



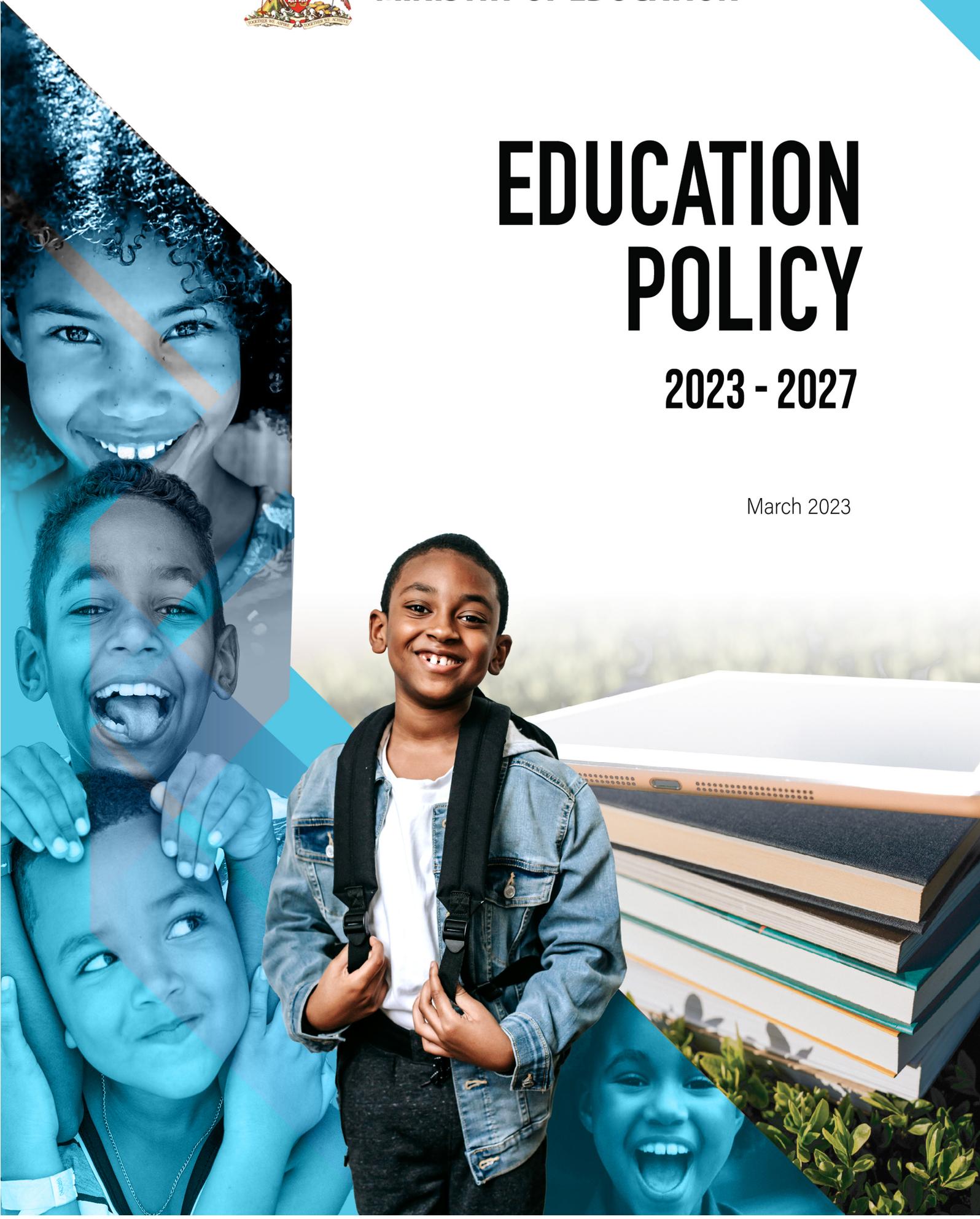
Government of the Republic of Trinidad and Tobago

**MINISTRY OF EDUCATION**

# EDUCATION POLICY

**2023 - 2027**

March 2023



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## Abbreviations and Acronyms

ADR	Alternative Dispute Resolution
AGALA	Ministry of the Attorney General and Legal Affairs
AMP	Asset Management Policy
ASD	Agenda for Sustainable Development
CANTA	Caribbean Association of National Training Authorities
CARICOM	Caribbean Community
CoE	Centres of Excellence
COL	Commonwealth of Learning
CPDD	Curriculum Planning and Development Division
CQF	CARICOM Qualifications Framework
CVQ	Caribbean Vocational Qualifications
CXC	Caribbean Examinations Council
DERTech	Division of Education Research and Technology
DLT	District Leadership Teams
DOTT	Dictionary of Occupations of Trinidad and Tobago
DPE	Development Programme Expenditure
ECCE	Early Childhood Care and Education
EFA	Education Framework for Action
ETU	Educational Technology Unit
FBO	Faith-Based Organisation
GATE	Government Assistance for Tuition Expenses
GDP	Gross Domestic Product
GM	Growth Mindset
GORTT	Government of the Republic of Trinidad and Tobago
HELP	Higher Education Loan Programme
HRD	Human Resource Development
HRMD	Human Resource Management Division
HRTD	Human Resource Training and Development
HSP	Home School Policy
IA	Immigration Act
ICT	Information and Communications Technologies
IDF	Infrastructure Development Fund
IEP	Individual Education Plan
ILO	International Labour Organization
IPP	Individual Progress Plan
ISP	Inclusive School Project
ISP	Internet Service Provider
LEC	Learning Enhancement Centres
LMS	Learning Management Systems
LSB	Local School Board
MIC	MIC Institute of Technology
MOF	Ministry of Finance
MOLSED	Ministry of Labour and Small Enterprise Development
MoU	Memorandum of Understanding
MPA	Ministry of Public Administration
MPD	Ministry of Planning and Development
MYDNS	Ministry of Youth Development and National Service

NACE	National Advisory Committee on Education
NAEP	National Assessment of Educational Progress
NAP	National Apprenticeship Policy
NAS	National Apprenticeship System
NDS	National Development Strategy
NGO	Non-Governmental Organisation
NLP	National Labour Policies
NOOSTT	National Online Open School of Trinidad and Tobago
NOS	National Occupational Standards
NTA	National Training Agency
NYPTT	National Youth Policy of T&T (2020-2025)
OECD	Organisation for Economic Cooperation and Development
OER	Open Educational Resources
OJT	On-the-Job-Training
PLAR	Prior Learning Assessment and Recognition
PS	Permanent Secretary
QAF	Quality Assurance Framework
R2R	Roadmap to Recovery
SBITs	School-Based Intervention Teams
SBM	School-Based Management
SDG	Sustainable Development Goals
SEA	Secondary Entrance Assessment
SEN	Special Education Needs
SIAP	Student Intervention and Achievement Policy
SIMS	Student Infrastructure Management System
SLMS	Student Learning Management System
SMS	School Management System
SS	School Supervisors
SSSD	Student Support Services Division
STARS	Student Transition and Remediation Support
THA	Tobago House of Assembly
TSC	Teaching Service Commission
TTUTA	Trinidad and Tobago Unified Teachers Association
TVET	Technical and Vocational Education and Training
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
VAB	Values Attitudes and Behaviours
VAPA	Visual and Performing Arts

# Foreword

## By the Minister of Education

As we seek to ensure that our children reach their fullest potential, are prepared for education in the 21st century and can ultimately contribute to the development of Trinidad and Tobago and the wider global village, the Ministry of Education has garnered the support of its stakeholders in mapping the way forward. This process commenced in 2020 and involved three rounds of consultation, each building upon the other, and utilising various media inclusive of virtual town meetings, focus group meetings, dissemination of questionnaires, and eliciting of written feedback. The impact of the COVID-19 pandemic on education systems worldwide, a matter of public record, was taken into consideration in the development of this document.

This Policy is the culmination of these efforts and a distillation of stakeholder input, with a view to addressing problems at various levels of the education system. We have sought to delve deeply into issues and develop imaginative, logical and feasible solutions that can result in transformation. The Policy speaks to the building blocks for reformation of the system such as legislative review, focus on human resource development, curriculum reform at the primary level, revitalisation of technical vocational education and training, leveraging ICTs to effect digital transformation, strategic transitioning of learners through the system; all intended to effect student success. Succinctly, the children and their success are placed at the heart of everything we do.

At this time, our global circumstances call for solution-oriented responses to challenges, with technology employed as a purveyor for those solutions where possible; with consistent engaging of our stakeholders. Over the period 2020-2022, with their input, we as a Ministry have made significant gains in line with our stated strategic goals. These include commencement of digitisation of teacher and student records; operationalising the online SEA results platform; and finalisation and approval of the Trinidad and Tobago National Qualifications Framework, which allows for standardised learning outcomes and comparability of technical and academic training levels. We also managed the distribution of 63,000 devices for learning; reviewed and instituted the National School Discipline Matrix; increased resourcing to 106 schools of focus and partnered with the On-the-Job Trainee Programme to increase the number of Student Aides in the education system. A platform for the use of e-books has also been procured.

As we move toward implementation of this Policy therefore, we will continue to work with our partners in education, leveraging their individual professional capacities and experience to meet challenges head-on, tackling them at the level of the child, the school and the wider community. Concomitant activities, which build upon these successes, will include continuation of the digitisation of teacher and student records; restocking of school computer laboratories in preparation for expanded e-testing for CXC examinations; rationalisation of the TVET offerings at post-secondary institutions; and finalisation of Policies for Home Schooling, Patriotism and Registration of Private Schools.

It is our intention at the Ministry of Education, to ensure that we continue to advance Trinidad and Tobago through creative and innovative approaches to the teaching and learning processes.

On behalf of the Ministry of Education, I am pleased to present the nation with the Education Policy 2023-2027.

# Acknowledgements

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The Ministry of Education wishes to acknowledge the contributions of the following Divisions/Units in the preparation of this Education Policy 2023-2027:

- Educational Planning Division
- Business Planning Unit
- Higher Education Services Division
- Research, Planning and Technical Services Division
- Programme and Project Planning Management Unit
- School Broadcasting Unit
- Curriculum Planning and Development Division
- Division of Educational Research and Evaluation
- Student Support Services Division
- Early Childhood Care and Education Division
- Chief Education Officer's Secretariat - School Based Management Co-ordinator
- Teacher Training and Development Division.

The Ministry also thanks the more than 22 stakeholder groups that participated in consultation exercises through focus group discussions and interviews. These include:

- The National Parent Teacher Association (NPTA)
- Principals' Associations
- Denominational Boards
- The Trinidad and Tobago Unified Teachers' Association (TTUTA)
- The University of the West Indies (UWI)
- The University of Trinidad and Tobago (UTT)
- The University of the Southern Caribbean (USC)
- The Accreditation Council of Trinidad and Tobago (ACTT)
- Special Needs Groups
- The Home School Association of Trinidad and Tobago
- The Education Advisory Committee.

# Executive Summary

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The Ministry of Education continues to pursue its mandate as outlined in the Education Act, Chap. 39:01, which articulates the powers, functions and responsibilities of the Minister to ensure the promotion of the education of the people of Trinidad and Tobago and the establishment of an education system that adequately addresses the needs of a changing society. In the context of its mandate, the Ministry of Education has established its strategic direction for the period 2023-2027. This Education Policy serves to guide the actions of the Ministry over a five-year period in advancing the cause of education while addressing current challenges within the education sector of Trinidad and Tobago. This Policy reflects not only the national development agenda, but also the commitment to regional and international prerogatives in the achievement of the 2030 Agenda for Sustainable Development by all United Nations Member States. In concert with the United Nations Sustainable Development Goals, the key educational thrusts identified for the CARICOM region are inclusive education; equitable education; quality education and the promotion of lifelong learning.

The methodology adopted for developing this Education Policy involved consultations with key stakeholders in education through focus group discussions and interviews; review of national, regional and international reports; analysis of policy documents of various countries; environmental scanning and analysis of quantitative data from the Ministry of Finance on estimates of expenditure. Key stakeholders included teachers, students, parents, specialists in the field and members of the community. Critical inputs also came from various Divisions/Units of the Ministry as well as stakeholder groups such as the National Parent Teacher Association (NPTA), Principals' Associations, Denominational Boards, the Trinidad and Tobago Unified Teachers' Association (TTUTA), tertiary education institutions and other stakeholder groups.

Emanating from a series of consultations, the Ministry of Education identified eight areas as strategic goals, which formed the basis for the Education Policy 2023-2027. These areas are as follows:

1. Amendment of the Education Act – *to ensure that the legislative framework reflects a modern and high-quality education system that includes Early Childhood Care and Education (ECCE), Special Needs Education, Post-secondary, TVET and tertiary education sectors*
2. Human Resource Development – *to improve the functioning and performance of human resources through the continued adoption of modern technology and methodologies*
3. Equity in Quality Education – *to be achieved through the implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions*
4. Curriculum Reform – *to support the holistic development of 21<sup>st</sup> century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen*
5. TVET Revitalisation – *to revitalise TVET throughout the education system to contribute towards sustainable development*

6. *Digital Transformation – Transform the delivery of education through the development of a digital ecosystem such that citizens are equipped with the skills and competencies to be competitive in the global environment*
7. *Transition of Learners through the Education System – to facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices*
8. *Enabling Student Success – by implementing Monitoring and Evaluation Systems and associated intervention strategies to ensure the success of each student within the education system.*

Effective implementation of the 2023-2027 Education Policy is premised on the following:

- clearly defined policy statements with a logical and feasible solution to the policy problem
- inclusive stakeholder engagement to facilitate successful policy implementation
- conducive institutional, policy and societal context that recognises the existing policy environment, educational governance as well as the internal and external environment
- a coherent implementation strategy that can be effectively operationalised.

The Ministry of Education is committed to providing close monitoring and evaluation, using an appropriate combination of indicators and other measurement tools. The Ministry is also cognisant of the need to establish reasonable timeframes, risk management strategies and a robust monitoring and evaluation framework to ensure effective implementation of the Policy.

# Eight Identified Areas of Focus

## STRATEGIC GOALS



### Amendment of the Education Act

Strategic Goal:

To ensure that the legislative framework reflects a modern and high-quality education system



### Human Resource Development

Strategic Goal:

To improve the functioning and performance of human resources through the continued adoption of modern technology and methodologies



### Curriculum Reform

Strategic Goal:

To revise the curriculum to support the holistic development of 21st century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen



### Equity in Quality Education

Strategic Goal:

The implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions



### Digital Transformation

Strategic Goal:

To transform the delivery of education through the development of a digital ecosystem such that citizens are equipped with the skills and competencies to be competitive in the global environment



### TVET Revitalisation

Strategic Goal:

To revitalise TVET throughout the education system to contribute towards sustainable development



### Transition of Learners through the Education System

Strategic Goal:

To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices



### Enabling Student Success

Strategic Goal:

Implement the monitoring and evaluation systems and associated intervention strategies to ensure the success of each student within the education system



Figure 1. Eight Identified Focus Areas of the Ministry of Education

# Section I: Introduction

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## Organisational Profile

In September 2015, the following three Ministries – the Ministry of Education, the Ministry of Science and Technology and the Ministry of Tertiary Education and Skills Training were merged to form a Ministry of Education with jurisdiction over the pre-primary, primary, secondary, post-secondary (advanced proficiency and technical/vocational) and tertiary education levels.

The Tobago House of Assembly, by the Tobago House of Assembly Act, Chap 25:03, is responsible for the administration of education in Tobago, including the curriculum. Therefore, the Tobago House of Assembly and the Ministry of Education share a collaborative relationship to ensure standardised practices in the education system.

Section 85 of the Constitution of the Republic of Trinidad and Tobago states that:

*Where any Minister has been assigned responsibility for any department of government, he shall exercise general direction and control over that department; and, subject to such direction and control, the department shall be under the supervision of a Permanent Secretary whose office shall be a public office.*

In addition, the Ministry of Education's purpose and mandate are detailed in the Education Act, Chap 39:01. This Act articulates the powers, functions and responsibilities of the Minister to ensure:

- a) *the promotion of the education of the people of Trinidad and Tobago, and the 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*
- b) *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*
- c) *the effective execution of the education policy of the Government.*

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. The common principles, ideals and desired culture, which unite the Ministry are characterised in our Core Values, as detailed below:

### ***Vision Statement***

To provide modern, relevant, quality, equitable education for all.

### ***Mission Statement***

To nurture confident critical thinkers by creating enabling conditions and diverse educational pathways that engineer social consciousness and sustainable development.

### ***Core Values***

The MOE is an innovative organisation, coordinating systems for lifelong learning and adhering to principles of accountability, productivity and equity.

<b>Accountability</b>	<b>Equity</b>	<b>Lifelong Learning</b>	<b>Innovativeness</b>
Measurement and evaluation	Inclusiveness	Research-driven practice	Production
Discipline	Responsiveness	Competence	Agility
Commitment	Tolerance	Knowledgeable	Adaptability
Dedication	Respect		Creativity
Integrity	Collaboration		
Responsibility			
Professionalism			
Transparency			
Service oriented			

### **Purpose and Scope**

The COVID-19 pandemic brought with it national and global changes which resulted in unprecedented risk to children's education, protection and wellbeing, especially for the children of the poorest and most disadvantaged families. In this context, the Government of the Republic of Trinidad and Tobago sought to develop a new policy paper to reflect the changing environment and priorities in the education sector.

This Education Policy 2023-2027 supersedes the Education Policy Paper 2017-2022. It builds on the recommendations, initiatives and achievements of the earlier document, through ongoing research, further analysis and continued engagement of all interested parties regarding the difficult issues challenging the Trinidad and Tobago education landscape.

This Policy was developed through consultations with key stakeholders in education including teachers, students, parents, specialists in the field and members of the community. The Ministry believes that this interactive approach better facilitates sharing of ideas among policy makers and those who are influenced most directly by the outcome.

While the scope of this Policy is wide-ranging in nature and application, it adopts an incremental approach to tackling the issue of curriculum reform largely in the primary as well as the technical/vocational sub-sectors of the education system. It is intended to provide the Ministry of Education with the policy direction to guide its strategic actions in the formulation of programmes, projects and action plans for the period 2023-2027. The Policy also addresses cross-cutting issues which affect the governance and management of the entire education system.

Consistent with the approach taken in the 2017-2022 Education Policy Paper, this 2023-2027 Policy recognises that achievement of the goals identified hereunder necessitates an improved

and better resourced governance and administration system at the Head Office and District levels. Consequently, the Ministry of Education is challenged to leverage technology to optimise organisational and individual performance.

## **Policy Development Process**

This Policy takes into consideration a variety of source information, namely:

- ✓ National, regional and international reports and background papers
- ✓ Reports prepared by various consultants on education-specific topics such as testing and assessment, and benchmarking of selected policy areas
- ✓ Reports prepared internally by the Ministry, such as the Report on National Consultation on Education after the hosting of same
- ✓ In-depth analysis of various countries' policy documents including education reform and best practice
- ✓ 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
- ✓ Meetings with various education stakeholders and internal clients, including parents, teachers, students, senior technical staff and Heads of Divisions/Units.

## **National Consultations**

The Ministry of Education hosted a *National Consultation on Education 2020: Transforming Education "It Takes a Village"* in November 2020, to engage the public on emerging issues in the education system with a focus on the following areas:

- The conduct of the Secondary Entrance Assessment (SEA) and transition to secondary school
- The Concordat
- Curricular reform
- Blended learning
- Teacher training and development
- The role of parents/guardians in education
- The role of the Teaching Service Commission.

This Consultation brought together key stakeholders in the education system to ensure that all intended results and outcomes were achieved to impact the following domains:

- i. Supporting inputs (family, community and Ministry)
- ii. Student characteristics (intelligence, motivation, health and nutritional status)
- iii. Enabling conditions (effective leadership, capable teaching force, high instructional time in school)
- iv. School climate (high expectations, order and discipline, organised curriculum, rewards and incentives for teachers, male and female students)

- v. Teaching-learning (high learning time, variety in teaching strategies; frequent student assessment and feedback)
- vi. Learning outcomes (knowledge, attitudes and competencies that pupils acquire)
- vii. Student outcomes (participation, academic achievement, social skills).

The following recommendations were proffered across the areas of focus:

- monitor and evaluate the training provided to teachers in the new online modalities
- prioritise funding for schools
- include 21<sup>st</sup> century skills in the curriculum
- increase the quality of communication and collaboration between parents, NGOs and other stakeholders in education
- ensure adequate dissemination of information to various stakeholders
- develop an assessment framework that spans both primary and secondary levels
- develop a clear policy for the transition from primary to secondary school
- develop a more equitable education system.

Emanating from the National Consultation on Education 2020, the Ministry of Education identified eight areas as strategic goals, which formed the basis for the Education Policy 2023 – 2027. These areas are:

1. Amendment of the Education Act
2. Human Resource Development
3. Equity in Quality Education
4. Curriculum Reform
5. TVET Revitalisation
6. Digital Transformation
7. Transition of Learners through the Education System
8. Enabling Student Success.

The Ministry of Education re-engaged stakeholders in the first (Phase I) and second (Phase II) quarters of fiscal 2022 with respect to the eight identified areas. The aims of this re-engagement were to:

- elicit strategies and recommendations for treating with various issues and problems occurring in the education system
- inform the reform of curricular content, instructional practices and assessment frameworks in the context of COVID-19 and beyond
- examine sector-based systems, processes, policies, regulations and programmes to arrive at increased relevance and efficacy
- facilitate discussion among all education stakeholders, taking into consideration their expertise, perspectives and ideas (for alternative actions)
- increase the transparency of policy making in the education sector
- identify and mitigate the negative effects and practical problems caused by the COVID-19 pandemic with respect to the areas of focus of the consultations.

In Phase I, meetings were held with the National Advisory Committee on Education and wider stakeholder groups to gain feedback on the draft Concept Note, which had been prepared by the Ministry for the conduct of the public consultations. These stakeholders provided feedback on behalf of the organisations represented, as well as in their individual professional capacity and experience. This feedback then contributed to the formulation of the final Concept Note. This phase of the consultations took place from December 1<sup>st</sup> to December 17<sup>th</sup>, 2021.

Phase II consisted of public consultations during the period January 31<sup>st</sup> to February 9<sup>th</sup>, 2022. Members of the public, including stakeholders, were engaged via Town Hall meetings and interactive virtual public meetings. In these fora, information was shared on the various Ministry strategic goals and objectives as well as the recommended activities from the working stakeholder group meetings. Comments, questions and feedback were addressed by the respective panels and distilled for inclusion in this Policy.

### **Limitations of the Policy**

This Policy addresses crucial issues within the education sector ranging from curriculum reform and TVET revitalisation to digital transformation, equity, and human resource development. While due diligence was observed to ensure comprehensive coverage, the areas of concern are not exhaustive. As such, the Policy also discusses cross-cutting issues which affect the governance and management of the entire education system.

This Policy precedes and establishes the foundation for the strategic planning process for the Ministry. The Implementation Plan attached hereto identifies the key programmes and projects aligned to each strategic objective, and is by no means exhaustive. It is the Ministry's intention to continue to develop and implement programmes and projects to bring the policies contained herein to fruition.

## Section II: Policy Context

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Education is recognised as a fundamental right in Trinidad and Tobago. Our commitment, by virtue of the Education Act, Chap. 39:01, provides constitutional authority for governance and management in the sector. The Act empowers the Minister of Education, inter alia, to promote, establish and execute a system of education in accordance with the educational policy of the Government. The overall governance of the sector is centralised within the Ministry of Education and other relevant state agencies. Notwithstanding its comprehensive framework, the Ministry of Education is aware of several gaps to be filled, to effectively govern current realities and developments within the education sector. As a result, legislative reforms are being undertaken in key areas, to provide adequate coverage across all levels of education for example, the inclusion of Early Childhood Care and Education (ECCE), post-secondary and tertiary sectors.

### The International Perspective

#### *Education and the Sustainable Development Goals*

Adopted by all United Nations Member States in 2015, the 2030 Agenda for Sustainable Development (the 2030 Agenda or the Agenda) provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. **Table 1** displays Trinidad and Tobago’s Vision 2030 Goals and their relation to the Sustainable Development Goals (SDGs).

**Table 1. Vision 2030 Goals and SDG Goal 4**

Vision 2030 Goals	Long-Term Goals <i>1–15 Years; 2016-2030</i>	Medium-Term Goals <i>1–10 Years; 2016-2025</i>	Short-Term Goals <i>1–5 Years; 2016-2020</i>	Sustainable Development Goal 4
<b>People First: Nurturing our Greatest Asset</b>	4. Our population will be diversely educated, innovative and entrepreneurial	5. Trinidad and Tobago will have a seamless, reformed, high-quality education and training system	7. Trinidad and Tobago will have a modern, relevant and accessible education and training system	Ensure inclusive and equitable quality education and promote lifelong learning and opportunities for all

The Ministry of Education recognises that meticulous planning is critical. Goal 7 (**Table 2**) of the National Development Strategy (NDS) indicates that: *Trinidad and Tobago will have a modern, relevant education and training system* (pp. 90, 91). In the short term, the education system must be made modern, inclusive, accessible and relevant. Modern pertains to establishing a sustainable plan to ensure that basic school infrastructure is maintained and upgraded. Accessibility includes ensuring that the educational requirements of students with special education needs are met, toward greater equity. This includes persons with learning disabilities.

The relevance of the education system to the development needs of the economy in terms of closing the current gap between the demand and supply of labour; and meeting the medium and long term needs of the country will also be immediately tackled. The MOE will also ensure that positive values and behaviours are instilled in our nation’s youth, towards building a progressive society and a disciplined workforce.

**Table 2. Strategic Objectives/Initiatives of Goal 7**

<b>Strategic Initiatives/Actions</b>	
<b>7.1</b>	<p><b>Adopt best practices in education administration</b> Our education system must adhere to international best practice in areas such as:</p> <ul style="list-style-type: none"> <li>• compulsory teacher skills upgrade and training at all levels of the education system</li> <li>• knowledge of up-to-date teaching methods such as the use of ICTs and particularly those that support <b>innovation and entrepreneurship</b></li> <li>• provision of clear prospects for career advancement for all teachers</li> <li>• modernising the legislation governing the education system.</li> </ul>
<b>7.2</b>	<p><b>Maintain and upgrade school infrastructure in terms of:</b></p> <ul style="list-style-type: none"> <li>• adequate maintenance of existing school infrastructure</li> <li>• upgrade of existing school infrastructure to facilitate curricular requirements and equitable access to modern facilities</li> <li>• outfitting of schools with the relevant IT infrastructure to ensure that they have free access to fast, broadband internet.</li> </ul>
<b>7.3</b>	<p><b>Revise the school curriculum to emphasise core values, nationalism and workforce readiness skills</b> The curriculum should include the following:</p> <ul style="list-style-type: none"> <li>• core values inclusive of discipline, production, tolerance, civic responsibility and lifelong learning</li> <li>• knowledge of our cultural diversity to promote cohesiveness</li> <li>• our country's history and geography</li> <li>• workforce readiness skills like problem solving, innovativeness, creativity along with entrepreneurial abilities</li> <li>• a culture of research and development at all tertiary level institutions, both public and private</li> <li>• sports, culture and physical education must also be fully integrated.</li> </ul> <p>The relevance of the education system to the skills needs of the economy must be addressed towards an effective labour market system. This will help close the existing skills gap and reduce the migration of skilled citizens.</p>
<b>7.4</b>	<p><b>Promote a fair system of education and training at all levels</b> Government will ensure that tertiary education remains accessible to all citizens through:</p> <ul style="list-style-type: none"> <li>• continued provision of financial support systems and funding mechanisms such as GATE, HELP, scholarships, bursaries</li> <li>• incorporation of mechanisms for second chances for students at all levels</li> <li>• continued provision of assistive devices in the classroom for students with disabilities.</li> </ul>

## **The Regional Perspective**

### ***CARICOM Regional Educational and Human Resource Development (HRD) 2030 Strategy and Action Plan***

The CARICOM Regional Educational and Human Resource Development (HRD) 2030 Strategy and Action Plan is expected to guide the human resource development, as well as education and training directions and priorities of Member States of CARICOM leading up to 2030. In concert with the United Nations Sustainable Development Goals, the key educational thrusts identified for the CARICOM region between now and 2030, 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 variety of educational opportunities appropriate for learners who have varying learning profiles 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 must operate, resulting in improved learner performance and recognised certification of skills, competencies and attitudes
- ***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 identifies, as essential for the 21<sup>st</sup> century learner, the following competencies that were taken into consideration in the development of the student learning outcomes:

- ✓ cultural literacy
- ✓ ecological literacy
- ✓ knowing how to learn
- ✓ knowing oneself
- ✓ technological skills
- ✓ scientific literacy.

## **The National Perspective: Priorities for Development**

### ***National Development Strategy 2016 – 2030 (Vision 2030)***

The National Development Strategy (NDS) 2016-2030, Vision 2030 emphasises the necessity to nurture the country's human capital and acknowledges that national advancement is centred on the development of a nation's citizens. This is captured under Development Theme 1: Putting People First - Nurturing our Greatest Assets. Of note to the education sector and the development of an Education Policy, is the recommendation to nurture citizens who are more creative, innovative and entrepreneurial, beginning with investment in education. Policy positions on the future of education must also be guided by the recommendations of the

Roadmap to Recovery Committee and the Community Recovery Committee. These highlight the need to diversify and transform the economy while leveraging digitisation; making food security a reality; and leaving no one behind while focussing on equity and empathy.

As the nation moves forward, it is important that the education sector confronts the substantial learning loss and increased inequalities created due to the pandemic, and supports the development thrust of the Government. To this end, the Ministry of Planning and Development supports the development of an Education Policy for the period 2023-2027.

### ***Economic Development and Diversification***

Like many countries across the globe, Trinidad and Tobago's path to economic recovery from the COVID-19 pandemic is marred by higher than usual debt levels and diminished revenues due to increased social expenditure and reduced economic activity. Additionally, the changing global socio-economic landscape has seen an increase in ageing populations and a shift toward greater demand for technologically driven solutions that enhance efficiency, accessibility and improve connectivity. Furthermore, the need to create a greener, more environmentally sustainable planet will have significant impacts for energy-producing countries such as Trinidad and Tobago.

Over the medium term, emphasis will be on areas such as the marketing and rebranding of key growth sectors; re-evaluating key value chains for growth potential; creation of special investment funds; building the country's human capital capability; and building critical infrastructure that supports growth and development within key sectors. Creating a diversified and knowledge intensive economy is at the core of building international competitiveness, stimulating new areas of economic growth and moving up the value chain. To transform the economy into a knowledge driven one, priority will be placed on increasing research capacity, raising funding for such research and innovation, strengthening the governance structures and improving education and training.

If Trinidad and Tobago is to provide an environment that fosters the creation of high-value jobs, a highly skilled workforce and increased research, it needs an education system that can facilitate the establishment of new industries. This will in turn increase productivity, generate jobs and add economic value.

In keeping with the recommendation of the NDS Theme 1 to nurture citizens who are more creative, innovative and entrepreneurial, tertiary education is critical for the formation of a knowledge-based economy. University linkages with industry advance the innovative capacity of firms. In this regard, the establishment of Centres of Excellence (CoEs) will be pursued in sectors such as agriculture and agro-processing; creative and cultural industries; energy services, maritime and aviation services, food and beverage, waste management, and information and communication technology (ICT). Government will commence with the development of a CoE for Agriculture and Biotechnology.

In addition, high-quality tertiary education systems lead to high-level employment skills, which in turn can sustain a competitive research base. To identify the skills needed to support private

sector investment and activities, a National Manpower Plan<sup>1</sup> will be developed and implemented. The Plan seeks to coordinate the needs of suppliers and users of labour in key sectors over the medium-term. These sectors include Agriculture and Agro-Food Processing; ICT Platform Services; Maritime and Aviation Services and Energy Engineering Services.

### ***Human Resource Training and Development***

The advancement of human resource training and development, in the education sector, requires the re-commitment to teacher training, holistic development of students and the delivery of high-quality education to students at all levels of education. New teaching methods, as well as early identification of learning disabilities and psychological concerns among the student population, will aid teachers to transform the learning environment. Special attention is also to be paid to students affected by learning loss, drop-outs, underperforming males and students residing in at-risk communities. To develop holistic students and deliver high-quality education, emphasis must be placed on building resilience, critical thinking, problem-solving, creativity, innovation and entrepreneurial skills. Other areas of focus include the promotion of wellness, nutrition, and physical education, and greater incorporation of STEM/STREAM<sup>2</sup> education and modern agricultural techniques, which will facilitate economic diversification and growth.

Equally important is the urgent need to transition to digitalisation, which will also assist with the promotion of online education and lifelong learning. The promotion of progressive values, attitudes and behaviours (VABs) is also essential in the development of the nation's human capital. This will further support the development of holistic citizens, and not only those who are aptly skilled in the realm of academics. Further, it is critical that monitoring and evaluation tools are instituted to track the alignment of the education system, inclusive of private educational institutions' output, to the development needs of the economy.

Moreover, it is paramount that the education system is re-imagined and strategically positioned to meet the future challenges of climate change, employment and work, poverty, technological changes, health, and economic inequalities. The sustainability and effectiveness of the education system depend on this re-imagination, as the education sector has a major role in propelling the economy along its developmental path.

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<sup>1</sup> National Manpower Plan - T&T's National Manpower Plan aims to: prepare our youth for the jobs of the future; close skills gap between labour demand and supply; encourage and develop small businesses; and reform the education and training system to provide appropriate / certifiable paths for students with varying abilities. – Source: <http://www.news.gov.tt/content/ministry-planning-and-development-receives-100000-usd-united-nations-children%E2%80%99s-fund%E2%80%99s-genu#.Y4UnoXbMJPY>

<sup>2</sup> STEM – Science, Technology, Engineering and Mathematics; STREAM – Science, Technology, Research, Engineering, Arts, and Mathematics.

## Public Expenditure on Education - Five-year Academic Trends

### *Education and Training*

The Education 2030 Framework for Action<sup>3</sup> set nationally appropriate spending targets for education as follows:

- allocating at least 15% to 20% of public expenditure to education; and/or
- allocating at least 4% to 6% of Gross Domestic Product (GDP) to education.

The Ministry of Finance, in presenting the national budget, divides the country's total budgeted expenditure among the major sectors of the economy. The Government's commitment to education is evidenced by the fact that since the 2017/2018 fiscal year, Education and Training has received the largest allocation from the national budget when compared to other major sectors.

### Cost of Education

The total expenditure of the Ministry of Education in relation to total Government expenditure over a five-year period is shown in **Table 3**. The total contribution of the Ministry of Education to total Government expenditure hovered around 9.4% over the period 2017/2018 to 2021/2022.

**Table 3. Public Expenditure on Education – Fiscal Years 2017/2018 to 2021/2022**

Fiscal Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
<b>Total Budget (TB)</b> [TTD Bn]	56.1	56.8	59.7	58.9	59.6
<b>Education's Budget</b> [TTD Bn]	5.8	5.8	5.5	5.0	5.2
<b>Education's Budget as a % of TB</b>	10.3	10.2	9.2	8.4	8.8

*Source: Estimates of Expenditure for the Financial Years 2018-2022, Ministry of Finance*

### *Expenditure of the Ministry of Education in relation to Total Government Expenditure*

The estimate of total Government expenditure for the 2021/2022 fiscal year is \$59,617,902,000, a minor increase from the revised estimates of expenditure of \$58,880,041,510 in 2020/2021. Of this amount, the Ministry of Education was allocated 8.8% of total Government expenditure or \$5,247,082,000 for the 2021/2022 fiscal year.

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<sup>3</sup>The **Education 2030 Framework for Action** was adopted by 184 UNESCO Member States on 4 November 2015 in Paris. It aims at mobilising all countries and partners around the Sustainable Development Goal (SDG) on education and its targets and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all.

**Figure 2** below indicates the total expenditure of the Ministry of Education over the fiscal years 2017/2018 to 2021/2022.



**Figure 2. Expenditure of the Ministry of Education in relation to Total Government Expenditure**

*Source: Estimates of Expenditure for the Financial Years 2018-2022, Ministry of Finance*

### ***Expenditure of the Ministry of Education***

The total expenditure of the Ministry of Education is divided into recurrent and development programme expenditure. Recurrent expenditure reflects money spent on day-to-day operations, which include personnel expenditure, expenditure on goods and services, minor equipment purchases, current transfers and subsidies and current transfers to Statutory Boards and similar bodies. Funds under the development programme are used, primarily, to acquire, upgrade, and maintain physical assets such as property, plants, buildings, technology or major equipment.

The allocation to recurrent expenditure for the 2021/2022 fiscal year was \$4,810,705,000 or 91.7% of the total allocation to the Ministry of Education. This represents an increase of 3.4% from the revised estimates of expenditure for the 2020/2021 fiscal year.

The allocation toward the development programme for the 2021/2022 fiscal year was \$436,377,000 or 8.3% of the total allocation to the Ministry of Education. This represents an increase of 28% from the revised estimates of expenditure for the 2020/2021 fiscal year.

**Figure 3** shows the trend in the allocation of the Ministry's total expenditure to recurrent expenditure and the development programme over the period 2017/2018 to 2021/2022. It can be observed that over the period, the Ministry utilised, on average, 91.5% of its funds on recurrent expenditure.



**Figure 3. Recurrent and Development Programme Expenditure of the Ministry of Education**

Source: Estimates of Expenditure for the Financial Years 2018-2022, Ministry of Finance

### Cost of Education by Level

The education sector is separated among the following levels:

- Early Childhood Care and Education or Pre-Primary Education
- Primary Education
- Secondary Education
- Post-Secondary Non-Tertiary (includes Technical and Vocational Education and Training) and Tertiary Education.

### Expenditure on Education Early Childhood Care and Education to Post Secondary and Tertiary Levels

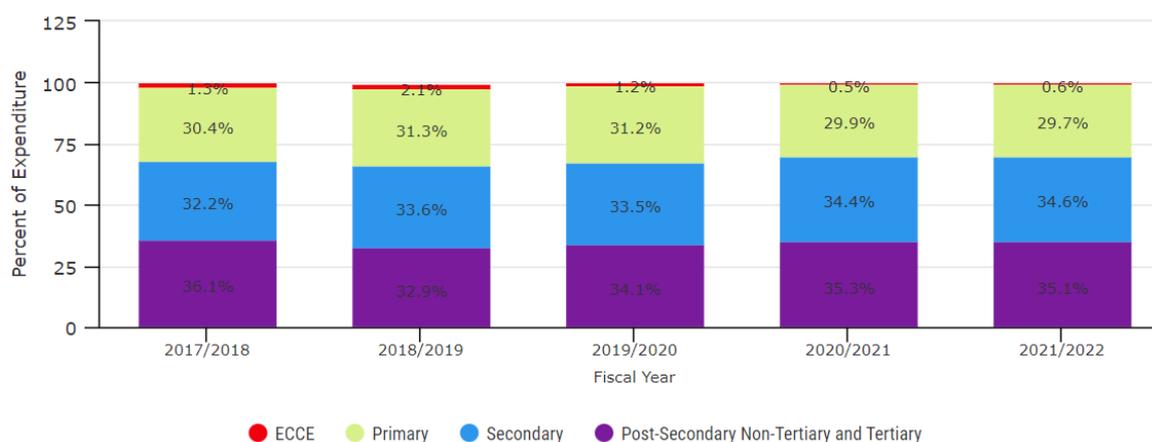
Table 4 below shows the allocation and expenditure by Education Sector level over the period 2017/2018 to 2020/2021. The COVID-19 pandemic and resultant school closures would have impacted the allocations in fiscal 2020/2021 at all levels.

**Table 4. Total Annual Expenditure on Education by Level**

Level	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
	\$	\$	\$	\$	\$
Pre-Primary	77,581,966	124,067,350	66,029,193	22,622,575	30,389,457
Primary	1,764,505,204	1,817,154,655	1,732,530,359	1,493,507,913	1,560,201,778
Secondary	1,864,833,538	1,945,743,542	1,857,073,502	1,715,635,253	1,816,500,993
Post Sec & Tertiary	2,091,058,445	1,910,014,659	1,890,315,971	1,761,843,238	1,839,989,773
<b>Total Expenditure</b>	<b>5,797,979,153</b>	<b>5,796,980,206</b>	<b>5,545,949,025</b>	<b>4,993,608,979</b>	<b>5,247,082,001</b>

Source: Estimates of Expenditure for the Financial Years 2020-2022, Ministry of Finance

**Figure 4** shows the total annual cost of education of the Ministry of Education, disaggregated among the different levels of the education sector. Among all sectors in 2021/2022 fiscal year, the largest portions of expenditure were allocated to Secondary Education, Post-Secondary Non-Tertiary and Tertiary Education, which averaged 33.6% and 34.7% of the total expenditure of the Ministry of Education over the period. Primary Education incurred the third largest expenditure of the Ministry, averaging 30.5% over the period. Expenditure on Early Childhood Care and Education or Pre-Primary Education accounted for 1.1% of the total expenditure of the Ministry of Education.



**Figure 4. Expenditure of the Ministry of Education Disaggregated by Level of the Education Sector**

*Source: Estimates of Expenditure for the Financial Years 2020-2022, Ministry of Finance*

## Educational Outcomes

### Primary Education

#### Academic Performance - Secondary Entrance Assessment (SEA)

**Table 5** depicts the academic performance of learners in SEA for the period 2017 – 2021 by displaying the distribution of mean raw scores attained by learners in each of the three subjects of Mathematics, English Language Arts and English Language Arts Writing over the period.

**Table 5. Distribution of Mean Scores for the Period 2017 to 2021**

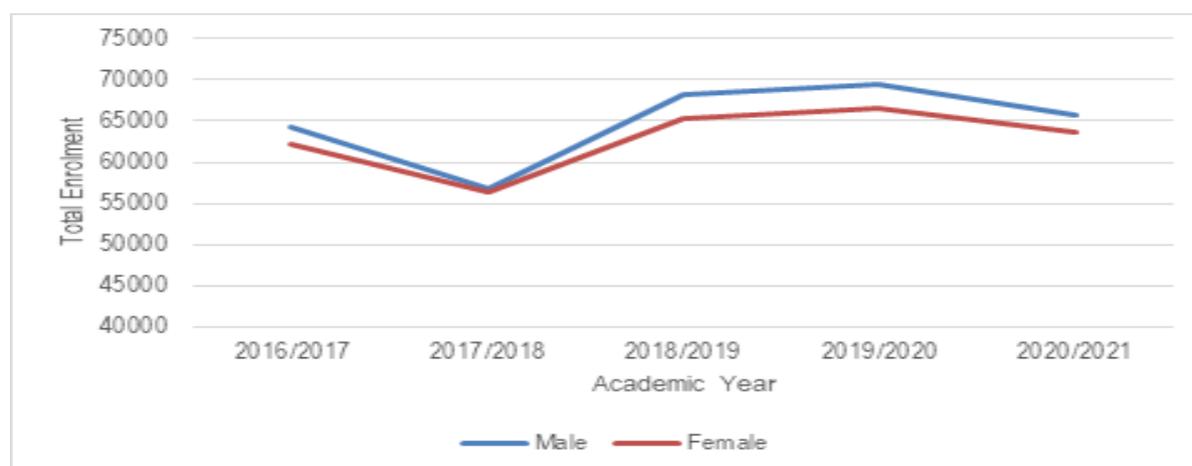
Year	Mean Raw Scores		
	Mathematics (100)	English Language Arts (100)	English Language Arts Writing (100)
2021	46.8	56.6	56.2
2020	52.9	60.7	57
2019	53.4	53.8	50.1
2018	58.8	57.9	55.5
2017	58	63.8	54.4

*Source: Ministry of Education: Educational Planning Division*

The scores in 2019 reflected an adjustment to the SEA testing methodology, and those in 2020 and 2021, the effect of the COVID-19 pandemic, with resultant school closures.

### ***Equity in Access and Participation – Primary Education***

There is gender parity among primary school students in Trinidad and Tobago, with an average gender parity index of one over the five-year period. Boys account for a slightly larger share (50.8 percent on average) of total primary school enrolment in Trinidad and Tobago over the period under review. **Figure 5** below shows the trend in total male and female primary school enrolment.



**Figure 5. Total enrolment in primary schools during academic years 2016/2017 to 2020/2021**

*Source: Ministry of Education: Educational Planning Division*

### ***Special Education***

#### ***Access and Participation – Special Education***

Most special schools are privately owned. Only 27.2 percent or 12 special schools are public schools. **Table 6** shows enrolment by sex in public special schools for academic years 2018/2019 to 2020/2021.

**Table 6. Enrolment in public special schools by sex for academic years 2018/2019 to 2020/2021**

Academic Year	Male	Female	Total
<b>2018/2019</b>	354	198	<b>552</b>
<b>2019/2020</b>	353	189	<b>542</b>
<b>2020/2021</b>	333	202	<b>535</b>

*Source: Ministry of Education: Educational Planning Division*

#### ***Equity in Access and Participation – Special Education***

There were more (63.8 percent on average) male than female students in public special schools over the period.

## Secondary Education

### Academic Performance - Caribbean Secondary Education Certificate (CSEC)

During the five-year period, the percentage of students passing five or more subjects including Mathematics and English Language (English A) (full certificate), fluctuated between 47.03 and 56.47. **Table 7** below provides details on CSEC performance.

**Table 7. Pass rates (Grades I, II, III) for students attempting five or more CSEC subjects: 2017-2021**

		Year				
		2017	2018	2019	2020	2021
Students who attempted any 5 subjects	No.	13 290	13 368	13 589	14 734	13 675
Students who attained any 5 subjects	No.	7 698	8 175	8 191	9 073	7 487
	%	<b>57.92</b>	<b>61.15</b>	<b>60.28</b>	<b>61.58</b>	<b>54.75</b>
Students who attempted 5 subjects with English A and Mathematics	No.	13 089	13 048	13 342	14 508	13 465
Students who attained 5 subjects with English A and Mathematics	No.	6 833	7 383	7 169	7 984	6 333
	%	<b>52.2</b>	<b>56.47</b>	<b>53.73</b>	<b>55.03</b>	<b>47.03</b>

Source: Ministry of Education: Educational Planning Division

### Academic Performance - Caribbean Advanced Proficiency Examination (CAPE)

The percentage of subject entries receiving passing grades ranged from 95.2% to 93.39% over the five-year period. **Table 8** below provides details of performance at various Grade levels.

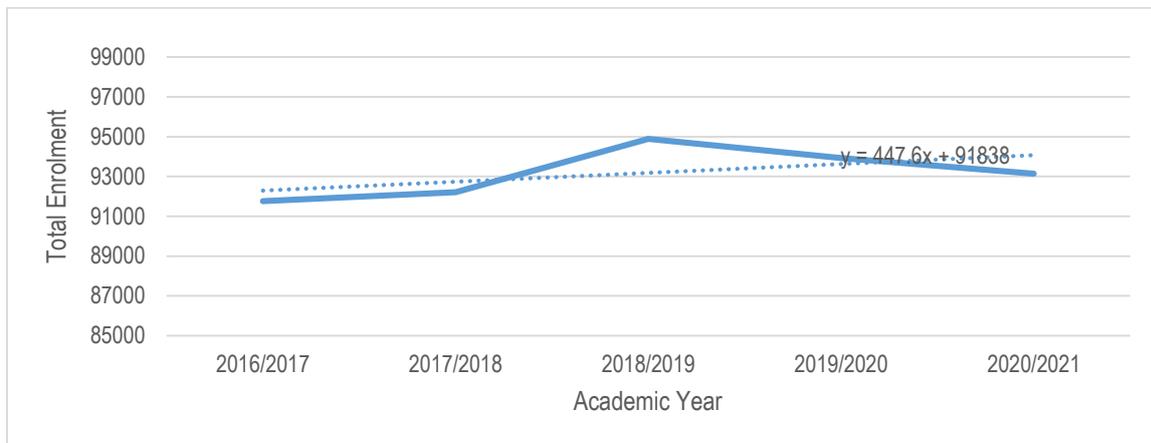
**Table 8. Number and Percentage of CAPE Subject Entries attaining Acceptable Passes 2017 to 2021**

	Unit I & II				
	2017	2018	2019	2020	2021
Grade I	9 556 (27.35)	9 201 (26.12)	11 006 (31.46)	10 806 (30.20)	8 908 (27.06)
Grade II	8 978 (25.7)	9 328 (26.48)	8 623 (24.65)	9 529 (26.63)	8 364 (25.41)
Grade III	7 237 (20.71)	7 495 (21.27)	6 747 (19.29)	6 883 (19.24)	6 708 (20.38)
Grade IV	4 654 (13.32)	4 889 (13.88)	4 322 (12.35)	4 451 (12.44)	4 381 (13.31)
Grade V	2 715 (7.77)	2 596 (7.37)	2 500 (7.15)	2 391 (6.68)	2 565 (7.79)
Total Passing	33 140 (94.85)	33 509 (95.11)	33 198 (94.9)	34 060 (95.2)	30 926 (93.39)

Source: Ministry of Education: Educational Planning Division

**Access and Participation – Secondary Education**

**Figure 6** below shows the trend in secondary school enrolment over the period 2016/2017 to 2020/2021.

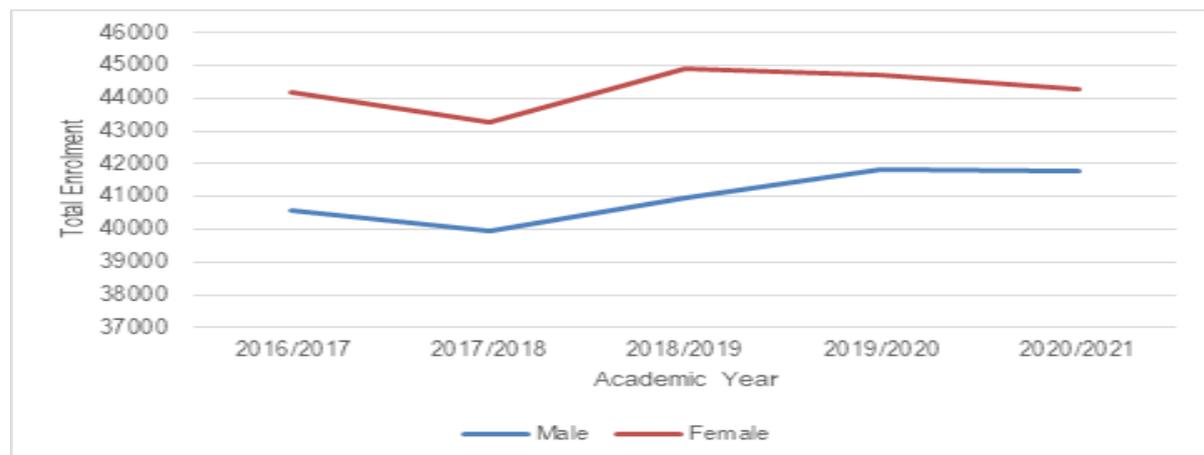


**Figure 6. Total enrolment in secondary schools during academic years 2016/2017 to 2020/2021**

*Source: Ministry of Education: Educational Planning Division*

**Equity in Access and Participation – Secondary Education**

At the secondary education level, there is gender disparity in favour of females, with an average gender parity index of 1.1 over the five-year period. Females also account for a slightly larger share (51.9 percent on average) of total secondary school enrolment in Trinidad and Tobago over the period under review. **Figure 7** shows the trends in total male and female secondary school enrolment. Both male and female enrolment followed similar patterns over the period. However, the increase in secondary school enrolment was more evident among males (2.9 percent increase) compared to females (0.3 percent increase).



**Figure 7. Total enrolment in secondary schools by sex for academic years 2016/2017 to 2020/2021**

*Source: Ministry of Education: Educational Planning Division*

## Section III: Policy Statements

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### **Amendment of the Education Act, Chapter 39:01**

#### *Overview*

A recurring theme during the consultative process was the inadequacy of the Education Act (promulgated in 1966) to meet the demands of an expanded and enlightened education sector. The Act does not provide for the governance of the ECCE, post-secondary, TVET and tertiary sectors. Moreover, it has left the Ministry separated from the enforcement ability in the management of matters relating to compulsory school age, bullying, parental responsibility, the roles of certain key stakeholders, among others. The Ministry, therefore, identified the amendment of the Education Act as a major priority, as denoted in the Education Policy Paper 2017-2022, to enhance the legislative and procedural framework for the exercise of the required levels of governance, guidance and control.

In February 2019, Cabinet approved the amendment of the Act and preliminary discussions were initiated between the Ministry of Education and the Legislative Drafting Department (headed by the Chief Parliamentary Counsel) of the Ministry of the Attorney General and Minister of Legal Affairs.

In the consultations leading up to this Policy (2023–2027), new issues arose relative to the proposed amendment of the Education Act. In addition, the impact of the COVID-19 pandemic on the education sector brought to the fore other issues which need to be addressed in order to provide a comprehensive, enabling legislative and regulatory environment.

### **STRATEGIC GOAL**

To ensure that the legislative framework reflects a modern and high-quality education system

### **STRATEGIC OBJECTIVES**

The major strategic objectives to be achieved in the proposed amendment of the Education Act and supporting Regulations are as follows:

#### *Strategic Objective I*

Include Early Childhood Care and Education (ECCE), Special Needs Education; Post-secondary, TVET and Tertiary Education Sectors in the Education Act

#### **Policy Direction**

- Define the various levels of the education system:
  - ✓ *formalise the use of the UNESCO Institute for Statistics definitions of the various levels of the education system*
- Provide for management, quality standards, and monitoring of public and private institutions operating at the various levels

- Enhance the provision of student support services at all levels of education, including ECCE
- Ensure that the amended Education Act gives adequate consideration to diverse learners as well as students with special needs

### ***Strategic Objective II***

Include provisions for treating with student truancy in both physical and remote school modalities

#### **Policy Direction**

- Establish a management framework and support mechanism for parents and students:
  - ✓ *introduce truancy reduction programmes that focus on school, home and community factors as well as personal psychological characteristics*
  - ✓ *use data analytics to explore root causes of truancy*
  - ✓ *develop strategies for preventing truancy such as early warning systems, school or community-based mentoring programmes, stronger student-staff relationships*

### ***Strategic Objective III***

Enhance the provisions for home schooling

#### **Policy Direction**

- Provide for registration, management, monitoring for adherence to quality guidelines, and support for parents and students engaged in home schooling
- Implement and monitor the Home Schooling Policy which was approved by Cabinet in April 2023 (a copy of the Policy is attached as Appendix A)
- Provide a regulatory framework for home schooling of foreign nationals and non-English speaking children

### ***Strategic Objective IV***

Enhance provisions for the governance of private educational institutions

#### **Policy Direction**

- Improve stipulations for registration and management of private educational institutions. The policy for the Registration of Private Schools in Trinidad and Tobago, a copy of which is attached as Appendix B, was approved by Cabinet in June 2023
- Establish a quality assurance mechanism:
  - ✓ *establish the Education District Inspectorate<sup>4</sup>*
  - ✓ *develop and implement monitoring, reporting and compliance procedures.*

### ***Strategic Objective V***

Strengthen the provisions to govern the suspension of students from attending school

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<sup>4</sup> Cabinet agreed in 2014, to the employment on contract, of 7 District Inspectors of schools. This is intended to fulfil an independent quality assurance function.

## **Policy Direction**

- Develop and implement a comprehensive disciplinary system, which includes measures to mitigate suspensions such as the National School Discipline Matrix
- Review internal policies and procedures to ensure that administrative measures are in place to provide the necessary support to the strengthened provisions of the new Education Act:
  - ✓ promote academic and career development for teachers and administrators
  - ✓ infuse a culture of adherence to the highest standards in education
  - ✓ develop a business continuity policy for emergencies/disruptions in the education sector
  - ✓ strengthen the Ministry's networking and consultative procedures
  - ✓ develop policies to ensure adherence to various procedures

## **Human Resource Development**

### ***Overview***

Human Resource Development (HRD) is defined as the process of increasing the knowledge, skills, and capacities of all people in a society (Harbison & Myers, 1964). Within business and management literature and within the Ministry of Education (MOE), HRD focuses on attaining or upgrading the skills and attitudes of employees at all levels to maximise the effectiveness of the enterprise (United Nations Educational, Scientific and Cultural Organisation).

Internationally, HRD is considered a driving force in sustainable development. The adoption of Sustainable Development Goal (SDG) 4 - to provide Quality Education - is in alignment with the national outcomes of Vision 2030. It outlines a country's understanding of the role of HRD in fostering sustainable development and commitment to its advancement. Effective HRD requires the smooth execution of a range of management processes. In the context of Trinidad and Tobago, two such processes deserve particular attention, namely, training and performance evaluation, as they impact the development of skills, knowledge and motivation. The Ministry is committed to improving these processes with the aim of strengthening the performance of the human resources (school personnel) at the Ministry, District and school levels.

With respect to training, the Ministry will adopt a strategy that starts with the identification of needs, relies on a variety of training approaches, and promotes collaboration. Its aim is not only to develop skills, but also to change attitudes in education administration and the schools. Performance evaluation can be a genuine source of motivation when it moves away from routine appraisals, to become a process aimed at identifying areas of weakness and strength, and translates into support and guidance.

The execution of these two essential functions can become more effective with system-wide digitalisation from the central Ministry to the District and school levels.

## STRATEGIC GOAL

To improve the functioning and performance of human resources through the continued adoption of modern technology and methodologies

## STRATEGIC OBJECTIVES

The major strategic objectives to be achieved to improve the functioning and performance of human resources are as follows:

### *Strategic Objective I*

Equip teachers with the requisite knowledge, skills and training to function effectively in a digitally transformed education system

### Policy Direction

- Benchmark national recruitment and training policies to ensure relevance to curriculum adjustments and internationally established standards
- Advocate for student-centred approaches in the classroom
- Assess the quality of teacher resources available at schools
- Introduce a range of options inclusive of support systems to equip educators, school leaders and supervisors to navigate the complexities of the education system:
  - ✓ *restructure, retrain and redistribute support staff to bolster competence among teachers, administrators and key staff of the MOE*
- Reconceptualise education and its delivery through continuous professional training for teachers, administrators and key staff of the MOE utilising both traditional and virtual modalities:
  - ✓ *establish a National Online Open School of Trinidad and Tobago<sup>5</sup>*
  - ✓ *leverage regional and international partners {UNICEF and Commonwealth of Learning (COL)}*
  - ✓ *provide training in an array of strategic pedagogical techniques, tools and infrastructure that will enable teachers to effectively respond to learners' diverse educational needs inclusive of Special Education Needs*
  - ✓ *provide training to staff to facilitate operating in a VUCA<sup>6</sup> environment*
  - ✓ *encourage the development of professional learning communities at the school and fraternity levels, incorporating the concept of mentorship, to provide guidance and support for teachers/administrators to increase their skills and knowledge, and enable optimal performance of their duties*
  - ✓ *expand teaching and learning strategies with consideration for remote teaching and online learning*
- Facilitate access to hardware and software for teachers and management personnel

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<sup>5</sup> The focus will be upskilling of principals and teachers.

<sup>6</sup> VUCA stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change that is now the norm in certain industries and areas of the business world. VUCA demands that you avoid traditional, outdated approaches to management and leadership, and day-to-day working. Managing in a VUCA World - Mind Tools <https://www.mindtools.com>

### ***Strategic Objective II***

Improve the efficiency of key human resource processes through digitalisation

#### **Policy Direction**

- Assess the existing systems and procedures with a view to improving efficiency and effectiveness:
  - ✓ *develop and implement a change management strategy and attendant plan, with a view to positively shifting the culture and philosophy of the Human Resource Management Divisions (HRMDs)*
  - ✓ *review the structure of the HRMDs to increase the efficacy of human resource management and development processes*
- Optimise the performance of the HRMDs via the continued:
  - ✓ *implementation and integration of robust ICT infrastructure and systems (hardware, software, storage and retrieval, cyber security) that support internal and external users*
  - ✓ *implementation and integration of e-systems such as iHRIS*
  - ✓ *provision of requisite training*
- Continue efforts to digitise and digitalise key human resource services at the MOE, inclusive of processes, files, records, reports and introduce e-forms and digital signatures to increase efficiency
- Develop a robust succession planning process supported by iHRIS and other e-systems to facilitate continuity
- Increase efficiency of the Substitute Teacher system:
  - ✓ *upgrade the Substitute Teacher database and application process*
- Critically analyse the relationship between the Chief Personnel Officer (CPO), Teaching Service Commission (TSC) and the MOE, to promote greater collaboration and efficiency:
  - ✓ *digitise and digitalise key systems and processes*

### ***Strategic Objective III***

Improve staff performance by leveraging the performance appraisal process and digitalised systems

#### **Policy Direction**

- Digitise performance management systems, inclusive of accountability features to assess performance levels:
  - ✓ *integrate surveys into the Learning Management System (LMS) to track teacher progression and identify competency gaps, to facilitate targeting of individuals and subject teachers for professional development*
- Modernise performance appraisal systems to complement the technology and methodology:
  - ✓ *link the appraisal process to a robust retraining and upskilling plan to address assessed weaknesses*

- Conduct job evaluation exercises, review job specifications and make continuous professional development mandatory for teachers with special focus on areas such as pedagogical software, developmental needs and engagement and formative assessment:
  - ✓ *provide holistic professional development in areas such as Alternative Dispute Resolution (ADR)*
- Develop a succession planning process that incorporates the provision of opportunities for delegation of authority geared toward strengthening the capabilities of principals, teachers and other key personnel:
  - ✓ *Establish a framework for principals' involvement in recruitment of staff*
- Develop a policy for professionalisation of the teaching service:
  - ✓ *detail the requirements of effective teacher preparation*
  - ✓ *ensure greater alignment of job opportunities to training needs*

## **Equity in Quality Education**

### ***Overview***

The highest performing education systems are those that combine quality with equity. Quality education is one that focuses on the whole child - the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing (ASCD-EI-Quality-Education-Statement.pdf; OECD, 2012).

Equity<sup>7</sup> in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that all individuals attain an acceptable education and contribute meaningfully to society. In these education systems, many students could attain high-level skills, regardless of their personal and socio-economic circumstances.

A key component of government's strategy is to provide equitable education through the provision of free education from early childhood to secondary level, with opportunities for the provision of free tertiary education to the most vulnerable.

However, equity in quality education goes well beyond simply putting children in classrooms. Without high quality education, today's youth will not be able to acquire the knowledge, skills and attitudes required for personal development and function as productive citizens in an increasingly technological and competitive global environment. Governments can prevent school failure and dropout by employing a two-pronged approach: firstly, the elimination of policies and practices that hinder equity and secondly, targeting low achieving schools or those facing challenges.

### **STRATEGIC GOAL**

The implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions

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<sup>7</sup> Definition of equity – Source: <https://asiasociety.org/education/equity-and-quality-education>

## STRATEGIC OBJECTIVES

The major strategic objectives to be achieved through the implementation and monitoring of the quality of educational offerings are as follows:

### *Strategic Objective I*

Assess equity in quality education at schools in Trinidad and Tobago

#### **Policy Direction**

- Assess equity in quality education at schools:
  - ✓ *conduct research to determine the current state of equity and quality within the education system*
  - ✓ *review the existing structures in the education system*
  - ✓ *determine the factors and resources which contribute to a high-quality educational offering at schools*
  - ✓ *review and assess the association between underperforming schools and poor management/teaching*
  - ✓ *examine specific school contexts such as schools in at-risk areas*
  - ✓ *develop a holistic framework, which addresses both equity and equality to ensure that students are receiving quality education despite personal or social circumstances*
- Identify resourcing gaps which result in a less than optimal quality of education being offered at individual schools and implement intervention methods to address same:
  - ✓ *examine the following resources: infrastructure, teaching methods, rules and regulations*
  - ✓ *provide adequate funding for schools*
  - ✓ *continue to monitor schools for accountability and transparency in the use of State funds*
  - ✓ *explore the use of various mechanisms and strategies to bridge the gap<sup>8</sup> between the closing and opening of the financial/fiscal years*
  - ✓ *improve the physical environment for teachers and students*

### *Strategic Objective II*

Improve the quality of education offered at schools in Trinidad and Tobago

#### **Policy Direction**

- Reinforce the mandatory development of School Development Plans by all schools and ensure increased monitoring of the implementation of same:
  - ✓ *facilitate successful implementation of School Development Plans*
  - ✓ *assess the resource needs in schools and provide resources equitably to improve the quality of education*
  - ✓ *establish an Academy for training principals*

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<sup>8</sup> This speaks to the provision of funds during the period between the close of one fiscal year and the first release of funds in the following year.

- ✓ *distribute human and financial resources equitably and consistently across the system*
  - ✓ *manage class sizes for effective teacher monitoring and student assessment*
  - ✓ *use teachers' aides and relevant additional personnel to assist in the classroom*
- Develop communities of practice to foster collaboration between and among teachers and principals to exchange their knowledge about their schools and community/environment
- Develop and implement workshops to motivate teachers to be innovative in their curriculum delivery methods
- Establish mechanisms to address teacher motivation, culture/mindsets:
  - ✓ *determine the cause(s) of teacher absenteeism and address same by providing targeted professional development opportunities*
  - ✓ *provide training around teacher creativity to address different student needs*
  - ✓ *introduce workshops to motivate teachers to be innovative*
  - ✓ *formalize school networking – link low-performing schools with high-performing schools through staff mentorship for capacity building and knowledge transfer*
  - ✓ *develop professional learning communities within the school for improvement in teaching, learning and school management*
  - ✓ *expand curriculum and teaching modalities to link core areas such as literacy, numeracy, science, technology, research, engineering, the arts, and mathematics (STREAM), to real-life applications*
- Establish programmes that contribute to the development of students as well-rounded and productive citizens:
  - ✓ *develop community/school partnerships to widen community outreach*
  - ✓ *continue to frequently monitor student development and progress*
  - ✓ *establish a system of mentorship within schools*
  - ✓ *roll out the Patriotism Policy and the Policy for Cultural Transformation through Curriculum Enhancement which were approved by Cabinet in April 2023 and July 2023 respectively (copies of these Policies are attached as Appendices C and D)*
- Continue to promote vocational education and life skills as part of the core secondary curriculum:
  - ✓ *implement Life Skills programmes/vocational programmes inclusive of values, self-awareness and interpersonal skills such as empathy and respect*
- Maintain the education service delivery mechanisms which provide resources and support such as meals, transport and books to the most vulnerable
- Review and update the Inclusive School Project to ensure its relevance with current educational practices:
  - ✓ *provide resources to parents, as well as the vulnerable, underprivileged and children with disabilities*
  - ✓ *provide gifted students with appropriate opportunities to perform at their potential level*
  - ✓ *provide support services for students with physical and learning impairments*

- ✓ *collaborate with the Ministry of Community Development for retraining and career development opportunities for parents in the community*
- Refocus testing goals toward the development of the child and national development:
  - ✓ *establish early recognition of student needs and Individualised Education Programmes (IEPs) that support the child at all educational levels*
  - ✓ *develop different types of assessments for multiple intelligences*
  - ✓ *implement intervention strategies following diagnostic assessment*
- Increase stakeholder awareness of concessions/opportunities for equity through campaigns:
  - ✓ *establish measures to address the needs of disadvantaged schools*
  - ✓ *examine and apply existing systems that work – review the Concordat to determine its potency to empower government schools*
- Ensure the appointment of Local School Boards (LSBs) to assist in monitoring and assist where possible, in the implementation of School Strategic Plans:
  - ✓ *review the functioning of Local School Boards and recommend adjustments to the LSB Act as required*
  - ✓ *re-examine the composition of the Local School Boards to reflect specific school context*
  - ✓ *establish regulations that hold School Boards accountable and introduce a level of transparency*
  - ✓ *develop meaningful links between schools and stakeholders – community, parents, and private support*
- Develop a framework for corporate/philanthropic intervention in schools:
  - ✓ *collaborate with non-governmental organisations (NGOs), Faith-Based Organisations (FBOs) and other civic organisations through structured systems such as Memoranda of Understanding (MoUs) to support students*

### ***Strategic Objective III***

Continue the maintenance and upgrade of school infrastructure and materials

#### **Policy Direction**

- Develop a planned and consistent system for addressing infrastructure needs:
  - ✓ *develop a system to audit infrastructure capacity on a standardised basis at every school, taking into consideration changes in Information and Communications Technology (ICT) and ICT capacity building*
  - ✓ *provide relevant divisions with optimal staffing*
  - ✓ *review the parameters that comprise school infrastructure in view of the role of ICTs*
  - ✓ *improve TVET infrastructure, materials and equipment needs*
  - ✓ *standardise spaces for basic facilities at all schools – staff room, sick bays, library and storage*
- Upgrade of the School Infrastructure Management System (SIMS) database for reporting of school infrastructural issues:
  - ✓ *improve implementation of SIMS to address time lags*

- Ensure consistent implementation of repair and upgrade programmes in schools, including provision of furniture:
  - ✓ *ensure that there is continued consultation between principals, school supervisors and the Education Facilities Planning and Procurement Division on school repairs*
  - ✓ *review the current systems for management of school maintenance and repairs to facilitate empowerment of administrators*
  - ✓ *collaborate with proposed modified Local School Boards to oversee quality of repairs*
  - ✓ *collaborate with civic organisations and private sector to improve Internet connectivity at schools*
- Direct provision of critical materials to schools by the Ministry of Education:
  - ✓ *review current school funding arrangements to ensure adequacy*
  - ✓ *introduce District-based Facilities Managers to oversee infrastructural matters at school clusters*

## **Curriculum Reform - Primary**

### ***Overview***

Curriculum reform is an essential, cyclic activity necessary for the maintenance of an up-to-date, relevant curriculum. In a rapidly changing world, curricula must be reviewed and adapted to ensure that optimal teaching and learning occur on a national level.

After extensive research and wide-reaching consultation, in 2013, a complete revision of the primary curriculum was undertaken by a team of 80 persons comprising teachers and officers of the Curriculum Planning and Development Division. In the new thematic, integrated curriculum, learning outcomes in nine subjects were presented:

- Agricultural Science
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- Spanish
- Values Character and Citizenship Education
- Visual and Performing Arts (VAPA)

These outcomes were integrated using themes and further infused by six considerations: Literacy, Numeracy, Differentiated Instruction, Assessment for Learning, Values and ICT Integration.

The re-written national primary curriculum was implemented on a phased basis starting in 2013 and achieving full national implementation in 2017. Since its implementation, a global

pandemic has necessitated drastic changes in how teaching and learning must take place in the twenty-first century.

The Curriculum Reform project seeks to re-examine the national curricula and attendant teaching, learning and assessment modalities and propose adjustments that align to international best practice and provide students of Trinidad and Tobago with the requisite skills, values, attitudes and beliefs (VABs) to be productive, global citizens.

## **STRATEGIC GOAL**

To revise the curriculum to support the holistic development of 21<sup>st</sup> century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen

## **STRATEGIC OBJECTIVES**

The major strategic objectives to be achieved through the revision of the primary school curriculum are as follows:

### ***Strategic Objective I***

Embed level-appropriate Information and Communications Technology (ICT) skills and certification at the primary level

### **Policy Direction**

- Implement seamless integration of ICT:
  - ✓ *integrate ICT at the primary level (through pre- and in-service teacher training) to ensure that it is recognised as a tool to facilitate teaching, learning and assessment*
  - ✓ *conduct research into age-appropriate exposure to ICT*
  - ✓ *infuse basic computer literacy skills*
  - ✓ *infuse ICT into all subject areas at the primary level to build capacity and develop skills, with benchmarking to facilitate formative skill assessment*
  - ✓ *pursue certification at the primary level*
  - ✓ *ensure that computer labs are commissioned and fully equipped*
- Develop a Primary ICT Teacher's Manual aimed at specifying basic ICT skills per year level (including keyboarding skills, basic word processing, presentation skills, coding and programming):
  - ✓ *facilitate teacher training re: infusing ICT into both lesson plans and lessons*
  - ✓ *train teachers to administer workshops in coding and other relevant ICT skills*
  - ✓ *identify appropriate and innovative applications for teachers and students*
- Integrate ICT in curriculum implementation in the classroom to support student preparedness for hybrid learning through:
  - ✓ *encouraging increased utility of online platforms that can facilitate student- teacher interaction*
  - ✓ *establishment of e-classrooms on the Ministry's School Learning Management System (SLMS) for all teachers*

- ✓ *enhancement of student access to adaptive learning programmes on the SLMS for self-directed learning*
- ✓ *utilisation of e-books*
- Enhance the integration of digital literacy/ICT skills across all subject areas, including programming and coding
  - ✓ *integrate ICT at all levels of the school system*
  - ✓ *introduce computer adaptive software for students with special needs*
  - ✓ *expose students to coding, digital literacy and etiquette with requisite benchmarks*
  - ✓ *introduce age-appropriate coding through guided workshops and projects*
- Introduce mandatory self-directed certification in fundamental digital skills such as keyboarding, coding, basic research skills and digital citizenship with emphasis on netiquette
- Partner with organisations that can assist with the training of teachers and students to learn important skills:
  - ✓ *ensure parental engagement through an induction programme for parents and guardians to equip them to support and help their children*

### ***Strategic Objective II***

Strengthen school curricula to develop appropriate competency levels in critical subject areas

### **Policy Direction**

- Develop curriculum architecture with clear structure and cross-cutting themes:
  - ✓ *develop the philosophy of the Ideal Citizen*
  - ✓ *implement a Backward Design Model<sup>9</sup> in planning to address gaps and issues with evidence, data and research; ensure a flexible planning programme (curriculum) to allow for changes*
  - ✓ *develop an outcome-based curriculum*
  - ✓ *align the curriculum to match changes in the various employment industries to equip students for new opportunities*
  - ✓ *partner with employers and other professional bodies in the curriculum reform process*
  - ✓ *provide flexibility to allow students to pursue different subject areas as opposed to mandatory subjects*
  - ✓ *ensure an appropriate number of activities at each level of primary school, allowing for authentic learning and real-life experiences – task-based activities, team-based scenarios with simulations and role-play*
  - ✓ *provide infrastructure for implementation and adequate monitoring of curriculum*
  - ✓ *clarify the role of Science, Technology, Engineering and Mathematics (STEM)*
- Focus on the role of teachers:
  - ✓ *review the policy for recruitment and selection of teachers*
  - ✓ *foster innovation in teachers to meet the needs of students*

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<sup>9</sup> Backward Design Model - Backward design is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment (by Grant Wiggins and Jay McTighe in their book, *Understanding by Design*).

- ✓ *cater for individual teachers' training<sup>10</sup> requirements through thematic workshops*
- Continue participation in international assessments or national assessment systems:
  - ✓ *provide opportunities for citizens to benchmark regionally and globally*
  - ✓ *focus on the use of local best practices*
- Increase focus on the development of age-appropriate competencies in the following subjects/subject areas at various levels of the primary school system:
  - ✓ *History of Trinidad and Tobago, Civics and Social Studies*
  - ✓ *Digital Literacy, Coding and Programming*
  - ✓ *Spanish*
  - ✓ *Personal Development (physical, mental, social, spiritual, emotional)*
  - ✓ *Mathematics, Financial Literacy*
  - ✓ *English Language Arts*
  - ✓ *Science, Agriculture and Environmental Studies*
  - ✓ *Visual and Performing Arts*
  - ✓ *Health, Wellness and Physical Education*
  - ✓ *Values, Character and Citizen Education (respect, empathy, resilience)*

### **Strategic Objective III**

Train Teachers to adopt pedagogical strategies that enhance the development of 21<sup>st</sup> century skills and promote the development of the Values, Attitudes and Behaviours (VABs) of the Ideal Trinidad and Tobago Citizen

### **Policy Direction**

- Implement programmes to ensure continuous structural assessment/training of teachers:
  - ✓ *explore changes in teaching strategies*
  - ✓ *establish instructional leaders in schools to assist teachers and students in the change process*
  - ✓ *establish mechanisms for monitoring and evaluating teachers*
  - ✓ *implement incentives for high performing educators, which allow for advancement*
- Provide continuous professional development to facilitate:
  - ✓ *teacher training at all levels, from ECCE to secondary*
  - ✓ *internships and/or placements for teachers within the various industries and sectors*
  - ✓ *use of appropriate strategies to enhance student engagement in both physical and virtual teaching modalities*
  - ✓ *familiarity with current technological solutions that can be utilised in teaching*
  - ✓ *integration of thematic teaching for reinforcement of cross-cutting concepts*
  - ✓ *early identification of children with learning disabilities/special needs*
  - ✓ *establishment of classroom management practices*
- Revisit teacher training curricula to ensure alignment with current requirements:

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<sup>10</sup> The National Online Open School of Trinidad and Tobago will facilitate this training.

- ✓ *continue dialogue with all relevant training institutions*
- ✓ *review and revise teacher training curricula as required*

#### ***Strategic Objective IV***

Develop innovative assessment systems to support formative and summative assessment requirements and ICT integration at all levels

#### **Policy Direction**

- Develop a coherent and balanced student assessment system:
  - ✓ *account for the varied needs of stakeholders at different levels of the education system*
  - ✓ *ensure that the assessment system is unified by common, targeted goals for student learning*
  - ✓ *promote the flow of information across levels in an efficient, intentional manner that informs educational decisions*
  - ✓ *ensure high-quality assessments and appropriate use of results to improve student learning*
  - ✓ *review best practices from other educational jurisdictions*
  - ✓ *promote the use of assessment practices which consider the developmental levels of students –merge academics and skills in the evaluation of students, allowing students the opportunity to maximise their strengths; ensure a curriculum that is diverse and inclusive of all the aspirations of learners*
  - ✓ *implement the following: skill-based courses at the secondary school level with a view toward certification; formative assessment; CVQ at an earlier stage; a learning adaptive system (an assessment system that can evaluate both teacher and student performance with relevant and appropriate feedback)*
  - ✓ *monitor the system including the school environment; monitor assessment practices by teachers; provide the requisite resources to conduct necessary monitoring; expand the role of curriculum officers in schools to allow for optimal progress*
- Promote the increased use of authentic assessments<sup>11</sup>, in addition to traditional assessment methods, that integrate the use of a range of ICT possibilities rather than the dependence on paper and pencil tests and worksheets. These may include digital storytelling, audio recordings, simple blogs and vlogs
- Include e-testing, inclusive of digital formats in formative assessment practices using appropriate productivity tools

#### ***Strategic Objective V***

Assess a wider range of critical skills and competencies as the basis for completion of primary school education

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<sup>11</sup> Jon Mueller describes authentic assessment as a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

## Policy Direction

- Incorporate alternative philosophies and approaches into the curriculum to allow equality and flexibility for all students:
  - ✓ *adopt a more versatile curriculum*
  - ✓ *develop a growth mindset in teachers to take responsibility for improving their practice*
  - ✓ *consider adjustments to the Secondary Entrance Assessment (SEA)*
  - ✓ *adopt a Socratic approach<sup>12</sup> which allows teachers to interact with their students*
- Introduce an apprentice programme:
  - ✓ *introduce skill/trade studies as part of the co-curricular and extra curricula activities in primary and secondary schools*
  - ✓ *address the need for merging school with real life tasks/requirements and encouraging children to become more involved in hands-on learning*
- Build capacity to facilitate equitable teacher distribution in terms of skills and competencies
- Implement effective teacher professional development programmes to improve teaching skills and boost student outcomes
- Introduce on a phased basis, a system of terminal assessment for primary schools which combines opportunities for:
  - ✓ *holistic learning; differentiated learning; standardised testing; continuous assessment; e-testing and digital project submission*
- Introduce on a phased basis, a system of terminal assessment for primary schools, which mandates demonstrable competency in the following:
  - ✓ *Mathematics; Digital Literacy; Spanish; English Language Arts; Literacy (Literature curriculum); Creative Writing; Values, Character and Citizen Education; Civics*
  - ✓ *Health and Physical Education*
  - ✓ *Visual and Performing Arts*
  - ✓ *Community Service*
- Take steps to develop assessments which cater for students with special education needs.

## Technical and Vocational Education and Training (TVET) Revitalisation

### Overview

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO) define Technical and Vocational Education and Training (TVET) as *aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills,*

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<sup>12</sup> Socratic approach- pedagogical technique in which a teacher does not give information directly, but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge

*attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life.* TVET plays a critical role in equipping a workforce with the relevant skills to meet the needs of the economy.

Internationally, TVET is considered as a driving force in sustainable development. Sustainable Development Goal (SDG) 4, including its specific targets relating to TVET, outlines a country's understanding of the role of TVET in sustainable development and commitment to its advancement. SDG 4, Target 4.3 aims to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, while Target 4.4 aims to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030.

TVET is also highlighted at the regional level, with the adoption of the Caribbean Community (CARICOM) Qualifications Framework (CQF). The CQF is a common reference framework for classifying qualifications across the region.

TVET has also played an important role in the education landscape of Trinidad and Tobago. The National Training Agency (NTA) is the regulatory body for TVET and has responsibility for planning, coordinating and administering the national training system 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. TVET is offered under the Ministry of Education at the secondary, post-secondary and tertiary education levels.

Over the last three years, the Ministry of Education has embarked on several internal studies to evaluate the performance of the TVET sector at the secondary and post-secondary levels. The analysis yielded several issues that continue to plague the sector. The Education Policy 2023-2027 aims to address these issues and revitalise the TVET sector.

## **STRATEGIC GOAL**

To revitalise TVET throughout the education system to contribute towards sustainable development

## **STRATEGIC OBJECTIVES**

The major strategic objectives to be achieved through the revitalisation of TVET throughout the education system are as follows:

### ***Strategic Objective I***

Promote TVET as a premier career choice for all learners

### **Policy Direction**

- Establish a regulatory framework to regulate TVET services
- Rebrand TVET as a premier choice and an entrepreneurial pathway for students:
  - ✓ *conduct a critical analysis of the attrition rates of TVET graduates*

- ✓ *identify clearly defined career pathways for TVET*
- ✓ *select brand ambassadors for TVET subject areas*
- ✓ *establish a targeted approach to sensitise parents regarding the value of TVET*
- ✓ *conduct tracer studies of TVET participants to track the effectiveness of the TVET institutions in equipping graduates with the necessary skills to successfully gain employment*
- ✓ *promote career guidance fairs at the primary level;*
- ✓ *develop post-SEA programmes to cultivate interest in TVET areas*
- Revise TVET curricula at the secondary school level to reflect modern trends in technology:
  - ✓ *promote psychomotor skills in both STEM and academic subject areas*
  - ✓ *harmonise academic and vocational pathways in the Caribbean Examinations Council (CXC) examinations*
- Establish and promote specialist TVET secondary schools:
  - ✓ *develop complementary skills in TVET graduates such as numeracy and literacy*
- Revise the entry requirements for TVET teachers
- Establish technology hubs and centres of excellence for continuous training of TVET teachers in each district
- Conduct a manpower audit of the country with a view to streamlining training to meet TVET needs:
  - ✓ *utilise forecasting techniques to predict future needs*

### ***Strategic Objective II***

Increase the enrolment of TVET learners at all levels of the education system

#### **Policy Direction**

- Advocate for TVET as life-long education through collaboration with relevant Government Ministries and TVET providers
- Introduce TVET skills from ECCE and primary levels of education via:
  - ✓ *making/creating the use of manipulatives and open-ended materials; existing subjects like science; training of teachers to apply these skills in the process of teaching*
- Expose ECCE and primary students to vocational skills through co/extra-curricular vocational activities
- Expand the cadre of TVET teachers:
  - ✓ *rationalise the current TVET teacher positions in terms of qualifications, remuneration and advancement opportunities<sup>13</sup>*
  - ✓ *provide incentives to attract additional TVET teachers*
  - ✓ *formulate partnerships with post-secondary TVET institutions to access training and facilities*
- Promote TVET subjects as mandatory for secondary school learners:
  - ✓ *conduct research and disseminate research findings to various stakeholders*
  - ✓ *articulate well defined pathways for TVET in conjunction with relevant subject areas to progress from one level to the other*

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<sup>13</sup> In collaboration with TSC, CPO and TTUTA

- ✓ *utilise labour market research to inform the promotion of TVET with respect to remuneration and occupational areas in demand*
- ✓ *promote TVET (via advertisement of remuneration packages) for skilled workers to bring awareness of the earning potential of TVET professionals*
- Expand TVET offerings at the secondary education level by:
  - ✓ *offering a minimum of one TVET subject from as early as Form II*
  - ✓ *incorporating TVET subjects into subject clusters offered to students at the upper secondary level*
  - ✓ *increasing the number of Level 2 subjects at the secondary level through partnership with post-secondary TVET institutions*
  - ✓ *promoting TVET skills as part of co-curricular and extra curricula activities at secondary schools, inclusive of opportunities for certification*
  - ✓ *encouraging more schools to offer CVQ subjects to students*
- Increase collaboration between secondary and post-secondary TVET institutions to facilitate a more seamless transition from CVQ and CSEC TVET subjects at secondary schools to post-secondary training
- Rationalise TVET offerings with a view to increasing options at the tertiary level

### ***Strategic Objective III***

Encourage entrepreneurship studies

#### **Policy Direction**

- Encourage entrepreneurship as a subject choice at the upper secondary level at all schools
- Integrate entrepreneurship into the TVET curriculum at all levels
- Reward entrepreneurship opportunities through competitions

### ***Strategic Objective IV***

Develop an effective Quality Assurance Framework for TVET

#### **Policy Direction**

- Develop a Quality Assurance Framework to monitor and evaluate the performance of TVET programmes:
  - ✓ *apply CANTA's quality assurance criteria as a guide for drafting legislation*
- Expand the National Qualifications Framework
- Standardise course titles, content, durations and assessment criteria across and within institutions
- Rationalise the management of TVET courses under one umbrella Ministry
- Engage in licensing of skilled persons in various TVET areas

### ***Strategic Objective V***

Reduce the duplication of programmes/courses/skills at post-secondary levels

### **Policy Direction**

- Revisit recommendations made in the reports of previous committees<sup>14</sup>
- Recognise the National Training Agency (NTA) in its regulatory role
- Develop and implement plans to rationalise the programme offerings of Government TVET institutions to ensure value for money in the TVET sector:
  - ✓ *implement the National Qualifications Framework to reduce duplication*
  - ✓ *utilise the National Occupational Standards to develop TVET programmes*
  - ✓ *establish specialised centres to cater for specific courses*
  - ✓ *utilise/retrofit existing facilities, where possible*

### **Strategic Objective VI**

Improve the TVET certification system to facilitate career advancement

### **Policy Direction**

- Review best practices from other educational jurisdictions with a view to benchmarking:
  - ✓ *collaborate with regional/international certification bodies to enable certification portability*
  - ✓ *re-examine current curricula to aid in the rationalisation of the certification process, as well as to incorporate 21<sup>st</sup> century skills*
- Develop and implement career pathways for all areas of TVET through consultation/collaboration with TVET institutions and industry
- Build capacity of TVET teachers to facilitate movement within the system
  - ✓ *reassess teachers to stimulate movement to TVET*
  - ✓ *utilise Prior Learning Assessment and Recognition (PLAR) in the upskilling of teachers*
  - ✓ *revisit the Bachelor of Education in TVET at the University of Trinidad and Tobago (UTT) to facilitate PLAR in upskilling teachers*

### **Strategic Objective VII**

Increase the supply of trained TVET teaching personnel

### **Policy Direction**

- Recruit TVET teachers and workshop attendants to fill existing vacancies:
  - ✓ *amend the teacher selection process to ensure teachers possess the requisite qualities, competencies and qualifications*
  - ✓ *partner with the UTT and TVET providers for teacher training and programmes to qualify graduates to fill vacancies*
  - ✓ *advertise remuneration packages for skilled workers to bring awareness of the earning potential of TVET professionals*
  - ✓ *provide incentives such as scholarships to make TVET more attractive*

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<sup>14</sup> These include: 1) Report on Rationalisation of Technical and Vocational Education and Training (TVET) (MOE 2021); 2) Partnership of Post-Secondary TVET Institutions with Secondary Schools (MOE 2021); 3) NTA Survey Report (NTA n/d); and 4) The Future of Tertiary Education and Skills Training 2015-2025 A National Policy Framework (MTEST 2015).

- ✓ *improve advancement opportunities for TVET teachers*
- Explore the use of PLAR and micro credentialing in TVET certification
- Establish a centre of excellence for TVET teacher training and upskilling of TVET teachers
- Utilise existing training providers to offer continuous professional development in TVET areas to bridge the upskilling gap:
  - ✓ *provide seamless transition via career paths for teachers*
- Improve the communication systems between non-State and State actors in relation to TVET

### ***Strategic Objective VIII***

Improve the National Apprenticeship System

#### **Policy Direction**

- Promote apprenticeship:
  - ✓ *foster direct business involvement in the apprenticeship system through on-the-job training*
  - ✓ *engage social partners such as employers' and workers' organisations in the design, development and delivery of apprenticeship programmes*
  - ✓ *ensure that apprenticeship programmes offer good working and training conditions including appropriate wages*
  - ✓ *develop strategies for lifting the status of apprenticeships to be seen as viable pathways to satisfying careers*
  - ✓ *encourage entrepreneurship and innovation through the development of skills, general business knowledge and responsible business conduct*
- Introduce legislation geared toward tax incentives, to reduce the financial burden of trainers
- Collaborate with the NTA in the implementation of the National Apprenticeship Policy
- Restructure apprenticeship programmes to motivate learners and graduates:
  - ✓ *allocate funding to incentivise TVET apprenticeship programmes, which in turn will increase enrolment rates*
  - ✓ *improve the coordination of the National Apprenticeship System*
- Develop and implement systems to enhance communication and collaboration between the post-secondary TVET institutions and the private sector

### ***Strategic Objective IX***

Improve and strengthen the management of TVET laboratories and equipment at schools

#### **Policy Direction**

- Develop and implement a preventative maintenance programme at each school:
  - ✓ *develop and implement an Asset Management Policy for the education sector for adaptation at the individual school level*
  - ✓ *assess and upgrade, as necessary, equipment and resources to ensure alignment with industry standards and occupational areas*
  - ✓ *explore avenues for international grant funding to maintain and upgrade TVET labs and equipment*

- ✓ *partner with post-secondary and tertiary institutions regarding lab maintenance*
- ✓ *fill vacant positions including that of Workshop Attendant*
- Develop and implement plans to optimise the use of campuses and eliminate under-utilisation of campuses

## Digital Transformation

### Overview

The Government of Trinidad and Tobago is committed to digitisation and digitalisation as a means of vastly improving its provision of services to the citizenry and the ease of doing business to facilitate an improved quality of life and standard of living. The Government has taken a *whole-of-government* approach with respect to this strategy. In this approach, each Ministry, Department or Agency is expected to optimally deploy information and communication technologies for the benefit of the economy.

Digital transformation is defined as organisational change triggered by digital technologies<sup>15</sup>. It is the transformation of an organisation's core business to better meet the clients' needs by leveraging technology and data.

Digital transformation will allow the Ministry of Education to make strategic decisions that impact the education sector with present and future technological advances in mind. The impact of the digital transformation initiative is profound in that the extensive cost savings realised, along with the efficiencies gained, will contribute to the Ministry's commitment to improving public sector service delivery and public sector perception.

*Digitisation* is the automation of existing manual and paper-based processes, enabled by the digitisation of information from analogue to digital format. It is the process of changing from analogue to digital form, also known as digital enablement. *Digitalisation*, in contrast, refers to the enabling, improving or transforming of operations, functions, models and activities by leveraging digital technologies and digitisation. Therefore, digitisation is a part of digitalisation. Digitisation may enable digitalisation, but digitalisation requires digitisation.



<sup>15</sup> Nadkarni, S., Prügl, R. Digital transformation: a review, synthesis and opportunities for future research. *Manag Rev Q* 71, 233–341 (2021). <https://doi.org/10.1007/s11301-020-00185-7>

In summary, digitisation is the process of converting information from a physical format into a digital one and digitalisation is leveraging this process to improve the organisation. The result of this process is referred to as digital transformation.

### **Digital Ecosystem**

A digital ecosystem is a group of interconnected information technology resources that can function as a unit. Additionally, it is a complex network of stakeholders that connect online and interact digitally in ways that create value for all.

Like a natural ecosystem, a digital ecosystem needs to be robust, self-supporting and scalable. In the context of schools, this means a technical platform that supports learning – course content, assignments, grades, shared documents, and study tools that work together seamlessly.

The Ministry of Education has embarked on developing a digital ecosystem, as it moves towards digital transformation.

### **STRATEGIC GOAL**

Transform the delivery of education through the development of a digital ecosystem such that citizens are equipped with the skills and competencies to be competitive in the global environment

### **STRATEGIC OBJECTIVES**

The major strategic objectives to be achieved through the development of a digital ecosystem are as follows:

#### ***Strategic Objective 1***

Fully establish the Educational Technology Unit

#### **Policy Direction**

- Recruit qualified individuals with the ability to manage and coordinate e-resources inclusive of e-books, interactive textbooks and other digital learning resources:
  - ✓ *establish dedicated teams to develop and manage specific systems, e.g. School Learning Management System (SLMS),<sup>16</sup> School Management (SMS),<sup>17</sup> e-testing, e-books, online literacy*
  - ✓ *equip employees with the requisite skillset to resolve unique challenges*
- Organise, support and develop efficient and high-quality online teaching and learning at schools throughout Trinidad and Tobago:
  - ✓ *provide e-resources to facilitate a smooth transition from ECCE to tertiary*
  - ✓ *provide synergistic support to other relevant divisions within the MOE in the context of e-learning*
  - ✓ *enhance communication between the MOE and its stakeholders*

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<sup>16</sup> The Student Learning Management System (SLMS) provides teachers with access to a virtual classroom in addition to their physical classroom as well as access to educational resources and related support. The virtual classrooms, or e-classrooms, can act as repositories of educational material and activity and thus, facilitate seamless transitions between physical and virtual modes of teaching, if this becomes necessary.

<sup>17</sup> A School Management System is a platform designed to enable the efficient running of the school through digitisation and automation of various academic and administrative operations.

- ✓ *facilitate teacher training and resourcing*
- ✓ *initiate discussion between and among relevant stakeholders to foster buy-in and gain support*
- Establish a centralised data centre

### ***Strategic Objective II***

Optimise, operationalise and implement on a phased basis, the Ministry of Education's School Learning Management System (SLMS)

#### **Policy Direction**

- Enhance the SLMS to facilitate the development of e-classrooms for use by teachers at all levels:
  - ✓ *resource the Educational Technology Unit of the Ministry*
  - ✓ *ensure that the SLMS is interactive*
  - ✓ *disseminate information on the purpose and capabilities of the SLMS*
  - ✓ *ensure that e-resources are pedagogically, contextually and appropriately sound for learners*
  - ✓ *provide all resources online to facilitate easy access to teachers and allow for a smooth transition*
  - ✓ *ensure all institutions, ECCE to secondary, have access to and fully utilise the SLMS*
- Provide training, easy access and technical support to parents, teachers, learners and other stakeholders in education nationwide to facilitate the efficient operation and utilisation of the SLMS
- Implement an online data recording system:
  - ✓ *record learners' attendance and engagement levels in the e-classrooms*
  - ✓ *ensure SLMS integration to better manage education related activities such as attendance management, student personal data management, one-to-one communication between teachers-students-parents*
- Continue collaboration with Internet Service Providers (ISPs) through the Ministry of Digital Transformation to enhance the national ICT infrastructure:
  - ✓ *safeguard against disruptions to internet connectivity, across demographic platforms*
  - ✓ *implement privacy methods and safety measures for the platform*
  - ✓ *facilitate the provision of hardware and software for administrators, teachers and learners*

### ***Strategic Objective III***

Implement the Ministry of Education's School Management System (SMS)

#### **Policy Direction**

- Ensure the platform is user-friendly:
  - ✓ *create instructional videos focused on effectively navigating the platform*

- ✓ *incorporate the use of digital libraries*
- ✓ *ensure learners with disabilities as well as denominational boards of management have access*
- ✓ *provide technical support*
- ✓ *conduct professional development sessions for staff involved with the management of the SMS*
- Develop standards for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, planning, policy analysis, monitoring and evaluation at all levels of the education system
- Develop a coordinated system for data transfer among multiple users that allows for authentic and timely feedback and intervention as needed
- Create and implement an efficient means for authentic and real-time monitoring of school/student progress and increasing the levels of responsiveness to students (literacy and numeracy) needs

#### ***Strategic Objective IV***

Provide continuous training and certification of staff, teachers, administrators and students to efficiently navigate the various software, applications and platforms associated with the digital transformation of teaching, learning and education administration.

#### **Policy Direction**

- Prepare teachers to use existing and emerging technologies in effective ways during the teaching and learning process to advance digital transformation:
  - ✓ *provide teachers with professional development opportunities to improve their knowledge and skills in the use of emerging technologies*
  - ✓ *provide incentives to encourage teachers to take part in ongoing training*
  - ✓ *improve internet access in all schools*
  - ✓ *develop/revise ICT policies to ensure equity and accessibility for all students*
  - ✓ *ensure continuous monitoring of teaching personnel to inform training and certification*
- Endorse certification opportunities for teachers, school administrators and staff at the Ministry of Education in the use of various available approved online platforms:
  - ✓ *ensure greater uniformity of national professional development standards with regional and international standards (UNESCO/CARICOM standards of training)*
  - ✓ *include digital courses as key components toward the fulfilment of a Diploma in Education for secondary school teachers*
  - ✓ *reward certification with avenues for upward mobility*
  - ✓ *provide students with opportunities to improve their knowledge and skills in the use of approved online platforms and emerging technologies*

#### ***Strategic Objective V***

Introduce e-testing at the ECCE, primary and secondary levels of the education system

#### **Policy Direction**

- Implement electronic testing at the ECCE, primary, secondary and levels of education:
  - ✓ *perform a pilot study of testing and evaluation on the platform*

- ✓ *implement adequate policies, security and privacy measures to govern e-testing*
- ✓ *ensure that the SLMS is user friendly for all learners (ECCE-secondary)*
- ✓ *ensure that varied resources are available to facilitate e-testing in subject areas such as music, sciences and languages*
- Provide training for platform administrators so as to facilitate logistical and technical support:
  - ✓ *establish monitoring mechanisms across the education system*
- Develop a system that uses e-testing to track learner progress and use the data to devise strategic recommendations geared toward improving overall and individual student performance:
  - ✓ *improve the efficiency and rate of feedback in the marking process using automatically generated grades (real time results)*
  - ✓ *provide opportunities for diagnostic testing and adaptation to learners' knowledge*
  - ✓ *provide training to optimise the use of Microsoft Office Suite*

#### ***Strategic Objective VI***

Introduce an e-book platform at the ECCE, primary and secondary levels of the education system

#### **Policy Direction**

- Acquire an e-book platform to support curriculum delivery and enhance the quality of experience for learners through increased interaction and engagement at all levels:
  - ✓ *conduct a pilot study of the e-book and e-testing platforms*
  - ✓ *evaluate e-books to ensure that age-appropriate levels of content, context, language and intellectually challenging learning opportunities are reflected for learners*
  - ✓ *ensure that e-books cater for the curriculum and are culturally relevant to Trinidad and Tobago/Caribbean*
  - ✓ *implement topic-based packages focusing on the curriculum along with additional resources for all schools (e.g. interactive activities/multimedia)*
- Improve access to learners and teachers to Open Educational Resources (OER) which can be easily retrieved both online and offline when downloaded:
  - ✓ *implement self-directed learning to cater for all learning styles*
  - ✓ *enable features for persons with disabilities including digital manipulatives*
- Implement apps that can access the platform and e-resources

#### ***Strategic Objective VII***

Use online literacy and numeracy solutions and other educational software by schools to improve student engagement and facilitate self-directed learning

### **Policy Direction**

- Implement online literacy and numeracy applications:
  - ✓ *ensure cultural and curriculum relevance*
  - ✓ *build interactive lessons based on gamification*
  - ✓ *develop tools to stimulate self-directed teaching using online literacy and numeracy applications*
  - ✓ *train teachers in the use of online pedagogical systems*
  - ✓ *incorporate mechanisms for data generation as well as monitoring and evaluation*
  - ✓ *finalise the draft Online Education Policy for consideration by Cabinet*

### **Strategic Objective VIII**

Establish a National Online Open School of Trinidad and Tobago

### **Policy Direction**

- Establish the National Online Open School of Trinidad and Tobago on the SLMS platform:
  - ✓ *procure resources (including online educational resources) to be used in the National Online Open School*
  - ✓ *provide digital devices and frequent infrastructural upgrades in physical schools to maintain access to the Online Open School*
  - ✓ *ensure ease of access to students and teachers, while ensuring security protocols are maintained through controlled access to the platform*
  - ✓ *collaborate with key stakeholders (e.g., CPO, TSC, TTUTA) to identify and outline teachers' responsibilities in Online Open School*
  - ✓ *promote a variety of teaching styles and activities to amplify learners' engagement*
  - ✓ *draft and implement policies pertaining to parental involvement*
  - ✓ *offer cost-effective courses to the wider public or consider absolving individuals from all costs*
- Develop and promote self-directed learning through a coherent, standardised but flexible system of e-resources that is complemented by a robust data management system to inform interventions:
  - ✓ *facilitate the use of e-books, e-learning and e-testing resources on the National Online Open School platform*

## **Transition of Learners through the Education System**

### **Overview**

Transition is defined as a process of change from one place or phase of education to another over time (Fabian & Dunlop, 2002). For the purposes of this document, the term “transition” refers specifically to the process of moving from one level of education to another by learners in the education system, inclusive of those with special education needs, commencing from

early childhood care and education through primary, secondary and post-secondary education (technical/vocational/higher education) to the world of work. Successful transition planning involves consideration of two major aspects:

- (i) *the curriculum diagnostics level, whereby the learner achieves the required cognitive abilities to transition to the next level*
- (ii) *the psycho-social and behavioural level.*

With respect to aspects of psycho-social and behavioural patterns, the Student Support Services Division (SSSD) of the Ministry of Education, which comprises the Guidance and Counselling, Diagnostic Assessment Intervention, Social Work, and Special Education Units, identifies risks that inhibit children from achieving the expected student learning outcomes. Further, the Division implements appropriate intervention strategies to successfully mitigate these risks to effect positive change from one level to another. The Curriculum Planning and Development Division is responsible for curriculum diagnostics, allowing for ongoing review of the curricula as operationalised. Teachers are trained and offered resources to prepare students as they transition from one learning level to the other, in their school trajectory. The curriculum is, therefore, adjusted based on the data from the diagnostics and remedial/enhancement programmes are implemented as needed.

Surveys conducted on the transition of learners during the National Consultation on Education 2020 yielded the following results:

- *55% of primary educators agreed that at the end of primary school, students were well prepared for the transition to the secondary level*
- *By contrast, 27.2% of secondary educators agreed that primary students were well prepared for the transition to the secondary level*
- *More parents (49%) than not (36%) agreed, that at the end of primary school, students were well prepared for the transition to secondary school*
- *65% of respondents in the public disagreed that primary school students were well prepared for the transition to secondary school*
- *With respect to preparing students for the next stage of their education, more than half (56%) of parents agreed that the education system was effective while almost one-third (31%) disagreed*
- *40% of parents agreed whereas 47% disagreed that the education system was effective in preparing students for the world of work.*

The Ministry is cognisant of the socio-economic and other factors, which may hinder successful transition from one level to another. The MOE, therefore, aims to solidify and entrench the process that would result in the all-round development of learners from early childhood education through to post-secondary education and the world of work. This would lay the foundation for a quality workforce and a productive citizenry that is well-adjusted to functioning in the twenty-first century.

## STRATEGIC GOAL

To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices

## STRATEGIC OBJECTIVES

The major strategic objectives to be achieved through the seamless transition of learners across all levels of the education system are as follows:

### *Strategic Objective I*

Enable all learners to plan successfully their educational pathways

### Policy Direction

- Identify students' developmental needs as they progress through the levels from ECCE to tertiary level
- Administer personality traits analysis and learning assessments at the ECCE level
  - ✓ *ensure that learners have access to appropriate educational guidance at all stages*
- Collaborate with psychologists and social and policy analysts to establish mechanisms to meet the specific needs of learners:
  - ✓ *develop/incorporate new delivery styles to cater for the needs of children with special education needs*
  - ✓ *collaborate with and publicise specialist schools which serve different categories of learners*
- Stimulate learning and maintain easy rapport by ensuring that teachers are assigned to classes for more than an academic year (e.g., Infants 1 and 2, Standards 1 and 2, or Standards 3 to 5)
- Introduce annual career awareness and development programmes from Infant 1 onwards with the involvement of post-secondary and tertiary institutions, as well as the business community:
  - ✓ *promote occupational areas equally*
  - ✓ *foster an environment where various groups can excel in educational development*
  - ✓ *develop partnerships to promote a seamless education system and common training platform between institutions and organisations*
  - ✓ *foster strategic partnerships and establish greater collaboration between/among the Ministry of Education, Ministry of Labour and Ministry of Youth Development in the development of a job market database*
  - ✓ *develop an online mentorship database between schools/Ministry of Education and industry*
  - ✓ *create an enabling environment for industry/companies to engage in practical legitimate work experience training*
- Introduce career assessment courses at the undergraduate level
- Engage in transition planning including the administration of appropriate transition assessments – assess learners initially and their readiness to transition to the next level; increase collaboration as learners move from one level to the next
- Include transition of learners in the Education Act and other relevant legislation

- Develop a Transition Policy in which transition planning with specific outcomes is a required component of an Individual Progress Plan (IPP) or Individual Education Plan (IEP) for all learners, inclusive of learners with special educational needs (SEN) and vulnerable and “at risk” learners who require additional support to achieve their potential:
  - ✓ *provide additional avenues to facilitate transition of learners with specific disabilities*
  - ✓ *provide adequate support for learners with special education needs to transition from school into the world of work*
  - ✓ *engage in community resource mapping, particularly for learners with special education needs*
- Utilise the National Qualifications Framework to clarify and identify courses of study and career paths in both technical and academic streams
- Benchmark career paths/choices against other educational jurisdictions
- Encourage students to realise and achieve their full potential using indicators/benchmarks
- Conduct research on the national and regional job outlook over the short, medium and long term
- Establish a system of volunteerism at all levels of the education system
- Provide opportunities for practising good citizenship, and participating in activities that help create a sense of morality among the nation’s youth:
  - ✓ *engage in teacher professional development to build the capacity for teachers to teach good citizenship*
- Provide opportunities for students to select their subjects based on interests rather than subject groupings being offered, and to gain exposure to potential career fields in a formalised manner:
  - ✓ *include cross cutting curricular themes e.g., Entrepreneurship*
- Create a virtual platform to facilitate school/parent/child collaboration in the subject selection process
- Ensure that information on various occupational areas and available training providers is disseminated to primary and secondary school learners, parents and teaching staff via resources such as:
  - ✓ *NTA’s Training Providers’ Registry*
  - ✓ *Dictionary of Occupations of Trinidad and Tobago*
- Promote community-based involvement in education and parental support e.g., STEM/STREAM programmes where corporate entities partner with the MOE, facilitating student interaction with technology, real life application of knowledge gained in school, improved learning relevancy and stimulation, and increased parental involvement
- Ensure that learners have access to appropriate educational guidance at all stages:
  - ✓ *provide guidance programmes that offer all-round development e.g., good citizenship, and other values*
  - ✓ *provide post-secondary career options*
  - ✓ *provide career choices to learners via fairs in Forms III, IV, V and VI*

- ✓ *provide career psychometric testing and personality traits analysis for every learner at the ECCE, primary and secondary levels*
- ✓ *use interactive, fun and engaging activities for learners in exploring career choices*
- ✓ *provide information on various careers*
- ✓ *expose learners to real life/authentic experiences in exploring real life career paths/jobs*
- ✓ *build work-related skills and core competencies including employability skills and softer skills such as integration of technology, teamwork and problem-solving skills*
- ✓ *teach skills to enable learners to move between occupations e.g. resilience and pliability*
- ✓ *expose learners to entrepreneurial opportunities*
- ✓ *teach learners how to plan and cater for changes within the environment depending on available opportunities and resources*
- ✓ *evaluate skill acquisition level of graduating post-secondary students to determine possible future training needs*
- Liaise with tertiary providers to ensure programmes include elements of/opportunities for career path advice and resiliency preparation
- Expose learners to options for self-assessment and self-directed learning:
  - ✓ *sensitise learners to the changing world and its requirements as global citizens and self-directed learners with 21<sup>st</sup> century skills*
  - ✓ *equip persons to create pathways for themselves as self-reliant, independent, resilient, creative and productive members of society*
- Develop internship programmes using a blended approach (both mandatory and voluntary, government and private):
  - ✓ *introduce mandatory internship programmes for learners of Forms III and IV at all schools*

### ***Strategic Objective II***

Provide opportunities that support the involvement of citizens in post-secondary and tertiary education

### **Policy Direction**

- Establish a monitoring and evaluation system to monitor and track the entire transition process from secondary to post-secondary and tertiary
- Ensure that the MOE policy is in step with the National Youth Policy 2020-2025 and national labour policies
- Partner with relevant Ministries and Agencies to establish a national volunteer system which provides socialisation exercises:
  - ✓ *encourage citizens to share their expertise via training, workshops, seminars, e.g. World of Work programmes where mock interview activities are conducted with tertiary and TVET final year students*

- Collaborate with the NTA in the finalisation and implementation of the National Apprenticeship Policy for the post-secondary and school leaving populations
- Collaborate with the Ministry of Labour to align the OJT Programme with industry needs and practices
- Provide incentives to employers to support parents/employees with time off to assist their children
- Collaborate with industry to facilitate field trips
- Promote sponsorships by companies to support the apprenticeship initiative

## **Enabling Student Success**

### ***Overview***

The MOE's core business is enabling successful student outcomes. Performance trends over the past three years, however, indicate cause for concern. In relation to the SEA, the proportion of candidates achieving 30 percent or less at the end of primary schooling increased from 14 percent in 2019, to 18 percent in 2021; and alarmingly, to 27 percent in 2022. The percentage of students who attained five or more CSEC subjects including Mathematics and English A also declined in 2021 to 47 percent, the lowest it has been since 2013.

As a member country of the United Nations and signatory to the Universal Declaration of Human Rights, the Trinidad and Tobago Government affirms its commitment to the fundamental principle of equal opportunity by acknowledging the right of all children to receive an education without discrimination on any grounds, including low academic achievement.

Over the period 2017-2022, the MOE instituted several intervention strategies to improve student educational outcomes such as the Student Transition and Remediation Support (STARS) project, Numeracy and Literacy plans, teacher training and the procurement of electronic devices for students. School closures due to the COVID-19 pandemic have, however, exacerbated existing challenges related to student underachievement.

There is, therefore, need to conduct a systemic review of the provision of education to students to identify the cause(s) of decreasing student academic performance despite the implementation of a wide range of intervention strategies. The provision of a suitable education system for 21<sup>st</sup> century students requires the right mix of people and processes to facilitate the delivery of sound, research-based educational opportunities, where:

- ***'People'*** refers to the recruitment, selection, training and development and appraisal of teaching staff and school administrators, as well as the assessment of the needs of students, parents and the MOE internal stakeholders
- ***'Processes'*** refers to the support systems needed to ensure that schools are equipped, serviced and staffed in accordance with well-defined standards required for educational achievement.

It is expected that the policy directions elucidated in previous sections will influence student success. To this end, this section will not repeat strategies previously stated. It is therefore given that Policy statements which impinge on student achievement remain relevant for areas such as teacher training and professional development, digitalisation, equity, transitioning, curricular reform and amendment of the Education Act, and vice versa.

The current section, therefore, focuses on development and institution of policies, processes and strategies, engagement of all relevant stakeholders, and effective monitoring and evaluation of student performance to inform existing and new intervention strategies.

## **STRATEGIC GOAL**

Implement the monitoring and evaluation systems and associated intervention strategies to ensure the success of each student within the education system

## **STRATEGIC OBJECTIVES**

The major strategic objectives to be achieved to ensure student success across all levels of the education system are as follows:

### ***Strategic Objective I***

Develop and implement systems to identify and monitor students who are underachieving or at risk of underachievement

### **Policy Direction**

- Articulate a clear definition of student success that incorporates:
  - ✓ *social, physical, intellectual, cultural, emotional and spiritual aspects of development*
  - ✓ *students' perspectives about desirable outcomes of schooling and the challenges experienced*
  - ✓ *outcomes for students with special education needs*
- Develop an indigenous Student Intervention and Achievement Policy that provides clear indicators for identifying students who are underachieving or those at risk of underachieving, and intervention strategies for risk mitigation
- Establish a system of developmental screening at all levels to identify learners at risk for learning disabilities
- Incorporate student development, emotional learning and emotional intelligence into the pre-service and in-service teacher training and professional development curriculum
- Incorporate into the design of the SMS, an assessment framework that evaluates students' levels of achievement and facilitates digital monitoring of student progress, targeted remediation/intervention and enrichment

### ***Strategic Objective II***

Develop and implement intervention strategies at the individual and school levels to maximise student performance

### **Policy Direction**

- Revisit the role of an inspectorate to maintain quality standards and educational effectiveness throughout the system
- Implement and monitor the School-Based Management Model at all schools:
  - ✓ *develop and institute the use of clear procedures to implement the Inclusive Education Policy, including the operations of the District Leadership Teams (DLTs) and School-Based Intervention Teams (SBITs)*
  - ✓ *encourage the institution of communities of practice at the school, fraternity and district levels to foster collaboration with respect to best practice on intervention strategies*
- Develop and implement a system for identifying schools for targeted resourcing which is proportionate to risk factors inclusive of the population of underachieving/at-risk learners; socio-economic, psycho-social and cultural issues; and equipment and infrastructural needs
- Consider implementation of the recommendations of the SEA/Concordat Committee to reform the primary education system

### **Strategic Objective III**

Implement processes and strategies at the upper secondary education level to reduce student attrition

### **Policy Direction**

- Reinforce guidance and counselling mechanisms to enable learners to make better-informed choices in upper secondary education and as they transition to further studies or the labour market:
  - ✓ *provide targeted guidance and counselling sessions that link schooling with the world of work*
  - ✓ *infuse mindfulness, commitment and other cross-cutting themes throughout the curriculum*
  - ✓ *examine the efficacy of existing support systems through monitoring and evaluation*
- Design targeted measures to prevent student dropout:
  - ✓ *revisit current strategies at school and district levels with the view to increasing efficacy*
  - ✓ *conduct research into the factors associated with dropouts, inclusive of school climate studies, to inform targeted interventions*
  - ✓ *empower Schools' Supervisors and other relevant MOE staff to conduct research and identify causal factors that affect learners' performance*
  - ✓ *collaborate with tertiary institutions to access relevant research*
  - ✓ *engage in student tracking*
- Establish communities of practice within schools to enable networking

- Develop and implement a Trinidad and Tobago National Assessment of Educational Progress (NAEP)<sup>18</sup> to identify issues affecting student achievement such as learning loss and which would also inform remediation
- Promote a healthy school environment through the implementation of preventative measures to control physical and emotional bullying
  - ✓ *Renew the Ministry's thrust toward health and nutrition*
  - ✓ *institutionalise administration of school climate surveys to inform strategies and promote healthy school environments*
- Adopt an interdisciplinary approach to education which takes into consideration issues beyond the scope of the school inclusive of:
  - ✓ *teachers' disciplinary issues, curriculum, motivation and training*
  - ✓ *learners' numeracy and literacy, mental health issues, learning disabilities, intergenerational cycles of substance abuse, cultural and economic challenges (child labour)*
  - ✓ *communities and families*
- Broaden curricular offerings by infusing/incorporating:
  - ✓ *critical thinking into the curriculum*
  - ✓ *life skills within the curriculum as a strategy to bond and build relationships between learners and teachers*

#### ***Strategic Objective IV***

Engage the relevant human resources to enable student success

#### **Policy Direction**

- Strengthen the quality of services provided by the Student Support Services Division through increased staffing, staff training, parental collaboration and training and continued partnership with external agencies:
  - ✓ *Promote collaboration with parents*
- Review school staffing protocols at ECCE, primary and secondary levels to include recruitment of specialist teachers and student and teachers' aides to cater to students with special education needs:
  - ✓ *provide additional support through initiatives such as reinforcing the teacher induction programme with professional development in differentiated instruction*
  - ✓ *re-introduce numeracy and literacy coaches into the school system*
- Provide online (multimedia) support to regulate the pace of instruction to match the ability of the learner, particularly those with disabilities
- Develop and implement formal systems for stakeholder involvement:
  - ✓ *opportunities for students' concerns to be heard and suggestions incorporated at school and central levels*

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<sup>18</sup> The NAEP is a measure of educational achievement and learning experiences of students in various subjects. In various jurisdictions, it is also known as the Nation's Report Card. The student achievement levels serve as performance standards, which describe students' knowledge and abilities.

- ✓ *collaboration between teachers and parents to increase the support provided to students*
- ✓ *opportunities for recognition and nurturing of students' talents and achievements*
- Recruit specialist teachers to engage learners faced with learning related challenges:
  - ✓ *optimise the use of teachers' aides in special education for both primary and secondary schools*

## Section IV: Policy Implementation and Evaluation Process

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Implementation of the 2023-2027 Education Policy is viewed as a change process that is premised on the following:

- clearly defined policy statements with a logical and feasible solution to the policy problem
- inclusive stakeholder engagement to facilitate successful policy implementation
- conducive institutional, policy and societal context that recognises the existing policy environment, educational governance as well as the internal and external environment
- a coherent implementation strategy that can be effectively operationalised

### ***Action Plans: Inter-Divisional and Intra-Divisional***

In addition to the high level Implementation Plan included herein, Action Plans will be developed in tandem with this Education Policy to execute and closely monitor the policy recommendations. Stakeholder input is critical in the development and finalisation of these Action Plans as stakeholders will be able to clearly ascertain their areas of responsibility, resources required, deliverables with specific timeframes and, importantly, policy areas that require partnership and collaboration among the Ministry's stakeholders.

### ***Communication Strategy***

A communication strategy will be developed, which includes briefing sessions, letters to key stakeholder groups and press releases. The impact and implications of the Policy will be elucidated. A public communication document will also be prepared which would entail the policy context, policy development process, policy recommendations, implementation and monitoring and evaluation mechanisms.

### ***Monitoring and Evaluation of the Policy***

Policy monitoring and evaluation involve collecting and recording relevant information to track progress of expected results and using the evidence to influence future decisions. To assess the degree of implementation, the Ministry's stakeholders will be consulted to develop specific criteria and standards to measure and compare actual implementation against established standards.

Close monitoring and evaluation are important to assess if progress is being made in achieving expected results and to stop possible bottlenecks in implementation. An appropriate combination of indicators and other measurement tools will be adopted.

The Ministry of Education engages in data-driven decision making to facilitate the education process. There is need, therefore, for agreed-upon goals, objectives, inputs, activities, baselines, targets, indicators, milestones, and strategies for data collection. The data collection methods

and availability of data will be taken into consideration in establishing the standards, indicators and other measurement tools that will be utilised in the monitoring and evaluation processes.

In addition, factors such as responsible parties, budgets, timeframes, risks, risk mitigation strategies, outputs, outcomes and impact are integral to the conceptualisation, implementation, monitoring and evaluation of the plans, programmes and projects, which will operationalise the Policy.

Therefore, a monitoring and evaluation framework for the Policy will be developed. In addition, quarterly and annual progress reports will be generated, indicating the status of the 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.

***Effective Date***

This Policy shall take effect on a date subject to the approval of Cabinet.

Review Date: March 2026



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

**1. POLICY TITLE:** Policy on Home Schooling

**2. POLICY STATEMENT**

This policy aims to put forward guidelines for the options of home schooling as provided for under the Constitution of the Republic of Trinidad and Tobago and Education Act, Chap. 39:01, to strengthen the oversight of the related systems and procedures.

**3. RATIONALE**

In Trinidad and Tobago, an increasing number of parents are exercising the option to home school their children. The reasons identified include for parents' choice to opt-out of the general education system.

**4. GOALS**

The policy goals are as follows:

- i. To establish guidelines for home schooling.
- ii. To develop a registry of Home Schoolers.
- iii. To ensure the rights of the child to a suitable quality of education.

**5. SCOPE**

**5.1 Inclusions**

This policy shall apply to the following:

- Officers and Divisions of the Ministry of Education (MOE) inclusive of:
  - o The Minister of Education

- o Permanent Secretary
  - o Chief Education Officer (CEO)
  - o School Supervision and Management Division (SSMD)
  - o Curriculum Planning and Development Division (CPDD)
  - o Student Support Service Division (SSSD)
  - o Examinations Section/Division
  - o Division of Educational Research and Evaluation (DERE)
  - o District Leadership Teams (DLTs)
  - o Principals and Teachers
- The Tobago House of Assembly (THA)
  - Parents, Legal Guardians

This policy shall apply to children of compulsory school age who are nationals of Trinidad and Tobago.

## **6. DEFINITIONS**

### **6.1 Home Schooling**

Instruction at home, is synonymous with home schooling, refers to a programme of educational instruction given to a child by the child's parent or legal guardian or by a person designated by the parent or legal guardian, instead of enrolling the child in a public or private "school". It varies from a child being allowed to learn experimentally based on life's experiences, to a child being individually tutored or tutored in a group setting in a structured environment. Home schooling, therefore, is a process whereby a child is engaged in structured learning activities at home and/or elsewhere, as selected by the parent, but is not a full-time or part-time student at any institution registered with the Ministry of Education.

Parents may elect to home school children at locations outside of their residence. Approval of such arrangements do not constitute registration of these premises as private schools.

## **6.2 Home School Environment**

This refers to the environment at the home or the location at which home schooling is conducted and includes, but is not limited to, the physical infrastructure, lighting, water supply, electricity supply, cleanliness, noise levels, safety considerations and teaching learning resources.

## **6.3 Private School**

A private school is a privately owned and operated school or Early Childhood Care and Education (ECCE) Centre registered with the Ministry of Education to operate at a specified location and cater to a specified number of students.

## **6.4 District Leadership Team**

A team of Ministry of Education officials operating at the Education District level, comprising representation from the following Divisions of the MOE to ensure collaboration in the approach to planning and resolution of issues:

- School Supervision and Management Division (SSMD)
- Student Support Services Division (SSSD)
- Curriculum Planning and Development Division (CPDD)

## **6.5 Remote Schooling**

Remote schooling is a combination of different kinds of virtual education, where neither the teachers nor the student(s) are physically present at school. Various sources of media are utilized for teaching and learning, including digital resources and tools, paper-based textbooks and printable worksheets. This can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor. A student who is a virtual or online student remains a registered student at a school to which he/she has been assigned and is subject to the same educative and administrative systems as those enrolled at a public or private school.

## **7. RELEVANT LEGISLATION**

This policy is guided by the following legislation:

**7.1 Education Act Chap. 39:01:**

**Section 4 (4a)**

*In addition to the several duties imposed on the Minister in this Act, the Minister shall be responsible for (a) devising a system of education calculated as far as possible to ensure that educational and vocational abilities, aptitudes, and interests of the children find adequate expression and opportunity for their development.*

**Section 76 (1)**

*(1) In this Act, the expression "a compulsory school age" means any age between five and sixteen years and accordingly a person shall be deemed to be of compulsory school age if he has attained the age of five years and has not attained the age of sixteen years, and a person shall be deemed to be over compulsory school age as soon as he has attained the age of sixteen years.*

**Section 77**

*Subject to section 78, it shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, by regular attendance at a school.*

**Section 78**

*A child is excused from attendance at school-*

- a) *if in the opinion of the Minister, he is receiving satisfactory instruction at home or elsewhere;*
- b) *if he is unable to attend school by reason of sickness or other unavoidable cause;*
- c) *if he is excluded from attendance at school under any written law;*
- d) *if he is absent temporarily as authorized under the Regulations.*

**7.2 Trinidad and Tobago Constitution, Chapter I, Part I - Rights Enshrined**

4. *It is hereby recognised and declared that in Trinidad and Tobago there have existed and shall continue to exist, without discrimination by reason of race, origin, colour, religion or sex, the following fundamental human rights and freedoms, namely:*

- (c) the right of the individual to respect for his private and family life;*
- (f) the right of a parent or guardian to provide a school of his own choice for the education of his child or ward;*
- (i) freedom of thought and expression;*

**7.3 Regulation 9(a) of the Immigration Regulations made under Section 44 of the Immigration Act Chapter 18:01**

- a) Where a person seeking to enter Trinidad and Tobago falls within the category described in section 9(1)(g) of the Act, the immigration officer shall not allow such person to enter Trinidad and Tobago for the purpose of entering any educational or training establishment in Trinidad and Tobago unless that person is in possession of a valid student's permit in the form set out as Form 43. The holder of a student's permit shall comply with the terms and conditions specified in such permit.*
- b) A person seeking to enter and remain in Trinidad and Tobago for the purpose of receiving education or training at an educational or training establishment by which he has been accepted as a student, may make application for a student's permit in duplicate to the Chief Immigration Officer in the form set out as Form 34.*
- c) The Chief Immigration Officer may, upon being satisfied as to the bona fides of the educational or training establishment, issue a student's permit if—*
  - (i) the person seeking to enter and remain in Trinidad and Tobago has been accepted as a student by such establishment;*
  - (ii) there is adequate accommodation for the student at such establishment;*
  - (iii) no local student has been displaced; and*

- (iv) *the person seeking to enter and remain in Trinidad and Tobago does not belong to a prohibited class.*

## **8. HOMESCHOOLING PROCESSES AND PROCEDURES**

**8.1** The processes for the granting of approval to home school entails the following:

8.1.1 Submission of the completed prescribed Home School application form which is provided on the Ministry of Education's website. The application form should be submitted electronically to the Office of the Chief Education Officer along with the following documents:

8.1.1.1 Copies of Birth Certificate(s) of child/children to be home schooled

8.1.1.2 Proof of identification of parent(s)

8.1.2 Indication of the curriculum to be followed, if different from that of the Ministry of Education. Parents should be advised that in order to facilitate optimal preparation for national and regional examinations and/or future integration into local public schools/tertiary level institutions, the Ministry of Education's curriculum should be followed.

**8.2** Should the Ministry require any adjustments to the application and/or accompanying documents, these should be submitted within the stated time limit of the applicant being so notified.

**8.3** If the application is not approved:

8.3.1 The Minister shall facilitate placement in a public school. Alternatively, the parent may, at his/her own expense, register the child/children at a private school registered with the Ministry of Education.

8.3.2 Where the child has been diagnosed with special education needs, he/she may be supported in accessing placement at a public special school or at a private special school for which fees are subsidized by the Ministry of Education.

8.3.3 The parent may reapply to home school in the next school term/year;

- 8.4 Submission of an End of Year Report by the parent/guardian, using the prescribed format, upon request by the Ministry of Education.
- 8.5 If the child is evaluated using standardised assessments approved by the Ministry and it is determined that he/she is functioning at a level lower than that of his/her peers/than expected, the Chief Education Officer may, if necessary, advise on an adapted curriculum to be followed and place the child on probation for one (1) term or, if there is no improvement, deem the home instruction to be inadequate and recommend the placement of the student in the public school system.
- 8.6 Alternatively, the parent at his/her expense, may place the child in a registered private school of choice.

## **9. ROLES/ RESPONSIBILITIES**

### **9.1 The Ministry of Education shall:**

- 9.1.2 Grant permission to home school for a stated period.
- 9.1.3 Grant permission to continue to home school based on the assessment of the End of Year Report provided by the tutor and signed by the parent/guardian.
- 9.1.4 Place in the public school system any student who is of compulsory school age (5-16), whom the parent is unable to enroll at a registered private school of choice, where approval to home-school was not granted.
- 9.1.5 Provide curricular support for all levels of home-schooling as requested by the parent/tutor.
- 9.1.6 Make available on the Ministry of Education's website: all relevant information necessary to support the home-schooling teaching and learning experience, including a list of possible requisite supplies for each subject, authorised curricula and virtual teaching, and learning materials.
- 9.1.7 Provide guidance with respect to special education needs.
- 9.1.8 Communicate with the parent/tutor and the relevant representative body.
- 9.1.9 Prepare a list of all home-schooled students who have been successfully registered for SEA by October of the preceding year.

9.1.10 Host meetings between the Ministry's ECCE team and parents of ECCE aged children to provide guidelines to parents on the broad principles of developmentally appropriate practices to ensure the holistic development of children at the start of home schooling.

9.1.11 Host meetings with the relevant representative body to provide guidelines to parents on the broad principles of developmentally appropriate practices to ensure the holistic development of children at the start of home schooling.

9.1.12 Ensure the care and protection of students.

**9.2 The Parent / Guardian shall:**

9.2.1 Maintain an annual portfolio/record of the child's work that will be used to assess his/her development at the ECCE level.

9.2.2 Allow the child/children to undergo assessments at a date and time determined by the Student Support Services Division, Ministry of Education in order to establish whether the child has achieved reasonable proficiency/progress based on the Ministry's school standards or the established individualised pathway for child/children.

9.2.3 Facilitate virtual/in-person visits by officers of the Ministry of Education as delegated by the Chief Education Officer:

9.2.3.1 to observe classroom instruction in cases where student progress occasions probation.

9.2.3.2 to ensure the care and protection of students.

9.2.4 Be responsible for physical and psycho-social well-being of the home-schooled child/children and immunization status especially if re-entry/entry into the public school system is contemplated subsequently.

9.2.5 Keep abreast of all educational initiatives (refer to District Office, MOE website).

9.2.6 Ensure that all necessary educational teaching and learning resources are provided for the effective delivery of the curriculum.

9.2.7 Be responsible for registering their child/children for national/regional examinations as private candidate (A valid registration certificate of home

instruction will be required for registration for the Secondary Entrance Assessment (SEA)<sup>1</sup>.)

9.2.8 Register their child/children for local/regional examinations as private candidates at the appropriate time, if desired.

9.2.9 Submit applications annually for approval to home school their child/children.

## **10. MONITORING AND EVALUATION OF HOME INSTRUCTION PROGRAMMES**

10.1 The District Leadership Team (DLT) will undertake annual reviews of requested End of Year Reports, and where necessary, interviews will be conducted with the parent and home-schooled child/children. The evaluation will include a review of the teaching, learning and assessment as contained in the End of Year Report.

## **11. (RE-)ENTRY/ENTRY INTO THE SCHOOL SYSTEM**

11.1 If at any stage the parent/guardian requests that his/her child be allowed to re-enter the public or private school system, the child must undergo appropriate testing and evaluation to be placed in an appropriate standard or form. Such standard or form may or may not be the same that the child has achieved in the programme of home instruction.

**MINISTRY OF EDUCATION**

*January 19, 2023*

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<sup>1</sup> A Certificate of home instruction is not a requirement for Regional Examinations such as those offered by CXC.



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

**Policy for the  
Registration of Private Schools  
in  
Trinidad & Tobago**

February 2023

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## **1.0 INTRODUCTION**

Section 11(6) of the Education Act, Chap. 39:01 defines a private school *as a school provided and maintained by some person or authority other than the Government*. Section 30 states that:

*Subject to this Act, no person shall keep or continue to keep a private school unless the school and the proprietor are registered in the Registrar of Schools required to be kept under this Act.*

### **1.1. Purpose**

The purpose of this policy is to stipulate the requirements for the registration of Private Schools and to ensure that proprietors, principals and teachers are equipped with the guidance as it relates to the policies, procedures and legislative requirements for the operation of Private Schools in Trinidad and Tobago.

### **1.2. Scope**

This policy shall apply to private primary, secondary and special schools and Early Childhood Care and Education (ECCE) centres. It seeks to ensure compliance with statutory requirements and Ministry guidelines for the holistic development and protection of the students.

## **2.0 LEGISLATIVE GUIDELINES**

Proprietors of private schools are bound by the laws of Trinidad and Tobago in particular, the Education Act, Chap. 39:01, the Occupational Safety and Health Act, Chap. 88:08 and the Children's Community Residences, Foster Care and Nurseries Act, 2000 and other pieces of legislation relating to the welfare and safety of children.

The Minister of Education, pursuant to Section 85 of the Act, is empowered to regulate the operation of Private Schools within Trinidad and Tobago. In this regard, pursuant to

Section 85(6) of the Act, the Minister may make Regulations for the control and management of Private Schools, more specifically as it refers to the following:

- i. The size of the classrooms and their equipment;
- ii. The number of children that may occupy each classroom;
- iii. The necessary toilet facilities to be provided;
- iv. The safety, preservation of health, and the prevention of the spread of disease among students;
- v. The registers and other records to be kept by Proprietors of Private Schools, said particulars to be provided to the Minister;
- vi. The suitability of the premises;
- vii. The suitability of the curriculum and courses and methods of instruction; and
- viii. Generally, for more effectively carrying out the provisions of this Act respecting Private Schools.

## **2.1 Penalties under the Education Act**

### ***Section 35***

*No person shall be employed in a private school as a teacher or act as a teacher therein, unless his name is registered on the Teachers' Register.*

### ***Section 36***

*(1) A proprietor of a private school who—*

*(a) fails to furnish the returns required by this Act or the Regulations, and in the manner so required;*

*(b) furnishes a return which he knows or ought reasonably to have known to be false or misleading in a material particular; or*

*(c) knowingly employs as a teacher any person who is disqualified under section 35 to act as such, or permits such person to act as a teacher,*

*is liable on summary conviction to a fine of one hundred and fifty dollars and in the case of a second or subsequent offence is liable to a fine of three hundred dollars and for any continuing offence under paragraph (c) to a further fine of thirty dollars for each day on which the offence continues after conviction therefor.*

*(2) Notwithstanding section 33, where a proprietor is convicted of an offence under subsection (1), the registration of the school is liable to be cancelled from the expiration of the time for appealing against conviction therefor if no appeal against such conviction has been made or as from the dismissal of the appeal, as the case may be.*

*(3) A person who is disqualified under section 35 and with knowledge of the disqualification acts as a teacher in a private school is liable, on summary conviction, to a fine of one hundred and fifty dollars.*

### **Section 37**

*(1) The Minister, or any public officer deputed by him in writing to act as his representative, may enter any premises wherein a private school is being conducted, at any reasonable time during school hours, for the purpose of making enquiries and discharging such duties as may be imposed on him by this Act or by the Regulations.*

*(2) A person who—*

*(a) obstructs or resists the Minister or any such officer in the performance of his duties; or*

*(b) willfully makes any false representation to the Minister or any such officer; or*

*(c) willfully refuses to furnish the Minister or any such officer with any information which such person may be required to furnish by this Act or the Regulations,*

*is liable, on summary conviction, to a fine of one hundred and fifty dollars.*

## **3.0 OTHER REQUIREMENTS**

**3.1.** Proprietors of private schools must ensure:

- i. that no-one is employed who is prohibited from working with children;
- ii. that no-one is employed who is not allowed to work in Trinidad and Tobago;
- iii. suitable toilet and washing facilities for the sole use of pupils;

- iv. suitable changing accommodation and showers for pupils aged 11 years or over who receive physical education;
- v. suitable accommodation for the medical and therapy needs of pupils;
- vi. suitable drinking water facilities;
- vii. suitable outdoor space in order to enable physical education in accordance with the school curriculum and pupils to be able to play outside; and
- viii. Regular maintenance of school equipment such as gym equipment and swimming pools and appropriate systems and staff to guarantee the safety of pupils.
- ix. Public Liability Insurance (to cover students and anyone on the premises.
- x. Safe Environment

## **4.0 REGISTRATION**

### **4.1. Registration Procedure**

#### **A. Step 1: Fill out the Application Form**

The provider can obtain the Application Form for Registration of a Private School or ECCE centre from the District Offices of the Ministry of Education (MoE) or its Head Office located at #5 St. Vincent Street, Port of Spain, or by downloading the form from the following website: [www.moe.gov.tt](http://www.moe.gov.tt)

#### **B. Step 2: Obtain Statutory Approvals**

- i. Water and Sewerage Authority (WASA) –
  - *Completion certificate for internal plumbing system*
- ii. Electrical Inspectorate (Public Utilities Commission) –
  - *Inspection Certificate of Approval in accordance with the [Electricity Inspection Act, Chap 54:72]*
- iii. Trinidad and Tobago Fire Service –
  - *Inspection of Premises for Certification (Fire Service Act, Chapter 35:50)*
- iv. Regional Health Authority –

- *Sanitary and aesthetic conditions of the premises inspected in compliance with the Public Health Ordinance Chapter 12, No. 4.*
- v. Ministry of Planning and Development, Town and Country Planning Division - Town and Country Planning approval
- vi. Regional Corporation Approval

**C. Step 3: Supply Necessary Documents**

- i. If the proprietor is an individual:
  - The proprietor's full name and any previous names, residential address, telephone number, email address, date of birth and national insurance number.
- ii. Where the proprietor is a corporate body or unincorporated:
  - The proprietor's name and the address, telephone number and email address of its registered office; and
  - Names of members of the board of directors.
- iii. Information on the number of classes per year group, the proposed class size, positions, and number of personnel in each position. At the ECCE level the number of groups, based on the teacher to child ratio as follows:
  - 2 - 3 years                      1 teacher : 6 children
  - 3 - 4+ years                      1 teacher : 15 children
- iv. List of teachers and their relevant qualifications (all primary/secondary school teachers employed within a private primary/secondary school must be registered with the Ministry of Education).
- v. Class and Teacher time-tables (a daily schedule for the ECCE level).
- vi. A listing of all curricular activities and the curriculum to be followed. These must take into account the ages and aptitudes of the students and therefore should cover all year groups at the school;
- vii. A plan showing the layout of the school premises;
- viii. Framework for the evaluation of pupils' performance;
- ix. Policy on behavior, setting out amongst other matters, the sanctions to be adopted in the event of pupil misbehavior (refer to the National School Discipline Matrix)

- x. Particulars of the school's arrangements to safeguard and promote the welfare of pupils at the school;
- xi. Particulars of the school's arrangements to ensure that relevant health and safety laws are complied with;
- xii. Procedure for the handling of complaints from parents of pupils.
- xiii. Police Certificate of good character.
- xiv. Certificate of Business Registration from the Companies Registry, Registrar General's Department and Ministry of Legal Affairs.
- xv. Notification given to Children's Authority – A proprietor managing or intending to manage a nursery or day care on the premises of a school or ECCE centre is required to notify the Children's Authority of Trinidad and Tobago in writing and a copy of the letter of intent be provided upon registration.

#### **D. Step 4: Submit Completed Forms**

Completed Application Forms with all supporting documents must be uploaded via the link available on the Ministry of Education's Website at [www.moe.gov.tt](http://www.moe.gov.tt).

Incomplete applications or applications, which do not include all the necessary documentation, will not be considered.

#### **E. Step 5: Conduct of Site Visit**

A site/validation visit to the location is conducted by personnel from the relevant divisions of the Ministry of Education to facilitate thorough consideration of the application.

#### **F. Step 6: Issue Certificate of Registration**

Subject to the fulfillment of all the conditions of registration, a Certificate of Registration shall be issued within six (6) weeks of submission of a complete application.

#### **4.2. Certificate of Registration**

- Upon successful registration, a Certificate of Registration should be issued and the establishment shall be recorded on the Register of Private Schools.

- An electronic Certificate of Registration shall also be issued which shall bear an identifying number, a seal, a QR code, and which shall show the date from which the registration is effective.
- The Certificate of Registration, having been issued electronically, may also be revoked electronically.
- A registered private school shall ensure that the Certificate of Registration is displayed in public view within the institution.
- A certified copy of the Register shall be published in the Gazette, as well as any additions or amendments thereto as occasion requires.
- The register shall also be made available on the Ministry's website.

#### **4.3. Unsuccessful Applications**

If an application is unsuccessful, the Ministry shall issue correspondence setting out the reasons for rejecting the application. An application may be re-submitted, but should only be done once the institution is in a position to show that the school is likely to meet the stipulated standards. The Ministry may then reconsider the application.

### **5.0 MORATORIUM**

- 5.1.** A moratorium of three (3) years from the date within which the policy takes effect, shall be granted to proprietors of existing private schools to allow them to meet the requirements of this policy.
- 5.2.** Persons employed as teachers within private schools and are unregistered will be granted a moratorium of three (3) years from the date the policy takes effect, in order to obtain the primary requirements for registration as a teacher by the Ministry of Education.
- 5.3.** Failure to meet the stated requirements without reasonable cause, will result in de-registration.
- 5.4.** Prospective / new proprietors must meet all requirements in order to be registered.

## **6.0 CANCELLATION OF REGISTRATION**

- 6.1.** If a registered private school ceases to operate in accordance with the Act and this policy, the Ministry may require the proprietor to submit an action plan to rectify the deficiencies within a specified period of time. The Ministry may approve the action plan, with or without modifications, or subject to conditions deemed necessary by the Ministry.
- 6.2.** Where the identified deficiencies have not been rectified within the timeframe approved by the Ministry, the registration of the school may be cancelled upon giving a notice of three (3) months thereof to the proprietor.
- 6.3.** A school whose registration has been duly cancelled must cease to operate from the date of such cancellation.
- 6.4.** Upon receipt of the notice of cancellation, the proprietor of the school may appeal to a court of summary jurisdiction in the manner prescribed in Section 33 of the Act.
- 6.5.** Where an appeal is dismissed, cancellation of registration shall take effect from the date of the order or upon the expiration of the notice referred to at 6.2, whichever is the later.

## **7.0 ANNUAL INFORMATION TO BE PROVIDED BY PROPRIETORS**

- 7.1.** September of each year proprietors shall submit the following documents in respect of the previous school year, containing the following particulars:

  - i. The number of days during which the school was opened;
  - ii. The number of pupils on roll at the end of the school year;
  - iii. The average attendance for the school year; and

- iv. The percentage of attendance of the total possible attendances for the pupils on roll.

## 7.2. Annual Statistical Return (ASR)

- i. Proprietors shall be required to submit the Annual Statistical Return (ASR), that reflect students' and teachers data **as at November 30** (deadline date for submission will be communicated by the Ministry of Education)
- ii. ASR data must be submitted to the Educational Planning Division at [edustats@moe.gov.tt](mailto:edustats@moe.gov.tt); and the Educational District Office in which the school is located:
  - Caroni [caronidistrict@moe.gov.tt](mailto:caronidistrict@moe.gov.tt)
  - North Eastern [need.district@moe.gov.tt](mailto:need.district@moe.gov.tt)
  - Port of Spain and Environs [posdistrict@moe.gov.tt](mailto:posdistrict@moe.gov.tt)
  - St. George East [stgeorgeeastdistrict@moe.gov.tt](mailto:stgeorgeeastdistrict@moe.gov.tt)
  - St. Patrick [stpatrickdistrict@moe.gov.tt](mailto:stpatrickdistrict@moe.gov.tt)
  - South Eastern [southeasterndistrict@moe.gov.tt](mailto:southeasterndistrict@moe.gov.tt)
  - Victoria [victoriaeducationdistrict@moe.gov.tt](mailto:victoriaeducationdistrict@moe.gov.tt)
  - Tobago [administrator@thadeie.gov.tt](mailto:administrator@thadeie.gov.tt).

- 7.3. Should a school remain closed for longer than thirty (30) consecutive days, save and except for holidays not exceeding twelve (12) weeks in any one year, the proprietor shall furnish the Ministry with a supplemental return giving the reasons for the closing of the school and the period the school is likely to remain closed. If the proprietor subsequently desires to reopen the school, a new return containing the particulars referred to at 6.3 above shall be submitted before the school is reopened. The registration of a private school that remains closed for longer than a period of one (1) year shall be deemed to have been cancelled.

## **8.0 CHANGE OF INFORMATION**

- 8.1.** Whenever there is any change in the ownership or location of a school, or any modification in respect of any of the prescribed particulars, the proprietor shall immediately furnish the Ministry with a supplemental return containing the correct particulars.
- 8.2.** The Ministry of Education may request an inspection to inform its decision relating to any material change. A material change will not normally be approved if a school is at the time subject to regulatory action because it was not meeting the standards relevant to the material change in question. A material change is:
- i. a change of proprietor (this does not include a change of chairman of a proprietor body when the body itself is not changing);
  - ii. a change of school address;
  - iii. a change in the age range of pupils;
  - iv. a change to the maximum number of pupils; and
  - v. a change to admit boys only, or girls only, or become co-educational.
- 8.3.** An application for approval for any material change must be made by the proprietor or in the case of a change of proprietor, by the proposed new proprietor. Applications may be made online via the Ministry of Education's website.
- 8.4.** Where a material change is made without seeking approval, the Ministry may remove the school from the Register of Private Schools.
- 8.5.** Relocation voids the registration of a school. The proprietor shall be required to reapply for registration, such application to be considered by the Ministry in the context of the Act and this policy.

## **9.0 MONITORING AND ENFORCEMENT**

The Ministry shall establish a Monitoring and Evaluation Unit to, inter alia,

- i. develop procedures for implementation and monitoring of this policy;
- ii. assist in the assessment of applications for registration of private schools;
- iii. conduct regular site visits to private schools to ensure compliance with the conditions of registration;
- iv. where applicable, recommendations for the institution of corrective measures or de-registration, on the invoking of penalties under the Education Act;
- v. ensure that the Ministry of Education adheres to its obligations under the Education Act and this policy as they relate to private schools.

## **10.0 REVIEW OF POLICY**

This policy shall be reviewed every three (3) years to ensure alignment with evolving trends, challenges and opportunities within the education sector.



## Ministry of Education

Trinidad and Tobago

### 1. POLICY TITLE:

Patriotism Policy

### 2. POLICY STATEMENT:

This Patriotism Policy aims to empower citizens to preserve and advance Trinidad and Tobago's society, through the development of a common national identity and the instillation of patriotic principles.

### 3. RATIONALE

Patriotism is characterised by the principles of reciprocity and reverence among the populace, manifested in a healthy love for what one has been given, and balanced by an inclination to contribute meaningfully to one's society. Therefore, Patriotism can be defined as a love of one's country and a desire to defend it. As such, Patriotism requires engagement; it is showing interest in the development of a country and taking ownership of an aspect of development.

Within recent times, local cultures are evolving due to the challenge brought on by the new values and realities by way of new technologies. Our young seek to embrace these new values, giving rise to some concern about the increasing number of youths disengaging from civic and national institutions (Ministry of Community Development, Culture and the Arts, 2008).

Accordingly, it is recognised that an effective tool to transmit knowledge of fundamental national principles and processes ought to be developed and diffused throughout the population, to enable and encourage young Trinbagonians to participate fully in their society. Consequently, there is a need for strategies anew, which can capitalize on young people's idealism. This has become necessary as individuals do not automatically become responsible citizens but must be educated about citizenship and what it means to be a Trinbagonian.

Developing patriotic behaviour can be addressed at different levels - the individual level, in the home, in the community, at school, at the national and international levels.

Some examples of patriotic behaviour include:

- Choosing to purchase local goods and produce
- Celebrating our achievements in the field of arts, sports, and innovation;
- Appreciation and participation in activities related to national and religious festivals.

In this regard, the Ministry of Education recognises the need to focus on the building of national pride and patriotism among our citizenry, which in turn will contribute to national development. To this end, the Ministry has developed a Patriotism Policy inclusive of an Implementation Strategy geared toward cultivating feelings of nationhood and love of country among the national student population.

The Implementation Strategy is organised to facilitate general activities common to the entire school population at all levels of education: a primary/secondary component through which the various subject groupings will be used to incorporate patriotic activities, and the ECCE aspect whereby the patriotism content will be delivered via curriculum strands.

#### **4. SCOPE**

##### **4.1. Inclusions**

This Policy shall apply to the following:

##### **4.1.1. Officials of the Ministry of Education inclusive of:**

- i. The Minister of Education
- ii. Minister of State in the Ministry of Education
- iii. Permanent Secretaries
- iv. Chief Education Officer (CEO)
- v. Deputy Permanent Secretaries
- vi. School Supervision and Management Division (SSMD)
- vii. Curriculum Planning and Development Division (CPDD)
- viii. Student Support Services Division (SSSD)
- ix. Examination Section/Division
- x. Division of Educational Research and Evaluation (DERE)
- xi. Early Childhood Care and Education Division (ECCE)
- xii. District Leadership Teams (DLTs)

- xiii. Principals and Teachers
- xiv. Students at ECCE, primary and secondary levels
  - 4.1.2. Ministry of Sport and Community Development
  - 4.1.3. Ministry of Youth Development and National Service
  - 4.1.4. Ministry of Social Development and Family Services
  - 4.1.5. Office of the Prime Minister (Gender and Child Affairs)
  - 4.1.6. National Library Information System Authority
  - 4.1.7. National Trust of Trinidad and Tobago
  - 4.1.8. National Patriotism Society of Trinidad and Tobago
  - 4.1.9. Association of Denominational Boards
  - 4.1.10. Trinidad and Tobago Unified Teachers' Association (TTUTA)
  - 4.1.11. National Parent/Teacher Association (NPTA)
  - 4.1.12. Trinbago Unified Calypsonians Organisation
  - 4.1.13. Association of Principals of Secondary Schools (APSS)
  - 4.1.14. National Primary Schools Principals' Association (NaPSPA)
  - 4.1.15. University of Trinidad and Tobago (UTT)
  - 4.1.16. University of the West Indies (UWI)
  - 4.1.17. Tobago House of Assembly (Division of Education, Research and Technology)
  - 4.1.18. Tobago Cultural Committee for Primary and Secondary schools.
  - 4.1.19. Trinbago Unified Calypsonians Organisation

## 5 DEFINITIONS

### *Patriotism*

Commonly defined as positive feelings and a sense of pride in one's nation, patriotism is regarded as a form of attachment to one's country that does not necessarily entail out-group hostility.

### *Nationalism*

Conversely, nationalism is generally defined as the sense that one's country is superior to other nations, thus being based on a comparison between one's own nation and others (Ariely, 2019).

## 6. RELATIONSHIP BETWEEN PATRIOTISM AND VARIOUS SUBJECT AREAS/OPERATING PROCEDURES

### 6.1. Assembly

Basic school procedures must involve maintaining morning assemblies to promote school spirit and allegiance to Trinidad and Tobago. Daily, students and teachers in all schools must sing the National Anthem and recite the National Pledge, in order to promote a sense of unity, patriotism, national pride, and good citizenship.

## **6.2. National Songs, Poems and Literature**

In order to engender patriotic feelings, students at all levels must be taught national songs/poems, to be sung/recited at appropriate times. A list of songs/poems to be used for this purpose will be provided to schools.

In addition, an approved list of titles of local literature (books, magazines, etc) will be provided to schools for use in libraries, as well as during delivery of the curriculum.

## **6.3. English Language Arts**

The national ELA primary curriculum advocates an integrated and thematic approach. The ELA skills are interconnected and developed simultaneously. Teachers can use topics, themes and/or issues related to patriotism during the enactment of the ELA curriculum, to develop the ELA skills of reading, writing, speaking, listening and representing as well as the literary genres of drama, poetry and prose together with the influence of technology on the development and use of these literacy skills.

This will enhance student awareness of the importance of nurturing values, attitudes and behaviours demonstrative of patriotism. Similarly, for the implementation of the lower secondary English Language Arts curriculum, teachers of English are encouraged to engage students using various ideas and perspectives related to patriotism. Authentic teaching and learning interactions can function to engage students in a holistic, meaningful way to develop incrementally, both their ELA skills and their awareness of the importance and *practice* of patriotism as a citizen of Trinidad and Tobago.

As far as possible, the literature used in the ELA curriculum should include local authors.

## **6.4. Science**

At the primary level, content and learning outcomes focus on the curriculum strands of systems and interactions, and conservation and sustainability, including areas such as indigenous flora, fauna, and foods; weather and climate; environment; people (local

scientists; and natural resources (crude oil, gas, and minerals such as asphalt and limestone). These areas, when delivered by teachers using the curriculum's suggested instructional strategies, will foster dispositions, attitudes, and behaviours that demonstrate patriotism.

At the secondary level, both the national lower secondary and the regional upper secondary curricula focus on content, objectives, and learning outcomes that will allow all students to develop and demonstrate patriotism. Content areas such as the impact of human activities on the environment, sustainable use of natural resources (including oil and gas), the consequences of deforestation, habitat destruction, species depletion, measures to mitigate the environmental impact of pollution, and sustainable development are included. Implementation of the primary or secondary science curricula can therefore assist students with developing patriotic habits, behaviours, and attitudes that can enable positive participation in society.

#### **6.5. Agricultural Science**

At the primary level, a myriad of opportunities exists for teachers to utilize the Agricultural Science curriculum to conduct activities surrounding crops and livestock which can contribute to the development of a community that can feed itself and engender feelings of sharing and community togetherness. An exploration of local foods and their origins, as well as preparation of local dishes from crops cultivated by their own hands can foster in students a love for local cuisine and an appreciation of a food-secure nation. These opportunities also exist at the secondary level and are further expanded to include an exploration of challenges in local and regional agriculture and the need to develop and implement sustainable agricultural practices which can benefit the nation and the Caribbean region.

#### **6.6. Physical Education**

The term 'patriotism' is not directly referenced in the national primary Physical Education curricula, lower secondary curriculum, CSEC or CAPE Physical Education and curriculum documents. Notwithstanding this, through the study of sport and active engagement in sport skills, there are indirect yet notable linkages to patriotism and its ideals.

Students must be encouraged to celebrate the achievements of our local athletes, and their contribution to country must be highlighted.

At the national primary level, through games and sport, curricula content enables the student to examine their own culture and to recognise, compare and appreciate the existence of varied cultures.

At the CSEC level, through the curricula content History and Development of Physical Education and Sport, and Trends and Social Issues, aspects of patriotism are indirectly highlighted. Students are challenged to examine local sporting organizations, their contributions, and hierarchical relationships among other sporting organizations. Cultural influences - customs and traditions - are also studied, allowing for examination and sensitization of national values/beliefs. As national, regional and international sporting events unfold, opportunities are provided for noting local players and their contributions to the sport. At these levels, the Physical Education and Sport syllabus emphasises holistic development of the individual and their ability to contribute to the health and welfare of the community and country.

#### **6.7. Spanish and Modern Languages**

Many topics and activities and the methodology used in the teaching of Spanish, at all levels, can relate to aspects of patriotism. Aspects of Trinidad and Tobago culture are infused in almost every topic of the national primary and lower secondary Spanish curricula. Teachers and students are encouraged to make comparisons in practically all topics, given that the communicative language approach utilizes familiar context to teach language.

#### **6.8. Social Sciences**

At the primary level, both the Social Studies and the Values Character and Citizenship Education (VCCE) curricula support the promotion of patriotism through its content and supporting teaching and learning strategies, dispositions, attitudes and values. This is expanded at the lower secondary level, in the teaching of the History and Geography of Trinidad and Tobago as well as Social Studies with its focus on heritage, knowledge of government and how it works including rights and responsibilities.

#### **6.9. Technology Education**

The lower secondary school curriculum (Forms 1-3) delineates an interdisciplinary, cross-curricular field of study where students utilise the relevant processes and knowledge to solve real life problems. The issues of encouraging the development of patriotism among students is in itself a real-life problem with many compartments that can form the basis for challenge sheets, learning outcomes, relevant teaching strategies and authentic

assessment. This can be implemented effectively through a thematic approach. It provides a mix of skills to facilitate both cognitive development through problem solving and critical thinking and psychomotor development through TVET skills. Technology education emphasises the use of the problem-solving model to address real life problems in lessons from a local context. Under the theme Iconic Trinidad, this is demonstrated through the development of local products or prototypes utilising TVET skills. These products/prototypes can also be of entrepreneurial value as they may be marketable.

#### **6.10. Mathematics**

The term patriotism is not directly referenced in the Mathematics curriculum. However, some activities and teaching methodologies used, and skills developed, in Mathematics, regardless of level, can relate to aspects of patriotism.

Through Mathematics, students develop knowledge and numeracy skills such as communication, problem solving, critical thinking and reasoning. These are developed by engaging students in problem-solving activities, investigating real-life situations, their implications and consequences, and the use of data to make informed decisions and formulate conclusions. The problems and situations used can vary in contexts inclusive of pollution, food choices, healthy practices, use of energy, national heroes, festivals, local mathematicians, indigenous flora and fauna, careers, sports, personal budgeting or financial management and climate. By engaging students in problems and situations related to patriotism, students will utilize their abilities to think logically, creatively, critically and strategically to understand and solve national problems, make wise choices and appropriate decisions. As they are encouraged to reflect on their own development as problem solvers and solution seekers, instead of problem creators, students will develop a habit that can aid in the development of a country and solidify their role as contributing citizens. Further, as students collaborate and share ideas on these situations or problems, they learn to respect each other's views and interact using behaviours conducive to one of nation building.

Nation building can be further enhanced and appreciated through the use of career days that focus on "careers in Mathematics" and projects that engage students in studying nationals involved in "Math careers" and who have contributed to the development of Mathematics. These activities will promote national pride and appreciation for members of the national community.

The knowledge, skills, dispositions, attitudes and values developed through Mathematics are paramount for the development of a citizen who is patriotic and one who will demonstrate appropriate behaviours at school, at home, in the community and in the wider society nationally and internationally.

### **6.11. ICT**

The term 'patriotism' is not directly referenced in the lower school ICT curriculum. However, activities and lessons in ICT can help foster a patriotic spirit in students. For example, students can be asked to create PowerPoint presentations on national and religious festivals or places of interest in Trinidad and Tobago. Additionally, ICT promotes the development of problem-solving skills, which is of national benefit. Students are also encouraged to cultivate values, attitudes and behaviours, which allow them to practice good citizenship in a virtual environment.

### **6.12. Health and Family Life Education (HFLE)**

Health and Family Life Education (HFLE) is a comprehensive life-skills-based programme that focuses on the development of the whole resilient person. It is a skill-based subject area whereby focus is placed on the skill, with the content used to develop that skill. The teaching of values is also integral to the subject area. At the primary and secondary levels, the HFLE curricula promote patriotism.

At the primary level, the HFLE curriculum is delivered through integration across the curriculum. Patriotism is endorsed in the primary curriculum through the following content areas: respect, loyalty to self, the neighbourhood, the national community, patriotism, responsibility towards the environment, the talents and contributions of others, loyalty to country, and conservation and preservation. At the secondary level, patriotism is promoted in the following content areas: self-concept, careers, and showing care and concern for the environment.

### **6.13. Visual and Performing Arts**

#### **6.13.1 Music**

There is minimal direct reference to the term patriotism in the music curricula of both primary and secondary levels. All music activities regardless of level, involve the development of skills in singing, playing instruments, performing rhythms, analysing and appreciating music of all genres, whether local or foreign, and developing awareness of the artistes who create and perform such. Patriotic music forms an integral part of the repertoire that is used as the basis for these activities in all schools. In addition, a number of schools have access to the steelpan which is used as the instrument of choice for participation in local and national events like the National Schools Panorama and Sanfest competitions. Schools perform the National Anthem as part of school assemblies along with school songs and national songs.

### **6.13.2 Drama**

Patriotism is embedded in the study of Drama both at the primary and secondary levels.. Through drama, students explore games and dramatic work elements of national identity and pride in our nation's cultural fabric and its contribution to our region and the world. Students study our festivals (sacred and secular), our folklore and the characters tied to these aspects of our cultural heritage in addition to our traditional ring games which evidence the ancestral threads in our cultural heritage. The exploration of these content areas, through dramatic work, develop and deepen student understanding and build national pride.

### **6.14. Early Childhood Care and Education**

Patriotism is inculcated at the Early Childhood Care and Education level through the Citizenship & Belonging strand of the curriculum. The main objectives of this strand are to develop early concepts of national pride, make learners aware of national heroes and heroines and to help learners make connections between events, festivals, cultural traditions and experiences beyond the early childhood education setting.

## **7. GOALS**

The Patriotism Policy is intended to:

- i. Strengthen patriotic education instruction by ensuring schools establish and implement educational goals, civic competency outcomes, course content, and high-engagement instructional pedagogies;
- ii. Provide the atmosphere for the participation of students/citizens in the decision making and implementation processes;
- iii. Reinforce the need for greater inclusion and participation among Ministries, Departments and Agencies (MDAs) and schools, in relation to age appropriate national initiatives;
- iv. Facilitate active citizenship through the strategic engagement of students in the civic and democratic life of Trinidad and Tobago; and
- v. Foster society-wide support in the provision of experiences which engender positive feelings toward the country of Trinidad and Tobago.

## **8. RELEVANT LEGISLATION/AUTHORITY**

This Policy is guided by the following legislation:

**8.1. The Education Act: Section 4 (2a) which states as follows:**

*“in addition to the several duties imposed on the Minister in this Act, the Minister shall be responsible for (a) devising a system of education calculated as far as possible to ensure that educational and vocational abilities, aptitudes, and interests of the children find adequate expression and opportunity for their development.”*

**8.2 The Constitution of the Republic of Trinidad and Tobago Chapter 1:01**

**8.3 National Emblems of Trinidad and Tobago Act: Section 7 which states:**

*“Any person who mutilates, cuts or tears or in any way defaces the Coat of Arms or the National Flag, whether by writing, printing or stamping thereon or otherwise without lawful authority or excuse, is liable on summary conviction to a fine of seven hundred and fifty dollars or to imprisonment for six months.”*

**and Section 8 which states:**

*“The President may make Regulations generally for the proper carrying out of the provisions of this Act, and without limiting the generality of the foregoing*

- (a) providing for the proper use of the National Flag on all occasions;*
- (b) providing for the imposition of royalties payable for the use of representations of the Coat of Arms or the National Flag on articles manufactured for sale or advertisement;*
- (c) providing for the growth of the National Flower in national parks and nurseries and for the distribution of information relating to the growth, cultivation and significance of the National Flower;*
- (d) providing for display of the National Flower at official banquets and functions given or held by the Government”*

**9. RELATED DOCUMENTS/ POLICIES**

This Policy is informed by the following documents:

- i. Education Policy Paper 2017-2022
- ii. National Cultural Policy of Trinidad and Tobago “Celebrating National Identity: Maximising our Diversity” 2020-2025

- iii. National Youth Policy 2020-2025
- iv. Revised Draft Diaspora Policy
- v. Vision 2030 – National Development Strategy 2016-2030
- vi. Early Childhood Care and Education, Primary and Secondary Curricula
- vii. Ministry of Education Circular Memorandum No. 107 dated 18<sup>th</sup> September, 2000 regarding Use of the National Anthem at the start of the school day;
- viii. Ministry of Education Circular Memorandum No.20 dated February 2<sup>nd</sup> 1995 regarding School Assembly;

## **10. ROLES/ RESPONSIBILITIES**

### **10.1. The Ministry of Education**

The Ministry of Education shall:

- i. Provide age appropriate education on the history and culture of Trinidad and Tobago;
- ii. Provide education on the requisite values, attitudes and behaviours which engender patriotic feelings;
- iii. Provide for students, experiences which stimulate national pride and love of country;
- iv. Collaborate with the internal and external stakeholders with an active role in the development of a national identity e.g. Office of the President, National Trust;
- v. Establish via Memorandum of Understanding (MOU) relationships with various stakeholders to engender patriotic values and ideas in schools and disseminate to the schools via established channels of communications;
- vi. Provide each school with a flag and flagpole;
- vii. Ensure that all students have the opportunity to interact with the steplpan -- national instrument.

### **10.2. Principal(s)**

The Principals shall:

- i. Ensure that the following are executed during the School Assembly:
  - a. National Anthem to be sung by all teachers and students
  - b. The National Pledge should be recited meaningfully
  - c. Singing National Songs should be done with enthusiasm

- d. The Nation's watchwords - Discipline, Production and Tolerance are worth exploring regularly, as they are most relevant to daily living;
- ii. Plan and deliver a programme of learning activities in one or more subjects for students in accordance with the implementation Strategy appended hereto. This includes:
  - a. Implementing appropriate teaching methods, techniques and strategies such as lectures, discussions, demonstrations, selected audio visual aids, field visits, partnerships with NGOs, MDAs FBOs and CBOs and individual work with a view to engendering a spirit of patriotism and civic responsibility;
  - b. monitoring teaching staff in the execution of teaching methods and strategies and giving guidance as necessary;
  - c. Reviewing and approving schemes of work, lesson notes, and record and evaluation to ensure conformity with established curricula and in keeping with the Implementation Strategy attached hereto;
  - d. Conferring with teaching staff to monitor the work progress and other departmental matters and providing feedback accordingly, on the subject matter;
- iii. Arranging and/or conducting seminars and workshops to inculcate the all-round development of students;
- iv. Ensuring that the Implementation Strategy at Appendix I is executed at the appropriate class levels and in the relevant subject areas;
- v. Ensure that the National Flag is raised and lowered at the appropriate times each day, with the involvement of students.

### **10.3. Educators**

The Educators shall:

- i. Infuse patriotic ideas and values at all levels in the existing curriculum;
- ii. Encourage active participation of learners in local and cultural products, as outlined in the Implementation Strategy;
- iii. Strive to instil in students a sense of patriotism and national pride;
- iv. Evoke in students an appreciation of their self-worth and individual citizen's contribution to the general society;
- v. Respect the religious, political and moral beliefs of their students;
- vi. Through the activities identified in the Implementation Strategy, construct appropriate learning experiences for learners;
- vii. Cooperate with educational and related personnel in improving teaching and learning patriotic values;

- viii. Participate in a responsible manner in the development and implementation of patriotic policy in education.

#### **10.4. Parent/Guardian**

The Parent/Guardian shall:

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Support their children in the execution of and participation in school historical, cultural and other activities;;
- iii. Provide for their children experiences which foster a love of all things Trinidad and Tobago;
- iv. Respect the religious, political and moral beliefs of others.

#### **10.5. Student(s)**

The students shall:

- i. Actively participate in cultural, social activities within the classroom and wider community;
- ii. Cultivate knowledge, values, attitudes and behaviours which allow them to practice good citizenship and demonstrate a love for country;
- iii. Receive an education which will enable them to contribute to the overall development of Trinidad and Tobago, be it socially, culturally, politically, or economically;
- iv. Emulate pro-social attributes of a few exemplary national iconic persons;
- v. Co-operate with the teachers and other staff members to elevate the socially and economically disadvantaged groups;
- vi. Be sensitive towards their environment, and devise ways to protect their environment from pollution, fight energy crises, and more. Some ways of doing this are keeping their localities and school clean and tidy, practising reuse, recycling, and reducing;
- vii. Display respect for the national symbols such as the anthem, the flag, e.g. by standing up when the anthem is played or sung;
- viii. Demonstrate, through their actions, a love for country as they progress to adulthood and through life;
- ix. Respect the religious, political and moral beliefs of peers.

#### **10.6 Stakeholders**

The stakeholder(s) shall:

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Provide support at the school, community and national levels for the various aspects of the school curricula which engender patriotism;
- iii. Host parallel extra-curricular activities which facilitate student participation in cultural, sporting, religious or other experiences which nurture a sense of belonging and feeling of patriotism;
- iv. Provide opportunities for schools/students to participate in activities which foster unity and patriotism;
- v. Engage the Ministry of Education on various techniques and or suggestions to energise, revitalize and re-create the method of delivery for some of the taught subjects related to patriotism;
- x. Model the behaviour of a responsible citizen to inspire children to be patriotic.

## **11. MONITORING AND EVALUATION**

School/ECCE Centre Administrators shall ensure that the Implementation Strategy and the relevant curricula are implemented.

School visits, class checks and clinical supervision will be employed by relevant Ministry officials to ensure adherence to curricular objectives and activities to ensure relevant outputs are realised.

## **12. IMPLEMENTATION TIMETABLE**

With immediate effect, in accordance with the approval of Cabinet.

## **13. EFFECTIVE DATE**

In accordance with the relevant Cabinet decision.

## **14. REVIEW DATE**

The policy will be in effect for a period of three years from the effective date.



## Ministry of Education

Trinidad and Tobago

### Policy for Cultural Transformation through Curriculum Enhancement

#### 1. POLICY

Cultural Transformation through Curriculum Enhancement

#### 2. BACKGROUND:

The role of education is to empower children and adults to become active participants in the transformation of their societies. Education can create peaceful societies by strengthening the teaching and understanding of shared knowledge, values and attitudes, and enabling individuals to live together in diverse environments (Sifiso Mtshali).

Culture is defined as the values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion (Vavrus, 2008). It is a vehicle for conveying positive values, attitudes, and behaviours to our young people as they advance through the various stages of the education system.

Within recent times, native cultures are evolving due to the challenges brought on by the new values and realities by way of new technologies. Our young people seek to embrace these new values, giving rise to concerns about the increasing number of youths disengaging from civic and national institutions (Ministry of Community Development, Culture and the Arts, 2008). Not surprisingly, the *Draft National Plan to Prevent and Reduce Violence in Trinidad and Tobago* identified that the major risk factor to violence at school is social and cultural influences.

One example of this is 'Trinibad' music which has emerged as a popular genre of music that glorifies the gangster lifestyle and objectifies women. Imported values from television, movies and social media from global sources are readily available at the touch of a button, with little or no filter. The impact of these phenomena which assault the minds of individuals is not uniform. Some persons may be relatively unaffected; however, others may become fearful, whilst there are some that may be induced to a lifestyle of violence.

The role of the family in providing love, training and discipline, and inputs from the community are valuable assets to aid in the character formation of children particularly as the child transitions into adulthood. (Kahan). However, as children progress developmentally and chronologically, should those assets become devalued by neglect or external stimuli, this can result in a heavy community liability. The society at large looks to the education system to address these ills and fill the gaps left by the family, community and wider society.

To this end, while the Ministry of Education's primary focus is the optimum development of its main stakeholders, its students, to enable them to become productive members of society, the relevance of the question posed by Dr. Gillian Paul, former President of COSTATT and current Chair of the Advisory Committee on Education, "***How does a culture get away from itself?***" remains key to confronting a problem plaguing our society and by extension our education system.

In this regard, the Ministry is steadfastly committed to Vision 2030, specifically, Strategic Initiative/Action 7.3 of Goal 7, Theme I which states:

*“Revise the school curriculum to emphasise core values, nationalism and workforce readiness skills. Core values must be taught in schools. These include discipline, production, tolerance, civic responsibility and lifelong learning. Knowledge of our cultural diversity must be taught in order to promote cohesiveness and, our country's history and geography must also be imparted. Moreover, workforce readiness skills like problem solving, innovativeness, creativity along with entrepreneurial abilities must be supported throughout the education system. A culture of research and development must also be inculcated in all tertiary level institutions, both public and private. Sports, culture and physical education must also be fully integrated.”*

The Ministry Education Draft Policy Paper 2023-2027 brought to the forefront *The Transition of Learners through the Education System* and into the world of work. To stay the course of this policy, while maintaining a sufficiently tight stance aligned with Vision 2030 and mitigating the effects of negative subcultural influences, the following actions are identified:

- i. Introduce annual career awareness and development programmes from Infant 1 onwards with the involvement of post-secondary and tertiary institutions as well as the business community;
- ii. Establish a system of volunteerism at all levels of the education system;
- iii. Provide opportunities for practising good citizenship, and participating in activities that create a sense of morality among the nation's youth;
- iv. Promote community-based involvement in education and parental support; and
- v. Ensure that students have access to appropriate educational guidance at all stages.

Continuing to sustain the efforts progressed, the Ministry through the goals of this Policy, seeks to solidify and entrench strategies that would transform existing negative practices, resulting in the all-round development of students from early childhood education through to post-secondary education and the world of work.

The Policy is based on the premise that there is a need to improve the quality, amount and strength of educational opportunities provided to our learners, in an effort to guide the development trajectory of Trinidad and Tobago toward the realization of Vision 2030, as well as to make a significant contribution towards reducing the level of deviant and criminal behaviour among the nation's youth. Cultural transformation through education requires adjustments to the following areas of the curriculum, at the primary and secondary levels:

- i. The framework of assumptions about the learner and the society.
- ii. The aims and objectives, that is, why education should be provided and towards what direction.
- iii. The content or subject-matter with selection of what is to be taught and learnt.
- iv. The process of teaching-learning inclusive of the methodology of teaching, learning experiences both within the institution and outside, learning environments, teachers' material as well as students' material.
- v. The evaluation and assessment method/techniques for students.

Ultimately, the aim of the Policy is to empower citizens to preserve and advance Trinidad and Tobago's society through the holistic development of all learners.

### **3. SCOPE**

#### **3.1. Inclusions**

This Policy shall apply to the following:

##### **3.1.1. Officials of the Ministry of Education inclusive of:**

- i. Minister of Education
- ii. Minister in the Ministry of Education
- iii. Permanent Secretaries
- iv. Chief Education Officer (CEO)
- v. Deputy Permanent Secretaries
- vi. School Supervision and Management Division (SSMD)
- vii. Curriculum Planning and Development Division (CPDD)
- viii. Student Support Services Division (SSSD)
- ix. Division of Educational Services (DES)
- x. Division of Educational Research and Evaluation (DERE)
- xi. Early Childhood Care and Education Division (ECCE)
- xii. District Leadership Teams (DLTs)

- xiii. Principals and Teachers
- xiv. Students at ECCE, primary and secondary levels
  - 3.1.2. Ministry of Sport and Community Development
  - 3.1.3. Ministry of Labour and Small Enterprise Development
  - 3.1.4. Ministry of Youth Development and National Service
  - 3.1.5. Ministry of Social Development and Family Services
  - 3.1.6. Office of the Prime Minister (Gender and Child Affairs)
  - 3.1.7. National Patriotism Society of Trinidad and Tobago
  - 3.1.8. Denominational Boards
  - 3.1.9. Trinidad and Tobago Unified Teachers' Association (TTUTA)
  - 3.1.10. National Parent/Teacher Association (NPTA)
  - 3.1.11. Association of Principals of Secondary Schools (APSS)
  - 3.1.12. Association of Principals of Assisted Secondary Schools (APASS)
  - 3.1.13. National Primary Schools Principals' Association (NAPSPA)
  - 3.1.14. University of Trinidad and Tobago (UTT)
  - 3.1.15. University of the West Indies (UWI)
  - 3.1.16. Tobago House of Assembly (Division of Education, Research and Technology)
  - 3.1.17. College of Science, Technology and Arts of Trinidad & Tobago (COSTATT)

#### **4. DEFINITIONS**

##### ***Culture***

The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion” (Vavrus, 2008).

##### ***Preservation/Conservation of Culture***

The preservation/conservation of culture refers to the measures taken to extend the life of cultural heritage while strengthening transmission of its significant heritage messages and values. In the domain of cultural property, the aim of conservation is to maintain the physical and cultural characteristics of the object to ensure that its value is not diminished and that it will outlive our limited time span (UNESCO Institute for Statistics , 2009).

##### ***Transmission of Culture***

Cultural transmission is the way a person learns about culture. This is done through engaging and immersing him/herself in the culture and people around them. Another term for this is cultural learning. Cultural transmission refers to the way a person learns about the social behaviours that make up a particular society (Barowski, 2021).

##### ***Promotion of Culture***

Cultural promotion is the dissemination of cultural products and practices for the purpose of preserving the heritage of the past. It stimulates the work of people through scholarships, declarations, awards, technological platforms and socio-educational processes that lead to the recognition and promotion of diverse cultural expressions (Semiu).

### ***Cultural Pattern***

A cultural pattern is a category or dimension of the human experience that is common to all cultures but that differs in its expression or manifestation from one culture to another (Storti, 2015).

### ***Cultural Identity***

Cultural identity refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion. Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs (Chen, 2014).

### ***Popular Culture***

Popular culture is the set of practices, beliefs, and objects that embody the most broadly shared meanings of a social system. It includes media objects, entertainment and leisure, fashion and trends, and linguistic conventions, among other things. Popular culture is usually associated with either mass culture or folk culture, and differentiated from high culture and various institutional cultures (political culture, educational culture, legal culture, etc.) (Kidd, 2021)

### ***Subcultures***

Subculture refers to subsystems or anti-systems of society with their own attitudes and norms that often contradict the moral concepts of majority society.

## **5. GOALS**

The goals of the Policy are as identified hereunder:

- i. To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices;
- ii. To instil values such as goodwill, honesty, respect, tolerance, integrity and civic pride through the education system and religious institutions;
- iii. To improve the relevance of the education system to ensure that positive values and behaviours are instilled in our nation's youth with a view toward building a progressive society and a disciplined workforce.

## **6. RELEVANT LEGISLATION/AUTHORITY**

This Policy is guided by the following legislation:

**6.1. The Education Act: Section 4 (2a) which states as follows:**

*“in addition to the several duties imposed on the Minister in this Act, the Minister shall be responsible for (a) devising a system of education calculated as far as possible to ensure that educational and vocational abilities, aptitudes, and interests of the children find adequate expression and opportunity for their development.”*

**6.2. The Constitution of the Republic of Trinidad and Tobago, Chap. 1:01**

**7. RELATED DOCUMENTS/ POLICIES/REFERENCES**

This Policy is informed by the following documents:

- i. Education Policy Paper 2017-2022
- ii. National Youth Policy 2020-2025
- iii. National Development Strategy: Vision 2030
- iv. Ministry of Education Circular Memorandum No. 107 dated 18<sup>th</sup> September, 2000 regarding Use of the National Anthem at the start of the school day;
- v. Ministry of Education Circular Memorandum No.20 dated February 2<sup>nd</sup> 1995 regarding School Assembly;
- vi. Patriotism Policy;
- vii. Draft National Action Plan to Prevent and Reduce Violence in Trinidad and Tobago- A Public Health Approach;
- viii. Inequality, Crime and Education in Trinidad and Tobago: Removing the Masks (2016);
- ix. Characteristics of Young Females in Need of State Supervision in Trinidad and Tobago (2019);
- x. No time to quit: Engaging Youth at Risk Executive Report of the Committee on Young Males and Crime in Trinidad and Tobago (2013); and
- xi. Draft Policy Paper 2023-2027

**8. ROLES/ RESPONSIBILITIES**

The Implementation Strategy attached to this Policy provides guidelines, time frames, and assessment frameworks for implementation. The roles and responsibilities of internal and external stakeholders in effecting this transformation are outlined below:

**8.1. The Ministry of Education shall:**

- i. Design and implement a revised assessment framework for the primary level which will guide the content and other relevant areas to be assessed.
- ii. Provide specific guidelines to schools, students and parents on various aspects of school operation and activities as they relate to the Policy;

- iii. Pursue the formation and strengthening of Professional Learning Communities for Teachers and Principals;
- iv. Optimize the monitoring and evaluation function of School Supervisors and Curriculum Officers;
- v. Continue its emphasis on school infrastructure upgrade and maintenance;
- vi. Complete the digitization of school data, including student records, assessment results and student attendance to provide critical data for monitoring and evaluation;
- vii. Continue to pursue the timely filling of critical teacher, middle management, Principal, Supervisor and Curriculum Officer and Coordinator vacancies;
- viii. Develop guidelines for stakeholder engagement at schools;
- ix. Publish the approved Policy on the Ministry of Education (MOE) website as well as on its social media platforms;
- x. Hold discussions with teacher training institutions to ensure requisite amendments in programming which support the Policy are implemented;
- xi. Provide ongoing professional development for Principals and Educators to support effective classroom delivery, implementation of school activities and school operations.

## **8.2. Principals shall:**

- i. Plan and deliver a programme of learning activities in one or more subjects for students in accordance with the Implementation Strategy. This includes:
  - a. Implementation of appropriate teaching methods, techniques and strategies such as lectures, discussions, demonstrations, selected audio-visual aids, field visits, partnerships with non-Governmental organizations (NGOs), ministries, departments, agencies (MDAs) faith-based organizations (FBOs) and community-based organizations (CBOs) with a view to engendering a spirit of patriotism and civic responsibility;
  - b. Monitor the execution of teaching methods and strategies and give/seek guidance as necessary;
  - c. Review schemes of work, lesson notes, keep records and evaluate students' progress to ensure conformity with the Policy and in keeping with the Implementation Strategy;
- ii. Arrange and/or conduct seminars and workshops for staff to inculcate the all-round development of learners;
- iii. Ensure that the Implementation Strategy is executed at the appropriate class levels and in the relevant subject areas at the intervals/frequency directed.

### **8.3. Educators shall<sup>1</sup>:**

- i. Infuse patriotic ideas values, attitudes and behaviours at all levels alongside the traditional curriculum delivery;
- ii. Encourage active participation of learners in local and cultural products, as outlined in the Implementation Strategy.
- iii. Strive to instil in students a sense of patriotism and national pride;
- iv. Evoke in students an appreciation of their self-worth and individual citizen's contribution to the general society;
- v. Respect the religious, political and moral beliefs of their students;
- vi. Construct appropriate learning experiences for learners through the activities identified in the Implementation Strategy;
- vii. Cooperate with educational and related personnel in improving teaching and learning patriotic values;
- viii. Participate in a responsible manner in the development and implementation of patriotic policy in education;
- ix. Provide a range of experiences to students as they progress through the education system designed to ensure the holistic development of students.
- x. Provide students with attitudes and life skills which create the foundation for productive citizenship.

### **8.4. Parents/Guardians shall:**

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Support their children in the execution of and participation in school historical, cultural and other activities;
- iii. Provide for their children experiences which foster a love of all things Trinidad and Tobago;
- iv. Respect the religious, political and moral beliefs of others.

### **8.5. Learners shall:**

- i. Be exposed to an adjusted curriculum (including timetabling and assessment) which prioritizes the development areas of: academic, moral, physical, culture and the arts, and TVET;
- ii. Be exposed to a range of mandatory school experiences which will promote the development of life and 21st century skills;
- iii. Cultivate knowledge, values, attitudes and behaviours which allow them to practise good citizenship and demonstrate a love for country;
- iv. Receive an education which will enable them to contribute to the overall development of Trinidad and Tobago, be it socially, culturally, politically, or economically;
- v. Emulate pro-social attributes of a few exemplary national iconic persons;

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<sup>1</sup> Educators here also refers to Guidance Officers who deliver a structured curriculum.

- vi. Co-operate with the teachers and other staff members to elevate the socially and economically disadvantaged groups;
- vii. Be sensitive towards their environment and devise ways to protect their environment from pollution, fight energy crises, and more. Some ways of doing this are keeping their localities and school clean and tidy, practising reuse, recycling, and reducing;
- viii. Display respect for the national symbols such as the anthem, the flag, e.g. by standing up when the anthem is played or sung;
- ix. Demonstrate, through their actions, a love for country as they progress to adulthood and through life;
- x. Respect the religious, political and moral beliefs of peers.

#### **8.6. Stakeholders shall:**

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Provide support at the school, community and national levels for the various aspects of the school curricula which engender patriotism;
- iii. Host parallel extra-curricular activities which facilitate student participation in cultural, sporting, religious or other experiences which nurture a sense of belonging and feeling of patriotism;
- iv. Provide opportunities for schools/students to participate in activities which foster unity and patriotism;
- v. Engage the Ministry of Education on various techniques and or suggestions to energise, revitalize and re-create the method of delivery for some of the subjects;
- xi. Model the behaviour of a responsible citizen to inspire children to be patriotic.

### **9. MONITORING AND EVALUATION**

School/ECCE Centre Administrators shall ensure that the Implementation Strategy and the relevant curricula are implemented.

School visits, class checks and clinical supervision will be employed by relevant Ministry officials to ensure adherence to the Policy objectives and activities to ensure relevant outputs are realised.

### **10. IMPLEMENTATION TIMETABLE**

Implementation is proposed to commence September 2023 on a phased basis.

### **11. EFFECTIVE DATE**

September 2023.

## **12. REVIEW DATE**

The policy will be in effect for a period of three years from the effective date.

*15 06 2023*

## Glossary

<b>21<sup>st</sup> century skills</b>	21 <sup>st</sup> century skills refer to the knowledge, life and career skills including certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that schools need to teach to help students thrive in today's world. These may also include communication, creativity, perseverance, global awareness and social responsibility.
<b>Assessment for learning</b>	Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback, which is then used to improve students' performance. Students become more involved in the learning process and from this, gain confidence in terms of learning expectations and standards.
<b>Authentic assessment</b>	Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
<b>Backward Design Model</b>	Backward design is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment.
<b>Centre of Excellence</b>	A centre of excellence is a group with a shared area of focus and subject matter expertise that they use to support others, usually by providing tips, insights, training, and research.
<b>Continuous assessment</b>	Continuous assessment is a form of educational examination that evaluates a student's progress throughout a prescribed course. It is often used as an alternative to the final examination system. Proponents of continuous assessment argue that the approach allows tracking of progress and has a chance of offering students more support, guidance, and opportunities to improve during the course or programme.
<b>Differentiated instruction</b>	Differentiated instruction is the process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning.

<b>Digital ecosystem</b>	A digital ecosystem is a group of interconnected information technology resources that can function as a unit. Additionally, it is a complex network of stakeholders that connect online and interact digitally in ways that create value for all.
<b>Digitalisation</b>	Digitalisation refers to the enabling, improving or transforming of operations, functions, models and activities by leveraging digital technologies and digitisation. Therefore, digitisation is a part of digitalisation. Digitisation may enable digitalisation, but digitalisation requires digitisation.
<b>Digitisation</b>	Digitisation is the automation of existing manual and paper-based processes, enabled by the digitisation of information from analogue to digital format. It is the process of changing from analogue to digital form, also known as digital enablement.
<b>e-Learning</b>	A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning.
<b>Equity</b>	Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that all individuals attain an acceptable education and contribute meaningfully to society.
<b>High-Quality Assessments</b>	High-quality assessments provide ongoing, reliable and valid data to inform all users and stakeholders, including teachers and parents, about student progress, and any required adjustments to teacher instruction.
<b>Holistic Learning</b>	Holistic learning is a learning approach that activates the learner's intellect, emotions, imagination and body for more effective and comprehensive learning.
<b>Individual Education Plan</b>	An Individual Education Plan (IEP) is a detailed plan that sets out targets and strategies to help your child learn. An IEP will usually contain three or four individual, short-term targets for your child to focus on. The targets may relate to aspects of the

curriculum (literacy, numeracy, etc) and/or they may focus on other areas such as engagement in class, behaviour or social skills.

**Open school**

Open school is a broad term which describes learning which is 'open' in terms of timing, location, teaching roles, instructional methods, modes of access, and any other factors related to learning processes.

**Prior Learning Assessment and Recognition**

Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential.

**School Management System**

A School Management System is a platform designed to enable the efficient running of the school through digitisation and automation of various academic and administrative operations.

**School-Based Intervention Team**

The purpose of the School-Based Intervention Team (SBIT) is to ensure the academic, social and emotional development of students, which facilitate a successful school experience. The team comprises various teachers and staff.

**Socratic approach**

A pedagogical technique in which a teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge.

**Student Learning Management System**

The Student Learning Management System (SLMS) provides teachers with access to a virtual classroom in addition to their physical classroom as well as access to educational resources and related support. The virtual classrooms, or e-classrooms, can act as repositories of educational material and activity and thus facilitate seamless transitions between physical and virtual modes of teaching, if this becomes necessary.

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IMPLEMENTATION PLAN

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
<b>AMENDMENT OF THE EDUCATION ACT, CHAPTER 39:01</b>							
To ensure that the legislative framework reflects a modern and high-quality education system	<b>Strategic Objective I</b> Include Early Childhood Care and Education (ECCE), Special Needs Education; Post-secondary, TVET and Tertiary Education Sectors in the Education Act	Amendment of the Education Act, Chapter 39:01	✓				
		Development of a Regulatory Instrument for Measuring and Monitoring Quality Standards across the ECCE Sector	✓				
		Implementation of a Screening Programme for Children Entering Public ECCE Centres	✓	✓			
	<b>Strategic Objective II</b> Include provisions for treating with student truancy in both physical and remote school modalities	School Social Work Programme (Student Support Services Division) 1. Parenting in Education 2. Community Voices 3. Home Visits	✓	✓	✓	✓	✓
	<b>Strategic Objective III</b> Enhance the provisions for home schooling	Development and Implementation of a Home Schooling Policy	✓				
	<b>Strategic Objective IV</b> Enhance provisions for the governance of private educational institutions	Development of Regulations for the Registration of Private Schools	✓	✓			
	<b>Strategic Objective V</b> Strengthen the provisions to govern the suspension of students from attending school	Continued Implementation of the School-Based Management (SBM) Model	✓	✓	✓	✓	✓
		Review of the Student Suspension process	✓	✓			
Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance: 1. Introduction of Restorative Practices		✓	✓				

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
<b>HUMAN RESOURCE DEVELOPMENT</b>							
To improve the functioning and performance of human resources through the continued adoption of modern technology and methodologies	<b>Strategic Objective I</b> Equip teachers with the requisite knowledge, skills and training to function effectively in a digitally transformed education system	New Teacher Induction and Mentoring Programme	✓	✓	✓	✓	✓
		Development of a Local Teaching Standards Framework	✓	✓			
		Development of a Digital Toolkit for Teachers	✓	✓			
	<b>Strategic Objective II</b> Improve the efficiency of key human resource processes through digitalisation	Optimisation of the use of the Integrated Human Resource System (iHRIS) to facilitate efficient management of Human Resources records	✓	✓			
		Implementation and Optimisation of the Student Management System (SMS)	✓	✓			
		Optimisation of the Substitute Teacher Database	✓	✓			
	<b>Strategic Objective III</b> Improve staff performance by leveraging the performance appraisal process and digitalised systems	Performance Management and Appraisal Process (PMAP)	✓	✓			
		Optimisation of the use of the Integrated Human Resource System (iHRIS) to facilitate efficient management of Human Resources records	✓	✓			
		Optimisation and Re-Launch of the School Learning Management System (SLMS)	✓				
<b>EQUITY IN QUALITY EDUCATION</b>							
The implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions	<b>Strategic Objective I</b> Assess equity in quality education at schools in Trinidad and Tobago	Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance	✓	✓			
		Laventille Morvant School Improvement Project (LM-SIP)	✓				
		Implementation of Special Education Interventions/ Administration of Special Concessions	✓	✓	✓	✓	✓

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
The implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions		School Climate Survey - to investigate the climate within the nation's schools, in order to inform school improvement efforts	✓	✓			
	<b>Strategic Objective II</b> Improve the quality of education offered at schools in Trinidad and Tobago	Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance	✓	✓			
		Continued Implementation of the School-Based Management (SBM) Model	✓	✓	✓	✓	✓
		Design the Professional Development component of the National Open Online School and implement the Online Continuation Classes component	✓	✓			
		Laventille Morvant School Improvement Project (LM-SIP)	✓				
		Inclusive Schools Project (ISP)	✓	✓			
		Performance Management and Appraisal Process (PMAP)	✓				
		A Training Framework for Schools with High Indiscipline and/or Low Academic Performance	✓				
		Implementation of Special Education Interventions/ Administration of Special Concessions	✓				
		Early Childhood Intervention for Learners with Special Needs/Disabilities/Improved Provision of Special Education	✓				

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE					
			2022/23	2023/24	2024/25	2025/26	2026/27	
The implementation and monitoring of the quality of educational offerings to ensure the maintenance of acceptable levels of equity by all institutions		Establishment and Maintenance of Local School Boards (LSBs) in all Government Primary and Secondary Schools	✓	✓				
		Implementation of the National Learning Assessment in Primary and Secondary Schools	✓	✓				
		Implementation of the Policy for Cultural Transformation through Curriculum Enhancement		✓				
		Implementation of the Patriotism Policy		✓				
	<b>Strategic Objective III</b> Continue the maintenance and upgrade of school infrastructure and materials	Optimisation of the Schools Infrastructure Management System (SIMS)	✓	✓				
		Development and Implementation of a Preventative Maintenance System	✓	✓				
		Laventille Morvant School Improvement Project (LM-SIP) - Infrastructure Component	✓					
		Establishment and Maintenance of Local School Boards (LSBs) in all Government Primary and Secondary Schools	✓	✓				
	<b>CURRICULUM REFORM - PRIMARY</b>							
	To revise the curriculum to support the holistic development of 21st century skills and values, attitudes	<b>Strategic Objective I</b> Embed level-appropriate Information and Communications Technology (ICT) skills and certification at the primary level	Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓	✓			
Optimisation and Re-Launch of the School Learning Management System (SLMS)			✓					

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
and behaviours of the ideal Trinidad and Tobago citizen		Student Digital Literacy and Digital Ethics - A project to develop a self-directed programme in the fundamentals of digital literacy for all students	✓				
		Implementation of a Literacy and Numeracy Adaptive Learning System	✓				
To revise the curriculum to support the holistic development of 21st century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen	<b>Strategic Objective II</b> Strengthen school curricula to develop appropriate competency levels in critical subject areas	Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓				
		Implementation of a Literacy and Numeracy Adaptive Learning System	✓				
		Student Digital Literacy and Digital Ethics - A project to develop a self-directed programme in the fundamentals of digital literacy for all students	✓				
	<b>Strategic Objective III</b> Train teachers to adopt pedagogical strategies that enhance the development of 21 <sup>st</sup> century skills and promote the development of the Values, Attitudes and Behaviours (VABs) of the Ideal Trinidad and Tobago Citizen	Development and Implementation of a Patriotism Policy in schools	✓	✓			
		Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓				
		Establishment of a National Online Open and Innovative School for Teaching and Learning	✓	✓			
		New Teacher Induction & Mentorship Programme	✓	✓	✓	✓	✓
		Implementation of Online Professional Nano-Professional Courses	✓				
		Development of Digital Toolkit for Teachers	✓				
		Training Programme to Facilitate Toolkit usage	✓				
Development of a Local Teaching Standards Framework	✓						

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
To revise the curriculum to support the holistic development of 21st century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen	<i>Strategic Objective IV</i> Develop innovative assessment systems to support formative and summative assessment requirements and ICT integration at all levels	Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓				
		Implementation of E-testing	✓	✓			
		Implementation and Optimisation of the Student Management System (SMS)	✓				
To revise the curriculum to support the holistic development of 21st century skills and values, attitudes and behaviours of the ideal Trinidad and Tobago citizen	<i>Strategic Objective V</i> Assess a wider range of critical skills and competencies as the basis for completion of primary school education	Optimisation and Re-Launch of the School Learning Management System (SLMS)	✓				
		Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓	✓			
		Implementation of a Literacy and Numeracy Adaptive Learning System	✓				
		Implementation and Optimisation of the Student Management System (SMS)	✓				
		Student Digital Literacy and Digital Ethics - A project to develop a self-directed programme in the fundamentals of digital literacy for all students	✓				
		Optimisation and Re-Launch of the School Learning Management System	✓				
<b>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) REVITALISATION</b>							
To revitalise TVET throughout the education system to contribute towards sustainable development	<i>Strategic Objective I</i> Promote TVET as a premiere career choice for all learners	Amendment of the Education Act, Chapter 39:01	✓				
		Development and Implementation of a Marketing and Communication Plan to Inform, Educate and Inspire TVET Stakeholders (National Training Agency)	✓	✓	✓		

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
		Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools – a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
To revitalise TVET throughout the education system to contribute towards sustainable development	<b>Strategic Objective II</b> Increase the enrolment of TVET learners at all levels of the education system	Development and Implementation of a Marketing and Communication Plan to Inform, Educate and Inspire TVET Stakeholders (National Training Agency)	✓	✓	✓		
		Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools - a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
	<b>Strategic Objective III</b> Encourage entrepreneurship studies	Development and Implementation of a Marketing and Communication Plan to Inform, Educate and Inspire TVET Stakeholders (National Training Agency)	✓	✓	✓		
		Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools - a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
	<b>Strategic Objective IV</b> Develop an effective Quality Assurance Framework for TVET	Establishment and Implementation of a National Qualifications Framework (NQF) in collaboration with the Accreditation Council of Trinidad and Tobago (ACTT) (National Training Agency)	✓	✓			

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
		Development of a Revised Mechanism for Quality Assurance of all TVET Providers and Programmes (National Training Agency)	✓	✓	✓		
		Implementation of the Caribbean Vocational Qualification (CVQ) and Trinidad and Tobago National Vocational Qualification (TTNVQ) in Trinidad and Tobago (National Training Agency)	✓	✓	✓		
To revitalise TVET throughout the education system to contribute towards sustainable development	<b>Strategic Objective V</b> Reduce the duplication of programmes/courses/skills at post-secondary levels	Establishment and Implementation of a National Qualifications Framework (NQF) in collaboration with the Accreditation Council of Trinidad and Tobago (ACTT) (National Training Agency)	✓	✓			
		Development of a Revised Mechanism for Quality Assurance of all TVET Providers and Programmes (National Training Agency)	✓	✓	✓		
		Provision of Demand-Driven Labour Market Information and Occupational Standards to Support TVET (National Training Agency)	✓	✓	✓		
		Implementation of the Caribbean Vocational Qualification (CVQ) and Trinidad and Tobago National Vocational Qualification (TTNVQ) in Trinidad and Tobago (National Training Agency)	✓	✓	✓		
	<b>Strategic Objective VI</b> Improve the TVET certification system to facilitate career advancement	Implementation of the Caribbean Vocational Qualification (CVQ) and Trinidad and Tobago National Vocational Qualification (TTNVQ) in Trinidad and Tobago (National Training Agency)	✓	✓	✓		

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
		Establishment and Implementation of a National Qualifications Framework (NQF) in collaboration with the Accreditation Council of Trinidad and Tobago (ACTT) (National Training Agency)	✓	✓			
		Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools - a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
To revitalise TVET throughout the education system to contribute towards sustainable development	<b>Strategic Objective VII</b> Increase the supply of trained TVET teaching personnel	Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools - a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
		Development of a Revised Mechanism for Quality Assurance of all TVET Providers and Programmes (National Training Agency)	✓	✓	✓		
	<b>Strategic Objective VIII</b> Improve the National Apprenticeship System	Implementation of an Institutional Framework for Apprenticeship: <ul style="list-style-type: none"> <li>• National Policy for Apprenticeships;</li> <li>• Apprenticeship criteria and guidelines; and</li> <li>• Registration requirements and employer guide. (National Training Agency)</li> </ul>	✓	✓	✓		

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
	<b>Strategic Objective IX</b> Improve and strengthen the management of TVET laboratories and equipment at schools	Technical Vocational Education and Training/Technology Education Revitalisation Programme at Secondary Schools - a comprehensive programme involving needs assessment, creation of additional teaching posts, teacher training and up-skilling and curricular reform.	✓	✓	✓		
		Development of a Revised Mechanism for Quality Assurance of all TVET Providers and Programmes (National Training Agency)	✓	✓			
<b>DIGITAL TRANSFORMATION</b>							
Transform the delivery of education through the development of a digital ecosystem such that citizens are equipped with the skills and competencies to be competitive in the global environment	<b>Strategic Objective I</b> Fully establish the Educational Technology Unit	Recruitment of staff	✓				
		Optimisation and Re-Launch of the School Learning Management System (SLMS)	✓				
		Implementation and Optimisation of the Student Management System (SMS)	✓				
		Introduction of an E-Textbook Platform	✓				
	<b>Strategic Objective II</b> Optimise, operationalise and implement on a phased basis, the Ministry of Education's School Learning Management System (SLMS)	Optimisation and Re-Launch of the School Learning Management System (SLMS)	✓				

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
	<b>Strategic Objective III</b> Implement the Ministry of Education's School Management System (SMS)	Implementation and Optimisation of the Student Management System (SMS)	✓				
	<b>Strategic Objective IV</b> Provide continuous training and certification of staff, teachers, administrators and students to efficiently navigate the various software, applications and platforms associated with the digital transformation of teaching, learning and education administration.	Establishment of a National Online Open and Innovative School for Teaching and Learning	✓	✓			
		Development of a Local Teaching Standards Framework	✓				
		New Teacher Induction & Mentorship Programme	✓	✓	✓	✓	✓
		Implementation of Online Professional Nano-Professional Courses – to facilitate self-directed teacher training	✓				
		Development of Digital Toolkit for teachers	✓				
Transform the delivery of education through the development of a digital ecosystem such that citizens are equipped with the skills and competencies to be competitive in the global environment	<b>Strategic Objective V</b> Introduce e-testing at the ECCE, primary and secondary levels of the education system	Implementation of E-testing	✓	✓			
		Device Provision for Teachers and Students and Replacement of Devices at School Labs	✓				
	<b>Strategic Objective VI</b> Introduce an e-book platform at the ECCE, primary and secondary levels of the education system	Introduction of an E-Textbook Platform	✓				
		Implementation of a Literacy and Numeracy Adaptive Learning System	✓				
		Implementation of a Literacy and Numeracy Adaptive Learning System	✓				
<b>Strategic Objective VII</b> Use online literacy and numeracy solutions and other educational software by schools to improve student engagement and facilitate self-directed learning	Student Digital Literacy and Digital Ethics - A project to develop a self-directed programme in the fundamentals of digital literacy for all students	✓					

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
		Finalisation of the Draft Online Education Policy		✓			
	<b>Strategic Objective VIII</b> Establish a National Online Open School of Trinidad and Tobago	Design the Professional Development component of the National Open Online School and implement the Online Continuation Classes component		✓			
<b>TRANSITION OF LEARNERS THROUGH THE EDUCATION SYSTEM</b>							
To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices	<b>Strategic Objective I</b> Enable all learners to successfully plan their educational pathways	National School Guidance and Counselling Programme	✓	✓	✓	✓	✓
		Inclusive Schools Project	✓	✓			
		Early Childhood Intervention for Learners with Special Needs/ Disabilities/ Improved Provision of Special Education	✓				
		Establishment and Implementation of a National Qualifications Framework (NQF) in collaboration with the Accreditation Council of Trinidad and Tobago (ACTT) (National Training Agency)	✓	✓			
To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices	<b>Strategic Objective II</b> Provide opportunities that support the involvement of citizens in post-secondary and tertiary education	Implementation of an Institutional Framework for Apprenticeship: <ul style="list-style-type: none"> <li>National Policy for Apprenticeships;</li> <li>Apprenticeship criteria and guidelines; and</li> <li>Registration requirements and employer guide. (National Training Agency)</li> </ul>	✓				
		Development and Implementation of a Marketing and Communication Plan to Inform, Educate and Inspire TVET Stakeholders (National Training Agency)	✓				
<b>ENABLING STUDENT SUCCESS</b>							

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
Implement the monitoring and evaluation systems and associated intervention strategies to ensure the success of each student within the education system	<b>Strategic Objective I</b> Develop and implement systems to identify and monitor students who are underachieving or at risk of underachievement	Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance: 1. Provision of Learning Support Assistants (LSAs) 2. Vacation Classes in Mathematics and English Language Arts for Standards 4 and 5 Students 3. Training of teachers in Mathematics, English Language Arts and Writing 4. After School Support Education Programme	✓	✓			
	<b>Strategic Objective II</b> Develop and implement intervention strategies at the individual and school levels to maximise student performance	Implementation of the School Based Management (SBM) Model	✓				
		Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance	✓	✓			
		National School Guidance and Counselling Programme	✓	✓	✓	✓	✓
Implement the monitoring and evaluation systems and associated intervention strategies to ensure the success of each student within the education system		School Social Work (Student Support Services Division): 1. Counselling Programmes 2. Crisis Intervention Programmes	✓				
	<b>Strategic Objective III</b> Implement processes and strategies at the upper secondary	National School Guidance and Counselling Programme	✓	✓	✓	✓	✓
		National School Social Work Programme	✓	✓	✓	✓	✓

STRATEGIC GOAL	STRATEGIC OBJECTIVES	KEY PROGRAMMES/PROJECTS	IMPLEMENTATION TIMELINE				
			2022/23	2023/24	2024/25	2025/26	2026/27
	education level to reduce student attrition	Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance: Secondary School Component: 1. Restorative Practices and 2. Vacation Revision Programme at the Secondary School Level	✓	✓			
	<i>Strategic Objective IV</i> Engage the relevant human resources to enable student success	Re-engaging for Success - implementation of a comprehensive, multifaceted, and cohesive system of support to optimise student performance: 1. Recruitment of Student Support Services Division staff - School Social Workers and Guidance Counsellors	✓	✓			