

ALL IN SCHOOL

Global Initiative on Out-of-School Children



EASTERN CARIBBEAN



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ISBN 978-976-95901-1-3

Suggested citation: Knight, Verna, Dr.; Ogunkola, Babalola, Dr.; Cura, Daniela; Valencia, Daniela; and Vago, Lujan. Out-of-School Children Study in the Eastern Caribbean – Final Report. 2017. 132 p.

Cover photo credit: Stanford Kelly

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ALL IN SCHOOL
Global Initiative on Out-of-School Children
Eastern Caribbean



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Acknowledgements

This Out-of-School Children Study was conducted in seven Eastern Caribbean countries - Antigua and Barbuda, Dominica, Grenada, St Kitts & Nevis, St. Lucia, St. Vincent and the Grenadines, and the Turks and Caicos Islands.

The study used a framework developed by UNICEF and UNESCO Institute of Statistics (UIS) as part of a Global Initiative on Out-of-school Children designed to help support a systematic analysis to identify the bottlenecks to universal primary education and explain why well-intentioned policies were not yielding the expected results. The tools and methodologies developed in this regard were used to inform and guide this Out-of-School Children Study in the Eastern Caribbean in an attempt to assess the scope of and reasons for any exclusion. Given the fact that the study countries have also achieved universal secondary education, some attention was also placed in identifying some of the challenges, gaps and barriers at this level.

This Study was executed through an institutional agreement with Asociación Civil Educación para Todos, Argentina and the School of Education, University of West Indies, Cave Hill Campus, Barbados. Deepest appreciation and thanks go to the Asociación Civil Educación para Todos team - Irene Kit, Daniela Cura, Daniela Valencia, Lujan Vago and special advisor - Martin Scasso as well as Verna Knight and Babalola Ogunkola, School of Education, UWI, Barbados who found a way to overcome language barriers and collaborate professionally to produce this study which contributes significantly to an increased appreciation of some of the barriers and bottlenecks to successful schooling in these countries.

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This report would not have been possible without the invaluable support of the OECS Education Development Management Unit (OECS - EDMU). OECS-EDMU staffers, Marcellus Albertin and Sisera Simon provided the needed leadership and support and worked closely with the OECS Statisticians and Education Planners in the Ministries of Education to ensure all available data was harvested and used to inform the study. Many thanks in this regard go to:

Antigua and Barbuda	Priscilla Nicholas, Patricia George
Dominica	Weeferly Jules
Grenada	Junior Alexis
St. Kitts and Nevis	Ian Morson
St. Lucia	Kendall Khodra, Emmanuel Dalsou
St. Vincent and the Grenadines	Keith Thomas
Turks and Caicos Islands	Timar Stephenson

This Study was facilitated and funded by UNICEF Office for the Eastern Caribbean Area and Regional Office for Latin America and the Caribbean (LACRO). In this regard special thanks go to Regional Education Advisor, Francisco Benavides, LACRO, Panama as well as Wycliffe Otieno and Elaine King from the UNICEF Office for the Eastern Caribbean Area.

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Abbreviations

AB	Antigua and Barbuda
AEPT	Asociación Civil Educación Para Todos
DOM	Dominica
GREN	Grenada
ECE	Early Childhood Education
OECS-EDMU	Organization of Eastern Caribbean States – Education Development Management Unit
SLU	Saint Lucia
SKN	Saint Kitts and Nevis
SVG	Saint Vincent and the Grenadines
TCI	Turks and Caicos Islands
UWI-SoE	University of West Indies, School of Education
UNICEF	United Nations Children’s Fund
OOSCI/OOSC	Out-of-School Children Initiative / Out-of-School Children
UIS-UNESCO	UNESCO Institute for Statistics
ECA	Eastern Caribbean Area
ISCED	International Standard Classification of Education
CSEC	Caribbean Secondary Education Certificate
CXC	Caribbean Examination Council
CAPE	Caribbean Advanced Proficiency Examination
CEE	Common Entrance Examination
CPEA	Caribbean Primary Exit Assessment
EFA	Education For All
MDG	Millennium Development Goals
UCW	Understanding Children’s Work
UPE	Universal Primary Education
USE	Universal Secondary Education
MoE	Ministry of Education
MoRES	Monitoring Results for Equity System
TVET	Technical and Vocational Education and Training
ECD/ECE	Early Childhood Development / Early Childhood Education
GPI	Gender Parity Index

Glossary

Underage students	Students who are attending a grade/form level for which they are younger than the expected age. For example in the ECA, students aged four and younger enrolled in Kindergarten are underage.
Expected age students	Formal and compulsory schooling is based on a system in which every grade corresponds to an expected age. The expected age students are those attending the specific grade/form which matches the age associated with that specific grade/form level For example in the ECA, age five is the expected age for Kindergarten.
Overage students	Students who are older than the expected age for the grade/form level in which they are enrolled; they are therefore older than the expected age or grade/form level. For example in the ECA, students aged six and older who are enrolled in Kindergarten are considered to be overage. Overage is the chosen indicator to account for potential exclusion in this report. Each year of overage indicates that the student has suffered an educational breakdown experience.
Government assisted schools	An education institution that is partially supported by the Government.
Official age/ school age	Refers to the date by which students must have achieved the entry age for compulsory education. In reference to this criterion, the age condition of the students is established (underage, expected age, overage).
Statistical age	Refers to the date by which the students' age is registered by the MoE Statistics Division.
Attrition	Refers to the progressive loss of students along the grades/forms of each educational level. Attrition is a result of the dual challenge of repetition and dropout.
Dropout with re-entry/ Temporary dropout	Refers to those students that leave school before completing a grade/form and then come back the following school year. When they re-enter, they have to attend the same grade/form in which they were last enrolled again.
Educational breakdown	This expression includes several types of obstacles faced by students which impede their academic progress along the grades/form levels at the expected age. The following are considered educational breakdown experiences: late entry, repetition, and temporary dropout.
Point of constriction/ Bottleneck	Those grades/form levels where exclusion occurs. Transitions between grades and/or levels often work as points of constriction.
Actual exclusion	Refers to those children and adolescents that are out of school today. They may not have entered school yet and may enter in future, or may have attended and dropped out. This group also includes those children who may never attend school. In the 5DE model, they are included in dimensions 1, 2 and 3.
Potential exclusion	Refers to those children and adolescents that are enrolled at school, but are at risk of dropping out or experiencing educational failure upon completion of schooling. These students have experienced educational breakdown experiences and hence overage is the indicator chosen in this report to account for potential exclusion. In the 5DE model, they are included in dimensions 4 and 5.
Profile	Refers to the identification of the main characteristics of the population groups most exposed to exclusion.
Barrier	Refers to those factors that causes or contributes to children experiencing educational breakdown. In other words, the factors which contribute or lead to students being totally out of school, at risk to being out of school, or at risk of experiencing educational failure upon completion of schooling.
Strategy	Refers to a suggested action or policy for removing the factors which cause or contribute to children experiencing educational breakdown, actual exclusion, and/or potential exclusion from school.

Foreword

Traditionally in the Caribbean education was considered the bedrock of social transformation. Parents were motivated and spent large sums of money to ensure the best possible educational opportunities for their children – both boys and girls. In today's globally competitive society the value of education is perceived more generally in terms of its contribution to productivity and economic development. Thus, governments of Eastern Caribbean consistently invest large shares – in some cases up to twenty percent – of their national budget on education as a means of bolstering their flagging economies. Indeed, current expenditure on education in the region compares favourably with that of many developed economies with achievements above that of many developing countries to show for it. All countries in the region offer universal access to primary and secondary education providing a minimum of six years of primary and five years of secondary education to all students. The region has nurtured and graduated a wealth of bright and capable minds which can command their place at the most prestigious institutions of higher learning.

Despite many laudable achievements it is disconcerting that the educational outcomes are not commensurate with the levels of investment in the sector. Today still too many students struggle to be successful learners. Currently just over one third of students leave school with the requisite minimum qualifications that would allow them access to tertiary education or to meet basic employment requirements. The overly academic, test-based system focus on the regurgitation of facts has not evolved enough to produce students with the skills and competencies to function effectively in a 21st Century economy and society. The systems do not support sufficiently students who can solve problems, are analytical and critical thinkers and can work co-operatively and collaboratively. There is a need for greater attention to be placed on ensuring that more students reach their fullest potential.

One other major issue of concern is the high number of students who drop out of school or at high risk or dropping out at the compulsory education cycle. The problem appears to be particularly acute at the secondary level where student drop-out rates exceed six percent in some countries. Some students manage to stay on longer often through repeating grades and under duress with very little to show for their efforts in the end. The militating factors are many and come from different perspectives, including from the education environment itself. It is therefore very important to understand the specific challenges children face in the education system: when do these challenges start to manifest themselves; how are these identified and addressed; how can students be supported to navigate successfully through the education system; and how can the system meet the needs of a significant group of adolescents who attend school daily but are not engaged in their learning?

This study on out of school children in the OECS has sought to analyse available data to try to address these and related questions. Understanding the factors that push children out of school or place them at risk of dropping out are key. So too is the development of strategies and policies to address the problem in a manner that is more targeted and, ultimately, more effective in helping all students successfully complete the full cycle from primary to secondary. This study underscores the importance of quality data to support analysis and to guide decision-making and policy development in education.

Marcellus Albertin



CHAPTER 1

INTRODUCTION

1.1 An overview of the Global Initiative on Out-of-School Children

Over the last decade and a half, the Education for All Campaign and the Millennium Development Goals initiatives have propelled world countries' attention, efforts and resources towards significantly reducing the number of children excluded from schooling by almost half. Despite these efforts, however, new data from the UNESCO Institute for Statistics (UIS) show that the global number of children and young adolescents not enrolled in school continues to rise. At the same time, the international community is setting its new sustainable development agenda which now includes the goal of providing universal secondary education to all students of secondary school age.

Worldwide, 124 million children and young adolescents between the general ages of 6 and 15 years have either never started school or have dropped out. This represents an increase of two million children out of school when compared to the year 2011. Adolescents of lower secondary school age (typically 12 to 15 years) are almost twice as likely to be out of school than primary school-age children, with 1 out of 6 (17 percent) not enrolled (UNICEF/UIS, 2015). Children from poor households, rural areas or ethnic minorities, children with disabilities and those working to help provide for their families, face the greatest risk of being denied their right to education. A third of the out-of-school children of primary school age live in West and Central Africa, the region with the largest number of out-of-school children. In Eastern and Southern Africa, 11 million children are out of school, and in South Asia 27 million children between the ages 5 to 13 are out of school (UNICEF Regional Office for South Asia, 2014).

The Global Out-of-School Children Initiative (OOSCI), a partnership between UNICEF and the UNESCO Institute for Statistics (UIS), was launched in 2010 to make a significant and sustainable reduction in the number of children who are out of school. The initiative receives support from the Global Partnership for Education and Understanding Children's Work, an inter-agency research initiative of the International Labour Organization, UNICEF and The World Bank. OOSCI aims to support countries in their study and analysis of out-of-school children and children who are at risk of dropping out. This is achieved by using innovative statistical methods to develop comprehensive profiles of excluded children and subsequently linking these profiles to the barriers that lead to exclusion and identifying, promoting and implementing sound policies that address exclusion often from a multi-sectoral perspective.

Approximately two dozen countries from seven regions have embarked on an OOSCI study. The initiative is supported by a grant from the Global Partnership for Education. Regions and countries are increasingly encouraged to engage in Out-of-School Children (OOSC) studies to boost national and regional efforts towards addressing the barriers to educational inclusion for all. An OOSCI study makes it possible to identify the barriers that are keeping children out of school or pushing them out before

they have completed a full course of basic education. Such studies also reveal data and research gaps, inform policies to reduce exclusion from education, and form the basis for follow-up activities at the national level. They are also intended to stimulate policy changes and enable governments to target their strategies for reaching out-of-school children. By using a systematic approach to identifying out-of-school children and analyzing the associated challenges, OOSCI studies can guide education sector reforms that will help bring all children into school.

Within the Eastern Caribbean Area (ECA), the UNICEF Office's Multi-Country Programme (MCP) for 2012 – 2016 has prioritized monitoring and evaluation as key areas in supporting the realization of the rights of children in the ECA. In partnership with the Organization of Eastern Caribbean States (OECS) UNICEF embarked on an Eastern Caribbean sub-regional OOSCI study. The study was intended to produce evidence on the current situation with regard to participation of children, of compulsory school age, in education, and to use that evidence to inform policy making and implementation.

1.2 Education systems in the ECA

The Eastern Caribbean supported by UNICEF comprises the nine OECS¹ member states of Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, and three other territories – Barbados, Trinidad and Tobago, and the Turks and Caicos Islands. These countries have populations ranging in size from 5,000 on Montserrat to 1.3 million people on the twin island republic of Trinidad and Tobago. The countries also vary in geographical size, resource endowment, language, ethnic composition, culture and economic structure. The ECA sub-region is classified as middle and high income and therefore UNICEF's work is primarily at the upstream policy level. With few exceptions, these countries in the sub-region are among the most heavily indebted in the world. The debt to GDP ratios are unsustainably high and most combine this with a negative fiscal balance (ECLAC, 2010).

Participating countries

This first OOSCI study in the Eastern Caribbean included seven countries: Antigua and Barbuda, Dominica, St. Lucia, St. Vincent & the Grenadines, Grenada, St. Kitts & Nevis, and the Turks and Caicos Islands. These countries all form part of the ECA supported by the UNICEF Office's multi-country programme.

A summary of the participating countries' demographics can be found in Table 1. 1.

Table 1.1: Demographics of participating countries

	Antigua and Barbuda	Dominica	Grenada	Saint Kitts and Nevis	Saint Lucia	Saint Vincent and the Grenadines	Turks and Caicos Islands
Population	86,402	71,293	107,599	46,398	169,115	109,991	47,754 (2013 est.)
School-age population	17,063	13,501	17,657	9,911	32,013	28,017	Unavailable
Pre-primary schools	69	90	108	32	95	130	36
Primary schools	62	60	60	32	80	68	
Secondary schools	24	16	16	11	27	26	11
Special education institutions	03	02	03	02	05	03	Unavailable

Source: OECS Education Statistical Digest (OECS-EDMU, 2015) (except for Turks and Caicos Islands)

¹ The Organization of Eastern Caribbean States (otherwise known as the OECS) is an inter-governmental organization of nine Caribbean member states which was established under the Treaty of Basseterre signed in Saint Kitts on June 18th, 1981 to (among other objectives) promote cooperation among member states in meeting their international obligations and responsibilities. One of the key areas in which significant progress has been made in terms of sub-regional cooperation in the OECS within the last two decades has been in the area of education policy development.

A general belief and support for education for all

In the OECS member states and in the Turks and Caicos Islands, there is general support for and belief in the right to education. In fact, education is advocated as being critical to individual, national and regional development. This is evident from analysis of education development plans across the countries participating in the study, as well as the governments' annual expenditure on education – 10 to 19 percent of national budgets (OECS Education Statistical Digest, 2012; 2014; and Turks and Caicos Islands Education Digest, 2014). The philosophy and value of educational access to basic education for all children in the region is supported by sub-regional, regional and international agreements and initiatives to which these governments are signatories. These agreements include, for example, the 1990 UN Convention on the Rights of the Child, the 2000 Dakar Framework for Action: Education for All, the 2000 Millennium Development Declaration - Millennium Development Goals (MDGs) which was subsequently modified to address Caribbean realities, and the philosophy of the Caribbean Community (CARICOM) regarding the Ideal Caribbean Person. The overall goal of these agreements is also to ensure access quality education for all in the hope that each child will attain maximum success as a result of universal access to a quality education at the primary and secondary level (OECS, 2012).

Extent of compulsory schooling in the Eastern Caribbean Area

Compulsory primary and secondary education is provided for all children in the ECA, and comprises a 12-year span of legally mandated school attendance which, in most member states, ranges from age 5 to 16. Students generally spend six to seven years in the primary grades. This may be preceded by one to three years at the early childhood level. Early childhood or pre-primary education (which refers to the care and education of young children prior to the commencement of compulsory education), although provided widely, is not compulsory across the sub-region. Primary education is therefore the first phase of compulsory education followed by five years of secondary education.

At the end of the primary school cycle (Grade 6/ISCED Grade 7) students take a national examination which is used for placement at secondary schools, and for monitoring, and identifying students who may be “at risk” of achieving educational outcomes. Secondary education represents the second phase of compulsory education which spans a five-year period. A student normally completes this programme by the age of sixteen. The extension of basic education beyond primary, to include secondary education provision for every child, was a goal pursued by most of these former British colonies upon gaining independence in the mid to late 20th century. Universal secondary education is therefore a policy implemented in all seven countries participating in this study.

At the end of the secondary cycle (Form 5/ISCED Grade 12) students sit the regional examination known as the Caribbean Secondary Examination Certificate (CSEC) which offers certification in the wide range of subject areas offered through the secondary schools. This certification is required for enrolment at tertiary institutions and job placement. Upon completion of secondary education some students may join the workforce while others may decide to continue their education at a post-secondary institution for a period of one to two years, or choose to continue their education at university level (OECS Education Statistical Digest, 2012; 2014; Turks and Caicos Islands Education Digest, 2014).

Table 1.2 illustrates the structure of the education systems in ECA, according to the International Standard Classification of Education (ISCED)²– designed by UNESCO to facilitate comparisons of education statistics and indicators across countries.

Table 1.2: ISCED and ECA Country Levels and Grades

ISCED LEVEL	COUNTRY LEVEL	ISCED GRADE	COUNTRY GRADE
0	Early childhood education	0	Preschool*
1	Primary education	1	Grade K
		2	Grade 1
		3	Grade 2
		4	Grade 3
		5	Grade 4
		6	Grade 5
		7	Grade 6
2	Secondary education	8	Form 1
		9	Form 2
		10	Form 3
3	Secondary education	11	Form 4
		12	Form 5

* For Early Childhood Education, only the last grade of the level was considered. For such grade, most countries denominate it as preschool, with the exceptions of Grenada (Year 2). Also, there is the exception of Turks and Caicos Islands, which considers the ISCED grade 0 “K1” as part of Primary Level.

Source: Education system structure provided by Ministries of Education of the seven territories.

1.3 Methodology

The general methodology used for this study was directed by the OOSCI Operational Manual and guided by its core model of the Five Dimensions of Exclusion (5DE).

For the analysis presented in Chapter 2, the characteristics of children and adolescents in each of the 5DE as well as the main features of the educational system were studied. The flow of children in and out of the education system was calculated, identifying stages where the system loses students by analyzing indicators of entry and exit. The region-specific points of constriction/bottlenecks³ that is/ or which refers to critical points where exclusion appears or worsens, have been deeply studied through standard indicators and data calculation tools, as well as through using proxy indicators to better describe each dimension. Main data sources used for building profiles of exclusion were administrative education data and population data. For the former, administrative school records were crucial; this data was collected from each statistical division of the Ministries of Education within the study territories. Information submitted included enrolment by age and grade, repeaters, dropouts and in some cases graduates of the secondary level, all with the highest possible disaggregation available in each country (parish, school, sex).

2 UNESCO Institute for Statistics, *International Standard Classification of Education: ISCED 2011*, UIS, Montreal, 2012; open PDF at www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

3 The expression points of constriction/bottlenecks refer to educational processes that take place in specific grades/school years, and can be identified by an upward in the indicators of the phenomena that represent exclusion, as e.g. repetition or dropout.

In Chapters 3 and 4 (which sought to identify the barriers, provide explanations for the causes of total and potential exclusion, and suggest appropriate policies and actions for addressing identified barriers), the main data sources were based on both document analysis and focus group sessions with statisticians and chief education officers and planners representing the MoE's in the OECS. Documents ranged from national and sub-regional reports, statistical digests, education policy documents, education acts, and empirical-based sub-regional studies/publications.

1.4 Executive Summary

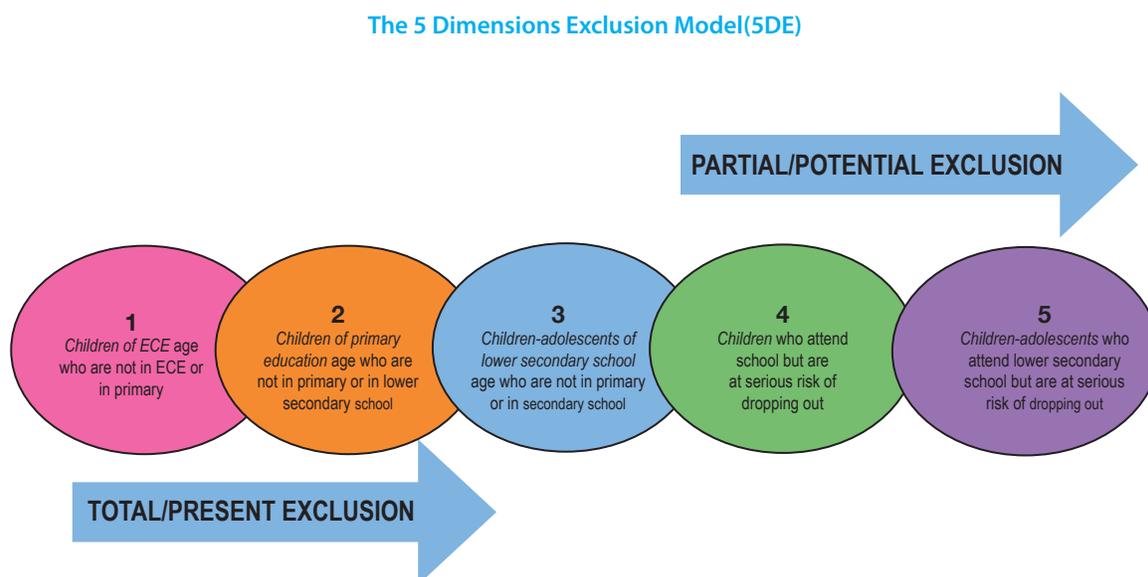
This OOSCI study examines in-depth the issue of out-of-school children in an effort to support Eastern Caribbean countries' efforts to analyze out-of-school children, and children who are at risk of dropping out. The study uses innovative statistical methods to develop comprehensive profiles of excluded children, links these profiles to the barriers that lead to exclusion, and identifies and promotes sound policies and strategies for addressing exclusion from a multi-sectoral perspective.

Participating countries

This OOSCI study in the Eastern Caribbean sub-region involved the participation of seven countries: Antigua & Barbuda, Dominica, St. Lucia, St. Vincent & the Grenadines, Grenada, St. Kitts & Nevis, and the Turks and Caicos Islands. These countries all form part of the ECA supported by the UNICEF Office's multi-country programme..

Profiles of out-of-school children in the Eastern Caribbean sub-region

A summary of the status of OOSC in the Eastern Caribbean sub-region was obtained using a model of Five Dimensions of Exclusion (5DE).



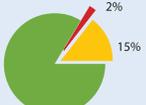
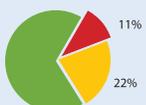
Data source: OOSCI Conceptual and Methodological Framework, UNICEF-UIS.

Each of the five dimensions indicate different paths through the education system, spanning two different population groups: the first three dimensions (D1, D2, D3) comprise present or total exclusion, as it refers to the population that does not attend school at the corresponding age. The last two dimensions refer to potential exclusion, as it considers those who are in school but at risk of dropping out, across primary level (D4) and lower secondary level (D5). Through the comparison of enrolment and population, the size of present exclusion was calculated, while the analysis of overage served to measure potential exclusion.

The 5DE in the ECA

The following table presents the amount of children and adolescents excluded in each of the 5 Dimensions of Exclusion.

Figure 1.1: The 5DE Analysis in the Eastern Caribbean Sub-Region -2013/2014

Total or Present Exclusion	Dimension 1	Total exclusion by the age of attending the last year of Early Childhood Education: almost 50 children out of school, 0.5% of population of age 4	
	Dimension 2	Total exclusion by the age of Primary: 840 children out of school, 1.4% of population of age 5 to 11	
	Dimension 3	Total exclusion by the age of Lower Secondary: over 1,000 children out of school, 3.3% of population of ages 12 to 14	
Potential or Partial Exclusion	Dimension 4	Potential exclusion within Primary: 1,700 students with two or more years of overage (at critical risk), representing 2% of Primary enrolment.	
	Dimension 5	Potential exclusion within Lower Secondary: more than 3,600 students with two or more years of overage (at critical risk); They represent 11% of students of Forms 1 to 3. And 7,500 students with 1 year overage (moderate risk), 22% of Lower Secondary enrolment	

Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions

A focus on total/present exclusion

Total exclusion is very low in the sub-region:

- 0.5% of children of age 4 are out of school (Dimension 1);
- 1.4% of children of ages 5 to 11 are out of school (Dimension 2); and
- 3.3% of children of ages 12 to 14 are out of school (Dimension 3).
- Exclusion mostly appears at age 14, and intensifies at ages 15 and 16.

Further analysis using the Exposure to Education Model developed by UIS, reveals that the students currently facing total exclusion are mainly younger children who are expected to enter school in the near future, and older children who would have attended school in the past and dropped out.

A focus on partial/potential exclusion

Potential exclusion represents the circumstances of boys, girls and adolescents who are enrolled at school, but are at risk of dropping out or experiencing academic failure upon completion of secondary education. Having experienced two or more educational breakdown experiences and hence being 2 or more years of overage is the indicator chosen in this report to account for potential exclusion.¹

Potential exclusion is significantly higher than total or present exclusion:

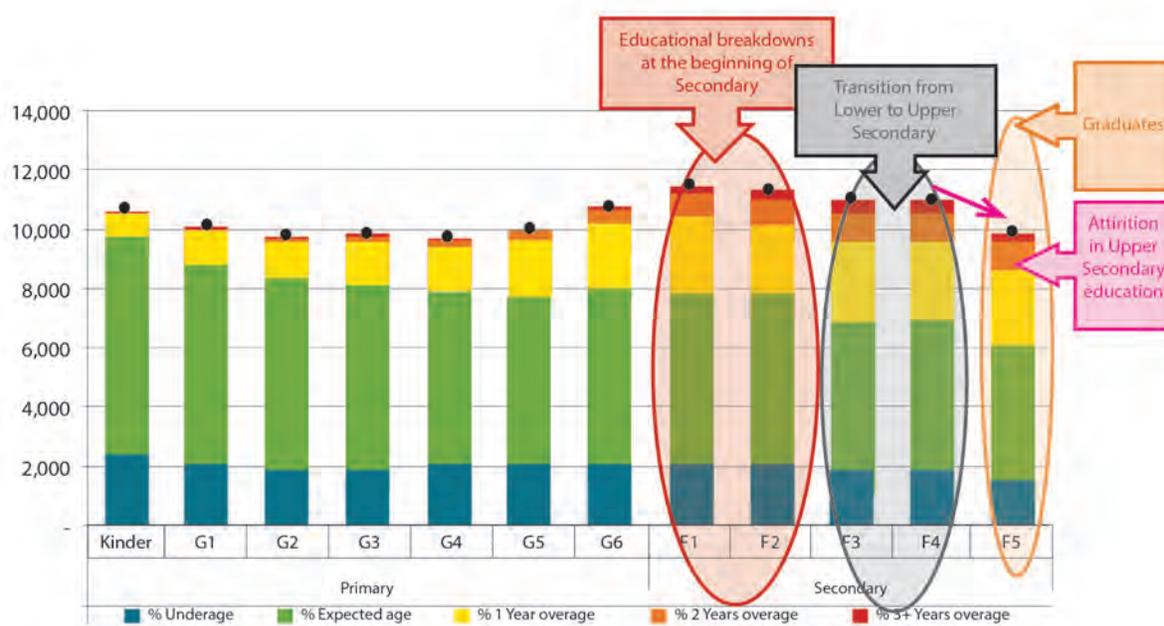
- Dimension 4: There are 1,765 students of primary education (2%) are considered at critical risk of exclusion because of being two or more years of overage; an additional 10,486 Primary students are determined to be facing moderate risk due to being one year overage (15%);
- Dimension 5: There are 3,626 students (11 %) of lower secondary age facing critical risk (with 2 or more years of overage); an additional 7,516 students (22%) are facing moderate risk (being 1 year overage).

- Potential exclusion also exists at the upper secondary level: 2,850 students (14%) face critical risk (being 2 or more years of overage); an additional 4,976 students (24%) face moderate risk (being one year of overage).
- The data show that greater difficulties are experienced by students at the beginning of each level (Primary, Lower Secondary and Upper Secondary).
- Overage tends to aggravate throughout the school years due to the accumulation of educational breakdown events. Being more than three years overage appears for the first time in Form One.
- The maximum overage rate is registered in 5th Form (38.8%).
- The data also indicates that boys are both repeating and dropping out in greater numbers than girls.

Points of constriction

Those critical stages of the educational system at which exclusion intensifies are referred to as points of constriction or bottlenecks. The following figure illustrates the points of constriction within the distribution of enrollment by grade in the Eastern Caribbean Sub-Region.

Figure 1.2: Enrolment by age condition and grade, indicating point of constriction, for the year 2013/14



Source: Enrolment data provided by the MoEs of the 7 territories.

The analysis of the points of constriction/bottlenecks points to four main stages where exclusion intensifies:

- 1) Educational barriers at the beginning of Secondary:** The progress rate in 1st Form revealed that out of every 100 students enrolled in this form in 2012/13, 89 progressed to 2nd Form, 6 repeated and 5 dropped out either during the school year or in the transition to the following year.
- 2) Transition from lower to Upper Secondary:** The progress rate in 3rd Form showed that out of every 100 students enrolled in this form, 89 progressed to 4th Form, 7 repeated and 4 dropped out.
- 3) Attrition in Upper Secondary education:** In the transition from 4th to 5th Form, dropout aggravates. The Progress rate in 4th Form revealed that out of every 100 students enrolled in 4th Form, 81 progressed to 5th Form, 7 repeated and 11 dropped out.

- 4) **Graduates/completion of Secondary level:** the comparison of the enrolment in 1st Form and the number of graduates from the secondary level show the magnitude of the attrition in secondary education. The gap between the beginning and the end of secondary education is 24%. This means that 1 in 4 students across the sub-region are experiencing difficulties in terms of completion of secondary education.

In all cases male students were affected in greater numbers than female students. For example, twice as many male students were having difficulties graduating at the secondary level than females (32% males versus 15% females).

School Level Analysis across the Eastern Caribbean Sub-region

Quadrant		Description
<i>i</i>	<i>Low repetition and low attrition</i>	<ul style="list-style-type: none"> □ This quadrant represents the desirable position within the graph. □ Half of the secondary schools under analysis fall within this quadrant: 59 institutions. These schools have a total of 28,117 students enrolled (55% of the student enrollment across the sub-region under study). These schools serve a higher proportion of female than male students.
<i>ii</i>	<i>Low repetition and high attrition</i>	<ul style="list-style-type: none"> □ These secondary schools although showing low repetition rates, are losing students. □ Nineteen secondary schools fall within this quadrant (with a total of 6,359 students enrolled).
<i>iii</i>	<i>High repetition and low attrition</i>	<ul style="list-style-type: none"> □ Within these schools, repetition is a larger problem than dropout. □ Seventeen (17) schools fall within this quadrant (with a total enrollment of 8,186 students). These schools serve a higher proportion of male students (57.2%).
<i>iv</i>	<i>High repetition and high attrition</i>	<ul style="list-style-type: none"> □ These schools are in the most critical situation, as they have alarming rates of repetition and dropout. □ Twenty-three (23) secondary schools are represented within this quadrant (with a total students enrollment of 8,297 students).

The school level analysis offers an approach to exclusion in secondary education that may be of use for the public management, as it allows countries to identify and target interventions in specific schools in critical situations (quadrants iii and iv).

Main Barriers to Exclusion and Recommended Strategies

Enabling Environment Barriers and Appropriate Strategies

Barriers	Strategies
Low Parental Engagement and Involvement in Schooling	Schools' deliberate efforts to develop stronger partnerships with homes through: hosting events and activities that will bring parents and families into the school; communicating with parents frequently, creating a warm, respectful, and welcoming school environment; being flexible in accommodating parents and families; offering of parenting courses and classes; having PTA's equally emphasize support for student learning rather than predominantly focusing on fund-raising; and encouraging trained school counselors to make time for visits to students' homes in order to increase the school-home support structure.
Child Abuse and Violence	Increased public campaigns targeting early identification, reporting and response to child abuse; child sensitive justice systems; and effective school-based counseling.
Streaming Among and Within Schools	Encouraging the practice of mixed ability grouping with the required use of mixed methods and pedagogy; and providing appropriate training for teachers in differentiated instructional strategies. Where streaming/ability grouping is retained schools should avoid making such student arrangements permanent, and implement deliberate efforts to improve student performance in lower performing streams.
Inadequate Public Provisions for Early Childhood Education	Increased access using context appropriate strategies; improvements in infrastructure, provisions for inclusion of students with special needs, increased monitoring of curriculum, quality, and training; and increased data collection to support interventions for ECD children with disabilities.
Inadequate Education Provisions for Children Special Needs	Removal of communicational barriers; greater flexibility in teaching methods, teaching styles, assessment methods, and technology employed; removal of negative Socio-cultural barriers and early identification of students with disabilities.

Supply barriers

Barriers	Strategies
Inadequate Student Support for Struggling Learners	Targeted instructional support for struggling students; greater student and family assistance; comprehensive student support services plan in schools; greater learning support for children in transition; maximizing community resources for student support; increased resources targeting student improvement in low performing schools.
Deficiencies in Teacher Quality and Training	Ensuring initial pre-service training for all new teacher recruits; provision of on-going in-service training and professional development for all teachers; focusing on financing for post-secondary education on; mandatory induction training for all teachers; the identification of targeted support for the lowest performing schools, and targeting increased funds for direct interventions towards improving student performance; establishment of identified low performing schools as professional development schools where possible.

Demand Barriers

Barriers	Strategies
Poverty	Empowering the poor to participate in economic growth; integrating health, nutrition, education and economic development; collaboration of government agencies and civil society; need for government departments to be in direct contact with children in need; an increased focus on disadvantaged children; a focus on education quality in terms of structure (e.g. teacher-child ratio) and processes (caregiver/teacher warmth and responsiveness).
Negative attitude towards children living with disability	Promotion of positive attitudes to disability through education of people against stigmatized children; using disabled people's organizations to help change attitudes; educating teachers to confront their own and their communities' traditional idea of disability.
Secondary School Teachers' Attitude Towards Academically Weak Students	Encouraging practicing teachers to act as change agents for the students rather than pushing them out of school; building into the teacher education curriculum the dispositions of openness, self-awareness and commitment to social justice; selecting teachers to teach first year students of secondary schools on the basis of their ideologies and predispositions.
Boys' disadvantage in educational participation and performance	Creating a positive learning environment; maintaining a consistent approach to behaviour management; identifying early disengagement of boys and girls; mentoring – boys have been found to be positively influenced by mentors; providing incentives/rewards; teachers use approaches with clear objectives, making available alternative curricula for re-engagement.

Quality Barriers

Barriers	Strategies
Poor readiness of students for transition from primary to secondary level;	Training teachers in differentiated instruction and positive behavioural support; ensuring clinical supervision and curriculum monitoring are done regularly and systematically; implementing early numeracy and literacy support services; ensuring access to and effective and relevant integration of ICT into teaching and learning.

CHAPTER 2

PROFILES OF EXCLUDED CHILDREN

2.1 Introduction

This chapter presents an analysis of educational data for the Eastern Caribbean region. The data analysis is structured in the following way:

		<p>Females Males</p>	
<p>Step A: Dimensioning exclusion How many boys and girls are in a situation of actual or potential exclusion from school?</p>	<p>Step B: Identification of the points of constriction/bottlenecks What are the points of the educational system where exclusion intensifies?</p>	<p>Step B: Identification of the points of constriction/bottlenecks What are the points of the educational system where exclusion intensifies?</p>	<p>Step D: Territorial analysis: school level approach In which schools does the exclusion rise? How do different exclusion situations combine in each school?</p>

The chapter begins with Section 3, Five Dimensions of exclusion, presenting an estimation of the size of each dimension of exclusion. The 5DE model is a very important methodological and conceptual element of the OOSCI framework. This calculation uses census data referred to population, and administrative school data referred to enrolment in regular education. In the graph above, this section corresponds to Step A.

The subsequent sections, numbers 4 and 5, present different indicators that provide a complementary approach to total and potential exclusion, respectively. These have been developed based on administrative school data referred to enrollment in regular education. In the graph below, these sections corresponds to Step A.

Section 6, deepens on the points of constriction/bottlenecks. The analysis is based on the school grades/forms or transition between grades/forms where exclusion appears or worsens. This section focuses on 4 bottlenecks: educational breakdowns at

the beginning of secondary education, transition from lower to upper secondary, attrition in upper secondary and obtaining graduation.

Each bottleneck is analyzed by a specific indicator. The same indicator is later disaggregated/broken down by sex and school status. The disaggregation allows to identify the profiles of the population that is most exposed to exclusion in each particular kind of bottleneck. These indicators are also built up on administrative school data referred to enrollment in regular education. In the graph above, this section corresponds to Steps B and C.

Section 7 presents a proposal of territorial approach: a school based analysis. Two indicators have been chosen and related, in order to allow drawing different school types, regarding the intensity of exclusion and the kind situation observed. This section is also built up on administrative school data referred to enrollment in regular education. In the graph below, this section corresponds to Step D.

Section 8 analyzes a specific age group: those aged 15 to 20 years old. In ECA exclusion at earlier ages is reduced. These ages condense the most significant proportion of excluded children. The section presents a proposal of conceptualization exclusion in this specific age group that is beyond the original 5DE model. It also provides an estimation of population in each situation of exclusion. The core of the section has been built using administrative school data referred to enrollment in regular education. Also, it includes a glance at the different exclusion situations of the people in this age group built on census data regarding school attendance, for the participating countries where this information was available. In relation to the graph below, this section can be considered as part of Step B.

Finally, at the end of the chapter, a conclusions section can be found (Section #9).

At the end of the report the data annexes are presented. Annex 1 describes the methodology, as well as the data gaps and limitations that were found while developing the study. This annex also alerts the reader on how to interpret some of the indicators presented in the chapter. Annex 2 provides detail of the years and data sources used. Annex 3 presents the definition and calculation method of the indicators included in the report. Annex 4 describes the profile of enrollment in ECA by sex and school status. Finally, Annex 5 presents a selection of Data tables.

Preparing to read the chapter: Four key concepts of the OOSC Initiative to keep in mind

 <p>Actual Exclusion</p>	 <p>Potential Exclusion</p>	 <p>Point of constriction / Bottleneck</p>	 <p>Profile</p>
<p>Total/present exclusion (actual exclusion) refers to those children and adolescents that are today out of school. They may have not entered school yet and may enter in future, or may have attended and dropped out. Also, this group considers those children that may never attend school. In the 5DE model, they are included in dimensions 1, 2 and 3.</p>	<p>Potential exclusion refers to those children and adolescents that are enrolled at school, but at risk of dropping out. Having experienced educational breakdown experiences and hence being overage is the indicator chosen in this report to account for potential exclusion.</p>	<p>Points of constriction or bottlenecks are the grades/forms where exclusion raises. Transitions between grades and/or levels often work as points of constriction.</p>	<p>Profile refers to the identification of the main characteristics of the population groups most exposed to exclusion.</p>

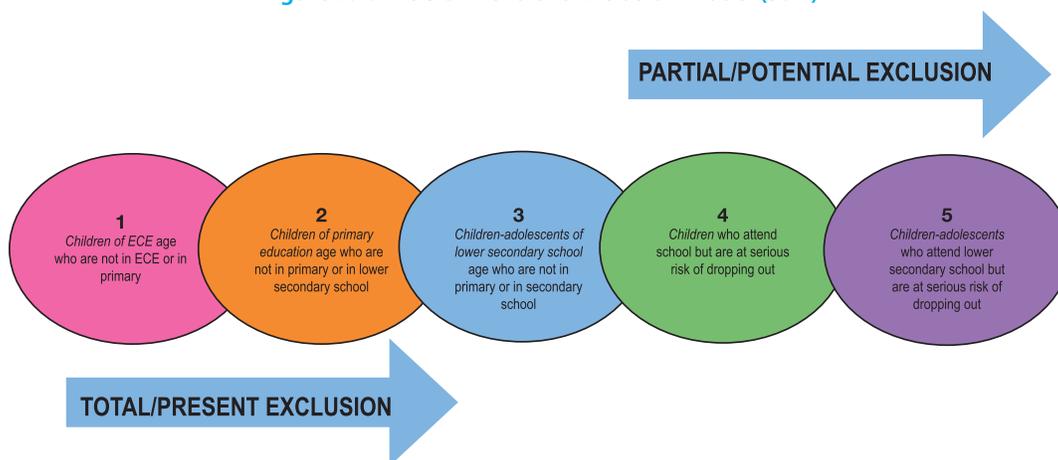
2.2 Five dimensions of exclusion

The 5DE conceptual framework

Formal and compulsory schooling that is legislated, designed and intended for all children and adolescents is based on a programme scenario where every grade corresponds to an age. Facing this theoretical scheme, the UNICEF and UNESCO UIS approach analyses the fact of “being out of school” as a social, real, dynamic and recurring process.

In the global framework, the five dimensions of exclusion are five ways of being (today or in the future) out-of-school and out of a schooling pathway that is desirable for all.

Figure 2.1: The 5 Dimensions Exclusion Model (5DE)



Data source: OOSCI Conceptual and Methodological Framework, UNICEF-UIS.

These five dimensions indicate different paths through the education system, spanning two different population groups: the first three dimensions comprise present exclusion, as it refers to the population that does not attend school at the corresponding age; the last two dimensions refer to potential exclusion, as it considers those who are in school but at risk of dropping out, across primary level (Dimension 4) and lower secondary (Dimension 5).

The term ‘exclusion’ has a slightly different meaning depending on the population concerned: children who are facing total or present exclusion are not attending school, and are therefore excluded from education, while children who are facing potential or partial exclusion are attending school but may be excluded within the education system because they may face experiences within the school which may have the potential to push them out or contribute to secondary completion without academic success.

It is important to note that exclusion is a process that develops gradually, but which can be visible through drop out, or invisible via late entrants, accumulation of academic breakdown experiences, low quality learning, emotional violence or bullying at school or any other factors that create poor academic experiences.

It is a difficult task to measure the risk of exclusion in a comprehensive manner, in order to build a regional estimate. In the framework for this study, **average was chosen as a proxy indicator of the situation of being at risk of exclusion**. Average refers to the age/grade gap of students, indicating those who are older than the official age for the grade they are attending according to school entry regulations in each country.

The **average** indicator is particularly useful because⁴:

- ✓ It expresses a dynamic and cumulative approach to exclusion
- ✓ It allows for a focus on education policies that can prevent and compensate educational breakdowns
- ✓ It allows for a focus on the protection of school and life experiences, of children and adolescents
- ✓ It highlights the power of teaching, as timely quality teaching is the key factor for avoiding educational breakdowns⁵
- ✓ It is easy to measure/track throughout the education system – once the data is available

The analysis of students' age allows for measuring the gap between the expected or desired school pathway and the real school pathway, which are often not equal. In this regard, the analysis of risk refers to:

- Two or more years of overage as **critical** risk of dropping out. This last group is considered as potential exclusion.
- One year of overage as **moderate** risk. They have also been highlighted in the report, as they constitute the previously necessary condition of critical overage. If these children suffer educational breakdown experiences, they will become students of critical overage. To reduce potential exclusion, these children should be targeted for educational support.

The 5DE in the ECA

The following table presents the amount of children and adolescents included in each of the 5 Dimensions of Exclusion.

Figure 2.2: The size of the 5 Dimensions of Exclusion in ECA, around 2013

Total or Present Exclusion	Dimension 1	Total exclusion by the age of attending the last year of Early Childhood Education: almost 50 children out of school, 0.5% of population of age 4	
	Dimension 2	Total exclusion by the age of Primary: 840 children out of school, 1.4% of population of age 5 to 11	
	Dimension 3	Total exclusion by the age of Lower Secondary: over 1,000 children out of school, 3.3% of population of ages 12 to 14	
Potential or Partial Exclusion	Dimension 4	Potential exclusion within Primary: 1,700 students with two or more years of overage (at critical risk), representing 2% of Primary enrolment.	
	Dimension 5	Potential exclusion within Lower Secondary: more than 3,600 students with two or more years of overage (at critical risk); They represent 11% of students of Forms 1 to 3. And 7,500 students with 1 year overage (moderate risk), 22% of Lower Secondary enrolment	

Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions

As can be observed in the table, total exclusion is very low in the sub-region. Only 0.5% of children of age 4 are out of school (Dimension 1). Only 1.4% of children of ages 5 to 11 are out of school. And only 3.3% of children of ages 12 to 14 are out of school (Dimensions 1, 2 and 3).

⁴ Extracted from UNICEF (2012) "Finishing School. A Right for Children's Development: a joint effort".

⁵ International Assessments show that students with overage achieve poorer learning than those at the expected age. Quality teaching is the key factor for avoiding the generation of educational breakdown, and should be provided to every student addressing their needs in the proper time.

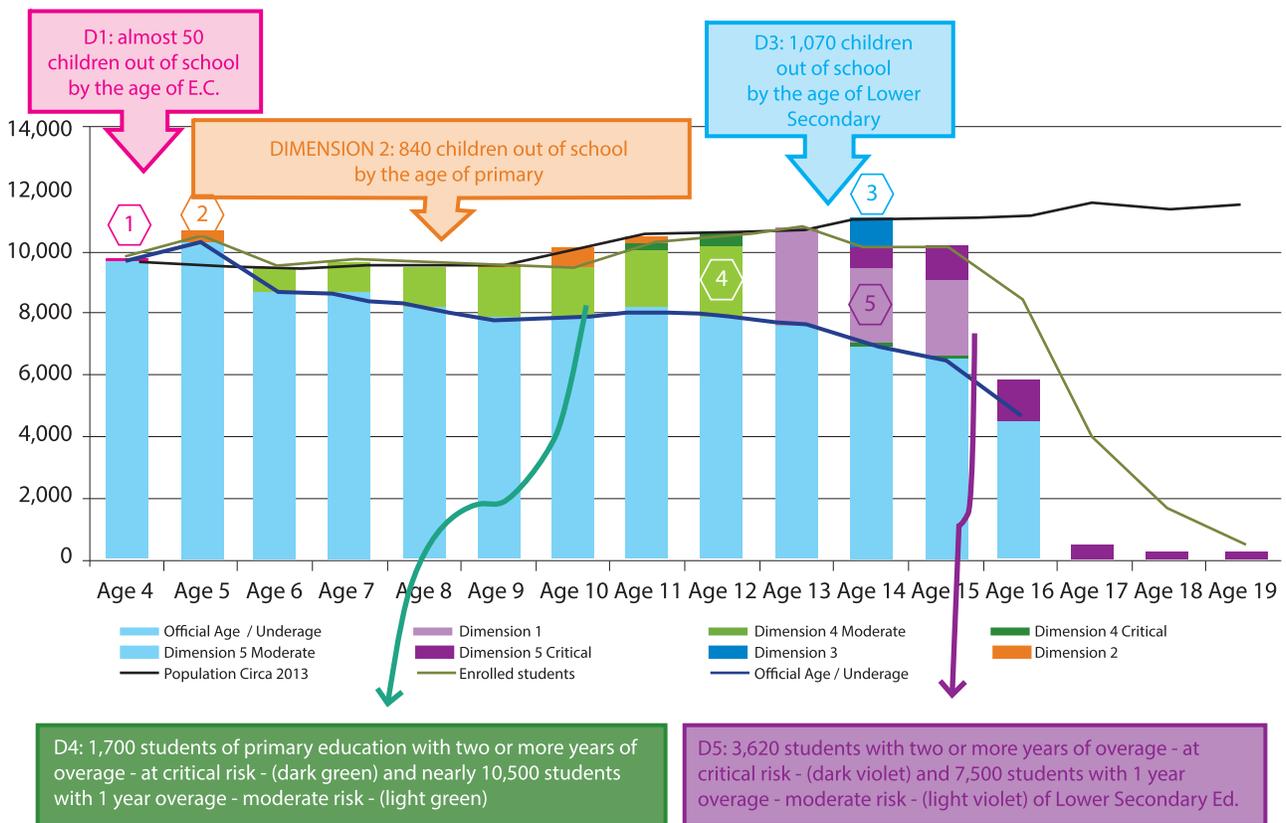
Further analysis using the Exposure of Education Model developed by UIS reveals that those out of school that are expected to never enter school are almost nil. This means that the actual exclusion refers mainly to younger children who are expected to enter school in future; and older children who would have attended school in the past and dropped out.

Potential exclusion is higher than partial or potential exclusion. Two per cent of primary students are attending school with two or more years of overage, and fifteen per cent are attending with one year of overage (Dimension 4).

In lower secondary, 11% of students are at critical risk, i.e. enrolled with 2 or more years of overage in Lower Secondary Education. And 22% of students are at moderate risk, this is, are enrolled with 1 year of overage (Dimension 5).

The following graph presents an alternative layout of the 5 dimensions of exclusion:

Figure 2.3: The Five Dimensions of Exclusion in the Eastern Caribbean Sub-region for the year 2013



Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions (for further detail, please refer to Annex 3).

As can be seen, the graph presents the same information provided in the first table at the beginning of this section. But the information is detailed by age. The brown line shows all students enrolled in formal education; but the bars only show enrolment which corresponds to dimensions 1 to 5. This means that the gap between population and enrolled students and/or the gap between the bars and the line of enrolled students exceed the 5 Dimensions of Exclusion framework as is proposed by OOSC Initiative.

This breakdown highlights an atypical value of enrolment at age 5. Enrolment results greater than population. This inconsistency is verified in 5 of the 7 studied countries (See Table). This situation should be investigated further. One of the possible reasons/explanation for this is an error in the age registration of students in Early Childhood Education and Kindergarten.

Despite the mentioned inconsistency at age 5, the data of the Sub-Region provides a very robust and consistent profile of exclusion. This must be emphasized as it is not very frequent to find students vs. population profiles with a so neat match, and especially because given the small size of the ECA States, small errors in data may create big distortions in the general profile. That is why the fact that distortions are only registered at age 5, represents very good news.



Table 2.1 Population and enrolment of age 5, circa year 2013

COUNTRY	Age 5 Population	Age 5 Enrolment	Difference
AB	1,414	1,401	-13
DOM	907	1,502	145
GREN	1,804	2,150	346
SKN	859	887	28
SLU	2,289	2,422	133
SVG	1,745	2,099	354
TCI	527	487	-40

Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions.

Total exclusion at age 4 (Dimension 1): The graph shows that at this age population totals and student enrollment totals are almost the same, accounting for universal coverage of preschool education. Consequently, Dimension 1 is almost nil.

Total exclusion by primary ages (Dimension 2): Represents students from age 5 to 11 that are not at school. In the graph, they are represented in orange, in the gap separating population from enrollment at these ages. A specific sub-group inside this dimension deserves a specific mention, as it could require specific policies. This sub-group represents those children that, despite being at age of entering primary, are still in preschool. They are considered as out of school, but their situation is different from those who are not at school at all. All of them will enter Kindergarten overage, but will have come from different trajectories. There are 1,223 children of 5, 6 or 7 years old in early childhood in ECA.

Total exclusion by lower secondary ages (Dimension 3): Refers to students from ages 12 to 14 that are out of school. As the previous dimension, they are represented in the graph by the gap separating population from enrollment at these ages. The area corresponding to Dimension 3 is painted in blue.

Potential exclusion within primary (Dimension 4): Represented in the graph with pale and dark green, representing moderate and critical exclusion, respectively. As Dimension 4 refers to students enrolled in primary education with overage, the ages included in this dimension are varied.

Finally, potential exclusion within lower secondary ages (Dimension 5): Refers to students enrolled in lower secondary education with overage. For this reason, as explained in D4, the ages included in this dimension are varied. Dimension 5 is represented in the graph with pale and dark violet, representing moderate and critical exclusion, respectively. There are students in Dimension 5 until age 19.

The need for expanding the 5DE Model in the ECA

Within the OOSCI in ECA, the 5DE model served to build a static snapshot for the year 2013 covering all official ages from the last grade of early childhood education until the end of lower secondary level. This “picture” showed that actual exclusion is remarkably reduced in Eastern Caribbean Sub-region, while potential exclusion is more pronounced.

This specific situation makes it key to analyze the subsequent ages and educational levels, in order to describe the core of exclusion. For this reason, upper secondary grades and ages 15 to 20 have been included in this OOSCI report, in:

- Specific indicators of actual and potential exclusion
- Analysis of points of constriction and
- Special analysis of the situation of population of this age group

The next sections explore these questions.

Recap: 5 Dimensions of exclusion in the ECA

Total exclusion is very low in the sub-region. Only 0.5% of children of age 4 are out of school (Dimension 1). Only 1.4% of children of ages 5 to 11 are out of school (Dimension 2). And only 3.3% of children of ages 12 to 14 are out of school (Dimension 3).

Potential exclusion is more obvious; 2% of primary students are attending school with 2 or more years of overage in primary education (critical risk), and 15% are enrolled with 1 year of overage (moderate risk) (Dimension 4).

In lower secondary, potential exclusion affects 11% of students who are enrolled with 2 or more years of overage in lower secondary education (critical risk) and 22% who are attending with 1 year of overage (moderate risk) (Dimension 5).

This specific situation in the ECA makes it key to analyze the subsequent ages and educational levels, in order to describe the core of exclusion. For this reason, upper secondary grades and ages 15 to 20 have been included in this OOSCI report.

2.3 A Focus on Total Exclusion

This section presents the characterization of the population that is not attending school. As explained at the end of the previous section, the specific analysis of Dimensions 1 to 3 (referred to ages 4 to 14) has been broadened to include ages 15 to 20.

Total/present exclusion refers to boys and girls that never entered school, or attended for a restricted period of time and has dropped out. Two indicators have been selected for the analysis:

- Students and population
- Flow of enrolment by single ages

Population vs. students

The following graph provides a general approach to dimensioning out of school population in Eastern Caribbean sub-region. The horizontal axis represents the ages of the children and adolescents, starting from age 4 and arriving until age 20. The vertical axis represents the amount of them, in absolute values. Enrolment analyzed in this chapter refers only to preschool, primary and secondary education. Tertiary education is not included. The green bars represent enrollment by age. The blue line represents population by age.



Figure 2.4: Population and enrolment by age for the school year 2013/14



Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions (for further detail, please refer to Annex 2)

Data shows coverage estimates near 100% within ages 5 to 13 that can be seen in the graph as a match between the bars and the blue line. This situation is coincident to what has been presented in the previous figure, including the mentioned atypical value at age 5.

From age 14, a decline in enrolment can be noticed. From age 14 to 16, enrolment decreases progressively, indicating hints of dropout. At age 16 there is the biggest gap between population and enrolment in the range of compulsory ages. All enrolment at ages 17+ at regular education indicates overage.⁶

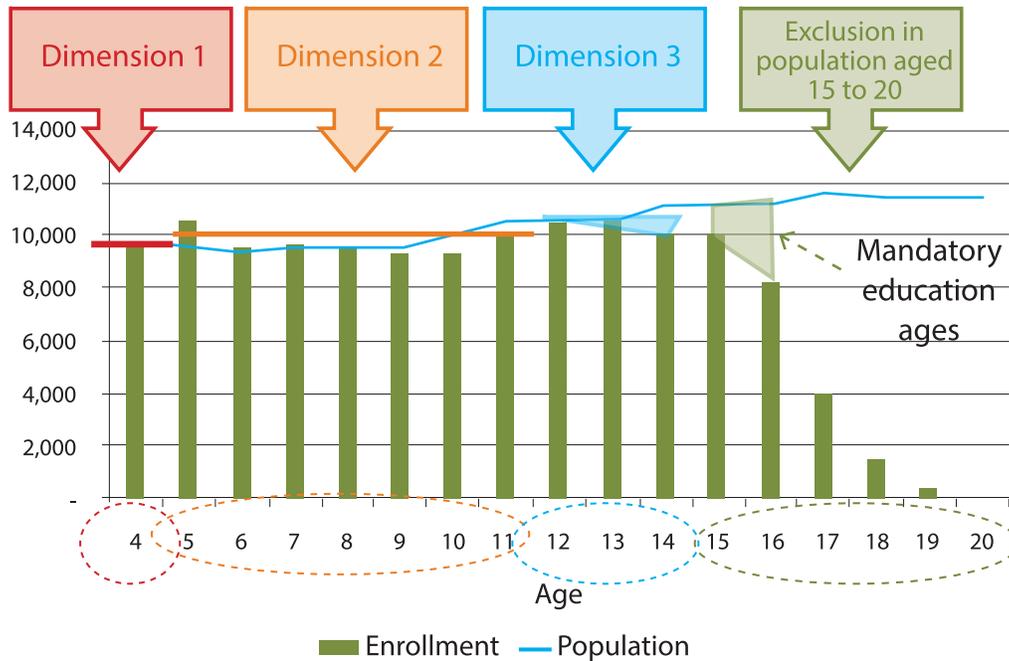
The previous graph condensed analysis of exclusion regarding Dimensions 1, 2 3 and exclusion in population aged 15 to 20. The specific ages corresponding to each dimension are detailed in the figure below.

As explained in the previous section (5DE):

- Total/present exclusion corresponding to **Dimension 1** is practically non-existent.
- The size of **Dimension 2** is also minimal.
- Exclusion corresponding to **Dimension 3** is also very low. Exclusion mostly appears at age 14.
- Exclusion intensifies at **ages 15 and 16**.

⁶ A part of this age group may have completed 5th Form with underage.

Figure 2.5: Population and enrolment by age, around 2013-2014: detail of dimensions implied in the analysis.

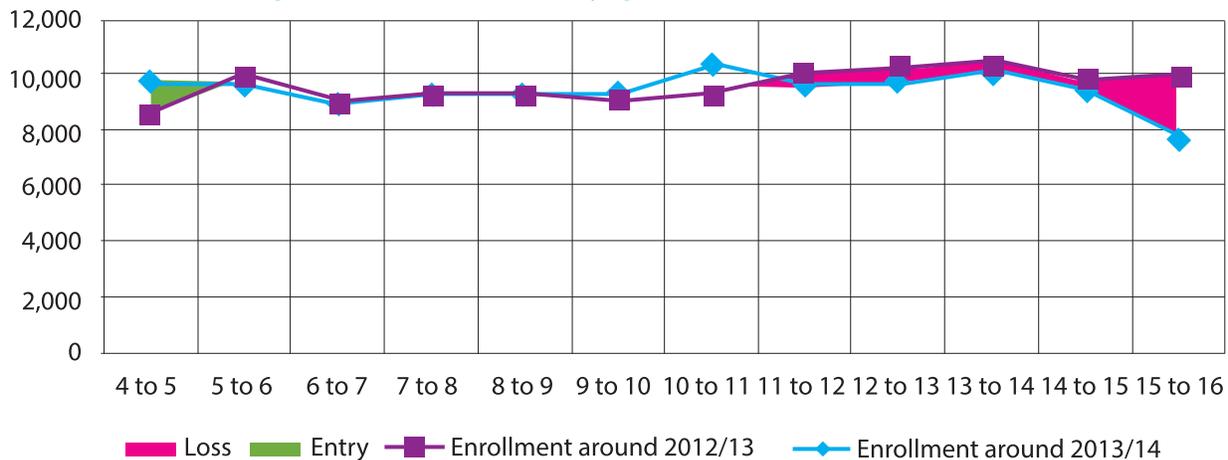


Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions (for further detail, please refer to Annex # 2)

Flow of students between two consecutive years

Figure 2.6 presents the flow of student enrollment by age for the entire region ranging from ages 4 through to age 16, which is the end of compulsory schooling in the ECA.

Figure 2.6: Flow of enrolment by age, around 2012/13 and 2013/14⁷



Source: Enrolment data provided by the MoEs of 6 territories.

Note: Analysis based on data available for two consecutive years, from countries: AB, DOM, GREN, SKN, SLU, and SVG.

⁷ This analysis is based on data estimates for early childhood education in Dominica, since there was no data available for that level. Regarding Antigua and Barbuda, as there was no early childhood enrolment data available for the year T (2014-2015), the number of children aged 5 in preschool has been estimated, copying the same amount informed for year T-1 (2013-2014). The same procedure was followed for SKN, where preschool data for the year T-1 was incomplete.

The graph shows two lines: the violet line represents students by age in 2012/13. The ages corresponding to this line are the first digits in the horizontal axis labels. This series starts at 4 years old and continues until 15 years of age. The blue line represents enrolment by age in the following year. Both lines are presented in such way as to enable comparison of one age to the following one, in a cohort analysis style. The areas separating both lines have been colored in order to highlight where there is loss of students (pink areas) and where there is an intake or entry of students (green area). The red dotted lines sign two atypical values.

The flow between years under analysis shows a relatively stable flow (yet with some atypical behaviors), with a continuous loss of students starting at the age of secondary level education. Two atypical values are registered (in the chart are marked in red), probably related to data registration⁸ issues:

- While we have net gain in enrolment at ages 4-5, we start experiencing loss of students immediately after, between ages 5-6. This behavior is probably related to the unusually high numbers of students of 5 years old indicated in the 5DE Section. This situation is identified in three territories (considerably in GREN, SVG, also in SLU).
- Secondly, in the atypical entry of students in by the last official ages of primary (10 to 11): Dominica, Grenada and Saint Vincent and the Grenadines explain almost 40% of this phenomenon. The following table provides detail regarding this inconsistency.



Table 2.2. Flow of students between ages 10 and 11, by country

COUNTRY	Age 10 in 2012/13	Age 11 in 2013/14	Difference	%
DOM	1,065	1,170	105	10%
AB	1,349	1,306	-43	-3%
GREN	1,801	2,070	269	15%
SKN	784	849	65	8%
SLU	2,438	2,574	136	6%
SVG	1,807	2,001	194	11%
SUBREGION	9,244	9,970	726	8%

Source: Enrolment data provided by the MoEs of the 6 territories; Population data provided by Statistical Divisions.

During the passage from ages 11 to 12 a consistent loss of students can be observed. It appears relatively low in the ages corresponding to lower secondary, but increases in the passage from age 15 to 16.

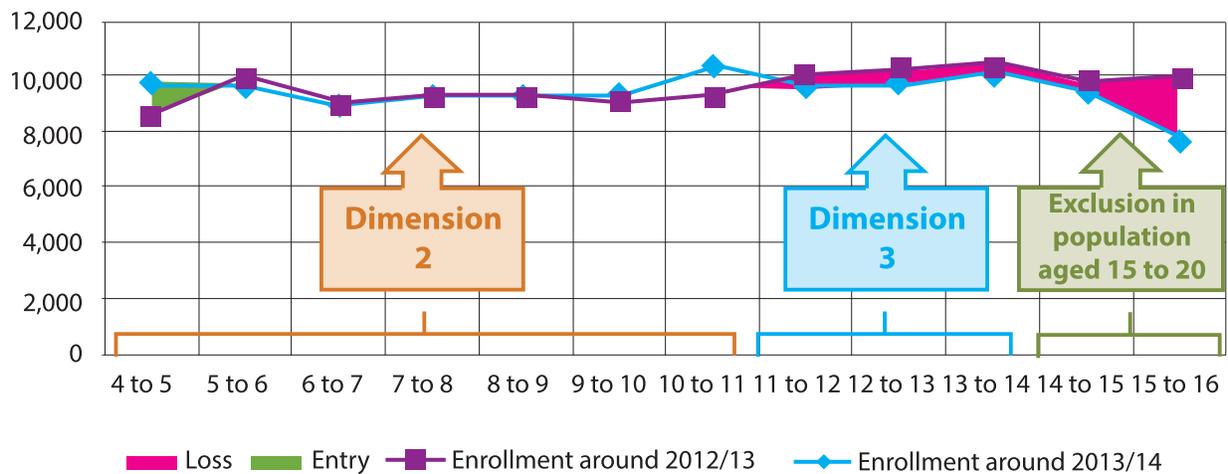
Regarding the loss of students between ages 15 and 16, it should be noted that it could be partially attributed to student graduation upon completion of the fifth form level for some underage students⁹. Age condition will be analyzed within the next section.

The previous analysis involved the following dimensions of exclusion:

⁸ Administrative data is informed by the schools, which register their statistics in the questionnaires submitted by the ministries of education.

⁹ In section #8 "Specific situations of exclusion of the population aged 15 to 20", an alternative approach to the flow of students can be found. This approach focuses on dropout, excluding the students of 5th form from the base year in order to isolate the effect of graduation in the loss of enrollment.

Figure 2.7: Population and enrolment by age, for the years 2013/14 and 2014/15: detail of dimensions implied in the analysis.



Source: Enrolment data provided by the MoEs of 6 territories.

Note: Analysis based on data available for 2 consecutive years, from countries: AB, DOM, GREN, SKN, SLU, and SVG.

Figure 2.8: Flow of students by dimension of exclusion, around 2013/14 and 2014/15

Dimension	Flow	% of the age group	
Dimension 2	312	0.6%	➔ <i>Stability</i>
Dimension 3	-960	-3%	➔ <i>Slight loss of students</i>
Exclusion at ages 15 to 20	-2,675	-15%	➔ <i>Sharp loss of students</i>

Source: Enrolment data provided by the MoEs of 6 territories.

Note: Analysis based on data available for 2 consecutive years, from countries: AB, DOM, GREN, SKN, SLU, and SVG.

It is important to note that the size of enrolment of age 5 (atypically high in both years considered) introduced a limitation to perform further analysis related to Dimension 1. This condition introduces a distortion when analyzing exclusion pathways between ages 4 and 6. Nonetheless, the timely beginning of Preschool and even the early attendance to Primary seem to be a common practice. Considering the age groups corresponding to each dimension, the flow of students can be synthesized as follows. In order to simplify the interpretation, the atypical intake of students at age 5 has been excluded from the analysis.

At primary ages (Dimension 2), the flow of students shows stability. At lower secondary ages (Dimension 3), dropout begins, though with low intensity. Between 2013/14 and 2014/15, 960 students from 12 to 14 years old dropped out in the ECA sub-region, representing 3% of this age group. Exclusion intensifies from age 15. Two thousand six hundred and seventy five students aged 15 and 16 dropped out between 2013/14 and 2014/15, representing 15% of this age group¹⁰.

¹⁰ As mentioned before, it should be noted that part of the loss of students between ages 15 and 16 could be a result of student graduation upon completion of the fifth form level of underage students.

Between 2013/14 and 2014/15:

- **960 students aged 12 to 14 dropped out (3% of this age group).**
- **2,675 students aged 15 and 16 dropped out (15% of this age group)¹¹**

The main challenges in the region, in terms of out of school population, therefore start with adolescents aged 14 and over.

2.4 A Focus on Potential Exclusion

This section describes potential exclusion, i.e. the situation of boys, girls and adolescents who are enrolled at school, but are at risk of dropping out or experiencing academic failure upon completion of secondary education. Having experienced two or more educational breakdown experiences and hence being two or more years overage is the indicator chosen in this report to account for potential exclusion. The situation of students with one year of overage is also highlighted, as they are the following potentially excluded if they face a new educational breakdown experience.



Three exclusion groups are analyzed in this section:

- Students attending primary education with overage (Dimension 4);
- Students attending lower secondary education with overage (Dimension 5);
- Students attending upper secondary with overage (Potential exclusion in upper secondary, a specific sub-group of Exclusion in population aged 15 to 20)

For this analysis, three indicators have been selected for exploration:

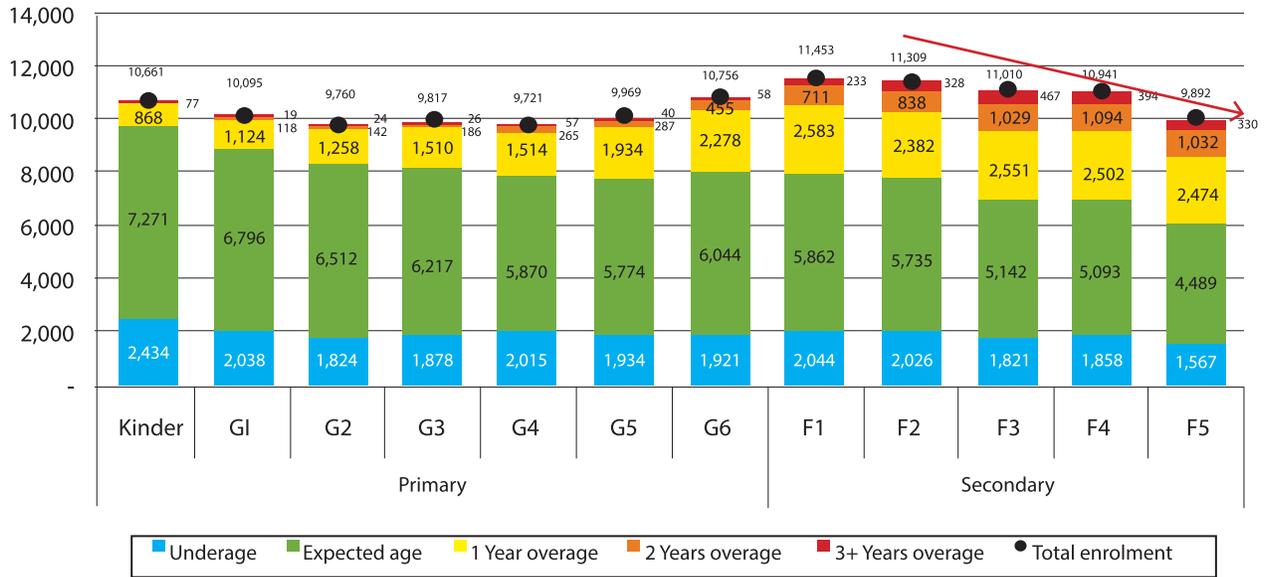
- Students by grade and age condition
- Percentage of students enrolled as repeaters
- Students by grade, sex and repeater status

Enrolment by grade and age condition

The following Figure presents a layout of age condition by grade.

¹¹ See previous footnote.

Figure 2.9: Students by grade and age condition (absolute values), for the year 2013/14



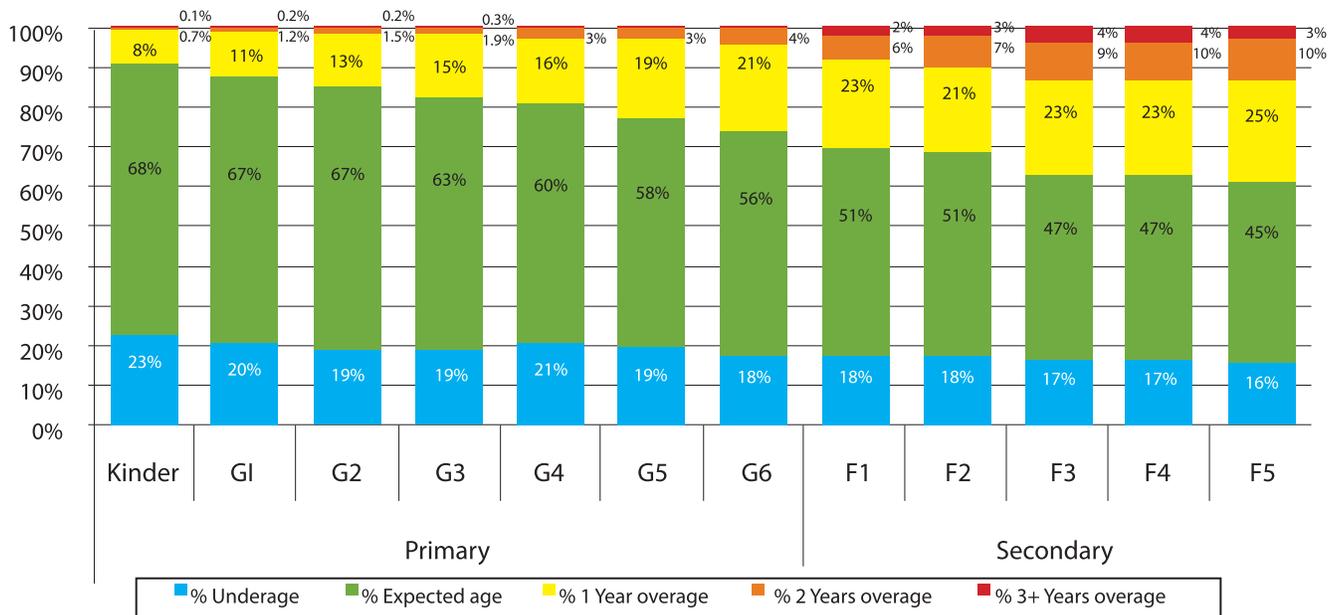
Source: Enrolment data provided by MoEs of the 7 territories.

The data presented in the graph above indicates that overage is already present in kindergarten and rises continuously until reaching its maximum by Upper Secondary forms.

The cumulative impact of overage overtime, coupled with other challenges that students face in the course of their education, is in itself a key driver of the phenomenon of dropout, which is particularly evident from Form Two.

The following figure presents the percentage distribution of students by grade and age condition, from Kindergarten till 5th Form.

Figure 2.10: Students by grade and age condition (%), for the year 2013/14



Source: Enrolment data provided by MoEs of 7 countries.

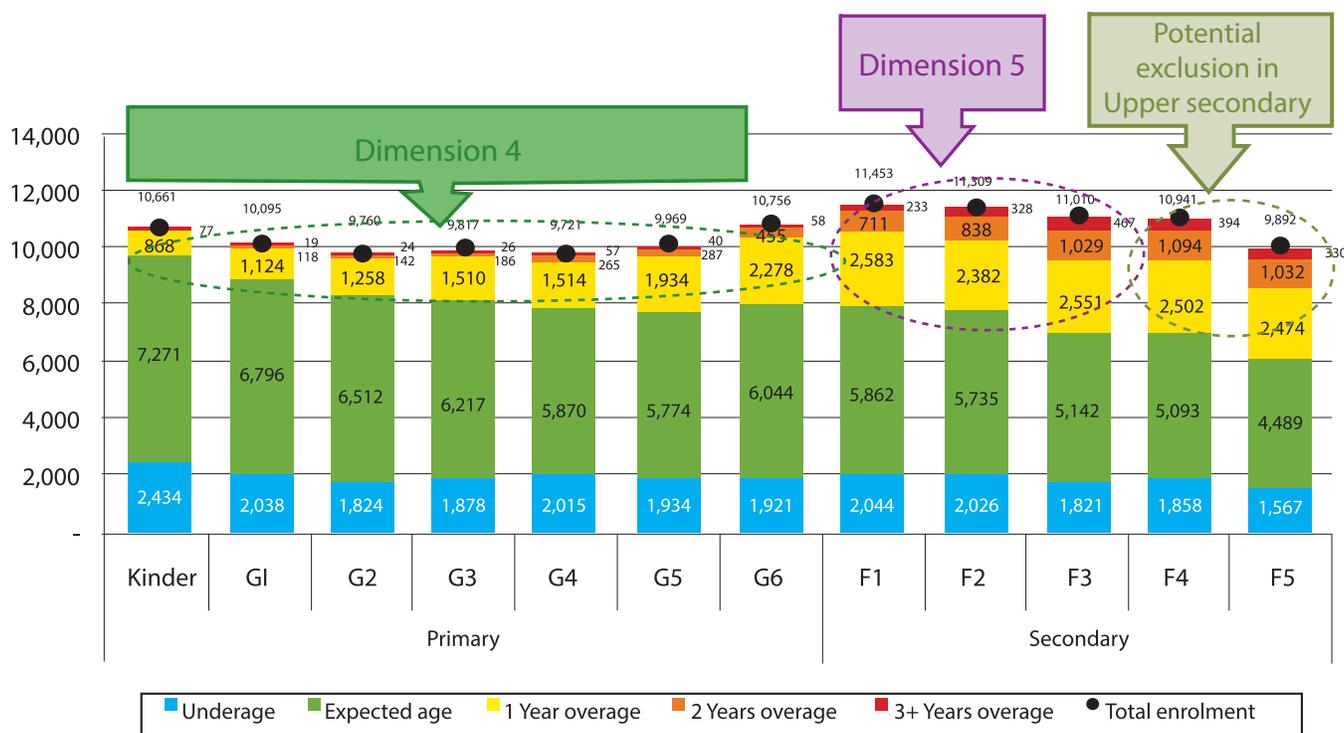
This data verifies high rates of underage and overage from the beginning of primary until the last form at the secondary level.

Regarding underage, in general terms, the proportion of underage tends to decrease slightly as the grades advance. It is important to bear in mind that, *when an underage student suffers an educational breakdown experience (such as repeating or dropping out temporarily), he/she becomes an “expected age” student. This situation is not detected by the overage indicator.*

A special group of underage students deserves special mention: 16% of the students in 5th Form are 15 years old (or less). These students will very likely be out of school at age 16, but the reason of them leaving is not dropout but student graduation upon completion of the fifth form level.

Regarding overage, it is important to point out that the problem of being overage by a year or more appears gradually and consistently as students advance in the education level, with students being more than three years overage appearing for the first time in Form One. In other words, overage tends to aggravate throughout the school years due to the accumulation of educational breakdown events between primary and secondary level of schooling. This aggravation is particularly evident in the transition from primary to lower secondary (6thGrade to 1st Form), while the maximum overage rate is registered in 5th Form (38.8%). The following figure identifies the dimensions of exclusion involved in this section:

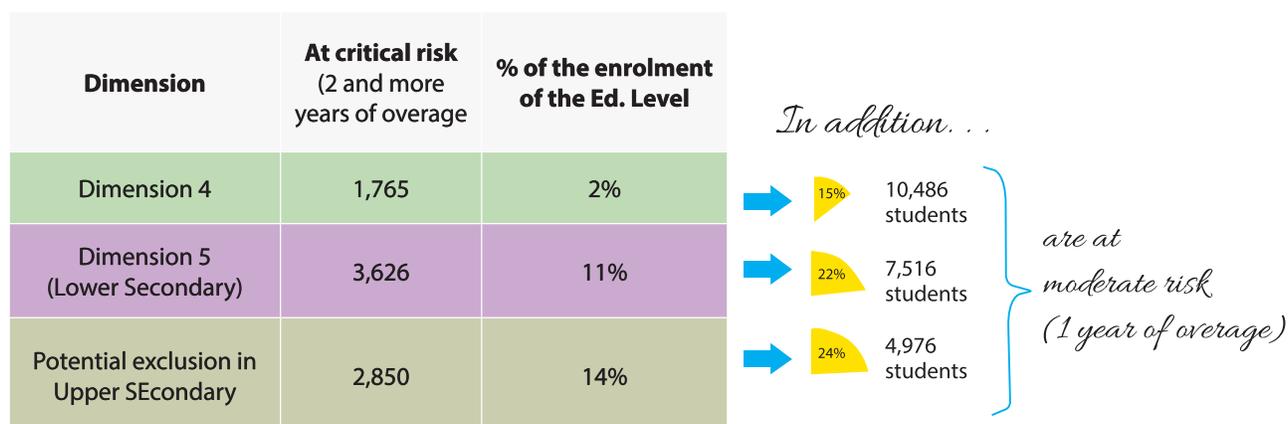
Figure 2.11: Students by grade and age condition for the year 2013/14
(details of dimensions implied in the analysis)



Source: Enrolment data provided by MoEs of 7 countries.

When grouping the grades into the corresponding dimensions, the following panorama appears:

Figure 2.12: Total number of students affected by potential exclusion, by dimension.



Source: Enrolment data provided by MoEs of the 7 territories.

As mentioned in the 5DE analysis, almost two thousand students of primary education (2%) are considered at critical risk of exclusion because of being two or more years overage. In addition, over 10 thousand primary students are one year overage (15%) -Dimension 4-. Each year of overage accumulated stands for an educational breakdown experience (late entry, repetition, dropout with re-entry, etc.).

As per Dimension 5, it includes 3,600 students with two or more years of overage (at critical risk). They represent 11% of the students in lower secondary. In addition, 7,500 students (22%) are one year overage (at moderate risk).

Finally, regarding potential exclusion in upper secondary, 2,800 students have or more years of overage, 14% of the level's enrollment. In addition, there are almost 5 thousand students with one year of overage in this educational level (24% of the enrollment of 4th and 5th Forms).

Repeaters by grade

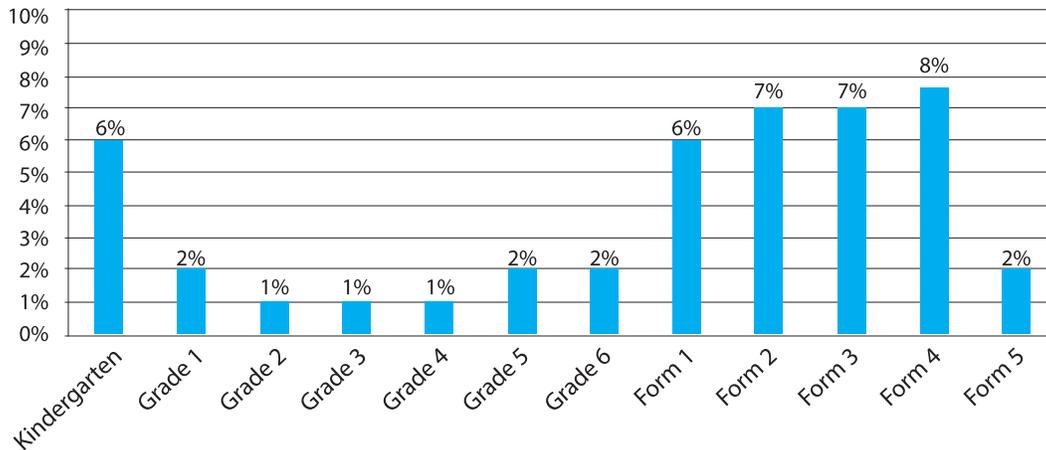
When students fail to pass a grade level, and are enrolled in the same grade the following year, they are registered as repeaters. Repeating the grade is a frequent educational breakdown experience. When a student repeats a grade, he or she gains overage. The analysis of the percentage of students enrolled as repeaters allows dimensioning one of the main causes of overage generation and aggravation.

Therefore, the analysis developed in this section is related to the dimensions of exclusion in the following manner:

- Repetition in primary education (grades K to 6th) it's a contribution to the understanding of Dimension 4.
- Repetition in lower secondary education (1st to 3rd Forms) it's a contribution to the understanding of Dimension 5.
- Repetition in upper secondary education (4th and 5th Forms) it's a contribution to the understanding of potential exclusion in upper secondary.

The following graph presents the percentage of students enrolled as repeaters. This is, the ratio between repeaters and total students, by grade/Form, for the year 2013/14.

Figure 2.13: Percentage of students enrolled as repeaters, for the year 2013/14



Source: Enrolment data provided by MoEs of the 7 territories.

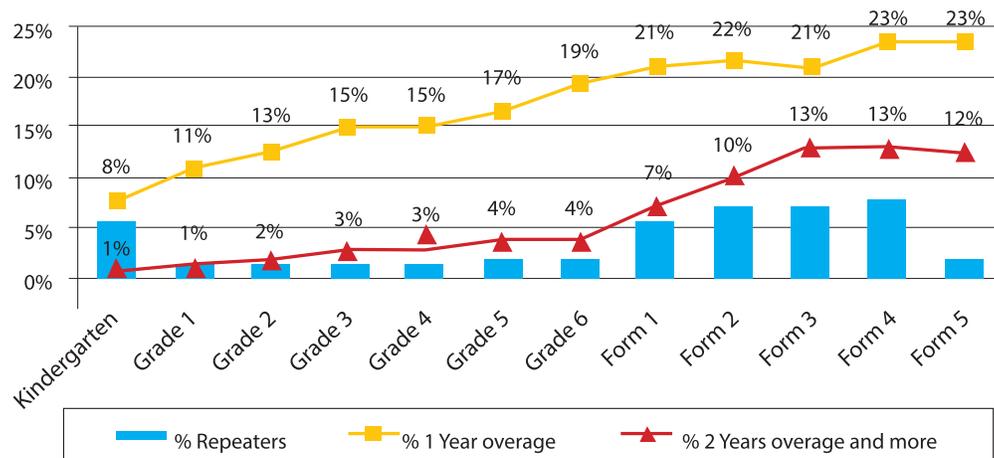
Both primary and secondary levels register the higher number of enrolled students in the initial grades, kindergarten and Form One. In primary, kindergarten is the grade with the highest repetition rate (6%), while the rest of the grades range between 1% and 2% as a maximum.

In secondary, repetition rates are significantly higher than in primary. Even if the values in the first four forms are close (6, 7 and 8%) it is 4thForm that presents the highest rate. Particularly, the last form of the level registers 2% repeaters.

A fact deserving special mention for analyzing the dynamic of exclusion in primary is that the overage rate is significantly higher than repetition. For this reason, repetition cannot be considered as the only explanation for overage generation and aggravation. It is possible to surmise that under registration of repetition and/or temporary dropout may be partly responsible.

Next, Figure 2.14 presents a comparative analysis of repeaters (blue bars) and overage students (yellow and red lines).

Figure 2.14: Percentage of students enrolled as repeaters and percentage of students with overage, around 2013/14.



Source: Enrolment data provided by MoEs of the 7 territories.

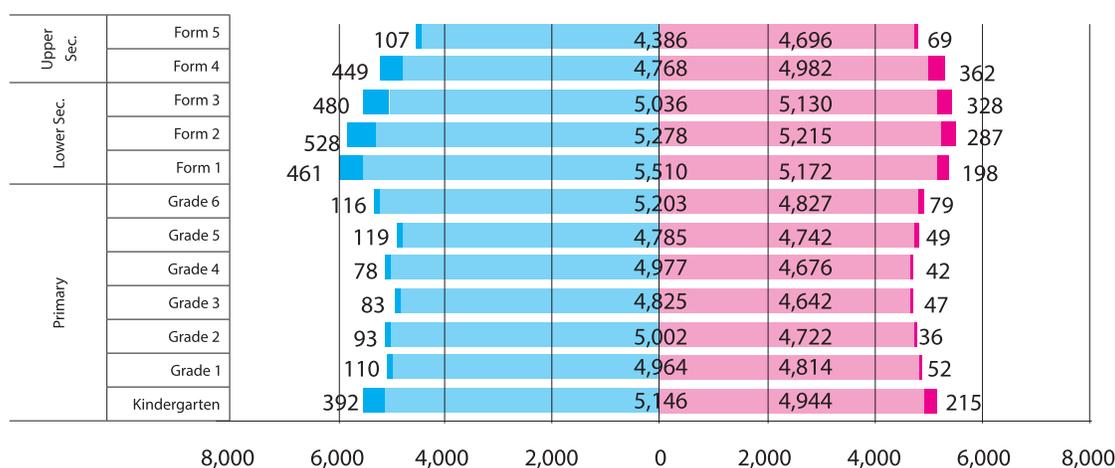
Repetition rates are not enough to explain overage. This phenomenon is observable from kindergarten (in absolute values: 893 overage students vs. 607 repeaters) and in the majority of the grades of primary education, while repetition remains relatively stable, overage continues growing. This situation and its probable causes should be further studied.

Students by grade, sex and repeater status

The last figure 2.15 introduced the answer to some questions related to the phenomenon of repetition: how many students repeat every year and which are the grades/forms where more students are enrolled as repeaters; but is there any difference in the repetition patterns for boys and girls?

The following graph represents a pyramid, like the ones often used to represent the structure of the population. In this case, it is showing the sex structure of enrolment and repeaters. Each bar represents a grade/Form. On the left, male students are represented: dark blue are repeaters and the lighter blue are new students (those not enrolled as repeaters). On the right, girls are in pink tones.

Figure 2.15: Students by grade, sex and repeater condition, for the year 2013/14



Source: Enrolment data provided by the MoEs of the 7 territories.

Different phases of the schooling pathway, such as late entry, repetition, and temporary drop out with re-entry contribute to the concentration of enrolment at the beginning of primary and secondary education. Enrollment is “inflated” by the weight of those who are being held back. This distribution is an indication of greater difficulties being experienced by students initiating each level. Which combination of specific phenomena would be producing this concentration of students at the beginning of both levels? While Chapter 3 will present some initial insight into some of these factors, deeper investigation is needed.

Regarding student’s sex, two factors can be observed: i) a greater magnitude of male repeaters in all grades and forms; ii) a steeper curve in the students’ decline within secondary forms. Both factors indicate that **a high number of boys are both repeating and dropping out.**

Also, secondary level presents a decline of students from form to form, which seems to aggravate by upper secondary. The comparison of enrolment in 1st and 5th Form gives a hint of the magnitude of the attrition¹². Given cohorts of a stable size, if the flow among grades were successful, enrolment of 1st and 5th Form should be similar. In this case, the gap between both forms is 18%.

12 This affirmation is proposing a proxy to estimate what should be the size of 5th Form in terms of enrolment.

Among the possible explanations of attrition may be dropout and the movement of students into other avenues for education different from regular education: for example, technical and vocational education and training (TVET)¹³.

Atypically, 6th grade of primary also registers a proportionally high enrolment, particularly for male students. This situation is reflected in three out of the seven analyzed countries (Table 3). This phenomenon could be related to the atypical students' entry between ages 10 and 11 observed in Table 2 (Section 4).

Table 2.3. Enrolment in Grades 5 and 6 and difference, around 2013/2014



COUNTRY	Grade 5	Grade 6	Difference
AB	1,307	1,584	277
DOM	1,090	1,074	-16
GREN	1,764	1,748	-16
SKN	803	781	-22
SLU	2,456	2,695	239
SVG	1,863	1,949	86
TCI	412	394	-18
Grand Total	9,965	10,225	530

The next chart offers an alternative layout for the information provided in the graph.

Table 2.4: Enrollment and repeaters by grade and sex, for the year 2013/14.

Segment	Form/ Grade	MALES			FEMALES			Diff.	Total % repeaters
		New students	Repeaters	%	New students	Repeaters	%		
Upper secondary	5th Form	4,386	107	2	4,696	69	1	(310)	2
	4th Form	4,768	449	9	4,982	362	7	(214)	8
Lower secondary	3rd Form	5,035	480	10	5,130	328	6	(95)	8
	2nd Form	5,278	528	10	5,215	287	6	63	8
	1st Form	5,510	461	8	5,172	198	4	338	6
Primary	6th Grade	5,203	116	2	4,827	79	2	376	2
	5th Grade	4,785	119	2	4,742	49	1	43	2
	4th Grade	4,977	78	2	4,676	42	1	301	1
	3rd Grade	4,825	83	2	4,642	47	1	183	1
	2nd Grade	5,002	93	2	4,735	36	1	267	1
	1st Grade	4,991	83	2	4,814	52	1	177	1
	K	5,207	331	6	4,972	187	4	235	5
Total		59,967	2,928	5	58,603	1,736	3	1,364	4

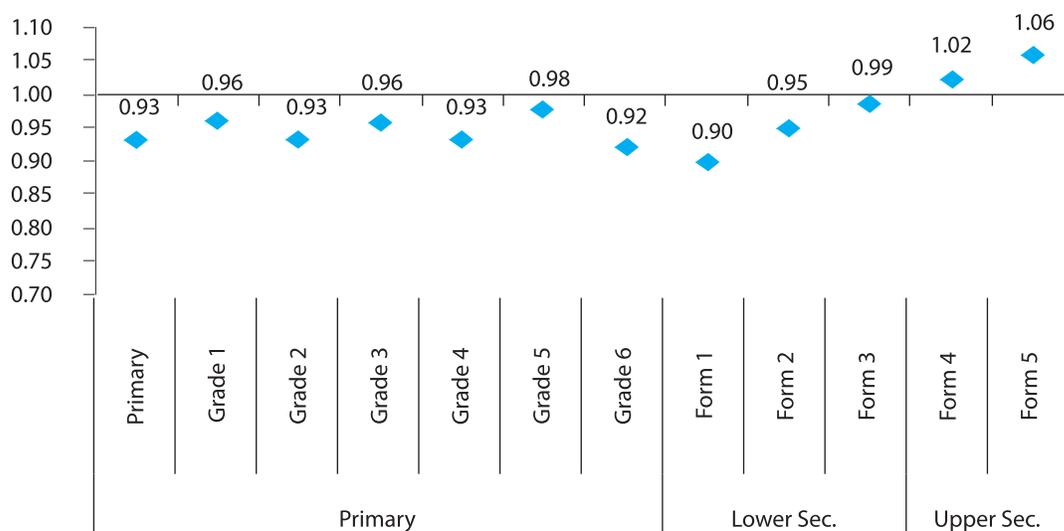
Source: Enrolment data provided by the MoEs of the 7 territories.

13 Since no data for TVET was available for all the countries, such scenario cannot be evaluated in this Report.

There are more boys overall than girls by 1,364 (59,967 versus 58,603). The distribution of this difference shows a higher concentration of boys at the lower levels, peaking at 6th Grade where boys outnumber girls by 376. This advantage fizzles out by 2nd Form, and girls start outnumbering boys during 3rd Form by 95, increasing to 214 in 4th Form and peaking at 310 in 5th Form. The repetition rate for boys average 5%, compared to 3% for girls. For both sexes, repetition peaks at 2nd and 3rd forms, though it is four percentage points higher for boys as opposed to girls (10% versus 6%). By 5th Form, there are two boys repeating for every one girl.

The *Gender Parity Index* represents how many girls are enrolled at school per each boy (1 = sex parity). (See Annex 3 for the calculation method of this indicator). As a reference, the GPI of the population aged 5 to 16 in the Sub-Region is 0.97¹⁴. This means that, if the GPI of enrolment is less than 0.97, girls are fewer than boys. If the GPI of enrolment by grade is greater than 1.03, boys are fewer than girls.

Figure 2.16: Gender Parity Index by grade¹⁵, for the year 2013/14



Source: Enrolment data provided by the MoEs of the 7 territories.

The graph shows that in primary grades, boys outnumber girls. This phenomenon is related to the fact that boys experience repetition in greater measure than girls. This, combined with low dropout rates, results in a picture where boys being held back might be “inflating” enrolment.

In secondary, starting from 3rd form the gender proportion is reversed: girls outnumber boys. The proportion of boys keeps descending as the forms progress. At this educational level, boys continue to experience repetition in greater measure than girls. Hence, this distribution is related to boys dropping out of school in greater measure than girls.

¹⁴ Data corresponding to four territories with population data disaggregated by sex: AB, SKN, SLU, and SVG. Values of the GPI between 0.97 and 1.03 are usually considered sex parity.

¹⁵ In this analysis, information for preschool is not displayed due to the limitations indicated before regarding DOM and SLU's data.

Recap: A focus on potential exclusion

Overage is the chosen indicator to account for potential exclusion in this report. This is because each year of overage accumulated stands for an educational breakdown experience (late entry, repetition, dropout with re-entry, etc.). Having experienced two or more educational breakdown experiences and hence being two or more years overage is the indicator chosen in this report to account for potential exclusion. The situation of students being one year overage is also highlighted, as they face being potentially excluded, if they have another educational breakdown experience.

Dimension 4: 1,765 students of primary education (2%) are considered at critical risk of exclusion because of being two or more years of overage. In addition, 10,486 primary students are one year overage (15%).

Dimension 5: There are 3,626 students with two or more years of overage (at critical risk). They represent 11% of the students in lower secondary. In addition, 7,516 students (22%) are 1 year overage (at moderate risk).

Potential exclusion in upper secondary: 2,850 students have 2 or more years of overage, 14% of the level's enrollment. In addition, there are 4,976 students with one year of overage in this educational level (24% of the enrollment of 4th and 5th Forms).

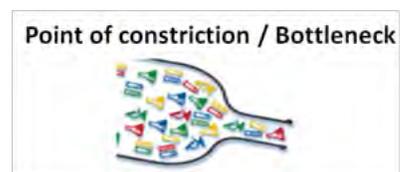
Data shows that greater difficulties are experienced by students at the beginning of each level (primary, lower secondary and upper secondary).

Overage tends to aggravate throughout the school years due to the accumulation of educational breakdown events. Being more than three years overage appears for the first time in Form One. The maximum overage rate is registered in 5th Form (38.8%).

When it comes to students' sex, data indicated that boys are both repeating and dropping out in greater measure than girls.

2.5 Points of Constriction/Bottleneck

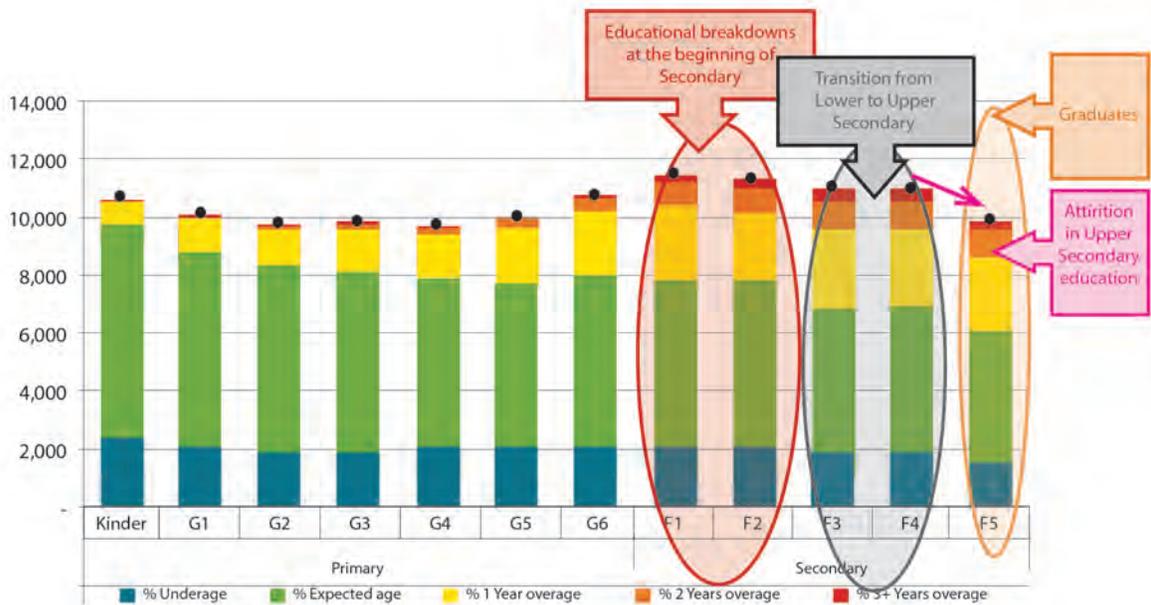
The analysis of indicators developed in Sections 4 and 5 confirms the findings in the calculation of the 5DE: total exclusion is very low until the age of 14, and potential exclusion intensifies during secondary education. The following analysis focuses on those critical stages of the educational system at which exclusion (both total and potential) intensifies. These are called points of constriction or bottlenecks. Passing through them, many boys, girls and adolescents enter or move along through dimensions of exclusion.



Examples of frequent points of constriction/bottlenecks in many countries of Latin America and the Caribbean are transition between levels of education, transition between key grades/forms, repetition at the beginning of primary school, never entering school (a very rare phenomenon in the Eastern Caribbean sub-region).

Several methods and indicators can be used to identify these critical stages. All of them could be described as choosing key exclusion indicators and analyzing the distribution over the different grades and levels. Points of constriction/bottlenecks are always characterized by an increase in the intensity of the exclusion indicators. Examples of useful indicators to detect points of constriction are: enrollment by age and grade, that allows identifying grades when overage increases and/or enrollment drops; dropout rate by grade, repetition rate, transition rate from primary to lower secondary education, among others. On the whole, these indicators combined provide insights into the particular moments in the schooling system that merit further analysis.

Figure 2.17: Enrolment by age condition and grade, indicating point of constriction, for the year 2013/14



Source: Enrolment data provided by the MoEs of the 7 territories.

In the Eastern Caribbean sub-region exclusion worsens at the beginning of secondary level and during the progression of students throughout this level. Therefore, this section focuses on the secondary level by exploring four main points of constriction/bottlenecks in the school pathway of students:

- i. Educational breakdowns at the beginning of secondary,
- ii. Transition from lower to upper secondary,
- iii. Attrition in upper secondary education and
- iv. Graduates.

The figure above illustrates the points of constriction within the distribution of enrollment by grade in the Eastern Caribbean sub-region.

Each point of constriction will be explored along the section, by using different indicators.

The analysis of each point of constriction is completed by analyzing its distribution by sex and administrative status of the school. This disaggregation allows for the drawing of the profile of the population groups most exposed to exclusion.

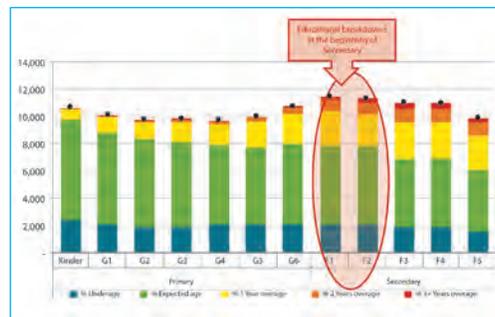


Educational breakdowns at the beginning of secondary education

Entering secondary is a challenging situation, where many students face difficulties and do not manage to progress successfully through First Form.

The progress rate in 1st Form offers an answer to the question: of those students enrolled in 1st Form, how many of them manage to pass on successfully to 2nd Form the following year?

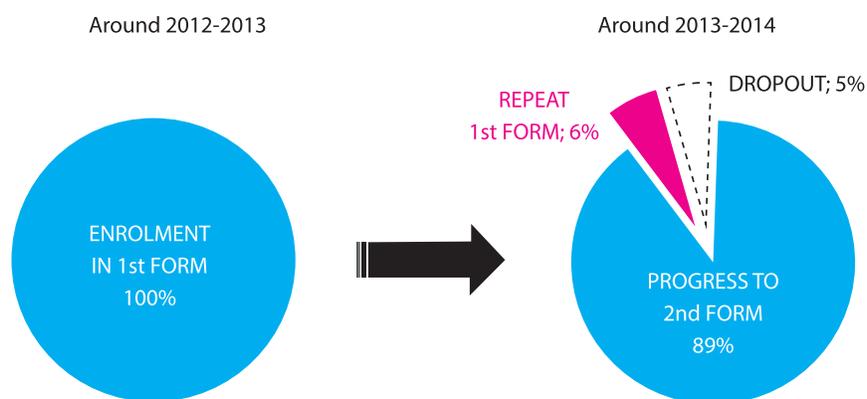
To determine this, the first step is to rely on data of at least two consecutive years regarding enrolment and repeaters. With enrolment of 1st Form in year t-1 (around 2012/13), it is calculated how many students progress from 1st Form to 2nd Form in year t (around 2013/14). From this data, repeaters are then subtracted.



This indicator shows that out of 100 students enrolled in 1st Form in 2012/13:

- 89 progress successfully to 2ndForm,
- 6 repeated and
- 5 dropped out either during the school year or in the transition to the following year. Those students who dropped out increase the size of Dimension 3 and those who repeat increase Dimension 5 (unless they had already been enrolled with overage and hence were already being counted inside this dimension).

Figure 2.18: Progress rate in 1st Form, for the years 2012/13 and 2013/14



Source: Enrolment data provided by Ministries of Education of six territories with data for two consecutive years.

Table 2.5: Calculation data for the progress rate in 1stForm, around 2012/13 and 2013/14.

Year 2012/13	1st Form enrollment	11,206	
Year 2013/14	1st Form repeaters	652	
	2nd Form enrollment	10,829	
	2nd Form repeaters	804	
Year 2013/14	Progress to 2nd form	10,025	89%
	Repeat 1st form	652	6%
	Dropout	529	5%
	Total	11,206	100%

Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years.

The following pages present the same indicator as above with disaggregation by sex and school status.

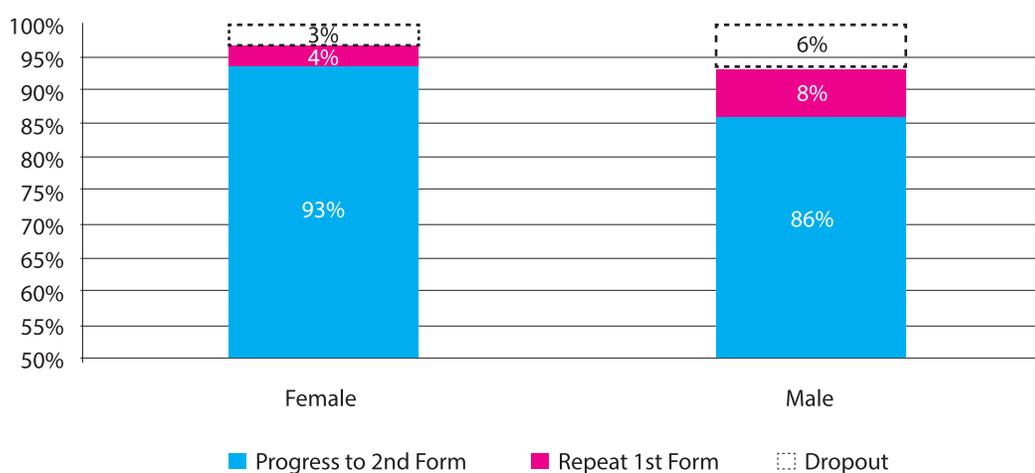
By SEX

Data on trends regarding progression and transition at the beginning of secondary by sex of the students shows that:

- 93 out of 100 female students progress to 2nd Form, 4 repeat and 3 drop out –aggravating dimension 3.
- 86 out of 100 male students progress to 2nd Form, 8 repeat and 6 drop out.

Therefore, at this stage, **male students** experience educational breakdowns twice as many times (14%, 819 students in absolute values) when compared to female students (7%, 362 students).

Figure 2.19: Progress rate in 1st Form 1 by sex, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of 6 territories, which informed enrolment by sex (excludes TCI).

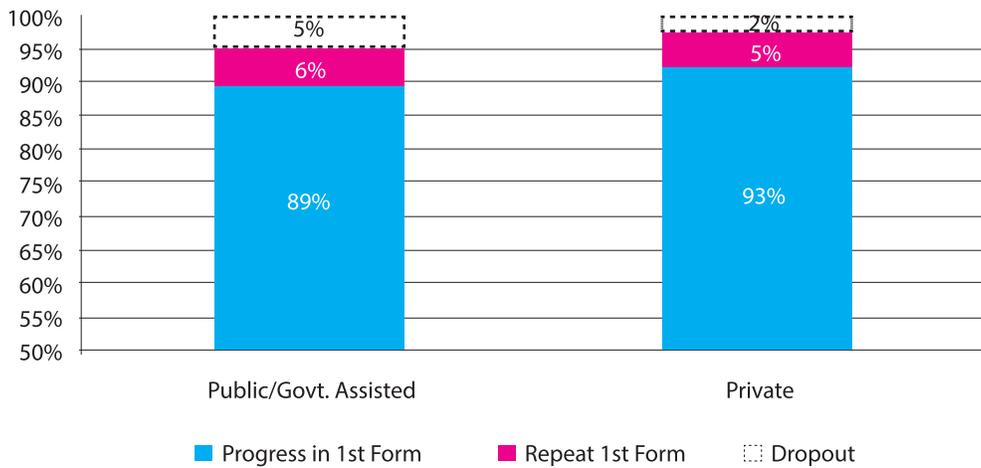
By SCHOOL STATUS

The analysis of the indicator by school status shows that:

- 89 out of 100 students of public or government assisted schools progress to 2nd Form, 6 repeat and 5 drop out either during the school year or in the transition to the following year.
- 93 out of 100 students of private schools progress to 2nd Form, 5 repeat and 2 drop out.

Students of **public/government assisted schools** are more likely to be exposed to educational breakdown (11%, 1,120 students in absolute values) than students enrolled in private institutions (7%, 61 students).

Figure 2.20: Progress rate in 1stForm by school status, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of the 6 territories that informed enrolment by school status (excludes TCI).

Transition from lower to upper secondary level

The beginning of upper secondary is a critical stage for many students. The following graphs illustrate the progress rate explained above, but in this case referred to 3rd Form of secondary education.

Of those students enrolled in 3rd Form in 2012/13, how many of them manage to progress successfully to 4th Form the following year?

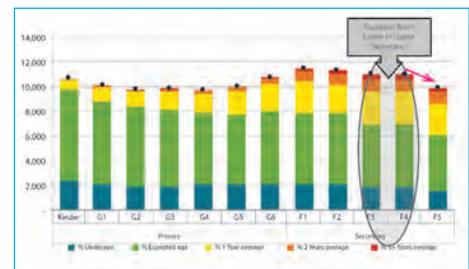
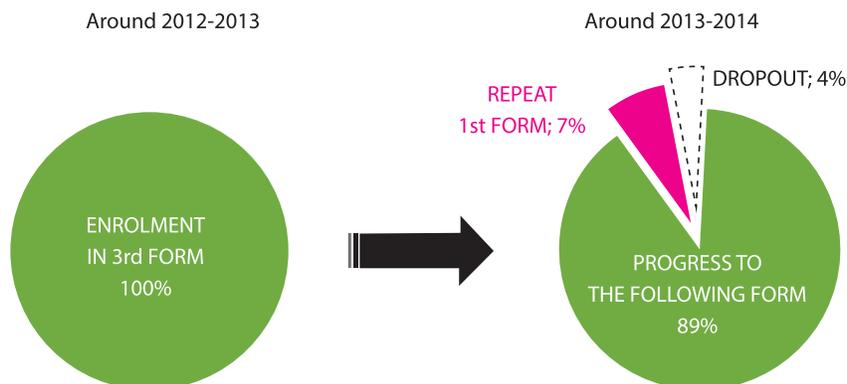


Figure 2.21: Progress rate in 3rd Form, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years.

In the transition between lower and upper secondary, there is **higher repetition** (7%, which represents 792 repeaters) **than dropout** (4% which corresponds to 417 students). This data shows that 1 out of 10 students either repeat the 3rd Form or drop out before attending 4thForm.

Table 2.6: Calculation data for the Progress rate in 3rd Form, for the years 2012/13 and 2013/14

	YEAR 2012/13	YEAR 2013/14					
Form	Enrollment	Progress to the following form	Repeat	Dropout	Progress to the following form	Repeat	Dropout
3rd Form	10,652	9,443	792	417	89%	7%	4%

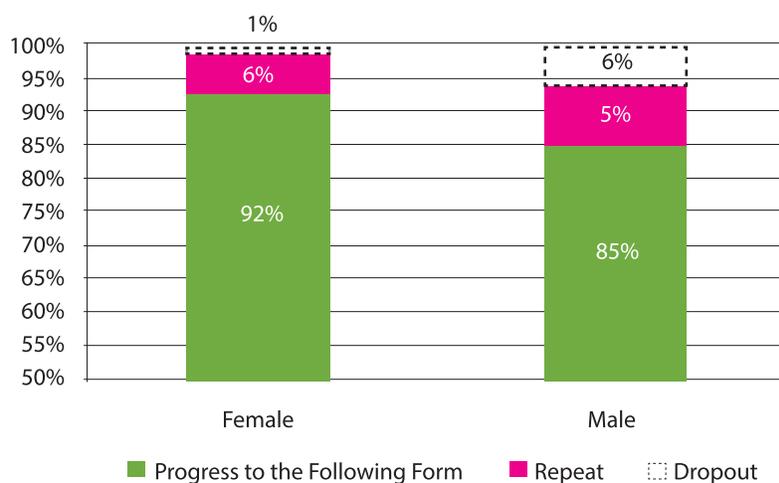
Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years.

By SEX

The transition from lower to upper secondary by sex shows high repetition rates (6%) for female students and very low dropout rates (only 1%). On the contrary, for **male students** this indicator presents higher repetition (9%) and dropout rates (6%) than female students.

School breakdown for male students (15%, 817 students) is twice the number shown by females (7%, 392 students).

Figure 2.22: Progress rate in 3rd Form by sex, for the years 2012/13 and 2013/14

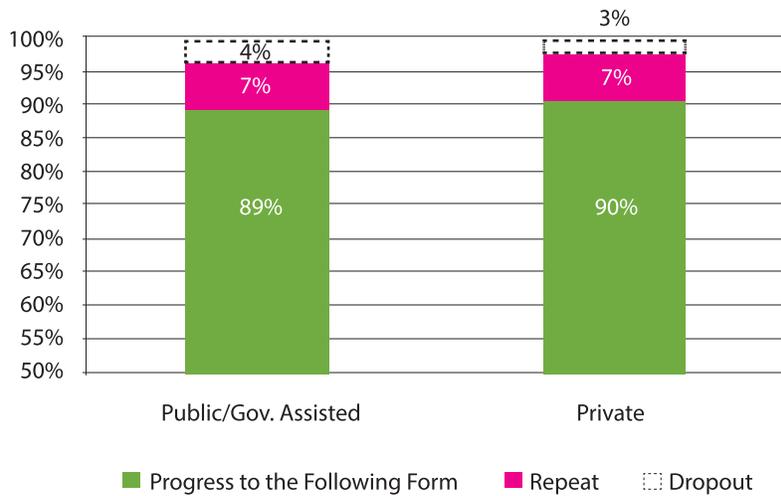


Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years (excludes TCI).

By SCHOOL STATUS

The analysis of the transition from lower to upper secondary by school status indicates that repetition and dropout for public/government assisted schools and for private schools are **very similar**. The repetition rate is 7% for both groups of schools and dropout rate is 3% for private and 4% for public schools. However, in absolute values this represents 1,333 students from public schools and only 76 from private institutions.

Figure 2.23: Progress rate in 3rd Form by school status, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years (excludes TCI)

Attrition in upper secondary education

As it was presented in previous analysis (for example in the students’ pyramid by grade - Figure 2.15), enrolment diminishes as the forms progress in secondary education. This attrition is a result of the twin challenges of repetition and dropout. They occur during all the forms, and critically in those of upper secondary. This is why the following indicator presents the progress rate in 4th Form.

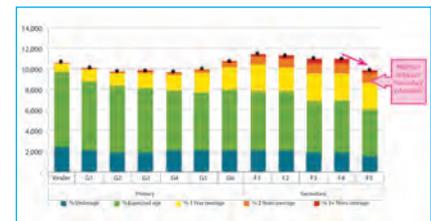
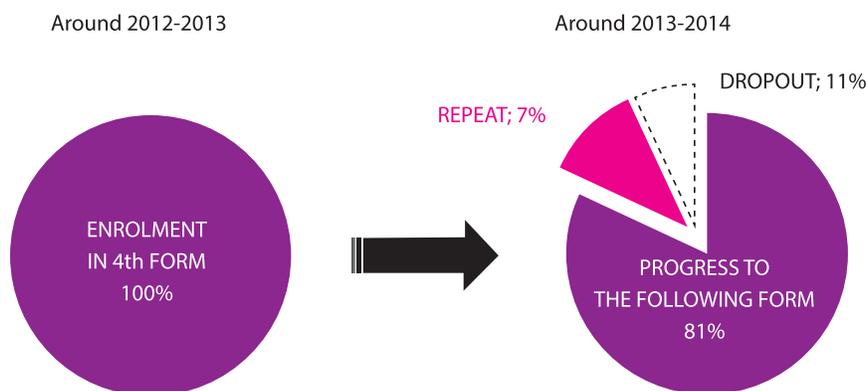


Figure 2.24: Progress rate in 4th Form, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years.

The indicator shows that of the 100 out students enrolled in 4th Form in 2012/13:

- 81 progress to 5th Form,
- 7 repeat and
- 11 drop out either during the school year or in the transition to the following year.

This data reveals significant inefficiencies in upper secondary: **almost 1 out of 5 students either repeat the 4th Form or dropout before attending 5th Form**. But for the first time in this indicator, **dropout rates are higher than repetition rates** (this phenomenon was the opposite with the progress rate in 1st and 3rd forms).

Table 2.7: Calculation data for the progress rate in 4th Form, around 2012/13 and 2013/14.

	YEAR 2012/13	YEAR 2013/14					
Form	Enrollment	Progress to the following form	Repeat	Dropout	Progress to the following form	Repeat	Dropout
4th Form	10,601	8,614	787	1,200	81%	7%	11%

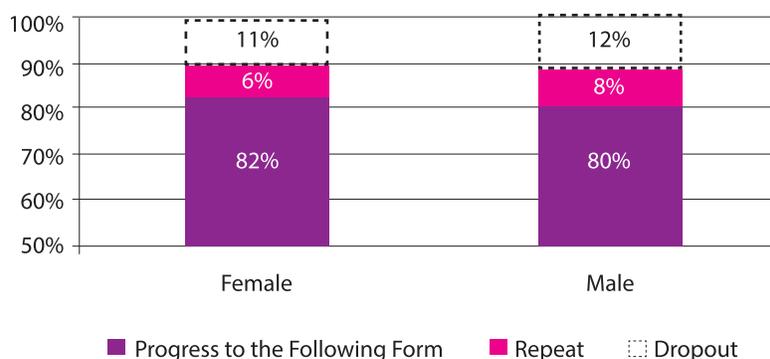
Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years.

By SEX

Both sexes show similar dropout rates during the transition from 4th Form to 5th Form (11% for female students and 12% for males). These rates are higher than repetition rates (6% for females and 8% for males).

Overall, **school breakdown is larger for male students**, 1 out of 5 boys either repeat or abandon school in upper secondary education.

Figure 2.25: Progress rate in 4th Form by sex, for the years 2012/13 and 2013/14



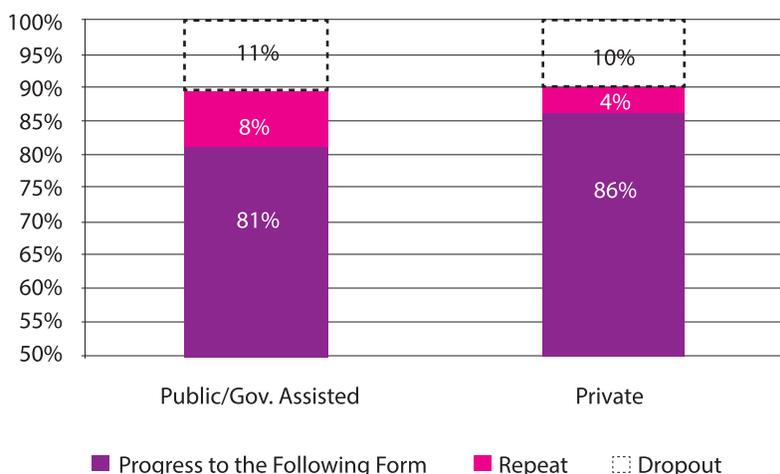
Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years (excludes TCI).

By SCHOOL STATUS

While **dropout rates are very much alike** for public/government assisted schools and for private schools (11% and 10% respectively), repetition rates are dissimilar. The **repetition** rates for students of **public schools** (8%) **duplicate** those of private schools (4%).

One out of five students of public or government assisted schools experience a type of school breakdown during upper secondary education (1,877 students in absolute values).

Figure 2.26: Progress rate in 4th Form by school status, for the years 2012/13 and 2013/14

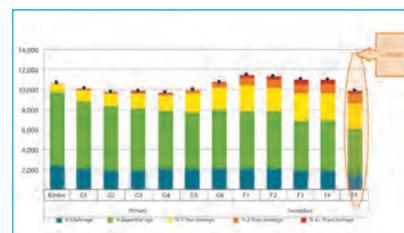


Source: Enrolment data provided by MoEs of 6 territories with data of 2 consecutive years (excludes TCI)

Graduates

Achieving graduation from secondary education upon completion of 5th Form appears as a pending challenge for many students.

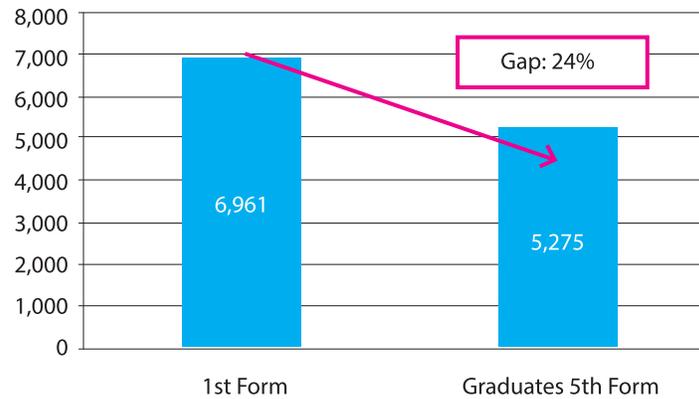
Taking into account the data limitations on the graduates indicator (both conceptual and referred to data quality and data availability), that are detailed in Annex 1, this indicator proposes an approach to the phenomenon of student graduation upon completion of the 5th Form of secondary level.



The following indicator compares enrolment in 1st Form and the number of graduates from secondary education. Assuming the size of the cohorts remains stable, if the flow among grades is unhindered (by repetition and drop out) and if every student who enters secondary school manages to finish it, the number of students enrolled in 1st Form and graduates of 5th Form should be the same. Therefore, the gap between 1st Form students and graduates gives a hint of the magnitude of the attrition¹⁶.

16 This indicator is not a cohort analysis. It is a proxy to estimate what should be the size of secondary graduation.

Figure 2.27: Gap between 1st Form and graduates, for the year 2013/14.

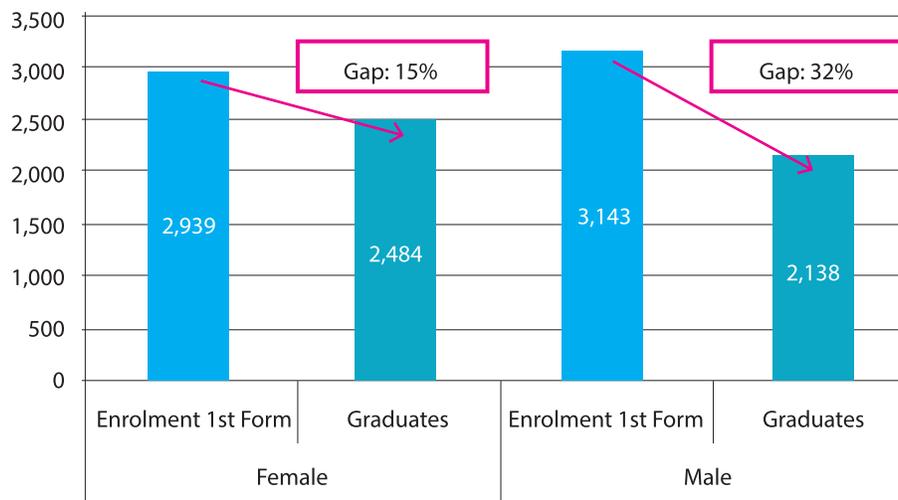


Source: Graduation data provided by MoEs of the 4 territories, which informed graduates (excludes AB, GREN and TCI).

The attrition between the students enrolled at the beginning of Secondary and those who manage graduation upon completion of the last Form of secondary education is 24%. This means that **1 out of 4 students are experiencing obstacles to graduation**.

By SEX

Figure 2.28: Gap between 1st Form and graduates by sex, for the year 2013/14



Source: Graduation data provided by MoEs of the 3 territories that informed graduates and sex (excludes AB, GREN, SKN and TCI).

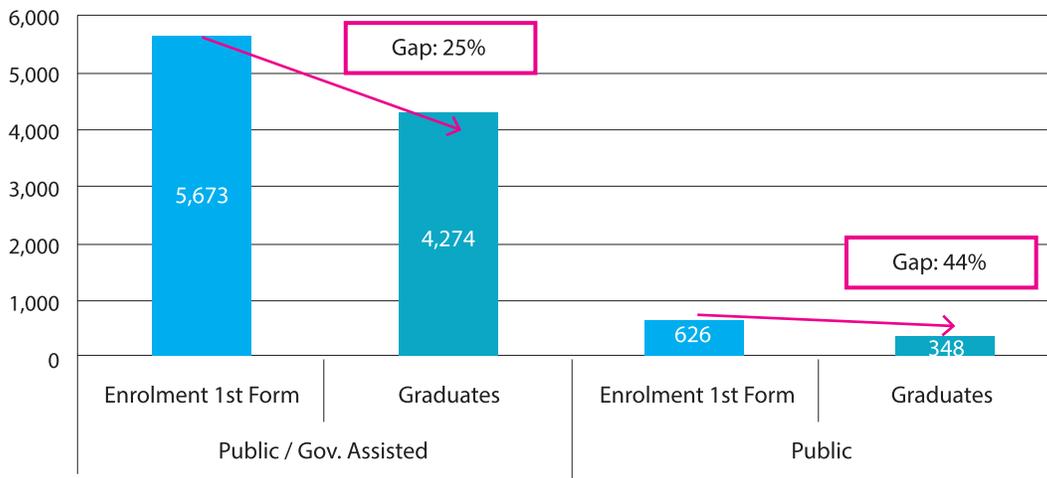
Male students duplicate the gap between 1st Form and graduates when compared to female students (32% versus 15%). Almost 1 out of 3 males is affected by the attrition.¹⁷

By SCHOOL STATUS

The disaggregation of the indicator by school status shows a very large difference between public and government assisted schools and private institutions. The gap for private schools is 44%. The percentage of this gap could be related to the small size of enrolment for this group of schools. Nonetheless the cause of this phenomenon needs to be studied more deeply.

17. This indicator is not a cohort analysis. It is a proxy to estimate what should be the size of secondary graduation.

Figure 2.29: Gap between 1st Form and Graduates by school status, for the year 2013/14



Source: Graduation data provided by MoEs of the 3 territories, which informed graduates and sex (excludes AB, GREN, SKN and TCI).

Recap: Points of constriction

The analysis of the Points of constriction/bottlenecks points to the secondary level. Therefore, four main stages in the school pathway of the students were studied:

- i. **Educational barriers at the beginning of secondary:** by the calculation of the progress rate in 1st Form was possible to identify that out of 100 students enrolled in this form in 2012/13, 89 progressed to 2nd Form, 6 repeated and 5 dropped out either during the school year or in the transition to the following year.
- ii. **Transition from lower to upper secondary:** the calculation of the progress rate in 3rd Form showed that out of 100 students enrolled in this form, 89 progressed to 4th Form, 7 repeated and 4 dropped out.
- iii. **Attrition in upper secondary education:** during the passage from 4th to 5th Form dropout increases. The progress rate in 4th Form showed, in this case, that repetition affects fewer students than dropout. Out of 100 students enrolled in 4th Form, 81 progressed to 5th Form, 7 repeated and 11 dropped out.
- iv. **Graduates:** the comparison of the enrolment in 1st Form and the number of graduates from secondary education gave a hint of the magnitude of the attrition in this educational level. The gap between the beginning and the end of Secondary is 24%. This means that attrition affects 1 out of 4 students of the region.

The disaggregation of the mentioned indicators, pointed out that in all cases, male students were in worse situations than females. For example, male students duplicate the gap between 1st Form and graduates when compared to female students (32% versus 15%).

The analysis by school status displayed less of a difference between groups of schools or even exhibited similar trends in some of the indicators.

Because of the presence and magnitude of those points of constriction, many adolescents, especially males, enter or move through dimensions of exclusion.

2.6 School Level Analysis

Territorial analysis allows for locating the population most exposed to exclusion situations. It offers answer to questions as: Where does exclusion raise? How do different exclusion situations combine in each location?

The territorial approach to educational inequities is an indispensable exercise for the **public management** of school systems, for several reasons:

- The administration of technical, physical and financial government resources for education requires making decisions permanently to direct the efforts to where exclusion situations are located with greater intensity. (**Prioritization**)
- Besides, territorial disaggregation is relevant to deliver with accuracy the strategies to remove barriers. Barriers to schooling require specific policies for their removal. Some of these barriers are centered in a few locations. Is necessary to know where a specific need is in order to meet it. (**Accuracy**)

In this report, a specific approach to territorial disaggregation is being proposed: a **school level** analysis. Addressing the characteristics of educational exclusion in the sub-region, the analysis focuses on secondary level.

The following scatter graph brings a characterization of secondary level through the relation of two indicators disaggregated at school level. This is one approach among other possibilities whenever the information disaggregated by school is available.

- The **vertical axis** (or y-axis) represents the gap between 1st and 5th Forms by school (**attrition**). Attrition is a hint of educational breakdowns such as repetition and dropout. As attrition grows higher, it represents a more critical situation.¹⁸
- The **horizontal axis** (or x-axis) represents the percentage of **repeaters** of the whole secondary level, by school, calculated through the ratio of secondary school repeaters/secondary school students. As repetition grows higher, it represents a more critical situation.

Diamond-shaped markers, determining the position of each institution within the general parameters, represent the combination of the two values assumed by each school. In this manner, the disaggregated analysis helps to capture the complete picture. While the global indicators bring a general measure, they may sometimes hide the variety of existing situations. As it will be seen next, there are schools drifting from the general average (some schools falling behind and others growing above it).

Based on the range of values reached by the group of schools under analysis, the **mean** of each indicator has been calculated and represented by **dotted lines**.

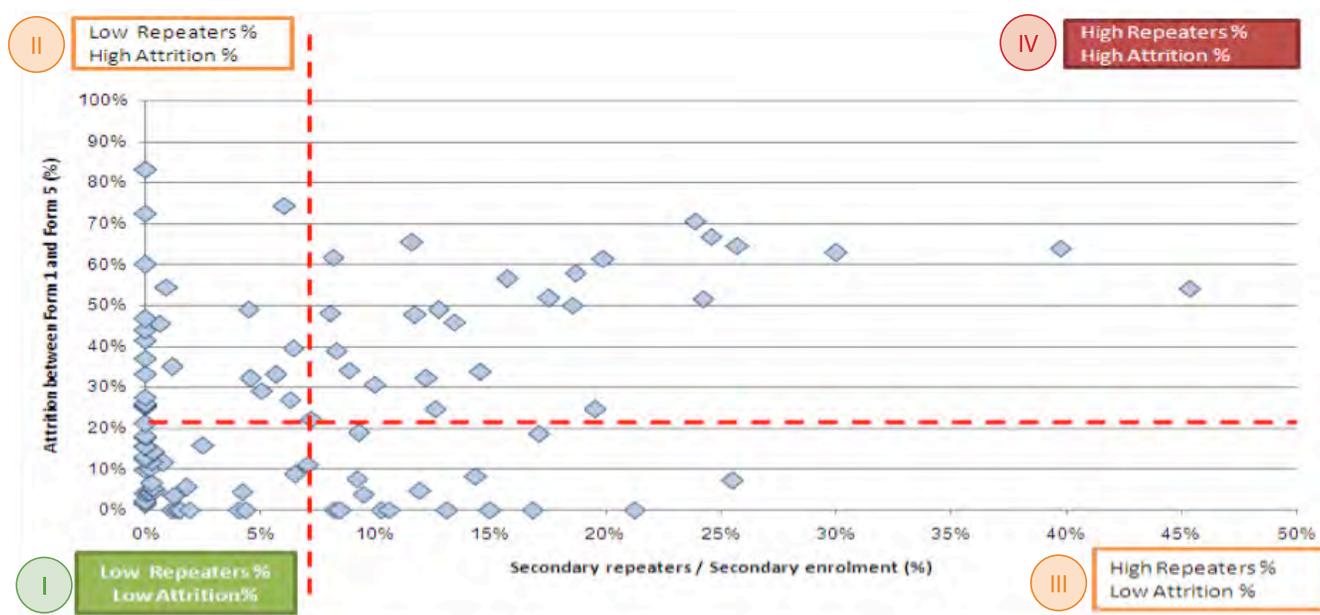
The intersection of the two averages creates **four quadrants**, grouping schools in the following categories:

- Low repetition and low attrition:** This quadrant represents the desirable position within the graph. This position can be interpreted as lower frequency of schooling breakdowns for students with a more stable flow of students within the first and the last form of the level; consequently, better conditions for the development of schooling pathways.
- Low repetition and high attrition:** This quadrant represents schools that, though having low repetition, are losing students. Different institutional profiles may be included in this quadrant. For example, those schools that suggest the students who fail to pass the grade to move to other schools and repeat there (i.e. those who do not welcome repeaters) would be included in this quadrant.
- High repetition and low attrition:** This quadrant includes schools where passing the grade is an obstacle for many students. Though most of them remain at school. In these schools, repetition is a bigger problem than dropout.

¹⁸ This indicator focuses on attrition. It is similar to the indicator analyzed in section 6.4, but instead of comparing 1st Form enrollment with graduates, the indicator in the vertical axis of the scatter plot is comparing (by making a ratio) 1st Form enrollment vs. 5th Form enrollment. Assuming that the size of the cohorts remains stable, if the flow among grades is unhindered (by repetition and drop out) and if every student who enters secondary school manages to finish it, the number of students enrolled in 1st Form and graduates of 5th Form should be the same. Therefore, the gap between 1st and 5th Form students gives a hint of the magnitude of the attrition. Attrition is caused by two juxtaposed phenomena: repetition at the first forms of secondary level (that increases artificially enrollment of the first forms, with the weight of the students held back); and dropout, that intensifies in upper secondary forms. The higher attrition is, the higher exclusion is at the school.

- iv. **High repetition and high attrition:** These schools are in the most critical situation, as they have alarming rates of repetition and dropout.

Figure 2.30: Attrition between 1st and 5th Form and percentage of repeaters in secondary, for the year 2013/14.



Source: Enrolment data provided by MoEs of 6 territories (excludes TCI).

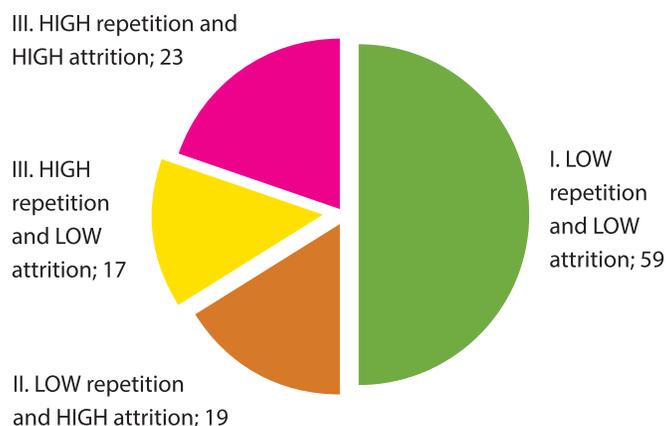
Note: The graph displays 118 secondary schools' data, excluding two schools with no enrolment in 1stForm and 5th Form; five schools with no enrolment in 5thForm. All attrition values with a negative sign where converted to 0%.

Within the 118 secondary schools displayed in the graph, the average percentage of repeaters is 6.3% and the average percentage of attrition is 21.7%. The distribution of schools within the quadrants expresses the existing disparities:

Quadrant	Description
i	Low repetition and low attrition This quadrant represents the desirable position within the graph. Half of the schools under analysis fall within this quadrant: 59 institutions. These schools have a total of 28,117 enrolled students from Form 1 to 5, representing 55% of the enrolment within all the 118 institutions. Additionally, they serve a higher proportion of female students than male (53% vs. 47%).
ii	Low repetition and high attrition Represents schools that, though having low repetition, are losing students. Institutions who do not welcome repeaters would be included in this quadrant. This quadrant reunites 19 schools. They involve a total of 6,359 enrolled students.
iii	High repetition and low attrition In these schools, repetition is a bigger problem than dropout. This quadrant includes 17 schools and concentrates 8,186 enrolled students, with the highest proportion of male students (57.2%)
iv	High repetition and high attrition These schools are in the most critical situation, as they have alarming rates of repetition and dropout. This quadrant includes 23 schools with 8,297 students enrolled.

The following figure synthesizes the amount of schools within each quadrant:

Figure 2.31: Secondary schools in ECA by quadrant of territorial analysis



Source: Enrolment data provided by MoEs of 6 territories (excludes TCI).

Note: The graph displays 118 secondary schools' data, excluding: two schools with no enrolment in 1st Form 1 and 5th Form; five schools with no enrolment in 5th Form.

For policy-making purposes, each school can be identified very easily. To protect the confidentiality of data, the school names and states to which they belong are not presented in this report.

This summarized description becomes a powerful tool to identify the specific schools that present the greatest challenges for students' pathways; it is a first step that invites us to take a closer look, to analyze the particular situations undergoing in those institutions that are presently creating exclusion, to be able to act on them.

Recap: School level analysis

The school level analysis offered an approach to exclusion in secondary education that may be of use for the public management, as it allows identifying schools in critical situations, in order to prioritize interventions. The analysis identified that 23 out of the 118 secondary schools of the sub-region (19%) have alarming rates of repetition and dropout (above the sub-regional parameter).

At the same time, an accurate diagnose of the exclusion situation in each institution allows for designing the most adequate improvement strategies. In this sense, the analysis identified different profiles of schools via the combined the results on the two analyzed indicators, e.g. identifying schools where loss of enrollment is a bigger problem than repetition, or otherwise, schools with repetition issues.

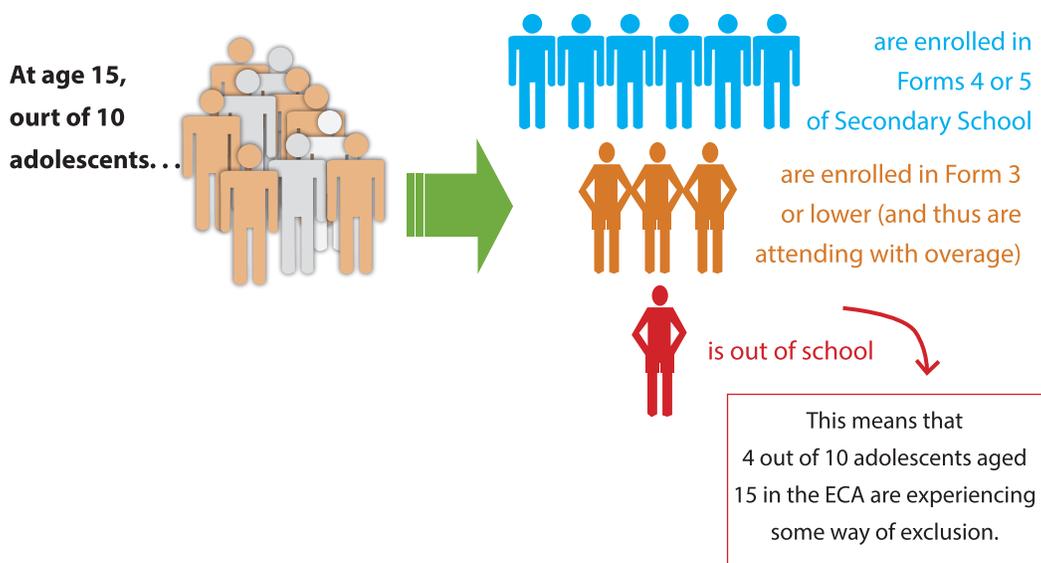
This approach also highlighted the "good news": half of the schools in ECA have better results (i.e. lower attrition and repetition rates) than the sub-regional parameter.

2.7 Specific situations of exclusion within the population aged 15 to 20

As was mentioned and analyzed before, exclusion aggravates with population of 15 years old (official age for starting Upper Secondary Education) and more; and this phenomenon exceeds the age range that it is proposed by OOSCI.

What is the size of exclusion at age 15? The following infographic presents a clear picture:

Figure 2.32: Present and potential exclusion at age 15, for the year 2013.



Source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions.

Using this scenario, this section studies the educative situation of adolescents aged 15 to 20 of Eastern Caribbean sub-region.

i. General approach

The statistical characterization of exclusion from upper secondary brings a variety of methodological and conceptual challenges. The first of these challenges is about the diversity of school pathways at this stage:

- Given its diversity, the age criterion is not enough for studying exclusion in upper secondary,
- For example, between 15 and 17 years of age, only 1 out of 7 (14.3%) out-of-school adolescents from Latin America and the Caribbean are entitled to upper secondary education. This proportion increases to almost half in the age group of 18 to 20 years old.

Therefore, to define the excluded population of upper secondary in a comprehensive, calculable, quantitative model, it is necessary to link two criteria:

- Taking a wider age range than the expected age of upper secondary, but keeping the focus on adolescent population. A possible range is 15 to 20 years old.
- Identifying the condition of potential demand of out-of-school population, i.e. classifying out of school adolescents according to the level from which they were excluded and, hence, which they should attend if they returned to school.

The study of this age group also includes another complexity, which is analyzing adolescent population. For many of them, it is the beginning of processes with important implications for the education system: entry into the labor market, parenthood, and contribution to the household livelihood. Studying these diverse situations cannot be done with a single data source. Using different data sources which may not always be compatible (educational data, household surveys, census, complementary surveys) remains a challenge.

ii. Population with present exclusion or at risk of exclusion in upper secondary

To define population with present exclusion or at risk of future exclusion from the educational system, it is necessary to identify 4 different groups of young people aged 15 to 20 according their different situations:

GROUP A – EXCLUDED FROM SCHOOL	
Subgroup A1: Adolescents and youth aged 15 to 20 out of school who did not attend or conclude either primary or lower secondary education.	Subgroup A2: Adolescents and youth aged 15 to 20 who are able to attend upper secondary school but dropped out in the transition from lower to upper secondary during this level, or completed it but failed to qualify for certification due to underachieving tests.
GROUP B – THOSE IN UPPER SECONDARY EDUCATION BUT AT RISK OF EXCLUSION	
Subgroup B1: Adolescents and youth aged 15 to 20 attending upper secondary with overage. At risk for having accumulated failures or risk situations.	Subgroup B2: Adolescents and youth from 15 to 20 years attending alternative modalities. At risk of having previously abandoned regular education.
GROUP C – THE FUTURE POTENTIAL DEMAND AT RISK OF EXCLUSION (INCLUDED IN THE DIMENSIONS 4 (PRIMARY) AND 5 (LOWER SECONDARY))	
Adolescents and youth aged 15 to 20 who attend primary or lower secondary school with overage.	
GROUP D – THOSE INVOLVED IN NON-FORMAL EDUCATION	
Adolescents and youth aged 15 to 20 attending educational offerings that expand their opportunities for integration without delivering a certification (not accrediting educational levels).	

GROUP C -students from 15 to 20 years old in primary or secondary education- is basically part of Dimensions 4 and 5, so that their study is not further explored in this section. However, they should be kept in focus in the analysis of the barriers that create or worsen exclusion between ages 15 and 20, since the processes of exclusion present common features. Specific policies for the removal of the exclusion factors may also have contact points because the focus is on the population of 15-20 years of age both excluded and at educational risk. School attendance with critical lag puts this group in a potential abandonment situation, and it is necessary to protect their school pathways, especially in the transition to the next educational level (since those who suffer critical overage are put in a potential situation of total exclusion in the transition to higher levels of education or the completion of level that they attend to).

iii. The size of exclusion using available data

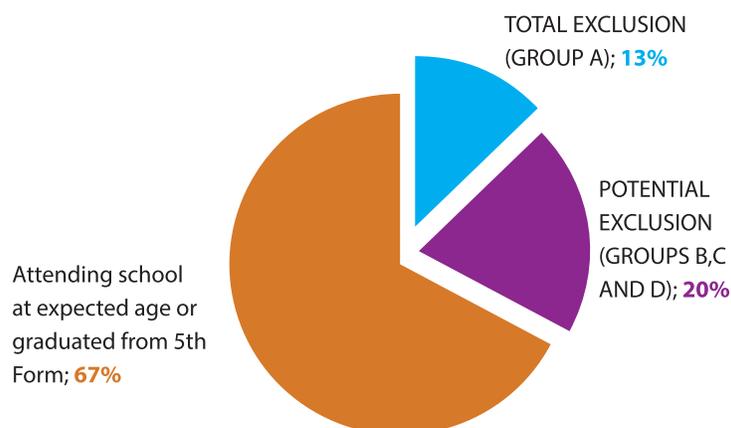
The construction of the four groups mentioned above implies using different data sources (educational data, household surveys, census and/or complementary surveys). This type of information is only available with the necessary disaggregation level for one country of the ECA Sub-Region. Future availability of data will allow building the four categories of exclusion for this age group for the entire ECA sub-region.

As mentioned earlier, relating data from different sources still remains a challenge. The main limitations encountered were:

- Census data was not detailed by grade attained, and it was not possible to identify those who completed 5th form but did not obtain certification.
- It was not possible to identify subgroup B2, those attending alternative modalities, from the available data.

In this exploratory exercise performed using **one country's data**, the census reported 18, 835 inhabitants aged 15 to 20 years old. Out of this group two thirds (67%) were either enrolled in education at the expected age, or had achieved graduation upon completion of 5th Form. The other third (33%), was facing some kind of exclusion, either was out of school without having completed upper secondary (13%), or was attending with overage (at risk) (20%). The following figure describes the situation of the population aged 15 to 20 in this country:

Figure 2.33: Exclusion situation in population aged 15 to 20, 2010. Information refers to one Eastern Caribbean sub-regional country.



Source: Enrolment data provided by UIS-UNESCO (year 2010) and Census data provided by CEPAL.

The following table dimensions each of the exclusion groups in this country:

Table 9: Categories of exclusion for population aged 15 to 20, 2010. Information referred to one ECA State.

Exclusion groups at ages 15 to 20		Absolute values	Relative values
GROUP A – EXCLUDED FROM SCHOOL	Subgroup A1: Did not attend or conclude either Primary or Lower Secondary Education.	1,390	23%
	Subgroup A2: Dropped out in the transition from Lower to Upper secondary or in this level, or completed it but failed to qualify for certification.	935	16%
GROUP B – THOSE IN UPPER SECONDARY EDUCATION BUT AT RISK OF EXCLUSION	Subgroup B1: Attending upper secondary with overage.	2,461	41%
	Subgroup B2: Attending alternative modalities. At risk for having previously abandoned regular education.	NO DATA	
GROUP C – THE FUTURE POTENTIAL DEMAND AT RISK OF EXCLUSION (INCLUDED IN THE DIMENSIONS 4 (PRIMARY) AND 5 (LOWER SECONDARY))	Attending primary or lower secondary school overage.	1,224	20%
GROUP D – THOSE INVOLVED IN NON-FORMAL EDUCATION	Attending educational offerings that expand their opportunities without delivering a certification.	NO DATA	

Source: Enrolment data provided by UIS-UNESCO (year 2010) and Census data provided by CEPAL.

The table shows that, as it relates to total exclusion, children and young people that are actually out of school are not prepared to access upper secondary education. More than half of them would need to attend lower secondary or even primary level first if they came back to school. Total exclusion represents around one third of the exclusion situation of this age group, with potential exclusion representing the largest proportion of cases.

As it regards potential exclusion, group B represents the largest group of students facing exclusion, and it is the one composed of students attending upper secondary but at risk of exclusion. It is followed by Group C, those students that have already been counted inside Dimensions 4 and 5, which constitute the potential future demand for upper secondary education, as they are currently attending lower stages with overage.

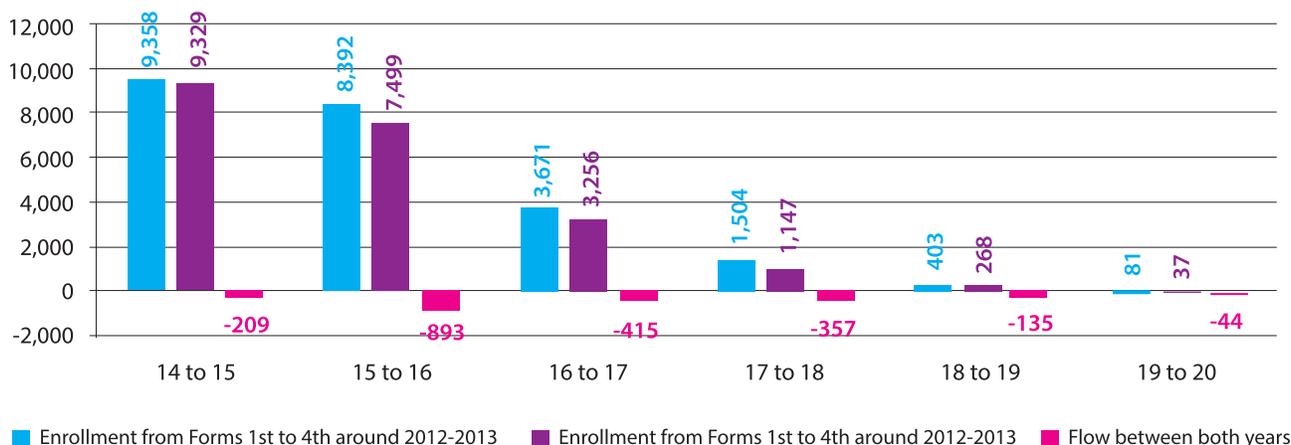
Again, this is only an exercise using the available data for one country. Counting on more detailed information, e.g. on TVET, Training, Adults Education, etc., would allow to build a much more accurate picture. It remains as a proposal for the national MoEs to develop a more detailed picture of exclusion in this age group using more detailed and updated data.

Nonetheless, other interesting characterizations of total and potential exclusion at these ages can be performed by using available data from regular education.

Regarding **total exclusion**, as it was described in previous chapters of the document, its indicators show a slight but continued loss of enrolment throughout the whole secondary education. The following indicator, specifying dropout, analyses the loss of enrolment at this level by age.

The next figure compares enrolment by age from Forms 1st to 4th around year 2012/13 (blue bars) with enrolment from Forms 1st to 5th around 2013/14 (violet bars). The difference between both enrolments is shown in the red bars.

Figure 2.34: Dropout between two consecutive years by age, for the years 2012/13 and 2013/14



Source: Enrolment data provided by MoEs of the 6 territories.

NOTE: In order to have a better picture of the situation regarding dropouts, and also in order not to confuse it with graduates, the definition in this case, and subsequent analysis, exclude enrolment of 5th Form using the 2012/13 data.

The comparison between students by age for two consecutive years (excluding those enrolled in 5th Form in the baseline year) shows a constant loss of enrolment at all ages. Almost 1 out of 10 students of the sub-region aged 15 and older dropped out before completing secondary between around 2012/13 and 2013/14 (in absolute values this corresponds to over two thousand students). This phenomenon aggravates for those who attend regular education with overage.

Table 2.8: Dropout between two consecutive years by age, for the years 2012/13 and 2013/14

Age	Enrollment from Forms 1 st to 4 th around 2012-2013	Enrollment from Forms 1 st to 5 th around 2013-2014	Flow between both years	%
14 to 15	9,538	9,329	-209	-2%
15 to 16	8,392	7,499	-893	-11%
16 to 17	3,671	3,256	-415	-11%
17 to 18	1,504	1,147	-357	-24%
18 to 19	403	268	-135	-33%
19 to 20	81	37	-44	-54%
Total	23,589	21,536	- 2,053	-9%

Source: Enrolment data provided by MoEs of the 6 territories.

The next pages present the same indicator as above but with disaggregation by sex and school status.

By SEX

Data for this indicator shows that there are fewer overage girls enrolled at secondary than boys: 2,297 girls vs. 3,368 boys aged 16 and over attending from 1st to 4th Form in 2012/13. This situation is the result of a phenomenon previously described: boys suffer schooling breakdown experiences in greater manner than girls. Dropout at these ages also affects boys with slightly more intensity than it does girls. 1,073 boys and 948 girls dropped out of regular education before completing 5th form, between 2012/13 and 2013/14.

By SCHOOL STATUS

Within the public sector, 9% students of ages 14 and above dropped out before reaching the end of the secondary level between 2012/13 and 2013/14. In the case of private institutions, the loss is slightly lower (8%). 1,880 from public institutions and 141 students from private ones dropped out of regular education before completing 5th form, between 2012/13 and 2013/14.

Regarding **potential exclusion**, students aged 15 to 20 who attend school overage, data for 2013 shows that there are 5,779 students attending school that are 2 or more years overage (critical risk). In addition, 7,527 students of this age group attending school of one year overage (moderate risk). With the exception of 14 students that are enrolled in 6th Grade, the rest of the overage students aged 15 and over attend some form of secondary education. They represent 24% of the enrollment at this level.

Recap: Exclusion in population aged 15 to 20

The analysis of exclusion from upper secondary represents methodological and conceptual challenges. The first of these challenges is regarding the diversity of school pathways that lead adolescents to this educational stage. For this reason, considering only the official ages corresponding to upper secondary is not enough for studying exclusion from this level. Therefore, the data exploration took a wider age range: 15 to 20 years old.

Within these ages, four different groups of exclusion were built:

- **Group A: out of school,**
- **Group B: attending upper secondary but at risk of exclusion,**
- **Group C: attending lower stages (future potential demand for upper secondary at risk of exclusion, included in Dimensions 4 and 5),**
- **Group D: attending non-formal education.**

Regarding data from regular education it was possible to identify some facts about present and potential exclusion. These facts can be synthesized as:

- *Total exclusion: At age 15, 9% of adolescents are out of school (population vs. students). Between 2012 and 2013, 2,000 adolescents between ages 15 and 20 dropped out of secondary school, before completing it. They represent 9% of the enrollment of this age group.*
- *Potential exclusion: In 2013, 5,779 students aged 15 to 20 attended school with 2 or more years of overage. This means that according to the OOSC initiative, they are at critical risk of abandoning school.*

2.8 Conclusion

The chapter presented the size of total and potential exclusion in the Eastern Caribbean sub-region. It also identified the main points of constriction, or stages of the educational system where students face the most difficulties, and explored the profile of the population groups most exposed to exclusion.

It showed that total or actual exclusion is very low¹⁹ and that the main **challenges** in ECA, in terms of out of school population, **start with adolescents aged 14 and over**. It also established that analyzing upper secondary grades and ages 15 to 20 was crucial to describe the core of exclusion in the sub-region.

However, **potential exclusion**, which referred to those children and adolescents that are today in school but at risk of dropping out, affected a larger number of students across the sub-region. Potential exclusion refers to children and adolescents who are **excluded within education**, because they are having **poor academic experiences**, and experiencing other situations that have the **potential to push them out of school**.

Exclusion is a process that develops gradually, that can be visible through drop out, or invisible: via accumulation of academic breakdown experiences, low quality learning, emotional violence, bullying or other discriminatory practices.

It is a difficult task to measure the risk of exclusion in a comprehensive manner, in order to build a regional estimate. Overage was the chosen indicator to account for potential exclusion in OOSC Initiative. This is because each year of overage accumulated stands for an educational breakdown experience (late entry, repetition, dropout with re-entry, etc.). This is the magnitude of potential exclusion in Eastern Caribbean sub-region:

- 1,700 students of primary education are at critical risk of exclusion, i.e. two or more years overage. They represent 2% of the total enrollment at primary level. In addition, there are nearly 10,500 students one year overage (moderate risk), 15% of primary enrolment.
- In lower secondary there are more than 3,600 students two or more years overage (at critical risk); they represent 11% of students of Forms 1 to 3. In addition, there are 7,500 students at one year overage (moderate risk).
- In upper secondary, there are over 2,800 students at critical risk (at two or more years overage). These represent 14% of the level's enrolment. In addition, there are five thousand students one year overage (24% of the level's enrolment).

The points of constriction/bottleneck analysis in ECA sub-region lead to the study of the following stages of the secondary level.

- The beginning of secondary: out of 100 students enrolled in 1st Form, 6 repeated and 5 dropped out either during the school year or in the transition to the following year.
- The transition from lower to upper secondary: out of 100 students enrolled in 3rd Form, 7 repeated and 4 dropped out either during the school year or in the transition to the following year.
- The transition from 4th to 5th Form, where out of 100 students enrolled in 4th Form, 7 repeated and 11 dropped out either during the school year or in the transition to the following year.
- Graduation: 1 out of 4 students experience obstacles in obtaining graduation upon completion of 5th Form.

¹⁹ Only 0.5% of children of age 4 are out of school (Dimension 1). Only 1.4% of children of ages 5 to 11 are out of school. And only 3.3% of children of ages 12 to 14 are out of school. (Dimensions 1, 2 and 3)

The previous analysis pointed out that *while repetition shows high rates throughout all of the secondary level, dropout manifests its highest intensity in upper secondary*. The study of the situation of the population aged 15 to 20 showed that, despite passing through (sometimes several) academic breakdown experiences, most students manage to get to upper secondary. Most of the dropout happens at this educational level.

The profiles analysis showed that *males* are the population group most exposed to exclusion. Data indicated that boys are both repeating and dropping out in greater measure than girls. In contrast, the analysis by school status displayed less difference between groups of schools or even exhibited similar trends in some of the indicators.

The school level exploration offered an approach to exclusion in secondary education that may be of use for the public management, as it allows *identifying schools in critical situations*, in order to prioritize interventions. The analysis identified that **23** out of the 118 *secondary schools* of the sub-region (19%) have alarming rates of repetition and dropout (above the sub-regional parameter).

The next chapter

The following chapter (3) presents an examination of critical factors, which may be causing education exclusion (total exclusion and potential exclusion). These are referred to as barriers to education inclusion and student success. This analysis is developed from a comprehensive review of empirical reports and studies on/and related to education, as carried out in the sub-region. The factors highlighted were analyzed using the Monitoring Results for Equity (MoRES) framework developed by UNICEF. As such the main factors creating bottlenecks at the secondary level (where potential exclusion is most evident) is examined within four main domains: enabling environment, supply of education, demand for education, and quality of education.



CHAPTER 3

BARRIERS TO EDUCATION INCLUSION AND STUDENT SUCCESS

3.1 Defining 'Potential Risk' in the Eastern Caribbean sub-region

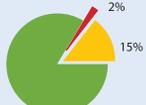
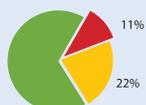
The results of this study show that from the beginning of primary education, and throughout the remaining levels of primary school and into secondary school, there are an increasing number of students with 1 - 2 years overage. This situation worsens to include an increasing number of students with three years overage beginning at the lower secondary level (Form 1) through to the upper secondary level (Forms 4 and 5). This in essence indicates a growing number of students who are defined by the OOSCI framework as experiencing potential risk; the question which remains is – at risk to what?

Compulsory education policies established across the ECA requires all students ages 5-16 to be enrolled in school, and the data shows that 96-98 percent of these students are in fact enrolled in primary or secondary school. The growing concern is whether they are receiving a quality education, and whether they will complete the full course of study and achieve secondary level certification (CCSLC, CSEC or other relevant qualifications for work or entry into post-secondary level study) at the end of compulsory schooling. This in essence defines the risk being highlighted in this report.

Most education sector plans across the OECS sub-region and the Turks and Caicos Islands identify the mission of basic education as being to ensure that every learner achieves expected learning outcomes upon completion of schooling (UNICEF, 2013; OECS, 2012). Observable patterns based on overage data, class repetition/retention, and drop out levels and patterns across countries indicate that significant numbers of students at the primary and lower secondary school levels are at moderate or critical risk to not completing secondary schooling first of all, or at risk to completing secondary level without appropriate certification for entry into work or higher education programmes.

Barriers to Education Inclusion and Success Examined

The profile analysis of education exclusion in the Eastern Caribbean sub region revealed that there is only a very low degree of **total or present exclusion** to education at the primary or lower secondary level. A summary is presented in Figure 1.1 (indicated also below). D1 reports a total exclusion of 0.5 percent; D2 reports a total exclusion of 1.4 percent; and Dimension 3 reports a total exclusion of 3.3 percent. It can therefore be concluded that most children of primary and secondary age are currently enrolled in school in the Eastern Caribbean. The analysis however presented a progressively worsening situation in relation to **potential exclusion** at both the primary school level(D4), and at the secondary levels (D5). The data shows potential exclusion of 17 percent at the primary level, and 33 percent at the lower secondary level.

Total or Present Exclusion	Dimension 1	Total exclusion by the age of attending the last year of Early Childhood Education: almost 50 children out of school, 0.5% of population of age 4	
	Dimension 2	Total exclusion by the age of Primary: 840 children out of school, 1.4% of population of age 5 to 11	
	Dimension 3	Total exclusion by the age of Lower Secondary: over 1,000 children out of school, 3.3% of population of ages 12 to 14	
Potential or Partial Exclusion	Dimension 4	Potential exclusion within Primary: 1,700 students with two or more years of overage (at critical risk), representing 2% of Primary enrolment.	
	Dimension 5	Potential exclusion within Lower Secondary: more than 3,600 students with two or more years of overage (at critical risk); They represent 11% of students of Forms 1 to 3. And 7,500 students with 1 year overage (moderate risk), 22% of Lower Secondary enrolment	

This chapter seeks to discuss the main factors creating difficulties for students at both the primary and secondary levels.

The OOSCI Framework for the Analysis of Barriers

The Monitoring Results for Equity (MoRES) framework (developed by UNICEF) was used as a specific conceptual basis for organizing the report. The framework has ten (10) determinants organized within four (4) main domains. These domains are: Enabling Environment; Supply; Demand; and Quality. An explanation of the determinants within each domain is presented and defined in Table 3.1 below. Barriers to educational completion and student success were therefore analyzed and grouped under four (4) broad categorical headings: barriers in the enabling environment; barriers affecting the supply of education, barriers affecting the demand for education, and barriers affecting the quality of education. Each domain focuses on key factors that can hinder student completion of schooling, as well as limit student achievement of learning outcomes during schooling.

Table 3.1: The OOSCI Framework for the Analysis of Barriers to Education

Domain	Determinants	Definition
Enabling Environment	Social Norms	Widely followed social rules of behavior.
	Legislation/Policy	Adequacy of regulations and policies which support equitable and quality mandatory education.
	Budget/Expenditure	Allocation and disbursement of required resources adequate for the implementation of equitable and quality education plans.
	Management/ Coordination	Roles, coordination, partnership and accountability to support the implementation of equitable and quality education plans.
Supply	Availability of Essential learning materials	The distribution of essential learning materials and resources for improving access and progress along mandatory educational levels.
	Access to Adequately Staffed Services, Facilities and Information	Physical access to services, facilities, and information for compulsory educational levels.

Demand	Financial Access	Ability to afford the direct and indirect costs (services/practices) of mandatory educational levels.
	Social and Cultural Practices and Beliefs	Individual/ community beliefs, awareness, behaviors, practices, and attitudes.
	Timing & Continuity of Use	Completion/continuity in use of services and adoption of practices.
Quality	Quality	Adherence to required quality standards (national or international norms).

Barriers in the Enabling Environment

The enabling environment of a country may reveal certain factors which can impact negatively on that country's ability to provide a quality education for every child. The determinants of the enabling environment which were studied included social norms, legislation, policies, the education budget and expenditure, and management and coordination to support the implementation of equitable and quality education plans.

Table 3.2 presents a summary of the factors which are enabling actual and potential exclusion and inhibiting student success at the secondary level.

Table 3.2: Heading?

Domain	Main Factors	D2	D3	D4	D5
Enabling Environment	Low Parental Engagement and Involvement in Schooling			✓	✓
	Child Abuse and Violence		✓	✓	✓
	Streaming Among and Within Schools		✓	✓	✓
	Discipline Policies and Practices		✓	✓	✓
	Inadequate Public Provisions for Early Childhood Education			✓	✓
	Inadequate Education Provisions for Children Special Needs	✓	✓	✓	✓

Low Parental Engagement and Involvement in Schooling

Reports from educators and students alike suggest that active parental engagement in schools remains a challenge in the sub-region. Low parental attendance at Parent Teacher Association (PTA) meetings, deficiencies in parenting styles, and weaknesses in parental support for student learning at home were generally indicated as main areas of challenges (George, 2009; OECS, 2006;).

Parents indicate that the dominant focus of PTA meetings are often on fundraising, and are generally dysfunctional. Educators indicate that there are too many absentee parents who are leaving children to raise and support themselves and their younger siblings during the formative years of childhood. Weaknesses in parental communication skills also contributed to difficult relationships between parents and their children, and subsequently to these children 'acting out' at school.

Weaknesses are most evident in single parent homes. Increased parental workloads and younger parents without parenting skills do not allow for adequate parental engagement and support for student learning, or for active parental involvement at the school level. Low family SES also leads to students placing a greater emphasis on material wealth due to a societal push to live above that which meager family earnings allow. Such an emphasis contributes to student involvement in prostitution, robbery and other criminal activity. Children's involvement in these activities are at times even encouraged parents, or accommodated by them as they may know of it but do nothing to discourage or stop their children (George, 2009; OECS, 2006).

The increasing issues regarding appropriate parental guidance, supervision, discipline, and even moral/and or religious influence results in an increasing number of students exhibiting behavioral problems which impede their academic performance and successful completion at both the primary and secondary school levels. This barrier accounts for educational breakdown experiences which impact potential exclusion in both Dimension 4 (D4) and Dimension 5 (D5).

Child Abuse and Violence

Child abuse, neglect and violence compromises children's development and wellbeing, and undermine their health and school performance. Violence against children ranks as one of the major threats to childhood in the Caribbean. In fact the average homicide rate for the Caribbean region is estimated at 22 per 100,000 persons. One of the most common forms of violence against children which appears across all settings (school, home, and other institutions) is child sexual abuse (UNICEF, 2009). A World Health Organization study found that approximately 43 percent of sexually active children in the Caribbean had their first sexual encounter before the age of 10, and that many of these were forced sexual encounters (UNICEF, 2012). Studies of child sexual abuse in the wider Caribbean region show that the major forms of child abuse include intra-familial abuse (incest, often by step parents and siblings), non-family abuse (by persons known to the family), and transactional sex (in which sex with a child is exchanged for money, goods, or favors) (Singh, 2012). Other new and emerging forms of child sexual abuse include cell phone pornography, internet abuse, child sexual tourism, opportunistic abuse linked to natural disasters, sexual aggression, and transactional sex between children (Jones & Jemmott, 2010). Bullying, domestic violence, and corporal punishment are also other instances of violence against children which perpetuate throughout the sub-region (CADRES, 2014; Child Development Center, 2013).

Despite some progress in legislation in recent years, there remains a legislative weakness in within the sub-region in relation to the prevention and response to child abuse, as well as service delivery to sexually abused children. Child abuse, bullying, domestic abuse, and corporal punishment towards children therefore continues to present challenges to some students' success at school, as these factors pose serious physical, emotional, psychological and social implications to students' health. These experiences often manifest themselves through students' modeling of abusive and disrespectful behaviors at school, and or acting out as a result of the difficulties they may have experienced. Incidences of this nature are aggravated by common problems such as poverty, inadequate parental supervision, overcrowded households, child abandonment, parents' migration overseas, a culture of silence and a generally high tolerance of child abuse and violence in society (Child Development Centre, 2013; UNICEF, 2012; Jones & Jemmott, 2010). These factors especially impact Dimension 3, Dimension 4, and Dimension 5 (D3, D4, and D5).

Streaming Among and Within Schools

Streaming Among Schools

In the OECS member states there exists a social ranking of specific schools as elite, and some schools as lower performing schools based on schools' overall performance on the regional CXC-CSEC examinations. The status of many of these elite schools can be traced back to their foundations as early grammar schools for the social elite during the pre-colonial and immediate post-colonial periods of education development in the Caribbean (Miller, 2009; Thompson, 2009). In some of the Eastern Caribbean countries (with the exception of St. Kitts and Nevis where placement is based totally on geographical residence), the system of allocation used by MoE's to facilitate the transition of students from the primary to the secondary level often results in the placement of the higher performing students in elite schools of choice, while the lowest performing students often

receive placement together in the schools of least preferred choice. This is because students with the highest scores on the examinations are often given preferential choice as it relates to public school selection (George, 2009; Knight, 2014).

The schools to which the lowest performing students are generally allocated report significantly higher levels of disruptive classroom behavior, teacher stress, students' lack of interest in academic education, strained teacher student relationships, inadequate instructional pedagogy, misfit between curriculum and students' interests/needs; and inadequate school resources (Thompson, 2009; Knight, 2014, Marks, 2009). Such negative reports confirm social perception of these schools and facilitate negative stereotyping of students who attend these schools. The students who attend these schools often internalize the negative social perception of their school, and a negative perception of themselves as low performing students.

This factor presents a barrier to quality learning as it negatively affects students' motivation to take full advantage of the opportunity for obtaining a successful secondary education (Thompson, 2009; Knight, 2014, Marks, 2009; Knight & Obidah, 2014). This factor especially impacts Dimension 5 (D5).

Streaming Among Schools

Otherwise referred to as ability grouping, this practice is evident both at the primary and secondary levels, but more predominantly at the secondary school level. Significant numbers of students lack basic literacy and numeracy skills upon completion of primary schooling. National primary assessments of students' performance on standardized grade level tests confirm these deficiencies and show that male students are often at a greater disadvantage than female students (Marks, 2009; Knight, 2014; National Country Digests, 2014). Many of these students transition to secondary schools despite these deficiencies. A frequent coping mechanism for secondary schools has been the involuntary ability grouping of new entrants. The intention behind this practice is generally to achieve homogeneous grouping for instruction, however many of these groupings remain permanent for most students throughout their secondary schooling years (Marks, 2009; Knight, 2014). Teachers note that the psychological and emotional effects of this grouping often manifested in low self-esteem, low morale, a general lack of motivation, and disciplinary problems among students. These problems are most evident among students in the lower bands, and more so among male students (Marks, 2009; George, 2007). As a result some students are eventually pushed out, or fall out of school.

This factor affects potential exclusion in Dimension 4, and Dimension 5 (D3, D4, and D5), but is most significant for Dimension 3 and Dimension 5 at the secondary level where classroom repetition and dropout are most observable.

Discipline, Policies and Practices

The Education Acts in the Eastern Caribbean sub-region generally represent the main administrative and legal framework for school discipline; however, the directions provided within the Acts usually take the form of very broad guidelines. Although some countries such as Dominica and St. Lucia also have discipline policies developed by the Ministry of Education or schools (OECS, 2006), such specific policy frameworks are absent in other countries. A general breakdown in community values and cohesion in recent decades have influenced the development of negative subcultures, and bad behavior and aggression appear to be increasingly valued among the youth. Nurtured through excessive exposure to violence and crime in the media, negative sub-cultures develop among groups of students, and are at times endemic to particular areas and schools. Some children who misbehave (at times aggressively) are often administered a range of disciplinary actions which can often include corporal punishment, and being suspended or even expelled from school. Many of these students drift in and out of school as a result of frequent disciplinary actions, which contribute to their academic failure throughout primary and secondary schooling, and often culminates in them being either pushed out of school because of disciplinary actions taken by schools, or falling out of school due to poor academic performance. The Education Acts in OECS member states generally allow schools the discretion to suspend students for 2- 10 days in each instance, but any length of time beyond 10 days or the expulsion of a student from school must be allowed only upon the orders of the Chief Education Officer or Director of Education. A subsequent challenge for those students who are expelled is the paucity in the availability of adequate second chance education programmes to allow these former students to complete their secondary education.

Thus disciplinary actions can impact negatively on students' opportunities to access quality learning at the primary and secondary level. This factor especially impacts Dimension 3, Dimension 4, and Dimension 5 (D3, D4 and D5).

Inadequate Provisions for Early Childhood Education (ECE)

In the sub-region, children generally tend to be registered for ECE between ages 3-5 and more so in the urban rather than rural areas. Ages 3-5 are considered school age by society members and so children tend to be registered in pre-schools in preparation for primary school. The challenges faced by ministries of education as it relates to the development of the early childhood sector can be divided into three main categories: inadequacies in institutional and policy frameworks; difficulties in monitoring the quality of service provision in Early Childhood Centers, and inequitable Early Childhood Development (ECD) access across the sub-region.

Inadequacies in the Institutional and Policy Frameworks

While governments in territories such as St. Kitts and Nevis and Grenada play a key role in ensuring that policy frameworks support the development of children in the 0-8 year's age cohort, there is still room for improvement in areas of yearly budget allowances and support for the development of research policy regulations across the sub-region. Current efforts to improve the institutional and policy frameworks are heavily dependent on financing and other support provided by agencies such as UNICEF and other donor agencies.

Difficulties in Monitoring the Quality of Service Provision

Practitioners across the sub-region have varying levels of expertise and training which makes it difficult to make significant progress in providing quality ECD services, and the mechanisms in place for sharing effective ECD practices across member states and across centers are currently limited. Whether in custodial care in homes or day care centers, there is a widely varied understanding about the importance of stimulating materials, and nurturing environments as part of ECE. Surveys of the quality of ECD care across the sub-region (Antigua and Barbuda, Dominica, Grenada, SVG, St. Kitts and Nevis, St. Lucia) found significant weaknesses in the quality of the programming, including provisions for health and safety practices, use of educational material, use of language and communication skills, availability of space and play equipment, and provisions for the professional needs of staff. The implications for children's' later development is worrying. The need for training for both ECD administrators and practitioners therefore remains an urgent need (Worrell, 2015; Clarke, 2015). The ECD Units in Ministries of Education themselves also face persistent internal struggles related to budgeting and sourcing of learning support material to support quality ECD in centers.

Inequitable ECD Access

The significant number of private providers relative to government centers and/or providers within each member state also makes it difficult to monitor programme quality in the non-governmental centers. In Antigua and Barbuda for example 72 percent of these ECD centers are owned by private operators, 15 percent by the church, and only 10 per cent by the government (UNICEF, 2009). On the other hand, in Grenada, 48 percent of all ECD centers form part of the private sector and 52 percent are government providers. Research has proven that students who start primary school with little or no pre-school experience tend to be placed at immediate disadvantage to their classmates who may have had access to ECE.

The consequences of these ECE challenges result in inadequate provisions for students, and consequently weak foundational skills at the start of primary schooling, and such difficulties may persist through the remaining years if not directly addressed through appropriate support. The potential risk is often greater for children who come from disadvantaged homes and backgrounds (Bynner, 2007). As such, limitations in access to quality ECE services throughout the sub-region remains one key factor facilitating potential risk to student failure. This factor especially impacts Dimension 4 and Dimension 5 (D4 and D5).

Inadequate Education Provisions for Students with Special Needs

All of the countries under study are either both signatory to the Convention on the Rights for Persons with Disabilities, and have ratified the Convention, or as in the case of Dominica have directly ratified the Convention without first signing it. As such the

Education Act and Education plans for each country makes reference to educational access being provided for students with disabilities. Education provisions are however only made for the placement of students in special education schools, classes, or other facilities **as available**. The problem is that given significant economic challenges facing member states, ministries of education are often unable to provide adequately for the education of special needs students according to required international standards (Pemberton, Morton, Phillip, & Morson, 2013; ECLAC, 2010; ECLAC, 2009). Nevertheless, students with varying levels of *diagnosed* and *undiagnosed* disabilities are being increasingly included in the regular schools.

Undiagnosed Special Needs

Although present at both primary and secondary levels, growing problems regarding undiagnosed special needs are becoming most evident at the secondary level. Along with increased expansion of access to secondary has been an accompanied increase in the number of students experiencing a range of academic and behavioral difficulties. Teachers in the 'lower performing' schools especially report the highest incidences of behavioral disruptions and explained that there exists a significant number of suspected but undiagnosed student conditions, mental illnesses, and attention disorders such as ADHD inhibiting student learning in the classroom (Thompson, 2009).

Barriers Affecting the Supply of Education

The table below presents a summary of the factors which are presenting a challenge to the supply of quality education in the Eastern Caribbean sub-region, especially as it relates to two main determinants: the availability of essential learning materials, and access to adequately staffed services, facilities, and information to support quality teaching and learning for all students.

Table 3.3 Barriers related to the Supply of Quality Education

Domain	Main Factors	D3	D4	D5
SUPPLY	Inadequate Student Support for Struggling Learners	✓	✓	✓
	Deficiencies in Teacher Quality and Training		✓	✓

Inadequate Student Support for Struggling Learners

Indications from case studies within the sub-region show that despite significant public investments in education, many schools (especially the schools serving predominantly lower performing students) lack adequate human, ICT support, and other resources to facilitate effective learning support for the struggling students who most need it. Inadequacies in the provision of formal pupil services, such as guidance and counseling programmes were also highlighted by Marks (2009) and Gaible (2008).

Inadequate emphasis on support to accompany practices of involuntary grade retention pose another aspect of concern as it relates to timely support for struggling learners. Involuntary grade retention refers to the school-initiated practice of keeping students at the same grade level for an additional year. Education profiles across the sub-region reveal significant problems relating to involuntary grade retention - especially at the secondary level. Most Ministries of Education generally have no written policy on grade repetition but rather leave the decision up to schools - with the general encouragement that when used it should be to the students' benefit. The rationale behind the practice of grade repetition is generally that repetition at the same grade level will give students an additional year to master the academic content they failed to master the previous year, and, thus enable them to be better prepared when they move on to the next grade level.

Perceptions from teachers and ministry level officials however indicate that despite grade retention being a frequent remedial response strategy for academically weak students, this practice has not contributed to student improvement (Knight, 2014; Focus Group 2, October, 2015). Such findings correspond with global reviews of the impact of grade retention which show that grade repetition is often viewed by students and society in a negative manner, and that for grade repetition to benefit students it must be accompanied by appropriate intervention and/or student support programs, which will both motivate and help

students meet the appropriate grade level standards (Xia & Kirby, 2009). Lacking such appropriate intervention and/or student support programs, grade repetition practices in the sub-region appears to have a negative impact on students. This factor impacts Dimension 3, Dimension 4, and Dimension 5 (D3, D4, and D5).

Chief education officers also confirmed during focus group meetings that additional funding is not provided to schools which predominantly serve low performing students. Basic academic student support services available at the secondary school level have expanded in recent years to generally include a guidance counselor and a special needs teacher and/or reading specialist who are expected to serve the needs of all students at the school. The problem however is that the extent of student needs often quickly surpass the capacity of this limited support structure. Guidance counselors in schools are also generally not monitored or assessed, and confidentiality remains a major concern regarding their services to students (Knight & Obidah, 2014; OECS, 2006).

Additionally, in the Turks and Caicos Islands children's rights are especially being challenged by a large influx of immigrant children who often fall outside the formal education and health care system due to issues concerning birth registration. Language barriers have also created challenges for schools in embracing immigrant children from countries such as Santo Domingo and Haiti into existing schools and social support services within the Eastern Caribbean sub-region (observable in Antigua and Barbuda, and St. Kitts and Nevis for example).

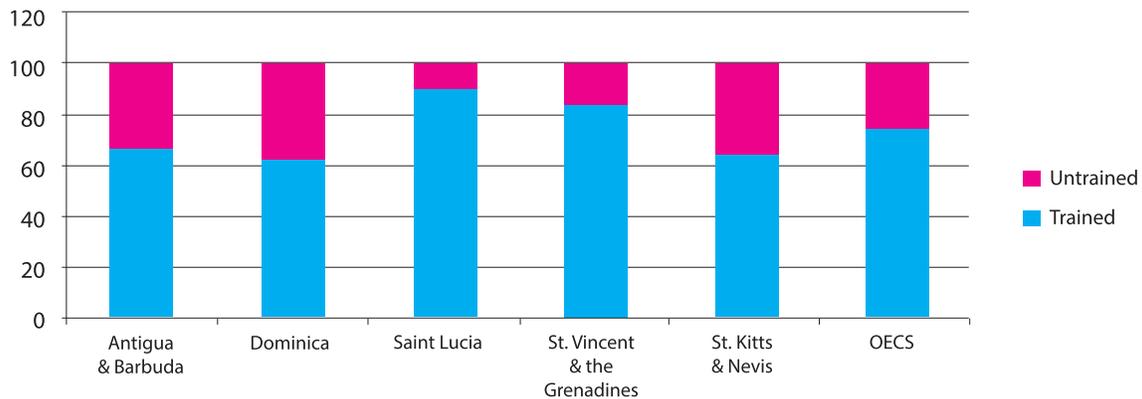
Improved learning support services and programmes for struggling students therefore remains a dominant barrier to addressing challenges creating and or aggravating potential exclusion for students. This factor especially impacts Dimension 3, Dimension 4 and Dimension 5 (D4 and D5).

Deficiencies in Teacher Quality and Training

Quality education is dependent on the process of interaction between the student and the teacher. This is why the international Dakar Framework (UNESCO, 2000) specifically advocated for well-trained teachers and active learning techniques in order to achieve quality learning outcomes. Teacher training certification presents a significant barrier to quality teaching and learning in schools across the sub-region (with the exception of Turks and Caicos Islands which reports 90 percent trained teachers at the primary level; and 95 percent trained teachers at the secondary level). The problem is greatest at the secondary level. See Figures 3.1 and 3.2 below. Half of the teachers at the secondary level across the OECS sub-region are untrained/uncertified. The situation is most severe for Grenada (39% trained at the secondary level), Dominica (43% trained at the secondary level) and Antigua and Barbuda (47% trained at the secondary level) (OECS Education Statistical Digest, 2014).

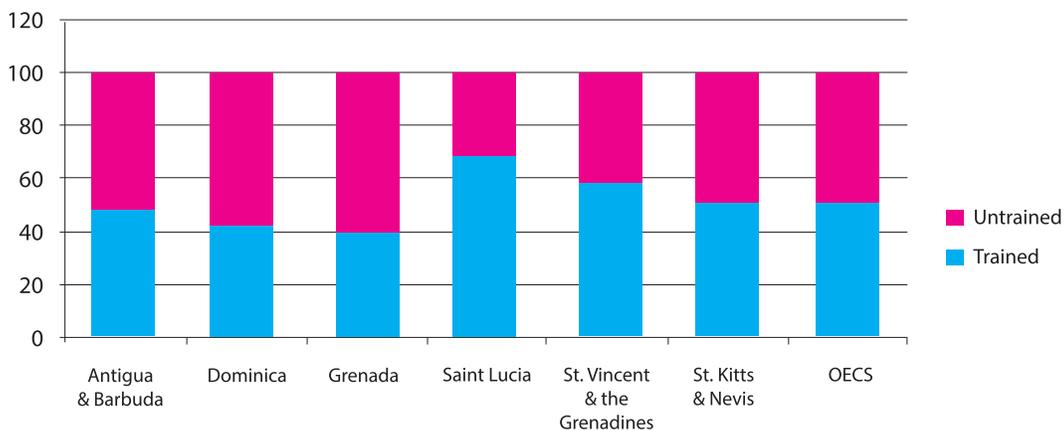
This has implications not only for the quality of teaching, but teachers' capacity (and subsequent willingness) to provide academic student support for struggling students who may have not fully developed the basic literacy and numeracy skills at the primary level. Ministry officials confirmed this limitation as they explained that most students with literacy weaknesses generally do not improve upon transfer to secondary school, but often continue to experience academic difficulties through the years of secondary schooling.

Figure 3.1: Percentage Trained/Untrained Teachers at the Primary Level for Five Countries and the wider OECS



Source: OECS Education Statistical Digest (2014)

Figure 3.2: Percentage Trained/Untrained Teachers at the Secondary Level for Five Countries and the wider OECS



Source: OECS Education Statistical Digest (2014)

Inadequacies in teacher quality and training therefore presents a binding constraint on the region's education progress, and consequently on the contribution of education to individual development and ultimately to poverty reduction. This factor remains a key education imperative across the sub-region (OECS, 2014). This factor especially impacts Dimension 4 and Dimension 5 (D4 and D5).

Barriers Affecting the demand for Education

Demand for education denotes the willingness and the ability of families to enroll their children in school and sustain their support in ensuring that the children attend school regularly and complete their education (UNICEF, 2012). Factors that inhibit the parents from enrolling their children in schools as well as keep them in school until they complete their education constitute the barriers that are responsible for students not being enrolled in school, attending school irregularly, performing poorly and eventually force them to drop out of schools. Demand barriers were reviewed in relation to three determinants: Financial Access; Social and Cultural Practices and Beliefs; Timing & Continuity of Use.

Domain	Main Factors	D2	D3	D4	D5
DEMAND	Poverty			✓	✓
	Negative Attitudes towards Children with Disability	✓	✓	✓	✓
	Secondary School Teachers' Attitude towards Academically Weak Students		✓ ✓		✓
	Boys' disadvantage in educational participation and performance			✓	✓

Poverty

Economic or financial factors do negatively impact access or demand for education at all levels in the Eastern Caribbean. Poverty is a problem in the sub-region despite the fact that the countries have reached a level of development that should allow a significant proportion of the poor to escape from poverty. Poverty is manifested in low incomes, inability to afford direct and indirect cost of schooling causing limited access to education and other basic services. For instance, UNICEF (2011; 2007) indicate that the poverty rates in the Eastern Caribbean Area ranges from 12 to 14 percent in Barbados and British Virgin Islands to 38 to 39 percent in Dominica and St. Vincent and the Grenadines.

The various poverty assessments, according to UNICEF (2007) over the past decade point to the fact that inequality is manifested in more limited access to education and other basic services. The situation of those living under the poverty line in the Eastern Caribbean is exacerbated by high income inequality: the richest 20 percent of the population receives 57 percent of total income, while the poorest 20 percent receives less than 3 percent. Moreover, students from a lower socio-economic status, or students living in a situation of poverty, face the constraints to a greater degree when compared to a student from a higher socio-economic status leading to higher dropout rates among students living in a situation of poverty than those living in a situation of affluence. Confirming the incidence of poverty and inequality in the Caribbean, UNICEF (2008 and 2013) state that while the Caribbean region is ranked highly in terms of human development, poverty and inequality remain serious development challenges and large numbers of the region's population continue to face rising levels of poverty. The most disadvantaged girls and boys in the Eastern Caribbean include an estimated 250,000 children from income-poor families, as well as poor children (non-income-poor) from rural areas and outlying islands which include boys and girls who have dropped out of school as well as children living on the street (UNICEF, 2010).

The gender dimension of poverty is evident in most countries in the Eastern Caribbean. In Grenada, 44 per cent of female-headed households are in the bottom three welfare quintiles compared to 18 per cent of families with male heads. In Dominica, there is little difference in the incidence of poverty among individual females and males; however, the poverty head count is 45 per cent in female-headed households as compared to 36 per cent in male-headed households. No statistical relationship between gender and poverty was found in the Turks and Caicos Islands (UNICEF, 2007)

Specifically, the demand related factors which create barriers to educational access and or potential risk to education failure are discussed below.

Low Income of Parents

There is ample evidence from poverty assessment of countries in the Eastern Caribbean that secondary enrollment continues to be linked to income (UNICEF, 2009). Low income of parents places financial constraints on families in many ways. For instance, about eight (8) out of every twenty (20) children in St. Lucia and nine (9) out of every twenty (20) in St. Vincent and the Grenadines live among families facing food insecurity, due to low income (UNICEF, 2007). Furthermore, low income of parents robs the family of the ability to spend money on basic things of life that will prepare family members to conveniently engage in things like education. Parents' income also strongly correlates with a "range of home background variables, including parental education, which also influence children's educational outcomes" (UNESCO, 2008:9). This fact makes it easy to understand the extent to which the education of poor children is being held back by too few financial resources in the Caribbean. Moreover, poor households are typically large and they have more children than non-poor households thereby making less money

available for each member. In response, they often adopt coping strategies that are harmful to children, including keeping children home from school (UNICEF, 2009).

Inability to Bear the Direct/Indirect Costs of Schooling

Although education is officially said to be free at both primary and secondary school levels in all territories in the Caribbean, costs of education still come in different forms which the governments of the countries are not responsible for. The direct cost of schooling has been identified as a factor that hinders access to education (UNESCO, 2003). The “direct costs of school” refers to expenditures required for a student to attend an academic institution. These include: school fees, books, supplies, uniforms, transportation and any other expense that may arise as a result of attending school. For many families in the Eastern Caribbean nations, expenditures such as these make access to education or completing their education prohibitively expensive. Thus, many parents abstain from providing their child with an education, simply because it is beyond their financial means. The cost of schooling and the financial burden placed on families to provide their children with the tools necessary to attend an academic institution, serves as a factor that hinders access or demand to education at all levels of education. It must be noted however that many member states do offer varying extent of support in areas such a textbook support, school lunch, and even transportation assistance. However such provisions are often uncoordinated, and many gaps continue to exist as those who really need the assistance may often go without.

These factors especially impact Dimension 4 and Dimension 5 (D4 and D5).

Negative Attitudes towards Children with Disabilities

Negative public perceptions of disability, coupled with teasing and bullying are barriers to the education of children with disabilities. In other words the barriers which keep children with disabilities out of school are often negative attitudes and systems, and societies that discriminate against them. WHO (2013) defines disabilities as an umbrella term that covers impairments, limitations on activities and restrictions on participation. Therefore the barriers to the education of children with disabilities range from the immediate and tangible, such as the lack of a ramp to enter a school building to the long-term impact of social norms and stigma that reinforce their exclusion. UNESCO (2015) reiterates that the sheer lack of reliable and comparable data on children with disabilities – their numbers, the nature of their disabilities and their educational needs – only adds to the serious barriers they face to their education. Inaccessible physical environments, including toilet facilities prevent access and learning for children with physical disabilities. Environments with inadequate light or noisy environments prevent children with visual or hearing impairments from learning. Problems with transport prevent children with disabilities at all levels from accessing school.

In principle, a child with a disability has the same right to an education as any other child, as set out in the 2006 UN Commonwealth on the Rights of Person with Disabilities (CRPD) which came into force in 2008 but in practice, children with disabilities are denied this right disproportionately (UIS, 2015). This factor impacts Dimension 2, Dimension 3, Dimension 4 and Dimension 5 (D2, D3, D4, and D5).

Secondary School Teachers’ Attitude towards Academically Weak Students

Given the recent nature of the transition to universalized access to secondary education for some member states, in many secondary schools there exists a negative perception by some secondary school teachers regarding the transitioning of low-performing students to the secondary level. Given that secondary access had previously been restricted to the academically inclined students, the expansion of access to include increased numbers of students with deficiencies in basic literacy and numeracy skills, has presented some challenges for teachers and principals. These teachers therefore perceive the recent expansion of access as negatively affecting traditional teaching and performance standards, and their perceptions are very evident to students (Marks, 2009; Thompson, 2009; Knight, 2014). This perception contributes to strained teacher-student relationships and consequently presents a barrier to positive classroom interactions; the result of which can be student failure at the classroom level. This factor especially impacts Dimension 3 and Dimension 5 (D3 and D5).

Boys' Disadvantage in Educational Participation and Performance

The different experiences of girls and boys make it important to consider gender as a concern in understanding the participation and performance of children in education. Also, research that reflects gender disparities provides a more solid basis for actions at reducing out of school children. The level of societal efforts at combating or removing the gender differences is a determinant of equality within that society which is essential to fulfilling the rights of boys and girls, including the right to education. UNICEF (2013) submits that ensuring that boys and girls have equal educational opportunities is one of the most important and powerful steps towards combating gender discrimination and advancing children's rights. Perceptions and traditions around gender can often combine with location, income and age to determine whether a child is in school or not (UIS, 2015).

Gender disparity is a barrier to access to education in the Eastern Caribbean where there is still gender disparity in terms of access of boys and girls to education as well as the levels of performances in school subjects. Available literature about Latin America and the Caribbean reveals that boys are falling behind on key education indicators, particularly at the secondary level. In 2011, there were 106 girls for every 100 boys enrolled in secondary school across the region. Of the 30 countries, with available data, 21 reported a gender gap in secondary enrolment that left boys lagging behind (UIS Data Centre, 2014). Boys in school are also more likely than girls to repeat school years – a well-known trigger for school drop-out. An analysis of repetition rates in primary and lower secondary education showed that rates are higher for boys than girls at both levels, in every country in the region, with the exception of St. Kitts and Nevis. Also, Antigua and Barbuda is a country where the out-of-school rate for boys of lower secondary school age was 10 percentage points or more greater than that for girls (UIS, 2015)

Although the Education for All Global Monitoring Report (2011) states that the Caribbean is moving towards gender parity in school enrolment, the following are still observable in the Caribbean:

- An entrenched concept of masculinity where the labour of boys is seen as vital for family livelihoods contributes to boys dropping out;
- On average, girls start schooling earlier; attend school more regularly, and drop out of school more infrequently than boys;
- Girls stay in school longer, and achieve higher levels of functional education at the end of schooling than boys.

(UNESCO, 2009; UNICEF, 2012; UIS, 2015)

Barriers Affecting the Quality of Education

A conventional definition of quality includes literacy, numeracy and life skills, and is directly linked to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration (EAC, 2015). Research shows that quality tends to worsen the problem of successful completion of Education in the Eastern Caribbean. The main factor identified is poor readiness of children for transition from primary to secondary school.

Domain	Main Factors	D3	D4	D5
Quality	Poor Readiness of Students for Transition from Primary to Secondary Level			

Poor Readiness of Students for Transition from Primary to Secondary Level

While examination outcomes at the primary level are not comparable across countries, student performance on national examinations and in the areas of literacy and numeracy are generally found to be below national expectations, indicating a low level of readiness for secondary education. For example, the pass rates of primary examinations in English in Dominica, Grenada, St. Kitts & Nevis, St. Lucia and St. Vincent and the Grenadines to be 40%, 25.5%, 62.3% and 52.6% and 75.9 respectively

while the same countries have pass rates of 25.0%, 21%, 29%, 46.1%, 75%, 68% in mathematics respectively (World Bank, 2003; St. Lucia Ministry of Education, 2008). Weak literacy and numeracy skills lead to weak performance at the primary level, and difficulty in transitioning from primary to secondary schools in the Caribbean and by extension, transitioning from lower secondary to upper secondary levels.

Gender differences in academic achievement are still a common challenge in the region. The Inter-American Development Bank (2009) confirms that in most Caribbean countries, females outperform males at various levels of schooling in a broad range of curriculum subjects, a pattern that is substantiated by in-class and national examinations. In other words, low level of readiness is more pronounced among boys, and contributes to higher repetition and dropout rate for boys.

This factor especially impacts Dimension 3, Dimension 4, and Dimension 5 (D3, D4, and D5).

CHAPTER 4

POLICIES AND STRATEGIES FOR ADDRESSING BARRIERS CAUSING EDUCATION EXCLUSION

Fixing the Problem of Student Exclusion

The first step towards addressing understanding the issue of children out-of-school in the Eastern Caribbean sub-region was to identify who were the students facing exclusion: actual or present exclusion and potential exclusion. This was presented in Chapter 2. A recap of the summary figures for student exclusion is presented below for easy reference.

Total students facing **Total or Present Exclusion** in the Eastern Caribbean sub-region:

Dimension 1	Dimension 2	Dimension 3
0.5 %	1.4 %	3.3 %

Due to compulsory school attendance laws, actual exclusion is very small, but nevertheless higher at the secondary level than the primary level.

Total students facing Partial or Potential Exclusion in the Eastern Caribbean sub-region:

Dimension 4		Dimension 5	
Critical Risk	Moderate Risk	Critical Risk	Moderate Risk
2%	15%	11 %	22 %

Potential risk is more noticeable, especially at the secondary level (D5).

The second step was to understand the problem of why these students were either not in school or were in school but failing to achieve the requisite learning outcomes. Analyses of the barriers were categorized using the MoRES framework, and presented in Chapter 3.

The third step is to suggest appropriate policies and strategies for addressing the identified barriers causing student exclusion. This is the focus of this current Chapter 4 of the report.

Recommendations for policy and practice are presented as it relates to each of the barriers in each domain.

Recommendations for Addressing Barriers in the Enabling Environment

The following are strategies which can be implemented to address barriers within the enabling environment which present a barrier to student enrollment and learning at the primary and secondary school levels.

Addressing Low Parental Engagement and Involvement in Schooling

Addressing the challenge of low parental engagement and involvement in their child's education is fundamental to reducing and/or eliminating educational exclusion (both total exclusion and potential exclusion). The following recommendations have been proven to improve parents' participation in their child's education.

Policies and Strategies for improving Parents' Engagement and Involvement in their Child's Education:

- Schools' deliberate efforts to develop stronger partnerships with homes. This should include hosting events and activities that will bring parents and families into the school; communicating with parents frequently, creating a warm, respectful, and welcoming school environment; and being flexible in accommodating parents and families²⁰.
- The offering of parenting courses/classes through schools which emphasize parental strategies for supporting and improving their child's education experience.

Some of these workshops should be focused on improving general parenting skills, while others should be parental workshops on how to support student learning in specific subject areas.

- Having PTA's equally emphasize support for student learning rather than predominantly focusing on fund-raising. Teacher-parent meetings should clearly highlight individual student performance based on on-going assessment, and should provide suggestions for implementing timely corrective measures to address student weaknesses.
- Encouraging trained school counselors to make time for visits to students' homes in order to increase the school-home support structure.
- In the transition of students from the primary to the secondary level, parents should be encouraged to attend parental orientation classes/workshops during the summer prior to student entry.

These sessions should be aimed at improving their understanding of the school staff, resources, policies, and procedures so as better equip them for active participation during their child's tenure at the school.

Addressing the Prevalence of Child Abuse and Violence

The problem of child abuse and violence against children is widespread and pervasive and remains a harsh reality for countless children in the sub-region. It compromises children's development and well-being and undermines their health and school performance, with long-lasting consequences which at times persist across generations. Preventing and eliminating violence against children is therefore a pressing need if all barriers to educational breakdown experiences are to be removed.

Strategies for addressing child abuse and violence include the following below:

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- Creating systems that will prevent child sexual abuse by raising awareness and encouraging early recognition and responses to the problem. The use of "breaking the silence" programmes provide an avenue or this in both Barbados and St. Lucia.

In BARBADOS :

'Breaking the Silence' programmes target child abuse through the Peer Support Volunteer programme instituted by Guidance Counsellors at several secondary schools, and is designed to train teenagers on how to talk to their peers about issues which they don't feel confident talking about with the Guidance Counsellor or with another adult.

²⁰ Source: Virginia Department of Education (2010). Available online at:http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf

In ST LUCIA:

'Breaking the Silence' programmes were officially launched in 2003, but targeted issues regarding HIV and teenage pregnancy. These programmes provide free, hands-on, intensive, out-of-school workshop series designed specifically for youth in the Caribbean. Participants in the workshop series learn the facts about the issue being addressed, and explore their goals, their values, and issues around self-esteem. They also apply the techniques of digital video production, practice teamwork, self-expression, and problem solving. At the culmination of the workshop series, youth participants work together to conceive, shoot, direct and edit a video of their own design.

Graduates of the Breaking the Silence programmes have been trained to use the skills obtained in peer leadership presentations to assist in spreading vital information in their communities. The targeted messages in their video also become awareness-raising tools for thousands of viewers in classrooms, health centers, television broadcast audiences, and film festivals across the globe.²¹

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- Adopting a policy of mandatory reporting of child sexual abuse.

Only 4 of the seven countries under study have mandatory reporting legislations for Child Abuse (Antigua, Grenada, St. Kitts and Nevis and Turks and Caicos Islands; such legislations are absent in SVG, Dominica and St. Lucia). Mandatory reporting, supported by a public education campaign, would provide a clearer indication of the extent of child sexual abuse and would promote earlier and more effective interventions to protect children and their families.

In Grenada for example²² increased legislation targeting Child abuse has led to increased reported cases: in 2008 there were a total of 197 cases reported; in 2009 that figured moved to 333; for 2012, the first full calendar year of operation of the Child Protection Authority there were 631 cases, and in 2014 671 cases were handled. Incidences of abandonment and neglect were highest followed by sexual abuse.

-
- Using powerful and hard-hitting public education campaigns, with videos posted on YouTube and other social media to get the attention of the public about child abuse.

This should extend to empowering children to resist transactional sexual abuse. A model for this approach is provided by a campaign in Costa Rica that features peer role models, featuring teenage girls in advertisements and portraying teenagers' points of view on the issue.

- In every country, child-sensitive justice systems should be established to deal with child sexual abuse crimes. There is a need to review the whole system of investigation and prosecution of child sexual abuse cases to bring these processes in line with the best international standards;

- Mechanisms should be put in place to make it easier for children to report instances of sexual abuse, without fear of reprisal or greater harm, in ways that fully respect their rights and the duty of society to protect them. As such there should be established and publicized a 24-hour hotline number for child sexual abuse as a means of creating a single point of access to all services;

- School-based counseling services should be put in place to help children and parents, while also providing school staff members the opportunity to train as counselors. Such services should empower children to resolve their emotional and behavioural difficulties, and empower parents to tackle their own issues, and to form more positive relationships with their children.

21 Sources: <http://www.breakingthesilence.info/activities.html>

22 UNICEF, 2014 - CHILDREN IN FOCUS MID-TERM EDITION IMPACTING LIVES. Available from: http://www.unicef.org/easterncaribbean/ECAO_CIF_2014.pdf

- Tourism businesses in the Caribbean should adopt the Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism²³;
- The engagement of cultural groups, artists and the media in promoting child protection through local festivals such as carnivals, best village competitions, talent shows, beauty competitions and the work of local artists to convey messages about the risks posed by child sexual abuse and ways to prevent it.

Addressing Streaming Among and Within Schools

The overall debate of streaming vs. mixed ability grouping generally remains un-conclusive. Meta studies however do show that while higher attaining learners tend to make between one and two additional months progress when streamed, unless the class size of the lowest attaining group is reduced, and high performing teachers assigned to teach them, low attaining learners tend to generally fall behind by one or two months a year, on average (Education Endowment Foundation, 2014). Based on this premise flexible instructional groupings are recommended.

- 1) Where mixed ability grouping can be practiced, that schools implement more mixed ability grouping **with a requirement** that mixed ability grouping necessitate the regular use of differentiated instructional methods in order to address the increased diversity of the classroom (Gamoran, 1992). This will require the provision of appropriate training and instructional skill development for teachers prior to implementing such requirements.
- 2) If on the other hand streaming/ability grouping is retained it must be improved. Two specific areas of improvement include:
 - a) Ensuring that teachers and students are not permanently assigned to specific streamed groups or classes. Permanent assignments negatively impact teacher and student motivation and expectations. Schools must therefore ensure flexibility in their grouping system. This can be achieved by:
 - (1) reassessments of students' capabilities, and taking the new information into account when making subsequent assignment decisions; and
 - (2) providing opportunities for students to fill learning which may exist (often as a result of being in a lower stream). This can be done for example, through tutorials during the school week or during the summer break—so that those who are ready to advance are not held back by inadequate curriculum coverage or instructional learning (Gamoran, 1992).

Implementing more flexible grouping systems also has implications for rotating teachers so that all students have opportunities to learn from the most effective teachers and to prevent the loss of morale that sometimes occurs for teachers who are permanently assigned to low tracks.

Additionally, if streaming/ability grouping is to be retained significant and deliberate efforts must be made to improve instruction in low performing groups. This means addressing the low expectations that teachers and students in low performing groups have regarding academic work at that level; and addressing the resistance that students in these groups have towards challenging academic work (raising academic expectations for low performing groups).

Case studies on streaming at the secondary level specifically suggest that ability grouping of students can effectively serve a remedial purpose for low performing streams (allowing students to catch up, or at least preventing them from falling further behind), but only if:

²³ See <http://www.thecode.org/about/>

- Teachers hold high expectations, manifested by an emphasis on academic work;
- Teachers exert extra effort, compared to their efforts in other classes;
- Teachers and students have opportunities for extensive oral interaction; and
- There is no procedure in place that assigns weak or less experienced teachers to the lower performing groups.

No parent can be faulted for wanting their child to access the best schools available, therefore, the existence of elite and low-performing schools is one which can only be directly addressed by governments' efforts to ensure that all schools equally provide a quality education.

Herman et al (2008) suggest four main strategies for turning around low performing schools:

- 1) Signal the need for dramatic change with strong school leadership. The school leader should signal the magnitude and urgency of the needed change;
- 2) Maintain a consistent focus on improving instruction. Schools should use data to set goals for instructional improvement, and make changes to immediately and directly impact instruction. This must be supported by continuous reassessment of student learning and instructional practices so as to re-focus as appropriate.
- 3) Make visible improvement early in the school turnaround process. This helps to rally staff support for the turnaround, as well as overcome resistance and inertia.
- 4) Build a staff committed to the school's school improvement goals. This may require in some instances releasing, replacing or redeploying staff who are not fully committed to the turnaround.

Addressing Limited Public Provisions for Early Childhood Education

Research establishes that the lack of access to a quality ECD place students at an immediate disadvantage to their classmates who may have had access to ECE. Collaborations with the private sector, Community health care centers, and NGO's are critical to expanding the provisions of ECD in the Eastern Caribbean, especially in addressing limited provisions of ECD in rural areas. Examples of rural based efforts include the ECHO Programme in St. Vincent and the Grenadines. The ECHO Programme reaches 20 percent of previously unreached preschoolers in SVG. ECHO is an informal home-visiting programme which supports families in communities with limited access to ECD services by giving children access to early stimulation and parents the education and basic training to provide that stimulation on a continual basis. The aides are trained to pick up any growth and developmental or health challenges at an early age. Children benefit from quality care, development of basic skills, better health and nutrition and at the next level, better performance in pre-school; and future education. The ECHO programme had its genesis in the Roving Caregivers Programme²⁴.

In St. Kitts and Nevis, the "Reaching the Unreached" programme of the Early Childhood Development Unit has also been able to extend stimulation and education activities to over 350 children via a temporary afternoon programme in Basseterre for children who had not yet obtained a preschool space. Additionally, a home visiting programme operates throughout St Kitts and Nevis on referrals from a range of sources for caregivers (who may also be parents but not parents directly of children from birth to age 3) unable to otherwise access group care. Child care provided in homes is called home-based nurseries²⁵.

²⁴ See UNICEF, 2014 – Children in Focus: Mid-term Edition – Impacting Lives. Available at: http://www.unicef.org/easterncaribbean/ECAO_CIF_2014.pdf

²⁵ Clarke, J. (2014). Needs assessment to identify vulnerable communities and to identify the gaps in early childhood service provision in the Federation of St. Kitts and Nevis. Draft Report. UNICEF.

Government efforts also include making investments in privately owned and operated ECD centres. Such efforts often include the upgrading of privately owned and operated ECD centres to ensure quality and equity in pre-primary education, and the construction of ECD centres in new primary schools to provide for smoother transition from pre-primary to primary school.

In Dominica for example, after conducting an audit of all primary schools to see which ones had space available for a pre-school centre, government chose to work with existing community private schools. Subventions are provided to these private ECD centres, and government also pays the salaries of some of the teachers. Plans are also in place to build additional centres in areas where schools did not have space or areas which are not being served by private facilities²⁶.

Further increases in ECD access across the sub-region can be attained by first the identification of areas where services for children are most needed and encouraging private sector development through incentives such as the designated use of government land or existing buildings for the specific provision of early childhood services.

Another avenue for achieving needed expansions and/or improvement of current infrastructure is in providing support to existing ECD providers in accessing external grant funds where available.

Provision for Students with special needs/disabilities in ECD

Governments should ensure that all ECD centres and programmes are able to also cater to all students including students with disabilities/special needs.

Monitoring of the Quality of ECD

Examples of deliberate policies for ECD implemented by countries such as St. Kitts and Nevis²⁷ have contributed not only to increased access but also improved monitoring of ECD services.

Policies such as free annual licensing and registration services, as well as duty-free concessions for ECD providers allowed for increased registration of centres to the extent that St. Kitts and Nevis became the first OECS member state to have all pre-primary centres licensed. Annual licensing motivates centres to continue to maintain standards after they have been registered, and thus prevents the deterioration of standards upon meeting registration requirements. Therefore such policies provide the opportunity for increased monitoring of centres.

Other recommendations for improving the quality of ECD include:

- 1) Use of a common curriculum which emphasizes a child centered holistic, active participatory approach to preschool education;
- 2) Intensifying training and technical support for curriculum implementation due to existing inadequacy in the number of personnel at the ECD Unit/ministerial level;
- 3) Increased opportunities and requirements for the training of ECD practitioners. Currently, in the case of Grenada, 85% of supervisory staff in the private sector ECD centres are not trained at NVQ Level II or above. The training and certification of this group of staff in the private sector is a priority to be required within a phased implementation of the standards and within the licensing approval process.
- 4) The collection of data on the needs of children with disabilities. Resources for children with special educational needs require that data is collected on the numbers and types of needs currently not being met within the early childhood population.
- 5) The establishment of a regional/sub-regional regulatory system for ECD. Many Caribbean countries are currently

26 See UNICEF, 2014 – Children in Focus: Mid-term Edition – Impacting Lives. Available at: http://www.unicef.org/easterncaribbean/ECAO_CIF_2014.pdf

27 Clarke, J. (2014). Needs assessment to identify vulnerable communities and to identify the gaps in early childhood service provision in the Federation of St. Kitts and Nevis. Draft Report. UNICEF.

engaged in implementing a regulatory system for introducing quality assurance mechanisms into the early childhood sector. There are a number of variations to regulatory systems for early childhood services in the Eastern Caribbean but the basic components are broadly similar.

- 6) The establishment of a process and system for application for ECD licensing, and visits by designated licensing and monitoring officers (typically for environmental health, fire prevention and safety, learning and care programming, and nutrition) in countries where such procedures have not yet been institutionalized. This should also include procedures for revoking of ECD licenses.

In Grenada for example, private day care settings make up three quarters of the infant toddler sector. Survey findings indicate that 28 percent of these centres obtained an average inadequate rating. Improving the level of quality in the private sector settings is therefore a priority for this age group.

Addressing Limited Education Resources for Students with Disabilities

ECLAC (2009b) notes that inclusion is not the same as 'integration'. Whereas integration in the context of schooling implies the placement of children with disabilities in regular schools without necessarily making any adjustments to school organization or teaching methods, inclusion requires that schools adapt and provide the needed support to ensure that all children can work and learn together (ECLAC, 2009b).

Inclusive education involves ensuring that meaningful learning opportunities are made available to all students within the regular educational environment. This requires schools to change to accommodate a much wider range of children with varying abilities and capabilities. This has implications for appropriate curriculum differentiation, use of flexible classroom organizational, flexible and appropriate methods of assessment, appropriate teacher training, preparation and classroom support, and appropriate parental involvement for maximum student success by all – areas of persistent challenges for the region.

ECLAC/UNICEF (2013) notes from a regional analysis that areas of concern as it relates to barriers to educational access and success for children living with disabilities in the Caribbean include the following:

- 1) The need for the removal of communicational barriers (through for example speech therapy, hearing aids, or special equipment) and the need for inclusive social protection systems to incorporate free assistive aids such as glasses, hearing aids, wheelchairs, and prostheses; many parents are often unable to pay for these services and assistive aids;
- 2) The need for a focus on a wider variety or all types of learning;
- 3) The need for increased flexibility and variety in assessment methodologies used at the formal classroom level;
- 4) Need for the increased use of appropriate and varied teaching resources to ensure that children with different abilities learn in the classroom;
- 5) Increased availability and use of appropriate technology, instruments, tools and activities adapted to the needs and abilities of different children (for example learning software and computer games for visually impaired children);
- 6) Need for the removal of social and cultural barriers (attitudinal accessibility, eliminating prejudice, discrimination and stigma);
- 7) Early identification of children with disabilities, and provision of early training and support for their families to support their learning; and
- 8) The need for data on children living with disabilities in the sub-region.

Recommendations for Addressing Supply Barriers

The following are strategies which can be implemented to address barriers affecting the efficient supply of education to all children.

Addressing Deficiencies in Student Support for Struggling Learners

The provision of targeted, appropriate and timely support mechanisms for low performing students is essential to preventing student exclusion and academic failure in schools. A comprehensive student support system should not only be designed for those students who are motivationally ready and able to benefit from the curriculum and instruction, but should also address the needs of those students encountering external and internal barriers which prevent them from benefitting from the said curriculum and instruction. Schools should therefore ensure the provision of a strong remedial instructional programme which identifies and treats learning problems early, but should also extend to target the psychosocial barriers which present significant personal roadblocks to student success. Rather than simply punishing students for bad behavior, a model programme²⁸ targeting the enablers of student exclusion or failure should include the following changes in schools:

- 1. Making innovative changes to classroom instruction** – this involves designing personalized professional development for teachers and support staff to increase teacher effectiveness in areas such as catering for a wider range of individual differences, fostering a caring context for learning, and improvements in classroom management skills. It also includes bringing support personnel into the classroom, rather than taking children out of class when their behavior or inattention may have gotten out of control.
- 2. Provision of student and family assistance** – This involves improving links to external mental health and behavioral services. When internal resources are not enough, schools should be able to refer students and families to mental health and financial assistance services in a timely fashion.
- 3. Crisis assistance and prevention** - Schools need systems that can respond quickly and effectively during, and in the wake of any crisis, whether it is a natural disaster, or a student acting in a way that endangers others. Schools must also create safe and caring learning environments that deal preemptively with disruptive and potentially dangerous behaviors.
- 4. Supporting children through transitions** – this should especially target successful transitioning of children moving from the primary to the secondary school level; as well as those coping with other personal/family disruptions such as loss of a parent, and migration.
- 5. Connecting families to schools and school activities** - This includes offering basic parenting classes, facilitating more meetings between parents and teachers, and involving families in homework projects, field trips and other activities.
- 6. Maximizing use of community resources for student support** – this involves developing and maintaining strong connections with community resources that can enhance the schools' capacity to support low performing students. Such community resources may include public and private agencies, colleges and universities, businesses, artists and cultural institutions, faith-based organizations and volunteer groups.

A clear warning system which addresses three levels of warnings such as *informational*, *action*, and *urgent* for example, is also useful in ensuring that students with academic or other challenges that threaten their success are quickly identified and referred to appropriate support services (Taylor and McAleese, 2012).

An emphasis on improving the learner support systems at the school level will generally require increases in resources provided to low performing schools.

28 Based on an 'enabling component model' developed by a UCLA team after 30 years of research – See DeAngelis (2012). Available online at: <http://www.apa.org/monitor/2012/02/at-risk-students.aspx>

Also see: Adelman, Taylor and Schneider (1999). Available online at:

<http://smhp.psych.ucla.edu/publications/20%20A%20SCHOOL-WIDE%20COMPONENT%20TO%20ADDRESS.pdf>

Providing Support for Students Facing Involuntary Grade Retention

Brophy (2004) advocate that countries must be cautious/tentative when developing policies relating to grade repetition as the research basis is still limited and therefore not applicable to all context. Promising policy initiatives are those which address the economic and other factors that lead to grade retention rather than grade retention itself.

Considerations for grade retention policy and practices should ensure that:

- 1) Repetition which occurs as a result of sporadic school attendance due to health or nutrition problems or family work expectations are best addressed by policies which are aimed at improving general health services, nutrition,, and increased economic opportunities. For such students grade retention will prove more productive as it will enable students to obtain expected learning outcomes previously missed.
- 2) For student facing language barriers (such as may be possible due to migratory patterns in the Turks and Caicos Islands) grade repetition also makes sense as it will enable them to develop fluency in the language in which instruction is taught. Support programmes in the form of bilingual programmes targeted to students' needs is a viable educational strategy.
- 3) In order to address grade repetition as a result of qualifying examinations, this can be reduced significantly by countries' providing more opportunities and options for secondary and post-secondary education.

Addressing Deficiencies in Teacher Quality and Training

Research over the last two and a half decades provide ample evidence that investing in quality teachers is one core strategy for improving student performance in low performing school. A meta-study of research from 1990 – 2010²⁹ have found that teacher presence and knowledge has had by far the strongest and clearest impact on student performance. In-depth assessments of high quality education systems conducted by the EFA Global Monitoring Report 2005³⁰, also found that for improvements in student performance no concessions should be made on teacher quality, but rather it should be prioritized.

The gap in trained teachers at the secondary level in the Eastern Caribbean sub-region is one of the most significant barriers which may be directly nurturing potential exclusion at that level. Policies must be directed at addressing the gaps in trained teachers, and ultimately teacher and teaching quality. If we are to be serious about ensuring every learner succeeds then the recruitment of sufficient teachers, who are well trained, supported, paid and managed as professionals (Global Campaign for Education, 2012).

Examples of international systems such as those in Finland³¹ provide evidence that such investments do improve student performance. Finland's education reform combines early recognition by teachers of low performance with holistic support that involves both school and social welfare staff, along with investments in teacher quality developed through strong initial teacher education and preparation.

Some strategies for addressing deficiencies in teacher quality include:

- Ensure initial pre-service training for all new teacher recruits. Training should cover subject knowledge, pedagogy, and diagnosis of students' learning needs;
- Provision of on-going in-service training and professional development for all teachers, making use of communities of practice and following up on training given;
- Focus a considerable proportion of financing for post-secondary education on the development of high quality teacher training programmes;

29 Glewwe, P. et al (2011). School Resources and Educational Outcomes in Developing Countries: a review of the literature from 1990 to 2010.

30 Colclough, C. et al (2004) Education for All Global Monitoring Report 2005: the quality imperative, UNESCO: Paris.

31 OECD (2013). Education Policy Outlook: Finland. Available online: http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20FINLAND_EN.pdf

- Requiring all new teachers to go through a 1 year induction in professional development programmes before being fully attached to schools;
- Develop and enforce high national standards of training, developed with the teaching profession and in reference to international standards;
- The identification of the lowest performing schools, and targeting these for increased funds for direct interventions towards improving student performance;
- Establishment of identified low performing schools as professional development schools where possible. This would for example, recruiting the best teachers available to be mentors, and the encouragement of pedagogical experimentation as a frequent practice of teachers (demonstration teaching, large and small group instruction, team teaching, tutoring, and peer tutoring). This strategy would require determination of a funding strategy for compensating master/mentor teachers.
- Allocation of a minimum of 20 percent of national budgets, or 6 percent of GDP to education, and ensuring that at least 50 percent of this is spent on basic education, with a much higher percentage where necessary;

Strategies for Addressing demand Barriers

This section presents a number of recommendations for addressing barriers to the demand for education in the Eastern Caribbean sub-region.

Strategies for Addressing the Barrier of Financial Access

Although, all countries in the Eastern Caribbean provide free and universal primary health care, free public primary and secondary education, spending a relatively large share of their national budgets (average of 6.8 per cent of GDP), however, early childhood development services on the islands are far from achieving 'education for all', service coverage is not comprehensive, and disadvantaged groups often lack access.³² Support mechanisms are in place to aid vulnerable persons in accessing school (buses, SELF, Project Viola in St. Kitts & Nevis). Governments do provide lunch for children in primary schools, and some do provide uniforms, yet some students cannot afford to pay the other direct/indirect costs due to low income of parents or families and poverty levels.

Therefore, finding ways of reducing poverty is essential especially for children's healthy development, access to education and performance in school subjects. It is a fact that neither education alone nor economic growth alone is likely to be sufficient to combat this barrier. In the words of Nicholas Stern, World Bank chief economist 'We should not think only in terms of economic growth when we try to understand poverty reduction. It is vital that we work to empower poor people to participate in the process. And poverty occurs in many more dimensions than income. Hence, we must recognize a second pillar in the fight for poverty reduction: empowerment. Empowering poor people so that they can participate in economic growth requires more investments in health, in education, and in social protection as well as building institutions that enable them to participate in decisions that shape their lives'³³. Thus, interventions are needed that address all aspects of the empowerment framework. In other words, intervention programmes are needed that provide enriching environments and enable children and families to develop patterns of positive interactions that can be sustained throughout children's education.

Essentially, poverty reduction requires a life-cycle approach that begins during the early years before formal schooling to ensure school readiness, involves the family and other proximal contexts, and focuses on the indirect processes linking poverty

³² Eastern Caribbean multi-country programme document 2012 – 2016; 15 September, 2011

³³ Stern, N (2003). Foreword to Pathways Out of Poverty: Private Firms and Economic Mobility in Developing Countries. G.S. Fields & G. Pfefferman, Eds. Kluwer. Boston.

to child development and educational outcomes³⁴. It must be noted that both individual characteristics and contextual factors determine how children can benefit from educational opportunities and over the course of time escape from poverty.

- | |
|---|
| • Integration of health, nutrition, education, social, and economic development. |
| • Collaboration with government agencies and civil society. |
| • Direct contact with children. |
| • Parent involvement. |
| • Focus on disadvantaged children. |
| • Opportunities for children for initiation and exploration. |
| • Traditional child - rearing practices with evidence – based approaches. |
| • Attention to quality: structure (e.g. teacher – child ratio, group size) and processes (caregiver/teacher warmth and responsiveness). |

The following are characteristics of successful programmes⁵⁰for combating poverty which are suggested as features that should be evident in any intervention programmes introduced for the purpose of poverty reduction in any Eastern Caribbean country.

Thus alleviation of poverty demands not only economic solutions, but also the adoption of strategies by governments, communities, and families that alter the deleterious processes whereby poverty limits and disrupts typical development³⁵.

In order to combat effectively the negative attitudes towards children with disability, the following should be noted³⁶

- | |
|--|
| • Promotion of positive attitudes to disability through education is needed. |
| • Disabled people’s organizations can help change attitudes by their presence and pressure. They are a very important element of change, by advocating rights-based approaches, compared to charity and medical approaches. |
| • Educating teachers to confront their own and their communities’ traditional idea of disability as a stigma is a necessary step, as is getting them to understand that if they are a good teacher, they can be a good teacher for all children. |
| • Community attitudes need addressing and changing, often by enlisting local leaders. |

It should be noted that inclusion often requires a shift in people’s attitudes and values and such change takes time and involves a clear reassessment of conceptions and role-behaviour. Raising awareness should involve both better understanding of inclusive education and that societies become more tolerant and understanding. National policies on inclusion, local support systems and appropriate forms of curriculum and assessment are important to create the necessary context for the development of inclusion. It is also important that educational institutions should not see themselves as the only experts on education.

Realistically, expertise need not always be available in every school, but it is important to secure access to specific competencies when needed. This is reflected in the gradual transition in some countries of special schools into resource centres with outreach services to support the regular school system and offer guidance to families in their efforts to support their children. Teachers, other educators, non-teaching support staff, parents, communities, school authorities, curriculum developers, educational planners, the private sector and training institutes are all among the actors that can serve as valuable resources in support of

34 Engle, P. L and Black, M.M. The effect of poverty on child development and educational outcomes.

35 Narayan, D. & P. Petesch. (2007). Agency, opportunity structure and poverty escapes. In *Moving out of poverty: cross-disciplinary perspectives on mobility*. D. Narayan & P. Petesch, Eds: Palgrave MacMillian and The World Bank Washington, DC.

36 Reisser, R. 2012. *Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities*

inclusion. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process.

The following is a suggested checklist on attitudinal change³⁷:

- 1) Is the concept of inclusive education well known and accepted?
- 2) Do parents take an active role in education?
- 3) Have awareness programmes been launched to support inclusive education?
- 4) Are the local community and the private sector encouraged to support inclusive education?
- 5) Is inclusive education seen as an important factor for economic and social development?
- 6) Are competencies available at special schools or institutions well used to support inclusion?

Addressing Secondary School Teachers' Negative Attitude towards Academically Weak Students

Research shows that teacher frustration is due to a build-up of unattended issues and feelings of ineptitude, which can feed into, and manifest as, negative teacher attitudes to a given policy, in this case the policy of mass transition from primary to secondary schools. The result is a cycle, whereby, teacher attitudes precipitate students' lack of motivation and participation, leading to student failure, and so validating and intensifying teachers' negative attitudes³⁸. However, the following strategies can be used to change the negative attitudes of teachers towards the academically weak students:

- Encourage practising teachers to act as change agents for the students through exposing the teachers to relevant professional development programmes related to working with academically weak students.
- Build into teacher education curriculum the three dispositions of openness, self-awareness or self-reflectiveness and commitment to social justice which will help the student teachers to develop awareness of diversity among their students and sensitivity during their preparation programmes.
- Select teachers to teach first year of secondary schools on the basis of their ideology and predispositions. Researchers³⁹ contend that 'training is useful only for those with appropriate dispositions. In other words, teachers with certain dispositions may gain more from professional development and experiences. Thus, rather than attempting to change the views of resistant teachers, pre-screening teachers and then selecting only those with favourable dispositions to teach the academically weak students in their first year in secondary schools may be a more effective strategy.'

Addressing the Issue of Boys' Disadvantage in Educational Participation and Performance

The following are the whole school approaches for addressing the issue of educational participation and performance of boys:

- 1) Creating a positive learning environment where peer pressure works for the students;
- 2) Maintaining a consistent approach to behaviour management;
- 3) Early identification of disengagement by boys and girls;
- 4) Mentoring – Boys have been found to be positively influenced by mentors or role models;
- 5) Provision of incentives/rewards – Boys are often disengaged from schooling and they need more incentives than girls to stay and work well in school;
- 6) Teachers should use approaches with clear objectives, real-life contextual settings, quick feedback, elements of fun and competition, variety of activities because it has been found to work more for boys;
- 7) Making use of alternative curricula – Boys who had become disaffected show evidence to suggest that they were re-

37 UNESCO. 2009. Policy guidelines on inclusion in education. Available at: <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

38 Denny, S. 2012. Looking back while moving forward: When teacher attitudes belie teacher motive by bidialectical classrooms. *International Journal of Learning and Development*. 2 (5). Pp. 289 - 306

39 Haberman, M and Post, L. 1998. Teachers for multicultural schools: The power of selection. *Theory into practice*. 27(2), 96 - 104

- engaged in education through an alternative curriculum with greater vocational element; and
- 8) Increased involvement of parents – Research suggests that a combination of a strong learning ethos in school and increased involvement of parents in their sons' education could raise aspirations and achievement.

Strategies for Addressing Barriers to Quality Education

The main barrier identified as affecting the quality of education in the Eastern Caribbean sub-region is poor readiness of students for transition from primary to secondary school level.

Addressing Poor Readiness of Students for Transition from Primary to Secondary Level

In order to enhance the readiness of students for transition from primary to secondary level, the following are recommended:

- Train teachers in differentiated instruction and positive behaviour support
- Ensure clinical supervision and curriculum monitoring are done regularly and systematically
- Implement early numeracy intervention programmes
- Expand the reach of early literacy intervention services
- Ensure ICT resources, training and technical assistance are provided to support ICT integration efforts.

CHAPTER 5

A METHODOLOGICAL PROPOSAL FOR DEEPER STUDY OF POTENTIAL EXCLUSION IN SECONDARY SCHOOLS

One of the basic limitations of this study was that the examination of the barriers to education were developed through a regional review of empirical studies and reports on educational issues in the sub-region, and not on actual data collected and analyzed from the schools where exclusion appears most pronounced. As such, a this chapter presents a methodological proposal developed for adaptation and application at the Eastern Caribbean country level in order to more deeply examine the barriers for direct policy intervention. The application of this study offers each member state the opportunity to specifically identify the barriers which are most impacting their context, and to design appropriate strategies to target specific schools where the barriers are most represented.

The table below (also found on pg. 53 in Chapter 2) presents a brief summary of the impact of OOSCI by secondary schools. This can provide a guide to selection of sample schools for investigating the barriers at the secondary level (where the risk culminates).

Directions for application as well as suggested research instruments have been developed and included for easy adaptation and administration.

Quadrant		Description
i	<i>Low repetition and low attrition</i>	<ul style="list-style-type: none"> This quadrant represents the desirable position within the graph. Half of the secondary schools under analysis fall within this quadrant: 59 institutions. These schools have a total of 28,117 students enrolled (55% of the student enrollment across the sub-region under study). These schools serve a higher proportion of female than male students.
ii	<i>Low repetition and high attrition</i>	<ul style="list-style-type: none"> These secondary schools although showing low repetition rates, are losing students. Nineteen secondary schools fall within this quadrant (with a total of 6,359 students enrolled).
iii	<i>High repetition and low attrition</i>	<ul style="list-style-type: none"> Within these schools, repetition is a larger problem than dropout. Seventeen (17) schools fall within this quadrant (with a total enrollment of 8,186 students). These schools serve a higher proportion of male students (57.2%).
iv	<i>High repetition and high attrition</i>	<ul style="list-style-type: none"> These schools are in the most critical situation, as they have alarming rates of repetition and dropout. Twenty-three (23) secondary schools are represented within this quadrant (with a total students enrollment of 8,297 students).

Fieldwork Application Proposal

Goal

This fieldwork study was designed to help countries to obtain a deeper understanding of key barriers to educational inclusion and student learning in schools in order to develop appropriate strategies for improving exclusion at the secondary level.

Scope

The profile analysis identified three main points of constriction as it relates to educational exclusion at the secondary level:

1. The point of transition from primary to secondary: educational failure at the beginning of secondary education;
2. The point of transition from lower to upper secondary; and
3. General student progression through secondary education

The focus of the fieldwork is to examine deficiencies, which present barriers to school completion and student learning, especially as it relates to student deficiencies literacy and numeracy.

Research Participants

- Ministry level:
 - Educational Planners in the Ministry of Education
 - Education Officers (or individuals who perform the role of school supervision in the secondary Level, i.e. the persons that the policy makers consider as the ones with the responsibility for communicating and following up on policy implementation at the school level).
- School level (secondary level):
 - Principals/Vice Principals/Deputy
 - Teachers: all the teachers present at school at the moment of the survey. Must include, for the classes chosen to answer the survey: Class teachers (the teacher responsible of the overall supervision of a specific class), Math Teachers, Language Teachers (even if repeating visit is necessary).
 - Students: Form 1: all the classes. Form 4: all the classes.

Research Sample

- The number of schools selected will be dependent on the total number of schools within the specified country. The suggestion is to identify the schools in which the educational problems are more severe.
- The suggested criteria for school selection:
 - Choose the schools with the highest: percentage of students enrolled as repeaters and attrition/gap between 1st Form and 5th Form.
- Within each school, in 1st and 4th Form levels:
 - If there are 3 or fewer classes by form, all of them should participate in the study.
 - If the school has more than 3 classes by form:
 - Whenever classes are being grouped according to ability level, efforts should be made to include at least 1 class of each stream/ability level – higher, middle and lower performance streams.
 - If students are mixed, 3 random classes should be selected.

Data Collection Instruments

Participants	Instruments
Students	1. Perceptions survey
	2. Focus group (suggested): not to be included in the pilot. To be conducted post analysis of the data from phase 1.
Teachers	3. Perceptions and Pedagogical Practices Survey
Principals	4. Perceptions and Institutional Practices and Regulations Survey
	5. Statistics on: Enrolment, repeaters, dropouts and reasons for dropout, by class section. Detail which classes are higher, middle or lower performing streams, when ability class grouping is practiced
	6. Secondary Entrance Examination scores of the most recent student cohort (if available)
	7. Student's report book (with scores): photograph three random report books.
Ministry level	<p>8. <i>Data request to the Education Planner</i> (to be sent and analyzed prior to the fieldwork):</p> <ul style="list-style-type: none"> ✓ Scanned or digital copies of Laws, Policies, Regulations, ✓ Circulars/Memos and other Materials handed in by the Ministry of Education, that include: <ul style="list-style-type: none"> <input type="checkbox"/> Definitions about skills upon completion of primary, <input type="checkbox"/> Promotion criteria and mechanisms, <input type="checkbox"/> Curricula of Language and Maths for all the Secondary forms, <input type="checkbox"/> Allocation practices from primary to secondary, <input type="checkbox"/> Support for schools receiving low performing students, <input type="checkbox"/> Programs of school support for struggling learners, <input type="checkbox"/> Teacher training and Professional Development opportunities <p>9. <i>Survey for Education Officers</i> (to be completed individually or in a focus group forum.</p>

Time and Resources

Suggested time for administration:

As the study focuses on student experiences regarding transition to secondary level, it is considered that the students participating should have had at least three months of lessons (in the current class level) before participating in the study. Therefore, it is suggested to apply the instruments at the end of the first term or at the beginning of the second one.

Estimated time and resource personnel to apply the instruments in one school:

Participant	Amount	Administration modality	Time
Students	6 classes: 3 classes of 1 st Form and 3 classes of 4 th Form: 210 students in average	1 Research assistant per class (total: 6)	Survey: 2 class periods (80 minutes). Another option may be to apply the instrument in each school over the course of a two-day period to avoid overwhelming the students.
Principal and Teachers:	All the teachers present at school at the moment of the survey. Must include, for the classes chosen to answer the survey: Class teachers (the teacher responsible of the overall supervision of a specific class), Math Teachers, Language Teachers (even if repeating visit is necessary). Statistics will be collected by one Research Assistant while the teachers and principal answer their surveys	Self-administered. A research assistant should hand in the questionnaires, and collect them, making sure they are complete. (Total personnel - 1)	Survey: 30 minutes

Application

Estimated materials to apply the instruments in one school, estimating 35 students per class (total: 210):

Participants	Instruments	# of pages	# of copies
Students	1. Perceptions survey, including a literacy exercise		
	2. Focus group (suggested)		
Teachers	3. Perceptions and Pedagogical Practices Survey		
Principals	4. Perceptions and Institutional Practices and Regulations Survey		
	5. Statistics: Enrolment, overage, repeaters, dropouts and reasons for dropout, by class section. Detail which classes are higher, middle or lower performing streams, when ability class grouping is practiced		
	6. Secondary Entrance Examination scores of the most recent student cohort (if available)		
	TOTAL COPIES PER 1 SCHOOL		

Methodology to pilot the instruments

Schools:

A letter will be drafted by the research team and sent from the EDMU-OECS to the Ministry. The Ministry will make contact with the schools forming part of the sample and arrange the visit.

The UWI Research Team accompanied by a team provided by the Ministry of Education in the country (Education Planner + 3 Research Assistants) will go to the schools and apply all the school based instruments.

Ministry level inquiry:

The survey instrument will be forwarded to the Ministry of Education to be completed by the Education Planner and the Educational Officers.

After receiving their answers, during the fieldwork days, the Research time would conduct a face-to-face interview with the Education Planner and a focus group with the Educational Officers.

The survey will be applied as part of the focus group session.

Data Analysis

- Once the instruments are completed, they will need to be entered into a database. A basic template will be provided to the countries. The countries will adapt it to meet current needs.
- Each country should identify who will be responsible for:
 - Making the necessary adjustments to the database
 - Entering the data
 - Processing the data

The Education Statisticians may provide guidance in this respect.

Students Survey

For the purpose of the pilot, the student survey will be divided into: issues that will be answered by everyone, and issues that will be asked only to certain sections.

For the application of the survey, it is suggested to divide the instruments into two sections, to be applied in two separated days, in order not to overwhelm students.

Topic	Asked to:
General information	Everyone
Students perception of their own performance in reading and writing	Everyone
School / classroom climate	Group A
Evaluation and promotion	Everyone
General perception about school (resources and teaching)	Group B
Cost of schooling	Group B
Repetition experiences	Group C

STUDENTS

(Completed Draft)

1st and 4th Form

General Information

(Please write in your response or place a tick next to the most appropriate response)

1. School: _____ Date: _____
2. Form: 1st 4th
3. Class Section (e.g. 1A or 4 Red, etc.): _____
4. Sex: Male Female
5. My name is (nickname) _____.
6. Date of birth (day/month/year): ___/___/___
7. Are you repeating your current form? Yes No
8. Last year, which class were you in?
 - Final Grade of Primary School (6th Grade)
 - 1st Form
 - 3rd Form
 - 4th Form
 - I was not in school
 - Other: _____

9. Where did you complete the following levels of education?

a. Preschool	<input type="checkbox"/> In this country <input type="checkbox"/> In another country: _____ <input type="checkbox"/> Did not attend preschool
b. Primary	<input type="checkbox"/> In this country <input type="checkbox"/> In another country: _____
c. Forms 1, 2 and 3 of Secondary (only for 4 th Form students)	<input type="checkbox"/> In this country <input type="checkbox"/> In another country: _____

10. How long does it take you to get from home to school every day?

- Less than 30 minutes
- 30 minutes to an hour
- More than an hour

11. How do you to get from home to school every day?

- Walking
- Bicycle
- By bus
- By car
- Other: _____

12. Do you enjoy attending school? **PLEASE SELECT AN OPTION**

- Very much A little Not at all

13. Do you ever go to school and not attend a class? Yes No

14. This year, how many times have you missed class deliberately despite being present at school?

- Not once
- Once or twice this year
- Every week
- Many times
- I don't know

15. Which class/classes do you miss intentionally? (Provide the name(s) of the subjects, for e.g. computer class) _____

16. How many times have you been absent from school this year?

- Not once
- Once or twice this year
- Every week
- Many times
- I don't know

17. a. What was the longest period that you were absent from school (since you began secondary level)? Choose one option.

- Not at all
- Less than one week
- From one week to two weeks
- From two weeks to three weeks
- More than three weeks. If you chose this option please answer 17.b:

17.b. What was the main reason for this length of absence? _____

Students Perception of the Own Performance in reading and Writing

18. If you had to define your performance as a student, would you say it is... (PLEASE SELECT ONE OPTION)

- ... very good
- ... good
- ... acceptable
- ...poor
- ...very poor
- ... I don't know

19. We would like to know how much **you like reading** (PLEASE SELECT ONE OPTION)

	...very much	...a little	...not at all
I like reading ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. We would like to know how much **you like writing** (PLEASE SELECT ONE OPTION)

	...very much	...a little	...not at all
I like writing...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please tell us how well **you read** (PLEASE SELECT ONLY ONE OPTION FOR EACH ACTIVITY)

	...very well	...well	...not so well	...poorly
I read...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please tell us how well **you write** (PLEASE SELECT ONLY ONE OPTION)

	...very well	...well	...not so well	...poorly
I write...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please indicate whether the following statements are true or false in your case:

a. I have difficulties in reading or writing and this affects my school performance.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
b. Because of difficulties I have in reading or writing I sometimes miss classes or miss school.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
c. Because of difficulties I have in other subject areas I sometimes miss classes or miss school.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE

24. What does the school provide to help students who are having difficulties in a particular subject?

25. a. Have you ever attended any Remedial classes? Yes No

b. If you went to Remedial Classes, did this help you to improve? Yes No

26. Do you agree with the following statement?

“Most of my teachers re-teach content if students say they do not understand.”

Yes No

School / Classroom Climate

27. If you had the chance, would you change to attend another school? Yes No

Why? 

28. If you had the chance, would you change to another class section/group? Yes No

Why? 

29. Did you ever feel like not attending school anymore? Yes No

Why? 

30. Regarding the Common Entrance Exam (CEE) and your transfer to secondary school, which one of the following sentences better describes how you performed? If none of the options suit your opinion, please write your own opinion in the empty line below. **(PLEASE SELECT ONE OPTION)**

“I did well and managed to enroll in the school I wanted.”

“I didn’t do so well and couldn’t manage to enroll in the school I wanted.”

“I didn’t care about the school I was going to enroll in.”

Other: please, specify: _____

31. Since you entered secondary school, did you or your schoolmates experience any of these events at school?  **PLEASE SELECT ONE OPTION OF EACH LINE FOR BOTH COLUMNS**

	Did it happen to you?	
a) School mates were generally disrespectful	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

b) School mates were physically abusive	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Having your stuff being stolen	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
d) School mates did not assist when others were in trouble.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
e) Teachers or other adults in school were disrespectful or taunting	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
f) Teachers or other adults in school were physically abusing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

32. Do you feel accepted by your teachers and school mates?

	I feel accepted ☞ 1		I feel accepted ☞ 1
By all my school mates		By all my teachers	
By most of my school mates		By most of my teachers	
By some of my school mates		By some of my teachers	
By a few of my school mates		By a few of my teachers	
By none of my school mates		By none of my teachers	

33. Do you accept your teachers and school mates?

	I accept ☞ 1		I accept ☞ 1
All my school mates		All my teachers	
Most of my school mates		Most of my teachers	
Some of my school mates		Some of my teachers	
A few of my school mates		A few of my teachers	
None of my school mates		None of my teachers	

Evaluation and Promotion

34. During examination time in school... (PLEASE SELECT ONE OPTION FOR EACH PHRASE)

	Always	Sometimes	Never
a) I am frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) My mind goes blank and I don't remember anything	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I am confident that everything will be fine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I don't feel comfortable asking my teachers for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The questions on the examination do not cover what was taught by the teacher in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Do you think you will be promoted to the next form level this year? Yes No

Why? _____

36. At school, has a teacher or principal told you about the rules for promotion? Yes No

37. What do you know about promotion? Choose all the options that apply.

- I do not know the rules for promotion at my school
- I need to pass a certain number of subjects
- I need to obtain above a specific overall average score at the end of the year
- I need to attend class regularly
- I need to be well behaved
- All students are usually promoted
- Other (explain): _____

38. Do you believe you will graduate from Secondary School? Yes No

General Perception about School (Resources and Training)

39. On a scale of 1-5, please rate the extent to which your school provides the following resources to help you succeed? Place a tick below the most accurate score.

1=represents the lowest rate, and 5=represents the highest rate

	1	2	3	4	5
a) Good teaching					
b) Use of technology					
c) Helpful teachers					
d) Fair rules					
e) Building (classes, bathroom, playground)					
f) Furniture					
g) Library					
h) Labs (science/ computer)					
i) Friendly students					
j) Guidance counselors					

40. What else do you think should be provided by your school to help you succeed?

Cost of Schooling

41. What kind of fees do you normally pay during the school year? Choose all the options that apply:

- Printing
- Facilities fees
- Book rental
- Examination fees

- Field trips
- School meals
- Transportation
- Other (please state): _____

42. a. Do you receive assistance to pay any of the above fees, e.g. scholarship? Yes No
- b. If you chose yes, who is providing this assistance? Government Private Other: _____
43. Which of the following supports are provided by the government to help students in your country?

PROGRAMME	IT EXISTS IN MY COUNTRY	I APPLIED FOR IT BUT DID NOT RECEIVE HELP
School Books	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes
School uniforms	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes
Transportation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes
School meals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes
Examination fees	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes
Money	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	<input type="checkbox"/> Yes

b. Other what ways that government helps students: _____

Repetition Experiences

44. Since you entered started primary school, have you ever repeated a class level? Yes No

NOTE: IF YES, CONTINUE IN SECTION 1. / IF NO, PLEASE GO TO SECTION 2.

SECTION 1 – FOR THOSE WHO REPEATED

45. Which grade/s or form/s did you repeat? **(PLEASE SELECT ALL THAT APPLY)**

- K 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade
- 1st form 2nd form 3rd form 4th form

46. Please try to remember the moment you found out you had to repeat the form. Try to describe how you felt in that moment.

.....

.....

.....

47. If you repeated more than once, please think about the last time. In your opinion, why did you repeat? **(PLEASE SELECT ONE OPTION)**

<input type="radio"/>	Because of low grades
<input type="radio"/>	Because I missed classes
<input type="radio"/>	Because of behaviour issues
<input type="radio"/>	Because of behaviour issues
<input type="radio"/>	Because I didn't attend school/classes any more, I dropped out
<input type="radio"/>	Other reasons, please specify: 

48. Why do you think this has happened to you? Choose up to 3 options

Because I had to help out at home	<input type="radio"/>
Because I started a job	<input type="radio"/>
Because school was far from home / I couldn't afford the cost of coming	<input type="radio"/>
Because I thought it wasn't of great benefit to my future	<input type="radio"/>
Because I was sick	<input type="radio"/>
Because I changed homes	<input type="radio"/>
Because I left home	<input type="radio"/>
Because I became pregnant or got someone pregnant	<input type="radio"/>
Because I didn't feel comfortable at school	<input type="radio"/>
Because I didn't like studying	<input type="radio"/>
Because I didn't do well studying	<input type="radio"/>
Because I didn't get along with my school mates	<input type="radio"/>
Because I had some issues with teachers	<input type="radio"/>
Because I had issues at home	<input type="radio"/>
Other reasons, please specify: 	<input type="radio"/>

SECTION 2: ONLY FOR THOSE WHO NEVER REPEATED

Next we are going to ask you some questions about students that repeat grades/forms. Think about a friend or schoolmate that repeated a grade/form.

49. Thinking about this friend or schoolmate of yours, do you think he/she had to repeat because he/she...:

<input type="radio"/>	... failed
<input type="radio"/>	... missed classes
<input type="radio"/>	... had behaviour issues
<input type="radio"/>	... was absent for a long period time (3 weeks or more)
<input type="radio"/>	Other reasons, please specify: 
<input type="radio"/>	I don't know why

50. Why do you think this happened to him/her?

Because he/she had to help at home	<input type="radio"/>
Because he/she started working at a job	<input type="radio"/>
Because school was far from his/her home / couldn't afford the cost of coming	<input type="radio"/>
Because he/she thought it wasn't of great benefit to his/her future	<input type="radio"/>
Because he/she was sick	<input type="radio"/>
Because he/she moved from home	<input type="radio"/>
Because of pregnancy or fatherhood	<input type="radio"/>
Because he/she didn't feel comfortable or accepted at school	<input type="radio"/>
Because he/she didn't like studying what they were teaching	<input type="radio"/>
Because he/she didn't do well studying	<input type="radio"/>
Because he/she had some issues with teachers	<input type="radio"/>
Because he/she had issues at home	<input type="radio"/>
Other reasons, please specify: 	<input type="radio"/>
I don't know why	<input type="radio"/>

ALL TEACHERS

Completed Draft General Information

1. School: _____ Date: _____
2. Gender: Male Female
3. Age: _____
4. Teacher Training Certification: Yes No
5. Years of teaching experience:
 0-4 years 5-9 years 10-14 years 15-19 years 20 years +
6. Years of teaching experience in this school:
 0-4 years 5-9 years 10-14 years 15-19 years 20 years +
7. I am currently teaching in the following forms: F1 F2 F3 F4 F5
8. Preferred forms for teaching: F1 F2 F3 F4 F5
9. Subject/s which I currently teach at this school: _____
10. How many class periods do you teach per week? _____
11. Are you currently a Form/Level Teacher? (responsible for the supervision of a specific form)
 Yes No

Resources

12. To what extent do you consider your Teacher Training and/or Professional Development experience to be adequate in helping you to address your current student's needs?

(PLEASE SELECT THE OPTIONS WHICH APPLY)

- My training has prepared me to deal with students who possess at least the basic Literacy and Numeracy Skills.
 - My training has prepared me to deal with students who **DO NOT** possess basic Literacy and Numeracy Skills.
 - My training has not prepared me in terms of adequate class management skills to deal with my current students.
 - My training gave me very adequate skills to address my current students' needs.
 - Other (please explain): _____
13. Reflecting on the last three professional development opportunities in which you participated, please describe: When did each take place? How long did each last? Which were the topics covered?

Training Opportunity #	Started on <i>dd-mm-yyyy</i>	Duration	Topics Covered
1			
2			
3			

14. In the past school year, which of the following external support for teachers did you receive?

An Education Officer visited my class	<input type="checkbox"/> Yes
An Education Officer gave me personal feedback	<input type="checkbox"/> Yes
The Principal/Vice/Deputy visited my class	<input type="checkbox"/> Yes
The Principal/Vice/Deputy gave me personal feedback	<input type="checkbox"/> Yes
Professional development sessions	<input type="checkbox"/> Yes
Teacher appraisal at the end of the year	<input type="checkbox"/> Yes
Peer review/Cooperative learning with a colleague	<input type="checkbox"/> Yes
Other: _____	<input type="checkbox"/> Yes

15. Please indicate which of the following you consider to be essential inputs for developing students' numeracy and literacy skills. (Please complete the following table).

Resource	How necessary is this resource to teach numeracy and literacy skills?	To what extent is this resource being currently provided?	Frequency of use of this resource for teaching purposes (currently)
a. Library	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times
b. Computers	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times
c. Textbooks	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times
d. Home Support	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times
e. Well trained teachers	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times
f. Community Support			
g. Other: _____	<input type="checkbox"/> Essential requirement <input type="checkbox"/> Useful <input type="checkbox"/> Not essential	<input type="checkbox"/> Fully provided <input type="checkbox"/> Partially provided <input type="checkbox"/> Not provided	<input type="checkbox"/> Not once <input type="checkbox"/> Once or twice in the year <input type="checkbox"/> Many times

Teaching

16. What are the main factors driving your lesson planning and teaching? Please list from the most significant factor (7) to the less significant factor (1).

Note: 1= less important, 7= most important

The available teaching resources	
The needs of the struggling students	
The needs of the highest performing students	
The average level of the class	
The contents of the national curricula	

The school curricula	
The contents that I think are the most relevant for the students	
I follow the activities in the Students' textbooks/workbooks	

17. Based on your assigned workload, do you think you are given sufficient time for planning your lessons?

- Yes No

18. What proportion of your students do you believe possess basic ***literacy*** skills upon entry to secondary school? (Choose one option)

- A. 1 out of 3
 B. 2 out of 3
 C. 3 out of 3
 D. None

19. What proportion of your students do you believe possess basic ***numeracy*** skills upon entry to secondary school? (Choose one option)

- A. 1 out of 3
 B. 2 out of 3
 C. 3 out of 3
 D. None of 3

20. What do you usually do when a student arrives late to your class? (Choose the option which most frequently applies)

- a. Refuse to grant them entrance to the class
b. Invite them into the class and provide help
c. Let them in and continue with the class
d. Send them to the Principal/other individuals for admonition
e. Other: _____

21. What do you usually do when a student is missing from your class? (Choose the option which most frequently applies)

- a. Nothing
b. Inform the Class teacher or Principal
c. Contact the parents
d. Try to find the student
e. Have a chat with the students when next they attend class
f. Other: _____

22. If you had to rate yourself as a teacher, would you say you are... **(PLEASE SELECT ONE OPTION)**

- ... very good
 ... good
 ... acceptable
 ... poor
 ... very poor
 ... I don't know

23. If you had to rate the extent to which you are able to help all of your students to improve their learning, would you say it is... **(PLEASE SELECT ONE OPTION)**
- ... very good
- ... good
- ... acceptable
- ...poor
- ...very poor
- ... I don't know
24. If you had to rate the extent to which you are able to help the low performing students to improve their learning, would you say it is... **(PLEASE SELECT ONE OPTION) – consider numerical rating.**
- ... very good
- ... good
- ... acceptable
- ...poor
- ...very poor
- ... I don't know

Challenges of Teaching

Think about all the students you see in a specific week: How many of them are high performance, medium performance and low performance students? Please prepare a pie chart dividing the circle in three sectors according the level of performance that have the students you taught in this school. Link with lines the sectors with the corresponding label.

25. Please complete the following table indicating with a tick the most appropriate response based on your opinion: (Choose one option per question, for each performance level group):

	a. What proportion of students do you believe are going to complete 5 th Form?				b. What proportion of students are going to attain at least 5 CSEC subjects?				c. What proportion of students are going to be good citizens?			
	Less than 1 out of 3	1 out of 3	2 out of 3	3 out of 3	Less than 1 out of 3	1 out of 3	2 out of 3	3 out of 3	Less than 1 out of 3	1 out of 3	2 out of 3	3 out of 3
High performance students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medium performance students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low performance students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. In your opinion, whose responsibility is it to provide help for struggling students? (Tick all the options that apply)

- Guidance counselor
- The class teacher
- All the teachers
- The language teacher
- The math teacher
- Reading specialist
- Remedial teachers
 - Parents
 - Other students
 - The student him/herself is responsible for his/her own performance
 - Other: _____

27. What are the main teaching methods you use for working with low performance students for increasing their learning? Choose the options that apply in your classrooms.

Teaching methods	Not once	Once or twice in the year	Many times
a. Lectures			
b. Demonstrations			
c. Field trips			
d. Projects			
e. Class assignments			
f. Cooperative learning			
g. Computer-assisted instruction			
h. Homework			
i. Simulations			
j. Games			
k. Differentiated instruction			
k. Other: _____			

28. In this school, are there any Remedial programs for helping struggling students to improve?

- Yes No

If you answered YES:

- a. In what areas? (Tick all the options that apply)
- Reading
 - Writing
 - Numeracy
 - Study skills
 - Other subject areas

b. Do students actually improve as a result of taking these classes? Yes No

29. Do you reteach content when or if students indicate that that they have not understood a concept?

Yes No

Please give reasons for your answer:

30. Please indicate the extent to which you agree with the following statements.

Statements	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
a. Students that drop out are mostly those with learning issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' capacity to learn decreases because of poverty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teaching is the principal factor explaining students' success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lots of students do not reach the required level to pass because of family problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching at the secondary level was much better when only students meeting the requirements for literacy and numeracy skills were enrolled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation

31. Please indicate the extent to which you agree with the following statements.

Statements	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
a. Assessment is a process that measures student learning to facilitate promotion to the next class level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assessment results of students are impacted more by student's dedication to study than by their teacher's practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Assessment provides needed information for the teacher to help low performing students to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. An incorrect answer in a test shows that the student did not understand the concepts taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Please indicate the most frequent techniques you use to design student assessments:

When I design the exams/assignments...	Always	Sometimes	Hardly ever	Never
a. I include similar exercises to the ones performed during the class sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The topics assessed are the same ones that are covered in the textbooks/workbooks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I include open ended questions/items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I include multiple choice items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Please indicate your most frequently used techniques for correcting/marking students' exams, class assignments or homework.

When I correct the exams/assignments...	Always	Sometimes	Hardly ever	Never
a. I re-write the correct responses.	○	○	○	○
b. I highlight the incorrect responses.	○	○	○	○
c. When I find an error, I include an explanation of the error;	○	○	○	○
d. I include my overall comments at the end of the marked paper.	○	○	○	○
f. I only include a final overall grade.	○	○	○	○
g. Other: _____	○	○	○	○

34. What are the main methods you use for assessing student learning?

- Homework
- Class tests/assignments
- Oral exams
- Projects
- Other: _____

Promotion

35. Please indicate the extent to which you agree with the following statements:

Statement	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
1. A good teacher knows from experience by the end of the first term who the students are that will probably fail the subject.	○	○	○	○	○
5. To attend secondary school without failing it is necessary that students have the capacity to solve problems/tasks, and to manage their time well.	○	○	○	○	○
6. The main issues faced by low performing students at the secondary level cannot be solved at the secondary level because they are as a result of poor academic development at the primary school level.	○	○	○	○	○
7. Most students that enter secondary school have the potential capacity to attend and complete secondary school without repeating.	○	○	○	○	○

PRINCIPALS

(Completed Draft)

General Information

36. School: _____ Date: _____

37. Gender: Male Female

38. Age: _____

39. Teacher Training Certification: Yes No

40. Years of teaching experience:

0-4 years 5-9 years 10-14 years 15-19 years 20 years +

41. Years of teaching experience in this school:

0-4 years 5-9 years 10-14 years 15-19 years 20 years +

STUDENT PROMOTION AND GROUPING

42. Please explain your school's criteria for student promotion at the:

a) Lower Secondary level (Forms 1 -3) _____

b) Upper Secondary level (Forms 4 -5) _____

c) Are the criteria for promotion the same for all the sections of a particular form level (e.g. 1A, 1B, 1C, etc.)?

Yes No

43. a. Are you aware of the performance level of the students enrolled in your school at the time of their initial entry in form one?

Yes No

b. If yes, how do you use this information? _____

44. a. Do you practice ability grouping of students at your school?

Yes No

b. If yes, please indicate the types of ability grouping practiced at your school:

Class level (placement in performance bands identifiable at each form level)

Subject level (ability grouping for core subjects)

Temporary groups as a strategy for classroom instruction

Multi-grade level groupings

Other: _____

Student Support for Learning

45. Please rate on a scale of 1-5 (1 – representing the lowest; 5 – representing the highest) the extent to which support is provided by Ministry officials to improve Numeracy and Literacy skills of students.

1 2 3 4 5

46. Please describe the support provided to your school by Ministry officials to improve Numeracy and Literacy skills of students.

47. Please rate on a scale of 1-5 (1 – representing the lowest; 5 – representing the highest) the extent to which support is provided by heads of department or senior teachers at your school to improve learning for low performing students.

1 2 3 4 5

48. Please describe the support provided by heads of department or senior teachers at your school to improve learning for low performing students.

49. Please describe the available programmes/opportunities at your school for providing remedial help for students. _____

50. Please rate on a scale of 1-5 (1 – representing the lowest; 5 – representing the highest) the extent to which teacher appraisal results are used to improve teaching practice.

1 2 3 4 5

Student Attendance

51. Please describe your school's policy for addressing the following:

a. Students who arrive late to school _____

b. Students who are absent from school _____

EDUCATION OFFICERS/CURRICULUM OFFICERS SURVEY

Completed Draft

SECTION ONE

Information to be Collected

1. Please provide access to the following types of information which can facilitate an overall understanding of the situation with student learning – especially as it relates to literacy and numeracy (at both the primary and secondary levels):
 - a. General documents or Curriculum Standards for learning (especially for Literacy and Numeracy);
 - b. Statistics available regarding the extent of the problems.

SECTION TWO

General Information

2. Gender: Male Female
3. Age: _____
4. Teacher Training Certification: Yes No
5. Years of experience as a Ministry officer:
 0-4 years 5-9 years 10-14 years 15-19 years 20 years +
6. Years of teaching experience at the school level:
 None 1-4 years 5-8 years 9-13 years 14-18 years 19 years +
7. Please state the names of the educational district (s) managed or supervised by you: _____

Support for Schools

8. What specific support does your MOE or government provide to schools for assisting students from low socio-economic backgrounds?

9. How does the MOE ensure that all students from low socio-economic backgrounds are made aware of the available support /resources (if any)?

10. What additional support (if any) does your government provide to schools which have a significantly high number of low performing students?

11. What procedure (s) does the MOE have in place to monitor the quality of teaching at the primary level?

12. What procedure (s) does the MOE have in place to monitor instructional quality at the secondary level?

13. How is instructional practices and quality supervised and/or monitored in schools in your educational district? (Please describe the various practices)

14. What are the factors that you focus on in a school when you assess it? (Please provide some examples).

15. How frequently do you visit schools to monitor instructional quality:

- Haven't visited as yet for the year
- 2-3 times per year
- Monthly
- Daily
- Once a year
- 4-5 times per year
- Weekly

16. Please rate your perception of the current quality of internal school supervision/ monitoring of instructional quality in your school district/s.

- Low Quality (no systematic process in place)
- Average quality
- Above average quality
- High Quality

17. How is evaluation feedback provided to schools upon completion of your school assessment visits?

18. In the past school year, which of the following external support for teachers did you provide?

Class visits	<input type="checkbox"/> Yes
Feedback to teachers on classroom teaching and learning	<input type="checkbox"/> Yes
Observation/Assessment of the Principal/Vice/Deputy	<input type="checkbox"/> Yes
Gave professional development feedback to the Principal/Vice/Deputy	<input type="checkbox"/> Yes
Presented/participated in Professional development for teachers/ and or school leaders	<input type="checkbox"/> Yes
End of year appraisal of teachers/school leaders	<input type="checkbox"/> Yes
Observed student's workbooks and talked to them during class/school visits.	<input type="checkbox"/> Yes
Other: _____	<input type="checkbox"/> Yes

19. Please provide **a list of projects** (if any), which have been implemented within your country to address the needs of secondary students and/or support improved learning at the primary or secondary levels within the last 5 years.

Name of project/programme	Brief description of project/programme	Comments on impact/suggestions for improvement

20. Please provide **a list of interventions/projects/programmes** (if any), which have been specifically implemented within your country to provide support **for the needs of male students** at the primary or secondary levels within the last 5 years.

Name of project/programme	Brief description of project/programme	Comments on impact/suggestions for improvement

21. Please provide a **list of centers/institutions** in your country, which currently provide to students the opportunity to complete their secondary education if they have previously dropped out:

Name of the Institution/Centre	Description (Programme and Agency responsible)

22. What information sources do you use to inform you about education conditions such as numeracy performance, literacy performance, dropout, repetition etc.?

23. Do you use it to gain an idea of what specific schools/grades/section or class levels are having the most difficulties?
 Yes No

24. How do you education statistical information to provide support or help to:

School Leaders: _____

Teachers: _____

Students: _____

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ANNEXES

Annex 1. Methodology, Data Sources and Quality

The general methodology used for this study is such as indicated in the OOSCI Operational Manual, guided by its core model of the Five Dimensions of Exclusion (5DE).

I. *Methodology and data sources*

For the analysis presented in Chapter 1, the characteristics of children and adolescents in each of the 5DE as well as the main features of the educational system were studied. The flow of children in and out of the education system was calculated, identifying stages where the system loses students by analyzing indicators of entry and exit. The region-specific points of constriction/bottlenecks⁴⁰ that are/or which refer to critical points where exclusion appears or worsens, have been deeply studied through standard indicators and data calculation tools, as well as using proxy indicators to better describe each dimension.

Main data sources used for building profiles of exclusion were administrative education data and population data. For the former, administrative school records were crucial, as collected by each Statistical Division of the Ministries of Education within the study territories. Information submitted included enrolment by age and grade, repeaters, dropouts and in some cases graduates of the secondary level, all with the highest possible disaggregation available in each country (parish, school, sex). It is important to note that this information refers to the enrollment in Regular Education. Enrollment in other educational offerings, as e.g. TVET, is explored specifically in the section about exclusion in population from 15 to 20 years old, using specific administrative data and census data regarding education.

Regarding population data, different sources were considered: population demographic projections developed by United Nations Population Division (UNPD) and the UIS, as well as recent country census and related projections. For some cases, population was estimated to match the same reference year of enrolment; in others, census population by single age was reconstructed using the UNPD-UIS parameters. In examining the available data, the most adequate option was chosen for each territory after a careful revision of its consistency with administrative data⁴¹.

With regard to data quality assessment, a thorough revision was conducted with the students' data submitted by each Ministry of Education. First, a general compilation was made to generate a regional database, taking individual school files from each country. Some issues were detected in that process, specially related to data labeling. In a second step, a data check process was made, identifying some atypical figures, which were then put to the respective country national teams for clarification. This process led to applying corrections to data and disregarding data that could not be validated. The final result of the process was a Sub-Regional database endorsed by all the participating countries, with data for two consecutive years per country. The database was shared with the countries' representatives during a meeting, in which a session of joint analysis of data took place⁴².

II. *Data gaps and limitations*

Gaps and limitations regarding Early Childhood Education

Regarding Early Childhood Education (ECE), a first limitation was that in some countries the information was registered by age and not by grade. This impeded to identify neatly the enrollment corresponding to preschool, as there might be students of different ages attending this grade.

⁴⁰ The expression **Points of constriction/ Bottlenecks** refer to educational processes that take place in specific grades/school years, and can be identified by an upload in the indicators of the phenomena that represent exclusion, as e.g. repetition or dropout.

⁴¹ Please refer to Annex 2 for the complete list of the data sources.

⁴² This meeting took place on August 5th and August 6th at St. Kitts and Nevis, during the OECS's Annual Meeting of Statisticians.

In second term, also regarding ECE, in the case of Dominica no data was submitted. While in the case of AB and SKN, partial data was submitted: either for only one year of the series, or partial information within one year. For the purpose of the calculation of indicators, it was necessary to build estimations based on the regional parameters (in the case of DOM) or the parameter given by the available data of a different year (for SKN and AB).

Gaps and limitations regarding Secondary School Graduates

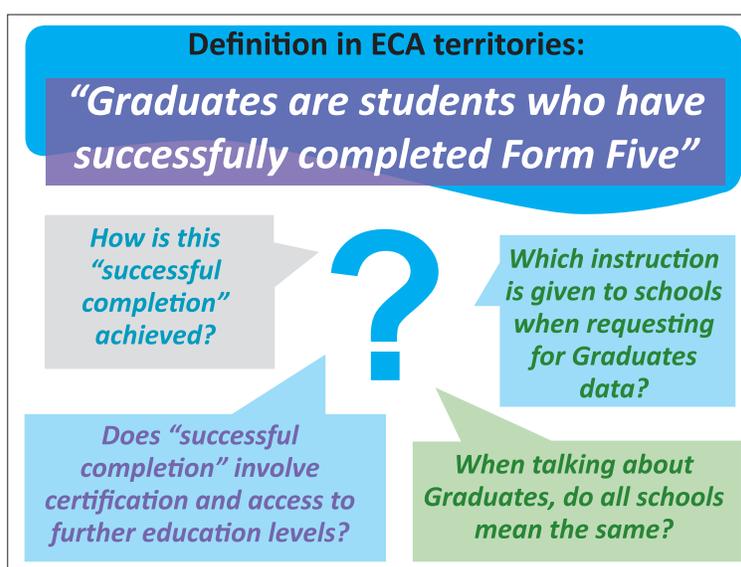
On the other hand, the indicator of Secondary School Graduates presents a combination of issues, both conceptual and refers to data quality and data availability.

In first place, the research team proceeded to analyze the definitions of Graduation existent both at the national level for each of the participating countries, and at the Sub-Regional level (OECS questionnaire for statistical school data).

In the OECS questionnaire, the definition of Graduates is: "Graduates are students who have successfully completed Form Five".

This definition is general, and does not specify some key aspects of the Graduation process, as those shown in the following figure:

Figure A1: Definition of Graduates in OECS.



Source: Slideshow shared at OECS's Annual Meeting of Statisticians, August 5th and August 6th 2015, St. Kitts and Nevis.

At the national level, many of these questions still are not specified in the definition of graduates. In Addition, in some countries new categories related to the graduation process appear, as Leavers and CSEC Passes. The following table details the definitions received from each country.

Table A1: Graduates definitions at the national level

Country	Indicator	Source	Definition
A&B	Graduates	National statistician	Graduates are students who have completed 5th form, without the results of an exam.
DOM	Graduates	Secondary School QUESTIONNAIRE 2013/14	Graduates are students who have successfully completed Form 5.
DOM	Leaver	Secondary School QUESTIONNAIRE 2013/14	This refers to students who have completed secondary school and have not gained entrance to a post-secondary/tertiary institution.
GREN	Graduates	Secondary School Questionnaire for the year 2012 - 2013	This refers to students who have completed Form 5 of secondary schools and may or may not have met the individual school's graduation criteria.
SKN	Graduates	National statistician	Graduates are technically defined as those who have completed a programme - those students who have completed Form 5.
SLU	Graduates	Saint Lucia Secondary Questionnaire	Graduates are students who have successfully completed Form 5.
SVG	Graduates	National statistician	Students that have completed 5th form and have met the school's requisitions to exit the school system. Among these requisitions, it's included to sit for the CSEC, but not to approve it, since schools inform graduates before knowing the CSEC's results.
TCI	CSEC Pass	TCI Digest 2014	CSEC examination is a regional test done by high school students in the Caribbean.
TCI	Leavers	National statistician	is defined as students who complete secondary education (they are given a high school diploma once they meet the criteria). This indicator is currently unavailable but will be included in 2014-15 digest.

Source: Data submitted by the participating States Statistics Divisions

A key aspect missing in most of the definitions analyzed relates to the certification of qualification that the students receive upon graduation. *"In formal education, a successful completion usually results in a qualification which is recognized by the relevant national education authorities". (ISCED, UIS-UNESCO)*

These topics were discussed with the statistics teams of the OECS countries at OECS's Annual Meeting of Statisticians⁴³. The representatives agreed that the Sub-Region needed to discuss these questions and develop a more specific definition of Graduates.

A second type of limitation regarding graduates data refers to data missing from the data sets submitted by the countries. This was the situation of Antigua and Barbuda and Turks and Caicos.

Finally, consistency issues were found in Grenada's case, and could not be corrected for this report.

Given these restrictions, the analysis of Graduates has excluded Antigua and Barbuda, Grenada and Turks and Caicos Islands.

Gaps and limitations regarding students' age

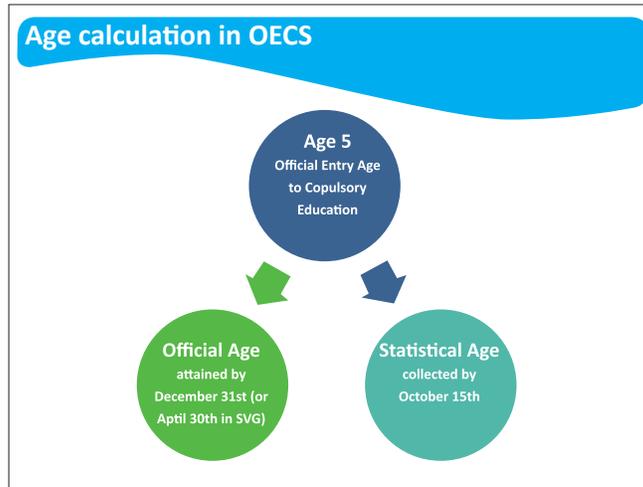
Another limitation of data was identified in terms of student's age calculation discrepancies. In OECS countries, the official entry age to compulsory education (Kindergarten) is 5. Students must have attained 5 years of age by December 31st of the given year. However, the actual implementation may vary by country as shown in the two examples below.

- Antigua and Barbuda: There may be a special consideration for those whose 5th birthday falls in the next quarter - January-March only- and can demonstrate the child's readiness for K
- St Vincent and the Grenadines: If the child is going to be 5 by April 30th of the given academic year, they may be admitted at 4+ in September.

43 The Meeting took place on August 5th and August 6th 2015, at St. Kitts and Nevis.

For the statistical calculation of student’s age, the data collection tool asks for the student’s age as at October 15th of the given academic year. This difference between the date for the calculation of official age and the date for the calculation of statistical age brings a distortion when it comes to indicators of potential exclusion. These topics were also discussed with the statistics teams of the OECS countries at OECS’s Annual Meeting of Statisticians⁴⁴. The following figures are extracts from the PPTs shared in that occasion:

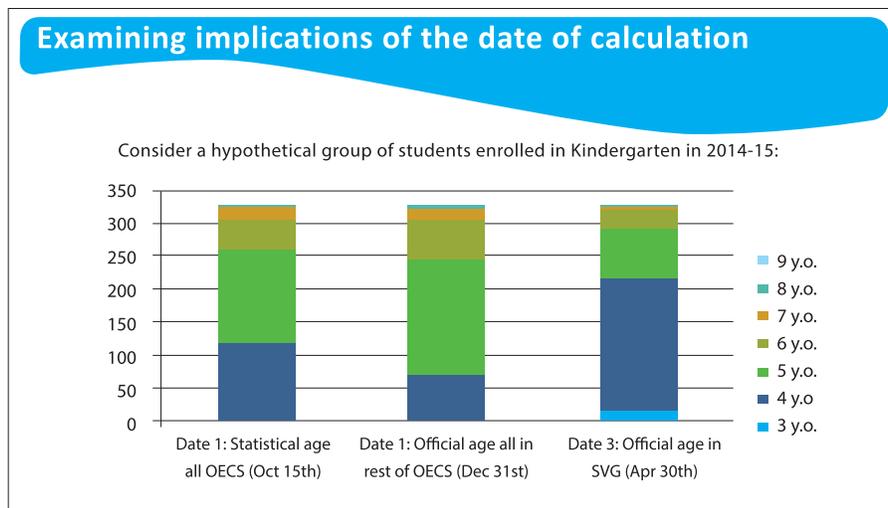
Figure A2: School age calculation: Gap between the official school age and the statistical age



Source: Slideshow shared at OECS’s Annual Meeting of Statisticians, August 5th and August 6th 2015, Saint Kitts and Nevis.

The following slide presents three scenarios for a same group of students enrolled in kindergarten. Considering that the expected age for kindergarten is 5 years old, the graph shows that, depending on the cut-date by which age of students is calculated, overage in the grade may vary in a very significant manner.

Figure A3: School age calculation: example of the implications of the date of calculation



Source: Slideshow shared at OECS’s Annual Meeting of Statisticians, August 5th and August 6th 2015, Saint Kitts and Nevis.

44 The Meeting took place on August 5th and August 6th 2015, at St. Kitts and Nevis.

What are the implications for the analysis of this gap?

This report has been built on statistical data (in the graph above, this information corresponds to the 1st bar on the left). The gap that separates the statistical age from the Official age in the majority of the OECS countries (2nd bar in the graph), and which works in the opposite direction in the case of St Vincent and the Grenadines (3rd bar), implies that the age condition of students could not be calculated in an accurate way. In the case of St Vincent and the Grenadines, overage could be lower, and underage could be higher than what the statistical age is showing. In the remaining participating countries, the situation is the opposite: overage and expected age students are probably slightly higher than what statistical age records are showing, and hence underage would be slightly smaller.

Gaps and limitations regarding years of information submitted

Finally, another gap is present in the case of TCI, where information of only 1 year was available. For these situations, the country could not be included in the calculation of inter-annual indicators.

Summary of the administrative data provided by the participating countries

The following chart summarizes the status regarding missing or partially complete data from the countries under analysis.

Table A2: Data gaps within the information submitted by countries

Country	Indicator	Year	Data submitted
Antigua and Barbuda	Age	2012	Only Early Childhood enrolment
Antigua and Barbuda	Age	2014	Only Primary and Secondary
Antigua and Barbuda	Dropout	2013	Only Primary and Secondary
Antigua and Barbuda	Graduates	MISSING	MISSING
Dominica	Age	2012	Only Primary and Secondary
Dominica	Age	2013	Only Primary and Secondary
Dominica	Dropout	2012	Only Primary and Secondary
Dominica	Dropout	2013	Only Primary and Secondary
Grenada	Graduates	2012	INCONSISTENT
Saint Kitts and Nevis	Age	2012	Only Primary and Secondary complete, Preschool incomplete
Turks and Caicos Islands	Age	2012	Missing - not available. Only 1 year of enrolment data available
Turks and Caicos Islands	Graduates	2013	MISSING

Source: Education system structure provided by Ministries of Education of the 7 territories.

Warning about data and the calculated indicators

Given the reduced size of the States of the Sub-Region, small variations in enrollment may affect strongly the value of the different indicators. For this reason, the indicators may vary significantly between years. Nonetheless, trends keep showing a consistent profile.

Annex 2. Students and Population Data Sources

Table A3: Students and population data sources

Country	Students data	Population data
Antigua and Barbuda	Year 2013-2014. Data provided by the Ministry of Education	Projection for 2013 developed by the country's Statistics Division, based on the results of the 2011 Population Census.
Dominica	Year 2012-2013. Data provided by the Ministry of Education	Population data provided by UNPD-UIS, DOM population projections for 2012 (based on 2001 Census).
Grenada	Year 2011-2012. Data provided by the Ministry of Education	Population Projection: developed by UNPED-UIS for 2011 from 2001 Census data; (In the projection developed by Grenada's Statistics Division, based on the results of the 2011 Population Census, population was significantly inferior to students. For this reason the previous projection was chosen).
Saint Lucia	Year 2012-2013. Data provided by the Ministry of Education	Reconstruction for 2012 based on the 2010 Population and Houses Census. Reconstruction shifting ages from 2010 to 2012 (e.g. population with 5 years age in 2010, is considered as 7 years age in 2012).
Saint Kitts and Nevis	Year 2013-2014. Data provided by the Ministry of Education	Reconstruction for 2013 based on the 2011 Population and Houses Census. Since the 2011 Census data does not report single age disaggregation, this exploration uses a reconstruction for 2013 based on Census 2011, estimating each single age through the division of the age group by the weight of each single age (UIS). Besides, ages have been shifted for year 2013 (e.g. population with 5 years age in 2011, were considered as 7 years age in 2013).
Saint Vincent and the Grenadines	Year 2012-2013. Data provided by the Ministry of Education	Population and Housing Census, 2012, SVG.
Turks and Caicos	Year 2013-2014. Data provided by the Ministry of Education	Reconstruction for 2013 developed by AEPT. The country provided population data by age groups, collected at the 2012 National Census. AEPT reconstructed the single ages using the proportions by age from the last available data (UIS projection 2007 based on the previous census). Afterwards, each single age has been moved on one year, in order to reconstruct a proxy of the population profile by 2013.

Table A4: Years of reference for the calculation of indicators reporting 2 consecutive years

COUNTRY	Year T-1	Year T	Observations
Dominica	2012	2013	No preschool data available. Preschool enrolment of ages 4 and 5 was estimated.
Antigua and Barbuda	2013	2014	No data for age 5 children in Preschool in year T, it was estimated.
Grenada	2011	2012	
Saint Kitts and Nevis	2012	2013	No preschool data available for 2012. Age 4 and 5 enrolments in Preschool have been estimated.
Saint Lucia	2012	2013	
Saint Vincent and the Grenadines	2012	2013	
Turks and Caicos	Not available	Not available	Data for two consecutive years not available.

Annex 3. Definition and Calculation Method of the Indicators

1. **5 Dimensions of exclusion**

➤ *Dimension 1*

- Definition: Out of school children at age of attending the last grade of ECE before Primary Education (in ECA this represents age 4), over the total population of this age.

- Calculation method:

$$\frac{P_{a4} - E_{a4}}{P_{a4}} \times 100$$

Where:

P_{a4} : Population of age 4

E_{a4} : Enrollment of age 4

- Data source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions.

➤ *Dimension 2*

- Definition: Out of school children at age of attending Primary Education (in ECA this represents the age range 5-11), over the total population of these ages.

- Calculation method:

$$\frac{P_{a5-11} - E_{a5-11}}{P_{a5-11}} \times 100$$

Where:

P_{a5-11} : Population of the age range 5-11.

E_{a5-11} : Enrollment of the age range 5-11.

- Data source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions.

➤ *Dimension 3:*

- Definition: Out of school children at age of attending Lower Secondary Education (in ECA this represents the age range 12-14), over the total population of these ages.

- Calculation method:

$$\frac{P_{a12-14} - E_{a12-14}}{P_{a12-14}} \times 100$$

Where:

P_{a12-14} : Population of the age range 12-14.

E_{a12-14} : Enrollment of the age range 12-14.

- Data source: Enrolment data provided by the MoEs of the 7 territories; Population data provided by Statistical Divisions.

➤ *Dimension 4:*

- Definition: Potential exclusion within Primary. Overage students enrolled in Primary Education over the total enrollment of Primary Level. Students with 1 year of overage are considered at moderate risk, and students with 2 or more years of overage are considered at critical risk.

- Calculation method:

$$\frac{OS_p}{E_p} \times 100$$

Where:

OS_p : Overage Students enrolled at Primary education

E_p : Enrollment of Primary education

- Data source: Enrolment data provided by the MoEs of the 7 territories.

➤ *Dimension 5*

- Definition: Potential exclusion within Lower Secondary. Overage students enrolled in Lower Secondary over the total enrollment of Lower Secondary. Students with 1 year of overage are considered at moderate risk, and students with 2 or more years of overage are considered at critical risk.

- Calculation method:

$$\frac{OS_{LS}}{E_{LS}} \times 100$$

Where:

OS_{LS} : Overage Students enrolled at Lower Secondary

E_{LS} : Enrollment of Lower Secondary

- Data source: Enrolment data provided by the MoEs of the 7 territories.

2. Overage students:

- Definition: Students attending grades/forms that are older than the expected age. For example, in the ECA, students aged 6 and older enrolled in Kindergarten are overage. Overage is the chosen indicator to account for potential exclusion in this report. Each year of overage represents that the student has passed through an educational breakdown experience. This indicator admits two variants: (1) overage within the students of a specific age, or (2) overage within the students of a specific grade/Form.

- Calculation method:

(1)	$OS_{n,g,a}$	$\times 100$	or	$OS_{n,g,a}$	$\times 100$
	E_A				
		(2)			

Where:

$OS_{n,g,a}$ = Overage students, enrolled with an n amount of years of overage in a certain grade of Form, at a certain age. The n amount of years of overage allows specifying the amount of overage years that are being considered. E.g. in this report, Students with 1 year of overage are considered at moderate risk, and students with 2 or more years of overage are considered at critical risk.

E_A = Enrollment of a specific age (attending any grade or level)

E_g = Enrollment of a specific grade/Form (regardless of the student's ages)

- Data source: Enrolment data provided by the MoEs of the 7 territories.

3. Percentage of students enrolled as repeaters

- Definition: Ratio between the students enrolled as repeaters in a grade/Form and the total enrollment of that grade/Form. It allows dimensioning the proportion of students that have already attended that stage and have not succeeded in passing it.

- Calculation method:

$$\frac{R_g^t}{E_g^t} \times 100$$

Where:

R_g^t = Students enrolled as Repeaters in the grade/Form g, in the year t

E_g^t = Total enrollment of the grade/Form g, in the year t

- Data source: Enrolment data provided by the MoEs of the 7 territories

4. Gender Parity Index

- Definition: Ratio between the female students and male students enrolled in a grade/Form.

- Calculation method:

$$\frac{F_g^t}{M_g^t} \times 100$$

Where:

F_g^t = Female Students enrolled in the grade/Form g, in the year t

M_g^t = Male Students enrolled in the grade/Form g, in the year t

- Data source: Enrolment data provided by the MoEs of the 7 territories.

5. Progress rate in 1st Form

□ *Students that progress successfully to 2nd Form:*

- Definition: expresses the proportion of students that progress successfully to 2nd Form, out of all those who began 1st Form the previous year.
- Calculation method:

$$\frac{E_{g+1}^{t+1} - R_{g+1}^{t+1}}{E_g^t} \times 100$$

Where:

E_g^t = Enrolled in 1st Form in the year t

E_{g+1}^{t+1} = Enrolled in 2nd Form in the year t+1

R_{g+1}^{t+1} = Repeaters of 2nd Form in the year t+1

- Data source: Enrolment data provided by the MoEs of the 7 territories.

□ *Students that repeat 1st Form:*

- Definition: expresses the proportion of students that repeat 1st Form, out of all those who began 1st Form the previous year.
- Calculation method:

$$\frac{R_g^{t+1}}{E_g^t} \times 100$$

Where:

R_g^{t+1} = Repeaters of 1st Form in the year t+1

E_g^t = Enrolled in 1st Form in the year t

- Data source: Enrolment data provided by the MoEs of the 7 territories

□ *Students that dropout between the two considered years:*

- Definition: expresses the proportion of students that dropped out, out of all those who began 1st Form the previous year.
- Calculation method:

$$\frac{E_g^t - (E_{g+1}^{t+1} - R_{g+1}^{t+1}) - R_g^{t+1}}{E_g^t} \times 100$$

Where:

E_g^t = Enrolled in 1st Form in the year t

E_{g+1}^{t+1} = Enrolled in 2nd Form in the year t+1

R_{g+1}^{t+1} = Repeaters of 2nd Form in the year t+1

R_g^{t+1} = Repeaters of 1st Form in the year t+1

- Data source: Enrolment data provided by the MoEs of the 7 territories.

6. Progress rate in 3rd Form

Same calculation method as the one described under the “Progress rate in 1st form”, only that the forms should be replaced as follows:

- 1st Form should be replaced by 3rd Form
- 2nd Form should be replaced by 4th Form

7. Progress rate in 4th Form

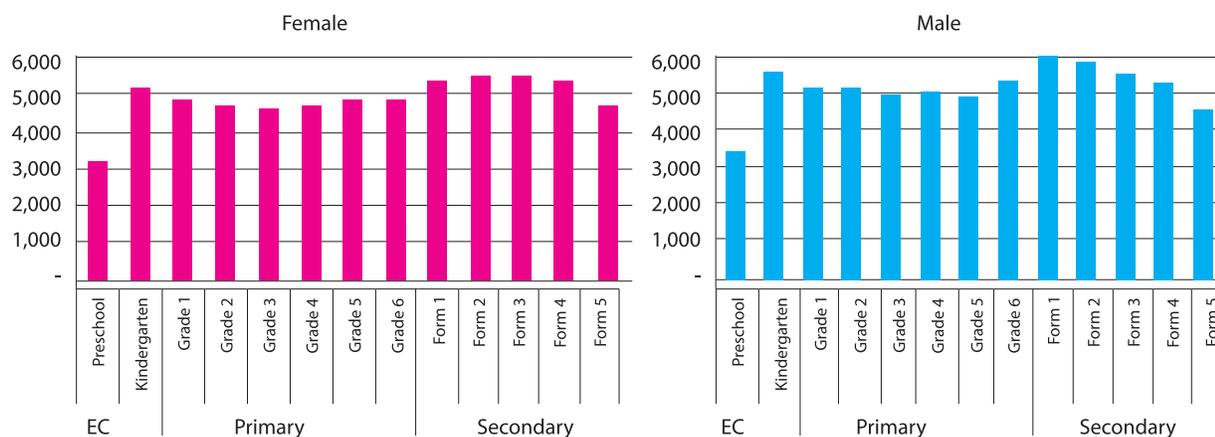
Same calculation method as the one described under the “Progress rate in 1st form”, only that the forms should be replaced as follows:

- 1st Form should be replaced by 4th Form
- 2nd Form should be replaced by 5th Form

Annex 4. Enrollment Profile by Sex and School Status

a. Sex

Figure A4: Enrolment by sex and grade, 2013/14

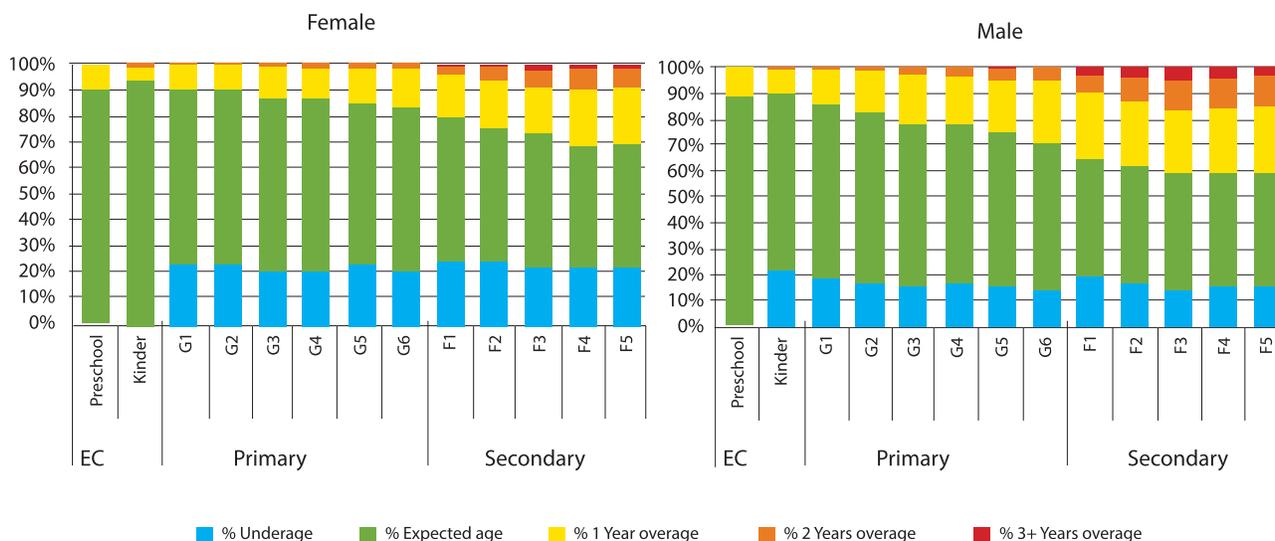


Source: Enrolment data provided by MoEs of the seven territories.

Note: The numbers for SLU are partial since the country provided 3,400 cases of pre-school students with no sex disaggregation.

- Total enrolment by sex is almost even (50% female and students).
- Nonetheless, the sex distribution by grade is not equal, especially at the end of secondary. The next graphic presents the sex parity by grade.

Figure A5: Enrolment by sex, grade and age condition, for the year 2013/14



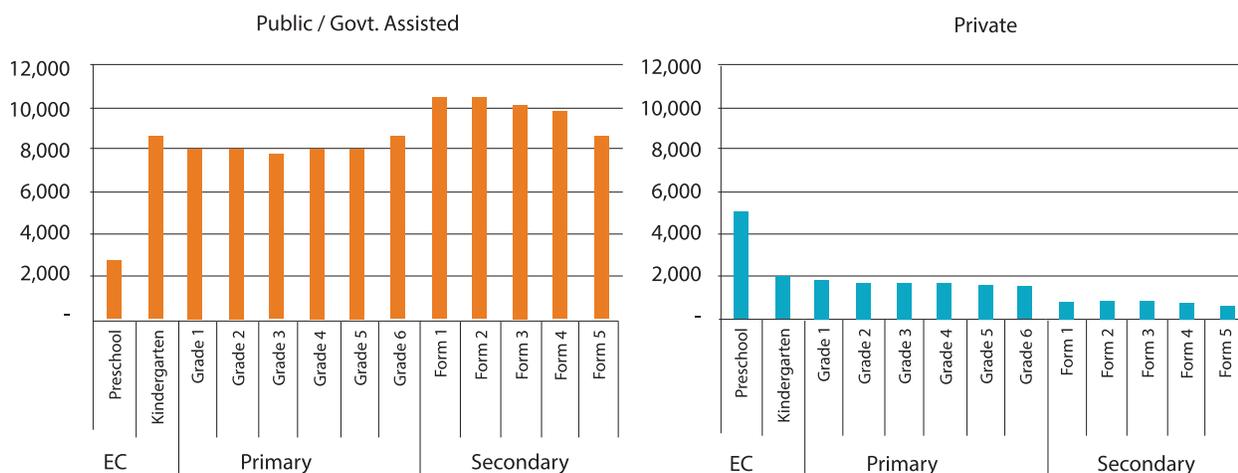
Source: Enrolment data provided by MoEs of the seven territories.

Note: The numbers for SLU are partial since the country provided 3,400 cases of pre-school students with no sex disaggregation.

- Female students show higher underage rates than male students. On average, 21% of female students attending school are underage and 16% of male students. This implies that more females than males are enrolled in schools earlier than the expected age.
-
- On the contrary, overage is higher for male students than for female students. This phenomenon remains stable for all grades and levels. On average, 18% of female students and 27% of male students in school are overage. This implies that boys are more likely to suffer educational breakdown experiences than girls.

b. School status

Figure A6: Enrolment by school status and grade, for the year 2013/14



Source: Enrolment data provided by MoEs of the seven territories.

Up to 83% of total number enrolled attends public or government assisted primary and secondary schools. However, at the lower level (pre-school), only 36% of number enrolled attends public or government assisted schools. This attests to the largely private nature of pre-school education in the OECS.

Combining sex and school status, the distribution of enrollment by grade looks at follows:

Table A5: Enrolment by grade, sex and school status for the year 2013/14

Level	Grade	Public/Gov. Assisted		Private	
		Female	Male	Female	Male
EC	Preschool	2,626	2,810	4,966	5,110
Primary	Kindergarten	4,105	4,501	1,054	1,037
	Grade 1	3,899	4,142	967	932
	Grade 2	3,884	4,214	874	881
	Grade 3	3,826	4,021	863	887
	Grade 4	3,830	4,233	888	822
	Grade 5	3,888	4,100	903	804
	Grade 6	4,070	4,518	836	801
Secondary	Form 1	4,905	5,579	465	392
	Form 2	5,003	5,411	499	395
	Form 3	4,932	5,145	526	371
	Form 4	4,901	4,878	443	339
	Form 5	4,312	4,196	453	297
TOTAL		54,181	57,748	13,737	13,068

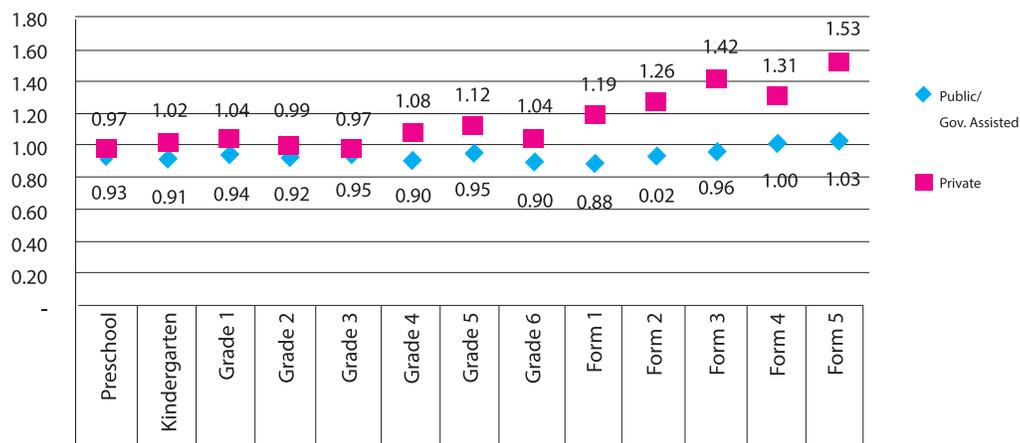
Source: Enrolment data provided by MoEs of the seven territories.

Note: The numbers for SLU are partial since the country provided 3,400 cases of pre-school students with no sex disaggregation.

A further look at this distribution is provided by the Gender Parity Index. This indicator has been included in Section 5, Figure 2.17.

The Gender Parity Index represents the number of girls enrolled in school per each boy (1 = sex parity). As a reference, the GPI of the population aged 5 to 16 in the sub-region is 0.97⁴⁵. This means that, if the GPI of enrolment is less than 0.97, girls are fewer than boys. If the GPI of enrolment by grade is greater than 1.03, there are fewer boys than girls.

Figure A7: GPI by school status, for the year 2013/14



Source: Enrolment data provided by MoEs of the seven territories.

⁴⁵ Data corresponding to 4 territories with population data disaggregated by sex: AB, SKN, SLU, SVG. Values of the GPI between 0.97 and 1.03 are usually considered sex parity.

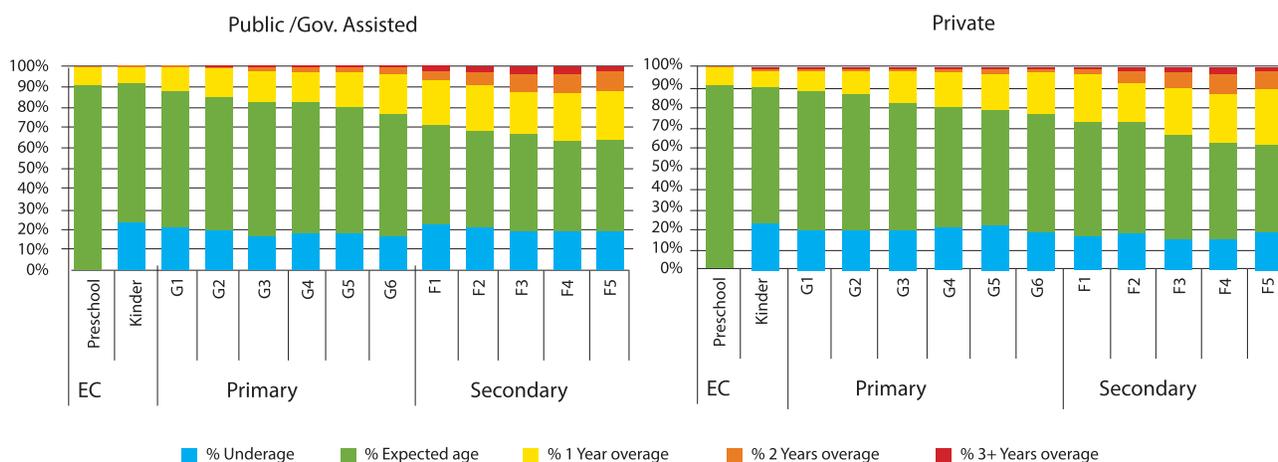
Note: The numbers for SLU are partial since the country provided 3,400 cases of pre-school students with no sex disaggregation.

The graph shows that **girls attend private school in greater measure than boys**. The gap between the GPI of public and private schools begins in 4th Grade and grows bigger as grades progress. In secondary, the difference between both types of institutions intensifies. The greater gap is observed in 5th Form. In this form, in private schools, there are three girls per two boys. In public schools, sexes are even.

Another fact deserving special mention is that the GPI grows progressively in both public and private schools during all the secondary forms. This indicates a rise in girls' participation, probably caused by **boys dropping out in greater measure** than girls.

The following graph provides the details of enrollment by age condition and by school status. As mentioned throughout the report, overage is the chosen indicator to account for potential exclusion in this report. Each year of overage equates one experience of educational breakdown (for example late entry, repetition, dropout with later re-entry, etc.).

Figure A8: Enrolment by school status, grade and age, for the year 2013/14



Source: Enrolment data provided by MoEs of the seven territories.

- The percentage of underage students is slightly higher for public schools than for private institutions. On average, 19% of students in public schools are underage compared to 15% of students in private schools. This implies that both types of schools are enrolling students earlier than the expected age in significant measure.
- Overage rates are also higher for public schools than for private schools. Twenty three percent of all public school students are overage, against 18% of private school students. This implies that public schools students suffer educational breakdown experiences in greater manner than private schools ones.

Annex 5. Data Tables

Table A6: Population, enrolment and percentage of population enrolled in school, by age, for the year 2013/14

Age	Population	Enrollment	% of population in school
4	9,687	9,639	99
5	9,545	10,498	110
6	9,383	9,518	101
7	9,514	9,696	102
8	9,501	9,568	101
9	9,601	9,456	98
10	10,074	9,509	94
11	10,528	10,283	98
12	10,577	10,528	100
13	10,738	10,730	100
14	11,106	10,090	91
15	11,138	10,107	91
16	11,237	8,342	74
17	11,525	3,992	35
18	11,465	1,438	13
19	11,563	376	3
20	11,407	40	0

Source: Enrolment data provided by MoEs; Population data provided by the Statistics Units.

Note: For DOM: Enrolment in Preschool of ages 4 and 5 has been estimated.

Table A7: Flow of enrolment by age between 2012/13 and 2013/14

Age	Enrollment circa year 2012-2013	Enrollment circa year 2013-2014	Flow
4	8,595	9,228	-
5	9,896	9,669	1,075
6	9,015	9,252	-644
7	9,200	8,801	-214
8	9,257	9,037	-163
9	9,069	9,197	-60
10	9,213	9,244	175
11	9,970	10,235	1,022
12	10,311	9,522	-448
13	10,332	9,720	-591
14	9,746	9,963	-369
15	9,809	9,350	-396
16	7,989	7,530	-2,279
17	3,792	3,257	-4,732
18	1,411	1,148	-2,644
19	379	271	-1,140
20	40	37	-342

Source: Enrolment data provided by MoE of the seven territories.

Notes: DOM: Enrolment in Preschool of ages 4 and 5 has been estimated; AB: no data available for age 5 children in Preschool in year T, it was estimated.

Table A8: Enrolment and repeaters by grade and sex, for the year 2013/14

Level	Grade	Female		Male		TOTAL	
		Students	Repeaters	Students	Repeaters	Students	Repeaters
Primary	Kindergarten	5,199	215	5,538	392	10,697	607
	Grade 1	4,866	52	5,074	110	9,940	162
	Grade 2	4,758	36	5,095	93	9,853	129
	Grade 3	4,689	47	4,908	83	9,597	130
	Grade 4	4,718	42	5,055	78	9,773	120
	Grade 5	4,791	49	4,904	119	9,695	168
	Grade 6	4,906	79	5,319	116	10,225	195
	Form 1	5,370	198	5,971	461	11,341	659
Lower Secondary	Form 2	5,502	287	5,806	528	11,308	815
	Form 3	5,458	328	5,516	480	10,974	808
Upper Secondary	Form 4	5,344	362	5,217	449	10,561	811
	Form 5	4,765	69	4,493	107	9,258	176

Source: Enrolment data provided by MoE of the seven territories.

Table A9: Population by age, sex and Gender Parity Index (GPI) for the year 2014

Age	Male	Female	Total	Gender Parity Index
0	1,425	1,410	2,835	0.99
1	1,441	1,472	2,913	1.02
2	3,125	3,037	6,162	0.97
3	3,262	3,137	6,399	0.96
4	3,179	3,174	6,353	1.00
5	3,181	3,126	6,307	0.98
6	3,153	3,027	6,180	0.96
7	3,240	3,094	6,334	0.95
8	3,195	3,115	6,310	0.97
9	3,196	3,168	6,364	0.99
10	3,413	3,339	6,752	0.98
11	3,619	3,451	7,070	0.95
12	3,556	3,439	6,995	0.97
13	3,569	3,476	7,045	0.97
14	3,730	3,612	7,342	0.97
15	3,694	3,631	7,325	0.98
16	3,756	3,669	7,424	0.98
17	3,907	3,758	7,665	0.96

Source: Population data provided by the States' Statistics Division. Note: Information corresponding to 4 territories with population data disaggregated by sex: AB, SKN, SLU, SVG

Published by the UNICEF Office of the Eastern Caribbean Area
First Floor, UN House, Marine Gardens, Hastings
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2016

