



Republic of Trinidad and Tobago

Policy on the Development and Implementation
of a National Life Skills Curriculum for Personal
Development and Employment Enhancement

A Green Paper

**Life
Skills
Development**

Holistic Skills for Life



The Ministry of Science,
Technology and Tertiary Education

“Providing a World of Opportunity”

CHARTING THE COURSE TO OUR NATION'S PROSPERITY

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FOREWORD – Life Skills Policy Document

Life Skills education and training is critical to cultivating a workforce compatible with the competitive needs of the 21st century job market. As such, the Government of the People's Partnership has initiated the reformation of the education and training system of Trinidad and Tobago. This will allow us to better manage our nation's talent and address the development of our human capital in order to foster a responsible society.

The Ministry of Science, Technology and Tertiary Education is charged with the task of overseeing technical and vocational education and training, tertiary education and lifelong learning. In this capacity, the Ministry seeks to promote and integrate Life Skills training as a key component of all programmes in the post-secondary sector, as well as an independent programme.

Life Skills development is designed to build ones self-awareness, self-esteem and self-confidence into essential tools for discerning available opportunities and preparing for life's challenges. In order to best prepare our citizens to make informed decisions, we have revised the policy to ensure trainees benefit from a cohesive programme that encourages the acceptance of sound individual, family and societal values.

The Ministry aims to utilize all available resources to create an environment conducive to the effective and efficient delivery of Life Skills training. It is our intention to create a system that produces graduates who possess not only the technical skills required in the labour market, but also the right values and positive work ethic that will allow them to contribute significantly to any organisation in any field.

I thank everyone who has assisted in bringing us to this stage, and to you for participating in this consultation process, and I look forward to working with all stakeholders as we seek to develop a culture defined by self-directed and lifelong learning and a nation with prosperity for all.

Senator the Honourable Fazal Karim
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The valued contributions of numerous Life Skills tutors and trainees, and other key governmental and non-governmental organisations, in the development of this policy document is also recognised and appreciated.

PREFACE

The Government of the Republic of Trinidad and Tobago in its recognizes that people are our real source of wealth and, as such, prioritizes the right of people of all ages, sexes, religions, creeds and races to live in dignity in an environment where all feel empowered to promote individual, community and national development. As a consequence, the overarching objective of “to create an environment where citizens can enjoy an enhanced quality of life in the areas of education, health, housing and personal security, comparable to the highest standards obtained in modern societies”. The “National Policy on Life Skills Education and Training for Personal Development and Employment Enhancement” centres on developing innovative people and nurturing a caring society - two development priorities in creating the environment outlined in the Strategic Plan.

In pursuit of these priorities, this Policy seeks to impact upon some of the major social issues facing the people of Trinidad and Tobago – poverty, functional literacy, HIV and AIDS, lifestyle related diseases, substance abuse, unemployment and increasing levels of criminal activity – by establishing a national framework for the development and delivery of life skills education and training for personal development and employment enhancement for out-of-school programmes. It is anticipated that Life Skills training would facilitate and encourage the development of personal, social and cognitive skills necessary to enhance decision making and other capabilities to address social concerns that hinder development.

This Policy provides mechanisms and guidelines for the coordination, management, institutionalization and sustainability of Life Skills in all out of school training programmes. In this regard, the Policy has adopted the following:

1. The World Health Organisation (WHO) definition of Life Skills:

“Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (1997); and

2. The United Nations’ (UN) statement of Life Skills outcomes:

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development in the prevention of health and social problems, and the protection of human rights” (1998).

EXECUTIVE SUMMARY

This National Policy on the Development and Implementation of a National Life Skills Curriculum for Personal Development and Employment Enhancement sets guidelines for Life Skills development in keeping with Trinidad and Tobago's national strategic plan. In pursuit of the national strategic priorities aimed at 'nurturing a caring society' and 'developing innovative people', this policy seeks to impact major social issues facing the country, such as poverty, illiteracy, HIV/AIDS, unemployment and crime. The policy establishes guidelines and standards for the conduct of Life Skills training in all post-secondary education and training programmes offered by governmental and non-governmental institutions and organisations.

The ultimate purpose of the document is to guide the delivery of standardised, quality Life Skills Education and Training throughout Trinidad and Tobago. Trained tutors and appropriate resources will enable the development of innovative, caring individuals who possess the knowledge, skills, attitudes and values necessary to make life-sustaining choices resulting in healthy and productive lifestyles.

The development and implementation of Life Skills education and training is in the infancy stage in Trinidad and Tobago. Consultations held with stakeholders in 2005 revealed little collaboration among the myriad of programmes delivering Life Skills training. Consequently, the training delivered was inconsistent, and these programmes achieved limited success in initiating positive behavioural change in individuals. A sound policy framework will therefore facilitate consistency and quality delivery of Life Skills leading to the holistic development of persons within our seamless education and training system.

This document provides policy directions for the harnessing of institutional resources and the provision of an environment that enables the effective delivery, management and coordination of Life Skills training. Strategies to accomplish these policy initiatives are described in detail and 'priority areas for action' are identified for a smooth functioning Life Skills system.

In developing local policy directions, regional and international best practices were taken into consideration, including systems and approaches employed by Canada, New Zealand and Singapore, as well as the CARICOM project to institutionalize Health and Family Life Education (HFLE) in all schools. Some critical areas emphasized in the international models were decision-making, communication, self-esteem, values, money management, sexual and environmental health, wellness and transition to work.

Accordingly, this Policy identifies as fundamental to local Life Skills education and training the following:

- Self-esteem and self-responsibility;
- Self-development and emotional intelligence;
- Critical thinking and decision-making skills;
- Reduction of high risk behaviours;
- Stress management;
- Health habits and personal well-being;

- Harmonious interpersonal relationships in society;
- Positive social skills;
- Self-sufficiency and self-reliance;
- Responsible citizenship;
- Volunteerism and community involvement;
- Preservation and protection of the environment.

The implementation of the Policy is guided by the following three objectives and associated strategic priorities:

1. Strengthen the coordination, collaboration, communication and partnership among Life Skills Programme facilitators and other major stakeholders, including governmental and non-governmental organisations, and the corporate/business sector. Thereafter, provide mechanisms and guidelines for the sustainable delivery of Life Skills in all post-secondary training programmes.

Strategies include establishing a Life Skills Unit at the Ministry of Science, Technology and Tertiary Education and a National Life Skills Standing Committee to coordinate Life Skills training and provide mechanisms for involvement of all stakeholders in Trinidad and Tobago. These entities will foster a coherent and standardised approach to tutor training and the implementation of the National Life Skills Curriculum among government and non-government agencies and civil society.

2. Develop and harness the institutional resources necessary for the effective delivery of Life Skills at all levels of education and training in both the formal and informal sectors.

This will include the development of a standardised curriculum and tutor guidelines; a pilot of the programme in six (6) selected Ministries; wider implementation of the programme in all post secondary and work-based programmes; development of Train-the-Trainer certification in collaboration with local tertiary institutions; and making counselling services available to the participants in Life Skills training programmes.

3. Encourage the creation of an environment that will facilitate effective Life Skills development, training and delivery to improve the understanding of Life Skills and promote it as a comprehensive programme among youth, adults, educators, health and community workers, community members and the media, throughout Trinidad and Tobago.

Strategies include implementation of continued professional development of tutors, collaboration with the National Training Agency (NTA) and other relevant agencies with respect to the certification of trainees, implementation of quality assurance systems, adoption of a full Life Skills training course of not less than one hundred and twenty (120) hours, and the hosting of public consultations with stakeholders.

In the implementation of this Policy, it is proposed that the National Life Skills Steering Committee become a Standing Committee called the National Life Skills Advisory Committee, and be expanded to include representation from the Tobago House of Assembly, the Ministry of Local Government and the Ministry of Works and Transport. The Ministry of Science, Technology and Tertiary Education will retain the lead role in monitoring the implementation of the Policy, as well as in the coordination, monitoring and evaluation of Life Skills education, training and development.

In seeking to produce a Policy document that is truly responsive to the needs of the target population, the Ministry of Science, Technology and Tertiary Education invites stakeholders and the general public to critically analyse and comment on the initiatives presented herein.

INTRODUCTION

Having noted the need for a holistic approach to developing and equipping citizens with healthy attitudes, positive work ethics, and the tools to be productive and responsible members of society, the Cabinet of Trinidad and Tobago (Vide Minute No. 3519 dated 22 December 2004) agreed, inter alia, to:

- i. The development and implementation of a Life Skills Curriculum for Personal Development and Employment Enhancement:
- ii. The establishment of a Life Skills Steering Committee under the Ministry of Science, Technology and Tertiary Education to, inter alia:
 - develop and implement the Life Skills Curriculum noted above; and
 - Formulate a Life Skills Policy.

In pursuit of its mandate, the Life Skills Steering Committee undertook the following:

- A series of consultations with Life Skills providers and beneficiaries throughout Trinidad and Tobago, gathering data on current practices, content, methodologies and issues faced by existing Life Skills providers. The purpose of these consultations was for Life Skills providers to share their vision and reinforce what they knew, as well as for stakeholders to assess the anticipated impact, suggest amendments and develop a plan of action.
- A review of the extent to which local Life Skills programmes were consistent with international best practices, including the CARICOM Framework for Health and Family Life Education .
- Development of an Action Plan for the formulation of the National Life Skills Curriculum for Personal Development and Employment Enhancement.
- Development of a National Policy on Life Skills Education and Training for Personal Development and Employment Enhancement.

DEVELOPMENT OF A LIFE SKILLS CURRICULUM

CONSULTATIONS WITH STAKEHOLDERS

Following Cabinet's decision on December 2004, consultations were held nationally with relevant stakeholders to develop a Life Skills Curriculum. The information gathered from these consultations served to inform a draft document which was presented on July 5th, 2005, to a group of Life Skills providers for their developmental input. The curriculum was concerned with the following:

- a. Supporting and assisting out-of-school youth in the development of responsible attitudes towards marriage, child-rearing, family membership and civic roles;
- b. Establishing and strengthening satisfactory relationships, both within the family and in an ever changing society; and
- c. Building skills in decision-making and the exercise of choice in matters relating both directly and indirectly to family life.

CURRICULUM WORKING GROUPS

Meetings of Regional Curriculum Working Groups of North-West, East, Central, and South Trinidad, as well as Tobago, were held to discuss and modify the draft curriculum document from October to November 2005.

SPECIALIST TUTOR TEAMS

Meetings were held with six (6) experienced Life Skills tutors from a variety of programs, including MuST, OJT, YTEPP and Non-traditional Skills for Women, to review the curriculum outlines and guidelines and to modify and add material before the curriculum is piloted.

RESULTS/FINDINGS OF THE LIFE SKILLS CONSULTATIONS

The consultations held with stakeholders to develop the curriculum revealed that existing Life Skills programmes in Trinidad and Tobago varied not only in name, but also in the content of the training offered – training programmes were not standardised, themes and topics were not standardised, nor were time frames for the delivery of topics. With regard to the Life Skills providers, the consultations revealed no common criteria for the selection of tutors to implement the programmes and minimum to zero training of tutors except in the larger organisations. In general, there seemed to be little collaboration among the myriad of programmes offering Life Skills training. Consequently, the training delivered was inconsistent, and these programmes achieved limited success in initiating positive behavioural change in individuals on a sustained basis.

These findings guided the work of the Steering Committee in terms of the development of the curriculum and the Life Skills Policy.

FOCUS OF THE CURRICULUM

The focus of the curriculum is on:

- The promotion of healthy personal development through building resilience and psychological capital;
- The prevention of critical social problems (e.g. spread of STDs, crime and violence);
- The preparation of the citizenry for changing economic and social circumstances;
- Increased productivity and ethical behaviour in the workplace;
- Self-directed and lifelong learning.

A curriculum encompassing the above would contribute to an improved quality of life for citizens and to their full participation in nation building.

To this end, the aim of the policy is to develop guidelines and standards for the conduct of Life Skills training in out-of-school programmes offered by government organisations and civil society. All beneficiaries would receive training that is standardised and equitably resourced.

BENEFITS OF LIFE SKILLS EDUCATION AND TRAINING

The ILO'S Report on 'Learning and Training for Work in the Knowledge Society: 1999', addressed the challenges ahead and the requirements of education and training as follows:

“Basic education is the first, and an essential, element of the process of lifelong learning. It inculcates “foundation skills” such as literacy, numeracy, citizenship, social skills, learning to learn skills, and the ability to solve problems together. Such skills are fundamental for living and working in today’s society, for acquiring advanced skills (“trainability”) and for making use of new technologies. It upheld the need for core work skills for all”

These skills, alternatively called “key skills” (UK), “critical enabling skills” (Singapore), “basic skills” (European Union), “essential skills” (Egypt), are the non-technical skills that everybody will need in order to perform satisfactorily at work and in society, irrespective of where the individual works and lives. They build upon, strengthen, and often overlap with, the foundation skills developed in basic education. They aim at enabling workers to constantly acquire and apply new knowledge and skills. They include, as in Singapore, learning-to-learn skills, literacy and numeracy (reading, writing and computation skills), listening and oral communication skills, problem-solving skills and creativity, personal effectiveness (self-esteem, goal-setting and motivation, skills for personal and career development), group effectiveness (interpersonal, teamwork and negotiation skills) and organisational effectiveness and leadership skills. Core work skills can also be considered to include so-called labour market “navigation” skills. They include job search skills, skills to present her or himself to prospective employers, skills to identify one’s career options and opportunities, skills to identify and evaluate job, education and training opportunities, and also the development of a familiarity with the internet as many jobs, career opportunities and guidance services are increasingly available online.

Accordingly, this Policy sets a framework whereby Life Skills education in Trinidad and Tobago will focus on three (3) broad areas:

- Psychosocial Skills – intra- and interpersonal;
- Societal Skills;
- Occupational and Livelihood Skills.

Life Skills education and training act as a link between motivating factors – the knowledge of positive behaviours and action towards behaviour change. Life skills therefore, create the capacity and will to choose and implement the desired choices. In both the short-term and the long-term, life skills translate knowledge of what to do, into how to do it and provide the enabling factors for doing it (Duggan, 2002). Life skills encourage the development of a core set of skills across cultures and settings. Life skills also promote the development of the ideal Caribbean person, who displays respect for human life and moral issues, an appreciation of family and community values, and has an informed respect for our cultural heritage.

LIFE SKILLS TO COUNTER LOCAL SOCIO-ECONOMIC CHALLENGES

With a population of about 1.3 million in 2004 growing at a rate of 0.7% per annum, the population is projected to reach 1,343,000 by 2025. According to the World Bank World Development Indicators, this country's economy has continued to register strong growth with real GDP growing by 11.8 percent in the twelve months to March 2006, more than double the rate (5 percent) in the corresponding period in March 2005. However, despite its favourable economic climate, the country faces major challenges in its quest to achieve developed country status. Life Skills education and training offers a possible solution to many current socio-economic dilemmas, some of which are described hereunder:

POVERTY: The World Bank Study, "Trinidad and Tobago: Poverty and Unemployment in an oil-based Economy" (1995) revealed that 25% of households are headed by females in rural areas and 32% in urban areas. The incidence of poverty in these female-headed households was higher than in others due to the absence of marketable skills, arising from premature termination of education. Additionally, in spite of the human development index of 0.809, which gave Trinidad and Tobago a ranking of 57 out of 177 countries, 17% of the population was living below the international poverty line of US \$1 a day in 2005/2006.

FUNCTIONAL LITERACY: In 2005, Trinidad and Tobago had an Education for All Development Index (EDI) of 97%; with a net enrolment rate of 94% in primary schools, a survival rate to Standard 5 of 98% and an adult literacy rate of 98.3%. Despite this, functional illiteracy continues to be a critical social challenge, as some graduates leave the education system without comprehension and other skills that may be required to access information and employment and generally survive effectively in the current information technology environment. Over 40% of students in the Secondary Entrance Assessment attained less than 35% in English Language in 1999. Even though access to tertiary education has increased, there is still a significant percentage of secondary school graduates leaving without a full certificate of five (5) subjects; and with low functional literacy. All of this suggests that school attendance is not an accurate indicator of functional literacy.

UNEMPLOYMENT AND UNDEREMPLOYMENT: There is a great disparity between the general unemployment rate and the level of youth unemployment. According to the Social Sector Investment Programme 2006, youth unemployment was estimated at 19.1 percent for the 16 – 29 age cohorts, while the general unemployment rate in Trinidad and Tobago reached an estimated 6.9 percent for the third quarter of 2006 (Tables I and II of Appendix 1).

Youth unemployment and underemployment are major concerns for the citizenry as many youth are ill-equipped to access training and employment opportunities. The result is that some types of labour are being imported from other countries to meet the needs of our buoyant economy.

HIV AND AIDS: The HIV and AIDS pandemic remains a critical issue for the people of Trinidad and Tobago. There were 1,436 reported new cases in 2005 as shown in Table II, Appendix II. A national survey of knowledge, perceptions and practices conducted among youth (Ministry of Health, 2003) found that amongst those who had previously engaged in sexual intercourse, 51.5% of males and 53.1% of females felt that they were not at risk. Approximately 50% of them had initiated sexual activity by age 16. Among the females, 28.5% reported having sexual intercourse with older men while 23.9% admitted to being with more than one partner. A total of 31.5% said that they would take a chance and have sex without protection. Of those who were sexually active, 12.7% had never used condoms and another 12.2% reported sporadic use.

Young persons and teenagers are identified as being a particularly vulnerable group for acquiring HIV and AIDS, as well as other sexually transmitted infections. Data released in 1999 by the Caribbean Epidemiology Centre showed that young girls in the age group 15-19 outnumbered boys for HIV infection by the ratio 7:1. This finding was similar to that quoted in a 1980 study by Lewis and Hospedales of patients at the Caura Hospital, which showed that the number of HIV infected patients, was greater among females. According to the UNAIDS Country Progress Report 2005, illustrated in Table I, Appendix II, the estimated national HIV prevalence was 2.6%. The number of people living with HIV was estimated at 27,000.

DISEASES RELATED TO DIET AND NUTRITION: Many of our young people, and increasingly older adults, are incapable of making the right choice with respect to their diet. Accordingly, they often consume foods (often 'fast foods') with high sugar, fat, and salt content which are generally low in vitamins and mineral. Such a poor diet leaves them vulnerable to such diseases as diabetes, hypertension and several types of cancer which are linked to poor nutrition.

Trinidad and Tobago has the highest prevalence of cardio-vascular diseases and diabetes among countries of the region and an even greater rate than that found in North American countries. In addition, the actual mortality rates for the various cardio-vascular diseases, as well as diabetes, are higher in Trinidad and Tobago than in any other Caribbean country and considerably higher than those of North America.

DRUGS, ALCOHOL AND THE TOBACCO HABIT: Drugs, alcohol and tobacco remain serious threats to the lives of our people. Between 1982 and 1995, cocaine-related arrests increased from 89 to 893; while in 1995, arrests from marijuana-related offences stood at 1,803. Arrest figures increased further in 1996 with 989 cocaine related arrests and 2,120 marijuana related arrests. (The National Drug Strategy Master Plan, 1998-2002).

Drug and alcohol use among adolescents and youth is of increasing concern in Trinidad and Tobago, particularly given that use is a risk factor for many health and social problems. Many youths live in an environment where drug use is pervasive and many drugs are increasingly easy to get. The 2002 Caribbean Drug Information Network National Secondary Schools Survey statistics revealed that of the 4,058 pupils sampled from the 56 schools which participated in the survey, approximately 13.7 percent of the students admitted they had tried marijuana, while 37.5 percent admitted to using cigarettes in their lifetime. Alcohol use had the highest prevalence overall for any of the drug use categories as 73 percent said they had tried

alcohol. Inhalants/solvents were the second most abused illicit substance group reported, with a lifetime prevalence of 6.7 percent, an annual prevalence of 3.3 percent, and current prevalence of 1.6 percent. Cocaine and crack cocaine use overall was, reported by 25 pupils; hallucinogens by 26 pupils; and ecstasy by 42 pupils.

The National Health Survey of 1995 shows that 13% of males 15-24 and 30% of all males over 15 reported that they have smoked 100 or more cigarettes in their lifetime. Prevalence was highest (37.6%) in the 35-44 age groups and declined in older age groups. Smoking in females was much lower, 5.1% in all age groups over 15 and maximal (7.1%) in the 45-54 year old age group. Smoking prevalence was significantly higher in households reporting low per capita incomes and among less well educated respondents.

CRIME: One of the most significant challenges facing Trinidad and Tobago is the issue of crime. Since 1990 there has been a dramatic rise in crime of a progressively violent nature. Table I, Appendix IV shows that there were drastic increases in violent crimes from 1996-2005. A striking feature of this crime was the large number of attacks on women and children both through sexual abuse and domestic violence. The result has been a significant increase in the number of persons committed to penal imprisonment with many among this group being sentenced to death. Increasing in prevalence in recent years are kidnappings and white collar fraud.

Life Skills training could help many individuals develop the competencies to respond more positively to those personal and socio-economic challenges just described. Such education and training enhances decision-making skills and improves an individual's ability to identify access and thereby benefit from opportunities. In particular, the approach is expected to increase self-esteem and self-responsibility; encourage self development and emotional intelligence and develop critical thinking and decision-making skills to discourage indulgence in high risk behaviours.

REGIONAL AND INTERNATIONAL BEST PRACTICES

CARICOM

The CARICOM Secretariat, UN Agencies, including the UNICEF Caribbean Area Office, and the University of the West Indies, through a partnership agreement, have undertaken a project to institutionalize Health and Family Life Education (HFLE) in all schools throughout the region. Life skills such as decision making, communication, negotiation, self esteem and values education will be put at the centre of the school curriculum in order to address issues such as HIV and AIDS, sexual health, substance abuse, environmental health, safety and nutrition.

The project has four main objectives:

- To improve teacher training in participatory methodologies;
- To develop comprehensive life skills based teaching materials for HFLE;
- To strengthen coordination among institutions engaged in HFLE at regional and national levels;
- To raise the status of HFLE at all levels of education.

A single plan of action, entitled “A Strategy for Strengthening HFLE in CARICOM States” will be implemented by the partner agencies. UNICEF-Caribbean Area Office in Barbados is responsible for the overall coordination of the project on behalf of the CARICOM Secretariat. Principle partners include: Ministries of Education and Health in 14 CARICOM States; PAHO/WHO; UNFPA; UNESCO; UNDP; UNECLAC; UNIFEM; University of the West Indies.

UNICEF (1997) recognizes several levels of Life Skills:

- Basic psychological and social skills (strongly shaped by cultural and social values);
- Situation-specific skills (e.g. negotiation, assertiveness, conflict resolution);
- Applied life skills (e.g., challenging gender roles or refusing drugs).

Life skills which are taught through HFLE include the following;

- Decision-making
- Conflict resolution
- Effective communication
- Creative thinking
- Empathising
- Interpersonal relationship skills
- Managing stress
- Self awareness/self-esteem
- Managing emotions
- Critical thinking

The HFLE Curriculum for primary and secondary schools was implemented in October 2008. A working group of subject practitioners are presently involved in developing the secondary schools HFLE curriculum.

The Health and Family Life Education (HFLE), in the Primary and Secondary school system has similar objectives as the Life Skills programme for the post secondary school system, as they seek to, inter alia:

- Deal effectively with the demands and challenges of everyday life;
- Maintain a state of mental well-being and demonstrate adaptive and positive behaviour while interacting with one's culture and environment;
- Foster psychosocial competence, which promotes physical, mental and social health and well-being.

There are common themes in Life Skills training developed for out-of-school programmes and Health and Family Life (HFLE) in the school system. The four main thematic areas for the HFLE in the school system are:-

Self and Interpersonal Relationships

Sexuality and Sexual Health

Eating and Fitness

Managing the Environment

Additional themes in post secondary school Life Skills programmes include:-

Financial Life Skills

Employability Skills

Understanding the Work Environment

Communication Skills and Public Relations

INTERNATIONAL BEST PRACTICES

CANADA LIFE SKILLS

The Literacy and Basic Skills Programme within the Ministry of Training, Colleges and Universities helps people whose literacy skills fall below the Grade 9 level. Academic upgrading is also available, to help people qualify for post-secondary training or employment. The program is divided into four streams, to best serve Anglophone, deaf, francophone and Aboriginal learners.

The program is open to English- or French-speaking people not attending school. Services are free, and are offered on-site at approximately 300 locations across the province, in self-directed format and online.

Modules offered include:

- **Wellness** (e.g. stress/anger management, relapse prevention, nutrition)
- **Personal and social development** (e.g. self-esteem, communication, goal setting, assertiveness training)
- **Money management** (e.g. banking, budgeting, comparative shopping)
- **Pre-employment skills** (e.g. presentation and interview skills, career planning)
- **Daily living skills** (e.g. time management, life/work balance)
- **Housing, transportation & community resources** (e.g. self advocacy, accommodation searching).

Beneficiaries will be able to build upon their sense of accomplishment and continue to improve their self-esteem and skills as they move through the various components of the program. Youths will always have the opportunity to participate in this program, regardless of their academic or personal background.

NEW ZEALAND ESSENTIAL SKILLS

The New Zealand curriculum specifies eight groupings of essential skills to be developed by all students throughout their years of schooling. These categories encompass other important groups of skills, such as creative skills, valuing skills, and practical life skills.

- Communication skills
- Numeracy skills
- Information skills
- Problem-solving skills
- Self management and cooperative skills
- Physical skills
- Work and study skills

All the essential skills are important if students are to achieve their potential and participate fully in society, including the world of work. In planning learning programmes, schools need to ensure that all students have the opportunity to develop the full range of such skills to the best of their ability. The categories are simply convenient labels for grouping the essential skills and attributes which all students need to develop. These skills cannot be developed in isolation. They are developed through the essential learning areas and in different contexts across the curriculum. By relating the development of skills to the contexts in which they are used – both in the classroom and in the wider world – school programmes provide relevant, meaningful, and useful learning. A number of the essential skills are developed through group activities. Furthermore, many of the skills enable individuals to operate more effectively in group situations. Students learn to work in co-operative ways and to participate confidently in a competitive environment.

UNITED KINGDOM KEY SKILLS

In the United Kingdom key skills are a range of essential skills that underpin success in education, employment, lifelong learning and personal development. Key skills qualifications (levels 1-4) in Communication, Application of Number, and Information Technology (IT) are available across all post-16 (years) routes in England, Wales and Northern Ireland. Also available at levels 1-4 are the wider key skills units: working with others, improving own learning and performance and problem solving.

For students and trainees working towards the key skills qualifications in Communication, Application of Number or IT, assessment comprises both an internal (portfolio) and an external (test) component. For those working towards the key skills units in Working with Others, Improving Own Learning and Performance or Problem Solving, assessment is via an internal (portfolio) component alone.

All young people post-16 (years), whether in education or training, should have a solid basis in the key skills of Communication, Application of Number, and IT. This is essential if they are to compete effectively in the labour markets of the 21st century. Those who have not already achieved A+ - C grades in GCSE English, Mathematics or IT should be supported in achieving the relevant key skills qualification(s) at level 2. Those aiming to pursue a professional or higher qualification post-19 should be supported in gaining at least one relevant key skill qualification at level 3.

SINGAPORE LIFE SKILLS

Intentional teaching of social emotional competencies is one of the key success factors for Social Emotional Learning in schools. This teaching component is called Personal and Social Education (PSE) in Singapore. To facilitate the delivery of PSE, the Ministry of Education developed and devolved the Life Skills programme, with accompanying materials called “Life Skills for Effective Living” to schools in 1997.

The Life Skills Programme is a curriculum-based programme to systematically equip all pupils with the necessary knowledge, skills and attitudes for their social and emotional development, so that pupils may succeed in their interpersonal relationships, personal life, school life, future careers and as members of the wider community.

The Life Skills curriculum package, “Life Skills for Effective Living”, is differentiated by levels to fit each stage of the pupils’ development. The levels are:

(a) Primary School

- Primary 1-2
- Primary 3-4
- Primary 5-6

(b) Secondary School

- Lower Secondary
- Upper Secondary

(c) JC/CI

- JC/CI1
- JC2/CI2-3

The structured lessons in the package comprise a combination of in-classroom and out-of-classroom activities. These activities are pupil-centred and help pupils become aware of, acquire and apply skills in the following areas:

Personal Effectiveness:

This refers to the ability to understand and appreciate, accept and develop oneself for personal well-being. It is the ability to make wise decisions, solve problems and manage change. Individuals who exhibit personal effectiveness are open and sensitive to the needs of others and can communicate empathy as well as function effectively in a group situation.

Interpersonal Effectiveness:

This is a major determinant of success in family, work and social relationships. Individuals who demonstrate this form of intelligence understand the importance of interdependence of people. They know how to keep friends and are skilful in resolving conflicts.

Effective Learning:

Individuals who demonstrate effective learning are independent learners who are able to continually acquire process and apply the knowledge they have gained.

Transition to Work:

This highlights the importance of career self-awareness and exploration. This is imperative in light of rapid technological changes in the work place and globalisation. In view of this, it is important that schools prepare pupils to work and live in an increasingly global and cosmopolitan world. As such, schools are encouraged to establish partnerships with community groups, business partners and industries to organise school based career talks and exhibitions, visits to open-houses at educational institutions, industrial visits, work experience programmes and Teachers-in-Industry programmes. Interested parties who wish to collaborate with schools can contact them directly.

Fostering a Caring Community:

It is the individual's responsibility to share in mutual concern for the well-being of his/her fellow citizens and to make beneficial contributions to society even as he/she receives from it. Pupils are also required to complete a minimum of 6 hours of service with a Community Involvement Programme. Voluntary Welfare Organisation, Self-Help Groups, Community Development Councils/Community Centres and Clubs/Resident Committees and religious organisations that are interested in collaborating with schools in this area may contact the schools directly.

The Life Skills curriculum package was developed as a resource; schools have the autonomy to implement the curriculum in whole or in part, adapt the lessons to meet pupils' needs, and augment the school's overall Life Skills programme with commercially produced packages if desired. For schools that encounter difficulties creating weekly time-periods for Life Skills teaching, the school may also integrate the teaching of Life Skills into academic subjects like English and Civics and Moral Education, or conduct the Life Skills lessons during school assembly period or as post-examination programmes.

VISION

The vision of this National Policy on the Development and Implementation of a National Life Skills Curriculum for Personal Development and Employment Enhancement is:

The delivery of standardised, quality Life Skills Education and Training in all out-of-school programmes, with trained tutors and resources to enable the development of innovative caring individuals with the knowledge, skills, attitudes and values to make life-sustaining choices that will result in healthy and productive lifestyles and demonstrate social action that will support their holistic development.

POLICY AIM AND OBJECTIVES

GENERAL AIM

The aim of this Life Skills Policy is to guide the development, implementation and evaluation of Life Skills education and training programmes for the personal development and employment enhancement of the citizenry in out-of-school training programmes.

POLICY OBJECTIVES

The objectives of this policy are to:

1. Strengthen the coordination, collaboration, communication and partnership among Life Skills Programmes facilitators and other major stakeholders, including governmental, non-governmental and the corporate/business sector. Provide mechanisms and guidelines for the coordination, management, institutionalization and sustainability of Life Skills in all out-of-school training programmes.
2. Develop and harness the institutional resources necessary for the effective delivery of Life Skills at all levels of education in both the formal and informal sector to develop innovative, caring individuals with the knowledge, skills, attitudes and values to make life sustaining choices that will result in healthy and productive life styles and demonstrate social action that will support their holistic development.
3. Encourage the creation of an enabling environment that will facilitate effective Life Skills development training and delivery to improve the understanding of Life Skills and promote it as a comprehensive programme among youth, adults, educators, health and community workers, community members and the media, throughout Trinidad and Tobago.

PRIORITY AREAS FOR ACTION

POLICY OBJECTIVE ONE

Strengthen the coordination, collaboration, communication and partnership among Life Skills programmes facilitators and other major stakeholders including governmental, non-governmental and corporate/business sector. Provide mechanisms and guidelines for the coordination, management, institutionalisation and sustainability of Life Skills in all out-of-school training programmes.

AIMS – Mechanisms and Guidelines for the Coordination of Life Skills Programmes

1. **Develop** guidelines for the coordination, management, institutionalization of Life Skills training;
2. **Develop** guidelines for the mandatory delivery of Life Skills for all out-of-school programmes;
3. **Monitor** and evaluate the application of the policy, its implementation and relevance;
4. **Review** and update Life Skills curriculum;
5. **Certify** tutors for delivery of Life Skills programmes;
6. **Accredit** programmes with the assistance of relevant bodies;
7. **Assess** trainees for qualifications;
8. **Establish** a well-regulated centralized Life Skills Unit for monitoring and evaluation of the delivery of a standardised Life Skills curriculum.

STRATEGIES

1. **Collaborate** with all stakeholders to develop and administer a cohesive and coherent approach to implementation;
2. **Establish** a Life Skills Unit and a National Life Skills Standing Committee to provide guidance, ongoing coordination and management of Life Skills training in Trinidad and Tobago;
3. **Identify and recruit** regional Life Skills coordinators within the Life Skills Unit, along with focal persons in each Life Skills programme within government ministries and non-government organisations (NGO's), to collaborate with one another;

4. **Provide** effective mechanisms for coordination and management and broad-based involvement of stakeholders;
5. **Collaborate** with local tertiary education institutions to have a training programme for tutors of Life Skills.

POLICY OBJECTIVE TWO

Develop and harness the institutional resources necessary for the effective delivery of Life Skills at all levels of education in both the formal and informal sector. This will create innovative, caring individuals with the knowledge, skills, attitudes and values required to make life-sustaining choices, lead healthy and productive life styles, and demonstrate social action that will support their holistic development.

AIMS – Harnessing Institutional Resources for Effective Delivery

1. **Develop** a standardised curriculum;
2. **Develop** guidelines for delivery of a standardised Life Skills curriculum to all out-of-school training programmes.

STRATEGIES

- a. **Develop** a standardised curriculum with outlines for each Life Skills theme, so as to equip tutors with common guidelines;
- b. **Develop** tutor guidelines to lead each tutor to effective implementation of the curriculum;
- c. **Encourage** the establishment of Life Skills programmes within various out-of-school programmes;
- d. **Implement** the curriculum in other Ministries with Life Skills programmes;
- e. **Implement** the curriculum in work-based programmes;
- f. **Make** the curriculum accessible to all citizens of Trinidad and Tobago who are seeking to become employable, self-sufficient or more personally fulfilled, whether or not they are enrolled in a training programme;
- g. **Pilot** the curriculum in 6 selected institutions:
 - Ministry of Science, Technology and Tertiary Education (On-the-Job Training)
 - Ministry of National Security (Military-led Academic Training)
 - Ministry of Sports and Youth Affairs (Youth Development and Apprenticeship Centres)
 - Ministry of Education (selected students of Forms IV and V)

- Ministry of Community Development, (Non-Traditional Skills Training, Women in Harmony, Geriatric Adolescent Partnership, Export Development Centres)
 - Ministry of Works and Transport (Community Environmental Protection and Enhancement, Unemployment Relief Programme)
- h. **Expand** the Life Skills tutor training process to include the teaching of literacy to target underachievers and the functionally illiterate or those who have not completed secondary school education and have gaps in knowledge and understanding that require higher order reading comprehension skills. This teaching will be relevant to the understanding of materials, concepts and skills within Life Skills development.
 - i. **Develop** a Train-the-Trainer pre-service programme in collaboration with local tertiary education institutions.
 - j. **Encourage** counselling support services to reinforce Life Skills development and training, and meet the developmental and crisis needs of trainees.

POLICY OBJECTIVE THREE

Encourage the creation of an environment that will facilitate effective Life Skills development training and delivery to improve the understanding of Life Skills and promote it as a comprehensive programme among youth, adults, educators, health and community workers, community members and the media.

AIMS - Enabling Environment for Quality Assurance

1. **Develop** a system for continuous training and development of facilitators;
2. **Involve** stakeholders in implementation planning;
3. **Fund** initiatives for institutional strengthening;
4. **Develop** a system of fiscal and other incentives for promoting Life Skills programmes to include:
 - I. Incentives for participation by corporate Trinidad and Tobago
 - II. Incentives for participation by private programmes
 - III. Incentives for individual level participation

STRATEGIES

- a. **Provide in-service Train-the-Trainers workshops** and integrate them into the Life Skills training programmes. Collaboration will take place with the National Training Agency (NTA) and other relevant agencies with respect to the certification of the Life Skills programme.

- b. **Quality Assurance:** To provide for quality assurance, the Life Skills Unit and National Life Skills Standing Committee will be entrusted with the responsibility for monitoring and evaluating the implementation of the Life Skills training in out-of-school programmes.
- c. **Public Consultations:** The Ministry of Science, Technology and Tertiary Education (Life Skills Unit and National Life Skills Standing Committee) will host consultations with Life Skills providers and general stakeholders in Trinidad and Tobago. This will provide the opportunity to share visions, reinforce research-based content and methodology and make suggestions.
- d. **Programming**
Encourage the extension of the duration of Life Skills programmes to 120 to 240 hours, to allow for the fuller and more holistic development of participants. Assessment and evaluation processes will be implemented with adequate staffing. Each institution and unit will have an in-house team to implement the Life Skills programme. The duties of each are as follows:
- Curriculum development based on curriculum document and guidelines by the Life Skills Standing Committee;
 - Developing an implementation manual geared to the particular target group and time frame for each programme;
 - Collaborating with the National Training Agency (NTA) and relevant agencies with respect to the accreditation and certification of the Life Skills programme;
 - Planning and developing the budget for the programmes;
 - Planning and implementing in-service Train-the-Trainers workshops;
 - Implementing the pilot programme;
 - Reviewing and evaluating the implementation of the pilot programme.

DETAILS OF CURRICULUM AND PILOT

Details of the Curriculum and Pilot as identified in objectives one and two are as follows:

1. CURRICULUM

A curriculum for use in Life Skills training programmes will be expected to include the following.

The goals of the Life Skills Curriculum for post secondary school and tertiary level:

- Increase self-esteem and self-responsibility
- Encourage self development and emotional intelligence
- Develop critical thinking and decision-making skills
- Discourage indulgence in high risk behaviours
- Develop strategies for stress management
- Cultivate good health habits and support personal well-being
- Foster harmonious interpersonal relationships in society
- Develop positive social skills
- Develop self-sufficiency and self-reliance
- Become responsible citizens cognizant of civic rights and responsibilities
- Encourage the spirit of volunteerism and community involvement

Curriculum modules based on six (6) themes and the units of each module:

INTRAPERSONAL RELATIONSHIPS

- Self-esteem and Self-improvement
- Values Clarification
- Goal Setting and Time Management
- Wellness and Self-care – nutrition, fitness and stress management
- Drug Education
- Heritage/Ancestry

INTERPERSONAL RELATIONSHIPS

- Parenting
- Gender and Relationships
- Human Sexuality and Sexual Health
- Maintaining Interpersonal Relationships in the Community
- Leadership

COMMUNICATIONS

- Process, Forms and Barriers to Communication
- The Gift of Listening
- Anger and Conflict Management
- Public Speaking
- Public Relations and Customer Satisfaction

FINANCIAL LIFE SKILLS

- Money Management
- Savings and Investment
- Entrepreneurship

EMPLOYABILITY SKILLS

- Communications and Securing Employment
- Ethics in the Workplace

MANAGING THE ENVIRONMENT

- The Socio Economic Environment
- Understanding the Physical Environment

2. THE PILOT

Life Skills training is conducted in the Ministries that have members on the current Cabinet appointed Life Skills Steering Committee. The particular programmes under each of these Ministries that were identified by Cabinet for the Pilot of the National Life Skills Curriculum are as follows:

- a. *The Ministry of Science, Technology and Tertiary Education***
 - i. On-the-Job Training (OJT)
 - ii. The Retraining Programme

- b. *Ministry of National Security***
 - i. Military-led Academic Training (MILAT)
 - ii. Military-led Youth Programme of Apprentice and Reorientation (MYPART)

- c. *Ministry of Sports and Youth Affairs***
 - i. Youth Development and Apprenticeship Centres

- d. *Ministry of Education***
 - i. Secondary Schools Forms 4 and 5

- e. *Ministry of Community Development***
 - i. Community Education Programmes
 - ii. Export Centres
 - iii. Geriatric Adolescent Partnership Programme (GAPP)
 - iv. Non-Traditional Skills Programme for Women
 - v. Women in Harmony Programme

- f. *Ministry of Works and Transport***
 - i. Community Environmental Protection and Enhancement
 - ii. Unemployment Relief Programme (URP)

Preparation for the Pilot:

- i. Completion of draft curriculum and printing in readiness for training in six (6) programmes.
- ii. Development of guidelines for the criteria for recruitment of facilitators.
- iii. Training of facilitators for the six (6) programmes.
- iv. Development of instruments for feedback on pilot – by trainees, tutors supervisors and agencies – with assistance from relevant agencies.
- v. Training in the use of monitoring instruments for supervisors of the six (6) Life Skills components.
- vi. Development of guidelines for feedback and reporting on the implementation of Life Skills components of six (6) programmes.
- vii. Development of guidelines for analysis of data to assist in curriculum modification, with the assistance of relevant agencies.

COLLABORATION AND COORDINATION

1. The Ministry of Science Technology and Tertiary Education will play a leading role in the execution of the Life Skills programme with support from the Ministry of National Security, the Ministry of Community Development, the Ministry of Sports and Youth Affairs, the Ministry of Education, the Ministry of the People and Social Development and the Ministry of Works and Transport.
2. The National Life Skills Steering Committee will become a Standing Committee called the National Life Skills Advisory Committee to guide the implementation of this Policy. The Tobago House of Assembly, Ministry of Local Government and the Ministry of Works and Transport will also be represented on the Committee. The Ministry of Science, Technology and Tertiary Education Life Skills Unit and the National Life Skills Advisory Committee will be responsible for coordinating activities nationally, as well as for linkages at the regional level, with the CARICOM Health and Family Life Education Project, the UNICEF Caribbean Area Office and other international agencies.
3. The Life Skills Unit and National Life Skills Advisory Committee will identify and maintain coordination through regional coordinators.

To guide the Life Skills Unit with project implementation at the local, community and national levels, the National Life Skills Advisory Committee will include the following representatives:

- i. Life Skills Adviser, Ministry of Science, Technology and Tertiary Education
- ii. Chief Education Officer, Ministry of Education
- iii. Director, Curriculum Development, Ministry of Education
- iv. Programme Manager, Retraining Programme, Ministry of Science, Technology and Tertiary Education
- v. Programme Manager, On-the-Job Training Programme, Ministry of Science, Technology and Tertiary Education
- vi. Programme Director, Ministry of National Security
- vii. Director, Social Planning and Research, Ministry of the People and Social Development
- viii. Coordinator, Non-Traditional Skills Training for Low Income Women,
- ix. National Project Coordinator, Ministry of Community Development
- x. Director, Youth Affairs, Ministry of Sport and Youth Affairs
- xi. Director, Ministry of Works and Transport
- xii. Representative, Tobago House of Assembly
- xiii. Director, Ministry of Local Government

The Ministry of the People and Social Development will facilitate the establishment and monitoring of evaluation systems and training of persons responsible for the implementation of the National Life Skills Curriculum for Personal Development and Employment Enhancement throughout the country.

MONITORING AND EVALUATION

The Life Skills Unit and National Life Skills Advisory Committee will be entrusted with the responsibility of monitoring the implementation of the Life Skills Policy in out-of-school and tertiary level programmes, and will be assisted by regional coordinators.

The implementation of the Life Skills Curriculum would be guided by the Life Skills Unit and the National Life Skills Advisory Committee in four phases:

- i. To pilot the curriculum in six (6) selected institutions:
 - Ministry of Science, Technology and Tertiary Education (On-the-Job Training)
 - Ministry of National Security (Military-led Academic Training)
 - Ministry of Sport and Youth Affairs (Youth Development and Apprenticeship Centres)
 - Ministry of Education (selected students of Forms IV and V)
 - Ministry of Community Development, (Non-Traditional Skills Training, Women in Harmony, Geriatric Adolescent Partnership, Export Development Centres)
 - Ministry of Works and Transport (Community Environmental Protection and Enhancement , Unemployment Relief Programme)
- ii. To implement the curriculum in other Ministries with Life Skills programmes
- iii. To implement the curriculum in work-based programmes
- iv. To make the curriculum accessible to all citizens of Trinidad and Tobago who are seeking to become employable or self-sufficient or more personally fulfilled, whether or not they are enrolled in a training programme.

In the long term, a full Life Skills training course, consisting of not less than 120 hours, and up to 240 hours, will be adopted to allow for the fuller and more holistic development of the participants. Assessment and evaluation processes will be implemented with adequate staffing. Each institution and unit will have an in-house team to implement the Life Skills programme. The duties of the team will be as follows:

- Curriculum development based on curriculum documents and guidelines provided by the Life Skills Steering Committee;
- Developing an implementation manual geared to the particular target group for each programme;
- Collaborating with the National Training Agency (NTA) and relevant agencies with respect to the accreditation and certification of the Life Skills programme;
- Planning and developing the budget for the programmes;
- Planning and implementing in-service Train the Trainer workshops;
- Implementing the Pilot programme;
- Reviewing and evaluating the implementation of the Pilot programme;
- Reporting to the line Minister and the Steering Committee as requested.

APPENDICES

Appendix I

- **Table I - Main Labour Force Indicators, Trinidad and Tobago, 1991-2002**
- **Table II - Levels of Employment - 2003-2005**

Appendix II

- **Table I - HIV and AIDS Estimates**
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Appendix III

- **Table I - Deaths by Selected Causes, 1996-2000**
- **Table II - Alcohol Consumption in Trinidad and Tobago (1991- 1994)**

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- **Table I - Serious Crimes for 2000-2005 (To August 2005)**

Appendix V

- **Life Skills Landscape - Programmes with Existing Life Skills Components**

APPENDIX I

Table I - Main Labour Force Indicators, Trinidad and Tobago 1991-2002

	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
Labour force ('000)	586.2	576.5	572.7	563.4	558.7	541.0	530.4	521.0	509.4	504.5	505.1	492.2
Male	356.9	356.7	353.1	348.0	334.6	335.8	325.7	327.0	319.1	318.0	318.0	315.1
Female	229.3	219.8	219.6	215.4	214.1	205.2	204.7	194.0	190.3	186.4	187.2	177.1
Employed labour force ('000)	525.1	514.1	503.4	489.4	479.3	459.8	444.2	431.5	415.6	404.5	405.9	401.0
Male	329.0	326.0	317.0	310.1	305.5	294.5	282.5	277.5	267.7	261.8	263.7	265.4
Female	196.1	188.1	186.4	179.3	173.8	165.3	161.7	154.0	147.9	142.8	142.3	135.6
Unemployed labour force ('000)	61.1	62.4	69.6	74.0	79.4	81.2	86.1	89.4	93.9	99.9	99.2	91.2
Male	27.9	30.7	36.1	37.9	39.0	41.3	43.1	49.5	51.5	56.3	54.3	49.6
Female	33.2	31.7	33.5	36.1	40.4	39.9	43.0	39.9	42.4	43.7	44.9	41.5
Levels of unemployment ('000)												
Youths (under 25 years)	25.5	27.7	30.3	31.7	32.9	32.4	33.9	35.2	35.9	36.7	38.7	38.6
Male	12.4	14.4	16.2	16.7	17.3	16.7	16.9	19.7	20.0	20.1	21.8	20.8
Female	13.1	13.3	14.1	15.0	15.6	15.7	17.0	15.5	15.9	16.7	17.0	17.8
Adults (25 years and over)	35.4	34.7	39.3	42.2	46.5	48.8	52.2	54.2	58.0	63.2	60.5	52.6
Male	15.3	16.3	19.9	21.1	21.8	24.6	26.2	29.8	31.5	36.2	32.5	28.8
Female	20.1	18.4	19.4	21.1	24.7	24.2	26.0	24.4	26.5	27.0	27.9	23.7
Unemployment rate %	10.4	10.8	12.1	13.1	14.2	15.0	16.2	17.2	18.4	19.8	19.6	18.5
Male	7.8	8.6	10.2	10.9	11.3	12.3	13.2	15.1	16.1	17.6	17.0	15.7
Female	14.5	14.4	15.2	16.8	18.9	19.4	21.0	20.6	22.3	23.4	23.9	23.4
Participation rate %	60.9	60.7	61.2	60.8	61.2	60.3	60.5	60.2	59.4	59.5	60.0	58.7
Male	74.6	75.0	75.3	75.0	75.3	74.8	74.2	75.5	74.6	75.5	76.1	75.8
Female	47.5	46.4	47.0	46.6	47.0	45.9	46.8	44.9	44.3	43.7	44.1	42.0

Source: Continuous Sample Surveys of Population, Central Statistical Office, Trinidad and Tobago, various years

Table II - Levels of Employment – 2003-2005*Figures quoted in thousands (.000)*

Period Ending	Non Institutional Population 15 years and over	Labour Force	Persons with Jobs	Persons without Jobs	Unemployment Rate %	Participation Rate %
2003						
I	966.5	588.3	536.9	65.0	11.0	60.9
II	967.6	587.0	559.1	59.8	10.2	60.7
III	968.8	607.6	572.5	63.5	10.5	62.7
IV	970.2	603.1	580.7	61.3	10.2	62.2
2004						
I	971.4	598.0	536.9	61.1	10.2	61.6
II	972.8	606.1	559.1	47.0	7.8	62.3
III	974.5	620.3	572.5	47.8	7.7	63.7
IV	975.7	629.5	580.7	48.8	7.8	64.5
2005						
I	976.8	623.3	567.0	56.3	9.0	63.8
II	979.0	618.9	569.6	49.3	8.0	63.2
III	979.7	620.1	569.4	50.6	8.2	63.3
IV	980.5	632.6	589.9	42.7	6.7	64.5

Source: Continuous Sample Surveys of Population, Central Statistical Office, Trinidad and Tobago, various years

APPENDIX II

Table I - HIV AND AIDS ESTIMATES

Number of people living with HIV	27 000
Adults aged 15 and over, living with HIV	26 000
Deaths due to AIDS	1900

Source UNAIDS Country Progress Reports 2005

Table II - HIV and AIDS Morbidity and Mortality Summary, 2003-2005

Cases	2003	2004	2005a	Total 2003-2005	Cumulative Total 1983-2005
New HIV positive*	1718	1445	1436	4599	15940
HIV Non- AIDS**	1418	1266	1288	3972	10936
AIDS	321	246	216	783	5494
DEATHS	166	128	101	395	3345

a Provisional data for 2005

*** Total New HIV Laboratory confirmed cases from TPHL/CAREC**

**** Includes HIV asymptomatic and symptomatic (Non-AIDS cases).**

Source: National Survey PAHO "1999-2001 Annual Report – Ministry of Health

APPENDIX III

Table I - DEATHS BY SELECTED CAUSES, 1996-2000

CAUSES	1996	1997	1998	1999	2000
HEART DISEASE	2428	2418	2562	2692	2400
DIABETES MELLITUS	1139	1120	1212	1306	1286
MALIGNANT NEOPLASM	1226	1253	1209	1263	1205
CEREBROVASCULAR DISEASE	1019	1051	1079	1041	953
HIV AND AIDS	396	409	439	519	535
PNEUMONIA	302	270	334	258	173
TRANSPORT ACCIDENTS	165	130	150	184	162
SUICIDE	146	160	171	139	166
HOMICIDE/ASSAULT	123	107	109	115	157

Source; Surveillance Unit

Table II - ALCOHOL CONSUMPTION IN TRINIDAD AND TOBAGO (1991- 1994)

(Figures represent millions of gallons)

YEAR	RUM	BEER	STOUT
1991	2.3	27.6	3.49
1992	1.3	32.74	2.99
1993	1.38	30.02	1.72
1994	1.52	25.17	4.75

APPENDIX IV

Table I - SERIOUS CRIMES FOR 2000-2005 (to August 2005)

CRIME/ YEAR	MURDER	WOUNDS/ SHOOTING	NARCOTIC OFFENCES	KIDNAPPING	RAPE/INCEST SEXUAL OFFENCES
2000	120	387	1225	156	545
2001	151	499	485	135	545
2002	172	655	509	232	641
2003	229	784	505	235	643
2004	260	649	589	177	581
2005	247	464	330	150	504

Source: Central Statistical Office, Social Statistics 2005

APPENDIX V

LIFE SKILLS LANDSCAPE

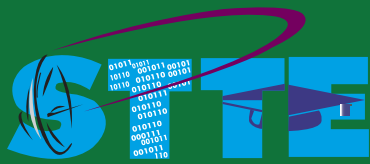
Programmes with Existing Life Skills Components

MINISTRIES/ AGENCIES	PROGRAMME	NAME OF LIFE SKILLS PROGRAM 2005/2006	NUMBER OF PERSONS INVOLVED FOR (1 YEAR)	NUMBER OF HOURS OF INTERVENTION
Ministry of Science Technology & Tertiary Education	On the Job Training (OJT)	Life Skills	755	56
	The Retraining Programme	Life Skills	600	72
	MUST	Life Skills	8224	48
	YTEPP	Career Enhancement	7791	120
	HYPE	Life Skills	1371	30
Ministry of National Security	Military-led Academic Training (MILAT)	Life Skills	100 (for both programmes)	48
	Military-led Youth Programme of Apprentice and Reorientation (MYPART)	Life Skills		120
	Civilian Conservation Corps (CCC)	Life Skills	3077	65
The Ministry of Sport and Youth Affairs	Youth Development & Apprenticeship Centres	Life Skills	140	78
The Ministry of Community Development,	Non-Traditional Skills Training for Women	Life Skills	500	92

LIFE SKILLS LANDSCAPE

Programmes with Existing Life Skills Components

MINISTRIES/ AGENCIES	PROGRAMME	NAME OF LIFE SKILLS PROGRAM 2005/2006	NUMBER OF PERSONS INVOLVED FOR (1 YEAR)	NUMBER OF HOURS OF INTERVENTION
Ministry of Education	Form V	Health and Family Life Education (HFLE)	Working group presently developing secondary schools HFLE curriculum.	
Non- Government Agencies	SERVOL (Service Volunteered for All)	Attitudinal Development Programme	2936	1488



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