# Country: Trinidad & Tobago

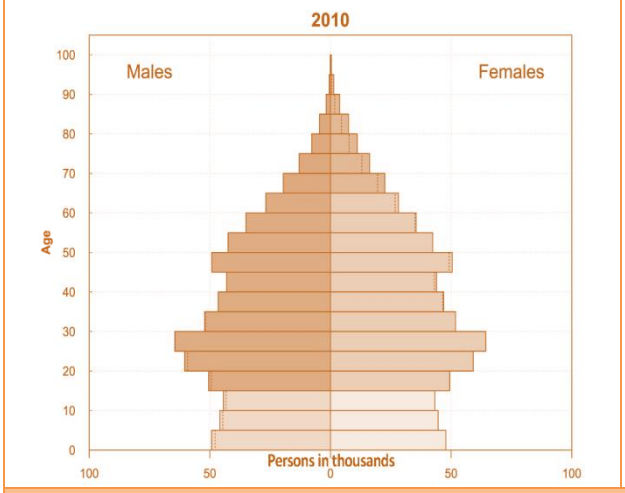
## GENERAL SOCIOECONOMIC DATA

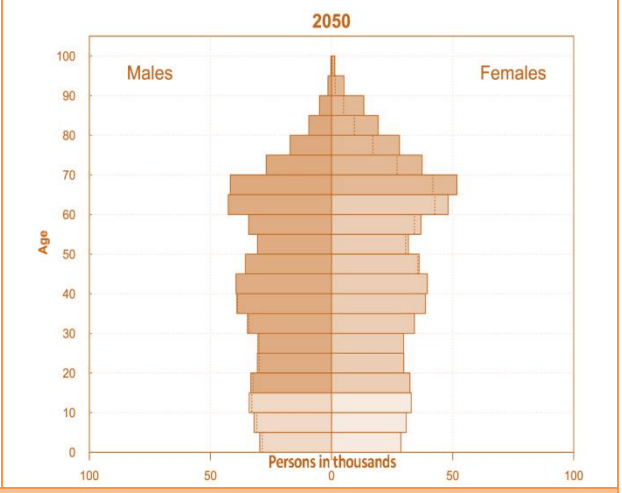
### Demographic data

| Total population[1] | Urban population[2] | Rural population | Human Development Index[3] | GINI Index[4] |
|---|---|---|---|---|
| 1,344,000 | 8.5% | 91.5% | 0.766 (High) | NA |

Tendencies in the change of population over time[5]

Youth and children population will grow slightly in the next decade, and will tend to decrease in the following decades.




### Economic data

| Gross Domestic Product (GDP) in million USD[6] | GDP per capita[7] in USD | Percentage of the GDP invested in education[8] | Expenditure per student at primary level (% of GDP per capita[9] |
|---|---|---|---|
| 24,434 | 18,219 | 3.16 (2003) | 15.11 % (2010) |

## STRUCTURE & LEVELS OF THE MANDATORY EDUCATION SYSTEM

| | Mandatory Education: 15 years (ages 3 to 17) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | ECCE (Early Childhood Care Education) | | Primary Education | | | | | | | Secondary Education | | | | | |
| | | | Infant | | Standard | | | | | Junior secondary | | | Upper secondary | | |
| Grade | | | L1 | L2 | S1 | S2 | S3 | S4 | S5 | 7° | 8° | 9° | 10° | 11° | 12° |
| Age | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |

[1] Banco Mundial, 2015. Población total. Note: data estimate for 2014.
[2] Banco Mundial, 2015. Población urbana (% del Total). Note: data estimate for 2014.
[3] Programa de las Naciones Unidas para el Desarrollo, 2014.Tablas Estadísticas del Informe sobre desarrollo humano. Note: data for 2013.
[4] Banco Mundial, 2015. Índice de Gini. Nota: se presentan los datos disponibles del año más reciente.
[5] Departamento de Asuntos económicos y sociales de las Naciones Unidas, 2012. *World Population Prospects: The 2012 Revision*. Note: population pyramids are adapted.
[6] Banco Mundial, 2015. PIB (USD a precios actuales). Note: data estimate for 2014.
[7] Banco Mundial, 2015. PIB per cápita (USD a precios actuales). Note: data estimate for 2014.
[8] Banco Mundial, 2015. Gasto público en educación, total (% del PIB). Note: data for the most recent year.
[9] Banco Mundial, 2015. Gasto por alumno, nivel primario (% del PIB per cápita). Note: data for the most recent year.

## POLITICAL STRUCTURE & LEVELS OF THE MANDATORY EDUCATION SYSTEM

### General political organization of the country

Trinidad and Tobago is a parliamentary democracy. The island of Trinidad is split into 14 regional corporations, consisting of 9 regions and 5 municipalities; and the island of Tobago is governed by the Tobago House of Assembly.

### National organisms in charge of making decisions in themes related to education

**Ministry of Education (MOE)**

The Ministry of Education is the key entity responsible of designing and developing a high quality education system.

### Regional/local organisms in charge of making decisions on issues related to education

**Educational Districts (ED)**

Trinidad is divided geographically into seven educational districts. Each one is headed by a School Supervisor. Tobago can be considered an eighth Education District which falls under the purview of the Secretary for Education, Tobago House of Assembly.

### Aspects of the political context that influence school management

-(no relevant aspects were highlighted)

## GENERAL ENROLLMENT DATA

### National enrollment

ECCE (Public + Private) 2014/2015: 31,280

Primary (Public) 2013/2014: 140,831

Secondary (Public) 2013/2014: 86,835

### Assistance rate within population in scholar age

School coverage is considered to be universal.

According to UNESCO´s "Out of School rate" only 1.3% of children of primary school age did not attend school in 2010.

### Other relevant information

The public school system includes government owned schools as well as government assisted schools usually managed by a private body (usually a religious/denominational board). Assisted schools are managed by the Catholic (majority), Presbyterian, Anglican, Hindu, Methodist and other Churches.

Schools owned by the Denominational Boards (there are 20 different Boards) are built by the government, with public funds, on the Board's land; the government also pays for maintenance as well as operation costs (such as teachers' salaries). Those schools are perceived to have a better reputation and are more in demand than government-owned schools, among others because they appear to be better managed, have a higher capacity to attract additional funds in the form of aid from communities/the Board itself, and generally are characterized by students with higher achievement levels. It should be noted here that government schools with high achievement levels are also in high demand. The Boards do not acquire any official obligation in exchange of receiving public funds, though in practice they never default from offering free education nor have alienated or changed the designation of any school building. To most practical effects, the Board's schools are part of the public education system.

## SCHOOL INFRAESTRUCTURE GENERAL STATUS

### Number of school facilities and/or schools[10]

[10] School facilities refer to the physical building. One or more schools may be contained within the same facilities.

ECCE: Public- 194; Private - 688

Primary: Public – 477; Private - 56

Secondary: Public - 134; Private – 40

NB: Public=Government+Government Assisted/Denominational

**Installed capacity/coverage in terms of physical spaces**

The coverage is total.

**General conditions of the education infrastructure**

Around 35% of schools have electrical problems, several of them due to the installation of additional AC units, which have increased the burden on the electrical systems and caused major breakdowns. In addition, there are problems with the supply of energy at schools.

Around 40% of schools have problems with the sewer installations.

**Environmental risks affecting the infrastructure and constructions in process**

Having a tropical islandic climate makes humidity an issue. For example, schools built on steel structures present major maintenance problems (rust, corrosion).

There are no major emerging environmental conditions that affect the construction of schools.

**Infrastructure expansion needs in short /medium terms**

Although there is some need to build new schools in areas that have seen population shifts, the construction programs mainly focus on the replacement (major intervention) of existing schools that are deteriorated. For example of the 900 schools, over 100 schools are over 100 years old, and over 200 schools are over 50 years old. [11]

**Other relevant information**

- An important issue for school infrastructure is weak maintenance and insufficient upgrading of school structures.
- Annual budget for school infrastructure programs:

| Annual Allocation | 2013/14 $TT | 2014/15 $TT |
|---|---|---|
| ECCE | 24.00M (3.8M $US) | 109.04Mn (17.2M $US) |
| Primary | 415.69M (65.7M $US) | 327.43Mn (51.7M $US) |
| Secondary | 259.27M (41M $US) | 179.27Mn (28.3M $US) |

(Separated in line items for each of the major projects as well as general maintenance by school levels).

## MANAGEMENT OF THE SCHOOL INFRASTRUCTURE

**Main public organisms in charge of the management of the scholar infrastructure**

Within the Ministry of Education (MoE), the main entities involved in the planning and execution of school infrastructure include:

- **Permanent Secretary:** is responsible of reviewing and authorizing maintenance and improvement investment decisions.
- **Educational Planning Division (EPD):** provides overall strategic guidance within the Ministry. It is divided in three departments: Statistical Research, Strategic Planning and Facilities Planning.
- **Educational Facilities Planning and Policy Division (EFPPD)**: in charge of coordinating execution of all phases of budgeting and planning of school infrastructure investment.
- **Finance Division:** intervenes in the process whenever unplanned urgent interventions are needed, in order to facilitate the process of reassignment of necessary budget.

*Web site: http://moe.edu.tt/*

**School Supervisors:** Are in charge of supporting and overseeing the operation of schools in each District.

[11] According to information videos presented at the Educational Facilities Company Limited, available at: http://www.efcl.co.tt/projects.htm

Generally, they are former school principals. They may request infrastructure interventions within their district and/or endorse requests made by school principals.

**Ministers' Cabinet (Cabinet)**

It is composed by all the Ministers of Trinidad & Tobago, including the Prime Minister. It approves all large state investment decisions.

**Ministry of Land and Marine Resources (MLMR)**

All the schools must be state owned. As the authority in charge of managing state land resources, the MLMR takes care of the process for finding or acquiring new land necessary to build schools.

*Web site: http://mlmr.gov.tt/*

**Ministry of Finance**

It is the entity in charge of approving the yearly budget for the MoE (based on input from the MoE itself), which includes the budget set aside for school infrastructure programs.

(Note: the financial year is form October to September).

*Web site: http://finance.gov.tt/*

**Educational Facilities Company Limited (EFCL)**

The EFCL is a government-owned special purpose entity whose mandate is to provide management and procurement services for all projects related to public school infrastructure. Among others, it is in charge of managing (contracting and supervising) the design phase and all the execution of school infrastructure interventions.

*Web site: http://www.efcl.co.tt/*

**Main laws, codes, and applicable regulation**

- **Education Act Chapter 39:01**

Establishes the general guidelines for the Ministry of Education, its responsibilities and the management purposes of schools.

*Available at: http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/39.01.pdf*

- **The Occupational Safety and Health Act, 2004;**

Establishes all regulations that have to befollowed to ensure the safety of users of all public buildings, including school infrastructure.

*Available at: http://www.ttparliament.org/legislations/a2006-03.pdf*

- **The Land Acquisition Act, 1994;**

States the rules for the acquisition of land to transfer it from private ownership to public.

*Avalibale at: http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/58.01.pdf*

- **Town and Country Planning Act Chapter 35:01**

It states the procedures and control of land development. All construction of public works have to follow this regulation in order to comply the national planning aspects.

- **The Central Tenders Board Ordinance, 1961 and Amendments;**

It establishes the procedure and functions of the boards to be followed for any tendering process in the country.

*Available at: http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/71.91.pdf*

- **National Schools Code of conduct**

This code establishes the general rules from the Ministry of Education for school boards and directors. It includes procedures for maintenance of school infrastructure.

*Available at: http://moe.edu.tt/general_pdfs/National_Schools_Code_of_Conduct.pdf*

**Considerations on codes for quality and safety**

- It appears that some processes are either insufficiently codified or need to be revised. In particular, it is perceived that it may be useful to establish/revise when and how the EFCL should involve other

interested parties (e.g. the Denominational Boards, statutory authorities, and the MoE) in making decisions.

- Pre-engineered structures are used in some projects to help make temporary accommodations for students while construction is being planned and/or carried out. [12]
- It has been noticed that aggressive coastal conditions in Trinidad & Tobago have a noticeable effect on steel based materials and components. The MoE is looking into developing special standards for construction materials in such areas.

## TOOLS FOR PLANNING/MANAGING SCHOLAR INFRASTRUCTURE

### Main tools/systems planning/management of school infrastructure

No planning or managing databases or software are available to help the identification or prioritization of investment in school infrastructure. All processes take place continuously as a reactive mechanism, based on demand generated from the field.

### Considerations and general comments

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## SPECIFIC PROGRAMS FOR INVESTMENT IN SCHOOL INFRASTRUCTURE

No specific programs are reported other than ordinary processes.

### Comments and considerations

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## PLANNING FOR THE CONSTRUCTION OF NEW SCHOOLS AND MAJOR INTERVENTIONS IN EXISTING SCHOOLS (REBUILDING, EXTENSIONS ETC.)

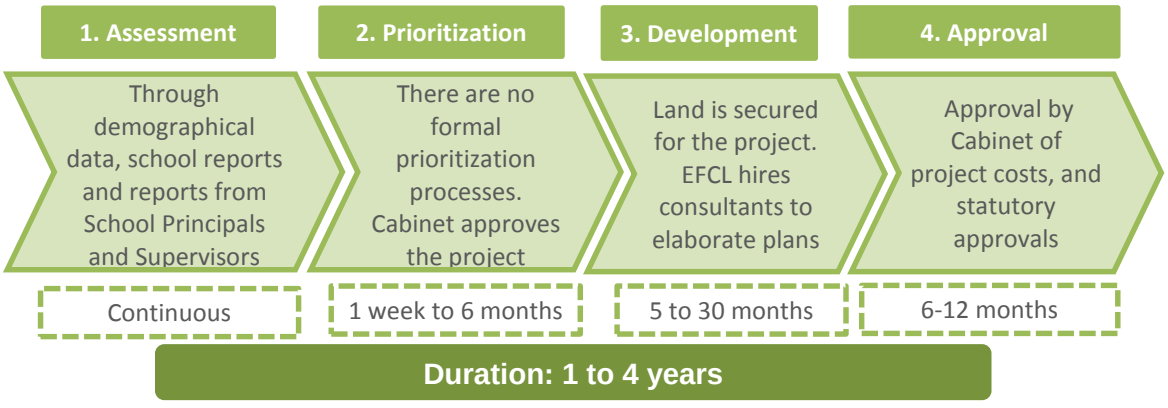
### Overview of the process

Very few "new" schools are built. Most interventions are reconstructions/replacement or upgrading of within existing schools. Sometimes an existing school is rebuilt on a different (more suitable) site.

Large interventions (building of new schools and major interventions in existing ones) must be included into annual budgets. For this reason, planning takes place and concludes at least several months (during the previous fiscal year) before the start of execution. To meet the budget timelines, the planning process is to be concluded before April-June in order to allow for the project to be included in the budget for the following fiscal year (October to September).

Note: Corrective maintenance projects estimated to cost in excess of $1.0m need to go through a similar process, rather than the simplified one described in the following section.

### Planning scheme for the construction of new schools and major interventions




[12] According to information videos presented at the Educational Facilities Company Limited, available at: http://www.efcl.co.tt/projects.htm

| Phase 1: Needs assessment for new infrastructure | |
|---|---|
| Stakeholders | MoE (EFPPD, EPD), School Principals and Supervisors, Occupational Health and Safety Agency, Parent-Teachers Associations. |
| Duration | Continuously |

The Educational Planning Division (EPD) of the MoE continuously reviews demographic changes based on population census reports (population increases and shifts by region) as well as school reports comparing current enrollment and capacity with local demand for school places. Based on this information, it determines whether new schools or extensions of existing schools are needed, and of what size (capacity).

At the same time, through reports from School Principals and Supervisors, verified by technicians of the EFPPD (see corrective maintenance processes), the MoE identifies schools that are in need of complete or major reconstruction. The Occupational Health and Safety Agency may also identify schools in critical conditions in need of major intervention or complete reconstruction.

| Phase 2: Prioritization of projects | |
|---|---|
| Stakeholders | Minister of Education, Cabinet |
| Duration | 1 week to 6 months |

Prioritization is based on the whether the issues constitute a threat to health and safety and as such the students need to be relocated; whether curriculum delivery is hindered. Each case is evaluated as it arises.

The project is sent to the Minister of Education, who then presents it to the Cabinet for approval. The process of Cabinet approval may last between one week and six months, depending on clarification requested or questions asked and time needed to answer them (the standing/power of persuasion of the Minister of Education also plays a role); and the urgency of the matter. Once the school is scheduled to be rebuilt, resource allocation is prioritized based on whether the target site is unencumbered, whether the designs are complete, and whether construction contracts are awarded or ready to be awarded.

| Phase 3: Development of the proposal (identification of land, architectural project and budget) | |
|---|---|
| Stakeholders | MoE (EFPPD, internal stakeholders), Education Facilities Company Limited (EFCL), Private Consultants |
| Duration | 5 months + 1-24 months[13] |

Step 1 (in case land is needed):

The EFPPD is in charge of finding suitable land for new schools.

In order for schools to be built, the land must be owned by the state, and formally assigned to the MoE (this is with the exception of government assisted schools, for which land must be owned by the Church). (The term “Church” is a generalization: In Trinidad and Tobago religious schools are owned by several Christian denominations, four Islamic organizations and four Hindu organizations.)

Preferably, state owned land is used. If the land is assigned to another state entity, the reassignment process may take from one to several months. In case no public land is available, private land can be acquired by the state through Private Treaty or Compulsory Acquisition. The Ministry of Land and Marine Resources (MLMR) takes the lead for the acquisition process, values the land in consideration and makes an initial offer to the private owner (usually lower than market pricing). In this process there is some space for negotiations, in case that the owner does not accept the final offer, then the MLMR can perform a Compulsory Acquisition (this is usually done as a last resort). This process can require between six months and two years to be completed.

Step 2:

The MoE hands over the project to EFCL.

The Education Facilities Company Limited (EFCL) conducts a bidding procedure to engage the services of consultants (architects and engineers) to prepare the plans and budget for the project. Note that in some cases engagement of consultants and some preliminary design work may start before the completion of Step 1. This involves inviting a restricted list of firms to submit a proposal. (The firms are selected based on

[13] In case land is needed

pre-screening of their capacity and past experience in similar projects, as well past performance in EFCL managed projects).

Some stakeholders internal to the MoE are consulted for developing the design, depending on the specific projects (Curriculum Division, Early Childhood Care and Education Division, Educational Planning Division, School Supervision and Management Division). For some types of projects (depending on schooling level, land size, urban or rural contexts) prototypical or modular designs are available.

Once the design is completed and approved by MoE stakeholders, it is sent back to the Minister of Education with an estimate of construction cost.

The approximate duration of Step 2 is 5 months.

**Phase 4: Approval and granting of resources**

| | |
|---|---|
| Stakeholders | MoE, Cabinet, EFCL, Entities in charge of technical approvals (town and country planning, engineering, structural designs, drainage) |
| Duration | 6 to 12 months |

Step 1: The Minister of Education presents the detailed project to the Cabinet for a final approval. This process may last anywhere from one week to six months.

Step 2: The project goes back to the EFCL. EFCL is in charge of obtaining statutory approvals from various agencies (town and country planning, engineering, structural designs, drainage). In case there are issues, the EFCL works in collaboration with those agencies and the consultants to address them. This process usually lasts about six months.

Step 3: Once all statutory approvals are cleared, the MoE includes the project to be considered under the budget for the next financial year.

Note: if the project is urgent, budget may be reallocated to allow construction to start within the same fiscal year.

**Comments and considerations**

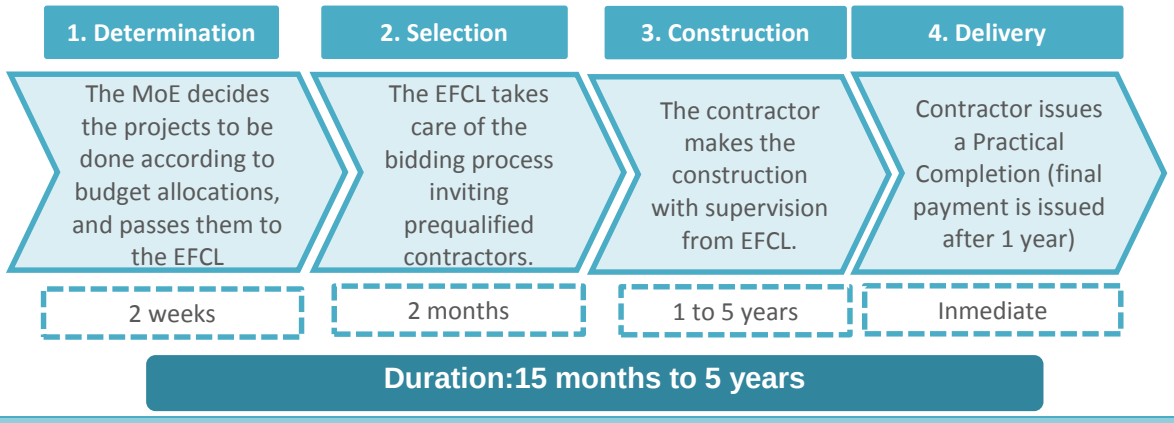
- Budgeting processes usually take place between April and August. It is critical that the planning phase is concluded by April (or June at the latest) in order for the project to be includsed in the budget planning process for the following fiscal year (starting in October).

## EXECUTION PROCESS FOR BUILDING SCHOOL INFRASTRUCTURE (NEW/REPLACEMENT/EXPANSION)

**Overview of the process for the implementation of school infrastructure**

The Educational Facilities Company Limited (EFCL) is in charge of the execution of all public school infrastructure projects.

**Process**




**Phase 1: Determination of the terms for the implementation of the project**

| | |
|---|---|
| Stakeholders | MoE, Ministry of Finance, EFCL |
| Duration | 2 weeks (starting late September/October), although starting of projects may be phased out throughout the fiscal year |
| Once budget is allocated (September-October), the MoE instructs the EFCL to start the procurement processes for projects to be executed. Note: starting of approved projects may be scheduled throughout the year, among others in coordination with the Ministry of Finance (depending on revenue inflows and other considerations). | |
| **Phase 2: Selection of contractors and procurement** | |
| Stakeholders | EFCL, Permanent Secretary of the MoE, prequalified contractors |
| Time estimate | 2 months |
| Step 1: The EFCL invites prequalified contractors to submit bids. The process of invitation + submission of bids takes approximately 6 weeks.<br>Note: contractors are automatically ranked for each project according to their previous history as well as their capacity (ranking varies depending on type, complexity and size of the project). The EFCL has some discretion in defining how many contractors to invite.<br>Step 2: The EFCL evaluates all the bids and makes a recommendation for the procurement.<br>The recommendation must be justified by the EFCL and validated ("no objection") from the Permanent Secretary of the MoE.<br>Step 3: The EFCL grants the contract to the chosen contractor.<br>Steps 2 and 3 take approximately 3 weeks in total. | |
| **Phase 3: Construction of the projected works** | |
| Actors | EFCL, contractors, MoE, Ministry of Finance. |
| Duration | 1 to 5 years[14] |
| The contractor executes the project.<br>Local consultants are hired by EFCL to supervise the project. These may be hired through a bidding process, or a strategic decision may be made to hire the same consultants previously involved in the design process. (Note: the MoE may instruct the EFCL on this matter)<br>Construction processes are governed by FIDIC rules (international standards, available at fidic.org).<br>Payments to contractors are made through the following process:<br>Every time a contractor claims a payment, the supervising consultant must certify that the conditions set in the contract for the payment are met. The EFCL then sends requests for payment to the MoE. The MoE reviews each request, and sends "block" requests (including several payments) to the Ministry of Finance for funds release. The Ministry of Finance releases funds to the MoE, which in turn releases them to the EFCL with an indication of which payments to pay with the funds released.<br>According to FIDIC rules, payment must be made within 56 natural days from the supervising consultant's certification of the validity of the contractor's request.<br>The construction process may take from 1 to 5 years, with frequent delays with respect to original planned construction times. In particular, for primary schools, construction estimated to take 12 months, but tends to last 18 month in practice; and for secondary schools, construction is estimated to last 24 months but may take up to 4 or 5 years. Constructors usually attribute delays to the need to revise architectural details, inclement weather, or difficulties in the procurement of materials.<br>Note: contractors often request the contract to be revised to allow for extra time or additional budget (cost variations). In order to do so, the process is as follows: the contractor must notify the EFCL in writing and provide supporting evidence for the reasons being out of their control; the EFCL then consults with the supervising consultant, who provides a recommendation; which is sent to the MoE, for approval. MOE may decide autonomously (though upon consultation with the Ministry of Finance) to grant an extension | |

[14] Depending on complexity of the infrastructure

provided that the request cost variation does not exceed 10% of the original budget; if the amount exceeds 10% of the original budget, the decision must go back to Cabinet.

**Phase 4: Delivery of the work to the appropriate educational authority**

| | |
|---|---|
| Actors | EFCL, contractor, MoE |
| Duration | Immediate. The contractor remains liable until last payment |

The consultant issues a Practical Completion Certificate.
Once the Practical Completion is issued the MoE takes charge of the school and can occupy the new facilities. The contractor remains liable for one calendar year from the issuing of the Practical Completion report; after such period, the final payment (5% of the project cost) is made.

**Comments and considerations**

- There are often controversies with contractors on whether or not they are liable to fix construction defects. This may result in the need to conduct subsequent processes to fix problems, taking more time and budget.
- Controversies may also arise between design consultants and contractors. The conditions of contract contain clauses which outline a process for dispute resolution and arbitration in such cases.
- In case a school needs to be reconstructed, students need to be relocated prior to the start of the construction. The MoE is in charge of this process. Accommodation arrangements in alternative facilities must be found for all students, although students are not moved until construction is ready to start (unless conditions are unsafe). This process can sometimes delay the start of the construction for as much as 12 months.
- No difficulties are reported in finding contractors of good technical ability (both for design and execution)

## ROUTINE MAINTENANCE PROCESS (ORDINARY EVENTUALITIES)

**Management process for minor maintenance**

Some secondary schools (those fully owned by the government) receive a recurrent budget that may be used for repairs (among other uses), at discretion of the Principal. Denominational Boards receive grants for primary and secondary schools that may not be used for repairs. All primary schools are now provided with an annual allowance of $10,000.00 (T&T Dollars) for very minor repairs. Other than that, there is no budget assignment directly to schools for routine maintenance. All repairs (minor and major) have to go through the corrective maintenance process described earlier.

**Comments and considerations**

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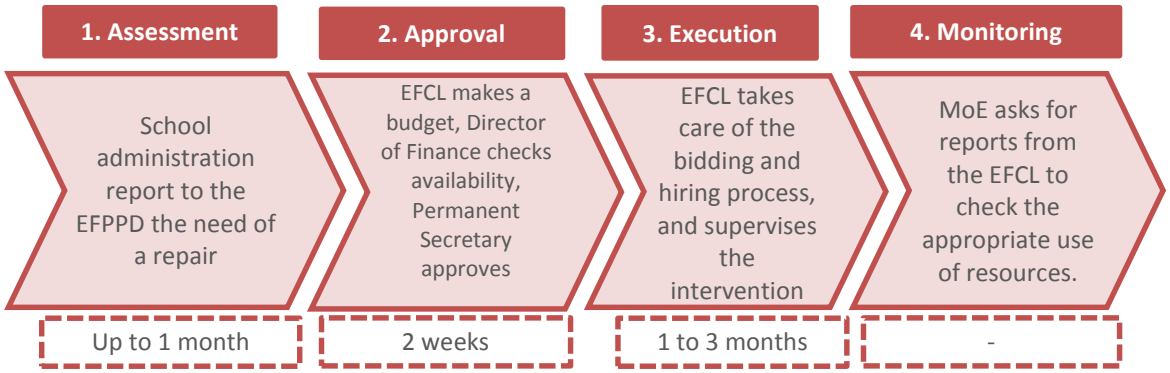
## EXTRAORDINARY MAINTENANCE PROCESS (CORRECTIVE/IMPROVEMENT REPAIRS)

**General considerations**

Budget for school corrective maintenance and improvement interventions is determined on a yearly basis, and allocated for type of schools (eg. school levels; not for individual schools). Planning is done based on estimates (elaborated by the Ministry of Education), although the final budget allocation is usually significantly reduced compared to the amounts that have been asked for.

Schools are attended as necessities arise until budget is depleted. In case an urgent situation emerges after budget has been depleted, the Finance Division of the MoE will explore ways to divert other funds in order to attend it. This type of situation happens almost every year.

**Scheme of the process**




| **Phase 1: Needs assessment** | |
|---|---|
| Stakeholders | School Administration, School Supervisor, EFPPD |
| Duration | Up to a month (less if the repair is urgent) |

The School Administration submits a report requesting repairs to the School Supervisor, which endorses it and sends it to the EFPPD. In alternative, the School Supervisor may submit the report of his own initiative. (5 days approximately)

The EFPPD then sends a technical expert to assess the severity of the problem (distress caused, risks) as well as the condition (age of building), and determines the best course of intervention. (2-3 weeks approximately; if the problem is reported to be severe, the inspection is afforded higher priority).

| **Phase 2: Approval and granting of the resource** | |
|---|---|
| Stakeholders | Permanent Secretary of the MoE, EFCL, Director of Finance |
| Duration | 2 weeks or less |

The report is sent to the Permanent Secretary of the MoE.

The Permanent Secretary instructs the EFCL to develop a plan and a budget. The planning and budgeting process typically lasts one month, although may be faster if the project is considered an urgency. Once the plan and budget are ready, the data is sent to the Permanent Secretary.

The Permanent Secretary checks with the Finance Division whether funds are available; or, if not, if they may be made available through other sources (ej. through reallocation). Also, s/he may ask for additional technical checks to be conducted and/or cost revisions.

If budget and technical criteria are met, the Permanent Secretary makes the approval decision.

| **Phase 3: Execution of the resources** | |
|---|---|
| Stakeholders | EFCL, contractors |
| Duration | 1 to 3 months (depends on the nature of the work) |

The EFCL instructs a bidding process among selected contractors, conducts an evaluation, and selects and hires a provider. The EFCL also takes charge of the supervision.

Note: in case the final cost ends up being higher than originally budgeted, increases must be approved by the Permanent Secretary of the MoE.

| **Phase 4: Monitoring of the executed budget** | |
|---|---|
| Stakeholders | MoE, EFCL |
| Duration | - |

The EFCL has to report to the MoE on project advances/funds usage. (However, this obligation is often not complied with.)

**Additional comments and considerations**

- The EFPPD technical staff is short of man-power, which results in slower response times to requests for technical inspections.

## PROCESS FOR REPAIRING THE EDUCATIONAL INFRASTRUCTURE AT EMERGENCY SITUATIONS

In cases of emergency the Permanent Secretary is allowed some limited flexibility for shortening of the ordinary processes to expedite the projects.

## OTHER CONSIDERATIONS AND COMMENTS

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## BEST PRACTICES OF THE COUNTRY THAT COULD BE SHARED (ACCORDING TO THE INTERVIEW)

The local building standards are largely based on British Standards, especially referring to the use of materials and workmanship.

## PRIORITIES FOR INVESTMENT

Maintenance is the main priority for investment.

**GENERAL NOTES**

- The data here stated is provided by a set of interviews performed during the months of August and September of 2015 to members of the Ministry of Education: Simone Thorne-Mora (Deputy Permanent Secretary), Anthony Alphonse (Facilities Adviser), Yvonne Chrysostom (ECCE Consultant), Lisa Henry David (EFPPD Director) and Carlton Harding (EFPPD Research Officer).
- Any data reported in USD are based on exchange rates from October 2015.
- The duration of phases are estimates and not fixed times.
- Any errors in the interpretation of the stated information are the responsibility of Fundación IDEA.