



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

Administrative **REPORT**

October 2010 to September 2011

**“The
Year of
Application”**

11th May, 2012

FOREWORD

As Minister of Education, and in accordance with Section 66D of the Constitution of the Republic of Trinidad and Tobago, I am charged with the responsibility to submit to the President of the Republic of Trinidad and Tobago a report on the exercise of my functions on an annual basis.

In this regard I am pleased to present the achievements of the Ministry of Education for the period 1st October, 2010 to 30th September 2011.

The first full year of my stewardship over the Ministry commenced with the setting of a new strategic direction which placed the child at the centre of all initiatives. Ensuing from the concomitant strategic assessment, a number of issues were identified which require short, medium and long-term intervention if the overarching strategic goals outlined in the Achievement Report are to be realised.

Moreover, the Vision for the ideal child was established and elucidated in the Value Outcomes for our children.

In pursuit of this Vision therefore, the Ministry sought to address the priority areas critical to achieving quality education. The achievements which follow are based on these priority areas. I would like to highlight the following areas of achievement which demonstrate our commitment to the nation's children.

The Ministry has, over the period under review, made good on its promise to integrate ICTs in the education and development process through its laptop initiative. In so doing we provided equal access to all Form 1 students, to the benefits to be gained from e-learning.

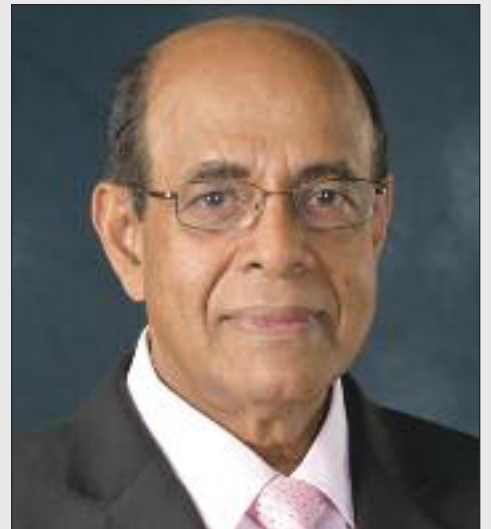
Under the priority area, improving infrastructure in schools, we have been able to utilise modern technologies to substantially reduce both the cost of and the timeframe for school construction. This redounds to the advantage of the students who were able to benefit from state-of-the-art facilities completed in remarkably shorter time frames.

The consultation process for the recommended reform of the primary school curriculum was also completed, and the resultant feedback is being used to develop a more relevant curriculum aligned to the achievement of our goals.

Reflecting on fiscal year 2010-2011, the transformation of the education system has certainly begun. Across the entire sector from Early Childhood Care and Education (ECCE) to secondary levels; even in the way we conduct business, sweeping changes are taking place. We have no doubt, as we move forward, that the implementation of the plans and strategies in the Ministry's Strategy Report 2011-2015, will give new life to the system and afford all children a better chance to succeed.

My fellow Minister in the Ministry, the Honourable Clifton De Coteau and I are resolute in our efforts to ensure the success of every child. Through the efforts and support of the hardworking team at the Ministry, much was accomplished in the past year and we anticipate much more in the future. These achievements together with the plans for the years ahead are highlighted in this Administrative Report for fiscal 2010-2011.

Dr. the Honourable Tim Gopeesingh, MP
Minister of Education



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Statement from the Minister in the Ministry of Education

The annual Administrative Report 2010-2011 provides an account of the policy direction and achievements of the Ministry of Education. The main policy goal of the Ministry is the attainment of the Vision for our Children as evidenced by our stated Value Outcomes. We signalled our intention to transform and reform the education system into one that is inclusive, caters to the diversity of learners and produces literate, numerate and productive graduates.

The strategic achievements for fiscal 2011 have laid a foundation on which to build the work of the Ministry of Education for the ensuing years. There was rapid development in some notable areas, such as:

- Determination of new policy directions as documented in the Strategy Report and supporting papers
- Information and Communications Technology with the launch of the laptop initiative
- National and District consultations on the primary school curriculum
- The construction and outfitting of ECCE centres
- The construction, refurbishment and outfitting of primary and secondary schools
- The refurbishment and re-opening of the Biche Presbyterian Primary and Biche Secondary schools.

As the implementation of our programme gains momentum with the commencement of key projects, I am confident that we will achieve full realisation of a “dynamic organisation which engages its key stakeholders in the creation of holistically developed graduates who can contribute to a developed, knowledge-based society”.

The Honourable Clifton De Coteau, MP
Minister in the Ministry of Education



The Honourable Clifton De Coteau, MP
Minister in the Ministry of Education

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ACRONYMS AND ABBREVIATIONS

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AIDS	Acquired Immune Deficiency Syndrome
ASJA	Anjuman Sunnat-Ul-Jamaat Association
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CCETT	Caribbean Centre of Excellence for Teacher Training
CIDA	Canadian International Development Agency
COLA	Cost of Living Allowance
CSEC	Caribbean Secondary Education Certificate
CSO	Central Statistical Office
CVQs	Caribbean Vocational Qualifications
CXC	Caribbean Examinations Council
DERE	Division of Education and Research and Evaluation
ECCE	Early Childhood Care and Education
EFA	Education for All
EFCL	Education Facilities Company Limited
EPD	Educational Planning Division
GCE 'A' Level	General Certificate of Education – Advanced Level
GCE 'O' Level	General Certificate of Education – Ordinary Level
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GORTT	Government of the Republic of Trinidad and Tobago
HIV	Human Immunodeficiency Virus
IDB	Inter-American Development Bank
ICT	Information and Communications Technology
JBTE	Joint Board of Teacher Education
MDT	Multi-Disciplinary Teams
MOE	Ministry of Education
MSTTE	Ministry of Science, Technology and Tertiary Education
NCSE	National Certificate of Secondary Education
NEC	National Examinations Council
NGOs	Non-Governmental Organisations
NOSTT	National Open School of Trinidad and Tobago
NPTA	National Parent-Teacher Association
NSDSL	National Schools Dietary Services Limited
NTA	National Training Agency
OAS	Organisation of American States

PISA	Programme for International Student Assessment
PMAP	Performance Management and Appraisal Process
PMAS	Performance Management and Appraisal System
PTA	Parent-Teacher Association
PTSC	Public Transport Service Corporation
QAT	Quality Assurance Team
QBS	Quality-Based Management
OECD	Organisation for Economic Co-operation of Development
QMD	Quality Management Division
SEED	South Eastern Education District
SESP	Seamless Education System Programme
SEA	Secondary Entrance Assessment
SEMP	Secondary Education Modernisation Programme
SERVOL	Service Volunteered for All
SSSD	Student Support Services Division
SSTs	School Support Teams
TETPPU	Teacher Education and Teacher Performance Project Unit
TIA	Tackveeyatul Islamic Association
TML	Trinidad Muslim League
TTBS	Trinidad and Tobago Bureau of Standards
TTUTA	Trinidad and Tobago Unified Teachers' Association
TVET	Technical/Vocational, Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
UTT	University of Trinidad and Tobago
VPA	Violence Prevention Academy

VISION, MISSION, EDUCATION AND DEVELOPMENT OF THE CHILD

Vision

The Ministry is a high-performing and dynamic organisation leading a quality education system that is responsive to the diverse needs of 21st century learners to contribute to the education and versatility of holistically developed children who are able to satisfy the human capital needs and sustainable development of society.

Mission

To educate and develop children who are: able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Education and Development of the Child

Figure 1: Model for the Education and Development of Children

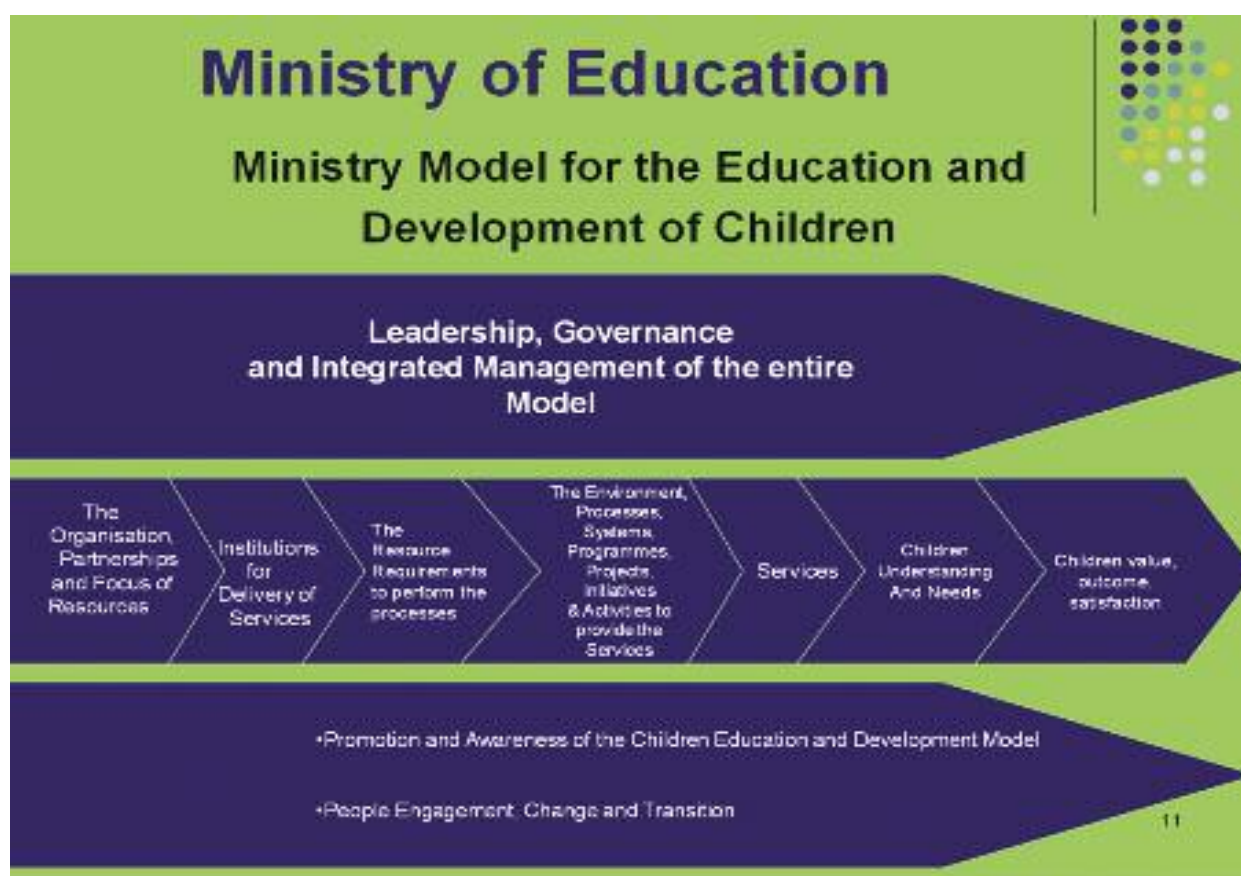


Figure1 illustrates the linkages of the various processes and the management of these processes that work together to produce the Value Outcomes envisioned for students.

EXECUTIVE SUMMARY

Towards fulfilling the mandate for people-centred development, the Ministry initiated a transformation process which included redefining its strategic direction as well as establishing the Value Outcomes for children.

In addition, the Ministry, by the close of fiscal 2010-2011, had successfully implemented several measures to improve the performance of the Central Administration, the District offices as well as the students at every level of the system.

Setting of a new strategic direction in education

The Ministry completed a process involving strategic assessment of its operations and business processes. It culminated in the development of key reports, most notably the **Strategy Report**, which will guide the policy direction of the Ministry over the next five years.

Toward the attainment of the Value Outcomes for Our children

This involved the development of a set of outcomes of the education and development process that result in qualities or value outcomes that children, parents, teachers and the society at large hold in esteem. The full range of these Value Outcomes is outlined at **Appendix I**.

Identification of Ministerial Priorities to guide and focus the efforts of the Ministry

During the last fiscal year, the Ministry of Education identified several areas as requiring urgent attention. These include:

- **Reducing the digital divide through the Laptop Initiative and eConnect and Learn Programme:-** The Ministry in its ground-breaking initiative, eConnect and Learn, commenced a drive to provide every Form I student entering secondary school with a personal laptop with effect from September 2010;
- **Ensuring the attainment of Universal Early Childhood Care and Education:-** In light of the importance of education at the pre-primary level, the Ministry has adopted a three-pronged approach to provide universal early childhood care and education by 2015;
- **Improving and expanding Teacher Training:-** To support the transformational initiatives, changes in curricula and the expansion of educational opportunities, the Ministry has embarked on comprehensive training programmes geared toward improving the skills and quality of curriculum delivery of our teachers throughout the system;
- **Implementing Curriculum Reform:-** The Ministry is moving towards curricular reform that addresses the needs of 21st century learners and focuses on ensuring that students are literate, numerate and aware of e-learning opportunities at each level of the system;

- **Testing and Neuro-Diagnostics of Children:-** The Ministry has commenced processes to implement a pilot exercise in sixteen (16) selected schools toward the formulation and application of the individualized treatment packages based on the initial screening, assessment and treatment of children from three (3) years old and upwards;
- **Expanding the Caribbean Vocational Qualification Programme (CVQ) to all secondary schools:-** The expansion of this programme is expected to increase the employability of persons by providing skills-based certification that has value in the world of work, and ensure that all secondary school graduates exit secondary schools with evidence of a minimum of at least one (1) CVQ Regionally-Approved Occupational Standard (ROS);
- **Improving infrastructure in schools:-** The Ministry continues to provide safe and secure school buildings through new construction, installation of pre-engineered structures and refurbishment of existing school plant;
- **Enhancing literacy and numeracy:-** To address the underperformance of students in the areas of literacy and numeracy, a formal assessment will be conducted toward the development of a comprehensive literacy and numeracy strategy;
- **Improving academic performance:-** Through early intervention, underperformance can be quickly addressed by targeting students in Infant Years One and Two and Standard One;
- **Moving the Secondary Entrance Assessment Examination to May 2012:-** To facilitate the improvement of student's performance, the reduction in the levels of stress experienced by our primary school students writing the SEA, the Ministry has completed the move of the SEA examination date from March to May. The inaugural examination will be held in May 2012;
- **Continuous Assessment Programme (CAP):-** The Ministry will introduce a system of School-Based Assessment for primary school students. This will ensure that students are assessed over a period of time, in subjects such as Physical Education; Visual and Performing Arts (Music, Visual Arts, Dance, Theatre); Citizenry Development; Health and Family Life Education; Social Studies; Agri-Science; Morals, Values and Ethics; Language Arts and Mathematics. This initiative will be introduced in the 2012-2013 academic year to Standard 4 and Standard 5 students. Effectively, the CAP will contribute to 40% of the SEA score by 2014. Students will no longer be faced with a 'do-or-die' final exit exam thus greatly relieving the stress the students undergo while ensuring they receive a more holistic education;
- **Introducing career guidance and development in secondary schools:-** The Ministry is proposing to provide the required guidance and instruction to students that will assist in their career development and transition into the world of work;
- **Ensuring organisational restructuring and institutional strengthening:-** This involves developing institutional capability and capacity to effectively pursue the Vision, Mission, Strategic Objective and Value Outcomes for our children;
- **Developing and marketing the Ministry through a Corporate Communication Strategy:-** The Ministry will establish a comprehensive communication strategy that assures community engagement and participation in its transformation initiatives;

- **Developing and managing the human resources:-** This area places a strong emphasis on the development and management of the Ministry's human resources;
- **Engaging and involving parents and other key stakeholders:-** The Ministry, in recognition of the fact that its transformation initiative cannot be achieved without the buy in, support and involvement of key stakeholders, has commenced steps toward the development of a strategy to encourage people engagement in order to facilitate the change and transition across the education sector.

This Administrative Report 2010-2011 encapsulates the achievements of the Ministry of Education, identifies the new policy direction and strategies proposed for the reformed Ministry of Education and articulates the next steps envisioned for fiscal 2011-2012. Chapter One provides details on the formulation of the strategic direction and plan; Chapters Two through Four outline the achievements of the Ministry under the three strategic goals identified for the Ministry, Chapter Five reviews the financial performance of the Ministry for fiscal 2010-2011 and Chapter Six discusses the way forward for 2011-2012.

INTRODUCTION

The People's Partnership Government in its 2010 "Prosperity for All" Manifesto mandated the Ministry of Education to:

- Reform curricula at every level of the education system;
- Focus on literacy development through increased government funding to NGOs working on literacy programmes;
- Develop community partners in education through programmes that target life skills development;
- Devise a "Work Study" Learning System through a system of entrepreneurship and apprenticeship in collaboration with all major industrial firms to operate apprenticeship programmes for youths so inclined and to engage interns from the educational system;
- Facilitate persons living with disabilities and special needs through the development of an effective special education programme;
- Improve the administration of education;
- Facilitate access to education through the provision of transportation and the linking of food and nutrition and health strategies to human development strategies through the school system;
- Quality in teaching and learning by ensuring that teachers are trained, educated and certified at all levels of the system from pre-school to tertiary level;
- Address all known weaknesses in the education system and various challenges which individual students may have such as poor eyesight, dyslexia and others.

In this regard the Ministry of Education declared fiscal year 2010-2011, as "the year of application." During this period the Ministry actualised the learning from the previous year to introduce appropriate adjustments and enhancements to our system of governance.

The Ministry's business processes were also reviewed so as to improve the levels of efficiency and effectiveness. To this end the Organisational Structure of the Ministry was reviewed and significant changes were made to the assignment of organisational responsibilities and roles. While the Top Structure had been defined and agreed to, work is still being done to consolidate the entire structure and resources of the Ministry in line with the Top Structure. This exercise is expected to be completed in the first half of fiscal 2011-2012.

The next chapter will outline in greater details what was planned and achieved in fiscal 2010-2011 under the strategic goal to **"design and develop a quality education system"**.

CHAPTER ONE:

Defining a New Policy Direction

The government enunciated its seven guiding pillars for sustainable development in the 2010 Manifesto of the People's Partnership, which was adopted by Cabinet as government policy. Of these seven pillars, two of them speak directly to the role and responsibility of the Ministry of Education namely: Pillars 1: People-Centred Development – We Need Everyone and All Can Contribute and 4: Information and Communication Technologies – Connecting T&T and Building the New Economy, through which we will ensure that our young people are literate, numerate and possess critical thinking skills.

One of the early directives of the government was that all ministries produce a One-Year Action Plan in accordance with its development pillars as a roadmap for focused action. This established the framework for the Ministry to develop its long-term Strategic Plan with action priorities for the period 2011-2015. In this regard, the Ministry's One-Year plan 2010-2011 was approved by the Cabinet and submitted to the then Ministry of Planning, Housing and the Environment.

A key undertaking in the last fiscal year was the hiring of a consultant to conduct a strategic assessment of the Ministry. This entailed a review of all the plans, studies, reports and recommendations conducted on the operations, processes and systems of the Ministry of Education over time. The review also sought to align the present services of the education system with the diverse needs of the student population, paying particular attention to the students with special education needs, the disadvantaged and the excluded. The outcome of this exercise was the development of a Strategy Report of November 2010 (**Appendix II**). The Report outlined new vision and mission statements and value outcome statements or the Vision for the children of Trinidad and Tobago. Also identified in the report were three major goals for improved student outcomes:

- (1) Design and develop a quality education system;
- (2) Transform the Ministry into a modern high-performing organisation;
- (3) Engage stakeholders in the change and transformation process.

In support of these goals, the Ministry further identified sixteen (16) priorities for action (see Box 2).

Box 2: The Ministerial Priorities

G1: Design & Develop a Quality Education System	10) Testing and Neuro-Diagnostics of Children
1) Integrating ICTs in Education – Laptop Initiative	11) Continuous Assessment Programme
2) Universal Early Childhood Care and Education	12) Career Guidance and Development in Secondary Schools
3) Improving Infrastructure in Schools	G2: Transform the Ministry into a Modern, High-Performing Organisation
4) Curriculum Reform	13) Organisational Restructuring and Institutional Strengthening
5) Enhanced Literacy and Numeracy	14) Corporate Communication Strategy
6) Movement of the Secondary Entrance Assessment Examination to May	15) Human Resource Development and Management
7) Expansion of the Technical Vocational Programme, with emphasis on CVQs, into all secondary schools	G3: Engage Stakeholders in the Transformation of the Education System
8) Teacher Training and Development	16) Parental and Stakeholder Engagement, Involvement and Support
9) Improving Students' Overall Academic Performance	

The Strategy Report and the sixteen priorities for action were consolidated into one document which will serve as the Ministry's main policy document titled Education Sector: Strategic Plan 2011-2015 (Appendix III). The Plan outlines the Ministry's thrust towards facilitating the transformation of the system necessary to achieve the Value Outcomes for students. The Plan also embodies strategies that will ensure collaboration of the Ministry with its stakeholders in the transformation of the education system. These strategies include, inter alia –

1. Establishing best practice leadership and governance strategies and business processes, monitoring and evaluation systems, business planning and policy development;
2. Developing and sustaining institutional capability and capacity at every level of the system to support the transformation strategy;
3. Creating or setting the legislative framework to support the education and development of children;
4. Designing a quality education and development system that includes the framework elements as per Appendix IV. Key framework components include:
 - a. Strengthening School Supervision and School-Based Management (SBM);
 - b. Universal ECCE;
 - c. Effective development and implementation of Education Services;
 - d. Curriculum reform, including teaching and teacher development.
5. Research of children's needs and interests (understanding) to (i) enhance service delivery and (ii) create information systems;
6. Developing a management framework that supports people engagement and change management.

An interesting aspect of the Plan is the assessment models that were identified for the transformation of the education system. These models and/or frameworks provide the summary context for understanding the Ministry and the education system and will form the basis for consistent and sustainable development in education. The models are:

1. **Institutional Developmental Framework** - Identifies the key components and foundational elements of the “Institution” or the Ministry. The effective definition, construction and resourcing of each of the components, within the “Institutional Development Framework” (see Appendix V) and their seamless integration, will provide a key basis for the development of the high performing and dynamic Ministry organisation.
2. **Business Processes Model** - comprises a comprehensive high level definition of all of the operations of the Ministry of Education. It is divided into Core and Support processes. The Core processes (see Figure 2 on page 5) represent the fundamentals the Ministry of Education must perform to achieve its purpose, whilst the Support processes represent the generic or support operations which facilitate the performance of the core processes and which one would find in most organisations. The combination of both the Core and Support Processes provide a high-level summary understanding and snap shot of all of the operations of the Ministry. They also provide the basis for defining, structuring and aligning the resources, activities, information and people of the organisation to have its operations performed in a quality manner.
3. **Education and Development System Model (Appendix IV)** - summarises the key components which comprise the overall Education System. It provides a snap shot of what must be understood and seamlessly integrated to “design and develop a quality education system”.
4. **School-Based Management Model** – (See Figure 3 on page 5) summarises the key components which must be understood, designed, developed and implemented to achieve effective management of “schools”.

Figure 2: Ministry of Education Business Process Model

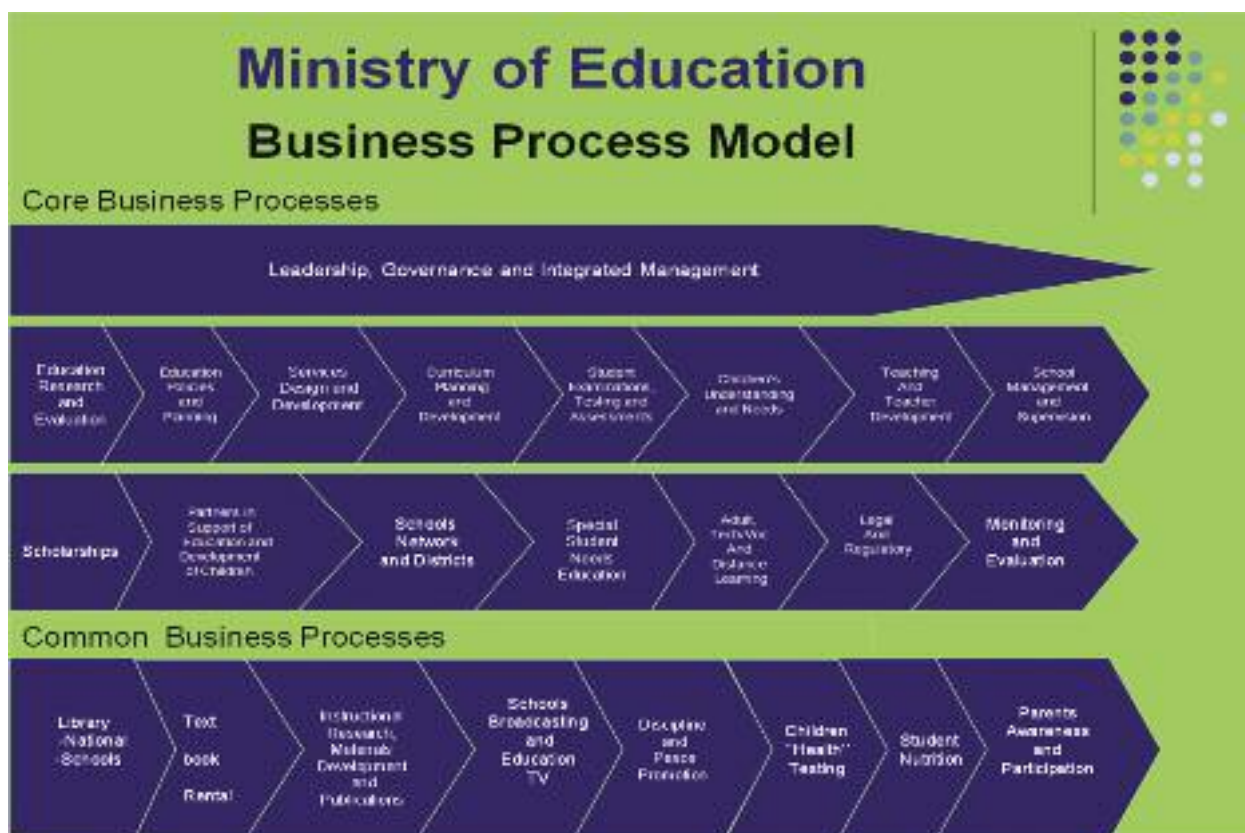
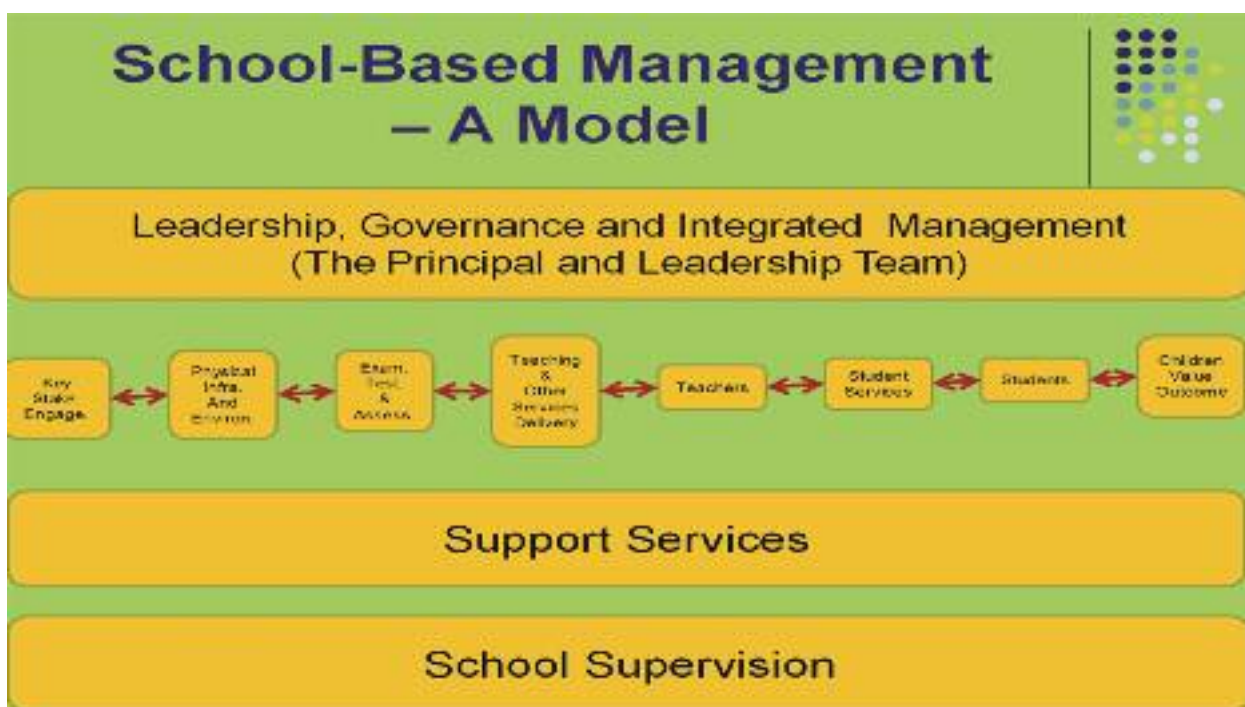


Figure 3: School-Based Management – A Model



A critical part of the Plan is the identification of the assessment models for the transformation of the education system. This Plan provides a detailed implementation framework presenting the planned approaches for the execution of the strategies, programmes and initiatives, and includes implementation structure, monitoring, reporting and evaluation.

The transformation initiatives identified are expected to be implemented beyond 2015; therefore a two-pronged approach to implementing the Plan was adopted. This will see the simultaneous identification and implementation of both Transformation Strategies and Core Business Strategies. The two (2) types of interventions have been integrated into one implementation framework, to ensure greater coherence and the identification of internal linkages and synergies. Critical to the implementation of this plan is development and implementation of a comprehensive change and transition programme, led by the senior executives of the Ministry.

The Ministry took the necessary steps to ensure that the desired results are delivered effectively and efficiently to the ultimate beneficiaries who are the students and the wider national community. To this end, Cabinet Minute #2358 of September 8, 2011, gave authority for the establishment of a Programme and Projects Planning and Management Unit (PPPMU) in the Ministry for a period of three years in the first instance.

The PPPMU is expected to perform the following roles and functions:

- a) Develop systems and structures that harmonise and manage all projects and activities of the Ministry in tandem and alignment with its overall strategy and corporate plan, so as to ensure the achievements of the MOE's goals and objectives;
- b) Lead, direct and provide robust oversight of all the MOE's programmes and projects with the common aim of realising the value outcomes for our children;
- c) Facilitate standardisation and simplification of tools and efforts and the use of business processes in the MOE's developmental and operational works;
- d) Lead and facilitate the transformation of the MOE education system as well as build competent teams and sustain the understanding and committed support of all key stakeholders;
- e) Manage, harmonise and monitor all transformational initiatives to ensure alignment and congruence in order to achieve the Vision of our children and other identified goals of the Ministry;
- f) Oversee the transformational initiatives of the Ministry working alongside all implementation teams from the Ministry of Educations Divisions to ensure connectivity and sustainability of the initiatives after the expiration of the Unit.

It is anticipated that the transformation of the Ministry will be done over a five (5) to seven (7) year period. Over the next five years the PPPMU is expected to organise and facilitate the successful delivery of a transformed Ministry and education system which will have the capacity and capability to continuously develop the education system.

Several of the priorities for action are directly aligned to Goal 1 which is to design and implement a quality education system. The achievements for fiscal 2010-2011 as they relate to the priorities to provide quality education are listed hereunder:

1. Infusion of Information Communications Technology (ICT) into the Curriculum/Laptop Initiative

- In keeping with the Government's promise to provide all Form One students entering secondary school in September, 2010 with a personal laptop, the Ministry distributed 19,667 laptops to 16,059 Form One students in Trinidad; 608 Form 1 students in Tobago and 3000 teachers in Trinidad and Tobago. This initiative will assist students to embrace the 'Digital Age' as well as expose them to a new world of learning and communicating. The move is based on international standards which indicate that an ICT enabled education is a proven instrument in improving learning and preparing students adequately for working in the information age;
- the Laptop Initiative or the eConnect and Learn Programme was expanded to include the provision of a digital education portal, teaching training, and wireless connectivity in secondary schools, educational content software and the infusion of technology into the curriculum;
- The eCAL ICT in Education Innovative Award which rewards excellence in ICT integration in teaching and learning in schools was held in 2011. Four (4) teachers attended the Caribbean and Latin America Forum in Santiago de Chile. One (1) teacher from Trinidad and Tobago emerged as winner and was expected to participate at the Global Forum, Washington, in November, 2011;
- Training in the infusion of Information Communications Technology (ICT) into curriculum delivery was conducted by the National Energy Skills Company (NESC) for Heads of Departments, Vice Principals, Principals, Curriculum Officers and School Supervisors III. This professional development initiative provided support for the Government's one-laptop-per-child initiative or eConnect and Learn programme. The training prepared the Heads of Department in the eight core curriculum areas: Mathematics, Language Arts, Spanish, Social Studies, Visual and Performing Arts, Science, Physical Education and Technology Education, to train the members of their respective departments. The development of these skills would subsequently facilitate the use of ICT in classroom instruction.

Next steps for ICT in 2011-2012

- 17,300 laptops to be distributed to Form One students;
- Laptops to be outfitted with 14 software packages such as the visualisation of Mathematics from basic to pre-calculus; Microsoft Chemistry Add-in for Word, which allows for the insertion and modification of chemical information, online language translation tools and access to NALIS' recommended eResources for Secondary School Projects, the Laws of Trinidad and Tobago as well as the Ministry's Guidelines for Laptop Usage;
- Laptops to be distributed to 476 primary school Principals;
- Renewal of Microsoft School Agreement;
- Implementation of SharePoint extranet for enhanced collaboration and document management among school and administration;

- Work towards the implementation of the Digital Educational Portal;
- Procurement/installation of laptop storage/charging carts for secondary schools;
- Wireless connectivity upgrades to 151 secondary schools including SERVOL Life Centres;
- Production of digital Educational Learning materials for placement on the digital educational portal;
- Computerisation of 128 primary school labs to ensure that all 476 primary schools are equipped with fully functional computer labs;
- ECal competition for secondary schools to be held for a second year in 2012;
- Citrix-based Local Area Network at SEED and RCLRC.

Figure 4:

Prime Minister the Honourable Kamla Persad Bissessar (centre); Minister of Education Dr. the Honourable Tim Gopeesingh (left) and the Honourable Clifton De Coteau, Minister in the Ministry of Education, share a light moment with students and teachers during the first phase of Laptop Distribution.



2. Early Childhood Care and Education

In order to meet the demands for school places as well as to ensure that all students are provided with quality learning spaces, the Ministry through its school construction programme was able to achieve the following in 2010-2011:

- Five (5) new ECCE centres were completed and officially handed over to the Ministry namely: Bon Air West (Arouca) ECCE, Malabar Government ECCE, La Horquetta South Government ECCE, Clarke Rochard Government ECCE and Valencia Government ECCE. Approximately three hundred [300] ECCE pupils were moved into state-of-the-art centres outfitted with ultra-modern, scientifically sound, child-sized furniture. The centres also feature age-appropriate dramatic play areas and reading nooks, all of which are designed with child safety in mind;
- Ten (10) additional centres were completed namely: Coconut Drive (Morvant), Edinburgh South Government, Harmony Hall Government, Retrench Government, Maraj Hill, Raghunanan Road Government, Egypt Trace Government, Carlsen Field, Golconda and Wellington Road (Debe). Another five hundred [500] children will soon have the opportunity to start their schooling at these state-of-the-art centres shortly;
- Contracts were awarded for the construction of twenty four (24) Centres under the Inter-American Development Bank (IDB) funded Seamless Education System Programme;
- Seventeen (17) ECCE centres were repaired/upgraded during the July/August Vacation;
- Forty-seven (47) under-populated primary schools were identified as potential spaces for ECCE centres.

A map showing the names and locations of the new ECCE Centres that were handed over and opened during the last fiscal year is at Appendix VI.

Next Steps for ECCE in 2011-2012

For the fiscal year 2011-2012 the Ministry will facilitate the achievement of Universal Early Childhood Care and Education through the:

- Building of institutional capacity for effective ECCE leadership and management;
- Consultations with Denominational Boards to solicit their support in the conversion of underutilised primary schools for ECCE use;
- Construction of twenty-four (24) centres;
- Upgrading of hundred (100) underutilised primary schools to accommodate ECCE centres;
- Training of ECCE teachers;
- Establishment of public-private partnerships with the private ECCE providers.

Figure 5: Official Opening of the Clarke Rochard ECCE Centre



3. Improving Infrastructure in Schools

Primary Schools

Many of the primary schools in Trinidad are in a dilapidated condition and are in dire need of rebuilding or repair. In order to ensure our students' comfort and safety and at the same time provide an environment conducive to learning, a number of primary schools have been rebuilt, upgraded or repaired during the last year.

The successes in fiscal 2010-2011 were:

- The upgrade and operationalisation of Biche Presbyterian Primary School, with a capacity of 210;
- Completion of pre-engineered structures for Riversdale Presbyterian (140), Tunapuna Government (210), Mt. Pleasant Government (168) and Balmain Presbyterian (364) primary schools;
- Completion of Palo Seco Government (420), Arima New Government (840), Enterprise Government (840) and Lengua Presbyterian (210) primary schools while work is continuing on Monkey Town Government (210) and Fanny Village Government (420) primary schools;
- Construction of Penal Rock Road Hindu (SDMS) (210) primary school;
- Repaired/upgraded one hundred and seventy two (172) primary schools;

A map showing the names and locations of the new and upgraded primary schools that were handed over and opened during the last fiscal year is outlined at **Appendix VII**.

Figure 6: Upgrade of Biche Presbyterian Primary School, as well as the addition of an Administrative Wing, new retaining walls and roadway.



Next Steps for primary schools in 2011-2012

For the fiscal period 2011/2012 the Ministry intends to:

- Commence construction of eight (8) primary schools namely St. Barbara's Spiritual Shouter Baptist (210), Belmont Boys' R.C. (420), Rose Hill R.C. (240), Paramin R.C. (240), Cap-de-Ville Government (600), New Grant (360) and Chatham Government (240);
- Assess the condition of Primary Schools Infrastructure to determine and perform upgrades, as appropriate;
- Ministry of education embark on an assessment condition of the primary schools to identify schools for replacement since there are schools over 100-150 years old and repairs of these building are no longer cost effective.

Secondary Schools

A significant achievement in the past year was the formal opening of the Biche Secondary School on September 5th, 2011. The school had been closed for more than ten (10) years. This fully refurbished school with a built capacity of five hundred and twenty-five (525) students and state-of-the-art facilities, currently has a staff complement of fifteen (15) teachers including a Principal and a Vice Principal; and an enrolment of ninety-one (91) students from Forms One to Three. Students now have the opportunity to be schooled within their own community, thereby reducing the stress and costs of travelling long distances.

The following were also achieved at the secondary level during fiscal 2010/2011:

- Completion and handover of the Aranguez North Secondary School;
- Completed the construction of Marabella South Secondary School;
- Substantial completion of the construction of the following:
 - Aranguez Secondary (97.71% complete);
 - Five Rivers Secondary (92.73% complete);

- Couva West Secondary (91.5% complete);
 - Barataria North Secondary (77% complete);
 - St. Joseph Secondary (74% complete);
 - Mt. Hope Secondary (73.05% complete);
 - Carapichaima West Secondary (63.5% complete);
 - St. Augustine Secondary (61% complete);
 - Pleasantville Secondary (48% complete);
- Repaired/upgraded forty-two (42) secondary schools during the July/August vacation period.

Figure 7: Dr. the Honourable Tim Gopeesingh, as he greets students at the newly refurbished Biche Secondary School.



A map showing the names and locations of the new and upgraded secondary schools that were handed over and opened during the last fiscal year attached is at **Appendix VIII**.

Next steps for secondary schools in 2011-2012

The Ministry intends to commence the construction of Shiva Boys and Parvati Girls Hindu Colleges and construct additional blocks at the following secondary schools

4. Curriculum Reform

The Ministry is undertaking an aggressive drive towards curriculum review and educational reform to ensure that the school learning systems are truly applicable and relevant to the daily lives and needs of our nation's children and are aligned with the vision for our children.

From as early as April 2011, the Ministry commenced processes to upgrade and diversify the primary school curriculum to include subject areas such as the Visual and Performing Arts, Physical Education, Health and Family Life Education, Morals and Values, with special focus on students with special learning needs at first standard in primary schools, in recognition of the fact that academics alone do not make a successful child.

During the year under review the Ministry:

- Hosted a two (2) day National Consultation on the Primary School Curriculum at which approximately seven hundred (700) persons were in attendance;
- Held seven (7) District Consultations, as well as another in Tobago, on the Primary School Curriculum at which approximately two thousand and ninety (2,090) students, parents, teachers, administrators and Ministry personnel were in attendance;
- Hosted two (2) subject-specific stakeholder consultations on the inclusion of non-traditional subject areas such as the Visual and Performing Arts and Physical Education at the primary level up to Standard Five. Seventy (70) persons, including fifteen (15) contributors, participated and shared their views on the importance of both subjects to holistic child development;
- Posted all relevant documents of the Primary School Curriculum on the Ministry's website to elicit the widest communication and feedback possible.

These consultations garnered views in respect of the following:

- Restructuring of the National Test and the Continuous Assessment Programme;
- Movement of the date for the Secondary Entrance Assessment from March to May in 2012;
- Recitation of the subject areas within the primary school curriculum such as the Visual and Performing Arts and Physical Education at the primary level.

Next Steps for curriculum in 2011-2012

In fiscal 2011-2012, the Ministry proposes to:

- Conduct an in-depth examination of the curriculum at the school levels of ECCE, primary and secondary to validate alignment with the Value Outcomes for our children and strengthen, where appropriate;
- Strengthen the Information Communications Technology (ICT) Integration programme. This involves development of additional instructional material, ICT enhanced lessons, Teacher's Guides for each subject unit and Curriculum assessment modification guidelines;
- Expand Caribbean Vocational Qualifications (CVQ) programme including Level 2 offerings;
- Re-design SEA to include a diverse curriculum and continuous assessment measures in key subject area such as Sport, Visual and Performing Arts and the HFLE subject areas;
- Develop and implement strategies to improve literacy and numeracy across the curricula;
- Operationalise the Seamless Education System curriculum writing project to support the revision of the primary school curriculum;

Figure 8: National Consultation on the Primary School Curriculum, Tobago, August 2011 .



5. Enhanced Literacy And Numeracy

While national literacy statistics claim close to 99% literacy levels, data has shown that one in every three persons in Trinidad and Tobago is functionally illiterate, that this country ranks 62 out of 82 countries in literacy and that there are glaring deficiencies in literacy reflected in the performance at national and regional examinations (MOE Press Release, World Literacy Day). In order to reverse the situation, the current literacy programmes will be assessed in order to develop a comprehensive literacy and numeracy strategy applicable to all levels of the system. During the last year under the CETT, the project designed to improve the reading skills of students in primary schools; reading workshops were held for 300 teachers and 100 principals.

Next Steps in 2011-2012 for literacy and numeracy

A concerted approach will be adopted to address the literacy and numeracy challenges faced by students. Work has already started on the development and implementation of a literacy and numeracy strategy. The overall goal is to raise levels of achievement of students in Infants I and II and Standard I in numeracy and literacy. To this end literacy and numeracy standards and benchmarks will be established to guide teaching and learning. Also, intervention strategies will be developed to enhance students' skills in these areas.

6. Change of Date for the Secondary Education Assessment (SEA)

In the last academic year, over seventeen thousand (17,000) primary school students wrote the SEA on Tuesday, 29th March, 2011 at five hundred and forty-one (541) primary schools around Trinidad and Tobago, comprising both public and private institutions. The 2011 SEA was an historical event since

it marked the last year the examination was to be written in the second term of the school year. The results of the SEA examination for 2011 showed a 2 percent decrease in the number of students achieving a score below 30%. This means that approximately one out of every ten students (9.9%), scored 30% and below in 2011 when compared to 11.6% in 2010. On the flip side, there has been a steady decline in the number of students scoring in the band above 90%. In fact, the percentage of students scoring in this band has declined from 8.7% in 2005 to 4.5% in 2011. Low student performance remains a major issue and the Ministry has engaged all the key stakeholders and partners to address this situation.

Next steps for SEA in 2011-2012

Radical changes are planned for the SEA starting from 2012. These changes include the movement of the SEA from the month of March to the month of May. Also, on the drawing board is the introduction of the continuous assessment component to the SEA. These measures are intended to give the students more time to prepare for the examination as well as to make the exam more meaningful and relevant to students. The SEA 2012 has been scheduled for May 2012, while discussions/consultations with key stakeholders continue towards the introduction of the Continuous Assessment Programme to the exam. Specific and focused steps will be taken to encourage and support students, parents and other stakeholders in their 2012 examinations.

7. Expansion of the Caribbean Vocational Qualification Programme (CVQ)

The vision for the CVQ programme is an inclusive educational initiative that will provide all secondary school students with opportunities to acquire entry-level occupational skills at Level I. Through the exploration of a wide range of occupational areas relevant to the world of work, students can not only make more informed career choices but also progress to Level II. The programme adds value to a wider framework for the delivery of technical and vocational education in Trinidad and Tobago, which contributes positively to the social, cultural and economic developmental goals of the society.

The expansion of the CVQ programme will guarantee the following:

- It will improve the employability of persons by providing skills-based certification that has value in the world of work;
- That the graduates of the CVQ programme acquire and exhibit attitudes appropriate to the needs of employers e.g. commitment, interest, regularity, punctuality;
- That all secondary school students exit secondary schools with evidence of a minimum of at least one (1) CVQ Regionally-Approved Occupational Standard (ROS);
- That there are strong linkages and synergies between industry and the secondary education system;
- That the programme is focused on national occupational standards of performance as required by industry.

Moreover, the CVQ programme will contribute to the attainment of the Value Outcomes for students since it would enable children to achieve their full potential through constructive understanding and participation in their career and vocational pathways; nurture resilience and abilities of students to cope with daily challenges; empower our children to set healthy boundaries and make wise social choices.

In 2011, forty-four (44) secondary schools involving 1,400 students participated in the CVQ standards/units in the following areas:

- Air conditioning and refrigeration
- Auto-mechanics
- Beauty therapy
- Carpentry
- Consumer and domestic electronics
- Cosmetology
- Crop production
- Crop production – grow box operations
- Data operations
- Electrical installation
- Fabric design
- Food preparation
- Garment construction
- General construction
- General office administration
- Horticulture
- Housekeeping
- Information technology usage and support
- Joinery
- Masonry
- Metal machining
- Metal work engineering
- Ornamental
- Plumbing
- Aquaculture Operations
- Poultry rearing
- Soft furnishing
- Welding

Next Steps in 2011-2012

CVQ offerings will form part of the general educational opportunities for all students in secondary schools. All Form Four and Five secondary school students are expected to be part of the programme from September 2012. These students in preparation for exit examinations (Form Four) must be offered at least one (1) CVQ area as part of their programme of studies. Attainment of CVQ Level I will form part of the requirements for the award of National Scholarships from a date to be designated. CVQ programmes at Level II will be offered in selected schools. The CVQ programmes at Level II will include an on-the-job training component.

8. Improved and Expanded Teacher Training

To facilitate the delivery of the reformed curriculum, strategies are to be implemented to improve the quality of teachers in the system through ongoing teacher training and professional development. One hundred and twenty-five Secondary School Technical Vocational Teachers have been trained in technology education. Seven (7) secondary school teachers obtained scholarships for the teaching of Spanish. In-house workshops for secondary school teachers were conducted in item writing; paper setting, marking examinations, monitoring of SBAs and internal assessments, training for oral examinations and examination review in the following subjects:-

- CSEC Spanish
- CSEC History
- CSEC French
- CSEC Computer Science
- CESC Visual Arts
- CESC Music
- CESC Theatre Arts
- CAPE Spanish
- CAPE Law
- CAPE History
- CAPE French
- CAPE Caribbean Studies
- NCSE – eight core subjects

Next steps for Teacher Training

- Professional Development teacher workshops for approximately 1,000 teachers in fifteen (15) areas scheduled for July/August, 2012;
- Orientation Teacher Programme for 300 candidates who have been on scholarship at UTT and other institutions scheduled for July/August, 2012;
- Focus group meetings for principals and teachers to establish their training needs scheduled for April, 2012.

9. Improving Academic Performance At All Levels

The main indicators used to measure students' academic performance are the results of the local and regional examinations administered to students at the primary and secondary levels. During the last year students at the primary level from Standards One to Four wrote the National Tests while the standard five students wrote the Secondary Entrance Assessment for transition to the secondary level. Students at the secondary level wrote the NCSE, the CSEC and CAPE Examinations and the CVQ. In general, while there were some improvements in students' performance in some of the examinations, there is still need for improvement especially in the CSEC Mathematics and English results.

The performances of students in these examinations are presented as well as some of the interventions that are being planned to help students to improve their performance.

SEA performance for the period 2005 to 2011**Student Population and Placement**

The number of secondary schools and institutions to which students have been assigned, changed from 142 in 2005 to 152 in 2011 with an increase of 25, five and seven year government secondary schools over the period. This was also accompanied by the conversion of three-year secondary schools to five-year secondary schools. There has been a decrease in the number of private schools used for placement from 714 to 483 over the period while between eight and ten pre-vocational centers (SERVOL Life Centres) have been used. The number of students writing the SEA has also decreased from 19,786 in 2005 to 17,280 in 2011.

National Performance in Mathematics, Language Arts and Creative Writing

Over the period 2005 to 2011, the percentage of students scoring above the mean varied, with a high of 59.3% in Language Arts in 2005 and a low of 48.2% in Creative Writing in 2011. On average 55 % of students scored above the national means. The mean scores for Mathematics were generally higher than Language Arts and Creative Writing over the period 2005-2011.

Overall Performance of Students Scoring Above 90%, Above 60% and 30% and below in SEA.

Approximately one out of every ten students (9.9%) scored 30% and below in 2011 compared to 11.6% in 2010. Less than one in twenty students (4.5%) score 90% and above in 2011. The percentage of students scoring in this band has declined from 8.7% in 2005 to 4.5% in 2011.

56.9% of students writing the SEA scored 60% and above in 2011 marginally higher than the 54.0% in 2010. Generally the percentage of students in this band varied between 54% and 58% over the period.

Gender Difference in Performance in Mathematics, Language Arts and Creative Writing

The percentages of female students scoring in the above 90%, and above 60% bands during the period 2005-2011 were significantly higher than male students. The gender differential in the above 90% band being larger than the above 60% band. The largest gender difference however occurs in the 30% and below band, where on the average over the period 2005 to 2011, approximately seven out of every ten students scoring in this band were males.

Performance by Educational Districts

The percentage of students scoring above 90% in five educational districts- North Eastern, Port of Spain and Environs, St. Patrick, South Eastern, and Tobago were lower than the national average of 4.5% (One in 20 students approximately). Overall the percentage of students scoring in this band across all districts decreased.

The percentage of students in three educational districts- Victoria, Caroni and St. George East has been consistently above the national average which ranged between 50% and 60% over the period 2005-2011.

In 2011, the percentage of students scoring 30% and below in five educational districts- North Eastern, Port of Spain and Environs, St. George East, South Eastern, and Tobago were above the national average of 9.9% (One in 10 students approximately). In 2011, five districts – Caroni, Port of Spain, St. George East, St. Patrick and Tobago had the lowest percentage of students scoring in this band.

Percentage of Students Scoring Above 90%, Above 60% and 30% and below by Gender.

The percentage of female students in the above 90% and above 60% band in each educational district are higher than male students with the gender differential being larger in the above 90% band over the period 2008 to 2011.

In the 30% and below band, the percentage of male students is larger than the percentage of female students scoring in this band across all educational districts for the period 2008 to 2011. The gender differential in this band is larger than the above 90% and above 60% bands.

Performance by School Type

The number of students writing SEA by school type ranged between 19 (AME Schools) and 4,741 (Government schools). Government, Roman Catholic, Presbyterian, Private, Anglican and Hindu (SDMS) schools registered approximately 90% (15,697 out of the 17,280) of the students writing the SEA.

The percentage of students scoring 30% and below by school type ranged between 3.0% (Moravian Schools) and 14.8% (Anglican Schools) Schools. The percentage of students from Baptist, Anglican, Government, KPA and SDA schools scoring 30% or less were above the national average of 9.9% (One in 10 schools)

The percentage of students scoring above 50% ranged between 58% (Anglican Schools) and 89% (TML Schools). The percentage of students in Baptist, Anglican, Government, KPA and SDA schools scoring above 50% were below the National Average of 70.69%.

The percentage of students scoring above 60% ranged between 30.3% (Moravian Schools) and 83.1% (TML schools). The percentage of students in Private, ASJA, Vedic, Presbyterian, SDMS (Hindu and TML schools, were above the National Average of 56.9% (approximately one in two students).

Approximately one in 20 students (4.5%) nationally scored above 90%. The percentage of students scoring in this band by school type ranged between 0% and 20.5%. Only Private Vedic, KPA, Presbyterian, SDMS (Hindu) and TML schools had a higher percentage of students scoring above the national average in this band.

National Tests 2011

National Tests 2011 were administered in public and private schools throughout Trinidad and Tobago in Mathematics and English Language Arts, for students at Standards One & Three and in Science and Social Studies, for students at Standards Two & Four. The total number of students assessed between Standards One to Four was 71,275. On average the St. George East Education District accounted for the highest percentage of students: 24%, while the Tobago Education District accounted for the lowest percentage of students: 5%. Table 1 below provides a breakdown of the distribution of students in each district and by each subject.

Table 1: National Test: Total number of students for each district per subject

District	Number of Students							
	Std 1 Math	Std 1 Lang	Std 2 Science	Std 2 Soc St	Std 3 Math	Std 3 Lang	Std 4 Science	Std 4 Soc St
Caroni	2,782	2,780	2,638	2,642	2,690	2,690	2,670	2,716
North Eastern	1,115	1,114	1,004	1,007	1,052	1,053	1,051	1,046
Port of Spain	3,284	3,287	3,040	3,070	3,208	3,209	3,158	3,145
South Eastern	1,363	1,363	1,302	1,326	1,368	1,369	1,296	1,317
St. George East	4,547	4,547	4,298	4,288	4,266	4,266	4,276	4,252
St. Patrick	1,922	1,926	1,787	1,775	1,850	1,859	1,827	1,826
Tobago	832	833	834	836	837	836	894	890
Victoria	2k657	2,654	2,441	2,475	2,514	2,512	2,374	2,366
TOTAL	18,502	18,504	17,344	17,419	17,785	17,794	17,546	17,558

Performance by Education District*Table 2: Mean scores for each district per subject*

District	Mean Scores							
	Std 1 Math	Std 1 Lang	Std 2 Science	Std 2 Soc St	Std 3 Math	Std 3 Lang	Std 4 Science	Std 4 Soc St
Caroni	54.40	53.32	53.46	52.46	53.83	52.47	53.70	52.53
Std. Dev.	18.56	20.24	20.52	20.20	20.23	20.46	19.64	19.96
North Eastern	48.60	46.20	44.58	44.81	47.28	46.04	47.68	46.98
Std. Dev.	19.42	21.35	19.35	20.12	21.03	21.18	21.51	21.43
Port of Spain	49.42	48.05	46.57	47.30	46.92	48.46	46.28	48.00
Std. Dev.	19.91	21.19	20.99	21.48	21.31	21.76	21.21	21.72
South Eastern	49.34	46.64	49.94	50.19	47.86	46.88	50.31	49.87
Std. Dev.	19.84	21.65	21.59	21.15	19.90	20.23	21.43	21.13
St. George East	51.48	49.69	48.88	49.15	49.11	49.99	48.24	48.90
Std. Dev.	19.57	21.36	21.24	21.37	21.23	21.29	21.68	21.40
St. Patrick	50.96	49.06	50.40	49.72	51.01	48.95	50.37	49.07
Std. Dev.	19.09	21.07	20.68	20.30	20.63	20.43	20.32	20.79
Tobago	50.57	48.33	46.29	45.68	42.54	46.31	44.27	44.95
Std. Dev.	18.24	19.32	19.77	20.80	18.56	19.71	20.41	20.62
Victoria	55.28	53.98	55.74	55.87	55.37	54.70	56.69	55.75
Std. Dev.	18.30	20.23	20.62	20.22	21.09	20.55	19.25	19.45
National	51.67	50.00	50.00	50.00	50.00	50.00	50.00	50.00
Std. Dev.	19.33	21.06	21.06	21.06	21.06	21.06	21.06	21.06

According to Table 2, the results indicated average performances for all districts across all subject areas. Education District means generally range between 42 and 57 points. The Education Districts of Victoria and Caroni performed significantly better than all other Education Districts with Victoria having the highest mean scores in all subject areas ranging from 53.98 in English Language Arts Standard One, to 56.69 in Science Standard Four.

In the Caroni Education District, the highest mean performance (54.40) was observed in the area of Mathematics Standard One, the lowest performance (52.46) was in Social Studies Standard Two.

In the North Eastern Education District, the highest mean performance (48.60) was in Mathematics Standard One, while the lowest performance (44.58) was in Science Standard Two. Similarly for the Port of Spain Education District, the area of Mathematics Standard One also had the highest performance (49.42) with Science Standard Four recording the lowest mean (46.28). These two districts, North Eastern and Port of Spain however, all had mean performances in all subject areas below the National Mean.

With respect to South Eastern, the highest performance (50.31) was achieved in Science Standard Four and English Language Arts Standard Two recorded the lowest performance (46.64). In the district of St. George East, Mathematics Standard One again achieved the highest performance (51.48) and Science Standard Four achieved the lowest performance (48.24).

The St. Patrick Education District had four subject areas achieving means above the National Mean with the highest performance (51.01) recorded in Mathematics Standard Three, while the lowest performance (49.06) was in English Language Arts Standard One. For the Tobago Education District, Mathematics Standard One had the highest mean (50.57) and the lowest mean (42.54) was in Mathematics Standard Three. In the Victoria Education District, Science Standard Four had the highest mean (56.69) and English Language Arts recorded the lowest mean (53.98).

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index is an indicator of school's performance level and is calculated based on the percentage of students meeting the required standards in Mathematics and Language Arts on the National Test. Schools are categorised as *Academic Watch, Mostly Effective and Excelling.*

ACADEMIC WATCH

Schools under academic watch have an inadequate number of students meeting or exceeding the required standard in Mathematics and Language Arts. Immediate attention is required to address specific challenges faced by the school. **One hundred and twenty-one (121) schools out of five hundred and thirty-eight (538) primary schools (Government, Government Assisted and Private) who wrote National Test in 2011 were placed under Academic Watch.**

MOSTLY EFFECTIVE

Schools that are mostly effective have a high percentage of their students meeting the required standard in both Mathematics and Language Arts. **Three hundred and ninety-four (394) out of five hundred and thirty-eight (538) primary schools (Government, Government Assisted and Private) who wrote National Test in 2011 were Mostly Effective.**

EXCELLING

Schools that are excelling have a very high proportion of their students meeting or exceeding the required standard in both Mathematics and Language Arts. **Fifteen (15) out of five hundred and thirty-eight (538) primary schools (Government, Government Assisted and Private) who wrote National Test in 2011 were classified as Excelling.** Below is a summary of the performance of schools by these categories

SUMMARY: NATIONAL TEST 2011 SCHOOL PERFORMANCE BASED ON API INTERPRETATION

DISTRICT	NO OF SCHOOLS	ACADEMIC WATCH	MOSTLY EFFECTIVE	EXCELLING
Caroni	70	4	64	2
North Eastern	42	12	28	
Port of Spain & Environs	89	34	48	6
St. George East	106	28	75	2
St. Patrick	60	8	51	1
South Eastern	51	20	30	
Victoria	79	8	66	4
Tobago	41	7	32	0
TOTALS	538	121	394	15

**** Eight (8) schools were not classified since all students did not participate in the National Test**

Caribbean Secondary Education Certificate (CSEC) Examination

A total of 33,318 candidates entered for 34 subjects in the Caribbean Secondary Education Certificate (CSEC) Examination in 2011. The number of students who attempted five or more subjects in 2011 was 16,098, while those who attempted five or more subjects including Mathematics and English A amounted to 13,623.

7,183 (44.6%) students were successful in five or more subjects while 5,892 (43.3%) were successful in five or more subjects including Mathematics and English A. Mathematics, with a relatively low pass rate of 40.2%, had the biggest impact on the group of students obtaining full certificates.

Performance by Education District

The percentage of students passing five or more subjects including Mathematics and English A ranged between 22.2% in North Eastern Education District and 51.2% in the Port of Spain Educational District. Two Educational Districts - Victoria (50.5%) and Port of Spain (51.2%) had pass rates for students gaining five or more subjects including Mathematics and English A above 50%.

Table 3: CSEC 2011: Number and percentage of Students Attempting and Passing Five and More Subjects with Mathematics and English A by Education Districts

District	Attempting 5 or More than English A & Mathematics	Passed 5 or more With English A & Mathematics	Percentage Passed 5 or more including English A & Mathematics
North Eastern	755	168	22.2
Tobago	725	198	27.3
South Eastern	1132	426	37.6
St. Patrick	1354	525	38.7
Caroni	1855	868	46.7
St. George East	3033	1394	45.9
Port of Spain	2411	1236	51.2
Victoria	2021	1022	50.5
Other *	340	55	16.1
Total T & T	13626	5892	43.3

Performance by Subject and Gender

114,817 subject entries were registered for the 34 subjects in 2011. 48,949 (42.6%) were entries by male candidates while 65,868 (57%) were entries by female candidates.

The percentage of grades I-III for the 34 subjects was between 37.64% in Electrical and Electronic Technology and 96.08 % in Physical Education and Sport. The pass rates in 32 of the 34 subjects were above 50% while the pass rates in 11 subjects were above 75%. 58.94% of males obtained grades I-III while 63.09% of females obtained grades I-III.

Caribbean Secondary Education Certificate Examination 2006-2011 Trend Data

STUDENTS REGISTERED

The number of students registered for CSEC during the period 2007-2011 ranged between 29,950 in 2006 and 33,318 in 2011. The number of students registered for five or more subjects however declined from 16,218 in 2006 to 13,503 in 2010, thereafter, this figure increased to 16,098 in 2011. The number of subjects for which students were registered varied between 34 and 37 during the period 2006 to 2011. Students were examined in 34 subjects in 2011. Information Technology (Technical) and Type-writing for which students were registered in 2009 were not examined for CSEC in 2011. Typing has been replaced by Electronic Document Preparation and Management.

PERFORMANCE OF STUDENTS PASSING FIVE OR MORE SUBJECTS

The percentage of students who attempted and passed five or more subjects increased from 45.5% in 2006 to 56.2% in 2010 followed by a decrease to 43.3% in 2011. When Mathematics and English A were included, the number of persons passing five or more subjects varied between 38.4% in 2007 and 52.6% in 2009. The pass rate in 2010 decreased to 48.95% and to 43.3% in 2011. It should be noted that the pass rate in Mathematics which varied between 41.3 % and 40.2% during the period 2006-2011 had the largest impact on students obtaining a full certificate (five or more subjects including Mathematics and Language Arts) during this period.

PERFORMANCE BY SUBJECTS AND GENDER 2006-2011

During the period 2006-2011, between 29 and 33 subjects had pass rates 50% or above. In addition, between eight and 13 subjects had pass rates of 75% or above.

Female candidates had higher pass rates of 75% or above in 14-20 subjects over this period while male candidates had a pass rate of 75 % or above in 6-10 subjects.

National Certificate for Secondary Education (NCSE)

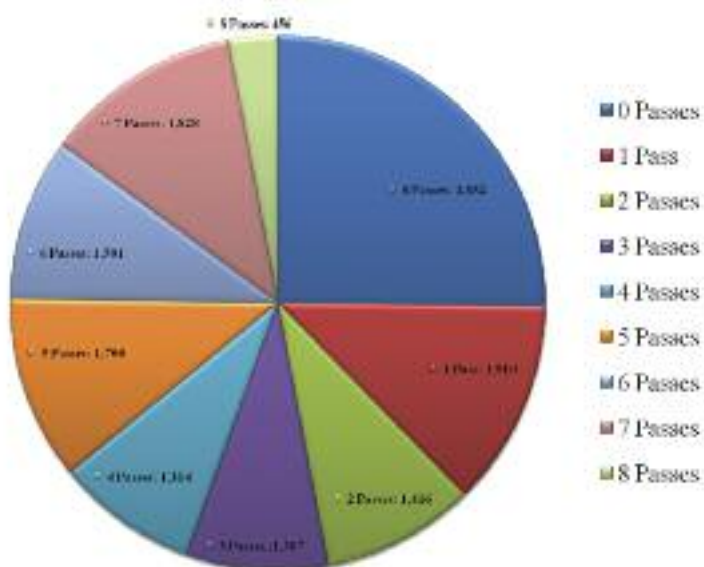
The National Certificate for Secondary Education was conducted between June 01, 2011 and June 29, 2011. Practical and oral examinations in Language Arts, Spanish, Visual and Performing Arts, Physical Education and Technology Education were administered from June 01, 2011 to June 17, 2011 while the written examinations took place from June 17, 2011 to June 29, 2011.

National Performance

Of the one hundred and fifty-two (152) public and private secondary schools, a total of 15,275, students from one hundred and forty-four (144) public and private secondary schools were registered for the examination. While 15,275 students were registered for the examination the maximum number of students actually writing any subject varied between 5,642 in Technology Education to 15,084 in Mathematics. One hundred and thirty-one (131) schools wrote five or more subjects. Of the 144 schools registered, 46% (66) of the schools wrote eight subjects, 8% (11) wrote five subjects. One school (Fatima College) wrote four subjects.

Technology Education continues to have the smallest number of students writing the examinations since its recent introduction with seventy-two (72) schools currently registered, an increase of eight from last year's sixty-four (64). In 2011, 36% (5,485) of the 15,275 students registered for the NCSE Examination were successful in five or more subjects compared to 31% (5,110) in 2007, 32% (5,687) in 2008, 35% (5,760) in 2009 and 34% (5,162) in 2010. Figure 9 shows the number of students passing 0-8 subjects in 2011.

Figure 9: Number of students passing 0 - 8 subjects for 2011



Performance by Education District

In 2011 the schools that wrote eight subjects ranged from 89% in Tobago (eight out of nine schools) to 27% in Port-of-Spain Education District (seven out of 26 schools). In three districts less than 50% of the schools wrote eight subjects (St. George East, 30% (seven out of 23); Victoria, 38% (eight out of 21); and Port of Spain, 27%). Analysis of the results by Education Districts revealed that students passing five or more subjects ranged between 30% in the North Eastern and Port of Spain Education Districts and 46% in Victoria. In 2011, 25% of students who entered for the examination were unsuccessful in any subject. This is a decrease in percentage from previous years, which varied between 30% to 31% from 2007 and 2009 and 27% in 2010.

Performance by School Type

Sixty-seven percent, 67% (10,278) of the students registered for the NCSE Examination were in Government Secondary Schools. Twenty-six percent, 26% (2,644) of the students in Government Schools obtained five or more passes as compared to 60% (2,762) in Denominational and 19% (19) in Private Schools. The percentage of students in Government Schools (32%) and Private Schools (38%) who were unsuccessful in any subject was higher than in the Denominational Schools (9%).

Trend from 2006 to 2011

In 2011, 36% of the students were successful in five or more subjects. This was a slight increase from 34% in 2010. The pass rates for the eight subjects administered in 2011 ranged between 39% (Science) and 58% (Physical Education). In 2011, of the eight subject areas, Visual and Performing Arts showed the most significant increase of 7% from 45% in 2010. Mathematics, Language Arts, Technology Education and Spanish showed a decrease from previous years. Four subjects had pass rates above 50% in 2011 - Physical Education (58%), Language Arts (55%), Visual and Performing Arts (52%) and Technology Education (53%); compared to three subjects (Language Arts (56%), Physical Education (53%) and Technology Education (55%)) in 2010.

Denominational Schools outperformed Government and Private Schools in all subject areas while female students outperformed their male counterparts both at the national and district level in all subjects.

Caribbean Advanced Proficiency Examination (CAPE)

Table 3 shows that the district with the highest number of subject entries was Victoria (27.3%) followed by St. George East (23.1%) and Port of Spain (14.9%). The districts with the least number of subject were North Eastern and Tobago districts (3.4%).

The district with the highest percentage of students attaining pass grades (Grades I – V) was Victoria (91.8%) and the lowest Tobago (76.0%).

Table 4: Student Performance By District - CAPE 2011 Unit I (Number & Percentages)

District		No. of subject Entries	Grades Obtained			Total I - III	IV	V	Total I - V
			I	II	III				
Caroni	No.	3302	671	768	723	2162	505	289	2956
	%	13.8	20.3	23.3	21.9	65.5	15.3	8.8	89.5
North Eastern	No.	816	57	137	165	359	143	127	629
	%	3.4	7.0	16.8	20.2	44.0	17.5	15.6	77.1
Port of Spain	No.	3580	647	857	800	2304	492	332	3128
	%	14.9	18.1	23.9	22.3	64.4	13.7	9.3	87.4
South Eastern	No.	1259	23	133	269	425	312	242	979
	%	5.2	1.8	10.6	21.4	33.8	24.8	19.2	77.8
St. George East	No.	5544	1239	1299	1133	3671	774	566	5011
	%	23.1	22.3	23.4	20.4	66.2	14.0	10.2	90.4
St. Patrick	No.	2149	161	356	524	1041	546	301	1888
	%	9.0	7.5	16.6	24.4	48.4	25.4	14.0	87.9
Victoria	No.	6543	1596	1538	1413	4547	907	550	6004
	%	27.3	24.4	23.5	21.6	69.5	13.9	8.4	91.8
Tobago	No.	817	51	114	166	325	199	154	621
	%	3.4	6.2	14.0	20.3	39.8	24.4	18.8	76.0

Table 5 shows that the district with the highest number of subject entries were Victoria (25.0%) followed by St. George East (21.5%) and Port of Spain (16.5%). The least number of student entries was in Tobago district (3.7%).

The district with the highest percentage of students attaining pass rate (Grades I – V) was Victoria (92.0%) and the lowest North Eastern (76.6%).

Table 5: Student Performance By District - CAPE 2011 Unit II (Number & Percentages)

District		No. of subject Entries	Grades Obtained	Total I - III			IV	V	Total I - V
				I	II	III			
Caroni	No.	1569	403	370	295	1068	207	163	1438
	%	14.2	25.7	23.6	18.8	68.1	13.2	10.4	91.7
North Eastern	No.	534	66	79	88	233	92	84	409
	%	4.8	12.4	14.8	16.5	43.6	17.2	15.7	76.6
Port of Spain	No.	1826	398	457	355	1210	265	164	1639
	%	16.5	21.8	25.0	19.4	66.3	14.5	9.0	89.8
South Eastern	No.	566	31	67	139	237	124	96	457
	%	5.1	5.5	11.8	24.6	41.9	21.9	17.0	80.7

Table 5: Continued

District		No. of subject Entries	Grades Obtained	Total I - III			IV	V	Total I - V
			I	II	III				
St. George East	No.	2384	700	588	448	1736	297	158	2191
	%	21.5	29.4	24.7	18.8	72.8	12.5	6.6	91.9
St. Patrick	No.	1009	110	161	251	522	214	163	899
	%	9.1	10.9	16.0	24.9	51.7	21.2	16.2	89.1
Victoria	No.	2765	873	655	515	2043	309	193	2545
	%	25.0	31.6	23.7	18.6	73.9	11.2	7.0	92.0
Tobago	No.	414	49	56	82	187	82	55	324
	%	3.7	11.8	13.5	19.8	45.2	19.8	13.3	78.3

Award of National Scholarships based on CAPE Results

The Ministry of Education continues to recognise the excellent performance of students at the Caribbean Advanced Proficiency Examinations (CAPE) through the award of national scholarships. In 2009, the then government awarded 266 national scholarships. This government has steadily increased the figures to 329 in 2010 and to 348 in 2011. Overall this represents a 30.8% increase in the number of national scholarships awarded since 2009. The award of all 348 national scholarships is expected to cost thirty-two million, one hundred and fifty-four thousand dollars (\$32,154,000.00) annually with seventeen million, seven hundred and fifty thousand dollars (\$17,750,000.00) going towards the 71 Open Scholarships and fourteen million, four hundred and four thousand dollars (\$14,404,000.00) toward the 277 Additional Scholarships.

There was a 55.56% increase in Open Scholarships awarded in the Mathematics group and a 150% increase in Visual and Performing Arts. The Ministry is heartened by the number of students who received Open Scholarships in the non-traditional subject area of Visual and Performing Arts. This should serve as an encouragement to all students to boldly pursue their dreams and careers in fields that are often overlooked but have immense value.

Students have consistently been excelling in the Sciences. In 2009 a total of 150 national scholarships were awarded in this group. This figure increased to 195 in 2010 and rose to 200 in 2011. Table 6 provides a breakdown of the number of national scholarships awarded based on subject groupings from the year 2009 to 2011.

Table 6: Scholarships awarded based on subject grouping for 2009, 2010 and 2011

Subject Grouping	Number of Scholarships Awarded in 2009			Number of Scholarships Awarded in 2010			Number of Scholarships Awarded in 2011		
	Open	Additional	Total	Open	Additional	Total	Open	Additional	Total
Business	3	45	48	3	33	36	3	45	48
Environmental Studies	3	11	14	3	16	19	4	15	19
Languages	9	2	11	3	14	17	3	4	7
Mathematics	10	13	23	9	28	37	14	31	45
Modern Studies	3	2	5	3	4	7	3	3	6
Science	30	120	150	32	163	195	33	167	2001
Technical Studies	1	0	1	0	1	1	1	2	3
Technological Studies	2	0	2	2	3	5	2	3	5
Visual & Performing Arts	1	0	1	2	4	6	5	4	9
General Studies	3	8	11	0	6	6	3	3	6
TOTAL	65	201	266	57	272	329	71	277	348

10. Teaching and Teacher Development

The Teacher Education and Teacher Performance Project Unit (TETPPU) conducted its 4th Annual Professional Development Workshops for Teachers. Professional development workshops were mounted in:

- Strategies for Working with Special Needs Students in Inclusive Areas;
- Data- driven Instruction;
- Strategies for Transforming Schools;
- Collaborative Courseware Development;
- Anger Management;
- Critical Incident Stress Management;
- Mentoring;
- Time Management;
- Conflict Resolution;
- Development of Map Skills;
- Disaster Preparedness: Creating a culture of safety and resilience;
- The School Based Component in CSEC Science;
- Primary School Dance;
- Painting for Secondary School Teachers;
- Primary School Integrated Arts.

These workshops were designed to meet the needs of teachers at all levels throughout the school system. Additionally, Certificates of Participation are awarded to teachers who met the requirements.

Next steps for teacher development in 2011-2012

The Teaching and Teacher Development Unit will establish the requirements and professional standards for teaching and teachers so as to ensure excellence and competence in the delivery of the curriculum areas through the:

- Identification and facilitation of teacher training;
- Development of appropriate systems of operation;
- Establishment and implementation of a feedback mechanism to update and advise internal stakeholders of the MOE on educational initiatives and their applicability to the local context;
- Consistently monitor, evaluate and report to the executives of the Ministry of Education on the status of the teaching service and the quality of the teacher education services.

11. Educational Services

The Ministry provides a wide range of services to students that include, meals, transportation, textbooks, learning resources and library services. Some of the services are outsourced such as school nutrition services; however, the Ministry is responsible for the oversight of all services. In keeping with the objectives to improve the efficiency and effectiveness of these services, the Ministry decided to reorganise the current management system in order to achieve the Value Outcomes for children. During the last year, work started on the development of a new plan that includes new strategies and mechanisms to facilitate better coordination and collaboration between the Ministry and its service providers. Notwithstanding this, during the period under review, the following were accomplished regarding the delivery of the aforementioned services:

a) Textbook Loan Programme

The Textbook Loan Programme provides learning materials to all levels of the education system covering:

- Infant One to Standard Five in primary schools and Forms One to Six in secondary schools.
- Special education resources for the existing Government and Government-assisted ECCE centres, special education schools and technical/vocational institutions such as the SERVOL Junior Life and Adolescent Centres, Goodwill Industries and the National Centre for Persons with Disabilities (NCPD).

The distribution of textbooks for the 2010-2011 academic year was conducted over the period June 2010 to October 2010. The programme provided all schools with a five percent (5%) top-up, except where there was a one hundred percent (100%) requirement. New textbook purchases were complemented with a re-distribution of textbooks among schools.

Next steps for textbook loan programme in 2011-2012

For the academic year 2011-2012, the Ministry has taken the decision to provide textbooks, previously approved by the Learning Materials Evaluation Committee to schools and, in instances where the Committee had not completed its evaluation, the Ministry will provide the textbooks recommended by the Curriculum Planning and Development Division.

Textbooks, teaching materials and special education resources will be provided at the estimated cost of thirty-five million, two hundred and one thousand, four hundred and fifty-seven dollars (\$35,201,457.00).

- At the primary level, textbooks in the five (5) subject areas of Mathematics, Language Arts, Reading, Science and Social Studies have been provided for students from Infant Year One to Standard Five;
- At the secondary level, one textbook for each of the seven (7) subject areas in Forms One to Three is loaned to students for a period of one year. In Form Four, students are also loaned one textbook in each of the eight (8) subject areas, but for a period of two years. At the Lower Six level students are loaned one textbook in five (5) subject areas for a period of two years;
- Resources will be provided to meet the special educational needs of students.

b) School Nutrition Programme

In the last fiscal year, through the National School Dietary Services Limited (NSDSL) the Ministry ensured that nutritionally-balanced, delicious breakfast and lunch meals were delivered to over 120,000 school children in pre-primary, primary and secondary schools daily. The purpose of the School Nutrition Programme is to facilitate better concentration in classrooms and thereby ensure students perform better in their studies. The long-term benefit will be healthier youth who will make better food choices, having the foundation of good nutrition. To this end the NSDSL has also embarked on nutrition education in schools and at health fairs to spread the good news of nutrition to students and their parents.

In an effort to enhance the quality of the meals provided as well as to promote healthy eating habits among the student population, the following activities were undertaken in fiscal 2010-2011:

- The execution of training courses (in collaboration with CARIRI) for the Quality Assurance Officers and Zonal Managers in the subject of Food Safety and Food Microbiology;
- Continued training with caterers in food preparation and baking techniques;
- Continued collaboration with Trinidad and Tobago Agribusiness Association (TTABA) and National Agricultural Marketing and Development Company (NAMDEVCO) in menu testing;
- Continued random testing of food items to ensure that the standards of food quality are consistent and in keeping with the requirements of the NSDSL;
- Participated in the Ministry of Agriculture's World Food Day Exposition held on November 12-13, 2010 at the University of the West Indies;
- Participated in a workshop organised by the Ministry of Health to review the first draft of its new oral health policy;
- Participated in a refresher course for Diabetes Educators facilitated by the Michener Institute;
- Completed the following articles for stated corporations/Ministries:
 - *Eating for Health* for the Ministry of Food Production, Land and Marine Affairs' quarterly newsletter;
 - *The Wonder of the Watermelon & One of our Supergreens* for NAMDEVCO's monthly newsletter;

- Completed food trials with the following products provided by the Trinidad and Tobago Agri-business Association (TTABA):
 - Sweet Potato Fries;
 - Cassava Fries;
 - Plantain;
 - Jamaican Spinach;
- Attended the National Symposium on the threat of chronic non-communicable diseases to childhood futures hosted by the Ministry of Health and the Prime Minister's Office. This symposium presented the opportunity for the following:
 - To share current data and research information on risk driving the chronic disease epidemic in children and youth populations;
 - To identify innovative approaches and successful preventive strategies to an action agenda and to reduce negative risk factor and promote healthy children;
- Fostered multi-sector action and catalysed environmental, social and policy changes that promote health, and prevent chronic disease.

c) Student Support Services

The Ministry of Education recognises the importance of ensuring every child gets an equal opportunity to education through the provision of specialised services for students with moderate and severe special educational needs. Other support services include specialised intervention strategies for students on extended suspension and other at-risk students; social work services for students with psycho-social and behavioural difficulties at selected primary schools in each Educational District; early intervention, diagnosis and remediation for selected primary schools in each Educational District and guidance and counselling services for all students at the secondary level.

During fiscal 2010-2011:

- 702 students received special education services at public special schools;
- 817 students received special education services at private special schools;
- 483 students received special education services at 63 primary schools;
- 21,551 students benefitted from direct guidance services at 138 primary schools;
- 16,725 students benefitted from guidance services at 58 secondary Schools;
- 2,600 secondary school students received counselling services;
- 1,162 primary school students benefitted from social work services, major issues included aggressive behaviour, chronic absenteeism, fighting, class disruptive behaviour, relations with parents, and emotional distress;
- 250 special education teachers and 13 new Guidance Officers were sensitized on the Ministry's HIV/AIDS Policy; 7 schools and 33 students participated in World AIDS Day 2010 campaign;
- 135 secondary school students in the North Eastern Education District were sensitised on HIV/AIDS awareness and prevention.

Next steps for Student Support Services in 2011-2012

A consultancy will be undertaken to provide technical assistance in the development and implementation of appropriate strategies plans and structures for Children Understanding to address the needs of all children for the design and delivery of suitable children services.

CHAPTER THREE: GOAL 2

Transform the Ministry into a High-Performing Organisation

The transformation of the Ministry is critical to the success of the achievement of the Value Outcomes for children. The need to have an integrated approach to the management and delivery of the services provided by the Ministry was highlighted in the Strategy Report, November, 2010. The Report noted that there were some challenges in the operations and procedures of the Ministry that affected the efficiency and effectiveness of the services delivered. Some of the concerns noted were:

- The difficulty to validate the ‘business case’ and development planning of these in the absence of defined outcomes and a Ministry Development Model;
- The difficulty to understand value and learning derived from recent programmes and consultancies;
- Valuable data existed from programmes but difficult to comprehend as standard models not used.

The Strategy Report itself stressed inter alia, the importance of the Ministry:

- “Having its focus on achieving the Vision for Our Children in which context all activities of the MOE whether administrative, management, supervisory or pedagogical will lead to achieving the Vision for our children;
- Using standardised core and support business processes;
- Working with a defined framework for the “education system”.

Against this backdrop, the transformation process was initiated with the following outcomes envisioned:

- An enhanced education system that anticipates, shapes and responds to the needs of a dynamic globalised 21st century society;
- An enabling legislative environment to support strategies and programmes of the Ministry.
- Greater synergy among functional areas;
- Fully resourced, efficient Education District Offices, with the capacity and authority to support schools within their jurisdiction;
- A robust and dynamic information and knowledge-management system;
- The integration of communication as an organisation-wide function;
- The adoption of a customer service charter, guiding the delivery of improved customer service delivery;
- Qualified, competent, motivated staff, empowered to deliver results;
- The institutionalisation of Performance Management at all levels and in all processes;
- Well-developed mechanisms to strengthen strategic alliances with regional and international partners;
- A responsive budgeting and accounting system.

In order to support the implementation of the new strategies a Quick Wins Implementation Plan was developed. This Plan identifies some of the early actions that needed immediate attention and ranged from issues of leadership and planning; reporting and management; school-based management; and people engagement. Some of the actions completed in the Quick Wins Plan include:

- The identification and appointment of an executive leader for the implementation of the Strategy.
- Establishment as Policy the Ministry’s Strategy and Value Outcomes for Our Children as a context-

tual framework that will inform all of the Ministry's planning and actions;

- The adoption of the Ministry's strategy and key performance measures as the basis for planning, reporting and management by the Senior Executive Team (SET) and all Divisions and Units;
- The appointment of a team to design and develop a preliminary framework for School Supervision, taking account of the needs, services and resource requirements of schools and the Value Outcomes for children;
- Approval from the SET to commence preliminary organisation structuring, especially for the performance of the core and common business processes of the Ministry;
- Preparation of preliminary estimate and budget for strategy implementation;
- The identification of all ICT initiatives being pursued in the Ministry and their status;
- Engagement of the IDB to reconfigure the SES programme to optimise implementation of the Strategy;
- Stakeholder Engagement Workshops were held for Ministry's Heads of Divisions and other personnel to obtain their "buy-in" for the new Strategy;
- Researched and identified the most appropriate methods for the screening, testing of children with learning and related difficulties and prepared the Terms of Reference for engaging specialists for these services in a pilot exercise to be undertaken in 2012.

12. Organisational Restructuring and Institutional Strengthening

During the period under review, one of the steps taken to support the transformation initiative was the development of a new top organisation structure that was approved by the Senior Executive Team. The top structure comprises the Ministers (2), Permanent Secretary, Deputy Permanent Secretaries (3) and the Chief Education Officer. The Top Structure provides leadership and direction and has overall responsibility for driving the Ministry's transformation activities. Work has started towards the re-designing of a new organisation structure for the Ministry and will continue in fiscal 2011- 2012. The realignment of the structure will ensure effective implementation and management of strategies, transformation initiatives and processes, and the allocation of resources including human.

12.1 Programme and Projects Planning and Management Unit (PPPMU)

Cabinet approval was granted in the last fiscal year for the establishment of the PPPMU. This Unit will serve as the single point of management for all programmes and projects of the MOE. The major benefits from this approach include harmonisation of efforts, common use of projects and change management methodology, core and support business processes. Also, this approach will allow intense focus on core responsibilities, efficient and effective delivery on goals (Value Outcomes) of the MOE, all leading towards obtaining value for money and effort on education.

Next steps for the PPPMU in 2011-2012

During the next fiscal year, the focus will be on ensuring that the PPPMU is fully staffed. Cabinet granted approval for the staffing of the PPPMU by specialists in the fields of Change Management Systems, Educational Development and Research, Institutional Strengthening, and Knowledge Management. All positions were advertised inviting applicants. Interviews will be conducted and successful applicants will be contracted for a period of three years. The Unit will also incorporate the current staff of 11 assigned to the Seamless Education System Programme Coordinating and Implementation Unit (SESPCIU).

13. Human Resource Management and Strengthening

The Ministry has been working on improving and strengthening the capability and capacity of its human resources. In this regard, Terms of Reference (TOR) were completed for a consultancy to provide technical assistance for an organisational review of the Human Resource Management Division. Requests for proposals were submitted by the Central Tenders Board to nine firms in September, 2011. A preferred provider will be identified in the near future and work will commence thereafter.

13.1 Staffing

- **Promotions under the Teaching Service**

During the last fiscal year, a number of promotions were completed by the Teaching Service Commission. At the primary level, forty-three (43) Principals and twenty-eight Vice Principals were promoted. Also, one hundred and sixteen Assistant Teachers were appointed. At the secondary level, the following promotions were completed:

- School Principals (21); Vice Principals (34); Heads of Departments (59);
- Permanent appointments for secondary – 182 persons – TVT I/II/III/IV; T II/III;
- New appointments for 77 Teacher II; 148 Teacher III; 6 TVT I; 15 TVT II.

- **Promotions under the Civil Service**

In the last year within the civil service, there were sixty-three (63) promotions in various categories of staff, while there were seventy-seven (77) new recruitments in various categories.

- **Workforce of the Ministry**

As at September, 2011 the Ministry employed approximately 16,000 persons comprising teachers, civil service staff and contract workers.

Figure 10: Category of Employees

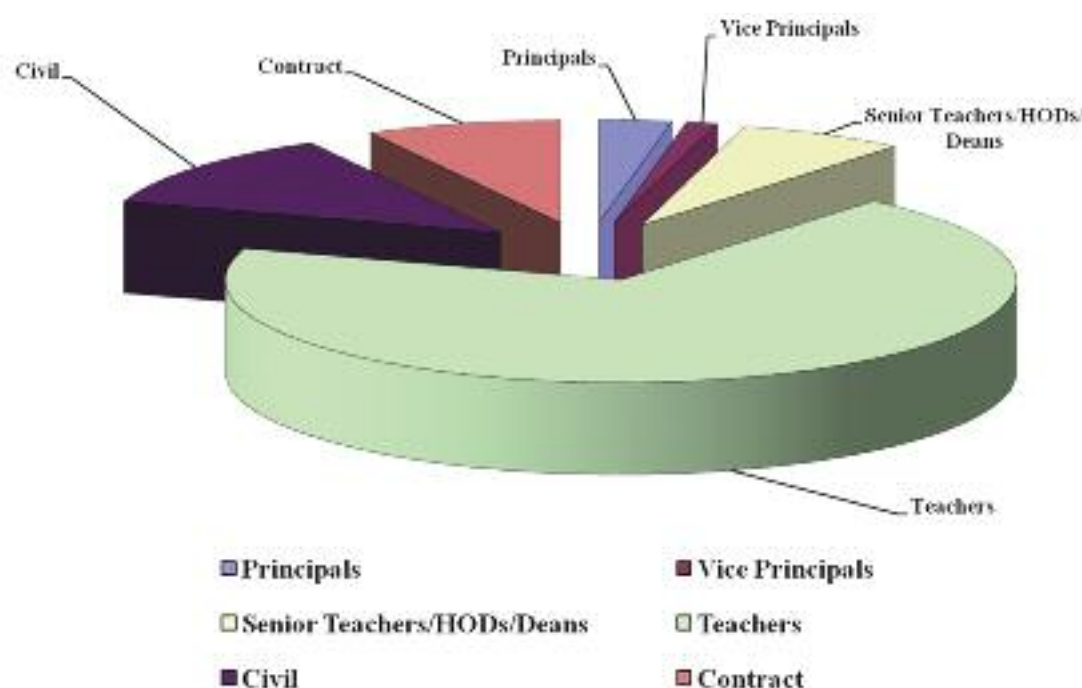


Table 7: Breakdown of Workforce of the Ministry by Numbers

TEACHING	
Principals	503
Vice Principals	204
Senior Teachers, Heads of Department and Deans	1,076
Teachers	11,963
Total (Teaching)	13,746
Civil Service	2,976
Total Civil Service	2,976
Contract (Teaching and Non-Teaching)	1,227
Total Contract	1,227
GRAND TOTAL	17,949

14. Communication Strategy

In its thrust for transformation, the Ministry of Education has, through very focused initiatives, been able to integrate and achieve significant improvements and successes in its priority areas. Many of these areas rely heavily on the support and strength of the relationships with the Ministry of Education's key stakeholders, affiliates and members of the public. It is crucial that all parties are kept informed of developments, achievements and even challenges as this is the best way to maintain interest, motivation and involvement. It is therefore imperative that open channels of communication are established and maintained.

Over the last fiscal year, the Ministry of Education has held several Consultations with various stakeholder groups as well as the national community. The Ministry has also held regular meetings with key stakeholders such as TTUTA, NPTA, Denomination Boards and the Teaching Service Commission, in an effort to resolve longstanding issues and bring about general improvement in day-to-day operations.

The Ministry has also sought to build bridges between itself and its stakeholders and to mend those relationships that had become strained. For the first time, the Ministry of Education will be hosting a function in honour of World Teachers Day – the first of several proposed initiatives to demonstrate the Ministry's appreciation for the work of its teachers and acknowledge the significant roles that teachers play not only in the classroom, but as partners of the Ministry. Other such initiatives in the pipeline include an annual Educators Award, as well as the development of a system to reward best performing teachers, teachers who are punctual and those who rarely report absent for duty.

The Ministry has also hosted other functions such as "A New Dawn" (August 6th, 2011) - the first of two retirees celebrations to honour the Ministry's Retirees of January to July, 2010. The second part of this celebration will be hosted in early 2012.

In addition to engaging stakeholders and fostering harmonious relationships, the Ministry has sought to lead with timely and accurate information and new releases. A system has been implemented whereby information is released in a timely fashion on the Ministry's website as well as to the media when required, in an accurate and comprehensive manner.

Keeping internal and external stakeholders informed is critical to the success of the transformation initiative. To this end, the Ministry will engage a consultant to establish a comprehensive communication strategy that assures community engagement and participation in its transformation initiatives.

Other Achievements for fiscal 2010-2011 include:

- **Seamless Education**

Following discussions between the Ministry and the Inter-American Development Bank during the last quarter of fiscal 2010, the Seamless Education Programme was reviewed to ensure that it was in keeping with the Government's official framework for development particularly that of Education and Human Development—Building the foundation for an Intelligent nation and a creative economy. On this premise, a number of consultancies were identified for which Terms of Reference were developed in the last year. Activities undertaken in the last year by the SES Unit are as follows:

a) Project Management – completed the following:-

- (1) Twenty (20) consultancy projects were identified.
- (2) Initial profiling of consultancy projects with scope of consultancies:
 - Programme and Projects Planning and Management;
 - Internal Ministry of Education (MOE) Resourcing;
 - Leadership and Governance Training;
 - Organisational Structuring;
 - Business Process Transformation;
 - Human Resource Management Process Transformation;
 - Integrated Human Resource Information System (IHRIS) Implementation;
 - School Supervision;
 - School Infrastructure Supply and Condition;
 - Exam, Testing and Assessment;
 - Teaching and Teachers;
 - Children Understanding and Children Services;
 - Curriculum Revision (Primary Section);
 - Transition of students to different "Schooling" and Work;
 - Standardisation and Simplification/Total Quality Management (TQM);
 - People Engagement, change and Transition;
 - School-Based Management (SBM);
 - Information Communication Technology (ICT) Strategy, Planning and Implementation Management;
 - Early Childhood Care and Education (ECCE) Strategy and Plan;
 - Communications Strategy.

- (3) Developed Terms of Reference (TOR) and prepared budgets for the above re-profiled consultancies;
- (4) Developed and advertised Expressions of Interest (EOI) for the following consultancies:
 - Communications Strategy;
 - Technical Advisor to the Minister of Education;
 - Mid-term and Final Evaluation of the Programme.
- (5) Developed and circulated Request for Proposals (RFP) for the following consultancies:
 - Revision of the Primary School Curriculum – (Bids received on Thursday 14th April, 2011);
 - National Consultation for Primary School Curriculum – (Bids received on Friday 18th March, 2011);
 - Baseline Survey of Teacher Performance and Student attitudes – (Contract negotiations with preferred bidder taking place on Thursday 28th April, 2011).
- (6) Facilitated and funded the National Consultation on the Primary School Curriculum for feedback on the revision of the curriculum.

b) Other Projects Completed:-

- (1) Draft Transformation of Seamless Education System (SES) Unit to the Programme and Projects Planning and Management Unit;
- (2) Audit of the SES Programme for the period of October 1st, 2009 – September 30th 2011;
- (3) Procurement of vehicles, computers and other technological equipment for the Educational Planning for the Early Childhood Care and Education (ECCE) Curriculum and SES Divisions in accordance with the loan conditionalities;
- (4) Recruitment of a Technical Adviser to the Minister of Education for developing the MOE Strategy.

CHAPTER FOUR: GOAL 3

Engage Stakeholders in the Change and Transformation Process

Stakeholder engagement and support are critical to the success of the change and transformation process currently underway at the Ministry. Efforts continue to be made to ensure stakeholders buy-in and understanding of the Ministry's Vision, Mission and Value Outcomes for students. As such, regular stakeholder meetings are held, and the various mediums of communications such as the MOE website (www.moe.gov.tt) and press releases etc are utilised to give stakeholders an opportunity to hear from the Ministry and also provide feedback. The expected outcomes of engaging the community in education include:

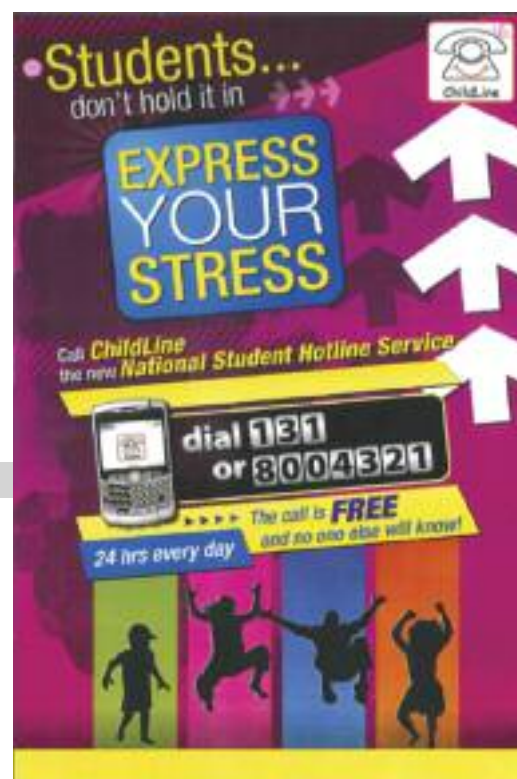
1. Improved students' achievement;
2. Reduced school-based violence and student indiscipline;
3. Enhanced self-esteem among students;
4. Improved management of schools;
5. Increased funding for school improvements projects;
6. Expanded learning opportunities for students;
7. An enhanced relationship with key external stakeholders, such as NPTA, Denominational Boards and TTUTA;
8. Improved collaboration at the regional and international levels towards the development of a quality regional system and support for the local education sector.

During the period under review the Ministry collaborated with other Ministries and Stakeholders to undertake some joint initiatives. The outcomes were:

- The establishment of the Task Force on Violence and Indiscipline in schools under the chairmanship of the Minister in the Ministry of Education. The Task Force comprises persons from the Ministries of Sport, People and Social Development, Community Development, National Security, the Solicitor General's Office, National Parent Teachers Association (NPTA), Association of Principals of Public Secondary Schools, Association of Principals of Assisted Secondary Schools, Association of Denominational Boards, Trinidad and Tobago Unified Teachers' Association and representatives from the Ministry of Education;
- The Ministry partnered with the Ministry of National Security to implement the National Mentorship Programme (NMP). This project was officially launched by the United States' Army General, Colin L. Powell (Ret.) and his wife Alma Powell on April 11th, 2011. The National Mentorship Programme is geared toward positive youth development, and is aimed at young people between the ages of 9 to 25 years, that is, from primary to tertiary level, as well as youths in general who may not have had the opportunity to be exposed to a stable mentor. Participants will be paired with role models who teach them fundamental life skills, civic responsibility and positive ways of relating to their peers. Among the many positives, a long-term benefit of the project is expected to be a reduction in youth offences;

- The activation of the National Student Hotline in collaboration with Childline, a registered non-profit organisation, and the Ministry of the People and Social Development. The project provides a twenty-four (24) hour, free telephone service for children and young adults. Childline, the host of the National Student Hotline, offers children and adolescents counselling on a wide range of issues that affect their lives. They make referrals to more specialised services (if needed) and provide a telephone helpline in partnership with TSTT so that children can speak anonymously with a trained counselor;

Figure 11: National Student Hotline Service Brochure



- Secondary school students participated in the Eco-Song Competition organised by the Environmental Management Authority (EMA). The presence of Dr. the Hon. Tim Gopeesingh, Minister of Education and the Hon. Clifton De Coteau, Minister in the Ministry of Education, underscored the level of commitment of the Ministry in continuing to partner with the EMA in educational projects. The Ministry of Education has also partnered with the EMA over the past 12 years on the Primary Schools' 'Hands-On' Competition and the Secondary Schools' Dramatic Envirologue (Forms 4-6). Minister Gopeesingh spoke of the need for secondary schools and by extension, the national community, to fall in line with world standards to reduce Trinidad and Tobago's carbon footprint. Some schools already contribute to this through environmental clubs, the Clean-up and Beautify campaign and through the practices gained from courses in agriscience and environmental science in the curriculum;
- The Ministry of Education (Curriculum Development Division) in collaboration with the Inter-Commercial Bank Limited of Trinidad and Tobago, hosted its 19th Mental Mathematics Marathon prize distribution ceremony at the Rudranath Capildeo Learning Resource Centre, Mc Bean, Couva, on Thursday, November 18, 2010. The competition tested the mental mathematics skills among school children from both the primary and secondary levels using common mathematics from the school curriculum;
- Strengthened its relationships with stakeholders by holding meetings on a regular basis to extensively discuss issues relating to education. Meetings were held with TTUTA and the NPTA. As a result, the Ministry got full support from these organisations to change the date of the SEA from March to May 2012. In the spirit of collaboration, TTUTA was invited to assign a representative to sit on the National Council for Early Childhood Care and Education which will comprise members of the Ministry of Education, private sector and universities among others. TTUTA is one of the Ministry's key stakeholders whose input is highly valued and respected, therefore, the Ministry remains committed to strengthening its working relationship with TTUTA to address some of the vexing problems affecting the schools;

- Regular meetings also took place with the National Primary School Principals' Association (NAPSA) and the Association of Principals of Public Secondary Schools. The Associations got the opportunities to ventilate their specific concerns with regards to the National Tests and the movement of SEA from March to May as well as the introduction of Continuous Assessment Programme;
- A meeting was convened with all heads of religious bodies. The meeting provided the ideal platform to discuss matters relevant to the management of schools by religious bodies;
- A number of meetings were held with the Denominational School Boards. One such meeting focused on the request for the Denominational Boards to consider partnering with the Ministry to provide ECCE to enable the achievement of universal ECCE by 2015.

Table 8 provides a breakdown of the number of stakeholders consultations that were held during the last year to garner the views of the public with respect to the reform of the primary school curriculum.

Table 8: Stakeholder's Consultations re: Primary School Curriculum held in Fiscal 2010/2011

DATE	DISTRICT/VENUE	CONSULTATIONS
5th & 6th April, 2011	Cascadia Hotel & Conference Centre	National Consultation on Primary School Curriculum
24th June, 2011	Caroni E – Rudranath Capildeo Learning Resource Centre (RCLRC)	National Consultation on Primary School Curriculum
5th July, 2011	Port of Spain District – Crowne Plaza	National Consultation on Primary School Curriculum
6th July, 2011	St. George East District – Centre of Excellence	National Consultation on Primary School Curriculum
12th July, 2011	Victoria District – Marabella South Secondary School	National Consultation on Primary School Curriculum
13th July, 2011	North East District – Guaico Secondary School	National Consultation on Primary School Curriculum
15th July, 2011	South East District – Princes Town West Secondary	National Consultation on Primary School Curriculum
19th July, 2011	Visual & Performing Arts – Trinidad Hilton	National Consultation on Primary School Curriculum
20th July, 2011	Physical Education – Trinidad Hilton	National Consultation on Primary School Curriculum
22nd July, 2011	St. Patrick District – Princes Town West Secondary	National Consultation on Primary School Curriculum
17th August, 2011	Tobago District – Tobago Hospitality and Tourism Institute	Tobago National Consultation on Primary School Curriculum

CHAPTER FIVE:

Financial Review

The Ministry of Education was allocated the sum of four billion, two hundred and sixteen million, four hundred and thirty five thousand and seven hundred and eighty-two dollars (\$4,216,435,782) to facilitate both Recurrent (operational) and Capital (developmental) expenditure for the fiscal year 2010-2011. This allocation represented 7.43% of the total national budget and also an increase of 11.54% over the allocation provided for fiscal 2009-2010 which was three billion, seven hundred and eighty million, one hundred and thirty two thousand and five hundred and fifty-three dollars (\$3,780,132,553).

Table 9 Ministry of Education's Financial Allocation (2007–2011)

Year	Total Ministry Allocation	Total Recurrent Allocation	Total Capital Allocation
2007	3,652,516,947	2,804,305,694	848,211,253
2008	4,177,723,508	3,337,499,200	840,222,308
2009	4,278,282,301	3,211,995,835	1,066,286,466
2010	3,780,132,553	3,295,548,639	484,583,914
2011	4,216,435,782	3,559,205,782	657,230,000

Table 9 shows Total Allocation and Recurrent and Capital Allocation to the Ministry of Education over the 5 year period 2007-2011. For that period, Total Allocation averaged \$4.021 billion, while Recurrent and Capital Allocation averaged \$3.241 billion and \$779.306 million respectively. The general trend points to increases in the annual budgetary allocation although there was a small decrease in 2010. For the year under review (2010-2011), there were all-round increases in total Ministry Allocation and Recurrent Allocation and Capital Allocation as shown in Table 9.

Recurrent Expenditure

Government recurrent expenditures are ongoing expenditures which are vital to the functioning of the Ministry on a day to day basis. Approximately 84.41% of the annual allocation, amounting to three billion, five hundred and fifty nine million, two hundred and five thousand and seven hundred and eighty-two dollars (\$3,559,205,782) was allocated for recurrent expenditures. This represents an increase of two hundred and sixty three million, six hundred and fifty seven thousand, four hundred and thirteen dollars (\$263,657,413) from the allocation for 2009-2010.

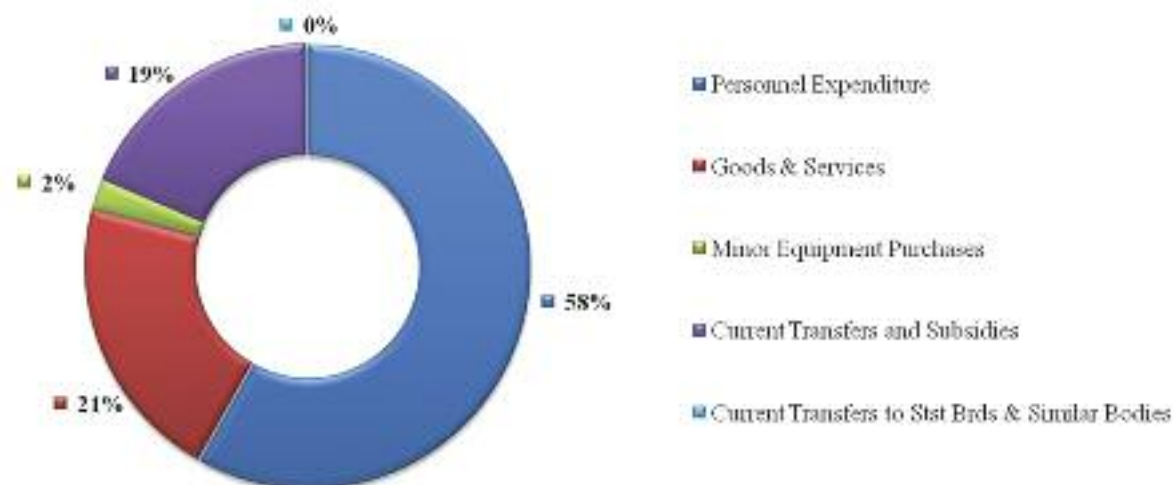


Figure 12: Recurrent Expenditure for the Ministry of Education Disaggregated by Category (2011)

Figure 12 shows Recurrent Expenditure disaggregated under the main headings for the period 2010-2011, with the main expenditure being recorded under Personnel Expenditure followed by Goods and Services and then Current Transfers and Subsidies.

With respect to Recurrent Expenditure, Table 10 shows the line items which accounted for major expenditures in the last year:

Table 10: Ministry of Education's Financial Allocation (2007-2011)

Sub Head / Item / Sub-Item Description	2011 Revised Estimates (\$)
01 PERSONNEL EXPENDITURE	
001 General Administration	
01 Salaries and Cost of Living Allowances	169,000,000
005 Secondary Education	
01 Salaries and Cost of Living Allowance	907,000,000
006 Primary Education	
01 Salaries and Cost of Living Allowance	871,741,000
02 GOODS AND SERVICES	
001 General Administration	
08 Rent/Lease Office Accommodation and Storage	67,424,000
16 Contract Employment	122,655,000
28 Other Contracted Services	55,500,000
37 Janitorial Services	107,000,000
28 Security Services	194,000,000
03 MINOR EQUIPMENT PURCHASES	
001 General Administration	78,060,000

Table 10. Continued

Sub Head / Item / Sub-Item Description	2011 Revised Estimates (\$)
04 CURRENT TRANSFERS AND SUBSIDIES	
006 Educational Institutions	
09 Grants to Assisted Primary Schools - Goods and Services	60,000,000
09 Grants to Assisted Primary Schools - School Equipment and Upkeep of School Premises	39,000,000
20 Fees for Students at Private Secondary Schools	13,000,000
24 Grants to Government Secondary Schools - Education Program	115,000,000
27 Textbook Rental/Management Unit - Primary Schools	15,450,000
30 Textbook Rental/Management Unit - Secondary Schools	17,931,000
007 Households	
09 Early Childhood Care and Education	17,216,000
011 Transfers to State Enterprises	
02 National Schools Dietary Services Ltd.	235,707,800

Under Personnel Expenditure the payment of salaries, wages and personnel related expenditures for teachers and Ministry staff incurred the biggest expense, totalling \$1.947 billion (58%).

Goods and Services are recurrent expenditures which are inclusive of Travelling Facilities, Uniforms, Electricity, Telephones, Water and Sewerage Rates, Vehicle Maintenance, Equipment Repairs, Contract Employment, Materials and Supplies, Janitorial Services, Security Services, Promotions, Conferences and Employee Assistance Programme for General Administration, Secondary and Primary Education, ECCE Unit, RCLRC and District Services Division.

The Ministry provides janitorial and security services at schools and its various offices throughout Trinidad at extremely high costs annually. In 2011, the combined expenditure for these services was \$301 million.

With respect to Current Transfers and Subsidies, in 2011, an estimated \$99 million in grants was expended to assist primary schools with goods and services, school equipment and the upkeep of school premises.

Development Expenditure

Government capital expenditures are expenditures creating future benefits through the purchase of fixed assets or adding to the value of an existing fixed asset. Also included in capital expenditures are amounts spent to repair pre-existing problems prior to acquisition, prepare an asset to be used, legal costs of establishing or maintaining the right of ownership and any associated costs of restoring or adapting the asset for a new or different use.

Approximately 15.59% of the annual allocation, amounting to six hundred and fifty seven million, two hundred and thirty thousand dollars (\$657,230,000) was allocated for capital expenditure. This represents an increase of one hundred and seventy two thousand, six hundred and forty six thousand and eighty-six dollars (\$172,646,086) from the allocation for 2009-2010.

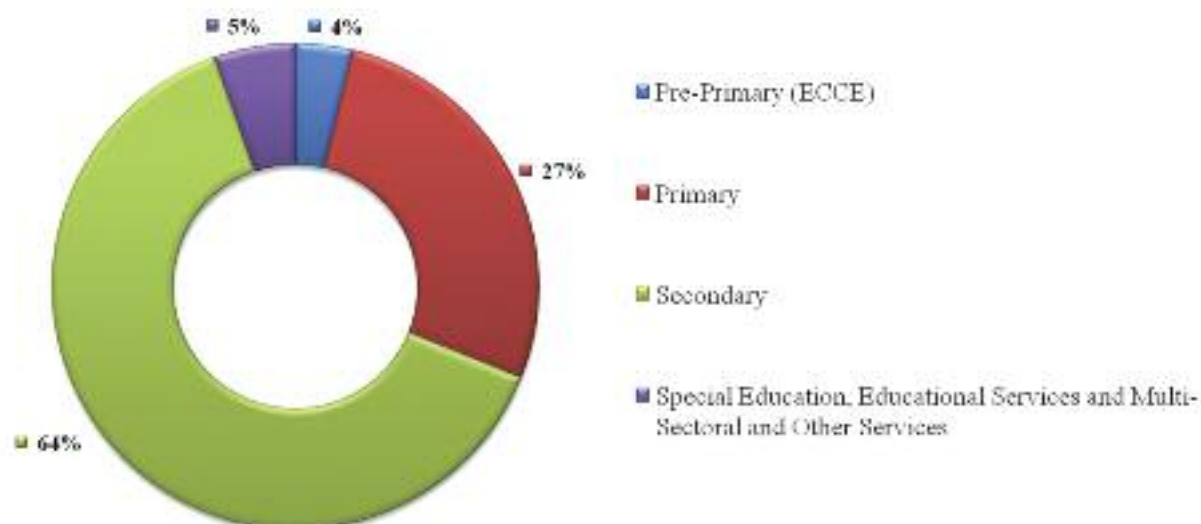


Figure 13: Development Expenditure for the Ministry of Education Disaggregated by Category (H26 & 701) (2011)

Figure 13 shows Development Expenditure disaggregated under the main expenditure headings for the period 2010-2011, with the main expenditure being recorded under Secondary followed by Primary, then Special Education, Educational Services and Multi-Sectoral and Other Services. The smallest category of expenditure belongs to Pre-Primary.

Under the category of Development Expenditure, Table 11 shows the line items that accounted for major expenditures in the past year.

Table 11: Ministry of Education's Development Expenditure

Development Head 26 Sub Head / Item / Sub-Item/ Project Group/Project Description	2011 Revised Estimates (\$)
09 DEVELOPMENT PROGRAM	
004 Social Infrastructure 04 Education	16,350,000
005 Multi-sectoral and Other Services 31 Seamless Education System Project	78,060,000 13,000,000
Development Head 701	
26 MINISTRY OF EDUCATION	
004 Social Infrastructure A. PRE-PRIMARY 001 Early Childhood Care and Education	20,000,000
B. PRIMARY 327 Construction of Enterprise Government 359 Construction of Lengua Presbyterian 368 Construction of Palo Seco Government Primary 375 Construction of Arima New Government Primary 376 Construction of Penal Rock Road SDMS	14,700,000 19,214,268 21,855,223 18,816,001 15,132,467
C. SECONDARY 327 Construction of Biche High School 394 Secondary School Construction and Other Infrastructure Works	19,561,249 345,857,396

Social Infrastructure is a capital expenditure which consists of payments made for construction in the areas of ECCE, Primary, Secondary and Special Education and Educational Services. Multi-Sectoral and Other Services is a capital expenditure which consists of payments made mainly for Administrative Services and work done on Public Buildings.

Table 11 shows that in the last fiscal year, government expenditure was estimated at approximately \$365.4 million for the construction of the Biche Secondary School and the construction of other secondary schools, as well as other construction works. These are huge long-term investments that are intended to provide students residing in both rural and urban communities with the best, ultra-modern school buildings and facilities, thus effectively reducing inequity in the system.

Similarly, huge costs were incurred for the construction of primary schools as itemised in Table 11, to ensure that students have access to spacious, modern, safe and secure school buildings.

In fiscal 2011-2012 the Ministry will continue in its effort to improve the physical conditions of schools thereby creating an environment conducive to learning. At the same time, the Ministry will be exploring more cost-effective measures that will go towards reducing the financial costs of providing new school buildings.

CHAPTER SIX: The Way Forward

For the upcoming fiscal year 2011-2012, the Ministry has chosen to pursue key areas in accordance with its strategic priorities. Having focused on the completion of the Strategic Plan 2011-2015, in the last year, the shift will be towards implementation. Fortified with a new policy direction for the education system, the Ministry in 2011-2012 will vigorously pursue the roll-out of its programmes, projects and initiatives outlined in its Education Sector Strategic Plan 2011-2015. In this regard, the PPPMU will be fully established and take the lead in the reorganisation of the structures, processes and services of the Ministry. Also, the PPPMU will provide oversight and management of the several consultancies to be implemented under the Seamless Education System with technical assistance from the IDB.

Phase One of the SES programme focuses on the education and development of all children at the nation's schools with special attention to those who are vulnerable to marginalisation and exclusion. The consultancies in this Phase will address curriculum modernisation, school-based management, ECCE Children Understanding/Services and Human Resource Management. In this regard, the consultancies for these projects are expected to commence in the new fiscal year. As noted earlier the groundwork for some of the consultancies are more advanced than others with preferred bidders already identified in some instances.

A preferred bidder for the Human Resource Management consultancy was identified. The reorganisation of the Human Resource Division is strategic to the success of the transformation efforts, hence the urgency to get that consultancy off the ground. The HRM processes will be assessed including its IHRIS, leading to the design and development of an appropriate HRM strategy and implementation plan. Overall approximately 16 consultancies have been identified; all being critical to the success of the transformation of the Ministry and the education system.

To reiterate, during the last year the foundation was set and in the next fiscal year the work will intensify to ensure that plans and projects are delivered on time and in keeping with the new business focus and operational procedures.

It is anticipated that the confluence of all these initiatives within the medium term of three to four years will help to restore stakeholder confidence in an education system that is efficient and capable of producing students, consistent with the defined Value Outcomes for Our Children.

APPENDIX I

VISION FOR OUR CHILDREN OF TRINIDAD AND TOBAGO

APPENDIX I**VISION FOR OUR CHILDREN OF TRINIDAD AND TOBAGO****A. Children who will achieve their full potential...**

1. Function with a purpose based on love, value, family life, service and aesthetic expression
2. Understand and participate constructively in their career and vocational pathway
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices
4. Productive achievers, role models with good work ethics
5. Will function at their best with a strong sense of commitment to their interests and activities
6. Optimise their God-given talents to advantage
7. Enterprising and responsible in risk taking
8. Recover quickly from setbacks and disappointments
9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfill their potential

1. Prepared to participate in society as appropriate to their age
2. Academically balanced to be productive (combination of appropriate skills and competencies)
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas
4. Skilled in the use of current technology and the Internet (cyber wellness)
5. Proficient in a second language.

C. Children who are adequately developed socially and culturally...

1. Productive and have good self-image
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships
3. Competent to interact and communicate with others, within different social settings and environments
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean community
5. Historically aware, including knowledge of our people
6. Capable of informed participation in the democratic and political process
7. Capable of functioning with good character and values in their culture
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views
9. Developed with interpersonal and language skills
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country
13. Functioning with an honest sense of family and community
14. Proficient in dealing with daily conditions
15. Skilled in finding a safe place to think and grow

16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others
17. Capable of finding assistance if they are abused or neglected
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth
19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally
20. Able to express themselves through the Arts

D. Children who are healthy and growing normally...

1. Secure and safe in their home, school, and community
2. Physically fit, mentally alert, well nourished, and psychologically sound
3. Active in exercise, sports, games and recreation
4. Capable of wholesome interaction with peers
5. Morally prepared for a productive life
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy...

1. Able to enjoy daily life, have fun and express happiness and positive emotions
2. Participants in entertainment and celebration
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives
4. Mature and able to become full-fledged, productive and enterprising citizens.

APPENDIX II


STRATEGY REPORT OF **NOVEMBER 2010**



Ministry of Education

Strategy Report (Final)
November 15, 2010

Consultant: Jewan Ramcharitar



**The presentation or slides which
follow may require verbal
explanations to add to clarity.**

**The presentation is the property
of the Ministry of Education of
Trinidad and Tobago**

Strategy Report



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Purpose :

- Presentation of the results of the Strategic Planning Initiative conducted during September - November, 2010

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Strategic Assessment

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The Positives:

- Clear Legal Mandate and Significant Leadership cadre
- Definition of a core Strategic Executive Team and broader leadership
- Overwhelming focus on the core "business" of the Ministry i.e. Education and its direct support systems
- Corp. Plan 2008/12 – a good initiative
- Considerable Resources- People, Finance and Assets
- People interested in Learning
- The opportunity being taken for re examination and assessment
- IADB in support of Reform Initiatives

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Structured Institutional Understanding:

- Proven methods for Institutional building are not in use
- Major Programmes and Initiatives are consistently placed at risk of less than effective results
- Broad based institutional resources are also at risk of not being effectively utilized
- Many variants of models considered and used in planning and establishing development context
- Inappropriate reliance on International Agencies because of absence of a Ministry planning and development context
- Difficult to establish Institutional coherency- lots of reports but little in integrated focused understanding

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Basis for Institutional Understanding:

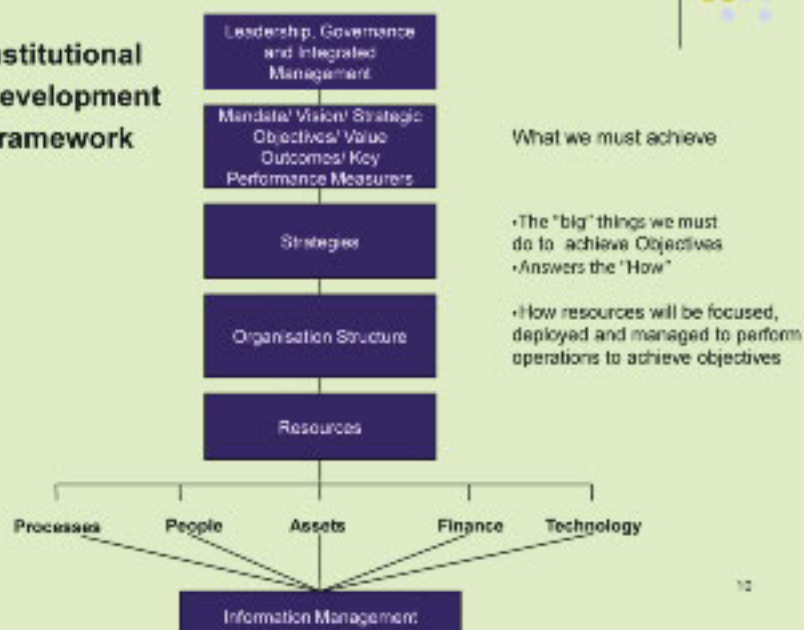
- Use of the Institutional Development Framework presented next
- Construction of a Ministry model for the Education and Development of Children or a high level Value Chain to put context to all that is required to be done by the Ministry and the Value it is seeking to achieve in order to perform assessment

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Methodology: Institutional Development Framework



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Strategic Focus

- Unclear and ill-defined Vision and Mission.
- Vision does not clearly state what the Ministry wishes to become
- Mission is not precise of why the Ministry exists. Everyone does not understand what is to be achieved
- Unclear of the method and context used to formulate Vision and Mission
- Unclear of the Value Outcomes Ministry is seeking to achieve e.g. Outcomes for Children, Outcomes for the Ministry
- Inconsistent definitions and not comprehensive enough to show clarity e.g. Services for the Education and Development of Children

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Leadership, Governance & Integrated Management

- **The lack of clarity of Value Outcomes for our Children makes it difficult to identify which National Authority takes or should take responsibility for the comprehensive development of Children and manage the "Education" Value Chain and has the Authority in order to be held accountable to the Nation**
- A defined and agreed Leadership and Governance Process which clarifies the requirements of Leadership and Governance does not exist
- The "Hub" role required to be played by MOE to satisfy Value Outcomes not defined
- The "Business" and "Services" are not clear

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Leadership, Governance and Integrated Management

- Because of the current status, critical elements of the Value Chain are not focused on. This diminishes the possibility of achieving desired value e.g. Value Outcomes, Provision of Required Services, Partnerships
- New Programmes and Investments are not considering the full Value Chain, resulting in difficulty in achieving Mission and Outcomes
- Unclear how "Transformational Initiatives" are grasped, properly planned, reported upon and strategically managed as compared to general operations
- New major Programmes and Investments are not developed using proven development planning methods
- Investments can be skewed, lack focus and retain unnecessary Risks e.g. Inclusive Education, ECCE, Decentralisation

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Leadership, Governance and Integrated Management

- Given the issues previously raised, it is almost impossible to facilitate Integrated Management of the complex set of Strategic matters which must be considered, planned and managed
- Significant fragmentation of Team, Purpose, control and performance persists leading to a lack of coherency
- The implications of ECCE on the role and responsibility of the Ministry and Leadership are unclear, given the present focus on Primary and Secondary Education
- In the absence of Strategic Leadership, the behemoth of operations "as is" and reactive management dominates

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Strategies

- Corp. Plan 2008/12 has "Strategic Priorities" and "Strategies" which are fair.
- The fundamental problem is the lack of integration and deployment of resources in relation to Objectives, Outcomes and Strategies.
- Proper planning, Standardisation and Methods are factors which impact the above

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Business Planning

- Because of the lack of proper planning and Standardized Methods, the context and understanding of Business Planning are not evident. This results in the lack of integration of Objectives, Strategies, Activities, deployment of resources and performance focus
- The above results in plan variations for no valid reason and could be confusing to the organisation at large
- **When Government changes and plans require validation the gaps become more apparent and continuity, consistency and people motivation are impacted negatively, especially when rework is necessary**
- In above situation political policy changes can be very disruptive₁₆

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Business Processes

- The Decentralisation consultants in their Conceptual Design Report said "...there seems to be a general lack of knowledge regarding the 'importance of processes'"
- Definition of the Processes of the Ministry not available.
- Businesses Processes not used as a vital tool in defining, structuring and resourcing operations to implement Strategy to achieve Objectives
- A fundamental basis for Performance Management is therefore unclear

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Organisation Structure

- Organisation Structure does not represent how resources should be focused and managed to implement the Strategies and Business Processes
- Given the gaps in Strategy and Processes, the Organisation Structure appears ineffective and the implementation and management of all core and support processes are unclear
- Organisation Structure has about 14 "Reports" to the Permanent Secretary. This is cumbersome

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Performance Measures and Indicators

- Requested but not available
- Indicators prepared by Planning unit are not aligned to Value Outcomes, Strategy and Processes and are largely input focused
- Efforts at Performance Reporting are sporadic, inconsistent, lack Standardisation and Method and are not aligned to Value Outcomes, Strategy and Processes

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Resources Framework: to Value

- Considerable Resources- 19,000 people, significant assets (schools, office buildings, etc), budget of \$4B pa.
- No appraisal of Resource Investments to Value and Benefits derived e.g. For the next 5 years >\$20B may be invested, what will be the Value Outcomes?

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Programmes, Projects and Investments

- Major recent programmes include SEMP and SES- \$B's. The intended impact was/is to strengthen the Ministry and the Education Sector
- Very difficult to validate the "business case" and Development Planning of these in the absence of defined outcomes and a Ministry Development Model
- Difficult to tie back and to achieve balance in the Education Value Chain and to Value Outcomes
- Difficult to understand what value and learning derived from recent programmes and consultancies
- Valuable data obviously exists from Programmes etc but difficult to comprehend because of standard models not used
- No proven New Project Development Planning Method observed in use- Lots of "Planning" reports which lack coherency

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People Engagement, Change and Transition

- The major Programmes envisage major Change but the Strategy, Plan, Process, Organisation and Resources to support Change Management not seen
- This is a key Risk Management and mitigating factor for major Programmes
- An example of incomplete planning and execution of major projects

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Summary

The fundamental message is:

- Lack of clarity, alignment and integration of Mandate, Vision, Mission, Strategic Objectives and Value Outcomes with:
- Strategies, Operations, Business Processes, Organisation Structure, Resources, Performance Management and Institutional Structures
- Causes- Improper Planning and Methods, a lack of Standardisation and people development to understand and implement these, as well as the understanding and application of a proven Leadership and Governance Process by Strategic Executive Leadership and at best vagueness of Integrated Management

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VISIONING



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Ministry of Education Visioning



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VISION:



The Ministry will be:

A high performing, dynamic and vibrant organisation, responsive to the needs of stakeholders and which works collaboratively, efficiently and effectively to educate and develop an intelligent, versatile, productive and well rounded child.

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MISSION:



To Educate and Develop Children who are:

- Able to fulfill their full potential
- Academically balanced
- Healthy and growing normally
- Well adjusted socially and culturally
- Emotionally mature and happy

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STRATEGIC OBJECTIVES



1. Educate and develop the children of our nation
2. Design and develop a quality education system
3. Understand and satisfy the needs of key stakeholders
4. Develop a high performing and dynamic organisation

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Vision for Our Children of Trinidad & Tobago



A. Children who will achieve their full potential...

1. Function with a purpose based on love, value, family life, service and aesthetic expression
2. Understand and participate constructively in their career and vocational pathway
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices

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Vision for Our Children of Trinidad & Tobago cont'd



4. Productive achievers, role models with good work ethics
5. Will function at their best with a strong sense of commitment to their interests and activities
6. Optimize their God-given talents to advantage
7. Enterprising and responsible in risk taking
8. Recover quickly from setbacks and disappointments
9. Achieve economic well-being and make a positive contribution to society

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Vision for Our Children of Trinidad & Tobago cont'd



B. Children who are adequately prepared educationally to fulfill their potential

1. Prepared to participate in society as appropriate to their age.
2. Academically balanced to be productive (Combination of appropriate skills and competencies)
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas
4. Skilled in the use of current technology and the Internet (cyber wellness)
5. Proficient in a second language

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Vision for Our Children of Trinidad & Tobago cont'd



C. Children who are adequately developed socially and culturally...

1. Productive and have good self-image
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships
3. Competent to interact and communicate with others, within different social settings and environments

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Vision for Our Children of Trinidad & Tobago cont'd



4. Patriotic and courageous in civic affairs and proud to be identified as members of the National and Caribbean Community
5. Historically aware, including knowledge of our people
6. Capable of informed participation in the democratic and political process
7. Capable of functioning with good character and values in their culture

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Vision for Our Children of Trinidad & Tobago cont'd



8. Respectful of the law, Authority, the Rights of Others, creative imagination in its different forms and of the right to divergent views
9. Developed with interpersonal and language skills
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development

56

Vision for Our Children of Trinidad & Tobago cont'd



11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country
13. Functioning with an honest sense of family and community
14. Proficient in dealing with daily conditions
15. Skilled in finding a safe place to think and grow

37

Vision for Our Children of Trinidad & Tobago cont'd



16. Confident in themselves, self motivated, enterprising and pursues Self Education and life long Self Development and able to work independently and with others
17. Capable of finding assistance if they are abused or neglected
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth

38

Vision for Our Children of Trinidad & Tobago cont'd



19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally
20. Able to express themselves through the arts

39

Vision for Our Children of Trinidad & Tobago cont'd



- D. Children who are Healthy and Growing normally...
1. Secure and Safe in their home, school, and community
 2. Physically fit, mentally alert, well nourished, and psychologically sound
 3. Active in exercise, sports, games and recreation
 4. Capable of wholesome interaction with peers
 5. Morally prepared for a productive life
 6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges

40

Vision for Our Children of Trinidad & Tobago cont'd



E. Children who are Emotionally Developed, Mature and Happy...

1. Able to enjoy daily life, have fun and express happiness and positive emotions
2. Participants in entertainment and celebration
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives
4. Mature and able to become full-fledged, productive and enterprising citizens

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What we will provide to our Key Stakeholders



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KEY STAKEHOLDERS

Teachers and Principals	44
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48

To Teachers and Principals:

- Relevant well-defined curriculum
- Non -contact time for planning and marking student scripts etc.
- Relevant resources and materials
- Participation in decision-making
- Clear career path and promotional opportunities
- Caring and competent teachers
- Recognition for excellence
- Fair remuneration
- Timely resolution of HR issues
- Prompt processing of retirement benefits
- Safe healthy and secure working environment

44

To Students:



- Teachers who are competent, qualified, technology up to date, committed, nurturing, focused, interested, fair, respectful, in tuned, punctual and regular on the job.
- Quality curriculum which caters to students needs and delivers interesting and diverse educational experiences for happy learning
- Relevant instructional material
- Diverse and interesting educational experiences
- Equal opportunity
- Quality, safe and secure physical environment and amenities
- Participation in the decision making process
- Respect from peers
- Relevant and appropriate student support services

45

To Parents:



- Recognition of their child's potential for success
- An environment for the fair treatment of their children
- Equal access and opportunities to schooling and learning (ECCE, primary, secondary, repeaters, advance proficiency, tech/voc)
- Development of the talents and skills of their children
- Development of social and interpersonal skills of their children
- Caring and competent teachers
- Access to the principal and teachers
- Access to special education needs schools
- Education & development of their children to enable them to pass their exams

46

To Parents cont'd:



- Various levels of certification and recognition of their children
- A safe, secure and healthy environment which will also protect the children from physical and emotional abuse
- An inclusive education system and environment
- Information about the affairs of the school and child and a mechanism for feedback
- A participatory role in school affairs and in decision-making (*voices to be heard by teachers, principals and supervisors*)
- Guidance and support for proper parenting

47

To Parents cont'd:



- Access to student support services, including special education needs and disabilities assessments
- Identification and clarification of authorized personnel to deal with related issues

48

To Government and Ministers:



- An education system that produces a well-rounded child who can contribute meaningfully to national development and nation building.
- Strong intellectual capacity as a foundation for sustainable development
- Well informed citizens
- Excellent "customer" service
- Provision of accurate information on all projects undertaken within the education system to ensure transparency, accountability, good governance and value for money
- Proactive approach in the education system leadership, management and operations to avoid unnecessary conflicts (e.g. marching, protest action)

49

To Government and Ministers cont'd:



- Effective leadership
- A well informed and effectively communicated Vision and Mission
- A well formulated and shared strategic direction
- Organizational integration, synergy and cohesiveness
- Excellent institutional and internal structures and processes to deliver quality services
- Fairness and equity in the system
- Practice of good work ethics and a fair day's work
- A feedback loop in the system that includes the public
- Structured and effective monitoring and evaluation system in use

50

To THA:



- A relationship that recognizes the THA act in dealing with Tobago
- Inclusive collaborative and shared decision making in policies
- Communication and effective sharing of information
- Training and other aspects of development that impact education
- Participation in educational activities and meetings

51

To Examination Bodies:



- Participation, involvement and partnering in the syllabus development and education process
- Trained and qualified personnel in the overall examination process, including appropriate knowledge, skills and accurate supervision
- Honouring and fulfillment of agreement and contracts
- Suitable accommodation and environment
- Timely payments
- A willingness to engage with and embrace change
- Accurate and timely responses and information

62

To Examination Bodies cont'd:



- Support in the examination marking process
- Participation of MOE personnel in examination bodies affairs
- Confidentiality and security of examination - papers, processes, centres etc.
- Use of state of the art technologies
- Efficient communication systems linking examination bodies to the MOE and schools
- Access to school for pretesting and piloting
- Well prepared students

53

To Denominational Boards:



- Maintain their particular ethos and autonomy
- Relevant and appropriate support services to satisfy their specific needs
- Most relevant and qualified teachers for the respective denominational body
- Assign students based on their choice
- Quick and appropriate levels of resources including infrastructure, funding etc.
- Timely and efficient information and communication
- Timely resolution of problems e.g. teacher transfers
- Recognition and appreciation

54

To Leadership (Executive Core):



- Effective support for a shared vision
- Mutual respect
- Adherence to policy guidelines
- Efficient and effective professional performance including proactive managers who manage
- High performing and competent staff
- Good intra and inter organizational relationships
- Timely and accurate information and responses to issues and meeting deadlines
- Support for development of career paths
- Clear lines of communication
- Fair and decent working conditions for all employees

55

To Employees:



- Transformational leaders
- Safe, comfortable and aesthetically pleasing work environment which complies with OSHA requirements
- Opportunities for professional development and promotion
- Mentoring, coaching, support and a clear direction
- Appropriate work/life balance
- Appropriate mechanisms to be aware of and understand policies
- Participation and involvement in decision making

56

To Employees cont'd:



- Appropriate levels of communication
- Fairness and transparency
- Timely processing of benefits
- Coordinated and efficient operations and appropriate resources
- Reasonable deadlines, demands and requirements
- Reasonable proximity to work areas in relation to home
- Recognition and reward for work excellence and competence

57

To Teaching Service Commission



- Expeditious, complete and accurate submission of information especially in relation to appointments, promotion and disciplinary matters
- Effective interpretation of policies, procedures etc.
- Appropriate levels of personnel for interview panels and disciplinary tribunals
- Timely investigation and unbiased reporting

58

To TTUTA:



- Respect
- Appropriate and effective levels of communication
- Collaboration, consultation and involvement prior to decision making
- Systems and policies to safeguard the well being of their members
- Appropriate dispute resolution mechanisms
- Timely remittance of member dues
- Fair remuneration for their members

60

To Post Secondary & Tertiary Institutions:



- Information, guidance and access to curriculum input and training opportunities
- Quality entrants into their system
- Opportunities to collaborate on areas and sites for research, in addition to having data on students and staff
- Access to the ministry's expertise e.g. for part -time lecturing
- Employment opportunities for their graduates
- Opportunities for consultancies

60

To Textbook Writers & Publishers:



- A level playing field to achieve fair assessment and evaluation
- Access to curriculum being offered
- A forum to present their material
- An understanding of market opportunities
- Timely payments
- Communication

01

To Ministry of Finance:

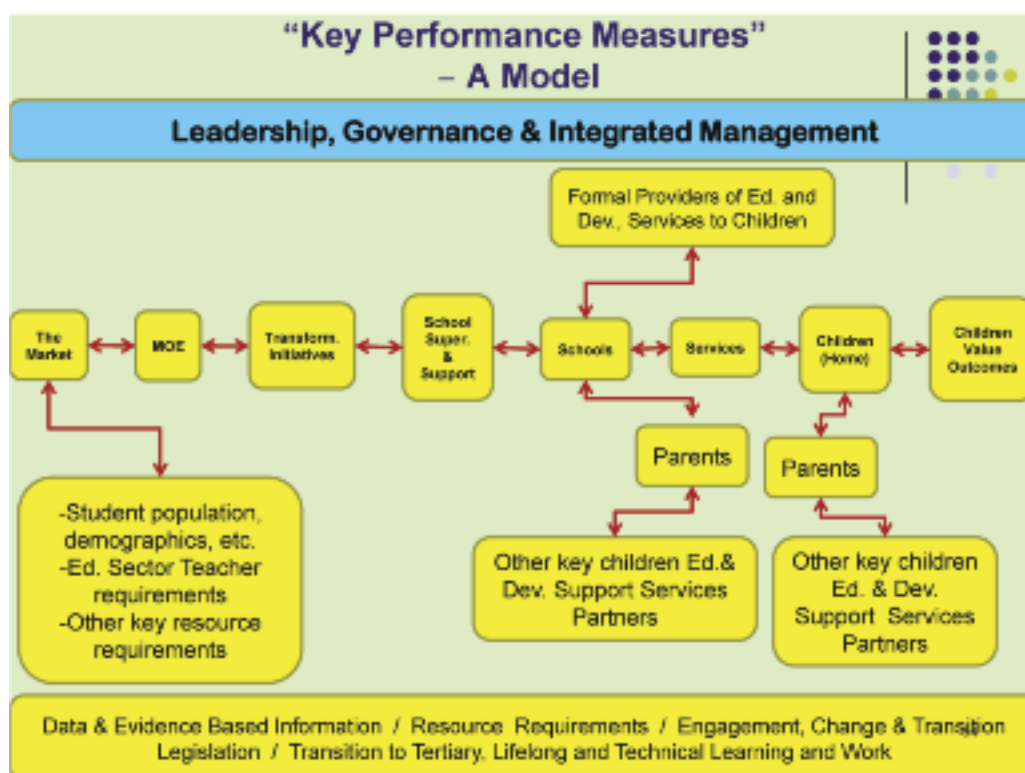


- Proper alignment of plans and deployment of resources with the government's strategic direction
- Compliance with all financial guidelines, regulations and Exchequer and Ordinance Act
- Accurate and prompt budgeting
- Proper accountability in the use of resources
- Use of proper procurement procedures
- Justification for movement of resources
- Accurate and timely reporting

02

Key Performance Measures – A Model

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Key Performance Measures – Model



- Examples of Performance Measures:
 - Student
 - School
 - Parents
 - District
 - Ministry of Education
 - The Education “Market”
 - Leadership

55

Key Performance Measures - Examples



STUDENT:

1. Examination Results (e.g. National Tests, SEA, NCSE, CXC, CAPE, CVQ)
2. Competition Results (e.g. Visual and Performing Arts, Physical Education)
3. Discipline (e.g. Fewer suspensions, fewer case referrals)
4. Attendance (e.g. Regularity and Punctuality)
5. Drop out rate
6. Youth Development Activities (e.g. Scouts, Cadets etc.)
7. Community Involvement
8. Health and Wellness
9. Potential
10. Social and Cultural Development
11. Emotional Development

56

Key Performance Measures - Examples



SCHOOL:

1. Student Examination Results
2. Incidence of Indiscipline
3. Participation in Co-Curricula activities (School, District & National)
4. Teacher Capability, Capacity and Morale
5. Curriculum Implementation
6. Staff Regularity and Punctuality
7. Principal/Staff Relationship
8. Parental Engagement & Satisfaction
9. Key Education and Development Stakeholder Partnering
10. Physical Environment and Services
11. Safety and Security
12. Overall School Management

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Key Performance Measures - Examples



PARENTS:

1. Involvement in School Life (e.g. PTA)
2. Supervision of Student
3. Provision of Resources for Student
4. Provision of Voluntary Services
5. Communication

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Key Performance Measures - Examples



DISTRICT:

1. Supervision of School Operations
2. Curriculum Support
3. Provision of Training of School & District Personnel
4. Support for School Based Management
5. Implementation of the Education & Development Policies & Plans
6. Relationship and Communication with Head Office and Schools
7. Evaluation of Schools

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Key Performance Measures - Examples



Ministry of Education:

1. Education Sector Strategic Direction, Policy, Planning, Design, Development and Implementation
2. Institutional Capability and Capacity to Support the Education Sector
3. Provision of Infrastructure, Goods, Services, Funding and Required Resources
4. Level of Satisfaction of Key Stakeholders

70

Key Performance Measures - Examples



The Education “Market”:

1. Value of Education and Development
2. Student Population and its Demographics
3. Education Sector Teacher and other core Service Provider Requirements
4. Understanding of other Key Resource Requirements
5. Understanding of Key Stakeholder expectations ⁷¹

Key Performance Measures – Examples



Leadership and Governance:

1. Strategy and Strategy Implementation
2. Tone at the Top
3. Risk Management
4. Measuring and Monitoring Strategy Implementation
5. Transformational Initiatives Management
6. Leadership Evaluation, Compensation and Succession Planning
7. “Single -voice” Communication to Key Stakeholders
8. Leadership Team Dynamics ⁷²



Ministry of Education

Strategies

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Why Strategies?

- To understand the “Big steps” which must be performed to move the Ministry from its present state to where it wants to be and what it has to achieve.
- To know and share with key stakeholders what are the “Big” priorities to be performed
- To establish the basis for Integrated Planning, Management and the prioritised allocation of resources
- To establish the basis for the next stage of “Corporate” Planning

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The Strategies

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Strategy 1

National Mandate and Authority for Children's Education & Development




- Prepare and Validate the case for a single National Authority (e.g. MOE) to lead and take responsibility for the Education and Development of children.
- Formulate strategies, plans and processes, including collaborative and Partnering mechanisms, to successfully implement and satisfy the National Responsibility.

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Strategy 2

Institutional Capability and Capacity



- Develop the institutional capability and capacity of the Ministry to be able to effectively pursue and achieve Vision, Mission and Strategic Objectives

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Strategy 2.0

Leadership, Governance & Integrated Management



- Adopt/Adapt and Implement best practice Leadership & Governance Process
- Allocate appropriate time for strategic versus operations management matters
- Sustain effective SET meetings
- Make Strategy implementation & reporting the basis for SET meetings
- Market, communicate & build understanding of the Vision, Mission, Strategy and Performance of the Ministry among Stakeholders and consistently solicit feedback

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Strategy 2.1

Organisation Structure

- Re-design & align organisation structure to ensure implementation & management of strategies, transformation initiatives & processes, plus effective allocation & alignment of resources
- Align People resources & roles into new designed organisation structure
- Formulate a Human Resource Management strategy and design and develop HRM processes, system, policies, organisation and capability, supported by the proper use of IHRIS

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Strategy 2.2

Key Performance Measures

- Design and agree key performance measures
- Require planning, management and reporting using the key performance measures, supported by, Vision, Mission, Strategic objectives & Value outcomes for children

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Strategy 2.3

Corporate Planning

- Develop the Corporate and Implementation Plan for the Ministry using the Vision, Mission, Strategic Objectives, Value Outcomes for Children, Key Performance Measures, Strategies and Critical Success Factors as the basis for the next stage of planning.

E1

Strategy 2.4


Policies

- Adopt, formulate & implement relevant policies for governance, priority "business" areas, key stakeholder partnering and processes with the involvement of relevant stakeholders
- Inventory, categorize, communicate & build understanding of policies with relevant key stakeholders
- Develop monitoring, evaluation, compliance and continuous improvement mechanisms to keep policies up to date and in use

E2

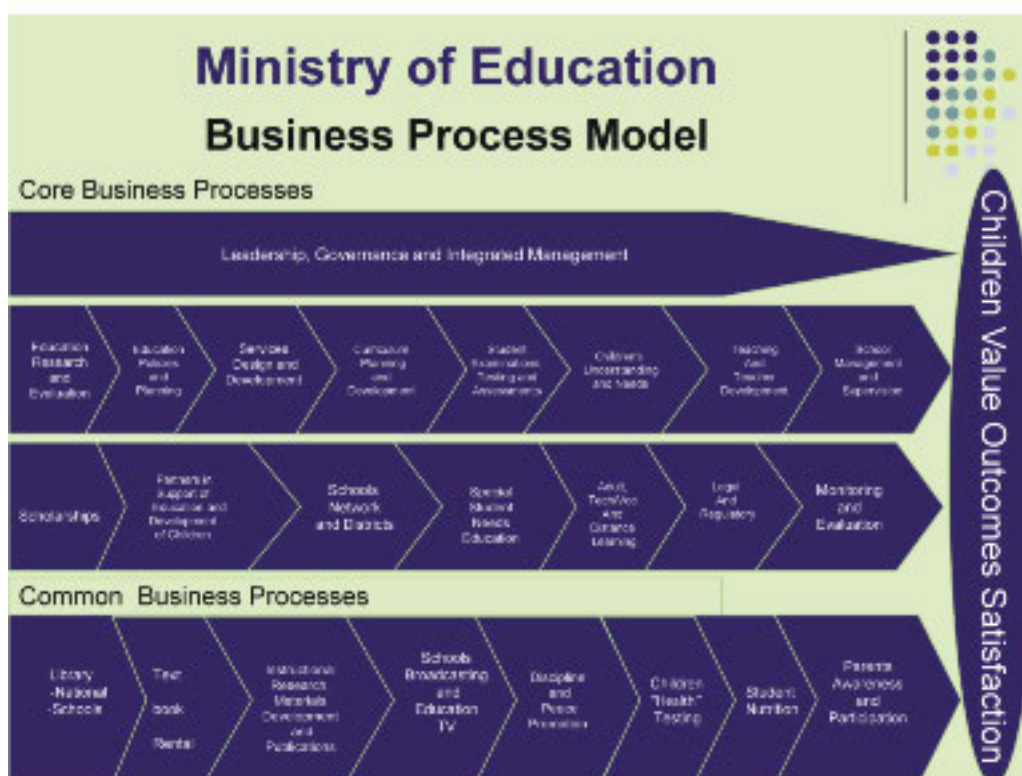
Strategy 2.5

Business Processes



- Design and agree high level “Business Processes” of the Ministry
- Design, develop and implement leading practice processes, including required integration, related policies, key resource requirements, roles and responsibilities and performance measures and indicators
- Train assigned and related process persons to understand, lead and perform process activities
- Design, develop and implement mechanisms for reporting, evaluation, management and continuous improvement of business processes

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Ministry of Education Support Processes



- General Business Planning and Management
- Finance and Accounts
- HRM- Employee Assistance; Occupational Research
- ICT
- Internal Audit
- Legal
- Performance Analysis and Reporting
- Security
- Facilities
- Procurement
- Programme and Projects Planning and Management
- Communications
- Change and Transition
- Quality Management
- General Admin
- Support Services Partner Management e.g. - PTSC

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Strategy 2.7

Information System Management



- Prepare Strategic Information System Plan for the Ministry and use this plan as the guide for further Information and Communications Systems Planning and Implementation.
- Identify stand alone, relatively easy to implement information and communication systems which can add immediate value e.g.
 - MOE interactive website, linked to "tt.connect"
 - Ministry wide intranet and VOIP system (data & voice)
 - Hotline for receiving complaints and transfer to responsible parties for action
 - Student exams and assessment performance tracking system
 - Document archival and retrieval system
 - IHRIS, GIS, Asset Register etc.

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Strategy 3.0

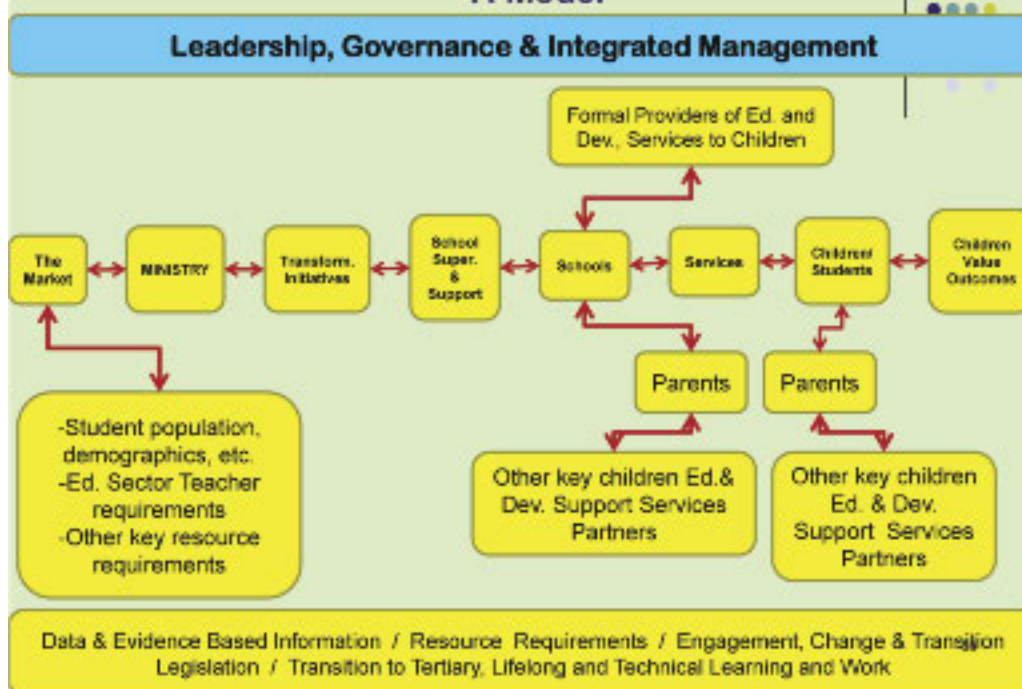
Education System



- Design, develop and agree the framework of a Quality and leading practice Education and Development system
- Use the framework as a standard and basis for Education and Development, Planning, transformation and vision achievement

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“Education and Development System” – A Model



Strategy 4

School Supervision and Support



- Design and develop a complete framework for School Supervision and Support to satisfy the needs, strategy, services and resource requirements of schools and the Value Outcomes for Children, including key School Based Performance Measures
- Review current status of School Supervision and Support, including the status of improvement initiatives, in the context of Value Outcomes for School Supervision and the Vision for our Children
- Develop and implement plans to fully operate the framework for School Supervision, including training and development, measurement, reporting, monitoring and evaluation

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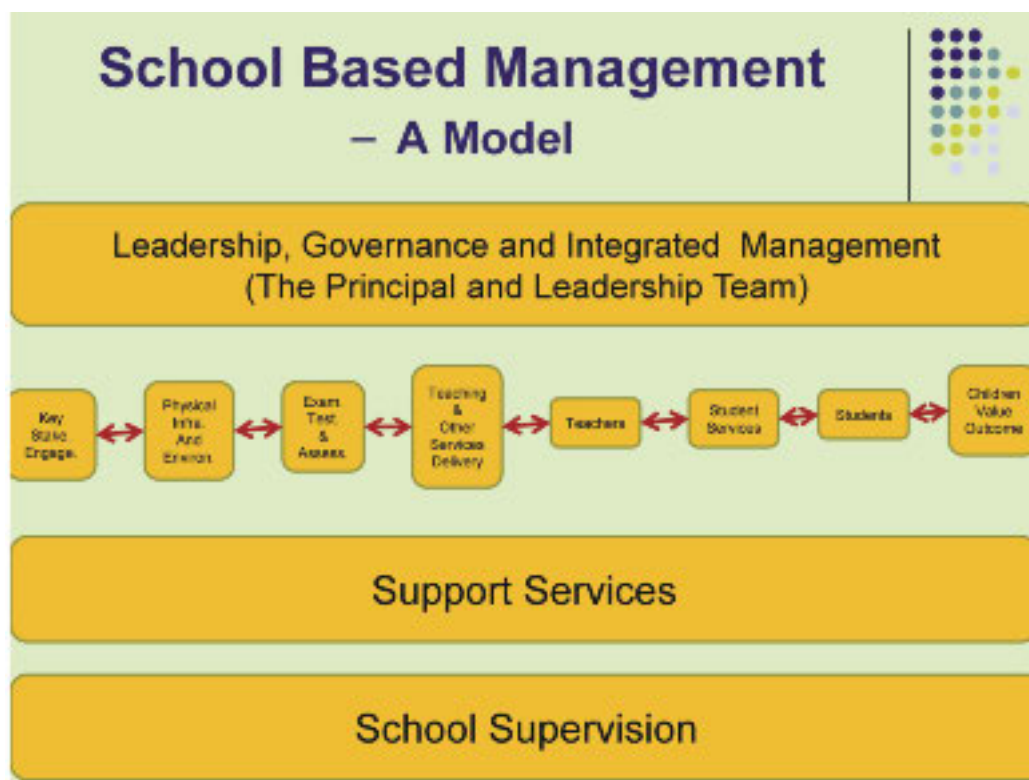
Strategy 5

Schools



- Design and develop a standard framework for the leadership and management of schools (**SBM**) to contribute to the satisfaction of the Value Outcomes for children
- Assess the School Management System against the agreed SBM framework and identify issues for rationalisation and improvement
- Develop and implement plan to operationalise the school based management framework in a quality manner at the different levels of schooling (ECCE, Primary, Secondary etc.) including, School Development Planning, Teacher Mentoring, Counseling, Training and Development

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Strategy 5.1

ECCE

- Consistently research and understand the population and trends, requirements and demographics of children 0 – 5 years old
- Design, develop and implement an ECCE education and development Strategy and system which are integrated, well managed and regulated and assures quality performance, equity, accessibility and a universal standard of education and development

Strategy 6

Children

- Research, develop and sustain understanding of Children and their requirements, population trends and demographics of Children
- Design, develop and implement strategies, plans and systems to satisfy the requirements of Children

68

Understanding the Children**– Illustrative**

- Age Groups:
 - Birth to 3 yrs
 - ECCE 3yrs > 4 yrs
 - Primary 5 yrs > 11yrs
 - Secondary 12 yrs > 16 yrs
 - CAPE 16 yrs > 18 yrs
- Gender
- Religion/Ethnicity
- Health and Well being to Learn
- Home/Economic Background

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Strategy 6.1

Inclusive Education

- Research, understand and prioritise the factors of “Exclusion” which impede learning and development in Children
- Design and develop strategies and mechanisms for the appropriate “Inclusion” of children into the process of Learning, Education and Development

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Strategy 7

Services to be provided to Children

- Design and keep up to date the schedule and basis for Services to be provided to children to Support their Education and Development
- Design and develop strategies, mechanisms and Systems, including “Partnering and Outsourcing” arrangements for the delivery of Services (*e.g. Denominational Boards, EFCL, NSDSL*)

66

Ministry of Education

Illustrative Services for the Education and Development of Children



- Pregnancy to Early Childhood
- Parenting and Family Life
- Academic Schooling
 - ECCE
 - Primary
 - Secondary
 - Special Ed
 - Adult Learning
 - Tech Voc
 - Transitioning
 - Post Secondary
- Health
 - Disabilities Screening and Testing (Hearing, Vision, Neurodevelopmental, HIV-AIDS, etc)
 - Nutrition and Meals
 - Physical Development
- Sports, Games and Recreation
- Character Development
- Social and Cultural
- Career Counselling, Self Planning, Self Education and Potential Development
- Cyber Wellness/ Technology Awareness and Competence
- Environmental Awareness
- Spiritual Awareness
- Security
- Transport
- Leadership, Governance and Conflict Management

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Ministry of Education

Illustrative Institutions for Delivery of Services



<ul style="list-style-type: none"> • MOE • MSTTE • MOH • MOSD • MOCD • MOYS • MPA (ICT) • NGO's • Private Organisations 	<ul style="list-style-type: none"> • Business • International Organisations • Regional Organisations (CXC) • Nat. Security • Arts and Culture • Office of PM- Info Service • Universities • Parents/ Guardians
--	--

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Strategy 8

The Education Sector “Market”

- Define and categorise the “Market” information required to be understood and updated on a sustained basis for effective functioning of the Education and Development System for Children
- Design and Develop the systems, activities and relevant relationships (e.g. CSO, UWI, UTT, NGO’s etc.) including resources and organisation for sustained capture, data-warehousing and reporting of Education Sector “Market” information
- Use the “Market” research and information to inform, plan and improve the development of the Education and Development system

22

Strategy 9

Standardisation & Simplification

- Design and agree key areas for standardisation & simplification
- Design, develop, promote and implement leading practice standards in all areas relevant to their use
- Evaluate and continuously improve standards

100

Strategy 10

Approaches & Methodologies



- Consistently apply tested, proven, state of the art and approved approaches and methods to all key initiatives of the Ministry

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Strategy 11

Transformation Initiatives



- Establish Proven Standard Approach and Methodology for developing, planning and managing transformation initiatives
- Review past and all existing and planned Transformation and Improvement initiatives to extract value and learnings and bring current projects into context and alignment with Strategy, plus restructure and re-plan as necessary
- Re-examine how Programme and Project Management is structured, performed and integrated into the overall "business" of the Ministry and update as necessary in relation to planned transformation initiatives

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Strategy 12

People Engagement, Change and Transition

(Key Success Factor for Implementation)



- Develop Strategy, Plan, Resource Requirements and basis for implementation management, evaluation and reporting of People Engagement, Change and Transition, across the Education Sector

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Summary of Strategies



1. National Mandate and Authority Validation and Implementation
2. Ministry Institutional Capability and Capacity Development
3. Education System design, development and implementation
4. School Supervision and Support System
5. School Based Management System
6. Children Understanding
7. Services to be provided to Children
8. Education Sector "Market" Information understanding and use
9. Standardisation and Simplification across the Education Sector
10. Proven Approaches and Methodologies in use
11. Alignment and effective management of Transformation Initiatives
12. People Engagement, Change and Transition Management

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CRITICAL SUCCESS FACTORS



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CRITICAL SUCCESS FACTORS



1. Leadership Team:

- Participation, understanding, buy in and commitment by the leadership team to action the strategy

2. Change & Transformation:

- Understanding of the magnitude of change and transformation and how to design, develop, plan, resource and implement the strategy, change and transformation

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CRITICAL SUCCESS FACTORS cont'd



3. Resources:

- Mobilization and deployment of the right resource capability and capacity to plan and execute the strategy

4. Quick Wins:

- Identification, planning and implementation of "Quick Wins" to build momentum and support for implementation of the strategy to effect change and transformation.

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**Some Models
now available**



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Key Models: (Standardisation to Simplify Understanding)



1. Institutional Development Model
2. Education and Development of Children Model
3. The Education and Development System
4. School Based Management Model
5. Services – An Illustrative Framework
6. Business Processes Model
7. Performance Measures – A Model
8. Examples of Performance Measures
9. Leadership and Governance Process (to adapt)

100

Immediate Next Steps



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Immediate Next Steps



- Approve Strategy – at Ministry level; at Cabinet level
- Leadership Team Building & Role Agreement in Strategy Implementation
- Build Understanding, Consensus and Commitment to Action and support, amongst Key stakeholders
- Mobilise Resources:
 - Governing /Steering Team
 - Key implementation Teams
 - Support Resources (Accommodation etc.)
 - Funding
 - Time and Effort Commitment
- Build and Sustain Implementation momentum
 - Define, agree, plan, resource and implement quick wins (set criteria for the selection of quick wins)
 - Report, communicate, recognise and celebrate successes

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Immediate Next Steps cont'd



- Identify and appoint Executive Leader for Strategy Implementation
- Define and agree Roles of Teams
 - SET
 - Steering/Governing Teams
 - Implementation Teams
 - P&PM of Strategy
- Prepare Preliminary Milestone Plan
- Prepare Outline Timeframe for Strategy Implementation
- Prepare Preliminary Investment estimate for Strategy Implementation
- Agree, in principle, outline budget requirements

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Immediate Next Steps cont'd



- Design and agree the Approach and Method for further Planning and Implementation of the Strategy
- Initiate Strategy and Plan for People Engagement, Change, Transition and building of Trust
- Prepare preliminary organisation structure
- Review, update and agree Government's Education and Development Policy for Children

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APPENDIX III

EDUCATION SECTOR **STRATEGIC PLAN** **2011 - 2015**



Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

Education Sector Strategic Plan: 2011 – 2015



APPROVED BY CABINET MINUTE
NO. 38 OF JANUARY 5, 2012

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Dr. the Honourable Tim Gopeesingh, MP
Minister of Education

FOREWORD FROM THE MINISTER OF EDUCATION

I am very pleased to present this 2011-2015 Education Sector Strategic Plan of the Ministry of Education. This Plan represents a major milestone in the government's policy to transform the education sector into an efficient and relevant mechanism for the development of our country's human resource capital.

One of the first tasks of my administration, on assuming office in May 2010, was the conduct of a strategic assessment of the Ministry to get a sense of the extent to which the operations, programmes, strategies and policies were in line with the new strategic goals for education in Trinidad and Tobago. This assessment identified a number of issues that

required immediate and long-term intervention, as well as laid the foundation for the development of a new child-centred vision. I have since outlined sixteen (16) new priority areas for the Ministry to pursue over the next four years. These priorities are critical in addressing the current challenges in achieving quality education. The Ministry will therefore focus its attention on these priorities and other areas that require improvement, especially areas that affect children who are at risk of being excluded from the education system.

Additionally, the Ministry is in the process of being reconfigured and restructured to appropriately respond to the challenges facing us. The new structure will give impetus to fine-tuning policy formulation and policy implementation, thereby improving learner attainment in schools. We are strengthening the research capacity of the Ministry to focus on cyclical policy review and to ensure evidence-based decision-making in the education sector.

The issue of safety and security in schools has generated a lot of interest from different sections of society and is one of our overriding concerns. A learning environment has to be safe and devoid of fear of all hazardous elements that might harm or impede education. We have plans to research and understand the root causes of deviant behaviour in schools and to develop policies to prevent and eradicate negative behaviour and better manage the entire school environment. We will continually find ways to collaborate with the Local School Boards, Denominational Boards, parents and community-based stakeholders to promote safe learning-environments where human life has equal worth and where every child has an opportunity to learn and succeed.

Expanding access to quality learning remains high on our agenda. The increased provision of quality early childhood development programmes for all three and four year olds, will be achieved through a combination of innovative strategies, such as public-private partnerships in the construction/operation of ECCE centres.

At primary and secondary schools, we will continue our expanded provision of infrastructure, facilities and learning resources. A concerted effort will be made to improve the quality of schooling, through a revised curriculum that makes provision for the differentiated learning styles of boys and girls. The in-service training and development programme for teachers will be strengthened to create a cadre of professionals to act as competent, dynamic and knowledgeable resources in schools.

We acknowledge that information and communications technology (ICT) plays a major role in preparing our learners for the global market. Over the next four years, we will continue to deliver on our commitment to provide all students entering Form One, through SEA placement, with a personal laptop as an instructional tool. We will also continue to invest heavily in the training of teachers to effectively incorporate ICTs in delivering the curriculum.

Despite government's continued investment in education, we recognise that many of the key issues and challenges facing the education system today require collaborative efforts between partners in order to effect change. We will therefore meaningfully engage our educational partners, students and parents toward building a high quality education system, through which every child can achieve his/her fullest potential.

I would like to commend this Education Sector Strategic Plan for 2011 to 2015 and the related 2011-2012 One-Year Action Plan to Parliament, and to the people of Trinidad and Tobago.

Dr. the Honourable Tim Gopeesingh, MP
Minister of Education

STATEMENT FROM THE MINISTER IN THE MINISTRY OF EDUCATION

This strategic plan summarises our priorities and sets out the programmes and projects that we believe will make it possible to realise our vision for the education of our children. For the first time, the Ministry of Education has a plan that boldly proclaims the education and development of children as the mission of the Ministry and the central focus of all activities. The performance of our students in national, regional and international assessments has demonstrated the need to transform our teaching and learning strategies to address their diverse backgrounds, aptitudes and learning styles to ensure that all students are given the opportunity to succeed. Traditional approaches must be expanded to attend to 21st century skills that address life and career, learning and innovation, and information media and technology.

The Plan will provide guidance to all personnel who contribute to the education of our children, whether in the classroom, the various divisions and departments of the Ministry or among the stakeholders. It will also serve as a standard against which to measure progress and to ensure that we stay on course.

I join with the Minister of Education, Dr. the Honourable Tim Gopeesingh, in thanking all those who have participated in the various consultations that contributed to the development of this strategic plan. I look forward to witnessing its full implementation and to enjoying the improved student achievement and ultimately, an improved quality of life for our people.

The Honourable Clifton de Coteau, MP
Minister of State in the Ministry of Education



The Honourable Clifton De Coteau, MP
Minister in the Ministry of Education

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CAPE	Caribbean Advanced Proficiency Examination
CETT	Caribbean Centres of Excellence for Teacher Training
CSEC	Caribbean Secondary Education Certificate
CSME	Caribbean Single Market and Economy
CSO	Central Statistical Office
CVQs	Caribbean Vocational Qualifications
CXC	Caribbean Examinations Council
ECCE	Early Childhood Care and Education
EFA	Education for All
EFCL	Education Facilities Company Limited
EPD	Educational Planning Division
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GORTT	Government of the Republic of Trinidad and Tobago
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
IDB	Inter-American Development Bank
IEA	International Association for the Evaluation of Educational Achievement
JBTE	Joint Board of Teacher Education
LSBs	Local School Boards
MDG	Millennium Development Goals
MOE	Ministry of Education
MTPF	Medium-Term Policy Framework, 2011-2014
NCSE	National Certificate of Secondary Education
NGOs	Non-Governmental Organisations
NOSTT	National Open School of Trinidad and Tobago
NPTA	National Parent-Teachers Association

NTA	National Training Agency
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PTA	Parent-Teacher Association
QAT	Quality Assurance Team
SESP	Seamless Education System Programme
SDGP	School Development Grant Programme
SEA	Secondary Entrance Assessment
SERVOL	Service Volunteered for All
SET	Strategic Executive Team
TTUTA	Trinidad and Tobago Unified Teachers' Association
TVET	Technical and Vocational Education and Training

PHILOSOPHICAL STATEMENTS OF THE EDUCATION SYSTEM

VISION, MISSION AND VALUES

VISION

- The Ministry is a high performing and dynamic organisation, leading a quality education system that is responsive to the diverse needs of 21st century learners to contribute to the education and versatility of holistically developed children who are able to satisfy the human capital needs and sustainable development of society.

MISSION

- To educate and develop children who are: able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Organisational Values

- **Integrity** – Treating each other with fairness and honour.
- **Respect** – Treating with colleagues and stakeholders in a manner that maintains one's dignity and upholds individual opinions.
- **Teamwork** – Promoting sharing and respectful approaches to communication and decision-making to the achievement of a common goal.
- **Effective Communication** – A flow of information internally and externally which allows one to make informed decisions.
- **Excellent Customer Service** – Prompt, professional and efficient attention to internal and external clients.
- **Work-Life Balance** – Having a mix of activities in work, leisure and family.
- **Productivity and Performance** – Excellence in all aspects of our work and acknowledging each other's contributions.

VALUE OUTCOMES FOR OUR CHILDREN



These are the outcomes of the education and development process that result in qualities that children, parents, teachers and the society at large hold in esteem or have great value for. All transformational initiatives to be pursued will be aligned towards the satisfaction of these Value Outcomes.

GUIDING PRINCIPLES OF THE MINISTRY

The following principles define the common approach of the Ministry in the implementation of the policies, programmes and plans developed towards achieving the goals of the education sector:

1. **Student-centred:** The student is at the centre of everything we do.
2. **Engaged Communities:** We engage parents and families as the heart of students' lives, and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to students' learning.
3. **Inclusive:** We expect all students will learn in a welcoming environment, regardless of place, culture or learning needs.
4. **Proactive:** We plan for a desired future, preventing problems instead of reacting to them.
5. **Shared Responsibility:** We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organisations to foster student learning.
6. **Innovative:** We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
7. **Flexible:** We enable meaningful and relevant learning through a range of opportunities appropriate to each student's developmental stage.
8. **Equitable:** We ensure that every student will have the benefit of high-quality learning opportunities.
9. **Accountable:** We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
10. **Transformative Leadership:** We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
11. **Quality:** We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual area of activity.
12. **Teacher Empowerment:** We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Our PHILOSOPHY OF EDUCATION

We Believe that . . .

- Education is fundamental to the overall development of Trinidad and Tobago;
- Every Child has an inherent right to education regardless of gender, ethnic, social, economic or religious background;
- Every child has the ability to learn
- The educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual
- The parent, the home and the community have a major responsibility for the welfare of the child.
- The educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.
- Students vary in natural ability and that schools therefore should provide, for all students, programmes which are adapted to varying abilities, and which provide opportunity to develop differing personal and socially useful talents.
- The educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.
- A system of 'heavily subsidized' and universal education up to age 16 is the greatest safeguard of the freedom of our people
- There is a need to create and sustain a humanized and democratized system of education for the survival of our democracy
- Learning is cumulative and that every stage in the educational process is as important and critical for the learner's development as what has gone before it and what is to come.

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

EXECUTIVE SUMMARY

“[Today] I am reminded of the words of Nelson Mandela, who said, ‘Education is the most powerful weapon which you can use to change the world’. These words have indeed become prophetic. In today’s global knowledge-driven economy, it is incumbent upon us as a nation to keep up with the advances in technology”.

(Dr. the Honourable Tim Gopeesingh, Minister of Education)

The development of this medium-term Education Sector Strategic Plan, covering the period October 2011 to September 2015, is a significant step in the transformation of the education sector in Trinidad and Tobago. The Plan reflects the national education development agenda as well as the commitments to regional and international prerogatives in the achievement of the Education For All (EFA) and Millennium Development Goals (MDG). This is significant as it enables the country to align itself with its regional and global neighbours in the pursuit of the common goal of equitable quality education for all.

Anchored in the first of the seven (7) interconnected developmental pillars of the new government, the Ministry has begun to take steps towards re-orientating its strategic initiatives with a stronger focus on the education and development of the children of the nation. In 2010, with the support of an external consultant, it conducted a strategic assessment to determine the extent to which the Ministry’s operations were aligned with the new government’s policy directions. The assessment produced a strategic assessment report and a strategy report which articulated the Ministry’s new transformation approach. The process also led to the crafting of a new Vision and Mission - embodying the aspirations and goals of education. Another key development in the Ministry is the creation of a set of Value Outcomes for the children of the nation, which establishes the characteristics of the children that the education system is expected to produce. These various statements collectively define the new policy direction of the Ministry.

The Plan identifies three (3) major goals that aim at enhancing and consolidating efforts in the on-going pursuit of improved access, equity and quality of education for improved student outcomes. These are:

- (1) Design and develop a quality education system;
- (2) Transform the Ministry into a modern high-performing organisation;
- (3) Engage stakeholders in the change and transformation process.

In support of these goals, the Ministry has further identified sixteen (16) priorities that must be addressed through to 2015 (see Table 1). These have been incorporated into the overall plan of the Ministry.

The Plan also embodies strategies that will ensure collaboration of the Ministry with its stakeholders in the transformation of the education system. They include, inter alia:

1. Creating or setting the legislative framework to support the education and development of children;
2. Designing a quality education and development system that includes:
 - a. Strengthening school supervision and support systems;
 - b. Achieving Universal ECCE;
 - c. Institutionalising School-Based Management (SBM).

3. Developing and sustaining institutional capability and capacity at every level of the system to support the Ministry's transformation strategy;
4. Institutionalising corporate and business planning, including the establishing of monitoring and evaluation strategies to measure and report on performance;
5. Researching children's needs and interests (understanding) to (i) enhance service delivery and (ii) create information systems;
6. Developing a management framework that supports people engagement and change management.

In fulfilment of the new education development agenda, this Plan provides a detailed implementation framework presenting the planned approaches for the execution of the strategies, programmes and initiatives, and includes implementation structure, monitoring, reporting and evaluation. Recognising that the transformation initiatives identified will extend beyond 2015, the Ministry will take a two-pronged approach to implementing the Plan. This will see the simultaneous identification and implementation of both transformation strategies, whilst remaining responsive to emerging issues. These two (2) types of interventions have been integrated into one implementation framework, to ensure greater coherence and the identification of internal linkages and synergies. Critical to the implementation of this plan is development and implementation of a comprehensive change and transition programme, led by the senior executives of the Ministry.

PART 1: Introduction

PURPOSE OF PLAN

The purpose of this strategic plan for the Ministry of Education for the period 2011-2015 is to outline the strategic policy direction of the Ministry of Education over the next four (4) years. It is a roadmap that defines:

- where we are and points to where we want to go;
- the strategies that will take us there; and
- the resource (i.e. technical, human and capital) requirements.

The Plan will ensure that all our internal and external stakeholders have a clear, common understanding of the overall strategic direction of the Ministry, as well as their specific roles and responsibilities within the transformation process.

The Plan is also in alignment with the national strategic direction as articulated in the Prosperity for All Manifesto 2010 and the new national *Medium-Term Policy Framework 2011-2014: Innovation for Lasting Prosperity*. The preparation of this document was in fulfilment of the national reporting requirements, in which all government ministries and state agencies are required to submit Corporate Plans in a prescribed format, together with their annual financial requirements. An implementation strategy (or the One-Year Business Plan) is also required to support budgetary requests.

Baseline data (where available), targets and performance indicators are provided and will form components of the monitoring, evaluating and reporting framework for the Ministry of Education. This will facilitate the on-going assessment of the planned versus actual activities throughout the Ministry.

BACKGROUND

The government continues to place top priority on the development of the country's human resource capital as the vehicle for attaining sustainable growth and prosperity. In its 2010 'Prosperity for All' Manifesto, the government identified seven (7) interconnected developmental pillars and situates 'education and human development' within *Pillar #1 - People-Centred Development: We Need Everyone and All Can Contribute*. This Manifesto has been approved by Cabinet as the national development policy and purports a new vision for education premised on:

1. The belief that curriculum reform must address the needs of 21st century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports;
2. The creation of self-confident, creative, enterprising children as the goal at the pre-school level;
3. The creation of a learning system that accommodates all types of learners, not limited to the academically gifted;

4. The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

Initially, the Manifesto was approved as the government's policy framework. That document had called for government ministries and state agencies to prepare a One-Year Action Plan and initiate a Five-Year Strategic Plan, within the first 120 days of the new political administration taking office. The first One-Year Action Plan covered the fiscal period October 2010 to September 2011 and focused on carrying through ministry-level programmes and activities that were in alignment with national priorities. This medium-term plan will further deepen the synergies among partners in education to discharge the national mandates for the education and development of children.

Table 1: MINISTERIAL PRIORITIES

G1: Design & Develop a Quality Education System	10) Literacy and Numeracy
1) Universal Early Childhood Care and Education	11) Movement of the Secondary Entrance Assessment Examination to May
2) Integrating ICTs in Education - Laptop Initiative	12) Career Guidance and Development in Secondary Schools
3) Teacher Training and Development	G2: Transform the Ministry into a Modern, High-Performing Organisation
4) Curriculum Reform	13) Organisational Restructuring and Institutional Strengthening
5) Improving Students' Overall Academic Performance	14) Corporate Communication Strategy
6) Testing and Neuro-Diagnostics of Children	15) Human Resource Development and Management
7) Expansion of the Technical Vocational Programme, with emphasis on CVQs, into all Secondary Schools	G3: Engage Stakeholders in the Transformation of the Education System
8) Improving Infrastructure in Schools	16) Parental and Stakeholder Engagement, Involvement and Support
9) Continuous Assessment Programme	

As of October 2011, the Ministry of Planning and the Economy developed the *Medium-Term Policy Framework 2011-2014*, embracing the theme “*Innovation for Lasting Prosperity*”. This is the first overarching national planning document of the new government. This policy framework responds to the sixteen (16) priorities and strategic imperatives previously identified by the Ministry of Education (see Table 1). These ministerial priorities have all been incorporated into the programmes and action plans of the Ministry through to 2015.

THE PLANNING PROCESS

Within the context of the new national development agenda, and the resulting national priorities for education, the Ministry of Education followed a systematic, participatory planning approach in the development of this Plan.

1. Conduct of a Strategic Assessment Exercise

The process began with the conduct of a strategic assessment to determine the current status of the Ministry in the delivery of its mandates to its various publics, most particularly, the children of Trinidad and Tobago. This assessment led to the formulation of a new vision and mission that situates children at the centre of the development thrust. It also laid the foundation for the transformation strategy that would be required to satisfy the new education policy. The strategic assessment and new policy direction were consolidated into a ‘Strategy Report’ which was presented to Cabinet in December 2010.

2. Articulation of New Policy Direction

The Strategy Report, which identified the new vision, mission and transformation strategies, was presented to the Strategic Executive Team (SET) and to both internal and external stakeholders in a series of workshops. These workshops were held in fulfilment of government’s promise for more transparent governance, where all stakeholders have a voice.

3. Identifying The Principal Strategies and Prioritising Programmes

Following the workshops, the SET delegated responsibility for drafting the new five-year strategic plan to the Educational Planning Division. The “Strategy Report” was used as one of the base documents for convening a series of internal working sessions with Heads of Divisions, Managers and Technical Officers. These workshops, the first of which was presided over by the Minister of Education, Dr. the Honourable Tim Gopeesingh, continued the process of gaining buy-in from the Ministry’s internal stakeholders for the new strategic directions for the development of the education sector.

The workshops were successful in building consensus on the strategic direction and identifying supporting programmes and initiatives that would ensure the achievement of the education sector objectives. The participants were also able to explore new opportunities for greater collaborations across the divisions and units, agree on common approaches to programme implementation, as well as identify their responsibilities for all the programme activities to be implemented.

These principal strategies, programmes and performance measures are illustrated under ‘Part 7: Strategic Action Plan 2011-2015’.

4. Sustaining Commitment to the New Strategic Direction

As the implementation of the Plan gains momentum, sustaining stakeholders' commitment would be equally as important as gaining initial "buy-in". To sustain stakeholder commitment, the following will be important:

- (a) continuous and visible demonstration by the executive core of its commitment to the transformation processes;
- (b) leverage opportunities for quick, interim successes;
- (c) continuous communication of progress with those within and external to the Ministry;
- (e) Set realistic and appropriate expectations for those involved in the process;
- (f) Use opportunities to celebrate milestones.

These considerations will be incorporated in the comprehensive corporate communication strategy to be developed to support the implementation of this medium-term strategic plan.

THE STRATEGIC ASSESSMENT

The strategic assessment exercise was a critical first step in which the Ministry sought to determine its readiness to lead the transformation of the education sector, as articulated under the *Poverty Reduction and Human Capital Development component of the MTPF (2011-2014)*. The assessment sought to:

- (a) evaluate the Ministry in relation to its mandate, purpose and operations;
- (b) identify stakeholder expectations, which could influence the Ministry's strategic direction (see Appendix 1 for key stakeholder analysis matrix);
- (c) formulate and align the Ministry's strategies and major processes with the new national directions;
- (d) identify the most suitable institutional arrangements to support improved service delivery to all stakeholders, primarily the children of the nation; and
- (e) identify principal strategies to attain the outcomes of the education sector.

The process also involved the conduct of an analysis of the organisation's Strengths, Weaknesses, Opportunities and Threats (see Appendix 2 for SWOT Analysis of the Ministry).

A critical outcome of the strategic assessment exercise was the introduction of the concept of *Values Outcome for the Children of Trinidad and Tobago* (see Appendix 3). The five (5) overarching values statements are:

1. Children who will achieve their full potential;
2. Children who are adequately prepared educationally to fulfil their potential;
3. Children who are adequately developed socially and culturally;
4. Children who are healthy and growing normally;
5. Children who are emotionally developed, mature and happy.

It is intended that all the business of the Ministry of Education be re-aligned towards the attainment of these Values Outcomes. The strategic assessment led to the development of several strategic documents that were instrumental in defining and framing a transformation strategy for the Ministry namely, the Strategy Report, Strategy Implementation Plan, Quick Win Plan and an Outline Plan.

The Assessment Models for the Transformation of the Education System

Four (4) key models to support and guide the transformation of the education system toward the achievement of the value outcomes for education were developed. These models and/or frameworks provide the summary context for understanding the Ministry and the education system and will form the basis for consistent and sustainable development in education. These four models were the:

1. Institutional Developmental Framework (see Appendix 4) - Identifies the key components and foundational elements of the “Institution” or the Ministry. The effective definition, construction and resourcing of each of the components, within the “Institutional Development Framework” and their seamless integration, will provide a key basis for the development of the high-performing and dynamic Ministry organisation.
2. Business Processes Model (see Appendix 5) - comprises a comprehensive high-level definition of all of the operations of the Ministry of Education. It is divided into Core and Support processes. The Core processes represent the fundamentals the Ministry of Education must perform to achieve its purpose, whilst the Support processes represent the generic or support operations which facilitate the performance of the core processes and which one would find in most organisations. The combination of both the Core and Support Processes provide a high-level summary understanding and snapshot of all of the operations of the Ministry. They also provide the basis for defining, structuring and aligning the resources, activities, information and people of the organisation to have its operations performed in a quality manner.
3. Education and Development System Model (see Appendix 6) - summarises the key components which comprise the overall Education System. It provides a snapshot of what must be understood and seamlessly integrated to “design and develop a quality education system”.
4. School-Based Management Model (see Appendix 7) - summarises the key components which must be understood, designed, developed and implemented to achieve effective management of “schools”.

PART 2: The Education Sector - A Snapshot

PURPOSE OF THE MINISTRY

The purpose and mandate of the Ministry of Education are spelt out in the Education Act Chapter 39:01 of 1966. The powers conferred on the Minister by this Act shall be exercised so as to ensure:

- i. 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;
- ii. 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;
- iii. the effective execution of the education policy of the Government.

The Ministry of Education was established to assist the Minister in the discharge of his/her responsibilities and has been able to and continues to fulfill its mandate through the critical roles performed by the Permanent Secretary, the Deputy Permanent Secretaries, the Chief Education Officer, and the staff of the many Divisions and Units within the Ministry.

ORGANISATIONAL STRUCTURE

The Ministry of Education, in fulfilment of the mandates designated by the Education Act, makes provision for a Central Administration and eight (8) Education District Offices (see Appendix 8).

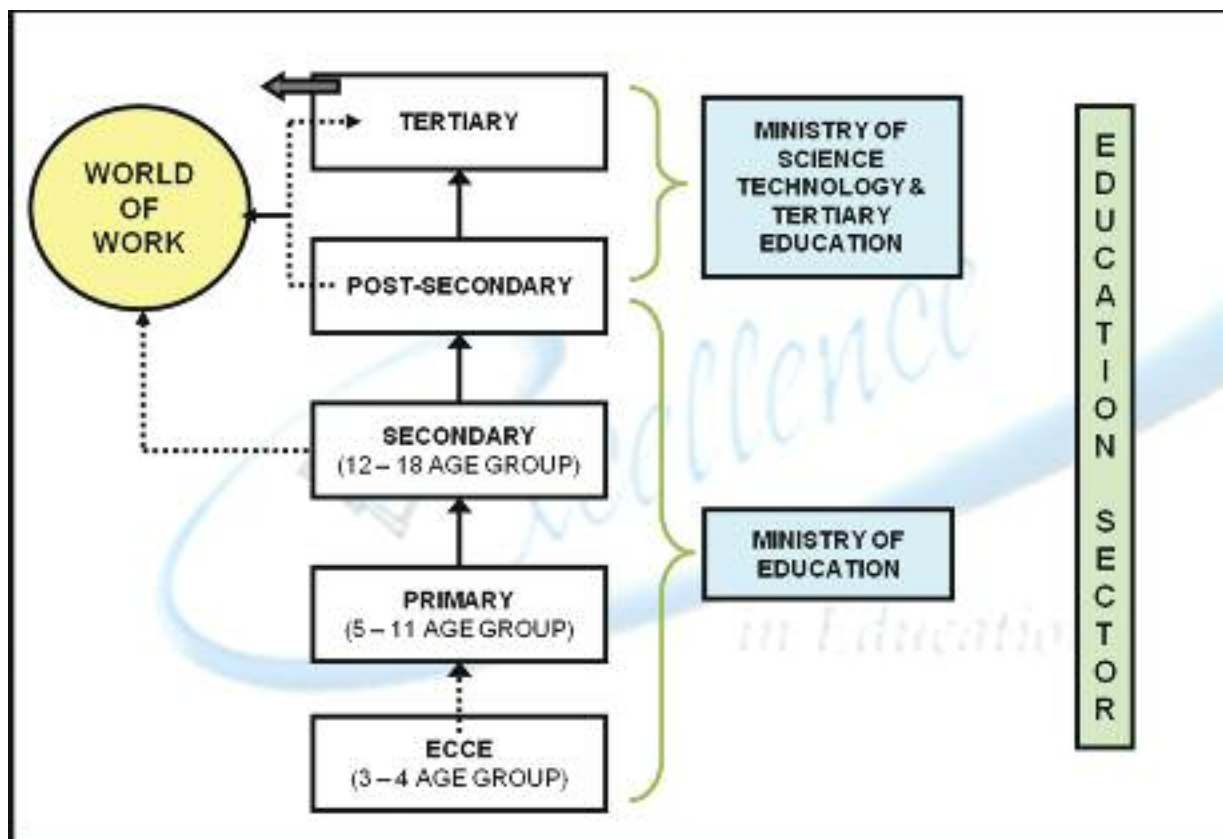
The Ministry's Central Administration, with its Head Office located at 18 Alexandra Street, St. Clair, is made up of a Strategic Executive Team headed by the Minister of Education who is the political head of the Ministry. The Minister is supported in his duties by the Minister in the Ministry of Education, the Permanent Secretary (who is the *administrative* head of the Ministry), three (3) Deputy Permanent Secretaries and the Chief Education Officer. Heads of Divisions and a cadre of technical, administrative and clerical officers comprise the rest of the support staff who are actively involved in the administration of the education system, the execution of the education policy of the Government and the monitoring and evaluation of the education system.

The current organisational structure of the Ministry is represented at Appendix 9a. In May 2011, in support of the Ministry's transformation strategy, a new organisational arrangement for the 'Top Structure' of the organisation was proposed by the Strategic Executive Team (see Appendix 9b).

ADMINISTRATION OF THE EDUCATION SYSTEM

The Education System in Trinidad and Tobago includes both public (government and government-assisted) and private schools. The country's education system falls mainly under the purview of two Ministries – the Ministry of Education (MOE) and the Ministry of Science, Technology and Tertiary Education (MSTTE). The Tobago House of Assembly (THA), by Act No. 40 of 1996 has the responsibility for the administration of education in Tobago, including curriculum implementation. Therefore, the Tobago House of Assembly and the Ministry of Education share a collaborative relationship to ensure standardised practices in the country's education system.

The Education System comprises of five (5) levels, namely, pre-primary, primary, secondary, post-secondary (Advanced Proficiency and Technical/Vocational) and tertiary levels. The Ministry of Education (MOE) is the administrative authority for pre-primary to post-secondary while the Ministry of Science, Technology and Tertiary Education (MSTTE) has the responsibility for tertiary level education and joint responsibility with the Ministry of Education for initial preparation and professional development of teachers. Figure 1 provides a snapshot of the layout of the education sector in Trinidad and Tobago.



SCHOOL INFORMATION

- *Administration of the School System*

The Ministry of Education is responsible for the development and delivery of education up to the secondary level. The size of the education system is reflected in Table 2 below, which shows the distribution of schools and teachers, as well as the level of enrolment in each of the eight (8) Education Districts.

Table 2 - Distribution of Schools by Education District

Location	ECCE	Primary Schools				Secondary Schools		
	Government/ Government Assisted	Government	Government Assisted	Special Schools	Private	Government	Government Assisted	Private
Port of Spain	18	24	45	4	22	15	9	3
St. George East	25	29	59	2	24	12	5	12
North Eastern	19	11	31	0	1	12	3	4
South Eastern	25	7	42	0	2	13	3	2
Caroni	24	19	48	0	3	13	7	5
St. Patrick	20	17	39	1	4	9	5	0
Victoria	26	17	55	3	7	11	8	2
Tobago	16	13	20	2	8	6	3	1
TOTAL	173	137	339	12	71	91	43	29

SOURCE: Educational Planning Division and School Supervision Division, MOE – November 2011

- School Ownership**

Thirty-seven percent (37%) of schools, excluding special schools, are owned and operated by the state and are entirely funded through the national budget. The remaining 63% of schools are controlled by either Church/Denominational Boards or private entities. Government-assisted schools (approximately 51%) are owned by religious denominations, financially aided by the government, and administered jointly by the Ministry of Education and the respective Denominational Boards.

Table 3: Type of School Ownership in Trinidad and Tobago

Type	ECCE	Primary	Secondary	TOTAL
Public	173	476	134	783
Private	---	71	29	100
TOTAL	173	547	163	883

SOURCE: Educational Planning Division and School Supervision Division, MOE – November 2011

The 100 private primary and secondary schools are run by private bodies, generally for profit, and receive little or no government subsidies.

STUDENT ENROLMENT

Trinidad and Tobago achieved universal primary education since the 1960s and universal secondary education in 2000 with a current GER of 89% and an average NER of 78%. In support of the MDG with respect to the attainment of *Universal Early Childhood Education by 2015*, special attention is being given to improving the enrolment rate at this level, including the construction of more government-owned and assisted centres, improvement of teacher education and standardisation of quality curricula at both public and privately operated centres.

COMMUNITY PARTICIPATION

The Ministry recognises the importance of engaging the community in the delivery of quality education. The Ministry has enjoyed a long-standing partnership with the local churches in the operation of primary and secondary schools in the country. This relationship was formalised with the enactment of the *Concordat of 1960*, which outlined the shared responsibilities of both parties in the development of education. A total of 339 primary schools and 41 secondary schools are owned and operated by various Denominational Boards of management, with financial support provided by the Ministry.

This partnership with the community continues to be nurtured with the process of installing Local School Boards (LSBs) in all government schools. These Local School Boards comprise members of the school's administration, the PTA, student representatives, teacher representatives and community members. At present, there are thirty-four (34 or 25%) government primary schools and one hundred and thirty-four (134 or 100%) government secondary schools with operating Local School Boards.

In addition, the Ministry has created a close partnership with the National Parent-Teacher's Association as a vehicle for addressing the issues facing parents in the education and development of our children.

ISSUES AND CHALLENGES

The Ministry of Education will continue to focus on existing issues and a number of emerging ones over the next four (4) years. Some of the major challenges and issues impacting the quality of and access to education today, include:

- Poor Attainment and Literacy Levels;
- Student De-Motivation;
- Special Education Needs;
- Gender Concerns, esp. Low Academic Achievement of Boys;
- Teacher Indiscipline and Absenteeism;
- Relevance and Adaptability of Curriculum;
- Assessment of Student Learning;
- School Violence and Student Indiscipline;
- Parental Indifference/Lack of Involvement;
- Lack of Community/NGO Involvement;
- Transitioning between Education Levels;
- Drug Use and other Anti-Social Behaviour.

In an attempt to address these and other challenges, the Ministry has renewed its thrust to adopt a student-centred approach towards the development of the education system in Trinidad and Tobago. A major feature of the sector plan over the next four years is the strengthening of partnerships between its main stakeholders

both within government and non-government organisations. One such partnership is the establishment of the Support for a Seamless Education System Programme with technical and financial support from the Inter-American Development Bank (IDB), which is working to achieve a well-articulated and harmonised education system, ranging from ECCE to secondary levels with linkages to tertiary level and the world of work.

Further, opportunities will be created through the curriculum, extra-curricula activities and support programmes in schools that will foster among students a sense of self-worth, value for others and our unique heritage and value for diversity. At the end of the plan period, it is intended that students will leave the school system with more understanding and tolerance of one another and an affinity to move forward together in a spirit of one people and one nation.

Special attention will also be given to addressing the special education needs of students learning, physical and socio-economic challenges that prevents them from fully participating in education and achieving their fullest potential.

PART 3: The Goals of the Strategic Plan

The Ministry of Education has identified three (3) overarching goals that would enable the achievement of the new Mission and Vision. The goals of this Education Sector Strategic Plan: 2011-2015 are:

- (1) Design and develop a quality education system;
- (2) Transform the Ministry into a modern high-performing organisation;
- (3) Engage stakeholders in the transformation of the education system.

The Implementation Strategies, Programmes and Initiatives that will ensure the successful realisation of these goals are detailed under Part 4: Strategic Plan Framework.

PART 4: Strategic Plan Framework

TRANSFORMATIONAL AND CORE BUSINESS STRATEGIES

Within the context of the education transformation agenda, the Ministry has identified a number of strategies that will enable the re-orientation of its operations towards the attainment of the Vision for Our Children as detailed in Appendix 3. These strategies are stated in the Strategy Report (November 2010), along with the attendant Implementation and Outline Plan towards operationalising the transformation strategy.

In order to address the current and emerging issues and challenges within the education system, the Ministry has developed Core Business Strategies, guided by the three (3) major goals for the education sector.

This approach will ensure that the Plan retains maximum flexibility in responding to changes in the education sector, the national economy and the inputs of the Ministry's various publics, while maintaining its overarching strategic direction.

I. TRANSFORMATIONAL STRATEGIES AND PLANS

The thirteen (13) high-level transformation strategies/priority areas, along with their related implementation activities that have been agreed by the SET are:

Table 4: Definition of Transformational Strategies and Activities

STRATEGY/PRIORITY	KEY ACTIVITIES
GOAL NO. 1: DESIGN AND DEVELOP A QUALITY EDUCATION SYSTEM	
1. Develop a Quality Education System Framework	<ul style="list-style-type: none"> a) Design, develop and implement a framework for a quality and leading practice Education and Development System (see Appendix 6); b) Use the framework as a standard and basis for planning the transformation of the Education and Development System and the attainment of the Vision of Our Children.
2. Strengthen the School Supervision Services	<ul style="list-style-type: none"> a) Design and develop a complete framework for the supervision of schools and related support services that will satisfy the needs, strategy and resource requirements of schools and children (the Value Outcomes for Children – see Appendix 3). This will include the development of key indicators to measure the performance of schools; b) Conduct a review of the current state of schools' supervision and related support services, including the status of improvement initiatives undertaken to improve the quality of education; c) Develop and implement plans to fully operate the framework for schools' supervision services, including training and development, measurement, reporting, monitoring and evaluation.

STRATEGY/PRIORITY	KEY ACTIVITIES
3. Achieve Universal Early Childhood Care and Education (ECCE) by 2015	<ul style="list-style-type: none"> a) Develop and implement a research agenda to determine the statistical characteristics or demography of children from birth to 5 years, including age, gender, needs, health status, location, disabilities mobility etc.; b) Design, develop and implement an ECCE education and development strategy which addresses the most efficient management structures, quality standards and regulations for operations that are compliant with the universal standard for that level of education.
4. Institutionalise School-Based Management System	<ul style="list-style-type: none"> a) Design and develop a standard framework for the leadership and management of schools (see Appendix 7) which contributes to the satisfaction of the Value Outcomes for Children; b) Conduct a comparative assessment of the current School-Based Management System against the agreed SBM framework and identify the gaps and areas for rationalisation and improvement; c) Develop and implement a plan to operationalise the “re-worked” school based management frame work at the different levels of schooling (ECCE, Primary, Secondary etc.) including, School Development Planning, Teacher Mentoring, Counseling, Training and Development.
5. Determine the Needs, Interests & Characteristics of Children (Children Understanding)	<ul style="list-style-type: none"> a) Research, develop and build an information system of children and their requirements, interests and statistical characteristics or demography; b) Design, develop and implement strategies, plans and systems to satisfy the requirements of children; c) Design and develop strategies and mechanisms for the appropriate ‘inclusion’ of children into the process of learning, education and development.
6. Determine the Service Requirements for Children	<ul style="list-style-type: none"> a) Design and maintain up to date records on the type and nature of services to be provided to children to support their education and development; b) Design and develop strategies, mechanisms and systems, including “Partnering and Outsourcing” arrangements, for the delivery of services (e.g. Denominational Boards, EFCL, NSDSL).

STRATEGY/PRIORITY	KEY ACTIVITIES
7. Develop and Maintain an Education Sector “Market” information System	<ul style="list-style-type: none"> a) Define and categorise the “Market” information required for the effective functioning of the Education and Development System for Children including the requirements that will ensure continuous updating and reporting; b) Design and Develop the systems, activities and relevant relationships (e.g. CSO, UWI, UTT, NGO’s etc.) including resources and organisation for sustained data capture, warehousing and reporting of Education Sector “Market” information; c) Use the “Market” research and information to inform, plan and improve the development of the Education and Development System.
8. Apply Research-based “Best” Practices in Education to Improve the Performance of Students and Schools	Consistently apply tested, proven, scientifically-based and approved approaches and methods to all key initiatives of the Ministry.
GOAL NO. 2: TRANSFORM THE MINISTRY INTO A HIGH-PERFORMING ORGANISATION	
9. Validate and Implement National Mandate and Legal Authority for Education	Formulate strategies, plans and processes, including collaborative and partnering mechanisms, to successfully discharge the national responsibility.
10. Develop and Enhance the Ministry’s Institutional Capability and Capacity	<p><i>Leadership, Governance and Integrated Management</i></p> <ul style="list-style-type: none"> a) Develop the institutional capability and capacity of the Ministry's staff to effectively pursue and achieve the Vision, Mission and Strategic Objectives; b) Adopt/Adapt and Implement best practices in Leadership & Governance Processes; c) Re-design & align the existing organisational structure to improve the efficiency and effectiveness in the implementation & management of operational and transformational strategies and processes; d) Formulate a strategy for Human Resource Management that addresses the design and development of appropriate HRM processes, system, policies, organisation and capability. This initiative will be supported by the full operationalisation of IHRIS; e) Sustain effective SET oversight focused on strategy implementation and performance monitoring.

STRATEGY/PRIORITY	KEY ACTIVITIES
10. Develop and Enhance the Ministry's Institutional Capability and Capacity (continued)	<p><i>Monitoring and Evaluation Systems with a focus on Key Performance Measures</i></p> <ul style="list-style-type: none"> a) Design and agree on key performance areas and appropriate measures; b) Ensure that the Ministry integrates the key performance measures, supported by, Vision, Mission, Strategic objectives and Value outcomes for children into its processes for educational planning, management and reporting.
	<p><i>Corporate Planning</i></p> <ul style="list-style-type: none"> a) Develop the Corporate and Implementation Plans for the Ministry in alignment with the Vision, Mission, Strategic Objectives, Value Outcomes for Children, Key Performance Measures, Strategies and Critical Success Factors; b) Develop annualised business plans to support the implementation and reporting on the Ministry's Corporate Plan.
	<p><i>Policy Development and Management</i></p> <ul style="list-style-type: none"> a) Adopt, formulate and implement relevant policies for governance, priority “business” areas, school management and supervision and key stakeholder partnering and collaboration; b) Build an inventory of policies that allows for effective categorisation and communication of policies with relevant key stakeholders; c) Develop appropriate monitoring and evaluation systems and compliance and continuous improvement mechanisms to support the redrafting of existing and development of new relevant policies.
	<p><i>Business Processes</i></p> <ul style="list-style-type: none"> a) Design, develop and implement leading practice processes, that integrates related policies, key resource requirements, roles and responsibilities and performance measures and indicators (see Appendix 5); b) Conduct training programmes for assigned and related personnel to appreciate, lead and perform newly defined process areas; c) Design, develop and implement mechanisms for reporting, evaluating, managing and continually improving the Ministry's business processes.

STRATEGY/PRIORITY	KEY ACTIVITIES
10. Develop and Enhance the Ministry's Institutional Capability and Capacity (continued)	<p>Information System Management</p> <p>Develop a comprehensive plan to guide further planning, management and implementation of the information and communications systems. Slide 86 SISP</p> <ul style="list-style-type: none"> a) Conduct strategic assessment of ICT in the Ministry - UNESCO initiative and IDB sponsoring a similar exercise; b) Implement the 'Strategic Information System Plan' (SISP) for the Ministry as the guide for further incorporation of 'Information and Communications' in education.
11. Adopt Quality Standard Approaches & their Usage Across the Education Sector	<ul style="list-style-type: none"> a) Design and agree on key areas for the development and adoption of quality standards and their use; b) Design, develop, promote and implement leading practice standards in all areas relevant to their use; c) Evaluate and continuously improve standards.
12. Align and Effectively Manage the Ministry Transformational Initiatives	<ul style="list-style-type: none"> a) Establish the use of proven and standard approaches and methods to the development, planning and management of all transformational initiatives; b) Review past, on-going and planned transformational and improvement initiatives to ascertain the impact and lessons learnt. Utilise findings to re-frame existing projects, monitor and evaluate project implementation and make adjustments where necessary; c) Assess the efficiency and effectiveness of the programme and project management systems and capability of the Ministry, paying particular attention to the structure, performance, reporting formats and level of integration into the overall "business" of the Ministry. Utilise findings to adjust and update programmes and projects to ensure achievement of planned transformational initiatives.
GOAL NO. 3: ENGAGE STAKEHOLDERS IN THE TRANSFORMATION OF THE EDUCATION SECTOR	
13. Develop People Engagement, Change and Transition Management Frameworks	<p>Develop a plan for People Engagement, Change and Transition, across the Education Sector which outlines the strategy and requirements for human and financial resource.</p>

The complete Strategy Report and the attendant Initial Outline Implementation Plan are attached. These documents, along with other outputs for the strategic assessment exercise, can also be found on the Ministry's website at: http://www.moe.gov.tt/strategy_report.html.

II. MINISTERIAL PRIORITIES AND PROGRAMMES

Through its policy planning framework the Ministry will take deliberate steps to integrate the above-mentioned transformational strategies along with the sixteen (16) Ministerial Priorities and other programmatic activities as follows:

Table 5: MINISTERIAL PRIORITIES AND PROGRAMMES

MINISTERIAL PRIORITY / PROGRAMMES ²	KEY ACTIVITIES
GOAL NO. 1: DESIGN AND DEVELOP A QUALITY EDUCATION SYSTEM	
M1. Universal Early Childhood Care and Education	<p>Develop the necessary legislative framework to support the development of the ECCE sub-sector.</p> <p>Complete the primary school rationalisation exercise to identify new spaces for ECCE centres.</p> <p>Commence the upgrade/renovation of primary schools to facilitate ECCE centres.</p> <p>Establish Public /Private partnerships through Memoranda of Understanding and upgrading of existing private centres.</p> <p>Complete the construction of 24 IDB-funded ECCE Centres.</p> <p>Identify new spaces for the construction of 26 new ECCE centres and commence construction</p>
M2. Integrating ICTs into Education	<p>Implement the eCAL Programme throughout the secondary level, including, providing all Form One students with a personal laptop.</p> <p>Conduct an on-going review of the eCAL Programme</p> <p>Conduct the review of ICT infrastructure at the Primary and secondary levels.</p> <p>Complete the computerisation of the remaining 138 primary school.</p>

²M = Ministerial Priorities; P = Programmes to be pursued within the term of the Plan, towards the fulfilment of the Strategic Goals.

MINISTERIAL PRIORITY / PROGRAMMES	KEY ACTIVITIES
GOAL NO. 1: DESIGN AND DEVELOP A QUALITY EDUCATION SYSTEM	
M3. Teaching Practice, Teacher Training and Development	<p>Conduct a training programme for teachers in alignment with Ministerial priorities: - Early Childhood Development, Literacy and Numeracy, Core curricular areas, Technical/Vocational (CVQ) Management Training and Alternate Dispute Resolution.</p> <p>Implement a system for clustering of qualified teachers to schools and provide a stipend to attract and retain the best.</p> <p>Initiate a training of trainers programme for qualified teachers.</p> <p>Provide support to secondary school teachers toward professional development in content areas focused on literacy development.</p> <p>Plan and implement methods to improve the development of teachers, teacher performance and teaching methods.</p> <p>Provide remedial training and support to teachers engaged with remedial students.</p> <p>Conduct workshops with principals and teachers as literacy leaders.</p>
M4. Curriculum Reform	<p>Complete the revision of the primary school curriculum in the seven (7) subject areas.</p> <p>Introduce Spanish as the first foreign language at the primary level.</p> <p>Review and update Curriculum, at each school level, to validate integration of Value Outcomes for Children into the Curriculum.</p>
M5. Improving Students' Overall Academic Performance	<p>Conduct a longitudinal study to determine the impact of whole-school improvement plans on students' academic achievement.</p> <p>Establish benchmarks for student performance and integrate into learning process.</p> <p>Participate in the Progress in International Reading Literacy Study (PIRLS) and implement recommendations.</p> <p>Participate in the Programme for International Student Assessment (PISA).</p>

MINISTERIAL PRIORITY / PROGRAMMES	KEY ACTIVITIES
M6. Testing and Neuro-Diagnostics of Children	Conduct a pilot exercise in 6-8 Primary Schools to perform neuro-developmental diagnostic testing and appraise results and formulate strategy for the universal testing of children.
M7. Expansion of the Technical/Vocational Programme, with Emphasis on CVQs, into all Secondary Schools	<p>Develop the policy to support the implementation of CVQ in all secondary schools, including denominational schools.</p> <p>Develop strategy to attract and retain qualified and experienced instructors/teachers.</p> <p>Conduct a comprehensive audit to identify the equipment, consumables and physical facilities (including Technology Education Labs) required for system-wide implementation of CVQ over the 5-year period.</p>
M8. Improving Infrastructure in Schools	<p>Prepare a comprehensive schedule of the different stages of planning, construction and completion of works in schools including the availability for possible use and the respective student capabilities.</p> <p>Define by school, the number of school spaces in private institutions being paid for by the MOE.</p> <p>Evaluate national school space requirements against demand by geography and by categories of schools (ECCE, Primary, Secondary, Advanced, Technical Vocational).</p> <p>Increase the efficiency of the School Construction, Repair and Development Programme</p>
EXAM, TESTING AND ASSESSMENT: M9. Continuous Assessment Programme	<p>Lead, plan, implement and manage the successful introduction of the Continuous Assessment Programme (CAP) for primary schools from the 2011/12 school year</p> <p>Conduct a pilot test exercise of the CAP at the Primary Level in the areas of Physical Education, Visual and Performing Arts, Agricultural Science, Citizenry Development, Character Development, Morals, Values, Ethics and Etiquette.</p> <p>Conduct an assessment of teachers trained in these areas and conduct training in the areas of dearth.</p> <p>Plan and conduct an evaluation of the current system of examination, testing and assessment within the education system.</p>

MINISTERIAL PRIORITY / PROGRAMMES	KEY ACTIVITIES
	<p>Align national tests with international standards and the revised curriculum.</p> <p>Provide 'Item Response Theory' training for DERE.</p> <p>Establish a student exams, testing and assessment performance tracking system.</p>
EXAM, TESTING AND ASSESSMENT: M10. Movement of the Secondary Entrance Assessment (SEA) Examination to May	<p>Develop and execute a comprehensive plan to manage the implementation of the change of SEA exam date from March to May 2012.</p>
M11. Literacy and Numeracy	<p>Implement literacy and numeracy development programmes in Infant Year One & Two and Standard One.</p> <p>Develop a policy for the placement of teachers specialised in and demonstrating excellence in Reading and Mathematics at Infant Year One & Two and Standard One.</p> <p>Conduct a training programme for teachers in the areas of Reading and Mathematics.</p> <p>School Supervisors will monitor and report regularly on the status of implementation of literacy and numeracy at primary schools.</p> <p>Provide increased government funding to non-governmental organisations working on literacy programmes.</p> <p>Establish literacy standards and benchmarks to guide teaching and learning.</p> <p>Develop and implement intervention strategies to enhance literacy and numeracy skills of target students.</p>
M12. Career Guidance and Development in Secondary School	<p>Conduct an analytic study of student needs to effectively plan for the transitioning of students to post-secondary studies and the world of work.</p> <p>Develop a school-wide integrated model of careers and transition support (a systematic engagement of students and counsellors at the secondary level for the alignment of career choices and curriculum offerings).</p>

MINISTERIAL PRIORITY / PROGRAMMES	KEY ACTIVITIES
	<p>Publish a National Classification of Occupations.</p> <p>Conduct a baseline study to determine the labour market needs in relation to the education system.</p> <p>Institutionalise a systematic process for supporting students aged 15 years and older who are at risk of early school leaving.</p>
GOAL NO. 2: TRANSFORM THE MINISTRY INTO A MODERN HIGH-PERFORMING ORGANISATION	
M13. Organisational Restructuring and Institutional Strengthening	Implement the strategies and plans for the transformation of the Ministry of Education.
M14. Corporate Communication Strategy	Develop a comprehensive corporate communication strategy and plan for the MOE, with adequate provisions for feedback and input from internal and external stakeholders.
M15. Human Resource Development and Management	<p>Complete the integration of the IHRIS into the information system of the MOE.</p> <p>Develop Training Plan for Civil Service Staff in conjunction with the development and implementation of the business processes.</p> <p>Develop and implement 'Succession Planning' policy.</p>
GOAL NO. 3: ENGAGE STAKEHOLDERS IN THE TRANSFORMATION OF THE EDUCATION SYSTEM	
M16. Parental and Stakeholder Engagement, Involvement and support	<p>Develop community-based programmes to deepen parental involvement in the learning process and the development of schools.</p> <p>Conduct research to ascertain the issues and challenges confronting parents.</p> <p>Expand the "Work Study" opportunities for secondary school students.</p> <p>Facilitate the implementation of a mentorship programme in primary and secondary schools.</p>

Legislative Reform

The success of the major strategic thrusts for achieving the goals of the 2011-2015 Strategic Plan necessitates the creation of an enabling legislative environment. Below are the key legislative measures that will help resolve the problems facing the Basic Education System in Trinidad and Tobago:

Table 6: Legislative Framework for the Education System

PROPOSED LEGISLATIONS	PURPOSE/DESCRIPTION
An Act Amending the Education Act (1966)	To define MOE's role with denominational boards, rationalise MOE's relationship with MSTTE; address current legislative gaps for basic education; <i>inter alia</i> .
Basic Education Governance Act	To promote the right of all citizens to quality education, from ECCE to secondary; provide a governance framework for basic education; embrace community involvement; <i>inter alia</i> .
An Act Institutionalising Early Childhood Education in the Basic Education System	To make ECCE, pre-primary education a requirement for primary school. This is a necessary step towards achieving the goal of 'Universal ECCE by 2015'.
An Act to Strengthen the Regulation and Supervision of the Practice of Teaching	To improve and strengthen the recruitment and training of all teachers. Also, to provide the legal basis for the establishment of a certification/licensing system.
An Act Institutionalising a School Modernisation and Innovation Programme for Public Primary and Secondary Schools	To provide a broad framework for the institutionalisation of a comprehensive and sustainable modernisation programme.
Regulations for Private Schools in Basic Education	To provide minimum standards or criteria required for government recognition.

Preliminary Research Agenda

The Research Agenda in Basic Education supports and reflects the Research and Development component of the National Development Plan of Trinidad and Tobago. In addition, the Agenda includes studies that would generate information needed as inputs in the formulation of policies, plans, programmes and projects for enhancing/improving quality, relevance, access and equity, efficiency and effectiveness in Basic Education.

Among the areas in which studies will be undertaken within the 2011-2015 planning period are:

- Improving and Sustaining Quality Education;
- Gender Mainstreaming in Education;
- Community Partnerships in Education.

PROPOSED ORGANISATIONAL STRUCTURE

A new organisational structure (see Appendix 9b) has been developed and approved for by the Strategic Executive Team of the Ministry of Education. Subsequently, a plan was developed to operationalise this new structure. The methodology utilised to determine the optimal organisational structure involved:

- Identification of core and support processes as well as the services of the Ministry;
- Identification of resource allocation and management to effectively implement the MOE's strategies and business processes;
- Grouping and organising these processes in a logical manner.

In addition, the proposed structure satisfies the following criteria and demonstrates:

- responsibility for formulation and implementation of strategy;
- responsibility for sustained and effective performance of all business processes including effective alignment of these processes;
- efficient and effective management of the overall Education and development System and the use of the School-Based Management model at the level of schools;
- efficient and effective structuring of responsibilities, development of specialisation and knowledge sharing;
- effective use of available human and other resources and talents as well as their alignment;
- responsibility and reporting structure that is efficient, has an effective span of control, is logical and simple to understand;
- standardisation and simplification.

CRITICAL SUCCESS FACTORS

The Ministry of Education has identified the following key elements that are critical to support the achievement of the Vision, Mission, Strategic Objectives and Value Outcomes. They are as follows:

1. Leadership Team:

Participation, understanding, buy-in and commitment by the leadership team to action the strategies and maintain a strategic and action-oriented approach.

2. Effective Implementation of Change Management Strategy:

- Understanding of the magnitude of change and transformation and how to design, develop, plan, resource and implement the strategy, change and transformation.
- Valuing and providing for the meaningful involvement of staff in the design and implementation of strategies and programmes.

3. Adequate Human, Financial and Technological Resources:

Mobilisation and deployment of the right resource capability and capacity to plan and execute the strategy

4. Information System

Design and implementation of a modern information system to facilitate the quality of communication and knowledge management required in the transformation process.

Implementation of the Plan

GENERAL IMPLEMENTATION METHODOLOGY

Building on the recommendations of the strategic assessment, the Ministry of Education has begun to infuse the following approaches in its planning and implementation processes:

- Output-Based Management – as the basis for effective leadership, performance management, good governance, transparency, accountability and actual achievement;
- Standardisation and Simplification – for the development of standards and norms to simplify business processes and achieve greater consistency throughout the system;
- Institutionalised Best Practices – employing tried, tested and proven methods in all activities, for e.g. in the development of new projects and programmes.

IMPLEMENTATION OF TRANSFORMATIONAL STRATEGIES

Implementation of strategies will be performed through:

- The structure, operations, and resources of the Ministry;
- The establishment of special internal teams to perform defined projects and initiatives;
- The mobilisation of grant funds to source resources;
- External consultancies to be funded, in the main, through the Seamless education System Programme and other Ministry funds;
- The Programme and Projects Planning and Management Unit (PPPMU), which will be the primary oversight body for all transformation projects but will also implement certain projects in its own right.

Major consultancies, funded through the SESP, that are already defined are -

1. Consultancy for Inclusive Education (Children Understanding and Services);
2. School Supervision and School-Based Management;
3. Baseline Study of Representative Sample of Primary and Secondary Teachers to Inform Model for Professional Development;
4. Revision to Primary School Curriculum and Assessment Guide (7) Subject Areas;
5. Introduction of Spanish as the first foreign language at the primary level;
6. Technical Assistance in conducting a Longitudinal Tracer Study on Child Development;
7. Technical Assistance for Examination, Testing and Assessment;
8. Overall Strategy for ECCE;
9. Programme and Projects Planning and Management Leadership, Governance and Training;
10. Business Process Transformation and Organisational Transformation;
11. Organisational Structuring, HR Management, Strategy Formulation, Organisation Structuring, Processes Transformation and IHRIS Implementation;
12. Consultancy for MOE Communication Strategy;
13. Technical Assistance in the design and development of a Strategic Integrated Information System Plan (SIISP) for the Ministry of Education, as well as in the preparation and presentation of a plan for its phased implementation.

14. Technical Assistance for Design of a System of Standardisation and Simplification which meets the requirements of Total Quality Management;

15. Technical Assistance to Direct, Guide and Support People Engagement, Change and Transition;

In addition, projects expected to be performed through new grant funds are expected to be the following:

- (1) Research and development of education and development system (grant funding from IADB approved);
- (2) Strategic ICT Assessment (grant funding from IDB approved);
- (3) Management of Students and Control of Deviant Behaviour in Schools (agreement in principle from IDB to consider grant funding).

Governance and Oversight of the Plan

The Strategic Executive Team shall take overall responsibility for the satisfactory implementation of this Strategic Plan. The strategies and programmes identified under this Plan will be executed in accordance with the implementation frameworks established, in which every programmatic activity will be ‘owned’ by a responsible Division/Unit/Officer.

Essentially, the Strategic Plan will provide the basis for the development of annual business plans for the operationalising of the education sector policies and strategies.

Programmes and Projects Planning and Management Unit

In anticipation of the internal technical capacity initially required to supervise and support the effective delivery of these consultancies, Cabinet has approved the establishment of the Programmes and Projects Planning and Management Unit (PPPMU) in the Ministry. This contract Unit will be staffed by specialists in the fields of Change Management, Educational Research, Institutional Strengthening, and Knowledge Management. The Unit will also incorporate the current staff of 11 assigned to the SESPCIU. The PPPMU will operate as a coordinating mechanism for all programmes and projects in the Ministry. According to the Cabinet Note No. E(SES)61/1/37 (August 25, 2011), “...the major benefits from this approach are harmonisation of efforts, common use of projects and change management methodologies, core business support processes and intense focus on core responsibilities...all leading towards obtaining value for money and effort on education”. The PPPMU will directly report to a Deputy Permanent Secretary, responsible for “Performance Monitoring and Evaluation and Transformation Management”.

COMMUNICATION STRATEGY

Upon completion of this Strategic Plan, the Communications Unit will implement a comprehensive internal and external awareness strategy to ensure that every employee understands their role and function in achieving the goals and objectives of the plan. In addition, copies will be circulated to government ministries, national associations and other key stakeholders who will collaborate with us in the transformation of the education sector. The Permanent Secretary, together with the PPPMU and Corporate Planning Unit, will convene sessions with each functional Division/Unit to discuss how the plan will affect their operations and programmes and the services they deliver to the various publics.

This communication strategy will provide mechanisms for the sharing of the achievements and progress of the strategic plan and the related annual business plans. The availability of current, accurate and relevant information is critical to fostering a culture of performance management and the use of information in the planning and decision-making processes.

PART 5: Monitoring, Evaluation and Reporting

Monitoring and evaluation is important for any organisation to keep track of changes taking place at all levels of service delivery. It provides information on what is working well, or what needs to be improved. To promote the efficiency and effectiveness within the organisation, monitoring and evaluation will provide a strong and coherent system of learning and performance measurement that will integrate lessons learnt into management decision-making.

MONITORING AND EVALUATION APPROACH

The ultimate responsibility of the Ministry of Education is to develop the full potential of all students, that is, provide an education that is holistic and provides all children with equal access and opportunity. The intention of the Ministry is to achieve and surpass all of its targets as prescribed by the performance indicators of each strategic activity. The Monitoring and Evaluation Framework seeks to continuously measure and track implementation performance against targets and goals. This is to be achieved through a specific division of the Ministry, headed by a DPS, i.e. the “Performance Monitoring and Evaluation and Transformation Management Division”.

Monitoring Strategies

There will be two levels of monitoring of the Ministry’s Strategic Plan, in accordance with both the Ministry’s reporting requirements and those of the Ministry of Planning and the Economy for ministries and state agencies:

- [a] Monitoring using the Ministry’s annualised Business Plans;
- [b] Monitoring using the Divisional Operational Plans.

[a] Monitoring using the Annual Business Plan

- The Business Plan will be updated on a monthly basis, showing the progress towards the achievement of programme targets;
- The progress towards the achievement of the objectives outlined in the five-year strategic plan will be measured using the indicators identified and agreed with the responsible Division/Unit /Officer. The Corporate Planning Unit will facilitate the development of performance indicators for all activities that require measurement;
- Each responsible officer will provide a monthly report on the performance of the programmes and initiatives under their purview, using the prescribed reporting template;
- Monthly reports from each Division/Unit will include copies of evidence which will be compiled by the Corporate Planning Unit;
- The Corporate Plan updates will be presented to the SET on a quarterly basis.

[b] Monitoring using the Divisional Operating Plans

- The monitoring of the ESSP will be done on an monthly basis, through updates to the divisional operational plans;
- The annual report will be compiled from the accumulative monthly reports of the Annual Business Plans
- The costs of achieving the ESSP strategies and targets will be compared to the overall costs as per the total Plan;
- The ESSP is a forward planning document with assumptions taken into account;
- Monitoring will also include the realities of the assumptions.

REPORTING REQUIREMENTS

To satisfy internal reporting requirements, the Corporate Planning Unit will compile the various monthly reports, with the updated performance measurements and submit an analytical report to the DPS responsible for “Performance Monitoring and Evaluation and Transformation Management”. The Report will highlight issues and challenges impacting the achievement of business plan objectives. It will also highlight potential “hot spots” that require the immediate attention of the Senior Executive Team.

At the end of each fiscal year, the Corporate Planning Unit will also compile and produce a report on the performance of the Education Sector Strategic Plan for the benefit of the decision-makers in the Ministry. The will provide the opportunity to make amendments based on emerging trends and issues.

The template to be introduced for the periodic collection of performance information is attached at Appendix 9.

PART 6: Financing Framework 2011-2015

INTRODUCTION

The construction of this financial framework is a major step in anticipating the recurrent and capital costs of education for the medium term October 2011 to September 2015. It allows the Ministry to realistically plan the financial resources required to carry out its programmes successfully and provides for the periodic adjustments to the projections. The baseline and current year figures have been extracted from current draft estimates.

FINANCIAL PROJECTION BY SUB-SECTOR/KEY OUTPUT AREAS

The following gives a summary of the recurrent expenditure projections in each of the major output areas or sub-sectors from 2011-2015:

Table 7: Summary of Recurrent Financial Projections, by Expenditure Areas

Item Description	Actual Exp. 2011 (‘000s)	Budget Estimate 2012 (‘000s)	Forecast 2013 (‘000s)	Forecast 2014 (‘000s)	Forecast 2015 (‘000s)
ECCE					
<i>Personnel Expenditure</i>	17,216	19,000	21,200	23,500	26,000
<i>Goods and Services</i>	10,775	12,700	16,000	20,000	25,000
<i>Minor Equipment</i>	250	1,124	1,200	1,320	1,400
<i>Transfers and Subsidies</i>	7,393	7,576	8,700	9,000	9,500
<i>Sub-Total:</i>	35,634	40,400	47,100	53,820	61,900
Primary Education					
<i>Personnel Expenditure</i>	925,676	1,119,601	1,118,000	1,118,000	1,285,000
<i>Goods and Services</i>	10,678	24,402	30,000	37,500	46,800
<i>Minor Equipment</i>	700	5,100	5,600	6,160	6,770
<i>Transfers and Subsidies (including Special Education)</i>	66,740	78,880	94,600	94,600	104,060
<i>Sub-Total:</i>	1,003,794	1,227,983	1,248,200	1,256,260	1,442,630
Secondary Education					
<i>Personnel Expenditure</i>	959,928	1,141,601	1,428,000	1,714,000	2,400,000
<i>Goods and Services</i>	8,690	57,140	62,850	69,135	76,000
<i>Minor Equipment</i>	0	0	0	0	0
<i>Transfers and Subsidies (including Technical/Vocational Education)</i>	192,660	214,456	214,456	230,000	230,000
<i>Sub-Total:</i>	1,161,278	1,413,197	1,705,306	2,013,135	2,706,000

Item Description	Actual Exp. 2011 (‘000s)	Budget Estimate 2012 (‘000s)	Forecast 2013 (‘000s)	Forecast 2014 (‘000s)	Forecast 2015 (‘000s)
Social Support Programmes					
<i>Textbook Rental Programme</i>	33,381	33,381	120,000	10,000	10,000
<i>School Nutrition Programme</i>	235,708	248,000	269,100	275,200	278,114
<i>School Transportation</i>	0	0	0	0	0
<i>Student Support Services Programme</i>	6,220	6,220	7,000	7,000	7,500
<i>National Open School of Trinidad and Tobago</i>	5,000	5,000	5,000	6,000	6,000
<i>Sub-Total:</i>	280,309	292,601	401,100	298,200	301,614
Teacher Training & Development <i>(incl. CETT, STARR-Monitoring Unit, ICT-NESC)</i>	0	14,800	24,800	27,280	30,008
<i>Stipend for T-O-T Teachers involved in mentorship under the CAP</i>	0	1,000	1,000	1,000	1,000
<i>Sub-Total:</i>	0	15,800	25,800	28,280	31,008
ICT in Education					
<i>Laptop Programme</i>	84,000	81,400	76,000	71,000	71,000
<i>Computer Labs</i>	1,300	6,600	6,600	6,600	6,600
<i>School Networking</i>	0	2,500	2,500	2,500	2,500
<i>Sub-Total:</i>	85,300	90,500	85,100	80,100	80,100
General Administration					
<i>Personnel Expenditure</i>	184,098	186,336	190,063	195,765	203,595
<i>Goods and Services</i>	697,296	679,827	693,424	714,226	742,795
<i>Minor Equipment</i>	78,060	9,444	9,633	9,922	10,319
<i>District Services</i>	2,867	3,738	3,813	3,927	4,084
<i>RCLRC</i>	18,171	24,605	25,097	25,850	26,884
<i>Sub-Total:</i>	980,492	903,950	922,029	949,690	987,677
Other Current Transfers and Subsidies					
<i>Regional and International Bodies</i>	15,026	15,505	15,505	15,505	15,505
<i>Community Partners (NPTA, LSBs)</i>	150	150	150	150	150
<i>State Agencies/Statutory Boards</i>	25,001	25,533	26,001	26,001	27,800
<i>Sub-Total:</i>	40,177	41,188	41,656	41,656	43,455
Other Household and Subsidiary Costs	3,338	2,201	2,531	2,423	3,237
TOTAL RECURRENT EXPENDITURE:	3,590,322	4,027,820	4,478,822	4,723,564	5,657,621

CAPITAL FINANCIAL PROJECTIONS

This table represents the financial projections for capital construction, under each of the educational sub-sectors, over the term of this strategic plan. The capital development programme is comprised of the Public Sector Investment Programme (PSIP), i.e. the Consolidated Fund and the Infrastructure Development Fund.

Table 8: Summary of Capital/Development Programme projections, by Sub-Sector

Item Description	Actual Exp. 2011 (‘000s)	Budget Estimate 2012 (‘000s)	Forecast 2013 (‘000s)	Forecast 2014 (‘000s)	Forecast 2015 (‘000s)
ECCE					
• New Construction	45,000	88,000	96,200	0	0
• Improvement to existing ECCE centres	5,000	4,000	5,760	8,564	11,286
• Outfitting and Conversion of Primary to ECCE	0	18,000	30,000	32,000	0
• Public-Private Partnerships (200 centres)	0	6,750	11,250	13,500	13,500
<i>ECCE sub-Total:</i>	50,000	116,750	143,210	54,064	24,786
Primary Education					
• New Construction	130,200	245,570	245,500	300,000	315,000
• Improvement/Refurbishing/Extensions of Current Stock	25,000	56,000	56,000	56,000	56,000
<i>Primary Education sub-Total:</i>	155,200	301,570	301,500	356,000	371,000
Secondary Education					
• New Construction	264,000	577,257	550,000	550,000	550,000
• Improvement/Refurbishing/Extensions of Current Stock	11,000	10,612	18,732	15,174	20,194
<i>Secondary Education sub-Total:</i>	275,000	587,869	568,732	565,174	570,194
Special Education	2,000	4,400	4,500	4,500	5,000
Public Buildings:					
• District Office Upgrades	10,141	5,200	5,790	4,900	4,000
Support for Seamless Education System Project	30,000	65,000	34,380	22,469	24,000
TOTAL CAPITAL PROGRAMME:	522,341	1,080,789	1,058,112	1,007,107	998,980

STRATEGIC ACTION PLAN (2011-2015)

APPENDICES

APPENDIX 1

KEY STAKEHOLDER ISSUES/EXPECTATIONS

The satisfaction of stakeholders' and customers' needs is one of the main drivers of the Ministry's strategic objectives. While the people of the nation have been identified as the stakeholders of the education system, the Ministry of Education has prioritised the critical needs of key stakeholders in order to tailor its service delivery. The needs of each key stakeholder group are as follows:

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
Students of Trinidad and Tobago [PRIMARY CUSTOMERS]	<ul style="list-style-type: none"> Teachers who are competent, qualified, technology up-to-date, committed, nurturing, focused, interested, fair, respectful, in tuned, punctual and regular on the job; Quality curriculum which caters to students needs; Relevant instructional material; Diverse and interesting educational experiences; Equal opportunity; Quality, safe and secure physical environment and amenities; Participation in the decision-making process; Respect from peers; Relevant and appropriate student support services. 	<p>The attainment of the value outcomes for children;</p> <p>Children who can contribute/participate in a globalised, knowledge-based society.</p>
Parents, National Parent-Teacher Association (NPTA) and other Parent Associations	<ul style="list-style-type: none"> Recognition of their child's potential for success; An environment for the fair treatment of their children; Equal access and opportunities to schooling and learning (ECCE, primary, secondary, repeaters, advance proficiency, tech/voc); Development of the talents and skills of their children; Development of social and interpersonal skills of their children; Caring and competent teachers; Access to the principal and teachers; Access to special education needs schools; 	<p>Confident and well-adjusted citizens of Trinidad and Tobago</p> <p>Reduction in crime, violence and social ills.</p>

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
	<ul style="list-style-type: none"> • Education & development of their children to enable them to pass their exams; • Various levels of certification and recognition of their children; • A safe, secure and healthy environment which will also protect the children from physical and emotional abuse; • An inclusive education system and environment; • Information about the affairs of the school and child and a mechanism for feedback; • A participatory role in school affairs and in decision-making (voices to be heard by teachers, principals and supervisors); • Guidance and support for proper parenting; • Access to student support services, including special education needs and disabilities assessments; • Identification and clarification of authorised personnel to deal with related issues. 	
Teachers	<ul style="list-style-type: none"> • Relevant well-defined curriculum, with support material for effective delivery; • Relevant resources and materials; • Non-contact time for planning and marking student scripts etc.; • Participation in decision-making; • Clear career path and promotional opportunities; • Caring and competent teachers; • Recognition for excellence; • Fair remuneration; • Timely resolution of HR issues; • Prompt processing of retirement benefits; • Safe, healthy and secure working environment; • Respect for their union and staff representatives. 	A cadre of trained, professional teachers who can satisfy the diverse needs of all learners.

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
School Administrators and Staff	<ul style="list-style-type: none"> • Transformational leaders • Safe, comfortable and aesthetically pleasing work environment which complies with OSHA requirements • Opportunities for professional development and promotion • Mentoring, coaching, support and a clear direction • Appropriate work/life balance • Appropriate mechanisms to be aware of and understand policies • Participation and involvement in decision-making • Appropriate levels of communication • Fairness and transparency • Timely processing of benefits • Coordinated and efficient operations and appropriate resources • Reasonable deadlines, demands and requirements • Reasonable proximity to work areas in relation to home • Recognition and reward for work excellence and competence 	Effective change agents who can fulfil the goals of a modernised education system.
Minister of Education	<ul style="list-style-type: none"> • Fulfilment of the responsibilities assigned to the office under the Education Act. • An education delivery system, which provides value for money. • Schools that are models of excellence. • A curriculum with the scope and design to shape the holistic development of children. • Excellent corporate image. 	An efficient and effective education system that meets the needs of learners and the development priorities of Trinidad and Tobago.

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
Leadership (The Executive Core)	<ul style="list-style-type: none"> • Effective support for a shared vision; • Mutual respect; • Adherence to policy guidelines; • Efficient and effective professional performance including proactive managers who manage; • High performing and competent staff; • Good intra and inter organisational relationships; • Timely and accurate information and responses to issues and meeting deadlines; • Support for development of career paths; • Clear lines of communication; • Fair and decent working conditions for all employees. 	Leadership who are aware, adaptive and responsive to the changing local, regional and international environments and their effects on the education system.
Denominational Boards	<ul style="list-style-type: none"> • Maintain their particular ethos and autonomy; • Relevant and appropriate support services to satisfy their specific needs; • Most relevant and qualified teachers for the respective denominational body; • Assign students based on their choice; • Quick and appropriate levels of resources including infrastructure, funding etc.; • Timely and efficient information and communication; • Timely resolution of problems e.g. teacher transfers; • Recognition and appreciation. 	Participate in the development of the nation.
Tobago House of Assembly (THA)	<ul style="list-style-type: none"> • A relationship that recognises the THA Act in dealing with Tobago; • Inclusive collaborative and shared decision-making in policies; • Communication and effective sharing of information; • Training and other aspects of development that impact education; • Participation in educational activities and meetings. 	<p>Harmonise the delivery of education services in T&T;</p> <p>Improved student performance in the academic, social and affective skills.</p>

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
Ministry of Finance	<ul style="list-style-type: none"> • Proper alignment of plans and deployment of resources with the government's strategic direction; • Compliance with all financial guidelines, regulations and Exchequer and Ordinance Act; • Accurate and prompt budgeting; • Proper accountability in the use of resources; • Use of proper procurement procedures; • Justification for movement of resources; • Accurate and timely reporting. 	Efficient and effective use of resources Improved planning and allocation of scarce resources.
Other Government Ministries and Agencies	<ul style="list-style-type: none"> • An education system that produces a well-rounded child who can contribute meaningfully to national development and nation-building; • Strong intellectual capacity as a foundation for sustainable development; • Well-informed citizens; • Excellent "customer" service; • Provision of accurate information on all projects undertaken within the education system to ensure transparency, accountability, good governance and value for money; • Proactive approach in the education system leadership, management and operations to avoid unnecessary conflicts (e.g. marching, protest action); • Effective leadership; • A well informed and effectively communicated Vision and Mission; • A well formulated and shared strategic direction; • Organisational integration, synergy and cohesiveness; • Excellent institutional and internal structures and processes to deliver quality services; • Fairness and equity in the system; • Practice of good work ethics and a fair day's work; 	Improved collaboration for the delivery of social services to the people of Trinidad and Tobago; Improved research capability and policy making decisions.

KEY STAKEHOLDERS	ISSUE(S)	IMPACT
Teaching Services Commission and the Chief Personnel Office	<ul style="list-style-type: none"> • A feedback loop in the system that includes the public; • Structured and effective monitoring and evaluation system in use. • Expeditions, complete and accurate submission of information especially in relation to appointments, promotion and disciplinary matters; • Effective interpretation of policies, procedures etc.; • Appropriate levels of personnel for interview panels and disciplinary tribunals; • Timely investigation and unbiased reporting; • Good Industrial Relations practices. 	<p>Efficient and effective use of resources Improved planning and allocation of scarce resources.</p> <p>Efficient and Effective machinery/system for the recruitment, promotion and discipline of the teaching body.</p>
TTUTA and other Unions	<ul style="list-style-type: none"> • Respect; • Appropriate and effective levels of communication; • Collaboration, consultation and involvement prior to decision-making; • Systems and policies to safeguard the well being of their members; • Appropriate dispute resolution mechanisms; • Timely remittance of member dues; • Fair remuneration for their members. 	Efficient education system and an industrial climate conducive to economic growth and development.
Post-Secondary and Tertiary Institutions	<ul style="list-style-type: none"> • Information, guidance and access to curriculum input and training opportunities; • Quality entrants into their system; • Opportunities to collaborate on areas and sites for research, in addition to having data on students and staff; • Access to the Ministry's expertise e.g. for part-time lecturing; • Employment opportunities for their graduates; • Opportunities for consultancies. 	A nation that can contribute and participate in a globalised knowledge based society.

APPENDIX 2

SWOT ANALYSIS OF THE MINISTRY OF EDUCATION

The Strategic Assessment of November 2010 identified a number of weaknesses and challenges of the Ministry that should be addressed. These may be viewed at [http://www.moe.gov.tt/spotlightPDFs/MOE Strategy Report Nov 2010.pdf](http://www.moe.gov.tt/spotlightPDFs/MOE%20Strategy%20Report%20Nov%202010.pdf), slide no. 25. These have been considered, in addition to the SWOT, in the development of strategies to improve the Ministry's internal capacity to lead the renewal of the education system.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Clear legal mandate for the management of the education sector • Committed qualified staff to implement policies, programmes and plans • The existence of district offices and the implementation of School-Based Management increases the efficiency and relevance of services delivered to schools • Considerable resources allocated – human, financial, material • Social support services used as a model in the Region • An education policy framework to transform the education system and sustain continuous improvement • Support from international development agencies (IADB, UNESCO, etc.) for reform initiatives • Management commitment to strategic planning 	<ul style="list-style-type: none"> • Underdevelopment of the policy analysis and review capabilities • Poor systems for data capture, storage and dissemination impede the timely identification and resolution of gaps and other issues in the system • Lack of timely, accurate data prevents data-driven decision-making overall • Absence of an Educational Management Information System (EMIS) • Under utilisation of ICT for management purposes • Culture of bureaucracy will stymie transformation progress • Inadequate and inefficient human resource management processes (e.g. lengthy recruitment process resulting in loss of more qualified candidates) • Performance management system not fully integrated
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Education and development of children are at the centre of the national development agenda • High Human Development Index and declining poverty levels • Government's Output-Based Management System will improve alignment of programmes and plans • Government's commitment to engaging stakeholders in the development of the sector • Regional commitment to expanding the CSME provides alternate source for skill • High GDP per capita • Information and Communication Technologies identified as a key developmental pillar 	<ul style="list-style-type: none"> • Centralised budgetary system which may not align to the strategic objectives of the Ministry • High incidence of HIV infection among young adults • Absence of an Education Master Plan (10-15 year cycles) impacts on the sustainability of programmes and initiatives • High levels of criminal activity in some communities • Expansion in the economy being fuelled by high prices and not increased productivity, which has implication for future public expenditure on education • High infant mortality rate • High incidents of child abuse • High inflation rate • Decline in average population growth rate

APPENDIX 3

VISION FOR OUR CHILDREN OF TRINIDAD AND TOBAGO

A. Children who will achieve their full potential...

1. Function with a purpose based on love, value, family life, service and aesthetic expression
2. Understand and participate constructively in their career and vocational pathway
3. Able to cope with daily challenges, set healthy boundaries and make wise social choices
4. Productive achievers, role models with good work ethics
5. Will function at their best with a strong sense of commitment to their interests and activities
6. Optimise their God-given talents to advantage
7. Enterprising and responsible in risk taking
8. Recover quickly from setbacks and disappointments
9. Achieve economic well-being and make a positive contribution to society

B. Children who are adequately prepared educationally to fulfill their potential...

1. Prepared to participate in society as appropriate to their age
2. Academically balanced to be productive (combination of appropriate skills and competencies)
3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas
4. Skilled in the use of current technology and the Internet (cyber wellness)
5. Proficient in a second language

C. Children who are adequately developed socially and culturally...

1. Productive and have good self-image
2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships
3. Competent to interact and communicate with others, within different social settings and environments
4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community
5. Historically aware, including knowledge of our people
6. Capable of informed participation in the democratic and political process
7. Capable of functioning with good character and values in their culture
8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views
9. Developed with interpersonal and language skills
10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development
11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict
12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country
13. Functioning with an honest sense of family and community
14. Proficient in dealing with daily conditions
15. Skilled in finding a safe place to think and grow

16. Confident in themselves, self motivated, enterprising and pursue self-education and lifelong self development and able to work independently and with others
17. Capable of finding assistance if they are abused or neglected
18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth
19. Appreciative of the contribution of the Arts to daily life, cultural identity and diversity, locally, regionally and internationally
20. Able to express themselves through the arts

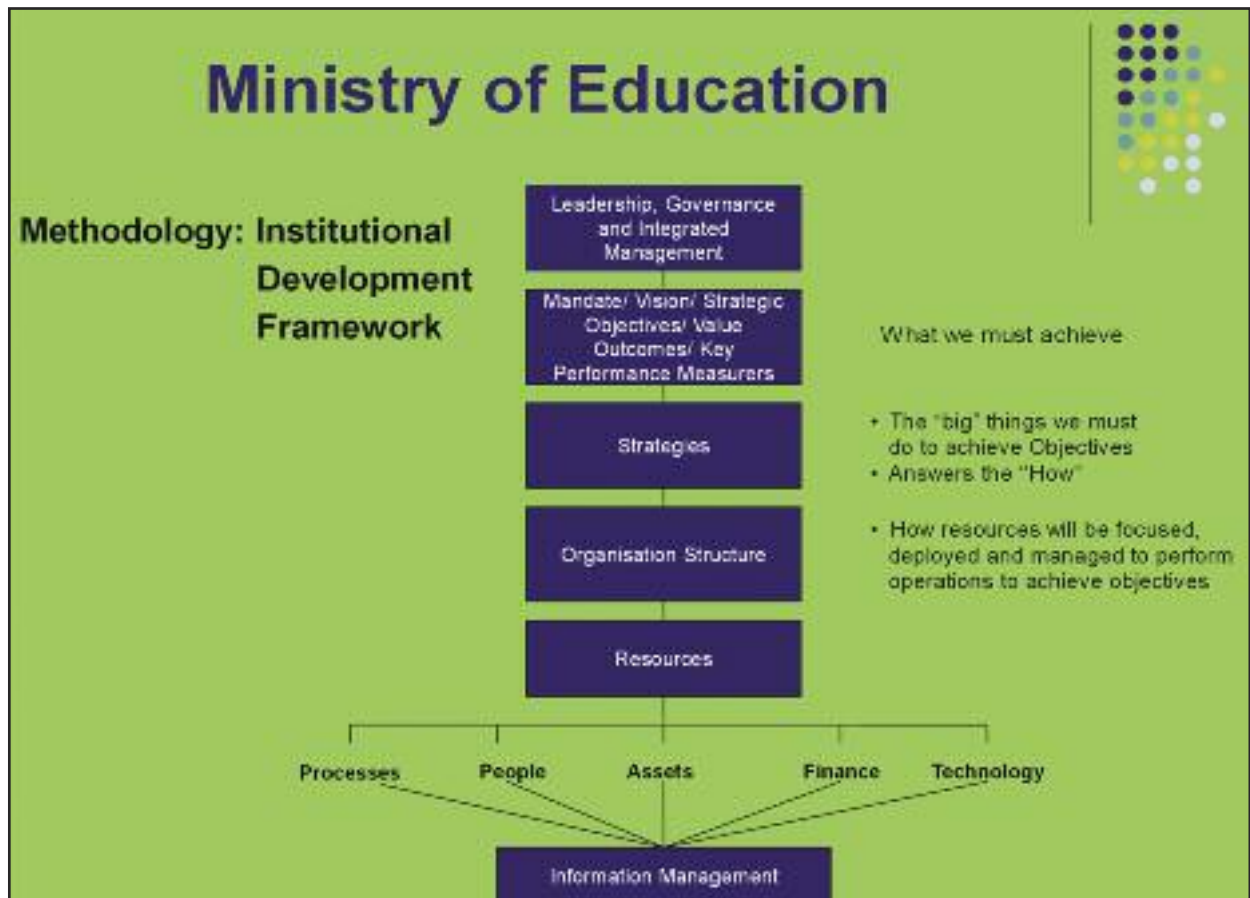
D. Children who are healthy and growing normally...

1. Secure and safe in their home, school, and community
2. Physically fit, mentally alert, well-nourished, and psychologically sound
3. Active in exercise, sports, games and recreation
4. Capable of wholesome interaction with peers
5. Morally prepared for a productive life
6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing, and memory or mobility challenges

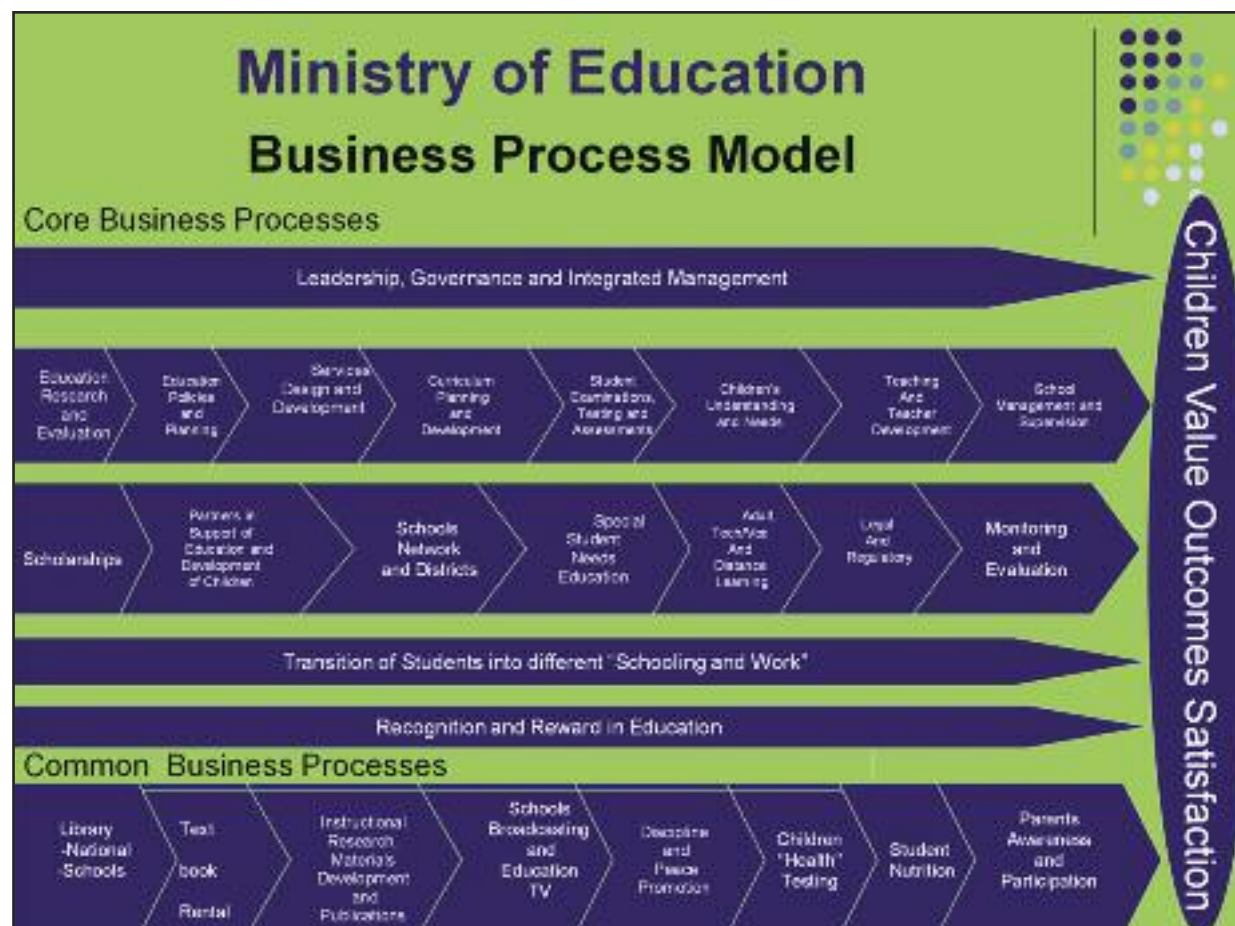
E. Children who are emotionally developed, mature and happy...

1. Able to enjoy daily life, have fun and express happiness and positive emotions
2. Participants in entertainment and celebration
3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives
4. Mature and able to become full-fledged, productive and enterprising citizens

APPENDIX 4



APPENDIX 5a




APPENDIX 5b

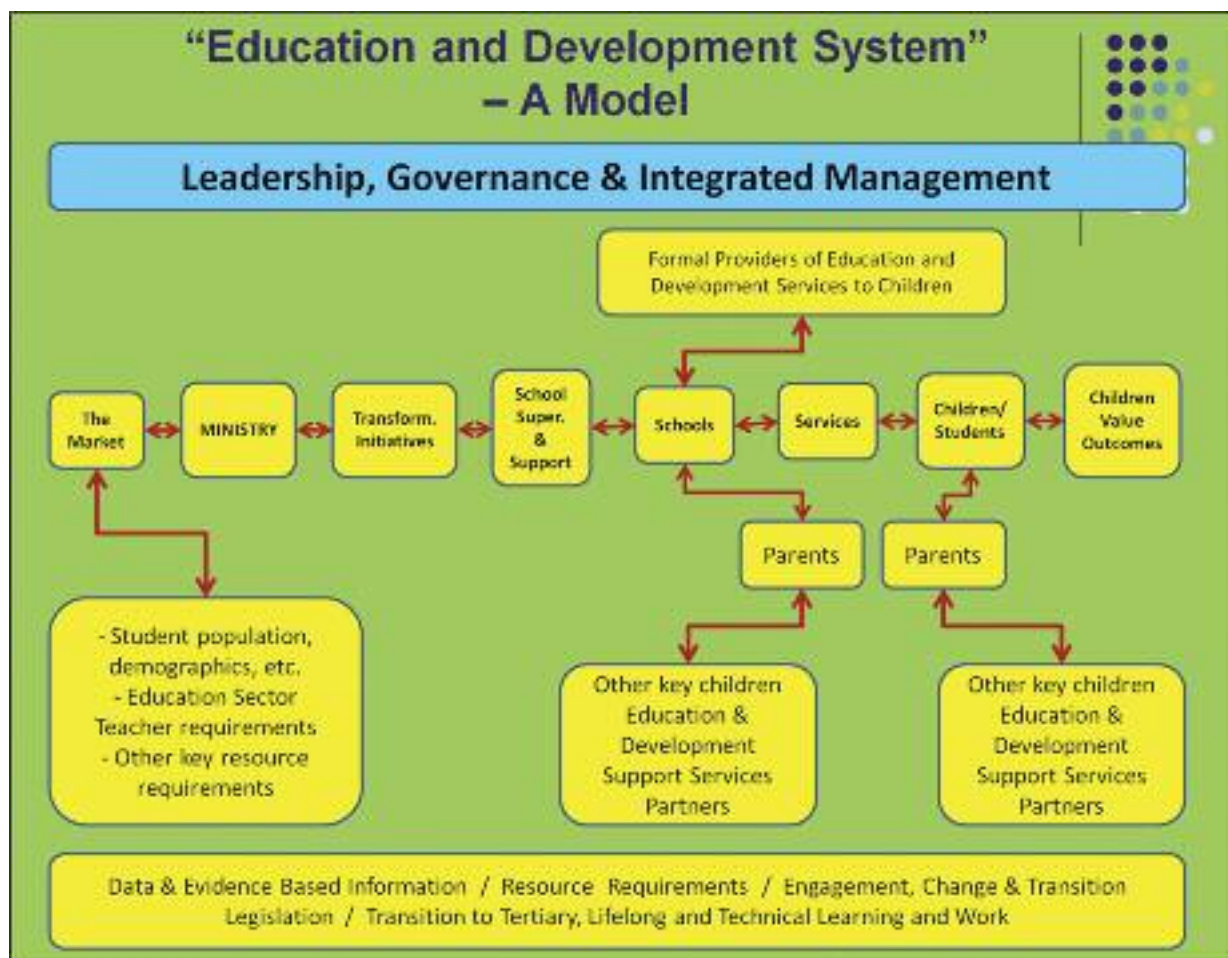
Ministry of Education

Support Processes

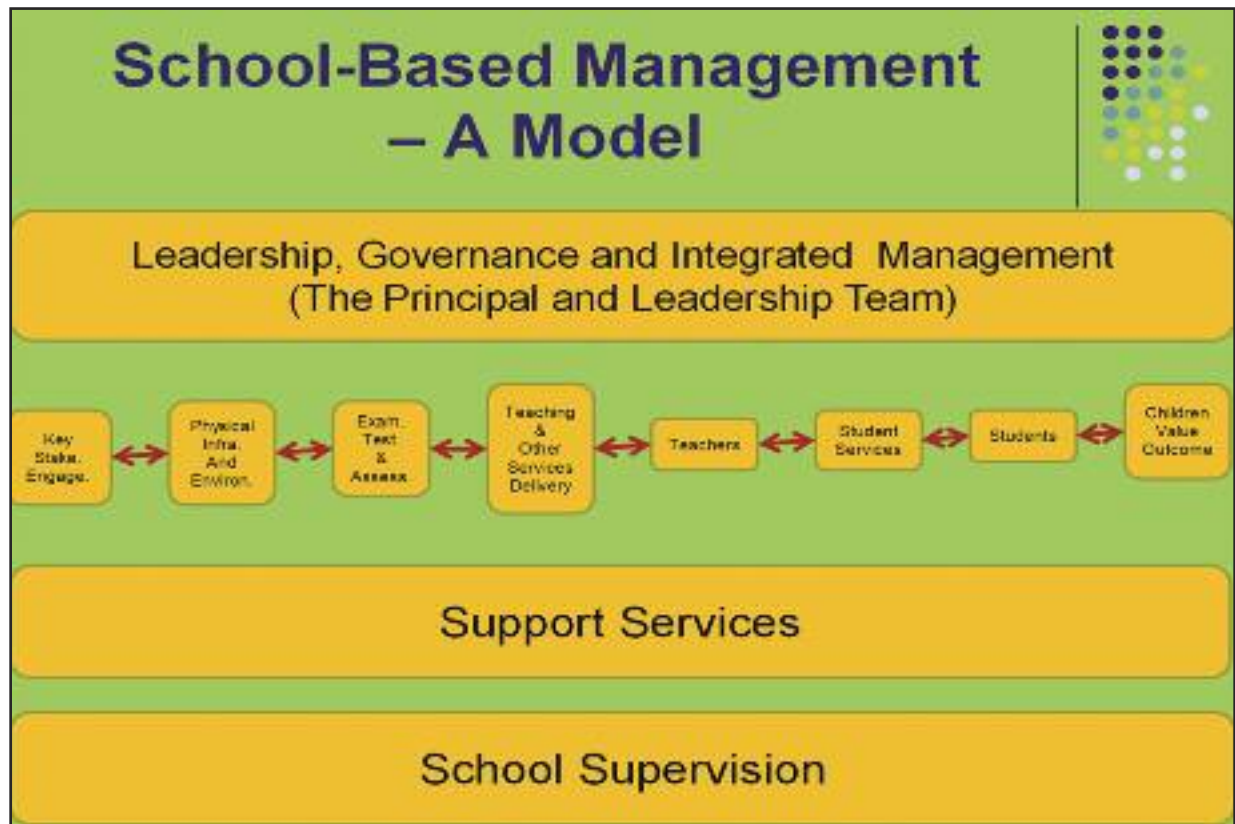
- General Business Planning and Management
- Finance and Accounts
- HRM- Employee Assistance; Occupational Research
- ICT
- Internal Audit
- Legal
- Performance Analysis and Reporting
- Security
- Facilities
- Procurement
- Programme and Projects Planning and Management
- Communications
- Change and Transition
- Quality Management
- Corporate Administration Services
- Support Services Partner Management e.g.- PTSC
- Registry, Documentation and File Management
- Knowledge Management



APPENDIX 6



APPENDIX 7



APPENDIX 8

ORGANISTIONAL PROFILE OF THE MINISTRY OF EDUCATION (Existing)

Divisions

1. Corporate Communications Division
2. Curriculum Planning and Development Division
3. Educational Research and Evaluation Division
4. Early Childhood Care and Education Division
5. Education Facilities Planning and Procurement Division
6. Education Services Division
7. Educational Planning Division
8. Finance and Accounts Division
9. General Administration Division
10. Human Resource Management Division
11. Information and Communications Technology Division
12. School Supervision Division
13. Student Support Services Division

Supporting Units

1. Business Planning Unit
2. Decentralisation Action Unit
3. Distance Learning Education Project Unit
4. Education Television Unit
5. Examinations Unit
6. Instructional Materials Production Unit
7. Internal Audit
8. Legal Unit
9. Local School Board Project Unit
10. Monitoring Unit (STARR)
11. Occupational Research Unit
12. Pension and Leave Unit (Temporary)
13. Project Implementation Unit (Caribbean Centre of Excellence for Teacher Training)
14. School Publications Unit
15. Schools Broadcasting Unit
16. Schools Library Services Unit
17. Programme and Projects Planning and Management Unit
18. Teacher Education and Teacher Performance Project Unit
19. Textbook Management Unit

Statutory Board

- Trinidad and Tobago National Commission for UNESCO

State Enterprises

- Education Facilities Company Limited
- National Schools Dietary Services Limited

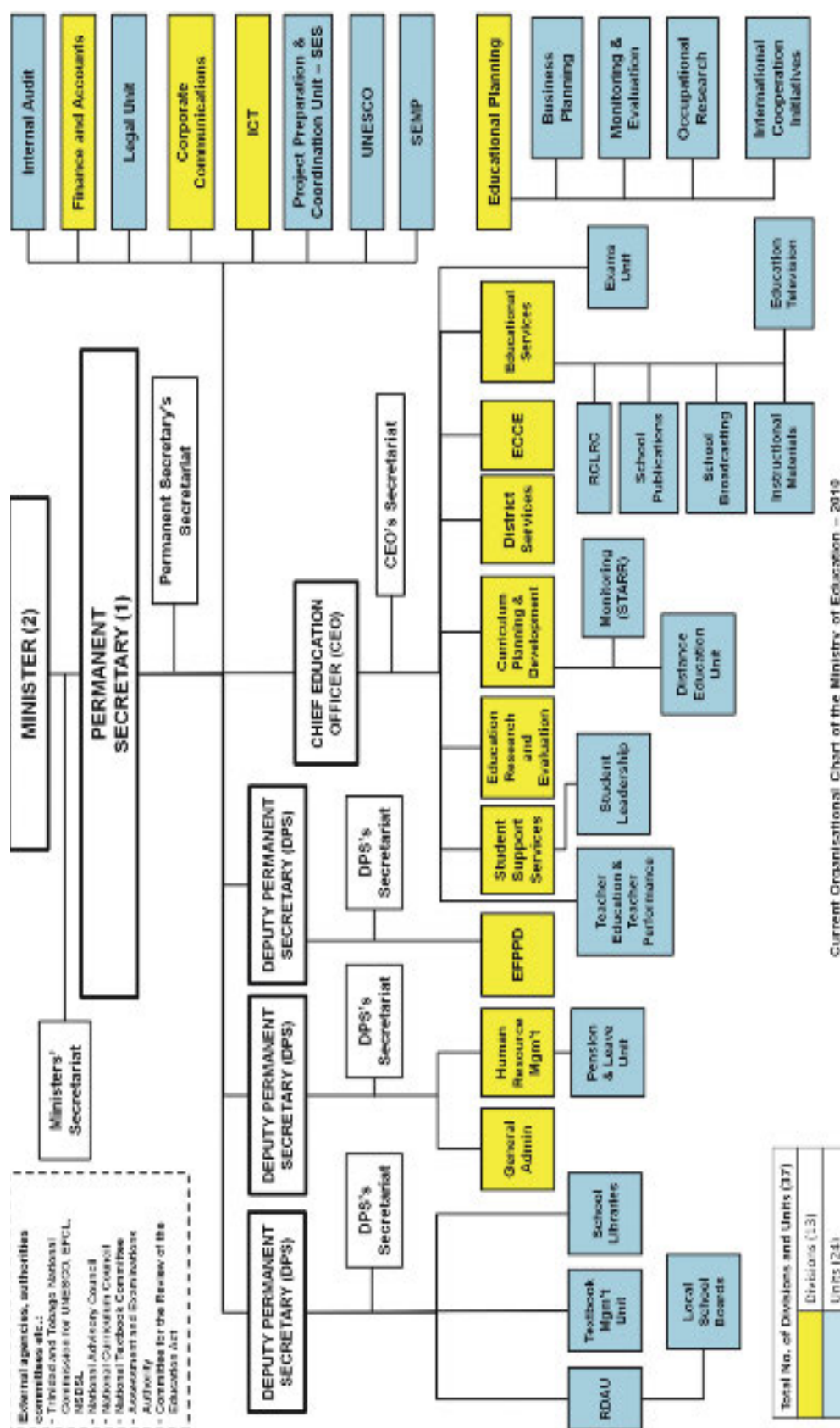
Education District Offices

There are eight (8) Education Districts within Trinidad and Tobago. The Ministry operates fully-staffed offices within each district and they exist to support the Central Administration in the implementation of the Ministry's policies and programmes at the local level. District offices are semi-autonomous arms of the Ministry which are primarily responsible for providing school-based supports, mentoring, inspection and supervision. The Education District offices and their location are as follows:

- (1) **Victoria Education District Office**
Laughlin & De Gannes Building, 18-22 Sutton Street, San Fernando
- (2) **St. George East Education District Office**
Corner Green Street and El Dorado Road, Tunapuna
- (3) **Caroni Education District Office**
14 Camden Court, Couva
- (4) **St. Patrick Education District Office**
101 Farah Street, San Fernando
- (5) **Port of Spain & Environs Education District Office**
50A Jerningham Avenue Belmont
- (6) **South Eastern Education District Office**
Corner High Street and St. Croix Road, Princess Town
- (7) **North Eastern Education District Office**
Savi Street, Boodooville, Sangre Grande
- (8) **Tobago Education District Office**
Dutch Fort, Scarborough, Tobago

APPENDIX 9a

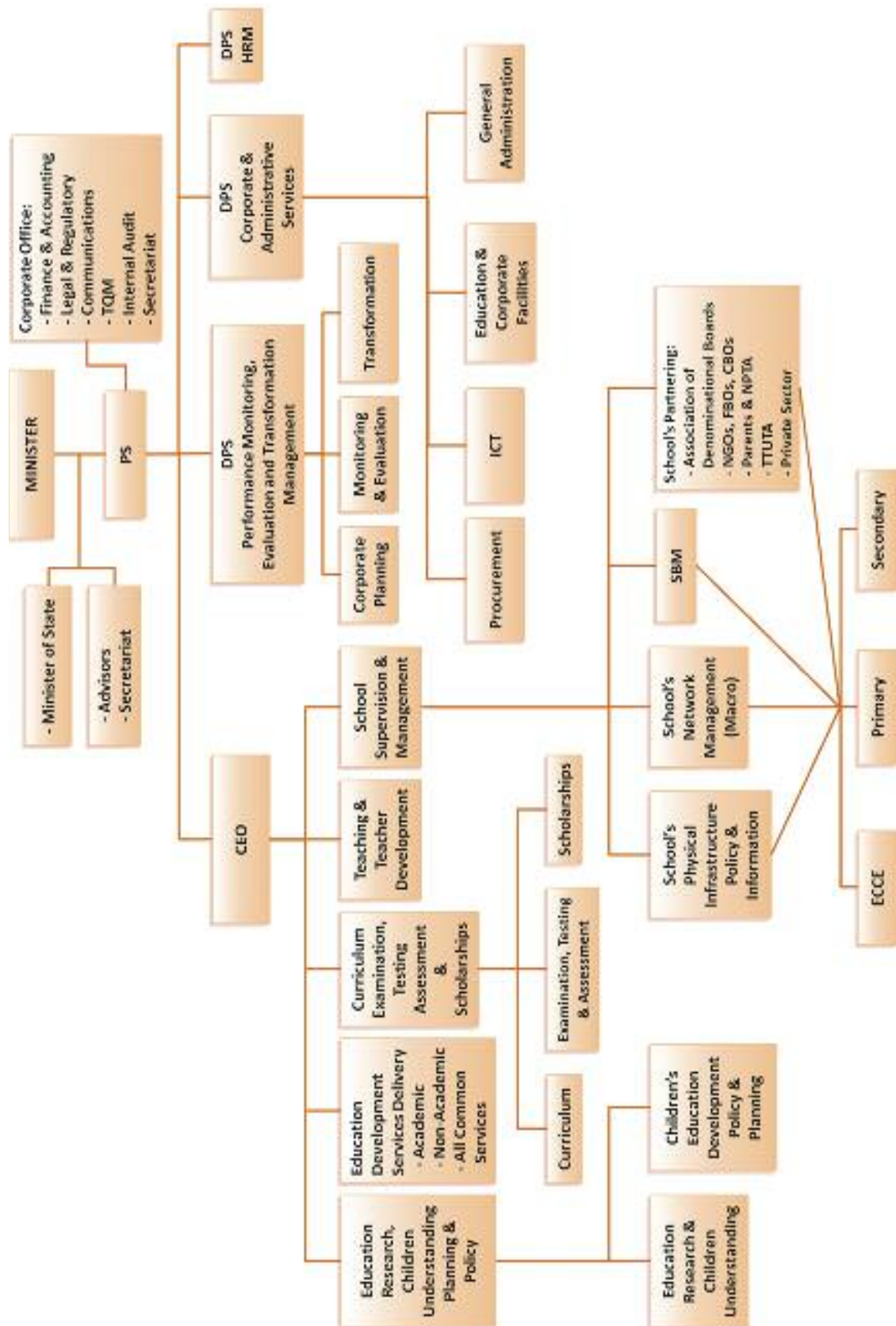
ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION (Existing)



Current Organisational Chart of the Ministry of Education – 2010

APPENDIX 9b

MINISTRY OF EDUCATION Proposed Organisation Structure – (Amended by SET 21/11/11)



APPENDIX 10

**2011-2012 Business Plan
MONTHLY PROGRESS REPORT**

Division/Unit Section				Reporting Period		
Prepared by		Position			Date	

I. MAJOR ACHIEVEMENTS:

(Completed Milestones and Unexpected Outcomes may be included here)

11-12 Target	Accomplishment	Contribution to Strategic Objective

II. MONTHLY PROGRESS UPDATE:

Outline your progress towards achieving your targets and milestones as indicated in the 2009-2010 Consolidated Business Plan.

(a) NARRATIVE

11-12 Target	Q2 Milestone	Reason(s) for Variance (if any)	Proposed Changes to Q3 and Q4 Milestones (if any)

(b) FINANCIAL REPORT

11-12 Target	09-10 Approved Allocation	Q1	Q2		Q3	Q4	Year-to- Date Actual
		Actual	Forecast	Actual	Forecast	Forecast	

III. CHALLENGES:

Challenge(s)	Strategies/Solutions to Address Challenge

IV. LESSONS LEARNT:

What trends have you discovered that may eventually impact your Section's performance? What has been working for you? What suggestions do you have for improving how you now work in order to improve your Section's and the Ministry's performance?

Lessons Learnt/Good Practices/Recommendations

V. RESOURCE REQUIREMENTS

What resources will you need to support your planned activities for the remainder of the fiscal year?

What key challenges does your Section face in meeting your objectives and how will they be addressed?

	Purpose (linked to Outputs/Outcomes)	Q2	Q3	Q4
Financial Projections				
Human Resource (additional)				

Technological OR Communication Support				
Other: (incl. Collaboration with External Stakeholders and other MOE Sections)				

CORPORATE PLANNING PROCESS

Glossary of Terminologies

Accountability: Being responsible for performance results and other conferred responsibilities, combined with an obligation to report to a higher authority on the discharge of those responsibilities and the results obtained.

Action Plan: Specific actions that respond to short- and longer-term strategic objectives. An action plan covers each programme activity set forth in a division or unit's budget. It supports the organisation's Corporate Plan; establishes performance goals or objectives to define the level of performance to be achieved by a programme activity; expresses such goals in an objective, quantifiable, and measurable form; briefly describes the operational processes, skills, technology, resources, and timeframe required to meet the performance goals; identifies ownership and levels of responsibility; establishes performance indicators to be used in measuring or assessing the relevant outputs, service levels, and outcomes of each programme activity; provides a basis for comparing actual programme results with the established performance goals; and describes the means to be used to verify and validate measured values.

Alignment: Alignment refers to consistency of plans, processes, information, resource decisions, actions, results, and analyses to support key organisation-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels of the education system.

Baseline Data: Initial collection of data to establish a basis for comparison.

Benchmark: A standard or point of reference against which performance is measured.

Benchmarking: The process of continuously comparing and measuring the organisation against best practices, locally or internationally, to gain information that will help the Ministry take action to improve its performance.

Core Process: The fundamental activities, or group of activities, so critical to the Ministry's success that failure to perform them in an exemplary manner will result in deterioration of the organisation's mission.

Customer: The learners of Trinidad and Tobago, particularly at the ECCE, primary and secondary levels. Learners establish the requirement of any process in the Ministry of Education and receive or use the outputs of that process, whether directly or indirectly.

Dashboard: A dashboard is an analysis application used to convey timely and relevant data and critical information at a glance, usually with graphical elements. It lets users analyse and explore performance data across multiple dimensions and at different levels of detail to get at the root cause of problems and issues, communicate, and make decisions.

Driver: A measurable strategic priority area. The Ministry of Education drivers include student achievement.

Educational Outcomes: The knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

Environment: Circumstances and conditions that interact with and affect an organisation. These can include economic, political, cultural, and physical conditions inside or outside of the organisation.

Goal: A goal is a specific statement of the desired results to be achieved over a specified period of time. It describes how to reach the organisational vision, answering the question “how will we know when we’ve arrived?”

Impact: An impact is an intended or unintended consequence of policies, programmes, services or products, which is either positive or negative.

Indicator

An indicator is a particular value or characteristic used to measure activities, outputs or outcomes. It is important that indicators are comparable and measure actions for which the Ministry has direct control. There are several types of indicators:

- **Input Indicator** – a quantitative or qualitative measure of resources used to complete an activity and produce the outputs. While of limited usefulness in and of themselves, input indicators speak to the government’s commitment and are important components for determining efficiency and return on investment, e.g. “*percentage of development budget allocated for construction of primary schools*”.
- **Output Indicator** – a quantitative or qualitative measure of activities, work products, or actions. Outputs generally count things produced by the resources of the organisation or a programme. Input and output indicators relate to actions for which the government has direct control e.g. “*three new state-of-the-art primary schools built by August 2010*”.
- **Process Indicator** – a qualitative or quantitative measure used to indicate progress toward a desired objective, goal and/or mission.
- **Outcome/impact Indicator** – a quantitative or qualitative measure of the degree to which the organisation can be credited for the achievement of its planned objectives. Output indicators can either be indicators of well-being or indicators of process, e.g. “*reduction in the number of students resorting to violence to solve problems*” (well-being) or “*an ECCE GER 85% by December 2012*” (process).

Key Performance Indicator (KPI): Measurable factor of extreme importance to the organisation in achieving its strategic goals, objectives, vision, and values that, if not implemented properly, would likely result in a significant decrease in customer satisfaction, employee morale, and effective financial management. KPI measures are of different types:

<u>KPI TYPE</u>	<u>KPI MEASURE EXAMPLE</u>
INPUT	Resources (financial, staff, technology, materials, etc.) used to implement the PEP in primary schools.
PROCESS	Number of students receiving guidance intervention.

OUTPUT % of students who scored 60% and over in the SEA of the population of SEA repeaters from the previous year.

OUTCOME % of former remedial students scoring ‘above country Average’ in the PIRLS assessment.

Integrated Planning: The coordination, alignment, and synchronisation of all long-term and short-term planning activities (strategic, KPIs, target, financial, human resources, district action plans, school development plans, etc.) with a results management system to increase communication and support the mission and goals of the organisation.

Integration: The harmonisation of plans, processes, information, resource decisions, actions, results, and analyses to support key organisation-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

Measure: One of several measurable values that contribute to the understanding and quantification of a key performance indicator, e.g. “% of students obtaining 5 or more passes in the CSEC”. Measures may be categorised as input measures,

Metrics: The elements of a measurement system consisting of key performance indicators, measures, and measurement methodologies.

Mission: An enduring statement of purpose; the organisation's reason for existence. The mission describes what the organisation does, who it does it for, and how it does it. The new mission of the Ministry of Education is “...to educate and develop children who are able to fulfill their full potential, academically balanced, healthy and growing normally, well adjusted socially and culturally and emotionally mature and happy”.

Objective: As an important part of strategic and operational plans, an objective is a measurable statement or incremental milestone which specifies a change or benefit that the organization hopes to achieve as it strives to achieve a specific goal. Success in meeting the objectives can be readily evaluated using qualitative and quantitative measures.

Operational Plan: One of the three components of the integrated planning process. It is a short-term plan produced by a division, unit or district office based on the longer-term corporate plan. Some important operational plan elements are operational analysis, key performance indicators, performance standards or targets, short-term measurable objectives, unit action plans, and performance budgets.

Outcome: An outcome is a change as a consequence of specific policies, programmes and initiatives undertaken by the organisation. They are observable, measurable results or evidence of the educational experience or administrative activity. There are three types of outcomes - immediate, intermediate and long-term. An immediate outcome could be a change in attitudes. An intermediate outcome could be a change in behavior. The long-term outcome would be a lower or higher incidence of a specific result, e.g. lower drop out rate, unemployment, incidences of HIV infection among adolescents OR higher rates of rates, retention of qualified workers, students completing career paths.

Outputs: Direct products services or immediate results produced through programme activities and delivered to the Ministry’s clients or other stakeholder group.

Performance: The output results and their outcomes obtained from processes, programmes, and services that permit evaluation and comparison relative to goals, standards, past results, and other organisations. Performance can be expressed in nonfinancial and financial terms.

Performance Budget: A performance budget or performance-based budget is an integrated annual performance plan and annual budget that shows the relationship between programme funding levels and expected results. It indicates that a goal or a set of goals should be achieved at a given level of spending. Performance budgets are not just based on performance; they also require an understanding of what the end products (i.e., outcomes) should be in order to give a cause-effect indication of how funding will turn into positive results. As a result, the Government of Trinidad and Tobago’s Output Management Framework requires the submission of both Corporate and Business Plans to support budget requests.

Performance Management Framework: A performance management framework shows the flow of data/information to facilitate strategic planning, operational planning, and the management of programme activities. Main components of the performance management framework include the strategic plan, action plans, performance budgets, a planning tool, and a performance reporting tool to enable fact-based, participatory decision-making.

Performance Measurement: A process of assessing progress toward achieving predetermined goals, including information on the efficiency with which resources are transformed into goods and services (outputs), the quality of those outputs (how well they are delivered to clients and the extent to which clients are satisfied) and outcomes (the results of a programme activity compared to its intended purpose), and the effectiveness of government operations in terms of their specific contributions to programme objectives.

Performance Report: A performance report is a summary of the organisation’s activities, outputs or outcomes, which provide a clear linkage between its plan and the results actually obtained using the specified performance measures.

Performance Management: Performance management consists of a set of management and analytic processes that help optimise organisational performance. It provides a framework for organising, automating, and analysing methodologies, metrics, processes, and systems that drive performance. Core performance management processes include financial and operational planning, data consolidation and reporting, business modeling, analysis, and monitoring of key performance indicators linked to strategy.

Policy: A policy enables or restricts actions as a means of specifying outputs, outcomes or parameters. It provides specific information about the ends the entity desires to achieve, direction for the CEO and staff, and governance/operational level processes.

Process: A process is a set of linked activities with the purpose of producing a programme or service for students and/or stakeholders within or outside the Ministry. Generally, processes involve combinations of people, machines, tools, techniques, materials, and improvements in a defined series of steps or actions. Processes rarely operate in isolation and must be considered in relation to other processes that impact them.

School-based Management:

Stakeholder: Any person, group, or organisation that can place a claim on, or influence, the organisation's resources or outputs; is affected by those outputs; or has an interest in or expectation of the organisation. The Ministry of Education has a wide base of internal and external stakeholders.

Strategic direction: The organisation's goals, objectives, and strategies by which it plans to achieve its vision, mission, and values.

Strategic goal: A long-range change target that guides an organization's efforts in moving toward a desired future state. For the 2011-2015 Corporate Plan, the strategic goals are (1) Design and Develop a Quality Education System, (2) Understand and Satisfy Stakeholder Needs, and (3) Develop a Dynamic High-Performing Organisation.

Strategic objective: A broad time-phased measurable accomplishment required to realise the successful completion of a strategic goal.

Strategic planning: Strategic planning is the continuous and systematic process of establishing the organisation's mission and formulating goals, strategies, objectives, and a strategic plan. It requires that goals, strategies, and action plans be aligned to the organisational mission, and facilitates the flow of activities from goals to performance budgets. The process involves strategy development and strategy deployment through action plans, benchmarking, and key performance indicators.

Sustainability: The organisation's ability to address current educational needs and to have the agility and strategic management to prepare successfully for the future educational, market, and operating environment. Both external and internal factors need to be considered. Sustainability considerations might include workforce capability and capacity, resource availability, technology, knowledge, core competencies, work systems, facilities, and equipment.

Target: Targets are specific, measurable, achievable, realistic, and time bound changes/benefits the organisation intends to achieve, e.g. "By 2012, increase scores of rural 15 year olds in reading, science and mathematics to the national average, as measured by the Program for International Student Assessment".

Values: Values are the fundamental principles, which can be described as actions that guide organisational behaviour and decision making. The values of the Ministry are Integrity, Respect, Teamwork, Effective Communication, Excellent Customer Service, Work-Life Balance, Productivity and Performance.

Vision for Our Children of Trinidad and Tobago or Value Outcomes for Children: This defines the ideal or desired outcome or what we would like our children to become in the future

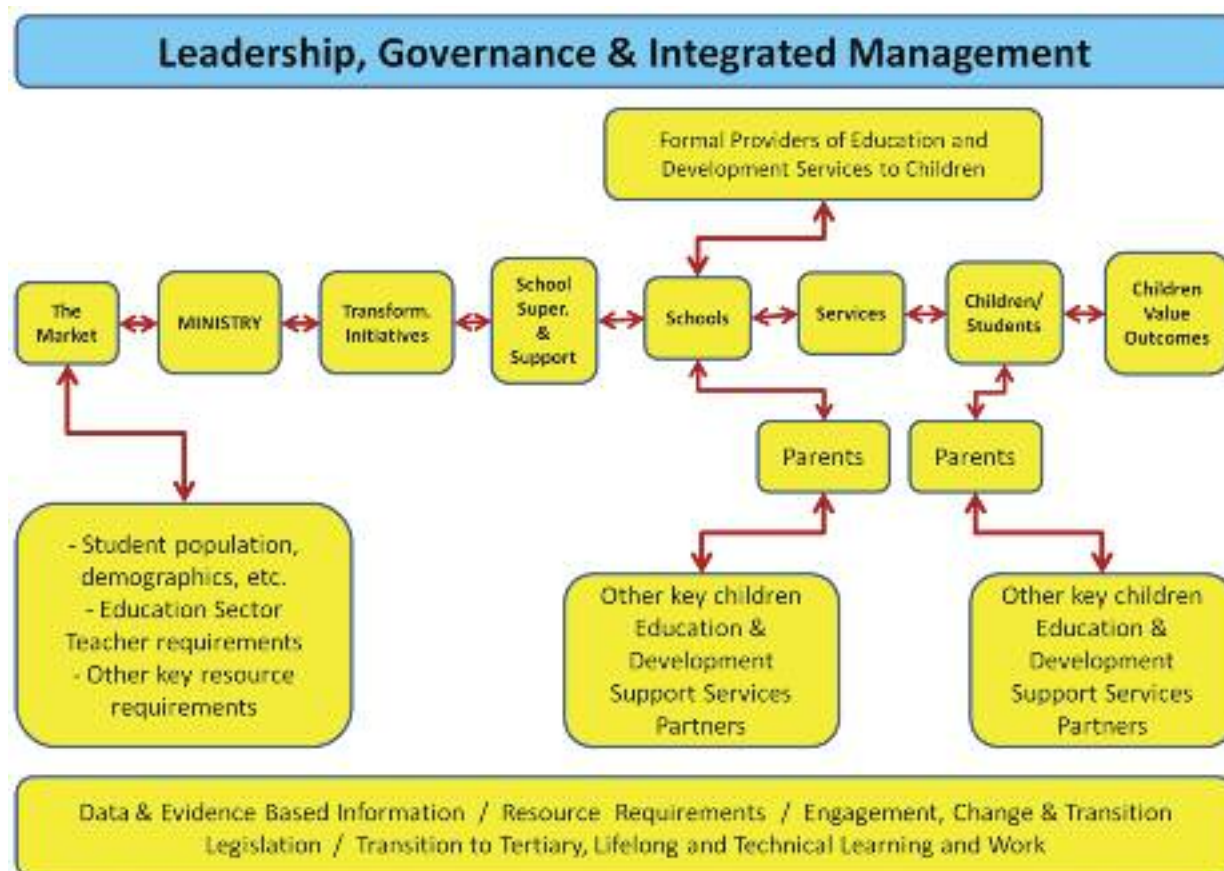
Vision: An ideal view of a desirable and potentially achievable future state where or what an organisation would like to be in the future.

ⁱ Compiled from source documents produced by OECD, UNESCO and US Department of Education.

APPENDIX IV

EDUCATION AND DEVELOPMENT SYSTEM MODEL

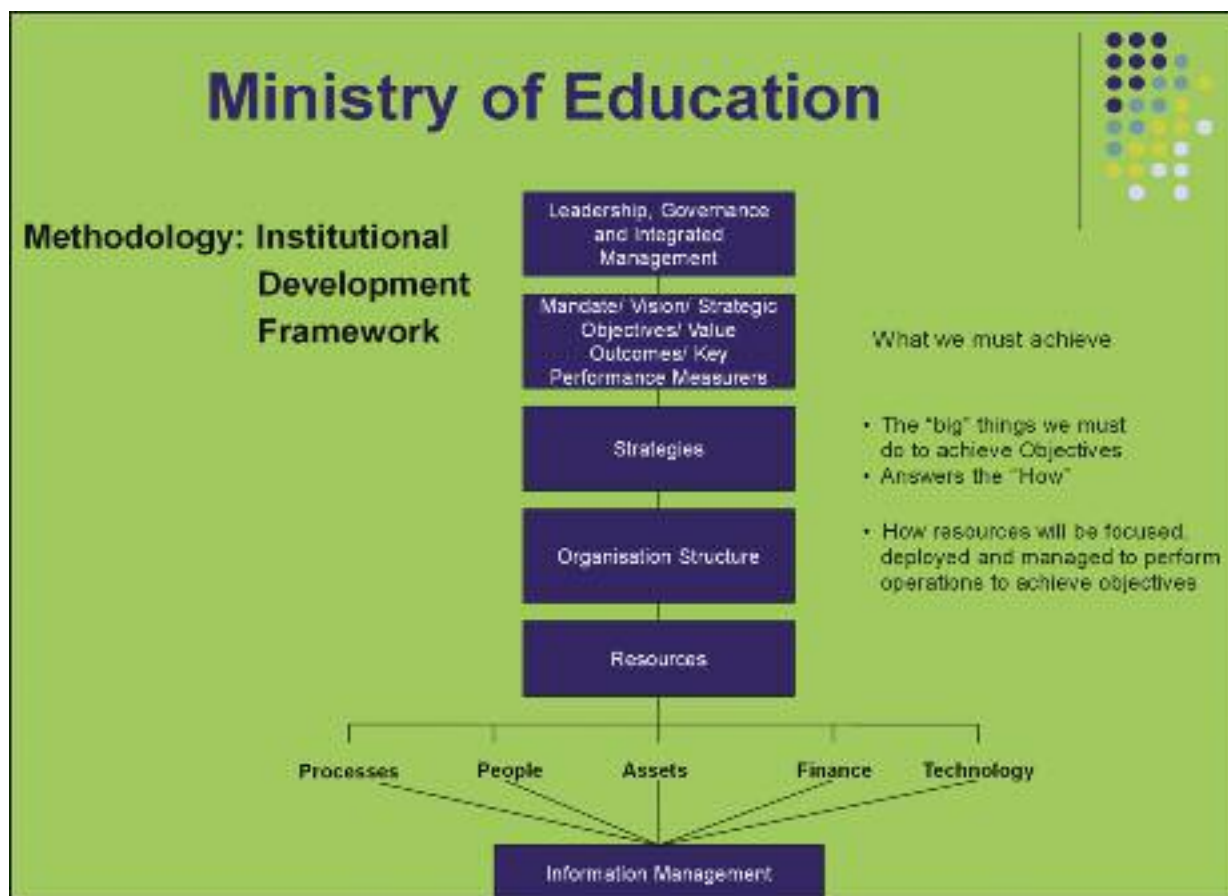
EDUCATION AND DEVELOPMENT SYSTEM MODEL



APPENDIX V

MANAGEMENT MODEL – INSTITUTIONAL DEVELOPMENT FRAMEWORK

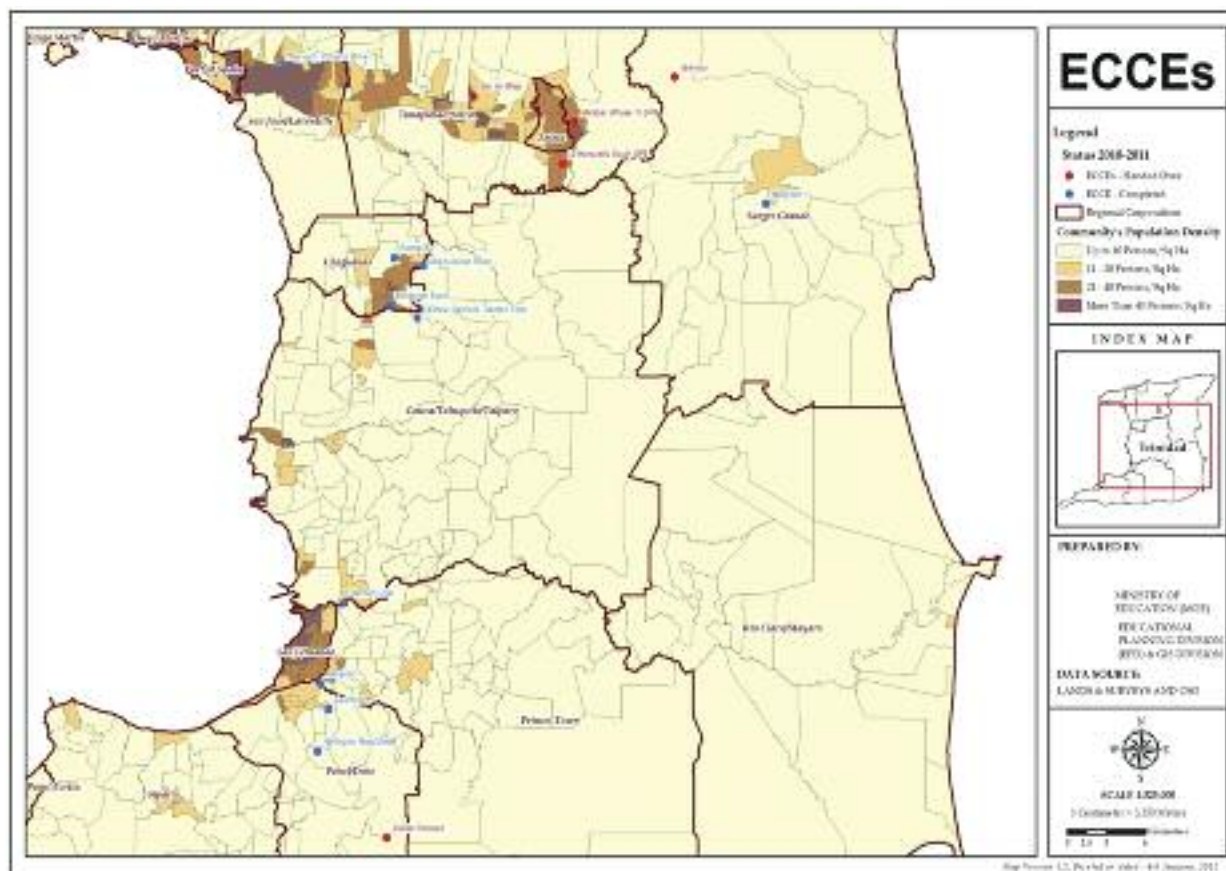
MANAGEMENT MODEL – INSTITUTIONAL DEVELOPMENT FRAMEWORK



APPENDIX VI

MAP RE: LOCATIONS OF NEW ECCE CENTRES

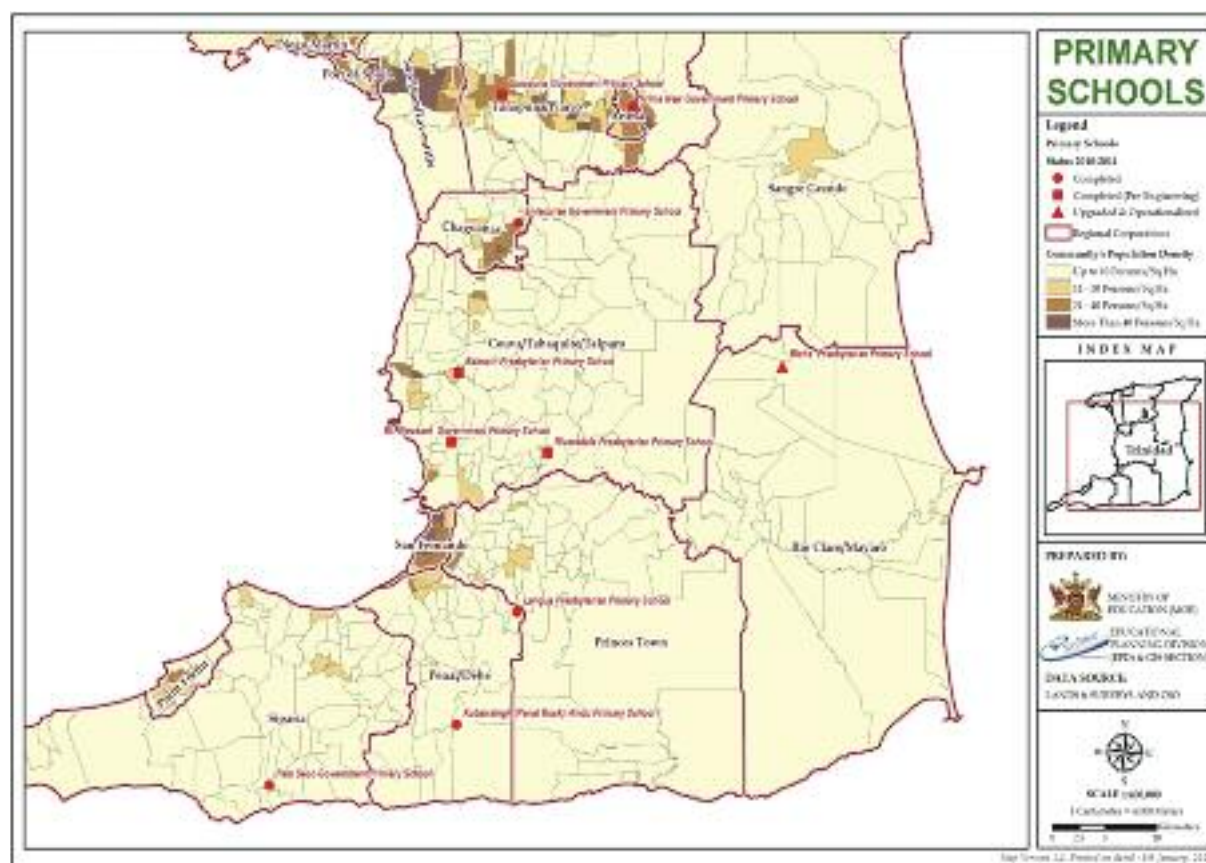
MAP RE: LOCATIONS OF NEW ECCE CENTRES



APPENDIX VII

MAP RE: LOCATIONS OF NEW AND UPGRADED PRIMARY SCHOOLS

MAP RE: LOCATIONS OF NEW AND UPGRADED PRIMARY SCHOOLS



APPENDIX VIII

MAP RE: LOCATIONS OF NEW AND UPGRADED SECONDARY SCHOOLS

MAP RE: LOCATIONS OF NEW AND UPGRADED SECONDARY SCHOOLS

