

PROVIDING QUALITY EDUCATION FOR LIFE

1.0 - EARLY CHILDHOOD CARE AND EDUCATION

GOALS

- Expand and improve comprehensive early childhood care and education for girls and boys, especially for the most vulnerable and disadvantaged children
- Expand early childhood development activities, including low-cost family and community-based interventions

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Achieve universal access to ECCE	1) Make law the draft ECCE Standards	MOE, Office of the Attorney General, THA		Act passed in Parliament by September 2006		Enacted document
	2) Educate teachers/caregivers and providers on ECCE standards	MOE, NGOs, THA		From 2006 and ongoing, workshops and training sessions for teachers/caregivers and providers on ECCE standards		Reports; Attendance registers
	3) Make ECCE accessible in isolated, poor and squatter communities	MOE, THA		By 2007, identification of target communities, and access to ECCE in each disadvantaged community by 2010		Functioning ECCE centres in disadvantaged areas; and construction
	4) Strengthen the ECCE Unit to meet the needs of its clientele in every educational district	MOE, THA		By September 2006, a total of twenty (20) ECCE supervisors and one (1) trained Principal in existing ECCE centres throughout the country		Human Resource records
	5) Establish a national registry of all ECCE teachers/caregivers	MOE, THA		By September 2006, creation of database of ECCE teachers/caregivers		Database register
	6) Monitor the movement of children from ECCE centres to primary schools	MOE, THA		By 2008, policy and procedures in pre school and primary school to monitor and facilitate smooth transition of pre-schoolers to primary school		M & E reports; written policies
	7) Establish childcare facilities for children (3mths - 3years) in ECCE centres as part of a seamless education system	MOE, THA, NGOs		By 2008, at least one childcare programme in operation at ECCE centres in each district		M & E report

1.0 - EARLY CHILDHOOD CARE AND EDUCATION - CONT'D

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STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
	8) Train primary school teachers (infants - 2nd standard) in ECCE	MOE,THA, NGOs		By 2010, 80% of primary school teachers trained in ECCE		Certificates; Programme report
	9) Hire qualified ECCE supervisors/specialists to monitor and supervise all centres	MOE, THA		By 2007, supervisors/specialists attached to each district to supervise ECCE centres		HR records
b) Improve the quality of activities for children and improve the surroundings of the ECCE buildings	1) Build and license new ECCE centres	MOE, THA		By 2010, construction and licensing of new centres in areas identified		Licensing records
	2) Make the objectives of ECCE culturally and developmentally appropriate	MOE, THA		By September 2006, National curriculum guide developed and piloted		M & E reports
	3) Ensure adequate training and support for caregivers/teachers of children from 0-5 years	MOE, COMDEV, SERVOL, THA		From 2006 and ongoing, adequate training and support given to caregivers/teachers of children from 0-5 years		Training reports, attendance registers
	4) Improve quality in monitoring and evaluation of ECCE centres	MOE, THA, NGOs		By end of 2006, measures implemented to improve monitoring and evaluation of ECCE centres		Reports
	5) Involve the media to raise public awareness of Early Childhood Care and Education	MOE, THA, NPTA, NGOs, media		By mid 2006, an integrated public awareness campaign involving the media developed and implemented		Video clips; Archival material
	6) Provide for privately owned centres through the provision of training & other resources	MOE, THA, SCS and School of Education (UWI), NGOs		By end of 2006 and ongoing, workshops/seminars (2 sessions per term) provided for privately owned centres.		Attendance records; Agenda; Reports

1.0 - EARLY CHILDHOOD CARE AND EDUCATION - CONT'D

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STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
b) Improve the quality of activities and surroundings for early childhood care and education buildings	7) Promote early stimulation for the 0-5 age group	MOE, MOH, SERVOL, NGOs,		By 2007, teachers/caregivers of children 0-5 have systematic methods in place to facilitate early stimulation		Reports
c) Research	1) Conduct longitudinal studies at primary and/or secondary school level to evaluate the impact of ECCE on school performance	MOE, MSD, THA		By 2007, conduct research/study on the impact of ECCE on school performance		Report from study
	2) Develop demographic profiles on children 0-5 years in all centres	MOE, MPD (CSO), THA		By 2007, design a universal format for demographic profiles of children 0-5 years to be used in all centres		Demographic form

2.0 - ATTENDANCE AND ENROLLMENT AT PRIMARY AND SECONDARY LEVELS

GOALS

- By 2010, reduce the number of primary school-age children who are out of school by 50% and increase the net primary school enrollment or participation in alternative, good-quality primary education programmes to at least 90%
- Increase universal access to basic education to all children by 80% of primary school-age children through formal schooling, with emphasis on reducing the disparities between boys and girls

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Increase attendance and access at all levels	1) Improve and expand infrastructure and facilities in existing schools	MOE, THA, IADB		From 2006 and ongoing, a 15% annual increase in the number of requests met		Records of the Educational Facilities Management Division
	2) Establish additional secondary schools.	MOE, IADB		Between 2006 - 2010, a 5% increase in the number of secondary schools constructed		Records from Division of Educational Planning
	3) De-shift and convert Junior Secondary schools into five year schools	MOE		By 2008, a 10% - 15% increase in deshifting of Junior Sec. schools from 3 years to 5 years		Records from Division of Educational Planning
	4) Assign social workers to all government and government-assisted schools	MOE, MOH, THA		By 2008, a 50% increase in the number of schools being serviced by Social Workers		Staffing registers
	5) Implement the provision in the Education Act as it relates to truancy	MOE		By mid 2007, the Procedures of Education Act. related to truancy adopted in all Education districts		Principals and school supervisors report from education districts
	6) Improve method of data collection (a) from private schools and (b) to verify the number of children who are actually out of school	MOE, MPD (CSO), MSD, THA		By 2007, establishment of a data collection mechanism for private schools similar to that of public schools		Report
				By 2007, modification of the relevant forms to capture information on the number of children enrolled versus attendance		Principals' report

2.0 - ATTENDANCE AND ENROLLMENT AT PRIMARY AND SECONDARY LEVELS - CONT'D

GOALS

- By 2010, reduce the number of primary school-age children who are out of school by 50% and increase the net primary school enrollment or participation in alternative, good-quality primary education programmes to at least 90%
- Increase universal access to basic education to all children by 80% of primary school-age children through formal schooling, with emphasis on reducing the disparities between boys and girls

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Increase attendance and access at all levels	7) Expand the transportation system to encompass all schools	MOE, THA, PTSC		By 2010, universal access to school transportation by primary and secondary school students		Annual Reports
	8) Need for urgent amendment to the Education Act to change the compulsory age for children to be in school from 12 to 16 years	MOE, Office of the Attorney General		By 2010, amendment to Act proclaimed in Parlaiment		Act of Parlaiment

3.0 VIOLENCE IN SCHOOLS

GOAL

- Achieve and sustain quality in schools as it relates to safety and security of the school population

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Improve school security	1) Reconstruct/replace perimeter fences.	MOE, IADB, THA		By 2007, a 25% increase in the reconstruct/replacement of perimeter fences		EFMD and Planning Division reports and records
	2) Install intercom systems and security lighting in all schools	MOE, IADB, THA		By 2008, a 50% increase in intercom systems and security lighting in all schools		EFMD reports and records
	3) Employ school Safety Officers in all schools	MOE, THA		By 2007, a 99% placement of Safety Officers in Gov't Secondary schools		EFMD reports and records
	4) Install monitoring devices with alarm systems in all schools	MOE, THA		By 2010, 80% of all schools equipped with monitoring devices with alarm systems		EFMD and Planning Division reports and records
	5) Equip all secondary students with student ID badges	MOE, THA		By 2007, a 100% increase in the number of students wearing their ID badges		Principals Reports
	6) Train security officers on communication skills and relationship building					Training reports
b) Reduce school violence	1) Place adequate number of guidance officers in the school system	MOE, THA, MSD		By 2008, all vacancies are filled and by 2010, a 20% increase in the post of guidance officers		Employment records and staffing allocation records
	2) Increase the number of school social workers in the education system	MOE, THA, MSD		By 2008, a 30% increase in school social workers in the education system		Staffing registers
	3) Instruct school social workers to use various approaches to make interventions into the lives of children eg. counseling, anger management, conflict resolution, etc.	MOE, THA, MSD		By 2007, various approaches used by school social workers to make interventions into the lives of children		Training programme document
	4) Adopt alternative approach to the seven-day suspension programme	MOE, THA, MSD		Establish working committee to review provision for suspension in the Education Act		Report of working committee

3.0 VIOLENCE IN SCHOOLS - CONT'D

GOAL

- Achieve and sustain quality in schools as it realtes to safety and security of the school population - CONT'D

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
b) Reduce school violence	5) Conduct studies to identify root causes of student delinquency	MOE, THA		By 2008, active research on subject taking place		Research reports
	6) Establish Out-of-School Suspension centres in all districts	MOE, THA		By 2007, centres established and fully operational in 3 districts		Reports
	7) Strengthen the visual and performing arts in schools starting at the ECCE level	MOE, THA		By 2010, inclusion of visual and performing arts in school curriculum at all levels		Curriculum document
	8) Establish a substitute teacher programme	MOE, THA		By 2008, an approved listing of persons selected to be on programme		Approved listing
	9) Develop a monitoring and evaluation system of existing school intervention strategies	MOE, THA		By 2009, allocation of budgetery, staff and material resources for implementing a monitoring and evaluation system		Published reports
	10) Review the school curriculum to include spiritual, moral and emotional development and for greater relevance to the diversified needs of students (literacy, remedial and alternative education)	MOE, THA		By 2007, review of the school curriculum completed		Curriculum document
	11) Train teachers and other school personnel in alternative dispute resolution	MOE, THA, MSD		By 2008, 30% of teachers and school personnel trained in alternative dispute resolution		Training reports
	12) Enhance the parent education component.	MOE, THA		By 2010, develop a parent education programme to encompass all levels of the education system		Published manuals; Reports of sessions conducted
	13) Encourage parents to take responsibility for the behaviour of their children	MOE, MSD, COMDEV, THA, NGOs		By 2007 and ongoing, public campaign to encourage parents to take responsibility for the behaviour of their children		Administratiive and media reports

4.0 HEALTH AND FAMILY LIFE EDUCATION

GOALS

- Ensure that the psychosocial learning needs of all young people are met through access to appropriate learning and life skills programmes.
- Increase acquisition by individuals and families of the knowledge, skills and values required for better living, with effectiveness measured in terms of behavioral change

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Promote HFLE as a comprehensive life skills based programme for all	1) Convene consultation with relevant stakeholders to build consensus (content & methodology)	MSD, MOE, THA, COMDEV		By end of 2006, consultation held among stakeholders		Consultation report
	2) Develop and implement a public awareness campaign targeting all stakeholders (policy makers, lay perons, parents, teachers, etc.)	MOE, MSD, THA, local media, civil society		By 2007, media campaign developed and implemented		Reports
	3) Use HFLE educators to implement and conduct programmes in schools	MOH, MOE, THA		By 2010, HFLE programmes implemented and conducted in 100% government schools		HFLE educator reports at school and district level
b) Provide mechanisms and guidelines for the coordination, management, institutionlization and sustainability of HFLE	1)Establish an HFLE unit with joint collaboration among Ministries	MOE, MSD, MOH, COMDEV, THA, NGOs		By 2009, interministerial committee and HFLE unit established		Cabinet Minute and Note
	2) Facilitate implementation of a national programme in conjunction with government , civil society, etc.	MOE, THA, NGOs		By 2010, establish of inter-sectorial committee		Cabinet Minute and note
	3) Develop HFLE curricula guidelines for use by all relevant training organisations	MOE, THA, MSD, COMDEV		By end of 2006, HFLE guidelines developed		HFLE Manual
				From 2007, guidelines in use by all relevant training organisations		Guidelines manual

4.0 HEALTH AND FAMILY LIFE EDUCATION - CONT'D

GOALS

- Ensure that the psychosocial learning needs of all young people are met through access to appropriate learning and life skills programmes.
- Increase acquisition by individuals and families of the knowledge, skills and values required for better living, with effectiveness measured in terms of behavioral change

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
b) Provide mechanisms and guidelines for the coordination, management, institutionlization and sustainability of HFLE	4)Provide training for trainers at different levels to implement HFLE curricula	MOE, THA, MSD, COMDEV		By 2008, training for trainers in HFLE conducted		Reports on training programmes
c) Ensure that children develop healthy lifestyles and make choices and decisions that would have a positive impact on their lives, homes and communities	1) Develop and implement a holistic, creative, participatory, culture specific,developmental programmes in all government schools	MOE, MSD, THA, MOH		By 2008, programmes implemented in all government schools		Curricula documents

5.0 VALUES EDUCATION

GOAL

- Increase acquisition by individuals and families of the knowledge, skills and values required for better living with effectiveness measured in terms of behavioural change.

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Effect a positive behavioural change among young adults in society	1) Infuse values education into the school curricula (pre-school, primary and secondary)	MOE, MSD, THA, NPTA, NGOs		Curricula implemented in all government schools by 2008		Curricula documents
	2) Establish a 'dress code' for teachers	MOE, THA		By 2007, guidelines on 'dress code' for teachers developed		Guidelines document
				By 2010, 'dress code' in effect in all government and gov't assisted schools		Principal's report
	3) Emphasize spiritual values in schools	MOE, THA, FBOs		By 2010, spiritual values included as a core course at all government and government-assisted schools		Report
	4) Promote workshops and peer/parent support groups in schools to focus on critical areas of moral and spiritual values	MOE, MSD, THA		By 2008, a) a 50% increase in workshops conducted, and b) establishment of support groups in schools		Workshop registers
	5) Strengthen education programmes in sexual and reproductive health which emphasize values, skills acquisition and behavior change	MOE, MSD, THA		By 2010, HFLE programme implemented in 100% government and gov't assisted schools		HFLE educator's report
	6) Sensitize and empower children and stakeholders on Human Rights relating to the UNCRC	MSD, MYS, MOE, THA, NGOs		By 2008, sensitization and empowerment programmes established at all levels of the school system and to key stakeholders (parliamentarians, judges, magistrates, lawyers, law enforcement officials, civil servants, teachers, social workers)		Principal's reports; Periodic report

6.0 NON-FORMAL EDUCATION

GOAL

- Ensure that the learning needs of all young people are met through access to appropriate learning and life skills programmes

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Provide appropriate life skills programmes for youth	1) Develop a National Life Skills curriculum document					Document in hands of providers and stakeholders
	2) Conduct survey to determine programmes that include life skills as part of their training					Instrument of survey; Database of programmes with
	3) Provide life skills awareness sessions/workshops					Reports; seminars/workshops registration and attendance forms
	4) Coordinate the implementation of life skills programmes among agencies in the non-formal sector	STTE, MOE, MNS, THA, MSD		By 2008, system in place to coordinate the implementation of life skills programmes among agencies		Documentation
	5) Promote student awareness of alternatives for life-long learning using career fairs and the media (print & electronic) for dissemination of information	MOE,STTE (YTEPP), THA, MSD, MPA		From end 2006 and ongoing, media promotion of life-long learning for students		Reports
	6) Revisit/examine truancy. Personnel should be assigned to address the 05-16 years age cohort not in school	MOE, MSD, MPD, MLA, THA		By 2009, a procedure developed to track and follow-up children who are not attending school (absentees and those who never attended)		Reports; database

6.0 NON-FORMAL EDUCATION - CONT'D

GOAL

- Ensure that the learning needs of all young people are met through access to appropriate learning and life skills programmes

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Provide appropriate life skills programmes for youth	7) Conduct monitoring and evaluation workshops to promote the use of mechanism to ensure realization of life skills objectives and client satisfaction					Reports
	8) Ensure all out of school programmes offer Life Skills development along with vocational skills training before work experience	STTE(YTEPP), MSD, THA, MOE, NGOs		By 2010, life skills and vocational skills training modules included in curricula of 75% of out-of-school programmes		Policy document
	9) Ensure that venues/centres meet health and safety standards and quality assurance standards as outlined by OSHA and tha National Life Skills policy document					Reports and records
	10) Train Life Skills providers in relevant and current technologies	Life Skills Steering Committee, STTE (Distance Education), THA, MOE		By 2009, programmes implemented to train at least 40% of life skills providers in relevant and current technologies		Certificates and registration records

6.0 NON-FORMAL EDUCATION - CONT'D

GOAL

- Ensure that the learning needs of all young people are met through access to appropriate learning and life skills programmes

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
b) Address the imbalance between training efforts and labour market demands	1) Conduct a needs assessment exercise to establish gaps in vocational skills needs against training being offered					Labour market reports
	2) Develop regional one-stop shops with information and registration forms of all training programmes					Reports
	3) Increase exposure of women to more non-traditional areas in the training cycle programmes					Reports
	4) Redesign youth camps and trade centres to be called 'Skills-Training and Production Centres', and expand theses					Reports
	5) Establish additional vocational/life skills training centres in all regions of the country to meet the industry training needs of the regions					Reports
	6) Increase the effectiveness of workplace training and working experience with emphasis on apprenticeship					Reports

7.0 ADULT LITERACY

- GOAL
- By 2015, achieve a 50% improvement in levels of adult literacy, especially among women

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Improve the adult literacy rate in Trinidad and Tobago	1) Conduct an adult literacy survey/needs assessment to determine the current level of literacy	MPD (CSO), MOE, MSD, THA, COMDEV, ALTA, MCC-		By end of 2007, survey/needs asessment conducted to determine the current level of literacy		Report
				By 2008, data analyzed with a view to pinpoint adult literacy levels		Survey report
	2) Institute a 'Train-the-trainers' programme for adult literacy tutors					Programme reports
	3) Encourage the inclusion of adult literacy education in tertiary education	MOE, THA		By 2007, set up at least one programme in adult literacy at a government-run tertiary institution		Programme reports
	4) Introduce trained substitute teachers into the system	MOE, THA		By 2010, mechanism set up to recruit teachers		Reports and Accounting records
	5) Assign appropriate resources to the adult education unit of the Ministry of Education	MOE, THA		By 2007, curriculum officers (including reading and curricula writing specialists) assigned to designed curricula specifically for teaching adults		Curriculum document
	6) Implement adult literacy programmes, especially for women in rural areas	MOE, ALTA, COMDEV, THA		By 2008, 30% increase in adult literacy programmes targeting women implemented in rural areas		Student registration records
	7) Implement sight testing from early childhood to determine learning capabilities	MOH, MOE, THA		By 2008, mechanism in place to ensure testing and interventions as required		Reports

7.0 ADULT LITERACY - CONT'D

GOAL

- By 2015, achieve a 50% improvement in levels of adult literacy, especially among women

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Improve the adult literacy rate in Trinidad and Tobago	8) Sensitize teachers at ECCE, primary and secondary school levels to the need to 'infuse' the teaching of reading techniques into all areas of study.	MOE, THA		By 2008, workshops/seminars held in educational districts to sensitize teachers to the need to 'infuse' teaching techniques into all areas of study		Reports
	9) Promote gender balance in tutoring through public awareness campaigns and public education programmes	MOE, THA		From 2007 and ongoing, public awareness campaigns developed and implemented to promote gender balance in tutoring		Reports
	10) Encourage reading as a subject in primary schools	MOE, THA		By 2008, a 15% increase in time allocated to the teaching of reading as a subject in primary schools		Principal's Reports
	11) Encourage reading in teacher training programmes	MOE, THA		By 2010, reading as a subject is implemented in the curricula of the teacher's training programme		Curricula guidelines
	12) Introduce numeric skills into literacy programmes	MOE, THA, ALTA		By 2010, numeric skills included in the curricula of all literacy programmes		Curricula guidelines
	13) Train appropriate personnel to carry out the functions of remedial teaching	MOE, THA, ALTA		By 2007, 30% of personnel trained as remedial teachers		Certificates; Programme material
	14) Introduce literacy programmes attached to ECCE centres for parents	MOE, THA, ALTA		By 2008, develop and launch literacy programmes for parents, attached to ECCE centres in all educational districts		Attendance registers

7.0 ADULT LITERACY - CONT'D

GOAL

- By 2015, achieve a 50% improvement in levels of adult literacy, especially among women

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Improve the adult literacy rate in Trinidad and Tobago	15) Make the Adult Education programme an integral part of the formal education system	MOE, THA		By 2008, mechanism in place to make the Adult Education programme an integral part of the formal education sytem		Reports
	16) Produce media sensitization programmes to target adult learners	MOE, THA, media		By 2007, develop and implement media sensitization programmes to target adults		Accounting records; programme material
	17) Give greater emphasis to literacy testing in the continuous assessment program throughout the school system	MOE, THA, NGOs		By 2007, literacy testing incorporated as a category for assessment into the Continuous Assessment Programme (CAP) at all government schools		Test results

8.0 PARENTING EDUCATION

- GOAL
- Public awareness of proper parenting skills

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION	
a) Develop and implement special strategies for improving the quality of life for children	1) Conduct research(National Parenting Survey) to ascertain what exists, and the effectiveness of the present interventions in meeting the needs of parents	MSD, MOE, THA,		By 2007, research completed and data analyzed		Report	
	2) Introduce a National Parenting Programme to embrace best practices to include:	MSD, THA, MOE, COMDEV, MOWT, MNS, NGOs		By October 2007, programme proposal approved by Cabinet		Cabinet minute	
	-Sensitization of the national community on the importance of parenting education			By December 2007, implementation of high-quality marketing strategy, targeting parents and parents-to-be		Reports	
	-Establishment of parenting support programmes in each community			By 2008, community-based high-quality facilities established and service providers identified, as well as		Records, reports	
	-Strengthen financial support for parenting programmes			By 2007, budget allocation and provision for parent education and support		Accounting records	
				By end of 2007, tax breaks provided to companies by government for donations to parenting programmes		Budget statement	
	3) Encourage pregnant women and their partners to attend prenting programmes, especially adolescent couples					Records	
	4) Establish parent education as a pre-requisite as part of adoption and foster care programmes at children's homes						Laws of Trinidad and Tobago
							Training programmes

8.0 PARENTING EDUCATION - CONT'D

GOAL
- Public awareness of proper parenting skills

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Develop and implement special strategies for improving the quality of life for children	5) Expand the male support programmes and ensure the inclusion of the issue of male parenting					Programme reports
	6) Introduce module inclusive of parenting, nurturing, caring, responsibility, positive morals and values training in school at all levels	MOE, MSD, THA		By 2007, module included in the HFLE programme		Programme report
	7) Forge a relationship with the media to encourage support for all efforts to educate parents	MSD, MOE, THA, NPTA, media		By end of 2006 and ongoing, extensive media campaign via the media to educate parents		Reports
	8) Mandate parenting/family support programmes for parents of juvenile offenders					Reports
	9) Establish an autonomous National Parenting Body which will work in collaboration with all ministries, judiciary and NGOs	MSD, MOE, THA, COMDEV, NGOs		By 2007, committee formed to establish a National Parenting Body		Committee report
	10) Include parenting training as part of the teacher's training curricula	MOE, MSD, THA		By 2008, parenting training included in the curricula		Curricula
	11) Ensure parenting programmes are implemented for adolescents in the non-formal sector	MOE, MSD, THA, NPTA		By 2007, parenting programmes implemented in the non-formal sector for adolescents		Curricula/reports
	12) Encourage employers to establish nurseries at place of employment	MSD, ECA, COMDEV, THA		By 2010, incentives for employers to establish nurseries at workplace		Reports
	13) Include parenting courses in government welfare programmes e.g URP, CEPEP	MSD, MOWT, THA, COMDEV		By end of 2007, courses advertised and conducted on a quarterly basis		Facilities and service provider records

9.0 MEETING SPECIAL NEEDS IN THE MAINSTREAM EDUCATION SYSTEM

GOAL

- Expand and improve comprehensive early childhood care and education for girls and boys, especailly for the most vulnerable and disadvantaged children

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Meet the special needs of every child in the mainstream education system	1) Develop modules in the curricula at pre-school, primary and secondary levels to instill in students respect for, acceptance and tolerance of differences among persons	MOE, MSD, THA, NGOs		By 2008, modules developed and incorporated in school curricula		Curricula document
	2) Redesign and manage the curriculum offerings of the already established Special Schools and resource centres	MOE, Association of Principals of Public Special Schools, DERE, NPTA		By 2008, a completed document of curricula for special schools		Curricula document
	3) Supervise educational programmes offered at private special schools registered with the Ministry of Education.	MOE(SSSD), THA		From 2006 and ongoing, regular formal visits to public special schools by SSSD personnel		Filed reports on school visits
	4) Establish school-based teams at every primary school in order to determine first step in intervention (through data collection) to meet the needs of the child	MOE (SSSD) and Director of School Supervision (DSS)		By 2010, a 50% increase in the number of school-based teams		Reports
	5) Restructure and equip existing public primary school environments to have them utilised as venues for workshops and seminars as well as function as learning centres	MOE -SSSD, EFMD, Curriculum Development, Textbook Rental, DSS		By 2010, all public primary schools well-equipped to host workshops and seminars and to function as learning centres		Registers and reports
	6) Restructure and equip special schools with appropriate resources (material and human) to enable them to function as resource centres	MOE -SSSD, EFMD, Curriculum Development, Textbook Rental, DSS, NGOs		By 2010, 50% of public special schools restructured and equipped to function as resource centres		Reports

9.0 MEETING SPECIAL NEEDS IN THE MAINSTREAM EDUCATION SYSTEM - CONT'D

GOAL

- Expand and improve comprehensive early childhood care and education for girls and boys, especailly for the most vulnerable and disadvantaged children

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Meet the special needs of every child in the mainstream education system	7) Increase the number of Special Education Needs(SEN) students to regular schools in suitable locations with adequate support services	MOE, THA, PTSC, NGOs		By 2010, a 70% increase in SEN students attending regular schools in suitable locations with adequate support services		Register
	8) Introduce special education as a core subject within the Teacher Training programme	MOE, THA		From September 2006 and continuing special education as a compulsory subject in the teacher training programme		Curricula of teacher training programme
	9) Ensure that all education programmes are inclusive, accessible and responsive to children with special learning needs and children with disabilities	MOE, THA, MSD PTSC		By 2010, a 100% increase in educational programmes that cater to the needs of SEN students		Reports
	10) Establish training programmes which are available to all teachers, parents and the wider community in the area of special education	MOE(SSSD), THA		By 2008, all training programmes established and made available to all teachers, parents and the wider community in the area of special education		Register of training programmes
	11) Encourage entry into the area of special education	MOE (SSSD), THA		By 2007 and ongiong, a minimum of 3 persons doing studies in the area of special education annually		MOE reports

9.0 MEETING SPECIAL NEEDS IN THE MAINSTREAM EDUCATION SYSTEM - CONT'D

Goal
- Expand and improve comprehensive early childhood care and education for girls and boys, especailly for the most vulnerable and disadvantaged children

STRATEGIC OBJECTIVE	STRATEGIES	RESPONSIBLE AGENCIES	DIVISION	MEASURABLE INDICATOR	STATUS / ACHIEVEMENTS	MEANS OF VERIFICATION
a) Meet the special needs of every child in the mainstream education system	12) Ascertain the proportion of the school population that have learnng and other disabilities through surveys or other data collection mechanisms	MOE (SSSD), MPD (CSO), MSD, MOH, THA		By 2007, surveys and other data collection activities conducted to generate information re: incidence of disabilities in the schools		Database
	13) Implement a programme of training in special education to provide teachers with the special skills for diagnostic teaching.	MOE (SSSD), CETT, THA, NPTA		From 2006 and ongoing, a 100% increase in the number of teachers from each educational district recruited for training in special education		Training report
	14) Compulsory continuing education to ensure that teachers are aware of current issues/trends and strategies used in special education	MOE (SSSD), THA		By 2007 and ongoing, regular workshops and seminars conducted for teachers in current issues/trends and strategies used in special education		Seminar and workshop registers
	15) Establish Policy to have local television programmes captioned.(This will help the hearing impaired)	MOE, MSD, THA, COMDEV, Office of the Attorney General, media houses		By 2010, policy established and implemented		Policy document