

Trinidad and Tobago



Multiple Indicator
Cluster Surveys

Snapshot of Key Findings

Learn



The Trinidad and Tobago Multiple Indicator Cluster Survey (MICS) was carried out from August to December 2022 by the Central Statistical Office in collaboration with UNICEF, as part of the Global MICS Programme. Technical support was provided by the United Nations Children’s Fund (UNICEF), with government funding and financial support of UNICEF.

The Global MICS Programme was developed by UNICEF in the 1990s as an international multi-purpose household survey programme to support countries in collecting internationally comparable data on a wide range of indicators on the situation of children and women. MICS surveys measure key indicators that allow countries to generate data for use in policies, programmes, and national development plans, and to monitor progress towards the Sustainable Development Goals (SDGs) and other internationally agreed upon commitments. In this regard, Trinidad and Tobago has aligned its National Development Strategy 2016-2030, also known as Vision 2030, with the SDGs, so that progress towards one redounds to the other.

The objective of this snapshot of key findings is to facilitate the dissemination and use of the results from the Trinidad and Tobago MICS 2022. The survey methodology and detailed tabulations based on the data collected are available in the Survey Findings Report.

For more information on the Global MICS Programme, please go to mics.unicef.org.

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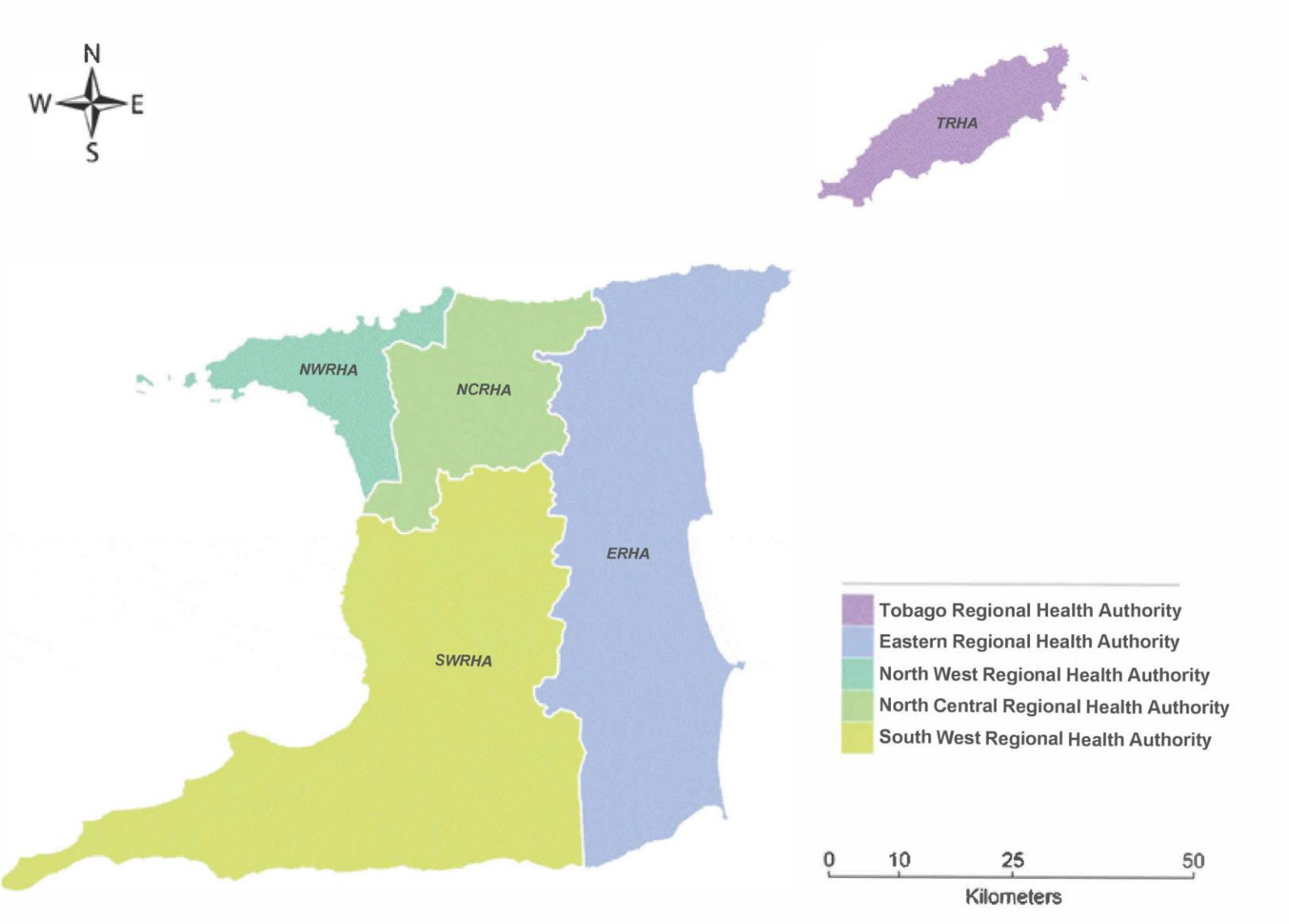
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Map showing the Regional Health Authorities of Trinidad and Tobago



Trinidad and Tobago 2022



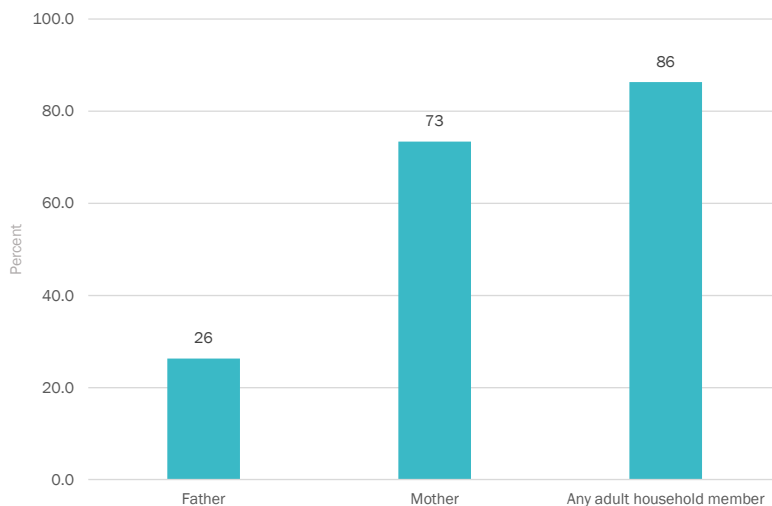
Early Childhood Development (ECD)

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Support for Learning



Early Stimulation & Responsive Care



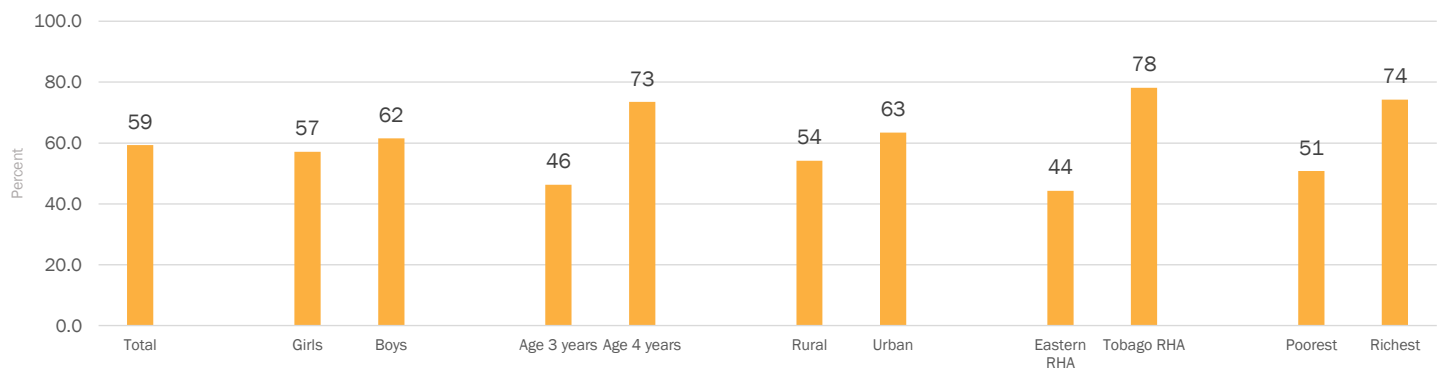
Percentage of children age 2-4 years with whom the father, mother or adult household members engaged in activities that promote learning and school readiness during the last three days

Note: Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child

Early childhood, which spans the period up to 8 years of age, is critical for cognitive, social, emotional and physical development. During these years, a child's newly developing brain is highly plastic and responsive to change. Optimal early childhood development requires a stimulating and nurturing environment, access to books and learning materials, interactions with responsive and attentive caregivers, adequate nutrients, access to good quality early childhood education, and safety and protection. All these aspects of the environment contribute to developmental outcomes for children.

Children facing a broad range of risk factors including poverty; poor health; high levels of family and environmental stress and exposure to violence, abuse, neglect and exploitation; and inadequate care and learning opportunities face inequalities and may fail to reach their developmental potential. Investing in the early years is one of the most critical and cost-effective ways countries can reduce gaps that often place children with low social and economic status at a disadvantage.

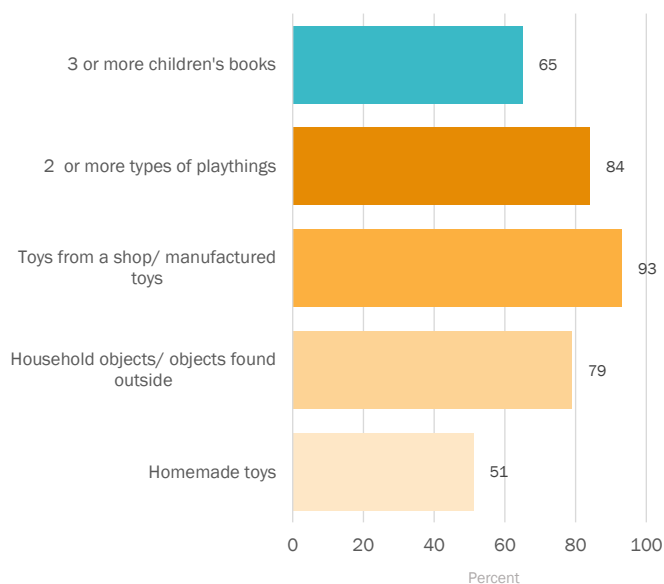
Attendance at Early Childhood Education Programmes



Percentage of children age 3-4 years attending an early childhood education programme, by background characteristics

Learning Materials & Child Supervision

Access to Play & Learning Materials



Percentage of children under age five according to their access to play and learning materials

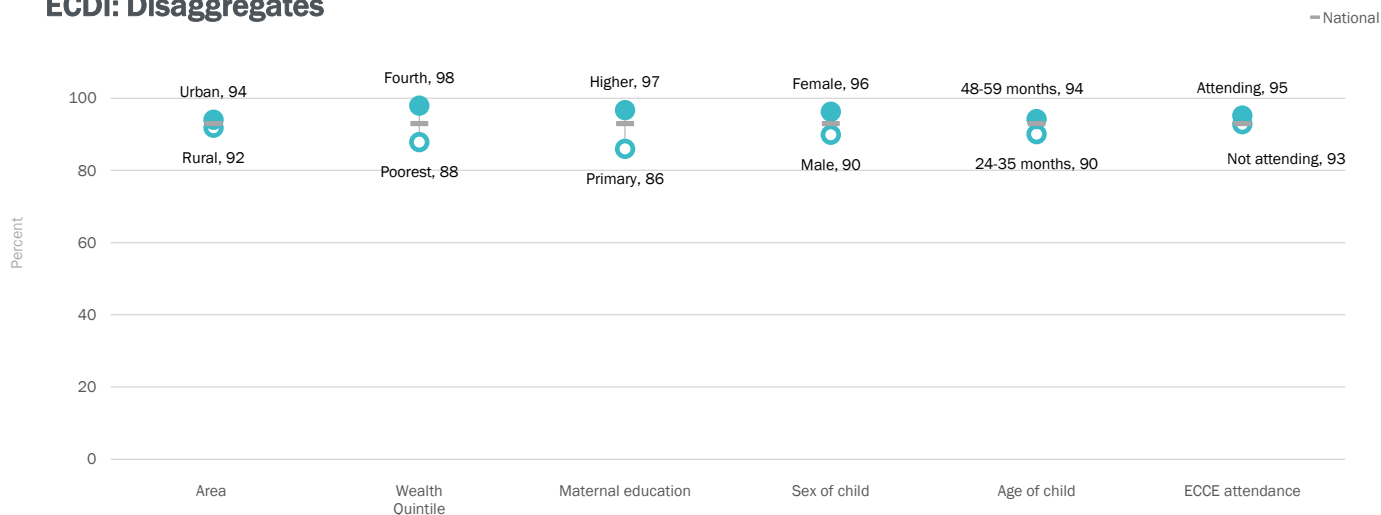
Inadequate supervision of children

Region	Left In Inadequate supervision
National	2
North-West RHA	1
North-Central RHA	3
Eastern RHA	2
South-West RHA	2
Tobago RHA	0

Percentage of children under age five left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week, by region

Early Childhood Development Index (ECDI)

ECDI: Disaggregates



ECDI by various characteristics
ECCE = early childhood education

Key Messages

- Mothers engaged in activities that promote learning and school readiness (73%) with children 2-4 years almost three times as often as fathers (26%).
- Overall, nearly 6 out of 10 children aged 3-4 years (59%) attended an early childhood education programme, with a greater percentage of boys (62%) attending than girls (57%).
- Attendance was highest among children from urban areas (63%), children from TRHA (78%) and children from the richest wealth quintile (74%).
- The percentage of children under 5 years that were left alone or were under the supervision of other children younger than 10 years of age was highest in NCRHA (3%) above the national average (2%).
- Overall, 65% of children under 5 years had 3 or more books to read at home.
- Levels of ECDI (developmentally on track in literacy-numeracy, physical, social emotional, and learning domains) varied mostly based on the mother's education and the wealth quintile of the household.

Trinidad and Tobago 2022



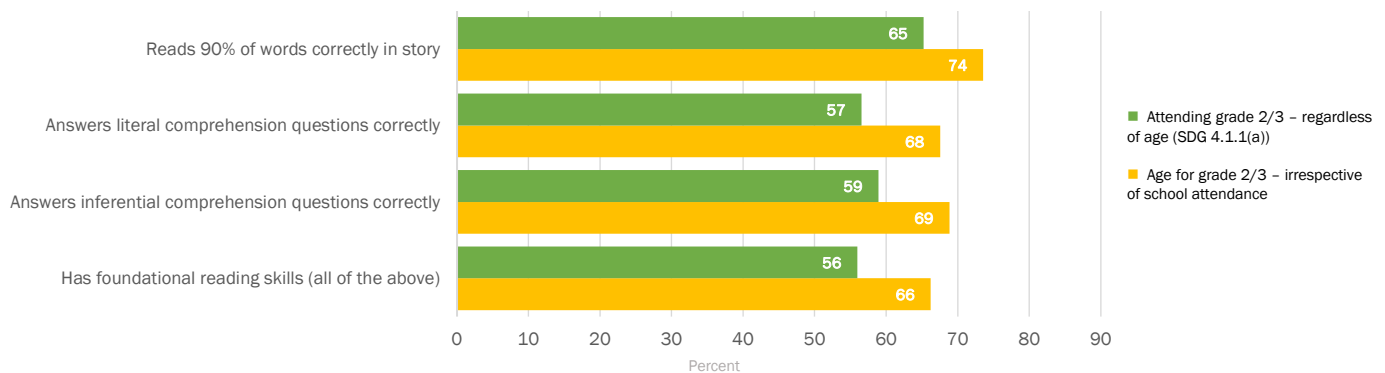
Early Grade Learning & Parental Involvement

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Early Grade Learning: SDG 4.1.1(a)

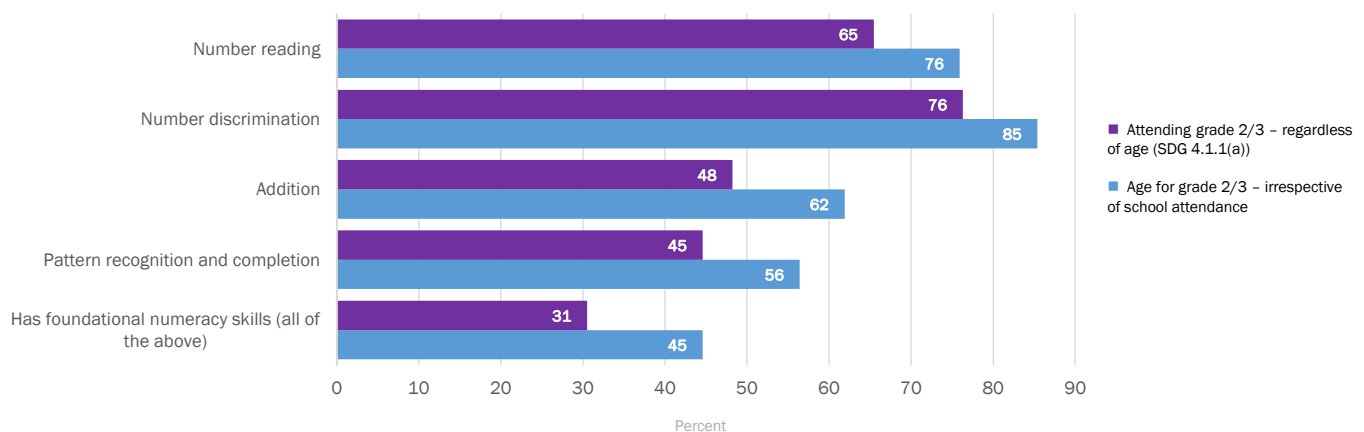


Foundational Reading Skills: SDG 4.1.1(a) (i: reading)



Percentage of children attending grade 2/3 and at age for grade 2/3 who can 1) read at least 90% of words in a story correctly, 2) answer three literal comprehension questions, 3) answer two inferential comprehension questions

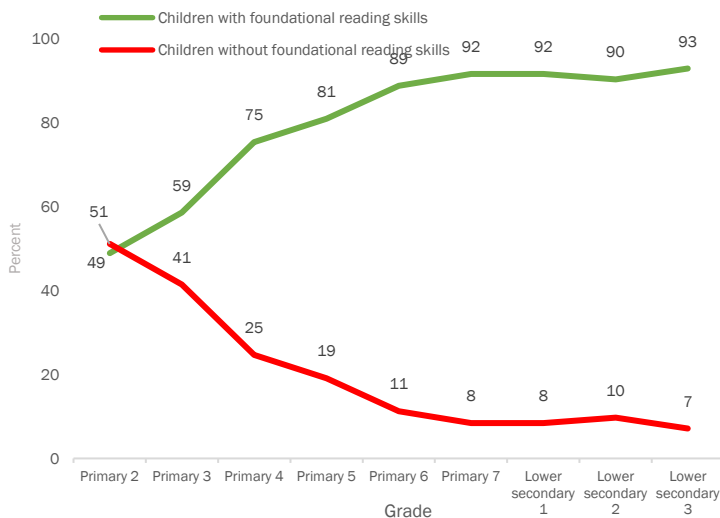
Foundational Numeracy Skills: SDG 4.1.1(a) (ii: numeracy)



Percentage of children attending grade 2/3 and at age for grade 2/3 who can successfully perform 1) a number reading task, 2) a number discrimination task, 3) an addition task and 4) a pattern recognition and completion task

Early Grade Learning: Disaggregates (age 7-14 years)

Foundational Reading Skills, by grade of attendance



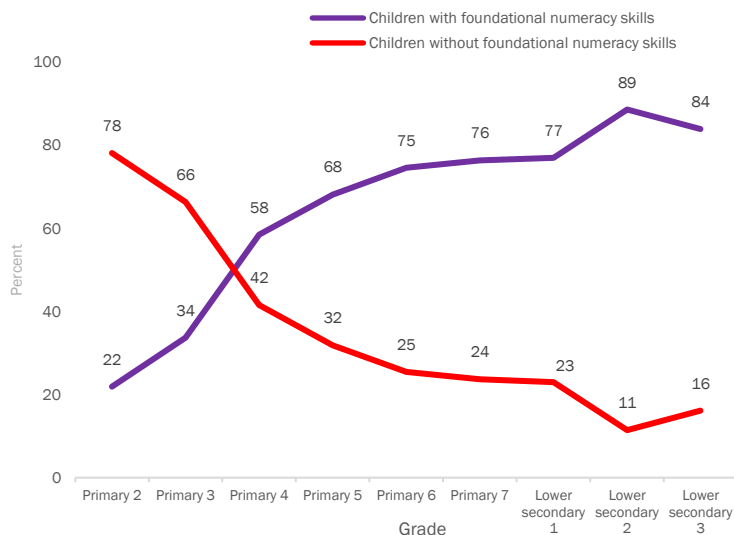
Percentage of children age 7-14 years attending primary or lower secondary school by foundational reading skills, by grade of attendance.

Note that the chart excludes children out of school or attending lower or higher levels of education.

The percentage of children without foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* The reading tasks were available in English. Children were assessed in the main language used by teachers. If the reading tasks were not available in that language, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

Foundational Numeracy Skills, by grade of attendance

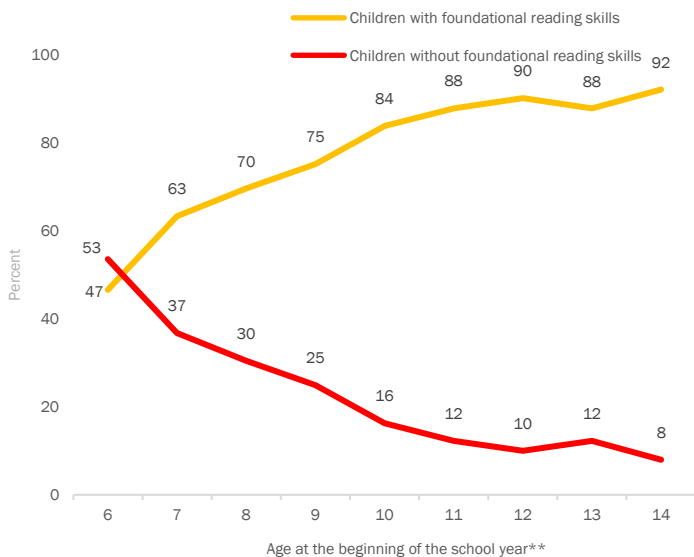


Percentage of children age 7-14 years attending primary or lower secondary school by foundational numeracy skills, by grade of attendance

Note that the chart excludes children out of school or attending lower or higher level of education.

The percentage of children without foundational numeracy skills is calculated by subtracting the children with foundational reading skills from the total number of children.

Foundational Reading Skills, by age



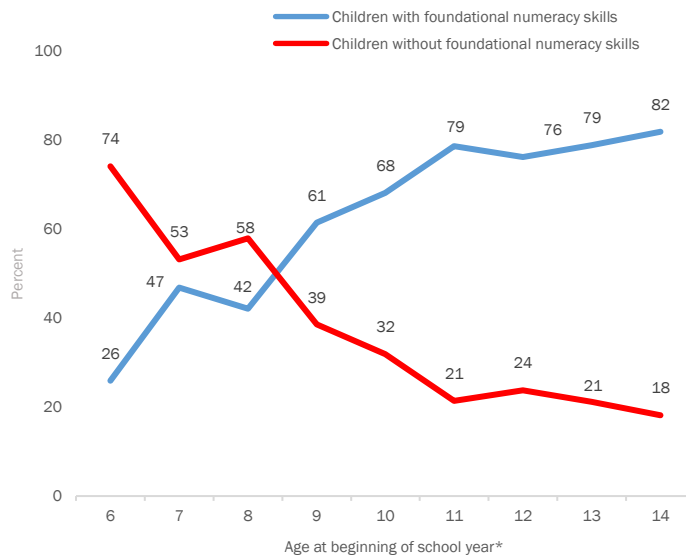
Percentage of children age 7-14 years by foundational reading skills, by age at beginning of school year**

The percentage of children without the foundational reading skills is calculated by subtracting the children with foundational reading skills and children for whom reading tasks were not available in the main language used by teachers and in the main language used at home from the total number of children.

* The reading tasks were available in English. Children were assessed in the main language used by teachers or, for those who never attended school, in the main language used at home. If the reading tasks were not available in those languages, children were offered the reading tasks in any of the other available languages. Children for whom the reading tasks were not available in the main language used by teachers and in the main language used at home are recorded here.

** As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Foundational Numeracy Skills, by age



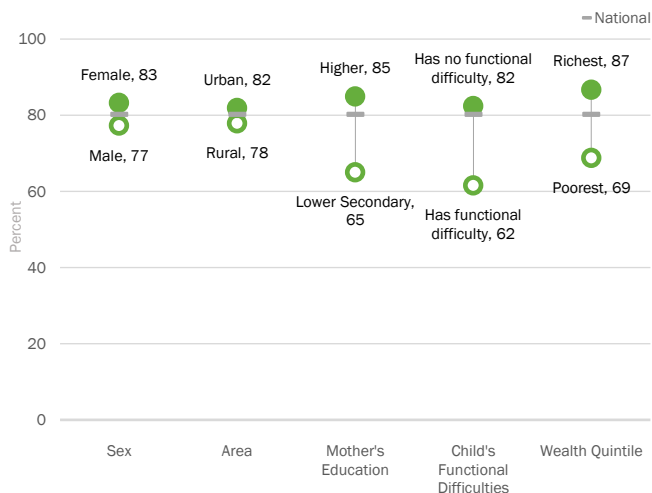
Percentage of children age 7-14 years by foundational numeracy skills, by age at beginning of school year*

The percentage of children without foundational numeracy skills is calculated by subtracting children with foundational reading skills from the total number of children.

* As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Early Grade Learning: Disaggregates (age 7-14 years)

Disaggregates in Foundational Reading Skills

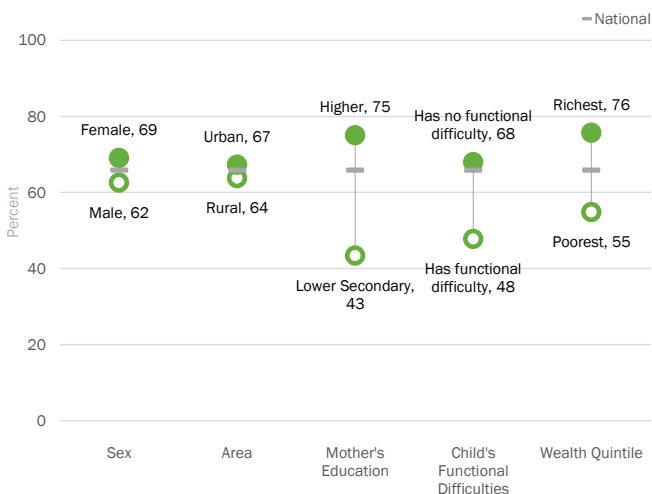


Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by background characteristics

Regional Data on Foundational Reading Skills

Region	Boys	Girls	Total
National	77	83	80
North-West RHA	76	79	78
North-Central RHA	80	88	84
Eastern RHA	74	72	73
South-West RHA	79	85	82
Tobago RHA	61	82	72

Disaggregates in Foundational Numeracy Skills



Percentage of children age 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by background characteristics

Regional Data on Foundational Numeracy Skills

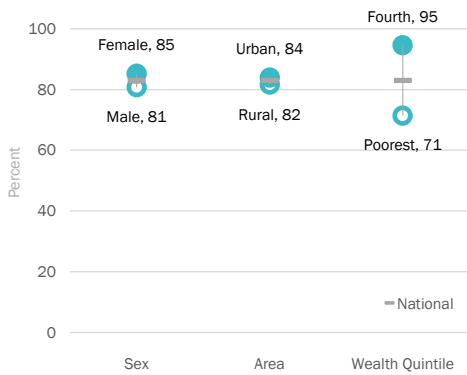
Region	Boys	Girls	Total
National	63	69	66
North-West RHA	59	66	62
North-Central RHA	68	69	68
Eastern RHA	54	53	54
South-West RHA	65	76	71
Tobago RHA	37	53	45

Measuring Reading & Numeracy Skills in MICS

- The Foundational Learning Skills (FL) module is a direct assessment of children's reading and numeracy competencies. It is designed to assess foundational learning skills expected upon completion of 2nd grade of primary education, thus contributing to SDG indicator 4.1.1(a).
- The FL module is part of the Questionnaire for Children Age 5-17 administered to one randomly selected child in each household. Children age 7-14 years are eligible for module.
- The reading assessment in the FL module consists of a reading passage and a set of comprehension questions related to the story. The assessment is customised in each country to ensure vocabulary and cultural references are relevant and appropriate. The numeracy assessment consists of four number tasks based on universal math skills expected at 2nd grade level.
- The reading assessment of Trinidad and Tobago was conducted in. The reading skills of 0.3% of the interviewed children could not be evaluated in their home or school language.
- As MICS also collects data on school attendance and numerous individual and household characteristics, such as location, household socio-economic status, and ethnicity, the most marginalized sub-populations of children can be identified for support to improve learning outcomes.

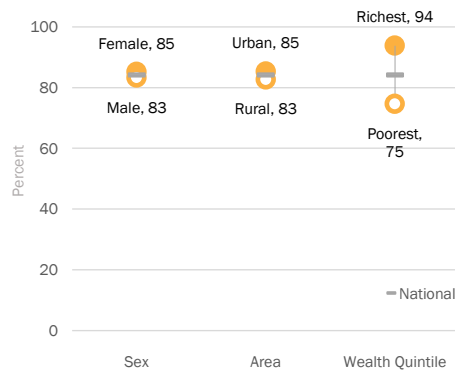
Parental Involvement: Learning Environment at Home

Children with 3 or more books to read at home



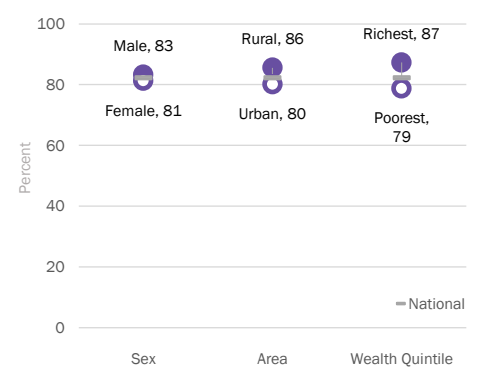
Percentage of children age 7-14 years with 3 or more books at home, by background characteristics

Children who read books or are read to at home



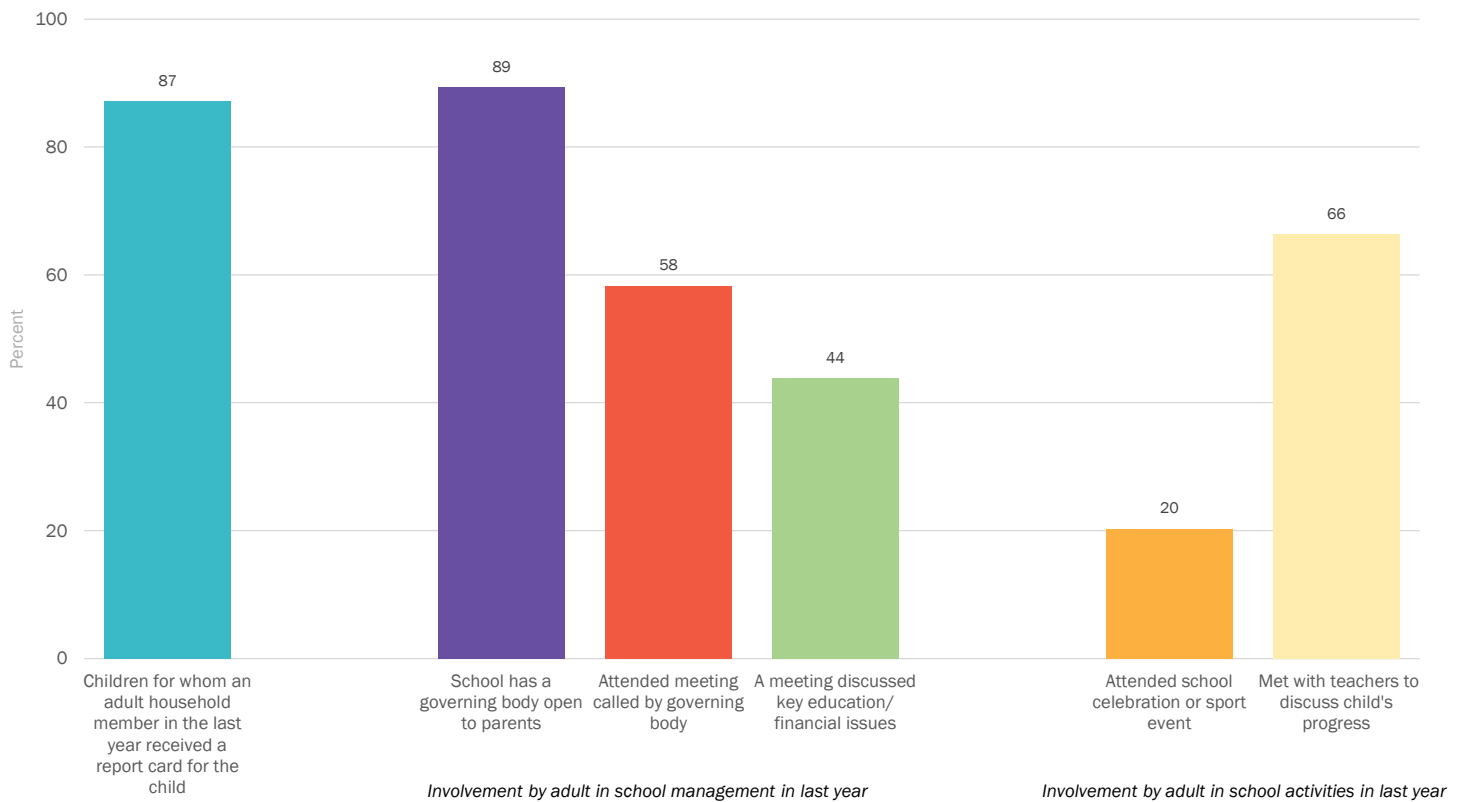
Percentage of children age 7-14 years who read books or are read to at home, by background characteristics

Children who receive help with homework



Percentage of children age 7-14 years attending school and having homework who receive help with homework, by background characteristics

Parental Involvement in school



Percentage of children age 7-14 years attending school, by indicators of parental support

Key Messages

- In Trinidad and Tobago, the levels of foundational reading skills among children 7-14 years was 66%.
- Over 7 out of 10 children (74%) of age for grade 2 to 3 were able to read 90% of words in a story correctly.
- While 86% of children of age for grade 2 to 3 were able to do number discrimination, only 45% had appropriate numeracy skills.
- 83% of girls displayed foundational learning skills as compared to the boys at 77%. Also 69% in foundational numeracy skills compared to 63% for boys.
- Intuitively the proportion of children displaying both numeracy and reading skills increased by grade of attendance and age. Children in Standard 5 were 25% more likely to have foundational reading skills than those in Standard 2. Also, numeracy skills among children aged 8 years was 42% compared to 68% among the 10 years olds.
- Greater inequalities were observed in foundational reading skills and numeracy skills according to the education of the mother, whether the child has a functional difficulty and the wealth quintile of the household. For instance, children with no functional difficulty were 20 percentage points more likely to demonstrate foundational reading skills, while numeracy skills for children whose mother had higher education was 75% compared to the 42% of those whose mother had lower secondary education.
- Children living in the TRHA region had the lowest percentages of children demonstrating both foundational reading skills (72%) and numeracy skills (45%).
- At least 7 out of 10 children received help with homework regardless of area, sex of child and wealth quintile.
- The percentage of children who read books or are read to at home was 94% among the richest households compared to 75% in the poorest households.
- Approximately 87% of the parents received a report card from the school.
- Although 80% reported that the school has a governing body open to parents, only 68% of parents attended a meeting called by the school management, 20% attended a school celebration or sport event and 66% of the parents met with teachers to discuss their children's progress.

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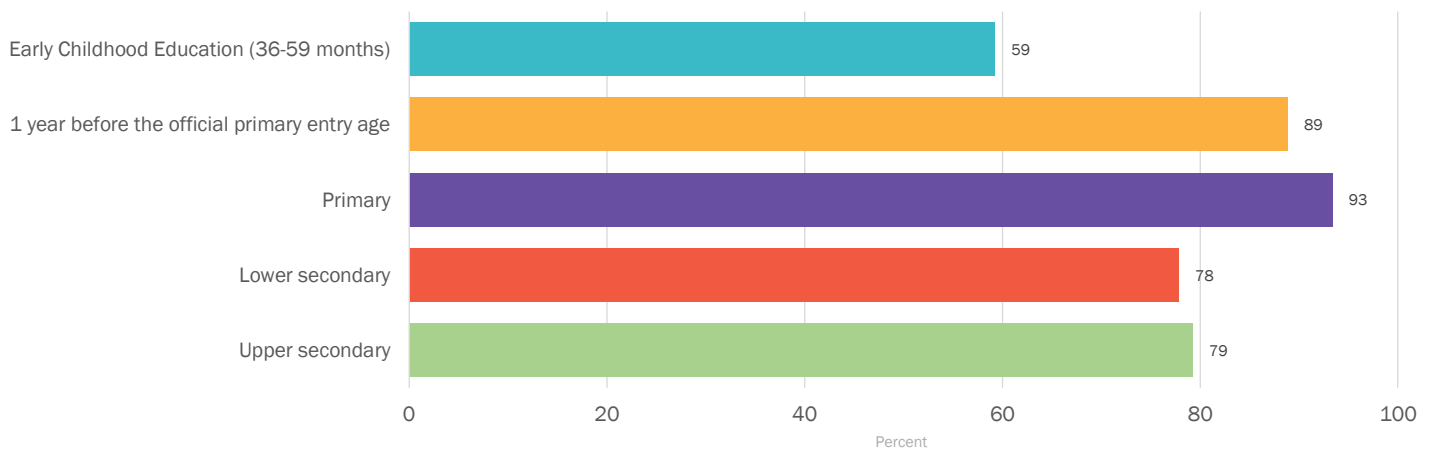
Education

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Attendance Rates & Inequalities



School Net Attendance Rates (adjusted)



Percentage of children of intended age for level of education attending level of education for age or higher, by level of education

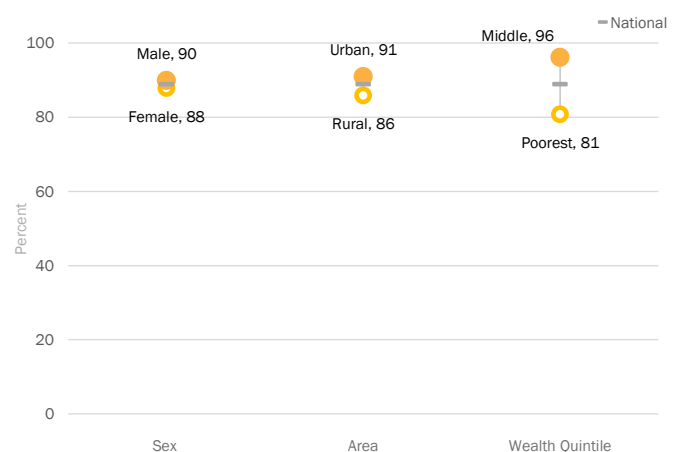
Inequalities in Attendance in Early Childhood Education & Participation in Organized Learning

Early Childhood Education Attendance Rate (age 3-4)



Percentage of children age 36-59 months who are attending early childhood education

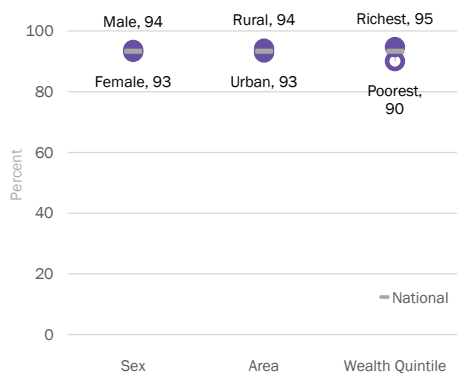
Participation Rate in Organised Learning (1 Year Before the Official Primary Entry Age): SDG 4.2.2



Percentage of children age one year younger than the official primary school entry age at the beginning of the school year who are attending an early childhood education programme or primary school (adjusted net attendance rate)

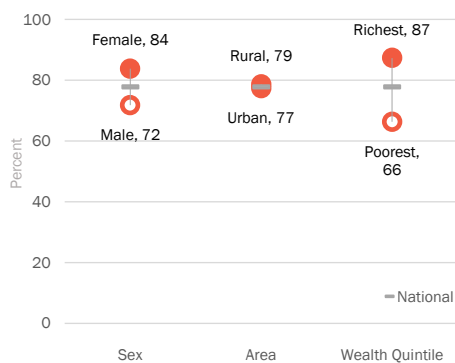
Inequalities in Attendance Rates

Primary School Net Attendance Rate (adjusted)



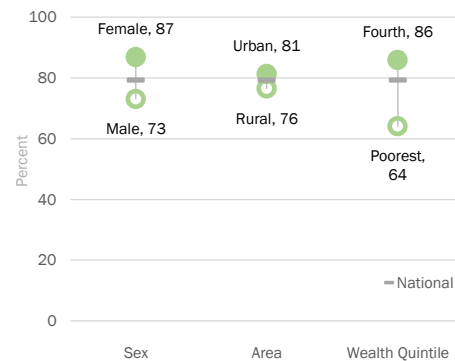
Percentage of children of primary school age (as of the beginning of school year) who are attending primary, lower or upper secondary school

Lower Secondary School Net Attendance Rate (adjusted)



Percentage of children of lower secondary school age (as of the beginning of school year) who are attending lower secondary school or higher

Upper Secondary School Net Attendance Rate (adjusted)

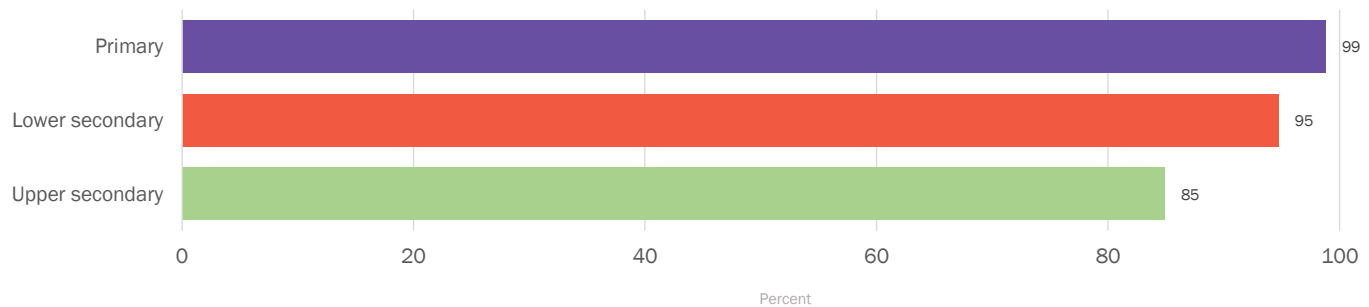


Percentage of children of upper secondary school age (as of the beginning of school year) who are attending upper secondary school or higher

Regional Data for Net Attendance Rates (adjusted)

Region	Early Childhood Education (age 3-4)	Primary	Lower Secondary	Upper Secondary
National	59	93	78	79
North-West RHA	75	93	76	78
North-Central RHA	62	93	80	81
Eastern RHA	44	95	76	67
South-West RHA	52	93	78	81
Tobago RHA	78	96	78	83

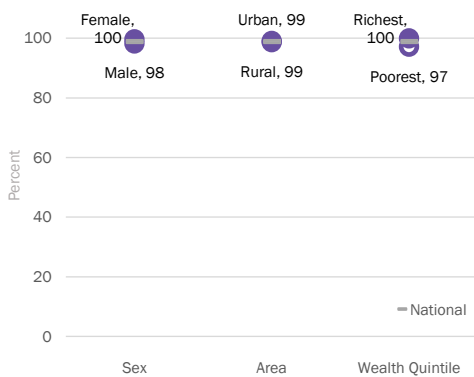
Completion Rates: SDG 4.1.2



Percentage of children age 3 to 5 years above the intended age for the last grade who have completed that grade, by level of education

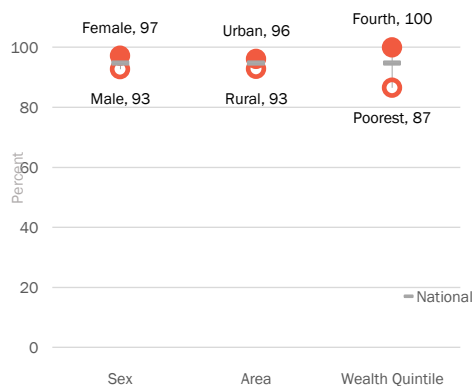
Inequalities in Completion Rates

Primary School Completion Rate



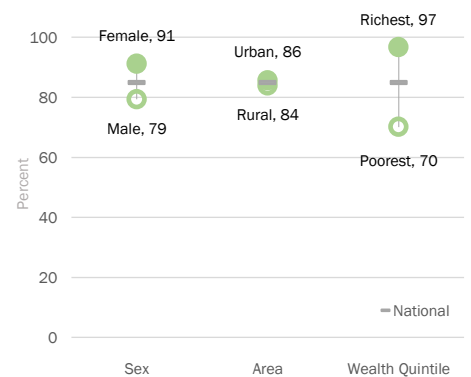
Percentage of children age 3 to 5 years above the intended age for the last grade of primary school who have completed primary education

Lower Secondary School Completion Rate



Percentage of children age 3 to 5 years above the intended age for the last grade of lower secondary school who have completed lower secondary education

Upper Secondary School Completion Rate



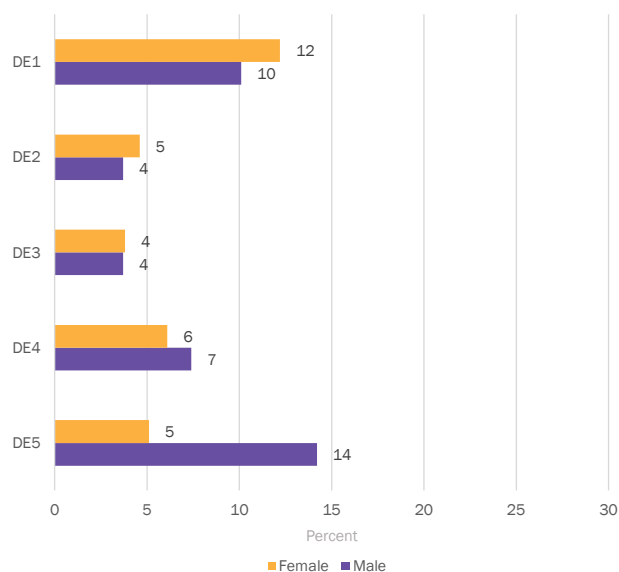
Percentage of children or youth age 3 to 5 years above the intended age for the last grade of upper secondary school who have completed upper secondary education

Regional Data in Completion Rates

Region	Primary (age 5-11)	Lower Secondary (age 12-14)	Upper Secondary (age 15-17)
National	99	95	85
North-West RHA	98	96	88
North-Central RHA	99	96	84
Eastern RHA	100	94	83
South-West RHA	99	93	84
Tobago RHA	96	98	88

Out of School Rates

Out of School Dimensions for Levels of Education



Dimension 1: Children age one year younger than primary entry age not attending an early childhood education programme or primary school

Dimension 2: Children of primary school age who are not attending any level of education

Dimension 3: Children of lower secondary school age who are not attending any level of education

Dimension 4: Children who are in primary school but at risk of dropping out (over-age for grade by 2 or more years)

Dimension 5: Children who are in lower secondary school but at risk of dropping out (over-age for grade by 2 or more years)

SDG Summary for Education

SDG	MICS Indicator	Definition & Notes	Value		
			Primary	Lower Secondary	Upper Secondary
4.1.2	LN.8a,b,c	Completion rate	99%	95%	85%
4.5.1	LN.5a	Gender Parity Indices (attendance, girls/boys)	0.99	1.17	1.19
4.5.1	LN.5b	Wealth Parity Indices (attendance, poorest/richest)	0.95	0.75	0.75
4.5.1	LN.5c	Area Parity Indices (attendance, rural/urban)	1.01	1.01	0.94
			Total	Boys	Girls
4.2.2	LN.2	Participation rate in organized learning (one year before the official primary entry age)	89%	90%	88%

Key Messages

- The attendance rate in organized learning programs 1 year before the age of enrolment in primary school was 89%, up from 59% for children one year younger.
- In T&T attendance at primary school was 93%, with little variations across the sex of the child, area and wealth quintile.
- While primary education attendance rates for boys was higher than girls, that pattern reversed for the lower and upper secondary levels.
- Net attendance rates at lower secondary level showed the wider gap between females (84%) and males (72%) and between the richest (87%) and the poorest (66%) households.
- The widest gap for attending upper secondary school was noted between children in the fourth (86%) quintile and in the poorest (64%) households.
- TRHA region had the highest attendance rates in primary school and upper secondary school, while the NCRHA had the highest attendance rate for lower secondary school.
- The ERHA had the lowest attendance rates in upper secondary school at 67%.
- Almost all children completed the primary education level with 99%, but this progressively decreased as children ascended the education ladder with 95% and 85% respectively.
- The disparities in completion rates grew as children transitioned from primary to lower secondary and on to the upper secondary education level. Completion rates were higher for females children living in urban areas and those belonging to the richer wealth quintiles compared to their male peers, children in rural areas and the poorest households.
- The out of school rate for males (14%) was almost 3 times that for females (5%) with respect to the children who were in lower secondary school but at risk of dropping out (over-age for grade by 2 or more years).

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