

School Infrastructure Planning



Trinidad and
Tobago



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Where are we? Who are we?

- The country of Trinidad and Tobago comprises the two Southernmost islands of the Caribbean
- Population 1.3 million, (96% Trinidad, 4% Tobago)
- The population growth rate is 0.27 percent per annum.
- Our population is a mixture of East Indians 40.3%, Africans 39.5%, Mixed Race 18.4%, Chinese 1.2%, Euro-Trinidadians 1.2%, Syrian/Lebanese 1.2 %
- The official language is English

Our school system – Overview

Level	Age	Enrolled Population	No. Public Schools		No. Private Schools
			Government	Gov't Assisted*	
ECCE	3-4	32,323	90	122	677
Primary	5-11	140,831	150	327	56
Secondary	12-16/18	86,835	91	43	40
Tertiary	18+	60,901	7	-	60

- *20 Denominational Boards

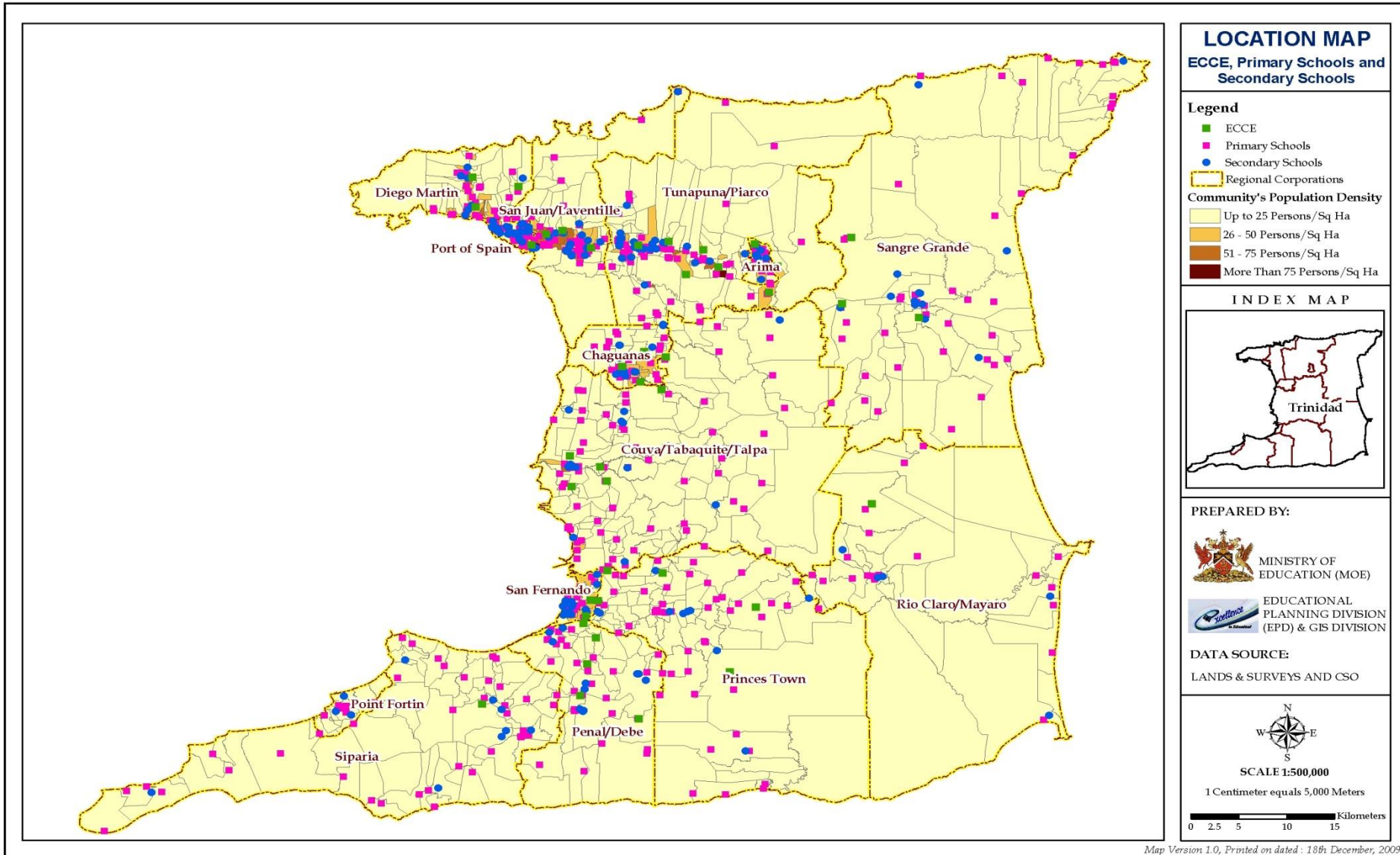
Class Size:

- Secondary 35
- Primary 30;
- ECCE 15 per teacher

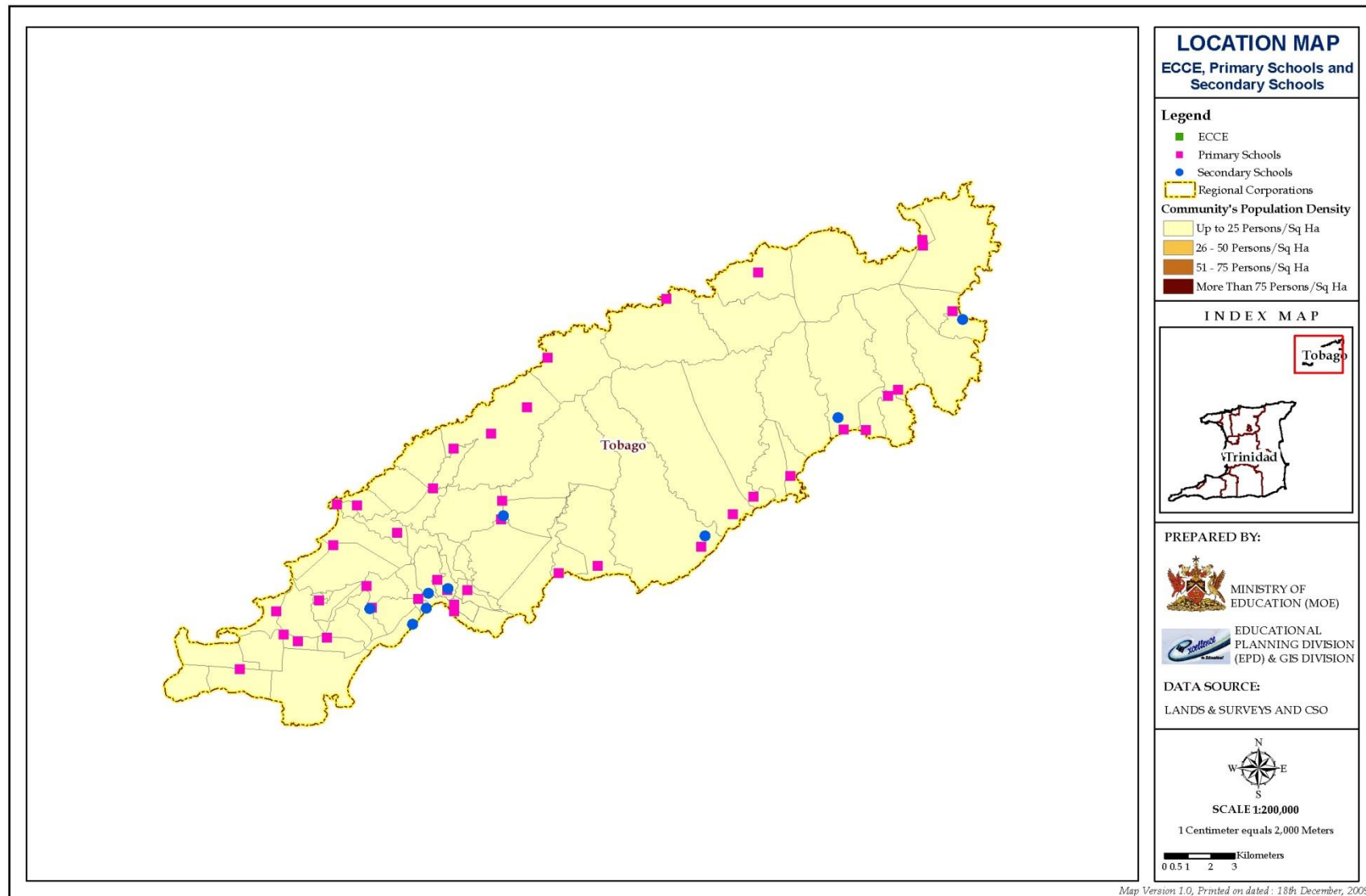
Space per student

ECCE 2.1 m²; Primary 1.25m²; Secondary 1.5 m²

Distribution of Schools in Trinidad



Distribution of Schools in Tobago



Triggers for Current Infrastructure Needs

- **Educational reform requiring infrastructural changes**
 - Social programmes (eg School Nutrition)
 - Curriculum based reforms
 - Professional development
 - Push toward universal quality ECCE
- **Demographic Issues**
 - Population reductions leading to conversion of rooms, followed by population increases
 - Internal Migration
- **Economic Changes**
 - Spiralling cost of construction has coupled with the global economic downturn leading to a reduction in the spending power of the Government

Triggers for current Infrastructure needs

- **Social Changes**

- Gang warfare manifested through community polarization
- Parent perception/ freedom of choice
- Centralization of workforce
- Immigration

- **Age of Plant**

- 60 % Primary > 50 years old
- 36% Secondary > 50 years old

Steps in the School Infrastructure Planning Process

- Identification of need by the Board or by MOE
- EFPPD, EPD, ECCE, SSMD
- Site Identification
- Costing
- Cabinet Approval
- Inclusion in Draft Estimates by Min. Planning
- To EFCL for the remaining activities from
Tendering to Outfitting
- Stakeholder consultation may take place at the
site selection and design stages

Considerations for Planning School Infrastructure - Site Identification

- **Replacement Schools:**

- Demographic – population, capacity
- Geographic – plot size, other factors
- Denominational Boards

- **New schools:**

- | | |
|----------------|-----------------------|
| • Acreage | • Accessibility |
| • Topography | • Services |
| • Drainage | • Status of ownership |
| • Nodality | • Community Concerns |
| • Demographics | • BNI (IDB ECCE) |

Considerations for Planning School Infrastructure - Architects Brief

- Curricular requirements/ delivery
- **Best Practice**
- Adaptability & Flexibility
- **Organization & Management: noise, weather, access, pest control**
- Safety & Security
- **Sustainability and environmental design**
- Access and inclusion requirements
- **Gross and net area standards (Spatial)**
- Community usage

Approval and Funding

- Approval must be sought from the Cabinet for the MOE Construction Programme
- Inclusion of the schools in the Draft Estimates of Expenditure Ministry of Finance is a signal that the individual project can commence
- Despite the above readiness will dictate start-up of construction
- These steps must be followed even if there is international funding
- Foreign loans come with additional requirements pre and post construction

Annual Allocation for Construction

Level	2013/14 \$TT Mn	2014/15 \$TT Mn	2015/16 \$TTMn
ECCE	24.00	109.04	110.00
Primary	415.69	327.43	145.20
Secondary	259.27	179.27	130.00

Management of Construction

Role of the Education Facilities Co. Ltd.

- **Tendering** - bidding procedure to engage the services of consultants (architects and engineers) to prepare the plans and budget for the project; and **Award**
- **Designs** - Some stakeholders internal to the MoE are consulted before designs are finalized
- **Currently schools are designed as follows:**
 - ECCE - Prototypes
 - Primary - Design /Build
 - Secondary – 2 Bidding processes for Designs and Construction

Management of Construction

Role of the Education Facilities Co. Ltd.

- **Construction Services**
- **Project Management**
- **Outfitting**
- Getting **Statutory Approvals**

(e.g. engineering, structural designs, drainage) from various agencies (Town and Country Planning, MoH, WASA, TTEC,).

Current Projects at varying stages of construction

Level	Projects at varying stages	Projects to continue this year
ECCE (MOE)	47	9
ECCE (former IDB)	26	13
Primary	54	10
Secondary (Construction)	13	1
Secondary (Blocks)	12	1

Issues affecting Scheduling, Rationalization and Completion of Construction Projects

- Financial
- Political
- Socio Political
- Geographical

Areas for improvement re: Construction

- Project Scheduling
- Stakeholder Engagement
- Timeliness - Projects may take several years to complete:
 - Approval, Land Acquisition, Construction
- Cost –
 - ECCE (\$10-14 Mn);
 - Primary (\$20-75Mn)
 - Secondary (\$120-200Mn)
- Project Management

Maintenance & Repairs

- Affected mainly by the age of the plant and wear and tear
- Projects addressed on the basis of need
- No organised maintenance programme
- Funds allocated in Block Votes per school level, not school by school.
- The EFCL is also responsible for tendering, award and project management for Maintenance & Repairs

Old Hall Type School with Blackboard Dividers



New Primary Classroom



New ECCE Layout



ECCE Kitchen Area – Learn Through Play



MOE New Schools Supplement

- See Supplement for pictures [MOE New Schools Supplement \(web version\) lisa.pdf](#)

Library in New Primary School



Dedicated space for the National Instrument



Students at the formal opening of their new school



Their new school



Refurbished School

