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EIGHTH REPORT OF THE JOINT SELECT COMMITTEE ON MINISTRIES, STATUTORY AUTHORITIES AND STATE ENTERPRISES (GROUP 1)



ON PRIMARY SCHOOL EDUCATION

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(Group 1)
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EIGHTH REPORT

OF THE

**JOINT SELECT COMMITTEE ON MINISTRIES,
STATUTORY AUTHORITIES AND STATE
ENTERPRISES
(GROUP 1)**

ON

PRIMARY SCHOOL EDUCATION

Date Laid: HoR: 16th May, 2014

Senate: 13th May, 2014

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ACRONYMS & ABBREVIATIONS

API	ACADEMIC PERFORMANCE INDEX
CAC	CONTINUOUS ASSESSMENT COMPONENT
CCDP	CHARACTER AND CITIZENRY DEVELOPMENT PROGRAMME
COL	COMMONWEALTH OF LEARNING
CTB	CENTRAL TENDERS BOARD
CCTV	CLOSED CIRCUIT TELEVISION
CXC	CARRIBBEAN EXAMINATION COUNCIL
DVD	DIGITAL VERSATILE DISC
EFCL	EDUCATION FACILITIES COMPANY LIMITED
ICTD	INFORMATION AND COMMUNICATION TECHNOLOGY DIVISION
MOE	MINISTRY OF EDUCATION
MOFE	MINISTRY OF FINANCE AND THE ECONOMY
MPA	MINISTRY OF PUBLIC ADMINISTRATION
ORS	ON-LINE REGISTRATION SYSTEM
PISA	PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT
PMCD	PUBLIC MANAGEMENT CONSULTING DIVISION
RFP	REQUEST FOR PROPOSAL
SEA	SECONDARY ENTRANCE ASSESSMENT
VAPA	VISUAL AND PERFORMING ARTS

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EXECUTIVE SUMMARY

At its 13th Meeting held on Friday June 22, 2012, the Committee agreed to conduct an *inquiry into the administration and Operations of the Ministry of Education (MoE) with specific focus on Primary School Education*. In preparation for this inquiry, the Committee requested and reviewed written submissions pertaining to specific aspects of the Primary School system which in its opinion required examination. Subsequent to this, the Committee conducted three (3) public hearings (over the period February to May 2013) with representatives of the MoE in pursuit of the objectives of its inquiry.

The Committee's inquiry focused on areas such as:

- the primary school curriculum;
- evaluation measures in place to deal with the new Secondary Entrance Assessment (SEA) curriculum inclusive of the Continuous Assessment Component (CAC) of the SEA;
- the benefits and drawbacks of the Continuous Assessment Component (CAC);
- the potential role of the National Advisory Committee in primary school education and curriculum development and reform;
- the extent of the participation of Local School Boards in the Curriculum Development process;
- potential procedures that can address the concerns of medically unfit students' participation in physical education;
- national school code of conduct and the extent to which it is incorporated into the Character Education and Citizenry Development Programme; and
- the educational guidance and counselling services of the Ministry of Education.

The foregoing objectives provided the basis for important courses of discussion which emanated from the committee's exchange with officials of the Ministry. In particular, the Committee, was able to acquire a fair amount of insight into the operationalization of the Continuous Assessment Component (CAC); its impact on the Secondary Entrance Assessment (SEA) and on the reform of the Primary School Curriculum. The Committee was quite pleased with the comprehensive, methodical and consultative approach that was adopted by the Ministry in pursuit of its Primary School curriculum reform initiatives. The Committee also concluded that the introduction of 'unconventional subjects' such as Visual and Performance Arts, Physical Education and IT, was an important move towards a more holistic approach to the development of children.

Relative to these and other issues outlined in this Report, the Committee has proffered a number of findings and recommendations that it anticipates will assist the Ministry of Education to improve its existing arrangements, policies and procedures which are currently being utilized in the operation of the Primary School Education system.

We expect that the Parliament, the Ministry of Education and other stakeholders would take into consideration the findings and recommendations of this Report, as we work towards improving the Primary School Education in Trinidad and Tobago.

Chairman of the Committee

MEMBERS OF THE COMMITTEE



Mr. Elton Prescott, SC¹
Chairman



Dr. Dhanayshar Mahabir²



Mr. Emmanuel George



Mr. Jairam Seemungal, MP



Mrs. Carolyn Seepersad-Bachan, MP



Mr. Gerald Hadeed³



Mr. Ganga Singh⁴



Ms. Stacy Roopnarine, MP



Dr. Delmon Baker, MP



Mr. Faris Al Rawi



Dr. Amery Browne, MP



Mrs. Patricia McIntosh, MP

¹ Mr. Elton Prescott, SC replaced Mrs. Corrine Baptiste McKnight w.e.f. 23.09.2013

² Dr. Dhanayshar Mahabir replaced Prof. Harold Ramkissoon w.e.f. 23.09.2013

³ Mr. Gerald Hadeed replaced Mrs. Christlyn Moore w.e.f. 23.09.2013 who replaced Mr. Danny Maharaj w.e.f. October 16, 2012.

⁴ Mr. Ganga Singh replaced Mrs. Verna St. Rose-Greaves with effect from October 16, 2012.

1. THE COMMITTEE

Establishment

1.1 Section 66 of the Constitution of Trinidad and Tobago declares, that not later than three months after the first meeting of the House of Representatives, the Parliament shall appoint Joint Select Committees to inquire into and report to both Houses in respect of Government Ministries, Municipal Corporations, Statutory Authorities, State Enterprises and Service Commissions, in relation to their administration, the manner of exercise of their powers, their methods of functioning and any criteria adopted by them in the exercise of their powers and functions.

1.2 Motions related to this purpose were passed in the House of Representatives and Senate on September 17, 2010 and October 12, 2010, respectively, and thereby established, inter alia, the ***Joint Select Committee to inquire into and report to Parliament on Ministries with responsibility for the business set out in the Schedule as Group 1, and on the Statutory Authorities and State Enterprises falling under their purview with regard to their administration, the manner of exercise of their powers, their methods of functioning and any criteria adopted by them in the exercise of their powers and functions.***

1.3 The entities which fall under the purview of the Committee are attached as ***Appendix I.***

Members

1.4 The Committee comprises the following members:

- | | | |
|--------------------------------------|---|---------------|
| 1. Mr. Elton Prescott, SC | - | Chairman |
| 2. Dr. Dhanayshar Mahabir | - | Vice Chairman |
| 3. Mr. Jairam Seemungal, MP | - | Member |
| 4. Mrs. Carolyn Seepersad-Bachan, MP | - | Member |
| 5. Ms. Stacy Roopnarine, MP | - | Member |

6. Dr. Amery Browne, MP	-	Member
7. Dr Delmon Baker, MP	-	Member
8. Mrs. Patricia Mc Intosh, MP	-	Member
9. Mr. Emmanuel George	-	Member
10. Mr. Ganga Singh	-	Member
11. Mr. Faris Al Rawi	-	Member
12. Mr. Gerald Hadeed	-	Member

Changes in Membership

1.5 **Mrs. Corrine Baptiste McKnight** was appointed to the Committee on October 12th, 2010 and served as the Committee's Chairman from October 22nd, 2010 until the termination of her Senatorial appointment on August 01st, 2013. **Prof. Harold Ramkissoon** served as a Member of the Committee with effect from October 12th, 2010 until the termination of his Senatorial appointment on August 31st, 2013. Mrs. Christlyn Moore served as a Member of the Committee with effect from October 16th, 2012 until the termination of her Senatorial appointment on September 06th, 2013. Mrs. Baptiste-McKnight, Prof. Ramkissoon and Mrs. Moore were replaced by **Mr. Elton Prescott, SC, Dr. Dhanayshar Mahabir** and **Mr. Gerald Hadeed** who were appointed to serve on the Committee with effect from September 23rd, 2013.

Secretarial Support

1.6 The following officers were assigned to assist the Committee:

- | | | |
|-------------------------|---|-----------------------------|
| ○ Mr. Julien Ogilvie | - | Secretary |
| ○ Ms. Candice Skerrette | - | Assistant Secretary |
| ○ Ms. Katharina Gokool | - | Graduate Research Assistant |
| ○ Mr. Indar Sieunarine | - | Parliamentary Intern |

Powers

1.7 Standing Orders 71B of the Senate and 79B of the House of Representatives delineate the core powers of the Committee which include *inter alia*:

- to send for persons, papers and records;
- to adjourn from place to place;
- to appoint specialist advisers either to supply information which is not otherwise readily available or to elucidate matters of complexity within the Committee's order of reference; and
- to communicate with any other Committee of Parliament on matters of common interest.

2 INTRODUCTION

Background

2.1 At its 13th Meeting held on Friday June 22, 2012, the Committee agreed to conduct an inquiry into the Ministry of Education (MoE) (with specific focus on Primary School Education). The Committee determined that an examination of this area should be given priority because of the underlying link between many of the prevailing societal issues and the functioning/effectiveness (or lack thereof) of the education system. Bearing this in mind, the Committee agreed that the inquiry should seek to critically assess the following aspects of the primary school system:

- **initiatives of the Ministry to incorporate moral, ethical and spiritual values into the school system;**
- **counselling and guidance;**
- **physical education; and**
- **the school curriculum.**

Objectives

2.2 The Committee identified the following as the primary objectives of the inquiry:

- i. to establish who determines the Primary School Education curriculum and how this is done;
- ii. to examine what evaluation measures if any, are in place to deal with the new Secondary Entrance Assessment (SEA) curriculum inclusive of the Continuous Assessment Component (CAC) of the SEA;
- iii. to determine whether the Ministry is considering the total removal of the SEA examination and what will replace it;

- iv. to examine the benefits and drawbacks of the Continuous Assessment Component (CAC);
- v. to determine the extent to which Local School Boards are included in the Curriculum Development process, if at all;
- vi. to examine the role of the National Advisory Committee if any, in primary school education, curriculum formulation etc;
- vii. to investigate whether there are procedures to address the concern of students who are medically unfit to engage in physical education given that the subject is now being assessed;
- viii. to ascertain to what extent the National Schools Code of Conduct is incorporated into the Character Education and Citizenry Development Programme, if at all;
- ix. to establish who determines the principles expounded through the Character Education and Citizenry Development Programme and on what basis these morals and values have been established;
- x. to assess the Educational Guidance and Counselling Services of the Ministry of Education;
- xi. to gain insight into the Peace Promotion Programme of the Ministry of Education;
- xii. to assess the number of primary schools in need of upgrades, repairs and rebuilding.

Conduct of the Inquiry

2.3 The Committee held three (3) public hearings with representatives of the Ministry of Education:

- Friday February 26th, 2013;
- Friday April 05th, 2013; and
- Friday May 17th, 2013.

2.4 In preparation for the hearings, the Committee communicated with the Ministry of Education to solicit initial written responses. These responses were received on November 30th, 2012 and were used as the basis for supplementary questions pursued at the hearing.

2.5 The Ministry of Education was represented by the following officials:

OFFICIALS FROM THE MINISTRY OF EDUCATION ATTENDANCE REGISTER

Name	Portfolio	1 st Hearing 26.02.2013	2 nd Hearing 05.04.2013	3 rd Hearing 17.05.2013
Ms. Jennifer Daniel	Permanent Secretary (Ag.)	✓	✓	✓
Mrs. Chanwati Sookra	Deputy Permanent Secretary, Human Resource Management	✓	✓	✓
Mrs. Yvonne Chrysostom	Deputy Permanent Secretary, Infrastructure	✓	✓	✓
Mr. Harrilal Seecharan	Chief Education Officer	✓	✓	✓
Mrs. Lenor Baptiste-Simmons	Director, Educational Planning	✓	✓	x
Mrs. Gaynelle Holdip	Director, Curriculum Planning and Development	✓	✓	✓
Mrs. Beryl Kathy-Ann Riley	Lead, Student Support Service Division	✓	✓	✓
Ms. Ingrid Kemchand	Curriculum Coordinator	✓	✓	x
Ms. Inadai Ramjass	Director, Human Resource	✓	✓	✓
Ms. Kavar Williams	Director, HR, Contracts, HR Training	✓	✓	✓
Ms. Cheryl-Ann Grant	Special Ed Teacher II, Student Support Services Division	✓	✓	✓
Ms. Vidya Rambharose-Heeraman	Director, Finance and Accounts	✓	✓	✓
Mr. Rajnath Singh	Director, ICT	✓	✓	✓
Mr. Bhadase Seetahal-Maraj	Programme Manager (Ag.), Programme and Projects Planning and Management Unit Advisor to Minister	✓	x	x

2.6 Several issues raised at the hearing warranted detailed responses. These responses were submitted in writing to the Committee dated March 21, 2013, and April 29th, 2013. In addition, in the process of finalising this report, a further request for information was made and a response was received on August 16th, 2013.

2.7 The Minutes of the meetings during which the public hearings were held are attached as ***Appendix II***.

2.8 The Verbatim Notes of Evidence of the hearings are attached as ***Appendix III***.

3 THE EVIDENCE

3.1 Hereunder is a synopsis of the oral and written evidence obtained from the Ministry of Education.

Management of Primary Schools in Trinidad and Tobago

3.2 There are four hundred and seventy-eight (478) Government and Government Assisted primary schools in Trinidad and Tobago. The MoE is directly responsible for the management of four hundred and forty-five (445) public primary schools located in Trinidad while the Tobago House of Assembly (THA) has responsibility for thirty-three (33) public primary schools in Tobago.

Local School Boards

3.3 Local School Boards are instituted in government schools to support the Principals in the management of the schools. Boards are constituted by Order made under Section 23 of the Education Act Chap 39:01⁵ for a period of two (2) years. A Board comprises, the Principal and no more than nine (9) other members drawn from among the following persons:

- i. a practising member of the school staff **other than** the Principal;
- ii. a member of the union most representative of teachers, nominated by the union who is a practising member of the school's staff;
- iii. two members of the majority Parent/Teacher Organization functioning and existing at the school, nominated by the members of the Organization;
- iv. a representative of the Past Pupils' Association, if any, of the school nominated by the Association;
- v. a member of the student body who is diligent, conscientious and an all-round team player and is nominated by the Student Council of the school; and

⁵ http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/39.01.pdf

- vi. three (3) persons nominated by the Minister of Education, as he deems necessary after consultation with the relevant interest groups and stakeholders within the Community in which the school is located.

3.3.1 The powers and functions of the School Board are outlined in Section 18 subsection 1 of the Education (Local School Board) Regulations.

3.3.2 Local School Boards may act as an advisory body to the Minister of Education on policies relating to, inter alia curriculum development and reform. For example, representatives of local school boards were part of primary school committees that helped to develop school development plans which focused on the primary school curriculum.

The Curriculum for Primary Schools

3.4 The Primary School Curriculum is the main channel used to promote the vision of healthy, happy children who are intelligent, versatile, productive and well-rounded. The goal of the national curriculum is to help learners progress from one level to the next in a well-articulated, continuous, coherent way through productive and meaningful experiences.

3.4.1 The MoE seeks to educate and develop children who are able to fulfill their full potential, academically balanced, healthy and growing normally, well-adjusted socially and culturally, and emotionally mature and happy through effective curriculum design. As such, the current implementation plan allows for the following structure to be effected at primary schools –

- each school is designed to receive a specified number of students.
- teachers are positioned to schools according to the number of students.
- senior positions are assigned to assist in the management of the school.
- teachers are expected to teach classes of a suggested class size of twenty-five (25) students.

- teachers develop lesson plans in line with the curriculum for the level or standard to which they are assigned and these are vetted by the senior persons in the school.
- the Class Teacher or Head of Department or Administrator determines the timetabling allocation for each subject.

3.4.2 The Primary School Curriculum comprises a number of subjects or disciplines which have attempted to address several potentialities in children. The existing curriculum comprises the following subjects –

- | | |
|---|--|
| ▪ Language Arts (Reading, English Language, English Literature) | ▪ Creative Arts: Dance, Drama, Music, Art and Craft (at least one option per school) |
| ▪ Mathematics | ▪ Information Technology (some schools) |
| ▪ Social Sciences (History, Geography, Social Studies) | ▪ Spanish (some pilot schools) |
| ▪ General Science | ▪ Health and Family Life Education |
| ▪ Agricultural Science (some schools) | ▪ Morals and Values Education (infused) |
| ▪ Physical Education | ▪ Religious Education |

Current Assessment Practices

3.4.3 Student Assessments in primary schools are based on the subject areas listed above are performed at the end of each term. In many schools the focus is on English, Language Arts and Mathematics, particularly for Standards Four and Five students and even for pupils in Standard Three.

3.4.4 The National Tests are also administered to students from Standard One to Four. The Tests are intended to:

- i. gather information as feedback for decision making at the district and national level;
- ii. track students' progress across time in the school;

- iii. compare students' performance by school, educational district and nationally;
- iv. identify national norms;
- v. point to aspects of teaching and learning that may require further investigation;
- vi. discriminate between essential and desirable levels of curriculum; and
- vii. determine students' strengths and weaknesses at the school, district and national levels. (Ministry of Education, 1997, p. 11).

3.4.5 Additionally, there is the Secondary Education Assessment (SEA) examination that is held at the end of Standard Five.

Secondary Entrance Assessment (SEA)

3.5 The SEA is an annual written examination that is administered to Standard Five (5) students in the month of May (formerly March) prior to admission to secondary school. The SEA exam (similar to its predecessor the Common Entrance Examination) generates competition for entry into the more academically popular schools even though Trinidad and Tobago has the capacity to accommodate on average 17,000 students who attempt the examinations annually.

How SEA is calculated

3.5.1 Students' scores in each paper are converted to standard scores which are weighted then combined and a composite score is used for the placement of the students in Secondary Schools. Standard scores utilize the variance in each paper and therefore allows the students relative standing position in each paper to be maintained when they are combined, thus ensuring fairness in the placement process.

3.5.2 Placement in Secondary Schools is based on merit, choice of schools and gender. Only when students' choices of schools have been exhausted, are attempts made to place students in schools proximate to their homes.

Issues with Current Assessment Practices in Primary Schools

3.5.3 A number of issues were raised with respect to the current assessment and particularly the SEA is listed hereunder –

- i. assessments in primary schools generally appear to be dependent on teacher-led instructional practices and traditional (pencil and paper) forms of assessment with emphasis on the subjects assessed at the National Tests and SEA;
- ii. the system did not allow for continuous assessment;
- iii. the tests focused mainly on two content areas, namely, English Language Arts and Mathematics resulting in over-emphasis in teaching of these areas;
- iv. the emphasis on just a few subjects particularly English Language Arts and Mathematics and Creative Writing (of mainly imaginative essays) has been detrimental to children's development across all the domains of learning i.e. cognitively, psycho-motor and affectively;
- v. there was marginalization in areas such as Art and Craft, Physical Education, Science, Agricultural Science and Social Studies;
- vi. the focus on SEA resulted in little devotion to subjects that fostered better health, family life and stronger positive values although some individual schools do make deliberate efforts to do so;
- vii. the overall well-being and holistic development of students was not given the priority it deserved; and
- viii. essentially, the primary school curriculum became assessment driven and the SEA examination was considered as the ultimate assessment of the student and the main determinant of primary school success.

Evaluation of the Primary School Curriculum

3.5.4 An examination into the framework of the Primary School Curriculum with particular emphasis on SEA by the MoE revealed that:

- a. there was a truncation of the curriculum offered to students on their entry into Standard four (4); and
- b. there was a lack of curriculum fidelity in some schools.

3.5.5 In 2010, the MoE conducted a strategic review where it was recommended that the continuous assessment be included in the primary school system. There was a two-day consultation with over 2000 participants. Subsequently, there were further consultations in the eight educational districts involving all stakeholders.

3.5.7 These consultations included all stakeholders such as principals, teachers, parents, students, executive members of PTAs, TTUTA representatives, representatives of Principals Associations as well as community representatives.

3.5.8 The consultations sought public opinion on which proposed changes to SEA would be most attractive, alternative proposals on issues impacting primary education, and suggestions on curriculum content. The participants were asked to give their views on a range of events experienced by students from age 5 to post 11 years including their opinions on the SEA.

3.5.9 Despite some calls for reduction of subject content, attendees at the various consultations issued calls for a large and varied number of concepts and skills which were felt would lead to the development of a well-rounded entrant to the secondary school system. Over fifteen additional (15) content areas were identified as important for the holistic education of the primary school child. These ranged from Agriculture to Social Values Education.

3.5.10 The MOE also shared plans to revise the primary school curriculum to include alternative pedagogical methodologies such as the thematic approach to lesson planning, the Integrated Arts, the Technology Education approach which involves critical thinking processes and engagement in real-world problem solving. These were well received and recommended for serious consideration to engage, excite and bring out the creativity in students.

3.5.11 The following proposals were highlighted at the consultations:

- postponing the SEA from the month of March to May;
- utilizing an integrated curriculum design approach to developing a new primary school curriculum (requiring a major overhaul of every part of the system of curriculum delivery);
- applying a fairer system of evaluating student capacities, talents and interests through a system of Continuous Assessment which focuses on assessment for learning; and
- intervening in a major way on literacy and numeracy deficits existing in primary schools.

3.5.12 Additionally, subject specific consultations were organized with stakeholders for the introduction of two (2) subject areas; Visual and Performing Arts (VAPA) and Physical Education and Sports (PE).

3.5.13 The following three (3) major proposals were therefore developed and implemented in response to the shortcomings of the **Primary School Curriculum** which were identified and confirmed by participants in the national and district consultations:

1. rewrite the curriculum using an integrated curriculum design;
2. implement the Continuous Assessment Component of the SEA; and
3. a Literacy and Numeracy Initiative.

Rewriting the Primary School Curriculum

3.6 The process for rewriting the Primary School Curriculum was informed by leading international best practices. A co-operative association of public and private sector education providers located in Nova Scotia, Canada, EDUNOVA won the tender in 2010 to assist the MoE in rewriting the Primary School Curriculum. Important to note is the fact that no local university presented themselves as bidders when the tender was opened. However, they were invited to play a critical role in field testing and validation of the new curriculum. These include –

- ✓ “Gender Issues in Education and Intervention strategies to increase participation of Boys”, by June George, Lecturer at the University of the West Indies, School of Education, whose investigation and recommendations aim at redressing the imbalance in performance of boys who currently lag behind the girls.
- ✓ The development of a Language and Language Education Policy by Dr. Ian Robertson, which addresses a number of issues including the language(s) of education, the use of language for education, the roles of heritage and other languages in education and the determination of a first foreign language together with an action plan for implementation to guide language education in the education system in order to support the achievement of education goals.
- ✓ Dr. Jerome De Lisle’s Final Report to determine the Status of the Continuous Assessment Programme as it exists and recommendations for the Assessment at the primary Level.

3.6.1 The Primary School Curriculum writing team comprised 51 teachers of mainly primary school teachers as well as personnel of the Curriculum Division. The new primary school curriculum is characterised by:

- an integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into whole modules. There is a focus on core content, building critical skills and the cultivating

of desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This allows for a smooth transition into the Infants Level and creates a pleasurable learning experience for the child, and more effective delivery and retention of the content;

- literacy and numeracy incorporated into all subject areas;
- continuous assessment, to alleviate the high stakes, a one-shot SEA test together with assessment for learning which uses a wide range of classroom assessments to allow for feedback and to improve student performance;
- differentiated Instruction to enable teachers to use a variety of teaching methods;
- infusion and use of Information and Communication Technologies (ICTs) in all areas;
- focused teaching of Visual and Performing Arts and Physical Education to ensure that all children's talents and sensibilities are developed; and
- a focus on Values, Character and Citizenship to build a strong, tolerant and conscientious citizenry.

3.6.2 The process of reviewing the curriculum began in December 2012 and is scheduled to be completed by July 2013 and will be implemented in Infants 1 and 2 and Standard 1 in September 2013.

3.6.3 The new curriculum involves the use of an integrated curriculum approach that has several advantages over the subject centered model. Included in the process will be differentiated instruction, a Unified Curriculum Guide, a detailed Teachers' Guide and an Instructional Tool Kit.

3.6.4 The new model intends to unleash the creative potential of the child. It is carefully crafted to ensure the inclusion of strategies utilizing the benefits of ICTs; it

builds strategies such as continuous assessment and maintains a focus on literacy and numeracy in order to support learning and achievement.

3.6.5 To reduce content overload and emphasize the connection between learning and life while increasing student engagement, the following nine (9) subject areas are to be focused on –

- 1) English Language Arts
- 2) Values, Character and Citizenship Education
- 3) Physical Education
- 4) Visual and Performing Arts -Music, Visual Arts, Dance and Drama
- 5) Agricultural Science
- 6) Science
- 7) Mathematics
- 8) Spanish
- 9) Social Studies

The Continuous Assessment Component (CAC) of the SEA

3.7 In response to the findings of the Consultations, the MoE developed a programme consisting of a number of projects including a *new assessment framework* for the SEA for students who entered Standard Five classes in September 2012. The *new* SEA comprises a summative examination consisting of two papers for Mathematics and English Language Arts to be administered in May 2013 and the assessment of Creative (Narrative Descriptive) Writing through evidence of students' genuine and ongoing efforts at writing, utilizing teacher feedback and support. This element of the SEA is known as the Continuous Assessment Component (CAC). Cabinet agreed to the implementation of a Continuous Assessment Component (CAC) in July 2012 which commissioned in two-parts. In the first instance, approval was received for the creative writing component, which is now being implemented and the other related to the piloting of the other areas.

About the CAC

3.7.1 The Ministry contended that the CAC remains fundamentally the best approach to support teaching and learning in the classroom, as it is supported by brain-based theories of learning and caters for different learning styles. An important feature of the CAC is the feedback mechanism which allows a student's weaknesses to be identified and assistance provided. Teachers also benefit because they have the necessary information on all students in the class.

3.7.2 The CAC brings greater focus on all subject areas while refocusing interest on assessment for learning by applying student-centered approaches. It ensures that periods are timetabled during the ordinary school day for the delivery of curriculum objectives. Essentially, the CAC promotes learning for understanding.

3.7.3 Thus far, there have been no objections to the concept of the CAC, however, concerns have been raised with regard to the implementation of the CAC. The greatest concern raised was the reliability of the process. Nonetheless, the MoE has assured that a rigorous monitoring and moderation system has been instituted to ensure that the process is seamless. **Table 1** below outlines the benefits and drawbacks of the CAC.

TABLE 1

The benefits and drawbacks of the Continuous Assessment Component (CAC)

BENEFITS	DRAWBACKS
a. Captures the full range of learners' performances because its approach is based on instruction and assessment.	Difficult to implement as it: a. Requires human and physical resources in order to sustain the programme.
b. Weaknesses in students can be identified and remediated early.	b. Requires more time for preparation and marking by teachers.
c. Allows learners to become more engaged and motivated to perform better as they feel supported through concrete feedback and re-direction.	c. Requires teachers to observe learners more keenly to assess their affective outcomes.
d. Fosters strong alignment amongst teaching, learning and assessment which is strengthened by other elements of CAC.	d. Requires more records to be kept on the learners in an adequate and meticulous manner over a period of time.
e. Allows students to be exposed to a wider	e. Requires teachers to form favorable attitudes towards the practice of continuous assessment.

BENEFITS	DRAWBACKS
range of subjects. f. Provides a variety of assessments techniques and closer attention is paid to all types of intelligences. g. Provides opportunities for students to achieve their full potential. h. Allows teachers to integrate assessment and assessment results into institutional practice i. Allows teachers to incorporate assessments into the larger learning framework. j. Provides evidence on how assessment information is used to inform and guide instruction for individual learners. k. Allows teachers to embed the assessment in their instructions, score the assessment and discuss standards for good learners; work with students, colleagues, parents and other stakeholders. l. Yields more accurate data. m. Allows teachers and administrators to assess learners' progress and have time to implement strategies to assist students. n. Provides for parents to be involved in the system through reporting on an ongoing basis. o. Provides a more valuable and reliable measure of student's overall ability and performance. p. Allows for a more valid measure of students achievement as evidenced from the application of a variety of assessment techniques conducted over several occasions. q. Encourages development of fair, valid and reliable authentic assessment. r. Allows teachers to become involved in the overall assessment of students. s. Provides a basis for more effective guidance of the child. t. Provides a useful and more objective basis for diagnosing learning difficulties. u. Provides learners with the knowledge of their achievements in relation to the stated objectives.	f. Requires additional space for housing instruction materials and resources and for CAC activities. g. Requires a system of external oversight through monitors. h. Requires teachers and administrators to be supported through the allocation of CAC Assistants (OJTs). i. Requires training of all teachers of Standards 3, 4, and 5. j. Requires on-site training sessions for administrators, interested stakeholders and teachers requiring additional training. k. Requires storage space at schools to house CAC materials. l. Requires updated equipment eg. Computer labs, Physical Education equipment.

3.7.4 Approximately 140 monitors have been introduced to the primary school system to ensure that the process and guidelines are being adhered to and that the work being produced is done by the student themselves. The monitors comprise retired school supervisors, retired principals, retired curriculum officers and retired

teachers (mainly from primary schools, some from secondary schools and a few expert practitioners in visual and performing arts and physical education etc. to monitor those particular subjects). The monitors report to a district curriculum coordinator every Friday. At present they focus on ensuring that the pieces in students' notebooks are the work of the student and if any issues are discovered, these are reported to the school principal.

3.7.5 The first batch of monitors was appointed upon completion of training at the end of November 2012. The average number of schools allocated to one (1) monitor is four (4) schools. Consideration is also given to the number of classes at Standards 5 and 4 in a school, as one (1) monitor may be assigned to one school with five (5) Standard 5 and five (5) Standard 4 Classes with an average of 25-30 students each. The average number of students to monitors is 250:1 but this situation exists mainly in very large schools (numbering thirty four (34) large schools) with school populations of over 400 students.

How CAC is calculated

3.7.6 A rigorous moderation system was introduced. The system can use one of two processes as follows –

1. Statistical moderation
 - a. For creative writing the CAC generates 20% of total marks while 80% is generated from the SEA exam. 10% of the CAC scores are assessed by the teachers and a final assessment is scored out of 10 marks which is administered under standard conditions and marked through the supervision of CXC.
 - b. The statistical moderation system uses the final assessment against what teachers have produced.
 - c. By using the moderation technique individual scores from the teachers-generated marks and final marks are not compared because comparison is done at the school level ie. group moderation by schools which takes

into account whether the teachers scores were fair, harsh or lenient. This eliminates concerns of students being treated unfairly by the process.

- d. Not only does the statistical process allow for school reliability but also for cross-school reliability.
- e. There is also moderation with sampling to treat with cases where there are gaps between the assigned score by the teacher and the moderated score that allows for samples to be used from student's books.

2. Expert moderation

- a. This method allows for students books to be used for scoring.
- b. Samples of student's books that are randomly selected are scored by experts.
- c. For some assessments such as those where performances are involved (e.g. physical education or visual and performing arts) expert moderators are used as markers.
- d. Expert moderation does not require that all students be moderated since the teachers will moderate all students and give the top students the highest score. Therefore, once teachers have marked consistently, the moderation will take into consideration any variation in terms of the means.

CAC Pilot

3.7.7 Standard Four students began to participate in a full scale study or pilot of a system of continuous assessment in six (6) subject areas from September 2012. Mathematics however, was removed from the criterion by a subsequent decision. The pilot comprised the following subject areas:

- a. Visual and Performing Arts (VAPA) – specifically Drama and Dance/Creative Movement;
- b. Physical Education;
- c. Science;
- d. Citizenship and Character Education; and

e. English Language Arts- Expository Writing.

3.7.8 Twenty percent (20%) of the SEA marks was based on assessments of performance in one or more of the six subjects. Standard Three students are also engaged in the Continuous Assessment approach to learning in three subject areas.

3.7.9 The CAC's first practice assessment for Standard Five students was conducted as a pilot on December 4, 2012. The Ministry collated reports from CAC Monitors, Curriculum Officers and some Principals. These reports were considered and the following changes were made along with the introduction of the second CAC Practice Assessment in Creative Writing on January 31, 2013:

- time allowed was increased from 75 minutes to 90 minutes;
- modifications were made to the scoring rubrics in terms of greater specificity in support of teacher scoring; and
- All Standard Five teachers were invited to receive additional training in January 2013.

3.7.10 Table 2 outlines some of the observations and comments made by Monitors regarding the pilot phase of the CAC:

TABLE 2
**Observations made by Monitors regarding
the pilot phase of the CAC**

<u>With respect to students</u>	<u>With respect to teachers</u>	<u>With respect to Administrators</u>
• More positive attitude towards Creative Writing and English Language Arts on the whole • Students working at a faster rate and with more confidence • Enjoyed the chance to discuss and map their	• Increased provision of constructive, descriptive oral feedback to students • More confident in using the rubrics for the Creative Writing component after training/additional training. • Some teachers were	• Many Principals have welcomed the Initiative, increased teaching resources, infrastructural improvements and training • Many Principals report the greater workload in ensuring that staff-

ideas beforehand • Slower students were afforded more time and therefore felt less stress. • Fluent writers felt that there was too much time	managing their timetable well and making optimum use of resources • Some teachers were engaging their students in both the Creative Writing and the Expository Writing as encouraged by the CAC framework • Some teachers felt overwhelmed by the implementation needs of the CAC and desire additional support from subject experts. • There was a need for additional support and confidence in delivering the Character and Citizenship Education	members are doing what is expected of them, especially in large schools • The issue of storage and management of physical resources continues to be a challenge for some Principals
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3.7.11 With effect from May 2015, the CAC will contribute forty percent (40%) towards the final score of students writing the SEA Examine; with 20% earned in Standard four during academic year 2013-2014 and the other 20% to be earned in Standard five in academic year 2014-2015.

3.7.12 **Issues with implementing the CAC**

- There are few persons in the country familiar with the statistics and statistical techniques.
- There are issues regarding resources and training. However, efforts are being made to address this.
- There are concerns about the reliability of the scoring system and in particular the reliability of marking by teachers. To address these concerns, the MoE has engaged in training approximately 1,600 Standards 4 and 5

teachers in the writing process and on how to use standardized scoring guides or rubric to ensure fidelity of the process. The Caribbean Examination Council (CXC) was also included to ensure a rigorous quality assurance process and to provide some of the training for teachers in addition to working with the monitors.

- iv. The concern of the Committee in addition to stakeholders was that even though the CAC was implemented there is still a placement exam, the Secondary Entrance Assessment (SEA) Examination.
- v. Other key issues were raised such as the equivalence of the assessment to be used in all schools as not all schools have the same level students and the level of objectivity in the grading system utilized by teachers.

3.7.13 Given the above-mentioned issues with the CAC it was suggested by the Committee that a public awareness campaign in relation to CAC is critical in order to assuage the fears and anxieties of parents, teachers and students.

Infusing the CAC into the Primary School Education System

3.7.14 There is a clear distinction between pilot and infusion as the former relates to students who engaged in a given performance task per subject as directed by the Curriculum Planning and Development Division (CP&DD). These assessments are scored by the class teacher using standardized rubrics provided by the MoE and a sample assessment is moderated by a subject specialist attached to the CP&DD. Subjects requiring the demonstration of practical skills such as Physical Education will have their assessments moderated on site by a CP&DD expert. These experts will consist of secondary school teachers who hold degrees in the particular subject area such as; Visual Arts; Dance; Drama; Music; or Physical Education.

3.7.15 Experts were expected to be engaged in a one-day training exercise with respect to scoring guides so that marking is done consistently across the board (standardised). Additionally, practitioners in the fields with many years' experience

who have facilitated the training or assisted in the development of the curriculum will be used as moderators. However, during the pilot students' scores will not contribute to their SEA scores.

3.7.16 Infusion on the other hand, involves the gradual introduction of the CAC into the Curriculum. The MoE requested that schools begin a programme to infuse the continuous assessment from January 2013. As such, Standard Three pupils were targeted to engage in the following subject areas specially selected for infusion:

- VAPA an integration of Visual Arts, Music, Drama and Dance;
- Physical Education;
- English Language Arts – writing across the curriculum; and
- Agricultural Science.

3.7.17 The infusion phase also necessitates that Standard Three teachers be trained and schools be adequately resourced for full implementation of the CAC programmes. Accordingly, a formal national assessment of students at Standard Three will no longer be conducted by the MoE.

Preparations for the commencement of academic year 2013

3.7.18 The MoE engaged in the following activities to ensure that schools were prepared for the CAC:

- the development of CAC manuals which were submitted to all schools in both soft and hard copy;
- the development of a comprehensive resource list and initiated procurement activities. All schools have been supplied with basic resources for most subject areas and the MoE is in the process of delivering items for PE and VAPA as well as useful items such as multimedia projectors and video cameras;
- training for teachers, principals, school supervisors and monitors;
- supplying schools with CAC Assistants / OJTs;

- instituting CAC monitors to engage in a system of whole day monitoring; and
- allowing for schools to be registered online with the On-line Registration System (ORS) developed specially for the CAC by the Caribbean Examination Council (CXC) together with the Information and Communications Technology Division (ICTD) of the MoE.

The Literacy and Numeracy Initiative

3.8 The Ministry reiterated that literacy and numeracy are two strong pillars upon which the curriculum is built. Unacceptable low levels of literacy and numeracy were detected and identified by the MoE as the major causes of academic failure in the primary school system. The Literacy and Numeracy Initiative (LNI) therefore seeks to address this issue by identifying and implementing measures and methodologies to increase the levels of literacy and numeracy from the current level to a desired level, focusing initially on students of Infant (year 1,) Infant (year 2) and Standard 1. The LNI is expected to impact on approximately one hundred and thirty three thousand (133,000) students in primary schools over the next 1- 3 years.

Monitoring of Primary Schools

3.9 The MoE has engaged in elevating schools from academic watch⁶ to higher standards of performance as described below in Table 3. An Academic Performance Index (API) which is based on the performance of students in the subjects of Mathematics and Language Arts in Standards One and Three is used as a means of gauging the performance of primary schools. Literacy and Numeracy were targeted specifically because they are the two critical areas. Table 3 below provides the rubric for Interpreting the API.

⁶ Academic watch schools are those that can be influenced and moved in a particular direction-
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TABLE 3
RUBRIC FOR INTERPRETING THE API

API Score Range	LABEL	DESCRIPTION
401-560	EXCELLING	Extremely high proportions of students meeting or exceeding standards in both classes and areas of learning
241-400	MOSTLY EFFECTIVE	Adequate to high proportions of students meeting or exceeding standards in both classes and areas of learning
81-240	ACADEMIC WATCH	Inadequate numbers of students meeting or exceeding standards in one or more classes or areas of learning. Requires immediate attention to specific challenges faced by school.
80	ACADEMIC EMERGENCY	Inadequate numbers of students meeting or exceeding in both classes and areas of learning. Requires urgent and immediate intervention

3.9.1 In addition, the MoE uses the Angoff Method which involves a process where standards are set and applied. This method provides for a standard reference to gauge whether students have met or exceeded standards. Scores and bands are developed to determine where students' scores changed over time. Trinidad and Tobago has a level four standard which is the highest standard. There were schools in academic watch (i.e., those in need of interventions in order to improve student performance). The Ministry reported that currently there were no schools within the academic emergency⁷ band (i.e. requiring shut down or complete overhaul) in Trinidad and Tobago.

3.9.2 To move schools out of the 'Academic Watch' band, interventions are made at the school, district and national levels. At the school level, students' performance is broken down into each skilled area which allows the teacher to determine which area requires remedial interventions. At the national level, workshops would be

⁷ Academic emergency schools are those that are usually shut down or completely overhauled. See pg 34 of verbatim note dated 05.04.2013.

conducted for teachers based on the observations made. District specific changes may also be effected as the case demands.

3.9.3 There have been significant shifts from 'Academic Watch' to 'Mostly Effective' and from 'Mostly Effective' to 'Excelling' (See Table 4 below). This has been facilitated by the additional support which has been provided to the respective schools by the MoE.

TABLE 4
API CATEGORIES AT THE NATIONAL LEVEL 2005-2012

API Category	2005		2006		2007		2009		2011		2012	
	N ⁸	%	N	%	N	%	N	%	N	%	N	%
Academic Watch	230	42.8	170	31.6	102	19.0	78	14.5	120	22.3	28	5.2
Mostly Effective	273	50.7	335	62.3	375	69.7	397	73.8	394	73.2	384	71.4
Excelling	23	4.3	26	4.8	56	10.4	56	10.4	15	2.8	121	22.5
Total⁹	526	97.8	531	98.7	533	99.1	532	98.9	529	98.3	533	99.1

3.9.4 Every school, both at the primary and secondary level is required to develop a school improvement plan. From this plan an action plan can be developed to address deficiencies in the respective schools. The Ministry has undertaken much training in terms of the school improvement planning process. Holistic planning is promoted as not all issues will be of an academic nature.

⁸ "N" means 'Number of schools'

⁹ Schools were excluded because of missing data, or one class level

Setting of Standards for Primary School Curriculum

3.10 The MoE recognized the need for international benchmarking and as such, participated in two international studies as follows:

1. **The Pearl study**- a reading literacy study conducted in 2006 and continued in 2011. It is a trend study. The study revealed that the reading literacy of Grade VI equivalent to Standard III student's average score increased by 31 points which is a high change compared to countries across the world. This is consistent with the period where the National Test was applied. The MoE estimates that with the present initiatives in place and reform of the curriculum, by the year 2016 Trinidad and Tobago should be ranking above the international mean and be in a position to compete with developed countries in terms of reading literacy.
2. **Programme for International Student Assessment (PISA) study** – this study was conducted in 2006 and focused on three areas
 - Literacy;
 - Science; and
 - Math.

The country has not participated since, however, there are plans to participate again.

MoE procedures to treat with medically unfit students

3.11 The MoE supports the delivery of inclusive education in all schools by providing support and services to all learners. The policy of the MoE maintains that all schools shall admit and accommodate all children, regardless of their physical, intellectual, social, economic, emotional or other conditions.

3.11.1 The MoE also makes provisions for special concessions in its policy document, "Policy Guidelines for the provision of alternative arrangements (special concessions)" which is designed to provide equity for students with disabilities in addition to providing for other special challenges faced by students writing local examinations.

3.11.2 Special Concessions involve extra time or adapted assessment exercises, pro-rated scores from other CAC areas to provide all students equal access to meaningful educational experiences and academic success.

Classifications or Types of Special Concessions/Accommodations

3.11.3 Concessions offered can be classified as follows:

- ❖ **Presentation Accommodations** – adjust the presentation of test material and/or test directions (Braille, Large Print for visually impaired/challenged). These include the use of specific personnel (Interpreter; Reader; Scribe/Writer).
- ❖ **Response Accommodations** – adjust the manner in which students respond to or answer test questions. (Oral responses transcribed by a Scribe; Braille)
- ❖ **Setting Accommodations** – adjusts the place in which the testing normally occurs.
- ❖ **Scheduling Accommodations**– adjust the time allowance (Extended and/or Compensatory Time) or scheduling of a test.

Eligibility for Special Concessions

3.11.4 Applications for the provision of the relevant accommodations or special concessions may be submitted for students in the following categories:

a. **Students with Medical, Physical and Sensory Impairments**

- Applications for students with medical, physical and sensory impairments must be accompanied by bonafide documentation from a recognized medical institution or qualified professional or specialist.

b. **Students with Learning Disabilities**

- Applications for students with learning disabilities must be accompanied by bonafide documentation (**valid for a maximum of three years from the date of assessment**) from a professional/organization qualified to do psycho-educational assessments.

- Speech and Language assessment reports must be accompanied by Psycho-Educational assessment reports.
- Students without documented disabilities who receive classroom support or use instructional tools or accommodations in the classroom are not automatically eligible for these special arrangements.

c. Other special circumstances

- Any other special circumstances under which concessions may be required on the day of the examination may be submitted for consideration. These include conditions such as illness, injury, bereavement, or other acceptable circumstances that may adversely affect students' performance.

d. Emergencies

- Applications for concessions as a result of an emergency situation or condition which may adversely affect students' performance **may be submitted for consideration after the given deadline date but (not less than one month prior) to the exam.** The following situations and /or conditions may constitute an emergency:-
 - Onset of sudden illness
 - Recent injury
 - Bereavement
 - Trauma not related to any previously mentioned.

3.11.5 The MoE mandates that applications submitted less than one month prior to the exam will not be entertained for the scheduled exam but may be considered for any subsequent make-up examination. For instance, SEA make-up exams which are scheduled one month after the examination date.

3.11.6 Special Concessions may be required particularly in cases where CAC assessments involve practical or performance activities. Identified students may require adaptive tools or methods in order to access tasks fully and to show

competence. The process, the environment and/or presentation of this component of the examination may need to be adapted to meet the needs of each student. Further, identified students with documented impairments may qualify for exemption from an examination.

3.11.7 Special Concessions also applies to students writing national exams such as SEA inclusive of CAC, NCSE, National Tests, and Primary School Leaving Certificate Examination (PSLCE).

3.11.8 Important to note also is the fact that all concessions are administered in a separate room.

Concessions Committee

3.11.9 The MoE appointed a Committee to **review, evaluate and approve or reject all applications**. The members of this Committee are appointed by the Chief Education Officer of the Ministry of Education. The Committee's approval is required to authorize the provision of special concessions for all applicants. Principals, parents or professionals wishing to withdraw an application or appeal the decisions of the Committee can write to the Chief Education Officer within one (1) week of receiving the Notice of Approval/Rejection. Within three weeks of receiving the appeal, the CEO, after consultation and review will issue a final determination.

3.11.10 On average approximately 200 applications for concessions are submitted to the MoE annually. Coming out of the 200 applications 85% of the applicants qualify for concessions (approximately 170 applicants). Parents can access information regarding special concessions from schools, as copies of the relevant material are supplied to schools annually. In addition, information regarding concessions can be sourced in the Ministry's website and is updated yearly. A brochure has also been designed and was expected

to be distributed to parents in the short-term, so that they can be aware of all the relevant information.

Provisions for VAPA and PE

3.12 All schools are encouraged to have students participate in all Visual and Performing Arts (VAPA) areas however some school bodies may not wish to do so. In this instance, it is proposed that two areas of choice under the CAC programme will be used for Continuous Assessment scoring.

3.12.1 Additionally, home-schooled children will be asked to join an appropriate centre and the final assessment will be used to score.

Character Education and Citizenry Development Programme

3.13 The traditional approach to instilling values in the young has generally been provided by the family, religion and the “hidden curriculum”. However, with the change to the modern environment new approaches are required to bring about the morals and values required of the younger generation. In response, the MoE has initiated the following –

- i. A *National Character Education and Citizenry Development Programme* (CCDP) which is being facilitated by Sash Consulting Company Limited and is geared towards school students and all citizens of the country.
- ii. Character and Citizenship Education (CCE) for CAC.
- iii. Character and Citizenship Education in Primary Curriculum Rewrite.
- iv. Character and Citizenship Education in Secondary Schools through Social Studies.

3.13.1 The Character Education and Citizenry Development Programme consist of two (2) parts:

i. Character Education and Etiquette curriculum – an area which deals with the development of accepted universal traits/values in young persons in the primary schools in Trinidad and Tobago. Students who participate in Character Education and Etiquette curriculum will be able to:

- demonstrate social and moral responsibility;
- demonstrate personal attributes and behaviours acceptable to civil society;
- demonstrate ability to apply accepted social and cultural practices in diverse situations;
- apply problem-solving and decision-making skills in various social scenarios; and
- display self-discipline, self-management and self-monitoring skills.

ii. The Citizenship Education Curriculum:-

- Provides students with the knowledge, skills and understanding to become informed citizens, aware of their rights, duties and responsibilities, and gaining the skills to help create stronger communities and a better nation;
- Enables students to gain an understanding and acceptance of self, national identity and diversity within their community, the region and the wider world;
- Uses the community as a living laboratory for learning, collecting data on relevant social issues, and applying the concepts learned in class to real life situations;
- Allows students to demonstrate an understanding of and appreciation for environmental issues facing society;
- Enables students to play an active role in their own learning, making informed decisions using the problem-solving approach; and
- Encourages students to develop their ideas and attitudes and speak out about issues.

3.13.2 The CCDP initially targeted Standard 3 students only however, the programme has been extended to all students as well as all citizens of the country. The Programme is conducted via the use of stories, 15 minutes in length, which depict values. These are to be aired four (4) times every fortnight. The programme seeks to highlight thirty (30) values. In addition, etiquette tips designed to create awareness of Codes of Behaviour that are socially and culturally acceptable will be aired weekly on television during prime time spots.

3.13.3 The content of the stories is deployed using online technology as all schools have been given at least two (2) laptops. As well, 309 primary schools have functional laboratories. Additionally, the application has been made available to schools by Digital Versatile Discs (DVDs) to facilitate schools that do not have internet service. Also, by the new academic year 2014, every primary school will receive a new television.

3.13.4 It was confirmed that the laptops provided to new Secondary School students are not equipped with DVD drives but they are equipped with USB ports, therefore video clips can be made available via portable USB drives. In addition, the 'Video on Demand' database allows schools to access the videos whenever the need arises.

3.13.5 It was suggested that the use of DVDs may be more feasible rather than depending on the use of a main stream television channel to broadcast the required content.

3.13.6 The Character Education and Citizenry Development Programme proposes to include the following principles/values:

- peace
- respect
- love
- tolerance
- unity
- freedom

- responsibility
- happiness
- cooperation
- honesty
- humility
- gratitude
- empathy
- cleanliness
- friendship

3.13.7 These values exceed the principles identified in the National Schools Code of Conduct which are Respect, Responsibility, Rights, Integrity, Courtesy, Productivity and Performance.

3.13.8 Teaching Strategies in this area include modeling desirable values throughout the school as well as providing opportunities for clarifying and internalizing values to support responsible decision-making such as co-operative activities and those that reinforce conviviality and positive social values such as field research, drama, skits, peer-tutoring and exchange of ideas, negotiation, conflict resolution and debates.

3.13.9 Apart from a number of national documents that are ultimately supported by the Constitution of the Republic of Trinidad and Tobago, the following documents form the basis for which the morals and values have been established:

- American Declaration of the Rights and Duties of Man (1948);
- Inter-American Convention on Human Rights (1959/60);
- Convention on the Elimination of Discrimination Against Women;
- Durban Declaration and Programme of Action on Racism and Racial Discrimination;
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment;
- United Nations Decade for Peace and Non-Violence for the Children of the World;
- Convention on the Rights of the Child;

- Declaration of Principles of Tolerance;
- Beijing Platform of Action; and
- Declaration on Diversity and Tolerance.

3.13.10 Additionally, the MoE collaborates with Denominational Boards to ensure the delivery of morals and values education in the schools of Trinidad and Tobago.

3.13.11 (**Appendix IX**) provides the status of resources for schools to facilitate the Character Development and Citizenship Education Programme.

The Peace Promotion Programme of the MoE

3.14 The MoE developed the *Peace Promotion Programme* in response to the disturbing increase in violence and indiscipline in schools over the last decade. The long term goal of the programme is to create a culture of peace in the individual, the school, the home, the community and the society at large. Activities of the programme are directed to students, teachers, parents and communities.

3.14.1 Some of the most extensive and effective projects of the Peace Programme directed to students are:

- b. training in mediation, peer counseling and conflict resolution;
- c. pre-Carnival Preparation Programme - where NGOs and well-known local artistes conduct interactive and dramatic workshops to guide students in avoiding pitfalls associated with Carnival such as alcohol, drug abuse, and aggressive behavior; and
- d. Skill-Based or Alternative Education Project – designed particularly to meet the needs, special interests and learning styles of low achiever students who are being transferred from primary to secondary schools.

3.14.2 In addition, the following training courses have been provided to assist teachers in managing their classrooms, to ensure maximum quality education production, to help teachers maintain control of themselves and to establish discipline in their classrooms:

- a. management of the classroom - alternatives to corporal punishment; and
- b. stress and anger understanding and management for teachers.

3.14.3 The Peace Promotion Programme also includes a project in Parenting whereby community leaders are trained to organize courses, workshops and other educational activities to improve the parenting skills in families.

3.14.4 Additionally, the MoE through the Peace Promotion Programme collaborated with the Ministry of National Security in executing a Joint Action Plan which has led to the introduction of School Safety Officers to assist school principals in providing a safe and secure environment and to “keep the peace” in schools. In addition to the Joint Action Plan, there is a project in Mentoring.

Educational Guidance and Counselling Services

3.15 The MoE offers Educational Guidance and Counselling Services through the Student Support Services Division (SSSD) which manages the delivery of guidance and counselling services as well as provides diagnostic/prescriptive services, social work and special education services in the schools through the use of a multi-disciplinary team approach.

3.15.1 The SSSD is built on the premise that every child has an inherent right to an education and that all children can learn. As such, the division’s main focus is to provide psycho-social support for all students to maximize their learning potential, enable them to do well at school, achieve their fullest capabilities and develop holistically.

3.15.2 The SSSD's National Comprehensive School Guidance and Counselling programme seeks to address the following aspects –

1. Educational Development - (learning to learn)
2. Personal/Social Development – (learning to live)
3. Career Development-(learning to work)

3.15.3 In addition, the division is responsible for the implementation of Guidance Programmes and the provision of counseling to improve student achievement and assist students through their emotional and behavioral difficulties. A pre and post SEA programme has also been established.

Beneficiaries of the Educational Guidance and Counseling Services

3.15.4 Not only are the services offered to Primary and Secondary School students but they are also extended to:-

- a. Teachers
- b. Parents
- c. Community
- d. Business and Industry

3.15.5 On average approximately fifty (50) cases of abuse and emotional distress involving students at the primary and secondary levels are reported monthly. As such, one hundred and forty-five (145) Primary Schools are currently serviced by forty-three (43) Guidance Officers. Other schools have access to a crisis intervention service. In addition, to Guidance Officers, the Student Support Services Division also assigns Special Education and Social Workers to schools.

3.15.6 The service is in its implementation phase and consequently, the introduction of guidance personnel was focused on secondary schools initially and then extended to primary schools. As a result, there are no dedicated guidance personnel at the primary school level. As well, although the SSSD is mandated to

provide 100% support services to primary and secondary schools at present it provides only about 50% and 10% guidance services in secondary and primary schools respectively as well as 40% School Social Work to primary schools.

3.15.7 Nonetheless, a clustering system exists whereby an intervention at the level of the head office of the Student Support Services would occur where there is a crisis. Additionally, the MoE acknowledges the need to expand the service and has therefore received approval for the expansion of the division with the assistance of the Public Management Consulting Division PMCD of the Ministry of Public Administration.

Support Staff

3.15.8 The Division is supported by the following categories of professionals:-

- a. Guidance Officers II
- b. Guidance Officers I
- c. School Social Workers

3.15.9 There are 164 positions of Guidance Officer I and 70 Guidance Counselors posts. These officers service both the secondary and primary sectors. Guidance Officers however are permanently employed while Guidance Counsellors are on contract.

3.15.10 In 2012, thirty-one (31) Guidance Officer positions were filled by the Teaching Services Commission. Therefore, those on contract were shifted to permanent positions and contract positions were made available to be filled. There are currently fourteen (14) Guidance Officers II, ninety- four (94) Guidance Officers I and fourteen (14) Guidance Counselors.

3.15.11 The Ministry was awaiting Cabinet approval for the filling of positions during the period of this inquiry. Once positions are filled, the proposed ratio will be one guidance officer to three primary schools.

3.15.12 As such, there are currently:

- 70 vacant Guidance Officer I positions. The Teaching Service Commission is responsible for the filling of establishment positions which have been advertised and interviews are expected to be conducted soon; and
- 56 expired contract positions for Guidance Counsellors. A Cabinet note for renewal of expired positions as well as the introduction of over 120 additional Guidance Counsellors was approved by the PMCD of the Ministry of Public Administration and was due to be submitted to Cabinet.

3.15.13 The MoE indicated that in order to achieve its mandate, a service of Special Education, School Social Work and Guidance and Counselling provided by guidance officers, school social worker, special education teachers, other support staff and specialized personnel in addition to Clinical Psychologists and Behavioral Specialists are required for Government and Government Assisted Primary Schools (445).

3.15.14 As a result, to ensure the effective functioning of the SSSD, the MoE identified the Guidance and other Specialist positions required for the Student Support Services Division for the short term (2013-2015) and medium terms (2015-2020). Additionally, approval for short term contracts has been granted for 500 guidance officers and counsellors. (See Appendix IV)

Primary School Facilities

3.16 The Education Facilities Company Limited (EFCL) was established by Cabinet Minute No. 566 of March 3, 2005 to assume the role of procurement of designs, construction and management of projects under the MoE. The EFCL was also mandated by Cabinet in January 2008, to maintain and repair all Secondary Schools, Primary Schools and Government Early Childhood Care and Education Centres. A

Memorandum of Understanding between the MoE and EFCL was also signed. It was submitted that a significant level of communication and collaboration exists between the MoE and the EFCL with respect to all construction and repairs and maintenance projects. The Ministry receives a monthly report from the Education Facilities Company Limited (EFCL). Furthermore, Field Officers from the MoE engage in visits to project sites to monitor and report on the status of projects.

Construction Programme (Rebuilding)

3.16.1 As per Minute No. 2167 dated August 25, 2005 Cabinet approved the Primary School Construction Programme for the period 2005-2012. The following table illustrates the list of primary schools constructed during the period 2005-2012:

TABLE 5

LIST OF PRIMARY SCHOOLS CONSTRUCTED DURING THE PERIOD 2005-2012

No.	School	Year of Completion
Traditional Buildings		
1	Icacos Government	2008
2	St. Mary's Government	2009
3	Arima West Government	2009
4	Tranquillity Government	2009
5	St. Barbara's Spiritual Shouter Baptist	2012
6	Lengua Presbyterian	2012
7	Palo Seco Government	2012
8	Arima New Government	2012
9	Penal Rock Road SDMS	2011
Pre-Engineered Buildings		
10	Charlottesville Presbyterian	2010
11	Balmain Presbyterian	2011
12	Tulsa Trace SDMS	2012
13	Mt. Pleasant Government	2011
14	Riversdale Presbyterian (Phase 1 and 2)	2011
15	Tunapuna Government Primary School	2011
16	Brasso Seco R.C.	2009
17	Salybia Government	2009

No.	School	Year of Completion
18	St. Pauls' A.C.	2009

This information has been provided by the Education Facilities Company Limited, 2013

*Traditional Buildings - Buildings constructed utilizing concrete block work

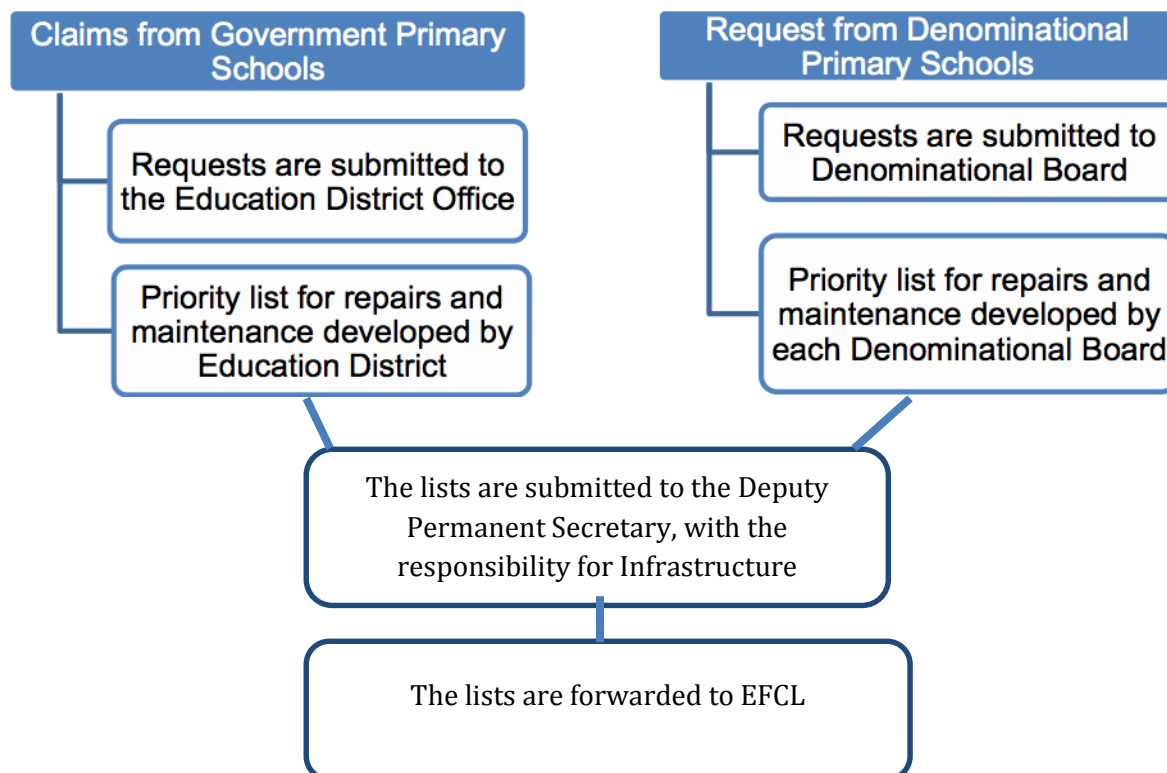
*Pre-engineered Buildings – Buildings constructed utilizing pre-fabricated panels which were manufactured offsite and assembled onsite.

3.16.2 In addition, forty (40) primary schools were identified for rebuilding and under the Ministry's 2011-2015 construction programme, two (2) schools were added to the list bringing the total number of primary schools falling under the purview of the construction programme to forty-two (42). EFCL has also been given the responsibility for the construction of the 42 schools (See Appendix V and VI).

School Repair and Maintenance Programme

3.16.3 The repair and maintenance process is two (2) tiered. These are illustrated in Diagrams 1 and 2. Diagram 1 illustrates the process used by the MoE to highlight the request for repairs:-

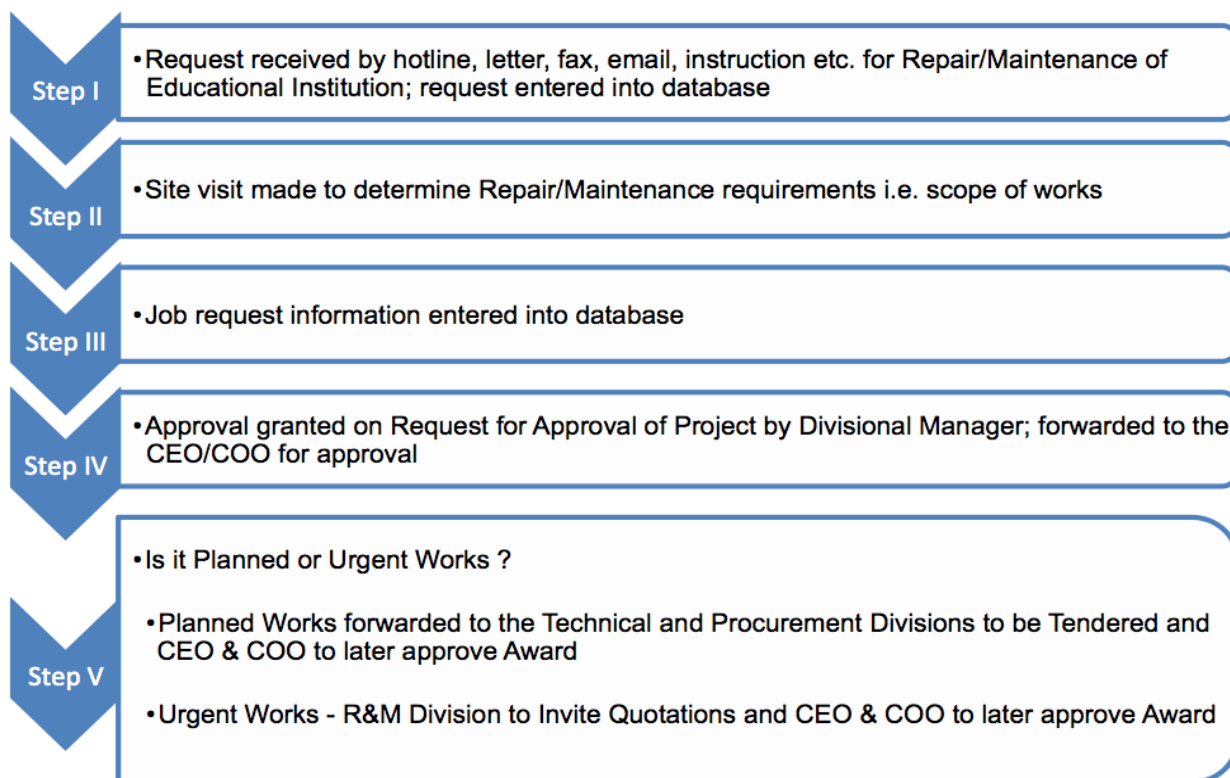
DIAGRAM I
THE PROCESS ADOPTED BY THE MINISTRY OF EDUCATION FOR REQUEST FOR REPAIRS



3.16.4 The process for accessing repair and maintenance works through EFCL is outlined in Diagram II below:

DIAGRAM II

THE PROCESS FOR ACCESSING REPAIR AND MAINTENANCE WORKS THROUGH EFCL



3.16.5 The MoE continues to use the rank system with respect to its repair programme which is derived out of an *Educational Suitability Component Deficiency Assessment* to determine the schools most in need of repairs.

3.16.6 In addition, Primary and Secondary School Principals, the National Parent Teacher Association (NPTA), the Trinidad and Tobago Unified Teachers Association (TTUTA), Denominational Boards of Management and officials of the Occupational Safety and Health Authority (OSHA) are encouraged on a regular basis by the MoE to submit information on schools requiring urgent repairs and upgrades. Some requests for repairs and maintenance are often sent directly to the EFCL by letter, hotline, fax or email.

3.16.7 Such information is verified through site visits by officers from the Educational Facilities Planning and Procurement Division of the MoE and the EFCL.

3.16.8 Emergency Works are given priority and schools often contact the EFCL directly in those cases. The timeframe for a request to be granted for approval in emergency cases is usually 48 hours but this can be longer based on the type of work to be done, it may take as many as fourteen (14) days.

3.16.9 Accordingly, the MoE meets weekly with the EFCL to review the final list for repairs and maintenance works.

3.16.10 A list of primary schools identified for repair works was compiled such as plumbing and electrical, safety , general repairs to be undertaken for the period 2011-2015 is at **Appendix V**.

3.16.11 Additionally, the status of repairs for the period 2012-2014 is illustrated at **Appendix VI**. Stated are the costs of the contracts, the timeframe for the completion of the project, reasons for delay and the status of payment of contractors/vendors.

Allocation for Repairs and Maintenance Programme

3.16.12 The MoE's total allocation for the repair and maintenance programme falling under project name *B120 – Improvement, refurbishment and extensions to primary schools* for the financial year 2012/2013, was forty million dollars (\$40,000,000.). The total allocation has been used and the Ministry submitted that there were no cost overruns incurred for the repair and maintenance works for Primary Schools for the period October 2012 - March 2013.

3.16.13 The Ministry has a major challenge with the payment process in particular the processing of invoices received from the EFCL and the process of getting payment and releases from the Ministry of Finance and the Economy

(MoFE). The MoE is working on this problem and a team has been assembled that meets twice weekly. The Ministry has seen some progress in this regard. Since the MoE last met with the Committee, 57 contractors have been paid for jobs identified and 27 are already processed and awaiting releases from the MoFE.

Limitations to effective School Construction and Repair and Maintenance Programmes

3.16.14 The MoE highlighted several shortcomings that have limited the success of the School Construction and Repair and Maintenance programmes. The major shortcoming identified was the lack of adequate and qualified staff at the Education Facilities Planning and Procurement Division. Therefore, the Ministry informed the Committee of its intentions to supplement the Division with additional and more suitable staff with a view to effectively monitoring all phases of the projects.

3.16.15 To address this matter, the MoE is considering the suppression of key establishment positions that were unable to be filled over a number of years in order to create positions on contract.

Facilities to accommodate changes in Curriculum (CAC)

3.17 The changes in the curriculum initiated by the introduction of the CAC has necessitated the provision of additional facilities within schools such as Computer Rooms, Science Laboratories, Audio Visual Rooms, Arts and Crafts Rooms, Physical Education (PE) Facilities, VAPA facilities and appropriate storage areas. Such infrastructural remodeling must be complimented by building upgrades such as modifications to electrical systems. The MoE has been addressing this need through:

- the conversion of underutilized space at primary schools;
- the inclusion of specialist areas in the Architects and Users Brief which informs the construction of new school buildings; and
- the provision of pre-engineered structures to meet the demand.

3.17.1 Additionally, it was submitted that equipment and other supporting resources are being acquired to facilitate the roll out of the CAC. However, the MoE noted that there were problems in providing the new text books and other equipment necessary to roll out the CAC Programme within the 2012/2013 academic year. However, the Ministry assured the Committee that all schools will be properly equipped by the beginning of academic year 2013/2014.

3.17.2 Furthermore, an assessment of schools' upgrade needs with respect to the CAC of the SEA was performed and has since been forwarded to the Education Facilities Company Limited (EFCL).

Infusing of ICT into the primary school curriculum

3.18 The MoE engaged in research to determine whether traditional computer labs should be implemented in fixed classrooms. The findings and international best practice revealed that traditional labs are no longer relevant. The Ministry confirmed that a position paper prepared on this matter suggested the use of mobile tablets or virtual labs in primary schools. Therefore, with the use of mobile devices, classrooms can be transformed into technology learning centres at an instant (at the

snap of a finger). It was reported that this approach is used in countries such as Canada, South Korea, Singapore among others. Accordingly, a Cabinet Note was drafted and submitted to Cabinet for approval to facilitate the use of mobile devices (tablets) throughout the nation's Primary Schools. It is envisioned that this new approach to ICT aided teaching/content delivery will address the inherent challenges caused by the use of traditional computer laboratories.

3.18.1 In addition, the MoE is in the process of procuring a comprehensive *Wide Area Network* (WAN) solution to provide broadband connectivity to all schools. As well, each school will be outfitted with a robust *Wireless Local Area Network* to facilitate high speed internet and allow for additional technological access throughout the school's compound to effectively support the MoE's ICT in education initiatives.

3.18.2 Meanwhile, the MoE has embarked on a comprehensive schools connectivity programme to particularly target schools located in rural areas that are not ICT supported. To achieve this, the MoE has grouped schools into clusters. There are approximately 52 clusters and each cluster contains a mix of both rural and urban schools. Therefore, a supplier who wins a tender for a cluster will be held accountable for the provision of technology in terms of telecommunications to the mix of schools in the cluster. Each cluster will be treated as a separate project. This would allow flexibility in the execution of this project, as clusters can be rolled out simultaneously.

3.18.3 This project has been approved by Cabinet and at the time of the inquiry a Request for Proposals (RFP) was in the final stage of preparation. The Ministry was collaborating with the Central Tenders Board (CTB) in this regard and for the public tendering process.

3.18.4 The RFP includes the provision of WI-FI technology within the schools at 15 and 25 megabytes for primary schools and secondary schools respectively. It is expected that this will allow for internet access at any part of the schools. It is also expected that within the next 18 months all schools in Trinidad and Tobago will be provided with the service.

3.18.5 The MoE is also seeking a ubiquitous solution for providing computer laboratories in schools. Its first major national distribution of ICT equipment to schools in Trinidad and Tobago was implemented in 2007 via the Primary Schools Computerisation Programme and the Secondary Education Modernisation Programme, schools were supplied with Computer Laboratories and various ICT equipment such as Laptops, Desktops, Projectors, Servers, Printers and Scanners.

3.18.6 The MoE has also provided three hundred and five (305) Computer Rooms either through the conversion of space or construction of rooms to facilitate the computerization of primary schools.

3.18.7 The status of Primary Schools with computer rooms is illustrated at **Appendix VIII.**

Repairs and Maintenance of ICTs

3.18.8 Three hundred and sixty-four (364) Primary Schools are fully equipped with computer laboratories which are maintained by the ICT Division of the MoE. An ICT Technician is assigned to provide support and maintenance to each Secondary School. In addition, ICT Technicians are also required to provide repair services to an average of three (3) Primary Schools each.

3.18.9 The MoE advised the committee that the cost of ICT related repairs and maintenance has totalled Sixteen Million, Nine Hundred and Nine Thousand, Nine Hundred and Thirty Trinidad and Tobago Dollars (TTD\$16,909,930.00) since the

commencement of 'ICT in Education' initiatives in 2007. The detailed breakdown of these costs per ICT equipment is attached as **Appendix XI**.

3.18.10 The MoE is also engaged in repairing schools' computer labs that are not functional. At the time of the inquiry, of 134 secondary schools, 126 have fully functional computer laboratories and 121 have internet access. 280 servers have been deployed. The Ministry anticipated that schools with non-functional labs will be operational within the new academic year (2013/2014) and each school will be provided with new audio-visual equipment such as televisions, radios and projectors to support the teaching and learning.

3.18.11 A Cabinet Note is being prepared to engage international firms involved in ICT in education, to ensure the technology is being utilized in the most efficient and most effective manner.

3.18.12 Non-functional computer laboratories are often as a result of failure of ICT Laboratory Equipment which is caused by poor electrical supply resulting in excessive spikes and dips in voltage and ineffective and/or insufficient air conditioning systems. Some internet servers also were inoperative as a result of fluctuations of electricity supply but these have since been restored. In addition, the topologies used in the past were outdated and new topologies have been installed to ensure the operation of servers.

3.18.13 The average Time to Repair (MTTR) technical issues ranges from two (2) to six (6) weeks. This timeframe includes procurement, repair and recommissioning of equipment.

ICT Training for Teachers

3.18.14 The Teacher Professional Development Unit initiated a comprehensive training plan for teachers. Accordingly, the MoE has engaged the

Commonwealth of Learning (COL) to train teachers. As well, a more blended set of learning strategies is being utilized and the course content is likely to be based on online training. The cost of the training is depicted at **Appendix X**.

Storage space in Schools

3.19 To successfully implement the Continuous Assessment Component (CAC), storage space is required to house and secure paper work and other forms of evidence generated by students as well as supporting resources. As such, the MoE has identified 142 schools in need of additional storage space. Storage cabinets were sourced and were due to be delivered in the short-term. In addition, storage is necessary for District Offices and at Curriculum Planning and Development Division specifically to serve the needs of the CAC teams. Approval was granted for the purchase of five hundred and sixty-five (565) Four Drawer Vertical Filing Cabinets and five hundred and sixty-five (565) Stationery/Storage cupboards.

3.19.1 The cupboards have been distributed to five hundred and forty-four 544 schools, eight (8) Educational Districts throughout Trinidad and Tobago and the office of the Curriculum Planning and Development Division located at the Rudranath Capildeo Learning Resource Centre.

Management of Resources at Primary Schools

3.20 The previous system for requisites purchases allowed for the following issues to emanate:

- a. Issues with the items being purchased;
- b. Issues with the quality of items being purchased; and
- c. Issues with the tardiness of purchasing items and their deliveries.

3.20.1 These challenges arose as a result of the lack of direct input on purchases from school principals on a regular basis. Therefore, it was concluded that primary schools would be funded directly.

3.20.2 To facilitate the this new direct funding arrangement, the following was considered and is in the process of being implemented:

1. **With respect to assisted schools-** the Principal or the Board of Management of the assisted school will receive funding directly for the school as is the case in the Roman Catholic Board and Moravian Board; and
2. **With respect to Government Primary Schools** – these were separated into two categories:
 - i. **Large Government Primary Schools** (schools with a student population of over 400 and both a Principal and Vice-Principal). The MoE offered training geared towards instituting a sub-accounting unit in the large government primary schools. A total of thirty-four (34) large primary schools have completed such training and have received their allotted allocations from the MoE. Principals, Vice-Principals, clerical officers and other persons at the principal's request at these large primary schools received training to ensure that the schools can manage their own resources.
 - ii. **Small Government Primary Schools** (schools with a student population under 400) Supervisors of government primary schools with a small student population were given the option to either access funding from the district offices which comprises sub-accounting units or to purchase items and submit documents for payment to the District Office.
3. However, the Ministry is considering implementing directing funding for all schools including the smaller schools, but training in financial procedures and systems is first required. The Ministry assured that they

will treat with this before the commencement of academic year 2013/2014.

4. The resource allocation for each school is identified separately based on the number of students and was calculated at \$152 per child annually. There are 79,775 students attending assisted primary schools and 35,138 in government schools in Trinidad. Therefore, the aggregate number of students in the primary school system in Trinidad is 114,913. Hence, a total of \$17,466,776 is spent on requisite for schools annually in Trinidad by the MoE.
5. The THA is responsible for allocating funding to primary schools in Tobago where there are approximately 5,277 students.
6. The requisition listing for items/supplies provided to schools consist of over 75 items such as cleaning materials, chalk, dusters, mops, pails, paper, pencils, pens etc.
7. It was reported that the following challenges were experienced as it concerns the disbursement of funds for the school year 2012/2013:
 - A delay problem was encountered with the changeover from the old system to the new system which caused concerns because a perennial problem existed with the allocation of resources to primary schools but this is expected to be rectified with the introduction of the new system.
 - It was highlighted that some primary schools have not received funding and have resorted to bake and cake sales and bar-b ques to fund the cost of supplies for the schools. The MoE contended that

funding for three small boards was outstanding because the MoE is awaiting information from these schools to be funded at the district level.

Assessing Primary Schools Teachers

3.21 The traditional assessment of teachers consists of a staff reporting process whereby teachers are appraised by supervisors such as Principals and Vice-Principals. However, as a result of problems and concerns with the traditional assessment, a new method of assessing teachers is being considered which encompasses a detailed performance management appraisal instrument. The MoE did emphasize though, that performance management is possible within the traditional system since the importance of going through the process is emphasized and can be done regardless of the instrument being used.

3.21.1 However, it was maintained that the traditional system did not treat in an in-depth manner with the details of the job of the teacher and that the new method; a Performance Management Appraisal Programme (PMAP) will involve the use of a very detailed instrument that would be used to assess all teachers.

3.21.2 Nonetheless, there are concerns with the adequacy of the new instrument. As a result, the MoE is prepared to make improvements if necessary in any instance of its inadequacy/shortfall. The Committee was informed that TTuTA has been working along with the MoE to achieve this venture and has approved the manual for the new process which is currently being perused by the legal officer for its implementation within the new school year.

3.21.3 The MoE has also embarked on a study that among other elements seeks to obtain data on the perception of parents and students with regards to various aspects of school and schooling. Another element concerns a Teachers Performance Inventory, a tool for Principals which provides information on what is actually happening in the classroom beyond what is submitted from the PMAP.

3.21.4 The MoE has also been placing more emphasis on delinquency amongst teachers and to this end, the Ministry has reduced the ceiling number of minutes allowed for late-coming, from 1000 to 300 minutes, after which those Teachers would be examined in order to address the tardiness problem. Apart from this, an electronic system has been implemented which has assisted in detecting delinquent persons at a faster pace.

3.21.5 Additionally, the Human Resource Department of the Ministry started examining the issue of teacher absenteeism since 2010. Improvements with respect to teacher attendance have been realized in primary schools but there are still some issues to be reviewed.

3.21.6 Moreover, the MoE recognized the need to re-educate principals in HR issues given that they are the first line Human Resources (HR) manager in the school system. This is evident by the fact that Principals issue warning letters and are first to treat with disciplinary issues. The MOE also intends to refine the system so that HR issues can be dealt with more expeditiously.

MoE's policy regarding Extra Lessons

3.22 The MoE confirmed that it does not support extra lessons in Government Schools because the curriculum is so designed to ensure that all activities required to prepare students can be completed within school hours. However, opportunities for teachers to provide extra lessons at no cost to students can be facilitated. The Committee learned that reports about teachers deliberately omitting topics from the syllabus to pursue them beyond school hours are investigated and the necessary corrective action is taken. The action taken will depend on the nature of the incident, how long it has been occurring, if there was prior warning to desist from the activity, and other such considerations. A disciplinary warning will be issued in the first instance and then further action as the situation requires. Such action also applies to reports on fees being charged for extra lessons.

3.22.1 Issues such as these are discussed with school supervisors. Policies are revisited from time to time when school supervisors visit schools and meet with principals. When issues of this nature arise, circulars are issued or reissued in the case of past notices. It was suggested by the Committee that regular reminders be sent out regarding the Ministry's policy on extra lessons.

3.22.3 Conversely, the MoE does not have the control over the activities at denominational schools particularly with respect to after school activities.

Agricultural Science as part of the Primary School System

3.23 The MoE indicated that agricultural science is being infused into the CAC programme beginning with standard three students. Additionally, teachers have been trained and the MoE has supplied all primary schools with grow boxes equipped with a number of useful agricultural supplies and equipment for students to engage in actual planting, harvesting and recording of growth of the plants. Also, to promote agricultural gardening in schools, the MoE supports garden competitions by districts and zones.

3.23.1 The MoE envisions extending the programme to the lower standards through the Primary School Rewrite Programme which also comprises agricultural science this is scheduled to take place in September 2013 and will particularly target the infant level, years one (1) and two (2) and Standard one (1).

English Elocution

3.24 The Committee noted that the primary school environment provided an opportunity for nurturing the ability of students to speak Standard English. It was also noted that some teachers are themselves unable to communicate well in Standard English.

3.24.1 The MoE's analysis of the education system identified reading literacy as an issue rather than Standard English. However, the MoE acknowledged that there are issues with Standard English in schools in addition to literacy.

3.24.2 As a result, a priority area of the MoE is teacher training. In fact, a significant component of the reform at the primary school level entails a greater focus on both numeracy and literacy. It was noted that the language policy of the MoE treats Standard English as a separate element from Creole.

3.24.3 Officials of the Ministry also expressed concern that some teachers do not communicate to students in Standard English, which exaggerates the issue of the need for English elocution in schools. Therefore, it was declared that the responsibility to teach English to students does not only lie with English Teachers but with all teachers in the system.

3.24.5 Communication in English is also of concern to the Curriculum Division and as a result, an oral component of the National Certificate of Secondary Education was introduced for forms 3 students, whereby English would be treated as a foreign language.

Relocation of Primary Schools to a more conducive learning environment

3.25 The MoE acknowledged that there is need to relocate some schools that have been unsuitably located in high traffic areas. The MoE is cognizant of the impact pollutants emanating from these locations may have on student and has assured that in planning for new construction, land space and location would be taken into consideration.

3.25.1 However, the Ministry submitted that although it is easier to plan in the context of government schools, because state lands can be used in the relocation of

schools, extra consideration must to be given to scenarios involving the relocating of denominational schools as a result of jurisdictional issues.

Teacher Qualification and Training

3.26 The Ministry indicated that the education system was not ready to move toward a standard Master's Degree requirement for primary school teachers. However, a minimum requirement at the primary school level of a Bachelor of Education has been established. The Ministry is in the process of engaging tertiary level institutions to ensure that training programmes are aligned to the new requirements/developments in the primary school system.

3.26.1 Workshops and training programmes run by the Curriculum Division are structured to address areas of high student deficiency.

Other

3.27 During a public hearing, it was suggested that the MoE consider a school painting programme, for the purpose of improving the appearance of schools. In response, the MoE indicated that it is considering a programme for the painting and beautification of schools. However, initial consideration was being given to secondary schools. The Ministry acknowledged that it will take into consideration the painting and beautification of primary schools.

4 FINDINGS AND RECOMMENDATIONS

Your Committee considered the oral and written evidence received against the established objectives of the inquiry and submits the following findings and recommendations:

OBJECTIVE 1

To establish who determines the Primary School Education curriculum and how this is done.

4.1.1 It was noted that the Ministry in undertaking its curriculum reform efforts attempted to address the fragmentations and inconsistencies which existed in the curriculum's content and also in its application by teachers. The Committee was able to acquire an appreciation of the importance of curriculum revision and reform to the overall performance of the Primary School system. Given the evolutionary nature of human development, it is axiomatic that the learning experiences of students at the Primary school level impact their future educational and career endeavours. Therefore, the committee considers the Ministry's curriculum reform initiatives as timely and of urgent priority.

4.1.2 The Committee noted that the Ministry adopted a comprehensive, methodical and consultative approach in reviewing and reforming the Primary School Curriculum with a view to nurturing an "intelligent, versatile, productive and well-rounded student". It was further noted that the curriculum reform initiative comprised three major components, that is; Rewrite the curriculum using an integrated curriculum design; Implement the Continuous Assessment Component of the SEA; and A Literacy and Numeracy Initiative.

- 4.1.3 With respect to the ‘rewrite component’, the committee endorsed the thrust of the Ministry to graduate from rigid and sometimes intimidating pedagogical methods and learning experiences, to a more integrated and flexible approach to learning and student development. The Continuous Assessment model appears to allow for a fairer and more valid assessment methods, thus reducing the emphasis that would normally be placed on ‘one shot’ assessment events such as end of term examinations and SEA. Moreover, a curriculum that facilitates the germination of the talents and career interests of the young people and acknowledges the different learning abilities/styles and teaching strategies is long overdue and will definitely benefit our society. It is well documented that several of our existing social issues emanate from an unsatisfactory learning experience in the education system and this has translated into a number of students exiting the school system in exchange for delinquent and illicit activities.
- 4.1.4 The infusion of ‘unconventional’ subject areas such as Visual and Performing Arts, physical education and ICT, will broaden the learning platform available to students with different learning dispositions. It was favourably noted that findings emanating from the initial pilot research exercises on the infusion of CAC into the primary curriculum suggest a more positive learning attitude, no doubt augmented by a more conducive learning environment.

RECOMMENDATIONS

- I. We recommend that the MoE establish a revision schedule that would allow for continuous re-examination and assessment of the primary school curriculum, perhaps at 5 year intervals.**
- II. The Ministry should ensure that the revision and realignment of the curriculum takes into consideration the developmental needs of our society. That is, a national development perspective must be adopted in**

the curriculum reform exercise. This would require that consideration be given to future economic, industrial, technological and professional plans/needs of our country.

OBJECTIVE 2

To examine what evaluation measures if any, are in place to deal with the new Secondary Entrance Assessment (SEA) curriculum inclusive of the Continuous Assessment Component (CAC) of the SEA.

- 4.2.1 The Committee was pleased to note the supporting and monitoring arrangements that the Ministry has and or intends to implement for the purposes of reforming the SEA curriculum and incorporating the CAC within the SEA regime. This was evident from the Ministry's intention to deploy 140 Monitors throughout primary schools to ensure that the associated procedures and guidelines are being adhered to and that the work being produced is done by the students themselves.
- 4.2.2 The proposal to have these Monitors report to a District Curriculum Coordinator every Friday appears to be a reasonable reporting/feedback window. Further, it was apparent that the Ministry has made strides in developing supporting material for Teachers and Principals to assist in the transition to a SEA examination that incorporates CAC. The use of Differentiated Instructions¹⁰ along with the development of a Unified Curriculum Guide, Teachers' Guide and Instructional Tool Kit are commendable features of this support regime for Teachers.
- 4.2.3 It also appears that the Ministry was able to acquire a more realistic preview of the dynamics of the CAC component from the Pilot studies it undertook.

¹⁰ Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

The first practice assessment for Standard Five (5) students conducted as a pilot in December, 2012 provided the Ministry with qualitative data on the potential operation of the system. In this regard, the Committee noted that the submission of the Ministry that outlined the observations made by monitors regarding the pilot gave the impression that some teachers were not sufficiently confident or equipped to meet the expectations of the CAC. The information stated above in Table 2 indicates that some Teachers were overwhelmed by the implementation demands, while others requested additional support in the areas of Character and Citizenship Education.

- 4.2.4 In addition, Principals reported that their workload has increased as a result of the expanded oversight and monitoring role Principals were now required to perform vis-à-vis CAC.

RECOMMENDATIONS

- I. The Committee recognizes the dynamics and challenges associated with major reform initiatives such as the introduction of the CAC into the Primary School system and therefore suggest resources and structures be put in place to allow for continuous feedback from stakeholders in the Primary School system as this is an imperative for its successful implementation.**
- II. Given the issues raised by Teachers during the pilot study for Standard five (5) students conducted in December, 2012, we recommend that the Ministry's implementation Charter or schedule for CAC include periodic assessments whereby Teachers, PTAs, Principals and parents will have to opportunity to provide feedback on the implementation of CAC.**

OBJECTIVE 3

To determine whether the Ministry is considering the total removal of the SEA examination and what will replace it.

4.3.1 As it concerns the future of the SEA examinations, the Committee inferred that the Ministry had no intention of replacing the SEA, but rather the Ministry was seeking to modify the format of the examinations by including a Continuous Assessment Component in the form of Creative Writing. The Committee keenly noted the Ministry's plans to have the CAC contribute 40% of the final score for the SEA by 2015. Such a plan may be endorsed on the assumption that the award of marks that count towards the 40% is made in a fair and transparent manner. The merit in such an approach is evident in that the system will allow for the assessment of the proficiency and performance of the student not only at the "one shot" examination (that is the SEA), but will also take into account his/her learning experiences in the class room. The Committee considers this a laudable and fundamental shift in the approach to assessing the proficiency of primary school students.

4.3.2 The Committee also considered whether it was the intention of the Ministry to focus solely on the subjects of English and Math for the final SEA exam. The Committee contemplated whether some of the other areas of the CAC should also be included in the May examinations.

RECOMMENDATIONS

- I. We strongly recommend that rigorous reviewing systems be implemented to ensure the fairness and accuracy of scores awarded further to CAC assignments. A process of second marking and reviewing should be developed and implemented in collaboration with the CXC, where applicable.**

- II. **The Committee is cognisant that there will be some instances where the award of scores will for reasons of practicality, be in the sole discretion of Teachers. Therefore, the Committee recommends that documented guidelines and scoring schemes be provided to Teachers. These assessment tools must be carefully formatted to ensure that schools are able to progressively track students' performance over time and across different Standard levels so that the validity and reliability of scores would be fortified. The foregoing recommendations will necessitate the proper training of Teachers and other CAC assessors in the scoring system to be utilized.**

- III. **We further recommend that an appeals process that would allow for remarking or re-assessment on very specific grounds be established. The Committee expects that the Ministry will develop this appeals process in collaboration with the relevant stakeholders.**

- IV. **We recommend that the Ministry reconsider whether there is merit in re-introducing additional subject areas into the SEA exam such as Social Studies and Science.**

OBJECTIVE 4

To examine the benefits and drawbacks of the Continuous Assessment Component (CAC)

- 4.4.1 The Committee noted the several **benefits and drawbacks** outlined in Table 1 above. With respect to the benefits of the CAC, the Committee reiterates its observation expressed in paragraph 4.3.1, that the CAC system represents a fundamental shift in the proficiency assessment practices applied in the primary school system. It is the Committee's view that CAC will now allow for

a more realistic assessment of the proficiency and performance of the students. This could not have been achieved under “one shot” examination (that is the SEA) system.

- 4.4.2 Moreover, the committee favourably noted that through the implementation of CAC, the **different learning styles and preferences of students** can be determined. This would then translate into an enhanced learning experience for students with different levels of interest in subject matter contained in the curriculum and with different competency levels.
- 4.4.3 The Committee also considered the shortcomings and concerns outlined in Table 1, regarding the CAC, and was of the view that they are certainly not insurmountable. However, given the fact that the infusion of CAC is undeniably a significant shift in the status quo, mechanisms must be put in place to assist teachers, school administrators, parents, and most importantly, students, in adapting to the changes required for the successful implementation of CAC. Notably absent in the Ministry’s submission were examples of other jurisdictions where similar continuous assessment models were successfully implemented. This may have provided more credibility to the Ministry’s submission, since useful lessons can be learned from examining the experiences of others.
- 4.4.4 However, of concern to the Committee, was the Ministry’s ability to effectively implement oversight mechanisms to ensure fairness and equality in the determination of scores associated with the CAC of SEA. Situations where some students benefit from lenient grading due to nepotism and favouritism on the part of assessors of CAC assignments must be avoided. Failure to ensure equality in the assessment of CAC vis-a-vis the SEA students may undermine the credibility of the assessment process and may result in

numerous contentions regarding the validity of student placements in Secondary schools.

4.4.5 Statements made by the Ministry which suggested that there was consideration improvement in student pass rate since the introduction of the CAC, as early as one year after its introduction, stretched the imagination of the Committee to conceive that such improvement could be evident in such a short space of time. However, the Committee reiterates that it was not convinced by the submissions of the Ministry that the procedures to be used to assess students in the CAC would be fair, transparent and credible. It appeared to the Committee that like the School Based Assessment at the Secondary level, the assessment of students under the CAC, would be largely determined by the Teacher responsible for the subject area. Therefore, the Committee considered it essential that the Ministry employ strategies to assess whether marks awarded to students were earned fairly. The Committee believed that Teachers needed to avoid the temptation of awarding high marks without justification in order to preserve his or her reputation or the reputation of the school.

4.4.6 I may also be suggested that students are given topics months before the date of assessment during which both parents and teachers drill them in their responses to such topics enabling the students to practically memorize their responses for their assessment.

4.4.7 The Committee noticed that in the Creative Writing component students are limited to descriptive narrative.

4.4.8 **Storage space and records management systems** are essential for the implementation of the CAC, and therefore require greater attention and resources from the MoE. The Committee acknowledged that storage cabinets were in the process of being sourced. It was confirmed by the Ministry that

approval was granted for the purchase of five hundred and sixty-five (565) Four Drawer Vertical Filing Cabinets and five hundred and sixty-five (565) Stationery/Storage cupboards.

- 4.4.9 The Committee was pleased to learn that in an attempt to promote the social, cultural and physical development of the student, the areas of **VAPA and physical education** have been included in the CAC scheme. However the Committee concluded that the infusion of these subject areas will require the purchase of a large quantity of items and equipment to allow students to benefit from the intended learning and recreational experiences. In view of this, the Committee noted with concern the fact that several school were without the required textbooks, equipment and other material; to support these subject areas.
- 4.4.10 The Ministry's submission indicated that the Ministry had some challenges with acquiring the required number of music instruments to complement VAPAs. Notwithstanding the shortages in these areas, the evidence provided indicated that the Ministry had attempted to address some of these inadequacies by providing training for teachers. Further, primary schools were supplied with grow boxes equipped with agricultural supplies and equipment, ICT Laboratory equipment were provided by the MoE as well as three hundred and five (305) Computer Rooms.
- 4.4.11 Despite the reassurance given to the Committee that the shortages of material and equipment will be rectified in time for the commencement of academic year 2013/2014, the Committee questioned the Ministry's capacity to deliver on this assurance given the numerous reports of schools remaining unopened at the commencement of the said academic year in September, 2013.

4.4.12 In light of the need for infrastructural remodelling of schools which must be complemented by building upgrades such as modifications to electrical systems, the Committee expects the Ministry of Education to adopt the necessary measures to monitor and evaluate projects being undertaken in the various primary schools to ensure that they are completed on time and within budget.

4.4.13 However, in the context of a society in need of well-rounded and holistically developed individuals, the Committee conceded that the intended benefits of the CAC outweigh the recognized disadvantages. However, it was clear that the process of infusing CAC into the primary school curriculum was still in its initial stage, since it was evident that there were a number of issues and processes that had to be refined and modified in order to effectively operationalize this curriculum reform initiative.

RECOMMENDATIONS

- I. We recommend that in order to allow for the effective implementation of the CAC that the MoE seek to:-**
 - a. Conduct a reconciliation to determine the schools that require additional resources to support the roll out of CAC, with a view to ensuring that all primary schools are properly equipped to proceed with CAC in academic year 2014/2015.**
 - b. As a matter of priority, engage in the necessary infrastructural remodelling of schools to accommodate the CAC by no later than the 2014/2015 academic year. This may require the support of the Education Facilities Company Limited. A situation that occurred at the start of academic year 2013/2014, where several schools remained closed on the day designated for the re-opening of school**

must be avoided through the effective supervision of the operations of EFCL.

- c. That other forms of writing such as persuasive, applications, complaints, sympathy and thank you letters as well as general letter writing should be included in the Creative Writing Component.**
- d. We strongly recommend the implementation of a public awareness campaign in relation to the status and implementation of CAC. The Committee considers this critical to assuage the fears and anxieties of students, parents, teachers and other stakeholders.**
- e. We recommend that Local School Boards be established in all Primary Schools and that these Boards be given some responsibility for monitoring the implementation of CAC, particularly as it relates to ensuring that the necessary resources (i.e. material and equipment) are available at the respective schools.**

OBJECTIVE 5

To determine the extent to which Local School Boards are included in the Curriculum Development process, if at all.

- 4.5.1 The Committee noted that the Local School Board has an advisory function and may act as an advisory body to the Minister of Education on policies relating to, inter alia curriculum development and reform.

RECOMMENDATION

We recommend that Local School Boards be mandated to assist with engaging students, parents, PTAs and communities on the CAC and the consequential changes associated with its implementation.

OBJECTIVE 6

To examine the role of the National Advisory Committee if any, in primary school education, curriculum formulation etc.

- 4.6.1 The Committee was concerned that to date the National Advisory Committee has not been constituted. This inquiry has reinforced the importance of the Primary School level in the education system as it concerns the holistic development of the student. Therefore, to ensure the continued improvement of the system, all possible supporting mechanisms must be activated.

RECOMMENDATION

We recommend that in furtherance of the provision of Section 8 of the Education Act, a National Advisory Committee be appointed to assist the Minister in his current thrust to modernize the education system.

OBJECTIVE 7

To investigate whether there are procedures to address the concern of students who are medically unfit to engage in physical education given that the subject is now being assessed.

- 4.7.1 The Committee acknowledges the efforts of the MoE to include students who are medically unfit to engage in Physical Education activities and assignments as required by CAC. It was encouraging to note that special concessions including extra time or adapted assessment exercises and pro-rated scores from other of CAC areas are utilized to provide all students with equal access to meaningful educational experiences and academic success.

4.7.2 Also, the Committee noted that identified students may require adaptive tools or methods in order to access tasks fully and to show competence. It was apparent that the environment and/or presentation of this component of the examination may need to be adapted to meet the needs of each student. It was also insightful to learn that on average approximately 200 SEA students would apply for concessions on an annual basis and that normally 85% of those applications would be approved. The evidence provided did not allow the Committee to determine the options (if any) that were available to the remaining 15% of applicants.

OBJECTIVE 8

To ascertain to what extent the National Schools Code of Conduct is incorporated into the Character Education and Citizenry Development Programme, if at all.

4.8.1 The Committee noted that the National Schools Code of Conduct which promotes the values and morals of; Respect, Responsibility, Rights, Integrity, Courtesy, Productivity and Performance are incorporated into the Character Education and Citizenry Development Programme (CCDP). The Committee was quite impressed by the features of this programme. The Committee submits that the promotion of the morals and values through mediums such as CCDP is definitely required in our society today and is a highly commendable initiative of the MoE. However, the Character Development component does not necessarily allow for inter-personal communication between dedicated facilitators and students and also it is impractical to add to this component to teachers' workload as it requires a specialist skill. Additionally, the Committee was not clear as to how the Ministry intended to track or assess the success or outcomes of this initiative. Will the success of the programme be assessed against the level of school violence or the

number of suspensions and expulsions recorded subsequent to the implementation of the programme?

RECOMMENDATIONS

- I. We recommend that Television clips be aired on a daily basis with a view to partially competing with the vast number of media presentations that portray violent and illicit content.**
- II. It is further recommended that the Ministry of Education utilize Social Media platforms to facilitate the posting of CCDP presentations and features on Facebook, Twitter and other forms of social media. If such arrangements are not already in place, this recommendation should be implemented within one (1) month from the presentation of this Report to Parliament.**
- III. In addition, it is recommended that these clips be included in the Primary School class timetable at least three times per week, at all Primary Schools.**

OBJECTIVE 9

To establish who determines the principles expounded through the Character Education and Citizenry Development Programme and on what basis these morals and values have been established.

- 4.9.1 The Committee was pleased to be informed that a number of locally and internationally produced documents were consulted in the conceptualization of the CCDP.

OBJECTIVE 10

To assess the Educational Guidance and Counselling Services of the Ministry of Education.

4.10.1 The Committee noted that the Student Support Systems that have been introduced by the MoE are in their early stages of implementation and had not attained full capacity at the time this inquiry was conducted. Therefore, the Committee was cautious in being too critical of the fact that at the date of this Report there were no dedicated guidance personnel at the primary school level and that the MoE only directed approximately 10% of its Guidance Services and 40% of its School Social Work services to Primary Schools. Additionally, the Committee also questioned the effectiveness and responsiveness of the use of a 'cluster system' by the Students Support Services Division (SSSD) that provided for a system whereby an intervention at the level of the head office of the Student Support Services would occur only where there is a crisis in a school.

4.10.2 However it was encouraging to learn that the Cabinet approval for the expansion of the SSSD was being sought with the assistance of the Public Management Consulting Division PMCD of the Ministry of Public Administration.

4.10.3 The Committee fully endorses the Ministry's efforts to acquire personnel to provide services such as; Special Education Teachers, School Social Workers and Guidance Officers/Counsellors, other support staff and specialized personnel in addition to Clinical Psychologists and Behavioural Specialists.

4.10.4 The Committee noted that at the time of its inquiry, the MoE was awaiting Cabinet approval for the filling of positions. The Ministry anticipated that

when these positions have been filled, the proposed ratio would be one officer to three primary schools (1:3).

4.10.5 The Committee also noted a newspaper report of June 05, 2013¹¹ wherein the Minister of Education was quoted as follows:

“Cabinet recently passed a note for 500 (guidance officers and counsellors) more to come into the system. We are looking to setting up five centres in Trinidad and one in Tobago with the Tobago House Assembly, to have a counselling clinic where we will have educational, behavioural and clinical psychologists stationed on a daily basis from the cadre of human resources that we will be bringing in to work with the students who have difficulties, and who have exhibited some aberrant and dysfunctional behaviour.”

RECOMMENDATION

We recommend that the Ministry provide adequate Student Support professionals to service primary schools, since many of the developmental issues of adults stem from their experiences in the Primary school. Therefore it is suggested that at least one (1) guidance officer be stationed at each primary school in Trinidad and Tobago.

¹¹ <http://www.trinidadexpress.com/news/500-more-guidance-officers--to-combat-school-dysfunction-210178791.html>

<http://www.trinidadexpress.com/news/500-more-guidance-officers--to-combat-school-dysfunction-210178791.html?m=y&smobile=y>

OBJECTIVE 11

To gain insight into the *Peace Promotion Programme* of the Ministry of Education.

4.11.1 The Committee applauds the efforts of the MoE to encourage the creation of a culture of peace in the individual, the school, the home, the community and the society at large. The collaborative approach adopted by the Ministry was also commendable since it allowed for input from other agencies and public figures with an interest in anti-violence initiatives, peace building and Character and Youth Development. The Committee was particularly pleased with the “Skill Based or Alternative Education Project” that targets the special interest and learning styles of low achievers. The Committee considers this a most important intervention since lower achievers are more susceptible to become engaged in delinquent activities and anti-social behaviour.

4.11.2 The Committee was also pleased to learn that teachers have benefited from training courses in the areas of: Management of the Classroom - Alternatives to Corporal Punishment and Stress and Anger Understanding and Management for teachers.

RECOMMENDATIONS

- I. We recommend the continuation and expansion of this programme to secondary schools, since quite often the transition from a more disciplined structure at the primary school level to a more liberal atmosphere at the Secondary School level may result in adverse changes in the behavioural patterns of some students.**
- II. We recommend that the programme be expanded to include:**
 - a. Anti-bullying initiatives;**

- b. Collaborations with the Environmental Management Authority- to encourage 'Peace in the Environment'; and**
- c. Awards and recognition programmes in each school to recognize positive and model student behaviour**

OBJECTIVE 12

To assess the number of primary schools in need of upgrades, repairs and rebuilding.

4.12.1 With respect to schools constructed, submissions received indicated that during the period 2005-2012, 18 primary schools were constructed further to a Cabinet approved Primary school construction programme. These schools were constructed via the traditional building method and pre-engineered building method. Particular note was also given to the fact that the 2011-2015 primary school construction programme, identified Forty-four (44) schools to be constructed by EFCL. A review of evidence received suggested that 7 of the 44 schools were more than 50% complete. Alarmingly, it was revealed that construction on 35 of the 44 schools had not commenced.

4.12.2 In relation to school repairs, the Committee recognized some merit in the outsourcing of repairs to the EFCL. It was obvious that the EFCL has developed modern communication channels to allow for the expeditious submission of request for repairs. However, what was questionable was whether EFCL has the necessary capacity to complete these repairs on time and within budget given that the company was also responsible for managing projects for the construction of new schools. The fact that an *Educational Suitability Component Deficiency Assessment* was being used to determine the schools most in need of attention was laudable; however the criteria that comprise this assessment scheme were not provided.

- 4.12.3 The Committee was informed that the number of schools in need of repairs for the period 2012-2014 was **one hundred and thirty-six (136)**. Although it was noted that works have already begun on some of these schools, the Committee was concerned that the operations of schools with outstanding repairs may be hindered at this time. Submissions also confirmed that during fiscal 2012/2013, repairs were undertaken on seventy-six (76) schools across various Education Districts at an estimated cost of \$40 Million. It was interesting to learn that according to the Ministry there were no cost overruns.
- 4.12.4 With respect to challenges which appeared to be hindering the effectiveness of the EFCL, the committee noted that there were challenges with the processes/procedures for paying contractors. At a meeting held on May 17, 2013, the Ministry informed the Committee that it was working assiduously to resolve these issues and reported that the situation was gradually being resolved since 57 contractors were paid and payments for another 27 were being processed at the time.
- 4.12.5 Furthermore, the Committee also learned that there were challenges with the filling of vacancies at the Education Facilities Planning and Procurement Division. Nevertheless, the Committee was advised that consideration was being given to suppressing positions in order to allow for the creation of contract positions.
- 4.12.6 Given the proposed curriculum initiatives, in particular the Continuous Assessment component (CAC), the committee reiterates that the requirement for a properly managed school repair, maintenance and construction programme is imperative. Moreover, suitable physical infrastructure and

ergonomically conducive spaces are important determinants in a student's overall learning experience.

RECOMMENDATIONS

- I. There is a clear requirement for a more rigid oversight system to be applied by the Ministry in relation to EFCL. We also recommend that measures to penalize contractors for delays and cost overruns be included in the project management procedures. This is intended to encourage a highly efficient school construction and repair programme, given that delays in works may result in the displacement or relocation of students and also loss of class room time.**
- II. The Permanent Secretary should ensure that appropriate systems be employed to monitor the demand for funding to support the School Construction and Repair Programmes. If the preceding recommendation is to be useful, every effort should be made to ensure that contractors are paid their just dues on time.**
- III. We recommend that from henceforth, consideration be given to assessing the surrounding environment earmarked for the construction of schools with a view to eliminating sites where there is a:**
 - a. very high density of vehicular movement (E.g. Highways, main roads);**
 - b. high level of industrial activities with a high potential for emissions or run-off that maybe be injurious to the health of students;**
 - c. areas prone to major flooding, among others.**

OTHER FINDINGS AND RECOMMENDATIONS

English Eloquency

Besides the findings and recommendations which concern the focus areas of this inquiry, the Committee determined that it must give special mention to the issues of the use of Standard English by teachers in the class room. The Committee was disappointed that the Ministry appeared not to have an official policy which required teachers to practice the use of Standard English within the school environment. The Committee believes that such a policy has the potential of encouraging students to appreciate the importance of speaking standard English.

RECOMMENDATION

We recommend that the MoE ensure that all teachers in the Primary School System are proficient in speaking in Standard English and enforce the rule that Standard English should be used by both teachers and students while on the school compound. To this end, the Committee suggests that all schools be declared “Standard English speaking zones”.

The Committee respectfully submits the foregoing for the consideration of the Parliament.

Sgd.
Mr. Elton Prescott, SC
Chairman

Sgd.
Dr. Dhanayshar Mahabir
Vice-Chairman

Sgd.
Mrs. Carolyn Seepersad Bachan, MP
Member

Sgd.
Mr. Emmanuel George
Member

Sgd.
Mr. Ganga Singh
Member

Sgd.
Dr. Delmon Baker, MP
Member

Sgd.
Mr. Jairam Seemungal, MP
Member

Sgd.
Ms. Stacy Roopnarine, MP
Member

Sgd.
Mr. Gerald Hadeed
Member

Sgd.
Dr. Amery Browne, MP
Member

Sgd.
Mrs. Patricia Mc Intosh, MP
Member

Sgd.
Mr. Faris Al-Rawi
Member

April 22, 2014

APPENDIX I

BUSINESS ENTITIES

List of Ministries, Statutory Authorities and State Enterprises that fall under the purview of this Committee:

1. ARTS AND MULTICULTURALISM

Carnival Institute
Naparima Bowl
National Academy for the Performing Arts (NAPA)
National Carnival Commission of Trinidad and Tobago
National Cultural Commission
National Theatre Arts Company
Queen's Hall Board
Trinidad and Tobago National Steel Symphony Orchestra

2. ATTORNEY GENERAL

The Law Reform Commission
Environmental Commission
Industrial Court
Council of Legal Education
Hugh Wooding Law School
Anti-Corruption Investigation Bureau
Equal Opportunity Commission
Equal Opportunity Tribunal
Tax Appeal Board
Central Authority
International Law and Human Rights Unit

3. COMMUNICATIONS

Board of Film Censors
Caribbean New Media Group Limited (CNMG)
Government Information Services Limited (GISL)
National Broadcasting Network (NBN)

4. COMMUNITY DEVELOPMENT

National Association of Village and Community Councils
Village Councils
Export Centres Company Limited

5. EDUCATION

Local School Boards
National Commission for UNESCO
Education Facilities Company Limited
National Schools Dietary Services Limited
National Library and Information System Authority (NALIS)

6. ENERGY AND ENERGY AFFAIRS

Lake Asphalt of Trinidad and Tobago (1978) Limited
National Gas Company of Trinidad and Tobago Limited
National Quarries Company Limited
Petroleum Company of Trinidad and Tobago Limited (PETROTRIN)
Trinidad and Tobago National Petroleum Marketing Company Limited (NP)
Alutrint Limited
Alutech Limited
La Brea Industrial Development Corporation
National Agro Chemicals Limited
National Energy Corporation of Trinidad and Tobago Limited
NATPET Investment Company Limited
NATSTAR Manufacturing Company Limited
NGC NGL Company Limited
NGC Trinidad and Tobago LNG Limited
Phoenix Park Gas Processors Limited
Powergen
Trinidad and Tobago LNG Limited
Trinidad and Tobago Marine Petroleum Company Limited
Trinidad Nitrogen Company Limited
Trinidad Northern Areas Limited
TRINMAR Limited
TRINTOC Services Limited

7. ENVIRONMENT AND WATER RESOURCES

Institute of Marine Affairs (IMA)
The Environmental Management Agency
The Green Fund Advisory Committee
Water and Sewerage Authority (WASA)
Water Resources Agency

8. FINANCE AND THE ECONOMY

Central Tenders Board
National Insurance Appeals Tribunal
National Insurance Board
National Insurance Property Development Company Limited (NIPDEC)
National Lotteries Control Board (NLCB)
Trinidad and Tobago Civil Aviation Authority
Trinidad and Tobago Unit Trust Corporation
Corporation Sole
Divestments
Investments
BWIA West Indies Airways Limited (New BWIA)
Caribbean Airlines Limited
First Citizens Holdings Company Limited
National Enterprises Limited (NEL)
Rum Distillers Limited
The Sugar Manufacturing Company Limited
Trinidad and Tobago Forest Products Company Limited (TANTEAK)

Taurus Services Limited
Caribbean Investment Corporation
Tourism and Industrial Development Company (TIDCO)
Trinidad and Tobago (BWIA International) Airways Corporation (Old BWIA)
Trinidad and Tobago Development Finance Limited
Caribbean Development Network Limited
Caribbean Microfinance Limited
Colonial Life Insurance Company Limited (CLICO)
First Citizens Bank Limited (FCB)
First Citizens Mortgage & Trust Company Limited
First Citizens Investment Services Limited
Trinidad and Tobago Mortgage Agency Company Limited

9. FOOD PRODUCTION

Agricultural Society of Trinidad and Tobago
Caribbean Agricultural Research and Development Institute (CARDI)
Cocoa and Coffee Industry Board
Livestock and Livestock Products Board
Caroni (1975) Limited
National Agricultural Marketing and Development Corporation (NAMDEVCO)
Agricultural Development Bank (ADB)
Caribbean Food Corporation
Sea Food Industry Limited

10. FOREIGN AFFAIRS

Nil

11. GENDER, YOUTH AND CHILD DEVELOPMENT

Adoption Board
Children's Authority

12. HEALTH

Boards regulating the Practice of Medicine and Related Professions
Children's LIFE Fund Board of Management
Eastern Regional Health Authority
North Central Regional Health Authority
North West Regional Health Authority
South West Regional Health Authority
Dental Council of Trinidad and Tobago
Drug Advisory Committee
Emergency Medical Personnel Council of Trinidad and Tobago
Food Advisory Committee
Medical Council of Trinidad and Tobago
National Emergency Ambulance Service Authority
Nurses and Midwives Council of Trinidad and Tobago
Pesticides and Toxic Chemicals Board
Pharmacy Council of Trinidad and Tobago
Opticians Council of Trinidad and Tobago

Princess Elizabeth Home for Handicapped Children

13. HOUSING AND URBAN DEVELOPMENT

Sugar Industry Labour Welfare Committee

Rent Assessment Board

Caroni 1975

Community-based Environmental Protection and Enhancement Company Limited (CEPEP)

Estate Management Business Development Company Limited (EMBD)

Housing Development Corporation (HDC)

Urban Development Corporation of Trinidad and Tobago Limited (UdecoTT)

Trinidad and Tobago Mortgage Finance Company Limited (TTMF)

14. JUSTICE

Nil

15. LABOUR AND SMALL AND MICRO ENTERPRISE DEVELOPMENT

Boilers Examiners Board

Minimum Wages Board

Registration, Recognition and Certification Board

Friendly Societies

Cipriani College of Labour and Co-operative Studies

National Entrepreneurship Development Company Limited (NEDCO)

National Productivity Council

Occupational Safety and Health Authority

16. LAND AND MARINE RESOURCES

Land Settlement Agency (LSA)

17. LEGAL AFFAIRS

Law Revision Commission (LRC)

Legal Aid and Advisory Authority (LAAA)

Police Complaints Authority (PCA)

Sentencing Commission

Criminal Injuries Compensation Board

APPENDIX II

MINUTES OF PROCEEDINGS

**MINUTES OF THE SEVENTEENTH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT APPOINTED TO INQUIRE INTO AND REPORT ON
GOVERNMENT MINISTRIES (GROUP I), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING UNDER THOSE MINISTRIES, HELD IN
THE J. HAMILTON MAURICE ROOM, MEZZANINE FLOOR, OFFICE OF THE PARLIAMENT, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT
CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN ON TUESDAY FEBRUARY 26, 2013 AT 9:30 A.M.**

PRESENT

Mrs. Corinne Baptiste-Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mr. Emmanuel George	Member
Mr. Jairam Seemungal, MP	Member
Ms. Stacy Roopnarine, MP	Member
Mr. Faris Al-Rawi	Member
Mrs. Patricia Mc Intosh, MP	Member
Dr. Amery Browne, MP	Member
Mrs. Carolyn Seepersad-Bachan, MP	Member
Mrs. Jacqueline Phillip-Stoute	Secretary
Ms. Khisha Peterkin	Assistant Secretary
Ms. Candice Williams	Graduate Research Assistant

ALSO PRESENT

Ms. Jennifer Daniel	Permanent Secretary (Ag.)
Mr. Harrilal Seecharan	Chief Education Officer
Mrs. Lenor Baptiste- Simmons	Director, Educational Planning
Mrs. Gaynelle Holdip	Director, Curriculum Planning & Development
Mrs. Beryl Kathy-Ann Riley	Lead, Student Support Service
Division	
Mrs. Yvonne Chrysostom	Deputy Permanent Secretary
Mrs. Chanwati Sookra	Deputy Permanent Secretary
Ms. Ingrid Kemchand	Curriculum Coordinator
Ms. Inadai Ramjass	Director, Human Resource
Ms. Kavar Williams	Director (Ag.), HR Contracts, HR
Training	
Ms. Cheryl-Ann Grant	Special Ed Teacher II
Ms. Vidya Heeraman	Director, Finance and Accounts

ABSENT

Mr. Ganga Singh	Member
Mrs. Christlyn Moore	Member
Dr. Delmon Baker, MP	Member

COMMENCEMENT

1.1 The Chairman welcomed Members.

CONFIRMATION OF MINUTES OF THE SIXTEENTH MEETING (30/01/2013):

2.1 The Chairman invited Members of the Committee to consider the Minutes of the 16th Meeting held on January 30th, 2013.

2.1 The following corrections were made to the Minutes:

- On page 1: Delete the word '**Excused**' occurring after Members names under the heading '**Present**'.

2.2 The motion for the confirmation of the Minutes was moved by Prof. Harold Ramkissoon and seconded by Mr. Jairam Seemungal.

2.3 The Minutes were thereby confirmed.

MATTERS ARISING FROM THE MINUTES OF THE SIXTEENTH MEETING

3.1 The submission from Dr. Browne regarding the National AIDS Coordinating Committee was included in the Draft 5th Report on the Primary Healthcare Services. However, Members disagreed with certain comments.

3.2 The Committee agreed to review the Verbatim Notes of the examination with the Ministry of Health to determine what was actually stated before corrections can be made to the Report.

3.3 There being no other matters arising, the Chairman moved onto the next item on the agenda.

CONSIDERATION OF DRAFT OF THE SIXTH REPORT ON THE ADMINISTRATION AND OPERATIONS OF THE NATIONAL CARNIVAL COMMISSION

4.1 The Chairman indicated that the 6th Report has been finalized and prepared for Members' signatures. The Report will be laid at the next Sitting of the Senate and the House of Representatives.

NEXT MEETING

5.1 The Committee agreed that its next meeting will be with the Ministry of Education re: Primary School Education on Friday March 15, 2013 at 9:00am.

5.2 The Committee then agreed to examine the National Insurance Tribunals then the Housing Development Corporation (HDC).

5.3 The meeting was suspended at 9:53 a.m.

[Members proceeded to the J. Hamilton Maurice Room on the Mezzanine Floor]

DISCUSSIONS WITH OFFICIALS FROM THE MINISTRY OF EDUCATION RE: PRIMARY SCHOOL EDUCATION

6.1 The meeting resumed in the J. Hamilton Maurice Room at 10:15 a.m.

6.2 Officials were welcomed. Introductions were exchanged.

6.3 The Permanent Secretary was invited to make opening remarks and to give a brief a statement on the Ministry of Education's failure to provide schools with requisite purchases such as stationery and other consumables.

6.4 The Director of Finance and Administration addressed the issue mentioned at 6.3 above stating that a delay in the change from the previous system of bulk purchasing which was done without consultation with principals on their specific requirements to the new system which allows for the Ministry to directly fund all primary schools.

6.5 Detailed hereunder are the concerns raised by Members of the Committee and the responses proffered by the Officials of the Ministry of Education:

(i) The Continuous Assessment Program (CAC)

- This Program promotes learning through understanding, which is supported by brain-based theories of learning.
- The Ministry of Education did a strategic review of the education system in 2010 and it was determined that Continuous Assessment should be included in the primary school system. There was a two-day consultation with over 2000 participants. Subsequently, there were further consultations in the eight educational districts involving all stakeholders.
- One of the main components of the CAC is feedback which allows the student to identify their weaknesses and to be remediated. Teachers also benefit because they have the necessary information on all students in the class.

- The Strategic review also identified certain value outcomes for students which lead to a change in the curriculum and the development of a more holistic student. This resulted in a move from strictly academic to the social, cultural and physical development of the child.
- Students now will focus on these subjects in order to achieve this goal, Creative Writing in the first year, Science, Performing and Visual Arts thereafter. These additional subjects areas were implemented in order to get students out of the classroom. Subsequent to the review, it was realized that students spend too much time sitting at their desks.
- Some Members of the Committee shared the same concern as the stakeholders that even though the CAC was implemented there is still a placement exam, the Secondary Entrance Assessment (SEA) Examination.
- Members also expressed their views on the relationship between CAC and the Secondary Entrance Assessment and the reliability of the entire process.
- Other key issues were raised such as the equivalence of the assessment to be used in all schools; not all schools have the same level students and the level of objectivity in the grading system utilized by teachers.

(i) The role of Teachers in the CAC Program

With respect to issue of the role of teachers in the delivery of the CAC Program, the Committee was informed that the Ministry commenced training of approximately 1600 Standard 4 and 5 teachers in May 2012 in the writing process for Creative Writing and the standardized scoring guides. To further develop teaching skills the Ministry has engaged the Caribbean Examination Council (CXC) to help train teachers in quality assessment.

(ii) The Monitors

- 140 Monitors were appointed on December 01, 2012 to observe and report on 488 primary schools. They are charged with the responsibility to ensure that teachers implement the revised skills set for creative writing in the classroom and that report on the students' ability to interpret and relay what was taught.
- The monitors consist of a number of retired persons with a background in Education mainly from the primary school system such as principals, teachers and school supervisors.
- A few of the monitors are expert practitioners in areas such as visual and performing arts and physical education. They report to the District Curriculum Coordinator every Friday. At present they focus on ensuring that the pieces in students' notebooks are the work of the student and if any issues are discovered, these are reported to the school principal.

(iii) Resources for Schools

- The Ministry has noted that there were problems in providing the new text books and other equipment necessary to roll out the CAC Program within the 2012-2013 school year. All schools however will be equipped by the beginning of the next school year, 2013-2014.
- The Ministry has already identified 142 primary schools that require additional storage space for textbooks and other materials. Storage cabinets have been sourced and will be delivered within the next month.

(iv) Assessment of Teachers

- This process is done by the traditional method of a Staff Report which is completed by a supervisor. In the primary schools it is done by the principal or the vice-principal.
- There is a new system, the Performance Management Appraisal Process which will be implemented by the new school year. It will focus on the in-depth details of the job of a teacher and areas for growth and development.

The manual for the new process has been approved by the Trinidad and Tobago Unified Teachers' Association (TTUTA) and is currently being reviewed by the Legal Department.

(v) High Teacher Absenteeism in Schools

- The Human Resource Department of the Ministry started looking into the issue of teacher absenteeism since 2010.
- Improvements with respect to teacher attendance have been made in the primary schools but there are still some issues to be reviewed.
- In May 2011 the Teaching Service Commission requested reports on Late Arrivals and Early Departures by teachers in excess of 60 minutes per term or six times late during the term for a year until 2012. They also recorded the teachers whose regularity and punctuality reports were unsatisfactory and requested further investigation by the Ministry. The MOE has implemented measures to address these issues such as the introduction of an electronic system to record data.

6.6 Due to the vast areas of topics covered the Chairman indicated to the officials of the Ministry that the questions they were unable to answer and other questions Members may have should be submitted in writing to the Committee.

6.7 The Chairman thanked the officials of the Ministry of Education for their attendance and indicated that the examination will continue at the next meeting of the Committee.

REQUESTED INFORMATION

Information regarding the following was requested by the Committee:

- (i) The provision of storage cabinets to primary schools. With respect to the Vistabella Presbyterian Primary School where space is limited, where will the cabinets be housed?
- (ii) A copy of the Cabinet Note and the Approval Minute regarding the Interim Report from the Monitors on the Continuous Assessment Component.
- (iii) A copy of the Practice Continuous Assessment Component Tests for December 2012 to January 2013.
- (iv) The process used to assign Monitors of the Continuous Assessment Component to the primary schools throughout Trinidad and Tobago. The ratio of monitors to students.

- (v) A breakdown of the performance of students by Educational Districts.
- (vi) A breakdown of the following by Educational Districts:
 - a) the number of Guidance Counselors and Guidance Officers positions on the establishment;
 - b) of that number how many were filled and the reasons for vacancies; and
 - c) the number of Guidance Counselors and Guidance Officers required to provide students with the necessary support services.
- (vii) With the implementation of the Creative Assessment Component have students shown improvement in the specific subject areas?
- (viii) The number of primary schools with virtual libraries.
- (ix) A list of the number of primary and secondary schools with computer rooms.
- (x) A list of all primary schools on which construction was completed for the period 2005-2012.
- (xi) A progress report on the implementation of Character and Education and Citizen Redevelopment Programme in secondary schools and a list of the achievements of the programme.

ADJOURNMENT

- 7.1 The Chairman indicated to Members that the next public meeting will be held on March 15, 2013.
- 7.2 The Chairman thanked Members and the meeting was adjourned.
- 7.3 The adjournment was taken at 12:40 p.m.

I certify that these Minutes are true and correct.

Chairman

Secretary

March 11, 2013

**MINUTES OF THE EIGHTEENTH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT APPOINTED TO INQUIRE INTO AND REPORT ON
GOVERNMENT MINISTRIES (GROUP I), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING UNDER THOSE MINISTRIES, HELD IN
ARNOLD THOMASOS ROOM (EAST) AND THE J. HAMILTON MAURICE ROOM, MEZZANNE FLOOR, OFFICE OF THE PARLIAMENT, TOWER D, THE PORT OF SPAIN
INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN ON TUESDAY APRIL 05, 2013 AT 9:00 A.M.**

PRESENT

Mrs. Corinne Baptiste–Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mr. Emmanuel George	Member
Dr. Delmon Baker, MP	Member
Mr. Faris Al-Rawi	Member
Dr. Amery Browne, MP	Member
Mrs. Carolyn Seepersad-Bachan, MP	Member
Mr. Julien Ogilvie	Secretary
Ms. Sheranne Samuel	Assistant Secretary
Ms. Katharina Gokool	Graduate Research Assistant
Mr. Indar Sieunarine	Parliamentary Intern

ALSO PRESENT

Ms. Jennifer Daniel	Permanent Secretary (Ag.)
Mrs. Yvonne Chrysostom	Deputy Permanent Secretary
Mrs. Chanwati Sookra	Deputy Permanent Secretary
Mr. Harrilal Seecharan	Chief Education Officer
Mrs. Lenor Baptiste- Simmons	Director, Educational Planning
Mrs. Gaynelle Holdip	Director, Curriculum Planning & Development
Mrs. Beryl Kathy-Ann Riley	Lead, Student Support Service Division
Ms. Ingrid Kemchand	Curriculum Coordinator
Ms. Inadai Ramjass	Director, Human Resource
Ms. Kavar Williams	Director, HR Contracts, HR Training
Ms. Cheryl-Ann Grant	Special Ed Teacher II
Ms. Vidya Heeraman	Director, Finance and Accounts
Mr. Rajnath Singh	Programme Director, ICT Division

ABSENT

Mr. Ganga Singh	Member
Mrs. Christlyn Moore	Member
Mr. Jairam Seemungal, MP	Member
Ms. Stacy Roopnarine, MP	Member
Mrs. Patricia Mc Intosh, MP	Member

COMMENCEMENT

1.2 The meeting commenced at 9:52am. The Chairman welcomed Members.

Absent/ Excused

1.3 The Chairman indicated that Mr. Ganga Singh, Mr. Jairam Seemungal and Ms. Stacy Roopnarine asked to be excused from the day's meeting. She further advised that Mrs. Seepersad-Bachan, Mr. George and Ms. Moore were expected to arrive during the course of the meeting.

CONFIRMATION OF MINUTES OF THE SEVENTEENTH MEETING (26/02/2013):

2.1 The Chairman invited Members to consider the Minutes of the 17th Meeting held on February 26th, 2013 and inquired whether there were any amendments.

2.2 The motion for the confirmation of the Minutes was moved by Prof. Ramkissoon and seconded by Dr. Browne.

2.3 Mr. Al Rawi expressed concern about the minutes capturing the essence of what took place during the public inquiry. The Secretariat was subsequently asked to note particular concerns of the Committee in the Minutes.

MATTERS ARISING FROM THE MINUTES OF THE SEVENTEENTH MEETING

3.1 Members were informed that the Sixth Report of the Committee on the Administration and Operations of the National Carnival Commission was laid in both Houses.

3.2 The Chairman confirmed that responses to additional queries arising out of the hearing held on February 26, 2013 were received from the Ministry of Education and they were circulated to the Members.

CONSIDERATION OF AMENDED DRAFT OF THE FIFTH REPORT ON THE ADMINISTRATION AND OPERATIONS OF THE MINISTRY OF HEALTH WITH SPECIFIC FOCUS ON PRIMARY HEALTH CARE FACILITIES

4.1 The Chairman directed Members attention to the Draft 5th Report on Primary Healthcare Services.

4.2 The Committee having reviewed the Report at previous meeting held on January 30, 2013, focused its attention on pages 63, 77 and 80.

4.2 Dr. Browne indicated that the amended draft 5th Report was acceptable. Mr. George and Mr. Al Rawi both raised issues with the phrasing of aspects of the reports. However, the Committee eventually resolved that the Report will be accepted as is. The Chairman advised Members that the finalized report would be circulated for the signature of Members and will be laid at a subsequent Sitting of the Senate and the House of Representatives.

PRE-HEARING DISCUSSIONS

5.1 The Chairman indicated that the meeting was running behind schedule and directed the Secretary to circulate a list of outstanding issues to be raised during the inquiry with officials of the Ministry of Education.

5.2 The Committee agreed that its next meeting will be with the National Insurance Appeals Tribunal on Friday April 19, 2013 at 9:00am. The Committee further resolved to continue its inquiry on the Ministry of Education on Friday May 17, 2013.

5.4 The meeting was suspended at 10:22 a.m.

[Members proceeded to the J. Hamilton Maurice Room on the Mezzanine Floor]

DISCUSSIONS WITH OFFICIALS FROM THE MINISTRY OF EDUCATION

6.1 The meeting resumed in the J. Hamilton Maurice Room at 10:27 a.m.

6.2 The Chairman welcomed the officials of the Ministry of Education and apologized for the delay in the start of the hearing.

6.3 Detailed hereunder are the concerns raised by Members of the Committee and the responses proffered by the Officials of the Ministry of Education:

(i) International Benchmarking

- A Member inquired whether Trinidad and Tobago participates in any international assessments to determine where our education system is ranked relative to other systems worldwide. The Officials of the Ministry of Education indicated that the need for international benchmarking was acknowledged and in 2003/2004 a decision was made to engage in international assessments comparison. Trinidad and Tobago participated in two international studies: the PEARL study and the Programme for International Student Assessment (PISA) study.
- Reading was identified as an issue, especially in the primary school system. The PEARL study focuses on reading literacy. The country first participated in 2006 and it was continued in 2011. In 2011, the average score of reading literacy of Grade VI the equivalent of our Standard III, increased by 31 points. Trinidad and Tobago is still below the international mean of 500, but projections for the 2016 assessments seem favourable
- Trinidad and Tobago participated in the PISA study in 2006. The focus of this review is on literacy, science, math and reading. The country has not participated since, however, there are plans to participate again.
- Trinidad and Tobago is at the top of the Caribbean in CSEC and CAPE. Within Latin America, the island is competing with Uruguay, Mexico and Chile. However, the Caribbean and Latin America ranks below all other regions.

(ii) Producing Critical Thinkers

The current initiatives of the Ministry of Education inclusive of the reform of the curriculum, focusing on literacy and numeracy, continuous assessment and infusing ICT into the curriculum, are geared toward producing critical thinkers. Emphasis is being placed on higher order skills such as problem solving and critical thinking.

(iii) Teacher Qualification and Training

- a) The Ministry indicated that the education system was not ready to move toward a Masters requirement for primary school teachers. However, a minimum requirement at the primary school level of a Bachelor of Education has been established. The Ministry is in the process of engaging tertiary level institutions to ensure that training programmes are aligned to the new requirements at primary schools.
- b) Workshops and training programmes run by the Curriculum Division are structured to address identified areas where it has been recognized that students are deficient.
- c) It was noted that literacy and numeracy issues began at the Standard One level, thus focus is now on early development of these skills in infants.

(iv) National Test

- a) The Committee sought clarification on the procedure that follows when a child fails to meet the acceptable standard at the National Test. It was learned that intervention takes place at several levels. Officials informed the Committee that the National Test provides data on specific skill areas where deficiencies exist, which provides the schools with the opportunity to make interventions.
- b) The Curriculum Division also utilizes the data at the district and national level to conduct workshops with teachers to address deficient areas.
- c) At the teacher level, teachers have information on each child in his/her class and is expected to tailor their lesson plans to enhance student performance where deficiencies exist. Deficiencies are identified based on strands. Should a student be deficient in a particular area he/she is allowed to move on to the succeeding Standard. The performance information is supposed to be transferred to the teacher in the higher Standard for their attention.

(v) Continuous Assessment Component (CAC)

- a) The Ministry indicated that Cabinet approval was received for CAC and it was in two-parts. In the first instance, approval was received for the creative writing component, which is now being implemented and the other related to the piloting of the other areas.
- b) The Committee questioned whether the Ministry was ready to move forward with the CAC whereby it can be factored into results. The Ministry assured Members

that they were ready to move forward. Currently the final assessment is being scored by CXC and the Ministry is in the process of completing the moderation of portfolios.

- c) It was suggested by the Committee that a public awareness campaign in relation to CAC is critical in order to assuage the fears and anxieties of parents and teachers.

(vi) Primary School Upgrades

The five schools which were described as “ongoing” with completion dates which have since passed are yet to be completed. The Committee sought clarification on the meaning of “ongoing”. It was indicated that there were challenges which were preventing the completion of the schools. The Ministry receives a monthly report from the Education Facilities Company Limited (EFCL), the organization responsible for school repairs and construction. [Additional information was requested on this issue. See item 6.5 below]

(vii) Schools under Academic Watch and Academic Emergency

- a) The Academic Performance Index gives the performance of schools and is based on math and language arts at Standard One and Three. The Angoff Method is used as a reference to determine whether students have met or exceeded standards. The Ministry also provided a detailed explanation on how data regarding school performance is collated.
- b) There are no schools in the ‘Academic Emergency’ band. However, there are schools under ‘Academic Watch’ requiring interventions to guide the schools in a particular direction. To move schools out of the ‘Academic Watch’ band, the school, district and national levels are considered. At the school level, students’ performance is broken down into each skilled area which allows the teacher to determine which are requires intervention. At the national level workshops are be done for teachers based on the observations made. District specific areas will be addressed.

- c) The Ministry informed the Committee that there have been significant shifts from 'Academic Watch' to 'Mostly Effective' and from 'Mostly Effective' to 'Excelling'. This has been facilitated by the additional support which has been provided.
- d) Every school, both at the primary and secondary level are required to develop a school improvement plan. From this plan an action plan can be developed to address deficiencies in the respective schools. The Ministry has undertaken much training in terms of the school improvement planning process. Holistic planning is promoted as not all issues will be of an academic nature.
- e) All stakeholders including the local school board and the parent teacher association should be part of this planning process. The Student Support Services are critical to this process and providing support to schools.

(viii) School Performance and Curriculum Revision

- a) The Committee noted with concern that despite certain interventions at the Primary School level, the pass rate for Mathematics and Language Arts at the National Certificate of Secondary Education (a Form III exam) remained relatively constant over the period 2008-2012 and inquired whether the Ministry is considering reviewing the curriculum to determine avenues for improvement and best practice.
- b) The Ministry conceded that the low standard of performance of the Secondary level was linked to the delivery of the curriculum at the primary level and to address this issue, the Ministry has been conducting holistic and system reviews of the curriculum.
- c) The process of reviewing the curriculum began in December 2012 and is expected to be completed in July 2013 with the implementation of the new primary curriculum in Standard One and Infants One and Two in September 2013. The Ministry aims to adopt an integrated curriculum approach. Included in the process will be differentiated instruction, a Unified Curriculum Guide, a detailed Teachers' Guide and an Instructional Tool Kit.

(ix) Direct Funding

- a) The Committee expressed concern about the status of direct funding to Primary Schools.
The Ministry indicated that they have provided funding to most of the board schools. However, funding for three small boards is outstanding.
- b) The initial proposal is that direct funding will be provided for large government schools whilst funding of smaller schools, funding will be provided at the district level through requisites.
- c) However, the Ministry is considering implementing directing funding for all schools including the smaller schools, but training in correct financial

procedures and systems is first required. The Ministry assured that they will treat with this before the re-opening of school.

(x) Guidance Officers

- a) The Committee articulated its concern regarding the limited number of guidance officers. Particular focus was given to the Guidance Officers available to Primary Schools in Port of Spain and surrounding areas. Officials of the Ministry indicated that guidance and counseling services were provided primarily to secondary schools. However, the programme has been expanded to include the primary school system, to a limited extent.
- b) The Ministry is awaiting Cabinet approval for the filling of positions. Once positions are filled, the proposed ration will be one guidance officer to three primary schools.
- c) At present the Student Support Services employs a cluster approach, where one Guidance Officer is assigned to three Primary Schools. In general, the Student Support Services Division will respond to crises that occur and schools with special needs. A pre and post SEA programme has also been established. The shortage of guidance officers hampers the work of the unit.
- d) In addition, to Guidance Officers the Student Support Services Division also assigns Special Education and Social Workers to schools.

(xi) Physical Education

- The Committee inquired about the arrangements in place for the assessment of the differently abled students who are unable to participate in the Physical Education component of the CAC. In response the Ministry advised that in such instances, statistical adjustments are made to discount the scores regarding Physical Education.
- There are established guidelines for this concession process. The process incorporates both exams and continuous assessment. Supporting evidence has to be provided. The forms are available online. The Ministry conceded that there was a need to make the form more widely available.

6.4 The Chairman thanked the officials of the Ministry of Education for their attendance and indicated that the examination will continue on May 17, 2013.

REQUESTED INFORMATION

6.5 Information regarding the following was requested by the Committee:

- (xii) A copy of the Cabinet Note granting approval for the Continuous Assessment Component.

- (xiii) Information relating to the 42 schools listed for construction in the period 2012-2015:
 - a. The status of completion for each of the schools
 - b. The budget for the construction of the schools
 - c. Whether the construction of the schools is within budget or over budget.
 - d. The nature of the cost overruns if any.
 - e. The status of payments in relation to contractors on each of the projects (schools).
- (xiv) The school repair programme under the following headings:
 - a. The status of repairs
 - b. The budget – whether there are cost overruns
 - c. The time frame for the completion of repairs
 - d. Reasons for delays if there are delays
 - e. Status of payment to contractors
- (xv) The state of readiness of each school for the implementation of the CAC programme.
- (xvi) Indicate what arrangements are made for students with special needs who sit the SEA examination.
- (xvii) How soon resources will be put in place at schools to facilitate the Character and Education and Citizen Redevelopment Programme.

ADJOURNMENT

- 7.1 The Chairman indicated to Members that the next public meeting will be held on April 19, 2013.
- 7.2 The Chairman thanked Members and the meeting was adjourned.
- 7.3 The adjournment was taken at 12:04 p.m.

I certify that these Minutes are true and correct.

Chairman

Secretary

April 12, 2013

MINUTES OF THE TWENTIETH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT APPOINTED TO INQUIRE INTO AND REPORT ON GOVERNMENT MINISTRIES (GROUP 1), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING UNDER THOSE MINISTRIES HELD IN THE ARNOLD THOMASOS ROOM EAST, LEVEL 6 AND THE J. HAMILTON MAURICE ROOM, MEZZANINE FLOOR, OFFICE OF THE PARLIAMENT, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN ON FRIDAY MAY 17, 2013

PRESENT

Mrs. Corinne Baptiste-Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mrs. Carolyn Seepersad-Bachan, MP	Member
Mr. Jairam Seemungal, MP	Member
Ms. Stacy Roopnarine, MP	Member
Mr. Faris Al-Rawi	Member
Dr. Amery Browne, MP	Member
Mrs. Patricia McIntosh, MP	Member
Ms. Sheranne Samuel	Assistant Secretary
Ms. Katharina Gokool	Graduate Research Assistant
Mr. Indar Sieunarine	Parliamentary Intern

ABSENT

Mr. Ganga Singh	Member (Excused)
Mr. Emmanuel George	Member
Mrs. Christlyn Moore	Member
Dr. Delmon Baker, MP	Member

OFFICIALS OF THE MINISTRY OF EDUCATION

Mrs. Jennifer Daniel	Permanent Secretary (Ag.)
Mr. Harrilal Seecharan	Chief Education Officer
Mrs. Yvonne Chrysostom	Deputy Permanent Secretary
Ms. Chanwati Sookra	Deputy Permanent Secretary
Ms. Gaynelle Holdip	Director, Curriculum Development
Mrs. Vidya Heeraman	Director of Finance and Accounts
Mrs. Inadai Ramjass	Director Ag. - Human resources
Ms. Kavar Williams	Director Ag. – Human Resource
Mr. Rajnath Singh	Director, ICT Division

Ms. Beryl Riley

Lead, Student Support Service

Division Guidance Officer II

Ms. Cheryl-Ann Grant

Special Education Teacher II

COMMENCEMENT

1.1 The meeting commenced at 9:50 am. The Chairman welcomed Members.

CONFIRMATION OF MINUTES OF THE EIGHTEENTH MEETING HELD ON APRIL 05 2013

2.1 The Chairman invited Members to consider the Minutes of the 18th Meeting held on April 05, 2013 and inquired whether there were any amendments.

2.2 There being no amendments, the motion for the confirmation of the Minutes was moved by Dr. Browne and seconded by Prof. Ramkissoon.

MATTERS ARISING FROM THE MINUTES OF THE EIGHTEENTH MEETING

3.1 **As per item 6.5**, Members were informed that the letter regarding the Committee's request for additional information was dispatched. Responses were received and circulated to Members.

CONFIRMATION OF MINUTES OF THE NINETEENTH MEETING HELD ON APRIL 19 2013

4.1 The Chairman invited Members to consider the Minutes of the 19th Meeting held on April 19, 2013 and inquired whether there were any amendments.

4.2 There being no amendments, the motion for the confirmation of the Minutes was moved by Mr. Seemungal and seconded by Prof. Ramkissoon.

MATTERS ARISING FROM THE MINUTES OF THE NINETEENTH MEETING

5.1 The additional information requested at item 2.6, pg. 7 was received and circulated to Members electronically.

OTHER BUSINESS

6.1 A submission was received from Mr. Ramnath Ramcharitar, a National Insurance Consultant of Ramcharitar and Associates, and was circulated to Members via email.

6.2 The Chairman suggested that the Committee should meet with Mr. Ramcharitar at an in camera session. The Committee resolved to meet with Mr. Ramcharitar (*in camera*) on June 07, 2013.

6.3 It noted was that information gathered from this meeting may be included in the Committee's report on the NIAT.

Consideration of the Draft Inquiry Proposal on the Housing Development Corporation (HDC)

7.1 It was agreed that the Chairman will consult with the Secretary to the Committee regarding the Draft HDC Inquiry Proposal and the final document will be forwarded to Members thereafter.

NEXT MEETING OF THE COMMITTEE

8.1 The Committee resolved that its next meeting will be held *in camera* on June 07, 2013 at 9:00am.

8.2 It was further resolved that the agenda of the meeting will include:

- i. Consideration of Ministerial responses to reports submitted to Parliament and to determine what follow-up action is necessary;
- ii. Discussions on the Committee's work plan beyond the inquiry into the HDC; and
- iii. Discussions with Mr. Ramnath Ramcharitar.

8.3 The meeting was suspended at 10:01am.

[Members proceeded to the J. Hamilton Maurice Room on the Mezzanine Floor]

DISCUSSIONS WITH OFFICIALS OF THE MINISTRY OF EDUCATION

9.1 The meeting resumed in the J. Hamilton Maurice Room at 10:08 a.m.

9.2 The Chairman welcomed officials of the Ministry of Education.

9.3 The Chairman thanked officials for their timely response to the Committee's request for additional information.

9.4 Detailed hereunder are the concerns raised by Members of the Committee and the responses proffered by the Officials of the Ministry of Education:

(i) Extra Lessons

- The matter of extra lessons and the omission of topics that should be taught during school hours was raised. Officials of the MoE were asked to identify the policy governing this issue.
- In response, officials indicated that the MoE does not condone the provision of extra lessons in government schools. The Ministry believes that there is sufficient time to cover the entire curriculum within school hours. However, opportunities for the provision of extra lessons at no cost can be facilitated.

- Reports of the omission of topics from the syllabus to be pursued beyond school hours are investigated and corrective action taken. The action taken will depend on the nature of the incident, how long it has been occurring, if there was prior warning to desist from the activity, and other such considerations. A disciplinary warning will be issued in the first instance and then further action as the situation requires.
- Issues such as these are discussed with school supervisors. Policies are revisited from time to time when school supervisors visit schools and meet with principals. When issues like of this nature arise, circulars are issued or reissued in the case of past notices.
- The MoE does not have control over the activities which take place at denominational schools.
- The Committee suggested that regular reminders be sent out regarding the Ministry's policy on extra lessons.

(ii) Development of Information Communication Technology (ICT) facilities in schools

- a) The Committee enquired into measures to deal with the lack of computer rooms at schools especially in rural areas.
- b) It was submitted that the Ministry has embarked on a comprehensive School Connectivity Programme to cater for schools that lack the required ICT support. To this end, all schools have been divided into clusters. There are approximately 52 schools in each cluster and the Ministry has mixed both rural and urban schools in each cluster. It is proposed that each cluster will be tendered out. Whoever wins the bid will be responsible for the provision of ICT to those schools.
- c) Each cluster will be treated as a separate project. This would allow flexibility in the execution of this project, as clusters can be rolled out simultaneously.
- d) The Schools Connectivity Programme has been approved by Cabinet. A Request for Proposal (RFP) is currently being finalized with the Central Tenders Board for public tender.

- e) The RFP includes the provision of internet access and Wi-Fi technology at schools.
 - f) In rural areas, there is an absence of technological infrastructure such as fiber lines to provide the required bandwidth.
 - g) A Committee member stated that the Ministry of Science and Technology has a project aimed at providing internet access to community centres especially in rural areas, to allow students internet access facilities.
 - h) There are timelines for the ICT initiative of the Ministry. With respect to the Schools Connectivity Programme, the RFP will go out in the next two (2) weeks. Then there will be 6 – 8 weeks for public tender. Following this, two (2) months have been allocated for the consideration of proposals, followed by the award of contracts. Roll out is expected to begin in the new academic year. The Ministry envisions that all schools will be connected 18 months after the signing of contracts.
 - i) The Ministry has been working with schools with non-functioning labs to rectify the issues. Progress has been made in this area.
 - j) The Ministry has noted that international best practice suggests that traditional computer labs can no longer support the use of ICT in education. The Ministry aims to convert classrooms into ICT learning centers.
- (iii) **Training teachers to incorporate ICT into teaching methods**
- a) The Committee enquired about teacher training to facilitate the integration of ICT in the teaching process.
 - b) ICT forms one part of a package of teaching strategies available to teachers. Most teachers have basic ICT skills, however, the application of this is usually limited to PowerPoint presentations. Beyond this, there has been no real infusion of ICT. It is an issue the MoE continues to consider.
 - c) The Teacher Professional Development Unit has formulated a comprehensive training plan for the benefit of teachers. The MoE has engaged the Commonwealth of Learning (COL) regarding teacher

training. Teacher training in terms of the infusion of ICT forms part of the overall strategy of what is expected in the classroom.

- d) The Ministry committed to provide the Committee with the estimated cost of the training mentioned at (c) above. [See item 9.6 (1) below].

(iv) ICT initiatives in Secondary Schools

- a) Of 134 secondary schools, 126 have fully functional computer laboratories, and 121 have internet access. 280 servers have been deployed. The schools without technology will be dealt with in the new academic year and each school will be provided with new audio-visual equipment such as televisions, radios and projectors to support the teaching and learning.
- b) 'IT Online' a locally developed e-learning software geared toward the teaching of CSEC at both Form 4 and Form 5 will be disseminated to all secondary schools in the new academic year.
- c) A Cabinet Note is being prepared to engage international firms involved in ICT in education, to ensure the technology is being utilized in the most efficient and most effective manner.

(iv) Painting Programme

- a) The MoE was asked to consider a school painting programme, to improve the appearance of schools.
- b) In response the Committee was informed that the MoE is considering a programme for the painting and beatification of schools. However, the initial consideration was being given to secondary schools. Therefore, the Ministry will take into consideration the Committee's suggestion to also paint and beautify primary schools.

(v) Schools in La Horquetta/Talparo

- a) A Committee member enquired about the reconstruction of schools in the La Horquetta/Talparo constituency as they did not appear on the Ministry's list of schools to be constructed during the 2012-2015 period.
- b) Officials of the Ministry informed the Committee that over the past 2½ years, the MoE have conducted 32 repair exercises in Primary schools in this constituency. The Ministry has also projected to build 15 new

primary schools as well as to rebuild and refurbish 50 schools throughout country. Among these primary schools are the Mundo Nuevo R.C. Primary School and the Brazil R.C. Primary School, located in the Constituency of La Horquetta/Talparo.

(vi) Agriculture in Schools

- a) An inquiry was made concerning the criteria for teaching agriculture in primary schools.
- b) Officials indicated that the Ministry through its Continuous Assessment Component (CAC) Programme, is infusing agricultural science into the Primary School Curriculum, starting at the Standard Three level. They have also trained teachers and provided all primary schools with grow boxes and agricultural supplies and other equipment necessary to allow students to engage in planting and harvesting.
- c) The Ministry intends to introduce this initiative to the lower standards, through the implementation of the Primary School Rewritten/revised curriculum Programme. This will commence in September 2013 at the infant level 1 and 2 and Standard 1, in particular.
- d) The MoE also supports garden competitions. Officers of the Ministry serve as judges and set rubrics for judging both in educational districts and zones.

(vii) Children with Special Needs

- a) The Committee enquired about the average number/percentage of students sitting the SEA examination that have special needs and what measures are in place to ensure that parents are aware that these facilities are available.
- b) In response, the Committee was informed that concessions to children with special needs applies to all examinations not just SEA, such as the National Test. In terms of the SEA examination an average of 200 applications are received annually. Approximately 85% of these qualify for concessions.
- c) Parents can access information about this concession at schools. Updates are placed on the Ministry's website every year. A brochure has also been developed to be distributed to parents to ensure they have all the relevant information.

(viii) Curriculum Development- Continuous Assessment Initiative (CAC)

- a) With reference to the information stated at page 8 of the Ministry's submission (dated April 04, 2013) the Committee inquired about the training of experts for the subjects requiring the demonstration of practical skills.
- b) Officials indicated that the experts are generally secondary school teachers with degrees in the particular field as well as highly experienced practitioners.
- c) Moderation has been scheduled so as not to disrupt classes. Therefore, training for Secondary school teachers has been scheduled for June 12, 2013, that is, after the CSEC and CAPE examinations. The Moderation exercise will be conducted between June 13 – June 20, 2013. This will not be a whole scale exercise, but would involve a sample of schools within the districts will participate.
- d) The training is primarily intended to ensure the standardization of the marking scheme to be utilized by teachers.
- e) Training is differentiated for teachers who deliver the course and mark from experts who already have the knowledge and skills to assess. Training for experts is really a standardization exercise.
- f) There are two systems in place, one is statistical and the other is expert moderation. The required infrastructure is in place to support both systems.

(ix) Character and Citizenry Development

- a) The Committee inquired about the status of the arrangements and resources to facilitate the implementation of the Character and Development Programme.
- b) Officials confirmed that in the new academic year, each primary school will be receiving a television. Most of the content to be showed has already been deployed using online technology and via DVDs for the benefit of schools without internet access. Every Primary School has been provided with two (2) laptops. This includes the 309 primary schools with functional laboratories.
- c) It was confirmed that the laptops provided to new Secondary School students are not equipped with DVD drives. However, the laptops are equipped with USB ports, therefore video clips can be made available via

portable USB drives. In addition, the 'Video on Demand' database allows schools to access the videos whenever the need arises.

- d) The Committee suggested the use of DVDs may be more feasible rather than depending on the use of a main stream television channel to broadcast the required content.
- e) The Committee questioned the practicality of the programme and remained unclear on the nature of the contribution to be made by parents in this programme.

(x) Time-frame for requests made to the Education Facilities Company Limited (EFCL)

- a) The Committee sought clarification on the average length of time required for the EFCL to attend to a request for repair.
- b) For emergency works the EFCL has set a timeframe of forty-eight (48) hours. For longer-term works the response varies between 1 – 2 weeks. The process of sending the request through to the EFCL takes just a few minutes.

(xi) Implementation of Continuous Assessment Component (CAC)

- a) The Committee raised concern about the state of readiness of primary schools for the implementation of the CAC programme especially with regard to the Visual and Performing Arts component which in most instances was listed as 50% ready in the submission provided.
- b) Officials explained that The Visual and Performing Arts component consists of four different disciplines – Visual Arts, Music, Drama and Dance. At this stage musical instruments/equipment and materials, as well as Visual Arts supplies such as chalk, paints and boards have been delivered. However, there have been delays in acquiring steel pans for the Music component. The Ministry has sought to purchase 1, 100 tenor pans, approximately 1/3 (378) of these pans have been supplied thus far, another 1/3 is expected by the end of May and the next by the end of June. The students participating in the Music component are currently in Standard 3 and they are using the instruments available to them in the interim.
- c) Physical Education supplies such as special mats are also delayed.
- d) The Committee noted that there was a lack of readiness of schools, particularly in the Victoria education district and enquired about the

timeframe for its completion.

- e) Officials indicated that the information under review was compiled with the assistance of District Curriculum Coordinators and may not accurately reflect the actual situation regarding the schools listed. Officials pointed out that in terms of the distribution of material supplies all schools get the same materials at the same time. [Additional information was requested on this issue. See 9.6 (11) below].
- f) The CAC programme represents a fundamental shift in teaching and learning. In the past emphasis was placed on the construction of schools and the supply of high cost items as a measure of progress in education. However, with the CAC emphasis has been placed on providing resources to support soft elements to ensure equality in schools. Nevertheless, CAC components can be implemented with minor resources/material.
- g) Officials also conceded that there have been delays in terms of procurement. However, the Ministry anticipates that by the end of June all outstanding elements should be in place.
- h) The Committee re-emphasized the need to ensure equality in the distribution of resources to schools throughout the system. The Committee also requested that the Ministry update the information regarding the status of the implementation of the CAC inclusive of a clear timeframe for the implementation of this programme throughout the system.

(xii) Use of Standard English by teachers and students

- a) The Committee noted that the primary school environment provided an opportunity for nurturing the ability of students to speak Standard English. It was also noted that some teachers are themselves unable to communicate well in Standard English.
- b) As it relates to students, officials indicated that at present the Ministry has identified reading literacy as the issue as opposed to Standard English as it relates to the student population.
- c) In addition, the Ministry's Language Policy treats Standard English as a separate element from Creole. An oral component of the National Certificate of Secondary Education has been introduced at the Form 3 level. The Ministry is considering teaching English as a foreign language and thus would seek to apply some of the teaching techniques used for teaching foreign languages.

- d) As it concerns teachers, aspects of the overall programme of reform for Primary schools would include numeracy and literacy skills training for Teachers.
- e) The officials conceded that the reality is that students interact with different teachers who may or may not speak standard English. Therefore it is not the responsibility of the English teacher to teach English but that of all teachers.
- f) The Committee suggested that all schools be declared English-speaking zones and the implementation of a course in Elocution.
- g) The Officials endeavoured to take the suggestion of the Committee into consideration.

(xiii) Location of Primary Schools in high traffic areas

- a) The Committee raised concern about the location of some primary schools in high traffic areas and the impact pollutants may have on the health of students.
- b) Official explained that attending to matters of this nature will require a collaborative approach between the MoE and other Ministries concerned.
- c) Also the issue of the relocation and or reconstruction of schools on the same site is not a straight forward one since, due to new curriculum requirements the land on which a school was located may now be deemed inadequate.
- d) Dealing with denominational schools will also have to be taken into consideration. This usually adds to the complexity of the issue. It is easier to plan in the context of government schools because state lands can be used in the relocation of schools.

(xiv) Social Workers and Guidance Officers

- a) The Committee noted that the school provides an opportunity to capture and treat with some of the social issues present in our communities.
- b) In reply, the officials informed the Committee that Cabinet approval has been received for the recruitment of more Guidance Officers on contract and the positions have been advertised. Interviews will then be held and

persons will be brought on board.

- c) The Committee urged the MoE to include the new posts in their estimates for 2013/2014.

(xv) Equality of Inspiration

- a) The Committee noted that despite improvements in equal access to education children do not experience equality of inspiration and suggested visits to secondary schools as an opportunity to provide equality of inspiration.
- b) In response, officials reiterated that the Ministry's focus has been on increasing standards in all institutions and ensuring there is equality in terms of provisions and availability of resources in all schools whether it be in rural or urban areas.
- c) The Ministry facilitates transition activities to encourage primary schools students to envision their future career paths. For example, there are career days for the primary school students where they are allowed to dress up and emulate professions associated with their career interest.
- d) In addition, Guidance Officers also conduct sessions for post-SEA students and their parents to prepare the child for the next level of learning (secondary school).

(xvi) Unspent Balances

- a) The Committee raised concern about the apparent shortfall in expenditure vis-à-vis the \$40 million allocated for repairs and maintenance for the current fiscal year. [Additional information was requested on this issue. See item 9.6 (4) below].
- b) The officials indicated that normally they would have utilized their allocations for repairs and maintenance before the end of the financial year.
- c) Furthermore, the Ministry has a major challenge with the payment process in particular the processing of invoices received from the EFCL and the process of getting payment and releases from the Ministry of Finance and the Economy (MoFE). The MoE is working on this problem and a team has been assembled that meets twice weekly. The Ministry has seen some progress in this regard. Since the MoE last meeting with the Committee, 57 contractors have been paid for jobs identified and 27 are already processed and awaiting releases from the MoFE.

10.5 The Chairman thanked the officials of the Ministry of Education for attendance and cooperation.

REQUESTED INFORMATION

9.6 Further to the discussion, information regarding the following was requested by the Committee:

1. The cost content for teacher training with particular reference to ICT;
2. A list identifying the top ten (10) priority areas/targets the MoE will like to address and the possible challenges that may hinder their implementation/realization;
3. Whether the schools listed for construction will be completed by the 2015 deadline? If the answer is in the negative, what are the obstacles being experienced that are hindering the execution of these projects on time and within budget;
4. The percentage of the money allocated for repairs and maintenance which remained unspent and what accounted for the unspent balances;
5. The level of control and oversight the MoE has over the EFCL and whether the Ministry is receiving value for money from the EFCL;
6. What does the Ministry require to increase efficiency of spending and value for money in the area of construction, repair and maintenance;
7. A breakdown of repair services and facilities with respect to ICT technology in the hands of students; [E.g. laptops]
8. The frequency of breakdown time for computer labs at schools;
9. The overall cost of ICT related repairs and the timeliness of repairs;
10. A list of needs that will facilitate the proper working of ICT facilities in primary schools;
11. An updated Appendix IV (re: submission dated April 29, 2013) regarding the implementation of the Continuous Assessment Programme. (Rectifying issues with the template and inconsistencies in the information received from District Curriculum Coordinators).

ADJOURNMENT

10.1 The meeting was adjourned at 12:10 p.m.

I certify that these Minutes are true and correct.

Chairman

Secretary

May 27, 2013

APPENDIX III

NOTES OF EVIDENCE

**SEVENTEENTH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT
APPOINTED TO INQUIRE INTO AND REPORT ON GOVERNMENT MINISTRIES
(GROUP 1), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING
UNDER THEIR PURVIEW, HELD IN THE ARNOLD THOMASOS CONFERENCE
ROOM (EAST), SIXTH FLOOR, TOWER D, THE PORT OF SPAIN INTERNATIONAL
WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN, ON TUESDAY,
FEBRUARY 26, 2013, AT 9.32 A.M.**

PRESENT

Mrs. Corinne Baptiste-Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mr. Emmanuel George	Member
Mrs. Carolyn Seepersad-Bachan	Member
Mr. Jairam Seemungal	Member
Miss Stacy Roopnarine	Member
Dr. Amery Browne	Member
Mr. Faris Al-Rawi	Member
Mrs. Patricia McIntosh	Member
Mrs. Jacqueline Phillip-Stoute	Secretary
Ms. Khisha Peterkin	Asst. Secretary
Ms. Candice Williams	Grad. Research Asst.

ABSENT

Mrs. Christlyn Moore	Member
Mr. Ganga Singh	Member
Dr. Delmon Baker	Member

Madam Chairman: Good morning, ladies and gentlemen. It is my pleasure to welcome you here on behalf of the Committee, for what we hope is going to be a mutually interesting session. This is not an unusual request, but can people—if they have forgotten—take off their cell phones, it would be helpful. Could I ask Madam Permanent Secretary, to introduce your team?

Ms. Daniel: Good morning to Madam Chair, and the other Members of the Committee. I am Jennifer Daniel, the Acting Permanent Secretary, Ministry of Education. As you can see our team is a relatively large one because we are from a large Ministry with many areas of expertise, so we decided to come with a big team in order to be prepared. Can we ask for each member to introduce themselves?

Madam Chairman: Definitely. Can I remind you to touch, speak on your microphone before you make your contribution and then when you are finished—

Mr. Seecharan: Okay. Good morning. My name is Harrilal Seecharan. I am the Acting Chief Education Officer.

Ms. Chrysostom: Good morning, my name is Yvonne Chrysostom. I am the Acting Deputy Permanent Secretary, responsible for infrastructure.

Ms. Ramjass: Good morning, I am Inavai Ramjass, Acting Director of Human Resource.

Mrs. Sookra: Good morning, I am Chanwati Sookra, Acting Deputy Permanent Secretary, for human resource management.

Mrs. Holdip: Good morning, Gaynelle Holdip, Acting Director, Curriculum, Planning and Development Division.

Mr. Maharaj: Good morning, Bhadase Maharaj, Acting Programme Manager, Programme and Projects Planning and Management Unit.

Mr. Singh: Morning, Rajnath Singh, Programme Director, ICT.

Ms. Kemchand: Good morning, my name is Ingrid Kemchand, Curriculum Coordinator.

Ms. Williams: Morning, Kevar Williams, Acting Director, HR.

Ms. Rambharose-Hearaman: Good morning Vidya Rambharose-Hearaman, Director of Finance and Accounts.

Mrs. Baptiste-Simmons: Pleasant good morning, Lenore Baptiste-Simmons, Acting Director of Educational Planning.

Mrs. Riley: Good morning, Beryl Riley, Lead, Student Support Services Division.

Ms. Grant: Good morning, Cheryl-Ann Grant, Special Education Teacher II, Student Support Services Division.

Madam Chairman: Thank you very much indeed. The bad news is, Oscars were on Sunday night. *[Laughter]* Can I ask my Committee to introduce themselves?

Mr. Al-Rawi: Morning, I am Faris Al-Rawi, Opposition Senator.

Mrs. McIntosh: Patricia McIntosh, Member of Parliament for Port of Spain North/St. Ann's West. May I say welcome, and may I say I feel very much at home with a lot of faces that I have worked with and interacted with in the Ministry. Welcome!

Dr. Browne: Good morning and welcome, Dr. Amery Browne, Member of Parliament for Diego Martin Central.

Ms. Roopnarine: Good morning, Stacy Roopnarine, Member of Parliament, Oropouche West.

Mr. Seemungal: Good morning, Jairam Seemungal, Member of Parliament for La Horquetta/Talparo.

Mrs. Seepersad-Bachan: Good morning and a special welcome to all of you, Carolyn Seepersad-Bachan, Member of Parliament, San Fernando West and Minister of Public Administration.

Mr. George: Good morning to each and every one of you and welcome. My name is Emmanuel George, Minister of the Works and Infrastructure.

Prof. Ramkissoon: Good morning, Harold Ramkissoon, Independent Senator and Vice-Chair.

Madam Chairman: And I am Corinne Baptiste-Mc Knight, your Chairman for this session. I would like to invite you to relax, because the purpose of being here is for us to understand what is going on in the primary education sector.

I want to thank you for the information that you have sent us, and you will find that most of the questioning will, in fact, be on the basis of those responses that you have given to us.

I must warn you though, that in light of news on the radio this morning, we would just like to know what has happened with the moneys that school principals have not gotten for consumables, like chalk and toilet paper. So, perhaps if you could include this in your opening statements, it will help. The floor is yours.

Ms. Daniel: Certainly, Madam Chair. The Ministry of Education starting in May, I would say 2010, embarked on a process of reviewing of the organization, determining new strategic initiatives and as a consequence of that, there have been changes and what we would appreciate is that in order to bring about a good, sometimes the process could be a bit rocky, but we are confident that in terms of the financing of schools, what we are working on will in the long run be of benefit to the school system. We are very confident of that.

10.20 a.m.

I will hand over to the Director of Finance and Administration because she will share with you how we have gone about the process and what we hope to achieve. Essentially, we are hoping to achieve greater efficiency and timeliness in terms of when the resources can be accessed by the schools and also because of complaints in the past emanating from the school system, the principals in particular, where the items purchased were not up to standard. We have built in a system that will facilitate the input of principals directly. So, if we can hear from Ms. Hearaman.

Ms. Hearaman: Good morning again. Just to give a little background concerning the requisites purchases for the primary schools at the Ministry of Education. What used to happen was that we would have a process of tendering in bulk for about over 75 items that we would purchase at a central location for the primary schools.

The challenges that were identified with this system is that it was away from the education system and the principals, so that the principals did not have a direct input on a regular basis as to what was purchased, the quality of the items and they did not have any control over what was being purchased at the schools or changes in that requisites listing. We also faced a number of challenges in the purchasing with the suppliers in terms of the timeliness of delivery and the purchasing of the items.

Based on an analysis of these and some other challenges that we were facing, it was decided that an initiative be taken where it is that we would fund the primary schools directly. As a result of that, what was embarked was a process involving

three different systems: one was concerning the board of

management of the assisted primary schools. It was decided that these would be given the option as to whether they would receive the funding directly at the principals of the primary schools or, if it is that they did not want the funding to go to the principals, that the board would receive the funding and they would take up the purchases at the board level.

So far, we have made remittances to the Roman Catholic board and the Moravian board. They would have received their payment for this fiscal year. The Anglican board, the **paysheets** to pay those schools are being processed currently, and we have had responses from, I believe, three other boards and those will be processed. Once we get confirmation from the boards that they are willing either to give it to the schools and get the bank account information for the schools or that they would take it up, the payments would be processed to the balance of those boards.

For the government primary schools, they were separated in two categories: those that had over a 400-student population and because of that they would have a principal and a vice-principal; and the ones that were under 400 in school population, which we categorize as the small. For the large government primary schools, we did training with the principals, the vice principals, the clerical officers and, if the principal would have wanted other people to be involved in the training, we did those officers as well.

The training was with a view towards setting up a sub-accounting unit at these primary schools, which numbered 34, so that they would receive their moneys directly at the schools so that they could engage their own suppliers locally and take advantage of the quality and the discounts that would be available to them; plus they would have a wider range of being able to purchase items. The training was completed and we have sent allocations and releases to these 34 schools thus far.

The smaller government primary schools, we would have sent the allocations and releases at the district office, which currently has a sub-accounting unit, so that they could purchase closer to the schools. We had given the school supervision the option as to, if it is that they wanted to purchase at the district office in bulk or again, have the principals do the purchasing and bring in the documents for

payment at the district office.

The allocation for each school was identified separately based on the number of students of \$152 per child and those documents were sent out identifying the school and the amount of the allocation so that each principal would know how much they would have.

Madam Chairman: Do I understand that these allocations have already been disbursed?

Ms. Hearnan: Yes, the government primary schools' allocations and releases have been disbursed.

Madam Chairman: So what is the nature of the problem that arises today?

Ms. Hearnan: I think that the length of the process that it was taking to do all the changeover from the old system to the new system, that delay would have caused some concerns.

Mr. Secharan: We have had a perennial problem with the allocation of resources to primary schools and, therefore, we in the Ministry could not continue with the existing process; but in order for us to change it, it required us meeting with both the principals and the principal association on several occasions and also with the denominational boards and getting consensus in terms of agreement of how we should proceed.

We have identified early the issues relating to: one, the quality of the materials. When they were being procured by the finance section, the quality was often substandard. The time of delivery was often late. The principals themselves were not involved in making those decisions, so that we are at the point now where the payments are being sent directly to the schools and, therefore, we anticipate that from here forward, that it should not be a problem as in the past because we will now be addressing both quality. Principals can utilize the funds in terms of getting appropriate discounts; in terms of buying the quantities that they need, so that the process in moving from the old system to the new system in terms of allocating the funds directly or closer to the schools is what took some time in getting the process working.

Madam Chairman: Do I understand that it is an annual disbursement, so that they

have the complete allocation for this year?

Mr. Secharan: Yes, and the expectation is that henceforth that allocation can be made up at the beginning of the financial year, so that procurement can take place.

Madam Chairman: You wanted a follow-up on this?

Sen. Al-Rawi: Yes, exactly on this point—just a few basic facts that are just a little cloudy; just a few questions. What is the extent of money that we are speaking about for this particular procurement, that is resource availability for this particular procurement? What are the quantum requisites? If I took requisites each year, how much money is it over how many students, and is it the same \$152 per child in the system? If you could tell me what this requirement is, what is the requisite purchases? What are we talking about? Are they 10 items, four items? What is the total quantum allocation coming out of your budget for this? Over how many students is it spread and is it the same \$152 per child for both government-assisted, non-government assisted or purely government-run institutions?

Ms. Hearaman: The total number of children in the system is 114,913, spread across 79,775 at the assisted primary schools and 35,138 at the government schools. It is \$152 per child across the board.

Mr. Al-Rawi: Giving a total of how much money?

Ms. Hearaman: \$17,466,776.

Mr. Al-Rawi: And what constitutes requisites? What is the checklist?

Ms. Hearaman: Requisites constitute—it is a listing of over 75 items and includes cleaning materials, items for the children, the chalk, the duster, the mops, the pails to clean the schools and, to facilitate, paper, pencils, pens.

Mr. Al-Rawi: Has there ever been a centralized procurement for en masse government as is similar for instance with the Ministry of Health using NIPDEC? Has this in the history ever been the case?

Ms. Hearaman: No, it has not.

Mr. Al-Rawi: Has there been an analysis as to whether this is something which, perhaps, Government is looking at?

Ms. Hearaman: No, there has not been such an analysis.

Mr. Al-Rawi: I see. I heard the Acting PS say that the review is something which

began in May 2010. Was it in relation to this procurement cycle as well or is that a different purpose?

Ms. Daniel: I was speaking to the larger ministerial review; but can I say that, in terms of the central, while it was not a ministry-wide procurement process, it was centralized for the Ministry of Education and we did have problems. The Finance Division was responsible for purchasing these items and because of the complaints from the users, the principals, we recognized that we needed to do something different.

Mr. Al-Rawi: Last question. Does the Central Tenders Board procedure govern this particular procurement cycle?

Ms. Daniel: Definitely. We are governed by the procedures and the training that would have been done would have ensured that principals are aware of the requirements under the law.

Mr. Al-Rawi: Thank you.

Mr. Seecharan: In terms of the numbers of students, those numbers do not include the students in Tobago where funding comes through the THA. I just wanted to make that—

Mr. Al-Rawi: How many students do we have in Tobago?

Ms. Hearaman: Approximately 5,277.

Mr. Al-Rawi: Thank you, Madam Chairman. With your permission, I will come back later. I just want to get some ground facts. Thank you so much for your responses, ladies and gentlemen.

Prof. Ramkissoon: I thank you, Madam Chairman. Madam Chairman, I would first like to extend a warm welcome to the visiting team. I very much look forward to the exchanges. I hope it is an enlightening one.

My first question is centred around the continuous assessment component. As you know, there are serious concerns expressed by a number of citizens in the country concerning this continuous assessment component. Some of the concerns are: posthaste implementation; lack of meaningful consultation; lack of training for the teachers and lack of resource material.

Before you address these concerns, I would like you to educate the public.

Tell them what the CAC components are; what are the marks allocated; how they it is being implemented and any other relevant information.

10.35 a.m.

Mr. Seecharan: The continuous assessment component (CAC), the Ministry of Education did a strategic review in 2010. One of the things that came out of the process or from the consultation is a request from participants that continuous assessment be included in the primary school system.

Now, I heard the comment about a lack of consultation. We had a two-day consultation where there were over 2,000 participants, and subsequent to that we had district consultations in all eight educational districts, involving stakeholders across the board; principals, teachers, the NPTA, TTUTA, parents and students. We had a total of eight, plus the national consultation, and coming out of that was a recommendation to introduce the continuous assessment component. Continuous assessment still remains fundamentally the best approach to support teaching and learning in the classroom. I just want to spend a minute in terms of dealing with that.

The continuous assessment that we are speaking to is supported by brain-based theories of learning. It caters for different learning styles, and with the expansion of education in the system, we need to cater for everybody. It promotes learning for understanding. A big component in the continuous assessment is a feedback mechanism which allows students to identify their weaknesses and get assistance in terms of treating with those. It provides a mechanism where students can be remediated. It is also a mechanism which improves teaching, because the teacher now has information on each student in the class. It also reduces narrowing of the curriculum. I want to relate that in the context of what was happening with the SEA as it existed.

For many years, the SEA comprised solely of the Language Arts, Mathematics and Creative Writing. That has served to derail the entire system where there has been a focus of Maths and Language Arts to the exclusion of the other areas. It has been supporting a rote and drill and practise in the primary schools where it was not uncommon for students to actually learn off essays. So that when we did this

strategic assessment in 2010, we identified a number of value outcomes for our children which went beyond the strictly academic and involve social, cultural development of the students' physical fitness. So, we are looking at the holistic development of our children, and we had an exam in place which was not supporting, it was working counter to that. So, that there was consultation.

The continuous assessment that we are putting on board is supported by all the learning theories. In fact, I can safely say that up to this point no one has objected to the concept of continuous assessment. The concerns had to do really with the implementation, but I want to address some of those.

I think the biggest concern we have had is maybe from parents and public in terms of the reliability of the process since it is still attached to a placement exam and I want to deal with that.

The Ministry of Education has put in place a rigorous monitoring and moderation system to treat with that. I want to go through that in detail by, first of all, explaining that the approach we are using to the introduction of the continuous assessment is two-fold. In 2012/2013 we are introducing the Creative Writing and part of the mark from the Creative Writing is coming from the continuous assessment.

We have built into that a process approach to writing where students will actually brainstorm draft, revised and edit before they come. We have actually gone to schools and seen that process, so that we are actually now developing writing skills in students. The question is, how do we ensure that score coming forward is reliable for the placement process.

Now, let us identify some of areas where those concerns may arise. One is the assessments themselves. If different schools are doing different assessment, there may be variation in the standard that students are asked to produce. What we have done in the Ministry is to actually produce a lot of those assessments which are equivalent so that the tasks themselves are actually supplied by the Ministry that the students engage in and that is done in international practice.

If you have a mature system where teachers have assessment, the level of literacy, they can actually develop it, so it is process. There is also the fidelity of the

process itself. I think some of that has come through from the experience with CXC.

We have introduced in the primary school system approximately 140 monitors to ensure that the process and guidelines we have provided to teachers are actually being followed. We have also ensured security and storage of the materials, and the monitoring process ensures that the work being produced there is actually being done by the students themselves.

For us in the Ministry, a bigger part of that process is the feedback and the development of writing skills for students. We have dealt with that. The other concern is the reliability of the marking of teachers—I heard the concern about training. We have spent a lot of the time that we have trained—and we have actually trained approximately 1,600 teachers in Standard 4 and Standard 5, a lot of the time doing two things: training teachers in the writing process and to also use standardized scoring guides or rubric. Now, in scoring these kinds of assessment there can be some variations or subjectivity, and to address that we use scoring rubrics which we have developed, so all teachers are using the same scoring guide. That is being monitored by the monitors.

Now, so we have dealt with the fidelity of the process. We have also engaged CXC in a rigorous quality assurance process. So CXC has actually provided some of the training for our teachers. They are also involved and working with the monitors. So that there are going to be reports coming out of the process to identify any weaknesses. So we have done that.

More than that, in terms of treating—because a teacher working in a school may not know what standards exist in another school, and I think that is the concern. So some schools may be scoring at a lower level, some may be scoring at a higher level and some may be fair and, therefore, how do we treat with that?

We have, in fact, introduced a very rigorous moderation system. Now, generally, in treating with these, you can use one of two processes. You can use expert moderation—I would talk about that in a little bit—or you can use statistical moderation. We have actually put in both, because it also provides us with information in terms of moving forward and treating with the other areas that we are trying.

Let me deal, first of all, with the statistical moderation. The scores that are generated by the teachers, we are using part of that. Now, we are carrying 20 per cent from the Creative Writing; 10 per cent will come from what teachers have actually scored. We are using one final assessment which should be scored out of 10; these will be administered under standard conditions and marked through the supervision of CXC. So they are actually still involved in the process. The statistical moderation is actually going to be using that final assessment against what the teachers have produced.

Now, there are concerns that students might be treated unfairly, but those who are familiar with the process will understand that the moderation is done at the school level and not by comparing individual scores from the teacher's generated marks and the final marks. So you use group moderation by schools and it, therefore, takes into consideration two things: one whether the teachers scored fairly—whether they scored harsh or lenient—and the spread of the scores; the variation that occurs.

There are statistical techniques that you apply, therefore, which can adjust. So if the teacher scored fairly, the score generated by the teacher remains. If the teacher is lenient, it adjusts the scores in the other direction. If the teacher marks harshly, it adjusts the scores. Now, it is not based on individual scores, so that what you get is standardization within schools. The process used, if there are several classes, it combines all the classes because the larger the group the more reliable your process is.

So you get within school reliability using that process but, in fact, what the statistical process does is actually converts all the scores in different schools on the same scale and, therefore, it allow not within school reliability but also at cross-school reliability. It does not change the rank of the student within the school. So, in other words, if you actually got the highest score in school A, you will still get the highest score after moderation if there is any adjustment.

Now, the concern might be a student that is not performing well in the final assessment, and if it is being moderated, a parent may think that my child might be disadvantaged. Since the moderation is not based on the individual score, the group

performance is not affected. What I want to convey is that we have a moderation process and we have gone way beyond what CXC has prescribed for their moderation and that is one process.

Now you have moderation with sampling, so that in cases where there are big variation between the assigned score by the teachers and the moderated score, we actually pull samples of the student's books and we check. So that is one process we have in place. It is in place and we are ready to go.

The other process is expert moderation. This is where we actually take the books and we score them. So we will be pulling samples of students' books which have been randomly selected. These will be scored by experts. These are persons we have trained using the same scoring guide that the teachers are using and, again, there is a statistical process which we can use to adjust the scores from the books using, again, the final assessments. So that this is another method we have introduced. So because it is first and there are all kinds of concerns, generally one method is appropriate. We have actually utilized two.

As we roll out some of the assessments, for example, where performances are involved and physical education or visual and performing arts, these will have to be done using expert markers or expert moderators so that as we roll out, we will have the option of using both or one of the methods, but we are quite comfortable with that rigorous monitoring and moderation system and that students will be treated fairly. We have enough built in.

CXC is on board with us, but as I said, what we are doing is much more than what CXC has so that the concerns that people have with respect to CXC moderation and what we have put in, because of the high stake nature, we have actually done much more.

So, we have a plan. We decided that we were going with Creative Writing in the first year; that is well in train. I have personally and the team from the Ministry, apart from the monitors, we have actually visited schools and seen what is taking place. We are quite happy with the improvement in the writing that we are seeing and, therefore, we are ready to do.

Mrs. McIntosh: Thank you, Mr. Seecharan. I agree with you wholeheartedly that

the concept of the CAC system, one cannot find a fault with it. It is very good. As you said, it will address students' different learning styles and also varying multiple intelligences with the introduction of the various subject areas.

We got a handout from you all, some information, and I could find no fault with the concepts expressed within this neither with what you are saying. However, the process does not seem to be a simple one. I know that your major stakeholders are not completely satisfied. Not only have I seen up to this week TTUTA posted a big advertisement outlining all the concerns, but you have people writing, you have stakeholders protesting and a lot of people talking about it and teachers.

10.50 a.m.

Mrs. McIntosh: What I am concerned about is where we are going to have such far-reaching change, for the better, I should say, but where stakeholders you do not have the buy-in—the ownership of stakeholders in the process. Remember, teachers are the guide to the process, the principals and so are the administrators in the process, and if they do not feel comfortable with the process—as I have seen; I have been reading; I have been looking; I have been listening to people's complaints—how are we going to ensure that they give their total commitment and cooperation to make this process, which is a good one—but this concept—a reality, a success? Teachers have expressed the opinion that they have not been sufficiently trained. There has been training, I am not denying it, but the training has been rather patchy and hurried.

I will tell you something, and we need to listen to them: a lot of them say they do not really understand completely. You said they sent monitors; this is one of the complaints too. Some of the monitors come and they seem to be lost themselves, and there does not seem to be any clear line of demarcation in terms of reporting—who are they reporting to? It seems a bit lost. I would have liked, as an educator, to see much more groundwork go into this before implementation. We have lack of resources in schools. We have playing fields that are not level, some schools having more than others, some schools having to improvise. We can go on for, ad infinitum, about the number of disparities when you are coming to primary schools, and it is a very uncomfortable feeling that educators are experiencing. Thank you.

Mr. Seecharan: One of the things that we have done—and I agree with you—the change that we are attempting to implement is radical in a sense, it requires a change in the way teachers and principals operate. You have spoken about the monitors not being clear, but, in fact, that mechanism not only ensures fidelity in the process but it has been providing us with information in terms of some of the issues that you have raised. We are in fact using that as a mechanism to address some of the concerns.

You have spoken about TTUTA. I have set-up a technical meeting with TTUTA because one of the things that I have recognized in the process is not so much the issue with the process but an understanding of what the process is, and I have actually set-up a technical meeting. In fact, I was supposed to meet with them this morning. The reality is that there are not many persons in the country who are quite familiar with the statistic and statistical techniques, and I think that is one of the challenges.

Unfortunately, the Ministry of Education, through some of our assessment practices, starting with the national test, has actually moved way beyond what was even being done at university. We have actually incorporated techniques that CXC has not been using, so I think that is one of the issues where, and I acknowledge that, we need to do more in terms of sharing information. We have been doing that through the Parent Teachers Association. We have been meeting with the Parent Teachers Association where there are requests for information. The Curriculum Division has a hotline.

We acknowledge that there are going to be some teachers and there are going to be some persons who will always have concerns, and I think that is part of our challenge in terms of managing the process. What I can assure you is that as we move forward we are looking at every aspect to ensure that we are comfortable, and I can tell you at this point in terms of the creative writing, we are comfortable. There are issues of resources, training is ongoing but there are issues of resources and space in the school, and we are also addressing that in a systematic way. I want to ask my colleague, the Director of Curriculum, to share a bit with you in terms of how we are treating with the resources, and some of the other issues. They are in

the field, hands-on.

Mrs. Holdip: Good morning, again, Members of the Committee. The resources required for the CAC are wide and extensive. The Cabinet gave us permission to spend a quantum of money, but you would appreciate that the share numbers required for supply to schools would have caused a lot of delays. In the case of the 2013 CAC, we are ready. All students in standard V would have had their notebooks, specially supplied, within which they will be recording their attempts at drafting essays using the writing process.

We are also ready, having engaged CXC, to print and package the final essay which they will be doing on March 14. Schools will be closed, students will be engaging in that exercise under standard conditions. From the uploading of the scores, as Mr. Seecharan explained, we will be selecting a sample for moderation. Moderation and marking will be taking place during the Easter vacation, so we are ready. In the case of the other subjects which would be coming on in the 2013/2014 school year, we have had some challenges. We have been putting resources into schools as they arrive.

The process engaged a number of quotations from persons. Those quotations were evaluated by expert teams of curriculum officers. Recommendations were made to the Permanent Secretary; the previous Permanent Secretary would have been part of the process, who would have gone through those evaluations rigorous, ask questions and so on, and then we engaged with suppliers.

In the case of Science, for example, we have a huge number of items, those science items are in schools at this time. The last set went in the middle of February, just at the end of the Carnival week the last distribution was made. They include things that are standard science equipment, such as hand-held magnifying glass, as well as beakers, transparent plastic beakers, measuring cylinders, but also would have focused on things that were needed for the simple science experiments, such as heat transfer, such as measuring or assessing persons, statistically, for clothing sizes. And so we would have supplied items like brown paper, cups, plastic cups, paper cups, styrotex cups, et cetera, because the children are to experiment.

We are focusing in the CAC, as much as possible, on hands-on process,

reporting and the traditional science skills. In the case of the visual and performing arts areas, in 2013/2014, students would be asked to demonstrate very fundamental competencies in dance and drama. The evidence for it would be produced using video cameras and placing it on DVDs. We are also supplying multimedia projectors, one to each school, in order for them to be able to utilize, practise collection of evidence to see how well they have been doing it, what they need to do better, and so on. I want to stress that the CAC utilizes curriculum that were already in the school system. For the most part, we simply extracted those objectives that were amenable to hands-on and performance and activity-based.

We are aware that we have been subjecting our students to too much untasked, “sit down at their desk” behaviours, and they have not been learning, in fact, they have become resistant to learning and schooling, so we are trying to bring back fun in the classroom, activity in the classroom, movement in the classroom. In the case of the physical education area, we, again, using simple physical education items, such as balls of various sizes, cones, ropes, hoops, and tumbling mats. The suppliers have been selected, they have been alerted. In a number of cases, however, we would have had to import a lot of these items; we are talking about 1,100; we are talking about 18,000; we are talking about 36,000 items to be supplied to each and every school in an appropriate manner.

We have had some challenges, or rather; the suppliers have had some challenges. For example, when hurricane Sandy hit New York, it delayed shipping. When China closed down for a month to celebrate their New Year they were unable to supply, the factories were closed; however, we will be prepared for 2013/2014. By June every school should have their appropriate items. Things are coming in on a daily and weekly basis.

Madam Chairman: Mrs. Seepersad-Bachan?

Mrs. Seepersad-Bachan: Yes, I just want to take up the same issue because, yes, there has been a lot of noise in the system. Again, too, I want to join with others, the continuous assessment programme, is an ideal programme and is one, you know, urgently needed for the education system in our country—no one disputes that.

Again, the issue here is implementation and whether or not how ready are

you. And I want to break it up in two parts: the first part dealt with the creative writing and the second part in terms of the other areas, such as the visual arts and performing arts, and so on. I take it, the visual arts and performing arts, you are running a pilot right now and you are going to be ready for the Continuous Assessment Component for the 2013/2014 year. However, the creative writing you have already started this process as explained by Mr. Seecharan. Let me take the creative writing part first of all. The problem here is—I want to ask a question; when were the monitors appointed? And when did you actually start training of these teachers in terms of the assessment that they are supposed to carry out? You could just tell me when that happened.

Mrs. Holdip: Let me point out that the process approach to writing is not new; we were simply reskilling teachers, and we started in May 2012.

Mrs. Seepersad-Bachan: Yes, I understand that. I know it is not to say we are reinventing the wheel, people know how to write, they are teaching, but there are specific techniques that you are teaching now in terms of how to ensure that there is continuous assessment. I took note of what was being said by Mr. Seecharan. Let me just point out—because he did outline quite a lot in terms of the techniques to be used, whether they are statistical or the expert techniques, and there are some issues here.

If you have trained your teachers and you are now using this rubric in terms of scoring guides and all of that, the standardize scoring guides, because you have specifically stated the ranking of a child will not change even with the statistical technique. My concern is that whenever you are dealing with continuous assessment programmes they work well when there is not an issue of competitive placement.

In most other countries, and I am sure the models that you are using were based in countries where there is no competitive placement at the end of it. As a result of that, whenever you have competitive placement, integrity becomes an issue, integrity in the marketing. With all due respect, the statistical model that has been proffered here today, and the statistical moderation and the expert moderation processes, are ideal and I am sure they will work, but I am not sure they are going to

work over a period from May last year to March of this year. How much time and, as the Member for Port of Spain said, how much training had the monitors themselves been trained in? Are they confused? And parents are saying—if you look at what is being read parents are saying there is too much confusion between the monitors and the teachers.

I want to say because it has added on a lot of work to teachers. They have added on a lot of work. Administrative support: have you appointed administrative support officers in the schools to carry out these functions? You have schools saying, for example: “We have to keep up putting in this data entry for scores but do we have the computers to do it?” You are now using the computer laboratories in schools to do the data entry, so the schools have lost their computer laboratories or their computers. I am just saying that period of time, I am wondering if this should have been a pilot which would allow you to learn from it. You can draft the whole process one year from now, and then actually refine the process, because all of this, I am sure, people are being exposed for the first time as monitors. How much time have they been allowed to actually practise what they are being taught? How much practice has the teachers who have to do these assessments—I mean, just a couple of months, started training in May of last year. So I wanted to say that. I wanted to make that point and then I wanted to go on to the visual arts, but I suppose you want to answer me.

11.05 a.m.

Mr. Seecharan: I want to address some issues with respect to the creative writing. I understand the concern that was raised. It is a change and I think a lot of it has to do with that. Let us deal first of all with the training for the teachers. The Director of Curriculum indicated that the writing process was not new, however the training became important because we were going to use it. In other words, we used the opportunity to ensure that all teachers were on the same page. So it was not a case of starting from scratch; teachers have been teaching creative writing as part of the SEA since we started it. So that what was required in terms of the training was not a significant prolonged period. Subsequent to the initial training done, we are in fact meeting with teachers as we go along, discussing issues and addressing any of their

concerns.

The other thing you said, was that because it was relatively recent you were not sure that statistical techniques may address—

Mrs. Seepersad-Bachan: No, I am not saying that. The statistical techniques will work; it is the implementation.

Mr. Seecharan: In terms of addressing the issue with respect to the integrity of the process for the teachers—I think that was it.

Mrs. Seepersad-Bachan: The one in the classroom.

Mr. Seecharan: I want to address that. Using the statistical techniques—let us say a teacher decides, “I want all my children to go to school X and therefore I am giving all of them full marks;” the process we are using will pick up the discrepancy between the standardized assessment and that. We can pull samples, and if a discrepancy shows up where, let us say, the marks are totally unreliable, we can do two things: one is we can throw out those marks and use the final assessment to generate scores or we can pull all the books and remark them. So there is a mechanism in place.

I think part of the paranoia that exists is that the teacher would do certain things in the class, and the process we are using they will get away with it. No, there is enough built into the process, so it is to the benefit of the teacher to mark fairly. If on the other hand, let us say, there is a handful of students in the class, and the teacher decides, “These three I will give higher marks than the others,” because it is being moderated based on the group performance and the variation within that, using the final standardized assessment, we will pick it up. It does not mean the scores may not be adjusted.

If a teacher is marking fairly—and I am saying fairly in terms of not treating students differently in the class—generally what you would find is that the scores that are produced will be in a particular order. Those scores might be shifted one way. Let us say the teacher is generally lenient—it may be shifted one way if the teacher is stern or a harsh marker—it will be shifted the other way. The process will make that adjustment. If on the other hand there are malpractices, there are things in place to check, that we will treat with.

Mrs. Seepersad-Bachan: I am still saying whenever you are dealing with competitive placement your statistical techniques will still not pick up.

Mr. Seecharan: Let me just address that. The continuous assessment is a component of a lot of examinations which are used for certification and other things. So that in terms of the stake involved, whether it is SBAs to get CSEC or CAPE or other institutions that minister continuous assessment, there are high stakes involved in many of these and they are treated the same way.

In fact, we did not solely wait on CXC to tell us, “Listen, this is what you need to do.” We in the Ministry of Education have used our experience in participating in some of the international assessments, and we have actually defined some of the rules that we want CXC—in other words, while CXC is doing it and it adds validation of the process, we in the Ministry are actually defining the rules to ensure that we get scores that are valid and reliable. I understand the concern and I want to assure that with respect to the creative writing, we are confident, we are satisfied. We are monitoring, and I acknowledge that we still have some work in terms of sharing this information with the public, which we are doing.

With respect to the other part of the continuous assessment, we are taking it one step at a time in terms of monitoring the process. In fact one of the significant things coming from an education background that I am totally happy with, I think it is the first time in the history of Trinidad and Tobago that is the primary schools are being resourced to the extent that they are being resourced. All the issues that you are raising are issues that we have sat down and identified, and we are working on them.

You would recognize we have made adjustments to what we started with. If there is the need to make adjustments as we go forward, we will make them. One of the things you can be assured of is that as we go through the process we will monitor and ensure—we are not prepared to go ahead with anything unless we are comfortable with what we are doing.

Mrs. Seepersad-Bachan: That brings me to the other point—

Mrs. Holdip: I wish to speak to the monitors. The monitors consist of retired school supervisors, retired principals, retired curriculum officers, retired teachers.

Most of them are from the primary, a few are from the secondary, and a few are expert practitioners in areas like visual and performing arts and physical education. The role of the monitors is not to train teachers. It is not to support teachers with technical expertise. It is strictly to see that the process is taking place.

They have a job description that tells them that. They have instruments that are very clear about what you are to ask for, what you are to look for, what you are to report on. They report to a district curriculum coordinator every Friday. Between the district curriculum coordinator and another person, they send a collated report to the Curriculum Division where the subject curriculum officers look at it. At this point in time their focus is ensuring that the students' notebooks within which they are writing their drafts, edited drafts and final pieces, that, as Mr. Seecharan said is the work of that student. It is the work of the students in the class.

They are to share information with the principals, if they see anything that needs to be reported on that could support the teacher. In the end, the notebooks which we will be moderating at a centre, not by the monitor—who may be an English expert, but is not required to be an English expert in the classroom—that moderation is going to be looking at five of the essays the students would have practised over the period September to the end of March, and the teachers are being asked, in collaboration with the student, select the pieces they wish to go towards their score—the pieces they feel are their best efforts.

Mrs. Seepersad-Bachan: When were these monitors appointed?

Mrs. Holdip: The first set of monitors, after training at the end of November. So from December 01, they entered the classroom. On entry into the classroom—

Mrs. Seepersad-Bachan: Which November are you talking about?

Mrs. Holdip: 2012, because remember we only implemented from September 2012. That is, we ask students and teachers to begin the process of writing in their notebooks. Creative writing is not new. As Mr. Seecharan said, creative writing has been done as practice and as part of the SEA.

Mrs. Seepersad-Bachan: The process.

Mrs. Holdip: The process approach to writing is not new either. It is what teachers

would have been trained to deliver, but the requirement to produce this one piece on a simple topic, “A Day at the Beach, “A Day with my Family” has been forcing teachers and parents, sending people to the best creative writing specialists in the country, to simply regurgitate and they have not in fact become writers. The process approach requires you to brainstorm, to think about what nouns and adjectives would make that noun more colourful, look back again and see if there is something you can say about the charactering, something that you can say about the setting, something that you can say about the actions that will make writers of our students. That is what we are trying for.

Mrs. Seepersad-Bachan: The issue I am raising is not whether or not the teachers are trained—even that I have a little issue with because of the timing. How long have the teachers been trained for? The monitors themselves after training, coming out to monitor from January of this year; remember this continuous assessment has been ongoing.

I want to go to the other issue of the performing arts, in the sense that I am hearing—let me tell you: we want to compliment the Ministry of Education on the initiatives taken thus far. They are excellent initiatives; it is what was required in our primary school education, and I hope it is continued into the secondary school education. I hope later I could raise that issue with the character education and all of that.

But the issue with the performing arts is that while you are getting resources, supplies and scientific materials, et cetera, and resources for physical education, again, you have some schools that are more ready than others. How are you addressing to ensure that there are schools which have the physical space, the teachers? How many visual art and performance art teachers do you have in place already to be prepared for the examination of 2014? I say this because many schools—and really, Madam Chair, I would like to request from the Ministry of Education, if we could get a list of schools that are ready to participate in the process of the assessment for the visual and performing arts. Are all the schools—because we are talking about being fair, we are talking about ensuring that there is integrity in the process, and that there is fairness in the system—

It is one thing to provide them with resources, but do they have the physical space to accommodate them, and secondly whether or not your teachers—how many of these visual arts and performing— Some schools do not have them. They do not have. Are you appointing this year for next year, and to have the standard four from this year ready for the standard five of next year? That is my major concern.

Mr. Al-Rawi: I am saying that there are some questions which resonate. There is a little vacuum of information which can be solved by a few quick questions and answers, which I am hoping to put.

Madam Chairman: You are coming after her. I do not know whether there is any input that you would want to make to the comments that have just been made.

Mr. Seecharan: Well I think we mentioned the issue of resources. We have a rollout plan for getting all the resources in the schools. One of the issues that came up while we were planning was the issue of storage space in some of the schools. We have identified 142 schools in need of additional storage space. We have actually quite advanced in that process, and that additional storage space will be provided for schools within the next month or so. So that we have in fact identified that issue in terms of the storage space.

Even before that, for example, with the creative writing, we have provided storage cabinets for schools. So that what we have done, and with some of the adjustments we have made, rather than trying to implement everything at the same time, and using a two-pronged approach, with the creative writing first and the other areas following, it gave us some flexibility in terms of rolling out the resources that are required in the schools. So that while we are working on those areas that students and teachers can practice with, we are providing the resource in that kind of sequential manner.

Mrs. Seepersad-Bachan: Let me just say, I will ask you tell me about Vistabella Presbyterian School which has no space around it, so I do not know how you are going to get that extra storage space.

11.20 a.m.

Madam Chairman: Okay. Would you just bear that in mind—Vistabella

Presbyterian—probably you can give us that in writing. Mr. Al-Rawi.

Mr. Al-Rawi: Thank you very much. Hon. Members, I wish to state on behalf of all us that we are here to assist you and this public ventilation is really a bipartisan approach, a tripartite approach, insofar that there are independents, and that we support this venture.

The first thing that I would like to do is to join in complimenting the Ministry for managing 120,000 students. The primary school system is in my view second to none in the world. It is the one level of training and nurturing that really receives the attention of everyone in Trinidad; secondary school we tend to fall apart a bit. That said, I just would like, if you do not mind, a few quick answers from you—just short questions—and then I would deliver the real question that I have; I have a little bit of a vacuum. How many schools do we have in the primary school system?

Mr. Seecharan: Okay. The primary school system—I will give you it in terms of how I have it broken down.

Mr. Al-Rawi: Just the total figure I am interested in.

Mr. Seecharan: Okay. Four hundred and eighty-eight and that includes a number of special schools.

Mr. Al-Rawi: Great. Secondly, did the Ministry of Education in acting out the implementation of the CAC component operate with any mandate from Cabinet?

Mr. Seecharan: Yes. In fact, after the first consultation when we went to Cabinet after the first two-day consultation, Cabinet asked that we go back and get further stakeholder input and that is why we continued with the consultation in each educational district.

Mr. Al-Rawi: Has there been a final approval by Cabinet for the “go live” as proposed this year?

Mr. Seecharan: Yes.

Mr. Al-Rawi: There has been, and there would have been a Note to Cabinet to that effect?

Mr. Seecharan: Yes.

Mr. Al-Rawi: The next question is, relative to that particular Note, was there a proposal for a pilot project at all in relation to a “go live” period?

Mr. Seecharan: The Standard 4 component, yes.

Mr. Al-Rawi: So was there in actuality, prior to this May exam which is coming now in 2013, was there a piloting project throughout the 488 schools in at least one area of continuous assessment?

Mr. Seecharan: Let me split your question in two because the approval we got was to proceed with the creative writing component, and the other area involving the visual and performing arts and the physical education aspect—

Mr. Al-Rawi: Understood.

Mr. Seecharan:—was being—

Mr. Al-Rawi:—deferred for the other positions. I understand that clearly.

Mr. Seecharan: Right. Yes.

Mr. Al-Rawi: The question is, amongst the 488 schools, with the implementation into primary four, Standard 4, was that in fact done prior to this exam coming up? So was it implemented? Did we have a testing of it?

Mr. Seecharan: We have had practice assessment, a number of practice assessments, throughout the period.

Mr. Al-Rawi: What is the statistical reference to that? Of the 488 schools, how many were tested practically?

Mr. Seecharan: All the schools in Trinidad and Tobago, the primary schools were involved in the practice assessment.

Mr. Al-Rawi: So we had an actual “go live” assessment of at least one area here, and there would have been a report and finding in relation to it. Is there?

Mr. Seecharan: There is an interim report.

Mr. Al-Rawi: There is an interim report. Was that interim report passed back to stakeholders, principals, et cetera?

Mr. Seecharan: We are in the process of sharing information. One of the things that we did with the pilot is to look at the logistics and ensure that the system was working, and on that we have gotten. What we are doing now is sharing information from that with the different stakeholders.

Mr. Al-Rawi: May I ask you, or someone on your team, to please make note of my request for submission to this group, the Cabinet Note which would have requested

the continuous assessment implementation, and the Cabinet approval which resulted in its authorization for one subject, that is creative writing being implemented, as well as a request for the interim report put back and a summary of responses in relation to that report which you would have received from stakeholders.

May I ask next, relative to the real time logistical implementation because I think that we are all agreed that the idea of continuous assessment is a quantum leap in education, it really would bring great results once the system goes in. The real difficulty, I think, is the apprehension in relation to rights and privileges and normalcy, if I can put it that way. Our SEA/Common Entrance privacy system is so well known in Trinidad and Tobago that the system is one which you can beat, as you say, by rote learning or others and you may not be producing the correct quality student, we understand that. But one of the advantages to that sort of system right now is that the rights, privileges and procedures are well-known to all participants. Relative to this particular new system of continuous assessment, has there been a statement issued out, and if so, in what form relative to rights, privileges and liabilities in relation of issues which arise in the system. For instance, including someone's right to appeal in respect to an objection, the process that that goes through. And, are you in a position to assist us with whether the Ministry of Education is capable of dealing with appeals or challenges to the system on a real time basis enough to allow for final placement in time and coincidentally with the SEA examination?

Mr. Seecharan: Let me say that what is being implemented currently basically follows the same pattern or model. What we have done is to replace one of the written papers from the previous SEA with a continuous assessment component and a final assessment. So that in terms of what applied to the previous SEA in terms of the process of requesting reviews and all of that, still holds. So that fundamentally in terms of the process involved in getting requests for reviews and all of that, that still holds, and those opportunities are still open to all of our students. So that fundamentally the mechanisms that existed previously are still in place. As we roll out the other—

Mr. Al-Rawi: Sorry to interrupt. Do you mean that the mechanism for appeal as would have related in relation to the SEA exam, that one day component sectional exam, is the process that you are using in respect of any module assessment by continuous assessment?

Mr. Seecharan: That process because—the scores coming forward would still go towards that final placement, however, with the continuous assessment, there is a mechanism where if there are concerns it can be lodged at the district office. We have teams at the district office who can intervene in cases where issues may arise.

Mr. Al-Rawi: So using the CXC example, where all right—interim question. When are the results of continuous assessment modules provided back to the stakeholders?

Mr. Seecharan: The results, the final assessment for the creative writing will be done in March. The processing of that will follow subsequently and therefore, will eventually come together in time for placement adjustments.

Mr. Al-Rawi: I see. But relative to the appeal process; so let us say class X of school Y had an anomaly in relation to its results. Class X is found out when the result paper is handed out after the SEA exam placement has been produced? Is that the way it works?

Mr. Seecharan: After the marking. But let me just share with you. The present process where results are released, all parties have—even after placement—the opportunity to request a review—

Mr. Al-Rawi: Yes.

Mr. Seecharan:—and that review can be determined—

Mr. Al-Rawi: No, I understand that. I am just purely dealing with logistics. So, would this hypothetical be correct? I am a student of 30 people in a class. That class has its continuous assessment on creative writing final version in March of 2013. In May of 2013 I sit the SEA exam, 80 per cent of my marks go from that one day assessment and 20 per cent of my marks from continuous assessment. I go off and get my SEA results on day X a couple of months later. It is on that day that I find out what my creative continuous assessment mark was, and it is therefore, on that day that I then have the right to appeal in relation to that. Correct? Yes.

Mrs. Holdip: The marking or rather the moderation of the CAC and the marking of the final essay is due to take place between the period April 03 to April 05, the first week of Easter. Immediately, during that process, there would be feedback to schools in relation to whether they were found to be too lenient, too severe or fair. So therefore, by the end of April and therefore before the exam which is due May 09, before May 09 your actual result will be conveyed to your teacher and principal and can be conveyed to the student and parent.

Mr. Al-Rawi: I see.

Mrs. Holdip: So if you wish to appeal—*[Interruption]*

Mr. Al-Rawi: Right.

Mrs. Holdip:—that you—

Mr. Al-Rawi: That is very different from Mr. Seecharan's response.

Mrs. Holdip: Well he—*[Interruption]*

Mr. Al-Rawi: Understood, and I know that there are different roles and responsibilities; so thank you. So, that the mechanism for appeal or concern expression or dealing with anomalies can happen prior to the SEA exam.

Mrs. Holdip: May 09. Yes.

Mr. Al-Rawi: Okay. Have you received any legal opinions in relation to the rights and privileges roll out, and if so, would you also include that in the position that you can disclose to us?

Just one more question. So we have 142 schools that you have concerns in relation to storage which is roughly 30 per cent of your 488 schools. We have so far on the record the issue out of monitors in November 2011—2012, forgive me—carrying out a “go live” system for March. So we have November, December, January, February and March and is the roll out. So you have a five-month period for that monitoring. Have you assessed at all the assessment by monitors in a pilot and test project across all schools? So in other words then, my system requires the monitors to perform at a particular level of fidelity and operation. Has that monitor system been tested or are we only going to test it for the first time on the “go live” real placement in this year's exam?

Mrs. Holdip: The first practice assessment took place in the first week of

December. The second practice assessment took place on January 31, and those two events were well-monitored by our monitors as well as curriculum officers, school supervisors, and that would be the basis of the report which you requested that we supply; we have an interim report.

Mr. Al-Rawi: Lovely. Could you provide as part of the travaux préparatoires for that, that, as the working papers which would have resulted in that position? Could you provide us with your reports on December 01 and January 31?

Mrs. Holdip: Yes.

Mr. Al-Rawi: The reason why I am requesting all of this is that we may be able to assist you in addressing the concerns which obviously parents have in relation to the “go live” of the system et cetera, and to look at it.

Now last question is; is there room in this current interrogation process—which is really a feel out—we are all agreed that continuous assessment is the right move to make, but is there room for us to press pause on its implementation for this year’s exam if certain concerns arise from the information which you disclose?

11.35 a.m.

Mr. Seecharan: There is the possibility of that because we do have one final assessment which is standardized, there is room for that. But even that, if issues arise without doing away completely with the continuous assessment, there may be opportunities within there to look at what is taking place.

Mr. Al-Rawi: Yes, because I would not think that it would all be thrown away. It would certainly provide an excellent assessment of how the system would work if implemented. Now, I have noticed that 14 people from your Ministry have attended this morning and that only three people are permanent in positions, everyone else had the appellation “Acting” before the title, how long has that position been in effect and why have people not been made permanent?

Ms. Daniel: “Ah”, I can actually disappoint you by saying that one or two that do not have the acting actually are supposed to have the acting.

Mr. Al-Rawi: Oh.

Ms. Daniel: It is a reality I think that we have come to live with in the public service context. In the case of the—definitely in the case of the Permanent Secretary and

Deputy Permanent Secretaries, there is a process that is across Ministries and departments, so it is not restricted to the Ministry of Education. Similarly, in terms of all of the positions like Director HR, DFA—well the DFA is permanent—those positions are not restricted to the Ministry of Education. Those that are peculiar would be curriculum, and I can share in terms of the Director of Curriculum Planning and Development, that the commission has recently advertised that position so we expect that interviews would take place soon.

Mr. Al-Rawi: If I ask you a quick short question, what is the hindrance to the process? Is it CPO involvement? Is it JD and Assessment? And what is the time frame to be made permanent?

Ms. Daniel: Unfortunately, there is no time frame to be made permanent. The involvement is that of the—well, there are two commissions involved in the Ministry of Education, so some of my colleagues are, for instance, the education persons, they fall under the ambit of the Teaching Service Commission, and the others, myself going this way, [*Points alongside her right*] we are under the Public Service Commission.

Mr. Al-Rawi: I see, so it is a matter of the functionality of those two particular commissions to deal with this?

Ms. Daniel: Yes.

Mr. Al-Rawi: And on average of the, perhaps, 12 out of 14 people that are acting, how long have you been acting for?

Ms. Daniel: It varies. It varies. My acting as Permanent Secretary is very recent but I am also an Acting Deputy Permanent Secretary.

Mr. Al-Rawi: I see. Could you then please—and this is my parting comment—provide us with a table of positions at the Ministry that are acting? How long they have been acting?

Madam Chairman: No, could I just say that that would be outside of our purview.

Mrs. Seepersad-Bachan: Our remit.

Mr. Al-Rawi: I will tell you why it is important from my perspective perhaps by way of persuasion only. I heard Mr. Seecharan tell me that a previous Permanent Secretary was involved in a certain aspect of the continuous assessment position

and I have a new acting Permanent Secretary acting in that position.

The level of continuity in terms of a structure for management is important to me in terms of how something functions, how long somebody is going to be in that position, when they leave and they no longer have ownership, what is the lead time for someone else to come up to speed. From my perspective that is a critically important factor, because you are the management roll-out team. So that is where my question comes from because part of the remit of this could be insofar as we are impacting the functionality of your Ministry, recommendations for another ambit to look at can be made, so that is why I have asked it. And may I just say thank you very much.

Mrs. Seepersad-Bachan: Madam Chair, just on that issue, it is the remit of another Joint Select Committee at this point in time who is right now meeting with, interrogating the Public Service Commission and the Teaching Service Commission—

Mr. Al-Rawi: Great.

Mrs. Seepersad-Bachan:—with, again, the view of ascertaining the issues in that area. Okay.

Mr. Al-Rawi: I have explained why I want it. It certainly is not anything more than that, I said it was by way of persuasion and I have given the rationale why insofar as it impacts the area that I am looking at. I appreciate that. Can I just say that I express my sincere gratitude to you. May I repeat to you what we have repeated to others, the squeaky wheel gets the oil. Often you may feel that you are subject to an interrogation process here, that is not the case. Our objective as a group is to lend assistance so it helps us if you were to tell us what areas you require assistance on so that we can advocate that interest. Thank you very much.

Ms. Daniel: Can I speak?

Madam Chairman: Could I just ask you at this point, you said that you have 140 monitors, in the information that you are going to provide us, could you tell us how these 140 monitors are spread around the 488 schools? How many children or how many schools each is supposed to monitor? Mr. Seemungal?

Mr. Seemungal: Thank you very much, Madam Chair. Let me also welcome all of

you to this sitting once again and congratulate you thus far on your responses to some of our questions. The continuous assessment component that you all have implemented has gathered many responses throughout, but I want to move away a bit and I want to delve into the issue of delinquency in schools.

That has also been a burning topic throughout. And not just delinquency with respect to students but delinquency more so with respect to teachers, and I am very concerned about this continuous assessment component being rolled out, especially when there are teachers—mind you, there are many teachers who are brilliant. I have passed through many of them, but there are many teachers also who are delinquent in their delivery to students. An assessment such as this, which I assume goes throughout the years spent at primary school can also be of a major disadvantage to students in attaining that goal of full 20 per cent in this assessment programme if we do not look at what is happening with respect to our teachers. My question here, what has the Ministry put in place to assess the teachers in the delivery of these programmes that you all have planned to roll out through the continuous assessment programme? And, how does the Ministry assess the teachers through their normal delivery of the curriculum to the primary schools?

The second area I want to look at, is whether or not this programme is putting an additional burden on students? Parents, many parents are of the opinion that the child must excel and must excel well and move and get a normal placement into these prestigious schools, and lessons have become—extra lessons have become a norm to parents. I know of students who are doing lessons five days a week, some of them seven days a week and that is just for two subjects, English and Mathematics, now we are adding seven more components to this SEA, and whether or not parents—not teachers, not the school, not the Ministry—would take it upon themselves to put additional pressure on their children to excel in these courses? My question here is whether or not the Ministry has looked at that aspect of it and has put a programme to educate parents as to what this assessment is about and how they can help their students and not burden or pressure their students with respect to this new component?

Ms. Daniel: Can I? May I start by speaking to the issue of, you asked how are

teachers ordinarily assessed? There is a traditional assessment, a staff reporting process in place, whereby teachers are assessed by their supervisors. In the primary school context, it would be primarily the principals, if there is a VP, depending. Now, there have been problems and concerns about that process and there is a new process, the performance management appraisal process that is supposed to be implemented. It has been sometime in the making. We have come some way in terms of moving towards that new system.

Before I get into the new system and where we are with that, I would want to emphasize that even in the traditional system, performance management can always take place and is always—the importance of going through the process is emphasized and can be done regardless of the instrument being used. So, there has been training for the new system, but what we are saying is that notwithstanding that the new system has not yet been implemented, we have in our system supervisors who go through the process in the way that it should and it pays dividends.

In terms of the new process, I should say that the old system essentially did not treat in depth in an in-depth manner with the details of the job of the teacher. The focus was on things that could be probably more—areas like potential and areas that are not as measurable as the strict performance areas, so that the new process involves the use of an instrument, a very detailed instrument that would be used across the board by teachers across the board.

It will not be a matter of one supervisor sitting with the subordinate and working out details. It will be very clear what the requirements are, and a lot of resources went into treating with that issue and developing the instrument. There are concerns that the instrument may not be perfect, I think the main players, and that would be the association as well as the Ministry, we are convinced that we need to proceed and to fine tune, if we need to. So that, as I mention, the association, TTUTA is on board in terms of working with the Ministry, in fact they have been asking for this and pushing for it and we have been working together.

The manual for the new process has been approved by the association. They have agreed and it is receiving a final look by our legal persons and we hope within the

new school year to begin the implementation of the new system.

I would turn over to Ms. Holdip or the CEO.

Mr. Seecharan: I just wanted to add, because you asked about the methods that we use to evaluate teachers, and the PMAP is the formal way.

What we are currently also doing in the Ministry, we have piloted and we are now rolling out a study. One of the elements of that deals with parent and student perception so that it will provide data to the Ministry on all schools from both students and parents on various aspects of school and schooling. But there is another element which is called the teacher performance inventory, which actually provides a tool for principals in the schools, and we have been sharing this with different stakeholders, so that it actually provides a mechanism which is beyond the kind of summary that you will get from the PMAP in terms of what is actually happening in the classroom. We are actually rolling that out and hopefully that should be part of the system. So it is really the intention to optimize, to use it as a mechanism by which we can actually provide support for teachers. So, we are looking at that.

I know the HR people are looking at the issue of absenteeism and regularity. But I want to just highlight, and I guess because it has been in the public domain in terms of issues relating to absenteeism and irregularity in the schools. We have and from the office of the Chief Education Officer, through the school supervisors, we have in fact been placing a lot more attention in terms of identifying and making that an issue, so that currently we have moved from, for example, looking at teachers who have 1,000 minutes late to teachers who have 300 minutes late.

11.50 a.m.

Mr. Seecharan: So, it is an issue we are treating with and let me add, we started this process in 2010, looking at the number of areas within the last year. For example, we have started seeing very encouraging signs in the primary schools. We have moved—in the last national assessment, we have—from 120 schools that were under academic watch to about twenty something which is significant by any standard. So while we are treating with some of these issues, and it is in the media,

we are actually seeing changes in terms of how we bring this to focus on the system and how we are treating with it. I know working along with HR they have actually started putting some mechanisms in place to fast track the treating with this issue. Maybe I want to pass back to HR; maybe they can share with us how they are treating with that.

Ms. Ramjass: Okay, good morning again. In May 2011, the Teaching Service Commission had requested reports on late coming and early leaving by teachers in excess of 60 minutes per term or six times late during the term that ended April 8, 2011. That information was submitted to the Teaching Service Commission. Then in May 14, 2012, the Commission noted the names of the officers whose regularity and punctuality reports were unsatisfactory and requested that the Ministry investigate further, the officers who had exceeded 1,000 minutes late for the year, as well as those who are absent without leave or valid excuse to determine whether allegations of misconduct could be made against them. Now, that information was, that was done—

Ms. Daniel: Can I interject? Simply, speaking, we have implemented a number of measures in order to address the issue of delinquency, tardiness, late coming and absenteeism. We have done a number of things including, the simple introduction of an electronic system. Before everything was paper based, and you can imagine what would happen when all of these pieces of paper in terms of the regularity and punctuality reports arrive at the Ministry of Education and had to be collated. So, just the introduction of an electronic system has assisted us because we can very quickly ascertain who the delinquent persons are and treat with the issue.

Again, for any area of change, if we are saying yes we want to impact the system by treating with persons who are delinquent we have to ensure that we are doing that in the right way. It means that we had to do some training because we recognized that there were instances when for instance, principals will tell us that they have been writing up persons and what is happening, they send in the reports and nothing is happening. We have had to re-educate our principals to recognize that they are the first line HR persons. HR is not something that happens in the Ministry of Education; it happens at the schools and they are the first line persons. They are

the ones to respond, they are the ones to write warning letters and because of that we have provided training in that area because really, what we are saying is that when we take disciplinary action we want it to stick, we want it to stick and in order to do that we had to be sure that we prepared our principals, and I know that is ongoing, but we have started that process.

Quite frankly, we are at the point where we have concerns about the timeliness with which we receive responses from some principals. So we have been talking about treating with the issues of possible action in terms of even that, because we recognize that we need to treat with the issue at all levels. So these are some of the things that we have put in place and we are trusting—we have already sent before the Commission, we have had a number of investigations in terms of persons who have ridiculous hours of late coming, but we have only pursued that action where the necessary steps were taken in terms of feedback to the employees, the writing of the warning letters and so on. We hope to refine the systems so that the response time would be quicker and quicker and shorter in terms of the time between the actual offence being committed and the taking of the action.

Mr. Seemungal: With respect to indiscipline among students, what have we done differently now, to deal with this issue?

Ms. Daniel: Okay, I think at this point I will turn you over to the student support representative who would provide some information in terms of what is being done.

Mr. Seemungal: Can you provide a written response to the last question and before I turn over, can you provide written response for the next occasion on data with respect to the performance appraisals of your primary schools with respect to the last five years?

Mr. Seecharan: Performance appraisal of teachers or performance of students?

Mr. Seemungal: Yes, performance of students.

Dr. Browne: Thank you very much, Madam Chairman and thank you Madam Acting PS and the team for the opportunity to interact with you on some matters of concern to us and the public. I want to first of all focus on an issue that is of great concern in the country and that is the issue of violence which has become almost a norm in our society. We recognize that our primary school environment represents a very

precious opportunity to make a difference and help break that intergenerational cycle of violence that we see being played out. But it has come to my attention that some of the key divisions within the Ministry that can assist us in mediating and breaking that cycle of violence are grossly understaffed at this time. I want to focus in particular on the provision of Guidance Officers and Guidance Councillors at our primary schools, of course, across the board, across Trinidad and Tobago, but in this instance and given my own parliamentary responsibility, particularly in Port of Spain and environs and the western peninsula.

Now, I received some information this morning and I am hoping that it is incorrect, actually, that there are only four guidance professionals for the primary school, the many, many primary schools in Port of Spain and environs. I think there are over 60 in number but only two Guidance Officers and two Guidance Councillors, and I just want to verify what is the current scenario with regard to that very important professional service and if that is the reality what is the impact on student support services and the Ministry's ability to really deal with the social issues that we do recognized within our primary school? So, that is the first one, dealing with violence.

Second and related issue of concern focuses on security at our primary schools. Many parents—and that is not a new concern—very, very concerned about the physical safety of their children when they are basically handed over to the Ministry of Education and its facilities during school hours. I did a check, certainly, within the Diego Martin area, and there are some schools that are very dissatisfied with the level of security support that they receive. Sometimes, many times, there is just one security officer especially at some of the smaller primary schools and there appears to be a bit of dilemma between sentry duties where the security officer feels obliged to stay at the gate or entrance of the school and then what happens when a security concern arises or an incident arises in the school compound that is not at the gate. I have been able to detect a number of circumstances that make me worried about the adequacy of the security provisions within our primary schools, and well I could go into a little more detail but I would not, hoping for some response on that. I will try to be very brief.

The third area that I wanted and this is for clarification, just at the beginning of the Ministry's discourse here with us today, there was some explanation, there was some critique at first of the procurement system that let us say predated 2010, and some justification of a new regiment that allow for more principals' if input, maybe more timeliness, et cetera. But my question has to do and I think this came out in the media recently; it has to do with the Minister's expectation in the interim over the last two years. Where were these schools expected to obtain cleaning supplies, basic teaching materials, white board markers, chalk, et cetera, in the interim, because we have the principals claiming that they have had do bake sales, cake sales and I do not know whatever else, and to beg the private sector for support for these very basic items. Is that so, or are they accurately reflecting the scenario? I would want the Ministry to provide some clarification in terms of that interim period and we have encountered this before where in attempting to foster change, one, imperfect system is basically brought to a halt and then there is a time frame during which these concerns can rise to a crescendo.

The final comment that I would like to make is, just a little bit of warning. I do not know if I would call it a warning but a very personal concern of mine and I do not think I am alone at this regard. I view one of the dangers within any education system is the issue of inequality and inequity. We need to be very, very careful when we are effecting any change to ensure that we are not further entrenching that reality of inequity and inequality within our primary schools system. It is a clear reality to me—I do not know if the Ministry would agree—that our primary school environment is not completely equitable. You have private schools and a number of government-assisted primary schools that do much, much better. Then you have other schools that are too small to even have a school board, that do not exist in communities to receive corporate and other types of support to the same extent that really continued to struggle.

So, I recognized that there may have been some improvement overtime in this regard as has been indicated, but when we are coming to things like immediate implementation of continuous assessment, components, et cetera, my biggest concern is that we might be—we are in danger of further entrenching some of that

inequity and that has long term consequences on the future of these children. So, maybe not for a direct response—which is just something that I would want the Ministry to always be conscious of and to take steps to treat with as they proceed. So just to summarize, it is the violence, the security, clarification with regard to what was the expectation over the last two years for those basic supplies and then my concern about inequity and the future of our primary school education system. Thank you very much, Madam Chairman.

Ms. Daniel: If I start with the staffing issue or the concern in the student support services division, I would first need to give a background and to say that the move, the expansion in this area was being done on a phased basis, so that the introduction of guidance persons were really focused on the secondary schools and the services were extended subsequently or have been extended to the primary schools.

12.05 p.m.

There is, at this point, no dedicated guidance persons at schools at the primary school level. A clustering system is engaged in. Of course, the system is organized so that when there are crises, there would be an intervention at the level of the head office of Student Support Services.

The Ministry has recognized the need to expand the services and, essentially, with the assistance of the division under PMCD, we have received approval very recently for the expansion of the division to facilitate more manageable servicing of the schools.

So that I believe that in the document we provided we would have inserted some information in terms of where we were moving to. So for instance if previously one officer would service—I am just throwing out figures—10 schools, it would have been reduced to five. So that is the way we approached that, and we also built in the need for additional expertise that we did not originally have, in the form of behavioural psychologists and clinical psychologists. We have made arrangements—and it may seem small in the context of the school system, but this is how change is. We grow into things.

It is a big change, because it is the introduction of these really important services.

So that we have worked out, to have two behavioural and two clinical psychologists per education district. So that because of the recent approval that I spoke to, we will be in a position very soon to provide the division, not just with replacement persons but with an expanded staff establishment that we are satisfied would treat with the—would make a significant change, because we do recognize that our staff in that area have been stretched; they have been overworked. I think it is an area of the Ministry where we have been—the feedback from the public is very favourable and we recognize the need to not kill the persons who are there but to provide support, and that is being done.

Madam Chairman: Could I just ask you, while we are on this subject, how many posts you have on your establishment and how many vacancies currently exist in the guidance and psychology—

Ms. Daniel: Currently we have a two-tiered system. We have guidance officers and those persons are on the permanent establishment, and we have guidance counselors, who are persons on contract. The reason is that when we entered into the arena of broadening the services, we recognize that we could not immediately fill all on the establishment and, in fact, that has been so. We have quite a number of establishment positions that have been filled. In terms of the work of the Commission in this regard, I would say that last year alone 31 positions of guidance officers were filled by the Commission. What it meant is because some of the persons were there on contract, we really shifted the terms and conditions of persons. They moved from being on contract to being on the establishment. But it has opened up room for additional persons to be brought in on contract, so that with the approval that I spoke of, we can continue the expansion.

Currently we have 14 guidance officers II, 83 guidance officers I and in terms of the contract positions of guidance counselors, we have 15.

Madam Chairman: How many of these are filled?

Ms. Daniel: Actually, what I am giving you are the bodies we have currently.

Madam Chairman: On the establishment?

Ms. Daniel: We have 164 on the permanent establishment—approved positions.

Mrs. Seepersad-Bachan: Chairman, if you look at page 36 of the report—

Ms. Daniel: Yes, you should have that information there.

Madam Chairman: But it does not say which of them are filled.

Ms. Daniel: Altogether we have 94 positions that are filled.

Madam Chairman: This is 94 guidance counselors or—

Ms. Daniel: The officers—the permanent persons, 94.

Dr. Browne: I would invite maybe a revalidation of that.

Mrs. Seepersad-Bachan: Chairman, if we could ask for them to put in writing—so that they could break it down in permanent—

Madam Chairman: Yes, because this here is not quite clear. So we want to know exactly how many posts you have on your establishment; how many are filled and the number that you really do need, because when you have it all lumped together as guidance counselors, it is not helpful. And then when you come to the social workers, we need a little more clarification on this because with 488 primary schools, 148 social workers—

Mrs. Seepersad-Bachan: Chair, if I may, just on this particular issue, because I think it is important if you look at page 37 of their report. Let me just commend you. I want to commend the Ministry of Education for the number of achievements in this particular area of Student Support Services. And if we look at the figures you will see 22,000 students from 97 secondary schools and so on. So you have done a lot of work in this area. But I think it is important, what is happening here is that it is a work in progress, so you have some on the establishment right now, which they are filling; they have some approved positions and they also have sent in new applications for more positions.

So if we could get those, because you have those numbers of positions on request. I know—because it is a work in progress and they have been expanding the programme. You indicated earlier that there are some that have moved into the public service positions, further freeing up some contract positions where you are about to engage others. Am I correct? So if you could give us that in a breakdown so we could see a complete picture, and very important, what you project, because I note too here, I mean the whole issue of bringing on these clinical psychologists and behavioural psychologists, it is very important for us, even here, as Members of

Parliament, for some that information so that we could indicate some of that information, because the whole issue of your parenting programme is so important. So, Chair, if I could just ask that one other, as well, in terms, again, to compliment the Ministry on the new programme that has been implemented on the character education and citizenry development programme—[Crosstalk] I just wanted to ask for the report.

Madam Chairman: No. Hang on. Hang on a second.

Mrs. Seepersad-Bachan: Okay, we will come back to that. I just want, before we end—

Madam Chairman: Hang on a second.

Mrs. Seepersad-Bachan: Sure.

Madam Chairman: The question that I am asking is without prejudice to the fact that the information on page 37 shows that the Ministry is doing extraordinary work with the resources that it has, but part of the purpose of an enquiry like this is to see what exactly the system needs in order to provide the service that it wishes to provide. My contention is that with what they have, they have done well, but when you look at, let us say 25,000 students out of a school population of 114,000 able to benefit from support services, when the Ministry says that they would wish to have almost double the number of guidance officers and counselors that they now have. What I am asking is, is this your real wish list, or is this what you think you might be able to get, given the possibilities of financing and the availability of warm bodies? Now, this is going out to the public—and you have people out there who have been in need of services who have not been able to get services because there are no bodies to provide the services. If we can make a case for your needing X number of counselors, Y social workers per school district, it might just help you, not only to get the bodies, but you can get scholarships for people who will be targeted to come back and fill these positions, because it is a work in progress. Your Ministry is not going to disappear within the next two years, and given what is happening, you might need to expand because you have 114,000 children now, but who knows how many more you will need to have services.

So that you understand where I am going and what I am asking for. Give us a

realistic request of what you really need so that when there is a gap, we know why there is a gap, because you have not been able to get what you need to satisfy your population. So that is the written information we that would like to have from you.

Dr. Browne: Madam Chair, just as a follow-up to my own question. I would like some degree of breakdown by district as well, because, again the core concern that was flagged had, in the first instance, to do with Port of Spain and environs, and the report that there were only four such officers for about 69 primary schools. And again the report from schools like Cocorite Government Primary, which is a school that had a number of challenges, is that the guidance officer/counselor is now only able to visit once a month in some circumstances as opposed to once a week previously, because they really are stretched.

So not taking away from any of the commendations, because good work is being done, but we should not let that blind us to the reality that this is an area of acute and urgent need at this time.

Madam Chairman: There is a question on security that is outstanding.

Mrs. Chrysostom: You are, in fact, correct when you say that most of the schools have one security guard, but there are schools where we have beefed up security and we may have more than one. We treat that on a case by case basis. We are also examining at this time the possibility of providing additional support for our security guards in schools. In terms of looking at the provision of CCTV, also the intercom system between the guard booth and the principal's office, where there are high risk areas, we have implemented additional security guards and we have provided dog and handlers for night duties.

So we are examining the situation, but we have to do all of this in the context of our budget, and where there is a need, we are providing additional security, but we need to get the information from the schools so that we know what is happening and then we can make adjustments as the need arise.

Dr. Browne: The final issue has to do with that two year [*Inudible*] and the report—just to remind the Ministry, because that appears to be the tip of the spear in terms of the anger or concern from principals and those who populate the school system, that they were basically left in the lurch for some time and had to raise funds by

begging and bazaars and other things when, even though it may not have been ideal before, they were receiving some annual quantum of supplies: those cleaning supplies and basic teaching supplies. What was the expectation of the Ministry in the interim?

12.20 p.m.

Ms. Daniel: Now, to answer in terms of the expectation of the Ministry which suggests that it was a deliberate strategy on the part of the Ministry and indeed it was not. In fact, it was a very unfortunate circumstance and all I can plead is that it was some administrative bungling of some sort. So, we recognize that that happened, and we are happy that the schools were able to respond, and all that we can emphasize is that we certainly are assured that with the new process, we will not have a situation arising like that in the future.

Madam Chairman: Thank you. I would like to give Miss Roopnarine and Minister George the opportunity to close off this session.

Miss Roopnarine: Thank you, Madam Chair. I will be brief and I would take the discussion into a little of the infrastructure of the schools which we have not really touched on as yet. In the document provided, Appendix 1, there is a list of 40 primary schools included there, now, this programme is from 2005 to 2012. Is it possible to get an indication of perhaps the schools that were completed under this programme and the number of schools that were identified? Is it that we only need to do these 40 schools? Do we have any more to do? So, that we can get an idea of how much work was done and perhaps what is needed to go forward.

Now, I want to commend the Ministry as a Member of Parliament in particular, with the reconstruction of the Tulsa Trace Hindu School which had collapse since 2008, and the Ministry did take steps to ensure that that school was completed in 2011. I know that the Ministry has been working in this regard in collaboration with EFCL, but if we can perhaps get an idea of the total schools competed and the number outstanding, if it is these 40 before us? You have proposed completion dates here perhaps we could also get an idea of where we are with these projects.

Also on the point of construction, I want to look at the upgrade aspect of it in terms of computer facilities. In this document, it refers to 305 computer rooms. Is that in

our primary schools? Because you had initially been given a total figure of 488 primary schools, or is that both primary and secondary, because it did not say in the document. I want to know, how many of our primary schools are outfitted with computer rooms? Is it that we have plans to bring all of our facilities up to date?

I know for a fact in my own constituency, just to give one example. The principal of the Dayanand Memorial Vedic School has been lobbying for some time for a computer room. That school, in 2009 really did produce the top SEA student in that year. So, we really need to look at providing computer facilities for children, especially given that we are distributing laptops now as they go into the secondary schools. So, to make that transition easier and, of course, technology is the way forward. So we need to start exposing our children—basic usage of computer facilities in schools.

Mrs. Chrysostom: Okay. With respect to construction, we completed 17 primary schools over that period, 2005 to 2012, and we now—[*Interruption*]

Miss. Roopnarine: One seven?

Mrs. Chrysostom: One seven, 17, including St. Barbara's, that is on page 42 of the document. We have five schools ongoing in terms of construction activities taking place. So, the 40 that we have identified are really additional schools that will be due to come on board in the time frame that we have identified in the document.

Miss Roopnarine: So, on page 42 of this document, those 17 schools were the only schools constructed by the Ministry of Education?

Mrs. Chrysostom: Primary schools.

Miss Roopnarine: So, how come the Tulsa Trace School is not here?

Mrs. Chrysostom: That would have been an omission.

Miss Roopnarine: Okay. So, maybe we could double check that figure.

Mrs. Chrysostom: We will check it. That was an omission.

Miss Roopnarine: Perhaps get back to us with a list of completed and what needs to be done going forward.

Mrs. Chrysostom: Yes. Yes.

Madam Chairman: Minister George.

Miss Roopnarine: Wait, wait, the computer rooms.

Mrs. Chrysostom: I would ask Mr. Singh, our Director of IT to respond to that question.

Mr. Singh: Good day. With regard to the computer facilities and infrastructure at the schools, back in 2007 there was the Secondary Education Modernization Programme, and to date what we have is primary schools with functioning laboratories, 135; primary schools with none functioning, 199; primary schools without, 141; primary schools with Internet service, 247 and primary schools without Internet service, 228. In the labs they have an average of about 15 computers per laboratory. There are secondary schools with labs, 107; secondary schools without functioning labs, 27 and there are 134 secondary schools with Internet service.

With regard to the question of the plans of the Ministry to take it forward. The Ministry of Education has been doing research on whether or not we should proceed with the implementation of traditional labs in fixed classrooms, and the trend and the international best practice is that we should move away from that. We have already developed a position paper on the use of mobile/tablet or virtual labs in the primary schools that is, so that instead of a school depending on one room, and then a class would only get access to that lab for one day for the week, and in large schools maybe one day for the month, you can quickly by using mobile devices transform a classroom into a technology learning centre at the snap of a finger; this is actually best practice. This is actually being done in Canada. It is being done in South Korea. It is also being done in Singapore and there are several other places where this is being practiced. A Cabinet Note is actually being drafted now and within the next two to three weeks, that Cabinet Note will be taken by our hon. Minister to Cabinet for approval.

I just want to go back to one item with regard to the security, if I may. There is a Cabinet Note that was presented to Cabinet that went to FNDP, that is intended to address a lot of the security matters in schools, and that is also tied into a comprehensive ICT solution, that the Ministry is pursuing to treat with the provision of connectivity; to treat with the provision of the security; to treat with the provision of the computers or I should say technology, and to treat also with the provision of delivery of content.

Just to touch quickly on the security. The security system that we are looking at implementing via IP surveillance will consist of critical assets, security intruder, detection solution, and there are details on how many we want to put. We are going to have perimeter security; intruder detection solution; proactive remote guarding solution, and all-armed tactical response solution, all of which was presented to Cabinet. It was forwarded to FNDP and I think it is moving along in the process.

So, with regard to addressing the technology and infrastructure at schools. We have also made some significant changes in the way in which the technology is managed at the schools, because what we recognize is that a number of the schools although the technology was put in place, there were no mechanisms to ensure that it would keep functioning.

So, therefore, what we have done in the last four or five months, quickly was, we have developed a formal help desk for incident management. We have developed incident models for treating with common issues. We have provided district coordinators for each district. We have also appropriated technical support for the primary schools. We have redesigned the design of the network topology that was used under the said programme, and we have now removed one of the major hurdles, so that by the end of next month every single lab in every single secondary school will be fully functional. One hundred and twenty-six schools, their labs are not functional because of faulty UPS', those have been procured and we have started to distribute them as early as this week. Within the next two weeks, 126 primary schools, whose labs were not functioning will actually be functioning once again.

Miss Roopnarine: Madam Chair, could I just ask then that those statistics be submitted in writing to the Committee? All of the statistics that you called out earlier, perhaps we could get that submitted in writing.

Madam Chairman: I was just about to ask that, because it would be easier than waiting for our *Hansard*. Minister George, you have the last word.

Mr. George: Thanks very much, Madam Chair. Thanks once again to all the officials of the Ministry of Education, for your attendance here and for your answers this morning. I want to compliment you on the amount of work that you are doing in the Ministry, in particular with respect to the implementation of the continuous

assessment method, also to compliment you on your school building efforts.

I think it is a huge Ministry and a huge responsible for a Permanent Secretary at the Ministry of Education. You are doing good work and I want you in that regard to accept my compliment in good spirit and in particular because I was a former public servant. I understand the difficulties of doing work with less than adequate resources, and the number of persons acting in the Ministry, for example, the number of people who may perhaps not be on staff, because the vacancies are not filled, makes your challenges even greater and, in fact, it is something that is not within your control so to speak, and that the Service Commissions are the ones responsible for appointments and so on. So, I want to compliment the Ministry of Education, first of all.

The purpose of all that we have discussed this morning, and the purpose of the Ministry of Education in large measure, is to develop better and better children, children who are better and better at things that they need to do. In the particular case that we are referring to here this morning, I just want to look at whether you have been able to determine that your continuous assessment effort is yielding a better student. A student who is better at the creative writing; a student who is better at his mathematics and so on. Although I saw a quotation on page 7 of your document that speaks to the issue of the focus on mathematics and English, to the detriment of other areas of learning, I still feel that there is need for a focus on maths and English.

I want to find out specifically whether the records will show that the students are improving? That is my question. Since the implementation of this creative assessment, can you determine that the students have been doing better at their assignments? That is one.

Two, in respect to this particular issue, of the 488 primary schools, how many of them have virtual libraries? I noted the comment of your IT person, but again this is something that we might want to get from you in writing. How many of those 488 primary schools have virtual libraries? Are the children in the schools being exposed to these virtual libraries from the perspective that reading is essential to improving writing skills and creative writing in particular?

Those are the questions that I want to pose, but it is essentially to focus on the outcomes of all that we are doing. The outcome that we want is a better and more able child, so the figures that I am asking for, the information that I am asking for has to do really with that. Are we having the children improve at what they are doing as a result of all of the effort that we are putting in, with respect to the continuous assessment method and other methods we are using in the schools?

Thank you very much.

12.35 p.m.

Mr. Seecharan: I want first of all to comment on the issue of the math and language. I want to assure you that in terms of the focus and the emphasis on math and language, the Ministry has not lessened that. What has happened with the continuous assessment, because of the high stake nature, it has hit centre stage. In fact, that is a small part of overall reform effort at the primary school.

We are, for example, presently targeting infants, Year 1, Standard 1 and the whole process. For example, we know that students who read at grade level by age 8 to 9 is up at Standard 3. The transition to school following that is easy, so that reading and also mathematics are still two core competences and we are still placing a lot of emphasis on that. I think what we are trying to address is the distortion that takes places as a result of the SEA where the other elements are not included and in the curriculum reform that we are doing, we are looking at cross curricular approaches so that the math and the language is done but the other elements are also infused. I just wanted to make that point and assure you that we have no intention of lessening the value of those two.

We have, for example, the two practice assessments with the creative writing and we are still in the process of looking at the extent of change. We know it is a gradual process, but I can tell you, based on the qualitative observations that I have made, we visited a number of primary schools over the last two or three weeks and I take every opportunity I visit to look at the books and I am actually very impressed—and this is really based on my observation—in terms of what I am seeing.

It was not uncommon in the past to go to schools and see children writing very little. What I am actually seeing now in the books are children starting the process. I am

seeing improvement. In fact, in many instances, I have seen very good pieces of work so that we are actually encouraged by what we are seeing currently, but we are also analyzing the data from the practice assessment to quantify that.

I also want to indicate that, in terms of tempering expectations, educational change and the improvement we would see in any innovation normally takes three to five years and, therefore, while we would expect to see changes immediately to get to the point where we want to in terms of the writing process, we will see it over the next two or three years.

Madam Chairman: Thank you very much indeed. You wanted to remind them about a specific report?

Mrs. Seepersad-Bachan: Just that the Character and Education and Citizen Redevelopment Programme, very good write-up on page 24, and I want to complement the Ministry on that programme. What about the plans of it going into the secondary school and if we could a progress report to date on its implementation and some of the successes you have had with that programme?

Madam Chairman: Thank you very much indeed people. This has been very enlightening for us, but unfortunately since I have a long list of speakers yet wanting to ask you questions and we have enjoyed having you so much, we would like to invite you to return and visit with us on March 15. It would be very helpful if the information we have requested of you we could get at least a week before that so that we would be prepared.

Now, coming to visit us always has a downside and that is that we invite you to have some refreshment before you leave. *[Laughter]* Thank you very much and I look forward to meeting you on the 15th. Meeting stands adjourned.

12.39 p.m.: *Meeting adjourned.*

EIGHTEENTH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT APPOINTED TO INQUIRE INTO AND REPORT ON GOVERNMENT MINISTRIES (GROUP 1), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING UNDER THEIR PURVIEW, HELD IN THE ARNOLD THOMASOS CONFERENCE ROOM (EAST), SIXTH FLOOR, AND THE J. HAMILTON MAURICE ROOM, MEZZANINE FLOOR, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN, ON FRIDAY, APRIL 05, 2013, AT 9.52 A.M.

PRESENT

Mrs. Corinne Baptiste-Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mr. Emmanuel George	Member
Mrs. Carolyn Seepersad-Bachan	Member
Dr. Delmon Baker	Member
Dr. Amery Browne	Member
Mr. Faris Al-Rawi	Member
Mr. Julien Ogilvie	Secretary
Ms. Sheranne Samuel	Asst. Secretary
Mrs. Katharina Gokool	Grad. Research Asst.

ABSENT

Miss Stacy Roopnarine	Member
Mr. Jairam Seemungal	Member
Mrs. Christlyn Moore	Member

Mr. Ganga Singh	Member
Mrs. Patricia McIntosh	Member

**MINISTRY OF EDUCATION
(OFFICIALS)**

Mr. Harrilal Seecharan	-	Chief Education Officer
Mrs. Lenore Baptiste-Simmons	-	Director, Educational Planning
Ms. Gaynelle Holdip	-	Director, Curriculum Planning and Development
Ms. Beryl Kathy-Ann Riley	-	Lead, Student Support Service Division - Guidance Officer II
Mrs. Yvonne Chrysostom	-	Deputy Permanent Secretary
Ms. Chanwati Sookra	-	Deputy Permanent Secretary
Mrs. Jennifer Daniel	-	Permanent Secretary(Ag.)
Mr. Rajnath Singh	-	Programme Director, ICT Division
Mrs. Inadai Ramjass	-	Director - Human resources
Ms. Kavar Williams	-	Director - HR, Contracts, HR Training
Ms. Cheryl-Ann Grant	-	Special Ed Teacher II
Mrs. Vidya Heeraman	-	Director - Finance and Accounts
Ms. Ingrid Kemchan	-	Curriculum Coordinator

Madam Chairman: Good morning ladies and gentlemen, and allow me to express our apologies for keeping you waiting for various reasons including traffic. It was impossible for us to start and finish our pre-meeting on time and, as such, we had to make you suffer. It means that we will be far more mellow with you. Let me welcome you back. Thank you for the additional information that you have given us, and I only need to ask you whether there are any new members of your team that you would wish to introduce to us. Some of

the faces looking much younger; looking different. Okay. Thank you, so that we can move straight into our investigation, and Prof. Ramkissoon will start.

Prof. Ramkissoon: Thank you very much, Madam Chairman, a pleasant good morning to all. Madam Chairman, before I ask the question, I really want to ask—I want to pursue something that I think Sen. George brought up the last time; the question of comparing the performance of students in the new system with the performance of students in the old system to see if we are progressing. I think that is the point Sen. George made the last day, but I want to go slightly beyond that. I think we need to know how we are performing internationally. I think that is very important.

Now, there is an exam—and I am sure people from the Ministry would be aware of this exam—the acronym is (PISA), Programme for International Student Assessment, in which 15-year-olds are tested for their competencies in reading, math and science. This exam, although it is an OECD exam, they allow other countries to participate in this exam.

In 2009, we participated in this exam. Our position there out of 74 countries was 54. The countries that came at the top were Finland, Singapore, Hong Kong and Shanghai. My question is, did we take part in 2012 and are we planning to take part in the 2015? But that is just a side question.

Madam Chairman, I want to get to the heart of my question here. I want to talk about the education system, and where I think is at the heart of the problem in our education system, but before I get there, let me make two points. First, in my view, primary education is the most important link in the chain of education, because if we get it wrong at the primary school level, then there is going to be tremendous problems at the higher level. So that is the first point I want to make.

The second point I want to make is that teachers at the primary school level play, probably, the most important role. They are the most important component, in my view. That is why some of the countries that are doing quite well, put teachers very much at the centre. In Finland, for example, the teachers come from the top 10 per cent of university graduates, and they must have an MSc degree in education. In their education system, teachers are very much at the centre.

In Singapore, focus is also placed on the teachers. To get into the teaching profession you have to graduate in the top one-third, I think, at the university level. So,

teachers are very much central in the primary school education system.

Madam Chairman: Professor, I am not sure that I like the direction in which you are heading, because we are going to end up with us requiring our teachers to have masters and PhDs; just trip to your questions, please.

Prof. Ramkissoon: No, no, no. I am coming to the question, Madam Chairman; I am coming to the question. Now, one of the reasons I think our education system has not produced the kind of results that it should be producing is because our system is not product oriented, but rather exam oriented, and that is one of the problems I think we faced.

Our system needs to focus on producing students who can think critically, and who can think outside the box. If we do not do that, then we sometimes have problems that the upper end of the education chain. For example, we are not going to produce the kind of innovators we need, the kind of inventors we need and the kind of researchers we need. So, it is very important for us to come up with a system where we are going to produce thinkers; people who will question, analyze. That is where we should be headed. Now, again, I want to go back to the system in Finland.

Madam Chairman: No, Professor, let us go to the question.

Prof. Ramkissoon: Okay. The question I want to ask is the following: what do you think we should do in the current education system to produce a student who can think critically, who can question the system, who can analyze and when you get at the higher level we have the kind of innovators, and the kind of inventors that we need? That is the question.

Mr. Seecharan: Good morning, again. I could simply—based on your prior comments—say that we have embraced all that you have mentioned, but I want to take a few minutes to focus on some of the things you mentioned. First of all, the need for international comparison or what we call in the Ministry, international benchmarking. In fact, in 2003/2004, a decision was made to go in that direction, and we actually participated in two international studies: the Pearl study in 2006 which is a reading literacy study. It is a trend study, and we continue that in 2011, and I will talk a little about it, because I thought since we were dealing with the primary school, this may be the study that we would look at. In addition, we also looked at the PISA study in 2006, which looked at three areas: literacy, science, math and reading.

Let me touch briefly on the Pearl study and put that in the context of the assessment. We were quite clear in 2003/2004 that the system needed different layers of assessment. At the school level you had—and what we are going now with, assessment for learning—at the school level and district level where we can do comparisons across schools and across districts at the national level—that, however, does not tell you where your education system is placed relative to the other systems across the world and, therefore, we identified since then that reading was an issue throughout the system but, particularly, at the primary school and, therefore, we decided to participate in the Pearl study.

What we have coming out from the 2011 study is that the reading literacy of Grade VI which is the equivalent to our Standard III students, the average score increased by 31 points which is, I think, the highest change in any country across the world. So that we have seen a significant change there in terms of reading literacy and that is one of the areas that we are concerned with.

We are still below the international mean which is 500, however, if we were to extrapolate from the results that we currently have, and also to note that the only significant consistent intervention in the system during that period would have been the National Test and the use of that data where we got that 30-something points increase, now with the present initiatives that are being placed targeting not just the reform of the curriculum, but literacy and numeracy specifically, I think the projection is, by the time we get around to the next study in 2016, Trinidad and Tobago should be ranking above the international mean and, in fact, start competing with the developed countries in terms of reading literacy.

So, we have made some significant improvements there. I think what is instructive, the study actually has four benchmark levels. In 2006, we had 36 per cent of our students not meeting that minimum benchmark. In 2001, that went down to 22 per cent, so we had an 11 per cent decrease and with corresponding increases in the percentage of students who are at the different levels. So, that is a good indication for us in terms that we are moving in the current direction. So, therefore, we agree with you that there is the need for international benchmarking, and this is one of the studies that we participated in.

In addition to that, we participated in the PISA study in 2006. We did not participate in the next study. However, we have joined back onto the study and, therefore,

we are, in fact looking at using the PISA study for international benchmarking.

I think the issue of the performance of the education system in Trinidad and Tobago has to be done in several parts, that is, if we were to compare regionally and look at our CSEC and CAPE exams as indicators, we are currently at the top of the Caribbean region. If we were to look at the PISA study, that is the last study, the 2009 study, within Latin America and the Caribbean there are three countries that are competing with us: Uruguay, Mexico and Chile.

So that in terms of judging Trinidad and Tobago's performance of the education system within the Caribbean and Latin America we are, in fact, at the top and we are competing with all. However, the Caribbean and Latin America performance is below all the other regions, North America and Europe. So that we still have quite a way to go in terms of improvement, but by any standards, I do not think we are doing that badly.

We agree and we endorse the point that you made in terms of the primary education system being a critical linchpin. We have actually moved beyond that, because even coming out of the Pearl study we have data which shows that students who attend ECCE have, in fact, scored significantly higher than those who have not and, therefore, we are expanding to address the whole issue of the Early Childhood Care and Education centres, but I want to spend a minute on the primary education sector.

Some of the current initiatives that we are pursuing, re the reform of the curriculum to the focus on literacy and numeracy in addition to that, infusing ICT in the curriculum, are all geared toward addressing what you have spoken to, that is the issue of the kinds of skills and the student we want to produce.

In fact, the curriculum that we writing is skill based, so that we will have that infused in their both decorative and procedural standards. In other words, we would be able to benchmark what we are doing against what students know and what they are able to do. A significant emphasis in the curriculum is being placed on the high order skills: problem solving, critical thinking. So, we are, in fact, moving in that direction.

In terms of the importance of teachers, I am not sure that our system is ready, as the Chairman mentioned, to move towards a Masters requirement for primary school children. However, we have, and I think it is public knowledge, that we have asked and started asking for the minimum being the Bachelor of Education at the primary school level. So we

have acknowledged and recognized the need for teachers who are not just qualified, but with a certain level of skills and competency to be able to—I do not want to say deliver because that will be going back—treat with the new curricula.

In fact, what the Ministry is in the processing of doing—and we have started this process—is engaging the tertiary level providers in terms of ensuring that the training providers programmes are now aligned to the new requirements at the primary schools.

So that I can summarize the question that you have asked by saying that we have, in fact, considered all the issues that you have raised and, in fact, the measures that we are putting in place, including the continuous assessment, is all geared toward addressing that need and the recognition of the skills and competencies that we want our students to come out with.

I just want to make one other point, and it has to do with how we make decisions in terms of what we do in the education system. Even before the last two or two and half years but, more so, recently, we have been placing a lot of emphasis on what we do in the education system in terms of the data that we are using, and I want to illustrate with an example.

We know, for example, at CSEC the pass rates are not acceptable to us, if we are going to contribute to human capital development, we need to be doing better. When we look at the data, the performance in math, for example, you have 40 per cent of our students passing math, and if we use our goal standard at the secondary level which is five CSEC plus, math and English, and the performance in math is 40 per cent, clearly, the percentage of students getting five and more cannot be more than that. Now, that is just five in one sitting. We have additional students who do the exams privately and pass the math and get their five subjects, but that is at that level.

However, in terms of treating at that level, workshops and training programmes being run by the Curriculum Division are actually being based now on the identification of areas that we have seen deficiencies. So, for example, training this year at the secondary level would have been based—let us say in ICT—on programming skills which we recognize as a deficiency.

The focus on literacy and numeracy, when we look at data from CSEC, the Form 3 level in CXC, SEA and National Tests, we have acknowledged that that deficiency in math

did not start at CSEC level, not even at Form 3 level not even at SEA, it went down all the way to Standard I. So that now where we are focusing on literacy and numeracy skills, early development in infants, Standard I and II, just illustrates the fact that we are actually looking at the data and not trying to put things in place all over, but looking at data and basing our decisions on the information that we have. So I just wanted to end by making that point.

Madam Chairman: Before I give the floor to Sen. Al-Rawi, what happens to the child who at your National Test at Standard I does not meet the required standard in math?

Mr. Seecharan: Let me just step back a bit and give you a little background. The National Test was initially intended, as Prof. Ramkissoon said, to provide you with information at the system level. However, when we started the process in 2003/2004, we recognized that just providing information at the system level was not adequate. In other words, we needed to actually intervene at the school level, so we extended it to actually produce information at the school level and schools also with individual students' scores.

When students do not meet the required standards, the National Test provides data on specific skill areas where those deficiencies may lie, so it provides the opportunity for schools to utilize the data to make interventions. Now, in addition to that, the information from the national level is fed at different points, so the Curriculum Division—for example, in math, the math curriculum officers would have utilized that data, let us say, at the district and national level based on deficiencies identified to conduct workshops with teachers to address those areas. So that the intervention takes place at several levels: one at the class level with the individual teacher, but two also at the district and the national level, because the information is fed to different points which we can feed into the system.

Madam Chairman: I still do not know what happens to the child who fails the test.

Ms. Holdip: What Mr. Seecharan is saying, yes, the teachers have the information on each and every child in his or her class and is expected then to reshape their lesson to make a difference to where the deficiencies were identified. The deficiency is not overall. Within the math you have strands, you have number strands, and geometry, so they can tell which area this child is displaying a weakness.

At the level of the curriculum, we can get an overall picture of which strand or which strands are weak across the country and, therefore, when we conduct our workshop

whether it is for the teachers in that district or nationally, our workshop is geared towards—these are strategies to strengthen this area of weakness. So, I think, perhaps, the concern is whether we simply send that child up to Standard II. Within the school, the school is supposed to develop a child-centred approach. So, therefore, the information is shared to the Standard II teacher of where these children who are coming to you, what deficiency they have and they are supposed to remediate.

Madam Chairman: Thank you.

10.50 a.m.

Mr. Al-Rawi: Good morning everyone, welcome back. I like the fact that all of the acting signs have disappeared, save for one, for Mrs. Daniel, so if you have all been mysteriously confirmed in the interregnum since last we met, congratulations, if not, let us keep advocating for the solidification of positions. Good morning to you all.

Thank you, first of all, for providing us with additional information as requested and as expanded by you. I just have perhaps two or three areas of concern, some of which arise out of Mr. Seecharan's statement that the Ministry is conscious of how we make decisions, as he put it. He referred to one area, which I am very interested in, which is the Continuous Assessment Component issue. The second area that I would like to address would be the issue of physical identification of schools and how it is we repair them, et cetera, on a very basic level. And the third area is sort of a cross-breed between the two, in terms of resource allocation.

If I could start with the Continuous Assessment Component; I do not know if the question got lost in the analysis of what we were doing, but in looking at the Continuous Assessment Component on the last occasion, we were all agreed that the system, in its move towards continuous assessment, is a very laudable one, in that it provides a much better form of training and a fairer form of assessment.

What we were looking at then, and, therefore this echoes Mr. Seecharan's position, how we make the decision to get there, impacts upon an entire class of SEA students now about to write an exam in May, and my question was in the process that we got there. So we have continuous assessment, we have looked at it, it is a good idea, we want to implement it and then it has been implemented. It was done by way of certain trials beforehand; reports from those trials came forward, but a "go live" for the system has been

implemented for May of this year. That is as I understand it.

One of the questions that I asked was whether there was room for a decision not to implement it, or not to factor its implementation into the exam result. That was the context in which I asked the question, and it was because there was the impression, at least I got the impression, that the decision to go live was a quick one. And I did understand and I did appreciate that when is it ever appropriate, and we had a discussion about how we got there and what kind of time frame for training of the particular invigilators and assessors was there and the preparedness of the school.

That is just a little background to where we were on the last day, and I asked a very careful question as to whether the Cabinet of Trinidad and Tobago had given you an authorization, or had made a decision as to implementing the continuous assessment position, and I asked for a copy of the Cabinet Note and Minute, if any, which dealt with that decision under which you as a Ministry would have operated. Because one would have assumed you would have fed-in information saying, “Continuous assessment is the way we need to go”. It would have been considered in the Ministry of Education, the Minister would then have had to take a note to Cabinet—said, “This is the recommendation, this is the preparedness, I therefore advise that it happens”.

And then I received in your additional information provided on JSCs, your package to us, at question number two, I received under the heading number two, a copy of the Cabinet Note and approved Minute regarding the interim report from the monitors on Continuous Assessment Component, and then the answer is, there is no Cabinet Note and Cabinet Minute regarding the interim report from the monitors and continuous assessment. So I did not know if that was lost in translation. What I was asking for was the approval which you as the Ministry of Education would have operated with, in deciding to go live.

You could not have done it by yourself, one would assume, you would have to have been given an instruction to do it, and I was certainly along the line of whether there was an adequate opportunity for the system to be prepared for its implementation. Whether you had had a fair and sufficient opportunity to consider the interim reports which were provided to you in testing the waters for its “go live” et cetera, and what I asked for was whether there was a Cabinet decision to go live which then allowed you to implement the

system for May of this year.

So I accept that you are telling me here that there is no Cabinet Minute or Cabinet Note for the interim report on continuous assessment, but my more direct question is: did you receive Cabinet approval and direction to go live for the Continuous Assessment Component?

Mr. Seecharan: Yes. On the last occasion I did indicate that there was a Cabinet Note and a decision, and it was two parts. One, we got approval to go ahead with the creative writing, that is the component that we are now implementing and the other areas were to be piloted, so that there is a Cabinet Note. The response here really—we were unsure, so I think it did in fact get lost. In terms of the—*[Interruption]*

Mr. Al-Rawi: So—if I could just stop—so there is a Cabinet Note?

Mr. Seecharan: Yes.

Mr. Al-Rawi: Thank you. And there would have been a minute which would have resulted, and there would have been a justification for this thing which would have factored the reasonableness of things that we just went along, right?

Mr. Seecharan: Yes.

Mr. Al-Rawi: So, can we please be provided, not immediately, obviously, I am sure you did not walk with it, can we be provided with a copy of that? I just wanted to be clear that that is where I was on the last occasion, and I appreciate that you may have been asked for something which was lost in translation. So that is point number one.

Point number two regarded the question as to whether the system, if you were of the view, in your assessment to date, that the system was not ready for a factoring into the results. So let us assume that you used this system, the continuous assessment has passed, in fact, for creative writing. I know that that has passed. We have a process, you explained to us on the last occasion that it will be considered and the result will come together with the other results, that the normal procedures on appeal, et cetera, can prevail there. You went through that methodology, but is the Ministry, yet, in a position to consider whether that ought to really be factored into the SEA final result, as a result of both preparedness for it, and also performance in relation to it, and also whether the appeal process, if somebody had an issue, is there? So are we functionally ready to put that thing which went live already into the result?

Mr. Seecharan: The short answer for that is, yes. In fact—and I just want to mention that in terms of the recommendation and the decision to go forward, we were very clear in terms of what was required to be put in place for the creative writing, we have done that. In fact, currently, the final assessment is being scored; that is being handled by CXC, and also the moderation of the portfolios, so that within the next few weeks we will be completing the process of moderation of portfolios. I indicated on the last occasion that we utilize two processes: one is statistical moderation and the other is expert moderation.

Mr. Al-Rawi: Yes, I remember it well.

Mr. Seecharan: So that on the basis of where we are currently, we have actually gone through the process, we have monitored, we have done the prerequisite in terms of the creative writing. We are in fact ready to move forward. *[Interruption]*

Mr. Al-Rawi: May I suggest then, I am very pleased to have received that response. May I suggest then that the Ministry would do well to indicate its pleasure with the performance and roll-out of that particular continuous assessment, because it will help to deal with any fears as to the lack of preparedness, and, in particular, insofar as you seek to broaden the Continuous Assessment Components beyond creative writing. So I would think it important for us to do that as quickly as we can, even initial and then formal, et cetera, that I think that the public relations roll-out in relation to that is a critical one to assuage the fears or anxieties of parents and teachers on the system.

Could I turn next to the issue of the primary school upgrades and programmes? And I thank you again for the information which you provided to us. There is a document entitled—well it has a list, number one on the top left-hand corner, “Primary School Education”, and it obviously answers several different areas. I am not sure if you have those documents with you. In short, for those who may be following this event, you listed for us works to primary schools, and you also provided to us a categorization of schools which you categorized the type of issues which schools would have. So you, for instance, set out there are several schools that have sanitary plumbing and electrical issues; some which have pigeons, bats, termites and mite infestation; some which have safety, fencing, burglar proofing and yard resurfacing; some which have roofs, ceiling, floor, guttering and drainage issues, general repairs, other safety burglar proofing, and you have dealt with 136 schools, in categorization.

You have also provided us with a list of 42 schools, being primary schools to be constructed in the period 2012 to 2015. On that list of 2012 to 2015, of the 42 schools, five are ongoing, 32 are in what you would describe as preconstruction activities, and five are in planning phase. Of the five that are ongoing, you have a proposed completion date, for instance, in relation to Enterprise Government Primary School, you say, ongoing as the status, proposed completion date December 30, 2012.

The next one, proposed completion date January 20, 2013; January 30, 2013; March 30, 2013: that is, Febeau Government Primary School, Monkey Town Government Primary School, Eckel Village Primary School. So they are described as ongoing, beyond dates, us sitting here now, certainly, you know, January being well behind us, et cetera. In relation to those five, have those works been completed or not?

Mrs. Chrysostom: Morning. No, these works are ongoing; they are still in the—
[*Interruption*]

Mr. Al-Rawi: And what does ongoing mean in terms of a percentage production?

Mrs. Chrysostom: For most of these—Enterprise—the major issue we have with Enterprise has to deal with the WASA approvals and so on, and we are also challenged with payments, so we are working on that.

Mr. Al-Rawi: Okay. Can I ask a question? Is it Education Facilities Company Limited that will be dealing with all of these?

Mrs. Chrysostom: That is the agency that is responsible for—yes, for implementing.

Mr. Al-Rawi: Right. So they are dealing with the management of the construction side and works on that end?

Mrs. Chrysostom: Yes.

Mr. Al-Rawi: And you are their client, for want of a better expression?

Mrs. Chrysostom: Yes.

Mr. Al-Rawi: Right. And in providing to you a report as to the execution of these works, do you have a percentage completion in respect of these things?

Mrs. Chrysostom: We have a monthly report produced by the EFCL. I do not have a copy with me today.

Mr. Al-Rawi: Sure.

Mrs. Chrysostom: I can send you the information on the status—[*Interruption*]

Mr. Al-Rawi: Right. What I would be interested in receiving so that we can track it, would be the percentage completion for each of these 42 schools.

Mrs. Chrysostom: Yes.

Mr. Al-Rawi: For instance, a WASA issue could simply be an isometrics issue, that is, you have put in the plumbing, it is all there, but the approval needs to be given.

Mrs. Chrysostom: Yes.

Mr. Al-Rawi: It could be that, which could be quite innocuous, however, there may be deeper concerns to drill down there. Are you able now and, if not, can you provide information as to the budget that has been spent on this? In other words, then what the costing for these 42 items would be?

Mrs. Chrysostom: I would have to provide you with that at a later date.

Mr. Al-Rawi: And my request would also include, how far beyond budget we are in respect to them. Let me tell you what I mean. Let us assume that you have identified \$5 million for X school—*[Interruption]*

Mrs. Chrysostom: As the cost?

Mr. Al-Rawi: Yes. As the cost, that is your projected cost. That was what was tendered out, et cetera. Are you within budget? Are there cost overruns? What is the nature of the overruns, so that we can understand whether we are in a difficulty in terms of resource management or not?

I would also appreciate, through you, if you could provide us with the status of payments in relation to the contractors on each of these projects. So, you as the client having Education Facilities Company Limited carry out these projects for these 42 schools would have had a budget; are you beyond budget? Are you within budget? What is the percentage of your completion? Next, what is the status of delays in payments in respect of contractors? Because that impacts your timeline for completion; works may have halted, et cetera, et cetera.

So if we could have that kind of information from you please, I would be very grateful. If I could turn next to my final issue so that I can leave the floor open for other Members. You have identified in Appendix 3, these 136 schools which have issues, some general repair, some very specific repairs, including electrical, including serious things like bat infestations and pigeon infestations, et cetera. Whilst the information is of assistance,

the first question that I have for you is: who manages the roll-out of these works, is it you or someone else?

Mrs. Chrysostom: EFCL. Education Facilities.

Mr. Al-Rawi: EFCL. Right. If we could have the information as to the status of these projects, including the budget, how far beyond budget, if necessary you are, what the time frame for completion is, or was, and if it is or was, what the reason for the delay is, and the status of payments for the respective identified contractors on each of these jobs?

11.05 p.m.

Mr. Al-Rawi: If we could have that, we could perhaps lend you assistance in clearing up any roadblocks that may be in the way for this kind of completion, because some of these are matters of burning interest.

Are you in a position today to assist us with those items on this list of 136, those schools which are in need of the most attention; that is the first part? Secondly, do you have the resources in terms of budgetary allocation through your performing agency which is EFCL, or through yourself, to actually pay for these works?

Mrs. Chrysostom: I can provide you with this information at a later date, but before this meeting is finished I will be able to tell you the ones on this list of 140 that we have completed. I will give you this before we complete today.

Mr. Al-Rawi: Thank you very much members.

Madam Chairman: Is anyone else ready to go?

Mrs. Seepersad-Bachan: Madam Chair, thank you once more. Let me welcome each and every one of you for being here this morning and for the submissions you have made. It was quite an extensive submission with a lot of details. I was very much impressed with the information provided, especially on the whole data collection drive and therefore the numbers given, the trends given for National Test 2005—2012. You did it as well for the SEA, performance at the SEA level and at the secondary school level.

Let me just start with page 18. You have shown some positives in terms of how you have been able to move to the schools that are now excelling. So you have moved a lot of them out from what we call academic watch and academic emergency, into schools that are excelling. One of the things however, that I wanted to find out is if you could inform the committee of the steps taken with schools identified as academic watch and academic

emergency. How do you ascertain that? What do you do when you have these schools as academic watch and academic emergency, to move them out of that category into excelling?

Mr. Seecharan: Let me first of all give you some idea of how we have come up with these descriptors for schools. What we have done is develop what we call an Academic Performance Index which is based on math and language arts, Standards One and Three. Effectively it gives you the performance of schools, and we have targeted literacy and numeracy specifically, because we see these as two critical areas. We use something called the Angoff Method, a method where we set standards. So it is a standard reference which allows us to say whether students have met or exceeded standards. We have in fact level four, which is the highest. Those are students who have exceeded standards, level three, meet standard level two just below and level one way below. In other words, it gives you an idea as to whether students are in fact meeting the curricula requirements.

We use the Angoff method which basically allows a series of raters, and this is done in collaboration with the university to ensure that the integrity of the process is observed. We use the Angoff method and develop what is called cut scores or bands where students' scores would fall. It is equivalent to talking about grades, but this is done based on looking at the items on the test and the objectives and whether they are met or not.

So we have persons who actually go through the test and then determine on each item, where we have defined the band, what a student is expected to perform. Those are accumulated and the cut scores are determined. So we use that method; it is a tried and tested method and has been defended outside of Trinidad and Tobago, even in the courts of law. So we have used that method.

In terms of the Academic Performance Index, that is based on the percentage of students in each school in the various bands, and those percentages are weighted. So, for example, those students who meet the standard band, the weighting there is one. If you have 100 per cent of your students therefore who have met the standard in that band, let us say Standard One math, then your score would be 100 times one, which is 100. We have weighted the different bands to therefore credit schools that have more students in the meet standards or excelling band. The variation is plus or minus one, so the weighting for the excelling band is 1.4.

If we have a school therefore in Standard One math with all the students in the

excelling band, the maximum score they would get is 140, 1.4 by 100. We do that for math and language arts. So in Standard One if you have 100 per cent of your students in the excelling band in math and language arts, you can get a score of 140 for math and 140 for language arts, which is 280 and therefore the maximum score that a school can get in Standard One and Three is 560.

We have gone through and used, I guess, international best practice based on the percentage of students in the different band, and we have come up with the Academic Performance Index. So on page 18 you would see how we have categorized it. We do not have any schools in the academic emergency band.

Mrs. Seepersad-Bachan: You do not have?

Mr. Seecharan: No. What we do have is schools in academic watch. Academic emergency—and I am just now not relating it to Trinidad and Tobago, but elsewhere in other jurisdictions if you fall into academic emergency, it means that schools like those are usually shut down or completely overhauled. Academic watch schools are those where you can intervene and move them in a particular direction.

Mrs. Seepersad-Bachan: Just tell us a little about the steps that you would use to move those schools out of the academic watch into excelling.

Mr. Seecharan: We have in fact utilized the results to help those schools. I mentioned earlier using the data both at the school level and district level and even at the national level in terms of identification. So it is a two-pronged approach. One is at the school/slash district level and two it can be national. So, for example, we would have done workshops for teachers in Trinidad and Tobago based on some observations we would have made in a particular area in math. At the district level that same kind of analysis would be done, so there may be district-specific areas that need to be addressed.

At the school level, because you now have individual students' results, and math is not just given a score or a level of performance, the student's performance is broken down into each of the skilled areas. So a teacher can actually look at a student or students in the class and identify which area, in terms of making intervention.

Let me just say this before I forget. This year, for example, where we have had a significant shift from academic watch to mostly effective and mostly effective to excelling, what we have also done is provide additional support. So we have identified teachers with

particular expertise in math and language who are actually going into those schools which we have identified. We have actually gone beyond the schools in academic watch. We have actually selected 100 schools, starting from those under academic watch and moving up, because even though they have moved from academic watch, they have just moved across the grade boundary and therefore can slip back without support. So we have teachers who are actually providing support in the classroom for some of these students in areas that we have would have identified based on the National Test.

Essentially a lot of what we are talking about is school improvement planning. Every school in Trinidad and Tobago, both at the primary and secondary level, is required to develop a school improvement plan. Therefore part of the school interventions themselves, would require them to do a needs assessment. It has to go beyond the performance data alone because you may have students in a school underperforming, not because of any issue related to teaching and learning, but the students may be absent. Your needs assessment which would be the basis for your school improvement planning process is one of the requirements for all schools. Based on that, they would develop an action plan identifying areas.

So we are in fact supporting now schools in their school improvement planning process which would bring, not only data from the students' performance, but all school level data whether it is teacher attendance, teaching training, parental involvement. Bringing all of those together to come up with your school improvement plan to address some of the deficiencies we are seeing.

The API is an indicator that something is not working in the school. It may not necessarily be an academic issue, and therefore that holistic planning is what is being promoted. The curriculum is an issue. Instruction is an issue. All these areas will be looked at therefore the whole school improving planning process will be addressed in a holistic manner.

Mrs. Seepersad-Bachan: Why I asked the question, as you mention the school improvement plan, the issue here—last time we asked you about the role of the school boards and the principal. Yes the Ministry would provide a certain level of support, but in actually moving from that academic watch to the next level and from most effective and then excelling, is it that within the plan the school themselves: the principal, the teachers,

the parents come together, under your guidance of course as the Ministry of Education, to understand what the deficiencies are? Because you recognize as well there could be special needs of children, remedial issues that need to be addressed or even as you said, the living conditions of a child, of the children in that particular area. What you have mentioned is very holistic, but do you involve the school board, the principal?

Mr. Seecharan: Yes. At the school level all the stakeholders should be part of that process: the parent teacher association, the local school board.

Mrs. Seepersad-Bachan: So do you actually have a little workshop with them?

Mr. Seecharan: Actually the local school board unit conducts workshops with the local school board. We have done a lot of training initially in terms of the whole school improvement planning process. I have sat in this Chair for about a year now and have been looking at some of the school improvement plans. There are some deficiencies which we plan to address. One of the key elements in that is to treat with the whole issue of leadership at the school level and provide support, because in this whole process the principal as leader—and we are not just talking about leadership at that level, but the principal plays a key role in this process.

One of the things that we are doing and we plan to look at carefully is that whole school improvement planning process, not just in terms of treating it at that level and leaving it, but also looking at the whole issue of school supervision and their involvement in the process.

The issue of curriculum and the support—one of the things that would have come to the fore more recently in terms of support personnel, curriculum supervision, we are talking about student support services, their involvement in that process in terms of supporting schools are now critical.

Mrs. Seepersad-Bachan: It brings me to the second question I have. Madam Chair, it is just the second and third question. The second question is, if you look at page 45 with the NCSE performance and then again page 48 right through to the CSEC, there seems to be a constant. I am glad that you mentioned earlier in response to Prof. Ramkissoon the issue of the numeracy, the literacy and the whole performance at the secondary school level linked right back to the primary school level.

If you look at page 48 itself you would see that in language arts from 2008—2012,

whatever you are doing is not really impacting on that at all because it has remained fairly constant in terms of the pass rate. The mathematics as well, if you look at it, it has remained very much the same. All is around 50 or under 50 per cent. I was indeed very surprised to see the performance of students who are passing five subjects at that level, and when you include English and math— You indicated here it is down to 43 per cent in 2011.

I wonder, and I am asking this as a question, just as a parent as well—one of the issues that we have I think, and I am just suggesting, is that when we are looking at numeracy and literacy a lot of our children are very impressive when you ask them to read. They read well, but I am not sure they are comprehending, and that is what may be affecting their higher order skills of problem solving and critical thinking. Even in the mathematics it is not that they do not know what to do, but many times they cannot read and understand the problem. And if they cannot read and understand, which is the critical thinking side of it, we are going to have that problem. If we want innovators and creators in our society to tap into that native genius, we must ensure that we address this issue.

I am therefore really asking the question, that although you are doing all the National Tests, you are getting these results and you are going into school improvement plans and moving schools from academic watch to effective and then to excelling, I am really wondering whether if probably we need to relook at the entire curriculum, and may be over the years the focus of the curriculum, the objectives of the curriculum. Teachers can do as best as they can in the classroom—and they sometimes complain—that with the curriculum given do they have enough time in the classroom to tap into and develop these children in these skill sets. I am just asking. These are just some of the issues that you hear from teachers. I was very amazed to see that this is happening.

I want to say as well in my own experience at the University of the West Indies in engineering, we have found that many of our the students come in from the secondary school system into the university, their mathematical skills have weakened, they have declined over the years. So it is telling us, yes we have a problem at our primary school level, and yes we have a problem and it goes into the secondary school, we are not addressing it and now it will be picked up later on in life. That is where you are talking about getting the innovators and creators. I am just saying, are we going to relook at this

curriculum to see if there is any room for improvement, look for best practice internationally, new techniques?

Mr. George: Before you answer, just let me piggy back on that, because my colleague and I were looking at these same figures you have here on page 48. It seems to me that you have this level beyond which you are not rising at all. You are not falling, but you are not rising. All of this is reflected eventually when people come to work. I been around in the public service for a long time, and what you are finding is that you have to be teaching people, literally skills. Sometimes you give them a project and you want to know how come they come up with the conclusion that they come with; it is apparent they are not understanding what they are reading. So I am piggy backing on what my colleague is saying.

So you have now a person coming into the public service at the level of a professional for their first job, and you have to work on very, very basic training in skills that they ought to have come with to the workplace. In fact, they ought to have gone to the university with those skills, but they do not have them, and therein lies a problem. .

I think that it really starts way down in the primary schools. Something is happening that is having this effect right through the system, because of what is happening in the primary schools. I just throw that out there, because this is what I am experiencing even now as Minister in the Ministry of Works and Infrastructure. I still have not thrown off my years as a public servant, because you just cannot you cannot lose it.

But what you find is that you have to be doing all these basic things with people, that they ought to have come with and that people in the past would have come with. I am putting that out there for you as part of the issue.

Mr. Seecharan: Your observation is correct in terms of there is a consistency of performance particularly in math and language arts. There is some variation and some of that could be attributed to test effects and new tests every year.

In looking at the data, you are also right that the problem does not start at the secondary level, it starts at the primary level. So in terms of a strategy for dealing with it, we have students who are in the secondary school and some who are coming will be in the secondary school, therefore we need intervention there.

I mentioned earlier that in treating with those students that we have at that level,

we are focusing on specifics. In other words, there have been a reorientation and a shift to focusing training, for example, and resources on areas that we have identified. However, the bigger issue is the primary school, and I agree with you about the need to look at the curriculum. In fact, and I get the impression that a lot of what we are doing is not public knowledge. We have in fact been addressing the issue of the curriculum at the primary school, and some of those very skills and competencies that you have spoken to in a very holistic and systematic bringing to the fore best practice.

I spoke about the PEARL Study that assesses specific skill areas and focuses on the higher order skills, therefore all these would be part of the curriculum rewrite. But I want to ask my colleague to give you some details in terms of where we are and what we are doing with the primary school curriculum.

Ms. Kemchand: Good morning everyone. The review of the primary curriculum at this point began in planning a couple of years ago well. We started to engage in the actual process of the review at the beginning of December 2012 and we are targeting completion of the review by July 2013, with implementation of our new primary curriculum in Standard One Infants One and Two in September 2013.

We very excited about what the new primary curriculum will bring into education in Trinidad and Tobago, because the issues that are being brought into the public domain, both at this fora and other fora that we have explored, have all been taken into account in what we have designed and what we are planning.

Let me share with you that there has been abundant data collected by the Ministry of Education from several sources. Public consultations, I am sure you are aware of those, when they took place; public in terms of two days of national consultation, seven district consultation and one in Tobago. So extensive consultation from our public, key stakeholders as well as many as 11 specially selected scientific reports on aspects of performance, all aspects of our system that were brought to bear in the new curriculum.

The new curriculum that we have designed is different. It is an integrated curriculum approach that has several advantages over the subject centred model that we now have. I was very pleased to hear that many of those were expressed in the concerns that we are talking about this morning.

The literature says that when we connect knowledge for a child, the more multiple

the connection the better child learns. So our integrated curriculum is one that will take a piece of knowledge at its core, based around a theme and it cuts across the subject matter lines to focus upon real life problems. It brings segmented knowledge into meaningful association, and it provides learners with a unified view of knowledge. And this is the part that is exciting for us, that this mode enables learners to perceive new relationships, new models and create new systems and structures in their thinking. So it is not limiting the child in any way. It is unleashing the creative potential of the child as far as it is possible.

What we are looking at is focusing our new integrated schematic model, both in subject setting where we are bringing out the subjects and the content skills and dispositions that lie within those subjects, as requested by our public. These subjects we are going to be focusing on is an expansion of what we currently have. They will be math, English language arts, social studies, science, agricultural science, physical education, the visual and performing arts, Spanish and a new subject which is value citizenship and character education, pieces of which you would already have seen in some of the programmes that we are moving out.

In addition to those, infused throughout all the curriculum is going to be the use of ICTs, continuous assessment, which is assessment for learning. Literacy and numeracy are two of the strong pillars upon which the curriculum will be built, and we are building into what we provide to teachers, differentiated instruction, which means that the curriculum is no longer going to be pitched in a unidimensional flat way, but we are going to be building in options for teachers to address the range of learner needs from the gifted through to the normal child as well as to the challenged.

So our curriculum intends to target the needs of the learner in a very, very broad, very specific way, covering all the deficiencies we have been able to identify. In addition to that we are doing a bit more in terms of the support that we provide to our teachers, as they implement the curriculum and attempt to address several of the challenges we know they face.

As it stands, our curriculum is one document. In each of the subject areas it is one document that gives guidance across several areas. We are producing three documents in this iteration of the curriculum. One is a unified curriculum guide that covers the nine subjects that I mentioned before, so it gives all the information that parents or assessment

persons would need to treat with the curriculum, including standards which we spoken about earlier—so I am not going to get into it—that guide the children’s performance.

We are also producing a detailed teachers’ guide, which will guide our teachers into the curriculum, how to do what we want them to do, all the guidelines they would need. We are bearing in mind that we are treating with a range of teachers, from the novice teacher who is just out of school as well as those who would have been practising for several years and may need to have a shift in their orientation and their paradigm.

The last piece which is really innovative for us is what we are calling an instructional tool kit. It is a compendium of unit and lesson plans for the teachers that they could see worked out in very clear and extreme detail: this is how we need to teach. So we have been talking math, and if we can continue to, math is going to be built in along with all of the other subject areas in one united unit. So the teacher this morning might be teaching something called, “the buildings in my community”, and within that there is a social studies piece, and a math piece, and an English piece and a piece that may go into the history of your community and a piece that touches Spanish in terms of the names in the areas and so forth, so the knowledge is united.

11.35 a.m.

When we separate into subject disciplines it is really a construct of human beings in terms of an organizational principle, and we still need that for our own purposes in terms of understanding what we do. When the knowledge comes to the child it needs to be presented in a whole united way that does not differentiate, necessarily at the lower levels, what the child is doing.

So the infant child does not need to know—right now I am doing Math and I am counting, and next I am going to switch to English. What they know we are doing, is that I am doing a unit about my family or I am doing something about my community or doing something—and they seamlessly move from one task to another, and each task is an integration of several subject pieces and needs.

Mrs. Seepersad-Bachan: Thank you for that, and I know that we are going to go out of time, so I will just ask these few questions, and they could respond to it.

Firstly, I note that you did provide some information in terms of the question that I

asked last time. The readiness of schools in terms for the CAC, in terms of physical access to—but what I noted, what you responded, was saying how many filing cabinets and so on that you all provided, but in your CAC you are doing visual and performing arts, et cetera. I assume you would have to have space in the school for the storage of musical instruments. It would have to be the acquisition and storage of musical instruments. You would have expanded IT facilities, sporting facilities.

What I was asking is: how many of these schools are equipped right now? What is the state of their readiness? And, yes, I used the Vistabella Presbyterian as an example because whenever I pass by that school, I wonder how is this school going to be able to carry out this particular function? I know you may have plans in acquiring some land next door or the school et cetera, but all we were trying to find out is: what is the state of readiness of each school as you move towards this CAC to actually to implement CAC for all these various areas? So I do not know if you could still provide us with that.

The second issue is; you did, you mentioned here the SEA students. I just wondered how do we deal with students with special needs, you know, and disabilities who sit this exam for placement? You do not have to respond to it right now in the interest of time, Madam Chair, but if in your future submission they could indicate what sort of arrangements are made for students with special needs who have to sit this particular examination?

And a last, but a quick one in terms of the special needs—oh, I forgot what was my—oh yes, I asked you about the characters education the last time, and I thank you for the submission that you have made, I like the programme, and it is really, in my view, I see identified in your programme, the whole, the three programmes, there are areas where you would be also looking at critical thinking and so on, and problem-solving.

My question however is the way this programme is designed. I note that you have for example, to do 15 minutes videos to be aired four times fortnightly and et cetera, but at this point in time you noted that that cannot happen because you do not have the resources at the school. I am correct? You do not have the resources at the school, so you cannot show these videos or you do not have the televisions for this purpose. If you have any idea how soon that would be put into effect, in order to have those resources in place because I see that you would have scheduled broadcast times for these videos and so on. So basically

that was what I really wanted to ask, Madam Chair, and they can always provide us with, you know, in a formal response.

Madam Chairman: Thank you, Dr. Browne.

Dr. Browne: Thank you very much, Madam Chair, members of the Ministry. On the last occasion some questions arose, and there were responses with regard to the provision of resources to schools for recurrent expenditure, basic teaching supplies, cleaning cost et cetera. And there was considerable response indicating that a new system had been put in place for direct funding; and that some of the denominational boards and so on had gotten their funds; and that there was a slightly amended system for the smaller Government primary schools.

I was quite reassured by those responses, but then I took the time to call some of the primary schools in the western peninsular, the smaller Government primary schools, and the feedback was not so encouraging. I do not know if there is a communication gap or a lack of understanding of the new system, but at the end of the day you have principals and vice-principals indicating that as of this morning they still have not received the funding that they were expecting.

So I am just asking the Ministry to clarify; is it just a matter of communication or this a real concern that continues to this date and to help us understand exactly what is going on with the direct funding. Because it is coming to my attention that schools still feel the need to have those bake sales and cake sales and bar-b-cues. And they are saying that they have not received those funds that they have been expecting for those recurrent items. So that is one area that I would like just some further clarification, specific to the small Government primary schools which are quite common in the western peninsular. I think Cocorite Government Primary School is a good example, Four Roads, Crystal Stream, these are the smaller Government primary schools that serve areas of acute need, communities of acute need.

The second issue that I would just like to touch on is—well I am saddened to see that the comment that we had last time that there were just four guidance professionals for all of the primary schools in Port of Spain and environs, was actually an accurate summary of the current situation. And that we have 73 primary schools in Port of Spain and environs which, I take it, incorporates the entire western peninsular, and for these 73 primary

schools we just have two guidance officers and two guidance counselors.

I would just like a little bit of background in terms of how long has that situation been the reality; a little bit of the recent history of this division. Then how are these officers functioning? Is there a roster or schedule of visits or do they just respond to incidents or reports because I must imagine it must be very, very difficult for these officers.

Now I know that good work is being done. We had an indication of how many cases were seen or students were seen, but we do not know what the denominator is. I was just speaking to constituents and reading the newspapers, we are aware that there is a plethora of social issues out there that need to be responded to, and the school system is one of the avenues in which that response could occur.

Then in terms of the additional material that was provided, the additional response that was provided indicated that with regard to the contract positions of guidance counselors—so this is separate from the establishment—there are 14 persons currently employed, while the life of 56 contract positions has expired. Now that cannot be good news. Then the Ministry went on to indicate that a Cabinet Note was prepared and an so on, but I am concerned that there may have been a gap here, and that these contracts may have been allowed to expire in the absence of timely measures being taken to seek the approvals to ensure that these contract positions would be filled on a more timely basis.

I am asking for some clarification and assurance from the Ministry that the best possible approach has been taken, and again this is specific to the contract positions which, I assume, were envisioned in the first place to fill the gap and to ensure that these professionals were available to our students while the longer term arrangements are put in place to fill the establishment positions and to source guidance officers as it were. So that is the other area, and you know, when you look at the national picture there is no reassurance there, but I was speaking specific to Port of Spain and environs.

Then the other area that I wanted to touch briefly on is issue of school repairs, primary school repairs. Again, I continue to get reports, some of which I have had to verify myself with physical visits of primary schools that are struggling to receive the attention from the Ministry, that they feel they require, with regard to basic repairs, maintenance of basic infrastructure, and I can give the example of toilet facilities. It must be very disheartening to primary school students to come back from, let us say, an August vacation

and to find that the toilet facilities in their school in the same state of disrepair that they would have left it previously.

And again, I have been able to verify that Cocorite Government Primary School, the Diego Martin Government Primary School, these realities seem to persist year after year. I am just wondering if there are problems with the process. If the schools are not doing the right thing or if we might be missing something here, at least from a constituency perspective, because it would appear that the requests are going to the Ministry, the principals and the school staff are saying that they are making the requests, but for some reason these basic repairs are not being done. I could tell you with regard to Cocorite Government Primary, myself and a team of volunteers actually went into that school and painted the interior of the school ourselves, and this is after various high level visits and so on.

So, I know a list has been provided of schools that have received attention, repairs, infrastructure for various issues, but something still seems to be missing and I am not sure that the schools themselves are fully aware of the process and how best they might be able to maximize an opportunity to make the environment more amenable to learning and more comfortable for students and staff as well. So those are the three areas, Madam Chair, that I would appreciate some feedback from the Ministry.

Mrs. Daniel: I will start with the direct funding and to say essentially that we are on the way, substantially, since we met on the last occasion. I think at that time we had indicated that about two of our board schools had received funding. Since then we have provided funding to almost all of them. I think there are three small boards that are outstanding and it is because we are waiting on information from them.

With respect to the Government schools, we had indicated on the last occasion that for the large Government schools the funding would be provided directly, and that the initial arrangement we were making with respect to the smaller schools was that the funding, that the items, would be purchased at the district level. Since then there has been a move to consider and to implement a process that would involve all of the schools getting their funding, which is the preferred means of providing the requisites. However, before we can effect that there has to be the training. Public service procedures require that there be training in terms of the correct financial procedures and systems.

So that we have had to consider proceeding, at least initially, with the provision of the requisites at the districts levels for the smaller schools. In fact, ironically, just yesterday we were discussing this, and in terms of the smaller schools, not only in Port of Spain and environs, but throughout we will be treating with that in time for the reopening of school which would be—we have one week to play with still. So that is being addressed. We still anticipate and we still are very hopeful that the process will yield extremely good results in the long run. We are aware that we are going through some teething problems, but we have decided to intervene in the particular way and we will be proceeding with that to ensure that the schools are provided with the supplies that they need.

With respect to guidance I will treat initially with the larger issue of—I think Dr. Browne you spoke to the current numbers assigned to the different districts. I would start by saying that initially guidance and counselling services were primarily provided for the secondary school system, and we have moved into the primary school system, and the initial movement, the expansion, which really—the expansion, what exists now, currently, is an expanded service to what was provided before 2004. So that with the expansion we have the servicing of the primary schools and it is done in this very limited fashion, yes, and we can only speak to the plans for further expansion. I think on the last occasion we spoke to the Note for Cabinet. We have received approval from PMCD. We actually needed to go back; and thank you Minister Seepersad-Bachan for your assistance in providing the speedy addendum that we needed for that Note.

11.50 a.m.

Mrs. Daniel: The note is now with Cabinet, I imagine it will be actually before Cabinet by next week and, shortly thereafter we really hope to proceed with the filling of positions. In that regard I will repeat what we said before, which is essentially that when those positions are filled it will allow for one guidance officer at the primary level to be assigned to three primary schools.

I think on the last occasion you asked us to dream big and to not box ourselves in. Well, maybe we were still being a little conservative, but our projection for '15—'20; 2015—2020 would move that from three to two, to a cluster of two schools in the primary sector, recognizing the need as well for high-risk schools to possibly be assigned one person.

So that is the plan in terms of the expansion of the guidance sector. Would you want to

have specific information in terms of how, because you did ask the question, how the guidance officers are assigned and how they actually function within the various districts?

Dr. Browne: Yes, because the plans are great and it seems as if you are on track with the planning, but sometimes while the grass is growing the cow is quite hungry. And again, two reasons I am focusing on Port of Spain and environs—well one, my constituency falls within this zone. In addition, it is recognized that many of the students who are attending those primary schools are coming in with heavy social burdens. And I just cannot quite understand how these four officers would be allocating their time or somehow balance their responsibilities to achieve any degree of coverage of 73 primary schools. Particularly when incidents arise, a child or family member of a child is murdered or something else occurs, what is the response like? Do we just respond to reports of crisis or is there some sort of roster or schedule? This must be a real management challenge for the Student Support Services Division. It must be.

Ms. Riley: Good morning, we at Student Support Services Division operate with a comprehensive programme which entails the use of the guidance officer, school social worker and a special education teacher. You have asked how we function and operate. Yes, it is a challenge but, what we have done is that we have the approach of the cluster where one guidance officer is assigned to three primary schools. Also, we have the school social worker who is assigned to the primary schools and a special education teacher.

What we do also is that we respond to crisis that occur. We go into the home, we go into the school and we provide a service. We consult with administration with regard to specific needs in the schools, and therefore we are able to provide the intervention that is needed at that point in time. And in terms of a general intervention, for example, we have a mandate from the Ministry of Education with regard to post and pre SEA programmes. We cover every single school in each primary school education district, so we are able to work as a team and visit the schools as is needed. So this is our approach.

Dr. Browne: Just one clarification and ma'am I salute you, but just to clarify on the cluster approach that you mentioned and you said something about one guidance officer assigned to three primary schools, but I am struggling with the math here, if you are talking about two guidance officers for 73 primary schools. How does the cluster system work at present?

Ms. Riley: Because of the shortage of guidance officers we are unable to meet the needs of every school with regard to the cluster. So, as a result we have—we utilized probably 12 primary schools in Port of Spain area. They have guidance officers who have been assigned to those primary schools because of the numbers. Four guidance officers, so there are 12 primary schools and we have one school social worker and we have three special education teachers assigned to the district, Port of Spain in particular.

Again, we respond to the specific needs of the schools, so we are unable to service every single school on that level. However, we consult with principals who have specific needs and we go in and we work with a specific school when there is a need.

Madam Chairman: Could I just ask—oh, sorry. What procedures have you all got in place with physical education being part of the assessment now for people who are differently-abled or those who are medically unfit for physical education?

Ms. Holdip: We do have those students obviously who are unable to participate in the physical education curriculum. CAC curriculum in particular would be the one that would demand attention. Let me first of all point out that physical education curriculum for the CAC is very simple, very basic physical education skills. However, those students who are challenged, those students who would be unable to produce a performance to which we can assign a score will have the scores of the subjects that they cannot participate in be used statistically to arrive at a whole score for them.

So those students for who we can adapt the assessment, we will, and those students who cannot take part at all because of physical challenges that are too grave to allow them to do even the most basic physical education skills, their other scores will be used, statistically adjusted to arrive at a score for them. So we have adaptation and we have a per rata basis for their scores if and when they need to have it done. At this point in time we are just piloting in Standard IV, the physical education curriculum.

Madam Chairman: Okay, is there an advertised benchmark that would guide parents as to whether they should approach you to have their child assess in this category as unfit? Is it that you require a medical certificate? If so, when? Because I do not see that these children would be coming in in fourth Standard, they would already be in school. So, what I am trying to find out is what the procedure is that would allow you to know, or the principal to know, according to your guidelines, that this child, these children, would be assessed in this

fashion.

Mr. Seecharan: We have well established guidelines. In fact, there is a whole concession process which is in fact in place currently. It would require providing supporting evidence. I would ask my colleague from Student Support Services to provide you with some of the details, but there is a process that is currently in place. So far we have been dealing with concessions in Math and Creative Writing, Language Arts, but that has been looked at and expanded to the other areas, so I can ask Ms. Grant.

Ms. Grant: Yes, good morning. We do have a policy guideline document for provision of special arrangements for students who may require concessions for exams. That document is available online. It outlines the process that is to be followed to apply or to make a request for a concession for the examination, and what is the required documentation that must be attached to every application. It outlines the process from beginning to end.

Madam Chairman: But you are talking about the examination, if this is a continuous assessment, how is that going to work?

Ms. Grant: It has incorporated the continuous assessment component as well. So it is applicable to all assessments involved, also included in the continuous assessment process.

Madam Chairman: And how is this available other than online?

Ms. Grant: That document is provided to schools. We forward by memo an invitation to schools to apply, and the document is attached also with the memo provided to schools.

Madam Chairman: Did the Parent/Teachers Association and the boards have access to this so that they can disseminate the information among the stakeholders?

Ms. Grant: Yes. We have it online but I agree with you fully that we need to also look at making that document more widely available, maybe for persons who may not be able to access it through that means.

Madam Chairman: Very well. I see that we are at 12.00 and that we have required some additional information from you, so that I would like to thank you and wrap up today's session, and ask you if you can join us on the 19 for our final wrap up?

Mrs. Daniel: A number of us will not be—there is a CXC meeting that the CEO and myself will be in attendance at on the 19, and DPS Chrysostom is also expected to not been here.

Madam Chairman: Not a problem. We can see you on May 17.

Mrs. Daniel: Okay, thank you. That gives us more time. Thank you.

Madam Chairman: Very well, I thank you very much indeed.

12.04 p.m.: *Meeting adjourned.*

TWENTIETH MEETING OF THE JOINT SELECT COMMITTEE OF PARLIAMENT APPOINTED TO INQUIRE INTO AND REPORT ON GOVERNMENT MINISTRIES (GROUP 1), STATUTORY AUTHORITIES AND STATE ENTERPRISES FALLING UNDER THEIR PURVIEW, HELD IN THE J. HAMILTON MAURICE ROOM, MEZZANINE FLOOR, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN, ON FRIDAY, MAY 17, 2013, AT 9.50 A.M.

PRESENT

Mrs. Corinne Baptiste-Mc Knight	Chairman
Prof. Harold Ramkissoon	Vice-Chairman
Mr. Emmanuel George	Member
Mrs. Patricia McIntosh	Member
Dr. Amery Browne	Member
Mrs. Carolyn Seepersad-Bachan	Member
Miss Stacy Roopnarine	Member
Mr. Jairam Seemungal	Member
Mr. Faris Al-Rawi	Member
Ms. Sheranne Samuel	Asst. Secretary
Mrs. Katharina Gokool	Grad. Research Asst.
Mr. Indar Sieunarine	Parliamentary Intern

ABSENT

Dr. Delmon Baker	Member
Christlyn Moore	Member
Mr. Ganga Singh	Member [<i>Excused</i>]

**MINISTRY OF EDUCATION
(OFFICIALS)**

Mr. Harrilal Seecharan	-	Chief Education Officer
Mrs. Jennifer Daniel	-	Permanent Secretary(Ag.)

Mrs. Yvonne Chrysostom	-	Deputy Permanent Secretary
Ms. Chanwati Sookra	-	Deputy Permanent Secretary
Ms. Gaynelle Holdip	-	Director, Curriculum Development
Mrs. Vidya Heeraman	-	Director of Finance and Accounts
Mrs. Inadai Ramjass	-	Director Ag. - Human resources
Ms. Kavar Williams	-	Director Ag. – Human Resource
Ms. Beryl Riley	-	Lead, Student Support Service Division - Guidance Officer II
Ms. Cheryl-Ann Grant	-	Guidance Officer II
Mr. Rajnath Singh	-	Director, ICT Division
Mr. Bhadase Seetahal-Maraj	-	Programme Manager Ag. – Education Systems Project and Development

Madam Chairman: Good morning ladies and gentlemen and welcome back. I want to thank you for the additional information which we have received, and received in good time to be able to peruse it. I thank you.

Since this is a continuing saga, I think we could just launch straight into it. I want to assure you that I am pretty sure that we would be able to wrap up today, only because you all have been so cooperative. So, without further ado, I shall ask Prof. Ramkissoon to start off.

[10.09 a.m.: Miss Roopnarine joins the committee]

Prof. Ramkissoon: Yes, thank you, Madam Chairman. I would like to also join you in commending the Ministry of Education for supplying the information we requested and doing so in a very timely manner. In particular, I want to thank you for the information concerning the salaries of teachers both at the primary and the secondary schools.

Looking at the figures, I do not think that we can conclude that the teachers are underpaid, at least most of them, and leads me to the question. What is the Ministry's position with respect to extra lessons? I ask this question because some parents have been complaining to me that teachers who teach the common entrance class are also giving extra

lessons outside of the school hours. And more than that, they are omitting some of the topics that they are supposed to be teaching during the school hours and offering these topics at the extra lessons. This I think is not right. What are the policies of the Ministry with respect to extra lessons, policy or policies? Thank you, Madam Chair.

Mrs. Daniel: I would invite the Chief Education Officer to respond. I can assure you that the policy is that we do not condone, in fact, it is supposed to be banned, but the CEO would give details.

Mr. Secharan: The Ministry of Education is quite clear in terms of not supporting extra lessons in Government schools. As you are aware the denominational schools, on the other hand, are owned by the various boards and we have no control in terms of what activities take place after school, but in Government schools, extra lessons are not allowed. Opportunities for teachers to provide extra lessons without cost, of course, can be facilitated. In instances where we have reports of teachers deliberately leaving out topics from the syllabus and pursuing that beyond school hours, we investigate and we take corrective action, but the policy of the Ministry is that we are not supportive of extra lessons. We believe that with the curriculum, there is enough time within the curriculum to complete all activities required to prepare students.

[Mr. Al-Rawi joins the committee]

Prof. Ramkissoon: Thank you very much. But could I suggest also a reminder to that sends out on a regular basis concerning your policy I think that would help.

Mr. Secharan: We will do that. In fact, when we meet with school supervisors those issues are discussed and in terms of their visits to schools and meetings with principals, we do from time to time revisit policies. When issues like these come up, we do either reissue new circulars or reissue old circulars pointing teachers and principals in that direction.

Prof. Ramkissoon: Madam Chair, I have one more question, I can take it after or now?

Madam Chairman: You go ahead.

Prof. Ramkissoon: We are looking at the information concerning computer rooms. I noticed from the information you supplied that 111 primary schools have no computer rooms, 81 have non-functional rooms; the rural schools seem to be the ones that are affected most, where the needs to me are most, the rural schools. For example, Tabaquite Presbyterian, no facilities; Tamana RC, no facilities; what measures are being taken to deal

with this situation?

Mrs. Daniel: Mr. Rajnath Singh, our Director, ICT would respond.

Mr. Singh: Thank you and morning to all, Chair. Yes, we recognize the gap in the provision of the ICTs for the various schools. The Ministry of Education has embarked on a comprehensive schools connectivity programme to treat with those schools that are not or have not had the support of ICT in the past. The approach that is being taken is especially in the rural areas, you do not have infrastructure in some of these areas.

When I speak to infrastructure, I mean in terms of the technological infrastructure like fiber lines to provide the bandwidth required. In our school connectivity programme, what we have done is, we have taken all of the schools and we have divided them into clusters. So, the clusters are going to be tendered out, and you have about 52 clusters—52 schools, sorry, in each cluster, and we have sought to have a mix of both rural and urban schools in each cluster, thereby ensuring that when a vendor wins a Cluster, they will be required and held accountable to provide the technology in terms of telecommunications to the schools.

In the past that approach was not taken and we are now taking that approach in order to ensure that the technology reaches those schools. That project has been taken to Cabinet, Cabinet has approved the project, and the RFP is currently being finalized with CTB for public tender. In addition to the provision of the telecommunications, we are also looking at ubiquitous solutions for providing laboratories in the schools. We recognize based on international best practice and we have developed a position paper on this that the use of traditional labs are no longer adequate to support the use of ICT in education, and the extent to which we are attempting to infuse ICT in education, we actually want to be able to quickly convert classrooms into ICT learning centres or rooms; by using the mobile devices, this would be feasible.

In addition to that, the RFP that is going out does not only provide Internet access to the school, but one aspect of the RFP also treats with providing Wi-Fi technology within the school. So, whilst we would have bandwidth going to the school, and for secondary schools we are looking at 25 megabytes, and for primary schools we are looking at 15 megabytes, we are also looking at the Wi-Fi access which will now, once we get the Internet to the school, the Wi-Fi access will allow the access into the classroom in any part of the school.

So, those are some of the initiatives that the Ministry has embarked on to address the gaps with regard to technology in the schools, especially so in the rural areas.

Whilst that has been happening we have been constantly working with the schools for those with labs that were not functional, we have been working with them to get the labs back up and running, so that even the report that you would have gotten previously, there would be improvements on those figures because we would have gotten more schools repaired and functioning once again.

I do not know if that answers the question.

Prof. Ramkissoon: It does. The last question is, do you have timelines for getting some of these technologies installed. I think that is very, very important, you cannot leave it open-ended.

Mr. Singh: We certainly do have timelines and we can produce those for you, but I can give an overview now. With regard to the schools connectivity programme, we expect that if the RFP goes out, and not if, the RFP will go out within the next two weeks, public tender, we are giving six to eight weeks to that, until the tender box closes. We are then giving about two months to actually evaluate proposals and to move to award contract. It means then that in the new academic year we will start to roll out to schools.

Because we are treating with clusters, what you would find is that we now have the flexibility of actually rolling out to schools in parallel, because we will be able to treat with each cluster as a separate project. So, I am anticipating that within the next—it is projected that once the contract is signed, from the date of contract signing, within the first 12 months, we will have all of the schools in areas where there is infrastructure already, we will have all of those schools with a service, and an additional six months, so that takes us to 18 months, we will have all of the schools in Trinidad and Tobago connected and with a service.

Prof. Ramkissoon: Thank you very much, Madam Chair.

10.20 a.m.

Mrs. Mc Intosh: Mr.—[*Interruption*]

Mr. Singh: Rajnath Singh.

Mrs. Mc Intosh: Mr. Rajnath Singh, I am happy to hear that the Ministry is making all efforts to put in place the necessary infrastructure, especially the technical infrastructure to

facilitate the integration of ICT in the curriculum. What you have said just underscores the point I have been making all along, that the programme to infuse ICT into the curriculum was not properly implemented, in that, the infrastructure was not there and the schools have been complaining about this, that they have in the Secondary schools, the laptops, but there is little that can be done because the infrastructure is not there; and that was my point. It is like putting the cart before the horse because there are certain things that have to be done.

Now, having said that, and we have spoken about infrastructure, my next point, I feel that even supersedes that, is: what about the training of teachers? I am saying this because I know the Minister often says that the teachers are being trained in level 1, level 2 and level 3. As far as I understand, it is my understanding that these are in largely computer literacy. Has the Ministry implemented any specific training session that will give teachers the competencies—the specifics necessary, the specialist competencies necessary—to integrate ICT into their pedagogical practice? It is not just literacy; literacy helps to know how to use the computer, but there are specific competencies the teachers ought to know to integrate ICT in the curriculum. Has the Ministry conducted any of these sessions, workshops, programmes?

Mr. Seecharan: Let me first of all—let us step back a bit and go back to the implementation of the One Laptop Project. I think one of the areas that we were very concerned with, and while the integration of the ICT in terms of learning and that is a tool, we are also very concerned that the students coming through the system develop the necessary skills to utilize the technology. The data that we have up to this point suggest that the students are in fact using it. While many of the usage may go outside of classrooms usage, whether it is accessing information online, research, students are in fact using it, and we have had many reports of students actually assisting teachers in the classroom in terms of using it. But as you indicated, our concerns also had to do with the ability of teachers to infuse and use the technology in the classroom as part of the teaching and learning.

We also need to be very clear that the use of ICT in the classroom is one part of a package of strategies that are available to teachers. So, for example, if teachers are using the technology, let us say, 20 per cent of the time which countries, like Singapore, have set as benchmark that is adequate. However, we have recognized that the usage thus far—and

the majority of teachers do have the basic ICT skills—has been limited to the use in terms of power point presentations and the real infusion we continue to work on.

In fact, Teacher Professional Development Unit is looking at a comprehensive training plan, not just for ICT, but training for teachers generally. That has started to roll out, I do not have the numbers with me, but we have in fact already started with one such programme where we have engaged COL in terms of teacher training. So that the concern that you raised in terms of the infusion of ICT and bringing teachers up to speed is part of our overall training strategy to bring teachers on board in terms of what we expect in the classroom.

Mrs. Mc Intosh: The cost content of this training, is that available?

Mr. Seecharan: We can provide you with that.

Mrs. Mc Intosh: I would like to see that.

Mr. Seecharan: In fact the programme is really targeting infusion of ICT so we can provide a list. We are actually utilizing and exploring more and more blended learning strategies, so that I think this course is more and more online—involves online training.

Mrs. Daniel: Can I ask the CEO to explain a bit about COL, so that it can be clear what it is about? That clarification, I know you would be aware, but the—

Mr. Seecharan: The Commonwealth of Learning has in fact partnered with the Ministry of Education and has been involved in the development of course content, online course content with the Ministry. There are a number of subject areas where we have developed materials and are in fact available for CSEC, notes master, et cetera.

Miss Roopnarine: Thank you very much, Madam Chair. I have two quick questions. The first one is coming out of the information you gave us regarding construction of schools, upgrades and so on. I would have noted that you said you have completed 17 schools under your construction rebuilding programme. You have five planned or five under construction and then a further 15 planned for 2013. I want to just ask, if you would consider perhaps, a painting programme? And I say this, because I would have visited 11 primary schools in my constituency of Oropouche West before the SEA exam, and quite often school itself is functional. However, the conditions in terms of perhaps the cleanliness of the school and perhaps the look of the school, and you have to understand that that is a mental thing for the children as well, because they are expected to spend

many hours in the schools and the visual is just not there.

So, I really want to ask if you can consider painting some of the schools. As a matter of fact, one of the schools I visited was the Dayanand Memorial Vedic Primary School which was a school that I had attended when I was in primary school, and it is quite unfortunate to say that that school has not been painted from since I was a student there to now. It is quite unfortunate, so I really want to ask if you could consider a simple programme to paint some of these schools, because yes it is important to upgrade and reconstruct and so on, but perhaps you could consider painting. So that is number one.

The second thing is just a point stemming off Prof. Ramkissoon's previous questions concerning the schools that do these after lessons and are charging students. Now, you have indicated that your policy is that you do not support that. However, what is the consequence for schools that continue to have after hour classes and teachers and so on, charge students? What is the consequence for that? So just those two points.

Mrs. Daniel: What should be or could be the consequence as for any other infraction if there is a policy and there is noncompliance with the policy. In the event that the information is brought to our attention, we would treat with it. So that I would not want to say exactly what would be done because it would depend on the nature of it, how long it has been happening, if they were warned to shut down, that kind of thing. But it would be in keeping with the normal procedures where there are some sort of infractions; in other words, disciplinary warning first of all and then further action.

Miss Roopnarine: How do you monitor that though, School supervisors?

Mrs. Daniel: It would have to be that information—of course, in the event that there are complaints from parents that would clue us in and we can then follow up on that, so that is another approach. So we can have it through our supervisors, but I am saying that if information comes to us it can also be followed up on.

Miss Roopnarine: So then you are saying that parents can contact the Ministry of Education directly if that is happening in their schools?

Mrs. Daniel: Parents generally do contact the Ministry with information where there are concerns, and if we have that information coming to us we will work with the information.

Miss Roopnarine: What about the painting, is that something we can consider?

Mrs. Chrysostom: With respect to the painting programme, we are actually considering a

programme that will deal with painting and beautification of schools across the system, but in our first consideration we discussed secondary schools. But your idea about primary we will take it on board and begin to look at that also.

Madam Chairman: Mr. Seemungal.

Mr. Seemungal: Good morning to the panel, good morning all. I have perused your list of schools that you have for construction during the 2012—2015 period. For some reason I am not seeing any schools within the constituency of La Horquetta/Talparo. This constituency if I may is a rural community, it is really rural constituencies. Sometimes people do not even see upgrade of their facilities, ever, and your Minister visited the Mundo Nuevo R.C. Primary School and has also given the assurance that that school will be reconstructed soon. Unfortunately, on your list there is nothing called Mundo Nuevo R.C. Primary School, so I am wondering if you even know where that school exists.

So, I would like some clarification as to what is the position with that school and why none of the schools in my constituency was considered for reconstruction, because some of these schools are—Brazil R.C. Primary School, for instance, is a school that has literally fallen apart and for some reason I am not seeing it here as well.

So while you are thinking about that, there is an area that I want to give for consideration. It is really about agriculture in schools and what are the criteria used to determine whether or not agriculture is taught at secondary schools. And I say this because the Brazil High School—*[Interruption]*

Madam Chairman: Mr. Seemungal—*[Interruption]*

Mr. Seemungal: Yes.

Madam Chairman: Could I just remind you that we are dealing with primary schools.

Mr. Seemungal: I know, I know, but as they are here, Madam Chair—

Madam Chairman: No, no, do not over burden them.

Mr. Seemungal: Well fine. In the primary school as well, what are the criteria used for teaching agriculture in the primary schools, and especially having an active home garden within the primary school system? I have visited nearly all the schools in my constituency, some nine schools are within my constituency and out of them one or two for the most have an active home garden or active area in which the students can learn something about agriculture. As we are aware now agriculture is one of the most important factors in

providing security and security not only for the country, but it really impacts on our GDP and our growth as well. So, I am really concerned about that.

One other area, I want to just go back to Prof. Ramkissoon, point on extra lessons. I think I raised it the last time and I heard you all spoke about the Board Schools and you all do not have controls over the Board Schools. But at least for the Ministry of Education if there is a policy with respect to extra lessons at the Government Schools, why do you all not have control over what happens with respect to the other schools? Are these schools not being funded by the Ministry of Education by way of their teachers and everything else? So why we cannot have controls as to what is happening with respect to a policy of the Ministry of Education?

Mr. Seecharan: With respect to the denominational schools, my reference really had to do with how the schools are being used. The Ministry does not have control over use of the school. As PS indicated, with respect to the Ministry's policy on extra lessons and charging students for extra lessons, if those are brought to us we can treat with it. Unless parents or some information comes to us, most of the times we do not know. Many instances we have investigated and we have been told that it is not being paid for; in other words, teachers are just having additional class after school. So unless we have evidence.

10.35 a.m.

Mr. Seecharan: Now, we do have instances where anonymous letters come in and it is difficult to treat with that. Even though we still investigate, it is difficult to treat with that, but unless we get concrete information in terms of a specific instance with evidence of teachers charging, there is little we can do.

Mrs. Holdip: Good morning, everyone. I would like to address the issue of the agricultural science in primary school. We certainly do agree with you, how important it is for our young students to become aware of what is needed in terms of understanding the skills, knowing the skills and applying the skills and moving it forward from simply—knowing that through active participation in the form of gardens.

To that end, we engaged through our CAC programme, our continuous assessment component programme with infusing agricultural science starting with the standard three students and we trained teachers and we provided all primary schools with grow boxes and with a number of agricultural supplies and other equipment for the students to engage

in actual planting and harvesting, and not only planting and harvesting but recording the growth of, let us say, ochro seeds from seed stage to harvest.

We believe that starting like that in standard three's and we intend at this time for it to move down to the lower standards through our Primary School Rewrite Programme which also includes agricultural science. We will in a time, in a few years' time, having urban students, rural students, students all over the country, having an appreciation of what farming and agriculture is all about.

So, perhaps you may wish to revisit the schools in your district, in your constituency and see for yourself whether the fun, the interest, the motivation, to engage in agricultural science is in fact growing in the primary school system. We also support garden competitions. Our officers become judges, we set the rubrics for the winners both in the districts and in zones, and we continue to see more and more persons interested in putting down kitchen gardens in their environment where it is possible. But the grow boxes, self-watering grow boxes, certainly, also help those students who live in what might be called a concrete environment where there is very little land space. So, we expect that there is going to be a change in the country's attitude towards agriculture in the near future.

Mr. Seemungal: I am very grateful for that. In fact there is a change right now, mass change across the country for agriculture. So, I know you are expecting it, but it is happening. The agriculture for the first time in this country food prices are so low with respect to vegetables. You can still go and find today tomatoes on the shelf for \$4 a pound. This is why, what I was referring to, is that I have visited some of the schools, I know that some of the deliveries have been there, but most of them have indicated that they are unsure as to exactly when it will be rolled off and how it is going, especially in my constituency. Some of the boxes are still packed up doing nothing. So, this is why I asked the question, when this will be rolled off and is it going to be for standard three classes and how long will the rest of classes be part of that exercise? Because, agriculture is something you really train from first year, just to plant something and know what a seed is about and have them actually physically go and touch the dirt or the soil and be part of it. Some children do not even have the opportunity to go out in their yard because of the amount of concrete jungles that we have now.

So in the school system it is the best way of actually getting them involved and

having them be part of the new trend of agriculture. So the question I just want to finally ask is: what is the time frame for moving it just from the standard three to lower classes in particular? I am not too worried about the higher classes, because from standard three you go to standard four and five, but the lower classes in particular.

Mrs. Holdip: We will be rolling out the re-written, revised curriculum from September 2013 in infant level year one, two and Standard 1, in particular.

Mr. Seemungal: Excellent.

Mrs. Holdip: And they will be resourced appropriately.

Mr. Seemungal: That is very, very good news, especially for the Ministry of Agriculture, in particular. And last question.

Madam Chairperson: I thought that was the last one. .

Mr. Seemungal: No, it had one with schools. My schools—

Mrs. Chrysostom: Good morning, Sir. I would like to respond to your question about the schools.

Mr. Seemungal: Yes.

Mrs. Chrysostom: Over the past two and a half years the Ministry of Education has repaired 32 primary schools in your constituency.

Mr. Seemungal: Thirty-two; no, I do not have 32.

Mrs. Chrysostom: No, many times we have done—for instance, like Todd's Road, we have done repairs for about five times on that school over the period, at a cost of \$3.5 million.

The notes that we sent to you for the first request from this committee was the tail end of the construction note for primary schools. We have projected to build 15 new primary schools—refurbish and rebuild 50 schools, and among those schools are the two schools that you mentioned.

Mr. Seemungal: “Aww”, beautiful. I am very grateful.

Mrs. Chrysostom: Thank you.

Madam Chairperson: Mr. Seemungal, you putting the committee in trouble. You are not reading your documentation and you asking the people questions.

Mr. Seemungal: No, no, the general public is outside there listening as well. [*Laughter*] So I am sending the message. I alone am privy to this. We alone are privy to this. My constituents are listening to what is happening.

Mr. Al-Rawi: Smooth.

Madam Chairperson: Ohh, you see, really and truly, I would have thought that part of the information that we keep getting in large quantities would allow you to interface with your constituents and let them know from the inside what is happening, right.

Mr. Seemungal: Of course, when I see them they are very interested in which road is to be constructed and how much CEPEP gangs and how much URP they want—

Madam Chairperson: No, but you must include how many schools too. Now, I want to put on record that we need to have a further discussion on this reduction in the price of vegetables because it has not hit my market yet. *[Laughter]*

Mr. Seemungal: Come down to mine.

Madam Chairperson: Mrs. Seepersad-Bachan. *[Interruption]* Go ahead.

Mrs. Daniel: I am aware that you—in consideration for those on this side, you indicated that you did not want to put us under the pressure of treating with the secondary schools, but we are prepared, if you would permit, to provide some information, because we are happy with what we have planned for the sector. Would you permit?

Madam Chairperson: You sure you want to go there. *[Laughter]*

Mrs. Daniel: With respect to the ICT aspect that was spoken to—specifically there. There alone, Madam Chair.

Madam Chairperson: *[Inaudible][Crosstalk and laughter]*

Mr. Singh: So again, thank you. I just want to continue with regard to the strategy for ICT in education for Trinidad and Tobago. I wanted—looking at the question again that was asked, there is a lot more that we can say with regard to infrastructure, that has been deployed and commissioned at secondary schools, and I just wanted to give a little overview of that.

To date, of our 134 secondary schools we have 126 fully functional with laboratories and in terms of Internet service we have 121 of them with Internet service of the secondary schools.

In terms of servers, we have 280 servers deployed in total, throughout our secondary schools to support the use of the technology and to enable its use.

In addition to that, in the new academic year, every school is going to be receiving new technologies in terms of televisions, radios and inactive projectors to support the

teaching and learning of instructional strategies and incorporating that with ICTs.

In addition to that, in the new academic year, we are also going to be rolling out IT Online, which is an e-learning software developed locally, which is geared towards the teaching of CSEC at both Form 4 and Form 5 and that is going to be rolled out to all schools, all secondary schools in the new academic year through the initiatives that we have taken. By the new academic year the seven schools that does not have the technology, we are sure to be putting the technology in those schools. The plans are on the way to ensure that that happens through wireless services.

We are also looking at—to ensure a holistic approach to ICT in education, we are also looking at engaging with international firms that have been involved in education to assist us, and a Cabinet Note is going to be taken soon to treat with this, where we are seeking international assistance and to ensure that the technology is being utilized in the most effective and efficient manner to get the results that we desire.

So those are just some of the additional bits of information that I wanted to share with the panel as we are treating with—to give a comprehensive update on the ICT assets and infrastructure that is in the school.

Madam Chairperson: Thank you very much indeed. Now, if I understand what you are saying, it means that the schools are going to be covered with Wi-Fi total access to online. But, what happens when these children have to take the computers home and work at home? Where is the Internet access?

Mrs. Daniel: You are speaking in the context where there is no access probably in the rest of the village or at home or whatever. I think that actually supports even more the need for the school to provide a place where that kind of facility is available.

In addition, I can speak to NALIS which is also under the purview of the Ministry or the Minister of Education where a lot of work has been taking place. I think when you put it altogether, what we are assured of is that for the person from the most humble home, that there will be opportunities, and we are saying that one of the places of opportunities is the school, another is the library and in terms of libraries we are also engaging in a construction programme to take the libraries out to more rural communities, in addition to which the libraries have a mobile—we have mobile libraries. So, yes, there will be problems at home, but the Ministry of Education's purview is the schools and we are

ensuring that none of the schools would be left out or left behind.

Madam Chairperson: Very well.

Mrs. McIntosh: Mr. Rajnath Singh, you said that servers were deployed throughout secondary schools. Servers are very, very, important in respect of manipulating and distributing data throughout the schools—very important.

10.50 a.m.

As a matter of fact, you cannot really infuse ICT in the curriculum without a server. Are you aware that in several schools servers have been down, non-functional for over a year and more? Are you aware of this?

Mr. Singh: Well, that was the case but that is no longer the case. Most of the servers that were down were really down in most cases due to non-functional UPSs and that is due to the fluctuation of electricity and the supply of electricity in some areas. The Ministry of Education has moved very quickly and we have resolved that situation.

Also, in some cases, because of the configuration and the topology that was deployed back in the day under previous projects, it was causing a problem. And so while it appears as though it was that the server that was not functioning, it really had to do with the topology that was used, and we have now deployed a new topology, and that is why the numbers have increased drastically, and it is just about six schools that does not have currently which we will be resolving very, very soon.

Madam Chairman: Mrs. Seepersad-Bachan.

Mrs. Seepersad-Bachan: Thank you, Madam Chairman, and a special good morning and a special welcome to all the members once more to the—of the Ministry of Education, the panel that is here. Just on that issue of ICT, Madam Chairman, I think we should state that there is a—through the Ministry of Science and Technology—a project to bring internet access to community centres especially in rural areas so that students can actually have access to internet facilities.

I just want to go very quickly to some of the issues that were raised here in the submissions. First of all, on pages 10 to 13, I want to really thank the Ministry of Education officials—*[Interruption]*

Madam Chairman: Just identify which particular submission you are dealing with.

Mrs. Seepersad-Bachan: This last one here, Madam Chairman, the last one that we

received on pages 10 to 13. I really want to thank the Ministry for responding and outlining the special-needs of children—who have special needs who sit examinations, especially SEA, in the primary schools. What is very clear on pages 10 to 13 is that it is a well-defined policy and that you took time out to define what are special concessions.

What I really want to know, however, is on an average, because you spoke here a lot to the SEA examination and how you facilitate these special-needs children. What on an average, how many children, you would say, out of the 15,000 to 17,000 children that sit SEA exam, on an average, how many or what percentage do you have to treat with in terms of special needs?

As you go to that, my other question on this issue is the awareness. Are parents aware that this is available? How well, you know, because sometimes I do not think parents are aware, and has the Ministry embarked on a sort of awareness programme so that parents are aware that they can access this facility, where they suspect their child has a special need and the time frame, because I know that you cannot apply three months before the examination, so it has to be done some two to three years before.

Ms. Grant: Good morning, though the response highlights the SEA exam but it applies to all the exams—.

Mrs. Seepersad-Bachan: That is right, yes.

Ms. Grant:—the national test, primary school leaving as well. On average for the SEA exam, we have 200 applications coming to us annually for concessions, and I would say about 85 per cent of those applicants qualify for the concessions. You asked another question after that?

Mrs. Seepersad-Bachan: How aware are parents? What sort of awareness programme have you embarked on?

Ms. Grant: Right. So parents access information generally about this facility through the schools where annually we will supply the schools with copies of the relevant documents. We have also ensured that every year, we put an update on the MoE website. But, in recognition of, I think, an additional need to ensure that our parents are well informed, we have designed a brochure which we will begin to distribute to our parents to make sure that they have all the relevant information.

Mrs. Seepersad-Bachan: Yeah, because I want to say that I think sometimes that even

teachers and principals do not encourage parents to access that because they feel that there is some stigma that will be attached to it. That is why I talked about the awareness programme because I am not sure that it is very clear and what it means and how it can help the child. It is clear that you have really outlined a good policy.

My second question goes to page—just a quick clarification—I think on page 7, you meant—that may have been with effect from May 2013, I think, 20 per cent. I think it is May 2013, it is not May 2015, because you are talking about 40 per cent for the final score for 2015. Am I correct? In your submission on page 7 on the first paragraph? Okay? I suspect it is just an error there. Right?

On page 8, I just want to—because you have spoken here about the curriculum development, et cetera, and the areas that you will be assessing—all the visual arts, physical education, English language, arts, et cetera. But, I noticed here subjects requiring the demonstration of these practical skills, you would be looking at a team for the subject matter—experts identified by your Curriculum Planning and Development Division. Have you identified who these experts are yet and have they been trained? Because, I mean, this is expected to go into effect almost.

Mrs. Holdip: Let me indicate that while we are planning for all these subjects to go forward, it will be dependent on the report on the pilot and that report will be provided to our Cabinet—*[Interruption]*

Mrs. Seepersad-Bachan: Before you move forward.

Mrs. Holdip:—to give the way forward. Yes.

Mrs. Seepersad-Bachan: But how are the training—yeah?

Mrs. Holdip: However, to ensure that the moderation takes place, the experts we are talking about here are generally secondary school teachers who have their degrees in the particular visual arts or dance or drama or music area, physical education area, as well as practitioners in the field with many, many years' experience and who would have facilitated the training, who would have facilitated our development of the curriculum. Those are the persons who we would have identified.

But, this year, we expect to go forward with moderation of these areas in June, and training will take place of those secondary school teachers and practitioners after they have completed their obligations for CSEC and CAPE.

Mrs. Seepersad-Bachan: Well, that is my concern because if you are telling me about secondary school teachers are the ones who are going to be these moderators, that is another problem that people are—you know, teachers are complaining about because then they are out of the classroom from the secondary school.

Mrs. Holdip: The very last exam in the visual and performing and physical education areas takes place on June 11, and after that, most teachers have fewer classes because they tend to teach Forms 4 and 5. So we will make use of them, not in a way that will—and the way we are doing it by the way is not wholesale moderation of every student, we are sampling schools within districts, so that the amount of persons we would be utilizing is limited, and we will schedule them in a way that it will not disturb their Form 4 classes.

Mrs. Seepersad-Bachan: So when are they expected to train?

Mrs. Holdip: Between June 12—on June 12, we plan to train them. As we said, June 11 is the very last technical area to be moderated in CSEC and/or CAPE. June 12, we plan to train them in the rubrics which we would have shared with them, and from June 13 to be completed by June 20 to moderate the samples of schools that we will make use of.

Mrs. Seepersad-Bachan: One week of training?

Mrs. Holdip: One day. Remember they are not going to be teaching, they are going to be observing the performance of sample students. These are experts in the field. All we have to do is to share with them the application of the rubrics which they would have been accustomed using in their teaching at the secondary level. So you are just really supporting experts for the application, it is not—and the CEO wishes to—

Mr. Seecharan: Let me first say that, I think, one of the issues that emerged out of the CAC is the concern with the reliability of the scores, and therefore in terms of moving forward, we had to put in place a rigorous monitoring and moderation system, which we have in fact put in place and has worked well for the CAC creative writing component.

What we have done is put in two systems: one is statistical and the other one, expert moderation. In the case of the creative writing, we actually sampled books. Now, there is a process by which we go about doing that and those were scored. Both processes worked quite well, so we have options, so that essentially we have the infrastructure to support the either statistical or expert moderation.

Now, in areas like the visual and performing arts and physical education, those will

require expert moderation. We are utilizing teachers who have the relevant qualifications in these areas. So it is not a case of having to train them in the field. What we are really doing is training them with respect to the scoring guides. In other words, the training really has to do with ensuring these teachers mark consistently across the board.

Now, the expert moderation does not require that we look at every child. The teachers can do that and teachers generally, and from our creative writing experience, will give the top students the highest score. So essentially once teachers in the schools mark consistently, the moderation takes into consideration any variation in terms of the means need to be adjusted or the spread so it deals with that.

So that when we talk about a one-day training, it is really looking at the scoring guides and looking at samples of performances so that we all—that these are the experts, they all give the same score for the same performance—in other words, they standardize for the marking. So that we have to differentiate training for teachers who are training to teach and deliver the course, and also to mark, from experts who already have the content, knowledge and the skill to assess. This exercise, itself, is essentially a standardization exercise for these experts in terms of ensuring that they are all on the same page. It is similar to, for example, CXC doing a standardization exercise prior to marking where they pull samples of scripts, we all sit and we mark until we start giving the same scores for the same pieces of work before you go to the students.

I want to assure you that the issue of training and in treating with the moderation is not really an issue. It can be done within a day or two days. I mean, certainly if on the first day, we do not get agreement across those persons then we will need to put in more samples to ensure that we get to that point.

Mrs. Seepersad-Bachan: The other area is on page 14; the issue here of the character and citizenry development, the value system. You remember I had asked this question about the programme itself, but what I am not seeing—and I heard your IT person—sorry, Mr. Singh. I heard him speak to the issues for the secondary schools just now, but going back to the primary schools, one of the—for this to happen—and I mean I am just taking it out from your last submission when you had it here and you looked at how you were going to actually evaluate, how you were going to get this value system in—the character and citizen development programme—and how you are going to test them on the 30 values and

so on, you had to do this through videos and so on.

My question then, as it still is today, I am not clear, at the time, you said you did not have the resources to be able to allow for these 15-minute videos which were to be aired four times each fortnight, there were not these videos in the school. In the primary schools I am dealing with because remember this is an area that is going to be tested, as well as SEA. So I was wondering—and then again too, you have these planned videos for weekends when parents can sit with their children and actually look at it. What are you doing to get that in place, those facilities in place?

Mr. Singh: As I mentioned earlier, by the new academic year, every primary school is going to be receiving a new television. In addition to that, a lot of the content that is being created, and has been created, has not only been deployed using online technology but they have also been distributed to the schools by way of dvds, so that facilitate those schools that would not have had an internet service—*[Interruption]*

Mrs. Seepersad-Bachan: The online?

Mr. Singh: That is correct.

Mrs. Seepersad-Bachan: All right.

11.15 a.m.

Mr. Singh: And every primary school has been given at least two laptops to facilitate some of these things, in addition to those 309 primary schools that have functional laboratories.

Mrs. Seepersad-Bachan: So, will be available from September of 2013; all primary schools?

Mr. Singh: All primary schools will receive a new television by the new academic year.

Mrs. Seepersad-Bachan: Okay, all right. I just want to go, Madam Permanent Secretary, to this whole issue of EFCL and the construction of schools, et cetera. I just wanted to ask and again too I am glad to see that you have actually outlined on page five, the steps involved, in terms of how EFCL actually receive requests for repairs, et cetera. I notice as well that you have it by hotline, letter, fax, email, et cetera. What I wanted to find out is: How long does it take for EFCL? What is the average time it takes for steps one to five? How long does schools, for example, whether—because you have two parts in it, one for the denominational schools and the other for government schools—for a request to be granted for approval?

Mrs. Chrysostom: For emergency works, the time frame that EFCL had set is 48 hours.

Mrs. Seepersad-Bachan: Forty-eight hours.

Mrs. Chrysostom: Yes. Now this may not always happen. It depends on how involved the process is. For the longer term works, the response can go between one week/two weeks to be able to do their procurement and all the other aspects related to the tendering process.

Mrs. Seepersad-Bachan: That is fine because you have outlined five steps here so I am just looking at how long it takes you to get it into your database, to send in the request for approval, does it involve the Ministry of Education? I gather here, will have to also.

Mrs. Chrysostom: Just so that it could travel to EFCL can take just about a few minutes. Once the request comes to the Ministry of Education it is immediate but the action to respond to the case or the project would be 48 hours, if it is an emergency work, or longer, a week or two if it is more involved.

Mrs. Seepersad-Bachan: Two weeks you would say. So you would say 14 days maximum—

Mrs. Chrysostom: Yes.

Mrs. Seepersad-Bachan:—for you to approve a request for repairs?

Mrs. Chrysostom: Well, for the emergency works it would have to be immediate. If it is something like a sewer or something like you have to respond quickly.

Mrs. Seepersad-Bachan: All right, and therefore, now it just brings me to this question where—and I thank you for providing the list, I think it is Appendix 4. If you look at appendix 4, you have provided the list of all the schools that are ready, the status of their readiness for primary schools for the implementation of the Continuous Assessment Programme.

If I look at some of the areas, there is something that keeps coming up throughout. In some cases under visual and performing arts, the resources, in some cases you say: Yes all provide but in most cases we are hearing 50 per cent. What does 50 per cent mean?

Mrs. Holdip: The visual and performing arts area consists of four separate disciplines. The visual arts area requires boards, paints, chalks and so on. They have completed their delivery. The music area, however, where we are providing instruments such as tenor pans, jimbays, dholaks, daps, guitars, cuatros, maracas, some those things have been

provided such as the cuatros, the dholaks and so on. Some of them, however, are taking a longer time. For example, we are supplying 1,100 or so tenor pans. Our selected suppliers have not been able to make all of those immediately at once because to make a pan requires not just forming it by tuning it and so on. We have managed to supply one-third of these. Another one-third is coming by the end of May and the remainder will be in place by the end of June.

Mrs. Seepersad-Bachan: But you are starting this programme in September 2013?

Mrs. Holdip: No, we—

Mrs. Seepersad-Bachan: You are not sure yet. Okay, I understand.

Mrs. Holdip: The people who are doing the music are presently in Standard 3 and they are using what they have and as they are supplied they will be—by the end of June we will be complete.

Mrs. Seepersad-Bachan: All right. So when you are saying that resources for the visual and performing arts, 50 per cent, it may mean you have all the other things like the chalk and the board, et cetera, but you do not have your musical instruments as yet.

Mrs. Holdip: Not all of them. Some are there, some not there.

Mrs. Seepersad-Bachan: Because of then here, almost the whole column in all the sheets—

Mrs. Holdip: Well, we give an average. Once we start to deliver, we deliver to all schools but the pans, for example, we have managed to have delivered 378 sets of pans. So, obviously, not all the schools have received their pans. So 50 per cent was a safe percentage to give. Some have pans and some have not gotten pans as yet. Some have their dholaks, some have not gotten it as yet and so on.

Mrs. Seepersad-Bachan: All right. I just tried to do a quick comparison between all the districts, Caroni district, and north eastern district. I want to say that Port of Spain and its environs seems to be pretty okay. Because if you are saying the 50 per cent, it will give you enough time because these students are currently in Standard 3. The infrastructure seems to be there as well in Port of Spain and the environs and in some of the other areas, Caroni, et cetera, but one of the areas that I am really concerned about—and if I look at it here, it is your last one, I think and it is the south west, the Victoria education district. The Victoria education district, if you take a look at that spreadsheet, there is hardly anything in it. In

fact, you go down to visual arts and you move from your 100 per cent which was in some areas, then to 50 per cent and this one is partial supplies and this is throughout the entire Victoria education district. In addition to that, some of the cells are not even filled in. For infrastructure there are mainly Xs. What it is telling me, if I just go down, I am seeing that a lot of the schools are not yet ready for this system.

I just go to my own constituency of San Fernando West, the schools that I know and if you look there are many of the cells are empty. Many of them have Xs in them. I understand that you would have your resources for science and creative writing, et cetera, but what is the time frame you are going to take to get these schools ready? What are you putting as your outside time frame?

Mr. Seecharan: Can I?

Mrs. Holdip: Before CEO, what happens is that in every district, we have a district curriculum coordinator and so what was sent was a form for them to fill in. So some used the 50 per cent, some used the partial supplies but all schools get the same materials at the same time, in terms of distribution. For example, if the self-watering grow boxes have been produced, the supplier sends them out. So, there seems to a bit of an issue with this particular template. It does not give the true picture.

Mrs. Seepersad-Bachan: So you are saying we do not have a true picture here.

Mrs. Holdip: Of this particular template. Now, physical education items are taking longer to come in. There are special mats we are buying for the students to be able to do the roll exercise and so on. You would probably notice a lot of Xs under physical education.

Mrs. Seepersad-Bachan: Yes.

Mrs. Holdip:—except for those who got some balls and ropes and so on.

Mr. Seecharan: Let me. Two things, one is, I think what we have done with the CAC Programme is to make a fundamental shift in the way we are looking at the whole teaching and learning.

Traditionally, a lot of emphasis was placed on construction and the large cost items in schools and, therefore, improvements in the system was seen in terms of how many schools you build and all of that. We have made a radical shift with the CAC Programme and one of the things you would realize is that there is a tremendous emphasis on providing resources to support the soft elements to equality in the schools. I wanted to

make this—

In terms of implementing the assessment, a lot of the big instruments were not required. In other words, we can develop tasks for any of these areas with simple resources. You need not have all of the resources to implement.

However, I think what my colleague did not say and in terms of the data collection, because of some timelines with respect to procurement, we have had delays. However, based on where we project now, by the end of June all of the missing blocks and the 50 per cent you are seeing would be satisfied. So that we expect, in terms of the resources to be provided to schools, by the end of June they will be fully resourced, in terms of the requirements for the CAC.

Mrs. Seepersad-Bachan: Well, I just want to add, I hear what you are saying but we talk about there being equity across all the schools, so some schools cannot have more resources than others and we have to be careful with that.

The other issue I am just saying is in terms of infrastructure. If you look at the infrastructure requirements, especially for the storage, we kept hearing that we had all of this in place. All I am saying is—and especially infrastructure takes a little while because when pans—you have to store pans somewhere; it cannot be in some classroom or the principal's office, et cetera—all I am asking is that—but you are saying that there is problem with this particular submission and, therefore, you would want to correct—in terms of infrastructure, are you taking a special effort to make sure that over the Summer holidays that you have this infrastructure in place if you want to get the pilot project going? That is all I am asking if this is the case and if so, I just really want to ask the Ministry to probably resubmit and update it and even if you do not have it as yet, if you can indicate the time frame, June 2013, July, August, that you would have 100 per cent completed across the board.

I think therein is what we have to be, I would like the Ministry of Education to be mindful of as we move towards the CAC and the assessment of these visual arts, et cetera; all these other areas.

I hear you. I know you can provide the soft resources very quickly but it is always the infrastructure that will take us some time because if you have to have that physical education, students must be able to have some facilities that will allow them to go out and

play, et cetera. Those were my comments, Madam Chairman and I thank you for allowing me and for the responses that you have given.

Madam Chairman: Dr. Browne.

Dr. Browne: Thank you, Madam Chair. We have had a lot of discussion this morning about technology, infrastructure, et cetera, but sometimes we have to get back to basics and I have a concern. I would assume that many of us share a vision of a country, as we develop, in which most or all of us citizens have the ability to speak in standard English. I think we would all agree that we are not there, we are some distance from that objective and we would recognize that the primary school environment presents a precious opportunity to take us towards that objective.

I know the Ministry has been paying some increased attention to Language Arts, et cetera, but in interacting with primary school teachers from various parts of the country, it is my view that we do have a number of teachers within the system who themselves are unable to properly communicate in standard English and children learn fundamentally from example and the books and the television that we are purchasing and the software can be telling them one thing, but if they are getting the discourse from their teacher in the classroom, at a different level or standard, then that would certainly influence their outcomes. So, I am just wondering if this is something that the Ministry is concerned about and if there are any strategies with which we can treat with that ongoing crisis. I am not saying it arose yesterday but it is something that has disturbed me and I am hoping to get a bit into the mind of the Ministry, in terms of where we are going.

Speaking about the future as well, I have another concern about, it may seem a bit left field, the location of some of our primary schools and the geography of this country is changing and the demographics are changing and there are a number of primary schools that are located in very high-traffic areas. I can give you one stark example, which is the Crystal Stream Government Primary School, which is located, basically, on the Diego Martin Highway. Traffic patterns have been changing, to be frank, increasing. So you have young children at a very important stage of their physical development, being exposed, in my view, to increasing levels of pollution over the years. I do not know if this is anywhere on the Ministry's radar screen, if there has been any monitoring of the pollution levels in environmental conditions besides some of the normal indicators that we look for; some of

the obvious things.

11.20 a.m.

I could tell you, Madam Chair, as a physician, it is very easy if you are doing thoracic surgery, to distinguish a pair of lungs from someone who lives on a mountain top or in a very rural area, from a pair of lungs that came out of someone who is living at the border of a highway or next door to a highway, those are just simple human realities. While this may not be something that can be treated with instantaneously, I would want the Ministry of Education to be thinking about things like this, maybe begin to monitor some of these issues, and build it in even to their future programmes intentions for the primary school sector. So that is number two.

Madam Chair, I have a number of issues but I do not want to be too lengthy. I just want to say once again, I will feel guilty if I do not, every time when I see these good folks from the Ministry, I will ask about the provision of social workers and guidance officers. I think last time the conversation became a little more optimistic, there was a sense that there was some impending good news, and I am just giving the Ministry the opportunity maybe to brighten my day, by sharing the good news; just a reminder from officers within guidance for 72 primary schools in Port of Spain and environs. While I am concerned about the entire country that is one particular statistic I would really like to see change in the very, very near future; the issues are real.

Just quickly, a couple weeks ago I was on a hillside in the suburbs of Port of Spain, and I saw three young children with what seemed to be a very unusual necklace around their necks. When I checked, they each had a piece of twine with an unusual pendant, a bullet casing, a shell, and that was something, and when they realized that I was paying attention, they knew there was something untoward about it, because the older girl quickly hid hers and tried to hide—I assume it was her brother and another child, but it just tells you that there is a mushrooming social burden out there. I know the Ministry may feel it is unfair to put all of the weight on its systems, but all of the children do pass through the Ministry's institutions, and again, it is a very important opportunity to at least capture and treat with some of the social issues that we have in our community; I know it is a heavy burden to bear. I would just leave it at those three—flagging those three concerns for the present—oh, a final one, Madam Chair.

Again, may be a little bit out of the box, maybe as we are starting to wind-up on the Ministry of Education. I strongly feel that we have something approaching equality of opportunity in this country. There is a lot of opportunity for our children as they grow, but we certainly do not have equality of inspiration. There are children, depending on their family background who are exposed to inspiration almost on a daily basis, and then there are others who simply are not. And again, we are going to be relying on the Ministry, its institutions and its teachers, to try to spark that inspiration as our children grow.

We also recognize the transition between primary and secondary school is so important to the future of all our children, the way the system is structured and it is just a thought that I had. When you examine some of our prestige secondary schools, there is almost a lineage connection. You have fathers who went to QRC and somehow the son ends up going there. Mothers who went to Bishops or Iere High School and there is a flow in that regard. I am just wondering if one of the things that we can do—I certainly recall being taken to QRC and CIC while at primary school, maybe because my dad was a high school teacher, and just entering that secondary school environment, while I was still in primary school, before I did my exams, really triggered in me a sense of opportunity, of potential and that depending on my performance in my exams, a better world could be opened unto me.

I am just wondering if the Ministry has ever thought—or maybe it is already in train of programming—let us say, tours of certain secondary schools for primary school children, because some of our primary school children will never have that opportunity, their parents do not present it, there is no tradition sometimes of even participating in secondary school; so there is that gap. While this is just one example, my plea to the Ministry, or my concern is that we should always be trying to find opportunities to create equality of inspiration for our children, and one very simple one might be to arrange routine or systematic tours or visits to secondary schools, where our primary school children could realize, listen, this is significant, and I may really want to put the effort in to go to this lovely institution as oppose to one that may not be as desirable for my future.

So, Madam Chair, I went on at some length, but I feel strongly about some of these matters.

Mrs. Daniel: Before I handover to anyone else, I would like to start with your last; the

inequality of inspiration you called it. I would say that the Ministry's approach is to rather than promote looking towards one, or two or 10 per cent, is towards ensuring that we bring up the level of our schools, so that wherever a child—because the reality is that we cannot—all of our children cannot fit in the prestige schools. So our focus has been on ensuring as you said earlier, equality in terms of provisions, so that whether it is rural, whether it is urban, that there is in terms of what is available, resources are available.

Our agenda, even when we speak towards things like performance management, things that we are probably getting and it is probably brave of me to bring this up, but regularity issues and those things, our intention is to treat with these issues in a holistic way and to force an improvement in the system throughout. So that I hear you and I know that there is room for that, but I think our thrust is really towards a wholesale improvement of the system.

Madam Chairman: Could I just intervene here and try to interpret in another way what Dr. Browne said? I did not think that the point was specifically taking these children to specific schools, but programming visits to secondary schools for Standard 2, Standard 3 children, so that you get it into their little minds that this is the next step, because whichever secondary school they go to, you could show them science labs, agriculture labs, geography rooms, even the AV rooms, things that would allow them to think, if I get myself this far, I can have access to this.

You could take children to South-East Port of Spain and I am sure there you would see a board of achievements, where you would have all of the people who got scholarships, et cetera. Any child seeing that could immediately think—you look around you say, but this is the nearest school to my home, nearest school to the school that I am going to now, and this is what is happening in here, so that if I get myself here or any other secondary school, the important thing is that I need to programme myself to get to secondary school. I think this is how I was hearing what Dr. Browne was saying.

Ms. Riley: Good morning. What I would like to say in terms of working in the primary schools, where we have the school's social workers, they are very much involved in the care and protection of the child. What we also do in terms of the school social workers, they provide a lot of parenting sessions, where the parents are given the opportunity to interact with us to hear how they can work with us, partner with us, in terms of helping the child

become a better person, work closely with us.

In terms of the transition; we do a lot of transition programmes. We talk about taking the child to the secondary school. What we do a lot in the primary schools is that we have the career day for the children, where we allow them to dress up in their specific career, what they would like to become when they get older. So we give them that opportunity to dress up, their parents are allowed to come in with them because of their age we do not take them out too much. So we allow them to be in the school to talk about what they would like to become, and when they have that sense of what they would like to become, it gives them the opportunity to think even further.

In terms of career education that we provide for them; it also allows the child to even focus on behaviour, where their behaviour will be improved because the child that wants to learn and to get their behaviour, tend to be a lot better. So when we focus on their career and where they want to go, their transition programme that we embark on, it assists the child in getting to that level, that stage or seeing beyond the primary school and how they can get there.

We also do a post SEA programme in every primary school in the country. Dr. Browne, even though we have our limited resources, in terms of the numbers, we work out schedules where we allow the officers to go into the primary schools to prepare the child for that next level. We invite the parents also to come in to be a part of that programme, where they hear about different developmental stages and the issues that go with those stages and, therefore, how they can work toward becoming and adjusting to that next level of education

Dr. Browne: Wonderful! Which hopefully takes us on to the feedback on the guidance unit and in any improvements in manpower that may have been caused since last we met.

Mrs. Daniel: Okay. Essentially we have received Cabinet approval, the positions have been advertised, so that in the information we gave you, the radical increases seen for 2013 to 2015, those are the figures we are treating with and we have had approval. The positions are—if they are not in the media, they will be over the weekend; it is as soon as that, and from there on we are talking about interviews and bringing persons on board.

Dr. Browne: Now, what is the time frame?

Madam Chairman: Could I ask you as a special favour? To ensure that in your estimates

for 2013/2014 those figures are actually included, the new Cabinet posts, because since Adam was a baby, before he went into the Garden of Eden, the numbers of posts have not changed in the estimate documents.

Mrs. Daniel: Okay.

Madam Chairman: Right, please. Ensure that at least for the Ministry of Education, the figures that you have in there for that year, corresponds with actual as oppose to historic.

Thank you.

Mrs. Daniel: Okay, we will ensure that that is done, these positions in the main are contract positions, however.

11.35 a.m.

Madam Chairman: We have got to get on to the difficult question of the English as a foreign language.

Mr. Seecharan: Our analysis of the system has identified reading literacy as the issue as opposed to standard English. Now, we acknowledge that there are issues with standard English and literacy is one of our priority areas that we are focusing on. The other area that we have identified is teacher training, so they go hand in hand—the literacy and the focus on treating with reading literacy.

In fact, the reform at the primary school has a big element focusing on both numeracy and literacy and the issue of standard English, therefore, will be taken up as part of the training for teachers within that; so not standard English in isolation, but standard English as part of the whole reading literacy issue. In fact, what we have done—

Madam Chairman: Could I just interrupt you for a moment? Unless you are able to define literacy for us as the ability to read and communicate in standard English—because the reading is done in standard English and there is a comprehension problem because the people do not understand standard English. Let us face it, when we are speaking with each other, sometimes I have difficulty understanding because I am not sure which noun the verb relates to because the verb does not relate to the subject of the sentence as it would in standard English. English Grammar seems to have fallen through in the syllabus.

Mr. Seecharan: The language policy that we have treats standard English as a separate element from the Creole. The process that we use for teaching—and we have identified standard English as a critical element of that so I did not want to communicate that

standard English is not a concern or an issue; but in terms of looking at where we want to go, I am saying that reading has been identified but as part of that element, standard English is—

Dr. Browne: I hear you, but I do not think we are really getting to the core of the concern at all. I think it is easy to say we are looking at literacy or we are looking at teacher training, but the specific concern that I flag is that you have a volume of teachers within the system who themselves are unable to communicate properly in the language that we would like to develop in the children.

Is the Ministry concerned about that? How is that even to be assessed; or how is that being assessed and treated with? It is one thing to say that there is teacher training, but that may not take us to a solution to this problem at all.

Mrs. Holdip: Dr. Browne, we hear you and it is a concern of the Curriculum Division. We started with introducing, at the Form 3 level, an oral component of the National Certificate of Secondary Education, which is done at the end of Form 3. In effect, we began to treat with English as a foreign language. Can you speak in standard English?

We do recognize that the issue is widespread because at the home very often one speaks the Creole and then in the public arena one is expected to speak in standard English and for many of even our public figures when they think they are speaking standard English, they are not in fact speaking standard English.

Several years ago—maybe two years ago, we engaged a consultant—Dr. Robertson, who helped us to define our language policy. So we are really considering treating English as a foreign language and bringing in some of the techniques that one uses to address the teaching of a foreign language and bringing it into the teaching of English.

However, as you mentioned, the student interfaces with a range of teachers, especially at the secondary level. It is not the responsibility, we are saying, of the English teacher to teach English. It is the responsibility of all our teachers to teach English.

You have brought a new dimension to our thinking in that, how do we begin to train our science teachers, or maths teachers—all our teachers—to engage students in the content in the standard English? How can you teach adults to teach standard English?
[*Interruption*]

It is not as easy as you think, but we will take your point. We will begin to address

it; we will begin to look at it because, as you said, it came from left field; it came outside the box. I think we will take it; we will bring it to the consideration of the wider Ministry.

Madam Chairman: I would just like to close off here with one very far-out suggestion—that all schools be declared English-speaking zones.

Mr. Al-Rawi.

Mr. Al-Rawi: You know they say, the first shall be last and the last shall be first in the Kingdom of the Lord. Perhaps I walked in very late that that does not put me in a good position in the Kingdom of the Lord, right? So, good morning all. Thank you so much.

May I say that my own view is that perhaps Dr. Browne's position could be met by one course called Elocution. I acknowledge as a language Caribbean Atlantic Creole. I do acknowledge that we are a world village and that being able to articulate in more than one language is quite critical. In fact, I cannot imagine not speaking Spanish, for instance; and as I estimate, Mandarin or Cantonese in the future. It is quite incredible that people speak only one language really in today's world. Perhaps I am different because I grew up in a home that spoke many; but the point is perhaps you may look to Elocution. It is something that can help you.

I can tell you, in court, where I practise, the English language is gone as well, so it is not only amongst public officials; it is amongst people who ought to be practising the art of the word seriously and that is, in fact, impacted by things, including the loss of wonderful judges like Madam Justice Monica Barnes, who would tell you very politely she could not hear you if you did not speak properly; and then it took you about five minutes to realize that she would not hear you unless you spoke properly.

Perhaps we may look to that and maybe that is a simple core syllabus that could be introduced, things like Mary—what was the particular movie that I remember from my childhood my mother drilling into me—the Rain in Spain falls mainly on the Plains; the brown cow. What is it?

Mrs. Seepersad-Bachan: *My Fair Lady*.

Mr. Al-Rawi: *My Fair Lady*. Not as far a position as that, that is why I say I recognize Caribbean Atlantic Creole; but maybe we can think outside the box and try to remember that we are in a global environment and that other people need to understand what we say, so that we are not met by the BBC Broadcaster speaking English with subtitles underneath

as happens quite often.

If I can dive to my areas of concerns, may I say thank you for the additional information which arose out of our enquiries on the last occasion and may I again compliment the Ministry of Education for its excellence. It is really an incredible institution that has done well and has served us well from year to year and I wish to offer my sincere congratulations to you. You are beautiful, hardworking people and we sincerely appreciate it.

I had hoped, in inviting you to consider as many enquiries as I did on the last occasion, that you would have squeaked a little more to allow us to put a little oil on that wheel to get you some facilities; but you have not taken avail of that offer, which I keep reminding people that appear before joint select committees; that we all sit here together literally on the same purpose. There is no partisanship here and you as the executioners of the work that is tasked to you, as well as you do, need the assistance of people to hear what is wrong. So it is not meant to put you on any alert that people are out for you.

May I say in that regard that the information that you have provided is useful, but may I respectfully say that it does not go far enough. May I invite you, for instance, in the additional information provided to the joint select committee—it was submitted to us on April 30, 2013, at page 6 for instance, in dealing with, under item (c), the budget and whether there were any cost overruns, the Ministry of Education's total allocation for the repair and maintenance programme falls under the project named B120, Improvement, Refurbishment and Extensions to Primary Schools for the financial year 2012/2013, is \$40 million.

Then, we have a statement, there were no cost overruns for repair and maintenance works; and then we have a very interesting set of appendices to this. Appendix I deals with list of schools to be constructed 2012—2015; and then we have Appendix II, List of Repairs and Maintenance Works undertaken at primary schools for the fiscal year 2012/2013. So I am tying in paragraph (c) where there is a \$40 million allocation to Appendix II, which provides a list of 79 schools identified for repair and works. There is a massively impressive statistic there in that 78 out of the 79 schools listed are 100 per cent complete with the repairs.

Now, I did a quick back-of-the-envelope, sure-to-fail, mathematics calculation, erring

on the side of the plus as opposed of the minus. When I did a quick tabulation of how much was spent on this schedule, bearing in mind that this fiscal 2012/2013—we are nearly at the end—we are soon to be in the position of going to another budget and from my quick back-of-the-envelope calculation, of the \$40 million, we have spent \$6.4 million. So 100 per cent complete, 78 out of 79, and if I grossly rounded up the figures, I probably came up to about; let us call it \$7 million.

Now that, as a percentage of the allocation given to you, tells me that we may not be expending moneys as quickly as we need to and that would fit into the anecdotal evidence that we are all very well familiar with, which is parents closing schools down today and yesterday and day before on the basis that they consider that it is an unfit environment for their children, whether it be a sewer problem, or a pigeon infestation, or crumbling walls.

Now this tells me that there is a desire and a plan to do the work at the Ministry but that the implementation aspect—because you are charged with a very difficult responsibility of not only delivering the soft side, what goes into the curriculum input and management of that, which is a huge task by itself; but also with the hard side of the physical infrastructure to house the work which you do.

Now, I recognize that the EFCL is the functionary and I would like to understand where the lack of expenditure is coming from. Why is it that we cannot spend \$40 million in a fiscal year to achieve targets? And then my question is: what is the carry-over lack of expenditure from year to year? So if I assume that you had \$35 million the year before; \$40 million the year before that and \$20 million the year before that, what percentage of that money for maintenance and repair work was unspent is an important statistic for us to be able to assist you in removing obstacles to delivering what you wish to deliver.

Can I also invite you to go back—perhaps our Secretariat can assist you—to the questions I asked on the last occasion? Only some of them have been answered by this information, not all, and I do appreciate Madam Chairman's caution to my learned colleague sitting over here, who I know reads all his papers but must, as a representative of Parliament, try to seek to advocate his constituency's interest, so I accept it that way.

11.50 a.m.

So I accept her caution that I am dealing with primary schools today. But could I ask you please to go back, perhaps, through a request from our Secretariat and my own request

that we send you—the identification of the questions which I asked on the last occasion—so that we can clarify this.

Let me tell you what my goal in questioning is. I would like to know what the road obstacles or roadblocks are to getting what we want done. That is why I asked for the percentage distribution of works to be completed; what the percentage of variation was; what the status of payment is. So that we could understand how to better the system for you, because that certainly going to be centre topic in the next budget coming up, and you are going to ask for X amount of dollars and you are going to receive perhaps 50 per cent of X or 20 per cent of X. So we need to know how we can increase the efficiency of your spending and your value for money. That is where my mind is at. That is what I would like to get from you.

If I look at the figures again, because I am conscious that you may not be able to respond fully today, and I am cautious of the time. I know we are running on clock. May I also ask you to reflect upon the list of schools to be constructed in the period 2012 to 2015? I have in that list a total of 41 schools identified; 31 of those schools have zero per cent completion.

Now I appreciate that the timeframe is 2015, but 2015 comes rather quickly, particularly, when one is marching towards a general election as well, society tends to be occupied by all sorts of things. But when I note that 75 per cent of the work is yet to be done, and I consider that for you to engage in proper expenditure that certain prerequisites must be in place including town and country planning permission; articulation with regional corporations; project approval via tender committees of the executing arm; financing for contractors, when I look at that I know that the launch time to get work done is quite a while. It may be in the best of circumstances a year and a half. So I want to know if we can really achieve this. Has the money been allocated for you? Are you on track with your expenditure? What are your obstacles from your experience?

You have been in the Ministry for a very long while, some of you. Some of you, perhaps, have heard of Dori and Gray and maybe there is a picture somewhere that hides your age as opposed to the way you look, but the fact is that you have been there for a while, and I do not know if we can achieve what you wish.

I would like to know your perspective on it. Is it something which we can do? What

would you like to see at the top ten lists to get done? We all have a wish list and a budget represents that. Can we have your top 10? These are the most important things that we want done by hook or crook list and these are the problems next to it, because I cannot see from the data produced here which is why I asked for the data and which is why I am grateful, it shows me that we have a problem.

The data tells me that we have a problem on efficiency of expenditure and, therefore, the goals that we may set may be unrealistic, and if we want to do a system reset and to get you what you require, then we have to look to see how it can be done and the only way to do that is to hear from you how it ought to be done.

Now, I do note that the EFCL is the executing arm, but how much whip do you possess over the EFCL? Are you stymied in your ability to complain as the substantive client? Are you getting value for money? Is that the obstacle that is going on? Do those resources need to be bettered? Otherwise what we are really engaging here is looking at the tip of the iceberg and not getting down to the root delivery, and the only way that we can do that is really in this kind of environment.

So may I ask you, conscious that we have five minutes left—I have one minute left—if you cannot respond, I would like to request your written response to the things which I have just identified so that we can factor it in our report to the Parliament of Trinidad and Tobago to assist you with the work that you require. Thank you very much.

Madam Chairman: Are we going to have a short go at an oral response or would you give it all in writing?

Mrs. Chrysostom: I think that we would give you a written response to most of your questions, but your query as it relates to payments where you are saying that there is an imbalance between what we have indicated in terms of repairs and the amount of money, our challenge has to do with our payment process.

Normally, we would not have unspent balances at all with respect to repairs and maintenances. The money that we have been allocated for repairs and maintenance would normally be finished at the end of the financial year, or sometimes before that and we have to via money from other votes that may not be as active. So we would need to give you that information so you will be able to see that.

Our major challenge has to do with our payment process in terms of when the

invoices come from EFCL and our process in getting payment and releases from the Ministry of Finance and so on. That is a problem that we are working on. We have put in place a team to work. We have meetings twice weekly to deal with invoices and queries and so on to be able to shorten the process, and we have been seeing results, because based on what we have send there to you, you would have noticed a lot of it being processed, but since that time we have sent you that information, we have paid 57 of those jobs that we have identified. We have 27 already processed and we are waiting for releases from the Ministry of Finance.

Mr. Al-Rawi: So you expect that your \$40 million will be spent at the end of the fiscal year?

Mrs. Chrysostom: Or may be already very close to be finished.

Mr. Al-Rawi: So you see how dangerous a snapshot document can be because it does not paint the same picture. Remember that what I am looking for, if I could say it on behalf of all of the Members of the Committee, I am looking for you to tell me what you want and you cannot tell me everything is good and we are working on it and we have a message. You need to tell us, “We need help here. Ministry of Finance has a block. You are not complaining about them, but it may be a processing block—or EFCL is delaying in X. You need to tell us because we get to report to Parliament and debate it if necessary. Thank you, Mrs. Chrysostom.

Madam Chairman: Could I just remind you that there is an outstanding question from Dr. Browne about the thought being given to the geographical location of the primary schools in terms of the traffic patterns, et cetera.

Mrs. Daniel: I would start and someone else will take over, by saying that the particular school that you mentioned Dr. Browne, as you would be aware, the school was in existence before the highway, so what we are talking about, the Ministry of Education is not in isolation. We really have to work in tandem with related ministries, Town and Country Planning and so on. What it means is that are we proactive, are we sensitive to changes and being able to respond to them.

The answer is not straight forward because an added complication is the fact that we are treating with a number of schools that are denominational. Even in some of the instances where we have earmarked schools for reconstruction, for instance, it is not necessarily a matter of replacing a school and putting it on the same site, because the site

given the current curriculum requirements, for instance, the existing site may not be suitable for a replacement school.

I am saying that our reality is that it is easier to plan in the context of Government schools because we can find state lands and we can move a school from one place to another. When we are treating with denominational schools, the dynamic changes a bit. So, our planning, I am just saying that that adds to the complexity of planning for the location, relocation and so on of schools.

I would say, not that I am saying for sure for certain that we have consciously considered the fumes in terms of that particular location, but our planning division is trained, and as part of what they do, they would consider not just the reality of demographics and so on, but they look at land space and location. All of those things are factored in, certainly, in terms of planning for new construction. But we do take your point that in terms of where the usage may have changed and may have an impact on location, it is something that clearly we would have to be conscious of and be on top of.

Madam Chairman: Could I just ask you to wrap up question and we will ask you to send us some more written information that would help us to elaborate on our report? I would like to take you back to the Character Citizenry Education. Now, in your submission of the March 21, you went into pretty great detail on that particular programme and I have got to admit that I find it a little worrying that we seem to have spent couple million dollars on a programme that we could have extrapolated from character. Come online, and end up with very much the same thing.

I am pretty sure that your curriculum people in central, I can recall that sometime ago they had been working on programmes of this order that are not very far removed from what I am seeing here. We are talking about a project that is not able to be implemented because they are waiting an air-time schedule on television.

I am not sure in the 21st Century we have to have an educational programme that is dependent on air time for television and being able to fit this broadcast time into your curriculum. Is the Ministry satisfied that this is the best and most appropriate programme for character and citizenry development? If it is that the Ministry has had no say in it, nothing to do with it and it is an imposition, just say that. We got to understand how relevant is this going to be when you are expecting children to sit down with parents on a

weekend to view television and listen to radio clips when some might have DVD where they do not get local programming. It does not make a hell of a lot of sense to me. Could you help me?

Mrs. Daniel: I will attempt to help you, Madam Chair. In the presentation made by our ICT Director he mentioned the purchase of television sets and the provision in each school. I think on a previous occasion he may have alluded to the fact that part of the ICT, the comprehensive ICT strategy, was the use of a dedicated video and demand, but there was talk of a channel as well—the use of a particular channel.

Madam Chairman: But we have channel 4 and channel 6.

Mrs. Daniel: The idea is that in the context of the school day, during the school day, that these clips will be made available and the integration into the programme will take place in that way. So, I am addressing here the actual use of the footage that it will not only be what has been available thus far on television, but use at the level of school during school time

12.05 p.m.

Madam Chairman: But would it not be more convenient to have these on DVD that the school can use during its programme time as opposed to having to programme its curriculum to suit channel whatever?

Mrs. Daniel: That is part of the plan. I think because the Ministry recognizes the need to go beyond the school day, the approach of involving parents in this area which we recognize is something that should start and continue in the home, that was the reason in part for that approach that would take the information out of the traditional school hours. But, certainly, yes, the use of DVDs, the clips would be made available to the schools.

Madam Chairman: The computers that the children are given, have they not got the little slot for DVDs—no they do not?

Mr. Al-Rawi: With internet connectivity they could be [*Inaudible*]

Madam Chairman: No, well do not worry with the Internet connectivity because when they go home they are not sure to have that. I want to know whether the computers that the children are now given, accommodates a DVD.

Mr. Singh: No. Madam Chair, no they do not. They do not have DVD drives, however, all of them have USB ports and the video clippings are downloaded and made available through the USBs.

I just wanted to expand a little bit on the Video on Demand, and you are quite right that the Video on Demand really does not depend or does not restrict a school to view or access the clippings or the video at any specific time. It means exactly what it means, which is Video on Demand. Whenever a school wants to access it, what you are going to have is extensive libraries of content that is produced, and at any time a school can access it and incorporate it into their lessons, in a classroom or at a school-wide basis, and that is the intention.

Madam Chairman: And then the parents would have to sit down on a Sunday or a Saturday, or at dinner time to watch a clip on etiquette with the children. Forgive me, this does not make sense. Can I ask Mr. Al-Rawi—and I want you to listen carefully—

Mr. Al-Rawi: Yes, 10 seconds.

Madam Chairman: Ask the question that you would want to get the written response to.

Mr. Al-Rawi: I am being timed. The question is to ICT; could you please provide us with a breakdown of repair services and facilities with respect to ICT technology in the hands of the students? That is, laptops or any other devices. Also too, for the labs that are at the schools, what the frequency of breakdown time is? What the ability to return and timeliness of that is and how much it costs overall, and what your wish list for proper working of that facility would be? Thank you.

Madam Chairman: I have gone over time, but I want to thank you all for being most cooperative, not only in your answers but in the material that you have provided us. It is hoped that when we report we would be able to highlight some of the areas of concern in a fashion that would be able to alleviate problems.

I think that over this session, anyone who has taken the time to watch it would have received a more in-depth understanding of what happens in your Ministry, particularly with respect to the SEA, which I know is a matter of very great concern to the parents out there. So once again, on behalf of the Committee, I want to thank you very sincerely for being here with us and helping us. Thank you.

12.10 p.m: *Meeting adjourned.*

APPENDIX IV

ESTABLISHMENT AND PROJECTIONS FOR THE STUDENT SUPPORT SERVICES DIVISION

STUDENT SUPPORT SERVICES DIVISION, MINISTRY OF EDUCATION

ESTABLISHMENT AND PROJECTIONS FOR THE STUDENT SUPPORT SERVICES DIVISION

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
1.	Manager (On Contract) Director (To be classified as established position)	1	0	1	1	Position of Manager on contract being utilized pending the classification of Director SSSD	1	-
2.	Co-ordinator, Guidance and Counselling & Social Services (To be classified as established position)	1	0	1	1	Position of Coordinator Guidance and Counseling, on contract, being utilized pending the classification of the post of Coordinator Guidance & Counseling & Social Services	1	-
3.	Co-ordinator, Education Diagnostic Prescriptive Services (To be classified as established position)	1	0	1	1	Position of Coordinator Special Education and Diagnostic Prescriptive Services, on contract being utilized pending the classification of the post of Coordinator Education Diagnostic Prescriptive Services	1	-

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
4.	Assistant Co-ordinator, Special Education (To be classified as established position) Inclusive Education Specialist (On Contract)	1	0	1	1	Position of Inclusive Education Specialist, on contract, to be utilized pending classification of the Assistant Coordinator, Special Education.	1	-
5	Assistant Co-ordinator, Social Services (To be classified as established position) Social Work Specialist (On Contract)	1	0	1	1	Position of Social Work Specialist, on contract, to be utilized pending classification of the Assistant Coordinator, Social Services.	1	-
6.	Diagnostic Prescriptive Officer II (To be classified as established position) Diagnostic Specialists (On Contract)	7	0	7	14	2 per District to provide greater coverage	21	3 per District - ECCE, Primary and Secondary level

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
7.	Educational Psychologist/School Psychologist	2	0	2	14	Two (2) Educational/ School Psychologists will be employed in each District to provide greater coverage	28	Four (4) Educational/ School Psychologists will be employed in each District, providing assessment services at all levels Early Childhood, Primary & Secondary.
8.	Senior School Social Worker	7	0	7	14	Two (2) per Districts	28	Four (4) per District to accommodate clinical supervision and intervention in ECCE, Primary and Secondary Schools.

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
9.	School Social Worker	77	14 (on contract until 2015) (21 on month to month contract)	63	301	The increased amount to ensure the ratio of one (1) School Social Worker to be assigned to two (2) each of the 444 Primary Schools - (1 Social Worker : 222 Schools) To address the international ratio in Primary schools to 1:500 students in high risk areas (3 additional School Social Workers to be assigned per District for Primary Schools where 2 SSW will be assigned to the three schools with a history of high risk intervention needs – 21 SSW's	31+21 = 52 (High risk primary schools and Secondary schools expansion)	To service Public Special Schools (1 per school -10 School Social Workers);166 approved ECCE Schools (1 per 2 schools – 83 Social Workers). To provide support service to secondary schools 1:4 schools (31 School Social Workers)

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
10.	Guidance Officers / Guidance Counselors	234 (164 positions are approved on the permanent establishment, (94 positions are filled)	108 (94 permanent positions are filled; 14 on contract)	126 (70 permanent position 56 expired contracts)	357	To ensure the ratio of one (1) Guidance Counselor to each of the 125 Secondary Schools and One (1) Guidance Counselor to be assigned to three (3) of the 444 Primary Schools	482	Further increase to service the 10 Public Special Schools (1 per school -10 GO's); to service the 166 approved ECCE Schools (1 GO I per 2 schools – 83. The universal ratio of Student to Guidance Officer is 1:500. In Trinidad we have a local ratio of 1:900. In highly populated schools / schools in high risk areas we are recommending international standards be maintained by the placing of 2 Guidance Officers I in those high risk schools for effective intervention in the Secondary School. To address the ratio in Primary schools to 1:500 students in high risk areas (3 additional GO I's per District for Primary Schools.

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
11.	Senior Special Education Instructor (On contract)	14 (established positions)	5 Special Education Teacher II, on assignment	9	49	7 per District to provide greater coverage	123	To increase amount to ensure the ratio of one (1) Senior Special Education Instructor/SETII to be assigned to six (6) of the 444 Primary Schools and 125 Secondary Schools. An additional Four (4) SETIIs to be assigned to each district to serve at the Early Childhood Level.
12.	Special Education Instructor /Special Education Teacher 1	40	14	26	190	One (1) Special Education Instructor to three primary schools and one (1) to three (3) secondary schools	355	The increased amount to ensure the ratio of one (1) Special Education Instructor to be assigned to two (2) of the 444 Primary Schools and 125 Secondary Schools. An additional Ten (10) SETIs to be assigned to each district to serve at the Early Childhood Level.
13.	Special Education Teacher/ Student Aides	34	0	34	190	To service current needs	355	Projections based on current incidence and level of increases over

NO	POSITION	NO. OF POSITIONS ON CONTRACT/ ESTABLISHED	NO. OF POSITIONS FILLED	NUMBER OF POSITIONS VACANT	NUMBER OF POSITIONS 2013-2015	RATIONALE	NUMBER OF POSITIONS 2015-2020	RATIONALE
								the years.
14.	Interpreter Assistant	33	5	28	42	Based on current needs	49	Projected numbers are based on current incidence of special need requiring this service
15.	Braille Technicians	4	0	4	4	Maintain level of service	5	1 additional position requested
16.	Braille Conversion Operators	3	2	1	5	Maintain level of service	7	1 per District

APPENDIX V

LIST OF PRIMARY SCHOOLS ON SCHOOL CONSTRUCTION PROGRAMME FOR 2011-2015

LIST OF PRIMARY SCHOOLS ON SCHOOL CONSTRUCTION PROGRAMME FOR 2011-2015				
No	Name of School	Status of Construction (Will the school be constructed by 2015)	Actual/Proposed Completion Date	Reasons for the delay and obstacles to the project
1.	Fanny Village GPS and ECCEC	51%	December 30th, 2013	* The Contractor has terminated the contract due to non-payment by EFCL. *Contractors IPC # 13 outstanding *Consultant IPC#12 is outstanding pending approval of extension of time for Consultant. *EFCL to engage a small contractor to complete the hoarding to secure the site *EFCL proposing to engage a contractor to complete the permanent drainage works while the consultant completes a revaluation exercise to determine the contractor's final account.
2.	Enterprise GPS	95%	Buildings were handed over on April 22, 2013	*The Contractor is required to repair defective road works. * Old School 98% demolished. Playing field to be completed upon demolition of the old school
3.	Rosehill RC PS	52%	December 22nd, 2013	*Structural drawings for superstructure sent to City Engineer for approval. WASA approval has been granted. *Approval of Designs from City Engineer received. *Second floor works in progress, including second floor slab. *Substructure 99% complete and columns on first floor frame 99% complete, second floor frame 20% complete.
4.	Belmont Roman Catholic Primary School	3%	March 31st, 2014	*ABC wants all statutory approvals before any construction is started otherwise they will appeal to the City Engineer to stop the works as they did in the case of Rosehill RC PS. *Condition Survey of existing main building was submitted. *Results would be fed into the final design for the school. *EFCL/Consultant awaiting copies of preliminary designs to comment. *Only commented on Architectural to date.
5.	Paramin RC PS	25%	May 30th, 2014	*All geotechnical test results received. *Site grading and slope protection are in progress.*Foundation commenced and main retaining wall cast. * Regional Corporation approval pending approval of WASA

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				and Fire. Submissions were made by Contractor
6.	Eckel Village AC PS	96%	August 15th, 2013	*External works ongoing - fencing *Minor works ongoing *Outstanding works listing given to Contractor. * Walk through conducted with Principal and SS and issues noted.
7.	Monkey Town GPS	87%	August 15th, 2013	* Final Account for Ashana, the previous contractor, to be verified. *Generally only external works and works to multi-purpose block are left to be completed by new contractor CSSL
8.	Febeau Village GPS	91%	August 15th, 2013	*Generally only external works and works to auditorium are left to be completed. * Sewer and electrical connections are also outstanding
9.	New Grant GPS	9%	November 30th, 2013	*Awaiting award of Supervisory Consultant. *The architectural designs were finalized, reviewed by EFCL and signed off. Town and Country Planning Division final approval granted *Development of construction drawings continuing. *EFCL in the process of a decanting initiative, however awaiting the signing of an MOW between the Ministry of Community Development and MOE before proceeding with the occupation of the proposed Hindustan Community Centre. *Works to Hindustan community centre have however been completed by EFCL. *In Block B&C of the new facilities, framing has been completed.
10.	Barrackpore ASJA Primary School (Phase 1)	100%	Classroom Block with three Classrooms and Bathroom Facilities was handed over on 15th April, 2013	Awaiting Approval to proceed with Phase II from MOE before commencing the design of the floor plans.
11.	Cap De Ville GPS	0%	December 30th, 2013	*Award of a Supervisory Consultant awaited *Letter of Termination issued to original contractor BPL due to their lack of compliance with conditions precedent to construction and tenders re-invited. *Recommendations for award of contract for design build services in

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				Tender Evaluation Report being considered by BOD on July 25 th 2013.
12.	Manzanilla GPS	0%	December 15th, 2013	* The Project has been awarded to Mootilal Ramhit and Sons * Kick off meeting was held on May 17,2013 * Temporary housing of furniture completed *Contractor has taken possession of site and demolition of existing buildings is almost fully complete..
13.	Rousillac SDMS PS	0%	December 25th, 2013	*LOA issued April 30,2013 *Kick off Meeting held on May 17th,2013. *Stakeholders Meeting held on July 3rd 2013
14.	Lower Cumuto GPS	0%	February 18th 2014	* Constructability Presentation Held on June 4th * Stakeholders Meeting held on June 6th 2013 *Design Review meeting held on 24th June
15.	Curepe Presbyterian PS	0%	February 20,2014	*Kick off Meeting held on May 10th,2013 *Stakeholders meeting held on July 2nd 2013
16.	Kanhai Pres PS	0%	January 2nd, 2014	*Presently awaiting M.O.E to finalize decanting location for school, so as to remove all F&E. Once this is done, access to site can be granted to contractor to commence works.
17.	Rio Claro Presbyterian PS	0%	February 14th 2014	* Advance Payment request received and being processed *Stakeholders meeting held. Contractor has taken possession of site and demolition works have been almost fully completed.
18.	Egypt Village GPS	0%	December 25th, 2013	* Stake Holder Meeting held 27th June *Contractor Mobilised on site on 27th June 2013 *Clearing & Grubbing and Setting up of site facilities ongoing
19.	Lower Morvant GPS	0%	December 20th, 2013	*LOA issued April 30,2013 *Kick off Meeting held by May 10th,2013 *Decant location outstanding *Stakeholder meeting held on July 4th 2013
20.	Union Presbyterian PS	0%	December 15th, 2013	* Advance Payment request received and being processed *Stakeholders meeting held, commencement date is 21st June 2013.

				*Contractor has almost fully demolished existing buildings and is well advanced in reduction of site levels.
21.	Chatham GPS	0%	December 15th, 2013	*Supervisory Consultant awarded contract in 2008. *Letter of Termination issued to original contractor Midway due to an error which they made during the tender process and tenders re-invited. *Recommendations for award of contract for design build services in Tender Evaluation Report being considered by BOD on July 25 th 2013.
22.	Pt. Cumana RC	0%	December 15th, 2013	*Award of a Supervisory Consultant awaited *Recommendations for award of contract for design build services in Tender Evaluation Report being considered by BOD on July 25 th 2013.
23.	Penal Quinam GPS	0%	December 17th, 2013	*Presently awaiting MOE to finalize decanting location for school, so as to remove all F&E. Once this is done, access to site can be granted to contractor to commence works.
24.	Malabar GPS	0%	December 15th, 2013	*Floor plans completed. *Tender documents prepared. *Contractor engaged in 2011 to construct pre-engineered school not in accordance with the specifications of MOE. *EFCL to therefore end contract and negotiate with contractor to enter into a new contract to design and construct a new school in accordance with Brief of MOE and updated Technical Specifications.
25.	Preysal GPS	0%	December 15th, 2013	*Tenders to be invited. Awaiting Minister Approval to proceed.
26.	Siparia Union Presbyterian	0%	April 30th, 2014	*Tendering process for Project Management Consultants voided as packages have been broken up by MOE. Tenderers to be advised of cancellation of tender. EFCL currently preparing TDs for individual schools in packages to invite tenders for design build services when MOE grants approval to proceed.
27.	Barrackpore ASJA Primary School	0%	To be Determined based on Start date	*Design to include new pre-engineered classroom block which has recently been completed. EFCL awaiting approval to proceed by MOE.

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28.	Munroe Road SDMS Primary School	0%	To be Determined based on Start date	*SDMS to be approached for proof of ownership and Cadastral. Floor Plans to be prepared after dimensions of site are confirmed.
29.	Endevour Hindu Primary School	0%	To be Determined based on Start date	SDMS to be approached for proof of ownership and Cadastral. Floor Plans to be prepared after dimensions of site are confirmed.
30.	Arima New GPS	0%	To be Determined based on Start date	
31.	Vance River RC Primary School	0%	To be Determined based on Start date	
32.	San Fernando Seven Day Adventist	0%	To be Determined based on Start date	
33.	San Juan Boys Government	0%	To be Determined based on Start date	
34.	Longdenville Pres Primary School	0%	To be Determined based on Start date	
35.	Woodbrook Pres.	0%	To be Determined based on Start date	
36.	La Fillete RC	0%	To be Determined based on Start date	
37.	Marabella Boys and Girls AC School	0%	To be Determined based on Start date	
38.	Santa Flora GPS	0%	To be Determined based on Start date	
39.	Harmony Hall Pres.	0%	To be Determined	

			based on Start date	
40.	Moruga AC. Primary	0%	To be Determined based on Start date	
41.	Piparo Pres. Primary School	0%	To be Determined based on Start date	
42.	Chaguanas Government Primayr School	0%	To be Determined based on Start date	
43.	Cunupia New Primary School	0%	To be Determined based on Start date	
44.	Rio Claro New Primary School	0%	To be Determined based on Start date	

APPENDIX VI

LIST OF PRIMARY SCHOOLS TO BE REPAIRED FOR THE PERIOD 2012-2014

LIST OF PRIMARY SCHOOLS TO BE REPAIRED FOR THE PERIOD 2012-2014		
NO	SCHOOL NAME	REPAIRS REQUESTED
Sanitary, Plumbing and Electrical		
1.	Aranguez Hindu Primary School	Pigeon infestation, flooding of ground floor, electrical, repainting, general repairs.
2.	Aranguez T.I.A. Primary School	Repair roof, termite infestation check toilet system, repair pavement around school
3.	Arima Girls RC Primary School	Electrical, tiling, A/C Unit, general repairs, painting
4.	Arima Hindu Primary School	Plumbing, repainting, general repairs
5.	Ascension A.C. Primary School	Electrical, plumbing, general repairs, A/C Units, repaint
6.	Bamboo Gov't Primary	Toilet, sewer
7.	Bethlehem Boys' RC Primary School	Fencing, A/C repairs, plumbing, repainting, general repairs.
8.	Boissiere RC Primary School	Repaint, ceiling, install windows, toilets, yard resurfacing, guttering, ceiling fans.
9.	California Gov't Primary	Faulty toilets, electrical, roof, fencing.
10.	Carapo R.C Primary School	General repairs, electrical, plumbing
11.	Cedros AC Primary School	Doors needed, plumbing upgrade, additional room needed, fence repairs needed.
12.	Chaguanas North Primary School	Pigeon infestation, electrical, general repairs
13.	Charlieville Presbyterian	Toilets, plumbing, toilets
14.	Claxton Bay Junior AC school	Termite infestation, roof leaking, electrical problem, drainage problem.
15.	Cunapo (St Francis) RC	Electrical problems, sewer problems, crack steps.
16.	Cunupia Gov't Primary	Fencing, plumbing, flooring, electrical, general repairs
17.	Diego Martin Boys AC	Toilet repairs
18.	Dow Village Primary	Roof, electrical, A/C units, plumbing, drainage, general repairs.
19.	Eastern Boys' Gov't Primary	Repair washroom plumbing and equipment, upgrade the electrical system, repair and replace ceiling
NO	SCHOOL NAME	REPAIRS REQUESTED
Sanitary, Plumbing and Electrical (Cont'd)		
20.	Eastern Girls' Gov't Primary	Repair washroom plumbing and equipment, upgrade the electrical system, repair roof, bats and pigeons
21.	El Socorro T.I.A. Primary	Termite infestation, repaint school, electrical problems, pigeon infestation, A/C Units needed

22.	El Socorro South Gov't Primary School	Ceiling fans needed, sewer, plumbing, electrical, general repairs
23.	Endeavour Hindu School	Leaking septic tank, repainting,
24.	Exchange RC School	Plumbing, tiling, general repairs
25.	Five Rivers Gov't Primary School	Repair of gypsum partitions, A/C units needed, electrical problems, flag pole needed
26.	Good Shepherd (Tunapuna) Primary	Repair roof, repaint entire school, change school gate, A/C units needed, plumbing upgrade
27.	Grant Memorial Presbyterian	Replace pipes, electrical, ceiling, toilet, construction of hall, installation of fence.
28.	Grosvenor Presbyterian	Toilet problems, install water storage tank.
29.	Hermitage Presbyterian Primary	Ceiling, electrical, plumbing and general repairs
30.	Holy Trinity AC	Plumbing, toilets
31.	Iere Gov't Primary School	Plumbing problems
32.	Jerningham Gov't Primary School	Welding, roofing, A/C, electrical, fencing, general repairs.
33.	La Lune RC	Plumbing
34.	La Romaine Government	Electrical
35.	Lengua T.I.A Primary School	Ceiling, repainting, plumbing, electrical, A/C units needed, general repairs.
36.	Lochmaben RC School	Re-paint building, plumbing issues, ceiling, general repairs
37.	Mafeking GPS	Toilets
38.	Malabar GPS	Termites, pigeons, electrical, toilets, general repairs
39.	Manzanilla/Nariva Gov't Primary	A/C unit, electrical, ceiling, general repairs.
40.	Maracas RC School	Ceiling, plumbing, electrical, repainting, general repairs
NO	SCHOOL NAME	REPAIRS REQUESTED
Sanitary, Plumbing and Electrical (Cont'd)		
41.	Mayo RC School	Bat infestation, roof, electrical, A/C Unit needed
42.	Morne Diablo R.C. Primary School	Replace damaged ceiling and guttering system, repair crack on walls, install addition washroom equipment and repair existing ones, upgrade entire electrical system
43.	Morvant (Epiphany) AC	Electrical, plumbing, structural issues, furniture needed.
44.	Mt Lambert RC School	Construct four (4) classrooms, repave school yard, ceiling, roofing, electrical, repainting, A/C unit, tiling, general repairs.
45.	Mucurapo Boys RC School	Electrical, lighting, general repairs (20 fans needed).
46.	Newtown Boys' RC School	Plumbing, re-painting, electrical, roofing, general repairs.
47.	Newtown Girls' R.C. Primary School	Replace, rotten galvanize sheeting and repair leaking roofs, change damaged or missing ceiling tiles, upgrade buildings 1, 2, and 3 electrical system
48.	North Manzanilla Gov't	Plumbing (toilets overflowing)
49.	North Oropouche Gov't Primary	Bat infestation, defective toilets.
50.	North Trace Gov't Primary	Electrical, roof, ceiling, plumbing, drainage, more toilets

51.	Ortoire RC	Electrical
52.	Our Lady of Upper Laventille R.C. Primary school	Repair leaking sewer system. Strengthen cracked columns and beams, strengthen floor beams, replace all rusting and leaking roof sheets in Building 1, replace damaged or stained ceiling tiles, install perimeter fence
53.	Palmyra Hindu (S.D.M.S) Primary	Plumbing, sealing of flooring, general repairs
54.	Patna River Estate Government	Electrical, urinals
55.	Pepper Village Gov't	Electrical upgrade
56.	Petit Valley Boys RC	Electrical upgrade, fallen toilet doors(5)
57.	Picadilly Gov't Primary School	Re-wire electrical system, refasten galvanise and stop leakages on roof of building 2, repair plywood and celotex ceiling , replace rotten wooden partitions
NO	SCHOOL NAME	REPAIRS REQUESTED
Sanitary, Plumbing and Electrical (Cont'd)		
58.	Plum Road Presbyterian	Leaking soak-away, bat infestation, rebuild shed, electrical problems.
59.	Princess Town Methodist Primary	Plumbing, sewer, general repairs.
60.	Princess Town Presbyterian	Water pump needed, water leaking in basement
61.	Pt Cumana RC	Ceiling, toilets, furniture, general repairs
62.	Rio Claro Hindu	Roof, toilets, electrical, ceiling
63.	Rock River RC	Plumbing, repainting, ceiling, termite, refurbish lab, fence
64.	San Fernando Boy's Gov't Primary	Repainting, plumbing, electrical, fencing, box-drain needed, walkway needs paving, general repairs
65.	San Fernando RC.	Electrical, A/C units needed, water pump
66.	Sangre Grande S.D.A.	Electrical upgrade, roof, water pump.
67.	Sans Souci RC School	Toilets repairs, electrical, A/C, fencing, tiling, general repairs.
68.	Santa Rita RC School	Toilets, fencing, plumbing, drainage problems, electrical, ceiling, general repairs.
69.	Sixth Company AC	Septic tank cleaning, termites, loose panes, toilets
70.	Santa Maria R.C. Primary	Install pipe borne water supply, replace all rusting and leaking roof sheets in Building 1, replace adequate guttering system in Buildings 1,2 and 3
71.	Spring Vale Hindu	Fan, electrical works, roof
72.	St. Charles (Tunapuna) Girls' RC	Roof leaking, cleaning of sewer, A/C not working,
73.	St. Clement Vedic School	Toilets are needed, water tanks and pump needed repair shed, repair school yard, tile floor, guard booth needed.
74.	St. Dominic's RC School	Fencing, ceiling, plumbing, general repairs

75.	St. John's AC Primary School	Toilets, leaking pipes, rotten floor boards, drains, electrical, general repairs
76.	St. Joseph Boys' RC	Roofing, plumbing, electrical, termite infestation, fencing, general repairs
77.	St. Mary's AC School	Plumbing, roofing, electrical, repainting, general repairs
NO	SCHOOL NAME	REPAIRS REQUESTED
Sanitary, Plumbing and Electrical (Cont'd)		
78.	St. Pius RC School	Sewer problems, lighting, general repairs needed
79.	St. Stephens AC. Primary School	Security booth, A/C units, computer lab, photocopier, fence, roof, toilets, painting, electrical.
80.	Suchit Trace Hindu School	Electrical, plumbing, roofing, ceiling, repainting, A/C units needed, fencing.
81.	T.M.L. Primary School-Liberville	Plumbing, water issues.
82.	Tortuga Government Primary	Toilets, repaint, general repairs.
83.	Vance River RC	Toilets, taps, garbage disposal/gate, roof, furniture
84.	VOS Government School	Improper functioning toilets, lighting problems (security).
Pigeons, Bats, Termites and Mites Infestation		
85.	Carenage Girls Primary	Repainting, replace flooring, termite infestation, pigeon infestation,
86.	Carenage Girls' Gov't Primary	Pigeon, construction 2 classrooms, painting, flooring, mite infestation
87.	Charlieville ASJA Primary	Termite infestation, general repairs
88.	Cumana RC Primary	General repairs, pigeon infestation
89.	Ecclesville Presbyterian School	Bat infestation
90.	Edinburg Gov't Primary	Pigeon Infestation.
91.	La Horquetta North	Pigeon infestation
92.	La Romaine RC School	Pigeon infestation,
93.	Navet Presbyterian	Bat/pigeon droppings
94.	San Juan Boys School	Termite infestation, roofing, ceiling, re-painting, general repairs
95.	Seereeram Memorial Vedic	Termite infestation and fence
96.	Southern Central AC.	Termite and bat infestation
NO	SCHOOL NAME	REPAIRS REQUESTED
Roof, Ceiling, Floor, Guttering and Drainage		

97.	Elswick Presbyterian School	Fencing, A/C maintenance, roofing, general repairs.
98.	Erin Road Presbyterian	Repair cracks in wall, replace damaged Celotex in buildings 2 and 4, repair leaks in buildings 2 and 4 repair guttering system
99.	Guaico GPS	Fallen guttering
100.	Harmony Hall Presbyterian	Roof, repainting, general repairs.
101.	Melville Memorial Girls AC	Roof, repave yard, general repairs.
102.	Preysal Government Primary	Re-paint , roof, general repairs
103.	Princes Town Presbyterian #2 School.	Re-painting, roofing, A/C repairs, general repairs
104.	Richmond Street Boys' AC	Repave floor, roof, repainting, re-tiling, general repairs
105.	Santa Rita R.C. School	Replace all rusting and leaking roof sheets in building 1, replace adequate guttering system in buildings 1, 2 and 3, replace damaged or missing ceiling tiles, replace termite ridden members of internal walls
106.	South Oropouche R.C Primary	Roof, A/C units needed, general repairs, flooring, paving of walk-way.
107.	Toco AC Primary	Ceiling problems, defective lighting fixtures.
108.	Upper Guaico RC School	Leaking roof, ceiling problems, A/C not working, general repairs
Safety (fencing, burglar proofing, yard resurfacing)		
109.	Arouca Government Primary School.	Removal of speaker potential danger.
110.	Carapichaima AC Primary School	Rotting floor boards, furniture, fencing, gate
111.	Carapichaima R.C Primary School	Water pump, fence, general repairs
112.	Chaguanas R.C. Primary School	Fence needs repair, repaint entire school, general repairs
113.	Christus Rex (Richmond Street Boys) Anglican School	Repave school yard, change roof-guttering, extend school's cafeteria, change school gate.
114.	Ramai Trace Hindu Primary School	Pre- fab library needed, pave car-park, shed needed for extra- curricular activities, canteen
NO	SCHOOL NAME	REPAIRS REQUESTED
Safety (fencing, burglar proofing, yard resurfacing) – (Cont'd)		
115.	Reform Hindu(SDMS)	Fence, repaint, ceiling fans, annex needed, pave school-yard, drain (build).
116.	St. Finbar R.C Primary School	Wall, fencing
General Repairs		
117.	Caroni Village SDMS Boys' Primary School	General repairs
118.	El Socorro SDMS Primary School	General repairs
119.	Erin RC Primary	Repainting, lighting, furniture, general repairs.

120.	Gasparillo Government Primary	Drain and walkway problems, general repairs.
121.	Holy Trinity (Moruga) Anglican Primary	Water pump needed
122.	Inverness Presbyterian	Tank stand repair
123.	Sangre Grande RC	General repairs
124.	St Francis Erin RC School	A/C repairs, photocopier needed, repaint interior classrooms, general repairs
125.	St. Margaret Boys' A.C	General repairs
126.	Valencia RC	General repairs
127.	Warrenville T.I.A. Primary	Water tank, gate needed, repaint exterior, door locks to change
Other		
128.	Diego Martin Gov't Primary School	Construction of a music room.
129.	El Socorro Central Gov't Primary School	Pre-fabricated units for: library, IT lab, staff room, storage area for CAC resources, visual & creative arts
130.	Lower Morvant Gov't Primary School	Provision of storage space.
131.	Mayaro Gov't Primary School	A/C units or renovate classrooms.
132.	Mc Bean Presbyterian Primary School	Pre-fab classroom needed.
133.	Montrose Gov't Primary School	A/C units needed
134.	Santa Flora Gov't Primary School	Building dilapidated
135.	Sisters Road AC Primary School	Pre-fabricated building needed.
136.	Todds Road RC Primary School	Infants furniture

APPENDIX VII

THE STATUS OF REPAIRS FOR THE PERIOD JANUARY 2012 TO MARCH 2013

**LIST OF REPAIR AND MAINTENANCE WORKS UNDERTAKEN AT PRIMARY SHOOOLS FOR THE FISCAL YEAR
2012/2013**

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
1	Aranguez Hindu Primary School	Pest eradication & sanitisation: installation of pigeon spikes (30 ft), eradication of pigeons nesting on compound, clean & sanitise pigeon infested areas (470 sq m); supply & install panel ceiling (1600 sq ft), servicing of 10 Nr staff & student toilets and 2 Nr student urinals, cleaning & sanitising of 3 Nr 1000 gallon water storage tanks, pressure wash external walkway & courtyard (3840 sq ft)	\$ 110,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
2	Arima Hindu Primary School	Sewer works	\$ 18,400.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Arima Hindu Primary School	Cutting trees, clearing debris from roof covering & repair leaks; cleaning & sanitisation of guttering & downpipes; clean, sanitise & install new intake line to water storage system; installation of new & servicing of old AC units in principal's office & admin; power wash & paint internal toilet area; changing defective faucets to troughs & face basin in toilet area; install extractor fans in toilets & face basin in principal's office; repair defective light fixtures internally & externally; installation of new door to computer room, electrical enclosure and power wash school's aprons & perimeter walls	\$ 289,800.00	December 2012	100%		Payments are being proceeded between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Arima Hindu Primary School	Excavation works	\$ 5,400.00	December 2012	100%		Payments are being proceeded between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
3	Bethlehem Boys' Roman Catholic School	Repairs to metal door, supply & install heavy duty door lock, install 2 Nr timber doors to computer room; install 12000 BTU split AC unit to principal's office, service & repair 2 Nr AC units (12000 BTU & 13000 BTU), supply 7 Nr 18" fans, remove 2 Nr window units; clean & sanitise washrooms (250 sq ft), replace toilet tank cover & 4 Nr cubicle door latches, service & repair plumbing fixtures in washrooms, supply & install 0.6 HP water pump, fabricate & install burglar proofing cage to enclose water tank area, connect 800 gallon water tank to supply admin area; clean & sanitise 4 Nr 400 gallon & 2 Nr 800 gallon water tanks	\$ 112,141.00	December 2012	100%		Payments are being proceeded between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
4	California Government Primary School	Pump out sewer and clean and sanitize	\$ 8,000.00	December 2012	100%		Payments are being proceeded between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	California Government Primary School	Supply & install 150A BJ breaker & 100A D/P breaker	\$ 1,400.00	December 2012	100%		Payments are being proceeded between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
5	Carapo R.C. School	Service/repairs to roof, light fixtures, air conditioning units, WC units & water tanks; installation of new air condition unit to staff room; clean & sanitise water tanks, tank stand, surrounding areas & toilet area; replacement of one water tank; installation of new doors & ironmongery; clean & repair all guttering; construction of new trough	\$ 111,210.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Carapo R.C. School	Remove roof sections, vacuum & wipe clean inside & underside of entire ceiling to remove bat & pigeon droppings, reinstall roof sheeting and bat proof all access areas into ceiling in main building & toilet block (443 sq m); replace 10 Nr timber-framed mesh vent panels to perimeter under ceiling, pigeon proof all sloping sections of downpipes with bird spikes (4 m), pigeon proof all sloping outer sections of gable & I-beams with flashing (50 m); cleaning & sanitisation to external walls of eastern & western elevations (139 sq m); pigeon eradication to school compound	\$ 116,440.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Carapo R.C. School	Sewer repairs	\$ 10,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
							Ministry of Finance
6	Chaguanas North Government Primary School	Saw cut existing 6 m long drain on both sides (approx 75 mm) to widen to 300 mm, supply & install 150 mm PVC downpipes to existing guttering (8 m), construct 100 mm reinforced concrete cover to catchpit (1 sq m), install 150 mm PVC drain pipe from catchpit to outfall drain (25 m), repair guttering (3 m), service & repair 15 Nr WC suites in students washrooms, clear clogged wasteline in female students washroom, supply & install toilet seat to janitor's washroom, supply & install 5 Nr 12 mm chrome taps to water trough	\$ 33,775.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Chaguanas North Government Primary School	Pigeon eradication & sanitisation to school compound (500 sq m); vacuum, clean & sanitise top of ceilings in classroom on upper floor (40 sq m); supply & install mineral fibre gypsum ceiling to classrooms on upper floor (150 sq m)	\$ 45,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Chaguanas North Government Primary School	Electrical works - remove damaged cable connection & main breaker, service panels & breakers; install three phase breaker & main cable; test & certify system	\$ 41,500.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Chaguanas North Government Primary School	Pumping out of septic tank, repairs to leaks	\$ 14,900.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
7	Charlottesville Presbyterian School	Construction of water tank farm including demolition of existing tank stand, construction of reinforced concrete base, installation of 1 HP water pump & pressure tank and installation of 4 Nr 1000 gallon water tanks; service & repair 15 Nr WC suites in student & staff washrooms	\$ 62,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
8	Claxton Bay Junior A.C. Primary School	Spray school and clean & sanitize school	\$ 5,850.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
9	Cunapo (St. Francis) R.C. Primary School	Additional works to electrical upgrade	\$ 48,000.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
10	Cunapo (St. Francis) R.C. Primary School	Pumping down the school's septic tank; upgrading cracked steps along staircases; toilet refurbishment; cleaning & sanitisation of water tanks & toilet area; roof & ceiling repairs in toilet block; service/repair of air conditioning units; door replacement & changing of locks; retiling library & principal's office	\$ 156,900.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
11	Cunupia Government Primary School	Repair leaking 100mm PVC main water line	\$ 7,500.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Cunupia Government Primary School	Repairs to broken 2" main water supply line	\$ 2,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
12	Diego Martin Boys' R.C. Primary School	Pump out grease trap and sanitize area, concrete paving of area around septic tank and service and repair 10 toilets and 6 urinals	\$ 41,000.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
13	Dow Village Government Primary School	Service and repair 2 boys' and 3 girls' WC suites and clear clogged urinal waste line	\$ 13,150.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Dow Village Government Primary School	Supply & install: PVC water line from main supply to washroom building, angle valves to toilet fixtures, ball valves to washroom building & ½ HP water pump; repair leak to waste line	\$ 12,400.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
14	Eastern Boys' Government Primary School	Electrical repairs to lighting fixtures, plumbing repairs to water taps and WC suites, cleaning & sanitisation of water tanks	\$ 29,815.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
15	El Socorro South Government Primary School	Repairs to lighting fixtures, plumbing repairs, repairs to ceiling	\$ 56,800.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	El Socorro South Government Primary School	Plumbing repairs	\$ 29,700.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
16	Endeavour Hindu Primary School	Pump out septic tank, clean & sanitise	\$ 7,800.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Endeavour Hindu Primary School	Removal of sewage & construction of a rubble drain	\$ 24,500.00	December 2012	100%		Paid
17	Exchange R.C. Primary School	Sewer works	\$ 12,000.00	December 2012	100%		Paid
	Exchange R.C. Primary School	Clean and sanitize four 1000 gallon water tanks, service and repair 1 hp Gould water pump and supply and install two 24,000 BTU split AC units	\$ 27,810.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Exchange R.C. Primary School	Pump out 3 loads of sewage from septic tank, clear clogged waste line in students' washroom, clean & sanitise	\$ 6,200.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
18	Tunapuna A.C. Primary School	Electrical repairs to meter base	\$ 41,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
19	Grant Memorial Presbyterian Primary School	Electrical upgrade to school building	\$ 452,500.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
20	Grosvenor Presbyterian Primary School	Supply & install fencing system (2.1m high × 735m), replace access gates & rear entrance steel gates, supply & install 15 flood light fuxtures to perimeter, erection of a guard hut, supply & install PA system throughout school premises, supply & install 10 dusk-to-dawn security light fixtures, fabricate retractable/suspended gate assembly, suppply & install steel rail enclosure (1060 sq ft), supply & install door fixture to principal's office	\$ 711,146.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
21	Hermitage Presbyterian Primary School	Replace water pump	\$ 33,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Hermitage Presbyterian Primary School	Sanitize four 1000 gallon water tanks and replacement of water pump	\$ 13,800.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
22	Jerningham Government Primary School	Pumping out of septic tank, replacement of sub-pump, cleaning & sanitising	\$ 36,000.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
23	La Romaine Government Primary School	Secure windows, supply & install 6 fluorescent & 6 dusk-to-dawn lighting fixtures, repair leak in staff washroom	\$ 14,750.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	La Romaine Government Primary School	Supply surge protectors, supply and install 36000 BTU split unit and supply & install four (4) plug outlets		January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
24	Mafeking Government Primary School	Electrical works	\$ 20,500.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Mafeking Government Primary School	Remove roof sheeting vacuum ceiling of all bat guano, spray ceiling & reinstallation of roof sheeting and repair and make good holes in ceiling with celotix type ceiling board, seal off edges of ceiling and wall with paintable silicone	\$ 24,700.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
25	Manzanilla Government Primary School	Repairs to roof, Air Conditioning, plumbing, tiling, electrical, insect proofing, fence, landscaping, fans and painting.	\$ 15,950.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
26	Mayo R.C. Primary School	Electrical works	##### ##	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Mayo R.C. Primary School	Bat proofing	\$ 62,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Mayo R.C. Primary School	Repair burst water line in wall	\$ 5,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
27	Morvant A.C. Primary School	Pump out all waste material from septic system (2000 gal), cleaning & sanitisation of affected area (2000 sq ft)	\$ 70,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
28	Morvant A.C. Primary School	Powerwashing, cleaning & sanitisation of school	\$ 47,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Mt. Lambert R.C. Primary School	Electrical works	\$ 183,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
29	Mt. Lambert R.C. Primary School	Plumbing repairs to toilets	\$ 22,500.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
30	North Manzanilla Government Primary School	Cut all grass on school compound (8190 sq m), reduce length of drainage grills, adjust 5 Nr doors to main building & burglar proof gate inside kitchen area, repair 4 Nr dysfunctional dusk-to-dawn security arm-mounted lights & 4 Nr dysfunctional suspended 8ft fluorescent light fixtures, supply & install new 36000 BTU AC unit to computer room, repair 12000 BTU AC unit in admin & principal's office, repair dysfunctional WC unit in female students washroom, clean & sanitise 3 Nr water tanks, clean & sanitise student washroom area	\$ 50,420.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
31	North Oropouche Government Primary School	Vacuuming & bat proofing ceiling of administration/sports block; additional pest proofing; lighting repairs; cleaning & sanitisation	\$ 28,807.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
32	Palmyra Hindu Primary School	Clear clogged waste line in male students' washroom, pump out 2 loads from septic tank	\$ 9,700.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
33	Palmyra Hindu Primary School	Supply & install ¾ HP water pump and construct & fabricate cage, repair PVC cleanout line, supply & install 11 fluorescent & 3 dusk-to-dawn lighting fixtures, supply & install timber door & frame, repair toilet, supply & install 10 wall fans, demolish existing & retile for 2 urinals	\$ 48,150.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
34	Pepper Village Government Primary School	Electrical upgrade	\$ 756,500.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Pepper Village Government Primary School	Plumbing works	\$ 7,800.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
35	Picadilly Government Primary School	Clean & sanitise 2 Nr 400 gallon & 2 Nr 1000 gallon water tanks, supply & install 18 Nr 18" fans, remove concrete from reinforced column, high pressure wash, clean & sanitise (4500 sq m), assess flooring/ceiling by installing additional support to dilapidated area	\$ 70,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
36	Plum Road Presbyterian Primary School	Septic tank repairs, pump out septic systems (2 loads), clean & sanitise washroom interior & vicinity of septic tank (60 sq m), repair 8 Nr dysfunctional 4ft fluorescent lights	\$ 62,500.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Plum Road Presbyterian Primary School	Electrical overhaul	\$ 92,260.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
37	Princes Town Methodist Primary School	Pump out two loads of sewer, clear clog and clean and sanitise	\$ 11,700.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
38	Princes Town Presbyterian No. 1 Primary School	Supply and install new electrical pole, meter base repairs, check electrical system, main breaker 200amp, main cable 30m and excavation/ducting 60m	\$ 48,590.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
39	San Fernando Boys' R.C. Primary School	Replacement of water pump	\$ 6,000.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
40	Sangre Grande S.D.A. Primary School	Electrical works	\$ 299,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
41	Sangre Grande S.D.A. Primary School	Plumbing repairs in library and computer area	\$ 22,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
42	Sans Souci R.C. Primary School	Construction of new administrative office (blockwork, door, door frame, electrical works, AC unit and joinery works); supply & install 2 Nr WC suites in students washroom; ironmongery works to guard railing (100 sq ft); supply & install 36000 BTU AC unit to computer room; supply & install ceramic tiles in upper patio (170 sq ft); supply & install built-in cupboard for storage	\$ 114,125.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
43	Santa Rita R.C. School	Supply & install new 25 mm schedule 40 PVC portable supply line (61 m); supply & install new 20 mm supply line from tank farm to feed main toilet area, administration toilet & science area; supply & install 4 Nr 1000 gallon water tanks; supply, install & commission new 1 HP water pump with 18 gallon pressure tank; construct reinforced concrete water tank base (150 mm thick × 9 m long × 2.13 m wide); construct steel cage over new water tank base with gate (101 sq m)	\$ 87,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
44	St. Dominic's R.C. Primary School	Install 36000 BTU split AC split unit to library; repair/replace 4 Nr defective 8ft fluorescent lights, supply & install 26 Nr wall mounted 18" fans, supply & install 3 Nr additional electrical outlets; stabilise toilet bowl in staff washroom, service & repair plumbing fixtures in staff & student washrooms, repair leaks to tap & leaking toilet, clear clogged urinal pipeline, service & repair urinal	\$ 155,652.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
45	St. Joseph's Boys' R.C. Primary School	Repairs to ceiling and gates	\$ 29,180.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
46	St. Stephen's A.C. Primary School	Construction of storage facilities 20' x 20'	\$ 159,420.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
47	Suchit Trace Hindu Primary School	Pump out septic tank & sanitise area, excavate soak away pit & rubble drain and reconstruct, repair 7 fluorescent lights & 5 security lights	\$ 12,800.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Suchit Trace Hindu Primary School	Supply and install eighteen 4ft fluorescent lights, supply and install nine 4ft ballast, supply and install sixteen 8ft fluorescent light fixtures and supply and install eight 8ft ballast	\$ 9,070.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
48	Liberville T.M.L. Primary School	Replacement of broken sewer lines to the back of the toilet	\$ 1,200.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
49	Tortuga Government Primary School	Painting to exterior (950 sq m), service & repair 15 Nr WC suites, replace store room entrance door, replace 10 Nr taps, supply & install 50 window handles, supply & install check valve for supply line to tank farm, cork & seal gap between wall & ceiling above Standard 1 classroom, install 5 Nr cupboard doors to kitchen vanity	\$ 102,750.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
50	Vance River R.C. Primary School	Roof repairs, ceiling works, civil works, construction of garbage disposal, AC installation and removal of termite infested partition	\$ 154,800.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
51	Vos Government Primary School	Supply & install 5 complete toilet sets, supply & install 3 ceramic wall hung urinals and 2 door locks in washrooms; replace ceiling tiles to library & principal's office (15 sq m), supply & install 24,000 BTU AC unit in principal's office & 5 tonne AC unit in library, supply & install 20 Nr 16" wall fans, supply & install 13 dusk to dawn lights & 20 Nr 8' fluorescent lights, supply & install clear plexi for vision panels in principal's office (2 sq m), fabricate shelving in principal's office (30 sq m), fabricate & erect covered area in front washrooms (25 sq m), repair library windows, supply & install timber door & frame to principal's office, supply & install 8 Nr additional 110V wall sockets, welding & repairing to hinges metal doors and gate to water tanks, supply & install 3 metal skin doors; supply & install metal grille cover to drain, screeding & levelling concrete to female students washroom (10 sq m), repair chain link fencing along 3 broken areas, supply & install 6 Nr 4ft fluorescent lighting fixtures to covered walkway & 1000 gallon water tank; refurbishment to special washroom	\$ 229,065.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
52	Carenage Girls' Government Primary School	Fumigation of school to facilitate the extermination of termites (1300 sq m); eradication of pigeons nesting on compound; clean & sanitise areas of pigeon infestation (470 sq m)	\$ 67,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Carenage Girls' Government Primary School	Fumigation of school to facilitate the extermination of termites (1300 sq m); eradication of pigeons nesting on compound; clean & sanitise areas of pigeon infestation (470 sq m)	\$ 67,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
53	Cumana R.C. Primary School	Pump out 1 load from septic tank and clean & sanitise (40 sq m)	\$ 12,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Cumana R.C. Primary School	Pump out septic tank, clean & sanitise	\$ 25,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Cumana R.C. Primary School	Replace broken 4" DWV Wye, repair two leaks in ½" PVC lines and repair WC units	\$ 8,000.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
54	Ecclesville Presbyterian Primary School	Bat proofing, ceiling works, supply and install timber panel doors, suppl and install windows, supply and install two 12000 BTU air conditioning unit and clean and sanitize area	\$ 241,660.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
55	Edinburgh Government Primary School	Pigeon proofing	\$ 114,720.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Edinburgh Government Primary School	Additional pigeon proofing works – remove & replace 7 additional celotex sheets, repair 3 additional celotex sheets (640 sq m); reinstall BRC mesh; pressure wash auditorium, walls, windows & cleaning guttering	\$ 17,620.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Edinburgh Government Primary School	Washroom repairs	\$ 57,000.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
56	La Horquetta North Government Primary School	Remove roof sections, vacuum & wipe clean inside & underside of entire ceiling to remove bat & pigeon droppings, reinstall roof sheeting and repair all leaks (36 sq m); pigeon proof all access areas into ceiling (12 m); pigeon eradication to school compound; clean & sanitise external wall of southern elevation of annex building (21 sq m)	\$ 71,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
57	La Romaine R.C. Primary School	Supply & install 5 Nr dusk-to-dawn lighting fixtures, 30 Nr 16" wall fans, 5 tonne AC unit to computer room and 2 Nr 24000 BTU AC units to clerical & principal's office	\$ 68,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	La Romaine R.C. Primary School	Repair to toilets	\$ 16,300.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
58	Navet Presbyterian Primary School	Remove roof sheeting, vacuum ceiling of all bat guano, spray disinfectant & reinstall roof sheeting (125 sq m); repair holes to water damaged areas in ceilings (25 sq m); bat proofing to edges of roof using expandable foam (306 m); repair water tap, mirror & 2 Nr 8' fluorescent lights in male students washroom; replace broken mirror, terminate excess plumbing, replace 2 fluorescent lighting fixture tubes & install new toilet seat to female students washroom	\$ 58,530.00	December 2012	100%		Paid
59	Seereeram Memorial Primary School	Repair leaks to main sewer line outside washroom building	\$ 5,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
60	Southern Central A.C. Primary School	Flooring works, roof and ceiling works and sewer works	\$ 159,200.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
61	Elswick Presbyterian Primary School	Repair roof leak over assembly area, repair switch to potable water pump control system	\$ 18,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Elswick Presbyterian Primary School	Service & repair ATU system and pump out two (2) loads of sewer	\$ 18,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
62	Erin Road Presbyterian School	Construction of a tank farm	\$ 49,800.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
63	Preysal Government Primary School	Replace existing single phase system with a new 3 phase system	\$ 41,250.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Preysal Government Primary School	Clearing clog sewer	\$ 18,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
64	Princes Town #2 Presbyterian Primary School	Plumbing and toilet repairs	\$ 32,400.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
65	Santa Rita R.C. School	Supply & install new 25 mm schedule 40 PVC portable supply line (61 m); supply & install new 20 mm supply line from tank farm to feed main toilet area, administration toilet & science area; supply & install 4 Nr 1000 gallon water tanks; supply, install & commission new 1 HP water pump with 18 gallon pressure tank; construct reinforced concrete water tank base (150 mm thick × 9 m long × 2.13 m wide); construct steel cage over new water tank base with gate (101 sq m)	\$ 87,000.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
66	Carapichaima R.C. Primary School	Supply & install 4 Nr 120V plug outlets, 4 fans, 2 Nr 4ft fluorescent lights & 2" padlock	\$ 8,300.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Carapichaima R.C. Primary School	Supply and install one 4500 gallon water tank, service and repair 3 HP water pump, service and repair ten WC suites in male, female and staff toilets, supply and install five 12mm brass taps to water trough, clear clogged waste line, supply and install 180m chain link fence, construct double leaf entrance gate to north-eastern end of the building, fabricate and install 10m metal grill covers to drain, construct covered garbage disposal bin and fabricate and install metal grill cover to catch pits	\$ 172,050.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
67	Caroni Hindu Primary School	Plumbing and sewer works	\$ 13,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
68	Gasparillo Government Primary School	Repairs to burst sewer line and clear clog	\$ 8,300.00	March 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
69	Sangre Grande R.C. Primary School	Remedial works to eroded retaining wall	\$ 23,310.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
70	Valencia R.C./Government Primary School	Repair burst potable water line to external trough outside Computer Lab, Install two (2) lock-off ball-valves on main and sub-inlet potable water lines	\$ 5,000.00	November 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Valencia R.C./Government Primary School	Cleaning & sanitisation of water tanks; construction of new water tank enclosure; erection of new electrical mast to support & guide existing incoming T&TEC power lines; construction of new garbage disposal unit; repair underground leak in inlet water line to toilets; repair dysfunctional WC units to student washrooms & replace missing one; repair internal & external light fixtures; repair air conditioning units; repair holes in perimeter fence; upgrade existing burglar proofing to principal's office windows; landscaping	\$ 100,000.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Valencia R.C./Government Primary School	Pest Eradication (e.g.: Pigeons, Termites, Rodents, Insects, etc..) and Pest Proofing	\$ 61,535.97	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Valencia R.C./Government Primary School	Repair electrical breaker	\$ 8,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
71	Warrenville T.I.A. School	Pump out three (3) loads of sewer and clean and sanitize area	\$ 7,800.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
72	Mayaro Government Primary School	Water pump repairs, toilet repairs, roof & ceiling repairs, AC repairs, guttering repairs and water line repairs	\$ 85,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Mayaro Government Primary School	Clean and sanitise eight 800 gal water tanks	\$ 2,800.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
73	Mc Bean Presbyterian Primary School	Sewer works	\$ 14,000.00	November 2012	100%		Paid
	Mc Bean Presbyterian Primary School	Pump out two (2) loads of sewer and clean and sanitize area	\$ 5,000.00	January 2013	100%		Paid

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Mc Bean Presbyterian Primary School	Construct soakaway pit & rubble drain	\$ 35,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
74	Montrose Government Primary School	Pump out two loads of sewer and clean and sanitize area	\$ 9,200.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Montrose Government Primary School	Construction of a new soak away system	\$ 38,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
	Montrose Government Primary School	Pump out 1 load of sewer and clean & sanitize area	\$ 5,000.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
75	Santa Flora Government Primary School	Paint computer room, supply and install 36000 btu AC unit and remove non-functional window and replace wit blocks rendering both sides	\$ 18,950.00	January 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
	Santa Flora Government Primary School	Civil works, installation of air condition, electrical works and plumbing works	\$ 53,396.00	February 2013	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance
76	Sister's Road A.C. Primary School	Supply & install PVC to extend downpipe to drain, construct 2 openings through chain link fence at drains outfall to ease water flow, supply & install invert drain (2 m), construct concrete pavement between drain & asphalt carpark (10 sq m), repair roof leaks to roof sheeting (185 sq m), repair & clean PVC guttering & downpipes (20 m), extend roof overhang at male bathroom (9 sq m), construct steel shed to cover courtyard area (4 sq m), supply & install concrete cover over open drain in walkway (1 m), replace pipe railing (2 m), remove 10 Nr defective fluorescent light bulbs	\$ 35,665.00	December 2012	100%		Paid
78	Todd's Road R.C. Primary School	Clear clog and clean and sanitize	\$ 10,100.00	December 2012	100%		Payments are being procedd between the Ministry of Education, the Education Facilities Company Limited and the Ministry of Finance

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
79	Aranguéz T.I.A. Primary School	Repair roof, Termite infestation check toilet system, repair pavement and around school.			To commence for the July/August 2013 repair programme		
80	Ascension A.C. Primary School	Electrical, Tiling, A/C Unit, general repairs, A/C units, repaint			To commence for the July/August 2013 repair programme		
81	Bamboo Settlement Government Primary School	Toilet and Sewer			To commence for the July/August 2013 repair programme		
82	Boissierre Village R.C. Primary School	Repaint, ceiling, install windows, toilets, yard resurfacing, guttering, ceiling fans.			To commence for the July/August 2013 repair programme		
83	Cedros A.C. Primary School	Doors needed, plumbing upgrade, additional room needed, fence repairs needed.			To commence for the July/August 2013 repair programme		
84	Eastern Girls' Government Primary School	Repair washroom plumbing and equipment, upgrade the electrical system, repair roof, bats and pigeons.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
85	El Socorro T.I.A. Primary School	Termite infestation, repaint school, electrical problems, pigeon infestation, A/C units needed			To commence for the July/August 2013 repair programme		
86	Five Rivers Gov't	Repair of gypsum partitions, A/C units needed, and plumbing upgrade.			To commence for the July/August 2013 repair programme		
87	Moruga (Holy Trinity) A.C. Primary School	water pump needed.			To commence for the July/August 2013 repair programme		
88	Iere Government Primary School	Plumbing problems.			To commence for the July/August 2013 repair programme		
89	La Lune R.C. Primary School	Plumbing			To commence for the July/August 2013 repair programme		
90	Lochmaben R.C. Primary School	Re- paint building, plumbing issues, ceiling, and general repairs.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
91	Lengua T.I.A. Primary School	Ceiling, repainting, plumbing, electrical, a/C units needed, general repairs.			To commence for the July/August 2013 repair programme		
92	Malabar Government Primary School	Termites, pigeons, electrical, toilets, general repairs.			To commence for the July/August 2013 repair programme		
93	Maracas R.C. Primary School	Ceiling, plumbing, electrical, repainting, general repairs.			To commence for the July/August 2013 repair programme		
94	Morne Diablo R.C. Primary School	Replace damage ceiling and guttering system, repair crack on walls, install additional washroom equipment and repair existing ones, upgrade entire electrical system.			To commence for the July/August 2013 repair programme		
95	Mucurapo Boys' R.C. Primary School	Electrical, lighting, general repairs (20 fans needed)			To commence for the July/August 2013 repair programme		
96	Newtown Boys' R.C. Primary School	Plumbing, repainting, electrical, roofing, general repairs.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
97	Newtown Girls' R.C. Primary School	Replace rotten galvanize sheeting and repair leaking roofs, change damaged or missing ceiling tiles, upgrade buildings 1,2 and 3 electrical system.			To commence for the July/August 2013 repair programme		
98	North Trace Government Primary School	Electrical, roof, ceiling, plumbing, dainage, additional toilets.			To commence for the July/August 2013 repair programme		
99	Ortoire St. Joseph R.C. School	Electrical			To commence for the July/August 2013 repair programme		
100	Our Lady of Upper Laventille R.C. Primary School	Repair leaking sewer system, strenghten cracked columns and beams, strenghten floor beams, replace all rushing and leaking roof sheets in Building 1, replace damaged or stained ceiling tiles, install perimeter fence.			To commence for the July/August 2013 repair programme		
101	Petit Valley Boys' R.C. Primary School	Electrical upgrade, fallen toilet doors (5).			To commence for the July/August 2013 repair programme		
102	Point Cumana R.C. Primary School	Ceiling, toilets, furniture, general repairs.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
103	Rio Claro Hindu Primary School	Roof, toilets, electrical, ceiling.			To commence for the July/August 2013 repair programme		
104	Rock River R.C. School	Plumbing, repainting, ceiling, termite, refurbish lab, fence.			To commence for the July/August 2013 repair programme		
105	Sixth Company A.C. Primary School	Septic tank cleaning, termites, loose panes, toilets.			To commence for the July/August 2013 repair programme		
106	Santa Maria R.C. Primary School	Install pipe borne water supply, replace all rusting and leaking roofs sheeting in Building 1, replace adequate guttering system in Buildings 1,2 and 3.			To commence for the July/August 2013 repair programme		
107	Spring Vale Hindu Primary School	Fans, electrical works, roof.			To commence for the July/August 2013 repair programme		
108	St. Clement's Vedic Primary School	Toilets are needed, water tanks and pump needed, repair shed, repair school yard, tile floor, guard booth needed.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
109	St. John's A.C. Primary School	Toilets, leaking pipes, rotten floor boards, drains, electrical, general repairs.			To commence for the July/August 2013 repair programme		
110	St. Mary's Anglican School	Plumbing, roofing, electrical, repainting, general repairs.			To commence for the July/August 2013 repair programme		
111	St. Pius Boys' R.C. Primary School	Sewer problems, lighting, general repairs needed.			To commence for the July/August 2013 repair programme		
112	San Juan Boys' Government Primary School	Termite infestation, roofing, ceiling, repainting, general repairs.			To commence for the July/August 2013 repair programme		
113	Charlieville A.S.J.A. Muslim School	Termite infestation, general repairs.			To commence for the July/August 2013 repair programme		
114	Guaico Government Primary School	Fallen gutering			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
115	Harmony Hall Presbyterian Primary School	Roof, repainting, general repairs			To commence for the July/August 2013 repair programme		
116	Melville Memorial Girls' A.C. Primary School	roof, repave yard, general repairs			To commence for the July/August 2013 repair programme		
117	Richmond Street Boys' A.C. Primary School	repave school yard, change roof-guttering, extend scholl's cafeteria, change school gate.			To commence for the July/August 2013 repair programme		
118	South Oropouche R.C. Primary School	roof, A/C units needed, general repairs, flooring, paving of walk-way.			To commence for the July/August 2013 repair programme		
119	Toco A.C. Primary School	Celing problems, defective lighteing fixtures.			To commence for the July/August 2013 repair programme		
120	Arouca Government Primary School	Removal of speaker potential danger.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
121	Chaguanas R.C. Primary School	Fence needs repairing, repaint entire school, general repairs.			To commence for the July/August 2013 repair programme		
122	Ramai Trace Hindu Primary School	Pre- fab library needed, pave car park, shed needed for extra-curricular activities, canteen			To commence for the July/August 2013 repair programme		
123	Reform Hindu Primary School	Fence, repaint, ceiling fans, annex needed, pave school yard, drain (build).			To commence for the July/August 2013 repair programme		
124	St. Finbar Girls' R.C. School	Wall, fencing			To commence for the July/August 2013 repair programme		
125	El Socorro Hindu School	General repairs			To commence for the July/August 2013 repair programme		
126	Erin R.C. Primary School	Repainting, lighting, furniture, general repairs.			To commence for the July/August 2013 repair programme		

No.	School	Description of works	Contract Sum	Timeframe	Status of Work	Reason for Delays	Status of Payment
127	Inverness Presbyterian Primary School	Tank stand needed.			To commence for the July/August 2013 repair programme		
128	St. Margaret's Boys' A.C. Primary School	General repairs			To commence for the July/August 2013 repair programme		
129	Diego Martin Government Primary School	Construction of a music room.			To commence for the July/August 2013 repair programme		
130	El Socorro Central Government Primary School	Pre- Fabricated units for: Library, IT lab, staff room, storage area for CAC resources, visual& creative arts.			To commence for the July/August 2013 repair programme		
131	Lower Morvant Government Primary School	Provision of storage space.			To commence for the July/August 2013 repair programme		

APPENDIX VIII

LIST OF SCHOOLS TO BE CONSTRUCTED BY THE EFCL 2012 TO 2015

LIST OF SCHOOLS TO BE CONSTRUCTED 2012 TO 2015

EDUCATION FACILITIES COMPANY LIMITED						
PRIMARY SCHOOLS						
NO.	SCHOOL	CONTRACT PRICE/ ESTIMATE Vat Excl.	% COMPLETE	OUTSTANDING PAYMENTS	VARIATIONS TO DATE	REMARKS
1	Fanny Village Government Primary School	\$21658,726.16	51%	Contractor IPC #13, \$599,549.66	\$6989,859.06	*Additional retaining structure as a result of order to excavate site given by original MoE Consultant *Revision of drainage design *Revision of sewerage treatment system *Additional reinforcement to quadrangle area to accommodate heavy construction traffic
2	Enterprise Government Primary School	\$43063,594.15	94%		\$1363,092.95	*Additional works for connections for utilities *Negative variations as a result of redesign of foundation
3	Rosehill RC Primary School	33852,167.00	20%	Contractor IPC's #13-17 totaling = \$774,619.88	\$1650,117.90	*Redesign due to revised requirements of the ABC
4	Paramin RC Primary School	21953,324.80	18%	Contractor's IPC #15, \$80,264.25 IPC#16, \$60,030.00 IPC #17, \$60,030.00	\$414,971.00	*Redesign owing to change of site by ABC
5	Belmont RC Primary School	23810,636.00	3%		\$279,500.00	*Redesign owing to change of site by ABC
6	Eckel Village AC Primary School	\$6701,050.00	77%			Construction ongoing
7	Monkey Town Government Primary School	\$23076,862.80	62%			Construction ongoing

8	Febeau Village Government Primary School	\$17375,521.89	41%		\$3170,044.00	*Redesign to accommodate a full school meeting the requirements as a result of approval by MoE to remove the large unfinished steel structure on the site
9	New Grant Government Primary School	\$17307,270.00	9%			Construction ongoing
10	Barrackpore ASJA Primary School	Total Estimated Cost:\$12,000,000.00 Present Contract Price: \$856,175.00	15%			Construction of Classroom Block ongoing
11	Arima New GPS	\$40383,271.39	100%	Contractor's IPC#19 \$330,958.25	\$2749,366.00	*Three additional classrooms as a result of late request by school *Access road and drainage which was originally to be done by the regional authority *Additional fencing due to delay in start up as a result of late provision of site by MoE *Additional works for utilities connections
12	Cap De Ville Government Primary School	\$17563,591.12	0%			To Go back out to tender.
13	Siparia Union Presbyterian	\$15000,000.00	0%			To be tendered
14	Vance River RC Primary School	\$10000,000.00	0%			To be tendered
15	Egypt Village Government Primary School	\$15000,000.00	0%			Currently being evaluated
16	Lower Morvant Government Primary School	\$15000,000.00	0%			Currently being evaluated
17	Union Presbyterian Primary School	\$16000,000.00	0%			Currently being evaluated
18	Chatham Government Primary School	\$14000,000.00	0%			Currently being evaluated

19	Pt. Cumana RC Primary School	\$12000,000.00	0%			Currently being evaluated
20	Penal Quinam Government Primary School	\$8000,000.00	0%			Currently being evaluated
21	Malabar Government Primary School	\$15000,000.00	0%			Tender closing on 26th April, 2013
22	Preysal Government Primary School	\$15000,000.00	0%			To be tendered
23	Manzanilla Government Primary School	\$15000,000.00	0%			Currently being evaluated
24	Rousillac SDMS Primary School	\$15000,000.00	0%			Currently being evaluated
25	Curepe Presbyterian Primary School	\$8000,000.00	0%			Currently being evaluated
26	Kanhai Presbyterian Primary School	\$8000,000.00	0%			Currently being evaluated
27	Rio Claro Presbyterian Primary School	\$15000,000.00	0%			Currently being evaluated
28	San Juan Boys Government Primary School	\$15000,000.00	0%			To be tendered
29	Longdenville Presbyterian Primary School	\$15000,000.00	0%			To be tendered
30	Woodbrook Presbyterian Primary School	\$15000,000.00	0%			To be tendered
31	La Fillette RC Primary School	\$15000,000.00	0%			To be tendered
32	San Fernando Seven Day Adventist Primary School	\$15000,000.00	0%			To be tendered
33	Marabella Boys & Girls AC Primary School	\$25000,000.00	0%			To be tendered
34	Santa Flora Government Primary School	\$15000,000.00	0%			To be tendered
35	Harmony Hall Presbyterian Primary School	\$15000,000.00	0%			To be tendered
36	Moruga AC Primary School	\$8000,000.00	0%			To be tendered
37	Piparo Presbyterian Primary School	\$15000,000.00	0%			To be tendered

38	Additional Arima SDMS School	\$10000,000.00	0%			Planning Phase
39	Additional Arima New School	\$15000,000.00	0%			Planning Phase
40	Chaguanas Government Primary School	\$15000,000.00	0%			Planning Phase
41	Cunupia New School	\$15000,000.00	0%			Planning Phase
42	Rio Claro New School	\$10000,000.00	0%			Planning Phase

APPENDIX IX

THE STATUS OF PRIMARY SCHOOLS WITH COMPUTER ROOMS

No.	Primary School Name	Internet Status	Laboratories Status
1.	Agostini Settlement K.P.A.	N	Non- Functional
2.	Anstey Memorial	Y	Functional
3.	Aranguez Government	Y	Non- Functional
4.	Aranguez Hindu	Y	Functional
5.	Aranguez T.I.A.	Y	Functional
6.	Arima Boys' Government Primary	Y	Functional
7.	Arima Boys' R.C. Primary	Y	Functional
8.	Arima Centenary Government Primary	Y	Non- Functional
9.	Arima Girls' Government Primary	Y	Functional
10.	Arima Girls' R.C. Primary	Y	Functional
11.	Arima Hindu Primary	N	Functional
12.	Arima New Government Primary	N	None
13.	Arima Presbyterian Primary	Y	Functional
14.	Arima West Government Primary	Y	Functional
15.	Aripo R.C. Primary	Y	Functional
16.	Arouca A.C. Primary	N	None
17.	Arouca Government Primary	N	Non- Functional
18.	Ascension A.C.	Y	Functional
19.	ASJA Primary San Fernando	Y	Functional
20.	Audrey Jeffers (Marabella)	Y	Functional
21.	Audrey Jeffers School For The Deaf	Y	Functional
22.	Avocat Vedic	Y	Functional
23.	Balmain Presbyterian	N	None
24.	Bamboo Government	N	Functional
25.	Bamboo Grove Presbyterian	Y	None
26.	Barataria A.C.	N	Functional
27.	Barataria Boys' R.C.	N	Non- Functional
28.	Barrackpore ASJA	Y	Functional
29.	Barrackpore Vedic	N	Functional
30.	Basse Terre R.C.	Y	Functional
31.	Beach Camp Primary	N	None
32.	Beetham Estate Government Primary (formerly Excel Composite)	N	None
33.	Belmont Boys R.C	Y	Functional
34.	Belmont Girls R.C	Y	Functional
35.	Belmont Government	Y	None
36.	Bethlehem Boys R.C	Y	None
37.	Bethlehem Girls R.C	Y	None
38.	Biche Presbyterian	N	Functional

No.	Primary School Name	Internet Status	Laboratories Status
39.	Biche R.C.	Y	Functional
40.	Bien Venue Presbyterian	Y	Functional
41.	Blanchisseuse Gov't	N	Non- Functional
42.	Boissiere R.C.	Y	Functional
43.	Bon Air Government Primary	Y	Functional
44.	Bonne Aventure Presbyterian	N	None
45.	Bourg Mulatresse R.C.	N	Non- Functional
46.	Brasso R.C.	N	None
47.	Brasso Seco R.C.	N	Non- Functional
48.	Brasso Venado Government	Y	Functional
49.	Brazil R.C. Primary	N	Non- Functional
50.	Brighton A.C.	Y	Functional
51.	Brothers Presbyterian Primary School	N	Functional
52.	Buenos Ayres Government School	Y	None
53.	California Government	N	Non- Functional
54.	Canaan Presbyterian	N	None
55.	Caparo R.C.	N	None
56.	Cap-De-Ville Government	N	None
57.	Carapichaima A.S.J.A.	Y	Functional
58.	Carapichaima A.C.	Y	Functional
59.	Carapichaima R.C.	N	Functional
60.	Carapo R.C. Primary	Y	Functional
61.	Caratal Sacred Heart R.C.	N	Functional
62.	Carenage Boys Government	Y	Functional
63.	Carenage Girls Government	Y	Functional
64.	Caroni Hindu	Y	Functional
65.	Caroni Presbyterian	Y	Functional
66.	Cascade School For The Deaf	Y	Functional
67.	Cascade School For The Deaf	Y	Functional
68.	Cedros A.C.	Y	Functional
69.	Cedros Government	Y	Functional
70.	Chaguanas Government	N	None
71.	Chaguanas R.C.	Y	Functional
72.	Chandernagore Presbyterian	Y	Functional
73.	Charlieville Presbyterian	N	Non- Functional
74.	Charlieville A.S.J.A.	Y	Functional
75.	Chatham Government	Y	Functional
76.	Chickland R.C.	N	None
77.	Chinapoo Government	Y	Functional

No.	Primary School Name	Internet Status	Laboratories Status
78.	Cipero R.C	Y	Functional
79.	Clarke Road Hindu	Y	Functional
80.	Clarke Rochard Government	N	None
81.	Claxton Bay Jnr Primary	Y	Functional
82.	Claxton Bay Snr Primary	Y	Functional
83.	Cocorite Government	Y	Functional
84.	Cocoyea Government	N	Functional
85.	Coffee Boys A.C.	Y	Functional
86.	Coryal R.C. Primary	Y	None
87.	Couva South Government	N	Functional
88.	Couva A.C.	Y	Functional
89.	Crystal Stream Government	Y	Functional
90.	Cumaca R.C. Primary	N	None
91.	Cumana A.C. Primary	N	Non- Functional
92.	Cumana R.C. Primary	Y	Non- Functional
93.	Cumana S.D.A.	Y	Functional
94.	Cumuto Presbyterian Primary	N	None
95.	Cunapo (St. Francis) R.C. Primary	Y	Functional
96.	Cunaripo Presbyterian Primary	N	None
97.	Cunjal Governemt	Y	Functional
98.	Cunupia Government	N	Non- Functional
99.	Curepe A.C.	N	Functional
100.	Curepe Presbyterian	Y	Functional
101.	Curepe R.C.	Y	Functional
102.	Curepe Vedic	Y	None
103.	Cushe Gov't	N	Functional
104.	D'abadie Government	Y	Functional
105.	D'abadie Government Primary	Y	Functional
106.	Dayanand Memorial Vedic	N	None
107.	Debe Hindu	N	Functional
108.	Debe Presbyterian	Y	Functional
109.	Delhi Road Hindu School	N	Functional
110.	Diamond Vale Government	Y	Functional
111.	Diego Martin Boys R.C.	Y	Functional
112.	Diego Martin Girls R.C	N	Non- Functional
113.	Diego Martin Government	Y	Functional
114.	Dinsley/Trincity Government	Y	Functional
115.	Don Miguel Hindu	N	Functional
116.	Dow Village Government	N	Non- Functional

No.	Primary School Name	Internet Status	Laboratories Status
117.	Durham Village Hindu	N	Non- Functional
118.	Eastern Boys Government	Y	Functional
119.	Eastern Girls Government	Y	Functional
120.	Ecclesville Presbyterian	Y	Non- Functional
121.	Eckel Village A.C.	N	None
122.	Edinburgh Government	N	Non- Functional
123.	Egypt Village Government	Y	Functional
124.	El Dorado North Hindu	Y	None
125.	El Dorado South Hindu	N	Functional
126.	El Socorro Central Government	Y	Functional
127.	El Socorro Hindu	Y	Functional
128.	El Socorro North Government	Y	Functional
129.	El Socorro South Government	Y	Functional
130.	El Socorro T.I.A.	Y	Functional
131.	Elswick Presbyterian	Y	None
132.	Endeavour Hindu	N	Non- Functional
133.	Enterprise Government	N	Non- Functional
134.	Erin R.C. Primary School	Y	Functional
135.	Erin Road Presbyterian	N	Functional
136.	Erin S.D.A	N	None
137.	Escallier A.C	N	None
138.	Esperanza Presbyterian	Y	Non- Functional
139.	Excel Composite	Y	Functional
140.	Exchange Presbyterian	Y	Non- Functional
141.	Exchange R.C.	Y	Non- Functional
142.	Fanny Village Government	N	None
143.	Febeau Government	N	Non- Functional
144.	Felicity Hindu	Y	Functional
145.	Felicity Presbyterian	N	Non- Functional
146.	Fifth Company A.C	N	Functional
147.	Fifth Company Baptist	N	Functional
148.	Fishing Pond Presbyterian	Y	Functional
149.	Five Rivers Hindu Primary	N	Non- Functional
150.	Five Rivers T.I.A. Primary	N	Functional
151.	Flanagin R.C.	N	Non- Functional
152.	Forest Reserve A.C.	N	None
153.	Four Rd Government	Y	None
154.	Freeport Hindu	N	None
155.	Freeport Presbyterian	N	Non- Functional

No.	Primary School Name	Internet Status	Laboratories Status
156.	Fyzabad Presbyterian	N	Functional
157.	Gaines Normal A.M.E	Y	Functional
158.	Gandhi Memorial Vedic	Y	Functional
159.	Gasparillo Government	Y	Functional
160.	Gasparillo Hindu Primary	N	Functional
161.	Gloster Lodge Moravian	Y	Functional
162.	Gran Couva R.C.	N	None
163.	Grande Riviere A.C. Primary	N	None
164.	Grant Memorial	Y	Functional
165.	Granville R.C.	Y	Functional
166.	Grosvenor Presbyterian Primary	N	Functional
167.	Guaico Government Primary	N	Functional
168.	Guaico Presbyterian Primary	N	Functional
169.	Guapo Government	Y	Functional
170.	Guaracara Hindu	N	None
171.	Guayaguayare R.C.	N	Non- Functional
172.	Happy Hill Hindu	N	None
173.	Hardbargain Government Primary	N	Functional
174.	Hardbargain R.C.	N	Functional
175.	Harmany Hall Presbyterian	Y	Functional
176.	Hermitage Presbyterian	Y	Functional
177.	Hokett Baptist	Y	Functional
178.	Holy Family Preparatory	N	None
179.	Holy Name Preparatory	N	None
180.	Holy Rosary Preparatory	N	None
181.	Icacos Government	N	Functional
182.	Iere Villegge Government	N	Non- Functional
183.	Interdisciplinary Child Development Centre	Y	Functional
184.	Inverness Presbyterian	N	None
185.	Jerningham Government	N	Non- Functional
186.	Jordan Hill Presbyterian	Y	None
187.	Jubilee Presbyterian Primary	Y	Functional
188.	Khanhai Presbyterian	N	Functional
189.	La Pastora Government	Y	Functional
190.	La Brea R.C.	Y	Functional
191.	La Fillette R.C.	N	None
192.	La Horquetta North Government Primary	Y	Non- Functional
193.	La Horquetta South Government Primary	Y	Functional
194.	La Lune R.C.	Y	None

No.	Primary School Name	Internet Status	Laboratories Status
195.	La Puerta Government	Y	Functional
196.	La Romain Government Primary	Y	Functional
197.	La Romain R.C.	Y	Functional
198.	La Seiva R.C.	Y	Functional
199.	La Veronica R.C.	N	Functional
200.	La Veronica R.C. Primary	N	Non- Functional
201.	Lady Hochoy (Arima)	N	Functional
202.	Lady Hochoy Home	Y	Functional
203.	Lady Hochoy Penal	Y	Functional
204.	Lady Hochoy Special	Y	Functional
205.	Lady Hochoy, Cocrite	Y	Functional
206.	Lady Hochoy, Penal	Y	Functional
207.	L'anse Noire Moravian Primary	Y	Functional
208.	Las Cuevas Gov't	Y	Functional
209.	Las Lomas Government	N	None
210.	Las Lomas R.C.	N	None
211.	Laventille Boys Government	Y	Functional
212.	Laventille Girls' Government	Y	Functional
213.	Lendore Village Hindu	N	Non- Functional
214.	Lengua Presbyterian	N	None
215.	Lengua T.I.A. Islamia	Y	Functional
216.	Liberville T.M.L.	Y	Functional
217.	Lochmaben R.C.	N	None
218.	Longdenville Government	Y	Non- Functional
219.	Longdenville Presbyterian	N	Non- Functional
220.	Lower Cumuto No.1 Government	Y	Functional
221.	Lower Morvant Government	Y	Functional
222.	Macaulay Government Primary	Y	Functional
223.	Madras Government	N	Functional
224.	Mafeking Government	Y	Functional
225.	Malabar Government	N	Non- Functional
226.	Malabar Government Primary	N	Non- Functional
227.	Malabar R.C. Primary	N	Non- Functional
228.	Malabar RC	N	Non- Functional
229.	Malabar South Government	N	Non- Functional
230.	Malick Girls' R.C.	N	Non- Functional
231.	Maloney Government Primary	N	None
232.	Mamoral R.C.	N	None
233.	Manzanilla/Nariva Government Primary	Y	Functional

No.	Primary School Name	Internet Status	Laboratories Status
234.	Marabella Boys' A.C	N	Functional
235.	Marabella Girls' A.C	N	Functional
236.	Marabella Government	Y	Functional
237.	Marac Baptist	N	Functional
238.	Maracas Presbyterian	Y	Functional
239.	Maracas R.C.	Y	Functional
240.	Maracas S.D.A.	Y	Functional
241.	Maraval R.C.	Y	Functional
242.	Matelot Community R.C. Primary	Y	Functional
243.	Matura Government Primary	Y	Functional
244.	Mayaro Government	N	Non- Functional
245.	Mayaro Rc (St. Thomas)	N	Non- Functional
246.	Mayo R.C.	Y	Functional
247.	Mc Bean Hindu	N	Non- Functional
248.	Mc Bean Presbyterian	Y	Functional
249.	Melville Memorial Girls A.C.	Y	Functional
250.	Milton Presbyterian	N	Functional
251.	Mohess Road Hindu	Y	Functional
252.	Mon Repos R.C.	Y	None
253.	Monkeytown Government Primary	N	None
254.	Montrose Government	Y	Functional
255.	Montrose Vedic	N	None
256.	Morne Diablo R.C.	N	None
257.	Moruga A.C.	Y	None
258.	Moruga R.C.	Y	None
259.	Morvant A.C	Y	None
260.	Morvant New Government	Y	Functional
261.	Moulton Hall Methodist	Y	Functional
262.	Mt Pleasant Primary	Y	Functional
263.	Mt. Lambert R.C.	N	Functional
264.	Mt.D'or Government	Y	Functional
265.	Mucurapo Boys R.C.	Y	Functional
266.	Mucurapo Girls R.C.	Y	Functional
267.	Mundo Nuevo R.C. Primary	N	None
268.	Munroe Road Government	Y	Functional
269.	Munroe Road Hindu	Y	Functional
270.	Navet Presbyterian	Y	None
271.	Nelson St. Boys R.C	Y	Non- Functional
272.	Nelson St. Girls R.C	N	None

No.	Primary School Name	Internet Status	Laboratories Status
273.	New Grant A.C	Y	Functional
274.	Newtown Boys R.C.	Y	Functional
275.	Newtown Girls R.C.	Y	Functional
276.	Nipal Presbyterian	N	None
277.	North Manzanilla Government Primary	N	Non- Functional
278.	North Oropouche Government Primary	Y	Functional
279.	North Oropouche R.C. Primary	N	None
280.	North Trace Government	N	Non- Functional
281.	Orange Field Hindu	N	Non- Functional
282.	Orange Valley Government	Y	Functional
283.	Ortoire R.C.	Y	Functional
284.	Our Lady Of Laventille R.C.	Y	Functional
285.	Palmiste Government	Y	Functional
286.	Palmyra Hindu Primary	Y	None
287.	Palo Seco Government Primary	N	None
288.	Paramin R.C	Y	None
289.	Patna/River Estate Government	Y	Functional
290.	Penal Government	N	Functional
291.	Penal Presbyterian School	N	Functional
292.	Penal Rock Hindu (Kubairsingh)	N	None
293.	Penal Rock Presbyterian	N	Functional
294.	Penal Rock R.C.	N	Functional
295.	Penal/Quinam Government	N	Functional
296.	Pepper Village Government	Y	Functional
297.	Petit Valley Boys R.C	Y	Functional
298.	Petit Valley Girls R.C	Y	Functional
299.	Phoenix Park Government	Y	Non- Functional
300.	Piccadilly Government	Y	Functional
301.	Picton Presbyterian	Y	Functional
302.	Piparo Presbyterian	Y	Functional
303.	Pleasantville Government	Y	Functional
304.	Plum Mitan Presbyterian Primary	N	Functional
305.	Plum Road Presbyterian Primary	Y	Functional
306.	Point A Pierre Government Primary	Y	Functional
307.	Point A Pierre Special	Y	Functional
308.	Point Cumana Government	Y	Functional
309.	Point Fortin (Inter) R.C.	Y	Functional
310.	Point Fortin A.S.J.A. Primary	Y	Functional
311.	Point Fortin S.D.A.	N	None

No.	Primary School Name	Internet Status	Laboratories Status
312.	Point Fortin A.C.	N	None
313.	Pointe-A-Piere Government Special School	Y	Functional
314.	Poole R.C.	Y	None
315.	Poole River Presbyterian	Y	None
316.	Preysal Government	N	Non- Functional
317.	Princes Town A.S.J.A.	Y	Functional
318.	Princes Town Methodist	N	Non- Functional
319.	Princes Town Pres No.1	Y	Functional
320.	Princes Town Pres No.2	N	Non- Functional
321.	Princes Town R.C.	Y	Functional
322.	Princess Elizabeth	N	Non- Functional
323.	Princess Elizabeth School For The Handicapped	N	Functional
324.	Pt Cumana R.C.	Y	Non- Functional
325.	Pt. Fortin Government Special School	Y	Functional
326.	Raghunanan Road Government	Y	Functional
327.	Ramai Trace Hindu	Y	Functional
328.	Rampanalgas R.C. Primary	Y	Non- Functional
329.	Rancho Quemado Government	N	Functional
330.	Reform Hindu S.D.M.S	Y	None
331.	Reform Presbyterian	Y	Functional
332.	Richmond St. Boys A.C	Y	Functional
333.	Rio Claro A.P.S.Vedic	Y	None
334.	Rio Claro A.S.J.A.	N	Functional
335.	Rio Claro Hindu	Y	Functional
336.	Rio Claro Presbyterian	N	Non- Functional
337.	Rio Claro S.D.A.	Y	None
338.	Riversdale Presbyterian	N	None
339.	Riverside Hindu	N	Functional
340.	Robert Village Hindu	N	Non- Functional
341.	Rochard Douglas Presbyterian	Y	None
342.	Rock River R.C.	N	Non- Functional
343.	Rosary Boys R.C	Y	None
344.	Rose Hill R.C	Y	Functional
345.	Rousillac Hindu	N	Functional
346.	Rousillac Presbyterian	N	None
347.	S/G'de Chiquito Presbyterian	Y	Non- Functional
348.	Sacred Heart Boys R.C	Y	Functional
349.	Sacred Heart Girls R.C	Y	Functional
350.	Salazar Trace Government	Y	Functional

No.	Primary School Name	Internet Status	Laboratories Status
351.	Salybia Government Primary	Y	Functional
352.	San Fernando Boys R.C	Y	Functional
353.	San Fernando Boys' Government	Y	None
354.	San Fernando Girl's A.C.	N	Functional
355.	San Fernando Girl's Government	Y	Functional
356.	San Fernando Methodist	Y	Functional
357.	San Fernando S.D.A.	Y	Functional
358.	San Fernando T.M.L	Y	Functional
359.	San Francique Hindu	N	None
360.	San Francique Presbyterian	N	Functional
361.	San Juan Boys' Government	N	Functional
362.	San Juan Boys' R.C.	N	Functional
363.	San Juan Girls' Government	Y	Functional
364.	San Juan Girls' R.C.	Y	Functional
365.	San Juan Presbyterian	Y	Functional
366.	San Juan S.D.A	Y	Functional
367.	San Rafael R.C. Primary	Y	Functional
368.	Sangre Government Primary	Y	Functional
369.	Sangre Grande Hindu Primary	N	None
370.	Sangre Grande R.C. Primary	N	None
371.	Sangre Grande S.D.A. Primary	Y	Functional
372.	Sans Souci R.C. Primary	N	Functional
373.	Santa Cruz Presbyterian	N	None
374.	Santa Cruz R.C.	Y	Functional
375.	Santa Cruz School For Blind Children	Y	Functional
376.	Santa Flora Ac	N	None
377.	Santa Flora Government	N	Functional
378.	Santa Maria R.C.	Y	None
379.	Santa Rita R.C.	N	Non- Functional
380.	Santa Rosa Government Primary	Y	Non- Functional
381.	School For The Blind	Y	Functional
382.	School For The Blind Children Santa Cruz	Y	Functional
383.	Seereeram Memorial	N	None
384.	Siparia A.C. (St. Christopher)	N	Functional
385.	Siparia Boys' R.C.	N	Functional
386.	Siparia Hindu	N	Functional
387.	Siparia Road K.P.A.	Y	Functional
388.	Siparia Road Presbyterian	N	None
389.	Siparia SDA	Y	Functional

No.	Primary School Name	Internet Status	Laboratories Status
390.	Siparia Union Presbyterian	Y	Functional
391.	Sisten Road A.C.	N	Non- Functional
392.	Sixth Company A.C.	N	Non- Functional
393.	South Oropouche R.C.	N	None
394.	South Oropouche Government	Y	Functional
395.	Southern Central A.C.	N	Functional
396.	Spring Vale Hindu	N	Non- Functional
397.	Spring Village Hindu	Y	None
398.	St Clement Vedic	Y	Functional
399.	St Gabriel's R.C.	Y	Functional
400.	St John's A.C.	Y	None
401.	St Margaret's Primary	N	Functional
402.	St Paul's A.C.	Y	None
403.	St. Agnes A.C	Y	Functional
404.	St. Ann's R.C	Y	None
405.	St. Augustine South Government	Y	Functional
406.	St. Barb's Government	Y	Non- Functional
407.	St. Benedict's R.C.	Y	Functional
408.	St. Brigid's Girls' R.C.	N	None
409.	St. Catherine's Girls' A.C	Y	Functional
410.	St. Crispin's A.C	Y	None
411.	St. David's R.C.	Y	Functional
412.	St. Dominic's R.C	Y	Functional
413.	St. Dominic's (Penal R.C.)	N	Functional
414.	St. Finbar's Girls' R.C. Primary	N	None
415.	St. Helena Hindu	N	None
416.	St. Helena Presbyterian	N	Functional
417.	St. Hilda's Gov't	Y	Functional
418.	St. Joseph Boys' R.C.	Y	Functional
419.	St. Joseph Girl's R.C.	Y	Functional
420.	St. Joseph Government	Y	Non- Functional
421.	St. Joseph T.M.L.	Y	Functional
422.	St. Julien Presbyterian	Y	Non- Functional
423.	St. Magaret's Boys A.C	Y	Functional
424.	St. Mary's Government	Y	None
425.	St. Mary's Home A.C.	Y	Non- Functional
426.	St. Mary's A.C.	Y	None
427.	St. Michael School For Boys	Y	None
428.	St. Phillip's Gov't	Y	Functional

No.	Primary School Name	Internet Status	Laboratories Status
429.	St. Pius Boys' R.C. Primary	N	None
430.	St. Rose's Girls R.C	Y	Functional
431.	St. Stephen's A.C.	N	Non- Functional
432.	St. Theresa's Girls R.C	Y	Functional
433.	St. Therese R.C.	Y	Non- Functional
434.	St. Ursula's A.C	Y	None
435.	Ste Madeline Government	Y	Functional
436.	Success R.C	Y	Functional
437.	Suchit Trace Hindu	Y	Functional
438.	Tabaquite Presbyterian	N	None
439.	Tabaquite R.C.	Y	Functional
440.	Tableland A.C.	Y	Functional
441.	Tacarigua Presbyterian	Y	Non- Functional
442.	Talparo R.C. Primary	Y	Non- Functional
443.	Tamana Hindu Primary	N	None
444.	Tamana R.C. Primary	N	None
445.	Toco A.C. Primary	Y	Non- Functional
446.	Toco R.C. Primary	Y	Functional
447.	Todd's Road R.C.	Y	Functional
448.	Torrib Trace Presbyterian	Y	None
449.	Tortuga Government	N	Functional
450.	Tranquillity Gov't	Y	None
451.	Tulsa Trace Hindu	N	None
452.	Tulsa Trace Hindu	N	None
453.	Tunapuna A.C.	N	Functional
454.	Tunapuna Anglican	N	Functional
455.	Tunapuna Boys' R.C.	N	Functional
456.	Tunapuna Girls' R.C.	Y	Functional
457.	Tunapuna Government Primary	Y	Non- Functional
458.	Tunapuna Hindu	Y	None
459.	Tunapuna Presbyterian	N	Functional
460.	Union Presbyterian	Y	None
461.	Upper Carapichaima Presbyterian	N	None
462.	Upper Cumuto No.2 Government Primary	N	Functional
463.	Upper Guaico R.C. Primary	N	Functional
464.	Valencia R.C. Government Primary	N	Functional
465.	Valencia South Government Primary	Y	Functional
466.	Vance River R.C.	Y	Functional
467.	Vistabella Presbyterian	Y	None

No.	Primary School Name	Internet Status	Laboratories Status
468.	Vos Government	Y	Functional
469.	Warrenville Presbyterian	Y	Functional
470.	Warrenville T.I.A.	Y	Functional
471.	Waterloo Hindu	Y	Functional
472.	Waterloo Presbyterian	N	None
473.	Wharton Partick School	Y	Functional
474.	Wharton Patrick	Y	Functional
475.	William Webb Memorial (Hindustan Baptist)	N	Non- Functional
476.	Woodbrook Presbyterian	Y	Functional
477.	Woodland Hindu	Y	Functional

APPENDIX X

STATUS OF READINESS OF PRIMARY SCHOOLS FOR THE IMPLEMENTATION OF THE CAC

STATUS OF READINESS OF PRIMARY SCHOOLS FOR THE IMPLEMENTATION OF THE CONTINUOUS ASSESSMENT COMPONENT (CAC)

Victoria Education District										
NAME OF SCHOOL	School Type	Training	Resources						Storage	
		No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Physical Education	Agricultural Science	Office equipment	Infrastructure
Anstey Memorial Girls' A.C.	PUBLIC	4	√	√	√	partial supplies	√	√	√	x
Audrey Jeffers School for the Deaf	PUBLIC	1	√	√	√	partial supplies	x	√	√	
Barrackpore A.S.J.A Primary	PUBLIC		√	√	√	partial supplies		√		
Barrackpore Vedic A.P.S.	PUBLIC		√	√	√	partial supplies		√		
Bien Venue Pres.	PUBLIC	6	√	√	√	partial supplies	x	√	√	√
Bonne Aventure Pres.	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Brothers Pres.	PUBLIC		√	√	√	partial supplies		√		
Canaan Pres.	PUBLIC	7	√	√	√	partial supplies	x	√	x	x
Caratal R.C.	PUBLIC	3	√	√	√	partial supplies		√		x
Cedar Grove PRIVATE School	PRIVATE	1	√	√	√	partial supplies	√	√	√	ü
Cipero R.C	PUBLIC	2	√	√	√	partial supplies	x	√	√	ü

8th Report of the Joint Select Committee on Ministries, Statutory Authorities and State Enterprises (Group 1)

Claxton Bay A.C. Junior	PUBLIC		√	√	√	partial supplies		√		
Claxton Bay A.C. Senior	PUBLIC	4	√	√	√	partial supplies	√	√	√	√
Cocoyea Gov't	PUBLIC	4	√	√	√	partial supplies		√	√	√
Coffee Boys' A.C.	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Cunjal Gov't	PUBLIC		√	√	√	partial supplies		√		
Debe Hindu	PUBLIC		√	√	√	partial supplies		√		
Debe Pres.	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Eckel Village A.C.	PUBLIC	3	√	√	√	partial supplies	x	√	x	✓
Gasparillo Gov't	PUBLIC	12	√	√	√	partial supplies	√	√	√	√
Gasparillo Hindu	PUBLIC		√	√	√	partial supplies		√		
Grant Memorial Pres.	PUBLIC	18	√	√	√	partial supplies		√	√	x
Guaracara Hindu	PUBLIC	2	√	√	√	partial supplies	x	√	√	√
Happy Hill Hindu	PUBLIC	3	√	√	√	partial supplies		√		x
Happy Venture			√	√	√	partial supplies		√		
Hardbargain Gov't	PUBLIC	1	√	√	√	partial supplies	x	√	√	
Hardbargain R.C.	PUBLIC	2	√	√	√	partial supplies	x	√	√	x
Harmony Hall Pres.	PUBLIC	6	√	√	√	partial supplies	x	√	√	x
Hermitage Pres.	PUBLIC	3	√	√	√	partial supplies	X	√	√	

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Inverness Pres.	PUBLIC		√	√	√	partial supplies		√		
Kanhai Pres.	PUBLIC		√	√	√	partial supplies		√		
La Romaine Gov't	PUBLIC	1	√	√	√	partial supplies	x	√	√	√
La Romaine R.C.	PUBLIC	4	√	√	√	partial supplies	x	√	√	√
Lengua Islamia	PUBLIC		√	√	√	partial supplies		√		
Lengua Pres.	PUBLIC		√	√	√	partial supplies		√		
Macaulay Gov't	PUBLIC	6	√	√	√	partial supplies	x	√	√	√
Marabella Boys' A.C.	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Marabella Girls' A.C.	PUBLIC	4	√	√	√	partial supplies	x	√	√	
Marabella Gov't	PUBLIC	3	√	√	√	partial supplies	x	√	√	
Mayo R.C.	PUBLIC	6	√	√	√	partial supplies		√		x
Mohess Road Hindu	PUBLIC	2	√	√	√	partial supplies	x	√	√	x
Mon Repos R.C.	PUBLIC	7	√	√	√	partial supplies	x	√	x	x
Monkey Town Gov't	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Mt Pleasant Gov't	PUBLIC	4	√	√	√	partial supplies		√		
Palmyra Hindu	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Picton Pres.	PUBLIC		√	√	√	partial supplies		√		
Piparo Pres.	PUBLIC	2	√	√	√	partial supplies	x	√	x	√
Pleasantville Gov't	PUBLIC	3	√	√	√	partial supplies	x	√	x	x
Pointe-a- Pierre Gov't	PUBLIC	3	√	√	√	partial supplies	x	√	√	

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Pointe-a-Pierre Gov't Special	PUBLIC	3	√	√	√	partial supplies		√		
Ramai Trace Hindu	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
Reform Pres.	PUBLIC	5	√	√	√	partial supplies	x	√	√	
Reform S.D.M.S. Hindu	PUBLIC		√	√	√	partial supplies		√		
Riversdale Pres.	PUBLIC	2	√	√	√	partial supplies	x	√	√	x
Rochard Douglas Pres.	PUBLIC		√	√	√	partial supplies		√		
San F'do ASJA		7	√	√	√	partial supplies	✓	√	✗	✗
San Fernando Boys' Gov't	PUBLIC	5	√	√	√	partial supplies	x	√	√	
San Fernando Boys' R.C.	PUBLIC	5	√	√	√	partial supplies	x	√	√	x
San Fernando Girls' A.C.	PUBLIC	9	√	√	√	partial supplies	✓	√	√	√
San Fernando Girls' Gov't	PUBLIC	12	√	√	√	partial supplies	x	√	√	
San Fernando Methodist	PUBLIC	3	√	√	√	partial supplies	x	√	x	x
San Fernando S.D.A.	PUBLIC	6	√	√	√	partial supplies	✓	√	√	x
St. Clement Vedic	PUBLIC	4	√	√	√	partial supplies	x	√	√	√
St. Francis Montessori Private	PRIVATE	1	√	√	√	partial supplies	x	√	√	
St. Gabriel's Girls R.C.	PUBLIC	9	√	√	√	partial supplies	x	√	x	x
St. John's A.C.	PUBLIC	4	√	√	√	partial supplies	x	√	✗	✗

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St. Joseph Terrace Private School	PRIVATE	2	√	√	√	partial supplies	x	√	√	
St. Margaret's Gov't	PUBLIC	2	√	√	√	partial supplies	x	√	√	
St. Paul's A.C.	PUBLIC	6	√	√	√	partial supplies	√	√	√	√
St. Peters Private School	PRIVATE	6	√	√	√	partial supplies	x	√	√	√
Ste. Madeleine Gov't	PUBLIC	4	√	√	√	partial supplies	x	√	√	√
T.M.L. Primary San Fernando	PUBLIC	4	√	√	√	partial supplies	x	√	√	
Tabaquite Pres.	PUBLIC	2	√	√	√	partial supplies	x	√	√	x
Tabaquite R.C.	PUBLIC	3	√	√	√	partial supplies	x	√	√	x
The Renaissance Preparatory		3	√	√	√	partial supplies		√	√	x
Tortuga Gov't	PUBLIC	3	√	√	√	partial supplies	x	√	√	√
Union Pres.	PUBLIC	6	√	√	√	partial supplies	x	√	√	√
Vistabella Pres.	PUBLIC	6	√	√	√	partial supplies		√		
Vos Gov't	PUBLIC	6	√	√	√	partial supplies	x	√	√	x
Waterman's Prep. School	PRIVATE		√	√	√	partial supplies	x	√	√	√
Woodland Hindu	PUBLIC		√	√	√	partial supplies		√		
Savonetta Private		4	√	√	√	partial supplies	x	√	√	

CARONI DISTRICT									
NAME OF SCHOOL		Training	Resources					Storage Requirement	
	School Type	No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office Equipment	Infrastructure
Agostini Settlement K.P.A.	PUBLIC	6	√	√	√	50%	√	50%	√
Balmain Pres.	PUBLIC	6	√	√	√	50%	√	√	√
Bamboo Grove Pres.	PUBLIC	3	√	√	√	50%	√	√	x
Brasso R.C.	PUBLIC	3	√	√	√	50%	√	√	√
Brasso Venado Gov't	PUBLIC	2	√	√	√	50%	√	√	√
California Gov't Primary	PUBLIC	3	√	√	√	50%	√	50%	x
Caparo R.C.	PUBLIC	6	√	√	√	50%	√	√	√
Carapichaima A.C.	PUBLIC	2	√	√	√	50%	√	50%	√
Carapichaima A.S.J.A.	PUBLIC	6	√	√	√	50%	√	√	x
Carapichaima R.C.	PUBLIC	11	√	√	√	50%	√	√	√
Caroni Hindu	PUBLIC	5	√	√	√	50%	√	√	√
Caroni Pres.	PUBLIC	3	√	√	√	50%	√	50%	√
Chaguanas Gov't	PUBLIC	13	√	√	√	50%	√	50%	x
Chaguanas R.C.	PUBLIC	6	√	√	√	50%	√	50%	√
Chandernagore Pres.	PUBLIC	6	√	√	√	50%	√	√	√
Charlieville A.S.J.A.	PUBLIC	3	√	√	√	50%	√	√	√
Charlieville Pres.	PUBLIC	5	√	√	√	50%	√	√	√
Chickland R.C.	PUBLIC	3	√	√	√	50%	√	50%	x
Couva A.C.	PUBLIC	6	√	√	√	50%	√	√	√
Couva South Gov't	PUBLIC	4	√	√	√	50%	√	50%	√

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Cunupia Gov't	PUBLIC	7	√	√	√	50%	√	50%	√
Dow Village Gov't	PUBLIC	6	√	√	√	50%	√	50%	√
Durham Village Hindu	PUBLIC	3	√	√	√	50%	√	√	√
Edinburgh Gov't	PUBLIC	6	√	√	√	50%	√	50%	√
Endeavour Hindu	PUBLIC	6	√	√	√	50%	√	√	√
Eniath's Preparatory	PRIVATE	1	√	√	√	50%	√	√	√
Enterprise Gov't	PUBLIC	5	√	√	√	50%	√	√	√
Esperanza Pres.	PUBLIC	4	√	√	√	50%	√	√	√
Exchange Pres.	PUBLIC	12	√	√	√	50%	√	√	√
Exchange R.C.	PUBLIC	8		√	√	50%	√	√	√
Felicity Hindu	PUBLIC	6	√	√	√	50%	√	√	√
Felicity Pres.	PUBLIC	3	√	√	√	50%	√	√	√
Flanagin Town R.C.	PUBLIC	3	√	√	√	50%	√	√	√
Freeport Hindu	PUBLIC	6	√	√	√	50%	√	√	√
Freeport Pres.	PUBLIC	4	√	√	√	50%	√	√	√
Grace Community Complex	PRIVATE	ND	ND	ND	ND	ND	ND	ND	ND
Gran Couva R.C.	PUBLIC	4	√	√	√	50%	√	√	√
Holy Family Preparatory	PRIVATE	3	√	√	√	50%	√	√	√
Jerningham Gov't	PUBLIC	6	√	√	√	50%	√	√	√
Las Lomas Gov't	PUBLIC	4	√	√	√	50%	√	50%	√
Las Lomas R.C.	PUBLIC	4	√	√	√	50%	√	50%	√
Lendore Hindu	PUBLIC	4	√	√	√	50%	√	√	√
Longdonville Gov't	PUBLIC	2	√	√	√	50%	√	50%	√
Longdonville Pres.	PUBLIC	11	√	√	√	50%	√	√	√
Madras Gov't	PUBLIC	3	√	√	√	50%	√	√	√

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Mamoral R.C.	PUBLIC	3	√	√	√	50%	√	√	√
Mc Bean Hindu	PUBLIC	4	√	√	√	50%	√	√	√
Mc Bean Pres.	PUBLIC	3	√	√	√	50%	√	√	√
Milton Pres.	PUBLIC	2	√	√	√	50%	√	√	√
Montrose Gov't	PUBLIC	13	√	√	√	50%	√	50%	√
Montrose Vedic	PUBLIC	10	√	√	√	50%	√	50%	x
Munroe Road Hindu	PUBLIC	2	√	√	√	50%	√	√	√
Munroe Road, Gov't	PUBLIC	6	√	√	√	50%	√	√	√
Orange Field Hindu	PUBLIC	5	√	√	√	50%	√	√	√
Orange Valley Gov't	PUBLIC	6	√	√	√	50%	√	√	√
Palmiste Gov't	PUBLIC	3	√	√	√	50%	√	√	√
Phoenix Park Gov't	PUBLIC	4	√	√	√	50%	√	√	√
Preysal Gov't	PUBLIC	7	√	√	√	50%	√	√	x
Raghunanan Road Gov't	PUBLIC	8	√	√	√	50%	√	50%	√
Seereeram Memorial Vedic	PUBLIC	2	√	√	√	50%	√	√	√
Sevilla PRIVATEate	PRIVATE	2	√	√	√	50%	√	√	√
Spring Vale Hindu	PUBLIC	2	√	√	√	50%	√	√	√
St. David's R.C.	PUBLIC	3	√	√	√	50%	√	√	√
St. Helena Hindu	PUBLIC	4	√	√	√	50%	√	√	√
St. Helena Pres.	PUBLIC	3	√	√	√	50%	√	√	√
Todd's Road R.C.	PUBLIC	6	√	√	√	50%	√	√	√
Upper Carapichaima Pres.	PUBLIC	3	√	√	√	50%	√	50%	x
Visonary Learning Centre		ND	ND	ND	ND	ND	ND	ND	ND
Warrenville Pres.	PUBLIC	5	√	√	√	50%	√	√	x
Warrenville T.I.A.	PUBLIC	4	√	√	√	50%	√	√	√

Waterloo Hindu	PUBLIC	3	√	√	√	50%	√	50%	√
Waterloo Pres	PUBLIC	5	√	√	√	50%	√	50%	√

NORTH EASTERN DISTRICT									
NAME OF SCHOOL	School Type	Training	Resources					Storage Requirement	
		No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office Equipment	Infrastructure
Biche R.C.	PUBLIC	5	√	√	√	50%	√	√	Y
Coryal R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Cumaca R.C.	PUBLIC	1	√	√	√	50%	√	50%	Y
Cumana A.C.	PUBLIC	03-Jan	√	√	√	50%	√	√	Y
Cumana R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Cumana S.D.A.	PUBLIC	03-Jan	√	√	√	50%	√	√	Y
Cumuto Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Cunapo R.C.	PUBLIC	11	√	√	√	50%	√	√	Y
Cunaripo Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Fishing Pond Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Grande Riviere A.C.	PUBLIC	03-Jan	√	√	√	50%	√	√	Y
Grosvenor Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Guaico Gov't	PUBLIC	6	√	√	√	50%	√	√	Y
Guaico Pres.	PUBLIC	10	√	√	√	50%	√	√	N
Jubilee Pres.	PUBLIC	3	√	√	√	50%	√	50%	Y

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L'Anse Noire Moravian	PUBLIC	02-Jan	√	√	√	50%	√	√	Y
Lower Cumuto Gov't	PUBLIC	4	√	√	√	50%	√	√	Y
Matelot Community	PUBLIC	03-Jan	√	√	√	50%	√	√	Y
Matura Gov't	PUBLIC	05-Jan	√	√	√	50%	√	√	Y
Monte Video Gov't	PUBLIC	1	√	√	√	50%	√	√	Y
N/Oropouche R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Nariva/ Manzanilla Gov't	PUBLIC	3	√	√	√	50%	√	√	Y
North Manzanilla Gov't	PUBLIC	0	√	√	√	50%	√	√	Y
North Oropouche Gov't	PUBLIC	2	√	√	√	50%	√	√	N
Plum Mitán Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Plum Road Pres.	PUBLIC	3	√	√	√	50%	√	50%	Y
Rampanalga R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Salybia Gov't	PUBLIC	3	√	√	√	50%	√	√	Y
Sangre Chiquito Pres.	PUBLIC	3	√	√	√	50%	√	√	Y
Sangre Grande Gov't	PUBLIC	3	√	√	√	50%	√	√	Y
Sangre Grande Hindu	PUBLIC	3	√	√	√	50%	√	√	N
Sangre Grande R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Sangre Grande S.D.A.	PUBLIC	3	√	√	√	50%	√	√	Y
Sans Souci R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Tamana Hindu	PUBLIC	3	√	√	√	50%	√	√	Y
Tamana R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Toco A.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Toco R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Upper Cumuto Gov't	PUBLIC	3	√	√	√	50%	√	√	Y

Upper Guaico R.C.	PUBLIC	3	√	√	√	50%	√	√	Y
Valencia R.C./Gov't	PUBLIC	3	√	√	√	50%	√	√	Y
Valencia South Gov't	PUBLIC	9	√	√	√	50%	√	√	Y

POS & ENVIRONS									
Name of School	School Type	Training	Resources					Storage Requirement	
		No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and performing Arts	Agricultural Science	Office Equipment	Infrastructure
Association for Dev. Edu (New Beginnings)			√	ND	ND	ND	ND	ND	ND
Beetham Gov't (Excel Composite)	PUBLIC	3	√	√	√	50%	√	√	√
Belmont Boys' R.C.	PUBLIC		√	√	√	50%	√	√	√
Belmont Girls' R.C.	PUBLIC		√	√	√	50%	√	√	√
Belmont Gov't	PUBLIC		√	√	√	50%	√	√	√
Bethlehem Boys' R.C.	PUBLIC		√	√	√	50%	√	√	√
Bethlehem Girls' R.C.	PUBLIC	2	√	√	√	50%	√	√	x
Bishop Anstey Junior	PRIVATE		√	√	√	50%	√	√	√
Blackman's PRIVATEate	PRIVATE	3	√	√	√	50%	√	√	√
Bliss Creative Learning Institute	N/A		√	√	√		√	√	√
Boissiere R.C.	PUBLIC	4	√	√	√	50%	√	√	x
Briggs Preparatory	PRIVATE		√	√	√	50%	√	√	√
Bryn Mawr PRIVATEate	PRIVATE		√	√	√	50%	√	√	√
Carenage Boys' Gov't	PUBLIC	2	√	√	√	50%	√	√	√
Carenage Girls' Gov't	PUBLIC	3	√	√	√	50%	√	√	x

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Chinapoo Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Cocorite Gov't	PUBLIC	2	✓	✓	✓	50%	✓	✓	✓
Crystal Stream Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
Diamond Vale Gov't	PUBLIC	7	✓	✓	✓	50%	✓	✓	x
Diego Martin Boys' R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	Yes
Diego Martin Girls' R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	x
Diego Martin Gov't	PUBLIC	6	✓	✓	✓	50%	✓	50%	x
Dunross Preparatory	PRIVATE	6	✓	✓	✓	50%	✓	✓	✓
Eastern Boys' Gov't	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Eastern Girls' Gov't	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Enaame's Learning Centre	PRIVATE	2	✓	✓	✓	50%	✓	✓	✓
Escallier A.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Eshe's Learning Centre	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
Four Roads Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Gaines Normal A.M.E.	PUBLIC	4	✓	✓	✓	50%	✓	✓	x
Gloster Lodge Moravian	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Hokett Baptist Primary	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Holy Faith (St. Bernadette)	PRIVATE	9	✓	✓	✓	50%	✓	✓	✓
Holy Faith (St. Monica's)	PRIVATE	6	✓	✓	✓	50%	✓	✓	✓
Holy Name Preparatory	PRIVATE	4	✓	✓	✓	50%	✓	✓	✓
Holy Rosary Preparatory	PRIVATE	4	✓	✓	✓	50%	✓	✓	x
Immortelle Children Centre	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
La Puerta Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
La Seiva R.C.	PUBLIC	4	✓	✓	✓	50%	✓	✓	x
Laventille Boys' Gov't	PUBLIC	1	✓	✓	✓	50%	✓	✓	✓

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Laventille Girls' Gov't	PUBLIC	3	√	√	√	50%	√	√	√
Lower Morvant Gov't	PUBLIC	6	√	√	√	50%	√	√	√
Madressa Al Muslimeen	PRIVATE		√	√	√	50%	√	√	√
Maraval R.C.	PUBLIC	8	√	√	√	50%	√	√	x
Maria Goretti Preparatory	PRIVATE		√	√	√	50%	√	√	√
Maria Regina Grade School	PRIVATE	5	√	√	√	50%	√	√	√
Melville Memorial Girls' A.C.	PUBLIC	3	√	√	√	50%	√	√	√
Morvant A.C.	PUBLIC	9	√	√	√	50%	√	√	√
Morvant New Gov't	PUBLIC	5	√	√	√	50%	√	√	√
Moulton Hall Methodist	PUBLIC	6	√	√	√	50%	√	√	x
Mucurapo Boys' R.C.	PUBLIC		√	√	√	50%	√	√	√
Mucurapo Girls' R.C.	PUBLIC		√	√	√	50%	√	√	√
Nelson Street Boys' R.C.	PUBLIC	4	√	√	√	50%	√	√	x
Nelson Street Girls' R.C.	PUBLIC	4	√	√	√	50%	√	√	x
Newtown Boys' R.C.	PUBLIC	8	√	√	√	50%	√	√	√
Newtown Girls' R.C.	PUBLIC	9	√	√	√	50%	√	√	√
Our Lady of Laventille R.C.	PUBLIC	3	√	√	√	50%	√	√	x
Paramin R.C.	PUBLIC	4	√	√	√	50%	√	√	x
Patna/River Estate Gov't	PUBLIC	7	√	√	√	50%	√	√	x
Petit Valley Boys' R.C.	PUBLIC	2	√	√	√	50%	√	√	√
Petit Valley Girls' R.C.	PUBLIC	3	√	√	√	50%	√	√	√
Picadilly Gov't	PUBLIC	3	√	√	√	50%	√	√	√
Point Cumuna R.C.	PUBLIC	3	√	√	√	50%	√	√	x
Pt. Cumana Gov't	PUBLIC	3	√	√	√	50%	√	√	√
Richmond Street Boys' A.C.	PUBLIC		√	√	√	50%	√	√	√

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Rosary Boys' R.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
Rose Hill R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Sacred Heart Boys' R.C.	PUBLIC	5	✓	✓	✓	50%	✓	✓	x
Sacred Heart Girls' R.C.	PUBLIC	5	✓	✓	✓	50%	✓	✓	x
St Margaret Boys' A.C.	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
St Therese Prep	PRIVATE		✓	✓	✓	50%	✓	✓	✓
St. Agnes A.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Andrews PRIVATEate	PRIVATE	7	✓	✓	✓	50%	✓	✓	✓
St. Ann's R.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Barb's Gov't	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Catherine's Girls' A.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Catherine's PRIVATEate	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
St. Crispin A.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Dominic's R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
St. Hilda's Gov't	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Michael's School for Boys' A.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Phillip's Gov't	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Rose's Girls' R.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Theresa Girls' R.C.	PUBLIC		✓	✓	✓	50%	✓	✓	✓
St. Ursula's Girls' A.C.	PUBLIC	5	✓	✓	✓	50%	✓	✓	✓
Success R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Tranquillity Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Trinity Junior	PRIVATE	5	✓	✓	✓	50%	✓	✓	✓
West Port S.D.A.	PRIVATE		✓	✓	✓	50%	✓	✓	✓

Woodbrook Pres.	PUBLIC	3	√	√	√	50%	√	√	x
Ascension A.C.	PUBLIC	4	√	√	√	50%	√	√	x
Success R.C.	PUBLIC	3	√	√	√	50%	√	√	√
Surjo's PRIVATEate	PRIVATE	2	√	√	√	50%	√	√	√

SOUTH EASTERN DISTRICT									
NAME OF SCHOOL	School Type	Training	Resources					Storage Requirement	
		No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office equipment	Infrastructure
Mayaro Government	PUBLIC	8	√	√	√	√	√	√	√
Guayaguayare Roman Catholic	PUBLIC	6	√	√	√	√	√	√	√
Mayaro / Guayaguayare Community	PRIVATE	ND	ND	√	√	√	√		√
Mayaro Roman Catholic	PUBLIC	6	√	√	√	√	√	√	x
Ortoire Roman Catholic	PUBLIC	5	√	√	√	√	√	√	√
Ecclesville Presbyterian	PUBLIC	4	√	√	√	√	√	√	√
Mafeking Government	PUBLIC	5	√	√	√	√	√	√	x
Rio Claro A.S.J.A.	PUBLIC	5	√	√	√	√	√	√	x
Rio Claro SDA	PRIVATE	2	√	√	√	√	√	50%	√
Rio Claro Hindu	PUBLIC	9	√	√	√	√	√	√	x
Rio Claro Presbyterian	PUBLIC	2	√	√	√	√	√	√	√
St. Therese RC	PUBLIC	6	√	√	√	√	√	√	√

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Liberville TML	PUBLIC	3	√	√	√	√	√	√	√
Poole RC	PUBLIC	3	√	√	√	√	√	√	x
Poole River Presbyterian	PUBLIC	3	√	√	√	√	√	2	√
Santa Rita RC	PUBLIC	ND	√	√	√	√	√	√	√
Biche Presbyterian	PUBLIC	ND	√	√	√	√	√	√	√
Cushe Government	PUBLIC	3	√	√	√	√	√	√	x
Navet Presbyterian	PUBLIC	3	√	√	√	√	√	√	√
Rio Claro APS	PUBLIC	3	√	√	√	√	√	√	√
Marac Baptist	PUBLIC	3	√	√	√	√	√	√	x
La Lune RC	PUBLIC	3	√	√	√	√	√	√	√
Moruga AC	PUBLIC	2	√	√	√	√	√	50%	x
Moruga RC	PUBLIC	3	√	√	√	√	√	√	x
Santa Maria RC	PUBLIC	2	√	√	√	√	√	√	√
Basse Terre RC	PUBLIC		√	√	√	√	√	√	x
Rock River RC	PUBLIC	2	√	√	√	√	√	√	√
Fifth Company AC	PUBLIC	4	√	√	√	√	√	√	√
Fifth Company Baptist	PUBLIC	9	√	√	√	√	√	√	√
St. Mary's Government	PUBLIC	6	√	√	√	√	√	√	√
St. Michaels AC	PUBLIC	5	√	√	√	√	√	√	x
Jordan Hill Presbyterian	PUBLIC	14	√	√	√	√	√	√	x
Princes Town ASJA	PUBLIC	6	√	√	√	√	√	√	x
Princes Town RC	PUBLIC	5	√	√	√	√	√	√	x
Sixth Company AC	PUBLIC	2	√	√	√ 2	√	√	√	√
Torrib Trace Presbyterian	PUBLIC	2	√	√	√	√	√	√	√
Sisters Road AC	PUBLIC	2	√	√	√	√	√	√	x

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Tableland AC	PUBLIC	2	√	√	√	√	√	√	√
St. Julien Presbyterian	PUBLIC	2	√	√	√	√	√	√	√
Iere Government	PUBLIC	6	√	√	√	√	√	√	x
Princes Town Presbyterian #1	PUBLIC	10	√	√	√	√	√	√	√
Princes Town Methodist	PUBLIC	6	√	√	√	√	√	√	√
St. Stephens AC	PUBLIC	3	√	√	√	√	√	√	√
Elswick Presbyterian	PUBLIC	3	√	√	√	√	√	√	√
Nipal Presbyterian	PUBLIC	2	√	√	√	√	√	√	x
Robert Village Hindu	PUBLIC	3	√	√	√	√	√	√	√
North Trace Government	PUBLIC	3	√	√	√	√	√	√	√
Princes Town Presbyterian #2	PUBLIC	6	√	√	√	√	√	√	√
William Webb Memorial Baptist	PUBLIC	3	√	√	√	√	√	√	√
New Grant AC	PUBLIC	4	√	√	√	√	√	√	x

ST GEORGE EAST DISTRICT										
	Name of School	School Type	Training	Resources					Storage Requirement	
			No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office Equipment	Infrastructure
1	Aranguetz Gov't	PUBLIC	5	√	√	√	50%	√		√
2	Aranguetz Hindu	PUBLIC	3	√	√	√	50%	√		√

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3	Aranguéz T.I.A.	PUBLIC	4	✓	✓	✓	50%	✓		✓
4	Arima Boys' Gov't	PUBLIC	9	✓	✓	✓	50%	✓		✓
5	Arima Boys' R.C.	PUBLIC	9	✓	✓	✓	50%	✓		✓
6	Arima Centenary Gov't	PUBLIC	12	✓	✓	✓	50%	✓		x
7	Arima Girls' Gov't	PUBLIC	9	✓	✓	✓	50%	✓		x
8	Arima Girls' R.C.	PUBLIC	10	✓	✓	✓	50%	✓		✓
9	Arima Hindu	PUBLIC	4	✓	✓	✓	50%	✓		✓
10	Arima New Gov't	PUBLIC	8	✓	✓	✓	50%	✓		✓
11	Arima Pres.	PUBLIC	8	✓	✓	✓	50%	✓		✓
12	Arima West Gov't	PUBLIC	10	✓	✓	✓	50%	✓		✓
13	Aripo R.C.	PUBLIC		✓	✓	✓	50%	✓	ND	✓
14	Arouca A.C.	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
15	Arouca Gov't	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
16	Atwell's Educational Institute	PRIVATE		ND	✓	✓	50%	✓	ND	✓
17	Bamboo Settlement Gov't Primary	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
18	Barataria A.C.	PUBLIC	13	✓	✓	✓	50%	✓	✓	✓
19	Barataria Boys' R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
20	Blanchisseuse Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
21	Bon Air Gov't Primary	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
22	Bourg Mulatresse R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	x
23	Brasso Seco R.C.	PUBLIC	2	✓	✓	✓	50%	✓	✓	✓
24	Brazil R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
25	Carapo R.C.	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
26	Carmel Prep.	PRIVATE		✓	✓	✓	50%	✓	✓	✓
27	Charis Works Christian Academy	PRIVATE	6	ND	ND	ND	ND	ND	ND	ND

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28	Christian Primary Academy	PRIVATE	2	✓	✓	✓	50%	✓	✓	✓
29	Curepe (A.P.S.) Vedic	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
30	Curepe A.C. (Holy Saviour)	PUBLIC	10	✓	✓	✓	50%	✓	✓	✓
31	Curepe Educational Centre	PRIVATE		✓	✓	✓	50%	✓	✓	✓
32	Curepe Pres.	PUBLIC	12	✓	✓	✓	50%	✓	✓	✓
33	Curepe R.C.	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
34	D'Abadie Gov't Primary	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
35	Dinsley Trincity Gov't	PUBLIC	14	✓	✓	✓	50%	✓	✓	✓
36	Don Miguel Hindu	PUBLIC	5	✓	✓	✓	50%	✓	✓	✓
37	Edenway PRIVATEate	PRIVATE		✓	✓	✓	50%	✓	✓	✓
38	El Dorado North Hindu	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
39	El Dorado South Hindu	PUBLIC	8	✓	✓	✓	50%	✓	✓	✓
40	El Socorro Central Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
41	El Socorro Hindu	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
42	El Socorro North Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
43	El Socorro South Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
44	El Socorro T. I. A.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
45	Febeau Gov't	PUBLIC	10	✓	✓	✓	50%	✓	✓	x
46	Five Rivers Hindu	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
47	Five Rivers T.I.A.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
48	Gandhi Memorial Vedic	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
49	Guiseppi Prep.	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
50	La Fillette R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
51	La Horquetta North Gov't	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
52	La Horquetta South Gov't	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓

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53	La Pastora Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
54	La Veronica R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
55	Las Cuevas Gov't	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
56	Living Learning Institute	PRIVATE	ND	ND	ND	ND	ND	ND	ND	ND
57	Lucia's PRIVATEate School	PRIVATE		✓	✓	✓	50%	✓	✓	✓
58	Malabar Gov't	PUBLIC	12	✓	✓	✓	50%	✓	✓	✓
59	Malabar R.C.	PUBLIC	14	✓	✓	✓	50%	✓	✓	x
60	Malick Girls R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
61	Maloney Gov't	PUBLIC	15	✓	✓	✓	50%	✓	✓	✓
62	Maracas Pres.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
63	Maracas R.C.	PUBLIC	4	✓	✓	✓	50%	✓	✓	x
64	Maracas S.D.A.	PUBLIC	5	✓	✓	✓	50%	✓	✓	x
65	Mt. D'or Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
66	Mt. Lambert R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
67	Mundo Nuevo R.C	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
68	Nellie Bailey	PRIVATE	ND	✓	✓	✓	50%	✓	✓	✓
69	New Dawn Prep.	PRIVATE	ND	✓	✓	✓	50%	✓	✓	✓
70	Pinehaven S.D.A. Primary	PRIVATE	ND	✓	✓	✓	50%	✓	✓	✓
71	Riverside Hindu	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
72	Rosec Primary School	PRIVATE		✓	✓	✓	50%	✓	✓	✓
73	San Juan Boys' Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
74	San Juan Boys' R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
75	San Juan Girls' Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
76	San Juan Girls' R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
77	San Juan Pres.	PUBLIC	8	✓	✓	✓	50%	✓	✓	✓

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78	San Juan S.D.A.	PUBLIC	13	✓	✓	✓	50%	✓	✓	✓
79	San Rafael R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
80	Santa Cruz Pres.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
81	Santa Cruz R.C.	PUBLIC	5	✓	✓	✓	50%	✓	✓	x
82	Santa Rosa Gov't	PUBLIC	10	✓	✓	✓	50%	✓	✓	✓
348	Specialist Learning Centre	PRIVATE		✓	✓	✓	50%	✓	✓	✓
349	Spring Village Hindu	PUBLIC	4	✓	✓	✓	50%	✓	✓	x
350	St. Augustine South Gov't	PUBLIC	5	✓	✓	✓	50%	✓	✓	✓
351	St. Benedict's R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
352	St. Finbar's Girls' R.C.	PUBLIC	7	✓	✓	✓	50%	✓	✓	x
353	St. Hilary's Prep.	PRIVATE	ND	✓	✓	✓	✓	✓	ND	ND
354	St. Joseph Boys' R.C.	PUBLIC	7	✓	✓	✓	50%	✓	✓	x
355	St. Joseph Girls' R.C.	PUBLIC	9	✓	✓	✓	50%	✓	✓	x
356	St. Joseph Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
357	St. Joseph T.M.L.	PUBLIC	8	✓	✓	✓	50%	✓	✓	✓
358	St. Mary's A.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
359	St. Mary's Children's Home A.C.	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
360	St. Pius Boys' R.C.(Arouca Boys' R.C.)	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
361	St. Xavier's Oruvate School	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
362	Tacarigua Pres.	PUBLIC	13	✓	✓	✓	50%	✓	✓	✓
363	Talparo R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
364	Tunapuna A.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
365	Tunapuna Boys' R.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
366	Tunapuna Girls' R.C.	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
367	Tunapuna Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓

368	Tunapuna Hindu	PUBLIC	11	√	√	√	50%	√	√	√
369	Tunapuna Pres.	PUBLIC	6	√	√	√	50%	√	√	√
370	University School	PRIVATE	ND	√	√	√	50%	√	√	√

ST PATRICK DISTRICT									
Name of School	School Type	Training	Resources					Storage Requirement	
		No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office Equipment	Infrastructure
Avocat Vedic	PUBLIC	8	√	√	√	50%	√	√	√
Beach Camp Community	PRIVATE	3	√	√	√	50%	√	√	√
Brighton A.C.	PUBLIC	5	√	√	√	50%	√	√	√
Buenos Ayres Gov't	PUBLIC	3	√	√	√	50%	√	√	x
Cap de Ville Gov't	PUBLIC	5	√	√	√	50%	√	√	√
Cedros A.C.	PUBLIC	3	√	√	√	50%	√	√	x
Cedros Gov't	PUBLIC	3	√	√	√	50%	√	√	√
Chatham Gov't	PUBLIC	2	√	√	√	50%	√	√	x
Clarke Road Hindu	PUBLIC	3	√	√	√	50%	√	√	x
Clarke Rochard Gov't	PUBLIC	11	√	√	√	50%	√	√	√
Dayanand Memorial Vedic	PUBLIC	9	√	√	√	50%	√	√	√
Delhi Road Hindu	PUBLIC	3	√	√	√	50%	√	√	√
Egypt Village Gov't	PUBLIC	5	√	√	√	50%	√	√	√
Erin R C	PUBLIC	3	√	√	√	50%	√	√	√
Erin Road Presbyterian	PUBLIC	6	√	√	√	50%	√	√	√

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Erin SDA	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
Fanny Village Government	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
Forest Reserve A C	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Fyzabad Presbyterian	PUBLIC	8	✓	✓	✓	50%	✓	✓	✓
Granville R C	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Guapo Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Icacos Government	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Kurbairsingh Penal Rock Hindu	PUBLIC	2	✓	✓	✓	50%	✓	✓	✓
La Brea R C	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
Lochmaben R C	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Morne Diable R C	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Palo Seco Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
Penal Gov't	PUBLIC	8	✓	✓	✓	50%	✓	✓	✓
Penal Presbyterian	PUBLIC	7	✓	✓	✓	50%	✓	✓	✓
Penal Quinam Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Penal Rock Presbyterian	PUBLIC	7	✓	✓	✓	50%	✓	✓	x
Penal Rock R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
Pepper Village Government	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
Point Fortin A C	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
Point Fortin ASJA	PUBLIC	6	✓	✓	✓	50%	✓	✓	v
Point Fortin RC	PUBLIC	9	✓	✓	✓	50%	✓	✓	v
Point Fortin SDA	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
Rancho Quemado Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	x
Rousillac Hindu	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
Rousillac Presbyterian	PUBLIC	5	✓	✓	✓	50%	✓	✓	✓
Salazar Trace Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
San Francique Hindu	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓

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San Francique Pres.	PUBLIC	3	√	√	√	50%	√	√	√
Santa Flora A C	PUBLIC	3	√	√	√	50%	√	√	x
Santa Flora Gov't	PUBLIC	4	√	√	√	50%	√	√	x
Siparia Boy's R C	PUBLIC	8	√	√	√	50%	√	√	√
Siparia Hindu	PUBLIC	4	√	√	√	50%	√	√	√
Siparia Road KPA	PUBLIC	5	√	√	√	50%	√	√	√
Siparia Road Presbyterian	PUBLIC	3	√	√	√	50%	√	√	√
Siparia SDA	PRIVATE	3	√	√	√	50%	√	√	√
Siparia Union Presbyterian	PUBLIC	8	√	√	√	50%	√	√	x
South Oropouche Gov't	PUBLIC	6	√	√	√	50%	√	√	√
South Oropouche R C	PUBLIC	5	√	√	√	50%	√	√	x
Southern Central A C	PUBLIC	3	√	√	√	50%	√	√	x
St Brigid's Girls R C	PUBLIC	10	√	√	√	50%	√	√	√
St Christophers A C	PUBLIC	6	√	√	√	50%	√	√	√
St. Dominic's Penal R.C.	PUBLIC	5	√	√	√	50%	√	√	x
Suchit Trace Hindu	PUBLIC	4	√	√	√	50%	√	√	√
Tulsa Trace Hindu	PUBLIC	3	√	√	√	50%	√	√	√
Vance River R C	PUBLIC	7	√	√	√	50%	√	√	x

	TOBAGO EDUCATION DISTRICT									
	Name of School	School Type	Training	Resources					Storage Requirement	
			No. of Teachers Trained	Writing	Science	Character and Citizenship Education	Visual and Performing Arts	Agricultural Science	Office equipment	Infrastructure
1	Belle Garden A.C.	PUBLIC	4	√	√	√	50%	√	√	√

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2	Bethesda Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
3	Black Rock Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
4	Bon Accord Gov't	PUBLIC	9	✓	✓	✓	50%	✓	✓	✓
5	Buccoo Gov't	PUBLIC	5	✓	✓	✓	50%	✓	✓	✓
6	Castara Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
7	Charlottesville Methodist	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
8	Charlottesville S.D.A PRIVATEate	PRIVATE	2	✓	✓	✓	50%	✓	✓	x
9	Delaforde A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
10	Delaforde R.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
11	Des Vignes Road Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
12	Ebenezer Methodist	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
13	Glamorgan S.D.A. PRIVATEate	PRIVATE	1	✓	✓	✓	50%	✓	✓	✓
14	Golden Lane Gov't	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
15	Goodwood Methodist	PUBLIC	ND	✓	✓	✓	50%	✓	✓	✓
16	Hope A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
17	Lambeau A.C.	PUBLIC	ND	✓	✓	✓	50%	✓	✓	x
18	L'Anse Fourmi Methodist	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
19	Masid At Tawab		1	✓	✓	✓	50%	✓	✓	x
20	Mason Hall Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
21	Micheal K. Hall PRIVATEate	PRIVATE	2	✓	✓	✓	50%	✓	✓	x
22	Montgomery Gov't	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
23	Moriah Gov't	PUBLIC	4	✓	✓	✓	50%	✓	✓	✓
24	Mt. St. George Methodist	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
25	North Regional SDA		3	✓	✓	✓	50%	✓	✓	✓
26	Parlatuvier A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓

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27	Patience Hill Gov't	PUBLIC	2	✓	✓	✓	50%	✓	✓	✓
28	Pembroke A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
29	Pentecostal Light and Life		ND	✓	✓	✓	50%	✓	✓	✓
30	Plymouth A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	ND
31	Roxborough A.C.(St.Barnabas AC	PUBLIC	2	✓	✓	✓	50%	✓	✓	✓
32	Scarborough Methodist	PUBLIC	12	✓	✓	✓	50%	✓	✓	✓
33	Scarborough R.C.	PUBLIC	13	✓	✓	✓	50%	✓	✓	✓
34	Scarborough S.D.A. PRIVATEate	PRIVATE	5	✓	✓	✓	50%	✓	✓	✓
35	Signal Hill Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
36	Smithfield Learning Centre		ND	✓	✓	✓	50%	✓	✓	x
37	Speyside A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
38	St. Andrew's A.C.	PUBLIC	6	✓	✓	✓	50%	✓	✓	ND
39	St. Nicholas PRIVATEate	PRIVATE	3	✓	✓	✓	50%	✓	✓	✓
40	St. Patrick's A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓
41	Tablepiece Gov't	PUBLIC	6	✓	✓	✓	50%	✓	✓	✓
42	Tobago School for the Deaf		ND	✓	✓	✓	50%	✓	✓	ND
43	Whim A.C.	PUBLIC	3	✓	✓	✓	50%	✓	✓	✓

APPENDIX XI

COST CONTENT FOR ICT TEACHER TRAINING

Table I- Cost Content for ICT Teacher Training

Area of Training	Projected Cost &	Project No. of Teachers to be Trained
Training Workshop in the use of ICT in subject area	43,500.00	60
Basic ICT Training for officers in the Curriculum Planning and Development Division in Microsoft Office Suite	32,000.00	60
Training Workshop in the use of IT and Visual and Performance Related subjects	27,000.00	12
Caribbean Secondary Education Certificate (CSEC) IT Programming Workshop	10,000.00	30
Caribbean Secondary Education Certificate (CSEC) Best Practice Programming Workshop	7,500.00	150
Caribbean Secondary Education Certificate (CSEC) IT SBA Workshop	2,200.00	30
Caribbean Advanced Proficiency Examinations (CAPE) IT Unit 1 IA Workshop	3,200.00	20
Caribbean Advanced Proficiency Examinations (CAPE) IT Unit 2 IA Workshop	3,200.00	20
Caribbean Advanced Proficiency Examinations (CAPE) Computer Science SBA Programming Workshop	4,200.00	30
HOD IT Workshop	12,000.00	150
Use of Finale composing/arranging software	444,500.00	100
Data Structures Course	15,900.00	30
ICT Infusion Workshop for Primary School Teachers	130,000.00	1,000
ICT VAPA Infusion Workshop for Primary School Teachers	3,205,000.00	500
CVQ Data Operations Portfolio Development Workshop	92,000.00	1,000
ICT Infusion Workshop for Secondary School Teachers	92,000.00	1,000
Sensitization Workshop- Using ICT Tools in the Curriculum	12,530.00	350
2013-2014 Training for Primary Science Teachers online Facilitation –Lore .com	2,100.00	24
Integrating ICTs into Physics-PENTT Website	1,500.00	6
Technology Education Training Workshops	81,000.00	100
TOTAL	4,221,330.00	

