



A Matter of Survival

National Study Investigating the Decision-making & Economic Livelihoods
of School Dropouts in Trinidad and Tobago

Statistical Digest

Principal Investigator:

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The UWI-Trinidad and Tobago Research and Development Impact Fund

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To view the entire project, visit this website: <http://sta.uwi.edu/rdifund/projects/schooldropouts/>

What is the Research About?

Topic: The socio-economic lives of people in Trinidad and Tobago who have left school early, their work histories and returns to education

Aim: To improve the lives of children in and out of school and the communities in which they live., as well as improve educational retention and identify opportunities to support personal resilience and overall prosperity.

Research Team

Dr. Kissoon, Department of Geography (PI)

Dr. Mohammed, School of Education

Prof. Mohammed, Institute of Gender and Development Studies

With community-research facilitation from

- Ms. Mutota, WINAD

and research assistance and contributions from

- Ms. Mapp and Mr. Robinson, Geography - GIS Technicians
- Ms. Best-Downes, SALISES
- Ms. Matthew, SALISES
- Ms. Harris, SALISES
- Dr. Wallace, Criminology

Advisors to the project

- Dr. Collymore, Geography
- Dr. Wilson, Geography
- Prof. Springer, School of Urban and Regional Planning , Ryerson University, Toronto (External)

and anonymous reviewers, research assistants, community-based researchers, and project officers Mr. Solomon (current), Mr. Mohan (former).



Community-based researchers recruited for 2-day training workshop



Advisory Committee

1. Responsibility to comment constructively on interim findings and research process for the purpose of ensuring mobilization of research findings in respective sectors and organizations
2. Facilitating the dissemination of research findings through the organization and internal stakeholders
3. Coordinating future studies with the investigative team to build and develop findings

via Dr. Kissoon, Department of Geography, priya.kissoon@sta.uwi.edu, 662 2002 ext 82699

Roundtable introductions to advisory committee attendees by

- name,
- organization's name,
- role in the organization, and
- work with or mandate toward early school-leavers



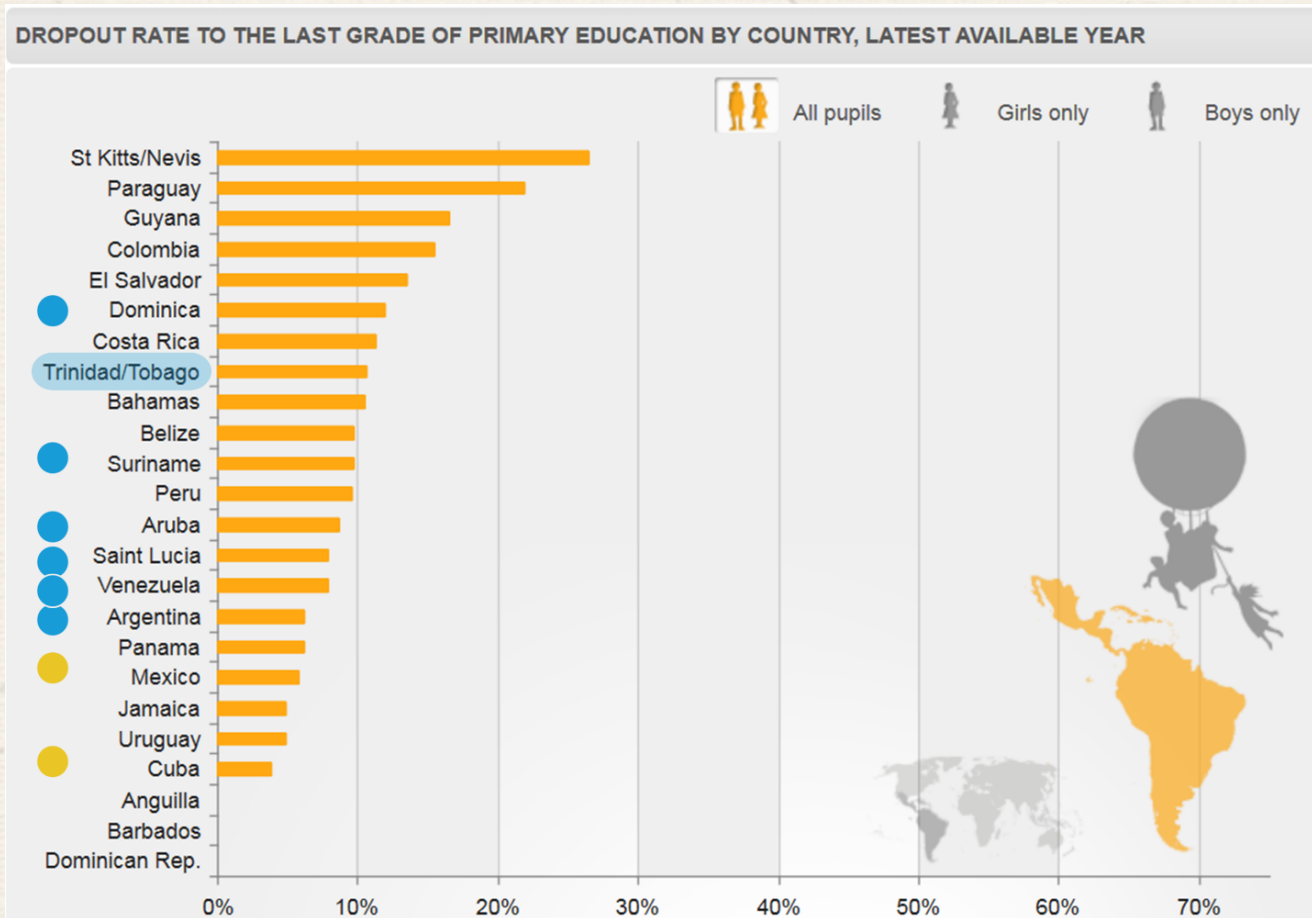
Selected Research Objectives

1. To create a national socio-economic portrait of the lives of young people who left primary or secondary school before taking school-completing exams;
2. To document the employment histories, and review the accumulated skills, talents, and work goals of this group;
3. To document the support this group has received and given others, and map resources available to students; and
4. To identify opportunities for institutional and community stakeholders to make a difference to students' socio-economic and educational outcomes.

Why is this Research Important?

Gap in the Literature and Evidence Base

What we know: Numbers (MOE, CSO, UNESCO, World Bank)



Criminality



Teenage pregnancy



Drugs

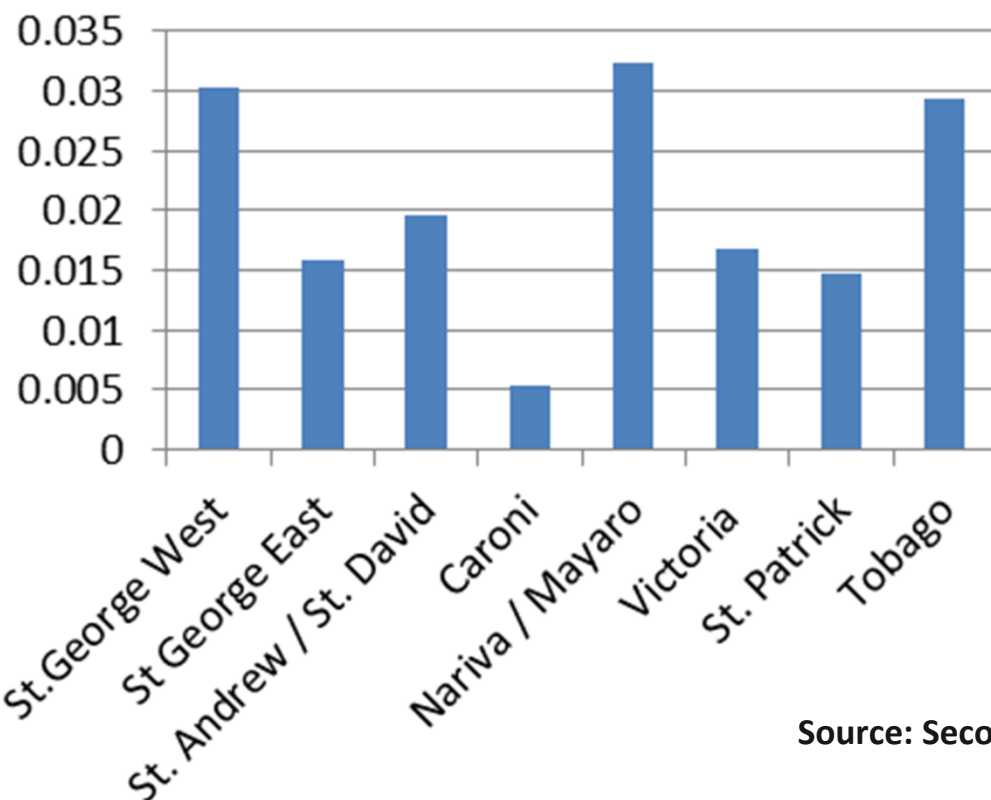
Gap in the Literature and Evidence Base

	Primary School Dropouts							Repeaters		Enrolment
	(Source: MOE annual statistical returns)							02/03		
	02/03	03/04	04/05	05/06	06/07	07/08	%		%	
St. George West - Port of Spain	51	92	82	42	91	124	0.16	641	2.0	32,123
Victoria – Princes Town	53	57	52	96	69	76	0.20	230	0.9	26,276
St. George East – Arima	32	26	45	44	40	66	0.14	334	1.4	23,106
Caroni – Chaguanas	25	40	32		28	49	0.12	349	1.7	21,101
St. Patrick – Siparia	40	26	32	2	7	17	0.27	274	1.9	14,757
St. Andrews/St. David – Sangre Grande	20	25	16	46	3	12	0.23	100	1.2	8,679
Tobago	5	2		6	5	5	0.09	168	3.0	5,597
Nariva/Mayaro - Rio Claro	5	2	9		6	12	0.11	57	1.2	4,735
TOTAL	231	270	268	236	249	361	0.17	2153	1.6	136,374

Secondary School Data (2010)

Source: Secondary School Annual Statistical Return

Percent of Dropouts



1, 007 Secondary School Dropouts per 108, 918 enrolment = about 1% of enrolment (02/03)

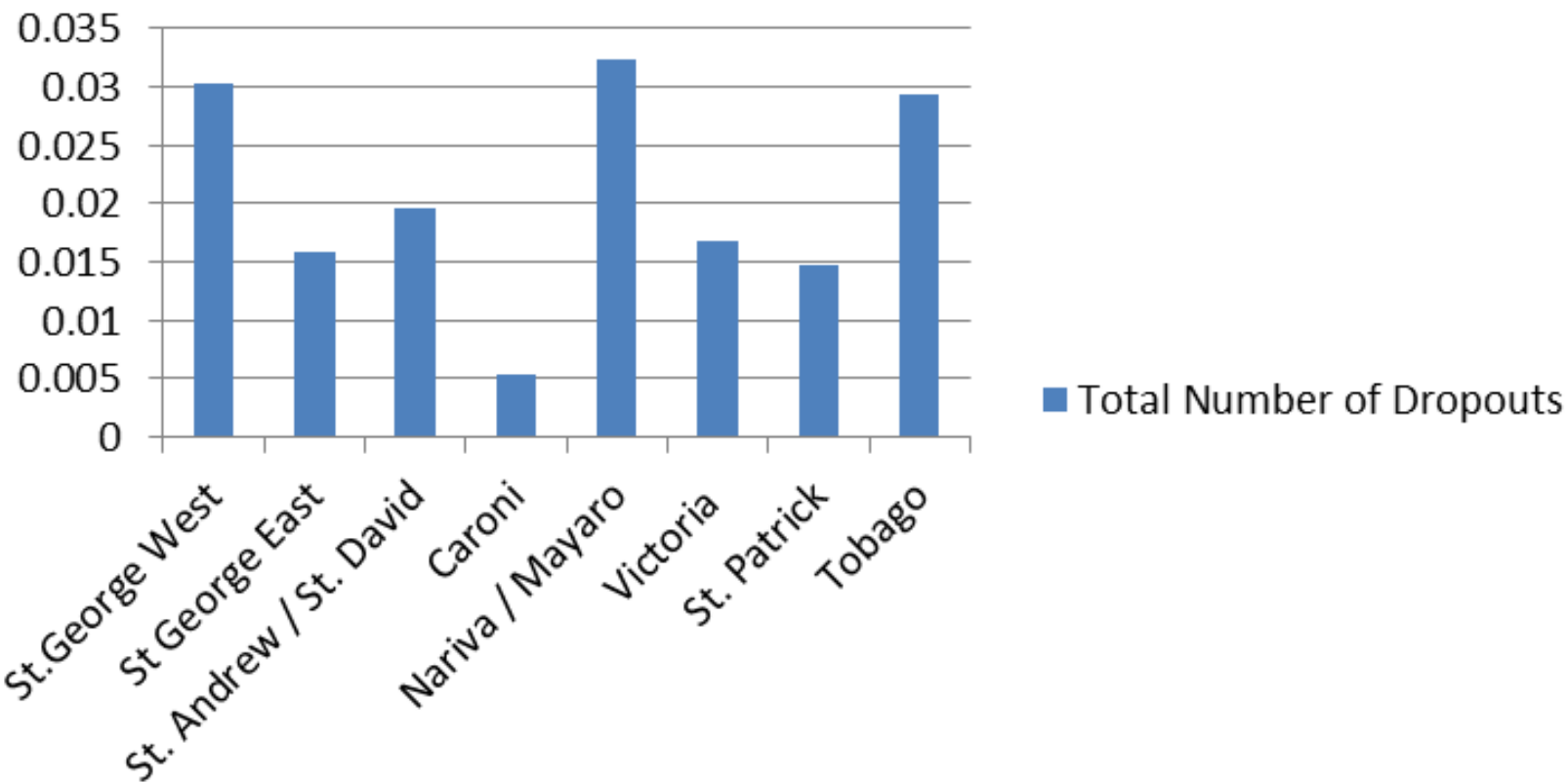
(Source: MOE Statistical Digest)

Source: Secondary School Annual Statistical Return

Secondary School Data (2010)

Source: Secondary School Annual Statistical Return

Total Number of Dropouts

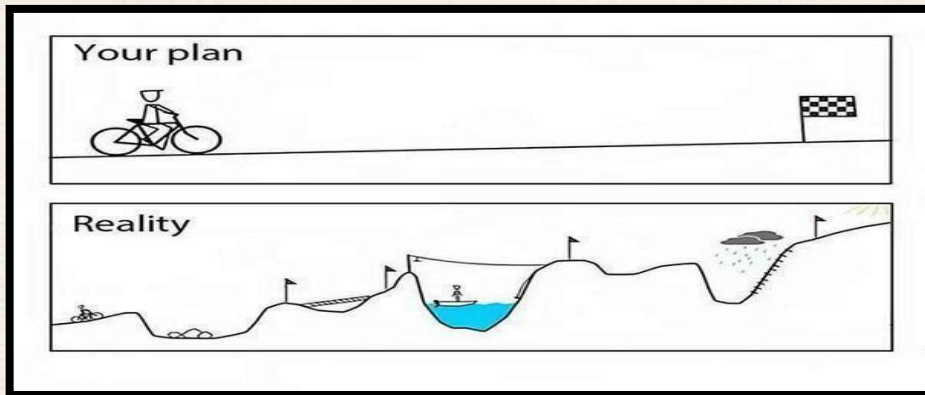


Defining the “Dropout”

- “Dropouts are students who have discontinued their schooling during the prior academic year and have been absent from the beginning of the current school year - as at November 30 annually” (MOE Statistical Digest).
- **A person who left school before completing either primary or secondary school-completing exams and remained out of school for at least a year before returning. Additionally, a person who completed primary school but does not take up a secondary school place is included as a dropout of the school system.**
- People who complete secondary school with few or no passes have low achievement but are excluded from this study. This is a significant issue in Trinidad and Tobago with greater numbers than school dropouts, and is deserving of future investigation.

Defining the “Dropout” – Conceptualizing an Event

A person who left school before completing either primary or secondary school-completing exams and remained out of school for at least a year before returning. Additionally, a person who completed primary school but does not take up a secondary school place is included as a dropout of the school system.



Source: cdn.2ndskiesforex.com



Source: natureleadership.org

- The study conceives the person who drops out of school as someone who is not defined by the past singular event of leaving school.
- Rather, leaving school early is conceived as a major obstacle in obtaining qualifications, where there are alternative routes or trajectories to skills attainment and socio-economic stability.
- This conceptualization was imperative in avoiding the stigma of the term “dropout” during recruitment and not alienating participants who continued their education and consider themselves “successful.”

Becoming a Dropout – Conceptualizing a Process

- Dropping out is less of an 'event' and more of a 'process'
- Rooted in disengagement from school owing to both school and non-school factors
- "Being" a dropout is also a process involving transitions studied through emphasis on livelihoods e.g. capital
 - human
 - physical
 - social
 - natural
 - financial

A Methodological Framework

- Establishing a multi-stakeholder advisory committee
- Partnering with an NGO
- Training community-based researchers to engage their communities and conduct fieldwork (N=1950)
 - 100 surveys across each corporation and district in Trinidad and Tobago n= 1500
 - 300 surveys conducted in areas of low attainment
 - 150 prisoners (130 men and 20 women)

Sampling Distribution

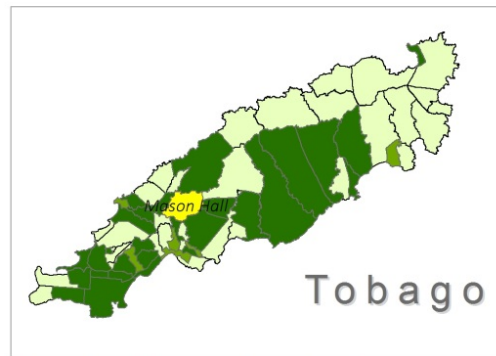
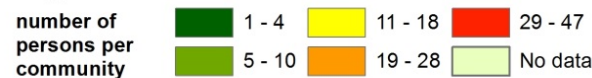
- Gang members, delinquents, criminals, drug users, vagrants?
- Family, friends, neighbours, self-employed business owners?
- Both?

The Current Location of Residence of Survey Participants Generalised to CSO Community Areas

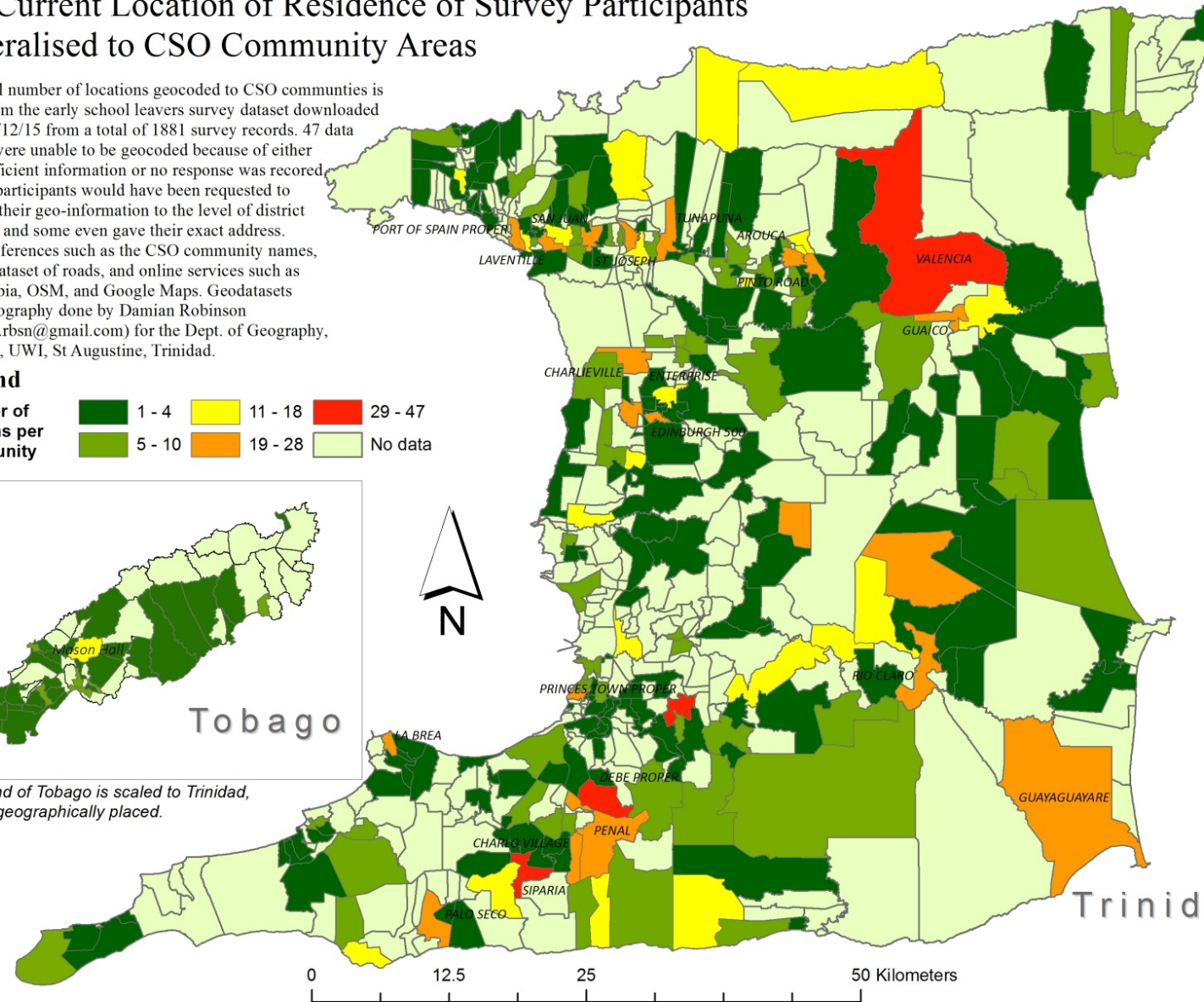
The total number of locations geocoded to CSO communities is 1834 from the early school leavers survey dataset downloaded as of 31/12/15 from a total of 1881 survey records. 47 data entries were unable to be geocoded because of either of insufficient information or no response was recorded. Survey participants would have been requested to provide their geo-information to the level of district or town, and some even gave their exact address. Using references such as the CSO community names, a GIS dataset of roads, and online services such as Wikimapia, OSM, and Google Maps. Geodatasets and cartography done by Damian Robinson (damian.rbsn@gmail.com) for the Dept. of Geography, (c) 2015, UWI, St Augustine, Trinidad.

Legend

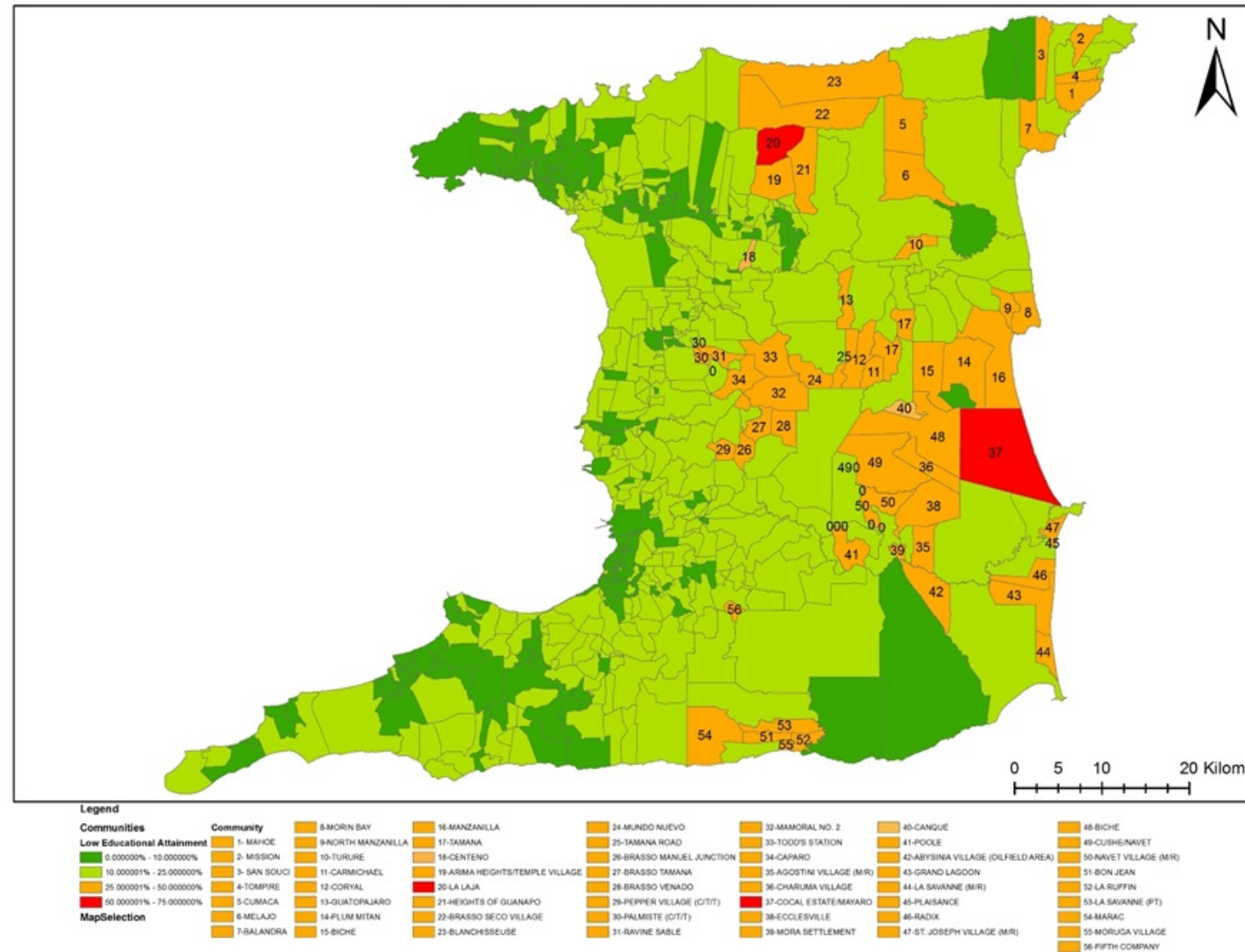
number of
persons per
community



The island of Tobago is scaled to Trinidad, but not geographically placed.



**Map showing Highest Level of Education Attainment,
(Primary and Below, between 18-45 years)**

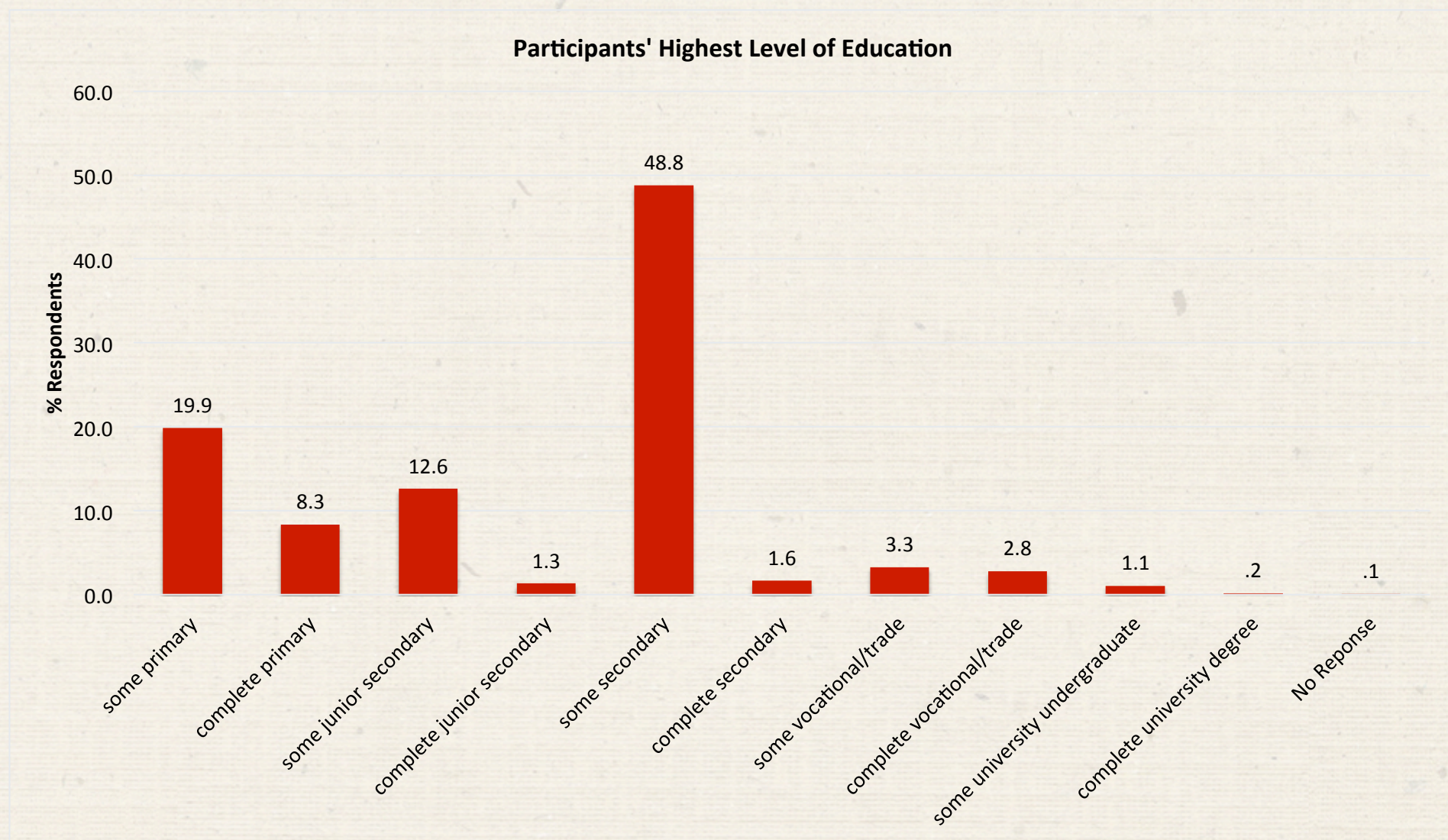


Basic Participant Profile

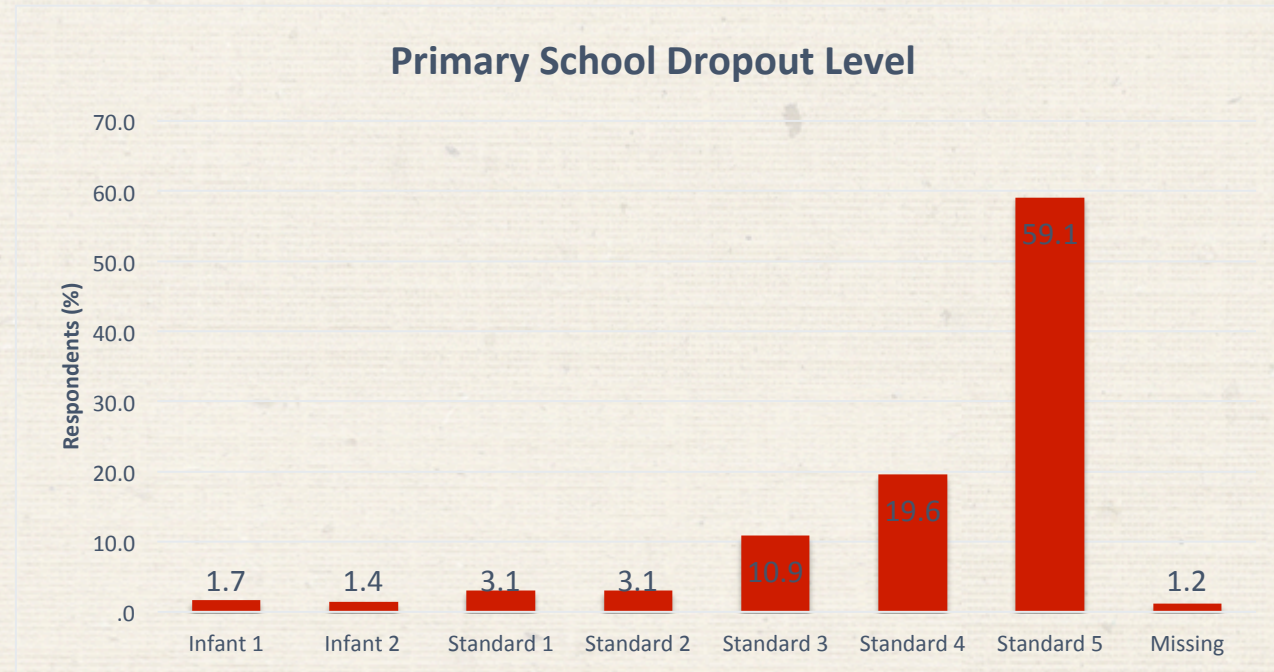
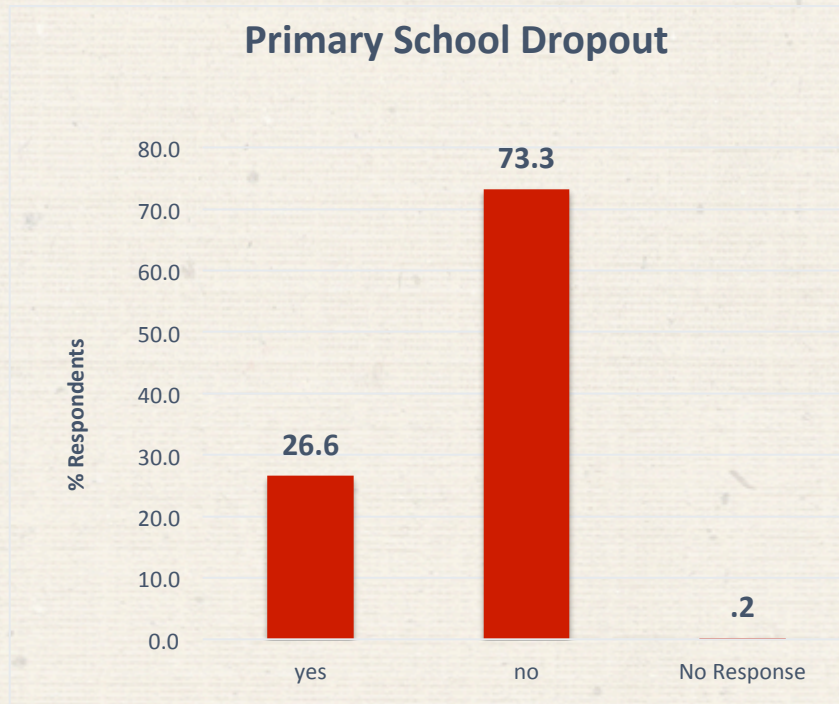
Ages	%
18-25	34.0
26-35	35.7
36-45	30.1

Gender	
Male	55.7
Female	43.9

Ethnicity	
African(Black)	38.2
Chinese(Asian), Syrian, Other	0.3
East Indian(Indian)	33.3
Mixed	28.1

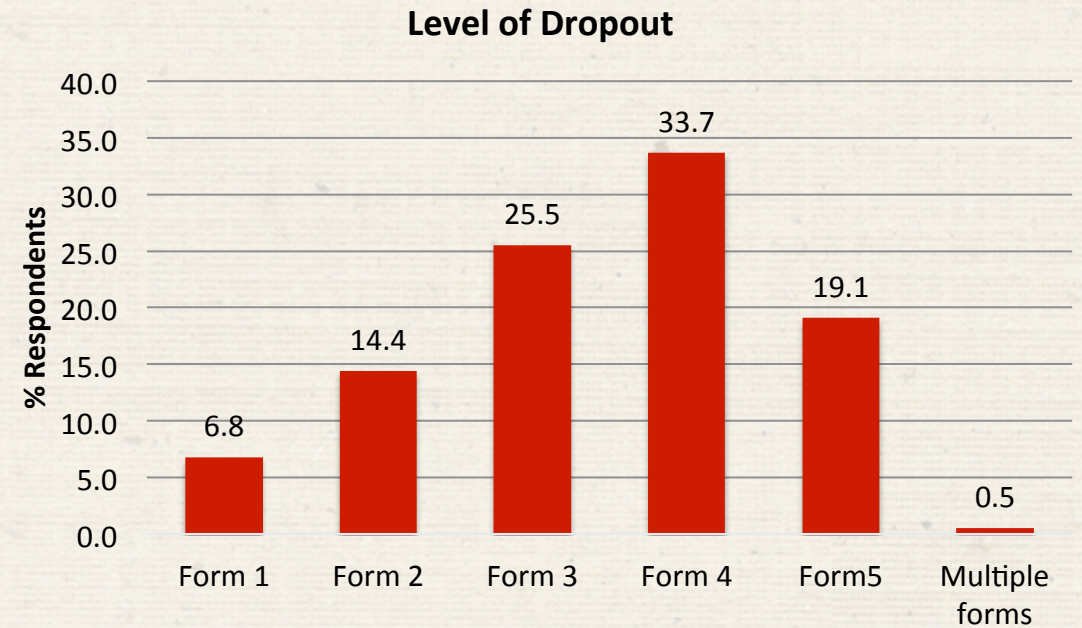
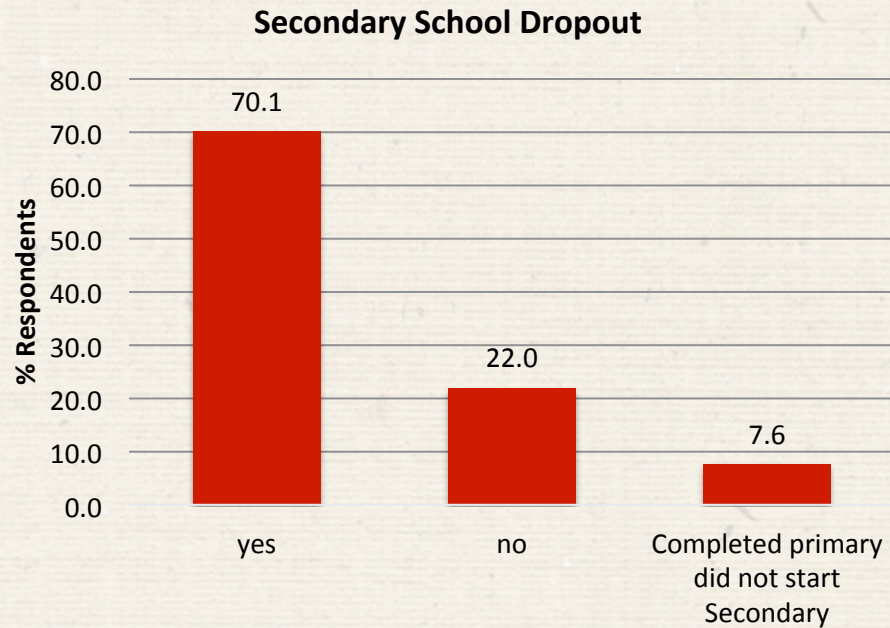


Primary Leaving



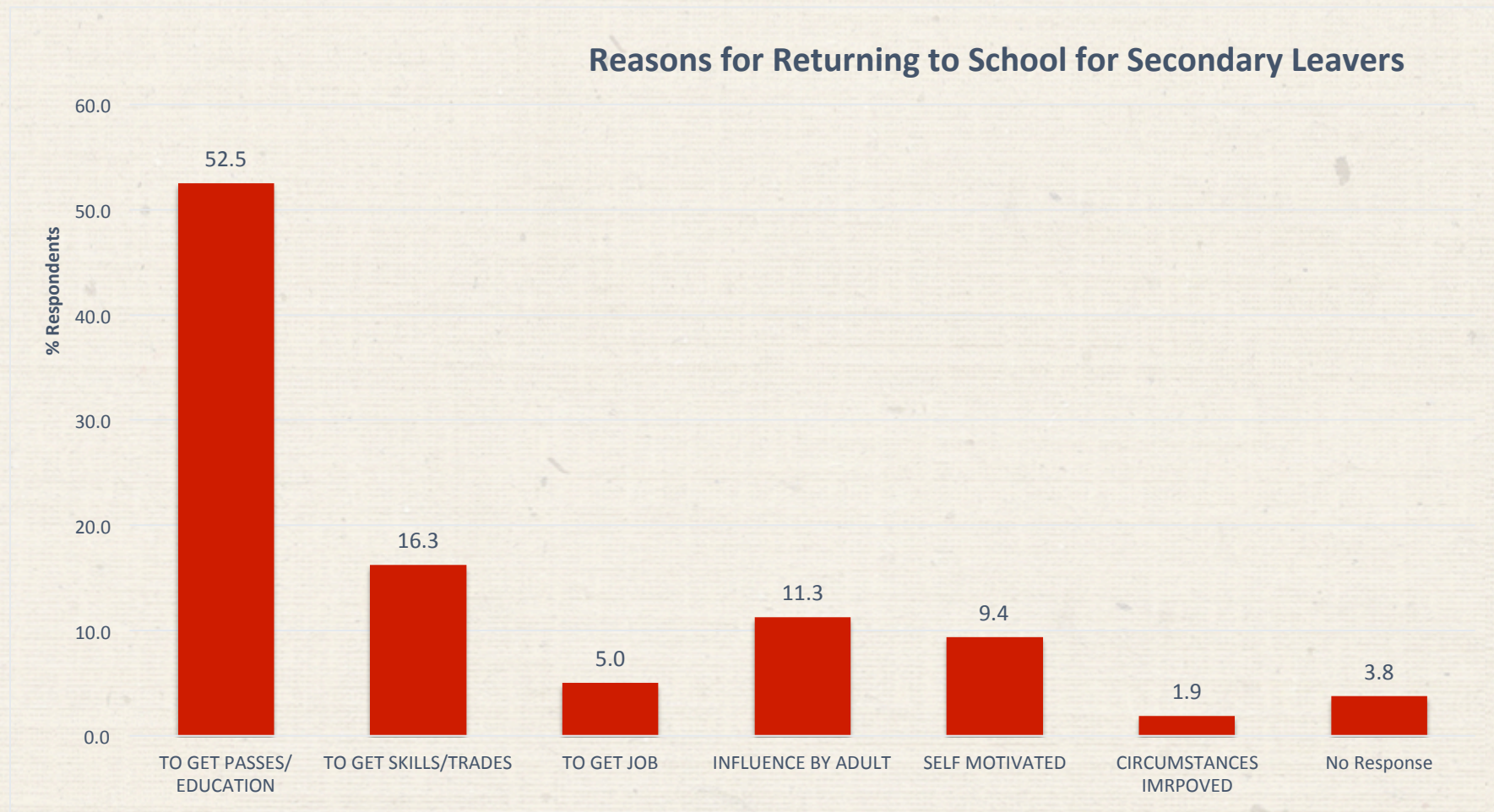
Of the 500 primary school leavers, 9.6% returned to school

Secondary Leaving

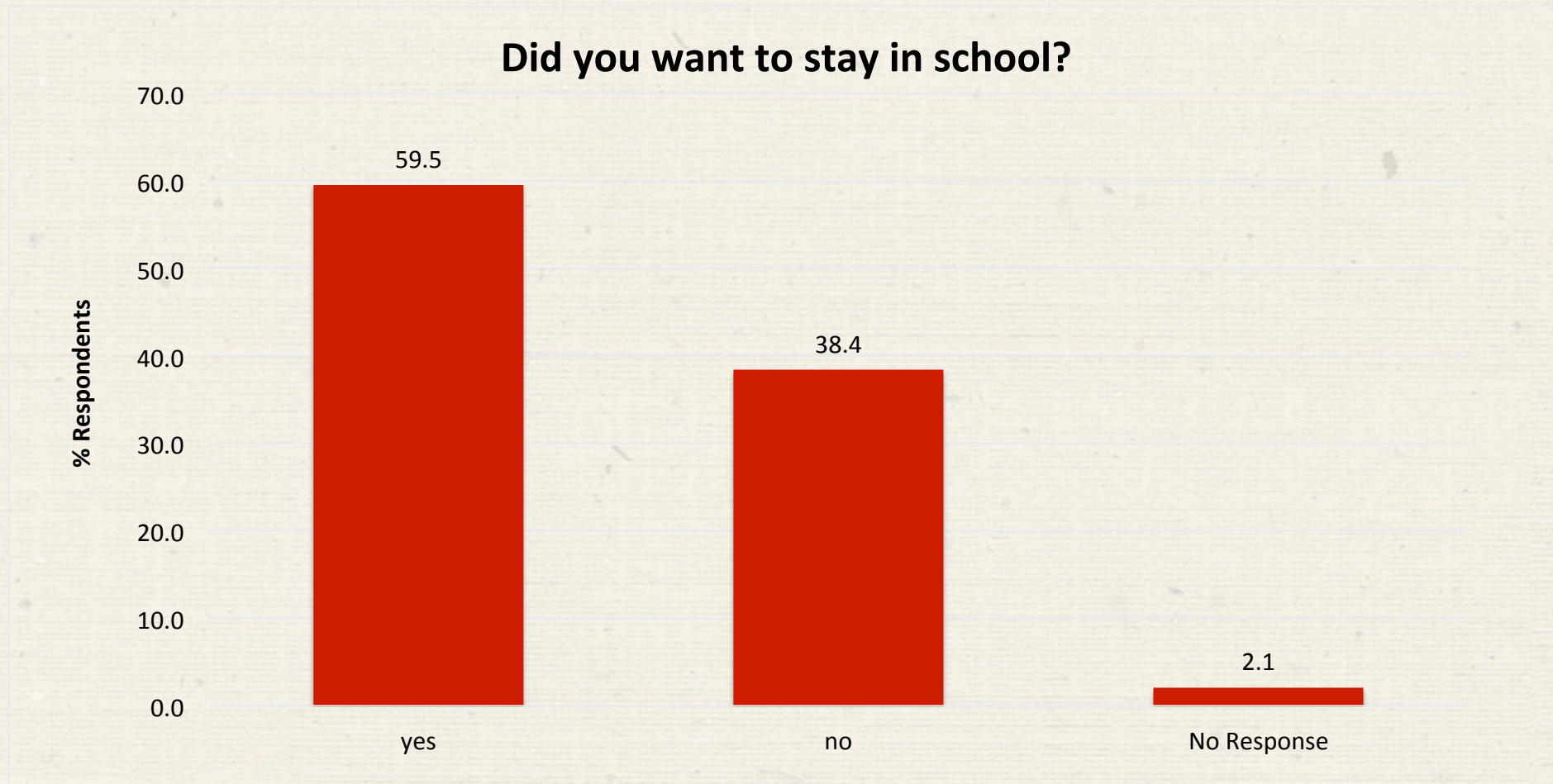


- 52% of secondary leavers left in forms 4 and 5. 12.3% of secondary leavers returned to school.

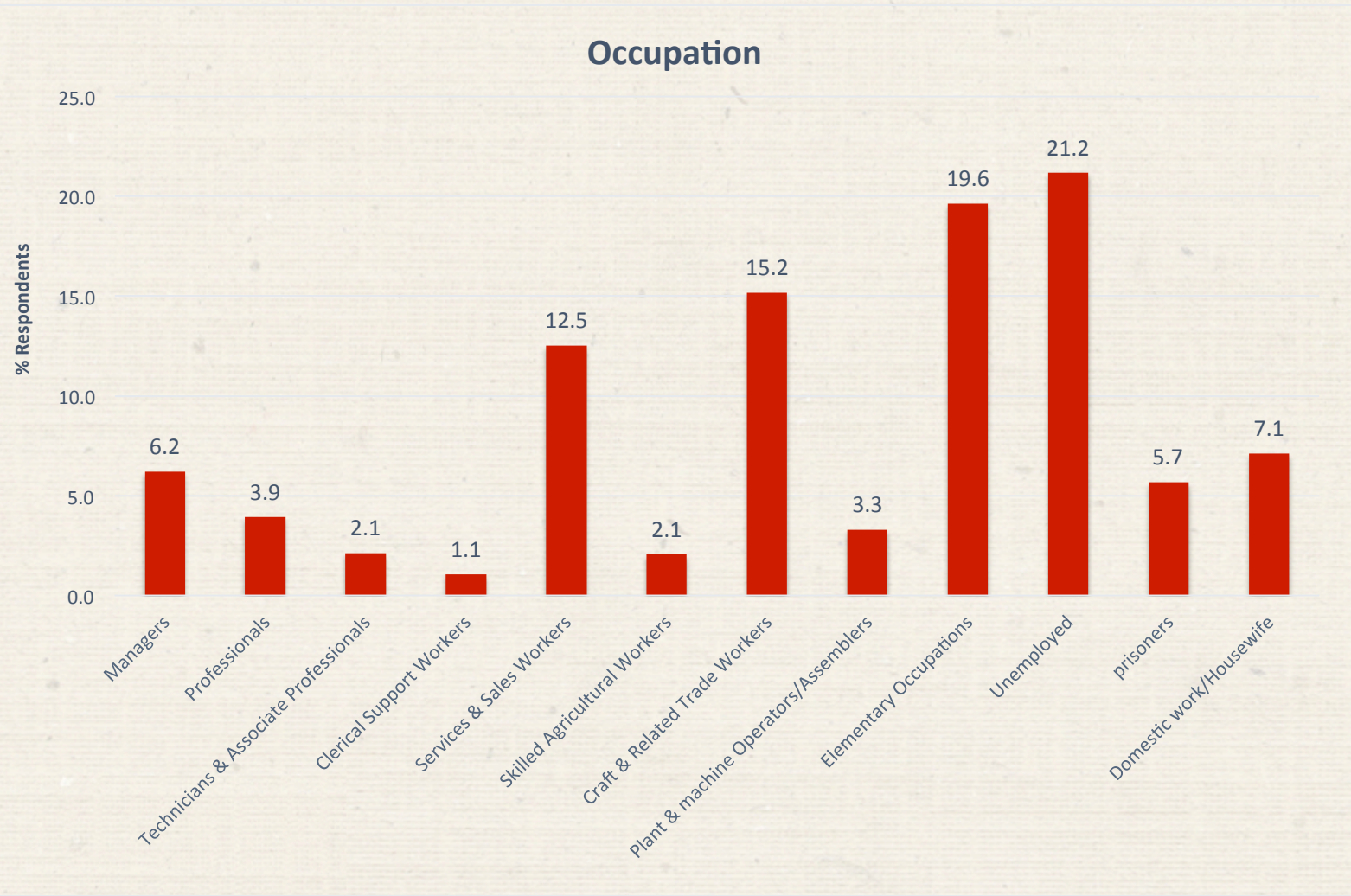
Why Return to School?



Most leavers say they wanted to stay in school.

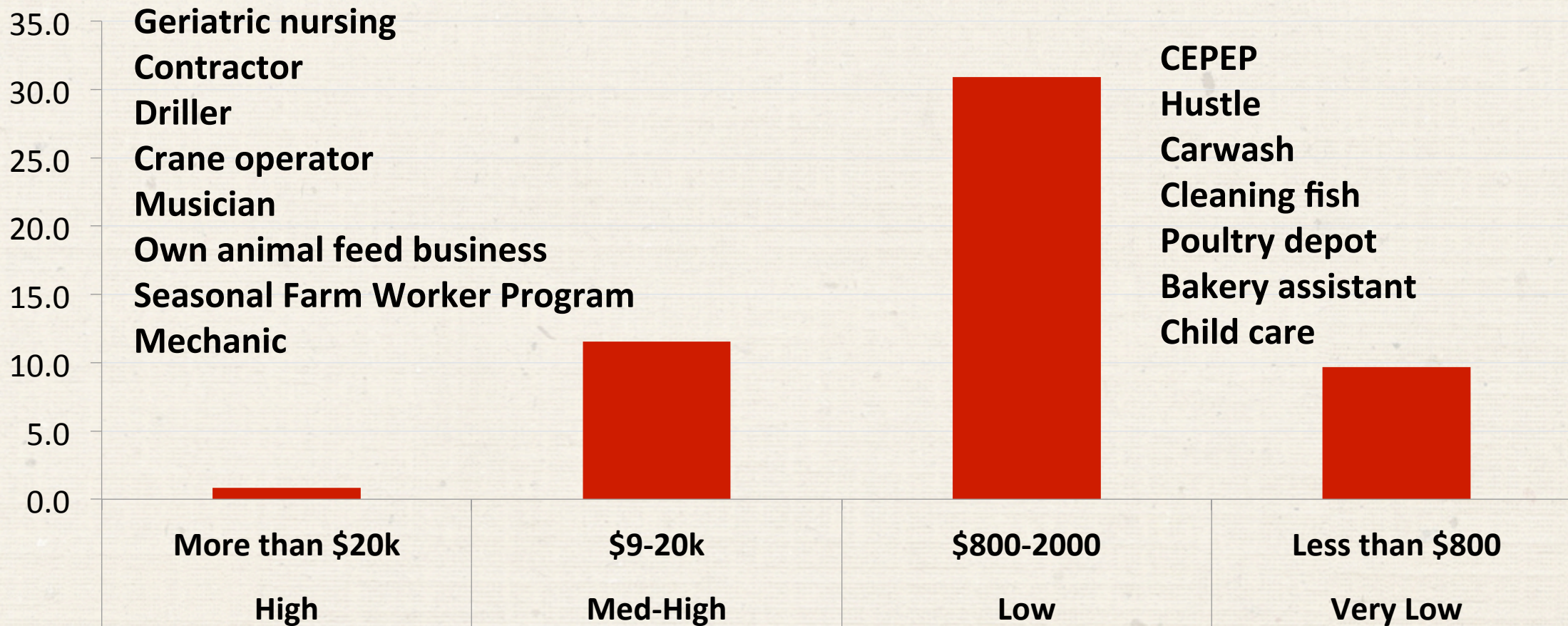


School leavers' current occupation by employment category



399 people were unemployed (more than 21%) , of which 53.1% were actively looking for work

Early data, not updated showed that 40% of participants had low and very low incomes. Over 12% had high and very high incomes.



What interesting points are arising from the research so far – Education, Health, Social Capital, Economy-Labour, Crime

Resources, characteristics, and geographies associated with resilience and success, or disadvantage and marginality are to be elicited from the data

Implications for education?

- School Inequality
- Tipping Points
- All-round appreciation of education (though not schooling)
- Gender

Deliverables

- Reports on sub-topics
- Briefing notes
- Literature reviews
- Website with downloadable docs
- Film
- Map/directory of resources
- Book

Conclusion: Impact and Findings to date

- The research has importance for children in school, the school system and educational supports, crime reduction, and employment through the emphasis on skills, resources, capital and human agency

“If I have to walk naked to make sure they do their work I will- out here too hard for people without an education.”

“I want my children to be successful and do better than me. Right now I am very proud of my first child because he is about to start UWI this year which is a great accomplishment for me seeing that I didn't finish primary school.”

“Technological advancement in the present day demands having education or a person would be lost.”

The Education System

By Samantha Chadee, Ph.D.

The UWI-Trinidad and Tobago Research and Development Impact Fund

Statistics prepared by Dr. Samantha Chadee

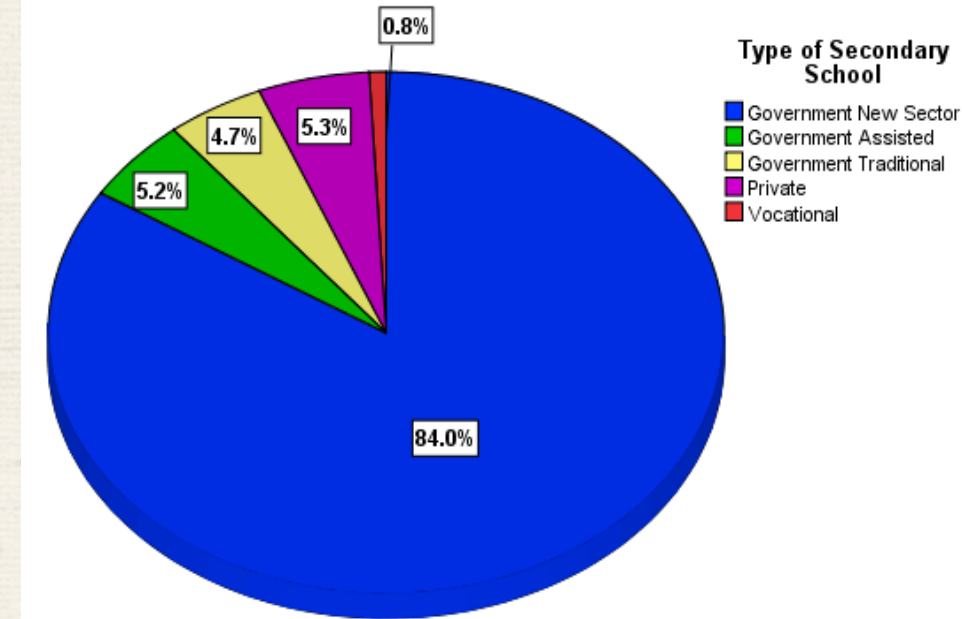
Chadee, S. (2016). The Education System. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 28-37). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Secondary School Type

- Among Respondents who dropped out of secondary school, the majority (84%), occurred at Government new sector schools

Table 1: Dropouts by Secondary School Type

Secondary School Type	Dropouts %
Government New Sector	84.0
Private	5.3
Government Assisted	5.2
Government Traditional	4.7
Vocational	0.8



- The majority of dropouts for males and females occurred at different types of Government schools (New Sector, Assisted and Traditional).
- A greater percentage (8.3%) of drops occurred at Private schools among female respondents who dropped out at secondary school compared with male respondents.

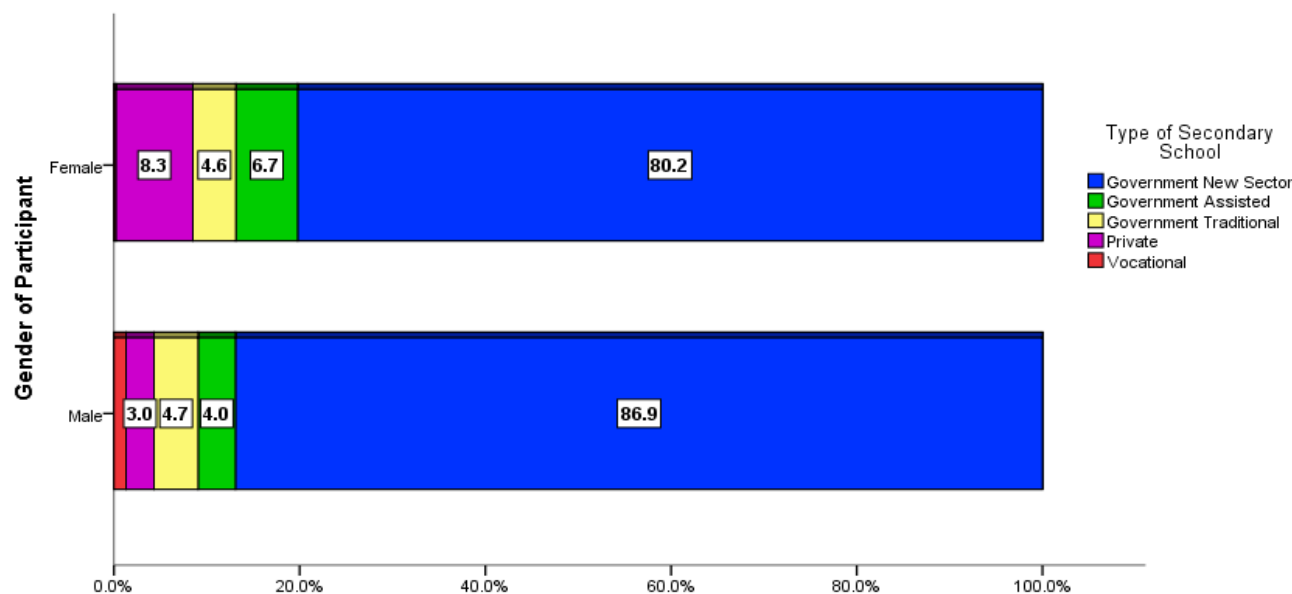


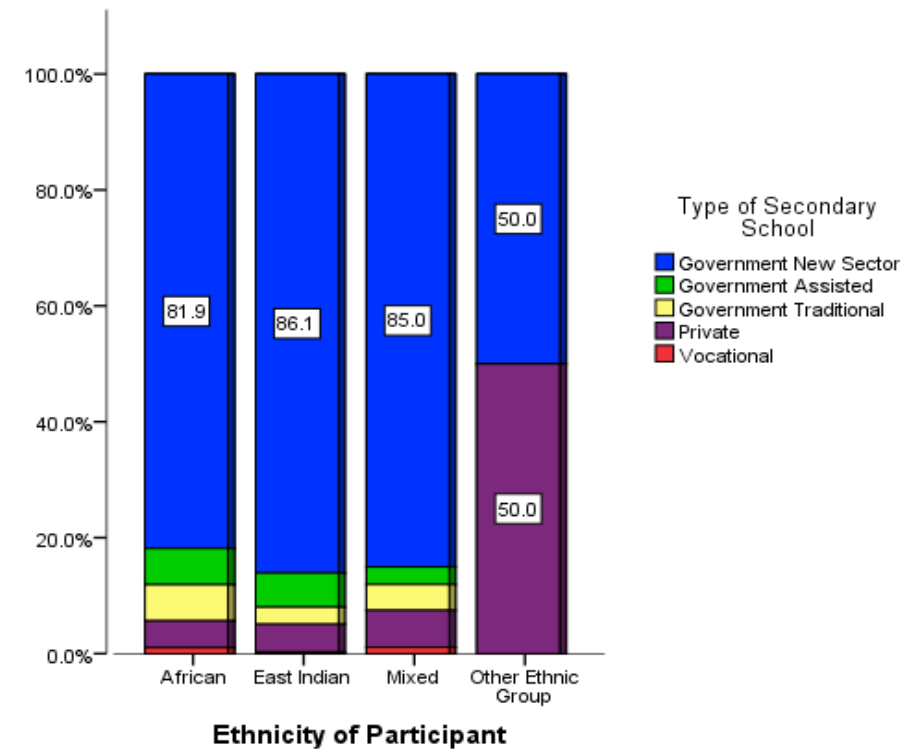
Table 2: Dropouts by Secondary School Type and Gender

Secondary School Type	Gender %	
	Male	Female
Government New Sector	86.9	80.2
Government Assisted	4.0	6.7
Government Traditional	4.7	4.6
Private	3.0	8.3
Vocational	1.3	0.2

Figure 2: Dropouts by Secondary School Type and Gender

Table 3: Dropouts by Secondary School Type and Ethnicity

Secondary School Type	Ethnicity of Participant %			
	African	East Indian	Mixed	Other Ethnic Group
Government New Sector	81.9	86.1	85.0	50.0
Government Assisted	6.2	5.9	3.0	0.0
Government Traditional	6.2	2.9	4.4	0.0
Private	4.6	4.8	6.4	50.0
Vocational	1.0	0.3	1.1	0.0



- Similar trends in drops at secondary school is observed for different ethnicities surveyed for the three most popular secondary school types (Government New Sector, Assisted and Traditional). Higher percentages of dropouts of Mixed and Other ethnicities occurred at private secondary schools.

All dropouts that occurred in Vocational schools took place at an Early stage (Forms 1 to 3), while for all other schools the majority of dropouts took place at the Late secondary stage (Forms 4 to 6), this trend was most distinct for Government Assisted, Government Traditional and Private schools. Association between dropout stage and secondary school type was found to be significant, $\chi^2(10, N = 1798) = 1611.9, p < 0.001$

Table 4: Secondary School Type and Dropout Stage

Secondary School Type	Dropout Stage %	
	Early Secondary (1 to 3)	Late Secondary (Forms 4 to 6)
Government New Sector	46.6	53.4
Government Assisted	39.3	60.7
Government Traditional	36.8	63.2
Private	38.5	61.5
Vocational	100.0	0.0

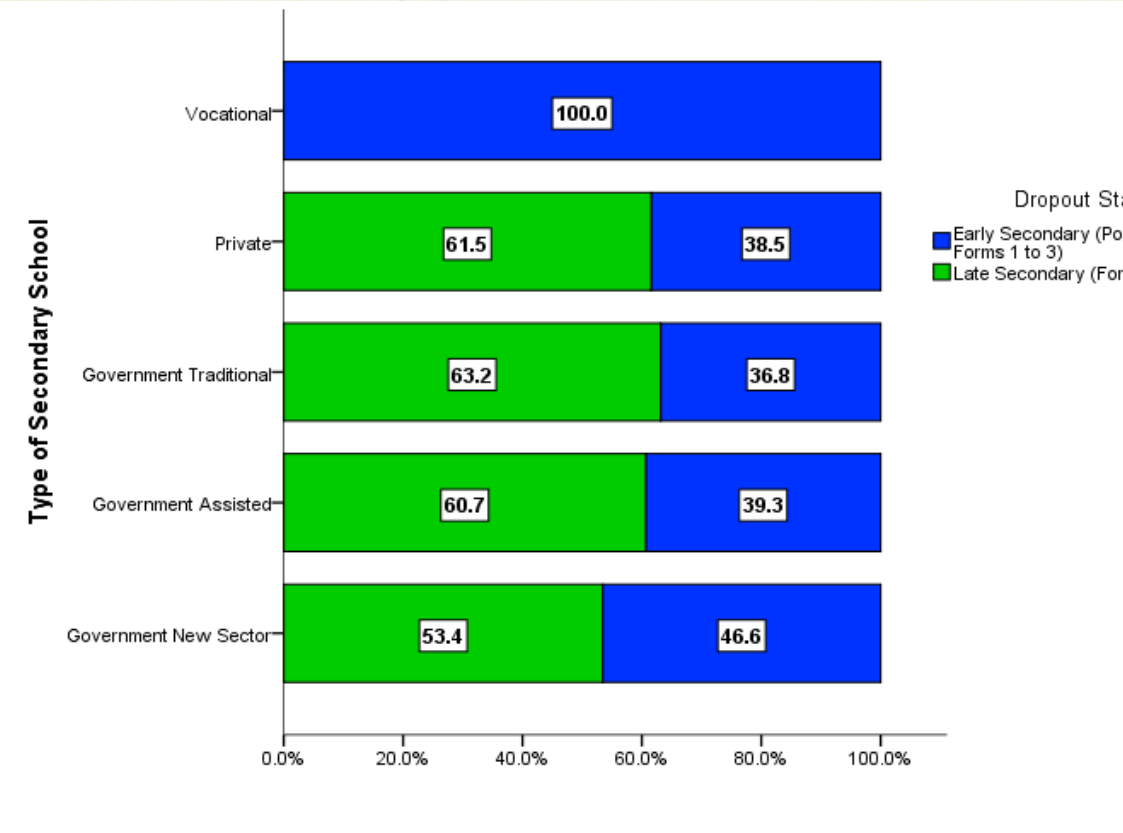


Figure 4: Secondary School Type and Dropout Stage

Table 5: Secondary School Type and Reason for Dropping Out

Reasons for Dropping Out	Type of Secondary School %				
	Government New Sector	Government Assisted	Government Traditional	Private	Vocational
Completion	1.0	3.2	1.8	0.0	10.0
Financial Issues	22.2	15.9	12.5	27.0	20.0
Curricular Issues	25.6	27.0	26.8	22.2	60.0
Other School Issues	5.3	6.3	0.0	6.3	0.0
Student Indiscipline	15.5	9.5	19.6	6.3	0.0
Health Problems	3.9	9.5	10.7	9.5	0.0
Family Issues	11.6	11.1	17.9	14.3	10.0
Pregnancy	10.4	9.5	5.4	11.1	0.0
Other	4.5	7.9	5.4	3.2	0.0

- Generally, for drops that occurred across all secondary school types, curricular issues was the most common reason for dropping out, except for Private school drops where financial issues was the most common dropout reason.
- Student Indiscipline as a reason for dropping out was highest among respondents who dropped out of Government traditional schools (19.6%), among these dropouts it was second most common dropout reason.

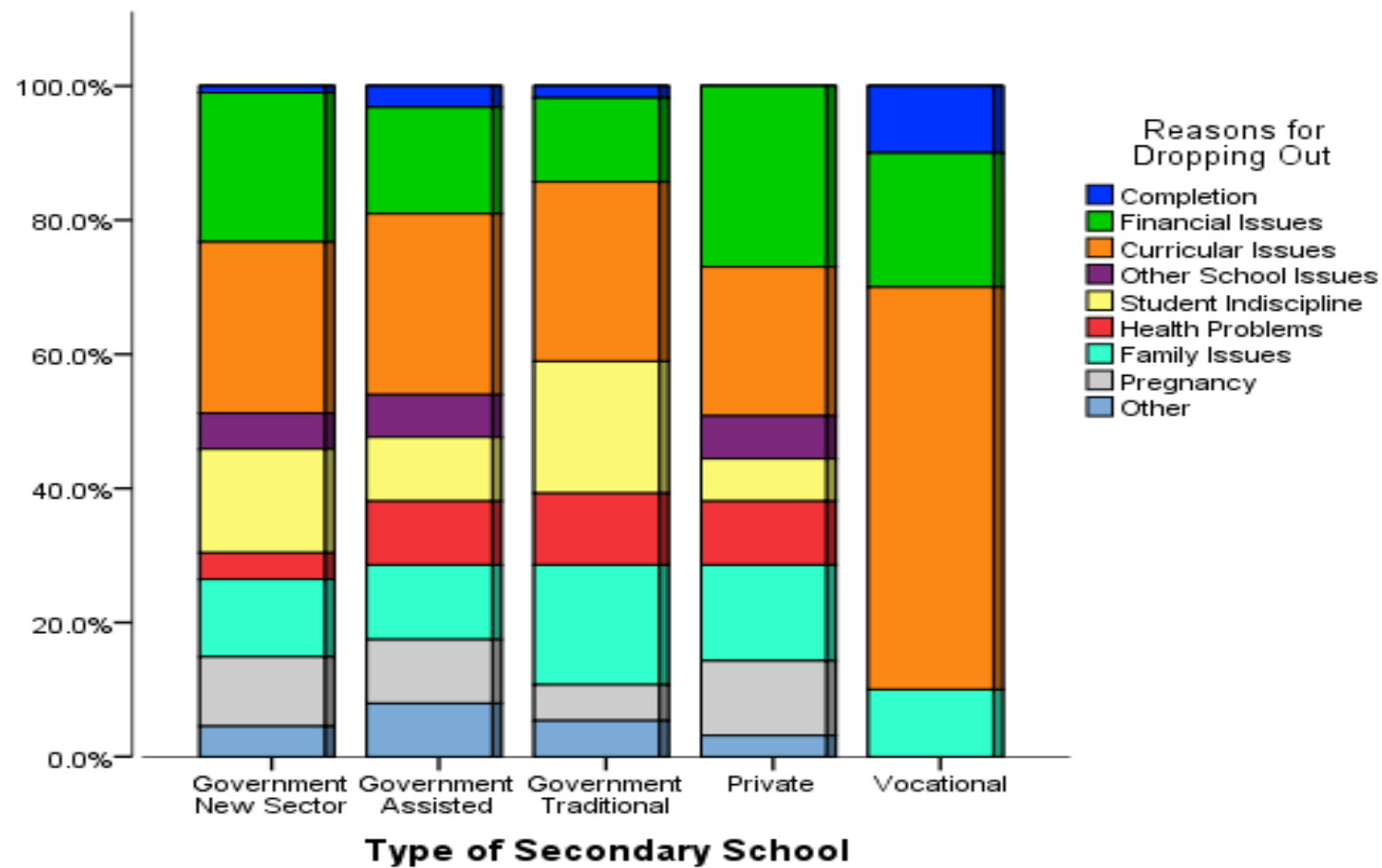


Figure 5: Secondary School Type and Reason for Dropping Out

Table 6: Secondary School Type and Family Income

Family Income	Type of Secondary School %				
	Government New Sector	Government Assisted	Government Traditional	Private	Vocational
Low	49.6	41.3	56.1	34.9	30.0
Medium	43.7	46.0	33.3	55.6	30.0
High	6.7	12.7	10.5	9.5	40.0

- Among Government New Sector and Government Traditional secondary school dropouts, low income was the most frequent family income level growing up. For Government Assisted and Private school dropouts, medium family income was most frequent while high family income was most frequent among vocational school dropouts.

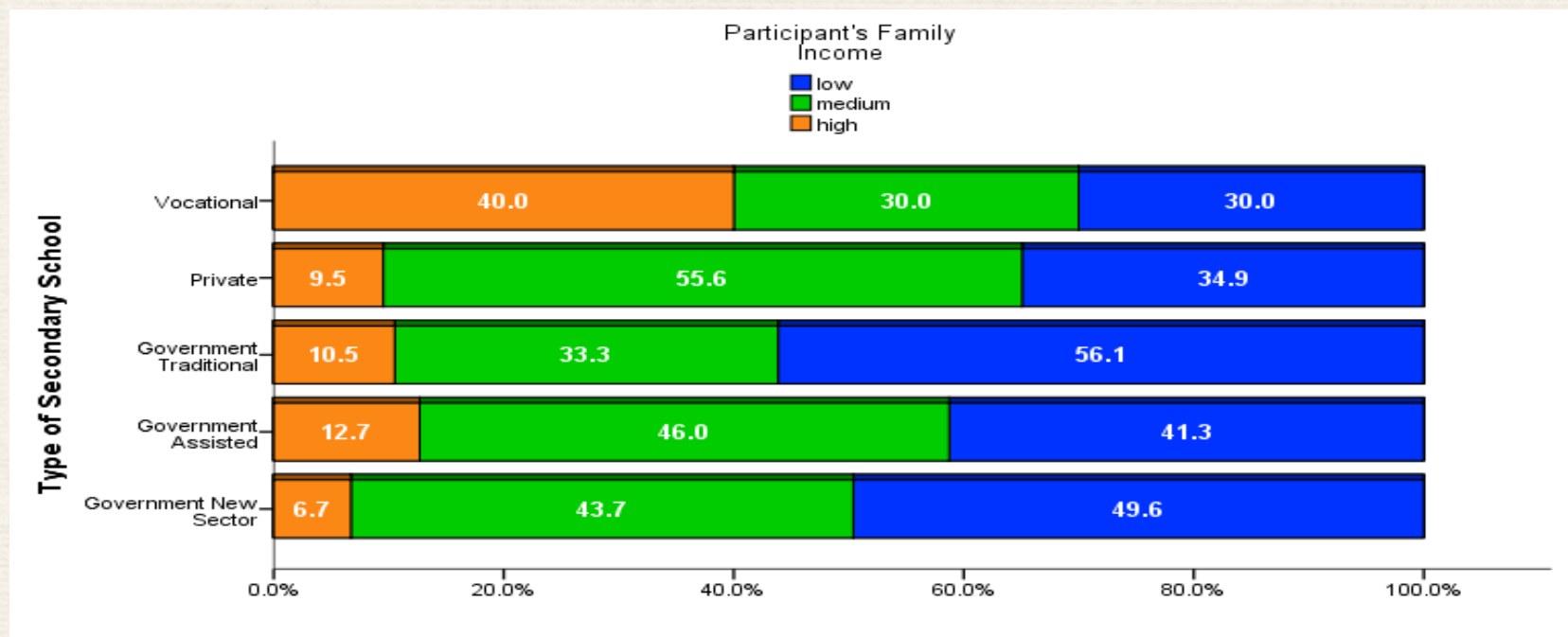


Figure 6: Secondary School Type and Family Income

The majority of respondents, among all dropout secondary school types, reported that they had medium current income levels. Low current income level was the second most frequent current income level among all secondary school types.

Table 7: Secondary School Type and Current Income

Current Income	Type of Secondary School %				
	Government New Sector	Government Assisted	Government Traditional	Private	Vocational
Low	33.7	31.7	37.9	36.9	10.0
Medium	54.0	50.8	55.2	52.3	70.0
High	8.0	9.5	5.2	9.2	20.0
None	• 4.3	7.9	1.7	1.5	0.0

The majority of respondents, among all dropout secondary school types, reported that they had medium current income levels. Low current income level was the second most frequent current income level among all secondary school types.

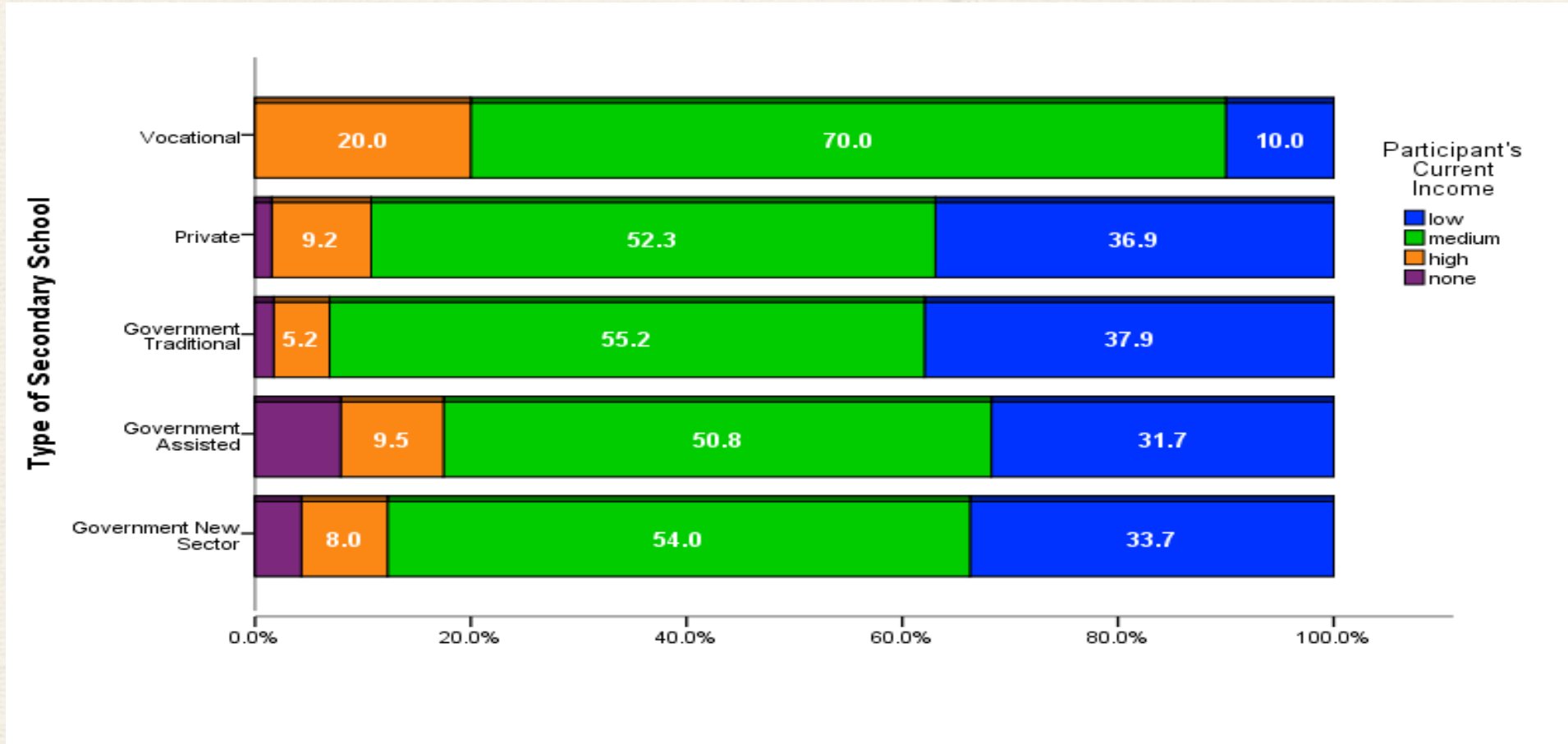


Figure 7: Secondary School Type and Current Income

Social Capital & Dropouts

An Investigative look into the Social Capital Resources of School Dropouts –
Before and After Dropping Out of School

Ms. Alvinelle Matthew, Researcher

Matthew, A. (2016). Social capital and dropouts: An investigative look into the social capital resources of school dropouts- before and after dropping out of school. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 38-53). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Presentation Focus

1. What were the existing levels of family and community social capital resources among school dropouts ?
2. Did these resources affect dropping out behaviour? (primary versus secondary).
3. Is there a relationship between social capital factors and improved life outcomes?

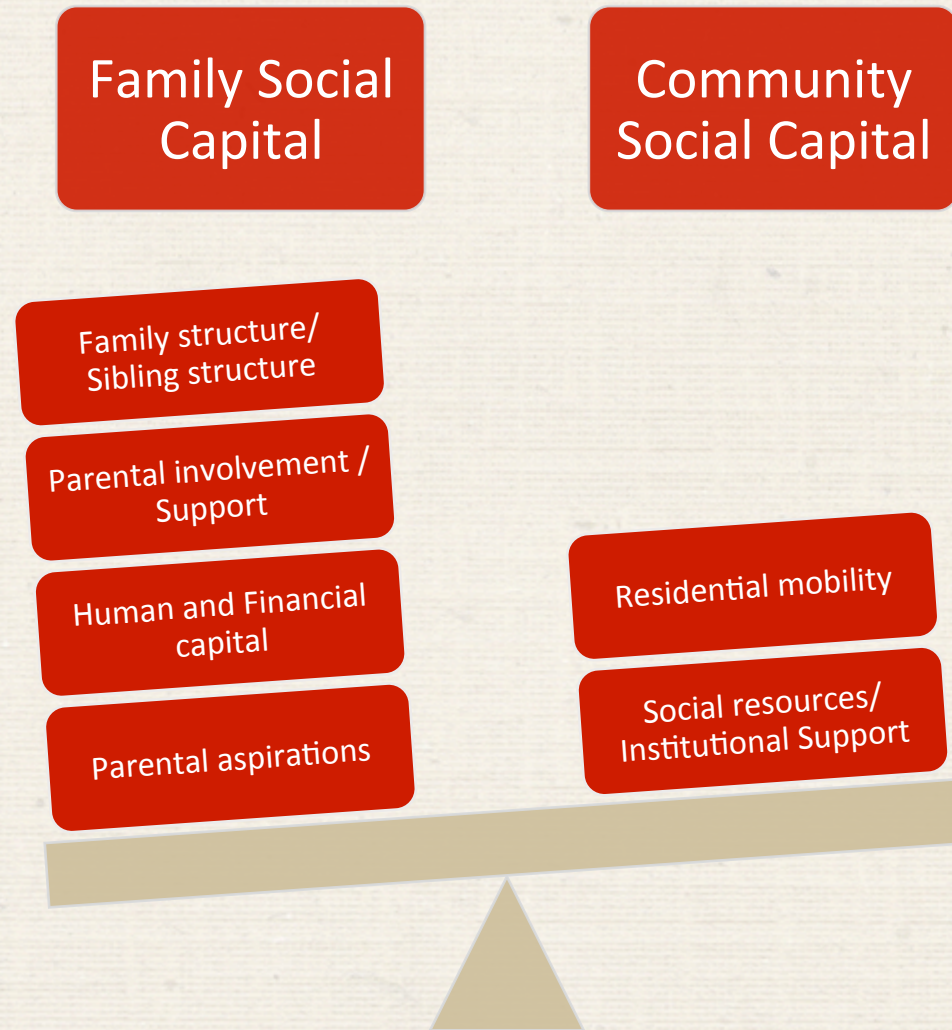
Definition

- The sum of actual and potential resources embedded within a given network of relationships possessed by an individual or social unit (Coleman 1988, 1990; Lin 2001; Paxton 1999)
- Social capital tells us- whether resources within social relationships can improve life outcomes.

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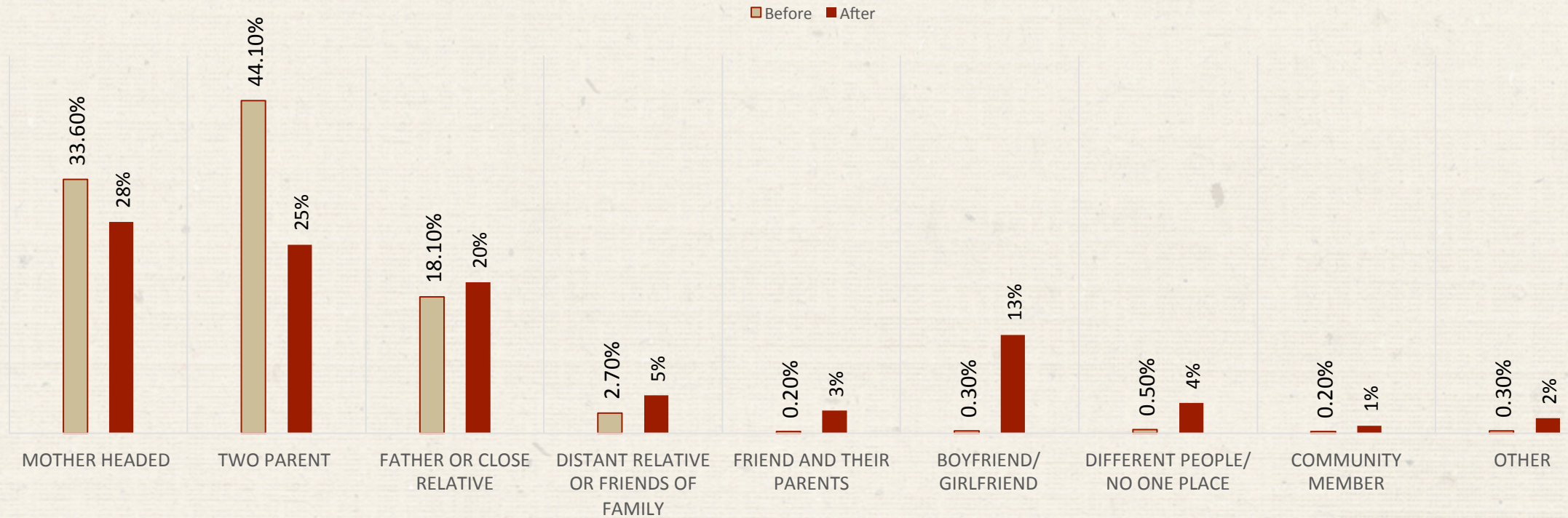
Social Capital Indicators used in this study...



*Some of the measures tell us about the quality of relationships and others directly tell of the resources within some relations.

A look into the existing social capital resources

HOUSEHOLD COMPOSITION BEFORE AND AFTER DROPPING OUT



Before dropping out: 51.7% in single parent living arrangements

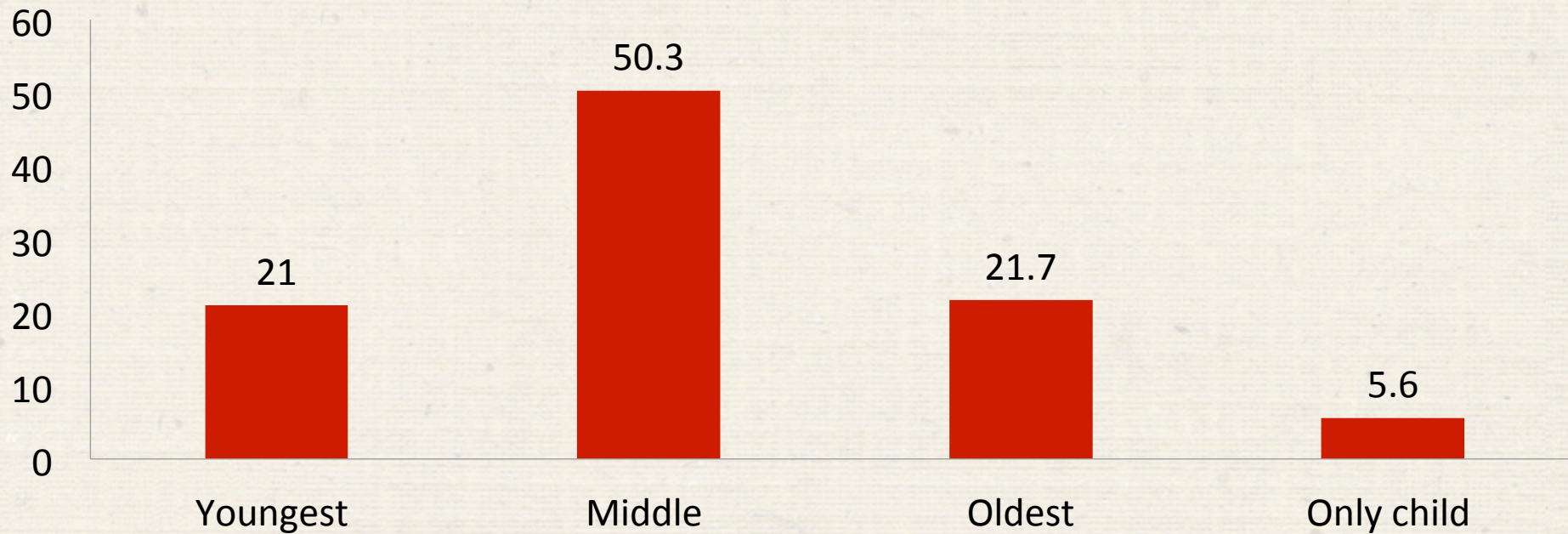
After dropping out: less lived with mothers & more lived with fathers ; 21.7% moved to non family-type arrangements

Implications – after dropping out dropouts may have limited opportunities to receive optimal resources typically shared in two parent familial networks

Sibling Structure

- 94.3 percent had a sibling compared to 5.7 percent reportedly to be an only child.
- Of those with sibling the average number of brothers was 2.50 and for sisters was 2.37- the average sibling size was between 2 to 3 siblings

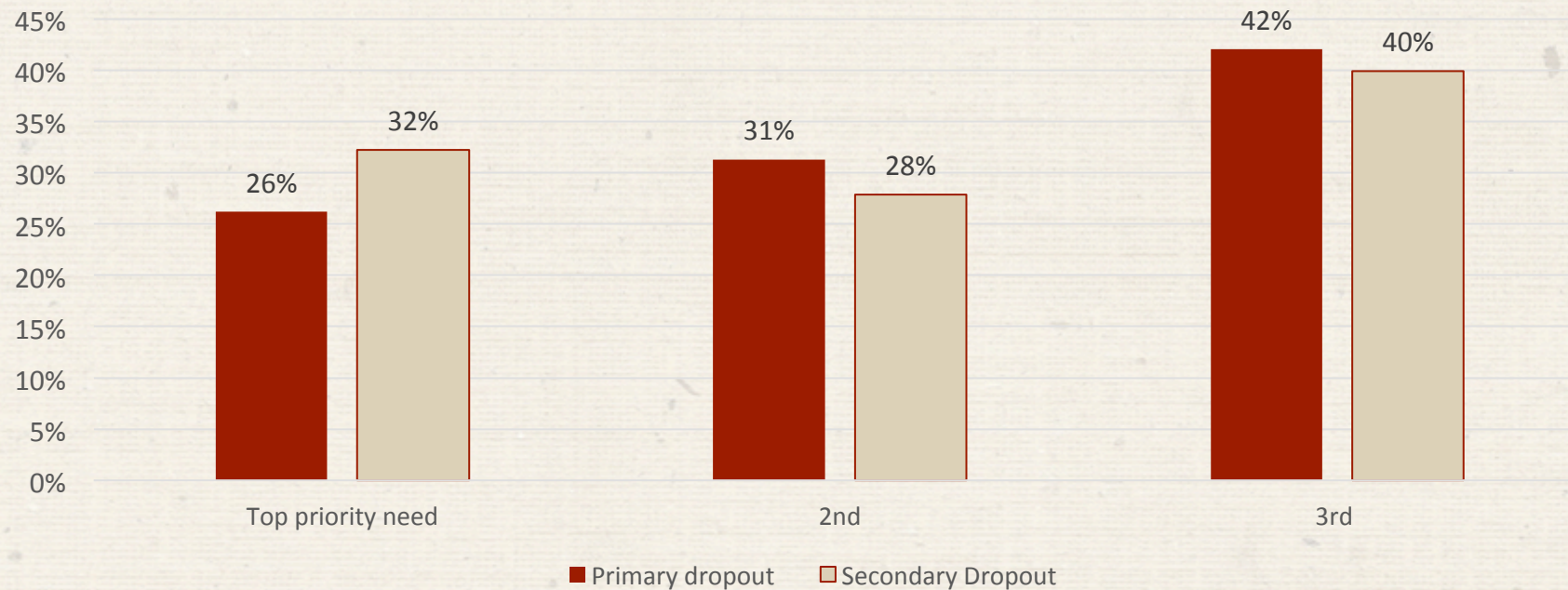
Participants' Place In The Family



Parental Support

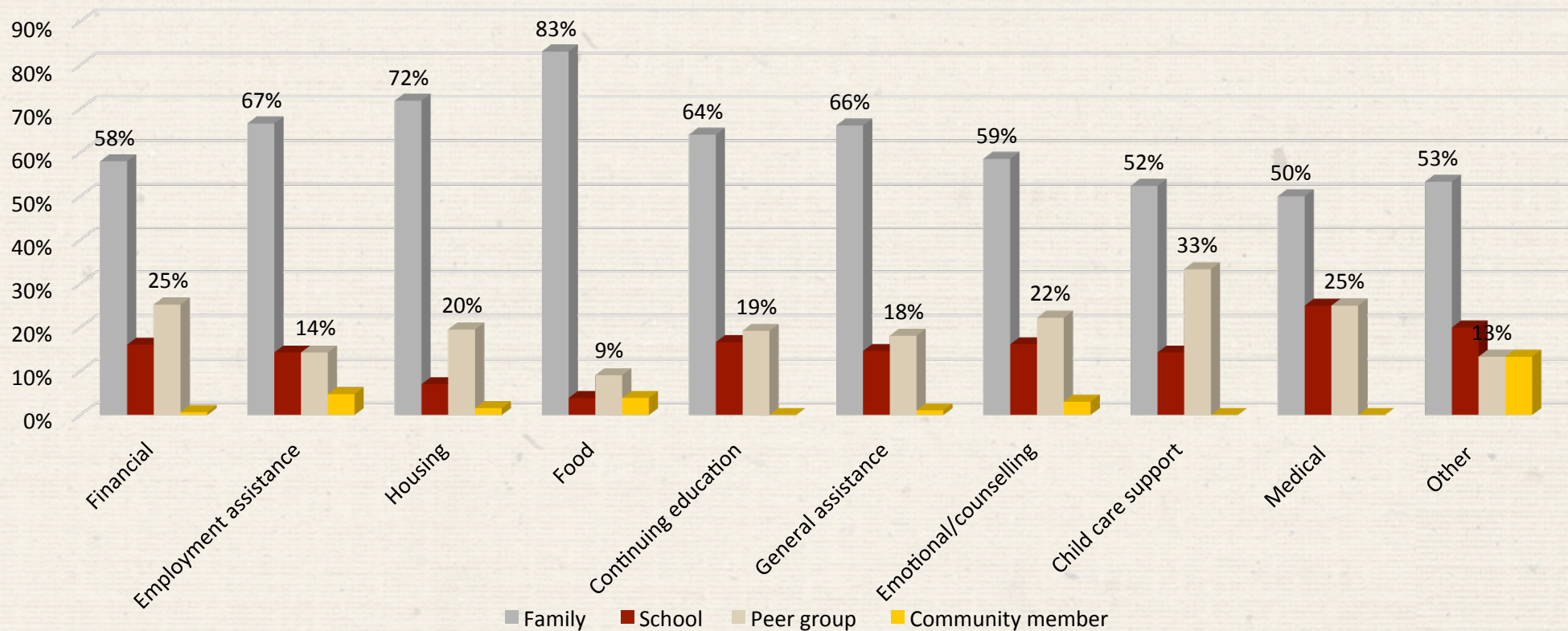
Amongst dropouts, 40.5% identified the need for family support and love.

Dropouts' ranking of need for family support



- Secondary dropouts (32%) had a higher need for parental support than primary school dropouts (26%)
- Deficit in familial emotional attachments higher in older adolescents

Resources Attained in Different Social Contexts - After Dropping Out

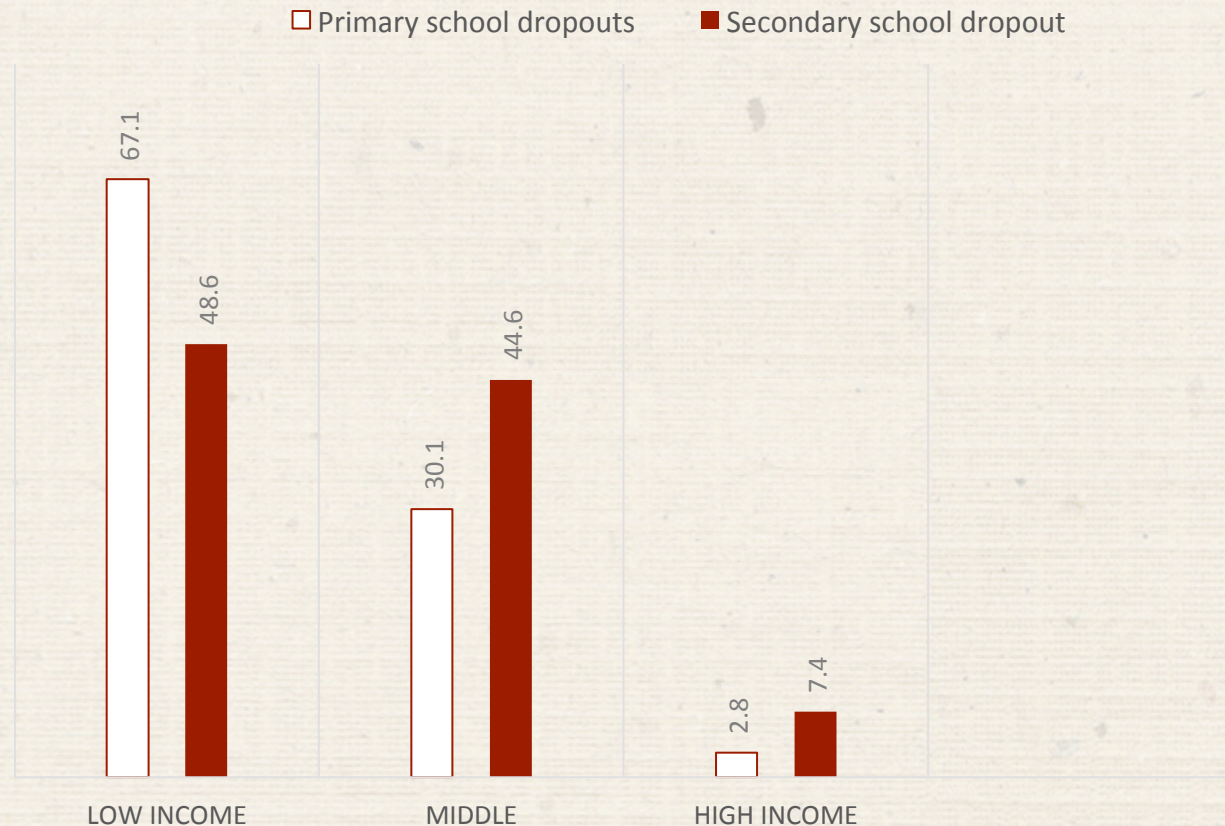


Of 1199 responses, families provide 63 % of resources, peer group – 21%, schools -14% and community 1%. Families act as the primary source, above schools & communities, in creating and exchanging social resources.

Human & Financial Capital: Relationship with Dropping Out

- **Financial:** 93.9 % of dropouts grew up in low to middle income families.
 - Effect on dropping out
 - Younger students dropped out because of deficits in family income
- **Human:** 52.2 % of dropouts parents achieved primary school as highest form of education.
 - Effect on dropping out
 - lower levels of parental education, either mother or father was associated with higher levels of dropping out
 - Mothers with primary school accounted for 60% ; 55 % for fathers

DROPOUT STATUS BY FAMILY INCOME



The Outlook for Dropouts' Children – Parental aspirations & Dropping out

- Parental beliefs about the importance of a subject or child's academic achievement determine parent's level of investment in their children schooling.
- Amongst dropouts 88.1 % rated educational aspirations as extremely important. Few reasons
 - 30.1% improve quality of children lives
 - 25.4% job opportunities
 - 22.5 % become better than parents
- **Do 'expectations' manifest into better outcomes for children?**
- 98% of children whose parents rated education as somewhat important and extremely important did not drop out of school.

Community Social Capital – Residential Mobility

- Frequent student moves disrupt social ties and weaken social bonds which are necessary for attaining support and resources for school completion
- Over 92.1 % dropouts reported two residential moves after leaving school.
- **Did mobility cut social ties & impinge on access to social resources?** Cross tab results show...
 - 50.8% did not receive financial assistance
 - 81% did not receive government assistance
- Dropouts who are more mobile are less likely to obtain governmental support. – Implications for supplementing other resources needed for improved life outcomes.

A look into whether social capital resources improve dropouts' life outcomes

The BIGGER picture: Impact of Social Capital Resources on Dropouts' Livelihoods

Indicators	Employment status (Indicator 1)	Imprisonment (Indicator 2)
Family structure	71% who lived in single mothers were employed vs. 23 % unemployed	41.9 % live in single mother households
	76% who lived with both parents were employed vs. 20 % unemployed.	33.9 % live in father/close relatives
	69% who lived with father headed were employed vs. 21%	9.8% live in both
Family support	27.1% employed vs. 36% unemployed ranked family support as a top need	40 % who ranked family support as a top need were imprisoned
Social resources (financial and governmental)	65.1% of employed vs. 29.1 % of unemployed received resources	59.2 % did not access financial resources
	70% of employed vs. 27% of unemployed received government resources	88.6% did not access government resources

Implications

- Importance of two social contexts demonstrates the **NEED for Multi-faceted strategies** that compensate for weakness in family structure
- School driven parenting workshops that promote healthy-parent child relations, encourage parental support especially in secondary school
- Need to address parents' joblessness, increased opportunities for entrepreneurial activities (enhance education and income levels)
- Revisit the accessibility and distribution of social resources targeting dropouts
- Housing policies that encourage stability in living arrangements
- Role of crime or employment opportunities in residential instability

Continuing focus....

- Complementary effect of social capital: Social capital resources in one context compensate for social capital in other contexts to produce better life outcomes
 - **Can social resources (government assistance) compensate for 'deficits' in single parent families to improve employability or continuing education?**

An Exploration of the Health Related Challenges of Dropouts

By Samantha Chadee, Ph.D.

The UWI-Trinidad and Tobago Research and Development Impact Fund

Statistics prepared by Dr. Samantha Chadee

Chadee, S. (2016). An Exploration of Health Related Challenges of Dropouts. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 54-82). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Overview

- School dropout is a multi – faceted phenomena with socioeconomic, cultural, life altering and health determinants. Health challenges and education are intricately linked and represent a complex relationship with both widely considered important predictors of each other.
- This section presents a brief analysis of health challenges of individuals who dropped out of school.
- The analysis encompasses the following dimensions: demographic (gender, age and ethnicity), geographical (regions, urban/rural classification, Trinidad/Tobago), dropout stage, health treatment needs and socioeconomic perspectives.

Categories of Reasons for Leaving/Dropping out of School

- **“Health Problems”**, in this study, encompass physical and mental health reasons as well as abuse reasons for dropping out of school. Abuse is included because it directly results in physical and mental harm. Although “health problems” include only health and abuse problems directly attributed to dropping out, it should be noted that health problems may indirectly impact on other reasons for dropping out of school.
- **Pregnancy** is not considered a health condition. However, the requirements of prenatal and postnatal care, complications which arise during pregnancy, along with it being a key indicator of sexual risk behaviour, render this reason for dropping out as relevant to be included within the health analysis section as a separate category.
- **“Non – health related issues”** encompass all other reasons that are not directly related to health, inclusive of curricular issues, financial issues, family issues, student indiscipline, completion and other school issues.
- **School stress** is generally classified in this study under non – health related issues. However, it is widely recognized that chronic stress negatively impacts on both mental and physical health, consequently a brief analysis was carried out on school stress as a dropout reason and some key variables.

Reasons for Leaving School

– 4.9% of all respondents dropped out of school due to health problems while 16.2 % of female respondents dropped out due to pregnancy

Table 1: Reason for Leaving School

Reason for Leaving School, N = 1800	Frequency %
Health Problems	4.9
Pregnancy (Overall)	7.2
Pregnancy (among female participants)	16.2
Non – health related Issues	87.8

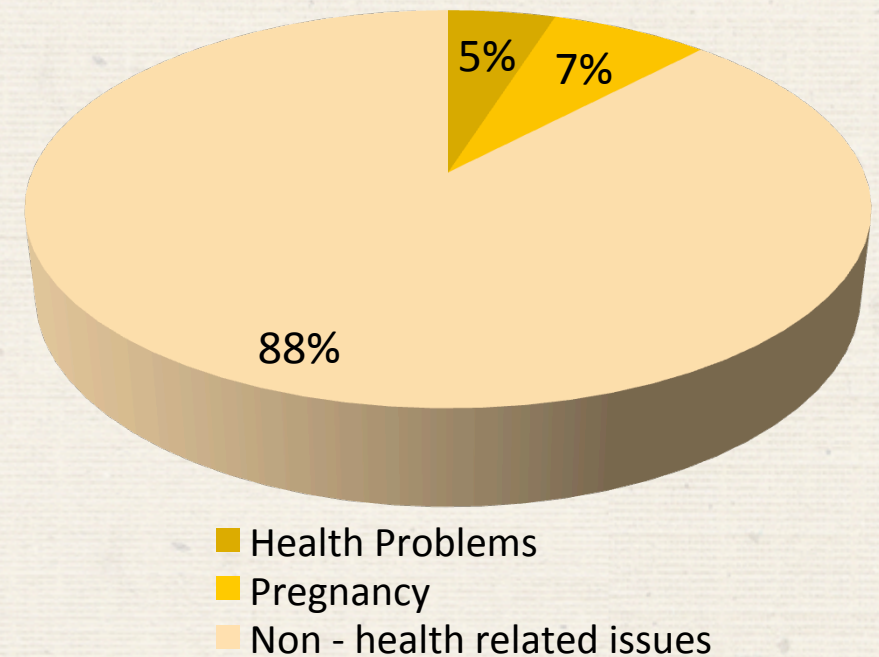


Figure 1: Reason for Leaving School

Reasons for Leaving School and Disabilities

- Disabilities that prevent employment were most prevalent among participants who dropped out of school due to health problems

Table 2: Leave Reason and Disabilities that Prevent Employment

Ages	%			
18-25	34.0	Physical	None	Not stated
26-35	35.7	27.0	57.3	3.4
36-45	30.1	3.8	96.2	0.0
Non - Health Related Issues	1.8	6.3	90.9	0.9

- Among participants who dropped out due to health problems, 40.7% had disabilities that prevented employment. Among these, physical disabilities were most prevalent.
- There were smaller percentages of respondents with disabilities preventing employment among those who left school due to pregnancy and non – health related reasons.

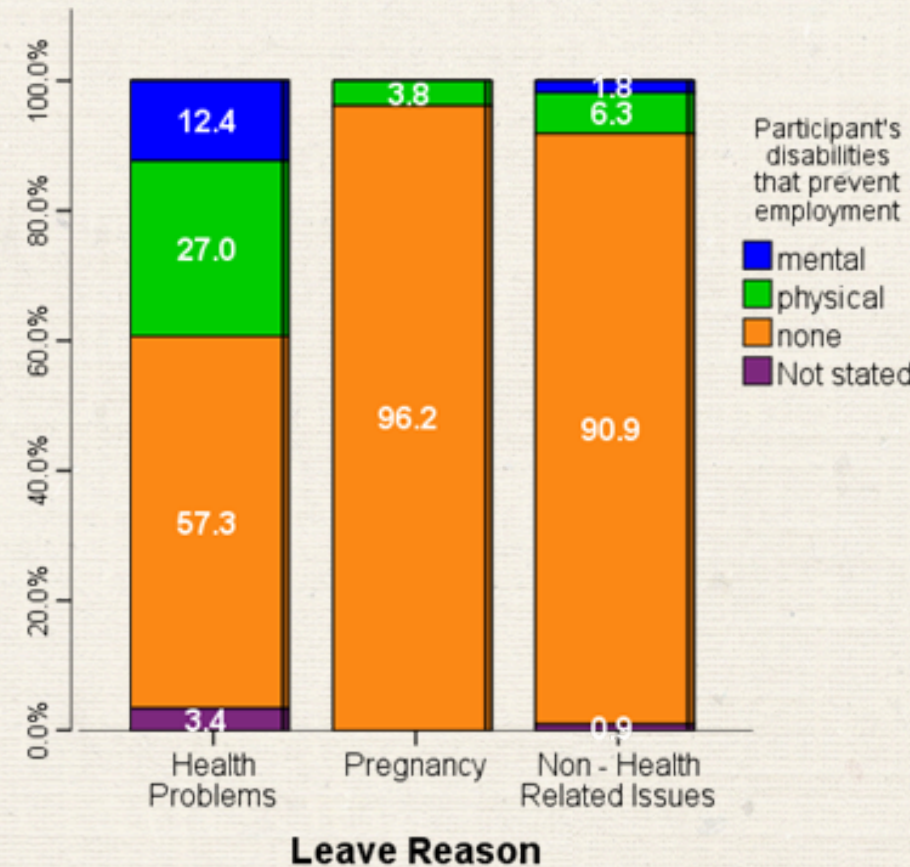


Figure 2: Leave Reason and Disabilities that Prevent Employment

Demographic Perspective: Gender

- There was a preponderance of females among respondents who left school due to health problems

Table 3: Leave Reason by Gender

Leave Reason N = 1798	Gender of Participant %	
	Male	Female
Health Problems	40.4	59.6
Non - Health Issues	60.9	39.1

- A comparison of the gender of participants and their reasons for leaving school reveal a marked difference in proportions of males and females between those who attributed health problems and those who attributed non-health issues to dropping out. There was a higher percentage of females among those who dropped out due to health problems.

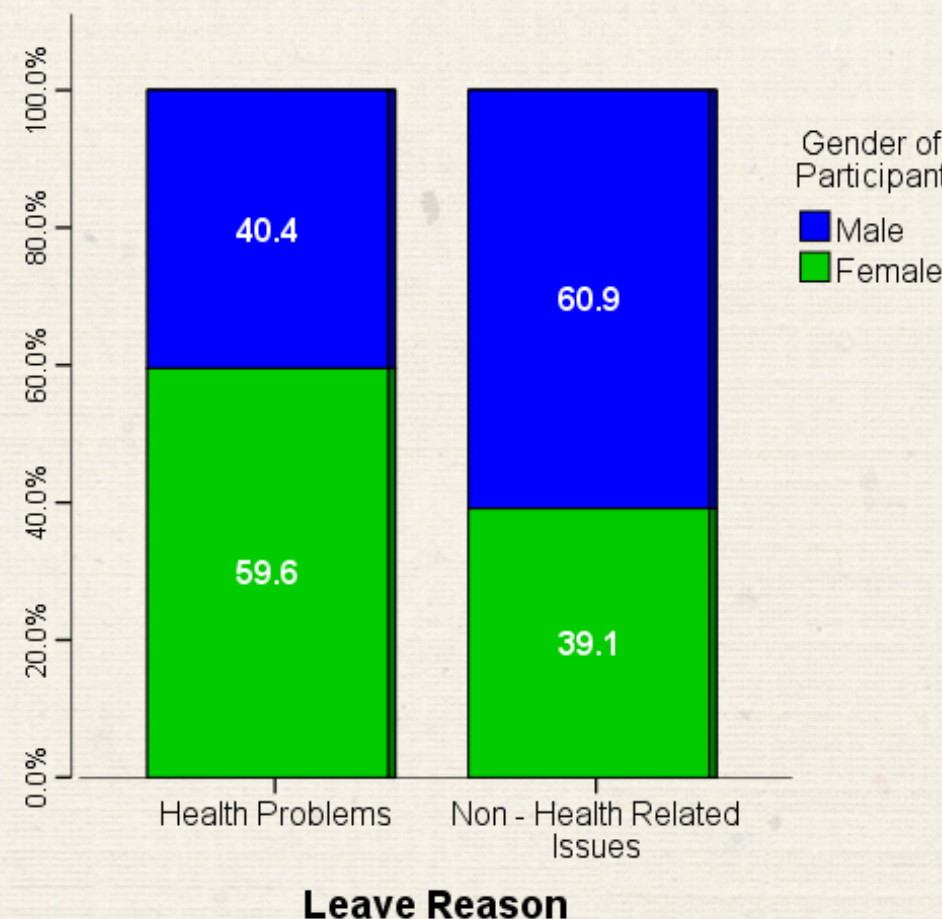


Figure 3: Leave Reason by Gender

Demographic Perspective: Age

Amongst respondents who left school due to pregnancy, the highest percentage were within the 18 to 25 age group

Table 4: Leave Reason by Age

Dropout Reason N = 1796	Age of the Participant %		
	18-25	26-35	36-45
Health Problems	32.6	28.1	39.3
Pregnancy	46.9	32.3	20.8
Non - Health Issues	32.9	36.5	30.6

- The youngest respondents comprised the largest percentage (46.9%) among those who left school because of pregnancy while the lowest percentage were within the 36 to 45 age group.
- The largest percentage of respondents who left school due to health problems were 36 to 45 years old.
- Among participants who left school due to non – health related issues, 26 to 35 year olds had the highest percentage (36.5%).

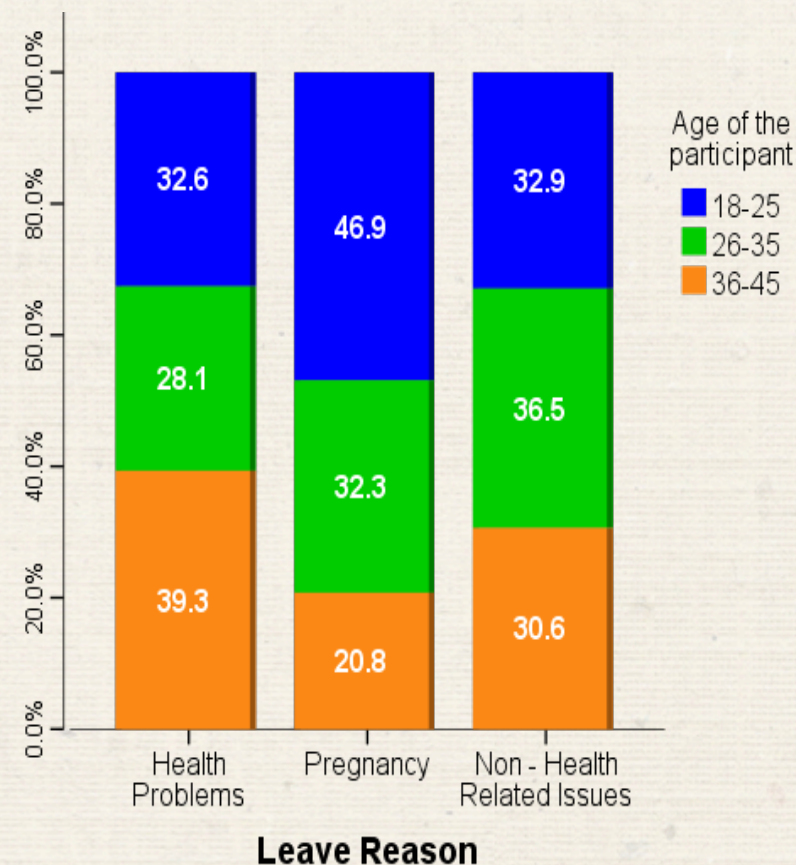


Figure 4: : Leave Reason by Age

Demographic Perspective: Ethnicity

Pregnancy as a dropout reason was highest among individuals of African and Mixed ethnicities

Table 5: Leave Reason by Ethnicity

Leave Reason N = 1796	Ethnicity of Participant			
	African	East Indian	Mixed	Other Ethnic Group
Health Problems	5.0	4.9	5.0	0.0
Pregnancy (Overall)	9.4	3.6	8.8	0.0
Pregnancy (among females)	49.2	16.9	33.8	0
Non - Health Related Issues	85.7	91.4	86.2	100.0

- Generally, the percentage of participants who dropped out due to health problems were similar across ethnicities (except for other ethnic group).
- Pregnancy as a reason for dropping out varied the most across ethnicities; with the highest percentages among individuals of African and Mixed ethnicities.

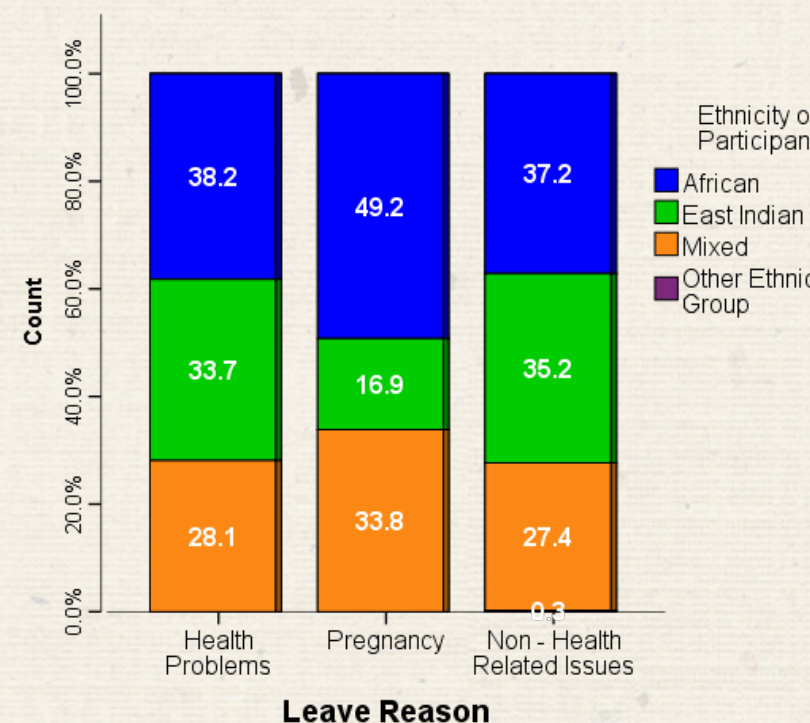


Figure 5: Leave Reason by Ethnicity

Geographical Perspective

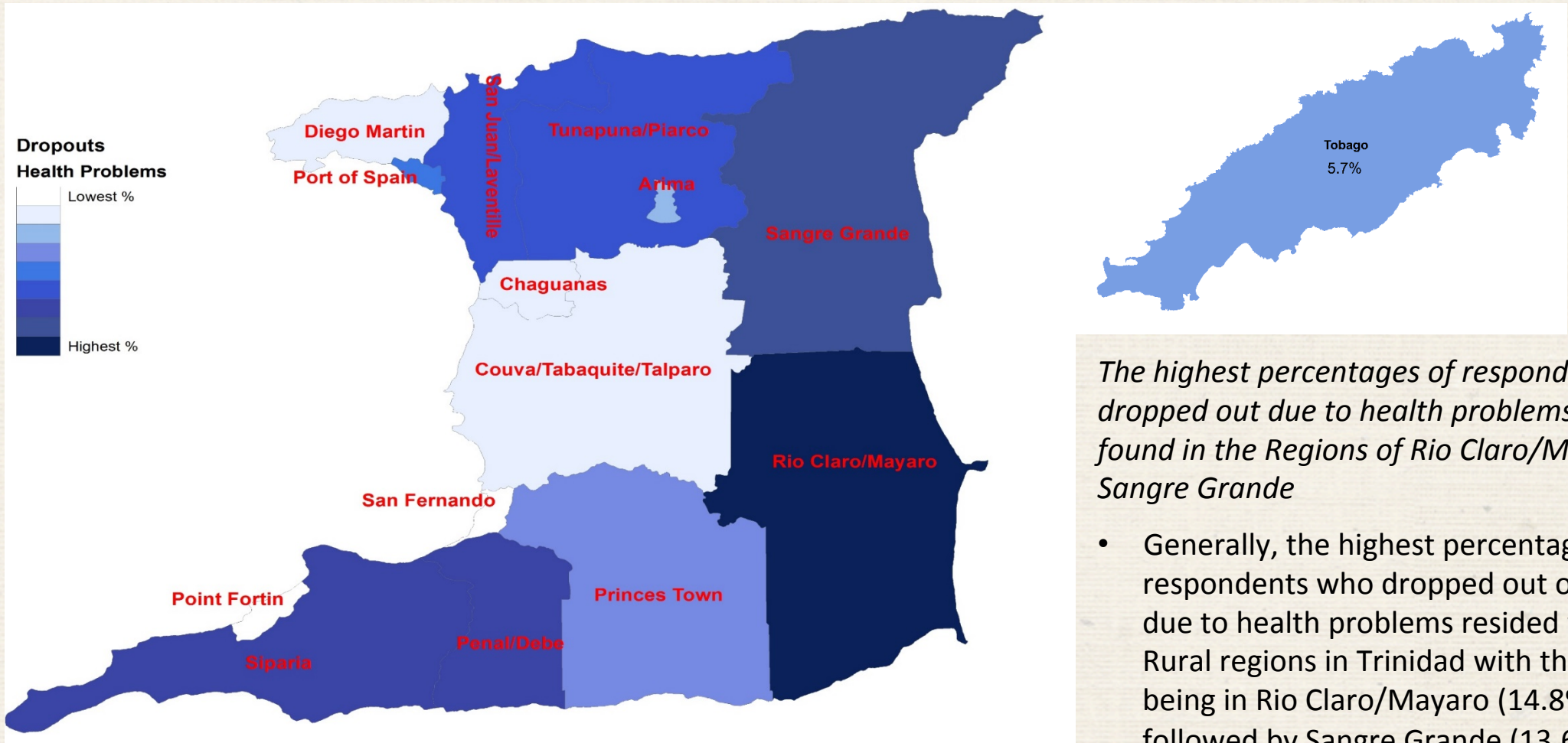


Figure 6: Residence of Respondents who dropped out of School due to Health problems ,
N = 88

The highest percentages of respondents who dropped out due to health problems were found in the Regions of Rio Claro/Mayaro and Sangre Grande

- Generally, the highest percentages of respondents who dropped out of school due to health problems resided within Rural regions in Trinidad with the highest being in Rio Claro/Mayaro (14.8%) followed by Sangre Grande (13.6%)

Geographical Perspective

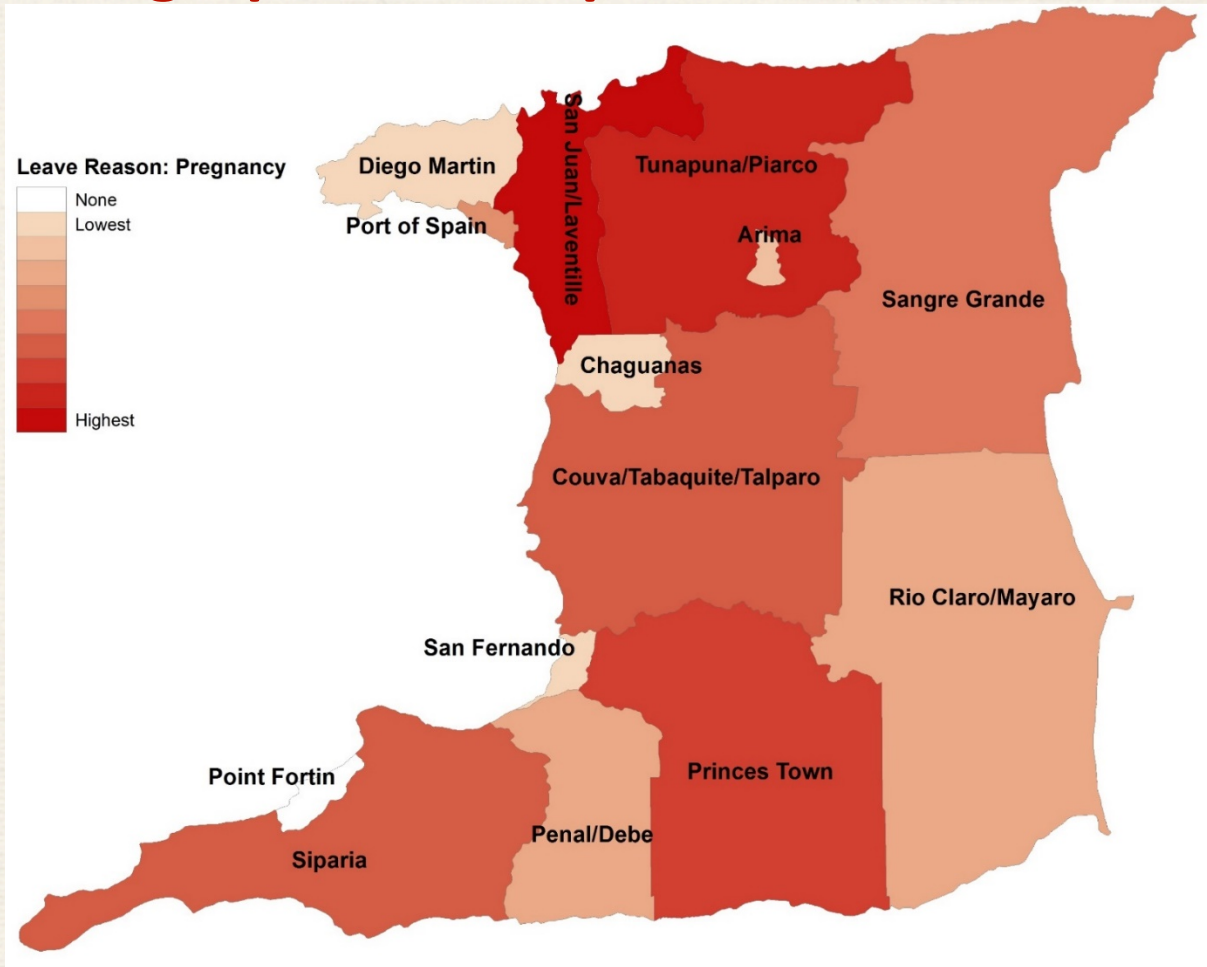
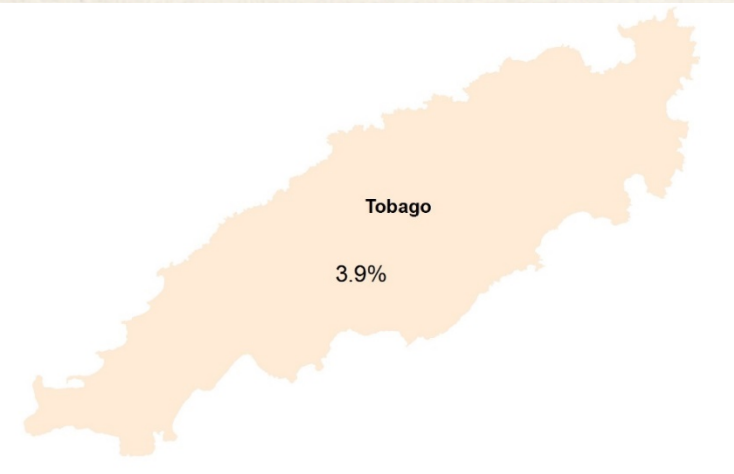


Figure 7: Residence of Respondents who dropped out of School due to Pregnancy, N = 130



The highest percentages of respondents who dropped out due to pregnancy resided in the Regions of San Juan/Laventille and Tunapuna Piarco

- The highest percentages of respondents who dropped out due to pregnancy, resided within the Regions of San Juan/Laventille (17.8%) and Tunapuna/Piarco (15.5%).
- No respondents who lived within the Borough of Point Fortin dropped out due to pregnancy.

Dropout Stage: School Level

Pregnancy was more prominent among secondary school leavers than among primary school leavers (accounting for 22% of all females who dropped out at the secondary school level) while health dropout reason was marginally higher among secondary school leavers

Table 6: School Left and Leave Reason (column %)

School Left	Leave Reason, N = 1792		
	Health Problems	Pregnancy	Non - Health Related Issues
Primary Schools	28.7	6.2	32.5
Secondary Schools	71.3	93.8	67.5

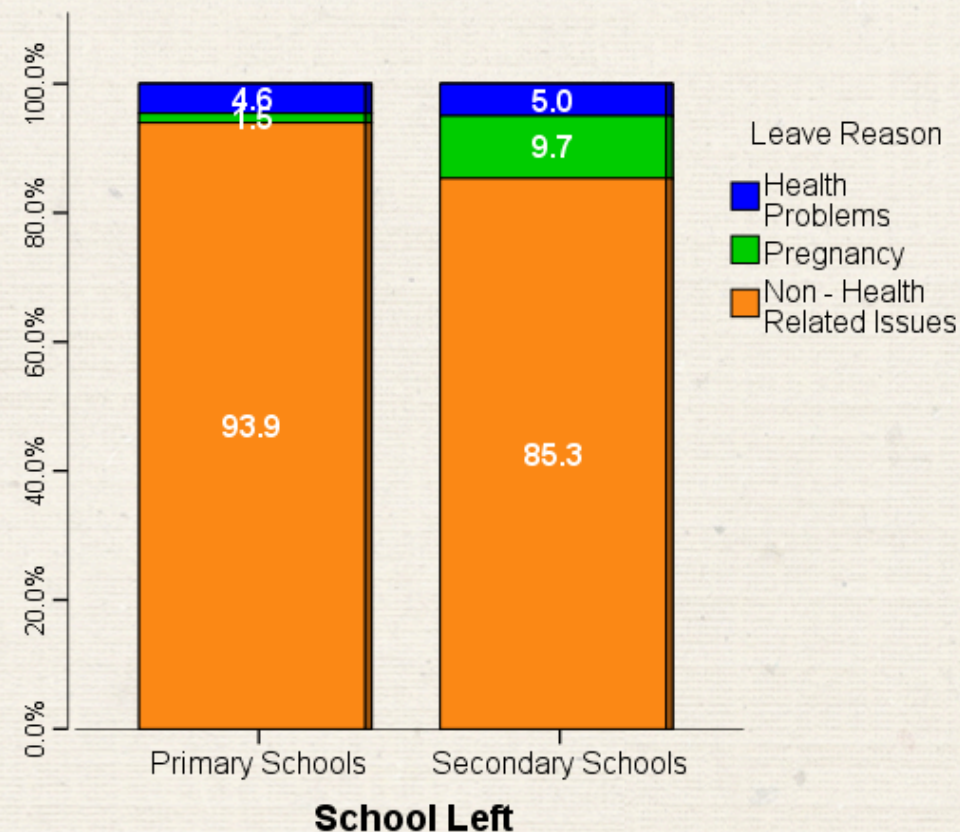


Figure 8: School Left and Leave Reason

Dropout Stage: Class Level

Among respondents who dropped out due to health problems, the largest percentage left in earlier forms in secondary school

Table 7: Leave Reason and Dropout Stage

Dropout Stage, N = 1783	Leave Reason %		
	Health Problems	Pregnancy	Non - Health Related Issues
Early Primary (Infants to Std. 3)	11.5	0.0	4.2
Late Primary (Std. 4 & 5)	16.1	6.2	27.0
Early Secondary (Post Primary & Forms 1 to 3)	37.9	28.5	33.2
Late Secondary (Forms 4 to 6)	34.5	65.4	35.6

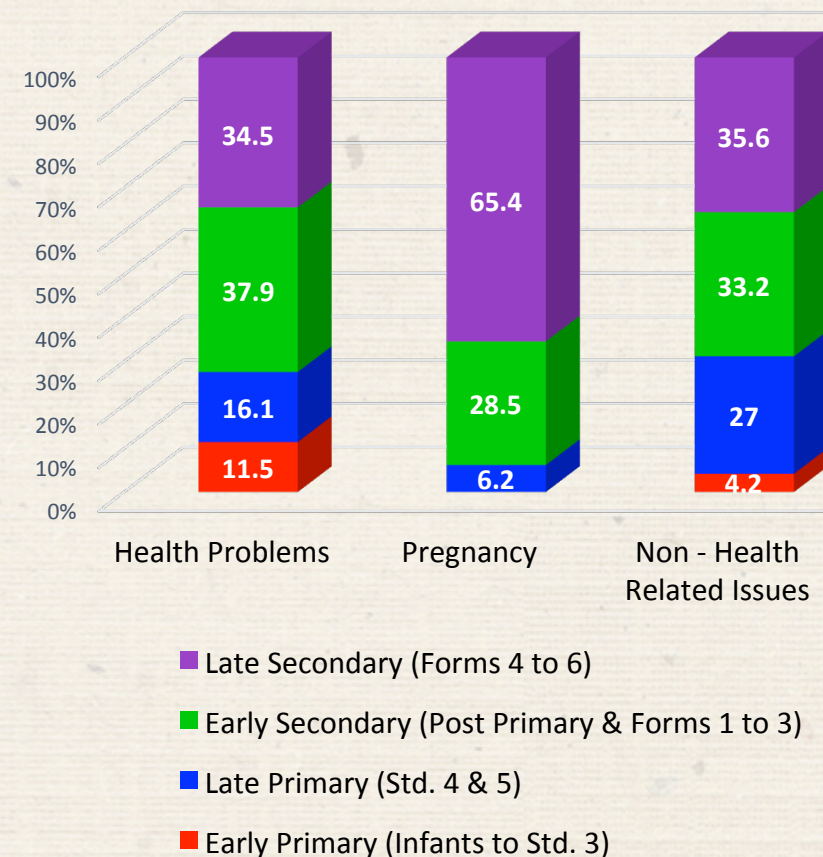


Figure 9: Leave Reason and Dropout Stage

Dropout Stage: Class Level

Among residents who dropped out due to health, the largest percentage left in earlier forms in secondary school

- Among those who left school due to health problems, the largest percentage, 37.9%, left at the early secondary school stage which contrasts what is seen among those who left due to non – health related reasons, where the largest percentage left at the late secondary school stage.
- Among participants who dropped out due to pregnancy, the majority (56.4%) was at the late secondary school stage but noteworthy is that 6.2% dropped out at the late primary school level

Health – Related Needs

Emotional/Psychological counseling had the highest percentage of health needs (27.1%) ranked in the top 3 of overall needs of all participants after leaving school

Table 8: Health Needs Faced after Leaving School

Health - Related Needs Faced after Leaving School, N =1781	Frequency %
Emotional/Psychological counseling	27.2
Medical treatment	14.1
Childcare/child support	14.1

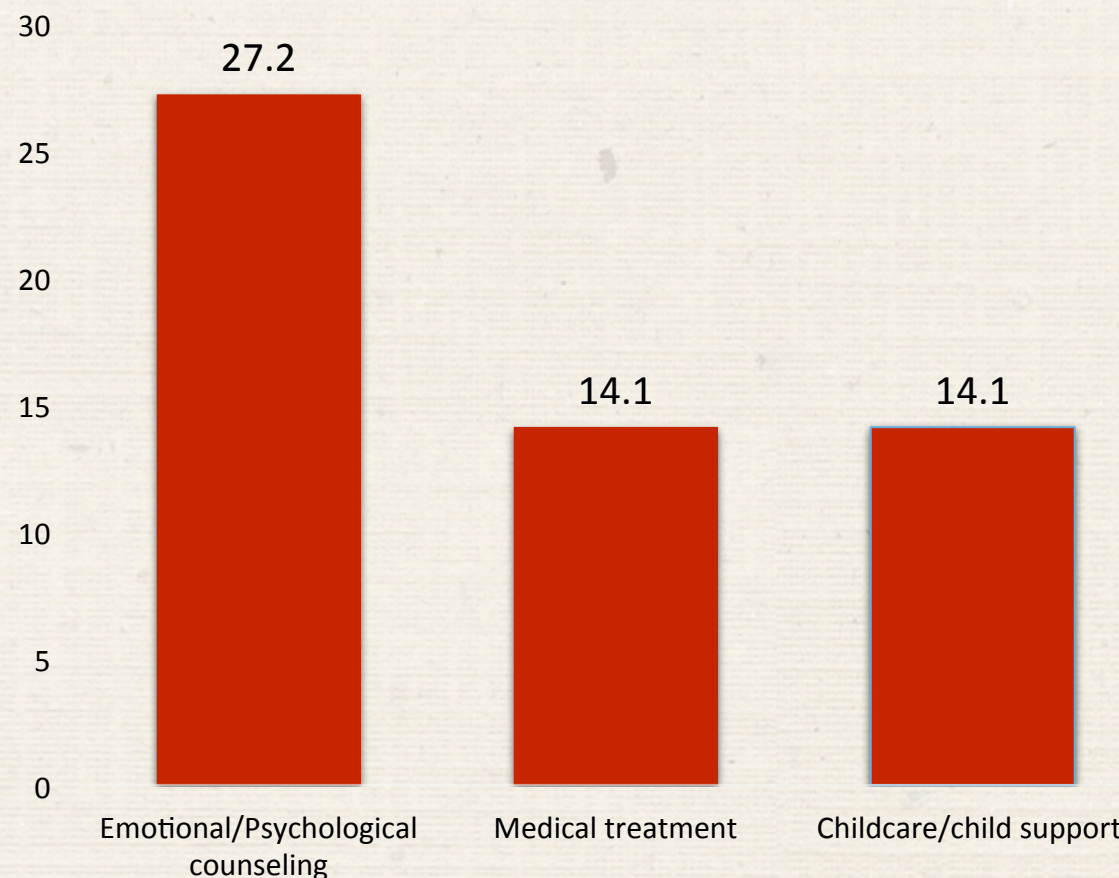


Figure 10: Health Needs Faced after Leaving School

Health – Related Needs and Dropout Reason

The largest percentage of those who ranked emotional/psychological counseling among their top three needs, dropped out of school due to abuse followed by those who dropped out due to health reasons only.

Health Needs Faced after Leaving School	Leave Reason %			
	Abuse	Health Problems	Pregnancy	Non - Health Related Issues
Emotional/Psychological counseling, N = 1581	50.0	45.9	25.9	25.6
Medical treatment, N = 1512	16.7	67.2	23.6	7.7
Childcare/child support, N 1512	11.2	8.2	64.6	10

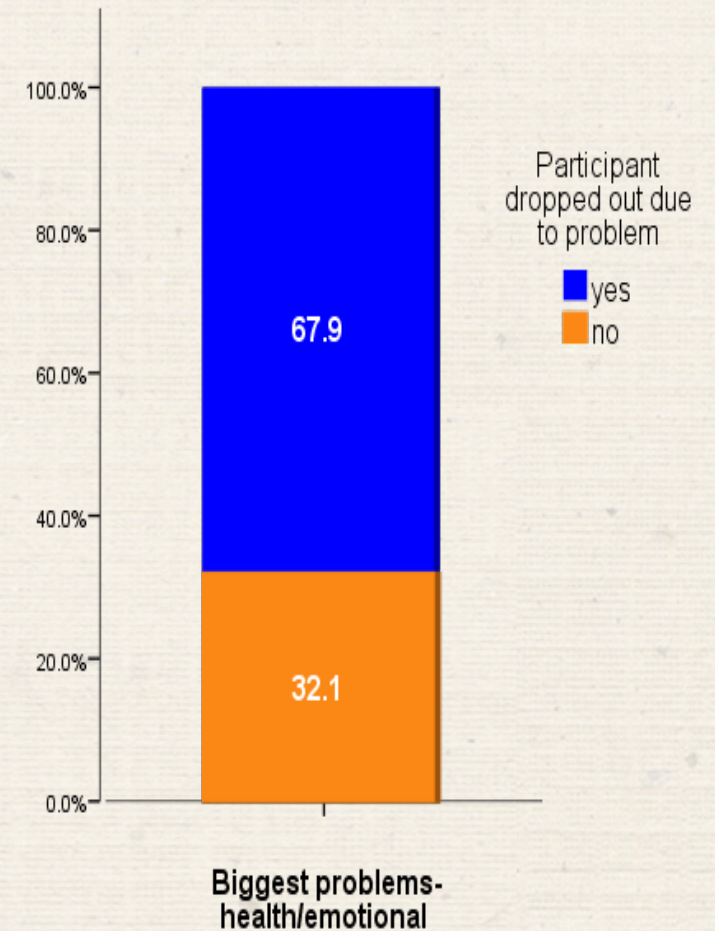
Table 9: Health Needs and Reason for Dropping Out

- Health needs and leave reason are examined by disaggregating health problems into health reasons only and abuse to gain greater insight. The largest percentage of those who ranked emotional/psychological counseling among their top three needs dropped out of school due to abuse followed by those who dropped out due to health reason. About a quarter of respondents who left for other reasons also ranked emotional/psychological counseling in their top three needs after leaving school.
- There was a preponderance of individuals who needed medical treatment among those who left due to health problems. Medical treatment was still ranked in the top three by some respondents who left for other reasons.
- As expected, the majority of persons who dropped out due to pregnancy needed childcare.

Biggest Problems in Life

13.1% of participants reported that Health/Emotional problems was one of the top three biggest problems in their life. Among these, the majority (67.9%) reported that they dropped out of school because of Health/Emotional problems.

Figure 11: Participants' Biggest Problems, N = 1880



Socioeconomic Perspective – Employment Status

Participants who dropped out of school due to health problems had the lowest employment rates compared to the other participants

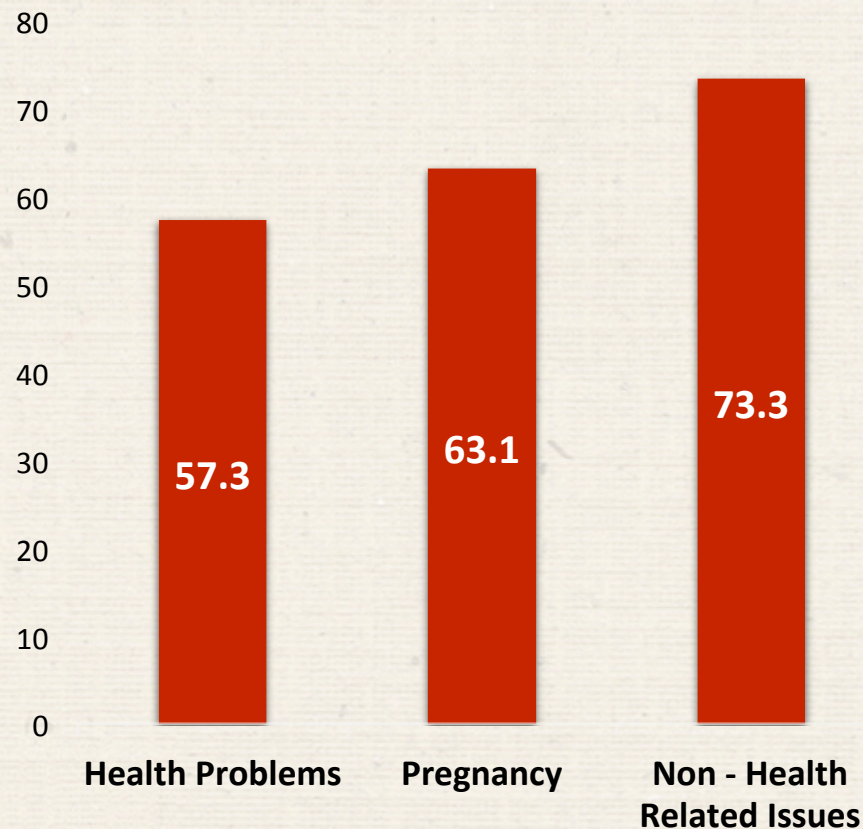


Figure 12: Leave Reason and Percentage Employed, N = 1581

Socioeconomic Perspective: Current Income

The current income levels of respondents vary marginally by dropout reason, however, percentages of individuals with low current income levels as well as high income levels were highest among those who dropped out due to health problems

Table 10: Leave Reason and Current Income

Current Economic Situation		Leave Reason		
		Health Problems	Pregnancy	Non - Health Related Issues
Participant's Current Income, N = 1559	low	42.5	39.2	36.0
	medium	41.4	51.5	53.0
	high	10.3	5.4	7.4
	none	5.7	3.8	3.5
Participant's Monthly Income, N = 1483	(VL) less than 800	9.3	13.2	10.5
	(L) 800-2,000	37.3	39.7	32.3
	(ML) 2,000 - 9,000	44.0	43.0	47.5
	(MH) 9,000 - 20,000	9.3	4.1	7.7
	(H) more than 20,000	0.0	0.0	2.0

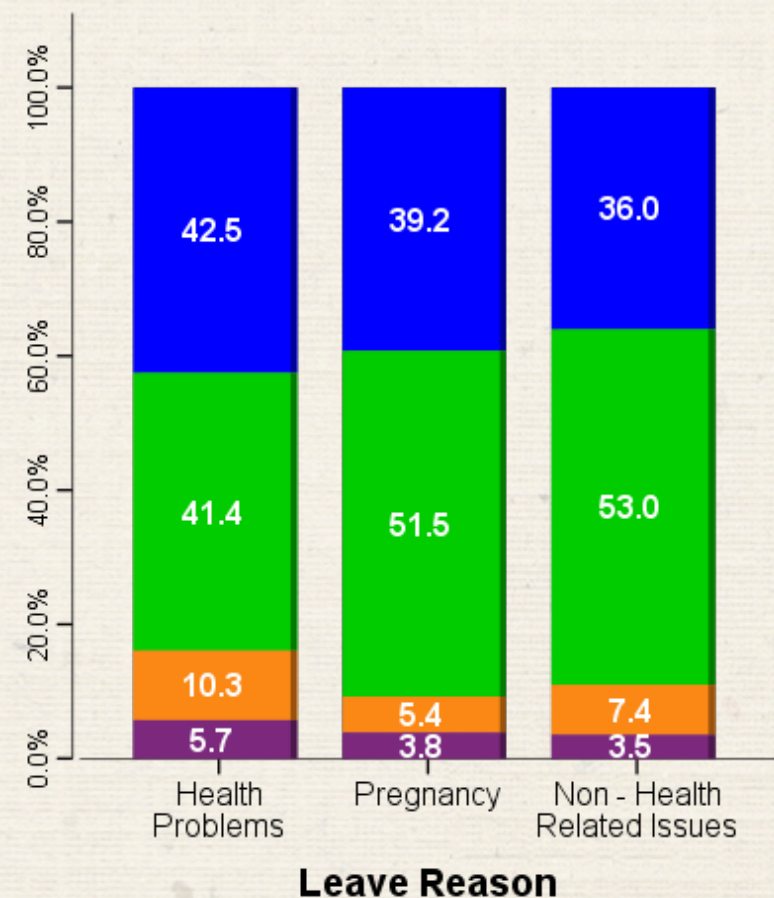


Figure 13: Current Income and Leave Reason

Socioeconomic Perspective – Needs Met

Respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs

Table 11: Leave Reason and Needs Met

Participant's Needs Met, N = 1561	Leave Reason		
	Health Problems	Pregnancy	Non - Health Related Issues
very hard all of the time	15.3	20.3	18.6
hard sometimes	37.6	45.3	39.7
not hard or easy	25.9	26.6	22.4
easy sometimes	14.1	7.8	11.9
very easy all of the time	7.1	0.0	7.6

- Trends in meeting needs appear similar among respondents who dropped out due to health problems and non – health related issues. However, respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs.

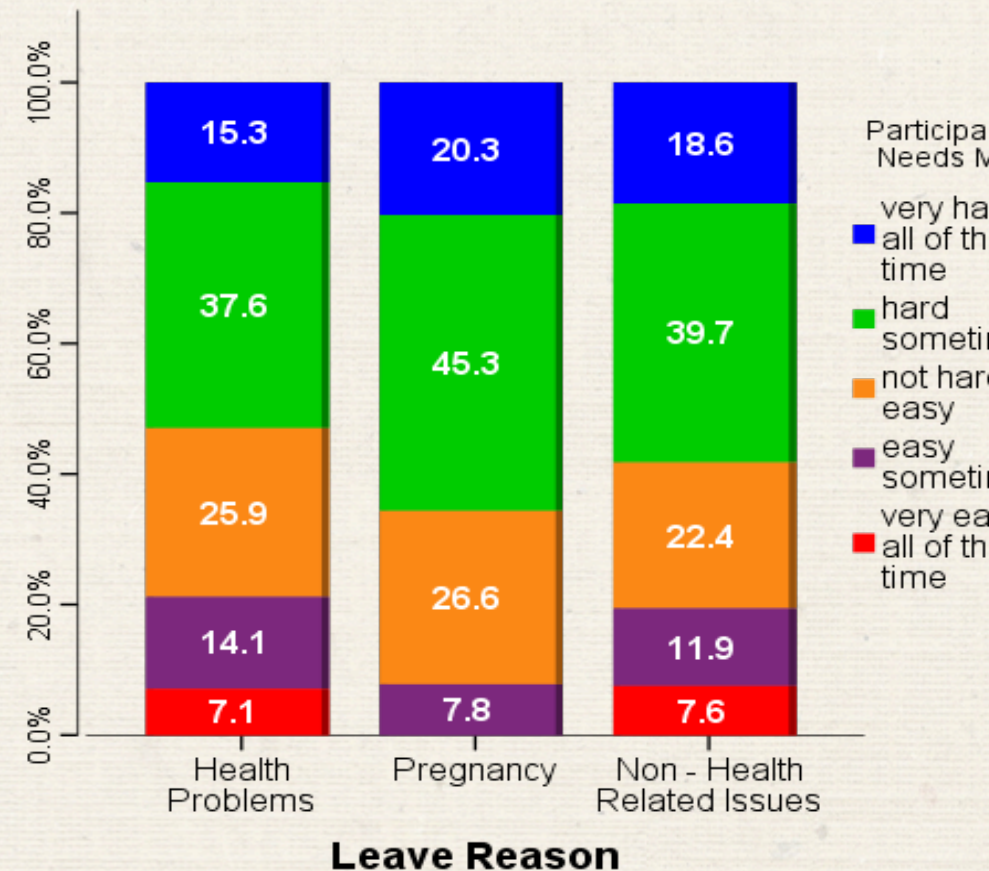


Figure 14: Leave Reason and Needs Met

Socioeconomic Perspective – Numbers of Dependents

Participants who dropped out of school due to pregnancy had the more dependents compared to those who dropped for other reasons.

Table 12: Participant's Leave Reason and Number of Dependents

Number of Dependents	Leave Reason, N = 1800		
	Health Problems	Pregnancy	Non - Health Related Issues
0	48.3	10.8	39.0
1	9.0	26.2	15.9
2	18.0	29.2	14.9
3	14.6	9.2	12.5
Over 3	10.0	24.7	17.8

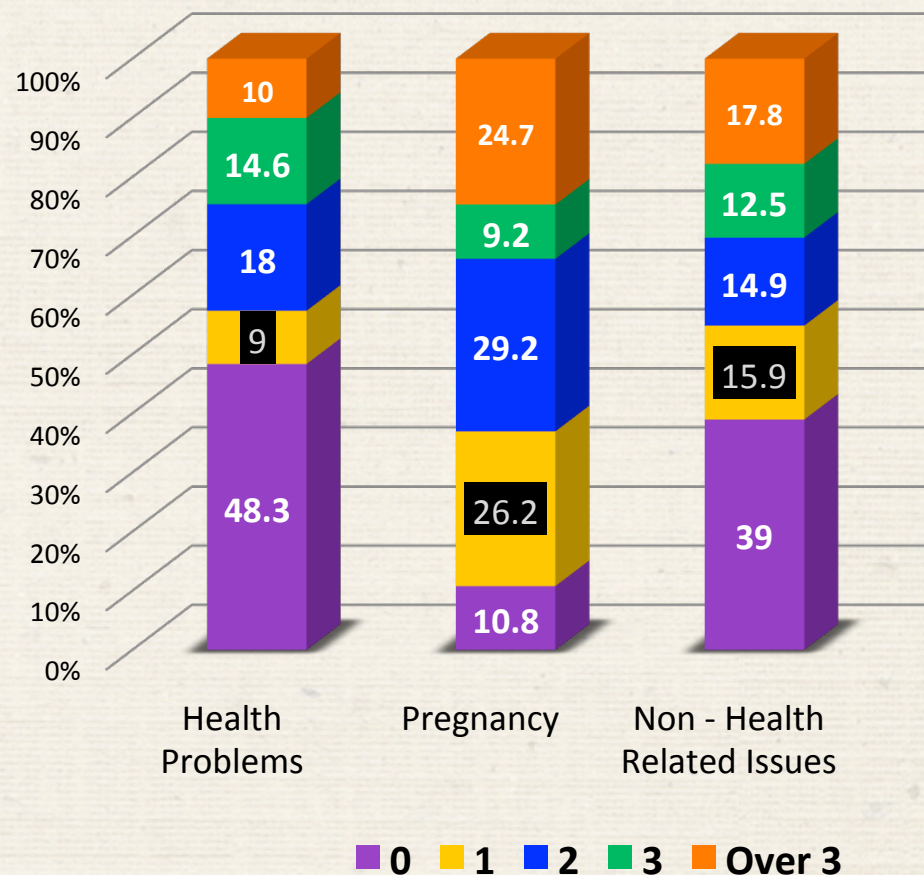


Figure 15: Number of Dependents and Reason for Leaving

Leave Reason and Indicator of Criminal Activity by Gender –

A higher percentage of males had been to jail among respondents who dropped out due to health problems compared to those who dropped out due to non - health related reasons

Table 13: Leave Reason and Percentage of respondents that have been to Jail by Gender

Gender , N = 1569	Leave Reason	Been to Jail
Male	Health Problems	36.1
	Pregnancy	0
	Non - Health Related Issues	28.6
Female	Health Problems	3.8
	Pregnancy	4.6
	Non - Health Related Issues	3.4

- Respondents who had been to jail were predominantly male.
- Disaggregating the data by gender reveal disparities in percentages of respondents who have been to jail. Among male respondents who left school due to health problems, there was a notably higher percentage of individuals who had been to jail compared to males who left school due to non – health related issues.

Socioeconomic Perspective – Needs Met

Respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs

Table 14: Home Comfort Level Rating and Leave Reason

Rating of home comfort level - while in school, N = 1794	Leave Reason			
	Abuse	Health Only	Pregnancy	Non - Health Related Issues
very uncomfortable /stressful	61.1	13.0	15.4	18.1
somewhat uncomfortable	22.2	11.6	14.6	16.7
not bad or good	0.0	20.3	24.6	20.7
fairly comfortable	16.7	29.0	36.2	28.9
very comfortable/ no stress	0.0	26.1	9.2	15.7

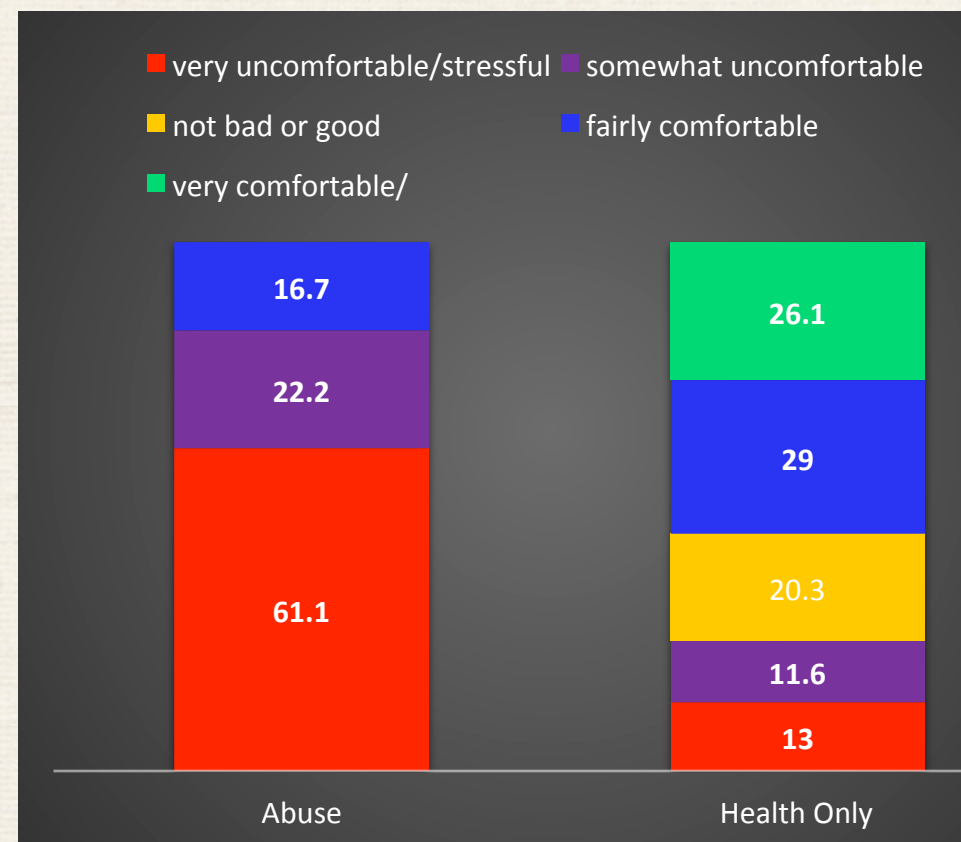


Figure 17 : Home Comfort Level Rating and Leave Reason

Socioeconomic Perspective – Needs Met

Respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs

- In examining health problems disaggregated into health reasons only and abuse, the majority of participants who left due to abuse reported very uncomfortable home situations and none had very comfortable home situations which is distinctly different to the situation of those who left due to health reasons only, the majority reported fairly comfortable and very comfortable home situations.
- Among respondents who dropped out due to health only (excluding abuse), pregnancy and non – health related reasons, the highest percentage reported “fairly comfortable” home situations at time of dropping out.

Socioeconomic Perspective – Needs Met

Respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs
Table 15: Leave Reason and Changes in Home Situation

Leave Reason, N =1777	Changes in Home Situation		
	Worsened	Same	Improved
Health Problems	24.4	54.7	20.9
Abuse	38.9	33.3	27.8
Health Only	20.6	60.3	19.1
Pregnancy	45.4	35.4	19.2
Non - Health Related Issues	18.6	58.6	22.8

- For participants who dropped out of school due to abuse and pregnancy, similar patterns are observed in changes to their home situation: the largest percentages reported their home situation worsened compared to those who dropped out for health only and non - health reasons, where the majority felt their home situation remained the same.
- Additionally, the largest percentage of respondents whose situation improved was among those who left due to abuse.

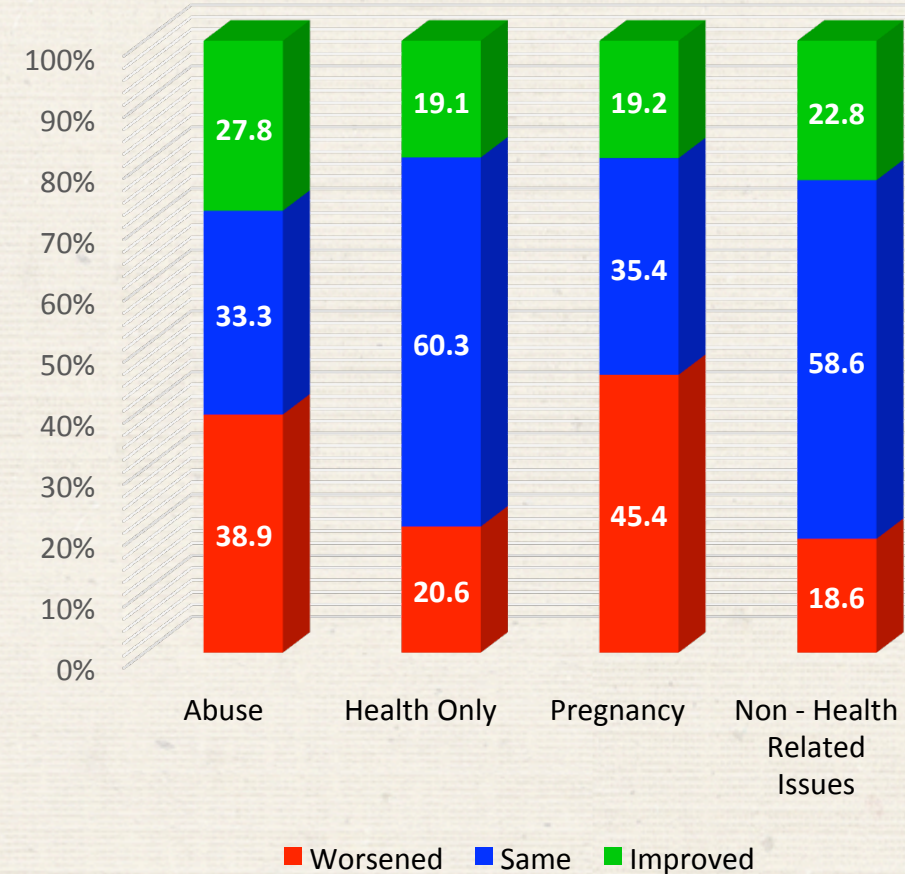


Figure 18: Leave Reason and Changes in Home Situation

School Stress and Dropout Stage

There was a preponderance (66.2%) of late secondary school drops among those who dropped out of school because of school stress

- A small percentage of respondents (3.6%, N = 65), dropped out of school because of school stress.
- Similar to what is seen for other leave reasons, the majority (78.5%) of those who dropped out because of school stress, dropped out in secondary school.
- There was a preponderance (66.2%) of late secondary school drops among those who left school because of school stress, the second highest percentage of drops occurred in late primary school.

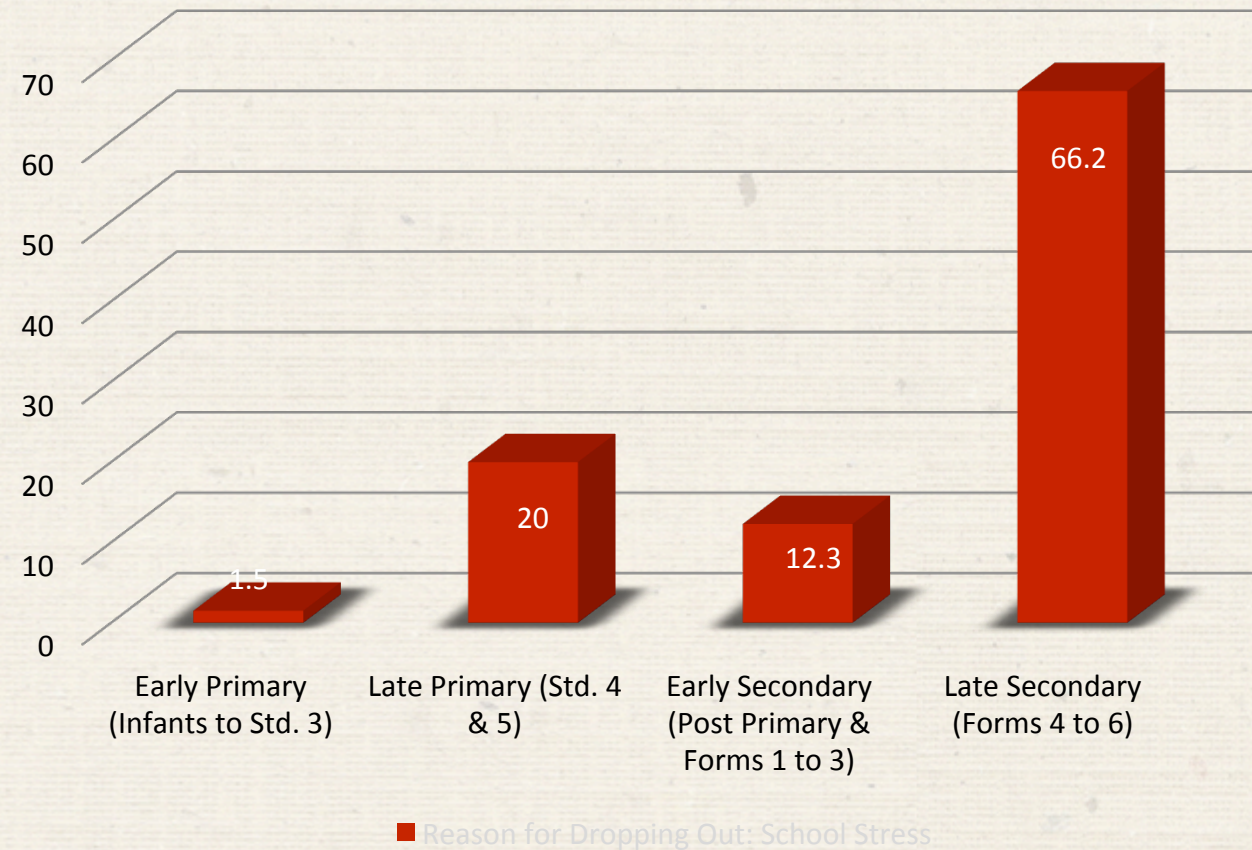


Figure 19: Dropout Reason - School Stress and Dropout Stage

School Stress and Health Needs after Leaving School

24.2 % of respondents who left due to school stress ranked Emotional/Psychological counseling within their top 3 needs

Table 16: Dropout Reason - School Stress and Health Needs

Health Needs Faced after Leaving School, N = 62	Reason for Dropping Out: School Stress
Emotional/Psychological counseling	24.2
Medical treatment	6.4
Childcare	8.1

- The health needs faced after leaving school mirrors what is observed for the aggregated non – health reasons. 24.2 % of respondents who left due to school stress ranked Emotional/Psychological counseling within their top 3 needs while 6.4% ranked medical treatment in their top 3.

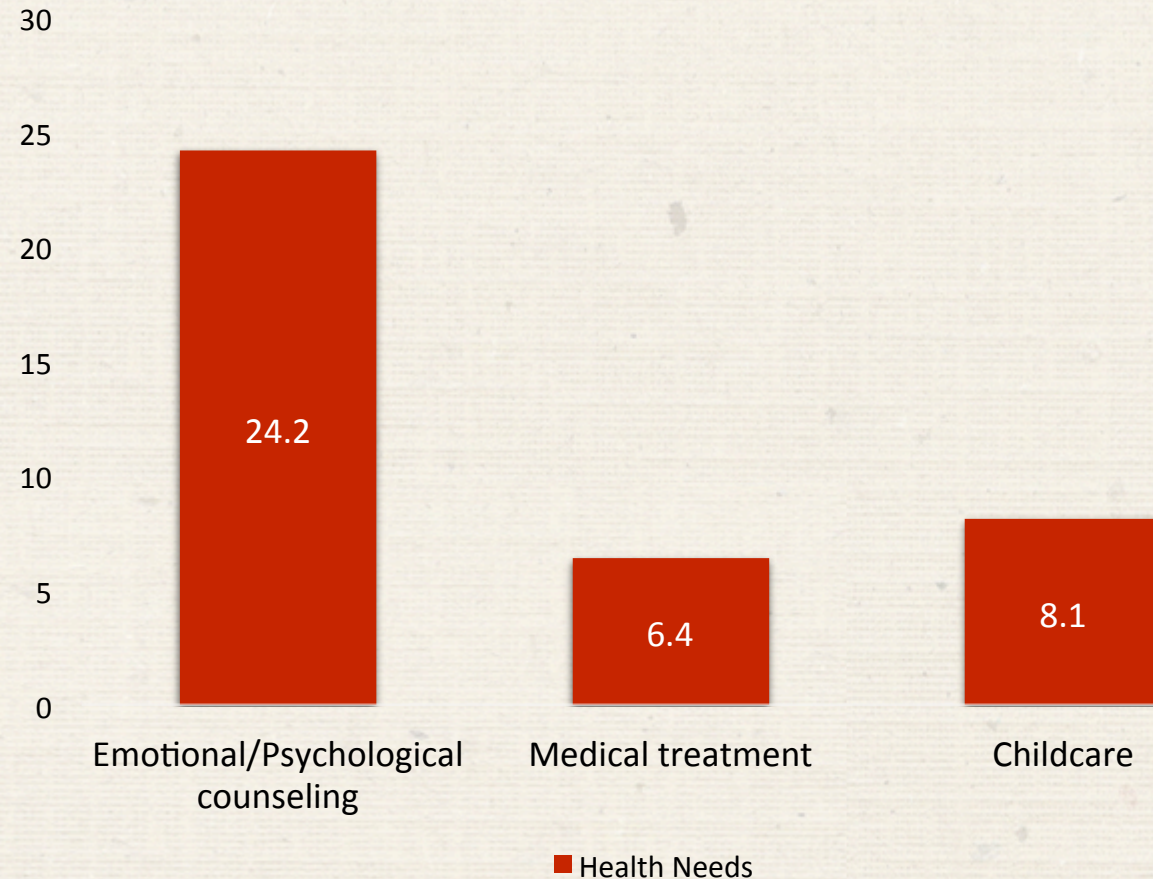


Figure 20: Dropout Reason - School Stress and Health Needs

Income and Needs Met of Respondents who dropped out due to School Stress

The majority (53.2%) had medium income levels and the largest percentage (41.3%) felt that it was “hard sometimes” to meet needs

Table 17: Income level of respondents who left school due to school stress

Economic Situation N = 63		School stress
Current Income Level	low	43.5
	medium	53.2
	high	3.2
	none	0.0
Monthly Income	(VL) less than 800	9.5
	(L) 800-2,000	41.3
	(ML) 2,000 - 9,000	42.9
	(MH) 9,000 - 20,000	6.3
	(H) more than 20,000	0.0

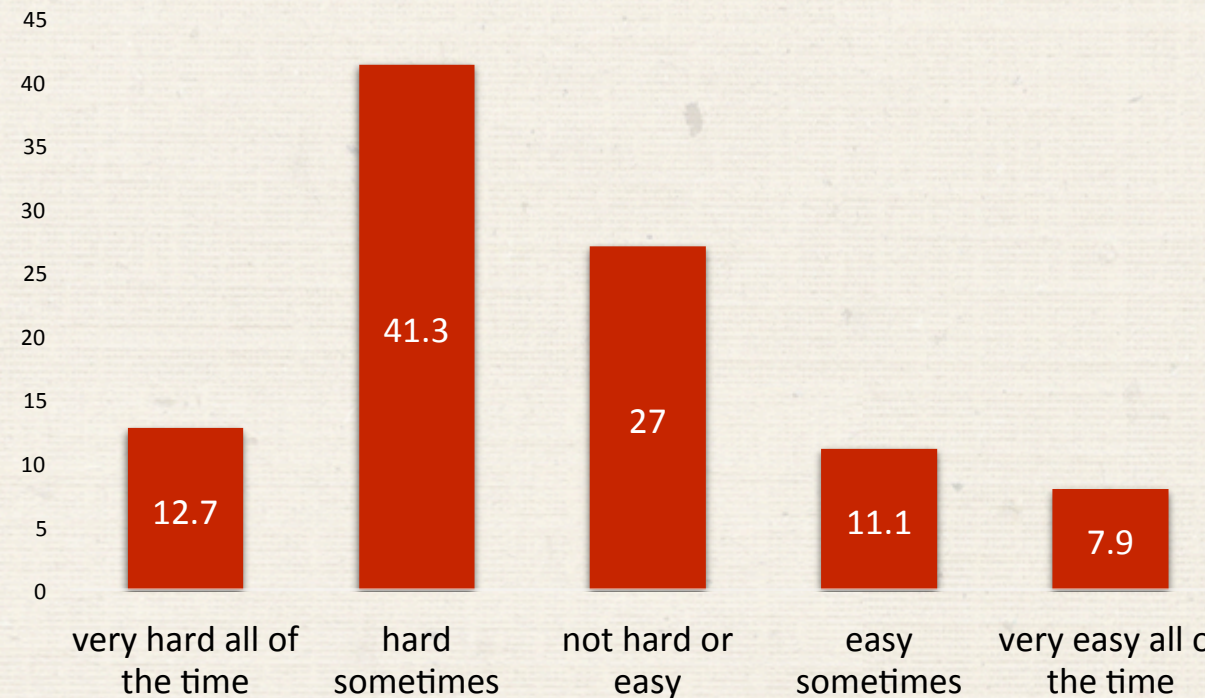


Figure 21: Needs Met of Respondents who left school due to school stress

Desire to Stay in School

The percentage of respondents who wanted to stay in school was markedly higher for those who left due to health problems and pregnancy compared to those who left due to non – health related issues

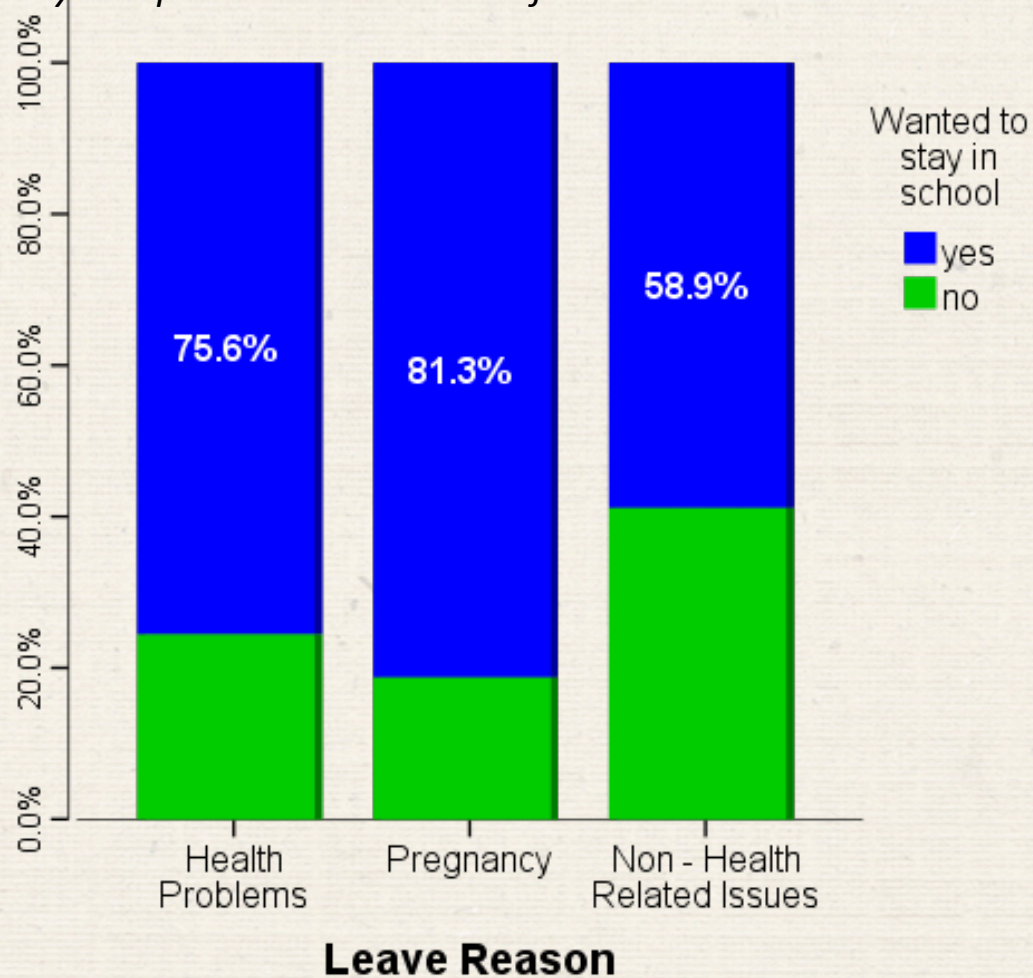


Figure 16: Percentage of Respondents who Wanted to Stay in School

Demographic

- Reasons for dropping out of school varied markedly by gender and age.
- The highest percentage of respondents who dropped out due to health reasons resided within rural regions

Dropout Stage

- Among respondents who left school due to health problems, higher percentages left earlier in secondary school compared to those who left due to non – health related issues.

Health Needs

- Emotional/Psychological counseling emerged as a critical need with 27% of respondents ranking it in the top 3 of overall needs after leaving school.

Socioeconomic

- Participants who dropped out of school due to health problems had the lowest employment rate.
- Respondents who dropped out due to pregnancy experienced more difficulty in meeting their needs.

Household Situation

- A higher percentage of respondents who dropped out due to pregnancy and abuse felt their home situation worsened after leaving school compared to those who dropped out for other reasons.

Criminal Activity

- Males who dropped out due to health problems were more likely to have been in jail compared to those who dropped out due to non health related reasons

Wanted to Stay in School

- There was a preponderance of respondents who wanted to stay in school among those left school due to health problems compared to pregnancy

Skills Development & Employment of Dropouts in Trinidad and Tobago

Ms. Jamelia Harris, Researcher

Harris, J. (2016). Skills Development and Employment of Dropouts in Trinidad and Tobago. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 83 - 95). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Overview

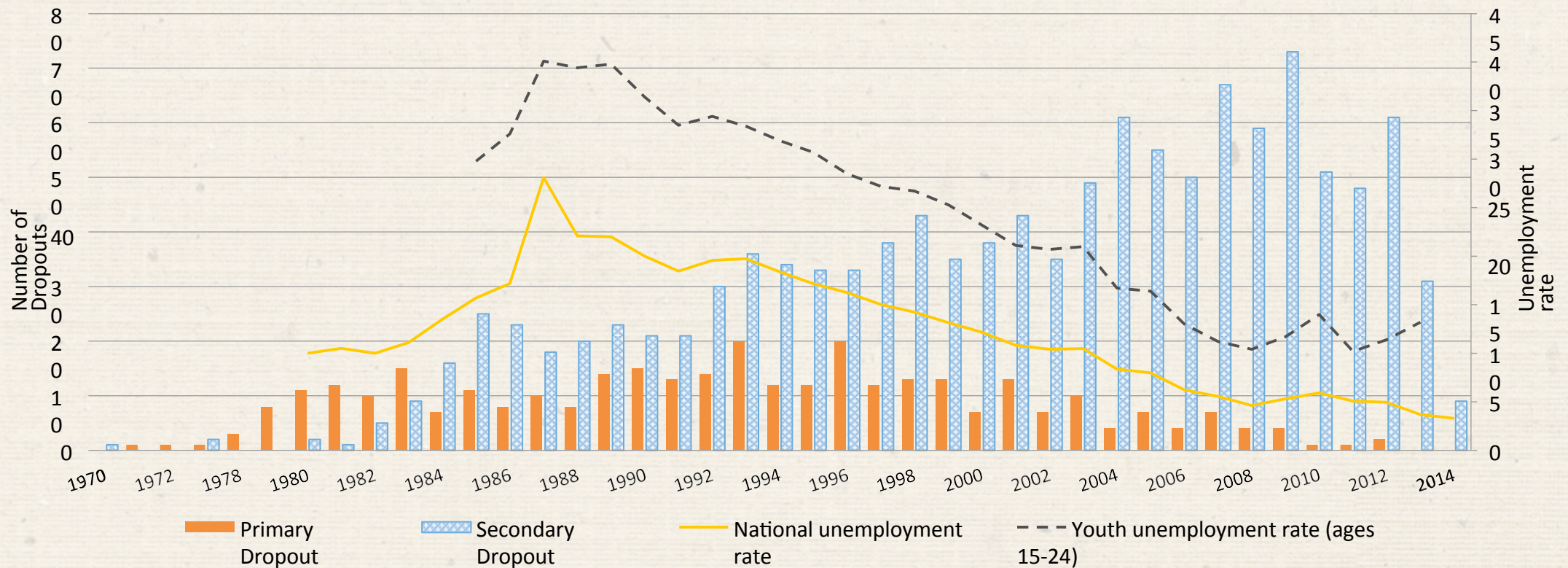
1. Does employment factor into the dropout decision?
2. How can dropouts develop their skills?
3. Can dropouts find jobs?
4. What can be done to improve the situation?

1. Does employment factor into the Dropout Decision?

- Only **90 respondents dropped out to work** (5% of the sample), but 78% of the sample engaged in the labour market immediately after dropout.
- High engagement in the labour market is consistent as 76.8% of respondents listed money as one of their top three priorities and 52.7% of respondents named employment in their top three after leaving school.

	Frequency	Percent
Unemployed (looking for work)	461	25%
Unemployed (unemployed not looking for work)	418	22%
Employed (with pay)	501	27%
Employed (without pay)	72	4%
Domestic work	340	18%
Pregnancy or childcare	142	8%
Prison	21	1%
Illness	74	4%
Looking for a place to live	65	3%
Trying to further education	336	18%
Gang activity	22	1%
No response	26	1%

1. Does employment factor into the dropout decision?



- Correlation between national unemployment rate and dropouts: 0.1747
- Correlation between unemployment rate and dropouts: 0.2396
- Implies discouraged worker effect is stronger than the added worker effect

2. How can dropouts develop their skills? – By staying in school

Table 9: Programmes demanded by dropout to help stay in school

	Frequency	Percent
Financial support	229	12.2%
Family support	118	6.3%
In school guidance and career counselling	234	12.4%
Vocational and other skills training in school	176	9.4%
Sports	37	2.0%
Art, music, etc	6	0.3%
Pregnancy	19	1.0%
Work/placement/internship	4	0.2%
Transportation	9	0.5%
Remedial classes/ academic support	105	5.6%
Alternative education	14	0.7%
Other curriculum/teaching/school environment change	70	3.7%
Support to return to school	11	0.6%
Other	196	10.4%
Nothing	402	21.4%
No response	250	13.3%
Total	1880	100.0%

2. How can Dropouts develop their skills? – By accessing programmes after Dropout

- Our skills directory captured 27 programmes across the country
- Examples include CCC, MIC, YTEPP, ALTA, Servol, YMCA

	Academic Training	Vocational Training	Life skills	Free	Stipend	Male	Female
Government	4	11	9	10	3	8	10
Non-Government	11	4	10	9	1	15	14
Total	15	15	19	19	4	23	24

- Skills development programmes can either be a substitute or a complement to normal schooling

2. How can Dropouts develop their skills? – By accessing programmes after Dropout

Programme	Awareness (Frequency)	Access (Frequency)	Rate of access, given awareness
NESE	33	16	48.5%
CCC	219	129	58.9%
MUST	45	25	55.6%
HYPE	35	16	45.7%
SERVOL	123	64	52.0%
YTEPP	262	160	61.1%
MIC	14	10	71.4%
UTT/COSTATT/SBCS	2	2	100.0%
Other Tertiary	9	8	88.9%
Other Formal	82	59	72.0%
Other Informal	82	67	81.7%
Other	10	8	80.0%
General trade	28	26	92.9%
Religious	7	7	100.0%

- Females were more likely to be both aware of and access training
- As age increases, awareness of training programmes falls.
- Short-term programmes less than one year is preferred

2. How can Dropouts develop their skills? – By accessing programmes after Dropout

- Of all respondents, **42.2% either completed secondary school or acquired some form of vocational training**
- This is statistically dependent on gender as females (48.7%) were more likely than males (37.2%)
- The probability of completing secondary school or gaining some vocational qualification was 44.3%, 45.8% and 35.6% for 18-25 year olds, 26-35 year olds and 36-45 year olds respectively
- Respondents who dropped out of primary school without writing exams were least likely to go on to complete secondary school or attain another form of qualification (32.6% vs 44.4% for secondary school dropouts and 49.3% for those who completed primary school but did not start secondary school.
- Skill development linked to employment (Human Capital and Signalling models). 475 (25.5%) reported being employed in paid employment which utilised skills learnt from formal training after leaving school, but certification does not matter.
- 63.2% acquired informal training from various sources and were also able to find jobs
- 82.8% of prisoners received training in prison

3. Can Dropouts find jobs? – Snapshot of the T&T Labour Market

Table 15: Labour force participation and unemployment by education level nationally (2008)

Level of Education	Composition of unemployed persons	Composition of the labour force	Unemployment rate by level of education	National unemployment rate
Primary	27.9%	25.3%	5.1%	4.6%
Secondary	65.9%	63.0%	4.8%	
Tertiary	5.2%	11.1%	2.2%	

Source: Author's calculations using World Bank Data

- The macro data show a favourable labour market environment for workers in Trinidad and Tobago since 1990: declining unemployment, increasing wages, strong minimum wage legislation and trade union negotiations.
- The economy-wide picture of the labour market may be different to the experience of dropouts as this group forms a big part of the low-skilled labour force.

3. Can dropouts find jobs? – Yes but Quality Jobs are an issue

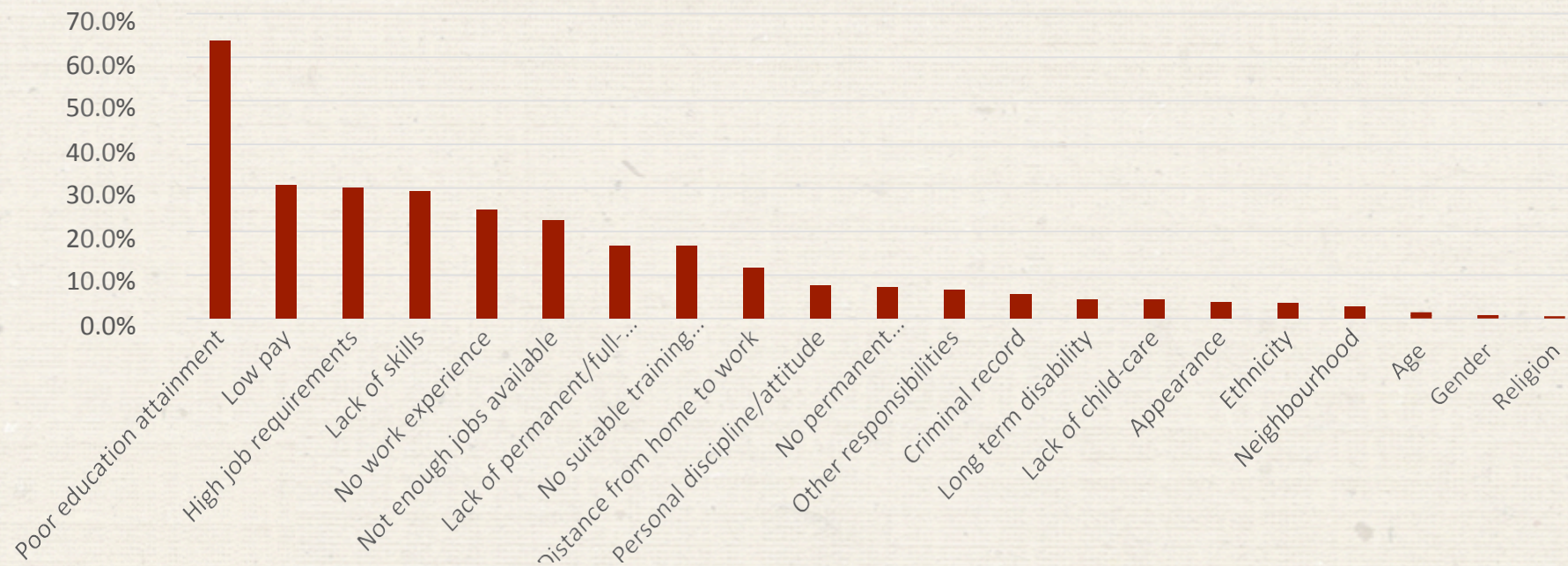
- The **majority of respondents were employed** at the time of the survey
 - Employed = 66.5%, Unemployed = 21.2%, Imprisoned = 5.7% and Engaged in domestic work outside the labour market = 7.1%
- However, **dropouts did not have secure jobs**
 - Less than half of the sample (40.5%) were able to access formal employment
 - 31.9% of the sample were permanent employees in comparison to 41.5% who were employed contractually and 63.8% who were temporarily employed.
 - Only 43.4% of the sample worked for a full day while the remainder worked either part-day or occasionally.
- Respondents mainly relied on information from friends (50.3%) followed by family members (19%) and advertisements (12.4%) to find jobs
- Of those unemployed (399 respondents), 212 (53.1%) were actively looking for work and 9.6% of those who were currently employed were seeking employment
- Only 27% of respondents were very satisfied in their jobs
- **Less than 30% socially mobile** i.e. current income level higher than their family income growing up.

Can dropouts find jobs? – Yes but its more difficult

Table 18: Employment status of dropouts by gender (national versus survey data)

	National (ILO)	Dropout Survey Data	Difference
Male Unemployment Rate	3.1%	18.2%	15.1%
Female Unemployment Rate	5.3%	32.7%	27.4%
Average Unemployment Rate	4.0%	24.3%	20.3%

Reported barriers to finding satisfying jobs



Can dropouts find jobs? – Yes but its easier for some dropouts than others

- Preliminary results: **Formal employment**
 - A **positive relationship** between the probability of gaining formal employment as a dropout in Trinidad and Tobago and the following variables:
(i) age, (ii) skill acquisition, (iii) dropout level, (iv) residing in an urban area.
- Preliminary results: **All employment**
 - **Ethnicity:** 'East Indian' dropouts are instead marginally more likely than 'Africans' to be employed with a probability of 68.5% versus 67.9%
 - **gender** becomes important i.e. females are less likely than males to be employed.



4. What can be done to improve the situation? – Key messages

- Enhancing in-school guidance, career counselling, financial support, availability of vocational subjects and remedial help in schools can lead to a **reduction in dropouts**.
- Increasing **time in school** should be a top priority as those who dropped out before completing primary school had worse outcomes than secondary school dropouts
- Greater effort must be made to increase the **visibility of all training programmes** in order to boost awareness, and consequently demand. Training improves employability.
- **Level the playing field:**
 - Gender: The unemployment rate of females was higher, their participation in the labour market lower and they were more dependent on both private individuals and the State for financial assistance.
 - Urban/rural: Urban dwellers accessed more skills training programmes and gained more formal employment. Policies should aim to increase the reach of opportunity across the country. Another option would be to improve transport facilities, which reduces the distance and time between geographic areas.

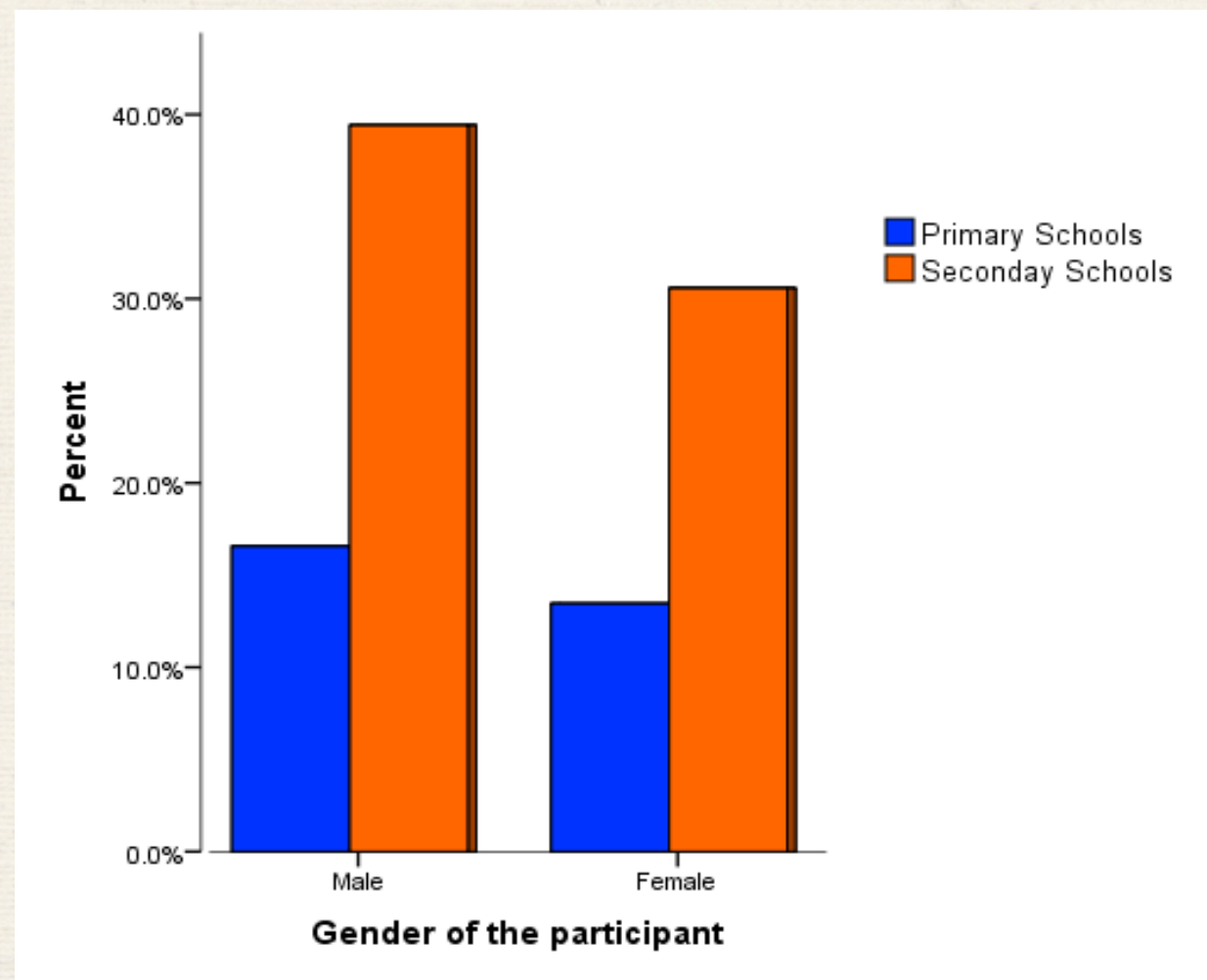
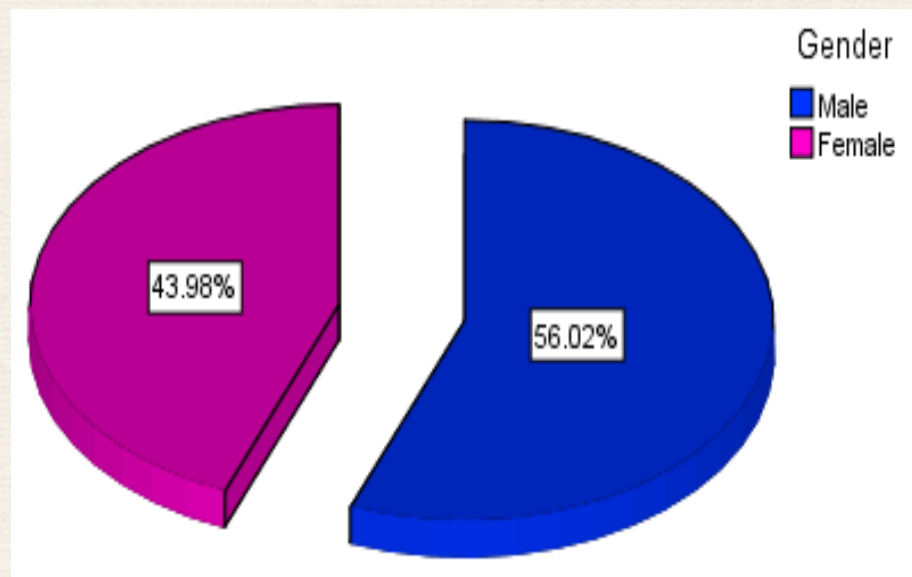
Gender Dynamics

Statistics prepared by Dr. Samantha Chadee for Dr. Priya Kissoon

Chadee, S. (2016). Dropout statistics and gender dynamics. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 96 - 148). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Primary and Secondary School Dropouts by Gender

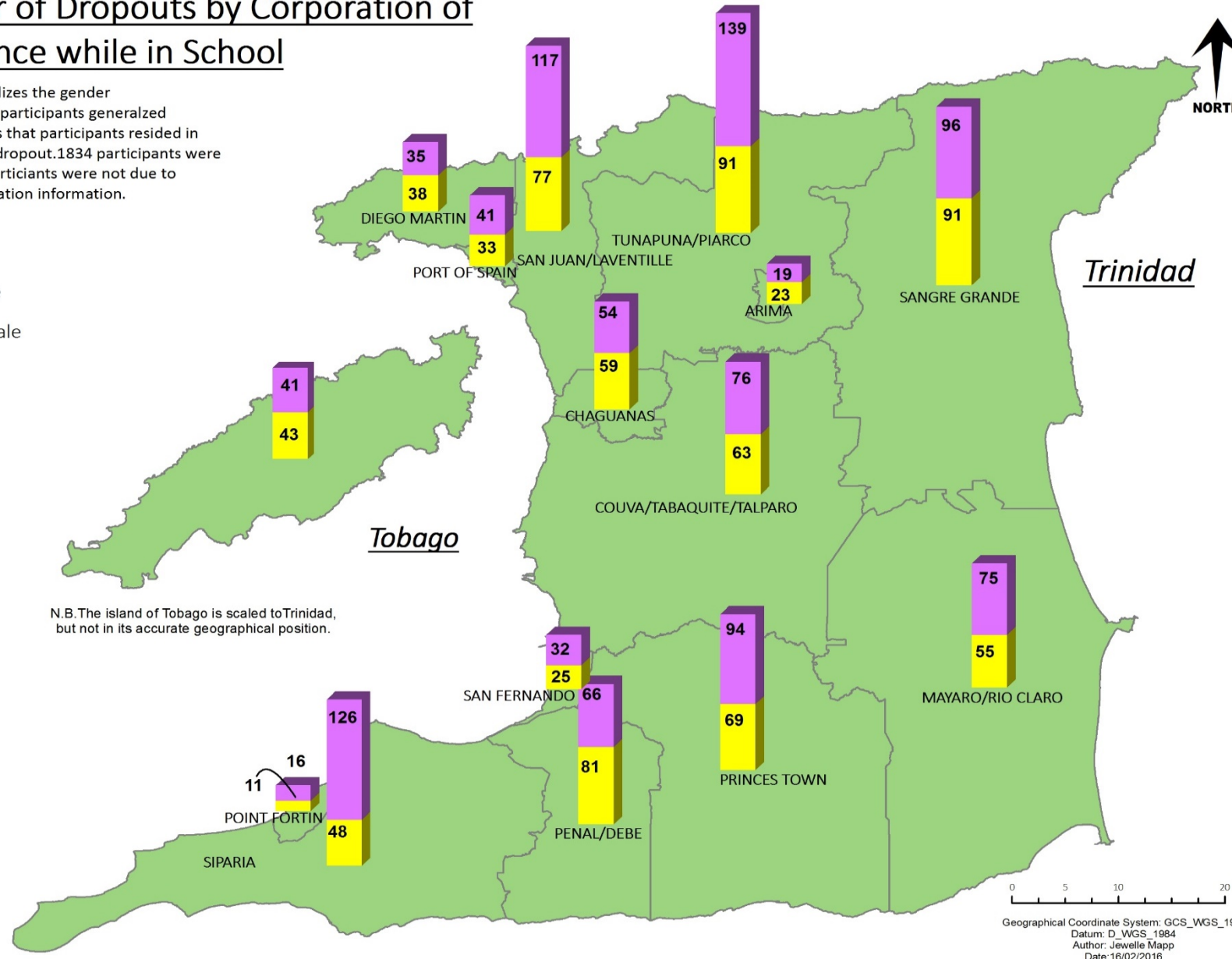
School	Gender %	
	Male	Female
Primary	29.6	30.6
Secondary	70.4	69.4



Gender of Dropouts by Corporation of Residence while in School

This map visualizes the gender aggregation of participants generalized to corporations that participants resided in at the time of dropout. 1834 participants were mapped. 46 participants were not due to insufficient location information.

Legend

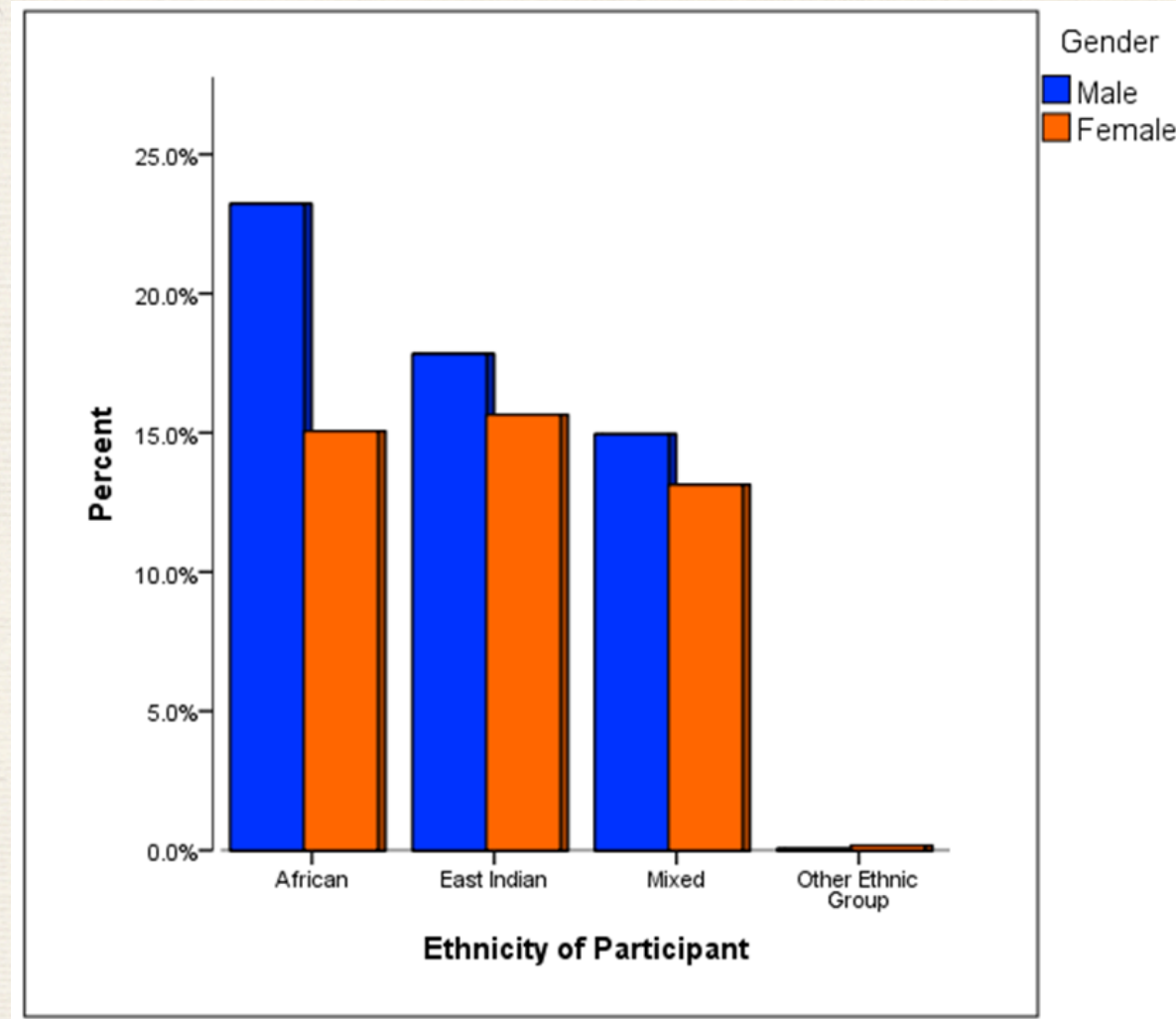


Percentage of Dropouts by School Level Left and Main Demographics

Main Demographics of Participant	Demographic Categories	School Level		Secondary School Type	
		Primary School	Secondary Schools	Junior Sec	Senior Sec
Gender	Male	29.6	70.4	19.3	51.1
	Female	30.6	69.4	15.1	54.3
Age	18-25	11.5	88.5	15.9	72.6
	26-35	34.7	65.3	17.9	47.4
	36-45	45.3	54.7	18.8	35.9
Ethnicity	African	27.6	72.4	13.1	59.2
	East Indian	35.7	64.3	23.8	40.5
	Mixed	26.7	73.3	15.8	57.5
	Other Ethnic Group	0.0	100.0	50.0	50.0

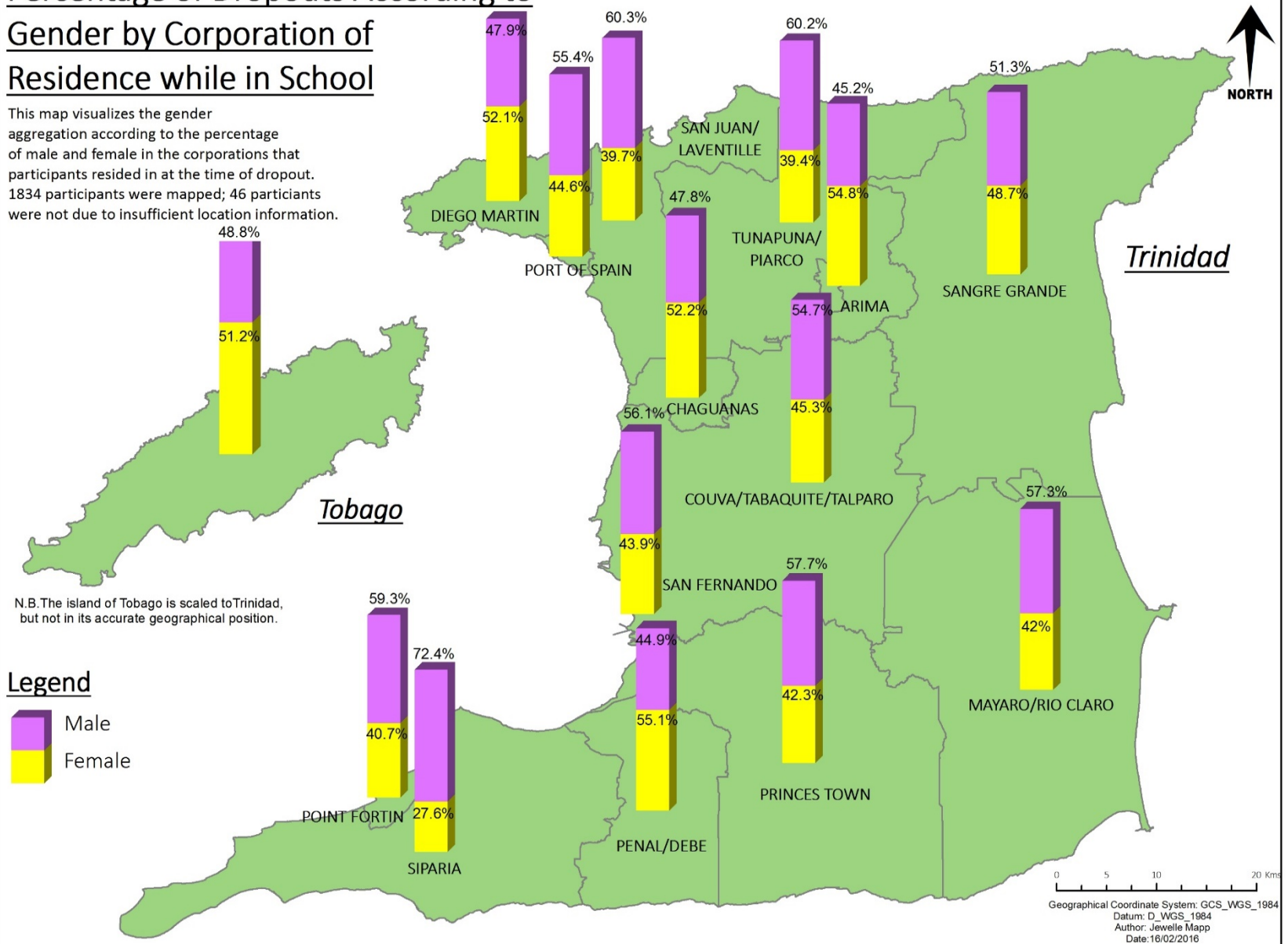
Percentage of Dropouts by Ethnicity and Gender

Ethnicity	Gender of the participant	
	Male	Female
African	41.4	34.2
East Indian	31.8	35.6
Mixed	26.7	29.9
Other Ethnic Group	0.1	0.4



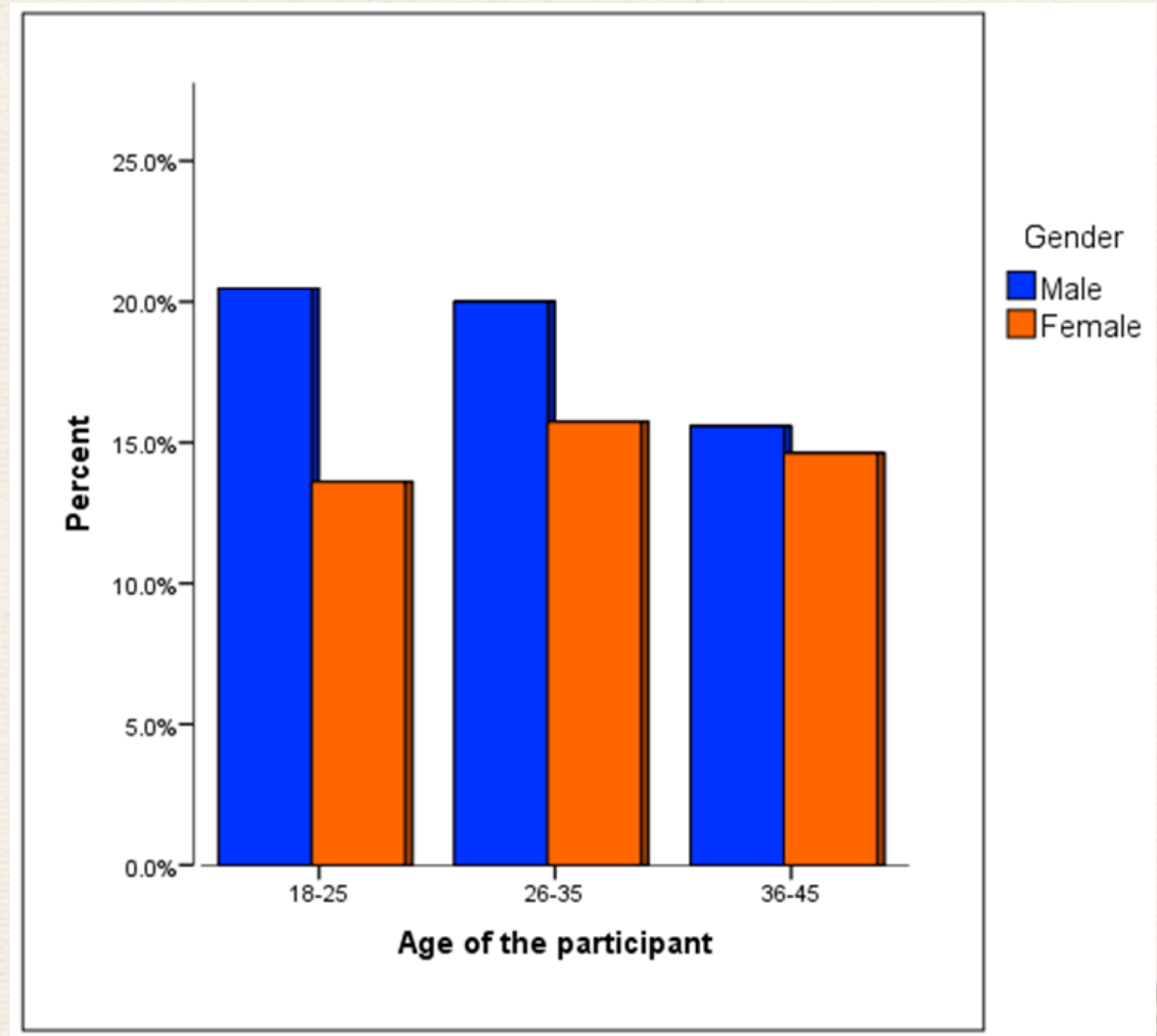
Percentage of Dropouts According to Gender by Corporation of Residence while in School

This map visualizes the gender aggregation according to the percentage of male and female in the corporations that participants resided in at the time of dropout. 1834 participants were mapped; 46 participants were not due to insufficient location information.



Percentage of Dropouts by Age and Gender

Age	Gender of Participant	
	Male	Female
18-25	36.5	30.9
26-35	35.7	35.8
36-45	27.8	33.3



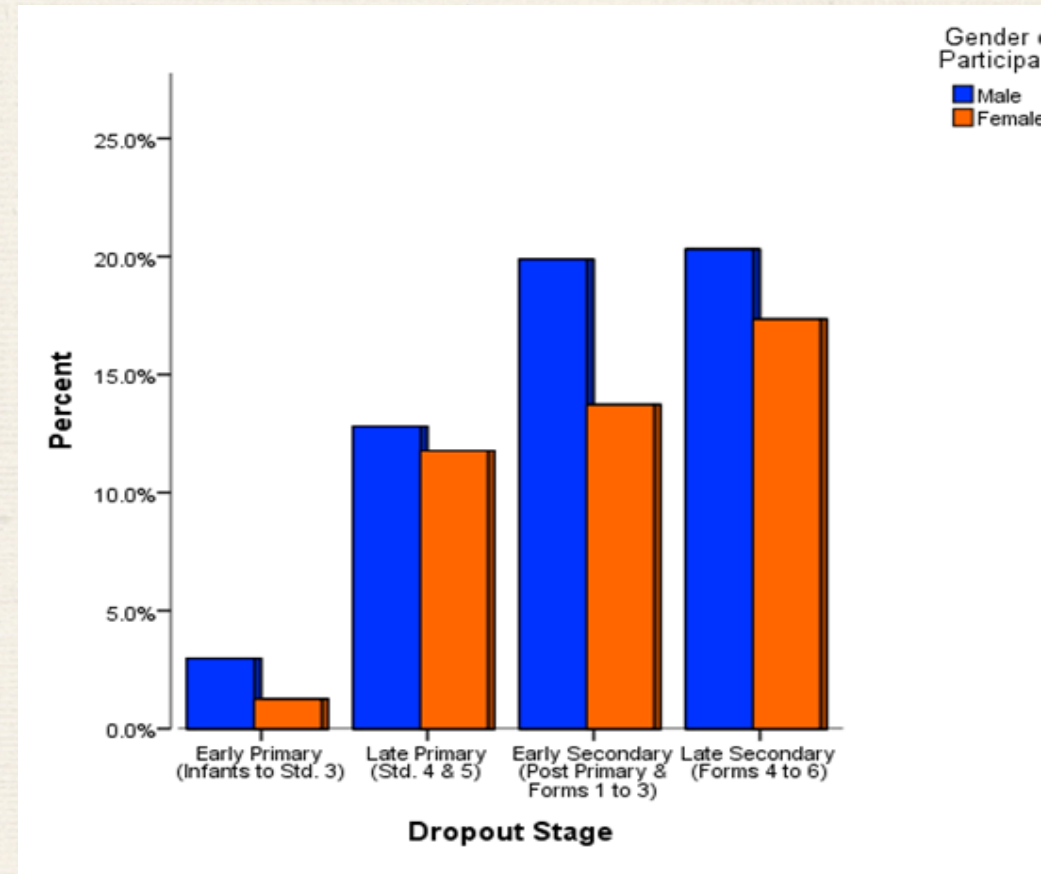
Dropouts' Marital Status and Gender

A distinctly larger percentage of male respondents (65.6%) were single compared to female respondents (37.6%).

Marital status of participant	Gender of participant %	
	Male	Female
Single /never married	65.6	37.6
Married	14.0	30.0
Common law /cohabitating	18.4	27.9
Widowed	0.5	1.3
Legally separated	0.4	1.3
Divorced	1.2	1.8

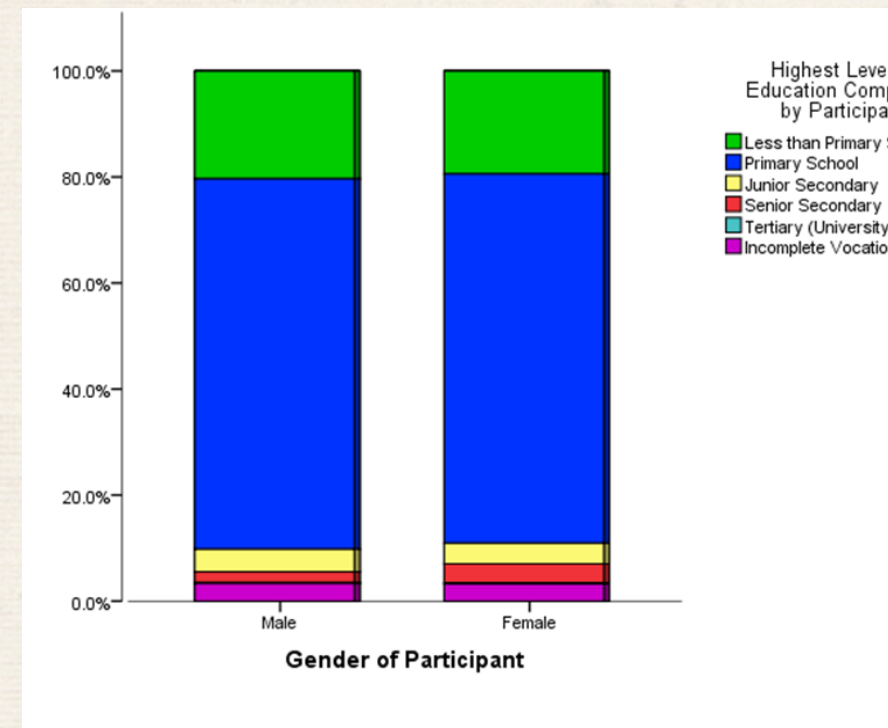
Dropout Stage and Gender

Dropout Stage	Gender of Participant %	
	Male	Female
Early Primary (Infants to Std. 3)	5.3	2.8
Late Primary (Std. 4 & 5)	22.9	26.7
Early Secondary (Post Primary & Forms 1 to 3)	35.5	31.1
Late Secondary (Forms 4 to 6)	36.3	39.3



Gender and Dropouts' Highest Level of Education

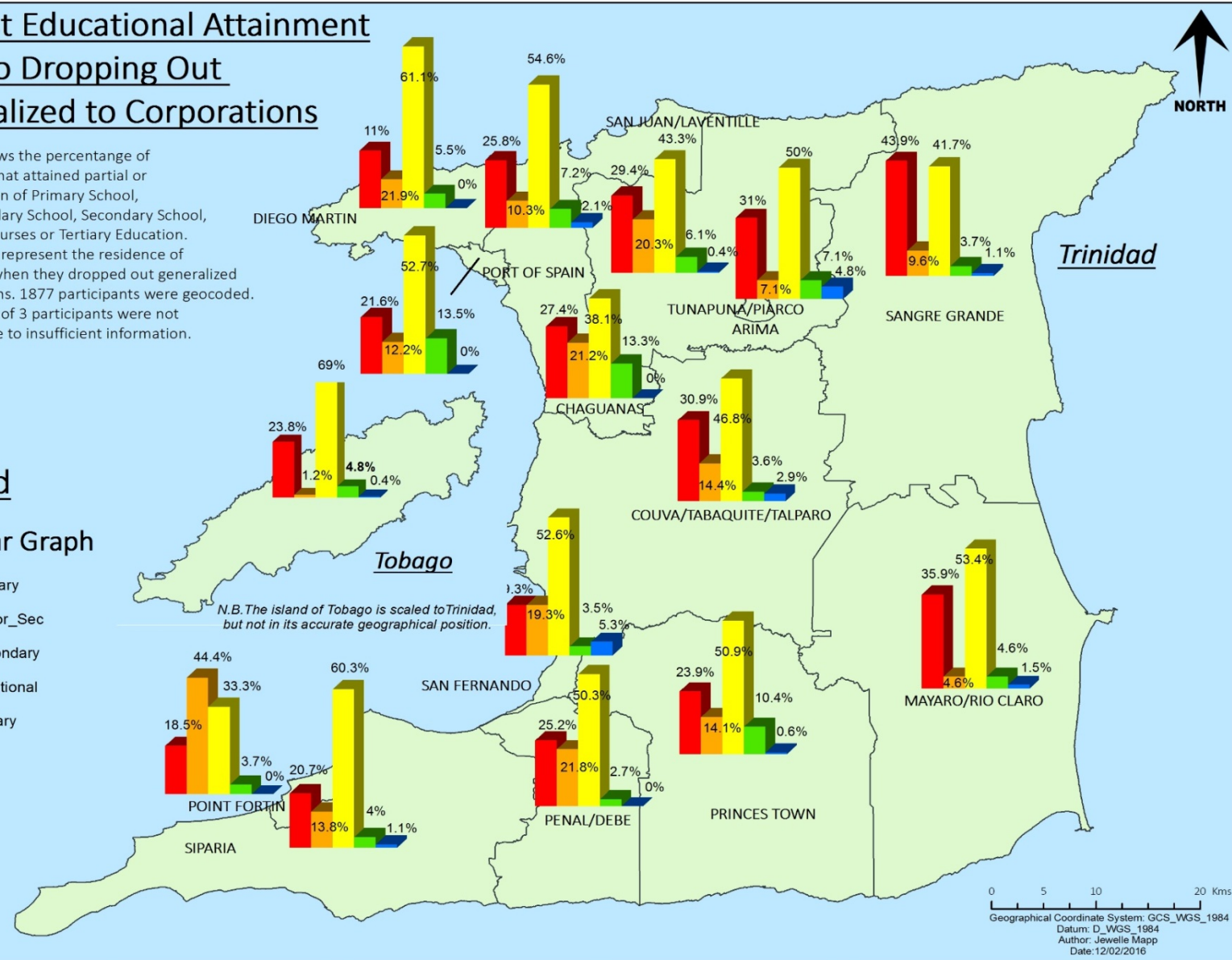
Highest level of education completed	Gender of participant %	
	Male	Female
No schooling	0.0	0.0
Less than primary school	20.3	19.4
Primary school	69.9	69.7
Junior secondary	4.3	3.9
Senior secondary	2.0	3.6
Tertiary (university)	0.2	0.1
Incomplete vocational/trade	3.3	3.3



Highest Educational Attainment Prior to Dropping Out Generalized to Corporations

This map shows the percentage of participants that attained partial or full completion of Primary School, Junior Secondary School, Secondary School, Vocational Courses or Tertiary Education. The locations represent the residence of participants when they dropped out generalized to corporations. 1877 participants were geocoded. The locations of 3 participants were not geocoded due to insufficient information.

Legend



Desire to stay in school

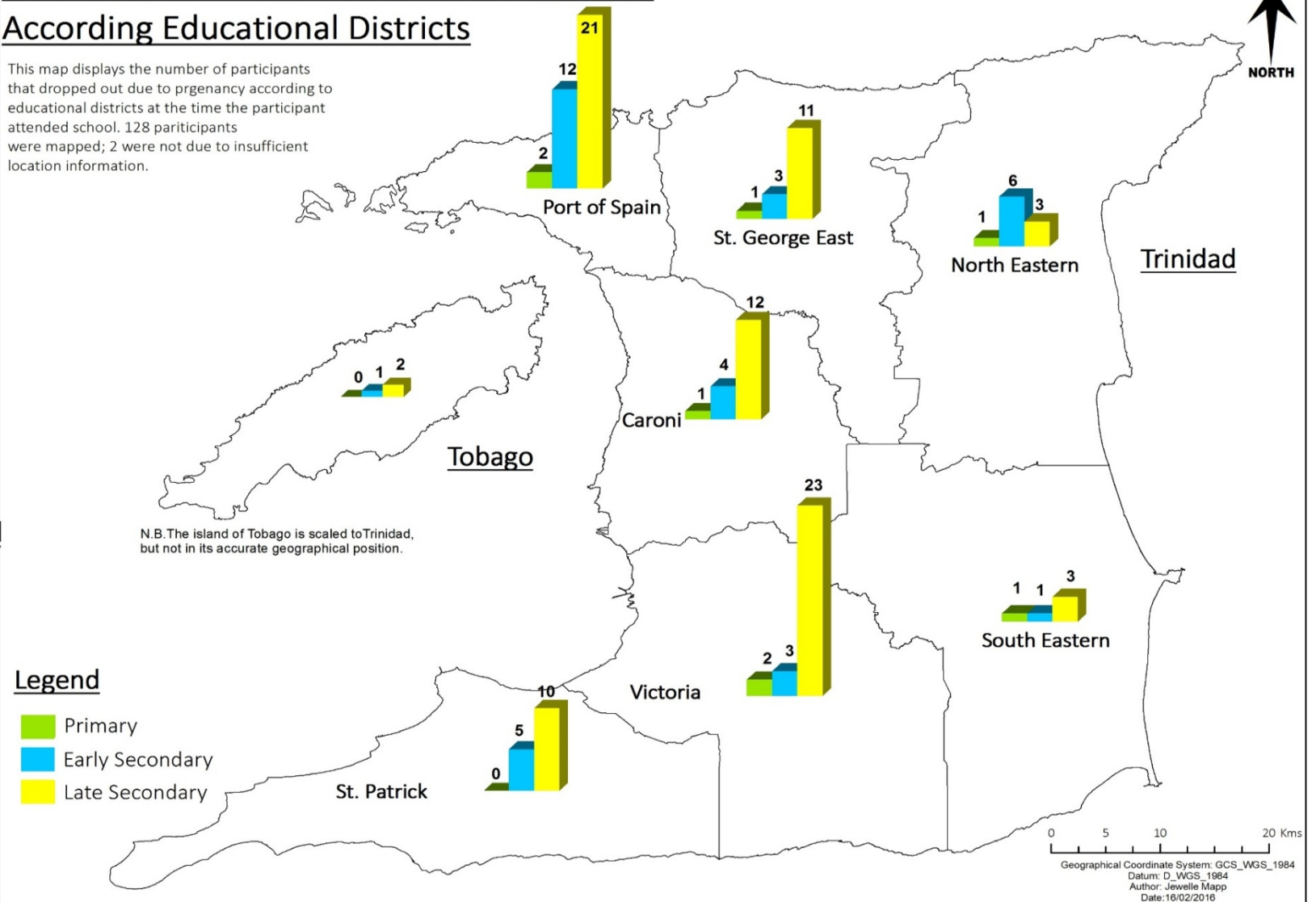
- A significantly greater percentage of female dropouts (70.3%) than male dropouts (51.1%) said that they had really wanted to stay in school ($p \leq 0.001$).

Reasons for dropping out of school by gender

Dropout Reason	Gender of the participant	
	Male	Female
Completion	2.3	3.4
Completion with fail	5.4	5.8
Transfer	0.0	0.0
Financial Pressure	14.7	18.1
Desire to work	9.3	0.9
Transport	0.3	0.4
Family	2.7	4.4
Family Tragedy	1.3	1.6
Household Discord	0.9	1.6
Abuse	0.7	1.4
General school problems	1.0	1.0
Student indiscipline	16.5	4.8
Staff professionalism	1.6	0.9
Inadequate infrastructure	0.0	0.1
School safety	2.1	0.8
Family responsibility	2.1	6.1
Relocation	1.7	1.6
Parental Intervention	1.6	3.9
Health	2.9	5.2
Pregnancy	0.1	16.1
Admin Barrier	1.4	1.6
Negative attitude toward learning	14.4	6.0
Curriculum dissatisfaction	3.9	2.0
Personal learning issues	7.4	4.9
School stress	4.7	2.2
Other	0.8	5.2
	100	100

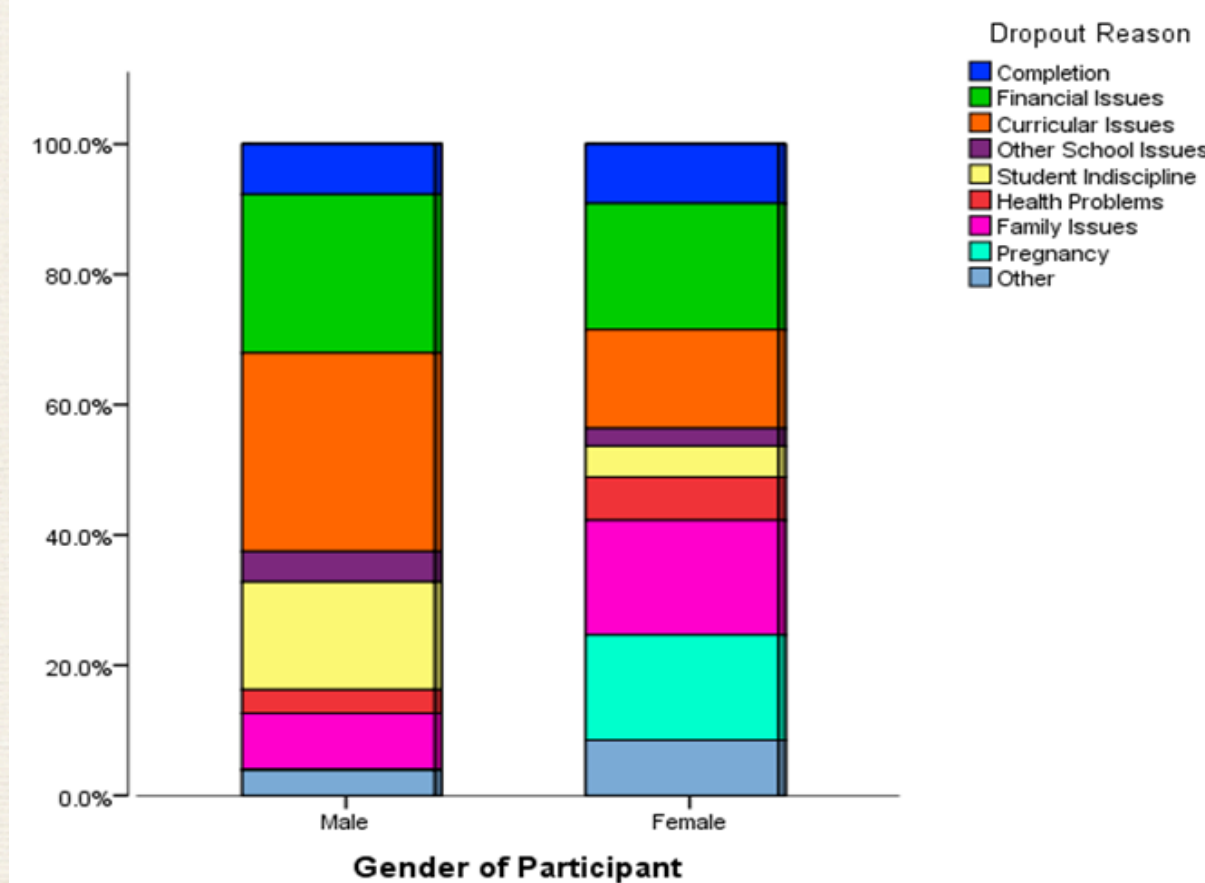
Distribution of Dropouts due to Pregnancy According Educational Districts

This map displays the number of participants that dropped out due to pregnancy according to educational districts at the time the participant attended school. 128 participants were mapped; 2 were not due to insufficient location information.



Reasons for dropping out of school (combined categories) and gender

Dropout Reason	Gender of Participant	
	Male	Female
Completion	7.7	9.1
Financial Issues	24.3	19.4
Curricular Issues	30.5	15.1
Other School Issues	4.7	2.8
Student Indiscipline	16.5	4.8
Health Problems	3.6	6.6
Family Issues	8.6	17.6
Pregnancy	0.1	16.1
Other	3.9	8.5
	100	100



Dropouts' Status immediately after leaving School

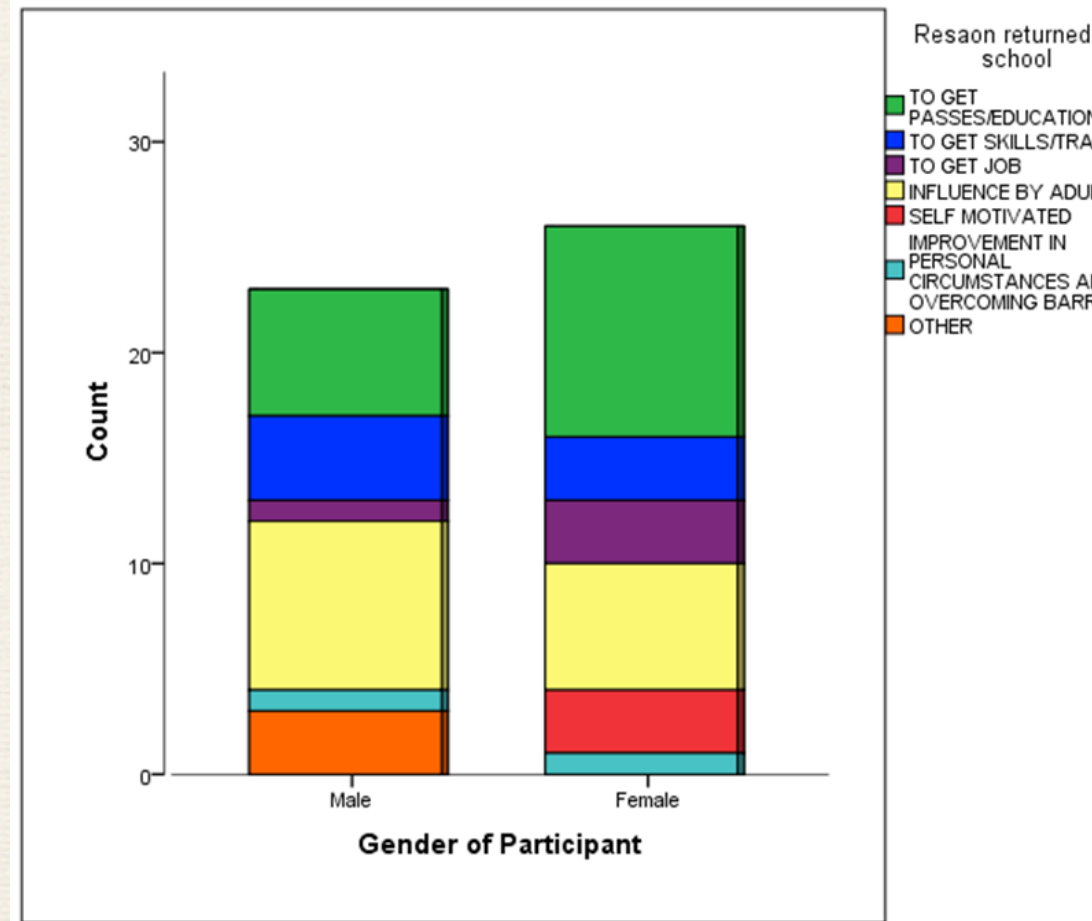
- Overall 1178 (62.7%) remained living at home after leaving school.
 - This number was comprised of 684 out of 1052 males (65.0%) and 494 out of 826 females (59.8%).
 - The difference was statistically significant.

Assessment of situation after dropout

- For male dropouts, their housing and home situation remained the same after dropping out of school as before they dropped out (Wilcoxon Signed Ranks Test; $p = 0.054$);
- For females the situation got significantly worse after they dropped out (Wilcoxon Signed Ranks Test; $p = 0.005$).

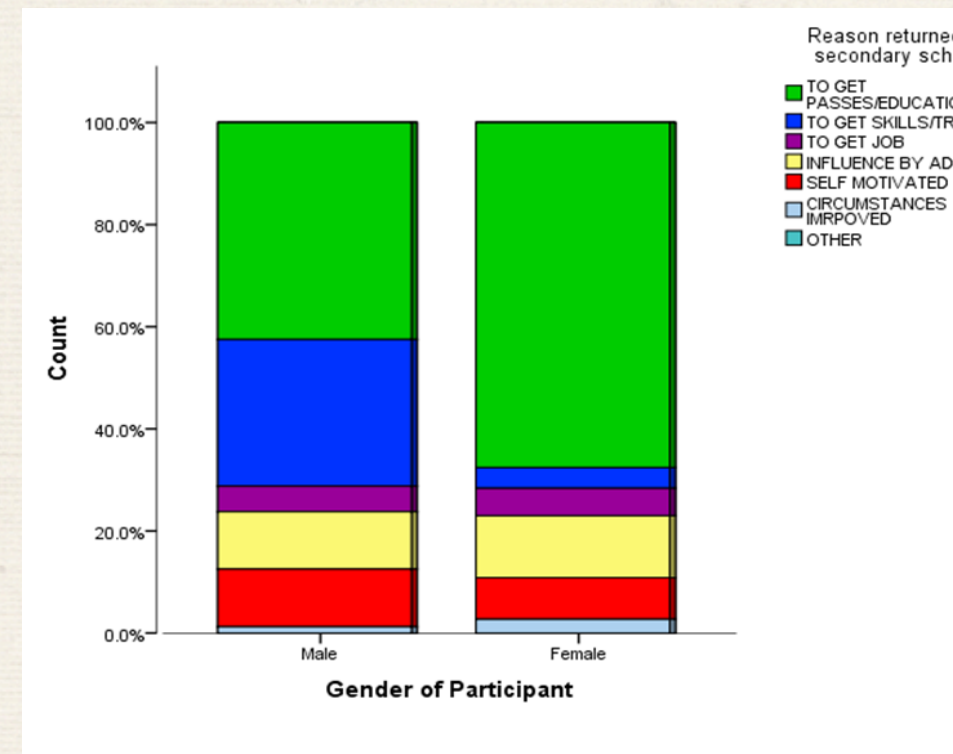
Reason Dropouts gave for returning to Primary School by Gender

Reason for Returning to Primary School	Gender of Participant %	
	Male	Female
To Get Passes/Education	26.1	38.5
To Get Skills/Trades	17.4	11.5
To Get Job	4.3	11.5
Influence By Adult	34.8	23.1
Self-Motivated	0.0	11.5
Improvement In Personal Circumstances And Overcoming Barriers	4.3	3.8
Other	13.0	0.0
	100	100



Reason Dropouts gave for returning to Primary School by Gender

Reason for Returning to Secondary School	Gender of Participant %	
	Male	Female
To Get Passes/Education	42.5	67.6
To Get Skills/Trades	28.8	4.1
To Get Job	5.0	5.4
Influence By Adult	11.2	12.2
Self-Motivated	11.2	8.1
Circumstances Improved	1.2	2.7
Other	0.0	0.0
	100	100



Programmes demanded by Dropouts to help stay in school

- Programmes suggested by male and female dropouts that could have helped them stay in school instead of dropping out:
 - As seen, a larger percentage of males than females said that no programmes would have been helpful in preventing them from dropping out.
 - Also, a greater percentage of females listed financial support; while a greater percentage of males listed vocational skills training.
 - After 'Nothing', family support ranked highest among females, while in-school career guidance ranked highest among males.

Table 1: Suggested stay-in school programmes

Suggested Programmes	Gender: %	
	Males	Females
Financial support	10.0	13.7
Family support	5.7	7.0
In-school career guidance	12.4	12.6
Vocational skills training	11.6	6.2
Remedial classes	5.3	5.9
Nothing	24.0	18.0

Dropouts Program Awareness

- Only 33.6% of males and 36.3% of females stated that after dropping out they became aware of programmes, services, or organizations for helping dropouts.

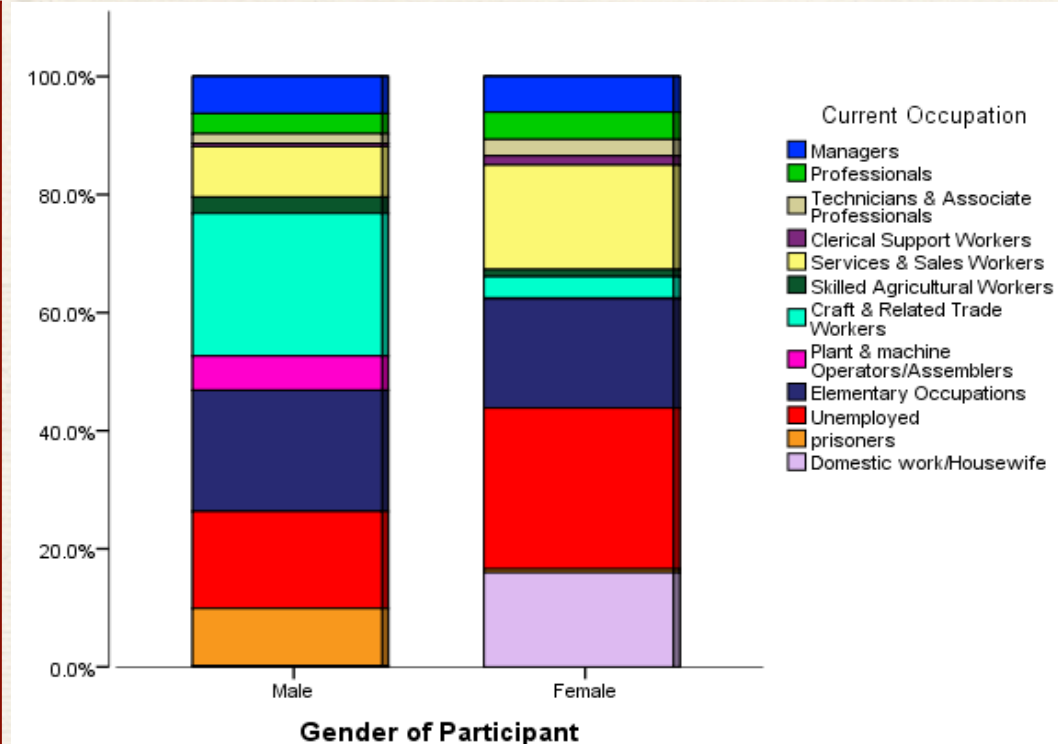
Dropout School Level		Awareness of programs, services or organizations- after dropped out	
		Yes	No
Primary Schools	Male	25.2	74.8
	Female	34.3	65.7
Secondary Schools	Male	37.9	62.1
	Female	37.7	62.3

Programmes Dropouts accessed, given awareness

Programme Awareness and Access				
Programme	Was aware: %		Accessed: %	
	Male	Female	Male	Female
NECS	7.9	1.7	46.4	60.0
CCC	33.5	33.3	52.9	66.0
MUST	8.7	4.7	51.6	64.2
HYPE	8.5	1.7	53.3	0.0
SERVOL	18.6	19	53.0	50.9
YTEPP	32.7	48.7	53.4	67.1
YTC	0.3	0.0	0.0	NA
MIC	3.9	0.0	71.4	NA
UTT/COSTTATT/SBCS	0.3	0.3	0.0	0.0
Other tertiary	1.7	1.0	83.3	100.0
Other formal programmes	12.7	12.3	68.9	75.7
Other informal programmes	11.8	13.3	76.2	87.5
Other non-mainstream	1.7	1.3	83.3	75
Sport	0.3	0.0	0.0	NA
Gender trade programme	5.1	3.3	88.9	100
Religious	0.6	1.7	100.0	100.0

Dropouts' Current Occupation and Gender

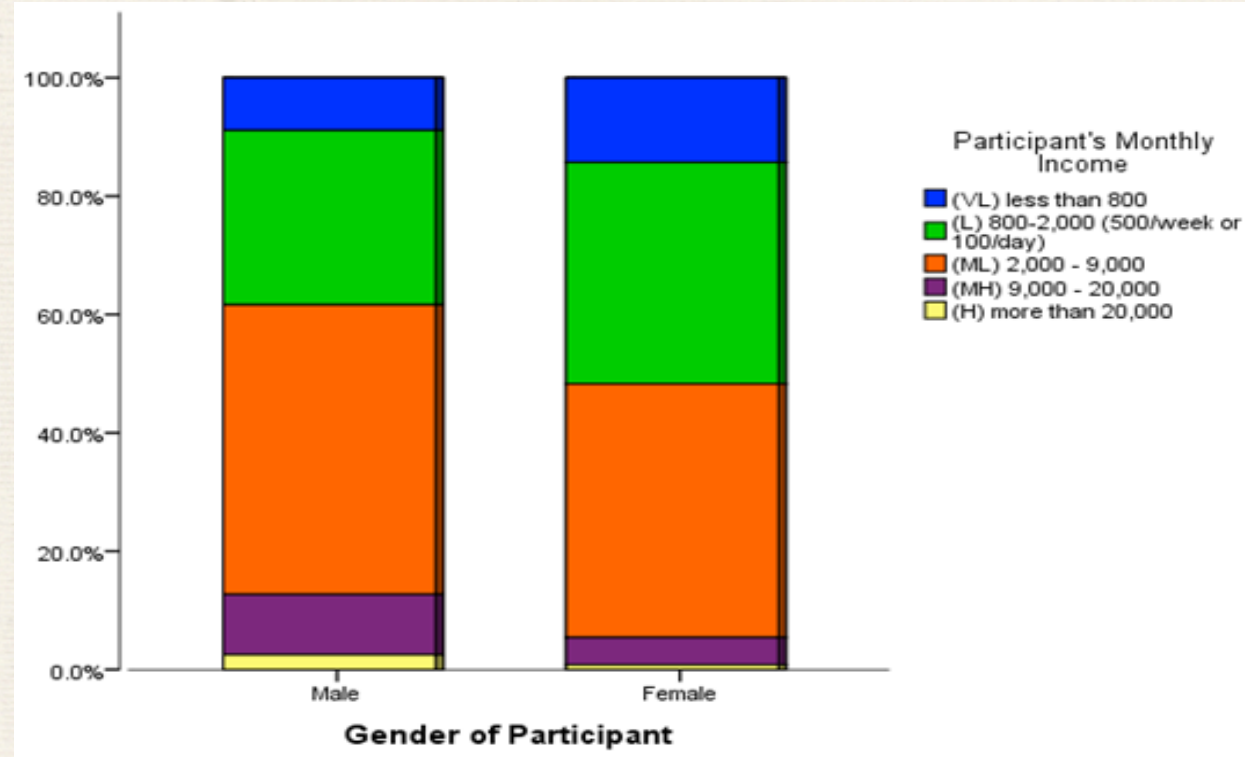
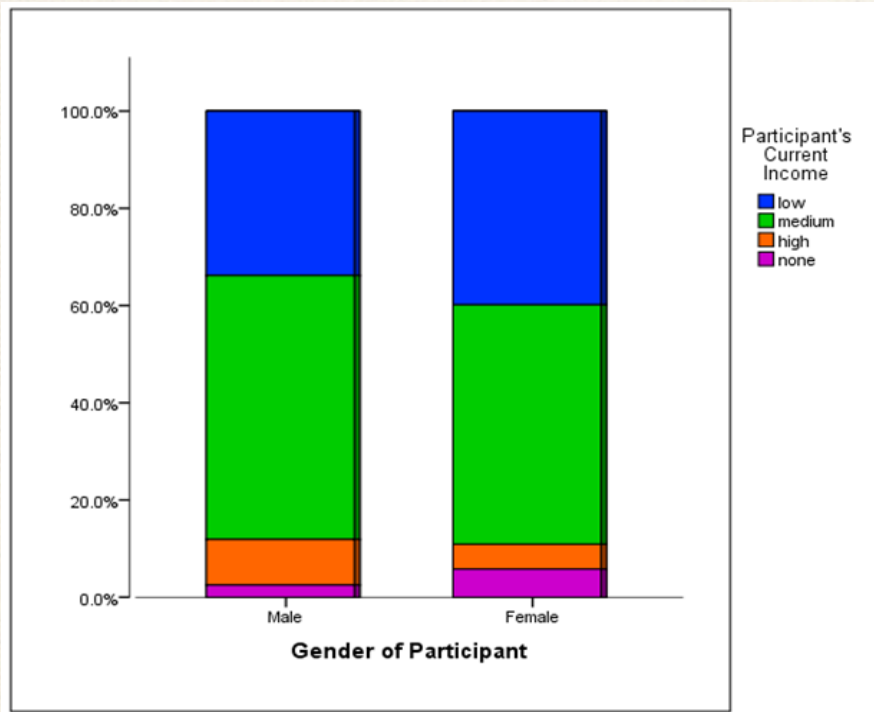
Current Occupation	Gender of Participant %	
	Male	Female
Managers	6.3	6.1
Professionals	3.4	4.6
Technicians & Associate Professionals	1.6	2.8
Clerical Support Workers	0.6	1.6
Services & Sales Workers	8.6	17.7
Skilled Agricultural Workers	2.8	1.2
Craft & Related Trade Workers	24.1	3.6
Plant & Machine Operators/Assemblers	5.8	0.1
Elementary Occupations	20.5	18.5
Unemployed	16.4	27.2
Prisoners	9.7	0.6
Domestic Work/Housewife	0.2	16.0



Economic Situation & Gender

Economic Situation Variables		Gender of Participant	
		Male	Female
Participant's current income	Low	33.3	39.3
	Medium	53.4	48.7
	High	9.2	5.1
	None	2.5	5.7
	No response	1.6	1.2
Participant's monthly income	(VL) less than 800	8.5	12.8
	(L) 800-2,000 (500/week or 100/day)	28.0	33.7
	(MI) 2,000 - 9,000	46.6	38.5
	(Mh) 9,000 - 20,000	9.7	4.1
	(H) more than 20,000	2.4	0.7
	No response	4.8	10.2
Participant's needs met	Very hard all of the time	15.9	21.3
	Hard sometimes	37.3	42.1
	Not hard or easy	21.8	22.6
	Easy sometimes	14.1	8.2
	Very easy all of the time	10.1	3.6
	No response	1.0	2.1

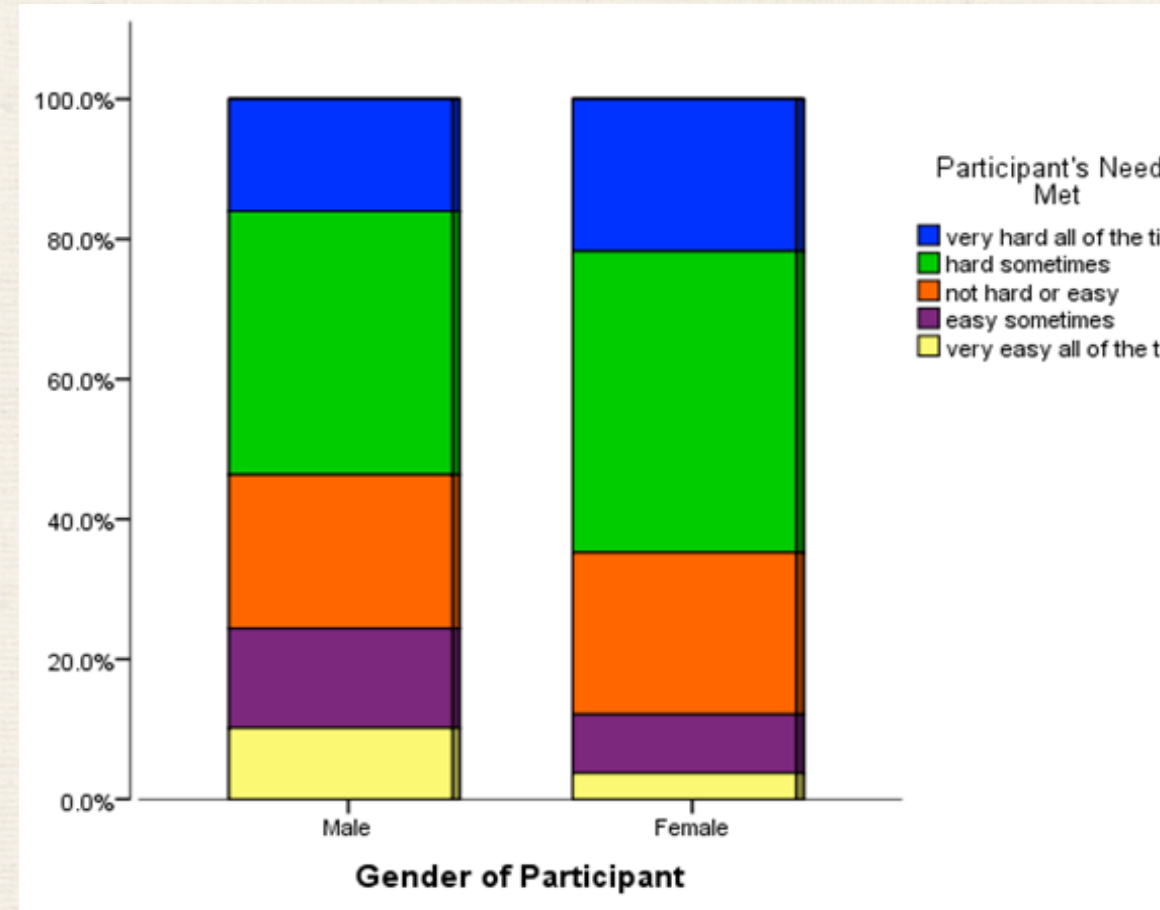
Current income of dropouts by gender



Among female respondents, there was a greater percentage of low income individuals (39.3%) compared to male respondents (33.3%) and a smaller percentage (5.1%) of individuals with a high income level than among male respondents (9.2%). The association between gender and current income was found to be significant, $\chi^2(4, N = 1878) = 30.3, p < 0.001$.

Difficulty Meeting needs by Gender

- Among male participants, a greater percentage of individuals found it “easy all of the time” to meet their needs than among female respondents.
- Among female respondents, a greater percentage of individuals found it hard either sometimes or all of the time to meet their needs, compared with male respondents.
- The relationship between gender and needs met was found to be significant, $\chi^2 (N = 1878) = 54.6, p < 0.001$.

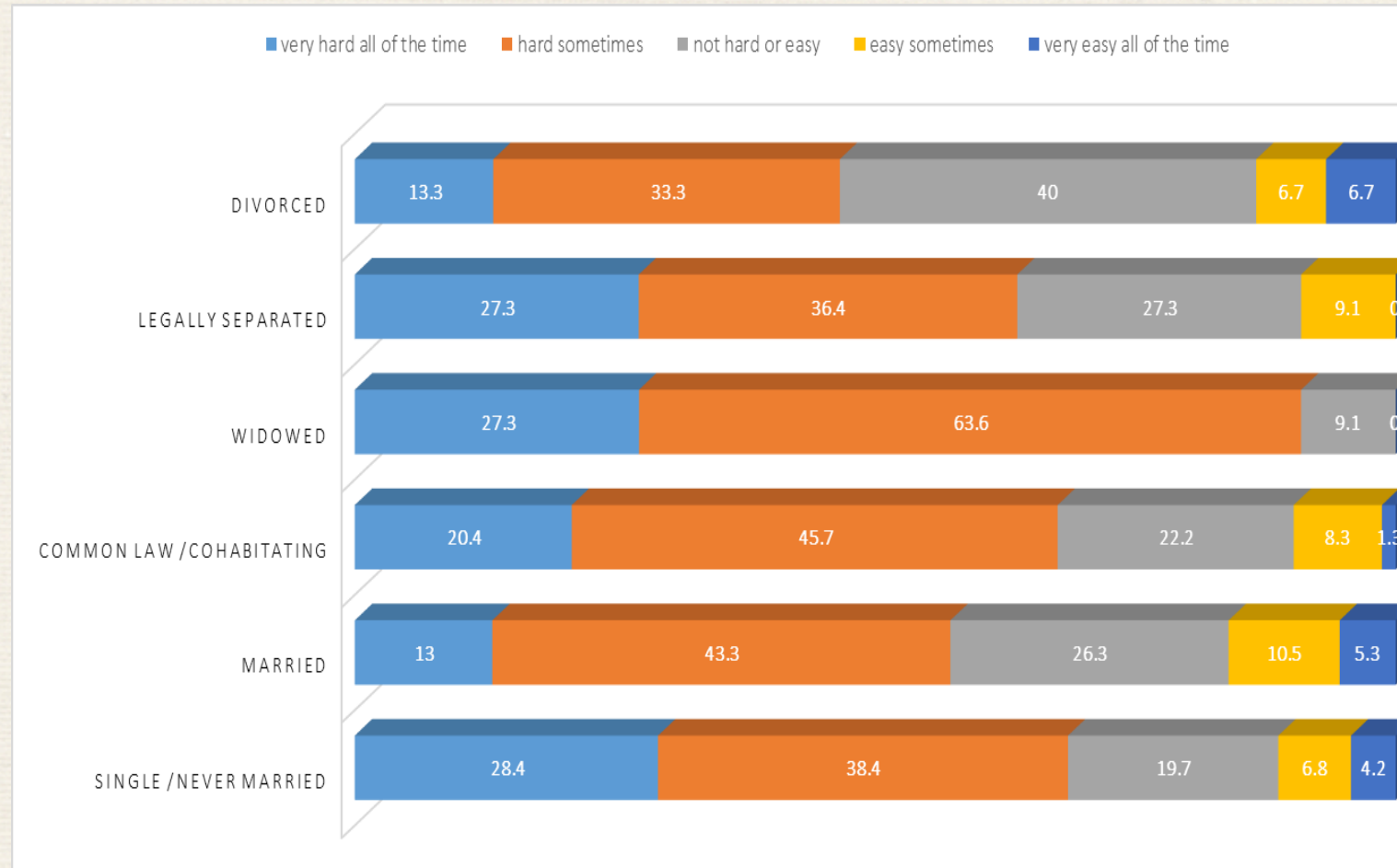


Marital Status of Female Dropouts and Needs Met

Marital status of female respondents	Very hard all of the time	Hard sometimes	Not hard or easy	Easy sometimes	Very easy all of the time
Single /never married	28.4	38.4	19.7	6.8	4.2
Married	13.0	43.3	26.3	10.5	5.3
Common law / cohabitating	20.4	45.7	22.2	8.3	1.3
Widowed	27.3	63.6	9.1	0.0	0.0
Legally separated	27.3	36.4	27.3	9.1	0.0
Divorced	13.3	33.3	40.0	6.7	6.7

Marital Status of Female Dropouts and Needs Met

- Married, common law and legally separated women have the highest percentages of finding it easy sometimes to meet needs, with single and divorced women having the highest percentages of finding it very easy all of the time to meet their needs.



Number of Dependents: Mean number of Dependents & Gender

Gender of Participant	Number of Dependents			
	Mean	Std. Deviation	Minimum	Maximum
Male	1.82	2.845	0	39
Female	1.87	1.956	0	14
Total	1.84	2.493	0	39

Participant's Family Income

Family Income by Gender and School Level

- Among participant's who came from low income families, primary school drops and secondary school drops were similar for both males and females, with almost twice the number of dropouts at the secondary school level than at the primary school level
- For both males and females, the ratio of secondary school drops to primary school drops increased as family income increased. The level of increase in drops was highly similar for both sexes.

Participant's Family Income	Gender	Dropout School %	
		Primary Schools	Secondary Schools
Low	Male	36.9	63.1
	Female	37.3	62.7
Medium	Male	21.9	78.1
	Female	24.0	76.0
High	Male	16.2	83.8
	Female	9.5	90.5

Family Income by Gender and Number of Siblings

Participant's Family Income	Gender	Number of Siblings
		Mean
Low	Male	5.30
	Female	4.79
Medium	Male	4.32
	Female	5.34
High	Male	3.87
	Female	4.33
No response	Male	4.33
	Female	4.60

Parents' Education Level and Dropout School Level

Mother's Education, Gender and School Dropout Level

- Generally, the majority of respondents, regardless of gender and mother's level of education, dropped out at secondary school, except for male respondents whose mothers had no schooling.
- Generally as mother's level of education increased so did the number of dropouts that occurred at secondary school compared to those that occurred at primary school (ratio of secondary to primary school drops). The increase in the ratio of secondary school to primary school drops, were very similar among males and females.

Mother's Education	Gender of Participant	School Level of Drop %	
		Primary Schools	Secondary Schools
No Schooling	Male	58.0	42.0
	Female	45.9	54.1
Primary School	Male	32.1	67.9
	Female	34.4	65.6
Vocational School	Male	26.1	73.9
	Female	25.0	75.0
Secondary School	Male	13.6	86.4
	Female	14.8	85.2
University Or Equivalent	Male	6.5	93.5
	Female	0.0	100.0
Postgraduate Studies	Male	0.0	100.0
	Female	0.0	100.0
Other	Male	0.0	0.0
	Female	0.0	100.0
No Response	Male	42.0	58.0
	Female	33.3	66.7

Father's Education, Gender and School Dropout Level

- Generally, the majority of both male and female respondents, regardless of their fathers' education, dropped out of secondary school.
- Generally as father's level of education increased so did ratio of secondary to primary school drops across gender.

Father's Education	Gender of Participant	School Level of Drop %	
		Primary Schools	Secondary Schools
No Schooling	Male	45.2	54.8
	Female	46.0	54.0
Primary School	Male	30.7	69.3
	Female	33.2	66.8
Vocational School	Male	25.5	74.5
	Female	27.9	72.1
Secondary School	Male	17.9	82.1
	Female	17.3	82.7
University Or Equivalent	Male	35.0	65.0
	Female	9.1	90.9
Postgraduate Studies	Male	16.7	83.3
	Female	0.0	100.0
Other	Male	100.0	0.0
	Female	100.0	0.0
No Response	Male	34.8	65.2
	Female	34.2	65.8

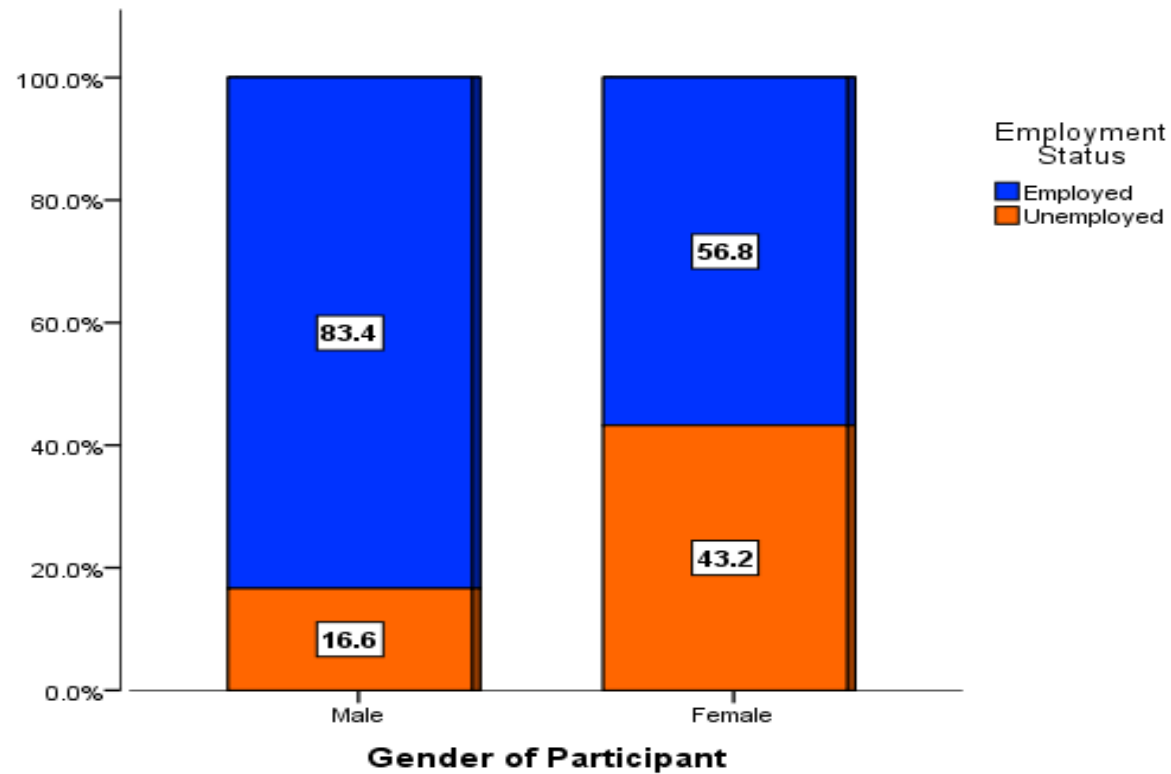
Employment

Employment Profile of Respondents

- Among female participants, there was a greater percentage of unemployed individuals (27.2%) than for male participants (16.4%), there were significantly higher percentage of female respondents as service and sale workers than males as well as for domestic workers and housewives while the opposite was observed for craft and trade workers.
- Additionally, prisoners were more prominent among male respondents than female respondents. Based on Chi – Square test results, there was a significant and strong association between current occupation and gender, $p < 0.010$. Further this association is considered a strong one (Cramer's $V = 0.503$, $p < 0.010$).

Current occupation	Gender of Participant %	
	Male	Female
Managers	6.3	6.1
Professionals	3.4	4.6
Technicians & Associate Professionals	1.6	2.8
Clerical Support Workers	0.6	1.6
Services & Sales Workers	8.6	17.7
Skilled Agricultural Workers	2.8	1.2
Craft & Related Trade Workers	24.1	3.6
Plant & machine Operators/Assemblers	5.8	0.1
Elementary Occupations	20.5	18.5
Unemployed	16.4	27.2
Prisoners	9.7	0.6
Domestic work/Housewife	0.2	16.0

Employment Status by Gender



N.B. Unemployed includes domestic work/housewife

Employment Status by Gender and Age

- Among male respondents within the three age groups, a much higher percentage were employed compared to female respondents within each age group.
- Among the oldest respondents, there was a greater percentage of employed persons than unemployed persons for both males and females.
- The ratio of employed to unemployed persons increased as age group increased, for both males and females, however, this increase was more distinct for female respondents.
- Among male participants, there was a significant relationship between age group and employment status, $\chi^2(2, N = 1051) = 28.02, p < 0.001$. There was also a significant association between these variables among female participants, $\chi^2(2, N = 824) = 7.1, p < 0.05$.

Age Group	Gender	Employment Status %	
		Employed	Unemployed
18-25	Male	75.5	24.5
	Female	49.8	50.2
26-35	Male	86.4	13.6
	Female	59.3	40.7
36-45	Male	89.7	10.3
	Female	60.2	39.8

Employment Status by Gender and Ethnicity

- There were relatively similar percentages of employed persons regardless of gender among African, East Indian and Mixed participants. The percentage of males employed were almost twice that of employed females for these three ethnicities.

Ethnicity of Participant	Gender	Employment Status %	
		Employed	Unemployed
African	Male	65.5	47.7
	Female	34.5	52.3
East Indian	Male	66.2	18.7
	Female	33.8	81.3
Mixed	Male	63.6	30.7
	Female	36.4	69.3
Other Ethnic Group	Male	50.0	0.0
	Female	50.0	100.0

Employment Status by Education Level and Gender

- Overall, despite level of education completed, the ratio of employed to unemployed persons was higher for males than females.

Highest Level of Education Completed by Participant	Gender	Employment Status	
		Employed	Unemployed
Less than Primary School	Male	86.4	13.6
	Female	56.9	43.1
Primary School	Male	82.4	17.6
	Female	55.6	44.4
Junior Secondary	Male	84.4	15.6
	Female	62.5	37.5
Senior Secondary	Male	100.0	0.0
	Female	60.0	40.0
Tertiary (University)	Male	100.0	0.0
	Female	100.0	0.0
Incomplete Vocational/Trade	Male	71.4	28.6
	Female	70.4	29.6

Location (Regional Corporations) Employment Status by Gender and Current Residence (Region)

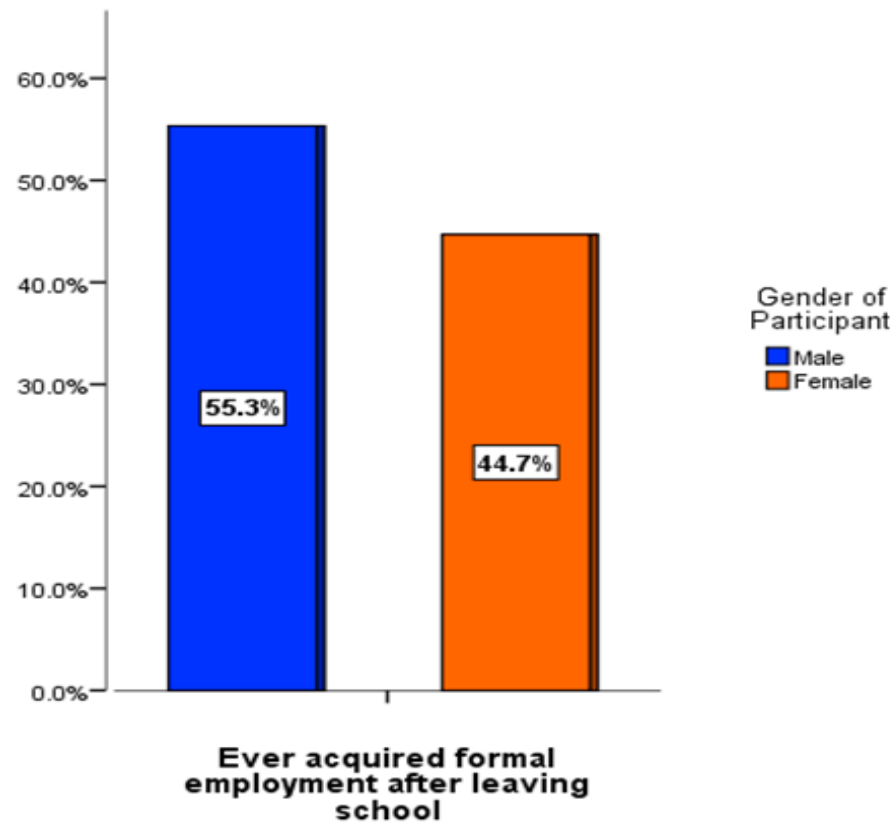
Residence (Regional Corporations)	Gender	Employment Status %	
		Employed	Unemployed
Port of Spain	Male	85.3	14.7
	Female	69.4	30.6
San Fernando	Male	90.0	10.0
	Female	62.5	37.5
Arima	Male	74.1	25.9
	Female	54.2	45.8
Diego martin	Male	83.3	16.7
	Female	61.8	38.2
San Juan	Male	81.7	18.3
	Female	64.6	35.4
Tunapuna/Piarco	Male	82.4	17.6
	Female	66.0	34.0
Couva/Tabaquite	Male	86.6	13.4
	Female	55.0	45.0
Chaguanas	Male	94.3	5.7
	Female	57.6	42.4
Mayaro/Rio Claro	Male	88.9	11.1
	Female	43.7	56.3
Sangre Grande	Male	85.0	15.0
	Female	51.9	48.1
Princes Town	Male	82.2	17.8
	Female	55.4	44.6
Penal/Debe	Male	89.9	10.1
	Female	52.4	47.6
Point Fortin	Male	78.6	21.4
	Female	57.1	42.9
Siparia	Male	65.6	34.4
	Female	37.1	62.9
Tobago	Male	94.2	5.8
	Female	82.0	18.0

Location (Urban/Rural Classification) Employment Status by Current Residence (Urban/Rural) and Gender

- There seems to be no particular trend in employment status of male respondents and the areas within which they resided. However, among female respondents, there was significant relationship between current residence and employment status, $\chi^2(3, N = 814) = 22.8, p < 0.000$.

Residence of Participant by Urban/Rural Classification	Gender	Employment Status %	
		Employed	Unemployed
Rural	Male	84.8	15.2
	Female	44.2	55.8
Semi-rural	Male	84.1	15.9
	Female	50.9	49.1
Urban	Male	82.3	17.7
	Female	58.5	41.5
Tobago	Male	94.2	5.8
	Female	82.0	18.0

Ever Formally Employed by Gender



Ever Formally Employed by Residence (Urban/Rural) and Gender

- Among respondents who resided within rural areas, more females (54.2%) acquired formal employment either previously or currently, than males. The opposite was true among respondents who lived in urban areas.

Residence by Urban/ Rural	Gender	Formal employment after leaving school
Rural	Male	45.8
	Female	54.2
Semi-rural	Male	65.5
	Female	34.5
Urban	Male	55.7
	Female	44.3
Tobago	Male	51.7
	Female	48.3

Ever Formally Employed by Residence (Regions) and Gender

Residence by Regional corporation	Gender	Ever formally employed
Port of Spain	Male	46.8
	Female	53.2
San Fernando	Male	75.0
	Female	25.0
Arima	Male	50.0
	Female	50.0
Diego martin	Male	50.0
	Female	50.0
San Juan	Male	55.3
	Female	44.7
Tunapuna/Piarco	Male	53.8
	Female	46.2
Couva/Tabaquite	Male	61.1
	Female	38.9
Chaguanas	Male	56.8
	Female	43.2
Mayaro/Rio Claro	Male	63.2
	Female	36.8
Sangre Grande	Male	47.2
	Female	52.8
Princes Town	Male	65.4
	Female	34.6
Penal/Debe	Male	52.9
	Female	47.1
Point Fortin	Male	66.7
	Female	33.3
Siparia	Male	54.5
	Female	45.5
Tobago	Male	51.7
	Female	48.3

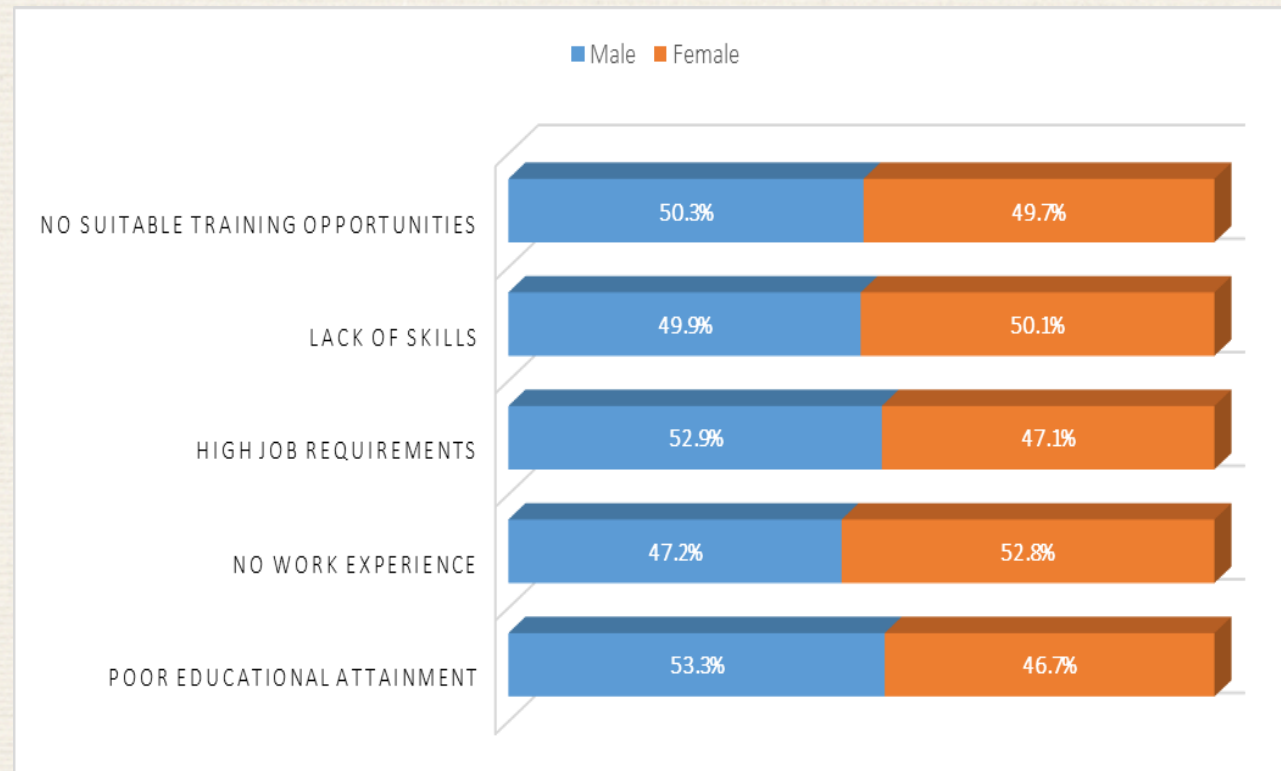
Barriers to Employment and Gender

Barriers to Satisfactory Employment and Gender of Participant

Barriers to Satisfactory Employment (check all that apply)		Gender of Participant %	
		Male	Female
Skills and Training	Poor educational attainment	53.3	46.7
	No work experience	47.2	52.8
	High job requirements	52.9	47.1
	Lack of skills	49.9	50.1
	No suitable training opportunities	50.3	49.7
Work	Not enough jobs available	54.4	45.6
	Distance from work/Lack of transportation	50.0	50.0
	Lack of permanent/fulltime/regular work	62.5	37.5
	Low pay	52.6	47.4
	Long term disability	65.1	34.9
Personal	Ethnicity	74.6	25.4
	Neighbourhood	54.7	45.3
	Religion	40.0	60.0
	Gender	60.0	40.0
	Age	48.1	51.9
Living	Lack of childcare/childcare expenses	12.3	87.7
	Personal discipline/my attitude	67.6	32.4
	Criminal record	90.3	9.7
	My appearance	79.2	20.8
	No permanent housing	60.4	39.6
	Poor or unstable housing conditions	40.7	59.3
	Other responsibilities	40.7	59.3
	Other	50.0	50.0

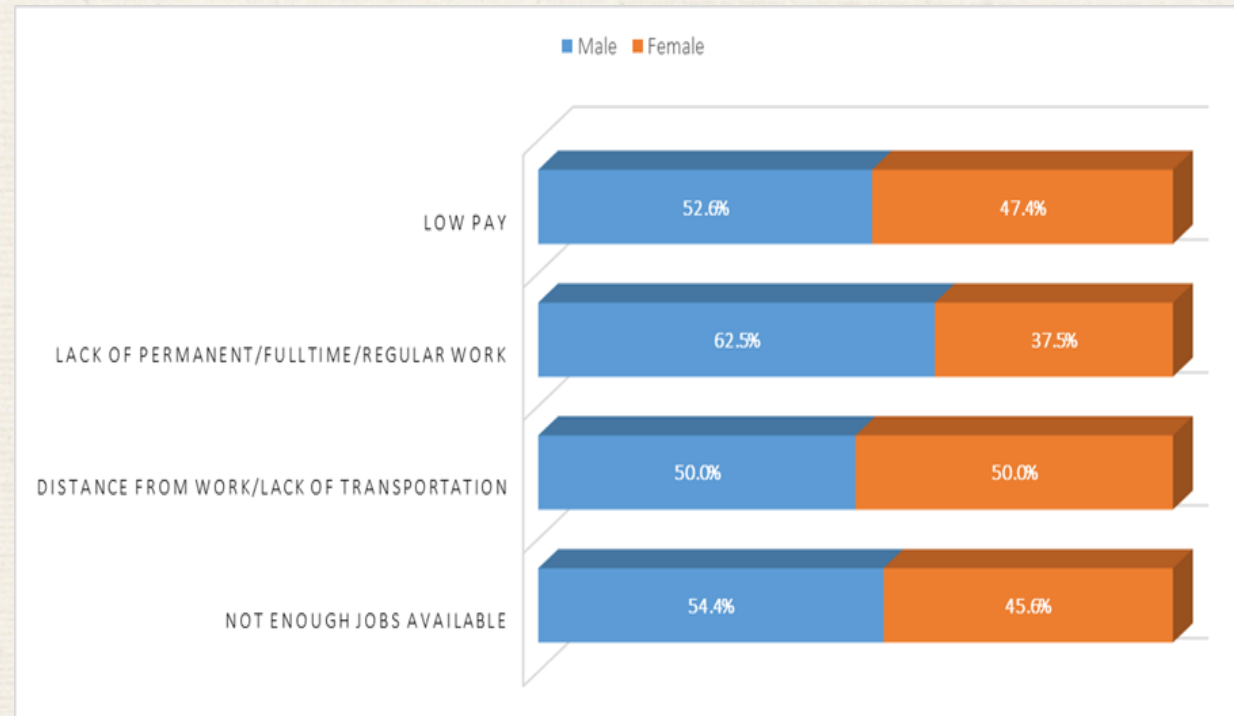
Barriers to Satisfactory Employment (skills and training) and Gender

- Similar numbers of males and females cited skills and training barriers to employment. A greater percentage of males than females, found that poor educational attainment was a barrier to employment.



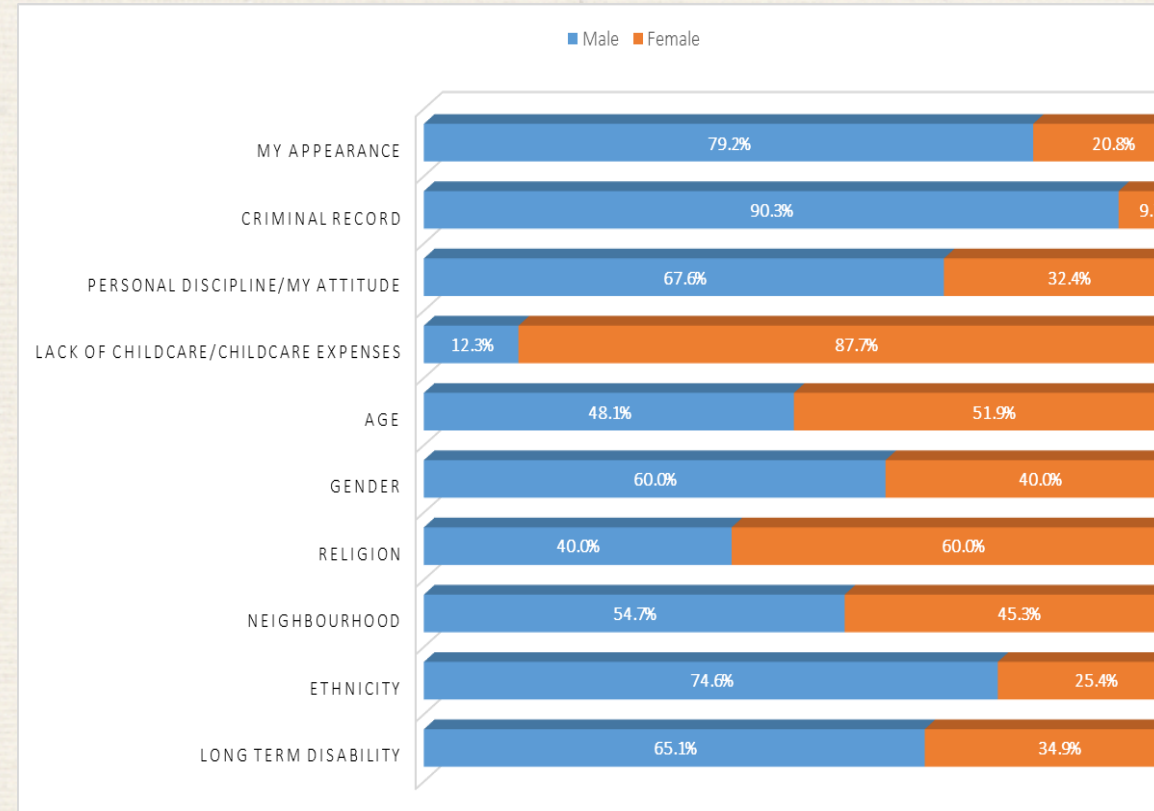
Barriers to Satisfactory Employment (work) and Gender

- More males than females cited work related barriers to satisfactory employment, with lack of full time/regular work being most distinct. The association between this barrier and gender was found to be significant, $\chi^2(1, N = 1878) = 6.5, p < 0.05$. The relationship between low pay as a work related barrier to a satisfactory job was found to be significant, $\chi^2(1, N = 1878) = 3.9, p < 0.05$.



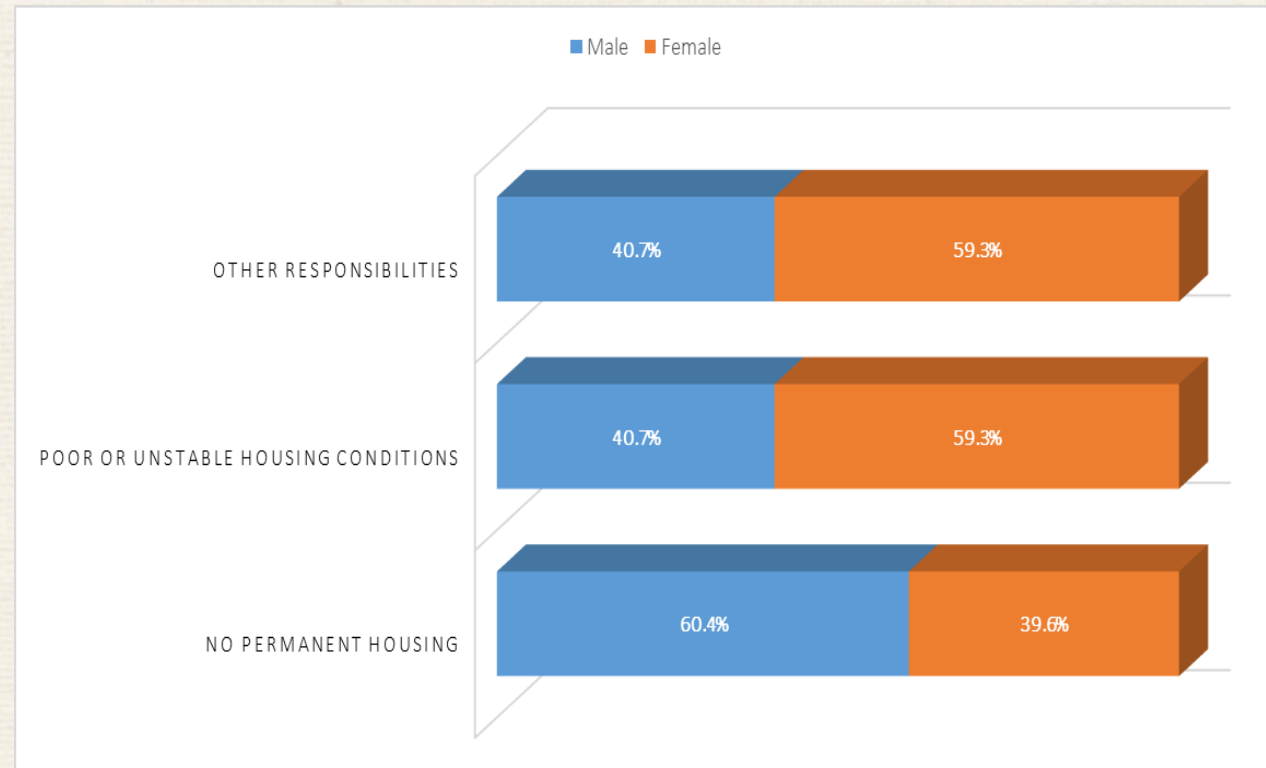
Barriers to Satisfactory Employment (Personal) and Gender

- Criminal record was the most polarized in terms of gender with a distinctly larger percentage of male than females citing it as a barrier to satisfactory employment. The relationship between gender and criminal record as a barrier was found to be significant, $\chi^2(1, N = 1878) = 51.96, p < 0.001$.
- A much larger percentage of male respondents than females found their appearance to be a barrier to a satisfactory job. This association was significant $\chi^2(1, N = 1878) = 16.3, p < 0.001$.
- A much higher percentage of female respondents cited lack of childcare as a barrier to satisfactory employment. Association between gender and lack of childcare as a barrier was found to be significant, $\chi^2(1, N = 1878) = 65.5, p < 0.001$.
- More males cited Ethnicity as a barrier than females. Gender and ethnicity was found to have a significant association $\chi^2(1, N = 1878) = 9.8, p < 0.010$.
- More males than females found gender was a barrier to satisfactory employment, ultimately this association between gender as a barrier and gender of participant was found to be not significant $\chi^2(1, N = 1878) = 0.097, p > 0.05$.



Barriers to Satisfactory Employment (Living) and Gender

- More males found No permanent housing as a barrier to satisfactory employment. Association between gender and No permanent housing barrier was not significant, $\chi^2(1, N = 1878) = 0.421, p > 0.05$.



Skill Development of Prisoners: Percentage of Prisoners who Received Training in Jail by Gender

- 28.8% of male respondents had been to jail at some point while
- 3.6% of female respondents had been to jail.
- Of those who received training while in prison, the majority, 88.6%, were males.

Gender of Prisoner	Received training while in jail %
Male	88.6
Female	11.4

Tobago

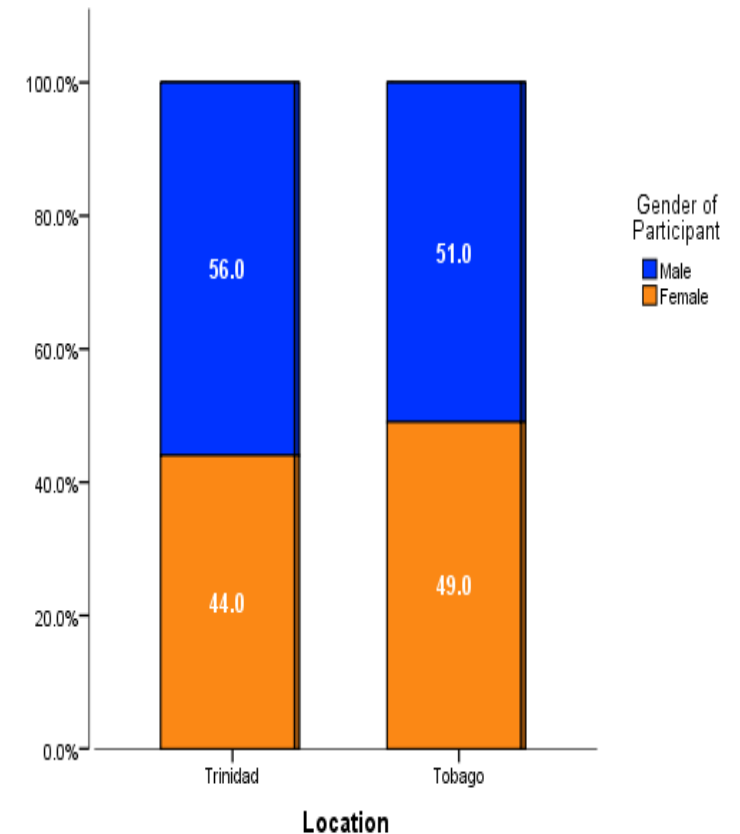
Statistics prepared by Drs. Samantha Chadee and George Legall for Dr. Priya Kissoon

Chadee, S. and George Legall. (2016). Dropout statistics and gender dynamics. In P. Kissoon (Ed.), *A Matter of Survival: National study investigating the decision-making and economic livelihoods of school dropouts in Trinidad and Tobago* (pp 149-172). The University of the West Indies, St. Augustine Campus. The UWI-Trinidad and Tobago Research and Development Impact Fund.

Dropouts by Gender and Location (Tobago)

- 51% of Tobago dropouts were male. Both Trinidad and Tobago, had similar numbers of male and female respondents (dropouts).

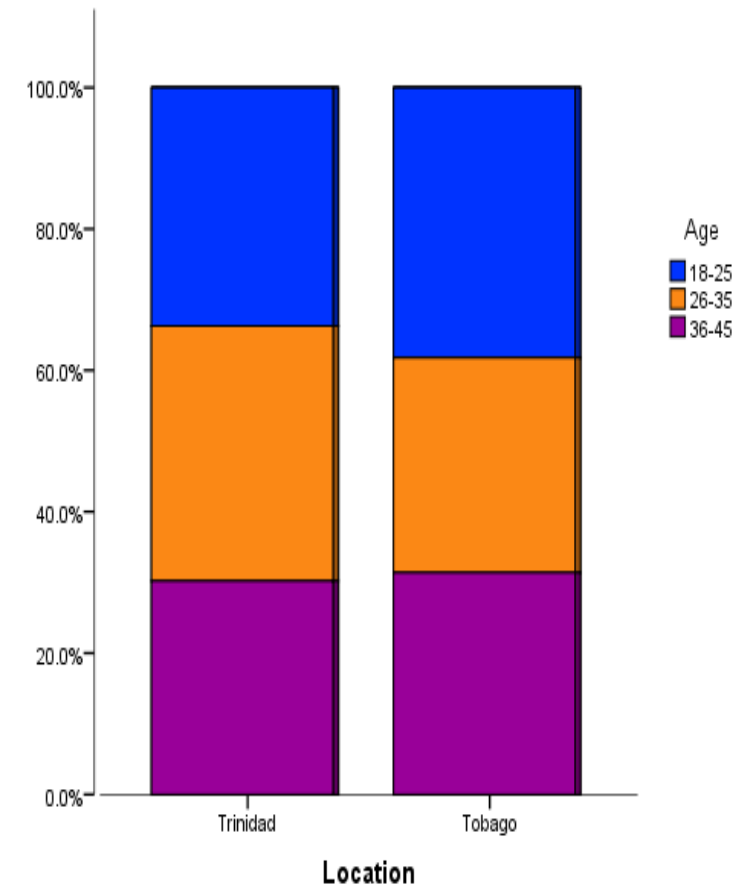
Gender	Location %	
	Trinidad	Tobago
Male	56.0	51.0
Female	44.0	49.0



Dropout Age and Location (Tobago)

- The age of dropouts in Trinidad were similar to age of dropouts in Tobago. Of dropouts who resided in Tobago, a greater percentage (38.2%) were within the 18 to 25 age group compared with Trinidad, where the 26 to 35 age group was the most frequent age group (36%).

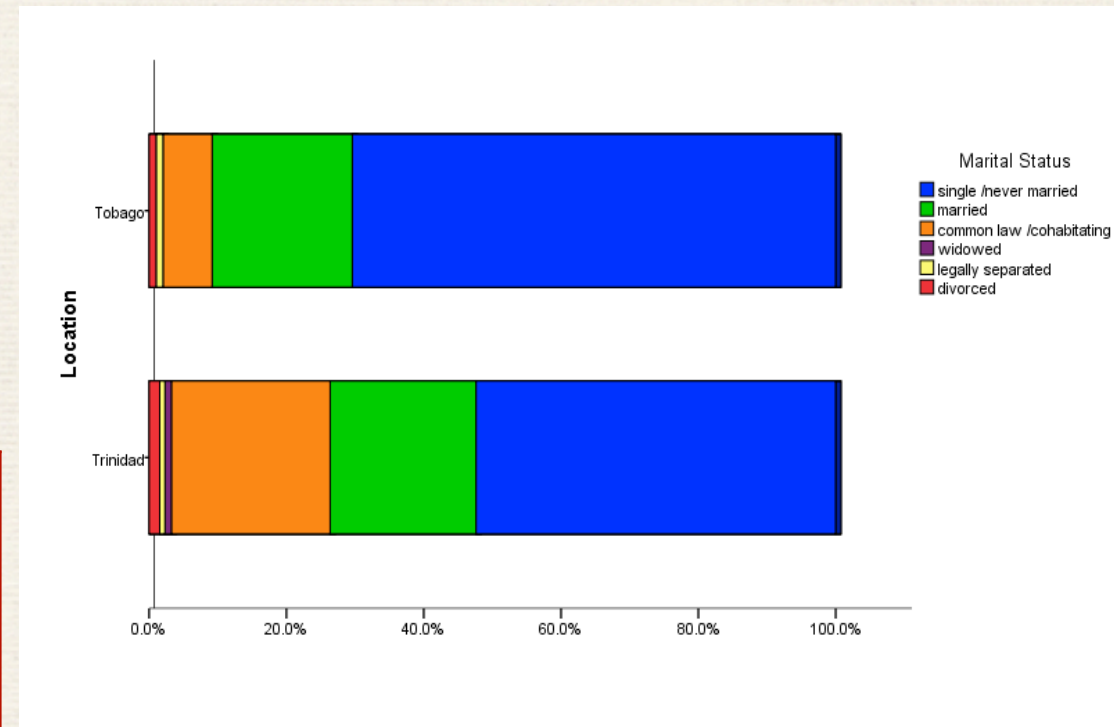
Age	Location %	
	Trinidad	Tobago
18-25	33.7	38.2
26-35	36.0	30.4
36-45	30.2	31.4



Marital Status and Location (Trinidad/Tobago)

- The majority (70%) of dropouts who resided in Tobago were single, this was much higher than that for dropouts who resided in Trinidad (52.4%). There was a much lower percentage of common law/cohabitating dropouts among Tobago respondents (7.1%) compared to Trinidad respondents (23.1%).

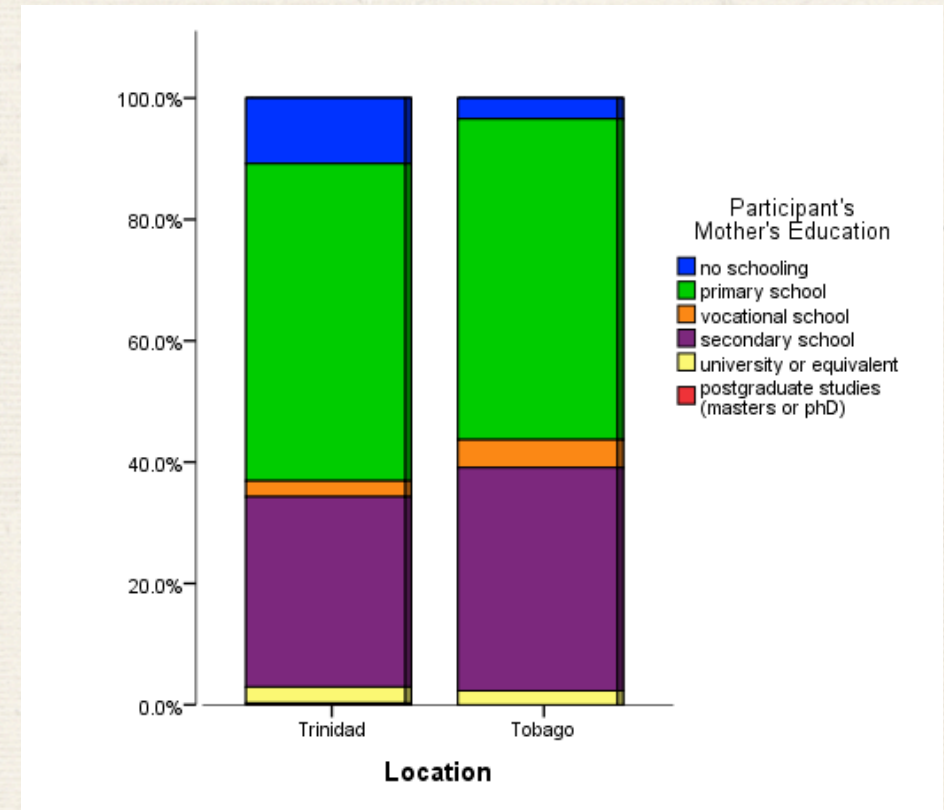
Marital Status	Location %	
	Trinidad	Tobago
Single /Never Married	52.4	70.4
Married	21.2	20.4
Common Law /Cohabiting	23.1	7.1
Widowed	0.9	0.0
Legally Separated	0.8	1.0
Divorced	1.6	1.0



Mother's Education Level and Location (Trinidad/Tobago)

- The education level of dropouts' mothers are similar for Trinidad and for Tobago, with the majority of respondents' mothers (52.2% and 52.9% respectively) completed up to primary school. A smaller percentage of respondents' mothers (3.4%) had no schooling among Tobago respondents compared to Trinidad respondents (10.8%).

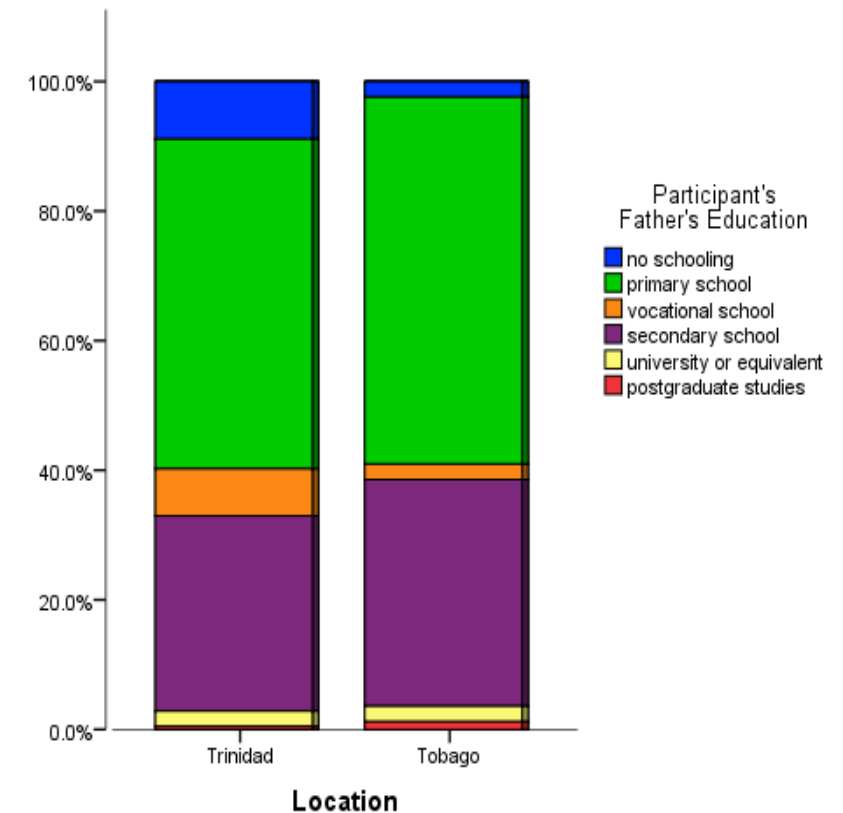
Mother's Highest Education Level Completed	Location %	
	Trinidad	Tobago
No Schooling	10.8	3.4
Primary School	52.2	52.9
Vocational School	2.6	4.6
Secondary School	31.3	36.8
University Or Equivalent	2.6	2.3
Postgraduate Studies	0.3	0.0
Other	0.1	0.0



Father's Education Level and Location (Trinidad/Tobago)

- The education level of dropouts' fathers are similar for Trinidad and for Tobago and similar to education level of dropouts' mothers, with the majority of respondents' fathers (50.8% and 56.6% respectively) completed up to primary school.

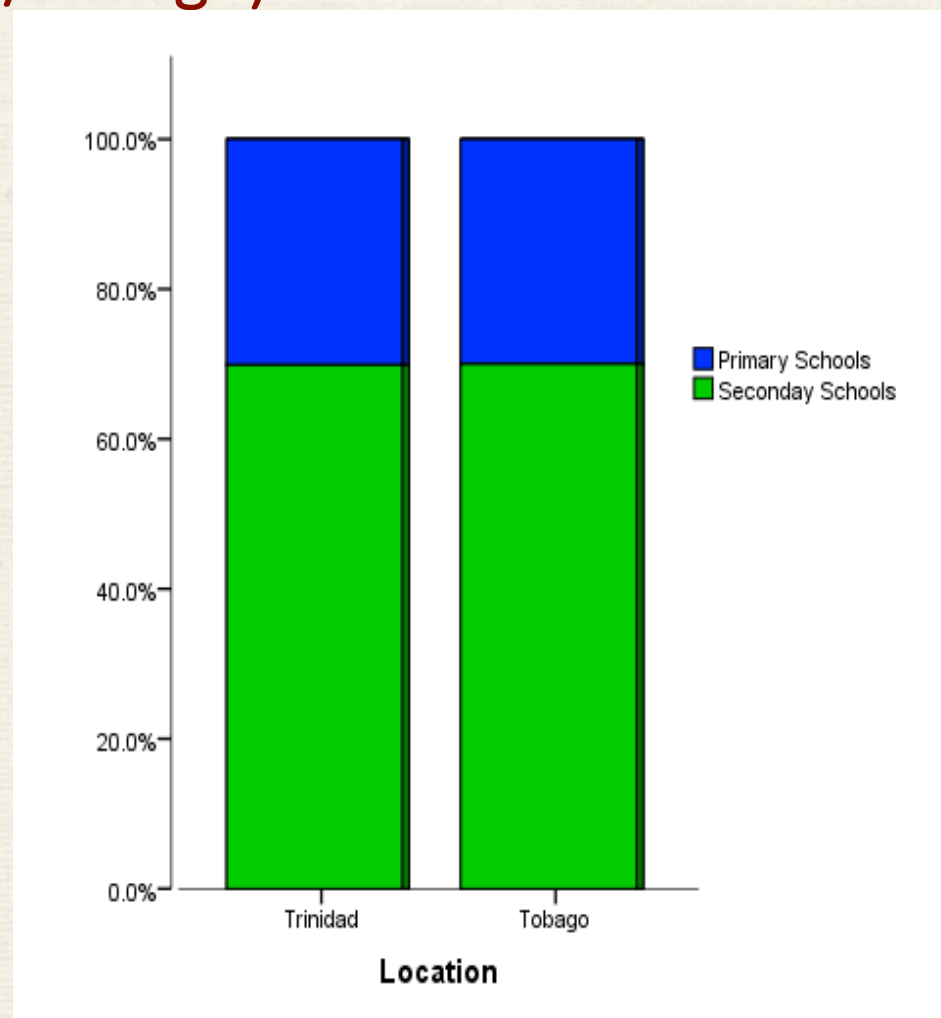
Father's highest education level completed	Location %	
	Trinidad	Tobago
No schooling	8.8	2.4
Primary school	50.8	56.6
Vocational school	7.2	2.4
Secondary school	30.1	34.9
University or equivalent	2.3	2.4
Postgraduate studies	0.5	1.2
Other	0.2	0.0



Dropout School and Location (Trinidad/Tobago)

- Among Tobago respondents, the majority, 70%, dropped out of secondary which is almost the same as the percentage of secondary drops among Trinidad respondents.

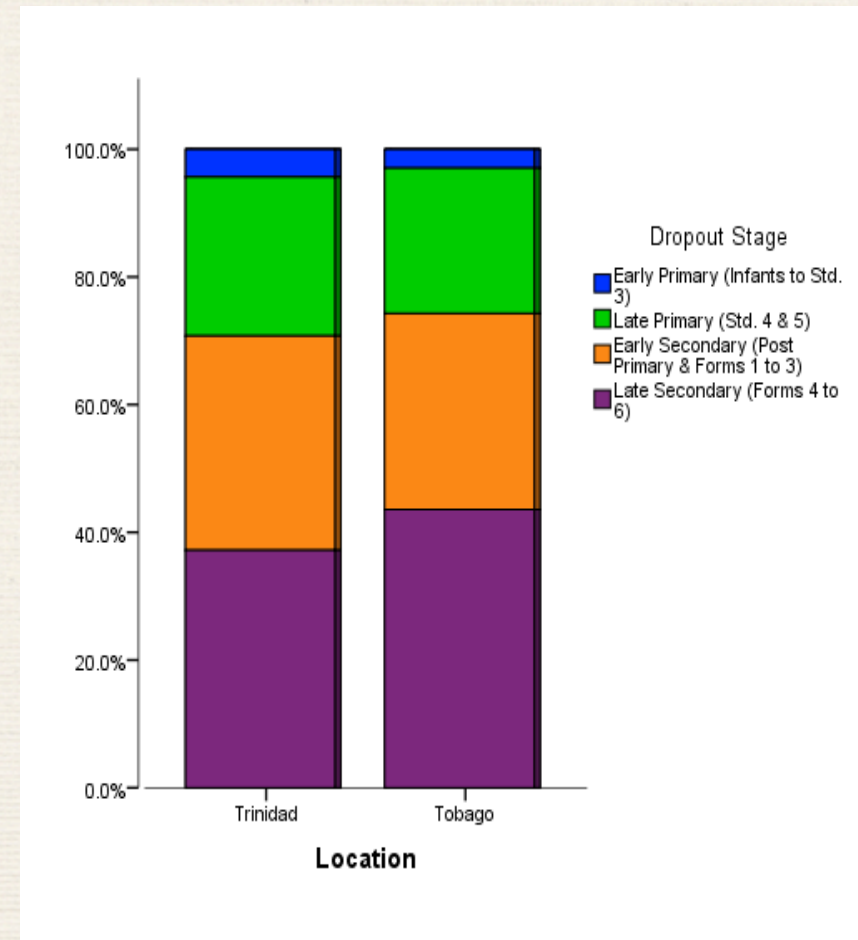
School	Location %	
	Trinidad	Tobago
Primary Schools	30.1	30.0
Secondary Schools	69.9	70.0



Dropout Stage and Location (Trinidad/Tobago)

- Dropout stage among respondents were similar among those who resided in Trinidad and those in Tobago, the percentage of dropouts increased as the school level increased. The majority (43.6%) of dropouts among Tobago residents occurred at the late secondary.

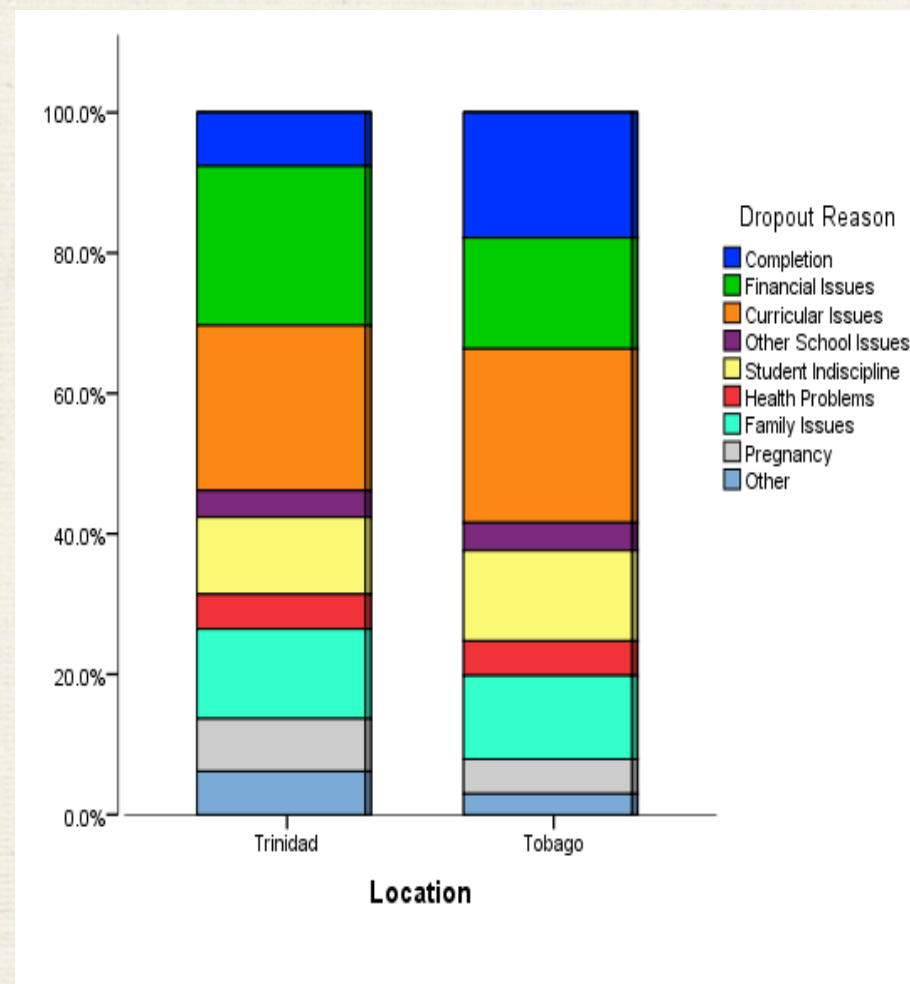
Dropout Stage	Location %	
	Trinidad	Tobago
Early Primary (Infants to Std. 3)	4.4	3.0
Late Primary (Std. 4 & 5)	24.9	22.8
Early Secondary (Post Primary & Forms 1 to 3)	33.5	30.7
Late Secondary (Forms 4 to 6)	37.2	43.6



Reasons for Dropping out and Location (Trinidad/Tobago)

- Curricular issues was the most common (24.8%) dropout reason among Tobago respondents which was also the most common dropout reason cited by Trinidad respondents. Financial issues appear to be less of an issue for Tobago respondents than those from Trinidad with a smaller percentage (15.8%) citing it as their reason for dropping compared to 22.7% in Trinidad. The association between reason for dropping out and Location (Trinidad/Tobago) of respondents was found to be significant, $\chi^2(8, N = 1765) = 16.9, p < 0.05$.

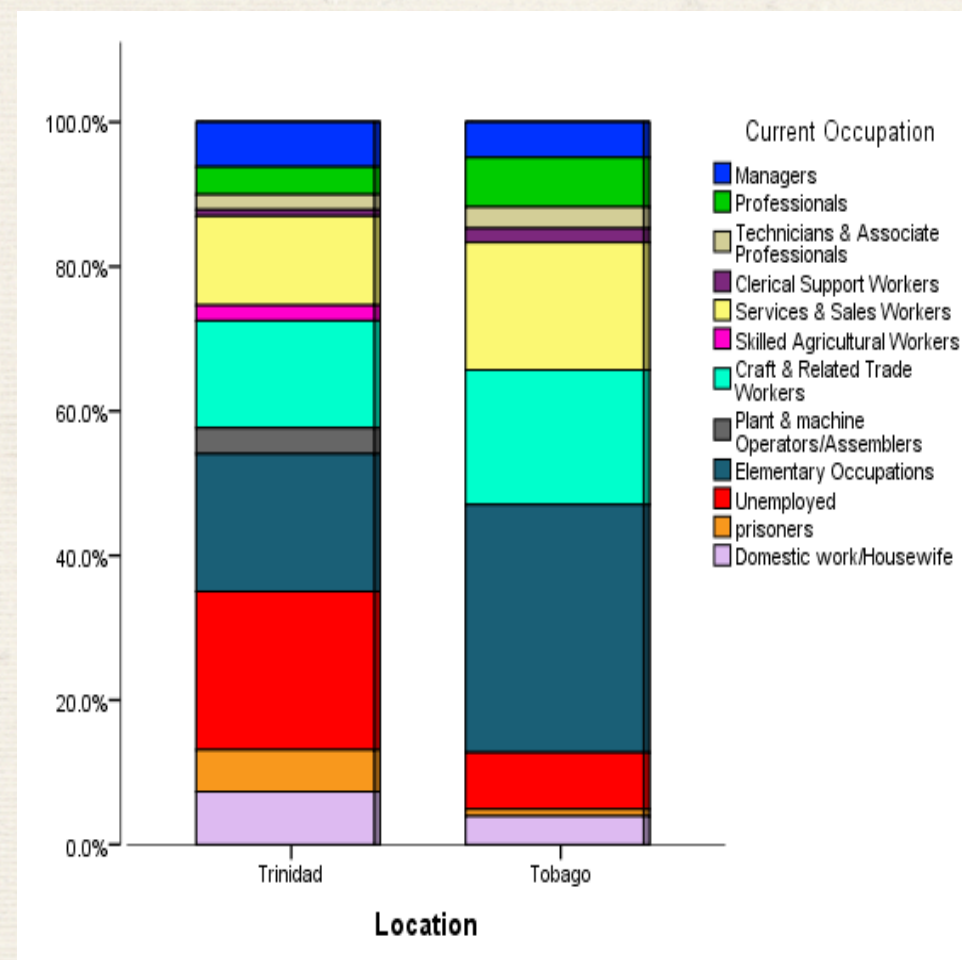
Reasons for Dropping Out	Location %	
	Trinidad	Tobago
Completion	7.6	17.8
Financial Issues	22.7	15.8
Curricular Issues	23.5	24.8
Other School Issues	3.8	4.0
Student Indiscipline	11.0	12.9
Health Problems	4.9	5.0
Family Issues	12.8	11.9
Pregnancy	7.5	5.0
Other	6.2	3.0



Occupation and Location (Trinidad/Tobago)

- Among Tobago respondents, the most common occupation was Elementary Occupations (34.3%), followed by Craft & Related Trade Workers (18.6%).

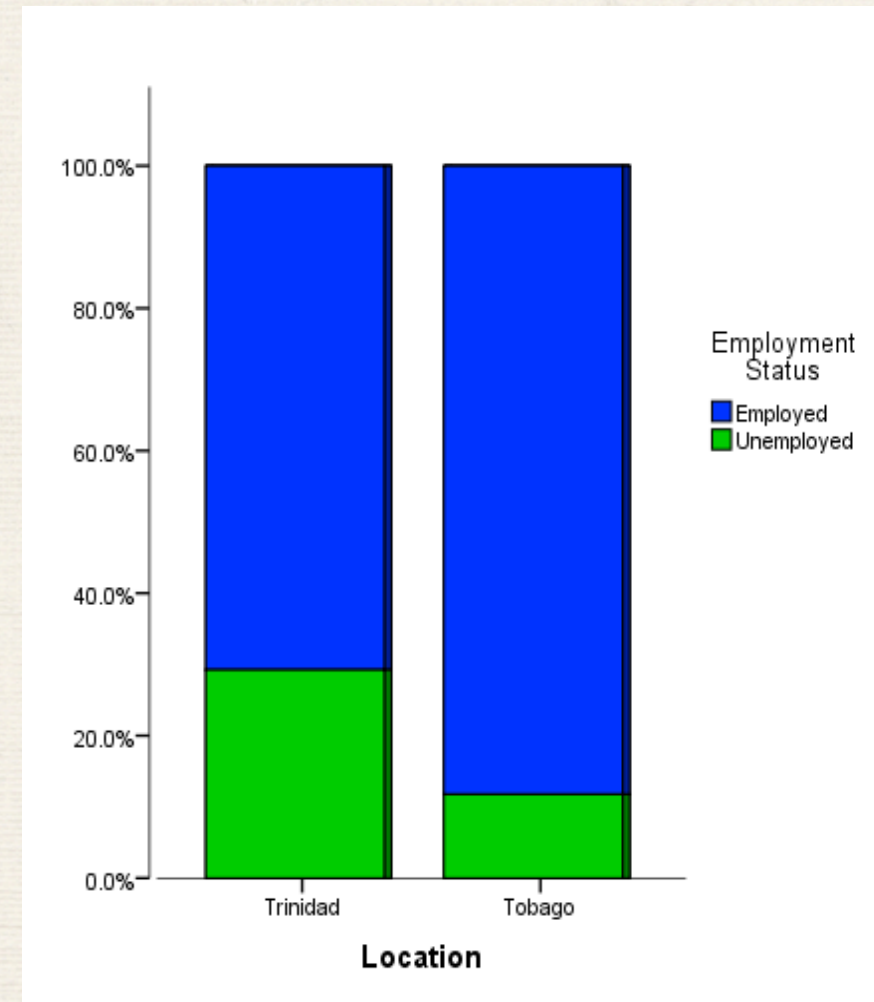
Occupation	Location	
	Trinidad	Tobago
Managers	6.2	4.9
Professionals	3.8	6.9
Technicians & Associate Professionals	2.1	2.9
Clerical Support Workers	0.9	2.0
Services & Sales Workers	12.4	17.6
Skilled Agricultural Workers	2.1	0.0
Craft & Related Trade Workers	14.8	18.6
Plant & machine Operators/Assemblers	3.6	0.0
Elementary Occupations	19.0	34.3
Unemployed	21.9	7.8
Prisoners	5.8	1.0
Domestic work/Housewife	7.3	3.9



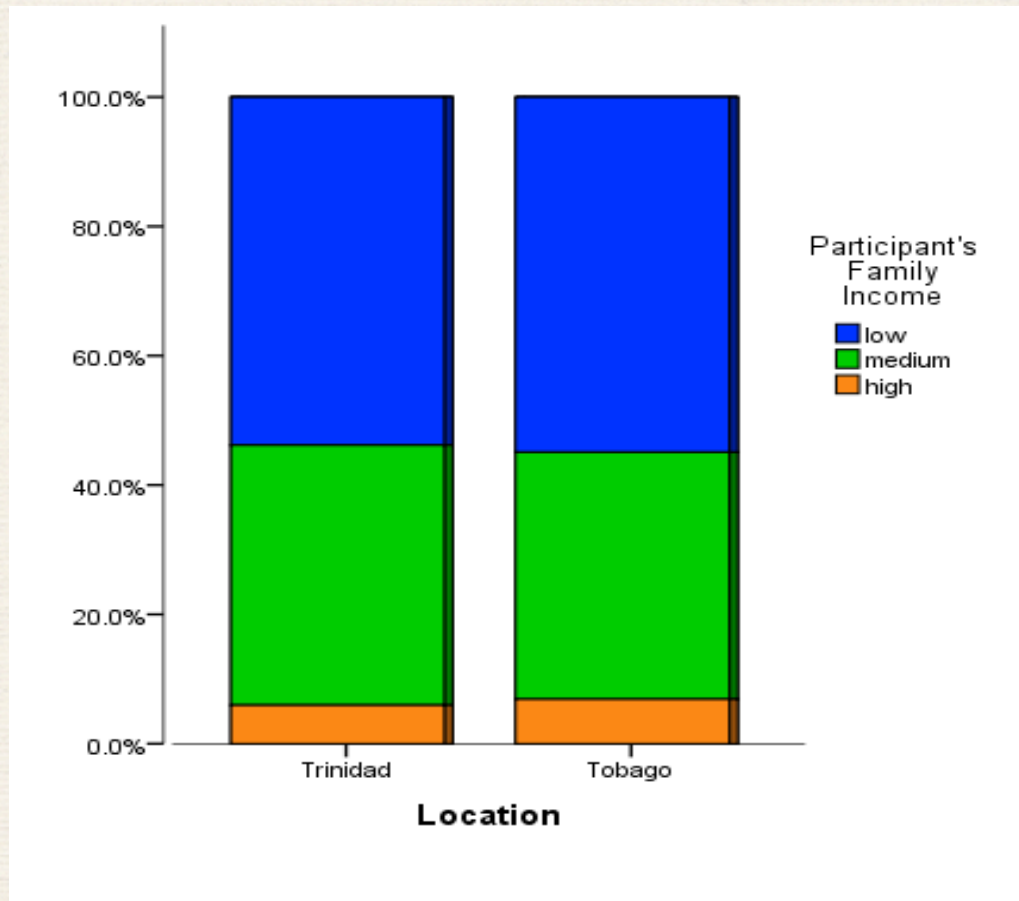
Employment Status and Location (Trinidad & Tobago)

- The majority (88.2%) of Tobago dropouts were employed, this percentage was higher than employed Trinidad dropouts (70.8%). The relationship between employment status and location (Trinidad/Tobago) was significant, $\chi^2(1, N = 1840) = 14.5$ $p < 0.001$.

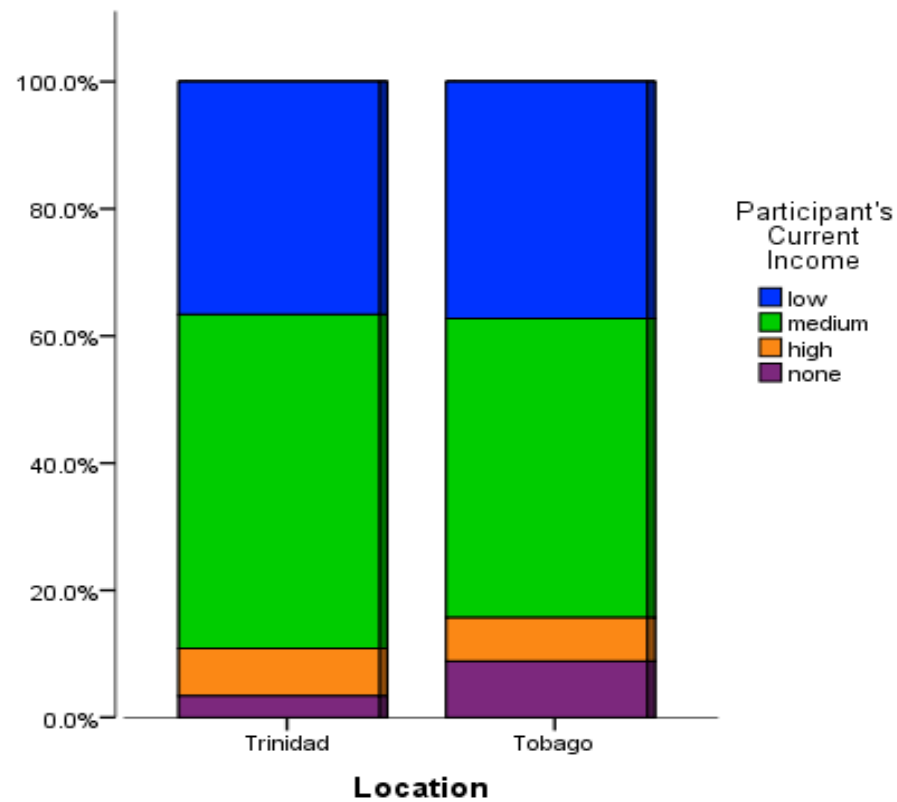
Employment Status	Location %	
	Trinidad	Tobago
Employed	70.8	88.2
Unemployed	29.2	11.8



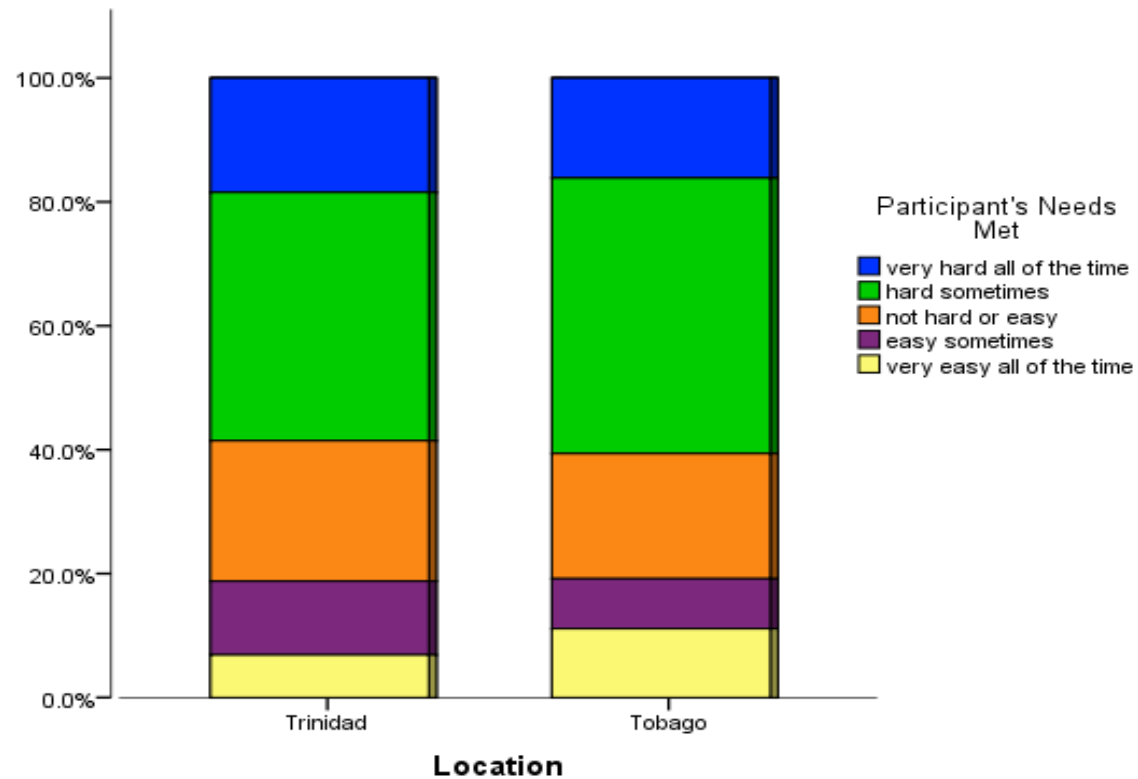
Participant's Family Income and Location (Trinidad/Tobago)



Current Income and Location (Trinidad/Tobago)



Participant's Needs Met and Location (Trinidad/Tobago)



Economic Situation and Location (Trinidad/Tobago)

- The majority of dropouts (54.9%) who resided in Tobago, came from low income families. Family income for Trinidad respondents and Tobago respondents were very similar.
- Similar for Trinidad, medium level was the most frequent current income level of dropouts (47.1%) who resided in Tobago.
- Needs met among Tobago respondents were similar to that among Trinidad respondents. 44.4% of dropouts who resided in Tobago reported meeting needs as being “hard sometimes” and 20.2% reporting that it was “not hard or easy”.

Economic Situation		Location	
		Trinidad	Tobago
Participant's Family Income	Low	53.8	54.9
	Medium	40.2	38.2
	High	6.0	6.9
Participant's Current Income	Low	36.6	37.3
	Medium	52.5	47.1
	High	7.5	6.9
	None	3.4	8.8
Participant's Needs Met	Very Hard All Of The Time	18.5	16.2
	Hard Sometimes	40.1	44.4
	Not Hard Or Easy	22.7	20.2
	Easy Sometimes	11.9	8.1
	Very Easy All Of The Time	6.9	11.1

Overview: Life Situations

Statistics prepared by Dr. Samantha Chadee for Dr. Priya Kissoon

Home Comfort Level

Rating of home comfort level – Leaving School	Frequency %
Very Uncomfortable/Stressful	17.8
Somewhat Uncomfortable	16.1
Not Bad or Good	20.9
Fairly Comfortable	29.2
Very Comfortable/ No Stress	16.1

Table 1: Rating of Home Comfort Level while in school

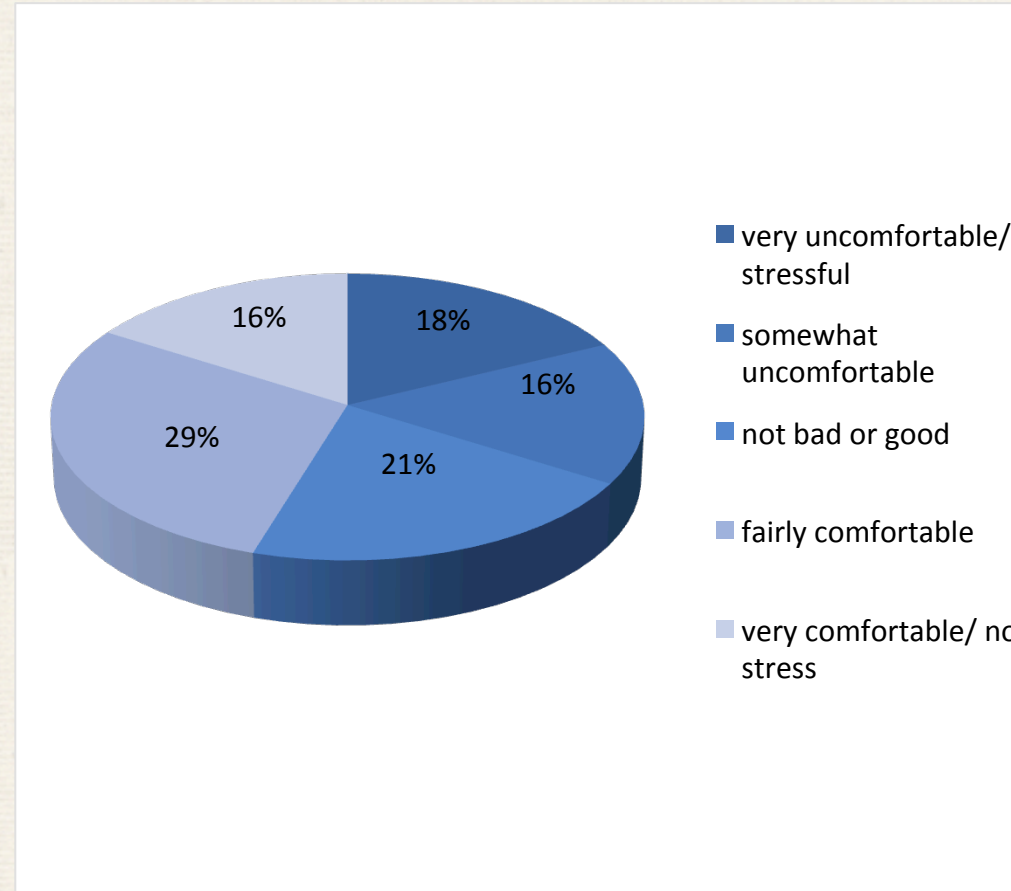


Figure 1: Rating of Home Comfort Level while in school

Home Comfort Level by Gender

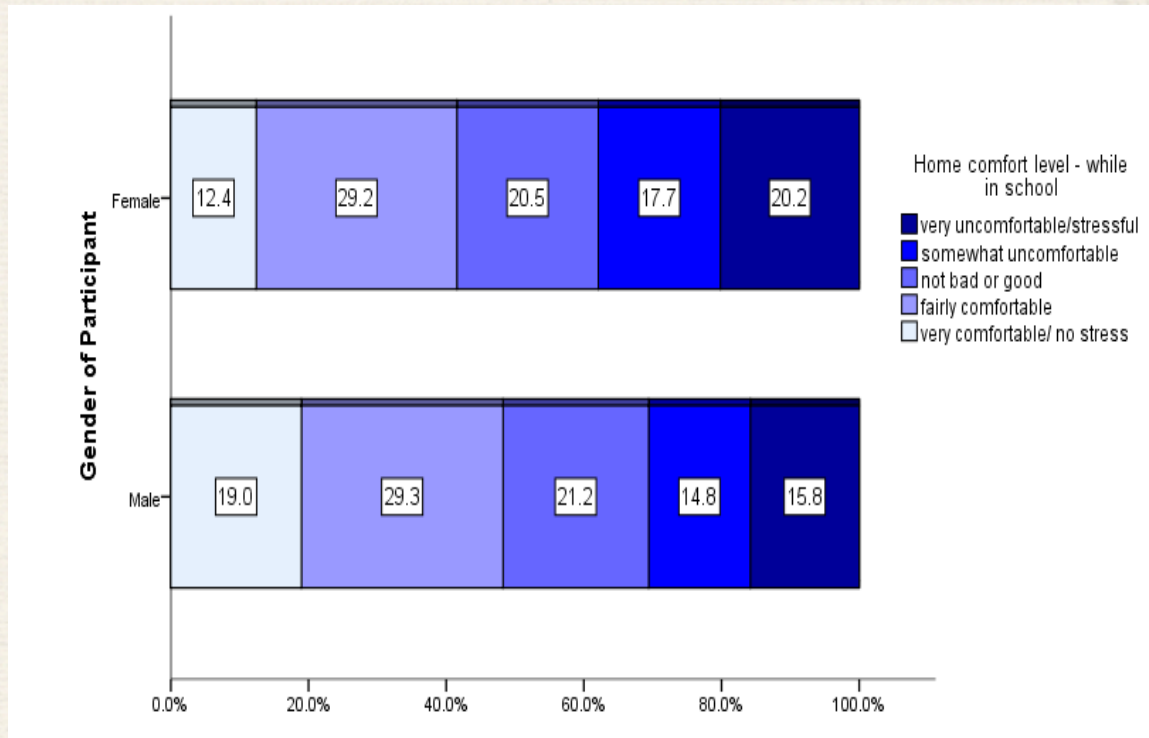


Figure 2: Rating of Home Comfort Level while in school by Gender

Home Comfort Level by Ethnicity

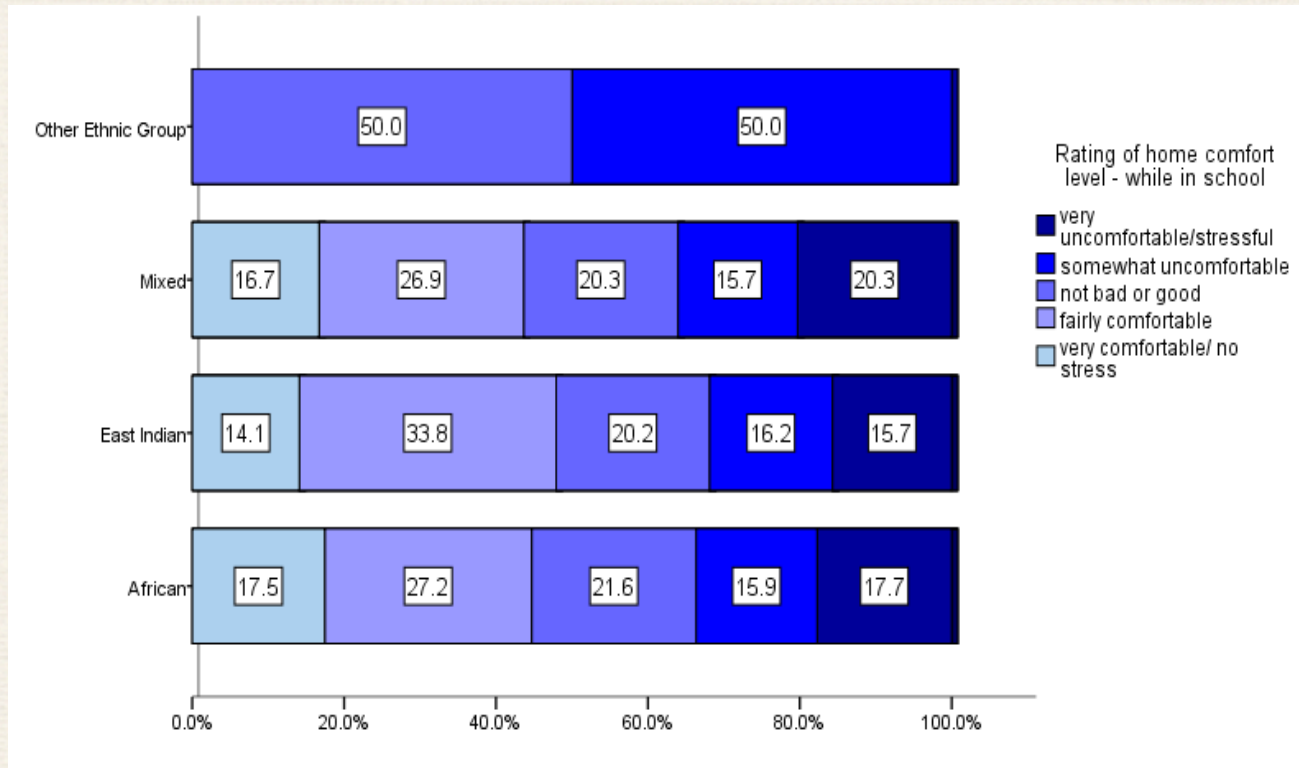


Figure 3: Rating of Home Comfort Level while in school by Ethnicity

National Statistics: Gender & Ethnicity

- The breakdown of gender of dropouts reflects the frequencies of males and females in the Trinidad and Tobago population.
- The frequency of ethnicities of respondents reflects what is observed for the national population.

		2011 National Housing and Population Census	Dropouts Study
Gender	Male	50.2	56
	Female	49.8	44
Ethnicity	African	34.3	38.2
	East Indian	35.3	33.4
	Mixed	22.9	28.1
	Other Ethnic Group	7.6	0.2

Table 2: Comparison with National Statistics: Gender and Ethnicity

Comparison with National Statistics: Education Level

- Comparison of the highest main education levels completed of dropouts with the Trinidad and Tobago population, reveal several disparities. The highest percentage of the National population completed secondary school while the highest percentage of dropouts (and the majority), 69.8%, completed up to primary school. Additionally, there was a much higher percentage of individuals with less than primary school education and much lower frequency (3.3%) of individuals with tertiary level education among dropouts than the population at large.

		2011 National Housing and Population Census	Dropouts Study
Highest Level of Education Completed	Less than Primary School	5.2	19.9
	Primary School	29.6	69.8
	Junior Secondary	41.0	4.1
	Senior Secondary		2.7
	Post Sec and Tertiary	16.8	0.2
	Other	7.4	3.3

Table 3: Comparison with National Statistics: Education Level

Comparison with National Statistics: Location

- The majority of dropouts resided within the most populated region Tunapuna/ Piarco.

Regions	2011 National Housing and Population Census	Dropouts Study
City of Port of Spain	2.8	3.8
Mayaro/ Rio Claro	2.7	10.1
Sangre Grande	5.7	8.6
Princes Town	7.7	7.9
Penal/ Debe	6.7	8.2
Siparia	6.5	10
City of San Fernando	3.7	2
Borough of Arima	2.5	2.8
Borough of Chaguanas	6.3	7
Borough of Point Fortin	1.5	1.1
Diego Martin	7.8	3.8
San Juan / Laventille	11.8	8.6
Tunapuna/ Piarco	16.3	12.9
Couva/ Tabaquite/ Talparo	13.4	7.7
Tobago	4.6	5.5

Table 4: Comparison with National Statistics: Location

Comparison with National Statistics : Income Level

	2009 Household Budget Survey	Dropouts Study
Low	25.3	36.5
Middle/medium	50.1	52.0
High	24.6	7.6
None	-	3.9

Table 5: Comparison with National Statistics: Income Level

The unemployment percentage of dropouts is 21.2 % (excluding the 7.1% domestic workers/ housewives) which is notably higher than the 3.2% unemployment frequency for Trinidad and Tobago (CSO, 2015).

Comparison with National Statistics : Income Bracket

Current income levels of dropouts somewhat reflect the income levels of the population with the majority of respondents reporting medium income levels. However, the percentage of individuals with a high income level is much lower among dropouts (3.9%) than the rest of the population. This is further reflected in comparing dropouts' actual monthly income with the general population's monthly income

Monthly Income	2009 Household Budget Survey	Current Income (monthly)	Dropouts Stu
Less than 1,000	2.0	(VL) less than 800	11.2
1,000 - 2,999	10.4	(L) 800-2,000 (500/week or 100/day)	32.8
3,000 – 8,999	48.2	(ML) 2,000 - 9,000	46.4
9,000 – 20, 999	33.4	(MH) 9,000 - 20,000	7.8
Over 20,999	6	(H) more than 20,000	1.8

Table 6: Comparison with National Statistics: Income Bracket