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MINISTRY OF EDUCATION

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LIST OF ABBREVIATIONS AND ACRONYMS (Cont'd)

NADAPP	-	National Alcohol and Drug Abuse Prevention Programme
NER	-	Net Enrolment Rate
NGO	-	Non-Governmental Organization
OAS	-	Organization of American States
PTSC	-	Public Transport Service Corporation
SEE	-	Secondary Entrance Examination
SERVOL	-	Service Volunteered for All
TTUTA	-	Trinidad and Tobago Unified Teachers' Association
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UWI	-	University of the West Indies
YDAC	-	Youth Development and Apprenticeship Centres
YTEPP	-	Youth Training Partnership and Employment Programme

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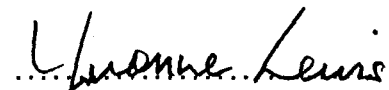
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Holy Name Preparatory School
(Compliments Information Division, Office of the Prime Minister)

BRIEF DESCRIPTION OF REVIEW PROCESS **IN THE COUNTRY**

The National Education for All Assessment Report is the result of the collaborative efforts of a number of key stakeholders involved in the provision of basic education. The Educational Planning Division of the Ministry of Education co-ordinated the project, collated the data and produced the Final Report.

A critical success factor was the favourable response received from key government ministries, non-government organizations, community and other interest groups, to the requests for data.

Sources of data used include published official statistics such as the 1990 Population Census, National Literacy Surveys and the Primary and Secondary Annual Statistical Returns. Interviews were conducted with key stakeholders and questionnaires and data sheets were circulated. Commissioned Studies and Reports were also utilized.

It is hoped that this report would provide an useful insight into Trinidad and Tobago's development in the sphere of education over the past ten (10) years and provide the impetus to advance the objectives of basic education for all.

THE EDUCATION SYSTEM

In Trinidad and Tobago education is provided by the public and private sectors. Government plays a major role and is seen as responsible for providing education for the nation's children especially at the primary and secondary levels.

Trinidad is the more densely populated of the two islands and this fact is reflected in the distribution of schools. There are at present 852 ECCE centres, 478 public primary schools and 100 secondary schools. Education for children with special needs is provided at ten (10) special schools throughout the country.

Primary Level:

The 478 public primary schools are distributed throughout the eight counties. There are 445 schools in Trinidad, 97 of them in the county of St. George West, in which the capital city Port of Spain is located. There are 37 public schools in Port of Spain in comparison there are 33 primary schools in Tobago.

Schools range in size, from those with enrolments of over 1,000 to a few with under 50 pupils.

The private sector plays an important role in extending access to schooling and at present there are 68 private primary schools registered with the Ministry of Education.

Secondary Level:

At the secondary level there are 100 public schools, 70 of these are government schools and 30 are government-assisted, i.e. denominational schools. Most of the secondary schools are situated in Trinidad. There are only four (4) public secondary schools in Tobago, one of which is a denominational school.



St. Gabriel's Girls' Roman Catholic Primary School
(Compliments Information Division, Office of the Prime Minister)

1. EDUCATION FOR ALL [EFA] GOALS AND TARGETS

1.1 EARLY CHILDHOOD CARE AND EDUCATION DEVELOPMENT ACTIVITIES

As at June, 1998 there were eight hundred and fifty-two (852) Early Childhood Care and Education (ECCE) centres in Trinidad and Tobago. Of these one hundred and fifty two (152) are Government Assisted/Public and the remaining seven hundred (700) privately owned. The Government Assisted/Public centres cater to the needs of an estimated 4,112 children between the ages of 3 - 4. It is estimated that 43% of children aged 3 - 4 receive some form of ECCE.

1.1.1 Public Centres

The public centres have, since the 1986 - 1991 period, been administered by SERVOL, a Non-Governmental Organization. SERVOL is responsible for training of teachers and supervision of the centres. It has also developed a curriculum followed by all 152 public centres. This curriculum focuses on the holistic development of the child, encouraging his/her creativity and spontaneity. It opposes the pervading tendency to concentrate on reading, writing and numeracy.

1.1.2 Private Centres

Private centres are typically owned by private individuals, philanthropic agencies and private businesses, and they vary in programme, quality and resources. The curriculum at these centres is based on the personal choice of the administrator and therefore reflects his/her attitudes and assumptions about the needs of pre-school children. The three main types of programmes are as follows:-

◆ Academic:

Heavily weighed toward reading, writing, arithmetic; large groups of children.

This is the most widely used programme.

◆ **Child Centered:**

In this programme the individual needs of the children are the focus of curriculum planning.

◆ **Montessori:**

A planned environment offering children a choice in materials but directing the use of the material the child selects.

1.1.3 Problems/Constraints

The major constraints affecting the ECCE sector are as follows:

- ◆ Lack of understanding within the general community of the purpose of Early Childhood Education.
- ◆ Limited access to ECCE due to insufficient centres as well as inability of poor families to pay fees.
- ◆ Lack of uniformity in the curricula offered at centres as well as in delivery of the material.
- ◆ Lack of management and quality control to ensure standards for physical plant and equipment, recreational space and activities.
- ◆ Too few trained teachers.

1.1.4 Strategy

The National Task Force on Education in its Education Policy Paper 1993 - 2003 recognised the need for the holistic development of children (i.e. spiritual, physical, intellectual, creative, emotional, and social), so that they can grow into adults with high self-esteem and positive self image, able to relate with others and to care for and share with those with whom they live. Early Childhood Care and Education should provide for this as well as equip children with the skills necessary to negotiate the adjustment to the Primary School System.

In view of this and in light of the need to bring structure to ECCE and better integrate the entire Education System, a World Bank Loan was negotiated to provide funding for the upgrading of physical quality of centres through provision of instructional material, furniture and equipment as well as the training of Caregivers. This loan was also granted to finance the construction of fifty (50) centres. Thus far twenty (20) centres have been completed, construction is ongoing on two (2), twenty-five (25) have been upgraded, and pre-construction work is ongoing on six (6) centres.

With respect to diversity in ECCE curricula and scarcity of trained teachers, the Ministry of Education (MOE) has attempted to address this problem. A committee of educators was mandated to develop a harmonised teacher curriculum. This curriculum is now offered to Caregivers under two (2) training agencies, the School of Continuing Studies, University of the West Indies, and SERVOL.

The Cabinet has appointed a National Council for Early Childhood Care and Education. This Council has as its primary mandate the development of policy incentives to encourage partnership among stakeholders; as well as the development of guidelines and operational and evaluative norms for provision of ECCE, and the production and dissemination of relevant materials to complement these norms.

1.2 UNIVERSAL ACCESS TO, AND COMPLETION OF PRIMARY/ BASIC EDUCATION BY THE YEAR 2000

Since its Independence, Trinidad and Tobago has been able to build a complete education system from pre-school to post graduate studies. Near Universal Primary Education was achieved as early as the 1960's.

In 1994, about 43% of the 3-4 year olds enrolled in pre-school, about 70% of primary school graduates entered secondary education and over 6% of the 19 - 24 year olds enrolled in post secondary education.

Continuing efforts are being made by the Government of Trinidad and Tobago to provide and sustain universal access to primary education. The Education Policy Paper 1993 - 2003 identified the critical goals for universal access to basic education. They are:-

- (1) To ensure that all children are provided with primary education, that the cost of primary education to needy families is not prohibitive, that sound instructional management practices are pursued linking schools to their relevant communities and ensuring sound teaching and learning, and finally that under-performing schools are rendered more effective. These measures are calculated to ensure effective demand for schooling and improved learning achievement at the primary level.
- (2) To refurbish and repair those primary schools that are now not suitable as learning environments for the delivery of a sound education that will endure.
- (3) To ensure smooth transition within the primary system and from it to the secondary level through adequate diagnostic, remedial and developmental practices and assessment modalities that are formative.
- (4) The curriculum recommended pays attention to breadth ensuring that a place is found for the aesthetics, pastoral provisions and general personal and pro-social development. Basic literacy and numeracy skills have been given pride of place in keeping with the recognition that the kernel of a sound general education ought to be fully developed at this level.

1.2.1 Strategy

The attainment of these goals is currently being pursued through the Fourth (Government of the Republic of Trinidad and Tobago/International Bank for Reconstruction and Development) Basic Education Project. The main objectives of the Basic Education Project are to:

1. Enhance the cognitive and social development of pre-school children and to prepare them to enter primary education.
2. Improve the quality of teaching and student achievement in primary education.
3. Improve the quality of infrastructure facilities for the Early Childhood Care and Education (ECCE), primary and secondary education.
4. Strengthen the management and institutional capabilities of the education sector at all levels.

The project comprises four principal components, namely:-

(A) Early Childhood Care and Education - with sub-components:

- (i) Upgrading Quality; and
- (ii) Increasing Access.

(B) Teaching and Learning Quality - with two sub-components:

- (i) Classroom Instruction and Curriculum Strengthening
- (ii) Textbook and Instructional Materials

(C) Upgrading the Physical Environment for Teaching and Learning - with three (3) sub-components:

- (i) School Construction and Re-construction
- (ii) School Extension and Renovation
- (iii) Pilot Secondary School Construction.

(D) Education Management and Instructional Strengthening - with three (3) sub-components:

- (i) Reconstructing and Decentralization of the Ministry of Education.
- (ii) Testing and Assessment Reform
- (iii) School Based Management Strengthening.

1.2.2 Achievements

To date the achievements of the Basic Education Project are:-

- (i) The construction of 20 new ECCE Centres.
- (ii) Supply and delivery of furniture and equipment to 60 “upgraded and existing ECCE centres.
- (iii) The supply and delivery of instructional material to 50 new, upgraded and existing ECCE centres.
- (iv) The construction of six new primary schools.
- (v) The supply of instructional materials to schools to support the teaching of mathematics.
- (vi) The supply of furniture and equipment to new and replaced primary schools.
- (vii) The implementation of the School Improvement Plans Project in four (4) primary schools.
- (viii) The commencement of the B.Ed. programme at the University of the West Indies for senior teachers and principals.
- (ix) Procurement and distribution of library books and textbooks to primary schools.

1.3 IMPROVEMENT IN LEARNING ACHIEVEMENT

As at August, 1999 there are 477 public primary schools in Trinidad and Tobago consisting of 136 government and 341 assisted denominational schools. The total enrolment in these schools is 176,204 of which 89,787 are male and 86,417 are female. It should be noted that 4 additional primary schools have come on stream as of September, 1999.

The major system for assessing learning achievement at the primary level employed at present is the Common Entrance (11-plus) examination.

Research on academic output done by Jules, Pargass and Sharpe in 1997 utilizing data from 1990 to 1996 revealed that girls score higher than boys at the Common Entrance although the availability of school places dictates that fewer girls have access to secondary schools. Additionally, using 1988 - 1992 data, students in St. Patrick and Nariva/Mayaro were found to be less academically prepared than students in the six (6) other districts, having lower mean scores. The significant factors negatively affecting performance were found to be parental unemployment, parental migration and poverty in St. Patrick and rurality, remoteness and poverty in Nariva/Mayaro.

The National Task Force on Education in its Education Policy Paper (1993 - 2003) recognized the need for upgrading of the approach to testing and assessment employed in the entire school system. The Task Force noted the virtual absence at the primary level of specified attainment benchmarks to guide teaching and learning as well as to promote the diagnostic, remedial and preventative interventions necessary for the development of an efficient and effective education system. This lack of attainment benchmarks has led to the importance being given to the Common Entrance (11+) Examination over and above genuine learning achievement.

The main strategy recommended to upgrade testing and achievement and thereby upgrade learning achievement, is the introduction of the Continuous Assessment Programme (CAP).

Through continuous assessment multi-samples of students' performance will be considered for gauging their readiness for transition from one level to the next and for judging their performance in all areas of strengths and weaknesses. It will also enable areas of difficulty and requisite remedial interventions to be identified.

The Pilot CAP Programme was implemented in September, 1998 through a stratified random sample comprising 10% of the total primary school population and will run for two (2) years. The CAP will be used to assess students' readiness for promotion to the next grade and finally at Standard 5, through the Secondary Entrance Examination (SEE) placement at secondary schools.

Preparatory activities for the introduction of the CAP began in 1995, and included system design, public consultation, public relations and training. The CAP programme is scheduled to be introduced in full to all schools in September, of 2000. This CAP will be monitored by the Educational Research and Evaluation Division of the Ministry of Education.

Another strategy directed at improving learning achievement is curriculum development/enhancement in all areas inclusive of language and literacy, numeracy, science of technology, values and value systems, health, art and social responsibility. The Curriculum Division of the Ministry of Education has responsibility for this area. Training of trainers workshops in Language Arts and Mathematics have been completed, training in Spanish has commenced and proposals from Training Agencies for the Aesthetics programme have been evaluated.

Additionally, the Ministry of Education continues to provide services such as Transport, Nutrition and Textbooks to needy students. These services contribute to learning achievement by enabling students to attend school and boosting their ability to learn.

Provision of suitable learning environments through refurbishment, replacement and construction of schools; promotion based on readiness; increasing of the upper age limit for Common Entrance from 11 plus to 13 plus and expansion of Early Childhood Education also contribute to learning achievement at the primary level.

1.4 ADULT LITERACY

In Trinidad and Tobago it had long been believed that literacy levels corresponded to access to schooling. As such, it was believed that the literacy rate was as high as 98%, illiteracy being concentrated among the older population (age 45 and over) who had seldom or never attended school. While speculations had been made for some time, serious doubts about the validity of this figure surfaced during the 1980s with the reports of high failure rates coming out of the Secondary School System.

This led to the need to assess the correct level of literacy and the main factors contributing to illiteracy. While a study on reading literacy within the school system was commissioned by the Ministry of Education and carried out between 1989 - 1992, studies on Adult Literacy were done in 1994 and 1995 by the Adult Literacy Tutors Association and the Institute of Social and Economic Research of the University of the West Indies, respectively.

The more recent study estimated that seventy-eight percent (78%) of persons 15 years and over were literate, defined as being able to “read and write with relative ease and having very little difficulty using such skills to respond appropriately to tasks such as completing application forms and expressing thoughts in writing after drawing inferences from labels and short
proses”.¹

A further 8.7% of the population was estimated to be peripherally literate, possessing limited reading and writing skills, while 12.6% of the adult population was estimated to be illiterate.

The Ministry of Education as the responsible body, has sought, both directly and indirectly, to address the issue of illiteracy among adults.

¹ **G. St. Bernard, Carol Salum, 1995**

1.4.1 Strategy

One strategy for addressing adult literacy is increasing the number of centres. In this regard permission was sought and received from Cabinet for the provision of a further 43 centres. Another strategy is the provision of supervisor and tutor training. A third strategy is the enhancement of the employability of course graduates through alignment of literacy training with job skill training. The need for adult literacy training was recognized by the National Task Force on Education. The strategies outlined above were formulated at the level of the Ministry of Education.

Additionally, since the ISER study found that the most significant factor influencing literacy was exposure to formal schooling, and more specifically, having 12 years or more schooling, present plans to increase access to both primary and secondary schooling through replacement and construction of schools will undoubtedly reduce the number of adults leaving school illiterate or peripherally literate.

The introduction of continuous diagnostic testing under the CAP programme will also mitigate against illiteracy in that theoretically, those persons who 'slip through the cracks' in the present system will be identified early on, making remedial action possible. Thus the high percentage of persons joining the ranks of the adult illiterate annually, will decrease overtime.

In addition to the work done by the Ministry of Education , organizations such as the Adult Literacy Tutors Association (ALTA) and Moms for Literacy also offer Adult Literacy classes. ALTA offers a course for tutors which is accessed by tutors operating under the Ministry of Education's programme, and also channels graduates of its lower stage programmes into the Ministry of Education programmes.

ALTA also operates 50 to 60 Adult Literacy centres (numbers vary with enrolment) with enrolment ranging from 500 to 1000 students. Female enrolment tends to outstrip male, and females are found to have a higher completion rate.

ALTA lists as its major achievements the creation of thirty (30) adult literacy books with a local theme thus improving the efficiency of the training programme, and an increase in the number of centres.

In the future they will continue to expand their programmes and are at present, compiling statistics on graduates from 1999 classes. Their major constraint is lack of a permanent head office.

1.5 EXPANSION OF BASIC EDUCATION AND TRAINING IN OTHER ESSENTIAL SKILLS REQUIRED BY YOUTHS AND ADULTS

Parallel to the system of formal schooling in Trinidad and Tobago a series of courses and programmes have grown up to service the needs of out-of-school youth and adults. In some instances this parallel path provides opportunities for enhancement of general educational preparation and/or formation in technical/ vocational skills and social competencies.

The Education Policy Paper (1993 - 2003) proposed that further education can be viewed as one in which there are two sub-sectors, each defined by the nature and purpose of its programming.

- (i) One sub-sector encompasses all those courses and programmes through which opportunities for training and education are provided for out-of-school youth and more mature individuals who do not have to possess secondary education qualifications in order to take advantage of these opportunities.
- (ii) The sub-sector consists of those programmes and courses which provide education and training through academic, technical/vocational and other disciplines for young secondary school leavers and adults who must possess secondary school leaving qualifications in order to access these courses of study.

The demand for basic education and essential skills required by youths and adults are, met by:

- (i) The Ministry of Education through its Adult Education Programme.
- (ii) SERVOL, a non-governmental organization.
- (iii) The Ministry of Sports and Youth Affairs through its operation of trade centres and youth development and apprenticeship centres.

- (iv) The Ministry of Information, Communications, Training and Distance Learning which is responsible for the Youth Training, Partnership and Employment Programme (YTEPP)

1.5.1 Adult Education Programme (16 years and over)

This programme has been in existence for more than fifty (50) years. It provides learning opportunities for persons who did not benefit from traditional schooling.

There are forty-six (46) Adult Education Centres (based in schools and communities) throughout Trinidad and Tobago with an enrolment of over 9,961 participants, forty (40) supervisors and over three hundred (300) tutors accredited by the Ministry of Education. Total female enrolment is 7,756 while male enrolment is 2,205.

The programme offers the following:-

- ◆ Remedial education for primary school leaving, G.C.E. or CXC Examinations.
- ◆ Introductory Occupational Courses. These courses are structured principally around the “felt needs” of the clientele to be served with a focus on the following objectives:-
 - I. To offer basic practical training for young unemployed adults who are out of school and who desire training for gainful employment (16-25).
 - II. To assist the unemployed to discover his/her potential.
 - III. Leisure time programmes/Family Life Education/Literacy Programme

In addition, Adult Education courses are conducted at the nation’s prisons. Courses range from remedial Mathematics and English to preparation for Primary School Leaving Certificate Examination, C.X.C. and ‘A’ Level, G.C.E. Examinations. Prisoners are tutored by volunteers, Prison Officers and ALTA tutors.

The programme operates in forty (40) centres islandwide and there are plans to open 10 - 15 more.

SERVOL has also opened three Hi-Tech Centres where computer studies are taught. In order to qualify for these courses students must first participate in the preliminary attitudinal and skills training courses.

Limitations

There are problems encountered due to the limited length of the programme and the shortage of skills training places in the Regional Centre. In many instances trainees remained unemployed after completing the three month programme.

Achievements

SERVOL tries to develop sufficient interaction between the world of business, the curriculum and the training of students. With this in mind SERVOL has created positions of placement officers who are the liaison between SERVOL and the labour market. They also maintain a tracking system of students and job employment. According to SERVOL the majority of students do find gainful employment.

1.5.3 Youth Development and Apprenticeship Centres (YDAC)

The Youth Development and Apprenticeship Centres (YDACs) were originally established to serve the under privileged, unemployed, socially economically and educationally disadvantaged youth by providing them with basic marketable skills through a two-year period of full-time training while in residence at one of the five located islandwide camps. This encourages the youth (14-21) to participate in activities designed to build leadership skills, team spirit and vocational skills training in specific occupational areas. Females are admitted from ages 14-19 and males from 16-21. No specific academic entry qualifications are required.

Student Enrolment

On the average some 1,000 youths are admitted to the centres every two years. (250 girls and 750 boys). Some 80 to 86% of the boys stay to complete the programme while about 75% of the girls complete the programme.

Accommodation

These are non-fee based centres, and accommodation for students is satisfactory. The centres have dormitory facilities to accommodate its trainee population.

Curriculum

A programme of training in employable skills based on modules. This programme leads to the Certificate of Acquired Competencies (CAC). This certificate is necessary for entry to the National Examination in the trade of choice. Trainees are also prepared through a basic education programme for candidacy in the primary school leaving examination.

Achievements

Hard data on the employment of graduates of the YDACs are not readily available.

It is estimated that about 20% of the graduates enter employment directly related to the skills receiving during their training. A substantial proportion apparently gain employment in the military and police service.

Limitations

One major constraint of the youth centres is the limitation in craft skills offered. For the male students it is limited to construction and auto-mechanics and for the females it is limited to handicraft, garment construction and cookery.

1.5.4 Youth Training, Partnership and Employment Programme (YTEPP)

YTEPP is a comprehensive, part-time programme which was launched by the Government of Trinidad and Tobago in August, 1988. At the onset, YTEPP comprised of six major projects which sought to address the related needs - Attitudinal Development Project, Basic Education Project, Vocation Skills, Training Project Community Based Project, Work Experience Project and the Post-Training Support Project. The programme was subsequently reorganized and the six projects were reduced to three - the Vocational Skills Training Project (including community-based project), (The Micro-Entrepreneurship Component, the Sales Outlet of Employment Bureau Component and the Work Experience Component).

YTEPP aims at providing quality skills and entrepreneurial training and career enhancement to its target group of unemployed 15-30 year olds to better equip them in becoming either self-employed or wage employed.

Accommodation/Equipment

YTEPP courses are offered at forty (40) different centres throughout Trinidad and Tobago. These courses are usually held at the Junior Secondary and Senior Comprehensive Schools. Accommodation for students is satisfactory. The equipment available to students is adequate and the organization is equipped with management information systems.

Staffing

YTEPP employs a range of tutors from the Ministry of Education, the State Enterprises and the Private Sector, all of whom have satisfied the YTEPP/Ministry of Education requirements to conduct the training courses at Level I (elementary level).

Enrolment

At present YTEPP's training programme caters to the needs of approximately 10,000 trainees per year. Each programme cycle lasts for nine months. It is proposed however that this programme change to two six month cycles of 5,000 trainees per annum.

This Act gave the Minister of Education the responsibility for the system of public education that included the education of students with special educational needs.

In 1979, the Government of Trinidad and Tobago agreed to formally incorporate the Institutional Schools into the education system. These schools were re-designed as "Special Schools". These were:-

- ◆ The School for the Blind, Santa Cruz
- ◆ The Schools for the Deaf at Cascade and Marabella
- ◆ The Princess Elizabeth School for the Physically Handicapped, Woodbrook
- ◆ The School for the Mentally Handicapped at St. Ann's Hospital
- ◆ The Training Centre at the Lady Hochoy Home, Cocorite and its branches at Gasparillo and Penal.

The Ministry of Education shares for the management and operation of these schools.

In 1980 the Special Education Unit was established in the Ministry of Education. This Unit was given responsibility for:-

- (i) co-ordinating Special Education throughout Trinidad and Tobago.
- (ii) supervising and developing curricula for special schools and regular schools where students with special educational needs were enrolled.
- (iii) collaborating with other related Government Ministries in the prevention of disorders and disease.

In 1982, an Advisory Committee on Special Education comprising representatives of non-governmental organizations involved in the education of students with special educational needs and Government Ministries was set up to advise the Minister of Education on matters pertaining to special education.

The Report of a National Survey of Handicapped Children and Youth in Trinidad and Tobago was made available in 1984.

This Survey was the result of a Project in Special Education and Rehabilitation of the Handicapped, undertaken by the joint efforts of the Organization of American States and the Government of Trinidad and Tobago.

This Survey estimated that 16.1% of children 3 - 16 have some form of disability.

The Special Education Unit then began work in the following areas:-

- ◆ the integration of students with handicapping conditions into regular schools.
- ◆ provision for the training of teachers via Full Pay Study Leave Awards in their specialized disciplines.
- ◆ the provision of internships for teachers qualified in the area of special education.
- ◆ curriculum development seminars for teachers of the hearing impaired.
- ◆ Workshops in diagnostic and prescriptive teaching for teachers in the regular school system through the CIDA programme
- ◆ the establishment of a Special Education Library
- ◆ a programme for dyslexic students
- ◆ the establishment of a facility for the education of the hearing impaired in Tobago.

The mainstreaming or integration of students with special educational needs was attempted at both the primary and secondary level.

While success was not achieved in all of these undertakings, the public was made more aware of the needs of students with special educational needs and there was a marked increase in the demand for education and training.

1.6.2 1991 to the Present

Views on Special Education have changed substantially since 1980. The present focus is on:

- ◆ what the child needs to learn,
- ◆ the teaching methods and arrangements required to enable the child to access the curriculum.

Through the Education Policy Paper 1993 - 2003, the Government of Trinidad and Tobago has sought to establish an education system which attempts to ensure an appropriate educational climate and curriculum, as well as the requisite support services, in order to allow the student with special educational needs to perform at his/her highest level.

Children with special educational needs are therefore, those who have characteristics that affect their ability to learn, to the extent that specially adapted conditions are necessary if they are to be appropriately and effectively educated.

At the present time the Special Education Unit supervises the programmes provided at one Government-run and nine Government-Assisted Special Schools in Trinidad and Tobago.

These schools are:

- ◆ Pointe-a-Pierre Government Special School - All Disabilities
- ◆ Audrey Jeffers School for the Deaf - Hearing Impairment
- ◆ Cascade School for the Deaf - Hearing Impairment

◆ Lady Hochoy Day Training Centres

Cocorite	-	Mental Retardation
Gasparillo	-	Mental Retardation
Penal	-	Mental Retardation
Memisa	-	Mental Retardation

◆ Princess Elizabeth School for Physically Handicapped Children - Physically Handicapped

◆ School for Blind Children - Visual Impairment

◆ Wharton-Patrick School - Emotional Behavioural Disorder

These special schools cater for students with the most severe special educational needs. In the future these special schools are also expected to function as Resource Centres involved in educational research and development. A small number of private schools also offer special education programmes for students with special educational needs.

The special schools and private schools cannot, on their own, meet the challenges of treating with the large number of students with special educational needs in the country.

Based on the estimated prevalence of 16.1% of the 1984 Report of the National Survey of Handicapped Children and Youth in Trinidad and Tobago, a total of approximately twenty-seven thousand students with special educational needs, are estimated to be attending our schools.

1.6.3 The Future of Special Education

Social and economic factors reveal the likelihood that the number of students with special educational needs will increase in the years to come. Poverty, AIDS, alternate family structure, substance abuse, viral infections, poorly educated mothers and inadequate pre-natal and post-natal care are almost certain to adversely affect students of the future. The Government of Trinidad and Tobago is aware of this possibility and has begun to plan for the educational needs of these children.

At the Ministry of Education, children with special educational needs are categorized as:-

- ◆ Children with deficits of hearing, vision or mobility but without serious intellectual or emotional problems.
- ◆ Children who are educationally disadvantaged.
- ◆ Children with significant learning difficulties.
- ◆ Children with emotional or behavioural difficulties.
- ◆ Children who are gifted and talented.

In addition to the students with easily recognizable disabilities, our education system notes with great concern, three particular groups of exceptional students.

One very sizeable group, (estimated by some researchers at almost 50% of the primary school population) may experience difficulties largely because of sensory disabilities, such as vision and hearing impairments, that can remain undetected and contribute to poor academic achievement despite the fact that these students are of normal intellectual ability.

A second group, estimated to be in the region of 25% of the primary school population) may be classified as being intellectually below normal. This group of students, described as being mildly mentally retarded, is likely to either leave school at the completion of their primary school education, or drop-out of school before the end of the three-year Junior Secondary School Programme because of lack of academic ability and achievement.

A third, but very much smaller group (estimated at 2% of the primary school population) may be considered to be gifted and/or talented and have cognitive abilities that far exceed normal expectations.

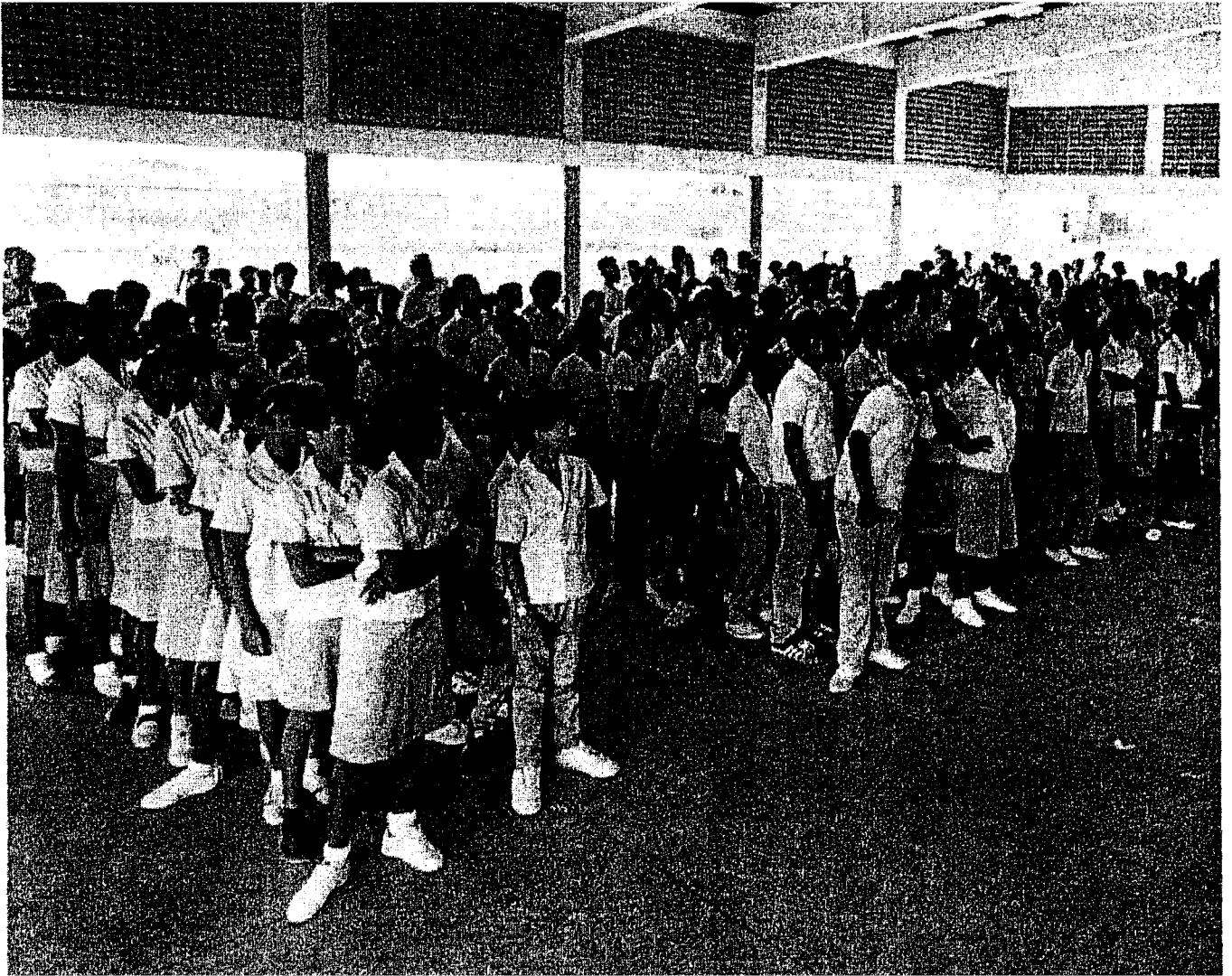
These students are all unable to maximize their learning potential. It is therefore essential that they are recognized and identified as having special educational needs and that steps are immediately taken to meet these needs.

In meeting the needs of all students with special educational needs, the Ministry of Education has undertaken the following:-

- ◆ The merging of the Special Education Unit and its Guidance Unit to form a Multi-Disciplinary Diagnostic and Prescriptive Service. This new unit has the responsibility to determine the exact nature of the special educational needs of each student of the Prescriptive Service will respond to these needs.
- ◆ The establishment of a Regional Diagnostic and Prescriptive Centre in each Decentralized Education District in Trinidad and Tobago.
- ◆ The Diagnostic Prescriptive Service is expected to employ the expertise of Educational Psychologists, Special Education Teachers, Guidance Officers, Social Workers and School Nurses.

At the present time, Special Education Teachers and Guidance Officers have been assigned to the Diagnostic Prescriptive Teams. The expertise and knowledge of the team members are being upgraded through a series of workshops and seminars.

These teams began to function in their respective Education Districts in April, 1999. The Ministry of Education is at the present time finalizing an Action Plan for Special Education, which will provide short, medium and long term goals.



Mucurapo Junior Secondary School (Government)
(Compliments Information Division, Office of the Prime Minister)

2. EDUCATION FOR ALL [EFA] STRATEGY/PLAN OF ACTION

The Ministry of Education of Trinidad and Tobago, in March of 1993, after a series of country-wide consultations with stakeholders in education and other interested publics, and informed by ideas and proposals submitted by individuals, groups and institutions, formulated a Policy Paper on Educational Development in Trinidad and Tobago, 1993 - 2003.

This Education Policy Paper, also known as the White Paper, and the appended Action Plan identify the educational goals for Trinidad and Tobago, the major strategies for achieving these goals, as well as the agencies responsible for implementation.

While no special EFA mechanism has been established for Trinidad and Tobago, the goals identified in the White Paper on Education 1993 - 2003 approximate those of the International Consultative Forum on Education for All.

The White Paper takes an holistic view of education in Trinidad and Tobago. As such the needs of all related groups are addressed. For the purposes of this EFA Report, the target areas are as follows :-

- i. Early Childhood Care and Education
- ii. Primary Education
- iii. Secondary Education
- iv. Special Needs Students

The related learning needs and the strategies for addressing these needs are identified at Chapter 1 above. The needs of teachers, administrators and further education are also identified in the White Paper.

The Ministry of Education will continue to use the White Paper as the base for its Education for All (EFA) strategy.

3. EDUCATION FOR ALL [EFA] DECISION MAKING AND MANAGEMENT

The Ministry of Education (MOE) has the direct responsibility for deciding on Education Policy. This includes all EFA matters. While there is no specific national EFA mechanism, the co-ordination of all EFA related matters is done by various divisions of the MOE.

In addition, various Committees have been appointed to develop certain aspects of the Action Plan contained in the White Paper. These include:-

- (i) The National Advisory Committee to the Minister of Education
- (ii) The Trinidad and Tobago National Commission for UNESCO.
- (iii) The National Curriculum Council
- (iv) The Special Task Force on Textbooks
- (v) The Committee on Common Entrance Transfers.

The National Advisory Committee on Education which advises the Minister of Education on all aspects of the education system. This Committee has the following Terms of Reference :-

- i. To advise the Minister on :-
 - a. areas of research and evaluation to be undertaken by relevant divisions/ committees;
 - b. ways and means of pursuing curriculum activities as described by the National Curriculum Council and other relevant bodies;
 - c. mechanisms for implementing plans as dictated by special committees;

- ii. To assist in the development of Innovations which are targeted at enhancing the performance of the system;
- iii. To propagate the new direction of the system;
- iv. To help the Minister of Education in the promotion of education in Trinidad and Tobago;
- v. To assist the Ministry of Education in :-
 - a. obtaining support from the various publics for programmes conducted by it; and
 - b. holding enquiries into matters affecting the promotion of education, when so requested.

Cabinet approval was also given for the establishment of the following committees:-

- (i) A Committee to supervise the removal of the Common Entrance Examination by the year 2000, and its replacement with the Secondary Education Examination.
- (ii) A Committee to consider the Report of the Joint Committee on the Relationship between Government and the Denominational Boards of Education and to make recommendations for a new Concordat between Government and the Denominational Boards of Education.
- (iii) A Committee on the Unification of the Teaching/Education Service and the Delinking from the Public Service.

The Task Force for the Removal of Common Entrance. The Terms of Reference of this Task Force are as follows :-

- i. To identify the full range of issues to be addressed in relation to the removal of the Common Entrance Examination;
- ii. to prepare a plan for removal of the examination after April 2000 as the basis for placement of students, including schedules and activities, resources and costs, and priority locations for schools.

This programme entails the construction of twenty (20) secondary schools; curriculum development; training in teaching and learning strategies; professional development; testing, assessment and evaluation; and institutional strengthening. It will favourably affect the government's ability to provide continuous basic education to all students up to age fourteen (14).

Additionally, organizations such as UNESCO, Foreign Embassies and Consulates, Petroleum Based Companies (e.g. Petroleum, BP/AMOCO, the National Gas Company) and commercial banks sponsor programmes such as the adopt a school and star class programmes. These companies also provide instructional material and finance/sponsor physical works.

Co-operation in EFA matters is also received from the teachers' representative body TTUTA , the National Parent Teachers' Association, as well as the following institutions which provide education for special children -

- i. the National Centre for Persons with Disabilities;
- ii. the Trinidad and Tobago Association for Retarded Children;
- iii. the Princess Elizabeth Centre;
- iv. the Trinidad and Tobago National Association for Down Syndrome;
- v. the Tobago Council for Handicapped Children;
- vi. the Trinidad and Tobago Association in Aid of the Deaf;
- vii. the Trinidad and Tobago Blind Welfare Association;
- viii. the Dyslexia Association.

5. INVESTMENT IN EDUCATION FOR ALL (EFA) SINCE 1990

Public expenditure on education accounts for approximately two thirds of total expenditure on education in Trinidad and Tobago. The budgetary allocation for education and training is distributed among various Ministries, however, the Ministry of Education has the lion's share.

5.1 Public Expenditure on Primary and Secondary Education:

During the period, 1990-1998, public current and capital expenditure on Primary schools showed an overall increase. Public current expenditure on secondary education also showed an increase, however, capital expenditure on secondary education decreased in the early years of the period and increased in the latter years.

The overall increase in capital expenditure on education is largely attributable to the provision of government financing through external borrowing from the World Bank for both primary and secondary schools.

5.2 Changes in the Pattern of Public Expenditure on Education

Over the period 1991-1998, the main objectives of the Government were to expand the available educational facilities to ensure free education for all at primary and secondary levels, and the provision of social safety nets in the forms of food, clothes, books, transportation and parental support services.

In 1991, the Government sought to organize in partnership with cooperatives, both state and private, a programme of sponsorship and support of schools in particular areas. The main objectives of this programme were:

1. to provide assistance to rehabilitate and repair school facilities.
2. to provide assistance through a range of educational services that are necessary to modernize and improve the quality of education in schools at all levels in our country.

In 1995, the government provided lunches to fifty-four thousand (54,000) children at a cost of thirty million dollars (\$30,000,000); continued the construction of eighteen (18) primary schools, replaced thirteen (13) existing primary schools and constructed three (3) new secondary schools.

Further, the government proposed to restructure the management of the education system through the decentralisation of the Ministry of Education and the establishment of Divisional School Boards to respond effectively to the changing needs of the education environment.

In 1998, twelve per cent (12%) of the PSIP was targeted towards improving the education system at all levels. The programme entailed improving quality and access at the primary school level, addressing the needs of the secondary school age population and the rationalization and integration of existing post-secondary institutions.

The Government of Trinidad and Tobago implemented several structural adjustment measures over the period 1984 to 1994. These included a reduction in government spending, increased taxation, privatization of public enterprise and currency devaluation. Salaries and wages were contained by a series of austerity measures, namely:

- (1) non-implementation of the Tribunal award to the Civil Service and a freeze on COLA in 1984.
- (2) non-payment of increments since 1987.
- (3) a ten percent reduction in salaries in 1989-1990.
- (4) the introduction of a voluntary termination of employment plan to reduce public sector employment.
- (5) another freeze on COLA in 1992.

However, personnel expenditure gradually rose after 1994, due to the payment of arrears, owed COLA and increments.

Austerity measures specific to the primary and secondary education sector implemented in this earlier period were still being felt in the 1990s, for example a book grant to needy students introduced in 1991 was terminated in 1994.

6. PROGRESS TOWARDS EDUCATION FOR ALL [EFA] GOALS AND TARGETS

6.1 INTAKE RATES IN PRIMARY EDUCATION

The indicator, Apparent Intake Rate (AIR), indicates the number of new entrants in the first grade of primary education regardless of age, while the Net Intake Rate (NIR), gives the new entrants to Grade 1 who are of the official primary school entrance age.

The Apparent Intake Rates as presented in table 3 showed that over the period there has been a widening of the gap between the number of school entrance age i.e children 5 years old in the population and the numbers enrolled in schools as shown below:

NEW ENTRANTS TO PRIMARY SCHOOLS TRINIDAD AND TOBAGO 1991 - 1998

YEAR	NEW ENTRANTS OF ALL AGES	NEW ENTRANTS OF PRIMARY SCHOOL ENTRANCE AGE	SCHOOL ENTRANCE AGE POPULATION	APPARENT INTAKE RATE (AIR)	NET INTAKE RATE (NIR)
1991	25,919	20,322	30,053	86.2	67.6
1995	22,702	16,718	30,452	74.6	54.9
1998	20,648	15,091	30,606	67.5	49.3

In 1991, 86.2% of the new entrants i.e. mainly 4, 5 and 6 year olds were enrolled in public schools, this figure fell to 67.5% by 1998.

[see Figure 1].

Closer examination of the data highlighted that over the period the highest intake ratios were recorded in the more rural areas such as Tobago, in 1991, Nariva/Mayaro in 1995 and St. Andrew/St. David in 1997.

In all years examined these counties ranked either first, second or third. St. George West, the region in which the capital city of Port-of-Spain is located, usually ranked fourth.

This trend may be due to the importance of public schools in the rural areas, in that most of the children in rural areas attend public schools. In the case of St. George West, this region has both the largest number of private schools and the highest enrolment in these schools so that parents may choose to send their children to private schools instead of public schools.

In examining table 3, cognizance must be taken of the fact that data on private schools were not available for all the years or in the detail required and so were not used. Also not incorporated were the data on Early Childhood Education or Special Education. However, it must be noted that private primary schools accounted for just over 4% of the primary school population in 1997, viz. 9,329 pupils. At the intake stage approximately 7% of the 4 and 5 year olds were enrolled at private schools.

Despite the addition of the data from private schools, special schools and Early Childhood Centres, there is still a gap between the estimated school entry age population and those enrolled which is wide enough to cause concern. It points to the troubling probability that many children of school entry age are still out of school.

6.2 ENROLMENT RATIOS IN PRIMARY EDUCATION

The data presented by the Net Enrolment Ratio (NER) in Table 4, indicate that Trinidad and Tobago lost ground in terms of the net enrolment, from 1991 when there was a 97.2% enrolment rate, which fell to 83.5% in 1995 and even lower to 73.1% in 1998. It should also be noted that the data represent public schools only.

Analysis of the data at the county level showed that over the years the difference between the highest and lowest enrolment levels across the 8 regions of the country was 10% in 1991, 12.8% in 1995 and 10.9% in 1998.

In 1991 the enrolment ratios ranged from 99.5% in county Victoria to 88.6% in St. George East. In 1995 the situation was repeated with Victoria being ranked highest at 93.5% and St. George East lowest at 80.7%.

The figures for 1998 showed Victoria was number one, at 81.1% and St. Patrick number eight with 70.9% participation.

The movement of St. George East as the region with the lowest (eighth) net enrolment ratio in 1991 and 1995 to fourth in 1998, reflects the impact of the primary school building programme which began in the late 1980's and continued into the early 1990's under the Inter-American Development Bank (IADB) loan. This programme resulted in five (5) new primary schools being constructed in St. George East, which accounted for 3900 additional school places in that region.

The data on the Gross Enrolment Ratio (GER), are closely aligned with that of the NER. Data showed that Victoria maintained the highest enrolment ratios over the years listed with 102.8 in 1991; 99.0 in 1995 and 90.6 in 1998,

St. George East in 1991 and 1995 had the lowest rates of 92.2 and 85, respectively. This situation changed in 1998, when Nariva/Mayaro showed the lowest gross enrolment ratio of 74.0 while St. George East was fifth.

St. Andrew/St. David and St. George West also recorded high enrolment ratios, ranking second and third in 1991 and 1998. Tobago ranked fourth throughout the period under study.

The highest and lowest enrolment ratios recorded for the country in the years under review are as follows:

102.8 - 92.2 in 1991, a difference of 10.8%
99.0 - 87.5 in 1995, a difference of 13.3%
90.6 - 84.0 in 1998, a difference of 6.6%

These tables also give a picture of the over-aged and under-aged pupils in the categories of Primary Education and Basic Education. Under-aged and over-aged pupils refer to those children who are younger or older, respectively than the expected age of pupils in a class.

The percentages of under-aged pupils at the primary education level fell from 18.1% in 1991 to 15.8% in 1998, while the percentage of over-aged pupils rose from 10.6% in 1991 to 23.4% in 1998. There were also more over-aged males than females in 1995 and 1998, whereas there were more under-aged boys than girls in 1991.

Most under-aged pupils tended to be in grades 5 and 6 in 1991. In 1995 however, most under-aged pupils were in grades 6 and 7.

When 1991 and 1995 data were examined they showed that over-aged pupils were more likely to be found in grades 3 and 7, i.e standard 1 and standard 5. Whereas in 1998 there were higher percentages of over-aged pupils in grades 7,6,4 and 5.

This latter may be a reflection of the change of policy on the upper age limit at which pupils are eligible to sit the Common Entrance Examination. Prior to 1998 the age limit was 12 plus, whereas the new policy increased the upper age limit to 14 years. Children were therefore allowed to repeat classes more often throughout the primary school system. This change also facilitated the policy of promotion based on readiness.

6.3 PUBLIC EXPENDITURE ON PRIMARY EDUCATION

During the period, 1990-1998, public current expenditure on primary education as a proportion of total public current expenditure on education declined from 46.6% to 41.3%. Enrolment for the corresponding period also declined from 194,192 students to 169,580 students. [see Table 5a].

Between 1990-1998, public current expenditure on primary education as a percentage of GNP and public current expenditure per pupil as a percentage of GNP per capita on primary education remained relatively constant at approximately 1.7% and 11.6% respectively.

Public capital expenditure on primary education as a percentage of total public capital expenditure on education increased from 45.6% in 1990 to 78.7% in 1994 and declined to 42.3% in 1998. Public capital expenditure on primary education as a proportion of GNP remained relatively constant at 0.1% and public capital expenditure per pupil as a percentage of GNP per capita increased from 0.9% in 1990 to 2.3% in 1998 [see Table 5b].

Moreover, during the period under review, total current and capital expenditure on primary education showed an overall increase. Current expenditure on primary education increased from \$TT356 million in 1991 to \$459 million in 1995 and \$512 million in 1998 [see Figure 2]. Capital expenditure for this level increased from \$28 million in 1990 to \$34 million in 1995 and \$57 million in 1998 [see Figure 3].

6.3.1 PUBLIC EXPENDITURE ON SECONDARY EDUCATION

Between the period 1990-1998, public current expenditure on secondary education as a percentage of total public current expenditure on education declined from 34.1% to 22.6%. Total enrolment for the period 1990-1998 increased from 96,245 students to 105,790 students, which means that government's recurrent expenditure per student declined over the reporting period. [see Table 5c].

During the period 1990-1998, public current expenditure on secondary education as a percentage of GNP and public current expenditure on secondary education per pupil as a percentage of GNP per capita were relatively constant at an average of 1.2% and 15.7% respectively. [see Table 5d].

Public capital expenditure on secondary education as a percentage of GNP was 0.1% in 1990, 1995 and 1998 and for the period 1991-1994 it was zero percent. Public capital expenditure on secondary education per pupil as a percentage of GNP per capita declined from 1.4% in 1990 to 0.2% in 1993 and increased to 1.3% in 1998.

Overall, public current expenditure on secondary education showed an increase for the period 1991-1997, however, in 1998 there was a decline [see Figure 4]. This decline could be attributed to the change in the 1998 financial year from Jan.1, 1998 to Dec. 31, 1998 to Jan.1, 1998 to Sept. 30, 1998.

Public capital expenditure on secondary education showed an increase over the period 1991-1998, however, in 1992 and 1993 capital expenditure was relatively low at \$4 million and \$3 million respectively [see Figure 5]. Thereafter, it continued to increase and peaked at \$32 million in 1998. This increase in capital expenditure is largely attributable to the government's policy of achieving universal secondary education.

6.4 PERCENTAGE OF PRIMARY SCHOOL TEACHERS POSSESSING THE MINIMUM REQUIRED ACADEMIC QUALIFICATIONS/ CERTIFIED TO TEACH 1990 - 1998

Table six demonstrates the percentage of primary school teachers throughout Trinidad and Tobago and within the eight (8) educational districts, who possess the minimum required academic qualifications. The percentage of primary school teachers certified to teach according to national standards is also represented. Tables are provided for the years 1990 to 1998.

Table six indicates that over the period 1990 - 1998, 100% of primary school teachers in Trinidad and Tobago possessed at least the minimum required academic qualifications - five (5) CXC or GCE 'O' Level passes including Mathematics, English and a Science Subject. This table also demonstrates clearly that females far out number male in the teaching profession. In 1990 the ratio was 5,023 female (72.7%) to 1,885 males (27.3%) teachers and this changed only marginally by 1998 to 5,600 female teachers (74.7%) to 1,893 males (25.3%).

Over the period under review the total number of teachers in the primary system increased gradually by 585 from 6,908 to 7,493. Over this period a total of fourteen (14) new schools were built. Additionally, pupil/teacher ratios were substantially reduced. This indicates progress towards the goal of universal access to basic education.

A comparison of the tables over the nine (9) year period 1990 - 1998 indicates a slightly decreasing trend in the percentage of teachers trained between 1990 and 1993. The highest percentage (81.8%) was found in 1990, the lowest (75.4%) in 1995. The relative constancy of the percentage (%) of trained teachers within the system throughout the nine (9) year period despite the graduation of approximately 200 - 300 teachers per year between 1990 - 1995 and 400 per year since 1996, even allowing for the retirement of others, indicates a high attrition rate. While the actual number of trained teachers fluctuated over the period, the net increase in trained teachers over the period is 60. Thus it appears that a number of persons trained as teachers eventually find employment elsewhere either as teachers in other countries, or in other sectors. This may be attributed to the existing perception that professional teachers are not adequately remunerated.

A closer look at the tables revealed that during the period under examination, the educational districts of St. George West, St. Andrew/St. David and Nariva/Mayaro consistently fell below the national average for the percentage of teachers certified to teach. This is possibly due to the fast turnover in the urban areas of St. George West where persons already trained leave Trinidad and Tobago for more lucrative teaching jobs in places such as the Bahamas and the Turks and Caicos Islands or leave teaching altogether for higher paying jobs. The remoteness of Nariva/Mayaro and St. Andrew/St. David may account in some part, for the low percentage of teachers trained in these areas in addition to migration. Teachers appointed to teach in these areas experience difficulty in travelling to and from the schools and therefore obtain transfers at the earliest opportunity.

6.5 PUPIL/TEACHER RATIOS IN PRIMARY EDUCATION 1990 - 1998

Table 7 indicates the average number of pupils per teacher in primary education for the years 1990 - 1998. Over the nine (9) year period there was an initial increase in the number of students enrolled, from 194,192 in 1990, to 196,329 in 1991 to 197,030 in 1992, while from 1993 onward, the total enrolment began to decline, reaching 169,580 in 1998.

At the same time there was a net increase in the number of teachers in the primary school system from 6,908 in 1990 to 7,493 in 1998, with slight fluctuations during the period under review. This contributed to the gradual decline in the Pupil/Teacher Ratio from 28.1 in 1990 to 22.6 in 1998 as seen in **Figure 6**. This ratio appears to better the Ministry of Education's stated policy of twenty-five (25) students per teacher in Grades 1 and 2 and thirty (30) students per teacher in the upper grades i.e. 3-7. In reality however, a number of the more popular schools usually those with a record of high Common Entrance passes have classes which are larger than the recommended sizes. On the other hand, there are schools with low enrolment due mainly to parents unwillingness to send their children to those schools.

Moreover, factors such as internal migration and the influx of workers to the urban areas create a demand for school places in the already overcrowded schools in Port of Spain and San Fernando.

6.6 REPETITION RATE IN PRIMARY AND LOWER SECONDARY EDUCATION

Table 8 presents data pertaining to the proportion of pupils enrolled in school years between 1991 and 1997, who study in the same grade the following year.

According to Table 8, Grades 2 to 6 and 8 to 10 reflect relatively low repetition rates across the period under review. However a comparison of the tables showed that in 1994 and 1995 there was a noticeable increase in the repetition rates in Grade 6. It rose from 1.3 % in 1991 to 5.8% in 1994 and increased slightly to 6.3% in 1995.

The figure declined however in 1997 to 3.8%. This variation can be attributed to the implementation of the new policy which allows a pupil to write the Common Entrance examination only when it is perceived that he/she is adequately prepared.

This policy of extension of the age limit was revised in 1999, moving the age limit for sitting the Common Entrance Examination to 14 years.

What may be even more significant, but more readily explained is the high level of repetition rates in Grades I and 7. Throughout the period under study, Grade I and Grade 7 maintained average percentages of 6.1% and 10.7% respectively. The high repetition rates in Grade I may be attributed to the need to prepare the new student adequately for promotion to Grade II. Many of these students may be younger than the required enrolment age or without adequate foundation at the pre-school level.

The even higher repetition rates in Grade 7 in most instances can be attributed to the need to improve proficiency at the Common Entrance level.

Students who repeat usually fall under the following categories:-

- (i) too young to qualify for the Common Entrance Examination;
- (ii) of age, but not proficient enough to do the examination.
- (iii) unsuccessful in the examination for school of choice.
- (iv) unsuccessful in the examination.

Additionally the inadequate number of school places is a major reason for the high repetition rate. Indirect contributors to this factor of high repetition rates could be issues related to poverty resulting in irregular attendance.

An even closer look at the range of repetition rates over the period 1991 to 1997 for Grade 7 revealed a noticeable trend in the regions of St. George East, St. Andrew/St. David, Nariva/Mayaro and Tobago [Figure 7]. In all instances the repetition rate fluctuated between 1991 and 1997. By 1997 repetition rates rose in all regions with the highest rates being recorded in St. Andrew/St. David (18.3%), Tobago (17.4%) and Nariva/Mayaro (17.4%). It appears, according to the data, that the regions with the higher repetition rates are in areas which may be deemed as mainly rural. Other factors which contribute to repetition are

- (i) poor attendance due to lack of transport/finance.
- (ii) high teacher turnover.
- (iii) inadequately trained teachers.

It should be noted that the low repetition rates reflected in Grades 8 to 10 may be due to the policy of automatic promotion, since there is no final examination between Forms I to III.

Throughout the period under review boys have repeated classes more than girls. The average gender parity index for Trinidad and Tobago as 0.7. There was only one incidence where there was parity, that was in St. George East in 1991.

REPETITION RATE FOR GRADE 7 BY SELECTED REGIONS

REGION	1991	1994	1995	1997	MEAN
ST. GEORGE EAST	15.3	10.4	9.9	15.0	12.7
ST. ANDREW/ ST. DAVID	14.0	9.5	13.8	18.3	13.9
NARIVA/MAYARO	21.7	14.4	12.0	17.4	16.4
TOBAGO	9.1	8.8	14.3	17.4	12.4

In the other years indices ranged from 0.9% to 0.4%, the differences between boys and girls being least in County Victoria in 1991, and 1995; St. Andrew/St. David in 1994 and St. George West in 1997. The widest disparities were consistently in Tobago and Caroni. In 1997 there was a change in that the lowest disparity was found in Tobago and St. Patrick with 0.5%.

6.7 SURVIVAL TO GRADE SEVEN (7) AND CO-EFFICIENT OF EFFICIENCY

Table 9 presents a variety of data pertaining to the following issues:-

- (i) Survival rate to Grade 5.
- (ii) Co-efficient of efficiency to Grade 5
- (iii) Co-efficient of efficiency in primary and lower secondary education.

[Figures 8 to 11 also present related data].

Survival Rate to Grade 5

This aspect of the table reflects the percentage of a cohort enrolled in the first grade of primary education who eventually reached Grade 5.

The data presented indicates an excellent survival rate, to Grade 5, with the average national rate being 96.6% over this period under review.

Interestingly enough males have achieved a much higher survival rate than females with the few exceptions being in the regions of Nariva/Mayaro (1991 and 1997) and Tobago (1991). This position is not sustained, however, at the next level of the education system.

There were some constraints to the use of the Common Entrance Examination. It was not possible to use data for all the years because the format of the examination had undergone some changes during the period of review. A composite score could not be given as each sub-component of the test as students obtained varying marks on each test.

Only the results for the 1999 Common Entrance Examination were used. Private school data were also not included.

Table 10 shows the percentage of pupils who reached Standard 5 of primary schooling and have mastered a set of nationally defined basic learning competencies. Moreover, the table shows the number of pupils who wrote the 1999 Common Entrance Examination and the percentage (%) who attained a standard of 40% in the Reading/Writing, Mathematics and Life Skills (Social Studies) components of the examination.

Overall, an examination of the data revealed that a significant percentage of the pupils who wrote the Common Entrance Examination attained the national norm of 40% in Reading/Writing, Mathematics and Social Studies. In fact, the national averages were 83% in Reading/Writing, 79.6% in Mathematics and 72% in Social Studies. **[see Figure 12]**. The highly competitive nature of the Common Entrance Examination which is the instrument used to place pupils into secondary schools may account for the generally high performance of students in the examination.

However, when the data are examined by subject component, education district, and gender, other conclusions can be drawn.

The data show that for the three subjects examined, all the districts, except Caroni, recorded their highest percentages in Reading/Writing. Caroni attained its highest percentage in Mathematics viz. 85%. The data show that over 80% of the pupils in six (6) education districts attained the standard in Reading/Writing that is 83.1%, St. George West with 79.7% and St. Andrew/St. David with 79.6% varied a little from that standard.

The pupils in St. George East, Caroni and Victoria exceeded the national average of 83.1% in Reading/Writing. Reading/Writing was the subject at which students performed best.

Generally, the lowest percentages were attained in Social Studies in all eight (8) districts. Caroni with 78.1% attained the highest, while the lowest percentage, 64.3% was attained by St. Andrew/St. David. Social Studies is taught at the primary level to help children to understand and appreciate the society in which they live and its different institutions. The overall low performance in this subject may be the results of the teaching and testing methods.

In Mathematics five (5) of the eight (8) education districts were below the national average of 79.6%, with St. George West attaining the lowest with 73.4%. However, St. George East with 81.5%; Caroni with 85.0% and Victoria with 83.8% have exceeded the national average. The Education districts of St. George West, St. Andrew/St. David, Nariva/Mayaro, St. Patrick and Tobago all attained less than the national average in the three (3) subject areas.

It should be noted that St. George West and St. Andrew/St. David attained significantly lower percentages than the other education districts. On the other hand, the districts of St. George East, Caroni and Victoria all exceeded the national averages. This may be due in part to the high competition in those areas as pupils vie for limited places in these regions.

Overall, a higher percentage of girls than boys attained the national norms in all three (3) subjects. Performance was below average for both the males and females in Social Studies. However, the males' performance was significantly poorer than the females.

For example, in St. George West 59.5%; St. Andrew/St. David 59.8% and Tobago 58.7% of the males mastered the subject.

When the Gender Parity Index was examined, the data showed that the girls performed better than boys in all subjects and all the regions. The indices for Trinidad and Tobago were as follows:- Reading/Writing 1:2; Mathematics 1:1; Life Skills/Other 1:1; St. George West and Tobago showed the same profile as well as being slightly higher than the national average viz: Reading/Writing 1:3; Mathematics 1:1; Life Skills/Others 1:1.

This finding is consistent with the concern by educators that girls are performing at a higher level than boys in the school system.



**San Fernando Girls' Government Primary School
(Compliments Information Division, Office of the Prime Minister)**

7. EFFECTIVENESS OF EDUCATION FOR ALL [EFA] STRATEGIES, PLANS AND PROGRAMMES

The main strategy for achieving the EFA goals has been encompassed under the Fourth Basic Education Programme funded by the World Bank. As stated earlier the main components of this programme are:

- ◆ School Construction
- ◆ Enhancement of the quality of the education system throughout training of teachers to effect Curriculum delivery, school board management strategies, student evaluation.
- ◆ Institutional strengthening of the Administrative Sector
- ◆ Upgrading of the ECCE Sector through teacher training, the upgrading and building of ECCE centres.

The various components are on stream with most progress being made in the areas of teacher training, student assessment and school construction.

At the lower secondary level, the government of Trinidad and Tobago has recently entered into a loan agreement to expand the secondary sector. This programme will include among its components, school building, teacher training, curriculum review, institutional strengthening, decentralization and restructuring of the Ministry of Education. This programme will result in greater access to secondary education in terms of the numbers being catered for as well as taking into account the need for secondary schools in rural areas.

The government of Trinidad and Tobago is fully committed to basic education for all and continues to allocate a large part of the resources to the Education Sector. The public of Trinidad and Tobago is very much aware of the importance of education as evidenced by the continued media coverage, teachers union and parent teachers associations' actions.

8. MAIN PROBLEMS ENCOUNTERED

Education for All [EFA] continues to be a major goal for the Fourth Basic Education for the Republic of Trinidad and Tobago and the Ministry of Education but there are few constraints to attaining the goal of Education For All.

- ◆ Public acceptance of some of the proposed changes. The teachers' union, for example does not favour a change in the textbook policy.
- ◆ The school construction component has been slow and in many cases the children who were to be catered for in the school construction programme are no longer of primary school age when construction is completed.
- ◆ Many of the teachers trained under the programme and many of the more experienced teachers have left the system either for work abroad or to enter other fields which leaves a number of young, in-experienced teachers in the system. Not only is this an added expense to the State to provide training, but the students do not benefit from the training afforded to those teachers. The ultimate result is the negative quality of education received by students.
- ◆ The issue of poverty and its effects has affected the implementation of Education For All. The effects of poverty such as the inability of parents to finance children's schooling, the costs of transportation, textbooks, uniforms and food often result in children not attending schools even when there are school places available.
- ◆ The distribution of limited funds also affects the quality of education, as schools compete for resources.
- ◆ There is also the situation where resources may have to be diverted from qualitative components of school development such as the curriculum, to provide for aspects such as school security.

9. PUBLIC AWARENESS, POLITICAL WILL AND NATIONAL CAPACITIES

The Government of Trinidad and Tobago has made education reforms the centrepiece of future social development strategies. At the basic education level, three initial issues are paramount in the Government's education strategy:-

- (i) preparing children for primary school.
- (ii) providing quality education at the primary level and easing the transition from primary to secondary schools.
- (iii) improving institutional capacity to accomplish (i), (ii) and other educational objectives effectively and efficiently.

In order to achieve its goal of basic education for all the Government has recognised that it is necessary to secure the full participation and commitment from the general public and key interest groups.

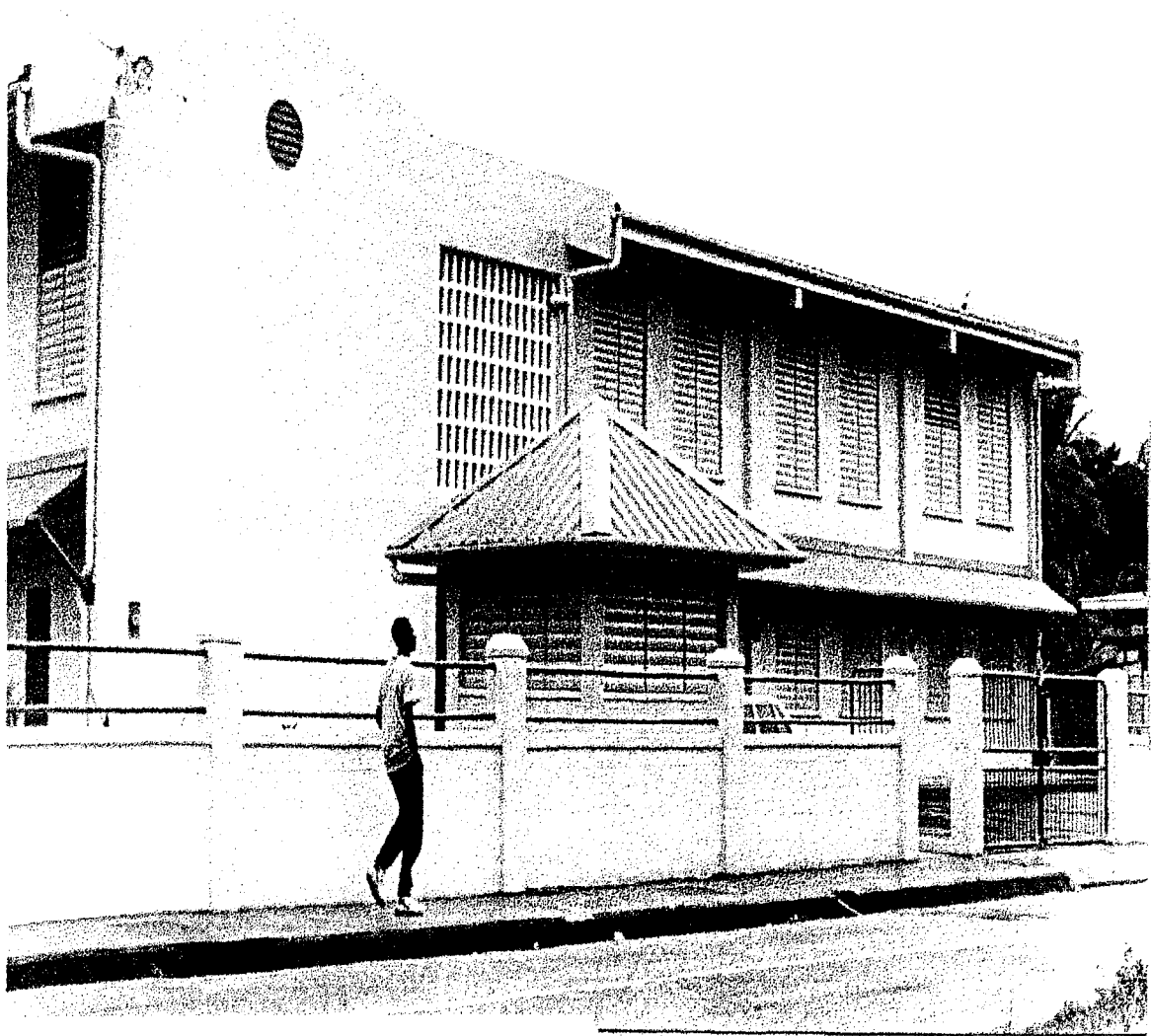
The Ministry of Education as the administrative authority for all levels of education, except university, has made efforts to garner stakeholders participation through information sharing and close collaboration.

An increasingly demanding and assertive population has agitated to ensure that educational demands are met. The promotion of information campaigns, stakeholders workshops and national consultations have increased public awareness and involvement in the education system.

The recommendations in the Education Policy Paper (1993-2003) are a direct result of a series of country-wide consultations with stakeholders in education and other interested publics, thus ensuring stakeholder support for the policies and strategies contained therein. The Government of Trinidad and Tobago has shown its commitment to universal education for all through the implementation of these policies and strategies.

While implementation of the policies has been progressing slowly, every effort is being made to ensure that the rate of progress is increased, and where feasible accelerated. There are, however, some constraints, with the main one being the insufficiency of funds. Strategies are continually being put in place to minimise the effect of these drawbacks.

The greatest achievement thus far has been the work completed under the Fourth Basic Education Project funded by the World Bank (International Bank for Reconstruction and Development). Section 1.2 above provides details on this project.



Matura Government Primary School
(Compliments Information Division, Office of the Prime Minister)

10. GENERAL ASSESSMENT

The Education for All (EFA) 2000 Assessment has confirmed some of the opinions, raised questions and provided the opportunity to understand the present situation and make recommendations for the way forward.

There were some positives happening in the system over the years. The survival rate of students is high, pupil teacher ratios are at a level that would allow for effective teaching. The number of trained teachers in the system is high, despite the numbers leaving.

The data also showed that there are many students especially at the primary level who are not making use of the available school places. This situation must be improved. There must be systems in place to ensure children are enrolled in schools and that they attend regularly. The need is clearly seen for better data collection systems which would include the entire education system in the detail required.

Boys in the system do not now perform at an equal level to the girls. Girls are performing better throughout the system. Findings show that although boys may go to school early, they take longer to complete. They repeat classes and there are more over-aged boys than girls in classes.

Steps have to be taken to ensure that the country does not lose the ground gained in the provision and standard of education since independence in 1962. It is important that all school age children access education especially at the primary level.

As the standards defining literacy rise it becomes more important that the population is basically and functionally literate. The spin-off benefits of a well educated population are well known and the country can ill-afford to have the gap of knowledge, economics widen to the point where there is a high social cost to pay.

10.1 CONSTRAINTS

The preparation of the Education for All (EFA) 2000 Assessment Report has provided the Ministry of Education's staff with opportunities to gain skills and new insights into the education system. However, the process was also a difficult one. Fulfilling the requirements of the guidelines and tables provided by UNESCO was certainly not a simple task. Difficulties were experienced in the manipulation of the computer programmes, as officers needed to learn to use them as they proceeded with the exercise. The problems of data entry and processing were compounded by the fact that only two computers were available for use

The small staff assigned to the task was required to divide its time between doing the EFA Assessment and its other duties, which often took priority to the Assessment exercise. This made it impossible to complete the document by the suggested deadline.

The process of data collection also slowed the exercise as often information had to be provided by stakeholders who did not present the data in the requested format. As a result the data had to be reconfigured to suit guidelines.

11. DIRECTIONS FOR THE FUTURE

The various indicators of the EFA 2000 Assessment have allowed for a picture of the basic education situation in Trinidad and Tobago to be easily seen and discussed. Some of the conclusions have been disturbing but they have also provided an opportunity for stocktaking and the initiating of positive changes to the system.

It is clear that administrative action on the part of the Ministry of Education is vital if the existing situation is to be corrected. There is for example the need for changes in procedures used for data collection, the type of studies/work undertaken and liaison with other departments of the Ministry of Education as well as other Ministries

Also required is training for Educational Planning Division (EPD) staff in computer programmes specific to data storage and analysis. The work that has begun under the World Bank Fourth Basic Education Programme such as teacher training, ECCE strengthening, school management, curriculum change has to be continued and intensified if education for all is to be true.

In Trinidad and Tobago context basic education includes the lower secondary level i.e forms 1 to 3, the 11⁺ to 14 age group. The government of Trinidad and Tobago has recently entered into a loan agreement with the Inter-American Development Bank (IADB) to improve the secondary sector. This programme is similar in scope to that of the primary level in that it encompasses inter alia, school construction, curriculum review, teacher training and institutional strengthening.

It is envisioned that in the new millennium, the role of the Ministry of Education will be quite different from its present one. The Ministry is to be restructured and decentralized and greater community and stakeholder participation is expected.

The principals, teachers and parents, and wider school community must of necessity work closely together to ensure the success of schools. It is expected that the private sector and denominational boards will continue to be active partners with the Ministry of Education in providing education for the nations' children.

The areas of emphasis and mode of the delivery of the curriculum would have to change to make greater use of the new technologies.

Students and the wider community will have to be functionally literate and computer literate.

11.1 RECOMMENDATIONS

- ◆ The Ministry of Education must expand and deepen its data collection to ensure a complete data base on the school system including private schools and early childhood centres. Data on other areas such as attendance rates have to be collected and analysed .
- ◆ There is need to review and revise the data collection forms and processes now in use by the Ministry of Education.
- ◆ A computer network to allow data storage and analysis must be developed within the Educational Planning Division of the Ministry of Education
- ◆ It is critical that the Educational Planning Division staff be trained in the use of programmes and data analysis to enhance and sustain the skills gained in conducting the EFA 2000.
- ◆ Ministry of Education must conduct studies in collaboration with the Central Statistical Office (CSO) and Ministry of Social Development to identify and collect data on the actual number of children of school age in the population. Means of ensuring that these school age children attend schools must also be devised.
- ◆ Studies which include data on the number of children in various Homes which provide shelter for abandoned children or children in distress are also necessary if an accurate account of the number of school age children is to be ascertained.
- ◆ The Ministry of Education must put in place, measures to reduce address and the attrition rates of trained teachers.
- ◆ It is imperative that the Ministry of Education look at the performance of boys in the system. This will be in keeping with calls for the study of male under-achievement in the region.

FIG 1 NEW ENTRANTS OF ALL AGES
TO PRIMARY EDUCATION
(1991, 1995 & 1998)

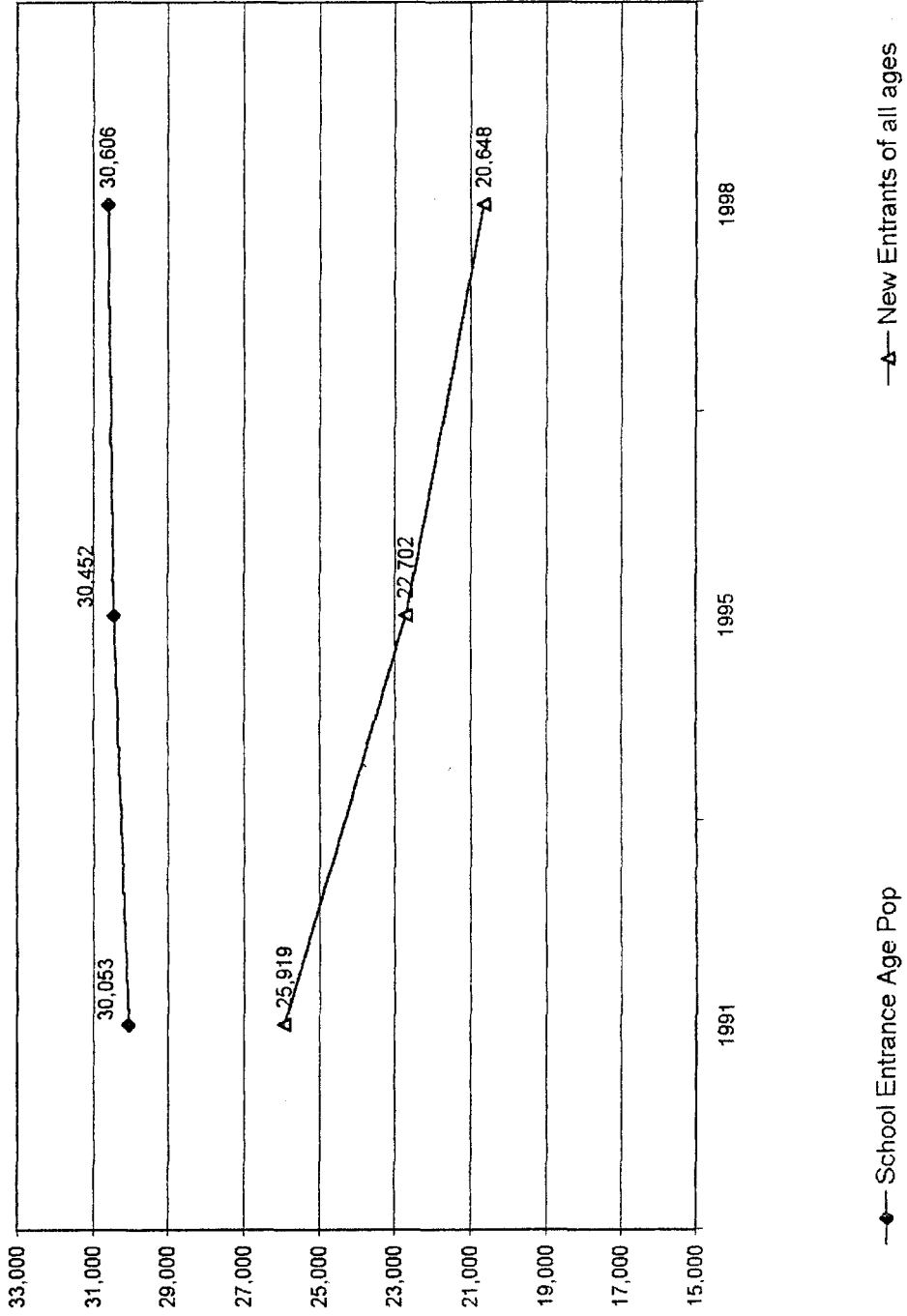


Fig 2. Public Current Expenditure on Education at the Primary Level (1991, 1995 & 1998)

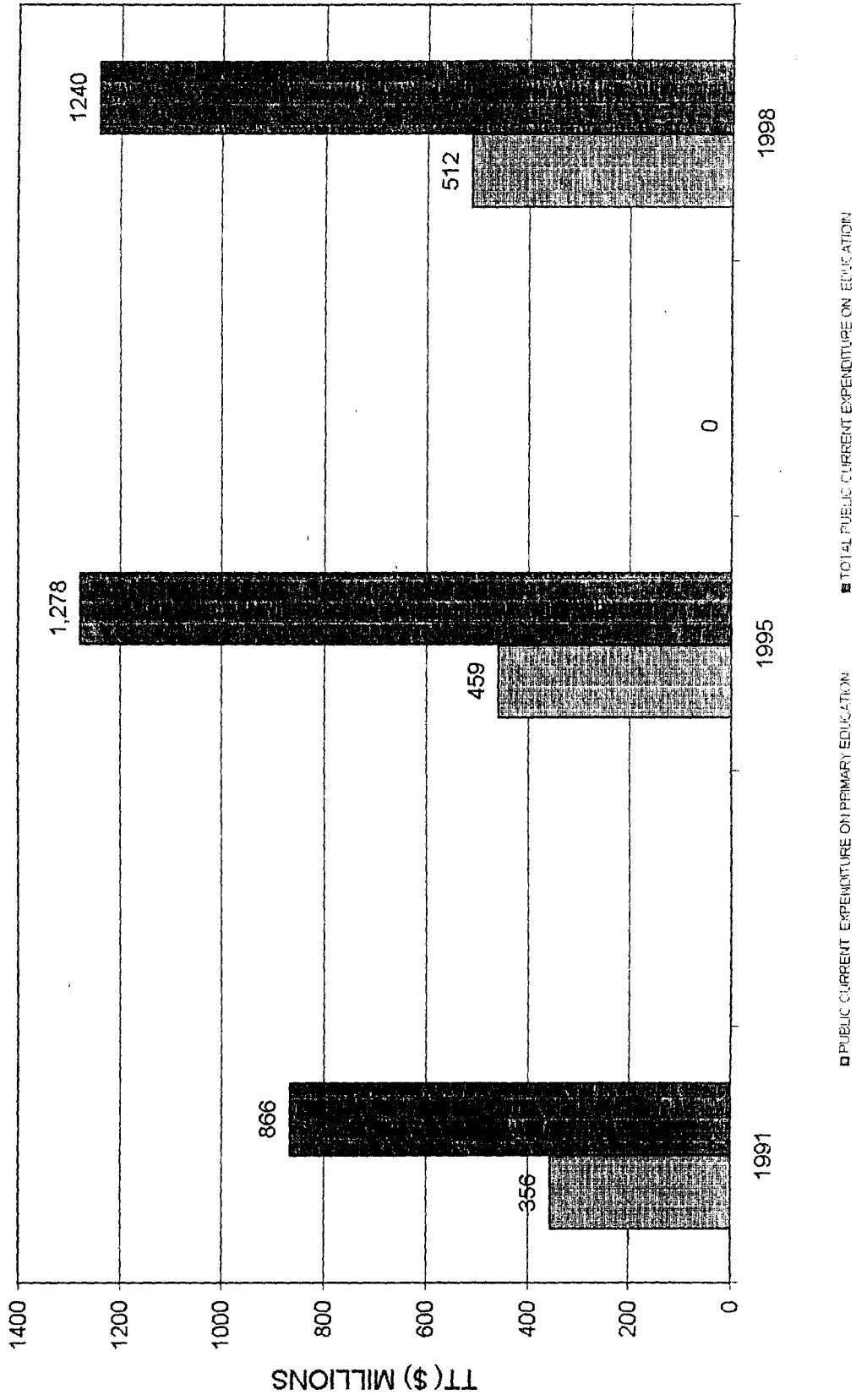


Fig 3. Public Capital Expenditure on Education at the Primary Level (1991,1995 & 1998)

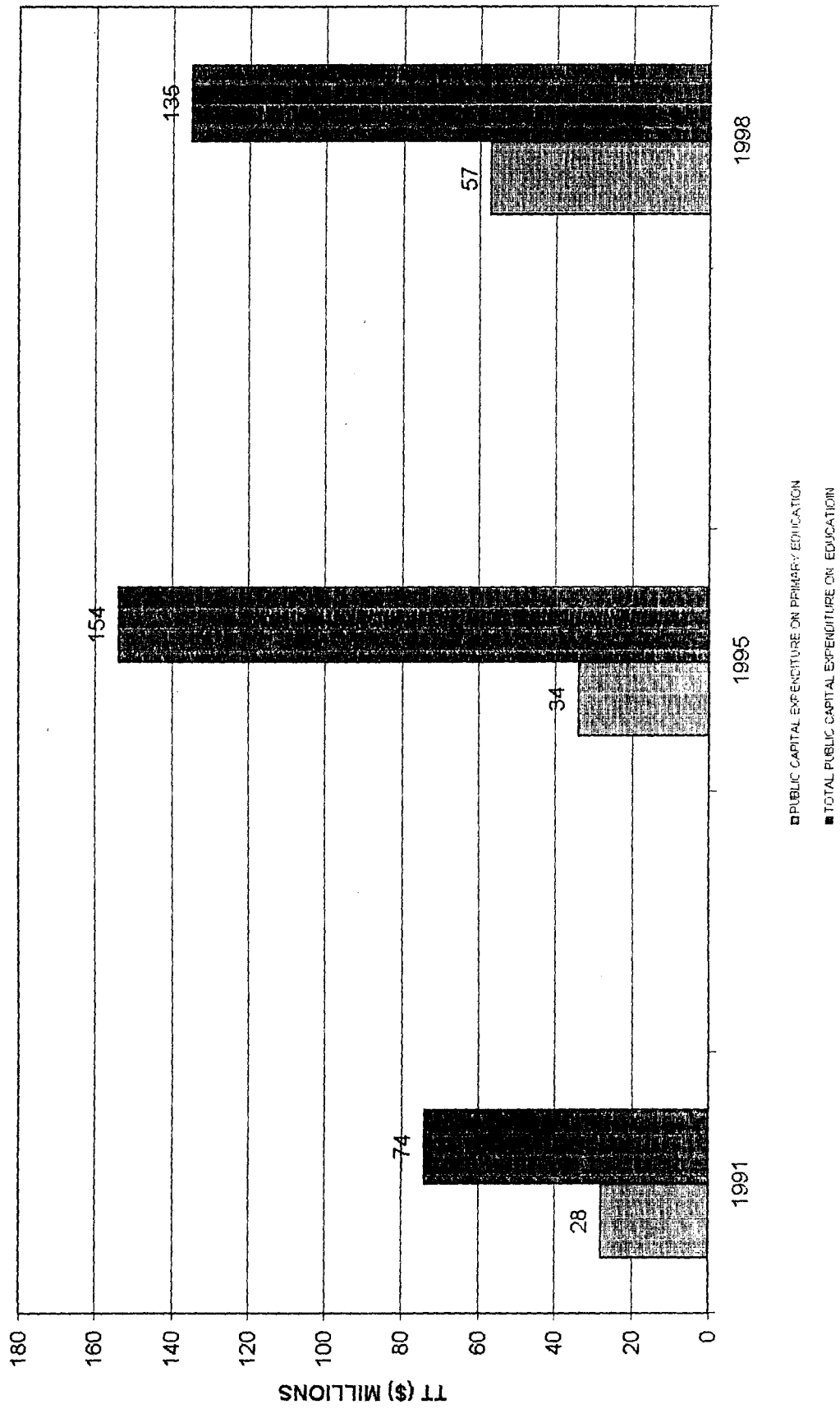
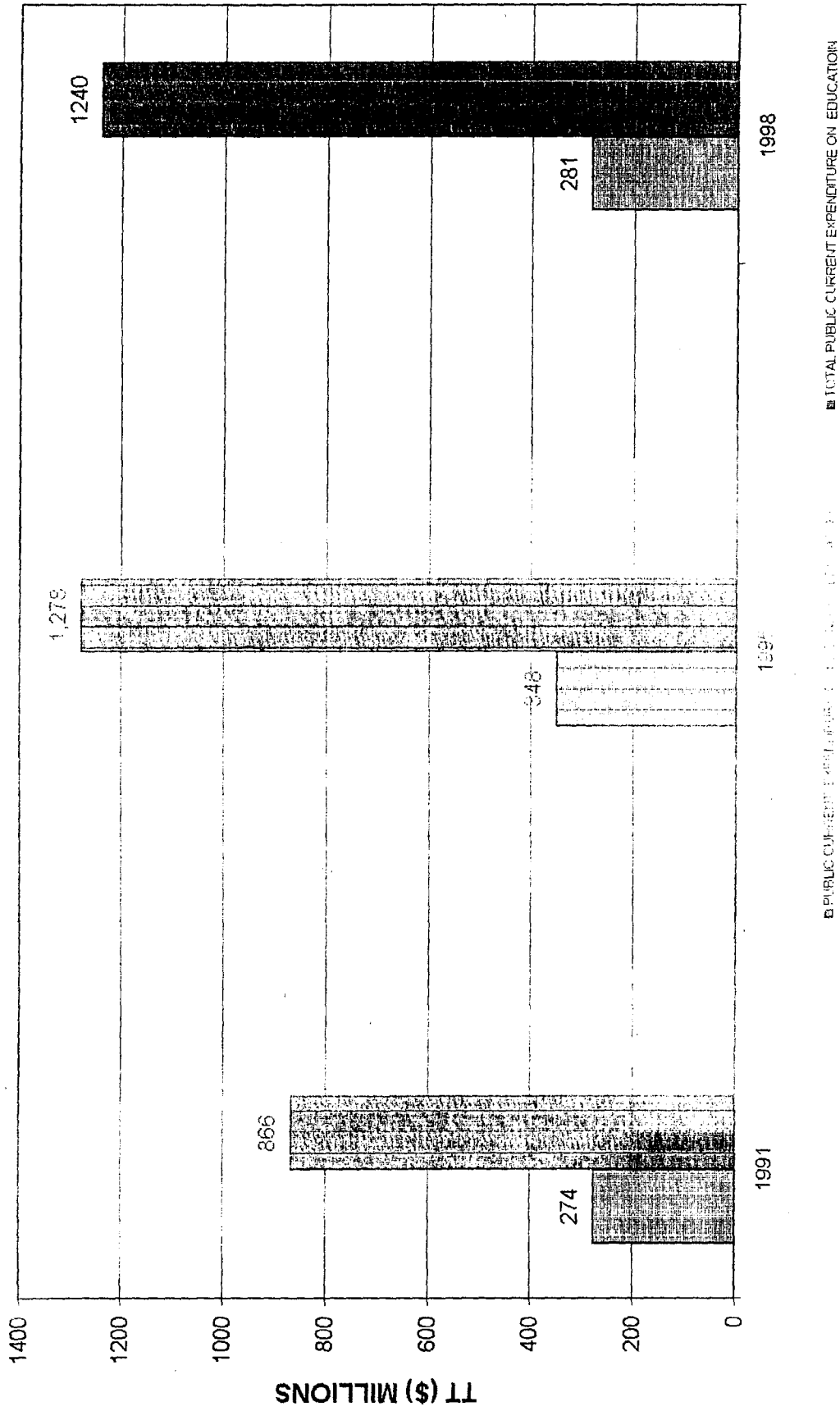
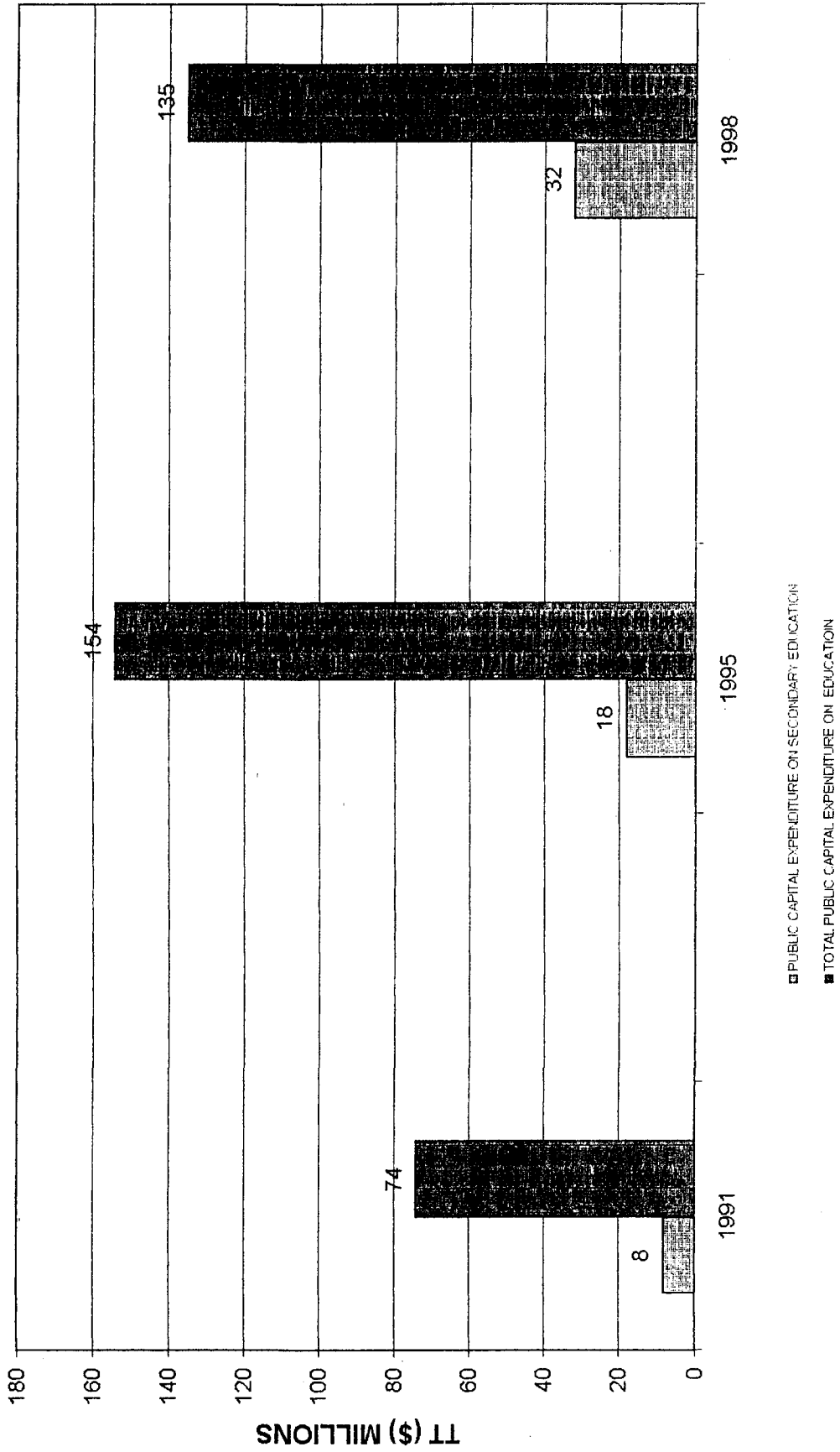


Fig 4. Public Current Expenditure on Education at the Secondary Level (1991, 1995 & 1998)



**Fig 5. Public Capital Expenditure on Education
at the Secondary Level (1991, 1995 & 1998)**



**Fig. 6 Pupil - Teacher ratios in Primary Education
(1990 - 1998)**

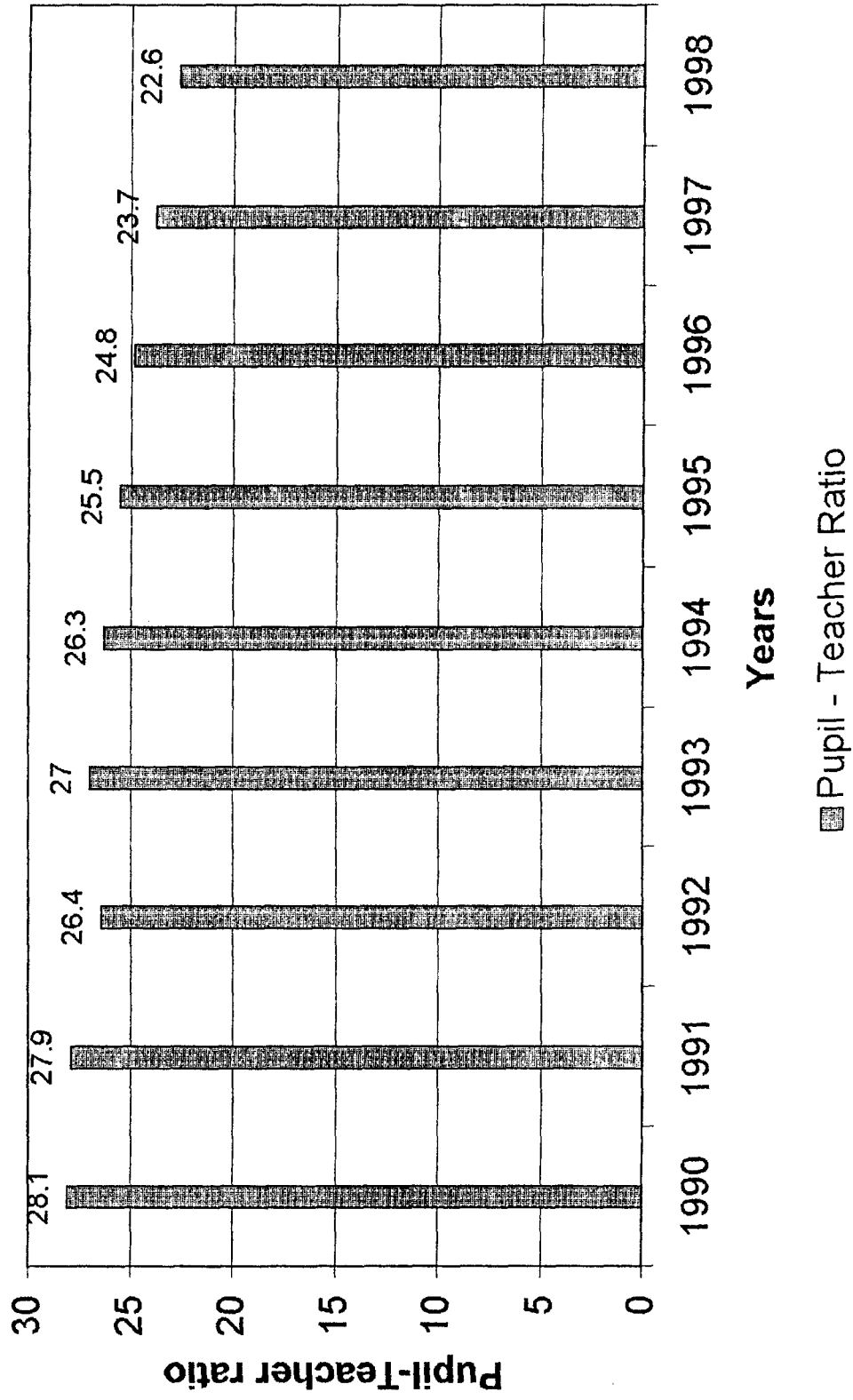
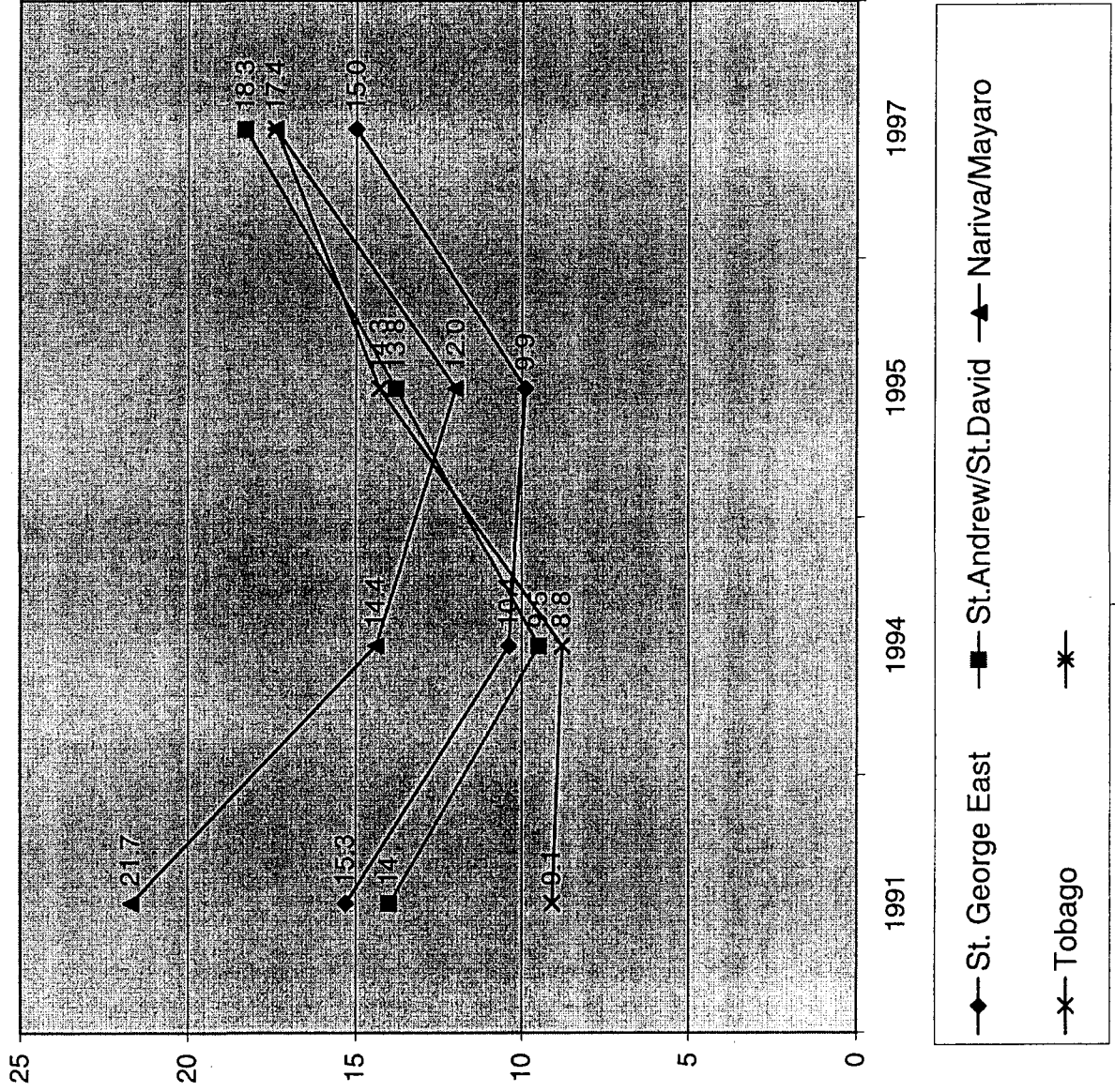


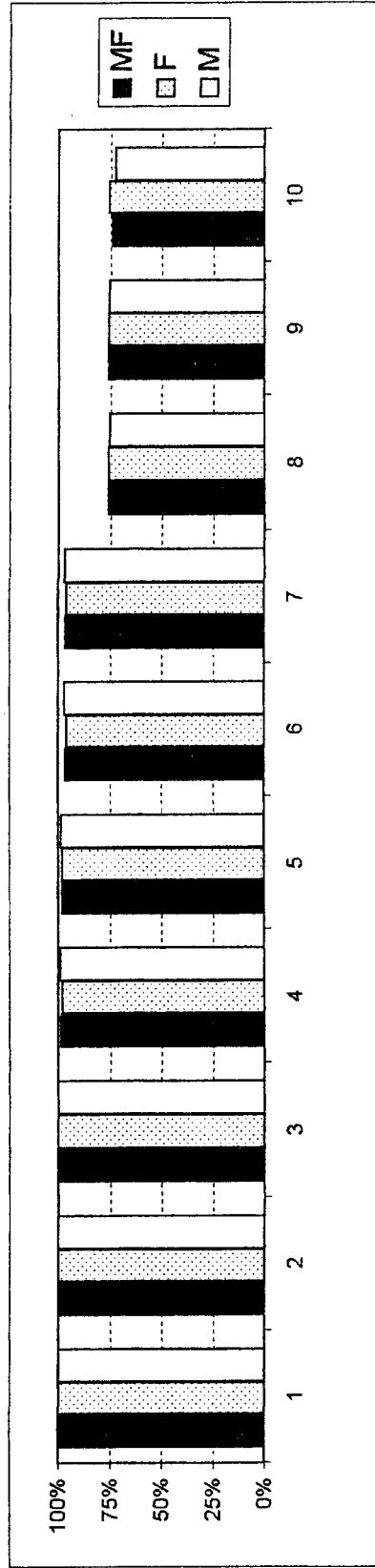
Figure 7 Repetition Rate for Grade 7 by selected Regions



1997

ILLUSTRATIVE GRAPHS FIGURE 8

1. Survival rates by grade and by gender



TRINIDAD & TOBAGO PUBLIC SCHOOLS - 1997

1997

FIGURE 9

3. Coefficient of efficiency at grade 5 and final grade by gender

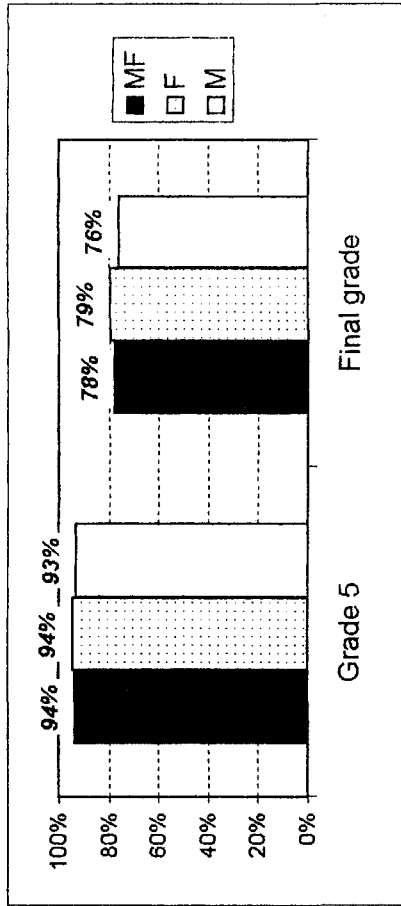


FIGURE 10

4. Years input per graduate by gender

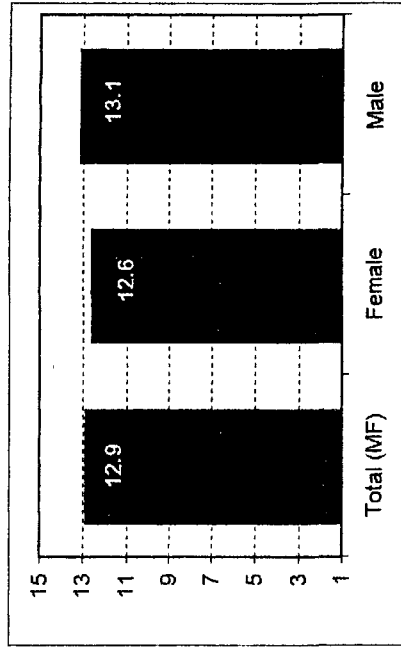
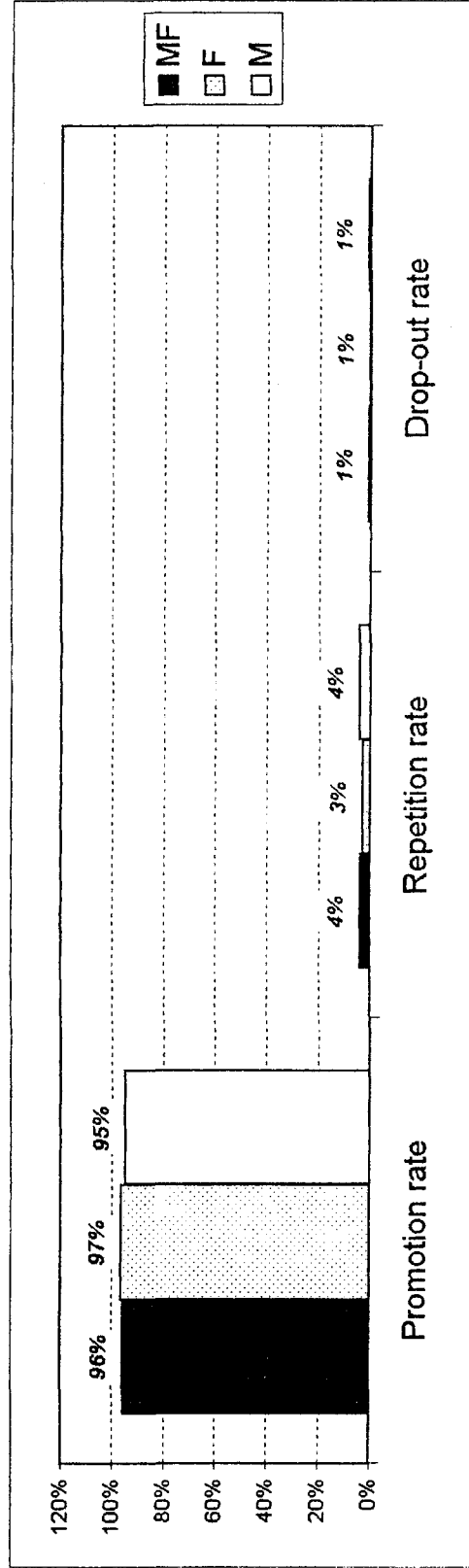


FIGURE 11

5. Average pupil-flow rates up to grade 5



**Fig 12. Percentage of Pupils who mastered
Basic Learning Competencies, 1999**

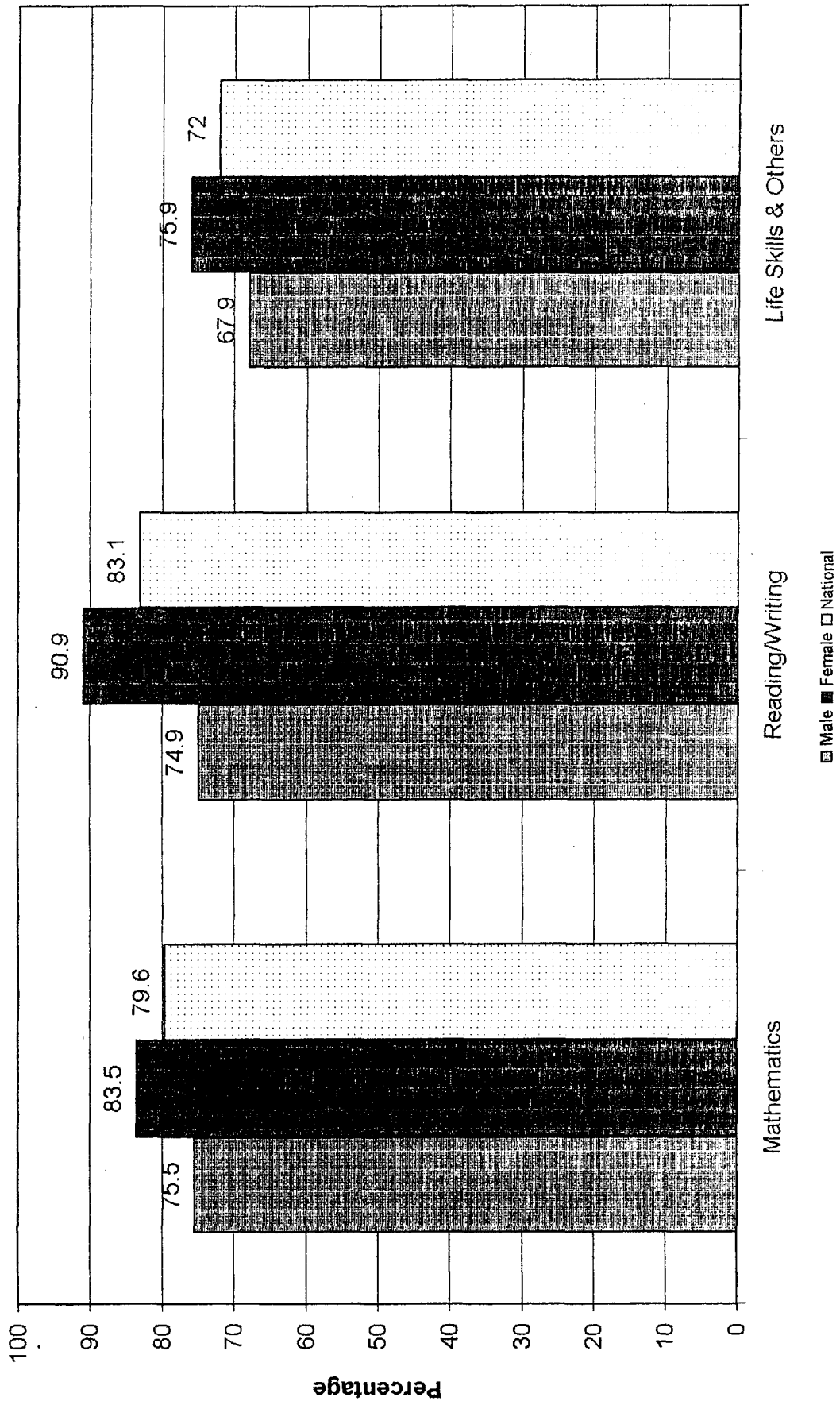
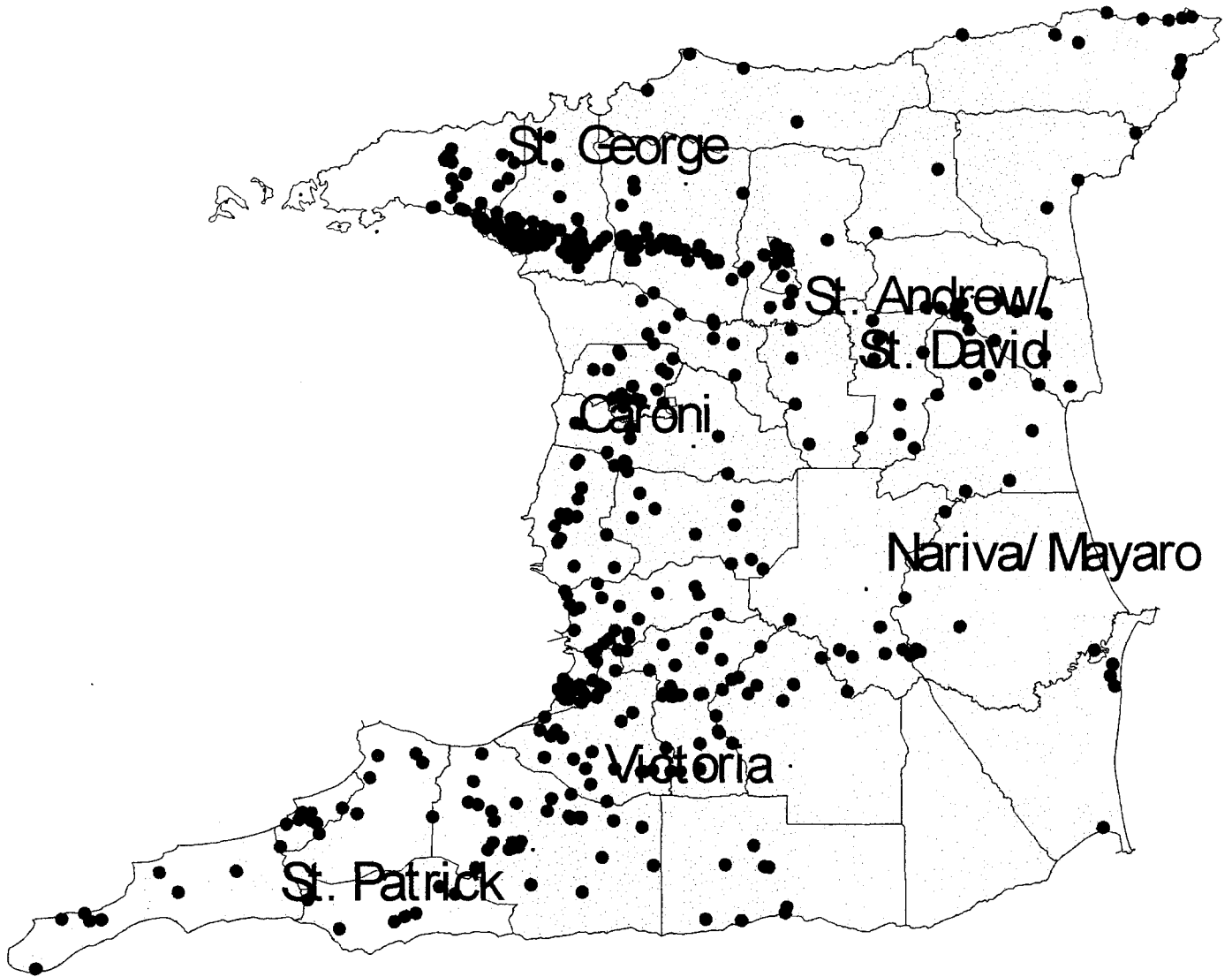
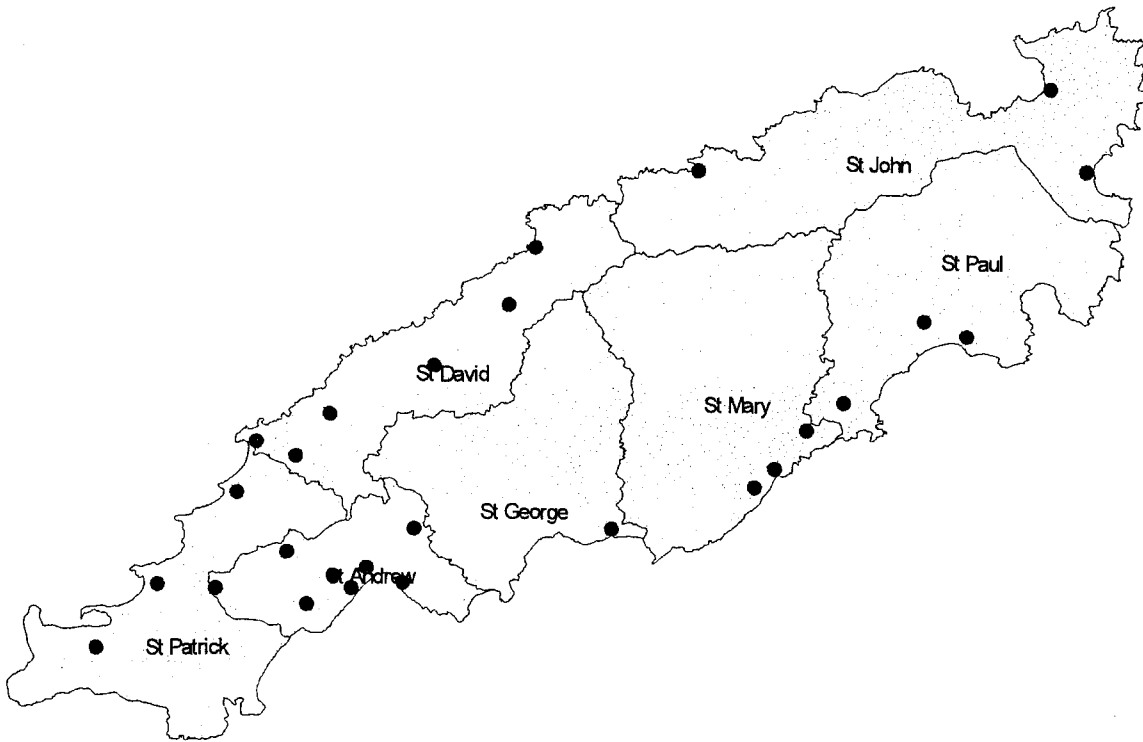


Fig. 13: Trinidad



- Public Schools

Fig. 14: Tobago



- Public Schools

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education													
Country:	TRINIDAD & TOBAGO												
	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.6/Col.9	Col.12	
Year:	1991												
Add Province	New entrants of all ages				New entrants of primary school entrance age ²				School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	Gender Parity Index	
	Total	Public	Private ¹	Total	Public	Private ¹	AIR	NIR					
NATIONAL	TOTAL (MF)	25,919	25,919	20,322	20,322	30,053	86.2	67.6	1.0	1.0			
(The whole country)	Male (M)	13,325	13,325	10,356	10,356	15,198	87.7	68.1					
	Female (F)	12,594	12,594	9,966	9,966	14,855	84.8	67.1					
St. George	TOTAL (MF)	6,343	6,343	4,851	4,851	6,992	90.7	69.4	1.0	1.1			
West	Male (M)	3,174	3,174	2,338	2,338	3,509	90.5	66.6					
	Female (F)	3,169	3,169	2,513	2,513	3,483	91.0	72.2					
St. George	TOTAL (MF)	3,964	3,964	3,113	3,113	4,956	80.0	62.8	0.8	0.8			
East	Male (M)	2,165	2,165	1,755	1,755	2,494	86.8	70.4					
	Female (F)	1,799	1,799	1,358	1,358	2,462	73.1	55.2					
St. Andrew/ St. David	TOTAL (MF)	1,557	1,557	1,095	1,095	1,661	93.7	65.9	1.0	1.0			
	Male (M)	794	794	555	555	845	94.0	65.7					
	Female (F)	763	763	540	540	816	93.5	66.2					
Caroni	TOTAL (MF)	3,799	3,799	2,957	2,957	4,672	81.3	63.3	1.0	1.0			
	Male (M)	1,969	1,969	1,521	1,521	2,363	83.3	64.4					
	Female (F)	1,830	1,830	1,436	1,436	2,309	79.3	62.2					
Nariva/ Mayaro	TOTAL (MF)	925	925	743	743	961	96.3	77.3	0.9	1.0			
	Male (M)	485	485	386	386	487	99.6	79.3					
	Female (F)	440	440	357	357	474	92.8	75.3					
Victoria	TOTAL (MF)	5,025	5,025	4,145	4,145	6,030	83.3	68.7	1.0	1.0			
	Male (M)	2,520	2,520	2,082	2,082	3,075	82.0	67.7					
	Female (F)	2,505	2,505	2,063	2,063	2,955	84.8	69.8					
St. Patrick	TOTAL (MF)	3,030	3,030	2,484	2,484	3,549	85.4	70.0	1.0	1.0			
	Male (M)	1,550	1,550	1,243	1,243	1,801	86.1	69.0					
	Female (F)	1,480	1,480	1,241	1,241	1,748	84.7	71.0					
Tobago	TOTAL (MF)	1,276	1,276	934	934	1,232	103.6	75.8	0.9	1.0			
	Male (M)	668	668	476	476	624	107.1	76.3					
	Female (F)	608	608	458	458	608	100.0	75.3					
Urban areas	TOTAL (MF)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas	TOTAL (MF)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : 5 YEARS

Data sources : ANNUAL STATISTICAL RETURN 1991 PUBLIC SCHOOLS, C.S.O. POPULATION DATA

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country: **TRINIDAD & TOBAGO**

Year: **1995**

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10 = Col.3/Col.9		Col.11 = Col.6/Col.9		Col.12	
	TOTAL (MIF)	Male (M)	Female (F)	TOTAL (MIF)	Male (M)	Female (F)	Public	Private	Total	Public	Private	School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	AIR	NIR	AIR	NIR	AIR	NIR	AIR	NIR
NATIONAL (The whole country)	22,702	11,691	11,011	22,702	11,691	11,011	16,718		16,718			30,452	74.6	54.9	1.0	1.0						
ST. GEORGE WEST	5,477	2,774	2,703	5,477	2,774	2,703	3,862		3,862			7,114	77.0	54.3	1.0	1.0						
ST. GEORGE EAST	3,697	1,899	1,798	3,697	1,899	1,798	1,946		1,946			3,525	76.7	55.2								
ST ANDREW/ST.DAVID	1,403	731	672	1,403	731	672	973		973			1,674	72.1	53.1	1.0	1.0						
CARONI	3,347	1,741	1,606	3,347	1,741	1,606	2,669		2,669			4,719	70.9	56.6	0.9	1.0						
NARIVA/MAYARO	864	449	415	864	449	415	580		580			960	90.0	60.4	0.9	1.0						
VICTORIA	4,355	2,253	2,102	4,355	2,253	2,102	2,832		2,832			4,855	87.4	59.6								
ST. PATRICK	2,652	1,373	1,279	2,652	1,373	1,279	2,044		2,044			3,592	73.8	56.9	1.0	1.1						
TOBAGO	905	471	434	905	471	434	601		601			1,245	72.7	48.3	1.0	0.9						
Urban areas													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						
Rural areas													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!						

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : **5 YEARS**

Data sources : ANNUAL STATISTICAL RETURNS, 1995 PUBLIC SCHOOLS C.S.O. POPULATION DATA

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10-Col.3/Col.9		Col.11-Col.6/Col.9		Col.12	
		New entrants of all ages		Public		Private		Total		Public		Private		School entrance age population		AIR (Apparent intake rate)		NIR (Net intake rate)		Gender Parity Index	
		Total	Female (F)	Male (M)	Total	Female (F)	Male (M)	Total	Female (F)	Male (M)	Public	Private	Public	Private	Public	Private	AIR	NIR	AIR	NIR	AIR
NATIONAL (The whole country)	TOTAL (MF)	20,648	10,693	10,648	15,091	15,091	15,091	15,091	15,091	7,700	7,391	15,499	30,606	67.5	49.3	69.0	49.7	1.0	1.0		
	Male (M)	9,955	5,118	5,118	7,391	7,391	7,391	7,391	7,391	3,514	3,626	7,130	15,107	65.9	48.9	65.9	48.9	1.0	1.0		
	Female (F)	2,563	2,555	2,555	1,816	1,816	1,816	1,816	1,816	1,876	1,757	3,569	5,068	72.0	51.2	72.0	51.2	1.0	1.0		
ST.GEORGE WEST	TOTAL (MF)	1,701	1,606	1,701	1,257	1,257	1,257	1,257	1,257	1,194	816	2,510	70.2	47.6	64.0	47.6	0.9	0.9			
	Male (M)	1,176	631	631	437	437	437	437	437	379	823	74.0	51.2	66.2	46.1	66.2	50.5	0.9	0.9		
	Female (F)	3,096	1,618	1,618	2,395	2,395	2,395	2,395	2,395	1,232	1,163	4,745	2,346	65.2	51.4	65.2	51.4	0.9	0.9		
ST.GEORGE EAST	TOTAL (MF)	1,478	736	736	529	529	529	529	529	298	231	963	76.4	54.9	76.4	54.9	0.8	0.8			
	Male (M)	421	315	315	231	231	231	231	231	188	143	486	477	66.0	48.4	66.0	48.4	0.9	0.9		
	Female (F)	4,038	2,113	2,113	3,036	3,036	3,036	3,036	3,036	1,585	1,451	6,120	3,113	67.9	50.9	67.9	50.9	0.9	0.9		
CARONI	TOTAL (MF)	1,925	2,311	2,311	1,779	1,779	1,779	1,779	1,779	880	899	3,007	3,608	64.0	48.3	64.0	48.3	1.0	1.0		
	Male (M)	1,175	1,136	1,136	880	880	880	880	880	899	1,781	1,827	64.3	48.2	64.3	48.2	0.9	0.9			
	Female (F)	866	471	471	571	571	571	571	571	313	258	1,253	637	69.1	49.1	69.1	49.1	0.9	0.9		
ST.PATRICK	TOTAL (MF)	395	395	395	258	258	258	258	258	616	616	616	616	64.1	41.9	64.1	41.9	#DIV/0!	#DIV/0!		
	Male (M)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
TOBAGO	TOTAL (MF)	866	471	471	571	571	571	571	571	313	258	1,253	637	69.1	49.1	69.1	49.1	0.9	0.9		
	Male (M)	471	395	395	258	258	258	258	258	616	616	616	616	64.1	41.9	64.1	41.9	#DIV/0!	#DIV/0!		
	Female (F)	1,136	1,136	1,136	899	899	899	899	899	899	899	899	899	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)													#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education : years

Data sources : ANNUAL STATISTICAL RETURN, 1998, C.S.O. POPULATION DATA

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **TRINIDAD & TOBAGO**

Year: **1991**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6	Col.7		Col.8	Col.9	Col.10 = Col.9/Col.9	Col.11 = Col.9/Col.9	Col.12	
		Total	Public	Public	Private	Total	Public		Private	Official school-age population ²					GER (Gross enrolment ratio)	NER (Net enrolment ratio)
NATIONAL (The whole country)	TOTAL (MF)	248,696	248,696	248,696		194,671	194,671	194,671	200,342	124.1	97.2	1.0	1.0			
	Male (M)	125,291	125,291	125,291		98,345	98,345	98,345	101,318	123.7	97.1					
St. George West	Female (F)	123,405	123,405	123,405		96,326	96,326	96,326	99,024	124.6	97.3					
	TOTAL (MF)	46,389	46,389	46,389		44,557	44,557	44,557	46,610	99.5	95.6	1.0	1.0			
St. George East	Male (M)	22,857	22,857	22,857		21,925	21,925	21,925	23,390	97.7	93.7					
	Female (F)	23,532	23,532	23,532		22,632	22,632	22,632	23,220	101.3	97.5					
St. Andrew/ St. David	TOTAL (MF)	30,468	30,468	30,468		29,261	29,261	29,261	33,034	92.2	88.6	1.0	1.0			
	Male (M)	15,577	15,577	15,577		15,025	15,025	15,025	16,625	93.7	90.4					
Caroni	Female (F)	14,891	14,891	14,891		14,236	14,236	14,236	16,409	90.7	86.8					
	TOTAL (MF)	10,826	10,826	10,826		10,270	10,270	10,270	11,073	92.7	89.3	1.0	1.0			
Nariva/ Mayaro	Male (M)	5,567	5,567	5,567		5,274	5,274	5,274	5,633	98.8	93.6					
	Female (F)	5,259	5,259	5,259		4,996	4,996	4,996	5,440	96.7	91.8					
Victoria	TOTAL (MF)	28,770	28,770	28,770		27,807	27,807	27,807	31,147	92.4	89.3	1.0	1.0			
	Male (M)	14,578	14,578	14,578		14,115	14,115	14,115	15,754	92.5	89.6					
St. Patrick	Female (F)	14,192	14,192	14,192		13,692	13,692	13,692	15,393	92.2	88.9					
	TOTAL (MF)	6,580	6,580	6,580		6,367	6,367	6,367	6,402	102.8	99.5	1.0	1.0			
Tobago	Male (M)	3,321	3,321	3,321		3,211	3,211	3,211	3,244	102.4	99.0					
	Female (F)	3,259	3,259	3,259		3,156	3,156	3,156	3,158	103.2	99.9					
Urban areas	TOTAL (MF)	38,509	38,509	38,509		37,170	37,170	37,170	40,200	95.8	92.5	1.0	1.0			
	Male (M)	19,566	19,566	19,566		18,914	18,914	18,914	20,501	95.4	92.3					
Rural areas	Female (F)	18,943	18,943	18,943		18,256	18,256	18,256	19,699	96.2	92.7					
	TOTAL (MF)	22,242	22,242	22,242		21,724	21,724	21,724	23,664	94.0	91.8	1.0	1.0			
Urban areas	Male (M)	11,223	11,223	11,223		10,963	10,963	10,963	12,011	93.4	91.3					
	Female (F)	11,019	11,019	11,019		10,761	10,761	10,761	11,653	94.6	92.3					
Rural areas	TOTAL (MF)	7,872	7,872	7,872		7,289	7,289	7,289	8,212	95.9	88.8	1.0	1.0			
	Male (M)	3,998	3,998	3,998		3,651	3,651	3,651	4,160	96.1	87.8					
Rural areas	Female (F)	3,874	3,874	3,874		3,638	3,638	3,638	4,052	95.6	89.8					
	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: **5 YEARS** Ending age: **11 YEARS**

Data sources: ANNUAL STATISTICAL RETURN, 1991 PUBLIC SCHOOLS C.S.O. POPULATION DATA

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **TRINIDAD & TOBAGO** Year: **1995**

Col.1 Add Province	Col.2	Col.3 Total enrolment (all ages)		Col.4 Public		Col.5 Private		Col.6 Enrolment of official primary school age		Col.7 Public		Col.8 Private		Col.9 Official school-age population ²	Col.10-Col.3/Col.9 GER (Gross enrolment ratio)	Col.11-Col.6/Col.9 NER (Net enrolment ratio)	Col.12 Gender Parity Index	
		Total	Female (F)	Male (M)	Female (F)	Male (M)	Total	Female (F)	Male (M)	Public	Private	GER	NER					
NATIONAL (The whole country)	TOTAL (MF)	179,346	88,211	91,135	179,346	85,818	169,482	85,818	83,664	203,007	88.3	83.5	1.0	1.0				
	Male (M)	91,135			91,135		85,818			102,888	88.6	83.4						
	Female (F)	88,211			88,211		83,664			100,119	88.1	83.6						
ST. GEORGE WEST	TOTAL (MF)	43,302	21,309	21,993	43,302	20,489	40,580	20,489	20,091	47,421	91.3	85.6	1.0	1.0				
	Male (M)	21,993			21,993		20,489			23,925	91.9	85.6						
	Female (F)	21,309			21,309		20,091			23,496	90.7	85.5						
ST. GEORGE EAST	TOTAL (MF)	28,742	14,618	14,124	28,742	13,764	27,073	13,764	13,309	33,546	85.7	80.7	1.0	1.0				
	Male (M)	14,618			14,618		13,764			16,919	86.4	81.4						
	Female (F)	14,124			14,124		13,309			16,627	84.9	80.0						
ST ANDREW/ ST.DAVID	TOTAL (MF)	10,654	5,506	5,148	10,654	5,177	10,080	5,177	4,903	11,161	95.5	91.2	1.0	1.0				
	Male (M)	5,506			5,506		5,177			5,679	97.0	91.2						
	Female (F)	5,148			5,148		4,903			5,482	93.9	89.4						
CARONI	TOTAL (MF)	27,108	13,739	13,369	27,108	12,814	25,883	13,069	12,814	31,462	86.2	82.3	1.0	1.0				
	Male (M)	13,739			13,739		13,069			15,934	86.2	82.0						
	Female (F)	13,369			13,369		12,814			15,528	86.1	82.5						
NARIVA/ MAYARO	TOTAL (MF)	6,333	3,177	3,156	6,333	2,985	5,981	2,985	2,996	6,400	99.0	93.5	1.0	1.0				
	Male (M)	3,177			3,177		2,985			3,235	99.2	92.3						
	Female (F)	3,156			3,156		2,996			3,165	99.7	94.7						
VICTORIA	TOTAL (MF)	34,996	17,700	17,296	34,996	16,433	33,206	16,773	16,773	40,771	85.8	81.4	1.0	1.0				
	Male (M)	17,700			17,700		16,773			20,807	85.1	80.6						
	Female (F)	17,296			17,296		16,433			19,964	86.6	82.3						
ST. PATRICK	TOTAL (MF)	20,873	10,651	10,222	20,873	9,822	19,950	10,128	9,822	23,945	87.2	83.3	1.0	1.0				
	Male (M)	10,651			10,651		10,128			12,160	87.6	83.3						
	Female (F)	10,222			10,222		9,822			11,785	86.7	83.3						
TOBAGO	TOTAL (MF)	7,338	3,751	3,587	7,338	3,433	6,729	3,433	3,296	8,301	88.4	81.1	1.0	1.0				
	Male (M)	3,751			3,751		3,433			4,229	88.7	81.2						
	Female (F)	3,587			3,587		3,296			4,072	88.1	80.9						
Urban areas	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
Rural areas	TOTAL (MF)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Male (M)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
	Female (F)										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Ending age :

Data sources : ANNUAL STATISTICAL RETURNS, 1995/PUBLIC SCHOOLS, C.S.O., POPULATION DATA

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **TRINIDAD & TOBAGO** Year: **1998**

Col.1 Add Province	Col.2	Col.3 Total enrolment (all ages)		Col.4 Public		Col.5 Private		Col.6 Enrolment of official primary school age		Col.7 Public	Col.8 Private	Col.9 Official school-age population ²	Col.10 - Col.9/Col.9 GER (Gross enrolment ratio)	Col.11 - Col.9/Col.9 NER (Net enrolment ratio)	Col.12 Gender Parity Index	
		Total	Public	Private	Total	Public	Private	GER	NER							
NATIONAL (The whole country)	TOTAL (MIF)	162,406	162,406		149,166			149,166				204,034	79.6	73.1	1.0	1.0
	Male (M)	82,304	82,304		75,442			75,442				103,328	79.7	73.0		
	Female (F)	80,102	80,102		73,724			73,724				100,706	79.5	73.2		
ST. GEORGE WEST	TOTAL (MIF)	39,219	39,219		35,363			35,363				47,812	82.0	74.0	1.0	1.0
	Male (M)	19,784	19,784		17,718			17,718				24,170	81.9	73.3		
	Female (F)	19,435	19,435		17,645			17,645				23,642	82.2	74.6		
ST. GEORGE EAST	TOTAL (MIF)	26,894	26,894		24,573			24,573				33,790	79.6	72.7	1.0	1.0
	Male (M)	13,652	13,652		12,390			12,390				17,055	80.0	72.6		
	Female (F)	13,242	13,242		12,183			12,183				16,735	79.1	72.8		
ST. ANDREW/ ST. DAVID	TOTAL (MIF)	10,065	10,065		9,097			9,097				11,175	90.1	81.4	1.0	1.0
	Male (M)	5,164	5,164		4,620			4,620				5,687	90.8	81.2		
	Female (F)	4,901	4,901		4,477			4,477				5,488	89.3	81.6		
CARONI	TOTAL (MIF)	24,588	24,588		22,847			22,847				31,635	77.7	72.2	1.0	1.0
	Male (M)	12,570	12,570		11,635			11,635				15,993	78.6	72.8		
	Female (F)	12,018	12,018		11,212			11,212				15,642	76.8	71.7		
NARIVA MAYARO	TOTAL (MIF)	5,817	5,817		5,253			5,253				6,420	90.6	81.8	1.0	1.0
	Male (M)	2,984	2,984		2,689			2,689				3,241	92.1	83.0		
	Female (F)	2,833	2,833		2,564			2,564				3,179	89.1	80.7		
VICTORIA	TOTAL (MIF)	31,331	31,331		28,911			28,911				40,802	76.8	70.9	1.0	1.0
	Male (M)	15,888	15,888		14,827			14,827				20,757	76.5	70.5		
	Female (F)	15,443	15,443		14,284			14,284				20,045	77.0	71.3		
ST. PATRICK	TOTAL (MIF)	17,790	17,790		17,133			17,133				24,049	74.0	71.2	1.0	1.0
	Male (M)	8,827	8,827		8,717			8,717				12,179	72.5	71.6		
	Female (F)	8,963	8,963		8,416			8,416				11,870	75.5	70.9		
TOBAGO	TOTAL (MIF)	6,702	6,702		5,989			5,989				8,351	80.3	71.7	1.0	1.0
	Male (M)	3,435	3,435		3,046			3,046				4,246	80.9	71.7		
	Female (F)	3,267	3,267		2,943			2,943				4,105	79.6	71.7		
Urban areas	TOTAL (MIF)												#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MIF)												#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Ending age :

Data sources : ANNUAL STATISTICAL RETURN 1998, C.S.O. POPULATION DATA

TABLE 5a: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		TRINIDAD AND TOBAGO								
		Year: 1990-2000								
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.2÷Col.3	Col.8=Col.3÷Col.5	Col.9=(Col.2÷Col.4)÷(Col.5÷Col.6)		
Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrolment in primary education	Gross national product (GNP)	Total Population	Public current exp. on primary ed. as % of total public current exp. on ed.	Public current exp. on primary ed. as % of GNP	Public current exp. on primary ed. per pupil as % of GNP per capita		
1990	349,650,192	750,200,000	194,192	20,041,200,000	1,231,100	46.6	1.7	11.1		
1991	355,585,409	865,600,000	196,329	20,054,200,000	1,258,100	41.1	1.8	11.4		
1992	365,831,882	894,700,000	197,030	21,186,900,000	1,286,000	40.9	1.7	11.3		
1993	386,511,880	912,100,000	195,013	23,135,000,000	1,314,700	42.4	1.7	11.3		
1994	416,259,499	1,015,700,000	191,636	26,584,000,000	1,343,900	41.0	1.6	11.0		
1995	459,208,935	1,278,200,000	186,000	27,990,100,000	1,373,300	35.9	1.6	12.1		
1996	475,928,852	1,394,400,000	181,030	31,644,000,000	1,401,300	34.1	1.5	11.6		
1997	489,520,200	1,432,200,000	176,204	33,635,800,000	1,429,900	34.2	1.5	11.8		
1998	512,348,200	1,240,800,000	169,580	34,249,600,000	1,459,000	41.3	1.5	12.9		
1999						#DIV/0!	#DIV/0!	#DIV/0!		
2000 *						#DIV/0!	#DIV/0!	#DIV/0!		

Note: Data should refer to actual expenditure in national currency. Please indicate by means of a footnote if otherwise.

* Forecast

Data sources : Draft Estimates Details of Estimates of Recurrent Expenditure

*1998 Revised Estimates Jan. - Sept.(due to the change in the financial year from Jan. 1 - Dec. 31, to Oct. 1 - Sept. 30

TABLE 5b: Indicators 7 and 8 - Capital expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:	TRINIDAD AND TOBAGO									
	Year: 1990-2000									
Col.1 Year	Col.2 Public capital expenditure on primary education	Col.3 Total public capital expenditure on education	Col.4 Total enrollment in primary education	Col.5 Gross national product (GNP)	Col.6 Total Population	Col.7 = Col.2 ÷ Col.3 Public capital exp. on primary ed. as % of total public capital exp. on ed.	Col.8 = Col.2 ÷ Col.5 Public capital exp. on primary ed. as % of GNP	Col.9 = (Col.2 ÷ Col.4) ÷ (Col.5 ÷ Col.6) Public capital exp. on primary ed. per pupil as % of GNP per capita		
1990	27,661,895	60,700,000	194,192	20,041,200,000	1,231,100	45.6	0.1	0.9		
1991	55,054,878	73,700,000	196,329	20,054,200,000	1,258,100	74.7	0.3	1.8		
1992	30,458,794	44,200,000	197,030	21,186,900,000	1,286,000	68.9	0.1	0.9		
1993	23,858,491	30,700,000	195,013	23,135,000,000	1,314,700	77.7	0.1	0.7		
1994	51,759,027	65,800,000	191,636	26,584,000,000	1,343,900	78.7	0.2	1.4		
1995	33,696,661	153,900,000	186,000	27,990,100,000	1,373,300	21.9	0.1	0.9		
1996	24,889,714	103,900,000	181,030	31,644,000,000	1,401,300	24.0	0.1	0.6		
1997	35,543,386	132,000,000	176,204	33,635,800,000	1,429,900	26.9	0.1	0.9		
1998 *	57,461,194	135,800,892	105,790	34,249,600,000	1,459,000	42.3	0.2	2.3		
1999						#DIV/0!	#DIV/0!	#DIV/0!		
2000 *						#DIV/0!	#DIV/0!	#DIV/0!		

Note: Data should refer to actual expenditure in national currency. Please indicate by means of a footnote if otherwise.

* Forecast

Data sources: Draft Estimates Details of Estimates of Recurrent Expenditure

**1998 Revised Estimates Jan. - Sept. (due to the change in the financial year from Jan. 1 - Dec. 31, to Oct. 1 - Sept. 30)

TABLE 5c: Indicators 7 and 8 - Current expenditure on secondary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		TRINIDAD AND TOBAGO									
		Year: 1990-2000									
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7=Col.2÷Col.3	Col.8=Col.9÷Col.5	Col.9=(Col.2÷Col.4)÷(Col.5÷Col.6)			
Year	Public current expenditure on secondary education	Total public current expenditure on education	Total enrollment in secondary education	Gross national product (GNP)	Total Population	Public current exp. on secondary ed. as % of total public current exp. on ed.	Public current exp. on secondary ed. as % of GNP	Public current exp. on secondary ed. per pupil as % of GNP per capita			
1990	256,175,977	750,200,000	96,245	20,041,200,000	1,231,100	34.1	1.3	16.4			
1991	274,182,837	865,600,000	98,868	20,054,200,000	1,258,100	31.7	1.4	17.4			
1992	294,105,492	894,700,000	97,161	21,186,900,000	1,286,000	32.9	1.4	18.4			
1993	300,489,282	912,100,000	99,590	23,135,000,000	1,314,700	32.9	1.3	17.1			
1994	327,347,247	1,015,700,000	100,609	26,584,000,000	1,343,900	32.2	1.2	16.4			
1995	348,483,423	1,278,200,000	100,676	27,990,100,000	1,373,300	27.3	1.2	17.0			
1996	320,154,832	1,394,400,000	104,349	31,644,000,000	1,401,300	23.0	1.0	13.6			
1997	335,477,900	1,432,200,000	106,050	33,635,800,000	1,429,900	23.4	1.0	13.4			
1998 *	280,603,900	1,240,800,000	105,790	34,249,600,000	1,459,000	22.6	0.8	11.3			
1999						#DIV/0!	#DIV/0!	#DIV/0!			
2000 *						#DIV/0!	#DIV/0!	#DIV/0!			

Note: Data should refer to actual expenditure in national currency. Please indicate by means of a footnote if otherwise.

* Forecast

Data sources: Draft Estimates Details of Estimates of Recurrent Expenditure

*1998 Revised Estimates Jan. - Sept. (due to the change in the financial year from Jan. 1 - Dec. 31, to Oct. 1 - Sept. 30)

TABLE 5d: Indicators 7 and 8 - Capital expenditure on secondary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on secondary education per pupil as percentage of Gross National Product (GNP) per capita

Country:		TRINIDAD AND TOBAGO									
		Year:									
		1990-2000									
Col.1 Year	Col.2 Public capital expenditure on secondary education	Col.3 Total public capital expenditure on education	Col.4 Total enrolment in secondary education	Col.5 Gross national product (GNP)	Col.6 Total Population	Col.7 = Col.2 ÷ Col.3 Public capital exp. on secondary ed. as % of total public capital exp. on ed.	Col.8 = Col.3 ÷ Col.5 Public capital exp. on secondary ed. as % of GNP	Col.9 = (Col.2 + Col.4) ÷ (Col.5 + Col.6) Public capital exp. on second ed. per pupil as % of GNP per capita			
1990	22,079,740	60,700,000	96,245	20,041,200,000	1,231,100	36.4	0.1	1.4			
1991	7,836,751	73,700,000	98,868	20,054,200,000	1,258,100	10.6	0.0	0.5			
1992	4,375,813	44,200,000	97,161	21,186,900,000	1,286,000	9.9	0.0	0.3			
1993	3,439,742	30,700,000	99,590	23,135,000,000	1,314,700	11.2	0.0	0.2			
1994	10,180,115	65,800,000	100,609	26,584,000,000	1,343,900	15.5	0.0	0.5			
1995	18,094,004	153,900,000	100,676	27,990,100,000	1,373,300	11.8	0.1	0.9			
1996	19,575,187	103,900,000	104,349	31,644,000,000	1,401,300	18.8	0.1	0.8			
1997	27,561,463	132,000,000	106,050	33,635,800,000	1,429,900	20.9	0.1	1.1			
1998 *	32,352,507	135,800,892	105,790	34,249,600,000	1,459,000	23.8	0.1	1.3			
1999						#DIV/0!	#DIV/0!	#DIV/0!			
2000 *						#DIV/0!	#DIV/0!	#DIV/0!			

Note: Data should refer to actual expenditure in national currency. Please indicate by means of a footnote if otherwise.

* Forecast

Data sources : Draft Estimates Details of Estimates of Recurrent Expenditure

*1998 Revised Estimates Jan. - Sept. (due to the change in the financial year from Jan. 1 - Dec. 31, to Oct. 1 - Sept. 30)

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: **TRINIDAD AND TOBAGO** Year: **1990**

Col.1 (Add Province)	Col.2	Col.3		Col.4 With academic qualification	Col.5 Certified to teach	Col.6=Col.4/Col.3 Percentage of primary school teachers With academic qualification (1)	Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total						(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	6,908	6,908	5,633	81.5	1.0	1.1		
	Male (M)	1,885	1,885	1,472	78.1				
	Female (F)	5,023	5,023	4,161	82.8				
St. George West	TOTAL (MF)	1,628	1,628	1,165	71.6	1.0	1.2		
	Male (M)	403	403	254	63.0				
	Female (F)	1,225	1,225	911	74.4				
St. George East	TOTAL (MF)	1,104	1,104	928	84.1	1.0	1.1		
	Male (M)	246	246	191	77.6				
	Female (F)	858	858	737	85.9				
St. Andrew / St. David	TOTAL (MF)	380	380	300	78.9	1.0	1.0		
	Male (M)	124	124	97	78.2				
	Female (F)	256	256	203	79.3				
Caroni	TOTAL (MF)	1,013	1,013	838	82.7	1.0	1.1		
	Male (M)	335	335	268	80.0				
	Female (F)	678	678	570	84.1				
Nariva / Mayaro	TOTAL (MF)	235	235	165	70.2	1.0	1.1		
	Male (M)	92	92	60	65.2				
	Female (F)	143	143	105	73.4				
Victoria	TOTAL (MF)	1,425	1,425	1,256	88.1	1.0	1.0		
	Male (M)	384	384	337	87.8				
	Female (F)	1,041	1,041	919	88.3				
St. Patrick	TOTAL (MF)	806	806	713	88.5	1.0	1.0		
	Male (M)	259	259	228	88.0				
	Female (F)	547	547	485	88.7				
Tobago	TOTAL (MF)	317	317	268	84.5	1.0	1.0		
	Male (M)	42	42	37	88.1				
	Female (F)	275	275	231	84.0				

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

G.C.E./CXC 'o' 5 and over or SC Grade I, II and III

(b) Certification to teach :

A teacher who has acquired professional training at an approved Teachers' Training College

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Annual Statistical Returns, Public Schools

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country:		TRINIDAD AND TOBAGO		Year:		1991	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
Add Province	Total	Number of primary school teachers		Certified to teach	Percentage of primary school teachers		Gender Parity Index
		With academic qualification	Certified to teach		With academic qualification (1)	Certified to teach (2)	
NATIONAL (The whole country)	TOTAL (MF)	7,044	7,044	5,595	100.0	79.4	1.0
	Male (M)	1,910	1,910	1,434	100.0	75.1	
	Female (F)	5,134	5,134	4,161	100.0	81.0	
St. George West	TOTAL (MF)	1,654	1,654	1,153	100.0	69.7	1.0
	Male (M)	407	407	247	100.0	60.7	
	Female (F)	1,247	1,247	906	100.0	72.7	
St. George East	TOTAL (MF)	1,124	1,124	928	100.0	82.6	1.0
	Male (M)	236	236	178	100.0	75.4	
	Female (F)	888	888	750	100.0	84.5	
St. Andrew / St. David	TOTAL (MF)	404	404	302	100.0	74.8	1.0
	Male (M)	143	143	111	100.0	77.6	
	Female (F)	261	261	191	100.0	73.2	
Caroni	TOTAL (MF)	1,055	1,055	849	100.0	80.5	1.0
	Male (M)	338	338	263	100.0	77.8	
	Female (F)	717	717	586	100.0	81.7	
Nariva / Mayaro	TOTAL (MF)	238	238	154	100.0	64.7	1.0
	Male (M)	92	92	56	100.0	60.9	
	Female (F)	146	146	98	100.0	67.1	
Victoria	TOTAL (MF)	1,435	1,435	1,255	100.0	87.5	1.0
	Male (M)	378	378	320	100.0	84.7	
	Female (F)	1,057	1,057	935	100.0	88.5	
St. Patrick	TOTAL (MF)	814	814	696	100.0	85.5	1.0
	Male (M)	265	265	223	100.0	84.2	
	Female (F)	549	549	473	100.0	86.2	
Tobago	TOTAL (MF)	320	320	258	100.0	80.6	1.0
	Male (M)	51	51	36	100.0	70.6	
	Female (F)	269	269	222	100.0	82.5	

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

G.C.E./CXC "o" 5 and over or Sc Grade I,II and III

(b) Certification to teach :

A teacher who has acquired professional training at an approved Teachers' Training College.

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

ANNUAL STATISTICAL RETURNS - Public Schools

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country:	TRINIDAD AND TOBAGO				Year:		1992	
	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
	Add Province	Number of primary school teachers With academic qualification	Total	Certified to teach	With academic qualification (1)	Certified to teach (2)	Gender Parity Index (1)	Gender Parity Index (2)
NATIONAL (The whole country)								
St. George West	TOTAL (MF) Male (M) Female (F)	1,677 403 1,274	1,173 255 918	100.0 100.0 100.0	69.9 63.3 72.1	1.0	1.1	
St. George East	TOTAL (MF) Male (M) Female (F)	1,161 235 926	936 174 762	100.0 100.0 100.0	80.6 74.0 82.3	1.0	1.1	
St. Andrew / St. David	TOTAL (MF) Male (M) Female (F)	407 137 270	299 97 202	100.0 100.0 100.0	73.5 70.8 74.8	1.0	1.1	
Caroni	TOTAL (MF) Male (M) Female (F)	1,105 349 756	868 268 600	100.0 100.0 100.0	78.6 76.8 79.4	1.0	1.0	
Nariva / Mayaro	TOTAL (MF) Male (M) Female (F)	244 93 151	151 55 96	100.0 100.0 100.0	61.9 59.1 63.6	1.0	1.1	
Victoria	TOTAL (MF) Male (M) Female (F)	1,457 389 1,068	1,254 325 929	100.0 100.0 100.0	86.1 83.5 87.0	1.0	1.0	
St. Patrick	TOTAL (MF) Male (M) Female (F)	828 261 567	685 216 469	100.0 100.0 100.0	82.7 82.8 82.7	1.0	1.0	
Tobago	TOTAL (MF) Male (M) Female (F)	322 46 276	254 35 219	100.0 100.0 100.0	78.9 76.1 79.3	1.0	1.0	

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

G.C.E./CXC "o" 5 and over or SC Grade I, II and III

(b) Certification to teach :

A teacher who has acquired professional training at an approved Teachers' Training College.

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

Annual Statistical Returns, Public Schools

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country:	TRINIDAD AND TOBAGO		Year: 1993					
	Col.1 Add Province	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
		Number of primary school teachers		Certified to teach		Percentage of primary school teachers		Gender Parity Index
		Total	With academic qualification	Total	With academic qualification (1)	Certified to teach (2)		(1) (2)
NATIONAL	TOTAL (MF)	7,210	7,210	5,546	100.0	76.9	1.0	1.1
(The whole country)	Male (M)	1,902	1,902	1,392	100.0	73.2		
	Female (F)	5,308	5,308	4,154	100.0	78.3		
St. George West	TOTAL (MF)	1,692	1,692	1,174	100.0	69.4	1.0	1.1
	Male (M)	408	408	258	100.0	63.2		
	Female (F)	1,284	1,284	916	100.0	71.3		
St. George East	TOTAL (MF)	1,152	1,152	904	100.0	78.5	1.0	1.1
	Male (M)	242	242	179	100.0	74.0		
	Female (F)	910	910	725	100.0	79.7		
St. Andrew / St. David	TOTAL (MF)	413	413	301	100.0	72.9	1.0	1.1
	Male (M)	138	138	96	100.0	69.6		
	Female (F)	275	275	205	100.0	74.5		
Caroni	TOTAL (MF)	1,097	1,097	853	100.0	77.8	1.0	1.0
	Male (M)	337	337	256	100.0	76.0		
	Female (F)	760	760	597	100.0	78.6		
Nariva / Mayaro	TOTAL (MF)	250	250	154	100.0	61.6	1.0	1.0
	Male (M)	92	92	56	100.0	60.9		
	Female (F)	158	158	98	100.0	62.0		
Victoria	TOTAL (MF)	1,456	1,456	1,233	100.0	84.7	1.0	1.1
	Male (M)	380	380	307	100.0	80.8		
	Female (F)	1,076	1,076	926	100.0	86.1		
St. Patrick	TOTAL (MF)	832	832	679	100.0	81.6	1.0	1.0
	Male (M)	260	260	206	100.0	79.2		
	Female (F)	572	572	473	100.0	82.7		
Tobago	TOTAL (MF)	318	318	248	100.0	78.0	1.0	1.0
	Male (M)	45	45	34	100.0	75.6		
	Female (F)	273	273	214	100.0	78.4		

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: G.C.E./CXC "o" 5 and over or Sc Grade I, II and III

(b) Certification to teach : A teacher who has acquired professional training at an approved Teachers' Training College.

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Annual Statistical Returns, Public Schools

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Col.1 Country: TRINIDAD AND TOBAGO	Col.2		Col.3		Col.4		Col.5		Col.6=Col.4/Col.3		Col.7=Col.5/Col.3		Col.8	
	Add Province	TOTAL (MF) Male (M) Female (F)	Number of primary school teachers		With academic qualification	Certified to teach	Certified to teach	With academic qualification (1)	Certified to teach (2)	Gender Parity Index	Gender Parity Index	Year: 1994	(1)	(2)
			Total	With academic qualification										
NATIONAL (The whole country)			7,292	7,292	5,634		100.0	77.3	1.0	1.1				
St. George West			407	407	264		100.0	64.9	1.0	1.1				
St. George East			1,307	1,307	925		100.0	70.8	1.0	1.2				
St. Andrew / St. David			1,176	1,176	939		100.0	79.8	1.0	1.2				
Caroni			272	272	194		100.0	71.3	1.0	1.1				
Nariva / Mayaro			904	904	745		100.0	82.4	1.0	1.1				
Victoria			420	420	309		100.0	73.6	1.0	1.0				
St. Patrick			133	133	99		100.0	74.4	1.0	1.1				
Tobago			287	287	210		100.0	73.2	1.0	1.1				
			1,105	1,105	871		100.0	78.8	1.0	1.1				
			348	348	261		100.0	75.0	1.0	1.1				
			757	757	610		100.0	80.6	1.0	1.0				
			252	252	155		100.0	61.5	1.0	1.0				
			88	88	55		100.0	62.5	1.0	1.0				
			164	164	100		100.0	61.0	1.0	1.0				
			1,461	1,461	1,236		100.0	84.6	1.0	1.0				
			376	376	311		100.0	82.7	1.0	1.0				
			1,085	1,085	925		100.0	85.3	1.0	1.0				
			843	843	696		100.0	82.6	1.0	1.0				
			254	254	209		100.0	82.3	1.0	1.0				
			589	589	487		100.0	82.7	1.0	1.0				
			321	321	239		100.0	74.5	1.0	1.1				
			45	45	32		100.0	71.1	1.0	1.1				
			276	276	207		100.0	75.0	1.0	1.1				

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: **G.C.E./CXC 'o' 5 and over or SC Grade I,II and III**

(b) Certification to teach : **A teacher who has acquired professional training at an approved Teachers' Training College.**

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : **Annual Statistical Returns - Public Schools**

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6=Col.4/Col.3		Col.7=Col.5/Col.3		Col.8	
			Total	With academic qualification	Number of primary school teachers	Certified to teach	With academic qualification (1)	Percentage of primary school teachers	Certified to teach (2)	Gender Parity Index	(1)	(2)		
NATIONAL (The whole country)	TOTAL (MF)		7,429	7,429	5,776		100.0	77.7	1.0	1.0				
	Male (M)		1,923	1,923	1,458		100.0	75.8						
	Female (F)		5,506	5,506	4,318		100.0	78.4						
St. George West	TOTAL (MF)		1,740	1,740	1,224		100.0	70.3	1.0	1.1				
	Male (M)		415	415	280		100.0	67.5						
	Female (F)		1,325	1,325	944		100.0	71.2						
St. George East	TOTAL (MF)		1,186	1,186	981		100.0	82.7	1.0	1.1				
	Male (M)		270	270	210		100.0	77.8						
	Female (F)		916	916	771		100.0	84.2						
St. Andrew / St. David	TOTAL (MF)		439	439	305		100.0	69.5	1.0	1.0				
	Male (M)		123	123	85		100.0	69.1						
	Female (F)		316	316	220		100.0	69.6						
Caroni	TOTAL (MF)		1,125	1,125	925		100.0	82.2	1.0	1.0				
	Male (M)		348	348	283		100.0	81.3						
	Female (F)		777	777	642		100.0	82.6						
Nariva / Mayaro	TOTAL (MF)		269	269	177		100.0	65.8	1.0	0.9				
	Male (M)		98	98	69		100.0	70.4						
	Female (F)		171	171	108		100.0	63.2						
Victoria	TOTAL (MF)		1,482	1,482	1,227		100.0	82.8	1.0	1.0				
	Male (M)		379	379	304		100.0	80.2						
	Female (F)		1,103	1,103	923		100.0	83.7						
St. Patrick	TOTAL (MF)		851	851	693		100.0	81.4	1.0	1.0				
	Male (M)		244	244	194		100.0	79.5						
	Female (F)		607	607	499		100.0	82.2						
Tobago	TOTAL (MF)		337	337	244		100.0	72.4	1.0	1.0				
	Male (M)		46	46	33		100.0	71.7						
	Female (F)		291	291	211		100.0	72.5						

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: G.C.E./CXC 'o' 5 and over or Sc Grade I, II and III

(b) Certification to teach : A Teacher who has acquired professional training at an approved Teachers' Training College.

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Annual Statistical Returns - Public Schools

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country:		TRINIDAD AND TOBAGO				Year:		1998	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8		
Add Province		Number of primary school teachers		Certified to teach	Percentage of primary school teachers With academic qualification (1)	Certified to teach (2)	Gender Party Index		
		Total	With academic qualification				(1)	(2)	
NATIONAL	TOTAL (MF)	7,493	7,493	5,736	100.0	76.6	1.0	1.0	
(The whole country)	Male (M)	1,893	1,893	1,433	100.0	75.7			
	Female (F)	5,600	5,600	4,303	100.0	76.8			
St. George West	TOTAL (MF)	1,761	1,761	1,212	100.0	68.8	1.0	1.1	
	Male (M)	406	406	269	100.0	66.3			
	Female (F)	1,355	1,355	943	100.0	69.6			
St. George East	TOTAL (MF)	1,195	1,195	969	100.0	81.1	1.0	1.1	
	Male (M)	273	273	213	100.0	78.0			
	Female (F)	922	922	756	100.0	82.0			
St. Andrew / St. David	TOTAL (MF)	447	447	305	100.0	68.2	1.0	1.0	
	Male (M)	125	125	83	100.0	66.4			
	Female (F)	322	322	222	100.0	68.9			
Caroni	TOTAL (MF)	1,128	1,128	912	100.0	80.9	1.0	1.0	
	Male (M)	327	327	263	100.0	80.4			
	Female (F)	801	801	649	100.0	81.0			
Nariva / Mayaro	TOTAL (MF)	266	266	168	100.0	63.2	1.0	0.9	
	Male (M)	97	97	64	100.0	66.0			
	Female (F)	169	169	104	100.0	61.5			
Victoria	TOTAL (MF)	1,499	1,499	1,226	100.0	81.8	1.0	1.0	
	Male (M)	369	369	306	100.0	82.9			
	Female (F)	1,130	1,130	920	100.0	81.4			
St. Patrick	TOTAL (MF)	855	855	685	100.0	80.1	1.0	1.0	
	Male (M)	248	248	197	100.0	79.4			
	Female (F)	607	607	488	100.0	80.4			
Tobago	TOTAL (MF)	342	342	259	100.0	75.7	1.0	0.9	
	Male (M)	48	48	38	100.0	79.2			
	Female (F)	294	294	221	100.0	75.2			

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications: G.C.E./CXC 'o' 5 and over or SC Grade 1, 11, 111

(b) Certification to teach : A Teacher who has acquired professional training at an approved Teachers' Training College.

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Annual Statistical Returns - Public Schools

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:	TRINIDAD AND TOBAGO										Year:	
											1991	
	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8=Col.2/Col.5	Col.9=Col.3/Col.6	Col.10=Col.4/Col.7	Pupil-teacher ratios	
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private
NATIONAL (The whole country)	196,329	196,329		7,044	7,044		27.9	27.9		27.9	27.9	#DIV/0!
St. George West	47,619	47,619		1,654	1,654		28.8	28.8		28.8	28.8	#DIV/0!
St. George East	31,406	31,406		1,124	1,124		27.9	27.9		27.9	27.9	#DIV/0!
St. Andrew / St. David	11,341	11,341		404	404		28.1	28.1		28.1	28.1	#DIV/0!
Caroni	29,421	29,421		1,055	1,055		27.9	27.9		27.9	27.9	#DIV/0!
Nariva / Mayaro	6,804	6,804		238	238		28.6	28.6		28.6	28.6	#DIV/0!
Victoria	38,962	38,962		1,435	1,435		27.2	27.2		27.2	27.2	#DIV/0!
St. Patrick	22,304	22,304		814	814		27.4	27.4		27.4	27.4	#DIV/0!
Tobago	8,472	8,472		320	320		26.5	26.5		26.5	26.5	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : ANNUAL STATISTICAL RETURNS - PUBLIC SCHOOLS

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Col.1	Country: TRINIDAD AND TOBAGO										Year: 1992							
	Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8=Col.2/Col.5		Col.9=Col.3/Col.6		Col.10=Col.4/Col.7	
	Total	Public	Total enrollment	Public	Private ¹	Total	Public	Private ¹	Total number of teachers	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	
NATIONAL (The whole country)	197,030	197,030	197,030			7,201	7,201	0	7,201			27.4	27.4		27.4	27.4	#DIV/0!	
St. George West	47,843		47,843			1,677	1,677		1,677			28.5			28.5		#DIV/0!	
St. George East	31,574		31,574			1,161	1,161		1,161			27.2			27.2		#DIV/0!	
St. Andrew / St. David	11,449		11,449			407	407		407			28.1			28.1		#DIV/0!	
Caroni	29,423		29,423			1,105	1,105		1,105			26.6			26.6		#DIV/0!	
Nariva / Mayaro	6,934		6,934			244	244		244			28.4			28.4		#DIV/0!	
Victoria	38,712		38,712			1,457	1,457		1,457			26.6			26.6		#DIV/0!	
St. Patrick	22,609		22,609			828	828		828			27.3			27.3		#DIV/0!	
Tobago	8,486		8,486			322	322		322			26.4			26.4		#DIV/0!	

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:	TRINIDAD AND TOBAGO										Year:	1993
	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8=Col.2/Col.5	Col.9=Col.3/Col.6	Col.10=Col.4/Col.7	Pupil-teacher ratios	
	Total	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Public	Private ¹
NATIONAL (The whole country)	195,013	195,013	195,013		7,210	7,210		27.0	27.0		27.0	#DIV/0!
St. George West	47,489	47,489	47,489		1,692	1,692		28.1	28.1		28.1	#DIV/0!
St. George East	31,283	31,283	31,283		1,152	1,152		27.2	27.2		27.2	#DIV/0!
St. Andrew / St. David	11,470	11,470	11,470		413	413		27.8	27.8		27.8	#DIV/0!
Caroni	29,097	29,097	29,097		1,097	1,097		26.5	26.5		26.5	#DIV/0!
Nariva / Mayaro	6,876	6,876	6,876		250	250		27.5	27.5		27.5	#DIV/0!
Victoria	38,153	38,153	38,153		1,456	1,456		26.2	26.2		26.2	#DIV/0!
St. Patrick	22,252	22,252	22,252		832	832		26.7	26.7		26.7	#DIV/0!
Tobago	8,393	8,393	8,393		318	318		26.4	26.4		26.4	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : ANNUAL STATISTICAL RETURNS - PUBLIC SCHOOLS

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Col.1	Country: TRINIDAD AND TOBAGO										Year: 1995						
	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8=Col.2/Col.5		Col.9=Col.3/Col.6		Col.10=Col.4/Col.7	
	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹		
NATIONAL (The whole country)	186,000	186,000		7,296	7,296		25.5	25.5		25.5	25.5		25.5	25.5	#DIV/0!		
St. George West	45,011	45,011		1,714	1,714		26.3	26.3		26.3	26.3		26.3	26.3	#DIV/0!		
St. George East	30,013	30,013		1,171	1,171		25.6	25.6		25.6	25.6		25.6	25.6	#DIV/0!		
St. Andrew / St. David	11,298	11,298		421	421		26.8	26.8		26.8	26.8		26.8	26.8	#DIV/0!		
Caroni	27,926	27,926		1,102	1,102		25.3	25.3		25.3	25.3		25.3	25.3	#DIV/0!		
Nariva / Mayaro	6,690	6,690		249	249		26.9	26.9		26.9	26.9		26.9	26.9	#DIV/0!		
Victoria	35,902	35,902		1,469	1,469		24.4	24.4		24.4	24.4		24.4	24.4	#DIV/0!		
St. Patrick	21,114	21,114		838	838		25.2	25.2		25.2	25.2		25.2	25.2	#DIV/0!		
Tobago	8,046	8,046		332	332		24.2	24.2		24.2	24.2		24.2	24.2	#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : ANNUAL STATISTICAL RETURNS - PUBLIC SCHOOLS

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:		TRINIDAD AND TOBAGO										Year:
												1997
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8=Col.2/Col.5	Col.9=Col.3/Col.6	Col.10=Col.4/Col.7	Pupil-teacher ratios		
	Total	Total enrollment	Private	Total	Public	Private	Total	Public	Private			
NATIONAL (The whole country)	176,204	176,204		7,429	7,429		23.7	23.7		#DIV/0!		
St. George West	42,695	42,695		1,740	1,740		24.5	24.5		#DIV/0!		
St. George East	29,158	29,158		1,186	1,186		24.6	24.6		#DIV/0!		
St. Andrew / St. David	10,940	10,940		439	439		24.9	24.9		#DIV/0!		
Caroni	26,252	26,252		1,125	1,125		23.3	23.3		#DIV/0!		
Nariva / Mayaro	6,430	6,430		269	269		23.9	23.9		#DIV/0!		
Victoria	33,519	33,519		1,482	1,482		22.6	22.6		#DIV/0!		
St. Patrick	19,550	19,550		851	851		23.0	23.0		#DIV/0!		
Tobago	7,660	7,660		327	327		23.4	23.4		#DIV/0!		

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

Data sources : ANNUAL STATISTICAL RETURNS - PUBLIC SCHOOLS

TABLE 7 : Indicators 11 - Pupil-teacher ratios in primary education

Country:	TRINIDAD AND TOBAGO						Year:	1998		
	Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8 = Col.2/Col.5	Col.9 = Col.3/Col.6	Col.10 = Col.4/Col.7
		Total	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹
NATIONAL (The whole country)	169,580	169,580	7,493		7,493	7,493		22.6	22.6	#DIV/0!
St. George West	40,879	40,879	1,761		1,761	1,761		23.2	23.2	#DIV/0!
St. George East	28,031	28,031	1,195		1,195	1,195		23.5	23.5	#DIV/0!
St. Andrew / St. David	10,682	10,682	447		447	447		23.9	23.9	#DIV/0!
Caroni	25,414	25,414	1,128		1,128	1,128		22.5	22.5	#DIV/0!
Nariva / Mayaro	6,262	6,262	266		266	266		23.5	23.5	#DIV/0!
Victoria	32,275	32,275	1,499		1,499	1,499		21.5	21.5	#DIV/0!
St. Patrick	18,721	18,721	855		855	855		21.9	21.9	#DIV/0!
Tobago	7,316	7,316	342		342	342		21.4	21.4	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

TABLE 8 : Indicator 12 - Repetition rate in primary and lower secondary education by grade ^{1,2,3}

Country: **TRINIDAD & TOBAGO** Year: **1991**

Col.1 Add Province	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
		1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
Grade													
NATIONAL (The whole country)	TOTAL (MF)	3.6%	1.4%	1.0%	0.6%	0.8%	1.3%	13.2%	0.0%	0.0%	0.0%	1.5%	0.7
	Male (M)	3.9%	1.7%	1.2%	0.8%	1.0%	1.5%	11.7%	0.0%	0.0%	0.0%	1.7%	
	Female (F)	3.2%	1.0%	0.8%	0.5%	0.6%	1.1%	14.7%	0.0%	0.0%	0.0%	1.2%	
ST. GEORGE WEST	TOTAL (MF)	4.3%	2.1%	1.2%	0.8%	0.6%	1.5%	12.0%	0.0%	0.0%	0.0%	1.8%	0.7
	Male (M)	4.4%	2.6%	1.6%	1.0%	0.9%	1.5%	10.3%	0.0%	0.0%	0.0%	2.1%	
	Female (F)	4.1%	1.5%	0.9%	0.7%	0.4%	1.6%	13.5%	0.0%	0.0%	0.0%	1.5%	
ST. GEORGE EAST	TOTAL (MF)	2.3%	0.6%	1.2%	0.3%	0.3%	0.9%	15.3%	0.0%	0.0%	0.0%	0.9%	1.0
	Male (M)	2.4%	0.5%	1.2%	0.4%	0.1%	1.2%	12.9%	0.0%	0.0%	0.0%	0.9%	
	Female (F)	2.3%	0.7%	1.2%	0.2%	0.4%	0.7%	17.7%	0.0%	0.0%	0.0%	0.9%	
ST. ANDREW /ST. DAVID	TOTAL (MF)	3.9%	2.3%	2.3%	0.9%	1.1%	0.7%	14.0%	0.0%	0.0%	0.0%	2.1%	0.7
	Male (M)	3.7%	3.2%	2.8%	1.3%	1.7%	0.8%	13.1%	0.0%	0.0%	0.0%	2.6%	
	Female (F)	4.2%	1.3%	1.9%	0.5%	0.4%	0.6%	14.9%	0.0%	0.0%	0.0%	1.7%	
CARONI	TOTAL (MF)	2.5%	1.1%	0.4%	0.1%	1.8%	1.8%	17.0%	0.0%	0.0%	0.0%	1.2%	0.7
	Male (M)	2.8%	1.3%	0.4%	0.2%	2.4%	1.7%	15.7%	0.0%	0.0%	0.0%	1.4%	
	Female (F)	2.2%	0.9%	0.4%	0.1%	1.2%	1.9%	18.3%	0.0%	0.0%	0.0%	0.9%	
NARIVA /MAYARO	TOTAL (MF)	3.4%	1.2%	0.0%	0.0%	0.1%	0.0%	21.7%	0.0%	0.0%	0.0%	0.9%	0.5
	Male (M)	4.1%	1.4%	0.0%	0.0%	0.2%	0.0%	19.9%	0.0%	0.0%	0.0%	1.2%	
	Female (F)	2.5%	0.9%	0.0%	0.0%	0.0%	0.0%	23.7%	0.0%	0.0%	0.0%	0.7%	
VICTORIA	TOTAL (MF)	3.6%	0.7%	0.8%	0.7%	0.7%	1.3%	11.8%	0.0%	0.0%	0.0%	1.3%	0.9
	Male (M)	4.1%	0.5%	1.0%	0.8%	0.5%	1.6%	10.9%	0.0%	0.0%	0.0%	1.3%	
	Female (F)	3.1%	0.8%	0.7%	0.6%	0.9%	1.0%	12.6%	0.0%	0.0%	0.0%	1.2%	
ST. PATRICK	TOTAL (MF)	4.2%	1.6%	0.5%	1.0%	1.1%	1.1%	7.8%	0.0%	0.0%	0.0%	1.6%	0.5
	Male (M)	5.1%	2.4%	0.7%	1.3%	1.8%	1.6%	6.3%	0.0%	0.0%	0.0%	2.2%	
	Female (F)	3.2%	0.6%	0.3%	0.7%	0.4%	0.6%	9.2%	0.0%	0.0%	0.0%	1.0%	
TOBAGO	TOTAL (MF)	5.1%	3.3%	2.2%	0.8%	1.0%	2.1%	9.1%	0.0%	0.0%	0.0%	2.6%	0.4
	Male (M)	6.7%	4.5%	3.6%	1.1%	1.4%	3.0%	7.4%	0.0%	0.0%	0.0%	3.6%	
	Female (F)	3.3%	2.1%	0.9%	0.6%	0.6%	1.1%	10.8%	0.0%	0.0%	0.0%	1.5%	

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : ANNUAL STATISTICAL RETURNS, 1991/1992 & 1992/1993 - PUBLIC SCHOOLS

TABLE 8 : Indicator 12 - Repetition rate in primary and lower secondary education by grade ^{1, 2, 3}

Country: **TRINIDAD & TOBAGO** Year: **1994**

Col.1 Add Province	Col.2	Col.3	Col.4	Col.5	Col.6	Grade										Col.12 Average grades 1 to 5	Col.13 Gender Parity Index
						1	2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	7.2%	3.4%	3.9%	2.8%	3.7%	5.8%	10.1%	0.0%	0.0%	0.1%	0.0%	0.0%	4.1%	0.7		
	Male (M)	8.0%	3.8%	4.8%	3.3%	4.7%	7.2%	9.1%	0.0%	0.0%	0.2%	0.1%	0.0%	4.8%			
	Female (F)	6.3%	3.0%	3.0%	2.3%	2.6%	4.4%	11.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%			
St. George West	TOTAL (MF)	6.9%	4.1%	2.9%	3.5%	3.7%	5.7%	9.3%	0.0%	0.0%	0.1%	0.0%	0.0%	4.2%	0.8		
	Male (M)	7.0%	4.5%	3.7%	3.6%	4.6%	6.1%	8.4%	0.0%	0.0%	0.1%	0.1%	0.0%	4.6%			
	Female (F)	6.9%	3.7%	2.1%	3.4%	3.2%	5.2%	10.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%			
St. George East	TOTAL (MF)	5.7%	2.6%	5.6%	2.9%	3.9%	7.9%	10.4%	0.0%	0.0%	0.0%	0.1%	0.0%	4.1%	0.6		
	Male (M)	6.6%	2.5%	7.8%	3.4%	4.6%	10.4%	8.7%	0.0%	0.0%	0.0%	0.2%	0.0%	5.0%			
	Female (F)	4.8%	2.7%	3.3%	2.3%	3.1%	5.3%	11.8%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%			
St. Andrew/ St. David	TOTAL (MF)	10.6%	3.4%	7.1%	2.0%	5.9%	9.1%	9.5%	0.4%	0.0%	0.0%	0.6%	0.0%	5.9%	0.9		
	Male (M)	11.3%	3.3%	7.5%	2.8%	5.9%	11.0%	7.5%	0.5%	0.0%	0.0%	1.1%	0.0%	6.2%			
	Female (F)	9.9%	3.5%	6.6%	1.3%	6.0%	6.9%	11.4%	0.2%	0.0%	0.0%	0.0%	0.0%	5.5%			
Caroni	TOTAL (MF)	3.6%	1.9%	2.1%	2.2%	2.9%	3.7%	13.2%	0.1%	0.0%	0.6%	0.0%	0.0%	2.5%	0.5		
	Male (M)	4.7%	2.2%	2.7%	3.0%	4.2%	4.9%	11.6%	0.0%	0.0%	1.2%	0.0%	0.0%	3.3%			
	Female (F)	2.4%	1.6%	1.4%	1.3%	1.5%	2.4%	14.6%	0.1%	0.0%	0.0%	0.0%	0.0%	1.6%			
Nariva /Mayaro	TOTAL (MF)	14.8%	6.1%	5.2%	4.9%	3.3%	10.3%	14.4%	0.0%	0.0%	0.0%	0.0%	0.0%	6.8%	0.8		
	Male (M)	13.8%	7.4%	5.2%	6.9%	4.6%	11.3%	12.4%	0.0%	0.0%	0.0%	0.0%	0.0%	7.6%			
	Female (F)	15.9%	4.8%	5.1%	2.8%	2.0%	9.3%	15.9%	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%			
Victoria	TOTAL (MF)	8.1%	3.1%	2.8%	2.6%	3.1%	5.3%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.7		
	Male (M)	8.6%	3.7%	3.0%	3.0%	4.3%	6.7%	10.6%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%			
	Female (F)	7.5%	2.5%	2.6%	2.2%	1.9%	3.9%	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%			
St. Patrick	TOTAL (MF)	7.2%	3.3%	5.4%	1.9%	4.0%	3.4%	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.6		
	Male (M)	9.5%	3.7%	6.2%	2.1%	5.6%	4.5%	4.4%	0.1%	0.0%	0.0%	0.0%	0.0%	5.3%			
	Female (F)	4.6%	2.8%	4.6%	1.6%	2.3%	2.4%	3.8%	0.0%	0.0%	0.1%	0.0%	0.0%	3.2%			
Tobago	TOTAL (MF)	9.8%	6.0%	5.7%	3.6%	3.2%	7.8%	8.8%	0.0%	0.0%	0.2%	0.0%	0.0%	5.5%	0.5		
	Male (M)	12.2%	7.3%	7.8%	4.5%	4.3%	10.6%	7.8%	0.0%	0.0%	0.4%	0.0%	0.0%	7.1%			
	Female (F)	7.0%	4.5%	3.4%	2.6%	2.0%	5.2%	9.8%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%			

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below:

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

TABLE 8 : Indicator 12 - Repetition rate in primary and lower secondary education by grade ^{1, 2, 3}

Country: **TRINIDAD & TOBAGO**

Year: **1995**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Grade				Col.12	Col.12	Col.12	Col.13
							1	2	3	4				
NATIONAL (The whole country)	TOTAL (MF)	6.7%	3.6%	3.2%	2.7%	3.1%	6.3%	9.1%	0.0%	0.0%	0.1%	0.0%	3.8%	0.7
	Male (M)	7.9%	4.3%	3.7%	3.5%	3.6%	7.1%	7.7%	0.0%	0.0%	0.2%	0.1%	4.5%	
	Female (F)	5.3%	3.0%	2.7%	2.0%	2.5%	5.5%	10.4%	0.0%	0.0%	0.0%	0.0%	3.0%	
ST.GEORGE WEST	TOTAL (MF)	6.5%	4.2%	3.0%	2.6%	2.4%	6.5%	7.3%	0.0%	0.0%	0.0%	0.0%	3.7%	0.6
	Male (M)	7.7%	5.2%	3.6%	3.6%	2.8%	6.8%	6.2%	0.0%	0.0%	0.0%	0.0%	4.5%	
	Female (F)	5.3%	3.2%	2.4%	1.6%	2.0%	6.2%	8.4%	0.0%	0.0%	0.0%	0.0%	2.8%	
ST.GEORGE EAST	TOTAL (MF)	6.1%	2.6%	2.5%	2.1%	2.0%	4.8%	9.9%	0.0%	0.0%	0.0%	0.0%	3.0%	0.7
	Male (M)	7.5%	2.9%	2.8%	2.8%	2.3%	5.6%	8.6%	0.0%	0.0%	0.0%	0.0%	3.6%	
	Female (F)	4.7%	2.3%	2.2%	1.3%	1.7%	4.1%	11.2%	0.0%	0.0%	0.0%	0.0%	2.4%	
ST.ANDREW /ST.DAVID	TOTAL (MF)	7.2%	4.2%	5.4%	6.6%	6.3%	13.6%	13.8%	0.9%	0.9%	0.6%	1.3%	5.9%	0.6
	Male (M)	8.5%	5.6%	7.2%	7.4%	7.2%	15.1%	13.3%	0.8%	0.8%	0.7%	1.7%	7.2%	
	Female (F)	5.8%	2.6%	3.5%	5.8%	5.3%	11.9%	14.3%	1.1%	1.1%	0.5%	0.9%	4.5%	
CARONI	TOTAL (MF)	4.8%	2.2%	2.9%	1.9%	3.4%	5.2%	10.8%	0.0%	0.0%	0.5%	0.0%	3.0%	0.7
	Male (M)	6.0%	2.3%	3.6%	2.2%	4.1%	5.5%	9.1%	0.0%	0.0%	1.1%	0.0%	3.6%	
	Female (F)	3.5%	2.1%	2.3%	1.5%	2.7%	5.0%	12.4%	0.0%	0.0%	0.0%	0.0%	2.4%	
NARIVA /MAYARO	TOTAL (MF)	9.9%	2.6%	3.2%	6.1%	5.9%	8.0%	12.0%	0.0%	0.0%	0.0%	0.0%	5.5%	0.6
	Male (M)	11.4%	3.5%	3.4%	8.0%	9.1%	10.7%	10.7%	0.0%	0.0%	0.0%	0.0%	7.0%	
	Female (F)	8.4%	1.7%	3.1%	4.2%	2.6%	5.0%	13.7%	0.0%	0.0%	0.0%	0.0%	4.0%	
VICTORIA	TOTAL (MF)	6.2%	3.9%	3.1%	2.1%	2.0%	6.0%	9.3%	0.0%	0.0%	0.0%	0.0%	3.4%	0.9
	Male (M)	6.7%	3.7%	3.1%	2.3%	1.9%	6.8%	7.8%	0.0%	0.0%	0.0%	0.0%	3.5%	
	Female (F)	5.6%	4.0%	3.1%	1.9%	2.0%	5.3%	10.8%	0.0%	0.0%	0.0%	0.0%	3.2%	
ST.PATRICK	TOTAL (MF)	7.8%	4.7%	2.9%	2.2%	3.9%	5.3%	3.3%	0.0%	0.0%	0.0%	0.0%	4.2%	0.6
	Male (M)	9.7%	5.8%	3.4%	3.0%	4.5%	6.6%	2.4%	0.0%	0.0%	0.1%	0.0%	5.2%	
	Female (F)	5.7%	3.4%	2.3%	1.5%	3.2%	4.0%	4.1%	0.0%	0.0%	0.0%	0.0%	3.1%	
TOBAGO	TOTAL (MF)	11.6%	5.5%	5.7%	5.9%	5.7%	7.1%	14.3%	0.0%	0.0%	0.2%	0.0%	6.8%	0.5
	Male (M)	15.1%	7.6%	6.3%	8.2%	7.6%	8.8%	12.6%	0.0%	0.0%	0.4%	0.0%	8.8%	
	Female (F)	7.8%	3.1%	5.1%	3.4%	3.6%	5.2%	15.9%	0.0%	0.0%	0.0%	0.0%	4.5%	

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Annual Statistical Returns 1995/1996 - Public Schools

TABLE 8 : Indicator 12 - Repetition rate in primary and lower secondary education by grade ^{1,2,3}

Country: **TRINIDAD & TOBAGO** Year: **1997**

Col.1 Add Province	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12		Col.13 Gender Parity Index
											1	Average grades 1 to 5	
Grade													
			2	3	4	5	6	7	8	9	10		
NATIONAL (The whole country)	TOTAL (MF)	7.0%	3.7%	3.0%	2.1%	2.1%	3.8%	10.4%	0.0%	0.0%	0.0%	0.0%	3.5%
	Male (M)	8.1%	4.6%	3.7%	2.6%	2.4%	4.2%	8.9%	0.0%	0.0%	0.0%	0.0%	4.2%
	Female (F)	5.8%	2.7%	2.4%	1.6%	1.7%	3.4%	11.9%	0.0%	0.1%	0.0%	0.0%	2.8%
ST.GEORGE WEST	TOTAL (MF)	7.9%	4.6%	3.6%	2.2%	2.3%	4.3%	8.6%	0.0%	0.0%	0.0%	0.0%	4.1%
	Male (M)	9.2%	5.1%	4.1%	2.4%	2.1%	4.4%	6.4%	0.0%	0.0%	0.0%	0.0%	4.6%
	Female (F)	6.5%	4.0%	3.2%	1.9%	2.5%	4.2%	10.8%	0.0%	0.0%	0.0%	0.0%	3.6%
ST.GEORGE EAST	TOTAL (MF)	5.5%	3.2%	2.0%	2.1%	2.1%	3.9%	15.0%	0.0%	0.0%	0.0%	0.0%	3.0%
	Male (M)	6.9%	4.1%	2.1%	2.5%	2.4%	4.3%	14.5%	0.0%	0.0%	0.0%	0.0%	3.6%
	Female (F)	4.1%	2.2%	2.0%	1.7%	1.8%	3.3%	15.5%	0.0%	0.0%	0.0%	0.0%	2.4%
ST.ANDREW /ST.DAVID	TOTAL (MF)	9.7%	4.9%	5.6%	2.7%	3.0%	4.5%	18.3%	1.1%	0.0%	0.3%	0.0%	5.0%
	Male (M)	10.3%	7.1%	6.3%	3.7%	3.7%	5.3%	16.3%	1.0%	0.0%	0.5%	0.0%	6.0%
	Female (F)	9.1%	2.4%	4.8%	1.7%	2.1%	3.7%	20.3%	1.2%	0.0%	0.0%	0.0%	3.9%
CARONI	TOTAL (MF)	5.2%	2.3%	2.9%	2.1%	1.3%	5.1%	10.8%	0.0%	0.0%	0.0%	0.0%	2.7%
	Male (M)	5.3%	2.8%	4.3%	2.3%	1.9%	5.8%	9.0%	0.0%	0.0%	0.0%	0.0%	3.3%
	Female (F)	5.0%	1.8%	1.5%	1.8%	0.6%	4.3%	12.5%	0.0%	0.0%	0.0%	0.0%	2.1%
NARIVA /MAYARO	TOTAL (MF)	10.7%	3.3%	2.3%	1.1%	3.9%	5.2%	17.4%	0.0%	0.0%	0.2%	0.0%	4.3%
	Male (M)	14.0%	2.8%	3.6%	1.2%	4.5%	5.5%	14.9%	0.0%	0.0%	0.5%	0.0%	5.3%
	Female (F)	7.2%	4.0%	1.0%	1.0%	3.4%	5.0%	19.9%	0.0%	0.0%	0.0%	0.0%	3.3%
VICTORIA	TOTAL (MF)	6.2%	3.7%	2.2%	2.1%	1.7%	3.4%	7.1%	0.0%	0.2%	0.0%	0.0%	3.1%
	Male (M)	6.9%	4.9%	2.0%	2.8%	2.2%	3.9%	6.1%	0.0%	0.0%	0.0%	0.0%	3.7%
	Female (F)	5.4%	2.5%	2.3%	1.3%	1.1%	2.9%	8.1%	0.0%	0.4%	0.0%	0.0%	2.5%
ST.PATRICK	TOTAL (MF)	6.8%	3.5%	3.3%	1.5%	1.8%	1.2%	2.8%	0.0%	0.0%	0.1%	0.0%	3.2%
	Male (M)	8.1%	5.0%	5.0%	1.8%	1.9%	1.2%	2.4%	0.0%	0.0%	0.0%	0.0%	4.2%
	Female (F)	5.3%	1.8%	1.5%	1.2%	1.6%	1.2%	3.3%	0.0%	0.0%	0.2%	0.0%	2.2%
TOBAGO	TOTAL (MF)	11.8%	4.9%	3.8%	4.1%	3.2%	3.3%	17.4%	0.0%	0.0%	0.0%	0.0%	5.5%
	Male (M)	14.6%	6.6%	5.0%	5.7%	4.3%	3.7%	13.2%	0.0%	0.0%	0.0%	0.0%	7.1%
	Female (F)	8.7%	3.2%	2.5%	2.4%	2.1%	2.9%	21.1%	0.0%	0.0%	0.0%	0.0%	3.7%

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : ANNUAL STATISTICAL RETURNS, 1997/1998 & 1998/1999 - PUBLIC SCHOOLS

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency¹

Country:		TRINIDAD & TOBAGO											Year:	1991
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13		
Add Province	Survival rate to Grade 5			Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary and lower secondary education			Gender Parity Index				
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary and lower sec. educ.		
NATIONAL (The whole country)	94.9%	96.1%	93.7%	94.1%	95.3%	92.9%	76.1%	77.1%	75.1%	1.0	1.0	1.0		
ST.GEORGE WEST	96.6%	100.5%	92.8%	93.5%	98.1%	89.2%	95.2%	97.8%	92.8%	0.9	0.9	0.9		
ST.GEORGE EAST	95.7%	95.7%	95.7%	95.7%	95.0%	96.4%	60.7%	60.0%	61.5%	1.0	1.0	1.0		
ST.ANDREW /ST.DAVID	84.6%	85.8%	83.4%	83.2%	85.8%	80.4%	52.6%	52.2%	52.9%	1.0	0.9	1.0		
CARONI	89.2%	89.8%	88.7%	91.4%	91.3%	91.5%	52.1%	51.6%	52.7%	1.0	1.0	1.0		
NARIVA MAYARO	83.1%	81.1%	85.2%	89.5%	88.1%	90.9%	46.5%	43.2%	50.1%	1.1	1.0	1.2		
VICTORIA	96.2%	96.3%	96.0%	91.7%	91.7%	91.7%	79.3%	82.4%	76.2%	1.0	1.0	0.9		
ST.PATRICK	92.9%	93.7%	92.0%	94.0%	93.7%	94.2%	78.2%	74.3%	82.0%	1.0	1.0	1.1		
TOBAGO	81.4%	75.6%	87.7%	90.4%	86.0%	94.9%	49.2%	51.1%	47.7%	1.2	1.1	0.9		

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

Data sources : Annual Statistical Returns, Government & Government Assisted Schools - 1991 & 1992

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country:		TRINIDAD & TOBAGO										Year: 1994	
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13	
Add Province	Survival rate to Grade 5		Coefficient of efficiency to Grade 5		Coefficient of efficiency in primary and lower secondary education		Gender Parity Index						
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary and lower sec. educ.	
NATIONAL (The whole country)	96.1%	96.7%	95.4%	93.0%	92.5%	93.5%	76.6%	76.4%	76.8%	1.0	1.0	1.0	
St. George West	95.1%	96.6%	93.5%	91.4%	93.0%	89.8%	92.1%	91.7%	92.6%	1.0	1.0	1.0	
St. George East	97.2%	97.0%	97.3%	93.4%	91.2%	95.7%	62.8%	60.2%	65.4%	1.0	1.0	1.1	
St. Andrew/ St. David	88.3%	90.4%	86.2%	87.1%	88.1%	86.0%	49.0%	51.6%	46.4%	1.0	1.0	0.9	
Caroni	94.2%	94.2%	94.2%	91.4%	90.1%	92.8%	54.6%	53.8%	55.3%	1.0	1.0	1.0	
Nariva / Mayaro	81.6%	83.2%	80.3%	79.8%	79.8%	79.9%	47.4%	49.8%	45.2%	1.0	1.0	0.9	
Victoria	97.3%	97.0%	97.5%	93.8%	92.4%	95.3%	81.7%	80.4%	83.0%	1.0	1.0	1.0	
St. Patrick	95.7%	94.8%	96.5%	92.9%	91.0%	94.9%	77.5%	73.8%	81.1%	1.0	1.0	1.1	
Tobago	98.6%	99.0%	97.9%	92.6%	90.2%	95.2%	57.4%	58.0%	57.0%	1.0	1.1	1.0	

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

TABLE 9 : Indicators 13 and 14 - Survival rate to Grade 5 and coefficient of efficiency ¹

Country:		TRINIDAD & TOBAGO					Year: 1995					
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
Add Province	Survival rate to Grade 5		Coefficient of efficiency to Grade 5			Coefficient of efficiency in primary and lower secondary education			Gender Parity Index			
	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Both sexes (MF)	Male (M)	Female (F)	Survival rate to grade 5	Coef. of efficiency at Grade 5	Coef. of efficiency in primary & lower sec. educ.
NATIONAL (The whole country)	97.4%	98.4%	96.4%	94.5%	94.3%	94.8%	77.0%	76.8%	77.2%	1.0	1.0	1.0
ST.GEORGE WEST	95.9%	96.0%	95.7%	93.3%	92.7%	94.0%	94.9%	94.3%	95.4%	1.0	1.0	1.0
ST.GEORGE EAST	98.3%	99.6%	96.9%	95.8%	95.9%	95.7%	65.4%	64.7%	66.1%	1.0	1.0	1.0
ST.ANDREW /ST.DAVID	91.6%	96.8%	86.3%	88.3%	88.4%	88.1%	50.1%	50.2%	50.1%	0.9	1.0	1.0
CARONI	95.1%	96.1%	94.1%	93.1%	93.3%	92.9%	52.6%	52.7%	52.6%	1.0	1.0	1.0
NARIVA /MAYARO	84.6%	85.3%	83.7%	85.7%	84.7%	86.7%	45.1%	45.0%	45.3%	1.0	1.0	1.0
VICTORIA	98.2%	97.9%	98.6%	94.5%	93.3%	95.8%	83.5%	82.8%	84.1%	1.0	1.0	1.0
ST.PATRICK	96.3%	96.7%	95.8%	93.5%	92.5%	94.5%	83.6%	80.8%	86.3%	1.0	1.0	1.1
TOBAGO	98.2%	99.5%	96.4%	91.7%	90.6%	92.6%	57.3%	56.0%	58.7%	1.0	1.0	1.0

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. To the extent possible, the same table may be produced separately for public and private schools.

TRAINING IN ESSENTIAL SKILLS

IN-SCHOOL ACTIVITIES AND PROGRAMMES

Basic Learning Needs to become the Ideal Caribbean Person as defined by CARICOM Heads of Government

Essential Skills Adults as young people should be able to:	List of in-school activities to impact skills	Measured Impacts Give quantitative data and empirical evidence where available
<p>1. Respect the sanctity of life and value human dignity</p>	<p>1. Issues addressed in the Social Studies curriculum at the primary and secondary level.</p> <p>2. Programmes in Health and Family Life Education and Moral and Religious Education are designed to address these issues.</p>	<p>No research to date</p> <p>Currently in the development stage</p>
<p>2. Strengthen democracy and respect human rights.</p>	<p>1. Issues addressed in the Social Studies curriculum at the primary and secondary level.</p> <p>2. Projects funded by OAS and UNESCO where modules are presented and booklets and television quiz programmes are produced on issues relating to Democracy and Human Rights.</p>	<p>Not available.</p>

Essential Skills Adults as young people should be able to:	List of in-school activities to impact skills	Measured Impacts Give quantitative data and empirical evidence where available
6. Value religions and ethnic and cultural diversity	<p>Issues addressed at primary and secondary levels through the Social Studies programme.</p> <p>The moral and religious education program is currently being developed.</p>	<p>No scientific research done. However by observation there is no evidence of conflict or religious, ethnic or cultural differences.</p>
7. Respect their cultural heritage and that of others	<p>Issues addressed at the primary level through Social Studies, Language / Arts, Music and Drama.</p> <p>Issues addressed at the secondary level through History, English Literature and Music.</p>	<p>No scientific research done. However by observation there is evidence of respect for each other's cultural heritage.</p>
8. Lead productive lives and take advantage of economic opportunities	<ol style="list-style-type: none"> 1. (i) OAS project - Business Laboratory Project (ii) Junior Achievement Project at the Primary and Secondary Level 2. Technical/Vocational and Business Studies at the Secondary Level. 	<p>No scientific research done, but it is observed that graduates of the Technical Vocational programmes gain employment more easily e.g. welding, carpentry, masonry etc.</p>
9. Use creativity and technology to sustain personal social and economic development	<p>Technology Education Programmes for Primary and Secondary School level are at the development stage - (to be introduced in the year 2000).</p> <p>New Primary and Secondary Schools are being built with Physical Facilities to accommodate Technology Education Programmes.</p>	<p>Not available.</p>

Essential Skills Adults as young people should be able to:	List of in-school activities to impact skills	Measured Impacts Give quantitative data and empirical evidence where available
10. Resolve conflicts peacefully and promote a culture of peace	1. Issues addressed in the Social Studies Syllabus in the module relating to democracy.	Not available.

EDUCATION FOR ALL

TRAINING IN ESSENTIAL SKILLS

OUT OF SCHOOL ACTIVITIES AND PROGRAMMES

Basic Learning Needs to become the Ideal Caribbean Person as defined by the CARICOM Heads of Government

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
1. Respect the sanctity of life and value human dignity	<p>a. Under the SERVOL Programme parents in poor areas are tutored in parenting skills through house to house visitation.</p> <p>b. The Youth Training Employment Partnership Programme (YTEPP) has a Career Enhancement component which focuses on attitudinal development life skills.</p> <p>c. The “Save the Youth in Marginalized Communities” Programme of the Ministry of Sport and Youth Affairs includes social education, social action as well as sporting and recreational programmes and construction activities.</p>	<p>Over 1200 parents tutored</p> <p>The Project Completion report formulated for the World Bank indicated that 93% of graduates cycle IV found this component useful.</p> <p>Projects are planned for three (3) areas. Implementation not yet commenced.</p>

SENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>1. Respect the sanctity of life and value human dignity (cont'd)</p>	<p>d. The Ministry of Sport and Youth Affairs also runs a Youth Peer Support Network System which serves to provide youths with problem solving techniques, coping skills and peer support while at the same time fostering empowerment.</p> <p>e. The Ministry of Social and Community Development (MSCD) has a National Alcohol and Drug Abuse Prevention Programme (NADAPP). NADAPP includes a module on education on substance abuse, as well as a provision for an extra curricular school grant "Community on the Move". This grant funds activities which foster positive behaviour and direct youths away from substance abuse.</p> <p>f. Staff of the MSCD under NADAPP also work closely with NGOs and community based organizations involved in substance abuse education, delivering lectures, organizing workshops/seminars and dissemination of literature.</p> <p>g. NADAPP will launch a Peer Leadership 2000 Programme in 1999. The object is to train youths as role models for their contemporaries.</p>	<p>Thirty-two (32) young persons from St. Patrick West were trained in peer counselling. A peer counselling network is to be established.</p> <p>Five (5) grants awarded in 1998</p> <p>Not available.</p> <p>Not available.</p>

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>3. Promote and maintain stable families.</p>	<p>a. Adolescents in SERVOL programmes are offered an Adolescent Parenting Programme to prepare them for their roles as parents.</p> <p>b. In the YTEPP programme the Unit Social Life Skills focuses on the family, familial interactions as well as its connection to the community and the nation.</p> <p>c. The National Family Services Division of the MSCD conducts lectures / seminars / workshops in schools and the community on issues affecting the family. This is part of its Public Education and Sensitization Programme.</p> <p>d. The Probation Department of the MSCD conducts a Remedial Therapy Programme comprising monthly sessions with probationers and their families aimed at modifying the behaviour of youths and facilitating their successful reintegration with their families and the wider society.</p> <p>e. The MSCD also works with the CREDO Foundation for Justice an NGO which provides remedial education, night shelter, meals and psychological therapy for street children, and also aims at reintegrating them with their families.</p>	<p>5,000 adolescents per annum access this programme.</p> <p>All YTEPP trainees take this course.</p> <p>Not available.</p> <p>Not available.</p> <p>Not available.</p>

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>4. Adopt healthier physical, mental and emotional lifestyles.</p>	<p>a. SERVOL offers an holistic “SPICES” Programme (Spiritual, Physical, Intellectual, Creative, Emotional and Social)</p> <p>b. Under YTEPP the Personal Skills and Work Ethic Skills Unit promotes a positive self image, thus encouraging a healthier lifestyle and well being.</p> <p>c. The MSYA School and Community Programme offers specific skills training in the following disciplines of sport for persons under 19 years: Athletics, Basketball, Cricket, Football, Hockey, Netball, Swimming Tennis. This programme fosters personal development, discipline, team building and social skills.</p> <p>d. The MSYA also organises a Super V Programme which emphasizes the use of sport for personal development through skills training and vocational / career enhancement. The 15 - 19 age group is targeted in the disciplines of basketball, cricket, football, netball and track and field.</p> <p>e. The MSYA National Youth Sport Festival is an annual one day event which promotes community spirit and healthy attitude to living.</p>	<p>Over 40,000 adolescents and 600 pre-school teachers have accessed this programme.</p> <p>All YTEPP trainees take this course.</p> <p>Over 20,000 youths participate annually.</p> <p>3,500 youths participate annually.</p> <p>4,000 youths participate annually.</p>

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>4. Adopt healthier physical, mental and emotional lifestyles (cont'd)</p>	<p>f. The MSYA Sport Training Enhancement Programme targets 8 - 14 year olds. This programme promotes healthy lifestyles through development of motor skills (head, eye and hand co-ordination) and social skills.</p> <p>g. The MSYA also offers a Rural District Coaching Caravan which promotes training for both athletes and sport administrators.</p> <p>h. The Youth Peer Support Network System at (1.d.) also applies.</p> <p>i. The MSCD's NADAPP especially its Community on the Move and Substance Abuse Education modules referred to at 1.e. is relevant as it helps foster positive behaviour in young persons.</p> <p>j. The NADAPP Peer Leadership Programme will also foster healthy life styles as its underlying thrust is behaviour modification and the nurturing of self esteem.</p> <p>k. The work of the NADAPP staff referred to at 1.b. is also relevant as work on substance abuse prevention automatically fosters healthier life styles.</p>	<p>There were approximately 6,400 participants in 1998.</p> <p>Not available.</p> <p>As at 1d.</p> <p>As at 1e.</p> <p>As at 1e.</p> <p>As at 1b</p>

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
4. Adopt healthier physical, mental and emotional lifestyles (cont'd)	1. The MSCD is involved with funding of Children's Homes and Institutions which provide alternative care and protection to children at risk, and those living in especially difficult circumstances. Programmes are implemented in these homes to equip residents with life-coping skills necessary for reintegration with society.	Four (4) homes are provided with funding.
5. Recognise and affirm gender equality and respect gender differences.	<p>a. All SERVOL programmes accept equal numbers of male and female students. This promotes the view that both genders are equally adept at all areas.</p> <p>b. The MSYA organises special programmes for women and girls. In 1999 a Women in Sport Caribbean Seminar was held at the Holiday Inn (15-17 April). The issues dealt with were:</p> <ul style="list-style-type: none"> • The Brighton Declaration and International Framework • Challenges and concerns • The Caribbean experience • Sport for all - equality and equity for women in sport. • The female athlete • Sport - the potential of the female 	150 participants from the Caribbean attended.

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>8. Lead productive lives and take advantage of economic opportunities (cont'd)</p>	<p>c. The California Youth Centre under the MSYA conducts short courses over the July/August vacation. Courses include family life, craft, first aid, healthy lifestyles, choosing a career, dance, water safety, self employment and agriculture.</p> <p>d. The eco-tourism project referred to at 6.c. is also relevant. It included courses in tour guiding, micro-enterprise education, stage management and lighting, food and nutrition, garment construction, cosmetology and craft.</p> <p>e. The MSYA's Youth Micro Enterprise System organises loans of \$10,000 or less to young people to set up micro enterprises.</p> <p>f. The MSYA also operates four (4) Youth Development and Apprenticeship Centres, each accommodating 110 students. Among the trades taught are: Agriculture, Auto Mechanics, Welding, Plumbing, Garment Construction, Book-Binding, Beauty Culture, Masonry, Carpentry, Cookery and Catering.</p> <p>g. The Children's Homes referred to at 4.i. provide remedial education and vocational training to residents to enhance their employability.</p>	<p>Approximately 60 participants attend annually.</p> <p>366 persons (14-30 years) participated</p> <p>In 1997/98 seventy-eight (78) persons were given loans totalling \$481,000.00.</p> <p>Approximately 440 students are taught per cycle.</p>

ESSENTIAL SKILLS ADULTS AS YOUNG PEOPLE SHOULD BE ABLE TO	LIST OF OUT-OF-SCHOOL ACTIVITIES TO IMPACT SKILLS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>9. Use creativity and technology to sustain personal, social and economic development.</p>	<p>a. All SERVOL trainees are offered computer literacy programmes at the end of their skill training.</p> <p>b. The YTEPP Communication Skills Unit promotes expressiveness which fosters creativity.</p> <p>Vocational Skills training enhances technological capabilities through computer skill training.</p>	<p>Offered to all SERVOL graduates - approximately 5,000 per annum.</p>
<p>10. Resolve conflicts peacefully and promote a culture of peace.</p>	<p>a. SERVOL offers courses on understanding and dealing with repressed anger, as well as conflict resolution.</p> <p>b. The Personal Skills, Communication Skills and Social Skills modules address group interaction skills, negotiation skills and group interaction skills respectively.</p> <p>c. The Public Education and Sensitization Programme of the MSCD (3.c. refers), has in recent times placed emphasis on violence in schools and ways to address the issue.</p>	<p>There are 5,000 trainees per annum</p> <p>All trainees do these modules as part of their course.</p> <p>Not available.</p>

EDUCATION FOR BETTER LIVING

MEDIA TO IMPROVE ACCESS TO EDUCATION FOR BETTER LIVING	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
1. Educational Broadcasting (radio, television) used in schools	Radio broadcasts were produced for use in primary school distance learning. Fifteen (15) minute broadcasts were produced and transmitted to schools. Tapes on various topics for distribution at both Primary and Secondary Levels of the education system are supplied on request. A new Spanish programme for beginners has been introduced by the School Broadcasting Unit to facilitate the introduction of Spanish in the Primary School Curriculum.	Not available
2. Educational Broadcasting used in out-of school programmes	Programmes in secondary level English, Mathematics, Spanish, History and Computer Literacy broadcast on television Distribute and highlight broadcasts produced during the school term in the Daily Newspapers.	Not available
3. Educational broadcasts used to enhance the skills of teachers in service	Radio broadcasts referred to at 1. above are accompanied by notes published in the daily newspapers which can be used as teaching aids	Not available
4. Educational programmes broadcast for the general public	Educational programmes dealing with topical youth issues are aired once weekly on television	Not available
5. Public service announcements through radio and television		Not available

MEDIA POLICY, MANAGEMENT AND FUNDING	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
6. Geographical diffusion of broadcasts, urban/ rural by region	<p>All broadcasts aired on radio and television are available to all counties and both islands, once persons have access to a radio or television</p> <p>Tobago and Toco both have their own radio stations broadcasting issues of interest to these communities. Tobago also has a local television channel</p>	<p>Not available.</p> <p>Not available.</p>
7. Newspapers and magazines with education columns, features or supplements	<p>Daily newspapers carry notes for primary school broadcasts</p> <p>A Spanish Course catering to primary, secondary and adult educational needs is published in one (1) daily newspaper</p> <p>Practise Tests for the Common Entrance Examination are provided by daily newspapers</p>	<p>Course is carried for two (2) days weekly</p> <p>Tests are provided by each newspaper once weekly for six (6) months of each year.</p>
8. Libraries, Museums, book fairs are used actively to promote and support basic education.	<p>Radio and T.V broadcasts of competitions are promoted by the Libraries.</p> <p>There is media advertising of book fairs and special promotions by museums.</p> <p>The Research Library Unit is used primarily as a reference library for government related activities and for the dissemination and distribution of publications.</p>	<p>It caters to approximately thirty (30) members of the public (walk-in clients, telephone calls and faxes) on a daily basis.</p>

EDUCATION FOR BETTER LIVING

MEDIA POLICY, MANAGEMENT AND FUNDING	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
1. Official policy and measures for the use of media for educational purposes.	<p>Television stations are stipulated to air government programmes as a public service.</p> <p>There is an official policy for Rudranath Capildeo Learning Resource Centre to supply media material for educational purposes.</p>	The policy is not in effect
2. Government departments using media for basic education .	All government departments use the media via its information services for the basic education programme	Not available
3. Other sponsors of education programmes through media.	Private sector/co-operations sponsor the promotion of educational programmes such as schools quiz competitions and health matters on television and radio.	Increased knowledge of the subject area by students and wider community.
4. Government regulation and monitoring of such programmes	Official policy for government regulation and monitoring of programmes is in place.	Not available.
5. Public and private funding for these programmes.	<p>Co-operate sponsorship of programmes.</p> <p>Provision of funds by Government to promote programmes.</p>	Not available.

EDUCATION FOR BETTER LIVING

MEDIA QUALITY, EFFECTIVENESS AND OUTCOMES	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
1. Education and pedagogical training of programme planners.	This is being pursued at present.	Not available.
2. Responses (feedback) and demand from teachers and school heads.	Not available.	Not available.
3. Responses from media listeners, viewers and readers.	Conduct of polls by media market researchers.	Not available.
4. Demand for more broadcast or articles with education content.	Not available.	Not available.
5. Behaviour patterns of target audiences, as evidenced in better health practices, child care, family planning, use of public services, participation in social organizations, etc.	Conduct of surveys	Not available.

MEASURES TO SUPPORT EDUCATION FOR ALL

MEASURES TO SUPPORT EDUCATION FOR ALL	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
1. Guidance and Counselling	<p>Implemented through services by Guidance Officers in secondary schools:</p> <p>Information Service Consultation Service Referral Service Data Collection Orientation and Articulation</p>	<p>Yearly average of students receiving guidance over the period 1994 - 1998</p> <ul style="list-style-type: none"> - 6,000 post Common Entrance Students participated in preparatory programme for entry into secondary school - 10,000 Form 1 students participated in Educational Career Guidance Sessions (Study Skills, Goal Setting, Time Management) - 9,000 Form 3 students participated in Educational/Career Guidance sessions. - 9,000 Forms 5 & 6 students participated in Educational/Career Guidance sessions for transition to World of Work and Training. - 25,000 Forms 2, 3 & 4 students participated in Personal/Social Guidance Sessions which addressed issues such as Sexuality, Adolescent Development, Drugs and HIV/Aids. - 6,000 parents participated in Parent Education Sessions.

MEASURES TO SUPPORT EDUCATION FOR ALL	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
2. School Meal Service	Provision of lunches to Primary, Junior Secondary and Secondary Schools students. Implementation of a breakfast programme for 1,000 needy students	1996 - 74,500 meals provided per week. 1998 - 78,000 meals provided per week.
3. Transportation	Expansion of School Transportation System through the Maxi Taxi Concession System. Purchase of Scholar Tickets for use on PTSC Buses.	Academic Term I - Sept. '98 - Dec '98 901,897 seats were purchased for school children . 1,003,240 Scholar Tickets were distributed to 753 schools 2 nd Academic Term Jan '99 - April '99. 776,863 seats were purchased 1,009,400 Scholar Tickets were distributed to 75 schools.
4. Textbooks	Procurement and distribution of textbooks to needy primary school students.	Not available.
5. Library Resources	Library Services available in schools and public libraries as follows:- 1. Lending and References through twenty-four (24) Service Points provide books, magazines, audio visual/material/cassettes, CD's videos and readers advisory services for reference and loan purposes. 2. Book Mobile Services	Registered Readers - 176,849 Annual Average Circulation - 436,119 Two (2) book mobile libraries on a fortnightly basis make thirty (30) service stops in rural areas. Registered Readers: 3,969 Annual Circulation: 28,701 (1998)

MEASURES TO SUPPORT EDUCATION FOR ALL	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
5. Library Resources (cont'd)	<p>3. Provision of Internet Access Services at Service Points.</p> <p>4. Outreach Programme: at all service points</p> <ul style="list-style-type: none"> - children storytelling, quiz, art and craft, workshops, cultural activities - Adult Lecturers, demonstrations, workshops, cultural activities <p>5. Provisions of training in the use of resources at schools and nationwide through public library..</p>	<p>On average there are two (2) computers per service point with major points having an average of four (4) Internet Users: 15,000 (Sept '98 - Apr '99).</p> <p>There is a range of 6-9 different programmes at each service point, annually</p> <p>A public, including students who are trained in the use information resources</p>
6. School Equipment	<p>Procurement and distribution of furniture and equipment to new and refurbished ECCE Centres.</p> <p>Procurement and distribution of furniture to new and replaced primary and secondary schools</p> <p>Procurement and distribution of computers to primary and secondary schools.</p>	<p>Academic Term II - Jan - Apr 1999 72 new and upgraded ECCE Centres were supplied with furniture and equipment.</p> <p>6 new and replaced primary schools and 3 secondary schools were supplied with furniture and equipment.</p> <p>Approximately 100 computers were distributed to primary and secondary schools.</p>
7. Parental Involvement	Denominational Boards, Parent-Teacher Association and National Parent Teacher Associations	Improved overall quality of education and the sharing of costs in the upkeep of schools.
8. Stakeholder Awareness	Denominational Boards, Parent-Teacher Associations, Cabinet Appointed Committees	Shared responsibility for school management.

MEASURES TO SUPPORT EDUCATION FOR ALL	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>9. Improved School Plant and Maximised use of School Plant</p>	<p>Development of a Trainers Guide to School Improvement Planning. Development of a Programme for Training of Trainers. Delivering of Training of Trainees Workshop for eighty (80) teachers Ten (10) schools participated in an accelerated pilot programme.</p> <p>World Bank School Building Programme. Repairs and school building programme sponsored by GORTT and Denominational Boards. Classes held after school hours e.g. Y.T.E.P.P. , Adult Education</p>	<p>1998</p> <ul style="list-style-type: none"> - Four (4) schools approved to implement School Improvement Plans - Two (2) schools received and continue to receive funding for their projects. <p>50% of planned activities completed by the 2 schools.</p> <p>1999</p> <ul style="list-style-type: none"> - School Improvement Plans from 31 schools were approved by Divisional Approval Committees for implementation
<p>10. Improved attention to multiple intelligences (curriculum diversity)</p>	<p>Current review / revision of the curriculum is taking place at the primary / secondary level and new programmes and instructional strategies will incorporate, inter alia, Gardener's theory of Multiple Intelligencies</p>	
<p>11. Improved provisions for children with special needs</p>	<p>The development of a Diagnostic/ Prescriptive Service. Eight (8) teams each comprising two (2) Guidance Officers and two (2) Special Education Teachers are planned for every educational district. They will assist in identification of students with special needs and provide appropriate remedial services.</p> <p>The appointment of an Advisory Committee to advise the Ministry on issues of Special Education.</p>	<p>The programme has only commenced on April 12, 1999 so there is no measured impact yet.</p> <p>The Committee produced an instrument which is to be used in primary school to assist teachers in identifying children with learning difficulties.</p>

MEASURES TO SUPPORT EDUCATION FOR ALL	PROVISION OF ACTIVITY TO ADDRESS	MEASURED IMPACTS IF AVAILABLE GIVE QUANTITATIVE DATA AND EMPIRICAL EVIDENCE WHERE AVAILABLE
<p>12. Protection of the child from abuse, drugs, school violence, vandalism</p>	<p>Under the Ministry of Social Community Development's NADAPP, an extra curricular school grant to schools and community youth groups to fund activities which would foster positive behaviour and direct young persons away from a culture of drug substance abuse is included</p> <p>Review of current curriculum to include a module for education on substance abuse is underway.</p> <p>Legislative review.</p> <p>Passage of new legislation.</p>	<p>Legislative review completed.</p> <p>Draft New Legislation being prepared.</p>

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