

E1: POPULATION 10 YEARS AND OVER BY LEVEL OF EDUCATION ATTAINED, 2000 ROUND OF CENSUSES**Concept and Definition**

(1) The level of education attained is the most advanced level attended in the educational system of the country where the education was received, excluding non-vocational areas. (UNESCO). The population 10 years and over is self explanatory.

Method of Computation

The level of education attained is classified from data from the 2000 Round of Censuses according to the categories *None, Pre-Primary, Primary, Secondary, Pre-University (college), University* and *Other*. “None” refers to persons who have completed less than one year of primary education while “Pre-Primary” refers to education provided in kindergartens, nursery schools as well as infant classes attached to primary schools. “Primary” refers to the level at which the main function is to provide the basic elements of education at the primary school level. “Secondary” refers to the education level where general and/or specialized instruction at middle schools, secondary schools and high schools are taught. “Pre-university” refers to education of the type that leads to a level that is not equivalent to a first university degree that results in the attainment of a first degree. “University” refers to education of a type that leads to a first university degree or equivalent or to a postgraduate degree or equivalent. “Other” refers to education not included in any of the previous categories.

Indicator Relevance

This indicator shows the educational composition of the population aged 10 years and over. Hence, it is an indicator of the potential stock and quality of human capital within a country, to gauge needs and establish policies as required. This indicator also reflects the structure and performance of the education system and its accumulated impact on human capital formation. A relative high concentration of the adult population in a given level of education reflects the capacity of the educational system at that corresponding level of education. Educational attainment is closely related to the skills and competencies of a country’s population, and could be seen as a proxy of both the quantitative and qualitative aspects of the stock of human capital. (UNESCO: *Education Indicators, Technical guidelines*)

Data Assessment

There are differences in the ways in which countries define the different levels of education and hence this limits comparability. Agenda 21 regards the promotion of education, public awareness and training as being essential to enable the population to promote and act towards a more sustainable society. (UNESCO: *Education Indicators, Technical guidelines*)

Gender Dimension

The concept of gender refers to the socially constructed differences and attributes and opportunities in being female or male and to the social interactions and relationships between women and men (UN, *The World’s Women 2005*).

In some countries girls may be encouraged to pursue non-professional courses, and are sometimes overlooked by teachers in classroom discussions. There may be instances of higher female drop-out rates because of competing demands (e.g. work, caring for siblings). Where resources are limited, families may give preference to educating boys reducing even further the opportunities for girls. In the case of the CARICOM region 89,179 women and 78,783 men ages 10 years and over had university as the highest educational level in the years 2000 and 2001. Women therefore outnumbered men at this level of educational attainment.

Data Sources

The data on the highest level of educational attainment are usually collected from National Population Censuses, Household and / or Labour Force Surveys as well as from administrative records from Universities and Ministries of Education.

Evaluation

Of all the levels of educational attainment, Secondary education was reported by both men and women as the highest level of education attained in all Member States and Associate Members with the exception of Belize (51.1 percent men and 49.9 percent women), Dominica (63.3 percent), Grenada, Saint Lucia, St Vincent and the Grenadines (65.5 percent men and 55.2 percent women) and Montserrat. The overall percentages for women and men for Member States at the Primary level were 31.2 percent and 34.1 percent respectively while for the Secondary level the overall percentages for women and men were 47.9 percent and 48.2 percent respectively. For the two Associate Members for which data were provided the highest level of education was the secondary level with overall percentages of women and men of 41.8 percent and 44.9 percent respectively.

For the *University* Level of educational attainment the overall percentage for women and men were **3.8** percent and **3.5** percent respectively. The educational attainment, *None*, showed overall percentages for women and men of **5.6** and **5.2** percent respectively for member states.

Primary Level In absolute terms the highest number of women and men reporting primary education as the highest level was in Jamaica with 211, 817 women and 235, 340 men. Montserrat was the country with the lowest number of women and men at this same level, 652 women and 606 men. In terms of proportion out of all level of educational attainment the following countries had primary education as the highest level for women: St. Vincent and the Grenadines (55.2 percent), Dominica (54.5 percent), Grenada (51.5 percent), Saint Lucia (51.1 percent) and Belize (49.7 percent) and Montserrat (36.2 percent).

For men the same countries above had this level as the highest: St Vincent and the Grenadines (65.3 percent), Grenada (63.3 percent), Dominica (63.3 percent), Saint Lucia (57.2 percent), Belize (51.1 percent) and Montserrat (33.2 percent). With the exception of Montserrat the percentages for men were higher than that of women at this level of education.

Secondary Level: The following countries had Secondary education as the highest level attained for both women and men: The Bahamas (women 68.7 percent and men 71.7 percent), Barbados (women 60.8 percent and men 66.4 percent), St Kitts and Nevis (women 58.9 percent and men 57.1 percent), Jamaica (women 54.9 percent and men 56.2 percent), Trinidad and Tobago (women 51.5 percent and men 49.9 percent), Guyana (women 43.2 percent and men 45.7 percent), Antigua and Barbuda (women 40.1 percent and men 36.1 percent) and Suriname (women 37.7 percent and men 41.4 percent). In addition Anguilla (women 49.7 percent and men 45.9 percent) and Turks and Caicos Islands (women 41.8 percent and men 44.9 percent) also had Secondary education as the highest level attained for the population 10 years and over. In Trinidad and Tobago, St Kitts and Nevis, Antigua and Barbuda and Anguilla the percentages for women at this highest level of education attained were higher than that for men.

University Level: Antigua and Barbuda, St Kitts and Nevis and Montserrat exhibited the highest percentages of the University Level of educational attainment for women and men. For Antigua and Barbuda 7.4 percent women and 8.7 percent men indicated University Level as the highest level of education while for St Kitts and Nevis 6.7 percent women and 6.8 percent men indicated University level attainment. For Montserrat the percentages for women and men at this level of attainment were 6.4 percent and 7.1 percent respectively.

No education

Belize was amongst the countries with the highest percentages of persons indicating “*No Education*” as the highest level attained, with approximately 30 percent for both women and men.

Table 3.1- Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

Country	Year	None		Pre-Primary		Primary		Secondary	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	...	...	1,804	2,068	8,873	7,985	11,178	8,610
BS	2000	1,370	1,431	195	176	14,211	14,370	86,400	83,907
BB	2000	...	...	...	...	3,391	2,611	9,083	8,682
BZ	2000	32,097	32,358	1,501	1,402	53,916	55,984	13,482	12,621
DM	2001	702	825	93	96	15,028	17,552	8,621	6,231
GD	2000	2,550	247	...	...	19004	21,692	11,734	8,683
GY	2002	58,981	58,549	...	...	124049	116,873	159,678	170,113
JM	2001	4,390	5,877	2,614	2,812	211,817	235,340	497,101	477,449
MS	2001	104	95	75	79	833	651	608	537
KN	2001	201	203	2	3	4,455	4,815	10,008	9,931
LC	2001	2,807	2,849	1,946	2,087	31,809	33,584	17,207	12,898
VC	2000	379	431	...	...	23,221	27,920	13,720	10,207
SR	2004	20,022	12,225	7,142	7,415	73,340	80,387	82,591	91,675
TT	2000	12,184	8,181	284	294	175,104	184,508	244,500	234,721
Total Member States		135,787	123,271	15,656	16,432	759,051	804,272	1,165,911	1,136,265
Associate Members									
AI	2001	67	66	...	...	1,208	1,429	2,082	1,853
TC	2001	95	85	4	4	1,769	1,742	3,278	3,587
Total Associate Members		162	151	4	4	2,977	3,171	5,360	5,440
Total Member States and Associate States		135,949	123,422	15,660	16,436	762,028	807,443	1,171,271	1,141,705

Table 3.1- Cont'd Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

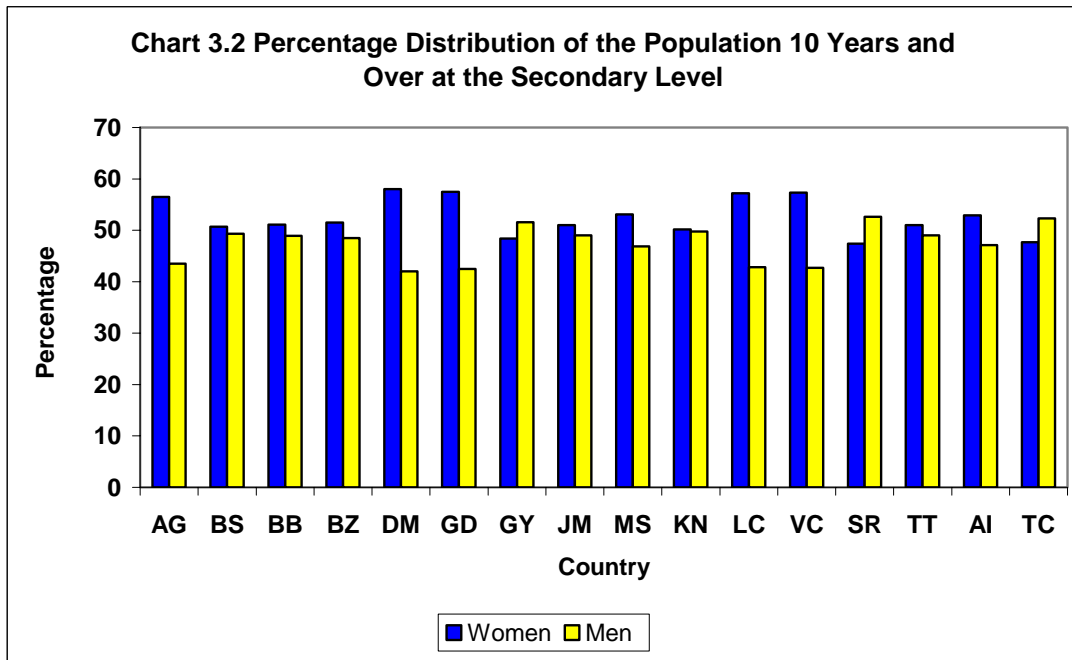
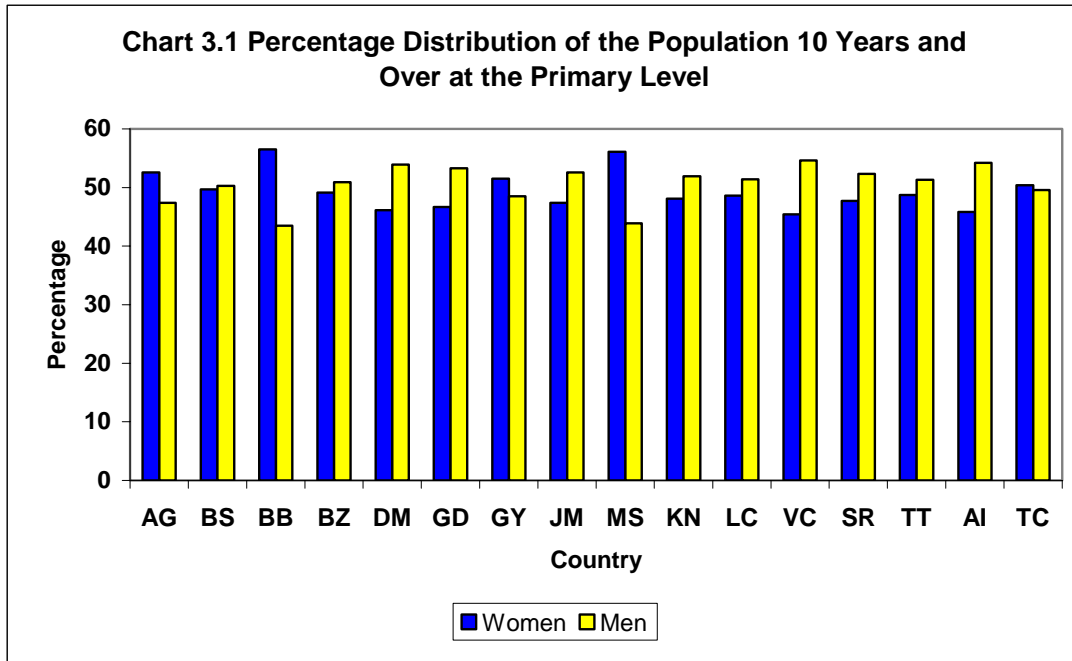
Country	Year	Pre-University		University		Other		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	3,904	3,079	2,051	2,070	9	13	27,858	23,857
BS	2000	22,490	15,700	...	...	354	374	125,808	117,035
BB	2000	...	...	876	558	1,484	1,096	14,947	13,076
BZ	2000	5,287	4,404	1,888	2,336	132	147	108,474	109,535
DM	2001	...	...	988	1,056	1,787	1,645	27,551	27,720
GD	2000	2,373	1,718	736	990	264	448	36,899	34,253
GY	2002	8,127	9,219	10,945	11,463	1,144	1,204	369,674	372,099
JM	2001	...	...	42,347	31,508	129,142	74,471	905,510	848,874
MS	2001	156	208	147	139	335	217	2,299	1,959
KN	2001	...	...	1,133	1,191	648	504	16,987	17,407
LC	2001	...	...	2,021	2,089	6,093	4,615	62,306	58,693
VC	2000	3,117	2,230	980	1,110	123	142	42,057	42,775
SR	2004	11,275	1,865	8,663	8,330	...	...	219,051	221,613
TT	2000	...	...	18,875	19,444	13,236	11,525	474,594	469,957
Total Member States		56,729	38,423	91,650	82,284	154,751	96,401	2,434,015	2,358,853
Associate Members									
AI	2001	...	...	651	513	102	97	4,190	4,038
TC	2001	1,142	870	658	803	85	69	7,836	7,994
Total Associate Members		1,142	870	1,309	1,316	187	166	12,026	12,032
Total Member States and Associate States		57,871	39,293	92,959	83,600	154,938	96,567	2,446,041	2,370,885

Table 3.2 Percentage Distribution of the Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

Country	Year	None		Pre-Primary		Primary		Secondary	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	0.0	0.0	6.5	8.7	31.9	33.5	40.1	36.1
BS	2000	1.1	1.2	0.2	0.2	11.3	12.3	68.7	71.7
BB	2000	0.0	0.0	0.0	0.0	22.7	20.0	60.8	66.4
BZ	2000	29.6	29.5	1.4	1.3	49.7	51.1	12.4	11.5
DM	2001	2.5	3.0	0.3	0.3	54.5	63.3	31.3	22.5
GD	2000	6.9	0.7	0.0	0.0	51.5	63.3	31.8	25.3
GY	2002	16.0	15.7	0.0	0.0	33.6	31.4	43.2	45.7
JM	2001	0.5	0.7	0.3	0.3	23.4	27.7	54.9	56.2
MS	2001	4.5	4.8	3.3	4.0	36.2	33.2	26.4	27.4
KN	2001	1.2	1.2	0.0	0.0	26.2	27.7	58.9	57.1
LC	2001	4.5	4.9	3.1	3.6	51.1	57.2	27.6	22.0
VC	2000	0.9	1.0	0.0	0.0	55.2	65.3	32.6	23.9
SR	2004	9.1	5.5	3.3	3.3	33.5	36.3	37.7	41.4
TT	2000	2.6	1.7	0.1	0.1	36.9	39.3	51.5	49.9
Total Member States		5.6	5.2	0.6	0.7	31.2	34.1	47.9	48.2
ASSOCIATE MEMBERS									
AI	2001	1.6	1.6	0.0	0.0	28.8	35.4	49.7	45.9
TC	2001	1.2	1.1	0.1	0.1	22.6	21.8	41.8	44.9
Total Member States and Associate States		5.6	5.2	0.6	0.7	31.2	34.1	47.9	48.2

Table 3.2 Cont'd Percentage Distribution of the Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

Country	Year	Pre-University		University		Other		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	14.0	12.9	7.4	8.7	0.0	0.1	100.0	100.0
BS	2000	17.9	13.4	0.0	0.0	0.3	0.3	100.0	100.0
BB	2000	0.0	0.0	5.9	4.3	9.9	8.4	100.0	100.0
BZ	2000	4.9	4.0	1.7	2.1	0.1	0.1	100.0	100.0
DM	2001	0.0	0.0	3.6	3.8	6.5	5.9	100.0	100.0
GD	2000	6.4	5.0	2.0	2.9	0.7	1.3	100.0	100.0
GY	2002	2.2	2.5	3.0	3.1	0.3	0.3	100.0	100.0
JM	2001	0.0	0.0	4.7	3.7	14.3	8.8	100.0	100.0
MS	2001	6.8	10.6	6.4	7.1	14.6	11.1	100.0	100.0
KN	2001	0.0	0.0	6.7	6.8	3.8	2.9	100.0	100.0
LC	2001	0.0	0.0	3.2	3.6	9.8	7.9	100.0	100.0
VC	2000	7.4	5.2	2.3	2.6	0.3	0.3	100.0	100.0
SR	2004	5.1	0.8	4.0	3.8	0.0	0.0	100.0	100.0
TT	2000	0.0	0.0	4.0	4.1	2.8	2.5	100.0	100.0
Total Member States		2.3	1.6	3.8	3.5	6.4	4.1	100.0	100.0
ASSOCIATE MEMBERS									
AI	2001	0.0	0.0	15.5	12.7	2.4	2.4	100.0	100.0
TC	2001	14.6	10.9	8.4	10.0	1.1	0.9	100.0	100.0
Total Member States and Associate States		2.4	1.7	3.8	3.5	6.3	4.1	100.0	100.0



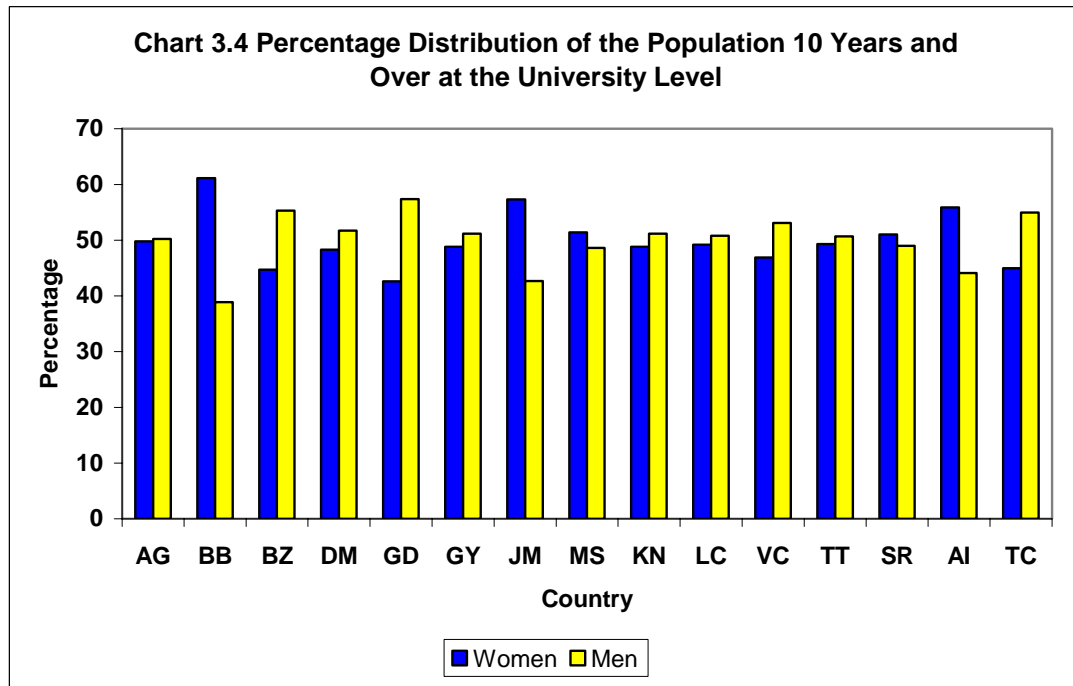
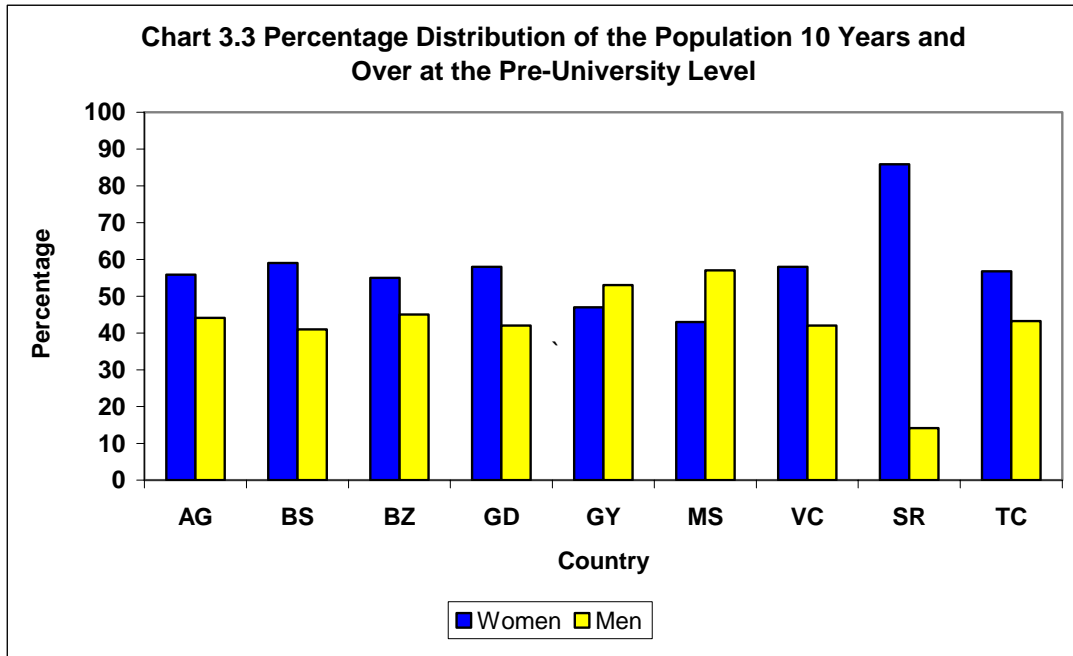


Table 3.3 Percentage Composition of the Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

Country	Year	None		Pre-Primary		Primary		Secondary	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	...	...	46.6	53.4	52.6	47.4	56.5	43.5
BS	2000	49	51	53	47	49.7	50.3	50.7	49.3
BB	2000	...	...	...	...	56.5	43.5	51.1	48.9
BZ	2000	50	50	52	48	49.1	50.9	51.5	48.5
DM	2001	46.0	54.0	49.2	50.8	46.1	53.9	58.0	42.0
GD	2000	91.2	8.8	...	...	46.7	53.3	57.5	42.5
GY	2002	50.2	49.8	...	...	51.5	48.5	48.4	51.6
JM	2001	42.8	57.2	48.2	51.8	47.4	52.6	51.0	49.0
MS	2001	52	48	49	51	56.1	43.9	53.1	46.9
KN	2001	49.8	50.2	40.0	60.0	48.1	51.9	50.2	49.8
LC	2001	50	50	48	52	48.6	51.4	57.2	42.8
VC	2001	91.2	8.8	...	...	46.7	53.3	57.5	42.5
SR	2001	46.8	53.2	49.1	50.9	45.4	54.6	57.3	42.7
TT	2001	91.2	8.8	49.1	50.9	46.7	53.3	57.5	42.5
Total Member States		46.8	53.2	48.8	51.2	45.4	54.6	57.3	42.7
ASSOCIATE MEMBERS									
AI	2001	50.4	49.6	...	...	45.8	54.2	52.9	47.1
TC	2001	52.8	47.2	50.0	50.0	50.4	49.6	47.7	52.3
Total Member States and Associate States		52.4	47.6	48.8	51.2	48.6	51.4	50.6	49.4

Table 3.3 Cont'd Percentage Composition of the Population 10 Years and Over by Level of Education Attained – 2000 Round of Census

Country	Year	Pre-University		University		Other		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men
AG	2001	55.9	44.1	49.8	50.2	40.9	59.1	53.9	46.1
BS	2000	59	41	44.7	55.3	48.6	51.4	51.9	48.2
BB	2000	...	...	61.1	38.9	57.5	42.5	53.3	46.7
BZ	2000	54.6	45.4	44.7	55.3	47.4	52.6	49.8	50.2
DM	2001	...	...	48.3	51.7	52.1	47.9	49.8	50.2
GD	2000	58.0	42.0	42.6	57.4	37.1	62.9	58.3	41.7
GY	2002	47	53	48.8	51.2	48.7	51.3	49.8	50.2
JM	2001	54.6	45.4	57.3	42.7	63.4	36.6	51.6	48.4
MS	2001	42.9	57.1	51.4	48.6	60.7	39.3	54.0	46.0
KN	2001	...	...	48.8	51.2	56.3	43.8	49.4	50.6
LC	2001	...	...	49.2	50.8	56.9	43.1	51.5	48.5
VC	2001	58	42	42.6	57.4	37.1	62.9	58.3	41.7
SR	2001	58	42	46.9	53.1	46.4	53.6	49.6	50.4
TT	2001	58	42	42.6	57.4	37.1	62.9	58.3	41.7
Total Member States		58	42	46.9	53.1	46.4	53.6	49.6	50.4
ASSOCIATE MEMBERS									
AI	2001	58.3	41.7	55.9	44.1	51.3	48.7	50.9	49.1
TC	2001	56.8	43.2	45.0	55.0	55.2	44.8	49.5	50.5
Total Member States and Associate States		59.6	40.4	52.7	47.3	61.6	38.4	50.8	49.2

E2: SCHOOL ENROLMENT AT PRIMARY LEVEL BY CLASS, 1998 - 2004

Concept and Definition

Enrolment in primary level refers to the number of children who are enrolled in primary school (*Indicators for monitoring the Millennium Development Goals, Definitions, Rationale, Concepts and Sources*).

Method of Computation

The classes of primary enrolment attained for each sex is classified from data out of the 2000 Round of Censuses, and Surveys according to the categories Infant 1, Infant 2, Standard 1, Standard 2, Standard 3, Standard 4 and Standard 5 and over. This indicator is collected as the number of enrolled pupils within the appropriate age cohort, according to school records as reported to the ministries of education.

For international comparison, data from the population census are needed for three levels of education: primary, secondary, and post-secondary. Programmes at level 1 are designed on a unit or project basis to give students a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases religion is featured. The core at this level consists of education provided for children, the customary or legal age of entrance being not younger than five years or older than seven years. This level covers in principle six years of full-time schooling.

Indicator Relevance

This indicator shows the proportion of children who are enrolled in primary school. It is used as a proxy to monitor the goal of achieving universal primary education identified in both the MDGs and Education For All initiatives of achieving a 100 per cent enrolment of *primary-age-school* children. Net enrolment refers only to children of *official primary school age*, in an attempt to capture more accurately the system's coverage and internal efficiency. (Gross enrolment includes children of any age). The extent to which the net enrolment rate falls below 100% provides a measure of the proportion of school age children that are not enrolled at the primary level of education. This difference does not necessarily indicate the actual percentage of students not enrolled, since some of these children might be enrolled at other levels of education. (*Indicators for monitoring the Millennium Development Goals, Definitions, Rationale, Concepts and Sources*).

The apparent simple objective is to determine the percent of a given school-age cohort who are actually enrolled in school in a given year.

Data Assessment

Data for this indicator was submitted by Member States and Associate Members. The Member States and Associate Members definition of the indicator did not follow the definition of the internationally recommended definition. The ratio of girls to boys enrolled in primary schools indicates slightly more boys enrolled at primary level in all the countries. Antigua and Barbuda, Barbados, St. Lucia, Trinidad and Tobago had the same age group and structure except for Barbados and Trinidad that did not state their grading system. Bahamas and Belize both had different age groups.

Gender Dimension

In some countries where limited resources exist, families make difficult choices when sending their children to school, as they perceive the value of education differently for their boys and girls. Girls are more likely than boys to suffer from limited access to education, especially in rural areas. In contrast, where basic education is universally acceptable (i.e. overall enrolment is high), girls tend to be equal or outnumber boys in enrolment at primary and secondary levels. The evaluation of the data to follow would give an idea of the gender dimension of enrolment on CARICOM Member States and Associate Members.

Data sources

Data on school enrolment are usually recorded by the country's ministry of education or compiled from surveys and censuses. Values reported would only be the same as those reported internationally if the same methods and estimates were used. For international comparisons and estimation of regional and global aggregates, the UNESCO Institute for Statistics regularly produces data series on school enrolment, based on data reported by education ministries and / or national statistical agencies and UN population estimates.

For countries for which administrative data are not available, household survey data may be used to assess school attendance rather than enrolment. Among international surveys, Multiple Indicator Cluster Survey (MICS), and Demographic Health Surveys (DHS) and sometimes also the Living Standards Measurement Study (LSMS) Household Survey and the Core Welfare Indicators Questionnaire (CWIQ) Survey provide school attendance data.

Evaluation

The percentage of boys enrolled (55.4%) was higher than that of girls (44.6%). This pattern of boys outnumbering girls was evident in all classes of the primary level except in Standard 5

In Barbados, the sex composition of boys and girls were in roughly equal proportions with 49.9% girls and 50.2% boys enrolled in primary education. However an overall downward trend was evident in the infant classes and in Standard 1 among both girls and boys. In Standard 1 for example enrolment of girls decreased from 2,379 in 1998/1999 to 2,163 in 2002/2003. A similar decrease was evident among boys. Upward movements in

enrolment of girls and boys was seen in Standard 2 through Standard 4. Across all classes there was a downward trend in enrolment of girls up to 2001. Among boys there were more fluctuations from year to year.

In Dominica, 48.4% (5,038) of pupils enrolled were girls in 2002/2003. There were downward trends in the number of pupils enrolled across all classes among both girls and boys from 1998 to 2002. In all classes except in Standard 5 in 1998/1999, the number of boys enrolled outnumbered girls. However across all classes except Standard 5 disparity in the proportion of boys outnumbering girls seemed to be narrowing and a move towards greater equality as measured by the ratio of girls per 100 boys.

Table 3.4 - Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	384	465	...	...	364	382	354	375
BB	1998	2,447	2,456	2,347	2,340	2,379	2,380	2,138	2,143
	1999	2,217	2,236	2,357	2,338	2,342	2,346	2,374	2,386
	2000	2,219	2,223	2,087	2,207	2,379	2,381	2,338	2,350
	2001	2,138	2,182	2,148	2,173	2,110	2,257	2,372	2,381
	2002	2,207	2,226	2,187	2,206	2,163	2,178	2,284	2,305
DM	1998	890	1,017	...	...	846	920	780	857
	1999	870	927	...	...	880	929	824	878
	2000	828	854	...	...	786	846	822	880
	2001	743	794	...	...	734	785	765	802
	2002	673	722	...	...	708	734	694	709
GD	1998	1,056	1,014	1,152	1,171	1,184	1,107	1,174	1,247
	1999	1,074	995	1,109	1,176	1,129	1,167	1,075	1,157
	2000	1,051	1,088	1,055	1,131	1,124	1,142	1,130	1,173
	2001	959	1,019	1,051	1,095	1,087	1,196	1,149	1,203
	2002	942	1,016	978	997	1,069	1,096	1,095	1,165
GY	1998	9,499	9,694	8,560	9,105	8,663	9,069	8,690	9,185
	1999	9,454	10,041	9,319	9,828	8,443	8,904	8,429	8,806
	2000	10,087	10,730	9,737	10,214	9,236	9,563	8,409	8,747
	2001	9,466	10,097	10,173	10,664	9,679	9,937	8,799	9,110
	2002	9,003	9,694	9,684	10,096	10,092	10,622	9,257	9,632
	2003	9,516	9,753	9,378	9,987	10,110	10,395	10,114	10,560
	2004	8,549	9,114	9,633	9,960	9,442	10,100	9,763	10,099
JM	1998	19,698	21,006	15,420	15,931	15,754	15,837	15,356	15,598
	1999	15,558	16,145	14,909	15,435	15,426	15,780	16,344	17,650
	2000	16,160	16,941	16,019	16,331	14,845	15,379	16,106	17,549
	2001	...	...	...	...	...	...	...	...
	2002	23,964	25,933	25,454	26,994	26,316	27,687	26,421	28,247
KN	1998	454	503	...	...	418	513	490	518
	1999	537	558	...	...	447	487	439	507
	2000	513	554	...	...	473	491	427	454
	2001	492	492	...	...	460	474	473	478
	2002	476	507	...	...	433	417	458	463

Table 3.4 – Cont'd Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	370	459	452	437	1,802	2,509	3,726	4,627
BB	1998	2,079	2,088	2,242	2,257	...	...	13,632	13,664
	1999	2,141	2,174	2,149	2,158	...	...	13,580	13,638
	2000	2,310	2,382	2,152	2,193	...	...	13,485	13,736
	2001	2,246	2,327	2,357	2,425	...	...	13,371	13,745
	2002	2,374	2,390	2,306	2,352	...	...	13,521	13,657
DM	1998	753	816	760	888	1,633	1,588	5,662	6,086
	1999	762	856	755	799	1,605	1,666	5,696	6,055
	2000	790	843	742	836	1,554	1,649	5,522	5,908
	2001	794	847	770	845	1,469	1,636	5,275	5,709
	2002	741	785	742	759	1,480	1,672	5,038	5,381
GD	1998	1,175	1,291	1,242	1,310	1,351	1,421	8,334	8,561
	1999	1,151	1,220	1,231	1,355	1,330	1,394	8,099	8,464
	2000	1,096	1,194	1,187	1,227	1,260	1,343	7,903	8,298
	2001	1,127	1,190	1,143	1,281	1,213	1,261	7,729	8,245
	2002	1,188	1,118	1,183	1,116	1,143	1,263	7,598	7,771
GY	1998	8,419	8,558	7,872	8,006	...	...	51,703	53,617
	1999	7,996	8,537	8,054	7,994	...	...	51,695	54,110
	2000	7,794	8,104	7,653	8,037	...	...	52,916	55,395
	2001	7,847	8,258	7,479	7,496	...	...	53,443	55,562
	2002	8,476	8,866	7,600	7,754	...	...	54,112	56,664
	2003	9,220	9,403	8,265	8,471	...	...	56,603	58,569
	2004	9,744	9,961	177	196	...	...	47,308	49,430
JM	1998	14,223	13,398	13,054	12,334	...	...	93,505	94,104
	1999	13,955	12,536	14,486	13,817	...	...	90,678	91,363
	2000	14,840	14,549	14,438	13,293	...	...	92,408	94,042
	2001	...	...	...	...	...	...	...	...
	2002	23,719	24,706	24,914	24,243	...	...	150,788	157,810
KN	1998	495	535	440	463	899	948	3,196	3,480
	1999	488	548	497	525	958	931	3,366	3,556
	2000	456	506	487	519	956	1,007	3,312	3,531
	2001	457	448	452	518	1,004	1,091	3,338	3,501
	2002	458	461	444	449	912	1,041	3,181	3,338

Table 3.4 – Cont'd Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
LC	1998	1,819	1,982	1,757	2,050	1,783	1,744	1,772	1,829
	1999	1,711	1,808	1,747	1,904	1,802	1,839	1,800	1,715
	2000	1,757	1,894	1,719	1,837	1,728	1,879	1,787	1,780
	2001	1,680	1,801	1,707	1,891	1,705	1,819	1,716	1,846
	2002	1,643	1,631	1,625	1,763	1,707	1,869	1,569	1,664
VC	1998	1,405	1,482	1,287	1,428	1,211	1,324	1,247	1,434
	1999	1,287	1,436	1,336	1,416	1,402	1,336	1,213	1,339
	2000	1,275	1,484	1,242	1,365	1,305	1,384	1,223	1,353
	2001	1,230	1,308	1,288	1,400	1,218	1,407	1,340	1,398
	2002	1,169	1,310	1,199	1,282	1,257	1,401	1,254	1,459
TT	1998	10,559	11,349	11,467	11,772	11,336	11,969	11,731	12,095
	1999	9,914	11,076	10,527	11,042	11,451	11,756	11,186	11,755
	2000	9,693	10,199	9,860	11,416	10,593	11,155	11,078	11,414
ASSOCIATE MEMBERS									
AI	1998	108	111	100	98	116	109	112	108
	1999	114	101	104	110	103	107	112	109
	2000	81	116	117	103	104	105	100	102
	2001	98	97	86	117	114	99	97	104
	2002	91	73	110	107	83	111	117	103
	2003	79	83	73	77	76	81	79	54
	2004	79	83	73	77	76	81	79	54
TC	1998	274	220	165	154	149	172	149	172
	1999	301	271	212	167	167	160	145	170
	2000	335	338	194	153	157	200	171	162
	2001	263	295	149	179	212	172	157	194
	2002	238	256	176	155	148	170	153	123
	2003	272	286	171	157	187	164	163	176
	2004	280	327	230	246	188	177	195	189
	2005	323	369	226	248	195	205	188	183
	2006	316	354	212	234	225	287	215	232

Table 3.4 – Cont'd Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
LC	1998	1,705	1,697	1,893	1,841	797	992	11,526	12,135
	1999	1,854	1,828	1,769	1,787	764	928	11,447	11,809
	2000	1,829	1,778	1,882	1,992	655	828	11,357	11,988
	2001	1,765	1,760	1,946	1,919	459	669	10,978	11,705
	2002	1,609	1,732	1,772	1,909	601	822	10,526	11,390
VC	1998	1,269	1,407	1,249	1,417	1,437	1,272	9,105	9,764
	1999	1,218	1,455	1,259	1,329	1,383	1,302	9,098	9,613
	2000	1,211	1,367	1,230	1,348	1,346	1,247	8,832	9,548
	2001	1,229	1,339	1,197	1,314	1,291	1,241	8,793	9,407
	2002	1,339	1,352	1,239	1,285	1,316	1,268	8,773	9,357
TT	1998	11,622	12,085	12,345	13,084	15,300	14,851	84,360	87,205
	1999	11,795	12,218	11,989	15,334	15,439	15,023	82,301	88,204
	2000	11,280	11,941	11,661	12,007	11,077	11,013	75,242	79,145
ASSOCIATE MEMBERS									
AI	1998	120	124	123	109	109	122	788	781
	1999	106	115	118	127	117	96	774	765
	2000	111	108	102	103	113	108	728	745
	2001	94	95	110	103	100	101	699	716
	2002	107	101	92	97	108	100	708	692
	2003	74	87	77	78	74	67	532	527
	TC	1998	159	158	140	155	284	279	1,320
1999		147	180	167	154	348	348	1,487	1,450
2000		138	171	197	188	365	427	1,557	1,639
2001		146	159	136	189	352	393	1,415	1,581
2002		152	127	129	148	302	358	1,298	1,337
2003		158	197	184	138	338	397	1,473	1,515
2004		173	190	198	166	375	355	1,639	1,650
2005		201	192	184	196	411	351	1,728	1,744
2006	220	178	205	221	444	411	1,837	1,917	

Table 3.5 – Percentage Distribution of Enrolment at Primary Level by Class, 1998 – 2004

Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	10	10	...	...	10	8	10	8
BB	1998	18	18	17	17	17	17	16	16
	1999	16	16	17	17	17	17	17	17
	2000	16	16	15	16	18	17	17	17
	2001	16	16	16	16	16	16	18	17
	2002	16	16	16	16	16	16	17	17
DM	1998	16	17	...	...	15	15	14	14
	1999	15	15	...	...	15	15	14	15
	2000	15	14	...	...	14	14	15	15
	2001	14	14	...	...	14	14	15	14
	2002	13	13	...	...	14	14	14	13
GD	1998	13	12	14	14	14	13	14	15
	1999	13	12	14	14	14	14	13	14
	2000	13	13	13	14	14	14	14	14
	2001	12	12	14	13	14	15	15	15
	2002	12	13	13	13	14	14	14	15
GY	1998	18	18	17	17	17	17	17	17
	1999	18	19	18	18	16	16	16	16
	2000	19	19	18	18	17	17	16	16
	2001	18	18	19	19	18	18	16	16
	2002	17	17	18	18	19	19	17	17
	2003	17	17	17	17	18	18	18	18
	2004	18	18	20	20	20	20	21	20
JM	1998	21	22	16	17	17	17	16	17
	1999	17	18	16	17	17	17	18	19
	2000	17	18	17	17	16	16	17	19
	2001	...	...	...	...	...	...	...	...
	2002	16	16	17	17	17	18	18	18
KN	1998	14	14	...	...	13	15	15	15
	1999	16	16	...	...	13	14	13	14
	2000	15	16	...	...	14	14	13	13
	2001	15	14	...	...	14	14	14	14
	2002	15	15	...	...	14	12	14	14

Table 3.5 – Cont'd Percentage Distribution of Enrolment at Primary Level by Class, 1998 – 2004

Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	10	10	12	9	48	54	100	100
BB	1998	15	15	16	17	...	...	100	100
	1999	16	16	16	16	...	...	100	100
	2000	17	17	16	16	...	...	100	100
	2001	17	17	18	18	...	...	100	100
	2002	18	18	17	17	...	...	100	100
DM	1998	13	13	13	15	29	26	100	100
	1999	13	14	13	13	28	28	100	100
	2000	14	14	13	14	28	28	100	100
	2001	15	15	15	15	28	29	100	100
	2002	15	15	15	14	29	31	100	100
GD	1998	14	15	15	15	16	17	100	100
	1999	14	14	15	16	16	16	100	100
	2000	14	14	15	15	16	16	100	100
	2001	15	14	15	16	16	15	100	100
	2002	16	14	16	14	15	16	100	100
GY	1998	16	16	15	15	...	...	100	100
	1999	15	16	16	15	...	...	100	100
	2000	15	15	14	15	...	...	100	100
	2001	15	15	14	13	...	...	100	100
	2002	16	16	14	14	...	...	100	100
	2003	16	16	15	14	...	...	100	100
	2004	21	20	0	0	...	...	100	100
JM	1998	15	14	14	13	...	...	100	100
	1999	15	14	16	15	...	...	100	100
	2000	16	15	16	14	...	...	100	100
	2001	...	...	...	...	...	...	...	...
	2002	16	16	17	15	...	...	100	100
KN	1998	15	15	14	13	28	27	100	100
	1999	14	15	15	15	28	26	100	100
	2000	14	14	15	15	29	29	100	100
	2001	14	13	14	15	30	31	100	100
	2002	14	14	14	13	29	31	100	100

Table 3.5 – Cont'd Percentage Distribution of Enrolment at Primary Level by Class, 1998 – 2004

Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
LC	1998	16	16	15	17	15	14	15	15
	1999	15	15	15	16	16	16	16	15
	2000	15	16	15	15	15	16	16	15
	2001	15	15	16	16	16	16	16	16
	2002	16	14	15	15	16	16	15	15
VC	1998	15	15	14	15	13	14	14	15
	1999	14	15	15	15	15	14	13	14
	2000	14	16	14	14	15	14	14	14
	2001	14	14	15	15	14	15	15	15
	2002	13	14	14	14	14	15	14	16
TT	1998	13	13	14	13	13	14	14	14
	1999	12	13	13	13	14	13	14	13
	2000	13	13	13	14	14	14	15	14
ASSOCIATE MEMBERS									
AI	1998	14	14	13	13	15	14	14	14
	1999	15	13	13	14	13	14	14	14
	2000	11	16	16	14	14	14	14	14
	2001	14	14	12	16	16	14	14	15
	2002	13	11	16	15	12	16	17	15
	2003	15	16	14	15	14	15	15	10
TC	1998	21	17	13	12	11	13	11	13
	1999	20	19	14	12	11	11	10	12
	2000	22	21	12	9	10	12	11	10
	2001	19	19	11	11	15	11	11	12
	2002	18	19	14	12	11	13	12	9
	2003	18	19	12	10	13	11	11	12
	2004	17	20	14	15	11	11	12	11
	2005	19	21	13	14	11	12	11	10
	2006	17	18	12	12	12	15	12	12

Table 3.5 – Cont'd Percentage Distribution of Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES		
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
LC	1998	15	14	16	15	7	8	100	100	
	1999	16	15	15	15	7	8	100	100	
	2000	16	15	17	17	6	7	100	100	
	2001	16	15	18	16	4	6	100	100	
	2002	15	15	17	17	6	7	100	100	
VC	1998	14	14	14	15	16	13	100	100	
	1999	13	15	14	14	15	14	100	100	
	2000	14	14	14	14	15	13	100	100	
	2001	14	14	14	14	15	13	100	100	
	2002	15	14	14	14	15	14	100	100	
TT	1998	14	14	15	15	18	17	100	100	
	1999	14	14	15	17	19	17	100	100	
	2000	15	15	15	15	15	14	100	100	
ASSOCIATE MEMBERS										
	AI	1998	15	16	16	14	14	16	100	100
		1999	14	15	15	17	15	13	100	100
		2000	15	14	14	14	16	14	100	100
		2001	13	13	16	14	14	14	100	100
		2002	15	15	13	14	15	14	100	100
		2003	14	17	14	15	14	13	100	100
TC	1998	12	12	11	12	22	21	100	100	
	1999	10	12	11	11	23	24	100	100	
	2000	9	10	13	11	23	26	100	100	
	2001	10	10	10	12	25	25	100	100	
	2002	12	9	10	11	23	27	100	100	
	2003	11	13	12	9	23	26	100	100	
	2004	11	12	12	10	23	22	100	100	
	2005	12	11	11	11	24	20	100	100	
2006	12	9	11	12	24	21	100	100		

Table 3.6 – Percentage Composition of Enrolment at Primary Level by Class, 1998 – 2004

Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	45	55	...	...	49	51	49	51
BB	1998	50	50	50	50	50	50	50	50
	1999	50	50	50	50	50	50	50	50
	2000	50	50	49	51	50	50	50	50
	2001	49	51	50	50	48	52	50	50
	2002	50	50	50	50	50	50	50	50
DM	1998	47	53	...	...	48	52	48	52
	1999	48	52	...	...	49	51	48	52
	2000	49	51	...	...	48	52	48	52
	2001	48	52	...	...	48	52	49	51
	2002	48	52	...	...	49	51	49	51
GD	1998	51	49	50	50	52	48	48	52
	1999	52	48	49	51	49	51	48	52
	2000	49	51	48	52	50	50	49	51
	2001	48	52	49	51	48	52	49	51
	2002	48	52	50	50	49	51	48	52
GY	1998	49	51	48	52	49	51	49	51
	1999	48	52	49	51	49	51	49	51
	2000	48	52	49	51	49	51	49	51
	2001	48	52	49	51	49	51	49	51
	2002	48	52	49	51	49	51	49	51
	2003	49	51	48	52	49	51	49	51
	2004	48	52	49	51	48	52	49	51
JM	1998	48	52	49	51	50	50	50	50
	1999	49	51	49	51	49	51	48	52
	2000	49	51	50	50	49	51	48	52
	2001	...	...	...	...	...	...	...	...
	2002	48	52	49	51	49	51	48	52
KN	1998	47	53	...	...	45	55	49	51
	1999	49	51	...	...	48	52	46	54
	2000	48	52	...	...	49	51	48	52
	2001	50	50	...	...	49	51	50	50
	2002	48	52	...	...	51	49	50	50

Table 3.6 – Cont'd Percentage Composition of Enrolment at Primary Level by Class, 1998 – 2004

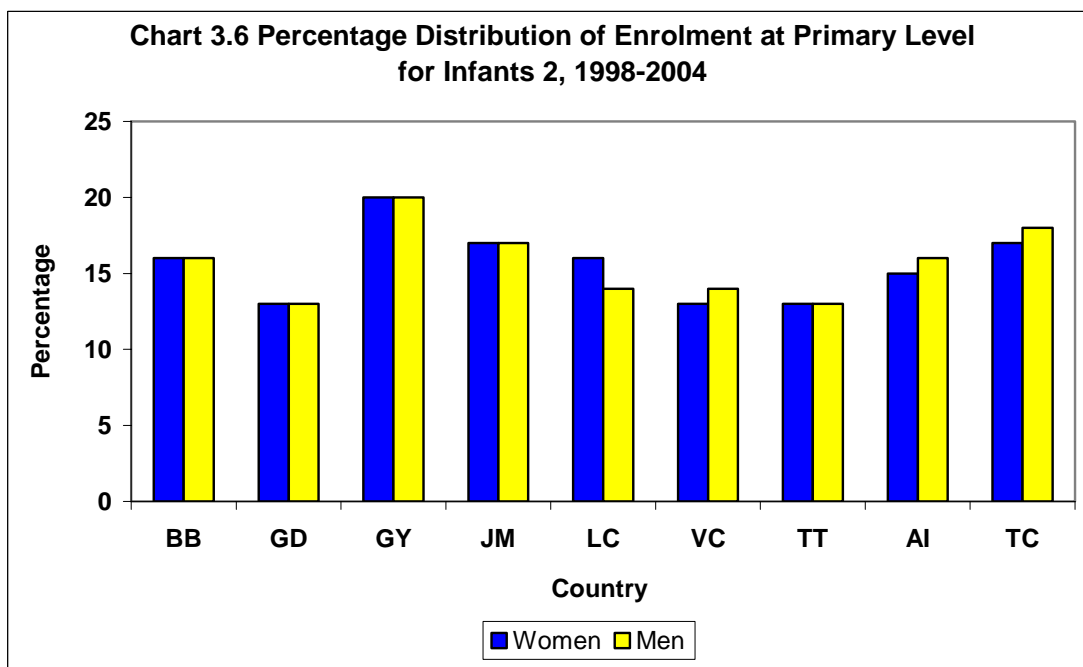
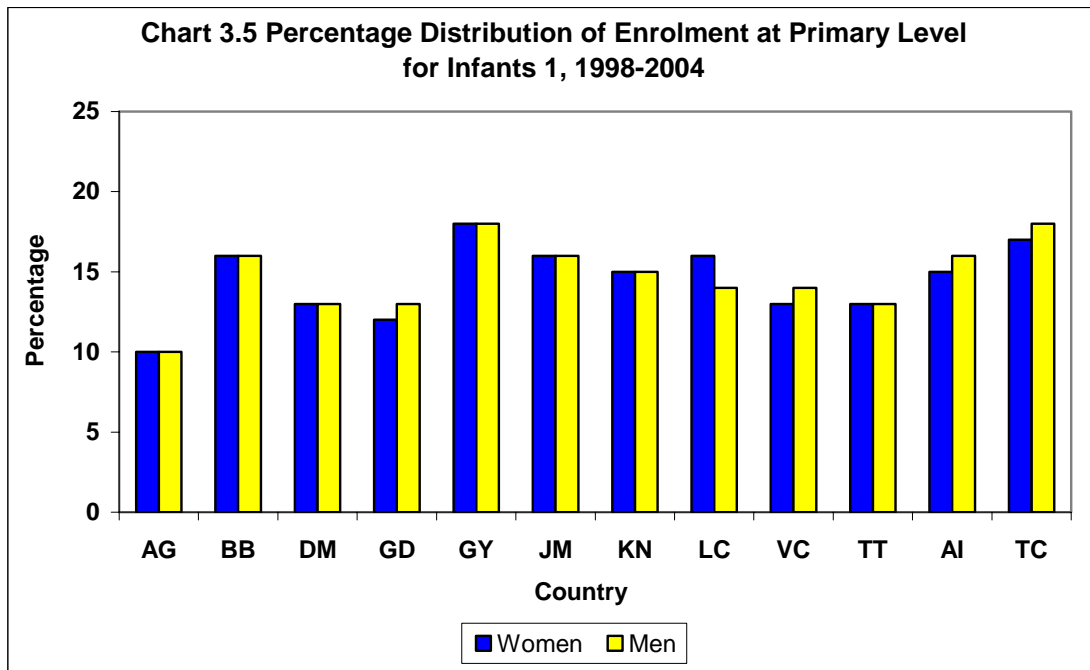
Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2001	45	55	51	49	42	58	45	55
BB	1998	50	50	50	50	...	...	50	50
	1999	50	50	50	50	...	...	50	50
	2000	49	51	50	50	...	...	50	50
	2001	49	51	49	51	...	...	49	51
	2002	50	50	50	50	...	...	50	50
DM	1998	48	52	46	54	51	49	48	52
	1999	47	53	49	51	49	51	48	52
	2000	48	52	47	53	49	51	48	52
	2001	48	52	48	52	47	53	48	52
	2002	49	51	49	51	47	53	48	52
GD	1998	48	52	49	51	49	51	49	51
	1999	49	51	48	52	49	51	49	51
	2000	48	52	49	51	48	52	49	51
	2001	49	51	47	53	49	51	48	52
	2002	52	48	51	49	48	52	49	51
GY	1998	50	50	50	50	...	...	49	51
	1999	48	52	50	50	...	...	49	51
	2000	49	51	49	51	...	...	49	51
	2001	49	51	50	50	...	...	49	51
	2002	49	51	49	51	...	...	49	51
	2003	50	50	49	51	...	...	49	51
	2004	49	51	47	53	...	...	49	51
JM	1998	51	49	51	49	...	...	50	50
	1999	53	47	51	49	...	...	50	50
	2000	50	50	52	48	...	...	50	50
	2001	...	...	...	...	...	...	...	...
	2002	49	51	51	49	...	...	49	51
KN	1998	48	52	49	51	49	51	48	52
	1999	47	53	49	51	51	49	49	51
	2000	47	53	48	52	49	51	48	52
	2001	50	50	47	53	48	52	49	51
	2002	50	50	50	50	47	53	49	51

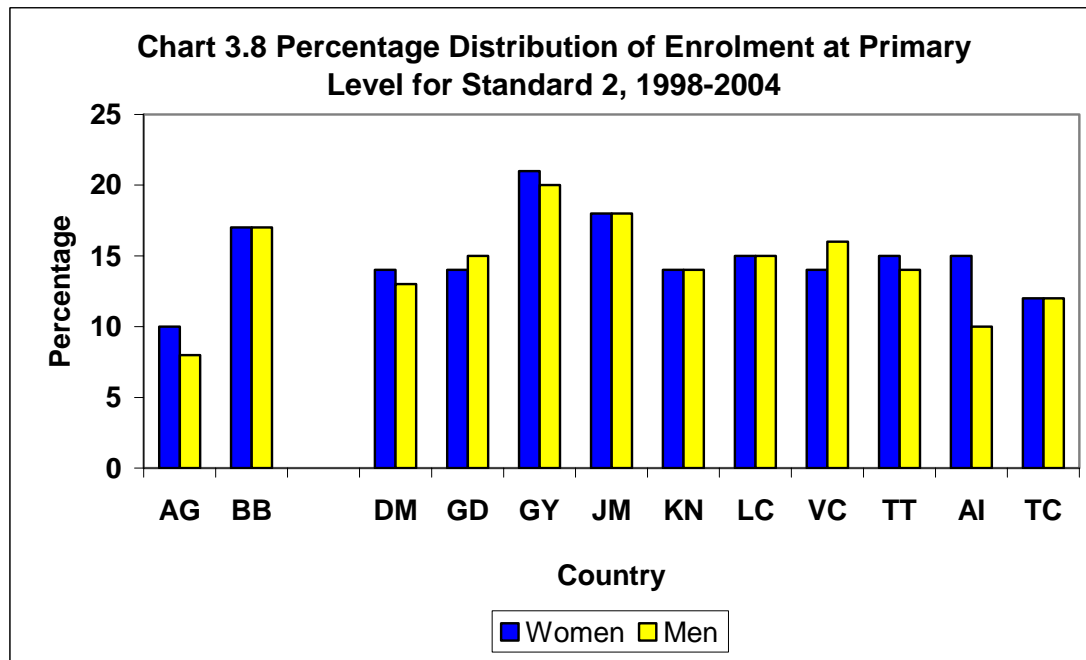
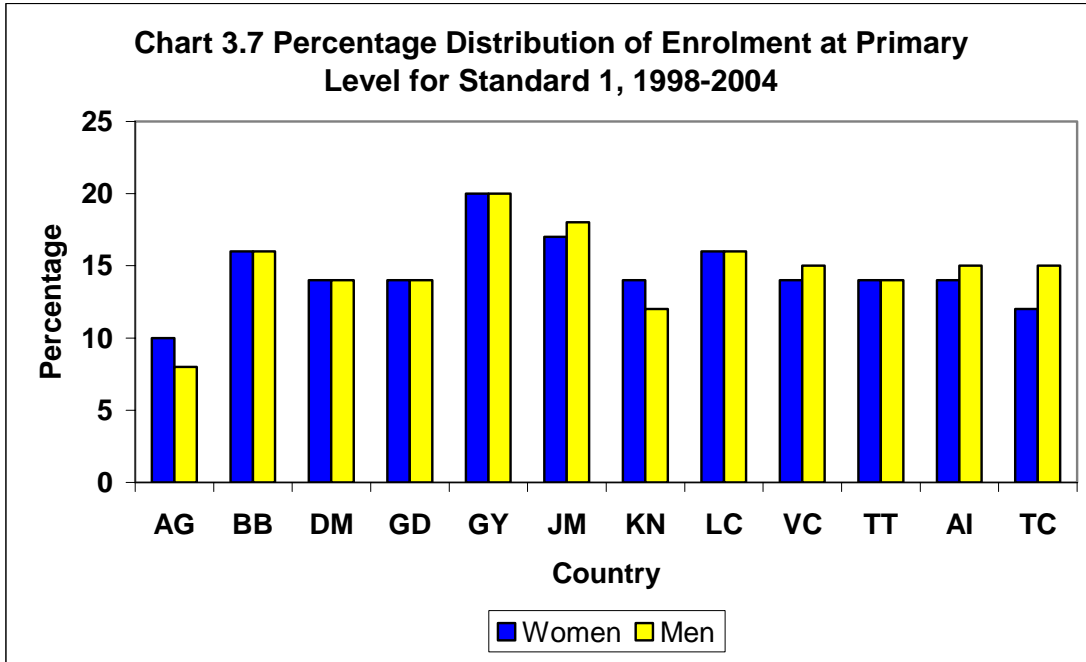
Table 3.6 – Cont'd Percentage Composition of Enrolment at Primary Level by Class, 1998 - 2004

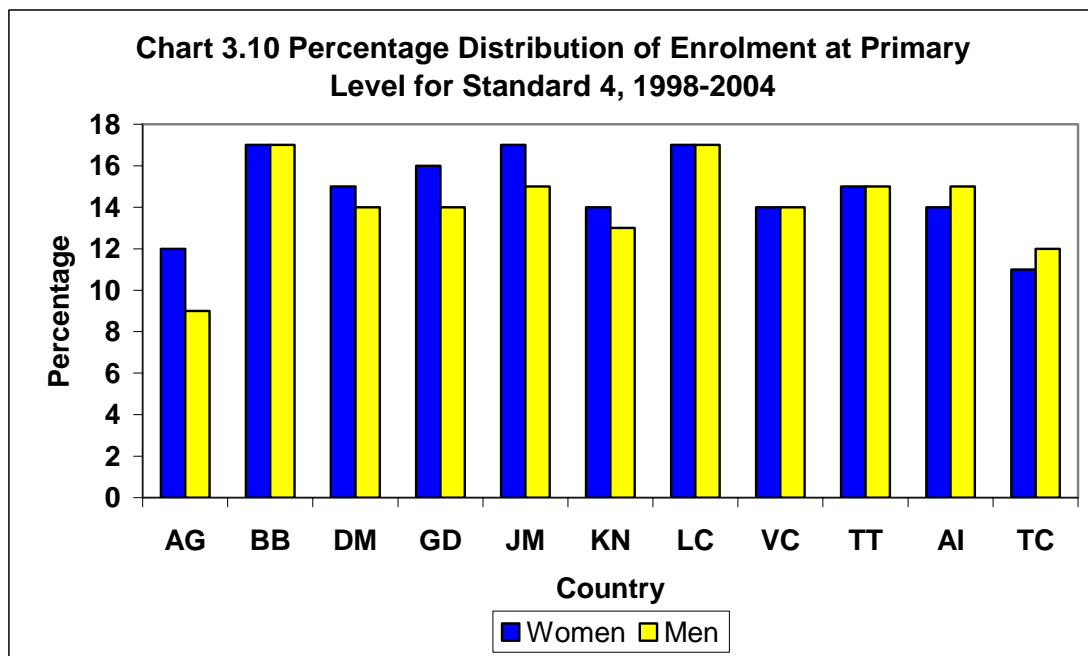
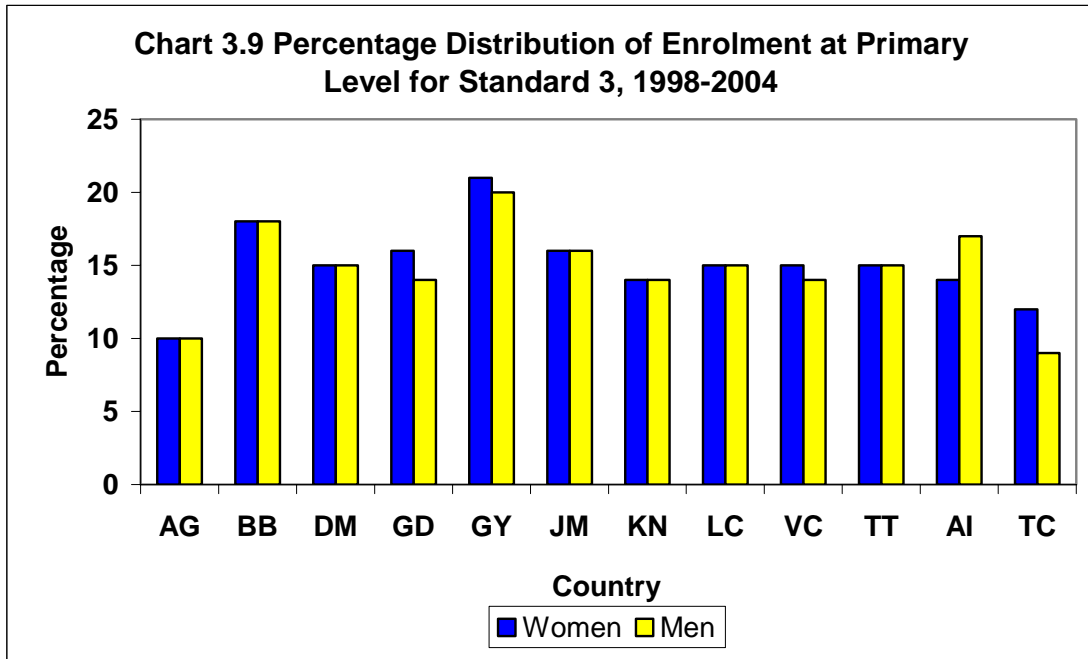
Country	Year	Infant 1		Infant 2		Standard 1		Standard 2	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
LC	1998	48	52	46	54	51	49	49	51
	1999	49	51	48	52	49	51	51	49
	2000	48	52	48	52	48	52	50	50
	2001	48	52	47	53	48	52	48	52
	2002	50	50	48	52	48	52	49	51
VC	1998	49	51	47	53	48	52	47	53
	1999	47	53	49	51	51	49	48	52
	2000	46	54	48	52	49	51	47	53
	2001	48	52	48	52	46	54	49	51
	2002	47	53	48	52	47	53	46	54
TT	1998	48	52	49	51	49	51	49	51
	1999	47	53	49	51	49	51	49	51
	2000	49	51	46	54	49	51	49	51
ASSOCIATE MEMBERS									
AI	1998	49	51	51	49	52	48	51	49
	1999	53	47	49	51	49	51	51	49
	2000	41	59	53	47	50	50	50	50
	2001	50	50	42	58	54	46	48	52
	2002	55	45	51	49	43	57	53	47
	2003	49	51	49	51	48	52	59	41
TC	1998	55	45	52	48	46	54	46	54
	1999	53	47	56	44	51	49	46	54
	2000	50	50	56	44	44	56	51	49
	2001	47	53	45	55	55	45	45	55
	2002	48	52	53	47	47	53	55	45
	2003	49	51	52	48	53	47	48	52
	2004	46	54	48	52	52	48	51	49
	2005	47	53	48	52	49	51	51	49
2006	47	53	48	52	44	56	48	52	

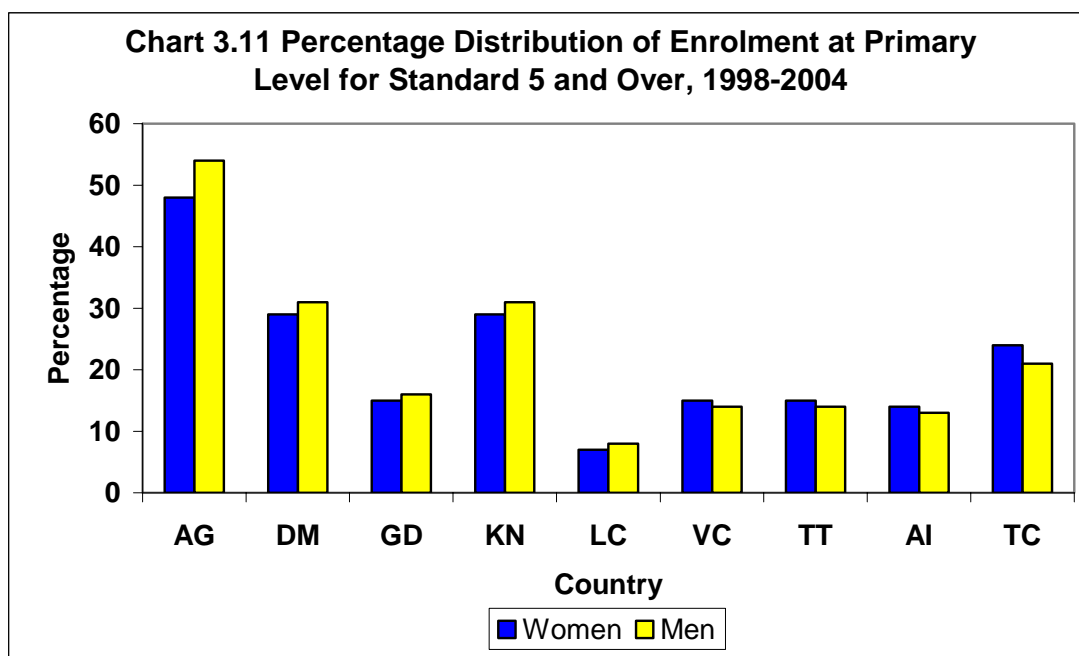
Table 3.6 – Cont'd Percentage Composition of Enrolment at Primary Level by Class, 1998 - 2004

Country	Year	Standard 3		Standard 4		Standard 5 and over		ALL CLASSES	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
LC	1998	50	50	51	49	45	55	49	51
	1999	50	50	50	50	45	55	49	51
	2000	51	49	49	51	44	56	49	51
	2001	50	50	50	50	41	59	48	52
	2002	48	52	48	52	42	58	48	52
VC	1998	47	53	47	53	53	47	48	52
	1999	46	54	49	51	52	48	49	51
	2000	47	53	48	52	52	48	48	52
	2001	48	52	48	52	51	49	48	52
	2002	50	50	49	51	51	49	48	52
TT	1998	49	51	49	51	51	49	49	51
	1999	49	51	44	56	51	49	48	52
	2000	49	51	49	51	50	50	49	51
ASSOCIATE MEMBERS									
AI	1998	49	51	53	47	47	53	50	50
	1999	48	52	48	52	55	45	50	50
	2000	51	49	50	50	51	49	49	51
	2001	50	50	52	48	50	50	49	51
	2002	51	49	49	51	52	48	51	49
	2003	46	54	50	50	52	48	50	50
TC	1998	50	50	47	53	50	50	50	50
	1999	45	55	52	48	50	50	51	49
	2000	45	55	51	49	46	54	49	51
	2001	48	52	42	58	47	53	47	53
	2002	54	46	47	53	46	54	49	51
	2003	45	55	57	43	46	54	49	51
	2004	48	52	54	46	51	49	50	50
	2005	51	49	48	52	54	46	50	50
2006	55	45	48	52	52	48	49	51	









E3: RATIOS OF GIRLS TO BOYS IN PRIMARY, SECONDARY AND TERTIARY EDUCATION - MDG

Goal 3: Promote Gender Equality And Empower Women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015

Concept and Definition

Ratio of girls to boys in primary, secondary and tertiary education is the ratio of the number of female students enrolled at primary, secondary and tertiary levels in public and private schools to the number of male students. The indicator is based on the number of enrolled girls and boys, as reported to ministries of education regardless of their ages, and is obtained by dividing the number of enrolled girls number of enrolled boys expressed as a percentage.

Method of Computation

The indicator is a ratio of the number of enrolled boys, regardless of ages.

Indicator Relevance

The indicator of equality of educational opportunity, measured in terms of school enrolment, is a measure of both fairness and efficiency. Education is one of the most important aspects of human development. Eliminating gender disparity at all levels of education would help to increase the status and capabilities of women. Female education is also an important determinant of economic development.

Gender Dimension

In situations of limited resources, families make difficult choices about sending their children to further their education after secondary. They may perceive the value of education differently for men and women. Women are more likely than men to suffer from limited access to education, especially in rural areas. Women tend to outnumber men at the tertiary levels.

Data Assessment

Where official enrolment data are available, estimates from UNESCO are normally available annually about one year after the reference year. Data from household surveys may be available for selected countries at various intervals. Official data in higher education are not as frequently reported as data on primary and secondary enrolment.

The indicator is an imperfect measure of the accessibility of schooling for girls because it does not allow a determination of whether improvements in the ratio reflect increases in girls' school attendance (desirable) or decreases in boys' attendance (Undesirable). It also does not show whether those enrolled in school complete the relevant education cycles.

Another limitation of the indicator is that the ratio reflects the sex structure of the school age population. When the sex ratio in the school age population deviates significantly from 1, the indicator will not adequately reflect the actual differences between girls and boys' enrolment. This happens in countries where boys outnumber girls at younger ages. A ratio based on net enrolment (indicator 6) or gross enrolment is a better measure for this indicator as it takes into account the population structure of the country.

Data from household surveys may be available for selected countries at various intervals. Official data in higher education are not as frequently reported as data on primary and secondary enrolment.

Gender Dimension

Data Source

For international comparison and estimation of regional and global aggregates, the UNESCO Institute for Statistics data series on school enrolment can be used. The series is based on data reported by education ministries or national agencies for enrolment.

UNESCO produces ratios of girls to boys at country, regional and global levels for use in monitoring the Millennium Development Goals. They are available at the Millennium Indicators web site <http://millenniumindicators.un.org>

Data on Tertiary enrolment are usually recorded by the ministry of education or delivered from surveys and censuses. UNESCO institute for statistics data series on school enrolment can be used.

Evaluation

Over the years CARICOM Member States and Associate Members have shown from 1998 to 2003, Anguilla had the highest ratio of girls to boys enrolled at the primary level in all classes followed by Turks and Caicos Islands, Grenada, St. Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Dominica, Barbados, Guyana, Trinidad and Tobago and Antigua and Barbuda came in the lower bracket. The ratio for all of the countries has been fluctuating over the years but seem to have a similar trend of increasing every other year.

Based on the facts presented, Antigua and Barbuda had the leading ratio of men to women in tertiary education during the period 1998 to 2002. Dominica (1998 – 2003)

followed with a 73.4 lead over St. Vincent and the Grenadines (1998 – 2002). Suriname (2001 – 2004), Guyana (1998 – 1999) and Barbados (1999 – 2002) also showcased a reasonable ratio of men to women at the tertiary level. St. Kitts and Nevis (1998 – 2002) had the lowest ratio out of all the countries.

Table 3.7 - Ratio of Girls to Boys Enrolled at Primary Level by Class

Country	Year	Infants	STD 1	STD 2	STD 3	STD 4	STD 5	ALL CLASSES
AG	2001/02	83	95	94	81	103	72	81
BB	1998	100	100	100	100	99	...	100
	1999	100	100	99	98	100	...	100
	2000	97	100	99	97	98	...	98
	2001	98	93	100	97	97	...	97
	2002	99	99	99	99	98	...	99
DM	1998/99	88	92	91	92	86	103	93
	1999/00	94	95	94	89	94	96	94
	2000/01	97	93	93	94	89	94	93
	2001/02	94	94	95	94	91	90	92
	2002/03	93	96	98	94	98	89	94
GD	1998	101	107	94	91	95	95	97
	1999	101	97	93	94	91	95	96
	2000	95	98	96	92	97	94	95
	2001	95	91	96	95	89	96	94
	2002	95	98	94	106	106	90	98
GY	1998	96	96	95	98	98	...	96
	1999	94	95	96	94	101	...	96
	2000	95	97	96	96	95	...	96
	2001	95	97	97	95	100	...	96
	2002	94	95	96	96	98	...	95
	2003	96	97	96	98	98	...	97
	2004	95	93	97	98	90	...	96
JM	1998	95	99	98	106	106	...	99
	1999	96	98	93	111	105	...	99
	2000	97	97	92	102	109	...	98
	2001	...	...	...	...	...	...	...
	2002	93	95	94	96	103	...	96
KN	1998	90	81	95	93	95	95	92
	1999	96	92	87	89	95	103	95
	2000	93	96	94	90	94	95	94
	2001	100	97	99	102	87	92	95
	2002	94	104	99	99	99	88	95

Table 3.7 Cont'd - Ratio of Girls to Boys Enrolled at Primary Level by Class

Country	Year	Infants	STD 1	STD 2	STD 3	STD 4	STD 5	ALL CLASSES
LC	1998	89	102	97	100	103	80	95
	1999	93	98	105	101	99	82	97
	2000	93	92	100	103	94	79	95
	2001	92	94	93	100	101	69	94
	2002	96	91	94	93	93	73	92
VC	1998	93	91	87	90	88	113	93
	1999	92	105	91	84	95	106	95
	2000	88	94	90	89	91	108	93
	2001	93	87	96	92	91	104	93
	2002	91	90	86	99	96	104	94
TT	1998	95	95	97	96	94	103	97
	1999	92	97	95	97	78	103	93
	2000	90	95	97	94	97	101	95
ASSOCIATE MEMBERS								
AI	1998	100	106	104	97	113	89	101
	1999	103	96	103	92	93	122	101
	2000	90	99	98	103	99	105	98
	2001	86	115	93	99	107	99	98
	2002	112	75	114	106	95	108	102
	2003	95	94	146	85	99	110	101
TC	1998	117	87	87	101	90	102	101
	1999	117	104	85	82	108	100	103
	2000	108	79	106	81	105	85	95
	2001	87	123	81	92	72	90	90
	2002	101	87	124	120	87	84	97
	2003	100	114	93	80	133	85	97
	2004	89	106	103	91	119	106	99
	2005	89	95	103	105	94	117	99
	2006	90	78	93	124	93	108	96

Note: STD refers to Standard

Table 3.8 - Ratio of Girls to Boys Enrolled at Secondary Level by Form, 1998-2003

Country	Year	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	ALL FORMS
AG	2000	108	110	139	137	181	...	130
	DM							
	1998	101	98	114	145	151	...	114
	1999	96	97	102	148	181	...	112
	2000	91	97	108	127	163	...	109
	2001	84	102	111	147	133	...	109
	2002	113	117	96	72	71	...	95
GD	1998	97	121	116	121	107	...	112
	1999	117	104	92	117	110	...	107
	2000	141	133	129	132	149	...	136
	2001	116	116	114	121	112	...	116
	2002	121	131	133	140	121	...	129
GY	1998	97	97	100	92	133	165	100
	1999	96	97	100	112	78	...	98
	2000	94	97	101	107	126	59	101
	2001	93	101	102	106	132	217	...
	2002	91	97	104	109	133	155	...
	2003	90	99	98	115	133	120	...
	2004	92	96	105	108	130	134	...
KN	1998	97	103	92	103	143	...	102
	1999	95	100	96	100	169	...	104
	2000	103	98	86	125	149	...	107
	2001	88	102	96	99	133	...	102
	2002	92	109	97	96	148	...	104
LC	1998	134	139	138	120	127	...	132
	1999	138	131	136	136	127	164	134
	2000	132	137	123	136	121	102	129
	2001	122	120	116	135	137	251	127
	2002	133	126	127	140	131	262	132

**Table 3.8 Cont'd Ratios of Girls to Boys Enrolled at the Secondary Level
by Form, 1998-2003**

Country	Year	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	ALL FORMS
VC	1998	136	131	150	157	157	...	144
	1999	126	145	140	144	165	...	142
	2000	124	122	147	138	151	...	135
	2001	124	122	147	138	151	...	135
	2002	121	127	141	145	169	...	137
	TT	1998	104	105	107	107	112	154	109
1999		102	105	107	107	113	161	110
2000		130	102	105	108	109	162	115
ASSOCIATE MEMBERS								
AI	1998	90	99	84	132	119	143	104
	1999	92	98	84	141	117	143	106
	2000	123	94	106	88	146	200	111
	2001	99	117	92	111	97	158	104
	2002	102	93	117	92	111	280	107
TC	1998	100	95	125	108	103	43	104
	1999	140	99	99	118	105	20	110
	2000	112	133	118	95	116	300	114
	2001	63	101	131	105	95	300	96
	2002	83	83	101	131	99	400	97
	2003	96	84	80	110	126	150	96
	2004	93	99	83	81	106	188	...
	2005	102	92	95	86	77	150	...
	2006	114	97	96	95	83	122	...

**Table 3.9 Enrolment at Primary and Secondary Levels,
Ratio of Girls to 100 Boys, 1998-2002**

Country	Year	Primary	Secondary	Country	Year	Primary	Secondary
AG	2000	81	130	LC	1998	95	132
BB	1998	100			1999	97	134
	1999	100			2000	95	129
	2000	98			2001	94	127
	2001	97			2002	92	132
	2002	99					
DM	1998	93	114	VC	1998	93	144
	1999	94	112		1999	95	142
	2000	93	109		2000	93	135
	2001	92	109		2001	93	135
	2002	94	95		2002	94	137
GD	1998	97	112	TT	1998	97	109
	1999	96	107		1999	93	110
	2000	95	136		2000	95	115
	2001	94	116				
	2002	98	129	ASSOCIATE MEMBERS			
GY	1998	96	100	AI	1998	101	104
	1999	96	98		1999	101	106
	2000	96	101		2000	98	111
	2001	96	...		2001	98	104
	2002	95	...		2002	102	107
	2003	97	...		2003	101	
	2004	96	...				
JM	1998	99		TC	1998	101	104
	1999	99			1999	103	110
	2000	98			2000	95	114
	2001	...			2001	90	96
	2002	96			2002	97	97
KN	1998	92	102		2003	97	96
	1999	95	104		2004	99	...
	2000	94	107		2005	99	...
	2001	95	102		2006	96	...
	2002	95	104				

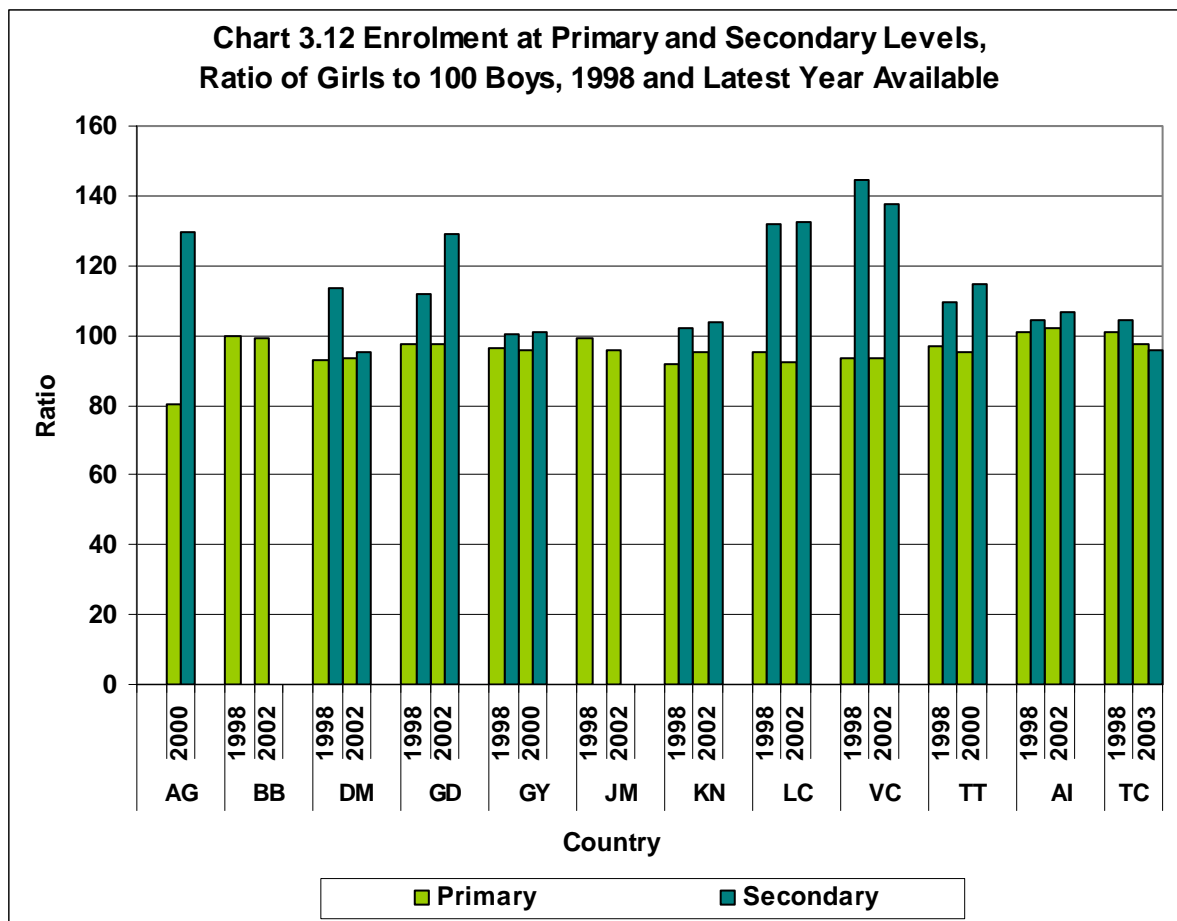
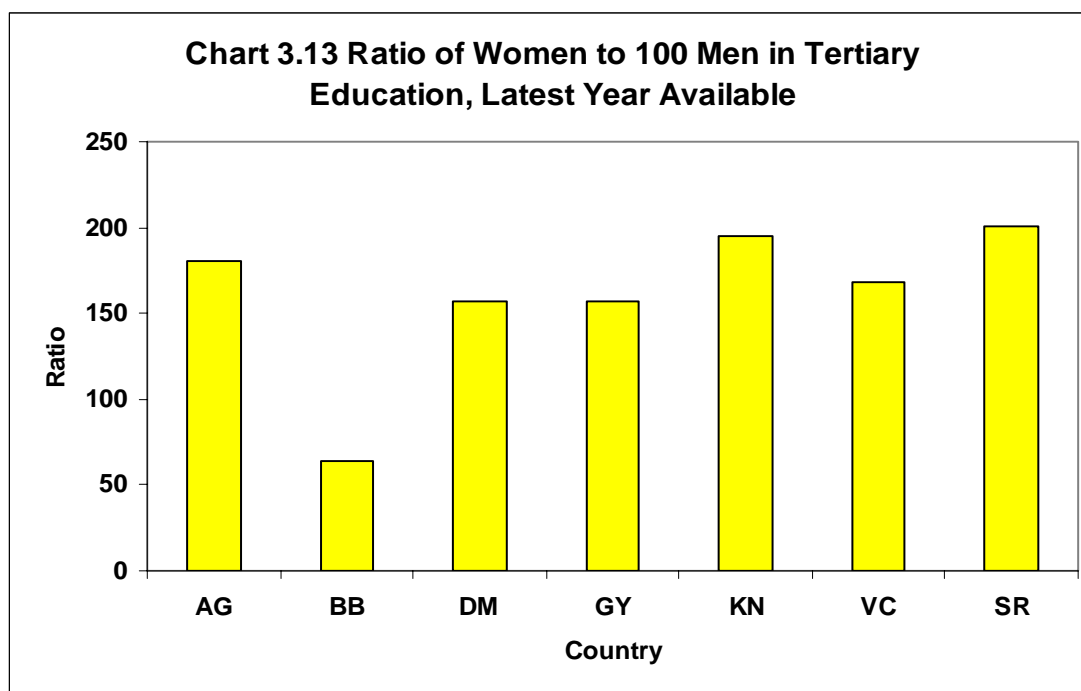


Table 3.10 Ratio of Girls to Boys Enrolled at the Tertiary Level, 1998-2003

Country	Year	Tertiary Education	Country	Year	Tertiary Education
AG	1998	204.8	KN	1998	...
	1999	245.5		1999	196.0
	2000	218.1		2000	197.1
	2001	182.0		2001	228.3
	2002	180.8		2002	195.2
BB	1999	...	VC	1998	95.3
	2000	...		1999	177.3
	2001	70.0		2000	140.5
	2002	64.0		2001	111.4
DM	1998/99	156.1		2002	168.1
	1999/00	145.6	SR	2001/02	...
	2000/01	152.2		2002/03	197.5
	2001/02	155.7		2003/04	201.2
	2002/03	156.4			
GY	1998	169.3			
	1999	157.2			



E4: NET ENROLMENT RATIO IN PRIMARY EDUCATION (*UNESCO*) - MDG

Goal 2: Achieve Universal Primary Education

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Concept and Definition

Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
(*UNESCO Education Indicators Technical Guidelines*)

Method of Computation

Divide the number of pupils enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.

Formula:

$$\text{NER}_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$$

Where:

NER_h^t = Net Enrolment Ratio at level of education **h** in school- year **t**

$E_{h,a}^t$ = Enrolment of the population of age-group **a** at level of education **h** in school-year **t**

$P_{h,a}^t$ = Population in age-group **a** which officially corresponds to level of education **h** in school-year **t**.

Indicator Relevance

To show the extent of participation in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.

Data Assessment

Data on Net Enrolment Ratio (NER) were obtained from Member States and Associate Members. A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation at the specified level of education. When the NER is compared with the Gross Enrolment Ratio (GER) the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100% provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. A more precise complementary indicator is the age-specific enrolment ratio (ASER), which shows the participation of the population of a particular age in education. For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age group due to the wide variations in the duration of programmes at this level of education. As regards primary and secondary education, certain difficulties arise when calculating the NER for countries where the net enrolment ratios should be of the order of 100%. Three cases can be mentioned:

1. When the reference date for entry to primary education does not coincide with the birthdays of the entire cohort eligible to enrol at this level of education.
2. When an important part of the population starts primary school earlier than the prescribed age and consequently finishes earlier as well.
3. When there is an increase in the entrance age to primary education with the durations unchanged.

Gender Dimension

In situations of limited resources, families make difficult choices about sending their children to school. They may perceive the value of education differently for boys and girls. Girls are more likely than boys to suffer from limited access to education, especially in rural areas. Nevertheless, where basic education is widely accepted and overall enrolment is high, girls tend to equal or outnumber boys at primary and secondary levels

Data Source**Evaluation**

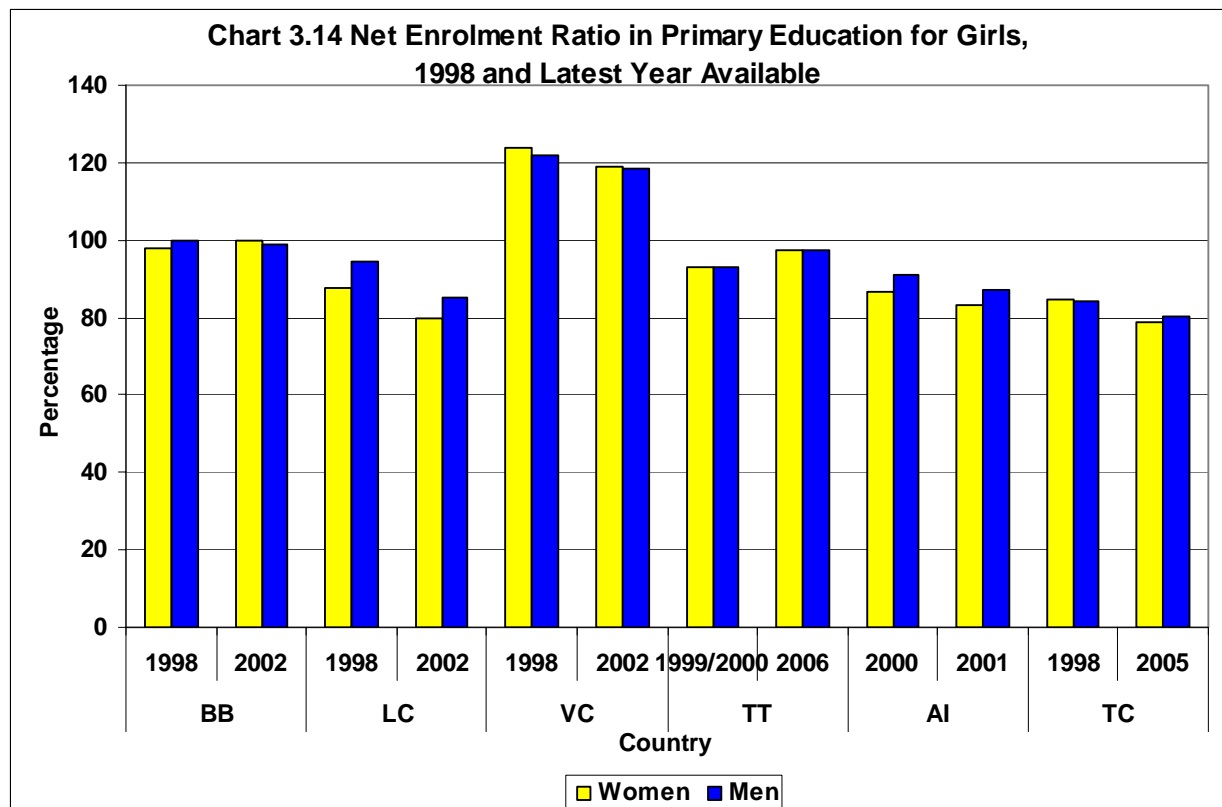
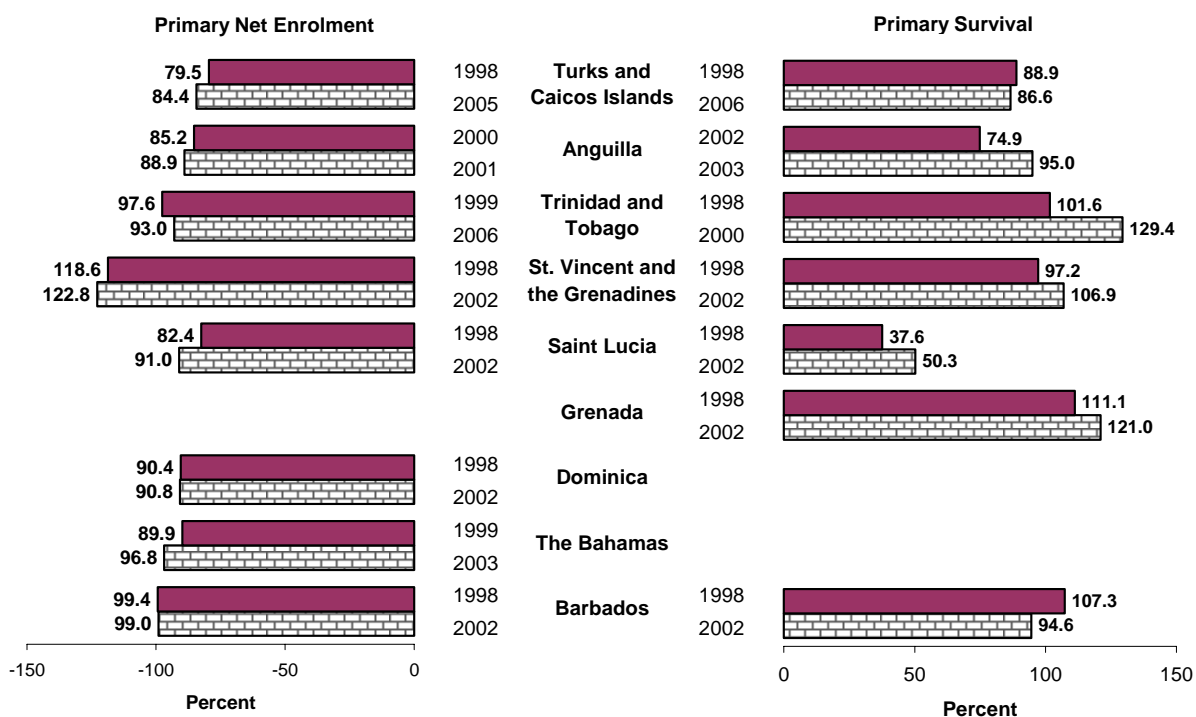


Table 3.11 Net Enrolment Ratio in Primary Education, 1998 - 2004

Country	Year	Girls	Boys	Total	Country	Year	Girls	Boys	Total	
BB	1998	98.1	100.0	99.0	VC	1998	123.6	122.1	122.8	
	1999	99.8	98.4	99.1		1999	122.8	119.5	121.1	
	2000	99.4	99.3	99.4		2000	117.7	123.5	120.7	
	2001	98.7	99.4	99.1		2001	100.0	150.7	121.0	
	2002	99.9	98.9	99.4		2002	118.9	118.3	118.6	
BS	1999	...	...	96.8	TT	1999/2000	93.0	93.0	93.0
	2000	...	...	96.2		2000/2001	92.0	92.0	92.0
	2001	...	...	95.7		2006	97.6	97.6	97.6
	2002	97.0	ASSOCIATE MEMBERS	AI	2000	86.8	91.1	88.9
	2003	89.9			2001	83.3	87.2	85.2
DM	1998	90.8		TC	1998	84.8	84.0	84.4
	1999/00			1999	92.4	90.2	91.3
	1999	90.6			2000	89.1	93.8	91.4
	2000	...	...	90.4	2001		75.6	85.2	80.4
	2001	...	...	92.7	2002		68.7	70.7	66.7
LC	2002	...	...	90.4	2003	76.7	78.8	77.8	
	1998	87.8	94.3	91.0	2004	83.0	83.8	83.4		
	1999	88.6	90.2	89.4	2005	78.9	80.1	79.5		
	2000	86.7	92.8	89.8						
	2001	83.6	89.7	86.7						
2002	79.7	85.1	82.4							

Chart 3.15 Net Enrolment Ratios and Survival Rates, Primary Level: 1998 and Latest Year Available



Primary Survival rate refers to the proportion of pupils starting Grade 1 who reach Grade 5.

E5: PROPORTION OF PUPILS STARTING GRADE 1 WHO REACH GRADE 5 - MDG**Goal 2: Achieve Universal Primary Education****Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.****Concept and Definition**

The proportion of pupils starting grade 1 who reach grade 5, known as the survival rate to grade 5, is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school year who are expected to reach grade 5.

Method of Computation

The indicator is typically estimated from data on enrolment and repetition by grade for two consecutive years, in a procedure called the reconstructed cohort method. This method makes three assumptions: dropouts never return to school; promotion, repetition and dropout rates remain constant over the entire period in which the cohort is enrolled in school; and the same rates apply to all pupils enrolled in a given grade, regardless of whether they previously repeated a grade.

The calculation is made by dividing the total number of pupils belonging to a school cohort who reach successive grade of the specified level of education by the number of pupils in the school cohort (in this case study originally enrolled in grade 1 of primary education) and multiplying the result by 100.

When estimated from household survey data, the proportion of transition for each grade up to grade 5. The estimation follows the method of the United Nations Educational, Scientific and Cultural Organization (*UNESCO*)

Indicator Relevance

The Indicator measures an education system's success in retaining students from one grade to the next as well as its internal efficiency. Various factors account for poor performance on this indicator, including low quality of schooling, discouragement over poor performance and the direct and indirect costs of schooling. Students' progress to higher grades may also be limited by the availability of teachers, classrooms and educational materials.

Data Assessment

Data on Proportion of pupils starting grade one that reach grade five were obtained from five Member States and two Associate members. Only three countries reported and followed the international definition. Those three countries are Belize, Jamaica and Saint Lucia. Rural and urban differences are particularly important in the analysis of education data, owing to significant differences in school facilities, available resources, demand on children's time for work, and dropout patterns. It is also important to consider disaggregating by geographical area and social or ethnic groups. However, showing and

analysing data on specific ethnic groups may be a sensitive issue in the country. Gender differences may also be more pronounced in some social and ethnic groups. The Method of computation has limits in measuring the degree to which school entrants survive through primary education because flows caused by new entrants, re-entrants, grade skipping, migration or transfers during the school year are not considered.

Whenever possible, the indicator should be complemented by the grade 1 intake rate, because together the indicators give a much better sense of the proportion of children in the population who complete primary education.

Gender Dimension

Frequency and dropout patterns vary between girls and boys. Reasons for leaving school also differ for girls and boys and by age. Families' demand on children's time to help in household-based work is an important factor and is often greater for girls. Also important for girls are security, the proximity of school facilities and the availability of adequate sanitation and other services in schools.

Data Source

Survival rates are derived from the Attendance Registers and School and Administrative Records. These are used to compile Annual Statistical Returns and Questionnaires sent to the respective Ministry of Education and Planning Units from schools.

Evaluation

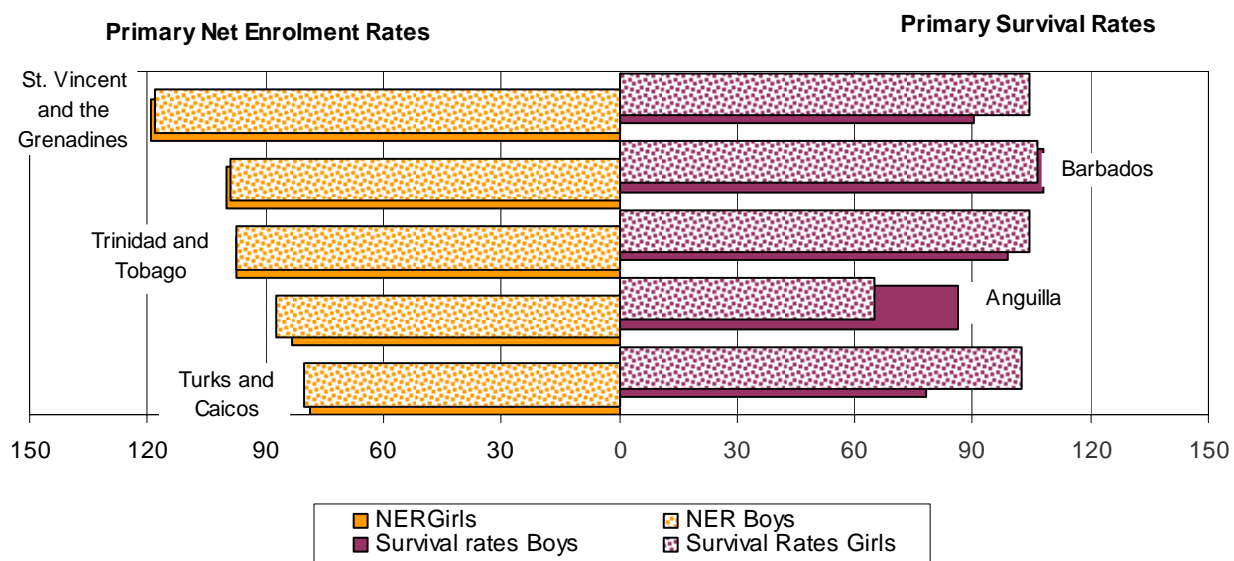
In the years 1998 – 2000 and 2002, the proportion of boys starting grade one and made it to grade five was slightly higher than that of the girls in Barbados and Grenada. In 2001 both countries saw the girls in the lead, with the girls from Barbados increasing their proportion by 21.2 while Grenada had a slight decline but their overall proportion for the year was higher than that of the boys. (*Girls: 111.6 and Boys: 105.4*) The girls dominated this category throughout the years. The trend for Anguilla and Turks and Caicos Islands seem to be fluctuating over the years with both boys and girls showing positive interest in having a sound primary level education.

Overall, Grenada and Turks and Caicos Islands recorded high standards of maintaining pupils starting at the grade one level to follow through to the grade five levels. Barbados and St. Vincent and the Grenadines also gave this high priority while Trinidad and Tobago, St. Lucia and Anguilla follow closely.

Table 3.12 Proportion of Pupils Starting Grade 1 who reach Grade 5, 1998 – 2004

Country	Year	Girls	Boys	Total	Country	Year	Girls	Boys	Total
BB	1998	94.2	94.8	94.6	VC	1998	118.7	96.1	106.9
	1999	91.8	92.0	91.9		1999	98.6	97.5	98.4
	2000	90.5	92.1	92.3		2000	103.1	90.1	96.4
	2001	111.7	107.4	109.5		2001	106.0	88.2	96.5
	2002	106.6	108.0	107.3		2002	104.7	90.5	97.2
GD	1998	114.1	128.4	121.0	TT	1998	135.0	124.1	129.4
	1999	117.8	119.5	118.6		1999	134.8	127.8	131.3
	2000	112.1	117.6	114.9		2000	104.6	98.7	101.6
	2001	111.6	105.4	108.4	ASSOCIATE MEMBERS TC	1998	85.2	87.8	86.6
	2002	106.9	115.2	111.1		1999	92.8	80.0	86.5
LC	1998	...	...	50.3		2000	102.6	80.5	90.2
	1999	...	...	47.4		2001	73.1	97.7	84.1
	2000	...	...	41.6	2002	88.5	88.8	88.7	
	2001	...	...	30.8	2003	80.8	106.7	92.9	
	2002	...	...	37.6	2004	96.8	84.2	90.7	
ASSOCIATE MEMBERS AI	2002	99.1	91.0	95.0	2005	108.2	88.3	98.0	
	2003	64.9	86.1	74.9	2006	102.7	78.0	88.9	

Chart 3.16: Net Enrolment Ratios and Survival rates: Latest Year Available



E6: PROGRESSION RATE, REPETITION RATE AND DROP-OUT RATE AT PRIMARY LEVEL, 1998 - 2004

Concept and Definition

The Progression rate at primary level can be defined as the ratio of girls or boys studying at one level to girls or boys respectively who studied at the previous level.

Repetition Rate (1) Repeaters are students who do not advance one grade but are retained in the same grade in which they were previously enrolled, due to the inability to fulfil the requirement for promotion to the next higher grade.

(2) Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year (*Education Indicators, Technical Guidelines, UNESCO*)

Drop Out Rate (Primary): the number of dropouts as a percentage of the total number of students enrolled in primary school, (*Reference: NSO, Anguilla*).

Method of Computation

Progression rate:

The number of girls / boys studying at one level
 ----- x 100
 The number of girls / (boys) who studied at the previous level.

Repetition rate:

The number of repeaters in a given grade in a school-year (t+1)
 ----- x 100
 The number of pupils from the same cohort enrolled in the same grade in the previous school-year (t).

Drop out rate:

Number of girls / boys dropping out of primary school primary
 ----- x 100
 Total number of girls/ boys attending primary school.

Indicator Relevance

Progression rate: Assessing the progression of pupils through primary schooling provides information of the school system, as well as a first approach to assessing quality.

The repetition rate measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition is a sign of a dysfunctional school system often exacerbating dropouts and resulting in overcrowded schools. (*Education Indicators, Technical Guidelines, UNESCO*)

Drop out rate: Measures the amount of children that remain in school long enough to complete the curriculum and acquire basic skills. For a variety of school or related reasons, large numbers of children dropout of school or are pushed out.

Data Assessment

Progression rate: Data was collected from four member states and one Associate Member. Jamaica was the only country that provided a definition for progression rate and did not harmonize with the international definition provided by UNESCO.

Repetition Rate: Data was collected from Six Member States and one Associate Member. Belize and Jamaica were the only two countries that reported their definition with the international definition from UNESCO.

Drop-Out Rate: Data was collected from six Member State countries and one Associate Member. Belize and Jamaica were the only countries that reported their definition and were partially harmonised with the international definition from UNESCO.

Gender Dimension

In designing policy aimed at facilitating girls' participation in education, it may be interesting to examine patterns of school participation for boys and girls, and to assess who repeats, progresses and drops out more.

The lowest overall enrolment and the highest disparities in favour of boys are observed for access and enrolment, that girls found themselves at a disadvantage as regards repetition. A large number of girls drop-out from school. Several factors such as reluctance of parents to send girls to distant schools lack of women teachers and lack of financial resources causes the high incidence of drop-outs among girl students.

Data Sources

School registers, school surveys or censuses for data on enrolment and repeaters by grade UNESCO statistical review, 1990-1998.

Evaluation

Progression Rate at Primary Level, 1998 – 2004

Based on the data given for five countries, it can be concluded that both the girls and boys were progressing at an almost equal rate (such as St. Kitts and Nevis in 2002, both boys and girls were at a rate of 95.3 and Grenada in 2001, both boys and girls were at 104) or with a mere difference of 0.1. (Turks and Caicos Islands in 1998 & 2002, boys and girls were at 95.7 & 95.6 respectively)

However, the girls seem to take the very minute lead with Guyana, St. Kitts and Nevis and Turks and Caicos Islands having more girls while Dominica and Grenada had more boys progressing at the primary level (1998 to 2004).

Repetition Rate at Primary Level, 1998 – 2004

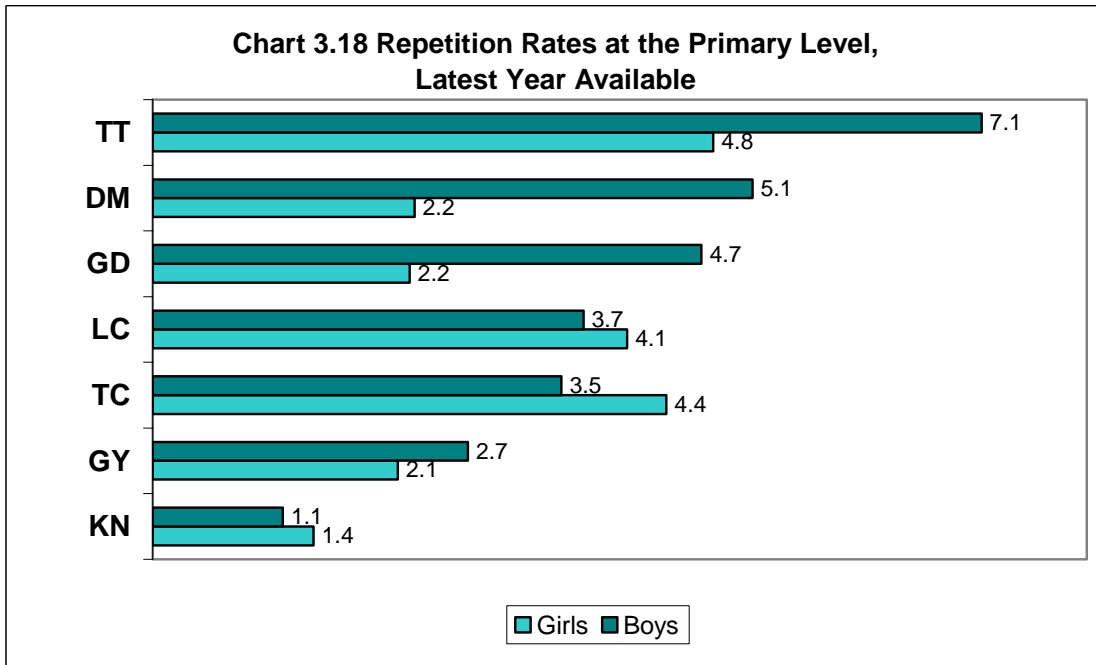
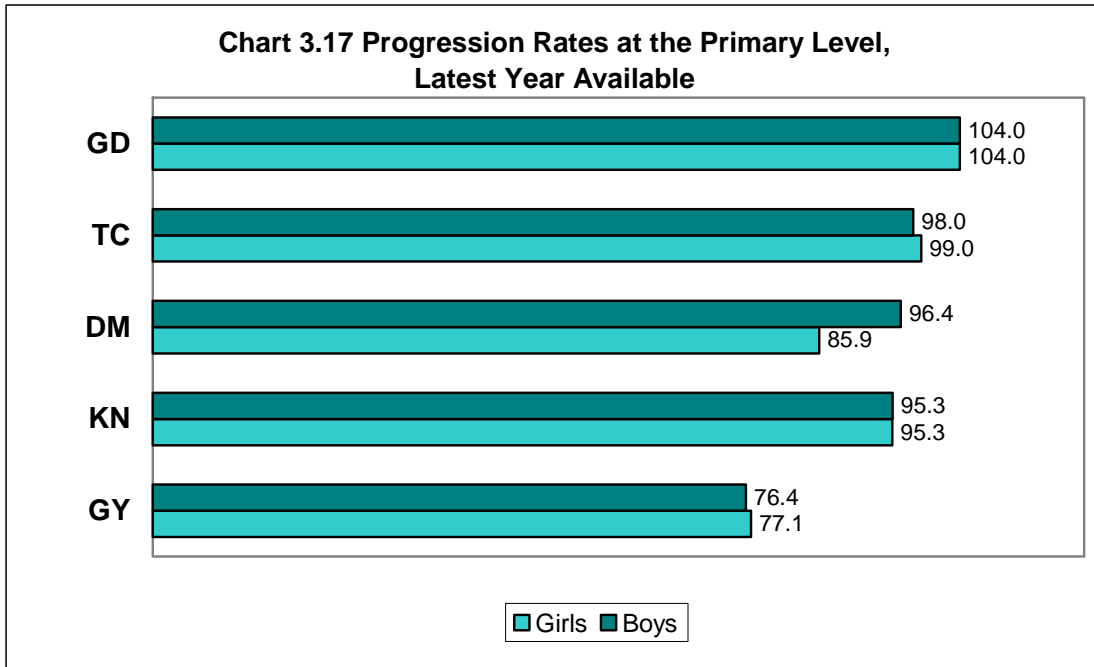
The repetition rate in primary schools is significantly high in boys from six out of the seven countries being analysed. The lone country where the girls take the lead by a small amount of 1.3 is St. Lucia. The boys repetition rate ranges from being slightly high (St. Kitts and Nevis in 1999 – 2002: **girls – 6.2, boys – 6.5** – a difference of **0.3**) to relatively high (Grenada in 1998 – 2002, **girls 12.3, boys: 22.7**, a difference of **10.4**)

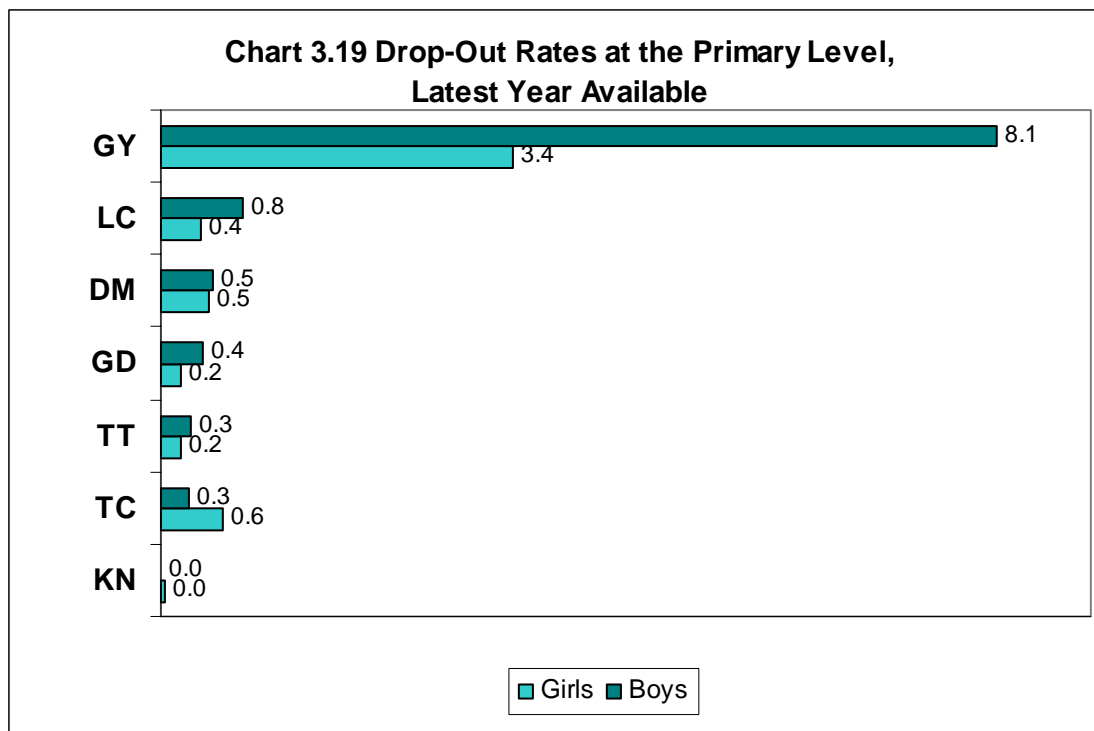
Drop – out Rate at Primary Level, 1998 – 2004

Of the data collected from seven countries, four of them (Dominica, Grenada, Guyana and St. Lucia) had boys having a higher drop – out rate than the girls, the other three countries (Trinidad and Tobago, St. Kitts and Nevis and Turks and Caicos Islands had the girls in the lead. However, St. Kitts and Nevis should be commended for having the lowest rate of drop – outs at the primary level. The rate being 0.1 in 2000 under the category of girls.

Table 3.13 Progression, Repetition and Drop-Out Rates at Primary Level, 1998 - 2004

Country	Year	Progression Rate		Repetition Rate		Drop Out Rate	
		Girls	Boys	Girls	Boys	Girls	Boys
DM	1998	96.7	96.3	3.2	3.5	0.1	0.3
	1999	97.3	96.9	2.5	2.8	0.2	0.3
	2000	97.7	97.5	1.9	2.1	0.4	0.4
	2001	96.7	94.3	3.0	5.4	0.3	0.3
	2002	85.9	96.4	2.2	5.1	0.5	0.5
GD	1998	107.0	105.0	3.0	5.5	0.4	0.7
	1999	102.0	103.0	3.2	5.6	0.4	0.6
	2000	104.0	109.0	2.0	3.3	0.2	0.4
	2001	104.0	104.0	1.9	3.6	0.3	0.5
	2002	...	...	2.2	4.7	0.2	0.4
GY	1998	74.6	73.9	2.6	3.8	3.1	3.4
	1999	77.1	76.4	2.1	2.7	3.4	8.1
	2000	49.3	...	...	...	...	...
KN	1999	105.3	102.2	1.7	3.1	0.0	0.0
	2000	98.4	99.3	2.0	1.3	0.1	0.0
	2001	100.8	99.2	1.1	1.0	0.0	0.0
	2002	95.3	95.3	1.4	1.1	0.0	0.0
LC	1998	...	...	0.0	0.0	0.7	1.3
	1999	...	...	4.6	4.2	0.5	1.3
	2000	...	...	3.6	3.3	0.5	0.9
	2001	...	...	2.4	2.2	0.4	0.8
	2002	...	...	4.1	3.7	...	...
TT	1998	...	...	5.0	5.5	0.3	0.4
	1999	...	...	8.0	9.0	4.0	0.4
	2000	...	...	4.8	7.1	0.2	0.3
ASSOCIATE MEMBERS							
TC	1998	96.0	96.0	4.3	4.4	...	...
	1999	94.0	93.0	5.8	6.8	...	...
	2000	93.0	92.0	6.6	7.9	...	...
	2001	95.0	92.0	4.8	7.9	1.4	1.2
	2002	90.0	90.0	9.0	8.2	0.7	1.0
	2003	96.0	94.0	4.9	7.0	0.6	0.3
	2004	96.0	97.0	4.4	3.5	...	...
	2005	97.0	97.0	...	...	...	...
2006	99.0	98.0	...	...	...	...





E7: SCHOOL ENROLMENT AT SECONDARY LEVEL BY FORM, 1998-2003

Concept and Definition

School enrolment at the Secondary level represents:
(1) Persons enrolled and/or registered in a programme of education.¹

(2) Students enrolled in secondary education, according to type of education, i.e. general and vocational / technical education.

The contents of education at level 2 are typically designed to complete the provision of basic education, which began at International Standard ISCED level 1. In many, if not most countries, the educational aim is to lay the foundation for lifelong learning and human development, on which countries may expand, systematically, further educational opportunities. The programmes at this level are usually on a more subject-oriented pattern using more specialized teachers and more often several teachers conducting classes in their field of specialization. The full implementation of basic skills occurs at this level. The end of this level often coincides with the end of compulsory education where it exists.

Method of Computation

The data on secondary enrolment for each sex is classified from data out of the 2000 Round of Censuses, and Surveys according to the categories Form 1, Form 2, Form 3, Form 4, Form 5, and Form 6.

This proxy indicator is collected as the number of pupils enrolled in each type of secondary education within the age cohort, according to school records as reported to ministries of education.

Indicator Relevance

This indicator gives an idea of the type of secondary education offered, the capacity in each type as well as the potential of skilled workers in different specializations. ()

The relative concentration of students in a particular type of education depicts on one hand high preference and capacity, on the other hand may reflect job opportunities as well as relative earnings across different occupations and industries.

Data Assessment

The effect on data comparability will be dissimilar as for the

¹ United Nations Educational, Scientific and Cultural Organization. Revised Recommendation concerning the International Standardization of Educational Statistics. Paris, 1978. Also contained in UNESCO Statistical Yearbook, chap. 2. Paris, annual

indicator enrolment in Secondary level by class since it is affected by the age started and the structure of the grading system. The ratio of girls to boys enrolled in secondary schools indicates slightly more girls enrolled at the secondary level in all the countries. Data was collected from nine Member State countries and two Associate Members.

Data Sources

Censuses, surveys or records of secondary educational institutions and programmes.

Gender Dimension

There is a striking reversal in the ratio of girls to boys at the secondary level, relative to that observed at the primary level. Girls enrolled in secondary schools outnumbered boys.

Evaluation

From 1998 to 2003 the girls obtained the highest percentage of enrolment at the secondary level in most forms. Some of the exceptional cases where the boys lead includes Dominica (1998 – 2003): form one, Guyana (1998 – 2002): forms one and two, Jamaica (1998 – 2003): forms one and three, Turks and Caicos Islands (1998 – 2003): forms one and two.

Jamaica and Trinidad and Tobago showed the highest amount of enrolment at the secondary level with the trends fluctuating and in most cases showing a slight change. Antigua and Barbuda had the smallest percentage with only recorded entries for 2000. Most enrolment was done for the third form girls with the least being the fifth form boys.

A lot of students did not enrol for form six in countries such as Dominica, Grenada, St. Kitts and Nevis, St. Vincent and the Grenadines and in 1998 and 1999, St. Lucia and Guyana respectively. Enrolment was particularly high during the first three forms at the secondary level and has shown consistencies over the years.

Table 3.14 Enrolment at Secondary Level by Form, 1998 – 2003

Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	286	264	274	250	383	276	273	199
DM	1998	911	902	888	904	908	796	629	435
	1999	871	912	895	921	930	909	685	462
	2000	865	950	880	905	883	820	683	536
	2001	880	1,047	817	803	885	795	765	520
	2002	910	803	992	848	736	764	554	772
GD	1998	730	754	809	667	668	578	683	563
	1999	1,017	872	1,051	1,007	888	965	845	722
	2000	1,110	785	1,206	907	1,091	844	965	731
	2001	815	705	879	757	869	761	817	677
	2002	1,196	990	1,336	1,022	1,206	905	1,135	812
GY	1998	7,736	8,001	7,250	7,447	6,554	6,559	5,212	5,654
	1999	8,259	8,563	7,025	7,278	6,665	6,661	6,041	5,371
	2000	8,175	8,683	6,854	7,091	6,098	6,019	5,604	5,250
	2001	8,448	9,050	7,678	7,623	6,957	6,788	5,784	5,437
	2002	7,723	8,514	7,540	7,783	6,563	6,333	5,802	5,313
	2003	8,327	9,301	7,726	7,782	6,812	6,957	6,186	5,393
	2004	8,743	9,520	7,728	8,015	6,784	6,436	6,017	5,576
JM	1998	24,050	25,111	24,577	25,133	25,684	25,432	21,556	18,751
	1999	22,206	22,678	24,010	24,929	25,897	26,093	20,918	18,441
	2000	23,602	24,188	22,856	22,372	25,343	25,782	21,680	19,949
	2001	...	...	...	...	...	...	...	...
	2002	25,091	25,599	23,608	24,024	25,063	25,385	20,362	19,543
KN	1998	774	802	450	439	515	557	445	432
	1999	462	484	491	493	555	581	467	466
	2000	510	497	457	465	537	621	484	386
	2001	228	260	480	471	480	502	527	535
	2002	546	592	481	440	485	498	487	508
LC	1998	1,396	1,038	1,424	1,025	1,509	1,097	1,248	1,044
	1999	1,463	1,059	1,461	1,112	1,589	1,166	1,461	1,077
	2000	1,395	1,054	1,474	1,077	1,464	1,191	1,556	1,146
	2001	949	781	968	805	965	829	1,028	763
	2002	1,453	1,089	1,460	1,158	1,424	1,117	1,474	1,052

Table 3.14 Cont'd - Enrolment at Secondary Level by Form, 1998 – 2003

Country	Year	Form 5		Form 6		TOTAL ALL FORMS	
		Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	242	134	...	...	1,458	1,123
DM	1998	453	300	...	...	3,789	3,337
	1999	557	308	...	...	3,938	3,512
	2000	579	355	...	...	3,890	3,566
	2001	564	424	...	...	3,911	3,589
	2002	447	630	...	...	3,639	3,817
GD	1998	610	571	...	...	3,500	3,133
	1999	700	635	...	...	4,501	4,201
	2000	872	585	...	...	5,244	3,852
	2001	659	591	...	...	4,039	3,491
	2002	948	785	...	...	5,821	4,514
GY	1998	3,721	2,791	119	72	30,592	30,524
	1999	2,629	3,391	...	...	30,619	31,264
	2000	3,263	2,581	116	196	30,110	29,820
	2001	3,758	2,840	156	72	32,781	31,810
	2002	3,694	2,786	227	146	31,549	30,875
	2003	3,643	2,738	287	239	32,981	32,410
	2004	3,549	2,725	312	233	33,133	32,505
JM	1998	17,627	16,320	1,739	1,052	116,374	112,576
	1999	19,023	17,555	1,716	942	114,975	111,409
	2000	18,642	17,794	1,886	1,272	115,305	112,080
	2001	...	...	...	...	...	...
	2002	18,975	18,265	1,898	1,264	116,399	114,850
KN	1998	337	235	...	...	2,521	2,465
	1999	339	201	...	...	2,314	2,225
	2000	408	274	...	...	2,396	2,243
	2001	392	295	...	...	2,107	2,063
	2002	368	248	...	...	2,367	2,286
LC	1998	1,193	938	...	...	6,770	5,142
	1999	1,198	944	77	47	7,249	5,405
	2000	1,305	1,076	64	63	7,258	5,607
	2001	1,031	755	103	41	5,044	3,974
	2002	1,375	1,053	118	45	7,304	5,514

Table 3.14 Cont'd - Enrolment at Secondary Level by Form, 1998 - 2003

Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	933	686	1,001	766	1,069	713	875	559
	1999	928	738	1,026	707	1,000	716	955	661
	2000	913	737	996	817	959	653	865	626
	2001	913	737	996	817	959	653	865	626
	2002	985	817	953	750	928	660	891	613
	TT	1998	10,827	10,443	11,047	10,493	10,721	10,040	10,864	10,131
1999		10,479	10,289	11,026	10,477	11,016	10,252	10,670	9,943
2000		17,737	13,634	10,389	10,145	10,570	10,038	10,517	9,747
ASSOCIATE MEMBERS									
AI	1998	116	129	109	110	98	117	121	92
	1999	117	127	108	110	97	116	121	86
	2000	124	101	120	127	110	104	99	112
	2001	119	120	118	101	116	126	110	99
	2002	102	100	113	122	119	102	117	127
	TC	1998	126	126	107	113	121	97	96	89
1999		123	88	134	136	106	107	126	107
2000		146	130	114	86	146	124	111	117
2001		104	166	139	138	115	88	131	125
2002		138	166	123	148	124	123	115	88
2003		154	160	144	172	128	161	133	121
2004		173	187	168	169	140	169	139	171
2005		182	178	169	183	175	184	148	172
2006		196	172	186	191	188	196	191	201

Table 3.14 Cont'd - Enrolment at Secondary Level by Form, 1998 -

Country	Year	Form 5		Form 6		TOTAL ALL FORMS	
		Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	716	457	...	...	4,594	3,181
	1999	789	478	...	...	4,698	3,300
	2000	827	546	...	...	4,560	3,379
	2001	827	546	...	...	4,560	3,379
	2002	801	475	...	...	4,558	3,315
TT	1998	12,100	10,814	4,472	2,903	60,031	54,824
	1999	12,249	10,793	4,863	3,016	60,303	54,770
	2000	10,800	9,902	5,012	3,101	65,025	56,567
ASSOCIATE MEMBERS							
AI	1998	119	100	33	23	596	571
	1999	115	98	33	23	591	560
	2000	104	71	32	16	589	531
	2001	93	96	30	19	586	561
	2002	105	95	42	15	598	561
TC	1998	116	113	3	7	569	545
	1999	83	79	1	5	573	522
	2000	115	99	3	1	635	557
	2001	103	108	12	4	604	629
	2002	119	120	12	3	631	648
	2003	113	90	9	6	681	710
	2004	124	117	15	8	759	821
	2005	127	166	12	8	813	891
	2006	138	166	11	9	910	935

**Table 3.15 Percentage Distribution of Enrolment at Secondary Level
by Form, 1998-2003**

Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	19.6	23.5	18.8	22.3	26.3	24.6	18.7	17.7
DM	1998	24.0	27.0	23.4	27.1	24.0	23.9	16.6	13.0
	1999	22.1	26.0	22.7	26.2	23.6	25.9	17.4	13.2
	2000	22.2	26.6	22.6	25.4	22.7	23.0	17.6	15.0
	2001	22.5	29.2	20.9	22.4	22.6	22.2	19.6	14.5
	2002	25.0	21.0	27.3	22.2	20.2	20.0	15.2	20.2
GD	1998	20.9	24.1	23.1	21.3	19.1	18.4	19.5	18.0
	1999	22.6	20.8	23.4	24.0	19.7	23.0	18.8	17.2
	2000	21.2	20.4	23.0	23.5	20.8	21.9	18.4	19.0
	2001	20.2	20.2	21.8	21.7	21.5	21.8	20.2	19.4
	2002	20.5	21.9	23.0	22.6	20.7	20.0	19.5	18.0
GY	1998	25.3	26.2	23.7	24.4	21.4	21.5	17.0	18.5
	1999	27.0	27.4	22.9	23.3	21.8	21.3	19.7	17.2
	2000	27.2	29.1	22.8	23.8	20.3	20.2	18.6	17.6
	2001	25.8	28.5	23.4	24.0	21.2	21.3	17.6	17.1
	2002	24.5	27.6	23.9	25.2	20.8	20.5	18.4	17.2
	2003	25.2	28.7	23.4	24.0	20.7	21.5	18.8	16.6
	2004	26.4	29.3	23.3	24.7	20.5	19.8	18.2	17.2
JM	1998	20.7	22.3	21.1	22.3	22.1	22.6	18.5	16.7
	1999	19.3	20.4	20.9	22.4	22.5	23.4	18.2	16.6
	2000	20.5	21.6	19.8	20.0	22.0	23.0	18.8	17.8
	2001	...	...	...	...	...	...	...	...
	2002	21.6	22.3	20.3	20.9	21.5	22.1	17.5	17.0
KN	1998	30.7	32.5	17.9	17.8	20.4	22.6	17.7	17.5
	1999	20.0	21.8	21.2	22.2	24.0	26.1	20.2	20.9
	2000	21.3	22.2	19.1	20.7	22.4	27.7	20.2	17.2
	2001	10.8	12.6	22.8	22.8	22.8	24.3	25.0	25.9
	2002	23.1	25.9	20.3	19.2	20.5	21.8	20.6	22.2
LC	1998	20.6	20.2	21.0	19.9	22.3	21.3	18.4	20.3
	1999	20.2	19.6	20.2	20.6	21.9	21.6	20.2	19.9
	2000	19.2	18.8	20.3	19.2	20.2	21.2	21.4	20.4
	2001	18.8	19.7	19.2	20.3	19.1	20.9	20.4	19.2
	2002	19.9	19.7	20.0	21.0	19.5	20.3	20.2	19.1

Table 3.15 Cont'd Percentage Distribution of Enrolment at Secondary Level by Form, 1998-2003

Country	Year	Form 5		Form 6		TOTAL ALL	
		Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	16.6	11.9	0.0	0.0	100	100
DM	1998	12.0	9.0	0.0	0.0	100	100
	1999	14.1	8.8	0.0	0.0	100	100
	2000	14.9	10.0	0.0	0.0	100	100
	2001	14.4	11.8	0.0	0.0	100	100
	2002	12.3	16.5	0.0	0.0	100	100
GD	1998	17.4	18.2	0.0	0.0	100	100
	1999	15.6	15.1	0.0	0.0	100	100
	2000	16.6	15.2	0.0	0.0	100	100
	2001	16.3	16.9	0.0	0.0	100	100
	2002	16.3	17.4	0.0	0.0	100	100
GY	1998	12.2	9.1	0.4	0.2	100	100
	1999	8.6	10.8	0.0	0.0	100	100
	2000	10.8	8.7	0.4	0.7	100	100
	2001	11.5	8.9	0.5	0.2	100	100
	2002	11.7	9.0	0.7	0.5	100	100
	2003	11.0	8.4	0.9	0.7	100	100
	2004	10.7	8.4	0.9	0.7	100	100
JM	1998	15.1	14.5	1.5	0.9	99	100
	1999	16.5	15.8	1.5	0.8	99	100
	2000	16.2	15.9	1.6	1.1	99	100
	2001	...	...	...	...	...	...
	2002	16.3	15.9	1.6	1.1	99	100
KN	1998	13.4	9.5	0.0	0.0	100	100
	1999	14.6	9.0	0.0	0.0	100	100
	2000	17.0	12.2	0.0	0.0	100	100
	2001	18.6	14.3	0.0	0.0	100	100
	2002	15.5	10.8	0.0	0.0	100	100
LC	1998	17.6	18.2	0.0	0.0	100	100
	1999	16.5	17.5	1.1	0.9	100	100
	2000	18.0	19.2	0.9	1.1	100	100
	2001	20.4	19.0	2.0	1.0	100	100
	2002	18.8	19.1	1.6	0.8	100	100

Table 3.15 Cont'd Percentage Distribution of Enrolment at Secondary Level by Form, 1998-2003

Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	20.3	21.6	21.8	24.1	23.3	22.4	19.0	17.6
	1999	19.8	22.4	21.8	21.4	21.3	21.7	20.3	20.0
	2000	20.0	21.8	21.8	24.2	21.0	19.3	19.0	18.5
	2001	20.0	21.8	21.8	24.2	21.0	19.3	19.0	18.5
	2002	21.6	24.6	20.9	22.6	20.4	19.9	19.5	18.5
TT	1998	18.0	19.0	18.4	19.1	17.9	18.3	18.1	18.5
	1999	17.4	18.8	18.3	19.1	18.3	18.7	17.7	18.2
	2000	27.3	24.1	16.0	17.9	16.3	17.7	16.2	17.2
ASSOCIATE MEMBERS									
AI	1998	19.5	22.6	18.3	19.3	16.4	20.5	20.3	16.1
	1999	19.8	22.7	18.3	19.6	16.4	20.7	20.5	15.4
	2000	21.1	19.0	20.4	23.9	18.7	19.6	16.8	21.1
	2001	20.3	21.4	20.1	18.0	19.8	22.5	18.8	17.6
	2002	17.1	17.8	18.9	21.7	19.9	18.2	19.6	22.6
TC	1998	22.1	23.1	18.8	20.7	21.3	17.8	16.9	16.3
	1999	21.5	16.9	23.4	26.1	18.5	20.5	22.0	20.5
	2000	23.0	23.3	18.0	15.4	23.0	22.3	17.5	21.0
	2001	17.2	26.4	23.0	21.9	19.0	14.0	21.7	19.9
	2002	21.9	25.6	19.5	22.8	19.7	19.0	18.2	13.6
	2003	22.6	22.5	21.1	24.2	18.8	22.7	19.5	17.0
	2004	22.8	22.8	22.1	20.6	18.4	20.6	18.3	20.8
	2005	22.4	20.0	20.8	20.5	21.5	20.7	18.2	19.3
	2006	21.5	18.4	20.4	20.4	20.7	21.0	21.0	21.5

Table 3.15 Cont'd Percentage Distribution of Enrolment at Secondary Level by Form, 1998-2003

Country	Year	Form 5		Form 6		TOTAL ALL	
		Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	15.6	14.4	0.0	0.0	100	100
	1999	16.8	14.5	0.0	0.0	100	100
	2000	18.1	16.2	0.0	0.0	100	100
	2001	18.1	16.2	0.0	0.0	100	100
	2002	17.6	14.3	0.0	0.0	100	100
TT	1998	20.2	19.7	7.4	5.3	100	100
	1999	20.3	19.7	8.1	5.5	100	100
	2000	16.6	17.5	7.7	5.5	100	100
ASSOCIATE MEMBERS							
AI	1998	20.0	17.5	5.5	4.0	100	100
	1999	19.5	17.5	5.6	4.1	100	100
	2000	17.7	13.4	5.4	3.0	100	100
	2001	15.9	17.1	5.1	3.4	100	100
	2002	17.6	16.9	7.0	2.7	100	100
TC	1998	20.4	20.7	0.5	1.3	100	100
	1999	14.5	15.1	0.2	1.0	100	100
	2000	18.1	17.8	0.5	0.2	100	100
	2001	17.1	17.2	2.0	0.6	100	100
	2002	18.9	18.5	1.9	0.5	100	100
	2003	16.6	12.7	1.3	0.8	100	100
	2004	16.3	14.3	2.0	1.0	100	100
	2005	15.6	18.6	1.5	0.9	100	100
2006	15.2	17.8	1.2	1.0	100	100	

Table 3.16 Percentage Composition of Enrolment at Secondary Level by Form, 1998-2003

Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	52.0	48.0	52.3	47.7	58.1	41.9	57.8	42.2
DM	1998	50.2	49.8	49.6	50.4	53.3	46.7	59.1	40.9
	1999	48.9	51.1	49.3	50.7	50.6	49.4	59.7	40.3
	2000	47.7	52.3	49.3	50.7	51.8	48.2	56.0	44.0
	2001	45.7	54.3	50.4	49.6	52.7	47.3	59.5	40.5
	2002	53.1	46.9	53.9	46.1	49.1	50.9	41.8	58.2
GD	1998	49.2	50.8	54.8	45.2	53.6	46.4	54.8	45.2
	1999	53.8	46.2	51.1	48.9	47.9	52.1	53.9	46.1
	2000	58.6	41.4	57.1	42.9	56.4	43.6	56.9	43.1
	2001	53.6	46.4	53.7	46.3	53.3	46.7	54.7	45.3
	2002	54.7	45.3	56.7	43.3	57.1	42.9	58.3	41.7
GY	1998	49.2	50.8	49.3	50.7	50.0	50.0	48.0	52.0
	1999	49.1	50.9	49.1	50.9	50.0	50.0	52.9	47.1
	2000	48.5	51.5	49.2	50.8	50.3	49.7	51.6	48.4
	2001	48.3	51.7	50.2	49.8	50.6	49.4	51.5	48.5
	2002	47.6	52.4	49.2	50.8	50.9	49.1	52.2	47.8
	2003	47.2	52.8	49.8	50.2	49.5	50.5	53.4	46.6
	2004	47.9	52.1	49.1	50.9	51.3	48.7	51.9	48.1
JM	1998	48.9	51.1	49.4	50.6	50.2	49.8	53.5	46.5
	1999	49.5	50.5	49.1	50.9	49.8	50.2	53.1	46.9
	2000	49.4	50.6	50.5	49.5	49.6	50.4	52.1	47.9
	2001	...	...	...	...	...	...	...	...
	2002	49.5	50.5	49.6	50.4	49.7	50.3	51.0	49.0
KN	1998	49.1	50.9	50.6	49.4	48.0	52.0	50.7	49.3
	1999	48.8	51.2	49.9	50.1	48.9	51.1	50.1	49.9
	2000	50.6	49.4	49.6	50.4	46.4	53.6	55.6	44.4
	2001	46.7	53.3	50.5	49.5	48.9	51.1	49.6	50.4
	2002	48.0	52.0	52.2	47.8	49.3	50.7	48.9	51.1
LC	1998	57.4	42.6	58.1	41.9	57.9	42.1	54.5	45.5
	1999	58.0	42.0	56.8	43.2	57.7	42.3	57.6	42.4
	2000	57.0	43.0	57.8	42.2	55.1	44.9	57.6	42.4
	2001	54.9	45.1	54.6	45.4	53.8	46.2	57.4	42.6
	2002	57.2	42.8	55.8	44.2	56.0	44.0	58.4	41.6

Table 3.16 Cont'd Percentage Composition of Enrolment at Secondary Level by Form, 1998-2003

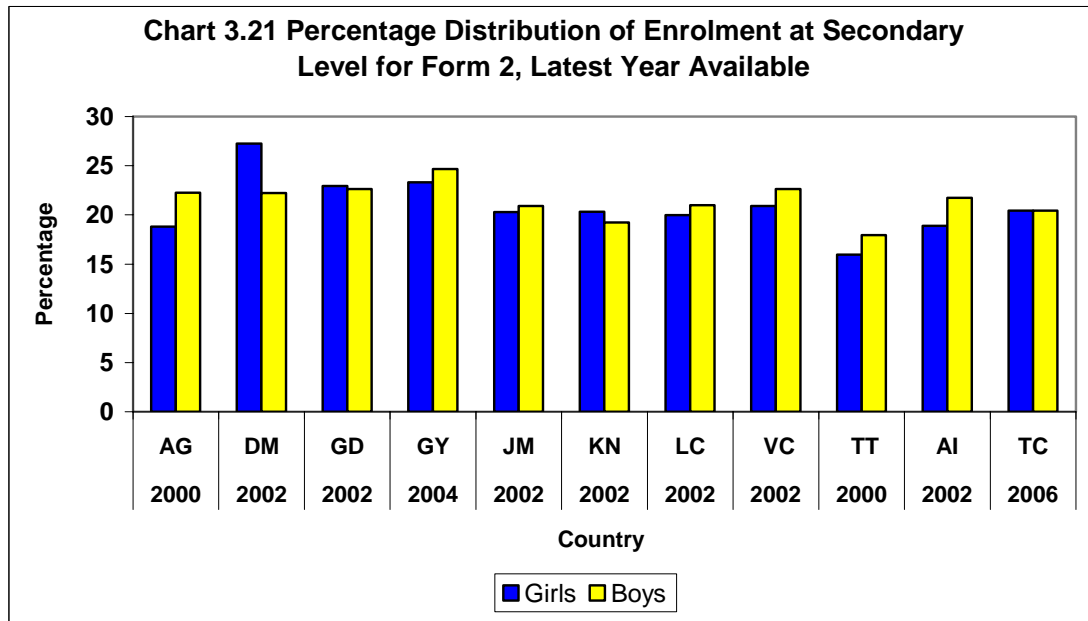
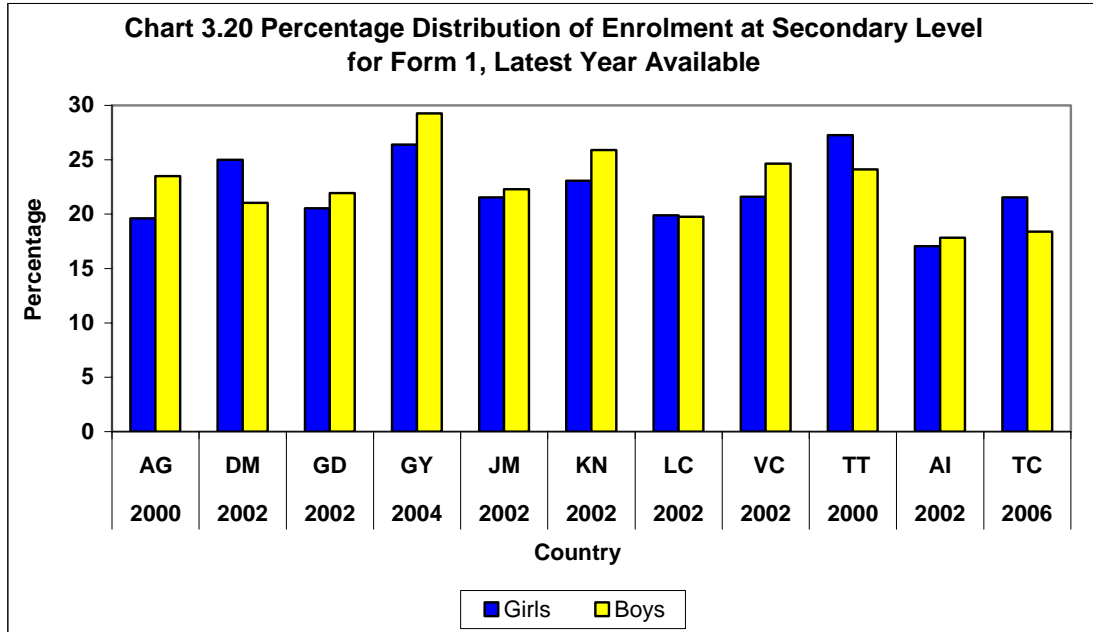
Country	Year	Form 5		Form 6		TOTAL ALL	
		Girls	Boys	Girls	Boys	Girls	Boys
AG	2000	64.4	35.6	...	...	56.5	43.5
DM	1998	60.2	39.8	...	...	53.2	46.8
	1999	64.4	35.6	...	...	52.9	47.1
	2000	62.0	38.0	...	...	52.2	47.8
	2001	57.1	42.9	...	...	52.1	47.9
	2002	41.5	58.5	...	...	48.8	51.2
GD	1998	51.7	48.3	...	...	52.8	47.2
	1999	52.4	47.6	...	...	51.7	48.3
	2000	59.8	40.2	...	...	57.7	42.3
	2001	52.7	47.3	...	...	53.6	46.4
	2002	54.7	45.3	...	...	56.3	43.7
GY	1998	57.1	42.9	62.3	37.7	50.1	49.9
	1999	43.7	56.3	...	...	49.5	50.5
	2000	55.8	44.2	37.2	62.8	50.2	49.8
	2001	57.0	43.0	68.4	31.6	50.8	49.2
	2002	57.0	43.0	60.9	39.1	50.5	49.5
	2003	57.1	42.9	54.6	45.4	50.4	49.6
	2004	56.6	43.4	57.2	42.8	50.5	49.5
JM	1998	51.9	48.1	62.3	37.7	50.8	49.2
	1999	52.0	48.0	64.6	35.4	50.8	49.2
	2000	51.2	48.8	59.7	40.3	50.7	49.3
	2001	...	...	...	...	...	...
	2002	51.0	49.0	60.0	40.0	50.3	49.7
KN	1998	58.9	41.1	...	...	50.6	49.4
	1999	62.8	37.2	...	...	51.0	49.0
	2000	59.8	40.2	...	...	51.6	48.4
	2001	57.1	42.9	...	...	50.5	49.5
	2002	59.7	40.3	...	...	50.9	49.1
LC	1998	56.0	44.0	...	...	56.8	43.2
	1999	55.9	44.1	62.1	37.9	57.3	42.7
	2000	54.8	45.2	50.4	49.6	56.4	43.6
	2001	57.7	42.3	71.5	28.5	55.9	44.1
	2002	56.6	43.4	72.4	27.6	57.0	43.0

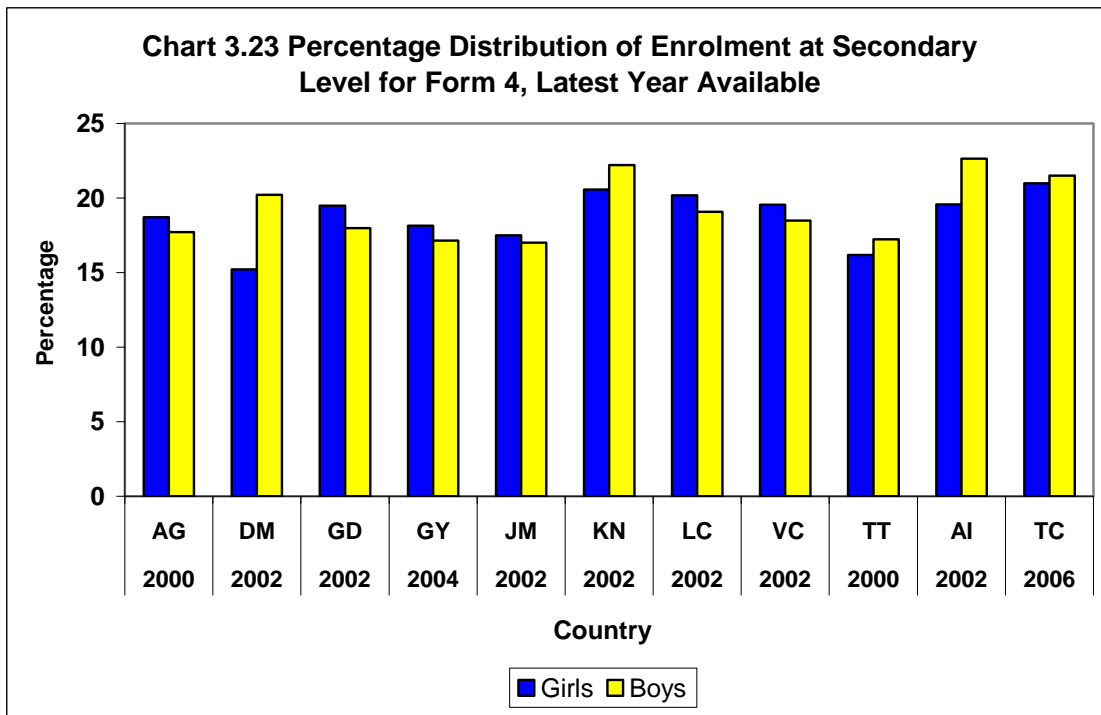
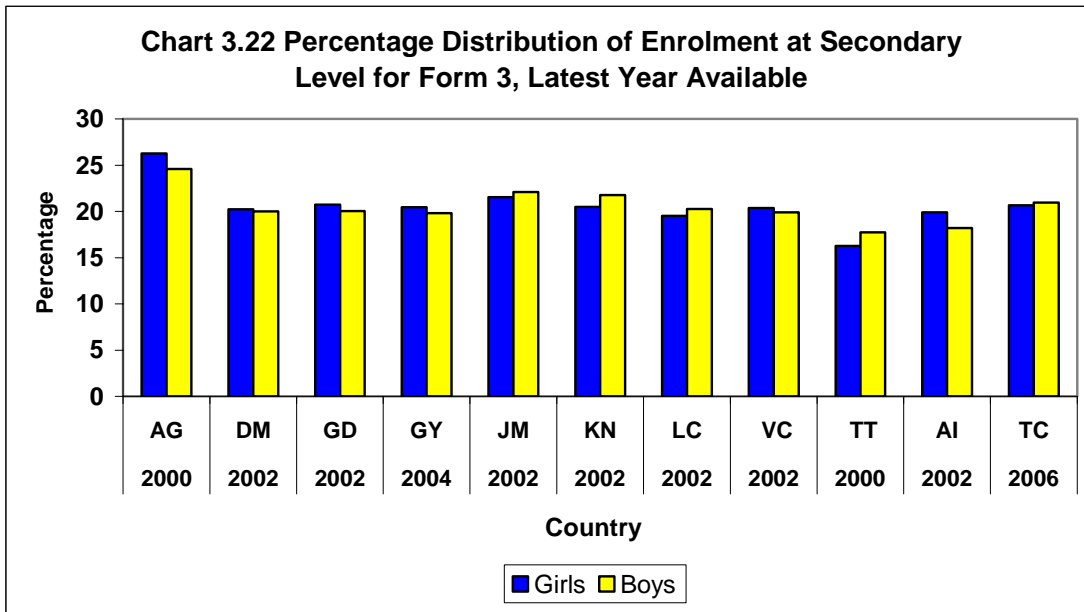
Table 3.16 Cont'd Percentage Composition of Enrolment at Secondary Level by Form, 1998-2003

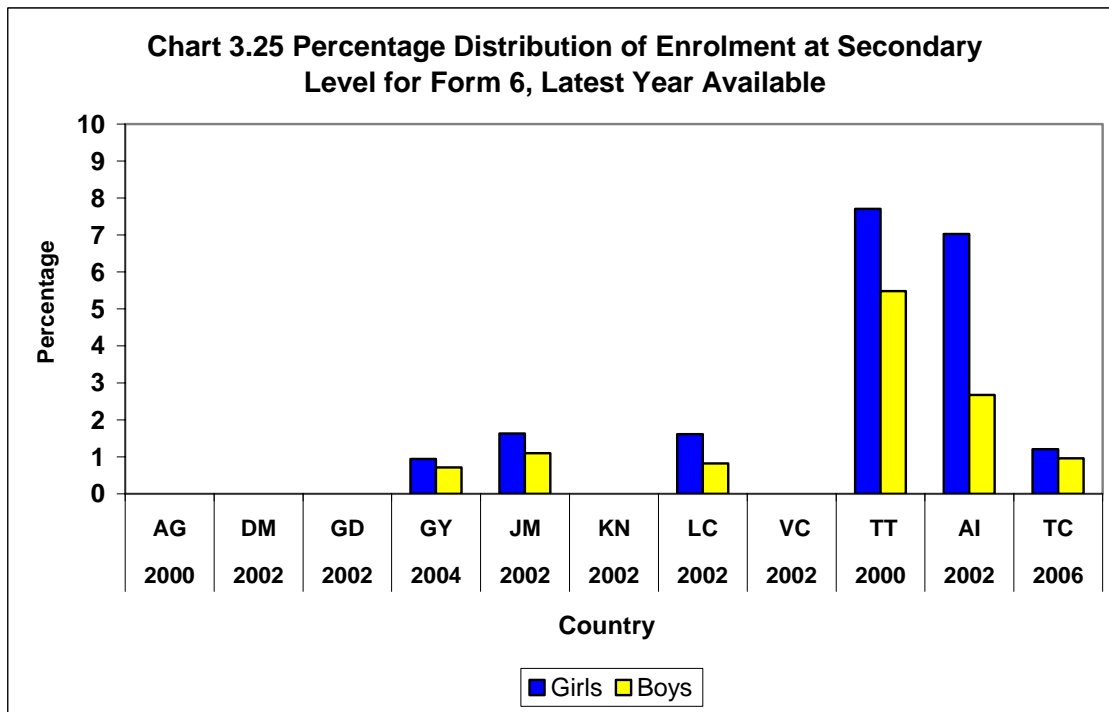
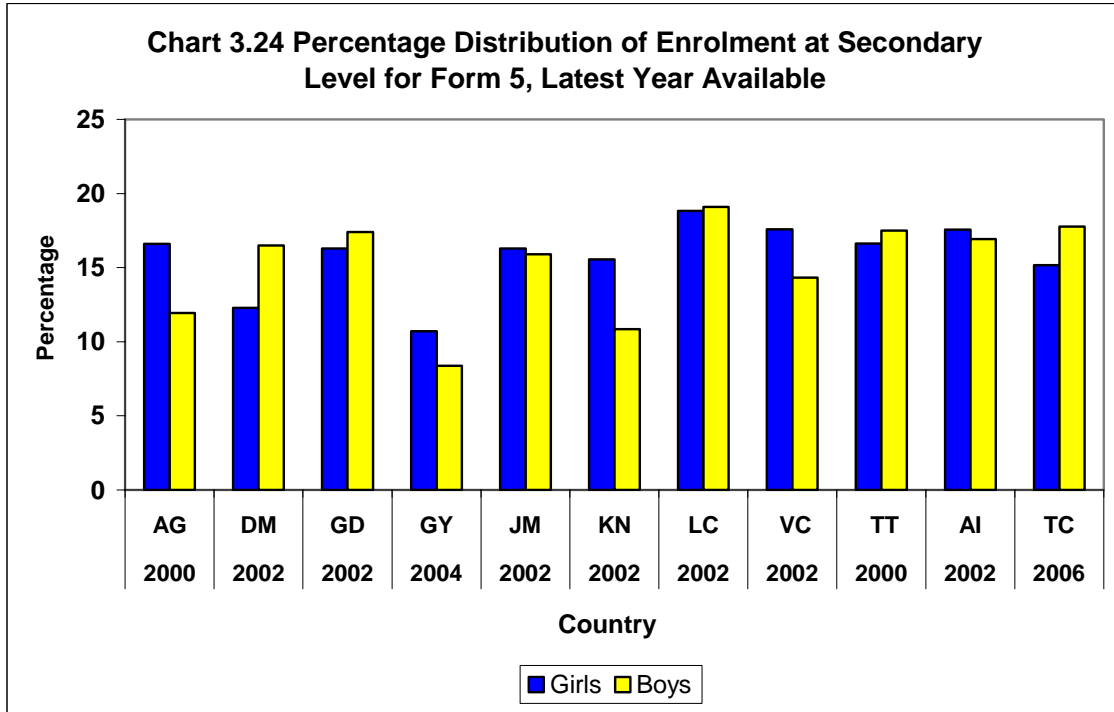
Country	Year	Form 1		Form 2		Form 3		Form 4	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	57.6	42.4	56.6	43.4	60.0	40.0	61.0	39.0
	1999	55.7	44.3	59.2	40.8	58.3	41.7	59.1	40.9
	2000	55.3	44.7	54.9	45.1	59.5	40.5	58.0	42.0
	2001	55.3	44.7	54.9	45.1	59.5	40.5	58.0	42.0
	2002	54.7	45.3	56.0	44.0	58.4	41.6	59.2	40.8
TT	1998	50.9	49.1	51.3	48.7	51.6	48.4	51.7	48.3
	1999	50.5	49.5	51.3	48.7	51.8	48.2	51.8	48.2
	2000	56.5	43.5	50.6	49.4	51.3	48.7	51.9	48.1
ASSOCIATE MEMBERS									
AI	1998	47.3	52.7	49.8	50.2	45.6	54.4	56.8	43.2
	1999	48.0	52.0	49.5	50.5	45.5	54.5	58.5	41.5
	2000	55.1	44.9	48.6	51.4	51.4	48.6	46.9	53.1
	2001	49.8	50.2	53.9	46.1	47.9	52.1	52.6	47.4
	2002	50.5	49.5	48.1	51.9	53.8	46.2	48.0	52.0
TC	1998	50.0	50.0	48.6	51.4	55.5	44.5	51.9	48.1
	1999	58.3	41.7	49.6	50.4	49.8	50.2	54.1	45.9
	2000	52.9	47.1	57.0	43.0	54.1	45.9	48.7	51.3
	2001	38.5	61.5	50.2	49.8	56.7	43.3	51.2	48.8
	2002	45.4	54.6	45.4	54.6	50.2	49.8	56.7	43.3
	2003	49.0	51.0	45.6	54.4	44.3	55.7	52.4	47.6
	2004	48.1	51.9	49.9	50.1	45.3	54.7	44.8	55.2
	2005	50.6	49.4	48.0	52.0	48.7	51.3	46.3	53.8
2006	53.3	46.7	49.3	50.7	49.0	51.0	48.7	51.3	

Table 3.16 Cont'd Percentage Composition of Enrolment at Secondary Level by Form, 1998-2003

Country	Year	Form 5		Form 6		TOTAL ALL	
		Girls	Boys	Girls	Boys	Girls	Boys
VC	1998	61.0	39.0	...	...	59.1	40.9
	1999	62.3	37.7	...	...	58.7	41.3
	2000	60.2	39.8	...	...	57.4	42.6
	2001	60.2	39.8	...	...	57.4	42.6
	2002	62.8	37.2	...	...	57.9	42.1
TT	1998	52.8	47.2	60.6	39.4	52.3	47.7
	1999	53.2	46.8	61.7	38.3	52.4	47.6
	2000	52.2	47.8	61.8	38.2	53.5	46.5
ASSOCIATE MEMBERS							
AI	1998	54.3	45.7	58.9	41.1	51.1	48.9
	1999	54.0	46.0	58.9	41.1	51.3	48.7
	2000	59.4	40.6	66.7	33.3	52.6	47.4
	2001	49.2	50.8	61.2	38.8	51.1	48.9
	2002	52.5	47.5	73.7	26.3	51.6	48.4
TC	1998	50.7	49.3	30.0	70.0	51.1	48.9
	1999	51.2	48.8	16.7	83.3	52.3	47.7
	2000	53.7	46.3	75.0	25.0	53.3	46.7
	2001	48.8	51.2	75.0	25.0	49.0	51.0
	2002	49.8	50.2	80.0	20.0	49.3	50.7
	2003	55.7	44.3	60.0	40.0	49.0	51.0
	2004	51.5	48.5	65.2	34.8	48.0	52.0
	2005	43.3	56.7	60.0	40.0	47.7	52.3
2006	45.4	54.6	55.0	45.0	49.3	50.7	







E8: PROGRESSION RATE, REPETITION RATE AND DROP-OUT RATE AT SECONDARY LEVEL, 1998 - 2004

Concept and Definition

The Progression Rate is the ratio of girls / boys studying at one level to girls / boys who studied at the previous level.

The Repetition Rate: (1) is the proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year (*Education Indicators, Technical Guidelines, UNESCO*)

(2) Repeaters are students who do not advance one grade but are retained in the same grade in which they were previously enrolled, due to the inability to fulfil the requirement for promotion to the next higher grade.

The Drop Out Rate is the number of student drop-outs expressed as a percentage of the total number of students enrolled in secondary school respectively, (*Reference: NSO, Anguilla*).

Method of Computation

Progression rate:

The number of girls / boys studying at one level
 ----- x 100
 The number of girls / (boys) who studied at the previous level.

Repetition rate:

The number of repeaters in a given grade in a school-year (t+1)
 ----- x 100
 The number of pupils from the same cohort enrolled in the same grade in the previous school-year (t).

Drop out rate:

Number of girls / boys dropping out of primary school primary
 ----- x 100
Total number of girls/ boys attending primary school

Indicator Relevance

Progression rate: Assessing the progression of pupils through secondary schooling provides information on further quantitative aspects of the school system, as well as a first approach to assessing quality.

Repetition rate: It measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle, (*Education Indicators, Technical Guidelines, and UNESCO*). It mirrors the provision of low quality education and suggests a feeble capacity for retaining students in the system. (*UNESCO statistical review 1990-1998*)

Drop out rate: Measures the amount of children that remain in school long enough to complete the curriculum and acquire basic skills. For a variety of school or related reasons, large numbers of children dropout of school or are pushed out.

Data Assessment

Progression rate: Data was collected from five member states and one Associate Member. Jamaica was the only country that provided a definition for progression rate and did not harmonize with the international definition provided by UNESCO.

Repetition Rate: Data was collected from four Member State countries and one Associate Member. Belize and Jamaica were the only two countries that reported their definition and was partially harmonised with the international definition from UNESCO.

Drop-Out Rate: Data was collected from five Member State countries. Belize and Jamaica were the only countries that reported their definition and were partially harmonised with the international definition from UNESCO

Gender Dimension

In designing policy aimed at facilitating girls' participation in education, it may be interesting to examine patterns of school participation for boys and girls, and to assess who repeats, progresses and drops out more.

In the majority of countries under study boys repeat more than girls. The lowest overall enrolment and the highest disparities in favour of boys are observed for access and enrolment, that girls found themselves at a disadvantage as regards repetition.

Data Sources**Evaluation****Progression Rate at Secondary Level, 1998 – 2004**

Over the years the progression rates at secondary level from 1998 to 2004 were higher for girls than boys with a few exceptions.

Being the only associate state to submit data for this category, Turks and Caicos Islands showed the best progression rate at the secondary level, from 1998 to 2003 among both boys and girls. Dominica and St. Kitts and Nevis also looks promising followed by Grenada and Guyana.

For Turks and Caicos Islands, the progression rates for both girls and boys were relatively high with the rates for girls exceeding that for boys for all the years except for 2004 97.6 girls was 98.7 boys and 2005, 99.8

In Dominica, the lowest progression rates occurred in 2000, 79.7 per cent for boys as compared to 90.5 per cent for girls. In 2002 the progression rate for boys was higher than that for girls 92.3 verses 91.0. For Grenada the progression rates for 2000 and 2001 were higher for girls than boys, 94 verses 91 for 2000 and 97 verses 94 in 2001 (girls and boys in both cases.

For St. Kitts and Nevis in 1999, the progression rate for girls was higher than that for boys, 91.8 verses 90.3 while in 2001 the reverse occurred 87.9 for girls verses 92 for boys.

Repetition Rate at Secondary Level, 1998 – 2004

Repetition rate at the secondary level seem to be higher for the boys than for the girls. The repetition rates in Dominica were relatively higher for both boys and girls. In 2000 the rate for boys was 18.6 and for girls 7.8. Guyana had rates of 10.7 per cent in 2001, the rate 9-11 percent for boys in 1998 and 1999 respectively was 17.9 for girls versus 8.9 for boys.

The repetition rate for Turks and Caicos Islands has been fluctuating over the years while St. Kitts and Nevis. However, in 2002 the rates for both boys and girls increased significantly to 2.6.

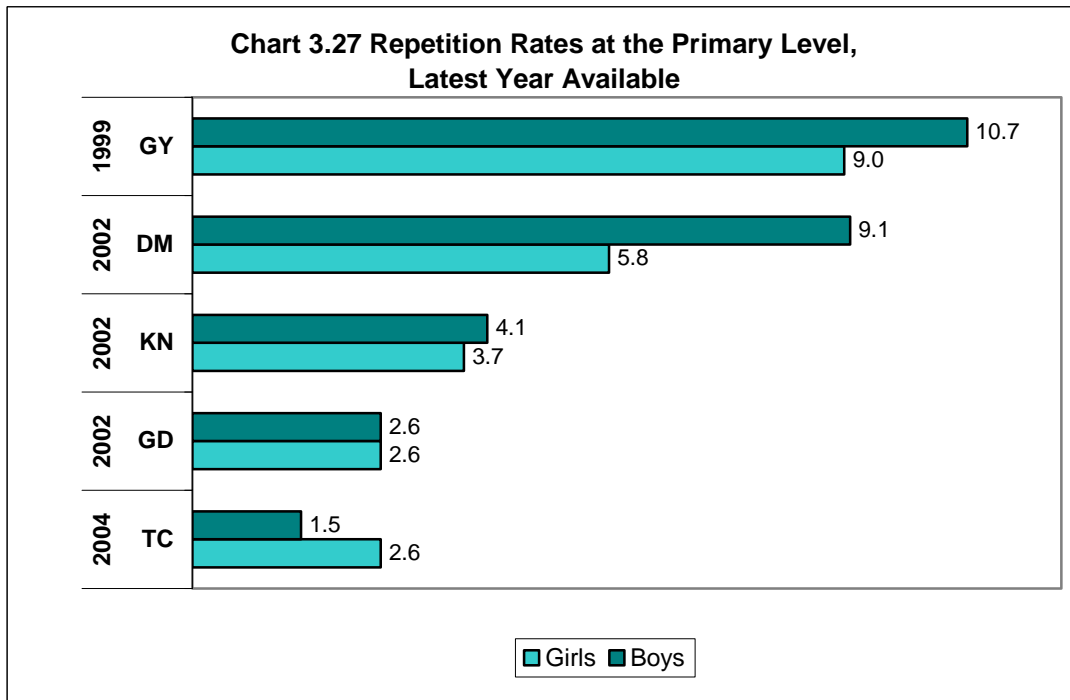
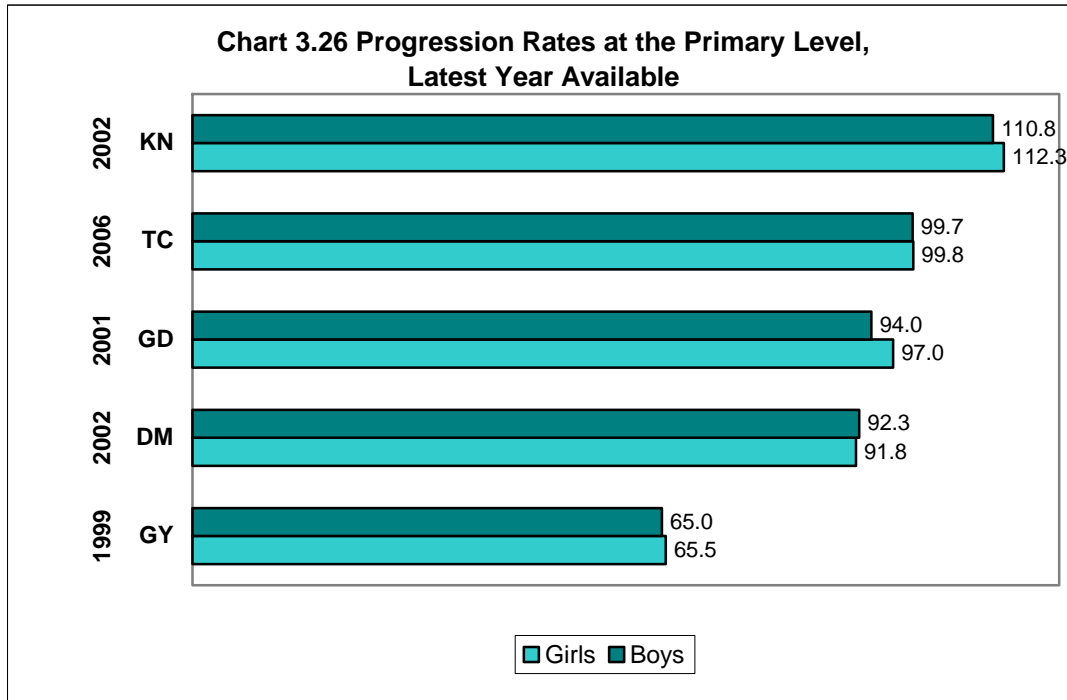
Drop – out Rates at Secondary Level, 1998 – 2004

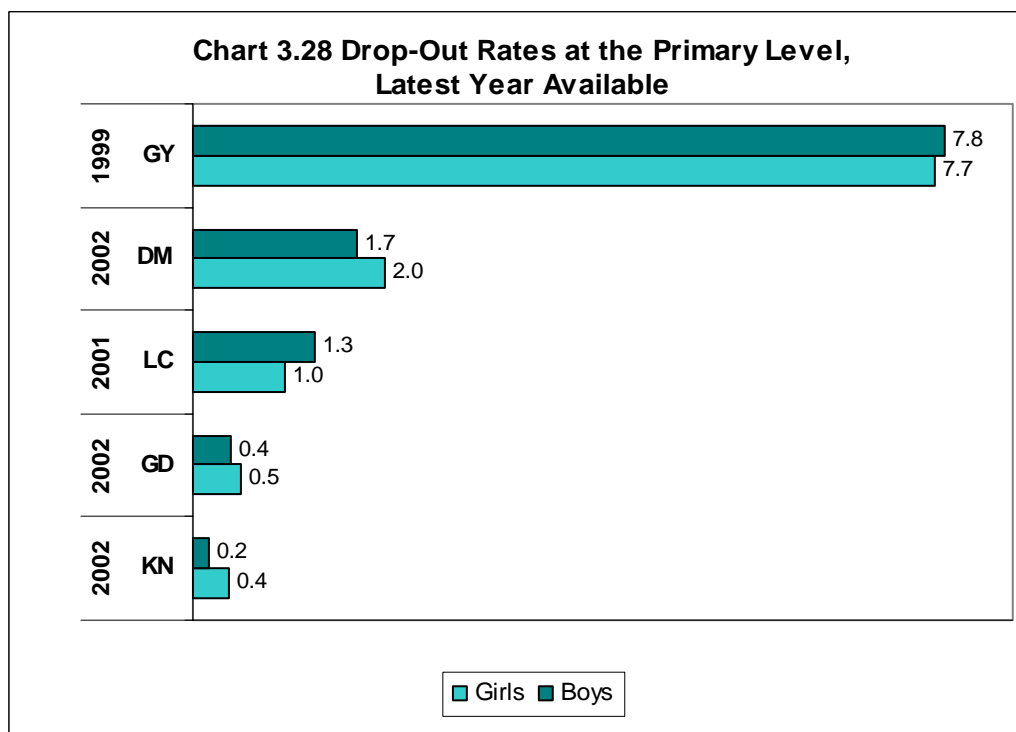
For Dominica, Guyana and Saint Lucia the drop-out rates for boys were largely higher than that for Grenada and St. Kitts and Nevis

Dominica and St. Lucia also had more boys dropping out of secondary school. Although Grenada and St. Kitts and Nevis did not have high drop – out rates, they should be careful since the numbers are fluctuating showing a slight increase every other year. The aim is to keep the numbers decreasing or at a constant for females. While for Grenada and St. Kitts and Nevis the reverse. Exhibited the highest rates. The rates for Grenada and St. Kitts and Nevis were among the lowest for all countries.

Table 3.17 – Progression, Repetition and Drop-Out Rates at the Secondary Level, 1998 – 2004

Country	Year	Progression Rate		Repetition Rate		Drop-Out Rate	
		Girls	Boys	Girls	Boys	Girls	Boys
DM	1998	90.2	85.0	7.8	13.0	2.0	3.4
	1999	89.5	82.2	8.6	15.9	1.9	3.1
	2000	90.5	79.7	7.8	18.6	1.7	2.5
	2001	89.5	80.5	8.9	17.9	1.6	2.2
	2002	91.8	92.3	5.8	9.1	2.0	1.7
GD	1998	105	87	1.8	2.4	0.4	0.3
	1999	87	107	1.5	1.2	0.3	0.1
	2000	94	91	0.7	1.4	0.6	0.5
	2001	97	94	0.4	0.8	0.4	0.4
	2002	...	...	2.6	2.6	0.5	0.4
GY	1998	63.7	62.7	7.9	9.4	7.3	8.4
	1999	65.5	65.0	9.0	10.7	7.7	7.8
KN	1999	91.8	90.3	3.1	3.0	0.2	0.1
	2000	103.5	100.8	3.3	3.7	0.3	0.2
	2001	87.9	92.0	3.5	4.3	0.4	0.1
	2002	112.3	110.8	3.7	4.1	0.4	0.2
LC	1998	...	...	...	...	0.8	1.8
	1999	...	...	...	...	0.6	0.8
	2000	...	...	...	...	1.0	1.3
	2001	...	...	...	...	1.0	1.3
ASSOCIATE MEMBERS							
TC	1998	99.3	97.2	0.7	2.8	...	...
	1999	97.9	97.7	2.1	2.3	...	...
	2000	97.0	97.3	3.0	2.7	...	...
	2001	98.5	98.3	1.4	2.0	...	...
	2002	98.4	97.8	1.7	2.2	...	...
	2003	99.0	98.7	1.1	1.4	...	...
	2004	97.6	98.7	2.6	1.5	...	...
	2005	99.8	100.0	...	...	...	...
2006	99.8	99.7	...	...	...	...





E9: SCHOOL ENROLMENT AT THE TERTIARY LEVEL BY FIELD OF STUDY, 1998- 2002

Concept and Definition

(1) School enrolment at the tertiary level is the number of students enrolled in tertiary education in a given academic-year.²

Method of Computation

The data on tertiary enrolment by fields of study for each sex is classified from data from the 2000 Round of Censuses, surveys or according to records of tertiary educational institutions and programmes according to the categories Agriculture, Humanities, Education, Engineering, law, Natural Sciences, Medical Sciences, Social Sciences and other applied Arts. Level 3 of education typically begins at the end of full-time compulsory education for those countries that have a system of compulsory education. More specialization may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialized than for ISCED level 2. The entrance age to this level is typically 15 or 16 years. The educational programmes included at this level typically require the completion of some 9 years of full-time education (since the beginning of level 1) for admission or a combination of education and vocational or technical experience and with as minimum entrance requirements the completion of level 2 or demonstrable ability to handle programmes at this level.³(60)

Indicator Relevance

This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country's population.. The relative concentration of students in particular programmes (long / short programmes) or levels is likely to be driven by job opportunities related to those levels. It also reflects capacities and policies for the development of a particular ISCED level. (*Education Indicators - Technical Guidelines, UNESCO*)

² United Nations Educational, Scientific and Cultural Organization. *Revised Recommendation concerning the International Standardization of Educational Statistics*. Paris, 1978. Also contained in *UNESCO Statistical Yearbook, chap. 2. Paris, annual*.

³ United Nations. *Principles and Recommendations for Population and Housing Censuses, Revision 1. Series M, No. 67, Rev. 1* (United Nations publication, Sales No. E.98.XVII.1). para. 2.156
United Nations Educational, Scientific and Cultural Organization. *Revised Recommendation concerning the International Standardization of Educational Statistics*. Paris, 1978. Also contained in *UNESCO Statistical Yearbook, chap. 2. Paris, annual*.

A high number of students indicate a generally high level of participation in tertiary education in relation to a country's population

Data Assessment**Gender Dimension**

Despite better access to higher education, women do not always have access to fields of study traditionally dominated by men. Gender-based stereotypes survive, and role models that could lead young women to challenging, better-paid careers are scarce. In addition, the traditional view that women should engage in activities that are more suitable to their roles as mothers and caregivers discourage women from enrolling in fields traditionally occupied by men

Data Sources

Censuses, surveys or records of tertiary educational institutions and programmes, and population censuses. *UNESCO Education Indicators and Technical Guidelines. The World's Women (Trends and Statistics) United Nations.*

Evaluation

There are more women than men enrolled at tertiary level education for all countries for which data are available with the overall ratio being 54.6 per cent for women 45.4 percent. The Bahamas in 2000, Barbados had figures of to over 70 per cent for women compared to roughly 27 to 33 percent for men. Guyana, St. Kitts and Nevis and Suriname had percentages close to over 60 percent for women compared to men.

By Field of Study

Women dominated in the Humanities, Education (with the exception of Dominica) Law (except for some years for Guyana) Medical Services and Social Sciences. Men dominated in Engineering, Other Applied Sciences and the exceptions indicated.

Table 3.18 - Enrolment in Tertiary Level Institutions by Field of Study, 1998 – 2003

Country	Year	Agriculture		Humanities		Education		Engineering		Law	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	23	76	615	590	2,444	681	126	1,134	300	439
BB	1998	...	...	486	158	36	16	...	...	42	19
	1999	...	...	502	146	71	27	...	...	44	19
	2000	...	...	505	147	77	27	...	...	40	18
	2001	...	...	518	174	78	27	...	...	37	17
	2002	...	...	535	162	108	30	...	...	32	17
DM	1998	18	25	...	...	20	93	...	...	...	...
	1999	16	22	...	...	18	81	...	...	...	...
	2000	16	20	...	...	17	84	...	...	...	...
	2001	16	25	...	...	19	78	...	...	...	...
	2002	0	0	...	...	...	...	...	...	...	...
GY	1998	15	22	38	18	117	27	11	78	15	11
	1999	18	26	46	13	176	36	13	125	8	13
	2000	77	65	44	16	164	47	13	125	8	13
	2001	15	19	48	3	194	29	9	119	0	0
	2002	17	19	48	10	169	52	8	120	0	0
	2003	10	15	49	15	232	46	10	87	19	18
	2004	7	33	21	5	197	33	15	132	32	13
KN	1999	...	...	...	...	47	14	61	84	...	...
	2000	...	...	...	...	45	17	57	78	44	16
	2001	...	...	...	...	46	12	72	114	...	...
	2002	...	...	138	58	57	19	14	99	90	14
SR	1999	...	...	...	...	...	...	164	280	...	...
	2000	...	...	...	...	...	...	204	306	...	...
	2001/2002	...	...	...	...	...	...	252	335	...	...
	2002/2003	...	...	...	...	...	...	244	344	...	...
	2003/2004	...	...	...	...	...	...	267	353	...	...
	2004/2005	...	...	...	...	...	...	288	413	...	...
TT	1999	138	76	703	154	275	99	190	735	38	5
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	...	...
	2002	...	...	...	...	...	...	...	...	...	...
	2003	...	...	...	...	...	...	...	...	...	...

**Table 3.18 Cont'd- Enrolment in Tertiary Level Institutions
by Field of Study, 1998 – 2003**

Country	Year	Natural Sciences		Medical Sciences		Social Sciences		Other (Applied Arts)		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	544	481	783	520	529	384	4,158	3,604	9,522	7,909
BB	1998	...	...	36	35	887	504	...	...	1,487	732
	1999	...	...	42	38	825	416	...	...	1,484	646
	2000	...	...	48	31	942	443	...	...	1,612	666
	2001	...	...	39	25	980	414	...	...	1,652	657
	2002	...	...	38	20	1,043	440	...	...	1,756	669
DM	1998	81	25	...	...	270	84	6	56	395	283
	1999	58	35	...	...	246	74	3	51	341	263
	2000	34	67	...	...	255	75	8	43	330	289
	2001	42	71	...	...	334	111	5	53	416	338
	2002	...	...	...	...	777	333	17	191	794	524
GY	1998	57	44	91	57	313	156	59	24	716	437
	1999	65	61	68	34	348	151	74	37	816	496
	2000	66	67	68	34	363	151	74	40	877	558
	2001	56	30	47	22	386	125	77	30	832	377
	2002	80	65	51	39	423	157	74	33	870	495
	2003	65	72	30	24	380	137	52	28	847	442
	2004	71	132	35	18	371	148	24	12	773	526
KN	1999	159	95	34	0	...	...	289	108	590	301
	2000	129	102	29	1	...	...	351	141	655	355
	2001	154	64	48	1	...	...	535	175	855	366
	2002	78	75	42	2	197	78	22	1	638	346
SR	1999	...	...	193	166	1,196	645	...	...	1,553	1,091
	2000	...	...	178	139	1,317	601	...	...	1,699	1,046
	2001/2002	...	...	168	166	1,406	622	...	...	1,826	1,123
	2002/2003	...	...	187	146	1,263	574	...	...	1,694	1,064
	2003/2004	...	...	189	168	1,447	601	...	...	1,903	1,122
	2004/2005	...	...	183	144	1,539	634	...	...	2,010	1,191
TT	1999	453	343	461	380	837	348	...	...	3,095	2,140
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	293	151
	2002	...	...	...	...	...	...	...	...	385	187
	2003	...	...	...	...	...	...	...	...	405	134

Table 3.19 - Percentage Distribution of Enrolment in Tertiary Level Institutions by Field of Study, 1998 – 2003

Country	Year	Agriculture		Humanities		Education		Engineering		Law	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	0.2	1.0	6.5	7.5	25.7	8.6	1.3	14.3	3.2	5.6
BB	1998	...	...	32.7	21.6	2.4	2.2	...	...	2.8	2.6
	1999	...	...	33.8	22.6	4.8	4.2	...	...	3.0	2.9
	2000	...	...	31.3	22.1	4.8	4.1	...	...	2.5	2.7
	2001	...	...	31.4	26.5	4.7	4.1	...	...	2.2	2.6
	2002	...	...	30.5	24.2	6.2	4.5	...	...	1.8	2.5
DM	1998	4.6	8.8	...	...	5.1	32.9	...	...	...	...
	1999	4.7	8.4	...	...	5.3	30.8	...	...	...	...
	2000	4.8	6.9	...	...	5.2	29.1	...	...	...	...
	2001	3.8	7.4	...	...	4.6	23.1	...	...	...	...
	2002	0.0	0.0	...	...	...	...	...	...	...	...
GY	1998	2.1	5.0	5.3	4.1	16.3	6.2	1.5	17.8	2.1	2.5
	1999	2.2	5.2	5.6	2.6	21.6	7.3	1.6	25.2	1.0	2.6
	2000	8.8	11.6	5.0	2.9	18.7	8.4	1.5	22.4	0.9	2.3
	2001	1.8	5.0	5.8	0.8	23.3	7.7	1.1	31.6	0.0	0.0
	2002	2.0	3.8	5.5	2.0	19.4	10.5	0.9	24.2	0.0	0.0
	2003	1.2	3.4	5.8	3.4	27.4	10.4	1.2	19.7	2.2	4.1
	2004	0.9	6.3	2.7	1.0	25.5	6.3	1.9	25.1	4.1	2.5
KN	1999	...	...	...	...	8.0	4.7	10.3	27.9	...	...
	2000	...	...	...	...	6.9	4.8	8.7	22.0	6.7	4.5
	2001	...	...	...	...	5.4	3.3	8.4	31.1	...	...
	2002	...	...	21.6	16.8	8.9	5.5	2.2	28.6	14.1	4.0
SR	1999	...	...	...	...	...	...	10.6	25.7	...	...
	2000	...	...	...	...	...	...	12.0	29.3	...	...
	2001/2002	...	...	...	...	...	...	13.8	29.8	...	...
	2002/2003	...	...	...	...	...	...	14.4	32.3	...	...
	2003/2004	...	...	...	...	...	...	14.0	31.5	...	...
	2004/2005	...	...	...	...	...	...	14.3	34.7	...	...
TT	1999	4.5	3.6	22.7	7.2	8.9	4.6	6.1	34.3	1.2	0.2
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	...	...
	2002	...	...	...	...	...	...	...	...	...	...
	2003	...	...	...	...	...	...	...	...	...	...

Table 3.19 - Percentage Distribution of Enrolment in Tertiary Level Institutions by Field of Study, 1998 – 2003

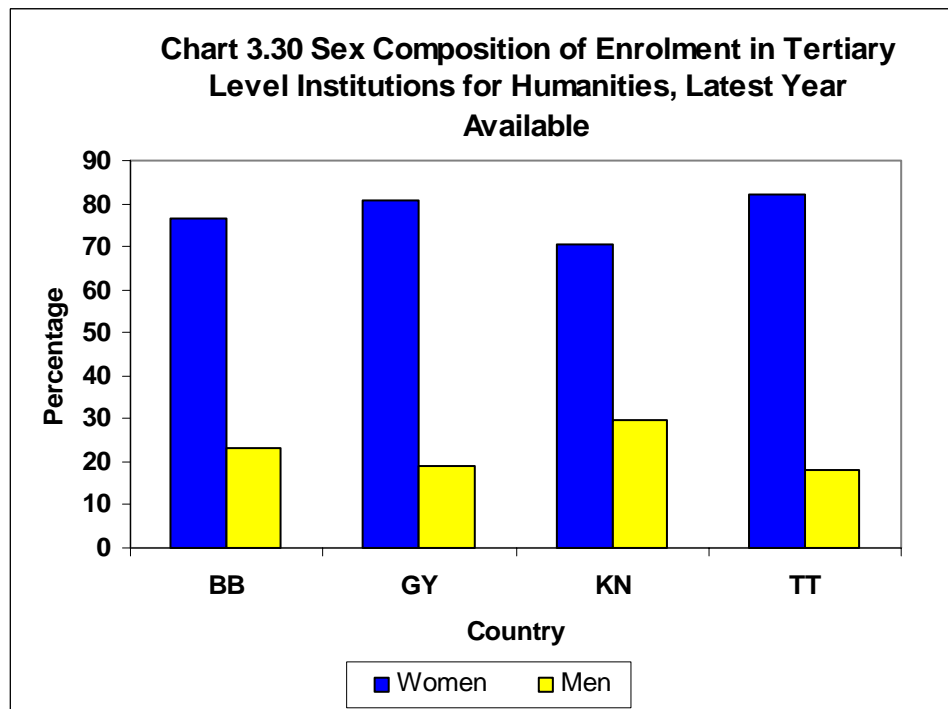
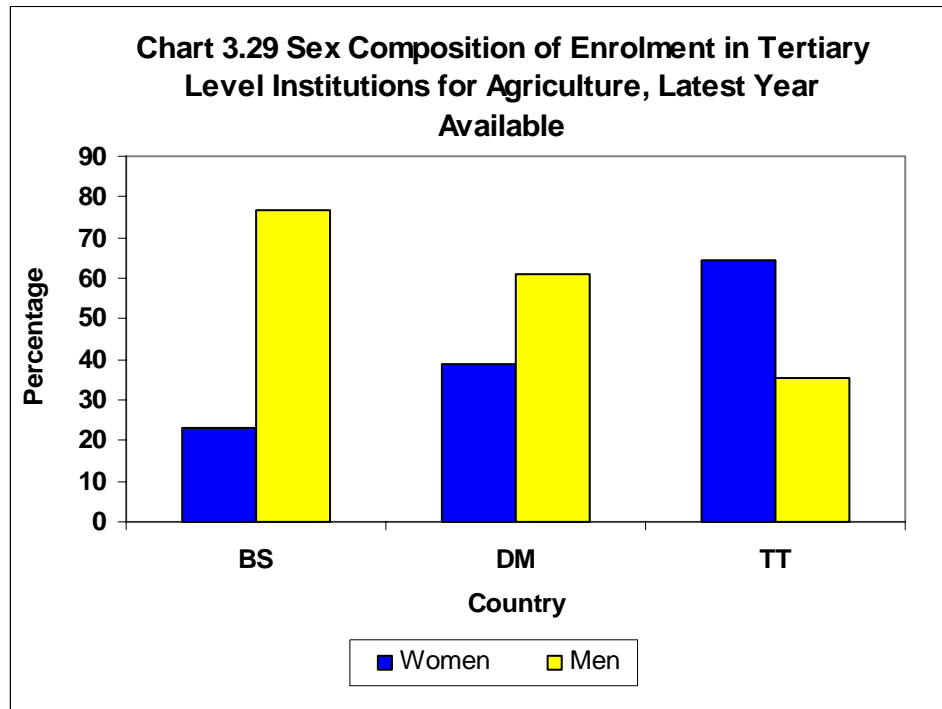
Country	Year	Natural Sciences		Medical Sciences		Social Sciences		Other (Applied)		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	5.7	6.1	8.2	6.6	5.6	4.9	43.7	45.6	100.0	100.0
BB	1998	...	...	2.4	4.8	59.7	68.9	...	...	100.0	100.0
	1999	...	...	2.8	5.9	55.6	64.4	...	...	100.0	100.0
	2000	...	...	3.0	4.7	58.4	66.5	...	...	100.0	100.0
	2001	...	...	2.4	3.8	59.3	63.0	...	...	100.0	100.0
	2002	...	...	2.2	3.0	59.4	65.8	...	...	100.0	100.0
DM	1998	20.5	8.8	...	...	68.4	29.7	1.5	19.8	100.0	100.0
	1999	17.0	13.3	...	...	72.1	28.1	0.9	19.4	100.0	100.0
	2000	10.3	23.2	...	...	77.3	26.0	2.4	14.9	100.0	100.0
	2001	10.1	21.0	...	...	80.3	32.8	1.2	15.7	100.0	100.0
	2002	...	...	...	...	97.9	63.5	2.1	36.5	100.0	100.0
GY	1998	8.0	10.1	12.7	13.0	43.7	35.7	8.2	5.5	100.0	100.0
	1999	8.0	12.3	8.3	6.9	42.6	30.4	9.1	7.5	100.0	100.0
	2000	7.5	12.0	7.8	6.1	41.4	27.1	8.4	7.2	100.0	100.0
	2001	6.7	8.0	5.6	5.8	46.4	33.2	9.3	8.0	100.0	100.0
	2002	9.2	13.1	5.9	7.9	48.6	31.7	8.5	6.7	100.0	100.0
	2003	7.7	16.3	3.5	5.4	44.9	31.0	6.1	6.3	100.0	100.0
	2004	9.2	25.1	4.5	3.4	48.0	28.1	3.1	2.3	100.0	100.0
KN	1999	26.9	31.6	5.8	0.0	...	...	49.0	35.9	100.0	100.0
	2000	19.7	28.7	4.4	0.3	...	...	53.6	39.7	100.0	100.0
	2001	18.0	17.5	5.6	0.3	...	...	62.6	47.8	100.0	100.0
	2002	12.2	21.7	6.6	0.6	30.9	22.5	3.4	0.3	100.0	100.0
SR	1999	...	...	12.4	15.2	77.0	59.1	...	...	100.0	100.0
	2000	...	...	10.5	13.3	77.5	57.5	...	...	100.0	100.0
	2001/2002	...	...	9.2	14.8	77.0	55.4	...	...	100.0	100.0
	2002/2003	...	...	11.0	13.7	74.6	53.9	...	...	100.0	100.0
	2003/2004	...	...	9.9	15.0	76.0	53.6	...	...	100.0	100.0
	2004/2005	...	...	9.1	12.1	76.6	53.2	...	...	100.0	100.0
TT	1999	14.6	16.0	14.9	17.8	27.0	16.3	...	...	100.0	100.0
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	...	...
	2002	...	...	...	...	...	...	...	...	...	...
	2003	...	...	...	...	...	...	...	...	...	...

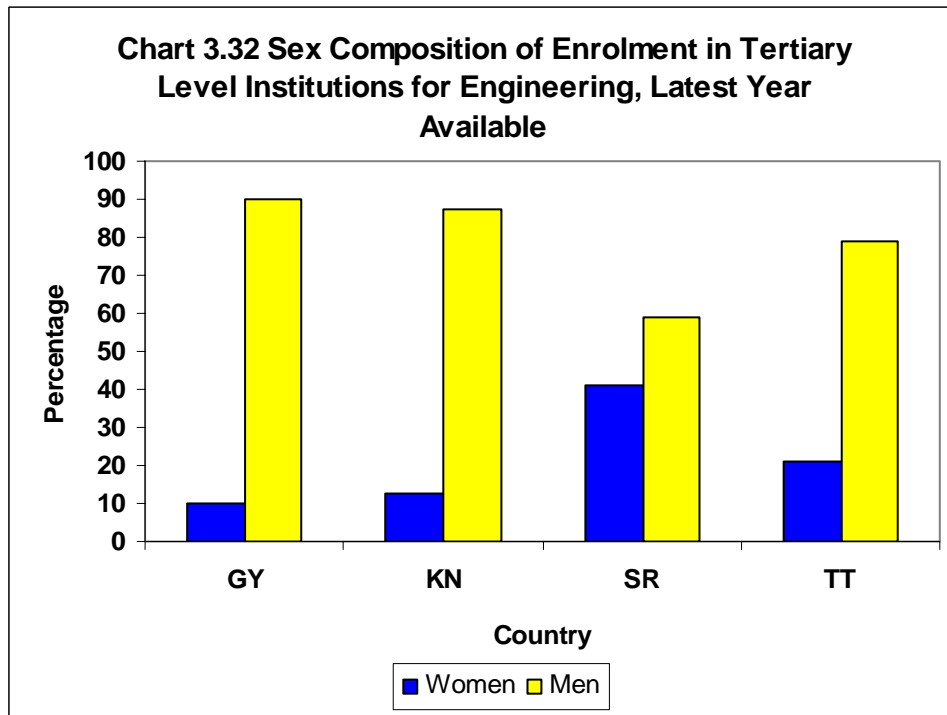
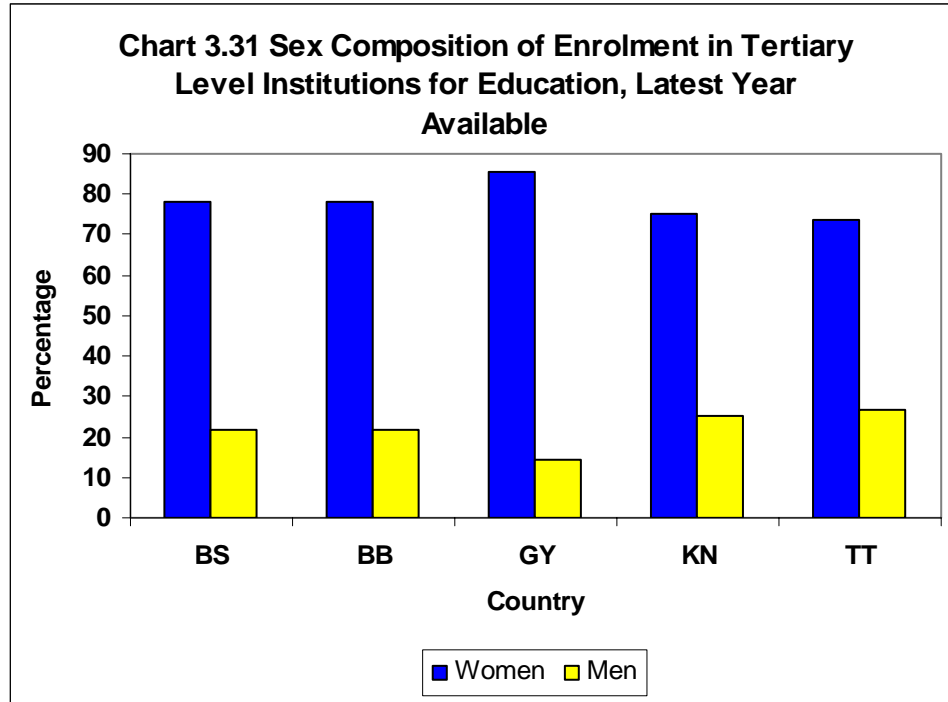
Table 3.20- Percentage Composition of Enrolment in Tertiary Level Institutions by Field of Study, 1998 – 2003

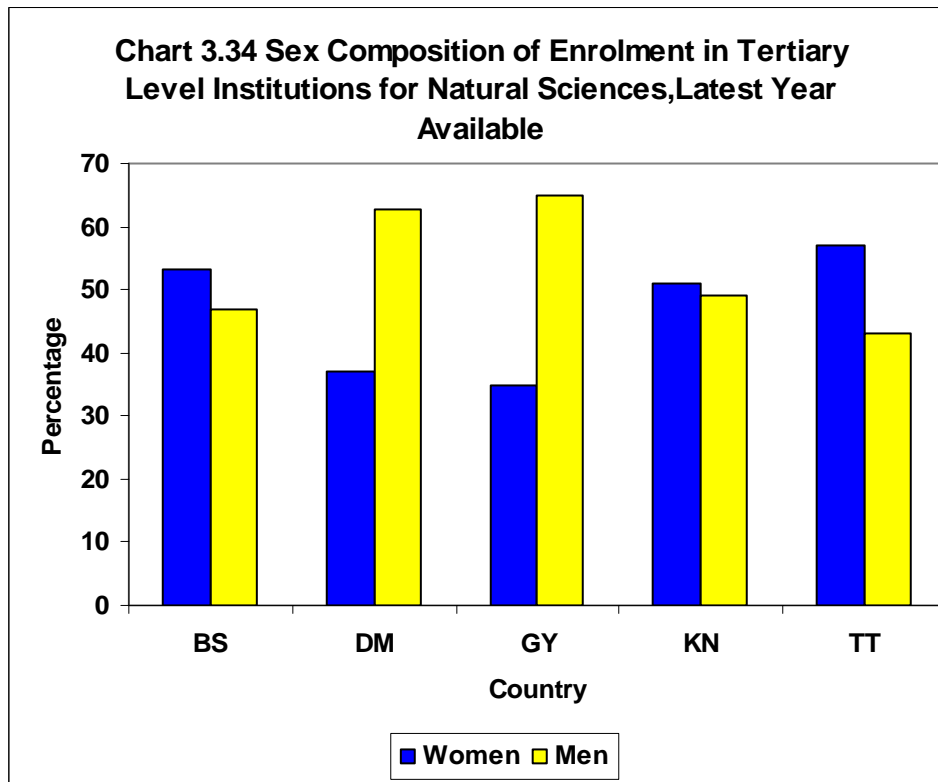
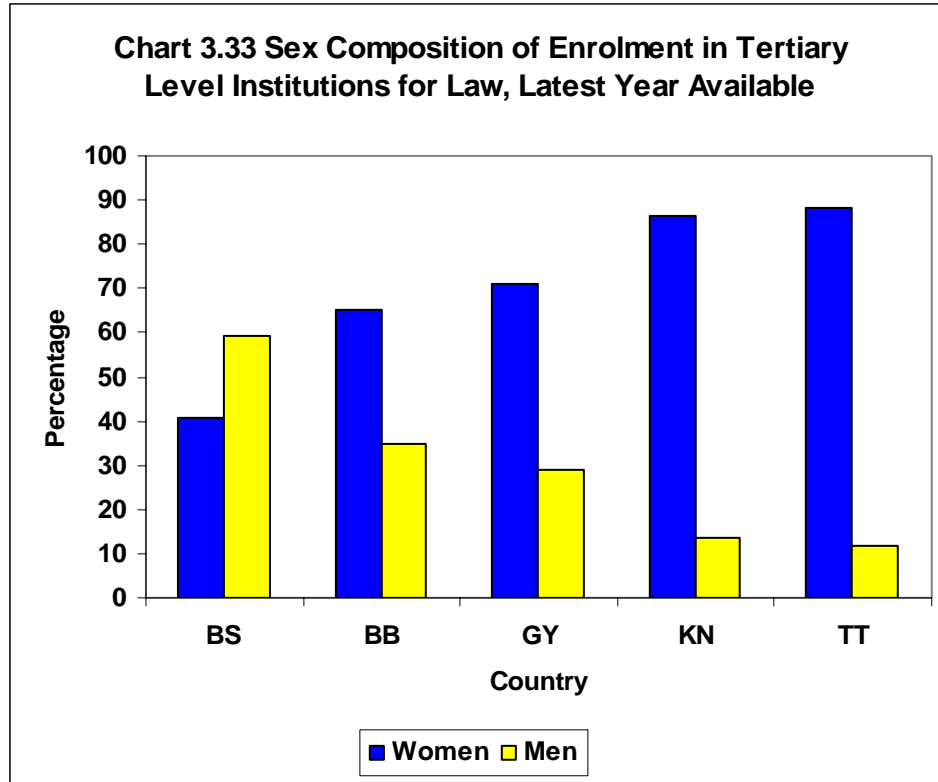
Country	Year	Agriculture		Humanities		Education		Engineering		Law	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	23.2	76.8	51.0	49.0	78.2	21.8	10.0	90.0	40.6	59.4
BB	1998	...	...	75.5	24.5	69.2	30.8	...	...	68.9	31.1
	1999	...	...	77.5	22.5	72.4	27.6	...	...	69.8	30.2
	2000	...	...	77.5	22.5	74.0	26.0	...	...	69.0	31.0
	2001	...	...	74.9	25.1	74.3	25.7	...	...	68.5	31.5
	2002	...	...	76.8	23.2	78.3	21.7	...	...	65.3	34.7
DM	1998	41.9	58.1	...	...	17.7	82.3	...	...	...	...
	1999	42.1	57.9	...	...	18.2	81.8	...	...	...	...
	2000	44.4	55.6	...	...	16.8	83.2	...	...	...	...
	2001	39.0	61.0	...	...	19.6	80.4	...	...	...	...
	2002	...	...	...	...	...	...	...	...	...	...
GY	1998	40.5	59.5	67.9	32.1	81.3	18.8	12.4	87.6	57.7	42.3
	1999	40.9	59.1	78.0	22.0	83.0	17.0	9.4	90.6	38.1	61.9
	2000	54.2	45.8	73.3	26.7	77.7	22.3	9.4	90.6	38.1	61.9
	2001	44.1	55.9	94.1	5.9	87.0	13.0	7.0	93.0	0.0	0.0
	2002	47.2	52.8	82.8	17.2	76.5	23.5	6.3	93.8	0.0	0.0
	2003	40.0	60.0	76.6	23.4	83.5	16.5	10.3	89.7	51.4	48.6
	2004	17.5	82.5	80.8	19.2	85.7	14.3	10.2	89.8	71.1	28.9
KN	1999	...	...	...	...	77.0	23.0	42.1	57.9	...	...
	2000	...	...	...	...	72.6	27.4	42.2	57.8	73.3	26.7
	2001	...	...	...	...	79.3	20.7	38.7	61.3	...	...
	2002	...	...	70.4	29.6	75.0	25.0	12.4	87.6	86.5	13.5
SR	1999	...	...	...	...	...	...	36.9	63.1	...	...
	2000	...	...	...	...	...	...	40.0	60.0	...	...
	2001/2002	...	...	...	...	...	...	42.9	57.1	...	...
	2002/2003	...	...	...	...	...	...	41.5	58.5	...	...
	2003/2004	...	...	...	...	...	...	43.1	56.9	...	...
	2004/2005	...	...	...	...	...	...	41.1	58.9	...	...
TT	1999	64.5	35.5	82.0	18.0	73.5	26.5	20.5	79.5	88.4	11.6
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	...	...
	2002	...	...	...	...	...	...	...	...	...	...
	2003	...	...	...	...	...	...	...	...	...	...

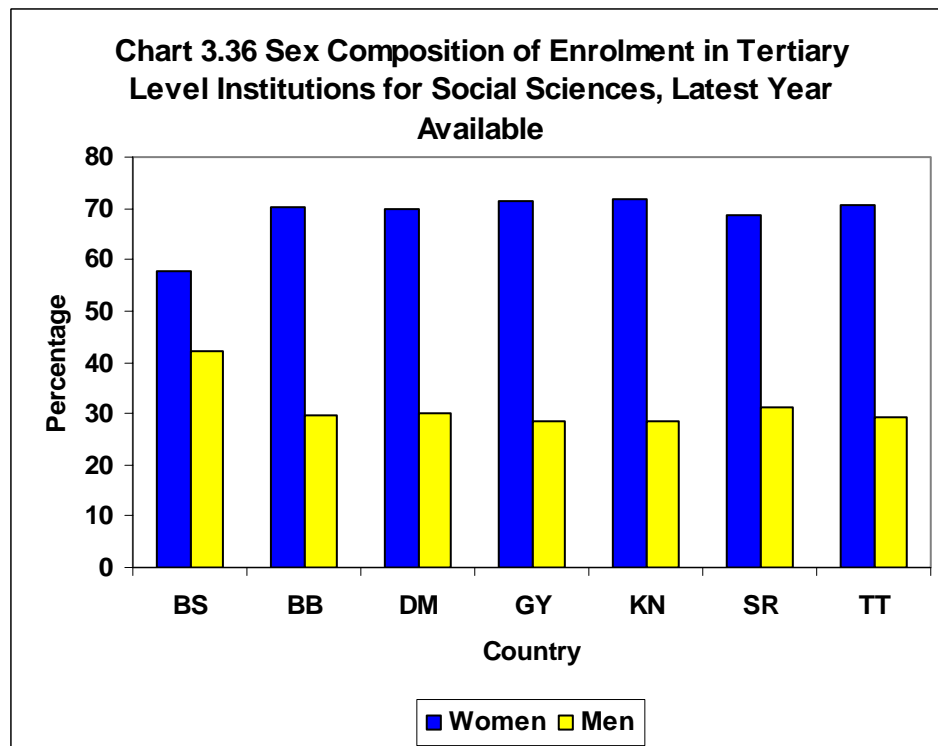
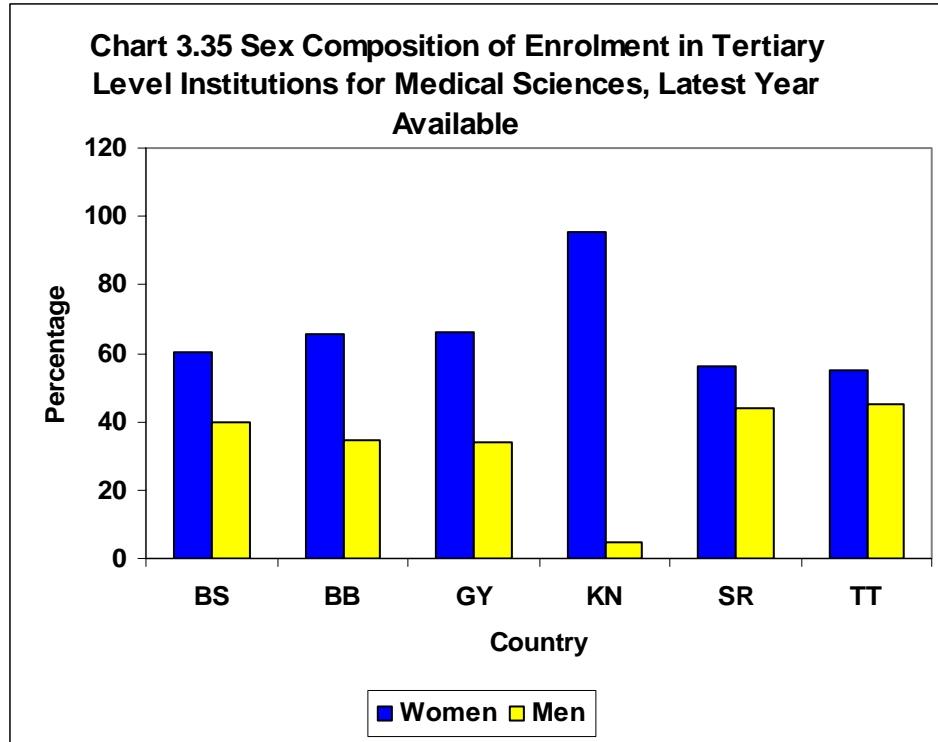
Table 3.20 Cont'd- Percentage Composition of Enrolment in Tertiary Level Institutions by Field of Study, 1998 – 2003

Country	Year	Natural Sciences		Medical Sciences		Social Sciences		Other (Applied)		TOTAL	
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
BS	2000	53.1	46.9	60.1	39.9	57.9	42.1	53.6	46.4	54.6	45.4
BB	1998	...	...	50.7	49.3	63.8	36.2	...	...	67.0	33.0
	1999	...	...	52.5	47.5	66.5	33.5	...	...	69.7	30.3
	2000	...	...	60.8	39.2	68.0	32.0	...	...	70.8	29.2
	2001	...	...	60.9	39.1	70.3	29.7	...	...	71.5	28.5
	2002	...	...	65.5	34.5	70.3	29.7	...	...	72.4	27.6
DM	1998	76.4	23.6	...	...	76.3	23.7	9.7	90.3	58.3	41.7
	1999	62.4	37.6	...	...	76.9	23.1	5.6	94.4	56.5	43.5
	2000	33.7	66.3	...	...	77.3	22.7	15.7	84.3	53.3	46.7
	2001	37.2	62.8	...	...	75.1	24.9	8.6	91.4	55.2	44.8
	2002	...	...	...	...	70.0	30.0	8.2	91.8	60.2	39.8
GY	1998	56.4	43.6	61.5	38.5	66.7	33.3	71.1	28.9	62.1	37.9
	1999	51.6	48.4	66.7	33.3	69.7	30.3	66.7	33.3	62.2	37.8
	2000	49.6	50.4	66.7	33.3	70.6	29.4	64.9	35.1	61.1	38.9
	2001	65.1	34.9	68.1	31.9	75.5	24.5	72.0	28.0	68.8	31.2
	2002	55.2	44.8	56.7	43.3	72.9	27.1	69.2	30.8	63.7	36.3
	2003	47.4	52.6	55.6	44.4	73.5	26.5	65.0	35.0	65.7	34.3
	2004	35.0	65.0	66.0	34.0	71.5	28.5	66.7	33.3	59.5	40.5
KN	1999	62.6	37.4	100.0	0.0	...	...	72.8	27.2	66.2	33.8
	2000	55.8	44.2	96.7	3.3	...	...	71.3	28.7	64.9	35.1
	2001	70.6	29.4	98.0	2.0	...	...	75.4	24.6	70.0	30.0
	2002	51.0	49.0	95.5	4.5	71.6	28.4	95.7	4.3	64.8	35.2
SR	1999	...	...	53.8	46.2	65.0	35.0	...	...	58.7	41.3
	2000	...	...	56.2	43.8	68.7	31.3	...	...	61.9	38.1
	2001/2002	...	...	50.3	49.7	69.3	30.7	...	...	61.9	38.1
	2002/2003	...	...	56.2	43.8	68.8	31.2	...	...	61.4	38.6
	2003/2004	...	...	52.9	47.1	70.7	29.3	...	...	62.9	37.1
	2004/2005	...	...	56.0	44.0	70.8	29.2	...	...	62.8	37.2
TT	1999	56.9	43.1	54.8	45.2	70.6	29.4	...	...	59.1	40.9
ASSOCIATE MEMBERS											
TC	2001	...	...	...	...	...	...	...	...	66.0	34.0
	2002	...	...	...	...	...	...	...	...	67.3	32.7
	2003	...	...	...	...	...	...	...	...	75.1	24.9









E10: Percent of Students Registered at University of the West Indies by Faculty – All Campuses, 2001/2002

Concept and Definition

The percentage of students registered at the U.W.I by faculty.

Method of Computation

$$\frac{\text{Female (Male) students Registered in each Faculty}}{\text{Total number of Students in each faculty}} \times 100$$

Indicator Relevance

This indicator shows the general level of participation in each faculty for both male and female by indicating the percentage of women and men registered in each faculty at the U.W.I campuses. It gives a reflection of the type of careers that both sexes are mostly perusing based on the faculty with the highest number of students registered.

Data Assessment

A high percentage of students registered at U.W.I by faculty indicate the level of skills available or for the labour market or being provided by graduates.

Gender Dimension

Despite better access to higher education, women do not always have access to fields of study traditionally dominated by men. Gender-based stereotypes survive, and role models that could lead young women to challenging, better-paid careers are scarce. In addition, the traditional view that women should engage in activities that are more suitable to their roles as mothers and caregivers discourage women from enrolling in fields traditionally occupied by men. In the CARICOM region women outnumber men at the tertiary level. The Total percentage of women registered is grater than the percentage of men registered. Most women registered in the faculty of Humanities at U.W.I.

Data Sources

The University of the West Indies- Official Statistics, 2001/2002. Office of planning and Institutional research, MONA campus.

Evaluation

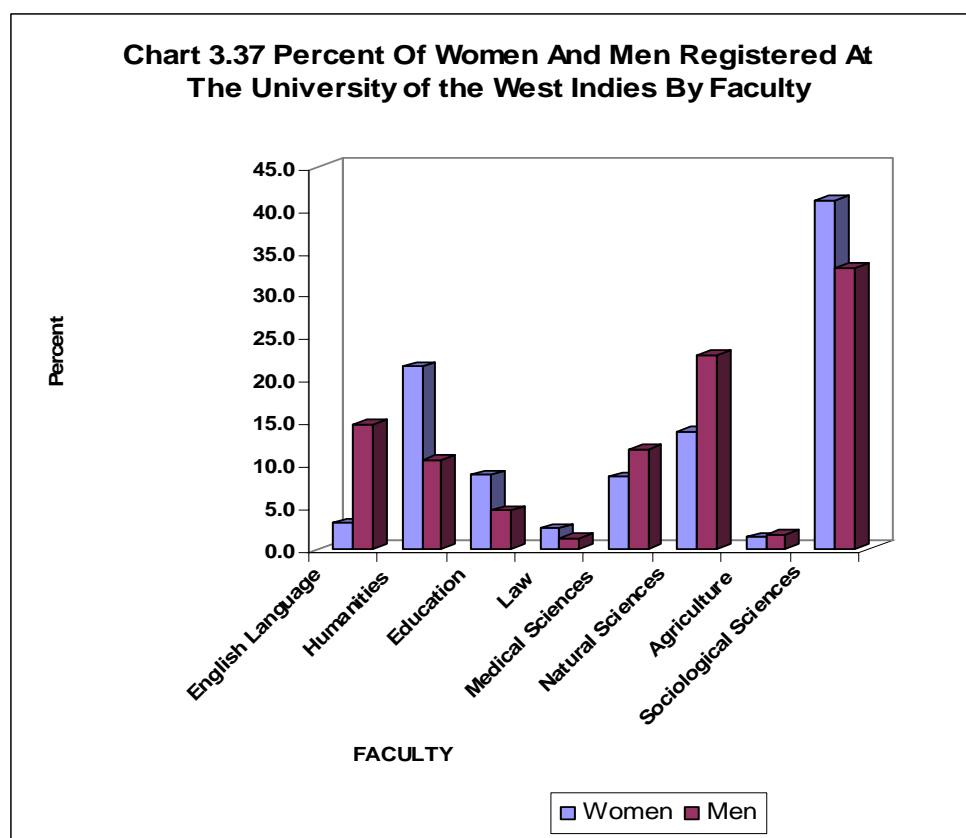
Out of 20, 271 students registered at the University of the West Indies (all campuses), 13, 270 are women and 7, 001 are men. It was

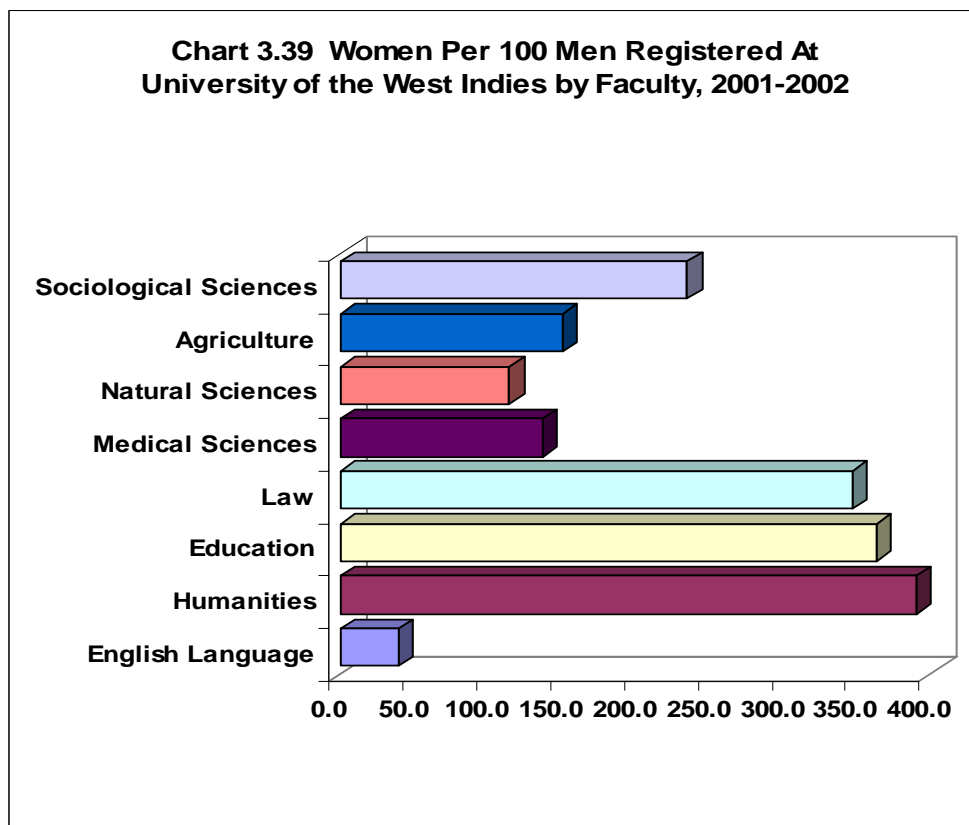
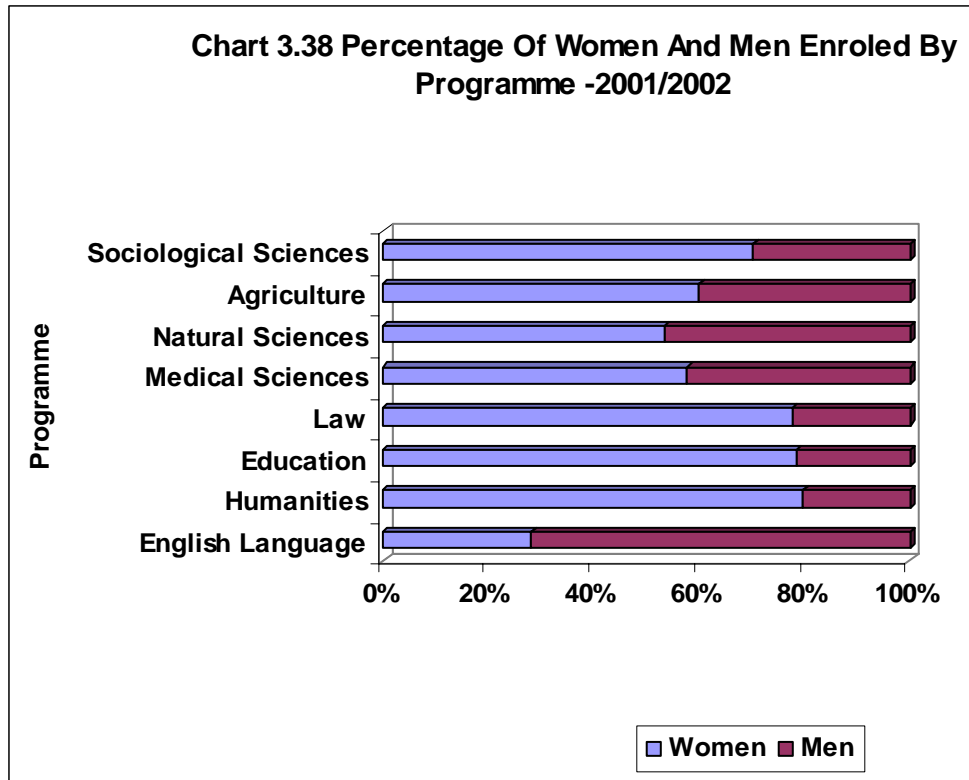
found that for every programme the women outnumbered the men except for English where the men were significantly dominant. There were 71.8 % of men while only 28.2 % of the women were registered in Engineering.

In terms of the percentage of each sex within the faculties, men had the lead over the women in the natural sciences, medical sciences and agriculture by 7.9, 3.2 and 0.4 percent respectively. Women at the U.W.I held their own in the Humanities, Education, Law and Social Sciences programmes.

Table 3.21 - University Student Registration by Faculty, 2001/2002

ALL PROGRAMMES				WOMEN PER		% OF TOTAL		% OF EACH SEX	
	WOMEN	MEN	TOTAL	100 MEN	WOMEN	MEN	WOMEN	MEN	
ENG.	402	1,022	1,424	39.3	28.2	71.8	3.0	14.6	
HUM.	2,842	728	3,570	390.4	79.6	20.4	21.4	10.4	
EDU.	1,145	315	1,460	363.5	78.4	21.6	8.6	4.5	
LAW	309	89	398	347.2	77.6	22.4	2.3	1.3	
MED.SCI.	1,122	819	1,941	137.0	57.8	42.2	8.5	11.7	
NAT.SCI	1,829	1,596	3,425	114.6	53.4	46.6	13.8	22.8	
AGRI.	174	116	290	150.0	60.0	40.0	1.3	1.7	
SOC.SCI	5,447	2,316	7,763	235.2	70.2	29.8	41.0	33.1	
TOTAL	13,270	7,001	20,271	189.5	65.5	34.5	100.0	100.0	





E11: NUMBER OF TEACHERS AT PRIMARY, SECONDARY AND TERTIARY LEVEL INSTITUTIONS, 1998 – 2004

Concept and Definition

Number of Teachers refer to those persons employed in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents). Data source UIS- Instruction Manual for completing the questionnaires on education statistics-2003. *Number of teachers in primary, secondary and tertiary level of institution* is the total number of teachers (male and female) by primary, secondary and tertiary levels of education.

Method of Computation

The number of teachers at each levels of school for each sex is classified from data of the 2000 Round of censuses, school registers, teacher records, and surveys to collect data on enrolment and teaching staff according to categories primary, secondary and tertiary.

Indicator Relevance

This is a proxy indicator used to measure the level of human resources input in terms of number of teachers in relation to the size of the pupil population. It should normally be used to compare with established national norms on the number of pupils per teacher for each level or type of education. (UNESCO, glossary online)

A high teacher-pupil ratio suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the teacher-pupil ratio, the lower is the relative access to pupils to teachers. It is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the pupils.

Data Assessment

Gender Dimension

In computing and interpreting this indicator, one should take into account the existence of part-time teachers, school shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of pupil-teacher ratios. If feasible, the number of part-time teachers is to be converted to 'full-time equivalent' teachers; a double-shift teacher is to be counted twice, etc. Care should be exercised to include all staff involved in teaching. This indicator does not take into account differences in teachers' qualifications, pedagogical training, experiences and status, teaching methods, teaching materials and variations in classroom conditions, factors which could affect the quality of teaching / learning.

A large majority of primary and secondary teachers are women, but at the tertiary levels women are a lower percentage of teachers in the CARICOM region.

Although women represent the majority of the world's teachers, they outnumber men only among the lower-paid primary teachers and often have only primary education themselves. The 1998 UNESCO World Education Report suggests that teachers' salaries would be higher if teaching were a male profession.

Data Sources

This data can be collected from school registers, teacher records, school census or surveys for data on enrolment and teaching staff.

Evaluation

As the data suggested, there are more female than male teachers at the primary level and in most cases, the secondary level. The females are however outnumbered by the males at the tertiary level.

Throughout the CARICOM region, women have dominated every year during 1998 – 2003 with a significantly higher percentage lead over the men. This trend seems to be fluctuating and in most cases increasing slightly.

At the secondary level, though the women For instance, in Trinidad and Tobago during the years 1998 and 2000 there were more female teachers than males but in 1999 there was a startling change. Female teachers at the secondary level declined to 14% while male teacher increased to 86%.

At the tertiary level both male and female teachers were practically non existent in some countries. These include Barbados, Grenada, Suriname and Trinidad and Tobago. Male teachers were clearly in the lead at the tertiary level. In the year 1998 there were 98% of male teachers while the females were a mere 2% in St. Kitts and Nevis.

Table 3.22 - Number of Teachers in Primary, Secondary and Tertiary Level Institutions, 1998- 2003

Country	Year	At Primary Level			At Secondary Level			At Tertiary Level		
		Women	Men	Total	Women	Men	Total	Women	Men	Total
BB	1998	1,134	334	1,468	1,863	898	2,761	...	...	...
	1999	1,312	344	1,656	2,115	959	3,074	...	...	...
	2000	1,388	345	1,733	794	607	1,401	...	...	...
	2001	1,164	335	1,499	...	...	...	...	...	...
	2002	1,416	372	1,788	809	580	1,389	...	...	...
DM	1998/99	430	114	544	224	104	328	17	37	54
	1999/00	435	102	537	232	118	350	17	37	54
	2000/01	442	110	552	252	122	374	17	37	54
	2001/02	452	125	577	263	121	384	17	37	54
	2002/03	481	113	594	269	126	395	41	45	86
GD	1998	726	255	981	...	...	380	...	...	...
	1999	678	224	902	...	...	392	...	...	...
	2000	687	204	891	244	173	417	...	...	...
	2001	672	195	867	276	176	452	...	...	...
	2002	621	196	817	330	198	528	...	...	...
GY	1998	3,375	572	3,947	2,112	1,125	3,237	114	104	218
	1999	3,451	630	4,081	2,201	1,216	3,417	176	121	297
JM	1998/1999	5,121	553	5,674	6,585	3,292	9,877	175	124	299
	1999/2000	5,125	570	5,695	6,617	3,324	9,941	192	136	328
	2000/2001	5,363	619	5,982	6,709	3,396	10,105	209	147	356
KN	1998	...	...	289	6	6	302	0	0	0
	1999	294	57	351	179	139	318	39	38	70
	2000	292	56	348	219	157	376	39	38	70
	2001	313	42	355	219	157	376	43	68	98
	2002	317	44	361	256	167	423	54	68	112
LC	1998	959	192	1,193	376	264	669	...	...	151
	1999	910	171	1,118	392	253	674	...	...	140
	2000	872	180	1,091	422	256	705	...	...	127
	2001	892	170	1,107	454	256	734	67	54	121
	2002	899	158	1,103	443	263	725	78	51	129

Table 3.22 - Number of Teachers in Primary, Secondary and Tertiary Level Institutions, 1998- 2003

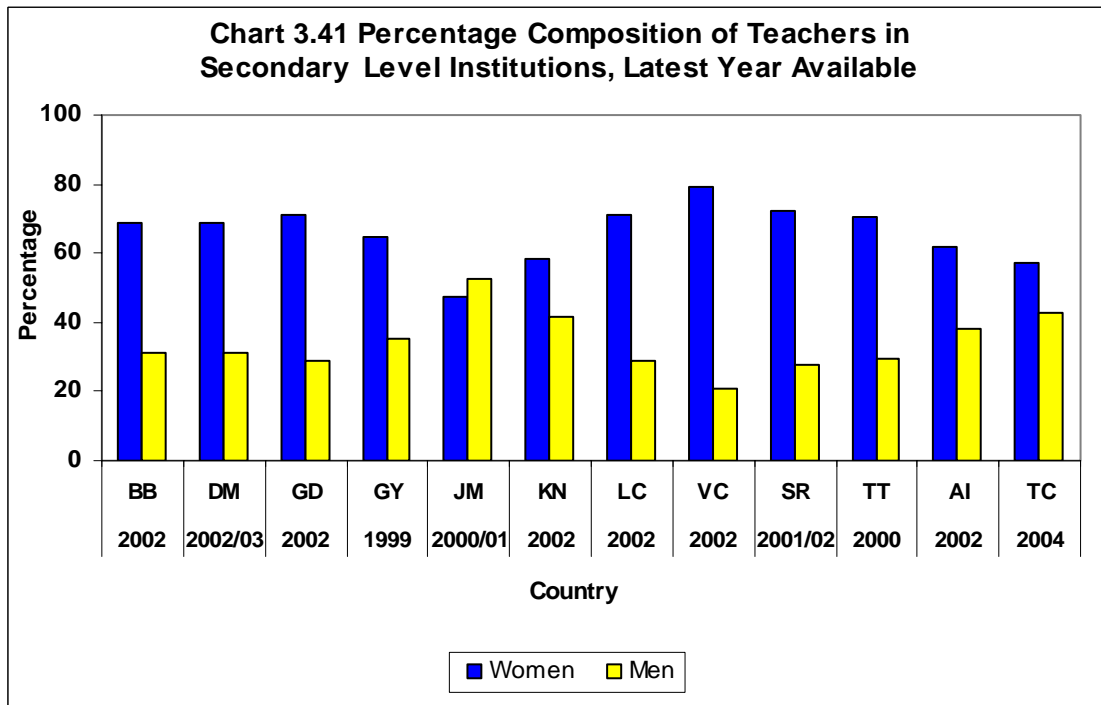
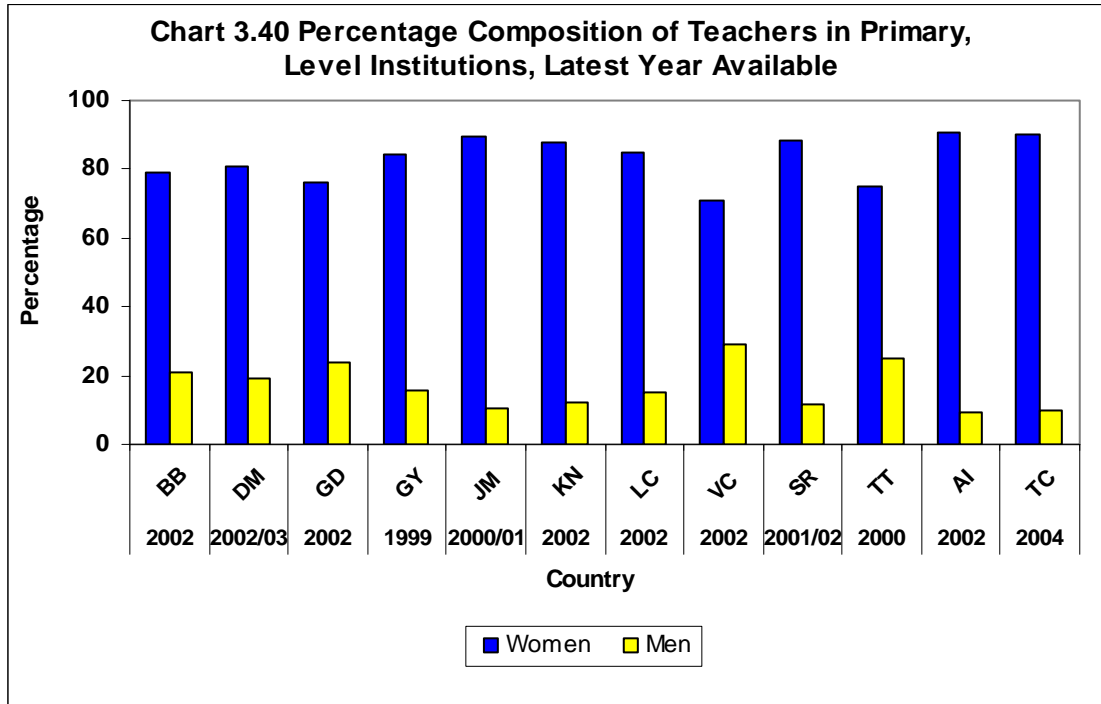
Country	Year	At Primary Level			At Secondary Level			At Tertiary Level		
		Women	Men	Total	Women	Men	Total	Women	Men	Total
VC										
	1998	700	307	1,007	225	168	393	26	16	42
	1999	703	301	1,004	241	159	400	15	18	33
	2000	700	287	987	239	180	419	13	20	33
	2001	695	266	961	239	180	419	13	19	32
	2002	706	293	999	261	207	468	18	16	34
SR										
	2001/02	2,791	368	3,159	1,201	586	1,787	...	...	...
	2002/03	...	...	3,240	1,140	457	1,597	.	...	...
	2003/04	...	...	...	1,283	600	1,883	...	...	...
TT										
	1998	5,676	2,156	7,832	2,170	3,000	5,170	...	...	...
	1999	6,392	2,157	8,549	54,297	51,659	105,956	...	...	...
	2000	6,316	2,133	8,449	3,546	2,285	5,831	...	...	...
ASSOCIATE MEMBERS										
AI										
	1998	70	10	80	51	29	80	...	...	...
	1999	70	9	79	46	32	78	...	...	...
	2000	74	12	86	53	33	86	...	...	...
	2001	87	12	99	54	32	86	...	...	...
	2002	87	9	96	59	32	91	...	...	...
TC										
	1998	86	7	93	68	43	111	...	...	...
	1999	96	7	103	81	49	130	...	...	...
	2000	97	10	107	83	54	137	...	...	...
	2001	170	19	189	86	55	141	16	15	31
	2002	172	21	193	89	57	146	21	21	42
	2003	177	17	194	87	61	148	24	24	48
	2004	101	11	112	84	47	112	...	...	...

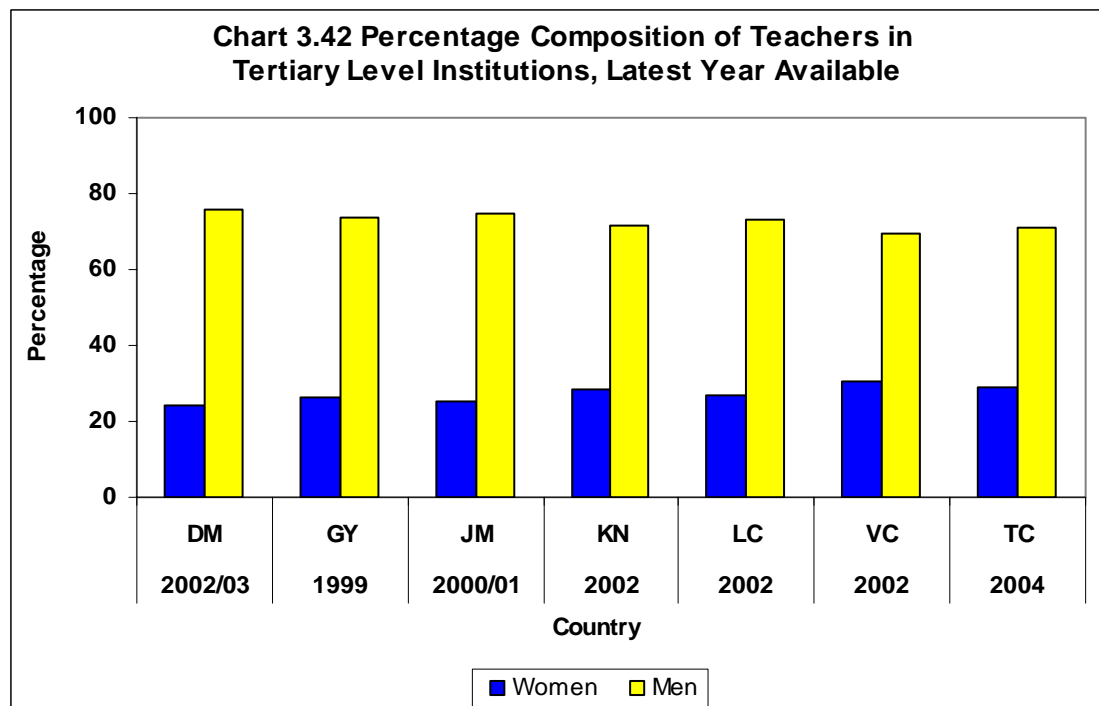
Table 3.23 - Percentage of Teachers in Primary, Secondary and Tertiary Level Institutions, 1998 - 2003

Country	Year	At Primary Level			At Secondary Level			At Tertiary Level		
		Women	Men	Total	Women	Men	Total	Women	Men	Total
BB	1998	77.2	22.8	100.0	44.1	55.9	100.0	...	...	...
	1999	79.2	20.8	100.0	43.9	56.1	100.0	...	...	...
	2000	80.1	19.9	100.0	68.6	31.4	100.0	...	...	...
	2001	77.7	22.3	100.0	...	...	...	...	...	...
	2002	79.2	20.8	100.0	68.8	31.2	100.0	...	...	...
	DM	1998/99	79.0	21.0	100.0	70.8	29.2	100.0	24.1	75.9	100.0
1999/00		81.0	19.0	100.0	69.8	30.2	100.0	25.2	74.8	100.0
2000/01		80.1	19.9	100.0	68.7	31.3	100.0	24.6	75.4	100.0
2001/02		78.3	21.7	100.0	68.7	31.3	100.0	24.0	76.0	100.0
2002/03		81.0	19.0	100.0	68.8	31.2	100.0	24.2	75.8	100.0
GD	1998	74.0	26.0	100.0	...	...	...	...	...	...
	1999	75.2	24.8	100.0	...	...	...	...	...	...
	2000	77.1	22.9	100.0	78.5	21.5	100.0	...	...	...
	2001	77.5	22.5	100.0	75.9	24.1	100.0	...	...	...
	2002	76.0	24.0	100.0	71.2	28.8	100.0	...	...	...
GY	1998	85.5	14.5	100.0	65.1	34.9	100.0	25.8	74.2	100.0
	1999	84.6	15.4	100.0	65.0	35.0	100.0	26.2	73.8	100.0
JM	1998/1999	90.3	9.7	100.0	46.3	53.7	100.0	25.0	75.0	100.0
	1999/2000	90.0	10.0	100.0	46.3	53.7	100.0	25.1	74.9	100.0
	2000/2001	89.7	10.3	100.0	47.1	52.9	100.0	25.2	74.8	100.0
KN	1998	...	...	...	98.0	2.0	100.0	1.9	98.1	100.0
	1999	83.8	16.2	100.0	66.2	33.8	100.0	30.4	69.6	100.0
	2000	83.9	16.1	100.0	61.4	38.6	100.0	29.5	70.5	100.0
	2001	88.2	11.8	100.0	61.8	38.2	100.0	29.5	70.5	100.0
	2002	87.8	12.2	100.0	58.5	41.5	100.0	28.3	71.7	100.0
LC	1998	83.3	16.7	100.0	76.0	24.0	100.0	...	...	...
	1999	84.2	15.8	100.0	74.0	26.0	100.0	...	...	...
	2000	82.9	17.1	100.0	72.1	27.9	100.0	...	...	...
	2001	84.0	16.0	100.0	70.9	29.1	100.0	25.9	74.1	100.0
	2002	85.1	14.9	100.0	71.3	28.7	100.0	26.6	73.4	100.0

Table 3.23 – Cont'd Percentage of Teachers in Primary, Secondary and Tertiary Level Institutions, 1998 - 2003

Country	Year	At Primary Level			At Secondary Level			At Tertiary Level		
		Women	Men	Total	Women	Men	Total	Women	Men	Total
VC	1998	69.5	30.5	100.0	81.7	18.3	100.0	29.9	70.1	100.0
	1999	70.0	30.0	100.0	80.6	19.4	100.0	28.4	71.6	100.0
	2000	70.9	29.1	100.0	80.5	19.5	100.0	30.1	69.9	100.0
	2001	72.3	27.7	100.0	80.1	19.9	100.0	30.1	69.9	100.0
	2002	70.7	29.3	100.0	79.3	20.7	100.0	30.7	69.3	100.0
	SR	2001/02	88.4	11.6	100.0	72.5	27.5	100.0
2002/03		...	...	...	74.0	26.0	100.0	...	...	...
2003/04		...	...	...	0.0	100.0	100.0	...	...	...
TT	1998	72.5	27.5	100.0	78.3	21.7	100.0	...	...	...
	1999	74.8	25.2	100.0	13.6	86.4	100.0	...	...	...
	2000	74.8	25.2	100.0	70.4	29.6	100.0	...	...	...
ASSOCIATE MEMBERS										
AI	1998	87.5	12.5	100.0	61.1	38.9	100.0	...	...	...
	1999	88.6	11.4	100.0	63.2	36.8	100.0	...	...	...
	2000	86.0	14.0	100.0	61.9	38.1	100.0	...	...	...
	2001	87.9	12.1	100.0	64.7	35.3	100.0	...	...	...
	2002	90.6	9.4	100.0	61.9	38.1	100.0	...	...	...
TC	1998	92.5	7.5	100.0	57.8	42.2	100.0	...	...	...
	1999	93.2	6.8	100.0	56.0	44.0	100.0	...	...	...
	2000	90.7	9.3	100.0	56.3	43.7	100.0	...	...	...
	2001	89.9	10.1	100.0	68.7	31.3	100.0	28.1	71.9	100.0
	2002	89.1	10.9	100.0	68.4	31.6	100.0	28.1	71.9	100.0
	2003	91.2	8.8	100.0	69.0	31.0	100.0	29.2	70.8	100.0
	2004	90.2	9.8	100.0	57.1	42.9	100.0	...	...	...





E12: Number of Candidates Sitting CXC General Proficiency Examination for Secondary Schools and Grades Attained

Concept and Definition

States as follows: The Caribbean Examination Council (CXC) is a regional examination body High school students throughout the Caribbean being tested at a universal level on various subject areas by the Caribbean Examination Council (CXC), a regional examination body targeting students between the ages of 15 to 17.

Grades Attained: These ranges from grades 1 (distinction) to 6, with grade 1 being the highest. Grades 1 to 4 are considered passes and are acceptable for employment while grades 1-3 being acceptable for entrance and considered passes at the tertiary level.

Note: The CSEC Structure changed in 1998, reporting from grades one to six, with grades one to four being accepted for employment and grades one to three being the entry requirement for the Tertiary Level. Prior to 1998, CSEC reported only from grades one to five, with grades one to three being accepted for employment and grades one and two being the entry requirement for the Tertiary Level.

Method of Computation

This Indicator is collected as the number of persons enrolled and those who sit the examination in schools, sit it privately which is based on administrative records.

Indicator Relevance

This indicator provides information on the no. of adults in the Caribbean that have a basic secondary school education to prepare them for the future. Having passes at the CXC level allows teenagers to become employed and to further their education at the tertiary level. At most universities throughout the Caribbean, having at least 5 passes at the CXC is an entrance requirement.

Data Assessment

Table 3.24: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Agricultural Sc. SA - Crops & Soils	M	940	852	No.	123	334	275
				%	14.44	39.20	32.28
	F	1090	1012	No.	137	384	350
				%	13.54	37.94	34.58
	T	2030	1864	No.	260	718	625
				%	13.95	38.52	33.53
Agricultural Sc. SA - Animal Science	M	864	830	No.	160	364	218
				%	19.28	43.86	26.27
	F	937	893	No.	158	390	274
				%	17.69	43.67	30.68
	T	1801	1723	No.	318	754	492
				%	18.46	43.76	28.55
Agricultural Sc. DA	M	1118	1031	No.	29	156	539
				%	2.81	15.13	52.28
	F	1181	1134	No.	35	181	611
				%	3.09	15.96	53.88
	T	2299	2165	No.	64	337	1150
				%	2.96	15.57	53.12
Biology	M	4916	4655	No.	177	806	1924
				%	3.80	17.31	41.33
	F	7925	7654	No.	312	1135	2943
				%	4.08	14.83	38.45
	T	12841	12309	No.	489	1941	4867
				%	3.97	15.77	39.54
Building Technology	M	910	775	No.	106	308	205
				%	13.68	39.74	26.45
	F	113	94	No.	12	35	29
				%	12.77	37.23	30.85
	T	1023	869	No.	118	343	234
				%	13.58	39.47	26.93
Caribbean History	M	4648	4306	No.	285	1073	1400
				%	6.62	24.92	32.51
	F	8430	8026	No.	930	2276	2373
				%	11.59	28.36	29.57
	T	13078	12332	No.	1215	3349	3773
				%	9.85	27.16	30.60

Table 3.24 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Chemistry	M	3911	3679	No.	161	543	1010
				%	4.38	14.76	27.45
	F	5038	4836	No.	249	627	1339
				%	5.15	12.97	27.69
	T	8949	8515	No.	410	1170	2349
				%	4.82	13.74	27.59
Clothing & Textiles	M	114	97	No.	1	25	51
				%	1.03	25.77	52.58
	F	2122	1962	No.	119	737	878
				%	6.07	37.56	44.75
	T	2236	2059	No.	120	762	929
				%	5.83	37.01	45.12
Electrical Technology	M	1362	1223	No.	18	285	511
				%	1.47	23.30	41.78
	F	103	98	No.	3	28	45
				%	3.06	28.57	45.92
	T	1465	1321	No.	21	313	556
				%	1.59	23.69	42.09
Electricity/Electronics	M	2031	1793	No.	49	606	700
				%	2.73	33.80	39.04
	F	175	157	No.	4	48	63
				%	2.55	30.57	40.13
	T	2206	1950	No.	53	654	763
				%	2.72	33.54	39.13
English (A)	M	29835	28326	No.	3460	3992	6986
				%	12.21	14.09	24.66
	F	45545	43512	No.	7925	7203	11727
				%	18.21	16.55	26.95
	T	75380	71838	No.	11385	11195	18713
				%	15.85	15.58	26.05
English (B)	M	5607	5397	No.	421	1024	899
				%	7.80	18.97	16.66
	F	12167	11874	No.	1826	2780	2034
				%	15.38	23.41	17.13
	T	17774	17271	No.	2247	3804	2933
				%	13.01	22.03	16.98

Table 3.24 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Food & Nutrition	M	960	861	No.	8	246	388
				%	0.93	28.57	45.06
	F	6230	5917	No.	243	2334	2454
				%	4.11	39.45	41.47
	T	7190	6778	No.	251	2580	2842
				%	3.70	38.06	41.93
French	M	850	808	No.	59	219	255
				%	7.30	27.10	31.56
	F	2319	2260	No.	287	677	755
				%	12.70	29.96	33.41
	T	3169	3068	No.	346	896	1010
				%	11.28	29.20	32.92
Geography	M	6713	6131	No.	219	1334	2456
				%	3.57	21.76	40.06
	F	7022	6662	No.	399	1512	2385
				%	5.99	22.70	35.80
	T	13735	12793	No.	618	2846	4841
				%	4.83	22.25	37.84
Home Econ. Management	M	449	380	No.	31	147	146
				%	8.16	38.68	38.42
	F	3639	3412	No.	495	1520	998
				%	14.51	44.55	29.25
	T	4088	3792	No.	526	1667	1144
				%	13.87	43.96	30.17
Information Technology	M	268	217	No.	54	82	51
				%	24.88	37.79	23.50
	F	270	215	No.	53	88	57
				%	24.65	40.93	26.51
	T	538	432	No.	107	170	108
				%	24.77	39.35	25.00
Integrated Science SA	M	5552	5151	No.	348	1679	2422
				%	6.76	32.60	47.02
	F	8167	7781	No.	427	2315	4021
				%	5.49	29.75	51.68
	T	13719	12932	No.	775	3994	6443
				%	5.99	30.88	49.82

Table 3.24 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Mathematics	M	29327	27007	No.	1268	2576	5369
				%	4.70	9.54	19.88
	F	46301	42498	No.	1642	3443	7999
				%	3.86	8.10	18.82
	T	75628	69505	No.	2910	6019	13368
				%	4.19	8.66	19.23
Mech. Eng Technology	M	575	510	No.	31	105	214
				%	6.08	20.59	41.96
	F	41	31	No.	1	3	10
				%	3.23	9.68	32.26
	T	616	541	No.	32	108	224
				%	5.91	19.96	41.40
Metals	M	1105	907	No.	96	343	338
				%	10.58	37.82	37.27
	F	53	48	No.	1	19	22
				%	2.08	39.58	45.83
	T	1158	955	No.	97	362	360
				%	10.16	37.91	37.70
Music	M	95	74	No.	4	25	17
				%	5.41	33.78	22.97
	F	123	98	No.	9	27	27
				%	9.18	27.55	27.55
	T	218	172	No.	13	52	44
				%	7.56	30.23	25.58
Office Procedures	M	3600	2959	No.	200	689	1408
				%	6.76	23.28	47.58
	F	12556	10885	No.	1074	2977	4807
				%	9.87	27.35	44.16
	T	16156	13844	No.	1274	3666	6215
				%	9.20	26.48	44.89
Physics	M	5178	4775	No.	421	1001	859
				%	8.82	20.96	17.99
	F	3468	3329	No.	403	788	655
				%	12.11	23.67	19.68
	T	8646	8104	No.	824	1789	1514
				%	10.17	22.08	18.68

Table 3.24 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Principles of Accounts	M	8786	7304	No.	385	985	2469
				%	5.27	13.49	33.80
	F	19905	17329	No.	1001	2469	6029
				%	5.78	14.25	34.79
	T	28691	24633	No.	1386	3454	8498
				%	5.63	14.02	34.50
Principles of Business	M	11516	10136	No.	445	2570	4329
				%	4.39	25.36	42.71
	F	23157	21208	No.	1020	5314	8751
				%	4.81	25.06	41.26
	T	34673	31344	No.	1465	7884	13080
				%	4.67	25.15	41.73
Religious Education	M	802	662	No.	37	238	259
				%	5.59	35.95	39.12
	F	1473	1368	No.	213	606	375
				%	15.57	44.30	27.41
	T	2275	2030	No.	250	844	634
				%	12.32	41.58	31.23
Shorthand	M	5	4	No.	2	0	0
				%	50.00	0.00	0.00
	F	272	238	No.	40	16	16
				%	16.81	6.72	6.72
	T	277	242	No.	42	16	16
				%	17.36	6.61	6.61
Social Studies	M	11650	10079	No.	269	1742	4757
				%	2.67	17.28	47.20
	F	19943	18022	No.	957	4390	8259
				%	5.31	24.36	45.83
	T	31593	28101	No.	1226	6132	13016
				%	4.36	21.82	46.32

Table 3.24 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2001

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Spanish	M	3213	2973	No.	616	765	752
				%	20.72	25.73	25.29
	F	7476	7060	No.	1443	1914	1841
				%	20.44	27.11	26.08
	T	10689	10033	No.	2059	2679	2593
				%	20.52	26.70	25.84
Technical Drawing	M	7592	6839	No.	641	2130	2341
				%	9.37	31.14	34.23
	F	1013	929	No.	101	302	314
				%	10.87	32.51	33.80
	T	8605	7768	No.	742	2432	2655
				%	9.55	31.31	34.18
Typewriting	M	697	619	No.	3	51	145
				%	0.48	8.24	23.42
	F	5239	4931	No.	120	647	1278
				%	2.43	13.12	25.92
	T	5936	5550	No.	123	698	1423
				%	2.22	12.58	25.64
Visual Arts	M	3155	2549	No.	193	488	1091
				%	7.57	19.14	42.80
	F	2626	2259	No.	224	563	959
				%	9.92	24.92	42.45
	T	5781	4808	No.	417	1051	2050
				%	8.67	21.86	42.64
Woods	M	2345	1962	No.	54	616	934
				%	2.75	31.40	47.60
	F	132	117	No.	2	29	52
				%	1.71	24.79	44.44
	T	2477	2079	No.	56	645	986
				%	2.69	31.02	47.43

Table 3.25: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2002

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam	GRADES		
				I	II	III
Agricultural Sc. SA - Crops & Soils	M	1113	1024	No. 128	330	381
	F	1265	1185	% 12.50	32.23	37.21
	T	2378	2209	No. 112	438	404
				% 9.45	36.96	34.09
				No. 240	768	785
				% 10.86	34.77	35.54
Agricultural Sc. SA - Animal Science	M	889	826	No. 84	327	286
	F	1028	965	% 10.17	39.59	34.62
	T	1917	1791	No. 111	375	349
				% 11.50	38.86	36.17
				No. 195	702	635
				% 10.89	39.20	35.46
Agricultural Sc. DA	M	1166	1107	No. 473	263	277
	F	1358	1297	% 42.73	23.76	25.02
	T	2524	2404	No. 574	309	344
				% 44.26	23.82	26.52
				No. 1047	572	621
				% 43.55	23.79	25.83
Biology	M	4979	4645	No. 187	887	1924
	F	8048	7628	% 4.03	96.00	54.00
	T	13027	12273	No. 426	1290	2908
				% 5.58	16.91	38.12
				No. 613	2177	4832
				% 4.99	17.74	39.37
Building Technology: Construction	M	975	857	No. 82	381	261
	F	139	127	% 9.57	44.46	30.46
	T	1114	984	No. 17	53	40
				% 13.39	41.73	31.50
				No. 99	434	301
				% 10.06	44.11	30.59
Building Technology: Woods	M	2382	1916	No. 33	586	836
	F	145	124	% 1.72	30.58	43.63
	T	2527	2040	No. 1	28	70
				% 0.81	22.58	56.45
				No. 34	614	906
				% 1.67	30.10	44.41
Caribbean History	M	4546	4094	No. 241	1095	1591
	F	8519	8044	% 5.89	26.75	38.86
	T	13065	12138	No. 799	2405	2903
				% 9.93	29.90	36.09
				No. 1040	3500	4494
				% 8.57	28.84	37.02
Chemistry	M	4023	3753	No. 227	741	1141
	F	5085	4833	% 6.05	19.74	30.40
	T	9108	8586	No. 298	826	1505
				% 6.17	17.09	31.14
				No. 525	1567	2646
				% 6.11	18.25	30.82

Table 3.25 Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2002

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam	GRADES		
				I	II	III
Agricultural Sc. SA - Crops & Soils	M	1113	1024	No. 128	330	381
				% 12.50	32.23	37.21
	F	1265	1185	No. 112	438	404
				% 9.45	36.96	34.09
	T	2378	2209	No. 240	768	785
				% 10.86	34.77	35.54
Agricultural Sc. SA - Animal Science	M	889	826	No. 84	327	286
				% 10.17	39.59	34.62
	F	1028	965	No. 111	375	349
				% 11.50	38.86	36.17
	T	1917	1791	No. 195	702	635
				% 10.89	39.20	35.46
Agricultural Sc. DA	M	1166	1107	No. 473	263	277
				% 42.73	23.76	25.02
	F	1358	1297	No. 574	309	344
				% 44.26	23.82	26.52
	T	2524	2404	No. 1047	572	621
				% 43.55	23.79	25.83
Biology	M	4979	4645	No. 187	887	1924
				% 4.03	96.00	54.00
	F	8048	7628	No. 426	1290	2908
				% 5.58	16.91	38.12
	T	13027	12273	No. 613	2177	4832
				% 4.99	17.74	39.37
Building Technology: Construction	M	975	857	No. 82	381	261
				% 9.57	44.46	30.46
	F	139	127	No. 17	53	40
				% 13.39	41.73	31.50
	T	1114	984	No. 99	434	301
				% 10.06	44.11	30.59
Building Technology: Woods	M	2382	1916	No. 33	586	836
				% 1.72	30.58	43.63
	F	145	124	No. 1	28	70
				% 0.81	22.58	56.45
	T	2527	2040	No. 34	614	906
				% 1.67	30.10	44.41
Caribbean History	M	4546	4094	No. 241	1095	1591
				% 5.89	26.75	38.86
	F	8519	8044	No. 799	2405	2903
				% 9.93	29.90	36.09
	T	13065	12138	No. 1040	3500	4494
				% 8.57	28.84	37.02
Chemistry	M	4023	3753	No. 227	741	1141
				% 6.05	19.74	30.40
	F	5085	4833	No. 298	826	1505
				% 6.17	17.09	31.14
	T	9108	8586	No. 525	1567	2646
				% 6.11	18.25	30.82

Table 3.25 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2002

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam	GRADES		
				I	II	III
Clothing & Textiles	M	106	77	No. 2	21	39
				% 2.60	27.27	50.65
	F	2136	1878	No. 134	849	724
				% 7.14	45.21	38.55
	T	2242	1955	No. 136	870	763
				% 6.96	44.50	39.03
Electrical and Electronic Technology	M	3363	2848	No. 99	670	1157
				% 3.48	23.53	40.63
	F	292	261	No. 10	83	96
				% 3.83	31.80	36.78
	T	3655	3109	No. 109	753	1253
				% 3.51	24.22	40.30
English (A)	M	30752	29150	No. 2564	3812	7220
				% 8.80	13.08	24.77
	F	47798	45478	No. 6059	7801	12559
				% 13.32	17.15	27.62
	T	78550	74628	No. 8623	11613	19779
				% 11.55	15.56	26.50
English (B)	M	5733	5514	No. 615	1236	921
				% 11.15	22.42	16.70
	F	12319	12014	No. 2483	3305	2032
				% 20.67	27.51	16.91
	T	18052	17528	No. 3098	4541	2953
				% 17.67	25.91	16.85
Food & Nutrition	M	932	812	No. 28	281	330
				% 3.45	34.61	40.64
	F	6316	5947	No. 426	2669	2099
				% 7.16	44.88	35.30
	T	7248	6759	No. 454	2950	2429
				% 6.72	43.65	35.94
French	M	747	711	No. 54	174	286
				% 7.59	24.47	40.23
	F	2299	2255	No. 329	658	811
				% 14.59	29.18	35.96
	T	3046	2966	No. 383	832	1097
				% 12.91	28.05	36.99
Geography	M	6678	6094	No. 410	1634	2416
				% 6.73	26.81	39.65
	F	7096	6697	No. 627	1777	2528
				% 9.36	26.53	37.75
	T	13774	12791	No. 1037	3411	4944
				% 8.11	26.67	38.65
Home Econ. Management	M	431	361	No. 34	139	125
				% 9.42	38.50	34.63
	F	3866	3558	No. 543	1533	996
				% 15.26	43.09	27.99
	T	4297	3919	No. 577	1672	1121
				% 14.72	42.66	28.60

Table 3.25 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2002

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Information Technology	M	303	201	No. 12	46	69	
				% 5.97	22.89	34.33	
	F	332	255	No. 17	74	98	
				% 6.67	29.02	38.43	
Integrated Science SA	T	635	456	No. 29	120	167	
				% 6.36	26.32	36.62	
	M	6168	5625	No. 97	1458	2886	
				% 1.72	25.92	51.31	
Mathematics	F	9115	8589	No. 183	2044	4474	
				% 2.13	23.80	52.09	
	T	15283	14214	No. 280	3502	7360	
				% 1.97	24.64	51.78	
Mech. Eng Technology	M	30839	28276	No. 1816	3333	6602	
				% 6.42	11.79	23.35	
	F	49317	45044	No. 2196	4353	9734	
				% 4.88	9.66	21.61	
Music	T	80156	73320	No. 4012	7686	16336	
				% 5.47	10.48	22.28	
	M	1538	1211	No. 40	228	543	
				% 3.30	18.83	44.84	
Office Procedures	F	94	81	No. 5	18	38	
				% 6.17	22.22	46.91	
	T	1632	1292	No. 45	246	581	
				% 3.48	19.04	44.97	
Physics	M	117	78	No. 2	21	21	
				% 2.56	26.92	26.92	
	F	150	113	No. 8	49	25	
				% 7.08	43.36	22.12	
Principles of Accounts	T	267	191	No. 10	70	46	
				% 5.24	36.65	24.08	
	M	3648	2977	No. 255	731	1383	
				% 8.57	24.55	46.46	
Information Technology	F	12477	10864	No. 1242	3229	4595	
				% 11.43	29.72	42.30	
	T	16125	13841	No. 1497	3960	5978	
				% 10.82	28.61	43.19	
Mathematics	M	4970	4337	No. 531	1172	818	
				% 12.24	27.02	18.86	
	F	3381	3093	No. 462	867	634	
				% 14.94	28.03	20.50	
Integrated Science SA	T	8351	7430	No. 993	2039	1452	
				% 13.36	27.44	19.54	
	M	8719	7250	No. 656	1371	2451	
				% 9.05	18.91	33.81	
Mech. Eng Technology	F	20023	17380	No. 1703	3454	5991	
				% 9.80	19.87	34.47	
	T	28742	24630	No. 2359	4825	8442	
				% 9.58	19.59	34.28	

Table 3.25 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2002

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Principles of Business	M	11965	10046	No.	731	3152	4002
				%	7.28	31.38	39.84
	F	24180	21073	No.	1924	6474	8167
				%	9.13	30.72	38.76
	T	36145	31119	No.	2655	9626	12169
				%	8.53	30.93	39.10
Religious Education	M	856	672	No.	7	168	248
				%	1.04	25.00	36.90
	F	1607	1498	No.	133	518	504
				%	8.88	34.58	33.64
	T	2463	2170	No.	140	686	752
				%	6.45	31.61	34.65
Shorthand	M	8	4	No.	0	0	0
				%	0.00	0.00	0.00
	F	205	181	No.	8	8	3
				%	4.42	4.42	1.66
	T	213	185	No.	8	8	3
				%	4.32	4.32	1.62
Social Studies	M	12299	10601	No.	895	2922	4459
				%	8.44	27.56	42.06
	F	21004	18924	No.	2361	5588	7608
				%	12.48	29.53	40.20
	T	33303	29525	No.	3256	8510	12067
				%	11.03	28.82	40.87
Spanish	M	3244	2955	No.	624	698	844
				%	21.12	23.62	28.56
	F	7817	7361	No.	1385	1829	2210
				%	18.82	24.85	30.02
	T	11061	10316	No.	2009	2527	3054
				%	19.47	24.50	29.60
Technical Drawing	M	7524	6349	No.	421	1352	1761
				%	6.63	21.29	27.74
	F	1011	869	No.	83	213	241
				%	9.55	24.51	27.73
	T	8535	7218	No.	504	1565	2002
				%	6.98	21.68	27.74
Typewriting	M	624	560	No.	15	78	162
				%	2.68	13.93	28.93
	F	4645	4395	No.	261	904	1295
				%	5.94	20.57	29.47
	T	5269	4955	No.	276	982	1457
				%	5.57	19.82	29.40
Visual Arts	M	3063	2406	No.	68	299	962
				%	2.83	12.43	39.98
	F	2579	2222	No.	107	357	963
				%	4.82	16.07	43.34
	T	5642	4628	No.	175	656	1925
				%	3.78	14.17	41.59

**Table 3.26: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Agricultural Sc. SA - Crops & Soils	M	1100	983	No	169	402	290
				%	17.19	40.90	29.50
	F	1281	1196	No	227	482	333
				%	18.98	40.30	27.84
	T	2381	2179	No	396	884	623
				%	18.17	40.57	28.59
Agricultural Sc. SA - Animal Science	M	953	858	No	189	388	216
				%	22.03	45.22	25.17
	F	971	911	No	229	421	202
				%	25.14	46.21	22.17
	T	1924	1769	No	418	809	418
				%	23.63	45.73	23.63
Agricultural Sc. DA	M	1092	1016	No	63	173	508
				%	6.20	17.03	50.00
	F	1197	1161	No	110	272	538
				%	9.47	23.43	46.34
	T	2289	2177	No	173	445	1046
				%	7.95	20.44	48.05
Biology	M	5141	4797	No	378	1188	1842
				%	7.88	24.77	38.40
	F	8333	7980	No	683	1764	2852
				%	8.56	22.11	35.74
	T	13474	12777	No	1061	2952	4694
				%	8.30	23.10	36.74
Building Technology: Construction	M	1123	974	No	141	388	237
				%	14.48	39.84	24.33
	F	175	158	No	21	43	35
				%	13.29	27.22	22.15
	T	1298	1132	No	162	431	272
				%	14.31	38.07	24.03

**Table 3.26 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Building Technology: Woods	M	2283	1859	No	89	638	756
				%	4.79	34.32	40.67
	F	135	119	No	4	34	51
				%	3.36	28.57	42.86
	T	2418	1978	No	93	672	807
				%	4.70	33.97	40.80
Caribbean History	M	4743	4202	No	298	1203	1583
				%	7.09	28.63	37.67
	F	8901	8309	No	967	2354	2805
				%	11.64	28.33	33.76
	T	13644	12511	No	1265	3557	4388
				%	10.11	28.43	35.07
Chemistry	M	4217	3876	No	266	747	1465
				%	6.86	19.27	37.80
	F	5292	5054	No	352	971	1866
				%	6.96	19.21	36.92
	T	9509	8930	No	618	1718	3331
				%	6.92	19.24	37.30
Clothing & Textiles	M	102	77	No	3	28	35
				%	3.90	36.36	45.45
	F	2276	2100	No	171	1040	769
				%	8.14	49.52	36.62
	T	2378	2177	No	174	1068	804
				%	7.99	49.06	36.93
Electrical Technology	M	3449	2954	No	194	735	1155
				%	6.57	24.88	39.10
	F	312	269	No	14	85	115
				%	5.20	31.60	42.75
	T	3761	3223	No	208	820	1270
				%	6.45	25.44	39.40

**Table 3.26 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
English (A)	M	32616	30845	No	2614	3909	6851
				%	8.47	12.67	22.21
	F	50947	48725	No	5878	7446	12711
				%	12.06	15.28	26.09
	T	83563	79570	No	8492	11355	19562
				%	10.67	14.27	24.58
English (B)	M	5846	5587	No	742	1279	1080
				%	13.28	22.89	19.33
	F	12549	12212	No	2986	3296	2281
				%	24.45	26.99	18.68
	T	18395	17799	No	3728	4575	3361
				%	20.94	25.70	18.88
Food & Nutrition	M	968	836	No	33	244	356
				%	3.95	29.19	42.58
	F	6472	6056	No	526	2611	2109
				%	8.69	43.11	34.82
	T	7440	6892	No	559	2855	2465
				%	8.11	41.42	35.77
French	M	779	748	No	60	171	305
				%	8.02	22.86	40.78
	F	2318	2248	No	302	625	767
				%	13.43	27.80	34.12
	T	3097	2996	No	362	796	1072
				%	12.08	26.57	35.78
Geography	M	6893	6148	No	216	1198	2418
				%	3.51	19.49	39.33
	F	7054	6569	No	339	1328	2398
				%	5.16	20.22	36.50
	T	13947	12717	No	555	2526	4816
				%	4.36	19.86	37.87
Home Econ. Management	M	405	345	No	41	142	105
				%	11.88	41.16	30.43
	F	3846	3593	No	572	1487	1081
				%	15.92	41.39	30.09
	T	4251	3938	No	613	1629	1186
				%	15.57	41.37	30.12

**Table 3.26 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Information Technology	M	320	232	No	26	51	75
				%	11.21	21.98	32.33
	F	328	235	No	26	68	70
				%	11.06	28.94	29.79
	T	648	467	No	52	119	145
				%	11.13	25.48	31.05
Integrated Science SA	M	6814	6081	No	192	1701	2911
				%	3.16	27.97	47.87
	F	10130	9439	No	290	2130	4657
				%	3.07	22.57	49.34
	T	16944	15520	No	482	3831	7568
				%	3.11	24.68	48.76
Mathematics	M	31867	29051	No	1799	3459	7075
				%	6.19	11.91	24.35
	F	51592	47186	No	2295	4705	11196
				%	4.86	9.97	23.73
	T	83459	76237	No	4094	8164	18271
				%	5.37	10.71	23.97
Mech. Eng Technology	M	1703	1409	No	112	290	589
				%	7.95	20.58	41.80
	F	72	63	No	7	14	22
				%	11.11	22.22	34.92
	T	1775	1472	No	119	304	611
				%	8.08	20.65	41.51
Music	M	134	82	No	1	18	27
				%	1.22	21.95	32.93
	F	216	166	No	4	57	46
				%	2.41	34.34	27.71
	T	350	248	No	5	75	73
				%	2.02	30.24	29.44
Office Procedures	M	3940	3281	No	386	855	1336
				%	11.76	26.06	40.72
	F	13098	11478	No	1857	3362	4352
				%	16.18	29.29	37.92
	T	17038	14759	No	2243	4217	5688
				%	15.20	28.57	38.54
Physics	M	5215	4703	No	672	1163	820
				%	14.29	24.73	17.44
	F	3571	3423	No	615	1010	563
				%	17.97	29.51	16.45
	T	8786	8126	No	1287	2173	1383
				%	15.84	26.74	17.02

**Table 3.26 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Principles of Accounts	M	9129	7627	No	871	1713	2574
				%	11.42	22.46	33.75
	F	20771	18149	No	2359	4240	6542
				%	13.00	23.36	36.05
	T	29900	25776	No	3230	5953	9116
				%	12.53	23.10	35.37
Principles of Business	M	12149	10592	No	670	2859	4467
				%	6.33	26.99	42.17
	F	24514	22283	No	1601	6226	9103
				%	7.18	27.94	40.85
	T	36663	32875	No	2271	9085	13570
				%	6.91	27.63	41.28
Religious Education	M	936	774	No	22	189	310
				%	2.84	24.42	40.05
	F	1546	1410	No	57	471	549
				%	4.04	33.40	38.94
	T	2482	2184	No	79	660	859
				%	3.62	30.22	39.33
Shorthand	M	8	5	No	0	0	0
				%	0.00	0.00	0.00
	F	157	134	No	8	8	3
				%	5.97	5.97	2.24
	T	165	139	No	8	8	3
				%	5.76	5.76	2.16
Social Studies	M	13828	11944	No	910	3345	5030
				%	7.62	28.01	42.11
	F	23597	21483	No	2483	6938	8399
				%	11.56	32.30	39.10
	T	37425	33427	No	3393	10283	13429
				%	10.15	30.76	40.17

**Table 3.26 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2003**

SUBJECT	GENERAL PROFICIENCY						
	SEX	Subject Entry	Cands Writing Exam	GRADES			
				I	II	III	
Spanish	M	3453	3121	No	595	721	840
				%	19.06	23.10	26.91
	F	8060	7574	No	1288	1860	2254
				%	17.01	24.56	29.76
	T	11513	10695	No	1883	2581	3094
				%	17.61	24.13	28.93
Technical Drawing	M	7672	6319	No	342	1302	1676
				%	5.41	20.60	26.52
	F	1050	906	No	72	203	221
				%	7.95	22.41	24.39
	T	8722	7225	No	414	1505	1897
				%	5.73	20.83	26.26
Theatre Arts	M	47	44	No	0	14	20
				%	0.00	31.82	45.45
	F	124	106	No	4	42	43
				%	3.77	39.62	40.57
	T	171	150	No	4	56	63
				%	2.67	37.33	42.00
Typewriting	M	563	506	No	11	66	137
				%	2.17	13.04	27.08
	F	3935	3676	No	87	657	1075
				%	2.37	17.87	29.24
	T	4498	4182	No	98	723	1212
				%	2.34	17.29	28.98
Visual Arts	M	3023	2345	No	113	339	896
				%	4.82	14.46	38.21
	F	2591	2236	No	109	386	925
				%	4.87	17.26	41.37
	T	5614	4581	No	222	725	1821
				%	4.85	15.83	39.75

Table 3.27: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2005

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Agricultural Sc. SA - Crops & Soils	M	1389	1291	31	288	459
	F	1617	1538	2.40	22.31	35.55
	T	3006	2829	48	322	540
Agricultural Sc. SA - Animal Science	M	984	920	3.12	20.94	35.11
	F	1233	1187	79	610	999
	T	2217	2107	2.79	21.56	35.31
Agricultural Sc. DA	M	1035	962	28	228	388
	F	1167	1137	3.04	24.78	42.17
	T	2202	2099	31	322	513
Biology	M	5557	5136	2.61	27.13	43.22
	F	9517	8973	59	550	901
	T	15074	14109	2.80	26.10	42.76
Building Technology: Construction	M	1186	1034	68	235	459
	F	127	114	7.07	24.43	47.71
	T	1313	1148	89	290	570
Caribbean History	M	4888	4382	7.83	25.51	50.13
	F	9145	8487	157	525	1029
	T	14033	12869	7.48	25.01	49.02
Chemistry	M	4684	4334	560	1092	1704
	F	6382	6055	10.90	21.26	33.18
	T	11066	10389	1101	1734	2931
Chemistry	M	4684	4334	12.27	19.32	32.66
	F	6382	6055	1661	2826	4635
	T	11066	10389	11.77	20.03	32.85
Chemistry	M	4684	4334	299	422	101
	F	6382	6055	28.92	40.81	9.77
	T	11066	10389	39	42	11
Chemistry	M	4684	4334	34.21	36.84	9.65
	F	6382	6055	338	464	112
	T	11066	10389	29.44	40.42	9.76
Chemistry	M	4684	4334	121	764	1631
	F	6382	6055	2.76	17.43	37.22
	T	11066	10389	357	1736	3082
Chemistry	M	4684	4334	4.21	20.45	36.31
	F	6382	6055	478	2500	4713
	T	11066	10389	3.71	19.43	36.62
Chemistry	M	4684	4334	185	683	1674
	F	6382	6055	4.27	15.76	38.62
	T	11066	10389	270	990	2234
Chemistry	M	4684	4334	4.46	16.35	36.90
	F	6382	6055	455	1673	3908
	T	11066	10389	4.38	16.10	37.62

Table 3.27 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2005

	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Clothing & Textiles	M	147	128	0	34	59
				0.00	26.56	46.09
	F	2068	1915	98	721	804
				5.12	37.65	41.98
	T	2215	2043	98	755	863
				4.80	36.96	42.24
Electrical and Electronic Technology	M	3215	2786	230	828	507
				8.26	29.72	18.20
	F	280	250	29	84	38
				11.60	33.60	15.20
	T	3495	3036	259	912	545
				8.53	30.04	17.95
Electronic Document Preparation and Management	M	445	381	96	139	97
				25.20	36.48	25.46
	F	1546	1352	377	573	272
				27.88	42.38	20.12
	T	1991	1733	473	712	369
				27.29	41.08	21.29
English (A)	M	33689	31754	3872	5131	7615
				12.19	16.16	23.98
	F	55778	52928	9213	9853	13934
				17.41	18.62	26.33
	T	89467	84682	13085	14984	21549
				15.45	17.69	25.45
English (B)	M	6391	6081	705	1431	1273
				11.59	23.53	20.93
	F	13579	13204	2818	3618	2635
				21.34	27.40	19.96
	T	19970	19285	3523	5049	3908
				18.27	26.18	20.26
Food & Nutrition	M	1060	982	43	317	429
				4.38	32.28	43.69
	F	6549	6244	422	2583	2416
				6.76	41.37	38.69
	T	7609	7226	465	2900	2845
				6.44	40.13	39.37

Table 3.27 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2005

	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam	I	II	III
French	M	906	863	64	186	286
				7.42	21.55	33.14
	F	2254	2195	278	679	693
				12.67	30.93	31.57
	T	3160	3058	342	865	979
				11.18	28.29	32.01
Geography	M	6789	6226	157	1099	2396
				2.52	17.65	38.48
	F	7345	6913	276	1341	2392
				3.99	19.40	34.60
	T	14134	13139	433	2440	4788
				3.30	18.57	36.44
Home Econ. Management	M	508	472	16	206	185
				3.39	43.64	39.19
	F	4263	4043	258	1885	1515
				6.38	46.62	37.47
	T	4771	4515	274	2091	1700
				6.07	46.31	37.65
Human and Social Biology	M	1967	1704	48	208	389
				2.82	12.21	22.83
	F	6276	5439	122	601	1431
				2.24	11.05	26.31
	T	8243	7143	170	809	1820
				2.38	11.33	25.48
Information Technology	M	321	269	46	79	77
				17.10	29.37	28.62
	F	441	371	76	127	102
				20.49	34.23	27.49
	T	762	640	122	206	179
				19.06	32.19	27.97
Integrated Science SA	M	8020	7043	280	2166	3268
				3.98	30.75	46.40
	F	11743	10754	379	2896	5250
				3.52	26.93	48.82
	T	19763	17797	659	5062	8518
				3.70	28.44	47.86

Table 3.27 Cont'd: Analysis of Performance of the CSEC Regional Candidate Population in Individual Subjects as a Whole and by Gender: May/June 2005

	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Mathematics	M	32202	29254	2277	3759	6248
				7.78	12.85	21.36
	F	54364	49370	3178	5544	10993
				6.44	11.23	22.27
	T	86566	78624	5455	9303	17241
				6.94	11.83	21.93
Mech. Eng Technology	M	1707	1339	167	289	234
				12.47	21.58	17.48
	F	80	64	7	10	12
				10.94	15.63	18.75
	T	1787	1403	174	299	246
				12.40	21.31	17.53
Music	M	194	126	10	34	53
				7.94	26.98	42.06
	F	237	180	19	64	63
				10.56	35.56	35.00
	T	431	306	29	98	116
				9.48	32.03	37.91
Office Procedures	M	4344	3644	423	1019	1596
				11.61	27.96	43.80
	F	13611	11926	1926	3735	4581
				16.15	31.32	38.41
	T	17955	15570	2349	4754	6177
				15.09	30.53	39.67
Physical Education and Sports	M	339	243	31	99	89
				12.76	40.74	36.63
	F	213	170	23	55	77
				13.53	32.35	45.29
	T	552	413	54	154	166
				13.08	37.29	40.19
Physics	M	5575	5000	703	1304	875
				14.06	26.08	17.50
	F	4390	4209	780	1171	779
				18.53	27.82	18.51
	T	9965	9209	1483	2475	1654
				16.10	26.88	17.96
Principles of Accounts	M	9156	7580	855	1587	2568
				11.28	20.94	33.88
	F	21897	18883	2359	4044	6539
				12.49	21.42	34.63
	T	31053	26463	3214	5631	9107
				12.15	21.28	34.41

**Table 3.27 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2005**

	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Principles of Business	M	12660	11043	851	3250	4081
				7.71	29.43	36.96
	F	26201	23655	2149	6250	8571
				9.08	26.42	36.23
	T	38861	34698	3000	9500	12652
				8.65	27.38	36.46
Religious Education	M	1063	940	67	328	329
				7.13	34.89	35.00
	F	1671	1516	233	601	418
				15.37	39.64	27.57
	T	2734	2456	300	929	747
				12.21	37.83	30.42
Social Studies	M	15228	12973	1428	4005	5008
				11.01	30.87	38.60
	F	27061	24244	4239	8001	8163
				17.48	33.00	33.67
	T	42289	37217	5667	12006	13171
				15.23	32.26	35.39
Spanish	M	3831	3401	510	671	930
				15.00	19.73	27.34
	F	9212	8578	1241	1670	2477
				14.47	19.47	28.88
	T	13043	11979	1751	2341	3407
				14.62	19.54	28.44
Theatre Arts	M	162	117	11	37	46
				9.40	31.62	39.32
	F	363	318	31	133	111
				9.75	41.82	34.91
	T	525	435	42	170	157
				9.66	39.08	36.09

**Table 3.27 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2005**

	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam	I	II	III
Technical Drawing	M	7355	5908	458	1285	1528
				7.75	21.75	25.86
	F	1080	899	97	258	212
				10.79	28.70	23.58
	T	8435	6807	555	1543	1740
				8.15	22.67	25.56
Typewriting	M	305	270	16	67	71
				5.93	24.81	26.30
	F	2202	1981	159	521	463
				8.03	26.30	23.37
	T	2507	2251	175	588	534
				7.77	26.12	23.72
Visual Arts	M	2952	2162	47	282	1065
				2.17	13.04	49.26
	F	2651	2140	29	297	1018
				1.36	13.88	47.57
	T	5603	4302	76	579	2083
				1.77	13.46	48.42
Building Technology: Woods	M	2127	1750	39	428	189
				2.23	24.46	10.80
	F	142	108	0	23	7
				0.00	21.30	6.48
	T	2269	1858	39	451	196
				2.10	24.27	10.55

**Table 3.28: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2006**

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Agricultural Sc. SA - Crops & Soils	M	1395	1288	87	381	486
				6.75	29.58	37.73
	F	1612	1531	139	441	597
				9.08	28.80	38.99
	T	3007	2819	226	822	1083
				8.02	29.16	38.42
Agricultural Sc. SA - Animal Science	M	963	902	70	323	333
				7.76	35.81	36.92
	F	1142	1053	102	455	360
				9.69	43.21	34.19
	T	2105	1955	172	778	693
				8.80	39.80	35.45
Agricultural Sc. DA	M	937	885	89	224	422
				10.06	25.31	47.68
	F	1232	1194	98	318	628
				8.21	26.63	52.60
	T	2169	2079	187	542	1050
				8.99	26.07	50.51
Biology	M	5473	5101	559	1298	1809
				10.96	25.45	35.46
	F	9159	8695	1140	2133	3022
				13.11	24.53	34.76
	T	14632	13796	1699	3431	4831
				12.32	24.87	35.02
Building Technology: Construction	M	1177	1076	247	429	113
				22.96	39.87	10.50
	F	164	149	25	54	17
				16.78	36.24	11.41
	T	1341	1225	272	483	130
				22.20	39.43	10.61
Caribbean History	M	4969	4404	212	1067	1666
				4.81	24.23	37.83
	F	8884	8299	765	2248	2835
				9.22	27.09	34.16
	T	13853	12703	977	3315	4501
				7.69	26.10	35.43

**Table 3.28 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2006**

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Chemistry	M	4651	4247	224	717	1690
				5.27	16.88	39.79
	F	6558	6128	391	1093	2382
				6.38	17.84	38.87
	T	11209	10375	615	1810	4072
				5.93	17.45	39.25
Clothing & Textiles	M	144	123	0	51	57
				0.00	41.46	46.34
	F	2178	2049	174	964	677
				8.49	47.05	33.04
	T	2322	2172	174	1015	734
				8.01	46.73	33.79
Electrical and Electronic Technology	M	3280	2877	67	627	581
				2.33	21.79	20.19
	F	287	264	9	66	38
				3.41	25.00	14.39
	T	3567	3141	76	693	619
				2.42	22.06	19.71
Electronic Document Preparation and Management	M	1066	955	495	330	107
				51.83	34.55	11.20
	F	3117	2844	1559	944	257
				54.82	33.19	9.04
	T	4183	3799	2054	1274	364
				54.07	33.54	9.58
English (A)	M	33958	31857	2788	4365	7099
				8.75	13.70	22.28
	F	54503	51490	6812	8447	12964
				13.23	16.41	25.18
	T	88461	83347	9600	12812	20063
				11.52	15.37	24.07
English (B)	M	6533	6247	218	981	928
				3.49	15.70	14.86
	F	13526	13174	1173	3180	2143
				8.90	24.14	16.27
	T	20059	19421	1391	4161	3071
				7.16	21.43	15.81

**Table 3.28 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2006**

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Food & Nutrition	M	1180	1081	15	322	505
				1.39	29.79	46.72
	F	7088	6774	302	2645	2809
				4.46	39.05	41.47
	T	8268	7855	317	2967	3314
				4.04	37.77	42.19
French	M	947	900	102	255	305
				11.33	28.33	33.89
	F	2588	2507	407	785	800
				16.23	31.31	31.91
	T	3535	3407	509	1040	1105
				14.94	30.53	32.43
Geography	M	7067	6401	83	819	2453
				1.30	12.79	38.32
	F	6796	6368	121	1000	2315
				1.90	15.70	36.35
	T	13863	12769	204	1819	4768
				1.60	14.25	37.34
Home Econ. Management	M	578	519	14	209	227
				2.70	40.27	43.74
	F	4315	4075	332	2028	1335
				8.15	49.77	32.76
	T	4893	4594	346	2237	1562
				7.53	48.69	34.00
Human and Social Biology	M	4323	3862	43	422	1333
				1.11	10.93	34.52
	F	11727	10475	140	1354	4014
				1.34	12.93	38.32
	T	16050	14337	183	1776	5347
				1.28	12.39	37.30
Information Technology	M	425	345	18	90	119
				5.22	26.09	34.49
	F	473	384	60	124	120
				15.63	32.29	31.25
	T	898	729	78	214	239
				10.70	29.36	32.78

**Table 3.28 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2006**

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Integrated Science SA	M	8396	7221	211	2000	3336
				2.92	27.70	46.20
	F	11847	10776	370	2902	5074
				3.43	26.93	47.09
	T	20243	17997	581	4902	8410
				3.23	27.24	46.73
Mathematics	M	32492	29544	2018	3155	6067
				6.83	10.68	20.54
	F	54037	49153	2704	4267	9733
				5.50	8.68	19.80
	T	86529	78697	4722	7422	15800
				6.00	9.43	20.08
Mech. Eng Technology	M	1699	1383	60	237	416
				4.34	17.14	30.08
	F	83	74	2	11	27
				2.70	14.86	36.49
	T	1782	1457	62	248	443
				4.26	17.02	30.40
Music	M	229	156	16	24	57
				10.26	15.38	36.54
	F	282	210	18	53	86
				8.57	25.24	40.95
	T	511	366	34	77	143
				9.29	21.04	39.07
Office Administration	M	4583	3866	417	1174	1679
				10.79	30.37	43.43
	F	13446	11820	1655	3817	4867
				14.00	32.29	41.18
	T	18029	15686	2072	4991	6546
				13.21	31.82	41.73
Physical Education and Sports	M	717	606	283	226	81
				46.70	37.29	13.37
	F	445	382	126	137	80
				32.98	35.86	20.94
	T	1162	988	409	363	161
				41.40	36.74	16.30
Physics	M	5865	5196	619	1266	874
				11.91	24.36	16.82
	F	4468	4200	691	1069	729
				16.45	25.45	17.36
	T	10333	9396	1310	2335	1603
				13.94	24.85	17.06

**Table 3.28 Cont'd: Analysis of Performance of the CSEC
Regional Candidate Population in Individual Subjects
as a Whole and by Gender: May/June 2006**

SUBJECT	GENERAL PROFICIENCY					
	SEX	Subject Entry	Cands Writing Exam			
				I	II	III
Principles of Accounts	M	9379	7719	853	1381	2628
				11.05	17.89	34.05
	F	20831	18023	2198	3740	6147
				12.20	20.75	34.11
Principles of Business	T	30210	25742	3051	5121	8775
				11.85	19.89	34.09
	M	13022	11355	443	2632	4615
				3.90	23.18	40.64
Religious Education	F	26108	23522	1086	5335	9025
				4.62	22.68	38.37
	T	39130	34877	1529	7967	13640
				4.38	22.84	39.11
Social Studies	M	1241	1063	55	399	351
				5.17	37.54	33.02
	F	1891	1716	169	751	543
				9.85	43.76	31.64
Spanish	T	3132	2779	224	1150	894
				8.06	41.38	32.17
	M	15997	13998	471	3025	6674
				3.36	21.61	47.68
Theatre Arts	F	28178	25872	1600	6817	11644
				6.18	26.35	45.01
	T	44175	39870	2071	9842	18318
				5.19	24.69	45.94
Technical Drawing	M	3970	3572	772	868	948
				21.61	24.30	26.54
	F	9039	8406	1865	2110	2168
				22.19	25.10	25.79
Technical Drawing	T	13009	11978	2637	2978	3116
				22.02	24.86	26.01
	M	138	85	5	17	36
				5.88	20.00	42.35
Technical Drawing	F	392	284	14	97	138
				4.93	34.15	48.59
	T	530	369	19	114	174
				5.15	30.89	47.15
Technical Drawing	M	7190	5834	663	1852	1625
				11.36	31.74	27.85
	F	1075	928	150	339	243
				16.16	36.53	26.19
Technical Drawing	T	8265	6762	813	2191	1868
				12.02	32.40	27.62

E13: Number of Candidates Sitting CXC Basic Proficiency Examination for Secondary Schools and Grades Attained

Concept and Definition

States as follows: The Caribbean Examination Council (CXC) is a regional examination body High school students throughout the Caribbean being tested at a universal level on various subject areas by the Caribbean Examination Council (CXC), a regional examination body targeting students between the ages of 15 to 17.

Grades Attained: These ranges from grades 1 (distinction) to 5, with grade 1 being the highest. Grades 1 to 3 are considered a pass while grades 4 to 5 mean failure.

Note: The CSEC Structure changed in 1998, reporting from grades one to six, with grades one to four being accepted for employment and grades one to three being the entry requirement for the Tertiary Level. Prior to 1998, CSEC reported only from grades one to five, with grades one to three being accepted for employment and grades one and two being the entry requirement for the Tertiary Level.

Method of Computation

This Indicator is collected as the number of persons enrolled and those who sit the examination in schools, sit it privately which is based on administrative records.

Indicator Relevance

This indicator ensures that the teenage population or young adults throughout the Caribbean have a basic secondary school education to prepare them for the future. Having passes at the CXC level allows teenagers to become employed and to further their education at the tertiary level. At most universities throughout the Caribbean, having at least 5 passes at the CXC is an entrance requirement.

Data Assessment

Appendix 1

Table 3.1 (A) Educational Classifications Used In Report

MAJOR EDUCATIONAL CLASSIFICATIONS (ISCED - 1997)	Description	COUNTRIES NOT CONFORMING TO GROUPS	EDUCATIONAL CLASSIFICATIONS USED/ COMMENTS
No Schooling	Less than one year of schooling	All Member States	No Education
Level 0 - Pre-Primary Education	Education preceeding the first level	Antigua and Barbuda The Bahamas; Barbados; Belize; Trinidad and Tobago; Anguilla, Turks and Caicos Islands Turks and Caicos Islands	Pre-School; Kindergarden Included in the category "No Education" Nursery
Level 1 - Primary Education	First stage of basic education		
Level 2 - Lower Secondary Education	Second stage of basic education	Bermuda	High School-RSA/BSSC; GCE 'O' Level
Level 3 - Upper Secondary Education	Upper Secondary Education		
Level 4 - Post Secondary	Non-Tertiary Education	Antigua and Barbuda Bermuda Trinidad and Tobago Turks and Caicos Islands	Pre-University Diploma - Technical; Vocational; Associate Without having a degree/diploma Pre-University
Level 5 - First Stage of Tertiary Education	Not leading directly to an advanced research qualification	Bermuda	Diploma - Technical; Vocational; Associate
Level 6 - Second Stage of Tertiary Education	Leading to an advanced research qualification	Bermuda Belize Antigua and Barbuda; Barbados; Belize; Bermuda; Dominica; Montserrat; Anguilla; Turks and Caicos Islands	University Degree-Bachelors; Masters; Doctorate With Degree, Diploma Other
Not Stated			

Table 3.28 Data Availability

	Antigua & Barbuda	Bahamas	Barbados	Belize	Dominica	Grenada	Guyana	Jamaica	Montserrat	St. Kitts & Nevis	Saint Lucia	St. Vincent & Gran.	Suriname	Trinidad & Tobago	Anguilla	BVI	Bermuda	Turks & Caicos
V. EDUCATION																		
Table 3.1 Population 10 years and over by level of education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	-	-	✓
Table 3.2 School enrolment in primary level	✓	-	✓	-	✓	✓	✓	✓	*	✓	✓	✓	*	✓	✓	-	-	✓
Table 3.3 Ratio of Girls to Boys Enrolled in Primary Level by class, 1998-2004	✓	-	✓	-	✓	✓	✓	-	-	✓	✓	✓	-	✓	✓	-	-	✓
Table 3.4 MDG Ratio of girls to boys in primary, secondary and tertiary education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Table 3.5 Net Enrolment ratio in Primary Education	-	✓	✓	-	✓	-	-	-	-	-	✓	✓	-	✓	✓	-	-	✓
Table 3.6 MDG Proportion of pupils starting grade 1 who reach grade 5, 1998-2004	-	-	✓	-	-	✓	-	-	-	-	✓	✓	-	✓	✓	-	-	✓
Table 3.7 Progression rate at primary level, 1998-2004	-	-	-	-	✓	✓	✓	-	-	✓	✓	-	-	✓	-	-	-	✓
Table 3.8-Repetition rate at primary level	-	-	-	-	✓	✓	✓	-	-	✓	✓	-	-	✓	-	-	-	✓
Table 3.9-Drop out rates at primary level	-	-	-	-	✓	✓	✓	-	-	✓	✓	-	-	✓	-	-	-	✓
Table 4.0- Enrolment at Secondary level by Form 1998-2003	✓	-	-	-	✓	✓	✓	✓	-	✓	✓	✓	-	✓	✓	-	-	✓
Table 4.1- Ratio of girls to boys enrolled at Secondary level by Form 1998-2003	✓	-	-	-	✓	✓	✓	-	-	✓	✓	✓	-	✓	✓	-	-	✓
Table 4.2- Progression rate at Secondary Level, 1998-2004	-	-	-	-	✓	✓	✓	-	-	✓	✓	-	-	-	-	-	-	✓
Table 4.3- Repetition rate at Secondary Level, 1998-2003	-	-	-	-	✓	✓	✓	-	-	✓	-	-	-	-	-	-	-	✓
Table 4.4- Drop-out rate at Secondary Level, 1998-2003	-	-	-	-	✓	✓	✓	-	-	✓	✓	-	-	-	-	-	-	-
Table 4.5- Enrolment in Tertiary level institutions by field of study, 1998-2003	-	✓	✓	-	✓	-	✓	-	-	✓	-	-	✓	✓	-	-	-	*
Table 4.6- Percent of students Registered at U.W.I by faculty- All campuses, 2002/2002			✓					✓						✓				
Table 4.8- Number of Teachers in Primary, Secondary and Tertiary Level Institutions, 1998-2003	-	-	✓	-	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	-	-	✓
Table 4.9-Number of Candidates Sitting CXC General Proficiency Examination for Secondary Schools and Grades Attained	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
Table 5.0-Number of Candidates Sitting CXC Basic Proficiency Examination for Secondary Schools and Grades Attained	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓

Notes For Appendix 1: DATA GAPS AND AVAILABILITY, EDUCATION

Indicates that the Member State has indicators for at least one of the five (5) years and does not necessarily mean data are complete.

Indicates where data were compiled from publications at the CARICOM Statistics and are mostly referred to one year only.

Means Totals Only

Means 15 years and over