



The Caribbean and Latin America  
English, Dutch and French-speaking countries

Good neighbours:  
Caribbean students at the  
tertiary level of education

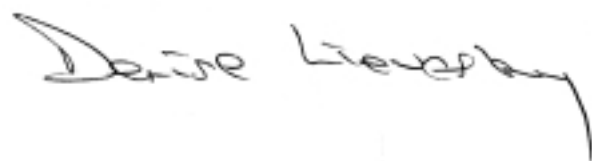
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One of the key ways of meeting the challenges of the 21st century is to guarantee the benefits of education for all by ensuring that educational systems work in an equitable, efficient and effective manner. Educational statistics and indicators, which monitor trends and facilitate the critical assessment of policies, play a vital part in this process and they can provide valuable information for the formulation of sound policies. In this respect, governments are paying even greater attention to comparative policy analysis. Co-operation at the international level can help countries to identify ways in which access to education might be broadened, the quality of educational provision might be improved and more attention paid to improving learning outcomes. A comparative framework can also assist countries to manage their teaching and learning processes more effectively. In a number of countries these imperatives have resulted in renewed efforts to strengthen the collection and reporting of comparative education statistics and indicators.

A significant role of the UNESCO Institute for Statistics (UIS) is to assist Member States to collect, analyse and disseminate internationally-comparable education indicators to inform these policy debates. Following its creation in 1999, the UIS has carried out far-reaching consultations with both national and international users and producers of education statistics in order to identify information needs and to develop a strategy to meet these needs.

One part of this strategy has been the implementation of a re-designed data collection instrument, called Survey 2000, which aims to build a set of comparable cross-national education indicators. A series of twelve regional workshops were organized and led by UIS to consult educational experts (both statisticians and policy-makers) within Member States and to build better support for this global effort. These workshops also aimed to raise awareness of data collection methodologies and tools, such as the International Standard Classification of Education (ISCED), to provide a common framework for harmonising national education data. The workshops provided regional fora for the discussion of problems associated with data collection and management and the exploration of possible solutions.

This report represents one of the first outcomes of this major effort. Not only are the indicators cited in this report based on data provided by countries, but the topics chosen also reflect some of the priority policy issues raised by national participants. The UNESCO Institute for Statistics would like to take this opportunity to thank these participants and their colleagues for their collaboration during this survey and also the staff of the United Nations Statistics and Population Divisions, the Organisation for Economic Co-operation and Development and the World Bank for providing key supplementary data.



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# Introduction

The UNESCO Institute for Statistics initiated *Survey 2000* as the first step in a long-term process in order to improve data quality and standardise data collection in the field of education. As part of the *Survey 2000* exercise, two groups were formed in the Latin America and Caribbean region. One group was composed of Portuguese and Spanish-speaking countries and the other of English, Dutch and French-speaking countries. Consequently, the Caribbean countries Cuba and the Dominican Republic joined the Latin America group while Belize, Guyana, and Suriname from South and Central America joined the Caribbean group. Neither Martinique nor Guadeloupe, which are linked constitutionally with France, nor Puerto Rico which is linked with the United States, were included.

Twenty-two countries participated in the initial Caribbean workshop held in Jamaica in July 2000 and the follow-up workshop held in Barbados in March 2001. These countries were Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Netherlands Antilles, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Suriname, Trinidad and Tobago and the Turks and Caicos Islands. For the purpose of this report this group of countries is referred to as the Caribbean region.

In conducting the Caribbean Regional Workshops and in subsequent statistical capacity building efforts in the region, the UIS has co-operated with the Summit of the Americas Indicators (PRIE) Project and the Caribbean Regional Educational Management Information System (CREMIS) Project. Close collaboration among the three organisations has added significantly to the planning and implementation of the UIS programme in the region.

Many of the issues identified during workshop presentations and discussions are being examined by the Summit of the Americas Indicators Project. However, it was noted during the discussions that participation in tertiary education programmes had not been identified by the PRIE Project for further analysis. Of particular concern was the apparent lack of information on the number of individuals studying at the tertiary level outside the Caribbean and therefore on the proportion of secondary school graduates who were able to proceed to higher levels of learning. As a result, this first UIS report for the Caribbean region seeks to provide a detailed account

# INTRODUCTION

of the movement of students within and outside the Caribbean for the purpose of study at the tertiary level. It presents information from the first educational survey conducted by the UIS in the summer of 2000 using data from countries participating in the Caribbean workshops as well as comparable data from other countries.

This report has two sections as follows:

- Section 1 presents the main demographic, economic and social aspects of the region, including information on selected socio-economic indicators.
- Section 2 examines tertiary level enrolment within the region as well as student flows to and from other countries. The enrolment of Caribbean students in one of the region's major host countries, Canada, is examined in some detail.

In the Annex, the grade structure of each country's education system and how it is mapped to the International Standard Classification of Education (ISCED97) is presented in diagrammatic form.

Although this first report is limited in scope and content, it is published with the knowledge that the countries participating in the UIS Caribbean Regional Project along with the UIS, PRIE and CREMIS will continue to progress with the development of indicators and associated analyses. It is hoped that these efforts will help governments in the region implement improvements in their national systems and continue to develop education programmes that will help students of all ages achieve their full potential.

# Reader's Guide

The data presented in this publication are gathered mainly from official national responses to *Survey 2000* questionnaires on education statistics from the UNESCO Institute for Statistics (UIS) and cover the academic year beginning in 1998, unless otherwise specified. Although a few countries may have provided data for a different year, we have accepted all data as being estimates for 1998/99.

While every effort has been made to compile the most up-to-date and reliable statistical information, it should be noted that all data are subject to differences within and among countries concerning definitions, accounting practices and recording methods.

The data have been complemented as follows:

- Foreign students in Barbados correspond to undergraduate registration at the Mona Campus as reported in: "The University of the West Indies: Official Statistics 1998/99", prepared by the Office of Planning and Institutional Research, Mona Campus, Jamaica.
- Statistics Canada provided the trends on the level of study of Caribbean students in Canada.
- Demographic and economic statistics have been kindly provided by other international organizations including, in particular, the United Nations Statistics and Population Divisions.

The statistics in this report refer to public and private education according to the levels of education defined in the 1997 version of the International Standard Classification of Education (ISCED97).

ISCED97 is a framework for the compilation and presentation of national and international education statistics and indicators. It is a multi-purpose system, designed for education policy analysis and decision-making, whatever the structure of the national education system and whatever the stage of economic development of a country. It can be utilised for statistics on many different aspects of education such as pupil enrolment, human or financial resources invested in education or the educational attainment of the

population. The basic concepts and definitions of ISCED97 have been designed to be universally valid and invariant to the particular circumstances of a national education system.

In tables and figures throughout the publication countries are listed in alphabetical order of their English names.

Where numbers and percentages have been rounded, totals and subtotals may not always correspond exactly to the sum of the elements of which they are composed.

#### Symbols used in this publication:

-	Magnitude nil
...	Data not available
.	Category not applicable
**	UIS estimate
*	National estimate

# Regional Background

The challenges facing educational policy makers in the countries covered by this report derive largely from the continuing need to adjust historically received educational models and to the changing economic and social circumstances of the regions. The small sizes of most of the countries has encouraged regional co-operation in the field of education as in other fields.

The English-speaking Caribbean countries included in this report viz. the nine members of the Organisation of Eastern Caribbean States (Anguilla, Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St Kitts and Nevis, St Lucia and St Vincent and the Grenadines) as well as the Bahamas, Barbados, Belize, Bermuda, the Cayman Islands, Guyana, Jamaica, Trinidad and Tobago, and the Turks and Caicos Islands all share a common history of evolution from a British colonial past to their present status as self-governing or independent states. The Dutch and French-speaking countries of the region are also influenced by their colonial heritages. Although the influence of the United States and Canada in educational matters has been growing over recent decades due largely to geographical and increasingly cultural proximity, as well as to the increasing flow of Caribbean people to North America whether as students or emigrants, Caribbean education systems continue to reflect strongly the influences of the models introduced by the former colonial authorities.

Most of the twenty-two countries covered in this report are small. Fifteen of them have a land mass of less than 1 000 square kilometres and all (with the exceptions of Guyana and Suriname) cover areas of under 30 000 square kilometres. Their combined population is approximately 14.8 million; half of them have fewer than 100 000 inhabitants.

## 1.1 Economy and labour market

The region's economies are strongly influenced by geographical proximity to the United States as well as by traditional links to Europe. The majority have benefited from the development of tourism. Their small sizes and geographical dispersion mean that they individually lack a diversified range of domestic resources and face high per-unit transportation costs for both imports and exports. Their economic outputs typically are highly concentrated in a few activities based on natural resource endowments, a tendency that has been reinforced by the system of preferential access for the export of certain agricultural and related products put in place many years ago by European Union

countries as a form of economic assistance. Merchandise exports are overwhelmingly comprised of a small number of agricultural commodities, principally bananas (for Belize, Dominica, Grenada, Jamaica, St Lucia, St Vincent and the Grenadines, and Suriname) sugar, molasses and rum (for Belize, Guyana, Jamaica, St Kitts and Nevis, and Trinidad and Tobago), as well as minerals and fuels (aluminium oxide being important for Guyana, Jamaica and Suriname; petroleum and natural gas for Trinidad and Tobago).

For the region as a whole, the average GDP per capita in 1998 was of the order of US\$ 2 300. However, if one removes from this calculation the 8 million inhabitants of Haiti, one of the poorest countries in the western hemisphere with an estimated GDP per capita of US\$ 440, the figure rises to US\$ 4 400.

Their dependence on exports and the narrowness of their export bases render these economies highly vulnerable to factors beyond their control, in particular movements in international commodity prices, cyclical economic fluctuations in North America and Europe, periodically adverse climatic conditions (hurricanes) and natural disasters (earthquakes and volcanic activity), as well as changes in their principal trading partners' commercial policies. The region's governments are fully aware of the need to diversify the structure of exports and improve their external competitiveness. With regard to the first objective, some progress has been made. Although agriculture and mining remain important, the structure of production in some countries began to shift towards services in the 1990s. Several countries, in particular Dominica, St Lucia, and St Vincent and the Grenadines, have achieved some success in expanding their tourism sectors to compensate for the loss in banana earnings. Furthermore, offshore financial services have been established and expanded in nearly all the small countries in the region since the early 1980s. Nevertheless, production continues to be relatively concentrated in a few activities. Though the Caribbean economies have the potential to establish lucrative niche markets in new services industries, pursuing these opportunities will necessitate significant investments in training and education. Success in securing the second objective, improved external competitiveness, will depend in large part on the enhancement of labour productivity. For this too, additional training and education are key factors.

Unemployment has been a persistent problem in the region for several decades. With the notable exceptions of the British Virgin Islands and the Cayman Islands, the unemployment rate is in double digits in almost all countries of the region due mainly to the low rates of economic growth experienced over recent years. In some countries unemployment has been aggravated by recent privatisation measures and public sector layoffs implemented as part of fiscal reform programmes.

Nevertheless, vacancy rates for professional, managerial and skilled occupations are high across the Caribbean. This is partly due to the low rates of enrolment in higher education; it is also partly the consequence of the continued emigration of skilled workers and professionals, particularly to the United Kingdom and North America. There is limited intra-regional labour mobility. Even within CARICOM, the region's most advanced expression of economic co-operation, the free movement of labour is limited to graduates of accredited universities in certain professional categories.

These factors, among other things, impact on the region's capacity to conduct research and development activities in areas critical to economic success, such as product innovation or the development of new tourism activities.

## 1.2 Human development

The majority of countries in the region score relatively well on the UNDP's Human Development Index (HDI) and other such indicators, particularly when compared to some of their Latin American neighbours. Over the past five decades, they have made significant progress in raising basic levels of literacy, reducing infant mortality rates, improving life expectancy and increasing the quality of health care. However, a minority of countries (Belize, Guyana, Jamaica, St Lucia and especially Haiti) rank according to this index among the least developed countries in the western hemisphere.

For the five countries in the region for which the UNDP has calculated a composite measure of poverty, the Human Poverty Index (HPI), the estimated percentage of the population living in poverty ranges from 2.6% in Barbados and 3.5% in Trinidad and Tobago to over 10% in Guyana and Jamaica and around 50% in Haiti.

## 1.3 Education reform

The education sector is critical for the future development of all countries in the region. Although participation rates in primary education are generally high, low levels of enrolment in secondary and tertiary education have resulted in levels of educational attainment insufficient to promote and sustain high-wage economies. Indications that the quality of education has deteriorated throughout most of the region over recent years as a result of cutbacks in fiscal expenditures are a source of particular concern. Physical infrastructure particularly in post-primary education, is considered to be both insufficient and qualitatively inadequate in a number of countries.

During the 1990s there emerged a common core of issues which education reform projects in the region are still endeavouring to address. The most important of these are: the need to improve the quality of basic education; the need for a greater focus on efficiency in the delivery of education services; a concern that teaching should meet the needs of learners (this includes, for example, a focus both on the lower achievement of boys in school and on measures to encourage girls to pursue scientific and technical subjects); and the need to endow school leavers with core skills enabling them to engage in self-directed learning at later stages in their lives and to be better able to adapt more readily to the changing needs of the local labour market. The importance of vocational education and training and the need to place greater emphasis on the teaching of information technology have also been stressed.

Meeting these needs will stretch the resources of the larger countries of the region and is almost certainly beyond the means of the smaller ones. Thus the development of regional co-operation among Caribbean countries embarking on similar projects is gaining renewed attention. Due in large part to the leading role played by the University of the West Indies there has always been a strong regional dimension in education - particularly related to the training of teachers and, by implication, matters of content, methodology and curriculum. Inter-governmental agencies in the region such as CARICOM and OECS are playing an active role in promoting co-operation in education reform. Enhanced co-operation carries the potential for pooling scarce human and financial resources. Tertiary level education in particular offers considerable scope for increased co-operation, building on a well established tradition of study abroad whether in neighbouring countries or further afield.

Table (A1) - Socio-economic data for the Caribbean sub-region, 1998

	Area (km <sup>2</sup> )	Estimated population	Inhabitants per km <sup>2</sup>	GDP per capita (US\$)
Anguilla	96	8 103	84	11 678
Antigua and Barbuda	442	66 843	151	9 370
Aruba	193	93 979	487	...
Bahamas	13 878	296 110	21	11 395
Barbados	430	268 106	624	8 717
Belize	22 696	229 796	10	2 741
Bermuda	53	63 568	1 199	38 652
British Virgin Islands	153	20 263	132	29 795
Cayman Islands	264	35 739	135	27 187
Dominica	751	70 770	94	3 630
Grenada	344	93 065	271	2 997
Guyana	214 969	849 559	4	846
Haiti	27 750	7 952 408	287	443
Jamaica	10 990	2 538 284	231	2 707
Montserrat	102	10 678	105	3 570
Netherlands Antilles	800	212 694	266	13 827
St Kitts and Nevis	261	39 044	150	7 440
St Lucia	622	150 232	242	4 081
St Vincent and the Grenadines	388	112 374	290	2 815
Suriname	163 265	413 786	3	2 454
Trinidad and Tobago	5 130	1 282 897	250	4 622
Turks and Caicos Islands	430	15 623	36	...

*Sources:*

*Population: Estimates and Projections, 1998 assessment, United Nations Population Division.*

*Area: United Nations; includes land area and inland waters, but does not include some uninhabited islands.*

*GDP per capita: 1998 UN estimates, US\$ current prices.*

# Tertiary Students in and from the Caribbean

In the academic year 1998/99, an estimated 93 550 students from Caribbean countries were studying tertiary level programmes. Most of these students were able to study in their own country but for many reasons others were studying abroad. Those who chose to relocate for their

studies may be part of the worldwide trend whereby the flow of students between countries is increasing<sup>1</sup>. On the other hand, many students from Caribbean countries may have had to relocate because there are no tertiary programmes offered in their country, or at least not in their elected field of study. In some cases they may have had the option of beginning a programme at home but have had to relocate to complete the final stages of the programme.

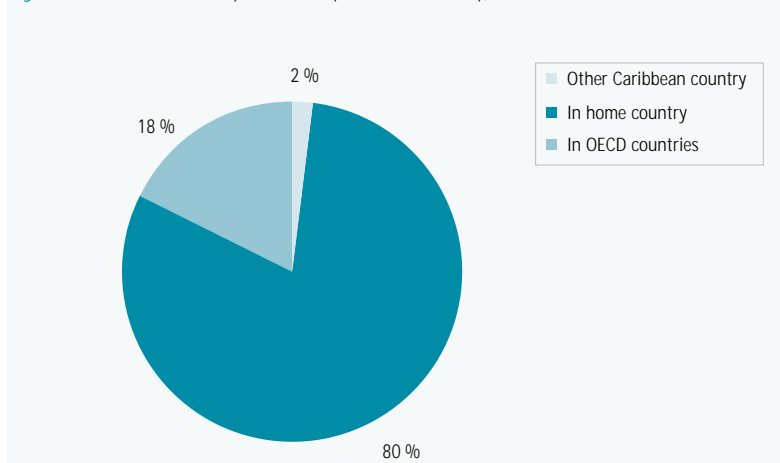
The Caribbean has a history of inter-governmental co-operation for the provision of tertiary institutions where the programmes are offered at one or more locations with the aim of accommodating students from all parts of the Caribbean. The University of the West Indies is an example of this type of co-operation as it has principal campuses in Barbados, Jamaica and Trinidad and Tobago with all English speaking countries in the Caribbean contributing to the finances of the university and sending students.

The provision of quality higher education is an important challenge that confronts all governments. In the case of many Caribbean countries with relatively small populations, co-operation in the provision of educational programmes at the tertiary level is an efficient means of ensuring that their citizens have access to such programmes. Despite this provision, many students opt for study in other regions of the world and there is concern that this could be a factor leading to the eventual migration of highly qualified individuals from the region.

## 2.1 Total enrolment

Of the estimated 93 550 students from Caribbean countries studying at the tertiary level of education in 1998/99, 80% were studying in their own country (Figure 1). The remainder moved to another country, 1 900 of them studying in another Caribbean country and 16 550 studying in OECD countries.

Figure 1 - Caribbean tertiary students by location of study, 1998



The country that sends the most tertiary students, 3 560, to countries outside the Caribbean is Jamaica (Table 1). However, these students only represent 14% of all Jamaicans studying at the tertiary level as most Jamaicans are able to find tertiary level education programmes in their own country or in other countries in the Caribbean. By contrast, five Caribbean countries have more than 50% of their

<sup>1</sup> Reference, "Student Mobility on the Map, Tertiary Education Exchange in the Commonwealth on the Threshold of the 21st Century," Report of the joint Working Group of The Council for Education in the Commonwealth and UKCOSA: The Council for International Education, July 2000.

Table 1 - Tertiary enrolment by country of origin and location of study, 1998

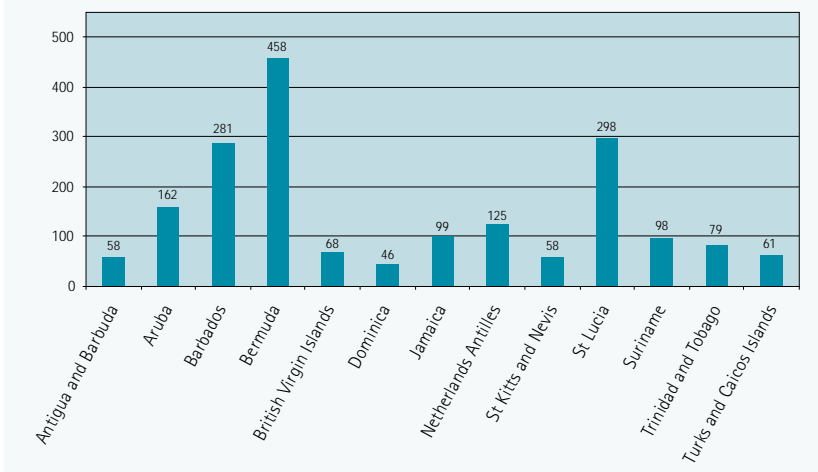
Country of origin	Studying in the Caribbean		Studying in OECD countries	Total tertiary enrolment	Total primary plus secondary enrolment	Tertiary enrolment as % total prim/sec enrolment	Total population	Total number of tertiary students per 10 000 population
	not in home country	in home country						
Anguilla	12	-	...	...	2 581	...	8 103	...
Antigua and Barbuda	83	-	305	388	...	...	66 843	58
Aruba	-	1 446	75	1 521	15 255	10.0	93 979	162
Bahamas	155	...	2 138	...	79 411	...	296 110	...
Barbados	251	6 317	970	7 538	...	...	268 106	281
Belize	56	...	444	...	66 336	...	229 796	...
Bermuda	2	1 942	967	2 911	9 525	30.6	63 568	458
British Virgin Islands	10	-	127	137	4 268	3.2	20 263	68
Cayman Islands	3	196	...	...	...	...	35 739	...
Dominica	56	-	269	325	19 170	1.7	70 770	46
Grenada	64	...	219	...	...	...	93 065	...
Guyana	57	...	562	...	173 702	...	849 559	...
Haiti	1	...	1 567	...	...	...	7 952 408	...
Jamaica	388	21 217	3 560	25 165	...	...	2 538 284	99
Montserrat	24	...	...	...	664	...	10 678	...
Netherlands Antilles	-	2 320	345	2 665	40 824	6.5	212 694	125
St Kitts and Nevis	82	-	143	225	11 690	1.9	39 044	58
St Lucia	216	3 881	379	4 476	...	...	150 232	298
St Vincent and the Grenadines	117	...	181	...	...	...	112 374	...
Suriname	8	3 000*	1 056	4 064	98 591	4.1	413 786	98
Trinidad and Tobago	301	6 860	3 011	10 172	287 215	3.5	1 282 897	79
Turks and Caicos Islands	20	27	48	95	2 936	3.2	15 623	61
<b>Total**</b>	<b>1 906</b>	<b>75 100</b>	<b>16 550</b>	<b>93 556</b>	<b>4 018 300</b>	<b>2.3</b>	<b>14 823 921</b>	<b>63</b>

\*\* Totals include UIS estimates when data are not available.

\* National estimates.

tertiary students studying outside the region, led by the British Virgin Islands at 93% followed by Dominica with 83% and Antigua and Barbuda with 79%. Countries where a small percentage of tertiary students travel outside the region include Aruba 5%, St Lucia 8%, Barbados 13% and the Netherlands Antilles 13%, all of which have smaller percentages than Jamaica. Bermuda shows the largest proportion of individuals continuing on to tertiary education. Measured against total population, 458 individuals out of every 10 000 were studying at the tertiary level (Figure 2). Four other countries had more than 100 tertiary students per 10 000 of population led by St Lucia with 298 and followed by Barbados, Aruba and Netherlands Antilles. Eight other countries provided the requisite information but have a participation rate of less than 100 per 10 000 of population. It was not possible to calculate this indicator for nine other countries because of the absence of data on total enrolment at the tertiary level.

Figure 2 - Number of tertiary students per 10 000 inhabitants, 1998



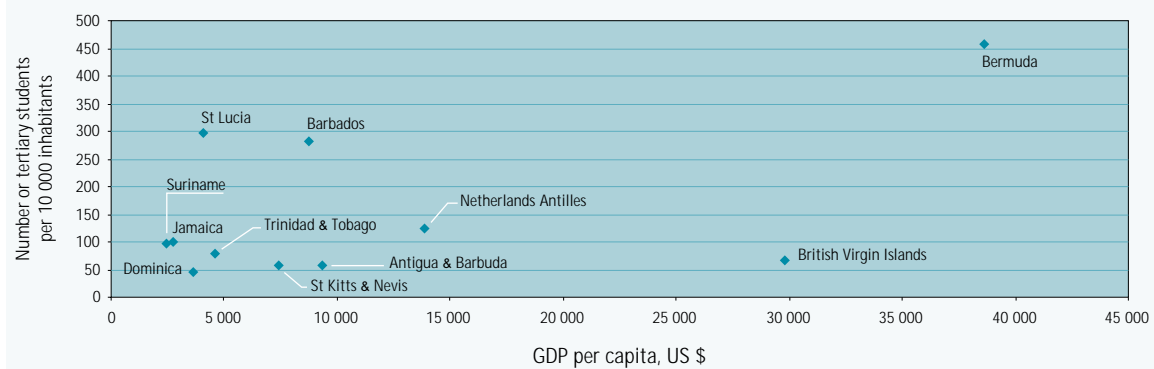
The number of tertiary students per 10 000 population is not considered the best measure of participation. It is preferable to relate tertiary enrolment to the age-group in the population most likely to be studying tertiary programmes. However, the absence of population data by single year of age for many countries in the region precludes the calculation of more appropriate indicators.

With the restricted availability of tertiary programmes in the region requiring nationals of many countries to travel outside their country to enrol, the ability to meet the added costs of participation may affect the numbers able to participate. This is borne out in Figure 3 as it shows that Bermuda with the highest number of tertiary students per 10 000 population also has the highest GDP per capita. Similarly Jamaica and Trinidad and Tobago with low GDP per capita have low participation rates. Countries that have achieved a higher rate of participation with a relatively low GDP per capita include Barbados and St Lucia while the reverse is true for the British Virgin Islands.

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Figure 3 - GDP per capita in relation to number of tertiary students per 10 000 inhabitants, 1998



## 2.2 Enrolment abroad - Caribbean tertiary students studying in other Caribbean countries

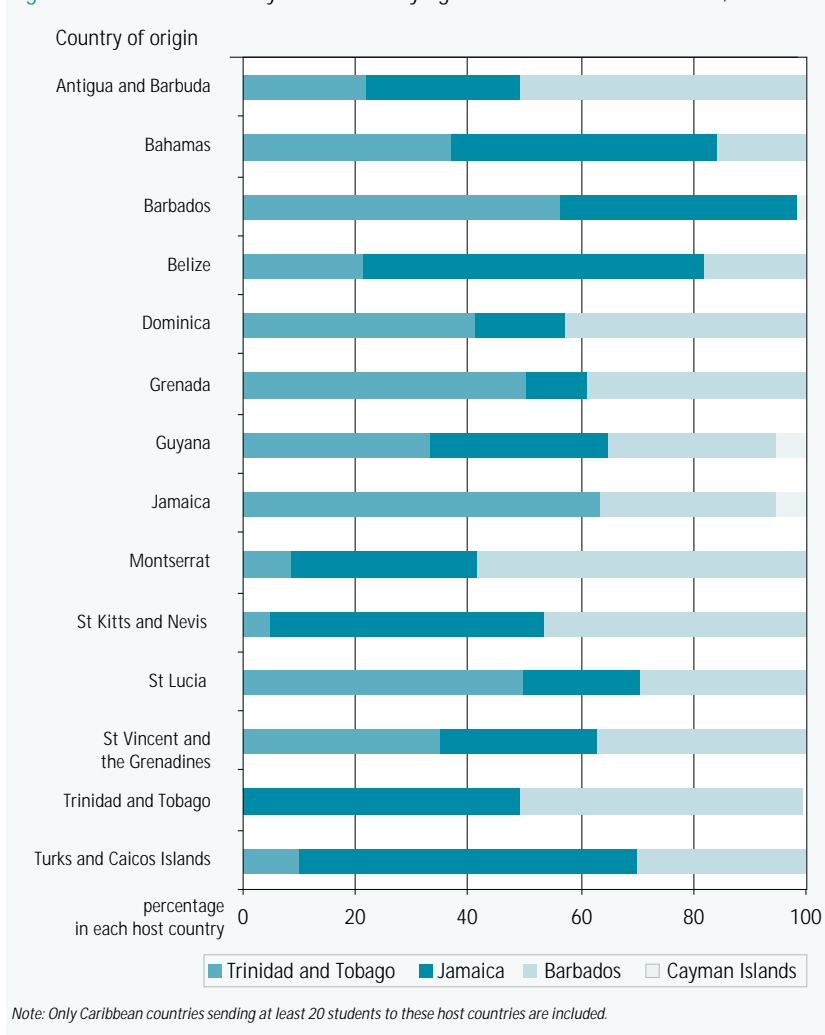
The great majority of Caribbean tertiary level students enrolled outside their countries of origin are enrolled in institutions located either in another Caribbean country or in an OECD country.

**Table 2 - Caribbean tertiary students studying in other Caribbean countries, 1998**

Country of origin	Country of study				Total	Total (%)
	Barbados	Cayman Islands	Jamaica	Trinidad and Tobago		
Anguilla	9	-	3	-	12	0.6
Antigua and Barbuda	42	-	23	18	83	4.2
Aruba	-	-	-	-	-	-
Bahamas	24	-	74	57	155	7.9
Barbados		3	106	142	251	12.7
Belize	10	-	34	12	56	2.8
Bermuda	-	-	-	2	2	0.1
British Virgin Islands	7	-	2	1	10	0.5
Cayman Islands	-		3	-	3	0.2
Dominica	24	-	9	23	56	2.8
Grenada	25	-	7	32	64	3.3
Guyana	17	3	18	19	57	2.9
Haiti	-	-	-	1	1	0.1
Jamaica	120	21		247	388	19.7
Montserrat	14	-	8	2	24	1.2
Netherlands Antilles	-	-	-	-	-	-
St Kitts and Nevis	38	-	40	4	82	4.2
St Lucia	63	-	46	107	216	11.0
St Vincent and the Grenadines	43	-	33	41	117	5.9
Suriname	-	-	-	8	8	0.4
Trinidad and Tobago	152	1	148		301	15.3
Turks and Caicos Islands	6	-	12	2	20	1.0
Unspecified	4	-	57	2	63	3.2
<b>Total Caribbean students in other Caribbean countries</b>	<b>598</b>	<b>28</b>	<b>623</b>	<b>720</b>	<b>1969</b>	<b>100.0</b>

In 1998/99 four Caribbean countries reported having enrolled a combined total of 1 969 tertiary students from other Caribbean countries (Table 2). The host countries were Barbados, the Cayman Islands, Jamaica and Trinidad and Tobago. The larger islands, Barbados, Jamaica and Trinidad and Tobago reported most of the students with 598, 623 and 720 respectively. These countries were also the primary source of students going to other locations. Considering other source countries, St Lucia had 216 students studying abroad in the region, the Bahamas 155 and St Vincent and the Grenadines 117.

Figure 4 - Caribbean tertiary students studying in other Caribbean countries, 1998



Students from most countries were divided quite evenly between host countries (Figure 4). Barbados, Jamaica and Trinidad and Tobago, even though they are home to one of the three principal campuses of the University of the West Indies, also send a large number of their national students abroad. Only Aruba and Netherlands Antilles do not send any of their students to one of the above-mentioned four host countries, while the numbers were very small for Haiti, Bermuda and the Cayman Islands. The language of instruction might be a factor for some students from Dutch or French-speaking countries. However, the United States is a very popular destination for students going abroad from those countries, so language is not the only explanation.

For Bermuda it is more likely the distance as they are much closer geographically to other tertiary institutions in the United States.

The Member States of the OECD have a considerable number of Caribbean students enrolled in their tertiary institutions. Table 3 shows the number of tertiary students from the Caribbean region in 1998/99 studying in OECD countries classified by host country and country of origin. Unfortunately, data were not available for Anguilla, the Cayman Islands and Montserrat.

It can be seen that the vast majority of tertiary students from the Caribbean are actually hosted by a small group of OECD countries. Five countries host 98% of all the students; the United States is the main host with 68%, while the United Kingdom attracts 14%, Canada 8%, the Netherlands 6%

**Table 3 – Caribbean tertiary students studying in OECD countries by country of origin, 1998**

	Belgium	Canada <sup>◇</sup>	France	Germany	Ireland	Japan	Netherlands	New Zealand	Spain	Sweden	Switzerland	United Kingdom	United States	Other OECD	Total	Total (%)
Antigua and Barbuda	-	34	-	-	-	-	-	-	1	-	-	49	221	-	305	1.9
Aruba	-	2	-	-	-	-	-	-	-	-	-	-	73	-	75	0.5
Bahamas	-	171	1	2	1	-	-	-	2	-	-	157	1802	2	2138	13.1
Barbados	1	107	2	3	-	-	2	1	1	3	-	289	560	1	970	5.9
Belize	-	13	1	24	1	1	-	1	1	-	-	30	370	2	444	2.7
Bermuda	-	237	-	-	-	-	-	1	-	-	-	217	512	-	967	5.9
British Virgin Islands	-	8	-	-	1	-	-	-	-	-	-	37	81	-	127	0.8
Dominica	1	25	14	6	-	7	-	-	2	1	1	43	168	1	269	1.6
Grenada	-	16	3	1	-	-	-	-	1	1	-	34	163	-	219	1.3
Guyana	2	30	13	4	-	-	5	-	2	-	-	82	423	1	562	3.4
Haiti	45	127	464	29	-	-	-	-	6	1	22	9	862	2	1567	9.6
Jamaica	5	121	8	7	-	3	1	1	2	-	2	544	2859	7	3560	21.8
Netherlands Antilles	2	1	-	-	1	-	2	1	-	-	-	-	338	-	345	2.1
St Kitts and Nevis	-	17	-	-	-	-	-	-	-	-	-	24	102	-	143	0.9
St Lucia	-	65	10	1	-	-	-	1	-	2	1	145	154	-	379	2.3
St Vincent and the Grenadines	-	15	2	-	-	-	-	1	-	-	-	41	122	-	181	1.1
Suriname	23	-	9	1	-	-	901	1	-	-	-	3	114	4	1056	6.5
Trinidad and Tobago	1	293	19	12	21	2	2	7	2	2	-	509	2138	3	3011	18.4
Turks and Caicos Islands	-	2	-	-	-	-	-	-	-	-	-	11	35	-	48	0.3
<b>Caribbean<sup>1</sup> students in OECD countries</b>	<b>80</b>	<b>1284</b>	<b>546</b>	<b>90</b>	<b>25</b>	<b>13</b>	<b>913</b>	<b>15</b>	<b>20</b>	<b>10</b>	<b>26</b>	<b>2224</b>	<b>11097</b>	<b>23</b>	<b>16366</b>	<b>100.0</b>
<b>Total (%)</b>	<b>0.5</b>	<b>7.8</b>	<b>3.3</b>	<b>0.5</b>	<b>0.2</b>	<b>0.1</b>	<b>5.6</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>13.6</b>	<b>67.8</b>	<b>0.1</b>	<b>100.0</b>	

◇ ISCED 5A and ISCED 6 only.

<sup>1</sup> Excluding Anguilla, the Cayman Islands and Montserrat for which data are not available.

and France 3%. Caribbean students can be found in 16 other OECD countries but the numbers are relatively small, with only Germany and Belgium reporting more than 50 students.

It is to be expected that language is an important determinant for students opting to study abroad. This is particularly evident in the case of Suriname: almost 90% of this country's tertiary students in OECD countries are studying in the Netherlands and Belgium. For Haiti, the language is not as significant a factor because over half of its students go to the United States, although over 40% go to countries where French is spoken (France, Canada, Belgium and Switzerland). Language does not

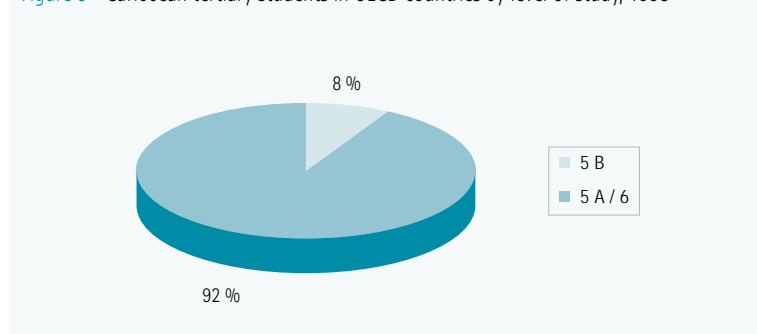
**Table 4 - Caribbean tertiary students in OECD countries by country of origin and by level of study, 1998**

Country of origin	Numbers enrolled			percentage	
	Total	ISCED 5B	ISCED 5A/6	ISCED 5B	ISCED 5A/6
Antigua and Barbuda	50	1	49	2	98
Bahamas	164	13	151	8	92
Barbados	303	22	281	7	93
Belize	59	-	59	-	100
Bermuda	218	8	210	4	96
British Virgin Islands	36	7	29	19	81
Dominica	75	8	67	11	89
Grenada	40	4	36	10	90
Guyana	108	9	99	8	92
Haiti	578	30	548	5	95
Jamaica	581	47	534	8	92
Netherlands Antilles	5	1	4	20	80
St Kitts and Nevis	24	3	21	13	87
St Lucia	160	11	149	7	93
St Vincent and the Grenadines	44	2	42	5	95
Suriname	942	10	932	1	99
Trinidad and Tobago	559	144	415	26	74
Turks and Caicos Islands	11	-	11	-	100
<b>Total</b>	<b>3957</b>	<b>320</b>	<b>3637</b>	<b>8</b>	<b>92</b>

*Note: Not all OECD countries provided the enrolment counts by level of education.*

appear to be a factor for Aruba and the Netherlands Antilles as almost all students go to the United States. Belgium receives most of its Caribbean students from Haiti and Suriname, both French and Dutch being national languages of this European country. The majority (over 90%) of students travelling abroad for their studies are following programmes at the ISCED 5A and ISCED 6 level (Figure 5), those levels leading to university degrees. This pattern is similar for all countries. Trinidad and Tobago has the smallest percentage (74%) as one out of every four of their students is studying a level 5B programme leading to a college diploma or certificate (Table 4).

Figure 5 - Caribbean tertiary students in OECD countries by level of study, 1998



Trinidad and Tobago has the smallest percentage (74%) as one out of every four of their students is studying a level 5B programme leading to a college diploma or certificate (Table 4).

### 2.3 Caribbean tertiary students studying in Canada<sup>1</sup>, 1990 and 1998

Trend data supplied by Statistics Canada show the number of tertiary students from the Caribbean studying in Canada for two reference periods: the academic years 1990/91 and 1998/99. These data show that there has been a decrease in the total number of students as well as a shift in the gender balance of students and the elected programmes of study.

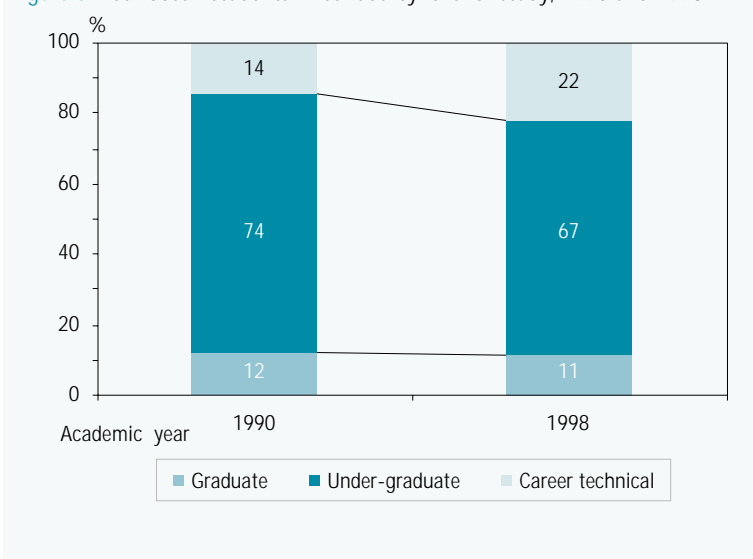
The total number of students has decreased from 2 022 in 1990 to 1 875 in 1998, a decrease of more than 7%. However the decrease is much more marked for university level programmes where the number of Caribbean students has decreased by almost 16%, from 1 733 to 1 461. By comparison, the number of students studying at community colleges and technical institutes has increased 43%, from 289 to 414. In other words, while students at college level represented 14% of the total in 1990, that ratio had increased to 22% in 1998 (Figure 6). The decline in tertiary students in Canada from the Caribbean is due entirely to a decrease in male students. In fact, the number of female students has increased over the period. This disparity between male and female enrolments

Table 5 - Caribbean tertiary students in Canada by level of study and gender, 1990 and 1998

	1990				1998			
	Graduate	Under-graduate	Career technical	Total	Graduate	Under-graduate	Career technical	Total
Total	247	1486	289	2022	212	1249	414	1875
Females	90	821	147	1058	109	769	244	1122
Males	157	665	142	964	103	480	170	753
Males in %	64	45	49	48	49	38	41	40

<sup>1</sup> We are grateful to Statistics Canada for supplying at short notice the data for this section in the report. In future reports, we hope to be able to present similar trend data for other host countries.

Figure 6 - Caribbean students in Canada by level of study, 1990 and 1998



reflects a similar trend in tertiary and even secondary enrolments within most Caribbean countries and is a source of growing concern in the region. Whereas in 1990/91 the number of females represented 52% of tertiary enrolment of Caribbean students in Canada, in 1998/99 they represented 60%. The most notable change in the gender mix of students has occurred at the university graduate level where the percentage of female students has increased by 15 percentage points, from 36% to 51%.

## 2.4 Tertiary students from outside the Caribbean studying in the Caribbean

The movement of tertiary students is not always away from the Caribbean. Tertiary institutions in the Caribbean region register a number of students from other regions of the world but the numbers are quite small in relation to those nationals moving outside the Caribbean.

In 1998/99, Trinidad and Tobago and the Cayman Islands reported students coming from outside the region and for the former the numbers were quite substantial. Jamaica and Barbados did not report any students from outside the Caribbean region but it is likely that this was due to the lack of data rather than a reflection of the actual situation.

Table 6 shows the breakdown of all foreign students by region of origin. 2 274 students from other countries chose one of these four locations to study in 1998, of which 13% or 305 were from outside the Caribbean region (Table 7).

Table 6 - Number of foreign students in the Caribbean, 1998

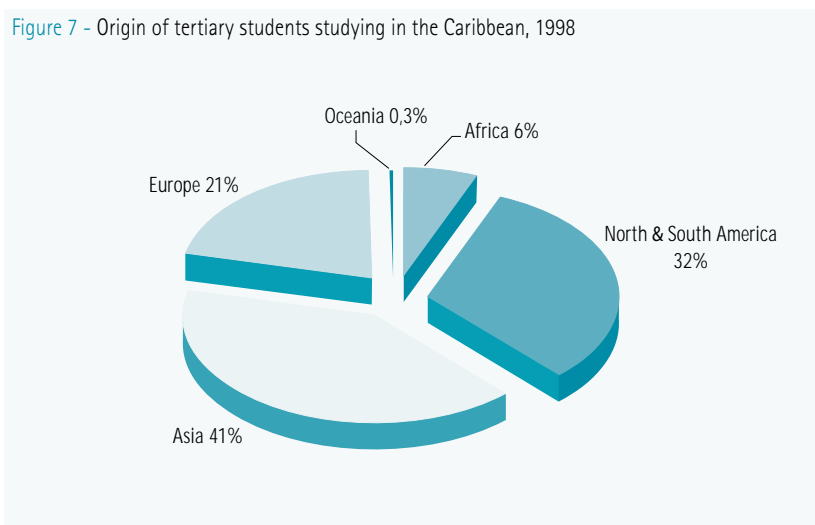
Region of origin	Country of study				Total
	Barbados	Cayman Islands	Jamaica	Trinidad and Tobago	
Africa	-	-	-	19	19
Asia	-	1	-	123	124
Europe	-	8	-	56	64
Oceania	-	1	-	-	1
Caribbean	598	28	623	720	1969
Other North and South America	-	11	-	86	97
<b>Total</b>	<b>598</b>	<b>49</b>	<b>623</b>	<b>1004</b>	<b>2274</b>
<i>Total minus the Caribbean students</i>	-	21	-	284	305

Table 7 - Tertiary students coming to the Caribbean by country of origin, 1998

Country of origin	Country of study		Total
	Cayman Islands	Trinidad and Tobago	
<i>Africa</i>	-	19	19
Nigeria	-	10	10
Rest of Africa	-	9	9
<i>North America</i>	10	84	94
Canada	5	37	42
United States	3	45	48
Rest of North America	2	2	4
<i>South America</i>	1	2	3
<i>Asia</i>	1	123	124
India	-	19	19
Malaysia	-	86	86
Sri Lanka	-	12	12
Rest of Asia	1	6	7
<i>Europe</i>	8	56	64
United Kingdom	7	53	60
Rest of Europe	1	3	4
<i>Oceania</i>	1	-	1
<b>Total</b>	<b>21</b>	<b>284</b>	<b>305</b>

Malaysia sends the most students to the Caribbean, followed by the United Kingdom, the United States and Canada. In all, thirty non-Caribbean countries have nationals studying in Trinidad and Tobago and the Cayman Islands. Over 40% of non-Caribbean students studying in the Caribbean come from Asia (Figure 7).

Figure 7 - Origin of tertiary students studying in the Caribbean, 1998



**Annex 1** - Glossary

**Annex 2A** - ISCED97

**Annex 2B** - Country mappings

**ANNEX**

## Annex 1 - Glossary

**Compulsory education** - Number of years or the age-span during which children and young people are legally obliged to attend school.

**Duration** - Number of grades (years) in a given level of education.

**Gross Domestic Product** - The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

**Enrolment** - Number of pupils or students enrolled in a given level of education, regardless of age.

**(Theoretical) Entrance age** - The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating a grade or skipping a grade. Note that a theoretical entrance age to a given programme or level may be very different from the actual or even the typical or most common entrance age.

**Foreign students** - Students enrolled in an educational programme in a country of which they are not a permanent resident.

**Annex 2A** - Presentation of the  
International Standard Classification of Education  
(ISCED97)

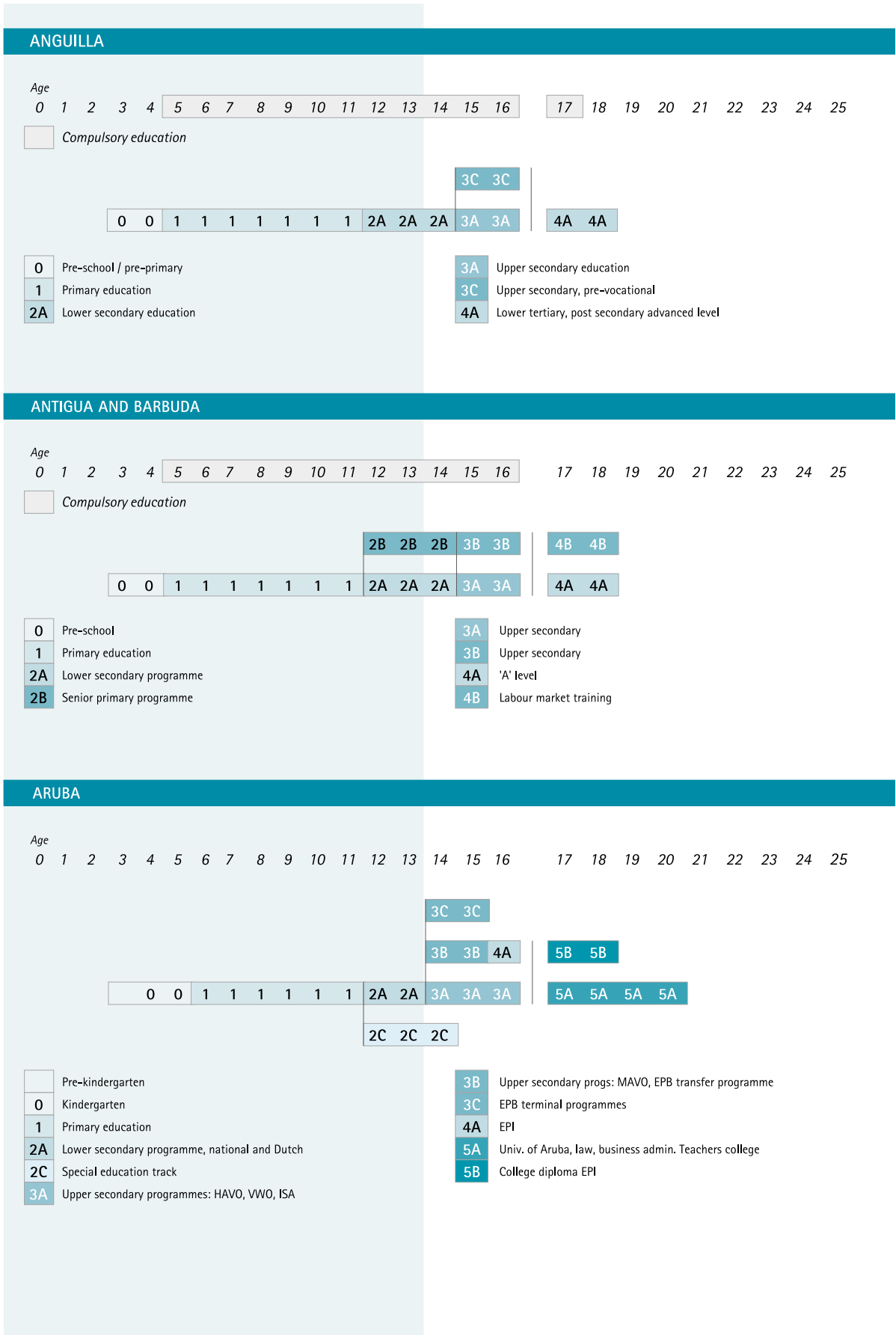
**Annex 2B** - Country mappings:  
Country programmes classified  
according to ISCED97

# Annex 2A - ISCED97

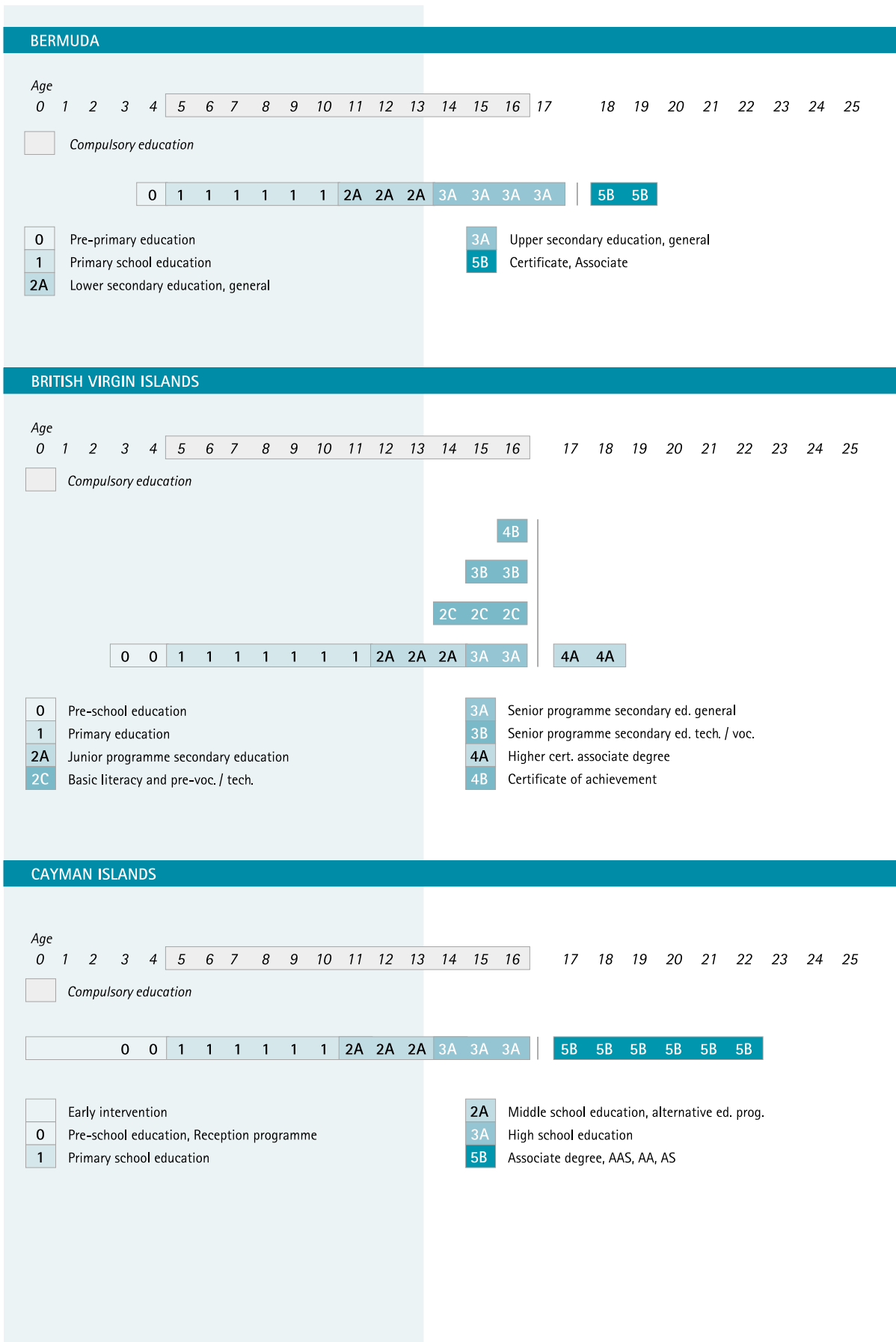
<b>0 PRE-PRIMARY LEVEL OF EDUCATION</b>		<b>Main criteria</b>
Initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for children.	
<b>1 PRE-PRIMARY LEVEL OF EDUCATION</b>		<b>Main criteria</b>
Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an educational programmes at ISCED level 1.	
<b>2 LOWER SECONDARY LEVEL OF EDUCATION</b>		<b>Main criteria</b>
The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation.  If this organisational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organisational change.	
<b>3 UPPER SECONDARY LEVEL OF EDUCATION</b>		<b>Main criteria</b>
The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3.  Admission into programmes at this level usually require the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.	
<b>4 POST-SECONDARY NON-TERTIARY</b>		<b>Main criteria</b>
These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context.  They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes.  ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.	
<b>5 FIRST STAGE OF TERTIARY EDUCATION</b>		<b>Classification criteria for level and sub-categories (5A and 5B)</b>
ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.	
5A ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	<ol style="list-style-type: none"> <li>1. have a minimum cumulative theoretical duration (at tertiary level) of three years;</li> <li>2. typically require that the faculty have advanced research credentials;</li> <li>3. may involve completion of a research project or thesis;</li> <li>4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.</li> </ol>	
5B ISCED 5B programmes are generally more practical/technical/ occupationally specific than ISCED 5A programmes.	<ol style="list-style-type: none"> <li>1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes;</li> <li>2. have a minimum of two years' duration;</li> <li>3. the programme content is typically designed to prepare students to enter a particular occupation.</li> </ol>	
<b>6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)</b>		
This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	<ol style="list-style-type: none"> <li>1. requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge;</li> <li>2. are not solely based on course-work;</li> <li>3. prepare participants for faculty posts in institutions offering ISCED 5A programmes as well as research posts in government and industry.</li> </ol>	

Auxiliary criteria		Sub-Categories	
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			
<b>Auxiliary criteria</b>			
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.			
<b>Auxiliary criteria</b>	<b>Destination for which the programme have been designed to prepare students:</b>		<b>Programme Orientation</b>
<p>If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of 6 years of primary education.</p> <p>In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.</p>	A Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes designed to prepare students for direct access to programmes at level 3C;	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).		
<b>Modular programmes</b>	<b>Destination for which the programmes have been designed to prepare students:</b>		<b>Programme Orientation</b>
<p>An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements.</p> <p>A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.</p>	A Programmes designed to provide direct access to ISCED 5;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes designed to provide direct access to ISCED 5B;	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C Programmes not designed to lead directly to ISCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 or other ISCED 3 programmes.		
<b>Types of programmes which can fit into level 4</b>	<b>Destination for which the programmes have been designed to prepare students:</b>		<b>Programme Orientation</b>
<p>The first type are short vocational programmes where either the content is not considered "tertiary" in many countries or the programmes do not meet the duration requirement for ISCED 5B—at least 2 years.</p> <p>These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry.</p> <p>The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e., second-cycle programmes).</p>	A Programmes designed to provide direct access to ISCED 5A or 5B;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	<b>Cumulative theoretical duration at tertiary</b>		<b>Position in the national degree and qualifications structure</b>
	A Duration categories: Less than 5 years; 5 years or more.	A	Categories: First; Second or further.
	B Duration categories: None.	B	Categories: None.

# Annex 2B - Country mappings: Country programmes classified according to ISCED97



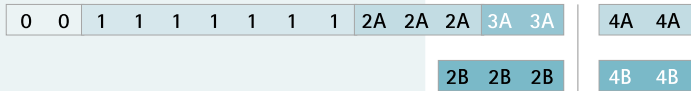




**DOMINICA**

Age  
 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education



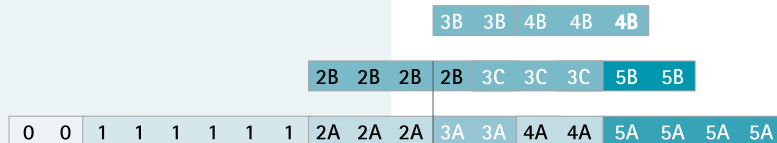
- 0 Pre-primary (pre-school)
- 1 Primary education
- 2A Lower secondary
- 2B Junior secondary programme (JSP)

- 3A Upper secondary
- 4A Community college (academic and tech. divisions)
- 4B Teachers College

**GUYANA**

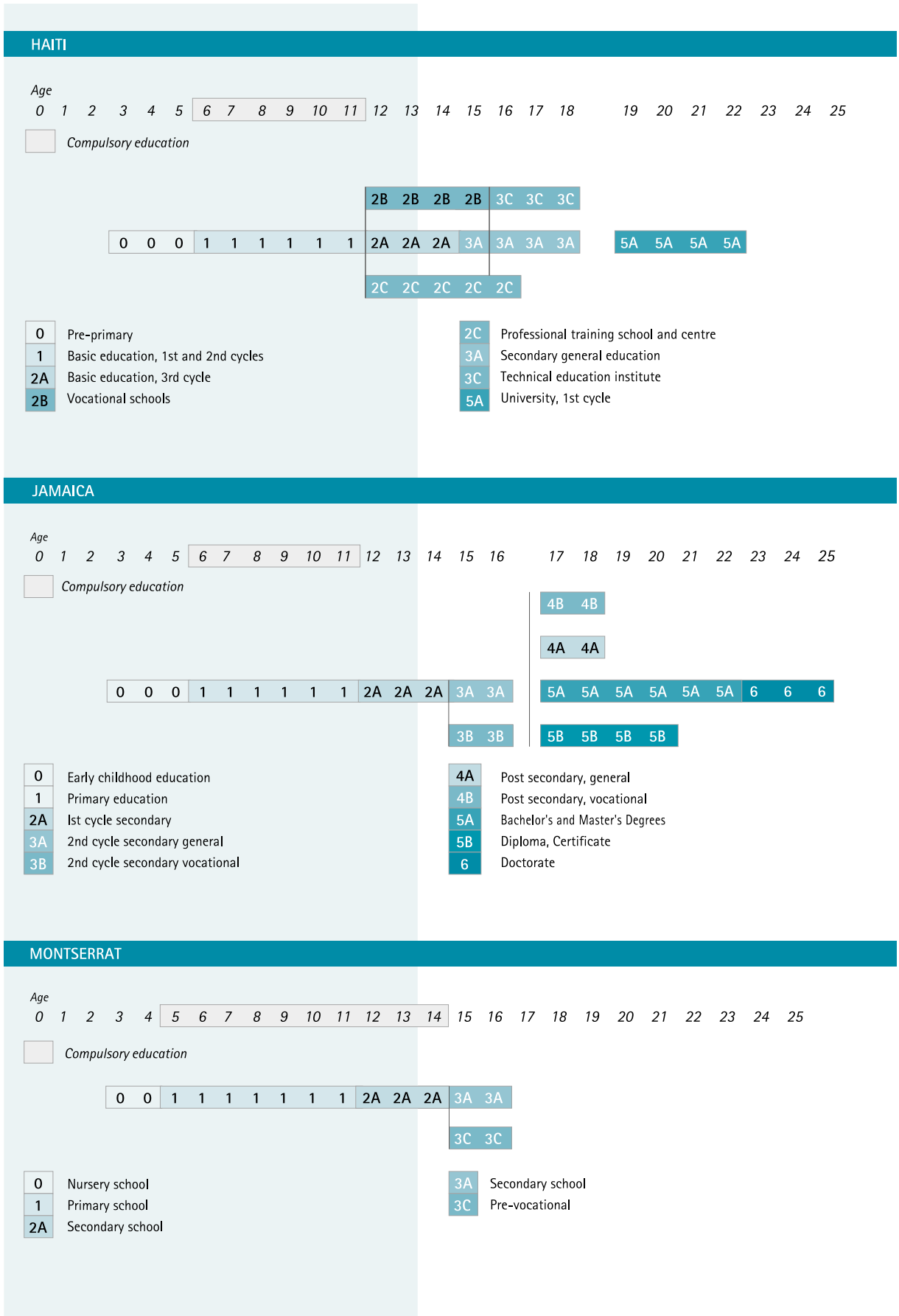
Age  
 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education



- 0 Nursery school
- 1 Primary school
- 2A General secondary school
- 2B Community high school, Primary Top
- 3A General secondary school
- 3B NATI, GTI, LTI

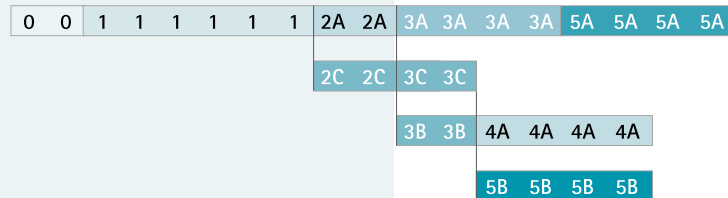
- 3C Guysuco training centre
- 4A General sec. school (form vi)
- 4B C.Potter coll. of ed, Guyana sch. of agriculture, REPAHA
- 5A First degree prog, Post grad. dipl., Second degree prog.
- 5B Prof. teacher training prog., Diploma progs.



**NETHERLANDS ANTILLES**

Age  
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education



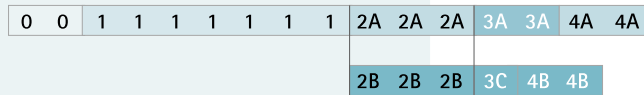
- 0 Kindergarten
- 1 Primary education
- 2A Basic sec. ed. (MAVO) (HAVO) (VWO) (BVO) (LTS)
- 2C A-Track preparatory voc. ed (BVO)
- 3A Gen. sec. ed. (HAVO), Adv. sec. ed. (VWO), 'O'; 'A' levels

- 3B Junior sec. ed. (MAVO), Preparatory voc ed. (BVO-D+B)
- 3C Preparatory voc ed. (BVO-A-track)
- 4A Sec. vocational, business, technical ed.
- 5A Bachelor's and Master's Degrees
- 5B Associate degree

**ST KITTS AND NEVIS**

Age  
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education



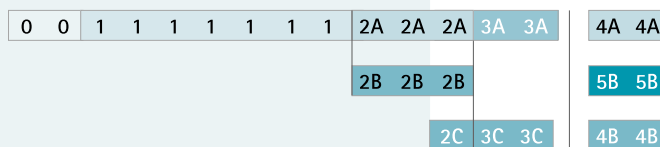
- 0 Pre-school
- 1 Primary school
- 2A Lower secondary
- 2B Lower secondary

- 3A Upper secondary general /vocational
- 3C Advance vocational education certificate
- 4A Sixth form, tech.college
- 4B Technical college

**ST LUCIA**

Age  
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

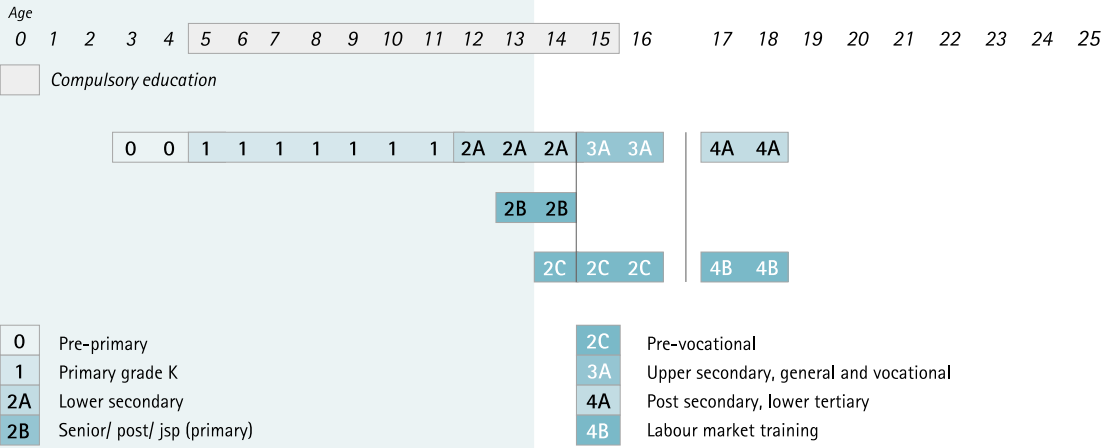
Compulsory education



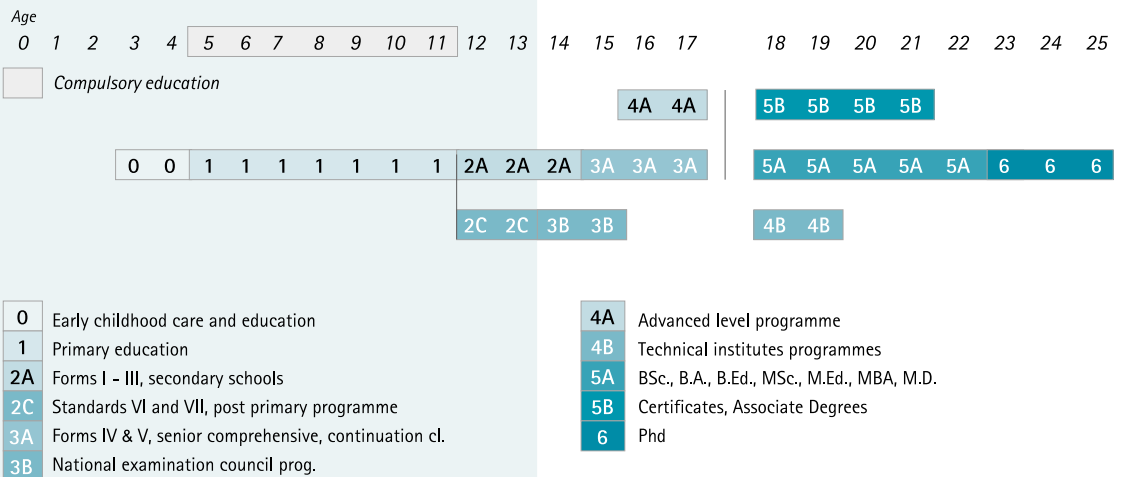
- 0 Pre-primary
- 1 Infant school, primary
- 2A Basic education, 2nd stage
- 2B Lower secondary (senior prim., junior sec.)
- 2C Pre-vocational schools

- 3A Upper secondary, general
- 3C Upper secondary, pre-vocational
- 4A Post secondary, 'A' levels
- 4B Labour market training
- 5B Tertiary

**ST VINCENT AND THE GRENADINES**



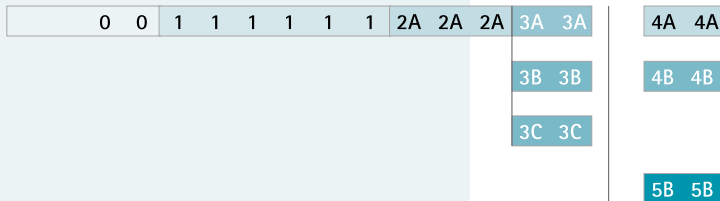
**TRINIDAD AND TOBAGO**



**TURKS AND CAICOS ISLANDS**

Age  
 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education



- Day care services, pre-schooling
- 0** Early childhood education
- 1** General education
- 2A** Lower secondary, gen. combined with tech. subjects
- 3A** Academic subjects leading to CXC, GCE

- 3B** Pre voc. education with academic
- 3C** Pre voc. education without academic
- 4A** Post sec., lower tertiary, 'A' levels, CAPE
- 4B** Lower tertiary tech. certificate and LM
- 5B** Certificate, diploma

# ACKNOWLEDGEMENTS

The data cited in this Regional Report were provided by countries within the framework of *Survey 2000*. We would like to take this opportunity to express our gratitude to all those who, in each country, took the time to attend the *Survey 2000* workshops and respond to the UIS questionnaires as well as to our requests for clarification. We would also like to express our thanks to Statistics Canada as well as the Office of Planning and Institutional Research, Mona Campus, Jamaica for kindly providing us with data. We also acknowledge the international organizations, in particular the United Nations Statistics and Population Divisions, the Organisation for Economic Co-operation and Development and the World Bank and other specialized institutions, that supplied additional information and statistics to complement those collected by the UIS.

This report was prepared by members of the *Survey 2000* team within the UNESCO Institute for Statistics, and especially by Doug Lynd, Lynda Bellaiche and Jens Johansen. We would also like to thank Vittoria Cavicchioni, John Smyth and John Simpson for their invaluable contributions.