



MINISTRY OF EDUCATION

Restructuring and Decentralisation Action Unit (RDAU)

Road to Excellence

a brighter future starts today



THIS MONTH'S ISSUE

Decentralisation - Central Administration, Districts and Schools	01
Institutionalisation of SBM	02
Good Practices/Success Stories	02
Progress of SBM	03
School Development Grant Project	03
Establishment of Sub-Accounting Units	03
Process Review	04

DECENTRALISATION- *Central Administration, Districts and Schools*

Transforming our education system necessitates changing our operating structures, processes, relationships and thinking. Our individual and collective abilities to think and plan, have been a major platform upon which the reform of the Ministry of Education was initiated and is to be sustained. These qualities have characterised our collaboration with all stakeholders in developing the agenda for improving our organisation.

greater autonomy. Currently, the Ministry of Education is in the process of acquiring suitable accommodation for these enhanced offices.

A major pillar of our decentralisation programme is School Based Management (SBM). SBM is conceptualised as a means to improving student achievement and school effectiveness. This concept is based on the

philosophy that decisions are best made at the level at which they will be implemented. Moreover, SBM provides opportunities for the various stakeholder groups including the school management team, school development planning committee, curriculum teams, student council, parent teacher association, TTUTA, local and denominational boards and

members of the wider community to work together to transform schools into centres of excellence for learning and teaching. It is through their collaboration, shared decision making and unified vision, that student learning and school effectiveness will be promoted and achieved.

One of our main strategies for reforming the Ministry of Education is the restructuring and decentralisation of its operations with a focus on quality, equity and accountability in the provision of services to customers. Through decentralisation, the districts are being given greater responsibility for the successful delivery of services of education in their respective areas. Each district office is to be headed by an Education District Administrator (EDA) and will be equipped with its own Accounting Unit, General Administration, Human Resources and Student Support Services, thereby allowing

“Transforming schools into centres of excellence for learning and teaching.”



Special Points of Interest:

- The philosophy guiding Decentralisation
- The process of institutionalising School Based Management
- The value of school development planning
- The importance of process review
- The responsibility of citizens in education reform

“Planning will occur through committees... these committees, however, will not stand alone.”



Institutionalisation of School Based Management

The Ministry of Education is transforming schools into centres of excellence for learning and teaching through the institutionalisation of School Based Management (SBM). A major component of SBM is the school development planning process. Such planning will occur through a system of committees established to facilitate collaborative decision making at the level of the school. These committees, however, will not stand alone. In this model of SBM, both the district and central administration are being equipped to provide greater support for the institutionalisation of SBM in schools.

Currently, the Ministry of Education is rolling out a programme of interventions to build capacity at the

1. central administration
2. district, and
3. school levels for the successful institutionalisation of SBM

Among the interventions made by the Restructuring and Decentralisation Action Unit (RDAU) are:

I. Training

The provision of training in SBM and School Development Planning (SDP). Training is provided for school supervisors, principals, school management teams and parents through workshops and conferences at primary and secondary school levels.

II. Development of Training Materials

- Handbook for SBM and SDP
- SBM Training Manual

III. Establishment of District Training Teams

This team comprises school supervisors, principals, teachers of primary and secondary schools and Student Support Services personnel.

IV. Preparation of School Supervisors

School supervisors have been trained and prepared to support the institutionalisation of SBM. They have also begun to augment a system of networking and mentoring among the existing school clusters.

V. Provision of Ongoing Support for Secondary Schools

Such support includes the provision of ongoing training, resources, information and networking.

VI. Surveying SBM

This involves the administering of a tracking instrument that evaluates the practices, status, needs, challenges among both primary and secondary schools.

VII. Initiation of Consultancies

- SBM/SDP technical support,
- SBM software as a component of the EMIS
- Change Management

VIII. Outreach

This is provided through seminars and workshops, e-letters, brochures, newsletters, telephone calls, face to face meetings, and regular mail.



Good Practices/Success Stories

District school supervisors have taken ownership of the process of implementation of SBM in their districts.

- SBM training teams have been utilised to roll out training to primary schools, and
- School clusters have been formed to facilitate the provision of needed support.
- The Northeastern Education District (N.E.E.D.) has developed a model for rolling out of SBM Training.



The Progress of SBM

In Secondary Schools:

SBM training has been completed in all secondary schools. School management teams, local school boards, student councils, professional development teams, and PTA's have been established and are operating in most secondary schools to support SBM. Thus, SBM is being successfully institutionalised in secondary schools.



Orange Valley Primary School

In Primary Schools:

SBM training of school management teams has been completed in approximately (95%) of Primary Schools. SBM trainers/school personnel are now implementing the new approaches.

Support structures are being put in place for the successful institutionalisation of SBM.

School Development Grant Project

The School Development Grant Project was developed by the Ministry of Education to encourage schools in implementing Government's policy of continuous planning in schools. The grant is available to all public secondary schools in Trinidad and Tobago. The amount each school can access is calculated using a formula made up of two parts: school size and student population. Schools are classified as small, medium and large. There is a fixed amount available to all schools of the same size and a variable amount which is determined by the student population.

With this grant, public secondary schools are required to prepare their school development plans from which they identify and develop up to three improvement initiatives into projects. Projects that meet the prescribed criteria are approved and funded. The focus of the project must be to support learning needs and assist in the delivery of the curriculum. Guidelines for preparing and presenting projects were developed and communicated to schools through training sessions and the distribution of the School Development Grant Handbook. The funding for the project is via a loan to the Government of Trinidad and Tobago by the Inter American Development Bank.

As of March 2009, 31 projects from 25 schools across the country were approved and received funding. The amount disbursed to these schools is TT\$5.063m. A breakdown of the successful project by districts are as follows: Caroni (2); St. George East (1); Northeastern (4); Port of Spain and Environs (6); St. Patrick (2); Southeastern (3); Victoria (9) and Tobago (4).

The processing of projects would not have been successful without the cooperation of the District Grant Coordinating Committee (DGCC) which includes representatives from RDAU, school supervision, student support services, curriculum, TTUTA, NPTA, the business community and the DGCC secretaries.

The RDAU takes this opportunity to thank all those who have contributed to the processing of projects and trust that they continue to support this effort of the Ministry of Education to transform schools into centres of excellence for learning and teaching.

"The School Development Plan... is the flagship for the identification of learners' needs... and projects to meet those needs..."

Establishment of Sub-Accounting Units

As part of our continued effort to decentralise the Ministry of Education, specific accounting functions have been decentralised to district offices. Sub-accounting units are now operating in all seven district offices. With this enhancement in service, district offices are given their own allocation and releases (like Government secondary schools) to acquire certain goods and services for their operations. It is anticipated that greater efficiency in the acquisition of goods and services would be achieved. With these function in the district there is now greater need for districts to prepare annual plans that are aligned with the Ministry of Education's Corporate Plan 2008-2012.

Additional services are to be decentralised to district offices.

Process Review

As a result of the Restructuring and Decentralisation Programme, some of the Ministry's processes will be affected in one way or another. In this regard, the Ministry has initiated a Process Review and Re-engineering exercise to facilitate a smooth transition into decentralised operations. The process review is intended to examine how work is done and to improve delivery of services to our clients at the level of the education districts.

In conjunction with the Public Service Transformation Group (PSTG) Caribbean Consulting, this exercise will be conducted in eight Phases. Phases 1 - 6 are as follows:

I. Project Set-Up and Initiation

Stakeholders are identified and engaged. Desired outcomes and key challenges will be discussed.

II. Current State Analysis

The functions currently provided in the Ministry and district are identified to obtain a clearer picture of the existing services and capabilities.

III. Best Practice Analysis

Research and identify sources of similar successful decentralization reforms. Collate and use the key learnings as significant input into the new design for the decentralised model.

IV. Conceptual Designs

Identify the functions and necessary support systems that need to be established in the new model, and propose potential operational models.

V. Detailed Design

The selected model including processes, procedures, technology, roles, responsibilities inter alia will be designed in detail.

VI. Pilot Design and Implementation

The selected conceptual design will be implemented, monitored and assessed over a period of time in a selected education district.

Thus far, phases 1 - 4 have been completed. The consultants have met with each of the process owners (the various divisions of MOE, e.g. ECCE, EFMD, School Supervision) on two separate occasions. The first of these meetings and interviews, focused on identifying the processes for which each division is currently responsible. The second meeting, process mapping sessions, identified the specific processes which would be affected by decentralisation. Each of these processes was then "mapped" or broken into its components (e.g. tasks, documents etc.). This is called the "As Is" assessment wherein the current processes are identified. Viewing it in this format allows for better preparation and conceptualisation for the future, or the "To Be" design. The re-engineering of these processes, the 5th phase or the detailed design began in April 2009.

Process review encourages both an intensive and extensive understanding of the Ministry's current operational system, thereby ensuring that the newly implemented system serves the same functions in a more efficient and effective manner, benefiting both workers and customers.

A project of the

Restructuring and Decentralisation Action Unit (RDAU)

IBIS Building
6-10 London Street, Port-of-Spain
Phone/Fax: 625-4306
Email: rdaumoe@gmail.com

Feedback

We welcome your feedback on the new designs for re-engineered operations. Your opinions and suggestions are important as you may have a unique perspective and more thorough understanding of an aspect we may have missed. Your input can make a difference in the efficiency of the Ministry of Education. Restructuring and Decentralisation not only aims to serve its customers, but all stakeholders including the dedicated staff of the Ministry of Education.



Produced by the
Communications Division
Ministry of Education
Alexandra Street, St. Clair

