



Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

Education Sector Strategic Plan: 2011 – 2015



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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 3 and 4 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 communication technology (ICT) plays a major role in preparing our learners for the global market. Over the next 4 years, we will continue to deliver on our commitment to provide all students entering Form 1, 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



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 and Market 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
IADB	Inter-American Development Bank
ICT	Information and Communication Technology
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 Organizations
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-Teachers 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 & Tobago Unified Teachers' Association
TVET	Technical/Vocational, Education & Training



PHILOSOPHICAL STATEMENTS OF THE EDUCATION SYSTEM



VISION, MISSION AND VALUES

VISION

- The Ministry is a high performing and dynamic organization 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 organizations 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 organization
- (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) inter-connected 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 focussed 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' Over all 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 agenda¹, 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 Dr. the Honourable Minister Tim Gopeesingh, continued the process of

¹ The People’s Partnership *Prosperity for All Manifesto 2010*, adopted by Cabinet as the national development agenda



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 organizations. 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 organization 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 snap shot 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).

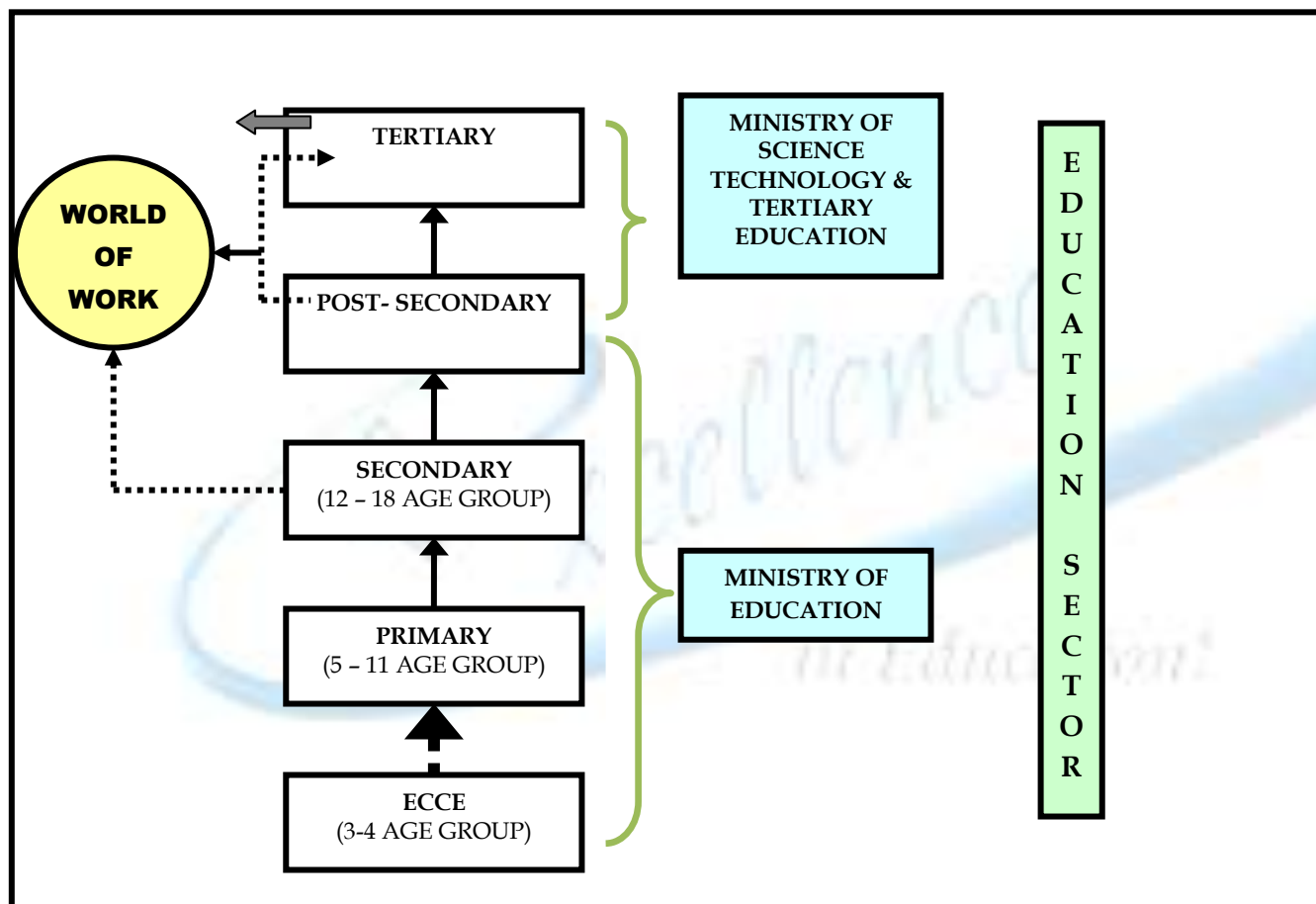
ADMINISTRATION OF THE EDUCATION SYSTEM

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 standardized 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.



Figure 1: Education Sector Structure and Linkages



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-Teachers' 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 organizations. 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 organization
- (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	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	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



STRATEGY/PRIORITY	KEY ACTIVITIES
	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
3. Achieve Universal Early Childhood Care and Education (ECCE) by 2015	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. Institutionalize School Based Management System	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 "reworked" school based management framework 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)	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.



STRATEGY/PRIORITY	KEY ACTIVITIES
6. Determine the Service Requirements for Children	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 (<i>e.g. Denominational Boards, EFCL, NSDSL</i>)
7. Develop and Maintain an Education Sector “Market” information System	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 (<i>e.g. CSO, UWI, UTT, NGO’s etc.</i>) 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	<i>Leadership, Governance and Integrated Management</i> 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 organizational 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



STRATEGY/PRIORITY	KEY ACTIVITIES
	e) Sustain effective SET oversight focused on strategy implementation and performance monitoring
	<i>Monitoring and Evaluation Systems with a focus on Key Performance Measures</i> 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
	<i>Corporate Planning</i> 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 annualized business plans to support the implementation and reporting on the Ministry's Corporate Plan
	<i>Policy Development and Management</i> 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 categorization 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
	<i>Business Processes</i> 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
	Information System Management Develop a comprehensive plan to guide further planning, management and implementation of the information and communications systems. Slide 86 SISP 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	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	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	Develop a plan for People Engagement, Change and Transition, across the Education Sector which outlines the strategy and requirements for human and financial resource

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	Develop the necessary legislative framework to support the development of the ECCE sub-sector. Complete the primary school rationalisation exercise to identify new spaces for ECCE centre Commence the upgrade/ renovation of primary schools to facilitate ECCE centres. Establish Public /Private partnerships through Memoranda of Understanding and upgrading of existing private centres. Complete the construction of 24 IDB-funded ECCE Centres Identify new spaces for the construction of 26 new ECCE centres and commence construction
M2. Integrating ICTs into Education	Implement the eCAL Programme throughout the secondary level, incl. providing all Form 1 students with a personal laptop, Conduct an <u>on-going</u> review of the eCAL Programme Conduct the review of ICT infrastructure at the Primary and Secondary levels. Complete the computerisation of the remaining 138 Primary School

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



M3. Teaching Practice, Teacher Training and Development	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 Implement a system for clustering of qualified teachers to schools and provide a stipend to attract and retain the best Initiate a training of trainers programme for qualified teachers Provide support to secondary school teachers toward professional development in content areas focused on literacy development. Plan and implement methods to improve the development of teachers, teacher performance and teaching methods Provide remedial training and support to teachers engaged with remedial students. Conduct workshops with principals and teachers as literacy leaders
M4. Curriculum Reform	Complete the revision of the primary school curriculum in the seven (7) subject areas Introduce Spanish as the first foreign language at the primary level. Review and update Curriculum, at each school level, to validate integration of Value Outcomes for Children into the Curriculum.
M5. Improving Students' Overall Academic Performance	Conduct a longitudinal study to determine the impact of whole-school improvement plans on students' academic achievement Establish benchmarks for student performance and integrate into learning process Participate in the Progress in International Reading Literacy Study (PIRLS) and implement recommendations. Participate in the Programme for International Student Assessment (PISA)



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	Develop the policy to support the implementation of CVQ in all secondary schools, incl. denominational schools. Develop strategy to attract and retain qualified and experienced instructors/teachers. Conduct a comprehensive audit to identify the equipment, consumables and physical facilities (incl. Tech Ed Labs) required for system-wide implementation of CVQ over the 5-year period.
M8. Improving Infrastructure in Schools	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. Define by school, the number of school spaces in private institutions being paid for by the MoE. Evaluate national school space requirements against demand by geography and by categories of schools (ECCE, Primary, Secondary, Advanced, Technical Vocational). Increase the efficiency of the School Construction, Repair and Development Programme
EXAM, TESTING AND ASSESSMENT: M9. Continuous Assessment Programme	Lead, plan, implement and manage the successful introduction of the Continuous Assessment Programme (CAP) for primary schools from the 2011/12 school year 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. Conduct an assessment of teachers trained in these areas and conduct training in the areas of dearth Plan and conduct an evaluation of the current system of examination, testing and assessment within the education system



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



	Publish a National Classification of Occupations Conduct a baseline study to determine the labour market needs in relation to the education system Institutionalise a systematic process for supporting students aged 15 years and older who are at risk of early school leaving.
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	Complete the integration of the IHRIS into the information system of the MOE Develop Training Plan for Civil Service Staff in conjunction with the development and implementation of the business processes Develop and implement ' Succession Planning ' policy
GOAL NO. 3: ENGAGE STAKEHOLDERS IN THE TRANSFORMATION OF THE EDUCATION SYSTEM	
M16. Parental and Stakeholder Engagement, Involvement and Support	Develop community-based programmes to deepen parental involvement in the learning process and the development of schools Conduct research to ascertain the issues and challenges confronting parents Expand the "Work Study" opportunities for secondary school students Facilitate the implementation of a mentorship programme in primary and secondary schools.



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 Institutionalizing 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:

Mobilization 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 mobilization 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 Organizational Transformation
11. Organizational 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 Standardization 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 IADB) approved);
- (3) Management of Students and Control of Deviant Behaviour in Schools (agreement in principle from IADB 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 harmonization 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 reports 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/Units 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 organization 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 organization, 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 annualized 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 5-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/Units 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
sub-Total:	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 (incl. Special Education)</i>	66,740	78,880	94,600	94,600	104,060
s sub-Total:	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 (incl. Technical/Vocational Education)</i>	192,660	214,456	214,456	230,000	230,000
sub-Total:	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>					
<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
sub-Total:	280,309	292,601	401,100	298,200	301,614
Teacher Training & Development					
<i>(incl. CETT, STARR-Monitoring Unit, ICT-NESC)</i>		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
sub-Total:		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>		2,500	2,500	2,500	2,500
ICT in Education sub-Total:	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
sub-Total:	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
sub-Total:	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

	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
ECCE sub-Total:	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
Primary Education sub-Total:	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
Secondary Education sub-Total:	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]	• 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	The attainment of the value outcomes for children Children who can contribute/participate in a globalised, knowledge-based society.
Parents, National Parent-Teacher Association (NPTA) and other Parent Associations	• 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	Confident and well adjusted citizens of Trinidad and Tobago Reduction in crime, violence and social ills.



KEY STAKEHOLDERS	ISSUE(S)	IMPACT
	• 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 (<i>voices to be heard by teachers, principals and supervisors</i>) • Guidance and support for proper parenting • Access to student support services, including special education needs and disabilities assessments • Identification and clarification of authorized personnel to deal with related issues	
Teachers	• 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	• 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	• 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)	• 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	Leadership who are aware, adaptive and responsive to the changing local, regional and international environments and their effects on the education system
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	Participate in the development of the nation
Tobago House of Assembly (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	Harmonize the delivery of education services in T&T Improved student performance in the academic, social and affective skills



KEY STAKEHOLDERS	ISSUE(S)	IMPACT
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	Efficient and effective use of resources Improved planning and allocation of scarce resources
Other Government Ministries and Agencies	• 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 • 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	Improved collaboration for the delivery of social services to the people of T&T Improved research capability and policy making decisions



KEY STAKEHOLDERS	ISSUE(S)	IMPACT
	• A feedback loop in the system that includes the public • Structured and effective monitoring and evaluation system in use	
Teaching Services Commission and the Chief Personnel Office	• 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 • Good Industrial Relations practices	Efficient and Effective machinery/system for the recruitment, promotion and discipline of the teaching body
TTUTA and other Unions	• 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	• 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



KEY STAKEHOLDERS	ISSUE(S)	IMPACT
Private Sector	- Curriculum that matches the employment needs in the Sector - A holistic graduate from the school system at secondary and post-secondary levels - To be a strategic partner	To boost and assist in the diversification of the economy
International and Regional Agencies	- To be a strategic partner - An education system that produces citizens capable of contributing to a regional and global development	Ensure that the education system is abreast of the developments in educational research
Non-governmental Organisations (NGOs)	- To be a strategic partner - To assist in the education service delivery system	Ensure that we can contribute to the development of the education system
General Public	- Quality Education for the nation's children - Equal access to education for each child - An efficiently and effectively operated Ministry of Education, which provides value for money.	Ensure that can contribute to the development of the education system

(SOURCE: Ramcharitar, J. Ministry of Education Strategy Report. September 2010)



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, 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
• 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	• 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
• 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.	• 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

(SOURCE: Compiled from submissions made by Divisions in response to Minister's request, June 2010)



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. 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

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

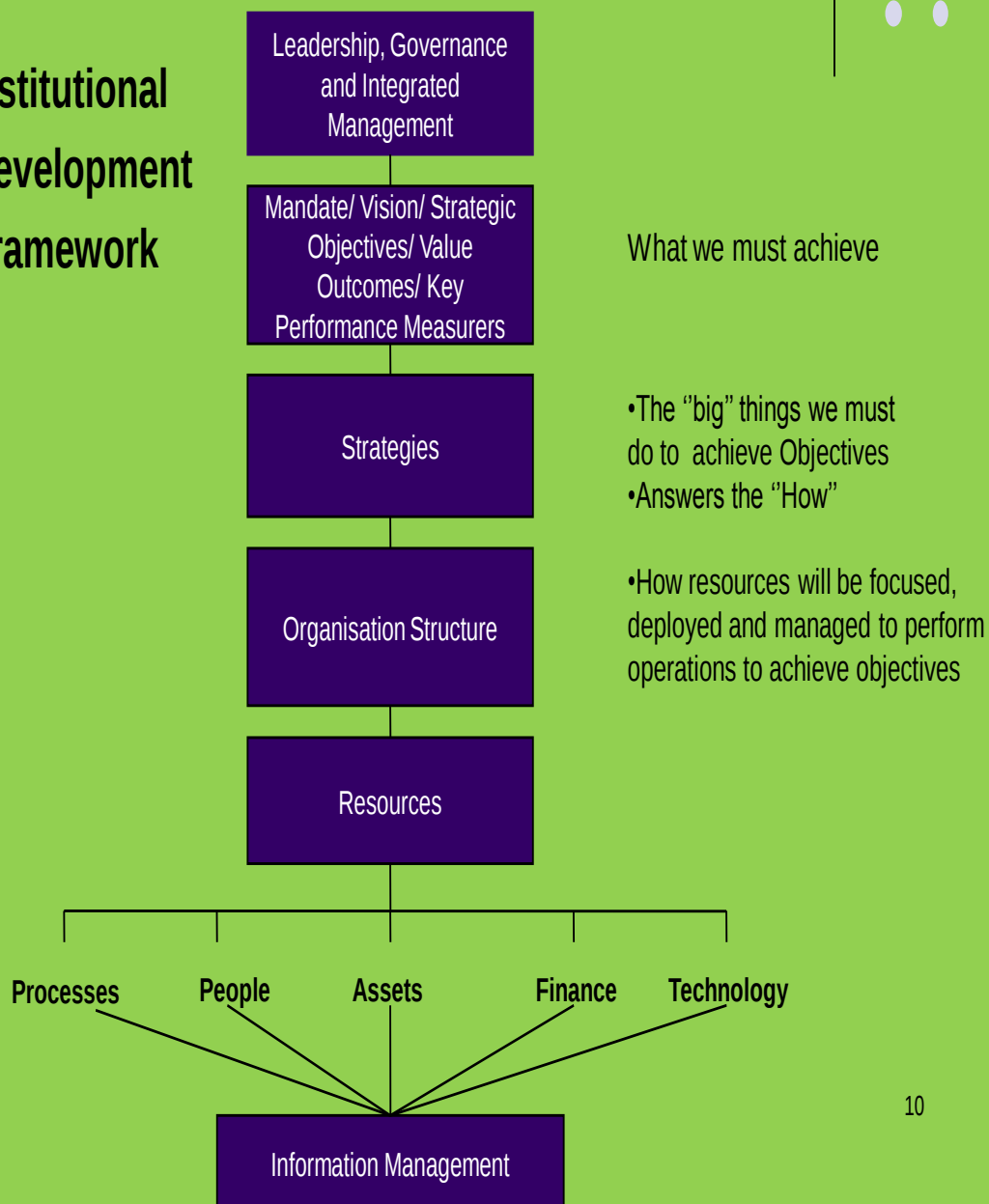


APPENDIX 4

Ministry of Education



Methodology: Institutional Development Framework





APPENDIX 5a

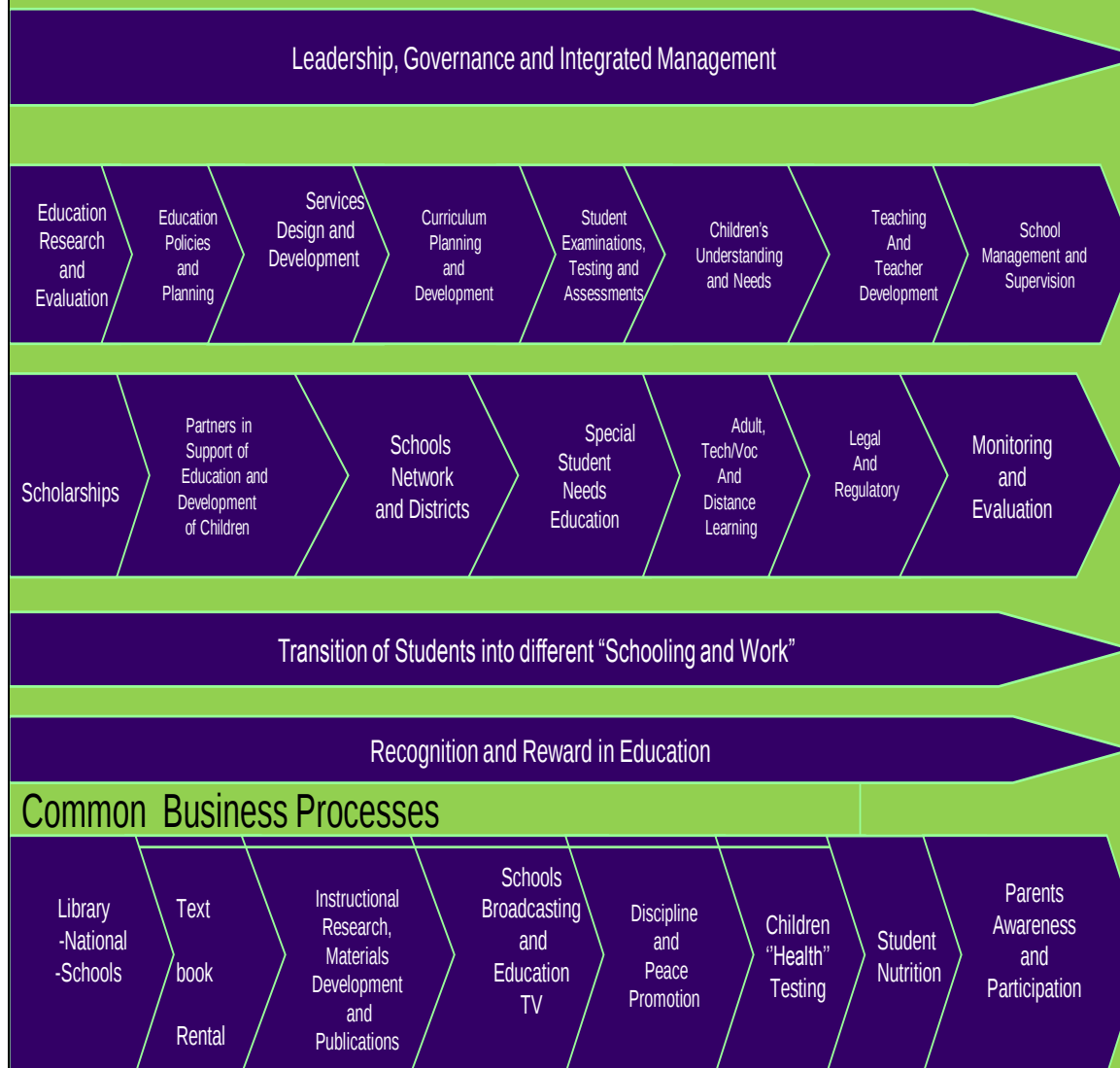


Ministry of Education

Business Process Model



Core Business Processes





APPENDIX 5b

Ministry of Education

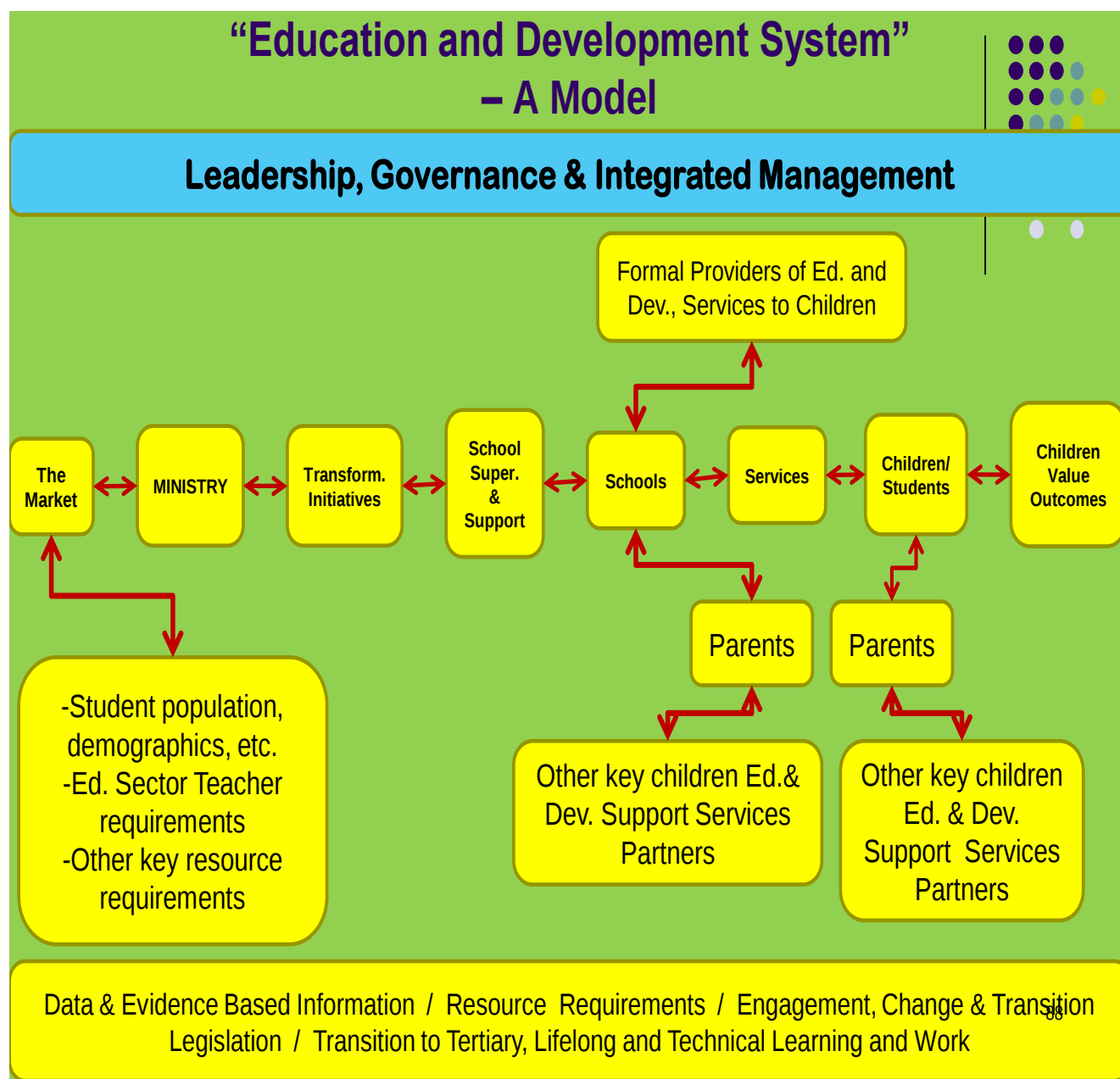
Support Processes



- 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

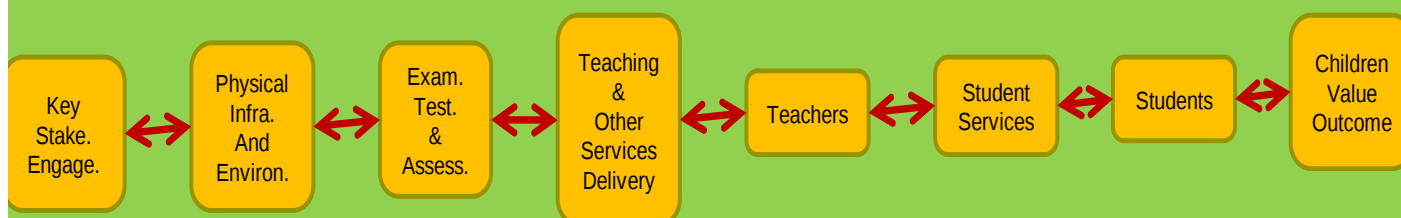




School Based Management – A Model



Leadership, Governance and Integrated Management
(The Principal and Leadership Team)



Support Services

School Supervision



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. Decentralization 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

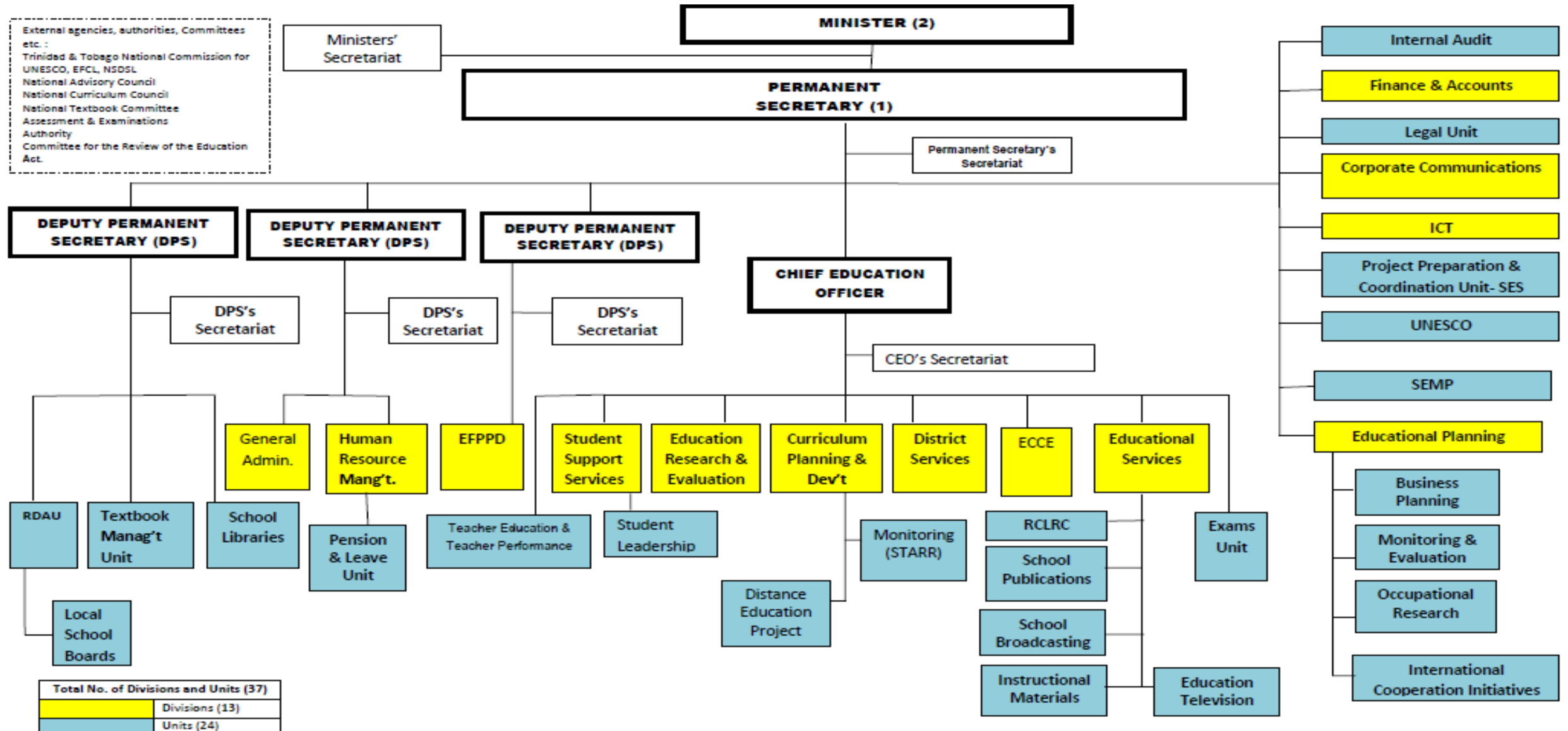
Corner High Street and St. Croix Road, Princess Town

(7) North Eastern Education District Office

Savi Street, Boodooville, Sangre Grande

(8) Tobago Education District Office

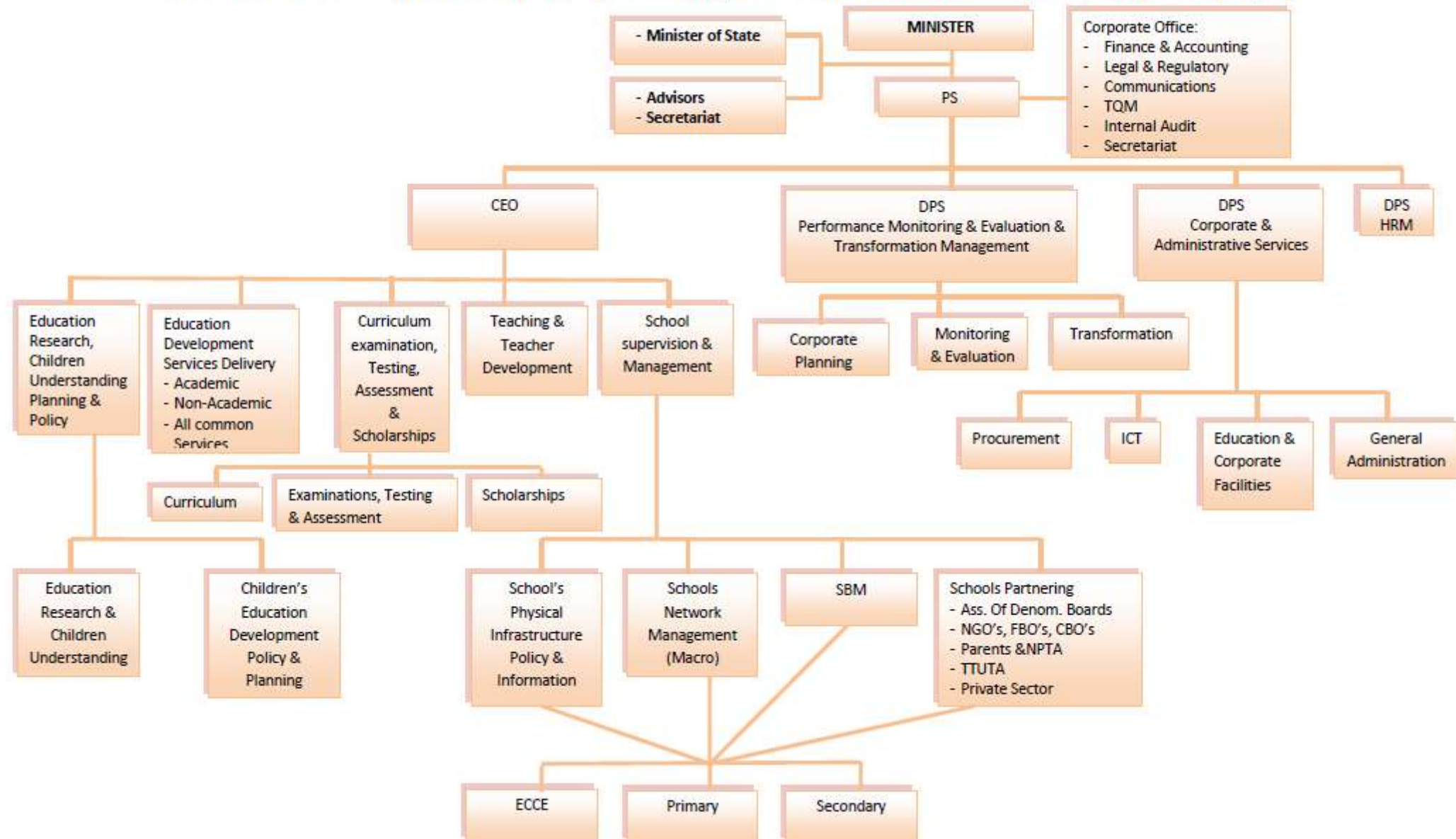
Dutch Fort, Scarborough, Tobago



Current Organizational Chart of the Ministry of Education -2010



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:

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

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?

	Purpose (linked to Outputs/Outcomes)	Q2	Q3	Q4
Financial Projections				
Human Resource (add't'l)				



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





CORPORATE PLANNING PROCESS

Glossary of Terminologiesⁱ

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 organization'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 organization-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 organization 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 organization'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 analyze 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 organization. These can include economic, political, cultural, and physical conditions inside or outside of the organization.

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 organizational vision, answering the question “how will we know when we’ve arrived?”

Impact: An impact is an intended or unintended consequence of policies, programme, 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. “% 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 organization or a programme. Input and output indicators relate to actions for which the government has direct control *e.g. “3 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 organization 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 organization 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 synchronization 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 organization.

Integration: The harmonization of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-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 categorized 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 organization's reason for existence. The mission describes what the organization 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 organization. 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 organizations. 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 organization'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 optimize organizational performance. It provides a framework for organizing, automating, and analyzing 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 organization that can place a claim on, or influence, the organization's resources or outputs; is affected by those outputs; or has an interest in or expectation of the organization. The Ministry of Education has a wide base of internal and external stakeholders.

Strategic direction: The organization'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 realize the successful completion of a strategic goal.

Strategic planning: Strategic planning is the continuous and systematic process of establishing the organization's mission and formulating goals, strategies, objectives, and a strategic plan. It requires that goals, strategies, and action plans be aligned to the organizational 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 organization'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 organization 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 organizational 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 organization would like to be in the future.

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