



Government of the Republic of Trinidad and Tobago
Ministry of Education

STRATEGIC PLAN

2025-2030

**Strengthening an Integrated,
Digital-Ready Education System**



FOCUS ON CHILDREN



FOCUS ON PARENTS



FOCUS ON EDUCATION SYSTEM

May 2026

EXECUTIVE SUMMARY

The Ministry of Education Strategic Plan 2025–2030 establishes an evidence-based roadmap designed to modernize the national education system and significantly improve learning outcomes. While Trinidad and Tobago has achieved near-universal access to education at the Early Childhood Care and Education (ECCE) level and universal access at the Primary and Secondary levels, current data confirms that access alone is no longer sufficient. Underpinned by the Parental Responsibility Act and the Revised Education Act, the Ministry recognizes that persistent challenges—including performance gaps in Mathematics and Literacy, rising behavioural concerns, and aging infrastructure—demand a decisive shift from fragmented initiatives toward a coherent, results-driven framework. This Plan reflects the Ministry’s commitment to delivering quality education through targeted interventions, strong parental partnerships, accountable, modern institutions and appropriate legislation. To address these complexities, the Ministry **prioritises** delivering quality education through:

- **Targeted Interventions:** Data-driven programs to close learning gaps.
- **Strong Parental Partnerships:** Engaging families as active stakeholders in student success.
- **Accountable, Modern Institutions:** Strengthening leadership and system-wide efficiency.
- **Appropriate Legislation:** Updating the legal framework to meet modern educational needs.

This transformation is centered on three strategic pillars designed to bridge the gap between enrolment and achievement. First, the Ministry is prioritising the learner through early identification and intervention systems to ensure that academic or developmental challenges are addressed in the formative years. This effort is supported by a modernization of the curriculum and assessment models—including the reintroduction of continuous assessment—and the expansion of technical and vocational pathways. Second, the Plan institutionalizes the role of families as active partners by strengthening parental capacity. Finally, the Plan modernizes the system itself by strengthening the leadership pipeline, improving infrastructure, and building national capacity for digital transformation and Artificial Intelligence (AI)-enabled learning. This pillar also provides for the development of a National AI in Education Policy to establish the governance, ethical, legal, instructional, data-protection, and accountability framework for the safe, responsible, and effective use of AI across the education system.

The Plan’s success is anchored by targeted legislative reform, including the development of a Parental Responsibility Act and a modernization of the Education Act. These reforms provide the

legal authority required to clarify the roles of parents, schools, and boards, ensuring that accountability is a statutory requirement.

Implementation follows an adaptive, three-phase approach: beginning with the mobilization of core reforms through 2026, followed by national scaling, and reaching full sustainability by 2030. Through sustained commitment and disciplined action, this Plan provides a deliverable framework to strengthen the education system for the next five years and beyond.

Project Summary by Pillar

PILLAR 1 - FOCUS ON CHILDREN	
Project No.	Project Title
1.1	Learning without Limits: A Laptop for Every Child
1.2	School Alliance for Education Support and Safety (Police in Schools Programme)
1.3	Revised National School Code of Conduct
1.4	School Cafeteria and Nutrition Policy
1.5	AI-Enhanced Learning Materials
1.6	Internet Connectivity and Bandwidth Expansion
1.7	National Student Assessment, Diagnostics and Learning Improvement Framework
Sub-Projects	Project Title
1.7.1	Trinidad and Tobago National Learning Assessment (TTNLA)
1.7.2	Lower Secondary Proficiency Examinations (LSPE)
1.7.3	School Climate and Student Well-Being Surveys
1.7.4	Value-Added and Performance Analytics
Project No.	Project Title
1.8	Universal Screening: Promoting Early Assessment for Resilient Learners (PEARL)
1.9	Computerized Development Tracking System
1.10	Institutional Realignment of the Children's Authority of Trinidad and Tobago (CATT) and the Student Support Services Division (SSSD)
1.11	After-School Study Centres (ASSC)
PILLAR 2 - FOCUS ON PARENTS	
Project No.	Project Title
2.1	National Parental Training and Support Programme (NPTSP)
2.2	Digital Parent Portal
2.3	Parental Responsibility Act
PILLAR 3 - FOCUS ON THE EDUCATION SYSTEM	
Project No.	Project Title
3.1	National AI in Education Training Programme
3.2	ELEVATE TT - National Professional Learning System
3.3	NEXTCLASS - AI-Enabled Instructional Practice System

3.4	School Supervision Division Reform
3.5	Restructure of the Teacher Professional Development Unit
3.6	National Education Leadership Academy
3.7	Infrastructure Planning, Asset Management, and High-Risk School Remediation
3.8	Curriculum and Assessment Modernisation
3.9	Education Management Information System (EMIS) and Data Modernisation
3.10	Capital Investment and Maintenance Programme Optimization
3.11	Continuous Assessment Reform (SEA-CAC)
3.12	Expansion of TVET in Secondary Schools
3.13	National School Partnership Programme (NSPP)
3.14	Review and Modernisation of the Education Act
3.15	Development of a National AI in Education Policy

FOREWORD

Minister of Education

Education serves as the cornerstone of our national development strategy, providing the essential foundation for human capital and social stability. Central to the Ministry of Education Strategic Plan 2025–2030 is the unwavering belief that **"All Students Can Learn."** This student-focused philosophy is the underpinning of the entire plan, acting as the primary catalyst for every priority and initiative within the framework.

This Plan translates the Government's national policy direction into a structured, implementable roadmap. While access to education remains high, we must confront significant challenges: improving Mathematics outcomes, addressing behavioral and safety concerns, and closing gaps in early intervention and infrastructure. We are moving from fragmented initiatives toward a coordinated, results-focused program of reform.

Implementation is the hallmark of this Plan. Reforms will be delivered through a phased, disciplined approach aligned with fiscal realities and supported by rigorous monitoring and risk management. Key priorities include:

- **Modernization:** Updating curriculum and assessment through the introduction of Continuous Assessment and AI-enabled tools to support teaching and learning.
- **Pathways:** Expanding technical and vocational opportunities to meet the needs of a modern workforce.
- **Legislative Reform:** Developing a **Parental Responsibility Act** and reviewing the **Education Act** to clarify roles and strengthen system-wide accountability.

Success requires sustained inter-ministerial collaboration and the active participation of relevant state agencies, alongside the continued engagement of educators, school leaders, parents, and stakeholders.

The 2025–2030 Strategic Plan provides a credible framework for action. Through disciplined implementation and collective responsibility, we will transform education outcomes and advance our broader national development agenda.

Dr. the Honourable Michael Dowlath
Minister of Education
Republic of Trinidad and Tobago

TABLE OF CONTENTS

EXECUTIVE SUMMARY	II
FOREWORD	V
LIST OF ANNEX B TABLES	XI
LIST OF ANNEX B FIGURES	XI
ABBREVIATIONS AND ACRONYMS.....	XII
SECTION 1: INTRODUCTION AND POLICY CONTEXT	1
1.1 INTRODUCTION	1
1.2 WHY A NEW STRATEGIC PLAN – WHY NOW?.....	2
1.3 THE EXISTING CHALLENGE THE PLAN SEEKS TO ADDRESS	2
1.4 WHAT IS DIFFERENT ABOUT THE STRATEGIC PLAN 2025-2030.....	3
1.5 STRATEGIC PLAN OVERVIEW	4
1.6 THE THREE STRATEGIC PILLARS	4
1.7 STRUCTURE OF THE STRATEGIC PLAN	5
SECTION 2: POLICY AND PHILOSOPHICAL FRAMEWORK.....	6
2.1 PURPOSE OF THE POLICY AND PHILOSOPHICAL FRAMEWORK.....	6
2.2 VISION	6
2.3 MISSION.....	6
2.4 STRATEGIC PHILOSOPHICAL PRINCIPLES	6
2.5 CORE VALUES.....	9
2.6 ALIGNMENT WITH INTERNATIONAL AND REGIONAL FRAMEWORKS.....	9
2.7 LINK TO EVIDENCE AND ACTION	10
SECTION 3: SITUATIONAL ANALYSIS	11
3.1 INTRODUCTION AND OVERVIEW OF KEY SYSTEM CHALLENGES	11
3.2 INTERNATIONAL AND REGIONAL CONTEXT	12
3.3 NATIONAL ECONOMIC AND SOCIAL CONTEXT	13
3.4 ACCESS, EQUITY AND INCLUSION.....	15
3.5 STUDENT PERFORMANCE	17
3.5.1 Primary Level - Secondary Entrance Assessment (SEA)	17
3.5.2 Secondary Level - Caribbean Secondary Education Certificate (CSEC).....	19
3.5.3 Post-Secondary Level - Caribbean Advanced Proficiency Examination (CAPE).....	19
3.5.4 System-Wide Diagnostic Assessment – TTNLA.....	20
3.5.5 Gender and Equity Patterns in Learning Outcomes.....	20
3.6 STUDENT WELL-BEING AND DISCIPLINE.....	21
3.6.1 Trends in Student Suspensions	22
3.6.2 Underlying Factors.....	22
3.7 PARENTAL ENGAGEMENT.....	23
3.7.1 Current Trends in Parental Engagement.....	24
3.7.2 Key Gaps and Challenges	25
3.8 TEACHERS AND LEADERSHIP	27
3.8.1 Teacher Supply and Demand	27

3.9 CURRICULUM AND ASSESSMENT REFORM	30
3.9.1 Current Challenges	30
3.10 INFRASTRUCTURE AND LEARNING ENVIRONMENT.....	33
3.10.1 Current State of Infrastructure	33
3.11 GOVERNANCE AND ACCOUNTABILITY	35
3.11.1 Current Governance Structure	35
3.11.2 Key Governance Challenges	36
3.12 FINANCING AND RESOURCES	38
3.12.1 Budgetary Trends	39
3.12.2 Allocation by Subsector.....	40
3.13 SYNTHESIS OF GAPS AND STRATEGIC ALIGNMENT	41
3.13.1 Alignment with National Priorities.....	42
3.13.2 Cross-Ministry Strategic Alignment.....	42
3.13.3 Alignment with Strategic Plan Pillars.....	43
3.13.4 Strategic Direction.....	43
3.13.5 Conclusion of the Situational Analysis.....	44
SECTION 4: STRATEGIC PRIORITIES AND PROJECTS	45
4.1 STRATEGIC PRIORITIES AND PROJECTS	45
4.2 PILLAR 1 - FOCUS ON CHILDREN.....	51
Project 1.1: Learning without Limits: A Laptop for Every Child	52
Project 1.2: School Alliance for Education Support and Safety (Police in Schools Programme)	53
Project 1.3: Revised National School Code of Conduct.....	54
Project 1.4: School Cafeteria and Nutrition Policy.....	55
Project 1.5: AI-Enhanced Learning Materials	56
Project 1.6: Internet Connectivity and Bandwidth Expansion	57
Project 1.7: National Student Assessment, Diagnostics and Learning Improvement Framework.....	58
Project 1.8: Universal Screening: Promoting Early Assessment for Resilient Learners (PEARL).....	59
Project 1.9: Computerized Development Tracking System	60
Project 1.10: Institutional Realignment of Children's Authority of Trinidad and Tobago (CATT) and Student Support Services Division (SSSD)	61
Project 1.11: After-School Study Centres (ASSC)	62
4.3 PILLAR 2 - FOCUS ON PARENTS	63
Project 2.1: National Parental Training and Support Programme (NPTSP)	64
Project 2.2: Digital Parent Portal	65
Project 2.3: Parental Responsibility Act.....	66
4.4 PILLAR 3 - FOCUS ON THE EDUCATION SYSTEM	67
Project 3.1: National AI in Education Training Programme	68
Project 3.2: ELEVATE TT - National Professional Learning System.....	69
Project 3.3: NEXTCLASS - AI-Enabled Instructional Practice System	70
Project 3.4: School Supervision Division Reform	71
Project 3.5: Restructure of the Teacher Professional Development Unit	72
Project 3.6: National Education Leadership Academy.....	73
Project 3.7: Infrastructure Planning, Asset Management, and High-Risk School Remediation	74
Project 3.8: Curriculum and Assessment Modernisation	75
Project 3.9: EMIS and Data Modernisation	76

<i>Project 3.10: Capital Investment and Maintenance Programme Optimization</i>	77
<i>Project 3.11: Continuous Assessment Reform (SEA-CAC)</i>	78
<i>Project 3.12: Expansion of TVET in Secondary Schools</i>	79
<i>Project 3.13: National School Partnership Programme (NSPP)</i>	80
<i>Project 3.14: Review and Modernisation of the Education Act</i>	81
<i>Project 3.15: Development of a National AI in Education Policy</i>	82
SECTION 5: RESULTS FRAMEWORK	84
5.1 PURPOSE OF THE RESULTS FRAMEWORK	84
5.2 RESULTS CHAIN AND THEORY OF CHANGE.....	84
5.3 ALIGNMENT WITH STRATEGIC PILLARS AND PROJECTS	85
5.4 PERFORMANCE INDICATORS, BASELINES, AND TARGETS	87
5.5 ACCOUNTABILITY, MONITORING, AND REPORTING	89
5.6 ADAPTIVE MANAGEMENT AND CONTINUOUS IMPROVEMENT	91
5.7 PILLAR-LEVEL OUTCOMES AND INDICATORS.....	92
5.7.1 Pillar 1 - Focus on Children: Outcomes and Indicators	92
5.7.2 Pillar 2 - Focus on Parents: Outcomes and Indicators	93
5.7.3 Pillar 3 - Focus on the Education System: Outcomes and Indicators.....	93
5.7.4 Use of Indicators Across the System.....	95
5.8 INDICATOR TABLES, BASELINES, AND TARGETS.....	95
5.8.1 Baseline and Target-Setting Approach	96
5.9 REPORTING, REVIEW, AND LEARNING CYCLE.....	107
5.9.1 Reporting Arrangements.....	107
5.9.2 Statutory, Parliamentary, and Public Reporting.....	107
5.9.3 Review and Performance Management Cycle	108
5.9.4 Adaptive Learning and Continuous Improvement	108
5.9.5 Roles and Responsibilities.....	108
5.9.6 Link to Implementation and Risk Management.....	108
SECTION 6: IMPLEMENTATION APPROACH	110
6.1 PURPOSE OF THE IMPLEMENTATION APPROACH.....	110
6.2 PHASING AND SEQUENCING OF IMPLEMENTATION	111
6.3 GOVERNANCE AND OVERSIGHT ARRANGEMENTS.....	112
6.3.1 Strategic Oversight.....	113
6.3.2 Pillar-Level Coordination	113
6.3.3 Project-Level Management.....	114
6.4 IMPLEMENTATION CONTROLS AND DELIVERY MANAGEMENT	114
6.5 LINK TO RESULTS, RISK MANAGEMENT, AND FINANCING.....	115
SECTION 7: RISK MANAGEMENT	116
7.1 PURPOSE AND SCOPE	116
7.2 RISK MANAGEMENT PRINCIPLES	116
7.3 KEY RISK CATEGORIES.....	117
7.3.1 Governance and Coordination Risks	117
7.3.2 Capacity and Workforce Risks	118
7.3.3 Implementation and Delivery Risks	119

7.3.4 Data, Information, and Digital Governance Risks	119
7.3.5 Infrastructure, Safety, and Continuity Risks	120
7.3.6 Financial and Resource Risks	121
7.3.7 Reform-Specific and Legislative Reform Risks	122
7.3.8 External and Contextual Risks	123
7.4 RISK OWNERSHIP, MONITORING, AND ESCALATION	124
7.5 LEGISLATIVE REFORM AND POLICY ALIGNMENT	124
7.6 ADAPTIVE RISK RESPONSE AND CONTINUOUS LEARNING	125
SECTION 8: FINANCING AND RESOURCE MOBILIZATION	126
8.1 PURPOSE AND FINANCING PRINCIPLES	126
8.2 FINANCING CONTEXT AND CONSTRAINTS	126
8.3 FINANCING STRATEGY FOR IMPLEMENTATION	127
8.3.1 Budget Alignment and Reprioritization	128
8.3.2 Phased Capital Investment	128
8.3.3 Financing of Legislative, Governance, and System Reform	129
8.4 RESOURCE MOBILISATION BEYOND CORE PUBLIC FINANCING	129
8.4.1 Strategic Partnerships, External Support, and the National School Partnership Programme	129
8.4.2 Optimising Use of Existing Assets and Capabilities	130
8.5 FINANCIAL GOVERNANCE, ACCOUNTABILITY, AND REPORTING	130
8.6 SUSTAINABILITY OF FINANCING AND REFORMS	131
SECTION 9: CONCLUSION AND WAY FORWARD	132
9.1 CONCLUSION	132
9.2 THE WAY FORWARD	132
9.3 COMMITMENT TO CONTINUOUS IMPROVEMENT	133
ANNEX A: STRATEGIC FRAMEWORK AT A GLANCE	135
NATIONAL PILLAR ALIGNMENT:	135
A.1 VISION	135
A.2 MISSION	135
A.3 STRATEGIC PILLARS	135
A.4 STRATEGIC GOALS AND OBJECTIVES BY PILLAR	136
A.5 PRIORITY PROJECTS OVERVIEW	137
A.6 RESULTS AND ACCOUNTABILITY	138
A.7 IMPLEMENTATION APPROACH	138
ANNEX B: BASELINE DATA AND SYSTEM PERFORMANCE PROFILE	139
B.1 PURPOSE OF ANNEX B (LIST OF ANNEX B TABLES)	139
LIST OF FIGURES	149
ANNEX C: RESULTS FRAMEWORK INDICATOR DEFINITIONS (FINAL CLEAN VERSION)	152
C.1 PURPOSE OF ANNEX C	152
C.2 INDICATOR DEFINITIONS BY CATEGORY	152
C.2.1 Learning Outcomes	152
C.2.2 Continuous Assessment (SEA-CAC)	152

<i>C.2.3 Student Well-Being and Behaviour.....</i>	<i>153</i>
<i>C.2.4 Access and Equity</i>	<i>153</i>
<i>C.2.5 Digital and AI Integration</i>	<i>154</i>
<i>C.2.6 Workforce and Leadership</i>	<i>155</i>
<i>C.2.7 Curriculum and System Reform.....</i>	<i>155</i>
<i>C.2.8 TVET and Workforce Alignment.....</i>	<i>155</i>
<i>C.2.9 Infrastructure and Facilities.....</i>	<i>156</i>
<i>C.2.10 Governance and Data Systems.....</i>	<i>156</i>
<i>C.2.11 Legislative Reform and Policy Alignment</i>	<i>156</i>
BIBLIOGRAPHY	158

LIST OF ANNEX B TABLES

Annex B Table 1 SDG 4 Targets and Relevance to Trinidad and Tobago . Error! Bookmark not defined.	
Annex B Table 2: Alignment of Global/Regional Priorities with National Challenges.....	140
Annex B Table 3: Distribution of Public Schools by Educational District and Level (2023/24)	140
Annex B Table 4: Gender distribution of CAPE candidates (2021-2025).....	141
Annex B Table 5: CAPE % of candidates attaining grades I-V by Gender (2021-2025)	141
Annex B Table 6: CAPE % of candidates attaining grades I-III by Gender (2021-2025)	141
Annex B Table 7: SEA Mathematics - National Performance by Gender (2019-2025)	142
Annex B Table 8: SEA English Language Arts - National Performance by Gender (2019-2025).....	141
Annex B Table 9: SEA ELA Writing - National Performance by Gender (2019-2025)	143
Annex B Table 10: Suspension of Primary level students by Gender for the period 2022-2025.....	143
Annex B Table 11: Suspension of Secondary level students by Gender for the period 2023-2025.....	143
Annex B Table 12: Parent Involvement Survey Highlights (2024)	144
Annex B Table 13: School Support for Parental Involvement Survey Highlights (2024)	145
Annex B Table 14: Governance Structure Overview.....	146
Annex B Table 15: Governance Reform Priorities and Actions	147

LIST OF ANNEX B FIGURES

Annex B Figure 1: Trend in Poverty Rates (2005–2014).	149
Annex B Figure 2: Total, Adult and Youth Unemployment Rates (2014-2023).....	149
Annex B Figure 3: Household Access to Basic Amenities (2023).....	150
Annex B Figure 4: Enrolment in Public Schools by Educational Level (2019/20 to 2023/24).....	150
Annex B Figure 5: SEN Assessments Conducted by SSSD (2022–2025).....	151

ABBREVIATIONS AND ACRONYMS

AI – Artificial Intelligence
AIEP – AI Education Policy
ASSC – After-School Study Centres
CAC – Continuous Assessment Component
CAPE – Caribbean Advanced Proficiency Examination
CAPs – Curriculum Action Plans
CARICOM – Caribbean Community
CATT – Children’s Authority of Trinidad and Tobago
CSEC – Caribbean Secondary Education Certificate
CSO – Central Statistical Office
ECCE – Early Childhood Care and Education
EFPPD – Educational Facilities Planning and Procurement Division
EMIS – Education Management Information System
EPAP – Education Performance Acceleration Programme
GEM – Global Education Monitoring (Report)
HOD – Head of Department
HRD – Human Resource Development
ICT – Information and Communication Technology
ITU – International Telecommunication Union
LMS – Learning Management System
MoE – Ministry of Education
MPI – Multidimensional Poverty Index
NPTSP – National Parental Training and Support Programme
NSPP – National School Partnership Programme
OECD – Organisation for Economic Co-operation and Development
PEARL – Promoting Early Assessment for Resilient Learners
PS – Permanent Secretary
RBM – Results-Based Management
SEA – Secondary Entrance Assessment
SDG – Sustainable Development Goal
SEN – Special Education Needs
SSSD – Student Support Services Division
TBD – To Be Determined
TSC – Teaching Service Commission
TTD – Trinidad and Tobago Dollar
TTNLA – Trinidad and Tobago National Learning Assessment
TVET – Technical and Vocational Education and Training
UN – United Nations
UNESCO – United Nations Educational, Scientific and Cultural Organisation
UNICEF – United Nations Children’s Fund
WHO – World Health Organisation

SECTION 1: INTRODUCTION AND POLICY CONTEXT

1.1 Introduction

The **Strategic Plan 2025–2030** sets out the Ministry of Education’s framework for transforming Trinidad and Tobago’s education system into one that is equitable, high-performing, safe, and future-ready. This transformation is anchored in the core values of Equity and Inclusion, Excellence and Results, Accountability and Integrity, Innovation and Digital Readiness, and Partnership and Shared Responsibility.

This plan reflects the Government’s policy direction to strengthen human capital development, improve learning outcomes, and ensure that every child is supported to achieve their full potential. Crucial to this modernization is the delivery of high-quality education using Artificial Intelligence (AI) supported technology to enhance and transform teaching and learning at all levels.

Trinidad and Tobago has made significant progress in expanding access to education over several decades, achieving near-universal enrolment at the Early Childhood Care and Education (ECCE) level and universal access at the primary and secondary levels. However, access alone is no longer sufficient. Persistent gaps in learning outcomes, inequities in early childhood and special education provision, rising indiscipline, shortages of teachers, and ageing infrastructure now pose serious risks to student success and national development.

These challenges require a deliberate shift from a system focused primarily on access to one focused on outcomes, quality, accountability, and resilience. This Strategic Plan responds to that imperative by prioritizing implementation and system-wide coherence, ensuring that reforms are aligned with national development priorities and deliver measurable impact.

Furthermore, the Strategic Plan 2025–2030 is directly aligned with **Government Strategic Pillar 5: Protecting the People through Social Investment and Safety Net**. By prioritizing student well-being, early intervention, and equitable access, the Ministry serves as a critical institution in the national social investment framework, ensuring that education remains a primary vehicle for upward social mobility and protection for the most vulnerable students and families.

1.2 Why a New Strategic Plan – Why Now?

The period 2025–2030 represents a critical turning point for the education system. Several converging factors make reform both urgent and unavoidable:

Learning recovery and performance gaps persist following the COVID-19 period, particularly in Mathematics and foundational literacy and numeracy.

Escalating indiscipline, violence, and student well-being concerns threaten the safety of schools and undermine learning.

Persistent staffing, governance, and outdated regulatory constraints continue to slow implementation, weaken accountability, and limit system modernization.

The commencement of a new **national policy cycle (2025–2030)** presents an opportunity to align education reform with broader national development priorities.

Demographic shifts, including declining primary enrolment and changing labour-market demands, require a rethinking of planning, curriculum pathways, and resource allocation.

Digital acceleration and the emergence of Artificial Intelligence (AI) are fundamentally reshaping how students learn, how teachers teach, and how systems must operate.

Responding to these pressures requires more than just new interventions; it demands a results-driven strategy that integrates curriculum, assessment, professional learning, and digital systems. Against this backdrop, incremental adjustments are insufficient. This Strategic Plan emphasizes system coherence and readiness, addressing immediate risks while laying the foundation for long-term transformation.

1.3 The Existing Challenge the Plan Seeks to Address

The education system faces a set of interrelated challenges that cut across students, families, and institutions. At a high level, these include:

- **Uneven learning outcomes**, particularly in Mathematics, and persistent equity gaps linked to geography, socio-economic status, and special education needs.
- **Insufficient early intervention**, with limited diagnostic and tracking capacity at the early childhood and transition stages.

- **Rising behavioural challenges**, indiscipline, and safety concerns in schools.
- **Fragmented parental engagement**, with limited national standardization or sustained follow-up.
- **Outdated legislative and regulatory frameworks** that do not fully reflect current responsibilities for parental engagement, school governance, student discipline, inclusive education, digital learning, and system accountability.
- **Teacher and leadership shortages**, particularly in critical subject areas, technical and vocational fields, and school leadership roles.
- **Ageing infrastructure and underinvestment in capital and digital readiness.**
- **Governance, monitoring, and delivery constraints** that weaken accountability and slow reform.

These challenges are examined in detail in Section 3 (Situational Analysis). This Strategic Plan focuses on how they will be addressed in a coordinated and measurable way.

1.4 What is Different about the Strategic Plan 2025-2030

This Strategic Plan represents a fundamental shift in approach, not a continuation of business as usual. It is different in five core ways:

1. **Results Driven and Accountable**

The plan anchors a clear Results Framework, with defined baselines, targets, KPIs, and reporting mechanisms that link classroom-level change to Cabinet-level oversight.

2. **Sequenced for Delivery**

Reforms phase into quick wins (2025–2026), scaling reforms (2027–2028), and consolidation (2029–2030) to ensure early impact while building sustainable capacity.

3. **Children, Parents, and the System Treated as Equal Pillars**

For the first time, parents will be a **core** strategic pillar, alongside children and the education system itself.

4. **Digital and AI-Enabled by Design**

Digital transformation and the responsible integration of AI are embedded across curriculum, assessment, professional development, monitoring, and governance, rather than treated as standalone initiatives. This includes the development of a National AI in Education Policy to guide ethical use, data protection, academic integrity, teacher and student support, and system-level accountability for AI-enabled education.

5. **Integrated Governance, Financing, and Risk Management**

The Plan explicitly links reforms to financing strategies, institutional responsibilities, risk mitigation, and monitoring and evaluation, ensuring that priorities are deliverable,

funded, and tracked. The Plan also embeds legislative modernisation as a core enabler of reform, including strengthened parental responsibility provisions and a comprehensive review of the Education Act.

The Strategic Plan also adopts a deliberately phased and adaptive design. While strategic direction is set clearly at this stage, detailed operating models and system configurations will be refined progressively through implementation, informed by evidence and system readiness.

1.5 Strategic Plan Overview

Strategic Plan 2025–2030:

- **Strategic Pillars:**
 - Focus on Children
 - Focus on Parents
 - Focus on the Education System
- **Core Outcomes:** Improved learning outcomes, safer schools, stronger parental engagement, a professionalized teaching workforce, modernized curriculum, and infrastructure, and strengthened governance.
- **Delivery Framework:**
 - Results Framework with baselines and 2030 targets.
 - Project-level Monitoring Framework.
 - Quarterly dashboards and annual Education Sector Performance Reports.

Several initiatives within the Plan function as system enablers, strengthening coordination, data flow, and delivery capacity across reforms. These initiatives support outcomes across multiple pillars and are sequenced in line with implementation readiness.

- **Accountability:**
 - Cabinet reporting.
 - Public transparency through performance reporting.
 - Biennial independent evaluations.
- **Risk Management:**
 - Integrated risk registers with mitigation strategies and escalation pathways

This structure ensures a clear line of sight from policy intent to implementation and results.

1.6 The Three Strategic Pillars

The Strategic Plan comprises three mutually reinforcing pillars that reflect who the education system must ultimately serve and how change will be delivered:

- **Focus on Children** – ensuring every learner benefits from early intervention, equitable access, safe learning environments, holistic development, and future-ready skills.
- **Focus on Parents** – empowering families as active partners in supporting learning, behaviour, well-being, and attendance, while strengthening clear expectations for parental responsibility and accountability.
- **Focus on the Education System** – transforming governance, legislative frameworks, teaching, curriculum, infrastructure, data, and financing to deliver sustained results.

Together, these pillars provide a coherent framework for addressing immediate challenges while building a resilient education system capable of adapting to future demands.

1.7 Structure of the Strategic Plan

The structure of the remainder of this document is as follows:

- **Section 2** sets out the Policy and Philosophical Framework that guides the Plan.
- **Section 3** presents a comprehensive Situational Analysis, providing the evidence base for reform.
- **Section 4** outlines the Strategic Priorities and Projects under each pillar.
- **Sections 5 to 9** detail the Results Framework, Implementation Approach, Risk Management, Financing, and Conclusion.

Together, these sections ensure that the Strategic Plan 2025–2030 is vision-driven, evidence-based, implementable, and accountable.

SECTION 2: POLICY AND PHILOSOPHICAL FRAMEWORK

2.1 Purpose of the Policy and Philosophical Framework

This Policy and Philosophical Framework establishes the foundational beliefs and guiding principles that shape the Strategic Plan 2025–2030. It provides the lens through which priorities are selected, resources are allocated, and performance is assessed. It is predicated on the philosophy that 'all children can learn,' maintaining a student-centered focus.

The framework is intentionally practical, informing the design and sequencing of strategic projects, the Results Framework and accountability mechanisms, and the monitoring and evaluation systems, as well as defining the shared responsibilities of students, parents, educators, and central institutions

Together with the evidence presented in Section 3, this framework ensures that reform choices are value-driven, evidence-based, and focused on measurable results.

The framework also recognizes that complex system reform requires learning, adaptation, and refinement over time, guided by evidence and performance feedback.

2.2 Vision

A high-performing, inclusive, and future-ready education system that enables every child to achieve their full potential, supports families as partners in development, and builds a skilled, resilient, and productive nation.

2.3 Mission

To transform Trinidad and Tobago's education system by improving learning outcomes, strengthening student well-being and safety, empowering parents as partners, and modernizing the system through innovation, digital integration, accountable governance, and strengthened legislative and policy frameworks.

These statements reflect the Government's policy direction to strengthen human capital development, improve education outcomes, and align the education system with national development priorities.

2.4 Strategic Philosophical Principles

The Strategic Plan 2025–2030 is grounded in a set of principles that guide policy choices, project design, and implementation. These principles reflect both the evidence presented in Section 3 and the Government's policy direction to strengthen human capital, improve system performance, and ensure that education contributes meaningfully to national development.

Every Child Can Learn and Succeed with the Right Support

All children have the capacity to learn and thrive when early identification, timely intervention, high-quality instruction, and equitable access to resources are provided.

This principle underpins universal screening, targeted student support, and Priority Schools interventions (comprising 189 primary and 56 secondary schools), ensuring that no child is left behind due to delayed or inadequate support.

Safe and Orderly Schools Are Essential for Learning

Effective teaching and learning require environments that are safe, structured, and supportive. Indiscipline, violence, and unsafe conditions undermine both student outcomes and teacher effectiveness.

This principle anchors discipline reform, student well-being initiatives, and coordinated safety interventions across education, social services, and national security agencies.

Parents Are Partners and Co-Producers of Outcomes

Education is a shared responsibility. Parents and families play a decisive role in student attendance, behaviour, and learning outcomes.

This principle also recognizes that effective partnership requires clear expectations, shared responsibility, and, where appropriate, a strengthened legislative framework to support parental accountability for attendance, behaviour, and engagement with schools.

This principle supports the elevation of parents as a core strategic pillar and informs reforms in parental engagement, training, and accountability.

Equity Requires Differentiated Investment

Equal access does not guarantee equal outcomes. Resources and interventions must be targeted according to need, including socio-economic vulnerability, geographic disparities, and special education requirements.

This principle guides priority school interventions and targeted resource allocation.

Evidence, Data, and Accountability Drive Improvement

Sustained system improvement requires reliable data, clear performance standards, and accountability for results.

This principle underpins the Results Framework, EMIS modernisation, supervision reforms, and performance monitoring systems.

Digital Readiness and Innovation Are Core System Functions

Technology and Artificial Intelligence (AI) are central to modern education delivery, system management, and workforce preparation.

This principle supports investments in digital infrastructure, AI-enabled learning, and system-wide digital integration. The responsible use of AI in education must be guided by a clear national policy framework that protects students, supports teachers, promotes equity, safeguards data, and ensures that technology strengthens rather than replaces professional judgement and human-centred teaching.

Strong Institutions Enable Strong Outcomes

Effective education systems depend on capable institutions, clear governance, and strong leadership at all levels.

This principle further supports the review and modernisation of the Education Act to ensure that the legal framework governing education remains aligned with contemporary system needs.

This principle informs reforms in leadership development, school supervision, governance structures, and institutional capacity.

Integration and Coordination Drive Sustainable Reform

Education reform requires alignment across programmes, institutions, and Ministries. Fragmented interventions reduce impact and slow progress.

This principle supports integrated implementation across the three pillars and reinforces the importance of cross-ministerial collaboration in areas such as health, social development, national security, and digital transformation.

2.5 Core Values

The Ministry commits to the following core values, which guide behaviour and decision-making across the education system:



2.6 Alignment with International and Regional Frameworks

The Strategic Plan 2025–2030 is informed by relevant international and regional education frameworks, which provide reference points for quality, equity, and system performance. These frameworks are applied selectively and adapted to the national context, ensuring alignment with Trinidad and Tobago’s development priorities.

Key reference frameworks include:

- **Sustainable Development Goal 4 (SDG 4)** – inclusive, equitable quality education and lifelong learning opportunities for all.
- **UNESCO Education 2030 Agenda** – learner-centered, resilient, and inclusive education systems.
- **OECD Learning Compass 2030** – development of future-ready competencies, including critical thinking and adaptability.
- **CARICOM Human Resource Development (HRD) 2030 Strategy** – teaching quality, skills development, digital transformation, and student well-being.

These frameworks provide useful benchmarks. However, this Strategic Plan is grounded primarily in national priorities and evidence, ensuring that international best practice is adapted to local needs rather than applied prescriptively.

In particular, the Strategic Plan aligns with Government policy priorities to:

- strengthen human capital development,
- improve learning outcomes and system performance,
- expand digital transformation and innovation,
- support student well-being and safe school environments, and
- align education with workforce and national development needs.

2.7 Link to Evidence and Action

The Policy and Philosophical Framework establish the foundation for the Strategic Plan 2025–2030 by defining the principles and policy direction that guide reform across the education system.

These principles are grounded in both national priorities and the Government’s policy direction, and they provide the basis for how challenges are identified, how resources are allocated, and how performance is assessed.

The evidence underpinning these principles is presented in **Section 3: Situational Analysis**, which examines system performance across key areas, including access, equity, student learning outcomes, well-being, parental engagement, workforce capacity, curriculum, infrastructure, governance, and financing.

The findings from this analysis directly inform the **Strategic Priorities and Projects outlined in Section 4**, ensuring that all interventions are targeted, evidence-based, and aligned with national development priorities.

Together, Sections 2, 3, and 4 establish a clear line of sight from:

- policy direction,
- to evidence and system needs,
- to strategic action and implementation.

This integrated approach ensures that the Strategic Plan is conceptually sound, practical, and accountable for results.

SECTION 3: SITUATIONAL ANALYSIS

3.1 Introduction and Overview of Key System Challenges

Key Messages

- Learning gaps persist across the system, particularly in Mathematics
- Student well-being and school safety concerns are increasing
- Equity gaps remain in early childhood education, special education, and digital access
- Workforce, infrastructure, governance, and financing constraints limit system performance
- Challenges are interconnected and require coordinated, cross-ministry responses.

The Situational Analysis confirms that Trinidad and Tobago’s education system faces a set of interconnected challenges that affect learning outcomes, student well-being, equity, and overall system performance. While access to education remains strong at the primary and secondary levels, access alone is no longer sufficient to secure improved outcomes for all learners.

At the centre of the analysis is a persistent challenge in student learning. Foundational gaps emerge early and widen over time, particularly in Mathematics, while literacy outcomes remain uneven across cohorts. These learning challenges are compounded by rising concerns related to student well-being, school safety, and behaviour, which increasingly affect the quality of teaching and learning environments.

Equity gaps also remain evident. Early childhood participation, special education provision, geographic access to services, and digital inclusion continue to affect the extent to which all students can benefit from high-quality learning opportunities. These gaps are especially significant for vulnerable students and communities requiring targeted support.

System level constraints further limit performance. Teacher and leadership vacancies, fragmented professional development, ageing infrastructure, limited capital investment, non-integrated data systems, and governance bottlenecks reduce the system’s capacity to implement reform at scale. These issues cannot be addressed through isolated projects; they require a coherent, whole-of-government approach.

Addressing these challenges requires collaboration across government, including Ministries and agencies responsible for health, social development and family services, national security, tertiary education and skills training, public administration and digital transformation, agriculture, finance, and planning. This coordinated approach is necessary because the drivers of learning, safety, equity, workforce capacity, infrastructure, and financing extend beyond the education sector.

This section therefore examines the evidence across access, equity, student performance, well-being, parental engagement, workforce capacity, curriculum, infrastructure, governance, and financing. Detailed baseline tables and figures are provided in the relevant subsections and Annex B to support transparency and traceability. Together, the findings establish the foundation for the three strategic pillars—Focus on Children, Focus on Parents, and Focus on the Education System—and the integrated interventions outlined in Section 4.

3.2 International and Regional Context

Key Messages

- International and regional frameworks emphasise quality, equity, inclusion, and relevance
- Foundational learning, inclusion, and digital transformation are global priorities
- Caribbean constraints reinforce the need for efficiency and targeted intervention
- National assessments remain the primary basis for system diagnosis and reform.

Education in Trinidad and Tobago is shaped by international commitments and regional priorities that establish benchmarks for access, quality, equity, and relevance. Globally, education systems are responding to persistent learning gaps, widening inequalities, and the need to prepare students for rapidly evolving technological and economic environments. Frameworks such as Sustainable Development Goal 4 (SDG 4) and the UNESCO Education 2030 Agenda emphasise inclusive, equitable, and high-quality education systems, with a strong focus on foundational literacy and numeracy, early childhood development, and lifelong learning.

At the regional level, the CARICOM Human Resource Development (HRD) 2030 Strategy highlights similar priorities, including improvements in teaching quality and leadership, expansion of technical and vocational education, strengthening of student well-being and safe school environments, and accelerated digital transformation. However, Caribbean education systems also face structural constraints related to scale, resource limitations, and vulnerability to economic and social shocks, reinforcing the need for targeted interventions, efficient resource allocation, and strong institutional coordination.

While these frameworks provide important reference points, direct comparison with other systems must be approached with caution due to differences in context, structure, and assessment approaches. National assessment instruments—including SEA, CSEC, CAPE, and TTNLA—remain the most reliable indicators of system performance and provide the primary basis for diagnosing challenges and designing targeted interventions.

Detailed alignment with SDG 4 and relevant regional priorities is provided in **Annex B, Tables B1 and B2**.

Implications and Strategic Response

The international and regional context confirms that the Strategic Plan should align with global and Caribbean priorities while remaining grounded in national evidence. For Trinidad and Tobago, this means using international and regional frameworks as policy reference points rather than as substitutes for local assessment, enrolment, equity, workforce, infrastructure, governance, and financing data.

The Strategic Plan responds by prioritising foundational learning, early identification and intervention, inclusion, student well-being and safe schools, teacher and leadership capacity, digital and AI-enabled transformation, and stronger alignment between education pathways and workforce needs. These priorities support the three strategic pillars—Focus on Children, Focus on Parents, and Focus on the Education System—and provide the policy context for the targeted reforms outlined in Section 4.

3.3 National Economic and Social Context

Key Messages

- Demographic shifts are changing enrolment patterns and require more deliberate system planning
- Socio-economic disparities continue to affect attendance, learning readiness, and student outcomes
- Youth unemployment reinforces the need to strengthen education-to-workforce pathways
- Household, community, and health conditions influence participation, well-being, and learning
- These contextual factors require targeted support and coordinated action beyond the education sector.

The education system operates within a wider demographic, economic, and social context that directly affects enrolment patterns, student well-being, learning outcomes, and demand for services.

Table 1: Key Demographic and Social Indicators (2025)

Indicator	Value
Total population	1,367,764
School-age population (3–16 years)	262,326
Labour force participation rate (Q2 2025)	55.1%
Unemployment rate (Q2 2025)	3.8%
Poverty rate (2014 - Survey of Living Conditions)	24.5%
Multidimensional Poverty Index (2023)	0.002
Life expectancy (2023)	73.4 years (M: 70.4 / F: 76.7)

Source: *Central Statistical Office; Ministry of Education estimates*

Declining birth rates and changing population patterns are affecting enrolment, particularly at the primary level. These shifts create opportunities for more efficient use of schools, staffing, and infrastructure, but they also require careful planning so that rationalisation does not reduce access for vulnerable or geographically isolated communities.

Socio-economic disparities continue to influence educational outcomes. Available poverty and multidimensional poverty data indicate that national averages can mask localised deprivation. Students from lower-income or vulnerable households are more likely to experience absenteeism, learning gaps, limited access to learning resources, and reduced educational attainment. Detailed poverty trend data are provided in **Annex B, Figure B1**.

Labour-market conditions also have implications for education planning. Youth unemployment and skills mismatch point to the need for stronger alignment between schooling, technical and vocational pathways, certification, and employment opportunities. Detailed unemployment trend data are provided in **Annex B, Figure B2**.

Household and community conditions further affect student participation and readiness to learn. While access to basic amenities is generally high, localised challenges related to housing conditions, community vulnerability, safety, and family instability continue to influence attendance, behaviour, and learning. Detailed household amenity data are provided in **Annex B, Figure B3**.

Health-related challenges also affect participation and performance. Preventive health, nutrition, mental health, and the increasing burden of non-communicable diseases have implications for

attendance, concentration, student well-being, and long-term learning outcomes. These issues require closer alignment between education, health, and social support systems.

Implications and Strategic Response

These demographic, economic, and social factors reinforce the need for early intervention, targeted support for vulnerable students, stronger parental engagement, and improved alignment between education pathways and labour-market needs. They also confirm that education outcomes are shaped by factors beyond the school and therefore require coordinated action across Ministries and agencies.

The Strategic Plan responds through strengthened screening and intervention systems, expanded student support services, enhanced parental engagement, improved school nutrition and well-being initiatives, and the development of diversified pathways aligned with national workforce priorities.

3.4 Access, Equity and Inclusion

Key Messages

- Access to primary and secondary education remains strong, but equity gaps persist in ECCE, SEN provision, geography, and digital access
- ECCE enrolment remains below 70 percent, limiting early identification and intervention
- SEN services and diagnostic support require strengthening to meet current and emerging demand
- Geographic disparities affect access to schools and specialized services
- Digital access declined sharply between 2021 and 2024, constraining digital and AI-enabled learning.

Ensuring equitable access to quality education remains central to national development. Trinidad and Tobago has maintained strong access at the primary and secondary levels; however, access alone does not ensure that all learners benefit equally. The most significant equity challenges relate to early childhood education, special education needs, geographic access to services, and digital inclusion.

Early Childhood Care and Education (ECCE) remains a priority area for expansion because enrolment is still below the 70 percent threshold. This gap limits opportunities for early identification, school readiness, and foundational skill development. Detailed enrolment trends are provided in **Annex B, Figure B4**.

Provision for students with Special Education Needs (SEN) also remains constrained relative to demand. The system has 12 public special schools nationally, and diagnostic and support capacity within the Student Support Services Division requires strengthening to ensure timely assessment, referral, and continuity of support. Detailed information is provided in **Annex B, Figure B5 and Annex B, Table B3**.

Geographic disparities further affect access to education and support services. Urban and higher-density districts generally have greater access to schools and specialised services, while rural and lower-density communities may face longer travel distances and more limited-service availability. Details are provided in **Annex B, Table B3**. These differences require more targeted planning and more equitable allocation of resources across Education Districts.

Digital inclusion is now a core equity issue. Device distribution declined from 14,792 devices in 2021 to 44 devices in 2024, reducing access to digital learning tools and limiting participation in digital and AI-enabled learning, particularly for students from vulnerable households. The issue is not only device provision, but also the need for a sustainable replacement, connectivity, support, and usage model.

Table 2: Devices Distributed to Students (2021-2024)

Year	Primary	Secondary	Total
2021	10,776	4,016	14,792
2022	5,314	1,467	6,781
2023	1,815	542	2,357
2024	16	28	44
Total	17,921	6,053	23,974

Source: Ministry of Education

Implications and Strategic Response

These findings indicate that improving equity requires a targeted and coordinated approach focused on expanding ECCE access, strengthening SEN services and diagnostic capacity, improving district-level resource planning, and restoring digital access for students who are most at risk of exclusion.

Addressing these challenges requires coordination between the education sector, the Ministry of Health, and the Ministry of the People, Social Development and Family Services, particularly in relation to early intervention, assessment, student support, family services, and continuity of care.

The Strategic Plan responds through strengthened early screening and intervention, improved student support services, modernisation of SEN provision, targeted resource allocation to underserved communities, restoration of student device access, connectivity expansion, and digital and AI-enabled learning supports.

3.5 Student Performance

Key Messages

- Mathematics remains the most persistent learning weakness across assessment points
- Learning gaps emerge in primary schools and widen by lower secondary, particularly in Mathematics
- Literacy outcomes are stronger than Mathematics in several assessments, but overall mastery remains uneven
- Gender patterns require targeted attention, with male students over-represented in lower performance bands and female students outperforming males on several CAPE indicators
- Current outcomes constrain progression, certification, and workforce readiness and require diagnostic, instruction-focused intervention.

Student performance remains the clearest indicator of whether the education system is translating access into improved outcomes. While enrolment is high, the evidence points to persistent weaknesses in foundational learning, especially in Mathematics, and to uneven achievement across student groups. These trends affect progression through the system, certification, and readiness for further education, training, and employment.

This subsection examines the main national assessment and examination data — SEA, CSEC, CAPE, and TTNLA — to identify the core learning patterns that must inform the Strategic Plan. The headline performance tables are presented in the main text, while detailed gender-disaggregated data are referenced in Annex B to support transparency and traceability.

3.5.1 Primary Level - Secondary Entrance Assessment (SEA)

Performance at the primary level provides the earliest national signal of foundational learning outcomes. Mean SEA scores across Mathematics, English, and Writing are presented in Table 3.

Table 3: SEA Mean Scores (2019-2025)

Year	Mathematics (%)	English (%)	Writing (%)
2019	53.4	53.8	50.1
2020	52.9	60.7	57.0
2021	46.8	56.6	56.2
2022	41.9	44.4	44.3
2023	50.4	61.6	53.4
2024	50.7	53.4	59.0
2025	52.1	66.7	56.2

Source: Ministry of Education

The SEA data show that English performance improved from 53.8 percent in 2019 to 66.7 percent in 2025, while Mathematics remained relatively flat over the same period, moving from 53.4 percent in 2019 to 52.1 percent in 2025. This pattern confirms that Mathematics is the most persistent foundational learning weakness.

Performance distribution trends are presented in Table 4.

Table 4: SEA Performance Thresholds

Year	Over 90%	Above 50%	Below 30%
2019	0.7	51.8	13.7
2020	1.6	63.0	11.0
2021	3.0	52.3	17.7
2022	0.5	37.1	27.8
2023	2.1	58.1	13.6
2024	1.4	57.9	14.4
2025	2.3	66.2	11.7

Source: Ministry of Education

Although the proportion of students scoring below 30 percent fell from 27.8 percent in 2022 to 11.7 percent in 2025, the proportion achieving over 90 percent remains low at 2.3 percent in 2025. This indicates both recovery from the 2022 performance shock and a continuing need to strengthen high-level mastery and foundational support.

3.5.2 Secondary Level - Caribbean Secondary Education Certificate (CSEC)

At the secondary level, CSEC outcomes show continued challenges in Mathematics and in the proportion of students achieving certification that includes both Mathematics and English. Key CSEC outcomes are presented in Table 5.

Table 5: CSEC Outcomes (2020-2025)

Year	5+ Passes (%)	Mathematics (%)	English A (%)	5+ incl. Math & English (%)
2020	61.6	53.9	79.2	55.0
2021	54.8	47.3	72.3	47.0
2022	53.9	43.1	73.3	45.6
2023	58.6	50.5	78.1	51.5
2024	58.6	42.6	78.4	46.5
2025	61.8	45.9	80.7	51.0

Source: Ministry of Education; CXC

English A pass rates remain comparatively strong, reaching 80.7 percent in 2025. Mathematics pass rates, however, remain below 50 percent in most years after 2020 and stood at 45.9 percent in 2025. The proportion of students achieving five or more passes including Mathematics and English reached 51.0 percent in 2025, indicating that many students continue to face barriers to full certification and post-secondary progression.

3.5.3 Post-Secondary Level - Caribbean Advanced Proficiency Examination (CAPE)

At the post-secondary level, CAPE outcomes remain relatively strong, with high overall pass rates and stable quality-pass performance. Summary outcomes are presented in Table 6.

Table 6: CAPE Performance (2021-2025)

Year	Overall Passes (%)	Quality Passes (Grades I-III) (%)
2021	94.0	72.9
2022	94.3	70.8
2023	96.1	73.9
2024	95.5	72.8
2025	95.7	72.7

Source: Ministry of Education

CAPE results indicate strong performance at the post-secondary level, with overall pass rates above 94 percent between 2021 and 2025 and quality passes remaining above 70 percent. However, disaggregated results show persistent gender patterns, with female candidates outperforming male candidates across several indicators. Detailed CAPE gender-disaggregated data are provided in **Annex B, Tables B4-B6**.

3.5.4 System-Wide Diagnostic Assessment – TTNLA

The Trinidad and Tobago National Learning Assessment (TTNLA) provides a system-wide diagnostic snapshot at key stages and is useful for identifying where learning gaps deepen. Results are presented in Table 7.

Table 7: TTNLA Results (2024)

Level	Mathematics Mean Score (%)	English Mean Score (%)
Standard 1	59.3	58.2
Standard 3	42.3	58.8
Form III	36.9	46.3

Source: Ministry of Education

The TTNLA results show moderate performance in Mathematics in Standard 1, followed by a significant decline in by Standard 3 and Form III. Mathematics fell from 59.3 percent at Standard 1 to 36.9 percent by Form III, while English fell from 58.2 percent in Standard 1 to 46.3 percent by Form III. These results confirm that learning gaps widen as students’ progress through the system and that Mathematics requires sustained intervention beyond the primary level.

TTNLA should therefore be used together with SEA, CSEC, CAPE, classroom assessment, and school-level diagnostic data. It should not be treated as a standalone measure of learner development, but rather as part of a broader assessment and intervention system.

3.5.5 Gender and Equity Patterns in Learning Outcomes

Gender-disaggregated data should be used to guide targeted intervention. Detailed CAPE gender tables are provided in **Annex B, Tables B4-B6**, and detailed SEA gender performance tables are provided in **Annex B, Tables B7-B9**.

These data point to persistent gender patterns, including stronger female performance on several CAPE indicators and a higher concentration of male students in lower SEA performance bands. The strategic implication is that learning interventions should be differentiated by subject, level, and student profile, rather than designed only as generalised remediation.

Implications and Strategic Response

Across the assessment system, several consistent patterns emerge: Mathematics performance remains the most persistent weakness; literacy outcomes are stronger but uneven; high-level achievement remains limited; and gender patterns require targeted attention. These trends indicate that foundational learning gaps are not being addressed early enough and are compounded over time.

Addressing these challenges requires a shift from generalised remediation to a diagnostic and instruction-focused model. The system needs stronger early identification, more consistent use of assessment data, improved item analysis, targeted literacy and numeracy interventions, and classroom-level support that enables teachers to respond to different learner needs.

The Strategic Plan responds through targeted literacy and numeracy interventions, expanded use of continuous assessment, improved use of diagnostic data, development of Individual Learning Plans where appropriate, and integration of digital and AI-enabled learning tools to support differentiated instruction. These measures should be aligned with curriculum reform, teacher professional learning, school supervision, and workforce pathway development.

Improved alignment with workforce needs is also required. This will require coordination with the Ministry of Tertiary Education and Skills Training and the Ministry of Labour and Small and Micro Enterprises to ensure that student outcomes support national skills development, employability, and progression into further education, training, or work.

3.6 Student Well-Being and Discipline

Key Messages

- Student well-being and safe school climates are essential conditions for learning
- Suspension data and reported serious incidents indicate increased pressure on schools, particularly at the secondary level
- Male students account for the majority of recorded suspensions and require targeted prevention and support
- International evidence identifies psychosocial, family, community, and school-climate factors as relevant to adolescent behaviour; local causality should not be overstated
- Discipline reform must combine clear expectations, restorative and counselling supports, parental engagement, and coordinated safety interventions.

Student well-being and discipline are central to the quality and effectiveness of the education system. Safe, orderly, and supportive schools improve attendance, engagement, teacher effectiveness, and learning outcomes. When school climate deteriorates, instructional time is lost,

teachers face greater disruption, students feel less safe, and the system's capacity to improve learning is weakened.

Administrative records show that disciplinary concerns have intensified and that incidents are becoming more complex. The issue is not simply the number of suspensions; it is also the severity of incidents, the concentration of cases among specific groups and districts, and the need to understand behaviour within a wider school climate and student support context.

3.6.1 Trends in Student Suspensions

At the primary level, administrative records show that suspensions rose by 20.5%, increasing from 622 incidents in 2022/23 to 750 incidents in 2024/25. A clear, persistent gender asymmetry is visible in this cohort, with male students accounting for 78.1% (586 out of 750) of all recorded primary suspensions.

At the secondary level, utilising the audited and reconciled baseline data from the Ministry of Education's data management systems, a total of 6,224 suspensions were recorded for the 2024/25 academic year. Within this secondary block, male students accounted for 4,423 suspensions, while female students accounted for 1,801 suspensions.

These figures confirm that male students are significantly over-represented in serious school infractions across both tiers, emphasising the critical need for differentiated, gender-targeted mentoring, psychosocial support, and early counseling interventions in high-risk Education Districts.

Detailed tracking tables are mapped in **Annex B (Table B10 for Primary Trends and Table B11 for Secondary Trends)**.

3.6.2 Underlying Factors

Available Ministry suspension data confirm the scale and gender pattern of incidents, but they do not, by themselves, establish the causes of student behaviour. International evidence indicates that adolescent behaviour and school climate can be affected by exposure to poverty, abuse or violence; bullying and peer conflict; mental health and well-being needs; family and community relationships; and access to supportive school environments and referral services (WHO, 2025; UNESCO, 2023; CDC, 2024). These factors should therefore be treated as evidence-informed risk factors requiring further local investigation through school climate surveys, student well-being data, counselling and referral records, and incident reviews.

Within the education system, inconsistent application of discipline policies, limited restorative practices, and weak post-suspension reintegration protocols may reduce the effectiveness of current responses. A stronger approach should combine clear rules and consequences with prevention, early identification, counselling, restorative practices, parental engagement, and reintegration support (Ministry of Education, 2022; Learning Policy Institute, 2023).

Implications and Strategic Response

The evidence points to the need to move from a primarily reactive discipline model to a coherent school climate and student support model. This does not remove the need for clear rules and consequences; rather, it places discipline within a wider framework of prevention, support, accountability, and safety.

Addressing these issues requires stronger behavioural and psychosocial support systems, consistent implementation of the National School Code of Conduct, improved post-suspension reintegration protocols, and structured parental engagement. It also requires coordinated action with the Ministry of Health, the Ministry of People, Social Development and Family Services, and the Ministry of Homeland Security to ensure that schools relate to mental health, family support, child protection, and safety services.

A strengthened framework for parental responsibility is also required to reinforce the role of parents and guardians in supporting attendance, positive behaviour, cooperation with intervention processes, and sustained engagement with schools.

The Strategic Plan responds through the revised National School Code of Conduct, expansion of counselling and mental health supports, school climate and student well-being surveys, structured parental engagement programmes, the Parent Responsibility Act, targeted interventions in high-risk schools, and the continued deployment and refinement of the Police in Schools Programme as part of a broader prevention, support, and enforcement framework.

3.7 Parental Engagement

Key Messages

- Ministry data show that 154,960 parents benefited from education and awareness sessions between 2020/21 and 2024/25, however, annual participation declined from 42,049 in 2022/23 to 24,211 in 2024/25
- Results from local school climate and parent-involvement surveys reveal a perception gap: parents report high levels of home-based support, while teachers, particularly at the secondary level, report weaker communication and school-facing involvement
- International evidence supports parental engagement as a potentially high-value strategy when it is practical, targeted, sustained, and carefully monitored
- A national parental engagement framework is required to connect parent support, school communication, digital tools, referral pathways, and shared accountability.

The Education Endowment Foundation defines parental engagement as schools working with parents to improve children's academic outcomes and reports that effective parental engagement

approaches can have a positive average impact on learning (Education Endowment Foundation, 2018; Education Endowment Foundation, 2025).

Parental engagement is a cornerstone of the Strategic Plan because learning, attendance, behaviour, and student well-being are shaped by experiences both in school and at home. However, this section should distinguish clearly between three different types of evidence: participation in Ministry activities, perceptions of parent-school engagement, and measurable impact on student outcomes.

Ministry programme data confirm that a large number of parents have been reached through education and awareness sessions. The 2024 parent-involvement and school-climate survey also provides valuable local insights into how teachers and parents perceive communication, school involvement, home-based learning support, and mutual respect between schools and families. Together, these sources make a strong case for strengthening parental engagement, highlighting the Ministry’s need for improved outcome monitoring to assess whether engagement is enhancing attendance, behaviour, learning, or well-being.

International evidence lends support to this cautious framing. However, the evidence also stresses that implementation is challenging, particularly at secondary level, and that engagement strategies require tailoring, sustained support, and monitoring. Evidence from Mexico also shows that low-cost information sessions can strengthen parent-school engagement and reduce disciplinary incidents, though they did not improve test scores in that study (World Bank, 2021; Goodall and Montgomery, 2014). This reinforces the need to treat parental engagement as a structured support strategy rather than simply as attendance at workshops.

3.7.1 Current Trends in Parental Engagement

Participation trends in the Ministry’s education and awareness sessions are presented in Table 8.

Table 8: Parents Benefiting from Education and Awareness Sessions (2020/21-2024/25)

Year	Parents Benefiting
2020/21	25,604
2021/22	30,226
2022/23	42,049
2023/24	32,870
2024/25	24,211
Total	154,960

Source: Ministry of Education

Table 8 shows that 154,960 parents benefited from the Ministry’s education and awareness sessions between 2020/21 and 2024/25. Participation increased from 25,604 in 2020/21 to a peak

of 42,049 in 2022/23, before declining to 24,211 in 2024/25. This represents a decrease of approximately 42 percent from the high point in 2022/23.

The participation data confirm reach, but they do not show depth, continuity, or impact. They do not identify the type of session attended, whether parents completed a structured sequence of support, whether the same parents participated repeatedly, or whether participation was linked to changes in attendance, behaviour, learning outcomes, or student well-being.

The 2024 school climate and parent-involvement survey adds important context. At the primary level, parent self-reports indicate high levels of communication and home-based support, while teacher responses are less positive. At the secondary level, the gap is wider: teachers report substantially weaker parent communication and school-facing involvement, while parents continue to report high levels of home-based support. This suggests that the issue is not simply parent willingness, but the absence of a structured, visible, and sustained mechanism for connecting home-based support with school improvement processes. Detailed survey highlights are proposed for inclusion in **Annex B, Tables B12 and B13**.

3.7.2 Key Gaps and Challenges

The first gap is that parental engagement remains participation-driven rather than outcome-driven. Current reporting captures the number of parents reached but does not yet provide a systematic way to assess whether engagement contributes to improved attendance, reduced behavioural incidents, stronger learning habits, improved school climate, or better communication between schools and families.

The second gap is continuity. Many activities are delivered as stand-alone awareness or education sessions rather than through a national programme with defined modules, levels of support, follow-up mechanisms, and outcome monitoring. This limits the ability of schools and the Ministry to sustain engagement across the student life cycle, particularly during the transition to secondary school.

The third gap is differentiation. Parents of students facing attendance, behaviour, learning, or psychosocial challenges may require more intensive and targeted support than general awareness sessions can provide. A single model of engagement is unlikely to meet the needs of all families, schools, or age groups.

A further challenge is the absence of a strengthened statutory framework that clearly defines parental responsibilities in relation to school attendance, student behaviour, engagement with schools, cooperation with intervention processes, and support for learning. Supportive and developmental approaches should remain central, but a legislative framework can reinforce shared responsibility and provide a basis for consistent intervention where persistent non-engagement affects student outcomes.

Implications and Strategic Response

These findings suggest that the Ministry should shift from ad hoc parental engagement activities to a structured, national model of parent support. The model should include universal information for all parents, targeted support for families requiring additional assistance, and intensive case-linked intervention where non-engagement affects attendance, behaviour, well-being, or learning.

The National Parental Training and Support Programme should therefore be designed as a sequenced support pathway rather than a set of isolated sessions. It should include practical guidance on supporting learning at home, communicating with teachers, responding to attendance and behaviour concerns, supporting adolescent well-being, and accessing referral services where needed.

The Digital Parent Portal should strengthen two-way communication between schools and families, support timely alerts and follow-up, and provide parents with clear information on student progress, attendance, behaviour, school expectations, and available support. The parent portal should also generate data for a parent engagement index and should be linked to school improvement planning and the Results Framework.

The proposed Parental Responsibility Act should operate within this support-first framework. It should clarify expectations, referral processes, support obligations, and accountability arrangements, while avoiding an enforcement-only approach. This will allow schools, families, and support agencies to intervene earlier and more consistently when parental non-engagement affects student attendance, behaviour, well-being, or learning.

This strategic response links the Focus on Parents pillar to the Focus on Children and Focus on the Education System pillars. Stronger parental engagement will support early intervention, school climate, attendance, discipline reform, learning recovery, and accountability, while ensuring that student success is treated as a shared responsibility among families, schools, and the wider support system.

3.8 Teachers and Leadership

Key Messages

- Significant teacher and leadership vacancies persist across the system and represent a constraint on instructional quality, school management, and reform implementation
- As of May 2025, the system recorded 305 Principal vacancies, 123 Vice-Principal vacancies, 389 Head of Department vacancies, 219 Dean vacancies, and 252 Senior Teacher vacancies
- Shortages in critical subject areas, including Mathematics, English, Science, and TVET, affect the system's ability to address learning gaps and expand future-ready pathways
- Professional development remains fragmented and insufficiently aligned with curriculum reform, diagnostic assessment, digital and AI-enabled instruction, inclusive education, and school leadership needs
- Strengthening recruitment, appointment processes, professional learning, and leadership development is essential to improve learning outcomes and implement reform at scale.

Teachers and school leaders are central to the quality and consistency of education delivery. International evidence identifies effective teaching, high-quality professional development, and strong instructional leadership as major levers for improving classroom practice and school outcomes. The World Bank emphasizes that learning improves when teachers possess the skills, motivation, and support to teach effectively; OECD identifies school leadership as a key policy priority for improving school outcomes; the Education Endowment Foundation highlights the importance of well-designed professional development; and TALIS 2024 reports that shortages of qualified teachers are perceived as a barrier to quality instruction in many systems (World Bank, 2018; OECD, 2008; Education Endowment Foundation, 2021; OECD, 2025).

For Trinidad and Tobago, workforce stability is therefore not only an administrative issue; it is a core enabling condition for improving learning outcomes, strengthening school climate, and delivering the Strategic Plan. Local vacancy data confirm significant gaps across school leadership, middle management, and subject/classroom teaching posts.

3.8.1 Teacher Supply and Demand

Vacancy data are presented in Table 9.

Table 9: Vacancies in Teaching and Leadership Posts (2025)

Role	Primary Vacancies	Secondary Vacancies	Total
Principals	222	83	305
Vice Principals	64	59	123
Heads of Department	125	264	389
Deans	N/A	219	219
Senior Teachers	252	N/A	252
Teachers (subject/classroom)	N/A	254	254

Source: Ministry of Education vacancy reports (May 2025)

The data show that vacancies are concentrated in both senior and middle leadership. The system recorded 305 Principal vacancies, 123 Vice-Principal vacancies, 389 Head of Department vacancies, 219 Dean vacancies, and 252 Senior Teacher vacancies. These posts are essential for school management, curriculum implementation, instructional supervision, student support, discipline, and teacher mentoring.

Leadership vacancies create uneven school-level capacity, particularly where schools are simultaneously managing learning recovery, behavioural challenges, curriculum reform, digital integration, and greater accountability for results. Vacancies at Head of Department and Dean levels are especially significant because these roles connect classroom practice, student support, subject leadership, and school-level improvement.

Teacher supply remains a further constraint. At the secondary level, subject/classroom teacher vacancies are recorded at 254, with continuing concern in critical areas such as Mathematics, English, Science, and TVET. These shortages are directly relevant to the performance gaps identified in Section 3.5 and to the Plan's objective of expanding technical and vocational pathways aligned with workforce needs.

Integrated Insight and Strategic Direction

The workforce challenge is both a capacity issue and an implementation risk. Without adequate teachers, subject specialists, school leaders, and middle managers, reforms in curriculum, continuous assessment, student support, digital learning, and school supervision cannot be implemented consistently across the system.

Professional development also requires strengthening. Current provision is not yet sufficiently structured as a coherent national professional learning system and is not consistently linked to assessment data, curriculum priorities, supervision feedback, school improvement needs, digital

and AI capability, or inclusive education practice. This limits the ability of teachers to respond to learning gaps, strengthen classroom management, use diagnostic data, integrate digital tools, and support diverse learners.

Leadership development is similarly uneven. In a reform period, school leaders must move beyond administrative compliance toward instructional leadership, coaching, use of performance data, coordination of student support, and accountability for school improvement. This requires a stronger leadership pipeline, competency-based preparation, mentoring, and succession planning.

Implications and Strategic Response

Addressing these challenges requires a coordinated workforce strategy that improves recruitment and appointment processes, strengthens teacher preparation pathways, supports retention, and builds leadership capacity at all levels. This necessitates coordination with the Teaching Service Commission to improve appointment processes, the Ministry of Tertiary Education and Skills Training to strengthen teacher preparation and supply pipelines, and the Ministry of Public Administration and Artificial Intelligence to support digital and AI capability development.

The Strategic Plan responds through accelerated recruitment and appointment planning, the establishment of a National Education Leadership Academy, the restructuring of the teacher professional development function, the implementation of ELEVATE TT as a national professional learning system, the National AI in Education Training Programme, and reform of the School Supervision Division to prioritise instructional leadership, coaching, monitoring, and accountability for improvement.

The appointments and promotions in the teaching service fall under the constitutional authority of the Teaching Service Commission, therefore, workforce reform must be pursued through structured coordination between the Ministry and the Teaching Service Commission, including stronger vacancy forecasting, timely submission of documentation, transparent tracking of appointment processes, and regular review of bottlenecks affecting teacher and leadership posts.

3.9 Curriculum and Assessment Reform

Key Messages

- Curriculum and assessment reform is central to improving foundational learning, particularly in Mathematics
- The system remains heavily shaped by high-stakes examinations, limiting opportunities for regular feedback, early intervention, and applied competency development
- Learning assessment data should be used not only for placement and certification, but also to improve curriculum, pedagogy, resource allocation, and targeted student support
- Curriculum modernisation must strengthen literacy, numeracy, digital readiness, problem-solving, citizenship, and workforce-relevant competencies
- Continuous assessment, Curriculum Action Plans, TVET expansion, professional learning, supervision, and digital tools must be implemented as an integrated reform package.

Curriculum and assessment reform is central to improving learning outcomes and ensuring that the education system prepares students for further education, employment, citizenship, and participation in a rapidly changing digital economy. The performance evidence presented in Section 3.5 shows persistent weaknesses in foundational learning, particularly in Mathematics, and confirms that learning gaps widen as students move through the system. Section 3.9 therefore does not repeat the assessment tables; instead, it interprets the implications of those results for curriculum, assessment, instruction, and learner pathways.

International guidance also supports a more balanced approach to assessment. UNESCO emphasizes that learning assessment data should provide an evidence base for improving curriculum, pedagogy, educational resources, and other conditions for better learning outcomes. Evidence on feedback further shows that assessment is most useful when it gives learners and teachers timely, specific information that can guide improvement during the learning process, rather than only at the end of a cycle (UNESCO, n.d.; Education Endowment Foundation, n.d.).

3.9.1 Current Challenges

Several interrelated challenges constrain the effectiveness of the current curriculum and assessment system.

First, foundational skill gaps persist across the system. As demonstrated in Section 3.5, Mathematics performance remains a major concern across SEA, CSEC, and TTNLA results, while literacy outcomes remain uneven. These trends indicate weaknesses in learning progression, early diagnosis, curriculum continuity, and instructional response, especially as students transition from primary to lower secondary education.

Second, the system remains heavily reliant on high-stakes examinations, including SEA, CSEC, and CAPE. These examinations remain important for placement, certification, and accountability. However, when the system depends too heavily on end-point examinations, teaching and learning can become overly examination-oriented, reducing opportunities for applied learning, formative feedback, remediation, and the development of broader competencies.

Third, continuous assessment remains underutilized. The limited use of structured classroom-based assessment reduces the system's capacity to identify learning gaps early, monitor student progress over time, and provide targeted support before students reach major examination points. It also limits the ability of teachers and school leaders to use assessment information as part of routine instructional planning.

Fourth, curriculum responsiveness is limited. The curriculum must continue to strengthen core literacy and numeracy while also giving greater attention to problem-solving, communication, digital literacy, creativity, citizenship, adaptability, and workforce-relevant skills. OECD guidance on curriculum design highlights the need to avoid curriculum overload and to support future-ready competencies, while adapting international frameworks to national context (OECD, 2020; OECD, 2019).

Fifth, technical and vocational pathways are introduced too late and remain insufficiently integrated with mainstream secondary education. This limits opportunities for students to pursue pathways aligned with their strengths, interests, and labour-market opportunities. It also contributes to weak alignment between schooling, certification, skills development, and workforce readiness.

Finally, curriculum reform cannot succeed as a document-based exercise alone. New curriculum expectations, continuous assessment, digital tools, and TVET pathways must be supported by teacher professional learning, instructional supervision, assessment moderation, learning materials, data systems, and school-level implementation support. Without these enabling conditions, reforms risk becoming compliance activities rather than drivers of improved learning.

Implications and Strategic Response

The fundamental challenge is to create a coherent curriculum-assessment-instruction cycle. Assessment should help identify what students know and can do, guide teacher feedback and instructional planning, inform targeted intervention, and support fair progression and certification. This requires a shift from assessment mainly as a selection or certification mechanism toward assessment as a tool for learning improvement and system accountability.

Addressing these issues requires strengthening foundational learning, modernising curriculum delivery, expanding technical and vocational pathways, and introducing a more balanced assessment system. The phased introduction of a Continuous Assessment Component within SEA should complement, not simply add to, existing examinations. It should be supported by

clear standards, moderation, teacher training, data use, and safeguards to ensure fairness and consistency across schools.

Curriculum Action Plans should also be used to translate national curriculum priorities into practical school-level improvement actions. These plans should connect assessment evidence, instructional strategies, teacher professional learning, supervision, and student support. In this way, curriculum reform becomes part of an integrated instructional improvement system rather than a standalone policy exercise.

Digital and AI-enabled tools provide an opportunity to strengthen curriculum delivery, differentiated instruction, feedback, and access to learning resources. However, these tools should be introduced in ways that are aligned with curriculum standards, teacher capacity, data protection requirements, infrastructure readiness, and monitoring of actual classroom use.

At the same time, the increased use of AI in teaching, learning, assessment, content development, and system management creates the need for a clear national policy framework. Such a framework is required to guide responsible use, protect student data, address academic integrity, clarify acceptable and unacceptable uses of AI, support teachers and school leaders, and ensure that AI-enabled tools are aligned with curriculum standards, inclusion principles, and national development priorities.

This reform agenda requires coordination with the Ministry of Tertiary Education and Skills Training to align curriculum and pathways with workforce needs, with the Ministry of Public Administration and Artificial Intelligence to support digital integration, and with relevant assessment and certification bodies to strengthen moderation, standards, and certification pathways.

The Strategic Plan responds through curriculum modernisation, implementation of Curriculum Action Plans, expanded use of continuous assessment, strengthened diagnostic and learning-improvement systems, expansion of TVET in schools, professional learning through ELEVATE TT, AI-enabled instructional support, and improved use of assessment data to guide teaching, intervention, and system monitoring.

3.10 Infrastructure and Learning Environment

Key Messages

- Ageing school facilities and maintenance backlogs affect safety, continuity of learning, and equity across communities
- Reactive maintenance and incomplete or decanted facilities continue to disrupt school operations and place pressure on students and staff
- Accessibility, inclusion, and digital readiness remain uneven across the school estate
- Infrastructure planning requires reliable asset data, risk prioritisation, preventive maintenance, and stronger capital project execution
- Facilities improvement must be aligned with curriculum reform, digital transformation, SEN provision, and financing priorities.

Safe, inclusive, digitally ready, and well-maintained school facilities are essential to effective teaching and meaningful learning. The physical learning environment affects student and staff safety, attendance, health, morale, and the system's ability to deliver curriculum reform, student support services, and digital or AI-enabled learning. International evidence also recognises that school infrastructure and learning conditions can influence student engagement, health, safety, and learning processes (World Bank, 2019; OECD, n.d.).

Trinidad and Tobago benefits from an extensive network of public schools. However, available Ministry's infrastructure information indicates that many facilities are ageing and require sustained maintenance, rehabilitation, accessibility upgrades, or replacement. Infrastructure must therefore be treated not only as a facilities issue, but as a core system enabler for equity, instructional quality, inclusion, safety, and digital transformation.

3.10.1 Current State of Infrastructure

The school infrastructure faces recurring structural and operational challenges. These include deteriorating roofs and classrooms, plumbing and sanitation deficiencies, outdated electrical systems, inadequate accessibility for students with special education needs, uneven space utilisation, and varying levels of readiness for digital learning. These issues affect schools differently, but they collectively constrain the quality and reliability of the learning environment.

Maintenance remains largely reactive. Schools often receive attention after issues become visible or disruptive, rather than through a systematically preventive maintenance cycle based on asset condition, risk, lifecycle cost, and school need. This approach contributes to recurring repairs, higher long-term costs, uneven school conditions, and disruptions to teaching and learning.

Incomplete construction projects, high-risk facilities, and prolonged decanting arrangements create additional pressure. Students and staff in temporary or constrained facilities may experience reduced access to specialist rooms, libraries, laboratories, recreation spaces, ICT infrastructure, and support services. These conditions can weaken continuity of learning and compound inequities between schools.

Infrastructure challenges are also closely linked to inclusion and digital readiness. Older facilities may not meet modern accessibility expectations, while inconsistent electrical capacity, connectivity, device storage, and learning-space configuration limit the system's ability to support digital learning, AI-enabled tools, continuous assessment, and differentiated instruction. These issues connect directly to the access and digital equity concerns identified in Section 3.4 and the curriculum and assessment reforms outlined in Section 3.9.

Implications and Strategic Response

The infrastructure challenge requires a shift from reactive repairs toward a planned, risk-based, and preventive asset management approach. This should include a regularly updated school infrastructure baseline, clear prioritisation criteria, condition assessments, risk ratings, maintenance schedules, accessibility standards, digital-readiness requirements, and project delivery tracking. Without a reliable asset-management system, infrastructure investment will remain difficult to prioritise, monitor, and align with educational outcomes.

Priority should be given to high-risk schools, incomplete or decanted facilities, urgent health and safety concerns, accessibility upgrades, and infrastructure required to support digital transformation and curriculum reform. Investment decisions should also be aligned with enrolment trends, demographic shifts, school utilisation, and district-level equity considerations.

Implementation will require close coordination with the Ministry of Finance; the Ministry of Planning, Economic Affairs and Development; the Ministry of Public Administration and Artificial Intelligence; procurement and project management entities; and, where relevant, private-sector and community partners. Coordination is necessary to improve capital project execution, strengthen preventive maintenance, mobilise complementary resources, and ensure that school facilities support the Strategic Plan's learning, safety, inclusion, and digital priorities.

The Strategic Plan responds through Infrastructure Planning, Asset Management, and High-Risk School Remediation; Capital Investment and Maintenance Programme Optimisation; EMIS and data modernisation; digital connectivity initiatives; and the National School Partnership Programme. Together, these interventions are intended to make school facilities safer, more inclusive, better maintained, digitally ready, and more closely aligned with student learning and system reform objectives.

3.11 Governance and Accountability

Key Messages

- Governance responsibilities are distributed across the Ministry of Education, the Teaching Service Commission, the School Supervision and Management Division, denominational and school boards, and school leadership teams, requiring clearer coordination and accountability arrangements
- The Teaching Service Commission's constitutional role in appointments, promotions, transfers, confirmations, discipline, and standards of conduct directly affects workforce readiness and reform implementation
- Delays in appointments, approvals, procurement, and project execution affect school-level and system-level performance
- Fragmented data systems limit timely monitoring, early intervention, and accountability for results
- A system-wide coordination framework is necessary to integrate responsibilities across institutions.

Strong governance and accountability are essential to ensure that education policies translate into improved outcomes. They enable clear decision-making, coordinated implementation, efficient use of resources, and consistent monitoring of system performance. International evidence on education governance emphasises the importance of accountability, capacity building, strategic thinking, stakeholder alignment, and evidence-informed decision-making in steering complex reform (OECD, 2016; World Bank, 2017).

Trinidad and Tobago has formal governance structures in place across the education system. However, fragmentation of responsibilities, delays in decision-making, non-integrated data systems, and uneven performance monitoring continue to constrain implementation. These governance issues directly affect the system's ability to fill vacancies, deliver infrastructure projects, monitor school performance, support Principals, and implement reforms at scale.

3.11.1 Current Governance Structure

Governance responsibilities are distributed across multiple entities, including the Ministry of Education, the Teaching Service Commission, the School Supervision Division, denominational and school boards, and school leadership teams. This structure provides a formal framework for policy, staffing, oversight, school management, and instructional leadership. Details are provided in Annex B, Table B14.

Within this structure, the Teaching Service Commission occupies a constitutionally distinct role. The Teaching Service Commission was established under the Constitution of the Republic of Trinidad and Tobago and is vested with authority for appointments, promotions, transfers,

confirmation of appointments, removal, disciplinary control, and the enforcement of standards of conduct for officers in the Teaching Service. It is therefore not an internal division of the Ministry of Education, but a central governance authority whose statutory and constitutional responsibilities directly affect workforce supply, leadership appointments, teacher discipline, and system readiness.

The Ministry of Education remains responsible for policy direction, planning, curriculum, administration, school supervision, data systems, and implementation of the Strategic Plan. However, the Ministry's ability to fill teacher, Principal, Vice-Principal, Head of Department, Dean, Senior Teacher, supervisory and other education posts depends on effective coordination with the Teaching Service Commission and the Service Commissions Department. This includes timely submission of accurate establishment and vacancy data, eligibility documentation, performance and supervision information, and workforce projections to support transparent, merit-based decision-making.

While this structure is necessary in a diverse education system, it creates complexity when roles, decision rights, timelines, and accountability expectations are not clearly defined. In practice, multiple entities may be involved in appointments, school oversight, procurement, infrastructure delivery, discipline, data reporting, and reform implementation. Without strong coordination mechanisms, these arrangements can slow decisions and weaken accountability for outcomes.

3.11.2 Key Governance Challenges

Several governance challenges currently affect system performance. These include delays in appointments and promotions; fragmentation of responsibilities and overlapping institutional roles; uneven capacity among boards and school leadership teams; limited use of real-time data to guide decisions; non-integrated systems for monitoring performance; and procurement or project-execution inefficiencies that affect delivery timelines.

Strengthening coordination between Ministry workforce planning and Teaching Service Commission's appointment, promotion, transfer, and disciplinary processes is essential, particularly where delayed or incomplete submissions, data gaps, or unclear timelines contribute to vacancies and slow the pace of reform. The governance challenge lies in establishing clearly defined coordination mechanisms that respect the Teaching Service Commission's independent authority while improving the timeliness, transparency, and predictability of staffing and disciplinary processes. Strengthening the interface between the Ministry and the Teaching Service Commission should include joint workforce planning, vacancy dashboards, agreed submission and feedback timelines, data-sharing protocols, and regular review of bottlenecks affecting appointments, promotions, transfers, and disciplinary matters.

A central challenge is that the education governance system does not yet operate with fully integrated data and performance-management architecture. Information on student performance, attendance, suspensions, teacher and leadership vacancies, infrastructure, programme

implementation, parental engagement, and school supervision is not consistently connected in a way that supports timely intervention. World Bank guidance on education management information systems emphasises that effective EMIS arrangements support data collection, management, and use in planning, policy dialogue, and decision-making. Strengthening this function would improve the Ministry's ability to track reform implementation across schools and districts in real time and identify where support is most urgently needed.

School supervision and accountability systems also require strengthening. Supervision must move beyond compliance checks toward a stronger focus on instructional leadership, school improvement, use of evidence, implementation of Curriculum Action Plans, and monitoring of student outcomes. This shift requires clear standards, stronger reporting arrangements, and better alignment between supervision, professional learning, curriculum reform, and the Results Framework.

The current legislative framework also requires review to ensure alignment with contemporary education delivery. This includes school governance, inclusive education, student support, discipline, digital and AI-enabled learning, data use, supervision, accountability, and the respective responsibilities of parents, schools, boards, and central institutions. Priority governance reforms are summarised in Annex B, Table B15.

Implications and Strategic Response

Governance constraints reduce the pace, consistency, and accountability of implementation of reform. Delays in appointments and approvals weaken school leadership and instructional support; fragmented data systems limit early intervention and performance monitoring; and procurement inefficiencies affect infrastructure, ICT, and programme delivery. These issues therefore operate as system-level barriers to the improvements identified throughout the Situational Analysis.

The absence of a comprehensive AI in Education Policy also presents a governance gap, as AI-enabled tools are increasingly being used in content development, instruction, assessment support, data analysis, and communication without a fully codified national framework for ethics, privacy, security, accountability, and quality assurance.

Addressing these challenges requires clearer institutional roles, stronger coordination mechanisms, integrated performance data, improved procurement and delivery tracking, strengthened board governance, and a shift in school supervision toward instructional improvement. Accountability should be supported by transparent reporting, defined escalation pathways, and routine use of evidence through dashboards, supervision reports, and annual performance reviews.

The challenges with the Teaching Service Commission will require structured coordination to support timely, transparent, and merit-based appointment, promotion, transfer, and disciplinary processes, while respecting the TSC's constitutional independence. Practical measures should

include joint workforce planning, vacancy and appointment dashboards, agreed data-sharing protocols, defined submission and feedback timelines, and regular review of bottlenecks affecting teacher and leadership appointments.

Effective reform requires the engagement of the Ministry of Finance to support procurement and resource allocation; the Ministry of Public Administration and Artificial Intelligence to support EMIS, dashboards, and digital governance; and the Ministry of the Attorney General and the Ministry of Land and Legal Affairs to support legislative modernisation. Engagement with denominational and school boards will also be essential to strengthen school-level governance and accountability.

The Strategic Plan responds through reform of the School Supervision Division, EMIS and data modernisation, performance dashboards, strengthening of school board governance, improved procurement and reporting systems, and a comprehensive review and modernisation of the Education Act. Together, these reforms are intended to create a more coordinated, transparent, evidence-driven, and accountable system capable of delivering sustained improvements in education outcomes.

3.12 Financing and Resources

Key Messages

- Education expenditure is dominated by recurrent spending, leaving limited fiscal space for capital investment and system modernisation
- Capital investment declined from 9% in 2019/20 to 5% in 2023/24, constraining infrastructure, digital readiness, and reform delivery
- Early Childhood Care and Education (ECCE) receives less than 1% of total education expenditure, limiting the scale-up of early intervention
- Funding for Special Education Needs (SEN) and student support is not sufficiently visible in the current budget structure, limiting equity-focused monitoring
- Strategic implementation requires phased financing, improved budget alignment, stronger procurement execution, and expenditure tracking linked to results.

Education represents one of the largest areas of public expenditure in Trinidad and Tobago and remains central to human capital development, social mobility, and national competitiveness. However, the composition and allocation of education expenditure present significant constraints for modernisation, equity, and long-term sustainability. International education-finance guidance emphasises that financing systems should support adequacy, equity, efficiency, sustainability, and accountability; these principles are directly relevant where fiscal space is constrained and reform demands are increasing (World Bank, 2017; World Bank, UNESCO and UIS, 2024).

The central financing challenge is not only the total amount spent on education, but the extent to which expenditure is aligned with strategic priorities. A high proportion of recurrent expenditure is necessary to sustain salaries, school operations, and essential services, but it leaves limited room for capital investment, digital transformation, infrastructure rehabilitation, early intervention, and inclusive education. As a result, financing reform must focus on better alignment, stronger expenditure tracking, improved procurement execution, and phased investment rather than on a simple reduction of recurrent spending.

3.12.1 Budgetary Trends

Key trends in education expenditure are presented in Table 10.

Table 10: Education Expenditure by Economic Classification (2019–2024)

Year	Recurrent (%)	Capital (%)
2019/20	91	9
2020/21	93	7
2021/22	94	6
2022/23	94	6
2023/24	95	5

Source: Ministry of Education budget analysis.

Table 10 shows that recurrent expenditure increased from 91% of total education expenditure in 2019/20 to 95% in 2023/24, while capital expenditure declined from 9% to 5% over the same period. This trend narrows the fiscal space available for infrastructure rehabilitation, completion of stalled capital projects, digital readiness, EMIS modernisation, and other system-transformation investments.

The implication is not that recurrent expenditure can be reduced quickly or mechanically, since salaries and operational costs are essential to system functioning. Rather, the Strategic Plan requires a more disciplined approach to annual budget alignment, medium-term investment planning, procurement efficiency, and targeted capital allocations linked to the Results Framework.

3.12.2 Allocation by Subsector

Distribution of education expenditure by subsector is presented in Table 11.

Table 11: Education Budget Allocations by Subsector (2023/24)

Subsector	Share (%)	Value (TT\$M)
ECCE	0.6	39
Primary	28.7	1,800
Secondary	31.2	1,950
Post-secondary / Tertiary	22.0	1,380
Administration	17.5	1,096

Source: Ministry of Education budget analysis.

Table 11 indicates that primary and secondary education accounted for the largest share of education expenditure, while ECCE was allocated 0.6% of the total. This low allocation constrains the system's ability to expand early intervention, strengthen school readiness, and address foundational learning gaps before they widen in the primary and secondary years.

The current budget structure also does not clearly identify targeted funding for Special Education Needs (SEN), student support services, or inclusive education interventions. This makes it difficult to track whether resources are being directed to students and schools with the greatest needs. Clearer programme-level costing and expenditure tagging will significantly improve transparency, support equity-focused planning, and strengthen the link between investment and outcomes.

Implications and Strategic Response

The financing evidence indicates that the education system faces both allocation and execution challenges. Limited capital investment constrains infrastructure, ICT, and system modernisation, while low visible investment in ECCE, SEN, and student support limits the ability to address inequities early. Procurement and project-execution inefficiencies further reduce the impact of available funds when allocations are not translated into timely delivery.

Addressing these challenges requires aligning annual budget submissions with the Strategic Plan, the Results Framework, and the phased implementation approach. Priority should be given to investments that support early intervention, foundational learning, inclusive education, school safety, digital readiness, teacher and leadership capacity, EMIS, and high-risk infrastructure remediation. Financing decisions should also be informed by evidence on need, risk, and expected impact.

Implementation requires close coordination with the Ministry of Finance to align budget priorities and expenditure tracking; the Ministry of Planning, Economic Affairs and Development to support capital planning and project sequencing; the Ministry of Public

Administration and Artificial Intelligence to support digital and data-system investment; and relevant Ministries and agencies involved in health, social development, safety, and workforce development.

The Strategic Plan responds through phased capital investment, improved procurement and project-management systems, targeted funding for priority reforms, strengthened expenditure tracking, and selective use of partnerships and development financing where these complement core public investment.

3.13 Synthesis of Gaps and Strategic Alignment

Key Messages

- System challenges are interconnected and require coordinated, system-wide responses
- Learning gaps emerge early and persist across all levels, particularly in Mathematics
- Student well-being and school safety concerns are increasing in scale and severity
- Structural inequities in ECCE, SEN support, geographic access, and digital inclusion contribute to uneven outcomes
- Workforce, governance, infrastructure, curriculum, data, and financing constraints limit system effectiveness
- Sustained improvement requires a coherent whole-of-government response linked to the Strategic Plan's three pillars.

The Situational Analysis confirms that Trinidad and Tobago has maintained broad access to education, but access alone is not sufficient to secure improved outcomes for all learners. The evidence presented across this section shows that the system now faces a set of interconnected challenges affecting learning, well-being, equity, workforce capacity, infrastructure, governance, and financing. These challenges mutually reinforce and therefore call for a coordinated response rather than isolated interventions.

Learning gaps remain the central performance challenge. Foundational weaknesses emerge early and persist through the system, with Mathematics requiring particular attention. Literacy outcomes show areas of improvement but remain uneven across cohorts. These learning challenges are compounded by student well-being and safety concerns, including rising behavioural incidents and suspensions, which affect school climate and reduce the conditions needed for effective teaching and learning.

Equity gaps also continue to shape outcomes. Uneven access to ECCE, limited capacity for students with special education needs, geographic differences in access to services, and declining

access to digital learning tools constrain the system's ability to ensure that all students receive timely support. These gaps are particularly significant for vulnerable students and communities and must be addressed through targeted investment and stronger service coordination.

System-level constraints further limit the pace and impact of reform. Teacher and leadership vacancies, fragmented professional development, curriculum and assessment pressures, ageing infrastructure, non-integrated data systems, governance bottlenecks, and a financing structure dominated by recurrent expenditure reduce the system's capacity to implement change at scale. Addressing these constraints requires better alignment between policy, resourcing, implementation, monitoring, and accountability.

3.13.1 Alignment with National Priorities

The findings align directly with national priorities to strengthen human capital development, improve education outcomes, promote student well-being and school safety, advance digital transformation, and align education more closely with economic growth and workforce needs. They also support Government Strategic Pillar 5: Protecting the People through Social Investment and Safety Net, particularly through targeted student support, school nutrition, inclusive education, early intervention, and family engagement.

Education reform is therefore not only a sector priority; it is a national development priority. Improving learning outcomes, strengthening student support, expanding skills pathways, and modernising the system are essential to social mobility, citizen security, productivity, and long-term economic resilience.

3.13.2 Cross-Ministry Strategic Alignment

The challenges identified in Situational Analysis extend beyond the mandate of the Ministry of Education and require structured coordination across Ministries. Student well-being, behaviour, school safety, nutrition, and family support require collaboration with the Ministries responsible for health, social development, homeland security, agriculture, youth, and community support.

Skills development and workforce readiness require alignment with the Ministry of Tertiary Education and Skills Training, the Ministry of Labour and Small and Micro Enterprise, and the Ministry of Trade, Investment and Tourism. Digital transformation and AI-enabled learning require collaboration with the Ministry of Public Administration and Artificial Intelligence. Infrastructure, capital investment, financing, procurement, and planning require coordination with the Ministry of Finance and the Ministry of Planning, Economic Affairs and Development. Legislative reform also requires collaboration with the Ministry of the Attorney General and the Ministry of Land and Legal Affairs.

These linkages reinforce the need for a whole-of-government approach that maintains clear Ministry of Education ownership of education-sector delivery while enabling coordinated support from partner Ministries and agencies where their mandates intersect with student, family, school, and system outcomes

3.13.3 Alignment with Strategic Plan Pillars

The findings provide a clear basis for the Strategic Plan's three pillars.

Focus on Children: Improving outcomes require early identification and intervention, strengthened foundational learning, targeted support for vulnerable learners, safe and inclusive school environments, improved access to digital resources, and diversified pathways that prepare students for further education, employment, and citizenship.

Focus on Parents: Sustained improvement requires parents and guardians to be supported as active partners in learning, attendance, behaviour, well-being, and school engagement. This requires structured parental training and support, stronger home-school communication, improved use of digital tools, and a support-first legislative framework that clarifies parental responsibility and accountability.

Focus on the Education System: System-wide improvement depends on strengthening the teacher and leadership pipeline, modernising curriculum and assessment, expanding professional learning, improving infrastructure and digital readiness, strengthening governance and data systems, modernising legislation, and aligning financing with strategic priorities.

3.13.4 Strategic Direction

The Strategic Plan responds to the identified gaps through an integrated programme of reform, including:

- early screening, diagnostic assessment, and intervention systems;
- targeted literacy, numeracy, and learning recovery interventions;
- strengthened student well-being, discipline, safety, and school climate systems;
- structured parental training, support, communication, and responsibility frameworks;
- teacher recruitment, professional learning, leadership development, and supervision reform;
- curriculum modernisation, expanded continuous assessment, and stronger TVET pathways;
- digital access, AI-enabled learning tools, EMIS, dashboards, and data modernisation;
- risk-based infrastructure planning, preventive maintenance, and high-risk school remediation;
- governance reform, school board strengthening, procurement improvement, and clearer accountability;
- financing alignment, targeted resource allocation, partnerships, and phased capital investment; and
- legislative reform, including the Parental Responsibility Act and the review and modernisation of the Education Act.

Together, these interventions establish a coherent line of sight from the evidence in Section 3 to the strategic priorities and projects in Section 4. They also provide the foundation for the Results Framework, implementation approach, risk management arrangements, and financing strategy that follow.

3.13.5 Conclusion of the Situational Analysis

The Situational Analysis confirms that the challenges facing the education system are systemic, interconnected, and closely linked to broader national development priorities. Improving outcomes will require sustained implementation, disciplined monitoring, coordinated action across Ministries, and a consistent focus on children, parents, and the education system as mutually reinforcing pillars of reform.

The Strategic Plan 2025-2030 responds by integrating targeted interventions with system-wide enablers, ensuring that reforms are evidence-based, coherent, and capable of delivering measurable improvements in learning outcomes, student well-being, equity, and overall system performance.

SECTION 4: STRATEGIC PRIORITIES AND PROJECTS

4.1 Strategic Priorities and Projects

Section 4 translates the findings of the Situational Analysis (Section 3) into a coordinated set of strategic priorities and projects for the period 2025-2030. It sets out how the Ministry of Education will address the systemic challenges identified and deliver measurable improvements in learning outcomes, student well-being, equity, and overall system performance.

The Strategic Plan is guided by intended outcomes that reflect the Ministry's priority areas for transformation and provide direction for project design, resource allocation, implementation, and monitoring. These intended outcomes also underpin the Results Framework (Section 5), which defines how progress will be measured and reported over the life of the Plan.

Intended Outcomes of the Strategic Plan 2025-2030

- Enhanced access, inclusion, and early intervention for all learners, including ECCE and SEN support
- Improved student well-being, behaviour, and school climate
- Improved student learning outcomes, particularly in literacy, numeracy, and Mathematics
- Safe, supportive, and secure schools
- Structured, sustained, and outcome-monitored parental and community engagement
- A well-developed, adequately staffed, and leadership-driven teacher workforce
- More inclusive, responsive, and future-ready curriculum and assessment systems
- Safe, modern, inclusive, digitally ready, and well-maintained facilities
- Strengthened governance, data, accountability, and legislative frameworks
- More effective allocation and use of education financing aligned to strategic priorities

The Strategic Plan is organized around three strategic pillars:

- Focus on Children
- Focus on Parents
- Focus on the Education System

Each pillar defines:

- a Strategic Goal, outlining the primary change to be achieved;
- a set of Strategic Objectives, aligned to the intended outcomes of the Plan; and
- a portfolio of Priority Projects, which operationalizes how those objectives will be delivered.

Whole-of-Government Coordination

The challenges identified in Section 3 are interconnected and extend beyond the education sector. As such, projects under this Strategic Plan are implemented within the mandate of the Ministry of Education and supported, where required, through coordination with other Ministries and agencies.

This coordination ensures alignment with national priorities related to health, social development, security, digital transformation, infrastructure, legal reform, and workforce development, while avoiding duplication of functions and maintaining clear institutional responsibilities.

Integration Across Projects

Projects under this Strategic Plan are designed to operate as integrated reform pathways rather than standalone initiatives. Key system linkages include:

- early identification, screening, tracking, assessment, and student support systems operating as a coordinated continuum;
- curriculum, assessment, professional learning, supervision, and AI-enabled instructional tools functioning as a unified instructional improvement system;
- school safety, discipline, student well-being, psychosocial support, parental engagement, and referral systems operating together as a Support and Safety model; and
- infrastructure planning, preventive maintenance, capital delivery, digital readiness, and school partnerships working together to improve learning environments.
- AI policy, digital governance, professional learning, curriculum, assessment, and data systems operating as a coherent framework for responsible innovation and system modernization.

Project Structuring and Sequencing

Projects are presented as a prioritized and sequenced portfolio aligned with system needs, implementation readiness, and national priorities. While projects are grouped under specific pillars based on their primary area of impact, many contribute to outcomes across multiple pillars.

Project numbering is maintained for consistency across the Strategic Plan and Results Framework, while priority sequencing reflects the order of implementation emphasis.

Each project is presented in a standardized format to ensure clarity, comparability, and accountability, including:

- a clearly defined objective;
- a concise description;
- collaborating Ministries and agencies, where applicable;
- alignment with national initiatives;
- key expected results;

- direct linkages to related projects; and
- phased implementation timelines.

Link to Strategic Direction

The projects outlined in this section provide a direct response to the systemic challenges identified in Section 3.13, including:

- strengthening foundational learning, early intervention, and diagnostic support;
- improving student well-being, school climate, and safety through a support-and-safety model;
- addressing structural inequities in ECCE access, SEN support, geographic access, and digital inclusion;
- strengthening structured parental engagement, school-family communication, and support-first parental responsibility;
- strengthening teacher, leadership, supervision, and professional learning capacity;
- modernizing curriculum, assessment, continuous assessment, instructional systems, and TVET pathways;
- improving infrastructure, accessibility, preventive maintenance, capital delivery, and digital readiness;
- strengthening governance, EMIS, dashboards, data systems, and accountability;
- reviewing and modernizing the Education Act to support governance, accountability, inclusion, digital transformation, student support, data use, and system reform; and
- aligning financing, partnerships, procurement, and resource allocation with strategic priorities.

Together, these projects form a coherent and integrated programme of reform designed to deliver measurable improvements in outcomes over the period 2025-2030.

National Policy Alignment

The Strategic Priorities and Projects outlined in this section are aligned with the Government's national policy directive, primarily Strategic Pillar V - Protecting the People through Social Investment and Safety Nets. This pillar emphasizes citizen well-being, protection of vulnerable populations, and social systems that provide opportunity and security. Relevant strategic areas include education, skills development, training, child affairs, health, family, and citizen security.

Inter-Ministerial Coordination

Within this framework, the Ministry of Education is responsible for delivering the education-system components of these commitments, ensuring that interventions within schools are aligned with broader national initiatives. This inter-ministerial approach supports coherence, avoids duplication of effort, and strengthens implementation efficiency.

Table 12 illustrates how Ministry of Education projects correspond to Government policy commitments and are implemented in coordination with relevant Ministries and agencies.

Table 12: Alignment of Ministry of Education Projects with Government Policy Commitments and Inter-Ministerial Coordination

Government Policy Commitment / Strategic Area	MoE Project	Relevant Government Ministries	Role of Ministry of Education
School safety, crime prevention, youth intervention, and safe learning environments	Project 1.2 School Alliance for Education Support and Safety (Police in Schools Programme); Project 1.3 Revised National School Code of Conduct	Homeland Security; People, Social Development and Family Services; Health	Leads school-based implementation within a wider Support and Safety model that combines prevention, school climate improvement, counselling/referral, parental engagement, reintegration support, and escalation for serious incidents.
Youth development, homework centres, and structured after-school support	Project 1.11 After-School Study Centres	Sports and Youth Affairs; People, Social Development and Family Services	Provides supervised academic support, remediation, learning resources, and structured engagement for students requiring additional support outside regular instructional time.
Early childhood development, early identification, and school readiness	Project 1.8 Universal Screening (PEARL); Project 1.9 Computerized Development Tracking System	Health; People, Social Development and Family Services	Leads school-based screening, transition support, referral, and follow-up tracking for developmental, learning, and socio-emotional needs, with particular attention to ECCE-to-primary transition and early intervention.
Inclusive education and support for students with Special Education Needs (SEN)	Projects 1.8, 1.9, 1.10 and Project 3.14 Review and Modernisation of the Education Act	Health; People, Social Development and Family Services; Attorney General and Legal Affairs; Public Administration and Artificial Intelligence	Strengthens SEN identification, referral, support tracking, service coordination, and policy/legal review to improve continuity of support for learners with diverse needs.

Government Policy Commitment / Strategic Area	MoE Project	Relevant Government Ministries	Role of Ministry of Education
Child protection and coordinated support services for vulnerable children	Project 1.10 CATT-SSSD Realignment	Health; People, Social Development and Family Services	Coordinates identification, referral, case management, psychosocial support, and follow-up through the education system, while clarifying roles among child protection and student support services.
School nutrition, student health, and readiness to learn	Project 1.4 School Cafeteria and Nutrition Policy	Health; Agriculture and Fisheries	Implement nutrition standards within schools aligned to national health, food security, student well-being, and readiness-to-learn priorities.
Digital transformation, AI integration, and e-learning systems	Projects 1.1, 1.5, 1.6, 3.1, 3.3	Public Administration and Artificial Intelligence	Delivers digital learning devices, connectivity, AI-enabled materials, and training within the education system, with priority given to equitable access and instructional use.
Digital transformation, AI integration, responsible innovation, data governance, and e-learning systems.	Project 3.15 National AI in Education Policy.	Public Administration and Artificial Intelligence; Attorney General and Legal Affairs; Tertiary Education and Skills Training; Digital Transformation/ICT-related agencies as applicable	Develops the education-sector policy framework for the safe, ethical, inclusive, and effective use of AI in schools, teaching, assessment, student support, data systems, and administration.
Parental training, family support, school communication, and community engagement	Projects 2.1 National Parental Training and Support Programme; 2.2 Digital Parent Portal	Sports and Youth Affairs; People, Social Development and Family Services; Public Administration and Artificial Intelligence	Leads structured parental engagement, two-way school-family communication, support modules, follow-up, and monitoring of engagement quality and outcomes.

Government Policy Commitment / Strategic Area	MoE Project	Relevant Government Ministries	Role of Ministry of Education
Parental responsibility, attendance, behaviour, learning support, and student well-being	Project 2.3 Parental Responsibility Act	Attorney General and Legal Affairs; People, Social Development and Family Services; Sports and Youth Affairs; Homeland Security where relevant	Leads policy development and education-sector consultation to define parental responsibilities and school-based referral, support, and accountability arrangements within a support-first framework.
Skills development, workforce readiness, and youth employment pathways	Projects 3.8 Curriculum and Assessment Modernisation; 3.12 Expansion of TVET in Secondary Schools	Tertiary Education and Skills Training; Labour and Small and Micro Enterprises; Trade, Investment and Tourism	Aligns curriculum and school-based pathways with national skills, certification, employability, entrepreneurship, and workforce-readiness priorities.
Mental health, psychosocial support, school climate, and student well-being	Projects 1.3, 1.7, 1.8, 1.10, 2.1	Health; People, Social Development and Family Services	Integrates school climate monitoring, screening, counselling/referral, family engagement, and student support within national health and social service systems.
Infrastructure remediation, capital project delivery, and school partnerships	Projects 3.7, 3.10, 3.13	Finance; Planning, Economic Affairs and Development; Trade, Investment and Tourism; Public Administration and Artificial Intelligence	Prioritizes high-risk schools, preventive maintenance, capital project execution, transparent partnership governance, and digital readiness in learning environments.
Digital governance, data systems, and service modernisation	Project 3.9 EMIS and Data Modernisation; Project 1.9 Computerized Development Tracking System; Project 2.2 Digital Parent Portal	Public Administration and Artificial Intelligence	Implements integrated education-sector data systems, dashboards, student tracking, and parent-facing communication tools aligned with national digital transformation.

Government Policy Commitment / Strategic Area	MoE Project	Relevant Government Ministries	Role of Ministry of Education
Modernisation of the education legislative framework	Project 3.14 Review and Modernisation of the Education Act	Attorney General and Legal Affairs; Public Administration and Artificial Intelligence; Finance; Planning, Economic Affairs and Development; Teaching Service Commission; denominational and school boards	Leads education policy review and stakeholder consultation to modernize the legal framework governing education delivery, governance, accountability, inclusion, data, student support, and system reform.

4.2 Pillar 1 - Focus on Children

Strategic Goal

To ensure that every child benefits from early identification of needs, equitable access to support, safe and supportive learning environments, holistic development, and high-quality instruction that strengthens foundational skills and prepares learners for future success.

Strategic Objectives

- Enhance access, inclusion, and timely intervention for all learners, including ECCE and SEN support
- Improve student well-being, behaviour, and school climate
- Improve student learning outcomes, particularly foundational literacy, numeracy, and Mathematics
- Strengthen safe, supportive, and secure learning environments
- Strengthen the use of evidence, assessment, and diagnostic data to target support

Projects

The following initiatives are listed in order of implementation, starting with projects currently underway.

Project 1.1: Learning without Limits: A Laptop for Every Child

Objective

To reduce digital inequities and strengthen student learning by providing reliable access to digital devices that support curriculum implementation, assessment, independent learning, and AI-enabled instruction.

Rationale

Section 3.4 identifies a sharp decline in device distribution and continued digital access gaps. Restoring equitable access to devices is necessary to support digital and AI-enabled learning, differentiated instruction, and student participation in modern curriculum delivery.

Description

Provision of digital learning devices at key entry points, prioritizing students without access, students from vulnerable households, and learners requiring assistive or adaptive technologies. The rollout should be aligned with connectivity, digital content, teacher training, and student support systems.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence; Ministry of People, Social Development and Family Services.

Alignment with National Initiatives

Supports Government policy on digital transformation and equitable access to technology.

Key Results

- Outputs: Devices distributed to students at key entry points, with prioritization criteria and usage monitoring.
- Outcomes: Improved access to digital learning, reduced inequities, and increased readiness for AI-enabled instruction and assessment.

Direct Linkages

AI-Enhanced Learning Materials (Project 1.5); Internet Connectivity and Bandwidth Expansion (Project 1.6); Computerized Development Tracking System (Project 1.9); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Initial rollout) | 2026-2027 (Operational scaling) | 2027-2028 (Expansion) | 2028-2029 (Performance optimization) | 2029-2030 (Sustainability).

Project 1.2: School Alliance for Education Support and Safety (Police in Schools Programme)

Objective

To improve school safety and reduce serious incidents through a coordinated Support and Safety model that combines prevention, visible safety support, referral, restorative or reintegration support, and proportionate enforcement where required.

Rationale

Section 3.6 identifies increasing suspensions and serious behavioural incidents, but the revised analysis cautions against a punitive-only interpretation. A school safety response must therefore operate alongside student well-being, counselling, parental engagement, school climate, and referral systems.

Description

Deploy trained officers and coordinated safety support in selected high-risk schools as part of a wider school climate and student well-being strategy. Implementation should include protocols for prevention, de-escalation, referral, information sharing, reintegration after serious incidents, and clear escalation for threats to student and staff safety.

Collaborating Ministries and Agencies

Ministry of Homeland Security; Ministry of People, Social Development and Family Services; Ministry of Health, where referral and psychosocial support are required.

Alignment with National Initiatives

Supports Government policy on school safety, youth intervention, citizen security, and student well-being.

Key Results

- Outputs: Support and Safety protocols implemented in targeted schools; officers and school teams trained in school-based procedures; referral pathways established.
- Outcomes: Reduced serious incidents, improved school climate, safer learning environments, and stronger coordination between schools, families, social services, health services, and safety agencies.

Direct Linkages

Revised National School Code of Conduct (Project 1.3); Universal Screening (Project 1.8); CATT-SSSD Realignment (Project 1.10); National Parental Training and Support Programme (Project 2.1); Parental Responsibility Act (Project 2.3).

Phase

2025-2026 (Expansion and protocol refinement) | 2026-2027 (Targeted deployment and referral integration) | 2027-2028 (Scale) | 2028-2029 (Impact refinement) | 2029-2030 (Stabilization).

Project 1.3: Revised National School Code of Conduct

Objective

To improve student behaviour, school climate, and consistency in discipline through a national framework that balances clear expectations with prevention, support, referral, restoration, and reintegration.

Rationale

Section 3.6 identifies increased suspensions and more complex behavioural incidents. The revised Section 3 emphasizes that discipline reform must address both consistency and underlying support needs rather than relying only on exclusionary responses.

Description

Review and implement a consistent national discipline framework aligned with the National School Code of Conduct. The framework should define expectations, graduated responses, serious-incident protocols, restorative or reintegration practices, counselling and referral pathways, parent engagement requirements, and monitoring indicators for school climate and behaviour.

Collaborating Ministries and Agencies

Ministry of Homeland Security; Ministry of People, Social Development and Family Services; Ministry of Health.

Alignment with National Initiatives

Directly supports Government policy on school discipline, student well-being, and safe learning environments.

Key Results

- Outputs: Revised discipline framework, implementation protocols, school-level training, and behaviour monitoring procedures implemented.
- Outcomes: Improved school climate, more consistent discipline practices, reduced repeated suspensions, and stronger referral and reintegration support for students.

Direct Linkages

School Alliance for Education Support and Safety (Project 1.2); School Climate and Student Well-Being Surveys under Project 1.7; Universal Screening (Project 1.8); NPTSP (Project 2.1); Parental Responsibility Act (Project 2.3).

Phase

2025-2026 (Policy revision and rollout) | 2026-2027 (Operational integration) | 2027-2028 (Implementation) | 2028-2029 (Systemic evaluation) | 2029-2030 (Sustainability).

Project 1.4: School Cafeteria and Nutrition Policy

Objective

To improve student health, well-being, attendance, and readiness to learn through safe, nutritious, and age-appropriate food environments in schools.

Rationale

Section 3.3 highlights the influence of household and health conditions on student participation and learning. Nutrition policy supports the wider student well-being agenda and contributes to readiness to learn.

Description

Establish and implement national standards for safe, nutritious, and age-appropriate food in schools, aligned with health promotion, school climate, and student well-being priorities.

Collaborating Ministries and Agencies

Ministry of Health; Ministry of Agriculture and Fisheries.

Alignment with National Initiatives

Directly supports Government Pillar 5 by providing a nutritional safety net for students and supporting health and well-being as prerequisites for learning.

Key Results

- Outputs: Nutrition standards and implementation guidance introduced across schools.
- Outcomes: Improved food environments, stronger student health and well-being support, and improved readiness to learn.

Direct Linkages

Universal Screening (PEARL) (Project 1.8); CATT-SSSD Realignment (Project 1.10); NPTSP (Project 2.1).

Phase

2025-2026 (Policy development) | 2026-2028 (Implementation) | 2028-2030 (Monitoring, evaluation, and sustainability).

Project 1.5: AI-Enhanced Learning Materials

Objective

To improve instructional quality and differentiated learning through AI-supported learning tools, with priority attention to foundational literacy, numeracy, Mathematics, and students requiring additional support.

Rationale

Sections 3.5 and 3.9 identify persistent foundational learning gaps, underperformance in Mathematics, and the need for curriculum and instructional modernisation. AI-enhanced materials should support teaching, not replace teacher judgement.

Description

Develop and deploy AI-enhanced digital textbooks, practice materials, feedback tools, and instructional resources aligned to curriculum standards and assessment priorities. Materials should be integrated with teacher training, supervision, and safeguards for quality, equity, data privacy, and responsible AI use.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports Government policy on AI integration, digital innovation, and future-ready learning.

Key Results

- Outputs: AI-enhanced learning materials developed, quality assured, and deployed for priority subjects and levels.
- Outcomes: Improved engagement, differentiated learning, and more targeted support for literacy, numeracy, and Mathematics improvement

Direct Linkages

Learning without Limits (Project 1.1); Internet Connectivity (Project 1.6); Assessment Framework (Project 1.7); ELEVATE TT (Project 3.2); NEXTCLASS (Project 3.3); Curriculum and Assessment Modernisation (Project 3.8).

Phase

2025-2026 (Development) | 2026-2028 (Integration and deployment) | 2028-2030 (Refinement and optimization).

Project 1.6: Internet Connectivity and Bandwidth Expansion

Objective

To ensure reliable, equitable, and sufficient connectivity for digital learning, AI-enabled instruction, data systems, and school operations.

Rationale

Sections 3.4 and 3.10 identify digital access and digital readiness gaps. Device provision will not improve learning unless schools have reliable connectivity and the infrastructure needed to support sustained use.

Description

Upgrade and expand internet connectivity and bandwidth across schools, prioritizing underserved schools, high-need communities, and schools implementing digital assessment, AI-enabled materials, EMIS, and parent communication tools.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports national digital infrastructure priorities and education-sector digital transformation.

Key Results

- Outputs: Improved connectivity infrastructure and bandwidth standards implemented across schools.
- Outcomes: Increased access to digital learning resources, improved reliability of digital systems, and stronger readiness for AI-enabled teaching, learning, and administration.

Direct Linkages

Learning without Limits (Project 1.1); AI-Enhanced Learning Materials (Project 1.5); EMIS and Data Modernisation (Project 3.9); Infrastructure Planning and Asset Management (Project 3.7).

Phase

2025 (Upgrade initiation) | 2026-2028 (Activation and expansion) | 2028-2030 (Quality assurance and stabilization).

Project 1.7: National Student Assessment, Diagnostics and Learning Improvement Framework

Objective

To improve learning outcomes and student well-being through better use of assessment, diagnostic, school climate, and performance data.

Rationale

Section 3.5 shows that learning gaps emerge early and widen over time, while Section 3.6 identifies student well-being and school climate concerns. A coordinated framework is required to connect assessment data with instructional action and student support.

Description

Develop an integrated framework aligning assessment, diagnostics, school climate and student well-being surveys, learning analytics, and instructional improvement. The framework should explicitly include TTNLA, LSPE, School Climate and Student Well-Being Surveys, and Value-Added and Performance Analytics as sub-projects that guide school-level intervention and system monitoring.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence; Ministry of Tertiary Education and Skills Training; Ministry of Health and social support agencies where school climate or well-being referrals are required.

Alignment with National Initiatives

Supports Government policy on assessment reform, continuous assessment, student well-being, and evidence-based improvement.

Key Results

- Outputs: Integrated assessment, diagnostic, school climate, well-being, and analytics framework implemented.
- Outcomes: Earlier identification of learning and well-being needs, stronger instructional response, and improved targeting of interventions.

Direct Linkages

Universal Screening (PEARL) (Project 1.8); Computerized Development Tracking System (Project 1.9); Curriculum and Assessment Modernisation (Project 3.8); Continuous Assessment Reform (Project 3.11); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Design) | 2026-2027 (Operational integration) | 2027-2028 (Implementation) | 2028-2029 (Impact optimization) | 2029-2030 (Sustainability).

Project 1.8: Universal Screening: Promoting Early Assessment for Resilient Learners (PEARL)

Objective

To identify developmental, learning, socio-emotional, and well-being needs early and enable timely intervention, referral, and follow-up.

Rationale

Sections 3.4 and 3.5 highlight gaps in ECCE participation, SEN identification, diagnostic capacity, and foundational learning. Universal screening should therefore be linked to early intervention, service referral, and tracking, not operate as a standalone assessment activity.

Description

Implement nationally consistent screening at ages 4-6 and Form 1 to identify learning, developmental, socio-emotional, and well-being needs. Screening should support ECCE-to-primary transition, SEN referral, targeted intervention, parent engagement, and follow-up through the Computerized Development Tracking System.

Collaborating Ministries and Agencies

Ministry of Health; Ministry of People, Social Development and Family Services.

Alignment with National Initiatives

Supports Government policy on early childhood development, child well-being, inclusive education, and early intervention.

Key Results

- Outputs: National screening system implemented at key stages, with referral and follow-up protocols.
- Outcomes: Improved early identification, timely intervention, and stronger continuity of support for learners with developmental, learning, well-being, or SEN-related needs.

Direct Linkages

National Student Assessment, Diagnostics, and Learning Improvement Framework (Project 1.7); Computerized Development Tracking System (Project 1.9); CATT-SSSD Realignment (Project 1.10); NPTSP (Project 2.1).

Phase

2025-2026 (Framework design and pilot) | 2026-2027 (Operational transition) | 2027-2028 (Implementation) | 2028-2030 (Sustainability).

Project 1.9: Computerized Development Tracking System

Objective

To improve continuity, coordination, and monitoring of student support through secure digital tracking of screening, referrals, interventions, progress, and outcomes.

Rationale

Section 3.4 identifies limited ability to monitor students requiring SEN, psychosocial, developmental, or academic support. A secure tracking system is needed to connect PEARL, SSSD, school records, parent communication, and EMIS reporting.

Description

Develop a secure digital system to track student development, screening results, referrals, support plans, interventions, follow-up actions, and outcomes across the education system. The system should include data governance, privacy safeguards, user access protocols, and links to EMIS and parent communication tools where appropriate.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence; Ministry of Health; Ministry of People, Social Development and Family Services, where referral coordination is required.

Alignment with National Initiatives

Supports Government policy on digital transformation, data integration, early intervention, and student support.

Key Results

- Outputs: Secure tracking system implemented with referral, intervention, follow-up, and reporting functions.
- Outcomes: Improved continuity of support, better coordination among service providers, and stronger monitoring of intervention effectiveness.

Direct Linkages

Universal Screening (Project 1.8); Assessment and Diagnostics Framework (Project 1.7); CATT-SSSD Realignment (Project 1.10); Digital Parent Portal (Project 2.2); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Infrastructure and core activation) | 2026-2027 (Deployment) | 2027-2028 (Systemic expansion) | 2028-2029 (Impact optimization) | 2029-2030 (Sustainability).

Project 1.10: Institutional Realignment of Children's Authority of Trinidad and Tobago (CATT) and Student Support Services Division (SSSD)

Objective

To improve coordination and effectiveness of child protection, psychosocial, SEN, and student support services for vulnerable learners.

Rationale

Sections 3.4 and 3.6 identify constraints in SEN assessment, student support, psychosocial support, and referral systems. Realignment should therefore strengthen service coordination, not only institutional structure.

Description

Strengthen coordination between the Children's Authority and the Student Support Services Division to streamline referrals, clarify roles, improve case management, support SEN and psychosocial interventions, and ensure timely follow-up for vulnerable students.

Collaborating Ministries and Agencies

Ministry of People, Social Development and Family Services; Ministry of Health.

Alignment with National Initiatives

Supports Government policy on child protection, family support systems, inclusive education, and student well-being.

Key Results

- Outputs: Coordinated referral, case management, student support, and follow-up framework established.
- Outcomes: Improved access to timely and appropriate support services, stronger continuity of care, and clearer coordination between education, child protection, health, and social services.

Direct Linkages

Universal Screening (Project 1.8); Computerized Development Tracking System (Project 1.9); Revised National School Code of Conduct (Project 1.3); NPTSP (Project 2.1); Education Act Review (Project 3.14).

Phase

2025-2026 (Design) | 2026-2028 (Systemic deployment and expansion) | 2028-2030 (Impact optimization and consolidation).

Project 1.11: After-School Study Centres (ASSC)

Objective

To improve student learning outcomes, reduce achievement gaps, and provide structured academic and developmental support outside regular school hours.

Rationale

Section 3.5 identifies persistent literacy and numeracy gaps, while Section 3.3 highlights socio-economic and household conditions that may limit access to learning support outside school. Structured after-school support can help target students most at risk of falling behind.

Description

Expand and strengthen After-School Study Centres to provide supervised academic support, remediation, homework support, access to learning resources, and referral to additional services where learning, attendance, or well-being concerns are identified.

Collaborating Ministries and Agencies

Ministry of Sports and Youth Affairs; Ministry of People, Social Development and Family Services.

Alignment with National Initiatives

Supports Government policy on youth development, structured after-school engagement, and social investment.

Key Results

- Output: Expanded network of After-School Study Centres with targeting, supervision, and monitoring arrangements.
- Outcomes: Improved literacy, numeracy, homework completion, student engagement, and support for vulnerable learners.

Direct Linkages

Assessment and Diagnostics Framework (Project 1.7); Curriculum and Assessment Modernisation (Project 3.8); NPTSP (Project 2.1); Digital Parent Portal (Project 2.2).

Phase

2025 (Strengthening and pilot expansion) | 2026-2028 (Scale-up) | 2029-2030 (Stabilization).

4.3 Pillar 2 - Focus on Parents

Strategic Goal

To empower parents and families as active, informed, and consistent partners in supporting student learning, well-being, attendance, and positive behaviour across all stages of education.

Strategic Objectives

- Strengthening parental capacity to support learning, attendance, behaviour, and well-being.
- Promote consistent, two-way home-school communication and partnership.
- Improve parental engagement in student well-being, behaviour, and learning support.
- Institutionalize parental engagement as a system function with monitoring participation, communication quality, and outcomes.
- Clarify and strengthen parental responsibility and accountability within a support-first legislative framework.

Projects

The following initiatives are listed in order of implementation, starting with projects currently underway.

Project 2.1: National Parental Training and Support Programme (NPTSP)

Objective

To strengthen parental capacity to support student learning, attendance, behaviour, well-being, and positive home-school relationships.

Rationale

Section 3.7 shows that parental engagement has reached a large number of parents but remains fragmented, participation-driven, and difficult to link to student outcomes. Local school climate evidence also points to a perception gap between parents and teachers, especially around communication and school-facing involvement.

Description

Establish a structured national programme with age-appropriate modules, sustained follow-up, school-level implementation guidance, and targeted support for parents of students requiring learning, attendance, behaviour, or well-being interventions. The programme should include measures of participation, completion, communication quality, parent-teacher partnership, and links to student attendance, behaviour, and learning support.

Collaborating Ministries and Agencies

Ministry of People, Social Development and Family Services; Ministry of Sports and Youth Affairs; community-based organisations where appropriate.

Alignment with National Initiatives

Supports Government policy on family support, youth development, community engagement, student well-being, and social investment.

Key Results

- Outputs: National parental training framework, modules, implementation protocols, and monitoring tools implemented.
- Outcomes: Improved parent-school communication, stronger parental support for learning and behaviour, increased sustained engagement, and better alignment between home and school support.

Direct Linkages

After-School Study Centres (Project 1.11); Revised National School Code of Conduct (Project 1.3); Universal Screening (Project 1.8); Digital Parent Portal (Project 2.2); Parental Responsibility Act (Project 2.3).

Phase

2025-2026 (Framework development and pilot) | 2026-2028 (Implementation and scaling) | 2028-2030 (Institutionalization and outcome monitoring).

Project 2.2: Digital Parent Portal

Objective

To improve communication, engagement, and support between schools and families through secure digital access to student information, school communication, referrals, and engagement tools.

Rationale

Section 3.7 identifies limited and inconsistent communication between schools and parents and cautions that participation data alone does not measure engagement quality or impact. A portal should therefore support sustained, two-way communication and provide analytics on active use and follow-up.

Description

Develop and implement a secure digital platform that provides parents with access to relevant student information, school notices, attendance and support alerts, learning-support guidance, referral follow-up, and two-way communication tools. Portal analytics should inform a parent engagement index and support targeted interventions for families requiring additional support.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports Government policy on digital transformation, e-government services, and stronger family-school partnerships.

Key Results

- Outputs: Digital Parent Portal developed, piloted, deployed, and linked to school communication and support protocols.
- Outcomes: Improved communication, active parental engagement, timely follow-up, and stronger monitoring of engagement quality and support needs.

Direct Linkages

Computerized Development Tracking System (Project 1.9); NPTSP (Project 2.1); Parental Responsibility Act (Project 2.3); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Design and pilot) | 2026-2028 (Implementation and scaling) | 2028-2030 (Optimization, analytics, and sustainability).

Project 2.3: Parental Responsibility Act

Objective: To clarify and strengthen parental responsibility and accountability for student attendance, behaviour, learning support, well-being, and engagement with schools within a support-first statutory framework.

Rationale: Section 3.7 supports a structured parental engagement framework but does not establish that participation alone improves outcomes. Legislation should therefore clarify expectations and enable consistent referral, support, and accountability where persistent non-engagement affects attendance, behaviour, well-being, or learning.

Description: Develop a Parental Responsibility Act to establish a clear statutory framework for parental duties in relation to education. The legislation should support attendance, positive behaviour, school engagement, cooperation with intervention processes, and alignment between home, school, and social support systems. The project should complement the NPTSP and Digital Parent Portal and should prioritize support, referral, and early intervention before escalation.

Collaborating Ministries and Agencies: Ministry of Attorney General and Legal Affairs; Ministry of People, Social Development and Family Services; Ministry of Sports and Youth Affairs; Ministry of Homeland Security, where relevant.

Alignment with National Initiatives

Supports Government priorities on family responsibility, child development, school discipline, citizen security, social protection, and school-family partnership.

Key Results

- Outputs: Policy framework, stakeholder consultation report, drafting instructions, proposed Bill, school-level protocols, and implementation guidance.
- Outcomes: Clearer parental responsibilities, stronger home-school accountability, improved support for attendance and behaviour interventions, and strengthened family engagement in education.

Direct Linkages

NPTSP (Project 2.1); Digital Parent Portal (Project 2.2); Revised National School Code of Conduct (Project 1.3); After-School Study Centres (Project 1.11); Universal Screening (Project 1.8); Computerized Development Tracking System (Project 1.9); Review and Modernisation of the Education Act (Project 3.14).

Phase: 2025-2026 (Policy review, consultation, and drafting instructions) | 2026-2028 (Legislative drafting, Cabinet consideration, and implementation planning) | 2028-2030 (Implementation, monitoring, and refinement).

4.4 Pillar 3 - Focus on the Education System

Strategic Goal

To transform the education system into a modern, accountable, inclusive, digitally ready, and well-resourced system with the workforce, governance, curriculum, infrastructure, data, and financing required to deliver sustained improvements in student outcomes.

Strategic Objectives

Objective 1: Strengthen the Education Workforce and Leadership Pipeline

To ensure the education system is staffed with a sufficient number of well-prepared teachers, school leaders, supervisors, and specialist personnel, supported by structured professional development and leadership pathways.

Objective 2: Modernize Curriculum, Assessment, and Instructional Support Systems

To strengthen the relevance, coherence, and responsiveness of curriculum and assessment systems, supported by digital tools, AI-enabled resources, evidence-based instructional practices, and expanded workforce pathways.

Objective 3: Improve Infrastructure, Facilities, and Digital Readiness

To provide safe, inclusive, accessible, and digitally enabled learning environments through systematic maintenance, targeted capital investment, equitable infrastructure planning, and transparent partnerships.

Objective 4: Strengthen Governance, Supervision, Data, and Accountability

To improve system effectiveness through clearer roles, streamlined processes, stronger school supervision, integrated data systems, dashboards, and robust performance monitoring and reporting.

Objective 5: Align Financing and Resource Use with Strategic Priorities

To rebalance education financing and resource allocation toward early intervention, inclusion, system modernisation, infrastructure readiness, and sustainable delivery of priority reforms.

Objective 6: Modernize Legislative and Policy Frameworks

To modernize education legislation and related instruments to support governance, accountability, inclusion, parental responsibility, digital transformation, data use, and system reform.

Projects

The following initiatives are listed in order of implementation, starting with projects currently underway.

Project 3.1: National AI in Education Training Programme

Objective

To build system-wide capacity in responsible AI and digital education for teachers, school leaders, supervisors, and central Ministry staff.

Rationale

Sections 3.8, 3.9, and 3.11 indicate that digital and AI capability must be developed as part of teacher development, instructional reform, and system modernisation, rather than treated as a standalone technology initiative.

Description

Implement a national training programme to build competencies in responsible AI-enabled teaching, assessment, data use, administration, and system operations for educators and system leaders. Training should include ethics, privacy, bias, quality assurance, and practical classroom use.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence; Ministry of Tertiary Education and Skills Training.

Alignment with National Initiatives

Supports Government policy on AI adoption, digital transformation, responsible innovation, and workforce development.

Key Results

- Outputs: National AI training programmes delivered across the education system, with role-specific pathways and completion tracking.
- Outcomes: Improved educator capability, responsible integration of AI into teaching and learning, and stronger digital readiness across schools and the Ministry.

Direct Linkages

ELEVATE TT (Project 3.2); NEXTCLASS (Project 3.3); AI-Enhanced Learning Materials (Project 1.5); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Design and pilot) | 2026-2028 (Scaling) | 2028-2030 (Optimization and sustainability).

Project 3.2: ELEVATE TT - National Professional Learning System

Objective

To improve teaching quality through structured, role-specific, evidence-informed professional learning aligned to curriculum, assessment, student support, and digital transformation priorities.

Rationale

Section 3.8 identifies fragmented professional development and limited alignment with instructional needs. A unified professional learning system is required to support literacy, numeracy, Mathematics, continuous assessment, SEN, digital pedagogy, and school climate reforms.

Description

Establish a unified national platform for structured professional development aligned with curriculum reforms, assessment data, instructional coaching, digital and AI tools, leadership pathways, and student support priorities.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence; Ministry of Tertiary Education and Skills Training.

Alignment with National Initiatives

Supports Government priorities on teacher development, leadership development, digital capability, and instructional improvement.

Key Results

- Outputs: National professional learning platform operational with structured pathways, completion tracking, and alignment to reform priorities.
- Outcomes: Improved teaching quality, instructional consistency, and teacher readiness to implement curriculum, assessment, digital, and student support reforms.

Direct Linkages

AI Training Programme (Project 3.1); NEXTCLASS (Project 3.3); School Supervision Reform (Project 3.4); Teacher Professional Development Unit Restructure (Project 3.5); Curriculum Modernisation (Project 3.8).

Phase

2025-2026 (Platform design and competency frameworks) | 2026-2028 (Implementation) | 2028-2030 (Optimization and sustainability).

Project 3.3: NEXTCLASS - AI-Enabled Instructional Practice System

Objective

To improve classroom instruction and accelerate learning outcomes through AI-supported planning, feedback, differentiated practice, and supervision-linked instructional support.

Rationale

Sections 3.5 and 3.8 show that learning outcomes are constrained by foundational gaps and inconsistent instructional support. NEXTCLASS should help teachers translate assessment data, curriculum priorities, and professional learning into classroom practice.

Description

Implement an AI-supported instructional practice system that helps teachers plan lessons, target literacy and numeracy gaps, differentiate support, use feedback, and align classroom practice with Curriculum Action Plans and supervision priorities.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports Government priorities for AI integration, instructional innovation, and learning improvement.

Key Results

- Outputs: NEXTCLASS system implemented in targeted schools, with teacher training, usage monitoring, and quality safeguards.
- Outcomes: Improved instructional quality, differentiated support, and student learning outcomes, particularly in literacy, numeracy, and Mathematics.

Direct Linkages

ELEVATE TT (Project 3.2); Curriculum Modernisation (Project 3.8); Continuous Assessment Reform (Project 3.11); Assessment Framework (Project 1.7).

Phase

2025-2026 (Framework design and pilot) | 2026-2028 (Operationalization) | 2028-2030 (Optimization and sustainability).

Project 3.4: School Supervision Division Reform

Objective

To strengthen supervision as a driver of instructional improvement, school performance, accountability, and support for implementation of priority reforms.

Rationale

Section 3.11 identifies fragmented governance and limited performance monitoring, while Section 3.8 identifies leadership and supervision constraints. Supervision reform should shift practice from compliance monitoring to evidence-informed school improvement.

Description

Reform school supervision to focus on instructional coaching, use of assessment and school climate data, Curriculum Action Plan monitoring, support for school leadership, performance reporting, and escalation of implementation risks.

Collaborating Ministries and Agencies

Teaching Service Commission; Ministry of Public Administration and Artificial Intelligence where digital reporting systems are required.

Alignment with National Initiatives

Supports Government priorities on accountability, school improvement, instructional leadership, and system performance.

Key Results

- Output: Reformed supervision framework, school improvement tools, reporting templates, and coaching protocols implemented.
- Outcomes: Improved school performance, instructional quality, implementation monitoring, and accountability for results.

Direct Linkages

ELEVATE TT (Project 3.2); NEXTCLASS (Project 3.3); Curriculum Modernisation (Project 3.8); EMIS and Data Modernisation (Project 3.9); Education Act Review (Project 3.14).

Phase

2025-2026 (Policy and rubric design) | 2026-2028 (Scaling) | 2028-2030 (Optimization and sustainability).

Project 3.5: Restructure of the Teacher Professional Development Unit

Objective

To strengthen coordination, quality assurance, and sustainability of professional development systems across the Ministry.

Rationale

Section 3.8 identifies fragmented professional development as a constraint on instructional improvement. The Teacher Professional Development Unit must be positioned to coordinate and sustain the Ministry's professional learning, AI training, and instructional improvement agenda.

Description

Restructure the Teacher Professional Development Unit to function as the institutional coordination hub for professional learning, competency frameworks, training quality assurance, data on participation and completion, and alignment between teacher development, curriculum, assessment, digital learning, and school supervision reforms.

Collaborating Ministries and Agencies

Ministry of Tertiary Education and Skills Training; Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports workforce development, institutional capacity, and sustainability of the professional learning system.

Key Results

- Outputs: Reorganized professional development unit, governance arrangements, training standards, and monitoring processes established.
- Outcomes: Improved alignment between training and classroom practice, stronger sustainability of digital and instructional reforms, and better use of professional learning data.

Direct Linkages

ELEVATE TT (Project 3.2); AI Training Programme (Project 3.1); NEXTCLASS (Project 3.3); School Supervision Reform (Project 3.4).

Phase

2025-2026 (Audit and redesign) | 2026-2028 (Transformation) | 2028-2030 (Optimization and sustainability).

Project 3.6: National Education Leadership Academy

Objective

To build a strong and sustainable pipeline of instructional, school, and system leaders.

Rationale

Section 3.8 identifies over 300 principal vacancies and major gaps in middle leadership. A structured leadership pipeline is required to strengthen instructional leadership, succession planning, school improvement, and reform implementation.

Description

Establish a structured leadership development framework providing competency-based training, mentoring, certification, succession planning, and progression pathways for principals, vice principals, Heads of Department, Deans, supervisors, and system leaders.

Collaborating Ministries and Agencies

Ministry of Tertiary Education and Skills Training; Teaching Service Commission.

Alignment with National Initiatives

Supports Government priorities on leadership development, school improvement, and system performance.

Key Results

- Outputs: Leadership development programmes, mentoring support, and succession pathways implemented.
- Outcomes: Improved leadership effectiveness, stronger succession planning, and enhanced implementation capacity at school and system levels.

Direct Linkages

School Supervision Reform (Project 3.4); ELEVATE TT (Project 3.2); Education Act Review (Project 3.14).

Phase

2025-2026 (Design and setup) | 2026-2028 (Operationalization) | 2028-2030 (Optimization and sustainability).

Project 3.7: Infrastructure Planning, Asset Management, and High-Risk School Remediation

Objective

To improve safety, equity, reliability, and digital readiness of school infrastructure through evidence-based planning, asset management, and risk prioritization.

Rationale

Section 3.10 identifies ageing facilities, incomplete schools, prolonged decanting, uneven accessibility, and digital readiness gaps. Infrastructure planning must therefore be driven by risk, demographic trends, service needs, accessibility, and learning continuity.

Description

Develop and maintain a school infrastructure asset register, infrastructure risk profile, and prioritized remediation plan for high-risk, incomplete, decanted, inaccessible, or digitally unready schools. This project focuses on planning, asset intelligence, prioritization, and high-risk remediation decisions.

Collaborating Ministries and Agencies

Ministry of Finance; Ministry of Planning, Economic Affairs and Development; Ministry of Public Administration and Artificial Intelligence, where digital readiness is involved.

Alignment with National Initiatives

Supports Government infrastructure priorities, social investment, inclusion, school safety, and digital transformation.

Key Results

- Outputs: Infrastructure audit, asset register, risk-prioritized remediation plan, and digital-readiness profile established.
- Outcomes: Improved safety, reduced disruption, stronger capital prioritization, and more equitable learning environments.

Direct Linkages

Capital Investment and Maintenance Programme Optimization (Project 3.10); National School Partnership Programme (Project 3.13); Internet Connectivity (Project 1.6); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Infrastructure audit and priority alignment) | 2026-2028 (Operationalization and implementation) | 2028-2030 (Optimization and sustainability).

Project 3.8: Curriculum and Assessment Modernisation

Objective

To improve curriculum relevance, instructional coherence, and assessment alignment, with priority attention to foundational learning, future-ready skills, and workforce pathways.

Rationale

Sections 3.5 and 3.9 identify persistent foundational learning gaps, over-reliance on high-stakes examinations, limited curriculum responsiveness, and delayed exposure to skills-based pathways.

Description

Implement Curriculum Action Plans and strengthen alignment among curriculum standards, assessment, instructional practice, digital and AI-enabled resources, SEN-responsive strategies, and workforce pathways including TVET.

Collaborating Ministries and Agencies

Ministry of Tertiary Education and Skills Training; Ministry of Labour and Small and Micro Enterprises, where workforce alignment is required.

Alignment with National Initiatives

Supports Government priorities on curriculum modernisation, skills development, digital transformation, and workforce readiness.

Key Results

- Outputs: Curriculum Action Plans implemented and aligned with assessment, professional learning, supervision, digital resources, and TVET pathways.
- Outcomes: Improved curriculum coherence, stronger foundational learning support, and better alignment between education outcomes and workforce needs.

Direct Linkages

Assessment Framework (Project 1.7); ELEVATE TT (Project 3.2); NEXTCLASS (Project 3.3); Continuous Assessment Reform (Project 3.11); TVET Expansion (Project 3.12).

Phase

2025-2026 (Framework modernisation and alignment) | 2026-2028 (Implementation and scaling) | 2028-2030 (Optimization and sustainability).

Project 3.9: EMIS and Data Modernisation

Objective

To strengthen integrated data systems, dashboards, reporting, and decision-making across the education system.

Rationale

Section 3.11 identifies fragmented data systems that limit monitoring, accountability, and early intervention. EMIS modernisation is required to connect student, school, workforce, infrastructure, finance, assessment, and programme data for planning and performance management.

Description

Modernize EMIS and integrate data systems, dashboards, reporting templates, data governance, and user protocols to support evidence-based decision-making, school supervision, student support, infrastructure planning, parent communication, and Results Framework reporting.

Collaborating Ministries and Agencies

Ministry of Public Administration and Artificial Intelligence.

Alignment with National Initiatives

Supports Government priorities on digital governance, service modernisation, data integration, and accountability.

Key Results

- Output: Integrated EMIS, dashboards, reporting protocols, and data governance arrangements implemented.
- Outcomes: Improved decision-making, stronger accountability, faster identification of risks, and better monitoring of Strategic Plan implementation.

Direct Linkages

Computerized Development Tracking System (Project 1.9); Digital Parent Portal (Project 2.2); Supervision Reform (Project 3.4); Infrastructure Planning (Project 3.7); Results Framework (Section 5).

Phase

2025-2026 (Framework modernisation and alignment) | 2026-2028 (Implementation and scaling) | 2028-2030 (Optimization and sustainability).

Project 3.10: Capital Investment and Maintenance Programme Optimization

Objective

To improve efficiency, transparency, and reliability of capital project delivery and preventive maintenance across the school system.

Rationale

Sections 3.10 and 3.12 identify reactive maintenance, low capital investment, incomplete projects, and delivery constraints. This project should focus on execution systems, lifecycle maintenance, procurement coordination, and expenditure tracking, distinct from the planning and risk-prioritization role of Project 3.7.

Description

Strengthen capital project execution, preventive maintenance cycles, lifecycle costing, procurement coordination, project monitoring, and expenditure tracking. This project operationalizes the priorities identified through infrastructure planning and ensures that approved works are delivered on time, within scope, and aligned with learning environment needs.

Collaborating Ministries and Agencies

Ministry of Finance; Ministry of Planning, Economic Affairs and Development.

Alignment with National Initiatives

Supports Government priorities on infrastructure delivery, fiscal discipline, school safety, and value for money.

Key Results

- Outputs: Preventive maintenance framework, capital project monitoring tools, procurement improvements, and expenditure tracking arrangements implemented.
- Outcomes: Reduced maintenance backlog, improved delivery timelines, more reliable school operations, and better alignment between capital investment and strategic priorities.

Direct Linkages

Infrastructure Planning and Asset Management (Project 3.7); National School Partnership Programme (Project 3.13); EMIS and Data Modernisation (Project 3.9); Financing Strategy (Section 8).

Phase

2025-2026 (Process reform and alignment) | 2026-2028 (Implementation and scaling) | 2028-2030 (Optimization and sustainability).

Project 3.11: Continuous Assessment Reform (SEA-CAC)

Objective

To strengthen the national assessment system through a phased, moderated, and curriculum-aligned Continuous Assessment Component within SEA.

Rationale

Section 3.9 identifies over-reliance on high-stakes examinations and underuse of continuous assessment. Reform must therefore be phased and supported by teacher training, moderation, quality assurance, and communication with parents and schools.

Description

Introduce a phased Continuous Assessment Component within SEA, supported by clear standards, teacher training, moderation procedures, data systems, feedback to schools, and safeguards for reliability, fairness, and workload management.

Collaborating Ministries and Agencies

Ministry of Tertiary Education and Skills Training; Ministry of Public Administration and Artificial Intelligence where data systems are required.

Alignment with National Initiatives

Supports Government priorities on assessment reform, curriculum alignment, student learning, and evidence-based teaching.

Key Results

- Outputs: SEA-CAC framework, moderation system, teacher training, communication materials, and implementation protocols developed and rolled out.
- Outcomes: Improved assessment quality, better feedback for learning, reduced dependence on single high-stakes events, and stronger alignment between classroom instruction and curriculum standards.

Direct Linkages

Assessment Framework (Project 1.7); Curriculum Modernisation (Project 3.8); ELEVATE TT (Project 3.2); EMIS and Data Modernisation (Project 3.9).

Phase

2025-2026 (Framework design and pilot readiness) | 2026-2028 (Implementation and rollout) | 2028-2030 (Optimization and sustainability).

Project 3.12: Expansion of TVET in Secondary Schools

Objective

To strengthen technical and vocational pathways, certification, entrepreneurship readiness, and alignment between secondary education and workforce needs.

Rationale

Sections 3.3 and 3.9 identify youth unemployment, skills mismatch, and delayed exposure to technical and vocational pathways. TVET expansion should provide earlier, more diverse, and better-quality pathways for students with different strengths and interests.

Description

Expand TVET programmes across secondary schools, including programme availability, teacher capacity, industry-relevant equipment, certification pathways, career guidance, and links to further education, employment, and entrepreneurship.

Collaborating Ministries and Agencies

Ministry of Tertiary Education and Skills Training; Ministry of Labour and Small and Micro Enterprises; Ministry of Trade, Investment and Tourism, where workforce linkages are required.

Alignment with National Initiatives

Supports Government priorities on skills development, youth employment pathways, entrepreneurship, and workforce readiness.

Key Results

- Output: Expanded TVET programmes, certification pathways, teacher support, and school-industry linkages.
- Outcomes: Improved student access to skills-based pathways, increased certification, and stronger preparation for further education, employment, and entrepreneurship.

Direct Linkages

Curriculum Modernisation (Project 3.8); National School Partnership Programme (Project 3.13); ELEVATE TT (Project 3.2).

Phase

2025-2026 (Framework design) | 2026-2028 (Implementation and rollout) | 2028-2030 (Optimization and consolidation).

Project 3.13: National School Partnership Programme (NSPP)

Objective: To institutionalize transparent, equitable, and accountable partnerships-including corporate, private, community, and diaspora support-to improve school infrastructure, teaching and learning environments, student welfare, and TVET/work-readiness pathways.

Rationale: Sections 3.10 and 3.12 show that infrastructure, digital readiness, student welfare, and TVET needs exceed available capital investment. Partnerships can complement, but not replace, core public financing and should be governed through transparent prioritization, equity safeguards, and legal/tax verification.

Description: The NSPP will use a Whole-School Development model to mobilize external resources for targeted school improvements. Managed by an MoE Steering Committee and Secretariat, the programme will coordinate support through an approved package menu covering Infrastructure and Safety, Teaching and Learning, Student Welfare and Culture, and TVET and Work-Readiness. Any tax incentive or donor-certification mechanism should be legally verified and clearly documented before public communication.

Collaborating Ministries and Agencies: Ministry of Finance; Ministry of Trade, Investment and Tourism; Ministry of People, Social Development and Family Services; Ministry of Public Administration and Artificial Intelligence; Attorney General and Legal Affairs where tax or donor-certification provisions require legal confirmation.

Alignment with National Initiatives: Supports Government priorities on strategic partnerships, infrastructure improvement, social investment, TVET, digital readiness, and transparent resource mobilization.

Key Results

- Outputs: NSPP governance framework, Secretariat, approved package menu, donor-certification process, equity safeguards, and public dashboard established.
- Outcomes: Improved health, safety, learning, TVET, digital, and student welfare environments in targeted schools, with increased private and community participation governed transparently.

Direct Linkages: Learning without Limits (Project 1.1); AI-Enhanced Learning Materials (Project 1.5); Internet Connectivity (Project 1.6); Infrastructure Planning (Project 3.7); Capital Investment and Maintenance (Project 3.10); Continuous Assessment Reform (Project 3.11); TVET Expansion (Project 3.12).

Phase: 2025-2026 (Governance and framework establishment) | 2026-2028 (Implementation and expansion) | 2028-2030 (Optimization and sustainability).

Project 3.14: Review and Modernisation of the Education Act

Objective: To modernize the legislative framework governing the education system to support improved governance, accountability, inclusion, digital transformation, student support, school supervision, data use, parental responsibility, and system performance.

Rationale: Section 3.11 identifies governance, accountability, data, delivery, and coordination challenges that constrain reform implementation. The review should ensure that the legal framework reflects contemporary education priorities and supports the implementation of this Strategic Plan.

Description: Conduct a comprehensive review of the Education Act and related regulations, policies, and administrative instruments. The review should identify provisions requiring amendment, modernisation, repeal, or new regulation to support Strategic Plan 2025-2030 implementation, including school governance, inclusive education, student support, digital and AI-enabled learning, data governance, teacher and leadership systems, parental responsibilities, supervision, accountability, and financing/resource governance.

Collaborating Ministries and Agencies: Ministry of Attorney General and Legal Affairs; Teaching Service Commission; Ministry of Public Administration and Artificial Intelligence; Ministry of Finance; Ministry of Planning, Economic Affairs and Development; denominational and school boards; relevant education stakeholders.

Alignment with National Initiatives: Supports Government priorities on public sector modernisation, accountable governance, education reform, inclusion, digital transformation, child protection, and human capital development.

Key Results

- Outputs: Legislative review report, stakeholder consultation report, legislative reform roadmap, drafting instructions, proposed amendments, and implementation plan.
- Outcomes: Modernized legal framework, clearer institutional roles, stronger accountability, improved governance, and stronger legal support for Strategic Plan reforms.

Direct Linkages: School Supervision Reform (Project 3.4); EMIS and Data Modernisation (Project 3.9); Curriculum and Assessment Modernisation (Project 3.8); Continuous Assessment Reform (Project 3.11); National Education Leadership Academy (Project 3.6); Parental Responsibility Act (Project 2.3); Revised National School Code of Conduct (Project 1.3); CATT-SSSD Realignment (Project 1.10).

Phase: 2025-2026 (Legislative review, gap analysis, and stakeholder consultation) | 2026-2028 (Drafting instructions, Cabinet consideration, legislative drafting, and approval process) | 2028-2030 (Implementation, regulatory alignment, monitoring, and refinement).

Project 3.15: Development of a National AI in Education Policy

Objective: To establish a national policy framework for the safe, ethical, inclusive, accountable, and effective use of Artificial Intelligence in education.

Rationale: AI-enabled tools are increasingly being used to support teaching, learning, assessment, content development, data analysis, school administration, and system planning. Without a clear national policy framework, there is a risk of inconsistent use, inequitable access, weak data protection, academic integrity concerns, over-reliance on unverified tools, and insufficient quality assurance. A National AI in Education Policy is therefore required to guide responsible innovation and ensure that AI supports improved learning outcomes, teacher effectiveness, system efficiency, and student protection.

Description: The project will develop and implement a National AI in Education Policy for the education system. The policy will define principles, standards, roles, safeguards, and accountability arrangements for the use of AI by students, teachers, school leaders, Ministry divisions, and approved partners. It will address AI-supported teaching and learning, digital content development, student use of AI, academic integrity, assessment support, data protection, privacy, cybersecurity, equity and inclusion, accessibility, procurement and approval of AI tools, quality assurance, teacher professional judgment, and periodic policy review.

Collaborating Ministries and Agencies: Ministry of Public Administration and Artificial Intelligence; Office of the Attorney General and Ministry of Legal Affairs; Ministry of Tertiary Education and Skills Training; Ministry of Digital Transformation or relevant ICT agencies, where applicable; Teaching Service Commission, where policy implications affect teachers and school leadership; and other relevant regulatory, legal, cybersecurity, and data governance bodies.

Alignment with National Initiatives: Supports Government policy on digital transformation, responsible AI adoption, education modernization, child protection, data governance, workforce readiness, innovation, and accountable public-sector transformation.

Key Results

- Outputs: National AI in Education Policy developed, consulted on, approved, disseminated, and supported by implementation guidelines, acceptable-use protocols, data-protection safeguards, tool-review standards, and training/sensitisation materials.
- Outcomes: Safer, more consistent, ethical, inclusive, and effective use of AI across schools and Ministry systems; improved confidence among educators, parents, and students; stronger governance of AI-enabled tools; and better alignment between innovation, learning outcomes, and student protection.

Direct Linkages: National AI in Education Training Programme (3.1); ELEVATE TT (3.2); NEXTCLASS (3.3); AI-Enhanced Learning Materials (1.5); Internet Connectivity and Bandwidth Expansion (1.6); National Student Assessment, Diagnostics and Learning Improvement Framework (1.7); Computerized Development Tracking System (1.9); EMIS and Data Modernization (3.9); Curriculum and Assessment Modernization (3.8); Continuous Assessment Reform (SEA–CAC) (3.11); and Digital Parent Portal (2.2).

Phase: 2025-2026 (Policy drafting, stakeholder consultation, legal/technical review, Cabinet or Ministerial) | 2026-2028 (Implementation of protocols, school-level guidance, AI tool-review arrangements, data-protection safeguards, and training/sensitisation across schools and Ministry divisions) | 2028-2030 (Institutionalisation, compliance monitoring, periodic review, and updating of the policy in response to emerging technologies, risks, and educational needs).

The following table summarizes all projects by each Pillar.

Table 13: Project Summary by Pillar

PILLAR 1 - FOCUS ON CHILDREN	
Project No.	Project Title
1.1	Learning without Limits: A Laptop for Every Child
1.2	School Alliance for Education Support and Safety (Police in Schools Programme)
1.3	Revised National School Code of Conduct
1.4	School Cafeteria and Nutrition Policy
1.5	AI-Enhanced Learning Materials
1.6	Internet Connectivity and Bandwidth Expansion
1.7	National Student Assessment, Diagnostics and Learning Improvement Framework
Sub-Projects	Project Title
1.7.1	Trinidad and Tobago National Learning Assessment (TTNLA)
1.7.2	Lower Secondary Proficiency Examinations (LSPE)
1.7.3	School Climate and Student Well-Being Surveys
1.7.4	Value-Added and Performance Analytics
Project No.	Project Title
1.8	Universal Screening: Promoting Early Assessment for Resilient Learners (PEARL)
1.9	Computerized Development Tracking System
1.10	Institutional Realignment of the Children's Authority of Trinidad and Tobago (CATT) and the Student Support Services Division (SSSD)
1.11	After-School Study Centres (ASSC)
PILLAR 2 - FOCUS ON PARENTS	
Project No.	Project Title
2.1	National Parental Training and Support Programme (NPTSP)
2.2	Digital Parent Portal
2.3	Parental Responsibility Act
PILLAR 3 - FOCUS ON THE EDUCATION SYSTEM	
Project No.	Project Title
3.1	National AI in Education Training Programme
3.2	ELEVATE TT - National Professional Learning System
3.3	NEXTCLASS - AI-Enabled Instructional Practice System
3.4	School Supervision Division Reform
3.5	Restructure of the Teacher Professional Development Unit
3.6	National Education Leadership Academy
3.7	Infrastructure Planning, Asset Management, and High-Risk School Remediation
3.8	Curriculum and Assessment Modernisation
3.9	Education Management Information System (EMIS) and Data Modernisation
3.10	Capital Investment and Maintenance Programme Optimization
3.11	Continuous Assessment Reform (SEA-CAC)
3.12	Expansion of TVET in Secondary Schools
3.13	National School Partnership Programme (NSPP)
3.14	Review and Modernisation of the Education Act
3.15	National AI in Education Policy

SECTION 5: RESULTS FRAMEWORK

5.1 Purpose of the Results Framework

The Results Framework establishes how the Ministry of Education will measure, monitor, and report progress in implementing the Strategic Plan 2025-2030. It provides a structured mechanism for translating the Strategic Goals, Objectives, and Projects outlined in Section 4 into measurable results, ensuring that implementation remains focused on outcomes rather than activity completion.

The Results Framework serves four primary purposes:

- to define what success looks like for the education system over the 2025-2030 period;
- to provide clear performance indicators, baselines, and targets aligned with strategic priorities;
- to strengthen accountability at project, pillar, and system levels; and
- to support evidence-based decision-making and adaptive management throughout implementation.

The Framework is designed to reflect both outcome-level improvements-such as student learning, well-being, school climate, equity, and system performance-and the delivery of key system reforms, including early screening and follow-up, curriculum modernisation, continuous assessment, digital transformation, structured parental engagement, infrastructure improvement, governance reform, and legislative modernisation. It distinguishes between output indicators, system-readiness indicators, and outcome indicators, and does not infer impact where available data measure participation or implementation only.

5.2 Results Chain and Theory of Change

The Results Framework is structured around a clear results chain, linking resources and activities to outputs, outcomes, and long-term impact. This ensures that strategic interventions contribute directly to sustained improvements in student outcomes and system performance.

The results chain operates as follows:

- Inputs - financial, human, and institutional resources committed to implementation;
- Activities - actions undertaken through approved projects and initiatives;
- Outputs - tangible deliverables produced, such as trained personnel, systems implemented, policies rolled out, facilities upgraded, and support protocols established;
- Outcomes - measurable changes in performance, behaviour, engagement, access, or system functioning; and
- Impact - sustained improvement in learning outcomes, equity, safety, student well-being, and education system effectiveness.

This results chain reflects the Strategic Plan's theory of change: that targeted, well-sequenced interventions-supported by strong institutions, integrated data systems, structured parental

engagement, a Support and Safety model for student well-being, stronger teacher and leadership capacity, and evidence-based decision-making-will lead to improved learning outcomes, safer and more supportive schools, more equitable access to services, and a more resilient education system.

Several initiatives function as system enablers within the results chain. These include digital platforms, EMIS modernisation, student tracking systems, professional learning systems, Curriculum Action Plans, supervision reform, parent engagement tools, and legislative reform processes, all of which strengthen coherence between activities and outcomes across the three pillars.

5.3 Alignment with Strategic Pillars and Projects

The Results Framework is explicitly aligned to the three Strategic Pillars of the Plan, ensuring coherence between priorities, projects, and performance measurement.

Each project outlined in Section 4 is mapped to one or more outcomes and output indicators within this Results Framework. This ensures a clear line of sight between policy intent, implementation, and measurable results, and allows progress to be tracked consistently across pillars and over time.

Where initiatives contribute across multiple pillars, indicators are assigned based on their primary outcome contribution, while recognizing cross-cutting impacts.

Pillar 1 - Focus on Children

Results under this pillar emphasize:

- student learning outcomes in literacy, numeracy, Mathematics, and priority subject areas;
- student well-being, school climate, safety, behaviour, and reintegration support;
- equity in access to ECCE, SEN support services, digital resources, connectivity, and learning opportunities; and
- early identification, timely intervention, referral completion, and continuity of student support.

Key reforms under this pillar-including Universal Screening (PEARL), the Assessment and Diagnostics Framework, school climate and well-being monitoring, digital access initiatives, SEN support, student support services, and the Support and Safety model-are reflected in indicators related to learning outcomes, attendance, suspensions, serious incidents, reintegration support, school climate, screening coverage, and access to support services.

Pillar 2 - Focus on Parents

Results under this pillar capture:

- parental capacity to support learning, attendance, behaviour, and well-being;
- quality, frequency, and consistency of home-school communication and engagement;
- sustained participation, completion, follow-up, and use of parent support services and digital tools;
- parent-teacher perception gaps and evidence of improved partnership; and
- implementation of support-first referral, support, and accountability protocols linked to parental responsibility.

Projects such as the National Parental Training and Support Programme, the Digital Parent Portal, and the Parental Responsibility Act are reflected in indicators measuring participation, completion and follow-up, engagement quality, effectiveness, active portal use, parent-teacher perception gaps, and implementation of a strengthened parental responsibility framework.

Pillar 3 - Focus on the Education System

Results under this pillar focus on:

- workforce capacity, leadership effectiveness, time-to-fill critical posts, and structured professional learning;
- implementation quality of curriculum, assessment, Curriculum Action Plans, Continuous Assessment (SEA-CAC), and diagnostic systems;
- expansion of technical and vocational pathways, certification, and alignment with workforce needs;
- safe, accessible, inclusive, digitally ready, and well-maintained school infrastructure;
- transparent school partnerships, capital delivery, and preventive maintenance systems;
- governance effectiveness, supervision quality, EMIS dashboards, data quality, and accountability; and
- alignment of financing, procurement, legislation, and resource use with strategic priorities.

Projects under this pillar-including ELEVATE TT, NEXTCLASS, EMIS, supervision reform, infrastructure remediation, Continuous Assessment reform, TVET expansion, the National School Partnership Programme, National AI in Education Policy and the Review and Modernisation of the Education Act-are reflected in indicators related to teacher capacity, curriculum implementation, system performance, infrastructure outcomes, governance, data quality, public accountability, financing, and legislative reform.

Cross-Pillar Integration

The Results Framework also captures cross-cutting reforms that operate across multiple pillars, including:

- assessment, diagnostics, school climate surveys, and student tracking systems supporting both learning outcomes and student support;
- digital and AI-enabled tools supporting curriculum delivery, professional development, student learning, parent communication, and system monitoring;
- integrated student support systems linking education, health, social services, school safety, and parental engagement; and
- governance, financing, legislative reform, and data systems enabling implementation across all three pillars.

This integrated approach ensures that the Results Framework reflects not only individual project delivery, but also the combined impact of reforms across the system.

5.4 Performance Indicators, Baselines, and Targets

Performance under the Strategic Plan will be tracked using a structured set of indicators designed to measure both delivery of key reforms and their impact on student outcomes and system performance.

Indicators are organized into three categories:

- Outcome indicators, which measure changes in learning outcomes, behaviour, access, engagement, school climate, and system effectiveness;
- Output indicators, which measure the delivery and coverage of project interventions; and
- Process and readiness indicators, which track implementation progress, system readiness, data quality, and enabling conditions.

Indicators have been selected to reflect the core reforms outlined in Section 4, including early screening and intervention, curriculum and assessment modernisation, continuous assessment (SEA-CAC), digital transformation, workforce development, infrastructure improvement, parental engagement, school safety, governance reform, and legislative modernisation.

Indicator Design Principles

Indicators used in this Results Framework are designed to:

- be clearly defined, measurable, and aligned with strategic objectives;
- reflect both system performance and reform implementation;
- use existing data sources wherever possible, including EMIS, assessment data, supervision reports, HR records, discipline records, survey data, infrastructure reports, portal analytics, and programme data;

- distinguish between participation, implementation, and outcome improvement; and
- be disaggregated by level, district, gender, school type, and relevant equity dimensions where data are available to support targeted intervention.

Baseline and Target Approach

Baselines are anchored to the most recent validated data available, primarily 2024/25 data presented in Section 3 and Annex B. Where data are incomplete, where a data discrepancy has been identified, or where a new system is being introduced, the baseline will be established or validated during the initial phase of implementation (2025-2026) before numeric targets are finalized. This is especially important for suspension rates, serious incidents, school climate, parent engagement quality, PEARL follow-up, the Digital Parent Portal, EMIS dashboards, SEA-CAC, ELEVATE TT, NEXTCLASS, and NSPP indicators.

Targets are structured across three horizons:

- Milestone / Annual Targets - used selectively for delivery, readiness, data-quality, and system-functionality indicators;
- Mid-Term Targets (2027-2028) - used to assess consolidation, coverage, and early outcome trends; and
- End-of-Plan Targets (2030) - used to assess sustained system improvements and impact.

This phased approach reflects the sequencing of reforms and recognizes that improvements in learning outcomes, school climate, parental engagement, and system performance require sustained implementation over time.

Core Indicator Areas

- Learning Outcomes (Literacy and Numeracy): performance in SEA, TTNLA, CSEC Mathematics and English, and the distribution of students across proficiency bands, with particular attention to Mathematics and students below proficiency thresholds.
- Assessment, Diagnostics, and Continuous Assessment: implementation of TTNLA, LSPE, SEA-CAC, school climate and student well-being surveys, value-added analytics, moderation reliability, and the use of assessment data to guide instructional response.
- Student Well-Being, Behaviour, and School Climate: attendance, verified suspension rates, serious incidents, school climate and student well-being indices, support/referral completion, and post-suspension reintegration.
- Access, Equity, and Inclusion: ECCE enrolment, SEN assessment and support coverage, time from identification to intervention, district disparities, and access to digital learning devices and connectivity.
- Parental Engagement and Home-School Partnership: NPTSP participation, completion and follow-up; Digital Parent Portal active use; parent engagement index; parent-teacher communication/perception gaps; and support-first referral/accountability protocols.

- **Digital and AI Integration:** access to functional devices, reliable connectivity, AI-enabled learning resources, teacher training, active platform usage, approval and implementation of the National AI in Education Policy, proportion of schools and Ministry divisions sensitized or trained on AI policy requirements, proportion of approved AI-enabled tools reviewed against national policy, data protection, curriculum, and quality-assurance standards, and reported compliance with responsible AI use protocols.
- **Workforce, Leadership, and Professional Learning:** teacher and leadership vacancy rates, time-to-fill critical posts, professional learning completion and classroom application, leadership development, and instructional supervision quality.
- **Curriculum, Assessment, and TVET Reform:** Curriculum Action Plan implementation quality, SEA-CAC coverage and moderation, TVET availability, enrolment, certification, and progression pathways.
- **Infrastructure, Facilities, and School Partnerships:** high-risk/decanted schools, accessibility and digital readiness, maintenance backlog, capital delivery, and NSPP partnership support.
- **Governance, Data, Financing, and Accountability:** EMIS dashboards, data completeness and quality, performance reporting, procurement/project delivery, expenditure alignment, and financing linked to strategic priorities.
- **Legislative Reform and Policy Alignment:** progress on the Parental Responsibility Act and the review and modernisation of the Education Act, including consultation, drafting instructions, Cabinet consideration, legislative drafting, and implementation readiness.

5.5 Accountability, Monitoring, and Reporting

Accountability for results under the Strategic Plan 2025-2030 will be exercised at multiple levels of the education system, supported by structured monitoring, reporting, validation, and review mechanisms. This approach ensures that implementation remains focused on outcomes, that performance is tracked consistently, and that corrective action is taken where required.

Accountability Structure

Accountability is defined across three levels:

Project-Level Accountability

- execution of project activities and milestones;
- collection, validation, and timely submission of performance data;
- identification of implementation risks and data-quality issues; and
- initiation of corrective actions where required.

Pillar-Level Oversight

- monitoring progress against pillar-level outcomes;
- identifying cross-cutting implementation and data-quality issues;
- ensuring coordination across projects and divisions; and
- supporting timely decision-making and resource allocation.

System-Level Accountability

- integration of project and pillar performance into system-wide reporting;
- alignment with Cabinet oversight and national performance frameworks;
- coordination with relevant Ministries and agencies for cross-cutting reforms; and
- public reporting on key outcomes, subject to data validation and appropriate reporting protocols.

Monitoring and Reporting Framework

Performance information will be reported through a structured and tiered framework:

Quarterly Performance Monitoring

- track progress against key indicators and milestones;
- identify implementation risks, bottlenecks, and data-quality concerns;
- support timely corrective action; and
- provide a consolidated view of performance across pillars.

Annual Education Sector Performance Reports

- provide a comprehensive assessment of progress against Strategic Goals and Intended Outcomes;
- present validated performance data across indicators;
- identify areas of underperformance and required corrective actions; and
- support transparency and public accountability.

Cabinet and National Reporting

- periodic reporting to Cabinet on progress, risks, and key outcomes;
- integration with national performance monitoring systems; and
- alignment with statutory and parliamentary reporting obligations.

Use of Performance Information

Monitoring and reporting will focus not only on tracking progress, but also on supporting decision-making and continuous improvement. Performance information will be used to inform sequencing, guide resource allocation, trigger targeted intervention, strengthen accountability, and identify indicators or targets requiring refinement following baseline validation.

Corrective Action and Performance Management

Where performance falls below expected levels, implementing divisions will identify causes and propose corrective actions, pillar-level oversight will support resolution of cross-cutting issues, and system-level reviews will determine whether adjustments to strategy, sequencing, indicators, data systems, or resource allocation are required.

Alignment with Results Framework and Implementation

The accountability, monitoring, and reporting arrangements outlined in this section are directly linked to the Results Framework, which defines indicators, baselines, targets, and data sources, and to the Implementation and Governance Framework, which defines roles, sequencing, and delivery arrangements. Together, these elements ensure that the Strategic Plan operates as a coherent, result-driven, and accountable framework for reform.

5.6 Adaptive Management and Continuous Improvement

The Strategic Plan 2025-2030 is designed to support adaptive management, recognizing that large-scale education reform requires learning, adjustment, and refinement over time. While the Strategic Goals, Objectives, and Intended Outcomes of the Plan are fixed, implementation approaches, sequencing, delivery mechanisms, indicators, and targets may be adjusted based on validated evidence and system performance.

Adaptive management ensures that the Strategic Plan remains responsive to changing conditions while maintaining strategic discipline and accountability for results.

Use of Evidence and Performance Data

- assess progress against indicators and targets;
- identify areas of underperformance or implementation challenges;
- understand the causes of variation in outcomes across schools and districts;
- identify data gaps requiring validation or new collection methods; and
- inform timely adjustments to implementation strategies.

Data sources will include EMIS, national assessments, school climate and parent engagement surveys, supervision reports, programme records, portal analytics, HR records, infrastructure reports, discipline records, and other validated data systems.

Adjustment of Implementation Approaches

- refinement of project sequencing and prioritization;
- modification of delivery approaches or operational models;
- reallocation of resources to high-impact or high-need areas;
- strengthening support mechanisms for schools, teachers, parents, and students; and
- revision of baselines or targets where validated data show that initial assumptions require adjustment.

Learning and System Improvement

- improve programme design and delivery;
- strengthen institutional capacity;
- enhance coordination across projects and pillars; and
- support scaling effective practices across schools and districts.

Transparency and Documentation

- documented and justified based on evidence;
- reviewed through established performance management processes; and
- communicated through formal reporting mechanisms.

Link to Risk Management and Implementation

Adaptive management operates in conjunction with Risk Management (Section 7), which identifies and mitigates implementation risks, and the Implementation and Governance Framework (Section 6), which defines delivery structures and sequencing. Together, these elements ensure that the Strategic Plan remains stable in direction and responsive in execution.

5.7 Pillar-Level Outcomes and Indicators

This subsection defines the primary outcomes the Ministry of Education seeks to achieve under each Strategic Pillar and the core indicators used to track progress.

These outcomes and indicators provide the critical link between the Strategic Priorities and Projects outlined in Section 4 and the measurement and reporting framework set out in Section 5.

Indicators will be used for pillar-level performance monitoring, aggregated for system-wide reporting, and disaggregated where appropriate to support equity-focused decision-making. Indicator selection and emphasis will reflect the scope, sequencing, and focus of specific projects. Not all indicators apply uniformly across all schools or interventions.

5.7.1 Pillar 1 - Focus on Children: Outcomes and Indicators

Pillar-Level Outcomes

- student learning outcomes, particularly in literacy, numeracy, and Mathematics;
- student well-being, safety, school climate, and positive behaviour;
- equity in access to ECCE, SEN support, digital learning tools, connectivity, services, and learning opportunities; and
- early identification, timely intervention, referral completion, and continuity of support for learning, developmental, and well-being needs.

Core Indicators

- mean and distribution of student performance in SEA, TTNLA, and CSEC Mathematics and English;
- proportion of students meeting defined proficiency benchmarks at key stages;
- coverage and timeliness of early screening, referral, and follow-up interventions under PEARL;
- student attendance rates, verified suspension rates, serious incident rates, and reintegration support completion;
- school climate and student well-being index results;
- ECCE enrolment, SEN assessment and support coverage, and access to counselling or student support services; and
- proportion of students with access to functional digital learning devices and reliable connectivity.

5.7.2 Pillar 2 - Focus on Parents: Outcomes and Indicators

Pillar-Level Outcomes

- increased parental capacity to support learning, attendance, behaviour, and well-being;
- stronger and more consistent home-school partnerships;
- sustained parental engagement across schools and districts;
- improved quality of parent-teacher communication and reduced perception gaps; and
- clearer expectations and accountability for parental responsibility in relation to attendance, behaviour, learning support, and engagement with schools.

Core Indicators

- NPTSP participation, completion, and follow-up rates;
- proportion of parents actively using the Digital Parent Portal;
- frequency and quality of home-school communication;
- parent engagement index and parent-teacher communication/perception gap;
- schools implementing structured parental engagement frameworks;
- parent support/referral protocols applied in targeted cases;
- Parental Responsibility policy framework developed and approved;
- Parental Responsibility Bill advanced through the approval and legislative process; and
- schools applying parental responsibility referral, support, and accountability protocols.

5.7.3 Pillar 3 - Focus on the Education System: Outcomes and Indicators

Pillar-Level Outcomes

- improved workforce capacity, leadership effectiveness, and professional practice;

- consistent implementation of curriculum, assessment, diagnostic, and instructional reforms;
- expansion of technical and vocational pathways aligned with workforce needs;
- safe, inclusive, accessible, digitally enabled, and well-maintained school infrastructure;
- transparent and effective school partnership mechanisms;
- stronger governance, supervision, EMIS, data quality, and accountability systems;
- modernized legislative and policy frameworks that clarify roles, responsibilities, accountability, and enabling conditions for system reform; and
- improved alignment of financing, procurement, and resource use with strategic priorities.

Core Indicators

Workforce and Leadership

- teacher vacancy rates and time-to-fill critical posts;
- leadership vacancy rates for Principals, Vice Principals, and Heads of Department;
- proportion of teachers and leaders completing structured professional development programmes; and
- frequency and quality of instructional supervision, coaching, and CAP follow-up.

Curriculum, Assessment, and TVET Reform

- schools implementing Curriculum Action Plans;
- proportion of schools implementing Continuous Assessment (SEA-CAC);
- assessment moderation reliability and consistency;
- student participation in TVET programmes and certification attainment; and
- improvement trends in student learning outcomes aligned to curriculum reforms.

Digital and AI Integration

- proportion of schools with reliable internet connectivity;
- proportion of students with access to functional digital learning devices;
- proportion of teachers trained in AI-enabled instruction; and
- usage rates of approved digital and AI-enabled learning platforms.

Infrastructure and Facilities

- number of high-risk and decanted schools;
- progress in completion of incomplete school facilities;
- maintenance backlog indicators;
- infrastructure accessibility and digital-readiness status; and
- capital projects delivered on schedule and on budget.

Governance, Data, Partnerships, and Legislative Reform

- availability and active use of EMIS dashboards and reporting systems;
- data completeness and quality index;
- timeliness and quality of supervision and performance reporting;
- procurement and project delivery timelines;
- NSPP partnerships approved, schools supported, value/type of support, and public dashboard operation;
- proportion of expenditure aligned with strategic priorities;
- Education Act review completed;
- legislative reform roadmap approved; and
- Education Act amendments advanced through the approval and legislative process.

5.7.4 Use of Indicators Across the System

- mapped to project-level indicators to ensure alignment between delivery and outcomes;
- reviewed periodically to ensure continued relevance and data quality;
- used to inform corrective action, resource allocation, and policy refinement; and
- updated where baseline validation, system readiness, or implementation evidence requires adjustment.

Indicators will be applied flexibly, reflecting differences in school context, intervention scope, and implementation stage, while maintaining consistency in system-level reporting.

5.8 Indicator Tables, Baselines, and Targets

This subsection sets out the indicator tables, baseline references, and target horizons for monitoring implementation of the Strategic Plan 2025-2030. The tables operationalize the Results Framework by specifying what will be measured, how progress will be assessed over time, and how performance information will be used to support decision-making and accountability.

Consistent with the adaptive management approach outlined in Sections 5.1-5.7, the Results Framework applies a phased and mixed target architecture:

- Baselines anchored to validated data presented in Section 3 and Annex B where available;
- Baseline validation or establishment in 2025/26 where data are incomplete, inconsistent, or dependent on new systems;
- Annual or milestone targets used selectively for delivery, readiness, and data-quality indicators;

- Mid-term targets (2027/28) used to assess consolidation, coverage, and early outcome trends; and
- End-of-plan targets (2030) are used to assess sustained system improvements.

Where indicators relate to new initiatives or systems not yet in operation, baselines will be established during the initial phase of implementation (2025-2026).

5.8.1 Baseline and Target-Setting Approach

- Baselines are derived from validated data sources, including national assessments, EMIS and supervision records, HR data, discipline records, school climate and parent engagement surveys, infrastructure audits, portal analytics, and programme records.
- Targets reflect implementation sequencing, system capacity, and resource constraints and are designed to track progress rather than imply uniform annual improvement.
- Indicators will be disaggregated by level, district, gender, school type, and relevant equity dimensions where data are available.
- New systems, including CAC, EMIS enhancements, digital platforms, PEARL, the Digital Parent Portal, ELEVATE TT, NEXTCLASS, and NSPP, will initially be measured through coverage, functionality, active use, and data-quality indicators before transitioning to outcome measures.
- Numeric baselines will be inserted or validated during implementation where systems are not yet operational or where data quality issues require resolution.

Table 14: Pillar 1 - Outcome, Output, and Milestone Indicators

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
Literacy proficiency (SEA / TTNLA / CSEC English)	Validated 2024/25 assessment baseline (Section 3.5, Tables 3-7)	Annual improvement trajectory established by level and district	Measurable improvement in proficiency and reduced low-performance share	Sustained improvement and reduced performance gaps	SEA / TTNLA / CSEC	Annual
Numeracy proficiency (SEA / TTNLA / CSEC Mathematics)	Validated 2024/25 assessment baseline (Section 3.5, Tables 3-7)	Annual improvement trajectory established by level and district	Measurable improvement in Mathematics proficiency	Sustained improvement in Mathematics outcomes and reduced low-performance share	SEA / TTNLA / CSEC	Annual
Student attendance rate	Baseline to be validated through EMIS / attendance records in 2025/26	Attendance reporting standardized and baseline confirmed	Improved consistency in attendance, especially in targeted schools	Sustained high attendance with intervention triggers in place	EMIS / school records	Termly
Student suspension rate per 1,000 students	2024/25 discipline baseline to be verified and reconciled (Section 3.6; Annex B Figures B6-B7 and Tables B12-B13)	Verified baseline; reduction milestones set by level, district, gender, and severity	Reduction in verified suspension rate and repeat suspensions	Sustained lower suspension rate supported by prevention and reintegration protocols	EMIS / discipline records	Termly
Serious incident rate by severity	Baseline to be established from	Incident classification and reporting protocol implemented	Reduction in serious incidents	Sustained reduction and routine reporting	Discipline / safety records	Termly

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
	discipline and safety records in 2025/26		in targeted/high-risk schools	of serious incidents		
School climate and student well-being index	2024 survey baseline where approved, or Baseline Year 1	Survey instrument confirmed and reporting cycle established	Improved school climate and well-being scores in targeted schools	Sustained positive school climate and well-being trends	School climate / well-being surveys	Annual
Schools implementing Support and Safety protocols	Baseline Year 1	Protocols piloted in targeted schools	Majority of targeted schools implementing prevention, referral, reintegration, and safety procedures	System-wide implementation in line with risk prioritization	School reports / supervision / SSSD	Termly
Post-suspension reintegration and support plans completed	Baseline Year 1	Reintegration template and reporting protocol established	Majority of eligible students receive documented reintegration support	Reintegration support embedded as routine practice	Discipline records / SSSD / school reports	Termly
PEARL screening coverage with completed follow-up	Pilot or Year 1 baseline	Screening and referral workflow implemented at priority entry points	Majority coverage with documented follow-up for identified students	Universal or near-universal coverage at approved screening points	Programme data / SSSD / EMIS	Annual
ECCE enrolment rate	Baseline from Section 3.4 / Annex B Figure B4	Annual ECCE access milestones established	Measurable increase in ECCE participation, especially underserved areas	Progress toward national ECCE access target	EMIS / ECCE records	Annual

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
SEN support coverage	Baseline to be established from SSSD and programme records	Identification, assessment, and support records standardized	Increased proportion of identified students receiving appropriate support	Sustained SEN support coverage and reduced delays	SSSD / programme data	Annual
Students with access to functional learning devices	Baseline from Section 3.4, Table 2, with functionality/access verification	Device access audit and rollout milestones established	Near-universal access for targeted cohorts and vulnerable students	Sustained equitable access to functional devices	Programme data / ICT reports	Annual
Schools with reliable connectivity	Baseline from ICT reports / Section 3.4	Connectivity standards and reporting established	Majority of schools meet approved reliability and bandwidth standards	Full system readiness for digital and AI-enabled learning	ICT reports	Annual

Table 15: Pillar 2 - Outcome, Output, and Milestone Indicators

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
NPTSP participation, completion, and follow-up rate	2024/25 participation baseline from Section 3.7, Table 8; completion/follow-up baseline Year 1	Training framework, modules, and follow-up protocol implemented	Sustained participation with improved completion and follow-up rates	Institutionalized parent support programme with routine follow-up	Programme data / NPTSP records	Annual
Parent engagement index	2024 School Climate / Parent Involvement Survey where approved, or Baseline Year 1	Index methodology confirmed and baseline established	Stable or improving engagement index across levels and districts	Sustained high engagement and reduced gaps across districts	Surveys / portal analytics	Annual
Parent-teacher communication and perception gap	2024 survey baseline where approved, or Baseline Year 1	Baseline gap measured by level and district	Reduced perception gap, especially at secondary level	Sustained improvement in parent-teacher communication and partnership	School climate / parent involvement surveys	Annual
Schools implementing structured parental engagement framework	Baseline Year 1	Framework piloted and implementation guidance issued	Majority of schools implementing structured engagement and follow-up	System-wide practice embedded in school improvement processes	EMIS / school reports / supervision	Annual
Active users of Digital Parent Portal	Baseline Year 1	Portal piloted; active-use definition confirmed	Majority of registered parents actively using portal functions	Sustained active use with response/follow-up analytics	Portal analytics	Quarterly

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
Parent support/referral protocols applied	Baseline Year 1	Referral and support-first protocols developed and piloted	Majority coverage in targeted schools	System-wide application of referral, support, and escalation protocols	School reports / SSSD / NPTSP	Annual
Parental Responsibility policy framework developed	Not in place	Framework drafted and consulted	Framework approved and implementation planning completed	Implemented and monitored within support-first framework	MoE / Legal Affairs / Cabinet records	Semi-annual
Parental Responsibility Bill advanced through approval process	Not in place	Drafting instructions prepared	Draft Bill submitted for consideration	Legislation enacted or submitted for enactment	MoE / Legal Affairs / Cabinet records	Semi-annual
Schools applying parental responsibility referral, support, and accountability protocols	Baseline Year 1	Protocols developed and piloted	Majority coverage in targeted schools	System-wide practice aligned with legislation and support systems	EMIS / school reports / SSSD	Annual

Table 16: Pillar 3 - Outcome, Output, and Milestone Indicators

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
Teacher vacancy rate	Validated 2024/25 baseline from Section 3.8, Table 9	Vacancy data disaggregated by level, district, and subject; reduction trajectory set	Sustained reduction in critical vacancies	Vacancy levels stabilized within approved thresholds	HR / TSC	Quarterly
Leadership vacancy rate	Validated 2024/25 baseline from Section 3.8, Table 9	Priority posts identified and filling plan implemented	Leadership pipeline stabilized	Succession planning strengthened and sustained	HR / TSC	Quarterly
Time to fill critical teaching and leadership posts	Baseline Year 1	Time-to-fill measure established for priority posts	Reduced appointment/filling delays	Predictable and timely filling of critical posts	HR / TSC	Quarterly
Professional learning completion and classroom application	Baseline Year 1	ELEVATE TT / AI / NEXTCLASS pathways launched with completion tracking	Majority of targeted teachers complete pathways and demonstrate classroom application	Professional learning embedded in routine practice	ELEVATE TT / supervision reports	Annual / termly
Instructional supervision with feedback and CAP follow-up	Baseline Year 1	Revised supervision rubric and reporting implemented	Majority of schools receive documented instructional feedback and CAP follow-up	Instructional supervision institutionalized	Supervision reports	Termly

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
Schools implementing Curriculum Action Plans (CAPs)	Baseline to be validated from supervision records	CAP implementation quality criteria established	Majority of schools implementing CAPs with monitored progress	System-wide embedded CAP cycle	Supervision reports	Termly
Schools implementing SEA-CAC	Baseline Year 1	Pilot and rollout milestones achieved	Majority coverage with moderation system in place	Full implementation subject to policy approval and readiness	Assessment reports	Annual
Assessment moderation reliability	Baseline Year 1	Moderation standards and data capture established	Improved consistency of scoring across participating schools	Reliable moderation system institutionalized	Assessment Division	Annual
Students enrolled in TVET programmes	Baseline to be validated from programme records	TVET expansion milestones established	Increased participation and wider programme availability	Sustained high participation in approved TVET pathways	Programme data / schools	Annual
TVET certification / CVQ attainment rate	Baseline to be validated with CXC / NTA / programme records	Certification tracking standardized	Measurable improvement in certification attainment	Sustained certification improvement and pathway progression	CXC / NTA / programme data	Annual
Teachers trained in AI/digital instruction	Baseline Year 1	Training rollout and completion tracking established	Majority of targeted teachers trained	System-wide capability for approved digital	ELEVATE TT / training records	Annual

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
				and AI-enabled tools		
National AI in Education Policy approved	No comprehensive national AI in Education Policy	Drafting, consultation, legal/technical review, and approval process completed	Policy implementation commenced, with protocols and guidance issued	Policy institutionalised and reviewed periodically	Policy / Legal / ICT Reports	Annual
Schools and divisions oriented on AI policy requirements	Baseline Year 1	Sensitisation and training rollout initiated	Majority of schools and relevant divisions covered	System-wide coverage maintained and refreshed	Training Records / Policy Implementation Reports	Annual
Approved AI-enabled tools reviewed against policy standards	Baseline Year 1	Tool review criteria established	Majority of approved tools reviewed against standards	Review process institutionalised	ICT / Curriculum / Procurement Records	Annual
EMIS dashboards operational and actively used	Fragmented systems noted in Section 3.11	Core dashboards live and data-owner roles confirmed	Integrated dashboards used for review and corrective action	Dashboards fully institutionalized in planning and reporting	EMIS / monitoring reports	Quarterly / annual
Data completeness and quality index	Baseline Year 1	Data-quality standards and validation cycle established	Improved completeness, timeliness, and accuracy across priority datasets	Sustained data quality for system-wide reporting	EMIS / monitoring reports	Quarterly
High-risk / decanted schools	Baseline to be validated from infrastructure	Risk classification and remediation	Significant reduction in high-	High-risk/decanted schools eliminated	Infrastructure reports	Annual

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
	records (Section 3.10)	milestones established	risk/decanted schools	or reduced to minimal levels		
Infrastructure accessibility and digital-readiness status	Baseline Year 1 or infrastructure audit	Audit tool and reporting standards implemented	Majority of priority schools meet accessibility and digital-readiness thresholds	Safe, inclusive, digitally ready learning environments expanded system-wide	Infrastructure / ICT reports	Annual
Capital projects delivered on schedule and on budget	Baseline to be validated from finance/infrastructure records	Delivery and procurement milestones tracked	Improved on-time and on-budget delivery rate	Stable capital delivery performance	Finance / infrastructure reports	Annual
Maintenance backlog reduction	Baseline Year 1 / infrastructure audit	Maintenance backlog quantified and prioritized	Measurable reduction in priority backlog	Preventive maintenance cycle institutionalized	Infrastructure reports	Annual
NSPP partnerships approved and schools supported	Baseline Year 1	NSPP governance, approval, and reporting mechanisms established	Increased number/value/type of approved partnerships and schools supported	Sustained transparent partnership support aligned to priority needs	NSPP Secretariat / dashboard	Semi-annual
NSPP public dashboard operational	Not in place	Dashboard requirements approved and pilot launched	Dashboard publicly reports approved partnership support	Dashboard institutionalized with routine updates	NSPP Secretariat / MoE website	Semi-annual
Education Act review completed	Not completed	Review initiated and consultation plan approved	Review completed	Reform roadmap implemented	MoE / Legal Affairs	Semi-annual

Indicator	Baseline (2024/25 or Year 1)	Annual / Milestone	Mid-Term (2027/28)	End Target (2030)	Data Source	Frequency
Legislative reform roadmap approved	Not in place	Draft roadmap prepared	Roadmap approved	Implementation underway	MoE / Cabinet records	Semi-annual
Education Act amendments advanced through approval process	Not in place	Drafting instructions prepared	Draft amendments submitted for consideration	Amendments enacted or submitted for enactment	MoE / Legal Affairs / Cabinet records	Semi-annual

5.9 Reporting, Review, and Learning Cycle

This subsection sets out the reporting arrangements, review mechanisms, and learning processes that will guide implementation of the Strategic Plan 2025-2030. It ensures that performance information generated through the Results Framework is used systematically to support accountability, informed decision-making, corrective action, and continuous improvement.

5.9.1 Reporting Arrangements

Performance reporting will occur at multiple levels and frequencies to support effective oversight, coordination, data validation, and transparency.

Project-Level Reporting

- Implementing divisions and units will report on progress against project indicators, milestones, deliverables, and data-quality requirements.
- Reporting will include progress achieved, risks identified, corrective actions taken, and baseline or target validation issues.
- Reporting will focus on outcomes and delivery rather than activity counts alone.

Pillar-Level Reporting

- Performance information will be consolidated at the pillar level to assess progress toward pillar-level outcomes.
- Pillar-level reporting will identify cross-cutting issues, data gaps, and implementation risks.
- Findings will inform adjustments to implementation sequencing, support, and resource allocation.

System-Level Reporting

- Quarterly performance dashboards, providing an overview of progress across key indicators, milestones, risks, and corrective actions; and
- Annual Education Sector Performance Reports, providing a comprehensive assessment of progress toward Strategic Goals and Intended Outcomes.

These reports will provide a consolidated view of system performance and support oversight at the national level.

5.9.2 Statutory, Parliamentary, and Public Reporting

- reporting will align with statutory and parliamentary requirements applicable to the education sector;
- annual performance information will be incorporated into established public reporting mechanisms;
- public-facing summaries will be produced to allow stakeholders to track progress against key outcomes; and

- public reporting will distinguish between validated outcomes, implementation milestones, and baselines still under validation.

Reporting formats and channels may be refined over time to reflect evolving oversight and communication needs.

5.9.3 Review and Performance Management Cycle

- Quarterly reviews will assess progress against milestones and early indicators, identify implementation risks and data-quality issues, and trigger corrective action where necessary;
- Annual reviews will assess progress toward mid-term and end-of-plan targets, validate data quality, and inform planning and budgeting decisions; and
- A mid-term review (2027-2028) will provide a comprehensive assessment of implementation progress, system readiness, data quality, and early outcome trends.

The mid-term review may inform adjustments to sequencing, indicators, baselines, and targets, while maintaining the Strategic Goals and Objectives of the Plan.

5.9.4 Adaptive Learning and Continuous Improvement

- identifying effective interventions and scaling successful practices;
- refining implementation approaches based on evidence;
- addressing underperformance through targeted support;
- strengthening institutional capacity across the system; and
- improving data collection and indicator definitions where early implementation reveals measurement gaps.

5.9.5 Roles and Responsibilities

- Implementing divisions and units are responsible for data collection, validation, reporting, and first-line corrective action;
- Ministry executive leadership provides pillar-level oversight, coordination, and decision-making;
- central planning and monitoring functions support data aggregation, analysis, dashboards, and performance reports; and
- data-owner units will be identified for each indicator to ensure clear responsibility for data quality, frequency, and reporting.

These roles may be refined through implementation guidelines and internal directives to ensure clarity and accountability.

5.9.6 Link to Implementation and Risk Management

The reporting and review cycle is closely linked to the Implementation and Governance Framework (Section 6), which defines delivery structures and sequencing, and the Risk

Management Framework (Section 7), which identifies and mitigates implementation risks. Together, these elements ensure that performance information is used to support timely decision-making, manage risks, improve data quality, and sustain progress toward strategic outcomes.

SECTION 6: IMPLEMENTATION APPROACH

6.1 Purpose of the Implementation Approach

The Strategic Plan 2025–2030 will be implemented through a phased, coordinated, and adaptive delivery model that translates the priorities and projects in Section 4 into annual workplans, accountabilities, milestones, budgets, risks, and measurable results. The approach recognises the Plan as an integrated reform portfolio in which improvements in learning, student well-being, parental engagement, workforce capacity, infrastructure, governance, and financing must be sequenced and managed together.

Implementation will therefore be guided by the Results Framework in Section 5, the Risk Management Framework in Section 7, and the Financing and Resource Mobilisation Strategy in Section 8. Annual implementation plans will define project activities, lead divisions, collaborating Ministries and agencies, dependencies, procurement requirements, data sources, reporting timelines, and performance targets.

The implementation approach is underpinned by the following principles:

- Outcome-focused delivery: Implementation will be judged by progress against intended outcomes and indicators, not by activity completion alone;
- Phased and realistic sequencing: Reforms will be sequenced based on readiness, enabling conditions, dependencies, capacity, and fiscal space, while urgent safety, access, and high-risk infrastructure issues will be prioritised where required;
- Equity and risk-based targeting: Priority will be given to schools, Education Districts, and student groups with the greatest need, including students requiring early intervention, SEN support, digital access, behavioural and psychosocial support, and safer learning environments;
- Integration across projects: Related initiatives will be managed as reform pathways rather than isolated projects, including links among curriculum, assessment, professional learning, supervision, EMIS, digital tools, student support, parental engagement, and infrastructure;
- Whole-of-government coordination: Implementation will be coordinated with relevant Ministries, agencies, boards, and service commissions where outcomes depend on health, social support, security, digital transformation, workforce development, finance, planning, legal reform, staffing, and civil-service processes;
- Adaptive management and evidence use: Performance data, dashboards, risk registers, implementation reviews, and stakeholder feedback will be used to refine sequencing and support timely corrective action;
- Clear accountability: Each project will have defined leadership, roles, reporting requirements, and escalation pathways to support timely decision-making and delivery.

Detailed project schedules will be developed and updated through annual planning, quarterly reporting, and annual performance review processes. This will allow the Ministry to maintain strategic direction while adapting delivery arrangements to system readiness, fiscal conditions, and emerging risks.

6.2 Phasing and Sequencing of Implementation

Implementation will be structured across three phases. The phases are indicative and may be adjusted through the annual review cycle, but they provide a practical sequence for moving from mobilisation and early rollout to scaling, consolidation, maturity, and sustainability.

Phase 1: System Mobilisation and Early Rollout (2025–2026)

Phase 1 will establish the core delivery architecture and initiate priority reforms that require immediate action. Key actions include:

- establishing project charters, lead responsibilities, implementation workplans, RACI matrices, risk registers, procurement plans, and reporting templates for priority projects;
- validating baselines, indicator definitions, data sources, and dashboard requirements linked to the Results Framework;
- launching or strengthening urgent interventions related to school safety, student support, high-risk schools, digital access, connectivity, and infrastructure readiness;
- initiating PEARL, the National Student Assessment, Diagnostics and Learning Improvement Framework, NPTSP, Digital Parent Portal design, EMIS modernisation, ELEVATE TT, NEXTCLASS, AI training, infrastructure audit and asset-management work, and the National School Partnership Programme framework;
- initiating policy development and legislative review processes for the Parental Responsibility Act and the review and modernisation of the Education Act;
- confirming coordination arrangements with the Service Commissions Department and the Teaching Service Commission, where relevant, for teacher, leadership, supervision, and civil-service staffing matters; and
- producing the first cycle of quarterly dashboards and implementation progress reports to support executive review and early corrective action.

Phase 2: Scaling and Consolidation (2027–2028)

Phase 2 will scale effective pilots and consolidate the main reform pathways across the system. Key actions include:

- scaling successful early initiatives based on implementation evidence, readiness assessments, and available resources.

- expanding continuous assessment, Curriculum Action Plans, diagnostic assessment, PEARL, NPTSP, Digital Parent Portal use, ELEVATE TT, NEXTCLASS, AI-enabled learning tools, TVET pathways, and EMIS dashboards;
- strengthening integrated support pathways across education, health, social development, family services, safety, and school supervision for student well-being, attendance, behaviour, and learning support;
- advancing infrastructure remediation, preventive maintenance, capital project execution, digital readiness, and partnership-supported school improvement;
- using the mid-term review to assess implementation maturity, validate early outcome trends, revise sequencing where necessary, and strengthen underperforming projects; and
- advancing Cabinet consideration, drafting instructions, legislative drafting, and implementation planning for priority legislative reforms.

Phase 3: Maturity and Sustainability (2029–2030)

Phase 3 will focus on embedding reforms into normal system operations and sustaining improvements beyond the life of the Plan. Key actions include:

- institutionalising reforms as standard practice within Ministry divisions, schools, supervision systems, professional learning, EMIS, budgeting, and reporting cycles;
- consolidating sustained improvements in learning outcomes, student well-being, parental engagement, workforce capacity, infrastructure readiness, governance, and equity;
- implementing, monitoring, and refining legislative and policy reforms, including related regulations, guidelines, and operational protocols;
- maintaining annual performance reporting, dashboard use, risk review, and stakeholder communication as routine accountability mechanisms;
- conducting end-of-plan review and evaluation to inform the next strategic planning cycle; and
- transitioning mature projects from reform delivery mode into recurrent operational management, with clear funding, staffing, and institutional responsibilities.

Phasing will be reviewed through quarterly and annual performance reviews. Adjustments should be evidence-based, documented, and linked to the Results Framework, risk register, and financing decisions.

6.3 Governance and Oversight Arrangements

Effective governance is essential to ensure coordinated implementation, timely decision-making, risk escalation, and accountability for results. Governance arrangements should distinguish between strategic oversight, pillar coordination, project delivery, and cross-ministry or service-commission interfaces.

6.3.1 Strategic Oversight

Overall strategic oversight will be provided by the Ministry's executive leadership under the authority of the Minister and Permanent Secretary, supported by an implementation steering arrangement or equivalent executive forum. This oversight function should:

- approve annual implementation priorities, work plans, and sequencing decisions;
- review quarterly dashboards, annual performance reports, and project risk registers;
- resolve cross-cutting bottlenecks related to human resources, procurement, financing, data, legislation, infrastructure, and inter-ministerial coordination;
- direct corrective action where projects fall behind agreed milestones or where indicators show underperformance;
- ensure alignment between implementation, the Results Framework, the Risk Management Framework, and the financing strategy; and
- support reporting to Cabinet, parliamentary and statutory processes, and public-facing accountability mechanisms where applicable.

Strategic oversight should focus on delivery, problem-solving, and results, rather than routine activity reporting alone.

6.3.2 Pillar-Level Coordination

Each strategic pillar will be supported by a designated coordination arrangement responsible for ensuring that related projects operate as an integrated reform pathway. Pillar-level coordination should:

- consolidate progress across projects within the pillar and identify cross-project dependencies;
- ensure that pillar-level outcomes and indicators are reviewed alongside project outputs;
- coordinate linkages across learning, student support, parental engagement, workforce, curriculum, infrastructure, governance, financing, and digital initiatives;
- identify implementation barriers that require executive decision-making or cross-ministry action;
- ensure that priority schools, vulnerable students, high-risk environments, and underserved Education Districts receive appropriate attention; and
- feed lessons from implementation into annual planning, budgeting, and performance review processes.

Pillar-level coordination should avoid creating parallel systems. It should strengthen the Ministry's existing divisions and delivery structures while improving integration across them.

6.3.3 Project-Level Management

Each project will be led by a designated division or unit, with a named project owner accountable for delivery, reporting, and risk management. Project-level management should include:

- a project charter setting out the objective, scope, outputs, outcomes, lead responsibility, partners, timelines, dependencies, risks, budget requirements, and indicators;
- a detailed implementation plan with milestones, responsible officers, procurement actions, data needs, communication requirements, and escalation points;
- a project risk register aligned with the wider Risk Management Framework in Section 7;
- monthly or quarterly progress reporting against agreed milestones and indicators;
- coordination with collaborating Ministries, agencies, boards, and service commissions where the project depends on external authority, staffing decisions, data, funding, or service delivery; and
- documented corrective action where milestones, budgets, procurement, staffing, or outcomes are at risk.

For cross-cutting initiatives, delivery arrangements should emphasise coordination across divisions and agencies rather than centralised delivery alone. For example, workforce and supervision projects will require structured coordination with the Service Commissions Department and the Teaching Service Commission, while school safety and student well-being projects will require coordination with health, social development, family services, and security partners.

6.4 Implementation Controls and Delivery Management

To support disciplined implementation, the Ministry will use a standard set of delivery controls across all priority projects. These controls are intended to improve clarity, reduce duplication, and ensure that implementation is linked to resources, risks, and results.

- Annual implementation plans will translate strategic priorities into activities, milestones, budgets, responsible officers, dependencies, and expected results for each year;
- Project charters and RACI matrices will clarify who is responsible, accountable, consulted, and informed for each major project and cross-ministry interface;
- Dependency and readiness reviews will identify prerequisites such as staffing, procurement, ICT infrastructure, legal authority, training, data availability, and financing before projects are scaled;
- Data and reporting controls will ensure that project information feeds into dashboards, annual performance reports, and the Results Framework;
- Procurement and financial controls will align project delivery with approved budgets, procurement plans, and the financing strategy;

- Change management and communication plans will support adoption by schools, divisions, parents, boards, and partner agencies;
- Escalation protocols will define how delays, risks, data issues, or resource constraints are brought to pillar-level and executive-level attention.

6.5 Link to Results, Risk Management, and Financing

The Implementation Approach is the operational bridge between the Strategic Priorities and Projects in Section 4, the Results Framework in Section 5, the Risk Management Framework in Section 7, and the Financing and Resource Mobilisation Strategy in Section 8.

This means that implementation decisions should be based on evidence of progress, risk exposure, system readiness, and available financing. Where performance data show that a project is not achieving expected results, implementation should be adjusted through documented corrective action. Where risks or funding constraints affect delivery, sequencing should be revised transparently while maintaining focus on the Strategic Goals and Intended Outcomes of the Plan.

This integrated approach ensures that the Strategic Plan remains implementable, accountable, and responsive throughout the 2025–2030 period.

SECTION 7: RISK MANAGEMENT

7.1 Purpose and Scope

This section outlines the Ministry of Education's approach to identifying, assessing, managing, escalating, and learning from risks that may affect implementation of the Strategic Plan 2025-2030. Risk management is treated as an integral part of implementation, results monitoring, financing, governance, and adaptive management, rather than as a standalone compliance exercise.

The purpose of this section is to ensure that risks are identified early, assigned to clear owners, linked to mitigation actions, and reviewed through the same reporting cycle used to monitor implementation and performance. It therefore connects directly to the Results Framework in Section 5, the Implementation Approach in Section 6, and the Financing and Resource Mobilisation approach in Section 8.

Risks will be assessed using their likelihood, impact, urgency, and potential effect on strategic outcomes. Where risks threaten delivery of priority reforms, student safety, fiscal sustainability, legal compliance, or system credibility, they should be escalated promptly for decision-making by the appropriate project, pillar, executive, or inter-ministerial forum.

The risk management framework supports:

- proactive identification of implementation, institutional, financial, operational, legal, and contextual risks;
- timely mitigation, escalation, and corrective action;
- clear ownership of risks at project, pillar, and system levels;
- use of performance evidence, dashboards, supervision reports, financial data, and stakeholder feedback to update risk profiles; and
- continuous learning so that implementation approaches can be refined without weakening the Strategic Plan's goals and intended outcomes.

7.2 Risk Management Principles

Risk management under the Strategic Plan will be guided by the following principles:

- Accountability and ownership: each significant risk should have a named owner responsible for monitoring, mitigation, reporting, and escalation;
- Proportionality and prioritisation: risk responses should match the likelihood and potential impact of the risk, with priority given to risks affecting student safety, learning outcomes, equity, statutory compliance, financing, and delivery of core reforms;
- Early identification and prevention: risks should be identified during project design, annual planning, procurement, workforce planning, stakeholder engagement, and rollout, rather than only after implementation problems arise;

- Integration with implementation and results reporting: risk review should be embedded in project management, pillar-level coordination, supervision, dashboards, quarterly reviews, annual performance reporting, and budget review processes;
- Evidence-based monitoring: risk ratings and mitigation actions should be informed by verified data, including Section 5 indicators, EMIS data, HR and vacancy data, financial reports, school climate and safety data, infrastructure assessments, and project progress reports;
- Escalation and corrective action: risks that cannot be resolved at project level should be escalated to pillar-level coordination, Ministry executive leadership, or relevant inter-ministerial mechanisms.
- Adaptive response: mitigation measures should be updated as evidence, implementation experience, financing conditions, and external circumstances change;
- Equity and support-first orientation: risk responses should protect vulnerable learners and schools and should support implementation of the Plan's support-first approach to student well-being, parental engagement, and accountability.

7.3 Key Risk Categories

Risks affecting implementation of the Strategic Plan are grouped into the following categories. These categories should be reflected in project-level and pillar-level risk registers and reviewed as part of the regular implementation and reporting cycle.

7.3.1 Governance and Coordination Risks

These risks arise from fragmented responsibilities, unclear decision rights, delayed approvals, or weak coordination across Ministry divisions, schools, boards, the Service Commissions Department, other Ministries, and partner agencies.

Key Risks:

- delayed approvals, appointments, acting appointments, promotions, transfers, or disciplinary processes affecting reform implementation;
- weak coordination across Ministries and agencies for cross-cutting initiatives such as student well-being, school safety, parental engagement, digital transformation, TVET, infrastructure, and legislative reform;
- unclear interfaces among Ministry divisions, School Supervision and Management, Human Resources, school boards, denominational boards, school leadership teams, and the Service Commissions Department;
- overlapping responsibilities or gaps in accountability across projects and implementing units; and
- delays in procurement, legal review, or policy approvals that affect implementation timelines.

Mitigation Measures:

- assign clear lead divisions, project owners, supporting units, and decision points for each priority project;
- maintain structured pillar-level coordination and executive-level review, as described in Section 6;
- strengthen the MoE-Service Commissions Department interface for teaching service matters, civil service staffing matters, pension and leave processes, and appointment-related bottlenecks;
- use agreed protocols, timelines, and dashboards to track vacancies, submissions, approvals, and unresolved bottlenecks;
- establish clear coordination mechanisms with collaborating Ministries and agencies; and
- use Section 5 reporting to identify cross-cutting issues and trigger corrective action.

7.3.2 Capacity and Workforce Risks

These risks relate to shortages of teachers, school leaders, supervisors, specialist personnel, technical staff, or institutional capacity required to deliver reforms at scale.

Key Risks:

- persistent vacancies in principal, vice-principal, Head of Department, Dean, Senior Teacher, subject teacher, supervisor, and specialist posts;
- limited capacity in critical subject areas, including Mathematics, English, Science, TVET, student support, digital systems, and AI-enabled instruction;
- insufficient leadership capacity to manage reform, instructional improvement, school climate, student support, and accountability;
- limited capacity within schools and divisions to absorb multiple reforms simultaneously; and
- delays in restructuring professional development and leadership systems required to support implementation.

Mitigation Measures:

- align workforce planning with the vacancy, leadership, and subject-need evidence identified in Section 3.8;
- prioritize staffing support for high-need schools, critical subjects, supervision, student support, and reform-enabling functions;
- coordinate with the Service Commissions Department, including the Teaching Service Commission where relevant, to improve appointment, promotion, transfer, acting appointment, and disciplinary process timelines;

- use ELEVATE TT, the National AI in Education Training Programme, NEXTCLASS, School Supervision Reform, and the National Education Leadership Academy to strengthen capacity;
- sequence implementation so schools are not required to adopt multiple complex reforms before training, tools, staffing, and guidance are in place; and
- monitor professional learning completion, application in schools, and leadership readiness through Section 5 indicators.

7.3.3 Implementation and Delivery Risks

These risks arise from delays, uneven rollout, weak project management, limited readiness, insufficient change management, or poor integration across projects.

Key Risks:

- delays in project initiation, procurement, staffing, system design, or rollout;
- uneven implementation across districts, schools, or student groups;
- weak integration among assessment, curriculum, professional learning, supervision, digital systems, student support, and parental engagement reforms;
- implementation burden on schools caused by multiple overlapping initiatives;
- insufficient operational guidance, training, communications, or change management; and
- failure to convert project outputs into sustained changes in school practice.

Mitigation Measures:

- use phased delivery, readiness assessments, project charters, milestone plans, issue logs, and delivery dashboards;
- prioritize early wins while ensuring that major reforms are sequenced according to readiness and capacity;
- embed project-level implementation controls, including deliverables, owners, timelines, dependencies, and escalation triggers;
- ensure that cross-cutting reforms are managed as integrated pathways rather than standalone activities;
- provide practical implementation guidance and communications for principals, supervisors, teachers, parents, and partner agencies; and
- use quarterly and annual performance reviews to identify delays and agree corrective actions.

7.3.4 Data, Information, and Digital Governance Risks

These risks arise from incomplete, inconsistent, delayed, or poorly governed data and from weaknesses in digital adoption, cybersecurity, privacy, or system interoperability.

Key Risks:

- fragmented data systems and non-integrated student, HR, assessment, supervision, infrastructure, finance, and programme data;
- unclear baseline definitions, including unresolved data-definition issues for suspension indicators, school climate, parent engagement, digital access, and infrastructure readiness;
- delays in reporting, data validation, or dashboard production;
- low usage of digital platforms by schools, teachers, parents, or students;
- data privacy, cybersecurity, and responsible AI risks; and
- limited staff capacity to interpret and use data for decision-making.

Mitigation Measures:

- implement EMIS and data modernisation under Project 3.9, with clear data standards, owners, validation routines, and reporting calendars;
- validate all baselines and indicator definitions before they are used for performance assessment;
- align data definitions in Section 3, Section 5, Annex B, and Annex C;
- develop privacy, cybersecurity, and responsible AI protocols for digital systems and AI-enabled tools;
- track usage and adoption of digital platforms, not only system deployment;
- train relevant staff in data entry, data quality, interpretation, and evidence-based decision-making; and
- use dashboards to support early warning, not only year-end reporting.

7.3.5 Infrastructure, Safety, and Continuity Risks

These risks relate to unsafe, incomplete, inaccessible, decanted, or digitally unready school facilities, as well as threats to school safety, student well-being, and continuity of learning.

Key Risks:

- delays in remediation of high-risk, incomplete, or decanted schools;
- continued use of facilities with safety, accessibility, maintenance, or digital-readiness deficiencies;
- disruptions to learning caused by infrastructure failures, decanting arrangements, environmental hazards, or school safety incidents;
- increased serious incidents, violence, or school climate deterioration that affects attendance, teaching, and learning;
- weak post-incident, post-suspension, or reintegration protocols; and
- limited continuity planning for emergencies, disasters, public health events, or major facility disruptions.

Mitigation Measures:

- prioritise high-risk schools through infrastructure planning, asset management, capital programme optimisation, and preventive maintenance;
- maintain an infrastructure risk register with safety, accessibility, digital-readiness, decanting, and project status indicators;
- implement the revised National School Code of Conduct within a broader Support and Safety model that includes prevention, counselling, parental engagement, referral, enforcement, and reintegration;
- use school climate and student well-being surveys, serious incident data, and supervision reports as early-warning tools;
- establish clear escalation and response protocols for serious incidents and high-risk facility conditions; and
- develop school continuity plans for decanting, emergencies, public health events, natural hazards, and prolonged disruptions.

7.3.6 Financial and Resource Risks

These risks relate to fiscal constraints, delays in releases, procurement bottlenecks, resource misalignment, or weak controls over public, partnership, or donor-supported resources.

Key Risks:

- limited fiscal space for capital investment, infrastructure remediation, digital readiness, SEN support, ECCE expansion, and student support services;
- delays in budget approval, releases, procurement, contract execution, or payment processing;
- misalignment between budget allocations and strategic priorities;
- insufficient costing or sequencing of major reforms;
- over-reliance on recurrent expenditure, limiting modernisation and innovation; and
- fiduciary, transparency, or sustainability risks associated with partnerships and external support, including the National School Partnership Programme.

Mitigation Measures:

- align annual budgets, work plans, procurement plans, and implementation priorities with the Strategic Plan and Results Framework;
- use phased financing and priority tiers to protect critical reforms under fiscal constraint;
- strengthen coordination with the Ministry of Finance and the Ministry of Planning, Economic Affairs and Development on capital planning and project sequencing;
- track expenditure, procurement, and project-delivery milestones through quarterly reviews;

- develop clear governance, eligibility, reporting, and transparency arrangements for partnership-supported projects; and
- review resource allocation periodically to ensure that ECCE, SEN, student support, digital readiness, infrastructure, and workforce priorities are visible and adequately supported.

7.3.7 Reform-Specific and Legislative Reform Risks

These risks are associated with major reforms introduced under the Strategic Plan, including Continuous Assessment, PEARL, digital and AI-enabled learning, TVET expansion, parental engagement reforms, school safety reforms, EMIS, infrastructure partnerships, and legislative modernization.

Key Risks:

- stakeholder resistance or misunderstanding related to Continuous Assessment, parental responsibility provisions, the Education Act review, AI-enabled tools, or revised discipline arrangements;
- insufficient capacity for CAC moderation, TVET expansion, universal screening, referrals, student tracking, professional learning, and school-level implementation;
- uneven adoption of digital platforms, AI-enabled tools, parent portal functions, EMIS dashboards, or assessment systems;
- delays in legal review, stakeholder consultation, drafting instructions, Cabinet consideration, legislative drafting, approval, or implementation planning;
- misalignment between proposed legislative reforms and existing regulations, policies, administrative procedures, or school-level capacity;
- implementation burden on schools if new legal, reporting, or accountability requirements are not supported by clear protocols and training; and
- reputational or public-confidence risks if reforms are perceived as punitive, inequitable, or insufficiently consulted.
- absence of clear AI governance may lead to inconsistent, unsafe, inequitable, or non-compliant use of AI tools across schools and Ministry systems.

Mitigation Measures:

- phase reforms through design, piloting, readiness testing, scaling, and evaluation;
- provide targeted training, moderation support, guidance notes, communications, and practical school-level tools;
- integrate reforms with ELEVATE TT, supervision reform, EMIS, dashboards, and school improvement processes;
- engage early with the Ministry of Attorney General and Ministry of Land and Legal Affairs, Cabinet Secretariat, Service Commissions Department, school boards, denominational boards, principals, teachers, parents, students, and other stakeholders;

- use support-first design principles for parental responsibility and discipline-related reforms;
- conduct legislative mapping and policy harmonisation before drafting; and
- define implementation protocols, accountabilities, training requirements, communications, and monitoring indicators before national rollout.
- develop and implement a National AI in Education Policy, supported by data protection protocols, tool-review standards, teacher guidance, student-use guidelines, school-level implementation support, and periodic review.

7.3.8 External and Contextual Risks

These risks arise from factors outside the direct control of the Ministry but with the potential to affect implementation, financing, school operations, student well-being, and continuity reform.

Key Risks:

- economic shocks, reduced fiscal space, or competing national priorities;
- public health emergencies or disruptions affecting attendance and school operations;
- natural hazards, climate-related events, environmental risks, or infrastructure emergencies;
- community violence, security threats, or social instability affecting school safety and attendance;
- labour relations or industrial action affecting implementation capacity;
- cybersecurity incidents affecting digital systems or data availability; and
- changes in policy priorities, legislation, or external partner commitments.

Mitigation Measures:

- maintain flexible sequencing and scenario-based implementation planning;
- prioritise critical interventions that protect student safety, learning continuity, equity, and statutory obligations;
- integrate contingency planning, school continuity planning, and emergency response protocols into implementation processes;
- strengthen coordination with Ministries and agencies responsible for health, social development, homeland security, finance, planning, public administration, and disaster response;
- maintain backup arrangements for digital systems, data, and communications; and
- use risk reviews to adjust timelines, financing, and rollout strategies when external conditions change.

7.4 Risk Ownership, Monitoring, and Escalation

Risk monitoring will be integrated into the Strategic Plan's implementation, performance reporting, and review cycle. Risk registers should be maintained at project, pillar, and system levels and should be reviewed alongside progress reports, dashboards, financial reports, supervision findings, and implementation milestones.

At a minimum:

- project-level risk registers should identify risks, owners, likelihood, impact, mitigation actions, due dates, dependencies, and escalation status;
- pillar-level reviews should consolidate risks that affect related projects or require cross-divisional coordination;
- system-level risks should be reviewed by Ministry executive leadership as part of quarterly and annual performance reviews;
- high-impact or unresolved risks should be escalated to the relevant executive, inter-ministerial, legal, financial, or Cabinet-level mechanism; and
- risk decisions, mitigation actions, and lessons learned should be documented so they inform future planning and implementation.

Risk escalation will be triggered where a risk threatens student safety, statutory compliance, critical reform timelines, public confidence, budget execution, data integrity, or achievement of the Plan's intended outcomes.

7.5 Legislative Reform and Policy Alignment

Implementation of the Strategic Plan will be supported by targeted legislative and policy reforms where required. This includes Project 2.3: Parental Responsibility Act, Project 3.14: Review and Modernisation of the Education Act, and policy alignment to support discipline reform, inclusive education, digital transformation, student support, school governance, data use, supervision, workforce systems, and accountability.

Legislative reform carries implementation risk because legal changes must be aligned with institutional capacity, school-level protocols, parental and stakeholder understanding, data systems, and enforcement or support arrangements. These risks will be managed through policy mapping, stakeholder consultation, drafting instructions, legal review, implementation planning, communications, and training before national rollout.

The Ministry will coordinate with the Ministry of Attorney General and Ministry of Land and Legal Affairs, the Cabinet Secretariat, the Service Commissions Department, school and denominational boards, relevant Ministries, and education stakeholders to ensure that legal reforms clarify roles and responsibilities while remaining practical, support-first, and implementable.

7.6 Adaptive Risk Response and Continuous Learning

The Ministry recognises that risk profiles will evolve over the life of the Strategic Plan. Risks may increase, decrease, or change in nature as reforms move from design to pilot, rollout, scaling, and institutionalisation.

Accordingly:

- risk ratings and mitigation actions will be updated based on implementation evidence, financial conditions, stakeholder feedback, school-level experience, and performance results;
- significant risks and mitigation actions will be documented and communicated through the reporting processes outlined in Section 5;
- implementation adjustments will be made through the governance and delivery arrangements outlined in Section 6;
- financing and resource risks will be linked to the prioritisation and resource mobilisation approach outlined in Section 8; and
- lessons learned from risk events will inform future planning, budgeting, training, communications, and project design.

This approach ensures that risk management supports disciplined delivery, system resilience, transparency, and continuous improvement while preserving the Strategic Plan's focus on improved learning outcomes, student well-being, equity, and system performance.

SECTION 8: FINANCING AND RESOURCE MOBILIZATION

8.1 Purpose and Financing Principles

This section outlines how the Ministry of Education will finance, resource, and sustain implementation of the Strategic Plan 2025–2030 in a fiscally responsible, transparent, and accountable manner. It links the evidence and financing constraints identified in Section 3, the project portfolio in Section 4, the Results Framework in Section 5, the implementation approach in Section 6, and the risk management arrangements in Section 7.

The financing approach is not based solely on adding new expenditure. It requires disciplined reprioritisation, phased investment, stronger links between budgets and results, improved procurement and delivery efficiency, and targeted resource mobilisation. Core public financing remains the foundation of the Plan; partnerships, external support, and school-level resource mobilisation will complement—not replace—public responsibility for education.

Financing decisions under the Strategic Plan will be guided by the following principles:

- Strategic alignment: Resources will be directed toward priorities identified in the Situational Analysis and operationalised through the approved projects and results indicators;
- Equity and differentiated investment: Funding decisions will prioritise high-need learners, priority schools, ECCE expansion, SEN support, digital inclusion, student well-being, and high-risk infrastructure;
- Value for money and measurable results: Investments will be assessed against expected outputs, outcomes, delivery risks, and long-term system benefits;
- Phased investment and readiness: Financial commitments will be sequenced according to implementation readiness, delivery capacity, risk level, and system dependency;
- Fiscal realism and lifecycle sustainability: New initiatives will be planned with full attention to recurrent costs, staffing, maintenance, replacement cycles, licences, connectivity, training, and institutional support;
- Transparency and accountability: Financing, procurement, partnerships, and expenditure reporting will be linked to implementation dashboards, annual performance reporting, and audit-ready documentation;
- Risk-informed financing: Resource decisions will be informed by the risk categories and escalation arrangements in Section 7, including financial, procurement, infrastructure, data, governance, and implementation risks.

8.2 Financing Context and Constraints

As outlined in Section 3.12, education represents one of the largest areas of public expenditure, but the current composition of expenditure limits the pace and scale of reform. Recurrent expenditure accounts for approximately 95 percent of total education spending, while capital

expenditure is approximately 5 percent. ECCE receives less than 1 percent of total education expenditure, and funding for SEN is not clearly defined within the current budget structure.

This financing profile creates four major constraints for implementation:

- limited fiscal space for infrastructure rehabilitation, digital readiness, school maintenance, and capital project completion;
- underinvestment in early intervention, ECCE, SEN, counselling, student support, and family support systems;
- difficulty funding system enablers such as EMIS, dashboards, digital platforms, professional learning, supervision reform, and data governance; and
- risk that reforms may be launched without sufficient recurrent funding for staffing, training, maintenance, monitoring, and sustained operation.

At the same time, the project portfolio includes reforms that require both up-front investment and continuing operating capacity, including PEARL, the National Parental Training and Support Programme, the Digital Parent Portal, EMIS, ELEVATE TT, NEXTCLASS, continuous assessment, TVET expansion, infrastructure remediation, and legislative reform. The financing strategy must therefore shift from maintaining inputs alone toward funding integrated reforms that produce measurable improvements in learning, safety, equity, and system performance.

8.3 Financing Strategy for Implementation

Implementation of the Strategic Plan will be supported through a combination of annual budget alignment, expenditure reprioritisation, phased capital investment, targeted funding for equity and system reform, and carefully governed partnerships. Financing plans should be reviewed annually alongside implementation progress, risk status, and Results Framework data.

The financing strategy will operate through five complementary channels:

- aligning annual budget submissions and work programmes with Strategic Plan priorities, project milestones, and indicators;
- reviewing recurrent expenditure to identify efficiency gains and opportunities for reallocation toward priority reforms;
- sequencing capital investment according to safety, learning continuity, equity, readiness, and delivery capacity;
- providing targeted support for priority areas that are underfunded or not clearly visible in existing budget structures, including ECCE, SEN, student support, digital access, and data systems; and
- mobilising partnerships and external support through transparent, needs-based, and accountable mechanisms.

8.3.1 Budget Alignment and Reprioritization

Annual budget submissions should map proposed allocations to the Strategic Plan's pillars, projects, implementation phases, and Results Framework indicators. This will support clearer prioritisation and allow the Ministry to track the relationship between resources, outputs, and outcomes.

Priority should be given to reforms that address the most significant system constraints identified in Section 3, including foundational learning, early intervention, student well-being and safe schools, ECCE and SEN support, digital access, workforce and leadership capacity, EMIS and data systems, curriculum and assessment modernisation, and high-risk infrastructure. Budget submissions and work programmes will also provide, where required, for policy development, consultation, legal and technical review, training, and implementation support associated with the National AI in Education Policy.

Recurrent expenditure reviews should identify opportunities to improve efficiency, reduce duplication, consolidate overlapping activities, and redirect resources toward priority reforms. These reviews should not undermine core operations; rather, they should distinguish clearly among core service delivery, priority project implementation, reform-enabling costs, and capital investment needs.

Each major project should include a basic financing profile identifying expected costs, recurrent implications, procurement requirements, staffing or training needs, dependencies, risks, and affordability considerations before national rollout.

8.3.2 Phased Capital Investment

Capital investment will be sequenced according to risk, readiness, equity, and learning-continuity considerations. Priority areas include:

- remediation of high-risk, structurally compromised, incomplete, or decanted schools;
- preventive maintenance, asset management, and reduction of the maintenance backlog;
- accessibility upgrades and learning-environment improvements for students with SEN and other vulnerable learners;
- digital connectivity, device access, secure data infrastructure, EMIS, and learning technologies;
- TVET spaces, laboratories, equipment, and work-readiness facilities; and
- capital support for school safety, continuity planning, and priority school interventions.

Capital commitments should be aligned with Projects 1.1, 1.6, 3.7, 3.9, 3.10, 3.12, and 3.13, and should be supported by lifecycle planning, maintenance provisions, operational-cost estimates, procurement timelines, and risk mitigation measures.

8.3.3 Financing of Legislative, Governance, and System Reform

Targeted financing will also be required for legislative and governance reforms, including the Parental Responsibility Act and the review and modernisation of the Education Act. These activities will require legal review, stakeholder consultation, policy development, drafting instructions, Cabinet consideration, public education, implementation protocols, training, and monitoring.

Financing for governance reform should also support EMIS and dashboard implementation, supervision reform, school board governance support, data quality assurance, and coordination with relevant Ministries, the Service Commissions Department, the Teaching Service Commission, and other governance actors where staffing, appointments, civil service processes, supervision, and accountability affect delivery.

8.4 Resource Mobilisation Beyond Core Public Financing

8.4.1 Strategic Partnerships, External Support, and the National School Partnership Programme

Where appropriate and aligned with national policy, the Ministry will pursue partnerships to complement public financing. These may include collaboration with other Ministries, statutory bodies, public agencies, development partners, international organisations, corporate entities, private sector partners, civil society, alumni networks, and diaspora contributors.

The National School Partnership Programme will serve as the principal mechanism for governing school-level and external support. Partnership resources will be directed through transparent criteria, a clear approval process, public reporting, and needs-based prioritisation so that support strengthens equity rather than widening disparities among schools.

Partnerships may support infrastructure and safety improvements, teaching and learning resources, student welfare, digital readiness, TVET and work-readiness pathways, and school-community initiatives. All partnership arrangements will be documented, monitored, and aligned with the Results Framework and financial governance requirements.

Partnerships and external support must supplement, not replace, core public financing. Any tax-incentive or donor-certification arrangements will be implemented in accordance with approved legislation, Ministry of Finance requirements, and applicable public financial management rules.

Partnerships related to AI in education will be guided by the National AI in Education Policy and will be subject to clear safeguards relating to student data, intellectual property, curriculum alignment, procurement, cybersecurity, transparency, and accountability.

8.4.2 Optimising Use of Existing Assets and Capabilities

The Strategic Plan will also improve resource efficiency by making better use of existing assets and capabilities, including:

- digital platforms, content, devices, connectivity contracts, and data systems that can be strengthened, integrated, or scaled;
- school facilities, laboratories, libraries, and other learning spaces that can be repurposed or shared where appropriate;
- district, supervisory, professional development, and school-level expertise that can support implementation;
- existing programmes that can be aligned into coherent reform pathways rather than operated as separate initiatives; and
- demographic and enrolment data that can guide efficient school planning, staffing, maintenance, and resource allocation without reducing access for vulnerable or geographically isolated communities.

This approach reduces duplication, lowers implementation risk, improves value for money, and supports long-term sustainability.

8.5 Financial Governance, Accountability, and Reporting

Strong financial governance will underpin implementation of the Strategic Plan. Financial management, procurement, partnership governance, and expenditure tracking will be aligned with the implementation controls in Section 6 and the risk monitoring arrangements in Section 7.

Project-level financing will be supported by approved budgets, procurement plans, delivery milestones, responsible owners, expenditure tracking, variance analysis, and risk reporting. Financial reporting will be integrated with performance reporting so that the Ministry can assess whether spending is producing the intended outputs and outcomes.

Quarterly dashboards and annual performance reports will include a concise view of financial and physical progress for major projects, including capital delivery, procurement status, partnership contributions, expenditure against budget, implementation delays, and corrective actions. This will support Cabinet reporting, internal decision-making, public transparency, and audit readiness.

All partnerships, donations, external support, and school-level resource mobilisation will be governed by documented procedures, approval criteria, reporting requirements, and safeguards to ensure transparency, equity, accountability, and alignment with national priorities.

8.6 Sustainability of Financing and Reforms

Sustainability considerations must be built into every major reform before scale-up. This includes recurrent-cost planning, staffing and training needs, maintenance arrangements, replacement cycles, software licences, connectivity costs, technical support, data governance, monitoring, and institutional ownership.

Pilots and early rollout activities will be evaluated for effectiveness, affordability, equity, and operational feasibility before being expanded nationally. Scaling decisions will be informed by Results Framework data, risk reviews, budget capacity, and evidence of implementation readiness.

Infrastructure and digital investments will include lifecycle and maintenance provisions so that capital spending does not create unfunded future liabilities. Similarly, reforms in assessment, professional learning, school supervision, student support, parental engagement, and legislation will include implementation support, training, communication, and monitoring costs.

Financing strategies will be reviewed during annual planning, budget preparation, quarterly implementation reviews, and the mid-term evaluation. This ensures that the Plan remains affordable, responsive to changing fiscal conditions, and focused on reforms that deliver measurable improvements in learning outcomes, equity, student well-being, and system performance.

SECTION 9: CONCLUSION AND WAY FORWARD

9.1 Conclusion

The Strategic Plan 2025–2030 provides an evidence-based and implementation-focused framework for strengthening Trinidad and Tobago’s education system over the next five years. It responds to the interconnected challenges identified in the Situational Analysis, including persistent learning gaps, student well-being and school safety concerns, inequities in ECCE, SEN and digital access, workforce and leadership shortages, infrastructure constraints, governance bottlenecks, and financing limitations.

The Plan is organised around three mutually reinforcing pillars—Focus on Children, Focus on Parents, and Focus on the Education System—and translates these pillars into a coherent portfolio of strategic projects. These projects are linked to measurable results, phased implementation arrangements, risk management, and financing strategies so that reform is not limited to policy intent but is supported by practical delivery mechanisms.

The reform agenda represents a deliberate shift from fragmented initiatives toward coordinated, system-wide improvement. It integrates early identification and intervention, foundational literacy and numeracy support, student well-being and safe school environments, structured parental engagement, professional learning and leadership development, curriculum and assessment modernisation, TVET expansion, digital and AI-enabled learning, EMIS and data modernisation, infrastructure improvement, governance reform, and legislative modernization, AI education policy and governance alongside digital transformation, workforce development, infrastructure improvement, and strengthened governance.

Taken together, these reforms establish a credible pathway for improving learning outcomes, strengthening student support, advancing equity, modernising education delivery, and aligning the education system more closely with national development and workforce priorities.

9.2 The Way Forward

The immediate priority is to transition from plan approval to disciplined implementation. Successful delivery hinges on clear sequencing, validated baselines, accountable project ownership, coordinated action across Government, and sustained attention to the financing, workforce, data, infrastructure, and governance conditions essential to reform.

Key priorities for the way forward include:

Finalising implementation readiness: confirming project scopes, delivery owners, workplans, dependencies, procurement requirements, data needs, and financing implications for priority reforms;

Validating baselines and targets: ensuring that the Results Framework uses agreed definitions, data sources, disaggregation, and reporting responsibilities for learning outcomes, student well-being, parental engagement, workforce, infrastructure, governance, and financing indicators;

Strengthening implementation governance: maintaining strategic oversight, pillar-level coordination, project-level management, quarterly dashboards, risk registers, and escalation mechanisms to keep delivery on track;

Aligning financing and procurement: linking annual budget submissions, procurement plans, capital investment, partnership support, and recurrent cost planning to approved priorities and implementation phases;

Advancing priority reforms: progressing early screening and intervention, the National Parental Training and Support Programme, the Digital Parent Portal, school climate and support systems, ELEVATE TT, NEXTCLASS, EMIS, SEA-CAC, TVET expansion, infrastructure remediation, the National School Partnership Programme, and legislative reform;

Deepening whole-of-government coordination: working with relevant Ministries, agencies, boards, the Service Commissions Department, the Teaching Service Commission, and other partners where health, social support, security, staffing, digital transformation, infrastructure, financing, and legal reform affect education delivery;

Ensuring transparency and accountability: using quarterly implementation dashboards, annual performance reports, public reporting, risk reviews, financial monitoring, and mid-term evaluation to track progress and guide corrective action.

9.3 Commitment to Continuous Improvement

The Ministry of Education is committed to implementing the Strategic Plan with integrity, accountability, and a sustained focus on measurable results. Implementation will be guided by evidence, but it will also remain adaptive so that the Ministry can respond to emerging risks, changing conditions, and lessons learned during rollout.

Continuous improvement will be embedded through regular performance reviews, annual reporting, mid-term evaluation, stakeholder feedback, and structured use of data from EMIS, assessments, school supervision, programme monitoring, infrastructure reports, financial tracking, and risk registers. Where evidence shows that an intervention is working, it should be scaled or institutionalised; where evidence shows limited impact or implementation difficulty, the approach should be refined, re-sequenced, or redesigned.

The Strategic Plan is designed as a living framework: it sets a clear direction for reform while allowing implementation to adapt in response to evidence and system readiness. This balance

between strategic discipline and adaptive learning is essential for sustaining reform over the full 2025–2030 period.

Through sustained collaboration across Government, educators, school leaders, parents, students, boards, communities, development partners, the private sector, and the wider public, the Strategic Plan provides a practical foundation for:

- improving foundational learning, certification, and student progression;
- strengthening student well-being, safety, and school climate;
- advancing equity, inclusion, and targeted support for vulnerable learners;
- building a professional, digitally capable, and leadership-driven education workforce;
- modernising curriculum, assessment, data systems, infrastructure, governance, and legislation; and
- creating a resilient, accountable, future-ready education system that supports national development.

The Ministry will continue to use this Plan as the primary framework for aligning policy, implementation, financing, monitoring, and accountability. Its successful implementation will rest on collective responsibility, disciplined execution, and a shared commitment to ensuring that every learner is empowered to thrive. Together we deliver: every learner, every success, lasting reform.

ANNEX A: STRATEGIC FRAMEWORK AT A GLANCE

National Pillar Alignment: **Government Pillar 5 – Protecting the People through Social Investment and Safety Net**

A.1 Vision

A high-performing, inclusive, and future-ready education system that enables every child to achieve their full potential, supports families as partners in development, and builds a skilled, resilient, and productive nation.

A.2 Mission

To transform Trinidad and Tobago’s education system by improving learning outcomes, strengthening student well-being and safety, empowering parents as partners, and modernizing the system through innovation, digital integration, accountable governance, and strengthened legislative and policy frameworks.

These statements reflect the Government’s policy direction to strengthen human capital development, improve education outcomes, and align the education system with national development priorities.

A.3 Strategic Pillars

The Strategic Plan 2025–2030 is organized around three strategic pillars, reflecting where reform is required and who is most directly affected.

Pillar 1: Focus on Children

Improving learning outcomes, well-being, safety, and equitable access to support for all students.

Pillar 2: Focus on Parents

Strengthening parents and families as active, informed partners in supporting learning, behaviour, and attendance, with clearer expectations for parental responsibility and accountability.

Pillar 3: Focus on the Education System

Modernizing the workforce, curriculum, infrastructure, governance, legislative frameworks, data, and financing systems that enable sustained improvement.

A.4 Strategic Goals and Objectives by Pillar

Pillar 1 – Focus on Children

Strategic Goal

To ensure that every child benefits from early identification of needs, equitable access to support, safe and nurturing learning environments, and high-quality instruction that strengthens foundational skills and prepares learners for future success.

Strategic Objectives

1. Strengthen early identification and timely intervention.
2. Improve foundational learning and learning recovery.
3. Promote student well-being and safe learning environments.
4. Advance equity in access and learning opportunities.
5. Strengthen the use of evidence to support learning improvement.

Pillar 2 – Focus on Parents

Strategic Goal

To empower parents and families as active, informed, and consistent partners in supporting student learning, well-being, attendance, and positive behaviour across all stages of education.

Strategic Objectives

1. Strengthening parental capacity to support learning.
2. Promote consistent home–school partnership.
3. Improve parental engagement in student well-being and behaviour.
4. Institutionalize parental engagement as a system function.
5. Clarify and strengthen parental responsibility and accountability through an appropriate legislative framework.

Pillar 3 – Focus on the Education System

Strategic Goal

To transform the education system into a modern, accountable, and well-resourced system with the workforce, governance, curriculum, infrastructure, and financing required to deliver sustained improvements in student outcomes.

Strategic Objectives

1. Strengthen the education workforce and leadership pipeline.
2. Modernize curriculum, assessment, and instructional support systems.
3. Improve infrastructure, facilities, and digital readiness.

4. Strengthen governance, supervision, and accountability.
5. Align financing and resources use with strategic priorities.
6. Modernize legislative and policy frameworks to support governance, accountability, inclusion, digital transformation, and system reform.

A.5 Priority Projects Overview

Pillar 1 – Focus on Children

- Learning without Limits: A Laptop for Every Child
- School Alliance for Education Enforcement (Police in Schools Programme)
- Revised National School Code of Conduct
- School Cafeteria and Nutrition Policy
- AI-Enhanced Learning Materials
- Internet Connectivity and Bandwidth Expansion
- National Student Assessment, Diagnostics and Learning Improvement Framework
- Universal Screening: Promoting Early Assessment for Resilient Learners (PEARL)
- Computerized Development Tracking System
- Institutional Realignment of the Children’s Authority of Trinidad and Tobago (CATT) and the Student Support Services Division (SSSD)
- After-School Study Centres (ASSC)

Pillar 2 – Focus on Parents

- National Parental Training and Support Programme (NPTSP)
- Digital Parent Portal
- Parental Responsibility Act

Pillar 3 – Focus on the Education System

- National AI in Education Training Programme
- ELEVATE TT – National Professional Learning System
- NEXTCLASS – AI-Enabled Instructional Practice System
- School Supervision Division Reform
- Restructure of the Teacher Professional Development Unit
- National Education Leadership Academy
- Infrastructure Planning, Asset Management, and High-Risk School Remediation
- Curriculum and Assessment Modernisation
- Education Management Information System (EMIS) and Data Modernisation
- Capital Investment and Maintenance Programme Optimization
- Continuous Assessment Reform (SEA-CAC)
- Expansion of TVET in Secondary Schools

- National School Partnership Programme (NSPP)
- Review and Modernisation of the Education Act
- National AI in Education Policy

A.6 Results and Accountability

Implementation of the Strategic Plan is supported by a Results Framework that links priority projects to pillar-level outcomes, indicators, baseline data, and phased targets. Progress will be monitored through structured reporting, review, and learning cycles to ensure accountability, transparency, and continuous improvement. The Results Framework also includes legislative reform indicators to track progress on the Parental Responsibility Act and the review and modernisation of the Education Act.

A.7 Implementation Approach

The Strategic Plan will be implemented through a phased and adaptive approach, recognizing differences in project scope, readiness, and complexity. Project start dates, milestones, and completion timelines will vary accordingly, while maintaining accountability for results over the life of the Plan.

ANNEX B: BASELINE DATA AND SYSTEM PERFORMANCE PROFILE

B.1 Purpose of Annex B (List of Annex B Tables)

This Annex consolidates the baseline data underpinning the Strategic Plan 2025–2030 and provides the empirical foundation for the Situational Analysis (Section 3) and the Results Framework (Section 5).

All indicators, baselines, and targets in Section 5 are derived from the data presented in this Annex unless otherwise specified.

Tables in this Annex are presented using standardized numbering (Table B1–B19) and are referenced throughout the document to ensure consistency, transparency, and traceability.

Annex B Table 1: SDG 4 Targets and Relevance to Trinidad and Tobago

SDG 4 Target Area	Relevance to Trinidad and Tobago
4.1 Ensure universal completion of primary and secondary education	Enrolment is near-universal, but secondary completion gaps remain.
4.2 Ensure universal access to early childhood education	Net enrolment ratio below 70%, with district disparities.
4.3 Ensure equitable access to TVET	TVET access is strong, but teacher shortages and uneven quality limit impact.
4.4 Increase youth/adult skills for employment	Skills mismatch contributes to persistent youth unemployment.
4.5 Eliminate gender disparities	Boys underperform in literacy; girls remain underrepresented in STEM/TVET.
4.6 Ensure youth achieve literacy and numeracy	SEA and CSEC results show persistent weaknesses in Mathematics and English.
4.7 Promote a culture of peace and non-violence	Rising indiscipline and uneven counselling and mental health support.
4.a Build and upgrade inclusive education facilities	Ageing infrastructure and maintenance backlogs persist.
4.c Increase teacher supply	Persistent shortages in Mathematics, Science, and TVET teachers.

Source: Ministry of Education; SDG 4 Framework

Annex B Table 2: Alignment of Global/Regional Priorities with National Challenges

Global / Regional Priority	National Challenge
SDG 4 – Literacy and numeracy mastery	SEA and CSEC Mathematics outcomes remain below benchmarks.
SDG 4 – Inclusive education and SEN	Limited diagnostic capacity and inadequate SEN school places.
CARICOM HRD – Behaviour and mental health	Escalating suspensions and school violence.
CARICOM HRD – Teacher professionalization	High vacancy rates and fragmented professional development.
CARICOM HRD – Digital transformation	Uneven ICT coverage and unequal student access to devices.

Source: Ministry of Education; CARICOM HRD Framework

Annex B Table 3: Distribution of Public Schools by Educational District and Level (2023/24)

District	ECCE	Primary	Special	Secondary
Caroni	39	68	0	16
Northeastern	17	41	0	15
Port of Spain & Environs	21	68	4	24
Southeastern	25	49	0	16
St. George East	41	89	2	21
St. Patrick	22	56	1	14
Victoria	30	72	3	19
Tobago	16	33	2	9
Total	211	476	12	134

Annex B Table 4: Gender distribution of CAPE candidates (2021-2025)

Year	Females Registered	Females Attempted	Females Attempted (%)	Males Registered	Males Attempted	Males Attempted (%)
2021	5,060	4,759	94.1	3,346	3,091	92.4
2022	4,608	4,398	95.4	2,989	2,831	94.7
2023	4,568	4,445	97.3	2,894	2,802	96.8
2024	4,862	4,711	96.9	3,161	3,041	96.2
2025	4,793	4,671	97.5	3,242	3,141	96.9

Annex B Table 5: CAPE % of candidates attaining grades I-V by Gender (2021-2025)

Year	Females (%)	Males (%)
2021	95.3	91.8
2022	95.4	92.7
2023	96.6	95.3
2024	95.8	95.0
2025	96.2	95.0

Annex B Table 6: CAPE% of candidates attaining grades I-III by Gender (2021-2025)

Year	Females (%)	Males (%)
2021	76.5	67.3
2022	73.6	66.4
2023	75.8	70.8
2024	74.9	69.7
2025	74.7	69.8

Annex B Table 7: SEA Mathematics - National Performance by Gender (2019-2025)

Year	Under 30% (F/M)	30-50% (F/M)	50-75% (F/M)	75-90% (F/M)	Above 90% (F/M)	Total
2019	1,415 / 2,199	2,243 / 2,458	3,466 / 3,113	1,770 / 1,418	340 / 342	18,764
2020	1,777 / 2,487	2,100 / 2,226	2,747 / 2,570	2,344 / 1,920	552 / 478	19,201
2021	3,124 / 3,728	1,925 / 1,899	2,218 / 2,018	1,619 / 1,452	829 / 732	19,544
2022	3,117 / 3,582	2,671 / 2,707	2,261 / 2,320	961 / 943	247 / 230	19,079
2023	2,142 / 2,532	2,354 / 2,420	2,711 / 2,608	1,624 / 1,496	439 / 471	18,797
2024	2,328 / 2,699	1,938 / 1,893	2,638 / 2,445	1,631 / 1,504	515 / 586	18,177
2025	2,075 / 2,433	1,994 / 2,011	133 / 118	4,219 / 4,048	387 / 452	17,870

Annex B Table 8: SEA English Language Arts - National Performance by Gender (2019-2025)

Year	Under 30% (F/M)	30-50% (F/M)	50-75% (F/M)	75-90% (F/M)	Above 90% (F/M)	Total
2019	618 / 1,444	1,061 / 1,940	3,027 / 3,363	3,467 / 2,349	1,061 / 434	18,764
2020	679 / 1,607	1,003 / 1,732	2,525 / 3,025	3,595 / 2,642	1,718 / 675	19,201
2021	1,228 / 2,551	1,213 / 1,849	2,829 / 3,016	3,251 / 1,939	1,194 / 474	19,544
2022	1,027 / 2,176	1,600 / 2,236	2,897 / 3,074	2,646 / 1,780	1,087 / 556	19,079
2023	838 / 1,782	1,154 / 1,847	3,086 / 3,181	3,059 / 2,156	1,133 / 561	18,797
2024	1,022 / 2,050	1,048 / 1,617	2,805 / 2,836	2,900 / 2,027	1,275 / 597	18,177
2025	818 / 1,710	1,057 / 1,614	63 / 74	3,363 / 2,834	3,507 / 2,830	17,870

Annex B Table 9: SEA ELA Writing - National Performance by Gender (2019-2025)

Year	Under 30% (F/M)	30-50% (F/M)	50-75% (F/M)	75-90% (F/M)	Above 90% (F/M)	Total
2019	178 / 628	557 / 1,481	2,208 / 3,313	3,588 / 2,901	2,703 / 1,207	18,764
2020	231 / 672	549 / 1,323	1,939 / 2,912	3,514 / 3,088	3,287 / 1,686	19,201
2021	232 / 718	589 / 1,455	2,217 / 3,368	3,663 / 2,918	3,014 / 1,370	19,544
2022	289 / 1,048	813 / 1,911	2,689 / 3,607	3,506 / 2,423	1,960 / 833	19,079
2023	321 / 1,029	721 / 1,749	2,492 / 3,467	3,428 / 2,398	2,308 / 884	18,797
2024	465 / 1,232	933 / 1,789	2,472 / 3,048	3,149 / 2,136	2,031 / 922	18,177
2025	385 / 1,180	868 / 1,822	12 / 24	3,456 / 3,184	4,087 / 2,852	17,870

Annex B Table 10: Suspension of Primary level students by Gender for the period 2022-2025.

Academic Year	2022-2023	2022-2023	2023-2024	2023-2024	2024-2025	2024-2025
Gender	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Total number of Suspensions	487	135	430	97	586	164
Total	622		527		750	

Annex B Table 11: Suspension of Secondary level students by Gender for the period 2023-2025.

Academic Year	2023-2024	2023-2024	2024-2025	2024-2025
Gender	MALE	FEMALE	MALE	FEMALE
Total number of Suspensions	4779	2039	4423	1801
Total	6818		6224	

Annex B Table 12: Parent Involvement Survey Highlights (2024)

Level	Respondent group	Selected survey finding	Strategic implication
Primary	Teachers	35.5% reported that parents do not often help students engage in educational activities other than schoolwork.	Teachers perceive gaps in home-based learning support, despite strong parent self-reports.
Primary	Teachers	33.2% reported that parents do not help students with schoolwork; 31.3% disagreed that parents often talk to students about what they are learning.	Parent support should include practical guidance for learning conversations and home routines.
Primary	Teachers	24.8% reported that parents do not regularly communicate with teachers or the school; 69.8% agreed that parents often get involved at school.	Communication is present but uneven and should be systematized.
Primary	Parents/guardians	94.35% agreed that they communicate with teachers/school often; 94.24% reported involvement in their child's school.	Parents report high engagement, indicating a perception gap between home and school.
Primary	Parents/guardians	99.61% reported talking with their child about learning; 99.04% reported helping with schoolwork; 98.04% reported helping with educational activities beyond schoolwork.	Parent self-reports suggest strong willingness to support learning, which can be built into structured programmes.
Secondary	Teachers	46.6% disagreed that parents regularly communicate with teachers or the school.	The communication gap becomes more pronounced at secondary level.
Secondary	Teachers	More than half disagreed that parents often get involved at school (50.6%), talk to students about learning (54.7%), help with educational activities beyond schoolwork (55.0%), or help with schoolwork (59.2%).	Secondary-level parent engagement requires targeted strategies, flexible channels, and sustained support.
Secondary	Parents/guardians	98.03% reported talking with their child about learning; 95.81% reported helping with educational activities; 95.58% reported that their child talks to them when experiencing a problem at school; 94.56% reported helping with homework.	Parents report high home-based engagement, but this may not be visible to teachers or connected to school improvement processes.
Secondary	Parents/guardians	Lower proportions reported being involved in school (86.0%), knowing their child's friends well (85.01%), or communicating often with school/teachers (81.37%).	School-facing engagement is weaker than home-based engagement, supporting the case for a digital parent portal and structured communication.

Source: Ministry of Education, Parent Involvement School Climate Survey, 2024

Annex B Table 13: School Support for Parental Involvement Survey Highlights (2024)

Level	Respondent group	Selected school-support finding	Strategic implication
Primary	Teachers	91.3% agreed that they make an effort to know students' families; 90.6% agreed that staff work hard to build trusting relationships with parents.	Schools are already attempting to build relationships, providing a foundation for a structured national framework.
Primary	Teachers	86.5% agreed that the school encourages family involvement; 88.9% agreed that the school supports teachers' efforts to build positive family relationships.	Support systems exist, but they need standardization and follow-up.
Primary	Teachers	78.2% agreed that teachers and parents think of each other as partners in educating children; 23.9% disagreed that families do their best to help children learn; 25.4% disagreed that teachers feel good about parental support.	Partnerships are not yet consistently strong and require structured support.
Primary	Parents/guardians	90.65% agreed that teachers try to know students' families; 90.77% agreed that the school fosters positive relationships; 91.54% agreed that the school encourages family involvement; 95.60% agreed that the school treats parents with respect.	Parents generally perceive schools as respectful and supportive, which can support deeper engagement.
Secondary	Teachers	83.6% agreed that staff work hard to build trusting relationships with parents; 77.6% agreed that the school supports positive relationships; 74.9% agreed that teachers and families share academic expectations.	Secondary schools report a relationship base, but it is less strong than at primary level.
Secondary	Teachers	67.9% agreed that teachers and parents think of each other as partners; 62.2% agreed that families do their best to help children learn; 61.0% agreed that teachers feel good about parental support.	The partnership model is weakest at secondary level and should be a priority for intervention.
Secondary	Parents/guardians	78.61% agreed that teachers try to know students' families; 84.56% agreed that the school creates positive relationships; 86.44% agreed that the school encourages family involvement; 95.73% agreed that the school treats parents with respect.	Parents report positive school climate indicators, but there remains room to strengthen two-way communication and structured partnership.

Source: Ministry of Education, Parent Involvement School Climate Survey, 2024

Annex B Table 14: Governance Structure Overview (Organizational Structure and Service Commissions Department Interface)

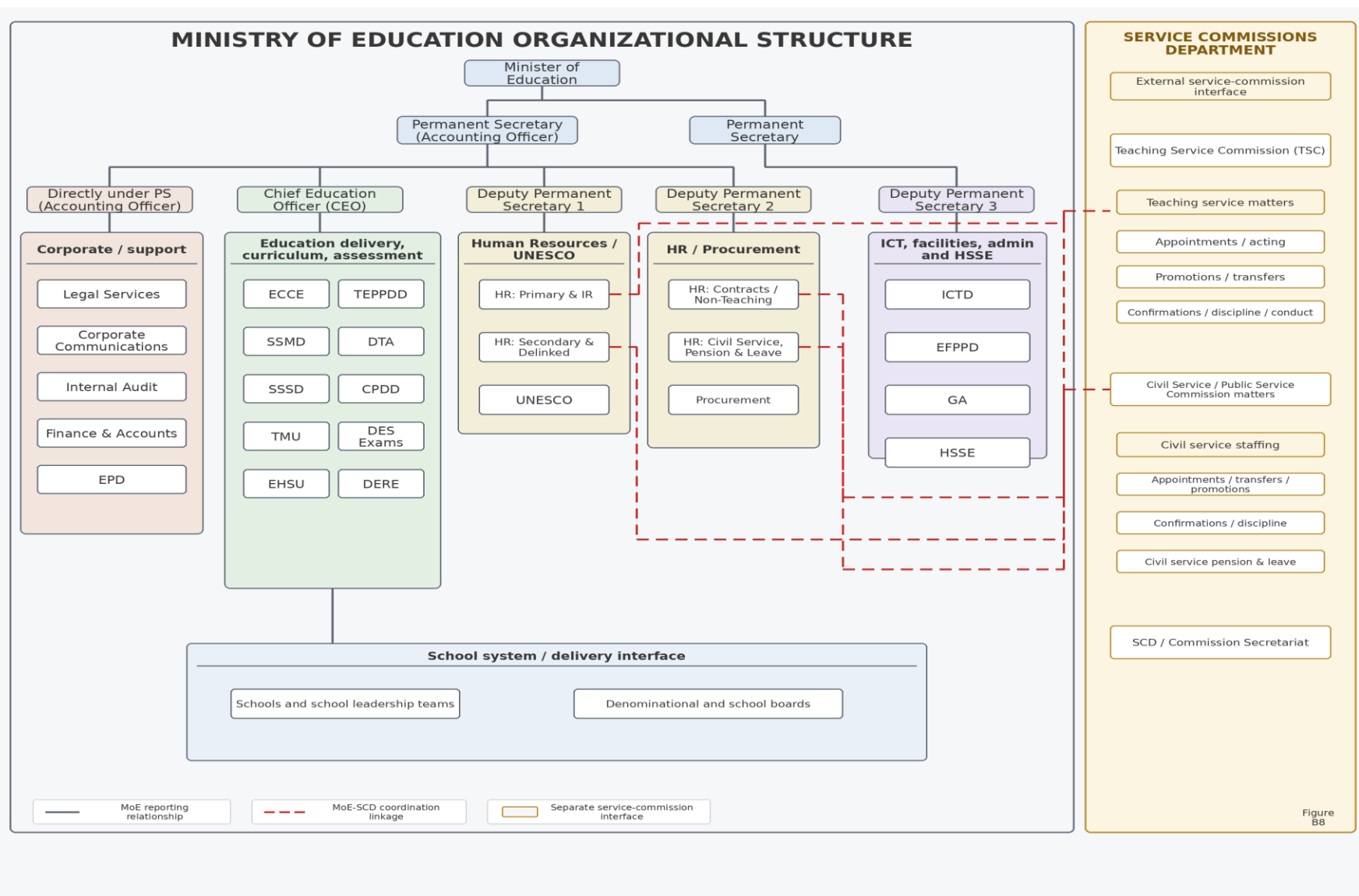


Figure B8 presents the Ministry of Education governance structure and the Service Commissions Department interface. The Service Commissions Department is shown outside the Ministry boundary to avoid implying that service-commission functions are internal Ministry reporting lines.

Solid lines show Ministry reporting relationships, including the connection between the Chief Education Officer and the Deputy Permanent Secretaries and the divisions or units within their respective responsibility areas.

Dashed red lines show MoE-SCD coordination linkages only; they do not represent internal Ministry reporting relationships. The Ministry side of the diagram reflects the main organizational groupings: the Minister of Education; Permanent Secretaries; the Chief Education Officer; Deputy Permanent Secretaries; corporate and support functions; education delivery, curriculum, assessment and student-support divisions; Human Resources; ICT, planning, facilities, procurement, administration and HSSE functions.

The Service Commissions Department side of the diagram recognizes both teaching-service and civil-service interfaces. The Teaching Service Commission is shown in relation to teaching-service matters, while the Civil Service / Public Service Commission interface is shown because civil-service staffing, appointments, discipline, pension and leave matters fall within the wider service-commission ambit.

The direct red dashed linkages identify the key Ministry interfaces with the Service Commissions Department, including HR: Primary & IR, HR: Secondary & Delinked, HR: Contracts / Non-Teaching, and HR: Civil Service, Pension & Leave.

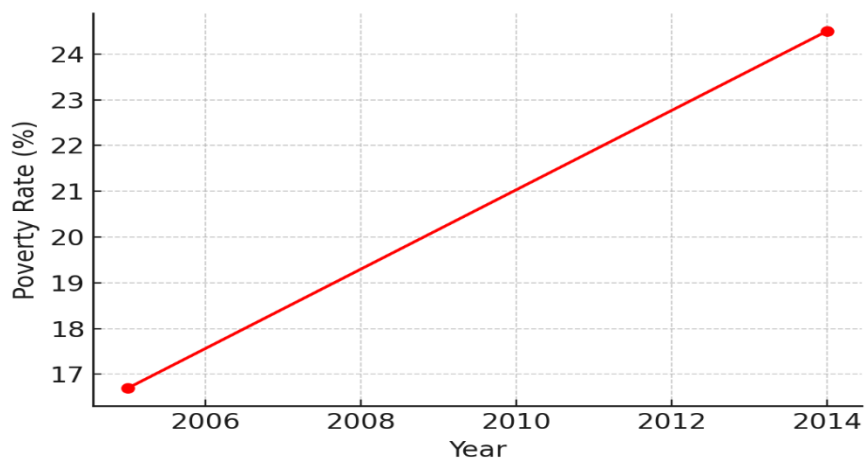
Acronym	Meaning
CEO	Chief Education Officer
DPS	Deputy Permanent Secretary
TEPPDD	Teacher Education, Performance and Professional Development Division
SSMD	School Supervision and Management Division
DTA	Division of Testing and Assessment
SSSD	Student Support Services Division
CPDD	Curriculum Planning and Development Division
TMU	Textbook Management Unit
DES Exams	Division of Educational Services and Examinations
EHSU	Educational Health Services Unit
DERE	Division of Educational Research and Evaluation
EPD	Education Planning Division
HR	Human Resources
IR	Industrial Relations
ICTD	Information and Communication Technology Division
EFPPD	Educational Facilities Planning and Procurement Division
GA	General Administration
HSSE	Health, Safety, Security and the Environment
SCD	Service Commissions Department
TSC	Teaching Service Commission
PSC	Public Service Commission

Annex B Table 15: Governance Reform Priorities and Actions

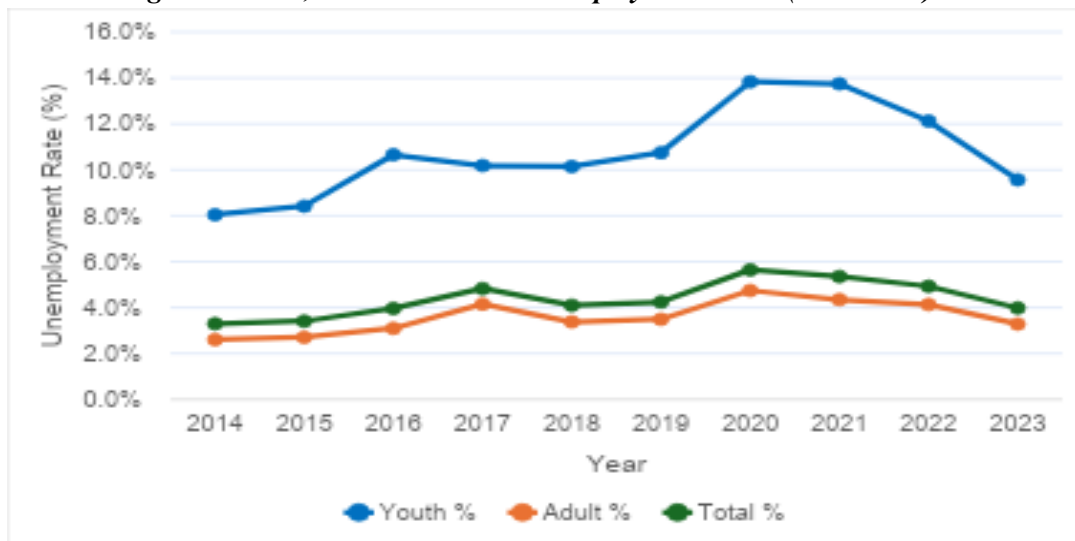
Priority Area	Reform Actions
Accountability	Clarify lines of responsibility across MoE, boards, and schools
Supervision	Shift supervision toward instructional leadership and school improvement
Monitoring	Introduce performance dashboards aligned to strategic KPIs
Boards	Strengthening governance capacity of denominational and school boards
Transparency	Improve procurement, reporting, and public accountability

LIST OF FIGURES

Annex B Figure 1: Trend in Poverty Rates (2005–2014).

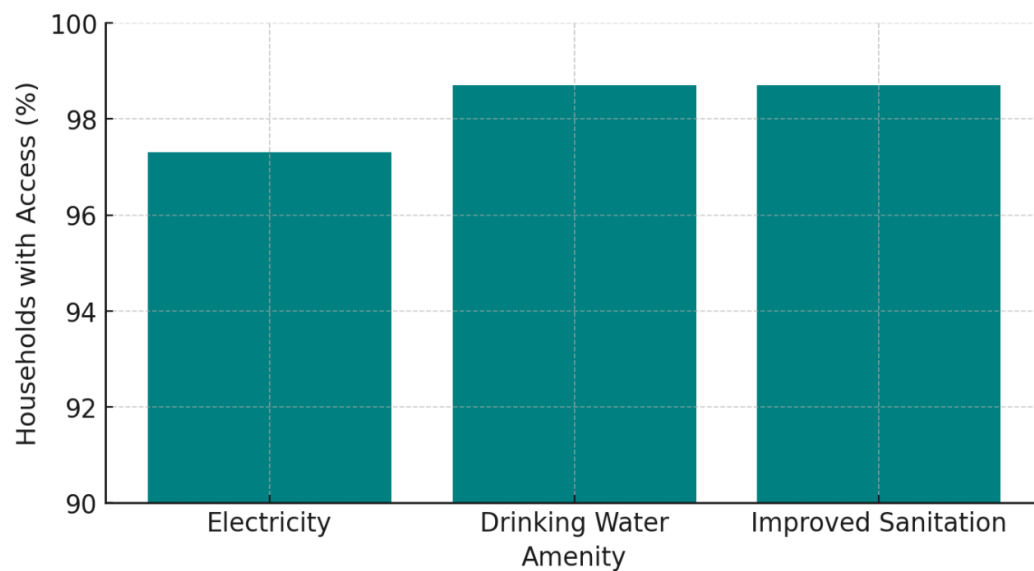


Annex B Figure 2: Total, Adult and Youth Unemployment Rates (2014-2023)



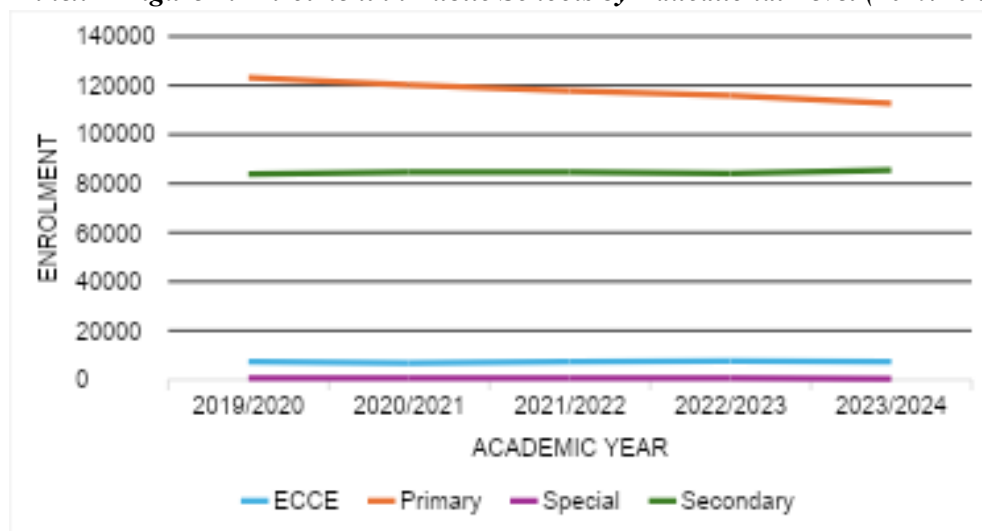
Source: Central Statistical Office

Annex B Figure 3: Household Access to Basic Amenities (2023).



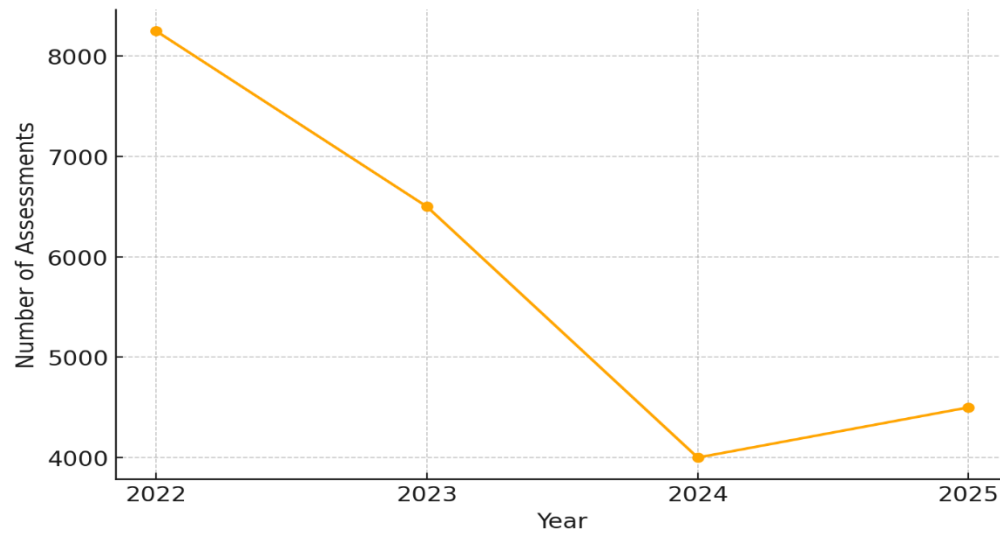
Source: Central Statistical Office

Annex B Figure 4: Enrolment in Public Schools by Educational Level (2019/20 to 2023/24)



Source: Ministry of Education

Annex B Figure 5: SEN Assessments Conducted by SSSD (2022–2025).



Source: Ministry of Education - SSSD Division

ANNEX C: RESULTS FRAMEWORK INDICATOR DEFINITIONS (FINAL CLEAN VERSION)

C.1 Purpose of Annex C

This Annex provides detailed definitions of the indicators used in the Results Framework (Section 5). It ensures consistency in measurement, interpretation, and reporting across the Strategic Plan 2025–2030.

Each indicator is defined by:

- a clear description.
- method of calculation (where applicable).
- data source; and
- reporting frequency.

The indicators in this Annex are directly aligned with the Strategic Pillars and Priority Projects outlined in Section 4 and the indicator tables in Section 5.

C.2 INDICATOR DEFINITIONS BY CATEGORY

C.2.1 Learning Outcomes

Indicator: Literacy Proficiency (SEA / TTNLA)

- Definition: Proportion of students achieving defined proficiency levels in English Language at key stages.
- Source: SEA; TTNLA
- Frequency: Annual

Indicator: Numeracy Proficiency (SEA / TTNLA)

- Definition: Proportion of students achieving defined proficiency levels in Mathematics at key stages.
- Source: SEA; TTNLA
- Frequency: Annual

C.2.2 Continuous Assessment (SEA-CAC)

Indicator: Schools Implementing Continuous Assessment (SEA-CAC)

- Definition: Proportion of primary schools implementing the Continuous Assessment Component as part of SEA.
- Source: Assessment Division
- Frequency: Annual

Indicator: Students Assessed through CAC

- Definition: Proportion of students participating in Continuous Assessment as part of SEA.
- Source: Assessment Division
- Frequency: Annual

Indicator: Assessment Reliability (Moderation Consistency)

- Definition: Degree of consistency in scoring across schools based on moderation processes.
- Source: Assessment Division
- Frequency: Annual

C.2.3 Student Well-Being and Behaviour**Indicator: Student Attendance Rate**

- Definition: Average percentage of students attending school over a defined period.
- Source: EMIS
- Frequency: Termly

Indicator: Student Suspension Rate

- Definition: Number of suspensions per 1,000 students, including severity classification where applicable.
- Source: EMIS / Discipline Records
- Frequency: Termly

C.2.4 Access and Equity**Indicator: ECCE Enrolment Rate**

- Definition: Percentage of eligible children enrolled in ECCE programmes.
- Source: EMIS
- Frequency: Annual

Indicator: Access to SEN Support Services

- Definition: Proportion of identified students receiving appropriate support services.
- Source: SSSD / Programme Data
- Frequency: Annual

Indicator: Student Access to Digital Devices

- Definition: Proportion of students with access to a functional learning device.
- Source: Programme Data
- Frequency: Annual

C.2.5 Digital and AI Integration

Indicator: Schools with Reliable Connectivity

- Definition: Proportion of schools meeting defined bandwidth and uptime standards.
- Source: ICT Reports
- Frequency: Annual

Indicator: Teachers Trained in AI/Digital Instruction

- Definition: Proportion of teachers completing structured digital and AI training programmes.
- Source: ELEVATE TT / Training Records
- Frequency: Annual

Indicator: National AI in Education Policy Approved and Implemented

- Definition: Status of development, approval, implementation, and review of the National AI in Education Policy.
- Source: Policy / Legal / ICT Reports
- Frequency: Annual

Indicator: AI Policy Orientation Coverage

- Definition: Proportion of schools, relevant Ministry divisions, and system leaders sensitised or trained on the requirements of the National AI in Education Policy.
- Source: Training Records / Policy Implementation Reports
- Frequency: Annual

Indicator: AI Tool Review Compliance

- Definition: Proportion of approved AI-enabled tools reviewed against the National AI in Education Policy, including data protection, curriculum alignment, quality assurance, cybersecurity, accessibility, and student protection requirements.
- Source: ICT / Curriculum / Procurement / Policy Implementation Records
- Frequency: Annual

Indicator: Usage of Digital Learning Platforms

- Definition: Proportion of students and teachers actively using approved digital learning systems.
- Source: Platform Analytics
- Frequency: Quarterly

C.2.6 Workforce and Leadership

Indicator: Teacher Vacancy Rate

- Definition: Percentage of approved teaching posts that are vacant.
- Source: HR / TSC
- Frequency: Quarterly

Indicator: Leadership Vacancy Rate

- Definition: Percentage of leadership positions (Principal, Vice Principal, HOD) that are vacant.
- Source: HR / TSC
- Frequency: Quarterly

Indicator: Professional Development Completion Rate

- Definition: Proportion of teachers completing structured professional learning programmes.
- Source: ELEVATE TT
- Frequency: Annual

C.2.7 Curriculum and System Reform

Indicator: Schools Implementing Curriculum Action Plans (CAPs)

- Definition: Proportion of schools implementing approved Curriculum Action Plans.
- Source: Supervision Reports
- Frequency: Termly

C.2.8 TVET and Workforce Alignment

Indicator: Student Participation in TVET Programmes

- Definition: Number and proportion of students enrolled in TVET programmes at the secondary level.
- Source: Programme Data / NTA
- Frequency: Annual

Indicator: CVQ Certification Rate

- Definition: Proportion of students achieving Caribbean Vocational Qualification (CVQ) certification.
- Source: NTA / CXC
- Frequency: Annual

Indicator: TVET Programme Availability

- Definition: Number and proportion of schools offering TVET programmes.
- Source: Ministry Records
- Frequency: Annual

C.2.9 Infrastructure and Facilities**Indicator: High-Risk / Decanted Schools**

- Definition: Number of schools operating under high-risk or temporary arrangements.
- Source: Infrastructure Reports
- Frequency: Annual

Indicator: Capital Project Completion Rate

- Definition: Proportion of planned infrastructure projects completed within defined timelines.
- Source: Finance / Infrastructure Reports
- Frequency: Annual

C.2.10 Governance and Data Systems**Indicator: EMIS Functionality and Coverage**

- Definition: Extent to which EMIS systems are operational and used across the system.
- Source: EMIS Reports
- Frequency: Annual

Indicator: Timeliness of Performance Reporting

- Definition: Proportion of reports submitted within defined reporting timelines.
- Source: Monitoring Reports
- Frequency: Quarterly

C.2.11 Legislative Reform and Policy Alignment**Indicator: Parental Responsibility Act Development**

- Definition: Progress in developing, approving, and implementing legislation to strengthen parental responsibility and accountability in relation to attendance, behaviour, learning support, and engagement with schools.
- Source: Ministry of Education; Ministry of Attorney General and Ministry of Land and Legal Affairs; Cabinet records
- Frequency: Semi-annual

Indicator: Education Act Review and Modernisation

- Definition: Progress in reviewing, modernizing, and advancing amendments to the Education Act and related regulations to support governance, accountability, inclusion, digital transformation, data use, student support, and system modernisation.
- Source: Ministry of Education; Ministry of Attorney General and Ministry of Land and Legal Affairs; Cabinet records
- Frequency: Semi-annual

BIBLIOGRAPHY

National Policy, Strategy, and Administrative Sources

Ministry of Education, Republic of Trinidad and Tobago. (2019). *Education Policy Paper 2017–2022*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Ministry of Education, Republic of Trinidad and Tobago. (2023). *Education Policy Paper 2023–2027*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Ministry of Education, Republic of Trinidad and Tobago. (2024). *Education sector performance data and administrative records*. Port of Spain: Ministry of Education.

Ministry of Finance, Republic of Trinidad and Tobago. (2024). *Review of the economy 2024*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Ministry of Finance, Republic of Trinidad and Tobago. (2025). *Budget statement and estimates of expenditure 2025*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Teaching Service Commission. (2024). *Annual report*. Port of Spain: Teaching Service Commission.

Central Statistical Office. (2016). *Survey of living conditions 2014*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Central Statistical Office. (2023). *Population and vital statistics*. Port of Spain: Government of the Republic of Trinidad and Tobago.

Assessment and Examination Bodies

Caribbean Examinations Council. (2024). *Caribbean Secondary Education Certificate (CSEC) examination results*. Barbados: CXC.

Caribbean Examinations Council. (2024). *Caribbean Advanced Proficiency Examination (CAPE) examination results*. Barbados: CXC.

Ministry of Education, Republic of Trinidad and Tobago. (2024). *Trinidad and Tobago National Learning Assessment (TTNLA) results*. Port of Spain: Ministry of Education.

Regional and International Frameworks

Caribbean Community (CARICOM). (2017). *Human resource development 2030 strategy*. Georgetown: CARICOM Secretariat.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. New York: United Nations.

United Nations Educational, Scientific and Cultural Organisation. (2016). *Education 2030: Incheon declaration and framework for action*. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organisation. (2023). *Global education monitoring report*. Paris: UNESCO.

Organisation for Economic Co-operation and Development. (2020). *Education policy outlook*. Paris: OECD.

Organisation for Economic Co-operation and Development. (2019). *Education infrastructure and asset management*. Paris: OECD.

Organisation for Economic Co-operation and Development. (2021). *Artificial intelligence in education: Opportunities and challenges*. Paris: OECD.

World Bank. (2020). *World development report 2020: Learning to realize education's promise*. Washington, DC: World Bank.

World Bank. (2021). *Managing public investment in education infrastructure*. Washington, DC: World Bank.

World Bank. (2022). *Results-based management in education sector reform*. Washington, DC: World Bank.

World Bank. (2024). *AI and digital transformation in education systems*. Washington, DC: World Bank.

International Telecommunication Union. (2023). *Measuring digital development: Facts and figures*. Geneva: ITU.

Health, Well-Being, and Child Development

World Health Organisation. (2021). *Adolescent mental health*. Geneva: WHO.

UNICEF. (2022). *Child well-being and education in the Caribbean*. New York: UNICEF.

UNICEF. (2023). *Foundational learning and early childhood development in Latin America and the Caribbean*. New York: UNICEF.

OpenAI. (2025). *AI-assisted policy analysis and drafting support for education sector strategic planning*. Large language model tools used to support synthesis, structure, and alignment with international best practice. No original empirical data generated.