



TURKS & CAICOS ISLANDS EDUCATION DIGEST

2019-2020



**Ministry of Education, Youth, Culture
and Library Services**

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Purpose of this Digest

This Digest is designed as a stand-alone document to provide information on the education sector in the country of Turks & Caicos Islands also provides information on the status of indicator attainment as detailed in the Education Sector Plan and is intended to be a comprehensive resource for:

- *the Minister of Education and, by extension ,the TCI government*
- *international agencies interested in TCI development*
- *local non-Government agencies operating in TCI,*
- *research students*
- *the media*
- *the general public.*

Interpretation of the data is left to the Reader/User to determine for their own use. Readers are encouraged to contact the Policy and Planning Unit to address any queries or concerns.

The Digest is produced after the completion of the academic year; therefore examination data may be from the previous academic year, as those results were made available after the close of the academic year.

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Terminology and Abbreviations

The following terms are defined for ease of reference

AOPS	Adelaide Oemler Primary School
BEST Inst	Bethany Educational & Social Training Institute
Bio	Biology
BOTC	British Overseas Territories Citizen
BRICS	Bassett's Reading Intervention Clinic Academy
BWIC	British West Indies Collegiate
C HIST	Caribbean History
CT	Clothing and Textiles
Candidature	The total number of persons sitting an examination
CCA	Community Christian Academy
Chem	Chemistry
CHHS	Clement Howell High School
CHJPS	Charles Hubert James Primary School
Const	Construction
CSEC	Caribbean Secondary Education Certificate
Drop Out	Any student who disengages from formal education before the maximum compulsory age of 16. Or any student who has been absent from a school without explanation for 30 days
DRPS	Doris Robinson Primary School
E&E Tech	Electrical and Electronic Technology
Econ	Economics
ECPS	Enid Capron Primary School
EDPM	Electronic Document Preparation and Management
Eng A	English Language
Eng B	English Literature
ESPS	Eliza Simons Primary School
F&N	Food and Nutrition
GCE	General Certificate of Education
Geo	Geography
GSAT	Grade Six Achievement Test
GT	Graduate Teacher – An individual employed as a teacher who possesses at least a Bachelor's degree and has a Teaching certificate
HS Bio	Human and Social Biology
HEM	Home Economic Management
HFA	Holy Family Academy
HJRHS	Helena Jones Robinson High School
ICE	International Certificate of Education
IGCSE	International General Certificate of Secondary Education
Info Tech	Information Technology
Int Sci	Integrated Science

IPPS	Ianthe Pratt Primary School
ISPS	Iris Stubbs Primary School
LBHS	Long Bay High School
Math	Mathematics
MBHS	Marjorie Basden High School
MHS	Maranatha High School
MHSP	Maranatha High School Private
MoE	Ministry of Education
MRPS	Mary Robinson Primary School
MT	A member of the school's management team
OA	Office Administration
OGPS	Ona Glinton Primary School
OJPS	Oseta Jolly Primary School
PCS	Provo Christian School
PE	Physical Education
Phy	Physics
PoA	Principles of Account
PoB	Principles of Business
RE	Religious Education
RGHS	Raymond Gardiner High School
RHPS	Richmond Hill Preparatory School
Span	Spanish
SS	Social Studies
SWCA	Susanna Wesley Christian Academy
TCI	Turks and Caicos Islands
TCI Status	An official status designated by the TCI government. This status is needed to vote, hold government office, or own a business. It does not entitle you to a passport but gives you all other rights normally associated with citizenship.
TCICC	Turks and Caicos Islands Community College
Turks & Caicos Islander	"Turks and Caicos Islander" refers to an individual who holds citizenship or nationality of the Turks and Caicos Islands.
TD	Technical Drawing
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UT	Untrained Teacher – An individual employed as a teacher who possesses an Associate's degree only
VA	Visual Arts
WMS	Wesley Methodist School

Mission

To create and sustain a well-coordinated, unified, highly professional organisation, that is highly competitive, motivated, and capable of delivering the policies and programs of the Government within budget, on time, using modern technology, and with wide involvement of stakeholders.

To promote the holistic development of the people of the Turks and Caicos Islands by providing an environment that would equip them with knowledge, skills, and dispositions that would enable them to be effective and productive citizens.

Vision

To promote a unified and professional body with a firmly established, widely accepted, and acknowledged unity of purpose, working through mutually beneficial strategic partnerships with all relevant public to provide the widest array of development opportunities for all, as the major source of meaningful and sustainable empowerment, appropriate for a sound quality of life in the 21st century.

Physical Environment

The Turks and Caicos is a tropical Atlantic archipelago of about 100 named islands and cays located 575 miles (925 kilometres) southeast of Miami, Florida, and 75 miles (120 km) north of the Dominican Republic. The archipelago is laid out as two separated groups of islands. The country is a British Overseas Territory with a population of 44,543 (2020 estimate) spread over nine inhabited islands. The Caicos Islands include: East Caicos, Middle Caicos (the largest islands in the Turks and Caicos), North Caicos, Providenciales (the most developed in terms of economic prosperity), South Caicos and West Caicos. To the east lies the Turks Islands comprising of Grand Turk (the Capital Island and seat of Government) and Salt Cay (the smallest island in the Turks and Caicos).

The islands of the Turks and Caicos archipelago are generally quite small, with low-elevation terrain. Drought-resistant tropical dry forest and marine mangrove wetlands make up the majority of vegetation in the country. The islands are comprised of limestone and the land is well weathered. The north-eastern sides of the islands are built up and form cliffs and ridges with many cracks, caves and holes that lead to the ocean. The southwestern coastlines of most of the islands are indented with creeks, mangrove swamps and tidal flats.

Unlike many Caribbean countries, the Turks and Caicos Islands has one of the lowest annual rainfall averages in the region, and consequently a high percentage of sunny days and great weather.



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Figure 1 Map of Turks & Caicos Islands

Political Summary

The Constitution Order 2011 provides for an elected Government comprising of a Ministerial Cabinet and an elected House of Assembly. Queen Elizabeth is the head of state, and is represented locally by an appointed governor (usually for a four-year term but it varies).

Although not represented in the UN, the Turks and Caicos Islands is an associate member state of the Caribbean Community [CariCom]. Politics of the Turks and Caicos Islands takes place in a framework of a parliamentary representative democratic dependency, whereby the Premier is the head of government, and of a multi-party system. Head of government is the locally elected Premier, who has a four-year term. Two main political parties exist, the People's Democratic Movement (PDM) and the People's National Party (PNP).

The functioning of government is similar to that of the United Kingdom, with a major difference being that the parliament (House of Assembly) consists of only one chamber (unicameral), and not an upper and lower house as in the UK and US. Legislative power is vested in both the Executive Council and the

House of Assembly. The Judiciary is independent of the executive and the legislature. Military defense is the responsibility of the United Kingdom.

Parliament consists of nineteen [19] members, of which fifteen [15] are voted democratically. Ten of these are voted in a traditional constituency, and five [5] are 'all-island' candidates, of which every voter has the option to elect every four years in accordance with the electoral calendar. Of the remaining 4 members who are not elected, the Governor appoints two, and the Premier and Leader of the Opposition each appoint one.

TCI's top leadership includes:

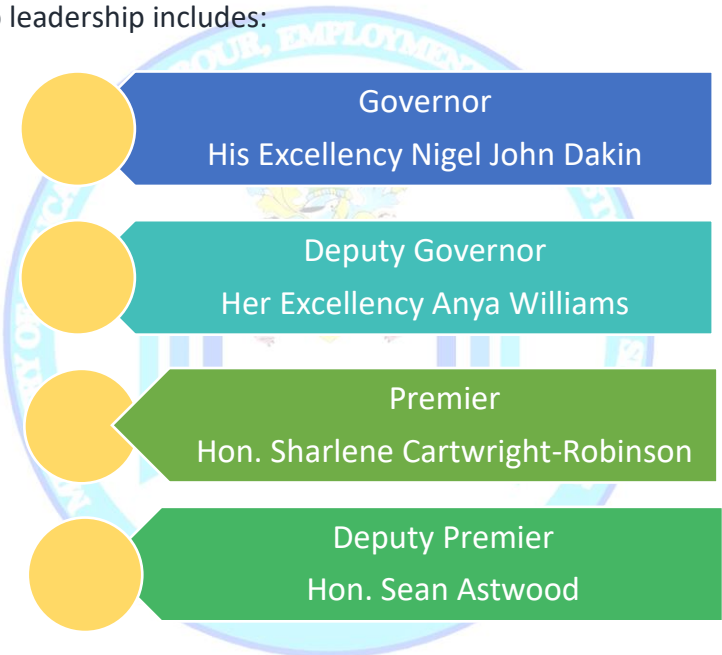


Figure 2 Top Leaders of Turks & Caicos Islands

Socio and Economic Environment

Most of the population [77%] of Turks and Caicos resides on the island of Providenciales. The nation's capacity city, Cockburn Town is on Grand Turk which is the second most densely island. Luxury tourism is the primary source of income with Grace Bay Beach on the island of Providenciales being home to the majority of resorts and hotels.

TCI experienced negative population growth for consecutive years [2009-2012¹], however within the most recent years [2013 onward], the country has had positive population growth.

The majority of the Turks and Caicos Islander population are descendants of Africans who were brought to the Caribbean with Bermudians in the 1700's to work on the salt pans and later with Loyalists to work on cotton plantations. There is also a growing number of "expatriate" residents of North American, European and Asian descent. English is the official language in the Turks & Caicos Islands; however, a number of expatriate residents speak Creole (spoken in the Haitian community), French, and Spanish.

28.5% of the population is under 18 years of age² and by virtue of being minors, are considered to be a vulnerable group. Migrant children are twice as likely to endure poverty as Turks & Caicos Islanders according to the Situational Analysis of Children in Turks and Caicos Islands.

Quick Facts About TCI

Capital	<u>Cockburn Town, Grand Turk</u>
Language	English (official)
Population	44,543 (2020 estimate)
Area	238 mi ² (616 km ²)
Highest Point	156 feet (48 m) - Flamingo Hill, East Caicos
ISO 3166	TC
Internet TLD	.tc
Calling Code	-649
Currency	U.S. Dollar
Electricity	120v, 60Hz (U.S. Plugs)

¹ <https://www.gov.tc/stats/statistics/social/5-population>

² [\(PDF\) Situation Analysis of Children in Turks and Caicos Islands | Marcio Carvalho - Academia.edu](#) 2020

The Education System³

Historically, the Educational System of the Turks and Caicos Islands was controlled by a Board of Education, led by an Administrator who performed the duties of Chairman. The Education Ordinance of 1960 gave the Board of Education the authority to enforce compulsory attendance of all children of school age seven (7) to fourteen (14) years. Under this Ordinance, the Board of Education was given the power to control the proceedings of private schools. However, with the emergence of a two-party political system in 1976, education was one of the portfolios that became subject to Ministerial guidance. This democratization of the political system resulted in a buildup of pressure for corresponding measures to democratise access and to ensure equality in the provision of educational opportunity (Ministry of Education, 1994).

Today, education in the Turks and Caicos Islands is seen as a potent instrument for nation-building. It is based on the belief that national development is intricately woven in 'people development'. This is reflected in the education philosophy which acknowledges that all citizens have a right to appropriate education that will enable them to become positive participants in, and contributors to, national development. Consonant with this ideal is the transmission of those values, attitudes and norms that are crucial to the life of the society. Underpinning this philosophy, therefore, is the promotion of equity and the concept of lifelong learning education. According to the Revised Education Regulations (2003, p. 6), the educational system of the Turks and Caicos Islands is mandated to:

³ [Professional Developmental Plan for Teachers 2020 1.1.19](#)

- Provide appropriate education for all Turks and Caicos Islanders to achieve their full potential
- Obtain the highest possible standards in education
- Provide education consistent with the manpower needs of the country
- Encourage the pursuit of cultural norms, values, and attitudes that can further enhance nation building
- Develop spirit in self-determination, and
- Foster good leisure time habits

Thus, the Department of Education is directed to provide the citizens of the Turks and Caicos Islands with the opportunities that will help them to develop the knowledge, skills, and values that will enable them to manage change as well as be responsible contributing members of the society. As such, the Education Department, under the guidance and supervision of the Ministry of Education, assumes responsibility for the daily management of the educational system and supervision of professional staff. Its main aim is to strengthen and maintain an effective and efficient educational system which facilitates: the consistent improvement of educational standards, the primary thrust being the promotion of literacy and numeracy amongst compulsory school aged children; ongoing innovative curriculum reform and development that is consistent with the needs of individual students and national goals; the continuous professional developments of staff, and stronger home-community relationships. (Ministry of Education, 2004) Further, under the Ministry of Education, the Education Ordinance (1989) of the Turks and Caicos Islands empowers the Department of Education to provide compulsory education for all children ages four [4] to sixteen [16] years old. It is the responsibility of the Ministry of Education to deliver educational services that provide persons of the Turks and Caicos

Islands with opportunities to develop their full potential and become productive citizens (Ministry of Education, 1989).

The Department of Education, under the leadership of the Director of Education is directly responsible for the daily management of education (pre-primary, primary and secondary) including the supervision of public and private schools, student, and school registration, advising schools on administrative and education issues, and curriculum review and development, among other core functions.

The Director is supported by Education Officers who assume responsibility for the different areas in education. A number of them are multi-functional as is often the case in small jurisdictions; administrative, secretarial and clerical staff complement the team.

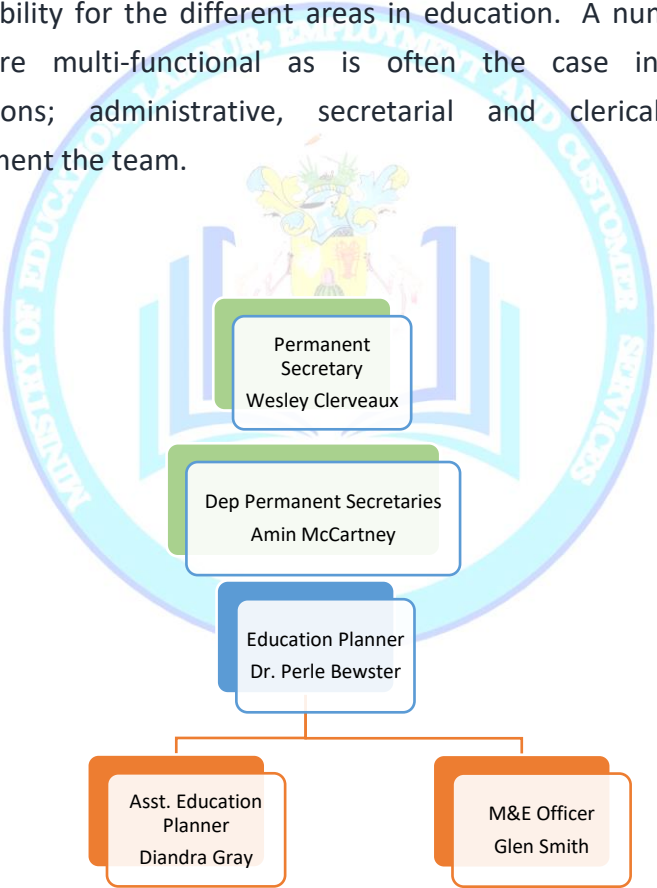


Figure 3 Hierarchical Structure of the Education System

There are fifteen public schools in the Turks and Caicos Islands. Ten [10] are primary schools and five [5] secondary

schools. The primary programme caters to the first eight years of a child's school life. The secondary programme caters to the last five [5] years of the child's compulsory school life.

Under the umbrella of the Ministry of Education is the Department of Youth Affairs. This Department operates under the leadership of the Director of Youth Affairs who is responsible for facilitation and integration of youth programmes and issues across the country. The Director is supported by three Youth Officers, and a secretary completes the team. The Department of Youth Affairs is guided by strategies separate from education in The Strategic Plan for Youth Work in the Turks and Caicos Islands.

The Library Services, prior to September 2012 existed as a Statutory body under the management of a library board. This Service is now under the direct management of the Ministry of Education as the board was dissolved. This Department is responsible for development and promotion of library services throughout the Turks and Caicos Islands.

Tertiary education is governed by the Community College Ordinance (1994) and the Universities and Colleges Ordinance. The Turks and Caicos Islands Community College is a quasi-government/Statutory Body.

The Legal Framework

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. Education can be accessed free of charge for children within the compulsory school age range. Both public and private schools are within the jurisdiction of the Ministry of Education. 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).

There is a 2005 Education Policy document that guides what is offered in the formal education system, both private and public, in the country. The Ministry has sought to develop a national curriculum to “make [learning] meaningful and relevant to the child’s life experiences”. The national curriculum contains the “fundamental principles which inform all the decisions and guide the activities of the key stages of education”⁴. Changes to the curriculum should be the result of a consultative process involving a wide cross-section of society.

Early Childhood Education [Pre-Primary Level]

TCI recognises two stages of Early Childhood Education:

K1 & 2 - 4/5 years of age is designated Preschool:

Day-care is typically provided by private entities, while the infant schools are provided by both private and public sectors. Given that Day-care personnel are often under-trained, the Ministry seeks to offer professional training during the summer breaks at TCI Community College. Clear standards, rules and regulations govern the operation of Day-care and Infant Schools which are regularly visited by an Education Officer.

Primary Education

- Grades 1-6; ages 6/7 – 10/11

⁴ Turks & Caicos Islands Education Policy 2005

- National Curricula in core areas. Curricula follows a 5-year review schedule. The Arts [music, dance, drama] and foreign languages are expected to be introduced. Reading requires a separate syllabus.
- Caribbean Primary Exit Assessment [CPEA] is administered at sixth grade

Secondary Education

- Forms 1 – 5; ages 11/12 – 15/16
- National Curricula in Math, Science [Biology, Physics and Chemistry], English, ICT, Civics and a second language [Forms 1 – 3]. Physical Education, Music, Religious Education is taught throughout secondary [Forms 1 -5]. Social sciences is integrated into instruction. Technical/Vocational, Tourism and Agriculture, subjects linked to labour market needs is offered with emphasis on Tourism and agriculture.
- Students may pursue exam qualifications through
 - Caribbean Certificate Secondary Level Competency [CCSLC]
 - Caribbean Vocational Qualification [CVQ] at Level and 2
 - Caribbean Secondary Education Certificate [CSEC]
 - International General Certificate of Secondary Education [IGCSE] at Level 1
- Form 6 was piloted

Tertiary Education [Post-Secondary level]

Any individual beyond compulsory school age range is eligible to attend the Turks & Caicos Islands Community College. The institution offers Associate and Bachelor degrees. Students may also pursue pre-college and single courses of interest.

Certifications are offered in disciplines identified as priority of the TCI labour force. Persons may pursue post-secondary technical

and vocational studies and adults may find areas to continue education in various areas.

Budget Trends in Education

Education represents 12.4% of the overall budget allocated for 2020-20, in the amount of \$35.66M [including capital expenditures]. Education accounts for the third highest proportion of the total budget. Listed following are the expenditures in order of percentage

Area of Expenditure	\$ Amount expressed by million	% of Budget
Ministry of Health, Agriculture & Human Services	\$ 75.20	26.1
Statutory Charges	\$ 53.78	18.3
Ministry of Education, Youth, Culture, Social & Library Services	\$ 35.66	12.4
Police	\$ 26.18	9.1
Ministry of Finance, Trade & Investment	\$ 21.10	7.3
Ministry of Infrastructure, Housing, Planning & Development	\$ 17.12	5.9
Ministry of Education, Youth, Culture and Library Services	\$ 12.26	4.3
Ministry of Home Affairs, Public Utilities & Transportation	\$ 10.75	3.75
Ministry of Tourism & Environment	\$ 9.20	3.2
Judicial Administration	\$ 8.97	3.1
Office of the Governor	\$ 7.56	2.6
Attorney General's Chamber	\$ 6.46	2.2
Office of the Director of Public Prosecution	\$ 1.59	0.6

Table 1 Total Government Expenditure 2019-20, excluding Capital Expenses

Over the most recent years, since 2017-18, Education expenditures have trended downward, with a projected uptick for 2021-22.

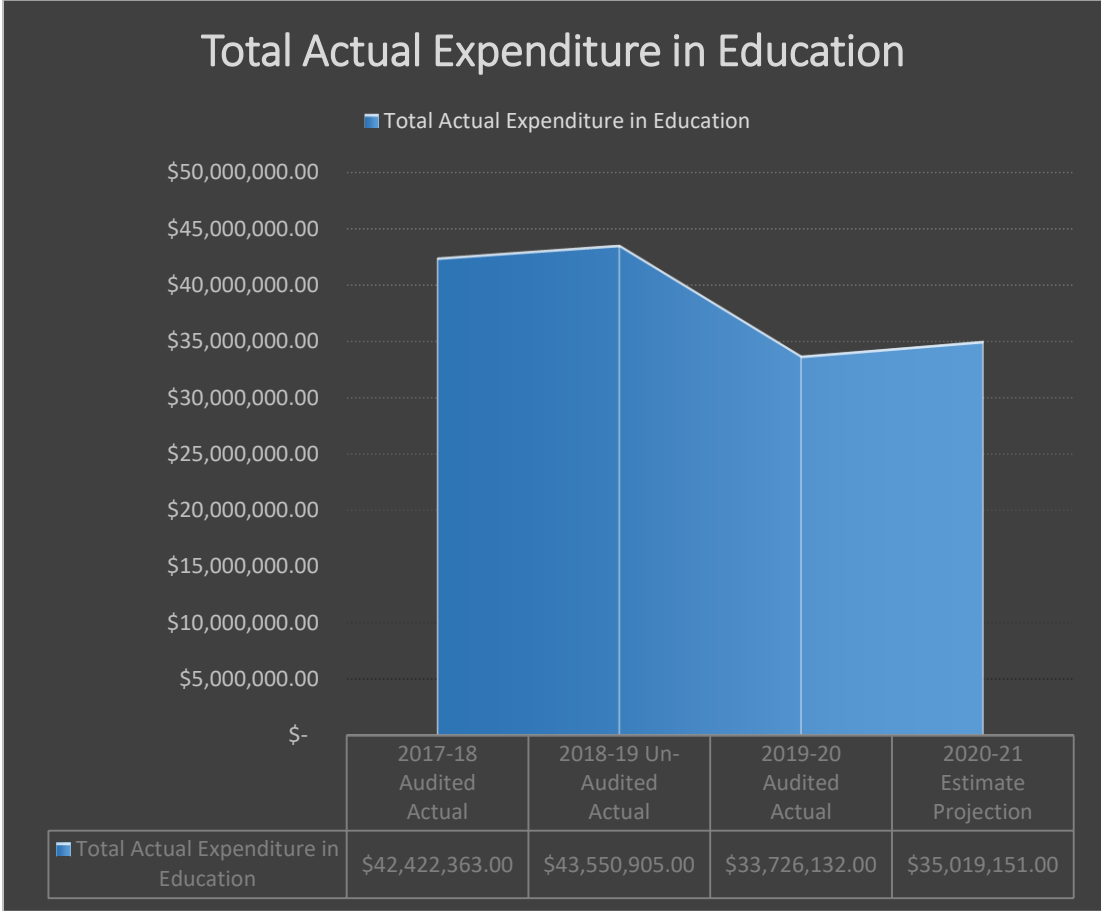


Figure 4 Actual Expenditure in Education Trend 2017-18 to 2020-21

A review of past expenditures aligns with the changing portfolio of the Ministry of Education. These changes would impact the budget allocation and expenditures.

Budget Item #	Budget Line Item	2017-18 Audited Actual	2018-19 Un-Audited Actual	2019-20 Audited Actual	2020-21 Estimate Projection
33	Policy Planning and Administrative Support Education	\$ 1,341,264	\$ 1,781,362	\$ 1,656,221	\$ 2,440,174
34	Primary Education: Education Dept. - Zone 1	\$ 2,774,463	\$ 2,634,463	\$ 2,848,827	\$ 2,646,067
35	Tertiary and Further Education	\$ 6,855,350	\$ 7,099,975	\$ 7,720,399	\$ 7,645,051
36	Education Administration - Zone 1	\$ 890,195	\$ 1,173,118	\$ 1,998,821	\$ 2,340,694
37	Helena J Robinson High School	\$ 2,306,133	\$ 2,339,031	\$ 2,369,947	\$ 2,348,333
38	Clement Howell High School	\$ 2,993,682	\$ 2,972,554	\$ 2,875,941	\$ 2,727,721
39	Raymond Gardiner High School	\$ 1,275,970	\$ 1,297,092	\$ 1,323,939	\$ 1,303,262
40	Marjorie Basden High School	\$ 1,058,782	\$ 1,028,992	\$ 988,949	\$ 1,065,799
41	Youth Department	\$ 490,304	\$ 541,914	\$ 637,004	\$ 382,653
79	Education Department - Zone 2	\$ 5,058,625	\$ 5,219,674	\$ 5,152,469	\$ 4,958,662
80	Education Administration - Zone 2	\$ 461,986	\$ 497,032		
101	Social Development	-	-	\$ 2,882,347	\$ 3,928,106
122	Sports	\$ 829,240	-		
123	Department of Culture	\$ 9,178	\$ 422,957	\$ 483,438	\$ 349,988
124	Library Department	\$ 450,776	\$ 460,781	\$ 474,255	\$ 484,875
132	Long Bay High School	\$ 1,498,936	\$ 1,820,482	\$ 2,050,873	\$ 1,819,025
142	Gender Affairs	-		\$ 262,702	\$ 364,700
150	Technical Vocational School			-	\$ 214,043

57	Ministry of Education, Labour, Employment & Customer Service	\$ 28,294,884	\$ 29,289,427	\$ 33,726,132	\$ 35,019,151
<i>* Italicised entries are not consistently available for the years in focus</i>					

Table 2 Estimates of Consolidated Fund Expenditure for the period April 2018 to March 2021 [projected]

A comparison of expenditure within the Education i.e. school expenditures show minimal changes since 2017-18.

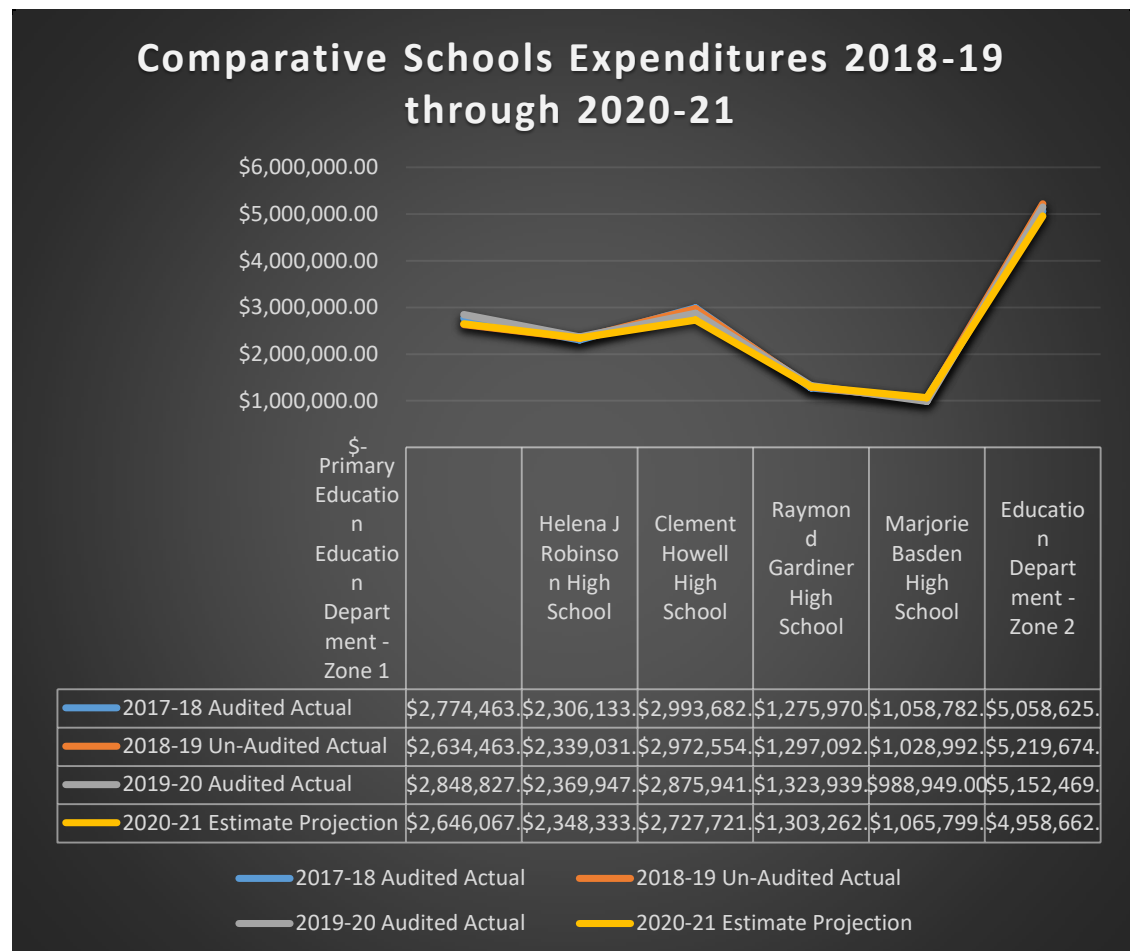


Figure 5 Comparative Schools Expenditure

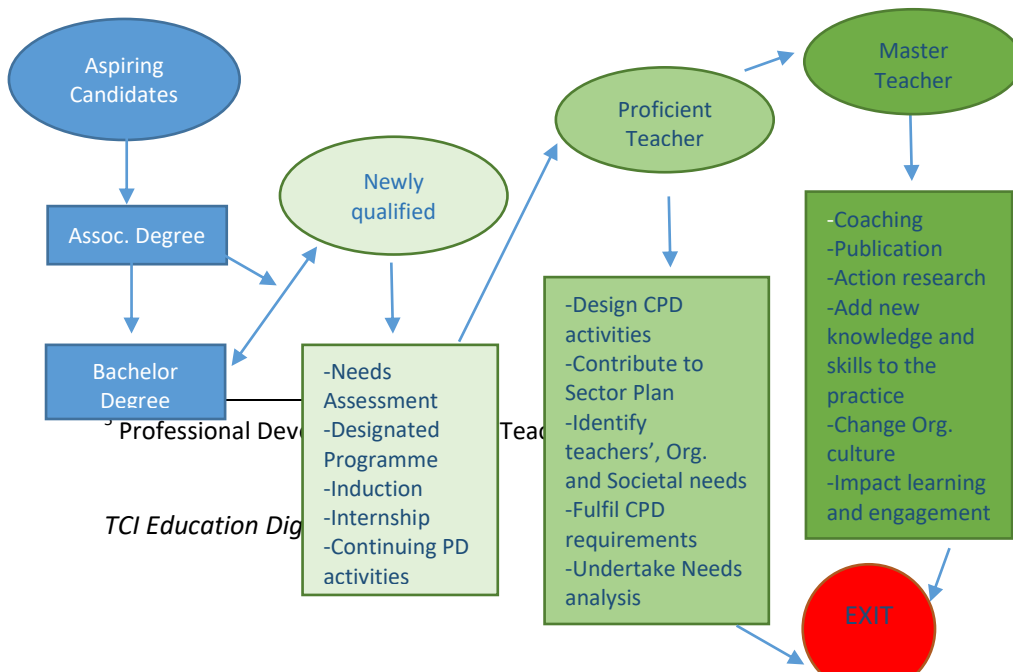
Professional Development of Educators⁵

Throughout the history of education in the Turks and Caicos Islands, professional development has referred to a variety of specialized and formal training, which was aimed at helping Administrators, Teachers, and other Educators to further improve and enrich their professional knowledge, competence, skill, and effectiveness. This goal has always been a keen reality in the mission of the Ministry/Department of Education. Consistently, Educators within the country have been encouraged to further develop themselves whether locally or overseas.

To date, a number of initiatives have been taken to ensure that at all levels, persons involved in the business of education have participated in professional development programmes. New teachers are engaged in an Induction Programme. Continuing professional development and mentorship is offered every term.

All educators undertake performance planning and appraisal activities in accordance with the Public Service Ordinance, Chapter 1.07 Sections 29 and 30 and the Civil Service Handbook 2016. Peer and self-assessment tools are used to monitor and evaluating teaching behaviours. The Performance Appraisal is conducted annually from late August to end of June. Under the guidance provided managers ensure that the job descriptions of officers are up to date and accurate; and assist officers to identify training and development needs and ways to meet those needs to boost performance within limitation of the available resources.

Professional Development Framework Schematic



*adapted from the Professional Developmental Plan for Teachers 2020

Figure 6 Professional Development Plan for Teachers 2020

The Teacher Mentor Programme ensures that persons are matched according to shared demographic variables and personal interests. Master Teachers serve as the pool of mentors. Specialty workshops for Heads of Department, Principals, Vice Principals, Education Officers and Guidance Counsellors, in areas of relevance, are also offered every term.

Special Policies

Graduation

Students of TCI complete their compulsory education at fifth form [grade 11] when most students are 15-16 years old. The term graduation is used for a student leaving primary school as well as a student completing secondary education. There are strict guidelines regarding graduation requirements and the actual ceremony.

50% on the GSAT.

Secondary students are eligible for graduation if the student has qualified in four [4] areas:

- **PERFORMANCE** -
attained a 50% academic overall average for the combined fourth and fifth forms. The average grade should be calculated based on a 60/40 division of assignments and tests
- **CONDUCT** -
Exemplary conduct as demonstrated by no major infractions in accordance with the discipline standards

- **ATTENDANCE** -
achieved at least 90% attendance for the secondary years [forms 1-5]
- **CONTRIBUTION TO SCHOOL LIFE** -
participated in extracurricular activities at least a minimum level.

Special Needs

A Special needs student is defined as any student with any of the following diagnoses:

- 
- Specific learning disability
 - Speech and language impairment
 - Mental retardation or Intellectual challenge
 - Serious emotional disturbance
 - Multiple disabilities
 - Hearing impairment
 - Orthopaedic impairment
 - Other health impairment
 - Vision impairment
 - Autism
 - Deaf-blindness
 - Traumatic brain injury

Special educational programmes are designed to target specific age groups:

- 0 – 3 years
- 4 – 5 years
- 6 – 12 years
- 13 – 16 years
- 17 – 21 years

Each student is monitored by the School-Based Assessment Team [SBAT], who also has the responsibility for assessment and

evaluation of both student and the school. The SBAT is comprised of a team of educators, and is assembled as needed. School accommodations may be made for special needs students that include, but are not limited to:

- Preferential seating
- Specialised equipment and resources
- Extended time on tests and assignments
- Lessons offered in multiple formats e.g. audio recording
- Modified disciplinary measures
- Possible exemption from national examinations

Each student should have an Individualised Family Services Plan [if the student has not started primary] and an Individualised Education Plan with learning goals, competency areas, specific activities, etc.

Special Education Enrolment

The current practice in the public educational system is to offer inclusive instruction with the guidance of the Special Education team. Students are typically not 'pulled out' into special programs. Parents of children with special needs have found education accommodation within the private sector or have chosen to take the helm themselves in their child's educational pursuits.

The government of TCI is currently in the process of legislative development for the education sector which should speak more specifically to special needs student populations.

As noted in the prior enrolment data, students that exceed the normative age range for a specific grade level may most likely benefit from the development of special interventions as the result of legislation which may be informed by data.

Education Sector Plan

An Education Sector Plan is developed every five [5] years. The current Plan guiding the outputs of the Ministry of Education, Youth, Culture and Library Services is 2018-2022. This Plan includes eight [8] strategic imperatives noted following:

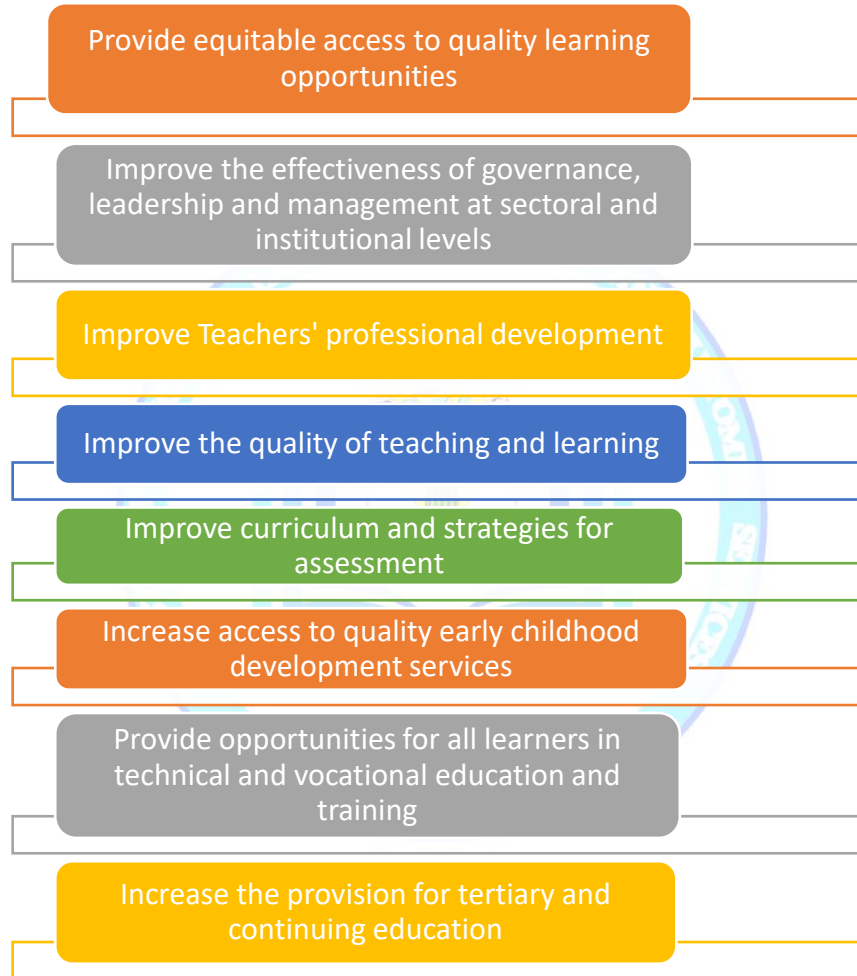


Figure 7 2018-2022 Strategic Imperatives for Education in TCI

	Strategic Imperative	Expected Outcomes
1	Provide the number of school places to equitably meet Government targets and international	1.1 Sufficient places in an appropriate and safe environment for 4-11 year age group

	commitments	1.2 Sufficient places in an appropriate and safe environment for 12-16 year age group 1.3 Suitable opportunities for students to continue their studies beyond Form 5
2	Improve the quality and accountability of leadership and management at all levels in the system	2.1 Qualified leaders are in place across the education system and are supported by Boards [where applicable] and governing bodies 2.2 An administrative structure that is sensitive to the needs of the system 2.3 The effective management of teachers
3	Improve Teachers' professional development	3.1 Improved teacher quality 3.2 Sufficient number of teachers in schools 3.3 Increased number of TCIs teaching in secondary schools
4	Improve the quality of teaching and learning	4.1 Learners are engaged in all parts of the teaching and learning process 4.2 Availability of learning resources in schools
5	Improve curriculum and strategies for assessment	5.1 A curriculum that is relevant to the children of the Turks and Caicos Islands 5.2 Technology fully integrated into the teaching and learning process

Table 3 Expected Outcomes of the Strategic Imperatives of the Education Sector Plan 2013-2017

	Strategic Imperative	Expected Outcomes
6	Increase access to quality early childhood development services	6.1 Guidelines reviewed and refined to allow all children an opportunity to enrol at ages 2 and 3 years 6.2 Government to provide support for early childhood education services

7	Provide opportunities for all learners in technical and vocational education and training	7.1 School curricula, teaching and learning incorporate skills development that develop basic competencies and an appreciation for the world of work 7.2 Competency based curricula linked to the Caribbean Vocational Qualification framework established
8	Increase the provision for tertiary and continuing education	8.1 Sustainable funding mechanisms for tertiary and continuing education to meet the economic, social and labour market needs of the Turks and Caicos Islands 8.2 Accredited tertiary and continuing education institutions in and outside the TCI provide high quality relevant programmes

Table 4 Expected Outcomes of the Strategic Imperatives of the Education Sector Plan 2018-2022

Indicator attainment can be derived by comparing the time specific data in this digest to baseline or previous data to determine actual indicator status.

International Reporting

The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science and technology, culture and communication. The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

As national education systems vary in terms of structure and curricular content, it can be difficult to benchmark performance across countries over time or monitor progress towards national and international goals. In order to understand and properly

interpret the inputs, processes and outcomes of education systems from a global perspective, it is vital to ensure that data are comparable. This can be done by applying the International Standard Classification of Education (ISCED), the standard framework used to categorise and report cross-nationally comparable education statistics.

TCI also reports on education indicators [as prescribed by UIS] to CARICOM and Commonwealth Development Bank [CDB]. The indicators typically include but are not limited to, net Enrolment, drop-outs, repeaters, and teachers' qualifications.

What is ISCED?

The International Standard Classification of Education (ISCED) belongs to the United Nations International Family of Economic and Social Classifications, which are applied in statistics worldwide with the purpose of assembling, compiling and analysing cross-nationally comparable data. ISCED is the reference classification for organizing education programmes and related qualifications by education levels and fields. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.

1. ISCED is designed to serve as a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. The basic concepts and definitions of ISCED are therefore intended to be internationally valid and comprehensive of the full range of education systems.
2. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education. ISCED 2011 presents a revision of the ISCED 1997 levels of education classification. It also introduces a related classification of educational attainment levels based on recognised educational qualifications.

Information compiled according to ISCED can be used for assembling statistics on many different aspects of

education of interest to policymakers and other users of international education statistics. These aspects include enrolment and attendance, human or financial resources invested in education, and the educational attainment of the population.

3. The application of ISCED facilitates the transformation of detailed national education statistics on participants, providers and sponsors of education, compiled on the basis of national concepts and definitions, into aggregate categories that can be compared and interpreted internationally.
4. Data collections of education statistics assembled according to ISCED can be based on different data sources such as administrative registers, individual and household surveys, and macroeconomic aggregated statistics.
5. ISCED 2011 rests on three components: i) internationally agreed concepts and definitions; ii) the classification systems; and iii) ISCED mappings of education programmes and related qualifications in countries worldwide.
6. ISCED mappings are an essential tool for organising information on national education systems, their programmes and related qualifications in order to ensure the comparability of ISCED-level information and to support their interpretation for international statistical purposes.
7. ISCED mappings ensure a transparent process of coding national education programmes and related qualifications into comparable categories for use in international statistics by linking the classification criteria to the properties of the education programmes and their related qualifications.

(Source: UNESCO Institute of Statistics, ISCED 2011 Document)

ISCED Levels

ISCED level 0 – Preprimary Education

ISCED level 1 – Primary Education

ISCED level 2 – Lower Secondary Education

ISCED level 3 – Upper Secondary Education

- ISCED level 4 – Post-Secondary Non-tertiary Education
- ISCED level 5 – Short-cycle Tertiary Education
- ISCED level 6 – Bachelor’s or Equivalent Level
- ISCED level 7 – Master’s or Equivalent level
- ISCED level 8 – Doctoral or Equivalent Level

Turks and Caicos’ Placement in ISCED

TCI’s formal education system recognises levels: primary, secondary and tertiary. The government is the main provider of education with a relatively small degree of private sector participation, mostly at the Early Childhood level.

- ISCED: 0 Preprimary**
This includes children ages 4 to 5 years old in Infant 1 &2
- ISCED: 1 Primary Education**
This includes children ages 6 to 11 years old, in grades 1 through 6
- ISCED: 2 Lower Secondary Education**
Secondary level education Form 1-3 [grades 7-9]
- ISCED: 3 Upper Secondary Education**
Secondary level education Form 4-5 [grades 10-11].
Form 6 [grade 12] was piloted to provide an alternative route to tertiary education.
- ISCED: 4 Post Secondary, Non Tertiary Educations**
ISCED 4 captures data from institutions who offers non-tertiary education.
- ISCED: 5 Short Cycle Tertiary Education**
This captures data from tertiary institutions who offer course with duration of at least 3 years and courses which may lead students to ISCED 6 e.g. TCI Community College.

(Source: Education Indicators Technical Guidelines by UNESCO Institute for statistics)

Management of Education Data

The Policy and Planning Unit is responsible for collecting and reporting data generated by the education system at all levels: pre-primary, primary, secondary and post-secondary. For the academic year 2019–20, Dr. Perle Brewster, Education Planner, with the assistance of Diandra Gray Assistant Education Planner and Glen Smith M&E Officer, manned the Unit.

The MOE has engaged an Education Management Information System [EMIS], and data from all public schools is inputted at the school level. Private schools share information through data collection forms, but data compliance from them is challenging.

Data is compiled and analysed to produce an annual Education Digest of Statistics and meet international and regional reporting requirements.

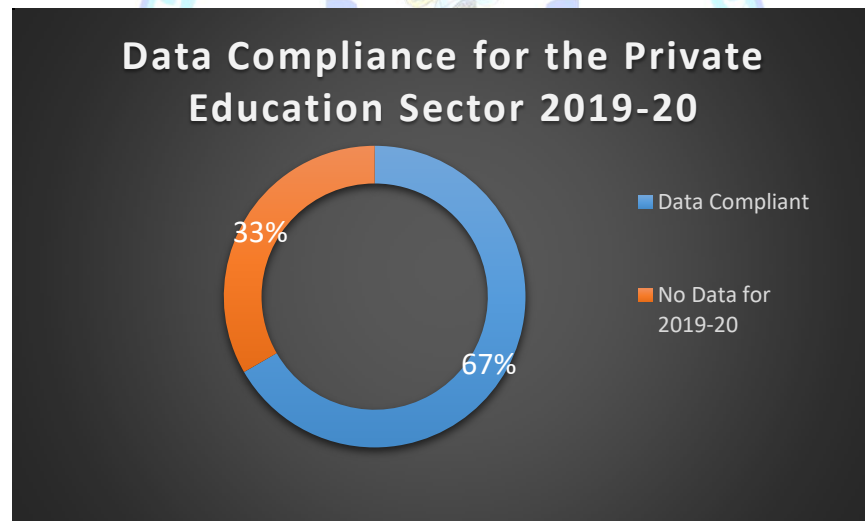


Figure 8 Data Participation of the Private Education Sector

Student Performance

The TCI education system accommodates multiple examinations to provide a measure of student knowledge attainment at various points throughout the lifespan of schooling.

Caribbean Vocational Qualification [CVQ]

The Caribbean Vocational Qualification, commonly known as CVQ is based on a competency-based approach to training, assessment and certification. Candidates are expected to demonstrate competence in attaining occupational standards developed by practitioners, industry experts and employers. Those standards when approved by CARICOM allow for easy movement across the Region. Currently, CVQs are planned to reflect a Qualification framework of five levels. These are:⁶

- Level 1 Directly supervised/Entry level worker
- Level 2 Supervised skilled worker
- Level 3 Independent or Autonomous skilled worker
- Level 4 Specialised or Supervisory worker
- Level 5 Managerial and/or Professional worker

CVQs are awarded to those candidates who would have met the required standards in all the prescribed units of study. Statements are issued in cases where candidates did not complete all the requirements for the award of CVQ. Schools that are suitably equipped currently offer Levels 1 & 2.

Caribbean Secondary Education Certificate [CSEC]

CSEC examinations evaluate the academic accomplishment of student after secondary level education. The Caribbean Examinations Council [CXC], founded in 1972, offers the CSEC examination. The exam assesses students in the Caribbean in thirty-three [33] subjects at three different proficiency levels: Basic, General, and Technical.

These examinations are typically sat at the end of secondary schooling [Form 5]. CSECs are offered twice per year: January and

⁶ cxc.org/examinations

May/June. Students who wish to re-sit, do so during the January sitting.

CSEC uses a 6-point grading system with overall and profile grades. The overall grades include I, II, III, IV, V and VI. The profile grades range from A – F. An overall grade of at least III will demonstrate a fairly good knowledge and understanding of key concepts, abilities and required skills of the curriculum. A grade of IV and above, show efficiency ranges from average, limited, to very limited.

A profile grade of 'A' is outstanding. For grades B – F, it ranges from good, fairly good, moderate to weak and poor.⁷

Grade Six Achievement Test [GSAT]

TCI previously used the GSAT exam as an exit at the end of the sixth grade. The last iteration of this examination was completed in 2019, within the 2018-19 academic year.

Caribbean Primary Exit Assessment [CPEA]

The Caribbean Primary Exit Assessment examination completes the suite of examinations developed by the CXC. The CPEA is an assessment of the key literacies possessed by all pupils exiting the primary school system. The CPEA™ focuses on a set of literacies which are common to all primary curricula and are necessary for pupils to optimise achievement in life and at the next level of education. These include mathematical, language, civic and scientific literacies, all of which are solidly grounded in learning theories espoused by Piaget, Bruner and Vygotsky among others. The CPEA™ will therefore focus on the assessment of literacies and not individual subjects as is the case with traditional end-of primary examination

⁷ Smartlabz.pro/Caribbean/csec-guide/

International General Certificate of Secondary Education - IGCSE⁸

Cambridge IGCSE is the world's most popular international curriculum for 14-16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage and is only offered through one school, BWIC [British West Indies Collegiate].

Schools worldwide have helped develop Cambridge IGCSE, which provides excellent preparation for the Cambridge Advanced stage including Cambridge International AS and A Levels and Cambridge Pre-U, as well as other progression routes. It incorporates the best in international education for learners at this level. It develops in line with changing needs and is regularly updated and extended. Cambridge IGCSE teachers can draw on excellent resources, training and advice from subject experts.

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners' excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, including more than 30 language courses, offering a variety of routes for learners of different abilities. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content

⁸ <https://help.cambridgeinternational.org/hc/en-gb/articles/115004310029-What-is-Cambridge-IGCSE->

- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

SECTOR OVERVIEW

ENROLMENT PERCENTAGES	2019-2020
<i>Enrolment Overall</i>	
<i>Percentage Enrolment Preprimary</i>	17.1
<i>Percentage Enrolment Male Preprimary</i>	8.4
<i>Percentage Enrolment Female Preprimary</i>	8.8
<i>Percentage Enrolment Primary</i>	49.0
<i>Percentage Enrolment Male Primary</i>	24.9
<i>Percentage Enrolment Female Primary</i>	24.2
<i>Percentage Enrolment Secondary</i>	33.7
<i>Percentage Enrolment Male Secondary</i>	17.4
<i>Percentage Enrolment Female Secondary</i>	16.3
<i>Percentage Graduates Overall</i>	
<i>Percentage Graduates Males</i>	40.0
<i>Percentage Graduates Females</i>	40.0

Table 5 TCI Enrolment Percentages

EDUCATOR INDICATORS	2019-2020
<i>Percentage Male Teachers</i>	18.5%
<i>Percentage Female Teachers</i>	81.5%
<i>Percentage Preprimary Teachers Overall</i>	7.7%
<i>Percentage Preprimary Male Teachers</i>	0.2%
<i>Percentage Preprimary Female Teachers</i>	7.5%
<i>Percentage Primary Teachers Overall</i>	48.2%
<i>Percentage Primary Male Teachers</i>	4.1%
<i>Percentage Primary Female Teachers</i>	44.1%
<i>Percentage Secondary Teachers Overall</i>	44.1%
<i>Percentage Secondary Males Teachers</i>	14.2%
<i>Percentage Secondary Female Teachers</i>	29.9%
<i>Local percentage of teachers overall</i>	29%
<i>Local percentage of Preprimary teachers</i>	48%
<i>Local percentage of Preprimary male teachers</i>	Na
<i>Local percentage of Preprimary female teachers</i>	48%
<i>Local percentage of Primary teachers</i>	36%
<i>Local percentage of Primary male teachers</i>	22%
<i>Local percentage of Primary female teachers</i>	37%
<i>Local percentage of Secondary teachers</i>	18%
<i>Local percentage of Secondary male teachers</i>	9%
<i>Local percentage of Secondary female teachers</i>	23%
TCI Islander/Non-TCI Islander Ratio	
<i>Non-TCI Islander/TCI Islander Ratio Preprimary</i>	37%
<i>Non-TCI Islander/TCI Islander Ratio Primary</i>	4%
<i>Non-TCI Islander/TCI Islander Ratio Secondary</i>	14%
Student/Teacher Ratio	
<i>Student/Teacher Ratio Preprimary</i>	27%

<i>Student/Teacher Ratio Primary</i>	12%
<i>Student/Teacher Ratio Secondary</i>	9%
Percentage Degree Trained Teachers	
<i>Percentage Degree Trained Teachers Preprimary</i>	4.1%
<i>Percentage Degree Trained Teachers Primary</i>	23.6%
<i>Percentage Degree Trained Teachers Secondary</i>	29.7%

Table 6 TCI Teaching –Learning Indicators

Percent CSEC Country Performance	2020* Exams sat Jan & June 2019
Candidature	
<i>Percentage of Male Candidates</i>	43.0
<i>Percentage of Female candidates</i>	57.0
Performance	
<i>Percentage Grades I-III Overall</i>	78.8
<i>Percentage Grades I-III Males</i>	32.5
<i>Percentage Grades I-III Females</i>	46.3
<i>Percentage Grades IV-VI Overall</i>	21.3
<i>Percentage Grades IV-VI Males</i>	10.5
<i>Percentage Grades IV-VI Females</i>	10.8

Table 7 TCI CSEC Examination Country Performance 2019

Percent GSAT Country Performance	2020* Exams sat Jan & June 2019
Candidature	
<i>Percentage of Male Candidates</i>	28.0
<i>Percentage of Female candidates</i>	72.0
Performance	
<i>Percentage Public School Overall</i>	54%
<i>Percentage Public School Males</i>	50.7%
<i>Percentage Public School Females</i>	58.3%

<i>Percentage Private School Overall</i>	68%
<i>Percentage Private School Males</i>	66.3%
<i>Percentage Private School Females</i>	70.4%
Percentage Overall Results	57.6%

Table 8 TCI Grade Six Achievement Country Performance

The Delivery of Education

School Name	Sector Type	School Type	Address	Principal	Sex	Phone	Email
Adelaide Oemler Primary School	Public	Primary	Bottle Creek, North Caicos	Ms Darleen Lightbourne	F	946-7218	adelaideoemlerprimary@tciedu.tc
Charles Hubert James Primary School	Public	Primary	Kew, North Caicos	Ms Comonseta Campbell	F	946-7373 242-6322	charleshubertjamesprimary@tciedu.tc
Clement Howell High School	Public	Secondary	Blue Hills, Providenciales	Mrs Kadean Cunningham	F	941-3411	clementhowellhigh@tciedu.tc
Doris Robinson Primary School	Public	Primary	Conch Bar, Middle Caicos	Ms Keisha Mills	F	946-6137	dorisrobinsonprimary@tciedu.tc
Eliza Simons Primary School	Public	Primary	Grand Turk	Mrs Juliet Arthur-Thelwell	F	946-2334	elizasimonsprimary@tciedu.tc
Enid Capron Primary School	Public	Primary	Five Cays, Providenciales	Mrs Sophia Garland	F	946-4243	enidcapronprimary@tciedu.tc
H.J. Robinson High School	Public	Secondary	Church Folly, Grand Turk	Mr Reinwald Lewis	M	946-2317	hjrobinsonhigh@tciedu.tc
Ianthe Pratt Primary School	Public	Primary	The Bight, Providenciales	Ms Neekimo King	F	946-4165	iantheprattprimary@tciedu.tc
Iris Stubbs Primary School	Public	Primary	South Caicos	Ms Earleen Elliot	F	946-3256	irisstubbsprimary@tciedu.tc
Long Bay High School	Public	Secondary	Providenciales	Mrs Deanne Whiskey-John	F	946-5107	longbayhigh@tciedu.tc
Marjorie Basden High School	Public	Secondary	South Caicos	Mr Rodney Cox	M	946-3361	marjoriebasdenhigh@tciedu.tc
Ona Ginton Primary School	Public	Primary	Grand Turk	Mrs Gwen Harvey	F	946-2337	onagintonprimary@tciedu.tc

Oseta Jolly Primary School	Public	Primary	Blue Hills, Providenciales	Mrs Rachel Handfield	F	941-3370	osetajollyprimary@tciedu.tc
Raymond Gardiner High School	Public	Secondary	Bottle Creek, North Caicos	Mrs Janet Walkin	F	946-7757 241-2612	raymondgardinerhigh@tciedu.tc
Acton Academy	Private	Primary	Grace Bay, Providenciales	Mrs Annett Pasztor	F	231-5483	info@actonacademyturksandcaicos.com
Alpha Christian Academy*	Private	All Age	Leonie Plaza, Leeward Highway	Mrs Nicole Hanna	F	242-2485	nikkihanna545@hotmail.com
Ashley Learning Centre	Private	Special Ed.	6 George Alley, Providenciales	Mrs Angela Williams - Valerio	F	232-1473 344-7454	extraordinaryminds2010@gmail.com

Table 9 Directory of Public and Private Schools in Turks and Caicos Islands

School Name	Sector Type	School Type	Address	Principal	Sex	Phone	Email
B.E.S.T. Institute	Private	Pre Primary	Wheeland, Providenciales	Mr Leonard Glasgow	F	941-4802	bestinstitute@tciiway.tc
British West Indies Collegiate	Private	Secondary & Grade 6	Venetian Road, Providenciales	Mrs Sylvie Wigglesworth	F	232-3331	principal@bwic.tc
Calvary Christian School	Private	Pre Primary (to G2)	St. Patrick Street, South Caicos	Mrs Sharon Minott	F	241-0682	minott@tciiway.tc lifehereandnow@gmail.com
Champions For Christ *International School of Excellence	Private	Primary Secondary	Industrial Park, Providenciales	Mrs Alleveia Chan Jon Chu	F	332-4903	championsforchristtc@gmail.com
Community Christian Academy	Private	Pre Primary	Leeward Highway, Providenciales	Mr Bradley Handfield	M	941-3484 232-1970	ccacademy2008@gmail.com
Elite High School	Private	Primary Secondary	Five Cays, Providenciales	Dr Edward Smith	M	245-8334 242-2838	Drsmith_2009@aol.com liteschoolsystems2016@gmail.com
Faith Preparatory*	Private	Pre Primary	Godett Allotment, Grand Turk	Mrs Latoya Fraser-Brown	F	946-2849 246-9313	faithpreparatory1984@yahoo.com
Holy Family Academy*	Private	Pre Primary Secondary	Kew Town, Norway, Providenciales	Ms Maria Vazquez	F	941-7875	holyfamilytc@gmail.com
International School of the TCI *	Private	Pre Primary Secondary	Leeward, Providenciales	Mrs. Katie Hinks	F	946-5523	principal@internationalschooltci.com
Lighthouse Christian School*	Private	All Age	Bottle Creek, North Caicos	Mrs Diane Smith	F	242-7442	sunshinedi70@hotmail.com

M.I.L.L.S. Institute*	Private	Daycare Pre Primary	Long Bay Road, Providenciales	Mrs Jenniema Forbes	F	339-5563 946-5563	millsinstitute@gmail.com
Maranatha Academy*	Private	Secondary	Millennium Highway, Providenciales	Mr Reinford Trail	M	946-4385	principal@maranathaacademy.tc

(Table 9 continued)



School Name	Sector Type	School Type	Address	Principal	Sex	Phone	Email
Precious Treasures Pre & Primary School*	Private	Daycare Pre Primary & Secondary	Industrial Park, Providenciales	Ms Camille Wellington	F	941-5186 232-7847	principal@precioustreasureschool.com
Providence International Academy Turks and Caicos*	Private	Primary	Leeward Highway, Providenciales	Mr Oniel Chung	M	243-5616	admin@piatci.com
Providenciales Primary School	Private	Pre Primary Secondary	Flamingo Park, Providenciales	Mrs Sian Jones	F	331-5638 333-6327	principal@provopriary.com Middleschool@provopriary.com
Provo Christian School*	Private	Pre Primary	Stammers Run, Providenciales	Mrs Sophia McPherson	F	941-5775	principal@provochristianschool.com
Richmond Hills Preparatory	Private	Pre Primary	Richmond Hills, Providenciales	Mr Marlon Sinclair	M	946-4957	richhillprep@yahoo.com
Susanna Wesley Christian Academy	Private	Primary	Grand Turk	Ms Tracey Clarke	F	946-1618	susannawesley09@hotmail.com
Shining Stars Preparatory	Private	Pre Primary	Downtown, Providenciales	Mr Daniel Morgan	M	941-4819 241-2673	Shiningstars.prepschool@yahoo.com
TCIPS Comprehensive High*	Private	Secondary	Downtown, Providenciales	Ms Mahalia Minott	F	339-8178	info@tcips.org
Wesley Methodist School*	Private	All Age	Leeward Palms, Providenciales	Ms Edna Cottoy	F	941-4791	wesleyschool@tcipay.tc

(Table 9 continued)

*Private schools denoted by an asterisk have shared data for this reporting period.

Distribution of Students

Student enrolment for public schools is shared, followed by data from the private schools that shared data for the 2019-20 academic year. Since 67% of private schools' data was reported, national data on enrolment is not shared for this reporting period.

School Enrolment in TCI Government Schools

2019 -2020 Government School Age Children by Age and Sex			
Ages	Female	Male	Grand Total
3	1	1	2
4	123	119	242
5	113	126	239
6	142	124	266
7	170	150	320
8	155	147	302
9	159	156	315
10	166	195	361
11	163	180	343
12	164	179	343
13	148	176	324
14	137	163	300
15	165	146	311
16	135	153	288
17	50	86	136
18	6	11	17
19	1	0	1
Grand Total	2000	2112	4112

Table 10 TCI Public School Enrolment

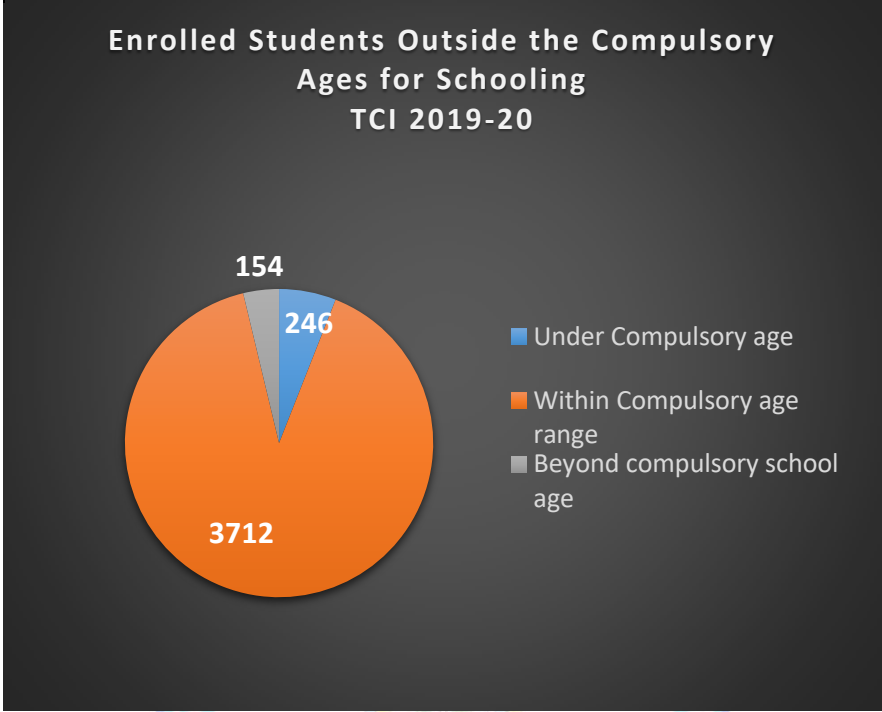


Figure 9 Distribution of Compulsory School-aged Students in the Public School System

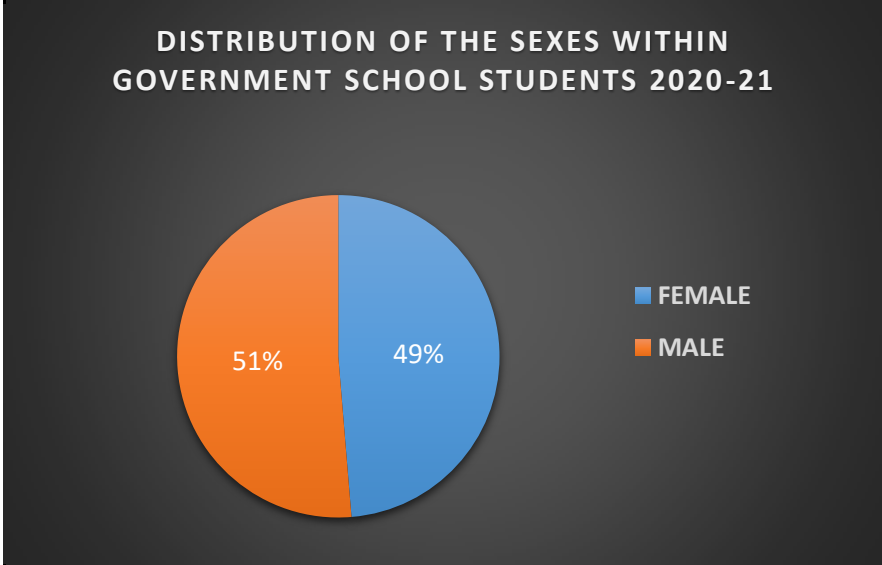


Figure 10 Distribution of the Sexes in Public Schools

2019-2020 Government Pre-Primary Students by Grade, Age and Sex			
Grades/Ages	Females	Males	Total
Infant K1			
0	1	0	1
3	1	1	2
4	123	118	241
5	2	5	7
Infant K2			
2	1	0	1
4	0	1	1
5	107	120	227
6	5	6	11
Grand Total	240	251	491

Table 11 Pre-Primary Enrolment in Public Schools by Grade and by Sex

The Government system uses the terms Kindergarten and Infant interchangeably. All the used terms will be used in the tables so that comparisons are clear. When the same data is compared to the private school system, there are nuanced differences. In Private schools, Kindergarten typically 1 describes 2 and 3 year old children and Kindergarten 2 describes the 4 year olds.

2019 -2020 Government Primary School Age Children by Age and Sex			
Ages	Females	Males	Grand Total
5	4	1	5
6	137	118	255
7	170	150	320
8	155	147	302
9	159	156	315
10	166	195	361
11	154	175	329
12	48	84	132
13	0	2	2
Grand Total	993	1028	2021

Table 12 2019-20 Primary Aged Students by Sex

2019 -2020 Government Secondary School Age Children by Age and Sex			
Ages	Females	Males	Total
11	9	5	14
12	116	95	211
13	148	174	322
14	137	163	300
15	165	146	311
16	135	153	288
17	46	84	130
18	5	10	15
19	1	0	1
Grand Total	762	830	1592

Table 13 2019-20 Secondary Aged Students by Sex

Although the maximum compulsory school age is 16, some students remain in school beyond the compulsory age as demonstrated in table 13. It is largely due to students whose birthdays occur earlier in the year, prior to graduation and some due to repeats. In addition, some students were enrolled into 6th form which ran as a trial starting September 2019 (see table 14).

2019 -2020 Government Post- Secondary School Age Children by Age and Sex			
Ages	Females	Males	Total
17	4	2	6
18	1	1	2
Grand Total	5	3	8

Table 14 Post-Secondary Aged Students in 6th form within the Public System

2019-2020 Government Primary Students by Grade, Age and Sex			
Grades/Ages	Females	Males	Total
G1			
5	3	1	4
6	134	114	248
7	2	9	11
G2			
6	3	4	7
7	165	138	303
8	9	18	27
9	2	0	2
G3			
5	1	0	1
7	3	2	5
8	142	128	270
9	16	24	40
10	0	3	3
G4			
7	0	1	1
8	4	1	5
9	137	129	266
10	11	28	39
11	6	2	8
G5			
9	4	3	7
10	149	159	308
11	21	38	59
12	0	3	3
G6			
10	6	5	11
11	127	135	262
12	48	81	129
13	0	2	2
Grand Total	993	1028	2021

Table 15 2019-20 Enrolled Public School System by Grade and Age

The percentage of students who exceed the age for a specified grade level may inform special needs/remediation strategies for students at the primary level.

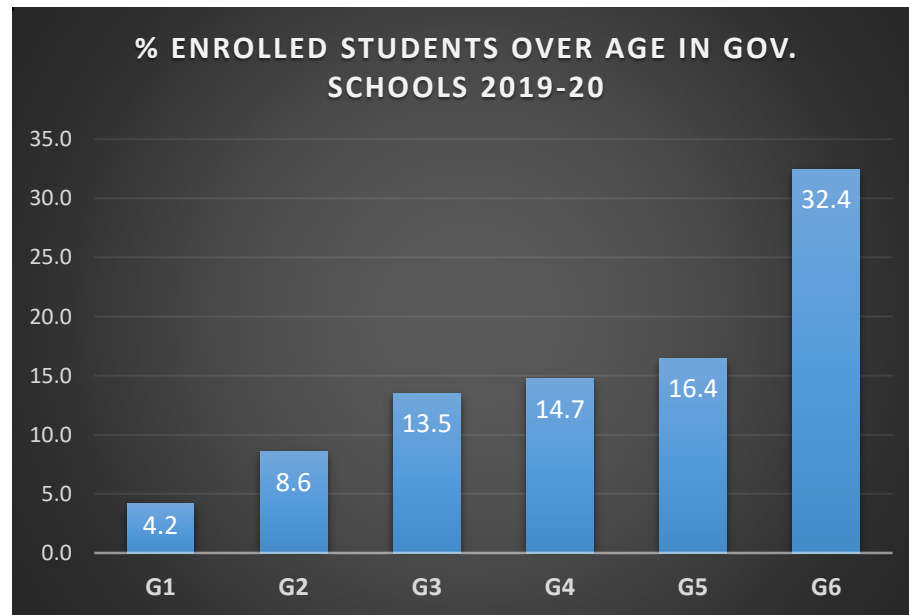
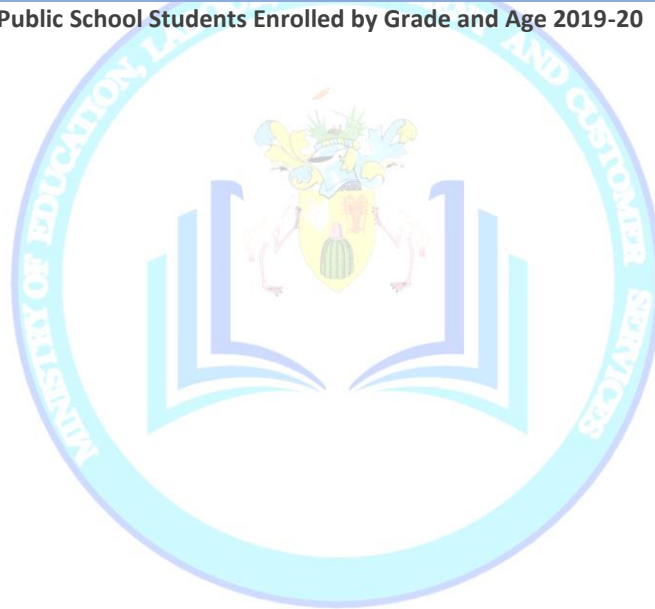


Figure 11 Percentage of Students that Exceed the Expected Age by Grade Level 2019-20

2019-2020 Government Secondary Students by Forms, Age and Sex			
Forms/Ages	Females	Males	Total
F1			
11	9	5	14
12	105	88	193
13	39	72	111
14	3	2	5
F2			
12	10	7	17
13	106	98	204
14	30	75	105
15	2	0	2
F3			
12	1	0	1
13	3	4	7
14	102	79	181
15	46	65	111

16	1	1	2
17	1	0	1
F4			
14	2	7	9
15	112	79	191
16	44	67	111
17	2	6	8
F5			
15	5	2	7
16	90	85	175
17	43	78	121
18	5	10	15
19	1	0	1
Grand Total	762	830	1592

Table 16 Public School Students Enrolled by Grade and Age 2019-20



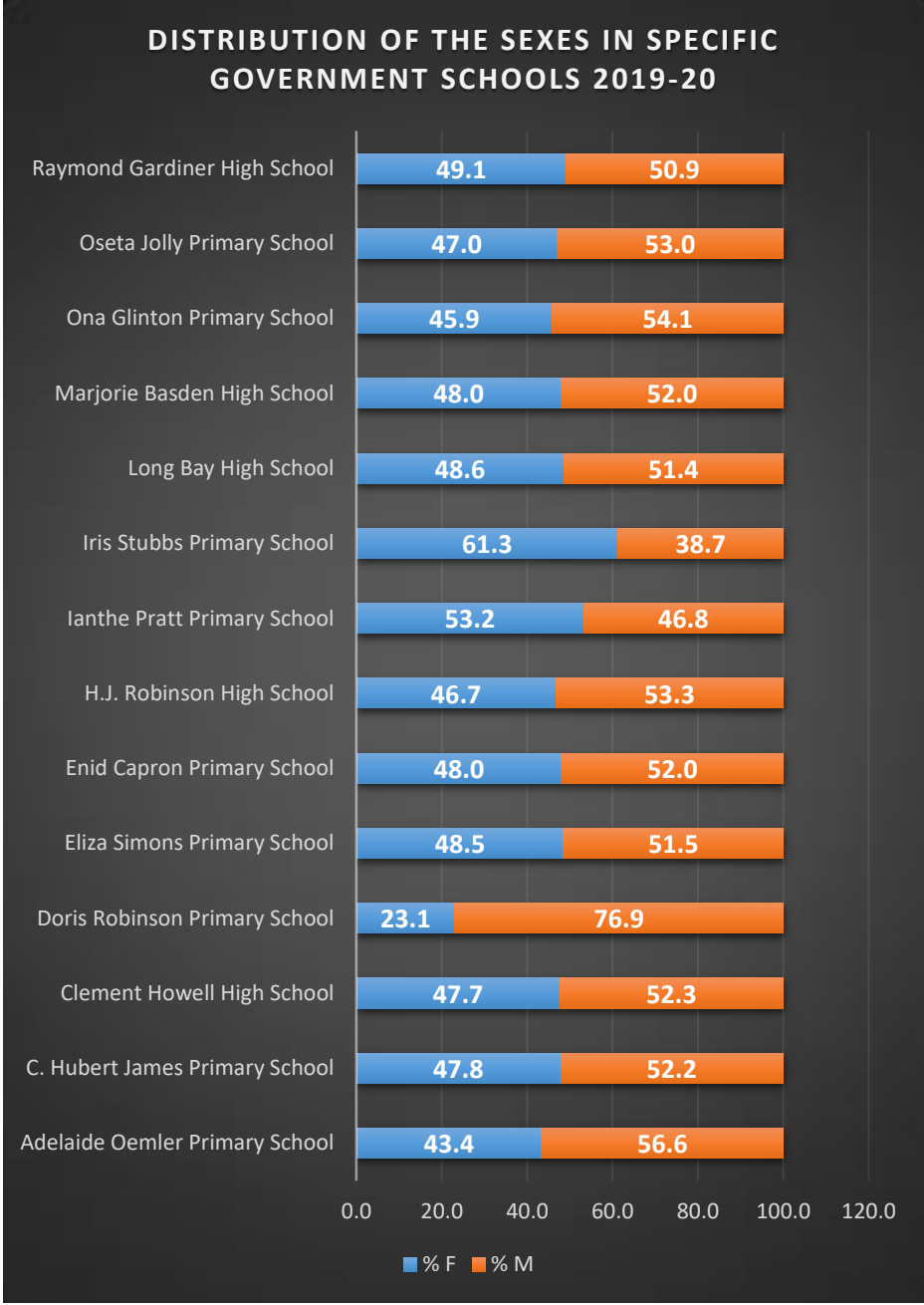


Figure 12 Female: Male Public School Enrolment 2019-20 by School

2019-2020 Government Enrolment by Islands			
Islands	Females	Males	Total
Grand Turk	435	491	926
Middle Caicos	3	10	13
North Caicos	112	127	239
Providenciales	1338	1392	2730
South Caicos	112	92	204
Grand Total	2000	2112	4112

Table 17 Public School Enrolment by Sex, by Island

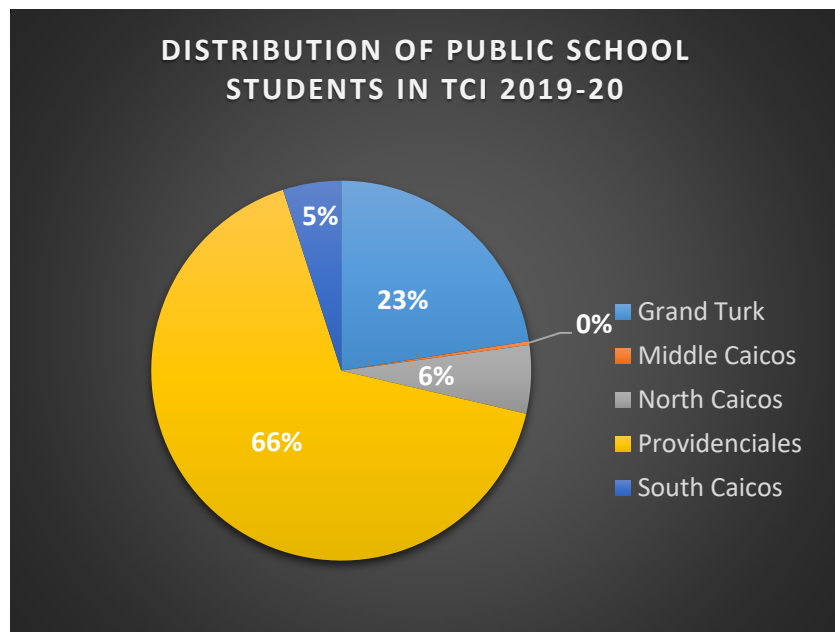


Figure 13 Distribution of Public School Students Across the Country

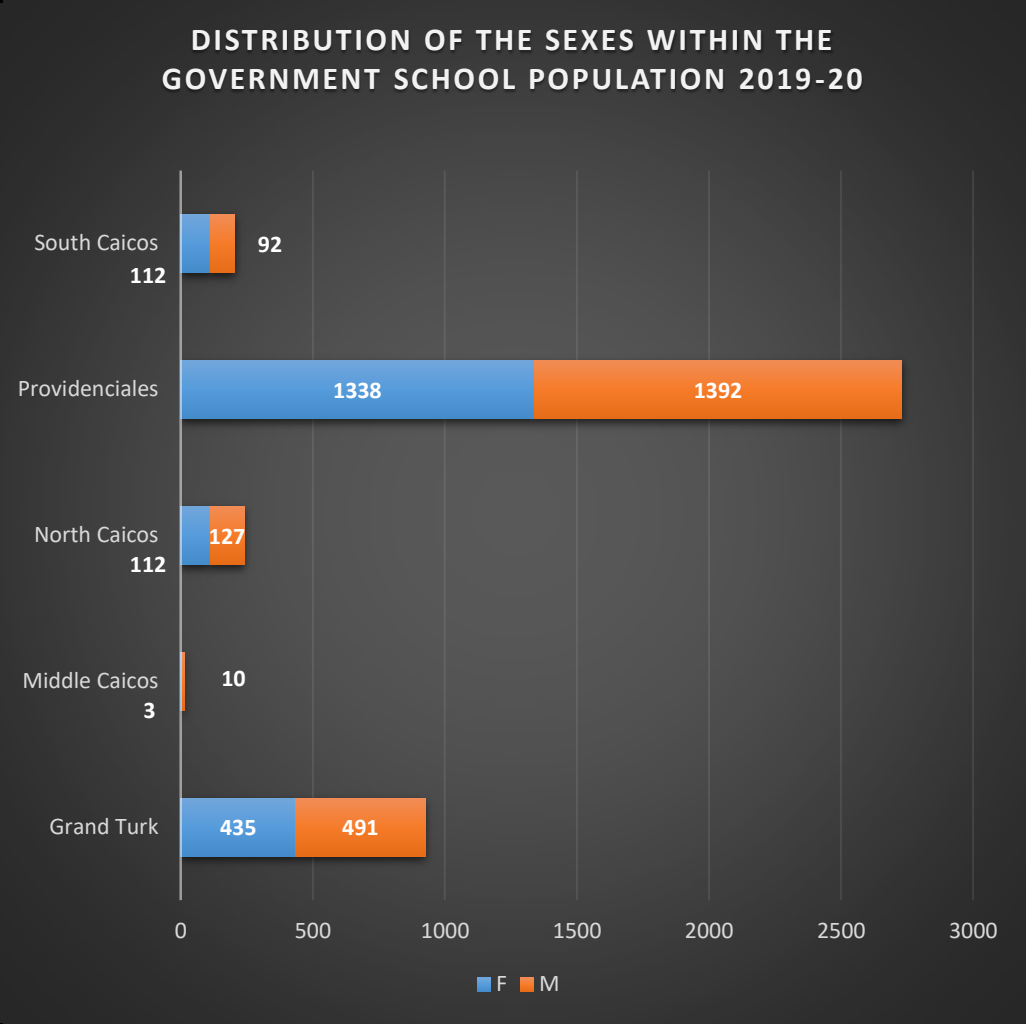


Figure 14 Country-wide Male: Female Distribution in Public Schools

2019-2020 Government Enrolment by Schools, Sex and Islands			
Schools/Islands	Females	Males	Total
Grand Turk			
Eliza Simons Primary School	129	137	266
H.J. Robinson High School	165	188	353
Ona Glinton Primary School	141	166	307
Middle Caicos			
Doris Robinson Primary School	3	10	13
North Caicos			
Adelaide Oemler Primary School	36	47	83
C. Hubert James Primary School	22	24	46
Raymond Gardiner High School	54	56	110
Providenciales			
Clement Howell High School	205	225	430
Enid Capron Primary School	293	317	610
Ianthe Pratt Primary School	306	269	575
Long Bay High School	296	313	609
Oseta Jolly Primary School	238	268	506
South Caicos			
Iris Stubbs Primary School	65	41	106
Marjorie Basden High School	47	51	98
Grand Total	2000	2112	4112

Table 18 Public Schools Enrolment by Island, by Sex

Student Enrolment in TCI Private Schools

Twenty-seven [27] private schools operated in the academic year 2019-2020. The data below represents 67% of the cohort reporting for the period.

2019-2020 Private School Children by Age and Sex			
Ages	Males	Females	Total
0	0	0	0
1	6	4	10
2	26	29	55
3	83	112	195
4	72	73	145
5	60	67	127
6	72	56	128
7	67	88	155
8	81	63	144
9	88	83	171
10	75	84	159
11	62	57	119
12	66	63	129
13	48	43	91
14	26	31	57
15	37	30	67
16	27	34	61
17	21	26	47
18	3	5	8
19	3	2	5
Grand Total	923	950	1873

Table 19 Children Enrolled in Private Schools 2019-20 by Age, by Sex

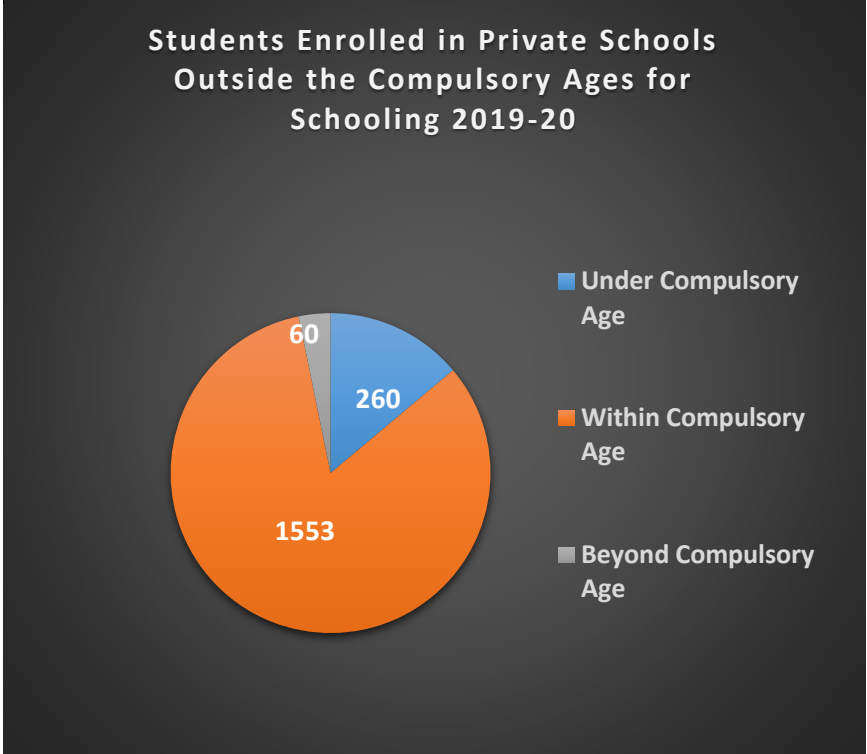


Figure 15 Distribution of Compulsory School Aged Students in Private School



2019-2020 Private Pre-Primary Students by Grade, Age and Sex			
Grades/Ages	Males	Females	Total
Infant1			
1	6	4	10
2	26	29	55
Infant2			
3	55	80	135
4	0	4	4
K1			
3	28	32	60
4	70	67	137
5	11	15	26
K2			
0	0	0	0
4	2	2	4
5	37	43	80
6	15	8	23
K3			
5	0	1	1
Grand Total	250	285	535

Table 20 Pre-Primary Enrolment in Reporting Private Schools by Grade, by Age, by Sex

2019-2020 Private Primary Students by Grade, Age and Sex			
Grades/Ages	Males	Females	Total
G1			
5	12	8	20
6	42	32	74
7	24	24	48
8	1	1	2
G2			
6	15	16	31
7	35	37	72
8	29	16	45
9	3	2	5
10	0	1	1
G3			
0	0	0	0
7	8	27	35
8	33	25	58
9	24	14	38
10	1	2	3
11	2	1	3
G4			
8	18	21	39
9	53	58	111
10	17	23	40
11	7	2	9
12	1	0	1
G5			
0	0	0	0
9	8	9	17
10	42	47	89
11	15	14	29
12	2	3	5
G6			
10	15	11	26
11	33	37	70
12	20	21	41
13	1	1	2
Grand Total	461	453	914

Table 21 Private School Students Enrolled at the Primary Level by Grade, by Age, by Sex

2019-2020 Private Secondary Students by Grade, Age and Sex			
Grades/Ages	Males	Females	Total
F1			
11	4	3	7
12	38	33	71
13	20	13	33
14	3	2	5
F2			
11	1	0	1
12	5	6	11
13	18	24	42
14	15	17	32
15	4	5	9
F3			
13	8	4	12
14	5	12	17
15	26	14	40
16	5	7	12
17	1	2	3
F4			
13	1	1	2
14	2	0	2
15	6	8	14
16	18	20	38
17	10	8	18
18	0	3	3
F5			
14	1	0	1
15	1	3	4
16	4	7	11
17	9	15	24
18	2	2	4
19	2	1	3
F6			
17	1	1	2
18	1	0	1
19	1	1	2
Grand Total	212	212	424

Table 22 TCI Students Enrolled at Secondary Level in Private Schools by Age, by Sex, by Grade

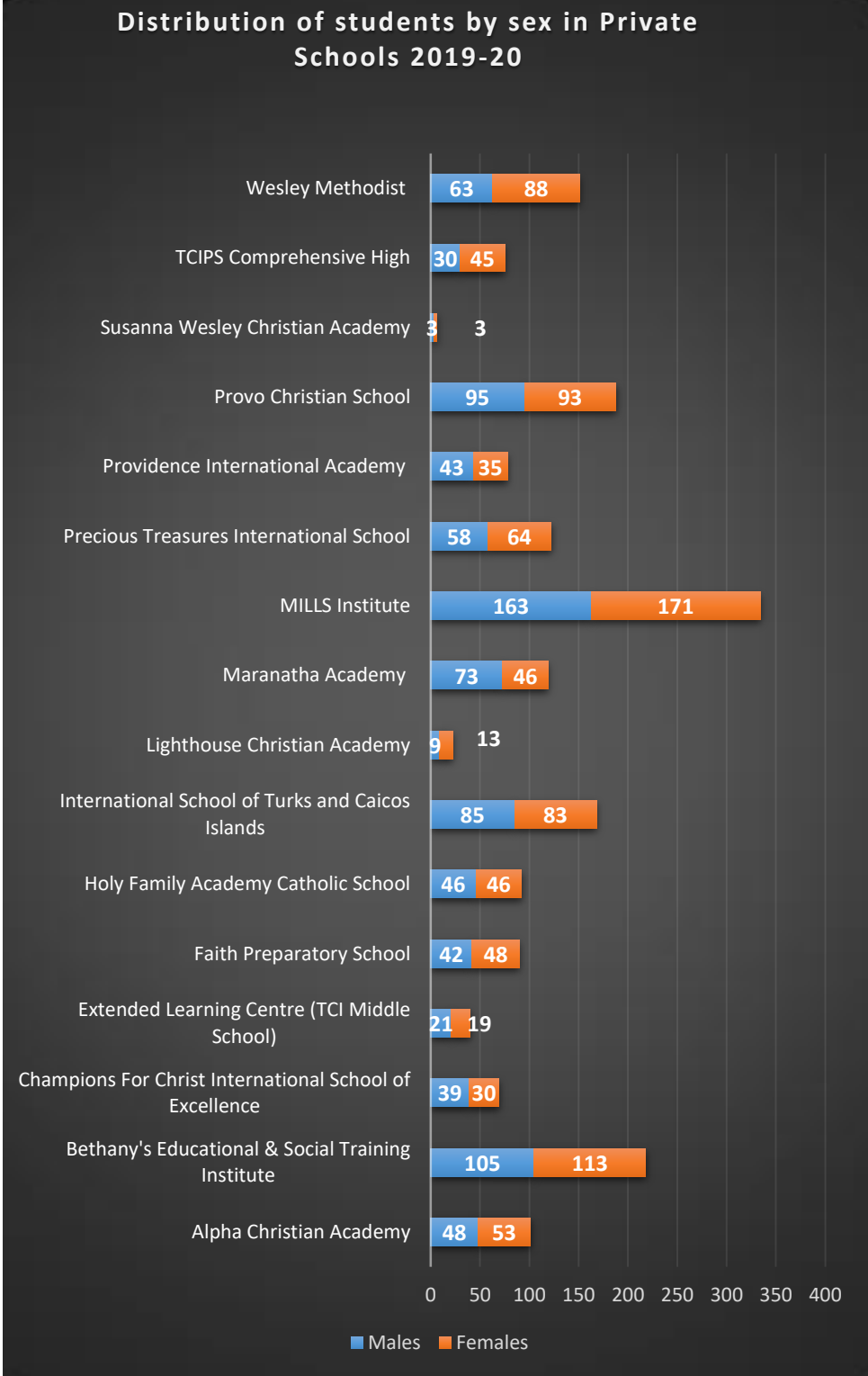


Figure 16 Distribution of students by sex in Private Schools 2019-20

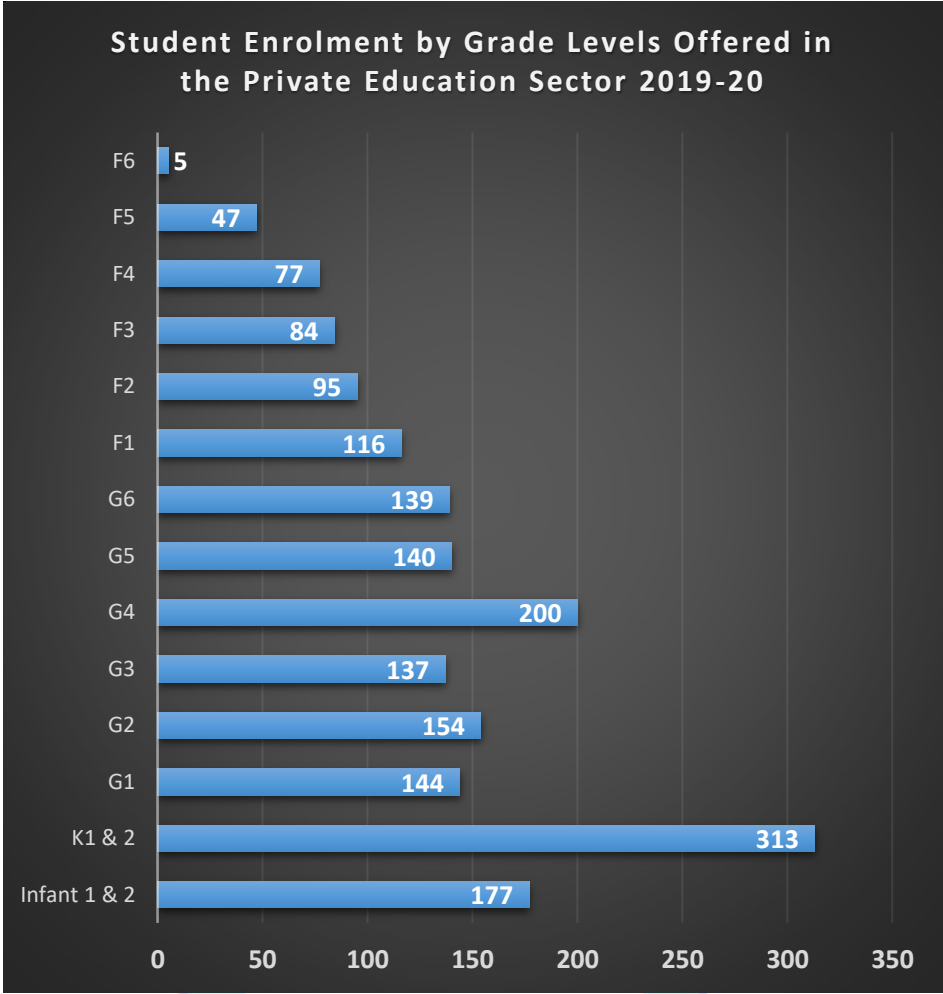


Figure 17 Instructional Levels of Education Offered in Private Schools

2019-2020 Private School Enrolment by Location and Sex			
Locations	Males	Females	Total
Grand Turk	45	51	96
North Caicos	9	13	22
Providenciales	869	886	1755
Grand Total	923	950	1873

Table 23 Private School Enrolment by Location by Sex

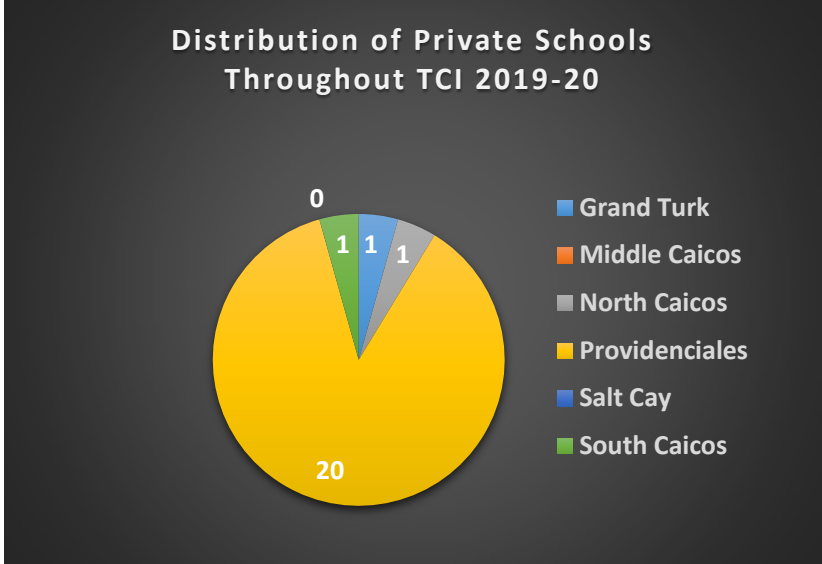
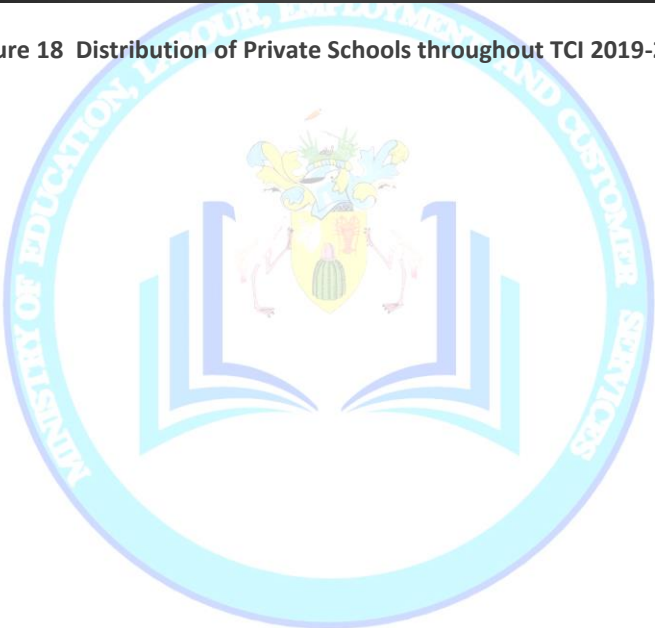


Figure 18 Distribution of Private Schools throughout TCI 2019-20



Country Student Enrolment

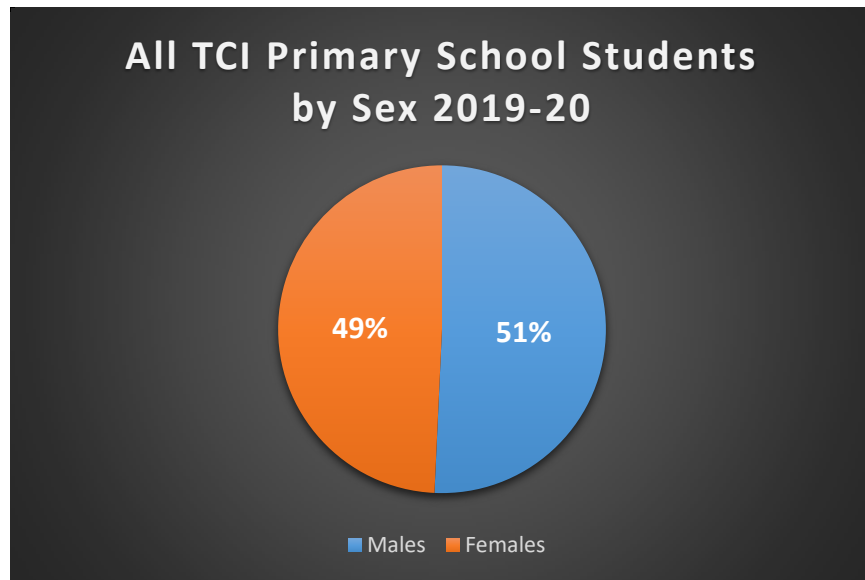


Figure 19 Male: Female Distribution in All Schools 2019-20

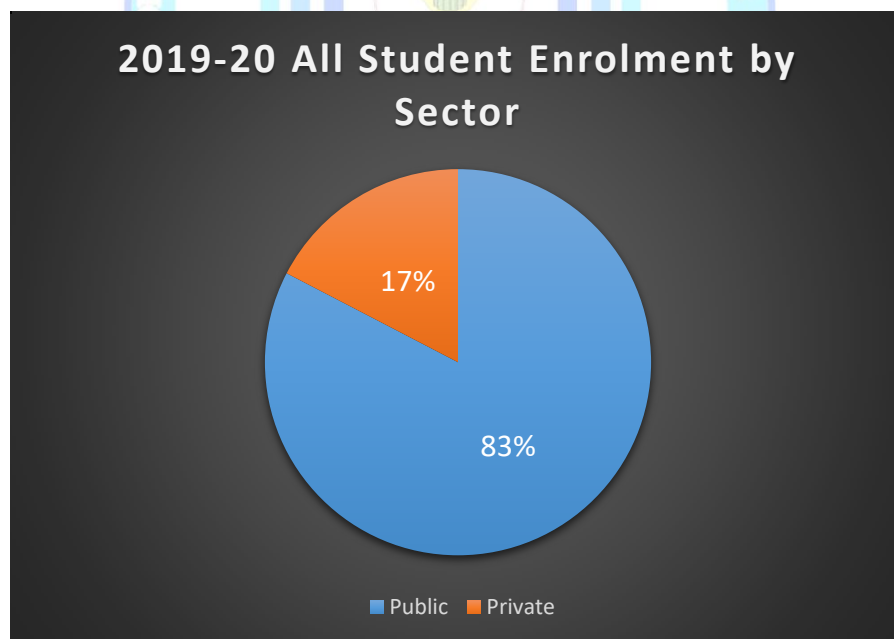


Figure 20 Country Enrolment 2019-20 by Sector

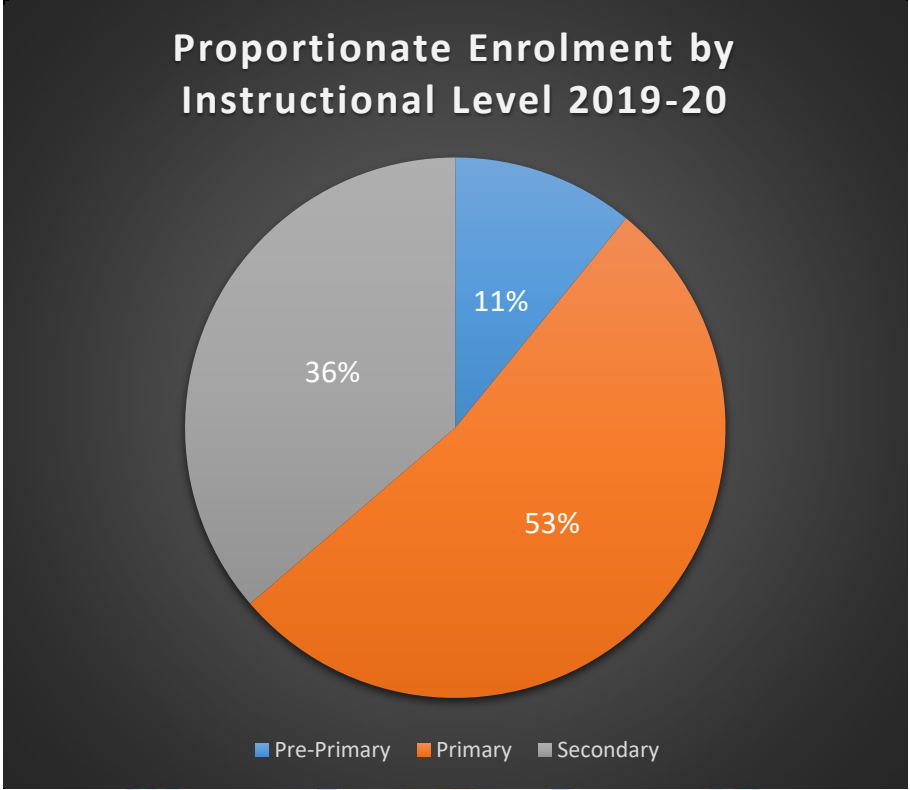


Figure 21 Proportionate Country Enrolment by Instructional Level 2019-20

Instructional Level	Male	Female	Total
Pre-Primary	286	319	605
Primary	1489	1446	2935
Secondary	1042	974	2016
Grand Total	2817	2739	5556

Table 24 Actual Country Enrolment by Instructional Level 2019-20

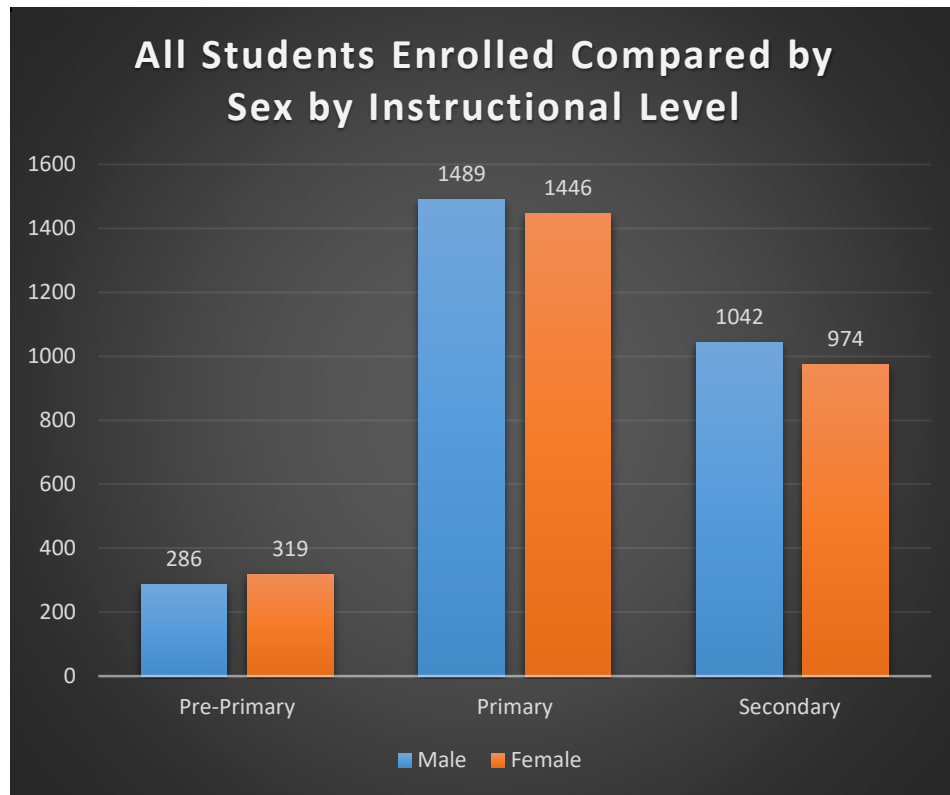


Figure 22 Country Enrolment by Sex by Instructional Level 2019-20

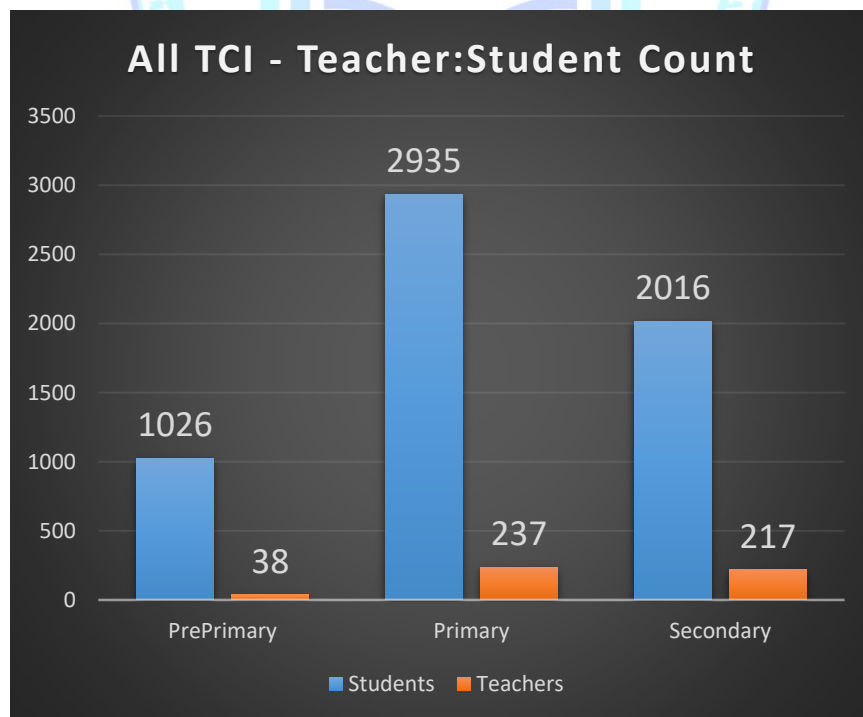


Figure 23 2019-20 Count of Teachers and Students in TCI

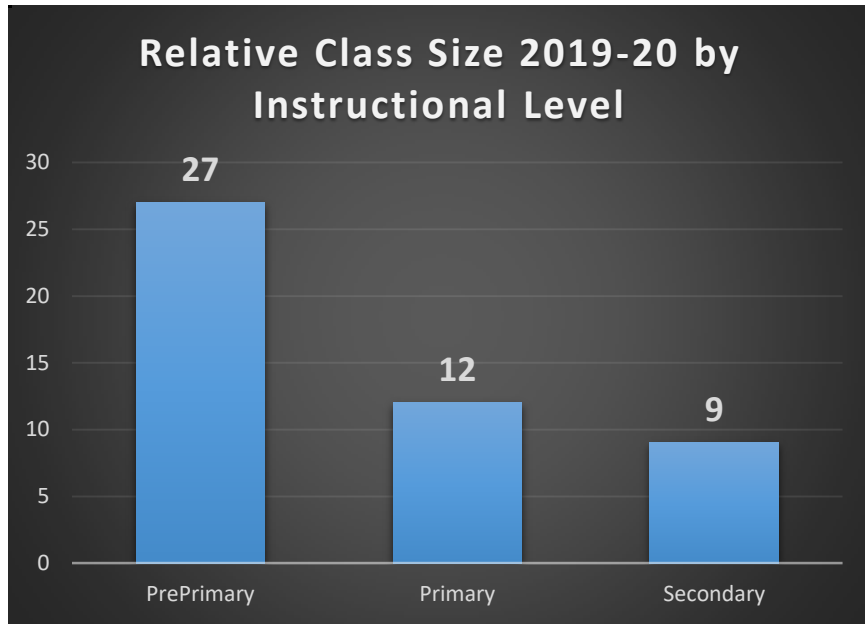


Figure 24 Relative Class Sizes Calculated for One Teacher – All Schools 2019-20

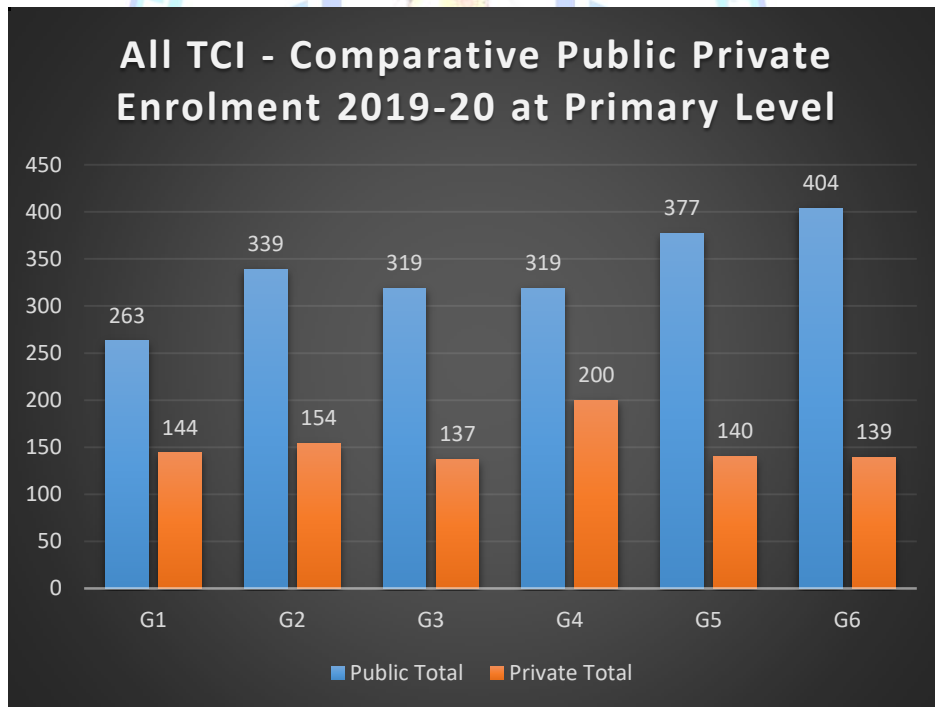


Figure 25 2019-20 Comparative Enrolment of all TCI Schools by Grade Level

Enrolment Over Time

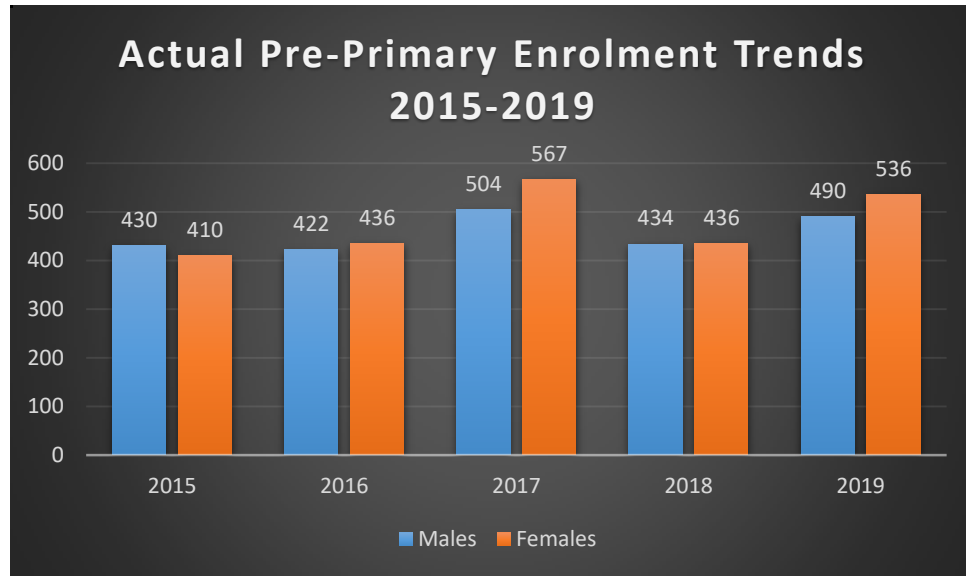


Figure 26 Actual Pre-Primary Enrolment Trends

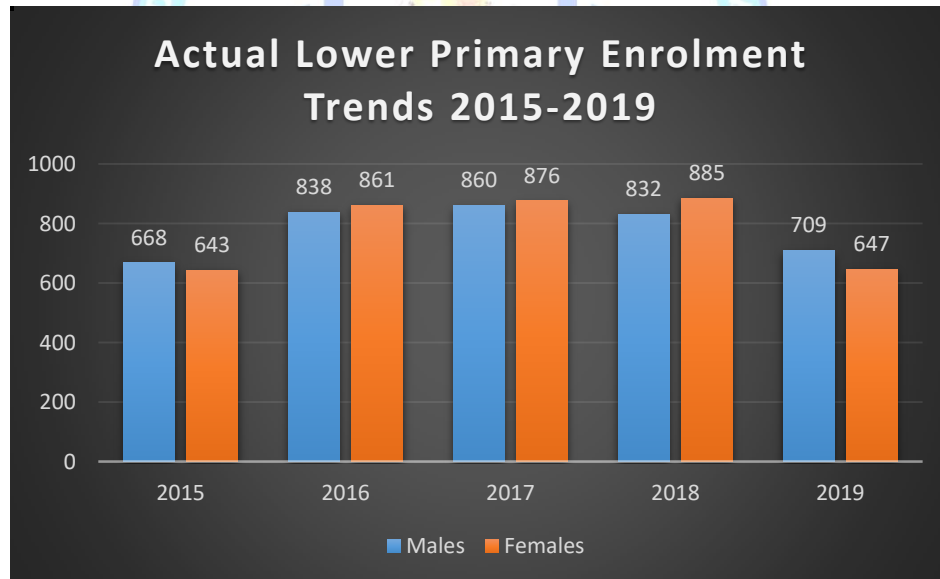


Figure 27 Actual Lower Primary Enrolment Trends

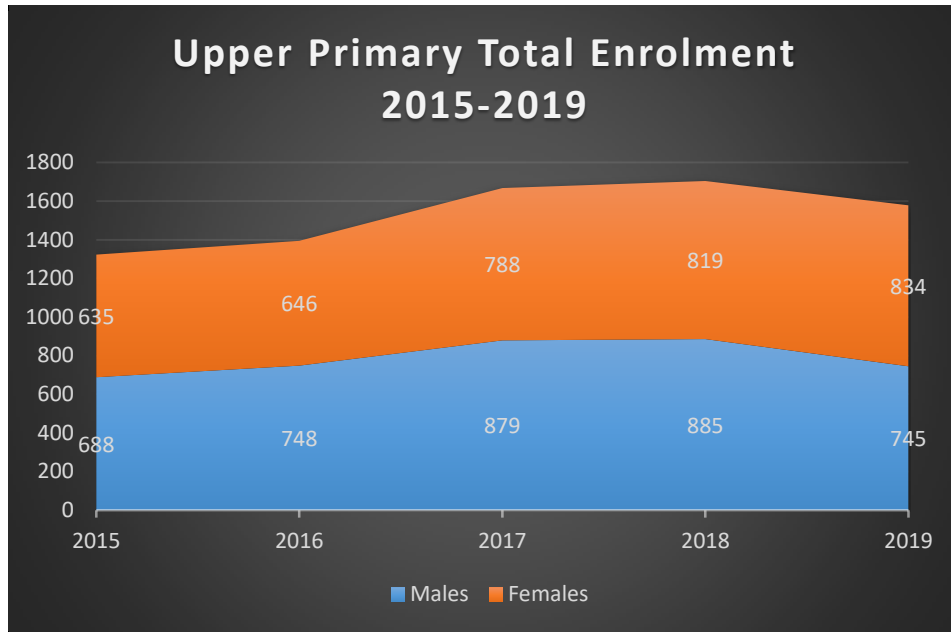


Figure 28 Upper Primary Total Enrolment

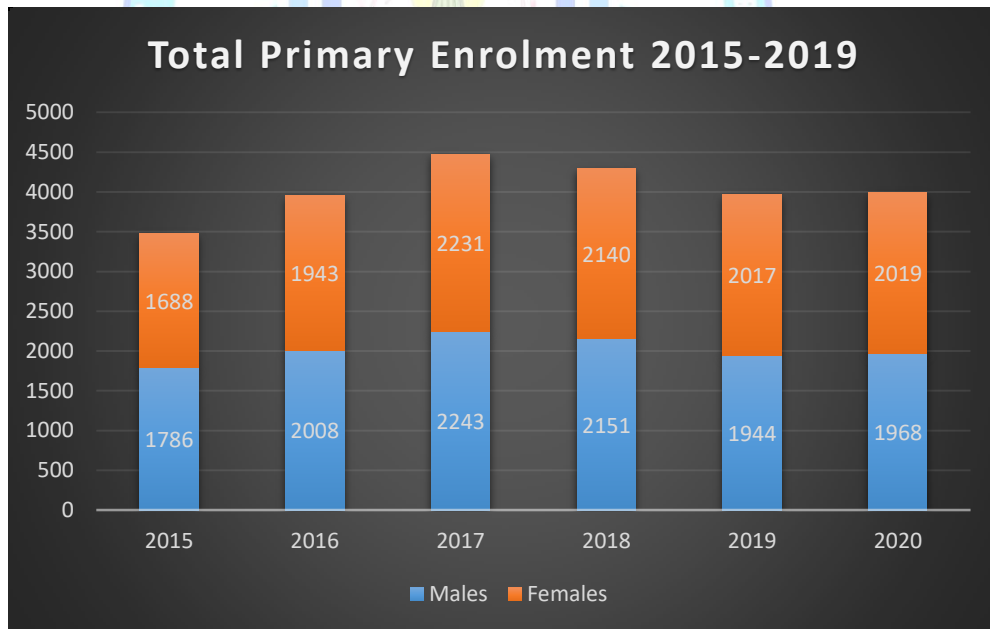


Figure 29 Total Primary Enrolment

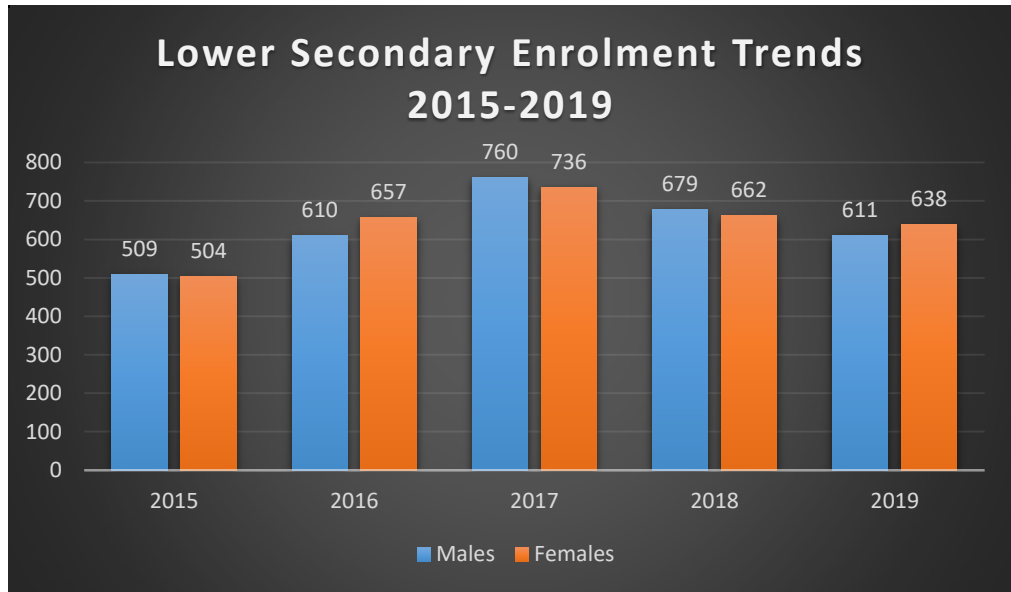


Figure 30 Lower Secondary Enrolment Trends

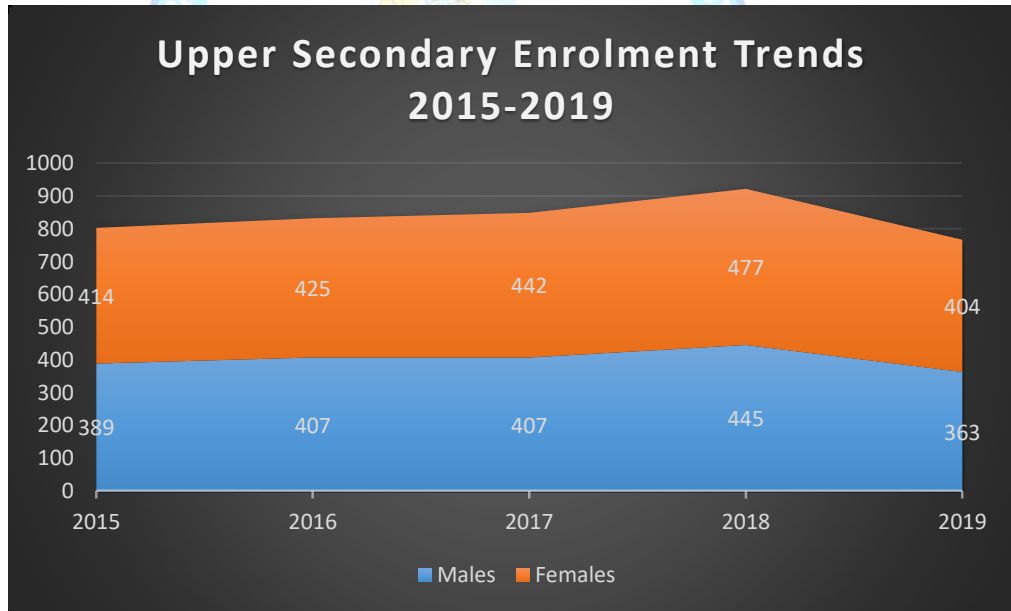


Figure 31 Upper Secondary Enrolment Trends

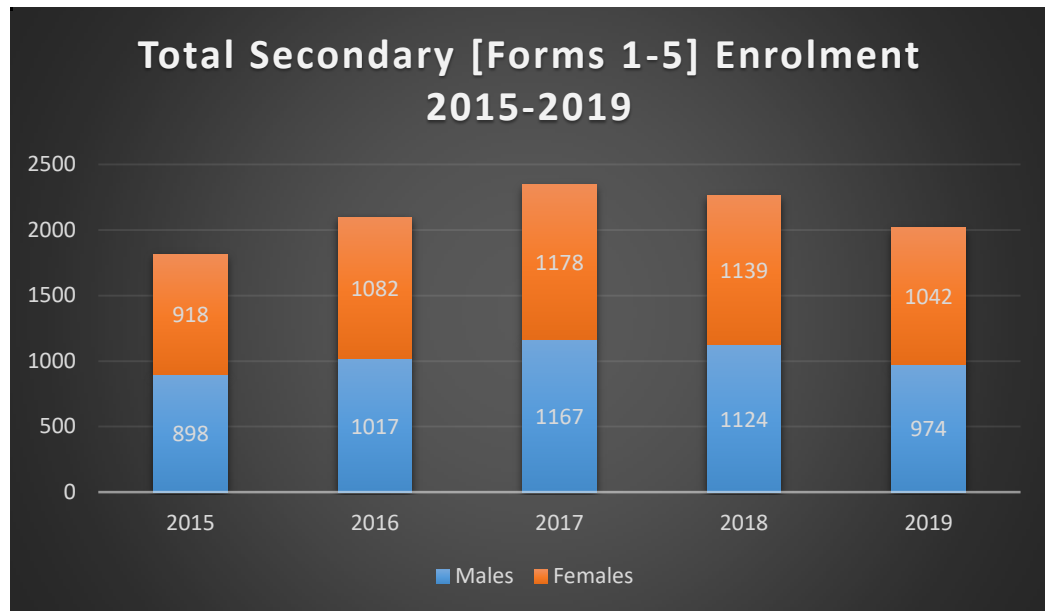


Figure 32 Total Secondary [Forms 1-5] Enrolment

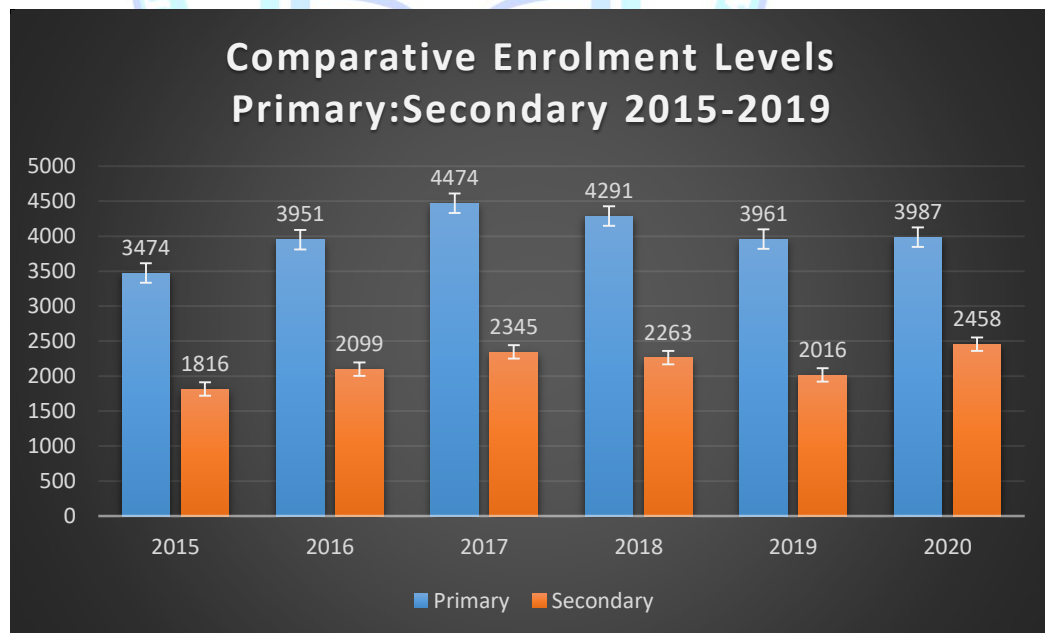


Figure 33 Comparative Enrolment Levels

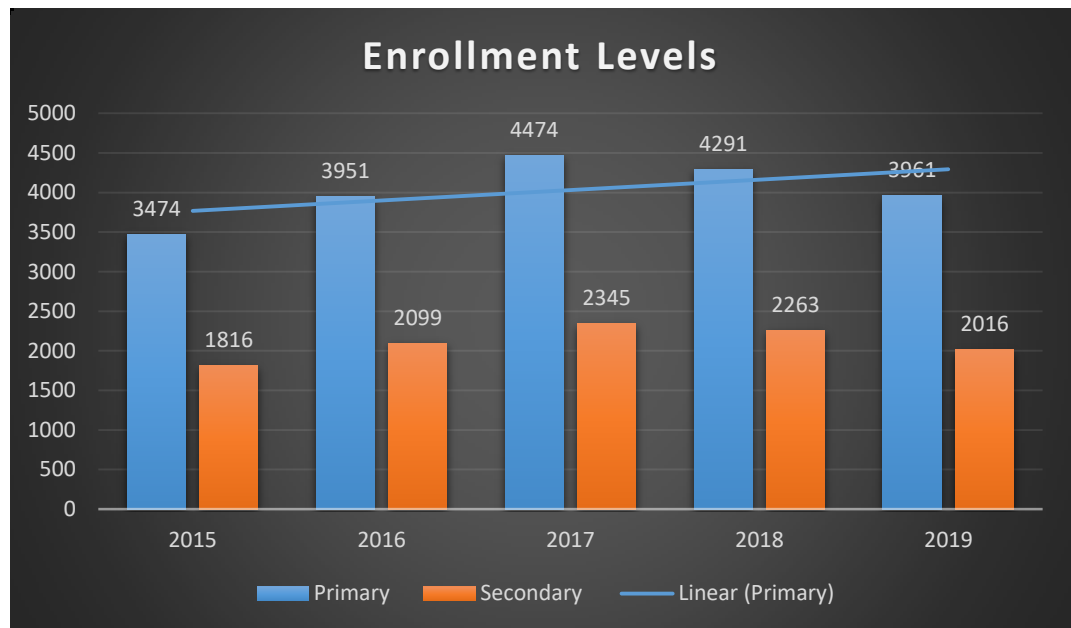


Figure 34 Enrolment Levels

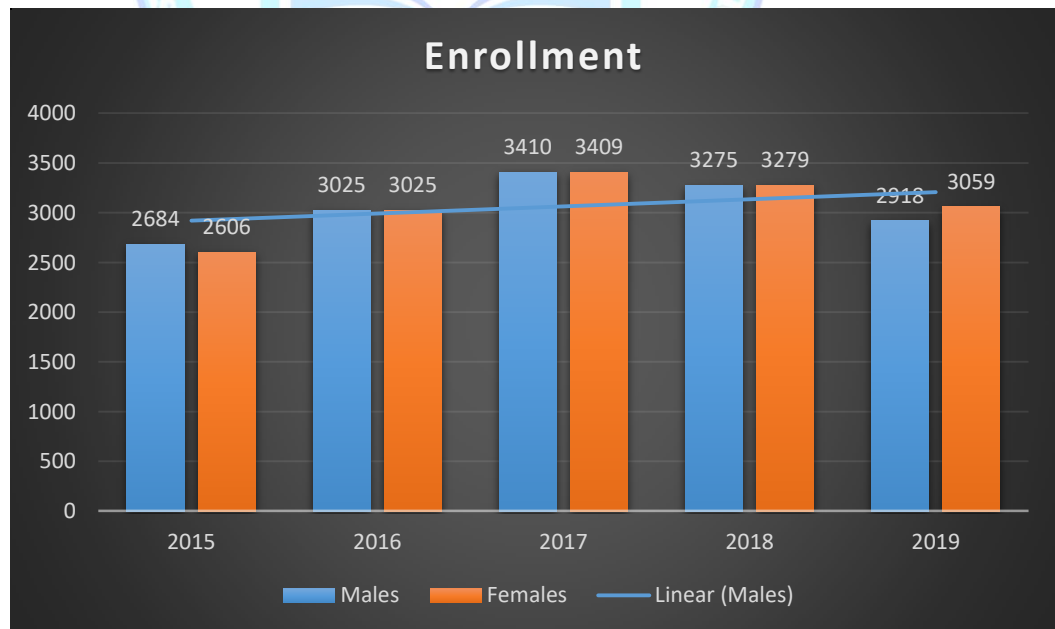


Figure 35 Total Enrolment Trend Line Male

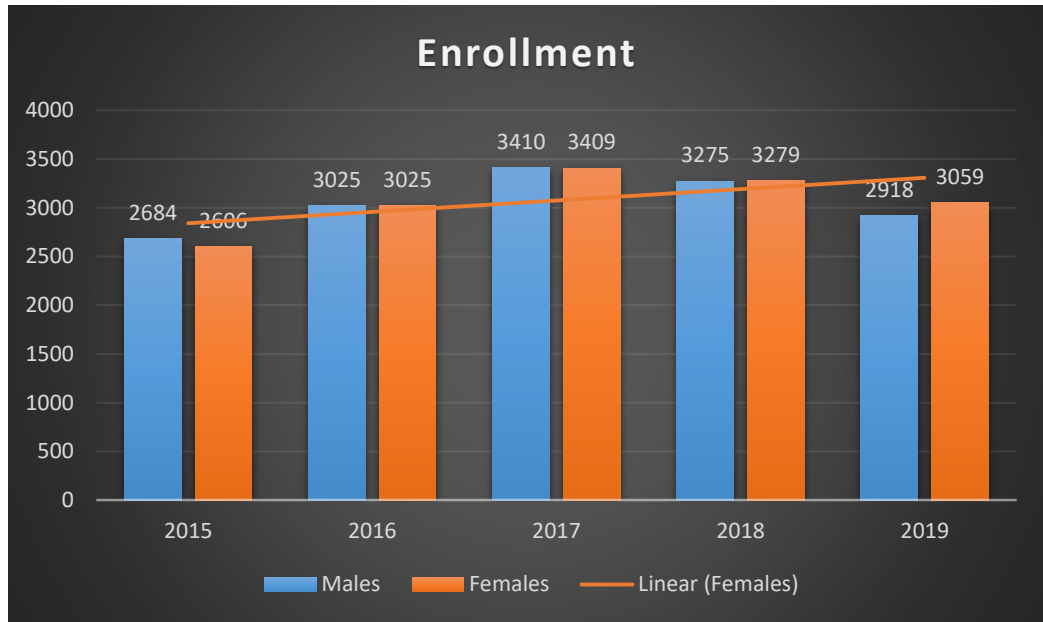


Figure 36 Total Enrolment Trend Line Female

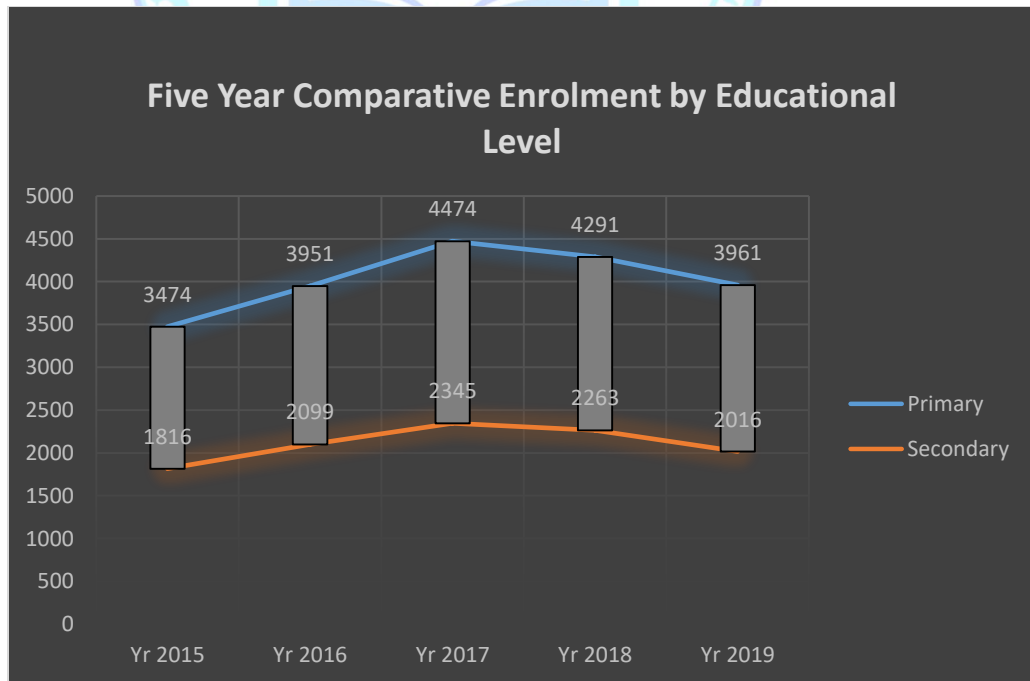


Figure 37 Comparative Enrolment by Educational Level

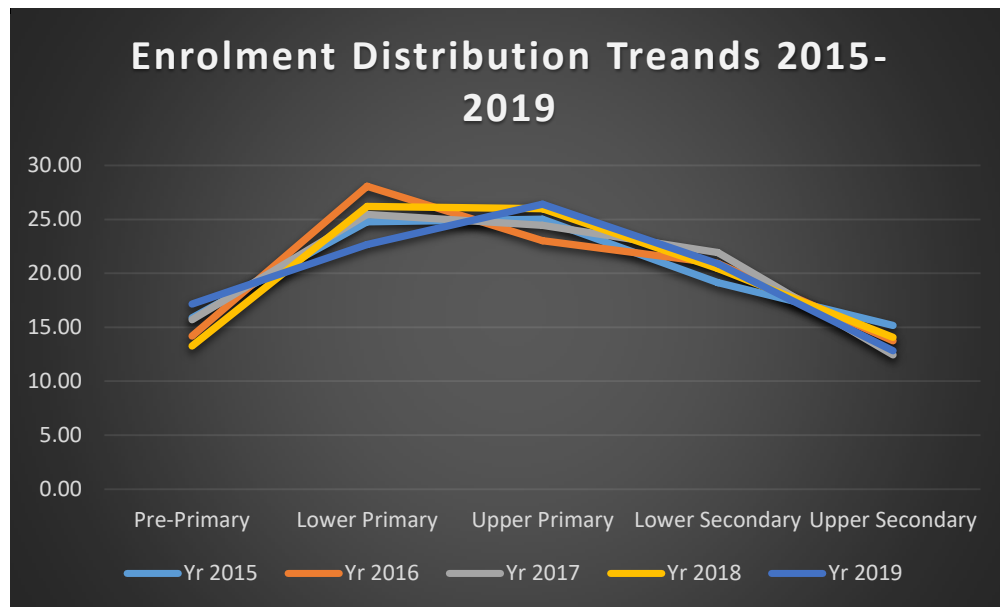


Figure 38 Enrolment Distribution Trends

Staff Enrolment

Administration and Staff in the Government Schools

2019-2020 Public School Teachers by Levels and Sex			
Levels	Females	Males	Total
Primary	121	11	132
Secondary	106	50	156
Grand Total	227	61	288

Table 25 All Public School Teacher Engagement by Sex by Educational Level of Instruction

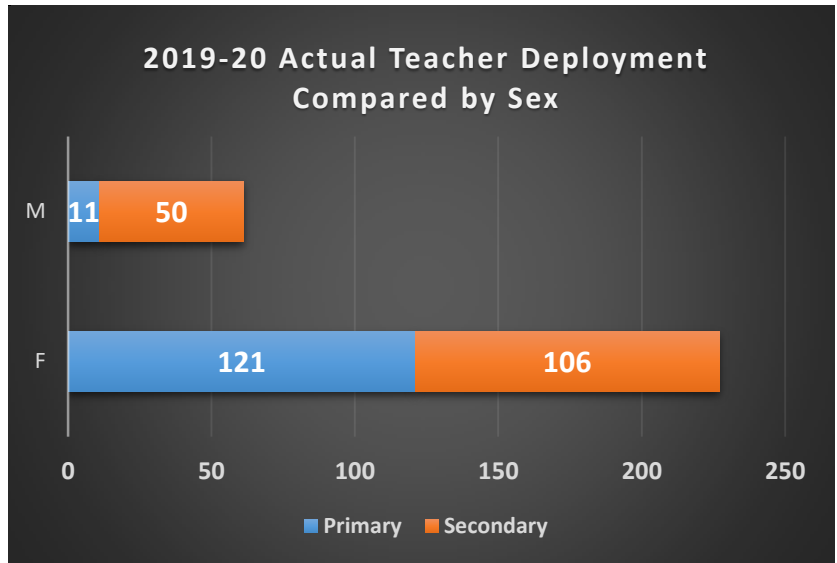


Figure 39 Distribution of the Sexes in the Public School Teacher Population 2019-20

2019-2020 Public Trained Teachers by Levels and Sex			
Levels	Females	Males	Total
Primary	35	3	38
Secondary	58	33	91
Grand Total	93	36	129

Table 26 Professionally Qualified Teachers by Sex and Level of Instruction 2019-20

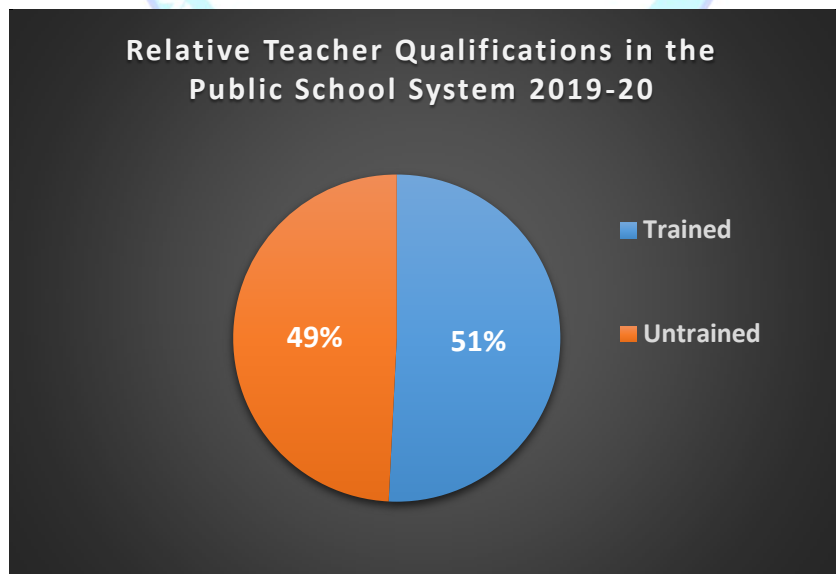


Figure 40 Trained vs Untrained Teachers in the Public School System 2019-20

2019-2020 Public Untrained Teachers by Levels and Sex			
Levels	Females	Males	Total
Primary	69	5	74
Secondary	38	13	51
Grand Total	107	18	125

Table 27 Public School Teachers with no Teaching Certificate 2019-20

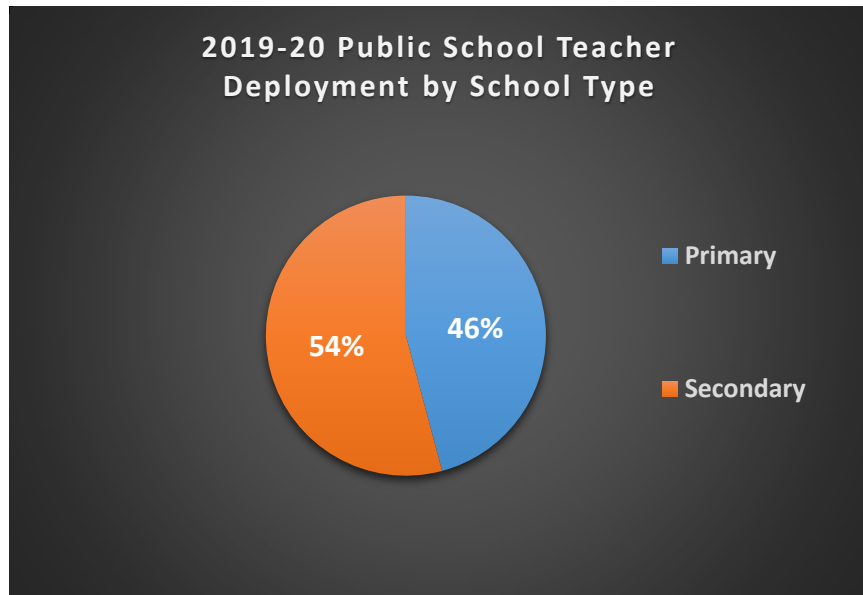


Figure 41 Relative Deployment of Teachers to Specified Instructional Levels 2019-20

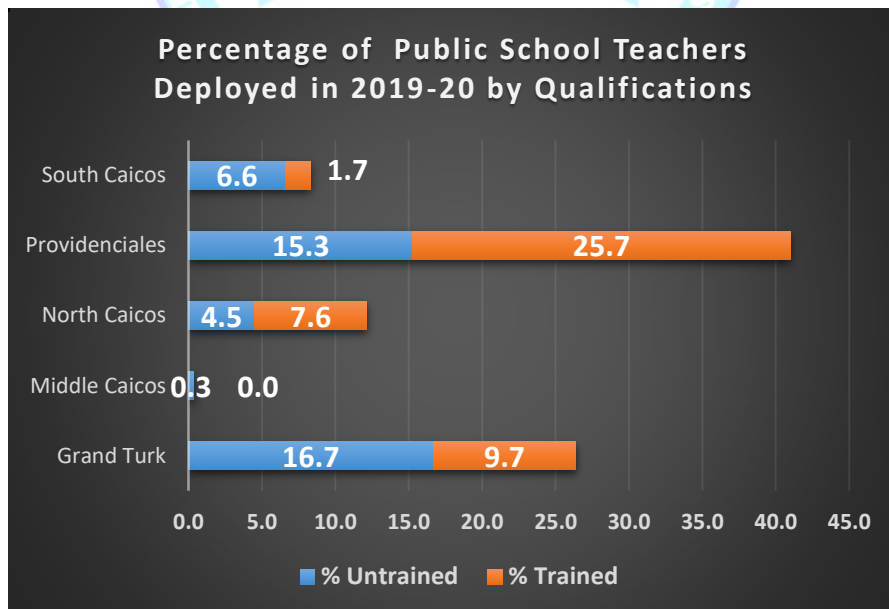


Figure 42 Percentage Comparison of Trained vs Untrained Teachers in the Public School System by Island

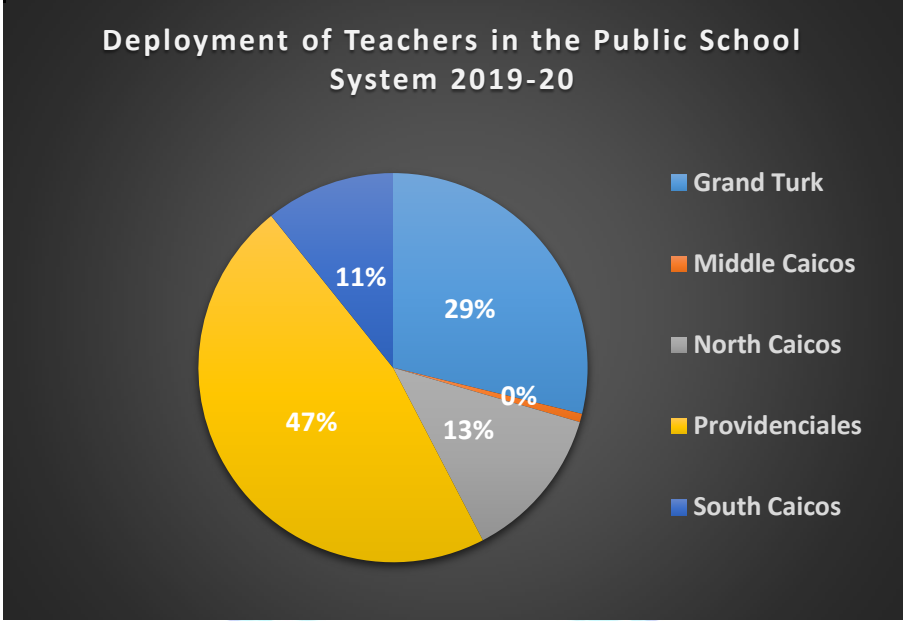


Figure 43 Percentage of Teacher Population Disbursed throughout the Islands 2019-20

2019-2020 Public School Teachers by Nationality			
Levels	Non-TCI	TCI	Total
Primary	109	23	132
Secondary	145	11	156
Grand Total	254	34	288

Table 28 Local Teachers Employed, by Instructional Levels

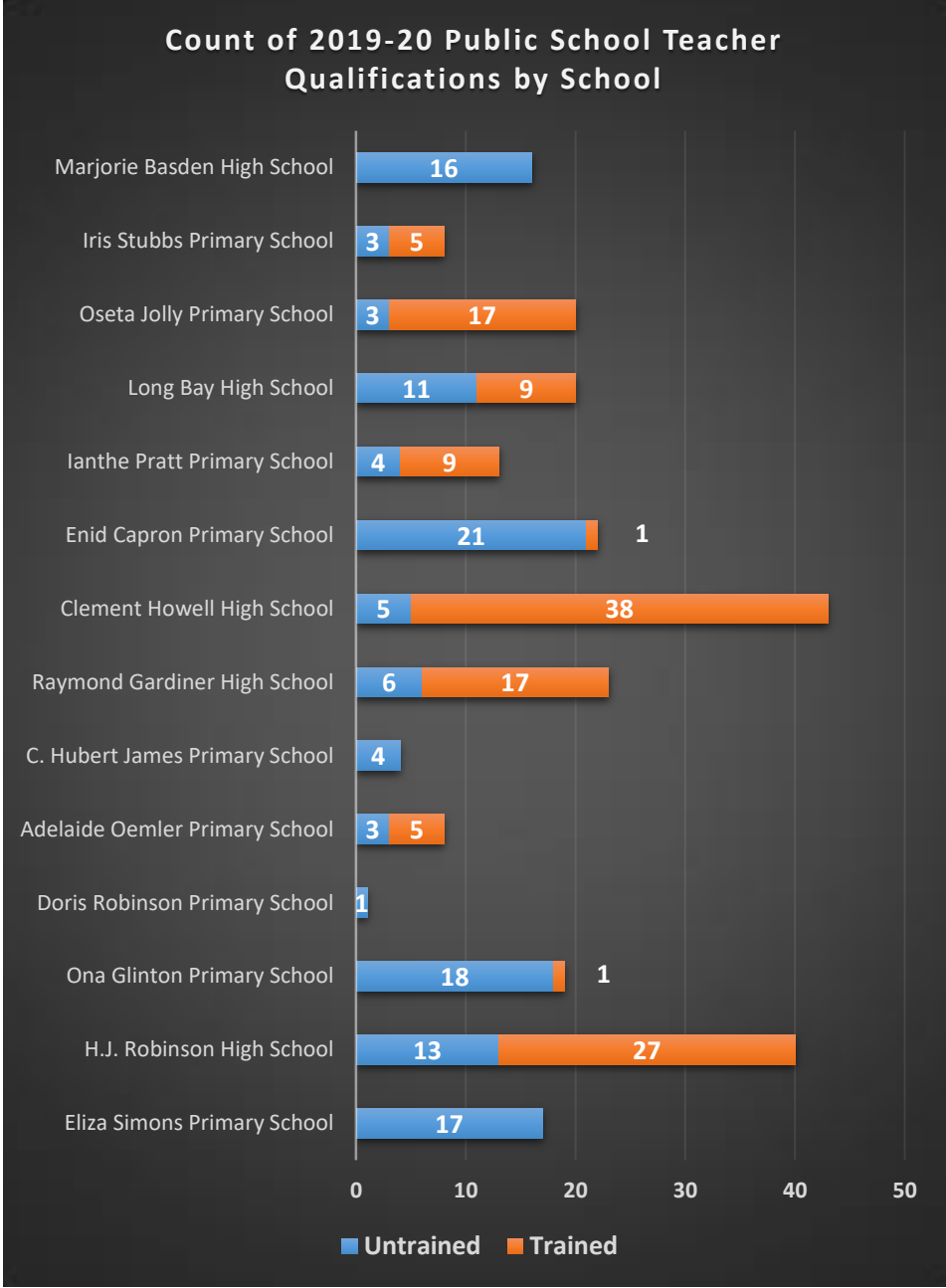


Figure 44 Actual Count of Trained vs Untrained Public School Teacher Deployed by School

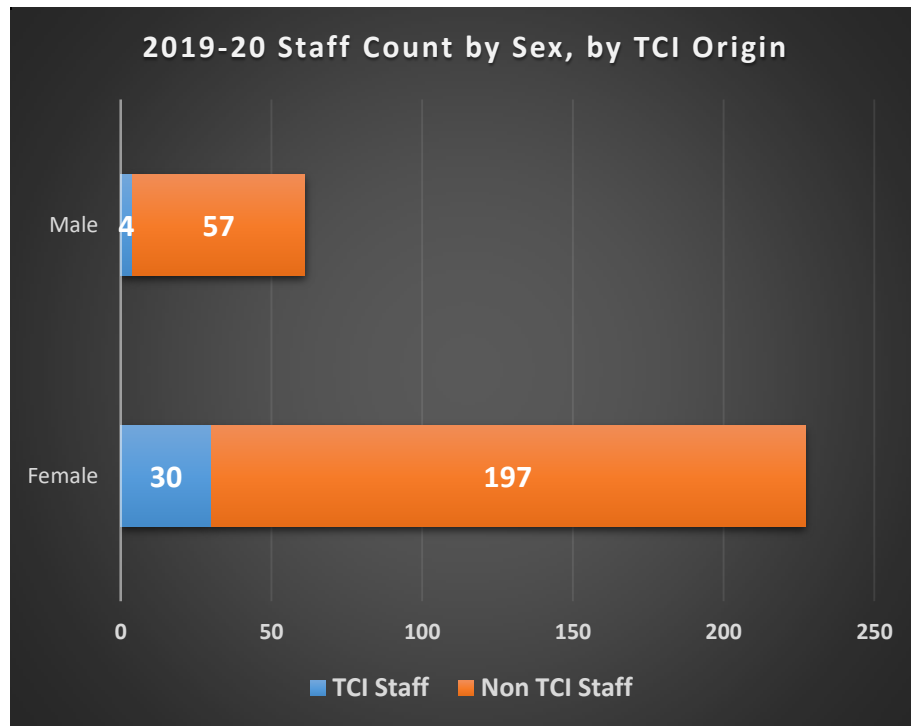


Figure 45 Non TCI Teachers in the Public School System by Sex

Administration and Staff in the Private Schools

The data representing the private sector of education is only reflective of the reporting private schools.

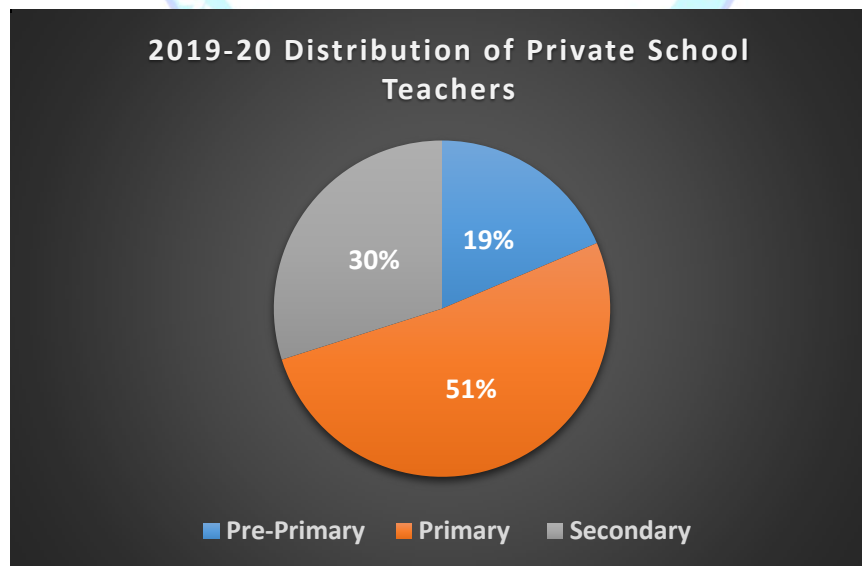


Figure 46 Distribution of Private School Teachers by Instructional Level

2019-2020 Private School Teachers by Levels and Sex			
Levels	Females	Males	Grand Total
Pre-Primary	37	1	38
Primary	96	9	105
Secondary	41	20	61
Grand Total	174	30	204

Table 29 Private School Teachers Employed in Reporting Private Schools

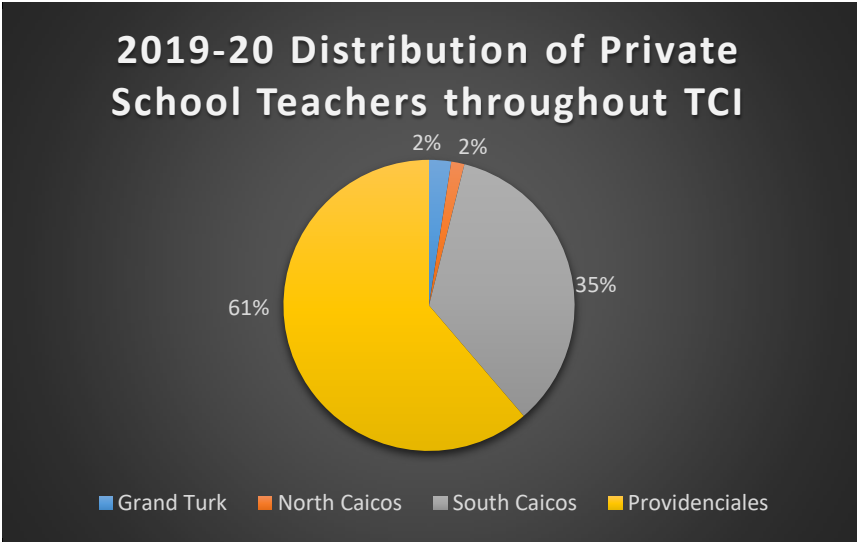


Figure 47 2019-20 Distribution of Private School Teachers throughout TCI

2019-2020 Private School Teachers by Locations and Sex			
Locations	Females	Males	Total
Grand Turk	5	0	5
North Caicos	3	0	3
South Caicos	62	9	71
Providenciales	104	21	125
Grand Total	174	30	204

Table 30 2019-20 Count of Private School Teachers by Island

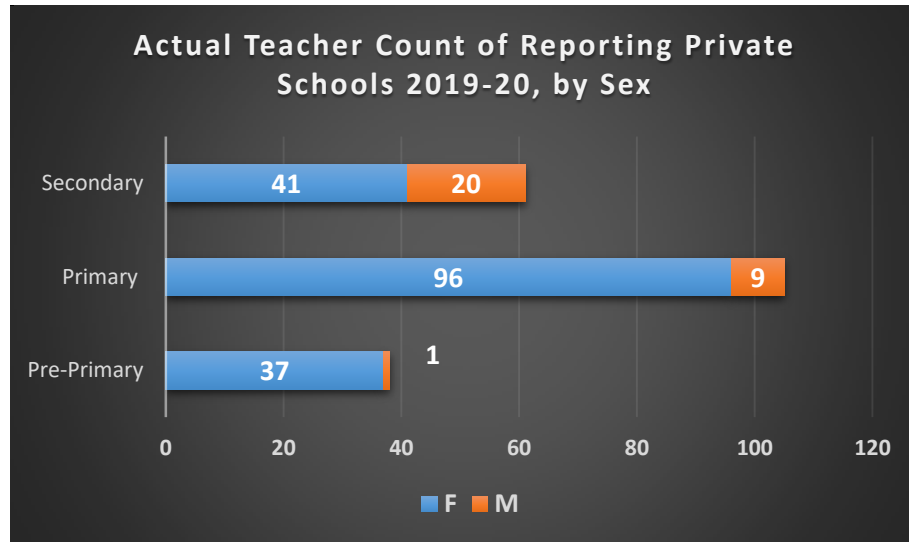


Figure 48 Actual Count of Private School Teachers by Sex and Instructional Levels

2019-2020 Private School Teachers by Qualifications and Sex

Qualifications	Females	Males	Total
Trained	126	27	153
Untrained	48	3	51
Grand Total	174	30	204

Table 31 Relative Professional Qualifications of Reporting Private School Teachers 2019-20

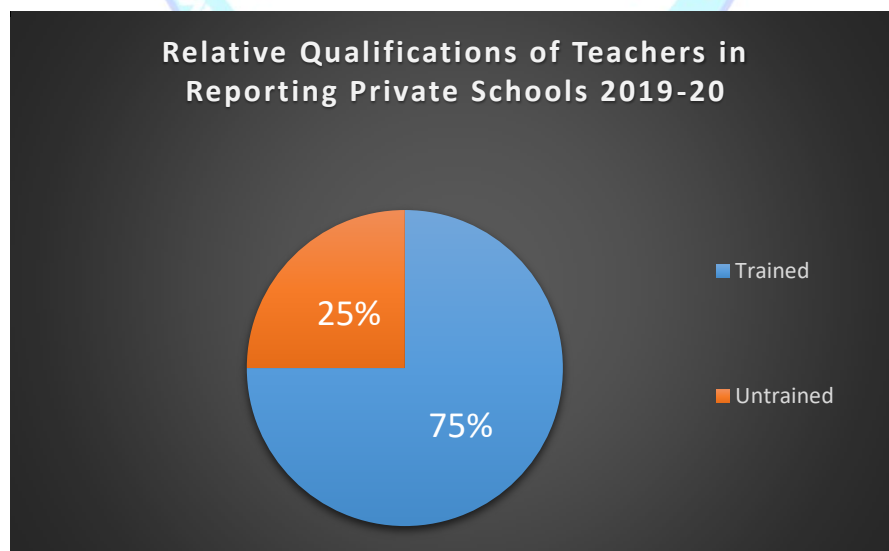


Figure 49 Relative Proportions of Private School Teachers by Teaching Certificate

2019-2020 Private School Teachers by Levels, Qualifications and Sex			
Levels/Qualifications	Females	Males	Total
Pre-Primary			
Trained	19	1	20
Untrained	18	0	18
Primary			
Trained	70	8	78
Untrained	26	1	27
Secondary			
Trained	37	18	55
Untrained	4	2	6
Grand Total	174	30	204

Table 32 Count of Teachers Employed at Reporting Private Schools by Sex, by Instructional Levels

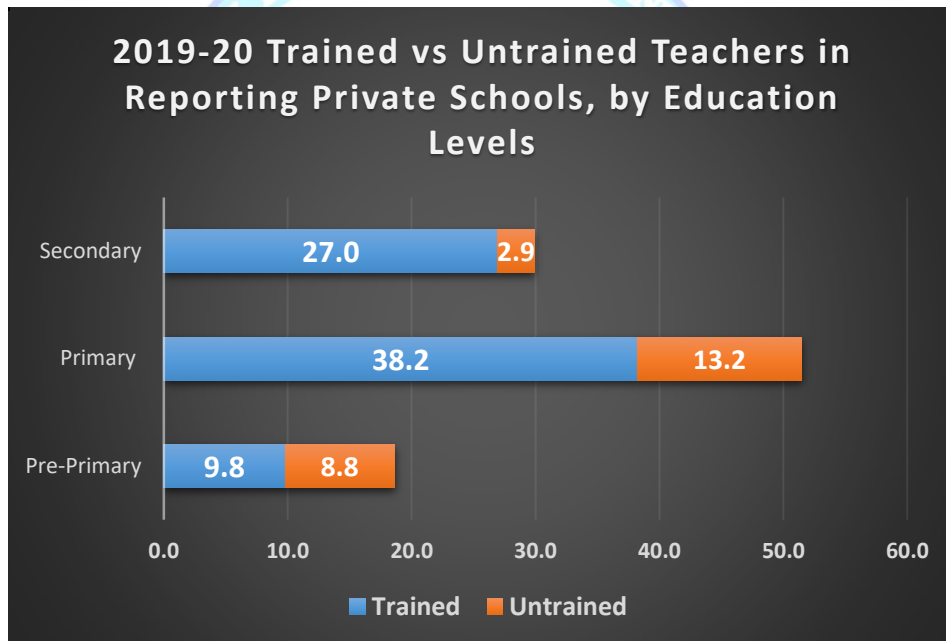


Figure 50 Proportional Engagement of Trained Teachers in Reporting Private Schools

2019-2020 Private School Teacher by Sex and TCI Origin				
Levels	TCI Females	TCI Males	Total Females	Total Males
Pre-Primary	1	0	37	1
Primary	21	2	96	9
Secondary	2	1	41	20
Grand Total	24	3	174	30

Table 33 Count of TCI born Teachers Engaged in Private Schools 2019-20

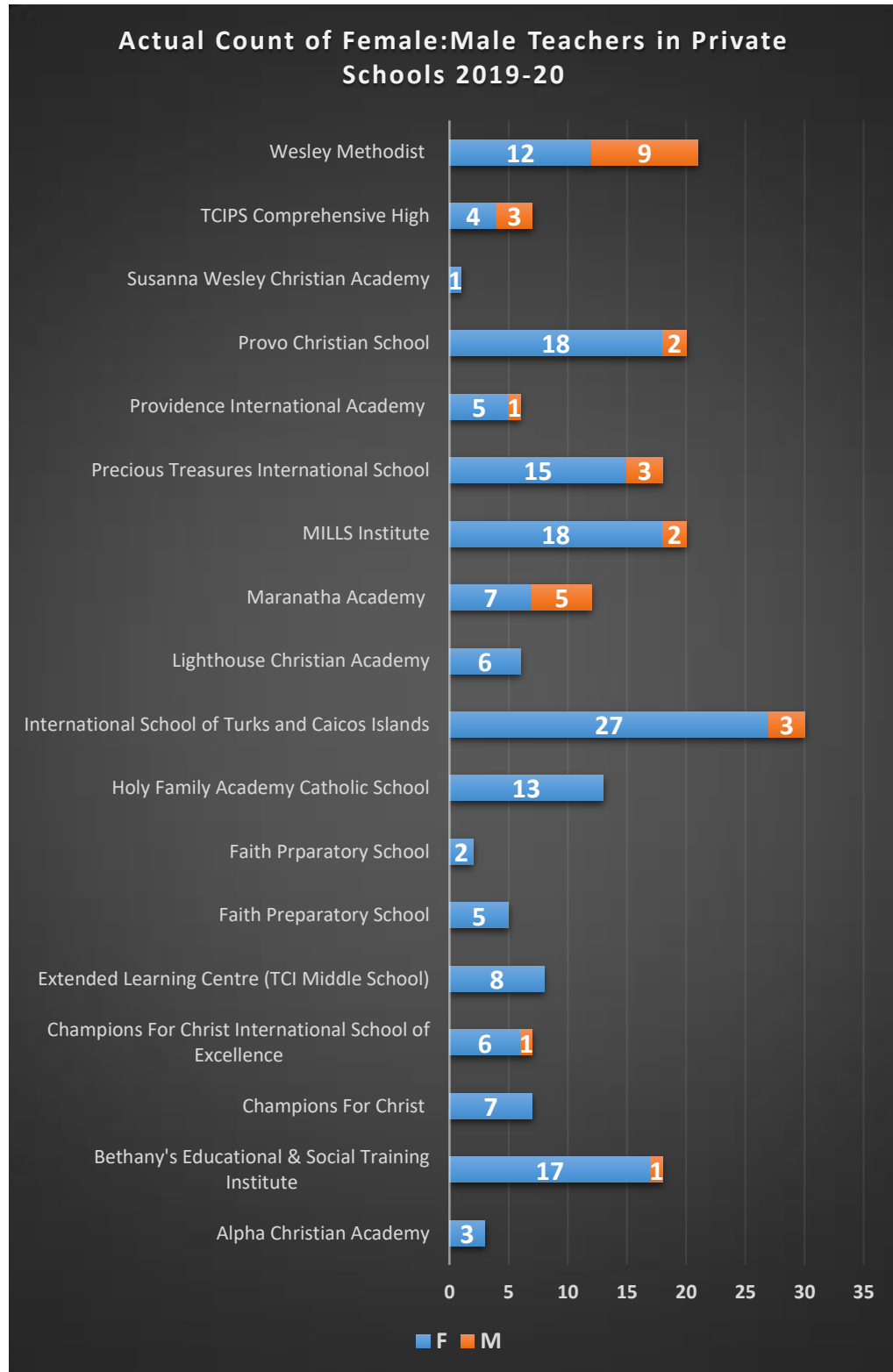


Figure 51 Participating Private School Teachers by Sex

All Educators in the TCI Workforce

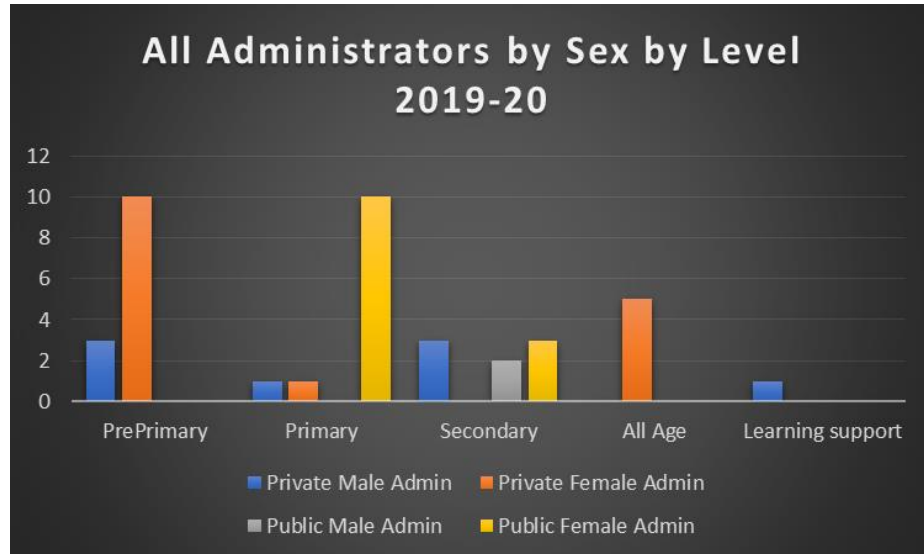


Figure 52 All Administrators Compared by Sex at Each Instructional Level

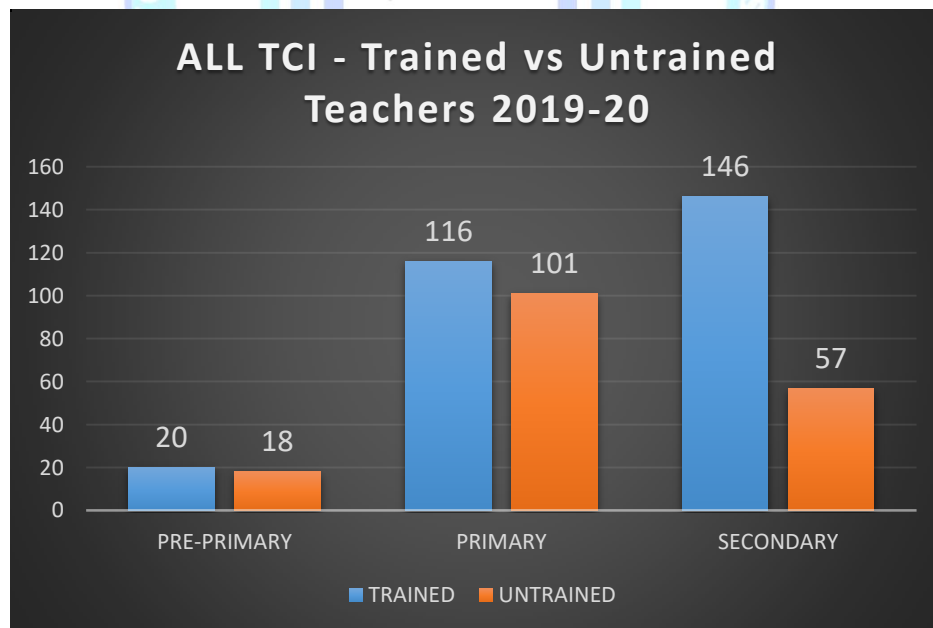


Figure 53 All Teachers in TCI Trained vs Untrained 2019-20

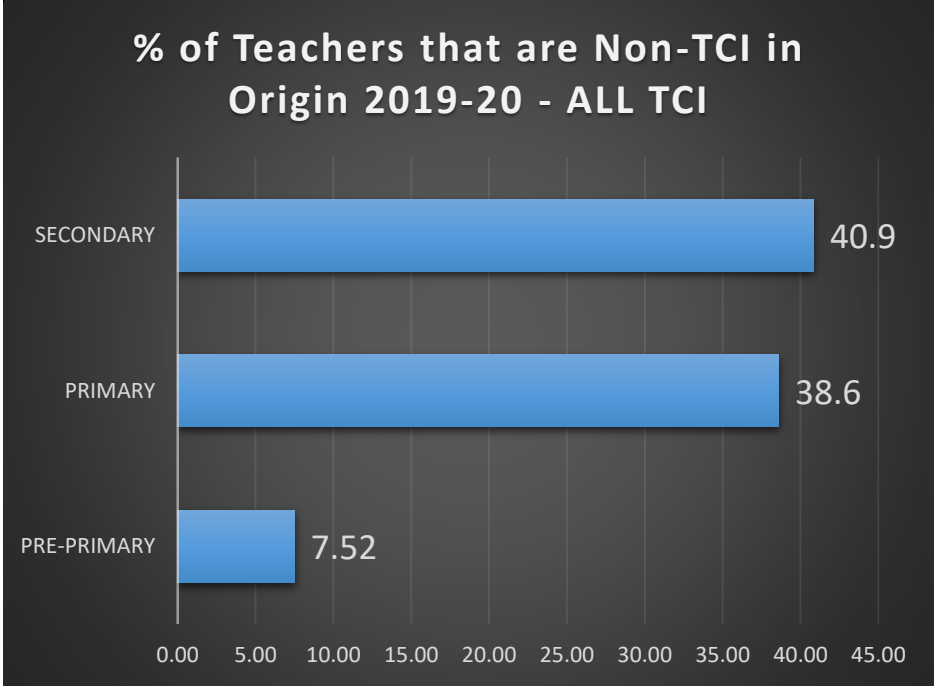


Figure 54 All Teachers 2019-20 not born in TCI

Staff Over Time

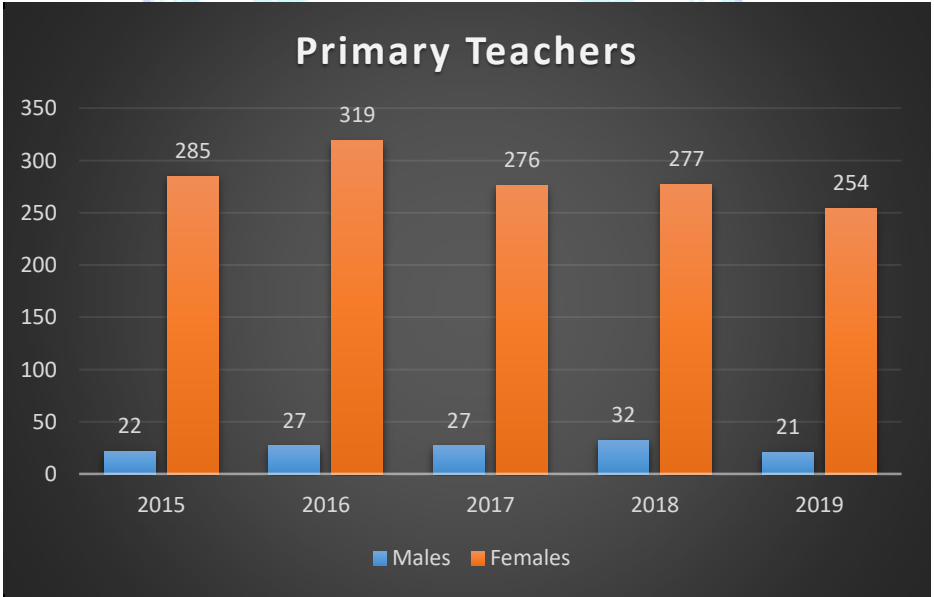


Figure 55 Primary Teachers

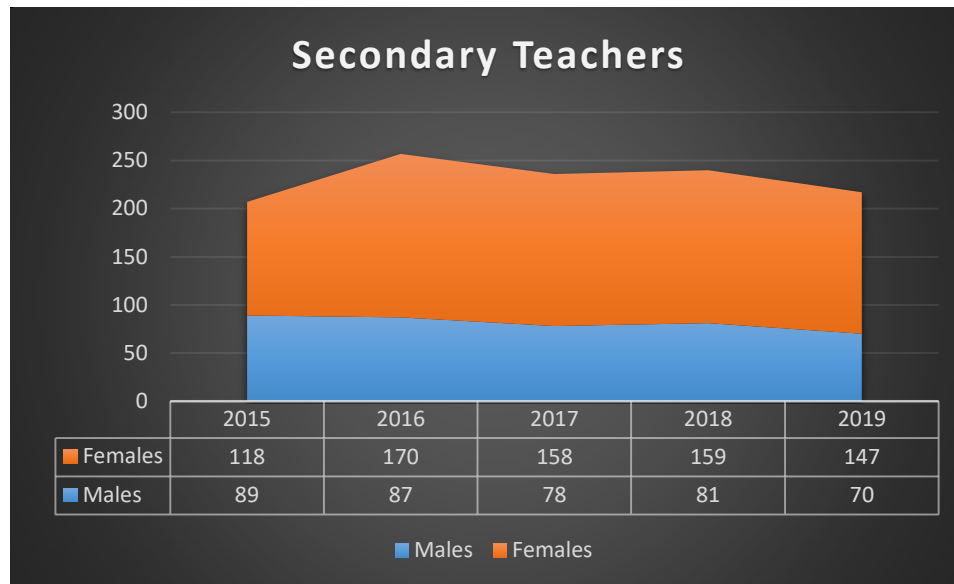


Figure 56 Secondary Teachers

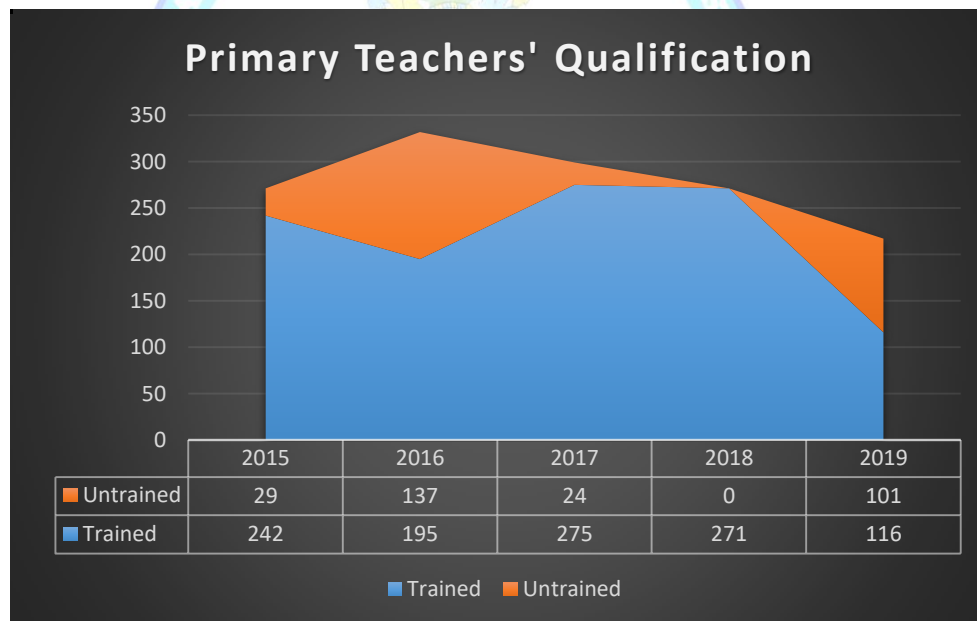


Figure 57 Primary Teachers' Qualification

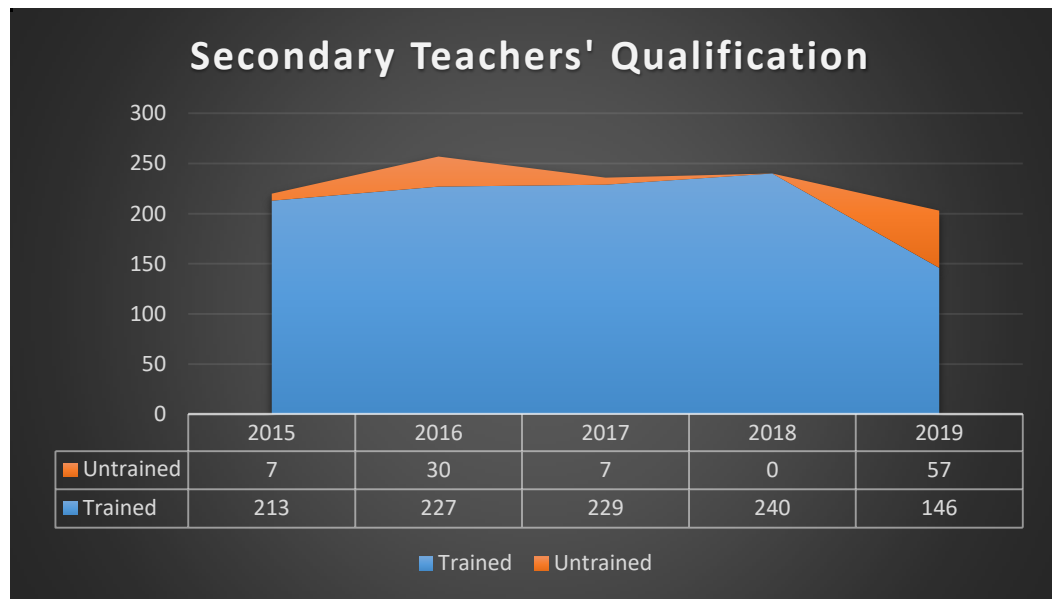


Figure 58 Secondary Teachers' Qualification

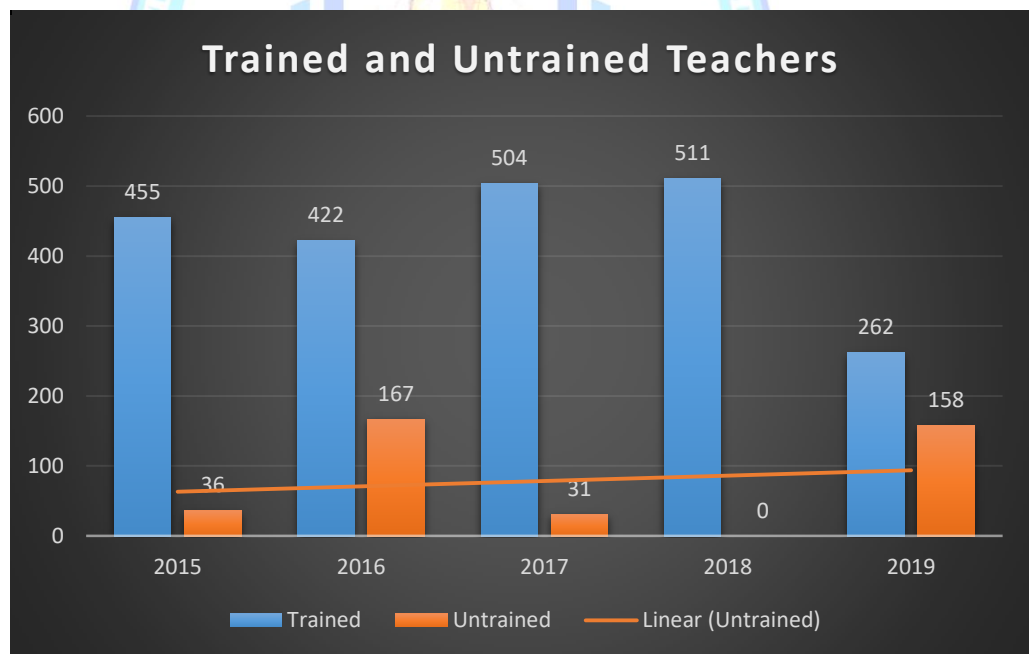


Figure 59 Trained and Untrained Teachers

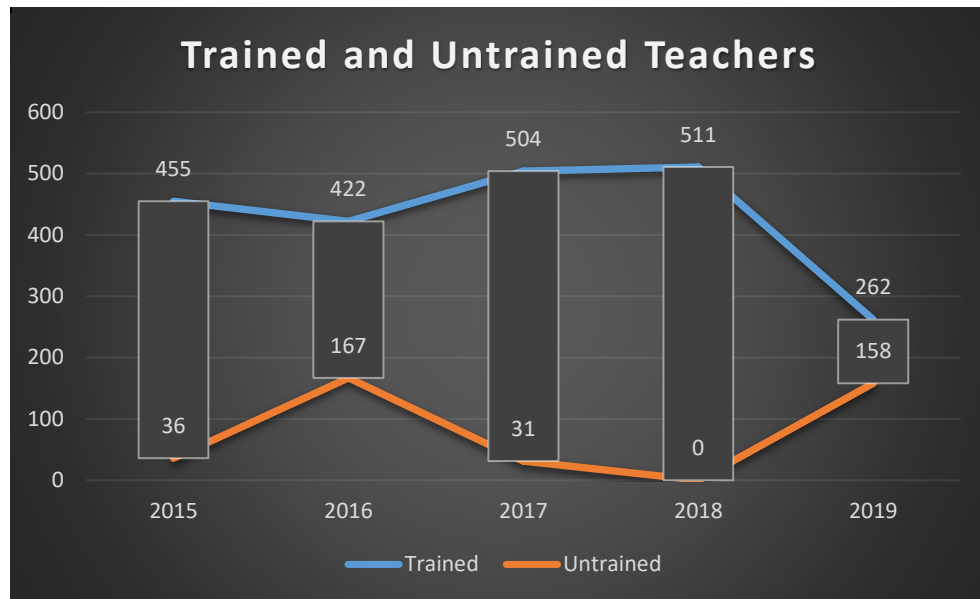


Figure 60 Trained and Untrained Teachers



Exam Performance Section

Examination data shared is representative of all students in the country, inclusive of private candidates who submitted independent of a school. The CSEC data is for the calendar year and represents an aggregated result of all students for both January and June sittings. The January sitting is typically completed by students re-sitting for a better grade or students looking for exam exposure.

General Scholastic Achievement Test

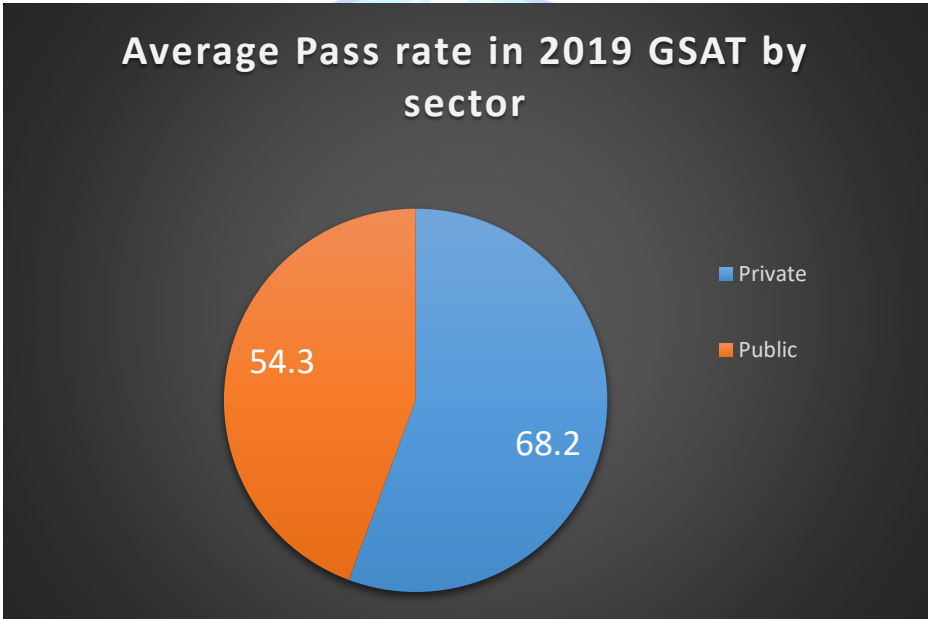


Figure 61 2019 GSAT Performance Average Percentage pass rate by Sector

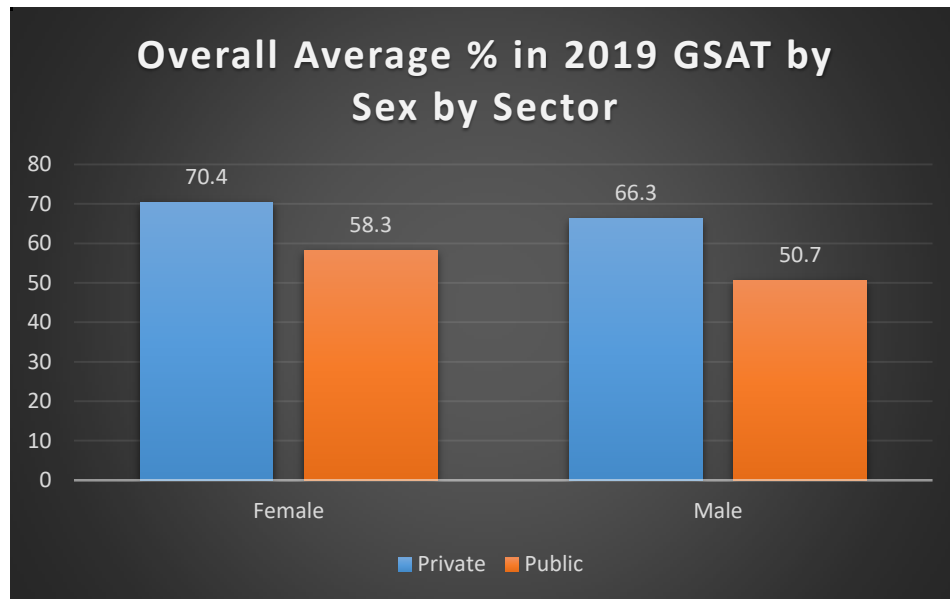


Figure 62 Overall Performance on the 2019 GSAT by Sex by Sector

Actual performance of 2019 GSAT candidates by school, by sex, all TCI tabled following.

School Name	Overall Score Range	Count Females	Count Males	Total Candidates
Alpha Christian Academy	0-49%	0	2	2
	50-59%	2	2	4
	60-69%	0	0	0
	70-79%	1	2	3
	80-89%	0	0	0
	90-100%	0	0	0
Adelaide Oemier Primary	0-49%	0	0	0
	50-59%	2	0	2
	60-69%	2	0	2
	70-79%	0	3	3
	80-89%	4	2	6
	90-100%	1	1	2
B.E.S.T. Institute	0-49%	0	1	1
	50-59%	2	2	4
	60-69%	1	0	1

	70-79%	4	1	5
	80-89%	2	0	2
	90-100%	0	0	0
Charles Hubert James Primary	0-49%	0	1	1
	50-59%	0	0	0
	60-69%	1	2	3
	70-79%	0	3	3
	80-89%	0	1	1
	90-100%	0	0	0
	Community Christian Academy	0-49%	3	0
50-59%		1	1	2
60-69%		0	1	1
70-79%		1	3	4
80-89%		2	1	3
90-100%		0	0	0
Enid Capron Primary	0-49%	24	38	62
	50-59%	12	10	22
	60-69%	8	5	13
	70-79%	8	4	12
	80-89%	2	0	2
	90-100%	0	0	0
Education Department	0-49%	0	0	0
	50-59%	0	0	0
	60-69%	0	1	1
	70-79%	0	0	0
	80-89%	0	1	1
	90-100%	0	0	0
Elite High	0-49%	2	2	4
	50-59%	0	0	0
	60-69%	0	0	0
	70-79%	0	0	0
	80-89%	0	0	0
	90-100%	0	0	0

Table 34 All TCI 2019 GSAT Results by School, by Overall Grade, by Sex

School Name	Overall Score Range	Count Females	Count Males	Total Candidates
Eliza Simons Primary	0-49%	2	4	6
	50-59%	4	2	6
	60-69%	4	2	6
	70-79%	3	4	7
	80-89%	2	2	4
	90-100%	0	0	0
Faith Preparatory	0-49%	0	0	0
	50-59%	0	0	0
	60-69%	0	0	0
	70-79%	0	0	0
	80-89%	2	0	2
	90-100%	1	0	1
Iantha Pratt Primary	0-49%	23	34	57
	50-59%	14	8	22
	60-69%	5	5	10
	70-79%	3	2	5
	80-89%	1	0	1
	90-100%	0	0	0
Iris Stubbs Primary	0-49%	2	1	3
	50-59%	2	1	3
	60-69%	1	3	4
	70-79%	1	1	2
	80-89%	4	3	7
	90-100%	0	0	0
M.I.L.L.S. Institute	0-49%	0	0	0
	50-59%	0	0	0
	60-69%	0	0	0
	70-79%	3	3	6
	80-89%	3	1	4
	90-100%	0	0	0
Ona Glinton Primary	0-49%	1	9	10
	50-59%	4	3	7
	60-69%	3	3	6
	70-79%	9	6	15
	80-89%	4	2	6
	90-100%	1	1	2
Oseta Jolly Primary	0-49%	4	12	16
	50-59%	11	13	24

	60-69%	11	7	18
	70-79%	5	7	12
	80-89%	3	2	5
	90-100%	0	0	0
Providence International Academy	0-49%	0	0	0
	50-59%	0	0	0
	60-69%	0	0	0
	70-79%	3	1	4
	80-89%	4	1	5
	90-100%	0	2	2
Provo Christian	0-49%	0	0	0
	50-59%	2	3	5
	60-69%	2	3	5
	70-79%	1	2	3
	80-89%	0	1	1
	90-100%	0	0	0
Richmond Hills Preparatory	0-49%	0	3	3
	50-59%	2	3	5
	60-69%	1	6	7
	70-79%	1	2	3
	80-89%	1	2	3
	90-100%	0	0	0
Shining Stars Preparatory	0-49%	0	0	0
	50-59%	0	1	1
	60-69%	0	3	3
	70-79%	3	4	7
	80-89%	1	1	2
	90-100%	1	0	1
Susanna Wesley Christian Academy	0-49%	0	0	0
	50-59%	0	0	0
	60-69%	1	0	1
	70-79%	0	0	0
	80-89%	1	0	1
	90-100%	0	0	0
Wesley Methodist	0-49%	0	1	1
	50-59%	1	0	1
	60-69%	2	0	2
	70-79%	3	4	7
	80-89%	0	3	3
	90-100%	0	0	0

(table 34 continued)

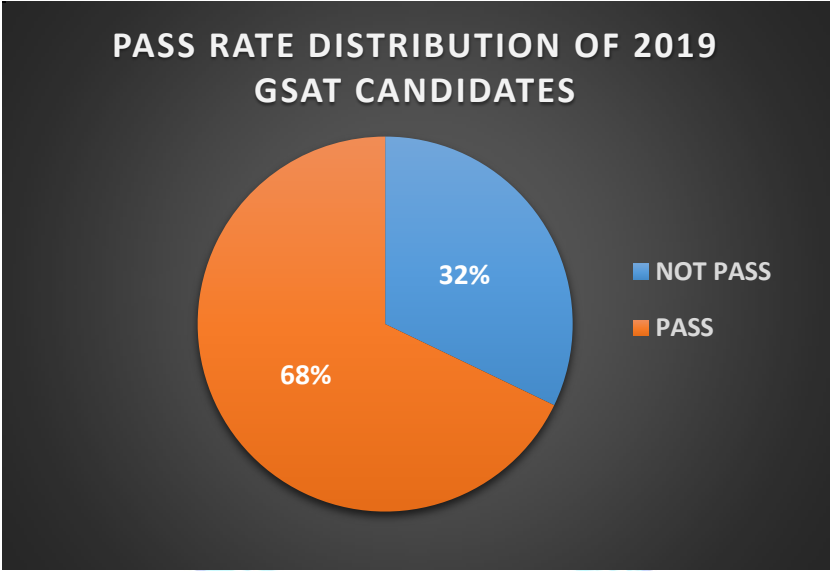


Figure 63 Pass: Fail Distribution of TCI Candidates for 2019 GSAT

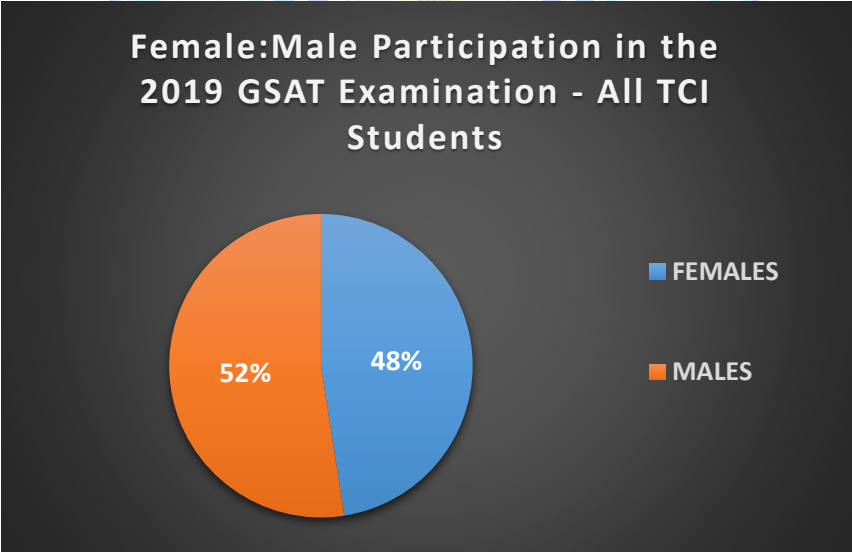


Figure 64 Total Female: Male Participation in the 2019 TCI GSAT

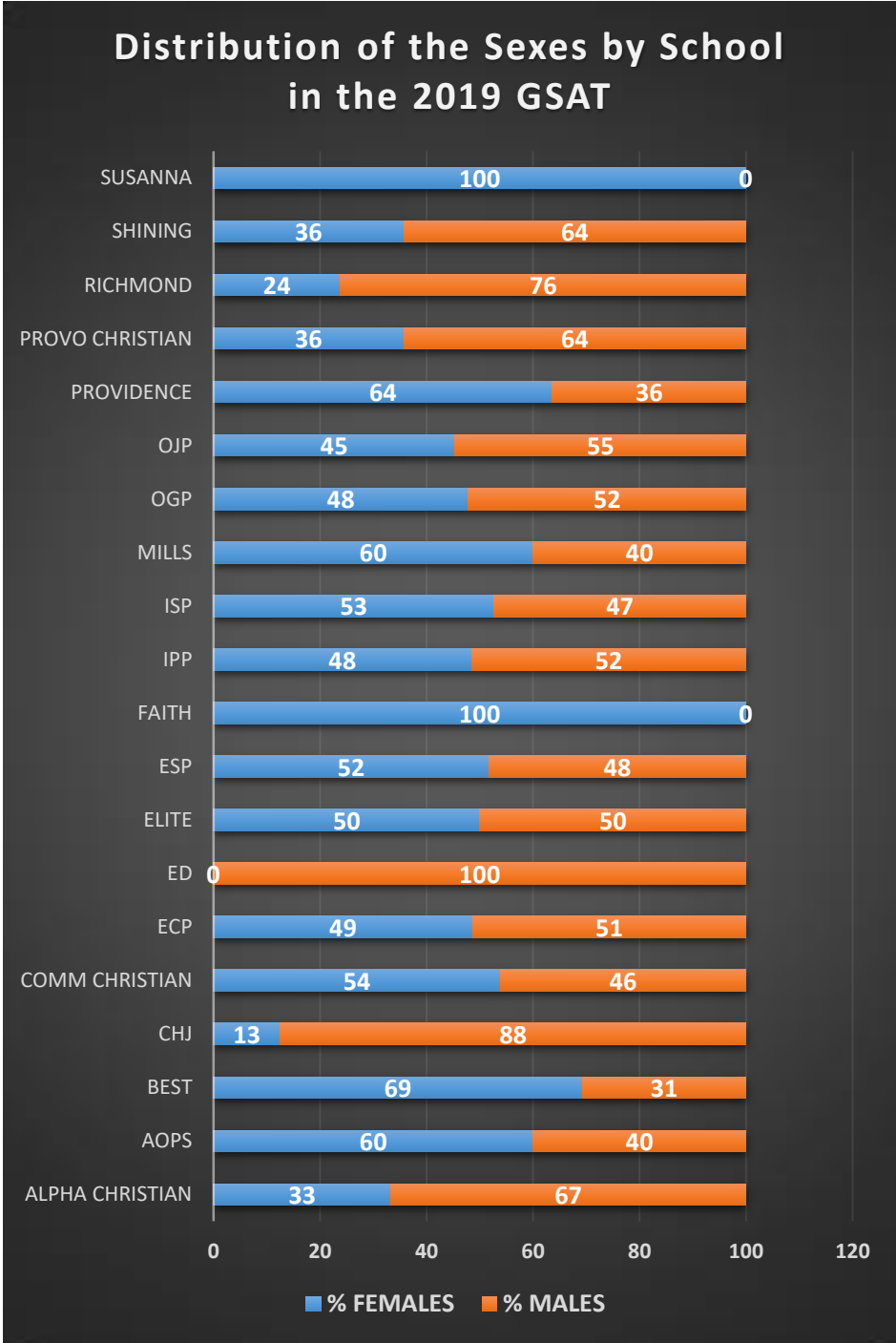


Figure 65 Relative Female: Male Participation in the 2019 GSAT

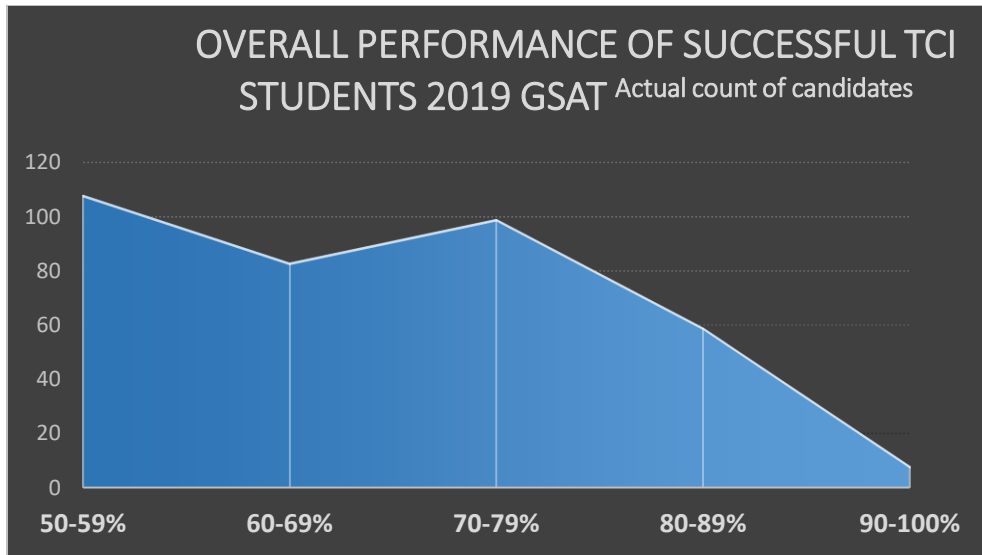


Figure 66 Distribution of the Successful 2019 GSAT Performance

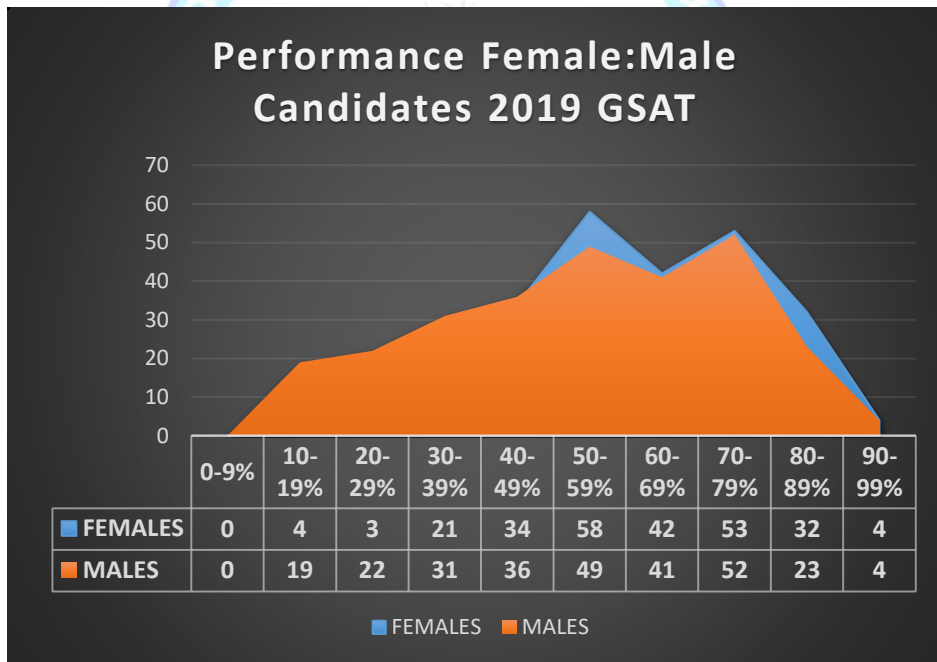


Figure 67 2019 GSAT Performance All Candidates Females vs Males

Candidates Retaking the 2019 GSAT

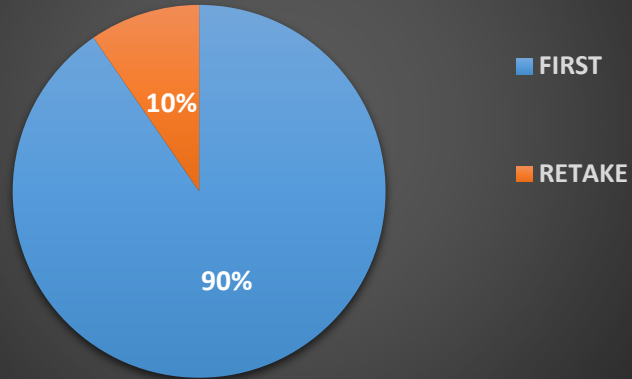


Figure 68 Proportion of 2019 GSAT Candidates Re-sitting the Exam



Percentage of Candidates Pass rate 2019 GSAT by School

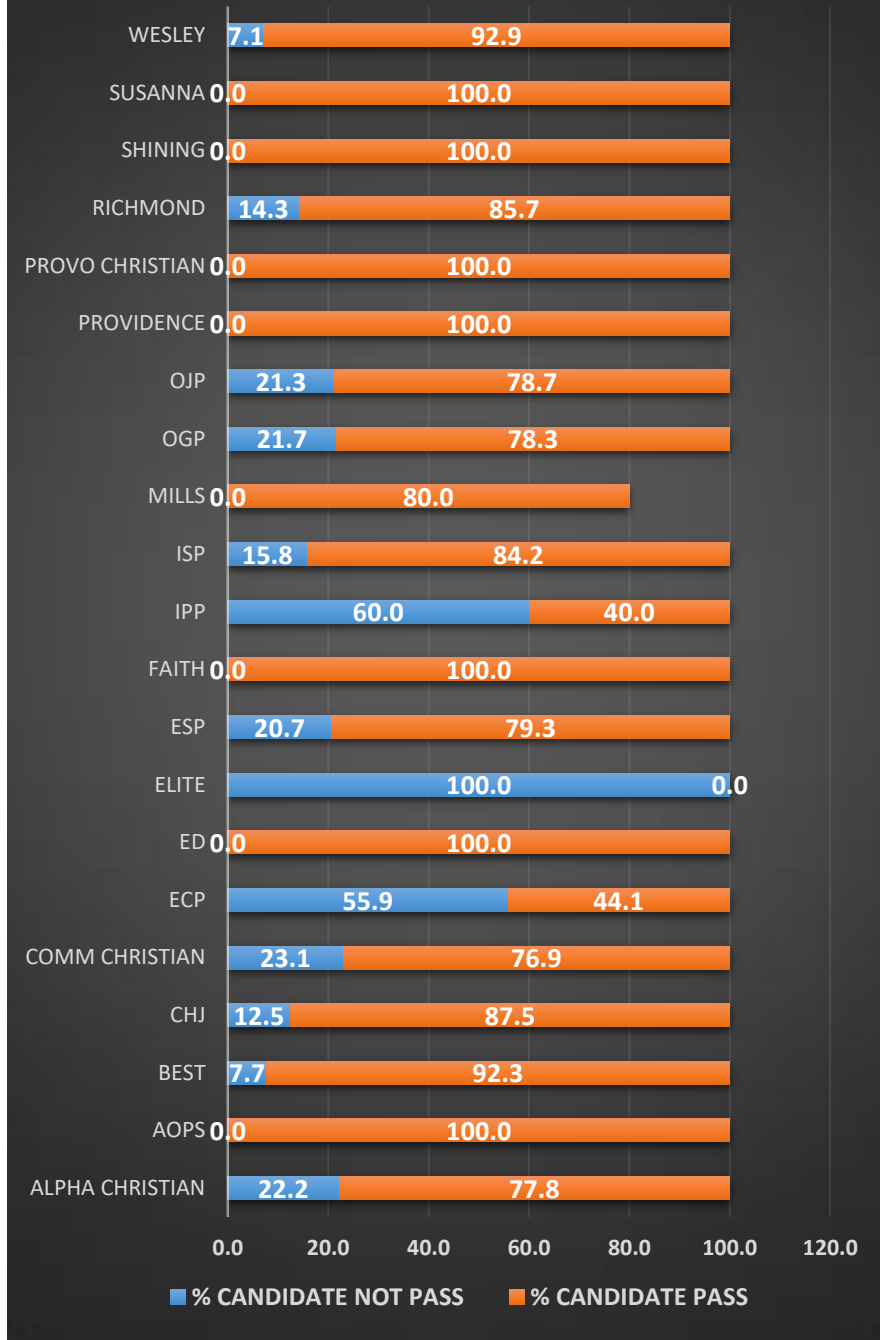


Figure 69 Percentage of Candidate Over and Above 50% 2019 GSAT by School

Caribbean Secondary Education Certificate

ALL 2019 CSEC PERFORMANCE by SCHOOL							
SCHOOL NAME	I	II	III	IV	V	VI	Grand Total
Clement Howell High	113	264	220	106	9	0	712
H.J. Robinson High	117	134	50	22	4	0	327
Maranatha High	38	56	69	41	23	0	227
Maranatha High Private	6	11	16	5	3	0	41
Marjorie Basden High	40	52	15	16	2	0	125
Raymond Gardiner High	26	51	33	11	0	0	121
Turks & Caicos Private 180102	0	0	0	1	3	0	4
Turks & Caicos Private 180103	6	13	18	41	54	15	147
Turks & Caicos Private 180104	1	3	4	3	0	0	11
Turks & Caicos Private	9	23	30	33	25	0	120
Wesley Methodist	75	100	65	24	8	0	272

Table 35 Aggregated Summary Candidature of 2019 CSEC Candidates by School, by Grade

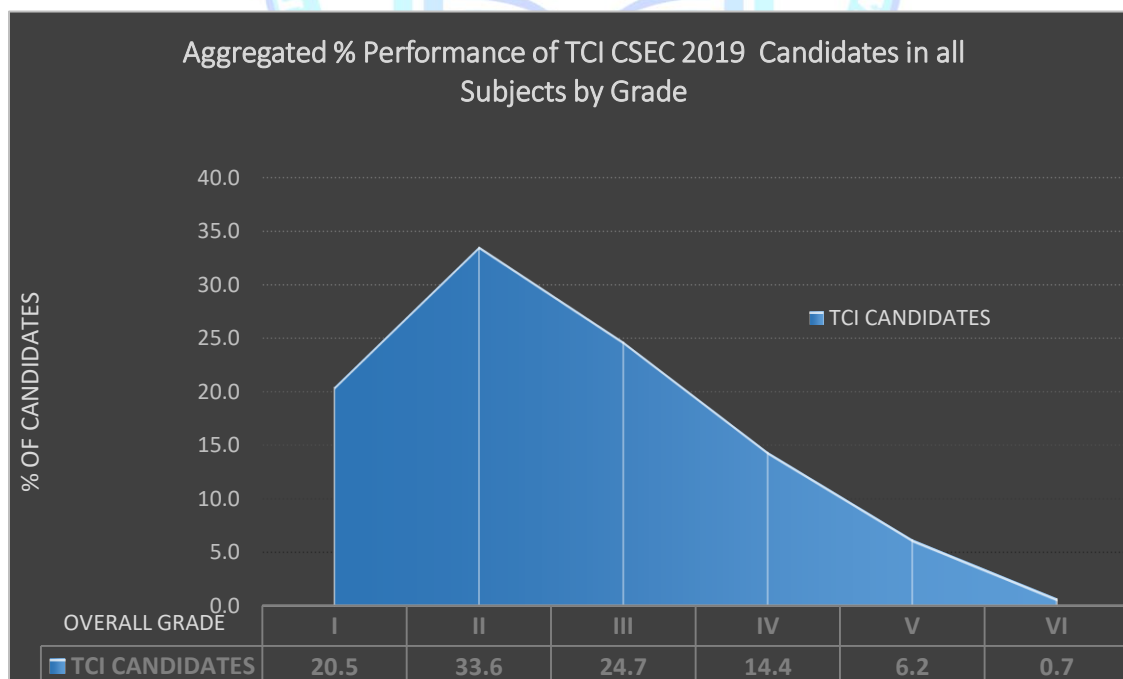


Figure 70 Mapping of Aggregated Overall 2019 CSEC Results by Grade

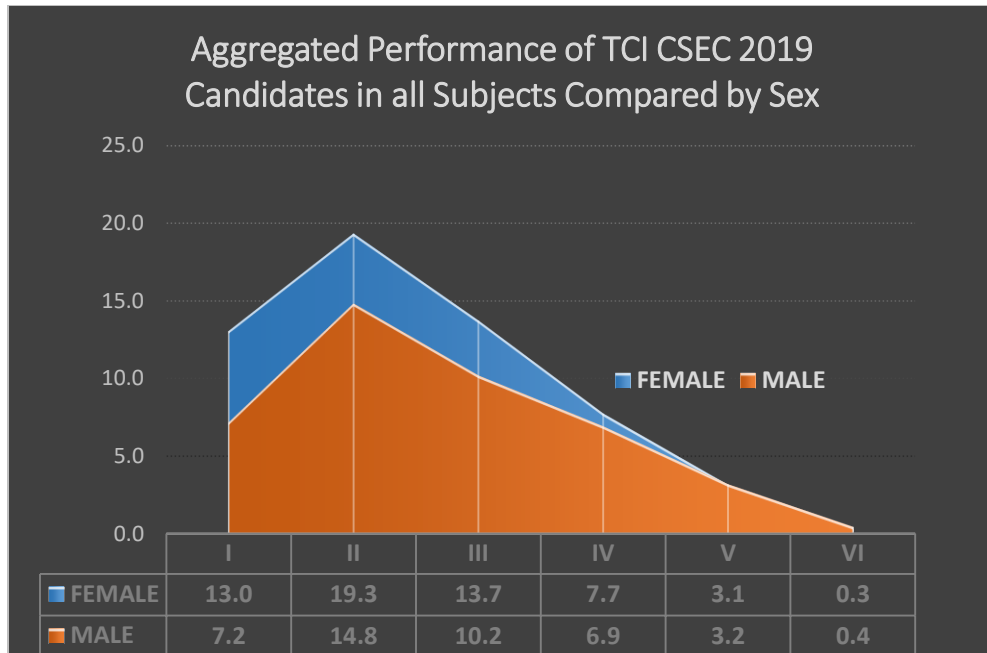


Figure 71 A Comparison of 2019 Aggregated Overall CSEC Performance of the Sexes

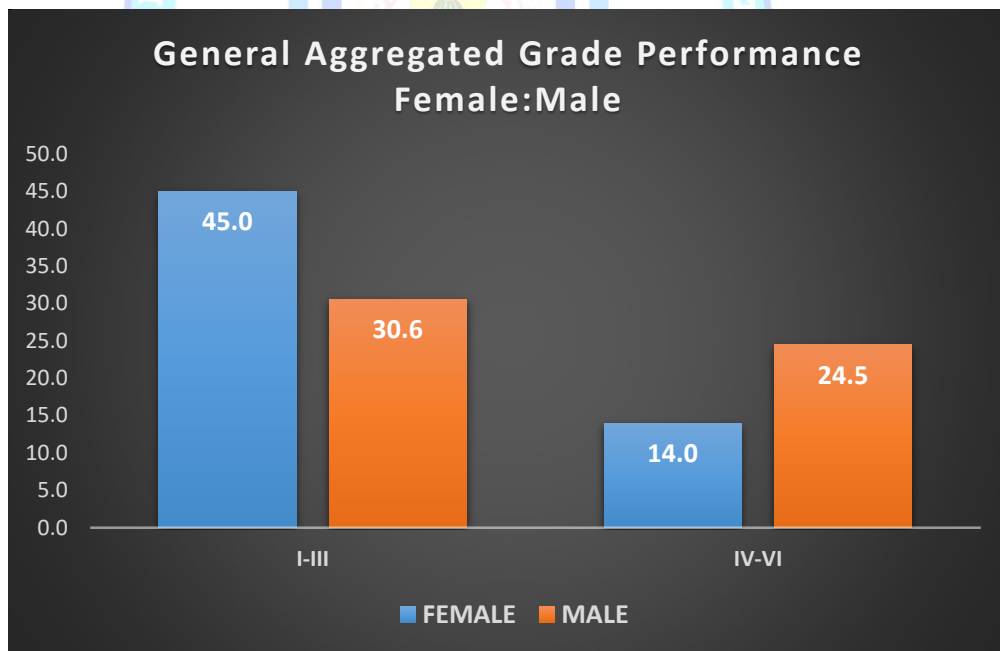


Figure 72 Upper/Lower Tier Performance on 2019 CSEC Examinations Compared by Sex

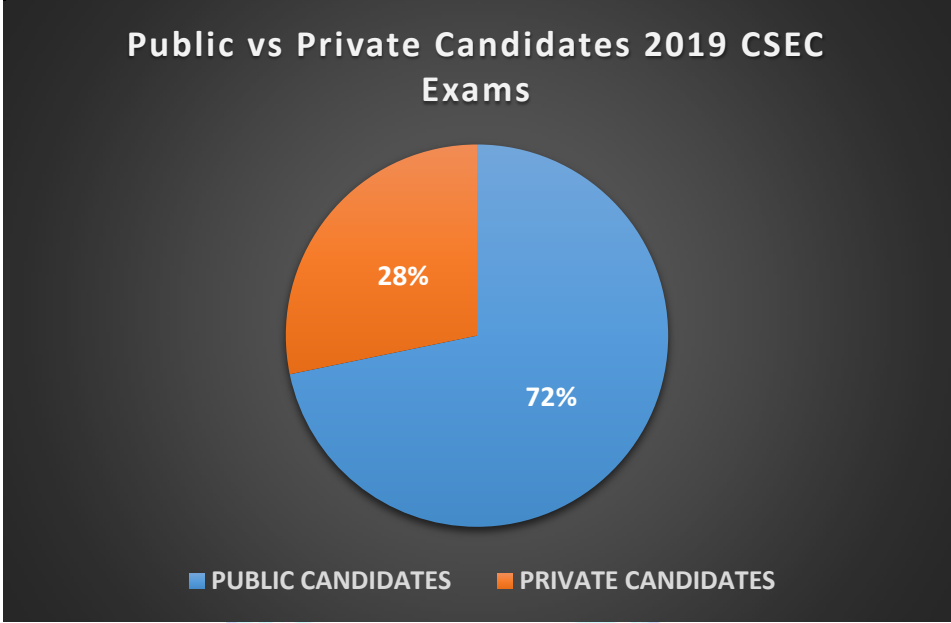


Figure 73 Public vs Private Candidate Participation for 2019 CSEC Examinations

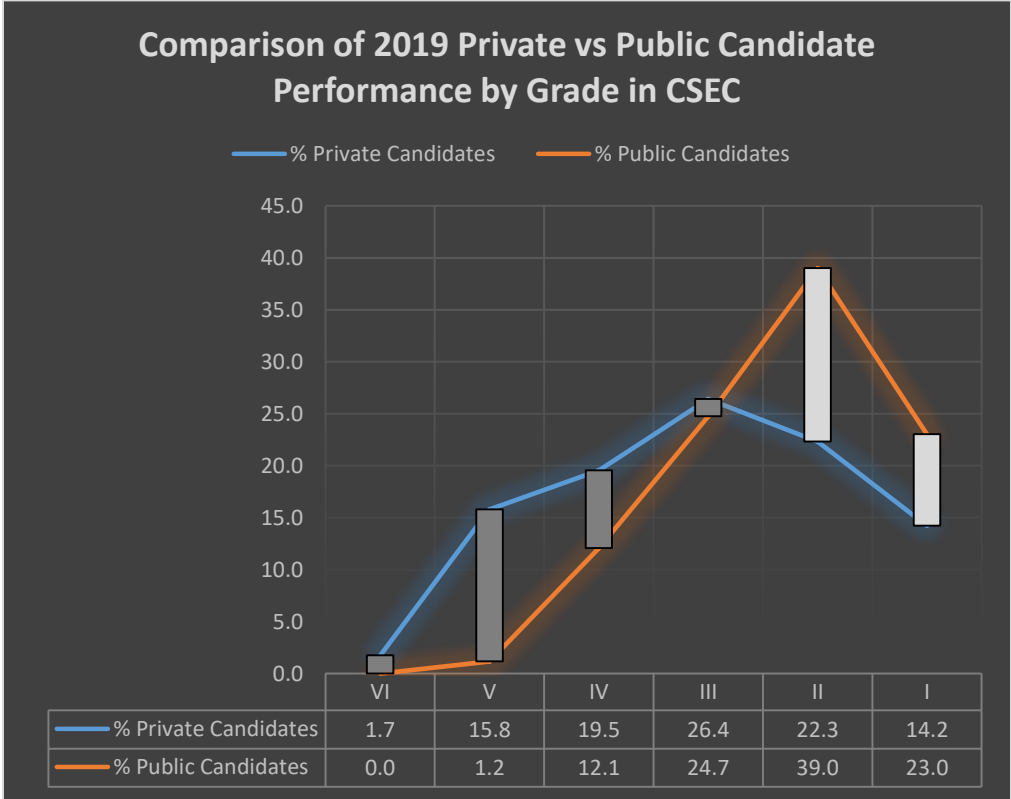


Figure 74 Comparative Overall Performance on the 2019 CSEC Private vs Public

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Clement Howell High	Bio	5	10	10	1	0	0	26
	CHist	3	11	2	0	0	0	16
	Chem	6	10	12	1	0	0	29
	EDPM	7	11	0	0	0	0	18
	EngA	5	18	42	16	0	0	81
	EngB	0	2	1	1	1	0	5
	FRM	1	21	7	1	0	0	30
	Food & Nut	3	20	3	0	0	0	26
	Geo	0	7	10	0	0	0	17
	H&S Bio	3	8	10	15	0	0	36
	Ind Tech B	0	11	6	1	0	0	18
	Ind Tech E	2	9	4	10	0	0	25
	Info Tech	18	2	0	0	0	0	20
	ISci	3	10	14	2	0	0	29
	Math	0	18	17	38	4	0	77
	Mus	1	6	0	0	0	0	7
	OA	1	10	6	0	0	0	17
	PE	5	4	0	0	0	0	9
	Phys	10	5	10	6	0	0	31
	POA	5	5	5	0	0	0	15
	POB	9	6	6	0	0	0	21
	RE	0	4	7	1	0	0	12
	SS	1	7	34	9	1	0	52
	Span	6	5	6	3	3	0	23
TD	13	22	2	0	0	0	37	
TCF	1	10	2	0	0	0	13	
VA	5	12	4	1	0	0	22	
Grand Total		113	264	220	106	9	0	712

Table 36 Comprehensive Table Series Displaying the Actual Count of Candidates Sitting Each Subject by Grade and by School

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
H.J. Robinson High	Add Math	0	1	0	0	0	0	1
	Bio	3	8	1	0	0	0	12
	CHist	0	0	1	0	0	0	1
	Chem	7	5	0	0	0	0	12
	EDPM	15	7	3	2	0	0	27
	EngA	15	13	8	5	1	0	42
	EngB	0	3	1	2	0	0	6
	FRM	5	7	0	0	0	0	12
	Food & Nut	9	5	2	2	1	0	19
	Fren	1	0	0	0	0	0	1
	Geo	0	7	2	0	0	0	9
	H&S Bio	7	8	4	1	2	0	22
	Ind Tech B	1	7	1	0	0	0	9
	Info Tech	18	14	1	0	0	0	33
	Math	8	11	8	1	0	0	28
	OA	3	8	1	0	0	0	12
	PE	6	2	0	0	0	0	8
	Phys		5	3	2	0	0	10
	POA	7	3	1	0	0	0	11
	POB	6	6	0	0	0	0	12
	SS	0	0	9	3	0	0	12
	Span	1	2	0	0	0	0	3
	TD	4	7	0	0	0	0	11
	TCF	1	3	0	0	0	0	4
	VA	0	2	4	4	0	0	10
	Grand Total		117	134	50	22	4	0

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Maranatha High	Bio	2	2	1	0	0	0	5
	CHist	0	2	1	2	0	0	5
	Chem	1	1	1	0	0	0	3
	EngA	7	10	8	2	0	0	27
	Food & Nut	2	4	8	4	2	0	20
	Fren	2	3	1	3	0	0	9
	H&S Bio	3	0	4	2	0	0	9
	Bio	2	2	1	0	0	0	5
	CHist	0	2	1	2	0	0	5
	Chem	1	1	1	0	0	0	3
	Ind Tech B	0	8	5	0	0	0	13
	Info Tech	9	4	4	0	0	0	17
	ISci	2	1	4	4	0	0	11
	Math	0	3	5	6	14	0	28
	OA	0	1	0	0	0	0	1
	Phys	1	1	0	5	0	0	7
	POA	4	1	1	0	0	0	6
	POB	3	6	4	0	0	0	13
	SS	0	4	12	5	4	0	25
	Span	2	2	1	5	3	0	13
TD	0	3	9	3	0	0	15	
Grand Total		38	56	69	41	23	0	227

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Maranatha High Private	Chem	0	0	0	1	0	0	1
	EDPM	5	4	1	0	0	0	10
	EngA	1	0	0	0	0	0	1
	H&S Bio	0	4	4	2	0	0	10
	Math	0	1	3	2	3	0	9
	POA	0	0	1	0	0	0	1
	SS	0	2	7	0	0	0	9
Grand Total		6	11	16	5	3	0	41

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Marjorie Basden High	Bio	1	1	1	1	0	0	4
	CHist	0	1	2	0	0	0	3
	Chem	1	2	0	1	0	0	4
	EDPM	5	1	0	0	0	0	6
	EngA	4	6	2	1	0	0	13
	EngB	0	2	1	0	0	0	3
	FRM	0	2	0	0	0	0	2
	Food & Nut	0	5	0	0	0	0	5
	Geo	0	2	1	2	0	0	5
	H&S Bio	0	2	0	0	0	0	2
	Ind Tech B	1	2	0	0	0	0	3
	Info Tech	5	6	2	2	0	0	15
	ISci	1	1	0	0	2	0	4
	Math	1	3	2	7	0	0	13
	Mus	1	2	0	0	0	0	3
	OA	1	3	1	0	0	0	5
	PE	9	2	0	0	0	0	11
	Phys	2	1	0	0	0	0	3
	POA	1	0	0	1	0	0	2
	POB	4	0	0	0	0	0	4
	SS	0	3	3	0	0	0	6
	Span	1	0	0	1	0	0	2
	TD	2	2	0	0	0	0	4
VA	0	3	0	0	0	0	3	
Grand Total		40	52	15	16	2	0	125

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Raymond Gardiner High	Bio	0	1	2	0	0	0	3
	CHist	0	1	0	1	0	0	2
	Chem	0	1	0	0	0	0	1
	EDPM	10	0	0	0	0	0	10
	EngA	2	10	3	0	0	0	15
	EngB	1	2	1	2	0	0	6
	FRM	1	7	0	0	0	0	8
	Food & Nut	1	6	0	0	0	0	7
	Geo	0	1	3	0	0	0	4
	H&S Bio	1	0	2	0	0	0	3
	Ind Tech B	0	2	0	0	0	0	2
	Info Tech	5	0	0	0	0	0	5
	ISci	0	1	0	0	0	0	1
	Math	1	1	6	7	0	0	15
	OA	0	1	0	0	0	0	1
	PE	2	4	0	0	0	0	6
	Phys	0	1	0	0	0	0	1
	POA	0	0	2	0	0	0	2
	POB	1	3	0	0	0	0	4
	SS	0	1	5	0	0	0	6
	Span	1	1	2	0	0	0	4
TD	0	0	1	1	0	0	2	
TCF	0	4	5	0	0	0	9	
VA	0	3	1	0	0	0	4	
Grand Total		26	51	33	11	0	0	121

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Turks & Caicos Private 180102	EngA	0	0	0	1	0	0	1
	H&S Bio	0	0	0	0	1	0	1
	OA	0	0	0	0	1	0	1
	SS	0	0	0	0	1	0	1
Grand Total		0	0	0	1	3	0	4

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Turks & Caicos Private 180103	EDPM	0	1	1	0	0	0	2
	EngA	2	3	5	10	12	2	34
	Fren	2	5	2	2	0	0	11
	H&S Bio	1	0	0	6	11	0	18
	Math	0	1	1	7	16	13	38
	OA	0	0	0	1	1	0	2
	PE	1	2	0	0	0	0	3
	POB	0	0	5	6	4	0	15
	SS	0	1	3	8	10	0	22
Span	0	0	1	1	0	0	2	
Grand Total		6	13	18	41	54	15	147

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Turks & Caicos Private 180104	Bio	0	0	0	1	0	0	1
	CHist	0	0	1	0	0	0	1
	EDPM	1	0	0	0	0	0	1
	EngA	0	1	1	1	0	0	3
	EngB	0	0	1	0	0	0	1
	Geo	0	0	1	0	0	0	1
	Info Tech	0	1	0	0	0	0	1
	Math	0	0	0	1	0	0	1
	VA	0	1	0	0	0	0	1
Grand Total		1	3	4	3	0	0	11

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Turks & Caicos Private	Bio	0	0	0	4	0	0	4
	Chem	0	0	0	1	3	0	4
	EDPM	0	4	5	4	0	0	13
	EngA	4	6	7	3	0	0	20
	Food & Nut	0	0	2	1	0	0	3
	Fren	1	1	0	3	0	0	5
	H&S Bio	0	3	0	0	0	0	3
	Info Tech	0	2	1	2	1	0	6
	Math	0	1	2	5	8	0	16
	OA	0	0	2	3	1	0	6
	PE	1	0	0	0	0	0	1
	POA	0	0	3	1	3	0	7
	POB	1	4	5	3	3	0	16
	RE	0	1	0	0	0	0	1
	SS	0	0	3	3	6	0	12
	Span	2	1	0	0	0	0	3
Grand Total		9	23	30	33	25	0	120

(table 37 continued)

SCHOOL NAME	SUBJECT	I	II	III	IV	V	VI	Grand Total
Wesley Methodist	Bio	1	11	7	7	0	0	26
	Chem	1	2	5	0	0	0	8
	Econ	0	1	2	0	0	0	3
	EDPM	6	5	2	0	0	0	13
	EngA	15	6	7	1	0	0	29
	EngB	0	2	2	3	0	0	7
	Food & Nut	2	8	0	0	0	0	10
	H&S Bio	6	2	0	1	0	0	9
	Ind Tech B	2	9	2	0	1	0	14
	Info Tech	12	7	0	0	0	0	19
	Math	2	7	12	7	6	0	34
	OA	3	1	0	0	0	0	4
	PE	5	4	0	0	0	0	9
	Phys	1	0	7	4	0	0	12
	POA	2	3	1	0	0	0	6
	POB	9	1	0	0	0	0	10
	RE	1	9	2	0	0	0	12
	SS	6	14	12	0	1	0	33
	Span	0	1	3	1	0	0	5
	TD	1	7	1	0	0	0	9
Grand Total		75	100	65	24	8	0	272

(table 37 continued)

Aggregated % Performance TCI CSEC 2019 Candidates in all Subjects by School

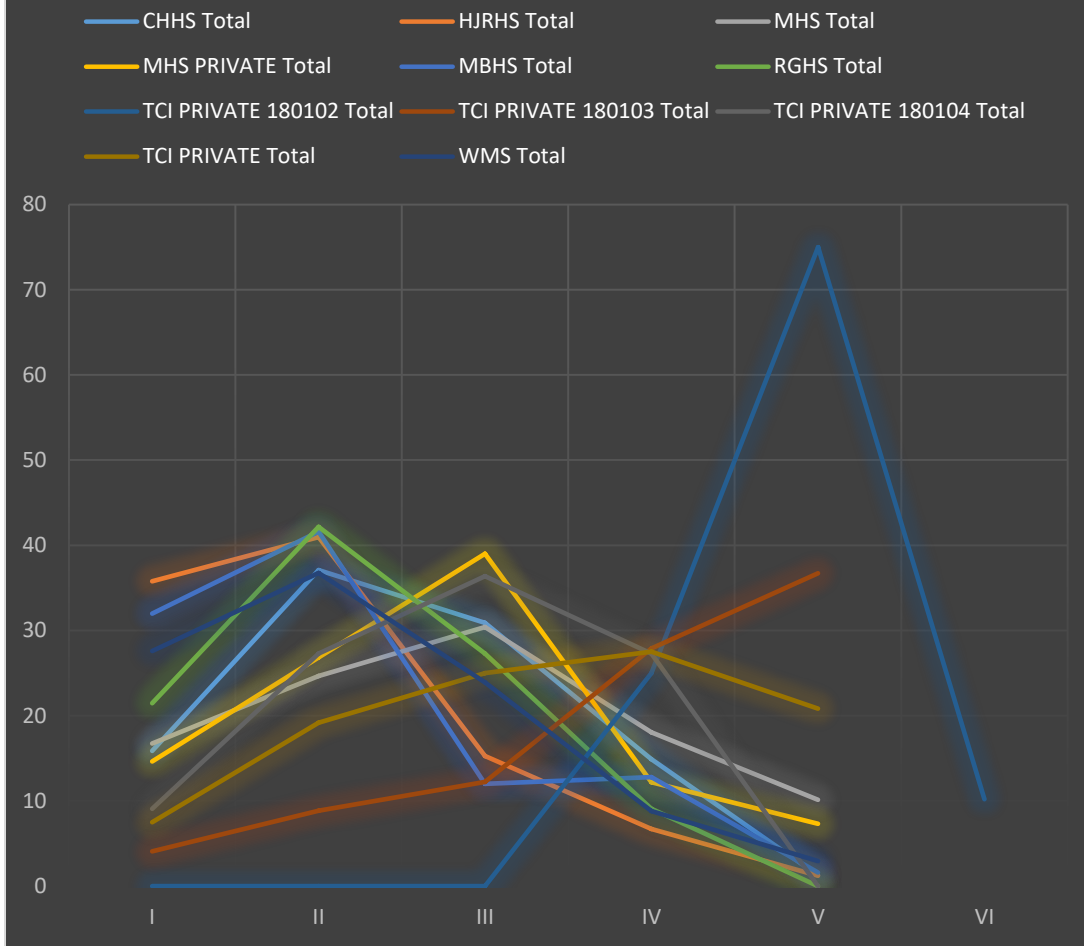


Figure 75 Aggregated Overall % Performance of 2019 CSEC Candidates by School, by Grade

SEX	SUBJECT	I	II	III	IV	V	VI
Female	ENGA	14.7	16.9	16.9	4.9	1.9	0.4
Male	ENGA	6.0	10.5	14.3	10.2	3.0	0.4
Female	MATH	3.1	7.7	15.1	17.4	10.4	1.9
Male	MATH	1.5	10.0	6.6	13.9	9.3	3.1

Table 37 Aggregated % of Candidates sitting 2019 CSEC Math and English A Displayed by Sex and by Grade

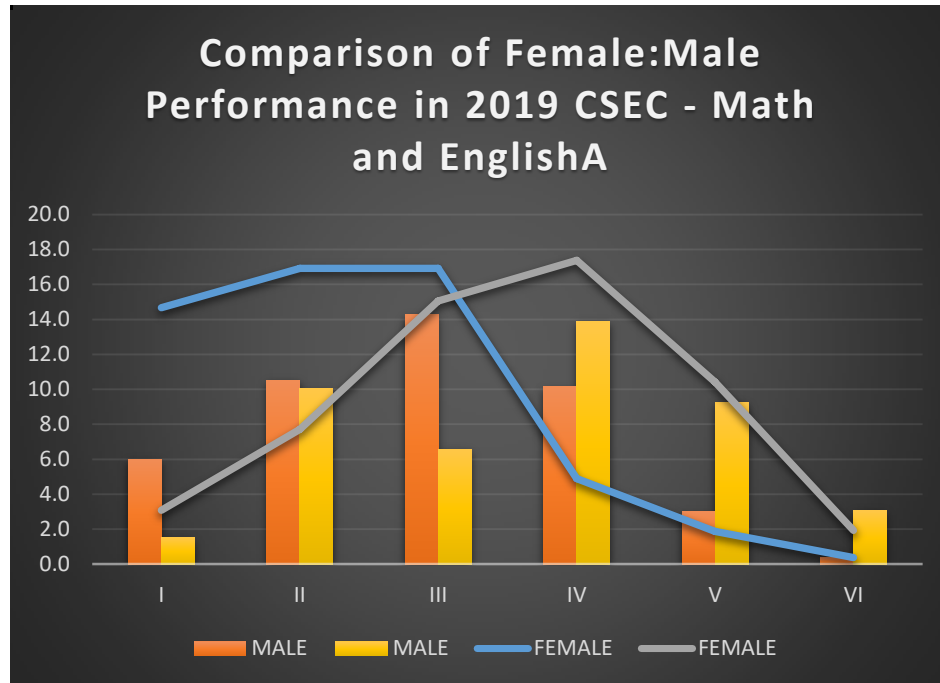


Figure 76 Comparison of Aggregated Female: Male Performance in Math and English A

CORE SUBJECT	OVERALL GRADE	COUNT OF FEMALES	COUNT OF MALES
English A	I	39	16
	II	45	28
	III	45	38
	IV	13	27
	V	5	8
	VI	1	1
English B	I	1	0
	II	7	4
	III	6	1
	IV	6	2
	V	1	0
Math	I	8	4
	II	20	26
	III	39	17
	IV	45	36
	V	27	24
	VI	5	8
ADD Math	II	0	1

Table 38 Actual Count of Candidates Sitting 2019 CSEC Math and English by Grade, by Sex

SCIENCE SUBJECT	COUNT OF FEMALE	COUNT OF MALES
Biology	42	39
Chemistry	33	29
Human & Social Biology	70	43
Integrated Science	30	15
Physics	29	35
GRAND TOTAL	204	161

Table 39 Actual Count of 2019 CSEC Science Candidates by Grade, by Sex

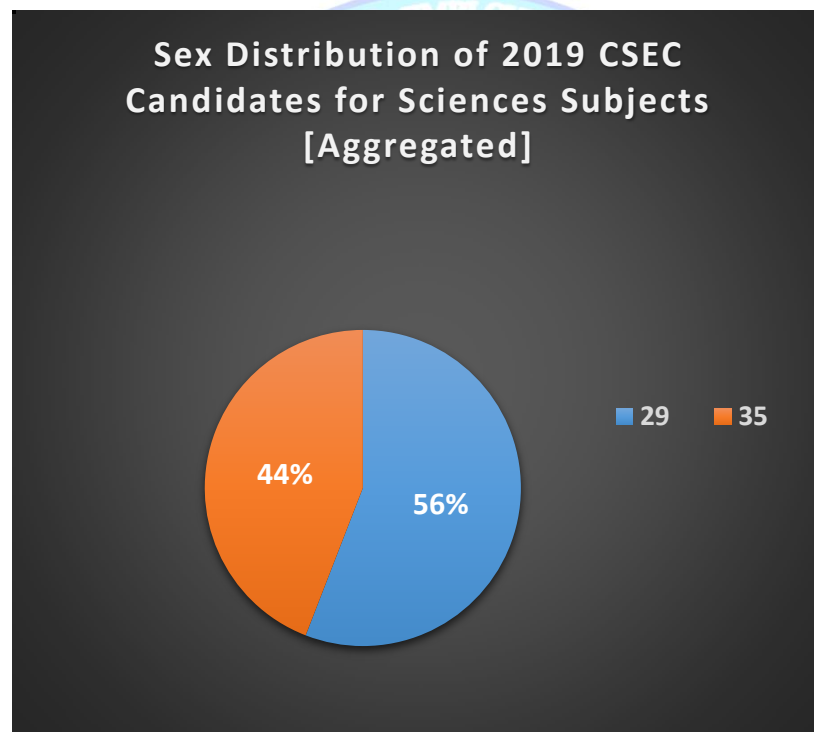


Figure 77 Distribution of Candidates sitting all 2019 CSEC Science Subjects by Sex

SEX	SUBJECT	I	II	III	IV	V
Female	Biology	6.2	25.9	13.6	6.2	
Male	Biology	8.6	14.8	13.6	11.1	
Female	Human & Social Biology	11.5	15.0	11.5	17.7	6.2
Male	Human & Social Biology	7.1	8.8	9.7	6.2	6.2
Female	Chemistry	8.1	19.4	17.7	6.5	1.6
Male	Chemistry	17.7	14.5	11.3	0.0	3.2
Female	Physics	7.8	10.9	12.5	14.1	0.0
Male	Physics	14.1	9.4	18.8	12.5	0.0
Female	Integrated Science	11.1	22.2	28.9	4.4	0.0
Male	Integrated Science	2.2	6.7	11.1	8.9	4.4

Table 40 Aggregated % Performance of 2019 CSEC Science Subjects by Grade

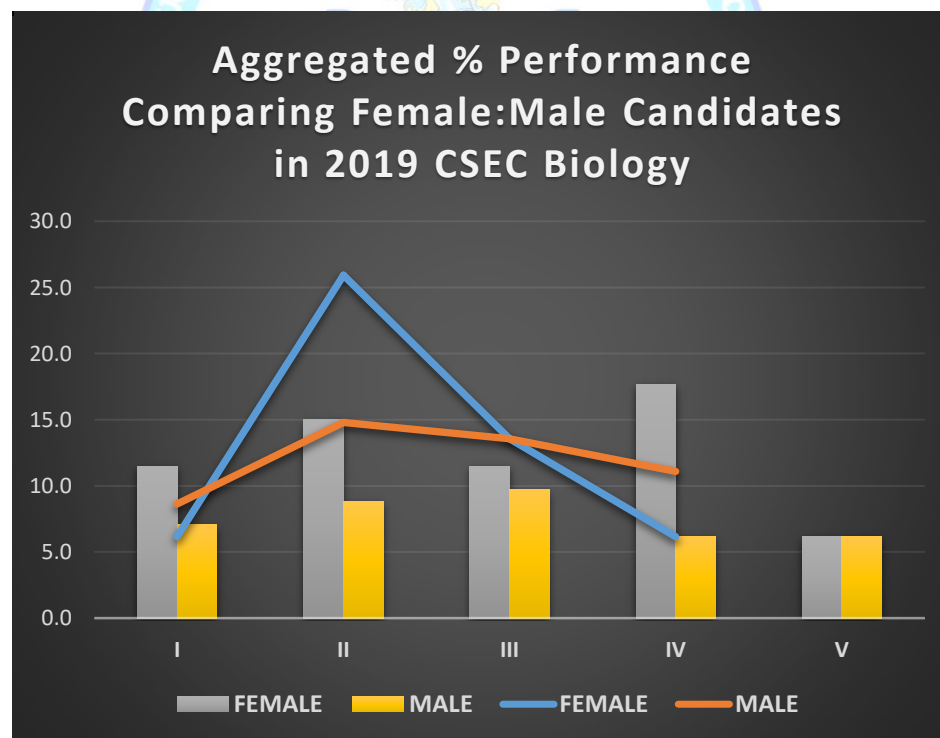


Figure 78 Female: Male Performance in 2019 CSEC Biology Subjects

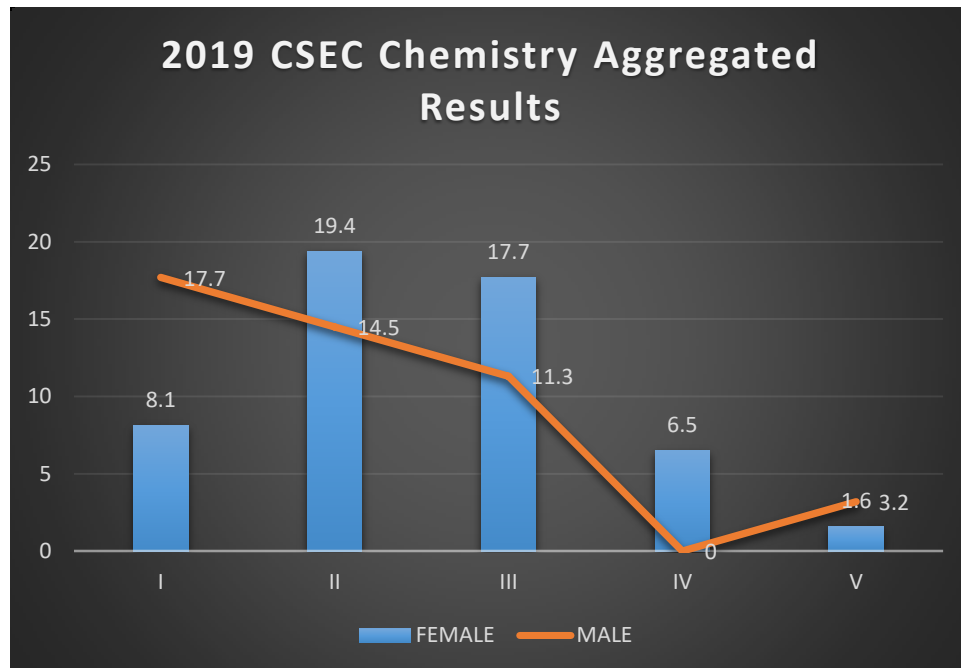


Figure 79 Distribution of Grades Earned in 2019 CSEC Chemistry

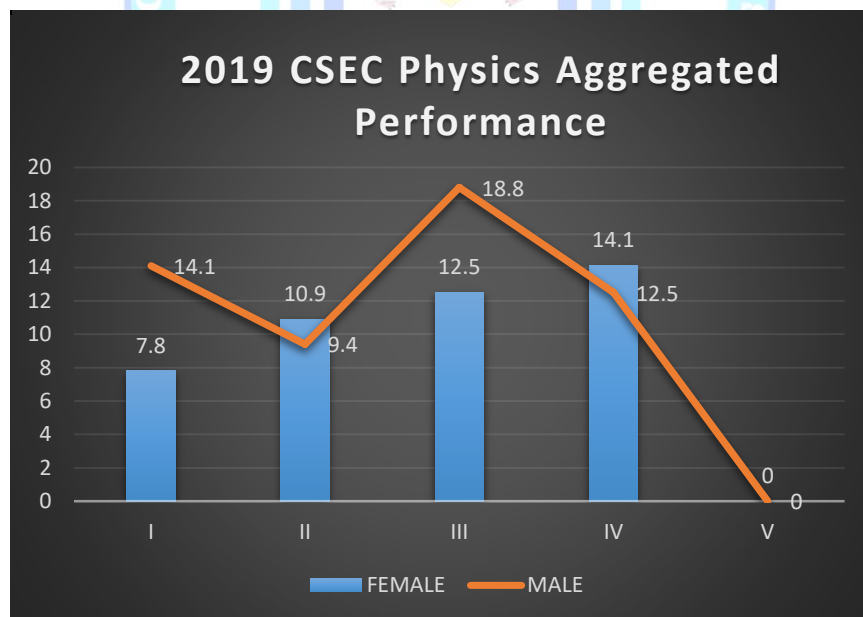


Figure 80 Distribution of Grades Earned in 2019 CSEC Physics

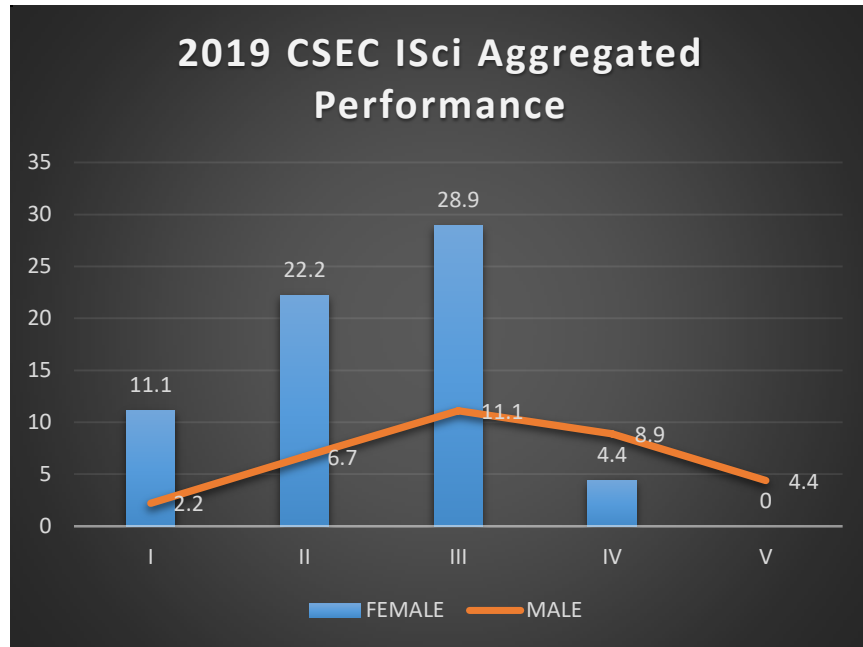


Figure 81 Distribution of Grades Earned in 2019 CSEC Integrated Science

BUSINESS SUBJECTS	COUNT OF FEMALES	COUNT OF MALES
Economics	2	1
Electronic Document Preparation & Management	58	42
Information Technology	73	43
Office Administration	31	18
Principles of Accounts	31	19
Principles of Business	61	34
GRAND TOTAL	256	157

Table 41 Aggregated Student Participation and Grades in 2019 CSEC Business Subjects by Sex

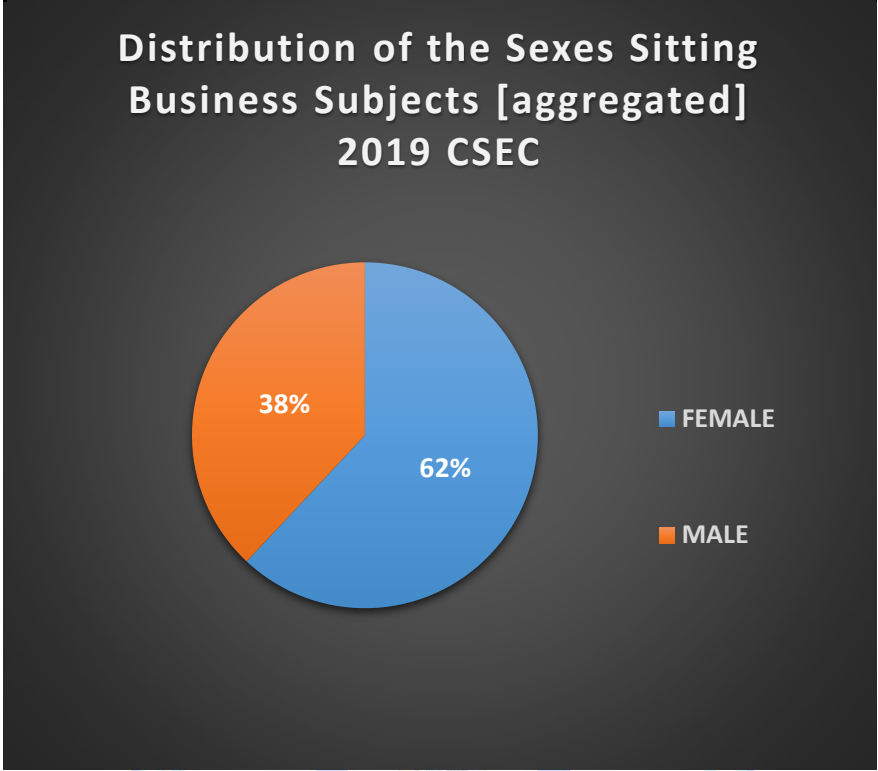


Figure 82 Female: Male Participation in Business & ICT Subjects in 2019 CSEC Examinations

BUSINESS AND ICT SUBJECTS	GRADE	% FEMALES	% MALES
Economics	II	33.3	0
	III	33.3	33.3
Electronic Document Preparation and Management	I	37.0	12.0
	II	15.0	18.0
	III	5.0	7.0
	IV	1.0	5.0
Information Technology	I	36.2	21.6
	II	21.6	9.5
	III	5.2	1.7
	IV	0	3.4

	V	0	0.9
Office Administration	I	16.3	0
	II	30.6	18.4
	III	10.2	10.2
	IV	4.1	4.1
	V	2.0	4.1
Principles of Accounts	I	28.0	10.0
	II	12.0	12.0
	III	16.0	12.0
	IV	2.0	2.0
	V	4.0	2.0
Principles of Business	I	27.4	7.4
	II	16.8	10.5
	III	11.6	9.5
	IV	4.2	5.3
	V	4.2	3.2

Table 42 Aggregated Student Performance in 2019 CSEC Business Subjects by Sex

Aggregated % Performance 2019 CSEC Business & ICT Subjects by Overall Grade by Sex

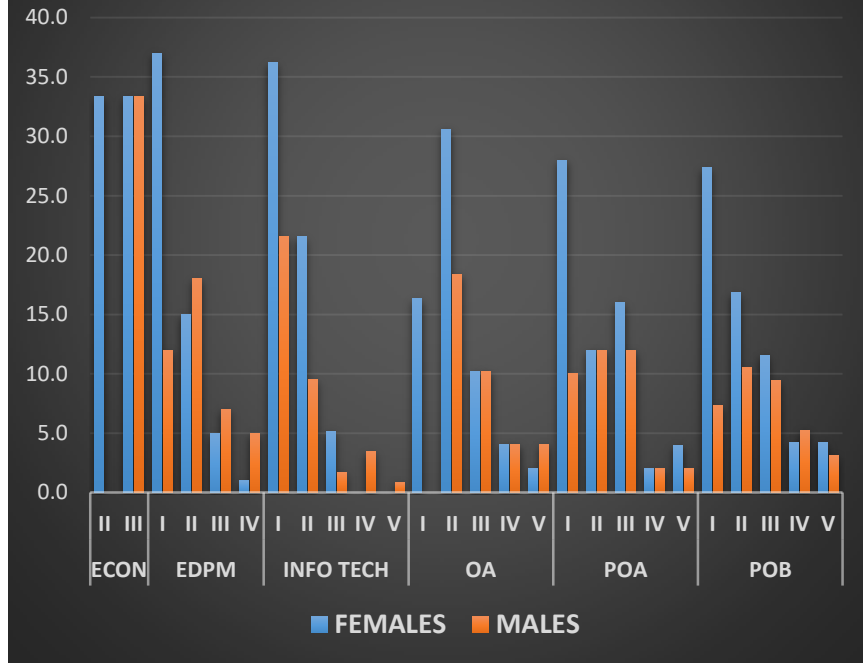


Figure 83 Comparative Aggregated Performance of Candidature by Sex, by Grade

TVET SUBJECT	COUNT OF FEMALES	COUNT OF MALES
Industrial Technology- Building	20	39
Industrial Technology – Electronics	5	20
Food, Nutrition and Health	66	24
Technical Drawing	23	55
Textiles, Clothing and Fashion	22	4
GRAND TOTAL	136	142

Table 43 Female: Male Participation in 2019 CSEC TVET Subjects

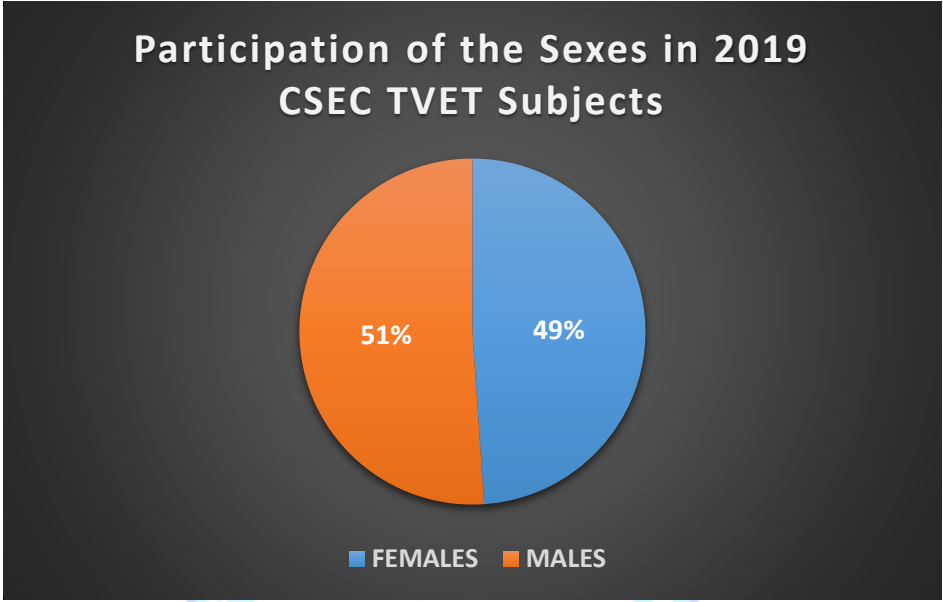


Figure 84 Female: Male Participation in 2019 CSEC TVET Subjects

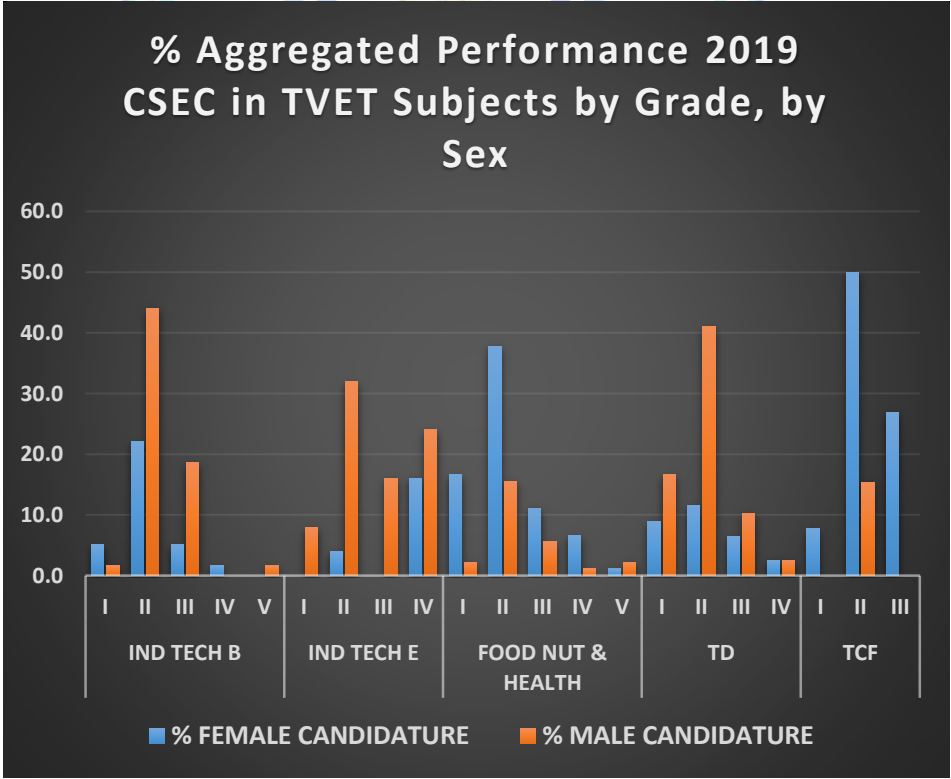


Figure 85 Comparison of Female: Male Performance in 2019 CSEC TVET Subjects

TVET SUBJECT	GRADE	% FEMALE CANDIDATURE	% MALE CANDIDATURE
Industrial Technology B	I	5.1	1.7
	II	22.0	44.1
	III	5.1	18.6
	IV	1.7	0
	V	0	1.7
Industrial Technology E	I		8.0
	II	4.0	32.0
	III		16.0
	IV	16.0	24.0
Food, Nutrition and Health	I	16.7	2.2
	II	37.8	15.6
	III	11.1	5.6
	IV	6.7	1.1
	V	1.1	2.2
Technical Drawing	I	9.0	16.7
	II	11.5	41.0
	III	6.4	10.3
	IV	2.6	2.6
Textiles Clothing and Fashion	I	7.7	0
	II	50.0	15.4
	III	26.9	0

Table 44 Aggregated Performance of 2019 Candidates in CSEC TVET Subjects

Comparative Participation by Sex in 2019 CSEC Humanities Subjects

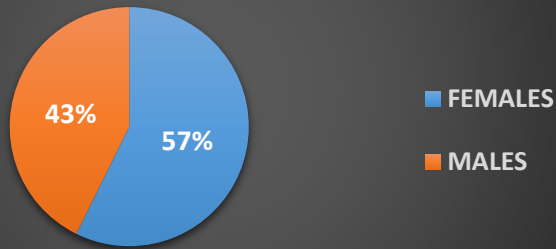


Figure 86 Participation of Females and Males in 2019 CSEC Humanities Subjects

HUMANITIES SUBJECT	COUNT OF FEMALES	COUNT OF MALES
Caribbean History	16	12
Geography	17	19
Religious Education	13	12
Social Studies	107	71
GRAND TOTAL	153	114

Table 45 Participation in 2019 CSEC Humanities Subjects

Comparative Performance in 2019 CSEC Humanities Subjects by Grade by Sex

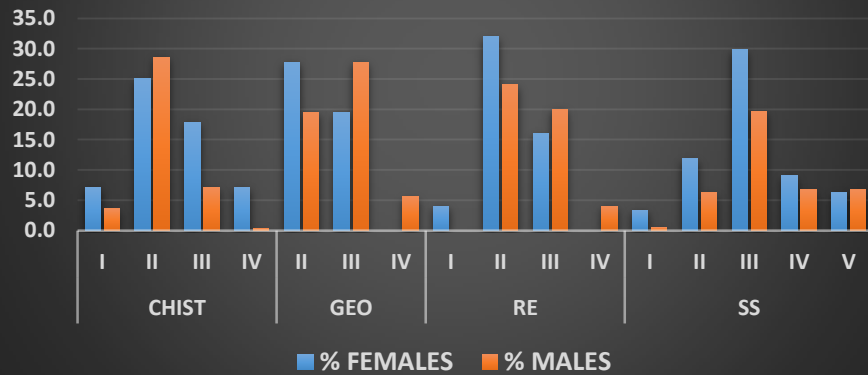


Figure 87 Comparative Performance –Female: Male in 2019 CSEC Humanities Subjects

THE ARTS	COUNT OF FEMALES	COUNT OF MALES
Visual Arts	22	18
Music	3	7
GRAND TOTAL	25	25

Table 46 Participation of the Sexes in 2019 CSEC Arts Examinations

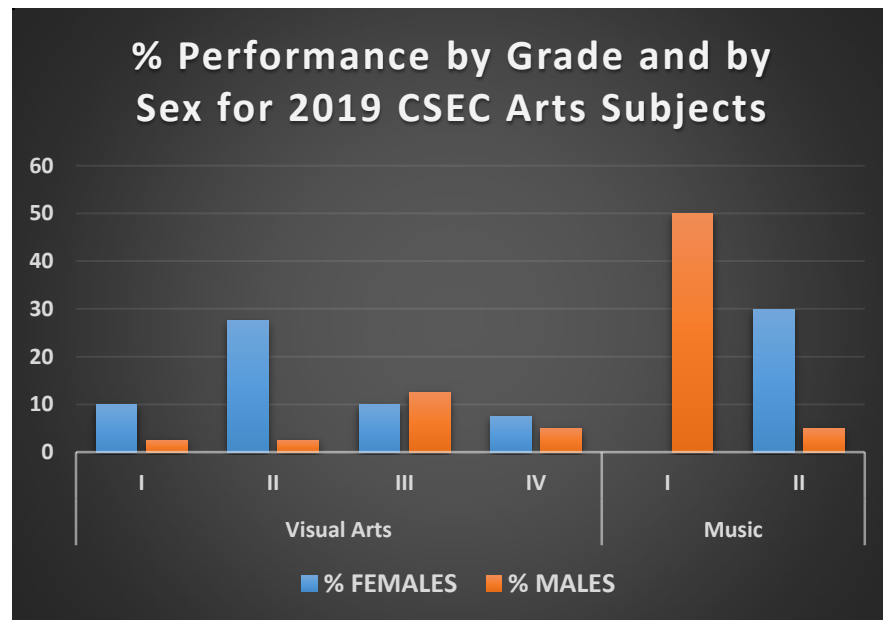


Figure 88 Comparison of the Sexes in Performance on 2019 CSEC Arts Subjects

MODERN LANGUAGE SUBJECT	COUNT FEMALES	COUNT MALES
French	15	11
Spanish	42	13
GRAND TOTAL	57	24

Table 47 Participation of Females: Males 2019 CSEC Candidates for Modern Languages

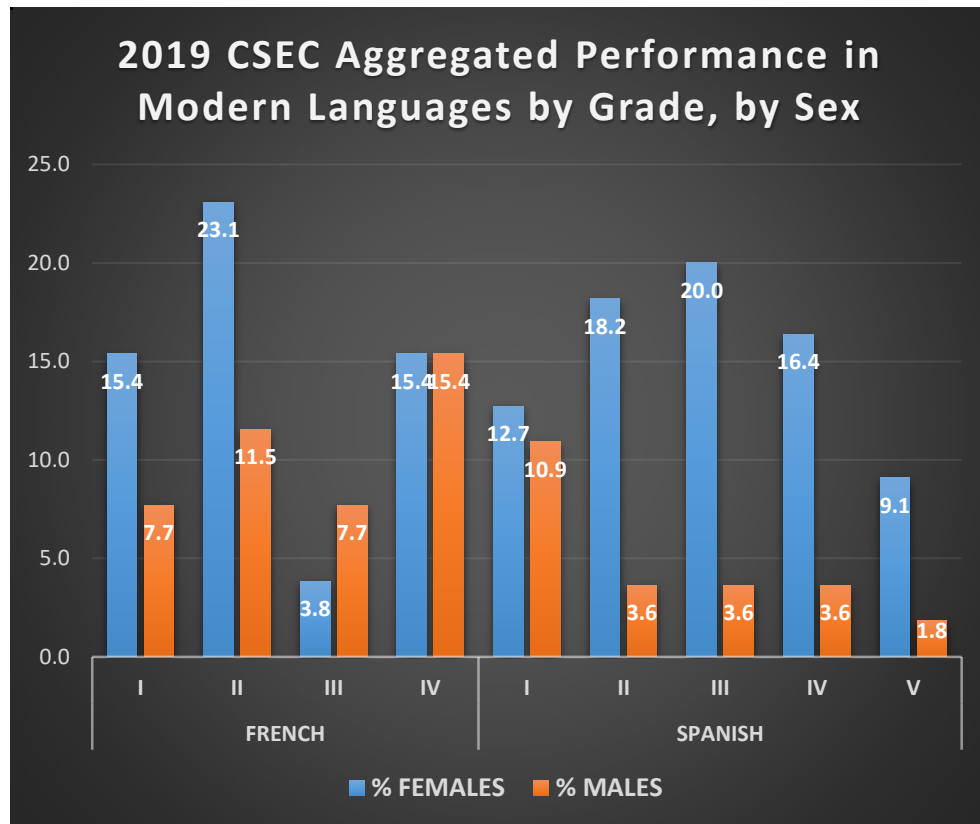


Figure 89 Comparative Performance of Females and Males in 2019 CSEC Modern Languages

OTHER SUBJECTS	COUNT of FEMALES	COUNT of MALES
Family Resource Management	42	10
Physical Education and Sport	19	28
GRAND TOTAL	61	38

Table 48 Participation of the Sexes in Other 2019 CSEC Subjects

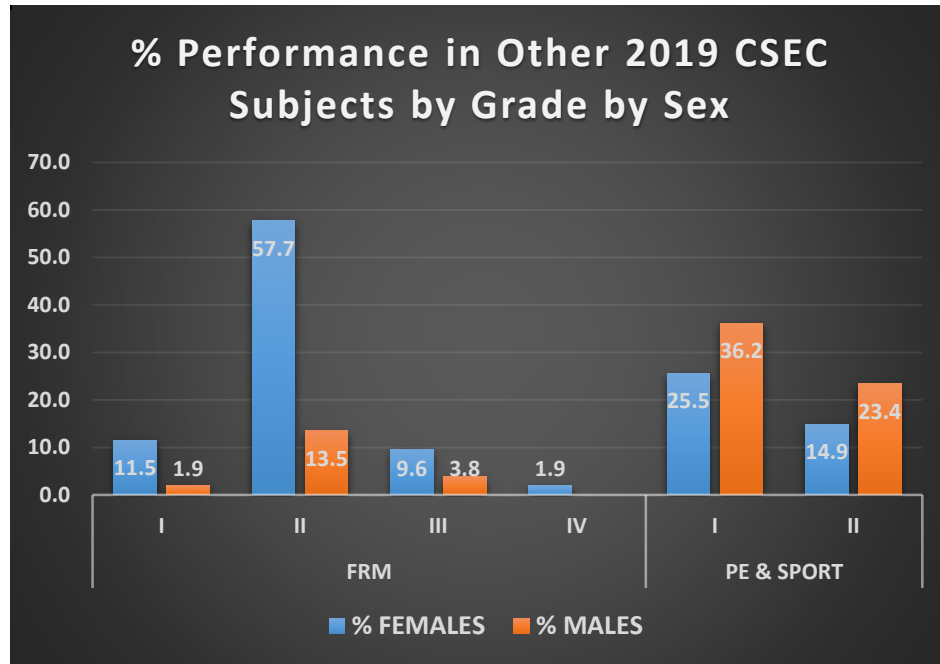


Figure 90 Aggregated Performance in Other 2019 CSEC Subjects Compared by Sex

Caribbean Vocational Qualifications

CVQ JUNE 2019 RESULTS			
SCHOOL	COUNT OF CANDIDATES	SUBJECTS TAKEN	UNITS PASSED
Clement Howell High	38	4	387
		Carpentry	35
		Commercial Food Prep	101
		Data Operations	117
		General Office Administration	134
H J Robinson High	4	1	36
		Commercial Food Prep	36
Raymond Gardiner High	11	2	80
		Commercial Food Prep	35
		Furniture Making	45

Table 49 Successful CVQ Skills Units for 2019-20 Public School Candidates by School, by Subject

CVQ JUNE 2019 PASSES			
SCHOOL NAME	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Clement Howell High	262	125	387
H J Robinson High	28	8	36
Raymond Gardiner High	35	45	80
Grand Total	325	178	503

Table 50 2019 Count of Unit Passes by Sex

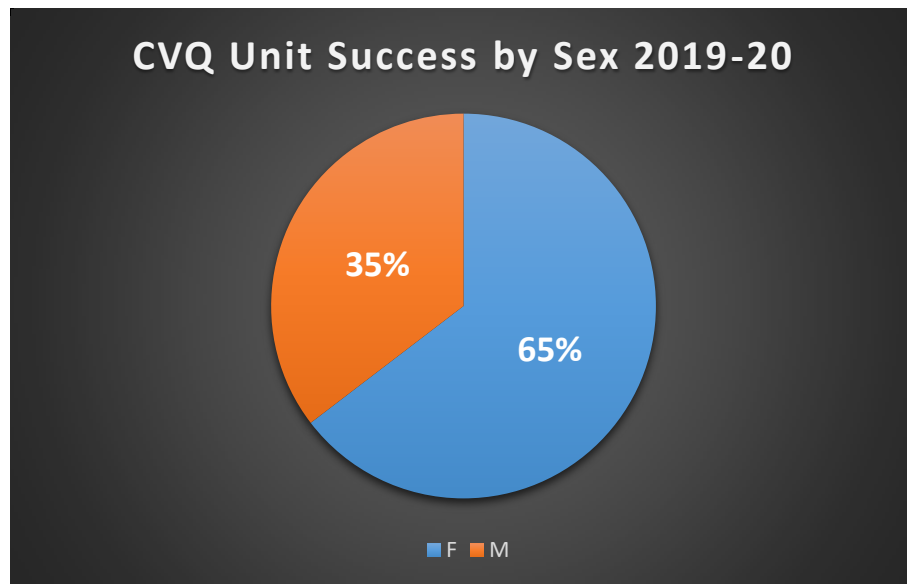


Table 51 2019-20 CVQ Unit Success Compared by Sex

High School Graduation

SCHOOL	COUNT OF MALES	COUNT OF FEMALES	TOTAL FORM 5 POPULATION
Raymond Gardiner High	9	17	26
Marjorie Basden High	9	11	20
H.J. Robinson High	26	28	54
Clement Howell High	89	86	175
GRAND TOTAL	133	142	275

Table 52 Fifth Form Population 2019

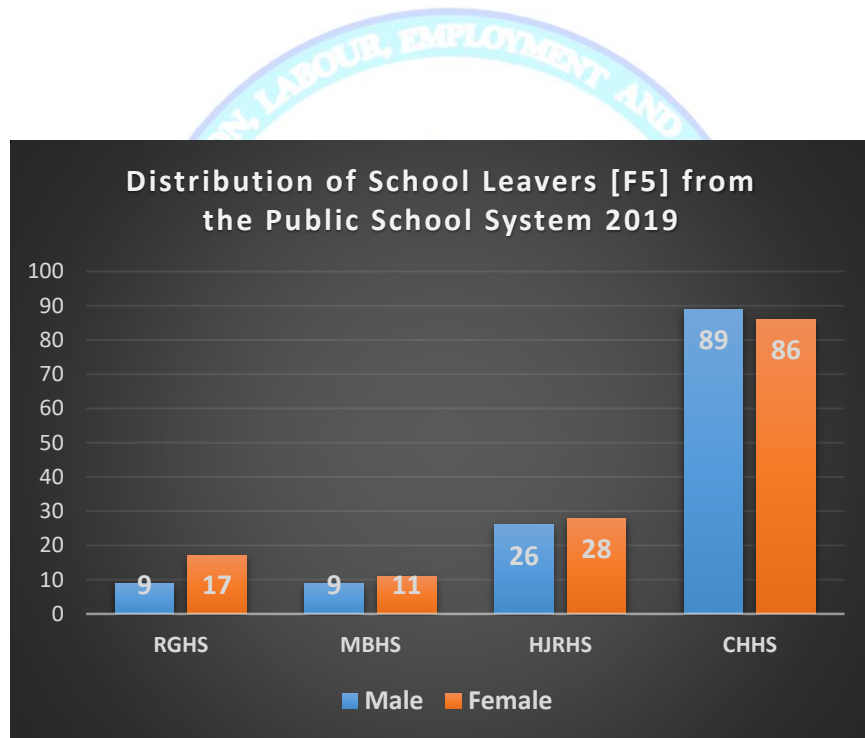


Figure 91 2019 School Leavers by Sex

SCHOOL	TOTAL FORM 5 POPULATION	% MALE	% FEMALE	MALE	FEMALE
Raymond Gardiner High	26	0.0	0.0	0	0
Marjorie Basden High	20	0.7	0.0	2	0
H.J. Robinson High	54	0.0	0.4	0	1
Clement Howell High	175	1.5	0.0	4	0
GRAND TOTAL	275	2.2	0.4	6	1

Table 53 Drop Out and Transfers 2019 Form Five

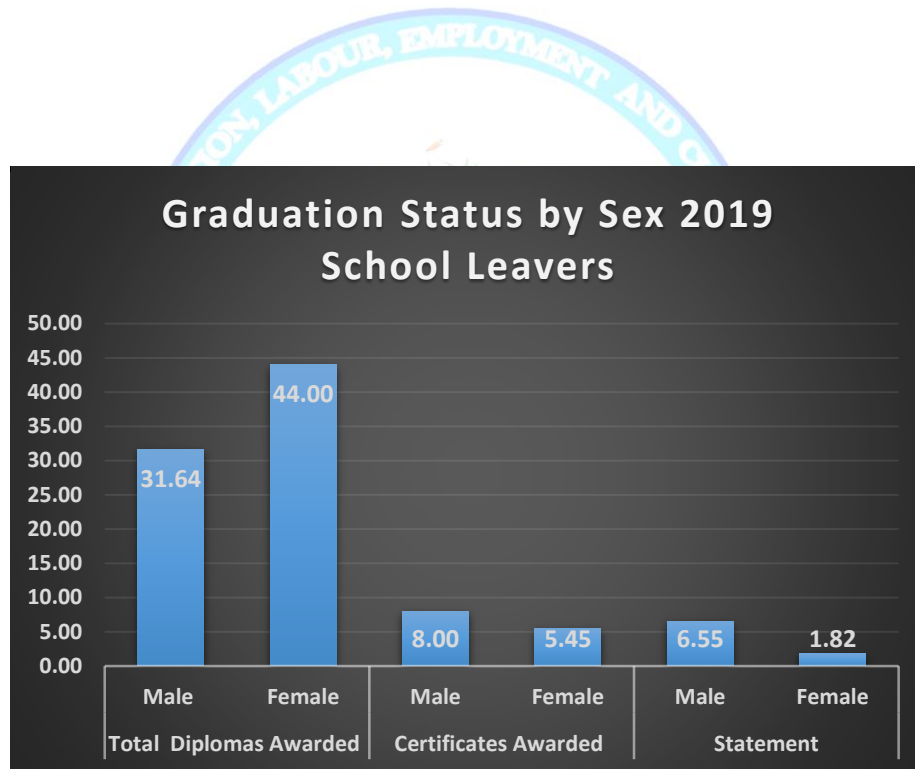


Figure 92 School Leaving Status of Fifth Form Population 2019, by Sex

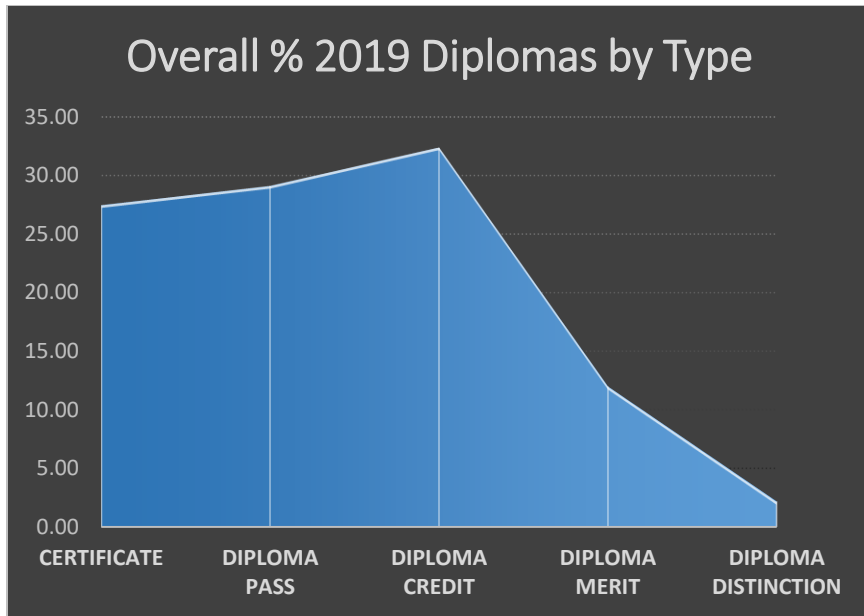


Figure 93 All Diplomas and Certificates Awarded 2019

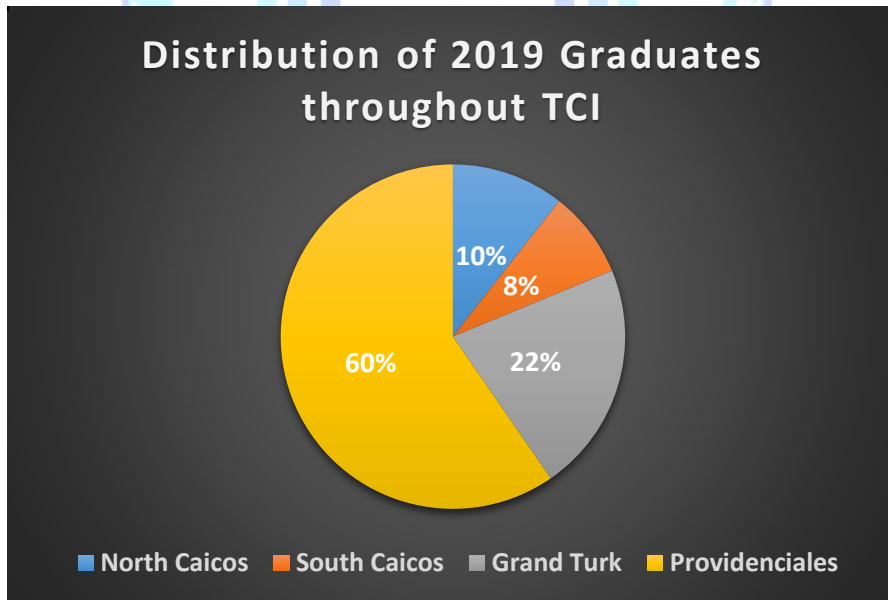


Figure 94 Distribution of 2019 Graduates throughout TCI

SCHOOL	ISLAND	FORM 5 POP	Diploma Distinction		Diploma Merit		Diploma Credit		Diploma Pass		Certificate	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Raymond Gardiner High	North Caicos	26	0	0	0	2	0	8	5	7	3	0
Marjorie Basden High	South Caicos	20	0	0	1	5	2	4	3	2	1	0
H.J. Robinson High	Grand Turk	54	0	2	5	6	7	13	10	2	4	4
Clement Howell High	Providenciales	175	3	1	6	8	23	32	22	29	14	11
GRAND TOTAL		275	3	3	12	21	32	57	40	40	22	15

Table 54 2019 Graduates by School, by Sex

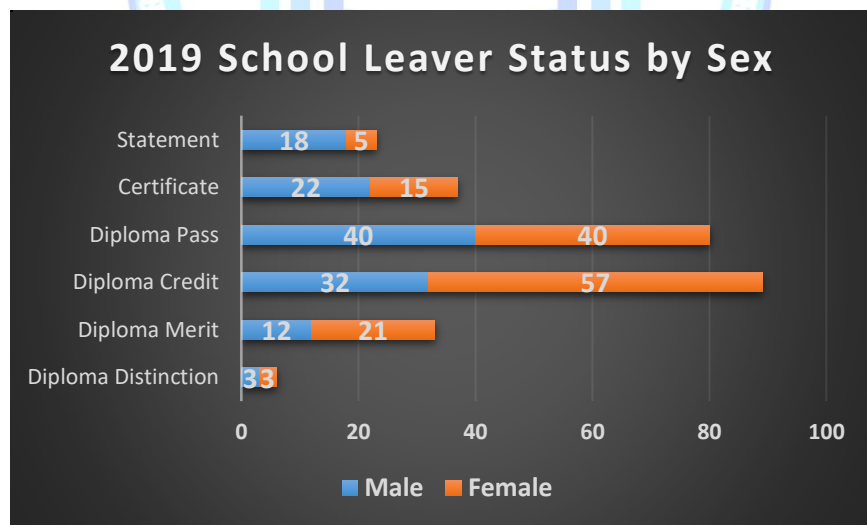


Figure 95 Percentage of Class of 2019 receiving a Diploma by Type, by Sex

Post-Secondary Enrolment

PROGRAM	GRAND TURK	PROVO	GRAND TOTAL
Assoc - Computer Studies	9	20	29
Assoc - Criminal Justice	0	5	5
Assoc -Auto Engineering Tech	3	0	3
Assoc Business Studies	58	98	156
Assoc -Culinary Arts	0	10	10
Assoc -Electrical Engineering	2	0	2
Assoc -General Studies (Humanities)	14	0	14
Assoc -Hospitality & Tourism Mgmt	16	31	47
Assoc -Marine Biology	2	0	2
Assoc -Primary Education	21	6	27
Assoc -Registered Nursing	18	0	18
Assoc -Science	19	0	19
Assoc -Social Work	28	12	40
BSc -Business Administration	8	8	16
BSc -Education (Primary)	15	0	15
BSc -Hospitality & Tourism Mgmt	0	5	5
BSc -Mgmt Info Systems	8	0	8
BSc -Social Work	14	0	14
COURSE ENROLMENT	36	24	60
Pre-College	8	0	8
Pre-College II	4	24	28
Assoc Building & Design Tech	16	19	35
BSc -Business Admin (Fin)	3	28	31
BSc -Business Admin (HR)	5	6	11
BSc -Education (ECD)	11	9	20
Assoc -Early Child Ed	6	12	18
Grand Total	324	317	641

Table 55 TCTCC Registrants 2019-20 by Program, by Campus

Post-Secondary Programme Subscription 2019-20 TCICC

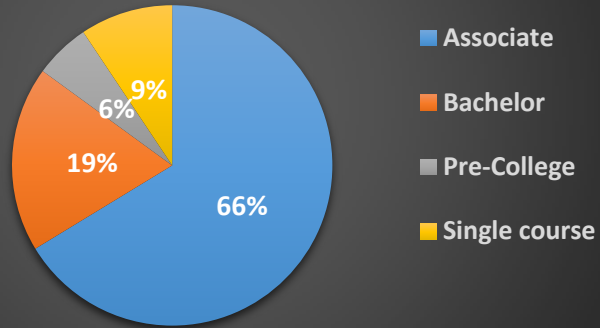


Figure 96 Distribution of Programme Levels Offered 2019-20 TCICC



Distribution of TCICC Students by Campus

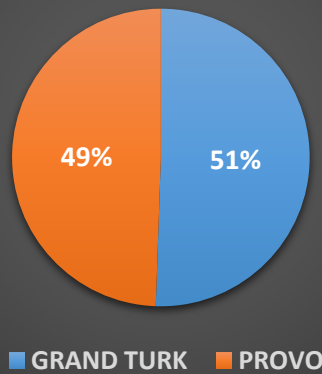


Figure 97 2019-20 Registered Students by Campus

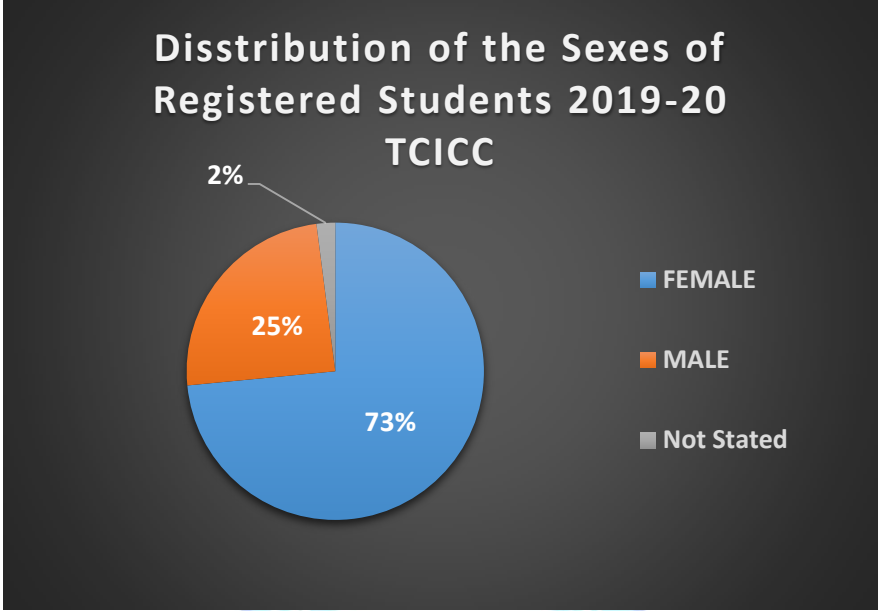


Figure 98 Distribution of the Sexes Across TCICC Campuses

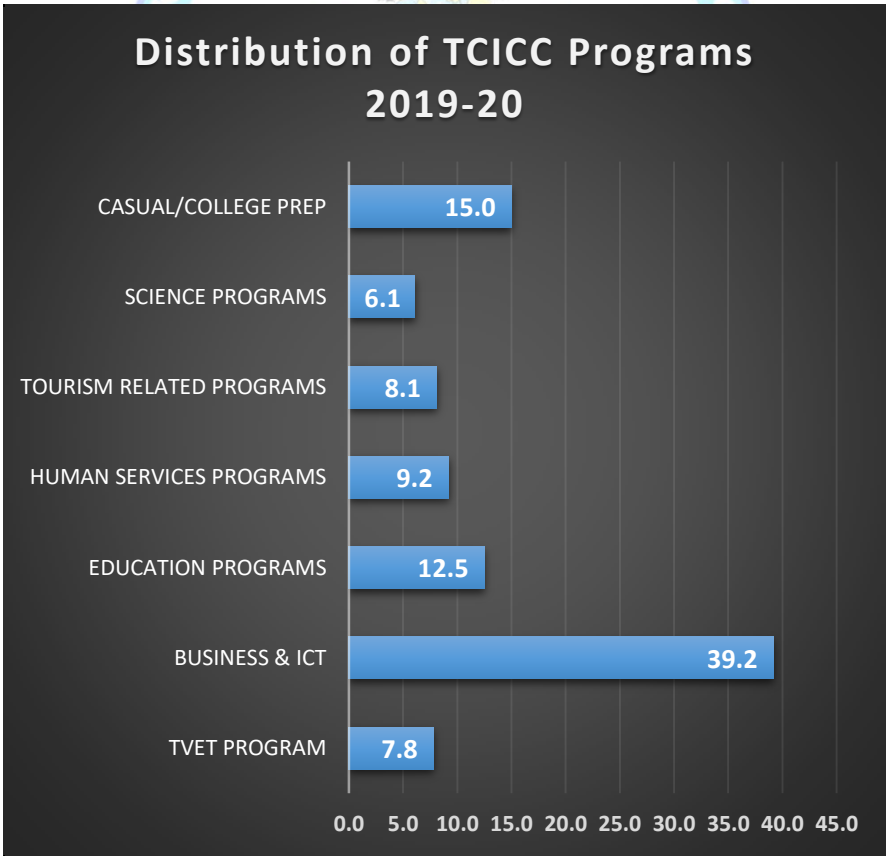


Figure 99 Distribution of Registered Students 201-20 by Programme Type

PROGRAM	COUNT OF FEMALES	COUNT OF MALES	(blank)	GRAND TOTAL
Assoc - Computer Studies	5	24	0	29
Assoc - Criminal Justice	0	5	0	5
Assoc -Auto Engineering Tech	0	3	0	3
Assoc Business Studies	114	36	6	156
Assoc -Culinary Arts	7	3	0	10
Assoc -Electrical Engineering		2	0	2
Assoc -General Studies (Humanities)	12	2	0	14
Assoc -Hospitality & Tourism Mgmt	37	8	2	47
Assoc -Marine Biology	2	0	0	2
Assoc -Primary Education	23	4	0	27
Assoc -Registered Nursing	17	1	0	18
Assoc -Science	13	6	0	19
Assoc -Social Work	35	5	0	40
BSc -Business Administration	8	5	3	16
BSc -Education (Primary)	15	0	0	15
BSc -Hospitality & Tourism Mgmt	5	0	0	5
BSc -Mgmt Info Systems	4	4	0	8
BSc -Social Work	12	2	0	14
COURSE ENROLMENT	51	8	1	60
Pre-College	6	2	0	8
Pre-College II	14	14	0	28
Assoc Building & Design Tech	15	19	1	35
BSc -Business Admin (Fin)	27	4	0	31
BSc -Business Admin (HR)	11	0	0	11
BSc -Education (ECD)	20	0	0	20
Assoc -Early Child Ed	18	0	0	18
Grand Total	471	157	13	641

Table 56 Registered Students 2019-20 TCTCC by Programme by Sex

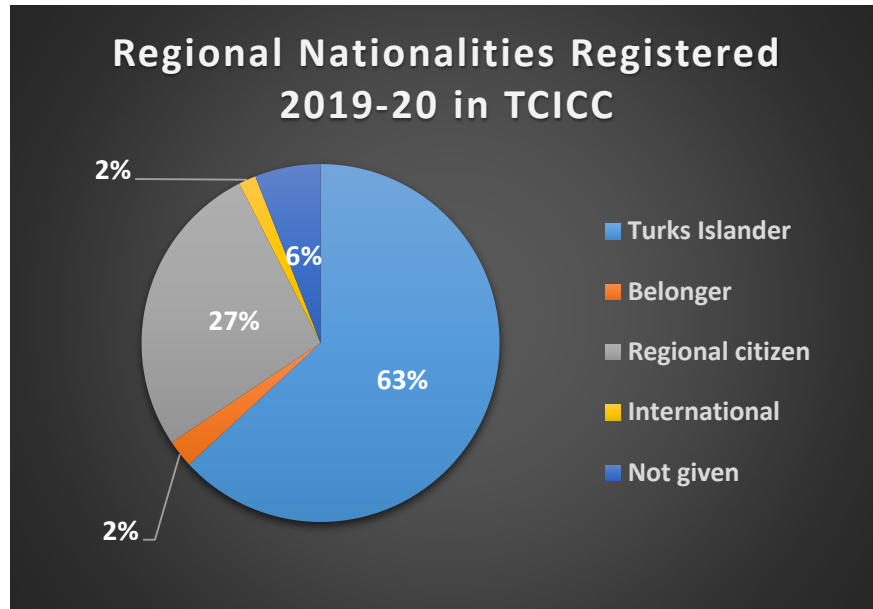


Figure 100 Distribution of Nationalities by Regional Area 2019-20 TCTCC

NATIONALITY	COUNT OF FEMALES	COUNT OF MALES	(blank)	GRAND TOTAL
American	10			10
Bahamian	18	4		22
BOTC	14	2		16
Dominican	37	4		41
Guyanese	3	3		6
Haitian	49	18		67
Jamaican	26	10		36
Non-TC Islander	1			1
TCI	293	111		404
None given	20	5	13	38
Grand Total	471	157	13	641

Table 57 Registered Students 2019-20 by Nationality by Sex

Appendix

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Adelaide Oemler Primary School	36	47	83
C. Hubert James Primary School	22	24	46
Clement Howell High School	205	225	430
Doris Robinson Primary School	3	10	13
Eliza Simons Primary School	129	137	266
Enid Capron Primary School	293	317	610
H.J. Robinson High School	165	188	353
Ianthe Pratt Primary School	306	269	575
Iris Stubbs Primary School	65	41	106
Long Bay High School	296	313	609
Marjorie Basden High School	47	51	98
Ona Glinton Primary School	141	166	307
Oseta Jolly Primary School	238	268	506
Raymond Gardiner High School	54	56	110
Grand Total	2000	2112	4112

2019-20 Public Enrolment by School and Sex

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Adelaide Oemler Primary School	7	1	8
C. Hubert James Primary School	5	0	5
Clement Howell High School	30	19	49
Doris Robinson Primary School	2	0	2
Eliza Simons Primary School	19	1	20
Enid Capron Primary School	22	2	24
H.J. Robinson High School	30	11	41
Ianthe Pratt Primary School	14	3	17
Iris Stubbs Primary School	9	2	11
Long Bay High School	20	2	22
Marjorie Basden High School	10	10	20
Ona Glinton Primary School	21	1	22
Oseta Jolly Primary School	22	1	23
Raymond Gardiner High School	16	8	24
Grand Total	227	61	288

2019-2020 Public School Teachers by Schools and Sex

SCHOOLS	COUNT OF	COUNT OF	GRAND
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	MALES	FEMALES	TOTAL
Alpha Christian Academy	48	53	101
Bethany's Educational & Social Training Institute	105	113	218
Champions For Christ International School of Excellence	39	30	69
Extended Learning Centre (TCI Middle School)	21	19	40
Faith Preparatory School	42	48	90
Holy Family Academy Catholic School	46	46	92
International School of Turks and Caicos Islands	85	83	168
Lighthouse Christian Academy	9	13	22
Maranatha Academy	73	46	119
MILLS Institute	163	171	334
Precious Treasures International School	58	64	122
Providence International Academy	43	35	78
Provo Christian School	95	93	188
Susanna Wesley Christian Academy	3	3	6
TCIPS Comprehensive High	30	45	75
Wesley Methodist	63	88	151
Grand Total	923	950	1873

2019-2020 Private Schools Enrolment by Sex

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Alpha Christian Academy	3	0	3
Bethany's Educational & Social Training Institute	17	1	18
Champions For Christ	7	0	7
Champions For Christ International School of Excellence	6	1	7
Extended Learning Centre (TCI Middle School)	8	0	8
Faith Preparatory School	5	0	5
Faith Preparatory School	2	0	2
Holy Family Academy Catholic School	13	0	13
International School of Turks and Caicos Islands	27	3	30
Lighthouse Christian Academy	6	0	6
Maranatha Academy	7	5	12
MILLS Institute	18	2	20
Precious Treasures International School	15	3	18
Providence International Academy	5	1	6
Provo Christian School	18	2	20
Susanna Wesley Christian Academy	1	0	1
TCIPS Comprehensive High	4	3	7
Wesley Methodist	12	9	21
Grand Total	174	30	204

2019-2020 Private School Teachers by Schools and Sex

SCHOOLS	ENROLMENT	TEACHERS	RATIO
Adelaide Oemler Primary School	83	8	10
C. Hubert James Primary School	46	5	9
Clement Howell High School	430	49	8
Doris Robinson Primary School	13	2	6
Eliza Simons Primary School	266	20	13
Enid Capron Primary School	610	24	25
H.J. Robinson High School	353	41	8
Ianthe Pratt Primary School	575	17	33
Iris Stubbs Primary School	106	11	9
Long Bay High School	609	22	27
Marjorie Basden High School	98	20	4
Ona Ginton Primary School	307	22	13
Oseta Jolly Primary School	506	23	22
Raymond Gardiner High School	110	24	4
Grand Total	4112	288	14

2019-2020 Public Student Teacher Ratios

SCHOOLS	ENROLMENT	TEACHERS	RATIO
Alpha Christian Academy	101	3	33
Bethany's Educational & Social Training Institute	218	18	12
Champions For Christ International School of Excellence	69	7	9
Extended Learning Centre (TCI Middle School)	40	8	5
Faith Preparatory School	90	7	12
Holy Family Academy Catholic School	92	13	7
International School of Turks and Caicos Islands	168	30	5
Lighthouse Christian Academy	22	6	3
Maranatha Academy	119	12	9
MILLS Institute	334	20	16
Precious Treasures International School	122	18	6
Providence International Academy	78	6	13
Provo Christian School	188	20	9
Susanna Wesley Christian Academy	6	1	6
TCIPS Comprehensive High	75	7	10
Wesley Methodist	151	21	7
Grand Total	1873	204	9

2019-2020 PRIVATE Student Teacher Ratios

2019-2020 Public School Trained Teachers by Schools and Sex

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Adelaide Oemler Primary School	4	1	5
Clement Howell High School	22	16	38
Enid Capron Primary School	1	0	1
H.J. Robinson High School	19	8	27
Ianthe Pratt Primary School	8	1	9
Iris Stubbs Primary School	5	0	5
Long Bay High School	8	1	9
Ona Glinton Primary School	1	0	1
Oseta Jolly Primary School	16	1	17
Raymond Gardiner High School	9	8	17
Grand Total	93	36	129

2019-2020 Public School Nationals by School and Sex

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Adelaide Oemler Primary School	2	0	2
C. Hubert James Primary School	1	0	1
Clement Howell High School	1	0	1
Eliza Simons Primary School	3	0	3
Enid Capron Primary School	3	0	3
H.J. Robinson High School	1	0	1
Ianthe Pratt Primary School	4	1	5
Iris Stubbs Primary School	3	0	3
Long Bay High School	3	0	3
Marjorie Basden High School	2	2	4
Ona Glinton Primary School	4	0	4
Oseta Jolly Primary School	1	1	2
Raymond Gardiner High School	2	0	2
Grand Total	30	4	34

SCHOOLS	COUNT OF FEMALES	COUNT OF MALES	GRAND TOTAL
Alpha Christian Academy	2	0	2
Bethany's Educational & Social Training Institute	9	1	10
Champions For Christ	6	0	6
Champions For Christ International School of Excellence	3	1	4
Extended Learning Centre (TCI Middle School)	8	0	8
Faith Preparatory School	5	0	5
Faith Preparatory School	2	0	2
Holy Family Academy Catholic School	13	0	13
International School of Turks and Caicos Islands	24	3	27
Lighthouse Christian Academy	2	0	2
Maranatha Academy	7	5	12
MILLS Institute	8	2	10
Precious Treasures International School	11	3	14
Providence International Academy	5	0	5
Provo Christian School	6	2	8
Susanna Wesley Christian Academy	1	0	1
TCIPS Comprehensive High	3	1	4
Wesley Methodist	11	9	20
Grand Total	126	27	153

2019-2020 PRIVATE school trained teachers by sex



SCHOOLS	COUNT OF MALES	COUNT OF FEMALES	GRAND TOTAL
Alpha Christian Academy	0	2	2
Bethany's Educational & Social Training Institute	1	9	10
Champions For Christ	0	7	7
Champions For Christ International School of Excellence	1	4	5
Extended Learning Centre (TCI Middle School)	0	8	8
Faith Preparatory School	0	5	5
Faith Preparatory School	0	2	2
Holy Family Academy Catholic School	0	12	12
International School of Turks and Caicos Islands	2	26	28
Lighthouse Christian Academy	0	3	3
Maranatha Academy	5	7	12
MILLS Institute	2	17	19
Precious Treasures International School	3	15	18
Providence International Academy	0	4	4
Provo Christian School	2	11	13
Susanna Wesley Christian Academy	0	1	1
TCIPS Comprehensive High	3	5	8
Wesley Methodist	9	13	22
Grand Total	28	151	179

2019-2020 PRIVATE SCHOOL NON-TCI TEACHERS BY SEX