



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

# ***Draft Education Policy Paper 2017-2022***

*Abridged version*

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



***A Look into the Future***

## FOREWORD

By the Minister of Education

The Ministry of Education plays a critical role in ensuring an educated and trained labour force, which adequately meets the national development needs of Trinidad and Tobago. The Ministry is committed to partnering with all stakeholders and contributing to the achievement of the national development vision and goals to 2030, which are articulated in the National Development Strategy (NDS) 2016-2030 (Vision 2030).

The Ministry has developed its Draft Education Policy Paper 2017-2022, which articulates clear, comprehensive and wide-ranging policy recommendations and initiatives. It is intended to provide the strategic direction necessary to guide our programmes, projects, and action plans for the Early Childhood Care and Education, Primary, Secondary, Technical/Vocational and Tertiary sub-Sectors for the next five (5) years. As such, the Draft Policy Paper is underpinned by three (3) strategic goals focusing on effective governance and administration of the education system; access to educational opportunities by all learners; and quality education provided at all levels.

The ensuing years are crucial to setting the right foundation and building forward momentum with the requisite strategic policy interventions as the Ministry works assiduously to ensure a modern, relevant education and training system.

I express sincere appreciation to the dedicated staff of the Ministry for the development of this Draft Policy Paper, as well as the internal and external stakeholders of the Ministry who contributed to this process. The Ministry looks forward to continued collaboration and communication with all stakeholders in realising our goals. As such, the next step for the Ministry is to initiate the public consultation process to elicit feedback regarding the Draft Policy Paper, which will facilitate the development of the White Paper.

On behalf of the Ministry of Education, I am pleased to present to the national community the Draft Education Policy Paper 2017-2022. As citizens of this nation, I invite you to take part in the process through constructive commentary and discussion. It is my sincere hope that we can collaborate to advance the educational system of Trinidad and Tobago.

The Honourable, Anthony Garcia

Minister of Education



## Table of Contents

Acknowledgements.....	6
Executive Summary .....	7
Section 1: Introduction.....	11
Vision.....	11
Mission.....	11
Core Values.....	11
Purpose and Scope .....	12
Policy Development Process.....	12
Limitations of the Policy.....	13
Section 2: Policy Context.....	14
The International Perspective .....	14
United Nations’ Sustainable Development Goals (SDGs).....	14
The Regional Perspective .....	15
CARICOM Regional Educational and Human Resource Development (HRD) 2030 Strategy and Action Plan .....	15
The National Perspective: Priorities for Development .....	17
National Development Strategy 2016 – 2030 (Vision 2030).....	17
Relevant Legislation/Authority Governing the Work of the MOE .....	17
Organisational Profile .....	18
Administration of the Education System .....	18
Strategic Goals .....	19
Section 3: Policy Statements.....	21
Sector Governance - Cross Cutting Themes .....	21
Background .....	21
Effective Management .....	21
<i>Sector Financing</i> .....	25
Early Childhood Care and Education .....	27
Background .....	27
Situational Analysis.....	28
Effective Governance and Administration.....	29

Provision of Quality Education at all Levels .....	30
Curriculum Service Delivery: Screening .....	31
Primary Education .....	33
Policy Prescriptions.....	33
Effective Governance and Administration.....	33
Access to Educational Opportunities by All .....	35
Quality Education.....	37
Secondary Education .....	40
Background .....	40
Situation Analysis .....	41
Effective Governance and Administration.....	42
Access to Educational Opportunities by All Learners .....	43
Technical and Vocational Education Training (TVET).....	48
Background .....	48
Situational Analysis: Issues and Challenges .....	49
Statistical Analysis of Available Data .....	49
Effective Governance and Administration.....	51
Access to Educational Opportunities by All Learners .....	52
Provision of Quality Education at all Levels .....	53
Higher Education Sector .....	54
Sector Financing.....	54
Relevance and Responsiveness .....	56
Quality Institutions and Programmes.....	57
Inclusiveness and Lifelong Learning .....	58
Research and Innovation .....	59
Sector Legislation.....	60
Section 4: Roles and Responsibilities of Key Stakeholders .....	62
Key Success Factors .....	62
Section 5: Policy Implementation Process.....	63
Action Plans: Inter-Divisional and Intra-Divisional.....	63
Communication Strategy .....	63

Monitoring of the Implementation of the Policy .....	63
Section 6: Monitoring & Evaluation.....	64
Section 7: Effective Date .....	65
Section 8: Policy Review & Frequency .....	66
Appendices.....	67
APPENDIX I .....	67
APPENDIX II.....	71
APPENDIX III.....	73

## Acknowledgements

The work of the staff of the Ministry of Education, in particular the Divisions/Units identified below, in bringing this document to completion, is acknowledged:

- Δ Educational Planning Division;
- Δ Business Planning Unit;
- Δ Higher Education Services Division;
- Δ Research, Planning and Technical Services Division;
- Δ Programme and Project Planning Management Unit; and
- Δ School Broadcasting Unit

In addition, the input of the staff of the following Divisions/Units in developing the Student Learning Outcomes is recognised:

- Δ Curriculum Planning and Development Division;
- Δ Division of Educational Research and Evaluation;
- Δ Student Support Services Division;
- Δ Early Childhood Care and Education Division;
- Δ Chief Education Officer's Secretariat - School Based Management Co-ordinator; and
- Δ Teacher Training and Development Division

## Executive Summary

The Ministry of Education is committed to achieving its mandate of building the human resource capacity of Trinidad and Tobago, in pursuit of sustainable national development. As such, this Draft Education Policy Paper is intended to guide the actions of the Ministry of Education through the next five (5) years in order to advance educational development in Trinidad and Tobago and treat with current challenges within the education system. The Policy is intended to provide the Ministry of Education with the strategic direction to guide its programmes, projects and action plans for the Early Childhood Care and Education (ECCE), Primary, Secondary, Technical/Vocational and Tertiary sub-Sectors for the period 2017-2022.

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

- Δ National, regional and international reports and background papers;
- Δ Reports prepared by various Consultants on education-specific topics such as testing and assessment including benchmarking of selected policy areas;
- Δ Reports prepared internally by the Ministry, such as the Report on the National Consultation on Education subsequent to the hosting of same;
- Δ In-depth analysis of various countries' policy documents including education reform and best practice;
- Δ Outcomes of brainstorming sessions considering both the external and internal environments, the macro-context, as well as the Ministry's capacity, management and processes, and core resources; and
- Δ Conclusions from meetings with various education stakeholders and internal clients, including senior technical staff and Heads of Divisions/Units.

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

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

Strategic Objectives:

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



## **2. ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS**

Strategic Objectives:

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

## **3. QUALITY EDUCATION PROVIDED AT ALL LEVELS**

Strategic Objectives:

- i. To advance continuous curriculum planning and ensure effective delivery;
- ii. To ensure continuous teacher training and professional development;
- iii. To ensure programmes are relevant and responsive to meet sustainable national development goals;
- iv. To ensure quality teaching for every student; and
- v. To provide the educational support services necessary to optimise the teaching and learning process.

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

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

The Draft Policy Paper is arranged by Sections, according to education level – ECCE, Primary, Secondary, Technical/Vocational Education and Training, and Tertiary, to facilitate disaggregation into discrete areas of focus. Issues are identified and policy prescriptions are then proposed for each level. These Sections are preceded by one which speaks to four (4) cross-cutting themes that inhibit the smooth functioning of the Ministry at the central administration and district levels. The cross-cutting issues for which policy recommendations are made are as follows:

- Δ Effective Management;

- Δ Monitoring and Evaluation;
- Δ Sector Financing; and
- Δ Data and Research.

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

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

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

At the Tertiary level, the Policy Statements focus on the following areas:

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

- Δ **Research and Innovation** – Ensuring that the system is equipped to fuel the national research and innovation system, and address social, economic and environmental issues, toward the conversion of knowledge into social goods and economic wealth.
- Δ **Sector Legislation** – Enactment and revision of legislation for tertiary education and skills training is necessary for the following reasons:
  - To formalise the functions of the Ministry as it related to higher education;
  - To grant regulation-making power to the Minister;
  - To strengthen the policy framework; and
  - To address the requirements for institutional registration, accreditation and recognition of tertiary programmes which are not addressed under the ACTT Act.

This Draft Education Policy Paper presents for public discussion, recommended policy statements that will address the issues that inhibit the smooth operations of the Ministry at all levels, while simultaneously advancing the education system to meet the needs of 21st Century Learner and the national economy.

## **Section 1: Introduction**

The mandate of the Ministry of Education (MOE) is detailed in the Education Act, Chapter 39:01. This Act articulates the powers, functions and responsibilities of the Minister so as to ensure:

1. The promotion of the education of the people of Trinidad and Tobago, and the establishment of institutions devoted to that purpose by means of which he shall thereby contribute towards the development of the human resources, physical, mental, moral and spiritual of the community;
2. The establishment of a system of education designed to provide adequately for the planning and development of an educational service related to the changing needs of the community; and
3. The effective execution of the education policy of the Government.

In the context of its mandate, the Ministry of Education has established its strategic direction, as detailed below. The Ministry's vision for education in the future as articulated in its Vision Statement is reinforced by its Mission Statement. The common principles, ideals and desired culture which unite the Ministry are characterised by its Core Values which guides all aspects of the work of the institution and commitment to these are essential to successfully carry out the mandate of the MOE. This Policy Paper is expected to provide the framework for holistically addressing the ills of the education sector as the MOE seeks to achieve its given mandate.

### **Vision**

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

### **Mission**

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

### **Core Values**

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

- |                  |                     |                |
|------------------|---------------------|----------------|
| Δ Accountability | Δ Ingenuity         | Δ Selflessness |
| Δ Collaboration  | Δ Innovation        | Δ Synergy      |
| Δ Credibility    | Δ Integrity         | Δ Teamwork.    |
| Δ Commitment     | Δ Lifelong learning |                |
| Δ Honesty        | Δ Patriotism        |                |

## **Purpose and Scope**

Successive governments have recognised the need to reform the education system in order to ensure that it meets the needs of learners and the country as a whole. This Draft Policy Paper is intended to guide the work of the MOE as it seeks to navigate the challenges presented by 21st century expectations juxtaposed with a contraction in the local economy; and a need for a change in the approach to socio-economic development.

This Paper is wide-ranging in nature and application. It is intended to provide the MOE with the policy direction to guide its strategic actions in the formulation of programmes, projects and action plans for the ECCE, Primary, Secondary, Technical/Vocational and Tertiary sub-Sectors for the period 2017-2022. It also addresses cross-cutting issues which affect the governance and management of the education system as it relates to the various sub-Sectors. The ultimate goal of this Policy Paper is to achieve Student Learning Outcomes as detailed in Appendix I.

## **Policy Development Process**

The MOE's previous Policy Paper on Educational Development for Trinidad and Tobago 1993-2003, has been taken into account for the development of this Draft Policy document. The Government of the Republic of Trinidad and Tobago's National Development Strategy (NDS), Vision 2030, the United Nations' Sustainable Development Goals (UNSDGs) 2016, to which this country is a signatory, and the CARICOM Regional Education and Human Resource Development (HRD) 2030 Strategy and Action Plan were also perused This Policy takes into consideration a variety of source information, namely:

- Δ National, regional and international reports and background papers;
- Δ Reports prepared by various Consultants on education-specific topics such as testing and assessment, and benchmarking of selected policy areas;
- Δ Reports prepared internally by the Ministry, such as the Report on the National Consultation on Education subsequent to the hosting of same;
- Δ In-depth analysis of various countries' policy documents including education reform and best practice;
- Δ Brainstorming sessions considering both the external and internal environments, the macro-context, as well as the Ministry's capacity, management and processes, and core resources; and
- Δ Meetings with various education stakeholders and internal clients, including senior technical staff and Heads of Divisions/Units.

## **Limitations of the Policy**

This Policy Paper addresses crucial issues within each sub-sector, and while due diligence was observed to ensure that this was comprehensive in nature, the areas of concern are not exhaustive.

The MOE recognises that Information and Communication Technology (ICT) is critical to the development of a knowledge-based, creative and innovative cadre of workers. In this regard, the MOE has developed its ICT Policy to provide overarching guidance on information and communication technology usage to all stakeholders in the education sector. Policies relating to ICT are therefore not included in this Paper.

This Draft Policy Paper precedes and establishes the foundation for the strategic planning process for the Ministry, and is therefore not intended to provide a Strategic Plan or detailed action plans to set out the manner of implementation of the policies contained herein.

## Section 2: Policy Context

### The International Perspective

#### United Nations' Sustainable Development Goals (SDGs)

World leaders in September 2015 accepted the seventeen (17) SDGs of the 2030 Agenda for Sustainable Development at the UN General Assembly Summit and on January 1, 2016, these goals officially came into effect. Countries, by being signatories to these goals, gave the undertaking to ensure that these universal development goals are achieved by 2030. Goal 4 speaks specifically to education as follows:

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

The education-related targets for Goal 4 to be achieved by 2030 include:

- △ Ensuring that all girls and boys complete free, equitable and quality Primary and Secondary education leading to relevant and Goal-4 effective learning outcomes;
- △ Ensuring that all girls and boys have access to quality early childhood development, care and pre-Primary education so that they are ready for Primary education;
- △ Increasing substantially the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- △ Eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- △ Ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;
- △ Ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development; and
- △ Increasing substantially the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small-island, developing states.<sup>1</sup>

The Draft Policy Paper also takes into account the UNESCO's 4 pillars of learning and attendant foundations:

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<sup>1</sup> Transforming Our World: The 2030 Agenda For Sustainable Development [www.sustainabledevelopment.un.org/A/Res/70/1](http://www.sustainabledevelopment.un.org/A/Res/70/1)

- Δ Learning to live together: - Communication, Conflict Resolution, Cultural sensitivity, Multi-linguicism;
- Δ Learning to be: - Self Esteem, Emotional Intelligence, Critical Thinking, Cultural Awareness;
- Δ Learning to do: - Skills, Ability to act, ability to apply knowledge; and
- Δ Learning to learn: - Solid Academic-based Reading and Numeracy, Comprehension, Ability to research and analyse.

## The Regional Perspective

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

The CARICOM's Regional Educational and Human Resource Development (HRD) 2030 Strategy and Action Plan is expected to guide the human resource development, and education and training directions and priorities of Member States of CARICOM leading up to 2030.

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

- Δ ***Inclusive Education*** that places emphasis on the provision of educational opportunities for the broadest range of learners, including those with differing abilities who need special learning contexts;
- Δ ***Equitable Education*** that stipulates the equal provision of a diversity of educational opportunities appropriate for learners who have differing learning styles and who may not be able to learn in the traditional classroom governed by teacher-talk;
- Δ ***Quality Education*** that includes the preparation of teachers, the relevance of the curriculum, the availability of resources for the classroom and teachers, and the competence of the management of the schools in which teachers have to operate, resulting in improved learner performance and recognised certification of skills, competencies and attitudes; and
- Δ ***Promotion of Lifelong Learning*** that advocates for the availability of educational opportunities for adults, members of the workforce, second-chance learners and those who decide to return to learning after the traditional school age.

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

- |                        |                         |
|------------------------|-------------------------|
| Δ Cultural literacy    | Δ Knowing oneself       |
| Δ Ecological literacy  | Δ Technological skills  |
| Δ Knowing how to learn | Δ Scientific Literacies |



- Δ Civic literacies
- Δ Problem-solving/design-thinking skills
- Δ Communication skills
- Δ Multilingualism

- Δ Ability to manage change and transformation of self and society
- Δ Mathematical literacy
- Δ Information and Communication Technology (ICT) literacy.

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

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

The National Development Strategy 2016 – 2030 (Vision 2030) was adopted by the Government of the Republic of Trinidad and Tobago as its national development planning framework, which will lay the foundation and pathway for attaining ‘developed country’ status by the year 2030. It focuses on economic development and diversification, nurturing our greatest asset - our people, good governance and service excellence, and building globally competitive businesses. It is intended to propel the country into a modern, progressive, technologically-advanced nation which is based on the ability of its human capacity to create, recreate and innovate.

The MOE has been identified as one of the key facilitative Ministries for achieving this status. The Theme: *“Putting People First – Nurturing Our Greatest Asset”*, as it relates to education, has as its stated goal:

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

- Δ The strategies associated with this goal are as follows:
- Δ Adopt best practices in education administration;
- Δ Maintain and upgrade school infrastructure;
- Δ Revise the school curriculum to emphasise core values, nationalism and workforce readiness skills; and
- Δ Promote a fair system of education and training at all levels.

This Draft Education Policy Paper is closely related and aligned to the National Development Strategy 2030, with its goal and strategies being reflected within its pages.

## **Relevant Legislation/Authority Governing the Work of the MOE**

The MOE is governed by a multiplicity of legislation, among which the chief is the Education Act, Chapter 39:01 (as amended by the following Acts: Number 1 of 1981 Number 5 of 1985, 9 of 1987, 19 of 1989 and 20 of 1987).

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

Appendix II gives a full list of the relevant legislation governing the work of the MOE and a summary of the Concordat.

## Organisational Profile

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

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

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

The realigned MOE comprises twenty-seven (27) core Divisions and Units and seven (7) Support Divisions. Additionally, there are two (2) State Enterprises and thirteen (13) Statutory Boards under the purview of the Ministry. It is noteworthy that the vast majority of these Divisions and Units are housed at the Education Towers at St. Vincent Street, providing a virtual one-stop shop for services. The staff of the realigned Ministry of Education comprises approximately 21,000 inclusive of public service, teaching service and contract staff

The organisation's sphere of control/influence covers public and private institutions at the ECCE, Primary, Secondary, and Tertiary levels as follows: ECCE (over 900 Centres); approximately 540 Primary Schools (477 of which are public schools); approximately 190 Secondary Schools of which (134 of which are public schools); and 74 Tertiary Institutions.

## Administration of the Education System

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

- Δ The learner at all levels of the system, lies at the centre;
- Δ The School/Tertiary Learning Institute (TLI) provides the teaching and learning environment for the learners;
- Δ The Education District offices are the intermediaries between the schools and the administrative core, implementing policy and generating school data;

- Δ Schools/TLIs are supported by Core Divisions, which carry out the pedagogic functions;
- Δ Central administration provides policy direction and administrative support necessary to ensure quality education is equitably provided; and
- Δ The External Stakeholders and community provide support and are the beneficiaries of the graduates of schools and TLIs.

## Strategic Goals

The suite of policies contained herein, is intended to facilitate the movement of the MOE toward the establishment of a modern, relevant education and training system. In so doing, the system will be strategically poised to ensure its graduates function at optimal level and contribute to 21st Century Trinidad and Tobago. In so doing, the MOE must place equal focus on the inputs into the system as well as the processes to be employed. To this end, the MOE has identified three (3) strategic goals, which capture the inputs and processes necessary to yield the desired end product.

These 3 goals with attendant strategic objectives are:

### **STRATEGIC GOAL 1: EFFECTIVE GOVERNANCE AND ADMINISTRATION OF THE EDUCATION SYSTEM**

#### **Strategic Objectives:**

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

### **STRATEGIC GOAL 2: ACCESS TO EDUCATIONAL OPPORTUNITIES BY ALL LEARNERS**

#### **Strategic Objectives:**

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

### **STRATEGIC GOAL 3: QUALITY EDUCATION PROVIDED AT ALL LEVELS**

#### **Strategic Objectives:**

- i. To advance continuous curriculum planning and ensure effective delivery;
- ii. To ensure continuous teacher training and professional development;
- iii. To ensure programmes are relevant and responsive to meet sustainable national
- iv. development goals;
- v. To ensure quality teaching for every student; and
- vi. To provide the educational support services necessary to optimise the teaching and learning process.

The suite of policies which follows is intended to distil the strategic goals into actionable policies, which will guide the activities of the Ministry. These policies are to be elucidated in the Strategic Plan necessary to treat with the current challenges in the system, which currently militate against the stated goals. The policies are arranged into sections according to education level - ECCE, Primary, Secondary, Technical/Vocational Education and Training, and Tertiary, to facilitate disaggregation into discrete areas of focus. Each section is introduced by a situational analysis, which provides insight into current challenges to be addressed through the policies and Strategic Plan.

## Section 3: Policy Statements

### Sector Governance - Cross Cutting Themes

#### Background

The MOE is responsible for the administration of all education levels from Early Childhood through, Primary, Secondary, Tertiary and Technical Vocational. The recent inclusion of the tertiary, technical vocational and scholarships functions coupled with the previous responsibilities of the Ministry gives rise to administrative issues which must be resolved for this suite of policies to be realised.

The Ministry manages over 21,000 staff members inclusive of public service, teaching service and contract personnel and the educational needs of approximately 280,000 learners. The current economic climate reinforces the need for sound decision making, adequate monitoring and evaluation of programmes and projects to ensure efficiency, effectiveness and value for money.

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

#### Effective Management

##### *Institutional development*

##### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

## **POLICY STATEMENTS**

The Ministry of Education will:

- △ Engage the Public and Teaching Service Commissions to facilitate timely, adequate and relevant staffing of Head Office, district offices and schools;
- △ Revisit the staffing of Education District Offices with a view to ensuring their ability to support the implementation of the Education Policy;
- △ Seek innovative ways to facilitate the succession planning process<sup>2</sup> throughout the Ministry;
- △ Finalise and implement its training plan, taking into consideration the most critical training needs and cost effective training methods;
- △ Ensure institutional strengthening of key divisions and units of the Ministry;
- △ Embark upon an organisational restructuring process to rationalise the structure and staffing of the expanded Ministry;
- △ Engage the Chief Personnel Officer and all relevant agencies to rationalise and regularise the job specifications and bring them in alignment with organisational needs;
- △ Develop, with input from the relevant agencies, and institute the use of a procedural manual to govern the relationship between different categories of workers;
- △ Institute the distribution of the standard orientation package for **all** new MOE staff members;
- △ Develop and institute the use of a Ministry-wide Communication Plan which will effectively target all its internal and external stakeholders;
- △ Seek to inculcate a culture of active communication within and among Divisions, Units, satellite offices and educational institutions;
- △ Involve a wider cross-section of stakeholders in the education policy and strategic plan development plan development process; and
- △ Facilitate multi-directional information flow in the execution of the education policy and strategic plan.

### ***Legislation***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Lack of current overarching Education Legislation;
- △ Lack of coverage of the Early Childhood Sector in the Education Act;
- △ Lack of coverage of the Tertiary Education Sector in the Education Act;
- △ Lack of coherence between the Education Act and the Children's Act; and

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<sup>2</sup> Given the staffing constraints

- Δ Dissonance between current educational needs/realities and the Concordat of 1966.

## **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Finalise the review of the Education Act in accordance with established procedures, in compliance with current relevant legislation, and ensuring that all educational levels are incorporated/represented;<sup>3</sup> and
- Δ Engage in discussions with the Denominational Boards to facilitate review of the Concordat in its entirety.

### ***Transitioning***

Using a spiral model the Curriculum Planning and Development Division of the Ministry of Education has successfully implemented a Curriculum that would transition seamlessly from one level of education to the other. This has achieved the following benefits:

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

The education system is designed in levels i.e. ECCE, Primary, Secondary and Tertiary, which require multiple factors such as social interaction, emotional intelligence, and personal independence inter alia for student success that go beyond the curriculum. Some students face challenges that are not related to the curriculum which affect their academic performance.

## **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Lack of standardised strategies to transition learners from ECCE to Primary;
- Δ Lack of standardised strategies to transition pupils from Primary to Secondary;
- Δ Lack of standardised strategies to transition students from Secondary to Tertiary/World of work
- Δ Lack of universal recognition by teachers regarding the need for:
  - Articulation of curricula between levels, and
  - Student orientation.

## **POLICY STATEMENTS**

The Ministry of Education will:

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<sup>3</sup> The legislative policy requirements at the tertiary level are discussed at length under the heading, “Higher Education Sector” subheading, “Sector Legislation,” pg. 94.



- △ Partner with stakeholders to develop ‘Transition Strategies’ to better prepare students to manage transition points thus improving their opportunities for success. Included will be exit and re-entry strategies that would facilitate those students who wish to exit the education system to enter the world of work and those who wish to re-enter the system for up-skilling; and
- △ Develop and institute the use of standardised programmes and strategies for transitioning at the various educational levels.

### ***Stakeholder Engagement***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Lack of an effective system to engage stakeholders in education.

#### **POLICY STATEMENT**

The Ministry of Education will:

- △ Conduct a stakeholder mapping exercise to inform the development of its Communication Plan;
- △ Include in its Communication and Stakeholder Plan, a comprehensive strategy for engagement of stakeholders<sup>4</sup>;
- △ Seek innovative ways to engage stakeholders including the use of ICT;
- △ Make education resources available to stakeholders via the MOE website; and
- △ Facilitate private sector engagement in support of the needs of the education system.

### ***Monitoring and Evaluation***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ No culture of monitoring and evaluation throughout the organisation;
- △ Inadequate training and facility for ensuring the integration of M&E into programmes and projects;
- △ Lack of an organisation-wide monitoring and evaluation framework;
- △ Insufficient priority given to data collection and feedback mechanisms, and the development of the requisite skillsets; and
- △ No culture of data driven decision-making.

#### **POLICY STATEMENTS**

The Ministry of Education will:

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<sup>4</sup> This will be a subset of the Ministry’s Communication Plan..

- △ Facilitate the roll out of a training programme for relevant staff in the tenets and infusion of Monitoring and Evaluation into all work plans, programmes and projects;
- △ Develop and institute the use of an Ministry-wide monitoring and evaluation framework with attendant reporting formats and schedules;
- △ Finalise and institute the use of an Education Management Information System (EMIS) throughout the entire Ministry;
- △ Finalise and institutionalise the use of the Ministry's Education Data Policy; and
- △ Inculcate a culture of data production analysis and usage throughout the Ministry.

### ***Sector Financing***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Reliance on finite state funding;
- △ Restrictive loan conditionalities when accessing foreign loan funding;
- △ Lack of expertise within the organisation to take advantage of foreign loan/grant funding; and
- △ Improper application of financial regulations.

#### **POLICY STATEMENTS**

The Ministry of Education will:

- △ Employ the principles of accountability and value for money in execution of its services;
- △ Continue the provision of training to Heads of Divisions/Units in accounting procedures in government;
- △ Facilitate training of officers in proposal writing for various international lending agencies;
- △ Take advantage of loan opportunities as they arise<sup>5</sup>; and
- △ Facilitate training of officers and school officials in financial management.

### ***Data and Research***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Lack of central data storage and retrieval system;
- △ Lack of a co-ordinated approach to, and culture of, data collection and analysis, and research review and uptake;

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<sup>5</sup> The MOE will remain cognisant of the need to repay loans, and select for funding those projects which yield the most value for money.

- △ Underutilised/unsystematic/disconnected research machinery to facilitate implementation of the MOE's research agenda;
- △ The collection of data is not always in alignment with the national data requirements;
- △ No culture of research-based decision making;
- △ Lack of co-ordinated dissemination and adoption of best practice; and
- △ Lack of a facility for commissioning TLIs to carry out research required by the MOE.

## **POLICY STATEMENTS**

The Ministry of Education will:

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

## Early Childhood Care and Education

### DEFINITION OF ECCE

Early childhood is defined as the period from birth to eight years of age. Early childhood care and education (ECCE) prepares the child to transition to formal schooling and is focussed on the development of the whole child i.e. the social, emotional, cognitive and physical needs in order to ensure a firm foundation for lifelong learning and well-being.<sup>6</sup>

### Background

Many of the key issues that affect the present delivery of early childhood services in Trinidad and Tobago, such as the quality of programs, resources, access, and staffing patterns, have their roots in the historical development of the country.

During the 1950s public education began to increase expansion at the secondary level, however early childhood at the time was not viewed as critical to the education reform effort, resulting in its exclusion from the public education system. Private providers sensing the gap established private centres (kindergarten, preschools, day-care and nursery schools) teaching introductory reading, writing and arithmetic at a cost to the children of those who could afford it, mainly the working class and middle income families.

In September 1970 the government got directly involved in the provision of early childhood provision with a pilot project in La Pastora Community Centre. Within the first 3 years there were 15 centres established. Through partnerships with the Village Councils, the government continued the establishment of early childhood centres in Community Centres.

In 1974 the Ministry of Education established the Preschool Education Unit with responsibility for registration and monitoring of all ECCE centres. By the mid-1980s there were 50 government-owned and supervised centres run by a cadre of persons trained through the joint effort of Ministry of Education and SERVOL (Voluntary Service for ALL). The partnership with SERVOL continued and during the period of 1986-1991 SERVOL centres became government-assisted centres.

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

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<sup>6</sup> Early Childhood Care and Education, <http://en.unesco.org/themes/early-childhood-care-and-education>.

Though there was the recommendation in 2003 for the early childhood sector to be a legitimate part of the public education system, to date the sector remains unregulated. Additionally, there is a huge disparity between the experiences children have at the government and government assisted as opposed to at the private centres.

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

## **Situational Analysis**

### **Distribution of ECCE Centres**

- △ ECCE Centres are located throughout Trinidad and Tobago in the following categories:
- △ Government Centres – 90,
- △ Government (Community-Board) Centres – 21,
- △ Government-assisted Centres (Denominational) – 40,
- △ SERVOL – 61,
- △ Public-Private Partnership (PPP) Centres – 199, and
- △ Private Centres – 492 (based on a validation exercise conducted in 2013/2014).

### **Access to ECCE**

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

### **Curriculum Delivery**

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

- △ To grow into competent and confident lifelong learners and communicators;
- △ To be equipped with the tools to achieve and maintain physical, mental, and spiritual health; and

- Δ To be secure in their sense of belonging and in the knowledge that they make valuable contributions to their communities and society.

## **Legislation**

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

*“For the purpose of the performance of his responsibilities under this Act the Minister may –*

- a. require the attendance of children of compulsory school age at schools established and conducted under this Act;*
- b. regulate the operation of private schools;”*

And

*“The Public School system shall be comprised of such Public schools as may from time to time be found necessary for the efficient carrying out of the responsibilities of the Minister, and may include –*

- a. infant or nursery schools or departments of schools providing education suitable for children under the age of five years;”*

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

## **Effective Governance and Administration**

### ***Management and Administration: Public Awareness, Legislation***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Lack of public awareness regarding the purpose of ECCE, its curriculum and areas of learning;
- Δ Lack of alignment between teacher preparation and MOE expectations;
- Δ No current legislation to mandate the implementation of the National Curriculum Guide or Standards document in the ECCE Sector; and
- Δ Insufficient data regarding:
  - the level of student readiness to transition to primary level, and
  - centres’ adherence to National Curriculum Guide.

## **POLICY STATEMENTS**

The Ministry of Education will:

- △ Develop a qualification framework to address professional preparation and development for ECCE staff;
- △ Pursue rigorous data collection which give greater insight into the sector through the creation of a quality assurance framework;
- △ Ensure that internal as well as external stakeholders are aware of the benefits and structure of ECCE provisions to students through improved stakeholder engagement and a publicity campaign;
- △ Facilitate the development of legislation to ensure uniformity of practices as well as governance of private centres to ensure equity of ECCE, as part of the reform of overarching Education Act; and
- △ Ensure that the National Standards for regulating Early Childhood Services are supported by enabling legislation.

### ***Data and Research***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ The collection of data is not always in alignment with the national data requirements; and
- △ Data does not always support the development of policy.

## **POLICY STATEMENTS**

The Ministry of Education will:

- △ Develop a database which:
  - collects data from demand surveys, demographic data, and
  - seeks to produce statistical indicators which produce programme standards, e.g. group sizes, child-staff ratios, environments, resources, impact of participation in ECCE on children's school performance; and
- △ Carry out/commission research on the aspects of the quality of services that are most critical to child development in order to inform ECCE Policy.

## **Provision of Quality Education at all Levels**

### ***Quality Education***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Low levels of confidence in the Ministry's ability to provide high quality ECCE for students (55.9%);
- Δ Lack of congruence between systems for students transitioning from ECCE Centres to Primary School;
- Δ The need for a quality framework against which to assess the quality of ECCE in various domains including (but not limited to) curriculum implementation, teacher training and qualifications and infrastructure;
- Δ Need for an assessment to determine the value added by the Public-Private Partnership Project; and
- Δ Need for review of the Proposed Standards for Regulating Early Childhood Services 2005.

## **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Develop and institute a transition policy to support and ensure a smooth transition of students from ECCE Centres to Primary Schools;
- Δ Institute the use of evaluation practices to assess student readiness for Primary education, and facilitate early intervention;
- Δ Develop and implement a Quality Assurance Framework for measuring, monitoring and evaluating quality at the ECCE level which takes the following into consideration (OECD report on Quality Matters in Early Childhood Education and Care):
  - setting quality goals and regulations,
  - designing and implementing curriculum and standards,
  - improving qualifications, training and working conditions,
  - engaging families and communities, and
  - advancing data collection, research and monitoring;
- Δ Conduct an assessment of the Private-Public Partnership (PPP) Project to determine value added and lessons learnt; and
- Δ Review and disseminate its Proposed Standards for Regulating Early Childhood Services 2005.

## **Curriculum Service Delivery: Screening**

### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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



## **POLICY STATEMENTS**

The Ministry of Education will:

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

## Primary Education

### Policy Prescriptions

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

### Effective Governance and Administration

#### ISSUES IDENTIFIED/AREAS OF CONCERN

- △ Inadequately trained Principals who are ill-equipped to:
  - △ Manage schools with scarce resources,
  - △ Manage staff and staff-related issues, and
  - △ Conduct clinical supervision as required;
- △ Lack of a policy for articulation with parents of home-schooled students/Home-school Association;
- △ Lack of clarity of the authority of the Ministry of Education over Private schools, leading to:
  - Inadequate supervision of private schools, and
  - An incomplete database of registered private schools;
- △ Multi-grade teaching required at approximately 10.48% of Primary Schools, with limited training for teachers in relevant teaching methods;
- △ Inadequately trained supervisors; and
- △ Weak/Inadequate communication between Head Office, Schools and District Offices.

#### POLICY STATEMENTS

The Ministry of Education will:

- △ Provide in-service training in areas relevant to Primary School Management (senior teaching staff, Senior Teachers, Vice-Principals, Principals) as follows:
- △ Utilise the expertise of proven, successful former Administrators to provide this service, and
- △ Ensure training in Human Resource Management, Financial Management, Public/Teaching Service Regulations, Performance Appraisal, Alternative Dispute Resolution, Clinical Supervision;
- △ Encourage staff members desirous of entering the administrative stream to avail themselves of management training from recommended tertiary providers.
- △ Make management training a pre-requisite for administrative streams.
- △ Develop and implement a policy for articulation with the Home-school Association of Trinidad and Tobago (HATT). This will facilitate clear, open lines of communication, and ensure that the education needs of these stakeholders are met.

- Δ Strengthen lines of communication with Private School Associations and Private schools to facilitate understanding of the role and responsibility of the MOE as outlined in the Education Act.
- Δ Train teachers to teach multiple grades at the same time.

### ***Human Resource Management***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Lack of tenure for Clerical Staff and BOAs;
- Δ Mismatch between job specification of ancillary staff and requirements of the school;
- Δ Inadequate supply of ancillary staff at Government Primary schools;
- Δ Lack of supporting legislation for revised entry qualifications/requirements at the Primary level; and
- Δ Untimely replacement of teachers (retired, transferred, promoted).

#### **POLICY STATEMENTS**

The Ministry of Education will:

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

### ***Evaluation and Assessment***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

#### **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Develop the institutional, organisational, and individual capacities to conduct and use high-quality evidence, through data collection, monitoring and evaluation, and research,

to enhance decision-making (policy formulation) and system advancement (performance) in all the policy areas;

- △ Develop a Student-Monitoring System (SMS) at the Primary School level to provide feedback to schools and teachers, and to assist in the design of remedial interventions;
- △ Set Minimum Performance Standards for pupils at the Primary level; and
- △ Set Minimum Performance Standards for Primary School teachers.

## **Access to Educational Opportunities by All**

### ***Equity/Inclusive Education***<sup>7</sup>

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Inequality in the standard of education delivered across the 477 public schools throughout Trinidad and Tobago;
- △ Lack of inclusivity, equity, and learning for special needs education and gifted students;
- △ Inadequate collaboration between stakeholders in addressing students' special education needs; and
- △ Use of discriminatory practices in the enrolment of students.

#### **POLICY STATEMENTS**

The Ministry of Education will:

- △ Promote student-centred teaching and learning;
- △ Universalise the delivery of Primary education to ensure a level playing field throughout the school system in terms of facilities, teachers, administration, remediation, and supervision;
- △ Develop and institute the use of a protocol to govern the placement of students with special education needs;
- △ Ensure teachers are trained to identify and meet the needs of the range of physical and intellectual abilities from special needs to gifted students;
- △ Provide parents with support and information so that they can be empowered to manage their children's education appropriately;
- △ Liaise with Teachers' Colleges to ensure that guidance and counselling and special education are offered as compulsory core areas;
- △ Ensure that there is collaboration:
  - Within the various Divisions of the Ministry,
  - With relevant support Ministries

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<sup>7</sup> The Policy Statements with regard to the Student Support Services are equally applicable to ECCE and Secondary Education.

- With national and international bodies to facilitate the delivery of student support services;
- △ Designate specific schools within each Education District to facilitate students whose special education needs are identified as requiring additional support not available in regular schools;
- △ Continue to provide financial support to special needs students in accordance with established policy;
- △ Continue to facilitate diagnostic testing at the Primary level to ensure that students receive requisite, prompt remedial interventions;
- △ Facilitate the provision of specialised Aides at Primary schools where necessary to allow such students to benefit from the education system;
- △ Eliminate the use of discriminatory processes to determine acceptance of children at the Primary level; and
- △ Develop and institute special provisions for students with special education needs to facilitate the evaluation and assessment process.

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

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

### ***Infrastructure***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

## **POLICY STATEMENTS**

The Ministry of Education will:

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

## **Quality Education**

### ***Curriculum***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Lack of alignment between ECCE, Primary and Secondary curricula. This militates against an effective, transparent, and fair system for the transitioning of students between ECCE, Primary, and Secondary educational levels;
- △ The curriculum is not practical/realistic enough to facilitate needs and pique the wider interest of students; and
- △ Lack of adaptability of the Primary curriculum to suit the requirements of students with special education needs.

## **POLICY STATEMENTS**

The Ministry of Education will:

- △ Take steps to ensure alignment of the curricula and teaching strategies across the three educational levels;
- △ Ensure that the curriculum is accessible to students with special education needs; and

- △ Ensure the provision of learning tools and materials to facilitate students with special education needs.

### ***Curriculum Service Delivery***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Services are provided across the board or through subjective targeting systems;
- △ The public is unaware of the procedures for accessing services within the MOE; and
- △ There is need for greater collaboration among teachers, parents, and relevant Divisions of the MOE to improve accountability and management of education service delivery.

#### **POLICY STATEMENTS**

The Ministry of Education will:

- △ Re-engineer its communication apparatus to provide education stakeholders with information on the services available and the processes involved in accessing these services;
- △ Develop and implement targeting systems to ensure support is provided where it is needed;
- △ Create and implement a framework for collaboration between teaching staff and parents to facilitate the teaching and learning process; and
- △ Ensure the infusion of a culture of School-Based Management which is synonymous with inter-Ministry collaboration to facilitate the teaching and learning process.

### ***Promotion of Discipline***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Negative school climate is a concern in the school system.

#### **POLICY STATEMENTS**

The Ministry of Education will:

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

- △ Ensure the provision of pre-service and in-service training for teachers on fostering discipline;
- △ Finalise and implement the Discipline Promotion Plan, which is a holistic, evidence-based programme aimed at eliminating factors inimical to discipline, and promoting positive behaviour. This programme also incorporates:
- △ The encouragement of positive, mutually respectful relationships between students and teachers, and

- △ Communication and sensitisation strategies aimed at changing the mind-set and behaviour of students, teachers, and parents in order to foster discipline and promote positive behaviour;
- △ Support the drafting and enforcement of legislation to treat with disciplinary matters in schools.

### ***Teacher Education and Professional Development***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

#### **POLICY STATEMENTS**

The Ministry of Education will:

- △ Facilitate the development and implementation of a Teacher Education and Teacher Professional Development Policy that provides a strategic framework for standardising teacher-training and teaching. It will include the following:
  - The concept of teacher accountability and minimum performance standards for teachers,
  - Professional standards for teachers which will, in turn, assist in the development of teacher-training plans and also, assess teachers' readiness regarding entry into the profession, and
- △ Teacher empowerment so as to develop teachers' abilities to improve students learning;
- △ Institute the use of alternative, psycho-social metrics to determine whether beginning teachers have the desired attitudes;
- △ Continue to ensure focussed and meaningful collaboration between the MOE and Teacher Education Institutions (TEIs) to ensure that MOE needs are met;
- △ Facilitate in-service and new teacher training to upgrade teachers' knowledge of alternative teaching methods which cater to the needs of the diverse learner. This would include manuals/guidelines on innovative approaches to instructional design and management including the adoption of assessments as well as classroom action research;
- △ Ensure the use of alternative teaching methods to cater to the needs of the diverse learner and so increase student engagement.



## Secondary Education

### Background

Trinidad and Tobago achieved universal access to Secondary Education in 2000. The Sector is currently served by Public schools (subdivided into Government and Government-assisted (Denominational) schools, and Private schools. The official Secondary School age is 12 to 16, with 2 additional years at the Advanced (post-Secondary, non-tertiary) level. It is comprised of Government, Government-assisted and Private schools as indicated in Table below.

**Table 1: Number of Secondary Schools by Authority**

<b>TABLE 1: NUMBER OF SECONDARY SCHOOLS BY AUTHORITY</b>		
<b>Type of School</b>		<b>No. of Schools</b>
<b>PUBLIC:</b>	Government	91
	Government-assisted	43
<b>Sub Total (Public)</b>		<b>134</b>
<b>PRIVATE:</b>		48
<b>TOTAL</b>		<b>182</b>

Secondary Enrolment levels in public schools range from 73 at Matelot Community College, to 1060 at St. Augustine Secondary. The modal school enrolment (in bands of 0-99, 100-199, 200-299 etc.), is 600-699, with 18% of schools falling into this category. Another 16% fall into the 500-599 category.

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

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

School capacities at the Secondary level range from 350 in rural areas to 1565 at schools constructed in the mid-1970s and early 1980s. School infrastructural facilities include those catering to traditional academic subjects; those which provide for technical/vocational subject choices; and those, more modern facilities, which cater to technology, rather than vocational training.

## Situation Analysis

### *Testing and Assessment*

Students are examined twice during the 5-year period of Secondary school. These are:

- Δ At the end of Form 3 – through the National Certificate of Secondary Education (NCSE);
- Δ At the end of Form 5 – through the Caribbean Secondary Education Certificate.(CSEC).

The NCSE seeks to address the issue of learners who withdraw from Secondary education prior to obtaining full certification after 5 years by provision of a certificate as a testimonial that the learner has engaged in a programme of academic, vocational and co-curricular activities. A combination of the final exam at the end of Form 3 and continuous assessment are used to obtain students' grades in a 60 – 40 % ratio. In 2016, 41% (6,396) of the 15,616 students registered for the examination in Trinidad and Tobago passed five or more subjects, while 22% (3,457) were unsuccessful in any of the subjects offered. Twenty-one percent (3,258) of the students were successful in two or less subjects. All students are required to be examined at this level.

The CSEC examination at the end of Form 5 serves as a means for successful students to enter into advanced level of training in Form 6. In CSEC, student success is measured by the attainment of five passes inclusive of Mathematics and English. The percentage of students who obtained passes in five or more subjects, inclusive of English A and Mathematics between 2010 and 2016 were as follows:

2010 – 48.9 %	2014 - 49.7%
2011 – 43.3 %	2015 – 54.0 %
2012 – 34.8 %	2016 – 53.7 %
2013 – 44.3 %	

At advanced level in Form 6, students write the Caribbean Advanced Proficiency Examination (CAPE). This is divided into Unit I and Unit II which examines students at Lower 6 and Upper 6 respectively. The percentage of CAPE Unit I students gaining Grades I – III over the period 2009 to 2016 ranged from 59.7% in 2009 to 70.1% in 2016, an overall improvement of approximately 10.4%. Performances in CAPE Unit I in 2016 shows that 24 out of the 33 subjects attained 90% and above. The percentage of CAPE Unit II entries gaining Grades I – III ranged from 59.6% in 2009 to 68.8% in 2016, a 9.2 % improvement over the period. In 2016, 94.10% of the written Unit II subject entries achieved passing grades, i.e. Grades I – V. Performance in CAPE Unit II also continues to be excellent with 23 out of the 30 subjects having pass rates of 90% and above in 2016.

## Secondary School Drop Out Rate

The relatively high dropout rate of 1.9% (See Table 1) is a concern at the secondary level. Anecdotal data, however, indicate that the figure reported by schools, based on the current definition of dropout,<sup>8</sup> is substantially lower than the actual figure.

Further, an Education Sector diagnosis conducted in 2014/15 has indicated that low performance in the National Test in Standards 1 and 3 are good predictors of subsequent Secondary School drop-out.

**Table 2: Secondary School Dropout Rates 2008-2009**

TABLE 2: SECONDARY DROPOUT RATES 2008-2009*																	
AREA: TRINIDAD AND TOBAGO	FORM I		FORM II		FORM III		FORM IV		FORM V		LOWER FORM VI		UPPER FORM VI		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
ENROLMENT	8215	8290	8227	8424	9077	9220	8820	9357	9578	10625	1588	2493	1506	2506	47011	50985	97996
DROPOUTS	60	49	116	99	160	123	285	208	372	350	24	23	14	14	1031	866	1897
PERCENTAGE	0.7%	0.6%	1.4%	1.2%	1.8%	1.3%	3.2%	2.2%	3.9%	3.3%	1.5%	0.9%	0.9%	0.6%	2.2%	1.7%	1.9%

\*Source: 2010 Annual Statistical Digest

## Effective Governance and Administration

### Testing And Assessment

#### ISSUES IDENTIFIED/AREAS OF CONCERN

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

#### POLICY STATEMENTS

<sup>8</sup> Dropouts are students who have discontinued their Secondary School Education during the academic year 'N' and have been absent from the beginning of the school year 'N+1' up to November 30th.

The Ministry of Education will:

- Δ Conduct regular formative assessments in the area of readiness for reading commencing upon entry into Secondary School at Form 1, especially for those who scored < 30% in the SEA examination;
- Δ Institute/facilitate the use of formative assessment and feedback to improve teaching and learning;
- Δ Institute widespread data collection (inclusive of assessment data) and school profile development based on the elements of the School-Based Management System. This will facilitate the school improvement process; and
- Δ Re-examine the role of the National Certificate of Secondary Education (NCSE) to improve its utility.<sup>9</sup>

## **Access to Educational Opportunities by All Learners**

### ***Infrastructure***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

#### **POLICY STATEMENTS**

The Ministry of Education will:

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

### ***Promotion of Discipline***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ The need to promote safe and disciplined school environments in which learning will thrive.

#### **POLICY STATEMENTS**

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<sup>9</sup> Its purpose and design will be re-considered in the context of utilising the results of underperforming students. It will be used in the development of educational plans along with mechanisms to monitor and evaluate such plans.

The Ministry of Education will:

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

### **STRATEGIC GOAL 3: PROVISION OF QUALITY EDUCATION AT ALL LEVELS**

#### ***Equity***

##### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Inequality in the standard of education delivered across the 134 public schools throughout Trinidad and Tobago;
- Δ Inequity in the system of placing students, leading to stratification throughout the system; and
- Δ Lack of inclusivity, equity, and learning for special needs education and gifted students.

##### **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Rationalise the delivery of Secondary education to ensure equity throughout the school system in terms of having regard to the particular situation;
- Δ Initiate dialogue/research with a view to making recommendations for the reform of the system to facilitate equity, differentiated learning at the Secondary level and equal opportunities for lifelong learning for all; and
- Δ Place greater emphasis and focus on the needs of underprivileged children from lower socio-economic backgrounds through specifically targeted interventions.

#### ***Curriculum***

##### **ISSUES IDENTIFIED/AREAS OF CONCERN**

The curriculum plays a critical role in the teaching and learning of the children. In order to meet the dynamic and changing needs of the nation, the curriculum must be modern and student-centred with particular emphasis on addressing the diverse learning needs of all our learners. In

order to ensure quality, the Secondary Education System needs to be revised to facilitate the improvement of academic performance throughout all Secondary schools.

## **POLICY STATEMENTS**

The Ministry of Education will:

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

### ***Curriculum Service Delivery***

## **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ A relatively high dropout rate at Secondary level.

## **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Conduct research into the factors influencing student drop-out/retention;

- △ Develop and implement preventative and remedial strategies targeted at individuals with low performance on standardised tests to reduce the overall dropout rate; and
- △ Continue to provide remedial programmes, counselling and extra-curricular activities to students.

### ***Teacher Education and Development***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Need for policy reform in the areas of teacher effectiveness, teacher quality, teacher training and development, and evaluation of teacher education/training programmes;
- △ Weaknesses in the teacher preparation process as follows:
  - △ The Teacher recruitment/selection systems;
  - △ The quality of teacher-preparation programmes;
  - △ The lack of standardised measurable, evidence-based criteria for service provision; and
  - △ The lack of alignment between pre-service/induction training and the Ministry's continuous professional development programme.

#### **POLICY STATEMENTS**

The Ministry of Education will:

- △ Revise the teacher recruitment system to ensure alignment between current education system needs and recruits;
- △ Facilitate the development of policy to govern teacher effectiveness, teacher quality, teacher training and development, and evaluation of teacher education/training programmes;
- △ Facilitate the conduct of research into the quality of teacher-preparation programmes;
- △ Ensure the alignment of pre-service/induction training with continuous professional development programme;
- △ Ensure that teachers receive:
  - Prerequisite training in pedagogy, and
  - In-service certificate-level training in rudimentary pedagogy;
- △ Facilitate the following:
  - The continuous professional development of teachers;
  - The development of a Teacher Education and Teacher Professional Development Policy;
  - The development of standards for teacher-education service providers; and
  - The development and implementation of a national plan for the development of teachers.

## ***Management Training***

### **ISSUES IDENTIFIED/AREAS OF CONCERN**

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

### **POLICY STATEMENTS**

The Ministry of Education will:

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



## Technical and Vocational Education Training (TVET)

### Background

Training in technical and vocational skills was institutionalised since 1906 with the establishment of the Board of Industrial Training (BIT) under the Industrial Training Act, Chapter 39:54 (1906). In 1970, the National Training Board (NTB) assumed responsibility for all Technical and Vocational Education Training (TVET) and in 1999, this was further subsumed by the National Training Agency (NTA).<sup>10</sup> The NTA was incorporated as a Company in 1999 under the Companies Act, Chap. 81:01.

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

In pursuance of its mandate for TVET, the NTA is guided by international conventions to which Trinidad and Tobago is signatory. These include:

- Δ the International Labour Organisation's Recommendation No. 195, which recognizes competencies as a means of facilitating education, training, lifelong learning and employability;
- Δ the United Nation's Sustainable Development Goals;
- Δ the Global Compact, which stipulates adherence to human rights and favourable working conditions; and
- Δ ISO standards in the 9000, 14000 and 18000 series, in which human resources are considered a key factor in quality management and security.

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

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<sup>10</sup> Policy on Tertiary Education, Technical Vocational Education and Training, and Lifelong Learning in Trinidad and Tobago

## Situational Analysis: Issues and Challenges

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

## Statistical Analysis of Available Data

### ENROLMENT AND CERTIFICATION BY INSTITUTIONS

**Table 3** depicts **TVET Enrolment and Certification by Institutions for the Five-Year Period 2010/2011 – 2014/2015**. **Enrolment** at all three institutions, MIC – IT, NESC and YTEPP, over the five-year period (2010 to 2015) has had minor fluctuations, with an **average enrolment per year** holding steady at four thousand, eight hundred and fifty-eight (4,858) persons at MIC – IT, one thousand, six hundred and eighty-one (1,681) at NESC and five thousand, nine hundred and ten (5,910) at YTEPP. This is encouraging, since it shows that persons continue to be interested in pursuing TVET courses. However, if the Sector is to show dynamism in its contribution to the economy by providing cutting-edge technological skills that are required by the various industries, particularly the Manufacturing Sector, there has to be a considerable increase in the number of persons being attracted to and thus enrolling in the various programmes that are offered by these institutions.

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

**Table 3: Enrolment and Certification By TVET Institutions:- 2010/2011 – 2014/2015**

<b>TABLE 3: TVET ENROLMENT AND CERTIFICATION BY INSTITUTIONS FOR FIVE-YEAR PERIOD: 2010/2011 – 2014/2015</b>						
<b>INSTITUTION</b>	<b>Years</b>					<b>TOTAL</b>
	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	
<b>MIC – IT</b>						
No. Enrolled	5,408	3,863	4,541	5,632	4,844	<b>24,288</b>
No. Certified	3268	3,688	3,056	3,644	2,838	<b>13,552</b>
<b>% Certified from Enrolment</b>	<b>60.43</b>	<b>95.47</b>	<b>67.30</b>	<b>64.70</b>	<b>58.59</b>	<b>67.91</b>
<b>NESC</b>						
No. Enrolled	1,781	1,924	1,318	1,533	1,851	<b>8,407</b>
No. Certified	897	1,683	605	726	975	<b>4,886</b>
<b>% Certified from Enrolment</b>	<b>50.36</b>	<b>87.47</b>	<b>45.90</b>	<b>47.36</b>	<b>52.67</b>	<b>58.12</b>
<b>YTEPP</b>						
No. Enrolled	6,475	5,179	7,324	6,442	4,130	<b>29,550</b>
No. Certified	3,115	2,675	3,611	3,514	2,369	<b>15,284</b>
<b>% Certified from Enrolment</b>	<b>48.11</b>	<b>51.65</b>	<b>49.30</b>	<b>54.55</b>	<b>57.36</b>	<b>51.72</b>
<b>TOTAL</b>						
No. Enrolled	<b>13,664</b>	<b>10,966</b>	<b>13,183</b>	<b>13,607</b>	<b>10,825</b>	<b>62,245</b>
No. Certified	<b>4,338</b>	<b>8,046</b>	<b>7,272</b>	<b>7,884</b>	<b>6,182</b>	<b>33,722</b>

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

## **Effective Governance and Administration**

### ***Sector Management***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Need for dedicated oversight of the Sector; and
- Δ Need for rationalisation of the Sector.

#### **POLICY STATEMENTS**

The Ministry of Education will:

- Δ Review Legislative Framework governing the TVET Sector; and
- Δ Rationalise the Sector.

### ***Building a Research Agenda***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Need for holistic labour-market studies

#### **POLICY STATEMENTS**

The Ministry of Education, through its implementing body, will

- Δ Ensure that relevant labour-market studies are conducted.

### ***Monitoring and Evaluation***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- Δ Absence of a Monitoring and Evaluation Framework

#### **POLICY STATEMENTS**

The Ministry of Education will

- Δ Develop and implement a Monitoring and Evaluation Framework for the TVET Sector.

## Access to Educational Opportunities by All Learners

### ISSUES IDENTIFIED/AREAS OF CONCERN

#### *Rationalisation of Services*

- Δ Duplication of Services;<sup>11</sup>
- Δ Absence of Quality Assurance<sup>12</sup>; and
- Δ Inadequate number of Workforce Assessment Centres.

### POLICY STATEMENTS

The Ministry of Education, through its implementing body, will establish a National TVET System<sup>13</sup> to:

- Δ Develop, implement and maintain a TVET plan that links all aspects of training and certification;
- Δ Institute and implement a process of seamless transition for:
  - Student access to any Public/Private Service Provider Institution,
  - Student access from school to work, and
  - Student access from school to TVET Tertiary Level Institutions;
- Δ Promote lifelong learning;
- Δ Expand Workforce Assessment Centres;
- Δ Establish a Quality Assurance System; and
- Δ Implement the Regional Qualifications Framework.

#### *Public Awareness Campaign*

### ISSUES IDENTIFIED/AREAS OF CONCERN

- Δ Stigmatisation and lack of public awareness.

### POLICY STATEMENTS

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

- Δ Promote and market TVET:

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<sup>11</sup> This issue, which calls for the rationalisation of the Sector, also falls under the ambit of Goal 1: Effective Governance and Administration of the Education System, Strategic Objective i: To provide effective management and administration of the education system

<sup>12</sup> This issue is placed under Strategic Goal 2 (and not 3) because its proposed resolution lies within the ambit of the National TVET System to be established

<sup>13</sup> The National TVET System will also encompass issues identified under Goal 3: Provision of Quality Education at all Levels, Strategic Objective i: To advance continuous curriculum planning and ensure effective delivery.

- As a first option;
- As an alternative;
- As a natural choice; and
- As training for vulnerable groups.

## **Provision of Quality Education at all Levels**

### ***Curricula Planning and Development*<sup>14</sup>**

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Lack of standardisation of programmes and courses across levels and across institutions;
- △ Lack of harmonisation between occupational and programme course titles; and
- △ Emphasis placed either on theoretical or on practical training in TVET institutions.

#### **POLICY STATEMENTS**

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

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

### ***Teacher Availability and Training***

#### **ISSUES IDENTIFIED/AREAS OF CONCERN**

- △ Acute shortage of TVET teachers at Secondary School level.

#### **POLICY STATEMENTS**

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

- △ Promote TVET as a viable teaching career; and
- △ Provide teacher training opportunities from (TVET) Levels 1 to 4.

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<sup>14</sup> This is to be incorporated within the National TVET System.

## Higher Education Sector

### Sector Financing

#### ISSUES IDENTIFIED/AREAS OF CONCERN

The Government of the Republic of Trinidad and Tobago (GORTT) is the primary source of funding in the local higher education sector. The sector is subsidised by way of support for institutional development and student funding. The Ministry allocates funding for both recurrent and capital expenditure, as well as tuition and non-tuition fees by way of grants, scholarships and soft-loans. In this regard, public funding within the sector comprises six (6) funding mechanisms: (i) Recurrent expenditure; (ii) Capital expenditure via the Public Sector Investment Programme (PSIP); (iii) Government Assistance for Tuition Expenses (GATE) Programme; (iv) Higher Education Loan Programme (HELP); (v) Financial Assistance (Studies) Programme (FASP); and (vi) National Scholarship Programme. The recurrent and capital expenditure of the sector over the last six (6) fiscal periods are illustrated in Table 4 as follows:

**Table 4: Higher Education Capital and Recurrent Expenditure by Fiscal Year**

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

An estimated total of \$12,507,770,208 and \$2,901,374,239 have been expended in recurrent and capital expenditure respectively over the period, fiscal year 2011 to fiscal year 2016.<sup>15</sup>

Local and global economic trends with respect to falling prices of energy commodities (oil and gas) have, however, led to concerns over the sustainability of national expenditure as the economy continues to experience reductions in revenues and foreign exchange earnings<sup>16</sup>. In this regard, the GORTT has introduced measures to curtail public expenditure and agreed to decrease funding across all public organisations, including:

- i. More efficient public expenditure;
- ii. More cost-sharing funding models;
- iii. Improved Return on Investment and Value for Money;
- iv. Improved Monitoring and Evaluation through accessibility and availability of data;
- v. Funding aimed at quality outputs; and
- vi. Building economic resilience.

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

## **POLICY STATEMENT**

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

### ***Strategies***

- Δ Consideration will be given to alternate funding arrangements and medium and long term self-financing mechanisms such as the Education Savings Plan for cost-sharing, which will allow the cost of tertiary education to be shared between the state and students.
- Δ The Ministry will encourage public institutions to devise more cost-sharing arrangements to meet its operational costs. Strategies to attract public-private-partnerships, corporate sponsorships, and philanthropy will be developed as means for institutions, particularly public institutions, to become more self-reliant.

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<sup>15</sup> It should be noted that these financials do not include *The National Institute of Higher Education, Research, Science and Technology (NIHERST)* from 2010-2011 to 2014-2015.

<sup>16</sup> The price of oil has fallen from a high of approximately US\$125 in early 2012 to the recent low of US\$55 in 2016; currently it sells for US\$54. This represents a price drop of approximately 57% from 2012 to 2016. Similarly, national revenue generated from gas export has also reduced.



- Δ Tuition fees for approved programmes will be evaluated through a comprehensive method of determining competitive rates. While institutions may increase tuition fees over the years, the Ministry will align its funding allocation according to measures of fair and competitive tuition fees.
- Δ The Ministry will review all GATE funded programmes to ensure alignment to socio-economic and labour market priority areas.
- Δ The Ministry supports opportunities for a region-wide tertiary education experience. As such, funding will continue to be provided for programmes offered at regional campuses at a value equivalent to local tuition fees.
- Δ Funding mechanisms must target strategic and measureable outcomes in order to objectively assess the success of initiatives. The Ministry will identify these measures and develop a comprehensive Monitoring and Evaluation system to assess its performance in keeping with wider financial principles of value for money and (social and economic) return on investment.

## Relevance and Responsiveness

### ISSUES IDENTIFIED/AREAS OF CONCERN

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

### POLICY STATEMENT

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

#### *Strategies*

- Δ Ensure that research, education and training respond to various and changing societal and environmental issues such as sustainable development, climate change, social cohesion.
- Δ Engage producers of LMI to formalise data collection, data sharing and research arrangements, towards the development of data-driven education policies and reform initiatives and inform programme offerings.
- Δ Strengthen linkages to industry partners to increase involvement in areas of policy direction, curriculum development and programme delivery.

- Δ Promote and expand the integration of a work-based component across programmes, through avenues such as internships, apprenticeships and dual systems for programme delivery.
- Δ Integrate entrepreneurial education and training into current and future programmes and expand support facilities such as incubators, business development opportunities and mentorship programmes.
- Δ Support institutions in the review and expansion of reskilling, retooling and professional development programmes.
- Δ Promote blended learning and modernised approaches to programme delivery that are flexible and utilise technology-enhanced methodologies.
- Δ Expand career guidance initiatives and institute strategies to steer students' choices towards critical and priority areas.

## Quality Institutions and Programmes

### ISSUES IDENTIFIED/AREAS OF CONCERN

Over the past decade, quality assurance within the higher education sector has experienced significant improvements; particularly owing to the establishment of the Accreditation Council of Trinidad and Tobago (ACTT) in 2004 by the ACTT Act, Chapter 37:09. This legislation mandated all institutions operating within the higher education sector to conform to baseline standard of quality through a process of registration. In 2005, there were less than thirty (30) institutions registered and today, there are over seventy (70) institutions registered with the ACTT. A similar trend has occurred with increasing numbers of TVET institutions obtaining Centre Approval from the NTA. Through the sustained efforts of these quality assurance agencies, the challenge of sector regulation has been curtailed, with all higher education institutions having met the minimum requirements of quality. With this achievement, the MOE must now emphasise a culture of quality and excellence within the sector, toward transforming TLIs to 'world class' institutions which are globally competitive and recognised. This will position Trinidad and Tobago as the regional centre of excellence in higher education; providing an opportunity for economic diversification through the potential export of educational products and services.

### POLICY STATEMENT

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

#### *Strategies*

- △ Support the national quality assurance agencies in their efforts to advance quality assurance practices and procedures, in alignment to evolving regional and international standards.
- △ Encourage more institutions to acquire accreditation status and facilitate capacity building in the development of local programmes.
- △ Formalise performance indicators (PI) for the higher education sector, inclusive of PIs at the programme and institutional levels such as graduations rate and industry uptake; as well as macro indicators of quality and performance, such as competitiveness, labour efficiency and entrepreneurial activity.
- △ Adopt a comprehensive approach to the Quality Assurance of programmes which are offered via online and distance learning modalities.
- △ Ensure that higher education institutions implement systems of continuous faculty development toward the promotion of innovative and modern teaching practices.
- △ Finalise and implement the National Qualifications and Credit Framework (NQCF).
- △ Build capacity at the quality assurance agencies to implement effectively mechanisms to treat with student affairs and other stakeholder matters ranging from complaints to input into higher education policy.
- △ Develop a continuous graduate tracer system to evaluate the effect of public funding as an investment; as well as a system through which graduate employment status is continuously evaluated.
- △ Ensure that all quality assurance agencies adopt a greater role in data sharing and analytics to inform policy and decision making for the sector.

## **Inclusiveness and Lifelong Learning**

### **ISSUES IDENTIFIED/AREAS OF CONCERN**

While access to higher education has been expanded significantly over the years, some segments of society remain disadvantaged and under-served, through factors including financial, socio-cultural, gender-related and geographical. However, the precise extent and nature of these disparities have not been quantified by empirical evidence and research. As such, it is an imperative of the MOE to undertake a comprehensive review of the sector's expansion and participation in higher education opportunities, to determine the gaps which exist and subsequently, develop initiatives to treat with those inequalities. The MOE therefore intends to shift its focus to targeted access to ensure inclusive, sustainable and resilient development. Further, access to higher education will not only involve strategies to support entry to higher education, but also retention and successful completion; as well as interventions aimed at generating a cultural shift in how citizens perceive education, professional development and lifelong learning.

### **POLICY STATEMENT**

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

### *Strategies*

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

## **Research and Innovation**

### **ISSUES IDENTIFIED/AREAS OF CONCERN**

The role of the higher education sector in the generation of new ideas, processes, and solutions through research and development and innovation is critical now more than ever; as the nation aspires to develop domestic capabilities, diversify its production base, and become a knowledge-based and innovative economy. However, in spite of its importance, national spending on research was reported at less than 0.1 per cent of GDP.<sup>17</sup> Further, R&D investment and activities in the private sector has been similarly nominal. As a result, there is inadequate research infrastructure and limited capacity in several areas.

### **POLICY STATEMENT**

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

### *Strategies*

- △ Contribute to increased investments in R&D and innovation to at least 1.0% of GDP
- △ Incentivise institutions engaged in research responsive to national demands, including sustainable development practices, climate change and the promoting alternative and renewable energy.
- △ Facilitate the nexus between academia and industry to transform research into commercial opportunities and products.

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<sup>17</sup> 2014 Global Innovation Index Report.

- △ Build capacity and capability specifically in art and design, so that concepts and finished products can be fashioned, licensed and scaled-up for mass production
- △ Support institutions in establishing collaborative arrangements with universities and research centres that possess state-of-the-art technologies, research facilities and personnel, to conduct joint ventures and knowledge transfer activities, toward increasing local research capacity.
- △ Improve and upgrade existing research infrastructure at the TLIs and develop new research facilities where necessary.
- △ Ensure institutions focus on areas where they have a comparative advantage or use the network to collaborate with other institutions to conduct joint research projects in order to share expertise and other resources.
- △ Disseminate research findings as appropriate to support utilitarian efforts and enhance the national appreciation for research.

## Sector Legislation

### ISSUES IDENTIFIED/AREAS OF CONCERN

Although the Education Act addresses the post-secondary phases of the education system, there is no dedicated legislation to directly govern the higher education sector<sup>18</sup>. As a result, a comprehensive legal framework, involving the revision of existing legislation and creation of new pieces of legislation, is required. This would enable the sector to be more efficiently managed. Enactment and revision of legislation for tertiary education and skills training is necessary for the following reasons:

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

### POLICY STATEMENT

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

### *Strategies*

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<sup>18</sup> The current pieces of legislation directly related to higher education are the ACTT and COSTAATT Acts (supra). Other applicable legislation for the sector include Legal Profession Act [Chapter 90:03] and the Dental Profession Act [Chapter 29:54]. The Guarantee of Loans (University of the West Indies) Act [Chapter 71:83], the Industrial Training Act [Chapter 39:54] and the University Students (Guarantee Fund) Act [Chapter 39:08] have become dormant and irrelevant.

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

## **Section 4: Roles and Responsibilities of Key Stakeholders**

As the Policy is disaggregated into discrete programmes and projects, Action Plans with Responsibility Matrices will be developed accordingly. On a generic level, the Heads of the Divisions, directly responsible for particular functions, will have the overall responsibility to ensure that policies are being implemented through Programmes and Projects. For example, projects related to curriculum development will be within the purview of the Director, Curriculum Planning and Development.

### **Key Success Factors**

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

- Δ Political Will
- Δ Strategic Realignment of the
- Δ Human Resources
- Δ Financial Resources
- Δ Stakeholder Engagement
- Δ Communications Strategy

## **Section 5: Policy Implementation Process**

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

Actions plans will be developed in tandem with this Education Policy in order to execute and closely monitor the policy recommendations. Stakeholder input is critical in the development and finalisation of these Action Plans as stakeholders will be able to clearly ascertain their areas of responsibility, resources required, deliverables with specific timeframes and importantly, policy areas which require partnership and collaboration among the Ministry's stakeholders.

### **Communication Strategy**

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

### **Monitoring of the Implementation of the Policy**

In order to assess the degree of implementation, the Ministry's stakeholders will be consulted in order to develop specific criteria and standards which will be utilised to measure and compare actual implementation as opposed to the established standards.



## Section 6: Monitoring & Evaluation

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

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

Further, identification of responsible parties, budgets, timeframes, risks, risk mitigation strategies, outputs, outcomes and impact are critical to the conceptualisation, implementation, monitoring and evaluation of the plans, programmes and projects which will operationalise the Policy.

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

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

## **Section 7: Effective Date**

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

## Section 8: Policy Review & Frequency

Review of the policy will be at the behest of the Strategic Executive Team in accordance with the recommendations of the Divisions of the Ministry and in response to changes to the environment. It is recommended that a cross-functional, multi-divisional Ministry team be appointed which will be within the purview of the Chief Education Officer. The team will review progress, examine constraints and reports, and make recommendations for corrective action. This team should comprise (at minimum)<sup>19</sup> the following skill sets: Monitoring and Evaluation, Educational Planning and Research.

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

This policy is subject to review at the end of the five-year period of its scope.

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<sup>19</sup> Additional membership should represent the Divisions with ownership of the major policy areas.

# Appendices

## APPENDIX I

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

## STUDENT LEARNING OUTCOMES

OUTCOME	Learners should, at the end of:			
	ECCE	Primary	Secondary	Post-Secondary
<b>NATIONAL PRIDE AND A SENSE OF BELONGING</b>	<p>Know:</p> <p>The national colours</p> <p>The President and Prime Minister's names</p> <p>Their religion</p>	<p>Know the national anthem and the pledge</p> <p>Be able to participate in community- and country-building exercises</p> <p>Have a basic knowledge of:</p> <p>The achievements of Trinidad and Tobago</p> <p>Other religions</p> <p>Understand:</p> <p>The culture of Trinidad and Tobago</p> <p>Their relationship to the wider society.</p>	<p>Know the history of Trinidad and Tobago</p> <p>Understand their role as young citizens in national development</p> <p>Demonstrate tolerance for other religions</p> <p>Be able to identify ways to contribute to the community and country</p>	<p>Be proud Trinbagonians who appreciate the uniqueness of Trinidad and Tobago</p>
<b>COMMUNICATION AND SELF-EXPRESSION</b>	<p>Be able to vocalise their thoughts and needs</p> <p>Interact with others their age</p> <p>Follow basic instructions</p>	<p>Be able to:</p> <p>Express themselves</p> <p>Interact with others</p> <p>Participate in/lead group activities</p> <p>Demonstrate care &amp; concern for others</p>	<p>Be able to:</p> <p>Express themselves</p> <p>Interact with others</p> <p>Organise group activities</p>	<p>Be able to think critically and express themselves clearly</p>

## STUDENT LEARNING OUTCOMES

OUTCOME	Learners should, at the end of:			
	ECCE	Primary	Secondary	Post-Secondary
<b>APPROPRIATE LEVELS OF LITERACY, NUMERACY AND TECHNOLOGICAL LITERACY</b>	<p>Be able to:</p> <p>Identify shapes, colours, letters and numbers</p> <p>Manoeuvre on a computer or tablet</p>	<p>Be able to:</p> <p>Read and understand</p> <p>Write coherently</p> <p>Perform basic functions on a computer</p>	<p>Be able to:</p> <p>Read and critically analyse</p> <p>Express complex ideas in written form</p> <p>Be proficient on common technological devices</p>	<p>Be fit for employment in the global village</p>
<b>LOVE FOR LEARNING</b>	<p>Be interested in exploring their environment</p>	<p>Be interested in learning new things</p> <p>Be able to conduct basic research</p> <p>Be able to analyse and solve simple problems</p> <p>Be able to question what is taught</p>	<p>Be interested in learning more about things</p> <p>Know how to conduct structured research</p> <p>Be able to conduct research and present informed opinions and arguments</p> <p>Be able to analyse and solve complex problems</p>	<p>Be a lifelong learner</p>

## STUDENT LEARNING OUTCOMES

OUTCOME	Learners should, at the end of:			
	ECCE	Primary	Secondary	Post-Secondary
<b>AESTHETIC APPRECIATION AND EXPRESSION; AND</b>	Have some appreciation for any type of art Experiment with artistic expression	Have an understanding of the broad scope of art and its role as expression Have gained exposure to art in various forms Be able to demonstrate some form of artistic expression	Appreciate and value all forms of artistic expression	Appreciate and value all forms of artistic expression and the role they play in the culture and history of the country
<b>INTRINSIC SENSE OF RIGHT AND WRONG</b>	Be able to follow instructions on right vs. wrong	Be able to determine right from wrong in everyday situations and interactions	Make decisions based on their ability to determine right from wrong	Have the moral integrity to stand up for what is right

## APPENDIX II

### Relevant Legislation/Authority Governing the Work of the MOE

#### MINISTRY OF EDUCATION GUIDING LEGISLATION

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

- Δ The Education Act, Chapter 39:01 (as amended by the following Acts: Number 1 of 1981 Number 5 of 1985, 9 of 1987, 19 of 1989 and 20 of 1987;
- Δ The Education (Teaching Service) Regulations;
- Δ The Education (Teaching Service) (Amendment) Regulations, 2000 (Code of Conduct);
- Δ The Education (Assisted Secondary School Teachers Maternity Leave) Regulations;
- Δ The Teaching Service Regulation Recognition and Certification Board Rules, 1981;
- Δ The Teaching Service Registration Recognition and Certification Board Rules;
- Δ The Teaching Service (Certification of Recognition) Regulations;
- Δ The Education (Amendment) Act, Number 22 of 2005 (Delinking);
- Δ The Education(Local School Boards) (Amendment) Regulations, 2005 Legal Notice Number 104;
- Δ The Teachers' Pensions Act, Chapter 39:02;
- Δ The Pensions Act, Chapter 23:52;
- Δ The Public Service Commission Regulations, 1966;
- Δ The Public Service Commission (Amendment) Regulations, 1990; and
- Δ The Civil Service Act, Chapter 23:10;
- Δ The Civil Service Regulations, 1967.

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

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



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

In addition, the Cabinet, through Trinidad and Tobago Gazette Volume 52 No. 97 expanded the mandate of the Ministry of Education to include tertiary education and scholarships.

#### **THE CONCORDAT OF 1960 - SUMMARY**

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

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

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

## APPENDIX III

### MIC-IT Programmes, Courses and Levels of Courses Offered –2014/2015

MIC – IT INSTITUTE OF TECHNOLOGY LIMITED: PROGRAMMES, COURSES AND LEVELS OF COURSES OFFERED 2014/2015					
NAME OF PROGRAMMES	Courses	Level of Course			
		1	2	3	4
<b>HELPING YOU PREPARE FOR EMPLOYMENT (HYPE)</b>	Air Condition/Refrigeration	√			
	Bridging the Gap 2014	√			
	Carpentry/Electrical	√			
	Carpentry/Masonry	√			
	Carpentry/Plumbing	√			
	Carpentry/Welding	√			
	Electrical/Masonry	√			
	Electrical/Plumbing	√			
	Electrical/Welding	√			
	Masonry/Plumbing	√			
	Welding/Plumbing	√			
<b>NSDP (JOURNEYMAN PROGRAMME)</b>	Electrical Maintenance			√	
	Industrial Maintenance			√	
	Joinery			√	
	Machine Shop			√	
	Mechanical Maintenance			√	
<b>NSDP (MASTER CRAFTSMAN PROGRAMME)</b>	Building Construction				√
	Electrical/Electronics Engineering				√
	Mechanical Engineering				√
	Mechatronics Engineering				√
	Solar Photovoltaics				√
<b>INDUSTRIAL CRAFT PROGRAMME (ICP)</b>	Air Conditioning & Refrigeration		√		
	Auto & Diesel		√		
	Bookbinding		√		
	Cabinet Making		√		
	Construction/Carpentry		√		
	Dressmaking & Design		√		
	Electrical Installation		√		

**MIC – IT INSTITUTE OF TECHNOLOGY LIMITED:  
PROGRAMMES, COURSES AND LEVELS OF COURSES OFFERED 2014/2015**

NAME OF PROGRAMMES	Courses	Level of Course			
		1	2	3	4
	Food Preparation		√		
	General Drafting			√	
	Industrial Instrumentation		√		
	Jewellery		√		
	Machine Shop (machine fitter)		√		
	Plumbing		√		
	Tailoring		√		
	Welding		√		
<b>SCHOOLS EXCELLING THROUGH NATIONAL SKILLS STANDARDS EDUCATION (SENSE)</b>	Welding	√	√		
<b>ENGINEERING IN TRAINING</b>	Manufacturing Engineering				√
<b>MULTI-SECTOR SKILLS TRAINING PROGRAMME (MUST)</b>	Construction - Carpentry		√		
	Construction - Electrical Installation		√		
	Construction - Masonry		√		
	Construction - Plumbing		√		
	Construction - Welding		√		
	Hospitality & Tourism	√			
<b>SHORT COURSES</b>	Building Electrical	√			
	Combination Welding	√		√	
	Industrial Maintenance Air Conditioning	√	√		
	Industrial Maintenance Electrical Powers and Controls	√	√		
	Industrial Maintenance General	√	√		
	Industrial Maintenance Mechanical Systems	√	√		
	Machining (General)	√	√		

**MIC – IT INSTITUTE OF TECHNOLOGY LIMITED:  
PROGRAMMES, COURSES AND LEVELS OF COURSES OFFERED 2014/2015**

NAME OF PROGRAMMES	Courses	Level of Course			
		1	2	3	4
	Pipe Welding			√	
	PLC Programming	√	√		
	Plumbing	√			
	Pneumatics & Hydraulics	√	√		
	Welding	√	√		
	Welding – MIG/TIG			√	