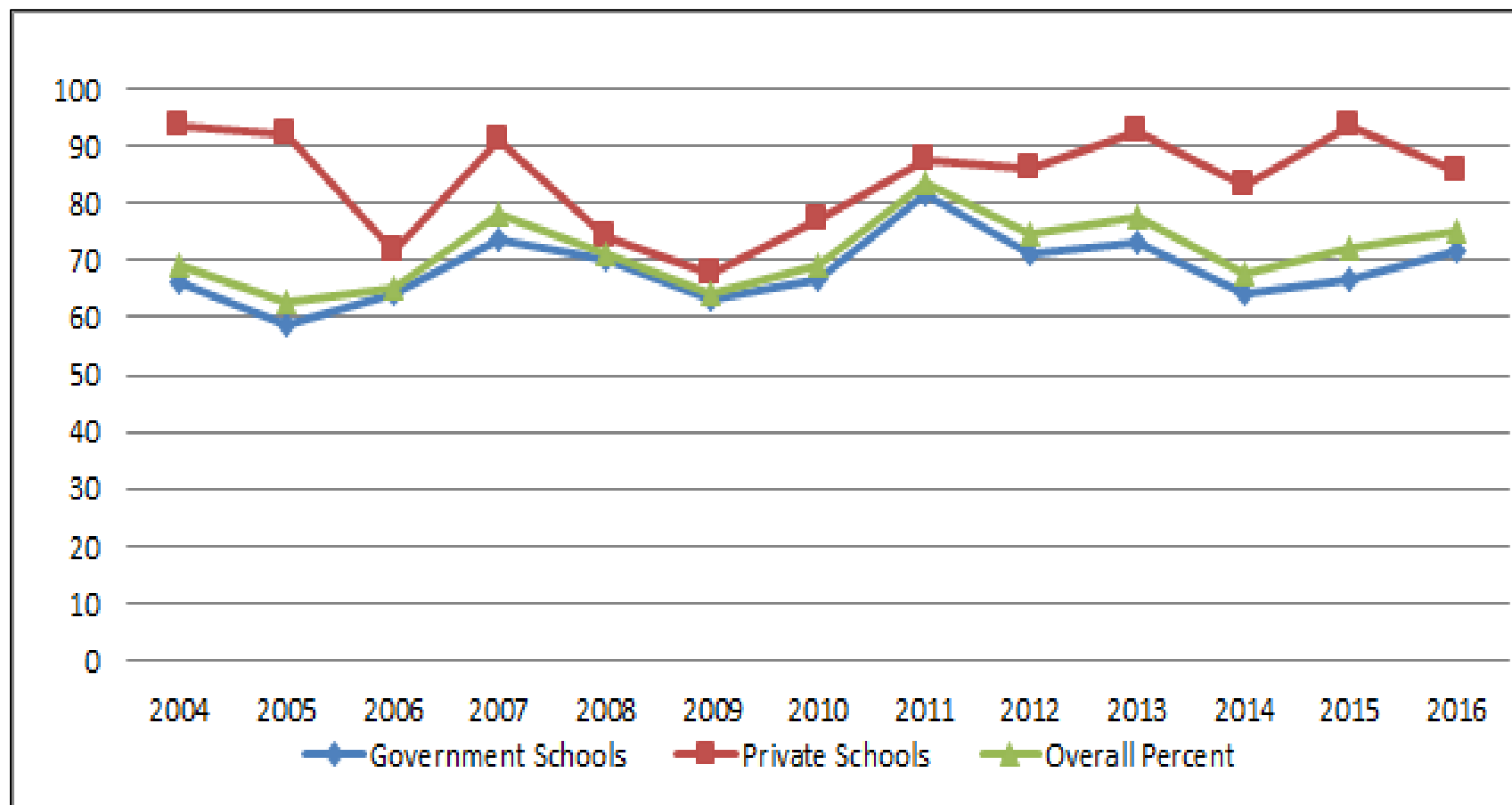


FIGURE 25: DISTRIBUTION OF GSAT PASSES PER SUBJECT FOR 2013 AND 2016

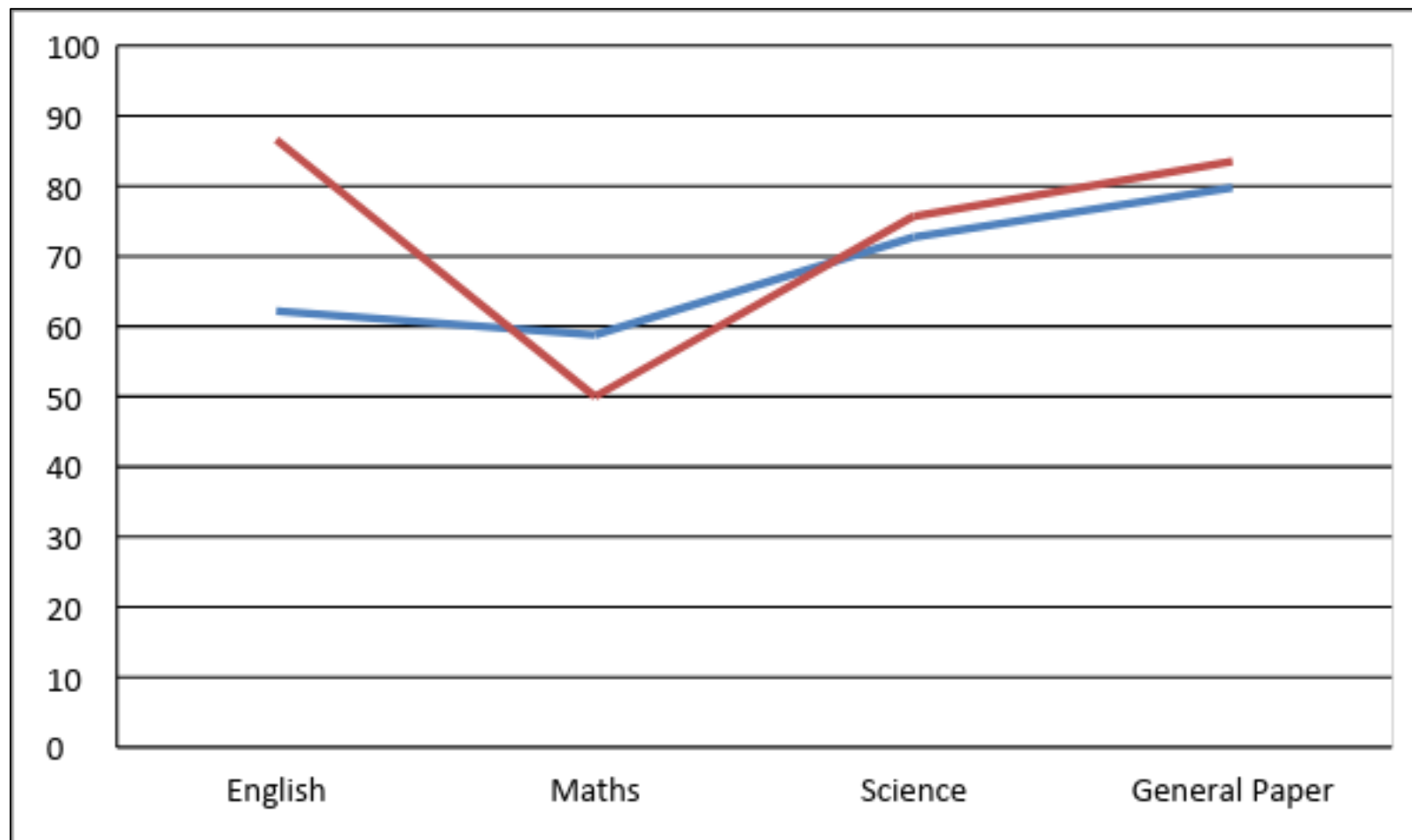
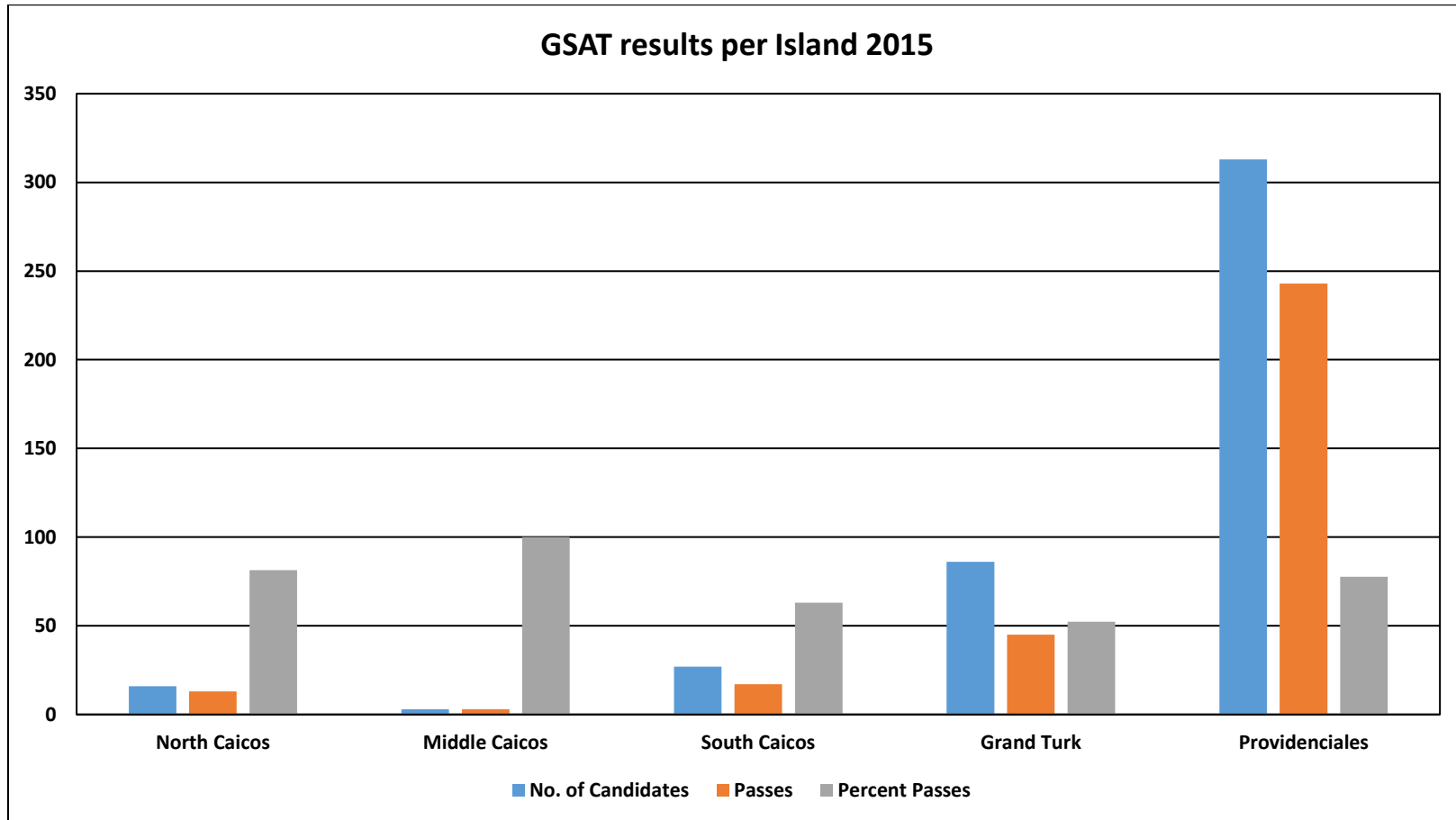


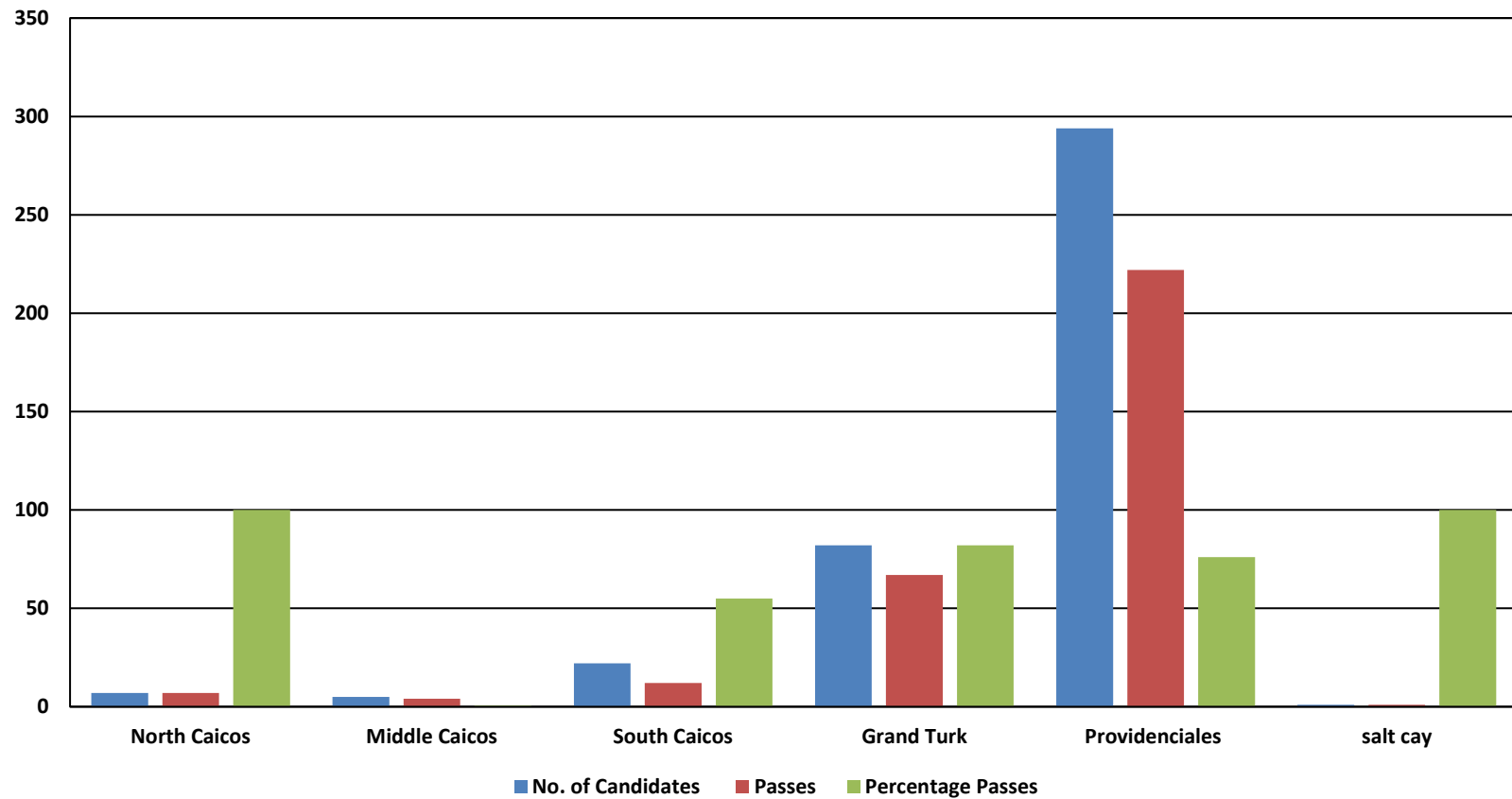
Table 27: GSAT Results per Island for 2015 and 2016

2015	North Caicos	Middle Caicos	South Caicos	Grand Turk	Providenciales
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 Caicos	Middle Caicos	South Caicos	Grand Turk	Providenciales
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

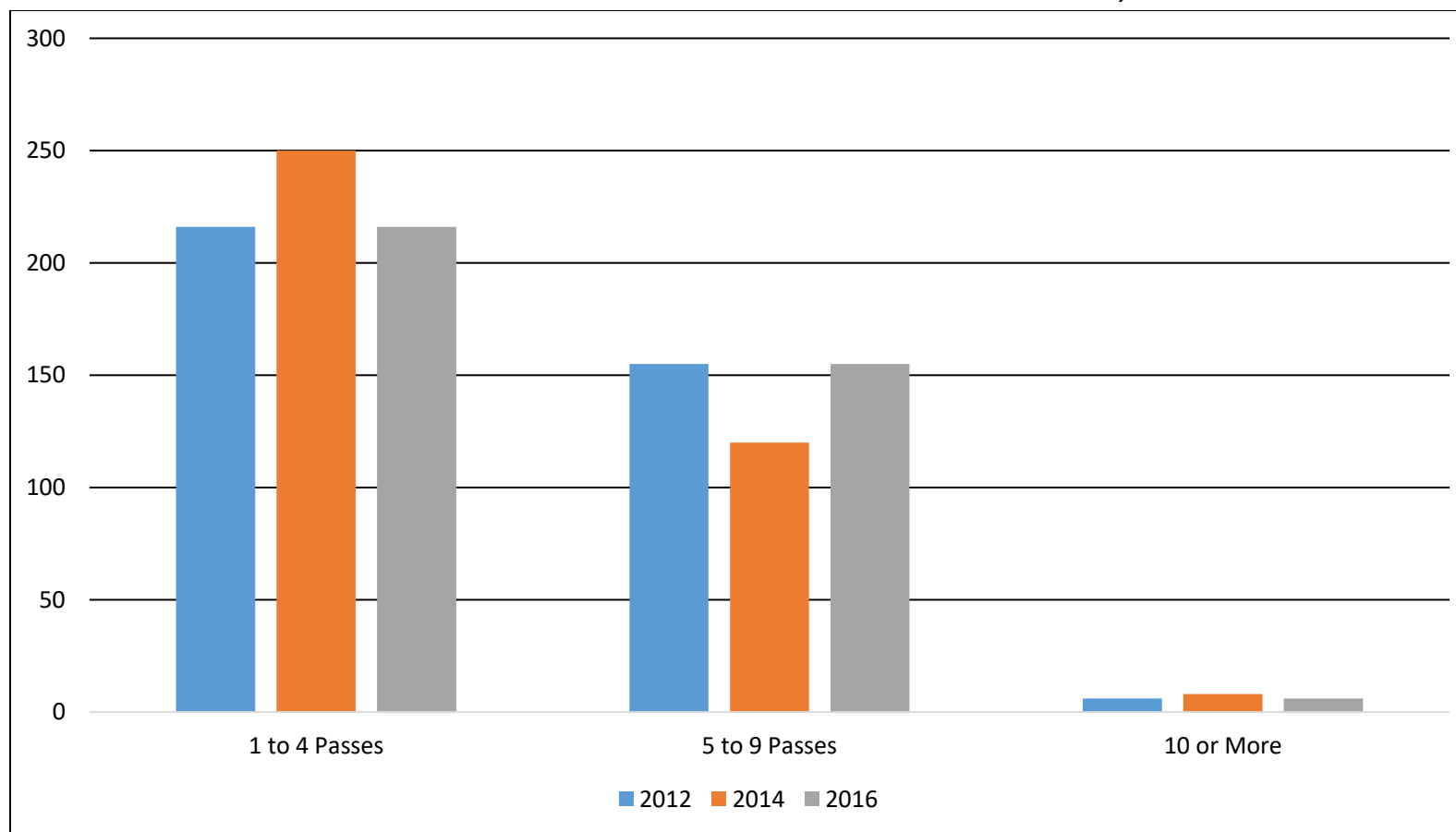


Table 28: CSEC PASSES per Subjects Grades I-III from 2012-2016

GRADES I – III	2012		2013		2014		2015		2016	
	#	%	#	%	#	%	#	%	#	%
	PASS	PASS	PASS	PASS	PASS	PASS	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

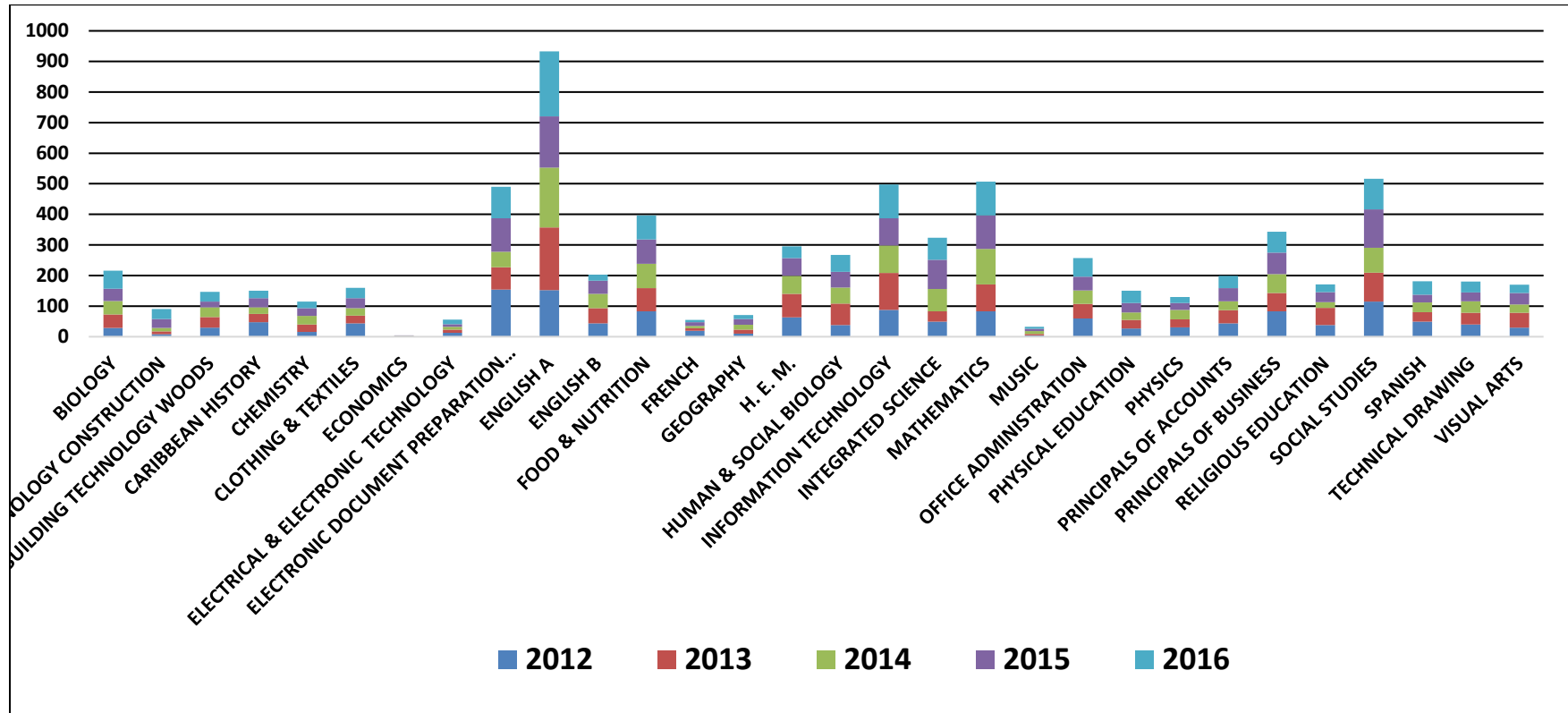


FIGURE 29: PUBLIC HIGH SCHOOL CSEC PASSES FROM 2012-2016

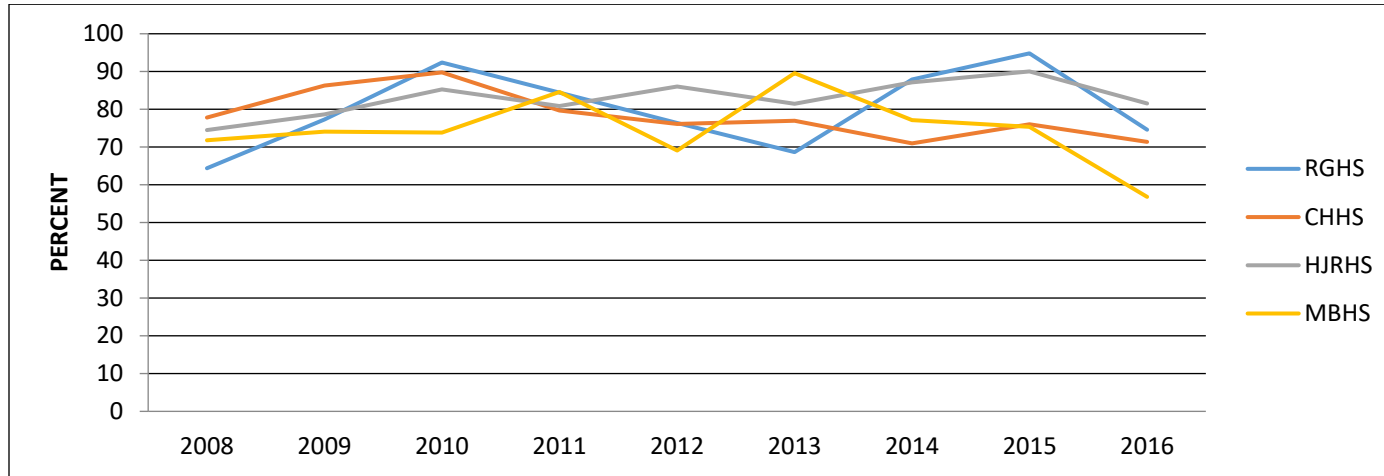


FIGURE 30: PRIVATE CENTRE CSEC PASSES FROM 2012-2016

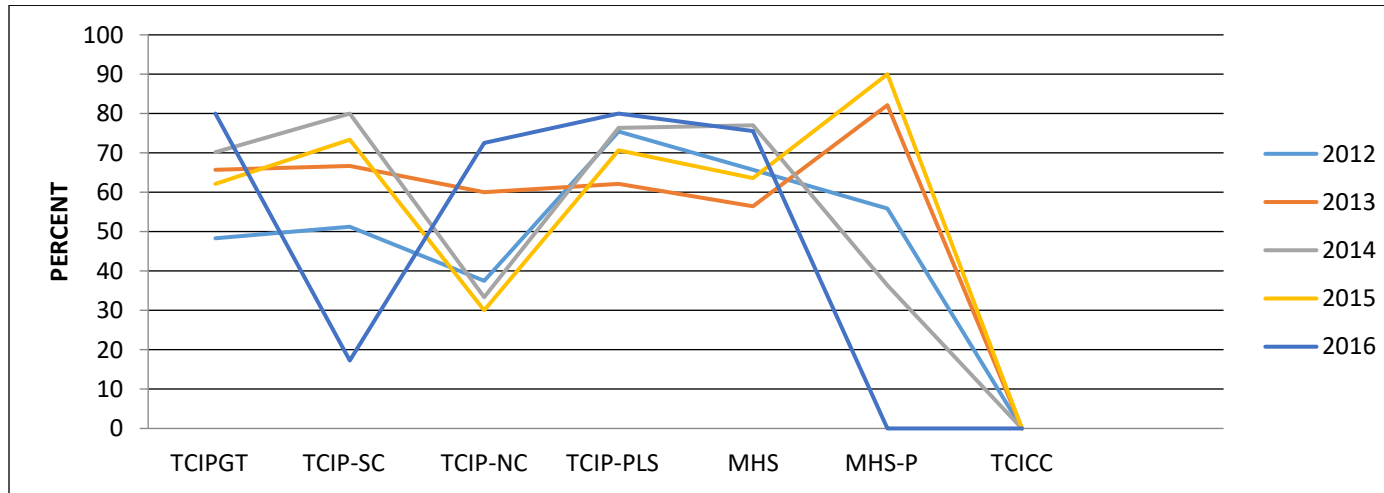


Table 29a: CSEC Grade 1 Passes from 2012-2016

GRADE I									
SCHOOLS	2012		2013		2014		2015	2016	
	# PASS	% 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

GRADE II									
SCHOOLS	2012		2013		2014		2015	2016	
	# PASS	% PASS	# PASS	% PASS	# PASS	% PASS	% PASS	# 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

GRADE III									
SCHOOLS	2012		2013		2014		2015		2016
	#	%	#	%	#	%	%	#	%
	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

GRADES I - III										
SCHOOL	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

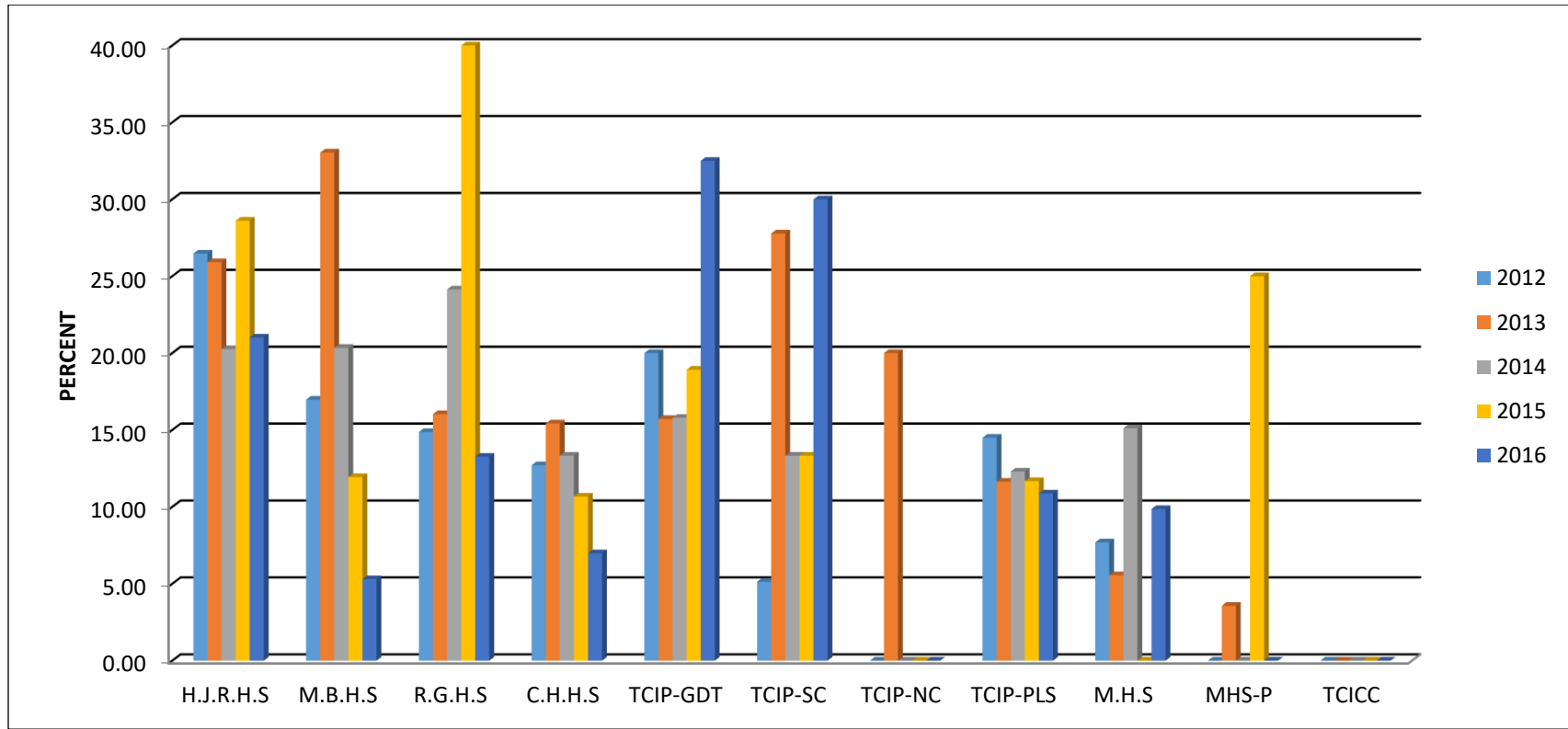


FIGURE 32: CSEC GRADE II PASSES FROM 2012-2016

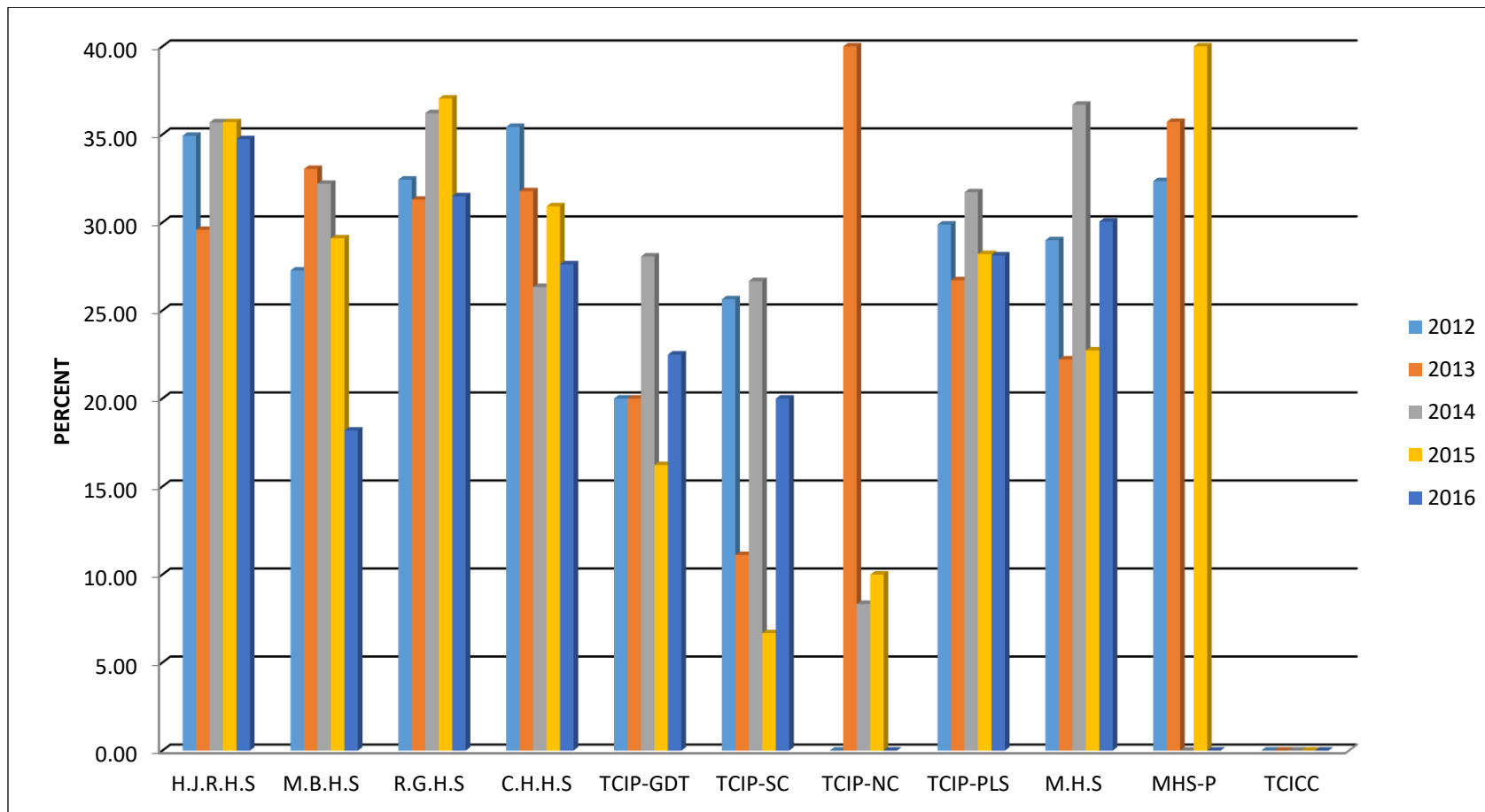


FIGURE 33: CSEC GRADE III PASSES FROM 2012-2016

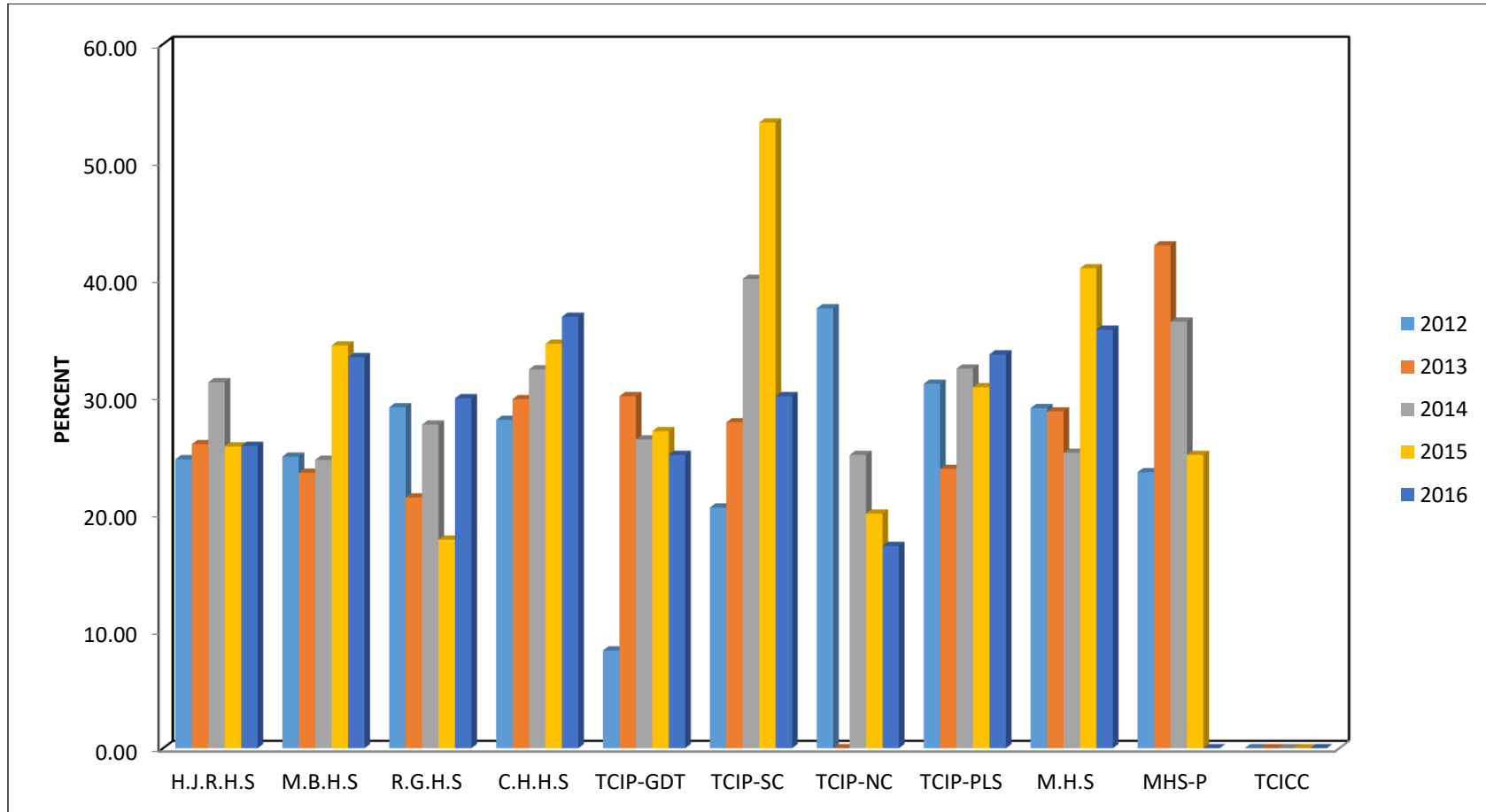


FIGURE 34: CSEC GRADES I-III PASSES FROM 2012-2016

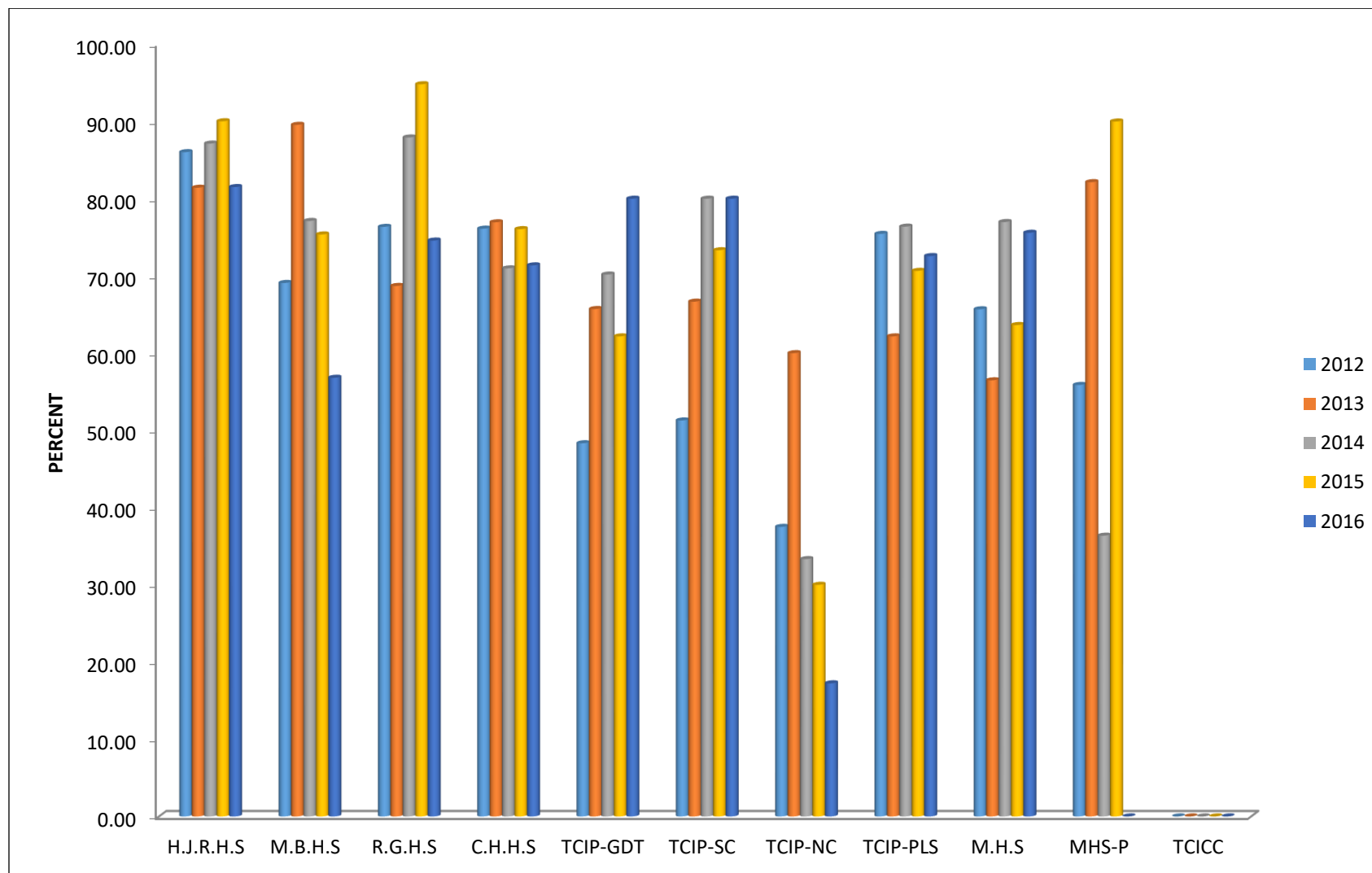


FIGURE 35: TCI CSEC NATIONAL PASS RATES FROM 2008-2016

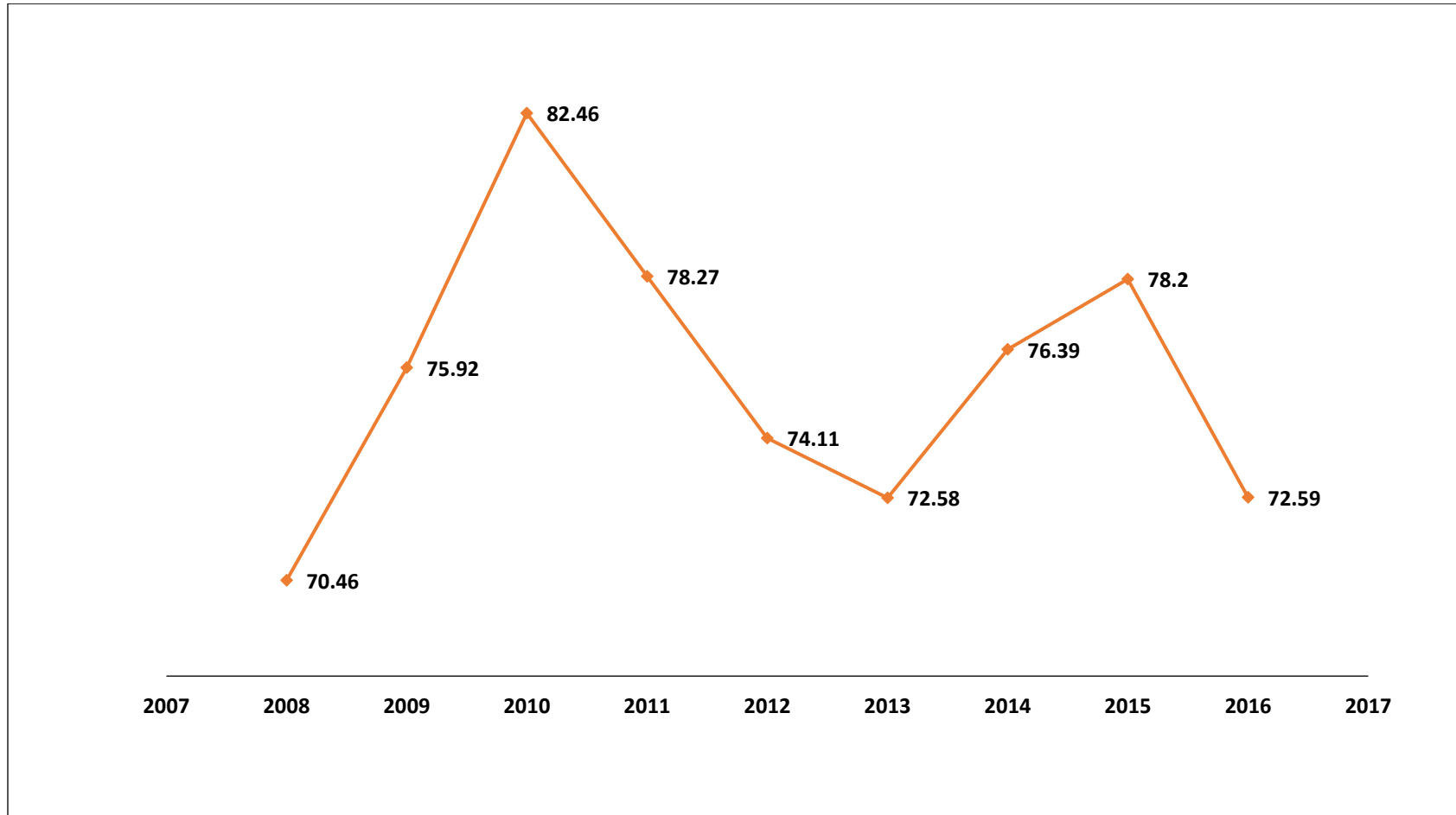
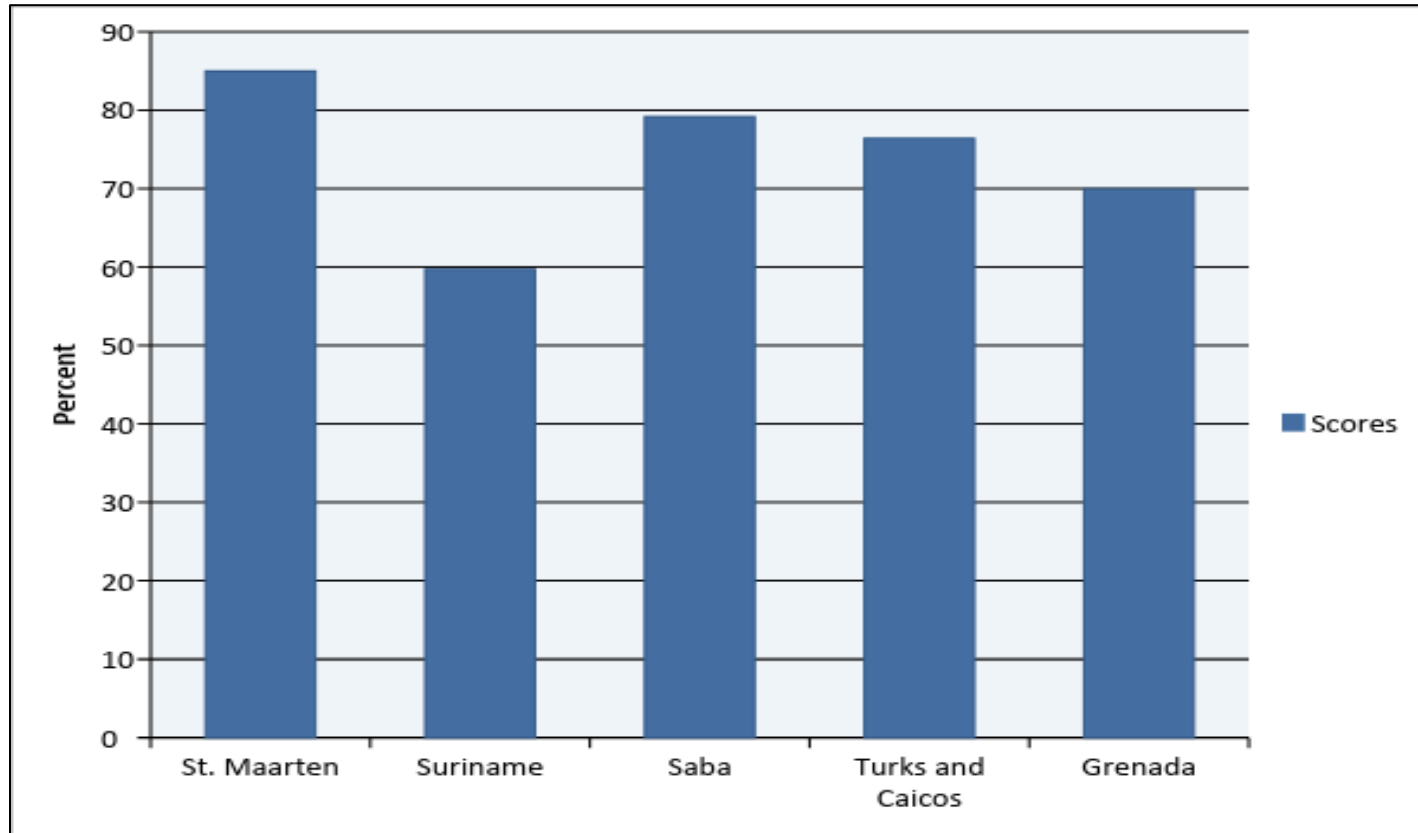


FIGURE 36: CSEC MAY/JUNE 2015 REGIONAL PASS RATE



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^	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).

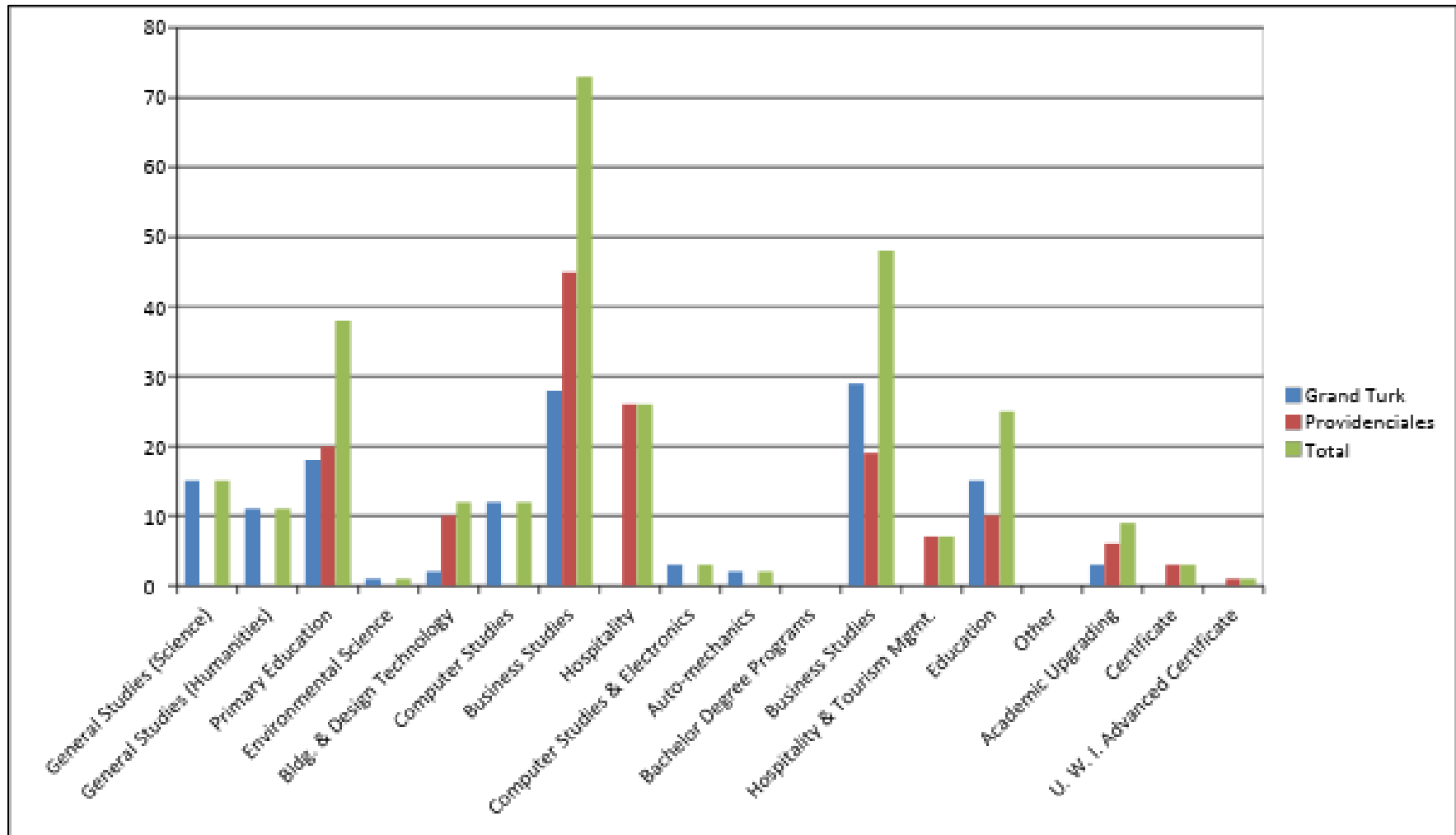
This section also includes scholarships allocation and historical enrolment data.

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

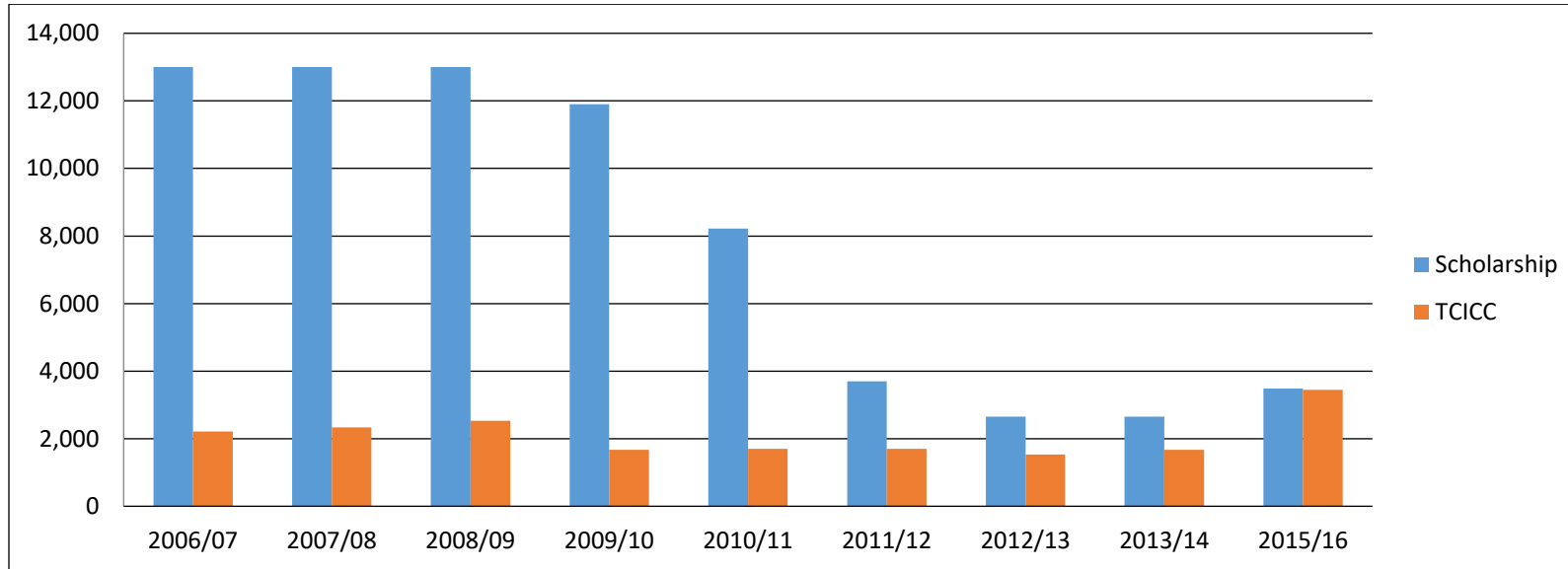
⁵ TCI Community College

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

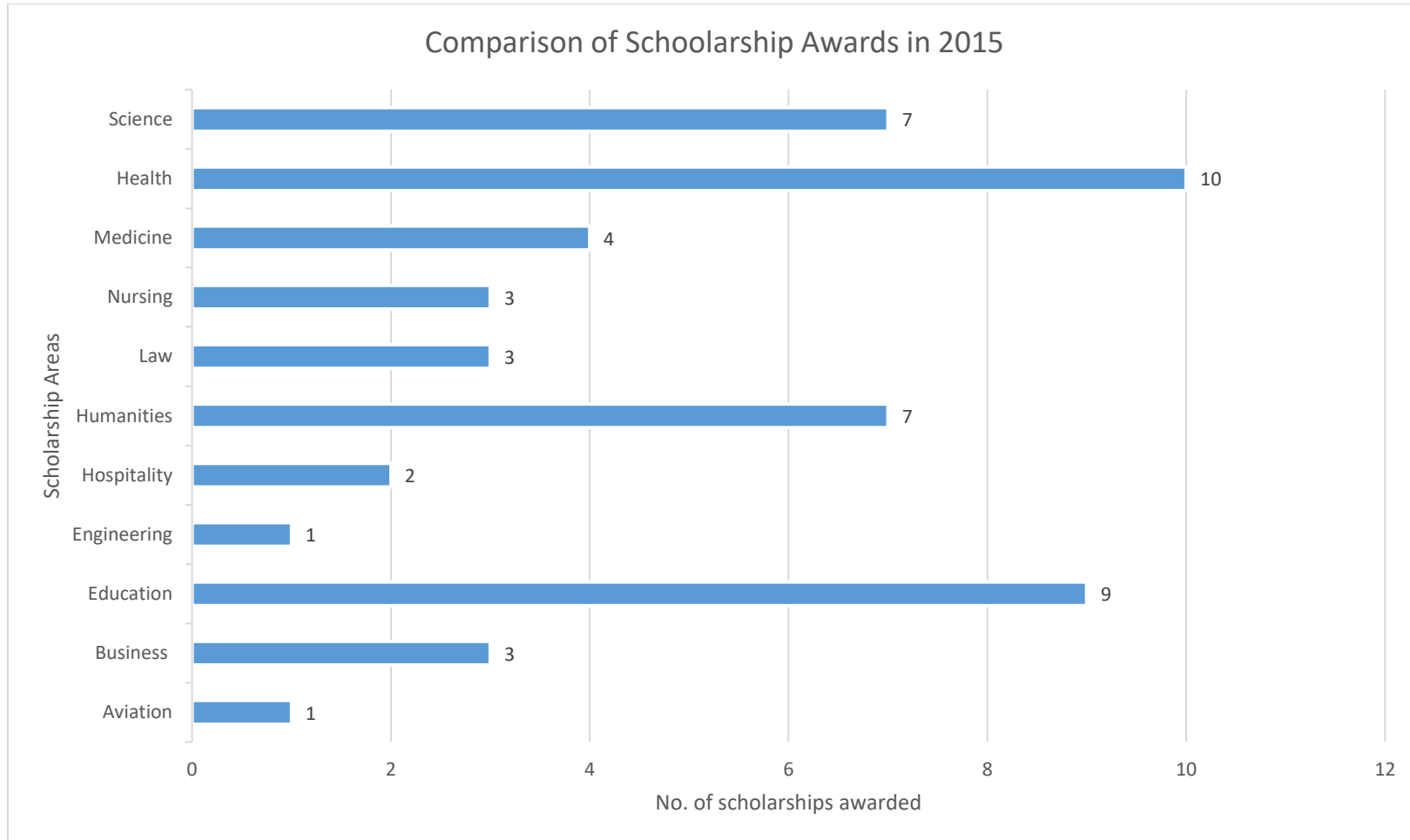


Table 32: TCICC Historical Data 2013-2016

	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,FMGMT- 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 2015/2016, 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

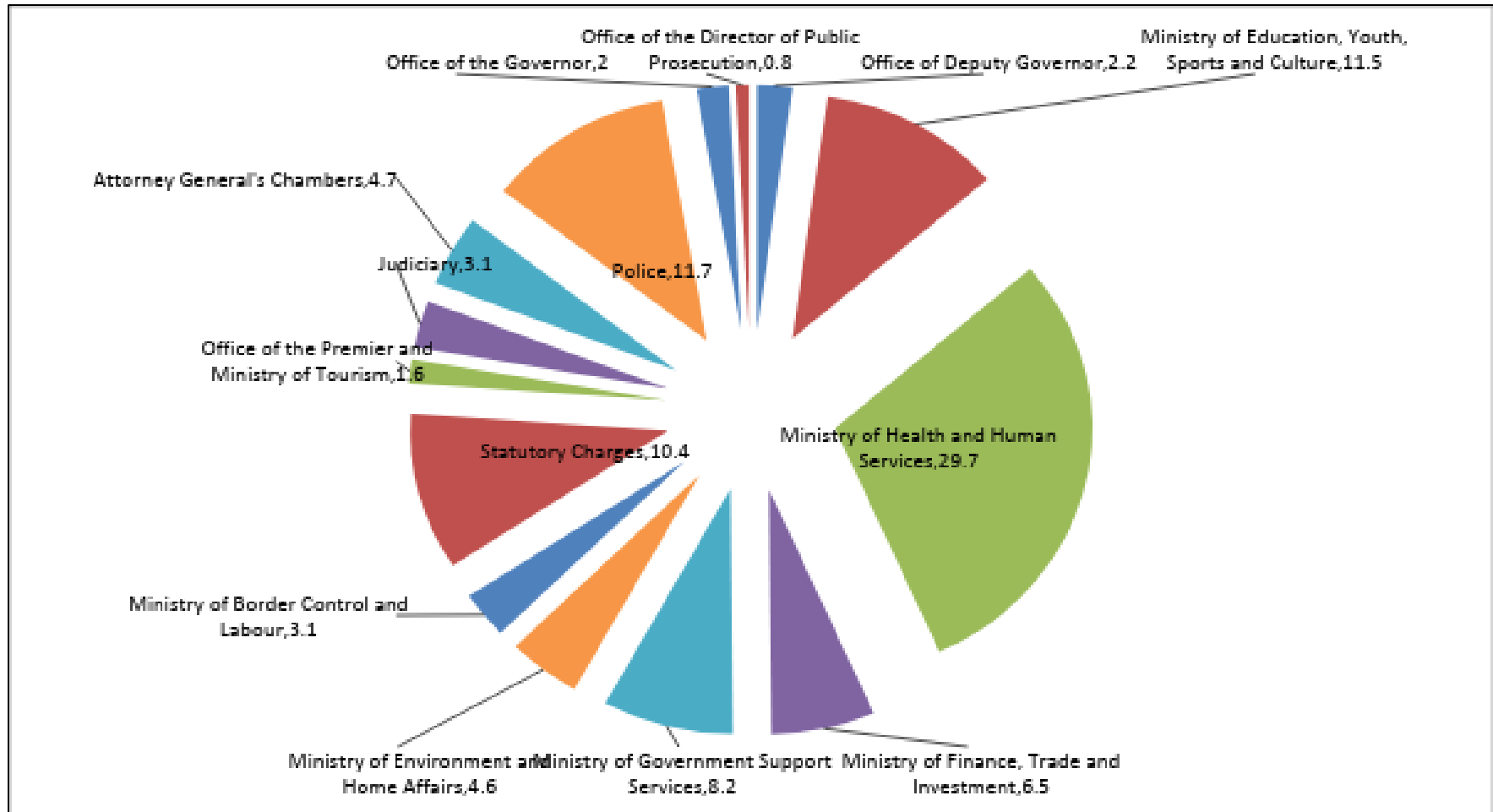
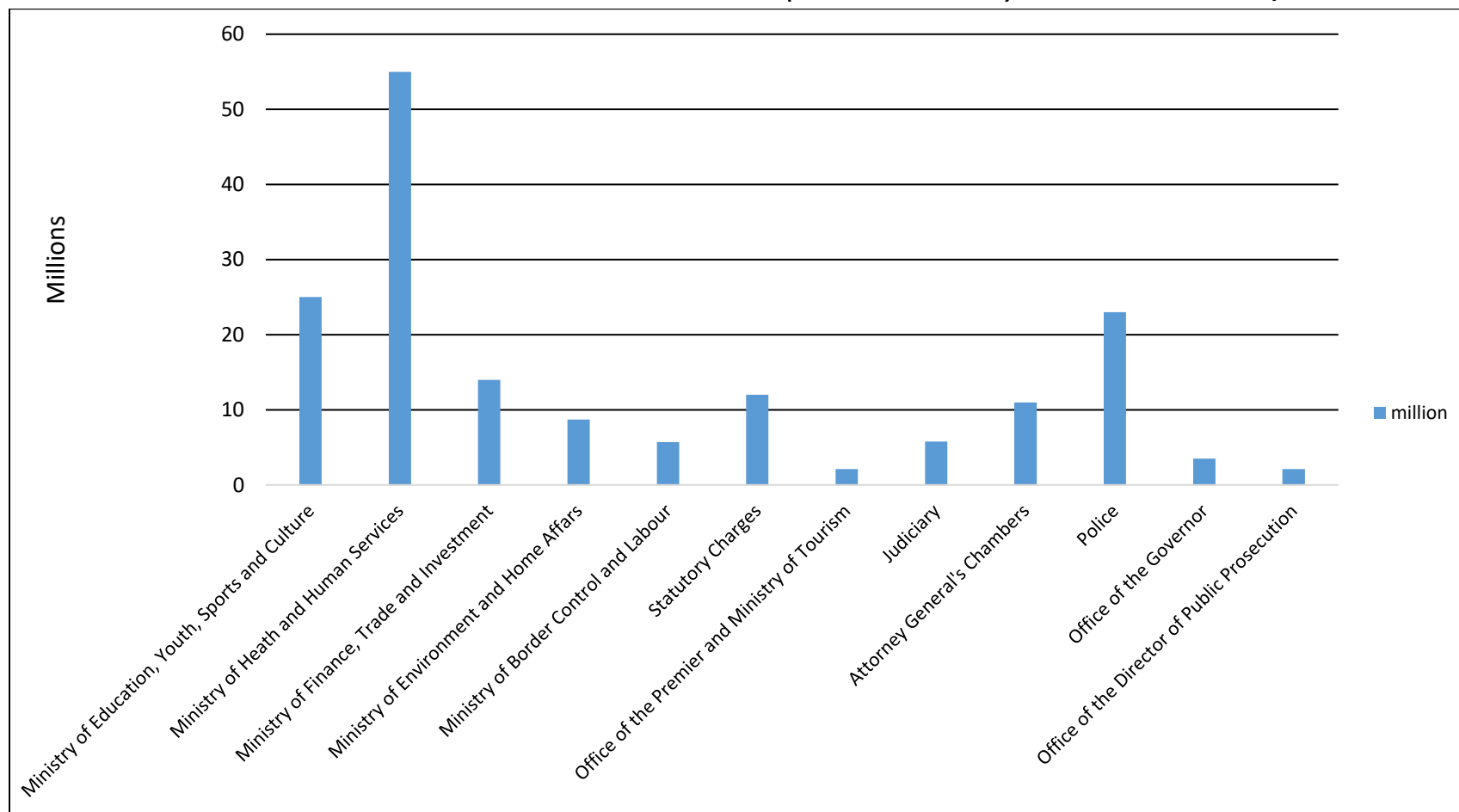


FIGURE 41: GOVERNMENT OF THE TCI TOTAL EXPENDITURE (INCLUDING CAPITAL) IN MILLION FOR FY 2015/2016⁹



⁸ Budget 2015-2016

⁹ Budget 2015-2016, TCI

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

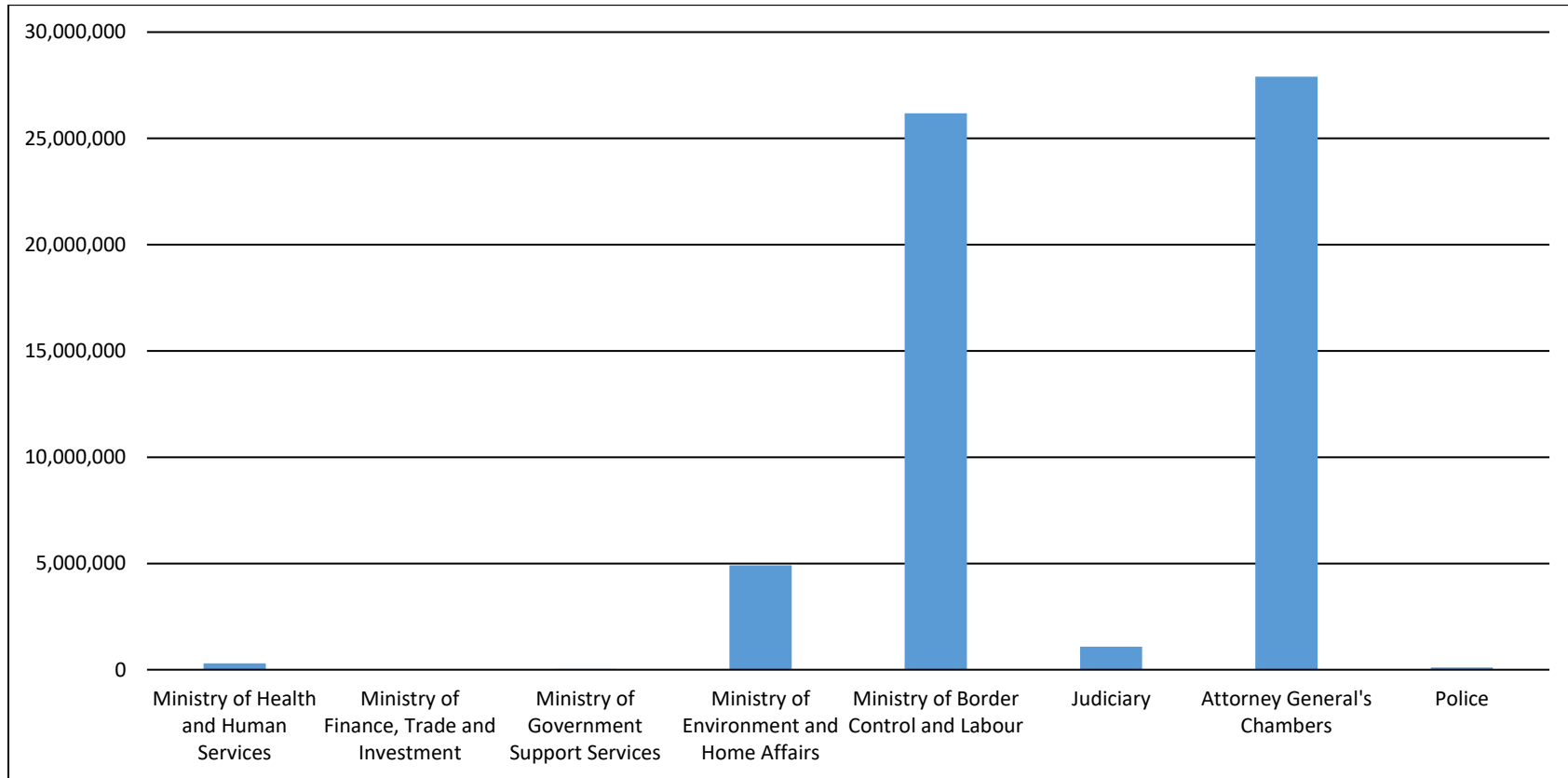


FIGURE 43: PERCENT OF RECURRENT EDUCATION BUDGET SPENT AT PUBLIC HIGH SCHOOLS FOR FY 2015/2016

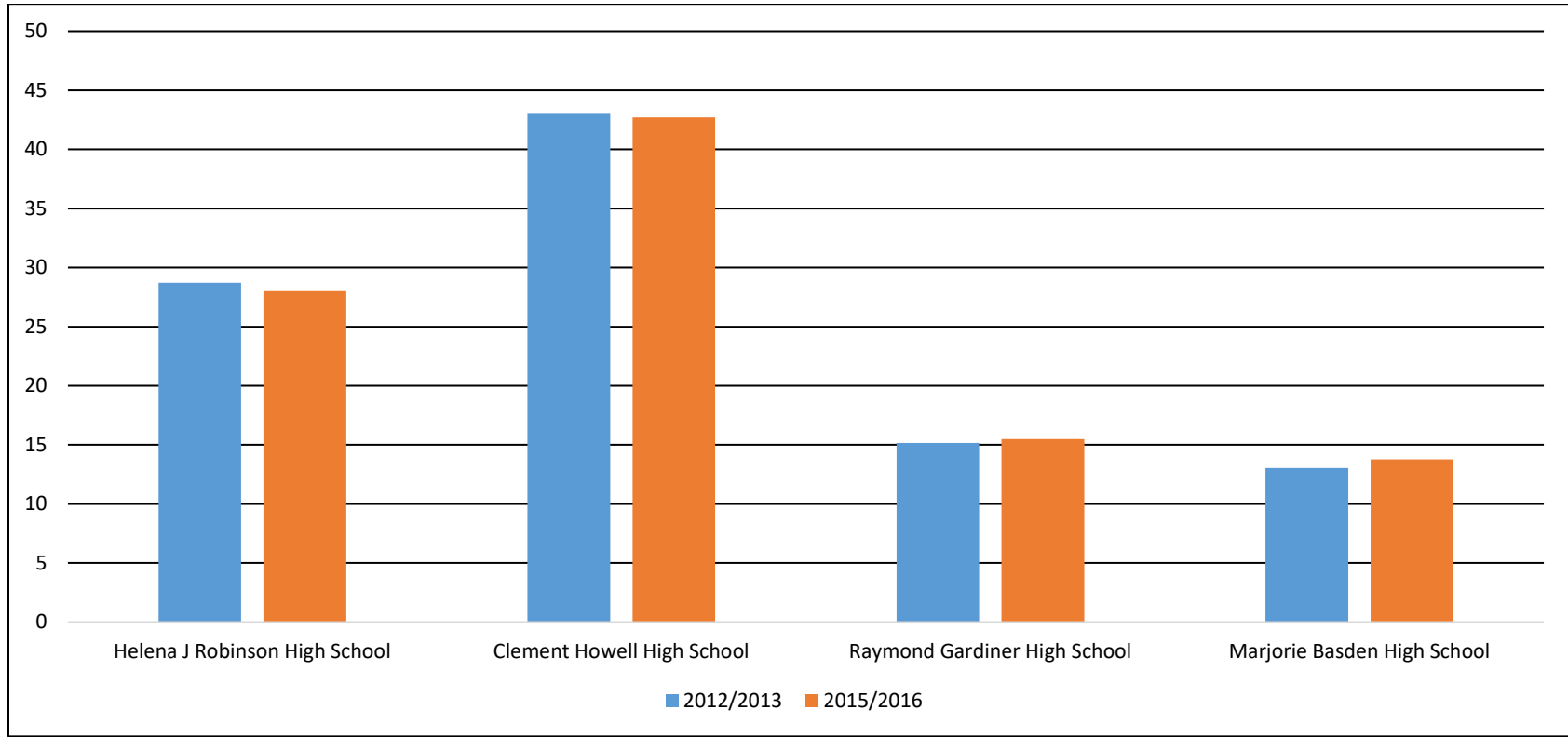
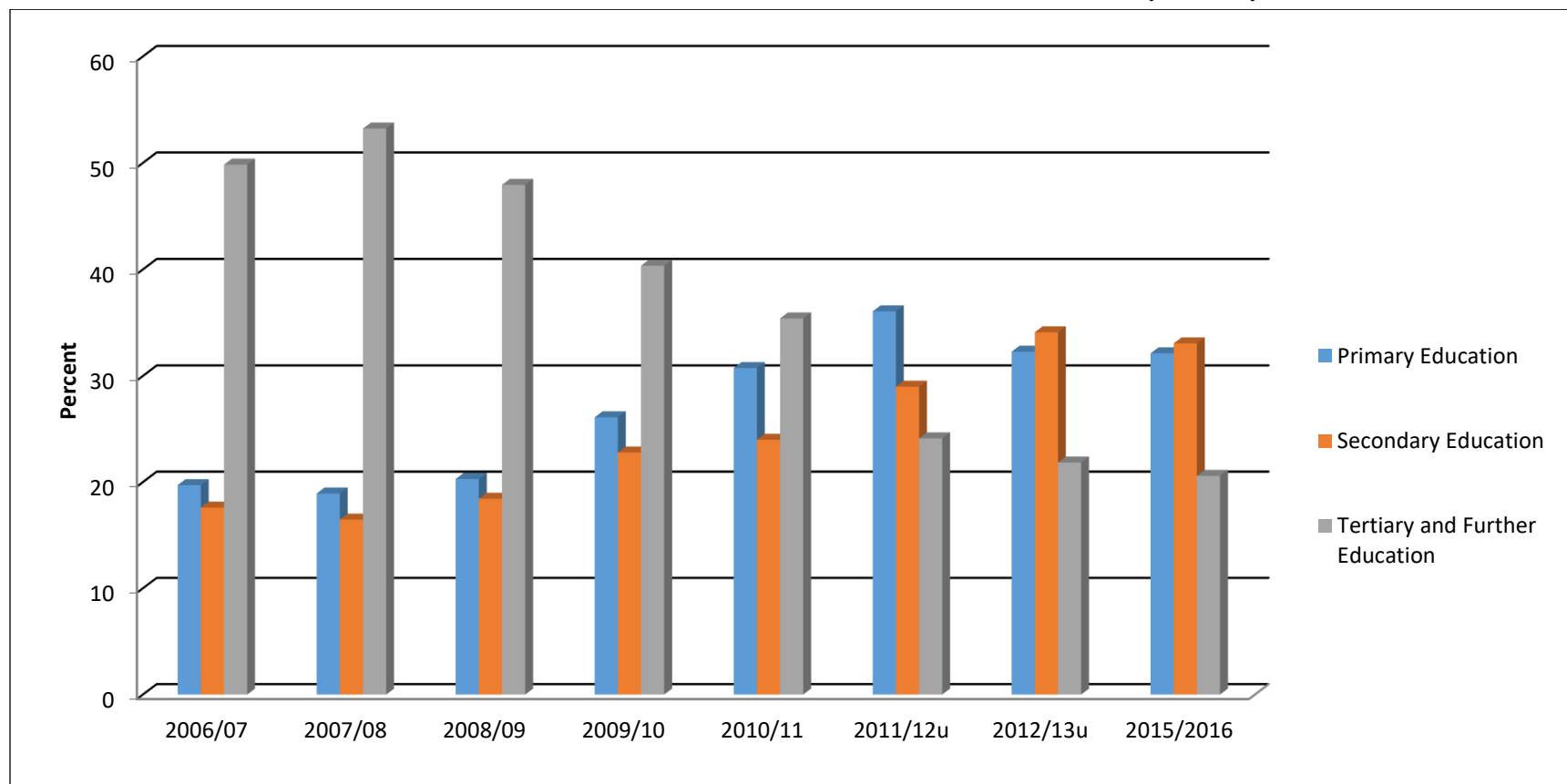


FIGURE 44: EDUCATION EXPENDITURE IN THE RECURRENT BUDGET FROM 2006/07-2015/2016



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.
-