

## **QUESTION 17**

Question 17 reads as follows:

*“Could the Minister of Education advise:*

- (a) how many government secondary schools have been de-shifted annually from 2005 – 2006; and*
- (b) the time frame for the completion of the said de-shifting exercise?”*

## **RESPONSE**

**Senator Hazel Manning, Minister of Education:**

Mr. Speaker, I need to inform this Honourable House that:

With respect to part (a) of the question Mr. Speaker, it is to be noted that during the period 1995 – 2001 the former government **de-shifted no schools** although this was a recommendation of the Education Policy Paper 1993 – 2003 which the former government had endorsed as official government policy.

When this administration came into office in 2001, nineteen (19) out of a total of the twenty-five (25) Junior Secondary Schools remained to be de-shifted and converted into five year Government Secondary Schools. Further, Mr Speaker:-

- (i) prior to 1995 two (2) Junior Secondary Schools were de-shifted and converted to Government Secondary Schools, these schools are:-

**Table 1**  
**Junior Secondary Schools De-shifted and Converted**

	<b>Name of School</b>	<b>Year De-shifted</b>	<b>Year Converted</b>
1	Morvant / Laventille Junior Secondary	1988	1989
2	Ste. Madeleine Junior Secondary	1990	1997

- (ii) four (4) **whole day** Junior Secondary Schools were converted from 3 year to five year Government Secondary Schools, these schools are:-

**Table 2**

**Whole Day Junior Secondary Schools Converted from 3 Years to 5 Years Schools**

	<b>Name of School</b>	<b>Year Established</b>	<b>Year Converted</b>	<b>Remarks</b>
1	El Dorado Junior Secondary	1984	1994	Always whole day school
2	Barrackpore Junior Secondary	1985	1994	Always whole day school
3 ***	Scarborough Junior Secondary	1972	1997	Always whole day school
4 ***	Rio Claro Junior Secondary	1979	2000	Always whole day school

\*\*\* Originally established as Modern Secondary School in 1961

- (iii) complementary to the de-shifting process, seven (7) Senior Comprehensive Schools were converted to Secondary Comprehensive Schools as follows:-

**Table 3**  
**Senior Comprehensive Schools converted to**  
**Secondary Comprehensive Schools prior to 2001**

<b>No.</b>	<b>Name of School</b>	<b>Year Converted</b>
1	Barataria Senior Comprehensive	1988
2	Malick Senior Comprehensive	1988
3	San Juan Senior Comprehensive	1988
4	El Dorado Senior Comprehensive	1992
5	Barrackpore Senior Comprehensive	1994
6	San Fernando Senior Comprehensive	1997
7	Rio Claro College	2000

Mr. Speaker, it is to be noted that the process of creating whole day schools requires that:

- (i) Senior Comprehensive Schools be converted to full seven year schools by admitting students at the Forms I to III levels and facilitating those students up to Form VI; and
- (ii) Junior Secondary Schools continue beyond Form III, by promoting students into Forms IV and V making them full five year government secondary schools.

The office of the Director of School Supervision is leading this de-shifting and conversion process in the school system and is supported by Student Support Services Division, Educational Facilities Management Division, Curriculum Development Division, Human Resource Management Division and the Communications Unit. From 2005, the new approach in creating single shift schools is simultaneous de-shifting and conversion. To date: -

- (i) fifteen (15) of the 25 Junior Secondary Schools have been de-shifted and/or converted to five-year secondary schools; *and*
- (ii) thirteen (13) of the 17 Senior Comprehensive Schools have been converted to Secondary Comprehensive Schools

that is a total of twenty- eight (28) schools (or 66.67%) (Junior Secondary School de-shifted and Senior Comprehensive schools that have been converted) out of a total of 42 schools leaving 10 out of a total of 25 Junior Secondary Schools to be de-shifted and

converted; and 4 Senior Comprehensive out of a total of 17 to be converted to Secondary Comprehensive Schools.

It is also imperative that I take the opportunity to advise this House that the Ministry of Education has been approaching this exercise of de-shifting of Junior Secondary Schools in an organized and comprehensive manner. The Ministry has developed a de-shifting road map in consultation with its many stakeholders of those schools that have been de-shifted and converted (e.g. Principals, Heads of Departments, Curriculum Development Division, Parent Teachers Association, Trinidad and Tobago Unified Teachers Association etc.). This road map provides a generic conceptual framework on which we would build the de-shifting and conversion approach for the remaining schools. Essentially, the framework for any school being de-shifted and converted includes:

- Data collection which would inform placement of students, subject offerings and courses offered as well as classroom and accommodation requirements;
- Analysis of data
- Statement of Objectives
- Model Development which is adapted/tweaked as the research and experience of the de-shifting exercise continues ensuring that quality delivery is maintained

- Dialogue with all stakeholders
- Training for principals, parents, teachers and other administrators
  
- District and School Adaptation to deal with the changes occasioned by the move from operating on a shift system to a full day school
  
- School Implementation which requires assistance provided to the school community in the initial stages after the de-shifting and conversion structure has been put in place; *and*
- On-going assessment and evaluation to inform the Ministry of what additional changes need to be made and making the changes as the exercise continues.

I am happy to report that **this** Government over the period 2002 – 2006 has de-shifted and converted nine (9) of the 15 Junior Secondary Schools that have been de-shifted and or converted. These schools are: -

**Table 4**  
**Junior Secondary Schools De-shifted and Converted 2002 - 2006**

<b>No.</b>	<b>Name of School</b>	<b>Year De-shifted</b>	<b>Year Converted</b>
1	Marabella Junior Secondary	2003	2003
2	Siparia	2004	2006

	Junior Secondary		
3	Carapichaima Junior Secondary	2005	2006
4	Aranguéz Junior Secondary	2005	2006
5	Five Rivers Junior Secondary	2005	2006
6	San Fernando East Junior Secondary	2006	2006
7	Point Fortin Junior Secondary	2006	2006
8	Williamsville Junior Secondary	2006	2006
9	Sangre Grande Junior Secondary	2006	2006

Mr Speaker, during the same period, the following six (6) Senior Comprehensive Schools were converted to 5 and 7 year Secondary Comprehensive Schools as follows:

**Table 5**  
**Senior Comprehensive Schools converted to**  
**Secondary Comprehensive Schools 2002 - 2006**

No.	Name of School	Year Converted
1	Marabella Senior Comprehensive	2003
2	Carapichaima	2005

	Senior Comprehensive	
3	Arima Senior Comprehensive	2005
4	Pleasantville Senior Comprehensive	2006
5	Union/Claxton Bay Senior Comprehensive	2006
6	Siparia Senior Comprehensive	2006

At the present time, Mr. Speaker, in order to complete the de-shifting exercise ten (10) Junior Secondary Schools still remain to be de-shifted and converted to five year secondary schools and four (4) Senior Comprehensive Schools still remain to be converted to Secondary Comprehensive Schools. These schools are as follows:-

**Junior Secondary Schools to be De-shifted and Converted**

1. Belmont Junior Secondary
2. Mucurapo Junior Secondary
3. Diego Martin Junior Secondary
4. Barataria Junior Secondary
5. Mount Hope Junior Secondary
6. Curepe Junior Secondary
7. Chaguanas Junior Secondary

8. Couva Junior Secondary
9. Penal Junior Secondary
10. Princes Town Junior Secondary

### **Secondary Comprehensive Schools to be Converted**

1. Mucurapo Senior Comprehensive
2. St Augustine Senior Comprehensive
3. Chaguanas Senior Comprehensive
4. Princes Town Senior Comprehensive

With respect to part (b) of the question, Mr Speaker, the experience of the Ministry of Education to date with de-shifting and conversion shows that the minimum lead time required for full implementation of de-shifting for any school is nine (9) months.

The challenges of de-shifting and conversion are many and varied. Among these are:

- the provision of **additional accommodation** – i.e. additional classrooms, the upgrade of science laboratories and other alterations to the physical plant, increased staff room space and parking facilities;
- **staffing** – which requires the recruitment of additional teachers to teach the new subject offerings at the new **Forms IV and V levels**. Despite proactive

planning and timed implementation, recruiting teachers for certain subject areas is very difficult;

- issues related to the **subject offerings** which now have to cater for a wider range of subject options including technical vocational subjects and non-traditional subjects.

Mr. Speaker, education for change is an ongoing/continuing work in progress. It is anticipated that the de-shifting exercise will be completed by 2009.

Mr. Speaker, I thank you.