

**MINISTRY OF
EDUCATION
THE REPUBLIC OF TRINIDAD
AND TOBAGO**

**DRAFT CORPORATE PLAN
2008-2012**

TABLE OF CONTENTS

MINISTER’S FOREWORD	3
BACKGROUND	4
CHAPTER 1	6
TOWARDS QUALITY EDUCATION	6
CHAPTER 2	9
VISION, MISSION AND VALUES.....	9
CHAPTER 3	10
ORGANISATIONAL PROFILE	10
CORE BUSINESS AREAS	11
OUR CUSTOMERS	15
CHAPTER 5	16
LEGAL & REGULATORY FRAMEWORK.....	16
CHAPTER 6	18
STRATEGIC CONTEXT	18
KEY STRATEGIC ISSUES	19
STRATEGIC RISKS	20
CHAPTER 7	22
CONCEPTUAL FRAMEWORK FOR ACHIEVING QUALITY IN EDUCATION ..	22
CHAPTER 8	24
THE FUNDAMENTALS OF THE CORPORATE PLAN (2008-2012)	24
CHAPTER 9	54
MAIN DELIVERY MECHANISMS	54
CHAPTER 10	58
CONCLUSION	58
APPENDIX	61

MINISTER'S FOREWORD

The Ministry of Education has been working assiduously over the past six (6) years to effect a much-needed transformation of the education landscape in Trinidad and Tobago. This work was a continuation of the reform initiatives of the Education Policy Paper (1993-2003) and our own Strategic Plan 2002-2006. More pointedly, however, this effort is in keeping with the larger transformation of the economy and society of Trinidad and Tobago as it journeys forward on a path of high quality growth as guided by the Government's Vision 2020.

The Corporate Plan of the Ministry, 2008-2012 therefore comes at a most appropriate juncture, where on a strong foundation of research, stakeholder involvement and policy development, review and reflection, the Ministry is poised to move forward with a comprehensive Agenda as espoused in this Corporate Plan. We believe that the successes of the reform of the education system must be made sustainable to ensure accessibility to a high quality of education for all in an equitable manner.

The Plan has as its Vision: ***Excellence in Education: to develop imaginative, intellectual and spirited learners to facilitate the creation of committed, enterprising citizens and global leaders.*** This vision is in full alignment with the Government Vision 2020 and the pillars most relevant to education which point to the development of innovative people.

I am pleased that the Plan upholds our philosophical tenet that ***Every Child Can Learn*** and focuses on building the enabling environment to make this tenet a reality for all our children. As such, its strategic priorities are simple but very effective and impactful: **Focus on the School; Change the Ministry and Involve the Community.** I am confident that this triangulation will yield a comprehensive approach involving the right mix of cooperation, collaboration, consultation and consensus-building among all stakeholders and will support our view that education is everybody's business.

Patterning its approach on best practices regionally and internationally, the Plan's mechanisms and strategies will contribute to igniting the imagination and intellect of all our children. This will be achieved through a diversified Curriculum, new teaching and learning strategies, quality trained teachers, improved methods of assessment and certification, modern technology and resources and making our schools caring, safe and nurturing places where learning is fun.

I wish to congratulate the employees of the Ministry of Education, at Head Office, District Offices and the Schools, who work tirelessly everyday to give life and meaning to the theme "Excellence in Education". This Corporate Plan with its Strategic Objectives and Outputs will enrich this theme and will create the institutional platform for achieving a truly excellent and quality education system for all our people.

To be revised by the Honourable Minister of Education

**THE HONOURABLE MS. ESTHER LE GENDRE
MINISTER OF EDUCATION
REPUBLIC OF TRINIDAD AND TOBAGO**

Background

The Government of Trinidad and Tobago in its Draft Strategic Plan - Vision 2020 has articulated a vision of “a united, resilient, productive, innovative and prosperous nation with a disciplined, caring, fun-loving society, comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity...”

Towards the achievement of this Vision, the Government has articulated five (5) developmental pillars:

- 1) Developing innovative people
- 2) Nurturing a caring society
- 3) Enabling competitive business
- 4) Investing in sound infrastructure and environment
- 5) Promoting effective government

The Ministry of Education has been identified as one of the champions for contributing to *developing innovative people*. Central to the realization of this pillar is “A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities”.

In conjunction with other key ministries, the Ministry of Education has been charged with the realization of the following goals:

- The people of Trinidad and Tobago will be well known for excellence in innovation
- Trinidad and Tobago will have a seamless, self-renewing, high-quality education system
- A highly skilled, talented and knowledgeable workforce that will stimulate innovation driven growth and development
- The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity

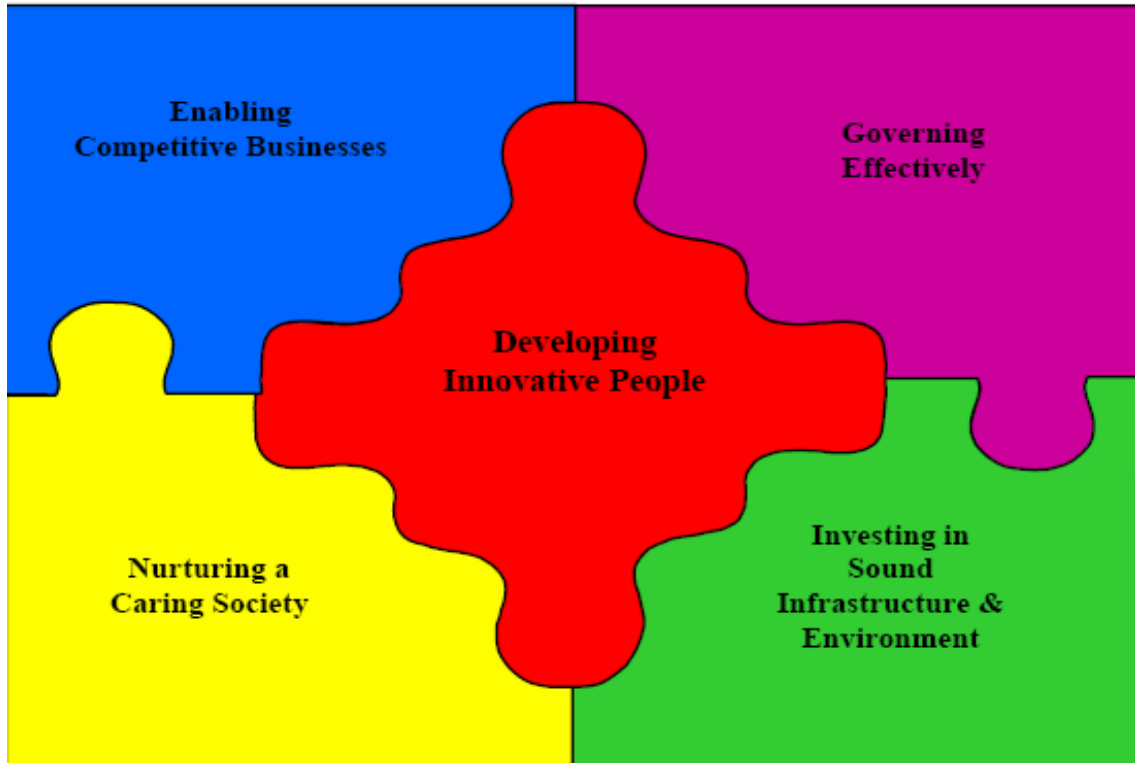
This Corporate Plan seeks to elaborate on the targets and strategies that will fulfill our mandate.



VISION 2020

ideas without boundaries... we are listening

The Five Development Priorities



CHAPTER 1

TOWARDS QUALITY EDUCATION

Empirical studies have identified quality education as integral to national development. Quality education provides capacity to drive macro-economic growth and also sustains social development. Educated people enjoy better health, higher nutrition and are better placed to rise above poverty.

A comparative analysis on innovative people was conducted by the World Economic Forum, Global Competitiveness Reports for 2005/2006. This report ranked Trinidad and Tobago at 72 in relation to 116 other countries in the area of quality of the educational system and attached a score of 3.3 out of 7 as meeting the needs of a competitive economy (see Table 1.1). These findings have serious implications for the Ministry of Education in delivering its mandate.

Table 1.1
Trinidad and Tobago: Innovative People Indicators

Indicator	Score	2003/04	2004/05	2005/06	Rank in relation to number of countries surveyed.		
					2003-2004 (102 countries)	2004-2005 (104 countries)	2005-2006 (117 countries)
Quality of educational system	7- Meets needs of competitive	3.5	3.3	3.3	52	64	72
Quality of Public Schools	7- Equal to best in the world	4.1	3.5	3.7	44	61	56
Quality of Math and Science Education	7- Among the best in the world	4.3	3.9	4.1	49	61	57

Extracted from Source: World Economic Forum, Global Competitiveness Reports 2003-4, 2004-5, 2005-6

Our reform efforts will focus on meeting agreements and requirements at three (3) levels:

- At the international level, Trinidad and Tobago, among other agreements, is committed to providing quality education for all by 2015. The Government of Trinidad and Tobago is in agreement with UNESCO's affirmation that education has a fundamental role to play in personal and social development and sees it as the principal means available to foster a deeper and more harmonious form of human development. We are also in agreement with UNESCO's position which has identified a quality education as one that attends to four (4) pillars of learning as follows:
 - ❖ **Learning to live together**
 - ❖ **Learning to be**

- ❖ **Learning to do**
- ❖ **Learning to learn**

Indeed, these pillars are incorporated in our overarching vision for the creation of innovative people.

- At the regional level, we are committed to developing “the ideal Caribbean person” which includes among it, respect for law and authority and a drive towards competitiveness.
- Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model For Education. This National Model has three (3) foci as follows:
 - 1) To ensure an alignment of the education system to government’s strategic plan Vision 2020 which mandates that the education system produces caring and innovative citizens
 - 2) To ensure that the education system produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country
 - 3) To build a strong sense of nationalism and patriotism in our citizens.

Moreover, an internal analysis of the education system has shown that the curriculum is core to the development of innovative people. Therefore, our curriculum, is based on six (6) essential learning outcomes:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence.

In support of the achievement of these outcomes, the Ministry of Education has begun to implement strategies that will address the following areas:

- The School
- The Ministry
- The Community

Quality education is everybody’s business. The culmination of all our efforts must mean:

- A competent, multi-skilled human resource base
- A quality standard of living for ALL

- Respect for the basic human rights of ALL
- Good governance
- Robust democracy
- Happy and contented people

CHAPTER 2

VISION, MISSION AND VALUES

Vision

The Ministry's vision is to provide, maintain and sustain an education system that continuously develops imaginative, innovative, intellectual and spirited learners who will facilitate the creation of committed and enterprising citizens and global leaders.

Mission

The Mission of the Ministry of Education is to lay the highest quality foundation for education that will create and build the human capital necessary for national growth and development.

Core Values

To ensure accomplishment and fulfillment of our Vision and Mission, the Ministry of Education sees the following as the key values:

- **Integrity**- treating with each other in fairness and honour
- **Effective communication**- a flow of information internally and externally which allows one to make informed decisions
- **Courtesy**- treating with colleagues and stakeholders in a manner that maintains one's dignity
- **Professional customer service**- prompt, professional and efficient attention
- **Balance**- having a mix of activities in work, leisure and family
- **Teamwork/collaboration**- to promote sharing and respectful approaches to communication and decision-making to the achievement of a common goal
- **Productivity and Performance**- excellence in all aspects of our work and acknowledging each other's contributions

CHAPTER 3

ORGANISATIONAL PROFILE

The Ministry of Education is one of the largest employers in Trinidad and Tobago, with a staff of over 17,000 persons – approximately 14,000 teachers and 3,000 professional, administrative and clerical staff. The responsibility of the Ministry of Education is **to provide a well-rounded education to the citizens of the nation from early childhood to secondary level**. The Ministry has adopted a seamless approach to managing the system, recognizing its responsibility to prepare its major clients – the children of the country – to enter the world of work or further education. With schools and administrative offices located throughout the twin island state, the Ministry is a large and complex organization. The size of the organization is reflected in the number and many locations of its physical infrastructure:

- ❖ Over 612 government and government assisted primary and secondary schools
- ❖ Some 975 ECCE centres of which 170 are public. By 2012, Government aims to establish 600 public centres to cater for 30,000 3-4 year olds.
- ❖ Eight(8)education district offices throughout Trinidad and Tobago
- ❖ Over forty(40) Divisions and Units located throughout Port-of-Spain and other parts of the country

With regard to its ambitious goals and objectives, the Ministry has taken cognizance of the fact that there is need to reform and streamline its operations to better serve and meet the needs of its clients. In its Strategic Plan 2002-2006, the Ministry identified four (4) major strategic objectives to be pursued over the period. They were:

- 1) Accessibility to educational opportunities for all
- 2) Delivery of quality education to citizens at all levels of the education system
- 3) Sustainable policy development for the education sector
- 4) Continuous alignment of the strategic direction in the education systems with objectives set for National Development

Having achieved over 95% of the goals identified in the Strategic Plan 2002-2006, the Ministry has turned its full attention to the **comprehensive** development and **sustainable** delivery of **quality education** to the users of the education system.

Core Business Areas

The core business of the Ministry of Education is to deliver quality, holistic education to the learners of Trinidad and Tobago. In order to do this, the Ministry must effectively guide, manage and support the school system to ensure that the objectives of the education system are achieved. For the successful fulfillment of these developmental goals, the organization has been re-structured to create greater flexibility and versatility in its operations.

Central Administration or Head Office

The Executive

Central Administration is made up of a core strategic Executive Team, comprising of:-

- ❖ The Minister of Education
- ❖ The Permanent Secretary
- ❖ Three (3) Deputy Permanent Secretaries, and
- ❖ The Chief Education Officer

The Ministry of Education's Head Office will comprise seventeen (17) core Divisions and Units as follows:

- ❖ Education Planning, Policy and Research
- ❖ International Cooperation Initiatives
- ❖ Quality Management
- ❖ Corporate Communications
- ❖ Legal Services
- ❖ Internal Audit
- ❖ Early Childhood Care and Education
- ❖ Education and Learning Resource Management
- ❖ Curriculum Planning and Development
- ❖ Testing and Assessment
- ❖ Student Support Services
- ❖ District Services
- ❖ Finance and Accounts
- ❖ Information Technology and Knowledge Management
- ❖ Education Facilities Planning and Procurement
- ❖ Human Resource Management
- ❖ General Administration

Head Office will engage primarily in strategic planning, policy development, establishment of standards, total quality management and monitoring and evaluation.

Education Districts

The Ministry's model for implementing a decentralized service delivery system is through the processes of Deconcentration and a gradual devolution of responsibility to the levels of the Education District and the School.

The Education District Service is an integrated system which seeks to use a multidisciplinary team approach. A "new" organizational District structure will take effect to ensure optimum efficiency and effectiveness in the delivery of educational services to clients in the District. This structure will comprise a senior management team, headed by an Education District Administrator and one (1) Assistant Education District Administrator. This management corps, with key technical and administrative support, will undertake the responsibility to advise, consult, train, guide, monitor and provide overall site-based support services to schools on core matters relating to:

- ❖ School-based management
- ❖ Curriculum implementation
- ❖ Continuous Assessment
- ❖ Monitoring and Evaluation
- ❖ Early Childhood Care and Education
- ❖ ICT integration:
 - ICT in the classroom
 - Distance/E-Learning
 - Instructional Materials Design and Development
 - Utilization of an integrated Human Resource Information System(IHRIS)
- ❖ Student Support Services:
 - Diagnostic and prescriptive services to support students' physical health, as well as, their psychological, behavioural, emotional and mental wellness
 - Peace Promotion and Student Leadership Programmes to promote school discipline, peace and a socially democratic culture within the school environment
 - School meals
 - School transport
 - Textbooks/book grants
- ❖ General administration and management of District-based services
- ❖ Human Resource Management:
 - Building capacity
 - Continuous professional training and development of all staff of the Ministry
 - Scholarships for staff
 - Educational study tours/exchanges
 - Employee Assistance
- ❖ Facilities Management and Maintenance

- ❖ Adult Education
- ❖ Financial accounting
- ❖ Procurement
- ❖ A strong Communications system
- ❖ Research

The School System

At the level of the schools, **School Based Management (SBM)** will be the main strategy used to ensure the effective delivery of quality education to our students and the development of all our schools as **Centres of Excellence**. The administration, staff, students and other stakeholders are to work in a collaborative, team spirited manner to re-culture our schools and create an environment where all students can excel, as they utilize their many and varied talents.

The support systems at the school level will consist of:

- ❖ One(1) Principal
- ❖ Two(2) Vice Principals
- ❖ Heads of Departments
- ❖ Deans of Discipline
- ❖ Senior Teachers
- ❖ Master Teachers
- ❖ School Management Teams (SMTs)
- ❖ Local School Boards/Denominational Boards
- ❖ Student Councils
- ❖ Parent/Teacher Organisations
- ❖ Human resource, financial and administrative support staff
- ❖ Other committees working along with the school e.g. a professional development committee and curriculum implementation committee.

The school will focus on the following key activities:

- ❖ Effective delivery of the curriculum
- ❖ Institutionalisation of School Based Management
- ❖ Creating an empowering environment where achievement is facilitated
- ❖ A secure and nurturing learning environment
- ❖ Staff and student management
- ❖ Professional development of staff
- ❖ ICT/technology infusion in the delivery of the curriculum
- ❖ Holistic student development:
- ❖ Extra-curricular and co-curricular activities in
 - Sport
 - Visual and performing arts
 - Formation of various clubs, associations and groups

Over the past five (5) years, the Ministry of Education has been working toward the streamlining of its operations and the restructuring of its divisions, units and schools. It is an organization firmly in reform mode that recognizes the need to be constantly adapting to the needs of its clients. Decision-making is based on research and the analysis of data to more strategically find solutions to the varied dilemmas of the education sector. Recognising too its social responsibilities, the Ministry of Education has been establishing new and also expanding existing support systems to address some of the social factors that may act as hindrances to student learning and staff performance. Through its strategies, the Ministry of Education expects that positive results will be yielded which will ultimately move the nation toward its 2020 Vision.

Our Customers

The major customers of the Ministry, both internal and external, are:

- **Learners**
- **Parents**
- **Teachers**
- **The Ministry's head office and district staff**
- **Local School Boards/Denominational Boards**
- **Student Councils**
- **Business Community/private corporate sector**
- **National Parent Teacher Association**
- **Unions(TTUTA, PSA)**
- **NGOs**
- **Professional Associations and Regulatory Councils**
- **Other government Ministries and Agencies**
- **Members of the Public**

CHAPTER 5

LEGAL & REGULATORY FRAMEWORK

The general Education sector in Trinidad & Tobago is governed by several laws which together constitute the legal and regulatory framework. The Ministry of Education by virtue of its operations is governed by all Laws of Trinidad and Tobago as they become applicable in the Ministry's course of operations. There are pieces of legislature which directly guide the operations of the Ministry and these are:

- The Education Act chapter 39:01 (as amended by the following Acts: No.1 of 1981 No.5 of 1985, 9 of 1987, 19 of 1989 and 20 of 1987.
 - The Education (Teaching Service) Regulations
 - The Education (Teaching Service) (Amendment) Regulations, 2000 (Code of Conduct)
 - The Education (Assisted Secondary School Teachers Maternity Leave) Regulations
 - The Teaching Service Regulation Recognition and Certification Board Rules, 1981
 - The Teaching Service Registration Recognition and Certification Board Rules
 - The Teaching Service (Certification of Recognition) Regulations
 - The Education (Amendment) Act, No. 22 of 2005 (Delinking)
 - The Education(Local School Boards) (Amendment) Regulations, 2005 Legal Notice No. 104
- The Teachers' Pensions Act chapter 39:02
- The Pensions Act chapter 23:52
- The Public Service Commission Regulations, 1966
- The Public Service Commission (Amendment) Regulations, 1990
- The Civil Service Act chapter 23:10
 - The Civil Service Regulations, 1967

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

- The Constitution of the Republic of Trinidad and Tobago
- The Freedom of Information Act, 1999
- The Occupational Safety and Health Act, 2004
- The Sexual Offences Act, 1986 and Amendments
- The Customs Act, chapter 78:01
- The Caribbean Examinations Council Act, 1987
- The Value Added Act, 1989
- The Land Acquisition Act, 1994
- The Central Tenders Board Ordinance, 1961 and Amendments

- The Workmen's Compensation Act, chapter 88:05
- The Children Act, chapter 46:01
- The National Library and Information Systems Act, 1998
- The Copyright Act, 1997.

CHAPTER 6

STRATEGIC CONTEXT

The Ministry of Education is influenced by social, political, economic and cultural conditions which are likely to impact on the progress of the Education Reform. Some of these major conditions are highlighted below:

POLITICAL CONDITIONS	ECONOMIC CONDITIONS
<ul style="list-style-type: none"> ▪ Sustenance of political will around V2020 	<ul style="list-style-type: none"> ▪ Need for a skilled and professional labour force ▪ Impact of implementation of CSME
SOCIAL CONDITIONS	TECHNOLOGICAL CONDITIONS
<ul style="list-style-type: none"> ▪ Impact of the incidence of HIV-AIDS on the student and work populations ▪ Persistent poverty in some sectors ▪ Effect of drug trade and rising crime on the student population ▪ Teenage pregnancy and youth sexuality trends ▪ Management of cultural, racial and religious diversity ▪ Improvement in social support systems 	<ul style="list-style-type: none"> ▪ WiFi and broadband demand ▪ Challenges of infusing ICT in education and implications for instructional modes ▪ Human resource capacity to drive technological innovation in education at all levels
ECOLOGICAL CONDITIONS	LEGAL/REGULATORY CONDITIONS
<ul style="list-style-type: none"> ▪ Challenge of land availability for school construction in accordance with demographic need and infrastructural standards ▪ Potential for “Green Schools” ▪ Disaster preparedness and mitigation 	<ul style="list-style-type: none"> ▪ Revision of key instruments: national Constitution, Education Act, Teaching Service regulations etc. ▪ Status of enforcement of laws, policies and conventions (e.g. OSHA) ▪ Increasing litigation ▪ Effective management of Church-State relations in education
EDUCATIONAL CONDITIONS	
<ul style="list-style-type: none"> ▪ High investment in the education sector ▪ Highly skilled senior and technical staff ▪ Strategic partnerships with key 	<ul style="list-style-type: none"> ▪ Lack of performance management and accountability systems ▪ A dearth of competencies and technical expertise in key education areas.

local, regional and international	▪ Extremely slow pace of re-culturing of
EDUCATIONAL CONDITIONS	
stakeholders ▪ Under-performance of male students ▪ Low teacher–student contact hours	the staff of Central Administration ▪ Untimely collection of data to inform decision making

Key Strategic Issues

For the 2008-2012 planning period, the Ministry of Education will continue to focus on the key strategic priorities identified in its Corporate Plan.

➤ **PRIORITY 1- Unacceptable levels of student performance**

Student performance remains a strategic priority for the Ministry. Results from the National Tests and the SEA indicate that student performance needs to be improved. Toward this end, the Ministry will need to focus on the development of a seamless education system which will include the following :

- Guaranteeing access and opportunity for every child
- Providing a quality, world-class education
- Establishing a safe, nurturing learning environment
- Instituting a capacity for learning and achievement

➤ **PRIORITY 2- A need to reform the Ministry of Education to support the changing school environment.**

Over the years, there have been many complaints about the disconnect between the operations of the schools and the capacity of the Ministry to support the burgeoning school system. This implies a need to focus on :

- Organizational Development
- Quality management
- Policy & Regulatory Responsibilities
- Resource Arbitration

➤ **PRIORITY 3- A need to assure cultural relevance and pertinence to the respective communities.**

The Ministry has recognised that one of its serious challenges is the involvement of the community in the nurturing and development of the child. The Ministry will therefore engage in :

- Participation and communication
- Stakeholder relations
- Parental engagement

STRATEGIC RISKS

Managing Strategic Risks

The major risks for any organization stem from the political and economic climate; in turn these risks are themselves interdependent.

Political risks refer to the stability of the national government. If there is instability in the government it can create problems, including economic risks. The major economic risks are fluctuations in the value of the currency and fluctuations in the product markets that the country is heavily dependent upon to generate income for the nation. As a country, and more specifically as a ministry, it is necessary that we take cognizance of this as these issues impact upon the sustainability of the projects and initiatives being undertaken by the Ministry.

In order to manage these risks, it is necessary for the organization to anticipate those threats in the environment that can hamper or prevent the strategic goals of the organization from being achieved. This requires a level of proactiveness, proper planning, timely implementation, and the adoption of policies and systems that will facilitate the effective implementation of strategies and activities. To this end, the Ministry of Education must be constantly engaged in the gathering of data through scanning, monitoring, forecasting and assessing what is happening in the local, regional and international environments.

Risk	Preventive Strategy
Change in Government	<ul style="list-style-type: none">▪ Obtain Cabinet approval for the Corporate Plan of the Ministry of Education so that if there are changes in government, this will not significantly affect the strategic direction of the organisation▪ Establish necessary policies to ensure continuity of initiatives that have been undertaken by the Ministry
Fall in the price of oil and natural gas	<ul style="list-style-type: none">▪ Prioritise programmes and projects and assign required resources to these priority areas to ensure they can be completed▪ Evaluate projects that have been started and determine what sort of funding will be required to sustain same, or whether the projects are to be curtailed or continued in an amended format▪ Make sustainability of priority

Risk	Preventive Strategy
	projects a key concern
Rise in inflation	<ul style="list-style-type: none"> ▪ Prioritise initiatives and ensure that necessary financial resources are available and have been assigned to the activity
Full introduction of CSME	<ul style="list-style-type: none"> ▪ Begin assessing the impact of CSME on the operations of the Ministry of Education ▪ Develop necessary policies, procedures, and guidelines to ensure alignment with other regional countries and clarity within the local context on the movement of teachers and students, curriculum issues, compensation and other related matters ▪ Begin evaluating the impact of the eventual implementation of the economic aspect of CSME and how this will affect the ability of the Ministry to access funding ▪ Identify possible strategies that will help the Ministry manage the possible “brain drain” as teachers move into other islands in and outside of the region.

Finally, in order for the Ministry of Education to effectively manage its risks, it needs to establish strategic alliances, improve and increase its capacity to respond to the needs of its customers and build flexibility and adaptability to changes that will occur in the environment, while still remaining true to its vision.

CHAPTER 7

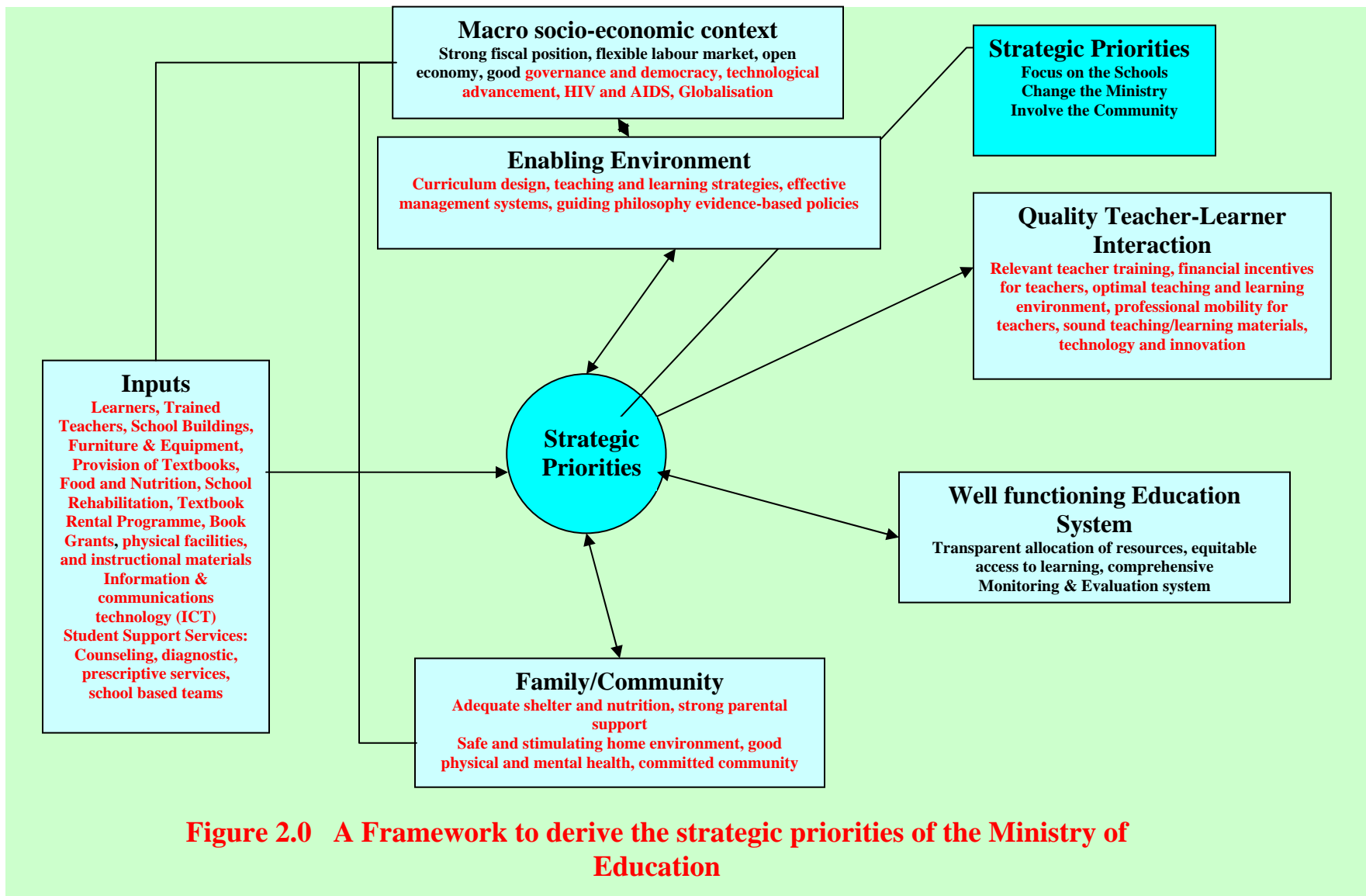
CONCEPTUAL FRAMEWORK FOR ACHIEVING QUALITY IN EDUCATION

The Ministry of Education recognises that quality, when applied to education, is complex, multi-dimensional and dynamic. More significantly, in addition to quality, equity and accountability for learning outcomes in education are assured when:

- we have established indicators, standards, monitoring and evaluation mechanisms and a good and effective project management system
- learners and students are provided with the appropriate tools and resources and also given the interventions required to take them beyond their “normal” levels of performance into the realms of their ultimate achievement capabilities
- efficiency and effectiveness exist at **all** levels of the education system
- there is shared responsibility of the school through its management of the educating process and the quality of the output of its teachers
- active involvement and participation of parents and other key stakeholders exist
- a robust, quality assurance mechanism is in place

In developing the Corporate Plan 2008-2012, the Ministry devised a framework which borrows from and considers the new perspectives as well as the various environmental contexts upon which quality education is based. This framework as identified at Figure 2.0 places the Ministry’s strategic priorities at the centre and is enclosed by six (6) major dimensions:

- The Macro-socio economic environment: **Vision 2020 model**
- Inputs which primarily relate to the learners needs and interests
- The Enabling environment
- A well functioning education system
- Quality teacher-learner interaction
- Family/Community



CHAPTER 8

THE FUNDAMENTALS OF THE CORPORATE PLAN (2008-2012)

The Ministry's Strategic Plan 2002-2006 was designed to operationalise the policy as outlined in the Ministry's Education Policy Paper 1993-2003.

The Strategic Plan utilized a systems approach to execute its planning and implementation activities. In addition, specific policies were developed for the following areas:

- Curriculum Reform
- Restructuring and Decentralization
- Quality Assurance
- Research
- Measurement and Evaluation
- Teacher Education and Teacher Development.
- Institutional Strengthening
- Procurement

The fundamental principle of the Corporate Plan (2008-2012) is to endorse Government's Vision 2020 which is to develop a society of caring, creative and innovative citizens. Toward this end, the Corporate Plan therefore has three (3) major strategic priorities:

- **Focus on the Schools**
- **Change/reform the Ministry**
- **Involve the Community**

This strategic agenda seeks to achieve the vision of the Ministry of Education which is to attain "**Excellence in Education**". The achievement of this vision involves establishing effective schools, excellent teachers and a creative learning environment and sound, appropriate infrastructure.

Finally, underpinning all activities and macro-plans aimed at achieving the strategic priorities of the Corporate Plan is the major activity of Monitoring and Evaluation. This indeed is a *sine qua non* for successful implementation of the strategic plan of the Ministry of Education.

PRIORITY # 1

FOCUS ON THE SCHOOL

The focus on the School/Student involves four (4) major objectives:

- I. Guaranteeing access and opportunity for every child**
- II. Providing a quality, world-class education**
- III. Establishing a safe, nurturing learning environment**
- IV. Instituting a capacity for learning and achievement**

PRIORITY #1- FOCUS ON THE SCHOOL

Strategic Objectives/Outputs

I. GUARANTEEING ACCESS AND OPPORTUNITY FOR EVERY CHILD

OBJECTIVE	LEVEL	TARGET	PERFORMANCE MEASURE
Guaranteeing access and opportunity for every child	ECCE	<p>Access for 85% of children aged 3-4 in ECCE</p> <ul style="list-style-type: none"> • Completion of 600 public centres by 2012 • A restructured and fully operational ECCE Division within the Ministry with new positions to suit its changing role • Implementation of the policy on governance to effectively manage the ECCE sector through Boards of Management which includes key stakeholders i.e. government, NGOs, parents, families and members of civil society • Implementation of the training and development program • Implementation of standards to regulate the ECCE sector • Conduct of research studies 	<p>An 85% achievement</p> <ul style="list-style-type: none"> • 600 centres completed • Division operational by September 2008 • Completed by 2010 • Training for first batch completed by 2010 • National consultation on standards completed by June 2008 and White Paper on Standards distributed to all stakeholders by October 2008
	Primary	<p>100% attendance and participation by 2012, benefiting some 126, 000 students</p> <ul style="list-style-type: none"> • Provision of additional classroom spaces • Expansion of the CETT programs to 200 schools • Completion of the upgrading and revision of the curriculum for the Science, Social Studies and Physical Education and Sport subjects • Implementation of Spanish as the 1st foreign language in the curriculum, at 	<p>100% attendance and participation rates</p> <ul style="list-style-type: none"> • Completed by 2011

OBJECTIVE	LEVEL	TARGET	PERFORMANCE MEASURE
<p>Guaranteeing access and opportunity for every child</p>	<p>Primary</p>	<p>the primary school level</p> <ul style="list-style-type: none"> • Introduction of Visual and Performing Arts (VAPA), History and Civics programmes in the primary school curriculum • Completion of the computerization of all primary schools • Extension of student support services in an additional 180 schools • Arranging visual and auditory screenings for all students at the school or District level • Establishment of a Task Force to develop and implement transformation programmes for education at the Primary School level. 	<ul style="list-style-type: none"> • Completed by December 2008 • Completed by 2010
	<p>Secondary</p>	<p>100% transit of primary school students to the secondary level.</p> <p>60% school completion rate for secondary school students</p> <ul style="list-style-type: none"> • Implement the plan for increased access to Sixth Form to 21,130 students <ul style="list-style-type: none"> ○ NCSE Form V ○ CVQs • Continue with the expansion of the curriculum to include Science, ICT integration, Mathematics, Social Studies, Health and family Life(HFLE), Technology Education, Visual and Performing Arts(VAPA) and Physical Education and Sport • Continue with the establishment of the Specialist(magnet school) programs • Strengthen the School based management (SBM) programme • Establishment of a Task Force to develop and implement transformation programmes for education at the secondary school 	<ul style="list-style-type: none"> • Phase II of NCSE implemented by 2009 • Implemented in an additional 70 public schools by 2012 • Implemented in all schools by 2012 • Full implementation in 17 schools • Report of task force completed by 2009

OBJECTIVE	LEVEL	TARGET	PERFORMANCE MEASURE
Guaranteeing access and opportunity for every child	Secondary	<p>level (there is already one for the implementation of TVET at this level.)</p> <ul style="list-style-type: none"> • Provide additional school places • Maintenance and upgrade of secondary schools to provide quality secondary education for a proposed capacity of 112,605 places. • Development of remedial programs (STARR) aimed at improving student performance 	<ul style="list-style-type: none"> • DPS JUMAN • DPS JUMAN • A. PERMELL
	General	<p>An inclusive education program for the differently-abled</p> <ul style="list-style-type: none"> • Establishment of 6 “hub”¹ schools (one at each level) in 2 educational districts. • Conduct a study of the need for incorporating differently-abled children • Expansion of student support services to 200 primary schools and all public secondary schools <ul style="list-style-type: none"> ○ Special Education Teachers ○ School Social Workers ○ School Psychologists ○ Braille Technicians ○ Teachers’ Aides ○ Interpreter Assistants ○ Diagnostic Specialists 	<p>STEVE WILLIAMS</p> <ul style="list-style-type: none"> • Established by 2012 • Study completed by 2009 • STEVE WILLIAMS

¹ Hub school- a centrally located school equipped with the necessary resources to cater for the varying degrees of special needs children

PRIORITY #1- FOCUS ON THE SCHOOL

Strategic Objectives/Outputs

II. PROVIDING A QUALITY, WORLD-CLASS EDUCATION

A *quality, world-class* education involves initiatives that are centred around:

- **Quality benchmarking** -Monitoring and Evaluation (M&E) takes on both enabling and observing roles in the continuous development of the education system. It must be integrally embedded in all activities - forming the basis for forward movement. It must also assume an independent role to assess and evaluate the impact of activities, the value of resources and also gains or losses. Indeed, Monitoring and Evaluation must be a common thread through *all* activities, from the macro to the micro levels. It must speak to baseline data and direct and redirect activities as the system progresses from baseline data to achievement of objectives.
Designs and structures of appropriate M&E mechanisms are therefore both inputs and outputs of the Corporate Plan. One such mechanism to be used is *quality benchmarking*.
- **Infusion of Information & Computer Technology (ICT) in education-** Embracement of a wider use of technology in every aspect of the education system. The Ministry's Educational Management Information System(EMIS) will be developed using Information and Communication Technologies that will facilitate access to information by stakeholders, through the widest possible range of facilities/equipment. Mandatory must be access over the Internet.
- **Implementation of a high-quality curriculum-** Ensuring that the national curriculum is of high quality, diversified, relevant and includes all of the needs of our multicultural society, there must be continuous revision and more importantly, alignment with the National Curriculum Policy and with the requirements and strategic direction set out in the approved National Model for Education in Trinidad and Tobago for 2007-2015. It is expected that the national curriculum, continuously revised and enhanced, will engender throughout all levels of the system, the following:
 - Employability Skills
 - Work Maturity Skills
 - Citizenship Skills
 - Entrepreneurial Skills
 - Foreign language skills

- ICT Skills
- Science and Technology skills

Additionally, with a diversified curriculum, a seamless flow from ECCE to the tertiary level, will be created, thereby achieving Vision 2020's target of 60% graduating from secondary school and moving on to higher education.

- **Effective leadership/management and strong teacher preparation and development-** Implementation of modern and appropriate management structures and systems that will continue to support and shape the success of the educational sector

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>Quality Benchmarking</p>	<ul style="list-style-type: none"> • Strengthen Assessment, Testing and Evaluation mechanisms to ensure their continuous alignment with the secondary school curriculum. • Complete the work of standard setting, development of performance indicators, monitoring and evaluation systems and a School Inspection system with a view to introducing accountability and measurement across the entire education system and change the culture to one of performance and results • Establish a Quality Management Division within the Ministry to provide an independent, external evaluation of the quality and standards of (ALL) government and government assisted, ECCE, Primary and Secondary Schools including private schools to some extent in Trinidad and Tobago with respect to how well they are led and managed and the overall development of their students. • Establish and achieve benchmarks in every educational sector for average class size, student-teacher ratio and teacher workload • Establish and achieve benchmarks of competence in literacy and numeracy for the pre-primary, primary and secondary education sectors • Establish and achieve benchmarks for student participation and performance above expected levels in major subject areas especially science, TVET, languages, humanities at primary and 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>Quality Benchmarking</p>	<p>secondary levels</p> <ul style="list-style-type: none"> • Achieve a target of 45% level of teachers using interactive and multi-media technologies in curriculum delivery • Achieve a target of 20% of students accessing technology-enabled curriculum • Institutionalise the Continuous Assessment Program in <u>all</u> Primary and secondary schools • Institutionalise the National Tests in the primary school sub sector, in which Mathematics and Language will be done at Standards 2 and 4 and Science and Social Studies at Standards 1 & 3 • Institutionalise the National Certificate of Secondary Education at levels 1 & 2 in <u>all</u> secondary schools • Participate in PISA and other international education benchmarking assessments (PIRLS/TIMMS) – have a national sample by 2008/09 which will enable the Ministry to: <ul style="list-style-type: none"> ○ analyze results to identify areas and develop strategies for improvement ○ examine T&T performance against OECD countries 	
	<p>ICT in Education</p>	<ul style="list-style-type: none"> • Establish a dedicated internet backbone for the education system with large bandwidth to facilitate e-learning • Procure and commence the phased implementation of an Education Management Information System (EMIS).The EMIS will provide the software and database management systems required for effective Student Records Management, Teaching Delivery Management and School Administration. The EMIS will enable the performance of the following major functions: <ul style="list-style-type: none"> ○ <u>Student Records Management:</u> <ul style="list-style-type: none"> ▪ Student Admissions. ▪ Integrated Student and Family Information. ▪ Medical Records. ▪ Immunization Record and Incident Reporting. ▪ Student Attendance Records 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>ICT in Education</p>	<ul style="list-style-type: none"> ▪ Student Reports/Grade Books. ▪ Student Discipline Records. ▪ Provision of Student Statistics. ○ <u>Teaching Delivery Management:</u> <ul style="list-style-type: none"> ▪ Class and Extra Curricula Activity Scheduling and Attendance. ▪ Curricula, Course and Class Information. ▪ Lesson Plans, Homework and Class Announcements. ▪ Student Grade/Report Book Maintenance. ▪ Student Performance Analysis. ▪ Collaboration with other Educators. ▪ Provision of Teaching Delivery Statistics. ○ <u>School Administration:</u> <ul style="list-style-type: none"> ▪ Time Table Scheduling. ▪ Teacher Establishment and Profile Management. ▪ Communication with all of the stakeholders in the educational process: Administrator, Teachers, Students and Parents. ▪ Fixed Asset Management and Maintenance. ▪ Material Stores Management and Control. ▪ Production of School Statistics. • Establish computer labs/multimedia classrooms at pre-primary and primary schools and convert all secondary schools to WiFi broadband • Achieve a 1:5 ratio of computers to students in primary and secondary • Achieve benchmark of providing 60% of teachers and 80% of principals with notebook computers • Procure Multimedia Curriculum Content and e-Learning Administration System Software that will be made available to all teachers and students over the Ministry of Education's Wide Area Network and across the Internet. This will involve the provision to every school with networked configuration of 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>ICT in Education</p>	<p>interactive software and multi-media learning resources in core subject areas that are appropriate to the education levels. Such resources will <i>initially</i> include:</p> <ul style="list-style-type: none"> ○ Classworks Management Software System ○ Technology Education mobile labs ○ E-Beam Interactive Systems ○ Library systems <ul style="list-style-type: none"> • Incorporate distance learning in secondary education as a complementary instruction mode to facilitate: <ul style="list-style-type: none"> ○ Online lessons, study notes and exercises for students ○ Online self study material • Fully utilise the National Open School of Trinidad and Tobago (NOSTT) distance education initiative to expand access to school drop-outs, nationals living abroad, the home schooled or anyone, anywhere who are seeking to pursue recognised or certified education and training programmes at the primary, secondary or post secondary level. 	
	<p>High Quality Curriculum</p>	<p>At the ECCE level:</p> <ul style="list-style-type: none"> • Continuously update the ECCE curriculum guide based on research and observation of early childhood development along with associated learning material for ECCE (Caribbean Sesame Street, Trini nursery rhymes, Caribbean pictorial infant books, coloring books and interactive supplementals) <p>At the Primary level:-</p> <ul style="list-style-type: none"> • review and revise the primary school curriculum in all subject areas within the context of a <u>Seamless Education System</u> • conduct a study regarding the need for semi-specialisation of teachers at the primary level • Implement the CETT project in all primary schools by 2009 <p>At the Secondary level:-</p> <ul style="list-style-type: none"> • complete review of the curriculum for eight(8) core subjects for Forms 1-5 in 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>High Quality Curriculum</p>	<p>all secondary schools</p> <ul style="list-style-type: none"> • review and fully incorporate the TVET curriculum for the award of the CVQs at levels 1&2 in all secondary schools <p>At the Inclusive Education level:-</p> <ul style="list-style-type: none"> • Review and update curriculum for special education institutions <p>More generally,</p> <ul style="list-style-type: none"> • Review and strengthen the curricula for Specialist/Magnet schools • Undertake the continuous review of the national curriculum involving local and international experts in core subject areas and incorporating critical thinking approaches and convergence with international performance benchmarking such as PISA etc. • Review the concept of the three (3) R's (Reading, Writing and Arithmetic) to include additional areas of language, culture and computer literacy. • Ensure special inflection of the curriculum to reflect cultural advantages of T&T including promotion of languages such as Hindi, Chinese and Spanish and explore Calypso as a language medium • Strengthen the relationship between the National Curriculum Council and the Ministry • Conduct exchanges between T&T schools and to other Caribbean islands to observe CETT operations • Document and share best practices in reading promotion - involve public and school libraries in this process • Utilize reading programs in schools to further encourage local text production –one example is to organize Children Writers Forum and competitions • Rationalize and link school clubs to the wider curriculum. Such examples are: <ul style="list-style-type: none"> ○ Junior Achievers and Young Leaders programs in all secondary schools ○ mandatory membership for students in a defined number 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>High Quality Curriculum</p>	<p>of school clubs or organizations</p> <ul style="list-style-type: none"> • Convert school libraries to resource rooms (interactive, multimedia, print and AV-rich environments). This involves: <ul style="list-style-type: none"> ○ provision of new technology to schools(digital projectors, interactive whiteboards, print material, digital camera ○ provision of adequate security for resource rooms • Establish and support subject associations to spearhead innovation in instruction in key subject areas. This will involve: <ul style="list-style-type: none"> ○ a main vehicle for in-service and peer training in subject pedagogy and content ○ representation in curriculum innovation and policy ○ managing a system of Master Teachers ○ preparation and sharing of best practice lesson plans, teaching aids etc 	
	<p>Effective Leadership/ Management</p>	<p>Implement modern and appropriate management structures and systems that will continue to support and shape the success of the educational sector. These will include the following:</p> <ul style="list-style-type: none"> • 100% of schools preparing annual School Development Plans • 100% of School Principals and 100% of Vice Principals trained in school management with emphasis on challenges facing T&T schools • 100% of all schools subject to Annual School Review - with District follow-up on improvement/development plans • Institutionalizing Quality Assurance and Management through monitoring, evaluation and inspection of schools carried out by a Quality Management Division. This will involve: <ul style="list-style-type: none"> – District level monitoring of At Risk and Failing schools and provision of a variety of supporting resources including coaching and mentoring – Establishment and 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>Effective Leadership/ Management</p>	<p>implementation of a scheme for identifying, recognizing and rewarding schools of excellence using a matrix that takes into account parental satisfaction, student performance and satisfaction and academic and social criteria</p> <ul style="list-style-type: none"> • Recognizing exemplary Principals, Boards, Heads of Departments (HODs) and Parent Teacher Associations(PTAs) • Establishment of a representative structure to review teachers conditions of tenure and development of a new tenure system that will require periodic re-accreditation • Implementation of a Performance Appraisal Management System for School Principals/Administrators and Teaching Staff • Training, coaching and mentoring of Principals • Succession planning 	
	<p>Strong Teacher Preparation</p>	<p>Fully devise and implement a well-articulated and fully coordinated system for the production of <i>quality</i> teachers which will include more effective strategies to attract, train and retain <i>quality</i> teachers:</p> <ul style="list-style-type: none"> • Further strengthen the Ministry's Teacher Development Secretariat that focuses on on-ongoing teacher professional development in different modalities across the educational sector and establish a Teacher Education and Certification Council • Establish quality equivalences among the various teacher education and development programmes • Establish greater communication with tertiary level institutions to ensure a strong connection between teacher preparation(development) and classroom practice • Review processes for attracting, selecting/hiring and retaining teachers that will include: 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>Strong Teacher Preparation</p>	<ul style="list-style-type: none"> ○ development and implementation of a marketing strategy to attract persons (on a part-time basis) into the teaching profession example, encouraging persons in other fields of study e.g. Engineering, Law, Journalism, ICT to join the teaching service and obtain training in pedagogy ○ submission of authenticated, documented information pertaining to initial training programs as well as submission of a teaching performance appraisal profile by persons desirous of entering the teaching service ○ Incorporation of affective criteria in addition to academic requirements such as psychometric testing in addition to the normal interview process. <ul style="list-style-type: none"> • Harmonize/standardize the accreditation process • Develop ISO framework for assessing teacher qualifications, based on standardized criteria for classroom experience and initial training. • Review system for rewarding and providing incentives to teachers in relation to professional development such as: <ul style="list-style-type: none"> – Government support for professional development including Sabbaticals & granting of scholarships for teachers particularly for the development of information literacy skills, science literacy and media literacy – Package of incentives (tax and other) which encourages teachers to invest in professional equipment, materials etc • Professional orientation in use of computers and ICT in education - within 3 years, 60% of teachers and 80% of principals • Establishment of a Teaching Innovation System that will deal with: <ul style="list-style-type: none"> – Placement of exemplary materials and methods via 	

OBJECTIVE	ITEM	TARGET	PERFORMANCE MEASURE
<p>Providing a world-class education</p>	<p>Strong Teacher Preparation</p>	<p>an instructional portal on the Ministry's web site</p> <ul style="list-style-type: none"> - Special awards for innovation in teaching <ul style="list-style-type: none"> • Formal induction of new and recently transferred teachers in classroom management • Periodic up-skilling of teachers in areas of child psychology and pedagogy 	

PRIORITY #1- FOCUS ON THE SCHOOL

Strategic Objectives/Outputs

III. ESTABLISHING A SAFE, NURTURING LEARNING ENVIRONMENT

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Establishing a safe, nurturing learning environment</p>	<p>Establish all public schools as <u>health promoting institutions</u>. This activity will involve first and foremost, the development of a Health, Safety, Security and Environment (HSSE) Plan for the Ministry’s schools and administrative facilities. This Plan will outline policies and procedures will guide the Ministry in its review, development and implementation of major functional, structural and organizational approaches to proper and effective health, safety, security and environmental management. Significant among the approaches to be adopted will be:</p> <ul style="list-style-type: none"> • Ensuring ministry-wide compliance to OSHA (Occupational Health and Safety Act) and other public health and safety guidelines and regulations. • Establishment of a Health and Safety Committee at each school site at all levels(ECCE, primary and secondary) • Periodic OSHA inspections conducted at all schools • Provision of preventative medical attention to all students (incl. immunization, dental checks, nutritional assessments auditory and visual etc.) • Presence of physical education programs in all schools at all levels • Teaching of Health & Family Life Education(HFLE) programmes at all primary and secondary schools • Incorporation of drug education and control, student conflict, anger management, peer discipline and a culture of peace & tolerance into 75% of schools’ School Development Plans • Involvement of students in the aesthetic enhancement of schools • Improvement and enhancement of the physical infrastructure of all schools through: <ul style="list-style-type: none"> – continuation of replacement and upgrading 	

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Establishing a safe, nurturing learning environment</p>	<ul style="list-style-type: none"> - of dilapidated structures - ensure adequate provisioning of all ECCE, primary and secondary schools in accordance with provision standards and formulae <ul style="list-style-type: none"> • Ensuring security and safety of school compounds. This will involve: <ul style="list-style-type: none"> - ensuring physical security of all school compounds through the installation of new and enhanced security and surveillance systems in addition to perimeter fencing, security gates etc.) - completion of safety checks on all schools and correction of safety deficiencies - completion of the placement of School Safety Officers in all Secondary Schools - closer collaboration with Police & Emergency Services to establish Rapid Response capability in every Education District • Promoting and encouraging student governance & responsibility. This will involve: <ul style="list-style-type: none"> - Promotion of a Culture of Peace & Tolerance in all Schools & Society - sensitising and popularising the Handbook and Operational Guidelines for Student Councils in all schools and also for key stakeholders - ensuring that all primary and secondary schools have elected Student Councils - provision of District level training that is conducted annually for School Council executives - establishment of student feedback, peer advice and discussion forum using the Ministry's web site • Improvement and expansion of student welfare services. This will include: <ul style="list-style-type: none"> - establishment of an effective identification process for at risk and vulnerable students-address needs of at least 75% - expansion of student support services prioritizing schools in areas of poverty concentration, at risk and vulnerable student populations - provision of Guidance & Counseling Service at District level with trained teacher support in every school 	

PRIORITY #1- FOCUS ON THE SCHOOL

Strategic Objectives/Outputs

IV. INSTITUTING A CAPACITY FOR LEARNING AND ACHIEVEMENT

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Instituting a capacity for learning and achievement</p>	<ul style="list-style-type: none"> • Achieve a benchmark of 75% of pre-primary and 90% of primary teachers as qualified teachers with at least a Bachelor of Education degree • Achieve a benchmark of 95% of secondary school teachers as Graduate Qualified teachers • Arrange a systematic exchange program for teachers at all levels of the education system: Intra-District, Nationally and abroad. Also: <ul style="list-style-type: none"> – Observe best practices – Twin schools across Districts – Conduct occasional joint symposia to review strategies for school improvement • Arrange training and exchanges for Heads Of Departments(HODs) and Deans of Discipline – ensure that 75% are trained in their responsibilities by 2008 • Arrange District level dialogues for sharing experiences (an average of 2 per year per District) • Identify gifted students and provide support programs via an individual bursary or other methods in order to address their special needs • Ensure that 10% of teachers in all schools are trained to provide support to special needs students • Establish sporting programs in all primary and secondary schools comprising at least three(3) major sporting disciplines • Collaborate with the Ministry of Sport and national sporting associations to provide the necessary professional support/coaching and guidance to nurture world class talent in sports from the school level. 	

PRIORITY # 2

CHANGE/REFORM THE MINISTRY

Changing/reforming the Ministry is the second of the Ministry's key strategic priorities. This emanates from a recognition of the integral role of the Ministry in establishing policy and in overseeing the effective leadership, management and development of the Education System.

There are four (4) major dimensions to this priority:

- **Organizational Development-** planned changed efforts involving the employment of interventions aimed at increasing the Ministry's internal capacity to be more effective and to sustain itself in the long term.
The following will be the key areas of focus during the planned period:
 - People
 - Structures
 - Processes and systems
- **Policy & Regulatory Responsibilities-** developing the capacity for transparent and consensual policy formulation and the ability to impartially enforce regulations and policy.
- **Resource Arbitration-** exercising the key function of providing resources on an equitable basis for the delivery of a quality, world-class education to the children of Trinidad & Tobago
- **Quality management-** guaranteeing and maintaining the highest standards of quality in education provision and outcomes

PRIORITY #2- CHANGE /REFORM THE MINISTRY

Strategic Objectives/Outputs

Organisational Development

The Ministry of Education will undertake a variety of interventions which are designed to build institutional capacity that will result in greater organisational effectiveness. Such interventions may include organizational restructuring, process re-engineering, job redesign and enrichment, sensitization, training and development and performance management programs.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Organisational Development	<p><u>PEOPLE</u> To address the current dearth of education-specific skills within the Ministry, greater focus will be placed on the development of a more highly trained and skilled workforce. Targeted activities are:</p> <ul style="list-style-type: none"> • Provision of training in core competencies required for the execution of the Ministry's Corporate Plan 2008-2012 (100% staff trained). In particular, scholarship programmes to address the dearth of competencies in areas of Educational Planning, Measurement and Evaluation, Curriculum, Psycho-Social support, Physical Education, Visual and Performing Arts and Technology Education. • Provision of functional training in ICT for all staff (100% staff trained). This will include: <ul style="list-style-type: none"> – Basic competency in MS Office Suite and Internet use – More specialized training in software related to specific areas of work – Provision of professional email addresses and log-in identity to every staff member • Field exposure for all Ministry staff – a structured programme of visits to schools and learning sites in T&T: <ul style="list-style-type: none"> – See, touch and feel the schools – Meet and get to know teachers, their challenges and issues – Participate and co-teach a class for 30 minutes • Programme of Study Tours - regional and international tours for Ministry staff at various levels. 	

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Organisational Development</p>	<p>Additionally:</p> <ul style="list-style-type: none"> - Establish study tour obligations: The Ministry's visiting Team to document & report/present on tour (including the lessons learnt or things that are applicable to T&T) to peers - Individuals to show evidence within three(3) months of return, of application of lessons learnt to work <ul style="list-style-type: none"> • Incentive and Awards Schemes for Ministry staff involving performance recognition and the celebration of innovation • Establish a programme for rewards and recognition of effective/outstanding schools and teachers 	
	<p><u>STRUCTURES</u> The Ministry has already begun a mass program of restructuring and decentralization of its internal operations. By 2012, its hope is to:</p> <ul style="list-style-type: none"> • Completely streamline the structure of the organization from a centralized one to one that supports decentralization. • Fully operationalise all of its eight (8) Education Districts throughout Trinidad and Tobago. Once services have been decentralized to the district level, the Ministry will ensure the following: <ul style="list-style-type: none"> - standards and benchmarks are established for each Education District - an Education Management Information System(EMIS) is established, networking all Districts to each other and to the Ministry's Central Administration - services are outsourced on a District basis thereby integrating school economy into the District. This will include such activities like: <ul style="list-style-type: none"> • Localised school repair • Student transportation • Supply of goods and services to schools (e.g. food supplies) - Provision of key common specialized services to schools in Districts: Diagnostic services (special education, learning disability etc.) - Provision of Financial accounting/Bursar support to Primary schools - Document reproduction & copying - Provision for home-based schooling using internet and distance education modes. 	

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Organisational Development</p>	<p><u>PROCESSES & SYSTEMS</u> To continue the modernization and renewal of the education system, the Ministry has adopted a Program to restructure its operations with a view to significantly improving its outputs and service delivery. This program is still in progress and the goal of Ministry is to:</p> <ul style="list-style-type: none"> • Re-engineer all of the organisation's business processes, particularly as they relate to delivery of services to schools resulting in new processes and faster response time to customer requests. <ul style="list-style-type: none"> – establish benchmarks for service delivery to schools- 75% of all correspondence turned around within a working week – make available Staff Manuals to all staff and include all key elements on the Ministry's website – use a web site portal to provide faster, easier e-service to teachers and students (application forms, job/scholarship ads etc.) • Fully implement a comprehensive and integrated network of information technology and communications-based systems throughout the Ministry in order to: <ul style="list-style-type: none"> ○ enable real-time, online transaction processing ○ enhance research and intelligence gathering capabilities ○ maximise information dissemination and knowledge sharing ○ support decision making • Operationalise a Performance Management system that will facilitate proper and effective planning, monitoring, measuring, analysing and maintaining of performance for all staff. Such a system will ensure greater accountability for work related results. • Procure and implement a Registry System which will comprise basically three(3) major functions as follows: <ol style="list-style-type: none"> 1. File Tracking. The ability to track the movement of Files as they are removed from the various Registries. 2. File Management System (FMS). The FMS will facilitate the computerization of the functions associated with Government Formatted Files. Government Formatted Files contain static records:- <ol style="list-style-type: none"> a. Folios that must be kept alongside 	

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Organisational Development</p>	<p>dynamically updated records</p> <p>b. Minutes which initiate and/or indicate a range of actions that must be undertaken.</p> <p>The introduction of the FMS will see the central storage of File Volumes in Registries and the electronic update and movement through workflow management, of the “soft copy” of the File. Updated Minute Sheets and Folios (externally produced and also internally produced, non-electronic folios are scanned) are forwarded to and filed by the Registry Section. Note: the File Volumes do not leave the Registry.</p> <ul style="list-style-type: none"> • Procure and implement a Record/Document Management system for collaboratively produced records/documents. • Fully implement the Ministry’s integrated Human Resource Management(IHRIS) and Payroll System(IGP) and make accessible to all relevant areas of the organisation • Develop and implement a comprehensive customer satisfaction program that institutionalises “an excellence in service” culture within the entire Ministry • Develop fully a comprehensive web site for the Ministry that provides service and information to all stakeholders to include: <ul style="list-style-type: none"> – customer service web-polling – One-stop site for information – conduct of major e-business transactions such as student placement/transfers, applications, etc. – calendar of events – portal for action research by teachers and educators or for on-line research projects creating a community of educational praxis – archive for research findings, policy documents, statistics etc • Fully engage in Output Budgeting and Output Management practices 	

PRIORITY#2- CHANGE /REFORM THE MINISTRY

Strategic Objectives/Outputs

Policy and Regulatory Responsibilities

The Ministry will develop a system of on-going policy formulation using consultative and participatory modes including web polling. It will not only provide a supporting legislative framework to under gird policy changes but also provide the mechanisms to monitor and evaluate the implementation of policies.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Policy and Regulatory Responsibilities	<ul style="list-style-type: none">• Establish accountability systems for state supported schools• Establish monitoring and compliance standards and also monitoring and evaluation mechanisms for private schools at the pre-primary, primary and secondary levels• Monitoring and ensure compliance with the provisions of the Education Act and other guiding legislation in education• Complete the New/Revised Education Act (by 2009)• Complete the Delinking of Teachers and educational personnel from the Public Service	

PRIORITY#2- CHANGE /REFORM THE MINISTRY

Strategic Objectives/Outputs

Resource Arbitration

One of the Ministry's main responsibilities would be to introduce an effective resource management system that would facilitate the provision of resources on an equitable basis for the delivery of a quality, world-class education to the children of Trinidad & Tobago.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Resource Arbitration	<ul style="list-style-type: none"> • Regularise school accounts • Develop standards governing the entitlement of educational institutions (at different levels) to resources for learning, infrastructural enhancement, security and affective development. • Grant support to all schools (incl. a preventative maintenance grant) and the use of formula funding to ensure equity of provision • Review the formula for allocating grants to primary and secondary schools • Develop a formula for allocating grants to ECCE centres • Develop a system/mechanism for granting Imprest Cash to primary schools and ECCE centres • Ensure accountability for public funds provided to educational institutions by providing schools and civic educational authorities with assistance in producing audited financial statements • Develop and implement a Memorandum of Agreement/contract with Denominational Boards • Develop a school funding plan based on individual School Development plans • Undertake a study per capita cost at each level- ECCE, Primary and Secondary • Engage in public/private partnerships 	

PRIORITY#2- CHANGE /REFORM THE MINISTRY

Strategic Objectives/Outputs

Quality Management

Reform and modernization of the education system also involves the transformation of the Ministry into a system of total quality educational management (TQEM). Such a system will assist in guaranteeing and maintaining the highest standards of quality in education provision and outcomes.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Quality Management	<p><u>Focus efforts on quality assurance and quality control:</u></p> <ul style="list-style-type: none">• Establish an independent Standards system• Utilise peer review processes for assessment of individual school performance at the District level. These processes are to include parents and key stakeholders.• Complete the consultancy with the UNESCO to set up within the Ministry, the Quality Management Division which will also comprise a School Inspectorate System	

PRIORITY # 3

INVOLVE THE

COMMUNITY

The third strategic priority of the new Corporate Plan is the involvement of the community in the governance and activities of the education sector.

The emphasis placed on this dimension is aimed at:

- Greater participation and communication and enhanced relationships between the school and the various communities
- Improving stakeholder relations thereby facilitating the linkage between the world of school and the world of work
- Engaging parents in a more supportive modality

PRIORITY #3- INVOLVE THE COMMUNITY

Strategic Objectives/Outputs

Participation and Communication

The Ministry recognizes that local community participation in assessing needs by means of dialogue with public authorities and groups concerned in society is the first, essential stage in broadening access to education and improving its quality. When communities assume greater responsibility for their own development, they learn to appreciate the role of education both as a way of achieving societal objectives and as a desirable improvement of the quality of life.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Participation and Communication	<ul style="list-style-type: none"> • Provide training for Local School Boards • Produce ten (10) minute documentary series on education reform in T&T emphasizing school initiatives. This series will highlight changes and achievements accomplished at school level and will encourage participation and feedback from students, teachers and parents as principal actors in the new thrust • Establish school-community organization which will serve as a link between all schools and the communities. • Establish an interactive website • Develop programs based on MORI polls • Engage in timely national consultations and conferences • Promote and establish inter-ministerial committees in the pursuit of a seamless education system 	

PRIORITY #3- INVOLVE THE COMMUNITY

Strategic Objectives/Outputs

Stakeholder Relations

One of the major contributors to the successful reform of the education system is the continuous involvement of key stakeholders in the entire reform process.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
Stakeholder Relations	<ul style="list-style-type: none"> • Involve professionals in mentoring and in providing career guidance and curriculum support. This activity would also include: <ul style="list-style-type: none"> – Parent professionals supporting school – Private and public sector professionals supporting schools • Host an Annual Ministry symposium with Religious Authorities and Private Schools • Establish an Education "Ombudsman" function to handle stakeholder relations and issues • Sustain mechanisms for meaningful consultations with: <ul style="list-style-type: none"> ○ TTUTA ○ NPTA ○ NGOs/CBOs/FBOs ○ Denominational Boards ○ Association of Principals ○ The Business Sector 	

PRIORITY #3- INVOLVE THE COMMUNITY

Strategic Objectives/Outputs

Parental Engagement

The Ministry will place greater emphasis on parental involvement in the business of education.

OBJECTIVE	TARGET	PERFORMANCE MEASURE
<p>Parental Engagement</p>	<ul style="list-style-type: none"> • Formally establish PTAs in every school • Organise systematic modular training for parents at the District level divided between primary and secondary levels and covering a range of topics such as parental coping skills – e.g. 30% of parents trained within one (1) year. Other activities will also include: <ul style="list-style-type: none"> – Modality of parent education to range from physical seminars to interactive online courses supplemented by TV – Use of the Ministry’s web site to open moderated discussion fora for parents on issues affecting child development and guidance • Establish a “Parents as Teachers” program launched in 50% of primary schools • Engage in Parent conferencing especially in schools “at risk” • Establish a Family Learning Program using Web and TV • Conduct annual parental satisfaction surveys - seek 60-75% approval rating 	

Chapter 9

Main Delivery Mechanisms

The Ministry of Education has identified the following institutional avenues as the main mechanisms through which its Corporate Plan will be delivered:

- **Quality Management** - Reform and modernization of the education system also involves the transformation of the Ministry into a system of total quality educational management (TQEM). Such a system will assist in guaranteeing and maintaining the highest standards of quality in education provision and outcomes.
- **Restructuring and Decentralisation of the Organisation** is one such mechanism. This involves the redesign/restructuring of the Ministry's operations and occurs at several levels as follows:
 - **Schools**-At the level of the schools, the main method used to ensure the effective delivery of quality education to our students and the development of all our schools into Centres of Excellence will be **School-based Management (SBM)**. SBM will empower the schools' administration to address matters peculiar to the local demands and environment. Another significant component of SBM will be school development planning and continuous self-evaluation. Additionally, SBM will also foster implementation of local policy developed within the framework of the Ministry's policy.
 - **Local School Boards** – These entities are established to assist in and provide support for local policy development and implementation. They also help to control expenditure of funds raised for the schools; monitor quality control in delivery of services; advise and make recommendations.
 - **Parent-Teacher Associations (PTAs) and Student Councils**-these are introduced to bridge the gap between the school and the home thereby strengthening their ties. The establishment of Student Councils in particular, encourage students to feel and be part of the school.
 - **Education Districts/Offices** which are set up to monitor the implementation of the Ministry's policies and provide site-based support, advice and mentoring to all schools. Education District Offices will also undertake research and evaluation of teaching and learning.
 - **Central Administration/Head Office**- It is at this level that visioning, policy planning and strategy formulation will take place primarily. Standards determination, Quality Assurance and Control, assessment and evaluation will also occur at the Central Administration level of the Ministry.

- **Government** remains the major provider of education in the country, with the Denominational Boards as a major partner
- **Re-engineering the operations of the Ministry of Education** is yet another mechanism which will enable the following:
 - Improved effectiveness and success of schools
 - Improved student achievement
 - More efficient delivery of services and resources to schools
 - Improved supervision and evaluation
 - Democratization of the system, thereby allowing for greater stakeholder and community involvement in the decision-making process primarily through an increased number of public consultations.
 - Greater efficiency in management and governance of the system.
- **Greater Customer Focus-** The Ministry will operate in a client-centred mode emphasizing the provision of educational services that are responsive to customers' needs and preferences. Service delivery will be achieved via the following:
 - Development and implementation of a **Customer Service Model** for the entire Ministry, commencing at the Head Office and Education District levels. This will involve:
 - Introduction of a Customer Relationship Management System that will consist of the following:
 - Complaints handling system
 - Information/Help Desks
 - Customer Service Team/ Customer Service Representatives
 - A modern and diversified curriculum to facilitate improved curriculum delivery and teaching and learning strategies
 - Provision of a wide range of support services to the student/learner such as:
 - School meals
 - School transport
 - Textbooks/Book grants
 - Initial health intervention activities such as vision screening and auditory testing
 - Diagnostic and Prescriptive services to support students' psycho/social behavioural, emotional and mental wellness
 - Student leadership that promotes school discipline, school safety, peace and a socially democratic culture within the school environment
 - Extending the modalities of learning beyond the school to home and community. This would involve greater infusion of ICT in, as well as, out of the classroom.

- Implementation of the National Open School in Trinidad and Tobago (NOSTT). Using this model, students will be able to access and deliver homework assignments online; home schooling/learning can still continue while out of the classroom or after school hours or at home; online study lessons and practical guides will be made available.
- Implementation of an Employee Handbook /Code of Ethics for the Ministry's staff that addresses key issues such as dress code, communications etiquette etc.
- Establishment and implementation of a Total Quality Management System
- Greater integration of ICT into the daily operations of the Ministry to enable more prompt and efficient service delivery. Some methods include:
 - A comprehensive Ministry's Website that includes:
 - One stop shop for information
 - Conduct of major E-business transactions-student placements; transfers; job applications;
 - Customer service web polling
 - Calendar of events
 - Portal for online action research for teachers and educators
 - Archive for research findings; policy documents; annual reports; statistics etc.
 - Online technical bulletins/ Question and Answer forum that provides support and assistance to schools/Principals
 - Frequent Customer satisfaction surveys/polls
 - Periodic (quarterly, semi-annual/bi-annual/) Ministry symposia with Denominational Boards/religious authorities/private schools etc.
 - Parent workshops/seminars
 - Involvement of parent professionals in mentoring and career guidance
 - Involvement of private and public professionals in supporting schools
- **Greater stakeholder involvement and participation** which will occur through:
 - More frequent national consultations; web site polling , surveys
 - A sound and reliable communications strategy that ensures consistent communication (marketing, promotion etc. of the Ministry's initiatives via media, educated talk shows/interviews, documentary series; the Ministry's Web site, polling and surveys)

- **Continuous institutional strengthening of the Ministry's Head Office and also Education District Offices** towards improved quality in service delivery and improved capacity in the human resource base
- **Alignment of the Ministry with the wider Public Service**, particularly the Ministry of Public Administration and Information, the Ministry of Local Government, the Ministry of Health, Ministry of Social Development and the Ministry of National Security.
- **ICT integration**
- **Establishment of a dedicated, focused team to coordinate, direct and provide overall oversight of the successful implementation of the Plan**, understanding that each Divisional Manager in the MOE will become the owner of the respective functions and the goals and objectives associated with their functional areas.
- **Implementation of a performance management framework that will treat with:**
 - individual performance and accountability
 - the creation of a Programme Management Office
 - a project management culture
 - programme and project monitoring, tracking and evaluation
 - annual performance reports.

Chapter 10

CONCLUSION

This Corporate Plan has highlighted the strategic path the Ministry of Education has adopted so that it can facilitate the development of human capital which will assist the government in achieving its goal of Developed Nation Status by the year 2020.

In so doing, the Plan recognizes the need for high quality education programmes underlined by excellence in the design, delivery and outputs of the education system. A significant feature in the design, implementation and delivery systems is the emphasis on research, doing, learning to learn and stakeholder partnerships and relations. These four(4) features are notable elements of quality education and moreover the basis on which innovative people are developed. In addition to this, the Plan has emphasized that innovative citizens are best developed through qualitative enhancement of Science and Technology programmes, and that these Science and Technology programmes (which feature significantly in a diversified curriculum) must be characterized by design and product output.

The Plan was developed against the background of rigorous situational analysis. Indeed any plan of merit must be developed on the basis of an in-depth analysis of the past achievements of the organization and the present condition. In this context, an analysis was done of the political, economic, social, technological, ecological and legal/regulatory conditions of the present, with a view to identifying their efficacy in supporting the Ministry's way forward and indeed how these conditions may be re-engineered or enhanced to facilitate successful implementation of the Plan.

There is a strong recognition by the Plan of the importance of the inclusion of certain practical elements for plan cohesion. Hence the following elements have been emphasised:

- ✚ Pillars and Foundations upon which an effective, strategic plan must be built e.g. a meaningful vision and a relevant mission, a focus on the organization as a core business, active participation by frontline stakeholders, effective management and well-defined targets, objectives and outputs.
- ✚ A conceptual Framework which by necessity must hold together the various strands of the Plan and indeed the proposed system.

- ✚ Main delivery mechanisms for the delivery of all aspects and components of the Plan, ranging from policies from the central body to the actual conducting of school activities.
- ✚ Robust emphasis on the core business areas of the education system. Education is often called upon to provide a focus on the customer. Education while having certain peculiarities, like any other good service must strive towards customer satisfaction
- ✚ The legal and regulatory framework which supports the system and therefore ensures the legality of the system and its sustainability.

All of these elements act in a complementary fashion and makes the Plan comprehensive. At a more micro level, the Plan is cognizant that due emphasis must be placed, and of course has been placed on the following:

- **A FOCUS ON THE SCHOOL.** This involves:
 - Guaranteeing access and opportunity for every child
 - Providing a quality, world-class education
 - Establishing a safe, nurturing, learning environment
 - Instituting a capacity for learning and achievement

This focus ensures that the schools are the “theatre of operations” for the conduct of all activities in the planning, organization and delivery of education. School Based Management therefore looms large in this scenario. This focus also emphasises Strategic Outputs which are characterized by:

- Benchmarking for both qualitative and quantitative objectives have been set
- Using national, regional and international comparisons. In this context the Plan speaks to participation in national tests as well as international tests, example, PIRLS.
- Periodic reviews of the efficacy of the curriculum for appropriateness, relevance and suitability
- Review of leadership at all levels
- Characteristics of school leavers. The Plan has noted such characteristics as resilience, critical and analytical thinking as being among significant attributes of school graduates.
- Teachers efficacy i.e. assessing teacher performance and dominant use of the Performance Management Appraisal Process (PMAP)
- School Leadership and Management

- **A REORGANISED MINISTRY OF EDUCATION** which highlights:
 - Organisational development dealing with reshaping the organisation’s capacity to act effectively and perform efficiently

- Policy and regulatory responsibilities in relation to developing the capacity for transparent and consensual policy formulation and also the ability to impartially enforce regulations and policy
- Resource arbitration which requires exercising the key function of providing resources on an **equitable** basis for the delivery of world-class education to the children of Trinidad and Tobago
- Quality Management which essentially calls for guaranteeing and maintaining the high standards of quality in education provision and outcomes.

➤ **INVOLVEMENT OF PARENTS, STAKEHOLDERS AND THE COMMUNITY.** In this context, the Plan recognizes that the school and the teachers alone cannot achieve the targets set out. It requires the involvement of the community, parents and other stakeholders.

No doubt, there is today a ubiquitous challenge of education keeping pace with the ever-changing demands of society and students which have been engendered primarily by the present day upsurge of scientific and technological innovation and advancements.

Educators are sometimes worried that the educational programmes in currency cannot adequately prepare students for working and living in a world which will be much more different by the time they graduate. Indeed, both teachers and textbooks, the two major mechanisms by which education is delivered in the classroom have a high turnover role. It is claimed that no satisfactory measures have yet been found or at least widely applied for keeping teachers updated in a regular and timely fashion nor for keeping student information totally updated. The concept of pre-service and continuous professional development for teachers therefore, looms large and is a significant step in the right direction in this Corporate Plan as is the infusion of ICT in education.

Education is always upheld as a significant mechanism for enhancing individual and societal development. This is preeminently its role. In order to fulfill its expectations, the education system must continuously engage in the process of modernization and renewal so as to respond meaningfully and intelligently to the societal changes while maintaining quality education and excellence in approach and delivery. This is the core challenge to which the strategies and benchmarks of the Corporate Plan has been devised to respond. It is the overall challenge which the Ministry of Education and Trinidad and Tobago as a whole, must accept.

DECEMBER 13, 2007

APPENDIX