



# TURKS & CAICOS ISLANDS EDUCATION DIGEST 2020-21



MINISTRY OF EDUCATION, YOUTH, SPORTS & SOCIAL SERVICES

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*2016-2021*



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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. This document also provides information on the status of indicator attainment as detailed in the Education Sector Plan.*

*This document is intended as 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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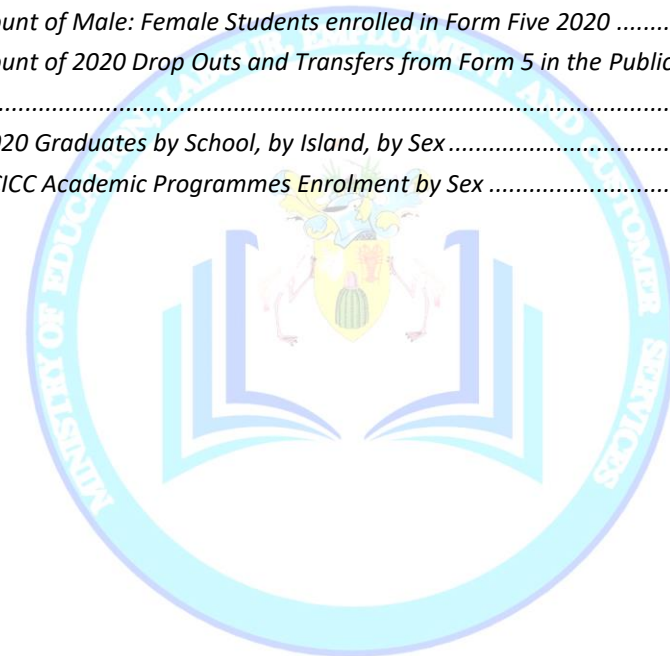
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## Terminology and Abbreviations

The following terms are defined for ease of reference

<b>AOPS</b>	<b>Adelaide Oemler Primary School</b>
<b>BEST Inst</b>	Bethany Educational & Social Training Institute
<b>Bio</b>	Biology
<b>BOTC</b>	British Overseas Territories Citizen
<b>BRICS</b>	Bassett's Reading Intervention Clinic Academy

<b>BWIC</b>	British West Indies Collegiate
<b>C HIST</b>	Caribbean History
<b>CT</b>	Clothing and Textiles
<b>Candidature</b>	The total number of persons sitting an examination
<b>CCA</b>	Community Christian Academy
<b>Chem</b>	Chemistry
<b>CHHS</b>	Clement Howell High School
<b>CHJPS</b>	Charles Hubert James Primary School
<b>Const</b>	Construction
<b>CSEC</b>	Caribbean Secondary Education Certificate
<b>Drop Out</b>	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
<b>DRPS</b>	Doris Robinson Primary School
<b>E&amp;E Tech</b>	Electrical and Electronic Technology
<b>Econ</b>	Economics
<b>ECPS</b>	Enid Capron Primary School
<b>EDPM</b>	Electronic Document Preparation and Management
<b>Eng A</b>	English Language
<b>Eng B</b>	English Literature
<b>ESPS</b>	Eliza Simons Primary School
<b>F&amp;N</b>	Food and Nutrition
<b>GCE</b>	General Certificate of Education
<b>Geo</b>	Geography
<b>GSAT</b>	Grade Six Achievement Test
<b>GT</b>	Graduate Teacher – An individual employed as a teacher who possesses at least a Bachelor’s degree and has a Teaching certificate
<b>HS Bio</b>	Human and Social Biology
<b>HEM</b>	Home Economic Management
<b>HFA</b>	Holy Family Academy
<b>HJRHS</b>	H. J Robinson High School
<b>ICE</b>	International Certificate of Education
<b>IGCSE</b>	International General Certificate of Secondary Education
<b>Info Tech</b>	Information Technology
<b>Int Sci</b>	Integrated Science
<b>IPPS</b>	Ianthe Pratt Primary School
<b>ISPS</b>	Iris Stubbs Primary School
<b>LBHS</b>	Long Bay High School
<b>Math</b>	Mathematics
<b>MBHS</b>	Marjorie Basden High School
<b>MHS</b>	Maranatha High School
<b>MHSP</b>	Maranatha High School Private
<b>MoE</b>	Ministry of Education
<b>MRPS</b>	Mary Robinson Primary School
<b>MT</b>	A member of the school’s management team
<b>OA</b>	Office Administration

<b>OGPS</b>	Ona Glinton Primary School
<b>OJPS</b>	Oseta Jolly Primary School
<b>PCS</b>	Provo Christian School
<b>PE</b>	Physical Education
<b>Phy</b>	Physics
<b>PoA</b>	Principles of Account
<b>PoB</b>	Principles of Business
<b>RE</b>	Religious Education
<b>RGHS</b>	Raymond Gardiner High School
<b>RHPS</b>	Richmond Hill Preparatory School
<b>Span</b>	Spanish
<b>SS</b>	Social Studies
<b>TCI</b>	Turks and Caicos Islands
<b>TCI Status</b>	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.
<b>TCICC</b>	Turks and Caicos Islands Community College
<b>Turks &amp; Caicos Islander</b>	"Turks and Caicos Islander" refers to an individual who holds citizenship or nationality of the Turks and Caicos Islands.
<b>TD</b>	Technical Drawing
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UT</b>	Untrained Teacher – An individual employed as a teacher who possesses an Associate's degree only
<b>VA</b>	Visual Arts
<b>WMS</b>	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 programmes 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.

## TCI in Context

### Physical Environment

The Turks and Caicos Islands 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 separate 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 Turks and Caicos Islands archipelago are relatively small, with low-elevation terrain. Drought-resistant tropical dry forests 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 have 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

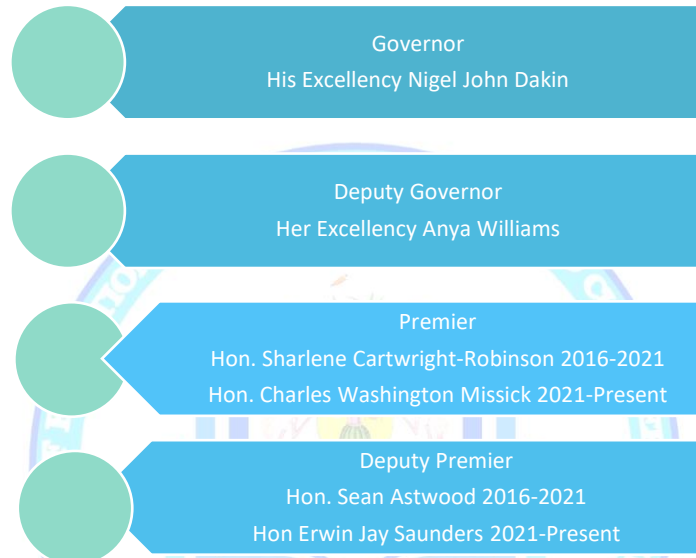
The Constitution Order 2011 provides for an elected Government comprising of a Ministerial Cabinet and an elected House of Assembly. Queen Elizabeth II is the head of state and is represented locally by an appointed governor (usually for a four-year term, but it varies).

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 defence 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 3 Top Leaders of Turks & Caicos Islands**

## Socio and Economic Environment

The majority of the population [77%] of Turks and Caicos resides on the island of Providenciales. Grand Turk supports the second greatest population, as well as the nation's capital city of Cockburn Town. Luxury tourism is the primary source of income to the Turks and Caicos. Grace Bay Beach on the island of Providenciales is home to the majority of resorts and hotels in the country.

TCI experienced negative population growth for consecutive years [2009-2012<sup>1</sup>], however within the most recent years [2013 onward], the country is experiencing positive population growth.

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

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 ponds 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 speaks Creole (spoken in the Haitian community), French, and Spanish.

28.5% of the population is under 18 years of age<sup>2</sup> 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

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

## The Education System<sup>3</sup>

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

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

<sup>3</sup> Professional Developmental Plan for Teachers 2020 1.1.19

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 democratisation 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 opportunities (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 educational 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:

- 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 of self-determination, and
- Foster good leisure time habits

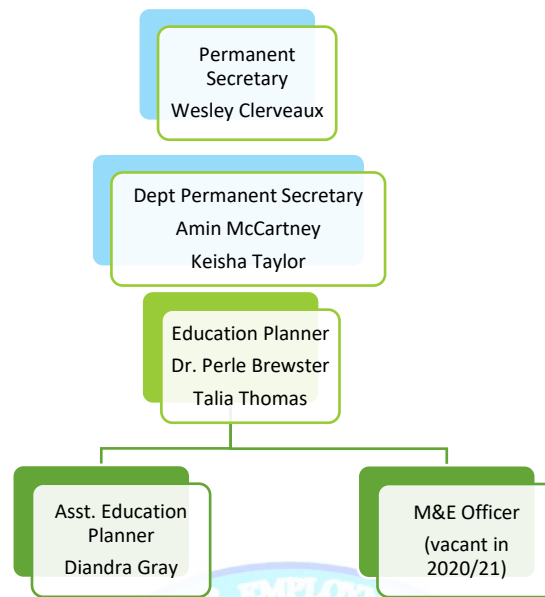
Thus, the Department of Education is directed to provide the Turks and Caicos Islands citizens with opportunities that will help them develop



the knowledge, skills, and values that will enable them to manage change and be responsible contributing members of 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 the 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 a number of 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 4 Hierarchical Structure of the Planning Unit within the Ministry**

There are fifteen public schools in the Turks and Caicos Islands. Ten [10] are primary schools, and five [5] are 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 the 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. Although the Turks and Caicos Islands is a British colony, 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”<sup>4</sup>. 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 are designated Preschool:

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<sup>4</sup> Turks & Caicos Islands Education Policy 2005

Daycare is typically provided by private entities, while Preschools are provided by both private and public sectors. Given that Daycare 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 Daycares and Preschools, which an Education Officer regularly visits.

## Primary Education

- Grades 1- 6; ages 6/7 – 10/11
- National Curricula in core areas. Curricula should follow 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 in the sixth grade.

## Secondary Education

- Forms 1 – 5; ages 11/12 – 15/16 years
- National Curricula in Math, Science [Biology, Physics and Chemistry], English, ICT, Civics and a second language [Forms 1 – 3]. Physical Education, Music, and Religious Education should be taught throughout secondary [Forms 1 -5]. Social graces are integrated in instruction. Technical/Vocational, Tourism and Agriculture, subjects linked to labour market needs are 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 1 and 2
  - Caribbean Secondary Education Certificate [CSEC]
  - International General Certificate of Secondary Education [IGCSE] at Level 1
- Form 6 was piloted in 2019/20 and was discontinued in 2021.



## Tertiary Education [Post-Secondary Level]

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

Certifications are offered in disciplines identified as a 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

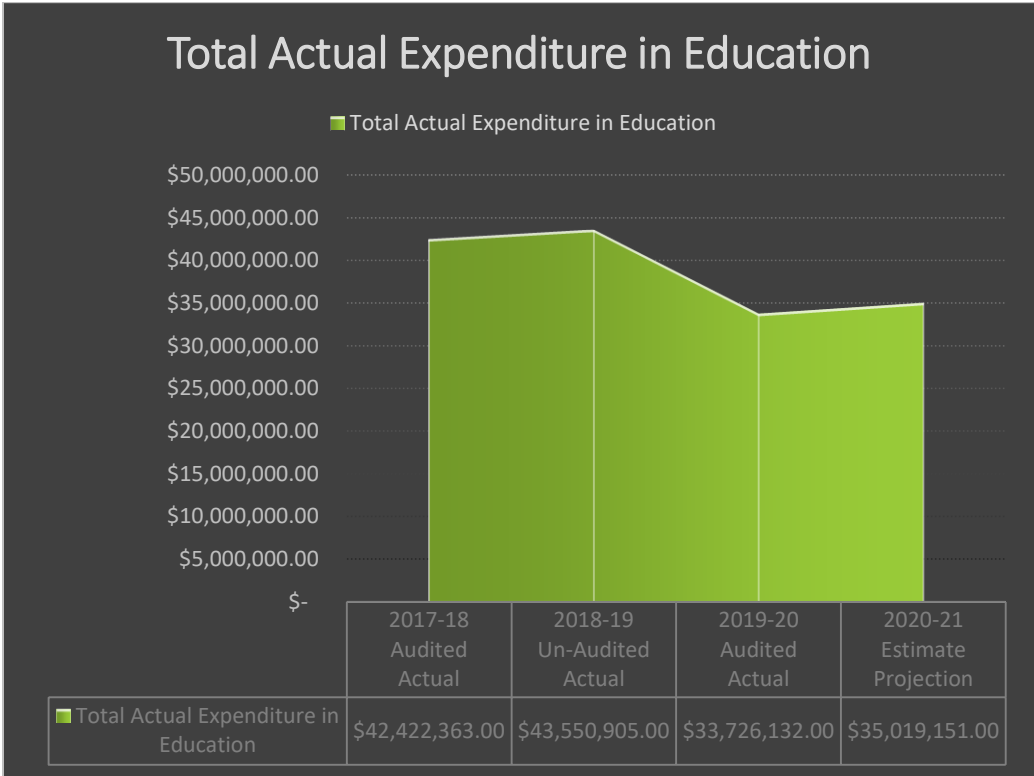
The Government of TCI approved a budget for the fiscal year, April 1 2020 – March 31, 2021:







Education represents 13% of the total budget for 2020-21 [including capital expenditures]. Education accounts for the third highest proportion of the total budget. Listed following are the expenditures in order of percentage.



**Figure 5 Actual Expenditure in Education Trend 2017-18 to 2020-21**



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 Department - 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	<i>Youth Department</i>	\$ 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	<i>Social Development</i>	-	-	\$ 2,882,347	\$ 3,928,106
122	<i>Sports</i>	\$ 829,240	-		
123	<i>Department of Culture</i>	\$ 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	<i>Gender Affairs</i>	-		\$ 262,702	\$ 364,700
150	Technical Vocational School			-	\$ 214,043
57	<b>Ministry of Education, Labour, Employment &amp; Customer Service</b>	<b>\$ 28,294,884</b>	<b>\$ 29,289,427</b>	<b>\$ 33,726,132</b>	<b>\$ 35,019,151</b>

\* *Italicised entries are not consistently available for the years in focus*

**Table 1 Estimates of Consolidated Fund Expenditure for April 2018-March 2021**

## Comparative Schools Expenditures 2018-19 through 2020-21

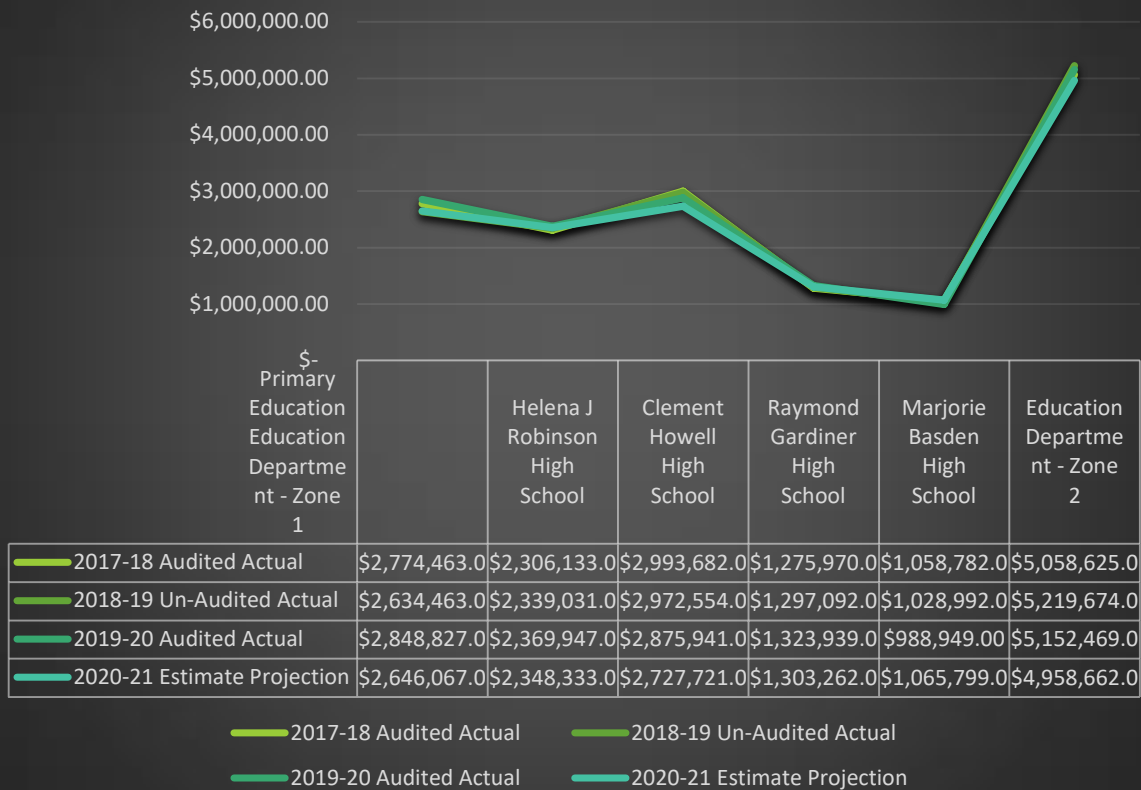


Figure 6 Comparative Schools Expenditure

## Professional Development of Educators<sup>5</sup>

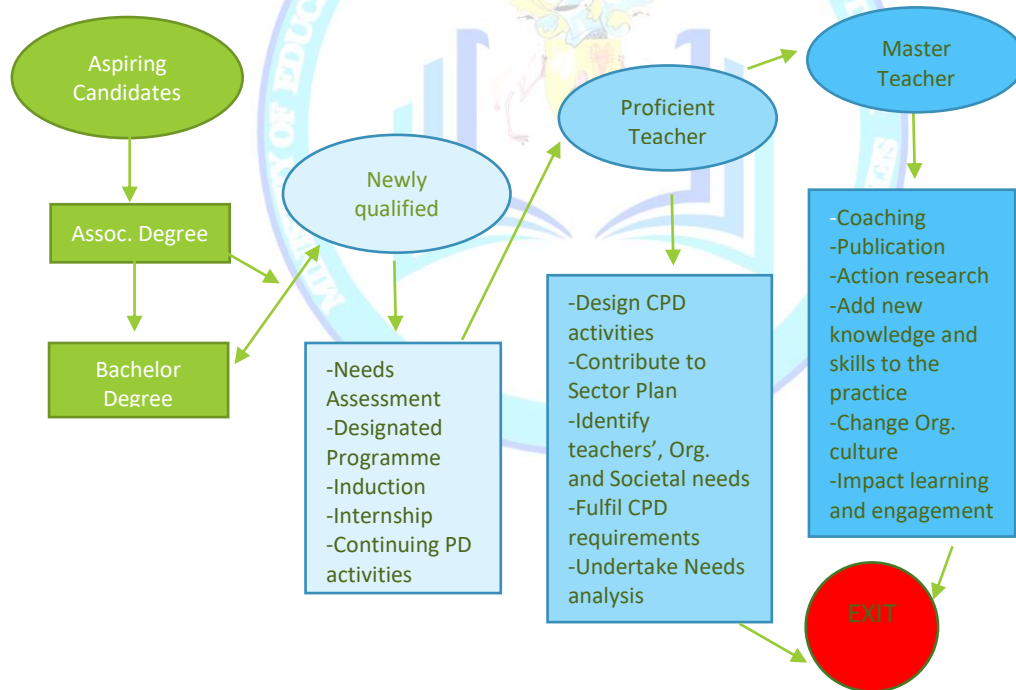
Throughout the history of education in the Turks and Caicos Islands, professional development has referred to a variety of specialised and formal training, which was aimed at helping Administrators, Teachers, and other Educators to further improve and enrich their professional knowledge, competence, 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.

<sup>5</sup> Professional Development Plan for Teachers 1.1.19

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 evaluate 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



\*adopted from the Professional Developmental Plan for Teachers 2020

Figure 7 Professional Development Plan for Teachers 2020

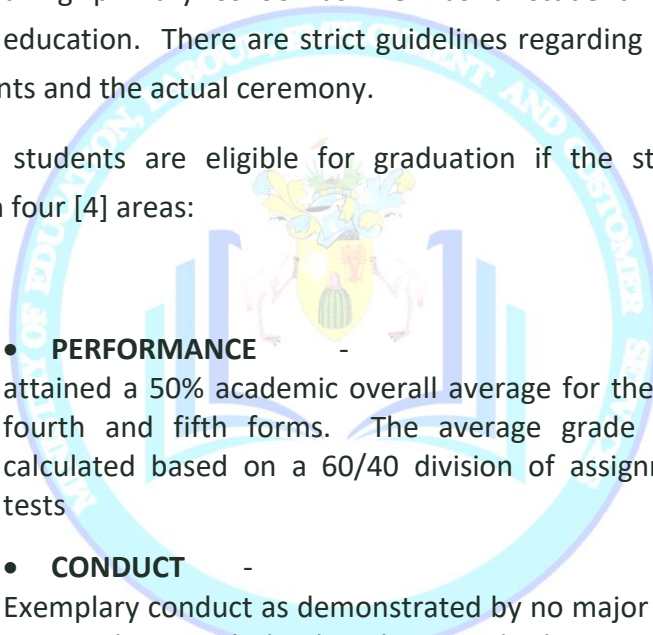
The Teacher Mentor Programme ensures that persons are matched according to shared demographic variables and personal interests. Master Teachers serve as the pool of mentors. Specialty workshops for Heads of Department, Principals, Vice Principals, Education Officers and Guidance Counsellors, in areas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

## Special Policies

### *Graduation*

Students of TCI complete their 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.

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
- Specialized 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 Individualized Family Services Plan and an Individualized Education Plan with learning goals, competency areas, specific activities, etc.

## Home Schooling in TCI

The emergence of the COVID-19 virus and resulting global pandemic has shown an uptick in the home schooling of children. Even though a child may not be enrolled in a formal institution of learning, the education of that child is still governed by statute. The Ministry of Education has developed guidelines to account for the quality of education that home schooled children receive.

### Draft Requirements

- (A) The student's parent or guardian shall provide a written notice of intent to provide home instruction to the Department of Education within 10 calendar days of the beginning of home instruction. The notice must contain the following information:
- a. The name, signature and address of the student's parent or guardian
  - b. The name and age of the student
  - c. The date the home instruction program will begin
  - d. If not a parent, a profile of the tutor or instructor who will deliver the lessons, specific to qualification, experience and expertise.
  - e. A Curriculum which matches the standard of the Turks and Caicos Islands National Curriculum or a statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in the following subject areas: Language Arts, Math, Science, Social Studies, Physical Education, Health Education, Art and Craft and Computer.<sup>27</sup>
  - f. A statement of assurance that indicates that the home instruction program will include a quarterly assessment of the student's academic progress.
- (B) On or before September 1st of each subsequent year of home instruction, the student's parent or guardian shall file a letter with the Department of Education stating the intention to continue providing home instruction and enclose a copy of the student's academic progress. A review and acceptance of the student's progress will be based on, but not limited to, a presentation of an educational portfolio of the student to the Department of Education.

- (C) The Department of Education will provide supervision and support to the home and will offer suggestion for efficiency and effective delivery of the curriculum.
- (D) The Education Ordinance makes provision for a Truancy Officer to report students who are truant, therefore the truancy officer will work closely with parents to ensure that students are enrolled and participating in the home school experience.
- (E) If the Department of Education is not satisfied with the delivery of the home school curriculum or students' progress, the programme in use will be reviewed and tailored to meet the standard of the Turks and Caicos Islands National Curriculum.
- (F) If the programme of selection is not certified, the Department of Education will offer certification to students based on an assessment administered by the Department of Education.

### Special Education Enrolment

The current practice in the public education system is to offer inclusive instruction with the guidance of the Special Education team. Students also benefit from pulled-out programs in the public school system. However, where special needs services are limited in the country some parents of children with special needs have found education accommodation within the private sector, overseas 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, Labour, Employment & Customer Service is 2017-2022. This Plan includes eight [8] strategic imperatives noted following:

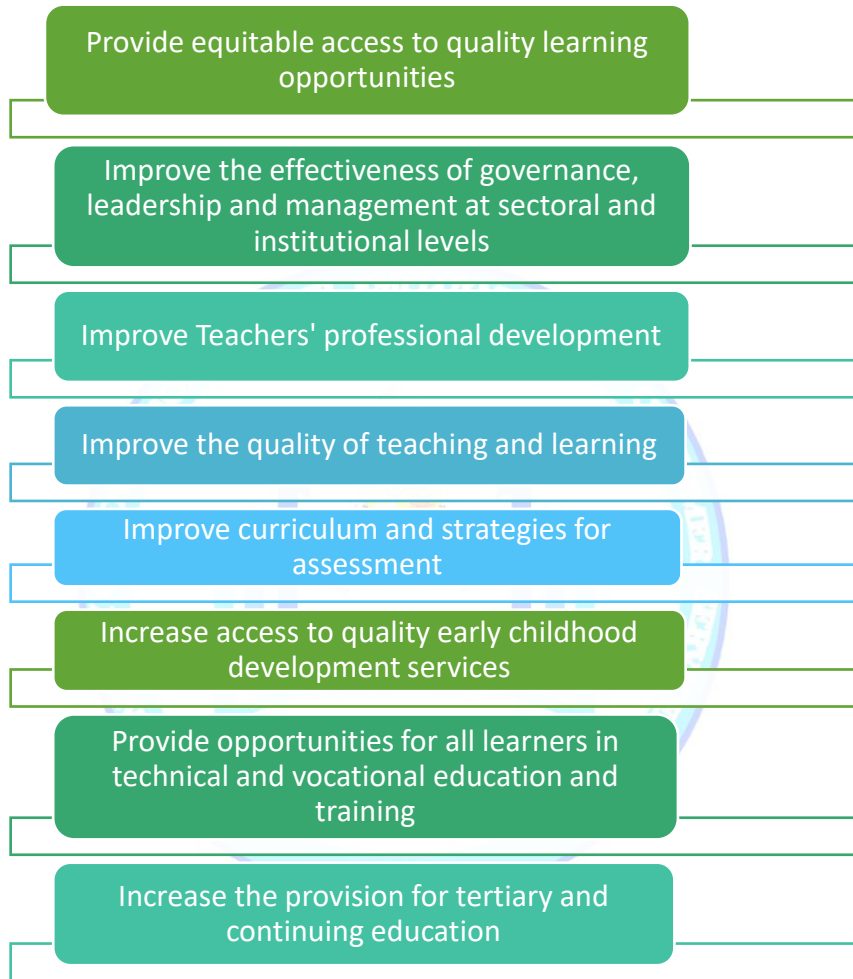


Figure 8 2018-2022 Strategic Imperatives for Education in TCI

Strategic Imperative	Expected Outcomes
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<b>1</b>	Provide the number of school places to equitably meet Government targets and international commitments	1.1 Sufficient places in an appropriate and safe environment for 4-11 year age group
		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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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 2 Expected Outcomes of the Strategic Imperatives of the Education Sector Plan 2018-2022

	Strategic Imperative	Expected Outcomes
<b>6</b>	Increase access to quality early	6.1 Guidelines reviewed and

	childhood development services	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
<b>7</b>	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
<b>8</b>	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 3 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 recognized 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 organizing 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 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 Islands Alignment with ISCED Classifications

TCI’s formal education system recognizes 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 3 to 4 years old in Infant 1 &2
- ISCED: 1      Primary Education**  
This includes children ages 5 to 10 years old, in grades 1 through 6
- ISCED: 2      Lower Secondary Education**  
Secondary level education Form 1-3 [grades 7-8]
- ISCED: 3      Upper Secondary Education**  
Secondary level education Form 4-5 [grades 10-11].  
Form 6 [grade 12] was piloted to accommodate students who were not ready to enter the workforce
- 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 i.e. TCI Community College.

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

## Management of Education Data

The Department of Policy and Planning is responsible for collecting and reporting data generated by the education system at all levels: pre-primary, primary, secondary and post-secondary. Education Planner Dr. Perle Brewster is supported by Ms. Diandra Gray. 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.

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

## Student Performance

The TCI education system accommodates multiple examinations to provide a measure of student knowledge attainment at various points through 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:<sup>6</sup>

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

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<sup>6</sup> [cxc.org/examinations](http://cxc.org/examinations)

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 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 May/June. Typically students who which 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' shows an outstanding. For grades B – F, it ranges from good, fairly good, moderate to weak and poor.<sup>7</sup>

### 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

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<sup>7</sup> [Smartlabz.pro/Caribbean/csec-guide/](http://Smartlabz.pro/Caribbean/csec-guide/)

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.

## International General Certificate of Secondary Education - IGCSE<sup>8</sup>

Cambridge IGCSE is the world's most popular international curriculum for 14-16 year olds, leading to globally recognized 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

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



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
- 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



## National Curriculum

The Department of Education officially released the newly created National Curricula for Grades 3-6 in **Math, Language Arts, Science and Social Studies**. The curriculum seeks to address civic competences, multi-literacies and career and life skills. The thematic approach takes in to account the following competences.

- Interpersonal Skills
- Decision-making
- Problem-solving, Creative Thinking and Innovation
- Collaborating
- Critical Thinking
- Self-awareness
- Empathy
- Emotional Intelligence
- Self-control
- Public speaking and presenting
- Written Communication
- Communicating face-to-face and over the phone
- Reasoning, persuasion and sales skills
- Independence and resourcefulness
- Critical enquiry and experimentation
- Design and creation of products
- Hard Skills found in Agriculture, Tourism and Enterprise

The Curriculum Unit has created monitoring and evaluative tools to ensure coverage and competence in targeted areas.

## SECTOR OVERVIEW

ENROLMENT PERCENTAGES		2020-2021
<b>Enrolment Overall</b>		
<i>*country population data by single year ages not available</i>		
Percentage Enrolment Preprimary		16.9
Percentage Enrolment Male Preprimary		8.2
Percentage Enrolment Female Preprimary		8.8
Percentage Enrolment Primary		49.0
Percentage Enrolment Male Primary		24.5
Percentage Enrolment Female Primary		24.5
Percentage Enrolment Secondary		33.3
Percentage Enrolment Male Secondary		17.3
Percentage Enrolment Female Secondary		16.0
Percentage Public Overall Enrolment		68.6
Percentage Public Male Enrolment		35.3
Percentage Public Female Enrolment		33.3
Percentage Private Overall Enrolment		30.6
Percentage Private Male Enrolment		14.6
Percentage Private Female Enrolment		16.0

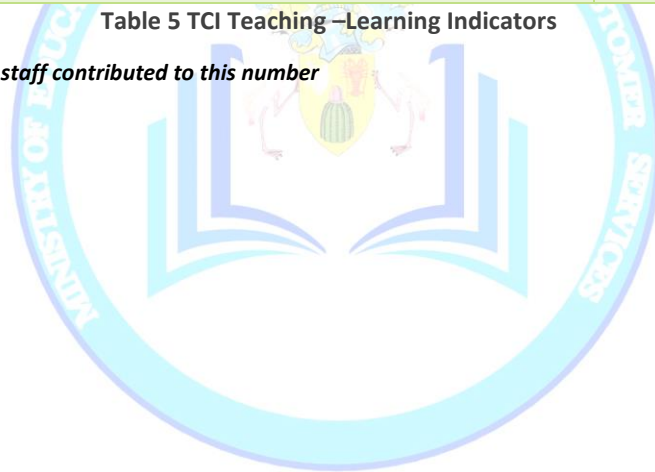
Table 4 TCI Enrolment Indicators

TCI EDUCATION WORKFORCE DATA		2020-2021
Percentage Male Teachers		19%
Percentage Female Teachers		81%
<b>Percentage Preprimary Teachers Overall</b>		<b>5%</b>
Percentage Preprimary Male Teachers		0%
Percentage Preprimary Female Teachers		5%
<b>Percentage Primary Teachers Overall</b>		<b>58%</b>
Percentage Primary Male Teachers		5%
Percentage Primary Female Teachers		53%
<b>Percentage Secondary Teachers Overall</b>		<b>42%</b>
Percentage Secondary Males Teachers		14%

<i>Percentage Secondary Female Teachers</i>	28%
<b>Percentage Local Teachers Overall</b>	<b>40%</b>
<b>Local percentage of Preprimary teachers</b>	<b>33%</b>
<i>Local percentage of Preprimary male teachers</i>	0%
<i>Local percentage of Preprimary female teachers</i>	33%
<b>Local percentage of Primary teachers</b>	<b>52%</b>
<i>Local percentage of Primary male teachers</i>	36%
<i>Local percentage of Primary female teachers</i>	54%
<b>Local percentage of Secondary teachers</b>	<b>22%</b>
<i>Local percentage of Secondary male teachers</i>	7%
<i>Local percentage of Secondary female teachers</i>	29%
<b>Student/Teacher Ratio Overall</b>	<b>13%</b>
<b>Student/Teacher Ratio Preprimary</b>	39%*
<i>Student/Teacher Ratio Primary</i>	11%
<i>Student/Teacher Ratio Secondary</i>	12%
<b>Percentage Degree Trained Teachers Overall</b>	96%
<i>Percentage Degree Trained Teachers Preprimary</i>	3%
<i>Percentage Degree Trained Teachers Primary</i>	51%
<i>Percentage Degree Trained Teachers Secondary</i>	42%

Table 5 TCI Teaching –Learning Indicators

*\*Only Private staff contributed to this number*



PROGRAMME	2017	2018	2019	2020	2021	Total
Certificate in Automotive Engineering Technology	4					4
Certificate in Business Studies	1					1
Assoc. Degree in Architectural & Building Design Technology	5	4	9	7	2	27
Assoc. Degree in Business Studies	21	17	25	35	25	123
Assoc. Degree in Computer & Electronics Engineering Technology		1	2			3
Assoc. Degree in Computer Studies	8		9	6	5	28
Assoc. Degree in Culinary Arts	2	1	1		1	5
Assoc. Degree in Early Childhood Education		7	5	3	2	17

Assoc. Degree in Electrical Engineering					1	1
Assoc. Degree in Electrical/Electronic Engineering Tech.		1				1
Assoc. Degree in General Studies (Humanities)	3	5	5	2	3	18
Assoc. Degree in General Studies (Science)	5	4	6	3		18
Assoc. Degree in Criminal Justice					3	3
Assoc. Degree in Hospitality Management				2	2	4
Assoc. Degree in Hospitality & Tourism Management	6	2	8	5		21
Assoc. Degree in Primary Education	9	2	2	8	4	25
Assoc. Degree in Science					6	6
Assoc. Degree in Social Work	3	2		4	11	20
Assoc. Degree in Tourism Management					3	3
Bachelor Degree in Business Administration (Finance & Management)	5	7	10	9	6	37
Bachelor Degree in Business Administration (Human Resource Management)	6	3	6	10	6	31
Bachelor Degree in Hospitality & Tourism Management	2	1	2	1		6
Bachelor Degree in Early Childhood Education				3	7	10
Bachelor Degree in Tourism Management					1	1
Bachelor Degree in Primary Education	22	7	1	4	4	38
Bachelor Degree in Social Work				4	2	6
Bachelor Degree in Management Information Systems			1		1	2
<b>TOTAL GRADUATES</b>	<b>102</b>	<b>64</b>	<b>92</b>	<b>106</b>	<b>95</b>	<b>459</b>

Table 6 TCICC graduates by degree

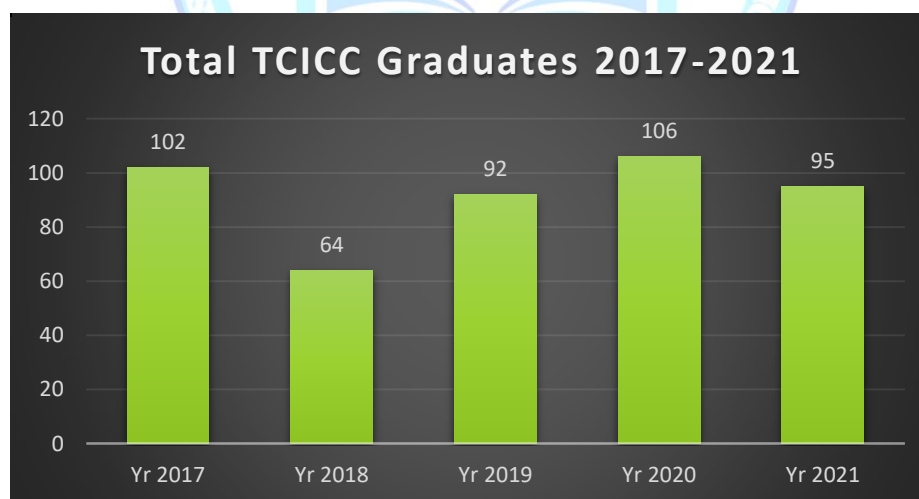


Figure 9 Total TCICC Graduates

Programme	2017	2018	2019	2020	2021	Total
Assoc. Degree in Business Studies	21	17	25	35	25	123
Bachelor's Degree in Primary Education	22	7	1	4	4	38

<b>Bachelor's Degree in Business Administration (Finance &amp; Management)</b>	5	7	10	9	6	37
<b>Bachelor's Degree in Business Administration (Human Resource Management)</b>	6	3	6	10	6	31
<b>Assoc. Degree in Computer Studies</b>	8		9	6	5	28
<b>Assoc. Degree in Architectural &amp; Building Design Technology</b>	5	4	9	7	2	27
<b>Assoc. Degree in Primary Education</b>	9	2	2	8	4	25
<b>Assoc. Degree in Hospitality &amp; Tourism Management</b>	6	2	8	5		21
<b>Assoc. Degree in Social Work</b>	3	2		4	11	20
<b>Assoc. Degree in General Studies (Humanities)</b>	3	5	5	2	3	18
<b>Assoc. Degree in General Studies (Science)</b>	5	4	6	3		18
<b>Assoc. Degree in Early Childhood Education</b>		7	5	3	2	17
<b>Bachelor's Degree in Early Childhood Education**</b>				3	7	10

Table 7 Top Graduating Programme



## TCICC Graduates by Degree 2017-2021

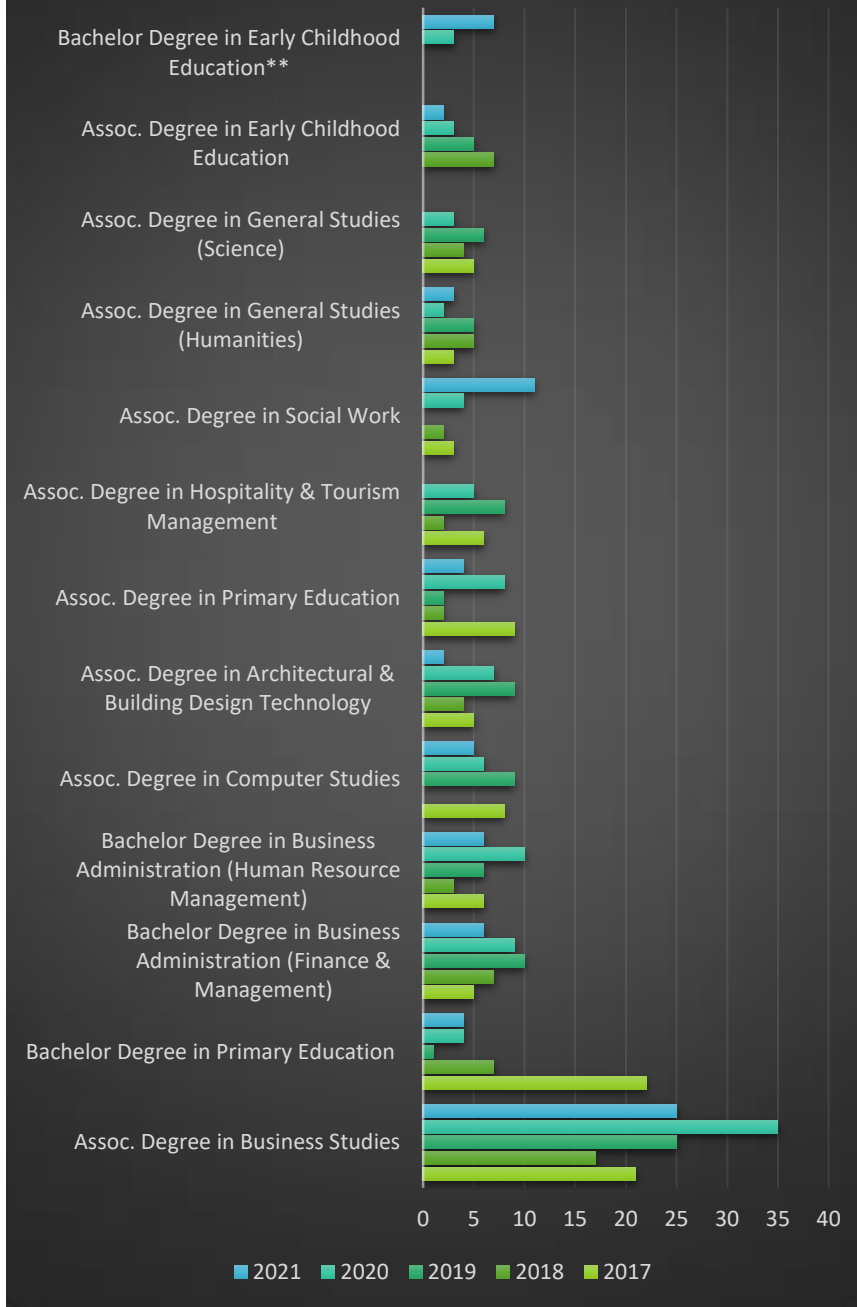


Figure 10 TCICC Graduates by Degree



## TCICC Graduates by Discipline 2017-2021

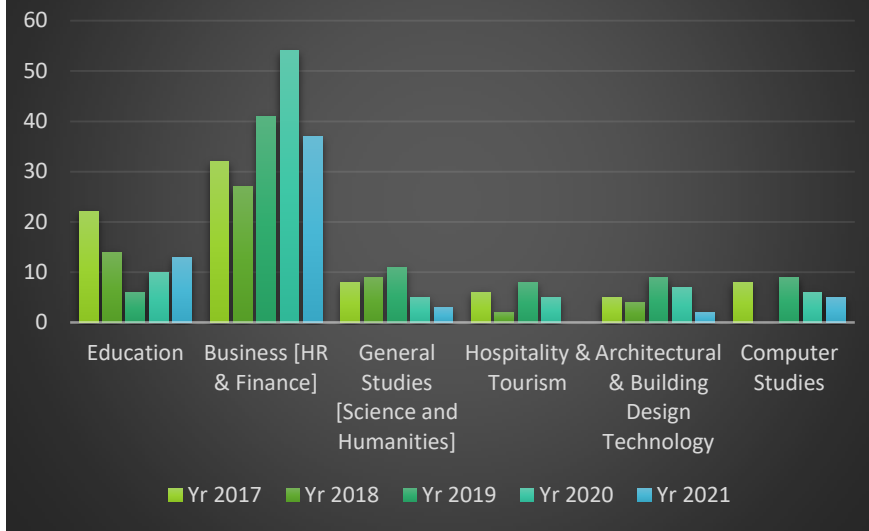
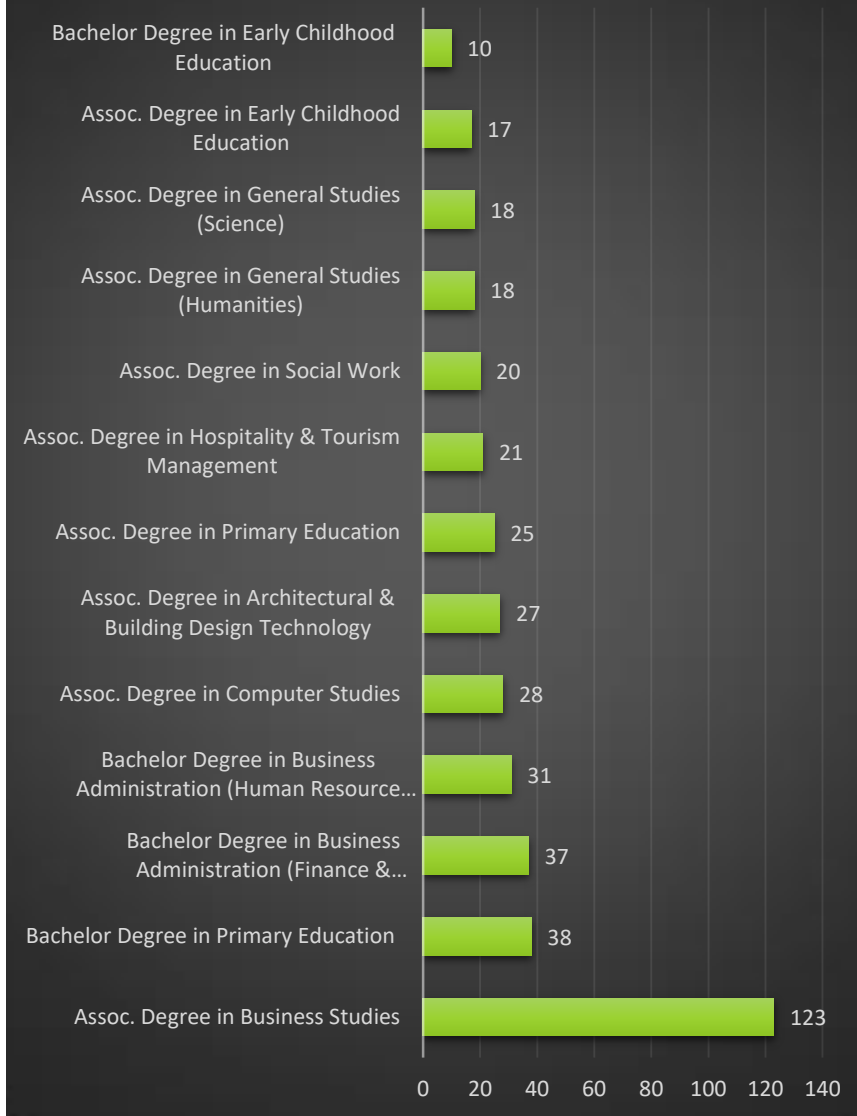


Figure 11 TCICC Graduates by Discipline

Discipline	Yr 2017	Yr 2018	Yr 2019	Yr 2020	Yr 2021
<b>Education</b>	22	14	6	10	13
<b>Business [HR &amp; Finance]</b>	32	27	41	54	37
<b>General Studies [Science and Humanities]</b>	8	9	11	5	3
<b>Hospitality &amp; Tourism</b>	6	2	8	5	0
<b>Architectural &amp; Building Design Technology</b>	5	4	9	7	2
<b>Computer Studies</b>	8	0	9	6	5

Table 8 TCICC Graduates by Discipline

## Total TCICC Graduates Produced in a 5-year Period 2017-2021



**Figure 12 Total TCICC Graduates Produced in 5 Year Period**

## 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	Acting - Ms Perette Arisnord	F	946-7218	<a href="mailto:adelaidoemlerprimary@tciedu.tc">adelaidoemlerprimary@tciedu.tc</a>
Charles Hubert James Primary School	Public	Primary	Kew, North Caicos	Ms Comoneta Campbell	F	946-7373   242-6322	<a href="mailto:charleshubertjamesprimary@tciedu.tc">charleshubertjamesprimary@tciedu.tc</a>
Clement Howell High School	Public	Secondary	Blue Hills, Providenciales	Mrs Kadean Cunningham	F	941-3411	<a href="mailto:clementhowellhigh@tciedu.tc">clementhowellhigh@tciedu.tc</a>
Doris Robinson Primary School	Public	Primary	Conch Bar, Middle Caicos	Acting - Ms Brendalee Harvey	F	946-6137	<a href="mailto:dorisrobinsonprimary@tciedu.tc">dorisrobinsonprimary@tciedu.tc</a>
Eliza Simons Primary School	Public	Primary	Grand Turk	Mrs Juliet Thelwell	F	946-2334	<a href="mailto:elizasimonsprimary@tciedu.tc">elizasimonsprimary@tciedu.tc</a>
Enid Capron Primary School	Public	Primary	Five Cays, Providenciales	Mrs Sophia Garland	F	946-4243	<a href="mailto:enidcapronprimary@tciedu.tc">enidcapronprimary@tciedu.tc</a>
H.J. Robinson High School	Public	Secondary	Church Folly, Grand Turk	Mr Reinwald Lewis	M	946-2317	<a href="mailto:hjrobinsonhigh@tciedu.tc">hjrobinsonhigh@tciedu.tc</a>
Ianthe Pratt Primary School	Public	Primary	The Bight, Providenciales	Ms Neekimo King	F	946-4165	<a href="mailto:iantheprattprimary@tciedu.tc">iantheprattprimary@tciedu.tc</a>
Iris Stubbs Primary School	Public	Primary	South Caicos	Ms Earleen Elliot	F	946-3256	<a href="mailto:irisstubbsprimary@tciedu.tc">irisstubbsprimary@tciedu.tc</a>
Long Bay High School	Public	Secondary	Providenciales	Mrs Deanne Whiskey-John/Mrs Kordell Forbes	F	946-5107	<a href="mailto:longbayhigh@tciedu.tc">longbayhigh@tciedu.tc</a>
Marjorie Basden High School	Public	Secondary	South Caicos	Mr Rodney Cox	M	946-3361	<a href="mailto:marjoriebasdenhigh@tciedu.tc">marjoriebasdenhigh@tciedu.tc</a>
Ona Glinton Primary School	Public	Primary	Grand Turk	Mrs Gwen Harvey	F	946-2337	<a href="mailto:onaglintonprimary@tciedu.tc">onaglintonprimary@tciedu.tc</a>
Oseta Jolly Primary School	Public	Primary	Blue Hills, Providenciales	Mrs Rachel Handfield	F	941-3370	<a href="mailto:osetajollyprimary@tciedu.tc">osetajollyprimary@tciedu.tc</a>
Raymond Gardiner High School	Public	Secondary	Bottle Creek, North Caicos	Mrs Janet Walkin	F	946-7757   241-2612	<a href="mailto:raymondgardinerhigh@tciedu.tc">raymondgardinerhigh@tciedu.tc</a>
Acton Academy	Private	Primary	GraceBay , Providenciales	Mrs Annett Pasztor	F	231-5483	<a href="mailto:info@actonacademyturksandcaicos.com">info@actonacademyturksandcaicos.com</a>
Alpha Christian Academy	Private	All Age	Leonie Plaza, Leeward Highway	Mrs Nicole Hanna	F	242-2485	<a href="mailto:nikkihanna545@hotmail.com">nikkihanna545@hotmail.com</a>
Ashley Learning Centre	Private	Special Ed.	6 George Alley, Providenciales	Mrs Angela Williams - Valerio	F	232-1473   344-7454	<a href="mailto:extraordinaryminds2010@gmail.com">extraordinaryminds2010@gmail.com</a>

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	M	941-4802	<a href="mailto:bestinstitute@tcieway.tc">bestinstitute@tcieway.tc</a>

British West Indies Collegiate	Private	Secondary & Grade 6	Venetian Road, Providenciales	Mrs Sylvie Wigglesworth	F	232-3331	<a href="mailto:principal@bwic.tc">principal@bwic.tc</a>
Calvary Christian School	Private	Pre   Primary (to G2)	St. Patrick Street, South Caicos	Mrs Sharon Minott	F	241-0682	<a href="mailto:minott@tcipay.tc">minott@tcipay.tc</a>   <a href="mailto:lifehereandnow@gmail.com">lifehereandnow@gmail.com</a>
Champions For Christ International School of Excellence	Private	Primary   Secondary	Industrial Park, Providenciales	Mrs Alleveia Chan Jon Chu	F	332-4903	<a href="mailto:championsforchristtci@gmail.com">championsforchristtci@gmail.com</a>
Community Christian Academy	Private	Pre   Primary	Leeward Highway, Providenciales	Mr Bradley Handfield	M	941-3484   232-1970	<a href="mailto:ccacademy2008@gmail.com">ccacademy2008@gmail.com</a>
Elite High School	Private	Primary   Secondary	Five Cays, Providenciales	Dr Edward Smith	M	245-8334   242-2838	<a href="mailto:Drsmith_2009@aol.com">Drsmith_2009@aol.com</a>   <a href="mailto:eliteschoolsystems2016@gmail.com">eliteschoolsystems2016@gmail.com</a>
Faith Preparatory	Private	Pre   Primary	Godett Allotment, Grand Turk	Mrs Latoya Fraser-Brown	F	946-2849   246-9313	<a href="mailto:faithpreparatory1984@yahoo.com">faithpreparatory1984@yahoo.com</a>
Holy Family Academy	Private	Pre   Primary   Secondary	Kew Town, Norway, Providenciales	Ms Maria Vazquez	F	941-7875	<a href="mailto:holyfamilytci@gmail.com">holyfamilytci@gmail.com</a>
International School of the TCI	Private	Pre   Primary   Secondary	Leeward, Providenciales	Mrs. Katie Hinks	F	946-5523	<a href="mailto:principal@internationalschooltci.com">principal@internationalschooltci.com</a>
Lighthouse Christian School	Private	All Age	Bottle Creek, North Caicos	Mrs Diane Smith	F	242-7442	<a href="mailto:sunshinedi70@hotmail.com">sunshinedi70@hotmail.com</a>
M.I.L.L.S. Institute	Private	Daycare   Pre   Primary	Long Bay Road, Providenciales	Mrs Jenniemae Forbes	F	339-5563   946-5563	<a href="mailto:millsinstitute@gmail.com">millsinstitute@gmail.com</a>
Maranatha Academy	Private	Secondary	Millennium Highway, Providenciales	Mr Reinford Trail/Mrs Michelle Arthur	M F	946-4385	<a href="mailto:principal@maranathaacademy.tc">principal@maranathaacademy.tc</a>
Faith Preparatory	Private	Pre   Primary	Godett Allotment, Grand Turk	Mrs Latoya Fraser-Brown	F	946-2849   246-9313	<a href="mailto:faithpreparatory1984@yahoo.com">faithpreparatory1984@yahoo.com</a>

(Table 9 continued)

School Name	Sector Type	School Type	Address	Principal	Sex	Phone	Email
Lighthouse Christian School	Private	All Age	Bottle Creek, North Caicos	Mrs Diane Smith	F	242-7442	<a href="mailto:sunshinedi70@hotmail.com">sunshinedi70@hotmail.com</a>

Precious Treasures Pre & Primary School	Private	Day-care   Pre   Primary & Secondary	Industrial Park, Providenciales	Ms Camille Wellington	F	941-5186   232-7847	<a href="mailto:principal@precioustreasureschool.com">principal@precioustreasureschool.com</a>
Providence International Academy Turks and Caicos	Private	Primary	Leeward Highway, Providenciales	Mr Oniel Chung	M	243-5616	<a href="mailto:admin@piatci.com">admin@piatci.com</a>
Providenciales Primary School	Private	Pre   Primary   Secondary	Flamingo Park, Providenciales	Mrs Sian Jones	F	331-5638   333-6327	<a href="mailto:principal@provopriary.com">principal@provopriary.com</a>   <a href="mailto:MiddleSchool@provopriary.com">MiddleSchool@provopriary.com</a>
Provo Christian School	Private	Pre   Primary	Stammers Run, Providenciales	Mrs Sophia McPherson	F	941-5775	<a href="mailto:principal@provochristianschool.com">principal@provochristianschool.com</a>
Richmond Hills Preparatory	Private	Pre   Primary	Richmond Hills, Providenciales	Mr Marlon Sinclair	M	946-4957	<a href="mailto:richhillprep@yahoo.com">richhillprep@yahoo.com</a>
Shining Stars Preparatory	Private	Pre   Primary	Downtown, Providenciales	Mr Daniel Morgan	M	941-4819   241-2673	<a href="mailto:Shiningstars.prepschool@yahoo.com">Shiningstars.prepschool@yahoo.com</a>
TCIPS Comprehensive High	Private	Secondary	Downtown, Providenciales	Ms Mahalia Minott	F	339-8178	<a href="mailto:info@tcips.org">info@tcips.org</a>
Wesley Methodist School	Private	All Age	Leeward Palms, Providenciales	Mrs Edna Cottoy	F	941-4791	<a href="mailto:wesleyschool@tcicw.tc">wesleyschool@tcicw.tc</a>

(Table 9 continued)

## Distribution of Students

### School Enrolment in TCI Government Schools

2020 -2021 Government School Age Children by Age and Sex			
Ages	Females	Males	Grand Total
3	1	0	1
4	154	131	285
5	148	146	294
6	136	158	294
7	159	143	302
8	189	171	360
9	157	166	323
10	163	159	322
11	164	184	348
12	135	168	303
13	145	168	313
14	142	173	315
15	128	161	289
16	151	135	286
17	49	66	115
18	8	10	18
19	1	0	1
<b>Grand Total</b>	<b>2031</b>	<b>2140</b>	<b>4171</b>

Table 10 Children Resident in TCI by Age and Sex

## Enrolled Students According to the Compulsory Schooling Ages 2020-21

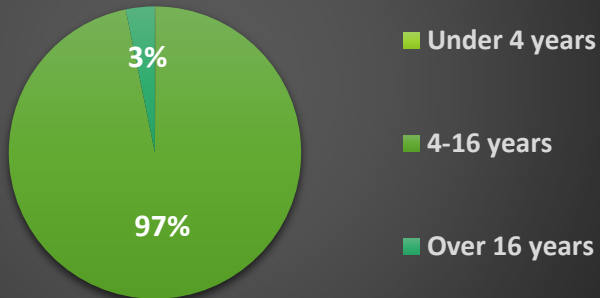


Figure 13 Distribution of Compulsory School-aged Students in the Government System

## DISTRIBUTION OF THE SEXES WITHIN GOVERNMENT SCHOOL STUDENTS 2020-21

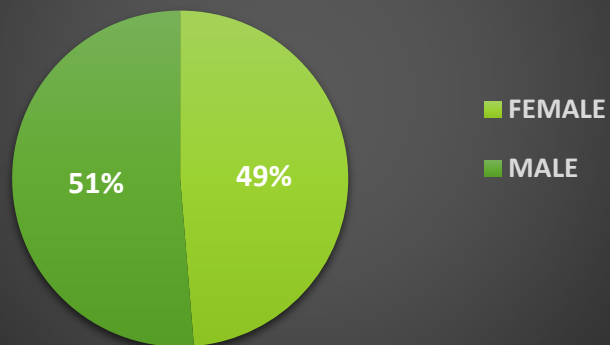


Figure 14 Distribution of the Sexes in Government Schools

2020 -2021 Government Pre-Primary by Grade, Age and Sex



Grades/Ages	Females	Males	Grand Total
Infant K1			
4	151	128	279
5	2	0	2
6	1	0	1
Infant K2			
4	3	3	6
5	144	145	289
6	4	6	10
<b>Grand Total</b>	<b>306</b>	<b>283</b>	<b>589</b>

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

The Government system uses the terms Kindergarten, Infant and Pre-K 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. Infant 1 describes 2 and 3 year old children and Infant 2 describes the 4 year olds. Note the following table that shows the nomenclature reconciliation for the purposes of this reports.

Age Range	Government Classification	Private Classification
<b>Under 4 years</b>		Infant 1
<b>4 year olds</b>	Kindergarten 1 [K1]	Infant 2
<b>5 year olds</b>	Kindergarten 2 [K2]	Kindergarten 1 [K1]

Table 12 Pre-Primary Nomenclature

2020 -2021 Government Primary School Age Children by Age and Sex			
Ages	Females	Males	Grand Total

3	1	0	1
5	2	1	3
6	131	152	283
7	159	143	302
8	189	171	360
9	157	166	323
10	163	159	322
11	158	179	337
12	23	38	61
13	1	1	2
<b>Grand Total</b>	<b>984</b>	<b>1010</b>	<b>1994</b>

Table 13 Age Distribution of Public School Students 2020-21 by Sex

2020 -2021 Government Secondary School Age Children by Age and Sex			
Ages	Females	Males	Grand Total
11	6	5	11
12	112	130	242
13	144	167	311
14	142	173	315
15	128	161	289
16	151	135	286
17	38	64	102
18	4	8	12
<b>Grand Total</b>	<b>725</b>	<b>843</b>	<b>1568</b>

Table 14 Age Distribution of Public School Students 2020-21 by Sex

Although the maximum compulsory school age is 16, some students remain in school beyond the compulsory age as demonstrated in table 14. 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 6<sup>th</sup> form which ran as a trial starting September 2019 (see table 15) .

2020 -2021 Government Post- Secondary School Age Children by Age and Sex			
Ages	Females	Males	Grand Total

<b>17</b>	<b>11</b>	<b>2</b>	<b>13</b>
<b>18</b>	<b>4</b>	<b>2</b>	<b>6</b>
<b>19</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Grand Total</b>	<b>16</b>	<b>4</b>	<b>20</b>

Table 15 Public School Students beyond the Maximum Compulsory Schooling Age by Sex 2020-21

2020-2021 Government Primary Students by Grade, Age and Sex			
Grades/Ages	Females	Males	Grand Total
<b>G1</b>			
3	1	0	1
5	2	1	3
6	127	147	274
7	7	13	20
8	1		1
<b>G2</b>			
6	3	4	7
7	149	126	275
8	6	18	24
9	0	1	1
<b>G3</b>			
6	0	1	1
7	3	4	7
8	177	147	324
9	10	20	30
10	2	0	2
<b>G4</b>			
6	1	0	1
8	4	4	8
9	143	144	287
10	17	26	43
11	0	2	2
<b>G5</b>			
8	0	2	2
9	4	1	5
10	142	130	272
11	11	28	39
12	2	2	4
<b>G6</b>			
8	1	0	1

10	2	3	5
11	147	149	296
12	21	36	57
13	1	1	2
<b>Grand Total</b>	<b>984</b>	<b>1010</b>	<b>1994</b>

Table 16 Public School Students 2020-21 Enrolled at the Primary Level, by Grade by Sex by 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.

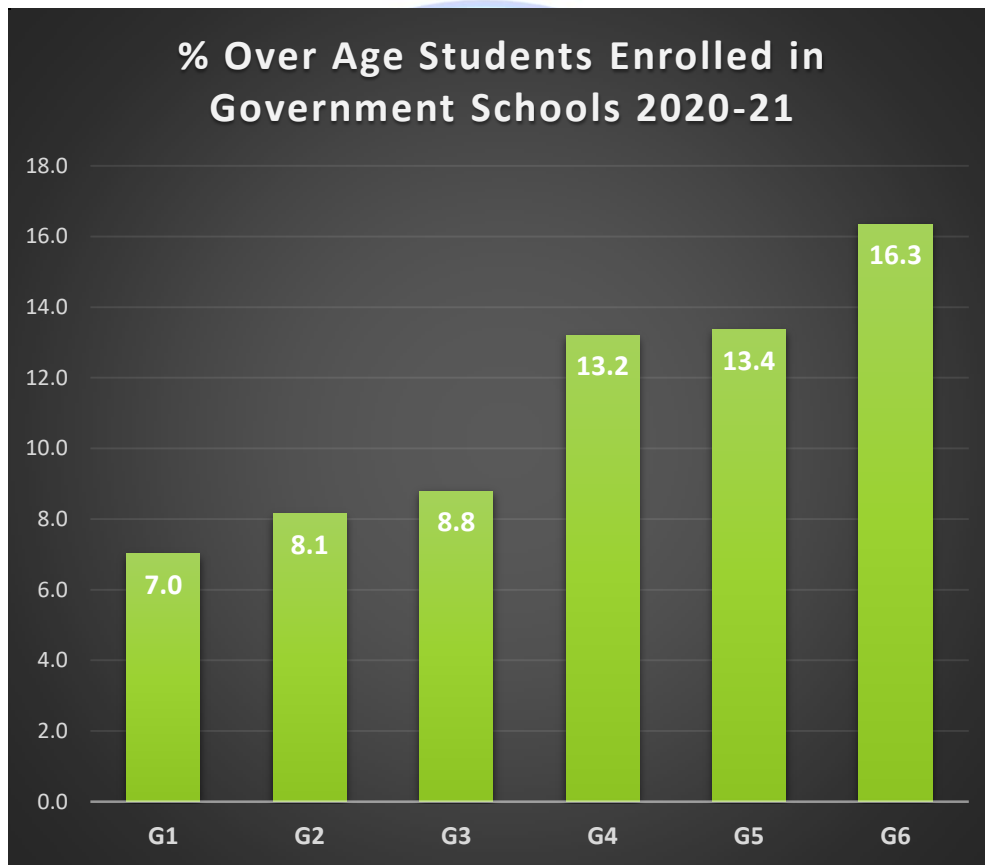


Figure 15 Distribution of Public School Students that Exceed the Normative Age Range by Grade

2020-2021 Government Secondary Students by Forms, Age and Sex			
Forms/Ages	Females	Males	Grand Total
F1			

11	6	5	11
12	104	125	229
13	35	75	110
14	1	3	4
F2			
12	8	5	13
13	98	85	183
14	37	70	107
15	3	1	4
F3			
13	10	7	17
14	101	96	197
15	30	75	105
16	1	0	1
F4			
13	1	0	1
14	3	4	7
15	94	79	173
16	46	62	108
17	1	1	2
18	2	0	2
F5			
15	1	6	7
16	104	73	177
17	37	63	100
18	2	8	10
<b>Grand Total</b>	<b>725</b>	<b>843</b>	<b>1568</b>

Table 17 Secondary Public School Enrolment 2020-21 by Grade, by Age, by Sex

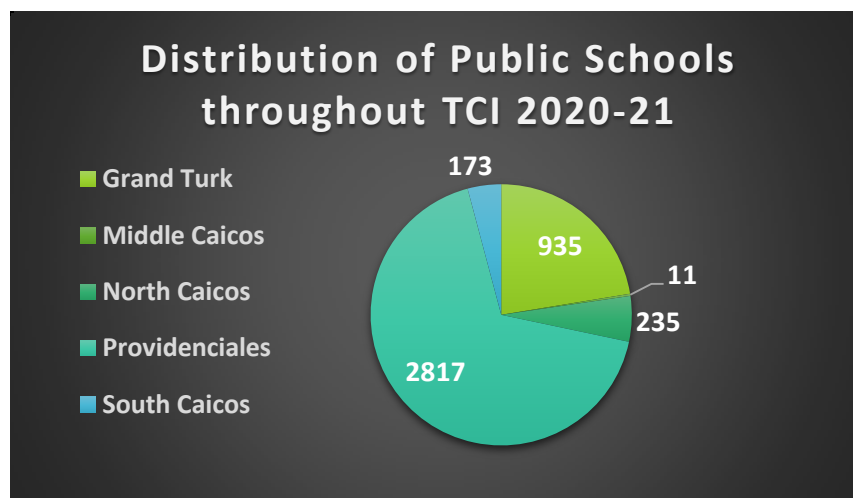
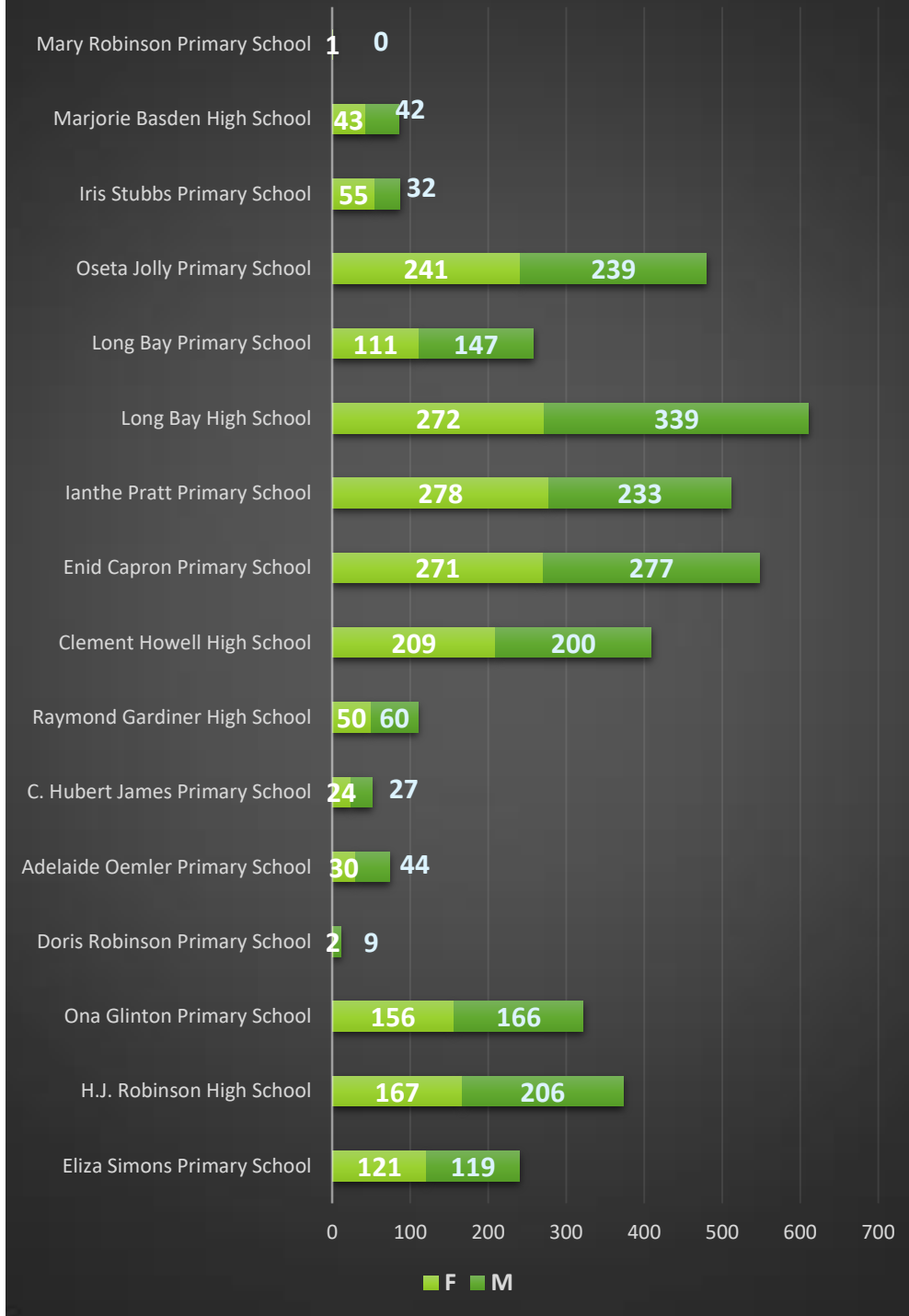


Figure 16 Distribution of Public School Enrolment throughout TCI 2020-21

2020-2021 Government School Enrolment by Islands, Schools and Sex			
Islands/Schools	Females	Males	Grand Total
<b>Grand Turk</b>			
Eliza Simons Primary School	121	119	240
H.J. Robinson High School	167	206	373
Ona Glinton Primary School	156	166	322
<b>Middle Caicos</b>	2	9	11
Doris Robinson Primary School	2	9	11
<b>North Caicos</b>	104	131	235
Adelaide Oemler Primary School	30	44	74
C. Hubert James Primary School	24	27	51
Raymond Gardiner High School	50	60	110
<b>Providenciales</b>	1382	1435	2817
Clement Howell High School	209	200	409
Enid Capron Primary School	271	277	548
Ianthe Pratt Primary School	278	233	511
Long Bay High School	272	339	611
Long Bay Primary School	111	147	258
Oseta Jolly Primary School	241	239	480
<b>South Caicos</b>	99	74	173
Iris Stubbs Primary School	55	32	87
Marjorie Basden High School	43	42	85
Mary Robinson Primary School	1	0	1
<b>Grand Total</b>	<b>2031</b>	<b>2140</b>	<b>4171</b>

Table 18 Country Distribution and Enrolment of Public Schools 2020-21 by Sex

## Distribution of the Sexes in Public Schools 2020-21



**Figure 17 Distribution of the Sexes in Public Schools 2020-21**

## Student Enrolment in TCI Private Schools



2020 -2021 Private School Children by Age and Sex			
Ages	Males	Females	Grand Total
2	17	18	35
3	44	61	105
4	62	73	135
5	79	68	147
6	50	59	109
7	82	70	152
8	61	101	162
9	77	78	155
10	91	80	171
11	103	106	209
12	52	52	104
13	39	30	69
14	38	64	102
15	36	43	79
16	33	41	74
17	20	32	52
18	3	13	16
<b>Grand Total</b>	<b>887</b>	<b>989</b>	<b>1876</b>

Table 19 Count of Students within the Private School System by Age by Sex

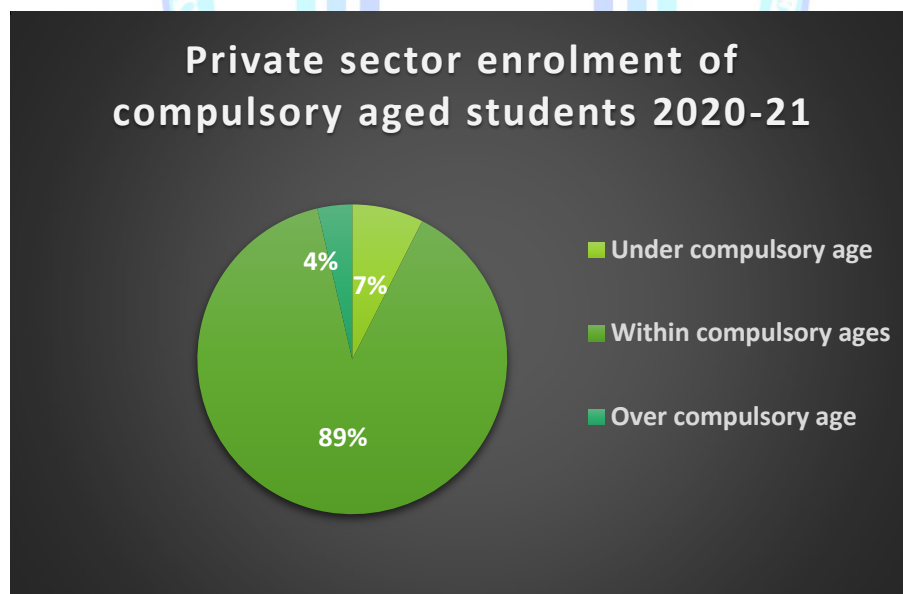


Figure 18 Age Distribution of Students in Private Schools 2020-21

2020-2021 Private Pre-Primary Students by Grade, Age and Sex			
Grades/Ages	Males	Females	Grand Total

<b>Infant1</b>			
2	17	18	35
<b>Infant2</b>			
3	41	56	97
4	12	13	25
<b>K1</b>			
3	3	5	8
4	42	51	93
5	20	9	29
<b>K2</b>			
4	8	9	17
5	55	51	106
6	10	8	18
8	1	6	7
<b>Grand Total</b>	<b>209</b>	<b>226</b>	<b>435</b>

Table 20 Count of Males and Females at Pre-Primary levels in Private Schools 2020-21

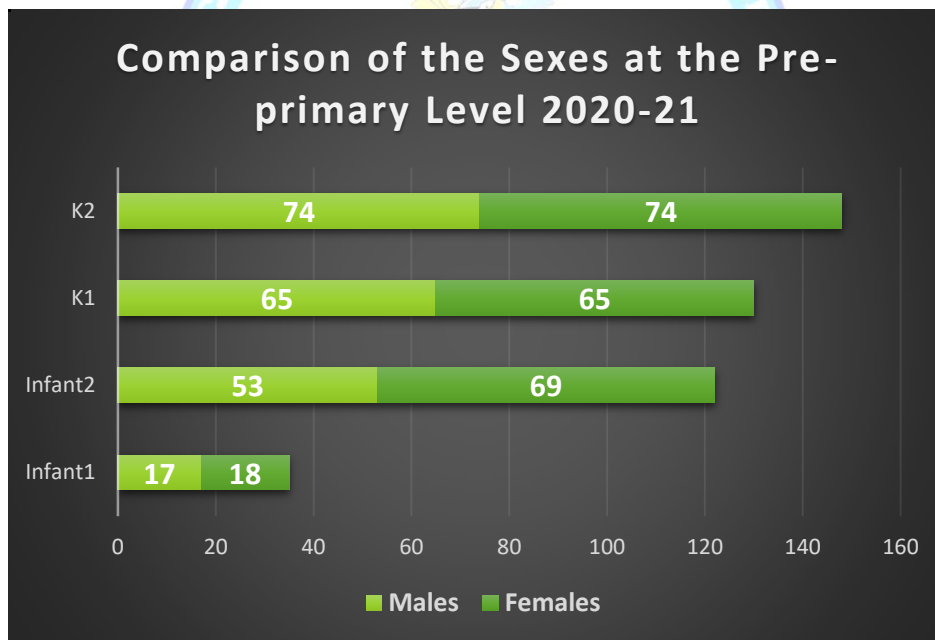


Figure 19 Comparison of the Sexes within Private School Pre-primary Instructional Levels 2020-21

2020-2021 Private Primary Students by Grade, Age and Sex			
Grades/Ages	Males	Females	Grand Total
<b>G1</b>			

5	4	8	12
6	33	44	77
7	34	26	60
8	2	0	2
<b>G2</b>			
6	7	5	12
7	43	39	82
8	21	31	52
9	3	3	6
<b>G3</b>			
6	0	2	2
7	5	5	10
8	33	54	87
9	17	16	33
10	7	6	13
11	0	4	4
<b>G4</b>			
8	4	10	14
9	45	50	95
10	20	17	37
11	4	7	11
12	2	1	3
<b>G5</b>			
9	11	9	20
10	56	45	101
11	24	22	46
12	6	7	13
<b>G6</b>			
9	1	0	1
10	8	12	20
11	53	56	109
12	23	20	43
13	3	1	4
<b>Grand Total</b>	<b>469</b>	<b>500</b>	<b>969</b>

Table 21 Primary School Students in the Private Sector by Age by Grade

2020-2021 Private Secondary Students by Form, Age and Sex			
Forms/Ages	Males	Females	Grand Total
<b>F1</b>	64	72	136
11	22	17	39

12	18	20	38
13	13	13	26
14	11	22	33
<b>F2</b>	<b>47</b>	<b>47</b>	<b>94</b>
12	2	4	6
13	22	16	38
14	14	17	31
15	8	10	18
16	1	0	1
<b>F3</b>	<b>29</b>	<b>38</b>	<b>67</b>
12	1	0	1
13	1	0	1
14	13	22	35
15	13	12	25
16	1	4	5
<b>F4</b>	<b>32</b>	<b>41</b>	<b>73</b>
14	0	2	2
15	14	16	30
16	14	18	32
17	4	5	9
<b>F5</b>	<b>27</b>	<b>41</b>	<b>68</b>
14	0	1	1
15	1	5	6
16	17	17	34
17	9	18	27
<b>F6</b>	<b>3</b>	<b>4</b>	<b>7</b>
17	2	4	6
18	1	0	1
<b>Grand Total</b>	<b>202</b>	<b>243</b>	<b>445</b>

Table 22 Private Secondary School Students by Grade, by Sex

2020-2021 Private Post-Secondary Students by Grade, Age and Sex			
Levels/Ages	Males	Females	Grand Total
Post Yr.1	5	13	18
16	0	2	2
17	5	5	10

18	0	6	6
<b>Post Yr.2</b>	2	7	9
18	2	7	9
<b>Grand Total</b>	<b>7</b>	<b>20</b>	<b>27</b>

Table 23 Private School Students Beyond the Fifth Form Instructional Level 2020-21

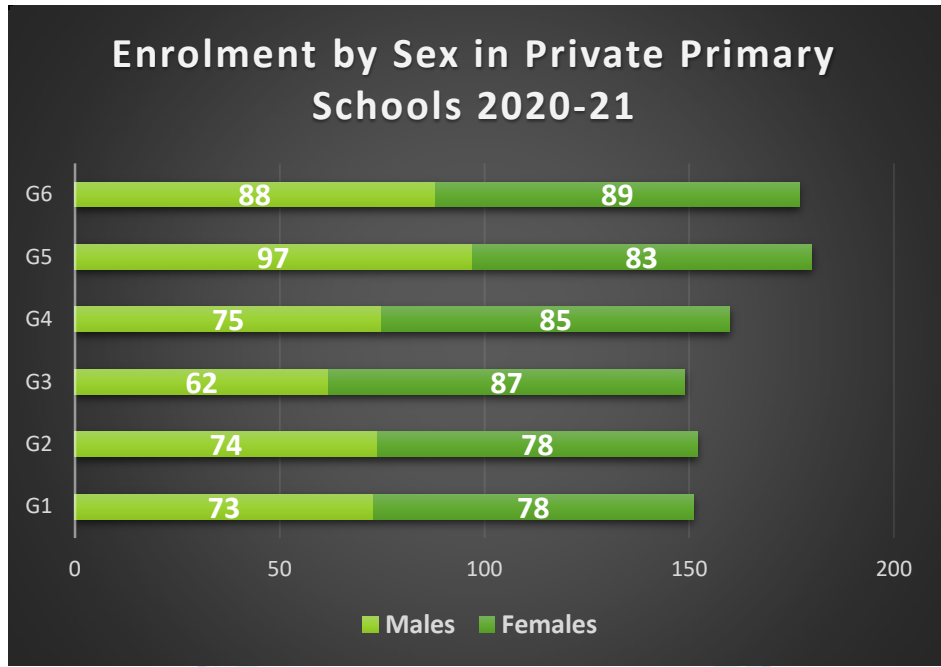
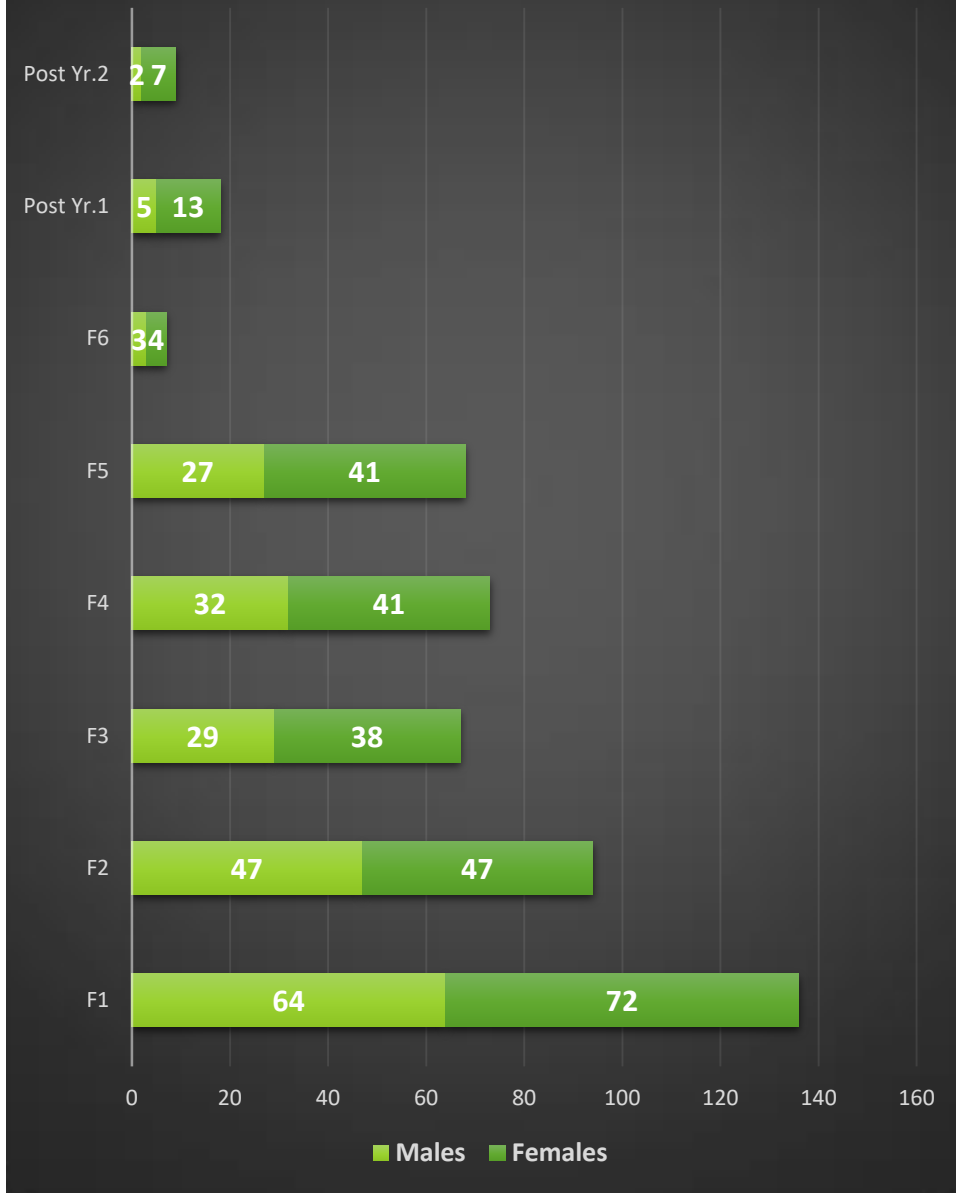


Figure 20 Male-Female Enrolment in Private Primary Schools 2020-21

## Comparative Enrolment of Private Secondary and Post-Secondary Students by Sex 2020-21



**Figure 21** Distribution of the Sexes in Secondary and Post-Secondary Grades 2020-21

2020-2021 Private School Enrolment by Grades and Sex

<b>Schools/Grades</b>	<b>Males</b>	<b>Females</b>	<b>Grand Total</b>
Bethany's Educational & Social Training Institute			
<b>G1</b>	13	18	31
<b>G2</b>	9	8	17
<b>G3</b>	4	9	13
<b>G4</b>	6	7	13
<b>G5</b>	7	7	14
<b>G6</b>	12	18	30
<b>Infant1</b>	6	9	15
<b>Infant2</b>	11	10	21
<b>K1</b>	8	11	19
<b>K2</b>	10	10	20
British West Indies Collegiate			
<b>F1</b>	12	11	23
<b>F2</b>	12	15	27
<b>F3</b>	8	11	19
<b>F4</b>	18	19	37
<b>F5</b>	11	19	30
<b>Post Yr.1</b>	5	13	18
<b>Post Yr.2</b>	2	7	9
Champions For Christ International School of Excellence			
<b>F1</b>	2	3	5
<b>F2</b>	4	2	6
<b>F3</b>	4	2	6
<b>F4</b>	2	3	5
<b>F5</b>	2	3	5
<b>F6</b>	2	1	3
<b>G1</b>	4	2	6
<b>G2</b>	2	0	2
<b>G4</b>	3	0	3
<b>G5</b>	4	4	8
<b>G6</b>	2	3	5
<b>K2</b>	1	1	2

Table 24 Table Series Showing Grade Enrolment by Sex

2020-2021 Private School Enrolment by Grades and Sex



Schools/Grades	Males	Females	Grand Total
Community Christian Academy			
<b>G1</b>	8	6	14
<b>G2</b>	5	7	12
<b>G3</b>	6	18	24
<b>G4</b>	18	10	28
<b>G5</b>	11	7	18
<b>G6</b>	10	4	14
<b>Infant1</b>	8	6	14
<b>Infant2</b>	10	16	26
<b>K1</b>	9	6	15
<b>K2</b>	9	6	15
Holy Family Academy Catholic School			
<b>F1</b>	5	7	12
<b>F2</b>	6	4	10
<b>F3</b>	6	6	12
<b>F4</b>	4	5	9
<b>F5</b>	5	7	12
<b>F6</b>	1	3	4
<b>G1</b>	6	7	13
<b>G2</b>	4	9	13
<b>G3</b>	4	5	9
<b>G4</b>	9	3	12
<b>G5</b>	8	5	13
<b>G6</b>	6	8	14
<b>K1</b>	4	5	9
<b>K2</b>	6	6	12
Lighthouse Christian Academy	<b>17</b>	<b>13</b>	<b>30</b>
<b>F1</b>	1	0	1
<b>F2</b>	1	0	1
<b>F3</b>	1	0	1
<b>G1</b>	0	1	1
<b>G2</b>	0	1	1
<b>G3</b>	2	0	2
<b>G4</b>	0	1	1
<b>G5</b>	0	1	1
<b>G6</b>	1	0	1
<b>Infant1</b>	1	0	1
<b>Infant2</b>	4	1	5

(Table 24 continued)

**2020-2021 Private School Enrolment by Grades and Sex**

<b>Schools/Grades</b>	<b>Males</b>	<b>Females</b>	<b>Grand Total</b>
MILLS Institute			
<b>G1</b>	5	9	14
<b>G2</b>	14	13	27
<b>G3</b>	7	11	18
<b>G4</b>	10	13	23
<b>G5</b>	18	18	36
<b>G6</b>	11	8	19
<b>Infant2</b>	5	13	18
<b>K1</b>	10	11	21
<b>K2</b>	17	10	27
Providence International Academy			
<b>G1</b>	2	9	11
<b>G2</b>	7	5	12
<b>G3</b>	10	5	15
<b>G4</b>	4	7	11
<b>G5</b>	4	7	11
<b>G6</b>	7	5	12
Provo Christian School			
<b>G1</b>	9	5	14
<b>G2</b>	7	6	13
<b>G3</b>	10	5	15
<b>G4</b>	4	8	12
<b>G5</b>	9	8	17
<b>G6</b>	6	11	17
<b>Infant2</b>	2	5	7
<b>K1</b>	9	4	13
<b>K2</b>	3	8	11
Richmond Hills Preparatory			
<b>G1</b>	11	9	20
<b>G2</b>	7	10	17
<b>G3</b>	7	18	25
<b>G4</b>	9	15	24
<b>G5</b>	12	11	23
<b>G6</b>	11	9	20
<b>Infant2</b>	6	10	16
<b>K1</b>	7	5	12
<b>K2</b>	5	13	18

(Table 24 continued)

**2020-2021 Private School Enrolment by Grades and Sex**

<b>Schools/Grades</b>	<b>Males</b>	<b>Females</b>	<b>Grand Total</b>
Shining Stars	<b>118</b>	<b>122</b>	<b>240</b>
<b>G1</b>	14	9	23
<b>G2</b>	16	17	33
<b>G3</b>	8	9	17
<b>G4</b>	7	15	22
<b>G5</b>	14	7	21
<b>G6</b>	17	17	34
<b>Infant1</b>	2	3	5
<b>Infant2</b>	15	14	29
<b>K1</b>	10	14	24
<b>K2</b>	15	17	32
Wesley Methodist	<b>133</b>	<b>158</b>	<b>291</b>
<b>F1</b>	44	51	95
<b>F2</b>	24	26	50
<b>F3</b>	10	19	29
<b>F4</b>	8	14	22
<b>F5</b>	9	12	21
<b>G1</b>	1	3	4
<b>G2</b>	3	2	5
<b>G3</b>	4	7	11
<b>G4</b>	5	6	11
<b>G5</b>	10	8	18
<b>G6</b>	5	6	11
<b>K1</b>	6	4	10
<b>K2</b>	4	0	4
<b>Grand Total</b>	<b>887</b>	<b>989</b>	<b>1876</b>

(Table 24 continued)

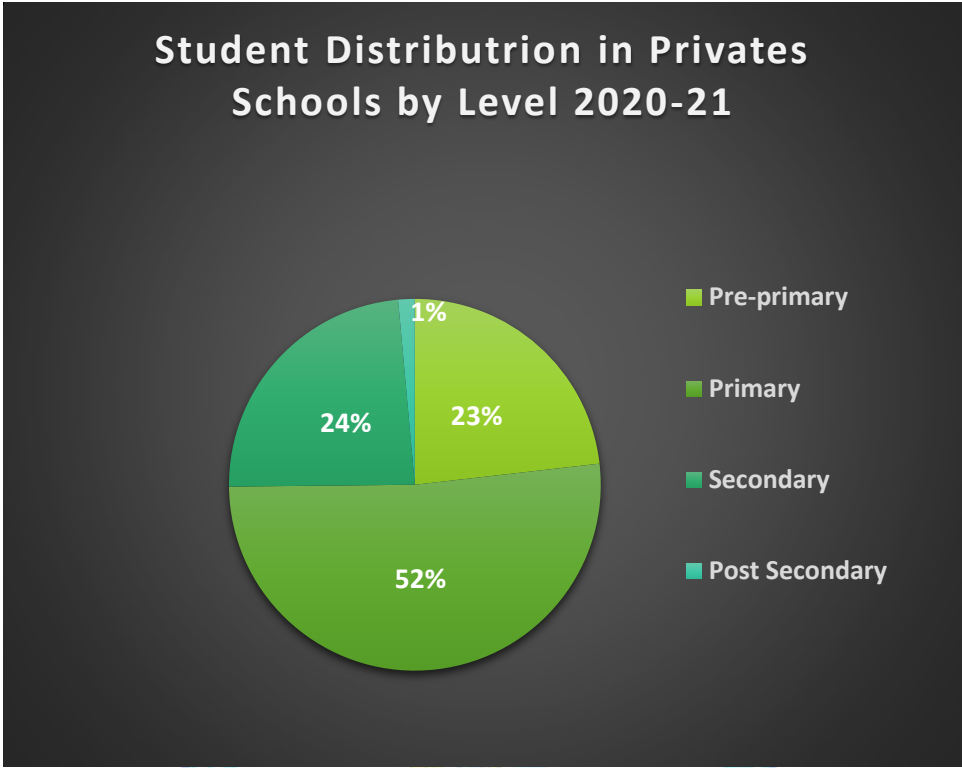


Figure 22 Distribution of Private School Students 2020-21 by Instructional Level



## Private School Enrolment 2020-21

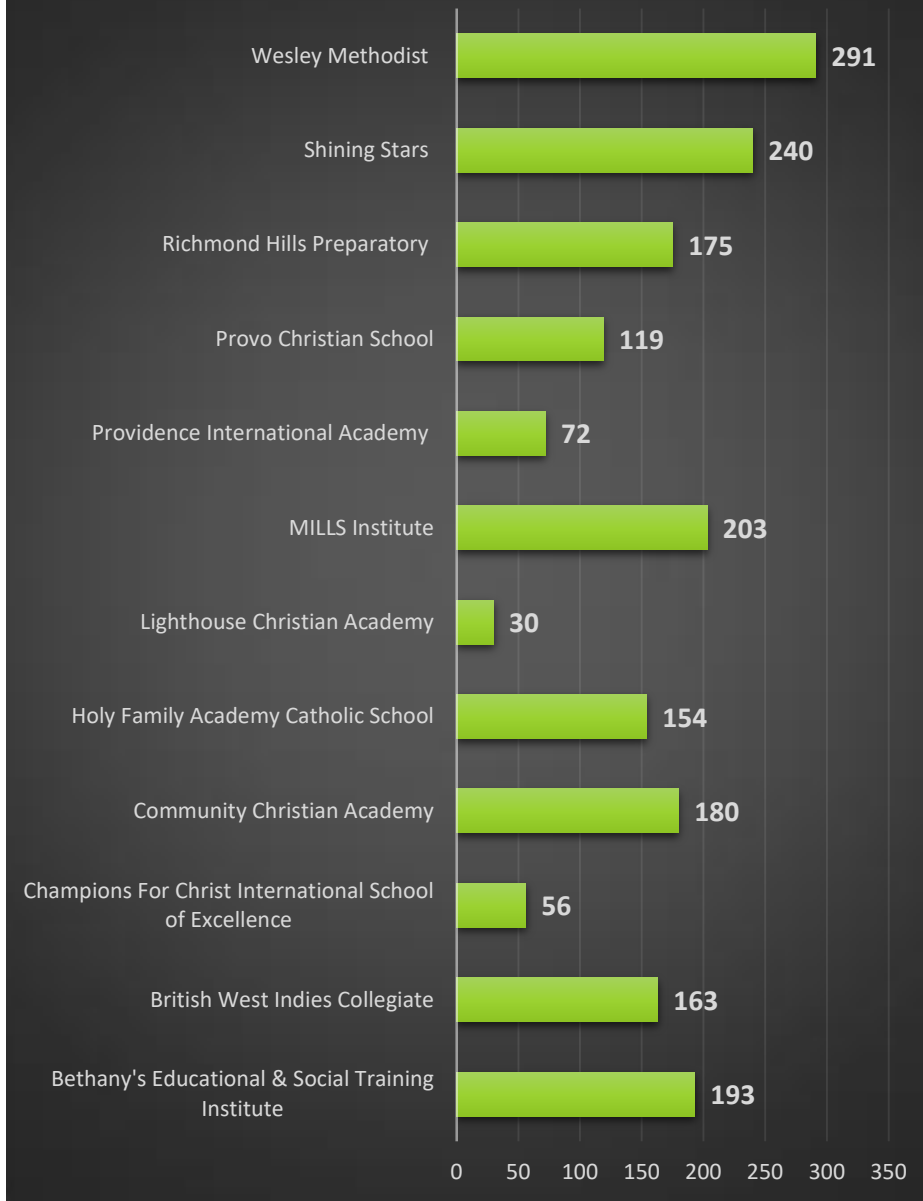


Figure 23 2020-21 Private School Total Enrolment

## 2020-21 Private School Enrolment by Sex, by School

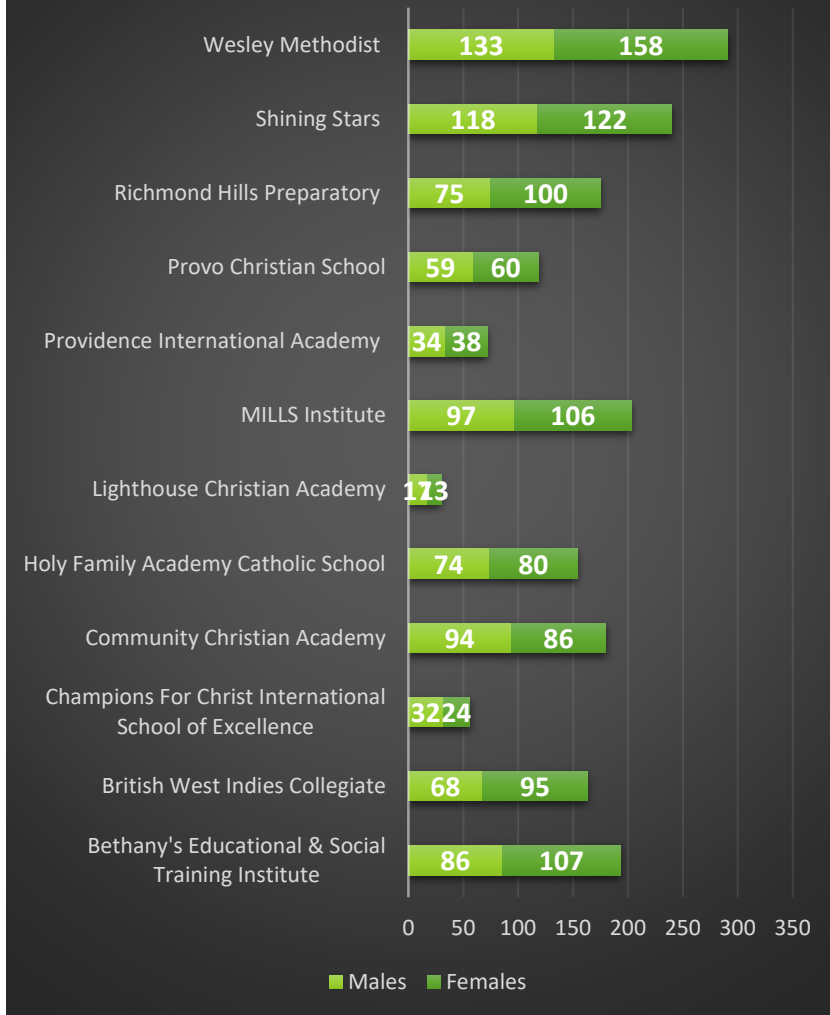


Figure 24 The Distribution of the Sexes in Participating Private Schools 2020-21

Island	Male	Female	Total
North Caicos	17	13	30
Providenciales	870	976	1846
<b>Grand Total</b>	<b>887</b>	<b>989</b>	<b>1876</b>

Table 25 Private School Student Enrolment throughout TCI 2020-21

## Trends in Enrolment

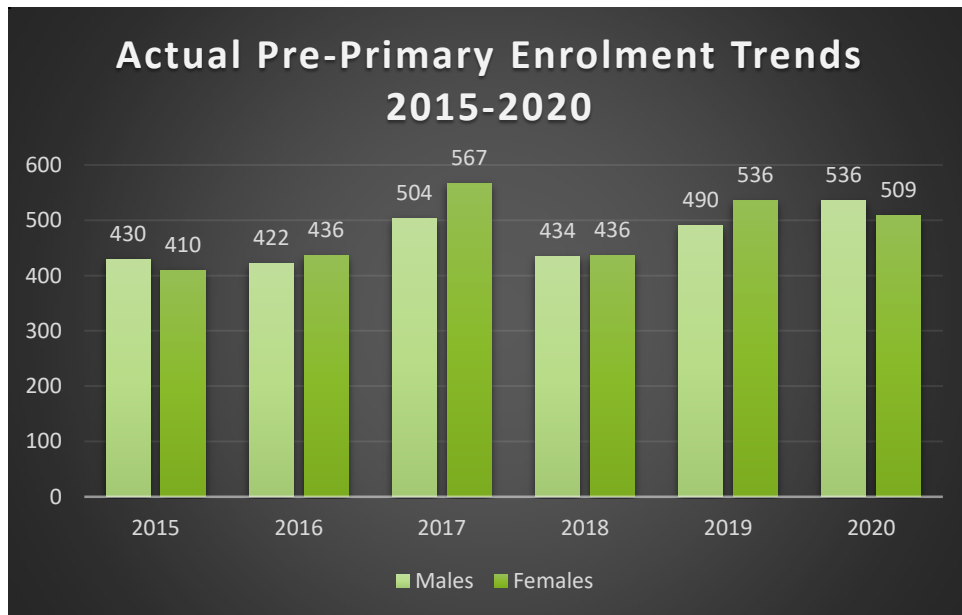


Figure 25 Actual Pre-Primary Enrolment

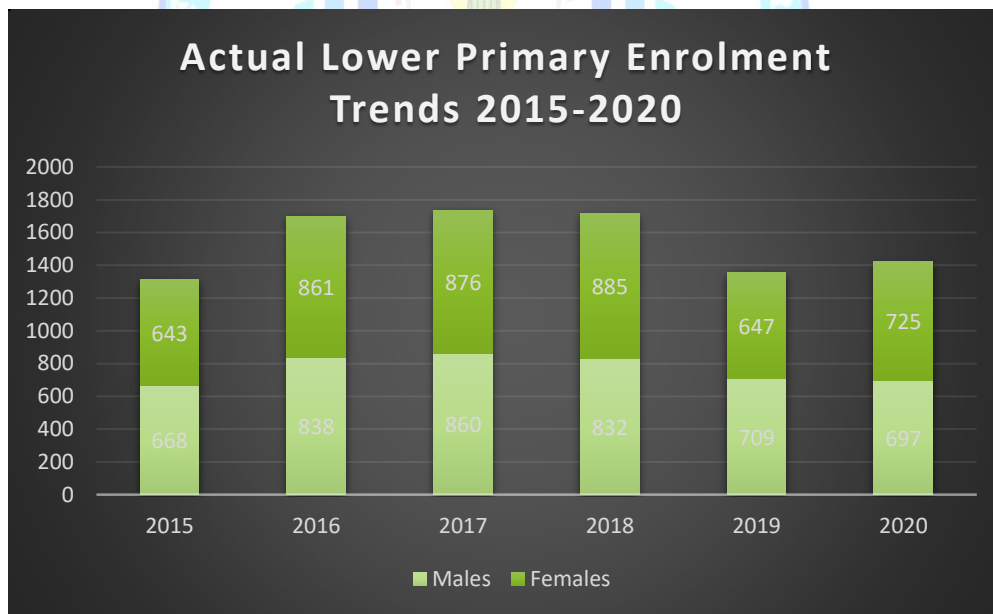


Figure 26 Actual Lower Primary Enrolment



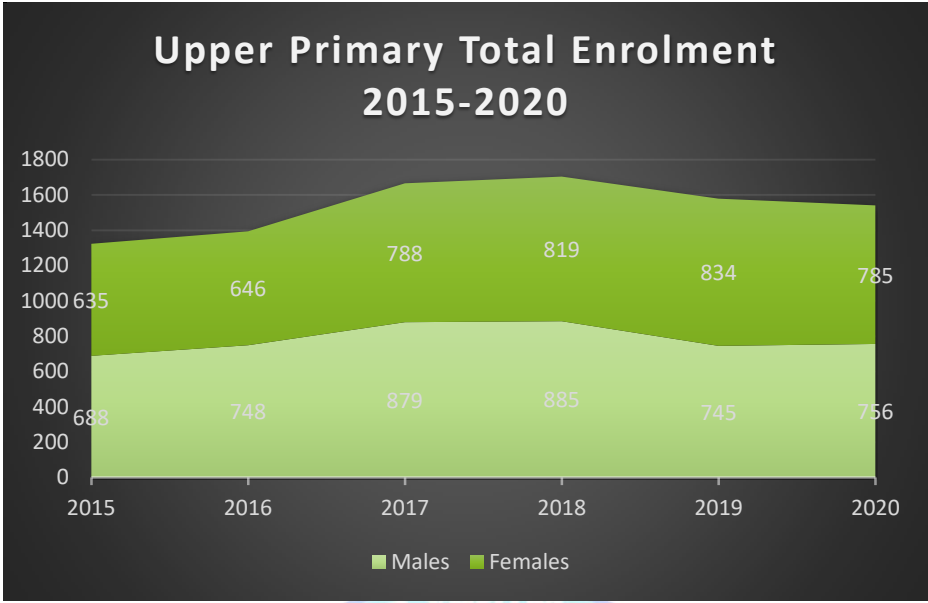


Figure 27 Upper Primary Total Enrolment

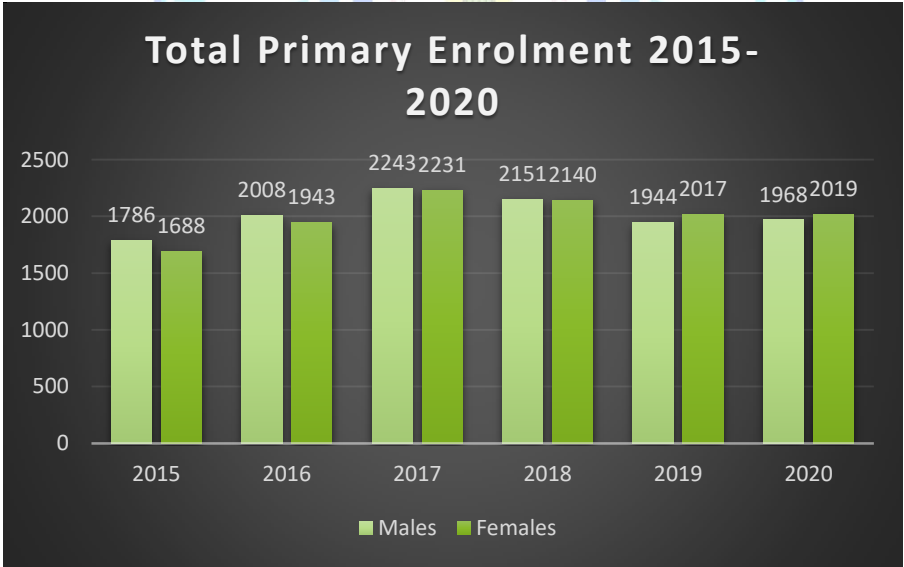


Figure 28 Total Primary Enrolment

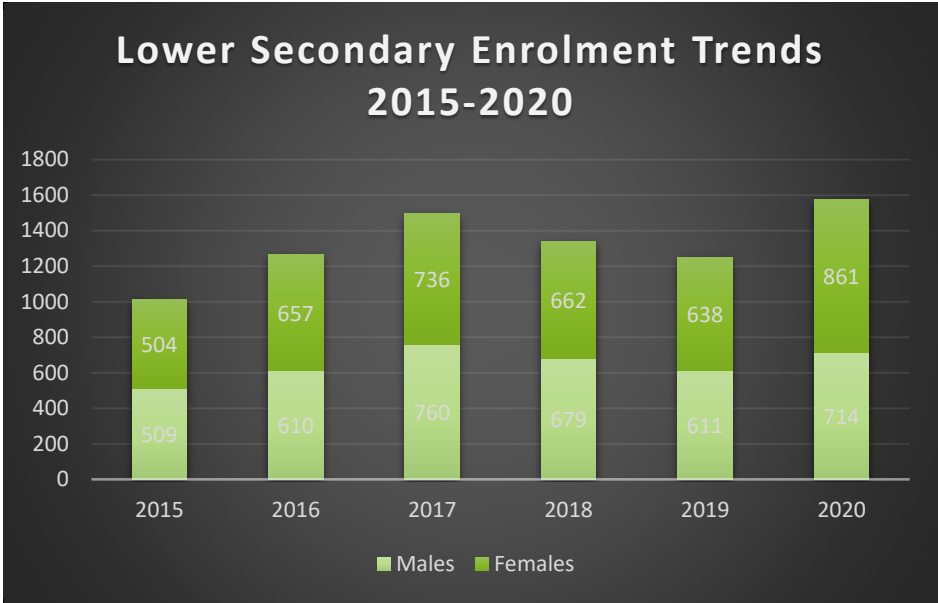


Figure 29 Lower Secondary Enrolment Trends

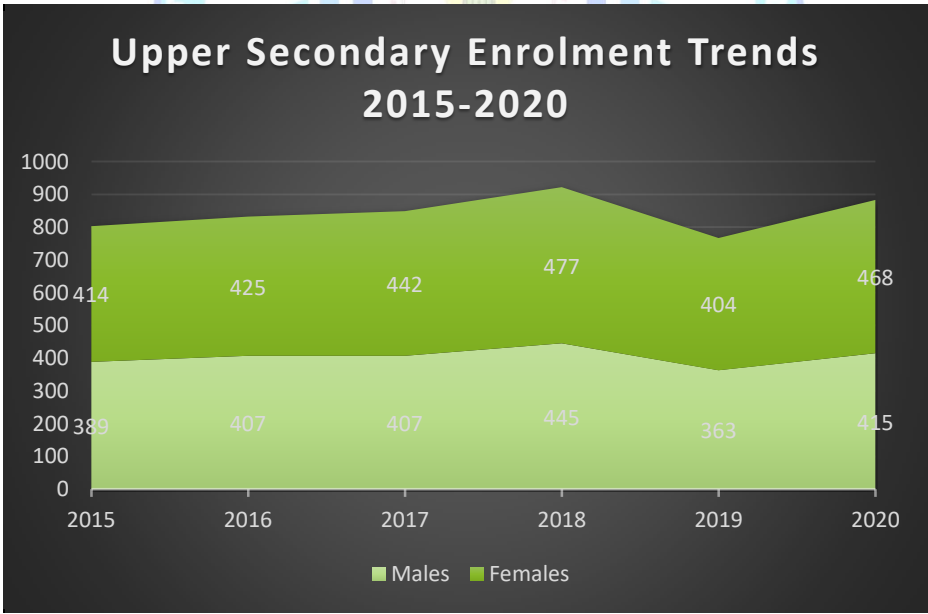


Figure 30 Upper Secondary Enrolment Trends

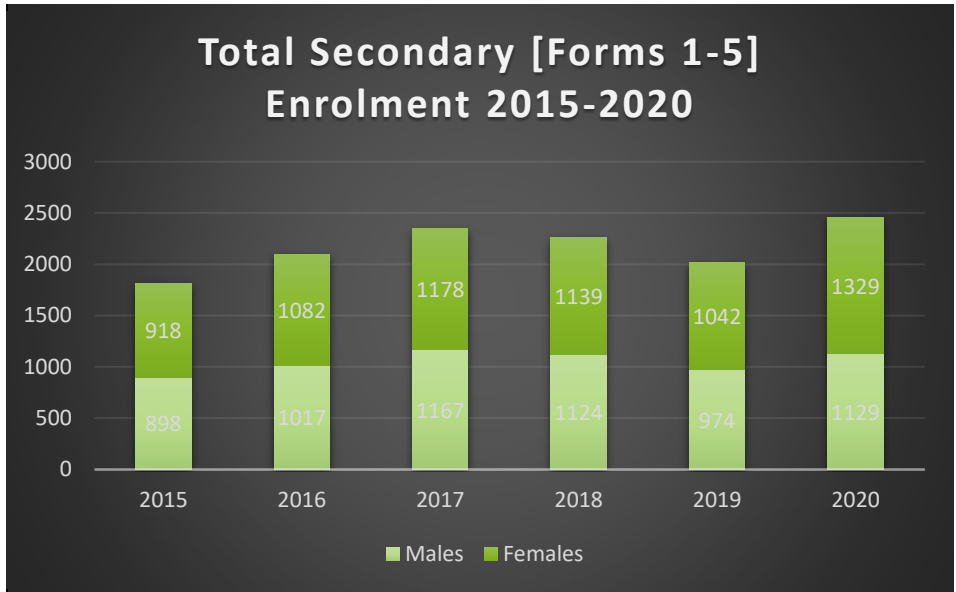


Figure 31 Total Secondary [Forms 1-5] Enrolment

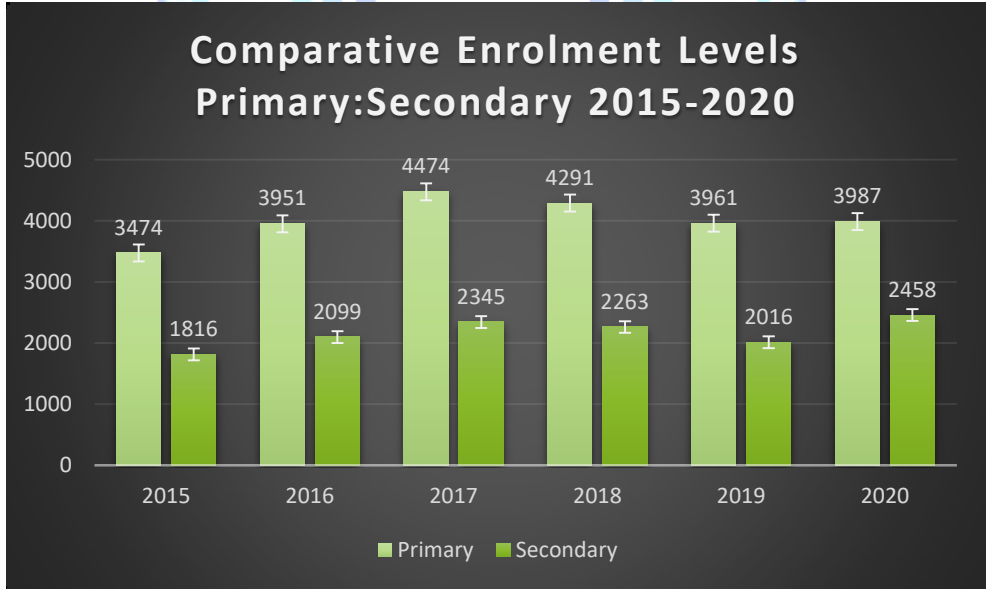


Figure 32 Comparative Enrolment Levels

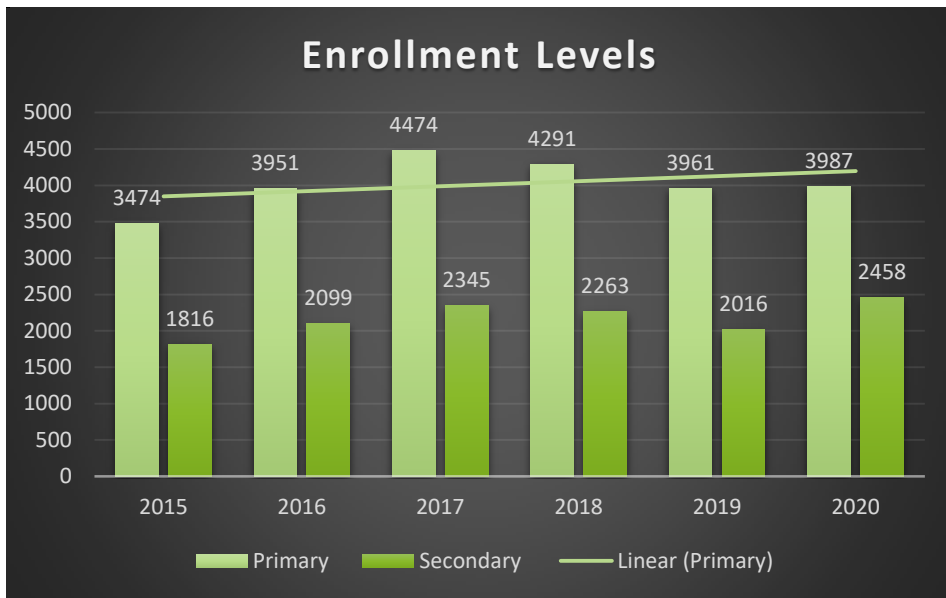


Figure 33 Enrolment Levels Trend Line Primary

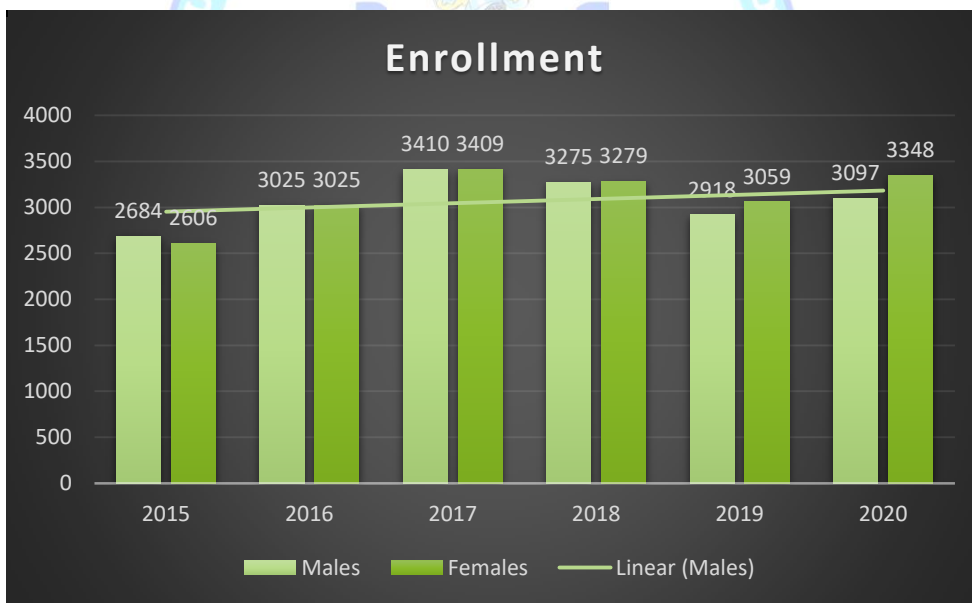


Figure 34 Enrolment Trend Line Males

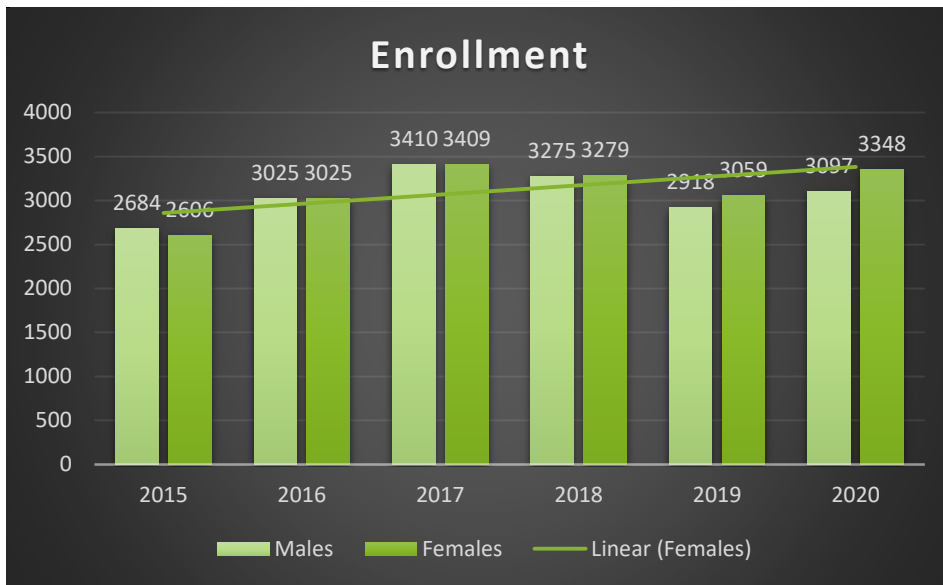


Figure 35 Enrolment Trend Line Females

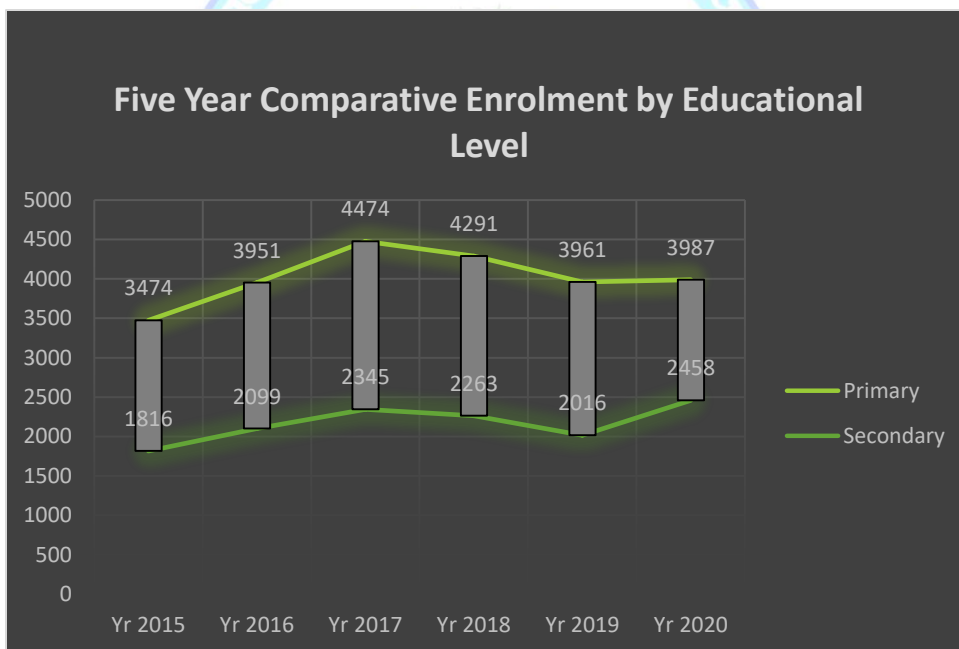


Figure 36 Comparative Enrolment by Education Level

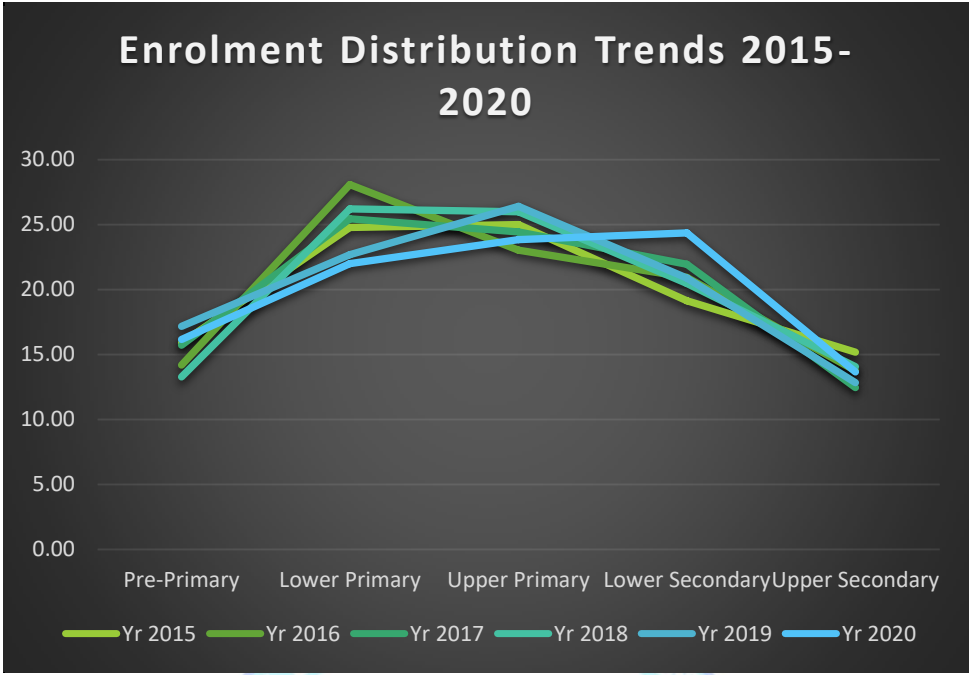
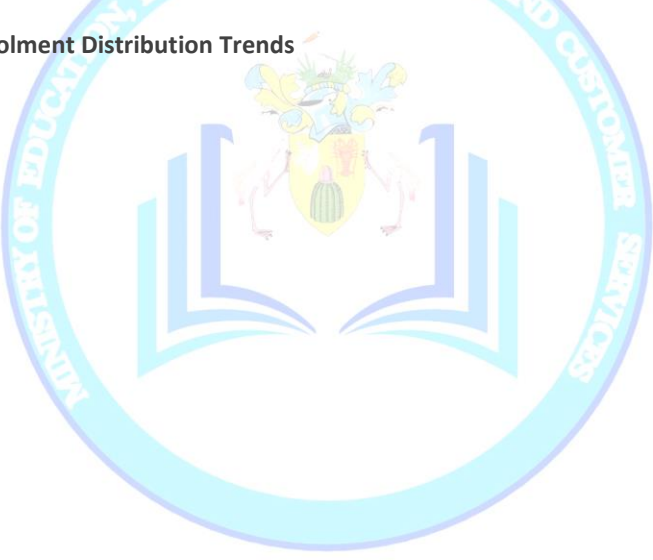


Figure 37 Enrolment Distribution Trends



## Distribution of Educators

## Educators in TCI Private Schools

2020-2021 Private School Teachers by Levels and Sex			
Levels	Females	Males	Grand Total
Pre-Primary	26	0	26
Primary	92	9	101
Secondary	31	17	49
<b>Grand Total</b>	<b>150</b>	<b>26</b>	<b>176</b>

Table 26 Participating Private Schools by Instructional Levels

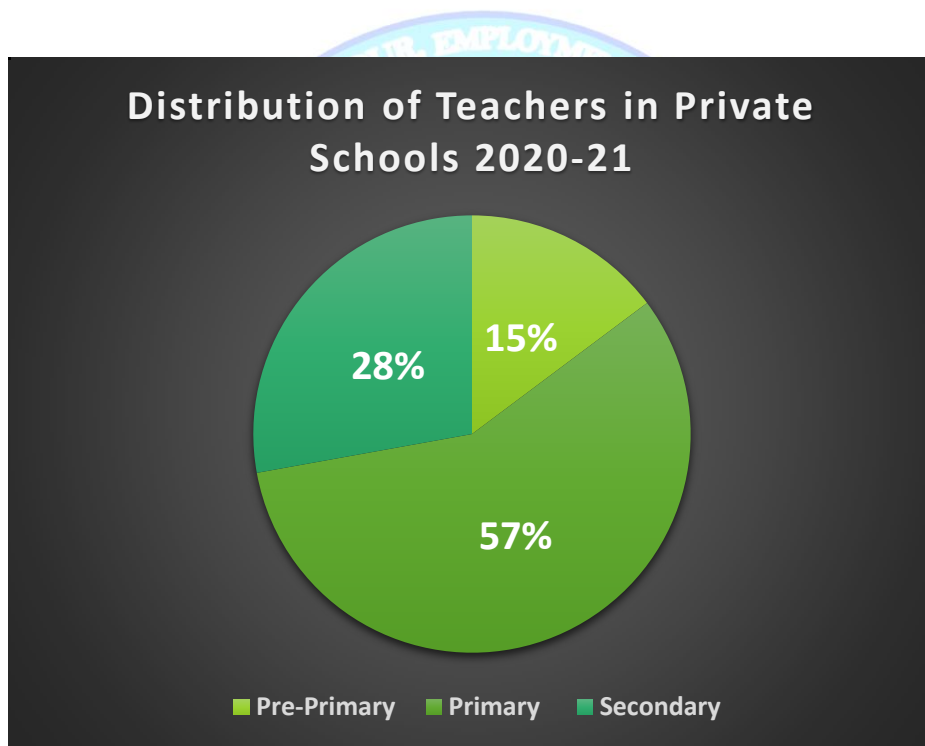


Figure 38 Distribution of Private School Teachers 2020-21

Locations	Females	Males	Grand Total
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North Caicos	6	0	6
Providenciales	144	26	170
<b>Grand Total</b>	<b>150</b>	<b>26</b>	<b>176</b>

Table 27 Private Sector Presence in Education throughout TCI 2020-21

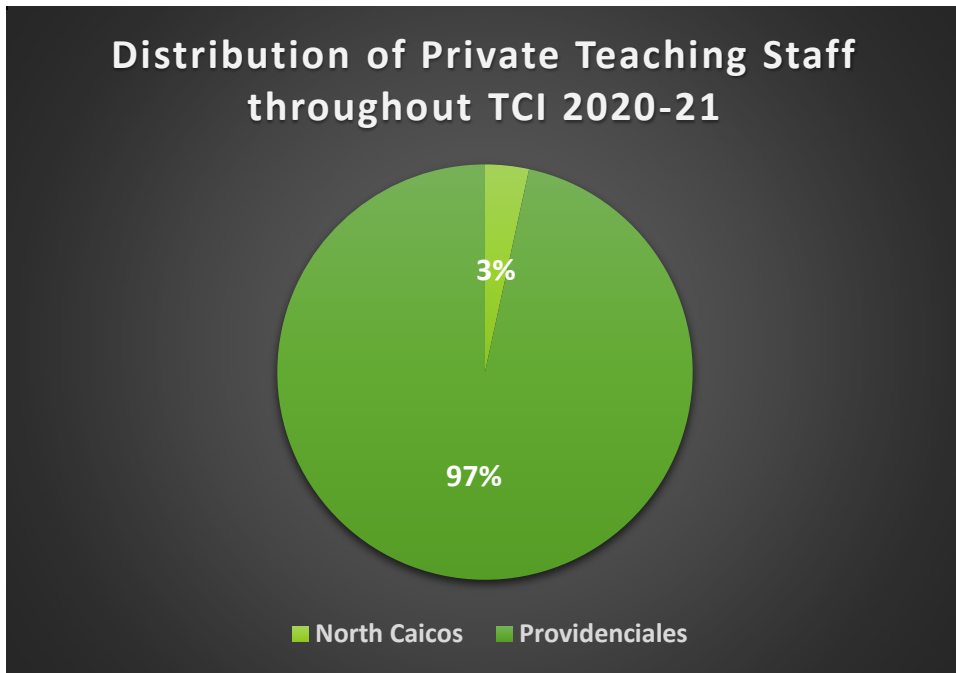


Figure 39 Distribution of Data Compliant Private Schools in TCI 2020-21



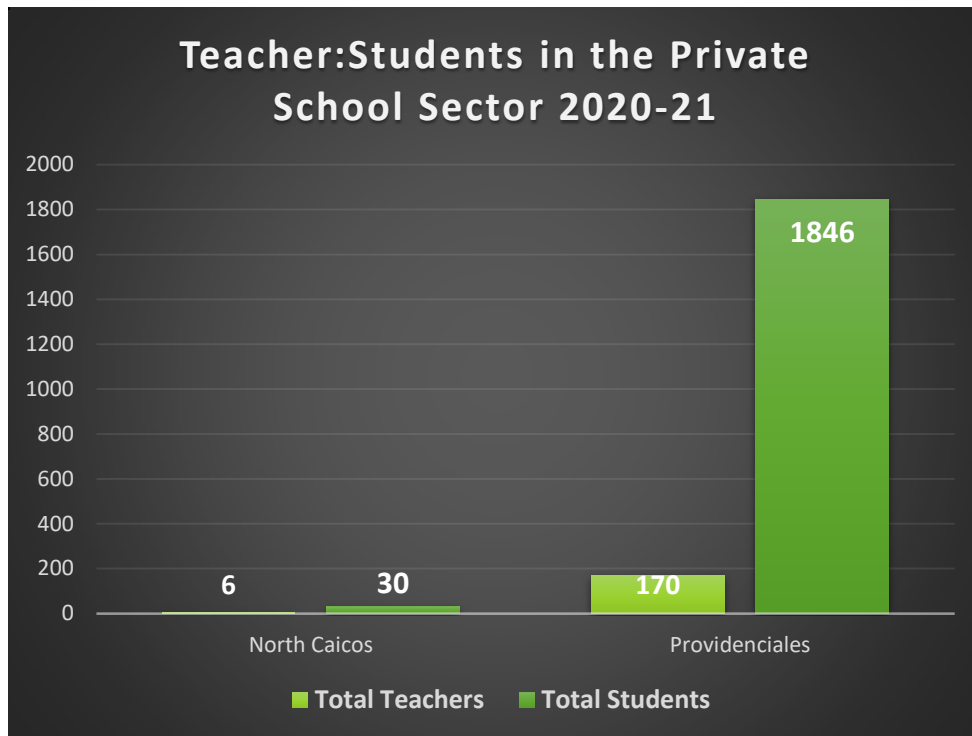


Figure 40 Teacher: Student Population Comparison in Private Schools 2020-21

Schools	Females	Males	Grand Total
Bethany's Educational & Social Training Institute	13	1	14
British West Indies Collegiate	12	9	21
Champions For Christ	7	1	8
Community Christian Academy	12	2	14
Holy Family Academy Catholic School	20	0	20
Lighthouse Christian Academy	6		6
MILLS Institute	12	2	14
Providence International Academy	5	1	6
Provo Christian School	24	2	26
Richmond Hills Preparatory	10	0	10
Shining Stars	14	1	15
Wesley Methodist	15	7	22
<b>Grand Total</b>	<b>150</b>	<b>26</b>	<b>176</b>

Table 28 Male vs Female Teachers Employed in Private Schools in TCI 2020-21

## Private School Teachers by School by Sex 2020-21

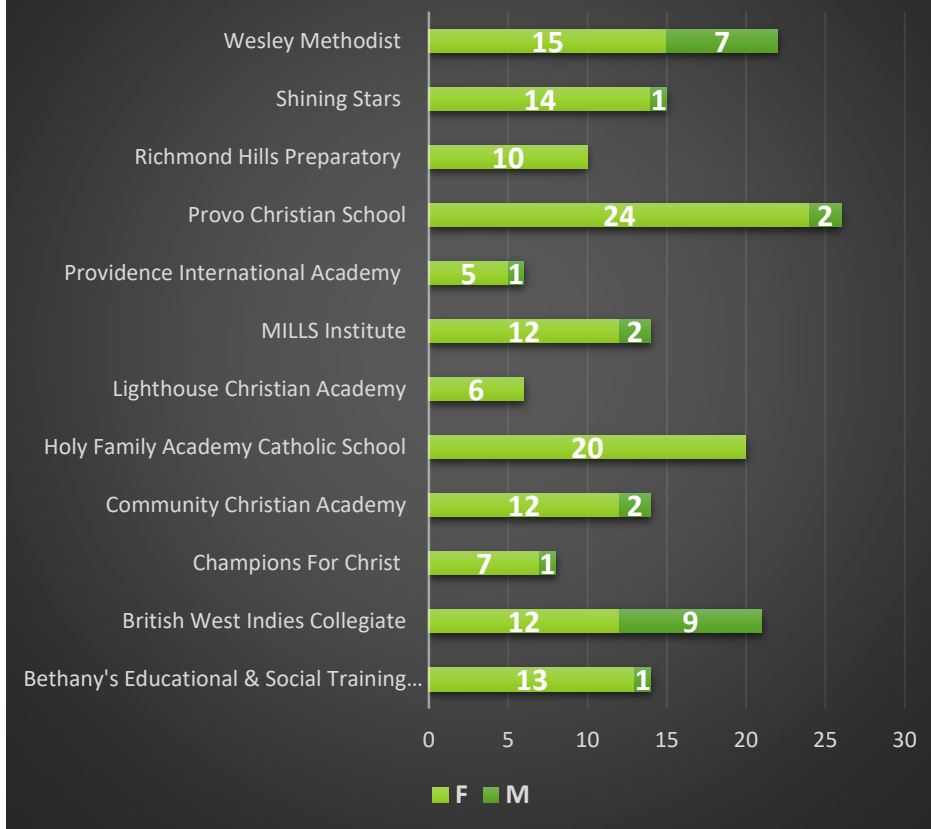


Figure 41 Male and Female Teachers in Specific Private Schools 2020-21

### 2020-2021 Private School Teachers by Locations, by Qualification and by Sex

Locations/Qualifications	Females	Males	Grand Total
<b>North Caicos</b>			
Trained	3	0	3
Untrained	3	0	3
<b>Providenciales</b>			
Trained	116	24	140
Untrained	28	2	30
<b>Grand Total</b>	<b>150</b>	<b>26</b>	<b>176</b>

Table 29 Qualified Teachers by Sex in TCI

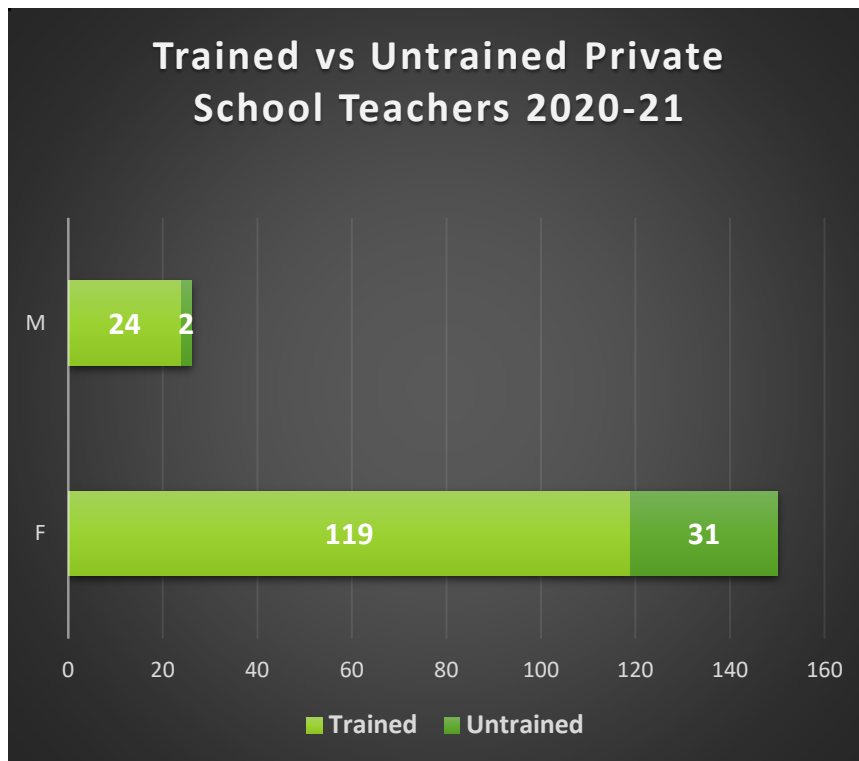


Figure 42 Comparison of Teachers' Sex in Private Education Sector

2020-2021 Private School Teachers by Qualification and Sex			
Qualifications	Females	Males	Total
Trained	119	24	143
Untrained	31	2	33
<b>Grand Total</b>	<b>150</b>	<b>26</b>	<b>176</b>

Table 30 Private School Teachers by Qualification and Sex

## Trained vs Untrained Teachers in Private Sector

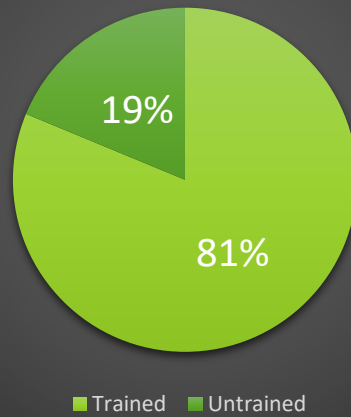
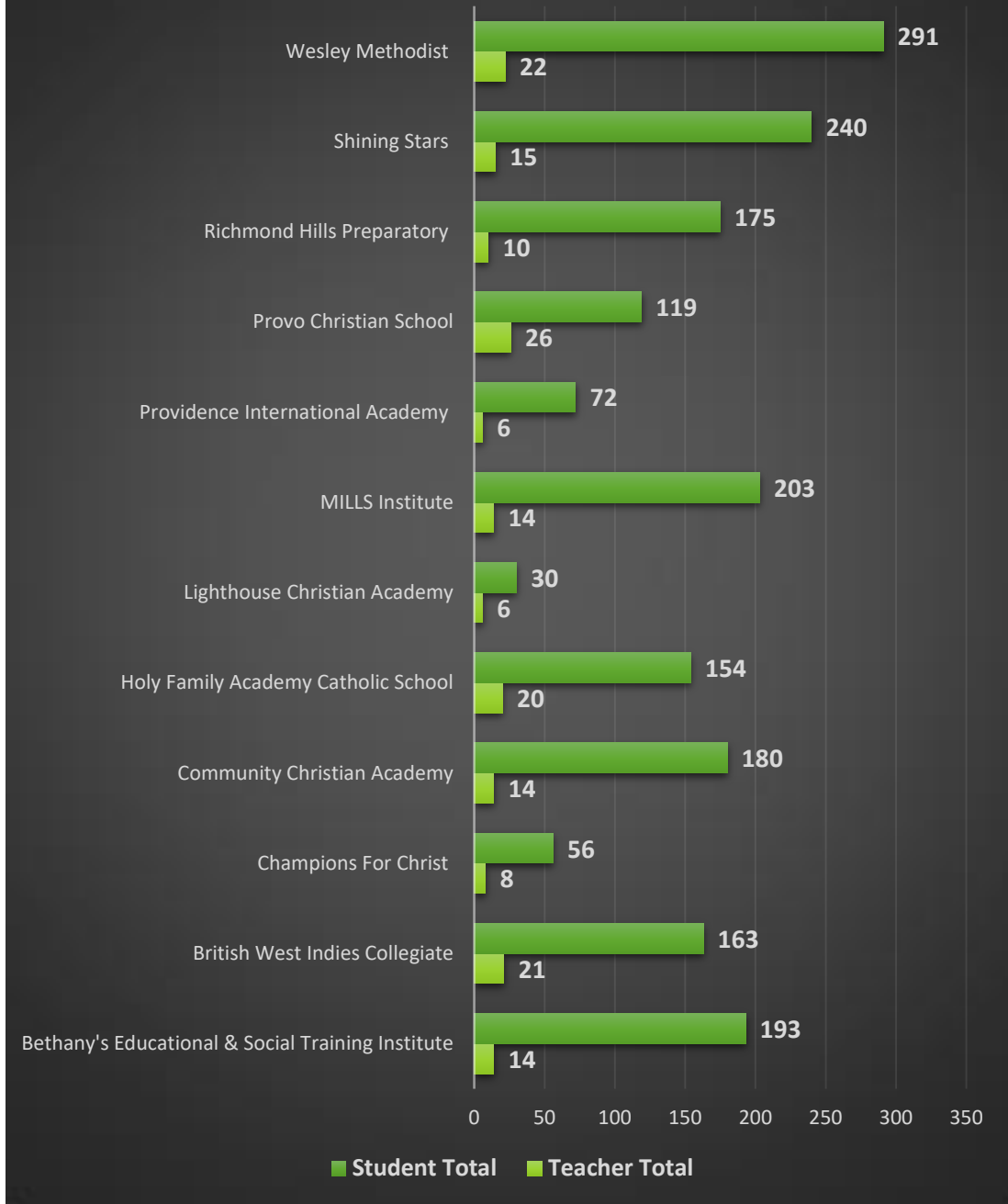


Figure 43 Trained and Untrained Teachers in Private Sector

Schools	Teacher Total	Student Total
Bethany's Educational & Social Training Institute	14	193
British West Indies Collegiate	21	163
Champions For Christ	8	56
Community Christian Academy	14	180
Holy Family Academy Catholic School	20	154
Lighthouse Christian Academy	6	30
MILLS Institute	14	203
Providence International Academy	6	72
Provo Christian School	26	119
Richmond Hills Preparatory	10	175
Shining Stars	15	240
Wesley Methodist	22	291

Table 31 Teacher: Student Count in Specified Private Schools 2020-21

## Teacher:Student Allocation in Specific Private Schools 2020-21



**Figure 44 Comparison of Teacher and Student Populations within Specified Private Schools**

SCHOOL	NON-TCI M	NON-TCI F	TCI M	TCI F
Bethany's Educational & Social Training Institute	0	6	0	0
British West Indies Collegiate	3	4	3	4
Champions For Christ	0	7	1	0
Community Christian Academy	0	8	1	0
Holy Family Academy Catholic School	0	18	0	0
Lighthouse Christian Academy	0	0	0	0
MILLS Institute	0	11	2	0
Providence International Academy	0	5	1	0
Provo Christian School	0	19	2	0
Richmond Hills Preparatory	0	10		
Shining Stars	0	14	1	0
Wesley Methodist	0	14	6	0
<b>Grand Total</b>	<b>3</b>	<b>116</b>	<b>17</b>	<b>4</b>

Table 32 Private Teachers Employed, by National Origin

## Educators in TCI Public Schools

Levels	Female	Male	Total
Primary	138	14	152
Secondary	105	49	154
<b>Grand Total</b>	<b>243</b>	<b>63</b>	<b>306</b>

Table 33 Public School Teachers by Levels and Sex

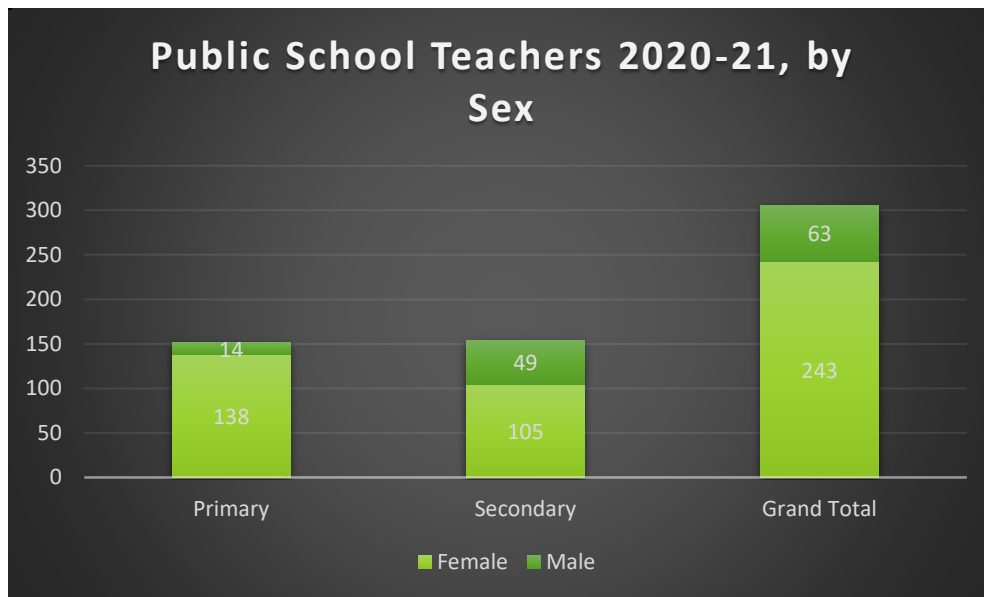


Figure 45 Public School Teachers by Levels and Sex

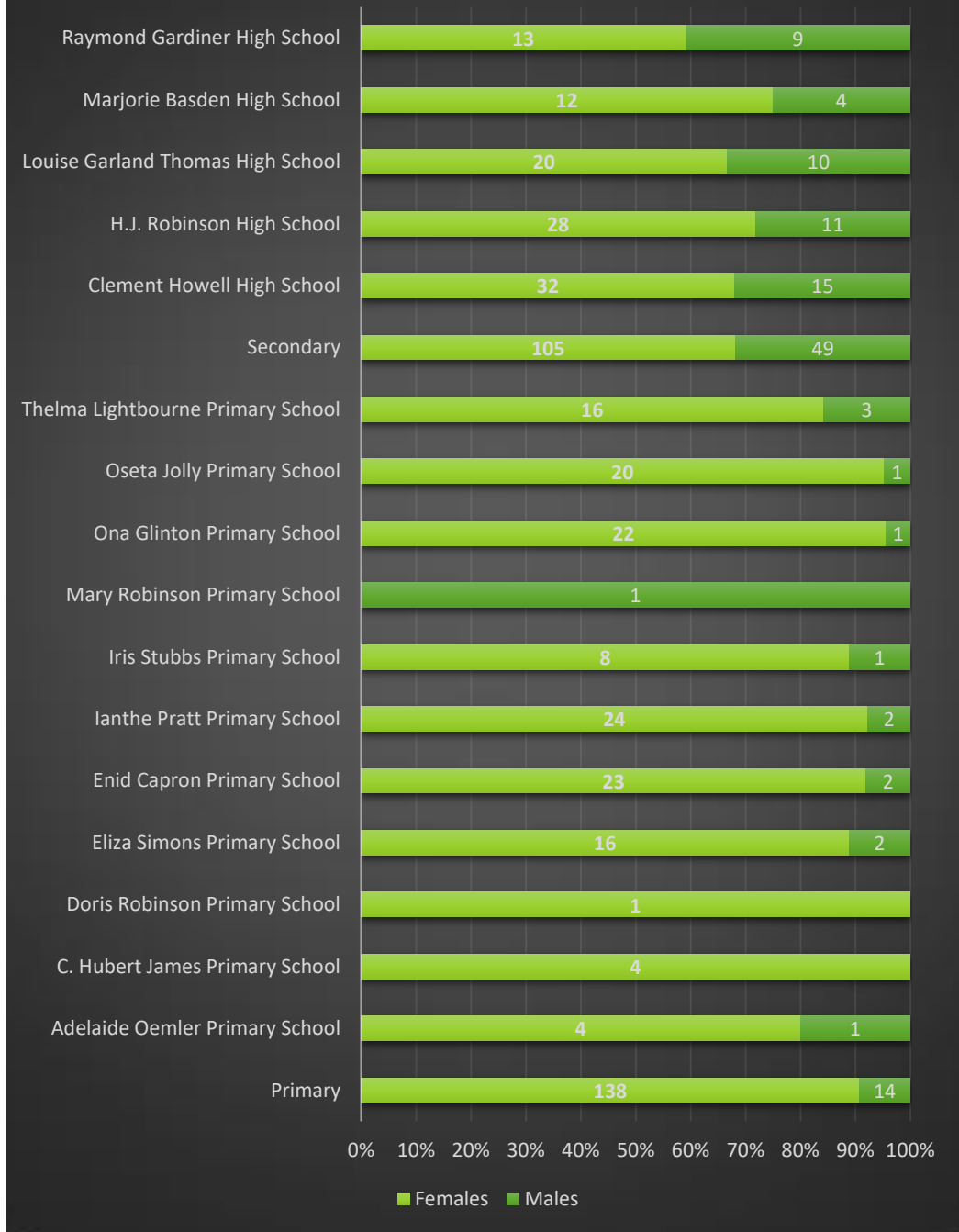
Levels/Schools	Female	Male	Totals
----------------	--------	------	--------

<b>Primary</b>	<b>138</b>	<b>14</b>	<b>152</b>
Adelaide Oemler Primary School	4	1	5
C. Hubert James Primary School	4	0	4
Doris Robinson Primary School	1	0	1
Eliza Simons Primary School	16	2	18
Enid Capron Primary School	23	2	25
Ianthe Pratt Primary School	24	2	26
Iris Stubbs Primary School	8	1	9
Mary Robinson Primary School	0	1	1
Ona Glinton Primary School	22	1	23
Oseta Jolly Primary School	20	1	21
Thelma Lightbourne Primary School	16	3	19
<b>Secondary</b>	<b>105</b>	<b>49</b>	<b>154</b>
Clement Howell High School	32	15	47
H.J. Robinson High School	28	11	39
Louise Garland Thomas High School	20	10	30
Marjorie Basden High School	12	4	16
Raymond Gardiner High School	13	9	22
<b>Grand Total</b>	<b>243</b>	<b>63</b>	<b>306</b>

Table 34 Public School Teachers by Schools and Sex



## Proportionate Distribution of Teachers in Public Schools 2020-21



**Figure 46 Distribution of Public School Teachers by Sex**

Levels/Qualifications	Males	Females	Totals
<b>Primary</b>	<b>14</b>	<b>138</b>	<b>152</b>
Trained	14	134	148
Untrained	0	4	4
<b>Secondary</b>	<b>49</b>	<b>105</b>	<b>154</b>
Trained	49	105	154
Untrained	0	0	0
<b>Grand Total</b>	<b>63</b>	<b>243</b>	<b>306</b>

Table 35 Public School Teachers by Levels, Qualifications and Sex

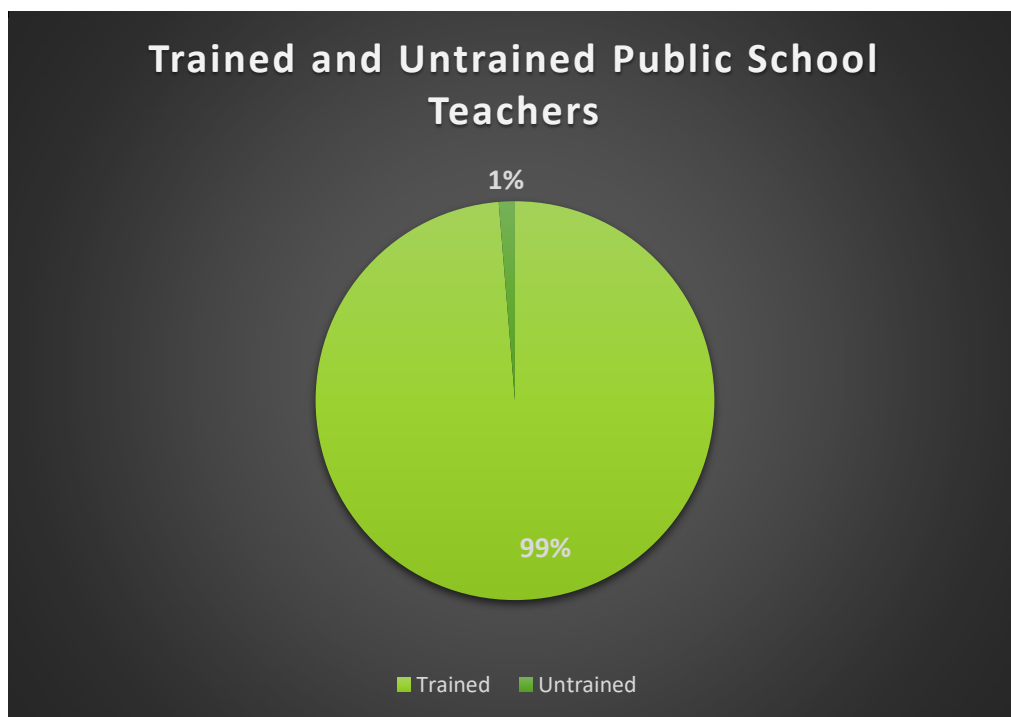


Figure 47 Public School Teachers Trained and Untrained

## Trends in Educators

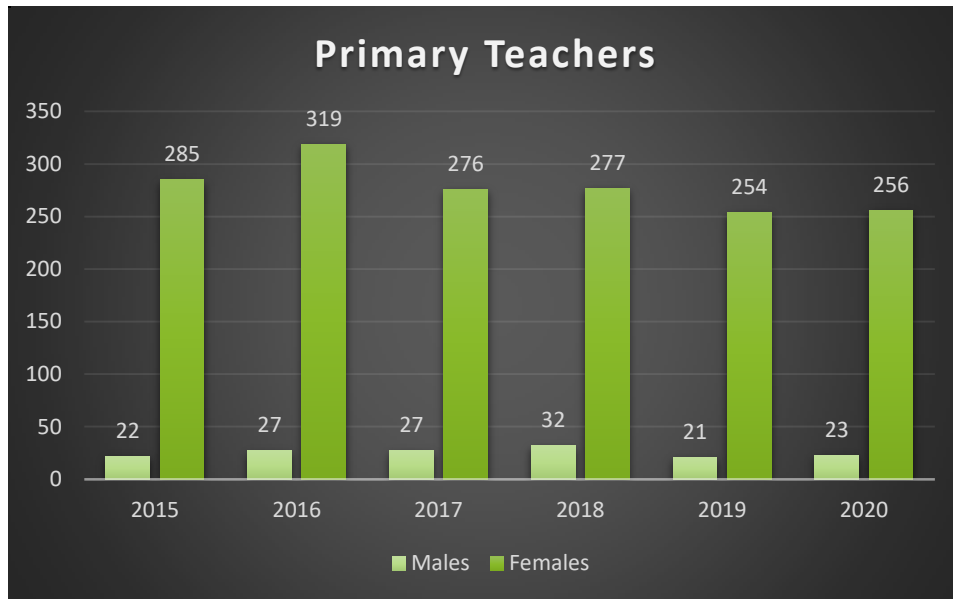


Figure 48 Primary Teachers

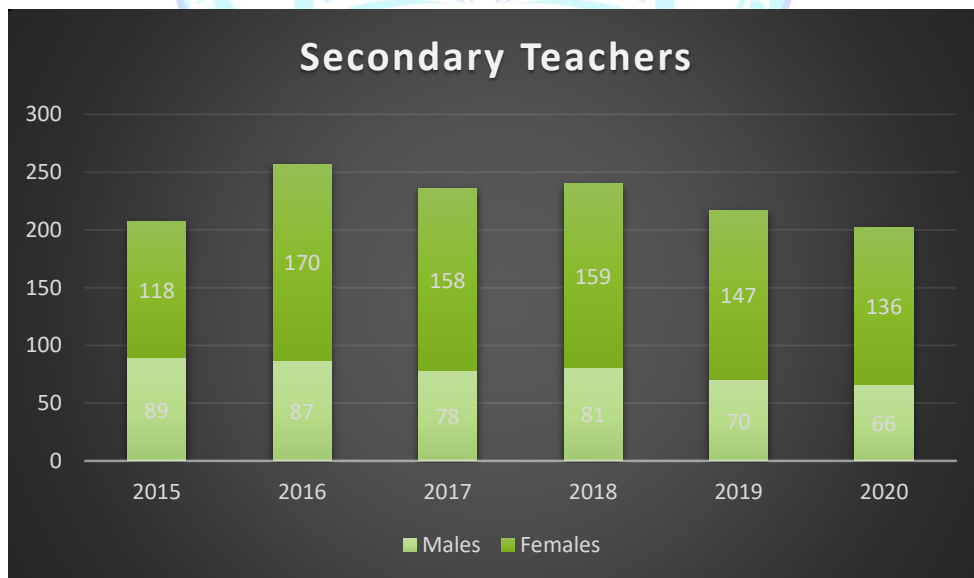


Figure 49 Secondary Teachers

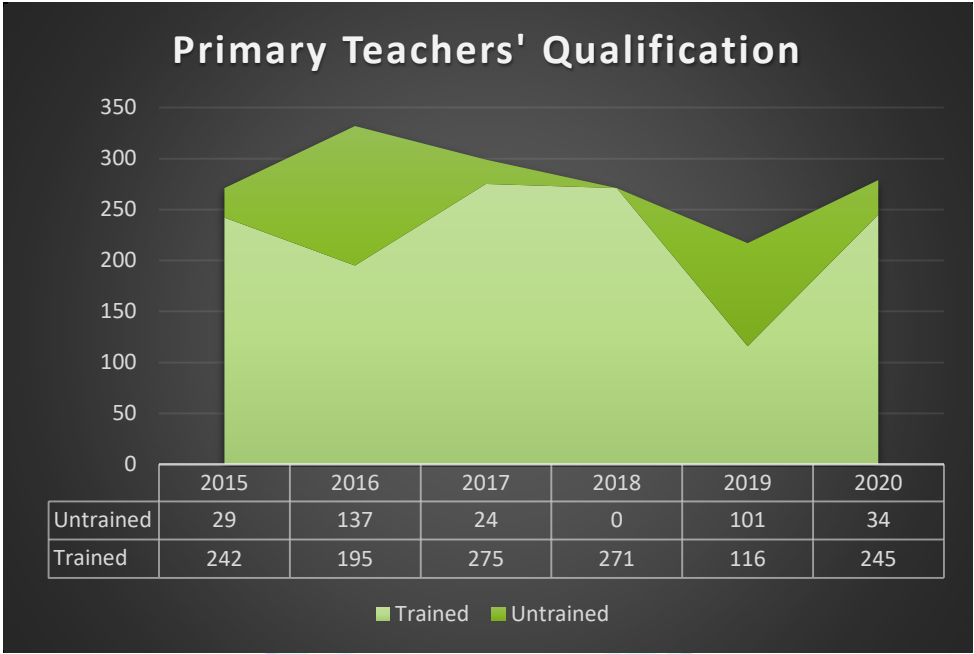


Figure 50 Primary Teachers' Qualification

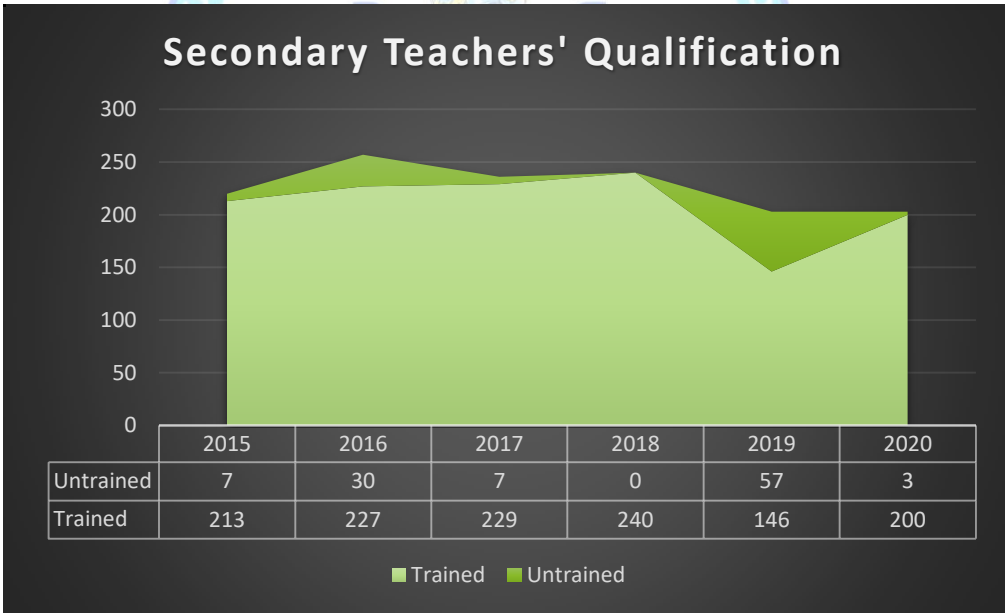


Figure 51 Secondary Teachers' Qualification

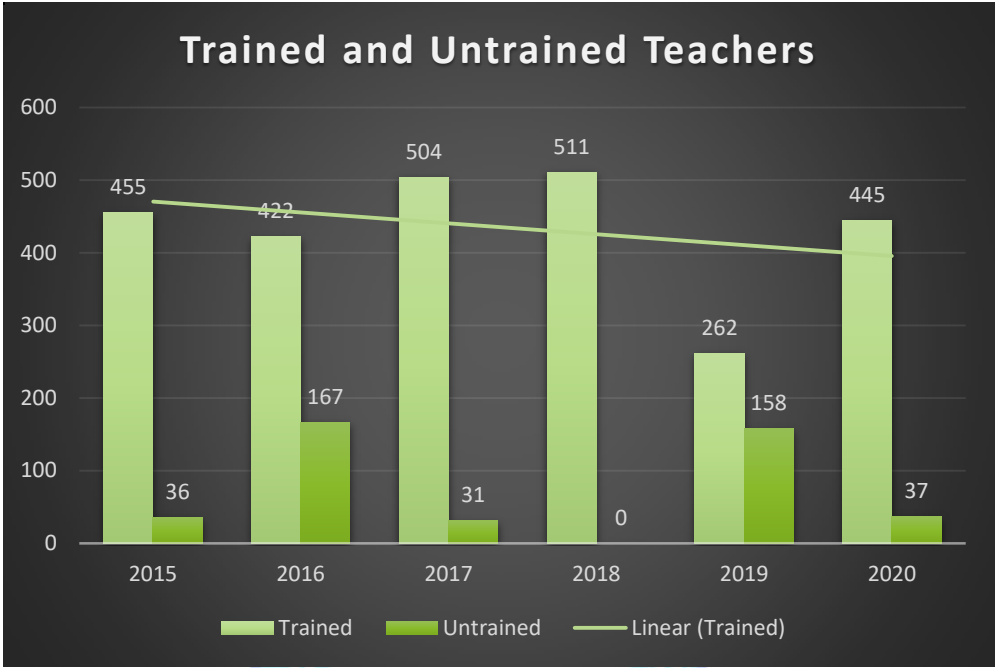


Figure 52 Trained and Untrained Teachers



## TCI Exam Performance

### CSEC Aggregated Exam Results 2020-21

## Overall 2020 CSEC Performance Compared by % Grade by School

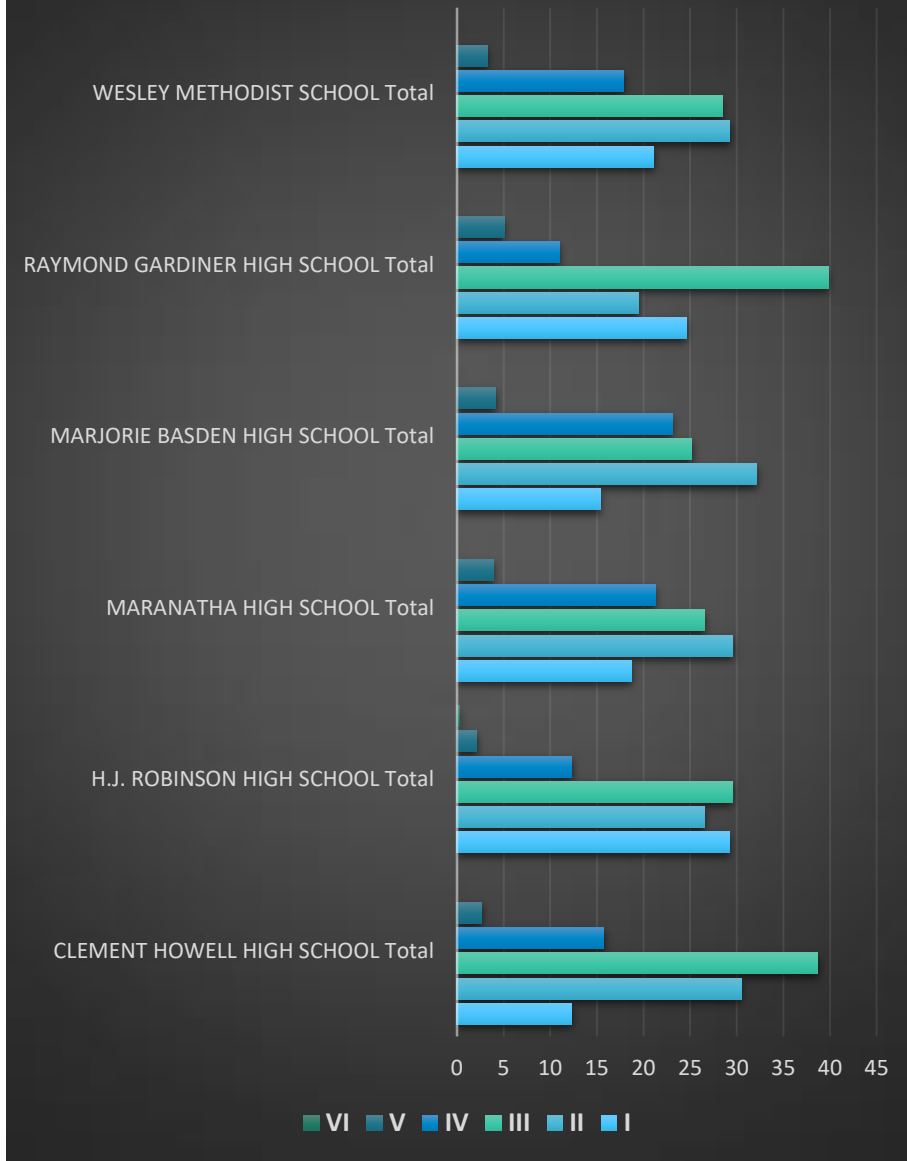


Figure 53 Overall 2020 CSEC Exam Performance by School

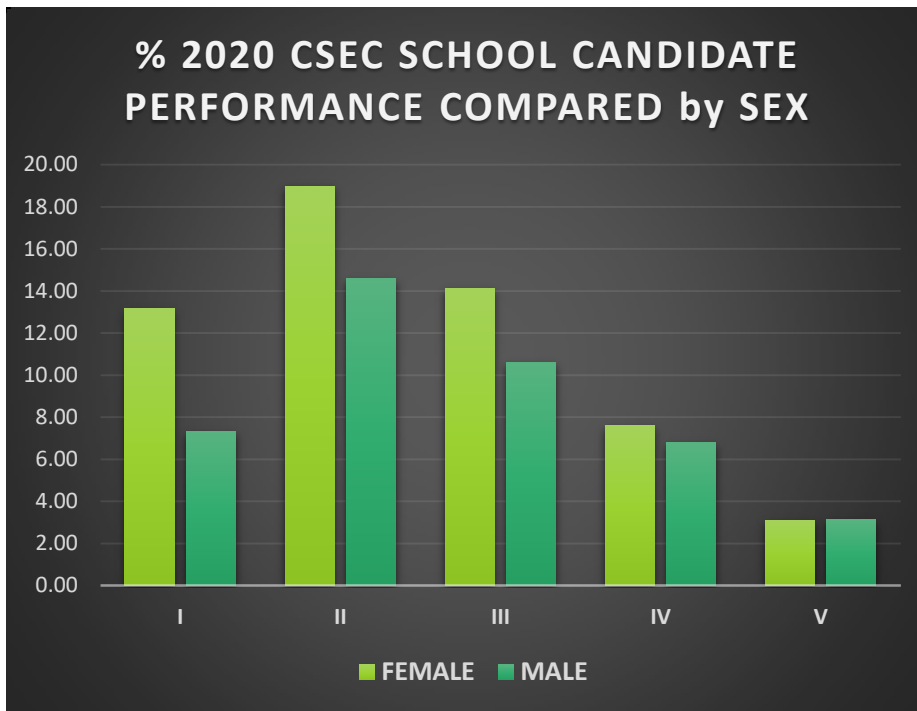


Figure 54 Comparison of the Sexes by Grade, Overall 2020 CSEC Grade

SUBJECT	OVERALL GRADE	Females	Males	Grand Total
ENGLISH A	ABS	2	2	4
	I	35	19	54
	II	50	28	78
	III	71	62	133
	IV	45	28	73
	V	9	8	17
<b>ENGLISH A Total</b>		<b>212</b>	<b>147</b>	<b>359</b>
MATHEMATICS	ABS	6	3	9
	I	17	10	27
	II	18	17	35
	III	35	28	63
	IV	64	46	110
	V	36	16	52
	VI	17	10	27
<b>MATHEMATICS Total</b>		<b>193</b>	<b>130</b>	<b>323</b>

Table 36 Aggregated Performance by Sex in Math and English 2020 CSEC

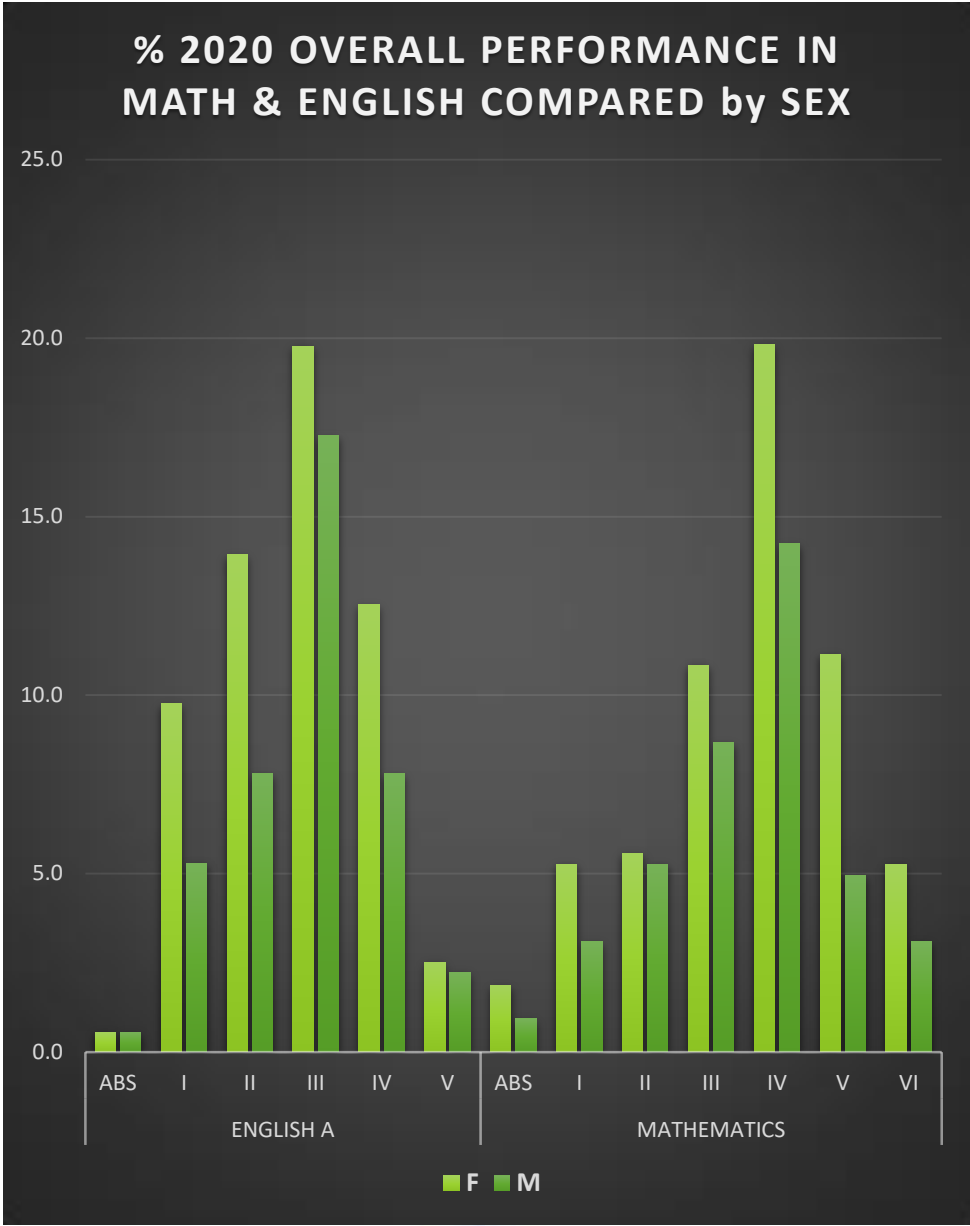


Figure 55 Comparison of Female: Male Math and English Grades in 2020 CSEC



ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
CLEMENT HOWELL HIGH SCHOOL	Bio		2	6	10	2			20
	C HIST			4	8	2	3		17
	Chem		8	3	12	2			25
	EDPM		11	14	1				26
	Eng A		9	23	59	11			102
	Eng B		1	2	3	4	1		11
	FRM		4	25	14	1			44
	Food Nut H		11	23	10				44
	Fren		1	2		2			5
	Geo		1	3	3	2			9
	H S Bio		2	8	10	18	5		43
	Ind Tech B		3	12	8	1			24
	Ind Tech E		3	9	6				18
	Info Tech		9	7	2				18
	I Sci		1	6	15	1			23
	Math		10	7	25	42	9		93
	Mus			7	6				13
	OA		1	9	11	4			25
	PE		6	11	1				18
	Phys		12	5	2				19
	POA			5	11	9	2		27
	POB		2	12	28	6	2		50
	SS			8	37	19			64
	Span		1		2	2			5
TD		2	20	13				35	
TCF		1	9	7	1			18	
VA		0	10	13	0	0		23	
<b>Grand Total</b>			<b>101</b>	<b>250</b>	<b>317</b>	<b>129</b>	<b>22</b>		<b>819</b>

Table 37 All Performance of Candidates Showing Count by Subject, by Grade

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE

SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total	
H.J. ROBINSON HIGH SCHOOL	ADD Math	1	2	4	2				9	
	Bio		3	6	5	1			15	
	C HIST		1		1				2	
	Chem		2	4	5	3			14	
	EDPM		12	11	4				27	
	Eng A		8	11	17	5			41	
	Eng B		2		1				3	
	FRM		5	3	3				11	
	Food Nut H	7	3	3					13	
	Fren		1						1	
	Geo		3	4	5				12	
	H S Bio		10	4	2	2			18	
	Ind Tech B			8	3	4			15	
	Info Tech		18	9	5	1			33	
	Math		7	7	9	5			28	
	Mus		1	1					2	
	OA		2	2	4	5	1		14	
	Phys		6	3	5				14	
	POA		2	3	1				6	
	POB		2	4	4				10	
	SS			1	5	5			11	
	Span		4	1					5	
	TD				6	8	6	1	21	
	TCF				2				2	
	VA			1	4				5	
	<b>Grand Total</b>			<b>97</b>	<b>88</b>	<b>98</b>	<b>41</b>	<b>7</b>	<b>1</b>	<b>332</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand

									<b>Total</b>
MARANATHA HIGH SCHOOL	Bio		2	2	2				6
	Chem		1	3	1	1			6
	Eng A		18	7	5	1			31
	Eng B		3	1	1				5
	Food Nut H		1	6	2				9
	Fren		4	1		1	1		7
	Geo					9	3		12
	H S Bio		2	6	4	7			19
	Info Tech		8	7					15
	Math		1	4	8	13	3		29
	OA			6	3				9
	Phys		1	1	4	3	1		10
	POA			2	7	1			10
	POB		1	13	3	1			18
	SS			3	12	2			17
Span		1	4	4				9	
TD			2	5	10	1		18	
<b>Grand Total</b>		<b>0</b>	<b>43</b>	<b>68</b>	<b>61</b>	<b>49</b>	<b>9</b>	<b>0</b>	<b>230</b>

(Table 37 continued)

<b>ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE</b>									
<b>SCHOOL NAME</b>	<b>SUBJECT</b>	<b>ABS</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>Grand Total</b>
MARANATHA HIGH SCHOOL PRIVATE	Bio					2			2
	Chem					2			2
	EDPM		2						2
	Eng A		2	2		1			5
	H S Bio			1	1	1			3
	Math			1	2	1			4
	OA		2	3					5
	POB		1	1					2
<b>Grand Total</b>		<b>0</b>	<b>7</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>25</b>

(Table 37 continued)

**ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE**

SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
MARJORIE BASDEN HIGH SCHOOL	C HIST					1	1		2
	Chem				1	1	1		3
	EDPM		4	2					6
	Eng A		2	6	5	6			19
	Eng B			1	2	2	1		6
	FRM		1	1	2				4
	Food Nut H			2	1				3
	Geo			1	3	2	1		7
	H S Bio		1	1	2	2			6
	Ind Tech B			2					2
	Info Tech		1	9	1	1			12
	I Sci			2	3				5
	Math			1	3	14			18
	Mus			2	1				3
	OA			4					4
	PE		8	8					16
	Phys		1			1			2
	POA			1	2				3
	POB		3		1				4
	SS				4				4
Span			2		1	1		4	
TD		1	1		2	1		5	
TCF					2			2	
VA					3			3	
<b>Grand Total</b>		<b>0</b>	<b>22</b>	<b>46</b>	<b>36</b>	<b>33</b>	<b>6</b>	<b>0</b>	<b>143</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
RAYMOND GARDINER HIGH SCHOOL	Bio		1	1	2	1			5
	C HIST			1	2				3
	Chem					1	1		2
	Econ				1				1
	EDPM		9		1	2			12
	Eng A		5	2	7	1			15
	Eng B			1					1
	FRM					3			3
	Food Nut H					2			2
	Geo		1		2				3
	H S Bio		1	1					2
	Ind Tech B			1	4				5

	Info Tech		2	1	1				4
	I Sci		1	1	5	1			8
	Math			3	1	3	3		10
	OA			1	2	1			4
	PE		5	4					9
	Phys			1					1
	POA		1	1	1	1			4
	POB		2	1	1	1			5
	SS		1	2	2				5
	Span			1	1		1		3
	TD				3		1		4
	TCF				2				2
<b>Grand Total</b>		<b>0</b>	<b>29</b>	<b>23</b>	<b>47</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>118</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
TURKS & CAICOS PRIVATE 180101	Eng A		5			2	1		8
	Eng B			1					1
	H S Bio		3		1				4
	Info Tech					1			1
	Math		2	4				2	8
	OA		1						1
	SS					1	1		2
	Span				2				2
<b>Grand Total</b>		<b>0</b>	<b>11</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>27</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
TURKS & CAICOS PRIVATE 180102	EDPM			1	1				2
	Eng A			1	1	5			7
	H S Bio	1							1
	Math						1		1
	OA	1			1	2	1		5
<b>Grand Total</b>		<b>2</b>		<b>2</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>16</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
TURKS & CAICOS PRIVATE 180103	Bio	1				1			2
	Chem	1					1		2

	EDPM						1		1
	Eng A	4	1	20	31	38	10		104
	Eng B			1	6	2	4		13
	H S Bio	1	9	13	9	10	4		46
	Info Tech			1	1				2
	Math	9	6	5	11	14	25	23	93
	OA	1				1			2
	POB				1	1			2
	SS	4	1	5	8	22	19		59
	Span		3	5	6	2			16
<b>Grand Total</b>		<b>21</b>	<b>20</b>	<b>50</b>	<b>73</b>	<b>91</b>	<b>64</b>	<b>23</b>	<b>342</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
TURKS AND CAICOS PRIVATE	C HIST					1			1
	Chem							1	1
	EDPM			2	1	2	1		6
	Eng A		1	3	4	7			15
	Eng B			1	1	1			3
	Food Nut H					1			1
	H S Bio		2	1	2	5	3		13
	Info Tech				8	3	1		12
	Math			1	4	7	11	1	24
	PE			2	1				3
	POA					3			3
	POB			5	9	1			15
	SS			4	5				9
<b>Grand Total</b>			<b>3</b>	<b>11</b>	<b>30</b>	<b>44</b>	<b>16</b>	<b>2</b>	<b>106</b>

(Table 37 continued)

ALL CSEC 2020 RESULTS by SCHOOL by SUBJECT by GRADE									
SCHOOL NAME	SUBJECT	ABS	I	II	III	IV	V	VI	Grand Total
WESLEY METHODIST SCHOOL	Bio		1		8	4	1		14
	Chem				1	2			3
	Econ				1				1

	EDPM		5	3					8	
	Eng A		5	4	2	1			12	
	Eng B			1	4				5	
	Food Nut H		1	5	1				7	
	Fren		1						1	
	H S Bio		2		2				4	
	Ind Tech B			2	1	2			5	
	Math		1	3	1	10			15	
	OA		1	3					4	
	PE		1	2					3	
	Phys		2						2	
	POA			1	1				2	
	POB		4	1	1				6	
	RE				2	1			3	
	SS		1	9	3	1			14	
	Span		1	2	5		1		9	
	TD				2	1	2		5	
<b>Grand Total</b>			<b>0</b>	<b>26</b>	<b>36</b>	<b>35</b>	<b>22</b>	<b>4</b>	<b>0</b>	<b>123</b>

(Table 37 continued)

CORE SUBJECT	COUNT		TOTAL
	FEMALES	MALES	
ENGLISH A	212	147	359
ENGLISH B	40	8	48
MATHEMATICS	193	130	323
Add MATHEMATICS	4	5	9

Table 38 Participation of the Sexes in CSEC Math and English

## Participation of the Sexes in Math & English 2020 CSEC

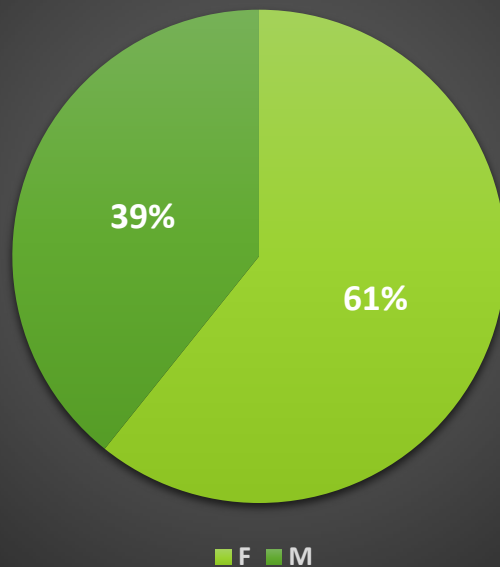


Figure 56 Participation of the Sexes in Math & English

CORE SUBJECT	I	II	III	IV	V	VI	ABS
ENGLISH A	15	21.7	37	20.3	4.735		1.11
ENGLISH B	12.5	18.8	37.5	18.8	12.5		
MATHEMATICS	8.36	10.8	19.5	34.1	16.1	8.36	2.79
Add MATHEMATICS	11.1	22.2	44.4	22.2			

Table 39 Aggregated Performance of Candidates by Grade in CSEC Math and English 2020



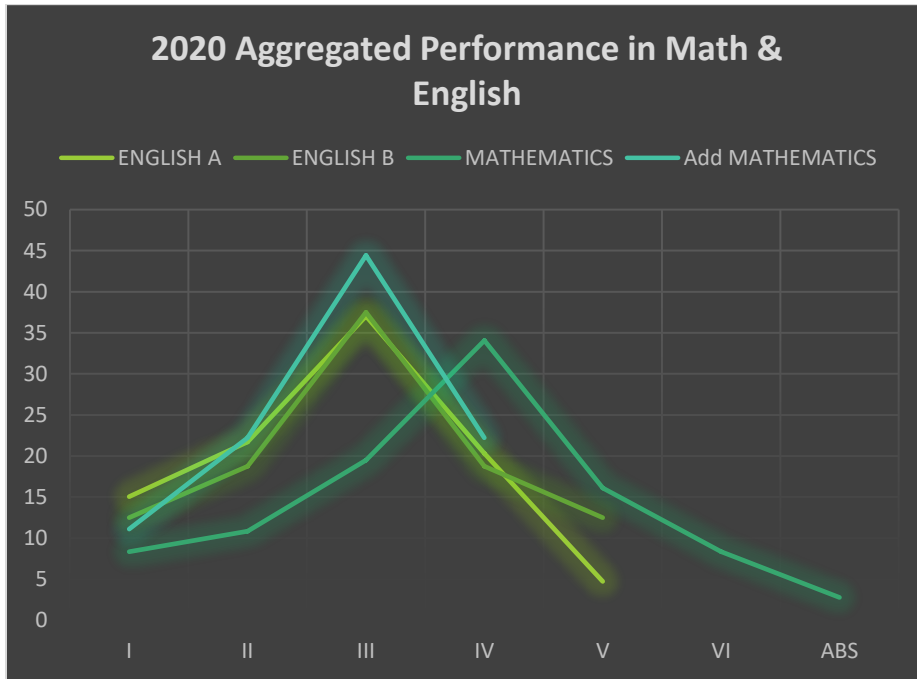


Figure 57 Relative Performance in Math and English CSEC Examinations

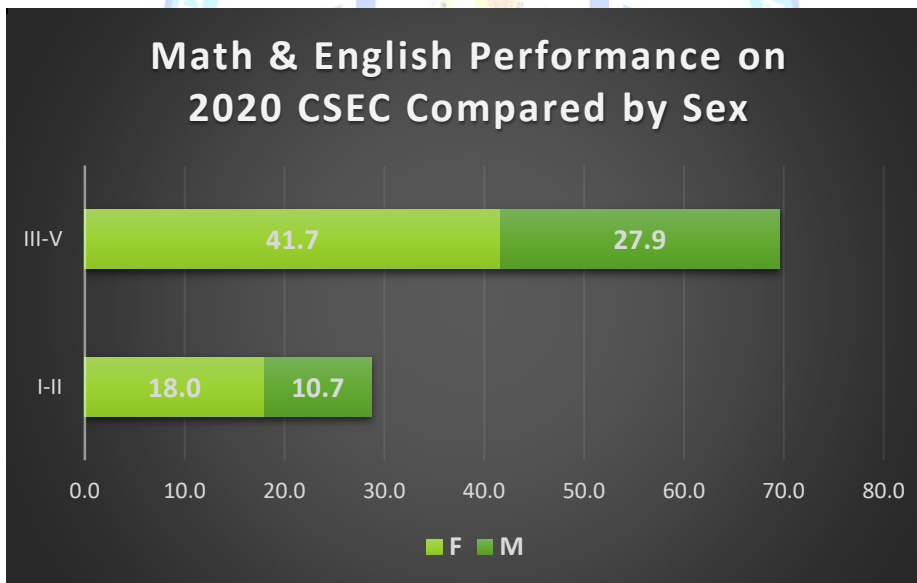


Figure 58 2020 Pass/Fail Student Performance in Math and English

SCIENCE SUBJECT	COUNT FEMALES	COUNT MALES	TOTAL
BIOLOGY	37	27	64
HUMAN AND SOCIAL BIOLOGY	101	58	159
CHEMISTRY	36	22	58
PHYSICS	18	30	48
INTEGRATED SCIENCE	24	12	36

Table 40 Participation of the Sexes in the 2020 CSEC Science Subject Examinations

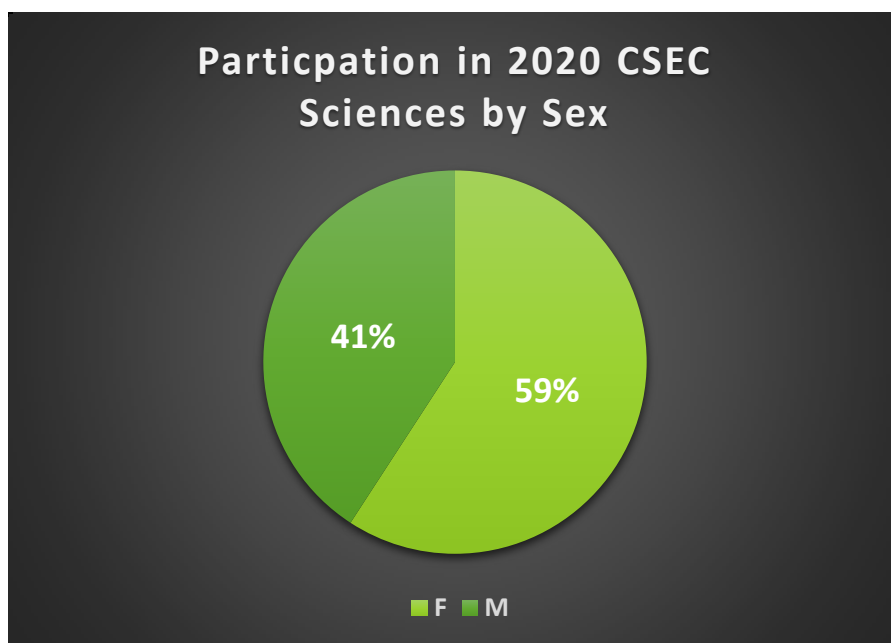


Figure 59 Gender Comparison in Participation of the 2020 CSEC Science Examinations

SCIENCE SUBJECT	I	II	III	IV	V	VI	ABS
BIOLOGY	14.1	23.4	42.2	14.1	4.688		1.56
HUMAN AND SOCIAL BIOLOGY	20.8	21.4	20.8	28.3	8.176		0.63
CHEMISTRY	19	17.2	34.5	17.2	8.621	1.72	1.72
PHYSICS	45.8	20.8	22.9	8.33	2.083		
INTEGRATED SCIENCE	5.56	25	63.9	5.56			

Table 41 Aggregated Performance of 2020 CSEC Candidates in the Sciences

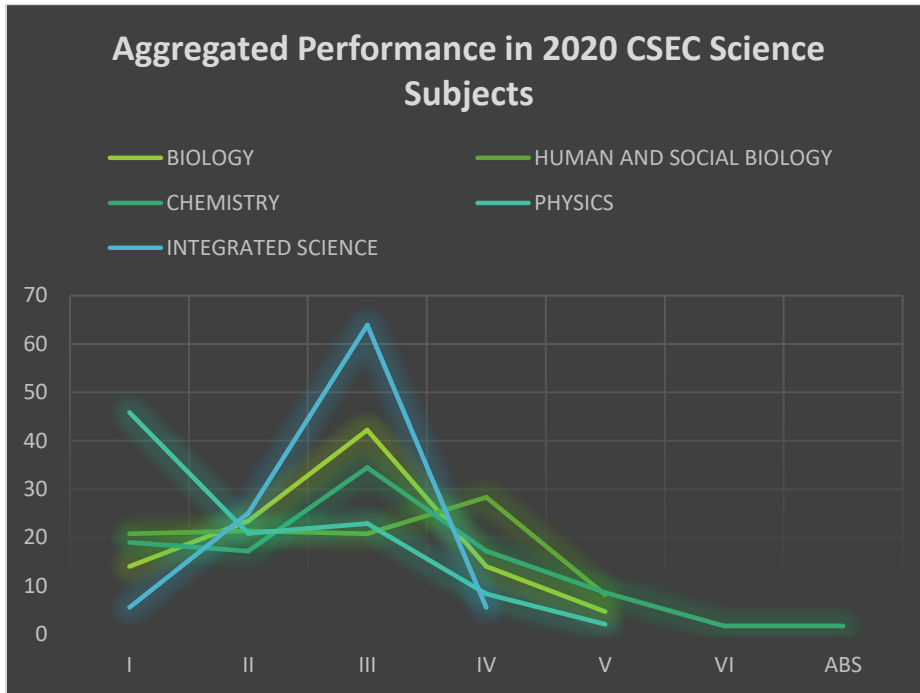


Figure 60 Relative Performance of Candidates in the Science Subject CSEC Examinations

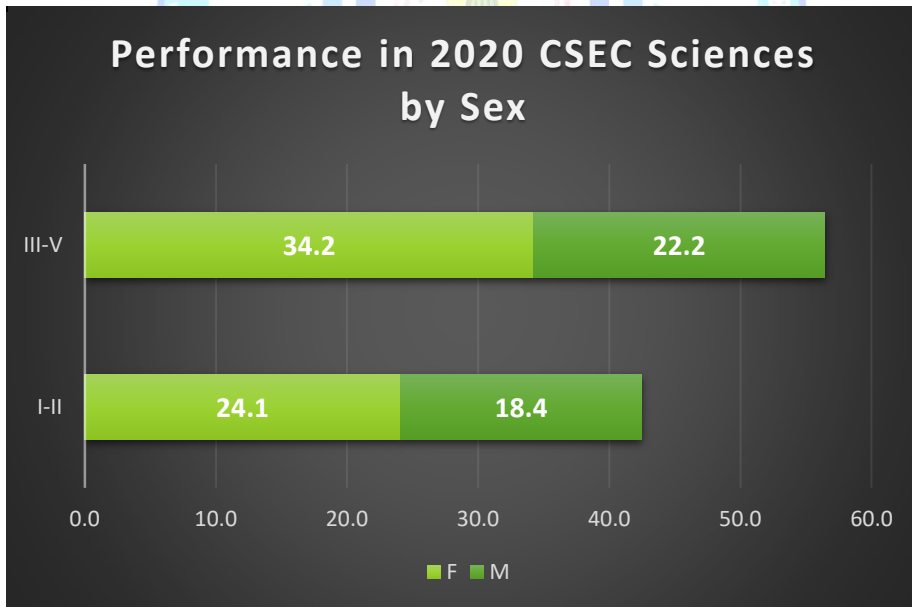


Figure 61 Pass: Fail Proportions of the 2020 Cohort in CSEC Science Subjects

TVET SUBJECT	COUNT FEMALES	COUNT MALES
INDUSTRIAL TECHNOLOGY (BUILDING)	8	8
INDUSTRIAL TECHNOLOGY (ELECTRICAL)	3	3

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	53	53
TECHNICAL DRAWING	15	15
TEXTILES CLOTHING AND FASHION	22	22
FOOD NUTRITION AND HEALTH	65	65

Table 42 Participation in 2020 CSEC TVET Examinations

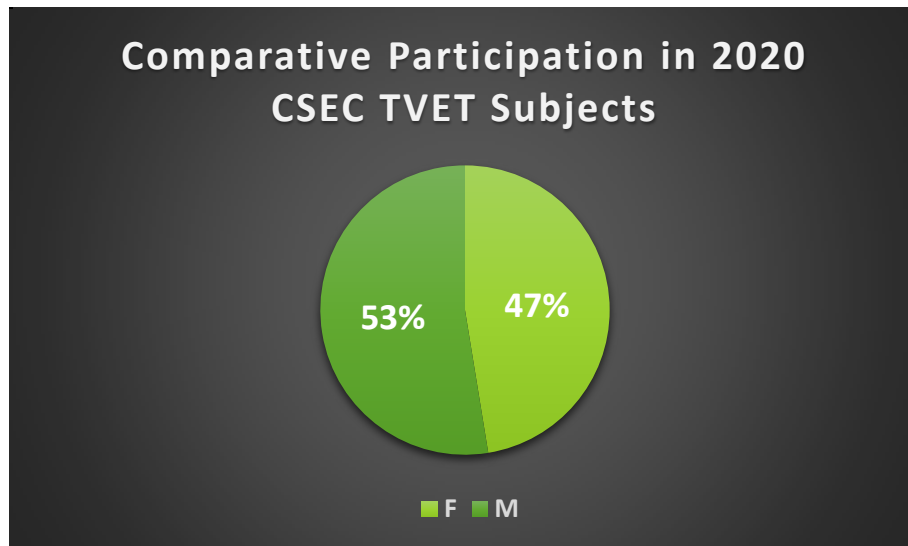


Figure 62 Relative Participation in 2020 CSEC TVET Subjects

TVET SUBJECT	I	II	III	IV	V	VI
INDUSTRIAL TECHNOLOGY (BUILDING)	5.9	49.0	31.4	13.7		
INDUSTRIAL TECHNOLOGY (ELECTRICAL)	16.7	50.0	33.3			
ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	45.6	37.8	8.9	5.6	2.2	
TECHNICAL DRAWING	3.4	26.1	33.0	23.9	12.5	1.1
TEXTILES CLOTHING AND FASHION	4.2	37.5	54.2	4.2		
FOOD NUTRITION AND HEALTH	25.3	49.4	24.1	1.3		

Table 43 2020 Cohort % Performance by Grade, by TVET Subject

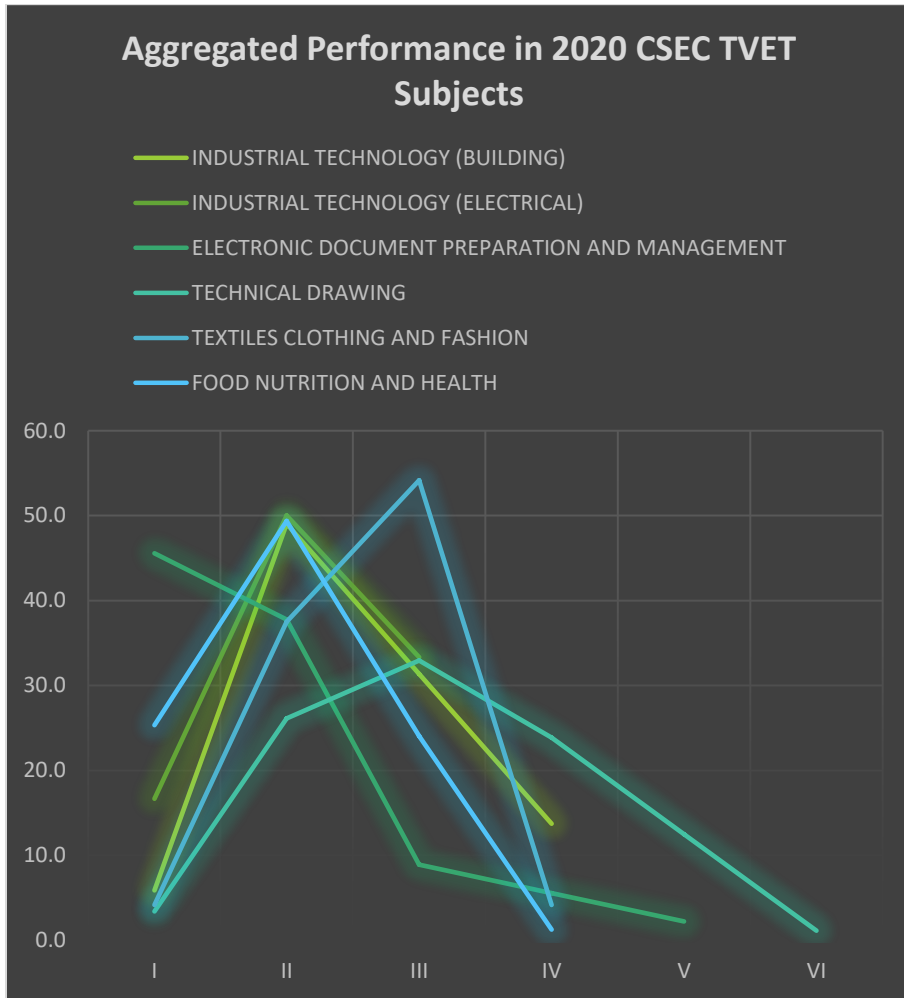


Figure 63 Relative Performance in 2020 TVET Subjects for CSEC

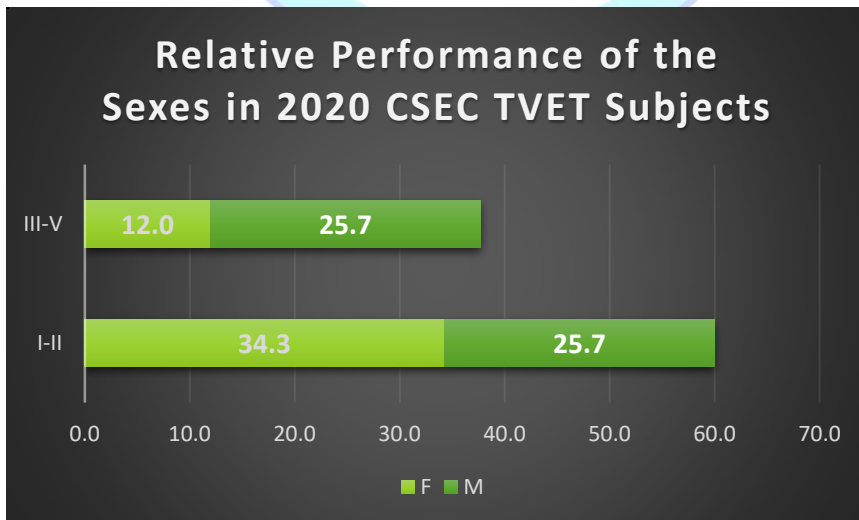


Figure 64 Gender Comparison of Pass: Fail Results in 2020 CSEC TVET Examinations

BUSINESS SUBJECT	COUNT FEMALES	COUNT MALES
ECONOMICS	2	2
INFORMATION TECHNOLOGY	50	50
PRINCIPLES OF ACCOUNTS	32	32
PRINCIPLES OF BUSINESS	68	68
OFFICE ADMINISTRATION	48	48

Table 44 Participation in the 2020 CSEC Business Subjects

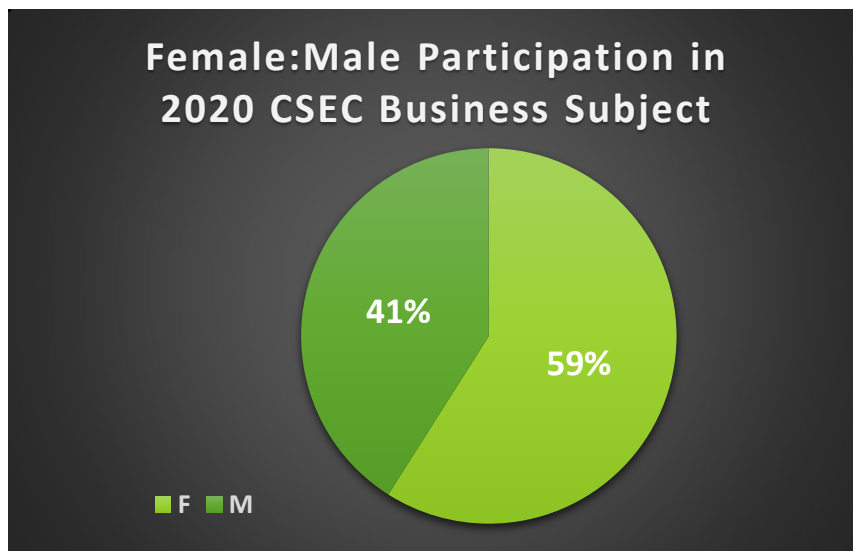


Figure 65 Participation, by Sex in 2020 CSEC Business Subjects

BUSINESS SUBJECT	I	II	III	IV	V	VI	ABS
ECONOMICS			100				
INFORMATION TECHNOLOGY	39.2	35.1	18.6	6.19	1.031		
PRINCIPLES OF ACCOUNTS	5.45	23.6	41.8	25.5	3.636		
PRINCIPLES OF BUSINESS	12.5	29.5	40.2	16.1	1.786		
OFFICE ADMINISTRATION	8.22	37	31.5	16.4	4.11	1.37	1.37

Table 45 Performance by Subject in 2020 CSEC Business Subjects

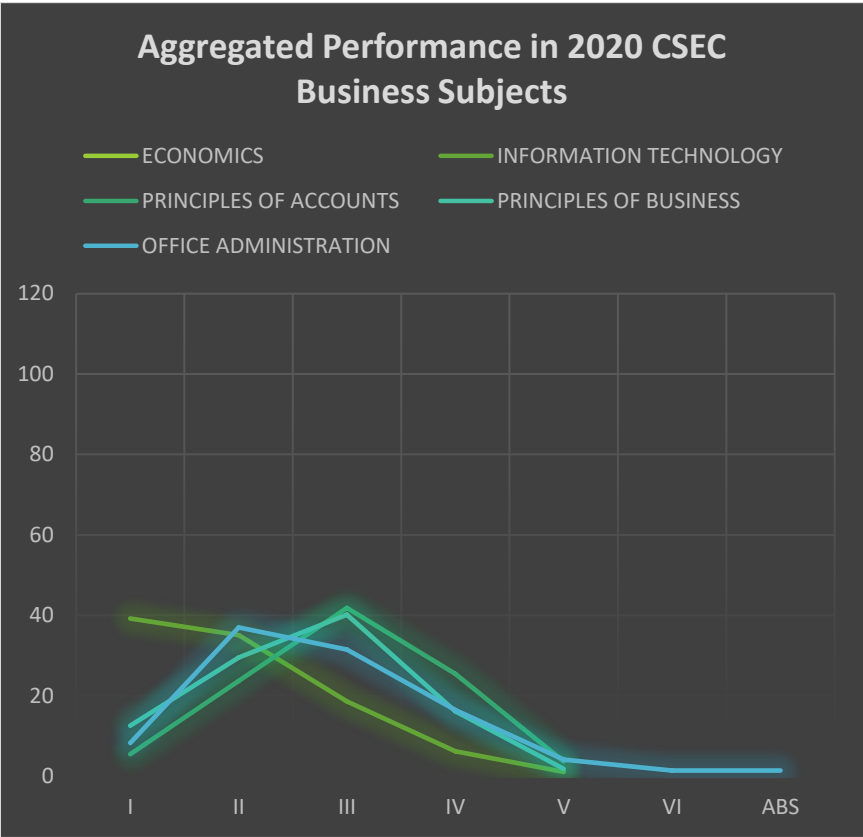


Figure 66 Comparative Performance in 2020 CSEC Business Subjects

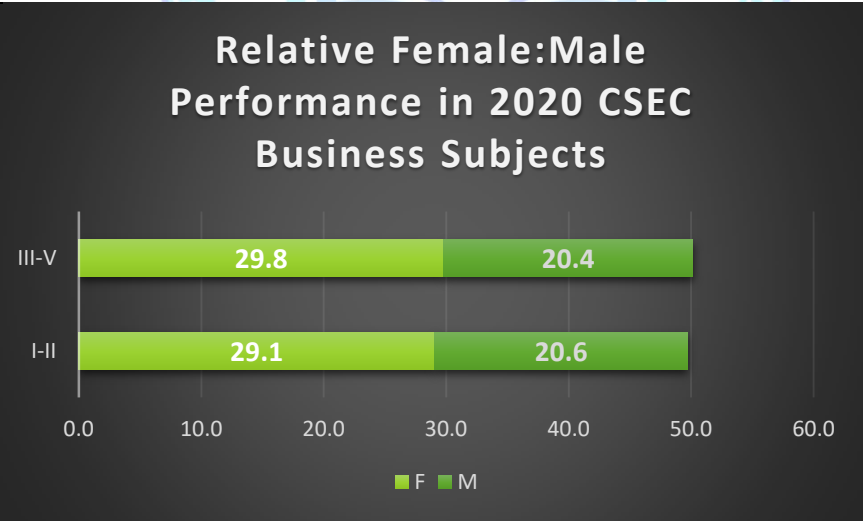


Figure 67 Performance of the Sexes in 2020 CSEC Business Subjects

HUMANITIES SUBJECT	COUNT OF FEMALES	COUNT OF MALES
CARIBBEAN HISTORY	19	19
RELIGIOUS EDUCATION	3	3
SOCIAL STUDIES	125	125
GEOGRAPHY	17	17

Table 46 Performance by Subject in 2020 CSEC Humanities Subject

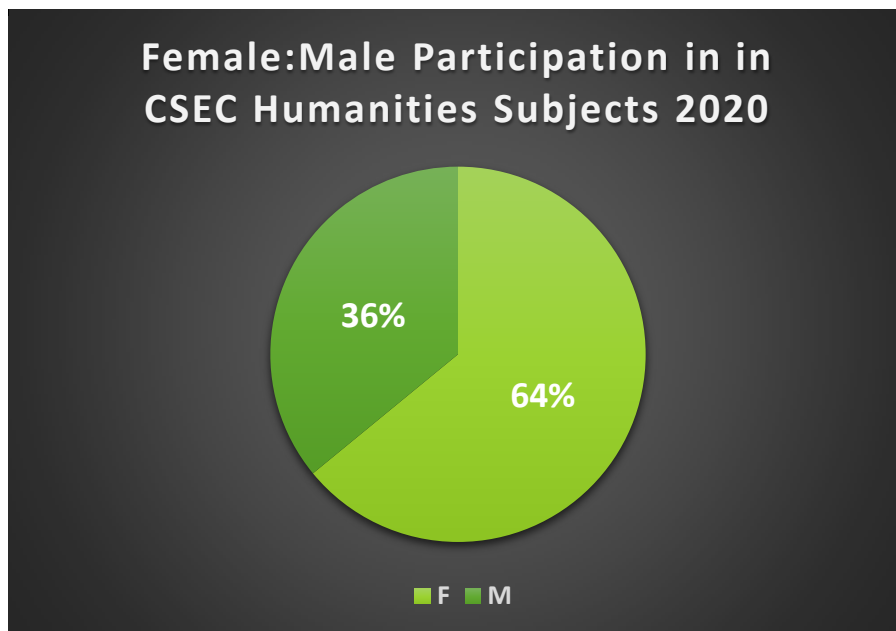


Figure 68 2020 Participation of Males and Females in Humanities Cluster of CSEC Subjects

HUMANITIES SUBJECT	I	II	III	IV	V	ABS
CARIBBEAN HISTORY	4.0	20.0	44.0	16.0	16.0	
RELIGIOUS EDUCATION			66.7	33.3		
SOCIAL STUDIES	2.4	19.2	40.0	27.2	8.8	2.4
GEOGRAPHY	11.6	18.6	30.2	30.2	9.3	

Table 47 Performance by Subject in 2020 CSEC Humanities Subjects



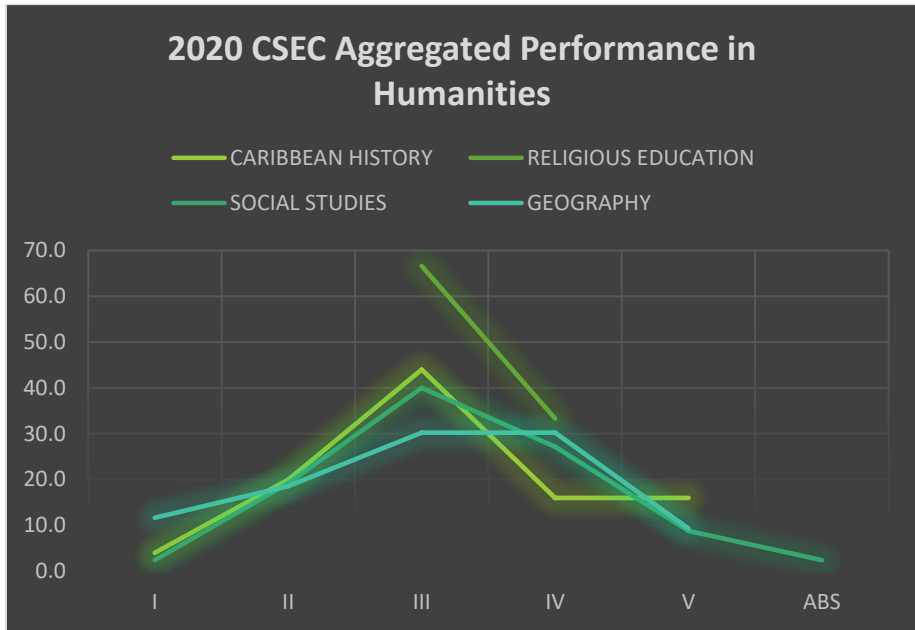


Figure 69 Relative Performance in the Humanities Cluster 2020 CSEC

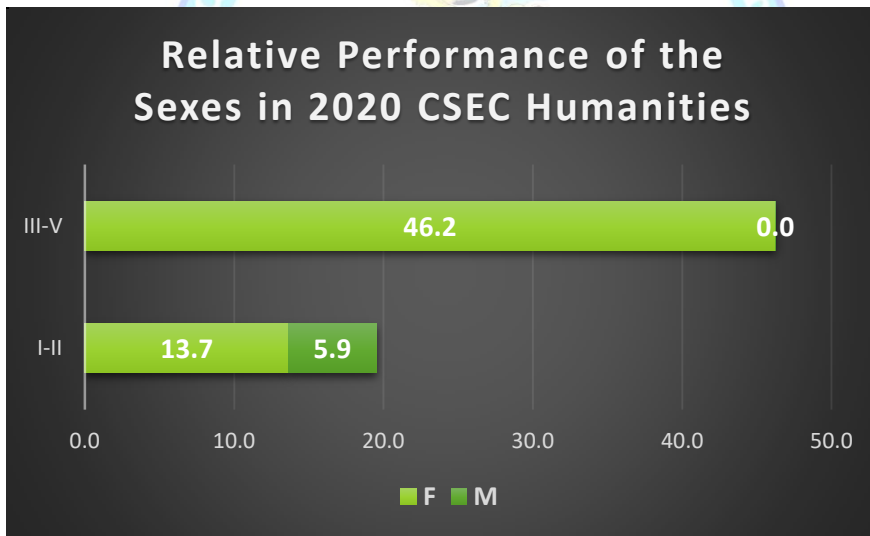


Figure 70 Relative Performance of Males and Females in the 2020 CSEC Humanities Subjects

MODERN LANGUAGES SUBJECT	COUNT FEMALES	COUNT MALES	TOTAL
FRENCH	11	3	14
SPANISH	41	12	53

Table 48 Performance by Subject in 2020 CSEC Humanities Subjects

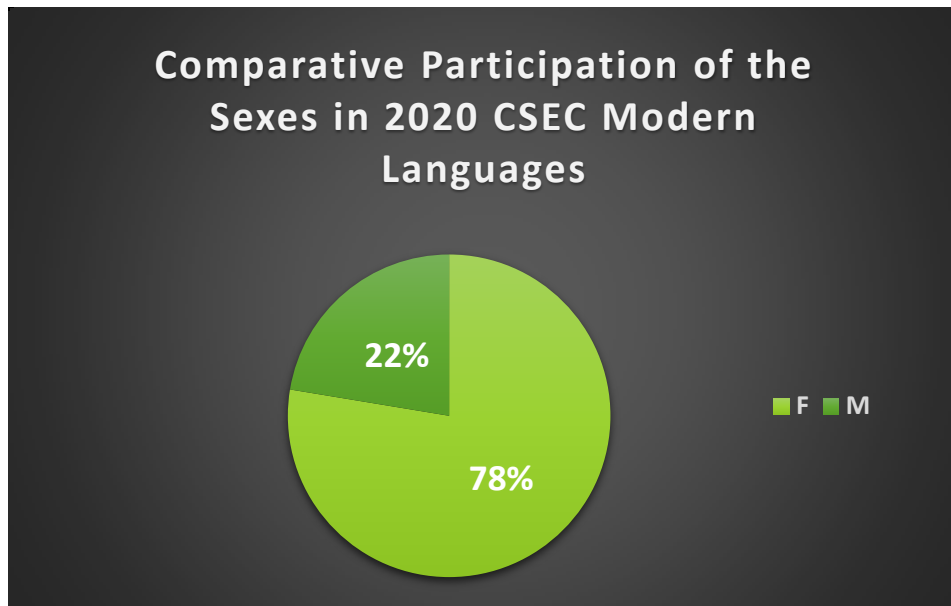


Figure 71 Relative Participation of Males and Females in Modern Language CSEC Subjects 2020

MODERN LANGUAGES SUBJECT	I	II	III	IV	V
FRENCH	50	21.4		21.43	7.14
SPANISH	18.9	32.1	34	9.434	5.66

Table 49 Performance by Subject in 2020 CSEC Modern Languages Subjects

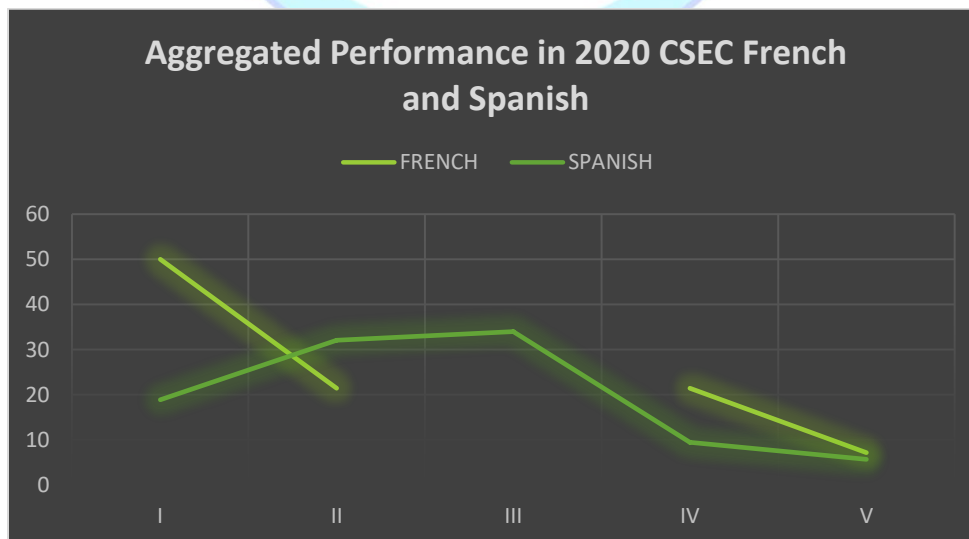


Figure 72 Comparative Performance of 2020 CSEC Candidates in Modern Languages

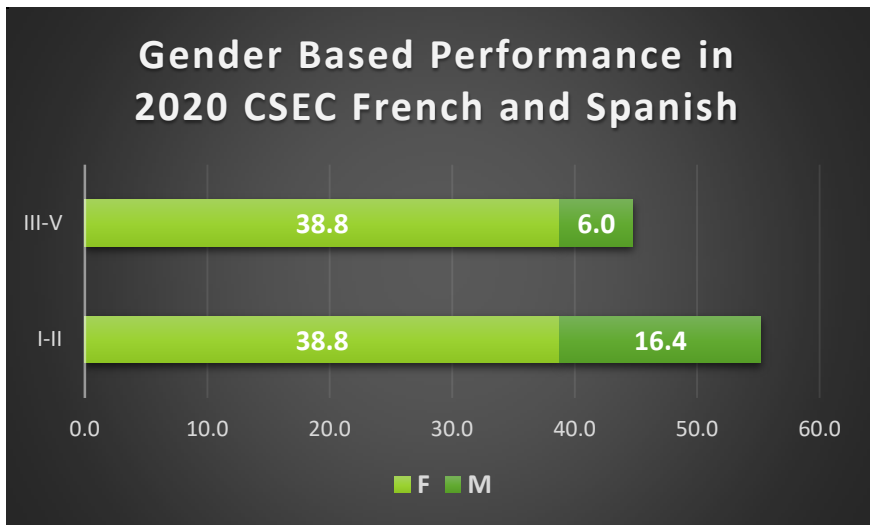


Figure 73 Male: Female Performance in Modern Languages CSEC 2020

OTHER SUBJECTS	COUNT	COUNT	TOTAL
	FEMALES	MALES	
PHYSICAL EDUCATION AND SPORT	19	30	49
FRM	46	16	62

Table 50 Performance by Subject in 2020 CSEC Other Subjects

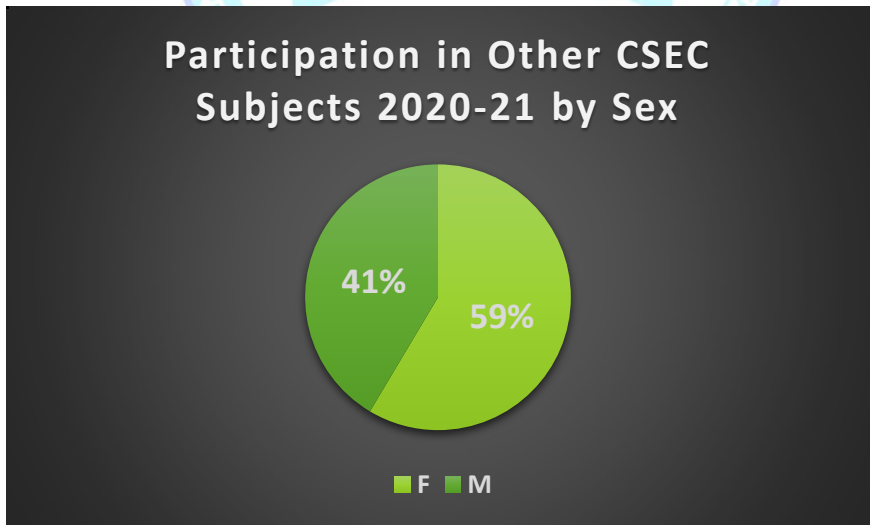


Figure 74 Relative Performance of the Sexes in Modern Language Subject Examinations 2020 CSEC

OTHER SUBJECTS	I	II	III	IV	V
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PHYSICAL EDUCATION AND SPORT	40.8	55.1	4.08		
FRM	16.1	46.8	35.5	1.613	

Table 51 Performance by Subject in 2020 CSEC Other Subjects

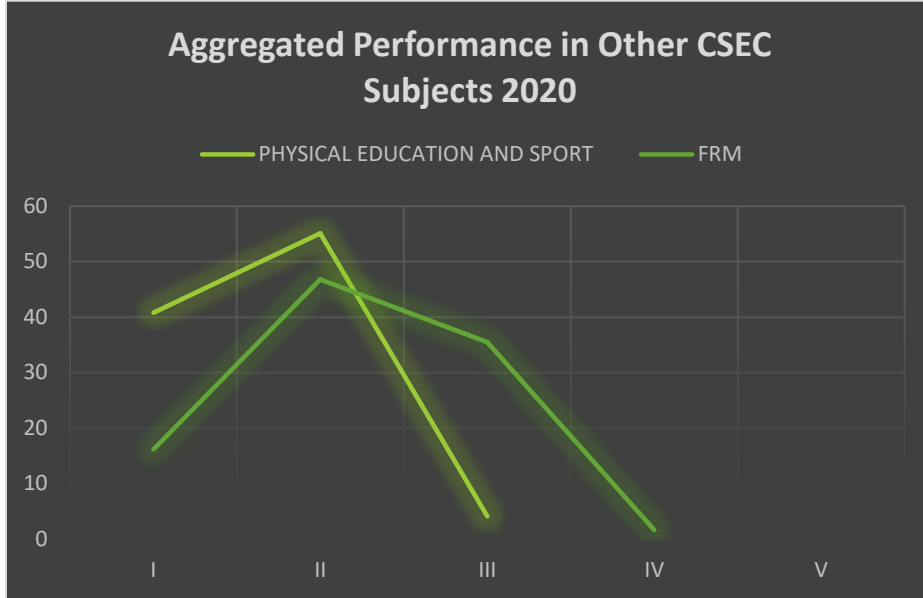


Figure 75 Performance by Grade in 2020 CSEC PE and Family Resource Management 2020

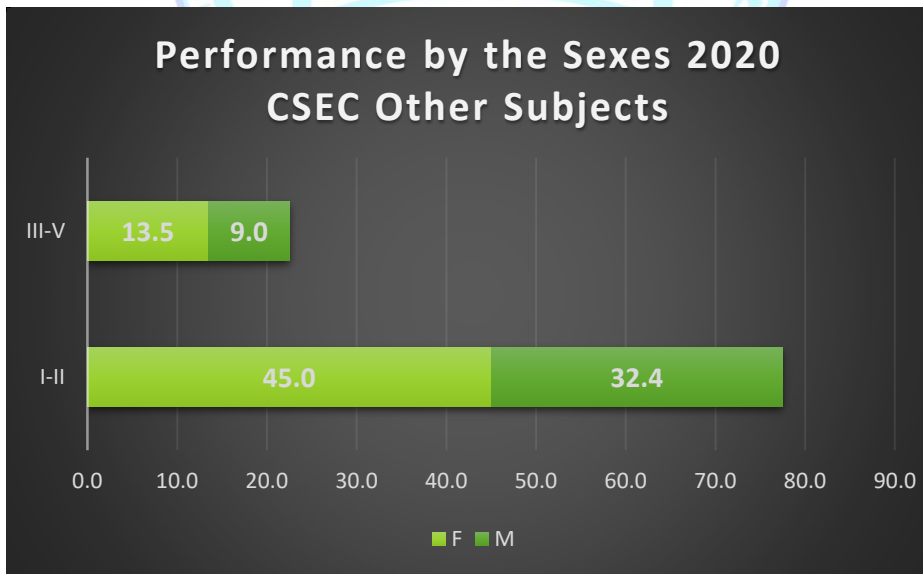


Figure 76 Comparison of Performance of the Sexes in 2020 CSEC PE and Family Resource Management

## CAPE Performance

CAPE SUBJECT		I-II	III-V	VI-VII
<b>ACCOUNTING</b>	FEMALE	0	1	0
	MALE	0	0	0
<b>COMM STUDIES</b>	FEMALE	0	2	1
	MALE	0	1	0
<b>ENVIRO SCI I</b>	FEMALE	0	0	0
	MALE	0	1	0
<b>FOOD &amp; NUT I</b>	FEMALE	0	0	1
	MALE	0	0	0
<b>INFO TECH</b>	FEMALE	0	1	0
	MALE	1	0	0
<b>MGMT BUS</b>	FEMALE	1	2	0
	MALE	0	0	0
<b>TOURISM I</b>	FEMALE	0	2	0
	MALE	0	1	0

Table 52 Public School Candidates Sitting 2020 CAPE Examinations

## High School Graduation

School	Male	Female	Total Form 5 Population
RGHS	8	16	24
MBHS	13	8	21
HJRHS	36	26	62
CHHS	114	89	203
<b>GRAND TOTAL</b>	<b>171</b>	<b>139</b>	<b>310</b>

Table 53 Count of Male: Female Students enrolled in Form Five 2020

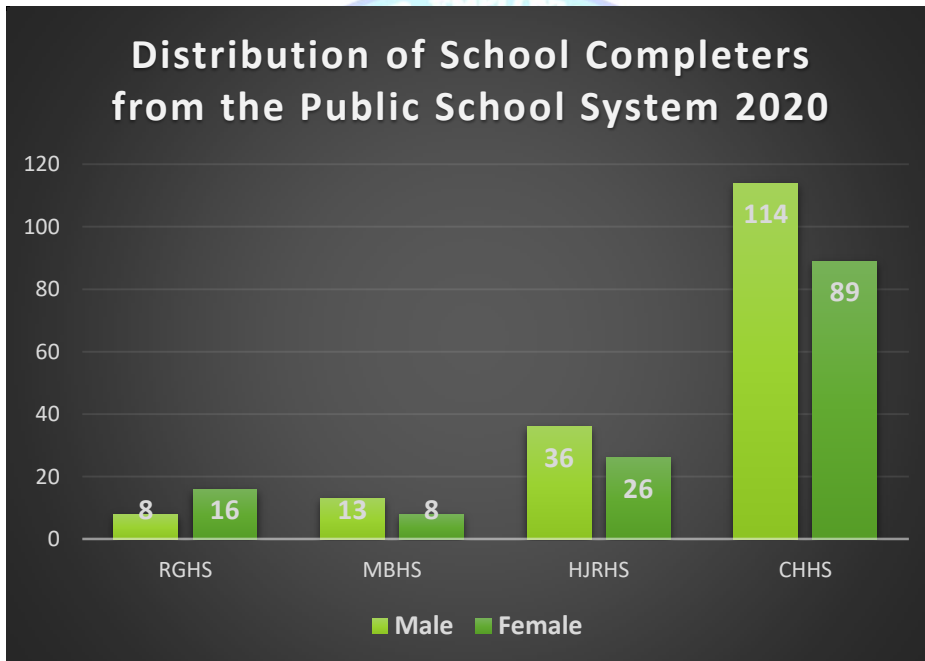


Figure 77 Distribution of Public School Completers [Form 5] by School in 2020

School	Total Form 5 Population	% Male	% Female	No. of Male	No. of Female
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RGHS	<b>24</b>	0.00	0.00	0	0
MBHS	<b>21</b>	0.00	0.00	0	0
HJRHS	<b>62</b>	0.00	0.00	0	0
CHHS	<b>203</b>	0.97	0.00	3	0
<b>GRAND TOTAL</b>	<b>310</b>	<b>0.97</b>	<b>0.00</b>	<b>3</b>	<b>0</b>

Table 54 Count of 2020 Drop Outs and Transfers from Form 5 in the Publics School System\*

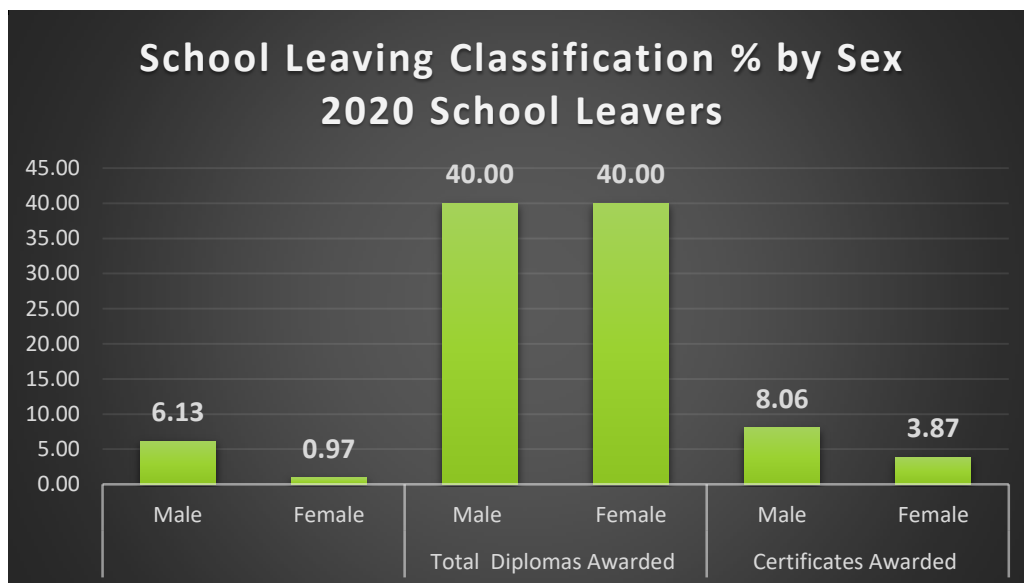


Figure 78 School Leaving Status of Form 5 Population 2020, by Sex

Figure 78 presents the distribution of certificates awarded to students at Secondary school level in 2020. The certificate types are classified as follows:

- Diploma with distinction – awarded to students attaining at least 85%
- Diploma with merit – awarded to students attaining 75% - 84%
- Diploma with credit – awarded to students attaining 60% - 74%
- Diploma with pass – awarded to students attaining 50% - 59%
- Certificate – awarded to students attaining below 50% but have but have achieved a “good” grade for attendance and conduct

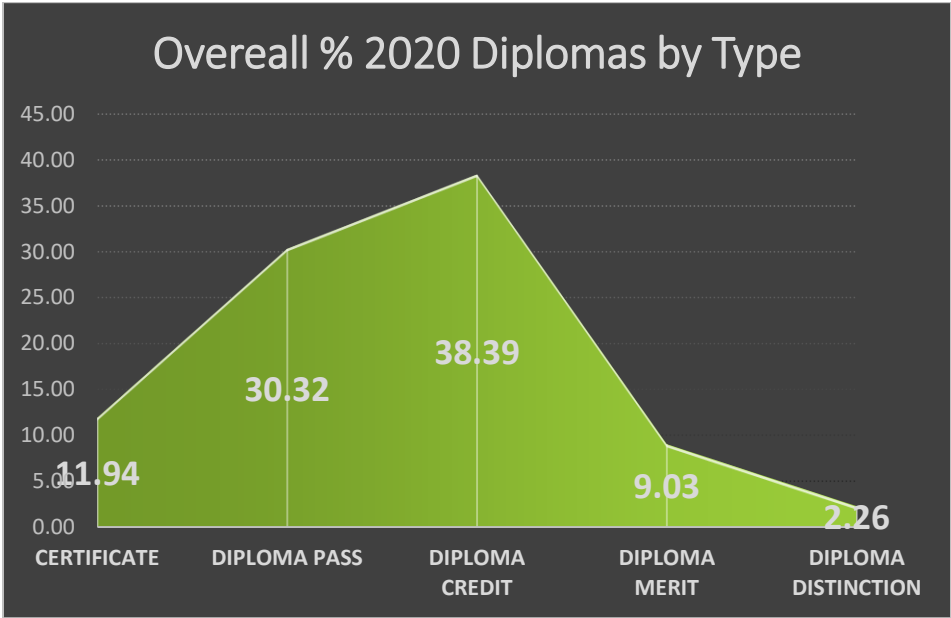


Figure 79 Distribution of Diplomas for 2020 by Type

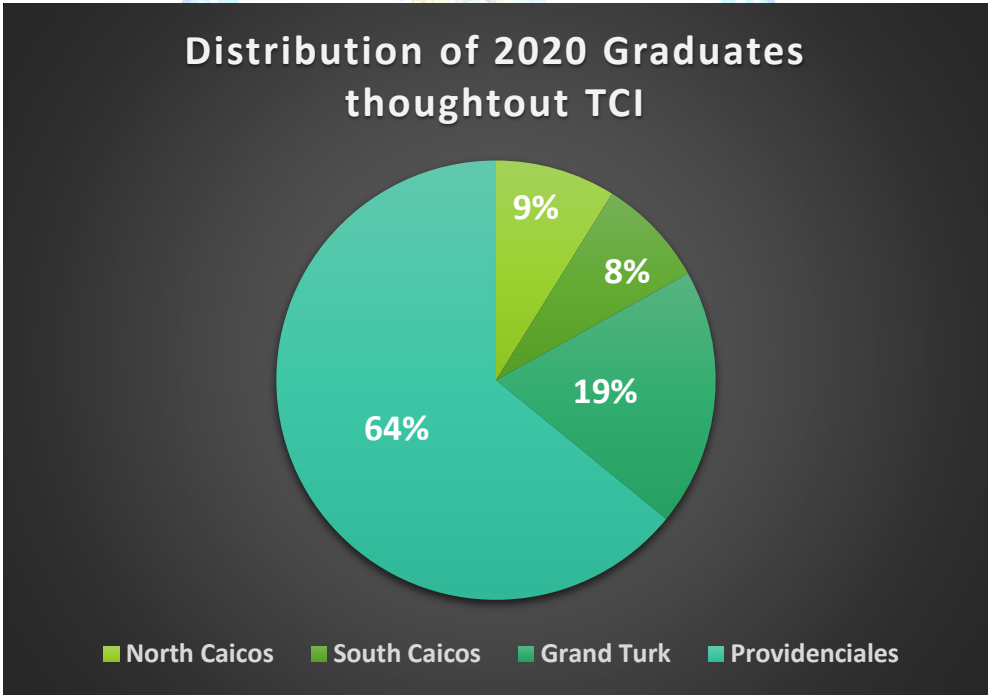


Figure 80 Distribution of 2020 Graduates throughout TCI



School	Island	Total Form 5 Population	Distinction		Merit		Credit		Pass		Certificate	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
RGHS	North Caicos	24	0	0	0	2	2	6	4	8	1	0
MBHS	South Caicos	21	0	0	1	1	5	6	6	1	0	0
HJRHS	Grand Turk	62	1	3	2	4	9	6	12	10	7	2
CHHS	Providenciales	203	1	2	8	10	39	46	34	19	17	10
	<b>GRAND TOTAL</b>	<b>310</b>	<b>2</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>55</b>	<b>64</b>	<b>56</b>	<b>38</b>	<b>25</b>	<b>12</b>

Table 55 2020 Graduates by School, by Island, by Sex

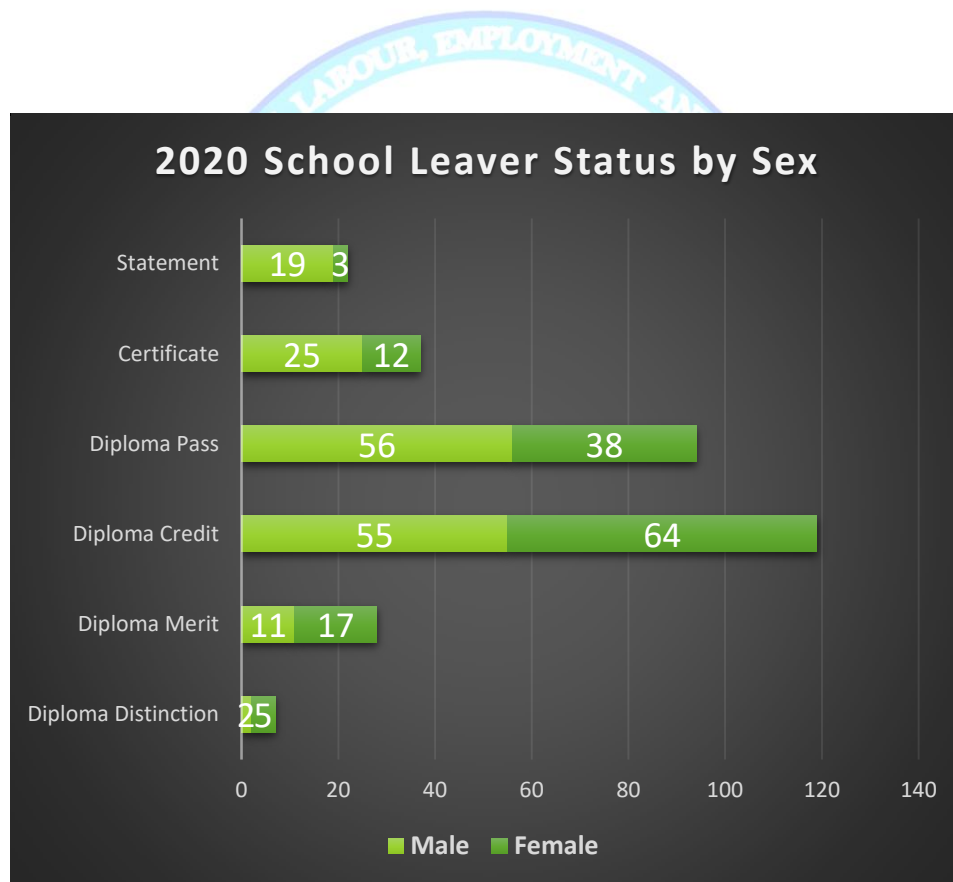


Figure 81 2020 School Leaver Status

## Turks & Caicos Islands Community College

Academic Programme	Females Enroled	Males Enroled	Grand Total
Assoc. in Architectural & Building Design Tech.	8	28	36
Assoc. in Automotive Eng. Tech.		4	4
Assoc. in Business Studies	139	42	181
Assoc. in Comp. & Electronics Engineering Tech	2	2	4
Assoc. in Computer Studies	5	28	33
Assoc. in Criminal Justice	4	6	10
Assoc. in Culinary Arts	9		9
Assoc. in Early Childhood Edu.	14	2	16
Assoc. in Electrical Engineering		3	3
Assoc. in General Studies (Humanities)	14	4	18
Assoc. in Hospitality Studies	9	8	17
Assoc. in Marine Biology		2	2
Assoc. in Primary Education	23	2	25
Assoc. in Registered Nursing	15	1	16
Assoc. in Science	13	10	23
Assoc. in Social Work	31	7	38
Assoc. in Tourism Mgmt.	13	2	15
B.Sc. Business Studies	5	2	7
B.Sc. in Business Administration	21	2	23
B.Sc. in Business Administration (Finance & Management)	11	4	15
B.Sc. in Business Administration (Finance )	1		1
B.Sc. in Business Administration (HRM)	15		15
B.Sc. In Early Childhood Education	8		8
B.Sc. In Education (Early Childhood)	6		6
B.Sc. In Education (Primary)	7		7
B.Sc. In Mgmt. Info Systems	4	2	6
B.Sc. In Social Work	4	6	10
Pre-College	8	4	12
Pre-College	2		2
Pre-College II	8	11	19

Table 56 TCICC Academic Programmes Enrolment by Sex

# Male Female 2020-21 Enrolment TCICC both Campuses in Associate Programmes

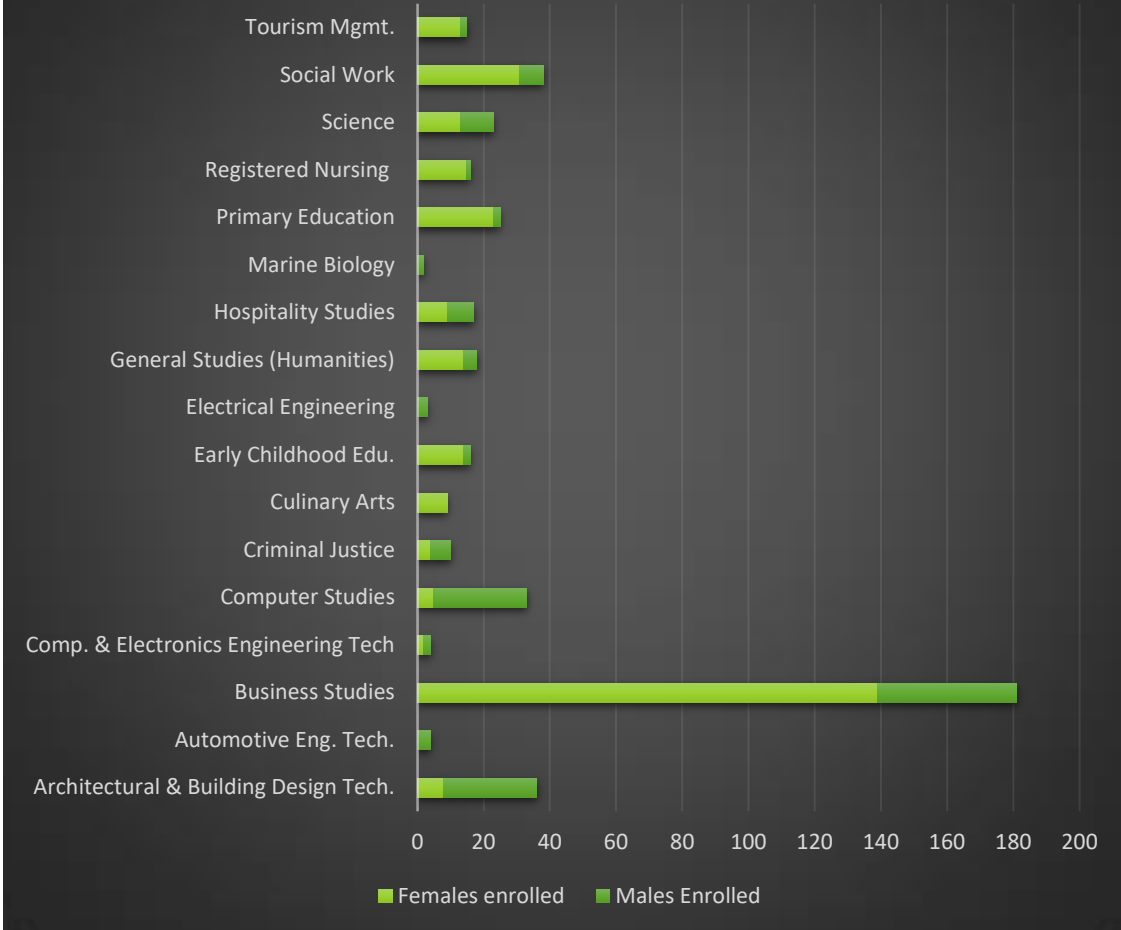


Figure 82 Male/Female Enrolment TCICC

## Male Female 2020-21 TCICC Enrolment in Bachelor Programmes both Campuses

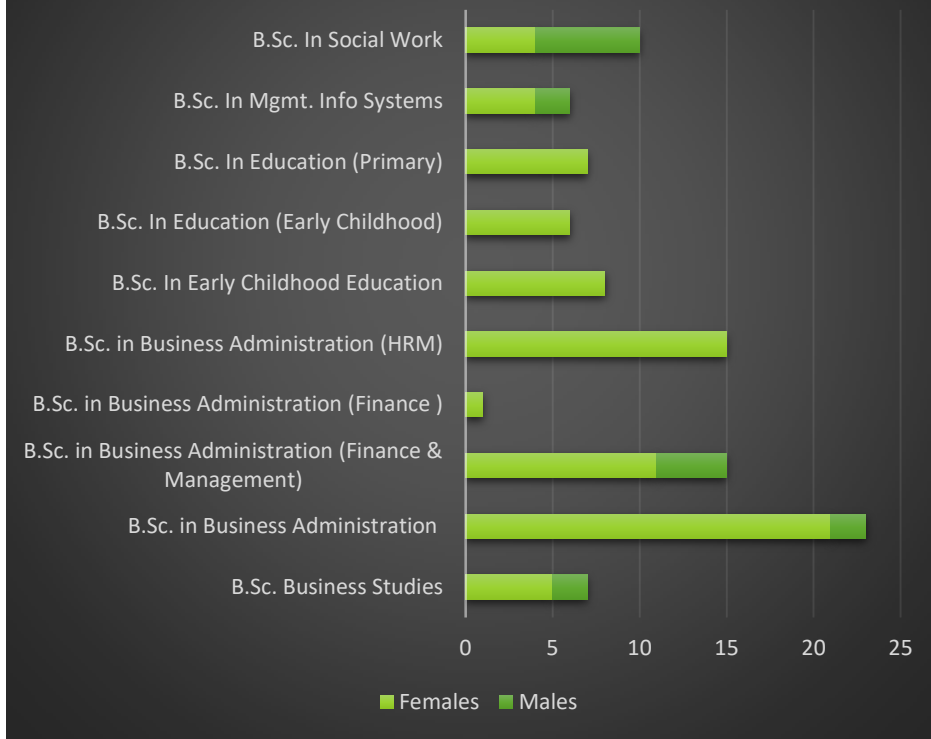


Figure 83 Male/Female Enrolment in Bachelors

## Proportional Enrolment TCICC 2020-21 by Academic Level

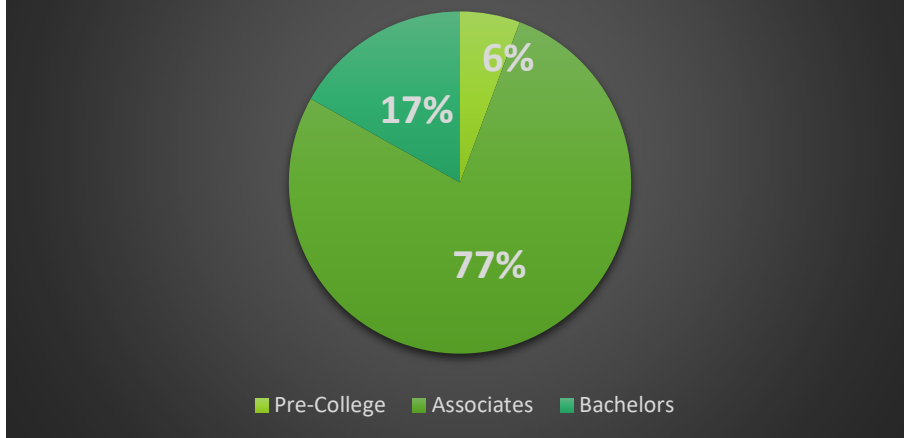


Figure 84 Proportional Enrolment TCICC

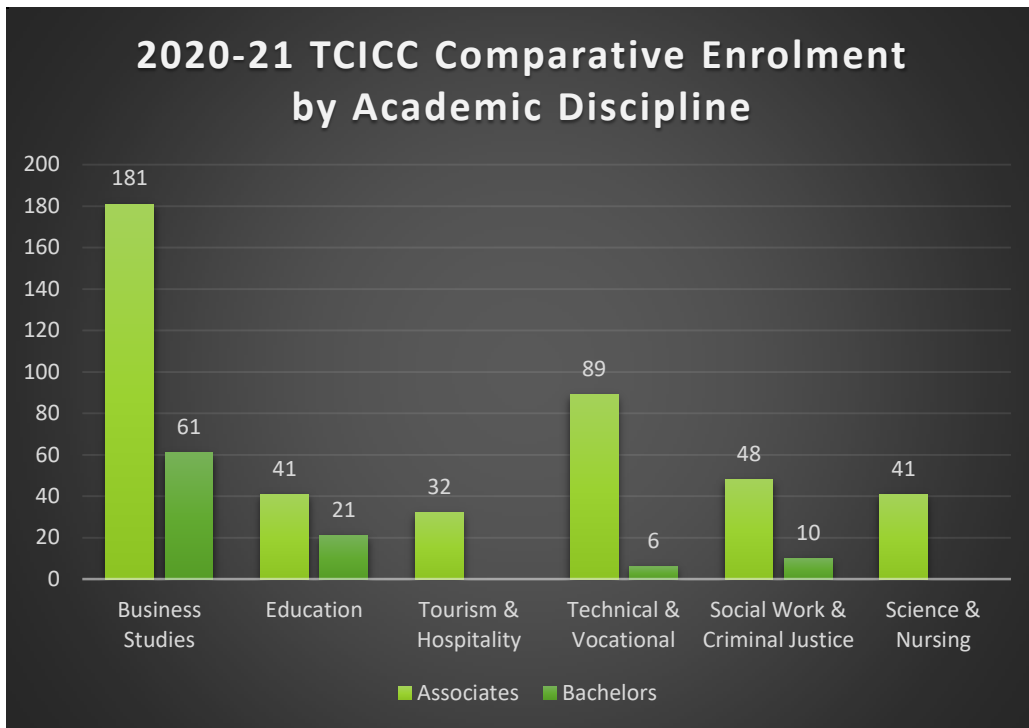


Figure 85 Comparative TCICC Enrolment by Academic Disciplines

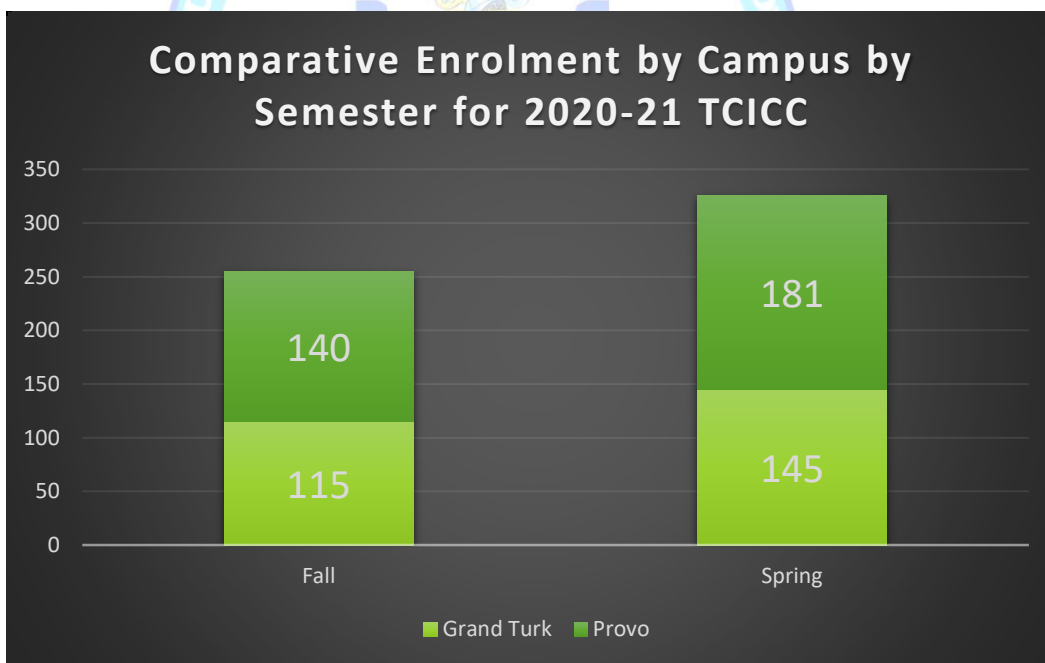


Figure 86 Comparative Enrolment by Campus

## Appendix

The TCI Curriculum Department provides a Continuous Assessment Report framework that aligns directly with the National Curriculum. Performance in the academic areas and the tracking of social and personal development are followed for each student at the primary level.

<b>SOCIAL AND PERSONAL DEVELOPMENT</b>			
<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Attitude towards work</b>			
<b>Actively participates in learning/stays on task</b>			
<b>Demonstrates effort in academic work</b>			
<b>Completes homework/projects</b>			
<b>Works/shares/plays respectfully and cooperatively</b>			
<b>Presents work clearly</b>			
<b>Respects rights, opinions and property of others</b>			
<b>Exercises self-control and follows rules and directions</b>			
<b>Is kind, polite and thoughtful</b>			
<b>Meets new situations and challenges</b>			
<b>Works independently and asks for help when needed</b>			
<b>Organises self and uses effective time management</b>			

	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>SUBJECTS</b>	<b>TERM MARK</b>	<b>EXAM</b>	<b>TERM MARK</b>	<b>TERM MARK</b>	<b>EXAM</b>	
<b>Language Arts</b>		Marks			Marks	
<b>Mathematics</b>						
<b>Science</b>						
<b>Social Studies</b>						
<b>Information and Communication Technology</b>						
<b>Health and Family Life Education</b>						
<b>Religious and Moral Education</b>						
<b>Music</b>						
<b>Physical education</b>						
<b>Art and Design</b>						

The following grading scale is applied to students in grades 3-6.

GRADING SCALE	%
<b>A</b>	80+
<b>B</b>	65 - 79
<b>C</b>	50 - 64
<b>D</b>	49 and below

Competencies in the following areas with explicit performance standards have been identified in the National Curriculum.

Subject Domain	Subject Strands	
<b>Language Arts</b>	Listening and Speaking	Social Interaction
		Effective Speaking
		Effective Listening
		Oral Conventions
	Reading	Decoding and Word Recognition
		Vocabulary Building
		Reading Comprehension
		Reading Literature
	Writing	Spelling
		Writing Process
		Handwriting
		Creative Writing
		Vocabulary & Grammar
		Keyboarding
		Personal Writing
		Letter Writing
		Functional Writing
		Descriptive Writing
		Expository Writing
Persuasive Writing		
Grammar & Mechanics		
Research Skills		
Study Skills		
<b>Math</b>	Number Concepts	Numbers and Number Sense
	Computation	
	Consumer Math	
	Problem Solving	
	Fractions	
	Measurement	
	Geometry	
	Statistics and Data Handling	
<b>Social Studies</b>	Personal Identity	
	Family and Community	
	Culture	
	Heritage	
	Ethics and Morals	Moral Principles

		Ethics Principles
	Map Skills	
	The World	Our Country
		The Caribbean Region
		The World
	The Environment	
	Transportation, Communication & Technology	
	Tourism, Hospitality & Careers	
	Civics, Government & Citizenship	
	Resources, Money & Trade	
<b>Science</b>	Diversity & Classification	
	Ecosystem	
	Earth's Weather	
	Matter & Materials	
	Natural Hazards	
	Earth's Resources	
	Solar System	
	Forces, Motion, & Structures	
	Energy	
	Scientific Principles	

