



Government of the
Republic **of**
Trinidad & Tobago
Ministry of Education

Strategic Plan, 2002-2006

November 2002

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FOREWORD

It is now a truism to state that the Republic of Trinidad and Tobago has not escaped nor can hope to escape the political, social, cultural and economic impact of constant, rapid and vertiginous change. The seemingly unending explosion of scientific knowledge and technological innovations is continuously fueling such change.

Our very survival as a people and as a nation depends on how we face the challenges of life in this global village where we must compete for space in the international market place; in a global economy that is knowledge – based and technologically – driven, particularly by the information and communication technologies.

It has become clear that the challenges we face require us to think and act strategically. Informing our strategic decisions must be a shift in emphasis, a shift from the development of physical and financial capital only to the development of human capital. The focus must be on human resource development. And education is the key to human resource development.

Recognizing the nature of the global challenge of the Information Age and recommitting itself to faithfully carrying out its mandate as enunciated in the Education Act, the Ministry of Education has embarked on a major education reform exercise – the modernisation of the education system.

As an intrinsic element of its current thrust to transform the education system, it has formulated a Strategic Plan for the five-year period 2002 to 2006. It is a firm declaration of intent. Taking full cognisance of its environment and its stakeholders' needs, the plan communicates very clearly where the Ministry sees that the education system should be,

and how it intends to take it there. It places at its epicenter the educational development of the total person – the pupil/student, the young citizen of today who will be the adult of tomorrow; the pupil/student who must be properly prepared to contribute positively and responsibly to his/her own welfare as well as to that of the community and the wider society in which he/she will live.

I applaud all of us who uphold this sacred trust of preparing our nation's children to pursue their hopes and dreams in life.

The commitment must now be to the way forward.

HAZEL MANNING
MINISTER OF EDUCATION

ACKNOWLEDGEMENTS

The Strategic Planning Team wishes to acknowledge the valuable contribution made by Dr. Carol Keller in assisting the team to continue charting the direction set by the Education Policy Paper 1993-2003. This policy paper has informed the Strategic Plan 2002-2006 to a large extent.

Acknowledgements and sincere appreciation are also due to those staff members who submitted comments and recommendations for the amendment of the draft plan, as well as to the secretarial staff for the typing of the document.

Special acknowledgement is extended to the staff of the Machine Room and the Publications Unit of the Rudranath Capildeo Learning Resource Centre (RCLRC) who worked tirelessly to print each successive draft of the plan.

THE VISION OF THE MINISTRY OF EDUCATION

Our vision is:

“to be a pacesetter in the holistic development of an individual through an education system which enables meaningful contributions within the global context.”

MISSION STATEMENT

Our mission is:

“to lead the modernisation and renewal of the system of education.”

CORE VALUES

Our core values are:

- Integrity and trust
- Respect
- Empowerment
- Stretch
- Customer Service
- Courage
- Security
- Balance
- Openness
- Teamwork
- Love
- Loyalty
- Commitment

EXECUTIVE SUMMARY

The Government of Trinidad and Tobago has ranked Education as the top national priority. The Government envisions that by 2020 Trinidad and Tobago will be a fully developed nation. It has therefore positioned human resource development as the platform for taking Trinidad and Tobago to developed country status. Education is the key to human resource development.

In formulating its Strategic Plan for the period 2002 to 2006, the Ministry of Education has aligned its key activities with the goals set for national human development. Cognisance has been taken of the objective to improve the quality and equity of access to education and training at all levels of the system and to create and sustain a culture of lifelong learning. The goals of the Education Policy Paper 1993-2003 have also influenced the strategic planning exercise.

Accordingly, the Ministry has identified four (4) major strategic objectives to be pursued over the Plan period, viz:-

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

The vision of the Ministry is to be

“a pacesetter in the holistic development of an individual through an education system which enables meaningful contributions within the global context.”

Supportive of its vision, the Ministry sees as its mission over the 2002-2006 period –

“to lead the modernization and renewal of the system of education” in Trinidad and Tobago.

Among its core values are the attributes of integrity and trust, respect, customer service, teamwork, love, loyalty and commitment.

The main focus of the strategic thrust is in the schools, from the pre-school level up to the Teacher Training and Development institutions. The Plan identifies clearly the comprehensive scope of the modernization and reform agenda on both the quantitative and qualitative sides.

On the quantitative level the following priorities have been set:-

- Continuation of the building of secondary schools under the SEMP up to 2006.
- Continuation of the technical upgrade of secondary schools, also under the SEMP.
- Continuation of the construction and outfitting of ECCE centres.
- Continuation of the construction of Primary schools under the Fourth Basic Education programme.
- Establishment of an Education Facilities Management Unit in the Ministry to build capacity to ensure continuous upgrade and modernization of the school plant, particularly at the primary school level.
- Expansion of space at existing secondary schools to ensure places for all and to accommodate plans for deshifting.

On the qualitative level, the key priorities identified in the Plan are:-

- Building support to strengthen curriculum delivery at all levels.
- Continuation of the design and development of curriculum for the secondary level up to Form Five.
- Review of the curriculum of the Teachers' Colleges and setting a new vision in teacher training and development.
- Building capacity for continuous assessment, testing and evaluation to support the curriculum goals, particularly at the Primary level.
- Enhancement of teaching and learning strategies.
- Complete transformation of the Early Childhood Care and Education (ECCE) System, with attention to both curriculum as well as teacher preparation.
- Strengthening of student support services.

The Plan points to the fact that these quantitative and qualitative goals are to be supported by a vigorous institutional strengthening drive to build capacity within the Ministry and in schools. Already a professional development programme for Principals and School Administrators is being implemented on an annual basis. The latter training is intended to boost administrative efficiency at the school level and to build a platform for effective school based management.

System-wide efficiency and effectiveness would be achieved over the Plan period by a commitment to complete the Decentralization and Restructuring of the Ministry by 2006.

Supportive of the decentralization/restructuring agenda will be the completion of a process mapping for the Ministry's operations and a fully operational Education Management Information System (EMIS).

All activities of the Ministry and its schools, over the Plan period 2002-2006, will be squarely aligned with the goals and objectives of the Strategic Plan and the priorities identified therein. The performance indicators set out under the operationalization section

of the Plan point to desired outcomes of the reform and modernization initiatives and serve as a guide for accountability for results and as an avenue for feedback.

A comprehensive Communications Strategy will support the Plan's implementation so that all employees and all stakeholders would be fully apprised of the way forward for the education system in Trinidad and Tobago and be encouraged to support the process with the fullest of commitment and a sharing of the vision and mission of the Ministry of Education.

SECTION I

INTRODUCTION

The New World Economy, which is driven by globalization and rapid technological advancement, compels Trinidad and Tobago to transform its national economy in order to survive in this dynamic world environment

Human Resource Development at the national level has been identified as pivotal to the transformation agenda set for the national economy by the current and successive governments. Consequently, the Ministry of Education has been the recipient of sizable increases from the budgetary allocations to ministries and departments over the past ten (10) years. These increases were geared towards the transformation of the education system to facilitate economic and social development.

The Ministry of Education during this ten-year period has accelerated its efforts to transform the educational sector. To this end, the Ministry has sought to focus on both quantitative and qualitative development of the education system. On the quantitative side, for example, the Ministry has sought to construct more schools at both the primary and secondary levels and implement an upgrade and maintenance programme for old schools. The Ministry has also bought school places in private secondary schools to fully achieve its objective of universal secondary education for all. Simultaneously, on the qualitative side, the Ministry is engaged in the revision of the curricula at the primary and secondary school levels and at the Teachers Training Colleges, conducting management development programmes for its administrators and teachers and pursuing an aggressive institutional strengthening drive.

Two of the main catalysts behind the transformation thrust are the GORTT/IDB Secondary Education Modernization Programme (SEMP) and the GORTT/IBRD Fourth Basic Education Programme (FBEP). The SEMP programme forms part of Government's

long-term strategy for the reform and modernization of the education system at the secondary level. The goal of the SEMP is to strengthen the nation's productivity and competitiveness by ensuring that young citizens from all backgrounds are prepared, through a modern education system, to participate in, and contribute to, the development of a technologically driven and skills-based economy. The SEMP therefore supports the on-going efforts of the Ministry of Education to initiate a deep institutional and pedagogic reform of the secondary sector.

Concomitantly, the FBEP supports the efforts of the Ministry of Education to improve the education system from the early childhood and primary schools stages. At present a vigorous construction programme of Early Childhood Care and Education Centres (ECCE) and Primary Schools is being pursued. FBEP programmes are also addressing issues of the quality of teaching and student achievement in primary schools. Further, structured programmes are being implemented on Effective Leadership, Teaching and Assessment methods and coaching among Teachers.

In responding to changes in its external and internal environments over the past three years, the Ministry has further adapted its transformation agenda to prioritizing the provision of support to students and ensuring that peaceful environments are created and maintained in schools. Attesting to this is a steady expansion of the School Nutrition Programme and the launch of a comprehensive programme of School Intervention Strategies. The latter is aimed at reducing violence and indiscipline in schools through the implementation of holistic intervention programmes that seek to build strong partnerships with families, communities, and businesses.

The recent events in the political environment gave rise to administrative changes in the Public Service. From December 2001, a new Minister was appointed to the Ministry of Education and some adjustments were made to the Ministry's portfolio. These changes served as an impetus for the Ministry to revisit its strategic plan with a view to charting a

strategic course, which is in alignment with the current objectives established for national development. To this end, in March 2002, the Ministry undertook a two-day retreat exercise to achieve the afore-mentioned objectives.

The Ministry's Strategic Visioning exercise attained its expected goals. The visioning exercise process was supported by the existence of a draft Strategic Plan and the Education Policy Paper (1993-2003). Additionally, over the years, the Ministry's senior managers have developed competencies in strategic planning thus there is a critical mass in the Ministry to guide the strategic planning process. This notwithstanding, the Ministry has not been very successful in fully meeting targets set in previous implementation schedules primarily because of budgetary and staff constraints and the volatility in the political environment. In addition, the absence of a strong and dedicated Project Implementation capability in the Ministry contributed to this shortcoming. The Strategic Plan 2002-2006 gives priority to this critical need.

CURRENT POSITION OF THE MINISTRY OF EDUCATION

The purpose and mandate of the Ministry of Education are spelt out in the Education Act, Ch. 39:01 (the Act) wherein the powers, functions and responsibilities devolving on the Minister of Education, and by extension the Ministry, are articulated. Section 3 of the Act states as follows: -

The powers conferred on the Minister by this Act shall be exercised so as to ensure –

- (a) 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;

- (b) 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 society;
- (c) the effective execution of the education policy of the Government.

Given this purpose and mandate, the Ministry's responsibility is exceedingly wide. It manages a school network consisting of six hundred and seventeen (617) schools; four hundred and eighty-two (482) Primary Schools and one hundred and thirty-five (135) Secondary Schools and two (2) Teachers' Colleges. Some 259,108 students are currently enrolled in these schools.

In addition, the Ministry has responsibility for managing an education system comprising of fourteen thousand (14,000) Teachers, including Principals, Vice Principals and Heads of Departments and Deans.

STRUCTURE OF THE MINISTRY OF EDUCATION

The central administration staff of the Ministry consists of some three thousand (3,000) civil servants located at Head Office on Alexandra Street, St. Clair, as well as district and sub regional offices and schools. The present structure of the Ministry of Education makes provision for a top management corps of two (2) Permanent Secretaries and a Chief Education Officer, and a number of Divisional Directors. These Divisional Directors manage a large cadre of support staff. The top management positions are as follows:

PERMANENT SECRETARY

CHIEF EDUCATION OFFICER

DIRECTORS: -

- Human Resource Management
- Finance and Accounts
- Educational Planning
- Curriculum Development
- Educational Services
- Educational Research and Evaluation
- School Supervision
- Technical/Vocational Education and Training
- Educational Facilities Management Unit
- General Administration

Other Heads of Division include:

- | | |
|---------------------------------------|---|
| Programme Coordinator (contract) | - Secondary Education Modernization Programme (SEMP) |
| Programme Coordinator (contract) | - Education Programme Coordinating Unit (EPCU) |
| Secretary General | - Trinidad & Tobago, National Commission for UNESCO |
| Auditor II | - Internal Audit Department |
| IT Manager (contract) | - Information Technology |
| Senior Legal Officer (contract) | - Legal Services |
| Director, School Nutrition (contract) | - School Nutrition Programme |
| Manager (contract) | - Rudranath Capildeo Learning Resource Centre (RCLRC) |

The existing top structure of the Ministry of Education is shown at Appendix I.

The roles and functions of these Directors and Heads of Divisions are outlined in the following Sections.

HUMAN RESOURCE MANAGEMENT

The Human Resource Management Division's major role is to attract, develop and maintain a quality work force. The management structure of the Division comprises of a

Director and five (5) Senior Human Resource Officers (SHROs). The Division is organized around the following functional areas:-

Human Resource Planning

- Organization Planning
- Performance Management
- Human Resource Information Systems Management
- Human Resource Audit & Evaluation

Employee Relations

- Labour Management Relations
- Industrial Relations
- Benefit Administration
- Employee Relations
- Grievance Procedure/Discipline
- Health & Safety
- Separation

Recruitment and Selection (Civil & Teaching Service)

- Recruitment & Selection
- Employment Planning
- Probation & Confirmation

Training and Development

- Orientation & Induction
- On the Job Training
- Training Administration
- Career Management

ROLE AND FUNCTIONS OF THE HUMAN RESOURCE DIVISION

1. To assist in the devising and implementation of a system of continuous management and appraisal of the performance of personnel;
2. To develop and review systems and procedures for human resource management within the Ministry;

3. To implement and review human resource management policies, programmes and procedures as advised by the Personnel Department;
4. To provide and disseminate information (including the relevant laws and procedures pertinent to human resource management of the Ministry of Education;
5. To identify, develop and review programmes for the induction and development of personnel in the Ministry of Education;
6. To perform such other duties consistent with its functions as required by the Permanent Secretary;
7. To evaluate the relevance of the various functional areas and processes carried out in the Ministry;
8. To maintain the organizational structure and staffing to support the achievement of the Ministry's strategic objectives;
9. To develop programmes to improve productivity by optimizing the use of the Ministry's human resources;
10. To be an agent of change in the organization towards the establishment and maintenance of an industrial climate that fosters co-operation, participation and motivation;
11. To improve the quality of the working environment for officers in the Human Resources Division;
12. To assist in the provision of secretariat support services to the Teaching Service Commission.

THE FINANCE AND ACCOUNTS DIVISION

The role of the Finance and Accounts Division is to exercise the prudent management of the financial resources of the Ministry as it seeks to manage the modernization and renewal of the education system.

This is accomplished through various functions, which range from seeking funds from the Ministry of Finance, to accounting to Parliament at the end of the financial year for all funds appropriated.

The responsibilities of the Division are divided into the following areas: -

- Revenue Collection
- Budgetary Control
- General Accounting
- Payroll Accounting
- Reporting
- Financial Advice

These responsibilities of this Division are adequately carried out by a staff of one hundred and fifty-two (152) employees:-

- o one hundred and forty-five (145) monthly paid civil servants
- o four (4) contract employees
- o two (2) daily rated workers and
- o one (1) part-time employee.

The Division is divided into ten (10) sections:

- Office Management
- Finance and Registry
- Check Staff
- Pay Branch
- Reconciliation
- Accounts
- Paysheets
- Auditor General Queries/National Insurance/Overpayment and Advances
- Pension and Leave
- Capital Budget and Revenue Collection

Responsibilities of the Sections

Office Management

- Ensure that staff is in an acceptable work environment and has adequate supply of materials for the performance of their duties.

Finance and Registry

- Prepares/collates the Draft Estimates of Revenue and Expenditure
- Requests monthly releases of funds from the Ministry of Finance
- Processes all requests for releases to Sub-Accounting units
- Prepares and pays salaries of the officers of the Ministry of Education

Check Staff

- Checks and passes for payment of all vouchers with the related schedules of accounts received from all Sub-Accounting Units prior to submission to the Pay Branch

Pay Branch

- Applies for Grant of Credit on the Exchequer Account
- Maintains Cheque Form Register
- Maintains Remittance Register and deposits all cheques received
- Issues Invoice Order Books to officers at the Sub-Accounting Units

Reconciliation

- Handles all the reconciliation matters with respect to accounts, e.g. preparation of monthly Cumulative Statement of Expenditure for submission to Budgets Division

Accounts

- Processes payment vouchers including Contract Officers
- Maintains all traveling, electricity, telephone, rent and grant ledgers

Paysheets

- Processes and prepares payroll, job letters and T.D.4 certificates for staff
- Maintains all pay record cards

Auditor General Queries/National Insurance/Overpayment and Advances

- Addresses all matters pertaining to the above

Pension and Leave

- Prepares Pension and Leave records for officers who have been transferred, promoted to other Ministries and for retirees, deceased officers and those who have resigned

Capital Budget and Revenue Collection

- Accounts for all Capital Expenditure under Development Programme
- Collects and deposits into the consolidated fund all revenue in respect of all items under the control of the Ministry of Education and for other revenue items

CURRICULUM DEVELOPMENT DIVISION

The Curriculum Development Division is headed by a Director of Curriculum Development (DCD) and a staff of Curriculum Coordinators who coordinate the activities of Curriculum Officers for various subject areas and a Physical Education and Sports Unit.

Responsibility

The division is responsible for the design, development, implementation and evaluation of the Curriculum for primary and secondary schools. This involves the following activities:

- Curriculum Design and Development
- Curriculum Revision
- Design and development of tests for lower secondary level
- Liaison with CXC in the development of the SEA
- Assisting the Examinations section of the Ministry of Education in the conduct of CXC and Cambridge ('O' and 'A' levels) School Based Assessments and Practical examinations
- Management of Curriculum Facilitators (jointly with the Schools Supervision Division)
- Assisting the Teaching Service Department in the conduct of interviews to recruit new secondary school teachers
- Assessing the qualifications of applicants to the teaching service to determine suitability for teaching
- Evaluating the Curriculum related resources of Private schools to advise on whether they should be registered with the Ministry of Education
- Monitoring the implementation of the Curriculum in schools
- Liaising with Government and non-government institutions as required to provide curriculum input
 - e.g. Sit on inter-ministerial Committees
 - Sit on NGO committees
 - Assist with co-curricula activities such as quizzes, competitions and fairs
- Planning and implementation of district and national school sporting activities
- Conduct in-service teacher education workshops for teachers

DIVISION OF EDUCATIONAL SERVICES

The Educational Services Division is responsible for the administration of and coordinating the operations of the various units which provide educational services to schools. These units are:

- Schools Publication Unit
- Schools Broadcasting Unit
- Instructional Materials Development Unit
- School Libraries Services Unit
- Adult Education Unit
- Examinations Unit

These Units provide a range of services that support educators efforts to develop environments in which all learners succeed. The functions of the various units are outlined below:

1. **Schools Publications Unit**

- Production and dissemination of curriculum – related instructional materials.
- Publication of education reports, journals and Ministry of Education documents in general.
- Printing of relevant local examinations.

2. **Schools Broadcasting Unit**

- Preparation and production of audio educational materials for broadcast to and use in all primary schools, secondary schools, Teachers’ Colleges, Distance Learning Centres and Lifelong Learning Centres.

3. **Instructional Materials Development Unit**

- Unit established to adapt and produce new curriculum-related print, radio and video materials to support the delivery of SEMP Curriculum.
- This Unit includes the Educational Television Unit and collaborates with School Publications and Schools Broadcasting.

4. **Examinations Unit**

- Responsible for the conduct of examinations locally apart from those Administered by the National Examinations Council (Technical/Vocational)

5. **Adult Education Unit**

- Responsible for the administration and supervision of adult education programmes in Lifelong Learning Centres establish throughout the country.

THE DIVISION OF EDUCATIONAL RESEARCH AND EVALUATION

The Division of Educational Research and Evaluation (DERE) was established with effect from October 21st, 1994, based on recommendations made by the National Task Force on Education, 1993. The DERE is a key player in the process of reforming the Ministry of Education (MOE). It is involved in all the initiatives aimed at strengthening the planning, management and implementation capability of the organization in its thrust for increased efficiency and effectiveness.

The role of the DERE is to inquire into and inform on the status and circumstances of quality education delivery in the school system and to use the information to generate data, which supports high standards and good practice. Data that informs administrative and other types of decision-making is the responsibility of the Division of Educational Planning. However, there is a positive relationship between the two Divisions so that they may utilize the same data as the need arises.

The responsibility of the DERE is to monitor and evaluate the quality programmes of the education system. The Division therefore must coordinate with the Management Information Systems Unit, in its day to day operations.

ROLE AND FUNCTION

The role and function of this Division are:

- The development and maintenance of a system of research and evaluation of the education sector using current information technology;
- The promotion of a research and evaluation culture throughout the education system;
- The generation and sourcing of quality information required for critical decision-making by administrators, teachers, parents and other stakeholders;
- The development, implementation and maintenance of systems for the continuous assessment of student performance at all levels of the education system;
- The development of internal policies, structures and procedures for undertaking and conducting research, sector-wide evaluation and testing and assessment activities;
- The timely publication and dissemination of reports;
- The provision or assistance to other divisions of the Ministry of Education to develop internal policies, structures and procedures for undertaking research and evaluation activities;
- The provision of library and information services that support the activities of the Ministry of Education and its various clients;
- Collaboration with other local, regional and international educational institutions and agencies engaged in educational research;
- The identification of strategic partners for undertaking research and evaluation activities;
- The monitoring of projects undertaken by and/or on behalf of the Ministry of Education.

SCHOOL SUPERVISION DIVISION

The Division of School Supervision has the major responsibility of ensuring school effectiveness in the Education Sector. It consists of a Head Office and eight sub-units

called Educational Districts. The Division is a key player in all initiatives by the Ministry of Education aimed at reforming and strengthening of the Education System. The Division is headed by the Director of School Supervision who manages a cadre of School Supervisors, a Guidance Supervisor and Guidance Officers and other support staff.

Its specific responsibility is to ensure the efficient and effective administration of schools at the primary and secondary levels. Also integral to the responsibilities of the Division is Early Childhood Care and Education, Special Education and Guidance and Counselling.

In the present environment of educational reform, the Division of School Supervision is committed to meeting the challenges, which will arise, by making a genuine effort to plan for change.

OBJECTIVES

1. To provide guidance and direction to schools.
2. To supervise the implementation and delivery of the curriculum.
3. To strengthen the capabilities of the professional corps.
4. To ensure suitable accommodation, safety, and security in the workplace.
5. To facilitate communication flow and the dissemination of information.
6. To improve performance appraisal.
7. To manage the performance of other related duties and responsibilities.

DIVISION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The role of the Division of Technical and Vocational Education and Training is to manage a system of technical and vocational education as an integral part of general education in all institutions for which the Ministry of Education is responsible.

The Division is headed by a Director with the following Units:-

- Administration
- Operations Unit
- National Examination Council (NEC)
- Schools Laboratory and Equipment Maintenance Unit (SLEMU)
- Library
- Occupational Research Unit

Main Functions

Administration

Coordinates and manages the activities of all the Units including a sub-accounting unit.

Operations

This unit deals specifically with the Curriculum. It designs, develops, reviews, updates and implements, supervises, monitors and evaluates the curriculum.

National Examinations Council

Considers for approval curriculum materials designed by the Curriculum Unit.

- Prepares and conducts national examinations
- Certifies successful candidates

Schools Laboratory and Equipment Maintenance Unit (SLEMU)

Provides a system of planned preventative maintenance and accountability for equipment and inventory in all Government Secondary Schools and Technical Institutions offering technical and vocational subjects.

Library

Provides a library and documentation service in support of the technical and vocational education and training activities of the Ministry of Education.

Occupational Research Unit

The Occupational Research Unit formally established in 1980 has the responsibility for developing a standardized national occupational classification system and compiling a multi-purpose Dictionary of Occupations for Trinidad and Tobago (DOTT).

EDUCATIONAL FACILITIES MANAGEMENT UNIT

The Educational Facilities Management Unit is responsible for the administration of the maintenance of all public educational institutions under the purview of the Ministry of Education. This involves the following activities:-

- repairs
- renovation
- upgrading
- refurbishment of primary and secondary schools
- procurement of furniture and equipment for all schools

GENERAL ADMINISTRATION DIVISION

The role of the General Administration Division of the Ministry is to provide administrative support services to facilitate the smooth functioning of the Ministry's operations.

The Division staff structure is comprised of an Administrative Officer V, Administrative Officers IV and II, and Clerical and Manipulative staff.

Other functions of the Division include:

- Maintenance of Building and Grounds
- Security (Estate Constables, Watchmen)
- Supply and repairs of furniture, machinery, telephones and office equipment
- Processing of claims
- Processing of travel documents for official travel
- Preparing accommodation for staff of the Ministry of Education
- Cafeterias
- Administering the Freedom of Information Act responsibilities as prescribed in the Act

THE ROLES AND FUNCTIONS OF THE OTHER DIVISIONS

National Commission for UNESCO

The Trinidad and Tobago, National Commission for UNESCO is situated at #15 Wainwright Street, St. Clair. It is headed by a Secretary General.

The role of the National Commission in Trinidad and Tobago is to: -

- Maximize the benefits of Trinidad and Tobago's Membership to UNESCO;
- Disseminate information, create interest and promote understanding in Trinidad and Tobago about the programme, work and general objectives and purposes of

UNESCO and thus to induce the people of Trinidad and Tobago to benefit by participation in UNESCO projects;

- Advise the government, the intellectual and scientific communities and other interested organizations on all matters relating to UNESCO and its programmes;
- Serve as liaison agency between UNESCO and the government and all Organizations and individuals working for the advancement of education, the sciences, culture, information and communication in Trinidad and Tobago;
- Foster and develop relations with other National Commissions for UNESCO, particularly with those in the region, and participate with them in joint programmes and studies on matters of interest to the Republic of Trinidad and Tobago.

Internal Audit Division

The Internal Audit Division is headed by an Auditor II. The responsibility of the Internal Audit Division is to provide management of and information on the adequacy and effectiveness of the organisation's systems of control and also to ensure that the Ministry's resources are effectively utilized. This responsibility includes monitoring, reporting, overseeing, ensuring accountability, efficiency and value for funds received and disbursed.

The Information Technology Unit

This Unit of the Ministry of Education is mandated to undertake the following responsibilities:

- To drive, co-ordinate, plan, select and support IT usage within the Ministry of Education;
- To take responsibility for the implementation and review of strategy in the area of IT;

- To promote via training and orientation, as well as via implementing new application, the expanded and optimum use of IT in the Ministry;
- To provide and co-ordinate training, and advisory services.

Legal Unit

The Legal Unit in the Ministry makes provision for a Senior Legal Officer and a Legal Officer. Their role is chiefly to advise the Minister, Permanent Secretaries and the rest of the Ministry on the legal aspects and issues involved in or arising from the discharge of their official duties in the education sector.

School Nutrition Unit (now the National Schools Dietary services Ltd.)

The goal of the School Nutrition Programme is to address the needs of the nation's school children, with particular attention to their nutritional needs. The programme, under its present format, supplies, eighty-nine thousand (89,000) lunches and twenty-five thousand (25,000) breakfast meals to needy school children throughout the country. The staff consists of a group of technical and professional personnel (on contract) which monitors the operations of caterers and the service of meals in the school system.

The Rudranath Capildeo Learning Resource Centre

The Rudranath Capildeo Learning Resource Centre is managed by a Manager (on contract). The Manager has responsibility for the financial and administrative operations of the centre. He coordinates activities relating to the use of the centre, its facilities and equipment. He also ensures proper maintenance of centre facilities and equipment of all times and has responsibility, as well, to ensure that the centre is run in a cost-effective

manner, that revenue capacity is maximized and that all activities are conducted in accordance with the relevant laws and regulations.

STRATEGIC FOCUS OF THE MINISTRY

The Ministry's purpose or mission as prescribed in statute, is enshrined at Section 3 of the Education Act, Ch. 39:01. However, the execution of that purpose and mission is continuously being impacted upon by the dynamic forces of socio-economic change and the new globalized environment. In response, the Ministry recognizes that it must strategically review the manner in which it executes its core business if it is to keep faithful to the management of an efficient and equitable system of quality education. Accordingly, the Ministry has declared a new vision for itself for 2002 and beyond.

The Ministry's vision is to be:

“A pacesetter in the holistic development of an individual through an education system which enables meaningful contributions within the global context.”

Underpinning this vision are four major philosophical tenets, which are envisaged for the education system, in general, and the Ministry in particular. These are:

- That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social or religious background.
- That every child has the ability to learn and that we must build on this positive assumption.
- That every child has an inalienable right to an education, which facilitates the achievement of personal goals and the fulfillment of obligations to society.
- That education is fundamental to the overall development of Trinidad and Tobago.

Supportive of the Vision, the Ministry sees its Mission as:

“To lead the modernization and renewal of the system of education.”

On the basis of its new Vision and Mission, the Ministry undertook a critical scan of its internal and external environment in order to effectively set its strategic goals. The results of the stakeholders’ and SWOT analyses, which were conducted, are presented in the Section which follows.

SECTION II

STAKEHOLDER ANALYSIS

The Ministry has sought to put its stakeholders' and customers' needs as the drivers of its strategic objectives.

While the entire nation has been identified as the key stakeholders of the education system, the Ministry of Education has segmented it to differentiate the distinctive needs of each stakeholder. The needs of each stakeholder are as follows:

Stakeholders	Needs Assessment
Parents and Parent Teacher Associations (PTAS), and the National Parent Teacher Association (NPTA).	<ul style="list-style-type: none">- To obtain quality education for their children.- Provision of equitable distribution of school facilities in both urban and rural areas.- A safe and secure environment in which their children can be effectively educated.- An opportunity to participate in decision making which affect their children's education.
Children	<ul style="list-style-type: none">- Educational programmes that cater to their needs and interests.- Guidance, love and support from their teachers to realize their potential.- An educational environment that is safe, secure and engenders the building of their confidence.- Instructional methods that encourage and facilitate learning.

Stakeholder	Needs Assessment
Teachers	<ul style="list-style-type: none"> - Healthy and safe work environments. - Inbuilt systems which facilitates their skills and competencies development - Equitable compensation packages. - Modern teaching and instructional methods. - Opportunity to participate in decision-making in the school. - Respect for their union and staff representatives.
Administrators and other employees	<ul style="list-style-type: none"> - Adequate resources to conduct their work. - Opportunity to participate in decision-making. - Effective management systems. - Effective leadership throughout the system. - Equitable compensation packages. - Healthy and safe work environment.
Teaching Service Commission and the Personnel Department	<ul style="list-style-type: none"> - An effective Human Resource Management System in the Ministry. - Good Industrial Relations practices

Stakeholder	Needs Assessment
Political Directorate	<ul style="list-style-type: none"> - Equality of educational opportunities - Quality education for national human resource development. - Efficiently managed education delivery systems.
Minister of Education	<ul style="list-style-type: none"> - Fulfillment 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.
Unions	<ul style="list-style-type: none"> - Good industrial relations practices in the Ministry of Education. - Participation in decision making which affect their members. - Respect from the Ministry
Private Sector	<ul style="list-style-type: none"> - Curriculum that matches the employment needs in the Sector - An holistic graduate from the school system at secondary and post secondary levels - To be a strategic partner

Stakeholder	Needs Assessment
Non-Governmental Organizations (NGOS)	<ul style="list-style-type: none"> - To be a strategic partner. - To assist in the education service delivery system.
Other Government Agencies	<ul style="list-style-type: none"> - Strategic linkages. - Effective and efficient performance by the Ministry.
General public	<ul style="list-style-type: none"> - 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.

SWOT Analysis

Internal environment

1. Strengths

- An education policy framework to transform the education system and sustain continuous improvement.
- Organisational knowledge and experience in managing the conduct of examinations at both the primary and secondary level.
- Historical data on previous reforms undertaken in the educational sector.
- A cadre of highly trained professional teaching staff and administrators.

- Excellent partnership arrangements with non governmental agencies at the national, regional and international levels and with other ministries and state-owned agencies.
- Commitment by the political directorate to the transformation of the education system.
- Development of a strategic management culture in the ministry.
- Highly compensated teaching corp who are de-linked from the Public Service.

2. Weaknesses

- Insufficient skills and competencies to match demand.
- Ineffective and inefficient organizational structural arrangements in the Ministry of Education.
- A management system that is too centralized which hinders timely decision making.
- Manually driven information management systems, which contribute, to untimely decision making.
- An under-developed human resource management system which hinders manpower planning in respect of teachers.
- A financial management system that is too centrally driven which contributes to the non-fulfillment of and delays in set targets.
- Underdevelopment of the policy analysis and review capabilities in the central administration.
- Rising incidence of violence and indiscipline in schools.
- Delay in completion of the Unification of the Teaching Service which raises concerns among teaching administrators on compensation issues that relate to parity and equity.

External Environment

3. Opportunities

- The Public Service Transformation initiatives which would facilitate support for the Ministry's own transformation of its management systems.
- Strategic partnering with NGOS and other education service providers to realize the goal of education for all, for example the University of the West Indies, Ministry of Science and Technology, Planning and Development, Public Utilities and the Environment, Social Development and Sports and Youth Affairs.
- Formation of strategic alliances with tertiary level based institutions to guide the human resource development plan for the Ministry and to build the skills and competencies desired in the education system at the primary and secondary level.
- The movement at the national level to obtain community involvement in the development of the educational sector.
- Government's overall commitment to facilitate the decentralization of its services.
- Commitment to international/regional agreements.
- The waiving of work permit restrictions by Caricom for graduates of the University of the West Indies from member states seeking employment in Trinidad and Tobago.

4. Threats

- Centrally controlled budgetary system which may not align to the strategic objectives of the Ministry.
- Fluctuation in oil and other energy prices which can impact on revenue growth.
- Outdated legal and financial management frameworks that restrict the implementation of the reform agenda in the education system.

- Delay in coming up to speed in institutional strengthening due to scarcity in skilled human resources and length of time which will be required to build the requisite capacity.
- The lack of synergy which may exist in the reform implementation agenda for the wider social sector and that of the educational sector.
- Some uncertainty of support from stakeholders to the Ministry's transformational agenda.
- Recruitment drive for foreign teachers by other countries.

SECTION III

STRATEGIC OBJECTIVES FOR THE PERIOD 2002 - 2006

In establishing its strategic priorities over the plan period, the Ministry of Education has aligned its key activities with the goals set for national human development. At the national policy level, high priority is being placed on education and training to promote human development and higher levels of economic growth. Together, they are the principal means by which citizens will be empowered to participate in and contribute to economic and social development

The focus of Government's policy is the creation of a comprehensive, modern education system that is able to provide the training and knowledge as well as inculcate the skills and aptitudes relevant to the development needs of Trinidad and Tobago. Consequently, the pre-school, primary and secondary levels will be strengthened to provide a stronger foundation for the development of scientific and technical skills, and greater participation in higher and continuous learning.

The specific objectives of the education policy are to:

- Increase access to educational opportunities;
- Improve the quality of the education at all levels of the system;
- Promote skills development;
- Expand participation in tertiary and technical education; and
- Create and sustain a culture of lifelong learning

In light of the foregoing, and taking into account the Mission and Vision of the Ministry, the environment in which it conducts its business and its stakeholders expectations, four

(4) major strategic objectives have been identified for the 2002 – 2006 period. These are as follows:

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

ANALYSIS OF THE OBJECTIVES AND IDENTIFICATION OF PRIORITIES

The first two objectives echo the urgent call in this new century for the provision of quality education with equity for all our nation's children. They place at centre stage the student and the quality of education of which he/she can be assured. Across the school system therefore, successes in the following areas will be critical for the achievement of the desired objectives:

- Curriculum Development
- Pedagogy
- Critical Thinking
- Technology Integration
- Teacher Development
- Student Assessment

Accordingly, the Ministry has set the following priorities to be the key drivers of the modernization and transformation process over the next five (5) years: -

- Repositioning curriculum at the centre of the efforts towards the provision of quality education; comprehensive modernization of the curriculum to be the change driver of the qualitative reform process which would also involve, assessment and testing, instructional materials production and teaching and learning strategies.
- Transformation of the system of teacher education and teacher recruitment to achieve a professional teaching service.
- Transformation of the Early Childhood Care and education system with the objectives of providing access for all and the holistic development of children between the ages of 0 to 5 years to equip them with the necessary skills and confidence to make the transition to the primary school system.
- Institutionalization of continuous assessment at the Primary School level to facilitate a seamless transition to the secondary level.

The third and fourth objectives underscore the need for sustainable policy development and continuous alignment with national goals and objectives. In this regard the Ministry sees as critical the strengthening of its institutional support system with a focus on a comprehensive review of policies, structures and systems, to create the enabling environment that would support its strategic thrust. Accordingly, the platform for building institutional support and capacity over the next five (5) years would rest on the following key pillars:-

- Restructuring and decentralization of the Ministry's operations to achieve better organizational performance, better management of schools and a higher level of effectiveness throughout the system.
- Modernization of the information management systems of the Ministry to support decentralization and to facilitate on time, real time information to support decision making as well as service delivery to internal and external customers.

- Improvement of the human resource management system to ensure a resource base of high performing employees.
- Restructuring of the financial management and internal auditing systems in the Ministry.
- Rebuilding a capability for education facilities and asset management in the Ministry.
- Building a policy and research capability for continuous renewal and sustainability of the education system.
- Building an effective communication system to mobilize staff towards a shared vision, to strengthen partnership with stakeholders and to ensure effective dissemination of information to the public.
- Increasing student support services.

SECTION IV

OPERATIONALIZATION OF THE STRATEGIC PLAN – PROGRAMMES AND OUTCOMES

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>SUSTAINABLE POLICY DEVELOPMENT SYSTEM FOR THE EDUCATION SECTOR</p> <p>Establish framework for effective policy development and reform</p>	<ol style="list-style-type: none"> 1. In-built mechanisms for policy development and reform throughout the education system. 2. A supporting legislative framework to support policy changes 3. A mechanism to facilitate the involvement of key stakeholders in the policy development process 	<ul style="list-style-type: none"> ○ Establishment of an Education Policy, Planning and Research Unit by September, 2003, and recruitment of staff for the Unit by December, 2003. ○ Re-orientation of the Unit towards a strategic focus on policy development and reform by December 2003. ○ Establishment of a fully Functional Legal Unit in the Ministry of Education by June 2003. ○ Design of a Legislative reform programme to cover the period 2002 to 2006. ○ Establishment of Standing Committee by June 2003. ○ Conduct of regular workshops and Seminar

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>SUSTAINABLE POLICY DEVELOPMENT SYSTEM FOR THE EDUCATION SECTOR</p> <p>Establish framework for effective policy, development and reform.(cont'd)</p>	<p>4. A mechanism to monitor and evaluate the implementation of policies.</p> <p>5. An effective research capability to support policy review and change.</p>	<ul style="list-style-type: none"> ○ Establishment of a community based forum to obtain participation, feedback and buy-in in the policy development process, 2002-2006. ○ Establishment of a monitoring and evaluation capability within the Education Policy, Planning and Research Unit by December 2003. ○ Setting of time frame for review of policies in keeping with the Medium Term Policy Framework ○ Establishment of a research capability within the Education Policy, Planning and Research Unit supported by an up-to-date Library and Information Management system using an Information Technology based.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>SUSTAINABLE POLICY DEVELOPMENT SYSTEM FOR THE EDUCATION SECTOR</p> <p>Establish framework for effective policy development and reform (cont'd).</p>	<p>6. A supporting communications framework to disseminate and receive information</p>	<p>platform by December 2003</p> <ul style="list-style-type: none"> ○ Generation of reports to support strategic initiatives. ○ Establishment of full collaborative network with all local and regional researching agencies. ○ Establishment of an effective Communication Unit by March 2003. ○ Design of mechanisms for continuous customer feedback.
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education system in Trinidad and Tobago.</p>	<ol style="list-style-type: none"> 1. Inculcation of a strategic management culture within the Ministry of Education. 2. Organizational structures and Systems aligned to the strategic objectives of the Ministry of Education. 	<ul style="list-style-type: none"> ○ Institutionalization of the strategic planning process at Central Administration, district and school level, 2002 - 2006. ○ Completion of the restructuring of the Central Administration by December 2003.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education System in Trinidad and Tobago (cont'd).</p>	<p>3. Mechanisms to promote improved management and democratic participation .</p> <p>4. An effective programme for construction and continuous maintenance and upgrading of schools.</p>	<ul style="list-style-type: none"> ○ Completion of the establishment of Regional Education Districts by December 2004 ○ Completion of the Pilot School Boards Programme by March 2003. ○ Establishment of a unified Education Service by December 2003. ○ Continuation of the secondary school building and upgrading programme under the SEMP up to 2006. ○ Continuation of the primary schools and ECCE programme under the Fourth Basic Education Project up to June 2003. ○ Establishment of an Education Facilities Management Unit within the Ministry of Education by March 2003.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education system in Trinidad and Tobago.</p>	<p>5. A Curriculum that is relevant to the diversified needs and interests of students, preparing them for life and to meet the demands of the business sector.</p>	<ul style="list-style-type: none"> ○ Completion of the development of the curriculum for new SEMP schools for Forms 1 to 5, by 2006. ○ Continuation of revision and updating of the curriculum for primary and secondary schools, 2002 to 2006. ○ Establishment of national bodies to guide policy, monitor and establish standards for a curriculum development and renewal system, e.g. the National Curriculum Council by December 2002. ○ Revision of the teacher training and development curriculum by December 2003. ○ Introduction of Technology Education at the Secondary Level by December 2003. ○ Integration of technology in instruction at both the Primary and Secondary Levels.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education System in Trinidad and Tobago (cont'd).</p>	<p>6. Introduction of modern management structures and practices in schools.</p>	<ul style="list-style-type: none"> ○ A restructured Curriculum Division designed to incorporate a capability for benchmarking and adoption of best practices. ○ Design and implementation of a programme of Technical and Vocational Education for all citizens as part of life long learning. <p>New organizational structures in all schools, following the school-based Management model: -</p> <ul style="list-style-type: none"> ○ Completion of the appointment of Heads of Departments and Deans in 2002/2003 school year. ○ Development of the support staff structures for schools, on a phased basis, 2002 – 2006.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education system in Trinidad and Tobago (cont'd).</p>	<p>7. An effective resource management system.</p>	<ul style="list-style-type: none"> ○ Complete roll-out of School Boards programme 2002-2006. ○ A fully restructured Human Resource Management Division by December 2003. ○ A strategic Human Resource Management plan aligned to the strategic objectives of Ministry of Education, December 2002. ○ Re-engineered Human Resource business processes supported by HRIS/EMIS by 2003/2004. ○ An effective school maintenance facilities management programme by December 2003. ○ A restructured Information Technology Unit within the Ministry of Education by December 2002.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education system in Trinidad and Tobago.</p>	<p>An effective resource management system (cont'd.)</p>	<ul style="list-style-type: none"> ○ A strategic Information Technology Plan for the Ministry of Education by March 2003. ○ A fully operationalised EMIS by 2006. ○ A revised strategic financial plan from the Finance and Accounts Division aligned to the strategic objectives of the Ministry of Education by June 2003. ○ Liaising with NALIS for the establishment of and upgrading of Libraries in all schools, 2002- 2006. ○ Fully established multi-media learning centres, computer laboratories and Science and Technology Laboratories, with the appropriate supporting equipment and technology and human resources, by 2006. ○ A Streamlined operation at the Rudranath Capildeo Learning Resource Centre to improve the

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>CONTINUOUS ALIGNMENT OF THE STRATEGIC DIRECTION IN THE EDUCATION SECTOR WITH THE OBJECTIVES SET FOR NATIONAL DEVELOPMENT.</p> <p>Build capacity within the Ministry of Education for the modernization and renewal of the Education system in Trinidad and Tobago (cont'd).</p>	<p>An effective resource management system (cont'd.)</p> <p>8. Expansion of international/ regional/local co-operation in education.</p>	<p>delivery systems in respect of a Materials Development Plan to guide the production of relevant support (print and non-print) for the enrichment of classroom practice, December 2004.</p> <ul style="list-style-type: none"> ○ Maximise opportunities for financial/technical assistance and intellectual co-operation, 2002-2006. ○ Establish an International Desk, March 2003.
<p>ACCESSIBILITY TO EDUCATIONAL OPPORTUNITIES FOR ALL</p>	<p>1. Demographic data, trends and projections to inform planning for the current and future supply of persons, for the supply of teachers and support staff and for new methods of financing educational development.</p>	<ul style="list-style-type: none"> ○ Production of annual reports by the Education Policy, Planning and Research Division on the basis of appropriate data gathering and liaising with national and regional statistics and data agencies. (2002-2006). ○ Successful forecasting for the provision of adequate school places to meet demands at the pre-school, primary and secondary level on an annual basis.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
ACCESSIBILITY TO EDUCATIONAL OPPORTUNITIES FOR ALL	<p>2. A capability to effectively assess students to ensure smooth and appropriate transition throughout the system.</p> <p>3. A mechanism to identify under-performing schools and to render them more effective.</p> <p>4. Provision of opportunities for accessing educational programmes beyond the secondary level.</p>	<ul style="list-style-type: none"> ○ Establishment of the capability for effective Assessment, Testing and Evaluation by developing and strengthening the operations of an Assessment, Testing and Evaluation (ATE) Division, December 2003. ○ Establishment of systems for continuous assessment, testing and remediation at both the primary and secondary levels, December 2003. ○ Introduction of a programme of systematic inspection and evaluation of schools, December 2003. ○ An assessment criteria for Principals to be accountable for effective school performance, by December 2003. ○ Continuation of the expansion of the Adult Education programmes. 2002-2006. ○ Rationalization of continuous education programmes by December 2003.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
ACCESSIBILITY TO EDUCATIONAL OPPORTUNITIES FOR ALL	5. A capacity to develop programmes geared towards children with special needs.	<ul style="list-style-type: none"> ○ Continuation of the provision of adequate numbers of school places for Sixth Form students. ○ A developed reform agenda for Sixth Form students by June 2003. ○ Completion of plans for the implementation of rationalization of specialized craft at the Secondary Level December 2003. ○ The establishment of Regional Diagnostic Prescriptive Centres in each Educational District, by December 2003 ○ Construction of more schools/facilities to accommodate students with special needs. ○ An established forum for stakeholders' participation to determine the type of special needs to be addressed.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
ACCESSIBILITY TO EDUCATIONAL OPPORTUNITIES FOR ALL	<p>6. A resource system to subsidize students from needy families.</p> <p>7. Magnet Schools created to hone particular strengths and talents in students.</p>	<ul style="list-style-type: none"> ○ An established database at Central Administration and in the schools by December 2003 to identify needy students and to inform decision making on an annual basis. ○ A fully developed and effective programme of Student Support Services: - <ul style="list-style-type: none"> ➤ School Nutrition Programme ➤ School Transport System. ➤ A fully developed textbook programme. ○ Completion of the establishment of a Student Support Services Division, December 2003. ○ Completion of the magnet school programme – schools established in six (6) subject areas, December 2006.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>DELIVERY OF QUALITY EDUCATION TO CITIZENS AT ALL LEVELS OF THE EDUCATION SYSTEM.</p> <p>The capacity to achieve and sustain quality in schools</p>	<ol style="list-style-type: none"> 1. Fully revised policy for ECCE, including design of centres, curriculum, teacher training and development. 2. A well-articulated and fully co-ordinated system for Teacher Development – that encompasses pre-service; in-service and professional development of teachers and teacher education across the system. 3. An effective teacher corp. 	<ul style="list-style-type: none"> ○ A fully restructured ECCE programme for children 0 -5 years, by December 2003. ○ An established Teacher Development Secretariat by June 2003. ○ A restructured and strengthened Human Resource Management Division, including an Employee Development and Human Resource Planning Unit by July 2003. ○ Full roll-out of the PMAP for teachers by December 2003.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>DELIVERY OF QUALITY EDUCATION TO CITIZENS AT ALL LEVELS OF THE EDUCATION SYSTEM.</p> <p>The capacity to achieve and sustain quality in schools</p>	<p>4. A harmonious and peaceful environment at schools and Central Administration.</p> <p>5. Appropriate school security system.</p>	<ul style="list-style-type: none"> ○ Effective employee relations programmes, by June 2003. ○ An effective and comprehensive EAP programme for the Ministry of Education, June 2003. ○ Development and implementation of a policy for creating peaceful school environments and continuation of SIS programmes. ○ Fully functional PTA's and students councils by September 2003. ○ New work structures in schools to facilitate democratic governance, September 2003. ○ Complete roll-out of security to schools at risk by September 2003. ○ Revision and implementation of more effective and efficient security arrangements for all schools by December 2004.

STRATEGIC OBJECTIVES/IMPLEMENTATION STRATEGIES	CRITICAL SUCCESS FACTORS	PERFORMANCE INDICATORS
<p>DELIVERY OF QUALITY EDUCATION TO CITIZENS AT ALL LEVELS OF THE EDUCATION SYSTEM.</p> <p>The capacity to achieve and sustain quality in schools</p>	<p>6. A modern and environmentally safe school environment with appropriate aesthetics.</p> <p>7. Quality control standards built-in to the education system</p>	<ul style="list-style-type: none"> ○ Schools built in environmentally safe areas and ergonomically equipped, 2002-2006. ○ Development of a capability in Central Administration to engage in quality control, monitoring and evaluation, of the education delivery system by December 2003. ○ Development of and roll-out of Health and Safety Programmes in the Ministry of Education and in Schools by December 2003 ○ Design and implementation of a Reward and Recognition Programme for schools as Model Schools of Excellence by December 2003.

SECTION V

THE WAY FORWARD

ACTION PLAN

An Action Plan detailing strategies and activities leading the way forward to the achievement of the strategic objectives is at Appendix II. A supporting strategic Human Resource Plan is attached as Appendix III. Respective Heads of Divisions will need to complete action in drawing up similar work plans and Project Plans in alignment with the goals and objectives set out in the Strategic Plan. These exercises are being facilitated by the Project Management Consultant.

SECTION VI

CONCLUSION

The Ministry of Education is aware of the need to be continuously scanning the environment to adapt to changes as they occur, in order to be relevant and effective. The Ministry believes that such adaptability is an imperative in this period of globalization and rapid change. Consequently, the Ministry is poised “to be a pace-setter in the holistic development of an individual through an education system which enables meaningful contribution within the global context.” The Ministry is dedicated to the provision of quality education as the vehicle for Taking Our Up-and Coming Children Higher (TOUCH). The Ministry anticipates full success as it pursues a participating and collaborative approach and seeks to Have Everyone Assist in Learning. (H.E.A.L). Together, we will all Light the Way.

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THE WAY FORWARD: ACTION PLAN, 2002 – 2006

I. SHORT TERM : 2002/2003

ISSUES	ACTIVITIES	TIME FRAME	RESPONSIBLE PARTY
1. STRATEGIC AND STRUCTURAL ISSUES	<ul style="list-style-type: none"> ▪ Review consultants proposal for restructuring and decentralization of the Ministry of Education. ▪ Complete proposals on Decentralization for submission to Cabinet. ▪ Complete the framework for the restructuring of the Ministry of Education in the context of decentralization. ▪ Complete appropriate amendments to the legislative framework. 	<p>September 2002</p> <p>February 2003</p> <p>September 2003</p> <p>September 2003</p>	<p>P.S., all Heads and SEMPCU</p> <p>Deputy P.S.</p> <p>Deputy P.S., Decentralization Action Unit and DHR</p> <p>Legal Officer</p>
2. MANAGEMENT SYSTEMS ISSUES	<ul style="list-style-type: none"> ▪ Complete the reform of the School Supervision Management System. ▪ Recruit consultant and begin consultancy work to establish EMIS. 	<p>September 2003</p> <p>December 2002</p>	<p>P.S., C.E.O., D.S.S.</p> <p>P.S., SEMPCU, Director, HRM</p>

ISSUES	ACTIVITIES	TIME FRAME	RESPONSIBLE PARTY
<p>2. MANAGEMENT SYSTEMS ISSUES</p>	<ul style="list-style-type: none"> ▪ Complete data capture in respect of the HRIS. 	February 2003	Director, HRM, Service Commissions (HRIS), IT Manager
	<ul style="list-style-type: none"> ▪ Establish a policy management frame-work within the Ministry of Education. 	September 2003	D.E.P.
	<ul style="list-style-type: none"> ▪ Re-engineer management systems in the following areas: <ul style="list-style-type: none"> - Human Resource Management - Communications - Legal - Finance - Policy, Planning Research - Information technology - Education Facilities Management Unit (EFMU) 	September 2003 to January 2004	Director, HRM, DFA, Communication Adviser, Legal Adviser, I.T. Manager, D.E.P., Programme Manager EFMU.
	<ul style="list-style-type: none"> ▪ Complete implementation of PMAP and PMAS. 	PMAS Sept. 2002 PMAP Dec. 2003	Director, HRM, CEO
	<ul style="list-style-type: none"> ▪ Completely establish school based management in the pilot schools. 	September 2003	P.S., CEO, SEMPCU

ISSUES	ACTIVITIES	TIME FRAME	RESPONSIBLE PARTY
3. OPERATIONAL/ DELIVERY ISSUES	<ul style="list-style-type: none"> ▪ Continue to revise, develop and update the curriculum for ECCE, primary and secondary schools. 	September 2003	DCD, CEO, Director, SEMPCU
	<ul style="list-style-type: none"> ▪ Continue the SEMP – Phase 2 (construction and outfitting). 	April 2003	SEMPCU, P.S., DFA
	<ul style="list-style-type: none"> ▪ Complete the Fourth Basic Education Programme. (ECCE centers and Primary schools). 	September 2003	EPCU, P.S., DFA
	<ul style="list-style-type: none"> ▪ Complete the process re-engineering exercise. <ul style="list-style-type: none"> - Human Resource Management Division - Educational Planning - Director, School Supervision 	September, 2003	SEMPCU, DHRM, EPD, DSS, I.T.
	<ul style="list-style-type: none"> ▪ Complete the Teacher Demand/ Supply Project. 	September 2002	DHRM, I.T.
	<ul style="list-style-type: none"> ▪ Complete reform of the Teacher Development Programme including Teacher Development at the ECCE level. 	June, 2003	CEO

ISSUES	ACTIVITIES	TIME FRAME	RESPONSIBLE PARTY
3. OPERATIONAL/ DELIVERY ISSUES	<ul style="list-style-type: none"> ▪ Complete the development of a comprehensive assessment, Testing and Evaluation Programme ▪ Full implementation of all facets of the SIS. ▪ Continue the programme of Library and Information Services to schools. ▪ Complete the establishment of the student support services unit to facilitate the development of a complete package of student support services. 	<p>September 2003</p> <p>Phase I. September 2002 Phase II (new strategies September 2003</p> <p>September 2003</p> <p>December 2002</p>	<p>CEO, DERE, SEMPCU</p> <p>Component Leaders of all SIS sub-committees.</p> <p>DES, SEMPCU, DSS, in conjunction with NALIS, DHR</p> <p>CEO, DSS, Guidance Supervisor, Director, SNP.</p>

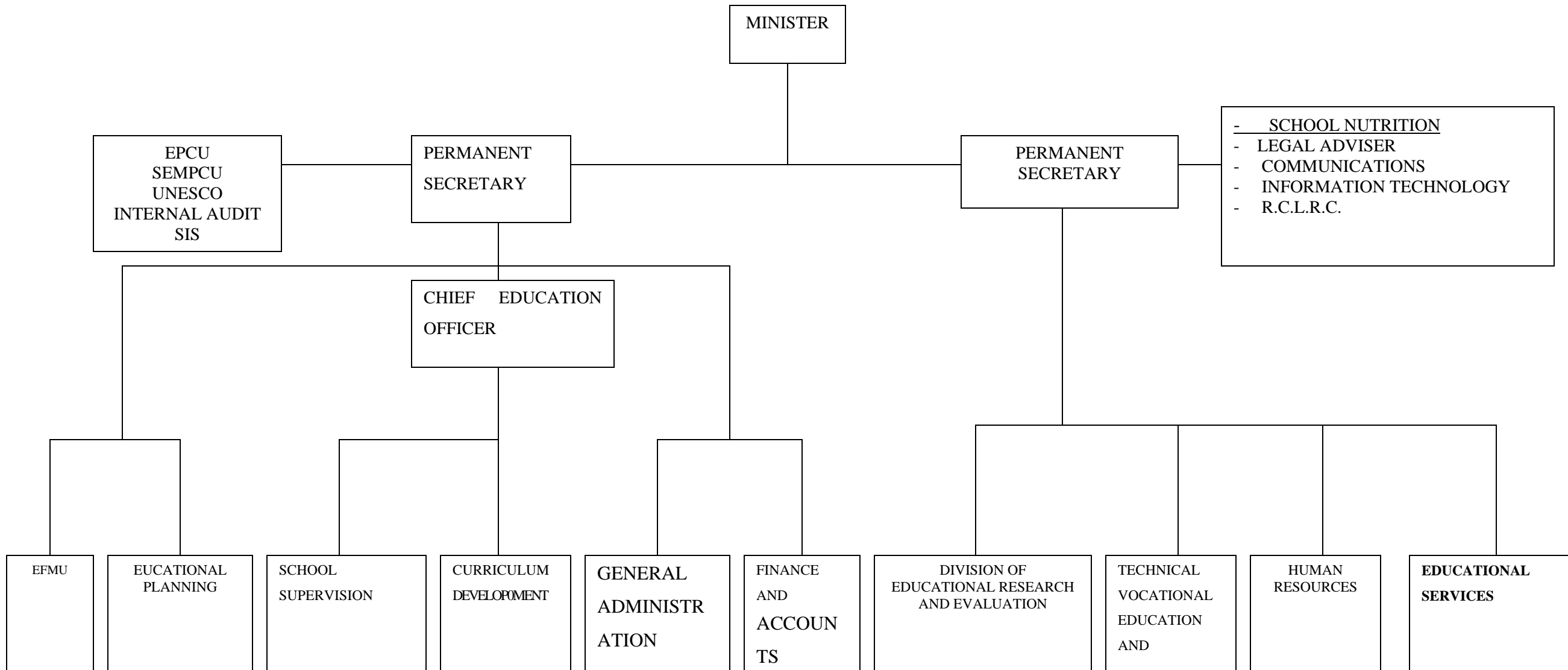
II MEDIUM TO LONG TERM OCTOBER 2003 – SEPTEMBER 2006

ISSUES	ACTIVITIES	TIME FRAME	RESPONSIBLE PARTY
I. STRATEGIC AND STRUCTURAL ISSUES	1. Commence the implementation of the decentralization plan.	Commencing October 2003	P.S. and Deputy P.S.
	2. Conduct a comprehensive organizational performance review.	2003/2004	P.S. and Divisional Heads
	3. Continue the legislative reform programme to support the new Ministry of Education	2003/2005	Legal Officer
II. MANAGEMENT SYSTEMS ISSUES	1. A fully integrated EMIS and HRIS	September 2004	<u>DHRM, IT, SEMPCU</u>
	2. Fully implemented PMAS and PMAP systems.	September 2004	DHRM
	3. Full implementation of school based management system	June 2004	P.S. CEO, SEMPCU
	4. Fully operationalized HRM System	2003-2006	
III. OPERATIONAL/ DELIVERY ISSUES	1. Completion of SEMP and FOURTH BASIC Programmes (construction and outfitting)	September 2006	P.S. SEMPCU, EPCU
	2. Completion of programmes set	September 2005	P.S. and all relevant Heads

	<p>for curriculum and the rest of the delivery system.</p> <p>3. Review, evaluate and assess achievements and realization of strategic goals for the delivery system and commence the strategic thinking exercise again to develop a new strategic implementation programme cycle.</p>	<p>October 2005/2006</p>	<p>P.S., Minister, all Heads of Departments</p>
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APPENDIX I

MINISTRY OF EDUCATION ORGANISATIONAL CHART



APPENDIX III

STRATEGIC HUMAN RESOURCE PLAN

ACTION PLAN

(2002 – 2006)

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
I. Alignment of HRM Division operations with the goals and objectives of the MOE'S strategic plan	1. Effective, strategic plan for the HRM Division.	1. Development of a strategic plan for the HR Division, 2002-2006.	Establish an HR Monitoring and Strategic Review Team.	HR Planning officers Consultants in business process re-engineering	2002-2006	PS DHR SHRO's
	2. Comprehensive and effective manpower plans.	2. (i) Develop a 5-year manpower plan (schools and ministry 2002- 2006 to facilitate (Teacher recruitment and supply). (ii) Modernize the teacher recruitment and placement systems.	Progress Reports Periodic Status Reports on Staffing Project Reporting Structure for re-engineering of the business process	Information Funding for consultancies and for IT Funding for the Management Development Programmes Partnering with UWI, IOB, and other Service Providers as well as SEMPCU.	2002-2006	HR Planning Employee/ Development & Training

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
(Cont'd.) Alignment of HRM Division operations with the goals and objectives of the MOE'S strategic plan	3. A new/redesigned organization structure for the HR Division 4. Re-engineered business processes in HR Division by December 2004. 5. High performing Directors and Senior Managers (incl. Principals and Vice Principals)	3. Facilitate the redesign of Divisional organizational structures according to the strategic focus of each Division. 4. (i) Re-engineer the business processes of the HR Division. (ii) Facilitate the implementation of the HRIS, EMIS and the communication backbone. Provide E-mail access; Internet, intranet, etc.) 5.(i) Facilitate the establishment of performance standards for Senior Managers and Principals in the MOE. (ii) Development of management development programmes.	Performance appraisals Environmental scanning Stakeholder Feedback		2002 2003-2004 2002-2006	Employee Relations I.T. Manager

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
II. Create an enabling environment within the Ministry of Education to motivate staff to achieve service excellence.	Performance level of Ministry of Education improved by 100%. High level of employee morale. Absentee rates reduced to 5%.	1. (i) Development of a recognition and reward programme.	Employee appraisals Rate of Turnover audits	Partnership with Divisional Heads Funding Survey expertise	2002-2004 2002-2004	SHRO (Employee relations) SHRO (Employee Development/Training)

<p>(Ministry and Schools)</p>	<p>Turnover rate for teachers down to 2%.</p> <p>Harmonious employee and industrial relations climate characterized by zero percent industrial relations disputes between ministry and employee representatives.</p> <p>Fully functional EAP Programme within one year</p>	<p>(ii) Timely attention and resolution to compensation and benefits issues.</p> <p>(iii) Development and implementation of coaching in grievance management procedures for the MOE and schools.</p> <p>(iv) Establishment of appeal mechanisms under the PMAP.</p> <p>(v) Development and implementation of an appropriate system that will foster progressive discipline.</p> <p>(vi) Development and implementation of strategies to ensure a collaborative relationship with Unions and other stakeholders.</p>	<p>Rate of absenteeism audits</p> <p>Progress and status reports</p> <p>Value for money audits</p> <p>Original external interviews</p> <p>Orientation and induction strategies</p> <p>Dispute audit reports</p>	<p>IT</p> <p>Partnering contracts</p> <p>Information</p> <p>Partnership with Divisional Heads</p> <p>IR Consultant</p>	<p>2002-2006</p> <p>2002-2006</p> <p>2002-2006</p> <p>2002-2006</p> <p>2002-2003</p> <p>2002-2003</p> <p>2002-2003</p>	<p>DHR in coordinating role</p>
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Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial And Human	Timeline & Completion Date	Responsible Party
(Cont'd.) Create an enabling environment within the Ministry of Education to motivate staff to achieve service excellence.	Job satisfaction Zero complaints from employees Turnover rate on employees down to 2% High teamwork and collegiality. Adoption of the use of teams to the implementation of ministry projects Improved quality of work life in MOE. Rate of sick leave reduced by 75% per annum. Modernized accommodation for all Ministry of Education employees by 2004	2. (i) Development and implementation of an EAP in the MOE. 3. (i) Development and implement of effective career management systems. (ii) Development and implementation of a Succession Planning programme. (iii) Development of effective training and employee development programmes. 4. (i) Development and implementation of new work structures (Process advancement team). (ii) Development of a system to appropriately determine job design and job clarity. (iii) Development and implementation of change management strategies (OD approach).	Employee surveys Employee surveys Employee appraisals Rate of Turnover audits Rate of absenteeism audits Dispute audit reports Progress and status reports Value for money audits. Organise exit interviews Orientation and induction strategies	Human Resource Officers Human Resource Officers IR Consultant Survey expertise Funding IT Partnering contracts Information Partnership with Divisional Heads	2002-2003 2003 2003 2002-2006 2002-2003	SHRO (Employee relations) SHRO (Employee Development/Training) DHR in coordinating role

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
(Cont'd.) Create an enabling environment within the Ministry of Education to motivate staff to achieve service excellence.		5. Development and implementation of a Quality of work Life Programme (Physical accommodation; health, safety, stress management, HIV/AIDS, etc.)			2003 2002-2003	

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
<p>III. Take a lead facilitative role in building capacity to support the modernization and renewal thrust.</p> <p>Strategic plans by Divisions and schools that are aligned to the strategic objectives of the ministry.</p> <p>Operational action plans developed by Divisions and schools to implement the strategic objectives of the Ministry.</p>	<p>1. Modern organizational structures in the Ministry and in the schools. New organizational design for the Ministry of Education by 2003.</p> <p>2. (i) Fully staffed Ministry and schools with the right mix of skills and competencies - 2004.</p> <p>(ii) A comprehensive, up-to-date and relevant skills bank - 2003.</p> <p>(iii) Periodic conduct of strategic reviews.</p> <p>3. Training of Management group, including Principals in Strategic Management.</p>	<p>1. Establish appropriate organizational structures for the MOE and the schools with the required staffing requirements.</p> <p>2. Conduct a skills and competency analysis; conduct a skills inventory. Establish a skills bank.</p> <p>3. Inculcate a strategic management culture in MOE and schools.</p>	<p>Periodic Review or organizational structures</p> <p>Job Evaluations</p> <p>HR Audits</p> <p>Up-to-date Plans</p> <p>Progress Reports</p> <p>Appeal mechanisms</p> <p>Periodic and annual review of Performance Reporting and appraisal of staff.</p>	<p>Information:</p> <p>Strategic plans (operational plans included)</p> <p>Job Specifications</p> <p>Manpower needs</p> <p>CVs of staff/biodata</p> <p>IT</p> <p>Funding</p> <p>HR officers with HR Planning and Employee Dev/Training skills</p>	<p>2002-2003</p> <p>2003</p> <p>2002-2006</p> <p>2002</p>	<p>SHRO (HR Planning)</p> <p>SHRO (Employee Dev/Training)</p> <p>DHR with co-ordinating responsibility</p>

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
(Cont'd) III. Take a lead facilitative role in building capacity to support the modernization and renewal thrust.	4. (i) Effective training plans. (ii) Well-trained staff. 5. Fully operationalized PMAS and PMAP systems.	4. Develop and implement a comprehensive Training Plan, 2002 to 2006. 5. Finalize the implementation of the PMAS and PMAP in MOE, by 2002.		Instruments for PMAP Job Descriptions and standards	2002-2006 2002	

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
IV. Improve service delivery systems using a total quality model/approach and pursue strategies to improve the image of the HR Division	<ol style="list-style-type: none"> 1. Improved Customer Service 2. Effective Communication Systems. 3. (i) Realistic Customer Service Delivery Standards. (ii) Improved Time Frame for meeting the needs of customers. (iii) Effective Performance Measurement System. 	<ol style="list-style-type: none"> 1. Develop and implement a customer service feedback. 2. Develop and implement a Communications strategy – Newsletter; bulletins; memo; design of logo for HR Division. Develop a philosophy and core values for the HR Division. 3. Setting standards to improve the response time to customer issues – internal and external customers. 	<p>Customer surveys Customer feedback</p> <p>Employee appraisals Use of Employee surveys Suggestion boxes</p> <p>Periodic meetings Monitoring complaints Periodic Status Reports Periodic review of operations of the Units</p>	<p>Funding</p> <p>Human Resource Officers Information</p> <p>IT</p>	<p>2002-2003</p> <p>2002-2003</p> <p>2002-2003</p>	<p>SHRO (HR Planning)</p> <p>SHRO (Employee Development and Employee Relations)</p> <p>DHR in co-ordinating role.</p>

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
(Cont'd) IV. Improve service delivery systems using a total quality model/approach and pursue strategies to improve the image of the HR Division	4. Effective Employee Separation Management system.	4. Improved management of the separation function:- (a) Early forecasting of retirees – 50-60 age group. (b) Timely processing of all relevant documentation, including Pension & Leave Records. (c) Outplacement counseling. (d) Conduct exit interviews	Periodic review of third copy files. Periodic checks with Managers to assess performance. New-employees surveys.		2002-2003	
	5. Effective and efficient contract management systems.	5. Improved management of the Contract Employment portfolio. (a) Effectively manage the contract establishment.			2002-2003	

Strategic Objective/Thrust	Performance Measures	Action Steps/Activities	Review/Monitoring Mechanisms	Resources: Financial and Human	Timeline & Completion Date	Responsible Party
(Cont'd) IV. Improve service delivery systems using a total quality model/approach and pursue strategies to improve the image of the HR Division	6. High quality written communication. 7. Effective induction, orientation and mentoring programme.	(b) Forecasting of contract termination for timely renewals and processing of gratuity as applicable. 6. Improved quality of written communication – Departmental Notes, Notes for Minister; Notes for Cabinet, and Minutes of meetings, memos, notices, etc. 7. Develop and implement induction and orientation programmes and a mentoring system. 8. Design and implement an Evaluatory Mechanism for the HR Division (and assist the other divisions in MOE to do same).			2002-2003 2003	

