

Universal Periodic Review
(25th session, April-May 2016)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Trinidad and Tobago

I. BACKGROUND AND FRAMEWORK

Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Not state party to this Convention	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	16/02/2005, ratification	<i>N/A</i>	<i>N/A</i>	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	22/07/2010, ratification	<i>N/A</i>	<i>N/A</i>	Right to take part in cultural life
Convention on the	26/07/2010,	<i>N/A</i>	<i>N/A</i>	Right to take part in

Protection and Promotion of the Diversity of Cultural Expressions (2005)	ratification			cultural life
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II. INPUT TO PART III. IMPLEMENTATION OF INTERNATIONAL HUMAN RIGHTS OBLIGATIONS, TAKING INTO ACCOUNT APPLICABLE INTERNATIONAL HUMANITARIAN LAW TO ITEMS F, J, K, AND P

Right to education

1. NORMATIVE FRAMEWORK

1.1. Constitutional Framework

1. According to **Article 4** of the **Constitution of 1976** (as amended in 2000)¹, “It is hereby recognised and declared that in Trinidad and Tobago there have existed and shall continue to exist without discrimination by reason of race, origin, colour, religion or sex, the following fundamental human rights and freedoms, namely: [...]; b. the right of the individual to equality before the law and the protection of the law [...]; f. the right of a parent or guardian to provide a school of his own choice for the education of his child or ward [...].”

1.2. Legislative Framework

2. “The law that still continues to guide the process of education in Trinidad and Tobago is the **Education Act of 1966**². It is wide-ranging in scope and establishes overarching responsibilities such as the regularization of affairs between denominational and state schools, registration and operation of private schools, and the systematizing of the conditions of service for teachers. The Act enshrines **compulsory, free education for all children aged 6-12** in public schools. However, it does state that schools could also provide infant or nursery schools for children below 5 years of age. In fact, schooling begins for many children around age 3, but they are mainly catered for in early childhood

¹ <http://rgd.legalaffairs.gov.tt/Laws2/Constitution.pdf>,
<http://www.unesco.org/education/edurights/media/docs/5d588691fed0124caf823067bb105818438bcf60.pdf>

² <http://www.nalis.gov.tt/education/EducationAct/educationregs.htm>;
http://www.moe.gov.tt/general_pdfs/education_act_laws_of_tt.pdf ,
<http://www.unesco.org/education/edurights/media/docs/bcd4a3964299b806832acde79d6610d587bd051b.pdf>

care and education establishments. At the other end of the compulsory age range, the reality is that free schooling continues for most of the secondary school population, until age 15. It is only of a shortfall of secondary school places that compulsory, formal, free education comes to an end for some students at age 12. Free education means that students do not pay tuition fees but they do pay for books, school uniforms, and transport.”³

3. This Act “is currently being revised to create a legislative environment which supports the entire restructuring process.”⁴
4. “Compulsory schooling for children aged 6-12 is supported by labour legislation, which prohibits the employment of children who are under 12 years of age. The Minister of Education is empowered by the Act to appoint school attendance officers to enforce attendance and bring delinquent parents to heel.”⁵
5. “Another area of focus is a modification of the current Contract with the denominational school boards of management which manage 71 percent of public primary schools. Arrangements for school refurbishment, reconstruction and outfitting form the core of this reform initiative.”⁶
6. “**The Children Act (2012)** Article 4 punishes cruelty to children but states in subsection 6: “Nothing in this section shall be construed as affecting the right of any parent, teacher or other person having the lawful control or charge of a child to administer reasonable punishment to such child.” Subsection 7 implicitly confirms that this allows parents to use corporal punishment: “Reasonable punishment referred to in subsection (6), in relation to any person other than a parent or guardian, shall not include corporal punishment. (...)”

³ IBE, World Data on Education, 7th ed., 2010-2011, Trinidad and Tobago, pp. 2-3, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Trinidad_and_Tobago.pdf, Accessed on 07/02/2014

⁴ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 8, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

⁵ IBE, World Data on Education, 7th ed., 2010-2011, Trinidad and Tobago, p. 3, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Trinidad_and_Tobago.pdf, Accessed on 07/02/2014

⁶ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 8, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

7. Corporal punishment of children is lawful in public and private schools under section 22 of the Children Act (see above). It is prohibited in the Children (Amendment) Act 2000, but this Act has not come into force. The Education Act 1996 makes no reference to corporal punishment. The National School Code of Conduct (2009) of the Ministry of Education states that corporal punishment should not be used.”⁷

1.3. Policy Framework

i) **General information**

8. According to the **Vision 2020 of the Operational Plan 2007-2010, 2008-2009 Progress Report**: “All citizens are assured of a sound, relevant education system” tailored to meet the human resource needs of a modern, progressive, technologically advancing nation Optimum use is made of all the resources of the nation The family as the foundation of the society contributes to its growth, development and stability There is respect for the rule of law and human rights and the promotion of the principles of democracy The diversity and creativity of all its people are valued and nurtured.”⁸
9. “The Ministry has developed a **Corporate Plan for the period 2008-2012** which identifies three strategic priorities – focus on the schools; change/reform the Ministry; and involve the community; which establish the framework within which educational goal setting, policy development, strategic planning, programme development and implementation, establishment and management of quality standards, and monitoring and evaluation are conducted by the Ministry’s central administration.”⁹ In line with this Corporate Plan, policies were enacted by the Ministry of Education such as: **The Policy on the Use of Schools by External Agencies** and **the Policy on the provision of Supplemental Education Programmes and/or activities and the Conducting of Research by external providers**¹⁰.

⁷ <http://www.endcorporalpunishment.org/pages/progress/reports/trinidad.html> (accessed on 17/06/2015)

⁸ Vision 2020 of the Operational Plan 2007-2010, 2008-2009 Progress Report p.15

http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAAahUKEwj6zfKJvJTGAhVJuhQKHajNAO8&url=http%3A%2F%2Ffinance.gov.tt%2Fwp-content%2Fuploads%2F2013%2F11%2F%2FpubFAFC0C.pdf&ei=tDiAVfqjEMn0Uqibg_gO&usq=AFQjCNEmYjez0qaa53iDPdvcWBp7qQpHsQ&bvm=bv.96041959,d.d24 Accessed on 16/06/2015

⁹ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 5, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

¹⁰ <http://moe.edu.tt/policy-documents?limitstart=0>

10. “Other key initiatives of the Ministry include implementation of a decentralized service delivery system to support the operationalization of the strategic priorities, and to ensure optimum efficiency and effectiveness in service in service delivery to its clients. At the school level, school-based management will be the main strategy used to ensure the effective delivery of quality education to our students and the development of all our school as *centres of excellences*.”¹¹
11. “**The Ministry’s reform agenda is in keeping with its thrust towards the attainment of a high quality education system for all citizens.** To ensure the effectiveness of its reform strategies, the Ministry is developing a quality management system which will include rigorous monitoring, analysis and feedback, and facilitate continuous improvements throughout the system. In connection with this, the Ministry has conducted extensive research and ongoing stakeholder consultations, to inform **the development of Quality Standards for Education** in Trinidad and Tobago, intended to regulate the administration and management of the education system at all levels, and form the basis for monitoring and assessment of the system.”¹²
12. “The Ministry – with its new curriculum for Primary Education- is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development. (...) **The Education Sector Strategic Plan: 2011-2015 mission** is “To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy. Government of Trinidad and Tobago, Ministry of Education”¹³
13. “The Ministry of Education has developed **new Curriculum Documents for Primary Education** -(last draft update: February 2014, The new Primary Curriculum is being implemented in Infants 1, Infants 2 and Standard 1 in the academic year September 2013- July 2014. In this academic year, Standards 2 to 5 continue to work with and will be

¹¹ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 6, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

¹² National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 8, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

¹³ The Republic of Trinidad and Tobago Ministry of Education, Primary School Curriculum, Curriculum guides for Agricultural Science Infant 1 – Standard 5, Draft last updated in February 2014; Slide 11 <https://drive.google.com/folderview?id=0BxocLMduMV5xMV91bVI4YWZ1Um8&usp=sharing&tid=0BxocLMduMV5xbzZmemplcnBSRFU> Accessed on 16/06/2015

assessed using the previous curriculum documents to maintain continuity of students' programmes of work. As the current Standard 1 moves to Standard 2 and each subsequent year, the new Curriculum will be introduced and so will be phased in to all year levels)-. These envisage preparing our children with the knowledge, skills and dispositions to optimize their own development, to constitute a caring, respectful and socially conscious citizenry and to competently lead our country onto the world stage"¹⁴

14. "The Plan reflects the national education development agenda as well as the commitments to regional and international prerogatives in the achievement of the Education For All (EFA) and Millennium Development Goals (MDG). This is significant as it enables the country to align itself with its regional and global neighbours in the pursuit of the common goal of equitable quality education for all. (...) the Ministry has further identified sixteen (16) priorities that must be addressed through to 2015(...):

15. G1: Design & Develop a Quality Education System

- 10) Literacy and Numeracy
 - 1) Universal Early Childhood Care and Education
 - 11) Movement of the Secondary Entrance Assessment Examination to May
 - 2) Integrating ICTs in Education - Laptop Initiative
 - 12) Career Guidance and Development in Secondary Schools
 - 3) Teacher Training and Development

16. G2: Transform the Ministry into a Modern, High-Performing Organisation

- 4) Curriculum Reform
- 13) Organisational Restructuring and Institutional Strengthening
- 5) Improving Students' Over all Academic Performance
- 14) Corporate Communication Strategy
- 6) Testing and Neuro-Diagnostics of Children
- 15) Human Resource Development and Management
- 7) Expansion of the Technical Vocational Programme, with emphasis on CVQs, into all Secondary Schools

17. G3: Engage Stakeholders in the Transformation of the Education System

- 8) Improving Infrastructure in Schools
- 16) Parental and Stakeholder Engagement,
- 9) Continuous Assessment Programme Involvement and Support"¹⁵

¹⁴ Ministry of Education Website, last updated February 2014

<http://moe.edu.tt/learning/primary/curriculum/item/267-primary-curriculum-guides-sept-2013> Accessed on 16/06/2015

¹⁵ Trinidad and Tobago Education Sector Strategic Plan 2011-2015 (approved in January 2012) p. xiii, xiv and 2

<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCcQFjAAahUKEwi2uPakupTGAhVF7x>

ii) Inclusive Education

18. Students from lower income family

“In order to give the same chance to all students to learn in appropriate environment, the Government provides through existing [social] programmes, meals¹⁶, books¹⁷ and transportation to the school population.”¹⁸

19. Students with special needs

“The Ministry is in the process of developing a **Policy on Inclusive Education** which will address the provision of support and services to all learners regardless of their physical, intellectual, social or emotional conditions. The policy identifies ten (10) underlying principles which must be observed to attain an inclusive education system. These principles include equal opportunity, valuing diversity, facilitating access, participation of parents, identifying and addressing individual needs, continuous professional development of staff, developing partnerships within the sector externally.”¹⁹

“One main aim of inclusive education is the gradual integration of special education services into mainstream education. Any separate Special Education should be aimed at preparing students for education in the general school system”.²⁰

“The White Paper (1993-2003) identified the changing context of the society as a major reason for establishing support services for students. [...] [Based on it], a decision was taken to pilot Diagnostic Prescriptive Services at the educational district level. [...] The evidence led to the establishment in 2004 of the **Student Support Services Division**. The main foci of this Division are addressing the needs of all students, especially vulnerable

[QKHStjAPE&url=http%3A%2F%2Fplanipolis.iiep.unesco.org%2Fupload%2FTrinidad%2520and%2520Tobago%2FTrinidad%2520and%2520Tobago_Strategic_plan_2011-2015.pdf&ei=1DaAVbb-BMXeU6vGgYgP&usg=AFQjCNEkgzmutSjZBvn6VNPDiCSU5p8jSg&bvm=bv.96041959,d.d24](http://www.moe.gov.tt/school_feeding_prog.html) (accessed on 16/06/2015)

¹⁶ See http://www.moe.gov.tt/school_feeding_prog.html

¹⁷ See http://www.moe.gov.tt/book_distrib.html

¹⁸ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 15, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

¹⁹ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 10, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²⁰ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 18, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

students and those in difficult circumstances, providing diagnostic and prescriptive services, guidance and counselling, social work and special education services.”²¹

“Special Concessions are designed to provide equity not advantage and to serve to level the playing field for students with disabilities and other special challenges. Such provisions are offered in accordance with the **“Policy Guidelines for the provision of alternative arrangements (Special Concessions) for students writing local examinations” (2012).**”²²

iii) Teachers

20. “The Ministry has commenced the implementation of a restructured Continuous Assessment Programme (CAP), which integrates ongoing or continuous classroom assessment into teaching and learning process, both at primary and secondary levels. The CAP is designed to influence the quality and style of teaching and learning in the classroom; inform on students’s readiness for next level of learning and facilitate a smooth transition through the system; and promote diagnostic remedial and preventative intervention when necessary. In addition, an Operational Manual was developed for teachers to promote good teaching and assessment practices aimed at improving students’ learning.”²³
21. “The National Certificate of Secondary Education is a new system of certification designed to address the problem of students leaving school without full certification after five years of secondary education.”²⁴
22. Regarding curricular policies, educational content and teaching and learning strategies, “the MOE has identified six essential learning outcomes which help to define standards of attainment for all secondary school students – aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence.

²¹ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, pp. 18-19, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²² <http://moe.edu.tt/policy-documents?start=10>

²³ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 12, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²⁴ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 13, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

Curriculum design therefore facilitates the attainment of these learning outcomes, and prepares students for further study or for entry into the world of work.

23. The national curricula should also provide all students with the maximum opportunity to develop their potential and should therefore reflect and support national ideals; be flexible and responsive to the developmental needs, life experiences and unique abilities of each individual; provide learners with the resources to construct knowledge that is relevant to their needs and interests; and equip all learners with the knowledge and skills to attain a good quality of life.”²⁵
24. “The secondary curricula were reformed in an attempt to keep pace with local and global job market requirements. Part of this reform is the inclusion of Health and Family Life Education, which prepares students for modern socio-cultural challenges and teaches them the benefit of healthy lifestyles.”²⁶
25. “New standards for teacher education, professional development and performance in T&T are being established with a view to achieving high quality instructional delivery and improved student performance. The Ministry is developing a policy on Teaching and Teacher Education in T&T, which will address the development of our teachers from pre-service preparation to retirement including pre-service preparation and training teachers; teacher recruitment and selection; teacher certification and licensing; teacher induction and mentoring, performance appraisal; continuous professional development; and quality assurance.”²⁷
26. “The Centre of Excellence for Teacher Training (CETT) Programme was established to alleviate problems of illiteracy [...]. It seeks to ensure that best practices are employed in the teaching of reading. The programme provides training in the teaching of reading to make every teacher a reading teacher.”²⁸

²⁵ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 7, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²⁶ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 16, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²⁷ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 14, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

²⁸ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 13, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

27. “Gender-sensitive training in developing countries has been largely funded by donors or international NGOs, either as add-on programmes or as part of wider sector reforms. The Gender- Responsive Pedagogy model is an example of a well-established add-on training model. (...) The Commonwealth of Learning, in partnership with UNICEF, supports mainstreaming of gender-sensitive, child-friendly schooling approaches in pre-service and in-service teacher education in (...) Trinidad and Tobago (Umar et al., 2012).”²⁹

iv) Quality education

28. Education sector policy on HIV and AIDS of the ministry of education 2008: “This policy aims to promote an awareness among its student and employee population about the causes, modes of transmission, consequences, means of prevention and control of HIV and AIDS through comprehensive, needs oriented, gender sensitive, nationwide educational programmes. »³⁰

29. **The new curriculum for primary education** includes sustainable development notions such as the impact of human being on the land and on water as well as understanding how the human being and natural resources contribute to the economy.³¹

v) Curriculum

30. Early childhood care and education

“[...] The MOE has developed and commenced the implementation of a comprehensive programme aimed at achieving universal access to ECCE for all 3-4 years old children. [...] The programme included the development of a National Policy on Child Care – Quality Standards for Regulating Early Childhood Services in T&T [...]. Additionally,

²⁹ EFA GMR 2000-2015: achievements and challenges p.177

<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDEQFjABahUKewjB0-7znYrGAhVCPRQKHakrADI&url=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0023%2F002322%2F232205e.pdf&ei=49p6VYHWJcL6UKnXgJAD&usg=AFQjCNEso8XWrRKjEk2uHje6KUzaMmevuw&bvm=bv.95515949,d.d24>
(accessed on 16/06/2015)

³⁰ Education sector policy on HIV and AIDS of the ministry of education 2008 <http://moe.edu.tt/policy-documents?start=10> (accessed on 17/06/2015)

³¹ Teachers guide to the new curricula for primary education slide n° 16
<https://drive.google.com/folderview?id=0BxocLMduMV5xV3RtWHBMVFRLOEU&usp=sharing&tid=0BxocLMduMV5xbzZmemplcnBSRFU> (accessed on 16/06/2015)

the Ministry has developed a National ECCE Curriculum Guide, which forms the basis for a shared philosophy and consistent curriculum offering at all ECCE centres.”³²

31. Technical and vocational education

“A new initiative at the secondary level is the Caribbean Vocational Qualification, a competence-based qualification developed from industry-set, regionally approved occupational standard.”³³

32. Formal and non-formal education

“[An] innovation embarked upon within recent years is the National Open School of Trinidad and Tobago. This is an educational system which uses a blend of classroom and distance education methods and employs a wide range of educational media. It is complementary to the formal education system; however, it emphasizes entry-level skills knowledge, abilities and competencies rather than qualifications.”³⁴

33. Gender equality

“Policies addressing gender disparity at the expense of boys, however, remain scarce and rarely form the comprehensive, multilevel frameworks developed for girls’ education. Often the focus is on boys’ poor achievement and disengagement from schooling. Countries in Latin America and the Caribbean, including (...) Trinidad and Tobago, have introduced several stand-alone policies and interventions since 2000. These include strategies to mainstream technical and vocational subjects into the curriculum, school and community-based programmes to tackle youth crime and violence, and mentoring initiatives (Jha et al., 2012; Jha and Kelleher, 2006).”³⁵

³² National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 11, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

³³ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, p. 10, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

³⁴ National Report on the development of Education in Trinidad and Tobago, 48th International Conference of Education, 2008, pp. 11-12, http://www.ibe.unesco.org/National_Reports/ICE_2008/trinidadtobago_NR08.pdf, Accessed on 07/02/2014

³⁵ EFA GMR 2000-2015: achievements and challenges p.166
<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDEQFjABahUKewjB0-7znYrGAhVCPQKHakrADI&url=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0023%2F002322%2F232205e.pdf&ei=49p6VYHWJcL6UKnXgJAD&usg=AFQjCNEso8XWrRKjEk2uHje6KUzaMmevu&bvm=bv.95515949,d.d24>
 (accessed on 16/06/2015)

2. COOPERATION

34. Trinidad and Tobago is **not party** to the 1960 UNESCO Convention against Discrimination in Education.
35. Trinidad and Tobago did **not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Recommendation against Discrimination in Education within the framework of the:
- **Sixth Consultation** of Member States (covering the period 1994-1999),
 - **Seventh Consultation** of Member States (covering the period 2000-2005),
 - **Eighth Consultation** of Member States (covering the period 2006-2011).
36. Trinidad and Tobago did **not report** to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the:
- **Fourth Consultation** of Member States (covering the period 2005-2008),
 - **Fifth Consultation** of Member States (covering the period 2009-2012).
37. Trinidad and Tobago did **not report** to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the:
- **First Consultation** of Member States (1993),
 - **Second Consultation** of Member States (2011).
38. Trinidad and Tobago is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

1. CONSTITUTIONAL AND LEGISLATIVE FRAMEWORK

39. Article 4 of the Constitution of Trinidad and Tobago guarantees protection of freedom of thought and expression as well as freedom of the press.³⁶
40. Defamation constitutes a crime in Trinidad and Tobago, and is specified as such in The Libel and Defamation Act³⁷, The Sedition Act³⁸ and The Criminal Offences Act.³⁹ The penalty for defamation is a fine and/or imprisonment of up to two years.

³⁶ http://www.oas.org/juridico/english/mesicic3_tto_constitution.pdf

41. The Freedom of Information Act of Trinidad and Tobago explicitly mentions the right of access to information and guarantees public access to official documents and.⁴⁰

2. MEDIA SELF-REGULATION

42. There is a professional association of journalists - the Media Association of Trinidad and Tobago (MATT) - and an organisation that represents the mainstream media industry comprising media owners and managers called the Trinidad and Tobago Publishers and Broadcasters Association (TTPBA). In addition to these two media associations there is the Telecommunications Authority of Trinidad and Tobago (TATT) which regulates the broadcasting sector.

43. There is an industry-wide code of conduct administered by the Media Complaints Council which is currently being reviewed and reformed by the TTPBA. Most media workers in the mainstream media benefit from trade union representation.⁴¹

44. In addition, the Association of Caribbean Media Workers (ACM), where Trinidad and Tobago holds membership, acts as body which promotes press freedom, professional ethics and professional development.⁴² It has its Code of Ethics, which aims to promote professional and ethical standards among media professionals in the region.⁴³

3. SAFETY OF JOURNALISTS

45. UNESCO recorded no killing of journalists in Trinidad and Tobago so far. Journalists operate in a safe environment.

3. RECOMMENDATIONS

³⁷ http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/11.16.pdf

³⁸ http://rgd.legalaffairs.gov.tt/Laws2/Alphabetical_List/lawspdfs/11.04.pdf

³⁹ http://rgd.legalaffairs.gov.tt/laws2/alphabetical_list/lawspdfs/11.01.pdf

⁴⁰ https://www.oas.org/es/sla/ddi/docs/acceso_informacion_base_dc_leyes_pais_TT_2.pdf

⁴¹ UNESCO field office Kingston, Jamaica.

⁴² <http://acmpress.org/>

⁴³ http://acmediaworkers.caribonix.com/files/2014/12/ACM_Constitution.pdf

46. **Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following web site: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**

47. The recommendations formulated during the interactive dialogue and listed below enjoy the support of Trinidad and Tobago:

- i. 86.13. Consider technical assistance in the provision of education infrastructure and in ICT development (Sri Lanka);

48. 87. The following recommendations enjoy the support of Trinidad and Tobago which considers that they are already implemented or in the process of implementation.

- i. 87.10. Police be trained to provide improved investigation and prosecution services to women subjected to violence including rape, and that resources be made available to improve access to shelters (New Zealand);
- ii. 87.11. Undertake more effective measures to address the problems of sexual abuse and violence against women and girls, including through strengthening of law enforcement and the judicial system and intensive media and education programmes aimed at increasing public awareness and sensitivity on the rights of women and girls (Malaysia);
- iii. 87.18. Step up measures to curb the incidence of drug and alcohol abuse by children including through intensive public education awareness campaigns (Malaysia);
- iv. 87.19. Take the necessary steps to ensure police and security forces operate with greater respect for human rights, such as including comprehensive human rights and rule-of-law components in training for security forces (United States);
- v. 87.30. Finalize reforms of the educational system, notably by establishing mandatory schooling for children between 6 and 15 years of age (Algeria);
- vi. 87.31. Continue to implement its policies and programmes aimed at promoting universal education and developing a knowledge-based society for long-term sustainable development (Singapore);
- vii. 87.32. Include Human Rights education and training among its educational programmes, in accordance with the guidelines of the United Nations World

Programme for Human Rights Education and Training, both in the first and second stages (Costa Rica);

49. The following recommendations did not enjoy the total support of Trinidad and Tobago:

- i. 88.39. Prohibit all corporal punishment of children in all settings and enact legislation to achieve this (Slovenia);
- ii. 88.40. Prohibit all forms of corporal punishment of children in any context (including in the home) (Uruguay);
- iii. 88.41. Adopt a legal definition of the crime of corporal punishment of children in all circumstances and places (Uruguay);
- iv. 88.42. As a matter of priority, review its criminal law provisions and enact legislation prohibiting all forms of corporal punishment of children in all settings (Hungary);
- v. 88.43. Adopt legislation to prohibit corporal punishment in public and private schools (Costa Rica);
- vi. 88.44. Forbid the corporal punishment of children through the abolition of the laws that permit its use in the home, schools and detention centres for minors (Spain);
- vii. “22. In relation the issue of corporal punishment, it has traditionally been accepted as a legitimate form of discipline for youngsters in the Caribbean and mainly inherited as a result of traditional lifestyles from the vast diaspora which constitutes the social and historical composition of most Caribbean countries. The Ministry of Education, in its National School Code of Conduct of May 2009, stated its policy of prohibition of corporal punishment. The Code details the range of consequences for students for infractions of the Code. The use of corporal punishment is specifically forbidden under the Code as a consequence of an infraction. Further, the United Nations Children’s Fund (UNICEF) for Barbados and the Eastern Caribbean has started an initiative to help educate the population on the issue. In February 2009, UNICEF sponsored three (3) Officers of the Ministry of Education to participate in a “Child Friendly Schools” workshop which was held in Jamaica. The Ministry of Education is also piloting at this time, another approach to managing school discipline without Corporal Punishment–Violence Prevention Academy. At this time the GOTT cannot accept in totality any recommendations which seek to criminalize the use of

corporal punishment in Trinidad and Tobago as this is an issue which is the subject of much national debate.”⁴⁴

50. Analysis:

Trinidad and Tobago has developed new curriculum including human rights education notably on sustainable development, health and gender equality (new Curriculum Documents for Primary Education (2014), The Gender- Responsive Pedagogy model, The Education sector policy on HIV and AIDS of the ministry of education 2008). Trinidad and Tobago enhanced its work toward inclusive education (National Open School of Trinidad and Tobago, social programmes put in place, Policy Guidelines for the provision of alternative arrangements (Special Concessions) for students writing local examinations, and is in the process of elaborating a Policy on Inclusive Education). Trinidad and Tobago focused the educational development on ICT programmes by including it in curriculum for students and teacher’s training. According to available information, policies addressing gender disparity do so at the expense of boys. Moreover, corporal punishment continues to be legal in educational institutions.

51. Specific Recommendations:

1. Trinidad and Tobago should be strongly encouraged to ratify the UNESCO Convention against Discrimination in Education.
2. Trinidad and Tobago should be strongly encouraged to submit state reports for the periodic consultations of UNESCO’s education related standard-setting instruments.
3. Trinidad and Tobago should be encouraged to continue the implementation of new curriculum at all levels including extensive programmes on human rights education notably in sustainable development, gender equality and health.
4. Trinidad and Tobago should be encouraged to continue focusing policies on teachers training as to improve the efficiency of new curriculums.
5. Trinidad and Tobago could be encouraged to take steps to define corporal punishment as to reduce the negative impact it can have on a child upbringing.

Cultural Rights

⁴⁴ Report of the Working Group on the Universal Periodic Review, Trinidad and Tobago, Addendum, Views on conclusions and/or recommendations, voluntary commitments and replies presented by the State under review, 1 March 2012, p. 5, <http://www.ohchr.org/EN/HRBodies/UPR/Pages/TTSession12.aspx>, Accessed on 03/04/2015

52. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Trinidad and Tobago is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Trinidad and Tobago is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

Freedom of opinion and expression

53. UNESCO recommends Trinidad and Tobago to decriminalize defamation and place it within a civil code that is in accordance with international standards.⁴⁵

Freedom of scientific research and the right to benefit from scientific progress and its applications

54. Trinidad and Tobago, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on any legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974.

⁴⁵ See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87th Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.