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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

APPRAISAL OF
AN EDUCATION PROJECT
IN
TRINIDAD AND TOBAGO

September 26, 1968

Projects Department

CURRENCY EQUIVALENTS

1 US\$	=	Trinidad & Tobago \$2.00
1 Trinidad and Tobago \$ (1 TT\$)	=	US\$0.50
1 Million Trinidad and Tobago Dollars	=	US\$500,000

Note: Until November 21, 1967, Currency Equivalents
were:

1 US\$	=	Trinidad & Tobago \$1.71
1 Trinidad and Tobago \$ (1 TT\$)	=	US\$0.58
1 Million Trinidad and Tobago Dollars	=	US\$583,330

APPRAISAL OF AN EDUCATION PROJECT IN TRINIDAD AND TOBAGO

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This report is based on the findings of an appraisal mission in November/December, 1967, to Trinidad and Tobago, composed of Messrs. J.J. Stewart, J.G.N. Blaxall, C. Hammerschmidt, and J.M. Holley of the Bank and Mr. R. Ganef of Unesco.

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BASIC DATA 1966 ^{1/}

Area	Trinidad	1,864	
	Tobago	<u>116</u>	
	Total	1,980	square miles
Population	Trinidad	958,000	
	Tobago	<u>36,000</u>	
	Total	994,000	
Population Density		502	per square mile
Urban Population		43	percent
Gross Domestic Product		TT\$1,195.2	million
at Factor Cost		US\$697.2	million
Composition of:	<u>GDP</u>	<u>Labor Force</u>	
Agriculture	10.0%	21.9%	
Petroleum	27.8%	5.0%	
Manufacturing	13.6%	14.8%	
Construction	5.3%	11.4%	
Government	11.4%	)	
		)46.9%	
Other	<u>31.9%</u>	)	
	100.0%	<u>100.0%</u>	
Real Growth of GDP (1960-1966)		3.4% p.a.	
(1965-1966)		2.4% p.a.	
GNP per capita		TT\$1,160	
		US\$673	
National income per capita		US\$546	
Government recurrent receipts as			
percent GDP (Market Prices)		16.9%	
Government recurrent expenditures			
as percent GDP (Market Prices)		16.1%	

^{1/} All data are for 1966 except as otherwise noted.

BASIC DATA (Cont.)

EDUCATION AND MANPOWER

	<u>Male</u>	<u>Female</u>	<u>Total</u>
School age population (5-14) ('000)	132.9	130.8	263.7
Working age population (15-64) ('000)	266.2	268.3	534.5
Labor force ^{1/} ('000)	233.9	101.2	335.1
Unemployment ^{1/}	10.7%	10.1%	10.5%
Literacy rate	over	80%	
Public and private primary school enrollment as proportion of age group 5-11		75%	
Public and private secondary school enrollment as proportion of age group 12-18		40%	
Rate of growth in population (1961-1966)		2.8% p.a.	
Rate of growth in labor force (1964-1967)		2.6% p.a.	
Rate of growth in 5-14 age group (1960-1965)		2.9% p.a.	
Total public and private expenditure on education as percent of GDP at market prices (1965 estimate)		3.3%	
Total public and private expenditure on education per capita (1965 estimate)		TT\$44.9 US\$26.0	
Total public expenditure on education as percent of government recurrent revenues		20.1%	

<u>Level of Education</u>	<u>Distribution of Public Student Enrollment</u>	<u>Distribution of Recurrent Public Expenditure on Education</u>	<u>Distribution of Attainment in Labor Force</u>
Primary Education	78.2%	68%	73%
Secondary Education	21.2%	17%	19%
Higher Education	0.6%	15%	1%
	100.0%	100%	93% ^{2/}

^{1/} According to international definitions. Trinidad and Tobago definitions give a total labor force of 350,700 and an unemployment rate of 14.4%.

^{2/} Percentages in this column refer to attendance rather than completion of education level; 7% of the labor force did not receive any formal education.

TRINIDAD AND TOBAGO

GLOSSARY

I. Schools

A. By Level of Instruction

<u>Types of Schools</u>	<u>Level of Instruction</u>
Primary	Standards 1 through 5
Post-Primary	Standards 6 and 7
Intermediate	Standards 6 and 7, and Forms 1 through 5.
Junior Secondary	Forms 1 through 3
Senior Secondary	Forms 4 through 6
General Secondary	Forms 1 through 6

B. By Ownership

	<u>Ownership and Operation</u>
Government	Owned and operated by Ministry of Education.
Assisted	Owned and operated by denominational groups but financed by Ministry of Education.
Public	Includes both government and assisted schools.
Private	Owned and operated by private organizations or individuals.

II. Examinations

General Certificate of Education, "O" Level (Ordinary Level)	Examination at the completion of Form 5 (Grade 10), set and graded by the Cambridge Board of Examiners.
General Certificate of Education, "A" Level (Advanced Level)	Examination at the completion of Form 6 (Grade 12), set and graded by the Cambridge Board of Examiners.

APPRAISAL OF AN EDUCATION PROJECT IN TRINIDAD AND TOBAGO

SUMMARY

i. The International Bank for Reconstruction and Development has been asked by the Government of Trinidad and Tobago to assist in financing the construction and equipment of:

- a primary and junior secondary school teacher training college,
- three new senior secondary comprehensive schools,
- sixteen new junior secondary schools, and
- the conversion of three existing secondary schools into senior secondary comprehensive schools.

ii. The proposed project would make possible a re-structuring of the education system of Trinidad and Tobago as the first stage of a long term education development plan: general academic studies in the lower cycle of secondary schools would be concentrated in junior secondary schools and permit the phasing out of the present inadequate post-primary system. ^{1/} Senior secondary studies would be re-oriented from the present academic program to a comprehensive type with options in agriculture, commercial subjects, home economics, and technological courses.

iii. The proposed teacher training college is part of a program to consolidate five existing small teacher training institutions into three larger, modern schools to achieve economies of scale. It would up-grade standards, providing annually about 200 trained teachers for the improvement of the primary school program and for the expansion of the junior secondary school system. The college, with an enrollment of 440 students, would increase the capacity of the present teacher training system by 65 percent and would represent 31 percent of the planned capacity of the teacher training system by 1983.

iv. The project senior comprehensive secondary schools would provide 6,400 student places, representing the only increase in the senior secondary school system until 1975. When completely full in 1974, they would enroll 27 percent of the senior secondary students and would increase the percentage of the relevant age group enrolled from the present 13.1 percent to 14.7 percent. By producing greater numbers of pupils who would be better qualified for admission to university or other post-secondary studies and more adaptable for training to fit the requirements of industry, these schools would help to meet important manpower needs in the country.

v. The project junior secondary schools would provide 15,120 new places which would be operated on two shifts of students per day. The increased enrollment of 30,240 would represent 168 percent of existing enrollment at junior secondary level and by 1974 would correspond to 57 percent of the planned enrollment in junior secondary schools at that time. The increased capacity

^{1/} See Glossary.

of the junior secondary system would make possible a general education for 59 percent of the relevant age group, as compared to 24 percent at present.

vi. An ample supply of qualified applicants would be available for admission to the project schools.

vii. During the first three years of the project, qualified and experienced technical teachers would advise the Ministry of Education and Culture on the initiation of the practical courses within the project senior secondary comprehensive schools and additional specialist teachers would be employed in the project teacher training college.

viii. The schedules of accommodation for all project items are adequate and conform to austere standards. The estimates of cost are realistic. Detailed lists of instructional equipment will be revised and submitted to the Bank for approval before procurement. Reasonable funds for instructional equipment have been included within the estimated project cost.

ix. The project would be executed under the supervision of a Project Unit within the Ministry of Works in close coordination with the Ministry of Education and Culture. Buildings would be designed by firms of consulting architects. Contracts for civil works and for furniture and equipment procurement would be awarded on the basis of international competitive bidding.

x. The total project cost is estimated at 37.6 million Trinidad and Tobago dollars (TT\$), equivalent to US\$ 18.8 million. The foreign exchange component is estimated at US\$ 7.4 million. The proposed loan equivalent to US\$9.4 million, 50 percent of the total project cost, would be made to the Government of Trinidad and Tobago. The annual recurrent costs of the project, approximately US\$3.4 million, and the remaining capital costs would be met by the government. Construction of the project would be completed by 1973.

xi. With agreement reached on the conditions described in paragraphs 5.02-5.04, the project would be a suitable basis for a Bank loan equivalent to US\$9.4 million for 25 years, including a ten-year grace period.

APPRAISAL OF AN EDUCATION PROJECT IN TRINIDAD AND TOBAGO

I. INTRODUCTION

General

1.01 In November, 1967, the Government of Trinidad and Tobago applied to the International Bank for Reconstruction and Development for assistance in financing an education development project. As prepared in July, 1967, with the assistance of a Unesco project preparation mission, the project had been estimated to cost the equivalent of US\$31 million.

1.02 An appraisal mission comprising Messrs. J. J. Stewart (technical education), J. G. N. Blaxall (economist), Carl A. C. Hammerschmidt (architect), and J. M. Holley (agricultural education) of the Bank and Mr. R. Ganefff (secondary education) of Unesco visited Trinidad and Tobago in November/December, 1967. This report is based upon the findings of that mission.

1.03 While the appraisal mission was in Trinidad, the government prescribed a ceiling of US\$15 million on the capital cost of the project because of budgetary limitations but did not indicate which schools were to be deleted. A priority rating was subsequently assigned by the Ministry of Education to each school in the original project and sent to the Bank in May, 1968. From this list, the appropriate high priority schools were agreed upon with the government to bring the estimated project cost, including provision for contingencies, to slightly less than US\$15 million equivalent. At the request of the government in September, 1968, five additional junior secondary schools were included within the project. The project items, as now recommended, their cost in U.S. dollars, and as a percentage of the total project cost are as follows:

<u>Project Item</u>	<u>Cost US\$Million Equivalent</u>	<u>% of Total Project</u>
1 Teacher Training College	0.75	4
16 New Junior Secondary Schools	12.42	66
3 New Senior Secondary Schools	3.24	17
3 Converted Senior Secondary Schools	<u>2.38</u>	<u>13</u>
TOTAL	<u>18.79</u>	<u>100</u>

Social and Economic Background

1.04 The islands of Trinidad and Tobago, which form the most southerly nation in the West Indies, have a population with the following diverse

origins: African, 40%, Indian sub-continent, 35%; and Chinese or European, the remainder. About 43% of the country's population of about one million lives in Trinidad's two urban concentrations between Port of Spain and Arima in the north and around San Fernando in the southwest. About 70% of the cultivable land in Trinidad, which amounts to one-third of the island, is under cultivation; industrial activities include oil drilling and refining, and light manufacturing. Tobago's economy is predominantly agricultural at present, although the island's tourist potential has begun to be developed.

1.05 Foreign trade has accounted for 60 to 70 percent of the GDP in recent years. If intra-sectoral transactions, such as refining and re-exporting imported crude oil, are not considered, exports amount to about 30 percent and imports about 35 percent of GDP. Petroleum products and chemicals represent nearly three-quarters of all net export earnings while their production contributes about one-third of GDP. The traditional plantation crops such as sugar, cocoa, grapefruit and coffee have declined from 20 percent to 12.5 percent of net exports between 1963 and 1966, although agriculture as a whole has maintained its share of GDP at about 10 percent. Manufacturing exports have risen from 4 percent to 5 percent of the total in the same period while the sector has contributed about 14 percent to the GDP. The government has assigned high priority to the diversified growth of the economy and has prepared an educational plan for the period 1968-1983 to produce the personnel essential to its development strategy.

1.06 Levels of income are relatively high (National income per capita was US\$546 in 1966), as are also standards of health and housing. The literacy rate is over 80 percent. The recent rate of population increase has been about 2.8% per year. In late 1967, the government initiated a birth control program with the objective of reducing the birth rate from 34 to 19 per thousand within ten years.

1.07 Trinidad and Tobago has been an independent nation within the British Commonwealth since 1962 and became a member of the Organization of American States in 1967. It has signed the Caribbean Free Trade Association Agreement.

II. THE EDUCATION SYSTEM

Organization and Administration

2.01 The education system of Trinidad and Tobago (Annex 1) is patterned after the British system. The Ministry of Education and Culture supports directly the government schools and provides subventions to schools owned and operated by voluntary agencies. The Permanent Secretary is the chief administrative officer in the Ministry of Education and Culture (Annex 2) and is responsible for the administration, staffing, inspection and examination system of all schools in Trinidad and Tobago. An Education Planning Unit, established in 1964, is functioning properly.

2.02 The primary school inspectorate is responsible for the academic and maintenance standards of primary schools, the selection of textbooks, and the examination at the completion of primary schooling (Standard 5) and post-primary schooling (Standard 7). The primary school inspectorate's performance has been satisfactory, but because of these duties and other administrative tasks, it could effectively utilize additional personnel. Ministry officials have been reluctant to exercise authority over the denominational secondary schools, which number 23 of the public secondary schools, and a secondary school inspectorate has not yet been established. The government has agreed to establish a secondary school inspectorate which would be adequately staffed to permit at least one annual inspection of each public secondary school.

Primary Education

2.03 The primary education system (Annex 1) consists of two years of infant school followed by five years (or standards) of primary school. The syllabi and timetables of the primary schools are being revised to provide a greater correlation of studies with the local environment. Promotion is dependent upon an internal, end of the year, examination. Normally, less than 8% of the enrollment fails to proceed to the next standard (Annex 3).

2.04 In 1965, 42,500 pupils were enrolled in government primary schools, 144,200 in assisted primary schools (Annex 4), and only 7,700 in private primary schools. Their combined enrollment of 194,400 corresponded to 95% of the 5-11 years age group. Education is compulsory between the ages of six and 14 years, inclusive.

2.05 Two years of post-primary schooling (Standards 6 and 7) are offered to students who are unable to gain admission to a secondary school. The post-primary schools are ill-equipped, over-crowded, and under-staffed. In these circumstances, pupils receive only limited benefits from the program. Those who complete Standard 7 and pass the Primary School Leaving Examination, administered by the Ministry of Education, are awarded certificates which are prerequisites for admission to vocational or craft training.

2.06 The Common Entrance Examination determines which students will be admitted to a government or assisted secondary school and which will be admitted to a post-primary school. Because the secondary school system is under-sized in proportion to the primary school system (Annex 5), this examination constitutes the most severe screening within the public education

system; in 1965, only 18% of Standard 5 enrollment was admitted to Form 1 of a government or assisted secondary school, 56% continued to Standard 6, 18% elected to repeat Standard 5 in the hopes of being admitted to a government or assisted secondary school in the following year, and the balance, 8%, enrolled in private secondary schools.

Secondary Education

2.07 Secondary education consists, for most pupils, of academic studies in Forms 1 through 5, leading to the Cambridge General Certificate of Education (GCE) examination at "O" level. Enrollment in these forms in 1965 in 43 public secondary schools, and in eight public intermediate schools ^{1/} was 23,900 (Annex 6). The total enrollment in public schools at this level corresponded to 20% of the relevant age group.

2.08 The curriculum consists of a group of ten required courses and one or two electives, chiefly in arts subjects. About 10% of Form 1 enrollment drop-out before reaching Form 5, and about 5% repeat Form 5 to prepare again for GCE "O" level examinations. In 1967, the percentage of students in the public schools who passed GCE "O" level examination subjects varied from 28% in general science to 48% in history.

2.09 Admission to Form 6, a two-year program in preparation for the GCE examination at "A" (Advanced) level and for admission to a university, is highly selective and is based upon performance in the GCE "O" levels and the recommendation of the school principal. In 1965, the enrollment in the first year of Form 6 was 11% of the enrollment in Form 5. In 1966, 366 students received "A" level certificates in two or three subjects.

2.10 Because of the limited capacity of the public secondary school system, private secondary schools, operated for financial profit, have increased in numbers in recent years. In 1967, 89 private secondary schools were in operation, compared with 66 in 1965. In 1965, 54 private secondary schools reported a combined enrollment of 14,300 pupils, corresponding to 59% of the public secondary school enrollment. Ministry of Education officials contend that the typical private secondary school is too poorly housed and equipped and inadequately staffed to provide a satisfactory standard of education and that when the provisions of the Education Act of 1966 are enforced, most of the private schools will have to close. It is unlikely, however, that substantial numbers of private schools will be closed until additional places have been created within the public secondary school system.

Technical and Vocational Education

2.11 Instruction in technical or vocational courses in the existing primary and secondary schools is extremely limited. Nineteen industrial arts centers provide one half day of shop practice per week to selected students in Standards 6 and 7 of nearby primary schools. Fifteen of the 43 public secondary schools offer one or two courses in either agricultural, commercial, home economics, metalwork or woodwork courses. The instruction usually covers

^{1/} See Glossary

three periods per week with, in many instances, inadequate equipment and poorly qualified teachers.

2.12 Only three day schools (Annex 7) offer craft level training, with a combined enrollment of 680 day students and 1,090 evening students. About 75% of the students have completed Standard 7 and the rest have received some secondary schooling.

2.13 The John Donaldson and the San Fernando Technical Institutes provide a technician training in addition to craft courses and expect to produce their first output in 1968, a combined total of 36 technicians. Both institutes are under-equipped and under-staffed (about 70% of authorized staff), with the most acute shortages in equipment and teachers occurring in the higher technician courses.

2.14 Apprentice training is under the supervision of the Ministry of Labor. In December, 1966, 413 apprentices were enrolled in programs registered with that Ministry and approximately three times as many were estimated to be in less formal apprentice programs. The Ministry of Labor is dissatisfied with the numbers of apprentices and is revising apprentice regulations to guarantee an adequate amount of time spent in actual training and to stimulate an increase in the apprentice program, perhaps making apprentice training mandatory for some industries.

Agricultural Education

2.15 An agricultural science course is offered in 11 secondary schools for two to six periods per week. The syllabus, which prepares students for the Cambridge General Certificate of Education (GCE) examination at "O" level, emphasizes pure science and does not provide sufficient instruction in practical agriculture.

2.16 Post-secondary agricultural education is provided in a two-year course for agricultural technicians at the Eastern Caribbean Farm Institute (ECFI), a regional school established in 1954 and operated by the Ministry of Agriculture. Applicants for admission must have passed the GCE examination at "O" level in five subjects, including English and mathematics. The training program is well suited to the needs of Trinidad and allocates about 50% of the time to laboratory work and practice farming, 40% to lectures, and the balance to tours of agricultural projects. Seventy percent of the current enrollment of 73 is from Trinidad and Tobago. The government has approved a plan to enlarge the institute to accommodate an enrollment of 200.

2.17 University agricultural education is offered in a three-year B.Sc. program and various M.Sc. and Ph.D. programs at the Faculty of Agriculture in the University of the West Indies at St. Augustine, Trinidad.

Teacher Training

2.18 A Board of Teacher Training, comprising officers of the Ministry of Education and teacher training institutions, is responsible for the admission standards, academic programs, and examination procedures of the existing three

government and two assisted primary teacher training colleges. Students are selected for in-service training courses at four of the colleges by the Ministry of Education from the group of untrained primary school teachers, who number 3,700 out of the total primary school teaching staff of 7,000. Requirements for admission are G.C.E. "O" level certificates in at least five subjects plus teaching experience. Because only 280 new students can be admitted per year into these schools, the untrained primary school teacher must spend an inordinately long period in service before being considered for admission to a teacher training college; in 1967, applicants were required to have at least eight years of teaching experience. This has resulted in a lowering of morale among primary school teachers, an undesirably high turnover of staff, and slow reduction of the numbers of untrained primary school teachers.

2.19 The fifth school, the Mausica Teacher Training College, selects students for a pre-service course on the basis of interviews and academic records. In 1967, 780 applied and 600 were interviewed for the 110 available places. The quality of the students, in general, is higher than in the other teacher training colleges, and some students have passed two or three subjects at GCE "A" level. The percentage of students with adequate science or mathematics training, however, as in the other colleges, was only about 25 percent.

2.20 The curricula of all the teacher training colleges are similar, with only minor variations; approximately 45 percent of class time is spent in pedagogical courses and the balance in subject courses of the primary school curriculum. In addition, 12 weeks per year are allocated to practice teaching.

2.21 No institution for training secondary school teachers is in operation in Trinidad at present. Junior secondary school teachers will be trained in approximately equal numbers with primary school teachers in an expanded Mausica Teacher Training College and a new college, to be converted from a former U.S. naval barracks, both financed by the government, and the new teacher training college to be established at San Fernando. The combined output would be about 340 junior secondary school teachers per year, but the recent reduction in the number of junior secondary schools to be constructed within the next five years has made uncertain the timetable for the two teacher training colleges that would be completely government financed.

2.22 Officials at the Trinidad campus of the University of the West Indies hope to establish a School of Education to provide teacher training for senior secondary school teachers.

Higher Education

2.23 University education has been available in Trinidad since 1962 within the framework of the University of the West Indies, a regional institution serving the countries in the West Indies. At the St. Augustine campus in Trinidad, three-year degree courses are offered in agriculture, economics, natural science, engineering, and arts (Annex 8). Students with the General Certificate of Education at "O" level in specified subjects are admitted to a one-year preparatory course in the College of Arts and Science before beginning degree level studies, while students with the General Certificate of Education at "A" level in specified subjects are admitted directly into degree programs. About one-third of the students in science, engineering, and agriculture are admitted to the university through the one-year preparatory course. An Institute of Education has been functioning at the university since 1963, studying primary teacher training methods and the primary school curriculum.

Financing Education

2.24 All public expenditures on education in Trinidad and Tobago are made directly by the central government. The religious denominational boards of assisted schools are responsible for maintenance of buildings, with two-thirds of the cost of approved major repairs and building programs normally reimbursed by the Ministry.

2.25 All vocational, technical and teacher training facilities are financed by the Ministry of Education (except the Eastern Caribbean Farm Institute) and are tuition-free. The Ministry of Finance provides about TT\$600,000 per year to support students at the St. Augustine (Trinidad) and the Mona (Jamaica) campus of the University of the West Indies and overseas.

Capital Expenditure

2.26 Public capital expenditure on education (Annex 9) has risen from 3 percent of total government capital outlays in 1963 to 8 percent in 1967. Capital expenditure for the Second Five Year Plan period, 1964-1968, will total TT\$25.8 million, TT\$6 million more than was initially allocated. Over TT\$5 million of the excess was due to over-runs in the estimated cost of the new buildings of the College of Arts and Sciences at the Trinidad campus of the University of the West Indies.

2.27 The Third Five Year Plan (1969-1973) has not yet been prepared, but the decision has been taken that the Ministry of Education's capital expenditure should not exceed TT\$9.0 million a year, or about TT\$45 million over the period. The Ministry of Education has allocated capital expenditures under the Second and Third Five Year Plans as follows:

	<u>Second Plan</u> <u>(TT\$ million) (%)</u>		<u>Third Plan (projections)</u> <u>(TT\$ million) (%)</u>	
Primary Education	3.9	15	4.5	10
Secondary Education	4.0	16	38.0	84
Technical and Vocational	2.0	8	1.4	3
Teacher Training	0.8	3	1.1	3
College of Arts and Sciences	10.9	42	-	-
Others	4.2	16	-	-
	<u>25.8</u>	<u>100</u>	<u>45.0</u>	<u>100</u>

2.28 Information on private capital expenditure on education is extremely limited but in 1965 it is estimated to have been about TT\$0.5 million, compared with public outlays of TT\$3.6 million. The major part of private capital expenditure is for secondary schools.

Recurrent Expenditure

2.29 During the period 1963-67, public recurrent expenditure on education (Annex 10) has risen at an average rate of 12 percent per annum while total government recurrent expenditure increased at 7 percent per annum. In the future, the annual increase for education is to be limited to 7 or 7.5 percent each year, while total government recurrent expenditure is expected to grow at 5 percent annually. As a proportion of total recurrent expenditure, education recurrent expenditures have risen from 16 percent in 1963 to 21 percent in 1967, and are expected to be 23 percent in 1973.

2.30 The Ministry of Education's recurrent expenditures since 1963 have remained approximately 83% of the total public recurrent expenditures on education but budget allocations among different levels of education have shifted slightly (Annex 11); recurrent expenditures on technical education and teacher training have remained at three and two percent, respectively; secondary education has increased from 20 to 23 percent; and primary education has fallen from 71 to 63 percent. Because few primary schools will be constructed until after 1973, the relative share of recurrent expenditures allocated to primary education will decrease as the secondary school system expands. In 1974, when the proposed project schools would be filled, recurrent expenditures on primary education would amount to 58% of the Ministry of Education's budget, and secondary education would amount to 27%.

Total Expenditure

2.31 Total public expenditure on education, both capital and recurrent (Annex 12) has increased from 12% of total government expenditure in 1963 to 18% in 1967 and from 2.7% of GDP in 1963 to 4.0% in 1967. By 1974, public expenditures on education are expected to account for 20 percent of total government outlays and 4.5 percent of GDP.

Foreign Assistance

2.32 Since its initial support of education in Trinidad and Tobago in 1963, the Canadian Commonwealth Caribbean Assistance Program has steadily increased the education part of its program. The annual cost of the 33 Canadian teachers provided in 1967 amounted to over TT\$750,000, equivalent to 1.7% of all public recurrent expenditures on education in 1967, and a fourfold increase over the 1965 level of assistance. Approximately 20 volunteer teachers from Canada and six from the United Kingdom comprised the balance of the expatriate teachers supplied under assistance programs.

2.33 Unesco has provided two education planning experts for a combined total of 22 months. Since 1964, approximately 100 scholarships for overseas studies have been awarded annually (Annex 13), principally by the United Kingdom, Canada, United States, and the United Nations. In recent years, about ten percent of the scholarship holders have not returned immediately to Trinidad and Tobago.

III. THE NEED FOR THE PROJECT

Economic Development Strategy

3.01 The economic development strategy of Trinidad and Tobago centers around the diversified growth of the economy including:

(a) Greater exploitation of mineral and agricultural resources. Crude oil production rose 17 percent between 1966 and 1967, and is expected to rise about eight percent in 1968. Without major new discoveries, production will probably rise an additional two to three percent a year through normal extension of the present system, which is expected to last 10 or 12 years at the current level of exploitation. The oil sector has limited manpower requirements in quantitative terms but is in constant need of technically qualified Trinidadian personnel.

The agricultural sector's development is given high priority by the government and, although employment will probably not increase by more than two percent annually, the proportion of highly trained personnel within the agricultural labor force is expected to increase in order to produce sizeable increases in production by the application of modern science and technology.

(b) Expansion of service industries, especially tourism. A number of foreign companies are interested in establishing large tourist hotels, especially on the island of Tobago, and the government is prepared to encourage these ventures by providing necessary infrastructural investment. To assist the government in planning, a Bank mission in March, 1968, examined the tourism potential of the country and has outlined action required by the government to develop tourism. The employment potential of the tourist industry is considerable and demand will undoubtedly grow for people with all levels of skill in this sector.

(c) Greatly increased manufacturing output. The expansion of the manufacturing sector will depend largely on the introduction of light engineering and assembly-type operations, serving both the domestic market and the Caribbean region. The sector's output has grown recently at six percent annually but the rate has been rising and the government hopes to maintain the level at ten percent per annum over the next few years. To meet the needs of this sector, there is an unsatisfied and rapidly increasing demand for craftsmen and technicians in the more sophisticated branches of light industry, whose training must be based on a good general education.

3.02 In association with these sectoral developments, the construction industry is expected to expand at a rate of seven or eight percent per annum. This will provide new employment opportunities for the unskilled and increase the need of qualified technicians and supervisors in the building trades.

Manpower Requirements

3.03 The skilled manpower needed to meet the economic development strategy described above has not been quantified. From time to time, limited surveys

have been made to establish the requirements for specialized personnel of a particular group of industries; these have invariably concluded that a widespread demand for intermediate level technical personnel exists.

3.04 It is also clear from unemployment statistics and from the reports of the Productivity Center, employers' associations, and private entrepreneurs that employment opportunities are widely available for those who have completed general secondary education and there is a large unsatisfied demand for those with higher qualifications. Over 80 percent of those unemployed in mid-1966 had never attended secondary school and virtually all the rest had not completed GCE "O" levels.

3.05 The Central Statistics Office has made overall projections of the numbers of trained people required between 1967 and 1975 and has conservatively estimated a required output of about 60,000 senior secondary school graduates over the period. Approximately this number will be produced by the secondary school system if expanded as proposed. It is important to note in this context that the estimated future requirements are based on the current pattern of available skills and level of education, which has been significantly influenced by the unavailability of secondary school leavers.

The Education Plan

3.06 To meet these needs, the government has prepared an education development plan, for the period 1967-1983, based on the recommendations of a Unesco Education Planning Mission which visited the country in 1964. The major objectives of the plan are to:

(a) Rebuild 91,000 places in primary schools that are in unsatisfactory condition and construct 119,000 new places in order to provide primary education to 90 percent of the age group 5-12. The remaining 10 percent, as at present, would consist of private school pupils and those physically unable to attend school.

(b) Maintain the number of primary school places approximately constant through 1973 and minimize capital expenditures on the primary school system during that period to increase the availability of funds for the development of the junior secondary, senior secondary, and teacher training institutions.

(c) Divide the present secondary school system into two separate systems - junior secondary and senior secondary - with separate schools for each system in order to provide junior secondary education to 90 percent of the 12-14 age group by 1983 and to utilize the facilities of the general secondary schools to provide a more varied and specialized educational program at the senior secondary level. The creation of the two separate school systems would improve the space usage of both types of schools and would postpone until age 14⁺ the selection of specialized studies.

(d) Expand education at the junior secondary level. This is offered at present in general secondary schools and intermediate schools to 24 percent of the age group. Fifteen of these schools will be converted into junior secondary schools and 45 new junior secondary schools will be constructed by 1983 in strategic locations which would allow each junior secondary school to be fed by approximately 20 primary schools.

(e) Reorient the senior secondary school system, comprising Forms 4 through 6, from the present pre-university academic program to a comprehensive type. Specialized options in technology, agriculture, home economics, and commercial subjects would be offered in Forms 4 and 5; Form 6 would continue to be a more specialized academic program in preparation for university studies. To achieve this objective, 12 new comprehensive schools would have to be constructed, six existing general secondary schools would have to be converted to comprehensive type schools by the addition of laboratories, workshops, and farming areas, and the balance of the existing general secondary schools would be converted to senior academic secondary schools. Each new senior secondary school would be located so as to accommodate students from three junior secondary schools and to correct the present concentration of secondary schools in and near the two main towns of Port of Spain and San Fernando.

(f) Provide a fully trained primary school and junior secondary school teaching corps by 1974. Untrained teachers will not receive permanent appointment hereafter and the present group of untrained primary school teachers will receive a two-year teacher training course. The 1,500 untrained teachers who are not qualified at present for entry into a teacher training college will be prepared by in-service training courses for admission by 1972. To achieve this objective, the existing five teacher training colleges, which are ill-equipped, under-staffed, and occupy crowded sites, will be replaced by three larger colleges having an enrollment of approximately twice the present total enrollment. The new teacher training colleges will be large enough to afford the high percentage of specialists required in effective teacher training.

3.07 As stated above, the Education Plan is intended to assist the economic development of the country. It would eliminate or alleviate present unsatisfactory educational practices and influence indirectly the economy of the country as follows:

(i) Financial allocations would be used more effectively in producing better educated and more trainable school leavers and this would have an up-grading effect upon the labor force.

(ii) The proposed expansion of teacher training facilities in order to reduce the numbers of untrained teachers would up-grade the entire educational system.

(iii) The establishment of a separate junior secondary school system would provide more efficient secondary schooling to greater numbers of students and thereby ameliorate the present unsatisfactory retention rate of students in post-primary Standards 6 and 7, described in paragraph 2.05, and would make possible a reduction in the numbers of private secondary schools which are not capable of providing the level of education prescribed by the Ministry of Education.

3.08 The proposal to establish a separate senior secondary school system with a comprehensive type of curriculum would provide specialized technical courses and produce secondary school leavers better prepared for further training or for employment. Preliminary surveys have indicated that the absence of proper schooling and particularly of the basic ability to learn new skills is a major deterrent to employment in Trinidad and Tobago. In a country where private enterprise, both foreign and local, is an important factor in the economy, the continued shortage of persons with a good general education and basic skills will deter the establishment of new industries and the effective implementation of the nation's economic development strategy described above.

IV. THE PROJECT

General

4.01 The project consists of the construction and equipment of (i) one teacher training college for primary and junior secondary teacher trainees, (ii) three senior comprehensive secondary schools, (iii) 16 junior secondary schools, and (iv) alterations and equipment for the conversion of three general secondary schools into senior comprehensive secondary schools. The estimated cost and enrollment of each project item are summarized below:

<u>Project Item</u>	<u>Enrollment</u>	<u>Estimated Cost (Equivalent US\$ millions)</u>	<u>% of Project</u>	<u>F.E. Component (Equivalent US\$ millions)</u>
San Fernando Teacher Training College	440	0.65	4	0.29
3 New Senior Compre- hensive Secondary Schools	3,120	2.79	17	1.15
3 Converted Senior Comprehensive Secondary Schools	3,280	2.05	13	0.87
16 Junior Secondary Schools	<u>30,240</u>	<u>10.71</u>	<u>66</u>	<u>4.09</u>
Total	<u>37,080</u>	<u>16.20</u>	<u>100</u>	<u>6.40</u>

4.02 The total cost of the proposed project including contingencies and the foreign exchange component, are estimated at US\$18.8 million and \$7.4 million, respectively. Approximately 68 percent of the cost is for construction of academic buildings and workshops, 8 percent for site development, 8 percent for professional fees, and 16 percent for furniture and equipment. Since most of the land required is already owned by the government, land costs have not been included within the project. The annual recurrent costs have been estimated at approximately US\$3.4 million.

A. Technical Features

Teacher Training College

4.03 This project item consists of the construction and equipment of a new teacher training college at San Fernando with an enrollment of 440 students, amounting to 65 percent of the present total teacher training enrollment in Trinidad and 31 percent of the enrollment in the 15-year Education Plan. The college, under the direct administrative control of the Ministry of Education, would train pre-service and in-service teachers of all the subjects in the primary and junior secondary school curricula. Pressure for admission is

expected to be high, about six applicants per place. Selection would be made on a nation-wide basis but neither boarding facilities nor staff housing would be required because of available accommodations in San Fernando and an adequate public transportation system. One hundred primary school teacher trainees and 120 junior secondary school teacher trainees would be admitted annually beginning in 1970.

4.04 The primary school and junior secondary school teacher training curricula are well conceived. In addition to the formal instruction, all students will spend 12 weeks per year in supervised full-time practice teaching in nearby schools.

4.05 Based upon the proposed student-teacher ratio of 20:1, which is acceptable, a total of 70 teachers would be required in 1971 for the three large teacher training colleges; of this number, 22 teachers would be required for the project teacher training college at San Fernando. Considering the teachers employed at present in the existing primary teacher training colleges who could be assigned to the three large colleges by the Ministry of Education as the smaller institutions are phased out, approximately 30 teacher trainers would have to be recruited by 1971. In view of the present low qualifications of the teacher training staff and especially since over half of the trainees of the proposed teacher training colleges will be preparing for teaching in junior secondary schools, an up-grading as well as an expansion of the teacher training corps is required. Consequently, the additional teacher trainers required by 1971 should be university graduates with a degree in education or with a post-graduate diploma in education. The government has agreed that recruits with lower qualifications would be provided with appropriate training prior to 1971, and that a description of these training programs would be submitted to the Bank for prior approval.

4.06 The Canadian government has been assisting in the development of teacher training in Trinidad since 1963 and has provided six teachers to the Mausica TTC; the program will end in July, 1968, with the departure of the last two Canadian teachers. The San Fernando Teacher Training College will require similar assistance during its initial years to develop curricula and to set standards of performance for the teaching staff and the student body. Since it is unlikely that teacher trainers with the necessary educational background and experience can be recruited within Trinidad in adequate numbers to accomplish this task, the Trinidadian government has agreed to employ at least three qualified and experienced teacher trainers for this college for at least its first three years of operation.

Senior Secondary Schools

4.07 This project item consists of the construction and equipping of three new senior comprehensive secondary schools and the provision of workshops, drafting rooms, domestic science rooms, typing rooms, and laboratories in three existing secondary schools which would enable them to expand their enrollment and convert to the comprehensive type of secondary school.

4.08 This project item would provide a needed increase in the capacity of the senior secondary school system consistent with the Fifteen-Year Educational Development Plan (1968-1983) and, by providing a two-year program in practical courses, would produce secondary school leavers at G.C.E. "O" level who would be more suited for technical employment or higher technical education. The six comprehensive secondary schools would have a capacity of 6,400 student places (Annex 14), including 1,460 existing places in the three schools to be converted, and would represent the only increase in the senior secondary school system until 1975. When completely full in 1974, the project senior secondary schools would enroll 27% of the senior secondary students and would assist in increasing the percentage of the relevant age enrolled from the existing 13.1% to 14.7%.

4.09 All project schools would be government secondary schools located in centers of population distributed throughout Trinidad and Tobago. Girls would constitute approximately one-half of the enrollment of all the schools.

4.10 Students would be admitted to the senior secondary schools on the basis of marks attained in a nation-wide examination to be devised and administered by the Ministry of Education to students completing Form III of the junior secondary schools. The number of qualified applicants for admission to the project schools would be adequate, with the ratio of junior secondary school leavers in the counties in which the senior secondary schools are to be located to the seats available ranging between 2 to 1 to 3 to 1. Students would be selected for one of the practical streams or the academic stream by the Ministry of Education on the basis of their performance in junior secondary schools, the junior secondary school leaving certificate examination, and the judgment of the junior secondary school principals.

4.11 The comprehensive schools in this project, with planned programs in four specialized fields, would be the first of their kind in Trinidad and Tobago and would exert a strong influence upon the orientation of secondary school education toward pre-vocational training. Students in the practical streams would schedule 12 hours of instruction per week in specialized subjects of their chosen field. The balance of the curriculum, the academic standards, and examination procedures would be the same as in the academic stream. On completion of the two-year course, students would sit for the General Certificate of Education, "O" Level.

4.12 Because the technical courses would be taught to provide a basis for further training in industry or in higher technical education, procedures would be devised which would ensure equality of opportunity among the practical stream students and the academic stream students for admission to the 1000 Form VI places to be provided in the project schools.

4.13 The provision of practical courses in the variety and depth proposed in this project would represent a responsibility new to the Ministry of Education which the Ministry could not discharge effectively with its present staff. Therefore, to assist the Ministry of Education in the supervision of the initiation of the practical courses, including

the preparation of syllabi and the establishment of a special technical teacher training program, the government has agreed to employ three experienced specialists in appropriate types of technical education for a period of at least three years.

Junior Secondary Schools

4.14 This project item consists of the construction and equipping of 16 new junior secondary schools located in centers of population throughout Trinidad and Tobago. The project would provide equipped classrooms, laboratories, workshops, libraries and covered assembly/dining areas. A total of 15,120 places would be constructed.

4.15 All the new junior secondary schools would operate on two shifts of 6 periods per day from 7:30 a.m. to 12:15 p.m. and from 12:30 p.m. to 5:15 p.m. Two groups of teachers and one supervisory staff would be required per school. Because of the double shifts, the enrollment in these schools would be 30,240 pupils; approximately half would be girls. This enrollment would represent an increase of 168% of the existing enrollment and would correspond to 57% of the planned enrollment at junior secondary level in 1974, when the project schools would be completely filled. The junior secondary school system then would accommodate 59% of the relevant age group, as compared to 24% at present.

4.16 Until sufficient junior secondary schools are constructed to accommodate the entire output from the primary school system, admission to these junior secondary schools would be determined by the applicant's performance in the national Common Entrance Examination.

4.17 The curriculum for the junior secondary schools is well balanced and includes some practical courses.

Teachers for the Project Secondary Schools

4.18 Most of the 495 non-graduate teachers employed in existing secondary schools will transfer to the new junior secondary school system. Other new junior secondary schools, not within this project, would begin operations in 1974 but would not require significant numbers of teachers until 1975, when the demand for additional teachers for this project would be low. Consequently, the requirements for properly trained teachers for the project junior secondary schools should be met if the planned increases in the output of the teacher training colleges are realized.

4.19 No difficulty is anticipated in recruiting teachers of English, literature, social studies, and foreign languages in the required numbers (Annex 15) for the senior secondary schools, but the recruitment of science and mathematics teachers and properly qualified practical course teachers will require special efforts. The government has given assurances that sufficient numbers of scholarships will be reserved for study in science and mathematics so that adequate numbers of graduates in science and mathematics would be available to meet the needs of the project and non-project senior secondary schools.

4.20 Teachers of commercial subjects, home economics, and the shop courses in the technology stream would be graduates of a three-year diploma course at the John Donaldson Technical Institute and a one-year teacher training course which would be instituted especially for them at an appropriate institution. About one-half of the teachers of the agricultural courses would be university graduates and the other half would be graduates of the two-year post-secondary agricultural course at the Eastern Caribbean Farm Institute with the special one-year teacher training course mentioned above. One agricultural teacher training specialist, acceptable to the Bank, would be employed for a period of three years to initiate the teacher training program for the agricultural teachers. Sufficient numbers of diploma holders in appropriate technical subjects are available now and could receive the required teacher training to meet the demands of the project schools in 1971 and 1972. The time required to plan the training of the teachers needed after 1972 is adequate.

Instructional Equipment

4.21 Lists of instructional equipment have been prepared in sufficient detail to permit a reasonable estimate of the amount of money required to equip the project schools. Final review and approval by the Bank would be postponed until modification and up-dating of the equipment lists could be completed by the teacher trainer and technical teacher specialists who would be employed to assist in the planning and implementation of the teacher training and technical education programs.

B: Costs

4.22 The estimated capital costs of the various parts of the proposed project and the estimated foreign exchange component are shown in U.S. dollar equivalents:

ESTIMATED PROJECT COST
BY MAJOR CATEGORIES OF EXPENDITURE

<u>Construction</u>	Total US\$ Million Equivalent	% of Project	Foreign Exchange US\$ Million
School buildings	11.06	59	3.65
Site Development	1.33	7	0.44
Professional Fees	<u>1.24</u>	<u>7</u>	<u>0.50</u>
TOTAL CONSTRUCTION COST	13.63	73	4.59
<u>Equipment</u>			
Furniture	1.37	7	0.68
Instructional Equipment	<u>1.20</u>	<u>6</u>	<u>1.14</u>
TOTAL EQUIPMENT COST	2.57	13	1.82
TOTAL	16.20	86	6.41
Contingencies	<u>2.59</u>	<u>14</u>	<u>1.03</u>
TOTAL PROJECT COST	<u>18.79</u>	<u>100</u>	<u>7.44</u>

4.23 Unit construction costs per square foot of US\$8 for workshop spaces, and up to US\$10 for academic buildings are reasonable for the Port of Spain area. For other parts of Trinidad and Tobago, a cost increase ranging from 5% for the districts near Port of Spain to 20% for Tobago is required to cover transportation costs. The unit costs per square foot are exclusive of professional fees and are derived from recent building experience, taking into account the effect of the devaluation of the TT dollar.

4.24 Alteration costs for the converted schools are included in the estimates and are reasonable. Site development costs have been estimated on the basis of austere standards.

4.25 Built-in furniture costs are included in the unit costs per square foot for buildings. The cost of other furniture, based on present prices, has been estimated as a separate item.

4.26 The total estimated project cost includes 10% for unforeseen expenditures and 6% to cover anticipated escalation of prices during the project period. This latter percentage is based on price increases during the last five years.

4.27 The foreign exchange component ranges from 33% of the construction cost to 95% for equipment. Nearly all of the latter would have to be

imported. All clay products and cement are locally made but all other building materials, electric equipment, and sanitary fixtures are imported. Furniture is locally manufactured but imported materials and fittings represent 50 percent of the furniture cost. The foreign exchange expenditures on professional services are estimated at 40 percent because of the likelihood that international as well as local firms of architects may be employed.

4.28 The project would absorb about 84 percent of total capital outlays on education over the next five years. By 1974, when all the project institutions would be filled, they would absorb TT\$6.7 million a year, or 11 percent of the Ministry of Education's recurrent budget.

C. Construction

Land

4.29 Most of the 23 sites have been selected and are owned by the government. Seven of the sites have been acquired and the balance are being acquired. Government land acquisition procedures are efficient and the government has given assurances that all land required at each site would be available as needed for site investigations and construction.

Accommodation

4.30 Classroom sizes are based on 15 square feet per student. This area and the other areas proposed for laboratories, workshops, and special classrooms for practical subjects are reasonable.

Architectural Services

4.31 Because the Ministry of Works is understaffed, private firms of architects, engineers and quantity surveyors would be engaged to execute the project. In order to achieve economies through standardization, one firm of architects would be in overall charge of all project schools and would be commissioned to design the basic structural and spatial arrangements to be incorporated within all the project secondary schools and to prepare guidelines for the detailed design of each school. Since a local firm with the necessary experience to perform this portion of the design work would not likely be found, an international firm of architects probably would be engaged. This firm could associate with local architects, civil engineers, and quantity surveyors in the detailed design of the individual schools. The consultant architects, acceptable to the Bank, responsible for the basic design and overall supervision of the project schools should be appointed prior to declaring effective the loan agreement.

Execution of the Project

4.32 A Project Unit would be established within the Ministry of Works to administer the project in close coordination with the Ministry of Education. The unit, consisting of three sections -- architectural/

engineering, equipment procurement, and accounting--would be under the supervision of a full-time project director, an architect or engineer acceptable to the Bank, who would be appointed prior to the signing of the loan agreement.

4.33 The building industry in Trinidad and Tobago has the capacity to handle the proposed volume of construction within the project period (Annex 17). To avoid inflationary pressures on building costs, the maximum number of schools to be started in any one year would be eight representing about 10 percent to 15 percent of the present total capacity of the building industry. All construction, furniture and equipment contracts would be awarded on the basis of international competitive bidding. In evaluating bids for the supply of furniture or instructional equipment, locally produced goods would be allowed a preferential margin of up to 15% of the cif landed costs of imported goods exclusive of duties or other taxes.

4.34 Withdrawals from the Loan Account would reimburse the direct foreign exchange expenditures in the execution of the project subsequent to the date of the Loan Agreement. In addition, a percentage of the remaining expenditures would be reimbursed. This percentage would be adjusted so that withdrawals would not exceed U.S.\$9.4 million or 50 percent of the actual project cost, whichever may be the smaller; undisbursed amounts would be available for cancellation. In the event that expenditures should exceed the present estimated project cost of U.S.\$18.8 million, such excess would be met by the Trinidadian Government. Expenditures (Annex 17), based upon the recommended schedule of construction, are expected to vary from U.S.\$0.4 million in the first year to a maximum of U.S.\$7.3 million in the third year.

V. CONCLUSIONS AND RECOMMENDATIONS

5.01 The proposed project would increase the numbers of qualified primary and junior secondary school teachers and secondary school leavers better prepared to meet the needs of the country, and would assist in the development of a major re-structuring and re-orientation of the education system of Trinidad and Tobago. The necessary elements for successful implementation of the project are present and with the following assurances, the project should achieve its objectives at a reasonable cost.

5.02 Assurances have been obtained from the government on the following:

(a) A secondary school inspectorate will be established with sufficient numbers of qualified personnel to permit at least one annual inspection of each public secondary school. (Para. 2.02).

(b) The teacher trainers required by the proposed expansion of the primary and junior secondary teacher training system will be university graduates with a degree in education or a post-graduate diploma in education. Any recruits with lower qualifications will be provided with appropriate training prior to 1971. The program for the training of such recruits will be agreed in advance with the Bank. (Para. 4.05).

(c) Sufficient numbers of scholarships will be reserved for study in science and mathematics so that adequate numbers of graduates in science and mathematics will be available to meet the needs of the project and non-project senior secondary schools. (Para. 4.19).

(d) Four teacher training specialists and three technical educators, acceptable to the Bank, will be employed for at least three years to assist the Ministry of Education in initiating the junior secondary school teacher training and the new practical senior secondary school streams. (Paras. 4.06, 4.13, 4.20).

(e) A project unit will be established within the Ministry of Works to provide adequate technical, financial, and administrative supervision of the project. (Para. 4.32).

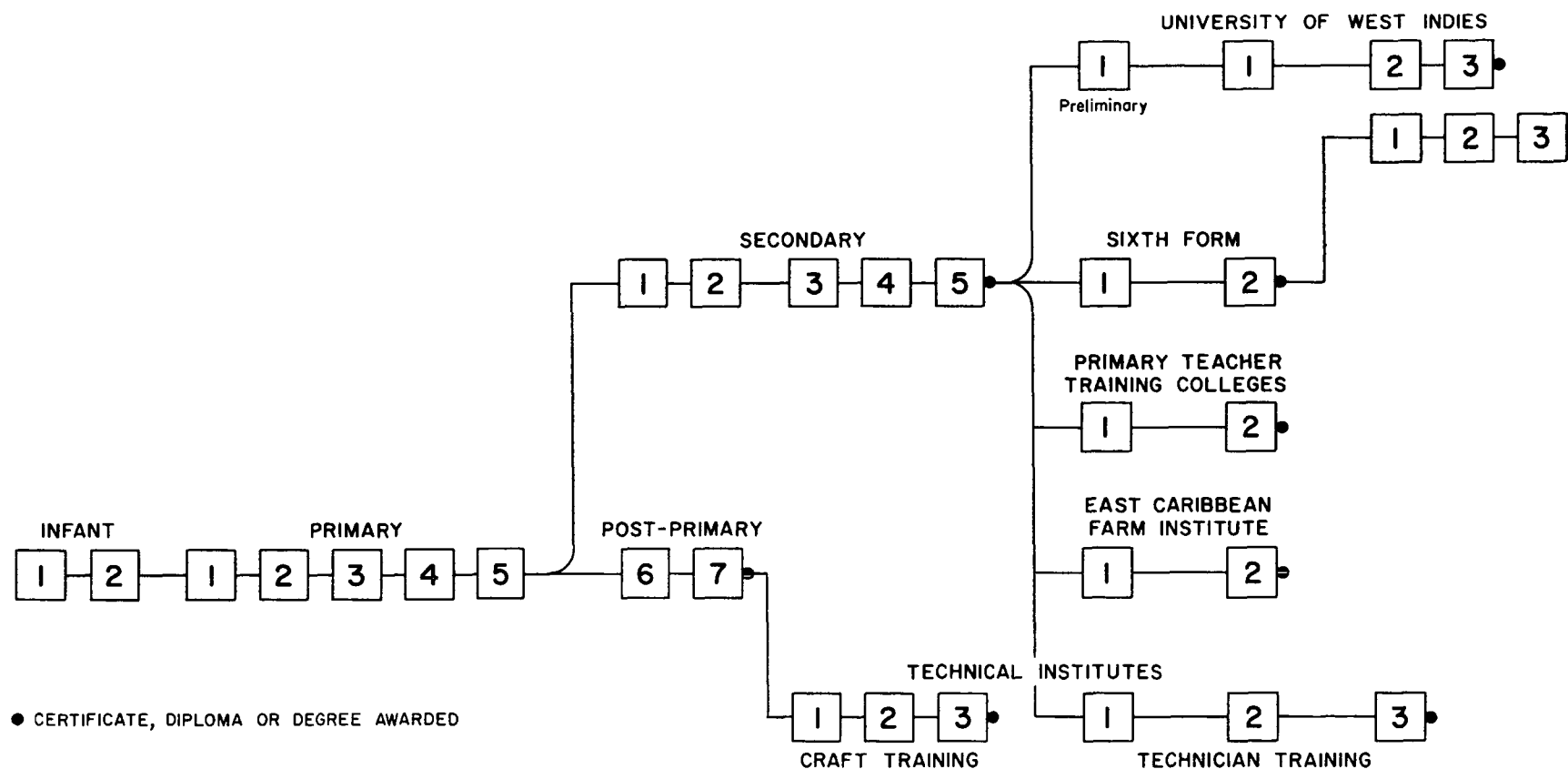
5.03 In addition, a full-time project director, an engineer acceptable to the Bank, has been selected and will be appointed prior to the signing of the loan agreement. (Para. 4.32).

5.04 The appointment of consultant architects, acceptable to the Bank, responsible for the basic design and overall supervision of the project schools will be a condition of effectiveness of the loan agreement. (Para. 4.31).

5.05 Subject to the assurances and the fulfillment of the conditions described above, the project would provide a suitable basis for the proposed loan of US\$9.4 million for 25 years, including a ten-year grace period.

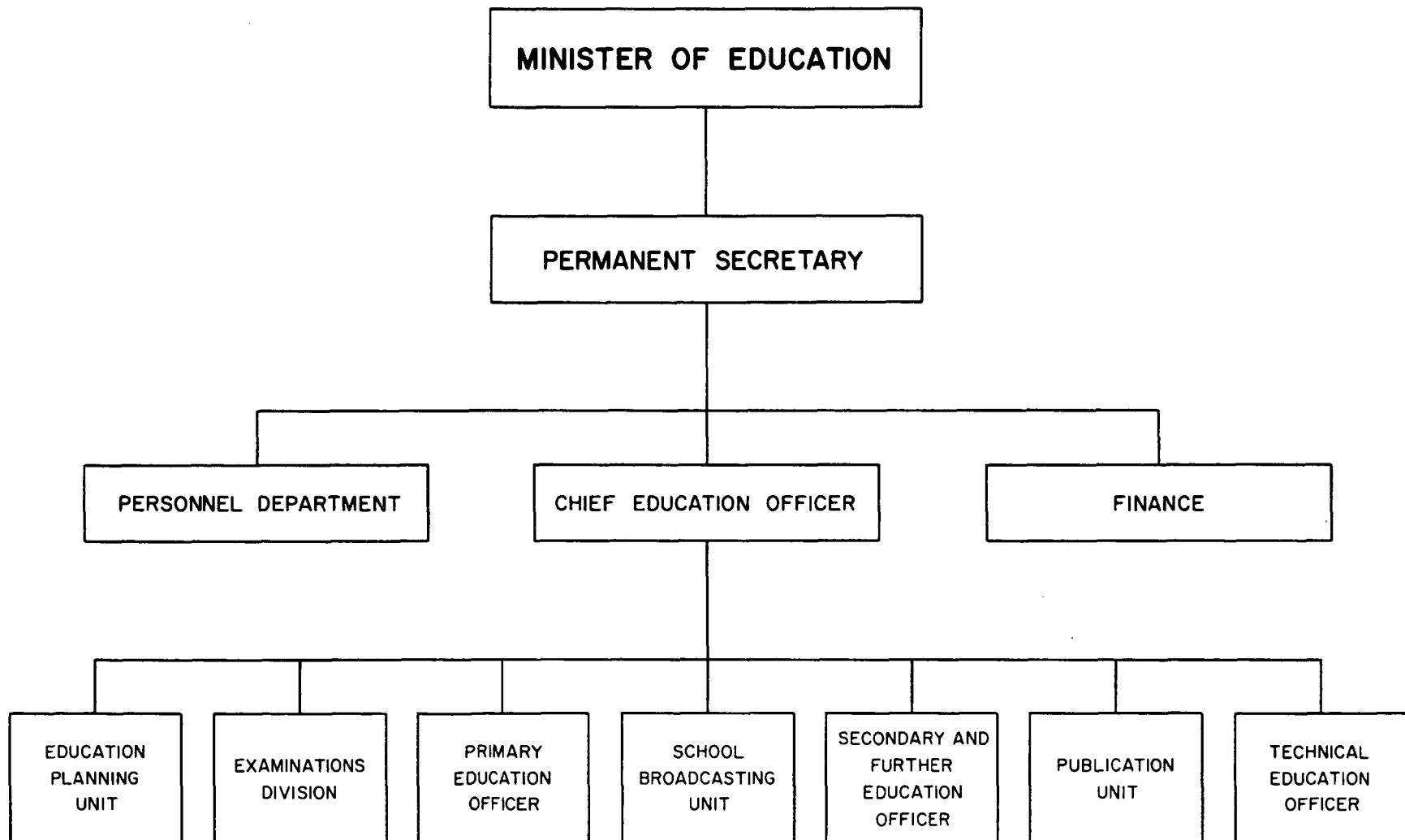
September 26, 1968

TRINIDAD AND TOBAGO: OUTLINE OF SCHOOL SYSTEM



AGE	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SCHOOL YEAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

TRINIDAD AND TOBAGO: MINISTRY OF EDUCATION AND CULTURE ADMINISTRATIVE STRUCTURE



TRINIDAD AND TOBAGO

Primary and Post Primary Enrollment (Public Schools)

Grades and Progression Rates 1/

<u>Year</u>	<u>1st</u> <u>Infants</u>	<u>Prog.</u> <u>Rate</u>	<u>2nd</u> <u>Infants</u>	<u>Prog.</u> <u>Rate</u>	<u>1</u>	<u>Prog.</u> <u>Rate</u>	<u>2</u>	<u>Prog.</u> <u>Rate</u>	<u>3</u>	<u>Prog.</u> <u>Rate</u>	<u>4</u>	<u>Prog.</u> <u>Rate</u>	<u>5</u>	<u>Prog.</u> <u>Rate</u>	<u>6</u>	<u>Prog.</u> <u>Rate</u>	<u>7</u>	<u>Total</u>
1962	32,291		24,756		26,808		22,535		21,502		19,736		24,140		12,289		8,258	192,315
		69		102		89		104		101		141		70		98		
1963	26,385		22,308		25,280		23,930		23,520		21,697		27,886		16,571		12,014	199,591
		99		117		92		94		98		141		60		61		
1964	34,550		26,153		26,164		23,357		22,491		21,996		30,558		16,832		10,142	212,243
		76		101		92		101		103		129		52		57		
1965	34,888		26,215		26,459		23,995		23,670		23,181		28,300		15,901		9,448	212,107

1/ Percentage of pupils proceeding to next higher grade. Percentages above 100 are due to repeaters and returning dropouts.

June, 1968

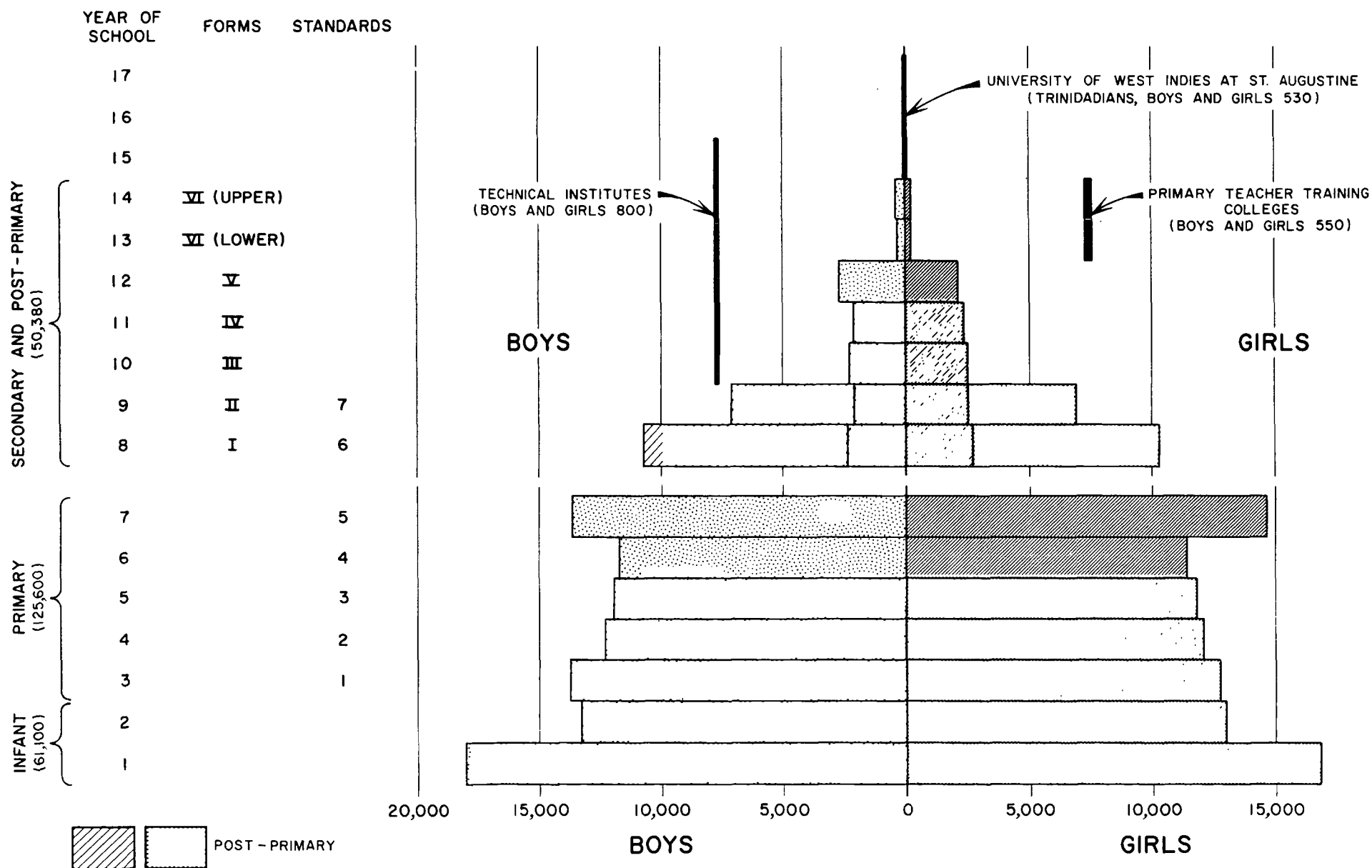
ANNEX 3

TRINIDAD AND TOBAGO

Distribution of Enrollment by Standards at Primary and Post-Primary Level (public) 1965

	Government Schools				Assisted Schools				Total Public Schools			
	Boys	Girls	Total	% of Standard 1 Enrollment	Boys	Girls	Total	% of Standard 1 Enrollment	Boys	Girls	Total	% of Standard 1 Enrollment
<u>Primary</u>												
Infants 1st year	3998	3750	7748		14034	13106	27140		18032	16856	34888	
Infants 2nd year	2847	2905	5752		10398	10065	20463		13245	12970	26215	
Standard 1	3230	2934	6164	100.0	10440	9855	20295	100.0	13670	12789	26459	100.0
Standard 2	2966	2615	5581	90.6	9270	9144	18414	91.0	12236	11759	23995	91.0
Standard 3	2699	2516	5215	84.5	9260	9195	18455	91.0	11959	11711	23670	90.0
Standard 4	2458	2265	4723	76.7	9294	9164	18458	91.0	11752	11429	23181	88.0
Standard 5	<u>3644</u>	<u>3688</u>	<u>7332</u>	<u>118.9</u>	<u>9933</u>	<u>11035</u>	<u>20968</u>	<u>103.0</u>	<u>13577</u>	<u>14723</u>	<u>28300</u>	<u>107.0</u>
Sub-Total	21842	20673	42515		72629	71574	144193		94471	92237	186708	
<u>Post-Primary</u>												
Standard 6	1995	1870	3865	63.2	6326	5710	12036	59.0	8321	7580	15901	60.2
Standard 7	<u>1579</u>	<u>1429</u>	<u>3008</u>	<u>48.8</u>	<u>3483</u>	<u>2997</u>	<u>6480</u>	<u>32.0</u>	<u>5062</u>	<u>4426</u>	<u>9488</u>	<u>36.0</u>
Sub-Total	3574	3299	6873		9809	8707	18516		13383	12006	25389	
<u>TOTAL</u>	<u>25416</u>	<u>23972</u>	<u>49388</u>		<u>82438</u>	<u>80281</u>	<u>162709</u>		<u>107854</u>	<u>104243</u>	<u>212097</u>	

TRINIDAD AND TOBAGO: EDUCATION STRUCTURE AND ENROLLMENT (1965)



TRINIDAD AND TOBAGO

Distribution of Enrollment by Forms at Secondary Level (public) 1965

	Government Schools				Assisted Schools				Total Public Schools			
	Boys	Girls	Total	% of Form 1 Enrollment	Boys	Girls	Total	% of Form 1 Enrollment	Boys	Girls	Total	% of Form 1 Enrollment
<u>Junior Secondary</u>												
1	1058	1412	2470	100.0	1308	1331	2639	100.0	2366	2743	5109	100.0
2	903	1160	2063	83.0	1172	1361	2533	96.0	2075	2521	4596	90.0
3	<u>890</u>	<u>968</u>	<u>1858</u>	<u>75.0</u>	<u>1372</u>	<u>1508</u>	<u>2880</u>	<u>109.0</u>	<u>2262</u>	<u>2476</u>	<u>4738</u>	<u>93.0</u>
Sub-Total	2851	3540	6391		3852	4200	8052		6703	7740	14443	
<u>Senior Secondary</u>												
4	784	1020	1804	73.0	1383	1359	2742	104.0	2167	2379	4546	89.0
5	884	901	1785	72.0	1857	1220	3077	117.0	2741	2121	4862	95.0
L6	96	23	119	4.8	229	204	433	16.4	325	227	552	10.8
U6	<u>69</u>	<u>14</u>	<u>83</u>	<u>3.4</u>	<u>288</u>	<u>216</u>	<u>504</u>	<u>19.1</u>	<u>357</u>	<u>230</u>	<u>587</u>	<u>11.5</u>
Sub-Total	1833	1958	3791		3757	2999	6756		5590	4957	10547	
<u>TOTAL</u>	4684	5498	10182		7609	7199	14808		12293	12697	24990	

TRINIDAD AND TOBAGO

TECHNICAL AND VOCATIONAL TRAINING INSTITUTIONS

<u>Institution</u>	<u>Administration</u>	<u>Courses</u>	<u>Duration</u>	<u>Admission Requirements</u>	<u>Completion Award</u>	<u>Annual Intake Capacity (Day)</u>	<u>Present Enrollment</u>		<u>1966 Output</u>
							<u>Day</u>	<u>Evening</u>	
Point Fortin Vocational Center	Ministry of Education	Industrial Trades	3 Years	Primary School Leaving Certificate	Trinidad and Tobago National Certificate	20	61	115	16
San Fernando Technical Institute	Ministry of Education	Industrial Trades & Technicians	3 Years	Primary School Leaving Certificate	Trinidad and Tobago National Craft Cert.	90	257	114	37
		(Engineering)	3 Years	Three "O" Level G.C.E. Certificate	Trinidad and Tobago National Technician Certificate	30	111	86	0
John Donaldson Technical Institute	Ministry of Education	Industrial Trades & Technicians	3 Years	Primary School Leaving Certificate	Trinidad and Tobago National Craft Cert.	120	363	861	52
		(Business Management, Home Economics, Commercial, Engineering)	3 Years	Three GCE "O" Level Passes	Trinidad and Tobago National Technician Certificate	60	160	103	0
East Caribbean Farm Institute	Ministry of Agriculture	Agricultural Technicians	2 Years	Five GCE "O" Level Passes	Trinidad and Tobago National Agriculture Diploma	50	73	0	22
Six Secondary Schools and Electricity Commission Center	Board of Industrial Trading	Industrial Trades	3-4 Years	Varying GCE "O" Level Passes	Trinidad and Tobago National Craft Certificate	Varies	0	572	not available

TRINIDAD AND TOBAGOUNIVERSITY OF THE WEST INDIES
St. AugustineStudent Registration 1967/68 (as at 24/10/67)

	<u>Men</u>	<u>Women</u>	<u>Total</u>
<u>B.Sc. Agriculture</u>			
Preliminary Science Students	9	-	9
Year I	29	1	30
Year II	23	4	27
Year III	19	-	19
Diploma in Tropical Agriculture	20	1	21
Post Graduate	30	7	37
	<u>130</u>	<u>13</u>	<u>143 (40)</u>
<u>Arts - Day</u>			
BA. Qualifying Course	30	24	54
Second Year	32	26	58
Final Year	59	53	112
Post Graduate	1	1	2
	<u>122</u>	<u>104</u>	<u>226 (223)</u>
<u>Arts - Evening</u>	<u>71</u>	<u>29</u>	<u>(100)</u>
<u>BSc. Engineering</u>			
Preliminary Science Students	35	-	35
Year I	109	-	109
Year II	87	2	89
Year III	48	-	48
Post Graduate	18	-	18
	<u>297</u>	<u>2</u>	<u>299 (144)</u>
<u>Natural Sciences - Day</u>			
Preliminary Science Students	21	5	26
1st Year	37	20	57
Part II Year I	16	6	22
Final Year	20	7	27
Post Graduate	8	-	8
	<u>102</u>	<u>38</u>	<u>140 (134)</u>
<u>Natural Sciences - Evening</u>	<u>21</u>	<u>1</u>	<u>(22)</u>
<u>BSc. Economics</u>			
Part I	25	3	28
Part II Year I	18	4	22
Part II Year II	31	1	32
Diploma in Management Studies	9	-	9
	<u>84</u>	<u>7</u>	<u>91 (83)</u>
<u>TOTALS</u>	<u>827</u>	<u>194</u>	<u>1,021 (746)</u>

NOTE: Bracketed figures indicate the students who are citizens of Trinidad and Tobago.

TRINIDAD AND TOBAGO

PUBLIC CAPITAL EXPENDITURE ON EDUCATION

(TT\$000)

	1963	1964	1965	1966	1967	Provisional 1968
1. Total government capital expenditure	61,356	62,566	57,861	60,308	58,558	78,000
2. Public capital expenditure on education	1,921	2,606	3,635	4,597	4,838	10,165
3. (2) as percent of (1)	3.1%	4.2%	6.3%	7.6%	8.2%	13.0%
4. Public capital expenditure on education composed of:						
a) Ministry of Education	1,455	1,465	2,682	3,926	4,206	8,650
b) Ministry of Agriculture	-	-	-	-	9	500
c) Ministry of Finance 1/	345	860	724	625	528	719
d) Ministry of Tobago Affairs 2/	121	281	229	46	95	296
	<u>1,921</u>	<u>2,606</u>	<u>3,635</u>	<u>4,597</u>	<u>4,838</u>	<u>10,165</u>
5. Ministry of Education capital expenditure as percent of public capital expenditure on education	75.7%	56.2%	73.8%	85.4%	86.9%	85.1%
6. Ministry of Education capital expenditure composed of:						
a) Primary education	315	231	276	485	1,202	1,000
b) Secondary education	901	734	838	473	406	1,250
c) Technical and vocational	67	121	412	878	116	87
d) Teacher training	172	109	168	29	283	200
e) UWI 4/	-	270	912	1,955	1,936	5,800
f) Other	-	-	76	106	263	313
	<u>1,455</u>	<u>1,465</u>	<u>2,682</u>	<u>3,926</u>	<u>4,206</u>	<u>8,650</u>

Note: See page 2, Annex 12 for footnotes.

TRINIDAD AND TOBAGO

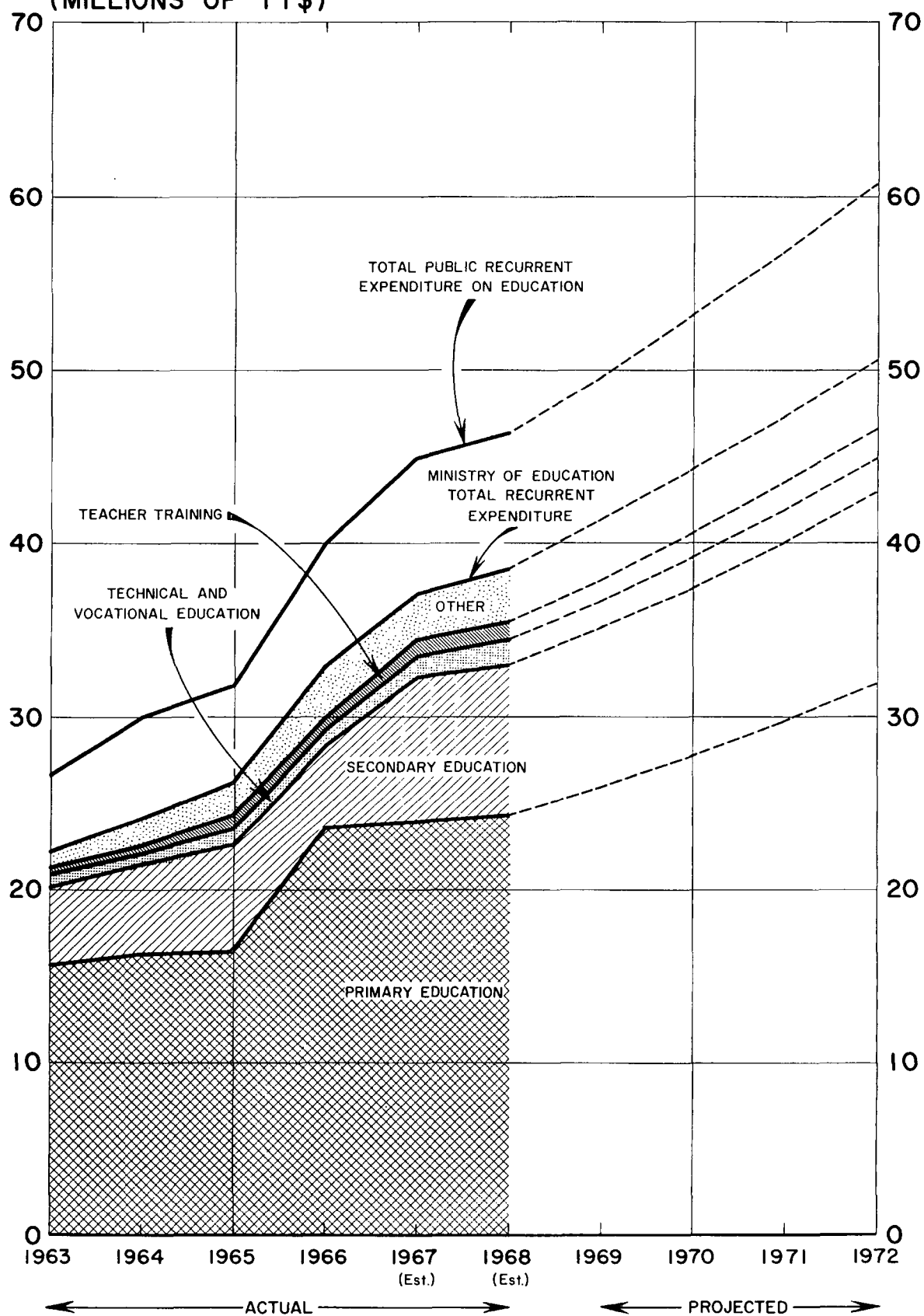
PUBLIC RECURRENT EXPENDITURE ON EDUCATION

(TT\$000)

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>Provisional 1968</u>
1. Total government recurrent expenditure (excl. capital repayments).	166,809	186,522	189,793	203,592	213,511	232,289
2. Public recurrent expenditure on education	26,582	29,978	31,842	40,028	44,893	46,350
3. (2) as percent of (1)	15.9%	16.1%	16.8%	19.7%	21.0%	20.0%
4. Public recurrent expenditure on education composed of:						
a) Ministry of Education	22,062	24,100	26,280	32,902	37,232	38,584
b) Ministry of Agriculture	49	84	118	143	150	269
c) Ministry of Finance 1/	77	45	14	16	40	40
d) Ministry of Tobago Affairs 2/	1,174	1,243	1,691	2,090	1,693	1,838
e) Common Services (UWI) 3/	3,220	4,506	3,739	4,877	5,778	5,619
	<u>26,582</u>	<u>29,978</u>	<u>31,842</u>	<u>40,028</u>	<u>44,893</u>	<u>46,350</u>
5. Ministry of Education recurrent expenditure as percent of public recurrent expenditure on education.	83.0%	80.4%	82.5%	82.2%	82.9%	83.2%
6. Ministry of Education recurrent expenditure composed of:						
a) Primary education	15,634	16,337	16,431	23,569	23,896	24,337
b) Secondary education	4,528	5,134	6,184	4,839	8,374	8,721
c) Technical and vocational	740	620	946	908	1,249	1,350
d) Teacher training	356	547	756	704	915	960
e) UWI 4/	-	18	202	248	137	399
f) Adult education	51	50	88	125	96	85
g) Other	753	1,394	1,673	2,509	2,565	2,732
	<u>22,062</u>	<u>24,100</u>	<u>26,280</u>	<u>32,902</u>	<u>37,232</u>	<u>38,584</u>

Note: See p. 2, Annex 12 for footnotes.

TRINIDAD AND TOBAGO: RECURRENT EXPENDITURE ON EDUCATION (MILLIONS OF TT\$)



ANNEX 12

TRINIDAD AND TOBAGO

TOTAL PUBLIC EXPENDITURE ON EDUCATION

(TT\$000)

Provisional
1968

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	
1. Total government expenditure (excl. capital repayments)	228,165	249,088	247,654	263,900	278,015	312,357
2. Public expenditure on education	28,503	32,584	35,477	44,625	49,731	56,515
3. (2) as percent of (1)	12.5%	13.1%	14.3%	16.9%	17.9%	18.1%
4. (2) as percent of GDP at factor cost	2.7%	3.0%	3.2%	3.7%	4.0%	4.3%
5. Public expenditure on education composed of:						
(a) Ministry of Education	23,517	25,565	28,962	36,828	41,438	47,234
(b) Ministry of Agriculture	49	84	118	143	159	769
(c) Ministry of Finance 1/	422	905	738	641	568	759
(d) Ministry of Tobago Affairs 2/	1,295	1,524	1,920	2,136	1,788	2,134
(e) Common Services (UWI) 3/	3,220	4,506	3,739	4,877	5,778	5,619
	<u>28,503</u>	<u>32,584</u>	<u>35,477</u>	<u>44,625</u>	<u>49,731</u>	<u>56,515</u>
6. Ministry of Education expenditure as percent of public expenditure on education	82.5%	78.5%	81.6%	82.5%	83.3%	83.6%
7. Ministry of Education expenditure composed of:						
(a) Primary education	15,949	16,568	16,707	24,054	25,098	25,337
(b) Secondary education	5,429	5,868	7,022	5,312	8,780	9,971
(c) Technical and vocational	807	741	1,358	1,786	1,365	1,437
(d) Teacher training	528	656	924	733	1,198	1,160
(e) UWI 4/	-	288	1,114	2,203	2,073	6,199
(f) Adult education	51	50	88	125	96	85
(g) Other	753	1,394	1,749	2,615	2,828	3,045
	<u>23,517</u>	<u>25,565</u>	<u>28,962</u>	<u>36,828</u>	<u>41,438</u>	<u>47,234</u>
8. Ratio of public recurrent to capital expenditure	13.8/1	11.5/1	8.8/1	8.7/1	9.3/1	4.6/1

TRINIDAD AND TOBAGO

NOTES TO EDUCATION EXPENDITURE TABLES

- 1/ The Ministry of Finance makes loans to overseas students out of its recurrent budget and finances a scholarship program out of capital funds.
- 2/ All educational expenditures on the island of Tobago are channelled through the Ministry of Tobago Affairs.
- 3/ The government's regular contribution to the regional University of the West Indies is financed as a current expenditure under Common Services.
- 4/ Ministry of Education recurrent expenditures on the University of the West Indies are largely to cover fees of nationals studying at the University's St. Augustine campus (Trinidad). Capital expenditures are for construction of new facilities for the College of Arts and Sciences at this campus.

TRINIDAD AND TOBAGOTECHNICAL ASSISTANCE SCHOLARSHIPS

	1962	1963	1964	1965	1966	1967
<u>No. of Awards</u>						
Canada	2	4	24	51	27	10
U.K.	25	42	48	48	63	42
U.N.	1	6	5	8	15	14
U.S.	4	13	11	8	4	12
Others	<u>5</u>	<u>5</u>	<u>10</u>	<u>8</u>	<u>6</u>	<u>4</u>
TOTAL	37	70	98	123	115	82
<u>Man/Years</u>						
Canada	5	4	49	92	36	6
U.K.	28	45	43	44	63	37
U.N.	0	8	4	3	8	11
U.S.	3	7	6	7	3	7
Others	<u>15</u>	<u>10</u>	<u>16</u>	<u>11</u>	<u>5</u>	<u>7</u>
TOTAL	51	74	118	157	125	68

Source: Administration of Foreign Technical Assistance, 1967, Ministry of Economic Planning and Development.

TRINIDAD AND TOBAGO

ENROLLMENTS IN PROJECT SENIOR COMPREHENSIVE SCHOOLS

<u>School</u>	<u>Forms IV-V Academic</u>	<u>Forms IV-V Practical</u>					<u>Form VI (Lower & Upper) Academic</u>	<u>Total Enrollment</u>
		<u>Technology</u>	<u>Agriculture</u>	<u>Commerce</u>	<u>Home Economics</u>	<u>Total Practical</u>		
<u>A. New Schools</u>								
St. Augustine	780	90	60	180	90	420	200	1,400
Rio Claro	300	30	120	60	90	300	160	760
Scarborough	<u>540</u>	<u>30</u>	<u>120</u>	<u>60</u>	<u>90</u>	<u>300</u>	<u>120</u>	<u>960</u>
Sub-Total	<u>1,620</u>	<u>150</u>	<u>300</u>	<u>300</u>	<u>270</u>	<u>1,020</u>	<u>480</u>	<u>3,120</u>
<u>B. Converted Schools</u>								
Port of Spain	300	180	-	180	120	480	-	780
North Eastern	540	90	90	150	90	420	280	1,240
Point Fortin	<u>540</u>	<u>120</u>	<u>90</u>	<u>180</u>	<u>90</u>	<u>480</u>	<u>240</u>	<u>1,260</u>
Sub-Total	<u>1,380</u>	<u>390</u>	<u>180</u>	<u>510</u>	<u>300</u>	<u>1,380</u>	<u>520</u>	<u>3,280</u>
Present Enrollment	600	0	0	0	0	0	160	1,460*/
<u>C. New and Converted Schools</u>								
Total Enrollment	<u>3,000</u>	<u>540</u>	<u>480</u>	<u>810</u>	<u>570</u>	<u>2,400</u>	<u>1,000</u>	1,820 additional enrollment

*/ Includes 700 junior secondary school places to be converted to senior secondary.

TRINIDAD AND TOBAGOPROJECT SENIOR SECONDARY SCHOOL TEACHER REQUIREMENTS

Subject	1971	$\Delta^{1/}$	1972	Δ	1973	Δ	1974
English/Literature	8	12	20	10	30	12	42
Science	16	24	40	18	58	23	81
Mathematics	8	11	19	10	29	12	41
Social Studies	11	16	27	13	40	15	55
Foreign Language	8	10	18	7	25	11	36
Art/crafts	4	2	6	0	6	2	8
Technology	8	7	15	1	16	4	20
Agriculture	4	4	8	1	9	3	12
Commercial	9	10	19	3	22	6	28
Home Economics	5	6	11	2	13	4	17

$\Delta^{1/}$ Δ - required increment

TRINIDAD AND TOBAGO: ESTIMATED CAPITAL COSTS OF PROJECT (000)

<u>Code</u>	<u>Name of School</u>	<u>Number 1/ of Students</u>	<u>Cost of Site Development</u>	<u>Cost of Buildings</u>	<u>Cost of Professional Services</u>	<u>Cost of Furniture</u>	<u>Cost of Equipment</u>	<u>Total Cost</u>	
			<u>TT\$</u>	<u>TT\$</u>	<u>TT\$</u>	<u>TT\$</u>	<u>TT\$</u>	<u>TT\$</u>	<u>US\$</u>
A. New Junior Secondary Schools									
101	Diego Martin	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
102	Mucurapo	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
106	Barataria	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
107	Curepe	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
111	Couva	1,920	97.23	972.27	106.95	126.53	67.62	1,370.60	685.30
112	Chaguanas	1,920	97.23	972.27	106.95	126.53	67.62	1,370.60	685.30
113	Carapichaima	1,440	80.41	804.12	88.45	100.88	54.56	1,128.42	564.21
116	San Fernando East	1,920	152.47	1,016.46	116.89	126.53	67.62	1,479.97	739.99
118	Marabella, San Fernando	1,920	152.47	1,016.46	116.89	126.53	67.62	1,479.97	739.99
124	Penal	1,920	148.49	989.95	113.84	126.53	67.62	1,446.43	723.22
125	Point Fortin	1,920	148.49	989.95	113.84	126.53	67.62	1,446.43	723.22
131	Five Rivers	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
132	Aranguez	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
133	Mt. Hope	1,920	88.39	883.88	97.23	126.53	67.62	1,263.65	631.83
134	Monroe Road	1,920	97.23	972.27	106.95	126.53	67.62	1,370.60	685.30
135	Gasparillo	1,920	152.47	1,016.46	116.89	126.53	67.62	1,479.97	739.99
Sub-Total		30,240	1,745.22	14,937.37	1,668.26	1,998.83	1,068.86	21,418.54	10,709.33
Foreign Exchange Component:			575.92	4,929.33	667.30	999.42	1,015.42	8,187.39	4,093.70
			33%	33%	40%	50%	95%		
B. New Senior Comprehensive Schools									
202	St. Augustine	1,400	139.86	1,398.62	153.85	163.93	195.00	2,051.26	1,025.63
204	Rio Claro	760	154.18	1,027.84	118.20	97.94	165.00	1,563.16	781.58
207	Scarborough, Tobago	960	192.36	1,282.37	147.47	116.33	225.00	1,963.53	981.77
Sub-Total		3,120	486.40	3,708.83	419.52	378.20	585.00	5,577.95	2,788.98
Foreign Exchange Component:			160.51	1,223.91	167.81	189.10	555.75	2,297.08	1,148.54
			33%	33%	40%	50%	95%		
C. Extensions to Senior Comprehensive Schools									
302	South East, Port of Spain	610	1,260 ^{3/}	68.09	680.92	74.90	75.12	1,046.23	523.12
304	North Eastern	760	1,240	97.46	974.56	107.20	107.61	1,474.03	737.02
307	Point Fortin	570	1,260	153.53	1,023.50	117.70	102.82	1,584.75	792.38
Sub-Total		3,760	319.08	2,678.98	299.80	285.55	521.60	4,105.01	2,052.52
Foreign Exchange Component:			105.30	884.06	119.92	142.78	495.52	1,747.58	873.79
			33%	33%	40%	50%	95%		
D. Teacher Training College									
402	San Fernando Teacher Training College	440	118.68	791.20	90.99	74.91	224.40	1,300.18	650.09
Foreign Exchange Component:			39.16	261.10	36.40	37.46	213.18	587.30	293.65
			33%	33%	40%	50%	95%		
GRAND TOTAL			2,669.38	22,116.38	2,478.57	2,737.49	2,399.86	32,401.68	16,200.92
Foreign Exchange Component			880.89	7,298.40	991.43	1,368.76	2,279.87	12,819.35	6,409.68

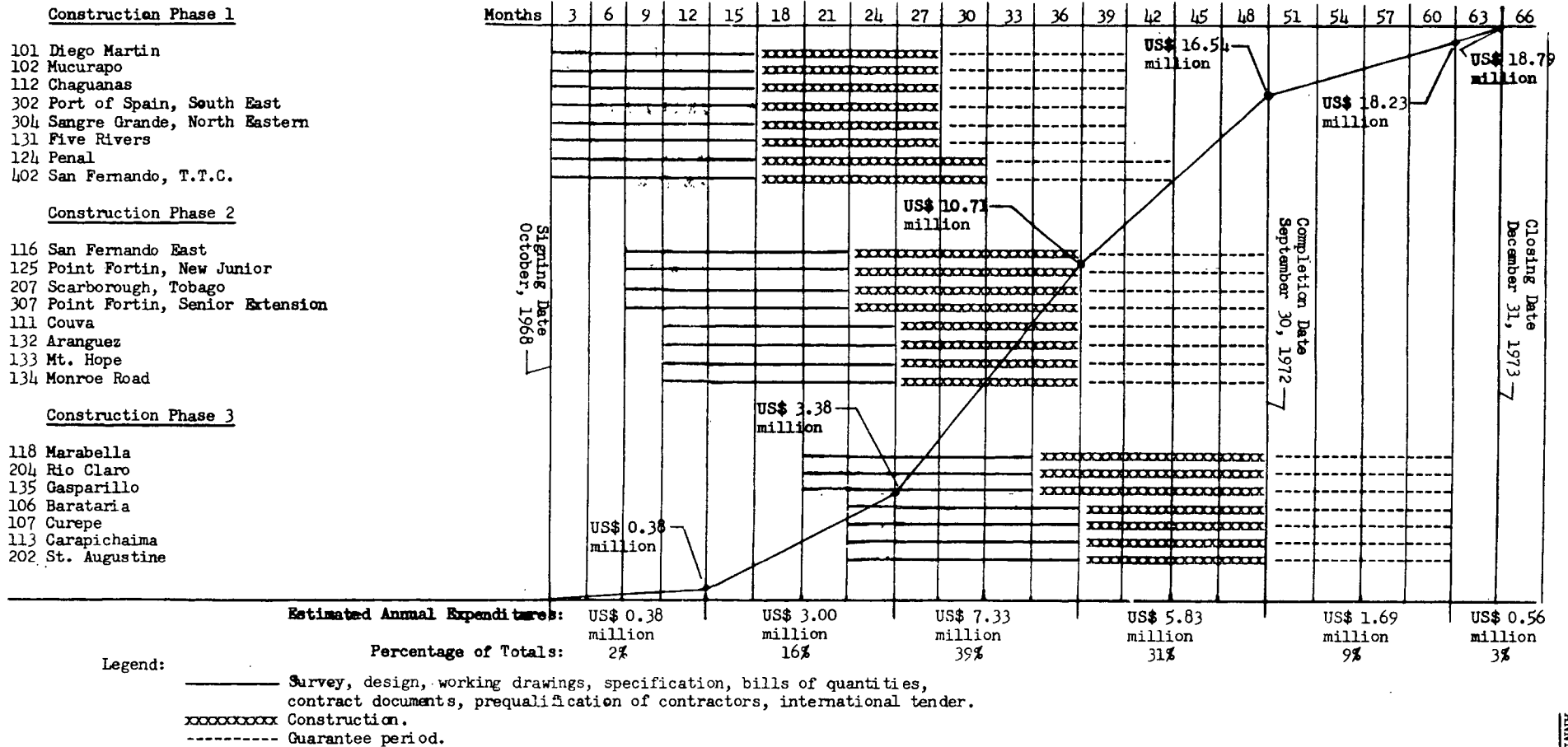
1/ In Category A, total for two shifts.

2/ Existing enrollment.

3/ Includes 480 junior secondary students.

TRINIDAD AND TOBAGO EDUCATION PROJECT

ESTIMATED SCHEDULE OF CONSTRUCTION AND TOTAL EXPENDITURES



TRINIDAD and TOBAGO
LOCATION OF PROPOSED SCHOOLS

