The Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

Education Policy Paper 2017-2022
(White Paper)

The Ministry of Education is a high achieving, people centred, proactive organisation capable of harnessing and releasing the innate dynamism, innovativeness and intellect of the 21st century learner, intent on building human resource capacity in pursuit of national sustainable development.

FOREWORD
By the Minister of Education

From Social Commentary such as *"Children go to school and learn well, otherwise later on in life you go catch real hell"* by the Mighty Sparrow to the now infamous statement by former Prime Minister Dr Eric Williams *"The future of this nation lies in the school bags of our children,"* education has always been of critical importance to the people of Trinidad and Tobago. Evidenced from as early as 1962 when we became an independent country, within three (3) short months, Trinidad and Tobago was admitted to the United Nations in September and joined the United Nations Scientific, Cultural and Educational Organisation (UNESCO) in November.

Being a part of these entities has allowed this great nation to uphold the Convention on the Rights of The Child and in this case, namely, the right to education. Through this, we have been able to achieve universal primary and secondary education and attained record enrolment numbers in the Early Childhood Care and Education (ECCE), skills training and tertiary education sectors. We have been able to surpass many nations by the empowerment of our girls through an equal right to education and have ensured that students must receive a formal education between the ages of 5 and 16.

Vision 2030 underscores that 'Our people are our greatest resource,' and the Ministry of Education has taken on the challenge of the development of this resource. Trinidad and Tobago has maintained an upward trajectory for excellence in academics and the output of holistically developed citizens in our society. To ensure that our country is able to maintain and achieve this goal, the Ministry of Education has embarked on the development of the Education Policy Paper 2017-2022, in accordance with the National Development Strategy (NDS) 2016-2030 (Vision 2030) and with reference to the National Development Vision and Goals. In keeping with the already established focus of quality, access and equity in education, the Ministry has divided the Policy Paper into the areas of early childhood care and education, primary, secondary, technical and vocational and tertiary sub-sectors for the next five (5) years.

Underpinned by three (3) strategic goals focusing on effective governance and administration of the education system; access to educational opportunities by all learners, and quality education provided at all levels, this document and the consultative process that has contributed to its development, allows for all stakeholders in education to be impacted positively, both presently and in the future. The views, suggestions, critiques and commentary from citizens from Toco to Tobago have allowed us to refine this document and make it a reflection of what the people of this country want out of the education sector.

No plan can succeed without the proper involvement of the persons to/for whom the plan is to affect thus, the Ministry continues to work with stakeholders both internally and externally at all levels to ensure that there is buy-in by all.

Trinidad and Tobago continues to be competitive globally in education and it is my commitment that we will stay relevant and modern with our curriculum, our teachers, teaching aides and infrastructure both physical and technological.

On behalf of the Ministry of Education, I am pleased to present the national community with the Education Policy Paper (White Paper) 2017-2022.

The Honourable, Anthony Garcia
Minister of Education.

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ABBREVIATIONS AND ACRONYMS

AC	Anglican Church
ACTT	Accreditation Council of Trinidad and Tobago
ADHD	Attention Deficit Hyperactivity Disorder
Agri. Sci.	Agricultural Science
AME	African Methodist Episcopal
API	Academic Performance Index
APS	Arya Pratinidhi Sabha
APSS	Association of Principals of Public Secondary Schools
ASJA	Anjuman Sunnat-ul-Jamaat Association
BIT	Board of Industrial Training
BOA	Business Operations Assistant
CAC	Continuous Assessment Component
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CCC	Civilian Conservation Corps of Trinidad and Tobago
CCE	Character and Citizenship Education
CEO	Chief Education Officer
CIP	Country Implementation Plan
COSTAATT	College of Science, Technology and Applied Arts of Trinidad and Tobago
CPC	Chief Parliamentary Council
CPD	Continuous Professional Development
CPDD	Curriculum Planning and Development Division
CPTD	Continuing Professional Teacher Development
CRC	United Nations Convention on the Rights of the Child
CSEC	Caribbean Secondary Education Certificate
CSME	CARICOM Single Market and Economy
CSO	Central Statistical Office
CVQs	Caribbean Vocational Qualifications
CXC	Caribbean Examinations Council
DEIE	Division of Education, Innovation and Energy
DERE	Division of Educational Research and Evaluation
DFA	Division of Finance and Accounts
DFID	Department for International Development
DPS	Deputy Permanent Secretary
ECCE	Early Childhood Care and Education
ECIAF	Eastern Caribbean Institute of Agriculture and Forestry
EDOs	Education District Offices
EFA	Education For All
EFCL	Education Facilities Company Limited
EMIS	Education Management Information System
EPD	Educational Planning Division
ESS	Energy Services Sector
FASP	Financial Assistance Studies Programme
GATE	Government Assistance for Tuition Expenses

GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GLOBE	Global Learning and Observations to Benefit the Environment
GORTT	Government of the Republic of Trinidad and Tobago
GPI	Gender Parity Index
HATT	Homeschool Association of Trinidad and Tobago
HEIs	Higher Education Institutions
HELP	Higher Education Loan Programme
HESD	Higher Education Services Division
HFLE	Health and Family Life Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HRD	Human Resource Development
HRMD	Human Resource Management Division
HSF	Heritage and Stabilisation Fund
HYPE	Helping Prepare for Employment
ICP	Industrial Craft Programme
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
ILO	International Labour Organisation
IPET	Initial Professional Education of Teachers or Pre-Service
ISCED	International Standard Classification of Education
ISO	International Organisation for Standardisation
ITO	Industry Training Organisations
JCC	Jobs & Career Coach
KPA	Kabir Panth Association
LMEC	Learning Materials Evaluation Committee
LMI	Labour Market Information
LSBs	Local School Boards
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MIC	MIC Institute of Technology (formerly Metal Industries Company Limited)
MIG Welding	Metal Inert Gas Welding
MMBTU	One Million British Thermal Units
MoE	Ministry of Education
MoPD	Ministry of Planning and Development
MuST	Multi-Sector Skills Training Programme
NAV	Net Asset Value
NCE	National Consultation on Education
NCSE	National Certificate of Secondary Education
NDS	National Development Strategy
NER	Net Enrolment Rate
NESC	National Energy Skills Centre
NGO	Non-Governmental Organisation
NOS	National Occupational Standards
NPF	National Performance Framework

NIHERST	National Institute of Higher Education (Research, Science, & Technology)
NSDP	National Skills Development Programme
NSDSL	National School Dietary Services Limited
NTA	National Training Agency
NTB	National Training Board
NTFE	National Task Force on Education
NQF	National Quality Framework
NQCF	National Qualifications and Credit Framework
OECD	Organisation for Economic Co-operation and Development
OPA	Organisational Process Assets
OSH	Occupational Safety and Health
PDSP	Promoting School Discipline Plan
PE	Physical Education
PI	Performance Indicators
PIE	Parenting In Education
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
PLAR	Prior Learning Assessment Recognition
PMCD	Public Management Consulting Division
POSEDO	Port of Spain Education District Office
PPP	Public-Private Partnership
PS	Permanent Secretary
QMS	Quality Management System
R&D	Research and Development
RC	Roman Catholic
RICYT	Network of Indicators of Science and Technology
RPTSD	Research Planning and Technical Services Division
RQF	Regional Qualification Framework
SATIS	Scholarships and Advanced Training Information System
SBCS	School of Business and Computer Science
SBM	School-Based Management
SCS	School Climate Survey
SDA	Seventh-day Adventist
SEA	Secondary Entrance Assessment
SENSE	Schools Excelling Through National Skills Standards Education
SERVOL	Voluntary Service for All
SDGs	Sustainable Development Goals
SIM	Sectoral Innovation Mapping
SLC	School Literacy Capacity
SMS	Student Monitoring System
SRA	Strategic Research Agenda
SSB	Spiritual Shouter Baptist
SSMD	School Supervision and Management Division
SSSD	Student Support Services Division
STARS	Student Transition and Remediation Support Project
STI	Science, Technology and Innovation

STREAM	Science, Technology, Research, Engineering, Arts, and Mathematics
THA	Tobago House of Assembly
TIA	Tackeeyatul Islamic Association
TTD	Trinidad and Tobago Dollar
T&T	Trinidad and Tobago
TEIs	Teacher Education Institutions
TEST	Tertiary Education, Science and Technology
TIA	Tackeeyatul Islamic Association
TIG Welding	Tungsten-electrode Inert Gas Welding
TLIs	Tertiary Learning Institutions
TML	Trinidad Muslim League
TSC	Teaching Service Commission
TTHTI	Trinidad and Tobago Hospitality and Tourism Institute
TTNVQs	Trinidad and Tobago National Vocational Qualifications
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
USC	University of Southern Caribbean
USD	United States Dollar
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UTC	Unit Trust Corporation
UTT	University of Trinidad and Tobago
UWI	University of the West Indies
UWI-NODES	University of the West Indies Network and Outreach for Disability Education and Sensitisation
VAPA	Visual and Performing Arts
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WDS	Workforce Development System
YTEPP	Youth Training and Employment Partnership Programme

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Acknowledgements

The Education Policy Paper (White Paper) is a product of the experiences, practices and collaborative effort of all stakeholders of the education system.

The work of the staff of the Ministry of Education, Division of Education, Innovation and Energy, Tobago House of Assembly and the stakeholders of the education system who have worked diligently to bring the task of preparing this Paper to completion, is acknowledged. It is with the support of all stakeholders that this White Paper has come to fruition.

In addition, the efforts and contributions of all the organisations and persons who participated in the consultation process and those who assisted in the hosting of the consultations are recognised.

The Ministry of Education is therefore grateful to every citizen who, through the provision of feedback and input, enriched the content of this document.

Executive Summary

The Ministry of Education is committed to achieving its mandate of building the human resource capacity of Trinidad and Tobago, in pursuit of sustainable national development. As such, this Education Policy Paper will guide the actions of the Ministry of Education in order to advance educational development in Trinidad and Tobago and treat with current challenges within the education system. The Policy will provide the Ministry of Education with the strategic direction to guide its programmes, projects and action plans for the ECCE, Primary, Secondary, Technical and Vocational and Tertiary sub-sectors for the period 2017-2022.

The Ministry, through internal processes, utilised a multifaceted approach to develop the White Paper in alignment with:

Δ   National, regional and international reports and background papers;

Δ   Reports prepared by various consultants on education-specific topics such as testing and assessment including benchmarking of selected policy areas;

Δ   Reports prepared internally by the Ministry, such as the Report on the National Consultation on Education subsequent to the hosting of same;

Δ   In-depth analysis of various countries' policy documents including education reform and best practice;

Δ   Outcomes of brainstorming sessions considering both the external and internal environments, the macro-context, as well as the Ministry's capacity, management and processes, and core resources; and

Δ   Conclusions from meetings with various education stakeholders and internal clients, including senior technical staff and Heads of Divisions/Units.

The Policy was developed along the pillars of three (3) strategic goals, which capture the inputs and processes necessary to ensure graduates function at their optimal levels and contribute to 21st century Trinidad and Tobago. These goals and the related strategic objectives are outlined below.

1.   **EFFECTIVE GOVERNANCE AND ADMINISTRATION OF THE EDUCATION SYSTEM**

   Strategic Objectives:

   i.   To provide effective management and administration of the education system;
   ii.   To review the legislative framework to encompass all levels of education;
   iii.   To conduct research to inform policy development;
   iv.   To develop and implement a Monitoring and Evaluation Framework to ensure efficiency, effectiveness and value for money;
   v.   To ensure the education sector is adequately funded; and
   vi.   To collaborate and communicate with stakeholders in education.

2. ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS

Strategic Objectives:

i. To provide adequate funding and financial support to students to facilitate access to education;
ii. To meet the needs of the full spectrum of learners; and
iii. To provide a safe, secure and conducive learning environment.

3. QUALITY EDUCATION PROVIDED AT ALL LEVELS

Strategic Objectives:

i. To advance continuous curriculum planning and ensure effective delivery;
ii. To ensure continuous teacher training and professional development;
iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;
iv. To ensure quality teaching for every student; and
v. To provide the educational support services necessary to optimise the teaching and learning process.

The Policy Paper also identified the framework for the achievement of quality education at the administrative and school levels, as well as the outcomes to be achieved by learners at all levels. These outcomes are as follows:

Δ Healthy life styles;
Δ Self-awareness;
Δ National pride and a sense of belonging;
Δ Communication and self-expression;
Δ Appropriate levels of literacy, numeracy and technological literacy;
Δ Love for learning;
Δ Aesthetic appreciation and expression; and
Δ Intrinsic sense of right from wrong.

The Policy Paper was arranged by sections, according to education level – Early Childhood Care and Education (ECCE), Primary, Secondary, Technical and Vocational Education and Training, and Tertiary, to facilitate disaggregation into discrete areas of focus. Issues are identified and policy prescriptions were proposed for each level. These sections are preceded by one which addressed six (6) cross-cutting themes that inhibit the smooth functioning of the Ministry at the central administration and district levels. The cross-cutting issues for which policy recommendations were made are as follows:

Δ Effective Management;
Δ Monitoring and Evaluation;
Δ Sector Financing;
Δ Data and Research;
Δ ICT in Education; and
Δ Special and Inclusive Education.

At the ECCE level, the Policy recommendations centred around policy statements aimed at improving governance in the sector and improving the quality of education provided to our early learners. At the primary level, the policy recommendations sought to improve governance in the sector, focussing on the up-skilling of school management; ensuring that all children regardless of their circumstances have access to education, and improving the quality of our primary education system in order to ensure the requirements of all students are met. The focus at the secondary level was similar, with policy recommendations designed to facilitate the use of data to improve the system and to ensure the necessary supports are provided to improve quality throughout the sector.

With respect to Technical and Vocational Education and Training (TVET), the main area of focus was identified as improvement of sector governance and administration. Major policy recommendations included:

Δ Review Legislative Framework governing the TVET Sector;
Δ Rationalisation of the sector.
Δ The conduct of relevant labour-market studies;
Δ Establishment of a Quality Assurance System;
Δ Promotion and marketing of TVET as:
  ~ A first option;
  ~ An alternative;
  ~ A natural choice; and
Δ Standardisation of all programmes and courses by levels offered by all providers; and
Δ Ensuring that all TVET providers offer programmes that have an adequate mix of theory and practical training.

At the tertiary level, the policy statements focussed on the following areas:

Δ **Sector Financing** – Ensuring that students are provided with adequate funding to ensure access to education and that Tertiary Learning Institutions (TLIs) are adequately financed.
Δ **Relevance and Responsiveness** – Ensuring that the higher education sector is equipped to produce a highly skilled and competitive workforce to meet the current economic needs and anticipated labour market demands, as well as to respond to various national development matters.
Δ **Quality Institutions and Programmes** – Adoption of a comprehensive approach to Quality Assurance.
Δ **Inclusiveness and Lifelong Learning** – Promotion of lifelong learning and inclusiveness by ensuring tertiary education and skills training are accessible to **all** citizens.

Δ **Research and Innovation** – Ensuring that the system is equipped to fuel the national research and innovation system, and address social, economic and environmental issues, toward the conversion of knowledge into social goods and economic wealth.

Δ **Sector Legislation** – Enactment and revision of legislation for tertiary education and skills training is necessary for the following reasons:

- ~ To formalise the functions of the Ministry as it relates to higher education;
- ~ To grant regulation-making power to the Minister;
- ~ To strengthen the policy framework; and
- ~ To address the requirements for institutional registration, accreditation and recognition of tertiary programmes which are not addressed under the Accreditation Council of Trinidad and Tobago Act.

Section 1: Introduction

Dr. Eric Williams, Nelson Mandela, Martin Luther King Jr., John Dewey, Lee Kuan Yew, and so many other leaders, philosophers, inventors, scientists, revolutionaries and contributors to history have commented on the importance, value and integral role education plays in defining a society. The term 'education' dates to the 1500's and is derived from Latin word "*educare,*" meaning "to bring up." "*Educere,*" another term of Latin origin, means "to lead out" or "to draw out."[1] The significance of education is so tremendous that internationally, it is a recognised fundamental human right, as acknowledged by the United Nations Educational, Scientific and Cultural Organisation (UNESCO):

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits.[2]

Education has always been central to the historical development of the twin island Republic of Trinidad and Tobago. In 1834, soon after emancipation, several attempts were made to dispense education. As early as in 1851, Governor Lord Harris formulated the first educational policy for Trinidad with the aim to unify the diverse racial and cultural elements and political loyalties (without regard to religion) through a state-control system of secular education. The following year model schools for teacher training were constructed, and by 1869, Mr. Patrick Joseph Keenan was appointed to enquire into the state of education and make recommendations.[3] The "Keenan Education Report of 1869" is one of the earliest recorded studies on education in Trinidad.

The advent of the 21st century and its distinctive qualities has brought about a global targeted focus on education and its role in sustainable development. The Government of the Republic of Trinidad and Tobago recognises that education is a primary medium for economic and social development and transformation. Society benefits greatly as education not only provides citizens with more employment opportunities and the ability to earn higher income levels, but also improves citizens' social status and skills as well as access to networks. Research has also indicated that education reduces violence and inequality, encourages a sense of citizenship, and improves the health status and life expectancy of citizens[4]. Therefore, the Ministry of Education commits to continuously achieve its core mandate ensuring quality, relevant and accessible education to all citizens.

The purpose and mandate of the Ministry of Education are detailed in the Education Act, Chapter 39.01. This Act articulates the powers, functions and responsibilities of the Minister so as to ensure:

1. The promotion of the education of the people of Trinidad and Tobago, and the

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[1] de Vaan, Michiel. *Etymological Dictionary of Latin and the other Italic Languages*. Brill, 2008

[2] *The Right to Education*, UNESCO. Retrieved from http://www.unesco.org/new/en/right2education

[3] Trinidad and Tobago Independence Celebration Committe. (1962). *Historical development of education in Trinidad and Tobago*. Gov't Print. Off. (Trinidad and Tobago). Retrieved from http://ufdc.ufl.edu/AA00010880/00001/1j

[4] OECD (2013), Education Indicators in Focus – 2013/01 (January), OECD Publishing, Paris

establishment of institutions devoted to that purpose by means of which he shall thereby contribute towards the development of the human resources, physical, mental, moral and spiritual of the community;

2. The establishment of a system of education designed to provide adequately for the planning and development of an educational service related to the changing needs of the community; and

3. The effective execution of the education policy of the Government.

The Ministry's philosophy, detailed below, also clearly depicts its purpose and articulates its role in ensuring the education of the children.

We Believe That[5].....

- Education is **fundamental to the national sustainable development of Trinidad and Tobago.**
- Every Child has **an inherent right to education** regardless of gender, ethnic, social, economic or religious background.
- Every child **desires to learn and has the ability to** do so.
- The educational system of Trinidad and Tobago endeavours to develop a spiritually, morally, physically, intellectually and emotionally sound and holistic individual.
- The parent/caregiver, the home and the community are all responsible for the welfare of the child.
- The **educational system must provide curricular arrangements and choices for all learners** that ensure that cultural, geographic, ethnic, class and gender needs are appropriately addressed.
- Learners have diverse needs so that the education system should provide access to opportunities through the curriculum as well as tailored programmes in order to develop into citizens who are productive and contribute economically and socially to the development of Trinidad and Tobago.
- The **educational system must be served by professionals** who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.
- A system of **universal education up to age 16** is the greatest safeguard of the freedom of our people.
- There is a need to **create and sustain a humanised and democratised system of education** for the survival of our democracy.
- **Learning is cumulative** and therefore, every stage in the educational process is~~as~~ important and critical for the learner's development.
- Teaching and learning needs to be student/learner-centred.

SOURCE: Ministry of Education, Education Policy Paper (1993-2003)

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[5] Adapted from *Ministry Of Education, Education Policy Paper (1993-2003)*

In the context of its mandate, the Ministry of Education has established its strategic direction. The Ministry's purpose has been clearly articulated in its Mission statement, complemented also by its Vision, i.e. its future state, resultant from long term successful and positive change. Lastly, the common principles, ideals and desired culture which unite the Ministry are characterised in our Core Values, as detailed below.

Vision

The Ministry of Education is a high-achieving, people-centred, proactive organisation capable of harnessing and releasing the innate dynamism, innovativeness and intellect of the 21st century learner, intent on building human resource capacity in pursuit of national sustainable development.

Mission

To educate learners to achieve their full potential and become productive citizens who are imbued with the characteristics of resilience, goodwill, honesty, respect, tolerance, integrity, benevolence, civic pride, social justice and community spirit.

Core Values

The Ministry of Education is at the core of the development of a modern, relevant education and training system. In the current economic climate, the Ministry of Education needs a cadre of officers who are committed to the citizens of Trinidad and Tobago, who put country above self and are willing to use their knowledge and ingenuity to plan for a better future. In this regard, the watchwords that will signal the marshalling of our collective skills and talents toward the desired future state[6] are:

- Δ Accountability
- Δ Adaptability
- Δ Collaboration
- Δ Credibility
- Δ Critical Thinking
- Δ Commitment
- Δ Discipline
- Δ Honesty
- Δ Ingenuity
- Δ Innovation
- Δ Integrity
- Δ Lifelong learning
- Δ Patriotism
- Δ Proactivity
- Δ Production
- Δ Respect
- Δ Resilience
- Δ Selflessness
- Δ Synergy
- Δ Teamwork
- Δ Tolerance

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[6] This is the achievement of the Student Learning Outcomes.

Purpose and Scope

A sound, relevant education system is the catalyst to sustained economic development, achievable through harnessing the dynamism and innovation of our citizens. This can only be accomplished if the education system is equipped to release the emergent talents hidden within all our young people.

Successive governments have recognised the need to reform the education system in order to ensure that it meets the needs of learners and the country. This Policy guides the Ministry of Education as it seeks to navigate the challenges presented by 21st century expectations juxtaposed, with a contraction in the local economy and a need for a change in the approach to socio-economic development.

As the nation navigates this period of economic uncertainty, the Ministry will seek to ensure value for money and adherence to best practice as we strive to achieve quality education for all our citizens. In so doing, the Ministry of Education aligned its Policies to national goals as outlined in the Government of the Republic of Trinidad and Tobago's National Development Strategy (NDS), Vision 2030. The strategies expounded in the CARICOM Regional Education and Human Resource Development (HRD) 2030 Strategy and Action Plan, as well as the United Nations Sustainable Development Goals 2016, have also formed part of the body of knowledge and wealth of ideas, which contributed to this Policy Document.

This Policy Paper is wide-ranging in nature and application. It provides the Ministry of Education with the strategic direction to guide its programmes, projects and action plans for the ECCE, Primary, Secondary, Technical and Vocational and Tertiary sub-sectors for the period 2017-2022.

The Ministry of Education's legal and regulatory framework[7] and the structure of the Ministry of Education will also form part of the frame of reference for the development of the Policy Statements.

Policy Development Process

In addition to the documents identified above, and the previous Policy Paper on Educational Development for Trinidad and Tobago 1993-2003, this Policy took into consideration a variety of source information, namely:

- Δ National, regional and international reports and background papers;
- Δ Reports prepared by various consultants on education-specific topics such as testing and assessment, and benchmarking of selected policy areas;

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[7] Appendix II refers.

Δ   Reports prepared internally by the Ministry, such as the Report on the National Consultation on Education subsequent to the hosting of same;

Δ   Input from verbal and written submissions from the second round of public consultations (2018)[8];

Δ   In-depth analysis of various countries' policy documents including education reform and best practice;

Δ   Brainstorming sessions considering both the external and internal environments, the macro-context, as well as the Ministry's capacity, management and processes and core resources; and

Δ   Meetings with various education stakeholders and internal clients, including senior technical staff and Heads of Divisions/Units.

Structure of the Policy Paper

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Section 2:   Policy Context
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Section 8:   Monitoring and Evaluation
Section 9:   Policy Review & Frequency
Section 10:   Effective Date

Limitations of the Policy

As indicated above, this Policy Paper resulted from a significant amount of research, needs assessment and analysis as well as the views of the various stakeholders in education. Due diligence was exercised in the management of resources, within limited timeframes. Further, given the Ministry's tremendous scope and responsibility with respect to the administration of the education sector, the crucial issues within each sub-sector were addressed; and the areas of concern highlighted herein are not, by any means, exhaustive.

This Policy Paper is complemented by an Implementation Plan which details the implementation of the key policy recommendations and the monitoring of such implementation in order to ensure that the Ministry is able to utilise its limited resources to the best of its ability given the current economic situation.

The detailed Action Plans to set out the implementation of the policy recommendations will be developed at a Divisional level.

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[8] Appendix III refers.

Information and Communication Technology

In seeking to fulfil its mandate, the Ministry of Education is cognisant of the need to respond to challenges in innovative ways and at varying levels, to enable the staff and students to adapt to change, inspire creativity and innovation, and enhance their ability to apply knowledge and solve problems.

In this regard, the Ministry of Education has developed its ICT Policy to provide overarching guidance on information and communication technology usage to all stakeholders in the education sector. An extract of this policy is included in Chapter 4.

Section 2: Policy Context

The International Perspective

SUSTAINABLE DEVELOPMENT GOALS (SDGs)

On 1 January 2016, the seventeen (17) Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into effect. Over the next fifteen years, with these new goals that apply universally to all, countries will seek to mobilise efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that all are afforded sound, quality educational opportunities.

While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the seventeen (17) goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the goals, which will require quality, accessible and timely data collection.

The overarching goal as it relates to education is as follows:

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Obtaining a quality education is the foundation to assuring sustainable development and improving people's lives. Significant progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools particularly for women and girls. Basic literacy skills have improved tremendously, yet bolder efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

The education-related targets for Goal 4 are as follows:

- Δ By 2030, ensure that all girls and boys *complete free, equitable and quality primary and secondary education* leading to relevant and goal-4 effective learning outcomes;
- Δ By 2030, ensure that all girls and boys have *access to quality early childhood development*, care and pre-primary education so that they are ready for primary education;
- Δ By 2030, *ensure equal access for all women and men to affordable and quality Technical, Vocational and Tertiary education*, including university;
- Δ By 2030, substantially *increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment*, decent jobs and entrepreneurship;

Δ By 2030, *eliminate gender disparities in education* and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;

Δ By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;

Δ By 2030, ensure that all learners acquire the *knowledge and skills needed to promote sustainable development,* including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;

Δ Build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, *inclusive and effective learning environments for all;*

Δ By 2030, substantially *expand globally the number of scholarships available to developing countries*, in particular least-developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; and

Δ By 2030, substantially *increase the supply of qualified teachers*, including through international cooperation for teacher training in developing countries, especially least-developed countries and small-island, developing States[9].

In May 2015, the Incheon Declaration was adopted at the World Education Forum. The Education 2030 Framework for Action, led by UNESCO was subsequently adopted in November 2015, continuing the global Education For All (EFA) commitment to ensure access to education for children, youth and adults. The Education 2030 Framework for Action is the roadmap to the achievement of the ten (10) targets detailed above. Countries collaborate and partner with UNESCO to action these commitments.

Adopted on 5th December 2018 at the UNESCO convened Global Education Meeting, the Brussels Declaration details eight (8) priority areas[10] for increased attention and focus.

Therefore, these targets including our international commitments have all been, where applicable, factored into the development of the Policy Statements contained herein.

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[9] Transforming Our World: The 2030 Agenda For Sustainable Development www.sustainabledevelopment.Un.Org A/Res/70/1

[10] 1. Making education and training systems more equitable and inclusive "leaving no one behind"; 2. Eradicating illiteracy; 3. Including migrants, displaced persons and refugees in our education and training systems; 4. Providing quality gender-responsive education and training; 5. Strengthening education for global citizenship and for sustainable development; 6. Providing open, flexible and responsive education and training systems to meet new skill needs; 7. Improving teachers, educators, trainers and school leaders; 8. Increasing investment in education.

CONVENTION ON THE RIGHTS OF THE CHILD

Trinidad and Tobago is signatory to the United Nations Convention on the Rights of the Child (CRC) which is a human rights treaty that sets out the social, health, economic, civil, political and cultural rights of children. Specific attention is given to the following:

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

This Policy also recognised and adhered to the UNESCO's five (5) pillars of learning which are identified in Appendix V.

The Regional Perspective

**CARICOM REGIONAL EDUCATIONAL AND
HUMAN RESOURCE DEVELOPMENT (HRD) 2030 STRATEGY AND ACTION PLAN**

The Caribbean Community (CARICOM) is in the process of finalising its CARICOM Regional Education and Human Resource Development (HRD) 2030 Strategy and Action Plan (Regional Strategy 2030). This document is expected to guide the human resource development, and education and training directions and priorities of Member States of CARICOM. It is strategic and results-oriented, it concentrates on outcomes and implementation and includes monitoring and evaluation indicators to measure the outcomes. It is anticipated that Member States will use the Regional Strategy 2030 to align their respective National Strategies and Strategic Plans to strengthen their human resource development, and education and training systems over the period leading up to 2030.

The key educational thrusts identified for the CARICOM region between now and 2030, in concert with the United Nations' Sustainable Development Goals (SDGs), are identified as follows:

- ∆ **Inclusive Education** that places emphasis on the provision of educational opportunities for the broadest range of learners, including those with differing abilities who need special learning contexts;
- ∆ **Equitable Education** that stipulates the equal provision of a diversity of educational opportunities appropriate for learners who have differing learning styles and who may not be able to learn in the traditional classroom governed by teacher-talk;
- ∆ **Quality Education** that includes the preparation of teachers, the relevance of the curriculum, the availability of resources for the classroom and teachers, and the competence of the management of the schools in which teachers have to operate, resulting

in improved learner performance and recognised certification of skills, competencies and attitudes; and

Δ ***Promotion of Lifelong Learning*** that advocates for the availability of educational opportunities for adults, members of the workforce, second-chance learners and those who decide to return to learning after the traditional school age.

This document also identified, as essential for the 21st century learner, the following competencies which were taken into consideration in the development of the Student Learning Outcomes:

Δ Cultural literacy
Δ Ecological literacy
Δ Knowing how to learn
Δ Knowing oneself
Δ Technological skills
Δ Scientific literacies
Δ Civic literacies
Δ Problem-solving/design-thinking skills
Δ Communication skills
Δ Multilingualism
Δ Ability to manage change and transformation of self and society
Δ Mathematical literacy and
Δ Information and Communication Technology (ICT) literacy.

Priorities for Development: The National Perspective

The Government of the Republic of Trinidad and Tobago has adopted a comprehensive, national development planning framework, the National Development Strategy (NDS), Vision 2030, which will lay the foundation and pathway for attaining 'developed country' status by the year 2030. This development agenda is the pathway through which the Government intends to navigate the country back to socio-economic prosperity.

In this regard, the Ministry of Education has been identified as one of the key facilitative Ministries for achieving these goals. This is articulated in the following Vision Statement (as it relates to Education).

> "*We are a united, resilient, productive, innovative, connected and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self-reliance, respect, tolerance, equity, inclusion and integrity in which*: ... *all citizens are assured of a sound, relevant education system tailored to meet the human resource needs of a modern, progressive, technologically advancing nation…,*" (p41, V2030).

In this regard, the stated goal is as follows:

> **"Goal 7: Trinidad and Tobago will have a modern, relevant education and training system,"** (p90, V2030).

The strategies associated with this goal are:

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

These goals are echoed in the Ministry of Education's goals identified below.

This Education Policy Paper is therefore closely related and aligned to the National Development Strategy, which focuses on economic development and diversification, nurturing our greatest asset - our people, good governance and service excellence, and building globally competitive businesses.

Strategic Goals

The suite of policies contained herein, will facilitate the movement of the Ministry of Education toward the establishment of a modern, relevant education and training system. In so doing, the system will be strategically poised to ensure its graduates function at their optimal levels and contribute to 21st century Trinidad and Tobago.

The Ministry of Education must therefore place equal focus on the inputs into the system as well as the processes to be employed. To this end, the Ministry of Education has identified three (3) strategic goals, which capture the inputs and processes necessary to yield the desired end product. These goals are:

1. Effective governance and administration of the education system;
2. Access to educational opportunities by all learners; and
3. Quality education provided at all levels.

The attendant strategic objectives are as follows:

1. **EFFECTIVE GOVERNANCE AND ADMINISTRATION OF THE EDUCATION SYSTEM**

   Strategic Objectives:

   i. To provide effective management and administration of the education system;
   ii. To review the legislative framework to encompass all levels of education;
   iii. To conduct research to inform policy development;

iv.　To develop and implement a Monitoring and Evaluation Framework to ensure efficiency, effectiveness and value for money;
　　v.　To ensure the education sector is adequately funded; and
　　vi.　To collaborate and communicate with stakeholders in education.

2. ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS

Strategic Objectives:

　　i.　To provide adequate funding and financial support to students to facilitate access to education;
　　ii.　To meet the needs of the full spectrum of learners; and
　　iii.　To provide a safe, secure and conducive learning environment.

3. QUALITY EDUCATION PROVIDED AT ALL LEVELS

Strategic Objectives:

　　i.　To advance continuous curriculum planning and ensure effective delivery;
　　ii.　To ensure continuous teacher training and professional development;
　　iii.　To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;
　　iv.　To ensure quality teaching for every student; and
　　v.　To provide the educational support services necessary to optimise the teaching and learning process.

The following diagram depicts the inter-connectedness among the three (3) goals. The learner is at the core of the Ministry. Both internal and external stakeholders, with whom the Ministry engages in communication and collaboration, in order to ensure successful policy implementation, are also denoted.
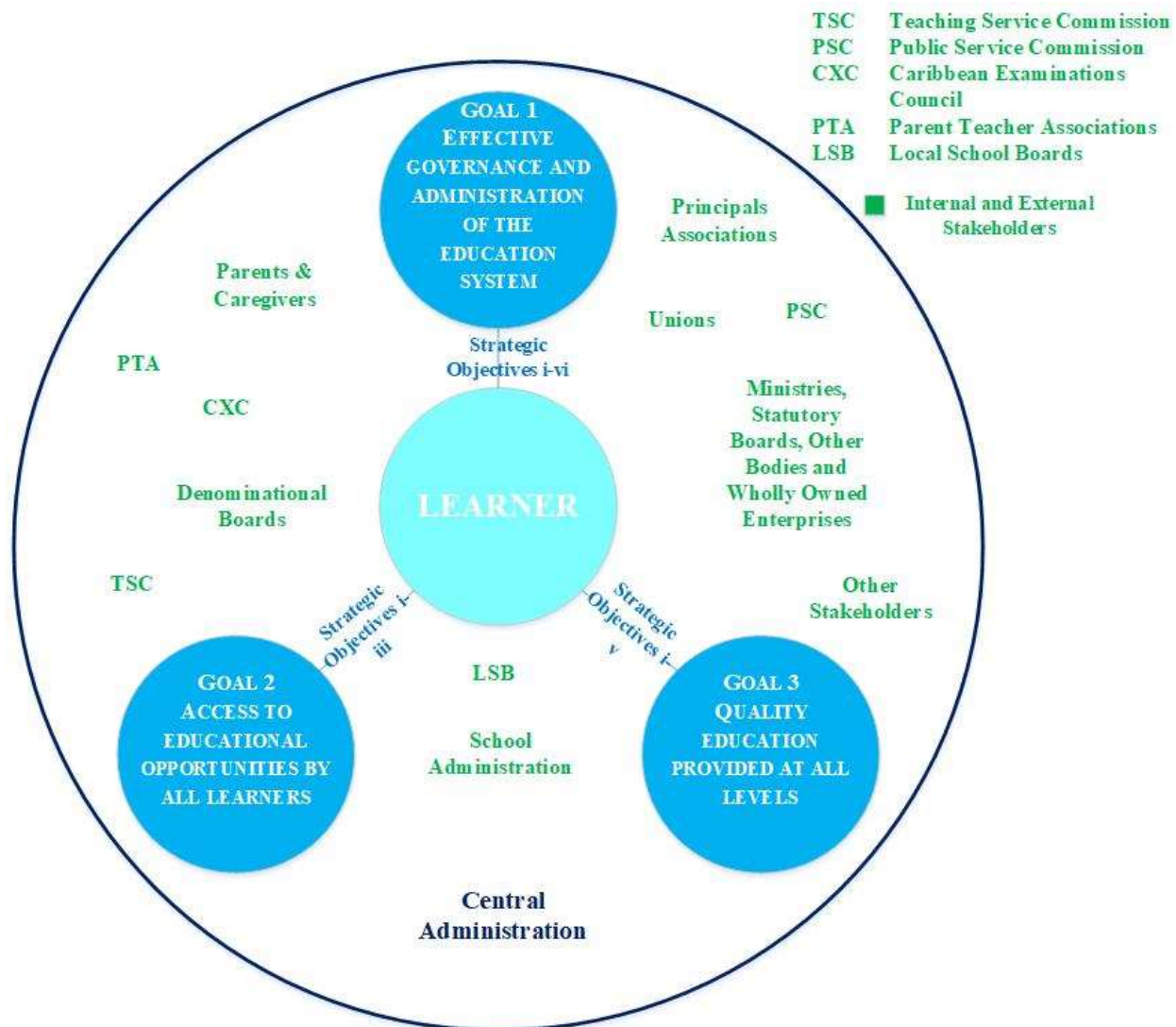
Figure 1: Strategic Goals of the Ministry of Education

The suite of policies which follows[11] will distil the strategic goals into actionable policies, which will guide the activities of the Ministry. The policies are arranged into sections according to education level - ECCE, primary, secondary, Technical and Vocational Education and Training, and tertiary, to facilitate disaggregation into discrete areas of focus. Each section is introduced by a situational analysis, which provides insight into current challenges to be addressed through the policies

These sections are preceded by one that speaks to issues which are common to all educational levels.

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[11] The Policy Statements are outlined in Chapter 4 below.

Situational Analysis

Economic Analysis

The Trinidad and Tobago economy contracted for a third consecutive year, with a decline of 2.3% in real Gross Domestic Product (GDP) in 2016, following smaller contractions of 0.6% in both 2014 and 2015. The weaker performance during 2016 reflects lower real economic activity in both the Petroleum and Non-Petroleum Sectors, with estimated contractions of 9.6% and 1.8% respectively.

The Petroleum Sector's share of real GDP fell from 34.6% in 2015 to 32% in 2016. The contraction in the Non-Petroleum Sector is attributed to the spill over effects from the contracting Petroleum Sector and a lower fiscal injection into the Non-Petroleum Sector by the Central Government due to lower international oil and gas prices and domestic output (and in turn, a reduction in government expenditure). It is important to note that while the Services Sector contracted by 1.2%, Education and Cultural Services experienced growth of 1.4% (up from 0.7% in 2015).

The fiscal 2016 Budget was predicated on an average oil price of 45 USD per barrel of crude oil and a natural gas price of 2.75 USD per MMBTU (one million of British thermal units). As energy prices continued to decline, the Mid-Year Revised Projections for fiscal 2016 were re-calibrated on an average oil price of 35 USD per barrel of crude and a natural gas price of 2.00 USD per MMBTU.

Headline inflation (measured on a year-on-year basis) stood at 3% in September 2016. This represented a 1.9% increase during the period January to June 2016 as compared to the 0.0% rate recorded for the corresponding period of 2015. Core inflation, which excludes the impact of food prices, remained relatively stable and stood at 2.3% in September 2016.

Unemployment moved upward to 3.8% in the second quarter of 2016, up from 3.6% the previous year. The number of persons unemployed rose from 22,300 in 2015 to 24,100 in 2016. On a sectoral basis, the highest unemployment rates were reported in: Other Mining and Quarrying, Petroleum and Gas, and Wholesale and Retail Trade, Restaurants and Hotels.

The negative impact of subdued economic conditions domestically, resulted in the Trinidad and Tobago dollar depreciating by 6.8% against the Canadian dollar, and 5.8% against the euro. The TT dollar, however, appreciated by 8.4 % against the Pound Sterling over the eleven-month period ending August 2016, in the aftermath of the 'Brexit' referendum in June 2016. The weighted average selling rate for August 2016 stood at 1 USD =6.7392 TTD; a depreciation of 5.9% from 1 USD =6.3627 TTD for October 2015.

As at September 30, 2015, the Heritage and Stabilisation Fund (HSF) stood at 5,655.1 million USD. In order to support economic stabilisation, amidst an extended period of declining oil and gas prices, a drawdown of 2,498.4 million TTD (377.5 million USD) was made in May 2016. Accordingly, the Net Asset Value of the Fund stood at 5,454.6 million USD at the end of June 2016; down from 5,787.3 million USD recorded in March 2016. While there were no deposits to

the Fund during fiscal year 2015/2016, a 3.3 % return on the Fund was realised. No further drawdowns were envisaged in fiscal 2016.

These deteriorating economic conditions have been reflected in the budgetary allocation of the Ministry of Education, which declined from $9.763 billion (15.5%) for fiscal year 2015/2016 to $7.222 billion (13.5%) for fiscal year 2016/2017. In light of the continuation of these economic conditions, it is anticipated that the negative trend in allocation will continue in fiscal 2018. The Ministry of Education therefore needs to ensure value for money in its expenditure over the coming period. Continued emphasis will be placed on increasing both the efficiency and effectiveness of programmes and projects through the implementation of a Monitoring and Evaluation Framework and cost benefit analyses as well as the streamlining of operations and processes within the Ministry.

Social Analysis

POVERTY

The findings of the **Survey** of Living Conditions (2014) indicate that poverty *levels seemed to have worsened between 2005 and 2014*. While the poverty rate in 2005 was reported as 16.7%, by 2014, it had increased to 24.5%. The Report indicated that worsening economic conditions were concentrated among urban communities with significant increases in areas such as Tunapuna/Piarco, San Juan/Laventille, Diego Martin and San Fernando. The data also suggested that a greater number of persons were unable to meet their dietary requirements in 2014 (5.5%) as opposed to 2005 when this figure was 1.2%. Some further analysis suggests that 22.3% of employed persons belong to poor households.

In an article entitled *Schooling and Poverty*, Dr. Jerome De Lisle noted that:

> *"Schools where many students are classified as disadvantaged have low performance as measured by the distribution of students in the different achievement levels reported. Schools with high numbers of students classed as "economically disadvantaged" often reported more than 75% of the students at Standard 1 and 3 performing at Level 1 (Well Below Standards) in Mathematics and Language Arts."*

Poverty also perpetuates negative effects on the school climate such as absenteeism, truancy and bullying. Therefore, during the implementation of its policies, the Ministry of Education needs to continue to ensure the provision of support systems (for example, school meals, books and transport) to ensure our learners' basic needs are met. Additionally, the promotion of safe and conducive learning environments will be encouraged as another mechanism by which to combat the negative effects of poverty.

LIVING CONDITIONS

With respect to dwellings, the 2011 Census data indicate that 48.61% of households are constructed from concrete and brick and a further 26.19% are constructed from concrete only. Additionally, 13.39% of dwellings are constructed from wood with 7.25% made out of a wood and concrete mixture, and another 2.56% of wood and brick. With respect to access to amenities, the Human Development Atlas 2012 (quoting the 2006 Multiple Indicator Cluster Survey of 2006) indicated that 3.2% of households and 2.5% of the population had no access to electricity while 3.8% of households and 3.9% of population had no access to clean drinking water. Households without access to improved sanitation facilities amounted to 8.8%, which translates into 7.9% of the population.

In a study to ascertain the impact of poor housing on educational achievement, Lanús and Jacobson (2009) found that there exists a substantial negative effect of living in an overcrowded house on both school attendance and on completion of secondary education. This and other socio-economic issues will be taken into consideration when seeking solutions to the factors which inhibit the teaching and learning process. Further, the Ministry will continue to partner, communicate and collaborate with the relevant Ministries, Statutory Boards and other stakeholders in order to mitigate the negative consequences of poor housing on the educational attainment levels of our students.

DEMOGRAPHIC INDICATORS

The Organisation for Economic Co-operation and Development (OECD) has estimated that the demographic old-age dependency ratio will double by 2075 compared to today, keeping age thresholds constant (OECD 2015). They have also noted that families tend to be smaller; women tend to be older when they have children, and more do not have children at all. One of the reasons associated with this trend is higher education levels, with a higher level of education tending to be associated with fewer children (OECD, 2008). This has many implications for the education sector, as fewer children may be entering the system if this trend persists. The OECD has also indicated that life expectancy has increased among OECD countries and the wider global population. Thus, the extent of longevity long after the conventional retirement age raises several implications.

In Trinidad and Tobago, life expectancy at birth, as indicated in the Human Development Atlas 2012 was 70.17 for males and 76.50 for females. The child dependency ratio (ratio of persons less than age 18 to those between the ages of 18 and 59) was 40.35. The old age dependency ratio (ratio of persons 60+ to those 18-59 x 100) was 21.67. The fertility ratio according to the 2011 Census Preliminary Count Report was 26.75; while the male to female ratio was 100.84.

These statistics indicate the need to continue to focus scarce resources on the school age population, even as we prepare for the future by ensuring access to tertiary education for our young people, and refocus our efforts toward lifelong learning. Due consideration will be given to issues such as school infrastructure, placement of teachers, the provision of teaching and learning resource materials as well as the provision of school meals and transport, to name a few. In addition, regional migration issues now have the potential to put pressure on our limited resources and a national strategy for treating with these issues must be developed.

The Human Development Atlas 2012 indicated that 22.3% of the population suffered from at least one of the following chronic illnesses - Heart Disease, Cancer, HIV/AIDS, Lupus, Kidney Disease, Sickle Cell Anaemia, Lung Disease, Epilepsy, Neurological Disorder, and Clinical Mental Disease. The greatest prevalence as indicated in the 2011 Census data, was among hypertension sufferers, with 6.48% of the population afflicted; followed by diabetes, asthma and arthritis.

Health data revealed that there were a significant number of deaths due to non-communicable diseases suggesting that health expenditure needed to concentrate more on awareness and preventative measures for these diseases. The Non-Communicable Disease Morbidity and Mortality Rate was recorded at 1,940.8 per 100,000 population in 2010 which further increased to 2,343.8 in 2013. Deaths due to diabetes remained high at 118.4 per 100,000 population in 2010 and 122.6 deaths in 2014.

The education system therefore recognises its role in raising awareness of the debilitating effects of chronic and lifestyle diseases as well as encouraging students to adopt healthier habits and practices in order to reduce the effects of these diseases on the population.

Organisational Profile

The management structure of the Ministry of Education reflects a top-down approach. The Executive of the Ministry consists of the Minister of Education, the Minister of State in the Ministry of Education, two (2) Permanent Secretaries (PS), a Chief Education Officer (CEO), and three (3) Deputy Permanent Secretaries (DPS). The Ministry's structure provides for a Central Administration and seven (7) Education District Offices (EDOs) in Trinidad. In Tobago, there is the Division of Education Innovation and Energy, which operates under the purview of the Tobago House of Assembly (THA), which is governed by the THA Act.

With effect from September 2015, the former Ministry of Education was merged with Ministries and entities with responsibility for the Tertiary Sector, namely:

- ❖ The Ministry of Tertiary Education and Skills Training,
- ❖ Some Divisions/Units of the former Ministry of Science and Technology, and
- ❖ The Scholarships and Advanced Training Division of the former Ministry of Public Administration.

The realigned Ministry of Education comprises twenty-seven (27) core Divisions and Units and seven (7) Support Divisions. Additionally, there are two (2) State Enterprises and thirteen (13) Statutory Boards under the purview of the Ministry. It is noteworthy that the vast majority of these Divisions and Units are housed at the Education Towers at St. Vincent Street, providing a virtual one-stop shop for services.

The staff of the realigned Ministry of Education comprises approximately twenty one thousand (21,000) inclusive of public service, teaching service and contract staff with responsibility for the following services/areas as identified in the Trinidad and Tobago Gazette, Volume 52, No. 97[12]:

- ❖ Educational Broadcasting
- ❖ Educational Counselling and Guidance
- ❖ Educational Facilities Management (Preschool, Primary, Secondary)
- ❖ Examinations
- ❖ ICT in Schools
- ❖ Moral, Ethical and Spiritual Values in Schools
- ❖ Physical Education in Schools
- ❖ Pre-School Education
- ❖ Primary School Education
- ❖ Registration of Private Education Institutions
- ❖ School Laboratory Equipment Maintenance
- ❖ School Library Services
- ❖ School Nutrition Programme
- ❖ Secondary School Education
- ❖ Special Education
- ❖ Curriculum Development and Management
- ❖ Tertiary Education
- ❖ Youth Training Programmes
- ❖ Research and Development
- ❖ Scholarships and Advanced Training
- ❖ Government Assistance for Tuition Expenses
- ❖ Financial Assistance Studies Programme
- ❖ Higher Education Loan Programme
- ❖ Skills Training and Education
- ❖ National Human Development
- ❖ National Innovation System
- ❖ Nursing Education
- ❖ Spanish Implementation

Statutory Boards and Other Bodies:

- ❖ Local School Boards (LSBs)
- ❖ United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- ❖ National Institute of Higher Education (Research, Science and Technology) (NIHERST)
- ❖ National Training Agency (NTA)
- ❖ Youth Training and Employment Partnership Programme Limited (YTEPP)
- ❖ Trinidad and Tobago Hospitality and Tourism Institute (TTHTI)
- ❖ University of Trinidad and Tobago (UTT)
- ❖ Accreditation Council of Trinidad and Tobago (ACTT)

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[12] Institute of Marine Affairs which was included in the Gazette, was later removed from the Ministry of Education's sphere of control.

- ❖ College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT)
- ❖ University of the West Indies (including Open Campus) (UWI)
- ❖ MIC Institute of Technology (MIC-IT)
- ❖ National Energy Skills Center (NESC)
- ❖ Board of Industrial Training (BIT)
- ❖ Eastern Caribbean Institute of Agriculture and Forestry (ECIAF)

Wholly-Owned Enterprises:

- ❖ Education Facilities Company Limited (EFCL)
- ❖ National School Dietary Services Limited (NSDSL)

The organisation's sphere of control/influence covers public and private institutions at the ECCE, primary, secondary, and tertiary levels as follows: ECCE (over nine hundred (900) Centres); approximately five hundred and forty (540) primary schools (477 of which are public schools); approximately 190 secondary schools (134 of which are public schools); and 74 tertiary institutions.

Section 3: Policy Framework

National Perspective on Quality Education

DEFINITION OF QUALITY EDUCATION

All children have a right to a quality education, which in turn, benefits the entire society. There are many facets to a quality education system, and accordingly, many definitions. Quality Education encompasses the ideas expressed below which are endorsed by the Ministry of Education:

The Flemish Association for Development Cooperation and Technical Assistance (VVOB) defines Quality Education as follows:

> "*A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.*"

UNICEF, in their 2000 definition of Quality Education, indicated that it includes:

∆ *Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;*

∆ *Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;*

∆ *Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;*

∆ *Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;*

∆ *Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.*

UNICEF Florence, Italy June 2000

UNESCO in its 2005 Global Monitoring Report identifies the factors that need to be considered in developing a quality education system. These are indicated in the diagram below.
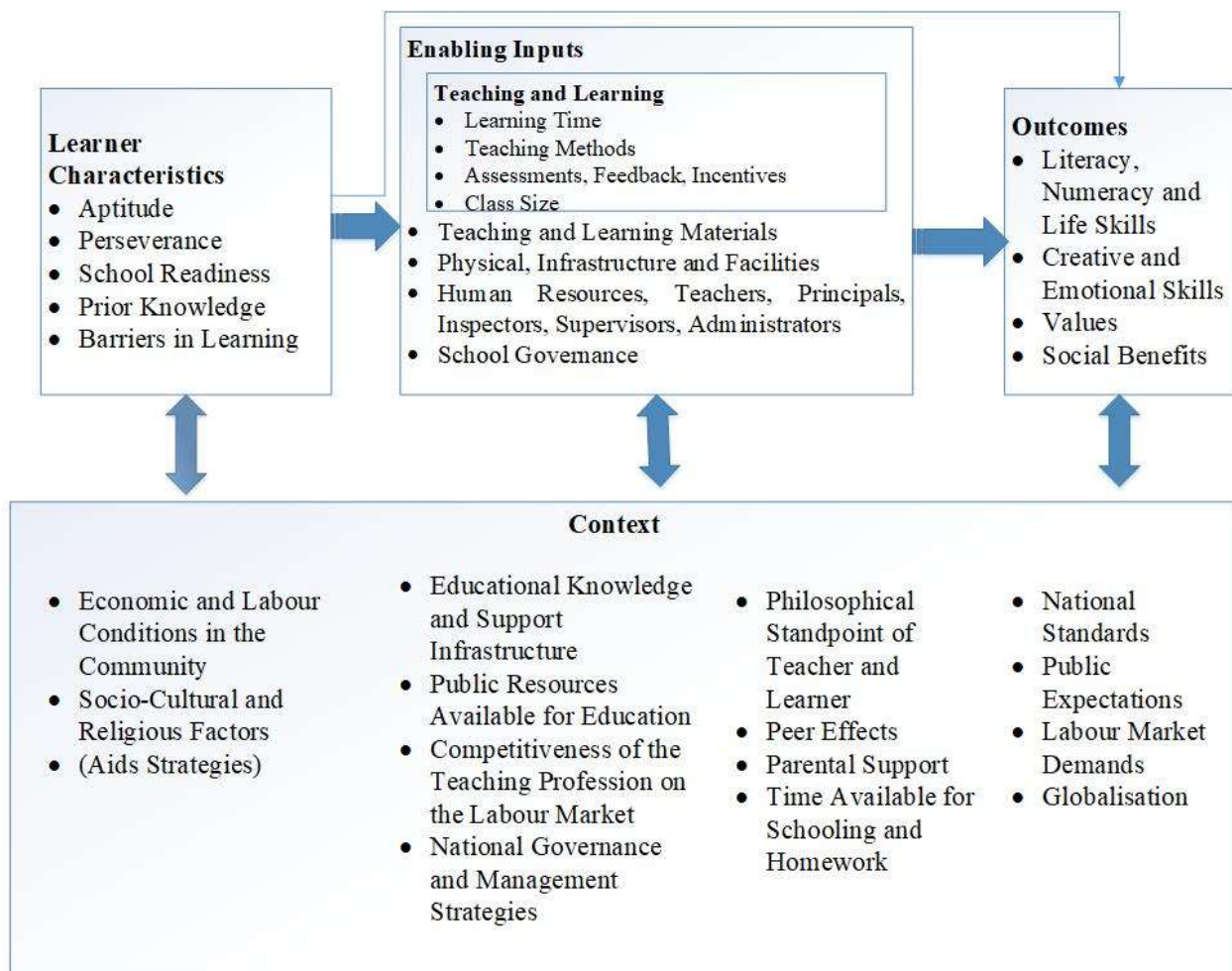
Figure 2: A Framework for Understanding Education Quality

Administration of the Education System

The Ministry of Education, in seeking to ensure the provision of quality education, has taken its organisational structure into consideration, as well as the facility for collaboration with its stakeholders. There are six (6) levels to the model adopted as follows:

Δ   The learner at all levels of the system is at the centre.

Δ   The School/Tertiary Learning Institute (TLI) provides the teaching and learning environment for the learners.

Δ   The Education District offices are the intermediaries between the schools and the administrative core, implementing policy and generating school data. The District Offices are also facilitators of the School Based Management process.

Δ   Schools/TLIs are supported by Core Divisions, which carry out the pedagogic functions.

Δ Central administration provides policy direction and administrative support necessary to ensure quality education is equitably provided. and

Δ The External Stakeholders and community provide support and are the beneficiaries of the graduates of schools and TLIs.

Figure 3: Model of the Education System

At the Central Administration level, several activities are critical to the delivery of quality education. Strategic planning at the organisational and divisional levels, as well as plans and programme and project development will filter the policy direction and facilitate implementation. An organisation level Action Plan and Divisional Work Plans will allow the policy direction to be translated through all levels of the organisation.

The Policy will be disseminated to the different levels of educational institutions, from ECCE to tertiary through the existing administrative structures. The guiding principles of the Ministry of Education for the ECCE sub-sector are to increase access, provide quality teaching and provide a good governance structure to ensure the effective supervision of the Centres. More specifically, the ECCE Division is responsible for the formulation of policies as they relate to the ECCE sub-

sector, co-ordination of the ECCE programme and the continuous revision of standards and goals set for ECCE.

At the primary and secondary levels, the District Offices and the individual schools will utilise the School-Based Management (SBM) system outlined below, to implement the policy. It is expected that the Policy will guide the development of district and school plans. The Governing Boards of the tertiary institutions will be responsible for policy implementation at that level.

Monitoring and evaluation, as a complement to implementation at the plan, programme and project levels will ensure efficiency and effectiveness. This would require an established data collection system to inform continuous revision of existing plans and as the basis for future planning.

School-Based Management Model

In seeking to ensure the delivery of quality education in our schools, the MOE has commenced implementation of an improved School-Based Management (SBM) Model. This Model seeks to realise the Student Learning Outcomes and identifies different elements of the School Management System, which need to be strengthened to give effect to the 21st century learner. The SBM system is an instrument of quality assurance, which decentralises the levels of authority to the school level. Responsibility and decision making over school operations are transferred to principals, teachers, parents, students, and other school community members. The school-level personnel, however, have to conform to, or operate, within a set of centrally determined policies. It also serves to identify the services provided by Central Administration and outlines the standards to which principals and their leadership teams must adhere. A Leadership and Management Process, which defines expected leadership and management practices, guides the effective implementation of this model.

The elements of the Model that are managed at the level of the school are as follows:

1.   STUDENT SERVICES

Several Divisions of the Ministry have responsibility for the provision of student services; however, the Student Support Services Division is the most important of these. The major role of the Student Support Services Division (SSSD), which is inclusive of Social Work, Guidance, Special Education and Diagnostic Assessment Intervention Units, is to act as an advocate for children to ensure that each child benefits maximally from the educational opportunities provided. The SSSD is not only a deliverer of services but also an assurance agent acting on behalf of students in general. The SSSD assists in identifying the risks that prevent a child from achieving the Student Learning Outcomes, and in helping to understand the child so that appropriate intervention strategies may be implemented. This includes the provision of services not only by the MOE, but by other Ministries and organisations.

Other examples of student services include the provision of books to students and transport and meals to students identified using a Needs Assessment beneficiary system. These provisions serve to provide equity and ensure that access to educational opportunities is afforded to each and every student.

2. CURRICULUM

The curriculum is a carefully designed and crafted document that is updated at periodic intervals to ensure that students are exposed to relevant and appropriate content enabling them to achieve the stated Student Learning Outcomes and be productive, patriotic citizens of Trinidad and Tobago. The implementation of the curriculum caters to the diverse learning needs of each student.

3. TEACHERS AND TEACHER DEVELOPMENT

The teachers are the deliverers of the curriculum to the major client, the student. Teachers must engage in professional development in pedagogy and other core areas to ensure that the curriculum is delivered so that each student understands and benefits. Training must include the rudiments of preliminary screening of students such that the needs of individual students may be identified. Teachers must be able to understand the categories of special and other student needs and be able to apply or recommend appropriate intervention strategies. Teachers must also display professional conduct and must be held accountable for the degree of success achieved by each student.

4. EXAM TESTING AND ASSESSMENT

The testing and assessment system provides policy-makers, administrators, educators, parents and students with high quality data on student achievement and the factors which influence learning. These data will be shared with stakeholders to facilitate informed decision making that would promote the improvement of every student by tracking student progress and addressing needs so that all students can achieve the stated learning outcomes.

5. PHYSICAL INFRASTRUCTURE AND THE ENVIRONMENT

In order for students to benefit maximally from opportunities provided, the environment must be safe, secure, aesthetically pleasing and conducive to learning. Leadership of the school must ensure that such conditions exist and are maintained.

6. KEY STAKEHOLDER INVOLVEMENT

Stakeholders may be internal or external to the school setting. Their engagement and interaction with the school and the student must be such that the student is guided and assisted in achieving the stated Student Learning Outcomes. This engagement ranges from direct teacher-student contact time during school hours to the sponsorship of an individual or company that may never visit the school.

7. STUDENTS

Students must be aware of the services being provided to them by Central Administration and at the level of the school. Students must be cognisant of the fact that the Student Support Services and School Supervision and Management Divisions of the Ministry act as their advocates and providers of services to them. Students must also have an understanding and an appreciation of the Student Learning Outcomes as stated hereunder and the constituent benefits. Each student must be aware of how these services can be accessed and that he/she must share in the responsibility of ensuring that he/she achieves the stated Student Learning Outcomes.

This model is the key avenue through which the Policy will be disseminated and realised at the education district and school levels.

Student Learning Outcomes

The correct application of the School-Based Management Model is expected to ensure the revision of the education system at the level of the school. This model, working within the framework of the policies set out hereunder, will provide the school climate necessary to facilitate optimal student performance.

The outcomes at each level are expected to facilitate and lay the foundation for the subsequent stage, even as they build upon the skills acquired at the previous level. The eight (8) outcomes identified below embody the characteristics necessary for optimal functioning in and contribution to 21st century Trinidad and Tobago.

These Learning Outcomes indicate the type of citizen we wish to produce and are an acknowledgement by the Ministry of Education of our role in moulding and shaping young minds and ultimately the nationals of Trinidad and Tobago. In order to fulfil our development goals, realise our vision for the education system, as well as that articulated in Vision 2030, our graduates at each level, need to acquire the skill sets and values indicated.

Table 1: Student Learning Outcomes

TABLE 1: STUDENT LEARNING OUTCOMES				
OUTCOME	**Learners should, at the end of:**			
	ECCE	**Primary**	**Secondary**	**Post-Secondary**
HEALTHY LIFE-STYLES	▪ Identify dangerous items in their immediate environment ▪ Regularly engage in physical activity	▪ Know the basics of personal and environmental safety ▪ Regularly participate in physical exercise/sport ▪ Be aware of healthy and unhealthy foods	▪ Know how to manoeuvre through public places safely ▪ Routinely exercise or play sports ▪ Appreciate and be able to prepare healthy meals	▪ Pursue a healthy life-style
SELF-AWARENESS	▪ Be able to vocalise their emotions	Be able to: ▪ Link situations to their emotions ▪ Express their emotions ▪ Have reasonable control over their emotions ▪ Have an age-appropriate awareness of sex/gender differences	▪ Understand how situations impact their emotions ▪ Know how to control and manage their emotions ▪ Know how to seek help for dealing with emotions they cannot manage ▪ Understand traditional and changing gender roles	▪ Appreciate their own strengths and weaknesses ▪ Appreciate and respect diversity in others

TABLE 1: STUDENT LEARNING OUTCOMES				
OUTCOME	**Learners should, at the end of:**			
	ECCE	**Primary**	**Secondary**	**Post-Secondary**
NATIONAL PRIDE, A SENSE OF BELONGING AND SPIRITUAL AWARENESS	Know: ▪ The national colours ▪ The President's and Prime Minister's names ▪ Their own religion	▪ Know the national anthem and the pledge ▪ Be able to participate in community- and country-building exercises Have a basic knowledge of: ▪ The achievements of Trinidad and Tobago ▪ Differences in religious beliefs and practices Understand: ▪ The culture of Trinidad and Tobago ▪ Their relationship to the wider society.	▪ Know the history of Trinidad and Tobago ▪ Understand their role as young citizens in national development ▪ Demonstrate tolerance for other religions & cultures ▪ Be able to identify ways to contribute to the community and country	▪ Be proud citizens who appreciate the uniqueness of Trinidad and Tobago
COMMUNICATION AND SELF-EXPRESSION	Be able to: ▪ Vocalise their thoughts ▪ Interact with others their age ▪ Follow basic instructions	Be able to: ▪ Express themselves ▪ Interact with others ▪ Participate in/lead group activities	Be able to: ▪ Express themselves ▪ Interact with others ▪ Organise group activities	Be able to: ▪ Think critically and express themselves clearly

TABLE 1: STUDENT LEARNING OUTCOMES				
OUTCOME	**Learners should, at the end of:**			
	ECCE	**Primary**	**Secondary**	**Post-Secondary**
		▪ Demonstrate care & concern for others		
APPROPRIATE LEVELS OF LITERACY, NUMERACY AND TECHNOLOGICAL LITERACY	Be able to: ▪ Exhibit critical thinking and problem solving skills when posed with a question or situation ▪ Identify shapes, colours, letters and numbers ▪ Manoeuver a computer or tablet	Be able to: ▪ Read and understand ▪ Write coherently ▪ Perform basic functions on a computer	Be able to: ▪ Read and critically analyse ▪ Express complex ideas in written form ▪ Be proficient on common technological devices	▪ Be fit for employment in the global village

TABLE 1: STUDENT LEARNING OUTCOMES				
OUTCOME	**Learners should, at the end of:**			
	ECCE	**Primary**	**Secondary**	**Post-Secondary**
LOVE FOR LEARNING	▪ Be interested in exploring their environ-ment	▪ Be interested in learning new things ▪ Be able to conduct basic research ▪ Be able to analyse and solve simple problems ▪ Be able to question what is taught	▪ Be interested in learning more about things ▪ Know how to conduct structured research ▪ Be able to conduct research and present informed opinions and arguments ▪ Be able to analyse and solve complex problems	▪ Be a lifelong learner
AESTHETIC APPRECIATION AND EXPRESSION; AND	▪ Have some appreciation for any type of art ▪ Experiment with artistic expression	▪ Have an understanding of the broad scope of the arts and their roles as expression ▪ Have gained exposure to the arts in various forms ▪ Be able to demonstrate some form of artistic expression	▪ Appreciate and value all forms of artistic expression	▪ Appreciate and value all forms of artistic expression and the role they play in the culture and history of the country
INTRINSIC SENSE OF RIGHT AND WRONG	▪ Be able to follow instructions	▪ Be able to determine right from wrong in	▪ Make decisions based on	▪ Have the moral integrity to

TABLE 1: STUDENT LEARNING OUTCOMES				
OUTCOME	**Learners should, at the end of:**			
	ECCE	**Primary**	**Secondary**	**Post-Secondary**
	on right vs. wrong	everyday situations and interactions	their ability to determine right from wrong	stand up for what is right

Section 4: Policy Statements

Sector Governance - Cross Cutting Themes

Background

The Ministry of Education is responsible for the administration of all education levels from early childhood through, primary, secondary, Technical and Vocational and tertiary. This translates into accountability for the management of over 21,000 staff members inclusive of public service, teaching service and contract personnel and the educational needs of approximately 280,000 learners.

While there are benefits to a common organisational structure, the recent inclusion of the tertiary, technical and vocational and scholarships functions, coupled with problems prevalent throughout the public sector at this time, gave rise to administrative issues which need to be resolved if the Ministry is to convert this suite of policies into reality.

The current fiscal realities reinforce the need to make decisions based on sound information, and to adequately monitor and evaluate programmes and projects initiated to ensure efficiency, effectiveness and value for money.

The policy statements below address issues which inhibit the smooth functioning of the Ministry at the central administration and district levels.

Effective Management & Leadership

ISSUES IDENTIFIED

Institutional development

∆ Inadequate staffing;
∆ Lack of succession planning;
∆ Inadequate specialised training to meet the institutional needs of the Ministry of Education;
∆ Parallel Divisions/ Units with similar functions – superfluous organisational structure;
∆ Lack of alignment between current job specifications and organisational needs;
∆ Lack of articulation between public service, teaching staff and contract staff;
∆ Inefficient systems for treating with routine Human Resource issues;
∆ Lack of articulation, effective communication and shared vision between Head Office and satellite offices and institutions; and
∆ Inadequate policy dissemination from central administration, and attendant lack of acceptance/implementation of policy at the district and school levels.

Legislation

∆   Lack of current overarching education Legislation;
∆   Lack of coverage of the Early Childhood Sector in the Education Act;
∆   Lack of coverage of the tertiary education sector in the Education Act; and
∆   Dissonance between current educational needs/realities and the Concordat of 1960.

Transitioning

The Ministry of Education through the efforts of its Curriculum Planning and Development Division has in the past, been successful in implementing a curriculum that would transition seamlessly from one level of education to the other. This has achieved the following benefits:

∆   Information is reinforced and solidified each time the student revisits the subject matter;
∆   There is a logical progression from simplistic ideas to complicated ideas; and
∆   Students are able to apply earlier knowledge to later course objectives.

This spiralled model is recognised to have been effective in allowing for seamless movement of students to higher levels of academic competence. Students, however, continue to face challenges in moving from one level of the education system to another that are independent of the curriculum and of academic performance. The education system is designed in levels i.e. ECCE, primary, secondary and tertiary, which require multiple factors for student success that go beyond the curriculum. These include factors such as social interaction, emotional intelligence, and personal independence inter alia which are emphasised at transition points when students move from one level of education to the other.

The main issues identified are as follows:

∆   Lack of standardised strategies to transition learners from ECCE to primary;
∆   Lack of standardised strategies to transition pupils from primary to secondary;
∆   Lack of standardised strategies to transition students from secondary to tertiary/world of work;
∆   Lack of universal recognition by teachers regarding the need for:
     o   Articulation of curricula between levels, and
     o   Student orientation.

Stakeholder Engagement

∆   Lack of an effective system to engage stakeholders in education.

The Ministry of Education will:

Institutional development

Δ Engage the Public and Teaching Service Commissions to facilitate timely, adequate and relevant staffing of Head Office, District Offices and schools;

Δ Revisit the staffing of Education District Offices with a view to ensuring their ability to support the implementation of the Education Policy;

Δ Seek innovative ways to facilitate the succession planning process [13] throughout the Ministry (Head Office, District Offices);

Δ Finalise and implement its Human Resource Training Plan for Head Office, District and School Staff, taking into consideration the most critical training needs and cost-effective training methods;

Δ Ensure institutional strengthening of key divisions and units of the Ministry;

Δ Embark upon an organisational restructuring process to rationalise the structure and staffing of the expanded Ministry and ensure alignment with organisational goals and objectives;

Δ Engage the Chief Personnel Officer and all relevant agencies to rationalise and regularise the job specifications and bring them into alignment with organisational needs;

Δ Develop, with input from the relevant agencies, and institute the use of a procedural manual to govern the relationship between different categories of workers;

Δ Institute the distribution of the standard orientation package for **all** new Ministry of Education staff members;

Δ Develop and institute the use of a Ministry-wide Communication Plan which will effectively target all its internal and external stakeholders;

Δ Seek to inculcate a culture of active communication and collaboration within and among Divisions/Units, satellite offices and educational institutions;

Δ Develop and implement innovative, efficient systems for treating with routine Human Resource matters;

Δ Facilitate school environments which enable parents/guardians to take an active part in the teaching and learning process at all levels;

Δ Involve a wider cross-section of stakeholders in the education policy development process; and

Δ Facilitate multi-directional information flow in the execution of the education policy.

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[13] Given the staffing constraints.

Legislation

Δ Finalise the review of the Education Act in accordance with established procedures, in compliance with current relevant legislation, and ensuring that all educational levels are incorporated/represented;[14] and

Δ Engage in discussions with the Denominational Boards to facilitate review and revision of the Concordat as required.

Transitioning

In this regard, the Ministry of Education will partner with stakeholders to develop 'transition strategies' that would better prepare students to manage transition points at the various education levels, thereby improving their opportunities for success. This will also include exit and re-entry strategies that would target students who wish to exit the education system and enter the world of work as well as those who choose to re-enter the system for up-skilling.

Δ Develop and institute the use of standardised programmes and strategies for transitioning at the various educational levels. Consideration will be given to the following: workshops, seminars, classes and other mechanisms to improve students' preparation for the various levels of the education system, including the role of school administrators and teachers.

Stakeholder Engagement

The Ministry will:

Δ Conduct a stakeholder mapping exercise to inform the development of its Communication Plan;

Δ Develop a Communication Plan which includes, inter alia:
~ Communication goals;
~ Target audience;
~ Communication channels;
~ Strategies for engagement of stakeholders[15]; and
~ A comprehensive strategy for garnering feedback from internal and external stakeholders on Ministry policies and initiatives, which set the stage for stakeholder consultation, involvement, collaboration and empowerment;

Δ Seek innovative ways to engage stakeholders including the use of ICT;

Δ Make education resources available to stakeholders via the Ministry of Education's website;

Δ Facilitate private sector engagement in support of the needs of the education system;

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[14] The legislative policy requirements at the tertiary level are discussed at length under the heading, "Higher Education Sector" subheading, "Sector Legislation," pg. 94.

[15] This will be a subset of the communication plan indicated at bullet 10 under the section Policy Statements: *"Institutional Development"* .

Δ Continue engagement with Denominational Boards to facilitate effective management of schools; and

Δ Engage with other Ministries and entities whose functions are germane to the wellbeing of learners to facilitate effective functioning of the education system.

Monitoring and Evaluation

ISSUES IDENTIFIED

Δ No culture of monitoring and evaluation throughout the organisation;

Δ Inadequate training and facility for ensuring the integration of monitoring and evaluation into programmes and projects;

Δ Lack of an organisation-wide Monitoring and Evaluation Framework;

Δ Insufficient priority given to data collection and feedback mechanisms, and the development of the requite skillsets; and

Δ No culture of data driven decision-making.

POLICY STATEMENTS

The Ministry of Education will:

Δ Develop and institute the use of a Ministry-wide Monitoring and Evaluation Framework with attendant reporting formats and schedules;

Δ Facilitate the roll out of a training programme for relevant staff in the tenets and infusion of Monitoring and Evaluation into all work plans, programmes and projects;

Δ Finalise and institute the use of an Education Management Information System (EMIS) throughout the entire Ministry;

Δ Finalise and institutionalise the use of the Ministry's Education Data Policy; and

Δ Inculcate a culture of data production analysis and usage throughout the Ministry.

Sector Financing

ISSUES IDENTIFIED

Δ Reliance on finite state funding;

Δ Restrictive loan conditionalities when accessing foreign loan funding;

Δ Lack of expertise within the organisation to take advantage of foreign loan/grant funding; and

Δ Improper application of financial regulations.

The Ministry of Education will:

- Δ Employ the principles of accountability and value for money in execution of its services[16];
- Δ Continue the provision of training to Heads of Divisions/Units, School Principals and relevant staff in accounting procedures in government;
- Δ Facilitate training of officers in proposal writing for various international lending agencies;
- Δ Take advantage of loan opportunities as they arise[17]; and
- Δ Facilitate training of officers and school officials in financial management.

Data and Research

ISSUES IDENTIFIED

- Δ Lack of central data storage and retrieval system;
- Δ Lack of a co-ordinated approach to, and culture of, data collection and analysis, and research review and uptake;
- Δ Underutilised/unsystematic/disconnected research machinery to facilitate implementation of the Ministry of Education's research agenda;
- Δ The collection of data is not always in alignment with the national data requirements;
- Δ No culture of research-based decision making;
- Δ Lack of co-ordinated dissemination and adoption of best practice; and
- Δ Lack of a facility for commissioning TLIs to carry out research required by the Ministry of Education.

POLICY STATEMENTS

The Ministry of Education will:

- Δ Develop and implement the use of an Education Management Information System (EMIS);
- Δ Facilitate the conduct of a skills audit, training needs and organisational framework analysis of the ministry of education's research and policy capacity and workflow, and seek to adopt the relevant recommendations;
- Δ Finalise, adopt and institutionalise the use of the Ministry of Education's Data Policy;
- Δ Institutionalise the use of the DFID research uptake model;
- Δ Develop a structure for the systematic dissemination of data and research results;
- Δ Institutionalise the use of the Ministry of Education's research agenda; and
- Δ Continue dialogue with TLIs and tertiary regulatory agencies to facilitate collaboration in the execution of the Ministry of Education's research agenda.

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[16] Strategies include institution of protocols and provision of training.
[17] The MOE will remain cognisant of the need to repay loans, and select for funding those projects which yield the most value for money.

ICT in Education

<div align="center">

ISSUES IDENTIFIED/AREAS OF CONCERN

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Δ Need to promote lifelong learning, constantly seek new information, think critically and foster initiative;

Δ Ineffective implementation of laptop distribution initiative;

Δ Limited access to high-speed internet services;

Δ Insufficient curriculum relevant digital content; and

Δ Limited capacity of teachers to effectively integrate ICT-based pedagogical strategies in curriculum implementation.

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RATIONALE FOR THE PLAN

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Research into the impact of ICT in education has shown:

Δ A desired outcome for all students to possess 21st century skills inclusive of media and technology literacy, critical thinking, creative problem solving and the ability to collaborate and communicate effectively;

Δ Learners today are 'digital natives,' predisposed to the acquisition of knowledge through interaction with computers in technology-enhanced learning environments;

Δ Attendant technologies can enhance learners' critical thinking and problem-solving skills while enabling the development of communication and collaboration skills, allowing for greater adaptive and interactive learning; and

Δ The use of ICT in learning can deepen student understanding and engagement.

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ICT PLAN 2016-2020

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The Ministry of Education based on the current issues identified and on the research findings on the role and impact of ICT in learning, is implementing the ICT Plan 2016-2020. The key elements of the Plan are:

Δ *An ICT in Education Policy and Strategic Action Plan*

This includes the development of an ICT in Education Policy and an Implementation Strategic Action Plan for the five years which would provide details on the specific projects to be implemented.

Δ *A governance structure for the management and coordination of all ICT initiatives*

This structure would comprise: an ICT Steering Committee, to provide executive sponsorship, promote accountability, ensure coherence and track progress of all ICT in education initiatives; an ICT in Education Technical Team, which will provide overall management, co-ordination and

unification of all ICT programmes at all levels; and School ICT in Education Committee, which would initiate the planning and implementation of school-level ICT projects.

Δ *Enhanced ICT infrastructure and digital devices in schools*

This involves the provision of required hardware and software as well as high speed broadband internet connectivity.

Δ *ICT training and professional development of teachers and other educators*

Implementation of the ICT Professional Development Strategy for teachers to adopt a coherent and sustainable approach to teacher ICT professional development.

Δ *Curriculum reform*

In order to ensure the inclusion of ICT positively impacts students' learning experiences, this curriculum reform would require the selection of suitable eLearning content and software that are culturally relevant, and which will provide stimulus and motivation for greater learner engagement. It would also be necessary to develop supplemental instructional guides for teachers that will provide guidance in the use of ICT for active and cooperative learning and for technology enhanced assessment.

OUTCOMES OF IMPLEMENTATION

The implementation of the Plan is expected to yield the following outcomes:

Δ Adequately trained teachers who are empowered to use ICT in the teaching and learning process;
Δ Discernible creativity and entrepreneurship among learners and improvement in their preparedness for life;
Δ Effective engagement of students at all levels in the education system;
Δ Enhanced student enjoyment of the education process;
Δ Significant improvement in academic performance;
Δ Students' exposure to ICTs in safe and secure environments;
Δ Use of technology in the learning environment in a responsible and ethical manner;
Δ Existence of a robust enterprise infrastructure and reliable connectivity in support of schools' ICT operating environment; and
Δ Well-designed classroom infrastructure which is wirelessly connected and in sustainable use in support of ICT infused teaching and learning.

Special and Inclusive Education

Δ Inadequate resourcing of central administration and schools to meet special education needs;

Δ Inaccessibility of plant to students with special education needs ;

Δ Inadequate staffing of the Student Support Services Division;

Δ Inadqeuacy in the provision of comprehensive diagnostic assessment and therapeutic intervention services;

Δ Need for a collaborative approach to provision of special education services;

Δ Need for local research on special education needs;

Δ Need for a comprehensive policy framework for treating with Special/Inclusive Education; and

Δ Lack of public awareness of and support for special needs education.

POLICY STATEMENTS

In the **immediate to short-term**, the Ministry proposes the following:

Δ To increase the resource allocation for students at Public Special Schools currently under the direct supervision of the Ministry of Education's Special Education Unit, matching in part, the allocation provided to private special schools. The increased resource allocation may be facilitated, in the short-term, by extending coverage for Special Education Service Provision to include public special schools, as required. This should facilitate:
  ▪ Increased accommodation at government special schools;
  ▪ Incremental upgrading of physical plants to ensure improved physical and instructional access; and
  ▪ Incremental but continuous maintenance and upgrading of facilities.

Δ To refurbish and expand the existing Braille Unit to "Alternative Multi-Media Resource Centre;"

Δ To facilitate the provision and maintenance of educational materials, equipment and instructional resources to support special education intervention via annual budgetary allocation;

Δ To initiate the planned upgrade of three (3) schools in each educational district at each of level (ECCE, and secondary levels) to accommodate students with physical and sensory disabilities;

Δ To provide adequately equipped resource rooms in one out of every three to five primary schools for the provision of special education assessment and intervention services to students with special education needs;

Δ To engage in an aggressive recruitment and training programme to ensure increased capacity of SSSD's Special Education Unit to address the identified special education needs of all students;

Δ To facilitate the provision of comprehensive diagnostic assessment and therapeutic intervention services through allocation of funding for specialised services;

Δ To facilitate interagency/interministerial collaboration via the hosting of regular stakeholder meetings and consultations on initiatives to improve service provision for special education;

Δ To implement school-based policies to support required curriculum modifications/ adaptations to address individual learners' needs; and

Δ To engage in and promote research initiatives focussed on:
- The prevalence of specific disabilities in T&T particularly among the school-aged population;
- The identification, evaluate and implementation of evidence-based best practices in special education intervention; and
- Parental engagement and empowerment in minimising the impact of disabilities on student academic achievement, development, and well-being.

The Ministry of Education has outlined the following priorities as part of its **long term strategy** to address the special education needs of students:

Δ The development and implementation of a protocol for early identification of and intervention for special needs;

Δ Specific budgetary allocation for the management, support, and delivery of special education services nationally;

Δ Improved resource allocation for special education service delivery (human financial physical and material) inclusive of required assistive technologies;

Δ Improved mechanisms for inter-ministerial/interagency collaboration;

Δ The establishment of legislative framework to support special and inclusive education (Revision of the Education Act of 1966);

Δ The review and updating of educational policies and procedures to support special and inclusive education (Inclusive Education Policy, 2009; Special Education Policy, 2013);

Δ Curriculum review/reform/revision to focus on the provision of appropriate accommodations to support equitable access to meet the diverse needs, abilities and interests of all learners;

Δ On-going professional development initiatives and collaboration/consultation with tertiary institutions for providing and enhancing special and general education teachers inclusive of exposure to international best practice;

Δ Parental and other stakeholder engagement in the decision-making and policy development;

Δ Parent education/empowerment and support for families of students identified with special needs;

Δ Provision of government-supported/monitored alternative education programmes where required due the severity of disability/special needs;

Δ The formalisation and regulation of community and home-based initiatives should be addressed; and

Δ Intensive public education and sensitisation initiatives addressing public perceptions and attitudes towards persons with disabilities and other special education needs/differences.

Early Childhood Care and Education

Early childhood is defined as the period from birth to eight years of age. Early Childhood Care and Education (ECCE) is not only a preparatory stage for transitioning to formal schooling but it also focuses on the development of the whole child i.e. the social, emotional, cognitive and physical needs in order to ensure a firm foundation for lifelong learning and well-being. [18]

Background

According to Logie (1998), "the quality and nature of provision for young children have historically been interwoven into the social and political context of both developed and developing nations." Many of the key issues that affect the present delivery of early childhood services in Trinidad and Tobago, such as the quality of programs, resources, access, and staffing patterns, have their roots in the historical development of the country.

The trend in educational reform in the early 1950's was in line with political changes. Public education began to expand at the secondary level, however the government's involvement in early childhood services at the time was not viewed as critical to the education reform effort. As such early childhood education was excluded from the public education system, which left centre-based provision for preschool-aged children in the hands of private providers; and was accessed only by those who could afford it. Working-class and middle-income families began seeking out private centres; kindergarten, preschools, day-care and nursery schools which provided children with an introduction to reading, writing and arithmetic.

The government's direct involvement in early childhood provision began in September 1970 with a pilot project in La Pastora Community Centre. Funded by the Bernard van Leer Foundation, the project established fifteen (15) centres within its first three (3) years of operation. The government continued the establishment of early childhood centres through partnerships, first with Village Councils in 1972 who undertook joint management of village early childhood centres located in Community Centres.

By 1974, the Preschool Education Unit was established within the Ministry of Education. The unit was responsible for aspects of the ECCEs such as registration and monitoring of all centres. Expansion of government services continued and by the mid-1980s there were 50 government-owned and supervised centres. During that period, staff development was a joint effort between Ministry of Education and SERVOL (Voluntary Service for ALL). The partnership with SERVOL continued and during the period of 1986-1991 SERVOL centres became government-assisted centres.

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[18] Early Childhood Care and Education, http://en.unesco.org/themes/early-childhood-care-and-education.

After several decades of educational reform in Trinidad and Tobago, in 1992, the Ministry of Education appointed a National Task Force on Education (NTFE) to assess the education system and plan for its future development based on the changing needs of the present society. It was the report of this Task Force, the Education Policy Paper (1993-2003) that first included early childhood care and education as a legitimate part of the public education system. For the first time, early childhood services would be part of government's commitment to public education and recongnised as the essential foundation, basic to a child's total education.

From 2003 to present, the establishment of government and government-assisted centres as well as privately run centres continues. Although in 2003 a recommendation was made for the early childhood sector to be a legitimate part of the public education system, to date the sector remains unregulated. Additionally, there is a huge disparity between the experiences children have at the government and government assisted as opposed to the experiences at the private centres.

Most private centres have their roots in the traditional programmes of earlier years. Classrooms typically continue to be uninviting environments offering very few choices to young children. Classrooms are teacher-controlled and teacher-centred, with children acting as a passive audience. Private centres are not as consistent as the public centres in their philosophy, staff training, staff-selection patterns, and available human resources. Additionally, government and government-assisted centres do not charge a tuition fee, while within the private sector the fees charged vary from centre to centre.

DISTRIBUTION OF ECCE CENTRES

ECCE Centres are located throughout Trinidad and Tobago in the following categories:

- ∆   Government Centres – 90
- ∆   Government (Community-Board) Centres – 21
- ∆   Government-assisted Centres (Denominational) – 40
- ∆   SERVOL – 61
- ∆   Public-Private Partnership (PPP) Centres – 199
- ∆   Private Centres – 492 (based on a validation exercise conducted in 2013/2014).

ACCESS TO ECCE

The Ministry of Education Centres (existing and planned), together with the Private Providers, cater for approximately 33,226 three to four plus year-old children. For the academic year 2013/2014, a total of 30,884 children were enrolled in the ECCE Sector. The 2011 National Census put the three to four age-group population at 38,131 children. At present, a number of Government ECCE Centres are either at varying stages of construction or in the planning stage. It is expected that over the next several years these Centres will come on stream and add to the nation's capacity to meet the needs of our ECCE population.

A Curriculum Guide, based on five strands - **wellbeing, effective communication, citizenship, intellectual empowerment and aesthetic expression** was developed in 2006 and reaffirmed in 2013. These five strands underscore the desired outcomes for the nation's children:

Δ To grow into competent and confident lifelong learners and communicators;
Δ To be equipped with the tools to achieve and maintain physical, mental, and spiritual health; and
Δ To be secure in their sense of belonging and in the knowledge that they make valuable contributions to their communities and society.

LEGISLATION

At present, the Education Act, Chapter 39:01 of the Laws of Trinidad and Tobago states:

> *"For the purpose of the performance of his responsibilities under this Act the Minister may –*
>   *(a) require the attendance of children of compulsory school age at schools established and conducted under this Act;*
>   *(b) regulate the operation of private schools;"*

And

> *"The Public School system shall be comprised of such Public schools as may from time to time be found necessary for the efficient carrying out of the responsibilities of the Minister, and may include –*
>   *(a) infant or nursery schools or departments of schools providing education suitable for children under the age of five years;"*

While the Education Act therefore, mentions the early childhood level, it does not hold service providers accountable for provision of quality ECCE services. This needs to be addressed in the review of the Education Act.

Effective Governance and Administration

Management and Administration: Public Awareness, Legislation

ISSUES IDENTIFIED

Δ Lack of public awareness regarding the purpose of ECCE, its curriculum and areas of learning;
Δ Lack of alignment between teacher preparation and Ministry of Education's expectations;

∆ No current legislation to mandate the implementation of the National Curriculum Guide or Standards document in the ECCE Sector; and

∆ Insufficient data regarding: a) the level of student readiness to transition to primary level, and b) centres' adherence to National Curriculum Guide.

POLICY STATEMENT

The Ministry of Education will:

∆ Develop a qualification framework to address professional preparation and development for ECCE staff;

∆ Pursue rigorous data collection which give greater insight into the sector through the creation of a quality assurance framework;

∆ Ensure that internal as well as external stakeholders are aware of the benefits and structure of ECCE provisions to students through improved stakeholder engagement and a publicity campaign;

∆ Facilitate the development of legislation to ensure uniformity of practices as well as governance of private centres to ensure equity of ECCE, as part of the reform of overarching Education Act; and

∆ Ensure that the National Standards and National Curriculum Guide for regulating Early Childhood Services are supported by enabling legislation.

Data and Research

ISSUES IDENTIFIED

∆ The collection of data is not always in alignment with the national data requirements; and

∆ Data do not always support the development of policy.

POLICY STATEMENT

The Ministry of Education will:

∆ Develop a database which:
  ~ collects data from demand surveys,
  ~ collects demographic data,
  ~ produces statistical indicators which inform programme standards, e.g. group sizes, child-staff ratios, environments, resources, impact of participation in ECCE on children's school performance; and

∆ Carry out/commission research on the aspects of the quality of services that are most critical to child development in order to inform ECCE policy.

Quality Education

Δ Low levels of confidence in the Ministry's ability to provide high quality ECCE for students (55.9%);

Δ Lack of congruence between systems for students transitioning from ECCE Centres to primary school;

Δ The need for a quality framework against which to assess the quality of ECCE in various domains including (but not limited to) curriculum implementation, teacher training and qualifications and infrastructure;

Δ Need for review of the Proposed Standards for Regulating Early Childhood Services 2005.

POLICY STATEMENT

The Ministry of Education will:

Δ Ensure that internal as well as external stakeholders are aware of the benefits and structure of ECCE provisions to students through improved stakeholder engagement and a publicity campaign;

Δ Develop and institute transition strategies to support and ensure a smooth transition of students from ECCE Centres to primary schools;

Δ Institute the use of evaluation practices to assess student readiness for primary education, and facilitate early intervention;

Δ Develop and implement a Quality Assurance Framework for measuring, monitoring and evaluating quality at the ECCE level which takes the following into consideration (OECD report on Quality Matters in Early Childhood Education and Care):
  ~ setting quality goals and regulations,
  ~ designing and implementing curriculum and standards,
  ~ improving qualifications, training and working conditions,
  ~ engaging families and communities, and
  ~ advancing data collection, research and monitoring; and

Δ Review and disseminate its Proposed Standards for Regulating Early Childhood Services 2005.

Curriculum Service Delivery: Screening

ISSUES IDENTIFIED

Δ   Currently, there is no standardised early screening in the ECCE Sector for developmental delays – physical, behavioural, social, emotional, sensory, communication and cognitive.

POLICY STATEMENT

The Ministry of Education will:

Partner with relevant agencies to facilitate the implementation of an early screening system for ECCE learners.

Δ   Continue to liaise with the Ministry of Health and other relevant agencies to provide the support services relevant for treating with identified developmental delays.
Δ   Continue to provide support systems for ECCE pupils through the Student Support Services Division.

Primary Education

Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy), and to establish a sound foundation for learning and solid understanding of core areas of knowledge and personal development, preparing for lower secondary education. It aims at learning at a basic level of complexity with little if any specialisation[19].

Primary education has as its basic aim to create, establish and offer opportunities to all children, regardless of gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development[20].

Background

The education system in Trinidad and Tobago caters to the official primary school ages 5-11. However, there is a small number of four-year olds in the system, as well as pupils as old as fourteen. At present, there are 477 public primary schools, 137 government schools, and 340 government-assisted (denominational) schools. These schools cater to the educational needs of approximately 125,000 pupils and are staffed by over 6,372 teachers, not including administrative staff. In addition, there are approximately 55 registered private primary schools. The Denominational schools are managed by 16 Denominational Boards. Figure 3 below indicates the number of schools by Board of Management, inclusive of privately and fully government-managed.
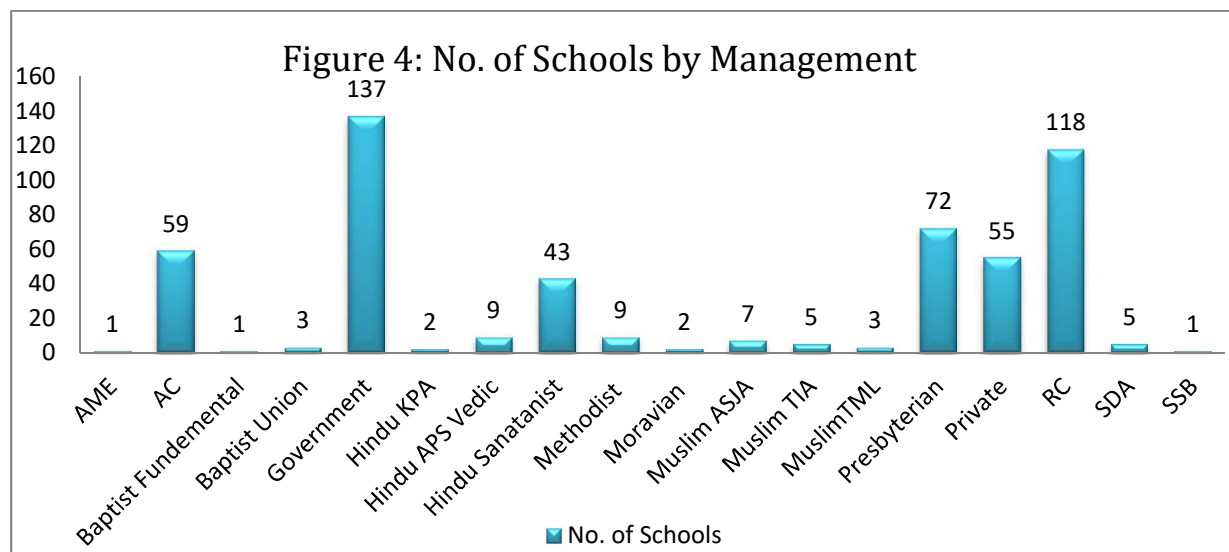
Figure 4: Number of Schools by Management

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[19] ISCED 2011

[20] Cyprus Ministry of Education and Culture, Department of Primary Education

With respect to school capacities and enrolments, the largest enrolment is at Grant Memorial Presbyterian School, (894 for 2013/2014) although the Ministry of Education's standard is a maximum primary school enrolment of 840. Conversely, the smallest school capacity currently constructed is 120, while the smallest enrolment is 18 pupils at Tableland AC (2013/2014). The modal school enrolment (in bands of 0-99, 100-199, 200-299 etc.) is 100-199, with 27% of schools belonging to this category.

There are multi-grade classes at approximately fifty (50) primary schools (10.48%), where teachers are assigned to more than one level at a time.

TABLE 2: PUBLIC PRIMARY SCHOOLS AND ENROLMENT BY EDUCATIONAL DISTRICTS SUPERVISORS' BOUNDARIES			
EDUCATIONAL DISTRICTS SUPERVISORS' BOUNDARIES	2013-2014		
	No. of schools	No. of students	No. of teachers
CARONI	67	19624	958
ST. GEORGE EAST	90	29414	1415
PORT OF SPAIN	69	19487	934
NORTH EASTERN	42	7775	448
SOUTH EASTERN	49	10272	567
ST. PATRICK	56	13718	741
VICTORIA	71	18221	985
TOTAL	444	118511	6048

Table 2: Public Primary Schools and Enrolment by Educational Districts Supervisors' Boundaries

TABLE 3: PUBLIC PRIMARY SCHOOLS AND ENROLMENT IN TOBAGO			
	2013-2014		
	No. of schools	No. of students	No. of teachers
TOBAGO	33	5270	324

Table 3: Public Primary Schools and Enrolment in Tobago

ACCESS TO PRIMARY EDUCATION

In 2009, the Central Statistical Office (CSO) estimated primary school age population at 116,923 while the total Primary enrolment for 2008/2009 was 129,675. The Gross Enrolment Ratio was therefore 110.9%. The population of primary school age enrolled in primary schools for that period was 116,839, the Net Enrolment Rate therefore being 99.9%.

The CSO data indicated that the primary-age-specific population for males was 59,653 while for females it was 57,270. Enrolment for males and females was 66,848 and 62,827 respectively. The resulting Primary Gender Parity Index is calculated at 0.98. (See Table 4).

TABLE 4: GENDER PARITY INDEX PRIMARY 2008/2009						
	CSO 2009 Population Estimates	Total Enrolment	Age Specific Enrolment	Gross Enrolment Rate	Net Enrolment Rate	Gender Parity Index*
Male	59,653	66,848	59,427	112.1%	99.6%	
Female	57,270	62,827	57,412	109.7%	100.2%	
MF	116,923	129,675	116,839	110.9%	99.9%	0.98

Table 4: Gender Parity Index Primary 2008/2009

Female GER divided by Male GER

INFRASTRUCTURE

Infrastructure at the primary level varies from hall type structures to state of the art buildings with single classrooms and a range of specialist facilities inclusive of a Music Room, Science Room, Audio-Visual Room, Library and Sick Bay. At present, some 60% of primary school buildings are over fifty (50) years old, in varying stages of repair. This creates the need for a construction programme to replace the most dilapidated structures; as well as a robust, preventative maintenance system to address the resultant, infrastructural issues inclusive of sewer, roof, ceiling and electrical problems. These factors are also exacerbated by the high cost of construction and repairs, and the difficulty in finding suitable buildings for relocation of school populations to facilitate construction.

CURRICULAR REFORM

From April 2011, the Ministry commenced processes to upgrade and diversify the primary school Curriculum to include subject areas such as the Visual and Performing Arts, Physical Education, Health and Family Life Education, Morals and Values. Additionally, special focus is necessary with students who have special learning needs at First Standard in primary schools, in recognition of the fact that emphasis solely on academics does not result in a successful child. The new curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish, as well as Values, Character and Citizenship Education. The new Primary Curriculum aimed at correcting identified deficits in Primary education through the adoption of, inter alia:

- Δ A student-centred, activity-based curriculum with robust support for teachers to adopt desirable teaching methods.
- Δ An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into whole modules;
- Δ Continuous assessment which assesses student-learning using a wide range of classroom assessments to feedback and improve student performance;
- Δ Differentiated instruction to enable teachers to use a variety of teaching methods;
- Δ Infusion and use of Information and Communication Technologies in all areas;
- Δ Focused teaching of Visual and Performing Arts and Physical Education to ensure that all children's talents and sensibilities are developed; and
- Δ A focus on Values, Character and Citizenship to build a strong, tolerant and conscientious citizenry.

Further, in fiscal 2016, two (2) committees were appointed:

- Δ The first - to develop a refereed textbook on the history of Trinidad and Tobago, which will be a resource for primary schools; and
- Δ The second - to review the primary and ECCE curricula.

TESTING AND ASSESSMENT

At the end of primary education, students are required to sit the Secondary Entrance Assessment Examination to facilitate placement at the secondary level. Student performance at this examination over the period 2009 to 2016 is indicated in the following tables.

SUBJECT	TABLE 5: PERCENTAGE AND NO. OF STUDENTS SCORING ABOVE THE MEAN AT THE SECONDARY ENTRANCE ASSESSMENT							
	2016	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**	**2009**
CAC – (SCIENCE, VAPA, CCE, PE & AGRI. SCI.)	**64.1% (11651)**	63.7% (11703)	*59.5% (10851)					
CREATIVE WRITING	**53.3% (9698)**	53.5% (9825)	52.9% (9643)	50.3% (9068)	53.9% (9628)	48.2% (8332)	50.7% (8749)	53.6% (9434)
LANGUAGE ARTS	**55.1% (10009)**	57.8% (10580)	57.8% (10543)	55.6% (10021)	54.5% (9729)	54.7% (9462)	56.2% (9710)	57.3% (9930)
MATHEMATICS	**54.7% (9936)**	53.5% (9793)	54.6% (9963)	56.1% (10116)	56.2% (10055)	57.8% (9996)	55.3% (9554)	55.7% (9628)

Table 5: Percentage and No. of Students Scoring Above the Mean at SEA

*CAC Subjects Examined: Science, Drama, & Character & Citizenship Education

	TABLE 6: DISTRIBUTION OF MEAN SCORES AT SECONDARY ENTRANCE ASSESSMENT FOR THE PERIOD 2009 TO 2016			
	Mean Raw Score			
YEAR	**Mathematics (100)**	**Language Arts (100)**	**Creative Writing (50)**	**CAC: Science, VAPA, CCE, PE & Agri. Sci. (100)**
2016	**60.9**	**55.5**	**36.6**	**91.0**
2015	60.4	61.7	36.5	91.0
2014	61.3	59.8	32.9	* 88.2
2013	59.8	58.3	31.0	
2012	66.1	55.6	29.8	
2011	67.1	58.1	26.3	
2010	62.5	56.9	29.0	
2009	63.1	57.6	29.5	

Table 6: Distribution of Mean Scores at SEA for the Period 2009-2016

CAC – Only Science, Drama, & CCE were implemented in 2014

Primary Education Policy Statements

The sections outlined below convey the issues identified within the Sector as well as the policy directions intended to address these failings.

Effective Governance and Administration

ISSUES IDENTIFIED/AREAS OF CONCERN

∆ Inadequately trained Principals who are ill-equipped to:
  ~ Manage schools with scarce resources,
  ~ Manage staff and staff-related issues,
  ~ Manage curriculum implementation, and
  ~ Conduct clinical supervision as required;
∆ Lack of systems to ensure teacher/ school accountability;
∆ Slow rates of enforcing disciplinary action contributing to a laissez-faire attitude among teachers and administrators and a perception of inefficacy on the part of the Ministry of Education;
∆ Lack of a policy for articulation with parents of homeschooled students/Homeschool Association/homebound students;
∆ Lack of clarity of the authority of the Ministry of Education over private schools, leading to:
  ~ Inadequate supervision of private schools, and
  ~ An incomplete database of registered private schools;
∆ Multi-grade teaching required at approximately 10.48% of primary schools, with limited training for teachers in relevant teaching methods;
∆ Inadequately trained supervisors; and
∆ Weak/Inadequate communication between Head Office, Schools and District Offices.

POLICY STATEMENT

The Ministry of Education will:

∆ Provide in-service training in areas relevant to primary school Management and Leadership (senior teaching staff, Senior Teachers, Vice-Principals, Principals) as follows:
  ~ Utilise the expertise of proven, successful former Administrators to provide this service, and
  ~ Ensure training in Human Resource Management, Financial Management, Public/Teaching Service Regulations, Performance Appraisal, Alternative Dispute Resolution, Clinical Supervision, Mentoring & Coaching, Transformational Leadership and other relevant areas;
∆ Develop systems for accountability at all levels of the primary system;
∆ Ensure mechanisms for efficient treatment of disciplinary issues to facilitate a change of perception of Ministry of Education's efficiency in dealing with disciplinary matters;

- Δ Facilitate training for staff members desirous of entering the administrative stream to avail themselves of management & leadership training from recommended tertiary providers;
- Δ Make management & leadership training a pre-requisite for administrative streams;
- Δ Develop and implement a policy for articulation with the Homeschool Association of Trinidad and Tobago (HATT). This will facilitate clear, open lines of communication, and ensure that the education needs of these stakeholders are met;
- Δ Facilitate the development and implementation of a protocol for treatment of homebound students;
- Δ Strengthen lines of communication with Private School Associations and private schools to facilitate understanding of the role and responsibility of the MOE as outlined in the Education Act; and
- Δ Train teachers to teach multiple grades at the same time.

Human Resource Management

ISSUES IDENTIFIED/AREAS OF CONCERN

- Δ Lack of tenure for clerical staff and Business Operations Assistants (BOAs);
- Δ Mismatch between job specification of ancillary staff and requirements of the school;
- Δ Inadequate supply of ancillary staff at government primary schools;
- Δ Lack of supporting legislation for revised entry qualifications/requirements for teachers at the primary level; and
- Δ Untimely replacement of teachers (retired, transferred, promoted).

POLICY STATEMENT

The Ministry of Education will:

- Δ Seek to regularise clerical posts;
- Δ Ratify, standardise and implement efficient machinery for a Business Operations Assistant (BOA) assessment and re-issuance of contracts;
- Δ Ensure that government primary schools are provided with adequate, appropriate ancillary staff to facilitate upkeep of sanitary conditions (building and grounds);
- Δ Ensure that the revised entry requirements for primary school teachers are included in the revision to the Education Act;
- Δ Ensure the smooth functioning of the Substitute Teacher System; and
- Δ Ensure that records are digitised to facilitate the early processing of appointments and leave relief.

Evaluation and Assessment

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Ineffective local assessments and examinations to facilitate measuring and improving student learning and performance.

POLICY STATEMENT

The Ministry of Education will:

Δ Develop the institutional, organisational, and individual capacities to conduct and use high-quality evidence, through data collection, monitoring and evaluation, and research, to enhance decision-making (policy formulation) and system advancement (performance) in all the policy areas;

Δ Develop a Student Monitoring System (SMS) at the primary school level to provide feedback to schools and teachers, and to assist in the design of remedial interventions;

Δ Set Minimum Performance Standards for pupils at the primary level

Δ Set Minimum Performance Standards for primary school teachers; and

Δ Institutionalise to use of data to facilitate early identification of students not meeting Minimum Performance Standards in order to facilitate meaningful intervention.

Access to Educational Opportunities by All

Equity/Inclusive Education[21]

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Inequality in the standard of education delivered across the four hundred and seventy seven (477) public schools throughout Trinidad and Tobago;

Δ Lack of inclusivity, equity, and learning for students with special education needs and gifted students;

Δ Students exiting the primary level without acquiring rudimentary skills and unprepared for secondary education;

Δ Inadequate response to emergent social needs of categories such as refugees and returning deportees;

Δ Inadequate collaboration between stakeholders in addressing students' special education needs; and

Δ Use of discriminatory practices in the enrolment of students.

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[21] The Policy Statements with regard to the Student Support Services are equally applicable to ECCE and Secondary Education.

POLICY STATEMENT

The Ministry of Education will:

- Δ Promote student-centred teaching and learning;
- Δ Universalise the delivery of primary education to ensure a level playing field throughout the school system in terms of facilities, teachers, administration, remediation, and supervision;
- Δ Continue the implementation of the Student Transition and Remediation Support Project (STARS) and other multidisciplinary approaches to teaching and learning;
- Δ Develop and institute the use of protocols to govern the placement of students with special education needs and emergent social needs;
- Δ Continue to collaborate with relevant Ministries and Agencies to facilitate a holistic approach to resolution/treatment of psycho social and other issues;
- Δ Ensure teachers are trained to identify and meet the needs of the range of physical and intellectual abilities from special needs to gifted students;
- Δ Provide parents with support and information so that they can be empowered to manage their children's education appropriately;
- Δ Liaise with Teacher Preparatory Institutions to ensure that guidance and counselling and special education are offered as compulsory core areas;
- Δ Ensure that there is collaboration:
  - ~ Within the various Divisions of the Ministry,
  - ~ With relevant support Ministries, and
  - ~ With national and international bodies to facilitate the delivery of student support services;
- Δ In the short to medium term, designate specific schools within each Education District to facilitate students whose special education needs are identified as requiring additional support not available in regular schools;
- Δ Continue to provide financial support to special needs students in accordance with established policy;
- Δ Continue to facilitate diagnostic testing and adequate psycho-social support at the primary level to ensure that students receive requisite, prompt remedial interventions;
- Δ Facilitate the provision of specialised Aides at primary schools where necessary to allow such students to benefit from the education system;
- Δ Eliminate the use of discriminatory processes to determine acceptance of children at the primary level; and
- Δ Develop and institute special provisions for students with special education needs to facilitate the evaluation and assessment process.

With respect to gifted students, the Ministry of Education will:

- Δ Promote student-centred teaching and learning;
- Δ Ensure the system provides opportunities for advancement within the system commensurate with ability;

- Δ Encourage the dissemination and replication of best practice throughout the system;
- Δ Provide opportunities for development and nurture students' gifts beyond the average curricula;
- Δ Ensure that teachers are trained to identify and meet the needs of gifted students;
- Δ Promote the use of outside/external resources to facilitate the teaching and learning needs of gifted students. (This will include parents as a source of additional material); and
- Δ Encourage the use of informal assessments to gauge students' needs and facilitate provision of materials commensurate with students' learning needs.

Infrastructure

ISSUES IDENTIFIED/AREAS OF CONCERN

- Δ Aged plant - Approximately 60% of our primary school plant is fifty years old or older. These buildings need to be replaced;
- Δ Ad hoc maintenance of schools;
- Δ Inadequate facilities which are not in keeping with curricular requirements;
- Δ Lack of cohesion between demographic needs and school construction/ upgrade; and
- Δ Lack of access for persons with disabilities.

POLICY STATEMENT

The Ministry of Education will:

- Δ Ensure the replacement of dilapidated schools in keeping with a set schedule;
- Δ Take steps to minimise downtime related to school replacement/repair/rebuilding;
- Δ Re-engineer the school repair process to facilitate timely action and reduce school down time;
- Δ Commission and mandate the use of standard primary school designs where possible, ensuring that they are practical and cost-effective;
- Δ Develop and institute a comprehensive, computerised, preventative maintenance system;
- Δ Schedule and carry out repairs in accordance with a Maintenance Plan;
- Δ Ensure that there is adequate, expert support within each education district to deal with infrastructural issues;
- Δ Reaffirm the use of the Architects' and Users' Brief to guide all school construction and repair work;
- Δ Ensure the use of demographic data in scheduling whole school and block construction to meet district needs;
- Δ Develop and implement a communications apparatus to provide stakeholders with feedback on available school places; and
- Δ Provide appropriate access to persons with disabilities at the education district level in the first instance, and thereafter, to all new schools under construction.

Curriculum

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Lack of alignment between ECCE, primary and secondary curricula. This militates against an effective, transparent, and fair system for the transitioning of students between ECCE, primary, and secondary educational levels;

Δ The curriculum is perceived as not practical/realistic enough to facilitate needs and pique the wider interest of students;

Δ Perception of a lack of adaptability of the primary curriculum to suit the requirements of students with special education needs; and

Δ Need for infusion of 21st century skills at the primary level.

POLICY STATEMENT

The Ministry of Education will:

Δ Take steps to ensure alignment of the curricula and teaching strategies across the three educational levels;

Δ Ensure that teachers are up-skilled to facilitate their adaption of the curriculum to suit the needs of all students;

Δ Ensure that the curriculum is accessible to students with special education needs;

Δ Ensure the provision of learning tools and materials to facilitate students with special education needs; and

Δ Continue the implementation of the Science Technology Research Engineering Arts and Mathematics (STREAM)[22] Education Programme in terms of:
  ~ Provision of training and certification for teachers in the areas of STREAM Education;
  ~ Provision of opportunities for students to showcase science, research, mathematics, arts and technological concepts and principles through STREAM Education activities;
  ~ Designing instruments to gather data, collect and organise data, draw conclusions, and then apply understandings to novel situations;
  ~ Development of skills in creativity, innovation, problem solving, collaboration, ICT and self-directed learning in teachers and students;
  ~ Assisting in improving students' engagement behaviourally, emotionally, and cognitively, thereby positively affecting student learning and achievement;
  ~ Encouraging teachers and students to develop teaching and learning digital resources.

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[22] All references to STREAM Education are relevant athe ECCE and Secondary levels as well.

ISSUES IDENTIFIED/AREAS OF CONCERN

∆ The public is unaware of the procedures for accessing services within the Ministry of Education;

∆ Services are provided through subjective targeting systems; and

∆ There is need for greater collaboration among teachers, parents, and relevant Divisions of the Ministry of Education to improve accountability and management of education service delivery.

POLICY STATEMENT

The Ministry of Education will:

∆ Re-engineer its communication apparatus to provide education stakeholders with information on the services available and the processes involved in accessing these services;

∆ Develop and implement targeting systems to ensure support is provided where it is needed;

∆ Create and implement a framework for collaboration between teaching staff and parents to facilitate the teaching and learning process; and

∆ Ensure the infusion of a culture of School-Based Management, which is synonymous with inter-Ministry collaboration to facilitate the teaching and learning process.

Promotion of Discipline

ISSUES IDENTIFIED/AREAS OF CONCERN

∆ Negative school climate is a concern in the school system.

POLICY STATEMENT

The Ministry of Education will:

∆ Ensure adequate supervision of students in order to facilitate promotion of discipline in schools;

∆ Ensure the provision of pre-service and in-service training for teachers on fostering discipline;

∆ Finalise and implement the Discipline Promotion Plan, which is a holistic, evidence-based programme aimed at eliminating factors inimical to discipline and promoting positive behaviour. This programme also incorporates:
   ~ The encouragement of positive, mutually respectful relationships between students and teachers, and

~ Continuing Professional Teacher Development (CPTD) Communication and sensitisation strategies aimed at changing the mind-set and behaviour of students, teachers, and parents in order to foster discipline and promote positive behaviour;

Δ Support the drafting and enforcement of legislation to treat with disciplinary matters in schools.

Teacher Education and Professional Development

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Need for teacher professionalism and effectiveness;
Δ Lack of accountability for the management of the school system;
Δ Inadequate teacher preparation and education;
Δ Ineffective teaching and learning strategies; and
Δ Inadequate systems for the recruitment, retention and professional development of teachers.

POLICY STATEMENT

The Ministry of Education will:

Δ Facilitate the development and implementation of a Teacher Education and Teacher Professional Development Policy[23] that provides a strategic framework for standardising teacher-training and teaching.

This policy for teacher education in Trinidad and Tobago will be designed to develop a teaching profession ready and able to meet the needs of a knowledge society in the 21st century. It will bring clarity and coherence to the complex but critical matrix of teacher education activities, from initial recruitment as a student teacher, throughout the professional career of a teacher. The overriding aim of the policy is to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance, and to raise the esteem in which they are held by the people of Trinidad and Tobago.

The policy will consider teacher education in terms of three (3) complementary sub-systems:

- Initial Professional Education of Teachers or Pre-Service (IPET);
- Continuing Professional Teacher Development (CPTD); and
- Teacher Performance.

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[23] This Policy will apply to the ECCE and Secondary levels as well.

There will be nine (9) identifiable components to the Teacher Policy, as follows:

- ✓ Teacher Registration;
- ✓ Teacher Preparation and Qualifications;
- ✓ Teacher Selection, Recruitment and Retention;
- ✓ Continuous Teacher Professional Development -Teacher education (initial and continuing);
- ✓ Teacher accountability;
- ✓ School governance;
- ✓ Teacher standards;
- ✓ Licensure and Certification; and
- ✓ Teacher reward and remuneration.

It will also include the following:

- ~ Professional standards for teachers which will, in turn, assist in the development of teacher-training plans and also, assess teachers' readiness regarding entry into the profession. The Ministry of Education will ensure a system of professional standards. The term refers to expectations about teachers' knowledge, competences and attributes, and desirable level of performance. Standards will describe clearly and concisely what constitutes good teaching in a particular context, and what teachers need to know and be able to do to implement such good teaching. Teacher standards:
  - ✓ Develop a shared understanding,
  - ✓ Common goals and language regarding quality teaching among teachers, other education professionals and the public;
  - ✓ Provide a framework to guide teachers' professional learning and development;
  - ✓ Provide a clear and fair framework for professional accountability;
  - ✓ Provide a framework to improve consistency and coherence of teacher policies; and
  - ✓ Contribute to professionalization and raising teaching professional status.

- ~ Teacher empowerment so as to develop teachers' abilities to improve students learning;
- Δ Institute the use of alternative, psycho-social metrics to determine whether beginning teachers have the desired attitudes. The selection processes should be capable of identifying suitable, able, motivated candidates for initial teacher training;
- Δ Continue to ensure focussed and meaningful collaboration between the Ministry of Education and Teacher Education Institutions (TEIs) to ensure that Ministry of Education's needs are met;
- Δ Ensure that teacher preparation programmes are monitored and evaluated to ensure quality assurance;
- Δ Facilitate in-service and new teacher training to upgrade teachers' knowledge of alternative teaching methods which cater to the needs of the diverse learner. Initial teacher education

is key to teacher quality and performance. This will be planned as part of a teacher recruitment strategy based on current needs;

Δ   Ensure that minimum entry requirements are high enough to attract those with a sufficiently high level of education, knowledge and potential to become effective teachers while at the same time ensuring that there are sufficient candidates to meet needs. This would include manuals/guidelines on innovative approaches to instructional design and management including the adoption of assessments as well as classroom action research;

Δ   Ensure the use of alternative teaching methods to cater to the needs of the diverse learner and so increase student engagement.

Secondary Education

Secondary education is in most countries the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. It is at this very education level, particularly in its first cycle, where values and attitudes formed at primary school are more firmly ingrained alongside the acquisition of knowledge and skills.

Background

Trinidad and Tobago achieved universal access to secondary education in 2000. The Sector is currently served by Public schools (subdivided into government and government-assisted (Denominational) schools, and private schools. The official secondary school age is 12 to 16, with 2 additional years at the advanced (post-secondary, non-tertiary) level. It is comprised of government, government-assisted and private schools as indicated in Table 7 below.

TABLE 7: NUMBER OF SECONDARY SCHOOLS BY AUTHORITY		
Type of School		**No. of Schools**
PUBLIC:	Government	91
	Government-assisted	43
Sub Total (Public)		*134*
PRIVATE:		48
TOTAL		**182**

Table 7: Number of Secondary Schools by Authority

TABLE 8: PUBLIC SECONDARY SCHOOLS AND ENROLMENT BY EDUCATIONAL DISTRICTS SUPERVISORS BOUNDARIES			
EDUCATIONAL DISTRICTS SUPERVISORS BOUNDARIES	**2013-2014p**		
	No. of schools	No. of students	No. of teachers
CARONI	20	14768	1048
ST. GEORGE EAST	17	12089	486
PORT OF SPAIN	24	11576	656
NORTH EASTERN	15	7192	423
SOUTH EASTERN	16	8003	498
ST. PATRICK	14	8144	503
VICTORIA	19	11548	649
TOTAL	**125**	**73320**	**4263**

Table 8: Public Secondary Schools and Enrolment by Educational Districts Supervisors Boundaries

TABLE 9: PUBLIC SECONDARY SCHOOLS AND ENROLMENT IN TOBAGO			
	2013-2014		
	No. of schools	No. of students	No. of teachers
TOBAGO	9	2482	225

Table 9: Public Secondary Schools and Enrolment in Tobago

Secondary enrolment levels in public schools range from 73 at Matelot Community College, to 1060 at St. Augustine Secondary.

The modal school enrolment (in bands of 0-99, 100-199, 200-299 etc.), is 600-699, with 18% of schools falling into this category. Another 16% fall into the 500-599 category.

ACCESS TO SECONDARY EDUCATION

The Central Statistical Office (CSO) estimated the 2009 secondary school age population to be 94,858. Total Secondary Enrolment for 2008/2009 was 97,996. The Gross Enrolment Ratio was therefore 103.3%. The enrolment of secondary school age for the period was 77,418. The Net Enrolment Rate was therefore 81.6%.

The estimated age specific population for secondary school males was 48,499 while for females, it was 46,359. Enrolment for males and females was 37,303 and 40,115 respectively. The resulting Primary Gender Parity Index is calculated at 1.13 (Table 10).

TABLE 10: GENDER PARITY INDEX SECONDARY 2008/2009						
	POPULATION ESTIMATES (CSO) 2009	TOTAL ENROLMENT	AGE SPECIFIC ENROLMENT	GROSS ENROLMENT RATE	NET ENROLMENT RATE	GENDER PARITY INDEX
MALE	48,499	47,011	37,303	96.9%	76.9%	
FEMALE	46,359	50,985	40,115	110.0%	86.5%	
MF	94,858	97,996	77,418	103.3%	81.6%	1.13

Table 10: Gender Parity Index Secondary 2008/2009

INFRASTRUCTURE

School capacities at the secondary level range from 350 in rural areas to 1565 at schools constructed in the mid-1970s and early 1980s. The types of school buildings which exist today mirror the periods of expansion at this level. These range from the earliest "traditional Denominational schools," which feature facilities catering to traditional academic subjects; followed by government-owned traditional schools built in the 1960s; then Comprehensive Secondary schools which also provided for technical/vocational subject choices; and finally modern structures built circa 2000 which catered to technology, rather than vocational training.

Accordingly, ideal facilities at this level include specialist areas such as:

- Δ Computer Room
- Δ Audio Visual Room and Storage
- Δ Multi-Media Centre
- Δ Library
- Δ Science Laboratories
- Δ Technology Studio
- Δ Art/Craft Facilities
- Δ Music Room
- Δ Drama and Dance Facility
- Δ Pan Theatre

In addition, there may be teaching learning spaces for technology programmes such as:

- Δ Building Technology
- Δ Business Studies
- Δ Design Technology/ Technical
- Δ Electrical/ Electronics Technology
- Δ Home Economics (Food and Nutrition, Clothing and Textiles, Home Management)

CURRICULAR REFORM - SECONDARY

The Secondary School Curriculum was previously re-written during the period 2000-2003. The objective of this re-write was to ensure that all students were proficient in the eight (8) core subjects, all of which are studied in forms one through three. These subjects are English Language, Mathematics, Science, Social Studies, Spanish, Technology Education, Visual and Performing Arts and Physical Education.

Curricular needs are not static and as such the Ministry of Education sought to revise the Secondary School Curriculum in 2014. The main objective of the recent review project was to develop modern, up-to-date Secondary School Curriculum documents for Forms 1-3, to meet the needs of learners and in accordance with the objectives of the Ministry of Education to enable each child to achieve his/her fullest potential.

This involved the development of curriculum documents, in the following curriculum areas: English Language Arts, Mathematics, Science, Social Sciences (History, Geography and Social Studies), Health and Family Life Education, Technology Education, Physical Education, Visual and Performing Arts, Spanish, Information and Communication Technology. These documents included:

- Δ Ten (10) curriculum guides which include information on hardware and software that teachers can use in the teaching/learning process;
- Δ Ten (10) teachers guides which included information on teaching procedures, different types of assessment, lesson planning, ICT infused lessons and identification of additional resources;
- Δ A reading literacy support document which provides direct, explicit instructions for teaching strategies to build critical thinking skills, strategies for reading, vocabulary and comprehension skills;

 Efforts were also made to set the foundation for life in the 21st century, as well as to provide literacy/numeracy support for struggling learners to facilitate independent learning; and to propel teaching and learning into a more student-centred model, which meets the needs of a wide spectrum of learners.

TESTING AND ASSESSMENT

Currently students at the secondary level are universally examined twice during the five (5) year period, through the National Certificate of Secondary Education (NCSE) at the end of Form 3, and again through the Caribbean Secondary Education Certificate (CSEC) at the end of Form 5. The NCSE is a certification designed to address the issue of students who withdraw from secondary school prior to obtaining full certification after five (5) years. This certificate is a testimonial of the knowledge, skills and attitudes attained following engagement in a programme of academic and vocational education along with co-curricular activities. Currently, it serves as a measure of student attainment at the end of lower Secondary and provides data which can be used to channel subject choice at Form 4, as well as predictors of student attainment at the end of secondary (the CSEC examination). The National Certificate of Secondary Education (NCSE) Level I

Examination is administered annually to students in Form 3 in Secondary Schools in Trinidad and Tobago. A combination of the national examination at the end of Form 3 and continuous assessment during Forms 1, 2 and 3 are used to grade students. Final marks are obtained by using these two marks in the ratio 60% to 40%. The NCSE examination is conducted during the period May to June, each year.

In 2016, 41% (6,396) of the 15,616 students registered for the examination in Trinidad and Tobago passed five or more subjects, while 22% (3,457) were unsuccessful in any of the subjects offered. Twenty-one percent (3,258) of the students were successful in two or less subjects.

The terminal examination at the end of Secondary, the CSEC is sat by students exiting Form 5. Student success is measured by the attainment of five passes inclusive of Mathematics and English. The percentage of students who obtained a pass in five or more inclusive of English A and Mathematics increased significantly in 2014. Almost fifty per cent (49.7%) of the students (6,288) achieved this milestone, compared with 44.3% (5,489) in 2013, 34.8% (5,135) in 2012, 43.3% (5,892) in 2011 and 48.9% (6,150) in 2010. This 5.4% improvement in 2014 may be attributed in part to students' improved performance in Mathematics.

However, the percentage of candidates who obtained a pass in five (5) or more subjects with English A and Mathematics decreased in 2016. While more than half (53.7%) of the candidates (6,684) achieved this milestone, this was less than the 54.0% (6,574) in 2015.

Successful students may, at the end of Form 5, opt to continue on to post-secondary, non-tertiary education through the Caribbean Advanced Proficiency Examination (CAPE). The performance of candidates in this examination has been consistently high for the period 2009 to 2016. The percentage of Unit I entries gaining Grades I – III over the period 2009 to 2016 ranged from 59.7% (13,980) in 2009 to 70.1% (16,619) in 2016, an overall improvement of approximately 10.4%. Performances in CAPE Unit I 2016 continue to be excellent with 24 out of the 33 subjects attaining 90% and above. In 2016, 94.10% (10,128) of the written Unit II subject entries achieved passing grades, i.e. Grades I – V. The percentage of Unit II entries gaining Grades I – III ranged from 59.6% (6,892) in 2009 to 68.8% (7 424) in 2016, a 9.2 % improvement over the period. Performance in CAPE Unit II also continues to be excellent with 23 out of the 30 subjects having pass rates of 90% and above in 2016.

INTERNATIONAL BENCHMARKING

Programme for International Student Assessment (PISA) is an internationally standardised assessment that is jointly developed by participating countries and is administered every three (3) years to fifteen-year olds who attend school. It seeks to assess students during Secondary education with the aim of ascertaining whether they have acquired some of the necessary knowledge and skills required for participation in society. Trinidad and Tobago participated for the second time in the PISA, and its average performance is third in the region (out of 9 countries with valid results) behind Chile and Uruguay. Since 2009 the country has made notable improvements in science, this year's main assessment area, and in reading.

In order to steadfastly and purposefully transform our education system, the adoption and adherence to international best practice is recommended as our nation strives for sustainable development. Following in the pathway of nations that have achieved and continue to maintain equitable, inclusive and relevant education systems, some of the areas requiring focus are:

- Δ Effective Governance and Administration
    - ~ Testing and Assessment
- Δ Access to educational opportunities
    - ~ Infrastructure
- Δ Quality Education
    - ~ Equity
    - ~ Curricula
    - ~ Curriculum Service Delivery
    - ~ Teacher Education
    - ~ Management & Leadership Training

Effective Governance and Administration

Testing and Assessment

Assessment is critical in ascertaining the progress of the child towards achieving the learning outcomes established by the Ministry.

ISSUES IDENTIFIED/ AREAS OF CONCERN

- Δ Low academic performance in the subject areas of Mathematics and English Language Arts;
- Δ Lack of proper use of formative assessment;
- Δ Inadequate/improper use of assessment data; and
- Δ Lack of alignment between the NCSE and wider Ministry of Education goals; and
- Δ Lack of interest by students in NCSE.

POLICY STATEMENT

The Ministry of Education will:

- Δ Conduct regular formative assessments in the area of readiness for reading commencing upon entry into secondary school at Form 1, especially for those who scored < 30% in the SEA examination;
- Δ Institute/facilitate the use of formative assessment and feedback to improve teaching and learning;
- Δ Institute widespread data collection (inclusive of assessment data) and school profile development based on the elements of the School-Based Management System. This will facilitate the school improvement process; and

Δ   Re-examine the role of the NCSE to improve its utility.[24]

Access to Educational Opportunities by All Learners

Infrastructure

ISSUES IDENTIFIED/ AREAS OF CONCERN

Δ   Lack of adequacy in the facilities provided at the secondary level, leading to inequitable curricular support among schools; and
Δ   Ageing plant with inadequate electrical and sewer systems.

POLICY STATEMENT

The Ministry of Education will:

Δ   Develop and implement an upgrade programme to facilitate implementation of the curricula;
Δ   Ensure the replacement/upgrade of dilapidated schools in keeping with a set schedule; and
Δ   Take steps to minimise downtime related to school replacement/upgrade.

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[24] Its purpose and design will be re-considered in the context of utilising the results of underperforming students. It will be used in the development of educational plans along with mechanisms to monitor and evaluate such plans.

Quality Education

Equity

ISSUES IDENTIFIED/ AREAS OF CONCERN

Δ   Inequality in the standard of education delivered across the 134 public schools throughout Trinidad and Tobago;
Δ   Inequity in the system of placing students, leading to stratification throughout the system;
Δ   Lack of a system to ensure students access standardised contact hours to facilitate adequate subject delivery; and
Δ   Lack of inclusivity, equity, and learning for special needs education and gifted students.

POLICY STATEMENT

The Ministry of Education will:

Δ   Rationalise the delivery of secondary education to ensure equity throughout the school system with regard to the particular situation;
Δ   Initiate dialogue/research with a view to making recommendations for the reform of the system to facilitate equity, differentiated learning at the secondary level and equal opportunities for lifelong learning for all;
Δ   Engage stakeholders in dialogue on the concept of minimum contact hours per subject area[25]; and
Δ   Place greater emphasis and focus on the needs of underprivileged children from lower socio-economic backgrounds through specifically targeted interventions.

Curricula

ISSUES IDENTIFIED/ AREAS OF CONCERN

The curriculum plays a critical role in the teaching and learning of the children. In order to meet the dynamic and changing needs of the nation, the curriculum must be modern and student-centred with emphasis on addressing the diverse learning needs of all our learners. In order to ensure quality, the secondary education system needs to be revised to facilitate the improvement of academic performance throughout all secondary schools. There is also need for infusion of 21st century skills at the secondary level.

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[25] This recommendation also applies to Primary Education.

The Ministry will:

- Δ Design, develop, implement, monitor, evaluate and review the secondary school Curricula, ensuring that they are relevant and appropriate to the needs and interests of our developing nation;
- Δ Increase the monitoring and evaluation of the delivery of the syllabus through clinical supervision;
- Δ Engage stakeholders in dialogue on areas such as:
  - ~ an alternate curricula in secondary schools for students who entered the system with a Secondary Entrance Examination score of less than 30%, and
  - ~ the number of CXC subjects' to be pursued for those students;
- Δ Develop and implement robust and consistent curricular standards across all subject areas including standard-aligned instructional materials which will assist in ensuring that every student is able to develop a baseline level of skills;
- Δ Align the curricula to reflect the changing environments of our nation, as well as to increase students' labour-market/workforce readiness;
- Δ Promote the concept of service learning within and among schools and communities;
- Δ Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes;
- Δ Ensure that schools are provided with adequate psycho-social support systems, inclusive of career guidance;
- Δ Continue to include the concepts of innovation and entrepreneurship in the curricula, teacher-training models as well as school activities; and
- Δ Create and sustain awareness and interest in the subject areas pertaining to science, technology, and Research and Development (R&D) through curricula content and delivery.
- Δ See Policy Statements at Primary Curriculum for elaboration on STREAM[26] Education, which address innovativeness, and 21st century skills.

Curriculum Service Delivery

ISSUES IDENTIFIED/ AREAS OF CONCERN: SECONDARY SCHOOL DROP OUT RATE

The relatively high dropout rate of 1.9% (See Table 11) is a concern at the secondary level. Anecdotal data, however, indicate that the figure reported by schools, based on the current definition of dropout[27], is substantially lower than the actual figure.

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[26] STREAM Education elaborated on page 74
[27] Dropouts are students who have discontinued their Secondary School Education during the academic year 'N' and have been absent from the beginning of the school year 'N+1' up to November 30th.

TABLE 11: SECONDARY DROPOUT RATES 2008-2009*																
AREA	FORM I		FORM II		FORM III		FORM IV		FORM V		LOWER FORM VI		UPPER FORM VI		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
TRINIDAD AND TOBAGO																	
DROPOUTS	60	49	116	99	160	123	285	208	372	350	24	23	14	14	1031	866	1897
ENROLMENT	8215	8290	8227	8424	9077	9220	8820	9357	9578	10625	1588	2493	1506	2506	47011	50985	97996
PERCENTAGE	0.7%	0.6%	1.4%	1.2%	1.8%	1.3%	3.2%	2.2%	3.9%	3.3%	1.5%	0.9%	0.9%	0.6%	2.2%	1.7%	1.9%

Table 11: Secondary Dropout Rates 2008-2009

Source: 2010 Annual Statistical Digest

Further, an education sector diagnosis conducted in 2014/15 has indicated that low performance in the National Test in Standards 1 and 3 are good predictors of subsequent secondary school drop-out.

POLICY STATEMENT

The Ministry of Education will:

Δ Conduct research into the factors influencing student drop-out/retention;
Δ Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and
Δ Continue to provide remedial programmes, counselling and extra-curricular activities to students.

Promotion of Discipline

ISSUES IDENTIFIED/ AREAS OF CONCERN: SCHOOL ENVIRONMENT

Δ The need to promote safe and disciplined learning school environments; and
Δ The need to promote student discipline.

The Ministry of Education will:

Δ   Ensure safe and inclusive learning environments at all schools;
Δ   Engage in research to ascertain the best practices which can be utilised to promote discipline;
Δ   Engage stakeholders and establish stronger partnerships and joint initiatives with all relevant stakeholders to develop and implement appropriate policies, programmes and projects to reduce indiscipline and promote discipline in schools and among students; and
Δ   Host public awareness and educational campaigns, which promote safety in schools.

Teacher Education and Development

ISSUES IDENTIFIED/ AREAS OF CONCERN

Δ   Policy reform is required in the areas of teacher effectiveness, teacher quality, teacher training and development, and evaluation of teacher education/training programmes

The following areas of weakness in the teacher preparation process were also identified:

Δ   Teacher recruitment/selection systems;
Δ   The quality of teacher-preparation programmes;
Δ   Lack of uniform, measurable, evidence-based standards for service provision; and
Δ   Lack of alignment between pre-service/induction training and the Ministry's continuous professional development programme.

POLICY STATEMENT

The Ministry of Education will:

Δ   Revise the teacher recruitment system to ensure alignment between current education system needs and recruits;
Δ   Take steps to include psychometric testing along with other modernised practices in the teacher recruitment process;
Δ   Facilitate the development of policy to govern teacher effectiveness, teacher quality, teacher training and development, and evaluation of teacher education/training programmes;
Δ   Facilitate the conduct of research into the quality of teacher-preparation programmes;
Δ   Ensure the alignment of pre-service/induction training with continuous professional development programme;
Δ   As part of the pre-service training for new and beginning teachers entering the education system, ensure that teachers receive:
     ~   Prerequisite training in pedagogy, and

- ~ In-service certificate-level training in rudimentary pedagogy;
Δ The Ministry of Education will, through engagement with teacher-training providers, and other relevant stakeholders seek to facilitate:
  - ~ Continuous professional development (CPD) as follows:

    The Ministry of Education will ensure access to good quality, regular CPD which promotes teacher effectiveness and motivation and is integrated with career and salary progression. Teacher CPD will be school-based, practice-focused, integrated with teachers' everyday work in the classroom, of adequate duration and linked to systemic reforms to improve education quality. The Ministry will also accord teachers time and opportunities for professional development while in school. As well, education budgets should include dedicated financing for teacher CPD. Teachers' ownership of their professional development is important so teachers become active professionals with autonomy over their practice in the classroom.

  - ~ The development of a Teacher Education and Teacher Professional Development Policy,
  - ~ The development of standards for teacher-education service providers, and
  - ~ The development and implementation of a national plan for the development of teachers.

Management Training

ISSUES IDENTIFIED/ AREAS OF CONCERN

Δ Inadequately trained principals who are ill-equipped to:
  - ~ Manage and lead schools through the requisite school-based management system,
  - ~ Manage the finances of the school,
  - ~ Manage staff and staff-related issues,
  - ~ Conduct clinical supervision as required, and
  - ~ Make data-informed decisions to improve student performance.

POLICY STATEMENT

The Ministry of Education will:

Δ Provide in-service training in areas relevant to School Management & Leadership (senior teaching staff, Vice-Principals, Principals) as follows:
  - ~ School-Based Management, Human Resource Management, Financial Management, Public and Teaching Service Regulations, Performance Appraisal, Alternative Dispute Resolution, Clinical Supervision;
Δ Encourage staff members desirous of entering the administrative stream to avail themselves of management & leadership training from recommended tertiary providers;
Δ Make management & leadership training and/or experience a pre-requisite for administrative streams; and
Δ Make mandatory the efficient management of school finances.

Technical and Vocational Education and Training (TVET)

TVET is defined by UNESCO as "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life". TVET thus equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognised as indispensable for meaningful participation in work and life. Examples of the benefits include self-awareness and self-esteem, and strengthened interpersonal, citizenship, communication and entrepreneurial skills."[28]

Background

Training in technical and vocational skills was institutionalised since 1906 with the establishment of the Board of Industrial Training (BIT) under the Industrial Training Act, Chapter 39:54 (1906). In 1970, the National Training Board (NTB) assumed responsibility for all Technical and Vocational Education and Training (TVET) and in 1999, this was further subsumed by the National Training Agency (NTA).[29] The NTA was incorporated as a Company in 1999 under the Companies Act, Chap. 81:01.

The evolution of the governance and administration of the TVET Sector since the establishment of the BIT in 1906 has been marked by a multitude of changes of the implementing agency charged with that responsibility. The result of this has been a fragmentation of the TVET system. In view of this, the establishment of the NTA in 1999 was an attempt to provide an effective regulatory framework that would result in the rationalisation of the TVET Sector.

NTA is the regulatory body for TVET and has responsibility for planning, coordinating and administering the national training system in order to ensure that the human capital of the country is effectively developed in the areas of technical and vocational skills for the benefit of the advancement of Trinidad and Tobago. It is responsible for coordinating and regulating the TVET system by establishing, promoting and maintaining national occupational standards, establishing quality assurance mechanisms, pursuing standardised curricula and instructional design, and adopting a qualifications framework which supported the establishment of an awarding body for the Trinidad and Tobago National Vocational Qualifications (TTNVQs) and Caribbean Vocational Qualifications (CVQs).

In pursuance of its mandate for TVET, the NTA is guided by international conventions to which Trinidad and Tobago is signatory. Included in these are:

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[28] UNESCO (n.d.). *Technical Vocational Education and Training*. UNESCO New Delhi Office. Retrieved from http://www.unesco.org/new/en/newdelhi/areas-of-action/education/technical-vocational-education-and-training-tvet/
[29] Policy on Tertiary Education, Technical Vocational Education and Training, and Lifelong Learning in Trinidad and Tobago

Δ the International Labour Organisation's (ILO) Recommendation Number 195, which recognises competencies as a means of facilitating education, training, lifelong learning and employability;

Δ the Millennium Development Goals which emphasise the development of strategies to ensure that persons trained can be employed in decent and productive work (now subsumed under the Sustainable Development Goals);

Δ the Global Compact, which stipulates adherence to human rights and favourable working conditions; and

Δ International Organization for Standardization (ISO) standards in the 9000, 14000 and 18000 series, in which human resources are considered a key factor in quality management and security.

At the regional level, the CARICOM Single Market and Economy (CSME) has facilitated regional co-operation by providing a framework for the development of an adequate Workforce Development System (WDS) and establishing a regional strategy for TVET. This has resulted in the standardisation and harmonisation of all systems and processes regarding TVET in the region and has been instrumental in leading to the award of the CVQ.

Situational Analysis: Issues and Challenges

A situational analysis was conducted on the TVET Sector by reviewing earlier studies, in particular, the National Strategic Plan of 2010. This analysis yielded a number of issues that continue to plague the sector. Meetings were also conducted with representatives of the NTA, the National Energy Skills Centre (NESC), the Youth Training and Employment Partnership Programme (YTEPP) Limited, the MIC Institute of Technology Limited (MIC-IT) and the Curriculum Planning and Development Division of the Ministry of Education. A summary of the issues is provided below.

1. DUPLICATION OF SERVICES: NEED FOR RATIONALISATION OF THE SECTOR

Providers of the TVET Sector are many and varied, consisting of both public and private suppliers, including Non-Governmental Organisations (NGO's). The duplication and overlap in programmes offered by various Ministries and private providers continue to exist, indicating a corresponding wastage of government funding. The varying programmes of similar titles of varying duration, structure, content and assessment criteria also persist. Effective rationalisation of the sector has not taken place in any meaningful way. Lack of standardisation, which is a key component for establishing seamlessness within the sector and with other learning institutions, continues to plague the sector. This also impacts negatively on the system of quality assurance of TVET programmes. There is need for dedicated and focused oversight of the sector. There is also a lack of articulation between programmes offered at the secondary level and its concomitant certification, and the programmes and certification at the post-secondary levels.

2. DIFFERING LEVELS OF VOCATIONAL SKILLS TRAINING PROGRAMMES

Another area of concern identified was the differing Levels of Vocational Skills Training Programmes being offered. It could not be ascertained whether programmes being offered, particularly at Levels 1 and 2 were all being conducted at the same level when evaluated against the standard classification of training by levels. This has negative implications for the seamlessness of the TVET system in that graduates from one level to another may not be able to transfer smoothly between and across levels within the Trinidad and Tobago National Vocational Qualifications (TTNVQ) Framework.

3. LACK OF HARMONISATION BETWEEN OCCUPATIONAL AND PROGRAMME COURSE TITLES

With respect to Occupational/Programme Course Titles, the situational analysis revealed that in many programmes, the course titles of the programmes being offered did not correspond to the actual occupation or job titles in the labour market. Also, the course titles differed for the same programme that was being offered by different providers, particularly at Levels 1 and 2. This suggests the need to standardise the programme/course titles to comply with the standard classification of occupational titles.

4. LACK OF STANDARDISATION OF PROGRAMMES AND COURSES ACROSS LEVELS AND ACROSS INSTITUTIONS

It appeared, also, that in the curriculum development, training and assessment processes for all TVET programmes, providers were not adhering to the National Occupational Standards (NOS) of Competence that were stipulated for these areas, particularly at Levels 1 and 2. This means that curriculum content, course duration and assessment criteria are not standardised across providers. This has the potential to impact negatively on the quality of the programmes that are delivered by providers as well as the seamlessness of the sector. The National Training Agency is charged with the responsibility to develop and enforce the relevant National Occupational Standards in consultation with Industry Training Organisations (ITO) and lead bodies.

5. ABSENCE OF QUALITY ASSURANCE

With respect to Quality Assurance, the situational analysis showed that there was an absence of quality assurance for the TVET programmes being implemented by most providers, both public and private. Specifically, it was found that monitoring and external verification of the delivery of these programmes was virtually non-existent. The resulting effect is the continued issue of programmes and courses not being standardised across levels, titles, content, duration and assessment criteria. Apart from impacting adversely on the student's ability to transfer from one programme to another, that is, the seamlessness of the sector, it also impacts on the employability of the graduate with respect to qualifications within the different levels.

6. ACUTE SHORTAGE OF TVET TEACHERS AT SECONDARY SCHOOL LEVEL

There is a mismatch between output of the Education and Skills-Training Sector and the needs of the labour market. TVET providers are creating skilled workers for industry. Simultaneously, there is an acute shortage of suitably qualified teachers of TVET in the secondary school system. Teacher deficiency has been identified in thirteen (13) TVET skill areas which give an indication of the extent of the problem. Currently, many schools depend on retired teachers to fill this gap to ensure that TVET/CVQ subjects are being taught. However, these retired teachers are no longer interested in the contractual arrangements being offered by the Ministry and this interrupts the delivery of TVET/CVQ subjects at secondary school level. At times, this prevents interested students from accessing and pursuing a particular TVET/CVQ subject area and/or skill. If such challenges continue to occur at secondary schools, then the number of students enrolling in TVET/CVQ subject areas will continue to decline. Additionally, teachers interested in the TVET Sector experience limitations in accessing relevant academic and professional development opportunities at Higher Education Institutions (HEIs) since there is a lack of continuous professional development opportunities for these teachers.

7. NEED FOR LABOUR MARKET STUDIES

While many training providers target specific sectors for labour market research to guide their training programme design, there is need to conduct holistic research at the macro level to facilitate accurate projections in occupational mapping and to adjust programmes to meet the changing demands of different sectors/industries as they relate to human resources, skills and qualifications. From time to time, the National Training Agency conducts labour-market studies, but this is done on an ad hoc basis based on requests from stakeholders, and not in any overarching manner. There is also a need for a National Qualifications Framework to be clearly articulated and this should be linked to sustainable careers for the present and the future.

8. STIGMATISATION AND LACK OF PUBLIC AWARENESS

The Technical and Vocational Education and Training Sector still grapples with misunderstandings about its role and importance in the development of a skilled workforce that can aptly meet the country's economic demands. In Trinidad and Tobago, TVET is neither valued nor promoted like traditional academic areas such as Sciences, Math and Language Arts. Unfortunately, many persons are still of the opinion that TVET is primarily for those learners who are not strong academic performers, who commit repeated acts of indiscipline or who have dropped-out of the school system. Owing to this stigmatisation of TVET as a 'last resort' or 'lesser option' for learners on the 'periphery' of the school system, this area continues to suffer from a lack of public support and 'buy-in' from key stakeholders required to fully develop its potential and contribution in society.

Additionally, failures of the primary and secondary school system produce students who are functionally illiterate, and, more often than not, it is these students who are channelled into this sector. This not only places these students at a disadvantage in that they have to come up to standard in a short space of time, it also impacts on the quality of students that are enrolled in these TVET programmes. This can result in a corresponding lower standard of achievement by these students and thus poses a challenge to function at a high standard in the world of work.

i.   TVET AS A FIRST OPTION

It cannot be over-emphasised that the TVET Sector is plagued by the misconception that the sector does not cater to the "brightest and the best." This is particularly seen in the development of new technologies which require knowledge in computer-related systems and processes which drive advances in various sectors such as in the Manufacturing Sector, where automation is fast becoming the norm. If this technological advancement is embraced, this can lead to improvements in the competitiveness of firms, with a corresponding increase in national gross domestic product. However, this can also have a negative impact, in that it will lead to a decrease in the employment of labour at these firms, with a corresponding increase in the unemployment figures of the country.

9.   EMPHASIS PLACED ON EITHER THEORETICAL OR PRACTICAL TRAINING IN TVET INSTITUTIONS

While a number of TVET programmes are offered at tertiary level institutions, these programmes are basically either academic/theoretical in nature and lack a practical component, or, conversely, more emphasis is placed on the practical training of students with very little theoretical tutelage. This situation is untenable and places students at a disadvantage since more time, energy and financial resources are expended to provide additional training when students articulate to higher levels of learning or enter the world of work.

10. ABSENCE OF MONITORING AND EVALUATION FRAMEWORK

While many Training Providers conduct assessments and/or audits of their programmes, there is no standard Monitoring and Evaluation Framework that can be applied to measure the effectiveness of the programmes being offered in TVET, track their implementation and assess their outputs and outcomes. As a result, it is difficult to clearly measure the performance of this sector, its students and service providers, and thus, the impact on the country's education system as well as labour market across sectors, and overall national development remains unclear and undocumented. Additionally, limited analysis is conducted on this sector to assess the return on investment of state funding provided for the sector.

Statistical Analysis of Available Data

ENROLMENT AND CERTIFICATION BY INSTITUTIONS

Table 12 depicts TVET Enrolment and Certification by Institutions for the Five-Year Period 2010/2011 – 2014/2015. Enrolment at all three institutions, MIC – IT, NESC and YTEPP, over the five-year period (2010 to 2015) has had minor fluctuations, with an average enrolment per year holding steady at four thousand, eight hundred and fifty-eight (4,858) persons at MIC – IT, one thousand, six hundred and eighty-one (1,681) at NESC and five thousand, nine hundred and ten (5,910) at YTEPP. This is encouraging, since it shows that persons continue to be interested in pursuing TVET courses. However, if the sector is to show dynamism in its contribution to the economy by providing cutting-edge technological skills that are required by the various industries, particularly the Manufacturing Sector, there has to be a considerable increase in the number of persons being attracted to and thus enrolling in the various programmes that are offered by these institutions.

With respect to Certification, all three institutions record a certification rate of less than seventy percent of enrolment. Over the five-year period, MIC – IT has an average certification rate of sixty-eight percent (68%), NESC, fifty-eight percent (58%) and YTEPP, fifty-two percent (52%). A possible explanation that has been advanced for this apparent low certification rate is that employers lure students who are in training away with job offers before they are able to complete the particular programme for which they are enrolled, which in itself is a testimony to the potency of the programmes on offer by these institutions. Over the five-year period, the year 2011/2012 stands out as an anomaly with respect to certification, as it records certification rates of ninety-five (95%) and eighty-seven (87%) percent for MIC – IT and NESC, respectively.

TABLE 12: TVET ENROLMENT AND CERTIFICATION BY INSTITUTIONS FOR FIVE-YEAR PERIOD: 2010/2011 – 2014/2015						
INSTITUTION	**Years**					**TOTAL**
	2010/2011	**2011/2012**	**2012/2013**	**2013/2014**	**2014/2015**	
MIC – IT						
No. Enrolled	5,408	3,863	4,541	5,632	4,844	**24,288**
No. Certified	3,268	3,688	3,056	3,644	2,838	**13,552**
% Certified from Enrolment	**60.43**	**95.47**	**67.30**	**64.70**	**58.59**	**67.91**
NESC						
No. Enrolled	1,781	1,924	1,318	1,533	1,851	**8,407**
No. Certified	897	1,683	605	726	975	**4,886**
% Certified from Enrolment	**50.36**	**87.47**	**45.90**	**47.36**	**52.67**	**58.12**
YTEPP						
No. Enrolled	6,475	5,179	7,324	6,442	4,130	**29,550**
No. Certified	3,115	2,675	3,611	3,514	2,369	**15,284**
% Certified from Enrolment	**48.11**	**51.65**	**49.30**	**54.55**	**57.36**	**51.72**
TOTAL						
No. Enrolled	**13,664**	**10,966**	**13,183**	**13,607**	**10,825**	**62,245**
No. Certified	**4,338**	**8,046**	**7,272**	**7,884**	**6,182**	**33,722**

Table 12: TVET Enrolment and Certification by Institutions from 2010/2011-2014/2015

TABLE 13: MIC – IT INSTITUTE OF TECHNOLOGY LIMITED: PROGRAMMES, COURSE AND LEVEL OF COURSES OFFERED 2014/2015					
NAME OF PROGRAMMES	**Courses**	**Level of Course**			
		1	**2**	**3**	**4**
HELPING YOU PREPARE FOR EMPLOYMENT (HYPE)	Air Condition/Refrigeration	√			
	Bridging the Gap 2014	√			
	Carpentry/Electrical	√			
	Carpentry/Masonry	√			
	Carpentry/Plumbing	√			
	Carpentry/Welding	√			
	Electrical/Masonry	√			

NAME OF PROGRAMMES	Courses	Level of Course			
		1	2	3	4
	Electrical/Plumbing	√			
	Electrical/Welding	√			
	Masonry/Plumbing	√			
	Welding/Plumbing	√			
National Skills Development Programme **NSDP**) **(JOURNEYMAN** PROGRAMME)	Electrical Maintenance			√	
	Industrial Maintenance			√	
	Joinery			√	
	Machine Shop			√	
	Mechanical Maintenance			√	
NSDP **(MASTER CRAFTSMAN PROGRAMME)**	Building Construction				√
	Electrical/Electronics Engineering				√
	Mechanical Engineering				√
	Mechatronics Engineering				√
	Solar Photovoltaics				√
INDUSTRIAL CRAFT PROGRAMME (ICP)	Air Conditioning & Refrigeration		√		
	Auto & Diesel		√		
	Bookbinding		√		
	Cabinet Making		√		
	Construction/Carpentry		√		
	Dressmaking & Design		√		
	Electrical Installation		√		
	Food Preparation		√		
	General ing			√	
	Industrial Instrumentation		√		
	Jewellery		√		
	Machine Shop (machine fitter)		√		
	Plumbing		√		
	Tailoring		√		
	Welding		√		
SCHOOLS EXCELLING THROUGH NATIONAL SKILLS STANDARDS EDUCATION (SENSE)	Welding	√	√		

TABLE 13: MIC – IT INSTITUTE OF TECHNOLOGY LIMITED: PROGRAMMES, COURSE AND LEVEL OF COURSES OFFERED 2014/2015					
NAME OF PROGRAMMES	**Courses**	**Level of Course**			
		1	**2**	**3**	**4**
ENGINEERING IN TRAINING	Manufacturing Engineering				√
MULTI-SECTOR SKILLS TRAINING PROGRAMME (MuST)	Construction - Carpentry		√		
	Construction - Electrical Installation		√		
	Construction - Masonry		√		
	Construction - Plumbing		√		
	Construction - Welding		√		
	Hospitality & Tourism	√			
SHORT COURSES	Building Electrical	√			
	Combination Welding	√		√	
	Industrial Maintenance Air Conditioning	√	√		
	Industrial Maintenance Electrical Powers and Controls	√	√		
	Industrial Maintenance General	√	√		
	Industrial Maintenance Mechanical Systems	√	√		
	Machining (General)	√	√		
	Pipe Welding			√	
	PLC Programming	√	√		
	Plumbing	√			
	Pneumatics & Hydraulics	√	√		
	Welding	√	√		
	Welding – MIG/TIG			√	

Table 13: MIC-IT Programmes, Courses, and Levels Offered in 2014/2015

Policy Statements: TVET SECTOR

The TVET sector must be transformed and overhauled if it is to function as a main contributor to the growth of the economy of Trinidad and Tobago. Holistic development must take place at all levels in order to achieve this goal. The under-mentioned policies will be undertaken with a view to maximising the potential of all citizens in the provision of relevant, high-quality training that will redound to the benefit of the country. The issues identified in the Situational Analysis are summarised here as it pertains to the policy prescriptions and are presented under the appropriate goals of the Ministry.

Effective Governance and Administration

Sector Management

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Need for:
  ~ dedicated oversight of the sector;
  ~ rationalisation of the sector;
  ~ increased collaboration and partnership; and
  ~ articulation between programmes/programme certification at the secondary level and post-secondary programmes/programme certification.

POLICY STATEMENT

The Ministry of Education will:

Δ Review Legislative Framework governing the TVET sector; and
Δ Rationalise the sector.

Building a Research Agenda

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Need for holistic labour market studies.

POLICY STATEMENT

The Ministry of Education, through its implementing body NTA, will ensure that relevant labour-market studies are conducted.

Quality Education

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ Duplication of services;[30]
Δ Absence of quality assurance; and
Δ Inadequate Workforce Assessment Centres.

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[30] This issue, which calls for the rationalisation of the Sector, also falls under the ambit of Goal 1: Effective Governance and Administration of the Education System, Strategic Objective i: To provide effective management and administration of the education system;

The Ministry of Education, through its implementing body, will establish a National TVET System[31] to:
- Δ Develop, implement and maintain a TVET plan that links all aspects of training and certification;
- Δ Institute and implement a process of seamless transition for:
    - ~ Student access to any Public/Private Service Provider Institution,
    - ~ Student access from school to work, and
    - ~ Student access from school to TVET Tertiary Level Institutions;
- Δ Promote lifelong learning;
- Δ Expand Workforce Assessment Centres to cover all skill areas;
- Δ Establish a Quality Assurance System; and
- Δ Implement the Regional Qualifications Framework.

Public Awareness Campaign

ISSUES IDENTIFIED/AREAS OF CONCERN

- Δ Stigmatisation and lack of public awareness.

POLICY STATEMENT

The Ministry of Education, through its implementing body, will promote and market TVET:
- Δ As a first option;
- Δ As an alternative; and
- Δ As a natural choice.

Curricula Planning and Development[32]

ISSUES IDENTIFIED/AREAS OF CONCERN

- Δ Lack of standardisation of programmes and courses across levels and across institutions;
- Δ Lack of harmonisation between occupational areas and programme course titles; and
- Δ Emphasis is placed either on theoretical **or** on practical training in TVET institutions rather than an amalgamation of both.

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[31] The National TVET System will also incorporate issues identified under Goal 3: Provision of Quality Education at all Levels, Strategic Objective i: To advance continuous curriculum planning and ensure effective delivery.
[32] This is incorporated within the National TVET System.

The Ministry of Education, through its implementing body, will:

Δ   Standardise all programmes and courses by levels offered by all providers;
Δ   Link all course titles to occupational areas defined; and
Δ   Ensure that all TVET providers offer programmes that have an adequate mix of theory and practical training.

Curricula Service Delivery[33]

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ   Absence of a Monitoring and Evaluation Framework.

POLICY STATEMENT

The Ministry of Education will develop and implement a Monitoring and Evaluation Framework for the TVET sector.

Teacher Training

ISSUES IDENTIFIED/AREAS OF CONCERN

Δ   Acute shortage of TVET teachers at secondary school level.

POLICY STATEMENT

The Ministry of Education, through its implementing body, will promote TVET as a viable teaching career[34] and provide Teacher Training opportunities for Levels 1 through 4.

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[33] Also linked to Goal 1: Effective Governance and Administration of the Education System, Strategic Objective iii. To conduct research to inform policy development.
[34] This is also linked to Goal 3: Provision of Quality Education at all Levels, Strategic Objective ii. To ensure continuous teacher training and professional development.

Higher Education Sector

Higher Education, as defined by the UNESCO Institute for Statistics, is a broad overarching term that encompasses education beyond the secondary level including academic programmes (often referred to as tertiary education)[35] as well as technical education (often referred to as skills training).[36]

Background

The higher education landscape of Trinidad and Tobago has undergone dramatic transformation over the last twenty (20) years. In response to an increasing demand by industry for a highly skilled workforce and a growing aptitude in the citizenry for self-advancement, the GORTT has been able to respond through its numerous funding mechanisms and targeted project and programme interventions, resulting in the following sectoral achievements such as:

Δ Over 100% increase in the number of Tertiary Level Institutions (TLIs) registered with the ACTT;
Δ Notable increase in the number of TVET providers approved by the NTA;
Δ Significant increase in the number and types of programmes being offered locally;
Δ Significant expansion in the number of TLI campus locations, spread across a wider geographic region; and
Δ Expansion of student enrolment to approximately 50,000 at present.

Currently, the sector is one that is characterised by a large number of private TLI's and training providers; however, enrolment remains dominated by public TLI's and training providers. The national level measure of higher education, as revealed by the attainment rate documented from the 2011 Census, indicated that 15.78%[37] of the population have attained tertiary level education.

The Ministry's goal for the higher education sector over the upcoming years **is to increase the higher education attainment rate from 15.78% to the OECD average[38] of 35% by 2030.** In this regard, the Ministry has targeted the following thematic areas for improvement:
Δ Sector Financing;
Δ Relevance and Responsiveness;
Δ Quality Institutions and Programmes;
Δ Inclusiveness and Lifelong Learning;
Δ Research and Innovation; and
Δ Sector Legislation.

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[35] Tertiary Education refers to the teaching and learning process that occurs following successful completion of secondary schooling, or its equivalent, and which provides academic credits or competencies that lead to the award of qualifications such as certificates, diplomas and degrees (UNESCO Institute of Statistics - ISCED).
[36] Skills Training is a comprehensive term referring to Technical and Vocational Education and Training (TVET) and those aspects of the educational process which involve general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO Institute of Statistics - ISCED).
[37] 2011 Census Data, CSO.
[38] OCED Online Data Centre, 2015.

Sector Financing

The GORTT is the primary source of funding in the local higher education sector. The sector is subsidised by way of support for institutional development and student funding. The Ministry allocates funding for both recurrent and capital expenditure, as well as tuition and non-tuition fees by way of grants, scholarships and soft-loans. In this regard, public funding within the sector comprises six (6) funding mechanisms: (i) Recurrent expenditure; (ii) Capital expenditure via the Public Sector Investment Programme (PSIP); (iii) Government Assistance for Tuition Expenses (GATE) Programme; (iv) Higher Education Loan Programme (HELP); (v) Financial Assistance (Studies) Programme (FASP); and (vi) National Scholarship Programme. The recurrent and capital expenditure of the sector over the last six (6) fiscal periods are illustrated in Table 14 as follows:

Fiscal Year	Recurrent Expenditure	Capital Expenditure
2010/2011	$2,186,314,384	$490,786,208
2011/2012	$1,493,785,381	$397,782,205
2012/2013	$2,160,259,514	$661,572,556
2013/2014	$ 2,294,910,858	$702,890,000
2014/2015	$ 2,410,259,841	$468,200,000
2015/2016	$ 1,962,240,230	$180,143,270
TOTAL	**$12,507,770,208**	**$2,901,374,239**

Table 14: Capital and Recurrent Expenditure by Fiscal Year

An estimated total of $12,507,770,208 TTD and $2,901,374,239 TTD have been expended in recurrent and capital expenditure respectively over the period, fiscal year 2011 to fiscal year 2016.[39]

However, local and global economic trends with respect to falling prices of energy commodities (oil and gas), has led to concerns over the sustainability of national expenditure as the economy continues to experience reductions in revenues and foreign exchange earnings[40]. In this regard, the GORTT has introduced measures to curtail public expenditure and agreed to decrease funding across all public organisations. These measures include:

i.   More efficient public expenditure;

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[39] It should be noted that these financials do not include *The National Institute of Higher Education, Research, Science and Technology (NIHERST)* from 2010-2011 to 2014-2015.

[40] The price of oil has fallen from a high of approximately 125 USD in early 2012 to the recent low of 55 USD in 2016; currently it sells for 54 USD. This represents a price drop of approximately 57% from 2012 to 2016. Similarly, national revenue generated from gas export has also reduced.

ii.   More cost-sharing funding models;
iii.   Improved return on investment and value for money;
iv.   Improved Monitoring and Evaluation through accessibility and availability of data;
v.   Funding aimed at quality outputs; and
vi.   Building economic resilience.

Likewise, the provision of extensive local public funding in tertiary education and skills training has become a concern, especially in light of uncertain global economic trends. In keeping with the overall worldwide trend of expenditure in the higher education sector, the Ministry will continue to explore more cost-sharing models among public sources of funding, private entities and students. Further, issues of efficiency, return on investment, value for money and sustainability of public funding will also guide sectoral funding and investments.

POLICY STATEMENT

The Ministry envisions a sector financing model which aligns funding to national development priorities, labour market demands and entrepreneurial growth, to ensure efficiency and social equity throughout the system.

Strategies:

Δ   Consideration will be given to alternate funding arrangements and medium- and long-term self-financing mechanisms such as the Education Savings Plan for cost-sharing, which will allow the cost of tertiary education to be shared between the state and students;

Δ   The Ministry will encourage public institutions to devise more cost-sharing arrangements to meet its operational costs. Strategies to attract public-private-partnerships, corporate sponsorships, and philanthropy will be developed as means for institutions, particularly public institutions, to become more self-reliant;

Δ   Tuition fees for approved programmes will be evaluated through a comprehensive method of determining competitive rates. While institutions may increase tuition fees over the years, the Ministry will align its funding allocation according to measures of fair and competitive tuition fees;

Δ   The Ministry will review all GATE funded programmes to ensure alignment to socio-economic and labour market priority areas;

Δ   The Ministry supports opportunities for a region-wide tertiary education experience. As such, funding will continue to be provided for programmes offered at regional campuses at a value equivalent to local tuition fees; and

Δ   Funding mechanisms must target strategic and measurable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive monitoring and evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment.

Relevance and Responsiveness

Labour Market Information (LMI) – Current labour market demands and forecasting of the future landscape are fundamental to informing a relevant and responsive tertiary education and skills training sector. However, at present, acquisition of this information represents a major limitation within the sector. As such, the capacity to collect and analyse labour market data is an urgent and critical element of the 2025 agenda.

POLICY STATEMENT

The Ministry envisions a higher education sector which produces a highly skilled and competitive workforce to meet the current economic needs and anticipated labour market demands, as well as to respond to various national development matters.

Strategies:

- Δ Ensure that research, education and training respond to various and changing societal and environmental issues such as sustainable development, climate change, and social cohesion;
- Δ Engage producers of Labour Market Information (LMI) to formalise data collection, data sharing and research arrangements, towards the development of data-driven education policies and reform initiatives and inform programme offerings;
- Δ Strengthen linkages to industry partners to increase involvement in areas of policy direction, curriculum development and programme delivery;
- Δ Promote and expand the integration of a work-based component across programmes, through avenues such as internships, apprenticeships and dual systems for programme delivery;
- Δ Integrate entrepreneurial education and training into current and future programmes and expand support facilities such as incubators, business development opportunities and mentorship programmes;
- Δ Support institutions in the review and expansion of reskilling, retooling and professional development programmes;
- Δ Promote blended learning and modernised approaches to programme delivery that are flexible and utilise technology-enhanced methodologies; and
- Δ Expand career guidance initiatives and institute strategies to steer students' choices towards critical and priority areas.

Quality Institutions and Programmes

Over the past decade, quality assurance within the higher education sector has experienced significant improvements; particularly owing to the establishment of the Accreditation Council of Trinidad and Tobago (ACTT) in 2004 by the ACTT Act, Chapter 39:06. This legislation mandated all institutions operating within the higher education sector to conform to a baseline standard of quality through a process of registration. In 2005, there were less than thirty (30) institutions registered and today, there are over seventy (70) institutions registered with the Accreditation Council of Trinidad and Tobago Act (ACTT). A similar trend has occurred with increasing numbers of TVET institutions obtaining Centre Approval from the NTA.

Through the sustained efforts of these quality assurance agencies, the challenge of sector regulation has been curtailed, with all higher education institutions having met the minimum requirements of quality. With this achievement, the Ministry now emphasises a culture of quality and excellence within the sector, toward transforming TLIs to 'world class' institutions which are globally competitive and recognised. This will position Trinidad and Tobago as the regional centre of excellence in higher education; providing an opportunity for economic diversification through the potential export of educational products and services.

POLICY STATEMENT

The Ministry envisions a higher education sector with institutions operating at the highest local and international standards and providing quality programmes which are delivered utilising 21st century teaching practices, innovative trainers and modern technology.

Strategies:

Δ   Support the national quality assurance agencies in their efforts to advance quality assurance practices and procedures, in alignment to evolving regional and international standards;

Δ   Encourage more institutions to acquire accreditation status and facilitate capacity building in the development of local programmes;

Δ   Formalise Performance Indicators (PI) for the higher education sector, inclusive of PIs at the programme and institutional levels such as graduation rates and industry uptake rates; as well as macro indicators of quality and performance, such as competitiveness, labour efficiency and entrepreneurial activity;

Δ   Adopt a comprehensive approach to the quality assurance of programmes which are offered via online and distance learning modalities;

Δ   Ensure that higher education institutions implement systems of continuous faculty development toward the promotion of innovative and modern teaching practices.

Δ   Finalise and implement the National Quality Framework (NQF);

- Δ Build capacity at the quality assurance agencies to effectively implement mechanisms to treat with student affairs and other stakeholder matters ranging from complaints to input into higher education policy;
- Δ Develop a continuous graduate tracer system to evaluate the effect of public funding as an investment; as well as a system through which graduate employment status is continuously evaluated; and
- Δ Ensure that all quality assurance agencies adopt a greater role in data sharing and analytics to inform policy and decision making for the sector.

Inclusiveness and Lifelong Learning

ISSUES IDENTIFIED/AREAS OF CONCERN

While access to higher education has been expanded significantly over the years, some segments of society remain disadvantaged and under-served, through factors including financial, socio-cultural, gender-related and geographical. However, the precise extent and nature of these disparities have not been quantified by empirical evidence and research. As such, it is an imperative of the Ministry to undertake a comprehensive review of the sector's expansion and participation in higher education opportunities, to determine the gaps which exist and subsequently, develop initiatives to treat with those inequalities.

The Ministry therefore intends to shift its focus to targeted access to ensure inclusive, sustainable and resilient development. Further, access to higher education will not only involve strategies to support entry to higher education, but also retention and successful completion; as well as interventions aimed at generating a cultural shift in how citizens perceive education, professional development and lifelong learning.

POLICY STATEMENT

The Ministry envisions a higher education sector that promotes lifelong learning and inclusiveness by ensuring tertiary education and skills training are accessible to all citizens.

Strategies:

- Δ Investigate the characteristics of the underserved groups throughout Trinidad and Tobago, and develop and implement appropriate interventions to improve their access to higher education opportunities;
- Δ Incentivise institutions to provide adequate support mechanisms and facilities to treat with underserved groups such as the differently abled and those with learning disabilities;
- Δ Invest in a Centre of Excellence for Open and Distance Learning programme development; and
- Δ Establish a national campaign to promote continuous development and foster a culture of lifelong learning within the citizenry of Trinidad and Tobago.

Research and Innovation

ISSUES IDENTIFIED/AREAS OF CONCERN

The role of the higher education sector in the generation of new ideas, processes, and solutions through research and development and innovation is critical now more than ever; as the nation aspires to develop domestic capabilities, diversify its production base, and become a knowledge-based and innovative economy. However, in spite of its importance, national spending on research was reported at less than 0.1 per cent of GDP.[41] Further, R&D investment and activities in the private sector have been similarly nominal. As a result, there is inadequate research infrastructure and limited capacity in several areas.

POLICY STATEMENT

The Ministry envisions a higher education sector which fuels the national research and innovation system, and addresses social, economic and environmental issues, toward the conversion of knowledge into social goods and economic wealth.

Strategies:

Δ Contribute to increased investments in R&D and innovation to at least 1.0% of GDP;

Δ Incentivise institutions engaged in research responsive to national demands, including sustainable development practices, climate change and promoting alternative and renewable energy;

Δ Facilitate the nexus between academia and industry to transform research into commercial opportunities and products;

Δ Build capacity and capability specifically in art and design, so that concepts and finished products can be fashioned, licensed and scaled-up for mass production;

Δ Support institutions in establishing collaborative arrangements with universities and research centres that possess state-of-the-art technologies, research facilities and personnel, to conduct joint ventures and knowledge transfer activities, toward increasing local research capacity;

Δ Improve and upgrade existing research infrastructure at the TLIs and develop new research facilities where necessary;

Δ Ensure institutions focus on areas where they have a comparative advantage or use the network to collaborate with other institutions to conduct joint research projects in order to share expertise and other resources; and

Δ Disseminate research findings as appropriate to support utilitarian efforts and enhance the national appreciation for research.

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[41] 2014 Global Innovation Index Report.

Sector Legislation

Although the Education Act addresses the post-secondary phases of the education system, there is no dedicated legislation to directly govern the higher education sector [42]. As a result, a comprehensive legal framework, involving the revision of existing legislation and creation of new pieces of legislation, is required. This would enable the sector to be more efficiently managed. Enactment and revision of legislation for tertiary education and skills training is necessary for the following reasons:

∆ To formalise the functions of the Ministry as it related to higher education;
∆ To grant regulation-making power to the Minister;
∆ To strengthen the policy framework; and
∆ To address the requirements for institutional registration, accreditation and recognition of tertiary programmes which are not addressed under the Accreditation Council of Trinidad and Tobago Act.

POLICY STATEMENT

The Ministry envisions an overarching legislative and policy framework to ensure effective and comprehensive governance and management of the higher education sector.

Strategies:

∆ Finalise the following legislation in conjunction with the Office of the Chief Parliamentary Council (CPC) for enactment in Parliament:
~ Higher Education and Training Bill
~ University of Trinidad and Tobago Bill
~ National Training Agency Bill
∆ Review and amend the COSTAATT and Accreditation Council of Trinidad and Tobago Act and Regulations, inclusive of their Bye-Laws (where applicable);[43]
∆ Review and amend other Tertiary Acts as required;
∆ Review and reform the legal status of the Ministry's Institutions; and
∆ Establish appropriate compliance mechanisms to ensure private and public TLIs submit data to the Ministry, ACTT and the Ministry's Institutions.

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[42] The current pieces of legislation directly related to higher education are the ACTT and COSTAATT Acts (supra). Other applicable legislation for the sector include Legal Profession Act [Chapter 90:03] and the Dental Profession Act [Chapter 29:54]. The Guarantee of Loans (University of the West Indies) Act [Chapter 71:83], the Industrial Training Act [Chapter 39:54] and the University Students (Guarantee Fund) Act [Chapter 39:08] have become dormant and irrelevant.
[43] In conjunction with representatives of COSTAATT and ACTT.

Section 5: Policy Implementation Process

Internal Stakeholders

As the Policy is disaggregated into discrete programmes and projects, Action Plans with Responsibility Matrices are being developed accordingly. On a generic level, the Heads of the Divisions, directly responsible for particular functions have the overall responsibility to ensure that policies are being implemented through Programmes and Projects. Where collaboration among Divisions is necessary for success, this will form part of the planning and implementation process.

External Stakeholders

The Ministry of Education recognised that the input of several stakeholders in education is necessary for the successful implementation of this Policy. In this regard, the Ministry of Education has indicated its intention to develop and institute a comprehensive Communication Plan. This plan, informed by a stakeholder mapping exercise, will form the basis for stakeholder engagement, effective two-way communication and continuous collaboration. When completed this plan will identify, inter alia:

- Δ Key stakeholders;
- Δ The type of communication required for each stakeholder;
- Δ Communication channels and contact personnel;
- Δ Strategies for stakeholder engagement and feedback, inclusive of harnessing of technology; and
- Δ Channels for collaborative approaches to effective school management.

Section 6: Key Success Factors

In seeking to successfully implement this suite of policies, the Ministry of Education was cognisant of the fact that a number of key factors need to be in place. These include:

- Δ *Political Will* – The unstinting support of the Minister of Education and Strategic Executive Team is vital for the development of the policies and related strategies, and Action Plan.
- Δ *Strategic Realignment of the Ministry* – The merger of the former Ministries of Education and Tertiary Education Science and Technology has resulted in the duplication of certain divisions and functions and the overlapping of duties. This needs to be addressed in order to support the implementation of the policies in the most efficient manner.
- Δ *Human Resources* – The Ministry of Education needs to take steps to ensure that there are suitably trained/qualified staff in strategic positions throughout the Ministry to ensure successful policy implementation.
- Δ *Financial Resources* – In the face of economic constraints, the Ministry must seek to ensure value for money, optimal use of resources and strict adherence to financial regulations, which are explicit in the modus operandi adopted for implementation of the policies.
- Δ *Stakeholder Engagement* – As the Ministry seeks to take the education system forward, it is critical that stakeholder buy-in and support at every stage of the Policy and Plan development and implementation process.
- Δ *Communications Strategy* – A systematic programme for documentation and dissemination of the Ministry of Education's achievements to internal and external stakeholders should be developed and implemented along with the Policies.

Section 7: Monitoring & Evaluation

One of the goals of the Ministry is to conduct research, generate and provide data to facilitate the education process, the data collection methods and availability of data will be taken into consideration in establishing the standards, indicators and other measurement tools which will be utilised in the monitoring and evaluation processes. There is need for agreed-upon goals, objectives, inputs, activities, baselines, targets, indicators, milestones, and strategies for data collection.

Close monitoring and assessment of the educational investments is critical in order to assess their impact, especially as they pertain to quality, quantity, coverage, equity and efficiency. An appropriate combination of indicators and other measurement tools will be adopted.

Monitoring and Evaluation will therefore be a critical element that will be established from the inception. Quarterly and annual progress reports will be generated, indicating the status of the realisation of policy goals, objectives and outcomes that were initially set. These reports will include recommendations for corrective measures to address issues identified.

Evaluation of the impact of the Policy will be conducted at the end of discrete phases of the implementation process.

TABLE 15: STRATEGIC OUTCOMES OF THE MINISTRY OF EDUCATION			
KEY RESULT AREAS	STRATEGIC OBJECTIVES	OUTCOMES	OUTCOME INDICATORS
Governance	i. To provide effective management and administration of the education system; ii. To review the legislative framework to encompass all levels of education; iii. To conduct research to inform policy development; iv. To develop and implement a Monitoring and Evaluation Framework to ensure efficiency, effectiveness and value for money; v. To ensure the education sector is adequately funded; and vi. To collaborate and communicate with stakeholders in education.	▪ Improved management and governance system for the education sector ▪ Improved organisational efficiency and effectiveness ▪ Improved institutional strength and capacity of the Ministry ▪ Promote Robust research to inform policy development ▪ Promote effective, inclusive and evidence-based policy dialogue ▪ Development and implementation of a M&E framework ▪ Increased and effective partnerships with all stakeholders ▪ Stronger sector planning implementation ▪ Increased amount of grant funds accessed by the Ministry from various sources to finance projects and programmes ▪ Increase in the involvement and participation of	▪ Level of public confidence in the education system disaggregated by ECCE, Primary, Secondary and Tertiary ▪ Reduction in the number of outstanding administrative and HR issues ▪ Number of Mechanisms for accountability implemented ▪ Number of Targeted changes made to the legislative framework of the Education Sector ▪ Number of times research has impacted policy development ▪ Number of times research has influenced sector development ▪ Monitoring and Evaluation Framework Implemented ▪ Amount of funding accessed from external sources ▪ Number of stakeholder-involved activities

TABLE 15: STRATEGIC OUTCOMES OF THE MINISTRY OF EDUCATION			
KEY RESULT AREAS	**STRATEGIC OBJECTIVES**	**OUTCOMES**	**OUTCOME INDICATORS**
		stakeholders in the work of the Ministry	
Access	i. To provide adequate funding and financial support to students to facilitate access to education; ii. To meet the needs of the full spectrum of learners and iii. To provide a safe, secure and conducive learning environment.	▪ Increased persons attaining higher levels of education ▪ Reduction in the levels of underachievement ▪ Increased equity and inclusion ▪ Increased programme offerings to suit the countries needs ▪ Improved learning environment ▪ Every learner attains success in education ▪ Improvement in the conditions of the learning /working environment	▪ Gross and net enrolment and intake ratios ▪ Student/teacher ratios ▪ % of students who complete secondary education/graduation rates/educational attainment rates ▪ Dropout rates ▪ Repetition rates ▪ Literacy rates ▪ Numeracy rates ▪ Absenteeism rates ▪ % of school leavers/graduates achieving salaried employment ▪ % of schools leavers/graduates achieving (sustainable) self-employment ▪ Number of new educational infrastructure built ▪ Reduction in the number of issues identified at schools and buildings
Quality	vi. To advance continuous curriculum planning and ensure effective delivery;	▪ Improved student learning outcomes ▪ Increased teaching quality and leadership	▪ % of students who improve academically ▪ Student/Teacher ratios

KEY RESULT AREAS	STRATEGIC OBJECTIVES	OUTCOMES	OUTCOME INDICATORS
	vii. To ensure continuous teacher training and professional development; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; and ix. To provide the educational support services necessary to optimise the teaching and learning process.	▪ Improved modern learning environment ▪ Improved students' overall performance ▪ Improved student learning outcomes through quality teaching and learning ▪ Efficient and effective education systems delivering equitable, quality educational services	▪ % of teachers who received in-service training in the last 12 months ▪ Participation rate in teacher professional development ▪ % of teachers who are adequately qualified/possess required qualifications ▪ % Enrolment in programmes deemed top priority for the National Development Goals ▪ Number of programme offerings at the Tertiary level which adequately equip prospective teachers ▪ Number of educational services delivered efficiently and ensuring value for money

TABLE 15: STRATEGIC OUTCOMES OF THE MINISTRY OF EDUCATION

Table 15: Strategic Outcomes of the Ministry of Education

Section 8: Policy Review & Frequency

Review of the policy will be at the behest of the Strategic Executive Team in accordance with the recommendations of the divisions of the Ministry and in response to changes to the environment. It is recommended that a cross-functional, multi-divisional Ministry team be appointed which will be under the supervision of the Chief Education Officer. The team will review progress, examine constraints and reports, and make recommendations for corrective action. This team should comprise the following skill sets: Monitoring and Evaluation, Educational Planning and Research along with the institutional expertise of the relevant Divisions/Units.

The degree to which the Policy has been implemented will also influence the decision to review. The monitoring and evaluation reports (quarterly and annually) will provide information which can indicate the need for review. These will be circulated to stakeholders and feedback can be directed to the review team for consideration.

Section 9: Effective Date

This Policy officially takes effect on March 28, 2019, the date of approval by the Cabinet.

Appendices

Appendix I – Ministry of Education Implementation Plan

Strategic analysis of the needs of the education system as well as the desired future state, have resulted in the development of an implementation plan which provides the framework for planning, implementation, monitoring and evaluation of the portfolio of key programmes, projects and initiatives. As indicated above, the outcomes for education system are closely aligned to the national outcome for education and the national development agenda. Therefore, all of the strategic initiatives, programmes and projects below are closely aligned to Vision 2030 - Trinidad and Tobago's primary strategic planning document and national development agenda[44]. The Implementation Plan provided in the table below clearly details the strategic initiatives of the Ministry, aligned to the Ministry's goals, strategic objectives and guiding policy statements.[45]

GOAL 1: EFFECTIVE GOVERNANCE AND ADMINISTRATION OF THE EDUCATION SYSTEM

1. Organisational Restructuring of the Ministry of Education
2. Development of a Monitoring & Evaluation (M&E) Framework for the Ministry
3. Monitoring and Reporting on Education Indicators [National Performance Framework 2017-2020 (NPF) and Country Implementation Plan (CIP)]
4. Finalisation of the MoE Data Policy
5. Formalise and Implement the Strategic Research Agenda (SRA) of the Ministry of Education
6. Development and Implementation of MOE's Stakeholder Engagement Plan
7. Improvement of Customer Service Delivery within the Ministry of Education
8. Legislative Review- Amendment of the Education Act
9. Institutionalisation of a School Based Management (SBM) System to Improve School Effectiveness
10. Development and Institution of a Ministry-wide Project Management Methodology
11. Establishment of a Procurement Management System in Accordance with Legislation
12. Implementation of School Improvement Project (Laventille/Morvant) Which is Designed to Improve Student Outcomes in this Community
13. Research Initiative 1 – Entrepreneurial Learning in Technical and Vocational Education and Training (TVET) / TVET Mapping Exercise to Inform Policy
14. Research Initiative 2 – Conduct Labour Market Studies and Tracer Studies to Determine the Impact of TVET Programmes
15. Research Initiative 3 – National Survey of Innovation in the Financial Services Sector, 2017
16. Research Initiative 4 – Programme: Science, Technology and Innovation (STI) Mapping and Priority Setting
    Projects:
    i. Sectoral Innovation Mapping (SIM) of the Animation Industry in Trinidad and Tobago
    ii. Sectoral Innovation Mapping (SIM) of the Energy Services Sector (ESS) of Trinidad and Tobago
    iii. Sectoral Innovation Mapping (SIM) of the Software and Web Development Industry in Trinidad and Tobago
    iv. Sectoral Innovation Mapping (SIM) of the Tourism Industry of Trinidad and Tobago

GOAL 2: ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS

1. Implementation of an Intitiative to Promote Student Discipline
2. MOE School Construction Programme
3. TVET/CVQ Expansion

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[44] The programmes/projects detailed in the Implementation Plan are denoted as strategic and high level. The Ministry, through its various Divisions/Units, plan, implement, monitor and evaluate numerous strategic and operational programmes/projects as guided by Divisional/Unit Work Plans.

[45] Several strategic initiatives are aligned to more than one goal and attendant strategic objective. In these instances, the goal and strategic objective(s) to which it is more closely aligned is detailed first, followed by the additional goal(s) and strategic objective(s).

4. Higher Education Loan Programme (HELP)
5. Government Assistance for Tuition Expenses Programme (GATE)
6. Management and Administration of National Scholarships
7. Institution of a Student Debit Card System for National Scholars
8. Conduct Needs Assessment of Adult Learners to Inform Policy
9. Implementation of a Screening Programme for Children Entering Public ECCE Centres
10. Retraining Programme for the Unemployed/Underemployed, Retrenched or Displaced Workers
11. Reduction of Recidivism Through Training and Retraining of Inmates

GOAL 3: PROVISION OF QUALITY EDUCATION AT ALL LEVELS

1. Implementation of National Literacy Plan
2. Implementation of National Numeracy Plan (2016-2019)
3. Implementation of Revised Lower Secondary Curriculum
4. Implementation of the Initiative - Penmanship with a Purpose: "Handwriting Matters Write from the Start"
5. Implementation of an Attention Deficit Hyperactivity Disorder (ADHD) Programme in Schools in Trinidad and Tobago
6. Student Transition and Remediation Support Project (STARS)
7. Development and Implementation of Student Monitoring System – Trinidad and Tobago National Learning Assessment
8. Provision of Laptops to Facilitate Teaching and Learning at the Secondary Level and e-Testing at CXC Level
9. Procurement of Textbooks 2018/2019 (8% Top Up)
10. Review of Learning Materials Through Learning Materials Evaluation Committee (LMEC)
11. Rationalisation of PTSC/MAXI Taxi Transport Concession
12. Continued Implementation of Science, Technology, Reading, Engineering, Arts and Mathematics (STREAM) Education
13. Conduct of Youth Training and Employment Partnership Programme (YTEPP) Employability Study and Occupational Outlook Handbook for the TVET Sector
14. The Continued Expansion of the CVQ in the secondary schools
15. The Continued Expansion and Implementation of Technical and Vocational Education and Training Programmes and Skills Acquisition Opportunities Leading to Competency Based Certification Nationally
16. Standardisation of the Process for Approval of TVET Centres, Programmes and TVET Training Providers
17. The Development of Occupational Standards, Instructional and Assessment Materials that Facilitate the Implementation of TVET Programmes
18. Implementation of a Public Awareness and Engagement Campaign for TVET
19. Implementation of INVOCAB and Teach Me Programme for Science and Technology Innovation

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
GOAL 1: EFFECTIVE GOVERNANCE AND ADMINISTRATION OF THE EDUCATION SYSTEM									
Strategic Objective: i. To provide effective management and administration of the education system;	**Cross Cutting Themes:** **Effective Management: Institutional Development** Ensure institutional strengthening of key divisions and units of the Ministry; Embark upon an organisational restructuring process to rationalise the structure and staffing of the expanded Ministry; Seek to inculcate a culture of active communication within and among Divisions, Units, satellite offices and educational institutions; **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders	**ORGANISATIONAL RESTRUCTURING OF THE MINISTRY OF EDUCATION**	1) Convening of cross-functional, inter-divisional working Committee. 2) Completion of Terms of Reference for Project (Involvement of external parties to be decided). 3) Drafting of recommendations/Cabinet Notes. 4) Implementation.	**Baseline:** Last approved organisational structure in the 2011- 2015 strategic plan. **Target:** 1) Rationalise and synergise the skill sets of both MOE and MTEST staff to integrate into a new Cabinet approved MOE Organisation Structure. **Performance Indicators:** 1) Percentage of Divisions/Units rationalised. 2) Approval of the new organisational structure. Completion of the integration of MTEST and MOE. 3) Percentage of Divisions/Units restructured. 4) Percentage of staffing functions harmonised.	**Risk:** 1) Staff resistance. Lack of dedicated staff for restructuring. Inadequate technical expertise. **Mitigating Strategies:** 1) Development and implementation of a change management strategy. 2) Collaborate with Public Management Consulting Division (PMCD). 3) Development of a team for handling the restructuring process. 4) Public service training academy to ensure staff can meet required needs of the ministry. This facility utilised at no cost.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective management and administration of the education system; iv. To develop and implement a Monitoring and Evaluation Framework to ensure efficiency, effectiveness and value for money;	**Cross Cutting Theme:** **Monitoring and Evaluation** Facilitate the roll out of a training programme for relevant staff in the tenets and infusion of Monitoring and Evaluation into all work plans, programmes and projects; Develop and institute the use of a Ministry-wide Monitoring and Evaluation Framework with attendant reporting formats and schedules; Finalise and institute the use of an Education Management Information System (EMIS) throughout the entire Ministry Finalise and institutionalise the use of the Ministry's Education Data Policy; and Inculcate a culture of data production analysis and usage throughout the Ministry	**DEVELOPMENT OF A MONITORING & EVALUATION (M&E) FRAMEWORK FOR THE MINISTRY**	1) Finalise the Indicator Matrix in accordance with the White Paper, National Performance Framework 2017-2020 (NPF) and the Country Implementation Plan for the United Nations Multi-Country Sustainable Development Framework. 2) Implement and monitor usage of framework.	**Baseline:** 1) Framework (2015). **Target:** 1) Develop and implement an M&E Framework for the MOE, which includes data from the TVET and Tertiary sectors. **Performance Indicator:** 1) Percentage of M&E Framework completed. 2) Percentage of M&E Framework implemented.	**Risk:** 1) Staffing constraints. **Mitigation Strategy:** 1) Assign staff to the M&E function.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective management and administration of the education system; iv. To develop and implement a Monitoring and Evaluation Framework to ensure efficiency, effectiveness and value for money;	**Cross Cutting Theme:** **Monitoring and Evaluation** Facilitate the roll out of a training programme for relevant staff in the tenets and infusion of Monitoring and Evaluation into all work plans, programmes and projects; Develop and institute the use of a Ministry-wide Monitoring and Evaluation Framework with attendant reporting formats and schedules;	**MONITORING AND REPORTING ON EDUCATION INDICATORS [NATIONAL PERFORMANCE FRAMEWORK 2017-2020 (NPF) AND COUNTRY IMPLEMENTATION PLAN (CIP)]**	1) Report on Indicators for National Performance Framework 2017-2020 (NPF) and Country Implementation Plan (CIP) biannually.	**Baseline:** N/A **Target:** 1) Timely quarterly reporting. **Performance Indicator:** 1) Number of timely reports submitted to Ministry of Planning and Development (MoPD).	**Risk:** 1) Poor and untimely submissions from Divisions/Units. **Mitigating Strategy:** 1) Request assistance at the executive level to facilitate timely submissions.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	
Strategic Objectives: i. To provide effective management and administration of the education system; iii. To conduct research to inform policy development;	**Cross Cutting Theme:** **Data and Research** Develop and implement the use of an Education Management Information System (EMIS); Finalise, adopt and institutionalise the use of the MOE Data Policy; Develop fora for the systematic dissemination of data and research results	**FINALISATION OF THE MOE DATA POLICY**	1) Finalisation of MOE Data Policy in accordance with established Government procedures.	**Baseline:** 1) Data Policy. **Target:** 1) Completed and approved Data Policy. **Performance Indicators:** 1) Percentage of Data Policy completed. 2) EMIS developed in accordance with Data Policy.	**Risk:** 1) Staff buy-in. **Mitigating Strategy:** 1) Staff sensitisation.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To conduct research to inform policy development;	**Cross Cutting Theme:** **Data and Research** Facilitate the conduct of a skills audit, training needs and organisational framework analysis of the ministry of education's research and policy capacity and workflow, and seek to adopt the relevant recommendations; Develop fora for the systematic dissemination of data and research results; Institutionalise the use of the MOE Research Agenda; and Continue dialogue with TLIs to facilitate collaboration in the execution of the MOE research agenda.	**FORMALISE AND IMPLEMENT THE STRATEGIC RESEARCH AGENDA (SRA) OF THE MINISTRY OF EDUCATION**	1) Build the MOE's institutional, organisational and individual research capacity. 2) Prioritise areas of research aimed at examining and addressing core educational issues identified by the MOE's leadership and key stakeholders. 3) Communicate and contribute to new knowledge and data in educational research. 4) Leverage and establish sustainable partnerships with key stakeholders engaged in the Education process. 5) Undertake resource mobilisation activities to secure new and additional funding, expertise and opportunities in research.	**Baseline:** 1) No SRAs approved by Cabinet. 2) Research in Education Steering Committee created. 3) Research in Education Steering Committees not appointed by Cabinet. **Targets:** 1) SRA approved by Cabinet. 2) Cabinet Appointed Research in Education Steering Committees. **Performance Indicators:** 1) Approval of the Strategic Research Agenda (SRA) for the MOE by Cabinet. 2) Creation of Research in Education Steering Committee. 3) Research in Education Steering Committee Appointed by Cabinet.	**Risks:** 1) Staffing shortages due to short term employment. 2) Inadequate resources due to lack of funds or slow releases. 3) Lack of stakeholder awareness and buy-in. **Mitigating Strategies:** 1) Regularisation of staff. 2) Reduce resources required by utilising internal staff to conduct training, MOE facilities, etc. 3) Effective communication strategy to ensure executive team is aware of projected timelines.	8,194,510 TTD	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective management and administration of the education system; vi. To collaborate and communicate with stakeholders in education;	**Cross Cutting Themes:** **Effective Management: Institutional Development** Develop and institute the use of a Ministry-wide Communication Plan which will effectively target all its internal and external stakeholders **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders	**DEVELOPMENT AND IMPLEMENTATION OF MOE'S STAKEHOLDER ENGAGEMENT PLAN**	1) Conduct Stakeholder Mapping Exercise. 2) Develop an overarching plan for communicating with internal and external stakeholders with the following components: i. Branding ii. Event Coordination iii. Media Management iv. Public Relations v. Website Review vi. Stakeholder Engagement.	**Baseline:** 1) Current rate of negative content being published via print, audio, visual, and social media regarding school infrastructure and student violence and indiscipline. 2) The public's low level of awareness about ongoing projects and programmes the Ministry has initiated (based on social media comments). 3) Current rate at which the Ministry responds to inquiries by the media (24-48 hours). 4) Availability of pertinent information on new website based on the content of the former website. 5) Current forms of communication with staff (printed or emailed circulars and memoranda). 6) Current rate of communicating to staff regarding major plans, changes, achievements, developments, and flagship programmes/projects undertaken by the Ministry to enable staff members to promote the Ministry's agenda (once a month).	**Risks:** 1) Media's lack of interest in covering Ministry's activities. 2) Staff buy-in. 3) Staffing constraints. **Mitigating Strategies:** 1) Develop a schedule to facilitate the consistent distribution of "good news" features as well as information on projects/ programmes via social media. 2) Engage all Divisions/Units in supplying content. 3) CCD to initiate weekly touch points on progress of projects via email, face-to-face meetings, working lunches, etc. 4) Conduct an internal Communications Roadshow to inform Divisions/Units on the	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
				Targets: 1) Increased positive image of the Ministry through Public Relations by profiling the non-academic and systematic strategies deployed in sustaining a productive education sector. 2) Increased public awareness of the Ministry's projects. 3) Increased effective and efficient communication as well as greater engagement between the Ministry and its external stakeholders (via all forms of media as well as through the Ministry's website. 4) Ministry's rate of response to external parties improved to 12-24 hours. 5) Development of a sustainable forum to communicate with employees. 6) Facilitate the creation of an online community where employees are kept abreast of developments and achievements of Divisions/Units throughout the Ministry. 7) Increased rate of communication to staff via publications (twice monthly).	support services CCD can provide.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
				Performance Indicators: 1) Development and dissemination of an overarching plan for communicating with internal and external stakeholders. 2) Number of stories published as a result of issuing an invitation to the media. 3) Number of published stories generated by CCD. 4) Increase in the recognition of Ministry projects by the public. 5) Increase in the usage of the Ministry's website. 6) Increase in the usage of the intranet. 7) Increase in the number of Divisions/Unit engaging CCD's support services.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To provide effective management and administration of the education system;	**Cross Cutting Themes:** **Effective Management: Institutional Development** Ensure institutional strengthening of key divisions and units of the Ministry; **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders	**IMPROVEMENT OF CUSTOMER SERVICE DELIVERY WITHIN THE MINISTRY OF EDUCATION**	1) Obtain customer perspective/feedback. 2) Ensure staff is equipped with in customer service delivery skills and tools. 3) Provide physical accommodation and facilities for customer comfort. 4) Document MOE customer service Standard Operating Procedures and approach (process map). 5) Monitor and evaluate customer service delivery. 6) Implement reward and recognition scheme for customer service delivery.	**Baseline:** TBD (Data not available). **Targets:** 1) Staff equipped with customer service skills and tools. 2) Physical accommodation and facilities for customer comfort implemented. 3) Standard Operating Procedures and approach (process map) developed. 4) Reward and recognition scheme for customer service delivery implemented. 5) Relevant documents and information available on the Ministry's website to facilitate various processes. **Performance Indicators:** 1) Number of staff trained and equipped to provide secondary training to other staff in the ministry. 2) Number of MOE offices with adequate accommodation and facilities for customer comfort. 3) Standard Operating Procedures and approach document approved. 4) Number of Divisions/Units implementing the scheme. 5) Number of clients accessing MoE's offices.	**Risk:** 1) Lack of adequately trained staff. **Mitigating Strategy:** 1) Provide training to relevant staff.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective management and administration of the education system; ii. To review the legislative framework to encompass all levels of education;	**Cross Cutting Theme:** **Effective Management: Legislation** Finalise the review of the Education Act in accordance with established procedures, in compliance with current relevant legislation, and ensuring that all educational levels are incorporated/ represented;	**LEGISLATIVE REVIEW-AMENDMENT OF THE EDUCATION ACT**	1) Critically review all previous reports/documents/materials related to the amendment of the Education Act. 2) Create a Policy 18/19. 3) Present Policy for approval to Cabinet 19/20. 4) Develop a Bill to be laid in Parliament towards enactment 19/20.	**Baseline:** 1) Education Act Chapter 39:01 of 1966 (covers primary and secondary in detail). **Targets:** 1) Policy created and approved. 2) Bill laid in Parliament. **Performance Indicators:** 1) Completed policy that encompasses all sectors sent to Cabinet for approval. 2) Bill laid in Parliament.	**Risks:** 1) Staffing constraints. 2) Constraints in obtaining timely responses from the AG's office. 3) Stakeholder buy-in. **Mitigating Strategies:** 1) Request Associate Professionals and On the Job Trainees. 2) Assign officers to continuously liaise with the AG's office.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective management and administration of the education system; vi. To collaborate and communicate with stakeholders in education; **Goal 2: Access to Educational Opportunities by all Learners** iii. To provide a safe, secure and conducive learning environment; **Goal 3: Provision of Quality Education at all Levels** i. To advance continuous curriculum planning and ensure effective delivery	**Cross Cutting Themes:** **Effective Management: Transitioning** Develop and institute the use of standardised programmes and strategies for transitioning at the various educational levels. **Data and Research** Develop and implement the use of an Education Management Information System (EMIS); Develop fora for the systematic dissemination of data and research results; **Quality Education: Curriculum Service Delivery** Ensure the infusion of a culture of School-Based Management which is synonymous with inter-	**INSTITUTIONALI-SATION OF A SCHOOL BASED MANAGEMENT (SBM) SYSTEM TO IMPROVE SCHOOL EFFECTIVENESS**	1) Constitution of SBM Teams in all primary and secondary schools. 2) Equip personnel with required skills. 3) Adoption of School Development Planning approach. 4) Monitoring and Evaluation of SBM operationalisation.	**Baseline:** 1) Primary and secondary schools with SBM Teams. 2) Percentage of staff with required skills. 3) Number of schools using the School Development Planning Approach. **Targets:** 1) (i) SBM Teams in all primary and secondary schools constituted and holding meetings. (ii) SBM school teams meeting at least 60percentage of the possible times Yr. 1, 75 %-Yr. 2, 80% Yr. 3. 2) (i) Training of School Supervisors and Principals Primary and Secondary in "Leadership Dynamics." (ii) Change Management training for School Supervisors. 3) (i) All Principals producing School Development Plans as per requirements (inclusive of SSA). (ii) All SDPs implemented. 4) (i) District Leadership Teams in all districts constituted and holding meetings.	**Risk:** 1) Team members insufficiently trained. **Mitigating Strategies:** 1) Fraternity meetings used as training opportunities for the value of this initiative and the practices that are necessary. 2) Training to be part of an in –house certification process.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry supplemented by school fund raising activities and corporate sponsorship.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
ii. To ensure continuous teacher training and professional development; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services;	Ministry collaboration to facilitate the teaching and learning process. **Effective Governance and Administration: Testing and Assessment** Institute widespread data collection (inclusive of assessment data) and school profile development based on the elements of the School-Based Management System. This will facilitate the school improvement process			(ii) Use of School Visit Forms by all School Supervisors in "target" schools. 5) Train and engage senior teachers in supporting SBM initiatives and ensure buy-in from the Teaching Service Commission (TSC) to treat as a career prerequisite **Performance Indicators:** 1) (i) Composition of all teams submitted to the Office of the CEO (ii) Records and Minutes of meetings available upon request. 2) (i) 80% of School Supervisors and Principals attending training sessions. (ii) 80% of School Supervisors trained. 3) (i) 100% of SDPs submitted and reviewed. (ii) SDP implementation reports submitted by 70% of principals. 4) (i) Records and Minutes of meetings available upon request. (ii) School Visit Forms produced by 80% 0f School Supervisors.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To provide effective governance and administration of the Education System; v. To ensure the education sector is adequately funded; vi. To collaborate and communicate with stakeholders in education;	**Cross Cutting Theme:** **Effective Management: Institutional development** Finalise and implement its training plan, taking into consideration the most critical training needs and cost effective training methods; Ensure institutional strengthening of key divisions and units of the Ministry;	**DEVELOPMENT AND INSTITUTION OF A MINISTRY-WIDE PROJECT MANAGEMENT METHODOLOGY**	1) Standardise and apply project management methodologies, practices, tools and techniques to attain high standards of project excellence, improve the success rate of projects, ensure effective utilisation of project resources, and realisation of outputs/outcomes. 2) Build organisational and individual capacity. 3) Develop and manage relevant Organisational Process Assets (OPAs). 4) Develop and implement a change management strategy.	**Baseline:** Insufficient standardised project management methodologies, practices, tools and techniques. **Targets:** 1) Organisational Process Assets (OPAs) developed and implemented. 2) A change management strategy developed and implemented. **Performance Indicators:** 1) Number of OPAs created and approved. 2) Change management plan developed and approved.	**Risks:** 1) Staffing shortages due to short term employment. 2) Inadequate resources due to lack of funds or slow release. 3) Lack of stakeholder awareness and buy-in. **Mitigating Strategies:** 1) Regularisation of staff. 2) Reduce resources required by utilising internal staff to conduct training, MOE facilities, etc. 3) Effective communication strategy to ensure executive team is aware of projected timelines.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓
Strategic Objective: i. To provide effective governance and administration of the Education System;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; Continue the provision of training to Heads of Divisions/Units in accounting procedures in government;	**ESTABLISHMENT OF A PROCUREMENT MANAGEMENT SYSTEM IN ACCORDANCE WITH LEGISLATION**	1) Standardise and apply procurement management methodologies, practices, tools. 2) Build organisational and individual capacity to conduct and manage procurement activities. 3) Develop and manage Organisational Process Assets (OPAs) such as procurement policies, processes, procedures, templates, and lessons learned.	**Baseline:** Insufficient standardised project management methodologies, practices, tools and techniques. Processes not in keeping with Procurement Legislation. **Target:** 1) Organisational Process Assets (OPAs) developed and implemented. **Performance Indicator:** 1) Number of OPAs created and approved.	**Risks:** 1) Staffing shortages due to short term employment. 2) Inadequate resources due to lack of funds or slow releases. 3) Lack of stakeholder awareness and buy-in. **Mitigating Strategies:** 1) Regularisation of staff. 2) Reduce resources required by utilising	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
					internal staff to conduct training, MOE facilities, etc. 3) Effective communication strategy to ensure executive team is aware of projected timelines.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020

Strategic Objectives:
 	
i. To provide effective governance and administration of the Education System;
 	
vi. To collaborate and communicate with stakeholders in education;
 	
Goal 2: Access to Educational Opportunities by all Learners
 	
ii. To meet the needs of the full spectrum of leaners;
 	
iii. To provide a safe, secure and conducive learning environment;
 	
Goal 3: Provision of Quality Education At All Levels
 	
i. To advance continuous curriculum
	Quality Education: Curriculum Service Delivery
	Re-engineer its communication apparatus to provide education stakeholders with information on the services available and the processes involved in accessing these services;
	
	Develop and implement targeting systems to ensure support is provided where it is needed;
	
	Create and implement a framework for collaboration between teaching staff and parents to facilitate the teaching and learning process; and
	
	Ensure the infusion of a culture of School-Based Management which is synonymous with inter-
		IMPLEMENTATION OF SCHOOL IMPROVEMENT PROJECT (LAVENTILLE/ MORVANT) WHICH IS DESIGNED TO IMPROVE STUDENT OUTCOMES IN THIS COMMUNITY	1) Follow Year 2 implementation schedule for the following components of the Initiative:
			  i. Infrastructure and Aesthetics.
			  ii. Furniture and equipment procurement.
			  iii. Literacy Programme.
			  iv. Numeracy Programme.
			  v. Parenting in Education Programme.
			  vi. Promotion of Discipline Programme.
			2) Monitoring and Evaluation of Year 2 implementation.
				Baseline:
				1) Discipline:
				(a) Suspension: School Improvement Project (SIP) Schools contribute to 45% of total suspensions (2016)[46].
				(b) Safety: 62% of students did not feel safe at schools (School Climate Survey {SCS} 2017).
				(c) Bullying: 40% of students were *"made fun of or called names"* at least once per week. 34% of students were threatened at least once per week (SCS 2017).
				(d) Tardiness by students (as reported by teachers): 35.4% report that students *'arrive late to class'* often while 19% reported that students always 'arrive late to class' (School Literacy Capacity {SLC, 2016}).
				(e) No school implemented a Discipline Plan
				
				2) Student engagement in the classroom:
				(a) 45% of students reported that they were absent from school *'once a week or more'*.
				(b) A study conducted among principals of primary schools
					Risks:
					1) Availability of funding.
					2) Community buy-in.
					
					Mitigating Strategy:
					1) Communication and sensitisation of key stakeholders.
						$93m TTD	✓	✓	

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46 This represents data for 24 of 25 schools in the project. This figure does not include Malick Secondary which is within the St. George East Education District.

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
planning and ensure effective delivery; ii. To ensure continuous teacher training and professional development; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services;	Ministry collaboration to facilitate the teaching and learning process. **Quality Education: Promotion of Discipline** Ensure adequate supervision of students in order to facilitate promotion of discipline in schools; Ensure adequate supervision of students in order to facilitate promotion of discipline in schools; Finalise and implement the Discipline Promotion Plan, which is a holistic, evidence-based programme aimed at eliminating factors inimical to discipline, and promoting positive behaviour. This programme also incorporates: ~ The encouragement of positive, mutually			reveals that there is an acute need for improvement in the development of literacy. 3) Performance of Schools: (a) Literacy: At Standard 1 level, 19% of students were reading at the acceptable Oral Reading Fluency average standard for their year group. At Standard 2 level, 21% of students were reading at the acceptable Oral Reading Fluency average standard for their year group. Four primary schools out of 15 primary schools surveyed have a Reading Programme throughout the entire school. (b) Numeracy (as defined by MOE's National Numeracy Plan): 20% of students received over 21% of correct answers on test. Poor performances were noted in algorithmic thinking and problem solving. (c) Truancy and tardiness of Students (as reported by teachers): 15%, reported that students do not *always* complete homework on time; 36% reported that students *often* do not complete homework on time; and 33% of teachers reported that students *sometimes*					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	respectful relationships between students and teachers, and ~ Communication and sensitisation strategies aimed at changing the mind-set and behaviour of students, teachers, and parents in order to foster discipline and promote positive behaviour; **Access to Educational Opportunities by All Learners: Infrastructure** Ensure the replacement/upgrade of dilapidated schools in keeping with a set schedule; **Quality Education: Equity** Place greater emphasis and focus on the needs of underprivileged children from lower socio-economic backgrounds through			do not complete homework on time (SCS 2017) (d) Teachers' regularity and punctuality: Regularity- sick leave average of 1 per month; occasional leave - average of 2 per month. Punctuality- average of 4 days late per month; average of 22 minutes late per month (For schools on SIP- Source- Port of Spain Education District Office {POSEDO Data} (Proxy Baseline) (e) School Academic Performance Index (API) scores: 30% of primary schools achieving *'Mostly Effective'* grade in API and 0% of primary schools achieving *'Excelling'* grade in API 4) Partnerships: (a) Parents experiencing challenges in: disciplining children - 21%; balancing parental responsibilities with work and self-care - 40%; communication with home and school - 11%; providing for the needs of children - 32%; monitoring their child/children homework daily - 73%. (b) 45% of parents assist their child by spending time helping with homework (SCS 2017).					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	specifically targeted interventions **Quality Education: Curriculum Service Delivery** Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and Continue to provide remedial programmes, counselling and extra-curricular activities to students. **Quality Education: School Environment** Ensure safe and inclusive learning environments at all schools; Engage in research to ascertain the best practices which can be utilised to promote discipline; Engage stakeholders and establish stronger partnerships and joint initiatives with all relevant stakeholders to develop and implement appropriate policies, programmes and projects to reduce indiscipline and promote discipline in schools			**Targets:** 1) Infrastructure and Aesthetics are upgraded at 23 Schools. 2) Furniture and equipment are procured for schools as required. 3) Literacy Programme Implemented as scheduled for Year 2. 4) Numeracy Programme Implemented as scheduled for Year 2. 5) Parenting in Education (PIE) Programme Implemented as scheduled for Year 2 6) Violence and Indiscipline Programme Implemented as scheduled for Year 2. 7) Stakeholders are engaged as scheduled for Year 2. 8) Evaluation, Monitoring and Status Reports for activities implemented. **Performance Indicators:** 1) 50 % reduction in student suspension at targeted schools by December 2018. 2) 50% reduction in number of incidents of student indiscipline at targeted schools by December 2018. 3) All targeted schools have an evidenced based Promoting School Discipline Plan (PDSP). 4) Number of schools with evidenced based School Discipline Plans.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Host public awareness and educational campaigns, which promote safety in schools. **Quality Education: Management Training** Provide in-service training in areas relevant to School Management (senior teaching staff, Vice-Principals, Principals) as follows ~ School-Based Management, Human Resource Management, Financial Management, Public and Teaching Service Regulations, Performance Appraisal, Alternative Dispute Resolution, Clinical Supervision;								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To provide effective governance and administration of the Education System; iii. To conduct research to inform policy development; **Goal 3: Provision of Quality Education at all Levels** iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Effective Governance and Administration: Sector Management** Rationalise the Sector **Effective Governance and Administration: Building a Research Agenda** The Ministry of Education, through its implementing body, will ensure that relevant labour-market studies are conducted. **Quality Education** Develop, implement and maintain a TVET plan that links all aspects of training and certification; Institute and implement a process of seamless transition for: ~ Student access to any Public/Private Service Provider Institution, ~ Student access from school to work, and ~ Student access from school to TVET Tertiary Level Institutions; **Quality Institutions and Programmes** Encourage more institutions to acquire accreditation status and facilitate capacity building in the development of local programmes.	**RESEARCH INITIATIVE 1 – ENTREPRENEURIAL LEARNING IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) / TVET MAPPING EXERCISE TO INFORM POLICY**	1) Research possible opportunities/activities that would enhance/drive the TVET sector and make policy recommendations.	**Baseline:** TBD. **Targets:** 1) Survey instrument developed. 2) Survey instruments administered. 3) Final report completed and approved. 4) Policy recommendations developed. **Performance Indicators:** 1) Number of survey instruments created. 2) Number of survey instruments issued. 3) Final report completed and approved. 4) Policy recommendations developed and approved.	**Risk:** 1) Staffing constraints. **Mitigating Strategy:** 1) Assign staff to the HESD function.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Formalise performance indicators (PI) for the higher education sector, inclusive of PIs at the programme and institutional levels such as graduations rate and industry uptake; as well as macro indicators of quality and performance, such as competitiveness, labour efficiency and entrepreneurial activity. **Quality Education: Curricula Planning and Development** Ensure that all TVET providers offer programmes that have an adequate mix of theory and practical training.								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020

Strategic Objectives:
 	
i. To provide effective management and administration of the education system;
 	
iii. To conduct research to inform policy development;
 	
Goal 3: Provision of Quality Education at all Levels
 	
iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;
	Effective Governance and Administration: Sector Management Rationalise the Sector
	
	Effective Governance and Administration: Building a Research Agenda The Ministry of Education, through its implementing body, will ensure that relevant labour-market studies are conducted.
		RESEARCH INITIATIVE 2 – CONDUCT LABOUR MARKET STUDIES AND TRACER STUDIES TO DETERMINE THE IMPACT OF TVET PROGRAMMES	1) Creating Skills Foresight Reports via qualitative data-collection methods.
			2) Creating Sector Surveys via quantitative data-collection methods.
			3) Conduct Tracer Studies to identify, measure, and determine the efficacy, marketability and impact of Technical and Vocational Education and Training (TVET) programmes.
				Baseline:
				2016/17:
				1) 6 Sector Surveys.
				2) 0 Skills Foresight.
				3) 0 Tracer Studies.
				
				Targets:
				1) Continued data collection and analysis for priority/identified sectors to develop Skills Foresight Reports (8):
				  i. Yachting Sub-Sector
				  ii. Renewable Energy
				  iii. Aviation Services
				  iv. Tourism & Hospitality.
				
				2) Continued data collection for Sector Surveys (4):
				  i. Automotive Services and Repair
				  ii. Tobago Labour Market
				  iii. Renewable Energy/ Energy Services.
				
				3) Completion of Tracer Studies (3) - incl. Tracer Study of CVQ in School Participants.
				
				Performance Indicators:
				1) Number of completed Skills Foresight Reports.
				2) Number of completed Sector Survey Reports.
				3) Number of Tracer Studies completed.
					Risks:
					1) Limited population and sample sizes.
					2) Low response rate/participation from public/private stakeholders during data collection.
					3) Continued human resource constraints.
					
					Mitigating Strategies:
					1) Active and ongoing sensitisation of TVET stakeholders on the benefits and value of these labour market research studies.
					2) Active dissemination of the results findings to ensure 'value added.'
					3) Utilisation of cross functional teams to mitigate HR needs.
						$500,000 TTD	✓
							
							2 foresight reports
							
							1 tracer study
								✓
								
								3 foresight reports
								
								2 sector surveys
								
								1 tracer study
									✓
									
									3 foresight reports
									
									2 sector surveys
									
									1 tracer study

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020

Strategic Objectives:
 	
iii. To conduct research to inform policy development;
	Relevance and Responsiveness
	Ensure that research, education and training respond to various and changing societal and environmental issues such as sustainable development, climate change, social cohesion.
	
	Strengthen linkages to industry partners to increase involvement in areas of policy direction, curriculum development and programme delivery.
	
	Integrate entrepreneurial education and training into current and future programmes and expand support facilities such as incubators, business development opportunities and
		RESEARCH INITIATIVE 3 – NATIONAL SURVEY OF INNOVATION IN THE FINANCIAL SERVICES SECTOR, 2017	1) Conduct survey to collect data on the:
			  i. types of innovative activities undertaken,
			  ii. reasons for undertaking innovation activities,
			  iii. obstacles/hindrances to innovative activities,
			  iv. impact of innovation on key performance indicators,
			  v. role of linkages for the acquisition of information and collaboration leading to innovation,
			  vi. role of technology in the innovation process; and
			  vii. role of government in the innovation process.
			2) Compile and print report on the findings of the survey (200 copies).
			3) Disseminate the results of the survey to all decision-makers and policies-makers
				Baseline:
				1) First national innovation study of this kind to be undertaken in the Financial Sector.
				
				Targets:
				1) Increase in data available on the innovative capacity in the financial sector.
				2) Increase in evidence-based decision making on innovation in the financial sector.
				3) Increase in programmes/policies to support innovation and development in the financial sector by policy-makers and companies in the financial sector.
				4) Increase in research base from which further studies can be undertaken.
				5) Increase visibility of T&T in regional and global databases of innovation.
					Risks:
					1) Lack of cooperation from companies, especially the large companies, in the sector.
					2) Lack of funds available to complete the survey
					
					Mitigating Strategies:
					1) Ensure a longer data collection period to allow time for interviewers to collect the data.
					2) Employ different data collection methods in the case of uncooperative firms.
					3) Ensure interviewers are well trained.
					4) E-books can be considered in the event that funds are
						$79,000 TTD	$54,000 (Data collection)	$25,000 (Printing of report)	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	mentorship programmes. **Research and Innovation** Incentivise institutions engaged in research responsive to national demands, including sustainable development practices, climate change and the promoting alternative and renewable energy. Disseminate research findings as appropriate to support utilitarian efforts and enhance the national appreciation for research.		to assist decision-makers in developing policies to create the environment and incentives to catalyse innovation in the sector. 4) Disseminate results of the study to UNESCO Institute for Statistics (UIS) and Network of Indicators of Science and Technology (RICYT) which are the global and regional bodies responsible for innovation statistics ensuring T&T visibility in the global realm.	**Performance Indicators:** 1) Number of reports printed and purchased/requested by stakeholders. 2) Number of policies/strategies developed using the results of the study - evidence-based decision making on innovation in the financial sector. 3) Number of programmes/policies to support innovation and development in the financial sector. 4) Number of citations and collaborations utilising the results of the study for further research. 5) Inclusion of T&T in UNESCO and RICYT databases of innovation indicators/studies.	not available to print the reports.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020

Strategic Objectives:
 	
i. To provide effective management and administration of the education system;
 	
iii. To conduct research to inform policy development;
	Cross Cutting Theme:
	
	Data and Research
	Develop fora for the systematic dissemination of data and research results;
	
	Relevance and Responsiveness
	Strengthen linkages to industry partners to increase involvement in areas of policy direction, curriculum development and programme delivery.
	
	Quality Institutions and Programmes
	Ensure that all quality assurance agencies adopt a greater role in data sharing and analytics to inform policy and decision making for the sector.
		RESEARCH INITIATIVE 4 – PROGRAMME: SCIENCE, TECHNOLOGY AND INNOVATION (STI) MAPPING AND PRIORITY SETTING
		
		PROJECTS:
		1) SECTORAL INNOVATION MAPPING (SIM) OF THE ANIMATION INDUSTRY IN TRINIDAD AND TOBAGO
		
		2) SECTORAL INNOVATION MAPPING OF THE ENERGY SERVICES SECTOR (ESS) OF TRINIDAD AND TOBAGO
		
		3) SECTORAL INNOVATION MAPPING (SIM) OF THE SOFTWARE AND WEB
			1) Promoting the drivers of innovation in the respective industries and sectors (Animation, Web Development, Tourism Industries and the Energy Services Sector).
			2) Strengthening the linkages that exist among actors in the industry.
			3) Building the capacity in the sector to utilise and adopt specialised technologies.
			4) Closing the gaps within the enabling environment that impede innovation.
				Baseline:
				Not applicable. These studies are ground-breaking, the first of its kind in Trinidad and Tobago and the wider English-speaking Caribbean.
				
				Targets:
				1) Sectoral Innovation Mapping (SIM) of the Animation Industry in Trinidad and Tobago:
				(a) Completion of the Animation:
				  i. SIM Report;
				  ii. Industry Stakeholder Feedback Report;
				  iii. SIM Mapping Diagram; and
				  iv. SIM Action Plan.
				2) Sectoral Innovation Mapping of the Energy Services Sector (ESS) of Trinidad and Tobago
				a) Completion of the ESS:
				  i. Sectoral Innovation Mapping Diagram;
				  ii. SIM Report;
				  iii. Stakeholder Feedback Report; and
				  iv. Action Plan for the ESS.
				3) Sectoral Innovation Mapping (SIM) of the Software and Web Development Industry in Trinidad and Tobago
					Risks:
					1) Uncertainty of PSIP funding.
					2) Change of government.
					3) Unavailability of Stakeholders for One-on-One Interviews.
					
					Mitigating Strategies:
					1) Given the limited funding available, restructuring of the suite of activities pertinent to the project may be required, without compromising the quality of the research work conducted.
					2) Where stakeholders were unavailable for one-on-one interviews, online engagement with key personnel as well as networking at industry events were alternative strategies employed to
							1) $5,526.00 (for publication)
							
							2) $8,535 (for publication)
							
							3) $7,820.00 (for publication)
								1) 100% as at February 5 2018
								
								2) 95% as at February 28, 2018
								
								3) 92% as at February 28, 2018
								
								4) 5% as at February 28, 2018
									4) $142,200 for all action items to be delivered

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Research and Innovation Facilitate the nexus between academia and industry to transform research into commercial opportunities and products. Ensure institutions focus on areas where they have a comparative advantage or use the network to collaborate with other institutions to conduct joint research projects in order to share expertise and other resources. Disseminate research findings as appropriate to support utilitarian efforts and enhance the national appreciation for research**.**	**DEVELOPMENT INDUSTRY IN TRINIDAD AND TOBAGO** **4) SECTORAL INNOVATION MAPPING OF THE TOURISM INDUSTRY OF TRINIDAD AND TOBAGO**		a) Completion of the Software and Web Development: i. SIM Report; ii. Stakeholder Feedback Report; iii. SIM Mapping Diagram; and iv. SIM Action Plan. 4) Sectoral Innovation Mapping of the Tourism Industry of Trinidad and Tobago a) Launch of the Findings of the SIM of the Tourism Industry; b) Completion of the: i. Sectoral Innovation Mapping of the Tourism Industry; ii. Tourism SIM Report; iii. Stakeholder Feedback Report; and iv. Action Plan for the Tourism Sector. **Performance Indicators:** 1) Sectoral Innovation Mapping (SIM) of the Animation Industry in Trinidad and Tobago: i. Completion of the targeted deliverables and submission to the NIHERST Board of Governors by February 5th 2018. 2) Sectoral Innovation Mapping of the Energy Services Sector (ESS) of Trinidad and Tobago	effectively collect primary data.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
				i. Completion of the targeted deliverables and submission to the NIHERST Board of Governors by April 30th, 2018. 3) Sectoral Innovation Mapping (SIM) of the Software and Web Development Industry in Trinidad and Tobago i. Completion of the targeted deliverables and submission to the NIHERST Board of Governors by June 1st 2018. 4) Sectoral Innovation Mapping of the Tourism Industry of Trinidad and Tobago i. Submission of the SIM Report and Stakeholder Feedback Report to the NIHERST Board of Governors by 30, September 2019. A list of performance indicators is to be developed for this sector.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
GOAL 2: ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS									
Strategic Objective: iii. To provide a safe, secure and conducive learning environment;	**Quality Education: Promotion of Discipline** Ensure adequate supervision of students in order to facilitate promotion of discipline in schools; Ensure the provision of pre-service and in-service training for teachers on fostering discipline; Finalise and implement the Discipline Promotion Plan, which is a holistic, evidence-based programme aimed at eliminating factors inimical to discipline, and promoting positive behaviour. This programme also incorporates: ~ The encouragement of positive, mutually respectful relationships between students and teachers, and ~ Communication and sensitisation strategies aimed at changing the mind-set and behaviour of students, teachers, and parents in order to foster discipline and promote positive behaviour;	**IMPLEMENTATION OF AN INTITIATIVE TO PROMOTE STUDENT DISCIPLINE**	1) Build capacity of relevant personnel. 2) Develop the Promoting Discipline School Manual. 3) All schools develop and implement a Promoting Discipline School Plan (PDSP).	**Baseline:** 1) Student suspension data 2016/2017. 2) Incidence of student indiscipline 2016/2017. **Targets:** 1) Reduced number of incidents of student indiscipline December 2017. 2) All schools have evidenced based PDSP. 3) A safe, secure and conducive learning environment provided at all schools. **Performance Indicators:** 1) 50 % reduction in student suspension at each Education District by December 2018 and continued in years 2019 and 2020. 2) 50% reduction in number of incidents of student indiscipline at each Education District by December 2018 and continued in years 2019 and 2020.	**Risk:** 1) Financial constraints. **Mitigating Strategy:** 1) Utilise in-house resources.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Quality Education: School Environment Ensure safe and inclusive learning environments at all schools; Engage in research to ascertain the best practices which can be utilised to promote discipline; Engage stakeholders and establish stronger partnerships and joint initiatives with all relevant stakeholders to develop and implement appropriate policies, programmes and projects to reduce indiscipline and promote discipline in schools Host public awareness and educational campaigns, which promote safety in schools.								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To provide a safe, secure and conducive learning environment;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; **Access to Educational Opportunities by All: Infrastructure** Ensure the replacement of dilapidated schools in keeping with a set schedule; Reaffirm the use of the Architects' and Users' Brief to guide all school construction and repair work; Ensure the use of demographic data in scheduling whole school and block construction to meet district needs; Provide appropriate access to persons with disabilities at the	**MOE SCHOOL CONSTRUCTION PROGRAMME**	1) Internal and external Stakeholder engagement. 2) Ensure designs meet the needs of learning environments. 3) Provide oversight of Education Facilities Company Limited (EFCL) managed projects.	**Baseline:** **ECCEC** Number of construction contracts suspended – 17 Number of construction contracts terminated – 14 Number of new schools awaiting utility connection – 3 Number of schools on close out stage – 3 Number of schools where no progress is being made – 3 Number of schools awaiting approvals - 2 Number in design phase – 1 Number schools with legal issues- 1 **Primary** Number of construction contracts terminated – 10 Number of schools where works were slowed down – 2 Number of schools awaiting statutory approvals – 4 Number of schools with construction on hold – 1 Number in progress – 1	**Risks:** 1) Availability of funding. 2) Staffing constraints. **Mitigating Strategy:** 1) Construction to be completed on a phased/priority basis.	Costs will vary based on decisions taken, timeliness of interventions and prevailing construction costs.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Education District level in the first instance, and thereafter, to all new schools under construction.			**Secondary** Number of construction contracts terminated – 14 Number of schools under construction – 1 Number of contracts executed – 1 Number of schools with construction works suspended – 4 Number of schools with construction on hold – 3 **Target:** Completion of the following: *ECCE Construction Projects* 1. Egypt Oasis Government* 2. Marabella Government* 3. Wallerfield Government* 4. Springvale SDMS* 5. Belle Vue (Long Circular)* 6. La Pastora Government** * Priority project ** No Cabinet Approval to Date *Primary School Construction Projects* 1. Moruga Anglican* 2. Belmont Boys Roman Catholic* 3. Chatham Government* 4. Lower Morvant Government* 5. Siparia/Union Presbyterian*					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
				6. Santa Flora Government* 7. San Juan Boys and Girls Government* 8. Piccadilly Government* 9. Ramai Trace SDMS* 10. Malabar Government* *Secondary School Construction Projects:* 1. Hillview College* 2. Arima Central Secondary* 3. Holy Cross College 4. Carapichaima West* **Performance Indicator:** 1) Number of Schools completed.					
Strategic Objective: ii. To meet the needs of the full spectrum of leaners;	**Cross Cutting Theme:** **Data and Research** Develop fora for the systematic dissemination of data and research results; **Quality Education: Curricula** Align the curricula to reflect the changing environments of our nation, as well as to increase students'	**TVET/CVQ EXPANSION**	1) Ongoing implementation, monitoring, support and reporting. 2) Develop and communicate a plan for the way forward for CVQ & TVET students after CSEC & CVQ L1 programmes.	**Baseline:** 1) 81 schools pursuing CVQ with 732 teachers. **Targets:** 1) Increase number of secondary schools conducting CVQ to 88. 2) Increase full CVQ Level 1 Awards and CSEC Technical Subject passes by 15%. 3) Increase number of TVET teachers recruited through use of innovative measures.	**Risks:** 1) Availability of funding. 2) Insufficient number of teachers. **Mitigating Strategies:** 1) Use of recently retired TVET teachers to fill vacancies. 2) Engage in discussions with stakeholders on the	Average yearly cost ($185,000 x 4 quarters) Total = $730,000 TTD	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	labour-market/workforce readiness; Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes; Continue to include the concepts of innovation and entrepreneurship in the curricula, teacher-training models as well as school activities; and Create and sustain awareness and interest in the subject areas pertaining to science, technology, and research and development (R&D) through curricula content and delivery. **Quality Education** Develop, implement and maintain a TVET plan that links all aspects of training and certification; Institute and implement a process of seamless transition for: ~ Student access to any Public/Private Service Provider Institution, ~ Student access from school to work, and			**Performance Indicators:** 1) Number of secondary schools offering CVQ. 2) Number of trained teachers to facilitate the TVET curriculum. 3) Number of full CVQ Level 1 Awards and CSEC Technical Subject passes.	issue of training for persons to teach TVET subjects or to access qualified TVET persons to fill vacancies (The Colombian Embassy, The Caribbean Development Bank, YTEPP).				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	~ Student access from school to TVET Tertiary Level Institutions; **Quality Education: Public Awareness Campaign** Promote and market TVET: ~As a first option; ~As an alternative; ~As a natural choice; and ~As training for vulnerable groups. **Quality Education: Teacher Training** The Ministry of Education, through its implementing body, will promote TVET as a viable teaching career and provide Teacher Training opportunities from Level 1 to 4.								
Strategic Objective: i. To provide adequate funding and financial support to students to facilitate access to education;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; Consideration will be given to alternate funding arrangements and medium and long term self-financing mechanisms such as the Education Savings Plan for cost-sharing, which will allow the cost of	**HIGHER EDUCATION LOAN PROGRAMME (HELP)**	1) Provide adequate funding and financial support to students to facilitate access to education.	**Baseline:** 1) 896 loans accessed by students 2016/17 ($20,295,193). 2) $10,000,000 TTD approved for 2017/2018. **Targets:** 1) Increase number of loans being accessed by deserving students by 20%. 2) Increase in the number of Post Graduate level Loans. **Performance Indicator:** 1) Number of loans being accessed by students at the various tertiary levels.	**Risks:** 1) Staffing constraints. 2) Availability of funding. **Mitigating Strategy:** 1) Review of eligibility criteria for accessing loans.	Estimate: $34,000,000 TTD over 3 years	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	tertiary education to be shared between the state and students. Funding mechanisms must target strategic and measureable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive Monitoring and Evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment								
Strategic Objective: i. To provide adequate funding and financial support to students to facilitate access to education;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; Consideration will be given to alternate funding arrangements and medium and long term self-financing mechanisms such as the Education Savings Plan for cost-sharing, which will allow the cost of tertiary education to be shared between the state and students The Ministry will review all GATE funded	**GOVERNMENT ASSISTANCE FOR TUITION EXPENSES PROGRAMME (GATE)**	1) Provide adequate funding and financial support to students to facilitate access to education. 2) To widen access to tertiary education that would support economic development and promote social equity.	**Baseline:** 1) 2015/2016 a total of 42,444 students accessing GATE. 2) 2016/2017 a total of 29,492 students accessing GATE. **Target:** 1) Ensure that funding is targeted towards priority areas of study identified by GORTT. **Performance Indicators:** 1) 30% of the funding is targeted towards priority areas of study identified by GORTT. 2) 20% reduction in GATE claims.	**Risks:** 1) Staffing constraints. 2) Availability of funding. **Mitigating Strategy:** 1) Review of eligibility criteria for accessing GATE.	$434,300,000 TTD	✔	✔	✔

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	programmes to ensure alignment to socio-economic and labour market priority areas. The Ministry supports opportunities for a region-wide tertiary education experience. As such, funding will continue to be provided for programmes offered at regional campuses at a value equivalent to local tuition fees. Funding mechanisms must target strategic and measureable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive Monitoring and Evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment.								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To provide adequate funding and financial support to students to facilitate access to education;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; Consideration will be given to alternate funding arrangements and medium and long term self-financing mechanisms such as the Education Savings Plan for cost-sharing, which will allow the cost of tertiary education to be shared between the state and students. The Ministry supports opportunities for a region-wide tertiary education experience. As such, funding will continue to be provided for programmes offered at regional campuses at a value equivalent to local tuition fees.	**MANAGEMENT AND ADMINISTRATION OF NATIONAL SCHOLARSHIPS**	1) Registration and execution of scholarship agreements. 2) Development and implementation of a comprehensive communication strategy for monitoring purposes, using the Scholarships and Advanced Training Information System (SATIS). 3) Identification of scholarship breaches and initiation of appropriate actions.	**Baseline:** 1) Approval of the Award of 382 National scholarships based on the results of CAPE Examinations 2017 (CM # 1960 dated October 26, 2017) as well as administration of deferred awards of: • 186 CAPE Scholarships 2016 (CM #1597 dated October 13, 2016); • 2 CAPE Scholarships 2015 Scholars (CM # 98 2nd session dated October 15 2015); • 17 Postgraduate Scholarships (CM # 1592 dated October 13 2016) recipients who deferred for 2017. 2) The following were collected from scholars in Breach: Fiscal year 2017 - $8,131,067.09 Fiscal year 2016 - $7,232,027.64 **Target:** 1) The efficient and effective management of the National Scholarship Programme. 2) Improvement in communication to scholars and parents.	**Risks:** 1) Staffing constraints. 2) Availability of Funding. **Mitigating Strategies:** 1) Request On the Job Trainees and Associate Professionals to assist in the workload. 2) Internal cross training to ensure knowledge sharing and work continuity.	$154,790,000 TTD	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Funding mechanisms must target strategic and measureable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive Monitoring and Evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment.			**Performance Indicators:** 1) Execution of Contracts within one (1) month of receipt of all Required Documents. 2) Decrease in the number of complaints pertaining to the scholarship registration/application process. 3) Execution of 100% of Scholarship Agreements for scholars interested in immediately accepting the scholarship. 4) 100% of scholarship records completely updated. 5) Increase in the accuracy of data relating the academic status of scholars. 6) Reduction in the number of incidences of payment errors (overpayments or omissions). 7) Decrease in the number of release cases. 8) Increase in the number of scholars absorbed by employers. 9) Increased recoveries and debt collection.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To provide adequate funding and financial support to students to facilitate access to education;	**Cross Cutting Theme:** **Effective Management: Stakeholder engagement** Facilitate private sector engagement in support of the needs of the education system;	**INSTITUTION OF A STUDENT DEBIT CARD SYSTEM FOR NATIONAL SCHOLARS**	1) Procurement of card services to facilitate access to foreign currency by scholars in accordance with approved Government procurement processes.	**Baseline:** 1) Informal arrangement with the Unit Trust Corporation (UTC) to facilitate students for 2017/2018. **Target:** 1) Contracted service in place for next fiscal year with selected tenderer. **Performance Indicators:** 1) Execute contract with the current provider of card services, the Unit Trust Corporation for one (1) year on terms and rates approved by the Cabinet. 2) Procure card services provider in accordance with approved Government procurement processes. 3) 100% accuracy in forwarding the required amounts to the service provider in a timely and accurate manner.	**Risk:** 1) Inability of card services provider to access adequate amounts of foreign exchange due to the high national demand for foreign currency. **Mitigating Strategies:** 1) Special access to purchase of foreign currency by contracted provider. 2) Increase in fees for the use of the services.	TBD	✓		

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: ii. To meet the needs of the full spectrum of leaners; **Goal 1: Effective Governance And Administration Of The Education System** iii. To conduct research to inform policy development;	**Sector Financing** The Ministry will review all GATE funded programmes to ensure alignment to socio-economic and labour market priority areas. The Ministry supports opportunities for a region-wide tertiary education experience. As such, funding will continue to be provided for programmes offered at regional campuses at a value equivalent to local tuition fees. Funding mechanisms must target strategic and measureable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive Monitoring and Evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment.	**CONDUCT NEEDS ASSESSMENT OF ADULT LEARNERS TO INFORM POLICY**	1) A survey that will target adult learners in the public sector who have not accessed GATE.	**Baseline:** TBD. **Targets:** 1) Survey instruments developed. 2) Survey instruments administered. 3) Final report completed and approved. 4) Policy recommendations developed. **Performance Indicators:** 1) Number of survey instruments developed. 2) Number of survey instruments administered. 3) Final report completed and approved. 4) Policy recommendations developed and approved.	**Risk:** 1) Staffing constraints. **Mitigating Strategy:** 1) Assign staff to the HESD function.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: ii. To meet the needs of the full spectrum of leaners; **Goal 3: Provision of Quality Education at all Levels** iv. To ensure quality teaching for every student;	**Curriculum Service Delivery: Screening** The Ministry of Education will partner with relevant agencies to facilitate the implementation of an early screening system for ECCE learners.	**IMPLEMENTATION OF A SCREENING PROGRAMME FOR CHILDREN ENTERING PUBLIC ECCE CENTRES**	1) Develop an early identification preschool screening programme. 2) Provide direct early intervention services with parents/families to prevent, remove or reduce challenges impeding optimum child development.	**Baseline:** 1) No screening programme currently exists. **Targets:** 1) Screening programme developed and approved. 2) 100% implementation of screening programme. **Performance Indicator:** 1) Percentage of students screened.	**Risk:** 1) Staffing constraints. **Mitigating Strategy:** 1) Referrals to external agencies.	Costs will be absorbed under the MOE's and Ministry of Health's allocation for Divisions/Units of the Ministry.	✓	✓	✓
Strategic Objectives: ii. To meet the needs of the full spectrum of leaners; **Goal 3: Quality Education Provided at all Levels** iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to	**Relevance and Responsiveness** Engage producers of Labour Market Information (LMI) to formalise data collection, data sharing and research arrangements, towards the development of data-driven education policies and reform initiatives and inform programme offerings. Strengthen linkages to industry partners to increase involvement in	**RETRAINING PROGRAMME FOR THE UNEMPLOYED/ UNDEREMPLOYED, RETRENCHED OR DISPLACED WORKERS**	1) Recruit Training Providers to deliver the Training, who also provide the Venue as well as Tools, Equipment and Materials to deliver the Training. 2) Provide Training Facility at Waterloo for training in some specialised areas. 3) Provision of Curricula and direction for the training. 4) Provision of pre-cycle and in-cycle Training. 5) Implement a Quality Management System (QMS) with effective monitoring and control to assure the quality of the programme delivery.	**Baseline:** 1) Approximately 15,000 persons trained in over 65 skill areas over the last 17 years. 2) Graduation rate of 83% 3) 2010 Tracer Study conducted by Kairi Consultants Ltd. revealed: i. 73% of the graduates joined the labour force. This included: • 41% of the graduates working for an employer • 24% self-employed • 8% working for an employer and self-employed at the same time. ii. 20% of the graduates were unemployed at the time of the survey[47]	**Risks:** 1) Lack of adequate funding. 2) Input costs continue to rise with changes in technology and need to remain up-to-date. 3) Advances in technology (use of Internet, communications and Information Technology) has had significant impact on industries and the work force vis-a-vis rate of obsolescence of equipment and	16M TTD	✓ 700 Beneficiaries	✓ 700 Beneficiaries	✓ 700 Beneficiaries

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[47] This includes: 16% unemployed and searching for work; 4 % unemployed but not searching; 5% of the graduates are involved in further education and training.

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
sustainable national development goals;	areas of policy direction, curriculum development and programme delivery. Promote and expand the integration of a work-based component across programmes, through avenues such as internships, apprenticeships and dual systems for programme delivery. Integrate entrepreneurial education and training into current and future programmes and expand support facilities such as incubators, business development opportunities and mentorship programmes. Support institutions in the review and expansion of reskilling, retooling and professional development programmes.		6) Provide Life Skills Training.	iii. 67.2% were employed by the end of three (3) months after completing training; 7.4% found employment while in training; however 6.9% were unemployed one (1) year after training. 10.9% did not find a job. iv. Graduates found employment in a wide array of firms and enterprises; 67.8% in the private sector and 32.2% in the public sector.[48] v. 55.9% of the Retraining graduates who were employed received a salary of greater than $3,000.00 per month while 72.2% received a salary greater than $2,000.00 per month. 4.2% of the graduates received a salary of over $10,000.00 per month. **Targets:** 1) 80% graduates per cycle. 2) 60% of graduates employed/self-employed or receiving further relevant training within a year of graduating from the programme. 3) 80% of persons enrolled achieving Unit Awards and/or full	processes, affecting the way business is done. Training Providers may not be up to date with Technology. 4) Technology has reduced the number of bodies required in the workforce – less jobs available. **Mitigating Strategies:** 1) Establish private public partnerships for the delivery of work-based training within industry in order to lower the capital investment for the training and provide more authentic learning experiences. 2) Design and implement entrepreneurial model of training with products sold for revenue generation to offset the cost of training.				

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[48] Just over half of the graduates were monthly paid employees, while fewer than 25% were weekly paid. 45.2% worked in establishments employing less than 25 employees while 24% were in operations with five or less employees.

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Inclusiveness and Lifelong Learning Investigate the characteristics of the underserved groups throughout Trinidad and Tobago, and develop and implement appropriate interventions to improve their access to higher education opportunities. Incentivise institutions to provide adequate support mechanisms and facilities to treat with underserved groups such as the differently abled and those with learning disabilities. Establish a national campaign to promote continuous development and foster a culture of lifelong learning within the citizenry of Trinidad and Tobago.			TTNVQs or CVQs in courses assessed through the TTNVQ/CVQ System. 4) 80% of trainees displaying appropriate attitude and behaviours, to enhance their ability to interact successfully in the workplace and wider community. **Performance Indicators:** 1) Enrolment numbers and percentage of trainees completing /graduating (based on 80% attendance rate and competence demonstrated through the attainment of TTNVQs, CVQs or Unit Awards (awarded by NTA). 2) Percentage of trainees employed or self-employed or engaged in further training (at a higher level or complementary) within the 12 months of the completion of the Cycle. 3) Number of persons deemed competent as demonstrated by the number of persons receiving unit awards or full TTNVQ/CVQ. 4) Changes in attitude and behaviour in trainees enrolled in the Programme as recorded by trainers in attitudinal assessment forms.	3) Entrepreneurship as a viable opportunity to contribute to economic development. 4) Contribute to programme sustainability by designing and implementing short-courses, driven by industry demand.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives ii. To meet the needs of the full spectrum of leaners; **Goal 3: Quality Education Provided at all Levels** iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Relevance and Responsiveness** Engage producers of Labour Market Information (LMI) to formalise data collection, data sharing and research arrangements, towards the development of data-driven education policies and reform initiatives and inform programme offerings. Strengthen linkages to industry partners to increase involvement in areas of policy direction, curriculum development and programme delivery. Promote and expand the integration of a work-based component across programmes, through avenues such as internships, apprenticeships and dual systems for programme	**REDUCTION OF RECIDIVISM THROUGH TRAINING AND RETRAINING OF INMATES**	1) Deliver vocational skills training programme in demand-led occupational areas using a competency – based approach and leading to Caribbean Vocational Qualification (CVQ) certification offered by the National Training Agency. 2) Equip inmates with appropriate strategies, work-habits and attitudes necessary for earning a legitimate living, through meaningful employment and self-employment, once released. 3) Design and deliver a life skills programme aimed at providing inmates with strategies for establishing and sustaining a positive lifestyle and preparing them for the transition from incarceration to civil society. 4) Provide a Curricula and direction for the training. 5) Provide pre-cycle and in-cycle Training for the Instructors and Facilitators. 6) Implement a Quality Management System (QMS)	**Baseline:** 1) The rate of recidivism of male committals, in Trinidad and Tobago, for the period 1993 to 2003 varied between 60.49% and 70.27% whilst for females it fluctuated between 11.72% and 33.34%. 2) Approximately 1,400 (across 4 prison institutions) beneficiaries trained in over 16 skill areas over the last 11 years. 3) Average Graduation rate of 90%. **Targets:** 1) 90 % graduates per cycle completing/graduating and attaining Full CVQ/T TTNVQ certificates or Unit Awards. 2) 50% of graduates obtain employment or self-employment opportunities, or may pursue further training and education within one year of receiving training. 3) 80% of trainees successfully re-integrated into society as evidenced by their display of appropriate behaviours usually or always.	**Risks:** 1) Lack of funding. 2) Ex-inmates not having access to accommodation, jobs and family support which results in re-offending and recidivism. 3) Societal stigma attached to hiring of persons with criminal record. **Mitigation Strategies:** 1) Establish public/ private partnerships. 2) Establish prison industry – revenue generation from products of training to re-invest in programme for self-sustainability. 3) Creation of strategic alliances with other key social sector stakeholders e.g. Social Welfare Division who would	$3.5 Million TTD per year	✓ 160 Beneficiaries	✓ 160 Beneficiaries	✓ 160 Beneficiaries

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	delivery. Integrate entrepreneurial education and training into current and future programmes and expand support facilities such as incubators, business development opportunities and mentorship programmes. Support institutions in the review and expansion of reskilling, retooling and professional development programmes. **Inclusiveness and Lifelong Learning** Incentivise institutions to provide adequate support mechanisms and facilities to treat with underserved groups such as the differently abled and those with learning disabilities. Establish a national campaign to promote continuous development and foster a culture of lifelong learning within the citizenry of Trinidad and Tobago.		with effective monitoring and control to assure the quality of the programme delivery. 7) Network with NGOs and Social sector agencies to assist trainees in re-integration post release from prison.	4) 80% of trainees displaying appropriate behaviours usually or always by the end of the cycle as evidenced by a reduction in infractions committed and observations recorded by trainers and prison officers. 5) Less than 20 % percentage of ex-inmates (who participated in the programme), returning to prison due to re-offending within 2 years of release from prison. **Performance Indicators:** 1) Percentage of trainees completing /graduating (based on 80% attendance rate and competence demonstrated through the attainment of TTNVQs, CVQs or Unit Awards (awarded by NTA). 2) Percentage of trainees employed or self-employed or engaged in further training (at a higher level or complementary) within the 12 months of the completion of the Cycle. 3) Changes in attitude and behaviour in inmates enrolled in the Programme as evidenced by a reduction in infractions committed and observations recorded by trainers and prison officers. 4) % of ex-inmates successfully re-integrated into society. 5) Percentage of ex-inmates (who participated in the programme), due to re-offending within 2 years of release from prison.	continue to assist ex-inmate in accessing jobs, accommodation and counselling services post-release. 4) Continued interaction of Guidance Counsellor with ex-inmate and family member up to 6 months post-release from prison. 5) Allowance ($25 per day) during engagement in programme paid to ex-inmate upon release to assist them with post-release challenges. 6) Education campaign about the programme and its impact on transforming lives. 7) Establish partnership with relevant state entities and companies/employers, to facilitate graduate employment opportunities. 8) Assist graduates with completing business plans and accessing funding from institutions such as NEDCO in order to establish their own businesses.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
GOAL 3: PROVISION OF QUALITY EDUCATION AT ALL LEVELS									
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; ii. To ensure continuous teacher training and professional development; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services; **Goal 2: Access to Educational Opportunities by all Learners**	**Cross Cutting Theme:** **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders; Seek innovative ways to engage stakeholders including the use of ICT; **Data and Research** Develop fora for the systematic dissemination of data and research results; **Quality Education: Curriculum Service Delivery** Develop and implement targeting systems to ensure support is	**IMPLEMENTATION OF NATIONAL LITERACY PLAN**	1) Monitoring and support for curriculum implementation & use of strategies demonstrated during training sessions (Primary & Secondary schools). 2) Training of administrators and teachers in Literacy Leadership and instructional practices. 3) Revision of Literacy Standards - primary school. 4) Engagement of Literacy stakeholders for literacy advancement. 5) Engagement of tertiary education providers to meet the needs of the MOE.	**Baseline:** 1) Performance Data (2013-2017): National Test, SEA, NCSE and CSEC. **Targets:** 1) Improved student scores at National Test, SEA, NCSE and CSEC. 2) Literacy initiative pilot programme implemented in 52 primary schools and 51 secondary schools. 3) 90% of primary schools implementing a literacy intervention programme. 4) 90% of secondary schools implementing a programme for transition from primary to secondary school. 5) 90% of administrators and teachers of participating schools trained in literacy instructional and assessment practices. **Performance Indicators:** 1) Number of targeted primary & secondary schools implementing literacy initiative.	**Risks:** 1) Availability of funding. 2) Staff buy-in. **Mitigating Strategy:** 1) Adequate training and sensitisation of staff.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
ii. To meet the needs of the full spectrum of leaners;	provided where it is needed; **Quality Education: Curricula** Engage Stakeholders in dialogue on areas such as: ~ an alternate curricula in secondary schools for students who entered the system with a Secondary Entrance Examination score of less than 30%, and ~ the number of CXC subjects' to be pursued for those students; Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes; **Quality Education: Curriculum Service Deliver** Conduct research into the factors influencing student drop-out/retention; Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and			2) Percentage of primary schools implementing a literacy intervention programme. 3) Percentage of targeted secondary schools implementing a programme for transition from primary to secondary school. 4) Percentage of students demonstrating improvement in literacy skills. 5) Percentage of administrators and teachers of participating schools trained in literacy leadership and instructional practices. 6) A policy document with guidelines (Literacy Standards) developed.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Continue to provide remedial programmes, counselling and extra-curricular activities to students.								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; ii. To ensure continuous teacher training and professional development; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services; **Goal 2: Access to Educational Opportunities by all Learners**	**Cross Cutting Theme:** **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders Seek innovative ways to engage stakeholders including the use of ICT; **Data and Research** Develop fora for the systematic dissemination of data and research results; **Quality Education: Curriculum Service Delivery** Develop and implement targeting systems to ensure support is provided where it is needed;	**IMPLEMENTATION OF NATIONAL NUMERACY PLAN (2016-2019)**	1) Support for schools and Districts in Numeracy Development. 2) Establishment of Professional Learning Communities (inclusive of an online platform). 3) Provision of continuous training to improve teacher classroom practice. 4) Engagement of stakeholders in District numeracy activities. 5) Preparation of further instructional materials for numeracy support. 6) Establishment of Numeracy Standards. 7) Monitoring to determine levels of implementation.	**Baseline:** 1) Performance Data (2013-2017): National Test, SEA, NCSE. CSEC. 2) Results of Mathematics diagnostic test - administered to Form One students in September 2017 (and continuing). **Targets:** 1) Percentage of teachers trained. 2) Percentage of primary and lower secondary students with an improvement in numeracy levels. 3) Number of Numeracy Leads established at primary and lower secondary schools. 4) Percentage of teachers with improved quality of classroom practice in Numeracy. 5) Sustained application of numeracy skills across all subject curricula. 6) Number of stakeholders with sustained support for Numeracy. 7) Improvement in Numeracy levels in all schools targeted. 8) Improved student scores at SEA 2018, 2019 & 2020. 9) Decrease in number of students entering Form One with SEA scores < 50%.10) Improvement in	**Risks:** 1) Availability of funding. 2) Staff buy-in. **Mitigating Strategies:** 1) Adequate training and sensitisation of staff.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
ii. To meet the needs of the full spectrum of leaners;	**Quality Education: Curricula** Engage Stakeholders in dialogue on areas such as: ~ an alternate curricula in secondary schools for students who entered the system with a Secondary Entrance Examination score of less than 30%, and ~ the number of CXC subjects' to be pursued for those students; **Quality Education: Curriculum Service Delivery** Conduct research into the factors influencing student drop-out/retention; Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and Continue to provide remedial programmes, counselling and extra-curricular activities to students.			Numeracy levels of primary schools determined by National Test (Student Monitoring System). 11) Improvement in Numeracy levels determined by NCSE Mathematics examination results. **Performance Indicators:** 1) Numeracy Standards established. 2) Number of teachers trained. 3) Number/Percentage of targeted primary and lower secondary students with an improvement in numeracy levels. 4) Number of Numeracy Leads established at primary and lower secondary schools. 5) Percentage of teachers with improved quality of classroom practice in Numeracy. 6) Number of stakeholders with sustained support for Numeracy. 7) Improved student scores at SEA 2018, 2019 & 2020. 8) Decrease in number of students entering Form One with SEA Mathematics scores < 50%. 9) Improvement in Numeracy levels of primary schools determined by National Test (Student Monitoring System). 10) Improvement in Numeracy levels determined by NCSE Mathematics examination results.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services;	**Cross Cutting Theme:** **Effective Management: Stakeholder Engagement** Make education resources available to stakeholders via the MOE website **Quality Education: Curricula** Design, develop, implement, monitor, evaluate and review the Secondary School Curricula, ensuring that they are relevant and appropriate to the needs and interests of our developing nation; Engage Stakeholders in dialogue on areas such as: ~ an alternate curricula in secondary schools for students who entered the system with a Secondary Entrance Examination score of less than 30%, and ~ the number of CXC subjects' to be pursued for those students; Develop and implement robust and consistent curricular standards across all subject areas including standard-aligned instructional materials which will assist in ensuring that every student is able to	**IMPLEMENTATION OF REVISED LOWER SECONDARY CURRICULUM**	1) Implementation of the new lower secondary curricula. 2) Sensitisation/training of key education stakeholders on completed documents. 3) Quality assurance mechanism is implemented. 4) Monitoring and review of revised lower secondary curriculum.	**Baseline:** 1) Existing Lower Secondary Curriculum in nine (9) core subjects. **Target:** 1) Full implementation of revised lower secondary curriculum in core subjects at all secondary schools. **Performance Indicator:** 1) Number of secondary schools utilising new curriculum.	**Risks:** 1) Staffing constraints. 2) Funding constraints. **Mitigating Strategies:** 1) Communicate with HRMD and Teaching Service Commission. 2) Utilise in-house resources to reduce expected cost.	Cost proposed per fiscal year $50,000 TTD.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	develop a baseline level of skills; Align the curricula to reflect the changing environments of our nation, as well as to increase students' labour-market/workforce readiness; Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes;								

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							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals	**Cross Cutting Theme:** **Effective Management: Stakeholder Engagement** Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders **Quality Education: Curriculum Service Delivery** Develop and implement targeting systems to ensure support is provided where it is needed; **Quality Education: Curricula** Develop and implement robust and consistent curricular standards across all subject areas including standard-aligned instructional materials which will assist in ensuring that	**IMPLEMENTATION OF THE INITIATIVE-PENMANSHIP WITH A PURPOSE: "HANDWRITING MATTERS WRITE FROM THE START"**	1) Strengthen teachers' instructional methodologies in writing and penmanship. 2) Improve students' penmanship (mechanics and expression) through a cross-curricular approach to writing. 3) Promote a higher standard of penmanship across content areas using benchmarks. 4) Launch teacher training Phase I, II, and III.	**Baseline:** 1) 90% of surveyed teachers indicated no formal training in handwriting instruction or methodology. 2) 15% schools did not teach handwriting at any level. 95% of schools completed handwriting instruction at the end of second year. 94% of schools did not have one consistent pattern in use. 0% had a school handwriting policy to guide school development and student achievement. **Target:** 1) Full implementation at all levels in all schools by (July) 2019. **Performance Indicators:** 1) One standard pattern in use by all schools. 2) 100% implementation of Handwriting Policy. 3) Increased applied teacher skills and pedagogy in penmanship instructional methodologies. 4) Percentage utilisation of classroom guides and benchmarks to guide students' penmanship development and instruction.	**Risk:** 1) Staffing constraints. **Mitigating Strategies:** 1) Penmanship Steering Committee established inclusive of SSMD. 2) Inclusion of Penmanship in Primary Clinical supervision.	Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	

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							2017-2018	2018-2019	2019-2020
	every student is able to develop a baseline level of skills; **Quality Education: Teacher Education and Development** Facilitate the conduct of research into the quality of teacher-preparation programmes; As part of the pre-service training for new and beginning teachers entering the education system, ensure that teachers receive: ~ Prerequisite training in pedagogy, and ~ In-service certificate-level training in rudimentary pedagogy;								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; ii. To ensure continuous teacher training and professional development; iv. To ensure quality teaching for every student; v. To provide educational support services necessary to facilitate access to teaching and learning services; **Goal 2: Access to Educational Opportunities by all Learners** ii. To meet the needs of the full spectrum of leaners;	**Access to Educational Opportunities by All** Ensure teachers are trained to identify and meet the needs of the range of physical and intellectual abilities from special needs to gifted students; Continue to facilitate diagnostic testing at the Primary level to ensure that students receive requisite, prompt remedial interventions; Develop and institute special provisions for students with special education needs to facilitate the evaluation and assessment process. **Quality Education: School Environment** Ensure safe and inclusive learning environments at all schools;	**IMPLEMENTATION OF AN ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) PROGRAMME IN SCHOOLS IN TRINIDAD AND TOBAGO**	1) Develop a long term strategy for provision of ongoing professional support for Students with ADHD from primary level to secondary level. 2) Integrate the ADHD Programme into the school System. 3) Sensitise and train teachers, support personnel and caregivers to manage and effectively support students diagnosed with (ADHD). 4) Identify and assess students with ADHD - Initial screening and educational, behavioural, medical and psycho-educational assessment of students manifesting behaviour associated with ADHD. 5) Implement long-term strategy for identification, assessment, treatment and provision of on-going professional support for students identified with ADHD.	**Baseline:** TBD **Targets:** 1) 1,500 teachers are expected to be trained on an annual basis with the skills to screen and identify students with learning and behavioural challenges associated with ADHD at every school. 2) 1,500 students are expected to be screened on an annual basis. 3) Developed and implemented improved systems and protocols for treating with ADHD in schools. **Performance Indicators:** 1) Number of teachers trained. 2) Number of students screened. 3) Number referred for treatment. 4) Number of schools implementing systems and protocols.	**Risks:** 1) Lack of Support from other Ministries. 2) Staffing constraints. 3) Community buy-in. 4) Availability of funding. **Mitigating Strategies:** 1) Engagement of other Ministries Ministries/Agencies at strategic level to facilitate/ensure united approach to treat with ADHD. 2) Fill existing posts. 3) Mechanism for close collaboration with community stakeholders.	Projected cost for three (3) year period: Year 1 - $2,963,500 TTD Year 2 - $2,639,500 TTD Year 3 - $2,639,500 TTD Total 3 years - $8,242, 500 TTD	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020

Strategic Objectives:
 	
i. To advance continuous curriculum planning and ensure effective delivery;
 	
Goal 2: Access to Educational Opportunities by all Learners
 	
ii. To meet the needs of the full spectrum of leaners;
	Cross Cutting Theme:
	
	Effective Management: Transitioning
	Develop and institute the use of standardised programmes and strategies for transitioning at the various educational levels.
	
	Quality Education: Curriculum
	Ensure that the curriculum is accessible to students with special education needs;
	
	Quality Education: Curriculum Service Delivery
	Develop and implement targeting systems to ensure support is provided where it is needed;
		STUDENT TRANSITION AND REMEDIATION SUPPORT PROJECT	1) Development of a programme for underperforming students which includes:
			  i. Curriculum adaptation
			  ii. Diagnostic and remedial training for selected teachers
			  iii. Development of students' profile and tracking systems
			  iv. Support for relevant primary schools
			  v. Provision of monitoring support for all targeted Primary and Secondary schools.
				Baseline:
				1) Number of students who scored less than 30% who were placed in 41 secondary schools
				2) Number of students who scored less than 30% who are re-sitting SEA in 2018.
				3) Number of Standard 5 students who have been identified as at risk of underperformance in SEA 2018
				
				Targets:
				1) Decreased number of students who score less than 30% at SEA.
				2) Decreased number of students who score less than 30% who are re-sitting SEA in 2018.
				3) Decreased number of Standard 5 students who identified as at risk of underperformance in SEA 2018.
				
				Performance Indicator:
				1) Percentage of students scoring under 30%.
					Risks:
					1) Availability of Funding.
					2) Staffing constraints.
					
					Mitigating Strategies:
					1) Request On the Job Trainees and Associate Professionals.
					2) Use of innovative technological formats to reduce costs.
						Costs will be subsumed under MOE's allocation for Divisions/Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Quality Education: Teacher Education and Professional Development Ensure the use of alternative teaching methods to cater to the needs of the diverse learner and so increase student engagement **Effective Governance and Administration: Testing and Assessment** Conduct regular formative assessments in the area of readiness for reading commencing upon entry into secondary school at Form 1, especially for those who scored < 30% in the SEA examination; Institute/facilitate the use of formative assessment and feedback to improve teaching and learning;								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Institute widespread data collection (inclusive of assessment data) and school profile development based on the elements of the School-Based Management System. This will facilitate the school improvement process **Quality Education: Equity** Rationalise the delivery of Secondary education to ensure equity throughout the school system in terms of having regard to the particular situation; Initiate dialogue/research with a view to making recommendations for the reform of the system to facilitate equity, differentiated learning at the Secondary level and equal opportunities for lifelong learning for all; **Quality Education: Curricula** Design, develop, implement, monitor, evaluate and review the Secondary School Curricula, ensuring that they are relevant and appropriate to the needs and interests of our developing nation;								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Quality Education: Curriculum Service Delivery Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and Continue to provide remedial programmes, counselling and extra-curricular activities to students.								
Strategic Objective: iii. To ensure programmes are relevant and responsive to meet sustainable national development goals; **Goal 2: Access to Educational Opportunities by all Learners** ii. To meet the needs of the full spectrum of leaners;	**Cross Cutting Theme:** **Monitoring and Evaluation** Finalise and institute the use of an Education Management Information System (EMIS) throughout the entire Ministry; **Evaluation and Assessment** Develop a Student-Monitoring System (SMS) at the primary school level. This will facilitate use of results from a National Learning Assessment to provide direct feedback to schools and teachers, and to assist in the	**DEVELOPMENT AND IMPLEMENTATION OF STUDENT MONITORING SYSTEM – TRINIDAD AND TOBAGO NATIONAL LEARNING ASSESSMENT**	1) Develop and implement a new Student Monitoring System using input from relevant consultancies and reports from the National Test Re-Design Committee.	**Baseline:** 1) National Test data 2005-2016. **Target:** 1) Development of frameworks for the following: National Learning Assessments, Interim Assessments, Classroom-based Assessments. 2) Development of a Student Monitoring System. 3) Survey of non-achievement variables (Socio-Economic Status). **Performance Indicators:** 1) Number of frameworks developed and approved. 2) Student Monitoring System developed and utilised. 3) Percentage completion of survey.	**Risks:** 1) Availability of funding. 2) Staffing constraints. **Mitigating Strategies:** 1) Costs will be subsumed under MOE's allocation for Divisions/ Units of the Ministry. 2) Identification of alternative sources of funding.	$2,850,000 TTD	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	design of remedial interventions rather than being used mainly for ranking schools on the Academic Performance Index (API);								
	Set Minimum Performance Standards for pupils at the Primary level								
	Effective Governance and Administration: Testing and Assessment Conduct regular formative assessments in the area of readiness for reading commencing upon entry into secondary school at Form 1, especially for those who scored < 30% in the SEA examination;								
	Institute/facilitate the use of formative assessment and feedback to improve teaching and learning;								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To advance continuous curriculum planning and ensure effective delivery; iii. To ensure programmes are relevant and responsive to meet sustainable national development goals; v. To provide educational support services necessary to facilitate access to teaching and learning services;	**Quality Education: Curricula** Align the curricula to reflect the changing environments of our nation, as well as to increase students' labour-market/workforce readiness; Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes; Create and sustain awareness and interest in the subject areas pertaining to science, technology, and Research and Development (R&D) through curricula content and delivery.	**PROVISION OF LAPTOPS TO FACILITATE TEACHING AND LEARNING AT THE SECONDARY LEVEL AND E-TESTING AT CXC LEVEL[49]**	1) Purchase and provide laptops to schools in accordance with the standard procurement processes of the GORTT.	**Baseline:** 1) Six laptops provided to each Secondary school (2015/2016). 2) One laptop provided to each primary school (2015/2016). **Target:** 1) All secondary schools provided with laptops (average 90 laptops per school). **Performance Indicator:** 1) Number of laptops provided per secondary school. 2) Percentage of laptops regularly used in the classroom.	**Risks:** 1) Timeliness of the procurement process. 2) Distribution delays. **Mitigating Strategies:** 1) Ensure timely submission of documents to CTB and ensure full adherence to the procurement process of the GORTT. 2) Ensure timely order and delivery dates are confirmed with supplier. 3) Ensure ICT team is rostered to install laptops, to avoid delays and reduce inefficiencies.	$60,000,000 TTD	✔		

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[49] The following projects (*) are aligned to Goal 3, Strategic Objective v. To provide educational support services necessary to facilitate access to teaching and learning services. However, they are also aligned to Goal 2: Access to educational opportunities by all learners.

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; v. To provide educational support services necessary to facilitate access to teaching and learning services;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; **Access to Educational Opportunities by All** Universalise the delivery of Primary education to ensure a level playing field throughout the school system in terms of facilities, teachers, administration, remediation, and supervision; **Quality Education: Equity** Rationalise the delivery of Secondary education to ensure equity throughout the school system in terms of having regard to the particular situation	**PROCUREMENT of TEXTBOOKS 2018/2019 (8% TOP UP)**	1) 100% Textbook procurement on a phased basis across some levels of primary and secondary schools using the list of approved learning materials.	**Baseline:** 1) 2016/2017 - primary school 10% top up of 100,924; secondary school 54,317; and special education 136 textbooks. **Target:** 1) 8% top up across all levels of primary and secondary schools. **Performance Indicator:** 1) Number of schools provided with textbooks.	**Risks:** 1) Availability of funds. 2) Staffing constraints. **Mitigation Strategy:** 1) Cost saving strategy: ~Inventory auditing exercise to identify schools with excess or shortfalls in titles and redistribute/re-route accordingly.	$4,900,000 TTD	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: i. To advance continuous curriculum planning and ensure effective delivery; v. To provide educational support services necessary to facilitate access to teaching and learning services;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; **Access to Educational Opportunities by All** Universalise the delivery of Primary education to ensure a level playing field throughout the school system in terms of facilities, teachers, administration, remediation, and supervision; **Quality Education: Equity** Rationalise the delivery of Secondary education to ensure equity throughout the school system in terms of having regard to the particular situation	**REVIEW OF LEARNING MATERIALS THROUGH LEARNING MATERIALS EVALUATION COMMITTEE (LMEC)***	1) To change the textbook selection policy by developing an approved list of learning materials (textbooks).	**Baseline:** 1) LMEC established. 2) Open textbook selection policy. **Target:** 1) List of approved titles by August 2018. **Performance Indicators:** 1) Establishment of an approved list of learning materials. 2) Presentation of final report to the Permanent Secretary for approval.	**Risk:** 1) Non-approval of subject matter experts. **Mitigation Strategy:** 1) Co-opt officers internally to start the review process.	Costs will be subsumed under MOE's allocation for Divisions/ Units of the Ministry.	✓	✓	✓

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: v. To provide educational support services necessary to facilitate access to teaching and learning services;	**Cross Cutting Theme:** **Sector Financing** Employ the principles of accountability and value for money in execution of its services; **Quality Education: Curriculum Service Delivery** Develop and implement targeting systems to ensure support is provided where it is needed;	**RATIONALISATION OF PTSC/MAXI TAXI TRANSPORT CONCESSION***	1) Provision of transport service to students based on identified need. 2) Establish and implement policies governing travel on maxis.	**Baseline:** 1) 34,000 seats reserved per day. 2) Interim governing procedure. **Target:** 1) Comprehensive targeting mechanism and operational and monitoring procedures developed, approved and implemented. **Performance Indicator:** 1) Procedures developed and implemented.	**Risk:** 1) Availability of funding. **Mitigating Strategy:** 1) Provision of transport service based on identified need.	TBD	✓		
Strategic Objective: i. To advance continuous curriculum planning and ensure effective delivery; ii. To ensure continuous teacher	**Cross Cutting Themes:** **Effective Management: Stakeholder engagement** Seek innovative ways to engage stakeholders including the use of ICT;	**CONTINUED IMPLEMENTATION OF SCIENCE, TECHNOLOGY, READING, ENGINEERING, ARTS AND MATHEMATICS (STREAM) EDUCATION**	1) Implement STREAM Education along the following areas of focus: i. Renewable Energy and Energy Efficiency Project ii. Smart Grid Technology Project iii. Robotics Education	**Baseline:** 1) Results of the Survey of Mathematics in secondary school 2016 - NIHERST. 2) Survey results of Science in primary schools 2015- NIHERST. 3) Survey results of Science in secondary school 2011- NIHERST.	**Risks:** 1) Staff buy-in. 2) Availability of funding. **Mitigating Strategies:** 1) School Supervisors and CPDD officers to	Integrated Arts Technology: Approx $3,000 TTD per quarter. Total per year $12,000TTD. Approx. cost for three years $36,000 TTD.	✓		

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
training and professional development; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; iv. To ensure quality teaching for every student;	Facilitate private sector engagement in support of the needs of the education system. **Access to Educational Opportunities by All** Promote student-centred teaching and learning; **Quality Education: Teacher Education and Professional Development** Facilitate in-service and new teacher training to upgrade teachers' knowledge of alternative teaching methods which cater to the needs of the diverse learner. This would include manuals/guidelines on innovative approaches to instructional design and management including the adoption of assessments as well as classroom action research; Ensure the use of alternative teaching methods to cater to the needs of the diverse learner and so increase student engagement. **Quality Education: Curricula** Align the curricula to reflect the changing environments of our nation, as well as to increase students'		Project iv. App Development Project v. Global Learning and Observations to Benefit the Environment (GLOBE) Programme. vi. Integrated Arts and Technology Project vii. Seismology in School Project viii. STEMNet Clubs.	**Target:** 1) 70% of students both at the primary and secondary levels exposed to real world problems and encouraged to find solutions using the principles of STREAM Education. **Performance Indicators:** 1) 20% teachers (Science, Mathematics, Technology Education and VAPA) trained in STEM Education. 2) Development and manufacture of two (2) STEM kits for teaching and learning. 3) Four (4) showcase or Competition activities held. 4) Six (6) reports on individual projects developed.	communicate with staff to update them on implementation and progress, as a means to getting buy-in. 2) Development of locally manufactured teaching and learning resource kits for STREAM Education Activities.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	labour-market/workforce readiness; Ensure that the curriculum is well-balanced, fostering not only the academic abilities of children, but also to facilitate and contribute to instilling values reflected in the Student Learning Outcomes; Continue to include the concepts of innovation and entrepreneurship in the curricula, teacher-training models as well as school activities; and Create and sustain awareness and interest in the subject areas pertaining to science, technology, and research and development (R&D) through curricula content and delivery.								

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Effective Governance and Administration: Sector Management** Rationalise the Sector **Effective Governance and Administration: Building a Research Agenda** The Ministry of Education, through its implementing body, will ensure that relevant labour-market studies are conducted. **Quality Education** Institute and implement a process of seamless transition for: ~ Student access to any Public/Private Service Provider Institution, ~ Student access from school to work, and ~ Student access from school to TVET Tertiary Level Institutions; **Quality Education: Curricula Planning and Development** Standardise all programmes and courses by levels offered by all providers; Link all course titles to occupational areas defined	**CONDUCT OF YOUTH TRAINING AND EMPLOYMENT PARTNERSHIP PROGRAMME (YTEPP) EMPLOYABILITY STUDY AND OCCUPATIONAL OUTLOOK HANDBOOK FOR THE TVET SECTOR**	1) Research possible opportunities/activities that would enhance/drive the TVET sector and make policy recommendations. 2) Preparation of Handbook.	**Baseline:** 1) No Occupational Outlook Handbook for the TVET Sector. **Targets:** 1) Survey instrument developed. 2) Survey instruments administered. 3) Final report completed and approved. 4) Handbook completed and approved. 5) Policy recommendations developed. **Performance Indicators:** 1) Number of survey instruments developed. 2) Number of survey instruments administered. 3) Final report completed and approved. 4) Handbook developed and approved. 5) Policy recommendations developed and approved.	**Risk:** 1) Staffing constraints. **Mitigating Strategy:** 1) Assign staff to the HESD function.	Costs will be subsumed under MOE's allocation for Divisions/ Units of the Ministry.	✓	✓	

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Quality Education: Curricula** Engage Stakeholders in dialogue on areas such as: ~ an alternate curricula in secondary schools for students who entered the system with a Secondary Entrance Examination score of less than 30%, and ~ the number of CXC subjects' to be pursued for those students; **Quality Education** Institute and implement a process of seamless transition for: ~ Student access to any Public/Private Service Provider Institution, ~ Student access from school to work, and ~ Student access from school to TVET Tertiary Level Institutions; **Quality Education: Public Awareness**	**THE CONTINUED EXPANSION OF THE CVQ IN THE SECONDARY SCHOOLS**	1) Produce trained and certified Assessors, Internal Verifiers and External Verifiers to facilitate the output of trained and certified secondary school students with CVQ Levels 1 and 2. 2) Ensure quality output in the implementation of the CVQ through monitoring and evaluation, facilities audit and external verification.	**Baseline:** Academic year 2015-2016: 1) 79 schools offer CVQs. 2) 2003 candidates awarded CVQ is of which i. 6,912 units awarded ii. 1,391 full CVQ awarded iii. 1,622 Elective units awarded. **Targets:** 1) Increased number of orientation meetings with administrators/ teachers/ of schools on the implementation of the CVQ. 2) Increased conduct of facility audits to verify conformity of training/assessment practices and adequacy of resources for schools initiating new programmes or schools geared towards renewals. 3) Increased visits to schools to conduct monitoring exercises on the following: i. Review assessment packages/verification reports (CXC) ii. Monitor/standardise assessor verifier practices. 4) Deliver assessor and verifier training sessions for teachers in	**Risks:** 1) Policy changes at regional or national level. 2) Lack of appropriate managerial and administrative support. 3) Inadequate financial resources. 4) Inadequate physical resources/consumables. 5) Inadequate staffing. 6) Absenteeism. 7) Resistance to model. **Mitigating Strategies:** 1) Ensure that objectives are in alignment with overall regional and national goals. 2) Develop a robust communication marketing plan. 3) Maintain close links with industry	TBD	✔ 80 Schools	✔ 85 Schools	✔ 90 Schools

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
	Campaign Promote and market TVET: As a first option; As an alternative; As a natural choice; and As training for vulnerable groups.			preparation for the training and assessment of CVQs. 5) Conduct assessor/verifier certification exercises against assessment competency units as stipulated by CXC. **Performance Indicators:** 1) Number of Facility Audits conducted. 2) Number of Assessor Training sessions held. 3) Number of Assessor Retraining sessions held. 4) Number of Internal Verifier Retraining sessions held. 5) Number of Assessor Certifications awarded. 6) Number of Monitoring-Assessors. 7) Number of Assessor Pre-certifications awarded. 8) Number of Internal Verifier Pre-certifications awarded.	stakeholders and lead bodies.				

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Quality Education** Develop, implement and maintain a TVET plan that links all aspects of training and certification; Establish a Quality Assurance System; and Implement the Regional Qualifications Framework. **Quality Education: Curricula Service Delivery** The Ministry of Education will develop and implement a Monitoring and Evaluation Framework for the TVET Sector	**THE CONTINUED EXPANSION AND IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAMMES AND SKILLS ACQUISITION OPPORTUNITIES LEADING TO COMPETENCY BASED CERTIFICATION NATIONALLY**	1) Utilisation of the TVET Control Centre (TVETCC) to provide information and access to TVET institutions, programmes and technical expertise (assessors, internal verifiers and external verifiers) in support of the development of a cohesive National TVET system.	**Baseline:** 1) Training providers accounts: 3,219. 2) Assessor/verifiers accounts: 1,641. 3) Candidate accounts: 183,973. 4) 455 users from 33 training providers were trained. **Targets:** 1) Increased use of the TVET Control Centre to ensure effective tracking and monitoring of all registered TVET providers/schools and candidates. 2) Conduct training sessions for TVET providers on application/functions of the TVET Control Centre to ensure adequate monitoring during the certification process. **Performance Indicators:** 1) Number of Training Providers accessing TVETCC including those in rural areas. 2) Graduate output- availability of data by occupational area. 3) Reports including graduate output by occupational area.	**Risks:** 1) Inadequate funding to sustain TVETCC. 2) Lack of use of TVETCC by training providers and other stakeholders. **Mitigating Strategies:** 1) Continued stakeholder orientation. 2) Continued Training and support to training providers.	TBD	✔ 80% of new training providers given access to the TVETCC	✔ 80% of new training providers given access to the TVETCC	✔ 80% of new training providers given access to the TVETCC

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
		THE CONTINUED EXPANSION AND IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAMMES AND SKILLS ACQUISITION OPPORTUNITIES LEADING TO COMPETENCY BASED CERTIFICATION NATIONALLY (Cont'd)	2) Development of a robust National Apprenticeship System.	**Baseline:** 1) 3 Apprenticeship programmes established. **Targets:** 1) Establishment of the apprenticeship system. 2) Formulation of apprenticeship advisory committees. 3) Identification of sectors and occupational areas. 4) Development of relevant curricula and assessment instruments based on occupational standards. 5) Development of a marketing plan/public relations strategy to engage stakeholders (advertising/consultations). 6) Development of the quality assurance system, including monitoring and evaluation for apprenticeship training. 7) Roll out of apprenticeship in priority sectors. **Performance Indicators:** 1) Apprenticeship advisory committees established. 2) Sectors and occupational areas identified.	**Risks:** 1) Absence of a legal framework. 2) Non-cooperation from partnering entities. 3) Lack of Fiscal incentives for employers. **Mitigating Strategy:** 1) Maintain close link with industry.		✓ Establish apprenticeship system	✓ Roll out of apprenticeship programmes in 2 priority sectors	✓ Roll out of apprenticeship programmes in 2 priority sectors

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
				3) Relevant curricula and assessment instruments based on occupational standards developed. 4) Marketing plan/public relations strategy (advertising/consultations) developed. 5) Quality assurance system, including monitoring and evaluation for apprenticeship training developed. 6) % Implementation of the Apprenticeship System.					
		THE CONTINUED EXPANSION AND IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAMMES AND SKILLS ACQUISITION OPPORTUNITIES LEADING TO COMPETENCY BASED CERTIFICATION NATIONALLY (Cont'd)	3) Certification of uncertified skilled workers through Prior Learning Assessment and Recognition (PLAR).	**Baseline:** Data from previous fiscal period: 1) Candidates oriented: 101 2) Assessments facilitated: 13 3) M&E visits conducted: 8 4) PLAR Workshops conducted: 0 **Targets:** 1) Facilitate assessments via PLAR. 2) Increase monitoring and evaluation activities. 3) Conduct PLAR workshops, as required. **Performance Indicators:** 1) Number of PLAR candidates oriented. 2) Number of assessments facilitated. 3) Number of M&E visits conducted. 4) Number of PLAR workshops conducted.	**Risks:** 1) Unavailability of trained and certified assessors and verifiers. 2) Inadequacy of resources/consumables for assessment activities. **Mitigating Strategies:** 1) Offer online Assessor Training programme to skilled and certified personnel. 2) Maintaining industry links to assist with providing adequate resources or facilities for assessment activities.		✓ 60 candidate oriented 48 M&E visits 12 PLAR workshops	✓ 60 candidate oriented 48 M&E visits 12 PLAR workshops	✓ 60 candidate oriented 48 M&E visits 12 PLAR workshops

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
			4) Contribute to the development and implementation of the qualifications frameworks (national and regional)	**Baseline:** 1) 1 existing Regional Qualification Framework (RQF). 2) 1 existing CARICOM Qualification Framework (CQF). **Targets:** 1) Collaborate with ACTT on the development of the National Quality Framework (NQF) to include TVET. 2) Collaborate regionally through CANTA on the implementation of the Regional Qualifications Framework. **Performance Indicator:** 1) Completed NQF.	**Risk:** 1) Absence of a legal framework. **Mitigating Strategy:** 1) Continued work of joint ACCT/NTA/ Stakeholders committee on development of a NQF.		✓ Survey of TVET qualifications awarded nationally	✓ Mapping of qualifications in system	✓ Policy analysis and review

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Quality Education** Develop, implement and maintain a TVET plan that links all aspects of training and certification; **Quality Education: Public Awareness Campaign** Promote and market TVET: As a first option; As an alternative; As a natural choice; and As training for vulnerable groups. **Quality Education: Curricula Planning and Development** Standardise all programmes and courses by levels offered by all providers; Ensure that all TVET providers offer programmes that have an adequate mix of theory and practical training. **Quality Education: Curricula Service Delivery** The Ministry of Education will develop and implement a Monitoring and Evaluation Framework for the TVET Sector	**STANDARDISATION OF THE PROCESS FOR APPROVAL OF TVET CENTRES, PROGRAMMES AND TVET TRAINING PROVIDERS**	1) Sensitisation of TVET stakeholders to the vocational qualifications, implementation process and requirements through the facilitation of orientation sessions. 2) Conducting Audits for TVET providers/schools to provide guidance on expected physical/safety resources/policies/ practices necessary for delivery and assessment of the Trinidad and Tobago National Vocational Qualification (TTNVQ) and the Caribbean Vocational Qualification (CVQ). 3) Ensuring existing/standardised Monitoring and Evaluation Frameworks to track TVET teachers/schools more effectively. 4) Monitoring and evaluation of training/programme delivery and assessment practices against CANTA established criteria and provision of quality enhancement for challenge areas.	**Baseline:** 1) 13 centres approved (to date). 2) 49 Programmes approved (to date). **Targets:** 1) Increased number of meetings with administrators/instructors of TVET providers on the implementation of vocational qualifications. 2) Increased number of centre approval audits conducted to verify conformity of training/assessment practices for TVET providers initiating new programmes or centres geared towards renewals. 3) Increased number of monitoring and enhancement exercises conducted for TVET providers. 4) Increased number of assessor and verifier training sessions for teachers/instructors/trainers in preparation for the training and assessment of TTNVQs and CVQs. 5) Increased number of assessor/verifier certification exercises conducted against assessment competency units as stipulated by CANTA. 6) Rationalisation of the Skill Centres in terms of enrolment and graduates (output). **Performance Indicators:** 1) Number of centres approved. 2) Number of programme approved. 3) Number of Assessors trained. 4) Number of Certified Assessors and Internal Verifiers. 5) Number of M&E visits.	**Risks:** 1) Absence of a legal framework. 2) Change in GATE policy as it relates to TVET. **Mitigating Strategies:** 1) Develop a robust communication and marketing plan. 2) Maintain close links with industry stakeholders and lead bodies.	TBD	✔ 24 centres approved	✔ 24 centres approved	✔ 24 centres approved

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	**2018-2019**	**2019-2020**
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Effective Governance and Administration: Sector Management** Rationalise the Sector **Quality Education** Develop, implement and maintain a TVET plan that links all aspects of training and certification; **Quality Education: Curricula Planning and Development** Standardise all programmes and courses by levels offered by all providers; Link all course titles to occupational areas defined; and Ensure that all TVET providers offer programmes that have an adequate mix of theory and practical training.	**THE DEVELOPMENT OF OCCUPATIONAL STANDARDS, INSTRUCTIONAL AND ASSESSMENT MATERIALS THAT FACILITATE THE IMPLEMENTATION OF TVET PROGRAMMES**	1) Conduct sector management activities and rationalise prioritised sectors. 2) Develop Occupational Standards to reflect current national/industry specifications and needs. 3) Develop standards-based curricula with an adequate mix of theory, practical training and life skills/employability skills to ensure effective delivery. 4) Develop learner-centred instructional and assessment materials.	**Baseline:** 1) 228 National Occupational Standards developed (total). 2) 17 standards (last fiscal). 3) 6 sector advisory committees established. 4) 7 occupational maps completed. **Targets:** 1) Establishment of Sector Advisory Committees (SACs) aligned to prioritised sectors. 2) Development and revision of 7 Occupational Maps. 3) Develop/revise Occupational Standards in collaboration with industry experts. 4) Develop/revise curricula in collaboration with industry experts. 5) Monitor and evaluate the delivery of curricula throughout training programmes. 6) Develop instructional and assessment materials that adequately satisfy the established requirements/outcomes of the Occupational Standards. **Performance Indicators:** 1) Number of Sector Advisory Committees established. 2) Number of Active Sector Advisory Committees. 3) Number of Occupational Maps developed. 4) Number of Occupational Standards developed/revised. 5) Number of curricula developed. 6) Monitoring and evaluation of curricula. 7) Instructional and assessment materials developed.	**Risks:** 1) Lack of support from Industry personnel. 2) Limitation in sourcing industry experts. 3) Inadequate Staff. 4) Inadequate Training Opportunities for staff skills development. 5) Limited promotion of Occupational Standards. **Mitigating Strategies:** 1) Maintain close links with industry stakeholders and lead bodies. 2) Recruitment of additional staff. 3) Recruitment of instructional designer. 4) Increased training of staff.	TBD	✓ 20 occupational standards developed 2 sector advisory committees established 7 occupational maps	✓ 20 occupational standards developed 2 sector advisory committees established 7 occupational maps	✓ 20 occupational standards developed 2 sector advisory committees established 7 occupational maps

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objective: iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals;	**Quality Education: Public Awareness Campaign** Promote and market TVET: ~As an alternative; ~As a natural choice; and ~As training for vulnerable groups	**IMPLEMENTATION OF A PUBLIC AWARENESS AND ENGAGEMENT CAMPAIGN FOR TVET**	1) Develop campaigns for TVET promotion. 2) Develop partnership with stakeholders/sponsors. 3) Partnership with stakeholders in providing career guidance activities.	**Baseline:** 1) Facebook likes: 3,726 2) Secondary schools reached: 43 3) Students reached: 9,579 4) Communities visited: 21 5) Communities persons reached: 17,446 **Targets:** 1) Develop and implement advertising campaign/ promotional materials to include: • Radio/TV ads • Press releases • Social Media promotions. 2) Public engagement: • Call-in segment spots (Radio/TV) • Social media interactions • Meetings/presentations with industry • Community campaigns with corporations/organisations. 3) Visit rural communities/ locations using the Jobs & Career Coach (JCC) to provide career guidance and information access. 4) Participation in Career/Job Fairs hosted by various stakeholders. 5) Host national job/career activities/sessions. **Performance Indicators:** 1) Increased number of schools/ Training institutions visited and number of students reached. 2) Communities visited/ Persons reached.	**Risk:** 1) Limited budget. **Mitigating Strategy:** 1) Access to free social media platforms.	TBD	✓ 54 public engagement events 90 schools reached 31,500 students reached 54 communities reached 12,000 curricular persons reached	✓ 54 public engagement events 90 schools reached 31,500 students reached 54 communities reached 12,000 community persons reached	✓ 54 public engagement events 90 schools reached 31,500 students reached 54 communities reached 12,000 community persons reached

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
Strategic Objectives: i. To advance continuous curriculum planning and ensure effective delivery; ii. To ensure continuous teacher training and professional development; iii. To ensure programmes are relevant and responsive, equipping students with 21st century skills in order to contribute to sustainable national development goals; iv. To ensure quality teaching for every student;	**ECCE, Primary, Secondary, & TVET:** **Provision of Quality Education at all Levels** Facilitate in-service and new teacher training to upgrade teachers' knowledge of alternative teaching methods which cater to the needs of the diverse learner;	**IMPLEMENTATION OF INVOCAB AND TEACH ME PROGRAMME FOR SCIENCE AND TECHNOLOGY INNOVATION**	1) To strengthen the knowledge and technical skills of primary and secondary schools students in science (and technology), ensuring that our young people are prepared for the challenging world of Science, Technology and Innovation (STI).	To strengthen the knowledge and technical skills of primary and secondary schools students: **Baseline:** 1) 20% of students participate in project camp activities. 2) 70% of schools operate STI clubs. **Targets:** 1) 25% of students participate in project camp activities. 2) 80% of schools operate STI clubs. **Performance Indicators:** 1) Percentage of students who participate in project camp activities. 2) Percentage of schools operating STI clubs.	**Risk:** 1) Funding required for project executing not attained. **Mitigating Strategy:** 1) May reduce project scope.	$300,000 TTD per year	✔		
			2) To develop primary and secondary school teachers' capabilities in the teaching of identified problematic areas in science (and technology) within the school curriculum.	To develop primary and secondary school teachers: **Baseline:** 1) 0% of schools receive manuals. 2) 50% of teachers are present for 75% of the training workshops. **Targets:** 1) 100% of schools receive manuals. 2) 60% of teachers present for 75% of training workshops. **Performance Indicators:** 1) Percentage of schools receiving manuals. 2) Percentage of teachers present for 75% of the training workshops.					

Ministry of Education Strategic Goals and Objectives	Guiding Policy Statements	Strategic Initiative | Programme | Project	Project | Programme Strategies	Baseline | Target | Performance Indicator	Risk | Mitigation Strategies	Cost	Timeline		
							2017-2018	2018-2019	2019-2020
			3) To improve students' capacity to think critically, problem solve and apply Science and Innovation.	To improve students' capacity to think critically problem solve and apply Science and Innovation. **Baseline:** 1) 60% of clubs entering the Innovation Competition. 2) 30% of students participate in their school clubs. **Target:** 1) 70% of clubs entering the Innovation Competition. 2) 40% of students participate in their school clubs. **Performance Indicators:** 1) Percentage of clubs entering the Innovation Competition. 2) Percentage of students participate in their school clubs.					

Appendix II

Legal & Regulatory Framework of the Ministry of Education

MINISTRY OF EDUCATION GUIDING LEGISLATION

By virtue of its operations, the Ministry of Education is governed by all Laws of Trinidad and Tobago as they become applicable in the Ministry's course of operations. There are, however, other pieces of legislation which specifically guide the operations of the Ministry. These include:

- The Education Act, Chapter 39:01 (as amended by the following Acts: Number 1 of 1981 Number 5 of 1985, Number 9 of 1987, Number 19 of 1989 and Number 20 of 1987;
- The Education (Teaching Service) Regulations;
- The Education (Teaching Service) (Amendment) Regulations, 2000 (Code of Conduct);
- The Education (Assisted Secondary School Teachers Maternity Leave) Regulations;
- The Teaching Service Regulation Recognition and Certification Board Rules, 1981;
- The Teaching Service Registration Recognition and Certification Board Rules;
- The Teaching Service (Certification of Recognition) Regulations;
- The Education (Amendment) Act, Number 22 of 2005 (Delinking);
- The Education (Local School Boards) (Amendment) Regulations, 2005 Legal Notice Number 104;
- The Teachers' Pensions Act, Chapter 39:02;
- The Pensions Act, Chapter 23.52;
- The Public Service Commission Regulations, 1966;
- The Public Service Commission (Amendment) Regulations, 1990; and
- The Civil Service Act, Chapter 23:10;
    - ~ The Civil Service Regulations, 1967.

In addition to these, there is also a wide array of other legislation with which the Ministry must comply as they become relevant. These include but are not limited to:

- The Constitution of the Republic of Trinidad and Tobago;
- The Freedom of Information Act, 1999;
- The Occupational Safety and Health Act, 2004;
- The Sexual Offences Act, 1986 and Amendments;
- The Customs Act, Chapter 78:01;
- The Caribbean Examinations Council Act, 1987;
- The Value Added Tax Act, 1989;
- The Land Acquisition Act, 1994;
- The Central Tenders Board Ordinance, 1961 and Amendments;
- The Workmen's Compensation Act, Chapter 88:05;
- The Children Act 2012, Chapter 46:01;

~ Children's Act No. 12 of 2012 Schedule 2, enacted on May 15, 2016;
- The Children's Authority Act, Section 22;
- The National Library and Information Systems Act, 1998; and
- The Copyright Act, 1997;
- The Accreditation Council of Trinidad and Tobago Act, Number 16 of 2004;
- The Exchequer and Audit Act, Chapter 69:01;
- The Financial Regulations 1965;
- The Financial Instructions 1965; and
- Circulars issued from the Ministry of Finance, Comptroller of Accounts and the Chief Personnel Officer.

In addition, the Cabinet, through Trinidad and Tobago Gazette Volume 52 Number 97 expanded the mandate of the Ministry of Education to include tertiary education and scholarships.

THE CONCORDAT OF 1960

The Concordat is a memorandum, signed by the then Minister of Education, John S. Donaldson, on behalf of Cabinet, which preserves the roles of the Denominational Boards of Management, the governing bodies and Principals of Assisted Secondary Schools in our education system, with the advent of the Education Act in 1966.

In brief, the Concordat assured the respective Denominations of the continuing ownership, and respect for the direct control and management of their schools regarding any modification subsequently introduced by the Act. This included the type of books to be used therein, the teaching of the respective religions by teachers of the same religious conviction, the right to object to the appointment of teachers to these schools by the Teaching Service Commission based on moral or religious grounds, and reserved the right to seek the removal of teachers based on said grounds.

It also recognised the responsibility of the Denominational Boards to administer, maintain, repair and furnish their schools, and the principals' right to allocate up to 20% of first form places. Training and selection of teachers for Denominational Schools lies primarily within the purview of the Ministry.

Appendix III

Stakeholders

1. Accreditation Council of Trinidad and Tobago (ACTT)
2. African Methodist Episcopal (AME) Board
3. Anglican (AC) Board
4. Arthur Lok Jack Global School of Business
5. Arya Pratinidhi Sabha Vedic (APS)
6. ASJA Boys College
7. ASJA Girls College Tunapuna
8. Association of Principals of Assisted Secondary Schools (APASS)
9. Association of Principals of Private Primary Schools
10. Association of Principals of Public Secondary Schools (APPSS)
11. Autistic Society of Trinidad and Tobago
12. Baptist Union of Trinidad and Tobago Board Of Management
13. Catholic Education Board of Management
14. Cipriani College of Labour and Co-Operative Studies
15. College of Science, Technology and Applied Arts Of Trinidad and Tobago (COSTAATT)
16. Couva East Secondary
17. Divine Life Society of Trinidad and Tobago Board of Management
18. Dyslexia Association
19. Early Childhood Care and Education
20. Fundamental Baptist Board of Management
21. Holy Faith Convent Penal
22. Homeschool Association of Trinidad and Tobago
23. Inter-American Development Bank (IDB) Leaders in Education Trinidad Group
24. Marabella South Secondary School
25. Methodist Board of Management
26. MIC Institute Of Technology
27. Ministry of Community Development, Culture and the Arts
28. Ministry of Education
29. Ministry of Health
30. Ministry of National Security
31. Ministry of Planning and Development
32. Ministry of Public Administration
33. Ministry of Social Development and Family Services
34. Miracle Ministries Pentecostal High School
35. MOMS for Literacy
36. Moravian Board of Management
37. National Advisory Committee on Education
38. National Crime Prevention Programme
39. National Energy Skills Center
40. National Energy Skills Center
41. National Institute of Higher Education (Research, Science, & Technology)

42. National Library and Information System Authority
43. National Primary Schools Principals' Association (NaPSPA)
44. National Schools Dietary Servies Limited
45. National Training Agency
46. Parents/Caregivers
47. Presbyterian Board Of Management
48. Private Special School Association of Trinidad & Tobago
49. San Juan Business Association
50. Sanatan Dharma Maha Sabha
51. Saraswati Girls Hindu School
52. School of Accounting and Management Caribbean Ltd (SAM)
53. School of Business and Computer Science (SBCS)
54. SERVOL
55. Seventh Day Adventist (SDA) Board of Management
56. Sri Sathya Sai Baba Organisation of Trinidad & Tobago
57. St. Augustine Girls High School
58. St. Augustine Secondary School
59. SWAHA Board of Education
60. Tackeeyatul Islamic Association (TIA) Board of Management
61. The Council of Elders Spiritual Baptist Faith of Trinidad and Tobago Board of Management
62. The Trinidad and Tobago Down Syndrome Family Network
63. The United Nations International Children's Emergency Fund
64. Trinidad and Tobago Association of Private Secondary Schools
65. Trinidad And Tobago Hospitality and Tourism Institute (TTHTI)
66. Trinidad and Tobago Unified Teachers' Association
67. Trinidad Express Newspaper
68. Trinidad Muslim League (TML) School Board of Management
69. United Nations High Commission for Refugees
70. University of Southern Caribbean (USC)
71. University of the West Indies
72. University of The West Indies – Open Campus
73. University of the West Indies Network and Outreach for Disability Education and Sensitisation (UWI-NODES)
74. University of Trinidad and Tobago (UTT)
75. UWI- ROYTEC (School Of Business & Applied Studies Ltd)
76. Youth Training and Employment Partnership Programme
77. Youth Training and Employment Partnership Programme (YTEPP)

Appendix IV

Conditions Likely to Impact Progress in Policy & Strategy Implementation

The conditions likely to impact the progress in Policy and Strategy implementation are:

TABLE 17: CONDITIONS LIKELY TO IMPACT PROGRESS IN POLICY AND STRATEGY IMPLEMENTATION	
POLITICAL CONDITIONS	**ECONOMIC CONDITIONS**
- National Elections with potential implications brought about by changes in administration and policy; - Risk of retraction of the commitment to the changes in policy and strategy direction outlined in Vision 2030 due to changes in the political directorate; and - Highly unionised environment.	- Volatility of the energy economy and its impact on the local economy specifically affecting: ~ Sustainability of educational expenditure ~ Ability to fill vacant posts/create new posts; and - Effects of inflation.
SOCIAL CONDITIONS	**TECHNOLOGICAL CONDITIONS**
- Persistent poverty in some areas; - Rising crime; - Effects of the drug trade; - Threat of returning terrorists; - Resurgence in HIV/AIDS infection rate; - Youth sexuality trends inclusive of teenage pregnancy; - Management of diversity; - Social support systems unable to effectively reduce the negative impact of social issues; - Human resource capacity to provide the social support systems needed; and - Challenges in the regulation of the private education sector.	- Challenges in the infusion of ICTs into the curriculum; - Integration of existing technologies into the education process; - Human resource capacity to drive technological innovation in education at all levels; - Challenges in the adoption of management and administrative systems to the technological environment; and - Acquisition and use of IT Infrastructure.

TABLE 17: CONDITIONS LIKELY TO IMPACT PROGRESS IN POLICY AND STRATEGY IMPLEMENTATION	
ECOLOGICAL CONDITIONS	**LEGAL/REGULATORY CONDITIONS**
- Challenges in converting to a quasi-paperless administrative system; - Challenge of land availability for school construction in accordance with demographic needs; - Challenge of approvals for re-construction of large/ multi-storey schools in residential areas; and - Disaster preparedness and mitigation.	- Necessary revision of the Education Act to include Tertiary, ECCE etc.; - Impending Constitutional Review; - Effective management of relations between the MOE and religious organisations, inclusive of recommended revisions to the Concordat; - Enforcement of laws, policies and conventions e.g. OSH Act; - Increasingly litigious environment; - Relevance of Public and Teaching Service Regulations; - Terms and conditions of employment for Contract Officers; and - Bureaucracy associated with various legislation and regulations.

Table 17: Conditions Likely to Impact Progress in Policy & Strategy Implementation

Appendix V

International Perspective

The Government of Trinidad and Tobago is in agreement with UNESCO's affirmation, in its belief that education has a fundamental role to play in personal and social development. It is considered as the principal means available to foster a deeper and more harmonious form of human development. Trinidad and Tobago is also in agreement with UNESCO's position, which has identified a Quality Education as one that attends to five (5) pillars of learning and the attendant foundations.

Learning to live together	Learning to be	Learning to do	Learning to learn	Learning to transform oneself and society
➢ **Communications** ➢ **Conflict resolution** ➢ **Cultural sensitivity** ➢ **Multi-linguicism**	➢ Self-esteem ➢ Emotional intelligence ➢ Critical thinking ➢ Cultural awareness	➢ Skills ➢ Capacity to act ➢ Ability to apply knowledge	➢ Solid academic base -Reading & Numeracy ➢ Comprehension ➢ Ability to research and analyse	➢ Learning to transform one self and society ➢ Knowlegde, values and skills for transforming attitudes and lifestyles
One of Education's tasks is both to teach students about human diversity and to instil in them an awareness of the similarities and interdependence of all people.	The complete fulfilment of man in all the richness of his personality, the complexity of his forms of expression and his various commitments - as an individual, member of a family, and as member of a community, a citizen and a producer, an inventor of techniques and a creative dreamer.	How do we adapt education so that it can equip people to do the types of work needed in the future?	This implies learning how to learn by developing one's concentration, memory skills and the ability to think.	As a result of learning, individuals and groups gain knowledge, develop skills and acquire new values. They are then equipped with tools and mindsets to create lasting change within societies, communities and organisations.

Table 18: UNESCO's Pillars of Learning and Attendant Foundations

Policy Terminology and Definitions

21st century skills
An overarching concept for the knowledge, skills and attitudes citizens need to be able to fully participate in and contribute to the knowledge society. This need is mostly attributed to the changes in society, and more particularly, to the rapid development of technology and its impact on the way people live, work and learn.

Academic Performance Index (API)
A school's score or placement on the API is designed to be an indicator of a school's performance level and is calculated annually. The standards-referenced data is especially valuable because it allows a judgment on the issue of "how good is good enough" (Brandon, 2005). This means that standards referenced data benchmarks provide an indication of expected student performance using existing content standards in curriculum documents. Using the distribution of students at each achievement level, this simple accountability index was calculated.

Academic Standards
Criteria established by an educational institution to determine levels of student achievement.

Access to Education
Refers to whether learners have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools/institutions to provide additional services or remove any actual or potential barriers that might prevent some students/learners from equitable participation in certain courses or academic programs.

Accreditation
Recognition and approval of the academic standards of an educational institution by some external, impartial body.

Accreditation Status
The formal recognition benefiting an institution or specialised programme for meeting the appropriate standards of educational quality established by the accrediting body at a regional, national, or specialised level.

Assessment
A technically designed process for evaluating student learning outcomes and for improving student learning and development as well as teaching effectiveness.

Audit
The process of reviewing an institution or a programme that is primarily focused on its accountability, and determining if the stated aims and objectives (in terms of curriculum, staff, infrastructure, etc.) are met.

Baseline
Defines the present situation against which future change can be measured. The unit of measure used for the baseline should be consistent with the indicator.

Basic Education	The foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training. Basic education typically comprises primary and lower secondary education, and increasingly one or more years of pre-primary education. It usually encompasses compulsory schooling.
Basic Skills	The fundamental knowledge (i.e. declarative and procedural) as well as operational aspects of knowledge needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills. The term can include a range of skills that individuals need to live successfully in contemporary society.
Benchmark	A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured.
Benchmarking	A standardised method for collecting and reporting critical operational data in a way that enables relevant comparisons among the performances of different organisations or programmes, usually with a view to establishing good practice, diagnosing problems in performance, and identifying areas of strength.
Best Practice	A method or an innovative process involving a range of safe and reasonable practices resulting in the improved performance of a higher education institution or programme, usually recognised as most effective by other peer organisations.
Blended Learning	A formal education programme in which a student learns, at least in part, through delivery of content and instruction via digital and online media with some element of student control over time, place, path or pace.
Bullying	A multi-faceted form of mistreatment, mostly seen in schools and the workplace. It is characterised by the repeated exposure of one person to physical and/or emotional aggression including teasing, name calling, mockery, threats, harassment, taunting, hazing, social exclusion or rumours.
Certification	The process by which an agency or an association acknowledges the achievement of established quality standards and usually grants certain privileges to the target individual (student or teacher).

Clinical Supervision	A method of supervision whereby the supervisor is involved with the teacher in a "close, helping, relationship." Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher critically examine and possibly alter his or her own professional practice. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher's ability through the analysis of objective data that is collected during the observation.
Core Curriculum	The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students.
Criteria	Checkpoints or benchmarks determining the attainment of certain objectives and/or standards. Criteria describe the characteristics of the requirements and conditions to be met (in order to meet a standard) and therefore provide the (quantitative and qualitative) basis on which an evaluative conclusion is drawn.
Cross-Cutting Issues	Those issues which relate to and must be considered within other categories to be appropriately addressed, e.g. gender, age and equality.
Culture	The set of shared attitudes, values, goals, and practices that characterises an institution or organisation.
Curriculum	A description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself, but rather a means to fostering quality learning.
Data Analytics	The process of transforming raw data into constructive and actionable information.
Discipline	The practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms. While punishment is meant to control a learner's behaviour, discipline is meant to develop a learner's behaviour, especially in matters of conduct.
ECCE	Early childhood is defined as the period from birth to eight years old. Early childhood care and education (ECCE) is not only a preparatory stage for transitioning to formal schooling but also on focuses on the development of the whole child i.e. the social, emotional, cognitive and physical needs in order to ensure a firm foundation for lifelong learning and wellbeing.
Educational Attainment	Refers to the highest level of education completed.

Effectiveness	The capability of producing a desired result or the ability to produce desired output.
Efficiency	An ability to perform well or to achieve a result without waste of resources, effort, time, or funds (using the smallest quantity of resources possible). Educational efficiency can be measured in physical terms (technical efficiency) or in terms of cost (economic efficiency).
Entrepreneurship	The capacity and willingness to develop, organise and manage a business venture which may enable social change, creation of an innovative product/service or present a new life-changing solution while undertaking risks in order to make a profit.
Equity	Equity in education requires putting systems in place to ensure that every child has an equal chance for success. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers.
Evaluation	The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability.
External stakeholders	Individuals, groups, organisations and collective entities who operate outside the day-to-day work of the Ministry of Education, who have a strong interest in the outcomes but who are not directly involved in the achievement of these outcomes.
Gifted Learners	Those whose ability is significantly above the norm for their age. Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.
Goal	A general, long term statement detailing a desired outcome or that which is to be achieved or accomplished.
Graduation Rate	Graduation rate represents the estimated percentage of people who will graduate from a specific level of education over their lifetime. Data are broken down by gender and shown for three levels of education: upper-secondary, post-secondary, non-tertiary and tertiary excluding doctoral level.
Gross Enrolment Ratio	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.

Gross Graduation Rates	Gross graduation rates refer to the total number of graduates (the graduates themselves may be of any age) at the specified level of education divided by the population at the typical graduation age from the specified level.
Higher Education	A broad overarching term that encompasses education beyond the secondary level including academic programmes often referred to as tertiary education as well as technical education often referred to as skills training.
Higher Education Institution/ Organisation (HEIs)	An educational body which carries out higher education activities based on approved study programmes.
Holistic Learning Approach	Education which is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.
Homebound	Homebound instruction can also be referred to as home teaching, home visits, and home or hospital instruction.
Homeschooling	The schooling or education of children primarily directed and provided by their parents/legal guardians or adults who act in those capacities.
Human Rights	Rights inherent to all human beings, whatever their nationality, place of residence, HFLE, national or ethnic origin, colour, religion, language, or any other status.
Inclusive Education	All learners, regardless of any challenges they may have, are placed in appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum.
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess performance.
Information Communication Technologies (ICT)	The diverse set of tools and resources used to communicate, create, disseminate, store and manage information. These include computers, mobile devices, the Internet and other satellite communication devices, radio, television, telephones, and audio visual equipment which can be deployed for realising the goals of teaching and learning and enhancing access to resources, building of capacity, as well as the management of the educational system.

Input	The financial, human, material, technological and information resources used for the development intervention.
In-service Teacher Training	The process by which teachers engage in further education or training to refresh or upgrade their professional knowledge, skills and practices in the course of their employment (ILO, 2012: 4).
Inter-Divisional	Existing or occurring between divisions, especially the divisions of an organisation.
Internal Stakeholders	Individuals who work within the Ministry and school system on a daily basis such as senior and technical staff of the Ministry, administrators, teachers and staff of the District Offices.
Intra-Divisional	"Intra" prefix meaning 'within' and "divisional" relating to an organisational or administrative unit. Therefore, "intra-divisional" means within an organisational or administrative unit.
ISCED	ISCED is a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education. The basic concepts and definitions of ISCED are intended to be internationally valid and comprehensive of the full range of education systems. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.
Knowledge Based Economies	An economy that is capable of knowledge production, dissemination and use; where knowledge is a key factor in growth, wealth creation and employment. Human capital is the driver of creativity, innovation and generation of new ideas, with reliance on information and communication technology (ICT) as an enabler and intellectual rather than physical inputs.
Labour Market Information	LMI is any quantitative or qualitative facts, analysis or interpretation about the past, present or future structure and workings of the labour market and the factors that influence it. LMI is needed to inform users about: economic and labour market conditions; education, qualifications, training and skills; current and future demand and supply of labour and jobs; and vacancies and recruitment.
Lifelong Learning	All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.
Literacy	The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling an

	individual to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.
Lower Secondary Education	The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. Lower secondary education may either be "terminal" (i.e. preparing the students for entry directly into working life) and/or "preparatory" (i.e. preparing students for upper secondary education). This level can range from 2 to 6 years of schooling.
Mathematical Literacy	Mathematical literacy is concerned with the ability of students to analyse, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret solutions to mathematical problems in a variety of situations.
Means Testing	A form of subsidy targeting that attempts to distribute at least some of the higher educational subsidies—such as low or no tuitions fees, grants, or subsidised loans on the basis of the student's and/or family's need, or its estimated ability to pay for some of the underlying costs of higher education.
Milestone	A significant point or event in a project, program, or portfolio.
Millennium Development Goals	The United Nations Millennium Declaration, signed in September 2000, committed world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs were derived from this Declaration, and had specific targets and indicators.
Mission Statement	A public declaration used to describe an organisation's founding purpose and major commitments.
Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an on-going development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.
Multilingual Education	The use of at least three languages, for example, the mother tongue, a regional or national language and an international language in education (UNESCO).
Net Enrolment Ratio	Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.
Net Graduation Rates	Net graduation rates is the percentage of persons within a virtual age cohort who obtain a tertiary qualification, thus being unaffected by changes in population size or typical graduation age. The net graduation rate is

calculated by dividing the number of graduates by the population for each single year of age.

Net Intake Rate New entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

Numeracy The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life.

Objective A specific, measurable step taken to meet the goal (usually within a timeframe and with available resources). It is a performance measure which would lead to achieving the goal.

Outcomes Anticipated or achieved results of programmes or the accomplishment of institutional objectives, as demonstrated by a wide range of indicators (such as student knowledge, cognitive skills, and attitudes). Outcomes are direct results of the instructional programme, planned in terms of learner growth in all areas. An outcome must be distinguished from an objective, which is a desired result.

Outputs The products and services which result from the completion of activities within a development intervention.

Pedagogy The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place.

Performance Criteria Checkpoints or benchmarks that are used to evaluate the attainment of performance standards. As qualities, characteristics, or dimensions of a standard for student performance, they indicate how well students meet expectations of what they should know and be able to do, as expressed by varying gradients of success by (scoring) rubrics or by grades.

Performance Indicators The measures that express the Ministry's performance intentions directly related to the objectives and associated outcomes in the Ministry's Strategic Plan.

PIRLS Investigates changes over time in children's reading achievement at the fourth grade (age 9-10) and is conducted by the International Association for the Evaluation of Educational Achievement (IEA) since 2001 on a regular five-year cycle. In general, participating countries use PIRLS in various ways to explore educational issues, including among others monitoring system-level achievement trends in a global context, establishing achievement goals and standards for educational improvement, and stimulating curriculum reform.

PISA	Represents a commitment by governments to monitor the outcomes of education systems through measuring 15-year-old student achievement on a regular basis and within an internationally agreed common framework. Launched by the Organisation for Economic Cooperation and Development (OECD) in 1997, PISA aims to provide a new basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgements about the skills that are relevant to adult life.
Post-secondary Education	The level of education that is attained when students receive post-secondary credentials. Often regarded as referring to Bachelor's and Associate's degrees, postsecondary credential encompasses a broader range of programmes that students may complete after secondary school including A' Levels, certificates, diplomas, apprenticeships, licenses, workforce readiness certifications and tertiary level undergraduate and post graduate degrees.
Post-Secondary Non-Tertiary Education	Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It typically targets students who have completed upper secondary education (ISCED level 3), but who want to increase their opportunities either to enter the labour market or progress to tertiary education.
Pre-service Teacher Training	Teacher education before entering a classroom or other educational site as a fully responsible teacher (ILO, 2012: 7).
Primary Education	The initial stage of education through the ages 5 to 12. Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended an ECCE programme before entering primary education.
Professional Standards	Expectations about teachers' knowledge, competencies and attributes, and desirable level of performance.
Programme	A group of related projects which when managed in a coordinated fashion will lead to benefits which would not be derived from managing them individually.
Project	A unique, transient endeavour, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits. A project is usually deemed to be a success if it achieves the objectives according to their acceptance criteria, within an agreed timescale and budget.
Pupil Teacher Ratio	The average number of pupils (students) per teacher at a specific level of education in a given school-year.

Qualification	Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting to the successful completion of a course programme.
Quality	Includes literacy, numeracy and life skills, and is directly linked to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration. A good quality education provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.
Quality Assurance	An all-embracing term referring to an on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of education systems, institutions, or programmes.
Quality Assurance Framework	A "toolkit" or "umbrella" which functions as a single place to record, reference and organise the full range of quality concepts, policies, tools and practices.
Quality Control	The process of quality evaluation that focuses on the internal measurement of the quality of an institution or a programme. It refers to a set of operational activities and techniques (monitoring activities and a structured internally planned and implemented policy) elaborated and used to fulfil requirements of quality.
Quality Management	An aggregate of measures taken regularly at system or institutional level in order to assure the quality of education.
Reading Literacy	An individual's capacity to: understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.
Risk	An uncertain event or condition that, if it occurs, has a possible negative effect on one or more project objectives.
Risk Mitigation	Steps taken to reduce the possibility of a risk occurring or its likely impact.
School-Based Management	The decentralisation of levels of authority to the school level. Responsibility and decision-making over school operations is transferred to principals, teachers, parents, students, and other school community members. The school-level personnel, however, have to conform to, or operate, within a set of centrally determined policies. (Adapted from World Bank Document, 2009)
Secondary Education	The stage of education following primary education and is usually characterised by transitioning from primary education to tertiary, post-secondary or higher education. It is compulsory until age 16.

Service Learning	Learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum. Community-based service activities are paired with structured preparation and student reflection.
Skill	The ability to perform tasks and solve problems. It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience.
Skills Training	A comprehensive term referring to Technical and Vocational Education and Training (TVET) and those aspects of the educational process which involve general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.
Special Needs Education	Educational strategies designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme.
Standards	Statements regarding an expected level of requirements and conditions against which quality is assessed or that must be attained by higher education institutions and their programmes in order for them to be accredited or certified.
Strategic Planning	An organisational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organisation's direction in response to a changing environment.
Student Learning Outcomes	The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme.
Student Monitoring System (SMS)	A software application used for schools and universities to manage student data. Capabilities of these student databases include demographic data, attendance, behavioural and medical information, as well as storing assessment information.
Sustainable Development Goals (SDGs)	A universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These seventeen (17) Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities.

Teacher	A person whose professional responsibility involves facilitating learning, developing positive attitudes and relevant skills in both the informal and formal curriculum, to learners in educational institutions.
Teacher Professional Development	Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and professional qualifications and examining his or her teaching systematically.
Tertiary Education	The teaching and learning process that occurs following successful completion of secondary schooling or its equivalent, and which provides academic credits or competencies that lead to the award of qualifications such as certificates, diplomas and degrees.
Tertiary Education Attainment Rate	Those persons who have completed the highest level of education, by age group. This includes both theoretical programmes leading to advanced research or high skill professions such as medicine and more vocational programmes leading to the labour market.
Transformational Leadership	Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders.
Transition Rates	The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.
Values	Culturally defined principles and core beliefs shared by individuals and groups that guide and motivate attitudes, choices and behaviour, and serve as broad guidelines for social life.
Violence	The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.
Vision Statement	A public declaration that is used to describe high-level goals for the future.
Vocational Education	Educational programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.

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