



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

Transition of Learners

Education Policy Jan 2022-2027

Draft Concept Note

Jan 2022

TRANSITION OF LEARNERS

The term “transition” refers specifically to the process of moving from one level of education to another by all learners in the education system, inclusive of those requiring special needs, commencing from early childhood care and education through primary, secondary and post-secondary education (technical/vocational/higher education) to the world of work.

The successful transition from one level to another has two major aspects which must be considered when engaging in transition planning: (i) the curriculum diagnostics level, whereby the learner achieves the required cognitive abilities to transition to the next level; and (ii) the psycho-social and behavioural level.

The Ministry is cognisant of the socio-economic and other factors which may hinder successful transition from one level to another and therefore, aims to solidify and entrench the process that would yield the all-round development of learners from early childhood education through to post-secondary education and the world of work, thus laying the foundation for a quality workforce and a productive citizenry that is well-adjusted to functioning in the twenty-first century.

STRATEGIC GOAL:

To Facilitate the Seamless Transition of Learners through all Levels of the Education System and to Promote Purposeful Career Choices

STRATEGIC OBJECTIVE	RECOMMENDED ACTIVITIES
1. To Enable All Learners to Successfully Plan their Educational Pathways	1. Conduct research on job outlook both regionally and locally over the short, medium and long term.
	2. Establish a system of volunteerism at all levels of the education system.
	3. Administer personality and learning assessments at the Early Childhood Care and Education (ECCE) level.
	4. Provide opportunities for students to select their subject choices on interests rather than subject groupings being offered and to gain exposure to potential career fields in a formalised manner.
	5. Establish an Ease of Transition Policy in which transition planning with specific outcomes is a required component of an Individual Progress Plan (IPP) or Individual Education Plan (IEP) for all learners, inclusive of special educational needs (SEN) and vulnerable and “at risk” learners who require additional support to achieve their potential:

STRATEGIC OBJECTIVE	RECOMMENDED ACTIVITIES
1. To Enable All Learners to Successfully Plan their Educational Pathways	<ul style="list-style-type: none"> • Provide additional avenues to facilitate learners with specific disabilities to transition throughout the school system and not only for a career path. • Provide adequate support for learners with special needs to transition from school into the world of work. • Engage in community resource mapping, particularly for special educational needs learners.
	6. Ensure information on various occupational areas and available training providers is disseminated to both primary and secondary school learners.
	7. Conduct a tracer study of Technical and Vocational Education Training (TVET) participants.
	8. Develop a parallel education system - feeding into the work force where learners develop academia, leave school and enter the industry.
	9. Promote community-based involvement and parental support e.g., Science, Technology, Engineering and Mathematics (STEM) programme where corporate entities partner with the Ministry of Education (MoE) for students to interact with technology, real life application of knowledge gained in school; make learning relevant, stimulating and encourage parental involvement.
	10. Create a virtual platform for parents to work alongside their children to select Caribbean Secondary Education Certificate (CSEC)/subject choices.
	11. Expose learners to options for self-directed learning and variable assessment times: <ul style="list-style-type: none"> • Develop learners who are more self-reliant, independent and become self-economic agents as they mature. • Equip persons to create pathways for themselves as resilient, creative and productive members of society.
	12. Ensure that learners have access to appropriate educational guidance at all stages: <ul style="list-style-type: none"> • Provide career choices to learners via career fairs in Forms 3, 4, 5 and 6. • Provide career personality assistance for every learner.

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1. To Enable All Learners to Successfully Plan their Educational Pathways	<ul style="list-style-type: none"> • Expose learners to real life/authentic experiences in exploring real life career paths/jobs: <ul style="list-style-type: none"> ○ Build work related skills and core competencies including employability skills and softer skills such as integration of technology, working with teams and problem-solving skills. ○ Develop skills to enable learners to move between occupations e.g. resilience and pliability. ○ Expose learners to entrepreneurial opportunities. • Provide post-secondary career options and opportunities within the tertiary sector. • Track the success of the value of skills acquired when leaving/graduating from post-secondary/tertiary education to enable any further training needed.
2. To Encourage Learners to Make Informed Career Choices	<p>1. Stimulate learning and maintain easy rapport by ensuring teachers are assigned to classes for more than an academic year. For e.g., Infants 1 and 2, Standards 1 and 2, or Standards 3 to 5.</p> <p>2. Introduce annual career awareness and development programmes from Infant 1 onwards with the involvement of post-secondary and tertiary institutions, as well as the business community.</p> <ul style="list-style-type: none"> • Develop partnerships to promote a seamless education system and training platform between institutions and organisations <ul style="list-style-type: none"> ○ Foster strategic partnerships and establish greater collaboration between/among the Ministry of Education, Ministry of Labour and Ministry of Youth Development in the development of a job market database. • Development of an online mentorship database between schools/Ministry of Education and industry. <p>4. Explore career interests and focus on the establishment of career portfolios for learners:</p> <ul style="list-style-type: none"> • Engage in intentional planning which suits the young individual so the learner can pursue his/her interests, not only examinations. The learner should be engaged in authentic learning with a sense

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2. To Encourage Learners to Make Informed Career Choices	<p>of purpose and understanding regarding the relationship between course of study and world of work. For e.g., the relationship between Trigonometry and Engineering.</p> <ul style="list-style-type: none"> • Administer career psychometric testing and personality traits analysis at an early stage. • Introduce career assessment courses at the undergraduate level. • Engage in transition planning including the administration of appropriate transition assessments - assess the learner initially and his/her readiness to transition to the next level.
	<p>5. Establish individualised career pathways for learners</p> <ul style="list-style-type: none"> • Adopt an interdisciplinary approach to Individual Assessment Profile (IAP).
	<p>6. Utilise the National Qualifications Framework to clarify and identify courses of study and career paths in both technical and academic streams.</p>
	<p>7. Increase parental involvement and inclusion: host seminars and activities, which target parents and learners.</p>
3. To Provide Opportunities which Support the Involvement of Citizens in Post-Secondary and Tertiary Education	<p>1. Establish a monitoring and evaluation system to monitor and track the entire transition process.</p>
	<p>2. Review and update the Industrial Training Act.</p>
	<p>3. Establish a national volunteer system which provides socialisation exercises, e.g. visiting a caregiver's home:</p> <ul style="list-style-type: none"> • Encourage citizens to share their expertise via training, workshops, seminars, e.g., World of Work programmes where mock interview activities are conducted with university-level final year students. • Provide life coaching, counselling services by companies, and non-governmental organisations (NGOs) at all levels. • Provide a stipend for civic responsibility offerings based on a certain number of hours, for instance. • Promote community-based work, e.g., allow tax breaks to companies which offer assistance to young learners.

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3. To Provide Opportunities which Support the Involvement of Citizens in Post-Secondary and Tertiary Education	4. Develop internship programmes, a blended approach (both mandatory and voluntary, government and private) <ul style="list-style-type: none"> • Introduce mandatory internship programmes for learners of Forms III and IV at all schools.
	5. Reinstate the National Apprenticeship Programme in upper secondary school and for the school leaving population.
	6. Align the On-The-Job Training (OJT) Programme with the industry's needs and practices.
	7. Provide incentives to employers to support parents/employees with time off to assist their children.
	8. Collaborate with schools for field trips to companies.