



**Eighth Report of the Joint Select Committee of  
Parliament on Ministries (Group I), and on the  
Statutory Authorities and State Enterprises on the  
Administration and Operations of the Ministry of  
Education with specific focus on primary School  
Education**

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Response from the Ministry of Education

7/11/2014

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## **1.0 OBJECTIVE ONE – To establish who determines the Primary School Education Curriculum and how this is done.**

### **RECOMMENDATIONS**

**We recommend that the Ministry of Education (MoE) establish a revision schedule that would allow for continuous re-examination and assessment of the primary school curriculum, perhaps at 5 year intervals.**

The Ministry of Education reviews the National Curricula every three to five years.

**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 developmental 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.**

In reviewing the Primary School Curriculum, the Ministry of Education has taken into consideration the developmental needs of our country. In this regard, the Ministry:-

- Examines national and regional policy documents that espouse a vision for the nation so as to create a national curriculum which focuses on improving our education system and maintaining a seamless link for continuous learning.
- Undertakes a process of consultation that includes the gamut of stakeholders from employers' organisations to interests groups, tertiary education providers and members of the public thereby gaining an in-depth understanding of the needs of our people.

In addition, the Ministry reviews international best practice and current research into the global needs of future citizens so as to develop a Curriculum that fits the needs of the 21<sup>st</sup> Century learner.

## **2.0 OBJECTIVE TWO – To examine what evaluation measures if any, are in place to deal with the new SEA curriculum including the CAC of the SEA.**

The Ministry has not introduced a 'new SEA curriculum'. Rather, the objectives assessed for the SEA are taken directly from the primary curriculum that has been in effect since 1999. The 'new' primary curriculum effective September 2013, has been implemented on a phased basis and will, in 2014-2015, be implemented from Infant 1 to Standard 2. The CAC is a component of the SEA that allows for the assessment of subjects that have always been on the curriculum but not assessed for the SEA. Traditionally, the SEA focused on Mathematics and English Language Arts, including Creative Writing, so schools narrowed the teaching focus to those three areas only, at the upper primary level.

### **RECOMMENDATIONS**

**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.**

Currently, the Ministry encourages feedback at the level of the school and at the level of the Educational District/Curriculum Planning and Development Division. Principals, teachers and students are encouraged to give feedback during their interaction with the CAC Monitors. Additionally, information is gathered directly from the school administration via questionnaires and surveys conducted by the Curriculum Planning and Development Division. Feedback is also given and received at the level of the districts/division during monthly status meetings with the technocrats of the Ministry and the CAC Monitors.

**Given the issues raised by Teaches 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.**

The Ministry of Education recognises the need for greater input from parents, PTAs and School Boards on ways to sustain and improve the implementation of the CAC. In response to this, the Ministry is in the process of setting up a CAC Blog and encouraging discussion and posting of comments from the public on the MOE.

### **3.0 OBJECTIVE THREE -To determine whether the MOE is considering the total removal of the SEA examination and what will replace it.**

The Joint Select Committee is asked to note that the Ministry of Education is focus on improving the education system and maintaining a seamless link for learning. As such, the Ministry is exploring educationally sound ways of increasing opportunities for student success and for engendering a love of learning across the eight subjects. Thus the Ministry is examining ways to improve SEA Examination via the implementation of the Continuous Assessment Component of the SEA and not the removing/replacing of the SEA at this time.

#### **RECOMMENDATIONS**

**We strongly recommend that rigorous 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.**

With reference to the implementation of a rigorous system to ensure the fairness and accuracy of scores awarded to the CAC and the implementation of a second marking system, the Ministry is please to advise that such a system has been developed and implemented.

**The Committee is cognizant 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 difference 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 to be utilized.**

Systems have been implemented to ensure the CAC is fair and transparent and standardised across the country. These include:-

- Schools have been provided with standardised teaching manuals, standardised assessments and standardised scoring rubrics.
- Training of teachers for the CAC and in the application of standardised rubrics has been ongoing since 2012 and will continue into 2015, as required.

- Across schools, assessments **are** moderated by the CXC team to ensure the validity and reliability of student scores and teacher adherence to the scoring rubrics. The moderation process has been completed for 2013-2014 and CXC has submitted a Moderation Report to the Ministry. Each school also will receive feedback from the CXC on its scoring of students in the various subjects via moderation feedback forms.
- The CAC is monitored internally at each school and externally by a team of CAC Monitors and Curriculum Officers. In 2014-2015, the number of Monitors will be increased to 195.

**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.**

The Ministry of Education has developed an Appeals Process for the CAC of the SEA Examination. This appeals process has been communicated to our stakeholders and has been activated on the release of the SEA results 2014.

**We recommend that the Ministry reconsider whether there is merit in re-introducing additional subjects into the SEA Examinations such as Social Studies and Sciences.**

At this time, it is the intention of the Ministry to continue offering a widened curriculum in eight areas during the two-year period of the CAC and to maintain testing of Mathematics and English Language Arts only in the summative SEA. This will be evidenced by the increase in weighting of the CAC to 40% derived from CCE, Science, Drama, Visual Arts, Music, Physical Education, Agricultural Science and ELA Writing in the period 2013-2015.

#### **4.0 OBJECTIVE FOUR -To examine the benefits and drawbacks of the Continuous Assessment Component (CAC)**

With reference to section 4.4.3, specifically the following comments *“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 the CAC”*. The Ministry wishes to advise that several mechanisms are in place to assist school administrators, teachers, parents and students. These are as follows:-

### **Mechanisms to assist School Administrators**

- School Administrators (Principals) received in the first instance a one-day sensitization on the introduction of the CAC.
- Principals were provided with copies of the CAC Administrator's Manual which outlined details of CAC Implementation guidelines and policies.
- The MOE employed 147 CAC Monitors to report on implementation of the CAC via regular school visits and classroom observation of the implementation of the CAC. Reports on the findings of CAC Monitors are submitted to Principals, District Curriculum Coordinators and School Supervisors.
- Principals also have direct access to the District Curriculum Coordinator and Subject Curriculum Officers, who made themselves readily available to answer questions, conduct site visits to schools, provide training workshops when needed and provide instructional resources to schools.
- Principals also have access to their "line School Supervisor", who provide support on CAC related matters.

### **Mechanisms to assist teachers**

- All standard 4 and 5 teachers were exposed to a minimum of two (2) days of training per CAC subject area to be implemented. This meant that a typical Std. 4 or Std. 5 teacher received a minimum of eight (8) days of training activity each during the period May- July 2013. "Residual" training workshops were conducted from September to November 2013.
- All Std. 4 and 5 teachers received printed copies of teaching manuals per CAC subject area, which contained details of CAC activities to be conducted with students in school as well as scoring guides.
- A support mechanism of competent CAC Facilitators and Subject Curriculum Officers were available on demand to conduct on-site training and classroom support to teachers, especially in practical areas such as Music, Visual and Performing Arts, Agri. Science and Drama.

### **Mechanisms to assist Parents**

- The MOE conducted a series of Stakeholder Consultations on the CAC: one National Consultation, followed by seven (8) District Consultations, which served to highlight the need for Curriculum reform at the Primary level as well.
- Parents received support through PTA and School Meetings organized by the school administration and supported by the Curriculum Division.

- The MOE produced several information booklets on the CAC, which were distributed to schools at PTA meetings. School administrators also printed hand-outs which were distributed to parents
- The MOE conducted an extensive media campaign to inform parents and other stakeholders on the implementation of the CAC. This took the form of newspaper advertisements, appearances by members of the MOE – CAC Team on morning talk shows on national television, Press Conferences/meeting at MOE HO with members of the electronic media and meetings with TTUTA.
- Information is also available on the MOE Website.

### **Mechanisms to assist Students**

- Given that the main avenue for reaching students is via their classroom teachers, students were sensitized on the introduction of CAC and its implications in the first instance by their class teachers and school principals.
- Student CAC activity booklets and activity guidelines were printed and distributed to schools for each student at the Std. 4 and 5 levels.
- Each student received all the consumable resources needed to conduct the CAC activities in all practical subject areas, and also Portfolios for writing in ELA.
- Students who were categorized as “Home-schools” received information on the CAC at meetings held at the Curriculum Division and via e-mails sent to their parents. Home-schoolers were also provided with modified assessment activities and resources during group sessions at the RCLRC.

With reference to section 4.4.3, specifically the following *comments “Notably absent from the Ministry’s submission were examples of other jurisdiction where similar continuous assessment models were successfully implemented”. The Ministry’s response is as follows:-*

The Ministry of Education examined several international education systems where similar continuous assessment models were implemented. It should be noted that the original project plan described three (3) models which attempted to incorporate Continuous Assessment as a component of an exit examination. A rigorous assessment of these three models were conducted determine the feasibility of introducing and incorporating such a system within our system. following this research process, several of the elements of a Continuous Assessment Programme in Queensland, Australia were adopted including the need for a stringent monitoring and moderating system to ensure fidelity of programme design.

With reference to section 4.4.4, specifically the following comments *“the Ministry’s ability to effectively implement oversight mechanisms to ensure fairness and equality in the determination of scores associated with the CAC of the SEA”*.



The Committee is asked to notes that one of the key objectives in designing the CAC implementation model was developing methods to ensure that the integrity and reliability of student's scores is maintained. As such, in order to ensure the adherence to set standards, all students receive the same assessment activity during a specified period and all teachers apply the same scoring rubric provided for the said activity by the MOE. The Ministry also provided standardized assessment and standardized scoring rubrics.

To further ensure the effective implementation of the CAC rubric and activities, three layers of checks and balances were developed and implemented at the level of the school, the Districts and Nationally.

With reference to section 4.4.6, specifically the following comments, *"It may also be suggested that the students are given topics months before the date of assessment during which both parents and teachers drill them in their response .....*"

It should be noted that due to the design of the CAC assessment activities, the above scenario would be highly improbable.

- Final Standardized CAC assessments such as in ELA Writing, Music or Science, are sent to the school one week or just a few days before the assessment activity begins.
- In ELA Writing where the class teacher sets the assessment activity, a process approach to writing is undertaken. In this approach, it is not sufficient to produce a finished 'published piece of work'. Evidence must be present in the student's Writing Portfolio of a developmental approach to writing. The process does not facilitate simple memorization of a topic which has been drilled and regurgitated.
- In all the CAC subject areas, the assessment activities are designed in such a manner that the process/methodology of doing the activity is documented and marks are awarded for this process rather than just for the final product. In this manner the work must be undertaken by the student over a period of time.

In response to section 4.4.8, *"Storage space and record management system"*. The Ministry is pleased to confirm the following:-

- five hundred and sixty five (565) Four Drawer Vertical Filing Cabinets and five hundred and sixty five (565) Vertical Stationary/Storage Cupboards were purchased and delivered to all primary schools: To date four hundred and seventy seven (477) Government and Government Assisted Primary Schools,

eighty (80) Private Primary Schools and seven (7) educational districts received one of each type of storage cabinet.

- Further, the MOE provided storage space for securing the wide range of CAC resources to all primary schools that has space constraints: 119 metal storage containers were procured. These containers of dimensions 12'X12', 12'X15', 20'X20', 25'X30' and 40'X50' were assigned to schools depending on the student population and available land space for housing the containers.
- With regard to the record management aspect of the CAC – accounting for utilization and storage of CAC resources, keeping track of student scores, uploading of student scores to CXC database, we can report that the MOE trained School Clerical Officers to conduct the duties outlined above. In addition, CAC OJTs were utilized to support School Clerical Officers in this regard.

With reference to sections 4.4.9 and 4.4.10, specifically the following comments, “*the infusion of VAPA and Physical Education will require the purchase of a large quantity of items and equipment .....*” *The Ministry would like to advised that in order to effectively deliver the various components of CAC the following resources were provided:-*

- i. For the CAC Music Program, the MOE procured and delivered to all 565 Primary schools (Gov., Gov. Assisted and Private), the following items: *Rhythm sticks, Triangles, Maracas, Cuatros, Dholaks, Dhaps, Wall Charts, Steel-pans*
- ii. With regard to the CAC Visual Arts program, the following resources were procured and distributed to all 565 primary schools on a per student ratio: *sketch pads, spray cans, poster paint sets, paint brushes, palettes, drawing pencils, drawing boards, Masonite with clips, aprons, crayons, coloured pencils, flip chart paper and board, tape, glue sticks, bristol board, chalk*
- iii. To implement the CAC Physical Education program, the MOE provided for all 565 Primary schools the following items: skill balls, cones, tennis balls, skipping ropes, hoops, pumps, tumbling mats.

## **RECOMMENATIONS**

**We recommend that in order to allow for the effective implementation of 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.**

Presently, the Ministry is conducting a reconciliation of the resources for the CAC programme within the primary schools; this is to ensure the schools are ready for the continued roll out of the CAC in schools for the 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 effective supervision of the operations of EFCL.**

The matter of infrastructural remodelling of schools and storage space to accommodate the CAC has been brought to the attention of the Education Facilities Company Limited. The Curriculum Division in 2012-2013 also conducted a survey of schools across Districts to ascertain the need for storage space which is being addressed.

- 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.**

The genre of Narrative- Descriptive writing is only one style of writing which students are involved in. The national curriculum from Infants to Standard Five, presents a variety of genres including reflective, expository and narrative writing and a variety of forms of writing that students develop skills in.

- d) We strongly recommend the implementation of a public awareness campaign in relations 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.**

As stated previously, the Ministry has engaged in a public awareness campaign in relation to the status and implementation of CAC. This was done in the form of newspaper advertisements, appearances by members of the MOE – CAC Team on morning talk shows on national television, Press Conferences/meeting at

MOE HO with members of the electronic media and meetings with TTUTA. Information was also provided and continues to be available on the MOE's Website.

- 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 the necessary resources (i.e. material and equipment) are available at the respective schools.**

The Committee is asked to note that Local School Boards have been established in primary schools throughout all government primary schools. The Ministry will consider the recommendation given concerning the role of the Local School Boards with respect to monitoring certain aspects of the Programme.

## **5.0 OBJECTIVE FIVE -To determine the extent to which Local School Boards are included in the Curriculum Development process, if at all.**

### **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.**

The Committee's recommendation is duly noted and would be considered.

## **6.0 OBJECTIVE SIX -To examine the role of the National Advisory Committee if any, in primary school education, curriculum formulation etc.**

### **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.**

The Committee's recommendation is duly noted and would be considered.

## **7.0 OBJECTIVE SEVEN- To investigate whether there are procedures to address the concerns of students who are medically unfit to engage in Physical Education given that that subject is now being assessed.**

The Ministry of Education is strongly committed to equality of opportunity and fairness in its provision for all students and is supportive of all arrangements which will reduce barriers to learning and assessment. As such, Special Concessions are designed to provide equity and to serve to level the playing field for students with disabilities and other special challenges. Such concessions are available for CAC as for the final written examination.

Students who are medically unfit to engage in Physical Education are exempted from that assessment and CAC scores from the other subjects pro-rated accordingly.

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

**The Committee noted that the CCDP has incorporated promotion of values and morals of the National Code of Conduct and is quite impressed with the features of this programme.**

**It advises, however, that it does not necessarily allow for inter-personal communication between dedicated facilitators and students.**

- The CCDP provides many opportunities for interpersonal communication between student and teacher. These are facilitated through the use of various teaching strategies such as discussion, conferencing, interviews, simulations, role play, scenarios and provision of feedback to students.

**The Committee also notes that specialist skills are required for this component, making it impractical to add to the school's programme.**

- As part of the CAC training all teachers were provided with training in this component. Also, the initial activities for engagement by the teacher have been revised and broken down into small tasks with detailed explanations to facilitate a clearer understanding of implementation of the programme by the teacher. This assists in improving instructional and educational efficiencies and in lowering the perception of "adding to the teachers' workload." However, it is recognized that

training is an ongoing process; therefore additional training has been planned for the new term which begins in September 2014.

**The Committee was not clear as to how the Ministry intended to track or assess the success or outcomes of this initiative.**

- Student attitude is a result of myriad factors and unacceptable standards of behaviour may not be rectified in a “quick fix” manner. The broad goals of the CCDP programme as articulated, do not speak directly to the level of school violence, suspensions and expulsions, although immediate reduction in its occurrence may be an effect of its implementation. The CCDP is a long term investment, like an annuity. The long term goals are geared towards attitudinal changes that will impact on the negative social issues affecting our school and society. There is some evidence of positive effects of the programme in the short term as reports have indicated that students practiced appropriate behaviour at least during the six week period of observation.

## **RECOMMENDATIONS**

**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.**

Currently, the Character and Citizenship Education programmes are presently timetabled two times per week. Students of schools will view video clips during the two periods allocated for this subject and as often as necessary otherwise. The MOE also proposes to provide all primary schools with video clips of the programmes on CDs.

**It is further recommended that the Ministry of Education utilize Social Media Platform 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.**

The Ministry has embarked on the use of Social Media Platform for the posting of CCDP presentation.

**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.**

The Ministry airs the television clips two times per week. In order to introduce the daily airing of television clips, the Ministry proposes to determine the feasibility of expanding the programme and the associated costs as well as sourcing the relevant funding for this initiative.

### **9.0. OBJECTIVE NINE -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**

It is noted that the Committee was pleased to be informed that a number of locally and internationally produced documents were consulted in the conceptualization of the CCDP.

### **10.0 OBJECTIVE TEN -To assess the Educational Guidance and Counselling Services of the Ministry of Education.**

#### **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 sustained at each primary schools in Trinidad and Tobago.**

The Ministry of Education wishes to advise the Committee of the following:-

- Presently, 136 Guidance Officers and 105 Guidance Counsellors have been employed. 28 o Guidance Officers positions and 4 outstanding Guidance Counsellor Positions to be filled. These are on-going and expected to be completed by September 2014.
- Currently, the Ministry has filled 84 School Social Workers positions with 64 positions to be filled. These positions are currently being filled with the expectation that most of these positions will be filled by September 2014.
- Currently, 27 Psychologists and Behavioural Specialists positions have been filled and they operate at the district level.

In light of the foregoing, the Ministry is presently re-vectoring distribution protocol for Social Work and Guidance services as we work towards a 1:1 ratio for the Primary Schools.

**11.0 OBJECTIVE ELEVEN -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.**

#### **RECOMMENDATION**

**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.**

The Committee is asked to note that the Peace Promotion Programme was renamed the Violence and Indiscipline Programme (VIP) and that the Ministry is currently reviewing the various programmes and initiatives under this programme which is carried out both in the primary and secondary schools.

Under the ambit of the Violence and Indiscipline Programme the following projects and programmes are being conducted:-

1. An Anti-bullying pilot project in approximately 10 schools designed to treat with Bullying in our schools;
2. A Parenting in Education (PiE) Programme workshops, with planned termly PiE sessions for Parents; and
3. Teacher training in Child Care Protection

**12.0 OBJECTIVE TWELVE -To assess the number of primary schools in need of upgrades, repairs and rebuilding.**

#### **RECOMMENDATION**

**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 measure 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.**



The Ministry takes note of the recommendation above and will seek to address the shortcoming in the present arrangement with the Education Facilities Company Limited.

**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.**

The Ministry of Education has reviewed the process for request for repair/refurbishment works from both government and government assisted primary schools. (Circular Memorandum No. 47 dated September 18, 2013 refers.) The process outlined in the Circular Memorandum 47 standardizes the procedures for the request for repairs, thereby allowing the Ministry to track and monitor all requests for repairs work and indirectly monitoring the demand for funding. To further improve the methods of payment of contractors, training was provided to the Education Facilities Company Limited with respect to the Ministry of Finance and the Economy's requirements in Budgeting and Mid-Year Review Funding.

**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) 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 injurious to the health of students;**
- c) Areas prone to major flooding among others.**

The Ministry takes note of the recommendation above, however, the Committee is asked to note that the selection of sites for the construction of schools is based on the following criteria:-

- The poverty ranking of communities identified through the Basic Needs Index (Trinidad and Tobago Survey of Living Conditions Report, 2005)
- Sustainable school-age population
- Potential growth of catchment areas and Nodality
- Availability of public utilities such as roads, health centres, water supply, electricity, etc.
- Availability of adequate land space (3-5acres)
- Topography
- Drainage

- Ownership (state owned)

## **OTHER FINDINGS AND RECOMMENDATIONS**

### **English Eloquence**

#### **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’s recommendation is noted, given that the international reach of English is unmatched among the world’s languages, since this is the language of economic, technological and academic development the world over. The roles of Trinidad Creole and Tobago Creole in education must be properly determined.