

CAMBRIDGE ASSESSMENT  
SEMINAR: "EDUCATION POLICY AROUND  
THE WORLD: INNOVATIONS IN 14-19 Reform".  
LANCASTER HOUSE

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THE CASE OF TRINIDAD & TOBAGO.  
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## A Note On context

- Conditions of emergence(1834-70)
- British State
- Spanish law
- French cultural hegemony
- December 1862/1864 Cambridge Exams:First in the Empire!

## 2) Challenges at Independence—1962

- Uneven development: Denominational vs State; Levels (primary, secondary etc.
- Rigid structures resistant to change
- Elitist orientation reflecting practices from the period of emergence
- Curriculum orientation deemed inappropriate
- Strong Human Capital Press (Schultz, 1961)

### 3) Policy Responses

- Working Party Report 1959;Draft Fifteen Year Plan for Educational Development(1968-83):Diversify and expand secondary education
- Post 1970 unrest period of intense Consultation(1971-4)
- Petrodollar boom (1975-1981):Deepening of Secondary expansion and diversification.
- Adjustment and Stabilisation(1982-1990):Primary Education focus.
- Education Policy Paper(1993-2003):National Task Force On Education (White Paper)

Result of extensive consultative process with all stakeholders

# Major responses.

- Careful attention to past experience and lessons learnt about policy making.
- Treat with the system as a whole (all levels simultaneously and attend to articulation as a means of minimizing learning deficits)
- Build policy analysis
- and policy reform capacity at all levels but especially at The MOE.
- Restructure (especially unify and delink the education service from the public service)

- Decentralise the education system and equip it with an enhanced Human Resource
- Management Capacity.
- Establish a system of School Based Management focused on improving the learning of students the work life of teachers and educational administrators, and transforming the involvement of schools with their communities.

- Facilitate the establishment and sustained delivery of appropriate student personnel services.
- Manage costs within the sector through private/public partnerships, establish of economic size of schools etc.
- Policies of inclusion for special needs children.

- Reorganisation of the Further Education sector which has developed in an ad hoc fashion.
- Reorganise the secondary school Curriculum around a core which includes the expressive arts, aesthetics, personal and social development, technology studies and ICT.
- Guidelines were laid out for addressing Access and quality issues simultaneously, for improvement of the learning environment, for ensuring sound testing and measurement practices to match improved teaching and learning strategies.



4) From this basic document, a World Bank funded Fourth Basic Education Project was developed and implemented and a Secondary Modernisation Project addressing educational development at the secondary level has been developed and implemented.

5) The MOE's Strategic plan 2002-6 and its current Draft Corporate continue to deepen the process of implementation of the White Paper's objectives, within the context of the government's Vision 20/20 strategic plan for the development of Trinidad & Tobago