



SECOND SESSION OF THE TWELFTH PARLIAMENT (2021/2022)

FIRST REPORT OF THE

JOINT SELECT COMMITTEE ON

HUMAN RIGHTS, EQUALITY AND DIVERSITY

on an

*Inquiry into the Right to Equal Access to Education with specific focus on
the Underperformance of Schools in the Port-of-Spain and Environs
District with respect to Performance in Terminal Examinations*



Committee Mandate

The Joint Select Committee on Human Rights, Equality and Diversity was established under House of Representatives Standing Order 106 and Senate Standing Order 96 and shall have the duty of considering, from time to time, and reporting whenever necessary, on all matters related to:

- (a) compatibility of Acts of Parliament with human rights, and any matters relating to human rights in Trinidad and Tobago (but excluding consideration of individual cases);
- (b) Government compliance with national and international human rights instruments to which Trinidad and Tobago is a party;
- (c) the promotion of measures designed to enhance the equalization of opportunities and improvement in the quality of life and status of all peoples including marginalized groups on the basis of gender, age (elderly, youth, children) disability and the creation of an inclusive and more equitable society through greater social justice and sustainable human development within Trinidad and Tobago."

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ABBREVIATIONS

AAPSS	Association of Administrators of Public Special School
AEBM	Anglican Education Board of Management
APASS	Association of Principals of Assisted Secondary Schools
API	Academic Performance Index
APPSSTT	Association of Principals of Public Secondary Schools of Trinidad and Tobago
CAPE	Caribbean Advanced Proficiency Examination
CEBM	Catholic Education Board of Management
CSEC	Caribbean Secondary Examination Certificate
CVQs	Caribbean Vocational Qualifications
CXC	Caribbean Examination Council
DLT	District Leadership Team
ECCE	Early Childhood Care and Education
HFLE	Health and Family Life Education
ICT	Information and Communication Technology
ISP	Inclusive Schools Project
LMIP	Laventille / Morvant Improvement Project
MOE	Ministry of Education
MSDFS	Ministry of Social Development and Family Services
NAPSPA	National Primary Schools Principals Association
NCSE	National Certificate of Secondary Education
NSDSL	National Schools Dietary Services Limited
PTSC	Public Transport Service Commission
POS	Port-of-Spain
PSSATT	Private Special Schools Association of Trinidad and Tobago

PPSPA	Private Primary School Principals Association
RC	Roman Catholic
SEA	Secondary Entrance Examination
SBA	School Based Assessment
SBM	School Based Management
SDG	Sustainable Development Goal
SSSD	School Support Services Division
STARS	Student Transition and Remediation Support
TTUTA	Trinidad and Tobago Unified Teachers Association
UNUDHR	United Nations Universal Declaration of Human Rights
VAPA	Visual and Performing Arts

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1. EXECUTIVE SUMMARY

1.1. At its Second Meeting held on December 04, 2020, the Committee resolved to inquire into *‘The Right to Equal Access to Education with specific focus on the Underperformance of Schools in the Port-of Spain and Environs District with respect to Performance in Terminal Examinations.’* It was agreed that the following objectives would guide the inquiry:

- **Objective 1:** To determine the root causes for the underachievement of schools in the Port-of- Spain and Environs District.
- **Objective 2:** To examine methods to address the underachievement of schools in the Port-of-Spain and Environs District.

1.2. The Committee agreed to hold two (2) virtual public hearings with officials listed below. The public hearings focused on the public and private primary schools and Government and Government Assisted secondary schools within the Port-of Spain and Environs Educational District.:

- Ministry of Education (MOE);
- Trinidad and Tobago Unified Teachers Association (T&TUTA);
- National Council of Parent Teachers Association (NCPTA);
- National Primary Schools Principals Association (NAPSPA);
- Private Primary School Principals Association (PPSPA);
- Private Special Schools Association of Trinidad and Tobago (PSSATT);
- Association of Administrators of Public Special Schools (AAPSS);
- The Catholic Education Board of Management (CEBM);
- The Anglican Education Board of Management (AEBM);
- Association of Principals of Public Secondary Schools of Trinidad And Tobago (APPSSTT);
- Association of Principals of Assisted Secondary Schools (APASS); and
- The Holy Ghost Fathers.

1.3. The Committee submits its findings and recommendations with respect to the right to equal access to education with specific focus on the underperformance of schools in the Port-of Spain and Environs District with respect to performance in terminal examination in **Chapter 4**.

1.4. **A summary of the Committee's key findings and recommendations are:**

- I. The Committee found that underachievement should be measured, not only by pupils' performance in relation to scores received in terminal examinations but should also take into account, pupils' performance in other areas in which they achieve success.

The MOE should improve the Continuous Assessment Programme to allow for the identification of student achievement along non-traditional assessment means. The measures should cater for the multiple intelligences and special education needs of students.

- II. The Committee acknowledged the societal and economic factors highlighted by key stakeholders that contribute to the underachievement of schools within the POS and Environs District.
 - a. **The MOE should conduct an investigation into school underachievement and undertake a comprehensive analysis of the physical, material, human and financial resources invested into schools in Port-of-Spain and Environs.**
 - b. **Given that schools in 'at risk' communities face different challenges and are associated with negative stereotypes, the MOE should consider training for administrative and teaching staff of these schools to detach the stereotypes and stigma they associate with the area.**

- c. **The MOE together with the various school boards should develop a plan, for the schools under their purview, to promote mentorship, within communities to create linkages between the schools and the community.**
- III. The Committee found that there were no Curriculum Officers for Special Education and Special Education School Supervisors in the MOE.

The positions of School Supervisor and Curriculum Officer for Special Education should be established to ensure continuous review, improvement, monitoring and evaluation.
- IV. The Committee found that there was a lack of professionals and semi-professionals required to staff interdisciplinary teams and transdisciplinary teams in schools, Special Schools and Inclusive schools.

The MOE should consider, the establishment of interdisciplinary teams to service primary and secondary schools at the district level and transdisciplinary teams at Special School and Inclusive School level, staffed with professionals tailored to service the unique needs of special education needs of the special school service.
- V. According to the Education Act, Chap.39:01, Section 2. “Intermediate school” refers to “a school recognised under the former Education Ordinance as providing primary or post-primary education for pupils up to the age of eighteen years”. The Committee found that the Special Schools educated persons between preschool age (early intervention) and above 18 years of age but are categorized as an intermediate school as it is the nearest category of schools provided in the Education Act, Chap.39:01, which is serving this age range.

It is recommended that the MOE liaise with the Office of the Attorney General and Ministry of Legal Affairs to draft an amendment to the Education Act, Chap.39:01 which would reclassify all Public Special Schools to reflect the age range taught at these schools.

- VI. The Committee found that School Supervisors should meet with Principals and Management Teams regularly to provide guidance on school administration in order to provide constructive feedback on the progress of the school.

It is strongly recommended that the MOE conduct a competency assessment to determine the necessary training matrix required for continuous professional development for principals and middle managers, addressing; financial management, infrastructural and plant management, change management, curriculum delivery, school discipline and student support.

- VII. The Committee found that according to APASS, the framework of the MOE does not adequately monitor behaviour and attitudes required by the schools for its students, teachers and staff as some of the MOE monitoring instruments are outdated.

- a. **The MOE should conduct a competency assessment to determine the necessary training matrix required for continuous professional development; and that the**
- b. **MOE convey standards for assessment and evaluation, and produce and disseminate, examination and evaluation data through online publications as a cost effective and efficient means of circulation.**

2. INTRODUCTION

Defining Equal Education

2.1. In order to ensure that all persons are given the fullest opportunity to develop themselves, they must be granted access to equal education. Equal Education is conceptualised around two principles; the role of education in improving lives and the provision of such regardless of an individual's circumstances of birth (age, sex and socio-economic status)¹.

SDG Goal 4 and the Underachievement of Schools

2.2. Goal Four of the United Nations' Sustainable Development Goals recognises a need to reinforce an '*inclusive and quality education for all*'². "Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development"³ The targets and indicators of SDG Goal 4 should be met by 2030.

Ministry of Education (MOE)

2.3. The Ministry of Education has been tasked with '*promotion of the education of the people of Trinidad and Tobago and the establishment of institutions devoted to that purpose ...which..., shall contribute towards the development of the human resources, physical, mental, moral and spiritual of the community*'⁴.

2.4. The Draft Education Policy Paper 2017-2022 identified as one of three strategic goals '*quality education provided at all levels.*' This incorporates the following objectives:

¹ Stanford Encyclopaedia of Philosophy. "Equality of Educational Opportunity." May 31, 2017. Accessed: March 09, 2019: <https://plato.stanford.edu/entries/equal-ed-opportunity/>

² United Nations. "Quality Education-Why it Matters." pg.1. Accessed March 13, 2019: <https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-4.pdf>

³ United Nations Development Programme "Sustainable Development Goals, Goal 4 Quality Education" Accessed: April 26, 2019 http://www.tt.undp.org/content/trinidad_tobago/en/home/sustainable-development-goals/goal-4-quality-education.html

⁴ Education Act, Chap. 39:01. Accessed: April 10, 2019. https://rgd.legalaffairs.gov.tt/laws2/Alphabetical_List/lawspdfs/39.01.pdf

- *To advance continuous curriculum planning and ensure effective delivery;*
- *To ensure continuous teacher training and professional development;*
- *To ensure programmes are relevant and responsive to meet sustainable national development goals;*
- *To ensure quality teaching for every student; and*
- *To provide the educational support services necessary to optimise the teaching and learning process.⁵*

2.5. The document also highlights the link between the Sustainable Development Goals, the National Development Strategy, Vision 2030 and the role of the Ministry of Education⁶. Goal Seven (7) of the National Development Strategy envisions that Trinidad and Tobago would have a *‘modern, relevant education and training system’*, with strategies especially directed to⁷:

- *Adopt best practices in education administration*
- *Maintain and upgrade school infrastructure*
- *Revise the school curriculum to emphasise core values, nationalism and work place readiness skills and;*
- *Promote a fair system of education and training at all levels.*

2.6. The Ministry has recognised that *‘the current curriculum is not practical/realistic enough to pique the interest of students’*. In response to this, the Ministry has taken a policy stance to *‘ensure alignment of the curricula and teaching strategies across the three educational levels.’*⁸

⁵ Ministry of Education. “Draft Education Policy Paper 2017-2022.” pg.12. Accessed: April 10, 2019: <http://MoE.gov.tt/Portals/0/Documents/Notices/Draft%20Education%20Policy%20Paper%202017-2022%20final.pdf?ver=2018-10-04-114243-487>

⁶ Ministry of Education. “Draft Education Policy Paper 2017-2022.” pgs. 20-23. Accessed: April 10, 2019: <http://MoE.gov.tt/Portals/0/Documents/Notices/Draft%20Education%20Policy%20Paper%202017-2022%20final.pdf?ver=2018-10-04-114243-487>

⁷ Ministry of Planning and Development. “National Development Strategy of Trinidad and Tobago 2016-2030.” Pgs. 105-106. Accessed: April 17, 2019: <https://www.planning.gov.tt/sites/default/files/Vision%202030-%20The%20National%20Development%20Strategy%20of%20Trinidad%20and%20Tobago%202016-2030.pdf>

⁸ Ministry of Education. “Draft Education Policy Paper 2017-2022.” pg.64. Accessed: April 10, 2019: <http://MoE.gov.tt/Portals/0/Documents/Notices/Draft%20Education%20Policy%20Paper%202017-2022%20final.pdf?ver=2018-10-04-114243-487>

The Underachievement of Schools in Port-of-Spain (POS) and Environs District

2.7. In 2016 the Ministry of Education's conducted a Report on the National Test Results of Primary Schools in Trinidad and Tobago.⁹ The report found that a large number of pupils in the primary school were experiencing academic difficulty. The majority of schools, 375 (70.8%) of primary schools were categorised as "Mostly Effective" in 2016 as they achieved an API score from 241 to 400. 78 (14.7%) schools were categorised as "Academic Watch" as they had an API score from 81 to 240. **Table 1** shows that the Caroni Education District had the smallest percentage of schools (1%) in the "Academic Watch" category, whilst the Port of Spain and Environs Education District had the largest percentage (33%) or twenty-nine (29) schools.

2.8. Additionally, the report found that, beyond geography, the type of school, categorized by religion, was also a factor in schools being considered as under "Academic Watch". **Table 2** shows that the Roman Catholic and Anglican schools performed at a significantly lower level (evidenced by the frequency with which they were recorded as being on "Academic Watch"), than Hindu, Presbyterian and private schools.

Table 1: Performance of Schools by District based on National Test Report 2016

District	Excelling	Academic Watch
Caroni	13	1
North Eastern	3	5
Port of Spain	12	29
St. George East	15	17
St. Patrick	6	5
South Eastern	4	10
Victoria	19	5
Tobago	4	6

⁹ Division of Educational Research and Evaluation. "National Test Report 2016." Ministry of Education; December 2016. pgs. 24-28.

Table 2: Performance of Schools by Denomination

Type	Excelling	Academic Watch
Government	9	24
Hindu	13	3
Presbyterian	13	1
Catholic	4	28
Anglican	2	10
Muslim	6	--
Private	30	4
Other	-	6

2.9. Furthermore, based on results from the SEA, the Port-of-Spain and Environs District has consistently ranked within the last four performing districts for the period 2009- 2019 when compared to other Districts. **Table 3** and **Figure 1** highlight the performance of students in the SEA examinations for the period 2009- 2019 based on the average scores of the schools in the district.

Table 3: Average Scores of Students in SEA by District

Average Scores in SEA											
District	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Caroni	203.895	205.737	204.935	203.963	203.307	203.558	202.926	202.484	201.822	202.746	203.028
North Eastern	192.753	191.469	190.445	191.718	190.970	187.441	191.287	192.043	191.052	190.552	192.719
Port of Spain	196.127	197.904	196.802	197.403	197.000	195.241	196.050	196.156	198.072	198.007	197.623
St. George East	200.892	200.205	200.653	199.677	199.438	198.806	199.386	200.088	200.583	202.02	199.597
St. Patrick	198.509	197.717	198.834	198.108	198.729	199.301	200.481	199.648	200.117	196.832	199.910
South Eastern	197.538	196.738	196.472	198.607	197.030	197.817	195.123	199.007	196.666	195.957	194.216
Victoria	206.924	206.059	206.778	208.597	208.033	207.437	208.737	208.258	207.087	207.209	208.698
Tobago	192.930	189.651	192.498	191.324	191.825	192.914	193.120	196.512	192.915	191.615	194.416

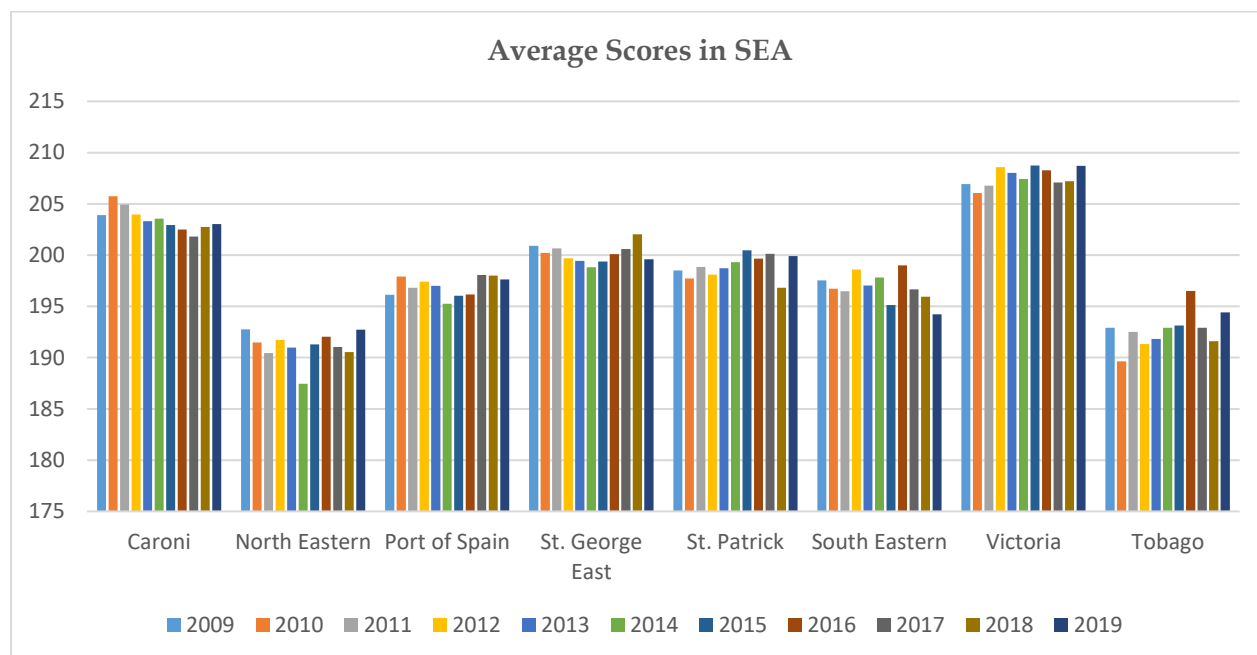


Figure 1 Average Scores of Students in SEA

2.10. For the purposes of this report, *underachievement of schools* refers to the performance of schools that are below the national average in terminal examinations.

Conduct of the Inquiry

2.11. The Committee conducted two (2) public hearings held on March 05, 2021 with primary school representatives and key stakeholders and on April 09, 2021 with secondary school representatives and key stakeholders. During this time, the Committee questioned the officials on matters based on the objectives of the inquiry.

2.12. Prior to the public hearing, the Committee sought responses from various stakeholders and the following written submissions were received:

- Ministry of Education (MOE);
- Trinidad and Tobago Unified Teachers Association (T&TUTA);
- National Council of Parent Teachers Association (NCPTA);
- National Primary Schools Principals Association (NAPSPA);
- Private Primary School Principals Association;
- Private Special Schools Association of Trinidad and Tobago;

- Association of Administrators of Public Special Schools;
- Catholic Education Board of Management;
- Anglican Education Board of Management;
- Association of Principals of Public Secondary Schools of Trinidad And Tobago;
- Association of Principals of Assisted Secondary Schools; and
- Holy Ghost Fathers.

2.13. The **List of Officials** that appeared before the Committee is attached as **APPENDIX I**.

2.14. The **Minutes and Verbatim Notes** are attached as **APPENDIX II** and **APPENDIX III** respectively.

2.15. The First Report was approved on October 19, 2021.

3. EVIDENCE

Objective 1: To Determine the Root Causes For the Underachievement of Schools in the Port-of- Spain and Environs District.

POS and Environs District Statistics- SEA Examination

SEA Average for POS & Environs Education District

3.1. According to the MOE, there are 90 primary schools within the Port of Spain (POS) and Environs Educational District.

3.2. Data received from the MOE provided in **Table 4** shows a comparison of the mean total weighted score for the POS and Environs district with the national mean score. The complete breakdown for POS and Environs Education District SEA National Average Comparison 2015 -2020 is provided in **Appendix IV**.

Table 4: Mean SEA Total Weighted score by district 2010-2020

Year	District	Mean Total Weighted Score
2010	Port-of-Spain	197.79
2010	National	198.66
2011	Port-of-Spain	195.39
2011	National	197.17
2012	Port-of-Spain	195.73
2012	National	197.73
2013	Port-of-Spain	191.55
2013	National	195.17
2014	Port-of-Spain	201.16
2014	National	200.19
2015	Port-of-Spain	191.46
2015	National	196.08
2016	Port-of-Spain	191.54
2016	National	199.08
2017	Port-of-Spain	192.90
2017	National	196.20

2018	Port-of-Spain	188.30
2018	National	194.60
2019	Port-of-Spain	186.81
2019	National	195.00
2020	Port-of-Spain	189.93
2020	National	195.45

3.3. According to the data from **Table 4**, in the POS and Environs district, the average SEA score has been lower than the national average every year for the past ten years.

3.4. The Anglican Education Board of Management (AEBM) had eleven (11) Schools in the Port of Spain and Environs District. Data provided by the AEBM on the academic performance, in the Secondary Entrance Assessment (SEA) Examination from 2010, 2015, 2017 and 2019 highlighted that, overall, the schools from the sample that have consistently underachieved are: Ascension; Escallier; Morvant; St. Agnes; St. Crispin's and St. Margaret's Boys. The other schools show varying results depending on the ability of the students in the year group.

3.5. According to the Catholic Education Board of Management (CEBM), there were 29 Roman Catholic (RC) schools in the POS and Environs School District. Of these, nine to eleven consistently perform at or above the national average. The remaining 18 to twenty 20 schools demonstrated varying degrees of underachievement, with the schools in the east POS area consistently being among the lowest.

POS and Environs District Statistics- CSEC & CAPE Examinations

CSEC Average for POS & Environs Education District

3.6. According to the MOE, there are 28 secondary schools within the POS and Environs Educational District.

3.7. Data received from the MOE provided in **Table 5**, illustrates the performance in CSEC, the percentage of students passing five (5) subjects, including Mathematics and English in the POS and Environs district compared to the national average. The complete breakdown for performance by schools in the POS and Environs District in CSEC examinations is provided in **Appendix V**.

Table 5: Percentage of Students passing 5 or more CSEC subjects including Math and English 2010-2020

Year	District	No. writing (Govt)	No. passing 5 or more with M&E (Govt)	% passing 5 or more passed with M&E (Govt)	No. Writing (Gov't Asst)	No. passing 5 or more with M&E (Gov't Asst)	% 5 or more passed with M&E (Gov't Asst)
	Port of Spain	1679	562	33.47%	1038	847	81.60%
2020	National	10092	3287	32.57%	5238	4155	79.32%
	Port of Spain	1524	470	30.84%	1063	837	78.74%
2019	National	9836	2633	26.77%	5380	4081	75.86%
	Port of Spain	1569	502	31.99%	1060	843	79.53%
2018	National	9648	2822	29.25%	5269	4019	76.28%
	Port of Spain	1605	465	28.97%	1030	809	78.54%
2017	National	9567	2533	26.48%	5126	3860	75.30%
	Port of Spain	1458	502	34.43%	1045	818	78.28%
2016	National	9064	2402	26.50%	5331	3874	72.67%
	Port of Spain	1536	466	30.34%	1012	840	83.00%
2015	National	8957	2357	26.31%	5090	3816	74.97%
	Port of Spain	1554	438	28.19%	1052	830	78.90%
2014	National	9167	2126	23.19%	5119	3738	73.02%
	Port of Spain	1475	338	22.92%	1019	731	71.74%
2013	National	9363	1817	19.41%	5060	3364	66.48%
	Port of	1483	345	23.26%	1062	760	71.56%

	Spain						
2012	National	9470	1665	17.58%	5053	3199	63.31%
	Port of Spain	1654	437	26.42%	1087	796	73.23%
2011	National	10394	2098	20.18%	5086	3459	68.01%
	Port of Spain	1677	484	28.86%	1088	799	73.44%
2010	National	11162	2465	22.08%	5060	3528	69.72%

3.8. According to the data obtained from the MOE in **Table 5** above, the percentage of students passing five (5) or more subjects including Mathematics and English has been higher than the national average in both Government and Government Assisted schools for the past 10 years.

CAPE Average for POS & Environs Education District

3.9. Data received from the MOE provided in **Table 6** shows the academic performance in CAPE Examinations, the percentage of students passing three (3) or more Unit 1 subjects in the POS and Environs district. The complete breakdown for performance by schools in the POS and Environs District in CAPE examinations is provided in **Appendix VI**.

Table 6: Percentage of Students passing 3 or more CAPE Unit I subjects 2010-2020 by district

Year	District	Number Passing 3 Or More Subjects	Number Attempted	Percent Passing 3 Or More Subjects
2020	Port of Spain	887	1491	59.5%
2020	National	4636	7614	60.9%
2019	Port of Spain	856	1539	55.6%
2019	National	4355	7498	58.1%
2018	Port of Spain	937	1612	58.1%
2018	National	4526	7524	60.2%
2017	Port of Spain	973	1629	59.7%
2017	National	4684	7297	64.2%
2016	Port of Spain	1003	1605	62.5%
2016	National	4679	7090	66.0%

2015	Port of Spain	989	1542	64.1%
2015	National	4579	6895	66.4%
2014	Port of Spain	982	1521	64.6%
2014	National	4474	6908	64.8%
2013	Port of Spain	1062	1647	64.5%
2013	National	4538	7017	64.7%
2012	Port of Spain	1020	1626	62.7%
2012	National	4633	7213	64.2%
2011	Port of Spain	712	1462	48.7%
2011	National	3520	6951	50.6%

3.10. According to the data obtained from the MOE in **Table 6** above, the percentage of students passing three (3) or more Unit 1 subjects in the POS and Environs district has been lower than the national average for the past 10 years. However, the Unit 2 grades were less consistent. From 2010 to 2016, the percentage of students passing three or more Unit 2 subjects was consistently higher than the national average. However, from 2017 to 2019, this percentage was lower in POS.

3.11. According to the Association of Principals of Public Secondary Schools of Trinidad and Tobago (APPSTT) a comparison of the percentage pass-rates of the government and the government assisted schools for CSEC examinations 2010-2020, seem to indicate that underachievement is occurring in the government schools. While in the Government Assisted schools, pass rates range from a low of 71.56% in 2012 to a high of 83% in 2015, the rates in government schools range from a low of 22.92% in 2013 to a high of 34.43% in 2016.

Underachievement of Schools in the POS and Environs District

3.12. According to the MOE, at no time are schools defined as ‘underachieving’ but are instead categorized as schools of focus for targeted support and intervention. The MOE monitors performance trends of terminal examinations for placement from the Secondary Entrance Examination (SEA) and for certification with respect to Caribbean Examination

Council's (CXC) Caribbean Secondary Examination Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE). Schools that have performed below the national average in the terminal examinations, are referred to the MOE's intervention strategies that were geared towards improved performance and provided support to the schools.

3.13. Trinidad and Tobago Unified Teachers Association (TTUTA)'s position, like the National Primary Schools Principals Association (NAPSPA), is that underachievement must be determined after considering all the contributory factors highlighted in **Table 7** which demonstrate a correlation between student underachievement and underachievement of schools.

3.14. Additionally, the Association of Principals of Assisted Secondary Schools (APASS) submission highlighted that there were other standardized measurements of students' competencies such as the Caribbean Vocational Qualifications (CVQs), which was not considered in the assessment of the number of subjects students have attained at the end of five (5) years of secondary education.

3.15. The data obtained by TTUTA revealed a consistent pattern among between 60 – 68% of the schools over the period 2015 – 2020. Furthermore, TTUTA noticed that public schools in which this 'underachievement' was occurring, were schools located in communities that had either been identified as socially 'at-risk', or communities that generally had populations with low-socio-economic conditions.

3.16. According to the Association of Administrators of Public Special Schools (AAPSS), based on the statistics, it appears that there were students who were under achieving at the Primary School Level on the national standardize high stakes test. However, this may not reflect the student's potential as having a lower score on a written summative test is not an accurate measurement of what a student has learned.

Contributory Factors for the Underachievement of Schools

3.17. According to submissions from the majority of stakeholders consulted during the inquiry, the factors highlighted in **Table 7** may contribute to the underachievement of schools within the POS and Environs District.

Table 7: Contributory Factors of Underachievement of Schools

Contributory Factors to the underachievement of schools in the POS and Environs Education District	
School Climate	✚ High levels of crime and violence that occur in some of the communities leads to experiences of trauma. ✚ Insufficient staff to facilitate psychosocial/psychoeducational Screening ✚ Insufficient intervention services to meet the needs of those screened. ✚ Teacher longevity in schools affected by high incidences of violence in and around schools. ✚ Limited funding and less resources provided to schools for challenging issues. ✚ Population size in schools may be too large for the school to be able to meet the learning/emotional/social challenges of students. ✚ Lack of specialised teachers to handle students with unique challenges. ✚ The lack of a prescribed cut-off score, as exists for some schools, to indicate the required marks for students' entrance into schools. ✚ The nature of stratification in schools in our system of education.
Student Interest	✚ Insufficient extra/co-curricular activities. ✚ The lack of varied pedagogies for the curriculum to engage different learning strategies. ✚ Student engagement ✚ Low level of interest and motivation of teachers.
Absenteeism	✚ Student/Teacher Absenteeism/Unpunctuality which contributes to a reduction in teaching time. ✚ Inability of students and teachers to attend school due to gang uprisings, shootings or community uprisings on school days and in and around the school vicinity. ✚ The loss of class time due to addressing numerous discipline issues caused by students' limited social and behavioural inputs.
Socioeconomic status	✚ Low socioeconomic status. ✚ Illiteracy of the parents/guardians.

	✦ Mental and emotional health. ✦ Teenage pregnancy. ✦ Single parent homes. ✦ Domestic violence. ✦ Learning disabilities of the children. ✦ Insufficient positive male role models. ✦ Trust issues. ✦ Social/emotional issues affecting persons in the household. ✦ Lack of information on coping with learning disabilities/challenges. ✦ Level of parental involvement.
Neighbourhood/ residential circumstances	✦ Communities that have been identified as socially 'at-risk' ✦ Communities with populations with a low-socio-economic status ✦ Community support for activities and initiatives of the school

Special Schools

3.18. According to AAPSS, children with diagnosed special needs are not adequately supported. This is primarily due to the absence of the required structure, trained teachers and assistants, human and physical resources to ensure that children with special education needs and multiple intelligences of children have an equal and equitable opportunity to succeed at terminal examinations.

3.19. The AAPSS highlighted the following factors unique to special needs students which contributed to the underachievement of special needs students:

- Children with disabilities may learn differently from their peers and have different developmental milestones which are not catered for in the mainstream classroom setting;
- The limited access to learning materials which are specifically tailored for their unique learning capacities;
- The lack of motivation of students to participate in the learning experience;
- Parents may not be equipped to reinforce the lessons learnt by the child;

- The absence of requisite infrastructure, physical, human and technological resources and facilities for students with special education needs in primary and special schools, which are expected to participate in terminal examinations;
- The absence of an Interdisciplinary Team or Transdisciplinary Team¹⁰ to provide support to children with diagnosed and undiagnosed disabilities;
- The Expanded Core curriculum¹¹ for children with disabilities had not been fully incorporated by the MOE which affected the implementation and delivery of this curriculum for students with Special Education needs;
- The absence of Curriculum Officers for Special Education;
- The absence of Special Education School Supervisors to monitor the standards of special schools and all other schools with students with Special Education needs;
- A vast shortage of certified, trained Special Education Teachers to work with children with diagnosed disabilities; and
- The absence of professional and semi-professional staff for Special Schools, and All-inclusive schools.

¹⁰ Interdisciplinary Team or Transdisciplinary Team consists of professionals and semiprofessionals that work together to develop skills in students with disabilities or special education needs to access the core curriculum. Professionals on the team may include Clinical Psychologists, Social Workers, counselors, Speech Therapists, Occupational Therapists, Adapted Physical Education Instructor, Optometrist, Orientation and Mobility Specialist, Ophthalmologist, Physiotherapist, Assistive Technology Instructors, Braille transcribers, learning support assistants, school nurse, audiologist, teacher of hearing impaired, teacher of visually impaired. The composition of the team may vary based on the disability or unique special needs of the student however, parents, teachers, students, and special education teachers are critical components of the Team.

¹¹ The Expanded Core Curriculum (ECC) provides a framework for instruction in a specialized set of vision-related skills for students who are blind or visually impaired. Paths to Literacy. *Expanded Core Curriculum*. September 09, 2021. <https://www.pathstoliteracy.org/expanded-core-curriculum>.

Objective 2: To examine methods to address the underachievement of schools in the Port-of-Spain and Environs District.

Mechanisms/ Strategies to Address the Underachievement of Schools In the Port-of-Spain and Environs District

3.20. The MOE's Draft Education Policy Paper 2017-2022 highlights the strategic goals of the MOE for achieving the following in schools in Trinidad and Tobago:

- Quality education;
- Quality teaching;
- Educational support services to optimise the teaching and learning process;
- Education administration;
- School curriculum; and
- Promoting a fair system of education and training at all levels.

3.21. **Table 8** below highlights the mechanism and strategies implemented by the MOE to address the underachievement of schools in the Port-of-Spain and Environs District in accordance with the strategic goals of the Draft Education Policy Paper 2017-2022.

Table 8: MOE Activities to Implement the Strategic Goals of the Draft Education Policy Paper 2017-2022

Strategic Goal	Strategies/ Activities Implemented By The MOE
Quality education	✚ District Leadership Teams (DLT) regularly visit schools to conduct assessments for targeted intervention, determine the follow up training required and provide onsite workshops/ training. ✚ Several workshops were conducted for teachers in areas such as; curriculum delivery, literacy and numeracy, teaching of practical skills, School Based Assessment (SBA) monitoring, and SBA alignment to the Caribbean Vocational Qualification (CVQ). ✚ National consultations on education. ✚ Review and updating of Education Policy Paper Policy documents. ✚ Review and updating of the National Certificate of Secondary Education (NCSE) curriculum. ✚ Needs analysis for inductees and teachers currently in the system.

	✚ Regular assessment of university and college education diplomas and degrees. ✚ Consistent consultation with the education institutions on trends in the field. ✚ DLT and Education District Management review
Quality Teaching	✚ Introduction of student-centred strategies for subject integration e.g. Visual and Performing Arts (VAPA) and Mathematics –alternative strategies that encompass a multiple intelligences approach infusing the visual and performing arts as methodology: pupils learn through dance, drama, music and visual arts; ✚ Emphasizing the development of numeracy skills using real-life problem- solving contexts e.g. mental mathematics skills; ✚ Representation of mathematical concepts in multiple ways – concrete, pictorial and symbolic; ✚ Presentation of mathematical content in real-world contexts to highlight the relevance of mathematics, e.g. planning events, shopping, sports, etc. ✚ Use of language concepts to learn mathematics: ▪ Introduce, discuss and reinforce new vocabulary; ▪ Explore pronunciation, meaning and context e.g. square shape, square number; ▪ Encourage student-generated questions; ▪ Reading for understanding (Polya’s model); and ▪ Reading fluency enhances understanding. ✚ Workshops that targeted both principals and teachers focused on providing them with the tools to effectively implement systems that would encourage and sustain literacy achievement at their schools.
Educational Support Services to Optimise the Teaching And Learning Process	✚ Teacher/Administrator Support Services: ▪ Teacher training; ▪ Leadership and Management training; ▪ Development of curriculum resources; ▪ Analysis of terminal examinations; ▪ Technical support for the implementation of all examinations; ▪ eConnect to and Learn the FiveStar Programme for ICT in education, with the provision of laptops to schools and training of teachers to utilise ICT in the delivery of the curriculum; and ▪ Notes Master training for teachers. ✚ Social Support Services: ▪ Provided to students with behavioural challenges, diverse learning needs as well as those who require psycho-social support; ▪ Referrals are received from external agencies for specialised interventions geared toward minimising and/or eliminating academic and or psychosocial barriers to learning; and

	▪ Teachers and parents of students within the POS and Environs District also benefit from Teacher Education and Parenting-in-Education programmes. These components have both direct and indirect means of supporting our students to maximise the benefit derived from the teaching-learning process. ✚ Student Services: ▪ School meals via the National Schools Dietary Services Limited (NSDSL); ▪ Transport to students via the Public Transport Service Commission (PTSC) Maxi Taxi Concessionaire Service; ▪ Textbook Loan Programme; ▪ School Learning Management System for online curriculum delivery; ▪ Provision of electronic devices to students; ✚ Parental Support: ▪ Parenting in Education Workshops; and ▪ Collaboration with various ministries e.g. Ministry of Social Development and Family Services (MSDFS) to provide psychosocial, economic support and information to parents.
Education Administration	• School Supervisors and the DLT monitor schools to ensure that school administrators follow the minimum standards identified for: ▪ Infrastructure maintenance; ▪ Curriculum delivery; ▪ Teacher and student regularity and punctuality; ▪ Student attitudes and behavior; and ▪ The eight dimensions in the SBM framework.
School curriculum	• The MOE designed the Student Transition and Remediation Support (S.T.A.R.S.) project to provide support to students who attained a score of 30% or less in SEA. Students assigned for remediation either return to a selected primary school to re-sit the SEA examination or are placed in a Secondary School or an alternative educational institution; • Principals and teachers at the selected secondary schools received additional training, resources and monitoring as follows: ▪ An adapted curriculum: ❖ I. Module One (I) - students who scored 0-10%; and ❖ II. Module Two (II) - students who scored 11 – 30% at SEA; ▪ Diagnostic assessments for students in Mathematics and Reading for administering to students; ▪ the following documents to assist in the implementation of the project: ❖ Implementation of Individual Education Plans for students; and ❖ Training of teachers in differentiated instruction and other strategies.
Promoting a Fair System of Education and Training at All Levels	✚ The MOE ensures compliance with all educational legal requirements for the provision of guidelines for the implementation of the following: ▪ Infant Yr. I intake registration; ▪ Promotion of students at the primary school level; ▪ SEA, NCSE and CXC Registration;

	▪ Non-nationals registration; ▪ Equity and access to educational opportunities for students with disabilities through the Inclusive Schools Project (ISP) which seeks to increase the access to quality education for diverse learners at the ECCE, Primary and Secondary School Level. ▪ Access to internal training of teachers and administrators; ▪ Access to training provided by external educational institutions; ▪ Training in the grievance procedure and progressive discipline for staff and administrators; and ▪ Utilisation of the communications division to ensure that all schools and divisions have access to relevant information.
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3.22. TTUTA highlighted that the MOE collaborated with schools in creating a school improvement plan to advance the achievement of schools in the POS and Environs District. The School Improvement Plan required each school to complete a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and develop a plan for their school, to be approved by the MOE.

3.23. According to the MOE, the 29 schools that were under 'Academic Watch' in the 2016 Academic Performance Index Report, benefitted from targeted interventions under national programmes, such as:

- Laventille/Morvant School Improvement Project (LMSIP 2017 - 2020);
- Creating a Culture of Student Achievement (CSSA 2016 - 2017) Project;
- Student Transition and Remediation Support (STARS, 2018 - 2020);
- Clinical Supervision training for Heads of Department and the Hop-A-Long reading programmes, supported by Shell Trinidad and Tobago, targeting schools in the LMSIP; and
- The Science, Technology, Engineering and Mathematics (STEM) Academic Programme which targeted five (5) secondary schools in the POS & Environs Education District.

Monitoring and Evaluation of Schools in the Port-of-Spain and Environs District to Improve Performance

Standards of Operations for Schools

3.24. The MOE's School Supervision Division utilized the Basic Procedure for School Order and Discipline and the School Based Management Manual to monitor school performance. Both documents provide criteria that were used as standards of operation in schools.

3.25. The Basic Procedure for School Order and Discipline provides standards for:

- school entry and exit protocols;
- teacher/student teaching and learning standards;
- student and teacher supervision; and
- engagement in co-/extra-curricular activities.

3.26. The School Based Management manual outlines minimum standards under eight (8) dimensions for achieving optimum student outcomes:

- Key Stakeholder Engagement;
- Physical Infrastructure, Resources and Environment;
- Exams, Testing & Assessment;
- Curriculum Instructional & Services Delivery;
- Teachers and Teacher Development and Management;
- Students;
- Student Services; and
- Leadership and Management.

Assessment Criteria for Monitoring Schools

3.27. After using the scores from the National Test, the MOE was able to create the Academic Performance Index (API) Report which highlighted various schools within the POS and Environs District as underachieving when compared to schools in other

districts. However, since the discontinuation of the National Test in 2016, there has been no formal mechanism to calculate the API or to show the performance of schools within the districts.

3.28. Furthermore, while the Ministry has used SEA indicators such as the percentage of students scoring below 30%, and the mean SEA scores for schools to monitor performance at the primary level. Submissions from six (6) stakeholders have indicated that the usage of academic performance cannot be the only indicator of performance for a school or students, as more emphasis also needs to be placed on the use of formative assessments and individualized support provided for schools.

3.29. Additionally, the MOE indicated that at the secondary level, it was developing a value-added measure of school effectiveness. This approach involved merging students' SEA scores with their CSEC scores to assess the level of progress or growth achieved within secondary schools.

3.30. The MOE engaged in periodic curriculum review at the primary level and the lower secondary level with respect to NCSE via interdivisional consultations. Consultations take into consideration feedback from school visits from DLTs to ensure that the curriculum keeps abreast with current regional and international standards.

3.31. Moreover, the MOE engaged in the following activities to ensure staff and administration were aware of and trained in the most current pedagogy:

- Exposing teachers to strategies for remediation, problem solving, development of students' mental mathematics skills;
- Introducing teachers to novel strategies to engage with concepts;
- Supporting teachers in improving their teaching practice through the use of Clinical Supervision; and
- Exposing teachers to strategies for teaching of struggling readers:

- Differentiated Instruction at both the primary and secondary levels;
- Reading across Disciplines in Secondary schools: Immersion of reading strategies in all Subject areas; and
- Use of VAPA as an instructional method to teach reading and writing.

3.32. Likewise, at the level of the district, the MOE had implemented the following strategies to conform with the MOE's requirement for teacher training:

- District administrative conferences held termly to address areas of concerns identified in school visits, new developments in education and to ensure conformity with SBM criteria/standards;
- Schools Supervisors hold monthly meetings with principals of primary and secondary schools to discuss issues of effective leadership and management of schools, as well as areas of health and wellness of administrators and staff;
- Staff meetings are conducted on a monthly basis to discuss the implementation of the school's development plan;
- Clinical Supervision of the curriculum delivery of teaching staff by the Principal, Vice-Principal, Head-of-Department or Senior Teacher by staff using a prescribed instrument; and
- The SBM model which facilitates self-assessment, school development planning and improved student achievement, teacher performance and school effectiveness.

3.33. The CEBM commenced the implementation of a Quality Assurance programme which has yielded improvements in student achievement. As a result, criteria for high achieving schools have been developed through research and consultation with Principals. Using these criteria, schools under the CEBM were required to conduct a self-assessment and to develop plans for addressing gaps between accepted standards and current performance.

Support Services for Underperforming Students in Terminal Examinations

3.34. The Student Support Services Division (SSSD) of the MOE provided support at multiple levels for students who may be under-performing in terminal examinations. Some of the support or counselling services are provided in **Figure 2** below.

Academic Support	Social Support	Guidance and Counselling Support
•Students who require academic support can access services from the Units below: • Special Education Unit, •Developmental, Assessment and Intervention Unit (DAIU).	•Psychosocial assessments •Individual counselling, •Parenting skills development •Therapeutic Group Work •Home visits •links to other ministries and agencies are also provided to further assist students and their families	•Universal Intervention /Group Guidance Sessions (Infant 1 to Form 6) •Issues of motivation toward learning •The importance of schooling •Career development to create and understanding the link between schooling and the world of work.

Figure 2: Support Services provided by the SSSD

4. FINDINGS AND RECOMMENDATIONS

Objective 1: To determine the root causes for the underachievement of schools in the Port-of- Spain and Environs District.

Underachievement of Schools in the Port of Spain and Environs District

4.1. The Committee found that the majority of the submissions from the stakeholders, highlighted that underachievement, should be measured, not only by pupils' performance in relation to scores received in terminal examinations, but should also take into account, pupils' performance in other areas in which they achieve success as seen in **Table 7**.

Contributory Factors of Underachievement in Schools

4.2. The Committee acknowledged the societal and economic factors highlighted by submissions from several stakeholders in **Table 7** which may contribute to the underachievement of schools within the POS and Environs District.

Challenges to Address the Contributory Factors Influencing Achievement of Public Primary and Secondary Schools

4.3. Based on stakeholder submissions, the Committee acknowledged that the challenges to address the contributory factors influencing achievement of public primary and secondary schools are apparent in the following areas:

- Overwhelming socio/economic issues;
- Parenting programmes made mandatory at several levels yet not well attended;
- Truancy of students - reports made to the School Social Worker;
- Lack of parental involvement due to other factors;
- Lack of interest in education;
- Time-off from employers especially for daily/hourly paid parents;
- School Administration and parent relational issues:

- Consultation and other interventions are mainly scheduled between the traditional working hours of 8am to 4:15pm;
- Inadequate parenting skills;
- Heightened family trauma through death and loss, imprisonment, gang related activities and community violence;
- Little or no educational qualifications and/or vocational skills; and
- A heightened sense of apathy towards life;
- Community Factors:
 - Low community investment;
 - Community members lack interest in educational development;
 - Community violence/gang activities negatively impact on residents' habits and behaviours; and
- Non-contact time for primary teachers to address tasks perceived as “extra work” (planning, item analysis, data analysis, referral forms).

Special Schools

4.4. The Committee noted that the Expanded Core Curriculum was necessary for students with disabilities/ Special Education Needs to have the opportunity to access the MOE Core Curriculum. Consequently, improper and ineffective implementation of the Expanded Core Curriculum, can cause the students with disabilities that require special education, to be inadequately tooled with the requisite skills to perform at their true potential in the classroom and terminal examinations.

4.5. The Committee noted that children with disabilities may learn differently from their peers in the regular classroom, as such, it would be unfair to judge the achievement of these students, using the same criteria used for their peers who may not have such challenges. Additionally, inadequate provisions for the special education needs of students with disabilities, impairs the ability of these students to perform equally and

equitably with their peers in terminal examinations and defeats the merit/ efficacy of the examinations.

4.6. The Committee found that there were no Curriculum Officers for Special Education and Special Education School Supervisors in the MOE. As a result, the curriculum delivery and assessment examinations were not appropriately adapted for children with Special Education Needs and support was reduced for administrators of special schools, and schools that have students with Special Education needs.

4.7. The Committee noted a shortage of certified and trained Special Education Teachers to work with children with diagnosed disabilities. Additionally, the existing service delivered is incongruent with the standard and quality required for students with disabilities to optimally function or succeed in terminal examinations in the mainstream school system.

4.8. The Committee found that there was a lack of professionals and semi-professionals required to staff interdisciplinary teams and transdisciplinary teams in Special Schools, and Inclusive schools. The Committee further acknowledged that while some of the professionals and semi-professionals available were under SSSD, they function as a multidisciplinary team and their services are not provided in a coordinated manner, as required by Special Schools, Inclusive Schools and students with disabilities and special education needs attending mainstream schools.

4.9. According to the Education Act, Chap.39:01, Section 2. "Intermediate school" refers to "*a school recognised under the former Education Ordinance as providing primary or post-primary education for pupils up to the age of eighteen years*". The Committee found that the Special Schools educated persons between preschool age (early intervention) and above 18 years of age but are categorized as an intermediate school as it is the nearest category of schools provided in the Education Act, Chap.39:01, which is serving this age range.

Recommendations

4.10. The Committee recommends that the MOE should improve the Continuous Assessment Programme to allow for the identification of student achievement along non-traditional assessment means. The measures should cater for the multiple intelligences and special education needs of students, to assist them in discovering their strengths, help them to realize their true potential, and engender intrinsic motivation within students and assist them in becoming more successful at the Primary School Level.

4.11. Given the workload of the SSSD, the Committee recommends that the MOE re-establish the Special Education Unit, independent of the Student Support Services Division, and reform the unit to create a Division of Special and Inclusive Education. This Division may be responsible for the supervision of all Special Schools, all Inclusive Schools, and delivery of the Expanded Core Curriculum for students with disabilities and with Special Education Needs, attending mainstream schools.

4.12. The Committee recommends that the MOE develop a three (3) year action plan to assist public special schools with the following:

- the appropriate facilities based on established international specification and standards for children with disabilities or Special Education Needs;
- the appropriate resources for teaching and learning for all categories of children with disabilities ; and
- the appropriate established standards for operation of Special Schools and Inclusive Schools (private and public).

4.13. The Committee recommends that the MOE conduct an investigation into school underachievement and undertake a comprehensive analysis of the physical, material, human and financial resources invested into schools in Port-of-Spain and Environs.

4.14. The Committee recommends that the MOE liaise with the Office of the Attorney General and Ministry of Legal Affairs to draft an amendment to the Education Act,

Chap.39:01 which would reclassify all Public Special Schools to reflect the age range taught at these schools.

4.15. The Committee recommends that the MOE consider the establishment of interdisciplinary teams to service primary schools and secondary schools at the district level and transdisciplinary teams at the Special School and Inclusive School level staffed with the professionals and semi-professionals tailored to service the unique special education needs of the special school service.

4.16. The Committee recommends that the positions of School Supervisor and Curriculum Officer for Special Education be established to ensure continuous review, improvement, monitoring and evaluation of the pedagogies for special needs students and the delivery of the expanded core curriculum and the core curriculum for special schools.

4.17. The Committee recommends that the MOE collaborate with the Ministry of Sport and Community Development (MSCD), the Ministry of Social Development and Family Services (MSDFS) and other agencies to formulate incentivized, nationwide parenting courses and workshops to assist parents in improving their parenting skills to assist their children in attaining academic success and the ability to value lifelong learning.

4.18. The Committee acknowledged that schools must be provided with the resources to cater for students with psycho- social and learning challenges. As such, the Committee recommends that the MOE consider the following:

- the provision of additional trained and competent professionals (such as, clinical psychologists; learning specialists, etc.) who can support the learning and behavioural needs of students; and
- the placement of a Guidance Officer and School Social Worker in each school.

4.19. The Committee recommends that the MOE together with the various school boards develop a plan, for the schools under their purview, to promote mentorship,

apprenticeship or training for students, with businesses and tradesmen within communities to create linkages between the schools and the community to increase community ownership and identification with the school.

4.20. Given that schools in 'at risk' communities face different challenges from schools in "low-risk" areas and are associated with negative stereotypes, the MOE should consider training for administrative and teaching staff of these schools to detach the stereotypes and stigma they associate with the area.

4.21. The Committee recommends that the MOE consider reduced teacher/student ratio and smaller classes in schools with a higher population of students who are in need of individualized or remedial attention.

4.22. The Committee recommend that to improve parental involvement in schools the MOE consider implementing the following in schools:

- Provide parents information on school curriculum offerings and performance;
- Teaching parenting practices to stimulate children's learning and support;
- Training parents on how to enhance children's learning at home;
- Providing adult literacy classes; and
- Providing after-school tutoring for low achieving students (homework centres).

Objective 2: To examine methods to address the underachievement of schools in the Port-of-Spain and Environs District.

Mechanisms/ Strategies to Address the Underachievement of Schools in the Port-of-Spain and Environs District

4.23. The Committee has recognized that the Ministry is aware of the contributory factors to the underachievement of some schools in the POS and Environs District and have tried to address same with certain initiatives. However, a comprehensive action plan should be implemented to include a wider cross section of the school population with a monitoring and evaluation team to provide effective follow-up.

4.24. The Committee noted that there is a need to include a comprehensive qualitative analysis of student data to provide a better contextual understanding of the problem of underachievement of schools.

4.25. The Committee was informed by TTUTA that discipline matrices for students are not always adhered to and there is a need for continuous professional development for teachers and principals to enhance teaching/learning strategies and classroom management.

4.26. The Committee found that according to APPSSTT, the areas of deficiency in the School Development Plan (SDP) are the provision of feedback on SDPs from School Supervisors and the execution of the plans. Feedback is supposed to be available before the plan is executed but in most cases after the initial feedback is offered, follow up is deficient. The lack of finances also impacts the ability to execute plans in an effective manner.

4.27. Additionally, in spite of the expressed vision of the MOE, that administrators and staff at schools would take responsibility for the transformation and improvement of their individual organizations, this goal is often stymied as, administrators and staff spend more time fulfilling requests for data from the MOE, than implementing other tasks that are integral to the school-based management process.

Monitoring and Evaluation of Achievement of Schools in the Port-of-Spain and Environs District to Improve the Performance

Assessment Criteria for Schools

4.28. The Committee noted that regarding the value-added measure for secondary schools, the MOE has successfully merged the SEA and CSEC data for the years 2015 to 2019, developed a value-added indicator and has run preliminary analyses.

4.29. Additionally, during the months of January and February 2020, the MOE shared this preliminary data with the Principals of the Government Secondary Schools in each of the seven (7) districts in Trinidad to pilot the indicator and gain feedback for its improvement. However, plans to share the data with Denominational Boards in March 2020 were halted due to the COVID restrictions.

4.30. The Committee was informed by the Private Primary School Principals Association (PPSPA) that the quality of education provided is the only area in the Private Primary Schools which are monitored by the MOE through the School Supervisor.

4.31. The Committee was informed by the AEBM that while there is monitoring of the leadership and management of persons of authority of the school; there is need for additional personnel to serve this function and timelier responses/action on matters, from the MOE.

4.32. According to the CEBM, the MOE monitors education quality provided by the schools, teachers, staff and student behaviour and attitudes, leadership and management of school personnel in authority largely through the Schools Supervision Division with support from the divisions with responsibility for management of human resources and teacher professional development. Additionally, the Curriculum Planning and Development Division bears the main responsibility for the curriculum that aims at the holistic development of each child. However, the Committee learnt that the terminal examination results over the last five (5) years indicated that while this framework may provide for observation and careful checking of these aspects of education in the schools, it does not achieve the goal of providing quality education to every child in every school.

4.33. The Committee noted the views of the NAPSPA on the monitoring of the MOE in the following areas:

- *Quality of Education*- the MOE monitors quality but the results only tell of the students' ability on that test, it is not adequate in assessing what was learnt.

- *The Limited Curriculum* as it does not reflect the true nature of a student's talents and abilities.
- *Leadership and management* of properly trained staff in an adequately resourced school. The school leaders must also be aware of the community, culture and the economic background of the parents in their schools, which can alter the level of parental support provided to the school and its ability to provide resources to students.

4.34. The Committee found that according to APASS, the framework of the MOE does not adequately monitor behaviour; attitudes required by the schools for its students, teachers and staff as some of the MOE monitoring instruments are outdated. For example, the continued use of the Staff Confidential Report which does not capture the developmental needs of teachers. In most cases it is left up to individual schools and their administrators to determine how "quality control" is done.

4.35. Furthermore, in Government Assisted Secondary Schools, the Boards of Education have a degree of oversight and control as far as setting expectations and quality control in the recommendation of suitably qualified individuals to ensure that the school's vision and mission are achieved. They also serve as a check and balance in ensuring that staff works to a high standard of expectation.

4.36. The Committee was informed by APASS that the secondary school curriculum, is heavily focused on the academics and the results of Technical/ Vocational subjects are not used to assess the achievement and or performance of schools as this is only determined by student academic performance.

4.37. The Committee found that School Supervisors should meet with Principals and Management Teams more often to provide guidance and to give feedback on the progress of the school. Additionally, there should be an induction and orientation programme for new administrators addressing financial management, infrastructural and plant

management, change management, curriculum delivery, school discipline and student support.

Special Schools

4.38. The Committee learnt that PSSATT schools offer a curriculum that includes not only academic, but practical skills. The schools have created an environment that comprises accommodation, adaptation and differentiation, thereby giving each student and opportunity to excel in their strengths.

4.39. The Committee found that the complement of School Supervisors within the POS and Environs District is not adequate to provide the necessary capacity for monitoring, evaluation and implementation of interventions/school policies.

4.40. The Committee was informed by the AAPSSTT that School Supervisors II and School Supervisors I, are incapable of monitoring the quality of education provided by special schools. The School Supervisors I and II are not trained in special education and try to fit special schools into a primary school mold, as a result, it neglects the expanded core curriculum which is a necessity in implementing the core curriculum of the primary school for students with special needs. Additionally, the monitoring framework is inadequate for the Special Schools setting as most of the staff are not certified, qualified, and assessed Special Education Teachers.

4.41. The Committee noted that while the curriculum provides for academic development, the type of attention required for the personal development of persons with special education needs are not adequately achieved. The schools lack the resources required for full implementation.

4.42. The Committee noted that there is a need for clarification on the job description and what is required of the leadership and administrative function of a Principal in Special Education. This creates a challenge since the absence of the intricate

understanding of what is required tends to cause conflict and difficulty between the Principal and the leaders and administrators within special schools.

Recommendations

4.43. The Committee recommends that the MOE conduct a competency assessment to determine the necessary training matrix required for continuous professional development in the following areas:

- **the provision of targeted support for students with literacy and numeracy challenges;**
- **specialized training to cater to remedial students or students in need of individualized attention;**
- **the use of trauma informed practices in teaching;**
- **curriculum delivery using pedagogies that are student centered and makes use of ICT and other innovations in education; and**
- **recognize students with learning and other challenges.**

4.44. The Committee recommends that the MOE take the lead role with the relevant Ministries (MSDFS, MSCD) to develop creative methods to expand the funding of existing programmes and services (i.e. trauma intervention services, the Laventille/Morvant School Improvement Project, and other social and restorative justice programmes), that students require to disrupt the impact of poverty.

4.45. The Committee recommends that the MOE provide a status update on the implementation of the value-added measure of school effectiveness which assesses the level of progress or growth achieved by students within secondary schools.

4.46. The Committee recommends that all schools should have the same level of access to remedial assistance and student support services. The cost and length of time that it usually takes to have access to this type of intervention also needs to be taken into consideration.

4.47. The Committee recommends that the MOE conduct a competency assessment to determine the necessary training matrix required for continuous professional development for principals and middle managers, addressing; financial management, infrastructural and plant management, change management, curriculum delivery, school discipline and student support. Additionally, training should also be provided for Principals in special education schools on the requirements of the position and the differences in the role in comparison to the same post in a mainstream school.

4.48. The Committee recommends that the MOE convey standards for assessment and evaluation, and produce and disseminate, examination and evaluation data through online publications as a cost effective and efficient means of circulation.

4.49. The Committee recommends that the MOE provide a wider range of alternatives to academic subjects including more technical/vocational subjects at the secondary school level.

4.50. The Committee recommends that the MOE consider revising the monitoring frameworks to incorporate the unique situation of special needs schools.

4.51. The Committee recommends that the MOE compile data on identifying school improvement needs and based on the data, focus technical support for improvement on the schools that need it most and provide differentiated monitoring through inspection/supervision and pedagogical support.

4.52. The Committee recommends that the MOE and schools boards collaborate and communicate about policies to be implemented inclusive of the strategies to be used to maximise implementation success and determination of the schools' capacity in terms of resources and training to enact policies. Additionally, in order to facilitate this communication and collaboration, the Committee further recommends that the MOE consider conducting regular strategic meetings (before each school term) with these stakeholders where ideas and information are shared, with a focus on improving and enriching student learning beyond student pass rates.

4.53. The Committee recommends that the MOE collaborate with the Catholic Education Board of Management to review the Board's Quality Assurance Programme (see item 3.33) to consider its implementation in public and government assisted schools in Trinidad and Tobago.

Your Committee respectfully submits this Report for the consideration of Parliament.

Sgd.

Dr. Nyan Gadsby Dolly, MP
Chairman

Sgd.

Mrs. Lisa Morris-Julien, MP
Vice - Chairman

Sgd.

Mr. Esmond Forde, MP
Member

Sgd.

Mr. Kazim Hosein
Member

Mr. Barry Padarath, MP
Member

Ms. Jearlean John
Member

Sgd.

Ms. Donna Cox
Member

Sgd.

Mrs. Hazel Thompson-Ahye
Member

October 22, 2021

APPENDIX I

Officials Attendance List

NAME	POSITION	MINISTRY/ORGANISATION
Public Hearing March 05, 2021		
Mrs. Anna M. Singh Ms. Kamini Bhagloo Mrs. Natalie Robinson-Arnold Mr. Sheldon Jodha Mrs. Simone Haynes-Noel Mrs. Vashti Ramdeen-Steele	Director, Curriculum Development Deputy Director, Educational Research and Evaluation Coordinator, Social Worker Specialist School Supervisor III Schools Supervisor III Supervisor III	Ministry of Education
Mrs. Antonia Tekah-De Freitas Mrs. Lisa Ibrahim-Joseph	President Education and Research Officer	Trinidad and Tobago Unified Teachers Association (TTUTA)
Mr. Clarence Mendoza Mr. Francis Sampson	President (Ag.) Compliance Officer	National Council of Parent Teacher Association (NCPTA)
Ms. Sharon Mangroo Ms. Aurea Honoré	Chief Executive Officer Vicariate Manager	Catholic Education Board of Management
Mrs. Cherryl Jackson Mrs. Ann Thornhill	Secretary to the Board Asst. Secretary to the Board	Anglican Education Board of Management
Mrs. Alicia Marquez	President	Private Primary School Principal Association
Mr. Derrick Mundy Mr. Gerard Frederick	President Treasurer	Association of Administrators of Public Special Schools (APPSS)
Ms. Phillis Griffith Ms. Kahaya Sooklalsingh	President Ordinary Member	Private Special Schools Association of Trinidad & Tobago
Ms. Carlene Hayes Dr. Charlene Ross-Quamina	President Public Relations Officer	National Primary Schools Principals' Association (NAPSPA)
Public Hearing April 09, 2021		
Mrs. Lisa Henry-David Mrs. Anna M. Singh Ms. Naima Hosein Mrs. Natalie Robinson-Arnold	Chief Education Officer (Ag.) Director, Curriculum Development Director, School Supervision Management Division Coordinator, Social Worker Specialist	Ministry of Education
Mrs. Antonia Tekah-De Freitas	President	Trinidad and Tobago Unified Teachers Association (TTUTA)
Mr. David Simon Ms. Patricia Pitt	2nd Vice President Secretary	Association of Principals of Public Secondary Schools of Trinidad and Tobago
Mrs. Sonya Mahase-Persad Ms. Lucia Reyes	President Vice President	Association of Principals of Assisted Secondary Schools
Father Ronald Mendes, C.S.Sp.	Chairman of the Holy Ghost Fathers Board of Management	Holy Ghost Fathers

APPENDIX II

Minutes

**EXCERPT OF MINUTES OF THE FOURTH MEETING OF THE
JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY,
HELD ON FRIDAY MARCH 05, 2021 AT 9:46 A.M.**

Present

Dr. Nyan Gadsby-Dolly, MP	Chairman
Mrs. Lisa Morris-Julian, MP	Vice – Chairman
Mrs. Hazel Thompson-Ahye	Member (Elected Chairman for the day)
Mr. Esmond Forde, MP	Member
Mr. Kazim Hosein	Member
Ms. Donna Cox	Member
Ms. Jearlean John	Member

Secretariat

Ms. Khisha Peterkin	Secretary
Mr. Brian Lucio	Assistant Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant

Absent

Mr. Barry Padarath, MP	Member
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[The meeting was held virtually via Zoom](#)

Public Hearing: 1st Public Hearing on an inquiry into the rights to equal access to education with specific focus on the underachievement of schools in the Port- of-Spain and Environs District with respect to terminal examinations

9.1 The meeting resumed in public at 10:37 a.m.

9.2 The following persons joined the meeting:

Ministry of Education

1. Mrs. Anna M. Singh	Director, Curriculum Development
2. Ms. Kamini Bhagaloo	Deputy Director, Educational Research and Evaluation
3. Mrs. Natalie Robinson-Arnold	Coordinator, Social Worker Specialist
4. Mr. Sheldon Jodha	School Supervisor III
5. Mrs. Simone Haynes-Noel	Schools Supervisor III
6. Mrs. Vashti Ramdeen-Steele	Supervisor III

Trinidad and Tobago Unified Teachers Association (TTUTA)

1. Mrs. Antonia Tekah-De Freitas	President
2. Mrs. Lisa Ibrahim-Joseph	Education and Research Officer

National Council of Parent Teacher Association (NCPTA)

- | | |
|-------------------------|--------------------|
| 1. Mr. Clarence Mendoza | President (Ag.) |
| 2. Mr. Francis Sampson | Compliance Officer |

Catholic Education Board of Management

- | | |
|-----------------------|-------------------------|
| 1. Ms. Sharon Mangroo | Chief Executive Officer |
| 2. Ms. Aurea Honoré | Vicariate Manager |

Anglican Education Board of Management

- | | |
|-------------------------|------------------------------|
| 1. Mrs. Cherryl Jackson | Secretary to the Board |
| 2. Mrs. Ann Thornhill | Asst. Secretary to the Board |

Private Primary School Principal Association

- | | |
|------------------------|-----------|
| 1. Mrs. Alicia Marquez | President |
|------------------------|-----------|

Association of Administrators of Public Special Schools (APPSS)

- | | |
|-------------------------|-----------|
| 1. Mr. Derrick Mundy | President |
| 2. Mr. Gerard Frederick | Treasurer |

Private Special Schools Association of Trinidad & Tobago

- | | |
|----------------------------|-----------------|
| 1. Ms. Phillis Griffith | President |
| 2. Ms. Kahaya Sooklalsingh | Ordinary Member |

National Primary Schools Principals' Association (NAPSPA)

- | | |
|------------------------------|--------------------------|
| 1. Ms. Carlene Hayes | President |
| 2. Dr. Charlene Ross-Quamina | Public Relations Officer |

Opening Statements

9.3 The following chief officials gave brief opening remarks:

- | | |
|----------------------------------|--|
| 1. Mrs. Anna M. Singh | Director, Curriculum Development, MOE |
| 2. Mrs. Antonia Tekah-De Freitas | President, TTUTA |
| 3. Mr. Clarence Mendoza | President (Ag.), NCPTA |
| 4. Ms. Sharon Mangroo | Chief Executive Officer, Catholic Education Board
of Management |
| 5. Mrs. Cherryl Jackson | Secretary to the Board, Anglican Education Board of
Management |
| 6. Mrs. Alicia Marquez | President, Private Primary School Principal
Association |
| 7. Mr. Derrick Mundy | President, T-APPSS |
| 8. Ms. Phillis Griffith | President, Private Special Schools Association
of Trinidad & Tobago |
| 9. Ms. Carlene Hayes | President, NAPSPA |

Key Issues Discussed

9.4 The following are the key subject areas/issues discussed during the hearing:

Monitoring of Schools

- i. The Ministry of Education (MOE) did not categorize schools as ‘underachieving’ but instead would analyze the data provided by schools to determine whether the student/s are in need of an intervention.
- ii. The School Based Management System is the framework used by the MOE to monitor schools.
- iii. Terminal examinations cannot be used to assess underachievement as it focuses only on academics and disregards the holistic development of the child.
- iv. The position of Head Teacher or Dean does not exist in primary schools, as such, the responsibility of patrolling the schools falls to committees within the schools.
- v. School supervisors are mandated to visit each school assigned to them once per month. However, depending on the intervention needs of the students and teachers, supervisors may visit more frequently.
- vi. The average ratio of school supervisor to school monitored are as follows:
 - a) Secondary schools – 1:12 or 1:14 (depending on the District); and
 - b) Primary schools – 1:15.
- vii. The need for additional school supervisors to monitor schools within the Port-of-Spain and Environs District.
- viii. The need for a continuous assessment test similar to the National Test to better assess the level of performance of students and schools.
- ix. Some schools reported increased interactions with the parents of students since the COVID-19 measures as the meetings are online and more convenient for parents.

Causes of the Underachievement of Students/Schools

- i. The differences between private schools and public schools can be found in the following areas:
 - a) Access to adequate funding and resources;
 - b) Entry requirements;
 - c) Assessment levels and capabilities of the teachers;
 - d) Disparity in Parental support; and
 - e) Access to ICTs during COVID-19.
- ii. The Catholic Education Board of Management (CEBM) highlighted two factors as the root causes for the underachievement within the Port-of-Spain (POS) and Environs District:
 - a) Schools are located in ‘hot spot’ areas; and
 - b) The level of poverty of students.
- iii. The safety needs of the students attending schools in ‘hot spot’ areas need to be addressed in order for the students and teachers to operate in an environment that fosters learning and development.
- iv. The need for certain schools to be relocated from ‘hot spot’ areas.

The Role of Teachers

- i. Students in schools in ‘hot spot’ areas at times, view the teachers and the school as a safe haven from their family life.

- ii. Restorative Justice is utilized by the MOE, however, additional training for teachers in this area is needed.
- iii. Training on societal and cultural behaviours is required for teachers who are assigned to schools located in 'hot spot' areas to remove any form of stereotypes that teachers may have against students and parents within the area.

Psychosocial/Psychoeducational Screening

- i. The students who may be experiencing trauma can receive psychosocial or psychoeducational screening through referrals.
- ii. The average time period for the screening is two weeks depending on the number of requests received by the MOE. After screening, intervention occurs within a day or two.
- iii. Intervention services of the MOE include:
 - a) counselling services;
 - b) family intervention;
 - c) psychoeducational assessments;
 - d) home visits;
 - e) social functioning assessments;
 - f) advocacy;
 - g) parenting in education programmes and workshops; and
 - h) networking and external referrals to other agencies.
- iv. Due to the COVID-19 pandemic, the MOE conducted interventions and screening within the Port-of-Spain and Environs District virtually; home visits or face-to-face interventions are conducted on an as-needed basis.

Special Needs Schools

- i. Specialist training needs are to be provided for special school educators in different disciplines to assist in teaching and rehabilitating students with diverse special needs.
- ii. Currently, the special school teachers do not have the skill set to implement the individualized teaching program of special needs students.
- iii. Professionals and semi-professional specialists in the following fields of special needs are required in schools:
 - a) occupational therapists;
 - b) physiotherapists;
 - c) orientation and mobility specialists; and
 - d) adaptive physical education specialists.

Adjournment

- 10.1 The Chairman thanked Members and the listening public for their attendance and adjourned the meeting.
- 10.2 The adjournment was taken at 12:38 p.m.

I certify that the Minutes are true and correct.

Chairman

Secretary

April 06, 2021

**EXCERPT OF MINUTES OF THE FIFTH MEETING OF THE
JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY,
HELD ON FRIDAY APRIL 09, 2021 AT 9:46 A.M.**

Present

Dr. Nyan Gadsby-Dolly, MP	Chairman
Mrs. Lisa Morris-Julian, MP	Vice – Chairman
Mrs. Hazel Thompson-Ahye	Member (Elected Chairman for the day)
Mr. Esmond Forde, MP	Member
Mr. Kazim Hosein	Member
Ms. Donna Cox	Member
Mr. Barry Padarath, MP	Member
Ms. Jearlean John	Member

Secretariat

Ms. Khisha Peterkin	Secretary
Mr. Brian Lucio	Assistant Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant

Absent

The meeting was held virtually via Zoom

Public Hearing: The 2nd Public Hearing on an inquiry into the rights to Equal Access to Education with specific focus on the Underachievement of Schools in the Port- of-Spain and Environs District with respect to Terminal Examinations

9.1 The meeting resumed in public at 10:37 a.m.

9.2 The following persons joined the meeting:

Ministry of Education

Mrs. Lisa Henry-David	Chief Education Officer (Ag.)
Mrs. Anna M. Singh	Director, Curriculum Development
Ms. Naima Hosein	Director, School Supervision Management Division
Mrs. Natalie Robinson-Arnold	Coordinator, Social Worker Specialist

Trinidad and Tobago Unified Teachers Association (TTUTA)

Mrs. Antonia Tekah-De Freitas	President
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Association of Principals of Public Secondary Schools of Trinidad and Tobago

Mr. David Simon	2nd Vice President
Ms. Patricia Pitt	Secretary

Association of Principals of Assisted Secondary Schools

Mrs. Sonya Mahase-Persad	President
Ms. Lucia Reyes	Vice President

Holy Ghost Fathers

Father Ronald Mendes,C.S.Sp.	Chairman of the Holy Ghost Fathers Board of Management
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Opening Statements

9.3 The following chief officials gave brief opening remarks:

- | | |
|----------------------------------|---|
| 1. Mrs. Lisa Henry-David | Chief Education Officer (Ag.), MOE |
| 2. Mrs. Antonia Tekah-De Freitas | President, TTUTA |
| 3. Mr. David Simon | 2nd Vice President, Association of Principals of Public Secondary Schools |
| 4. Mrs. Sonya Mahase-Persad | President, Association of Principals of Assisted Secondary Schools |
| 5. Fr. Ronald Mendes, C.S.Sp | Chairman of the Holy Ghost Fathers Board of Management |

Key Issues Discussed

9.4 The following are the key subject areas/issues discussed during the hearing:

Definition of Achievement

- The need to broaden the definition of achievement to include more than academics.
- The benchmarking of a student's success should be done for both academic and non-academic subjects.
- MoE advised that it is currently in discussions to address the benchmarking of achievement and the contribution of non-academic subjects to student excellence and achievement.
- The tech-voc and Caribbean Vocational Qualification (CVQ) subjects need to be taken into consideration in the achievement of students.

School Environment and Achievement

- It is encouraged that School Development Plans (SDPs) be developed in each school and tailored to treat specific issues in order to create the best environment for achievement.
- The feasibility of relocating schools that are situated in 'hotspot' areas was discussed. As an example, the South East Port of Spain Secondary School which was temporarily relocated to the John Donaldson Technical Institute was raised.
- The need to encourage members of the community to have a sense of identity with the schools in the area as this would help build school support.

Achievement of Schools

- The need for a holistic approach to education whereby there is an appreciation for systemic and microscopic approaches when assessing the achievement of students and schools.
- The need to adapt the curriculum for students who entered secondary schools with 30% in the Secondary Entrance Assessment.
- The need for continuous assessment of students' performance in schools from entry to graduation.
- The underachievement of students may not be equated to the achievement of schools.

Monitoring of Schools

- The need to implement changes in the management models of the schools.

- ii. The three types of models for the management of schools in the Port-of-Spain and Environs District include:
 - a. the management model in Government Schools;
 - b. the management model in Government Assisted Schools; and
 - c. the Public/Private Management model.
- iii. The need for principals to have the opportunity and resources to be able to freely implement the developmental plans for the school.
- iv. The urgent need for specialized remedial teachers within the secondary school system at MOE.

Staffing at the Ministry of Education

- i. The high turn-over of officials within the MOE who deal with the supervision of schools, does not promote institutional memory with regard to the regulations and the continuity of plans.
- ii. The MOE intends to improve systems for the handover of duties to new staff members and the shift toward the digitization of records within the MOE to allow for continuity.

Adjournment

10.1 The Chairman thanked Members and the listening public for their attendance and adjourned the meeting.

10.2 The adjournment was taken at 12:25 p.m.

I certify that the Minutes are true and correct.

Chairman

Secretary

April 26, 2021

APPENDIX III

Verbatim Notes

VERBATIM NOTES OF THE FOURTH VIRTUAL MEETING OF THE JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY HELD (IN PUBLIC) ON FRIDAY, MARCH 05, 2021, AT 10.35 A.M.

PRESENT

Dr. Nyan Gadsby-Dolly	Chairman
Mrs. Lisa Morris-Julien	Vice-Chairman
Mr. Kazim Hosein	Member
Mr. Esmond Forde	Member
Mrs. Hazel Thompson-Ahye	Member
Ms. Jearlean John	Member
Ms. Donna Cox	Member
Ms. Khisha Peterkin	Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant

ABSENT

Mr. Barry Padarath	Member
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MINISTRY OF EDUCATION

Mrs. Anna M. Singh	Director, Curriculum Development Planning Development
Ms. Kamini Bhagaloo	Director (Ag.), Educational Research and Evaluation
Mrs. Natalie Robinson-Arnold	Coordinator, Social Worker Specialist
Mr. Sheldon Jodha	Schools Supervisor III
Mrs. Simone Haynes-Noel	Schools Supervisor III
Mrs. Vashti Ramdeen-Steele	Schools Supervisor III

NATIONAL PRIMARY SCHOOLS PRINCIPALS' ASSOCIATION (NAPSPA)

Ms. Carlene Hayes	President
Dr. Charlene Ross-Quamina	Public Relations Officer

NATIONAL COUNCIL OF PARENT TEACHER ASSOCIATIONS (NCPTA)

Mr. Clarence Mendoza	President (Ag.)
Mr. Francis Samson	Compliance Officer

CATHOLIC EDUCATION BOARD OF MANAGEMENT

Ms. Sharon Mangroo

Chief Executive Officer

Ms. Aurea Honoré

Vicariate Manager

ANGLICAN EDUCATION BOARD OF MANAGEMENT

Mrs. Cherryl Jackson

Secretary of the Board

Mrs. Ann Thornhill

Assistant Secretary of the Board

PRIVATE PRIMARY SCHOOL PRINCIPAL ASSOCIATION

Mrs. Alicia Marquez

President

ASSOCIATION OF ADMINISTRATORS OF PUBLIC SPECIAL SCHOOLS OF TRINIDAD AND TOBAGO

Mr. Derrick Mundy

President

Mr. Gerard Frederick

Treasurer

PRIVATE SPECIAL SCHOOLS ASSOCIATION OF TRINIDAD AND TOBAGO

Ms. Phillis Griffith

President

Ms. Kahaya Sooklalsingh

Ordinary Member

TRINIDAD AND TOBAGO UNIFIED TEACHERS' ASSOCIATION (TTUTA)

Ms. Antonia Tekah-De Freitas

President

Ms. Lisa Ibrahim-Joseph

Education Research Officer

[MRS. HAZEL THOMPSON-AHYE *in the Chair*]

Madam Chairman: Good morning everyone and welcome to this public enquiry. My name is Hazel Thompson-Ahye – Sen. Hazel Thompson-Ahye, and I am going to be Chair for this meeting. Why? Normally, the Chairman would be Minister Dr. Nyan Gadsby-Dolly and the Vice-Chairman, Mrs. Lisa Morris-Julien. But because of the portfolios that they hold it is quite likely that there may be a conflict of interest, so they have asked and been granted permission to recuse themselves from chairing this meeting.

Now, this is a virtual meeting and there are certain specific guidelines which will apply. Make sure you mute your microphone when you are not speaking to help keep background noise to a minimum, please. Adjust your camera so that your face is clearly visible. I see everyone, so you have done that already. Ensure that

notifications from your cell phone or any other electronic device in your vicinity are muted during the course of the meeting.

We wish to welcome all of you here and also members of the listening and viewing audience and those of you who are not with us virtually, but are in fact attending the meeting through other means. We are inviting you to post or send your comments via the Parliament's various social media platforms: Facebook page, *ParlView*, Parliament's YouTube Channel and Twitter. Of course, the normal courtesies will apply.

So, we begin by asking the representatives present and whose names I will call, whose portfolios I will outline, to introduce themselves. So we start with the Ministry of Education.

[Introductions made]

Madam Chairman: I am sorry. We did not have those names because we really asked that three persons from each entity be invited but we will see how that works. National Primary Schools Principals' Association, please. Would you introduce yourself?

[Introductions made]

Madam Chairman: Thank you. Sounds very subdued, Mr. Mundy. A powerful presentation you threw at us there, interesting reading. Private Special Schools Association of Trinidad and Tobago.

[Introductions made]

Madam Chairman: Thank you. Well, as I said before, my name is Hazel Thompson-Ahye and I invite members of the Committee to now introduce themselves to you.

[Introductions made]

Madam Chairman: All accounted for? Thank you. The objectives of the enquiry that we are embarking upon this morning is to determine the root causes for the underachievement of schools in the Port of Spain and environs district, and to examine methods to address the underachievement of schools in the Port of Spain and environs district. Why Port of Spain and environs, you may ask? So let us deal with that elephant in the room. What is the genesis of this enquiry?

A few years ago, I was at Mass, not at my regular church but the Roman Catholic Cathedral in Port of Spain, the 9.00 a.m. Mass and the Vicar General was the celebrant. In his sermon, he made some startling comments that caused me to open my handbag, pull out my pen and begin to make notes on my *Catholic News*. He said, that most of Catholic schools in the Port of Spain area were failing and few schools were doing well. He called the names of the schools. That was very disturbing to me, I became concerned. Not only had I passed Common Entrance from one of the failing schools and also taught in Port of Spain at one of the schools, but one

that was excelling before I left teaching.

About a year afterwards, coincidentally or by divine intervention, on a Glorious Saturday, I was invited to a meeting at Hyatt to discuss the issue by persons who were involved in the study that produced the report on the schools. Since then, I have been following the discussion in the press and among members of that Glorious Saturday committee, which is the day after Good Friday, Glorious Saturday. I proposed the topic for discussion and eventually it was accepted and here we are today. It is important that we discuss this topic as school is a protective factor and closely aligned with the failing schools is the crime situation in Port of Spain and environs.

Now, only one of the many papers submitted mentioned Maslow's hierarchy of needs. I have countless times told the story of the boy who excitedly asked his teacher one morning, "Yuh read de papers today, Miss? About the daring robbery, Miss? That is my brother, Miss." The need for self-actualization by fair means or foul.

When we look at the schools, the Academic Performance Index, we see the schools that are excelling and the schools under academic watch, and where we have the highest number of schools under academic watch, 30 schools, 30 schools. And the schools that are excelling are Victoria, St. George East, Caroni, and so on. And we look at who mans these schools? There are many questions and we hope that this morning this enquiry will produce some answers. The future of our youth, the future of our country – if you remember that mass movement that came into Port of Spain that resulted in the shooting of a young mother, we realize that this situation is crucial and we need to find some answers to turn back that tide – that downhill slide that is happening today in this country.

So, we will begin with brief opening remarks from the various entities that are appearing before us this morning. And we have the head – all right. So, we will begin with the Ministry of Education. Mr. Sheldon Jodha, are you taking – or Anna Singh? Whoever is the designated person to take the lead for the Ministry of Education, will you please make your opening statement? I invite you now to do so.

Mrs. Singh: Hon. Ministers and Senators, our host Mrs. Hazel Thompson-Ahye, and other colleagues in education, we are thankful for the opportunity to provide clarity, information, and to gain feedback in terms of addressing the issue at hand. In terms of providing some context, we would want to point out, in relation to the topic before us, terminal examinations are used primarily for certifying and placement of students.

In terms of benchmarking and categorizing schools, we have used what we call "national assessments", and the one you have mentioned, Madam, the "Academic Performance Index". This assessment is a formative assessment and has been, up to 2016, at the primary level, conducted at Standards 1 and 3, and up to 2019 at the secondary level, conducted at Form 3. So these assessments that informed your data, with regard to the API, are not terminal assessments, but really national assessments.

In terms of the approach of the Ministry of Education to assure students' right to equal access to

education, equity is certainly an important consideration. And based on our data and benchmarking practices, considering the variables that exist in different school context, we use the information to establish priorities in terms of resources and to also address needs.

So, those are some of the factors that we feel bear upon the issue at hand. Thank you.

Madam Chairman: Mrs. De Freitas? TTUTA, please? One minute, each person.

Mrs. Tekah-De Freitas: Thank you, Madam Chair. Madam Chair, TTUTA is of the view that in the first instance we have to determine whether we are going to investigate underachievement of students which is not the same as underachievement of schools. Like our colleague from the Ministry of Education, we believe that there are other factors that will impact on student performance, and therefore these must be considered in a holistic manner. We do not believe at this time, Madam Chair, that looking at underachievement in schools is something that, in an isolated context, would bring beneficial results. We believe that there has to be a more comprehensive approach to the investigation of underachievement and that will hold not only for Port of Spain schools, but for schools across the country. Thank you.

Madam Chairman: Thank you. National Council of Parent Teacher Associations. Mr. Mendoza, is it?

Mr. Mendoza: Pleasant good morning to all. I will just elaborate our concerns and some of the solutions in a nutshell. We ask that the right to education is legally guaranteed for all without any discrimination. The Government of Trinidad and Tobago has an obligation to all our nation's children under the Geneva convention, the Rights of the Child, to create and develop a bond and even landscape with a balanced education system that does not discriminate on the ability of our slow learners and those who are not academically inclined.

The National Council of Parent Teacher Associations, being a strong advocate for our nation's children clearly see the 60-year-old Concordat which governs the denominational school, have kept the right of the child at its highest level. We advise that the Government of Trinidad and Tobago look closely at our government schools which have lost their way, their value of spirituality, and an increase of indiscipline among our students over the years. Again, we advise that a public consultation with the Government and all stakeholders be held in the shortest possible time to discuss the relevance of government schools being run by the denominational board – [*Technical difficulty*] or recrimination of the right as laid out in the Concordat. We are asking for a clear playing field that all our students be part of. At this point in time, that is all my contribution. I thank you.

Madam Chairman: That was the National Primary School Principal Association. Catholic Education Board of Management?

Ms. Mangroo: Good morning, once again. The Catholic Education Board of Management manages 29 schools in the Port of Spain area. And yes, some of these schools can be classified as underachieving. But I want to caution

against defining a student, defining individual people simply by the marks that may make in an exam. Because our students and our schools, by extension, are far more than the marks that are made in the exam. And as other speakers have mentioned before, there are several factors that influence student achievement in a school, and I think we need to look at all of those factors. Thank you.

Madam Chairman: National Primary Schools Principal Association.

Ms. Hayes: Thank you, Chairman, hon. colleagues. There are 72 public primary schools in Port of Spain, inclusive of special schools, and a questionnaire consisting of eight questions was administered electronically to principals of Port of Spain; 45 responded. Responders stated that underachievement can be a label placed to perpetuate inequalities that exist, or low achievement, or low performance, which means that a student is getting low grades throughout as well as a student getting lower than a group can show a comparative aspect. Underachievement can also be seen as lower than expected. The only national comparative test is the SEA. If one is basing underachievement on the SEA results, one has to be certain that the SEA is a fair assessment.

The responders found this assertion questionable since the students are given scores based on a single day's performance in a three-paper test focused predominantly on two subjects, mathematics and language arts, with an additional component of the latter, creative writing.

This is a contradiction to the curriculum, which for the entire primary school career is based on the holistic development of each child to their potential. However, it seems that all is dropped for a 100-metre dash SEA. What happens to catering for multiple intelligences we speak of including technological skills as is needed presently in this remote environment?

Many of these principals stated that there would be no question of underachievement if the following were included with equal weighting: sports, drama, dance, music, character education and citizenship, visual and performance arts. Referring to all Port of Spain and environs schools as homogenous is in itself an inequity.

The major results pertaining to the root causes of underachievement in Port of Spain and environment schools are included in the acronym "UNIQUE", U-N-I-Q-U-E. And we use the first letter for the acronym U, unique. We need to take schools that are uniquely Port of Spain in character and not being able to consider some of those schools whose populations will have migratory students. So, based on this system of testing, we will say, yes, those Port of Spain schools are underachieving because they are unique. They have a unique – because they have a perceived – there is a perception of underachievement or underachievement culture, and they are labelled "at risk" and "hotspot" areas. This brings about a level of demotivation among students, teachers, and community.

The "N" in "UNIQUE", non-nurturing environment. Most of the parents work shifts, they have challenges adequately supervising their children. They are caught with the realities where they are immersed in

a death and debt community. Death because of the high crime, the shootings and murders, and debt, they carry high financial burdens.

The “I” in “UNIQUE”, inability to meet the needs. And our Chair mentioned about Maslow, and in order for basic needs to be met we have to look at the growth rates, education falling the latter.

“Q”, the questionable attendance and we look at absenteeism of mind and body.

“U”, underpaid and undertrained. If one is addressing concerns with the specialized community, one needs to have a specialized staff and a range of social services, specific to the needs of the students.

And “E”, the economics. These school have limited support and resources, human, physical and financial. The system should be revisited in order to create fair and equitable opportunities.

So, we are excited by the work of the Committee. We already began engaging with stakeholders and we remain committed to working with you to ensure that every child reaches their fullest potential. Thank you.

Madam Chairman: Anglican Education Board of Management.

Mrs. Jackson: Thank you, Madam Chair, and good morning again to all. This whole question of underachievement in Port of Spain—in the schools of Port of Spain and environs, we have to determine exactly what is under achievement in education. It suggests that schools in the Port of Spain and environs areas are not enabling students to reach their highest potential. In this context, all students will not have the same potential for academic achievement.

However, holistically there are other areas of learning and teaching, for example, visual and performance arts, creative arts, physical education and the like. Therefore, it poses a challenge to enable each student to reach the highest level for which they have that potential and therefore nurture them accordingly.

11.05 a.m.

We know in the Port of Spain area that there are many other factors which can contribute to the underperforming of our students. Socio-economic status, lack of parental supervision and interest, low level of motivation, and low level of interest and motivation of teachers. So we are quite happy to be a part of this panel so that we can really get some strategies to improve the performance of our schools. The Anglican Education Board of Management has 11 schools. Some may be considered underperforming and if you can get all our 11 schools performing that will be a great achievement for us. Thank you.

Madam Chairman: Thank you. Private Primary School Principal Association please. Private Primary School? [*Technical difficulties*] Yes, we are not hearing Primary School Principal. There seems to be a technical difficulty, so can we have the President of the Association of Administrators of Public Schools and we will come back to the Private Primary School Principals Association? Sorry about that.

Mr. Mundy: Good Morning, again. The Association of Administrators of Public Special Schools has under achievement in a different way. What we are looking at is that, how do we measure underachievement? Our special schools, we have four public special schools in Port of Spain and not all of them really focus on academics. Not all the students I must say, because of the fact that there are varying levels, various disabilities that you will find that require a certain type of structure, certain type of staff, staffing, that are required to ensure our students perform and perform well.

When we may be focusing on academics, for the SEA, et cetera, there are some of our students that will never be able to do as well academically, because we are talking about students with mental disabilities, physical disabilities, you have those who are deaf, sensory disabilities, et cetera. And what is happening, you have your core curriculum, which we basically focus on for SEA. One of the bigger shortfalls you will find is the expanded core curriculum, which is not catered for in the Ministry of Education. The structures that you had before prior to Student Support Services Division have been dismantled. Okay? You had a Special Ed Unit before and due to the fact that that Special Unit was dismantled, you no longer even have school supervision for special schools, because they were basically placed under the primary school despite the fact that our students vary from preschool age to adulthood. Okay? So I am wondering how on earth we can place students age 18, 19, 20, et cetera under a primary school system.

We have looked at the various challenges that we face for the, for instance, for the Expanded Core Curriculum you would require semi-professionals in various fields. The Student Support Services Division would have provided what you call a multidisciplinary team that focuses on, diagnosing, determining the student's disabilities, et cetera, et cetera, and after doing your various assessments and evaluations, you would have found, okay, this person might be diagnosed with a particular disability, after you probably do your psycho-ed analysis. But what happens after that, the type of support and the type of teamwork that is needed to work with one student, I would like to emphasize that in Special Ed, we teach the child, not a class.

The amount of people that will be needed to work with that particular child, for him or her to perform, that is not in place. The type of evaluation and follow up investigation in regard to these children because we deal with each child as a case study, okay, it is not there. So therefore, the structure that is in place will not work for our children with disabilities, basically getting much deeper later on but we have to start with at least the structure of our Ministry because the type of resources these students need, the kind of personnel –

Madam Chairman: Yes, I read your passion, I have heard your passion and I want you to save some of it for the questioning. We only have one minute for this opening round and we want to get back to a couple people that we missed. So thank you very much.

Mr. Mundy: You are welcome.

Madam Chairman: And we would hear from you later, have no fear. Mrs. Marquez, Private Primary Schools Principals Association? Ms. Griffith, Private Special Schools Association. Yes, go ahead.

Ms. Griffith: Thank you, Madam Chair. And good morning again to all stakeholders. So from the perspective of the Private Special Schools Association of Trinidad and Tobago, we are in alignment with what Mr. Mundy just spoke about in terms of special needs. We would also focus on teaching the child and not a class. So therefore, from our perspective, we are looking at the curriculum. We find that the curriculum is very rigid and most times it just focuses basically on completing an exam. When our students come to us, we focus on getting them to be the best child that they can be. We also enjoy what we do in terms of collaboration, so we collaborate sometimes with the Private Schools Association in terms of getting information, we share information in that way. So from our perspective, we are looking at a collaborative effort, not only with special needs schools, or private schools, but in general to get a better sense of what each child needs. Thank you.

Madam Chairman: Thank you very much. We want to try again with the Private Primary School Principals Association. [*Confers with Secretary*] She is not present? All right. If you are able to come back to us, come on board later on we will hear from you. We will now commence our questioning and we invite members to ask questions on the various submissions that we received starting with the Ministry of Education, so we begin.

Mr. Hosein: Madam Chairman, I have one for the Ministry of Education. The Ministry of Education indicated that the School Supervision Division utilizes the basic procedures for school order and discipline and the School Based Management Manual to monitor school performance. So my question is, based on pages 1 and 2, question two part B, on the matter of basic procedures for school order and discipline and School Based Management Manual and the confirmation of the standard operating system, can the Ministry of Education advise when last this was communicated with the relevant practitioners at the school? Is there an orientation or reintroduction of this manual? Thank you, Madam Chairman.

Madam Chairman: Thank you, member Hosein.

Ms. Singh: So, we will refer that question to Mr. Sheldon Jodha, School Supervisor III.

Mr. Jodha: Thank you very much, Ms. Singh. Good morning to all members of the Committee, my name is Mr. Sheldon Jodha, representing the Director of School Supervision this morning and the issue of School Based Management, we have been on a roll out of School Based Management since approximately 2012. School Based Management started in 2007 but we had full roll out in 2012 to all schools and with the School Based Management System we looked at all areas of the government sector schools. The school management model that we used was a combination of models used like New Brunswick, the New York Department of Education, Philippines Education Department, Australia and Ofsted as was mentioned in the document, where we took different aspects of what standards would make for an effective school. And we developed a School Based Management system with standards that we would like to achieve.

Coming out of our rollout of the School Based Management system, we realized that in 2018, that there were some basic measures, security measures, that we needed to place in all schools to ensure that all schools are effective places of learning, we wanted to create an environment that are conducive to learning. There might have been a little typographical error, I think in the submission, but in terms of the basic procedures and basic

measures, we look at entry protocols, where principals that ensure that they are checks well, COVID now we will have different protocols as well, but the basic in 2018, entry protocol to check all students when they are coming in, we check for any contraband items just in case, we have protocols for assembly on how assembly should be conducted, that they should have a meaningful message to the students at the end of the assembly to send them off, and they should leave the assembly in an ordered manner to start the day orderly.

We also had in this, strategic patrols to ensure that heads and deans at schools, they work together with the principal and vice principal to patrol the schools during the day to ensure that all children are in class and to monitor the attendance of teachers to classes. We also have classroom supervision, where we have a supervision roster developed and design. And we also want to monitor teachers and student attendance to classes, where we will look at teacher punctuality to class, even student attendance to class after bell rings for recess and lunchtime or transition between classes.

So these measures have been implemented by the Ministry and school supervisors have been trained on it. And since 2012, and up to now we have been continually having training and on a monthly basis when we have fraternity meetings with principals, we share this message with them to remember School Based Management is the model the Ministry is working with. The last training, we had training in 2019, during the July/August holidays, where all areas of School Based Management were delivered to all principals and vice principals, primary and secondary schools. So, School Based Management is rolled out and principals are reminded daily, well not to say daily but monthly at meetings and in some cases, the daily schools where we need to monitor the need for the basic security measures to be implemented as well as School Based Management. Thank you, Sir.

Mr. Hosein: Thank you very much for the reply and I guess the manual is working. **Madam Chairman:** Further questions, members?

Mr. Ford: Madam Chair, Esmond Forde,

Madam Chairman: Yes.

Mr. Forde: Madam Chair, actually, I wanted to start with regard to the objective and with regard to what this inquiry entails. And I want to start by asking the CEO of the Catholic Board, in terms of –

Madam Chairman: Excuse me, we are still with the Ministry of Education.

Mr. Ford: So you want to stick with the Ministry of Education?

Madam Chairman: Yes, please.

Mr. Forde: Probably the question can be directed to the Ministry of Education. The word “underachievement”, at the Ministry of Education, do we have a clear meaning of “underachievement” that is utilized across the board in the education system at all schools? Thank you, Madam Chair.

Madam Chairman: Ministry of Education.

Ms. Singh: Okay, so on page two in our opening comments, we have indicated that we do not define schools as “underachieving” and more so, on the premise that such levels of achievement or underachievement can be

assessed using terminal exams. Terminal exams, look at academic performance and I believe we have established that achievement of students and quality education goes beyond just that one criteria of academic performance, we actually would want to consider not just the social and personal development of the child, the talent development and this information is not captured in terminal assessments. So, what we do is we look at our data and benchmark students on that basis, sorry, benchmark schools on that basis, as I have indicated, so that we are able to prioritize where resources go, our targeted training, our staffing, our monitoring and support, because at the end of the day, what we believe quality education speaks to and achievement speaks to, is the holistic development of the child in terms of looking at where their needs are, and assisting or intervening to make sure that those needs are addressed across the board.

Mr. Forde: Ms. Singh, right Ms. Anna Singh right? Yes, Ms. Singh, in terms of your statement and not defining underachievement per se, you are satisfied that all the necessary school boards and all the reporting schools to you, understand, in terms of when they are reporting that they consider the factors of the social needs, the talent the skills, in ensuring that you are not determining a child as underachieving only by their academic achievement. In your reporting factor, do you pick – do your principals identify all that information to you?

Ms. Singh: When we look at national data sets, those are targeting specific areas that we are monitoring in terms of the providing intervention. At the school level, we are convinced that our principals are aware of the multi-level dimension of a student and their interventions and they have in a variety of ways reported to the Ministry.

So, the report in terms of class testing may not pick up beyond the breadth of subjects and academic achievement in the core curricular areas. But certainly there are many areas in which they recognize and award achievement levels and you can only think of prize giving, you could think of the activities in terms of sports and other curricular areas, where students' achievements are noted and reported in the context of at the school level and so we are satisfied that that understanding is there. We are not saying that we have achieved perfection and we certainly would want to have broadened our reporting systems in terms of our standardized documents, to ensure that students are better profiled. But at this point in time, the understandings are there and we have evidence of effort towards measuring, sorry, rewarding and recognizing the holistic child and their multiple areas of achievement.

11.25 a.m.

Mr. Forde: Again, officer, I hear you clearly. I understand, in terms of the parameters that you are governed by. But for the average citizenry out there, you know, I think this thing has the concept that the students are clearly identified via the examination system. Right? So if we look at SEA, which is the case that we are predominantly dealing with, with the primary schools, that most students are identified educationally along the SEA system – along what school they would have passed for when they would have sat their exams – as we continue to go along. But I understand what you are saying, but I am thinking that out there, you know, I mean, in the public eye, you know, the system is that listen, SEA is what governed the whole thing and which determined whether

“you would have achieved or whether you would have underachieved”.

Mrs. Singh: In my opening remarks, I have indicated that the SEA – and the terminal exams are the SEA and the CSEC and CAPE examinations, and these are strictly, as we would say, academic in nature, and those are the ones that are reported on, but those are not the only aspects of school life that are reported.

Madam Chairman: I think we understand that. I just want to refer back to your report where you stated that:

The level of crime and violence that occurs in some of the communities in the Port of Spain environs education district leads to experiences of trauma.

You said that:

There was insufficient staff to implement psychosocial, psychoeducational screening services for these students who live in community with high levels of crime and violence.

My questions to you are: What is the average waiting period before a primary school student is screened? If you can also tell us the number of primary school students awaiting screening services and if these services were offered to students during the COVID-19 pandemic and, if so, what method was used? And, if not, what were the reasons for this?

Mrs. Singh: My colleague, Mrs. Natalie Robinson-Arnold, school social worker will take this question.

Mrs. Robinson-Arnold: A pleasant good morning. Students are screened based on referral. Once a referral is received, we go through a multi-disciplinary team process and determine the type of screening that is required based on the initial problem that is there. The MDT is comprised of Guidance Officers, School Social Workers, our psychologists and special education, and they will determine the type of screening. It could be one or multiple of those providers. Once we receive it and it goes through the MDT, it could take approximately two weeks, based on the quantum of referrals and the time it takes to get to us. But once the MDT goes through the referral, intervention happens, at least, within a day or two.

Madam Chairman: Number of students awaiting screening services?

Mrs. Robinson-Arnold: Are you referring to psychoeducation, Ma’am?

Madam Chairman: Psychosocial, psychoeducational screening services.

Mrs. Robinson-Arnold: I do not have that data on me.

Madam Chairman: All right. Fair enough.

Mrs. Robinson-Arnold: But it can be provided.

Madam Chairman: Now, tell me, during COVID-19 pandemic—well, up to now it is still going on—what methods were used?

Mrs. Robinson-Arnold: Our referral form went virtual, so that our parents, teachers can refer to Student Support Services. Additionally, we have a hotline service where you can call in and request the services that would be needed.

Madam Chairman: So there was no direct contact with anybody during this period?

Mrs. Robinson-Arnold: Yes. Contact happened virtually as well as face-to-face, especially in our remote areas: deep north-eastern like Matelot and Toco where there was no connectivity for our students. It also occurred in south-eastern and —

Madam Chairman: Port of Spain.

Mrs. Robinson-Arnold: —St. Patrick districts mainly.

Madam Chairman: Sorry. We are focusing on Port of Spain. What happened in the Port of Spain environs area?

Mrs. Robinson-Arnold: I do apologize. Virtual.

Madam Chairman: Okay. So what are the interventions after they are screened? What are the services that you offer?

Mrs. Robinson-Arnold: We offer counselling services, family intervention, and psychoeducational assessments. Home visits are conducted —home visit assessments and social functioning assessments. We advocate, so there is advocacy. Parenting in education programmes and workshops, as well as networking and external referrals to other agencies for further specialized intervention.

Madam Chairman: Since everything is virtual in Port of Spain, there were no home visits?

Mrs. Robinson-Arnold: No, home visits were conducted and face-to-face for students that needed home visits for additional information and assessment.

Madam Chairman: There were home visits, you are saying?

Mrs. Robinson-Arnold: Yes.

Madam Chairman: I see. You have any idea about the ratio—I know you do not have specific figures here with you —of intervention services for students in need of services? Give us a rough idea.

Mrs. Robinson-Arnold: Repeat that question, please.

Madam Chairman: The ratio of intervention services to students in need of services: What proportion of students

who were in need received this?

Mrs. Robinson-Arnold: I do not have any data, at present, in terms of student support, so I do not want to –

Madam Chairman: To give a guesstimate? I see. What would you say are the differences between the private primary schools and the government and the church-board primary schools within the district that have been performing under the national average in SEA?

Mrs. Singh: I am sorry. For clarification, you are asking us to compare a students' academic performance in terms of whether they are derived from a private school or from a board school?

Madam Chairman: No, no. We have that data. We know that. But what accounts for the differences? What would you say? I mean, you have had reports over some years and you would have asked the relevant questions. What would you say accounts for the differences between the performance in the private primary schools and the government and church-board primary schools within Port of Spain, those that have been performing under the national average? If you could give us some answers, we will be grateful.

Mrs. Singh: In terms of those that are performing under the national average, we would – private schools are run on the basis of funds that are raised, either in terms of payments – fees, so to speak, whereas government schools are publicly funded. So the issue of resources would certainly be one that would be of significant concern. So government schools: staff, salaries, all resources, main resources – even at some point in time, textbooks and so on – all are funded by the Government, whereas in terms of private schools, they are reliant on whatever income they are able to generate and that would be one of the first issues.

The second issue, I think, we would have to distinguish would be the intake: what informs intake for private schools as compared with government schools? And we know that in the case of government schools, there are no restrictions that limit. For private schools, their restrictions may limit in terms of those who choose to access their services, for whatever reason, as an alternative to government schools. I think, fundamentally, we would have to also look at the assessment levels and capabilities of the teachers. If you are to be in a government school or government-assisted, teachers have to have certain qualifications and they have to be assessed at certain levels. Private schools may have other arrangements and that would be a factor as well. Should I continue?

Madam Chairman: I am puzzled, because my impression is that the teachers in private schools are not, generally, well paid as the government teachers, for one, and may not be as qualified as the government and other schools, but yet the results –

Mrs. Singh: And I am agreeing.

Madam Chairman: – are of a higher calibre. So I did not understand what you meant by the salary and so on. Because, I mean, friends and people I know teaching in the private schools, you know, the pay is not on par, very

few – some of them, of course. But, generally, would you not say that government pays better?

Mrs. Singh: I am agreeing with you. I am not disagreeing. But we spoke to the private schools that are under the national means, because we know there are private schools that are performing well beyond the national means. I was targeting – well, I was responding to that point you asked. Should I continue or are you satisfied?

Madam Chairman: Continue.

Mrs. Singh: We are looking also at parental engagement. We believe that parental support is a very important dynamic. And in terms of the private and the government schools, there may be disparity in terms of means; the means for the parent to either come to the school or the means for the private school to engage with parents. COVID has highlighted that, because whereas resources for services and access, in terms of Internet and devices, were provided and continue to be provided to government schools, private schools may have been hard pressed to source funds for same in terms of engaging with their students and their stakeholders.

And another thing is, as we have indicated, the selection of teachers for private schools, as you have pointed out, there is a disparity with the salaries. And in terms of those teachers who do join the private schools, it is possible that having not been able to gain access to a government position, may have resorted to a private school opportunity and, as you have pointed out, possibly also because they are less qualified.

All of this is not to say that private schools are not positioned to do a good job. It is just to say that there are constraints that they may have, as opposed to government schools. And, on the other hand, government schools may have, you know, better resources and access, but there are constraints beyond those that also we grapple with.

Madam Chairman: I just want to ask one more question. It is a pity we could not have you for the entire day, so many questions for you. But you mentioned that the school supervisors go into the school once a month. Does that really happen? School Supervisors, how often do they go to the schools?

Mrs. Singh: I am going to refer that question to the School Supervisor with us.

Mr. Jodha: Good morning, again. In terms of what I mentioned earlier is that, once a month, we have fraternity meeting with all the principals, possibly we have sometimes meetings with deans and heads of department and vice-principals –

Madam Chairman: But in terms of visits to schools – sorry to interrupt – when you talk to visits to schools, when do you actually go into the school? How often?

Mr. Jodha: So, yes, I was referring to earlier that I had mentioned when you said once, but sometimes depending on the nature of situations at schools, School Supervisors visit sometimes once, twice for the week. We have cases

of schools where, based on the situation, they are in schools frequently where we have issues to deal with. And at schools where—they are supposed to visit at least one school per month, based on the number of supervisors we have. Schools Supervisors have a range of like, in primary schools, we say they have 1:15 schools and secondary schools, we have a case of like 1:12, 1:14 in some districts. So within the month, they should visit a school at least once and in the cases of some schools where we have situations that need to be addressed, we visit more regularly.

Madam Chairman: What is the longest you think a school would have been without seeing a supervisor?

Mr. Jodha: Well, in the case of some of the high-performing schools, right—well, I would not want to say high-performing—some of the schools that are better managed by their principals, you might see a supervisor probably once every two months, in the case of some schools. But the School Supervisor will be in touch with their principals on a regular basis; be it by phone, be it virtually, they will always make contact with their principals. Sometimes on a daily basis, schools supervisors liaise with their principals.

Madam Chairman: Thank you. Somebody wanted to comment. TTUTA? Ms. De Freitas?

Ms. Tekah-De Freitas: Yes, Madam Chair, with your permission, I wanted to make a comment on what Mr. Hosein asked about initially, and then to treat with issues placed on the table by yourself and Mr. Forde. Can I proceed?

Madam Chairman: Yes.

Ms. Tekah-De Freitas: Okay. Thank you. So in terms of the issue of discipline and the manual that the DSS representative spoke to—that Mr. Jodha spoke to—yes, strategic patrols with deans and supervision of students at the secondary level, that is important. However, it must be noted, we do not have deans at the primary schools. So the issue of supervision is something that is spread across the board with the teachers there. Additionally, for quite some time in the secondary schools, we have not had vacancies of heads and deans filled.

Madam Chairman: Excuse me, we will deal with secondary schools on the next occasion. So let us confine everything to primary.

Ms. Tekah-De Freitas: Right. So the point is, we do not have those positions in primary schools and therefore, that issue of maintenance of order and so, falls to the schools' allocating committees with particular responsibilities. Madam Chair, Minister Forde made the point about the public perception of students being identified by results, and he asked whether the schools understand that when they are reporting to the Ministry of Education, they have to report not only on academics, but on all facets. And while Ms. Singh sought to add to that, TTUTA would want to say that is one of the fundamental flaws we see with our system today. There is a society perspective that we are defined only by examinations—only by grades and results—and therefore, that

public perception is one aspect of what would guide how we develop our reporting matrices. And until we change that, Madam Chair, then we must – and we start to look at children’s other talents and competencies, then we would not get out of this box.

Additionally, the question was asked about how often supervisors go to schools, what about the waiting period for students to receive interventions after referrals. And TTUTA would have to commend its members here in terms of personnel and SS IIIs and supervisors, because the reality is they are short-staffed. Both agencies are short-staffed and overworked.

When you look at situations in Port of Spain, speaking specifically now, two SS IIIs and three or four lower-ranking supervisors, would not be adequate. So when you look at TTUTA’s recommendations, Madam Chair, colleagues, you will see we have made recommendations for increasing the cohort of supervisors in Port of Spain and environs, specifically, and for dealing with the perception of being exams-oriented and therefore, trying to change that and working our curriculum accordingly. Thank you.

Mr. Forde: Madam Chair, I would just like to thank Ms. De Freitas for that input. Thank you.

Madam Chairman: Ms. Mangroo?

Ms. Mangroo: Thank you, Madam Chair. The question you were asking about the difference between the government schools, the board schools and the private schools and the performance, when we talk underachievement, we have to face it, we are looking at under-achievement in terms of exam results and so on. While I started off by saying, we do not define our children by the exam results – but there is a basic standard to which all the children must achieve. We want them at least to be literate, and by “literate” I do not mean just being able to read and write. Now, when we look at what is holding the children back in this area, what are the challenges they are facing, we find that in the Catholic schools in the Port of Spain area that are considered underachieving, there are two things, two big factors: One, most of these schools, if not all, are in areas designated “hotspots” and two, the level of poverty. So to go back to your opening statement about Maslow, we are looking at safety needs that are not being met. And I think until we meet the safety needs of those children, it is very difficult to go beyond, not that they do not go beyond. Those are beautiful children, and I am so sorry that all of the public perception is about a set of underachieving people.

Our schools in the Port of Spain areas achieve. Teachers go to school every day, teachers provide a measure of safety to those children. There are children who prefer to be in school than home. That is a great achievement. Right? So, you know, I think this whole issue takes a lot more than this one session that we are having, and I would like to see it being the start of a much greater conversation of what it is we expect of our schools. Sorry, not no go on too long, but the fact that we have teachers who go to school every day in some of our schools is such a great achievement, because they are afraid for their safety every day and yet they go. And

Madam, I see teachers holding children, hugging children, you know, assuring children that they are there for them. And all of these things need to be looked at. I do want to make a plug for the Ministry of Education's National Test which was discontinued since 2016, because it did provide a broader picture of the child, not the best, as yet, but better than the SEA standardized test. Thank you.

Madam Chairman: Thank you very much for that intervention. Now, to any person—any group there, continuing education is extremely important. I have always held that view. I have always said that. Now, in terms of assistance to you, those of you who are interested, because not everybody is interested: Would you like to see a system where the Ministry of Education can provide for you to access training that would assist you to be a better teacher and pay for it? And not only that, but if it is happening—and sometimes these courses are happening outside of the vacation period—to allow you to attend these courses without losing part of your leave, do you think that would be of great benefit to you? Any takers?

Mr. Frederick: Good morning, Chair and fellow colleagues in education. I want to say the Ministry of Education is providing—

Madam Chairman: We are not hearing you. Could you raise your voice, please?

Mr. Frederick: Right. The Ministry of Education is currently providing—consistently providing training. It is up to the teachers to access the training. But prior to this period of time—of SEA, they used to have training during the vacation time where teachers would sign up and the cost was covered by the Ministry of Education. We can look to return to that, especially for things like preparation for promotions, Special Ed training, also for teachers who are so inclined to join Special Ed units. But, yes, the current—especially with the online training, it is very successful right now for teachers.

Madam Chairman: Thank you. Now, I do not think you will disagree with me that what we have, generally, is a punitive culture. A number of countries in the Caribbean have moved towards instituting restorative practices. A number of the Student Support Services staff accessed the training some years ago. But when the head of the institution in that department changed, that stopped. Is there any move towards instituting restorative practices? Jamaica has mandated that the Ministry of Education work with the Ministry of Justice on this. It is happening in countries of the Caribbean. Because the way we treat our children at home and at school, accounts to a large extent as to how these children become, you know, and how they treat other people. So do you see any possibility of any change in this culture that we have here? We have a no-zero tolerance for children being rude to teachers. We do not have a no-zero tolerance for students being mistreated by teachers. What is your view on that?

Mrs. Robinson-Arnold: We do use restorative practices, restorative circles. They occur at some schools where we have officers that were trained. Just recently, we had some teachers that were trained in looking at the approaches to assist in classroom management. So there is need to intensify the use of restorative justice, yes, and

more training.

11.55 a.m.

Madam Chairman: There are two other persons—thank you for that—other persons who wish to speak, Mr. Mundy.

Mr. Mundy: Yes. Regarding this type of training, now what we would have had, we would have had training for special educators in the various discipline whereby teachers would have gone to Jamaica, some would have gone to the UK and also the US to do specific training whether it is for behavioural, emotional challenges, children with visual impairment, for the deaf, behavioural, emotional. This type of training has stopped. You no longer have the specialist training that is required to rehabilitate or to assist children with special needs. Okay? You have to either get online, spend your own money and get that training on your own once it is available.

This needs to resume because of the fact that you are now having quite a number of teachers in our special schools do not have the skill set to really work with the children that they have been charged with to assist or to—how to call it?—implement their individualized education programme. For instance, again, you have a lack of staff, the support staff that you need; for instance, your occupational therapist, your physiotherapist, orientation and mobility specialist, your adaptive physical education specialist. Quite a number of professionals and semi-professionals are lacking because of the fact that you do not have the type of training required and our teachers are just there trying to play—how you call it?—“a master of all”, which is impossible, in developing individualized education programmes and having it implemented.

So there is quite a number of training courses out there that our teachers need to engage in and of course many of them may not be able to afford it because some of us have families to see about, and so on. And we will welcome that type of training, because I knew that manager you were talking about; I think about \$500 million was allocated for training and all that you got was quite a lot of workshops. That is just to orient you, however the in-depth training that was required that was not done and it still has not been done. Thank you.

Madam Chairman: There have been several complaints about parents not taking an interest and not coming to meetings and so on; now, you will agree with me, I am sure, that parental engagement in the life of the child—in the school life of the child is very important, yet over the years, and correct me if I am wrong, parent-teacher meetings have been put during the school time. When I used to teach I know we stayed back at school for parent-teacher meetings. Now it is said that the parents must take time off from work which is extremely difficult for some parents. Is there a movement to move back the PTA and let the teachers make that sacrifice once a month to stay back to attend these parent-teacher meetings in the best interest of the children? Teachers Association—Mendoza wishes to speak as well.

Mr. Mendoza: Thank you, Chair. I will defer the question to my counterpart, Ms. Francis Samson, our

Compliance Officer at this time. I will hold my question for later on. Thank you. Ms. Samson.

Ms. Samson: Through the Chair, it is a twofold situation. You have some parents you cannot get to come to the school after hours because there is no one to look after the children in the afternoon and then there are some instances where you cannot get parents at all making it almost impossible to take place. While I would agree with the Chair that it is important to have the PTA meetings at the school, I think schools now have to juggle between a convenient time to have the meeting. Most of our meetings are held in the afternoon after school. If it is that a teacher however wishes to meet with a parent in some instances or meet with a class of parents, that can be done or is done during the school time. All right? I hope I have answered the question. Thank you.

Madam Chairman: Ms. De Freitas wishes to say something on that?

Ms. Tekah-De Freitas: Madam Chair, just to add to what Ms. Sampson said, our information is that many teachers who work in Port of Spain do not necessarily live in Port of Spain. So you have the issue as well of those teachers having to balance their responsibilities with what transpires at school. We have many instances of parent-teacher meetings having taken place after school hours, yes, but I think the bigger picture, as what Ms. Sampson alluded to, is that you have the class meeting, you have the individual meeting; that is a smaller group for a more specific purpose and therefore those tend to take place during the working hours and, as always, follow up afterwards.

Madam Chairman: Any further comments? Members, any questions for any of the other entities?

Ms. Mangroo: Madam Chair, can I make a comment? One of the by-products of this COVID arrangement is that some schools have reported increased frequency of meeting with parents because they can do this online, they could do it by telephone so the parent is not required to come to the schools. So as we move into what used to be normal this is something to bear in mind, but always that we are the servants of the parents and therefore that we need to find a way to meet with the parent rather than sit back and say, "The parents are not coming. The parents are not interested." Very few parents are not really interested in their children's schools. We know they are but they find difficulty in meeting the school requirements. Thank you.

Dr. Ross-Quamina: I just would like to follow up with what Ms. Samson, our TTUTA President and Ms. Mangroo in that many times the school, the context of the school is important and the parents within that school as Ms. Samson alluded to, when we—for example, I am a principal in a school in Port of Spain, in east Port of Spain and when we started meetings we had meetings at five o'clock, we had meetings at one o'clock and 10 o'clock to see what the feel was and most of our parents came out at one o'clock; that was the highest percentage and therefore that is the time we had meetings. We also recognized that having, as we mentioned, as NCPTA mentioned in our presentation, having bread and butter issues, Maslow's hierarchy of needs, we had to have—we always have something to eat. You must have some refreshment, parents are coming in and that was a major pull. Not that

they were only coming for the food but because we always had guest speakers, persons relevant to their issues, practical and hands-on to get them interested and it increased over the years at the school.

So there are a lot of factors to look into parents' engagement, looking at where they are, not just coming to a meeting for coming to a meeting sake, but does it really address their needs and their concerns and have the environment set up for success, for them wanting to be there and want to be engaged and being ready. So that is very important in terms of that aspect of parent involvement.

Madam Chairman: Thank you very much. Member Cox, you wanted to say something, to add? Unmute, please.

Ms. Cox: Yes. Actually, I took down my hand because my hand was up from way back when we were speaking about—I understand.

Mr. Forde: Literally.

Ms. Cox: No, no, it does appear virtually. But actually I want to just go back because I recognize there was some talk about the schools. Let me see, I made a note about—we talk about underperformance and we talk about the parents, we talk about the students, we talk about some social issues, which I know is very important, but I also wanted to say that there was no talk too about teachers in the way that—what I recognize too there is indeed, there have been some problems with regard to teachers in schools and we need to identify that, because, for example, I have had persons who, you know, still—well, before this virtual, but they were all complaining sometimes that the teachers were not in the classroom, some of the primary schools in the area. Actually, I went to a primary school in east Port of Spain. I went to Eastern Girls Government School and I did very well there because also part of it was because of the teachers that I had and I think we—I do appreciate that teachers play a key role also in schools. All right?

I went to a Catholic high school after that and I must say at the time I was very immature, I did not even understand the importance of learning and education but the teachers were the key ones who I would give all the kudos for ensuring that I did my work. So I would go back, when we are talking about high school, secondary, I will speak about some other things, but I would go back to primary and I would say that the teachers too have a key role to play and I want us to understand how key that role is because when you are in an environment particularly you are teaching, there must be a caring aspect. All right? Because I have had to deal with principals in certain schools where I have seen principals, meet with then as a former Member of Parliament, schools in east Port of Spain and I felt from talking to the principals I felt where they did not really care, you know, about situations. And we talk about, you know, sometimes we would talk about the Government, the Ministry, parents, students, but I think we also have to take into consideration the role that teachers play and their accountability with regard to underachievement. That also has to be brought into perspective. And that was my comment.

Madam Chairman: Thank you very much. And I would like to endorse that, the role that teachers play. Speaking

to a teacher last night and she said, what some of those children are going through in their homes, you know, the situation is so terrible that she wished she could take all the children home with her, you know. She wants to hug them, she wants to take them home, but, you know, teachers cannot do that. I have taken a few children home on weekends, they are all grown up, parents they are now, but there needs to be support, a lot of support for what children are going through in their homes.

So we cannot be complaining about the parents if we do not provide the support for the parents. And if sometimes we do not take the hard decisions to remove children when there is no hope of any kind of good situation in the homes that they are living in unfortunately, and that is where the Children's Authority comes in many times. Any other member would like to ask any – yes, Mr. Forde.

Mr. Forde: Madam Chair, it is possible?

Madam Chairman: By all means.

Mr. Forde: Okay. Yes. I would like to ask again the Ministry of Education; the Ministry of Education highlighted that principals of Laventille/Morvant schools were trained in developing successful school culture and a climate based on the discipline manual developed by the Ministry of Education, and that is on their submission, page 15, number 6, Roman numeral (ii), bullet point one. And the question I would like to ask, were these principals of underperforming primary schools within other areas of the Port of Spain and environs district who receive the same training? I want to know if all of them received the same training. Secondly, when did the training take place? And thirdly, was there a change in school culture/climate of the primary school which received this said training? Please shed some light, please. Then I have one other question after that and that would be my last question for the day.

Madam Chairman: Ministry of Education, I think those questions were meant for you.

Mr. Jodha: Sorry for the little delay. In terms of the Laventille/Morvant school improvement project, that is a programme that falls under the purview of the CEO. So we know, we are familiar as school supervisors and school-based management that there was training for principals to create that culture in those schools to improve, of improvement but the school supervisors in Port of Spain as well, in late 2019, it also conducted similar training with their principal in the secondary schools and they also did those with primary schools that do not fall within that Morvant/Laventille area. So training was conducted with principals on that. And as we said earlier, all aspects of the training would also fall under the school-based management model, as we mentioned earlier, on improvement in all the schools. Thank you.

Ms. Cox: I would like to come in there too with a question.

Mr. Forde: Go ahead, I will give way. I will give way.

Ms. Cox: Thank you. I just want to come in there because as you talk about training, this is something I observe, I think that persons who are teaching or the principals, it is something that we all can look at, but there must be specialized training for persons who are going into particular areas to be a principal or a teacher in certain schools. Why? Because it is clear that there is a lot of stereotyping that takes place. All right? Even in the wider society, from the time they hear you are from Laventille or they hear, “Well, I am going into that school” and that is a hotspot area as far as you know, there is a different attitude. There is a different posture when it comes to persons in the schools.

I mean, I have spoken to some teachers who would tell you that—because a lot of my friends are teachers—well, you know, “I am going to that school”, and they are already going with a preconceived notion that, you know, they are going to meet bad parents, bad students. They expect to get attitude, and so on. So I do not know if that there may be a need for some kind of cultural training and understanding because not everyone is going to be a particular way but you know that—remember you hear things. Because I want to say that in the background of when I was the Member of Parliament for Laventille East/Morvant, I had colleagues who would ask me, “So how you does make out up there?” So in other words in their minds, their posture is, it is the Wild Wild West that, “Buh how you does sit? You does be seeing people?” And I am telling you, colleagues, Members of Parliament who were so shocked that, “You were there in the night seeing people”, and so therefore if my colleagues who you think would know better do not have that understanding that it is not all over and it is not everybody would be bad, then what happens now when the average person, like for example teachers who may be placed in certain schools. They may need to have some type of training and understanding that this, you know, that because you cannot help it but stereotyping takes place, and also an understanding of the culture of what to expect, and so on. And that is all I have to say again. Over to you.

Mr. Forde: Yeah. Madam Chair, Ministry of Education making any comment there or should I come back in?

Madam Chairman: Who I think had an urgent comment to make from Anglican School Board.

Mrs. Jackson: Yes. Thank you, Madam Chair. I think in terms of teacher training, I think one thing the denominational boards have, the privilege they have is to do their own training apart from the Ministry of Education. In the Education Board our schools—[*Technical difficulties*]—and so therefore we have subcommittees of the different boards in the different regions we have throughout the country of Trinidad and Tobago. So we do our personal—well, we have training for our teachers; for example, we do subject training like creative writing, reading, comprehension and courses of this sort.

We also do training for promotion. Those who are our prospective teachers who are seeking promotion, we also have training for that. As well as being a church body we have other—[*Technical difficulties*]—unions, they also do training with our parents, parenting skills because we have to face it, some parents have some difficulty in training or supporting their children, and we also do that. So we take advantage of the Ministry's

training as well as we do our own training for our parents as well as our teachers.

Madam Chairman: But of the 11 schools you have, six of them are underperforming according to the index, what do you think needs to be done to bring them up to speed, do you think?

Mrs. Jackson: Well, Madam Chair, actually, well, it depends on the group of children for that—as you see we base our performance on the SEA results. So it depends on the group of children that are writing the exam for that particular year. For example, Ascension Anglican, they have been on the rise because previously they did not get schools—well, as you would call them, so-called prestige school, and they have now started. So the principal has a lot to do with it because if you know what you want from your school, you would then encourage your teachers to do likewise and the performance—we have seen some improvement in the performance of that school.

Escallier is another school, because of the leadership we are getting some improvement in those schools. So we are working with them and we have regional bodies, regional education bodies. We try to assist our principals, especially those who are in acting positions, we try to assist them in school improvement.

Madam Chairman: You will agree with me that the principal sets the tone for the school—

Member: Definitely. Definitely, Madam Chair.

Madam Chairman:—and the change of principal can bring an amazing result. Is it very difficult therefore to bring about this change at times when you see something is just not working? The school has gone—I am thinking about a specific school. It a top school some years ago, went right down, they have changed the principal and it is coming right up again. How difficult it is when someone is not working to remove the principal?

Mrs. Jackson: Well, we can go to Service Commission. We can make recommendation. We can also make recommendations to Service Commission. So that is why the denominational schools, when we have to—even though, yes, people may be successful at the Service Commission's interview, we have the last say. We have the last say of who we recommend. That is—[*Technical difficulties*—visits to the school and monitoring the performance of the school. That is definitely important.

Madam Chairman: Thank you. Mr. Mendoza.

Mr. Forde: Yes, Madam Chair—oh, okay.

Madam Chairman: Mr. Mendoza.

Mr. Mendoza: Thank you, Madam Chair. I just want to touch on most of the items that were laid out here today and I would start with the most recent one with Cherryl Jackson of the Anglican Board who clearly stated that Ascension Anglican School is on the rise, and I want the commend them. The NCPTA had visited that school and

we have seen the change which was put in place by the principal. The questions were spoken about earlier about parental involvement and the time that our schools are having meetings with our parents. At Ascension Anglican School, what the principal would have put in place for the PTA there is clearly a model that we are working with throughout Trinidad and Tobago at this time.

In our hotspot areas, in our areas, Port of Spain and environs where we are talking underachievement we must understand that parents of those children would have come up under the realm of underachieving also. In saying that, parents choose not to come to PTA meetings at times to be voted into a position or to even assist the school in a position. So what we have done at the Ascension Anglican School is to have a parent per class, have a private meeting with that class and the parents of that class. They will now bring the necessary information to one PTA meeting or body, share it with the president or the secretary of that body. So the parent in turn who is shy and who probably has been an underachiever in the past is now speaking out, can be part of, by way of the principal involvement in showing them the way.

So principals in our schools are looked at as the model in bringing parents involved, working with them along with school supervision and the SSSD that comes through the school. So we are saying it is great to know that Ascension is named today, they are one of the schools that is on top of the agenda in working with the parent one-on-one in bringing the parent to the school and having the parent work with their child at home. This is the key here, is the parent learning while teaching, and we have lost that way a long time now.

I just also want to say to Minister Cox again, thank you, National Family Services has been top on the agenda and I want to say it again because we at the NCPTA use the National Family Services to our advantage in training our parents, parental workshop. It is so for all over the years for the last 15 years since I have been involved, the National Family Services gave us this assistance with school services; social services workers are one in every 15 or 20 schools, we advised our parents to visit the National Family Services –

Madam Chairman: I think we get the message. Thank you very much. I want to ask something though, are there any plans to remove the schools that are in particularly dangerous areas where you have the gun, the bullets flying, Bethlehem School and particularly South East Secondary that was moved temporarily and brought back? You know, if we are to be honest we would not want – certain children would not go to school there. Why children must be going in that area in South East School that is so dangerous to them? If we say we care about children, why did we put them in John D and then take them back? Is it right? Is it fair to them? What plans are there for removing those schools from there?

Mr. Mendoza: I think the Minister of Education is better suited to answer that question. However, to the NCPTA we are advocating that our children be safe based on the rights of the child. We are advocating for that. But, Madam Chair, before I close I wanted to elaborate on Minister Forde's questions on SBA through the Ministry of Education and our SSIII that is with us today, Mr. Sheldon Jodha. Now, we have heard of the SBA and I have

probably visited 90 per cent of the schools in Trinidad and Tobago and I am saying today the SBA, the school-based management model that is out there, I am asking Mr. Jodha, let us know today, do all schools in Trinidad and Tobago follow the model, and if so is stakeholder involvement a key in our school-based management? Because we have an issue with that, we have a serious issue with your stakeholder involvement in our schools in Trinidad and Tobago with school-based management. Thank you.

Madam Chairman: Mr. Mendoza, I know we have a lot of questions and really it is this short time but we are going to be losing some members because they do have Parliament this afternoon, so we really – it is such a pity that we do not have more time and –

Ms. John: Madam Chair, can I just make one comment, please? Jearlean John.

Madam Chairman: Yes.

Ms. John: Right. I mean, based on – it seems as if you are about to wrap up – and I think based on what I am seeing today our leaders in education, those who have presented themselves, the support agencies as it were, I think what would have come out of this is that they are well aware of the issues. I find them to be capable and well trained so I think I am comfortable in that regard because at least we have some things going on that is right. That is – I am getting a feedback somewhere – that is major part of the battle.

I want to commend MP, Minister Cox that is for her transparency in talking about the stereotyping, you know, because for us to get to the root of what is ailing us we really have to be truthful about the problem, but I do not feel discouraged because I think all of the stakeholders, including those on the Committee are committed, but what we have to look at now is that fierce urgency as Martin Luther King put it, the fierce urgency of now. You know, what are we going to do because what we know for sure is that everyone knows and the stakeholders who have presented themselves today are well aware and they are very, very capable. I think those are my comments this morning.

Mr. Forde: Madam Chair –

12.25 p.m.

Madam Chairman: That brings us to the closing statements, the closing remarks from –

Mr. Forde: Madam Chair. Madam Chair, before you do go, I wanted to make two requests that the Ministry of Education could provide for us in writing, please. Or is it that the Committee will write them?

Madam Chairman: Sorry?

Mr. Forde: I wanted to make two requests to the Ministry of Education that they can submit in writing to our Committee.

Madam Chairman: All right. What you can do is to submit it to the Committee and we will submit to the Chair and we will submit it to them –

Mr. Forde: Okay. All right.

Madam Chairman: – on your behalf. So let us go through with the various entities and have closing remarks from each and perhaps, you know, something that you are really burning and you want to say that we can get it in in a very, very short time. So we start with the Ministry of Education, closing remarks.

Ms. Singh: On behalf of the team here, we really are quite pleased with the fact that the issue before us is well understood in terms of how we go about really evaluating our students, how we go about meeting their needs, and more so how we look towards mitigating for inequity. We are appreciative of the report of the Committee that would highlight our constraints so that we are able to access the staffing, the resources, the training that would certainly go a long way to improve our service delivery. And we look forward to receiving any further information that would allow us to present our position and provide clarification in going forward. We at the Ministry thank the Committee and want to reiterate that we are as committed as you are to making sure that the society is transformed one student at the time. Thank you.

Madam Chairman: Thank you. National Primary School Principal Association, please. Short and sweet.

Ms. Hayes: Thank you, Madam Chairman. So I just want to say, based on all we have heard today, I just want you to understand that we understand the need in the schools in Port of Spain and environs, and we just need to advocate that we want an investment in education, for all organizations to buy into the schools in Port of Spain, buy into investing in our education and making our children become very successful. They are the future citizens of Trinidad and Tobago and the workforce of the future as well. So we just hope that we could continue to engage our stakeholders and work towards dealing with these issues. I thank you.

Madam Chairman: National Council of Parent Teachers Association, then you have Catholic Board following, immediately following them. Yes.

Mr. Mendoza: Thank you, Madam Chair, I defer all closing remarks to my colleague, Mrs. Francis-Sampson at this time.

Mrs. Francis-Sampson: Through the Chair, if I may. The National Council of Parent Teachers Association is very committed and willing and dedicated towards improving the lives of children and parents in Trinidad and Tobago and we look forward to participating in another such forum as this, and we thank you for inviting us at this time.

Ms. Mangroo: Madam Chair –

Madam Chairman: Catholic –

Ms. Mangroo: –the Catholic Education Board of Management just wishes to stress that improving the achievement of children generally in our schools and by extension the overall school requires that all the stakeholders work together because it is not just the education system, we need to improve the lot of each child. We need to work on the home, we need to work on community. But one particular request that I have is that we consider some early childhood centres so that we are able to deal with the children especially in our east Port of Spain area so that they get that early start to being in an environment which makes them ready to learn. We continue at the Catholic Education Board of Management continues to be committed to working with the poorest because that is our particular mandate. Thank you.

Madam Chairman: Anglican Education – thank you – Education Board of Management.

Mrs. Jackson: Thank you, Chair. The Anglican Education Board of Management truly appreciates this invitation to this forum and looking at our schools especially in this, during this COVID time. We know that COVID-19 has revealed so many inequalities and inequities in our education system. So we can all now work together to improve our schools, and our greatest wish is that the curriculum be extended to provide opportunities for children's involvement and recognition of performance at non-academic curriculum areas. As I remarked in my opening sentences, that every child is academically inclined. We have to provide the opportunities so that every child will be able to fit into this. I thank you.

Madam Chairman: Private Primary School Principals Association? They never got back in. You see why we have to continue this session. Association of Administrators of Public Special Schools of Trinidad and Tobago.

Mr. Mundy: Thank you, Madam Chair. I wish to emphasize that I am hoping that the necessary structures, you know, are put in place to ensure that our children with disabilities get a fair chance and not be discriminated against based on the Convention on the –the United Nations Conventions on the Rights of Persons with Disabilities. I am quite certain that many of you are not aware that I am blind, and I want to see my students, all our students with special needs be able to function or be given the opportunity to function on par with their peers, “normal children”. Right? They must be given that opportunity, and the structures that are required must be put in place to ensure that they get that opportunity to function, sit side by side with everyone else, side by side with their colleagues in school and get that equal opportunity.

So the services that are required for them to perform, well I would have given you my submission, you would have seen quite a number of things there that we really do need to explain even further so that all our students, not some, not those that we consider that do not have a disability, all of them have an equal opportunity, an equal and equitable chance to succeed and function in the society. Thank you.

Madam Chairman: Thank you. I am wondering if you left anything for the Private Special School Association of

Trinidad and Tobago to say.

Ms. Griffith: Thank you, Madam Chair, I was about to say that. On behalf of the Private Special Schools Association of Trinidad and Tobago we would like to say a heartfelt thanks for being invited to this forum. I would also like to take this opportunity to say that we are looking forward to collaborative efforts and to openly and publicly thank our hon. Minister of Education and the CEO of the Ministry of Education for not only hearing us but listening to us. Thank you.

Madam Chairman: And last but not least Trinidad and Tobago Unified Teachers Association.

Ms. Tekah-De Freitas: Thank you, Madam Chair. TTUTA is appreciative of the ability to submit written and oral material to the JSC. We look forward to the establishment of an inter-ministerial interagency task force that will interact with all stakeholders that will be guided by robust research and qualitative and quantitative data to arrive at meaningful solutions to the different areas in Port of Spain and environs to help our students in those schools. Thank you.

Madam Chairman: Thank you all you and also the members of this Committee. Before I leave I would like to make sure of reminding you that all of you should go back and read very carefully the Convention on the Rights of the Child and become fully conversant with it.

I would also like, especially those who are dealing with special needs children, to look at what the committee on the rights of the child, what they have said about Trinidad and Tobago's report. How we deal with children with special needs. This is something that you could understand that is right up your alley, see what they have said. And I believe very much, as I said before in continuing education, I would like to refer you to two books, *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility using Restorative Justice* by Nathan Maynard and Brad Weinstein. I think I got it from Amazon. You can, you know, order it online.

I want you also to read James Garbarino's book. I tried to get him to come to Trinidad in 2000, maybe someday I will get him to come here. It is called *Raising Children in a Socially Toxic Environment*. *Raising Children in a Socially Toxic Environment*. It is an excellent book by James Garbarino, G-A-R-B-A-R-I-N-O and read also *The New Jim Crow: Mass Incarceration in the Age of Colourblindness* by Michelle Alexander. So those of you who are interested in what is happening with children who go to school in the inner cities, you know, and how this problem has been analysed, read those books and read the United Nations documents.

I was very surprised in doing a session with training of teachers and principals that they could not tell me the articles in the United Nations Conventions on the Rights of the Child. They could only give about two. All right? So you ought to make yourself aware, be fully conversant. That is your bible when you are dealing with children.

And I would like to thank all of you for your very important contributions here today. Both representatives of the various entities and the members. It has been an invaluable exercise but it is only the beginning of a conversation. Whatever matters are outstanding, pressing that you wish to refer to us, please feel free to do so. Send it on, you have the Parliament's address. And also if there is anything you are not clear on, that any of the books you did not get the titles or anything that you require, feel free to contact the Secretariat, I will certainly respond to any concerns, any questions that you have. And I hope the school supervisor will continue visiting the schools and the principals.

I went into a classroom to check on a child, I was doing a matter, and when I saw what was happening in the classroom, I could not even pass between the rows and the lighting was so poor, I had to ask the teacher, "Miss, how could you be teaching children with this kind of lighting? You are damaging their eyes. "Yes, we have to get new lights". That is totally unacceptable in Port of Spain right near to my office. I walk to attend by my client's business and I had to talk to the teacher and the principal – bad lighting.

So some of the things are so very easy to fix and we do not think about fixing them. If we care about children, we will do what we can. It is not just lip service. These children, that is our future, and if we want to have a better world, if we give children all the rights that they are entitled to in the Convention on the Rights of the Child, it is not just for children we will be creating a better world, a better Trinidad and Tobago and ultimately a better world.

So I thank you very much. So we need to give the parliamentarians some time to go up and have their lunch before they go to do the people's business to make a better Trinidad and Tobago when they sit in the Parliament, and well, all of us, eh, that is what we try to do. And I commend all of you, again, for the work that you do for our nation's children, for the next generation. Thank you. God bless you. We love you. We love the work that you do. Love our children.

12.38 p.m.: *Meeting adjourned.*

VERBATIM NOTES OF THE FIFTH VIRTUAL MEETING OF THE JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY HELD (IN PUBLIC) ON FRIDAY, APRIL 09, 2021, AT 10.15 A.M.

PRESENT

Dr. Nyan Gadsby-Dolly	Chairman
Mr. Kazim Hosein	Member
Mr. Esmond Forde	Member
Mrs. Hazel Thompson-Ahye	Member
Ms. Jearlean John	Member
Mr. Barry Padarath	Member
Ms. Donna Cox	Member
Ms. Khisha Peterkin	Secretary
Mr. Brian Lucio	Assistant Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant

ABSENT

Mrs. Lisa Morris-Julien	Vice-Chairman
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MINISTRY OF EDUCATION

Mrs. Lisa Henry-David	Chief Educational Officer (Ag.)
Ms. Naima Hosein	Director, School Supervision Management Division
Ms. Ann M. Singh	Director, Curriculum Planning Development Division
Mrs. Natalie Robinson-Arnold	Coordinator, School Social Work

TRINIDAD AND TOBAGO UNIFIED TEACHERS' ASSOCIATION (TTUTA)

Mrs. Antonia Tekah-De Freitas	President
Mrs. Lisa Ibrahim-Joseph	Education & Research Officer

ASSOCIATION OF PRINCIPALS OF PUBLIC SECONDARY SCHOOLS OF TRINIDAD AND TOBAGO

Mr. David Simon	2 nd Vice President
Ms. Patricia Pitt	Secretary

ASSOCIATION OF PRINCIPALS OF ASSISTED SECONDARY SCHOOLS

Mrs. Sonia Mahase-Persad	President
Ms. Lucia Reyes	Vice President

HOLY GHOST FATHERS

Fr. Ronald Mendes, C.S.Sp.	Chairman of the Holy Ghost Fathers Board of Management
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[MRS. HAZEL THOMPSON-AHYE *in the Chair*]

Madam Chairman: Good morning everyone. I would like to welcome you all to the second virtual public hearing of the Joint Select Committee on Human Rights Equality and Diversity enquiry. And what we are looking at this morning is the underachievement of schools in Port of Spain and environs area. Enquiry into the right to equal access to education with specific focus on the underachievement of schools in the Port of Spain environs district with respect to performance in terminal examinations. And those of you who have been following our enquiries, you would realize that on the last occasion we dealt with the position in primary schools and today we will be looking at secondary schools.

This is a virtual meeting and there are certain specific guidelines that would apply including: make sure you mute your microphone when you are not speaking to help keep background noise to a minimum; adjust your camera so that your face is clearly visible and ensure that notifications from your cell phone or any other electronic device in your vicinity are muted during the course of the meeting. We invite members of the listening and viewing audience to post or send your comments via the Parliament's various social media platforms: Facebook page, *ParlView*, and the Parliament's YouTube Channel and Twitter.

Now, I would like to invite representative of your organizations to introduce themselves. So we will start with the Ministry of Education, please.

[Introductions made]

[Technical difficulties]

Dr. Gadsby-Dolly: Mr. Forde?

Mr. Forde: Secretariat?

Dr. Gadsby-Dolly: Maybe we could ask Mr. Forde to just step in for Sen. Thompson-Ahye who may be having some connectivity issues. So, Mr. Forde, could you –

Mr. Forde: Okay, no problem, Madam Minister.

Dr. Gadsby-Dolly: I think the other –

[MR. ESMOND FORDE in the Chair]

Mr. Chairman: I will continue the introductions until the substantive Chairman gets back online. We now go to the Trinidad and Tobago Unified Teachers' Association, TTUTA.

[Introductions made]

Mrs. Tekah-De Freitas: I would like to make an excuse for my colleague, Mrs. Lisa Ibrahim-Joseph, who is unwell and will not be participating. Thank you.

Mr. Chairman: Thank you. We will now move on to the Association of Principals of Public Secondary Schools.

[Introductions made]

Mr. Chairman: All right. Thank you very much, Mr. Simon. We will now move on to the officials of the Association of Principals of Assisted Secondary Schools.

[Introductions made]

Mr. Chairman: Thank you very much, Mrs. Mahase-Persad. We will now move on to Holy Ghost Fathers.

[Introductions made]

Mr. Chairman: Thank you very much. My name is Esmond Forde. I am acting in the absence, presently, of Sen. Thompson-Ahye who is probably having some Internet connection. So we will continue to move on. I will now invite other members of this Committee in order to introduce themselves. Kindly proceed, members.

[Introductions made]

Mr. Chairman: MP Morris? Is MP Morris still with us? Okay. Well, thank you members, we will continue along. So again, as the substantive Chair mentioned, the enquiry objectives are:

1. To determine the root causes for the underachievement of schools in the Port of Spain and environs district.

Madam Chair, you are back with us?

2. To examine methods to address the underachievement of schools in the Port of Spain and environs district.

I will now invite each official from the various entities with us today for brief opening remarks, again not exceeding one minute. So I will start with Ministry of Education.

Mrs. Henry-David: Good morning, again, and thank you, Mr. Chair. The Ministry of Education is heartened and happy to be here this morning as we explore this topic that is of great interest to us and we welcome the opportunity to have the feedback from all our stakeholders in education, so that in going forward, we can have a plan and a roll out so that we can have – ensure that all of our children are educated to the level that they can become productive citizens of Trinidad and Tobago. Thank you, Mr. Chair.

Mr. Chairman: Thank you very much, Chief Education Officer, Acting. I will now move on to Trinidad and Tobago Unified Teachers' Association. Brief opening comments.

Mrs. Tekah-De Freitas: Thank you, Mr. Chair. As was said by the first speaker, TTUTA welcomes the opportunity to participate in this virtual hearing this morning and to share our perspectives from that of the education professional on the performance of students. We look forward to robust discussion and we hope after this hearing that the follow-up activities would allow us to engage further in the interest of our nation's children.

Thank you.

Mr. Chairman: Thank you very much. I will now move on to Mr. David Simon, 2nd Vice President, Acting, Association of Principals of Public Secondary Schools of Trinidad and Tobago.

Mr. Simon: A very good morning to everyone, again. The Association looks forward to be involved in productive discussions on the subject matter. We hope as well that as a result of our discussions, there will be recommendations that would be put in place that would allow for the improvement in all aspects of the education in Trinidad and Tobago, not only as it applies to education in terms of academic performance. Thank you very much.

Mr. Chairman: Thank you very much, Mr. Simon. I will now move on to Mrs. Sonia Mahase-Persad, President, Association of Principals of Assisted Secondary Schools.

Mrs. Mahase-Persad: Thank you very much, Chair. APASS welcomes the opportunity to be part of this process and we look forward to examining the educational philosophy that undergirds our system, not just at the secondary level but throughout, and to make some meaningful contribution to engage in some meaningful in-depth discussion so that we could make some purposeful changes and to make our system more authentic to the needs of our greatest resource, our young people. So we look forward to this session.

Mr. Chairman: Thank you very much. I will now move on to Fr. Ronald Mendes, C.S.Sp., Chairman of the Holy Ghost Board of Management.

Fr. Mendes: Thank you, Chair. I am very happy to be able to be here and to be part of this discussion. And it is my hope that the powers that be both in the Ministry and on this Committee will take action based on some of the things that will be said here because it seems as though very little action takes place. Thank you.

Mrs. Thompson-Ahye: Mr. Forde? Member Forde?

Mr. Chairman: Yes, Madam Chair, you are back with us?

Mrs. Thompson-Ahye: I am suggesting that because of the instability of the Internet connection, because normally I would come to the office, I would ask you to carry on because I would not like the hearing to be delayed because of the in and out. But you know the reason that I am unable to leave to come to the office.

Mr. Chairman: Okay, thank you. Thank you, Sen. Thompson-Ahye. And as we would have previously discussed, I shall proceed. Thank you. So members—I would like to remind all Committee members and officials to direct their questions and concerns through the Chair. I will also like to remind all members that they are to activate their microphone on their devices when they are acknowledged by the Chair and to also be reminded to turn it off when they have concluded their various contributions.

We would now proceed with the hearing as agreed. So as has been identified, we are here this morning in an enquiry into the right to equal access of education with specific focus on the achievement of schools in the Port of Spain and environs district with respect to the performance in the terminal examinations. And firstly, I would like to direct a question to the Ministry of Education in the various submissions that would have been provided by the Ministry of Education. In the Ministry of Education, in its submission, highlighted that and I quote:

The factors contributing to academic achievement, school climate, socio-economic status, student engagement and absenteeism, intervention services, insufficient co-curricular activities...

And this is in your submission on pages 8 to 11, number 2(i).

And the first question I would like to direct to the Ministry of Education. How has the school environment in the Port of Spain and environs district affected the performance of the students in secondary schools? Direct question. Could you proceed, Ministry of Education?

Mrs. Henry-David: Thank you, Mr. Chair. So as we would also have submitted, the circumstances in each individual schools would vary and as such we would have – each individual school would have issues that they would treat with based on their school development plans and how they would treat with these issues to try and make the best of it and ensure that they create the best environment for the students that attend school there. So we would have some schools that where, for example, absenteeism of students and teachers would not be a problem at all, whereas in some schools it may be more so.

You will have some schools where the socio-economic issues would affect students' ability to attend, their ability to be engaged while they are in school and in this regard the Ministry, for example, would provide support services, such as school meals and transport and so on, to help to facilitate those students when they come onto the compound. And there will be other schools where the socio-economic factors may not be such of an issue and we have schools as well where the schools make provisions for their individual students and their circumstances to help to ensure that they can engage to teaching and learning when they come onto the compound. And as a matter of fact, in this virtual environment, there are also schools which are going above and beyond in trying to ensure that their students can be engaged online.

Mr. Chairman: Okay. Thank you. *[Interruption]* Pardon? Someone has a feedback?

Mrs. Thompson-Ahye: Yes. Are you hearing me?

Mr. Chairman: Yes, go ahead. Go ahead, Senator.

Mrs. Thompson-Ahye: One of the first things you highlighted as the contributing factor was the high levels of crime and violence. Now, one of the schools or perhaps the school that is most threatened is the South East

Secondary School. Of course, you have Russell Latapy and so on, but let me focus on South East because their problems have longer standing. Was that school not moved into John D at some point? And if so, why did it return to that volatile environment where over the years students have in fact witnessed murders taking place? And I specifically speak about the first one where the body was lying there because I received a call from a family member who was traumatized by seeing that particular occurrence. So I just cannot understand. Perhaps you could explain to me why South East Secondary remains where it is today when an alternative was identified not too long ago?

Mrs. Henry-David: Through the Chair –

Mr. Chairman: Mrs. Henry-David, go ahead. Go ahead, Mrs. Henry-David.

Mrs. Henry-David: Through you, Chair, the movement to John D was a temporary measure while the Ministry sought to treat with physical issues on the compound. The movement of a secondary school would, of course, require that the venue that a school is moved to—and South East caters to about 700-plus students or thereabout—you would have to ensure that you have all of the facilities, all of the labs and so on, and it was a temporary measure. And when the school was established at that point and the school was established to serve a community, we did not have the unfortunate occurrences, environmental, socio-economic, that we have at the current time.

So what is needed, rather than removing an entire school out of the community which it serves, it is a concerted effort by all of the Ministries and Governments and social NGOs and so on, to come together to try to address the issues in that geographic area. I would repeat, it was a temporary move to facilitate physical infrastructural issues on the compound, to address those issues and this is why the school remains where it was originally established.

Mr. Chairman: Yes. Okay, thank you for that comment. But Acting CEO, the process that you just identified, now in going back to the particular area where it is actually from, how would you rate the performance as a result of going back to its original destination?

Mrs. Henry-David: Sorry, Mr. Chair, performance in terms of? Just for clarification.

Mr. Chairman: Well, okay. Remember you said it was a temporary move where you all moved to the John D compound. Now you all are back in the what—Sea Lots, Laventille area, right? How would you rate the movement in going back? Have you seen improvement in the climate of the school? Have you seen improvement in the academic abilities of the students? How would you rate the moving back to the particular area?

Mrs. Henry-David: All right. So in terms of the academic performance, the school had an average academic performance and continues—it was just, I think, around 30 per cent. And in terms of the trend, the performance

of the school remains generally at the same level in terms of academics. Of course, with the COVID-19 all of our schools may have had some issues if we are looking at terminal examinations at this point. We still have teachers who are dedicated to ensuring that the students perform at the best level and we still continue to engage with stakeholders to try to do the best for our students at that school. The infrastructural issues, that would have been addressed before the children were relocated back to their original school and we continue to work with all of our stakeholders to ensure that our children benefit from the education that they are exposed to.

Mrs. Thompson-Ahye: If I may, Mr. Chairman? Do you think, Madam, that any child in Trinidad and Tobago deserves to be placed in that hotspot crime-ridden area where bullets could be flying at any time, where the environment is dirty for use of a better word. Just think about environments in upper Port of Spain in the area of the convent and so on. Do you think that that is what the children from that area deserve and that they should be sent back there with all of the attendant risk because you say it is to serve a particular area? Do you really think that they deserve that, Madam?

Mr. Chairman: Care to comment.

Mrs. Henry-David: Through you, Chair, it is not a question of whether the children, what the children deserve or what they do not do. It is a question of what the entire society of Trinidad and Tobago has to do to ensure that all of our children are equitably served and that all of our children are in an environment where they can thrive.

Mrs. Tekah-De Freitas: Mr. Chair, through you. Mr. Chair?

Mr. Chairman: Proceed, TTUTA.

Mrs. Tekah-De Freitas: Yes. TTUTA would like to comment on the question asked by the — TTUTA would like to comment in terms of the question posed by the Senator on South East and then respond to the substantive question, please?

Mr. Chairman: Yes, you can proceed, TTUTA.

Mrs. Tekah-De Freitas: Okay, yes. Thank you. So I am glad that after the CEO made the point that the community of South East Port of Spain, when the school was established, that community was not the way it is now. It was of a totally different standard and nature. And the CEO is quite correct and TTUTA has made the point that the changing dynamics of persons in the neighbourhood has impacted on that particular school. We must also remember that South East Port of Spain is lodged in what is a heritage location, a heritage building. So notwithstanding the infrastructure that CEO identified as necessary to relocate the school, it still does not change the fact that we will need to allocate specific resources to the construction of a new school, not only for South East but in many areas of Trinidad and Tobago.

Mr. Chair, South East was a high performing school and still is because we had scholarship winners from

that school in the years past. But to the broader question, Sir, of how the school environment has impacted students' performance, we have as—to use the Senators terminology, schools in upper Port of Spain where the schools have very good support networks and mechanisms and resources are provided by the Alumni and additional stakeholders, and then we have schools such as Diego Martin North, we have schools such as East Mucurapo and West Mucurapo, we have schools where the resource allocation is not as equal as it is in some areas.

So whilst the teachers, as the CEO said, are very committed and dedicated and they are trying their best, the fact of the matter is the lack of adequate resources because of the limited funding that the schools, that the Ministry receives for schools, that would also impact on the school environment. Diego Martin North, we will all recall colleagues had a situation of violence and indiscipline in the school where external parties entered the compound and literally took charge of the school, ran over the school, and the students and the educators were held at bay for quite some time. It took a lot of doing. It took police intervention at one point. And therefore the point is, as Madam CEO said, it must be across ministerial, across agency approach if we are to enhance the environments of all our schools.

Mr. Chair, TTUTA makes a point again, low achievement or underachievement of students is not the same as underachievement of schools. There are many factors and you have identified some out of the Ministry's submission. So we need, Mr. Chair—TTUTA is humbly suggesting that we need to consider not simply a matter of relocating a school, but of using resources in a strategic way, such as has been done in the Laventille school project to enhance the entire community where our schools are allocated. So we will pause there, Mr. Chair. Thank you for the opportunity.

Mr. Chairman: Okay. Thank you very much TTUTA. At this time I would like to bring in the other officials in this enquiry, the Association of Principals of Assisted Secondary Schools. And then we will hear also after from the Holy Ghost Fathers and then we will also ask Mrs. Mahase-Persad to make a comment on the discussion, please. Kindly proceed.

Mrs. Mahase-Persad: Okay. Thank you, Chair. I just want to concur with TTUTA in terms of contextualizing the whole school within the community when we look at performance. And I just want to add as well we need to differentiate between underachievement as a term that is used in education and low achievement. Underachievement speaks to whether students are not achieving a potential that was mapped out and that they are not achieving that benchmark based on their context. And low achievement talks about—there are other factors, home, school, family, community, so many mitigating factors that will impact on their academic achievement.

And I also want to put in a plug for a holistic look at how we measure success in our schools and as far as our students are concerned, and look at the value added to that student upon entry and at graduation five or

seven years later.

10.45 a.m.

I agree with TTUTA that a whole community focus is important in addressing both underachievement and low achievement of our students that we must incorporate members of the community to have a sense of identification—[*Technical difficulties*] We must understand the background of our students. There must be a personalized type of intervention so that the schools can be resourced with the infrastructure, the funding, the training of teachers, to deal with the particular cohort of students in that context, and that way our interventions could be much more meaningful and much more effective. I will pause here so that my other colleagues could respond.

Mr. Simon: I want to, through the Chair, take the opportunity as well to suggest that the Association of Principals of Trinidad and Tobago, we also have a similar view. We recognize that we need discussion looking at the achievement or the underachievement of our students and our schools. There must be a holistic approach to education. A systemic view must be examined and then we must also take a microscopic type of approach to examine the individual institutions. I want to agree with my colleague and with TTUTA in terms of how we approach the issues that we have identified because it is very easy for us to stay and to compare down town with uptown if we want to look at it that way. But there are issues in individual schools that need to be examined and I think first we must take a look at our systemic issues understanding the curriculum that we have, is there adaptation in our curriculum for some of the schools? You have students going in with 30 per cent and less in some of our schools, and yet still we use the same markers to determine success in terms of examination performance and on graduation day.

What was just said about the throughput is very important. What is the value added. As far as we know there is absolutely no index really to take into consideration achievements in the tech voc areas, achievements in sporting, cultural activities. Institutions such as the ones we have been highlighting this morning have been known to add value to Trinidad and Tobago in every aspect of its life and livelihood, and these things are not necessarily taken into consideration. So we need to take a very holistic and systemic look in addition to adding our microscopic examinations of individual institutions so that we will be able to better understand what those issues. And therefore, when we introduce our methods of solving it would be prescriptive and dealing with specific institutions rather than broad-based plasters that we tend to affix to keeping wombs in our education system. APPSS will pause here.

Mr. Chairman: Fr. Mendes, you care to give some feedback?

Fr. Mendes: Mr. Chair, I would just like to agree publicly with the two Principals Associations, particularly the last points that Mr. Simon made and also with what TTUTA has had so say on it, because in fact that is where we

need to put our resources. Thank you.

Mr. Chairman: Any member of the Committee would like to raise any question at this particular time? You have the opportunity now.

Mrs. Thompson-Ahye: I have a question. I find it rather intriguing to read and hear TTUTA's statement in their submission which it seems everybody has agreed with, the other entities. TUTTA says:

TTUTA proffers the underachievement of students may not be equated with underachievement of schools.

And I would like to find out how or in what circumstances can a school be deemed to be achieving when the students are underachieving? What do we look for? What do we see when we see a school or we determine that a school has achieved when the students have all failed, or there is no doubt that they are underachieving? What does that present? What does it look like, an achieving school with underachieving students?

Mr. Chairman: Ministry of Education, Mrs. Henry-David, you care to comment please?

Mrs. Henry-David: Through the Chair, I will ask my Director of Curriculum to answer. Ms. Singh.

Ms. Singh: Good morning, Chair, good morning members of the Committee.

Mr. Chairman: Okay. Good morning. Kindly proceed, thanks.

Ms. Singh: In terms of evaluating school achievement and using student academic achievement as a comparative, what we want to point out is that – and this underscores what Mr. Simon has said – you are looking at the output and assessing output from one institution against other institutions in one factor, the academic aspect. We have to consider in many of these schools' situations, students who come into the school have scores of 30 per cent and under, in some cases significant numbers of students, and whereas in terms of the output they may not have the same quantum of performance in terms of the academics, what we would see is the value added as the students move through the system in terms of they may not have all five subjects as the indicator would have provided, but they would have improved in terms of their academic performance and the school would have leveraged on other areas of co-curricular, the arts as we said in the TVET areas in terms of their values, personal development, in order to provide an opportunity for the students who may not at the 5th Form or at the next level of exit, may not yet be of comparable academic performance but may be better prepared for having gone through the system at the schools.

So two points I would like to make, the idea that the school has added value in the sense that the output in terms of the student that they have worked with has actually improved when comparison with their input scores, one; two, that there are other factors that would have seen those students excel, develop and can be

leveraged on in terms of their next stage of – by academic pursuit or career pursuit.

Mrs. Tekah-De Freitas: Mr. Chair?

Mr. Chairman: Yes, TTUTA.

Mrs. Tekah-De Freitas: Yes, TTUTA would like to proffer a further response. In addition to what –

Mr. Chairman: Proceed.

Mrs. Tekah-De Freitas: Thank you. In addition to what Ms. Singh said, I would want to go back to the example of East Mucurapo Secondary because that is one where we have some sound evidence. It suggests in the first instance, Mr. Chair, and colleagues, that as was said by previous speakers, how we benchmark student success as a society needs to change. It appears we are only looking at performance in terminal examinations in terms of the academics and we are not really contemplating the arts as Ms. Singh said and TVET – East Mucurapo Secondary. The CXC publishes on an annual basis for all to see a merit list of students' scores in each subject area for academic and non-academic areas. So academic, tech voc, VAPA, and so forth. When we look at the academic subjects a number of particular schools will have students on that merit list, both science, mathematics, biology, chemistry, business, and so forth, and they are scoring One's and Two's in those particular areas.

In 2017, on that merit list CXC published the names of three students or four, forgive me, from East Mucurapo Secondary who scored and attained Grades III, IV and V in different sectors of agricultural science. Their names appeared on that regional merit list. Why? Because as far as the board, the examining body was concerned, those students over-performed. They excelled. We might not see a Grade III or a Grade IV as something significant, but given the particular components of those agricultural science examinations, Mr. Chair, those students excelled and CXC felt it necessary to reward them. We have similar recognition for students who have excelled in VAPA, as you yourself said, Mr. Chair, in terms of sport and so. So it means that if we are to look at student achievement, Mr. Chair, colleagues, our lens has to be adjusted. Achievement of individuals, especially based on 21st Century learning principles, is relevant to the learner. That was alluded to by the principals. And therefore, we need to stop using the broad-brush of a school achieving because the school has received X scholarships or Y number of passes, and start looking at the individual perspective and how we are developing our nation's students.

Mr. Chair, if we are talking about national development and development of our human resource capital, focusing on all aspects of student development and success, academic and otherwise, is critical at this point in time, and there we suggest as TTUTA, the vicissitudes of COVID have given us the opportunity, Mr. Chair, and colleagues, to make some much needed changes. Thank you.

Mr. Chairman: Thank you.

Mrs. Mahase-Persad: Chair, may I add to what TTUTA just said?

Mr. Chairman: Yes, proceed. Proceed.

Mrs. Mahase-Persad: I just want to agree with Mr. Simon and with the President of TTUTA regarding the shift that is needed in how we look and assess students' outcome in terms of terminal examination. I think it is highly unfair that we look at five passes at CSEC including Math and English as just the only yardstick to measure the end product and whether students could transition to the next stage in their academic life. If we look at what the National Training Agency said regarding CVQs, they described it as representing achievement of a set of competencies which define core work practice of an occupational area consistent with the levels articulated within the regional qualifications framework.

I am quoting this just to show the relevance of CVQ as an alternative path for many students who – and it is not recognized at the end after five years. We just measure the CSEC five passes including Math and English when we look at that yardstick to measure academic performance across the board. So that broad-brush approach really is short-sighted and the CVQ qualifications involve a lot of in depth work by the students, and at the end of the day they are better prepared to transition to the real world and to make a meaningful contribution. So this should be recognized, it should be reinforced and it should be resourced as well on the part of the Ministry.

Mrs. Thompson-Ahye: If I may, having heard the comments, I maintain that the statement, the underachievement of students – are you hearing me?

Mr. Chairman: Yes, we are. Go ahead, Senator.

Mrs. Thompson-Ahye: Underachievement of students may not be equated with the underachievement of schools because all the examples that have been brought forward in support of that statement, they proved that the statement is incorrect, because to show the achievement of schools, you have shown the achievement of students. So you cannot say that the underachievement of students may not be equated with underachievement of schools because to prove your argument you show how students have been achieving in other areas, and that is in fact what you should say. It is that not only one criterion should be used but various criteria, but you must equate it, the schools, with the performance of the students. So I hope you understand now why I take issue with that statement. You must always go back to the students and what they have achieved to show how well the school has done. But what you want to say is that across the board it is not only academics, but you judge them according to various criteria. I hope we are clear now on why I made that statement.

Mr. Chairman: Mrs. Henry-David, Ministry of Education, in terms of the discourse that we have heard from the various other officials, I would like to get a feedback from you based on the Ministry of Education in going forward. We would have heard that how do we benchmark students. We understand that it has been mentioned that it has to change. We need to include the arts, tech voc. We presently – it has been said that the specs we

presently based it on, how many scholarships a school receives, how many subjects a student would have received, and it is also based on terminal examinations. In going forward, the Ministry of Education, are there any developmental programmes, any discussion, any feedback that is taking place at present in order to make any changes along those lines, taking into effect what the other officials would have mentioned this morning?

Mrs. Henry-David: Thank you, Mr. Chair. The Ministry is as we speak engaged in internal discussions with different divisions of the Ministry looking at how we should assess quality and what changes we should make to the curriculum, and how curriculum is conceptualized in order to ensure that we do just that, that we look certainly way and beyond the issue of academics, that we look at how the schools are progressing in a number of factors. So, for example, some of the issues that have come up in our discussions, we need to look at the climate of our schools, we need to look at how our schools engage with parents and engage with other stakeholders, we need to look at what are the extra and co-curricular activities that we have in our schools and how those contribute to the growth of the overall holistic growth of our students.

We are coming up—we are in the process of developing a metric to see how we should measure, what our successful graduate should look like. In our last education policy paper we looked at eight factors and we are now moving beyond those factors to look beyond the academics; to look at the knowledge, skills and attitudes that we want our children to develop and to see how we can manipulate that curriculum to ensure that at the end of the day quite beyond the academic factors, our students leave our schools with the 21st Century skills that are needed, with the attitudes, for example, towards nationalism that—to encourage our students to be caring individuals who care about themselves, their peers, and their country at large.

We are looking—those are the things that we are discussing currently within the Ministry, and as other stakeholders have said this morning, when we come up with these metrics at the general Ministry of Education level, we now need to look at how at the individual school level those things are translated on the ground to ensure that we have the success that we are looking for. So it is well and good to have plans at the central Ministry level, but where the rubber hits the road at the level of the individual schools where these things are translated, there is where we need to direct our focus to ensure that the changes that we at the Ministry see as necessary and that have been communicated to us through the consultative process that we had in the month of November last year—because all of these discussions are coming out of our meetings with our many stakeholders and the concerns that they have indicated to us, and we are moving towards coming up with the plans and coming up with the systems that will ensure that these plans are disaggregated at the individual school level. Thank you, Mr. Chair.

Mr. Chairman: And again—

Mrs. Tekah-De Freitas: Chair?

Mr. Chairman: – Mrs. Henry-David, all this what you would have mentioned we are taking into consideration the COVID-19 protocols as set out by the Ministry of Health in going forward with regard to schools.

Mrs. Henry-David: Of course, Sir.

Mrs. Tekah-De Freitas: Mr. Chair, TUTTA would like your indulgence to make one final point.

Mr. Chairman: Mrs. Tekah-De Freitas.

Mrs. Tekah-De Freitas: Yes, so one final point. Since we are talking about terminal examinations, Mr. Chair, I am glad the CEO has pointed out the plans. We must not forget that we are looking at terminal examinations, the outcomes, and therefore, we are concerned that as we look at our students who are doing the CXC exams for 2021, both at CSEC and CAPE, the way CXC has determined these exams to be run, we are very concerned as educators about the performance of these students. The fact that we now have the three papers, the fact that students have had limited interaction, Mr. Chair, and colleagues, the fact that there are resources that still need to be provided, the emotional and psychological impact of the COVID-19 situation. So whilst we are talking in a general sense, Mr. Chair, TTUTA would want us to consider that we had a cohort in 2020 which was negatively affected, we are yet to hear how those students have fared and what is happening with them in terms of their youth development index position. We are deeply concerned about the outcome of the 2021 examinations and how these students would fare given the current circumstances. Thank you very much, Sir.

Mrs. Thompson-Ahye: Is there somebody else because I have another question?

Ms. Pitt: Good day everyone. This is Ms. Pitt here. Through the Chair?

Mr. Chairman: Yeah. You are Association of Principals of Public Secondary Schools.

Ms. Pitt: Thank you, Sir.

Mr. Chairman: Proceed.

Ms. Pitt: Yes, thank you. I would just like to speak to what Mrs. Sonia Mahase-Persad was addressing in terms of the CVQ because I think that is an opportunity that Trinidad and Tobago has missed in terms of looking at achievement in a broader sense. The CVQ is recognized by CXC. It is literally moderated by CXC using our National Training Agency as part of that system, and yet at the end of the day after a child has gone through two years of doing, and creating, and a portfolio if you have even seen a CVQ portfolio is a massive undertaking. It is not something that a child can do in a day. They literally have to build their skill level up to the point where they can produce a quality product at the end of the day, and yet it is not recognized. No school that is doing CVQ, at the end of the day they say yes a child was able to get two passes at CSEC level and they were able to achieve three CVQs. And so that child has come out of school with their five subjects, it does not happen.

So the child is left thinking and the society is left thinking that therefore that child has failed and that is not the case. So, just as all the other presenters have been saying, we need to broaden it. Achievement is more than just academic performance. Achievement takes so many different forms and we have to be able to acknowledge and appreciate when our children are able to do. Because that is what school is all about, you are finding out what you can do, not the things that you cannot do. The things that you cannot do, of course, we would want you to learn it, but that is not the objective of school. It should not be the objective of school, and therefore, I would like to endorse what has been said before and all the pointers that have been made concerning the benchmarking that has to take place.

I am pleased that Ms. Henry-David has indicated that the Ministry is broadening its idea of what achievement is all about, but I am also still concerned because very often the Ministry comes up with some beautiful plans, wonderful plans, and yet when it comes down to the rear it has to take place, the granular level as you would say. This school, this particular school in this particular district, you do not see it coming into fruition because literally sometimes our administrators' hands are tied. There are so many things that we need in order to get just the support. They have beautiful training programmes in the Ministry of Education, they give you the training, they give you that kind of support, and then after that they sometimes tie your hands. And so you can come up with a wonderful plan for your school, excellent plan for your school, you know where you want it to go because you are there on the ground, you know what is happening with your stakeholders, you know what is happening with your children and you are ready to move forward, and yet resources do not come to you, the kind of technical support that you may need does not come to you, and so you just end up still having the situation where the child is unable to really reach that full potential they are supposed to reach.

So this morning I am very happy that we are part of this discussion, but just as my VP said, we are hoping that out of this comes a number of recommendations that will take us forward, and take us forward in a way that is going to help our children to continue to achieve; all of them and not just some; all of them. So thank you, Mr. Chair.

Fr. Mendes: Mr. Chair, if I may, I would like to add one thing? First of all, I fully endorse what the President of the Association of Principals of Public Secondary Schools has just said, but I would like to also point out one other thing. The majority of the children who “underachieved”, those are children coming out of primary schools with 30 percentile or less, and if we are going to be honest with ourselves and with everyone, we have to recognize that those who score at that level are literally functionally illiterate. And the fact that they go into secondary schools and eventually come out with two or three passes at the CXC level along with whatever CVQs they may have obtained, that is a minor miracle that has taken place in those secondary schools, and the teachers who have brought them there from functional illiteracy to two or three CXC passes, that is a fantastic achievement and those are just looked at as, “Oh, they did not make five passes, they are no good”. That is quite the opposite and

I think what needs to happen is that the Ministry needs to take a look at the SEA grade and compare it to the CXC grades when they come and see where that child has moved and reward the teachers that have brought them there.

We have some fantastic teachers. We have others, yes we know, but we have some fantastic teachers in our system, and looking just at a level of past CXC or CSEC really, as the benchmark for a school, that is not good enough. I think that it is really showing disrespect to a lot of very hard work that is done in the classroom over the time. There are other problems which I would like to raise a lil later but there are other problems with teachers, but certainly there is a fantastic amount of achievement taking place throughout the system. Thank you.

11.15 a.m.

Mr. Chairman: Thank you for that comment, Fr. Mendes. And as you are with us at this time, in your submission, Fr. Mendes, you identified, according to data provided by the Ministry of Education for schools within the Port of Spain and environs district for 2015 to 2020, of the three secondary schools managed by your organization, one of the schools, St. Anthony's College, has been performing under the national average for CSEC, that is, more than 54 per cent of the students attempting five subjects for CSEC attained these subjects while the other two schools have been performing above the national average. Right. I want to get your opinion here. What are the causes of the disparity in the levels of achievement amongst the schools managed by the organization in Port of Spain and environs district? Care to comment, Father?

Fr. Mendes: Yes, certainly, thank you. If the Ministry would go and take a look at the list of children who come in on the SEA and compare them with the list of children who eventually write the CSEC exam in that school, you would see that at least 50 per cent of the children writing the exam did not go into the school in Form 1, the reason being that many parents, for whatever reason, deemed that they do not see the school as worthy of their children and they do all that they can to get them transferred so that you find that a lot of them over the years have transferred mainly to QRC but also to Fatima and a few to St. Mary's, a few to Trinity. And by the time they hit Forms 4 and 5, 50 per cent of the incoming cohort is made up of children who have been transferred in and when one takes a look at the CSEC grades of those children, those CSEC grades are between 30 and 40 per cent or percentile. There are a few who come in with a higher percentile in the 50s but mainly it is the lower ones.

And the fact that those children, again, are able to get three and quite a few of them four, you are quoting having five, but many of them get three or four passes which, I dare say, they may not have been able to get that number of passes in another school that a lot of care has been taken in bringing them there. But we have noticed that it is the same three or four subjects that the children will achieve in and when we take a look at who teaches them, we see that it is consistent, the same teachers are the ones who are able to bring these children through to a level of getting even One's and Two's in the subjects, a lot of them Three's, but One's and Two's in the subjects that they pass.

And when you look at the teachers, TTUTA would not like this but when you look at the teachers in the subjects that they do not pass, those teachers when you look at their late coming, when you look at their attendance, they take the full 14 and 14, that is 28 days, a full month if you count weekends, 28 days which they are legally allowed. The principal can do and the board can do nothing about that. You try to put a little bit of moral suasion and “they steep” and move on. You hear comments in late October “Well I have so many days inside, when am I going to take them?” And that is sick days, you are going to decide beforehand how many sick days you are going to take? I think TTUTA needs to do something about that, talk about the morality of what their teachers are doing when they take these days when they do not really need them other than to take them to do whatever their own business is. There are 28 days that they take and you look at the students from those courses, you find that those students do not achieve a pass rate may be they could have had the teacher been there all along. So that is one thing.

Two, the lack of teachers. I will give two examples. One is a teacher who for the past five years comes to the school once a month so that they meet the regulation. This has gone all the way to Teaching Service. Teaching Service has sent the person back to the school. They continued to not come to school but for one day so that their job remains in place. The Ministry is fully aware of this. There is, maybe, a six-inch high file that the Ministry has about this teacher. The Ministry would not replace the teacher, the school does not have the resources to pay another teacher. So that is one thing. So a lot of children either are left untaught in the subjects or we have to “kinda” double up which is unfair to the teacher that this is happening to, double up in another—and there are labs attached.

Another teacher has two Regulation 90 things on them. They have been coming late, significantly late, since 2014 and not much is being done. The Ministry does not really seem to take on those things. “They pay lip service to it”, they will take the paperwork we send in, they will stamp the Ministry’s stamp on it and then nothing. The Ministry has to get together.

Another thing is when we go to the Ministry. Over the years, you go to the Ministry, you talk to various officers, there is a serious problem there which I hope the Minister will take on. The number of clerks in the Ministry and other officers going up higher all the way even to directors that change so often. As soon as someone learns the job, they get transferred elsewhere. Many people without any education experience in the civil service are put into the Ministry of Education. So there is a big problem there. There is always people in the Ministry learning the job that they know nothing about it. There is no institutional memory. That impacts the schools and impacts the students tremendously. Thank you.

Mr. Chairman: All right. Fr. Mendes, I know you have said a lot but from your standpoint, how can this situation be reconciled based on what you are saying there? Have you sent in recommendations, have you sent in a document to the Ministry in order to say this is how the problems can be solved? A quick comment please.

Ms. Cox: Mr. Chair, I would like to come in please.

Mr. Chairman: Okay, after Fr. Mendes, Sen. Cox.

Fr. Mendes: Okay. We have had many meetings over the years. I used to be a principal. I was the principal actually at St. Anthony's in the 1990s, I was principal at St. Mary's for 14 years after that and I have been on the board and the number of meetings we have had over the years with the Ministry, unfortunately the Ministry people changed and then the knowledge or experience of the problems goes away and you have to start all over again. That is a serious problem within the Ministry of Education. Institutional memory is absent, absolutely absent. They do not even know the Regulations and they would start to do things that are, might I say even illegal at times because they are breaking the Regulations and the Regulations under the Act mean that those actions are either legal or illegal because they are Regulations under the Act and when they do things like that then—and nobody is calling it and no amount of complaining—so send in a what to the Ministry? When is the Ministry going to get serious?—my question. When is the Ministry going to get serious about implementing an institutional memory and keeping it abreast?

Mr. Chairman: Thank you. Thank you, Fr. Mendes.

Mrs. Tekah-De Freitas: Mr. Chair, TTUTA would like to comment after Minister Cox.

Mr. Chairman: No, one second. One second. I will give you the opportunity but I will also give the opportunity to the Ministry of Education to comment but I would like to bring in Sen. Donna Cox at this time. Sen. Cox.

Ms. Cox: Yes, I just want to applaud the contribution by Fr. Mendes. It is not often that you would hear persons being as honest and upfront about ills in their environment; and this is not just the Teaching Service I am talking about. But you know sometimes people would cover up or they will not be honest to say, well you know we have some problems also as teachers. So I wanted to say, you know, I applaud you for your honesty and openness.

I want to say too that even with the teachers that you spoke about, we have of course fantastic teachers. I always say—a lot of friends are schoolmates and so on are teachers and some are principals at this point in time and I know that many of them are very committed and so on. But my concern has always been what is in place for those who are not as committed? What is in place for them? Because what happens when teachers do not teach, when they are supposed to teach and they do not and whether they are distracted doing something else, being at home, taking their sick leave or studying, who suffers in all of this?—the students. And clearly this takes place in particular schools. If you check, you would see that. You also have to look at the principals of those schools.

Because I went to a Government-assisted school and I see the difference in how the principals and teachers are made to account compared to in the Government schools. All right. I see that the assisted schools

take more time. They look at statistics and they watch to see—they must know from the statistics, you know that a teacher is not performing to the optimum capacity. And this is something—I think part of the problem is also lack of accountability. I have been on campus and know teachers who were there full time. So who were teaching the students? Full time and yet I am sure they are getting good performance appraisals. So then who suffers in all of this? And this is my concern. “Yuh understand?” Who suffers in all of this?

Yes, I am originally from Port of Spain, right, and of course, I have always felt that your way out of or moving up is through education. So I understand the importance of education but then again, our children may be going to particular schools, yet there are teachers teaching in Government schools, even in Port of Spain and there is no “kinda” caring as to we have to ensure that these students learn this, this has to happen. It is not happening, yet when you speak, the blame is put all around, everybody else, instead of looking at ourselves and recognizing there are persons who are really not performing to the level that they are supposed to and as we affect them, we affect society on the whole.

You made some points about education and I want to say that same thing again, lack of accountability in some of the Government offices. It is not so easy because of the fact that even — you may have to change legislation to be able to get persons to account in some Government Ministries. Because again, the staff may be slipshod in what they are doing and may not be as, you know, they may not work as they are supposed to but then they get good staff reports at the end, they get promoted, they move around and what happens.

So even in the actual interaction of the school system with education and so on, your hands are pretty much tied. Some of the areas need changes in legislation so that persons would be more accountable. It is not so easy in a Ministry. Sometimes I see things happening, even in this Ministry, but it is not easy to make a move because sometimes you see things happening that should not but when you check, these people are being promoted and are getting good staff reports. What could a Minister or a PS even do sometimes? You talk to the supervisors who are supposed to ensure that people work and do what they are supposed to do but it does not always happen. So unless we put checks and balances and proper accountability in place, this is something that will continue. All right.

I have made some points and I think I—yes, I have covered all the points. So thank you again for your honest, open and outright comments.

Mr. Chairman: All right. Thank you. I just want to ensure that the Chief Educational Officer is making her notes, right, because you will get an opportunity to respond. At this time, I would like to hear from TTUTA first of all and then I would also like to hear from Mr. David Simon and also Mrs. Sonia Mahase-Persad on the same discussion. Right. How do we reconcile the whole scenario and also with regard to going forward, what recommendations that we can put? So I will start with TTUTA first. Proceed.

Mrs. Tekah-De Freitas: Thank you very much, Mr. Chair. Colleagues, this may surprise you but TTUTA will not—and Fr. Mendes may be surprised to hear it— TTUTA will not condone such behaviours, and as a matter of fact, over the last few months, in case you are not aware, the new executive of TTUTA has been saying to educators at all levels, you are being paid to do a particular job, you need to do your job. Yes, we have constraints and of course COVID-19 has exacerbated certain circumstances within which we operate but the situations or the examples that Fr. Mendes gave at St. Anthony’s, those are totally untenable. So TTUTA will fight, Mr. Chair, and colleagues, tooth and nail to defend the rights of teachers and their terms and conditions but we have also been saying to our members at all levels, do the job that you are being paid to do in the interest of our children and our education system. So we will not—I will put in the public domain, Mr. Chair, we will not support wrongdoing, we never have. We have called out persons who have been in breach of regulations, in breach of simple good ethics.

As to the issue of accountability that Minister Cox raised, that is a major part of the problem because as was said, at the level of the school, there are certain records and certain recommendations that must be taken and of course that has to go forward within the Ministry. So Minister Cox is quite correct that the systemic issues within the different Ministries, including Education, and Fr. Mendes spoke about one of those issues in terms of the movement of persons, that is a fact.

And now I will disagree with Fr. Mendes in the terms of having institutional memory to deal with matter X at a school. Mr. Chair, honourable committee members, we do not need institutional memory, we need proper record-keeping and transparency in our recording and therefore, whether we do it on paper or we do it digitally, the evidence and the records will be there properly documented and collated so that whoever comes after, if we shift clubs, will be able to follow.

I want to make the point from TTUTA’s perspective, Mr. Chair, as I said, in addition to speaking to our members, we are interacting with the Ministry on a consistent basis. We have interacted with the Teaching Service Commission on some of these same matters in the recent past. So within the next few months, we are going to be charting a way forward to deal with these issues at both the level of the TSC and the Ministry and deal with our members accordingly and their output. Thank you.

Mr. Chairman: Thank you. Okay. I would like to— Mrs. Sonia Mahase-Persad, could I get your feedback and comments?

Mrs. Mahase-Persad: Thank you, Chair. So I just want to add in terms of how we treat with our students coming in at that Form 1 level and if we are to look at school-based management and developmental planning that is targeted and realistic and grounded, it must be based on a very clinical analysis of data that when they enter, not just the percentage they would have attained at English, language arts, mathematics, creative writing component, but also in terms of the students psychosocial background, their home background, their needs. These needs

assessments are very important. So I am a strong advocate for research, to be research-driven in decision-making, to have a plan that embraces the holistic aspect of a child.

And also there is something to be said as Fr. Ron pointed out, you know, school, school effect, the expectations and the culture that is found in a school, things that are communicated through from the principal to the staff to the parents to the students. What are the expectations that we have for our students' success? And I keep saying not just academically but that holistic development, mapping our school development plan in a very realistic way. Our school development plans must be dynamic. They must cater for the external environment, the specialized needs of our children and we must be able to go back every year and look at those plans, see what we need to tinker, what we need to change and be consistent in our use of information that we have gathered through these variety of means in mapping the way forward.

I do agree that there must be a tone in the school, a culture which recognizes the needs of our students and that is communicated very clearly to all. It is very important at the recruitment stage. Principals need to be trained. We used to have an induction and orientation for new principals years ago and it was very successful and it is something that over the years, you know, sort of fell a bit by the wayside. I think it is very important because the role of the principal is essential if we are to maintain a certain expectation and school culture and visioning as we go forward. I just want to say that schools are very dynamic and it is not something that could be on auto pilot and we always have to look at the teachers, the staff, the needs of the students, the needs of the community and be adaptable throughout.

Mr. Chairman: Mr. Simon.

Mr. Simon: Thank you very much, Chairman. I would like to—of course, the Association of Principals would like to make a couple of submissions here. One, I really do appreciate what Minister Cox had to say because it is obvious that we do need to have a paradigm shift and that paradigm shift must not only take place in education, it has to take place in our overall society. In education, we are forced to operate with archaic regulations and laws. These Regulations must be changed, otherwise we are going to spend the next 150 years doing exactly what we are doing and there will not be fundamental change within the education system that is going to affect the lives of our children.

So that many of the issues that Fr. Mendes would have raised in terms of particular teachers not doing what they are supposed to, sad to say, but in many instances, our hands are tied as principals in Trinidad and Tobago because of the Regulations that we are forced to operate with and under and that is not something, as Minister Cox pointed out, that is exclusive to education alone. It applies to all aspects of our lives in Trinidad and Tobago and that has to change. There must be a paradigm shift and education must be included where that is concerned.

One of the things that we also would like to see would be changes in management models. We are talking about underachievement in the Port of Spain area and a microscopic view of what is taking place points us in the direction that there are different models, there are different management models applied to our schools and there is a particular model that is far more successful than the other. We need to look at our models in education because it is not something that we have to recreate. Throughout the world, there are different management models as they apply to education.

I must say that insofar as the Ministry is concerned, the Ministry has made but one to train our principals. Principals nationally were engaged in just over a year and a half maybe ago, we were trained and that training came in very, very handy in terms of allowing us to manage our schools. The school-based management model that has been introduced allowing some degree of decentralization is an excellent idea, however, the Ministry does need, as my colleague Ms. Patricia Pitt would have to say, to allow principals the freedom and not necessarily use models like these and still have our hands tied in terms of some of the things that we are able to do.

And one last point that I would like to offer on behalf of all principals is something that we need to take a very serious look at in terms of having people who are full-time in their responsibilities. We speak about having deans and HoDs but those deans and HoDs are expected to teach yet we identify numerous issues that are linked to behavioural aspects of our children. How are deans able to effectively deal with issues such as these when they are not full-time? They are not able to give all of their efforts neither do they receive the resources to be able to make meaningful contributions, especially with the shortfall that we experience since Student Support is always overburden. We need to look at these things and ensure that these individuals will be able to really function once they are given the opportunity that is laid out magnificently by the school-based management plan. Thank you.

Mr. Chairman: Okay, thank you very much, colleagues. Mrs. Henry-David, I think the ball is now in your court in order to give us some feedback on the various comments that were made, like for example, we heard of the CVQ, right. What is the direction of the Ministry of Education as we go forward? We would have heard Fr. Mendes talking about the illegality of the 28 days' entitlement of sick leave in advance, the morality of TTUTA with regard to this situation. The lack of teachers, teachers not being replaced, teachers having to double up and as a result of that, children are being at disadvantage. Regulation 90, right, significant late coming by teacher. Clerks in the Ministry being changed on a regular basis. The institutional knowledge that we would have heard of. Also "illegal activities". Just a little feedback on each one of those aspects and we also heard from Sen. Cox: teachers who do not teach, lack of accountability, full-time teachers at UWI. We can go on and on. I think we would have heard it so just give us some feedback from the Ministry's perspective.

Mrs. Thompson-Ahye: Mr. Chairman, before the Ministry responds, if I may, I would like—

Mr. Chairman: Senator, is it along the same particular line? Because I know we heard a lot and I think, you know, the Ministry of Education is probably waiting to give feedback. Is it on the same aspect or it is a new point?

Mrs. Thompson-Ahye: Yes. I would like her to respond as to whether there are sufficient teachers for remedial education, you know, and if in fact there is anything being done to increase the number of staff in Student Support Services and if there are any plans to reward teachers or to encourage teachers to go into co-curricular and extracurricular activities because you do it from the goodness of your heart but because it is so important, if something can be done along those lines.

Mr. Chairman: All right. Thank you, Senator. Proceed, Madam Acting CEO.

Mrs. Henry-David: Thank you, Mr. Chair. Okay so it is quite a number of issues starting with what I would call human resource management issues. So as Sen. Cox would have indicated, it is the DNA of a Ministry to have staff movement and as TTUTA would have indicated, what we really need is to ensure that our records are properly kept and that in the handover to the new clerical officers, you know, we have all of the data in front of us so that we can go through all the processes.

So I will start by saying that if in terms of disciplining of teachers and other officers, there is an identified process to be followed which starts with the getting of records at the level of the school. The school will send forward a complaint or so. If it is deemed that it is an infraction that has broken the Regulation, we will start the process for a Regulation 90 which involves an investigation into the incident or incidents as it were.

11.45 a.m.

And at the end of that process at the Ministry of Education recommendations are made to the Teaching Service Commission. The Ministry of Education is not the entity that disciplines teachers. Fr. Mendes would have spoken about Regulation 90, what that means is, the Ministry has done its investigation and at the end of that process—I am not saying that the process is the best in the world and that it works—I am saying however, and TTUTA will bear me out, that persons have the right to due process, and in so doing in ensuring that we give our children the value that they deserve when they enter a school and expect to be educated, that we all need to ensure we do our parts.

And the President of TTUTA would have indicated that we are in constant consultation with them and one of the recommendations they have made to us and which we are seeking to ensure that we go through with is that we continuously train our administrators at the level of the school so that when they enter that progressive discipline process we can ensure that we have dotted all of our Is and crossed our Ts, so that if we are sending something forward to the Teaching Service Commission we can be reasonably sure that we have done and carried out the process as it should have been, and that we present them with enough evidence that they can take the requisite action.

With respect to the movement of staff and keeping of records, I will admit that we have some issues along those lines and we have – at present we are moving towards the digitization of those records that can be digitized because, as the speakers before me would have indicated, in the public service you operate under certain Regulations with respect to what records should be kept, and how they should be kept, and so on. And we are also looking at the systems and procedures to ensure that they are done in the best possible way. We have brought in persons on contract who are assisting us with these processes to ensure that we move to a better place in terms of how our records are kept and how persons are handed over to when they move.

With respect to – Mr. Simon spoke about changing the Regulations which is not under our remit but when we are asked by various entities for our comments on those things we try to provide the answers that are required of us. And changes in management models, I was glad when Mr. Simon indicated that the Ministry has been trying to provide the training for our administrators so that at the level of the schools they can do what is necessary to ensure that systems are put in place. I take Ms. Pitts' point in terms of the hands of administrators being somewhat tied, again by the same Regulations, and we will continue to work within the Ministry and with our stakeholders to see how we can move to a better place where that is concerned.

In terms of whether deans can be full-time, that is really an issue for the Chief Personnel Officer. And with respect to the direction of CVQ and CVQ recognition, I will ask the Director of Curriculum to comment on that. And after that, through the Chair, I will ask our Social Work Specialist to respond to Mrs. Thompson-Ahye in terms of the numbers of persons in the Student Support Services Division.

Mr. Chairman: Mrs. Henry-David, before you move on to your colleague, the management models that principal Simon spoke about? Yes, the management models that that Mr. Simon spoke about, is it you all have a documentation that you would have supplied with you all, or could you shed some light on it? When you said “management models”? Or if it is that Mr. Simon is better to answer that question?

Mrs. Henry-David: Chair, Mr. Simon would have to answer that question but I think his point is that in the systems that existed 50 years ago are not necessarily what is best placed in the 20th Century to treat with issues that come forward, and COVID-19 for example has shown us that we need to be flexible in order to treat with issues that come to us, you know, on a daily basis.

Mr. Chairman: And what I would like to say as the Acting Chair for this Committee, if that document could be provided to the Committee please? The various management models that may have or whether Mr. Simon could produce us the Committee with those different models.

Mrs. Henry-David: Chair, I would put that ball in Mr. Simon's court.

Mr. Chairman: Okay, so you can now go to your other officials. Or Mr. Simon, you wanted to comment on it now?

Mr. Simon: Yeah.

Mr. Chairman: Okay, just briefly, just briefly, yeah, for the public.

Mr. Simon: I would use the examples right here. I mean, the management models that I am speaking about are simply different models of managing schools. And I would use three different systems that we have here. For example, we have the government schools with one particular mode and system of management. There are the government-assisted schools. And then there is a very unique educational experience in Trinidad and Tobago which we see with the Bishops/Trinity East, because that is a public-private management model that has been put in place, which is somewhat different from the traditional government-assisted school and very different from the government schools. So within our own educational experience here there are three different models that we speak about.

And in theory in education worldwide there are different management models are used in terms of how schools are run. And that is what I am speaking to, but right here in Trinidad and Tobago we do have three different models that are used. There are many commonalities. When you take a microscopic view there are a number of significant differences which can determine exactly how these institutions are allowed to function and operate in their daily operation. Thank you, Mr. Chair.

Mr. Chairman: And is it true to say, Mr. Simon, that again, among these three different models, the educational development of the students are varied from these three models?

Mr. Simon: I think once you examine the data it is going to be clear that the statement you just made, Mr. Chair, is quite correct. The data is going to support that because even the topic that we are looking at in terms of the performance of schools in Port of Spain, while we can look at the national averages et cetera, and the general averages, when you take a microscopic view of the data in front of you, you are going to see huge differences between different models within the Port of Spain region. So yes, you are quite correct, Sir.

Mr. Chairman: Thank you. Okay, so again, Mrs. Henry-David, your colleagues can now come in.

Mrs. Henry-David: Thank you, Mr. Chair.

Ms. Singh: Through the Chair, I am responding concerning the issue of CVQ. In a recent webinar held by the UWI, the principal pointed out that we have in our educational landscape what is called the formal, the informal and the non-formal educational experiences. What we are able to capture at this point in time and what we are using to report on schools would be the formal and largely using an academic performance indicator.

With respect to CVQs, CVQ is a skills-based programme, and that is why Ms. Pitt will say to you that what students are assessed by is the development of a portfolio that shows the development of the skill and evidence towards that end. Within the CVQ system, you have what is called Regional Occupational Standards,

ROs, and to get a CVQ there are a number of ROs that must be met. So a child may be doing a CVQ, may complete some and not all of the ROs and may not at the end of the two-year period be awarded a CVQ because there is only partial completion of the requirements. And until recently, I would say within the last month, CANTA has ratified with CXC in terms of the national qualification framework to establish equivalence with CSEC and CVQs, so that the potential of that would be that when with you are saying a child has five subjects, and you say two CSEC and three CVQs, you are talking about five passes and they are equivalent.

The process is a little difficult to have arrived at this point. At the end of the day when you assign a qualification the system must ensure that this qualification is both valid and it is reliable, and when you are looking at assessing a programme where you are looking at skills-based assessment it is altogether quite different from an academic assessment where you have a written paper, multiple choice structure and so on. So that it has taken some time to reach this point but we believe that where we are now pivots us forward in terms of being able to broaden now the assessment of students and to actually be able to capture in a rigid and robust system what largely falls into informal and possibly non-formal education.

The implication is that children would be able to now find a mechanism where their skills, whether they do it in the formal school context, whether they do it through Civilian Conservation Corps, or what other opportunity they have to be assessed and to have certification afforded to them. That has been instructive in terms of formalizing career pathways that take students in and out of the system in terms of the TVET careers. So we are now in a position to better track students in terms of even if they drop out and come back through another way to be able to move in from secondary into tertiary areas in the TVET areas, because we now have a system that is better prepared to establish parity in terms of TVET areas CVQs and CSEC. I hope that –

Mr. Chairman: Thank you, thank you. From Ministry of Education, Sen. Thonpsoon-Ayhe's comment and feedback on the remedial classes, remedial teaching? Who from the Ministry of Education will be seeing to that? Acting CEO?

Mrs. Henry-David: Mr. Chairman, at the present time the Ministry does not have remedial teachers in the secondary system, all right. It is not necessarily something that we have had in-depth discussion on but it is coming out of this enquiry and the recommendations is something we can look into to see how we can approach that, whether we need to have remedial teachers, whether we need to include in our training of our current teachers that remedial aspect because if we are being frank we have a number of schools where a significant – as my colleague would have said – a significant number of the students entering in Form 1 do have some remedial issues.

What we do have in place is the Stars Programme that seeks to adapt the curriculum for those children coming in where it is recognized they are at these lower levels. It is to seek to address some of the shortfalls that they may have which may be quite varied from student to student but in terms of specialized remedial teachers

at this point in time, no.

Mr. Chairman: And one other aspect that came up from Mr. Simon and I think it was highlighted by one or two other officials, deans and counsellors are not full-time. Again, we all went to school and we know the importance of the discipline. Again, from my days to now we know it has totally changed and you know, we know of, like we hear of counsellors within a particular zone you know, and they identify for three or five schools, and they spend a certain time at this school today, and they do not visit this school tomorrow and things like that. What is in the pipeline going forward with regard to ensure that we have counsellors and deans full-time, or attached to schools, you know, something to ensure that discipline is maintained?

Mrs. Henry-David: Mr. Chair, I would have indicated that in terms of what deans, what their portfolio is, it is a matter for the CPO to adjudicate on with discussion, and in terms of how our guidance officers and so on would be distributed among the schools and especially schools where we have identified that there are major issues, I will ask our Social Work Specialist, Ms. Robinson-Arnold to comment. Through you, Mr. Chair, of course.

Mrs. Tekah-De Freitas: Mr. Chair, with your permission TTUTA will comment after please.

Mr. Chairman: Go ahead, Ministry of Education.

Mrs. Robinson-Arnold: Pleasant good morning, Mr. Chair. At present there are 25 secondary schools in Port of Spain district – 23, two are private secondary schools. There are currently 11 school social workers which serve those schools, and 27 guidance officers, two of which are assigned to our learning enhancement centres.

Mr. Chairman: Okay, thank you. TTUTA what aspect would you like to comment on?

Mrs. Tekah-De Freitas: Mr. Chair, the last three points raised by yourself and Sen. Thompson-Ahye please.

Mr. Chairman: Okay, two minutes please.

Mrs. Tekah-De Freitas: Right. In terms of the question put to the Ministry as to the deans and the counsellors being full-time, and yes, CEO indicated that they are, that is a discussion for the CPO, it is a discussion between the CPO and TTUTA.

Mr. Chair, what it will require is a change in the job description of the heads of department and deans to make them full-time. And therefore, in the first instance the necessary compensation mechanisms to be awarded to them. Similarly, with all officers of Student Support Services we need to ensure that their job descriptions are finalized and we have the division properly staffed.

Mr. Chair, in response to the issue of social workers and counsellors at secondary, TTUTA wishes to suggest it might be more prudent once we have improved manpower to enhance that capacity at the primary level and improve students' performance and behavioural attitudes and situations there so they will transition

to secondary with fewer problems.

Finally, Mr. Chair, in terms of CANTA and the rationalization of the CVQ results with those of CSEC, we want to urge that a holistic approach be taken to that and that a public advocacy and public education campaign take place to ensure that the members of the public understand the equity that we are looking for. Thank you.

Mr. Chairman: Okay. At this time any members of the Committee would like to intervene? Any comment, question, or feedback?

Ms. Pitt: Through you, Mr. Chair, could I just add something to what Mrs. Tekah-De Freitas just said? This is Ms. Pitt here.

Mr. Chairman: One second, one second, one second. Yes, members, anyone would like to comment at this time? Member of the Committee?

Mrs. Thompson-Ahye: I would like to commend all of those who appeared before us you know, this morning. I think it was very instructive and I hope that going forward we will be able to see something put in place to reward teachers who perform exceptionally well at their jobs and also to weed out those teachers who are not contributing to the education of the children. I do not know if the assessment process of teachers is working well, because I would like to know if there is a way of seeing that there are schools that perform very well and they take full reward for the scholarships, but when you delve deeper and you talk to the children they are telling you it is the private school teacher who has brought me to where I am, but the schools are taking full responsibility and kudos when some of those teachers in those prestige schools as well are not performing well.

So we need to be straightforward, we need to be honest. We need also to look to see exactly how we welcome children into our schools especially children who come from disadvantaged neighbourhoods, and I wish I had more time to speak to St. Anthony's problems because I have sat in the court, the now Children Court that used to be Juvenile Court, and I see too many children who are on suspension from St. Anthony's school and the probation officers and myself have spoken about it. So, something is going on there. We need to be sure that we welcome children from all classes into our schools and all of them are treated fairly, because remember, it is not where you came from but where you can go. So belief in the children, love for the children, is paramount, if you do not love children get out of the teaching profession please.

Mr. Chairman: Thank you, Sen. Thompson-Ahye. Mrs. Henry-David, any feedback or comment?

Mrs. Henry-David: Mr. Chair, my general comment is, you know, Sen. Thompson-Ahye has me smiling and yes, it is important that persons who go in to the teaching profession look at it not as a "wuk" but as a profession where they, you know, influence the lives of children, they recognize how the way they interact with children

can make or break their attitude towards education and towards school itself. And in the discussion this morning a number of issues have been brought forward and it would be instructive if just as the Committee has the benefit of the submissions of all of the stakeholders, that there would be some cross fertilization, and we would be able to get the information from each other so that we can factor the opinions and recommendations of our stakeholders in education into the way we move forward, because education is and always will remain everybody's business. Thank you, Mr. Chair.

Mr. Chairman: Ms. Pitt, I can entertain you at this time.

Ms. Pitt: Thank you, Sir. I just wanted to thank Ms. Singh for her contribution concerning the CVQ. I am happy to see that we are moving in that direction. And I am happy because if this is a qualification that is being recognized by Caricom Single Market Economy, then we should be able to give our children this opportunity to gain that qualification, number one, and then be able to have really good livelihoods as a consequence of that. Education to me it is all about life, it is all about having life skills, CVQs allow children to have an assessment that is authentic, and I think that is the direction that education needs to be moving in. So that all well and good, a paper and pencil test is all well and good, but at the end of the day can you do? And the CVQ simply says, "I can do" or 'I can do up to this level and then I move on to the next.' So thank you very much, Ms. Singh, for sharing that with us. I really appreciate the fact that the effort is being made to have the qualification recognized as broadly as it possibly can. So thank you, Mr. Chair.

Mr. Chairman: Right. Thank you, thank you Ms. Pitt. At this time, I would like to place the last question for discussion, the Association of Principals of Assisted Secondary Schools in their submission indicated that and I quote:

Interventions in schools with a high degree of at-risk students must include targeted training of teachers and adjustment in the class sizes to a realistic teacher/student ratio to facilitate individualized attention for students.

And that is stated in the submission on page 4, paragraph 3.

So again, to Mrs. Sonia Mahase-Persad, all right, following questions that you know, I would like you to generate for us some answers. What is the average teacher/student ratio in classes? Secondly, in schools with a high number of at-risk students, should this ratio be adjusted? I have two more questions, or you want to give me the two questions one time or you want to deal with those two at first?

Mrs. Mahase-Persad: I could deal with those two, Chair.

Mr. Chairman: Okay, proceed.

Mrs. Mahase-Persad: So when we look at the at-risk students as was stated in our submission; we are looking at

learners who have a higher probability of failing academically or dropping out of school. So, we are looking at that different of at-risk students and students who fall into that category need specialized attention. In the case of the students in Form 1, most of them in that category would have attained under 50 per cent and in some cases under 30 per cent at the SEA level which is very worrying, because then it points to very severe gaps that must be catered for if these students are to progress at the secondary level.

And out of that comes the recommendation for smaller class sizes. Typically, we have 35 students to one teacher ratio in most of our schools. In some cases, even more. In some cases, it is 40 students to a teacher ratio in some classes. An ideal class size would be, for specialized work like this, 20 students to teacher, and even that may be a bit high given the needs of these students for more individualized attention. Fifteen students to teacher and the teacher being trained in specialized pedagogy to deal with these students' needs that would be an ideal mechanism to actually provide the type of support that these students need, otherwise, you will have a transition from Form 1, to Form 2, to Form 3, and at the end of five years, value has not been added in a meaningful way to them through the education system.

And in addition to that, you know, the provision of the diagnostic specialist. There are so many learning challenges not just the typical ones that we could recognize like dyslexia and ADHD. There are so many others right now that we do need the support of diagnostic specialists especially with these at-risk students, and reading specialists. Our CEO spoke about the fact that we do not have remedial teachers at the secondary level and there is a need for specialized and remedial teachers to assist those students coming in with under 30 per cent at the SEA and under 50 per cent as well.

So, in addition to fill in as we talk about the heads and deans post, we also need these particular specialized type of teachers and, as I said, that smaller student to teacher ratio so that these at-risk students could be provided with that targeted support.

Mr. Chairman: And my question, my follow-up question based on the comment that you gave us, in light of the ideal class scenario being 20 to one all right, versus what we have at present, 35 students to one teacher or even 40 students to one teacher. In going forward, right, I know the Ministry of Education may say that they are not in a position in order to bring down that figure where they can provide teachers in that instance, what recommendation can you put forward in light, in going forward, how we can be able to deal with this situation?

12.15 p.m.

Mrs. Mahase-Persad: I think we need to understand school context. While in some cases a class with 35 students to a teacher, that could be a functional class in terms of the teacher being able to deliver the curriculum. We have to look, we have been talking about school context, and I keep talking about doing this personal profile of students when they enter the secondary schools, where we look at their scores at the SEA, we look at their needs, their academic needs, and see what we need to provide. So it is not a one-size-fits-all approach.

Whereas in some schools you can have bigger classes, in schools where we have identified a significant number of students who are in need of specialized attention, there we could look at the possibility of having those smaller classes. Given the economic constraints that may be facing the Ministry of Education, the need for more teachers and how quickly that could be done, that is one way to look at it. I will say the hybridized approach that we were all forced to adopt under COVID has given us some really useful online resources that are very useful for students with special needs, and maybe a look can be taken to using those online resources and providing more one-on-one attention for those students who will need that support as well. And that is where curriculum and additional training will be needed to see how best the teachers can utilize that. But I do not think we could get away from the fact that there are definitely schools where we will need to have smaller class sizes.

Mr. Chairman: Okay.

Mrs. Mahase-Persad: While some could function with it as it is, there are many schools where those students would need that more individualized attention.

Mr. Chairman: Could I get a feedback from Fr. Mendes, and then also from Mr. Simon, can I get some feedback here please?

Fr. Mendes: I agree with what Mrs. Mahase-Persad has said. You do not – what she is saying is not saying that you double the number of teachers in a school, quite the opposite. That where it is needed, a teacher be provided, so that they – a teacher or two, depending on the size of the school and the number of students affected, so that the children can be properly catered to and catered for. Because otherwise, when a teacher is trying to deal with 35 or 40 children in a classroom, there is no way that they can give – more than maybe once every month if that – the individualized attention to children who need it. So I just want to underscore with what she has said, and I agree with it fully. Again, I recognize the Ministry has their own limits on the number of people that they can hire and so on.

I would also like to state that when you are talking about the deans and heads, what had happened when the original set of deans and heads came into a school, one teacher was provided for every three deans or heads of department so that they could have some time, but a dean teaching five periods out of eight, or four out of seven, certainly does not have the kind of time. So again, the constraints are with the Ministry's ability to be able to hire more teachers, totally understandable. They are limited by costs. But those things need to be looked at, at a level way above ours, at the level of the Parliament, of the Cabinet, to look at it and see what needs to be done if we are going to have a truly successful educational system. Thank you.

Mr. Chairman: Thank you, Fr. Mendes. Mr. Simon, brief comments.

Mr. Simon: Thank you. Thank you, Mr. Chair, I want to start by recognizing the contribution of the President of TTUTA. I think we need to have a very cohesive view of our education system. So some of the issues that we are raising, if we can have measures instituted, properly instituted from the primary schools, and that transition is going to be an easier one. The issue as well of supplying information from the primary school to the secondary school is something that needs to be improved upon and refined, so that we work almost as an extension of one

another in that, as someone coming into a secondary school, the principal is well aware of what issues they are facing. Yes, I know there is the CUME card, but that CUME card system that we have is ineffective, it is not properly done, it is—because it needs to be modernized in the first place. And that is something that we need to pay attention to.

Mr. Chairman: Mr. Simon, one second, what card you said?

Mr. Simon: The cumulative record card. Education would have shortened it to CUME card.

Mr. Chairman: Okay, okay, okay.

Mr. Simon: My apologies, Sir.

Mr. Chairman: Yes, we need to be conscious, yes.

Mr. Simon: Yes.

Mr. Chairman: Go ahead.

Mr. Simon: Then moving on, we spoke about—this is something that I really want to underscore especially in light of the subject we are discussing today. It was very pleasing to see that we went beyond the Port of Spain region and looking at performance in schools and not underachievement. I had real problems and our association had real problems with the wording of the document, in terms of what we were looking at.

We much prefer the examination of the performance of our schools, not only in Port of Spain but in Trinidad and Tobago, and it was very pleasing to see that our discussion already did not focus on Port of Spain really, we examined national issues, which is what we must do. And just as I end, on that Port of Spain issue, imagine that we would have been hearing, as we look at our system, no remedial teachers, shortages in guidance officers and social workers. Is there any surprise then that the microscopic view of schools in some of the areas that have been highlighted as hotspots, et cetera, and the performances, the academic performances of these schools are going to be lagging behind some of the other schools where you have so much more support. Not necessarily from the Ministry or from anybody else, but from the other stakeholder groups, the past pupils associations, all of these other stakeholder groups that step in to fill the gap.

What we need to do is to be, as was said, be very honest about our situation and we must really recognize a need to deconstruct the system that is in front of us and build it from scratch. Really, COVID has shown us that we can do it, because COVID was just to be plunged into the unknown. And while we are still swimming against the tide, I think we are doing a very, very good job as a community and that is what I would like to say, Mr. Chair, on that.

Mr. Chairman: Thank you, thank you, Mr. Simon. Back to you, Mrs. Mahase-Persad. Do teachers in these schools receive training to treat with the additional attention required by high risk students? That is one, and then the last question would be: What are the restorative practices for students in secondary schools which are underachieving? Again, I would like Mrs. Mahase-Persad to start off, and then we will also go to Fr. Mendes and also Mr. Simon. Two minutes, please.

Mrs. Mahase-Persad: Chair, could you repeat the first question?

Mr. Chairman: Oh, the first question: Do teachers in these schools receive training to treat with the additional attention required by at-risk students? The at-risk students you talk about. Do you all receive training with regard to that? Briefly.

Mrs. Mahase-Persad: That type of specialized training, unfortunately, is lacking. I think, as a society, we probably need more personnel who access those types of training at the tertiary level and come back to their community to work within the school system. I get a sense that there is a shortage of that type of trained personnel who could now be part of the bigger education system. So no, that is a very specific type of training. While there might be some workshops to address certain remediation needs, it is not to the depth that we were speaking about in our submission because we do have severely at-risk students who would need trained teachers who could provide the targeted intervention that they require in order to progress.

Mr. Chairman: Again, briefly, Fr. Mendes and Mr. Simon, and then I will bring in the Ministry of Education.

Fr. Mendes: Okay, Mr. Chair, our schools, all three of our schools use the various days given by the Ministry as professional development days, to bring in psychologists and different people to speak to the staff and to try to do little workshops on trying to meet those needs. But you know, the ironic thing is that the people, the teachers who take their time off, their days – and it is not 28 sick, it is 14 sick and 14 casual – will quite often take a casual day on the day that there is that professional development. What can be done about it? Very little. So – but at any rate, the attempt is made through the board, and through the principals to have the professional development days where you bring in these kinds of people, psychologists and so on. We have even brought in SSS on different occasions to speak to the staff about this in the hope of trying to develop a way forward. Thank you.

Mr. Chairman: Yes thanks, Mr. Simon.

Mr. Simon: Chair, I would like to also agree with the two previous speakers. Definitely on a national level, I think we need to move so much more in terms of special needs, not only in education but really in all aspects of our society. So yes, there can be a lot more to be done in terms of training here, but I must give the Ministry of Education some credit here especially in light of what Fr. Mendes just spoke about, because the Ministry of Education has spent some time training us as leaders in our own schools. So as principals we have been trained in terms of how we can proceed, how we can, as leaders, transformational leaders, utilize our limited resources, be able to help in those professional development days that we, that we speak about.

So, as leaders we have been provided with some degree of change mechanisms and systems that are allowing us to make minor differences within our schools and within the education system as a whole. However, I would like to concur with the view that definitely a lot more can be done on a national level, not only from the Ministry of Education, but in terms of us as a society, in terms of how we deal with special needs. Thank you, Mr. Chair.

Mr. Chairman: Mr. Simon, just to – a little follow up. Of the three models you identified, right, the government schools, then we have the government assisted model and then we have the public/private management model which is like the Bishops Trinity East, right, that you spoke about. With regard to the at-risk students, they are

more prevalent—in terms of those three models, where would you—the percentages of at-risk students, where would you think it is more highly prevalent?

Mr. Simon: Let me first start by answering that question by saying, Mr. Chair, that every single school possesses at-risk students, right, definitely. So that, you are going to find that in every school. But if we are to be brutally honest, I think that is a rhetorical question. Because the answer to that question, obviously, of the models, the government secondary schools are the schools. When we started the discussion first and foremost, we spoke about the location of schools. You are going to find that many of the schools that you speak about are located in different areas, many of the government, I should not say many, but quite a few of the government schools are community based schools, that is, they are located within communities. And the issues that we speak about that will speak to students who are at-risk, will be emanating from those communities and many of those schools are government schools. The data that we would have supplied as well, Mr. Chair, would be a clear indication, as I said, I keep speaking about a microscopic view of the academic performance. And that microscopic view is going to point to differences in terms of the different models and the government school model. But let me reiterate that every single school has at-risk students and the challenge is to bring those at-risk students to a point where they are going to be meaningful contributors to our society. Thank you, Mr. Chair.

Mr. Chairman: Okay, thank you very much colleagues. Mrs. Henry-David, Ministry of Education, feedback on the discourse that we just had, with regard to at-risk, right, the teacher to student ratio. The high number of at-risk students and how/if the ratio can be adjusted, and what does the Ministry in going forward have to say about it?

Mrs. Mahase-Persad: Excuse me, Chair, I think there was one question you asked me at the end there about interventions and I just wanted to quickly answer. There were two questions you posed.

Mr. Chairman: Okay.

Mrs. Mahase-Persad: So I just want to answer the second one very quickly —

Mr. Chairman: Okay, okay go ahead.

Mrs. Mahase-Persad—in terms of intervention. Taking off from what Mr. Simon spoke about, the Ministry that provides training for principals to probably recognize some of these at-risk students and the characteristics. But there is a broad spectrum of at-risk students that we have to look at. Student Support Services Division and school social workers do provide some support, but I think they definitely need more staffing in order to attend to the needs of the schools. Alumni associations, a lot of schools tap into the resources, the human resources available within their alumni association. It is always good to build that sense of identification between past students and their schools so that they would want to give back. Giving back is a very important characteristic, I think, that we need to cultivate in our students. When they graduate, they are still part of the school community, and if they have a skill set to offer, come and give it back.

Also, the parent/teachers association, sometimes we tap into that and we pull parents who may have the resources, who may be able to assist with the at-risk students. It is also important to forge community links, and

have that school/community link that there is a sense of identification so that corporate community, members of the wider community that the school is located in, would be able to come and provide some assistance and support for those at-risk students as well, thank you.

Mr. Chairman: Thank you, thank you very much. Acting CEO, Ministry of Education, brief comments on what discourse we just had.

Mrs. Henry-David: Thank you, Mr. Chair. With respect to the issue of smaller class sizes, as indicated by those that would have spoken before me, it presents the issue of additional teachers in some cases, as well as additional physical space in which to accommodate the students. So at this point in time with the number of students sitting the SEA exam annually increasing, what we would have to do is as Mrs. Mahase-Persad would have indicated, is to see how we can look at the online modalities and have different takes, and each individual school will have to look at their staff, their staffing and their spatial allocation to see how they can make changes within their individual context in order to treat with the issues presenting to them.

We also move to the topic of teacher training to treat with special needs students that are identified. The Ministry as was indicated does provide some level of training. The Student Support Services also augments that, and as Mr. Simon would have pointed out, as leaders, the principals bring in – and Mrs. Mahase-Persad as well – they bring in persons from the outside to augment what is provided by the Ministry. And it – when we look at it, you know, at that level, we recognize that it is a concerted effort across all of the stakeholders to try to treat with what concerns all of us. And the Ministry will continue to provide support and to build on the training that is currently provided to see how best we can provide for our teachers to help them to treat with all the issues with which they are confronted. Thank you, Mr. Chair.

Mr. Chairman: Okay, thank you, members, right. I think we are at this junction now where we can bring the meeting to a close. Again, as the Chairman, Acting Chairman for this morning's proceedings, I would like to really thank all officials that were present here today, including the Ministry of Education, officials from the Ministry of Education, the Trinidad and Tobago Unified Teachers Association, TTUTA, Association of Principals of the Public Secondary Schools of Trinidad and Tobago, officials from the Association of Principals of Assisted Secondary Schools and also officials, the Holy Ghost Fathers of Trinidad and Tobago.

I would also like to thank all my committee members who participated remotely for this virtual meeting. I would also like to thank staff of the Office of the Parliament for all the procedural and logistical support. And of course, we would like to thank the viewing and listening audience this morning – or, this afternoon, for this joint select parliamentary meeting. As the Acting Chairman, I now bring this meeting to a close and I thank you.

12.35 p.m.: *Meeting adjourned.*

APPENDIX IV

Port of Spain & Environs District School Comparison to National Average for SEA 2015-2020

**PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE
FOR SEA 2020**

School	School Authority	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2020
LAVENTILLE BOYS' GOVERNMENT	Government	156.3122	13	Under
PALMERAS LEARNING CENTRE	Private	160.7383	8	Under
CASCADE SCHOOL FOR THE DEAF	Government	163.3340	1	Under
BOISSIERE VILLAGE RC	Roman Catholic	166.1541	11	Under
ESCALLIER AC	Anglican	166.2831	17	Under
ENAAME'S SCHOOL	Private	166.5278	4	Under
BETHLEHEM BOYS' RC	Roman Catholic	168.5074	26	Under
ROSE HILL RC	Roman Catholic	169.3994	17	Under
UPPER LAVENTILLE (OUR LADY OF LAVENTILLE) RC	Roman Catholic	169.4720	9	Under
ST PHILLIP'S GOVERNMENT	Government	170.0723	9	Under
SUCCESS RC	Roman Catholic	172.4953	35	Under
ASCENSION AC	Anglican	172.9795	32	Under
GLOSTER LODGE MORAVIAN	Moravian	175.2191	45	Under
BEETHAM ESTATE GOVERNMENT (EXCEL COMPOSITE)	Government	175.2409	33	Under
POINT CUMANA GOVERNMENT	Government	176.6844	14	Under
COCORITE GOVERNMENT	Government	177.0438	18	Under
MORVANT NEW GOVERNMENT	Government	177.1509	43	Under
PETIT VALLEY BOYS' RC	Roman Catholic	177.3955	2	Under
HOKETT BAPTIST	Baptist (Fundamental)	177.5122	24	Under
DIEGO MARTIN BOYS' RC	Roman Catholic	177.9708	60	Under
EASTERN GIRLS' GOVERNMENT	Government	178.4888	47	Under
BETHLEHEM GIRLS' RC	Roman Catholic	179.8965	13	Under
ST AGNES AC	Anglican	180.0017	43	Under
ST BARB'S GOVERNMENT	Government	180.0689	14	Under
DIEGO MARTIN GIRLS' RC	Roman Catholic	181.1067	35	Under
CHINAPOO GOVERNMENT	Government	181.8660	40	Under
BELMONT GOVERNMENT	Government	182.2018	53	Under
BELMONT BOYS' RC	Roman Catholic	183.5908	42	Under
DIEGO MARTIN GOVERNMENT	Government	184.1489	41	Under
LA SEIVA RC	Roman Catholic	184.2349	19	Under
ST THERESE PREPARATORY	Private	184.9091	10	Under
LA PUERTA GOVERNMENT	Government	185.5388	61	Under
ST DOMINIC'S RC	Roman Catholic	186.2198	40	Under

EASTERN BOYS' GOVERNMENT	Government	186.5301	45	Under
WOODBROOK PRESBYTERIAN	Presbyterian	186.7864	14	Under
ST CRISPINS AC	Anglican	186.8715	17	Under
NELSON STREET BOYS' RC	Roman Catholic	187.0891	34	Under
LOWER MORVANT GOVERNMENT	Government	187.8127	38	Under
FOUR ROADS GOVERNMENT	Government	188.2302	20	Under
MARAVAL RC	Roman Catholic	189.7663	76	Under
LAVENTILLE GIRLS' GOVERNMENT	Government	189.9227	25	Under
PARAMIN RC	Roman Catholic	190.1557	24	Under
ST MARGARET'S BOYS' AC	Anglican	190.7231	48	Under
ESHE'S LEARNING CENTRE	Private	191.1953	18	Under
PATNA/RIVER ESTATE GOVERNMENT	Government	191.8102	32	Under
PETIT VALLEY GIRLS' RC	Roman Catholic	192.5049	15	Under
MORVANT AC	Anglican	192.7516	66	Under
PORT OF SPAIN SDA	Private	193.5644	13	Under
NELSON STREET GIRLS' RC	Roman Catholic	194.5270	43	Under
MUCURAPO BOYS' RC	Roman Catholic	196.0091	40	Under
PORT OF SPAIN PRIVATE CANDIDATES	Private	197.7249	66	Under
ST ANN'S RC	Roman Catholic	198.1580	23	Under
NEW BEGINNINGS EDUCATIONAL CENTRE	Private	199.0015	2	Under
MADRESSA AL MUSLIMEEN	NULL	199.7470	14	Under
RICHMOND STREET BOYS' AC	Anglican	199.9957	57	Under
CARENAGE BOYS' GOVERNMENT	Government	200.5919	20	Above
ROSARY BOYS' RC	Roman Catholic	201.1026	90	Above
BELMONT GIRLS' RC	Roman Catholic	201.5050	45	Above
ST ROSES GIRLS' INTER RC	Roman Catholic	201.9941	49	Above
TRANQUILLITY GOVERNMENT	Government	202.0271	63	Above
MELVILLE MEMORIAL GIRLS' AC	Anglican	202.3946	49	Above
CARENAGE GIRLS' GOVERNMENT	Government	203.0542	20	Above
GAINES NORMAL AME	African Methodist Episcopal	204.4429	20	Above
MOULTON HALL METHODIST	Methodist	205.3563	58	Above
POINT CUMANA RC	Roman Catholic	205.3896	23	Above
CRYSTAL STREAM GOVERNMENT	Government	206.1528	29	Above
ST CATHERINE'S PRIVATE	Private	206.4074	18	Above
SACRED HEART BOYS' RC	Roman Catholic	207.8090	51	Above
BRIGGS PREPARATORY	Private	207.9712	26	Above
ST CATHERINE'S GIRLS' AC	Anglican	209.0251	56	Above
HOLY ROSARY PREPARATORY	Private	210.1568	6	Above
DIAMOND VALE GOVERNMENT	Government	211.5039	75	Above
NEWTOWN GIRLS' RC	Roman Catholic	211.8028	80	Above

NEWTOWN BOYS' RC	Roman Catholic	213.8024	73	Above
MUCURAPO GIRLS' RC	Roman Catholic	214.1028	64	Above
WESTPORT SDA	Private	214.5294	14	Above
ST THERESA GIRLS' RC	Roman Catholic	215.7081	53	Above
ST HILDA'S GIRLS' GOVERNMENT	Government	216.3478	16	Above
HOLY NAME PREPARATORY	Private	216.7115	44	Above
ST URSULA'S GIRLS' AC	Anglican	218.4747	40	Above
TRINITY JUNIOR SCHOOL	Private	218.8851	46	Above
BRYN MAWR	Private	224.0115	12	Above
HOLY FAITH PREPARATORY, ST BERNADETTE'S	Private	225.9777	35	Above
SACRED HEART GIRLS' RC	Roman Catholic	226.7201	118	Above
BLACKMAN'S PRIVATE	Private	227.7063	31	Above
MARIA GORETTI PREPARATORY	Private	227.9701	22	Above
HOLY FAITH PREPARATORY, ST. MONICA'S	Private	229.3311	54	Above
BISHOP ANSTEY JUNIOR	Private	230.9672	48	Above
ST ANDREW'S PRIVATE	Private	235.8261	57	Above
MARIA REGINA GRADE SCHOOL	Private	236.7826	68	Above
HOLISTIC PRIMARY	Private	236.9183	9	Above
DUNROSS PREPARATORY	Private	237.4366	38	Above
National Average		200.0585	19203	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR SEA 2019

School	School Authority	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2019
UPPER LAVENTILLE (OUR LADY OF LAVENTILLE) RC	Roman Catholic	151.2672	11	Under
CASCADE SCHOOL FOR THE DEAF	Government	155.2120	4	Under
BETHLEHEM GIRLS' RC	Roman Catholic	158.0895	11	Under
PETIT VALLEY BOYS' RC	Roman Catholic	160.1813	22	Under
PALMERAS LEARNING CENTRE	Private	161.2763	7	Under
ENAAME'S SCHOOL	Private	161.9307	3	Under
BETHLEHEM BOYS' RC	Roman Catholic	162.0762	19	Under
ESCALLIER AC	Anglican	163.1046	12	Under
GLOSTER LODGE MORAVIAN	Moravian	164.4375	49	Under
HOKETT BAPTIST	Baptist (Fundamental)	166.2574	24	Under
PICCADILLY GOVERNMENT	Government	168.0964	12	Under
EASTERN BOYS' GOVERNMENT	Government	168.9337	54	Under
ST BARB'S GOVERNMENT	Government	169.0727	18	Under
FOUR ROADS GOVERNMENT	Government	171.5281	17	Under
POINT CUMANA GOVERNMENT	Government	171.8480	14	Under
ROSE HILL RC	Roman Catholic	172.2282	19	Under
MORVANT NEW GOVERNMENT	Government	173.7930	25	Under
COCORITE GOVERNMENT	Government	174.6218	24	Under
ST PHILLIP'S GOVERNMENT	Government	174.7387	9	Under
NEW BEGINNINGS EDUCATIONAL CENTRE	Private	175.6523	3	Under
ST CRISPINS AC	Anglican	176.8702	32	Under
ST THERESE PREPARATORY	Private	176.8978	9	Under
DIEGO MARTIN GIRLS' RC	Roman Catholic	177.2138	47	Under
ST AGNES AC	Anglican	177.7276	61	Under
NELSON STREET BOYS' RC	Roman Catholic	178.3357	54	Under
BELMONT BOYS' RC	Roman Catholic	180.0647	35	Under
ST DOMINIC'S RC	Roman Catholic	180.7533	26	Under
LA SEIVA RC	Roman Catholic	181.3471	17	Under
CHINAPOO GOVERNMENT	Government	181.6093	21	Under
EASTERN GIRLS' GOVERNMENT	Government	181.8873	35	Under
SUCCESS RC	Roman Catholic	182.3044	34	Under
PATNA/RIVER ESTATE GOVERNMENT	Government	182.4218	33	Under
BELMONT GOVERNMENT	Government	182.6424	52	Under
LAVENTILLE GIRLS' GOVERNMENT	Government	182.7437	22	Under
LAVENTILLE BOYS' GOVERNMENT	Government	182.7453	10	Under

DIEGO MARTIN BOYS' RC	Roman Catholic	183.2326	82	Under
DIEGO MARTIN GOVERNMENT	Government	184.0664	33	Under
MUCURAPO BOYS' RC	Roman Catholic	185.6335	22	Under
ESHE'S LEARNING CENTRE	Private	185.7567	23	Under
LOWER MORVANT GOVERNMENT	Government	186.4141	36	Under
ASCENSION AC	Anglican	186.5938	38	Under
CRYSTAL STREAM GOVERNMENT	Government	186.5981	32	Under
MARAVAL RC	Roman Catholic	187.5080	55	Under
PARAMIN RC	Roman Catholic	189.6366	27	Under
ST ANN'S RC	Roman Catholic	190.2049	16	Under
ST ROSES GIRLS' INTER RC	Roman Catholic	191.8449	59	Under
ST MARGARET'S BOYS' AC	Anglican	191.9180	48	Under
GAINES NORMAL AME	African Methodist Episcopal	192.4169	20	Under
BELMONT GIRLS' RC	Roman Catholic	193.6643	43	Under
PETIT VALLEY GIRLS' RC	Roman Catholic	193.8472	17	Under
WESTPORT SDA	Private	194.1637	19	Under
CARENAGE GIRLS' GOVERNMENT	Government	195.2317	18	Under
PORT OF SPAIN PRIVATE CANDIDATES	Private	195.4504	61	Under
BEETHAM ESTATE GOVERNMENT (EXCEL COMPOSITE)	Government	195.9263	31	Under
MORVANT AC	Anglican	196.3944	80	Under
BOISSIERE VILLAGE RC	Roman Catholic	197.1645	35	Under
ST HILDA'S GIRLS' GOVERNMENT	Government	197.2803	20	Under
DIAMOND VALE GOVERNMENT	Government	197.4672	73	Under
MELVILLE MEMORIAL GIRLS' AC	Anglican	198.8823	51	Under
POINT CUMANA RC	Roman Catholic	200.6531	25	Above
PORT OF SPAIN SDA	Private	200.8954	18	Above
NEWTOWN BOYS' RC	Roman Catholic	202.2358	78	Above
MADRESSA AL MUSLIMEEN	Private	202.2642	11	Above
CARENAGE BOYS' GOVERNMENT	Government	202.3309	23	Above
TRANQUILLITY GOVERNMENT	Government	202.6867	59	Above
MOULTON HALL METHODIST	Methodist	203.0989	61	Above
WOODBROOK PRESBYTERIAN	Presbyterian	203.1183	6	Above
NELSON STREET GIRLS' RC	Roman Catholic	203.5939	53	Above
TRINITY JUNIOR SCHOOL	Private	203.8392	38	Above
RICHMOND STREET BOYS' AC	Anglican	204.2555	56	Above
ROSARY BOYS' RC	Roman Catholic	204.4903	101	Above
ST CATHERINE'S PRIVATE	Private	205.4578	17	Above
ST THERESA GIRLS' RC	Roman Catholic	206.2743	50	Above
MUCURAPO GIRLS' RC	Roman Catholic	207.4415	83	Above

ST URSULA'S GIRLS' AC	Anglican	208.1789	43	Above
ST CATHERINE'S GIRLS' AC	Anglican	208.9933	55	Above
BRIGGS PREPARATORY	Private	210.0058	20	Above
LA PUERTA GOVERNMENT	Government	210.3368	34	Above
NEWTOWN GIRLS' RC	Roman Catholic	210.8572	79	Above
SACRED HEART BOYS' RC	Roman Catholic	211.1004	54	Above
HOLY ROSARY PREPARATORY	Private	213.8733	8	Above
HOLY NAME PREPARATORY	Private	214.6054	44	Above
BLACKMAN'S PRIVATE	Private	222.1860	22	Above
SACRED HEART GIRLS' RC	Roman Catholic	224.4678	116	Above
BISHOP ANSTEY JUNIOR	Private	226.9367	51	Above
BRYN MAWR	Private	227.8220	12	Above
MARIA GORETTI PREPARATORY	Private	229.3557	23	Above
HOLY FAITH PREPARATORY, ST BERNADETTE'S	Private	229.4230	32	Above
HOLY FAITH PREPARATORY, ST. MONICA'S	Private	231.3603	61	Above
DUNROSS PREPARATORY	Private	234.4833	59	Above
ST ANDREW'S PRIVATE	Private	235.4496	44	Above
MARIA REGINA GRADE SCHOOL	Private	237.0367	71	Above
HOLISTIC PRIMARY	Private	242.5451	7	Above
National Average		200.0211	18764	

**PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE
FOR SEA 2018**

School	School Authority	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2018
UPPER LAVENTILLE (OUR LADY OF LAVENTILLE) RC	Roman Catholic	149.6420	9	Under
PRINCESS ELIZABETH SCHOOL	Private	165.4283	3	Under
FOUR ROADS GOVERNMENT	Government	166.6937	25	Under
ESCALLIER AC	Anglican	167.0445	11	Under
BETHLEHEM BOYS' RC	Roman Catholic	167.6081	19	Under
PALMERAS LEARNING CENTRE	Private	168.3612	16	Under
BETHLEHEM GIRLS' RC	Roman Catholic	168.5996	14	Under
ROSE HILL RC	Roman Catholic	168.9458	16	Under
LA SEIVA RC	Roman Catholic	169.0438	18	Under
SUCCESS RC	Roman Catholic	169.6362	43	Under
LOWER MORVANT GOVERNMENT	Government	169.7118	32	Under
ENAAAME'S SCHOOL	Private	171.4405	6	Under
WHARTON PATRICK SCHOOL	Private	171.4630	4	Under
ST PHILLIP'S GOVERNMENT	Government	171.4915	14	Under
DIEGO MARTIN GIRLS' RC	Roman Catholic	171.6190	55	Under
PETIT VALLEY BOYS' RC	Roman Catholic	172.4526	14	Under
PICCADILLY GOVERNMENT	Government	172.5448	5	Under
COCORITE GOVERNMENT	Government	173.1801	28	Under
NEW BEGINNINGS EDUCATIONAL CENTRE	Private	173.5014	5	Under
NELSON STREET BOYS' RC	Roman Catholic	173.7843	67	Under
DIEGO MARTIN BOYS' RC	Roman Catholic	174.5479	60	Under
GLOSTER LODGE MORAVIAN	Moravian	175.5467	36	Under
ST DOMINIC'S RC	Roman Catholic	175.9395	37	Under
BOISSIERE VILLAGE RC	Roman Catholic	178.1210	5	Under
EASTERN GIRLS' GOVERNMENT	Government	178.3207	44	Under
ST AGNES AC	Anglican	178.3545	55	Under
EASTERN BOYS' GOVERNMENT	Government	180.1270	39	Under
MORVANT NEW GOVERNMENT	Government	180.2396	40	Under
BELMONT GOVERNMENT	Government	180.2719	53	Under
LAVENTILLE BOYS' GOVERNMENT	Government	180.4990	14	Under
ASCENSION AC	Anglican	181.5279	43	Under
PETIT VALLEY GIRLS' RC	Roman Catholic	181.9574	20	Under
BELMONT BOYS' RC	Roman Catholic	182.1536	39	Under
ST CRISPINS AC	Anglican	183.4685	20	Under

CARENAGE BOYS' GOVERNMENT	Government	184.2783	27	Under
ESHE'S LEARNING CENTRE	Private	185.1088	34	Under
MUCURAPO BOYS' RC	Roman Catholic	185.2083	30	Under
HOKETT BAPTIST	Baptist (Fundamental)	186.4847	15	Under
CHINAPOO GOVERNMENT	Government	186.5481	32	Under
PATNA/RIVER ESTATE GOVERNMENT	Government	186.8931	47	Under
PARAMIN RC	Roman Catholic	186.8937	25	Under
POINT CUMANA GOVERNMENT	Government	187.2214	11	Under
LAVENTILLE GIRLS' GOVERNMENT	Government	189.7916	50	Under
LA PUERTA GOVERNMENT	Government	189.7918	37	Under
WOODBROOK PRESBYTERIAN	Presbyterian	190.1548	7	Under
PORT OF SPAIN SDA	Private	190.6433	16	Under
MARAVAL RC	Roman Catholic	191.8067	54	Under
DIEGO MARTIN GOVERNMENT	Government	192.3086	51	Under
CARENAGE GIRLS' GOVERNMENT	Government	192.5510	23	Under
ST ANN'S RC	Roman Catholic	193.6403	20	Under
MELVILLE MEMORIAL GIRLS' AC	Anglican	194.2117	47	Under
ST MARGARET'S BOYS' AC	Anglican	194.3232	48	Under
PORT OF SPAIN PRIVATE CANDIDATES	Private	194.3745	51	Under
ST ROSES GIRLS' INTER RC	Roman Catholic	194.7981	74	Under
NELSON STREET GIRLS' RC	Roman Catholic	195.8997	50	Under
ST CATHERINE'S PRIVATE	Private	196.8689	21	Under
TRANQUILLITY GOVERNMENT	Government	196.9509	74	Under
ST BARB'S GOVERNMENT	Government	197.3939	19	Under
MOULTON HALL METHODIST	Methodist	197.8828	60	Under
BEETHAM ESTATE GOVERNMENT (EXCEL COMPOSITE)	Government	197.9494	21	Under
ST THERESE PREPARATORY	Private	198.4610	5	Under
POINT CUMANA RC	Roman Catholic	198.6859	23	Under
BELMONT GIRLS' RC	Roman Catholic	199.1627	53	Under
RICHMOND STREET BOYS' AC	Anglican	199.8721	49	Under
MORVANT AC	Anglican	201.2512	83	Above
ST HILDA'S GIRLS' GOVERNMENT	Government	203.5281	18	Above
ST CATHERINE'S GIRLS' AC	Anglican	205.1904	53	Above
ROSARY BOYS' RC	Roman Catholic	205.2930	99	Above
WESTPORT SDA	Private	205.9313	12	Above
CRYSTAL STREAM GOVERNMENT	Government	206.0166	24	Above
BRIGGS PREPARATORY	Private	206.9540	30	Above
SACRED HEART BOYS' RC	Roman Catholic	208.0877	53	Above
HOLY ROSARY PREPARATORY	Private	208.1224	5	Above
MUCURAPO GIRLS' RC	Roman Catholic	209.1426	71	Above

GAINES NORMAL AME	African Methodist Episcopal	210.0085	19	Above
BRYN MAWR	Private	210.0183	18	Above
NEWTOWN GIRLS' RC	Roman Catholic	210.7377	79	Above
MADRESSA AL MUSLIMEEN	Private	211.2044	10	Above
ST THERESA GIRLS' RC	Roman Catholic	213.0952	56	Above
DIAMOND VALE GOVERNMENT	Government	214.4365	72	Above
TRINITY JUNIOR SCHOOL	Private	214.6036	40	Above
NEWTOWN BOYS' RC	Roman Catholic	216.8887	62	Above
ST URSULA'S GIRLS' AC	Anglican	219.8215	40	Above
HOLY NAME PREPARATORY	Private	224.6066	53	Above
BISHOP ANSTEY JUNIOR	Private	225.6860	44	Above
SACRED HEART GIRLS' RC	Roman Catholic	227.1555	111	Above
MARIA GORETTI PREPARATORY	Private	230.0529	19	Above
HOLY FAITH PREPARATORY, ST. MONICA'S	Private	230.4555	52	Above
HOLISTIC PRIMARY	Private	230.4802	13	Above
BLACKMAN'S PRIVATE	Private	231.6508	16	Above
ST ANDREW'S PRIVATE	Private	231.8910	39	Above
HOLY FAITH PREPARATORY, ST BERNADETTE'S	Private	232.7696	28	Above
MARIA REGINA GRADE SCHOOL	Private	233.5299	72	Above
DUNROSS PREPARATORY	Private	235.1576	64	Above
National Average		199.9959	19140	

**PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR
SEA 2017**

School	School Authority	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2017
UPPER LAVENTILLE RC (OUR LADY OF LAVENTILLE)	Roman Catholic	144.8970	14	Under
ST MICHAEL'S SCHOOL FOR BOYS	Anglican	145.8525	4	Under
CASCADE SCHOOL FOR THE DEAF	Government	147.9550	4	Under
ST PHILLIP'S GOVERNMENT	Government	150.7803	10	Under
BETHLEHEM BOYS' RC	Roman Catholic	158.7997	15	Under
PETIT VALLEY BOYS' RC	Roman Catholic	162.7815	14	Under
PICCADILLY GOVERNMENT	Government	165.9077	13	Under
BEETHAM ESTATE GOV'T PRIM (EXCEL COMPOSITE)	Government	166.1810	26	Under
CHINAPOO GOVERNMENT	Government	168.3216	27	Under
HOKETT BAPTIST	Baptist (Fundamental)	168.8698	17	Under
LA SEIVA RC	Roman Catholic	170.1644	18	Under
ROSE HILL RC	Roman Catholic	170.8759	16	Under
LAVENTILLE BOYS' GOV'T	Government	170.8912	14	Under
ENAAME'S SCHOOL	Private	172.3474	8	Under
DIEGO MARTIN GOVERNMENT	Government	173.5707	54	Under
ST THERESE PREPARATORY	Private	174.4116	5	Under
EASTERN GIRLS' GOVERNMENT	Government	174.8593	39	Under
MORVANT NORTH GOVERNMENT	Government	175.7928	31	Under
BELMONT GOVERNMENT	Government	175.9697	51	Under
ST ANN'S RC	Roman Catholic	175.9794	18	Under
ST CRISPINS AC	Anglican	175.9978	18	Under
ESCALLIER AC	Anglican	176.3096	11	Under
FOUR ROADS GOVERNMENT	Government	176.8538	15	Under
ST DOMINIC'S RC	Roman Catholic	177.7367	42	Under
DIEGO MARTIN GIRLS' RC	Roman Catholic	178.0246	49	Under
ST AGNES AC	Anglican	178.2330	66	Under
PATNA/RIVER ESTATE GOVERNMENT	Government	178.4879	40	Under
WOODBROOK PRESBYTERIAN	Presbyterian	179.5607	13	Under
BELMONT BOYS' RC	Roman Catholic	179.8886	24	Under
EASTERN BOYS' GOV'T	Government	180.0597	38	Under
LAVENTILLE GIRLS' GOVERNMENT	Government	180.4195	11	Under
MUCURAPO BOYS' RC	Roman Catholic	181.5243	28	Under
PALMERAS LEARNING CENTRE	Private	182.8710	13	Under

GLOSTER LODGE MORAVIAN	Moravian	183.4313	25	Under
MARAVAL RC	Roman Catholic	183.6270	41	Under
ASCENSION AC	Anglican	183.6875	24	Under
BETHLEHEM GIRLS' RC	Roman Catholic	184.0857	10	Under
WHARTON PATRICK SCHOOL	Private	184.1687	6	Under
ST MARGARET'S BOYS' AC	Anglican	187.1190	46	Under
TRANQUILLITY GOVERNMENT	Government	190.2879	68	Under
ESHE'S LEARNING CENTRE	Private	191.0574	22	Under
PARAMIN RC	Roman Catholic	191.0667	22	Under
SUCCESS RC	Roman Catholic	191.1198	40	Under
ST BARB'S GOVERNMENT	Government	191.2232	14	Under
CARENAGE BOYS' GOVERNMENT	Government	191.4535	20	Under
NELSON STREET BOYS' RC	Roman Catholic	191.8698	32	Under
BELMONT GIRLS' RC	Roman Catholic	192.0730	62	Under
DIEGO MARTIN BOYS' RC	Roman Catholic	192.9374	54	Under
COCORITE GOVERNMENT	Government	192.9704	20	Under
BOISSIERE VILLAGE RC	Roman Catholic	193.3821	39	Under
POINT CUMANA GOVERNMENT	Government	193.6085	10	Under
POS PRIVATE CANDIDATES	Private	193.7197	29	Under
LOWER MORVANT GOV'T	Government	194.2252	38	Under
PETIT VALLEY GIRLS' RC	Roman Catholic	195.3414	17	Under
PORT OF SPAIN SDA	Private	196.4676	18	Under
MORVANT AC	Anglican	196.8185	75	Under
LA PUERTA GOVERNMENT	Government	196.8543	47	Under
NELSON STREET GIRLS' RC	Roman Catholic	196.8849	50	Under
ST CATHERINE'S PRIVATE	Private	197.7325	17	Under
CRYSTAL STREAM GOV'T	Government	198.2805	24	Under
RICHMOND STREET BOYS' AC	Anglican	198.3078	43	Under
MELVILLE MEMORIAL GIRLS' AC	Anglican	198.4189	54	Under
ST ROSES GIRLS' INTER RC	Roman Catholic	199.5764	53	Under
CARENAGE GIRLS' GOV'T	Government	199.8258	23	Under
BRYN MAWR	Private	200.8999	24	Above
POINT CUMANA RC SCHOOL	Roman Catholic	203.7562	20	Above
ROSARY BOYS' RC	Roman Catholic	203.8075	101	Above
SACRED HEART BOYS RC	Roman Catholic	205.0365	62	Above
WESTPORT SDA	Private	205.9177	20	Above
GAINES NORMAL AME	African Methodist Episcopal	206.7304	18	Above
ST CATHERINE'S GIRLS' AC	Anglican	206.7851	51	Above
NEWTOWN BOYS' RC	Roman Catholic	206.8443	79	Above
MUCURAPO GIRLS' RC	Roman Catholic	208.4474	71	Above

MOULTON HALL METHODIST	Methodist	208.4938	53	Above
DIAMOND VALE GOV'T	Government	208.6576	66	Above
ST HILDA'S GIRLS' GOVERNMENT	Government	209.1516	20	Above
NEWTOWN GIRLS' RC	Roman Catholic	210.0607	65	Above
BRIGGS PREPARATORY	Private	212.8276	25	Above
TRINITY JUNIOR	Private	214.9613	35	Above
HOLY ROSARY PREPARATORY	Private	215.1445	6	Above
ST THERESA GIRLS' RC	Roman Catholic	215.8633	50	Above
HOLY NAME PREPARATORY	Private	217.0725	56	Above
ST URSULA'S GIRLS' AC	Anglican	218.9866	47	Above
BISHOP ANSTEY JUNIOR	Private	222.1615	49	Above
SACRED HEART GIRLS' RC	Roman Catholic	223.7316	114	Above
BLACKMAN'S PRIVATE	Private	225.5807	16	Above
HOLY FAITH PREPARATORY, ST BERNADETTE'S	Private	229.3400	34	Above
MARIA GORETTI PREPARATORY	Private	229.7210	22	Above
HOLY FAITH PREPARATORY, ST. MONICA'S	Private	229.9958	56	Above
ST ANDREW'S PRIVATE	Private	230.8125	40	Above
HOLISTIC PRIMARY SCHOOL	Private	231.8996	14	Above
DUNROSS PREPARATORY	Private	232.1922	49	Above
MARIA REGINA GRADE	Private	232.3508	65	Above
National Average		200.0002	18180	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR SEA 2016

School	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2016
<i>Enaame's School</i>	162.1759	10	Under
<i>Success RC</i>	162.4187	50	Under
<i>St Agnes AC</i>	163.8648	34	Under
<i>Nelson Street Boys' RC</i>	165.0080	55	Under
<i>Upper Laventille RC (Our Lady of Laventille)</i>	167.3724	14	Under
<i>Rose Hill RC</i>	168.1123	15	Under
<i>St Ann's RC</i>	168.5205	13	Under
<i>La Seiva RC</i>	168.8201	18	Under
<i>Piccadilly Government</i>	168.8316	22	Under
<i>Bethlehem Girls' RC</i>	169.3259	10	Under
<i>Petit Valley Boys' RC</i>	169.3468	23	Under
<i>St Dominic's RC</i>	170.1232	42	Under
<i>Diego Martin Girls' RC</i>	170.7865	33	Under
<i>Hokett Baptist</i>	171.0581	16	Under
<i>Chinapoo Government</i>	171.6174	31	Under
<i>Diego Martin Boys' RC</i>	171.9921	82	Under
<i>St Phillip's Government</i>	172.9675	13	Under
<i>Cocorite Government</i>	172.9816	16	Under
<i>POS Private Candidates</i>	172.9926	15	Under
<i>Point Cumana Government</i>	173.3932	14	Under
<i>Beetham Estate Gov't Prim (Excel Composite)</i>	173.7002	23	Under
<i>Carenage Boys' Government</i>	176.2602	21	Under
<i>Lower Morvant Gov't</i>	177.0717	30	Under
<i>Ascension AC</i>	178.4228	22	Under
<i>Escallier AC</i>	179.8546	7	Under
<i>Eshe's Learning Centre</i>	179.9495	11	Under
<i>Palmeras Learning Centre</i>	180.0438	12	Under
<i>Eastern Boys' Gov't</i>	181.5141	52	Under
<i>Port of Spain SDA</i>	182.0920	24	Under
<i>Laventille Girls' Government</i>	183.4895	22	Under
<i>Morvant North Government</i>	183.5626	22	Under
<i>Boissiere Village RC</i>	183.5868	22	Under
<i>Mucurapo Boys' RC</i>	183.9422	30	Under
<i>Belmont Government</i>	183.9426	50	Under

<i>Four Roads Government</i>	184.3925	13	Under
<i>St Barb's Government</i>	184.4237	29	Under
<i>St Therese Preparatory</i>	184.9302	10	Under
<i>Bethlehem Boys' RC</i>	185.9316	19	Under
<i>St Catherine's Private</i>	186.8952	17	Under
<i>Crystal Stream Gov't</i>	187.0994	30	Under
<i>Laventille Boys' Gov't</i>	188.2153	8	Under
<i>Diego Martin Government</i>	189.0501	46	Under
<i>Eastern Girls' Government</i>	189.6828	34	Under
<i>Patna/River Estate Government</i>	190.2843	47	Under
<i>Paramin RC</i>	190.8402	24	Under
<i>Carenage Girls' Gov't</i>	191.1231	20	Under
<i>Belmont Girls' RC</i>	191.1869	50	Under
<i>Westport SDA</i>	191.3096	13	Under
<i>Nelson Street Girls' RC</i>	191.5526	79	Under
<i>Richmond Street Boys' AC</i>	192.0061	49	Under
<i>St Hilda's Girls' Government</i>	192.2607	18	Under
<i>St Margaret's Boys' AC</i>	192.3789	36	Under
<i>Gloster Lodge Moravian</i>	192.7840	32	Under
<i>Belmont Boys' RC</i>	193.0399	38	Under
<i>Woodbrook Presbyterian</i>	195.3339	12	Under
<i>La Puerta Government</i>	195.6283	36	Under
<i>Melville Memorial Girls' AC</i>	195.6673	59	Under
<i>St Crispins AC</i>	196.3182	29	Under
<i>Madressa Al Muslimeen</i>	196.4477	12	Under
<i>Morvant AC</i>	196.9246	84	Under
<i>St Ursula's Girls' AC</i>	199.0807	50	Under
<i>Moulton Hall Methodist</i>	200.1508	57	Under
<i>Petit Valley Girls' RC</i>	202.1207	20	Above
<i>Tranquillity Government</i>	202.3874	58	Above
<i>St Roses Girls' Inter RC</i>	202.5137	40	Above
<i>St Catherine's Girls' AC</i>	202.7572	48	Above
<i>Sujos Private School</i>	203.1585	8	Above
<i>Maraval RC</i>	203.1940	44	Above
<i>Newtown Girls' RC</i>	203.3177	95	Above
<i>Sacred Heart Boys RC</i>	203.7755	50	Above
<i>Diamond Vale Gov't</i>	203.9353	64	Above
<i>Point Cumana RC School</i>	204.1980	21	Above
<i>Mucurapo Girls' RC</i>	205.0041	70	Above
<i>Gaines Normal AME</i>	205.2577	15	Above
<i>Rosary Boys' RC</i>	207.2144	99	Above

<i>Briggs Preparatory</i>	209.2736	23	Above
<i>Bryn Mawr</i>	210.0830	23	Above
<i>St Theresa Girls' RC</i>	210.7480	62	Above
<i>Newtown Boys' RC</i>	211.3242	67	Above
<i>New Beginnings Educational Centre</i>	214.7853	3	Above
<i>Trinity Junior</i>	215.4945	31	Above
<i>Holy Rosary Preparatory</i>	217.4955	8	Above
<i>Sacred Heart Girls' RC</i>	218.3663	114	Above
<i>Holy Name Preparatory</i>	218.7378	50	Above
<i>Holistic Primary School</i>	224.4533	18	Above
<i>St Andrew's Private</i>	226.7567	47	Above
<i>Bishop Anstey Junior</i>	227.3457	49	Above
<i>Holy Faith Preparatory St. Monica's</i>	228.7144	61	Above
<i>Maria Regina Grade</i>	229.2991	66	Above
<i>Blackman's Private</i>	229.4166	20	Above
<i>Dunross Preparatory</i>	231.5230	51	Above
<i>Holy Faith Preparatory</i>	233.0633	21	Above
<i>Maria Goretti Preparatory</i>	233.2818	18	Above
National Average	200.1819	18180	

**PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE
FOR SEA 2015**

School	School Authority	Average Weighted Score	No. Students Writing SEA	Comparison to National Average for 2015
<i>Rotary Club of Maraval Learning Centre</i>	PRI	141.9835	10	Under
<i>Beetham Estate Gov't Prim (Excel Composite)</i>	GOV	156.8339	21	Under
<i>Point Cumana Government</i>	GOV	158.4673	3	Under
<i>Bethlehem Boys' RC</i>	RC	160.0235	24	Under
<i>POS Private Candidates</i>	PRICAN	161.1186	10	Under
<i>Enaame's School</i>	PRI	163.0756	9	Under
<i>Princess Elizabeth School</i>	PRI	164.2712	5	Under
<i>St Ann's RC</i>	RC	165.7584	18	Under
<i>Laventille Boys' Gov't</i>	GOV	166.5158	11	Under
<i>Laventille Girls' Government</i>	GOV	169.8026	25	Under
<i>St Phillip's Government</i>	PRI	169.8427	21	Under
<i>Bethlehem Girls' RC</i>	RC	170.2802	12	Under
<i>Morvant North Government</i>	GOV	170.4861	30	Under
<i>Palmeras Learning Centre</i>	PRI	170.9150	22	Under
<i>Crystal Stream Gov't</i>	GOV	171.9191	26	Under
<i>Belmont Boys' RC</i>	RC	172.1254	36	Under
<i>Four Roads Government</i>	GOV	174.1509	24	Under
<i>Carenage Boys' Government</i>	GOV	174.4612	31	Under
<i>Ascension AC</i>	AC	174.5154	27	Under
<i>Escallier AC</i>	AC	175.5087	6	Under
<i>Diego Martin Girls' RC</i>	RC	175.7252	50	Under
<i>Nelson Street Boys' RC</i>	RC	175.7915	70	Under
<i>Mucurapo Boys' RC</i>	RC	176.6790	30	Under
<i>Success RC</i>	RC	177.4756	40	Under
<i>Gloster Lodge Moravian</i>	MORA	177.6166	48	Under
<i>Rose Hill RC</i>	RC	178.3017	13	Under
<i>Upper Laventille RC (Our Lady of Laventille)</i>	RC	178.9526	7	Under
<i>Diego Martin Government</i>	GOV	179.1860	46	Under
<i>Piccadilly Government</i>	GOV	179.5623	16	Under
<i>Hokett Baptist</i>	BAPT	179.6897	23	Under
<i>Eastern Girls' Government</i>	GOV	179.9591	47	Under
<i>St Catherine's Private</i>	PRI	180.3868	14	Under
<i>Eshe's Learning Centre</i>	PRI	180.7344	21	Under
<i>La Seiva RC</i>	RC	180.9385	14	Under
<i>Petit Valley Boys' RC</i>	RC	181.5759	27	Under
<i>St Therese Preparatory</i>	PRI	181.6248	6	Under
<i>St Dominic's RC</i>	RC	181.8083	44	Under
<i>Tranquillity Government</i>	GOV	182.0110	69	Under

<i>Carenage Girls' Gov't</i>	GOV	182.1021	26	Under
<i>St Agnes AC</i>	AC	182.2687	36	Under
<i>Patna/River Estate Government</i>	GOV	182.9036	27	Under
<i>Chinapoo Government</i>	GOV	183.3199	28	Under
<i>Paramin RC</i>	RC	183.3918	22	Under
<i>St Crispins AC</i>	AC	184.3176	18	Under
<i>New Beginnings Educational Centre</i>	PRI	184.5793	4	Under
<i>Lower Morvant Gov't</i>	GOV	185.1791	53	Under
<i>Cocorite Government</i>	GOV	186.7289	20	Under
<i>Woodbrook Presbyterian</i>	PRES	187.6973	24	Under
<i>St Margaret's Boys' AC</i>	AC	187.8932	45	Under
<i>Diego Martin Boys' RC</i>	RC	188.4184	51	Under
<i>Boissiere Village RC</i>	RC	189.8501	23	Under
<i>Maraval RC</i>	RC	190.1682	51	Under
<i>Port of Spain SDA</i>	PRI	190.2476	15	Under
<i>Belmont Government</i>	GOV	190.7278	59	Under
<i>Moulton Hall Methodist</i>	METH	192.9950	58	Under
<i>Eastern Boys' Gov't</i>	GOV	193.8999	36	Under
<i>Nelson Street Girls' RC</i>	RC	194.3156	34	Under
<i>St Hilda's Girls' Government</i>	GOV	194.6723	17	Under
<i>Melville Memorial Girls' AC</i>	AC	194.8639	40	Under
<i>Sujos Private School</i>	PRI	194.9420	8	Under
<i>La Puerta Government</i>	GOV	195.1077	42	Under
<i>Point Cumana RC School</i>	RC	196.4536	23	Under
<i>Belmont Girls' RC</i>	RC	196.6951	72	Under
<i>Morvant AC</i>	AC	196.9944	93	Under
<i>St Roses Girls' Inter RC</i>	RC	198.5538	48	Under
<i>Petit Valley Girls' RC</i>	RC	200.3693	17	Above
<i>Diamond Vale Gov't</i>	GOV	200.4110	70	Above
<i>Richmond Street Boys' AC</i>	AC	200.4632	48	Above
<i>St Barb's Government</i>	GOV	201.9045	24	Above
<i>Westport SDA</i>	PRI	202.0471	20	Above
<i>Rosary Boys' RC</i>	RC	203.2818	102	Above
<i>Briggs Preparatory</i>	PRI	204.0340	22	Above
<i>Madressa Al Muslimeen</i>	PRI	204.8189	16	Above
<i>Gaines Normal AME</i>	AME	204.8838	15	Above
<i>Newtown Boys' RC</i>	RC	205.6011	87	Above
<i>Bryn Mawr</i>	PRI	205.8062	20	Above
<i>St Theresa Girls' RC</i>	RC	207.0284	57	Above
<i>St Catherine's Girls' AC</i>	AC	207.2843	47	Above
<i>Sacred Heart Boys RC</i>	RC	209.5165	51	Above
<i>Newtown Girls' RC</i>	RC	209.7425	92	Above
<i>Mucurapo Girls' RC</i>	RC	211.7664	68	Above
<i>Holy Rosary Preparatory</i>	PRI	213.0532	12	Above

<i>St Ursula's Girls' AC</i>	AC	213.2382	49	Above
<i>Blackman's Private</i>	PRI	216.8140	19	Above
<i>Trinity Junior</i>	PRI	217.8250	33	Above
<i>Holistic Primary School</i>	PRI	218.8603	6	Above
<i>Holy Name Preparatory</i>	PRI	221.8612	54	Above
<i>Sacred Heart Girls' RC</i>	RC	222.0647	100	Above
<i>Bishop Anstey Junior</i>	PRI	224.9972	43	Above
<i>Holy Faith Preparatory, St. Monica's</i>	PRI	228.4299	65	Above
<i>Holy Faith Preparatory</i>	PRI	229.6670	29	Above
<i>St Andrew's Private</i>	PRI	230.5489	65	Above
<i>Dunross Preparatory</i>	PRI	231.4351	51	Above
<i>Maria Regina Grade</i>	PRI	231.6068	73	Above
<i>Maria Goretti Preparatory</i>	PRI	232.1459	16	Above
National Average		199.6288	18376	

APPENDIX V

Port of Spain & Environs District School Comparison to National Average for CSEC 2015-2020

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2020

SCHOOL	Number of Students Attempting 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2020
TRINIDAD & TOBAGO PRIVATE 160211	15	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160201	9	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160203	1	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160210	4	0	0.00%	Under
MUCURAPO WEST SECONDARY SCHOOL	99	1	1.01%	Under
TRANQUILLITY SECONDARY SCHOOL	151	6	3.97%	Under
SUCCESS/LAVENTILLE SECONDARY SCHOOL	129	6	4.65%	Under
RUSSELL LATAPY SECONDARY SCHOOL	13	1	7.69%	Under
DIEGO MARTIN NORTH SECONDARY SCHOOL	99	10	10.10%	Under
MORVANT/LAVENTILLE SECONDARY SCHOOL	58	6	10.34%	Under
EAST MUCURAPO SECONDARY SCHOOL	100	14	14.00%	Under
TRINIDAD & TOBAGO PRIVATE 160204	20	3	15.00%	Under
TRINIDAD & TOBAGO PRIVATE 160202	4	1	25.00%	Under
SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL	136	41	30.15%	Under
ST ANTHONY'S COLLEGE	116	50	43.10%	Under
BISHOP'S CENTENARY COLLEGE POS	89	41	46.07%	Under
BELMONT SECONDARY SCHOOL	61	31	50.82%	Under
CORPUS CHRISTI COLLEGE	53	30	56.60%	Above
ST JAMES SECONDARY SCHOOL	102	58	56.86%	Above
DIEGO MARTIN CENTRAL SECONDARY SCHOOL	109	68	62.39%	Above
BELMONT BOYS' SECONDARY SCHOOL	76	48	63.16%	Above
TRINITY COLLEGE MARAVAL	78	52	66.67%	Above

SCHOOL	Number of Students Attempting 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2020
WOODBROOK SECONDARY SCHOOL	96	67	69.79%	Above
ST MARY'S COLLEGE	147	126	85.71%	Above
PROVIDENCE GIRLS' SECONDARY SCHOOL	101	92	91.09%	Above
BISHOP ANSTEY HIGH SCHOOL	116	109	93.97%	Above
ST FRANCOIS GIRLS' COLLEGE	125	118	94.40%	Above
QUEEN'S ROYAL COLLEGE	140	135	96.43%	Above
ST JOSEPH'S CONVENT - PORT OF SPAIN	123	121	98.37%	Above
FATIMA COLLEGE	143	141	98.60%	Above
HOLY NAME CONVENT PORT OF SPAIN	108	108	100.00%	Above
National Average	14508	7984	55.03%	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2019

SCHOOL	Number of Students Attempting 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2019
MORVANT/LAVENTILLE SECONDARY SCHOOL	26	0	0.00%	Under
RUSSELL LATAPY SECONDARY SCHOOL	9	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160201	3	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160202	9	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160203	4	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160210	10	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160211	4	0	0.00%	Under
EAST MUCURAPO SECONDARY SCHOOL	65	1	1.54%	Under
MUCURAPO WEST SECONDARY SCHOOL	42	1	2.38%	Under
SUCCESS/LAVENTILLE SECONDARY SCHOOL	105	6	5.71%	Under
DIEGO MARTIN NORTH SECONDARY SCHOOL	62	6	9.68%	Under
TRANQUILLITY SECONDARY SCHOOL	112	19	16.96%	Under
BELMONT SECONDARY SCHOOL	54	11	20.37%	Under
SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL	124	28	22.58%	Under
CORPUS CHRISTI COLLEGE	55	14	25.45%	Under
ST ANTHONY'S COLLEGE	106	28	26.42%	Under
TRINIDAD & TOBAGO PRIVATE 160204	18	5	27.78%	Under
BISHOP'S CENTENARY COLLEGE POS	78	22	28.21%	Under
ST JAMES SECONDARY SCHOOL	86	31	36.05%	Under
WOODBROOK SECONDARY SCHOOL	104	62	59.62%	Above
DIEGO MARTIN CENTRAL SECONDARY SCHOOL	97	58	59.79%	Above
TRINITY COLLEGE MARAVAL	104	66	63.46%	Above
BELMONT BOYS' SECONDARY SCHOOL	67	52	77.61%	Above

SCHOOL	Number of Students Attempting 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2019
<i>PROVIDENCE GIRLS' SECONDARY SCHOOL</i>	104	89	85.58%	Above
<i>ST FRANCOIS GIRLS' COLLEGE</i>	138	120	86.96%	Above
<i>ST MARY'S COLLEGE</i>	165	147	89.09%	Above
<i>FATIMA COLLEGE</i>	138	124	89.86%	Above
<i>QUEEN'S ROYAL COLLEGE</i>	140	127	90.71%	Above
<i>BISHOP ANSTEY HIGH SCHOOL</i>	116	110	94.83%	Above
<i>ST JOSEPH'S CONVENT - PORT OF SPAIN</i>	125	120	96.00%	Above
HOLY NAME CONVENT PORT OF SPAIN	103	101	98.06%	Above
National Average	13342	7169	53.73%	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2018

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2018
<i>TRINIDAD & TOBAGO PRIVATE 160202</i>	4	0	0.00%	Under
<i>MUCURAPO WEST SECONDARY SCHOOL</i>	59	2	3.39%	Under
<i>MORVANT/LAVENTILLE SECONDARY SCHOOL</i>	23	1	4.35%	Under
<i>RUSSELL LATAPY SECONDARY SCHOOL</i>	16	1	6.25%	Under
<i>TRANQUILLITY SECONDARY SCHOOL</i>	114	8	7.02%	Under
<i>SUCCESS/LAVENTILLE SECONDARY SCHOOL</i>	108	13	12.04%	Under
<i>MUCURAPO EAST SECONDARY SCHOOL</i>	85	11	12.94%	Under
<i>DIEGO MARTIN NORTH SECONDARY SCHOOL</i>	64	9	14.06%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160210</i>	6	1	16.67%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160204</i>	10	2	20.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160201</i>	4	1	25.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160203</i>	12	3	25.00%	Under
<i>BELMONT SECONDARY SCHOOL</i>	60	17	28.33%	Under
<i>BISHOP'S CENTENARY COLLEGE POS</i>	74	22	29.73%	Under
<i>SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL</i>	112	37	33.04%	Under
<i>CORPUS CHRISTI COLLEGE</i>	59	20	33.90%	Under
<i>ST ANTHONY'S COLLEGE</i>	102	35	34.31%	Under
<i>ST JAMES SECONDARY SCHOOL</i>	88	32	36.36%	Under
<i>BELMONT BOYS' SECONDARY SCHOOL</i>	72	33	45.83%	Under
<i>DIEGO MARTIN CENTRAL SECONDARY SCHOOL</i>	99	63	63.64%	Above
<i>TRINITY COLLEGE MARAVAL</i>	80	56	70.00%	Above
<i>WOODBROOK SECONDARY SCHOOL</i>	105	74	70.48%	Above

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2018
<i>ST FRANCOIS GIRLS' COLLEGE</i>	122	112	91.80%	Above
<i>ST MARY'S COLLEGE</i>	167	154	92.22%	Above
<i>QUEEN'S ROYAL COLLEGE</i>	132	122	92.42%	Above
<i>PROVIDENCE GIRLS' SECONDARY SCHOOL</i>	98	91	92.86%	Above
<i>FATIMA COLLEGE</i>	146	138	94.52%	Above
<i>BISHOP ANSTEY HIGH SCHOOL</i>	116	112	96.55%	Above
<i>HOLY NAME CONVENT PORT OF SPAIN</i>	108	107	99.07%	Above
<i>ST JOSEPH'S CONVENT - PORT OF SPAIN</i>	117	117	100.00%	Above
National Average	13048	7383	56.58%	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2017

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2017
<i>RUSSELL LATAPY SECONDARY SCHOOL</i>	7	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160201</i>	4	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160202</i>	4	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160203</i>	4	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160210</i>	6	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160211</i>	1	0	0.00%	Under
<i>DIEGO MARTIN NORTH SECONDARY SCHOOL</i>	74	1	1.35%	Under
<i>MUCURAPO WEST SECONDARY SCHOOL</i>	99	3	3.03%	Under
<i>MORVANT/LAVENTILLE SECONDARY SCHOOL</i>	27	1	3.70%	Under
<i>MUCURAPO EAST SECONDARY SCHOOL</i>	68	6	8.82%	Under
<i>SUCCESS/LAVENTILLE SECONDARY SCHOOL</i>	120	11	9.17%	Under
<i>TRANQUILLITY SECONDARY SCHOOL</i>	112	15	13.39%	Under
<i>BELMONT SECONDARY SCHOOL</i>	57	9	15.79%	Under
<i>BISHOP'S CENTENARY COLLEGE POS</i>	82	23	28.05%	Under
<i>ST JAMES SECONDARY SCHOOL</i>	99	36	36.36%	Under
<i>ST ANTHONY'S COLLEGE</i>	98	36	36.73%	Under
<i>SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL</i>	103	40	38.83%	Under
<i>BELMONT BOYS' SECONDARY SCHOOL</i>	72	32	44.44%	Under
<i>CORPUS CHRISTI COLLEGE</i>	74	35	47.30%	Under
<i>TRINITY COLLEGE MARAVAL</i>	73	40	54.79%	Above
<i>WOODBROOK SECONDARY SCHOOL</i>	102	60	58.82%	Above
<i>DIEGO MARTIN CENTRAL SECONDARY SCHOOL</i>	107	63	58.88%	Above

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2017
FATIMA COLLEGE	131	113	86.26%	Above
QUEEN'S ROYAL COLLEGE	128	112	87.50%	Above
ST FRANCOIS GIRLS' COLLEGE	122	108	88.52%	Above
ST MARY'S COLLEGE	167	151	90.42%	Above
PROVIDENCE GIRLS' SECONDARY SCHOOL	107	98	91.59%	Above
BISHOP ANSTEY HIGH SCHOOL	116	114	98.28%	Above
HOLY NAME CONVENT PORT OF SPAIN	108	107	99.07%	Above
ST JOSEPH'S CONVENT - PORT OF SPAIN	119	118	99.16%	Above
National Average	13089	6833	52.20%	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2016

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2016
MORVANT/LAVENTILLE SECONDARY SCHOOL	20	0	0.00%	Under
RUSSELL LATAPY SECONDARY SCHOOL	10	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160202	5	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160210	6	0	0.00%	Under
TRINIDAD & TOBAGO PRIVATE 160211	3	0	0.00%	Under
MUCURAPO WEST SECONDARY SCHOOL	67	4	5.97%	Under
MUCURAPO EAST SECONDARY SCHOOL	36	3	8.33%	Under
BELMONT SECONDARY SCHOOL	55	9	16.36%	Under
SUCCESS/LAVENTILLE SECONDARY SCHOOL	133	22	16.54%	Under
DIEGO MARTIN NORTH SECONDARY SCHOOL	48	8	16.67%	Under
TRANQUILLITY SECONDARY SCHOOL	94	19	20.21%	Under
TRINIDAD & TOBAGO PRIVATE 160201	14	4	28.57%	Under
BISHOP'S CENTENARY COLLEGE POS	57	17	29.82%	Under
BELMONT BOYS' SECONDARY SCHOOL	65	26	40.00%	Under
SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL	122	49	40.16%	Under
ST ANTHONY'S COLLEGE	110	45	40.91%	Under
ST JAMES SECONDARY SCHOOL	83	37	44.58%	Under
CORPUS CHRISTI COLLEGE	42	19	45.24%	Under
DIEGO MARTIN CENTRAL SECONDARY SCHOOL	101	54	53.47%	Under
WOODBROOK SECONDARY SCHOOL	101	64	63.37%	Above
TRINITY COLLEGE MARAVAL	72	46	63.89%	Above
FATIMA COLLEGE	136	116	85.29%	Above

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2016
QUEEN'S ROYAL COLLEGE	125	113	90.40%	Above
PROVIDENCE GIRLS' SECONDARY SCHOOL	93	85	91.40%	Above
ST FRANCOIS GIRLS' COLLEGE	129	120	93.02%	Above
HOLY NAME CONVENT PORT OF SPAIN	105	101	96.19%	Above
ST MARY'S COLLEGE	173	168	97.11%	Above
BISHOP ANSTEY HIGH SCHOOL	108	106	98.15%	Above
ST JOSEPH'S CONVENT - PORT OF SPAIN	125	125	100.00%	Above
TRINIDAD & TOBAGO PRIVATE 160203	1	1	100.00%	Above
National Average	12439	6684	53.73%	

PORT OF SPAIN & ENVIRONS SCHOOL COMPARISON TO NATIONAL AVERAGE FOR CSEC 2015

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2015
<i>MORVANT/LAVENTILLE SECONDARY SCHOOL</i>	22	0	0.00%	Under
<i>RUSSELL LATAPY SECONDARY SCHOOL</i>	8	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160202</i>	2	0	0.00%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160211</i>	0	0	0.00%	Under
<i>MUCURAPO WEST SECONDARY SCHOOL</i>	57	1	1.75%	Under
<i>DIEGO MARTIN FINISHING SCHOOL</i>	15	1	6.67%	Under
<i>SUCCESS/LAVENTILLE SECONDARY SCHOOL</i>	127	16	12.60%	Under
<i>TRANQUILLITY SECONDARY SCHOOL</i>	126	16	12.70%	Under
<i>DIEGO MARTIN NORTH SECONDARY SCHOOL</i>	47	7	14.89%	Under
<i>MUCURAPO EAST SECONDARY SCHOOL</i>	45	8	17.78%	Under
<i>BELMONT SECONDARY SCHOOL</i>	28	6	21.43%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160203</i>	6	2	33.33%	Under
<i>ST JAMES SECONDARY SCHOOL</i>	87	30	34.48%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160201</i>	11	4	36.36%	Under
<i>SOUTH EAST PORT-OF-SPAIN SECONDARY SCHOOL</i>	121	47	38.84%	Under
<i>TRINIDAD & TOBAGO PRIVATE 160210</i>	5	2	40.00%	Under
<i>BISHOP'S CENTENARY COLLEGE POS</i>	60	27	45.00%	Under
<i>BELMONT BOYS' SECONDARY SCHOOL</i>	65	34	52.31%	Under
<i>ST ANTHONY'S COLLEGE</i>	96	55	57.29%	Above
<i>CORPUS CHRISTI COLLEGE</i>	44	26	59.09%	Above
<i>WOODBROOK SECONDARY SCHOOL</i>	85	53	62.35%	Above
<i>DIEGO MARTIN CENTRAL SECONDARY SCHOOL</i>	96	60	62.50%	Above
<i>TRINITY COLLEGE MARAVAL</i>	74	52	70.27%	Above
<i>QUEEN'S ROYAL COLLEGE</i>	126	112	88.89%	Above

SCHOOL	Number of Students Attempted 5 Subjects Including Mathematics and English Language	Number of Students Attaining 5 Subjects Including Mathematics and English Language	Percentage of Students Attaining 5 Subjects Including Mathematics and English Language	Comparison to National Average for 2015
<i>PROVIDENCE GIRLS' SECONDARY SCHOOL</i>	100	89	89.00%	Above
<i>ST FRANCOIS GIRLS' COLLEGE</i>	119	110	92.44%	Above
<i>ST MARY'S COLLEGE</i>	170	161	94.71%	Above
<i>FATIMA COLLEGE</i>	138	131	94.93%	Above
<i>BISHOP ANSTEY HIGH SCHOOL</i>	105	101	96.19%	Above
<i>HOLY NAME CONVENT PORT OF SPAIN</i>	105	102	97.14%	Above
<i>ST JOSEPH'S CONVENT - PORT OF SPAIN</i>	115	115	100.00%	Above
National Average	12167	6574	54.03%	

APPENDIX VI

Student Performance in Terminal Examinations in Primary and Secondary Schools for the period 2010- 2020

Table 1: Mean SEA Raw Score by Education District 2010-2020

YE A R	DISTRICT	AUTHORITY	MATHEMATICS	LANGUAGE_ ARTS	CREATIVE_ WRITING	TOTAL
2010	CARONI	DENOM	69.08	60.73	12.31	206.39
2010	NORTH EASTERN	DENOM	59.71	53.07	11.08	196.00
2010	PORT-OF-SPAIN	DENOM	59.95	55.87	11.24	197.54
2010	SOUTH EASTERN	DENOM	62.65	54.67	11.09	198.42
2010	ST. GEORGE EAST	DENOM	63.74	58.66	11.94	201.89
2010	ST. PATRICK	DENOM	63.79	56.40	11.47	200.32
2010	TOBAGO	DENOM	52.96	51.61	10.39	190.49
2010	VICTORIA	DENOM	66.88	60.71	12.81	205.77
2010	OVERALL	DENOM	62.35	56.47	11.54	199.60
2010	CARONI	GOV	66.55	58.18	11.96	203.36
2010	NORTH EASTERN	GOV	47.25	43.08	9.43	182.26
2010	PORT-OF-SPAIN	GOV	47.06	45.25	9.30	182.88
2010	SOUTH EASTERN	GOV	53.15	47.14	9.63	187.69
2010	ST. GEORGE EAST	GOV	55.63	51.99	10.43	192.27
2010	ST. PATRICK	GOV	56.20	50.12	10.30	191.66
2010	TOBAGO	GOV	51.00	49.54	9.28	186.96
2010	VICTORIA	GOV	63.02	57.18	11.88	200.76
2010	OVERALL	GOV	54.98	50.31	10.28	190.98
2011	CARONI	DENOM	73.93	61.38	11.03	146.33
2011	NORTH EASTERN	DENOM	64.36	55.87	10.10	130.33
2011	PORT-OF-SPAIN	DENOM	63.11	56.22	10.06	129.38
2011	SOUTH EASTERN	DENOM	66.09	55.21	9.65	130.95
2011	ST. GEORGE EAST	DENOM	68.60	59.14	11.29	139.03
2011	ST. PATRICK	DENOM	71.31	59.48	10.30	141.08
2011	TOBAGO	DENOM	60.43	53.99	9.44	123.87
2011	VICTORIA	DENOM	72.49	63.21	11.57	147.27
2011	OVERALL	DENOM	67.54	58.06	10.43	136.03
2011	CARONI	GOV	69.31	59.24	10.81	139.37
2011	NORTH EASTERN	GOV	50.39	45.22	7.92	103.53
2011	PORT-OF-SPAIN	GOV	53.10	47.62	7.77	108.49
2011	SOUTH EASTERN	GOV	63.11	51.73	9.96	124.80
2011	ST. GEORGE EAST	GOV	59.80	52.88	9.54	122.22
2011	ST. PATRICK	GOV	58.52	50.84	9.13	118.50
2011	TOBAGO	GOV	62.28	51.83	8.99	123.10
2011	VICTORIA	GOV	67.71	59.42	10.98	138.11
2011	OVERALL	GOV	60.53	52.35	9.39	122.26
2012	CARONI	DENOM	71.66	59.19	12.49	143.35
2012	NORTH EASTERN	DENOM	67.25	54.54	11.52	133.31
2012	PORT-OF- SPAIN	DENOM	64.97	55.12	11.41	131.50

2012	SOUTH EASTERN	DENOM	69.20	55.83	12.50	137.53
2012	ST. GEORGE EAST	DENOM	69.02	58.82	12.35	140.19
2012	ST. PATRICK	DENOM	68.96	55.97	11.72	136.64
2012	TOBAGO	DENOM	59.35	52.43	10.99	122.76
2012	VICTORIA	DENOM	74.35	63.78	13.38	151.51
2012	OVERALL	DENOM	68.09	56.96	12.05	137.10
2012	CARONI	GOV	70.90	57.99	12.24	141.14
2012	NORTH EASTERN	GOV	57.73	46.84	10.57	115.14
2012	PORT-OF- SPAIN	GOV	57.96	48.40	10.29	116.66
2012	SOUTH EASTERN	GOV	58.10	48.60	11.12	117.82
2012	ST. GEORGE EAST	GOV	61.25	51.51	11.48	124.24
2012	ST. PATRICK	GOV	61.15	49.66	10.77	121.57
2012	TOBAGO	GOV	60.97	51.88	10.84	123.68
2012	VICTORIA	GOV	70.54	59.15	12.55	142.24
2012	OVERALL	GOV	62.33	51.75	11.23	125.31
2013	CARONI	DENOM	63.41	60.53	12.69	136.64
2013	NORTH EASTERN	DENOM	56.89	54.89	11.95	123.73
2013	PORT-OF-SPAIN	DENOM	54.85	55.91	11.82	122.58
2013	SOUTH EASTERN	DENOM	60.25	55.51	12.22	127.98
2013	ST. GEORGE EAST	DENOM	61.32	59.50	12.60	133.41
2013	ST. PATRICK	DENOM	60.65	57.69	12.51	130.85
2013	TOBAGO	DENOM	54.63	54.54	11.24	120.41
2013	VICTORIA	DENOM	66.59	63.98	13.52	144.09
2013	OVERALL	DENOM	59.82	57.82	12.32	129.96
2013	CARONI	GOV	61.93	60.10	12.52	134.55
2013	NORTH EASTERN	GOV	44.31	46.81	10.71	101.84
2013	PORT-OF-SPAIN	GOV	49.04	49.60	10.50	109.14
2013	SOUTH EASTERN	GOV	55.97	54.16	11.37	121.49
2013	ST. GEORGE EAST	GOV	51.16	52.28	11.37	114.81

2013	ST. PATRICK	GOV	56.92	54.97	11.86	123.74
2013	TOBAGO	GOV	53.90	52.36	10.84	117.10
2013	VICTORIA	GOV	62.96	60.22	12.91	136.09
2013	OVERALL	GOV	54.52	53.81	11.51	119.84
2013	CARONI	DENOM	63.41	60.53	12.69	136.64
2013	NORTH EASTERN	DENOM	56.89	54.89	11.95	123.73
2013	PORT-OF-SPAIN	DENOM	54.85	55.91	11.82	122.58
2013	SOUTH EASTERN	DENOM	60.25	55.51	12.22	127.98
2013	ST. GEORGE EAST	DENOM	61.32	59.50	12.60	133.41
2013	ST. PATRICK	DENOM	60.65	57.69	12.51	130.85
2013	TOBAGO	DENOM	54.63	54.54	11.24	120.41
2013	VICTORIA	DENOM	66.59	63.98	13.52	144.09
2013	OVERALL	DENOM	59.82	57.82	12.32	129.96
2013	CARONI	GOV	61.93	60.10	12.52	134.55
2013	NORTH EASTERN	GOV	44.31	46.81	10.71	101.84
2013	PORT-OF-SPAIN	GOV	49.04	49.60	10.50	109.14
2013	SOUTH EASTERN	GOV	55.97	54.16	11.37	121.49
2013	ST. GEORGE EAST	GOV	51.16	52.28	11.37	114.81
2013	ST. PATRICK	GOV	56.92	54.97	11.86	123.74
2013	TOBAGO	GOV	53.90	52.36	10.84	117.10
2013	VICTORIA	GOV	62.96	60.22	12.91	136.09
2013	OVERALL	GOV	54.52	53.81	11.51	119.84
2015	CARONI	DENOM	62.38	63.42	14.92	140.72
2015	NORTH EASTERN	DENOM	59.07	59.98	14.34	133.39
2015	PORT-OF-SPAIN	DENOM	56.31	58.87	13.86	129.03
2015	SOUTH EASTERN	DENOM	56.65	57.13	13.65	127.42
2015	ST. GEORGE EAST	DENOM	61.21	62.56	14.30	138.07
2015	ST. PATRICK	DENOM	61.88	61.41	15.34	138.64
2015	TOBAGO	DENOM	54.93	56.90	13.64	125.47

2015	VICTORIA	DENOM	67.65	67.77	16.09	151.51
2015	OVERALL	DENOM	60.01	61.00	14.52	135.53
2015	CARONI	GOV	63.55	64.28	14.85	142.68
2015	NORTH EASTERN	GOV	43.56	45.49	12.86	101.91
2015	PORT-OF-SPAIN	GOV	46.28	49.55	12.42	108.25
2015	SOUTH EASTERN	GOV	59.00	58.38	13.38	130.76
2015	ST. GEORGE EAST	GOV	54.34	56.70	13.80	124.84
2015	ST. PATRICK	GOV	51.97	54.25	13.79	120.01
2015	TOBAGO	GOV	52.78	56.99	14.05	123.82
2015	VICTORIA	GOV	62.20	63.34	15.69	141.22
2015	OVERALL	GOV	54.21	56.12	13.85	124.19
2016	CARONI	DENOM	63.14	56.60	14.82	134.56
2016	NORTH EASTERN	DENOM	57.03	51.03	14.52	122.58
2016	PORT-OF-SPAIN	DENOM	55.53	51.60	13.61	120.74
2016	SOUTH EASTERN	DENOM	61.16	54.12	14.37	129.65
2016	ST. GEORGE EAST	DENOM	62.79	57.26	14.56	134.62
2016	ST. PATRICK	DENOM	61.55	55.23	14.85	131.63
2016	TOBAGO	DENOM	56.48	51.83	13.91	122.22
2016	VICTORIA	DENOM	67.83	61.28	16.14	145.25
2016	OVERALL	DENOM	60.69	54.87	14.60	130.15
2016	CARONI	GOV	63.09	55.86	14.91	133.86
2016	NORTH EASTERN	GOV	46.11	42.80	13.09	102.00
2016	PORT-OF-SPAIN	GOV	48.96	46.41	12.66	108.03
2016	SOUTH EASTERN	GOV	55.94	48.68	14.66	119.29
2016	ST. GEORGE EAST	GOV	55.35	51.20	13.73	120.27
2016	ST. PATRICK	GOV	54.44	49.83	14.20	118.48
2016	TOBAGO	GOV	55.12	51.91	14.83	121.86
2016	VICTORIA	GOV	61.78	56.94	15.60	134.32
2016	OVERALL	GOV	55.10	50.45	14.21	119.76

2017	CARONI	DENOM	60.74	65.44	11.34	137.53
2017	NORTH EASTERN	DENOM	52.85	59.45	10.17	122.47
2017	PORT-OF-SPAIN	DENOM	54.79	62.01	10.16	126.96
2017	SOUTH EASTERN	DENOM	56.61	60.94	10.42	127.96
2017	ST. GEORGE EAST	DENOM	59.78	65.59	11.09	136.46
2017	ST. PATRICK	DENOM	61.24	65.45	11.01	137.70
2017	TOBAGO	DENOM	53.05	60.90	9.86	123.81
2017	VICTORIA	DENOM	65.06	69.74	12.07	146.87
2017	OVERALL	DENOM	58.02	63.69	10.77	132.47
2017	CARONI	GOV	55.45	62.39	11.01	128.85
2017	NORTH EASTERN	GOV	44.84	51.82	9.17	105.83
2017	PORT-OF-SPAIN	GOV	44.50	53.28	8.93	106.71
2017	SOUTH EASTERN	GOV	55.21	58.58	9.94	123.72
2017	ST. GEORGE EAST	GOV	51.05	57.94	9.91	118.90
2017	ST. PATRICK	GOV	52.95	57.30	10.20	120.45
2017	TOBAGO	GOV	47.66	55.70	8.96	112.32
2017	VICTORIA	GOV	57.60	63.72	10.74	132.06
2017	OVERALL	GOV	51.16	57.59	9.86	118.60
2018	CARONI	DENOM	61.48	58.95	11.51	131.94
2018	NORTH EASTERN	DENOM	53.83	54.24	10.13	118.19
2018	PORT-OF-SPAIN	DENOM	54.12	55.05	10.43	119.59
2018	SOUTH EASTERN	DENOM	57.65	54.74	10.92	123.31
2018	ST. GEORGE EAST	DENOM	61.54	60.23	11.72	133.48
2018	ST. PATRICK	DENOM	59.07	57.30	10.63	127.00
2018	TOBAGO	DENOM	51.40	53.08	9.59	114.08
2018	VICTORIA	DENOM	66.33	64.70	12.36	143.39
2018	OVERALL	DENOM	58.18	57.29	10.91	126.37
2018	CARONI	GOV	60.89	58.33	11.26	130.48
2018	NORTH EASTERN	GOV	44.17	44.65	9.12	97.94

2018	PORT-OF-SPAIN	GOV	48.45	49.46	9.85	107.76
2018	SOUTH EASTERN	GOV	50.48	48.61	9.55	108.63
2018	ST. GEORGE EAST	GOV	52.90	53.51	10.34	116.76
2018	ST. PATRICK	GOV	52.18	49.59	9.57	111.33
2018	TOBAGO	GOV	50.65	52.65	9.25	112.56
2018	VICTORIA	GOV	56.20	55.60	10.17	121.97
2018	OVERALL	GOV	51.99	51.55	9.89	113.43
2019	CARONI	DENOM	55.92	55.64	10.31	121.87
2019	NORTH EASTERN	DENOM	51.12	52.45	9.67	113.24
2019	PORT-OF-SPAIN	DENOM	49.26	50.85	9.17	109.28
2019	SOUTH EASTERN	DENOM	50.38	50.10	9.50	109.97
2019	ST. GEORGE EAST	DENOM	54.80	55.38	10.08	120.27
2019	ST. PATRICK	DENOM	55.72	54.30	10.56	120.57
2019	TOBAGO	DENOM	48.55	50.96	9.52	109.04
2019	VICTORIA	DENOM	61.28	60.40	11.12	132.81
2019	OVERALL	DENOM	53.38	53.76	9.99	117.13
2019	CARONI	GOV	54.05	54.22	10.45	118.72
2019	NORTH EASTERN	GOV	43.70	42.82	8.15	94.67
2019	PORT-OF-SPAIN	GOV	42.18	44.05	8.83	95.07
2019	SOUTH EASTERN	GOV	47.07	45.71	8.61	101.38
2019	ST. GEORGE EAST	GOV	45.80	47.54	9.23	102.58
2019	ST. PATRICK	GOV	48.10	46.81	9.59	104.50
2019	TOBAGO	GOV	47.21	48.72	9.58	105.50
2019	VICTORIA	GOV	54.82	55.05	10.04	119.91
2019	OVERALL	GOV	47.87	48.11	9.31	105.29
2020	CARONI	DENOM	56.13	61.90	12.04	130.07
2020	NORTH EASTERN	DENOM	48.17	57.68	10.91	116.76
2020	PORT-OF-SPAIN	DENOM	50.36	60.04	10.94	121.33
2020	SOUTH EASTERN	DENOM	51.36	58.03	10.92	120.31

2020	ST. GEORGE EAST	DENOM	55.82	62.83	11.91	130.55
2020	ST. PATRICK	DENOM	52.40	59.69	11.31	123.40
2020	TOBAGO	DENOM	48.09	59.89	10.54	118.52
2020	VICTORIA	DENOM	60.41	66.84	12.43	139.68
2020	OVERALL	DENOM	52.84	60.86	11.37	125.08
2020	CARONI	GOV	53.74	60.50	11.24	125.49
2020	NORTH EASTERN	GOV	37.24	44.58	9.79	91.61
2020	PORT-OF-SPAIN	GOV	43.79	52.98	10.21	106.98
2020	SOUTH EASTERN	GOV	46.49	53.43	9.86	109.78
2020	ST. GEORGE EAST	GOV	47.08	56.19	10.89	114.17
2020	ST. PATRICK	GOV	45.31	53.13	10.15	108.59
2020	TOBAGO	GOV	42.73	56.13	9.94	108.80
2020	VICTORIA	GOV	50.78	60.49	11.16	122.43
2020	OVERALL	GOV	45.89	54.68	10.41	110.98

Table 2: Percentage of Students passing 5 or more CSEC subjects including Math and English 2010- 2020

YEAR	DISTRICT	No. Writing (Gov't)	No. passing 5 or more with M&E (Gov't)	% passing 5 or more passed with M&E (Gov't)	No. Writing (Gov't Asst)	No. passing 5 or more with M&E (Gov't Asst)	% 5 or more passed with M&E (Gov't Asst)
2020	CARONI	1176	384	32.65%	841	687	81.69%
	NORTH EASTERN	1270	387	30.47%	225	124	55.11%
	PORT OF SPAIN	1679	562	33.47%	1038	847	81.60%
	SOUTH EASTERN	1128	391	34.66%	300	225	75.00%
	ST GEORGE EAST	2133	660	30.94%	948	862	90.93%
	ST PATRICK	991	303	30.58%	550	370	67.27%
	TOBAGO	626	185	29.55%	266	140	52.63%
	VICTORIA	1089	415	38.11%	1070	900	84.11%
2020	Grand Total	10092	3287	32.57%	5238	4155	79.32%
2019	CARONI	1188	388	32.66%	836	667	79.78%
	NORTH EASTERN	1250	307	24.56%	274	151	55.11%
	PORT OF SPAIN	1524	470	30.84%	1063	837	78.74%
	SOUTH EASTERN	1168	306	26.20%	306	208	67.97%
	ST GEORGE EAST	2005	445	22.19%	961	820	85.33%
	ST PATRICK	980	234	23.88%	618	327	52.91%
	TOBAGO	631	146	23.14%	265	174	65.66%
	VICTORIA	1090	337	30.92%	1057	897	84.86%
2019	Grand Total	9836	2633	26.77%	5380	4081	75.86%
2018	CARONI	1134	397	35.01%	839	639	76.16%
	NORTH EASTERN	1245	315	25.30%	234	129	55.13%
	PORT OF SPAIN	1569	502	31.99%	1060	843	79.53%
	SOUTH EASTERN	1102	304	27.59%	279	210	75.27%
	ST GEORGE EAST	1909	454	23.78%	962	836	86.90%
	ST PATRICK	983	268	27.26%	573	338	58.99%
	TOBAGO	645	147	22.79%	247	127	51.42%
	VICTORIA	1061	435	41.00%	1075	897	83.44%
2018	Grand Total	9648	2822	29.25%	5269	4019	76.28%
2017	CARONI	1138	357	31.37%	799	611	76.47%
	NORTH EASTERN	1215	260	21.40%	231	128	55.41%

YEAR	DISTRICT	No. Writing (Govt)	No. passing 5 or more with M&E (Govt)	% passing 5 or more passed with M&E (Govt)	No. Writing (Gov't Asst)	No. passing 5 or more with M&E (Gov't Asst)	% 5 or more passed with M&E (Gov't Asst)
	PORT OF SPAIN	1605	465	28.97%	1030	809	78.54%
	SOUTH EASTERN	1097	267	24.34%	275	185	67.27%
	ST GEORGE EAST	1875	489	26.08%	914	821	89.82%
	ST PATRICK	1017	220	21.63%	585	348	59.49%
	TOBAGO	646	124	19.20%	238	122	51.26%
	VICTORIA	974	351	36.04%	1054	836	79.32%
2017	Grand Total	9567	2533	26.48%	5126	3860	75.30%
2016	CARONI	1034	336	32.50%	939	634	67.52%
	NORTH EASTERN	1125	228	20.27%	176	112	63.64%
	PORT OF SPAIN	1458	502	34.43%	1045	818	78.28%
	SOUTH EASTERN	1146	307	26.79%	303	220	72.61%
	ST GEORGE EAST	1842	422	22.91%	941	789	83.85%
	ST PATRICK	882	177	20.07%	578	336	58.13%
	TOBAGO	601	120	19.97%	247	113	45.75%
	VICTORIA	976	310	31.76%	1102	852	77.31%
2016	Grand Total	9064	2402	26.50%	5331	3874	72.67%
2015	CARONI	1021	365	35.75%	789	593	75.16%
	NORTH EASTERN	1068	268	25.09%	171	93	54.39%
	PORT OF SPAIN	1536	466	30.34%	1012	840	83.00%
	SOUTH EASTERN	1018	239	23.48%	277	201	72.56%
	ST GEORGE EAST	1884	455	24.15%	950	797	83.89%
	ST PATRICK	914	154	16.85%	526	332	63.12%
	TOBAGO	585	105	17.95%	242	114	47.11%
	VICTORIA	931	305	32.76%	1123	846	75.33%
2015	Grand Total	8957	2357	26.31%	5090	3816	74.97%
2014	CARONI	1048	264	25.19%	803	587	73.10%
	NORTH EASTERN	975	206	21.13%	187	96	51.34%
	PORT OF SPAIN	1554	438	28.19%	1052	830	78.90%
	SOUTH EASTERN	1061	268	25.26%	282	196	69.50%
	ST GEORGE EAST	1944	405	20.83%	941	813	86.40%
	ST PATRICK	943	157	16.65%	518	310	59.85%
	TOBAGO	653	122	18.68%	268	114	42.54%

YEAR	DISTRICT	No. Writing (Govt)	No. passing 5 or more with M&E (Govt)	% passing 5 or more passed with M&E (Govt)	No. Writing (Gov't Asst)	No. passing 5 or more with M&E (Gov't Asst)	% 5 or more passed with M&E (Gov't Asst)
	VICTORIA	989	266	26.90%	1068	792	74.16%
2014	Grand Total	9167	2126	23.19%	5119	3738	73.02%
2013	CARONI	1144	278	24.30%	775	471	60.77%
	NORTH EASTERN	1096	177	16.15%	158	83	52.53%
	PORT OF SPAIN	1475	338	22.92%	1019	731	71.74%
	SOUTH EASTERN	1128	254	22.52%	304	180	59.21%
	ST GEORGE EAST	1945	333	17.12%	932	741	79.51%
	ST PATRICK	957	123	12.85%	533	293	54.97%
	TOBAGO	608	92	15.13%	312	99	31.73%
	VICTORIA	1010	222	21.98%	1027	766	74.59%
2013	Grand Total	9363	1817	19.41%	5060	3364	66.48%
2012	CARONI	1159	258	22.26%	745	401	53.83%
	NORTH EASTERN	1112	175	15.74%	191	89	46.60%
	PORT OF SPAIN	1483	345	23.26%	1062	760	71.56%
	SOUTH EASTERN	1143	190	16.62%	282	164	58.16%
	ST GEORGE EAST	1804	334	18.51%	920	722	78.48%
	ST PATRICK	962	101	10.50%	507	236	46.55%
	TOBAGO	685	63	9.20%	332	108	32.53%
	VICTORIA	1122	199	17.74%	1014	719	70.91%
2012	Grand Total	9470	1665	17.58%	5053	3199	63.31%
2011	CARONI	1238	286	23.10%	756	498	65.87%
	NORTH EASTERN	1226	208	16.97%	155	69	44.52%
	PORT OF SPAIN	1654	437	26.42%	1087	796	73.23%
	SOUTH EASTERN	1345	258	19.18%	288	179	62.15%
	ST GEORGE EAST	2028	369	18.20%	918	766	83.44%
	ST PATRICK	1023	175	17.11%	506	270	53.36%
	TOBAGO	708	88	12.43%	353	110	31.16%
	VICTORIA	1172	277	23.63%	1023	771	75.37%
2011	Grand Total	10394	2098	20.18%	5086	3459	68.01%
2010	CARONI	1324	306	23.11%	744	467	62.77%
	NORTH EASTERN	1346	220	16.34%	140	65	46.43%
	PORT OF SPAIN	1677	484	28.86%	1088	799	73.44%

YEAR	DISTRICT	No. Writing (Govt)	No. passing 5 or more with M&E (Govt)	% passing 5 or more passed with M&E (Govt)	No. Writing (Gov't Asst)	No. passing 5 or more with M&E (Gov't Asst)	% 5 or more passed with M&E (Gov't Asst)
	SOUTH EASTERN	1440	357	24.79%	301	202	67.11%
	ST GEORGE EAST	2172	452	20.81%	898	762	84.86%
	ST PATRICK	1152	199	17.27%	479	287	59.92%
	TOBAGO	735	123	16.73%	374	137	36.63%
	VICTORIA	1316	324	24.62%	1036	809	78.09%
2010	Grand Total	11162	2465	22.08%	5060	3528	69.72%

Table 3: Percentage of Students passing Three or more CAPE Unit I subjects 2010-2020 by Education District

YEAR	DISTRICT	NUMBER PASSING 3 OR MORE SUBJECTS	NUMBER ATTEMPTED	PERCENT PASSING 3 OR MORE SUBJECTS
2020	CARONI	558	913	61.1%
2020	NORTH EASTERN	261	396	65.9%
2020	PORT OF SPAIN	887	1491	59.5%
2020	SOUTH EASTERN	313	511	61.3%
2020	ST GEORGE EAST	898	1487	60.4%
2020	ST PATRICK	408	698	58.5%
2020	TOBAGO	189	393	48.1%
2020	VICTORIA	1122	1725	65.0%
2020	Grand Total	4636	7614	60.9%
2019	CARONI	525	878	59.8%
2019	NORTH EASTERN	250	423	59.1%
2019	PORT OF SPAIN	856	1539	55.6%
2019	SOUTH EASTERN	279	480	58.1%
2019	ST GEORGE EAST	888	1447	61.4%
2019	ST PATRICK	377	737	51.2%
2019	TOBAGO	181	369	49.1%
2019	VICTORIA	999	1625	61.5%
2019	Grand Total	4355	7498	58.1%
2018	CARONI	531	852	62.3%
2018	NORTH EASTERN	254	383	66.3%
2018	PORT OF SPAIN	937	1612	58.1%
2018	SOUTH EASTERN	284	525	54.1%
2018	ST GEORGE EAST	894	1434	62.3%
2018	ST PATRICK	443	804	55.1%
2018	TOBAGO	169	340	49.7%
2018	VICTORIA	1014	1574	64.4%
2018	Grand Total	4526	7524	60.2%
2017	CARONI	563	820	68.7%
2017	NORTH EASTERN	235	348	67.5%
2017	PORT OF SPAIN	973	1629	59.7%
2017	SOUTH EASTERN	323	508	63.6%
2017	ST GEORGE EAST	958	1398	68.5%
2017	ST PATRICK	403	744	54.2%
2017	TOBAGO	167	308	54.2%
2017	VICTORIA	1062	1542	68.9%
2017	Grand Total	4684	7297	64.2%
2016	CARONI	594	846	70.2%
2016	NORTH EASTERN	223	328	68.0%
2016	PORT OF SPAIN	1003	1605	62.5%

2016	SOUTH EASTERN	286	463	61.8%
2016	ST GEORGE EAST	950	1335	71.2%
2016	ST PATRICK	413	691	59.8%
2016	TOBAGO	140	308	45.5%
2016	VICTORIA	1070	1514	70.7%
2016	Grand Total	4679	7090	66.0%
2015	CARONI	603	817	73.8%
2015	NORTH EASTERN	228	317	71.9%
2015	PORT OF SPAIN	989	1542	64.1%
2015	SOUTH EASTERN	328	511	64.2%
2015	ST GEORGE EAST	836	1231	67.9%
2015	ST PATRICK	391	715	54.7%
2015	TOBAGO	162	283	57.2%
2015	VICTORIA	1042	1479	70.5%
2015	Grand Total	4579	6895	66.4%
2014	CARONI	562	800	70.3%
2014	NORTH EASTERN	239	349	68.5%
2014	PORT OF SPAIN	982	1521	64.6%
2014	SOUTH EASTERN	304	518	58.7%
2014	ST GEORGE EAST	864	1262	68.5%
2014	ST PATRICK	398	687	57.9%
2014	TOBAGO	112	311	36.0%
2014	VICTORIA	1013	1460	69.4%
2014	Grand Total	4474	6908	64.8%
2013	CARONI	585	792	73.9%
2013	NORTH EASTERN	181	342	52.9%
2013	PORT OF SPAIN	1062	1647	64.5%
2013	SOUTH EASTERN	313	495	63.2%
2013	ST GEORGE EAST	832	1261	66.0%
2013	ST PATRICK	380	716	53.1%
2013	TOBAGO	164	326	50.3%
2013	VICTORIA	1021	1438	71.0%
2013	Grand Total	4538	7017	64.7%
2012	CARONI	547	762	71.8%
2012	NORTH EASTERN	242	359	67.4%
2012	PORT OF SPAIN	1020	1626	62.7%
2012	SOUTH EASTERN	334	556	60.1%
2012	ST GEORGE EAST	916	1295	70.7%
2012	ST PATRICK	427	735	58.1%
2012	TOBAGO	139	300	46.3%
2012	VICTORIA	1008	1580	63.8%
2012	Grand Total	4633	7213	64.2%
2011	CARONI	375	714	52.5%
2011	NORTH EASTERN	151	350	43.1%
2011	PORT OF SPAIN	712	1462	48.7%

2011	SOUTH EASTERN	307	583	52.7%
2011	ST GEORGE EAST	708	1280	55.3%
2011	ST PATRICK	346	745	46.4%
2011	TOBAGO	115	291	39.5%
2011	VICTORIA	806	1526	52.8%
2011	Grand Total	3520	6951	50.6%

Table 4: Percent of Students passing 3 or more subjects, Cape Unit II (2011-2020)

YEAR	DISTRICT	NUMBER PASSING 3 OR MORE SUBJECTS	NUMBER ATTEMPTED	PERCENT PASSING 3 OR MORE SUBJECTS
2020	CARONI	315	553	57.0%
2020	NORTH EASTERN	101	313	32.3%
2020	PORT OF SPAIN	481	861	55.9%
2020	SOUTH EASTERN	162	308	52.6%
2020	ST GEORGE EAST	596	886	67.3%
2020	ST PATRICK	218	419	52.0%
2020	TOBAGO	79	251	31.5%
2020	VICTORIA	592	980	60.4%
2020	Grand Total	2544	4571	55.7%
2019	CARONI	309	552	56.0%
2019	NORTH EASTERN	102	323	31.6%
2019	PORT OF SPAIN	532	979	54.3%
2019	SOUTH EASTERN	141	284	49.6%
2019	ST GEORGE EAST	567	793	71.5%
2019	ST PATRICK	244	460	53.0%
2019	TOBAGO	82	225	36.4%
2019	VICTORIA	602	943	63.8%
2019	Grand Total	2579	4559	56.6%
2018	CARONI	330	511	64.6%
2018	NORTH EASTERN	88	295	29.8%
2018	PORT OF SPAIN	535	949	56.4%
2018	SOUTH EASTERN	155	336	46.1%
2018	ST GEORGE EAST	604	827	73.0%
2018	ST PATRICK	218	498	43.8%
2018	TOBAGO	78	217	35.9%
2018	VICTORIA	589	878	67.1%
2018	Grand Total	2597	4511	57.6%
2017	CARONI	300	467	64.2%
2017	NORTH EASTERN	118	251	47.0%
2017	PORT OF SPAIN	531	1005	52.8%
2017	SOUTH EASTERN	138	288	47.9%
2017	ST GEORGE EAST	560	745	75.2%
2017	ST PATRICK	207	454	45.6%
2017	TOBAGO	66	174	37.9%
2017	VICTORIA	569	868	65.6%
2017	Grand Total	2489	4252	58.5%
2016	CARONI	325	502	64.7%
2016	NORTH EASTERN	81	219	37.0%
2016	PORT OF SPAIN	514	875	58.7%
2016	SOUTH EASTERN	140	261	53.6%

2016	ST GEORGE EAST	500	696	71.8%
2016	ST PATRICK	165	424	38.9%
2016	TOBAGO	57	189	30.2%
2016	VICTORIA	543	871	62.3%
2016	Grand Total	2325	4037	57.6%
2015	CARONI	289	444	65.1%
2015	NORTH EASTERN	105	227	46.3%
2015	PORT OF SPAIN	565	904	62.5%
2015	SOUTH EASTERN	158	287	55.1%
2015	ST GEORGE EAST	531	699	76.0%
2015	ST PATRICK	206	433	47.6%
2015	TOBAGO	44	132	33.3%
2015	VICTORIA	549	871	63.0%
2015	Grand Total	2447	3997	61.2%
2014	CARONI	316	489	64.6%
2014	NORTH EASTERN	77	251	30.7%
2014	PORT OF SPAIN	514	816	63.0%
2014	SOUTH EASTERN	136	268	50.7%
2014	ST GEORGE EAST	500	697	71.7%
2014	ST PATRICK	168	376	44.7%
2014	TOBAGO	75	206	36.4%
2014	VICTORIA	512	890	57.5%
2014	Grand Total	2298	3993	57.6%
2013	CARONI	287	451	63.6%
2013	NORTH EASTERN	101	268	37.7%
2013	PORT OF SPAIN	623	1013	61.5%
2013	SOUTH EASTERN	164	291	56.4%
2013	ST GEORGE EAST	529	697	75.9%
2013	ST PATRICK	204	476	42.9%
2013	TOBAGO	53	167	31.7%
2013	VICTORIA	520	935	55.6%
2013	Grand Total	2481	4298	57.7%
2012	CARONI	277	463	59.8%
2012	NORTH EASTERN	82	227	36.1%
2012	PORT OF SPAIN	512	877	58.4%
2012	SOUTH EASTERN	176	358	49.2%
2012	ST GEORGE EAST	503	735	68.4%
2012	ST PATRICK	172	449	38.3%
2012	TOBAGO	58	164	35.4%
2012	VICTORIA	603	1013	59.5%
2012	Grand Total	2383	4286	55.6%
2011	CARONI	273	413	66.1%
2011	NORTH EASTERN	109	249	43.8%
2011	PORT OF SPAIN	568	919	61.8%
2011	SOUTH EASTERN	178	327	54.4%

2011	ST GEORGE EAST	494	719	68.7%
2011	ST PATRICK	224	481	46.6%
2011	TOBAGO	89	167	53.3%
2011	VICTORIA	515	829	62.1%
2011	Grand Total	2450	4104	59.7%

