



TEACHING SERVICE
COMMISSION ANNUAL
REPORT

2018-2019

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1.0 INTRODUCTION

This is the Report of the Teaching Service Commission (TSC) for the periods 1st January, 2018 to 31st December 2018 and 1st January, 2019 to 31st December 2019. The Teaching Service Commission (TSC) was established under the Constitution of the Republic of Trinidad and Tobago (Section 124) and its mandate is stated in Section 125 thereof:

Subject to the provisions of this Constitution, power to appoint persons to hold or act in public offices in the Teaching Service established under the Education Act, including power to make appointments on promotions and transfer and to confirm appointments, and to remove and exercise disciplinary control over persons holding or acting in such offices and to enforce standards of conduct on such officers shall vest in the Teaching Service Commission.

In 2018 and 2019, the Commission continued to strive to ensure equity and fair play in exercising its constitutional functions and, in so doing recognized the need to maintain effective channels of communication with all its stakeholders.

2.0 MEMBERSHIP

The Teaching Service Commission (TSC) comprises a Chairman and not more than four other members. The members of the Commission are appointed for a three-year term by the President of the Republic of Trinidad and Tobago, after consultation with the Prime Minister and Leader of the Opposition. During the years 2018 and 2019, the members of the Commission were:

Dr. Fazal Ali	-	Chairman
Mrs. Joanne Joseph-Hannays	-	Member
Mrs. Elizabeth Crouch	-	Member
Mrs. Anushka Alcazar	-	Member
Mr. Allan S. Noreiga	-	Member

The Executive Director, Human Resource Management, Teaching Service Commission (TSC) represents the Director of Personnel Administration (DPA) at the meetings of the Teaching Service Commission and presides over the Secretariat which provides administrative and advisory services that enable the TSC to effectively discharge its mandate.

THE TEACHING SERVICE COMMISSION 2018-2019



**From left to right (standing back row): Mrs. Anushka Alcazar, Member (TSC),
Mr. Alan Noriega, Member (TSC), Dr. Fazal Ali, Chairman,
Mr. Martel Waldron, Executive Director, HRM (Ag).**

**From left to right (standing front row): Mrs. Joanne Joseph-Hannays, Member (TSC),
Mrs. Listra Johnson (Secretary to the Teaching Service Commission),
Mrs. Elizabeth Crouch, Member (TSC).**

2.1 Membership Profile



DR. FAZAL L. ALI

Dr. Ali is the former Provost and acting President of the University of Trinidad and Tobago. He was also a member of the UNESCO Memory of the World Team in Trinidad and Tobago.

He was awarded a Commonwealth Scholarship to attend the University of Cambridge to complete his doctoral studies. Dr. Ali is the holder of a PHD.

Dr. Ali has been Chairman of the TSC since August, 2014.



MRS. ANUSHKA ANYA ALCAZAR

Mrs. Alcazar is currently a Management Consultant. She was Head, Regulations and also Organisational Development Advisor at BG Trinidad and Tobago.

Mrs. Alcazar is a graduate of the London School of Economics (LLB) and holds an MBA from the University of Strathclyde.

Mrs. Alcazar has been a Member of the TSC since August, 2014.



MRS. ELIZABETH CROUCH

Mrs. Crouch is a former Principal of St Joseph Convent, Port of Spain. She was awarded the TT Public Service Medal of Merit (Gold) 2007.

Mrs. Crouch is a graduate of Hollins College, USA with a B.A., the University of the West Indies with a Diploma in Education and University of Toronto, with a Master of Education.

Mrs. Crouch has been a Member of the TSC since August, 2014.

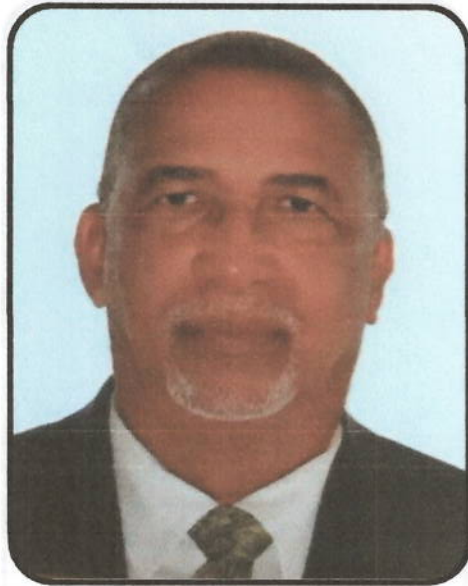


MRS. JOANNE JOSEPH-HANNAYS

Mrs. Joseph-Hannays is an Attorney-at-Law for over 35 years. She is a Graduate of the University of the West Indies (LLB) and the Hugh Wooding Law School (LEC).

Mrs. Joseph-Hannays served as a Director on the Boards of the National (Secondary Roads) Development Co. Ltd., Women's World Banking (Trinidad and Tobago Ltd.) and the Trinidad and Tobago Methanol Company Ltd.

Mrs. Joseph-Hannays has been a Member of the TSC since August, 2014.



ALAN NOREIGA

Mr. Noreiga has over 40 years of experience in education. He is a former Teacher (Primary and Secondary), Vice Principal and Principal (Secondary) and Schools Supervisor III. He has also served as an Executive Member of the Trinidad and Tobago Unified Teachers Association. Mr. Noreiga is currently a Certified Mediator and a member of the Mediation Board of Trinidad and Tobago.

He is a graduate of the Mausica Teacher's College and the University of the West Indies having been awarded a Teacher's Diploma, B.A.(Hons) and Diploma in Education. He holds the LLB (hons) University of London (2017) and LPC (Staffordshire) 2018.

Mr. Noreiga, an Attorney-At-Law has been a Member of the TSC since June, 2017.

3.0 OVERVIEW

During the period 2018-2019, the Commission:

- ✚ *collaborated with the Policy and Research Unit, Service Commissions Department with a view to streamline Policy documents that would support the Commission in achieving organizational goals for the Teaching Service.*
- ✚ *filled advertised offices (inclusive of Director of Schools Supervisions, Schools Supervisor III and Principal (Secondary and Primary)).*
- ✚ *reviewed and implemented new Interview Instruments for the offices of Principals, Vice Principals, Head of Departments and Deans (Secondary).*
- ✚ *facilitated Strategic workshops re: standards and techniques held for members of Selection Boards (Interviewing Panels).*
- ✚ *commenced drafting of Strategic Plan for the Teaching Service Commission.*
- ✚ *implemented some of the recommendations of SCD's Institutional Strengthening Project pertinent to the Teaching Service Commission.*
- ✚ *continued collaborating with the Ministry of Education on matters relevant to Teachers.*

- ✚ *collaborated with the Ministry of Education to advertise online, for the first time, offices in the Teaching Service.*
- ✚ *continued development of members of staff through training courses and workshops.*

3.1 Meetings

During the year 2018, the Commission held twenty-two (22) statutory meetings and one (1) special meeting. In the year 2019, the Commission held twenty-two (22) statutory meetings as illustrated in Table 1. At statutory meetings, the Commission considers and decides upon Notes which are prepared by the Secretariat with respect to the Commission’s constitutional powers: appointments (including acting and temporary), promotions, transfers, confirmations and disciplinary matters. The decisions of the Commission at its meetings are recorded in Minutes which are confirmed at its subsequent meeting and form part of its permanent records.

Table 1
Statutory and Special Meetings during the Period 2018-2019

Year	No. of Statutory Meetings	No. of Special Meetings
2018	22	1
2019	22	0

On some of the days that statutory meetings were held, the Commission also met with representatives of various stakeholders, including representatives from the Ministry of Education, the National Primary Schools Principals Association, the Trinidad and Tobago Unified Teachers Association, the Association of Denominational Boards of Education and

individual denominational school boards and personnel of the Children's Authority. These meetings were held in order to exchange information, clarify issues, and explore avenues for resolution of conflicts. The Commission continues to work towards building closer relationships with its key stakeholder groups.

During 2018-2019, with the blessing of the Commission, the Executive Director and Secretariat met with the Administrator, Division of Education, Innovation and Energy, Tobago House of Assembly on several occasions in Tobago to discuss and solve specific issues related to Tobago. They also met with the Director of Schools Supervision and Schools Supervisors as well as with the Deputy Permanent Secretary and Human Resource staff of the Ministry of Education for similar reasons.

3.2 Appointments 2018- 2019

3.2a Appointments – Primary and Secondary School Teachers

Recruitment of Primary School Teachers

The recruitment and selection system for entry level primary school teachers is delegated to the Permanent Secretary, Ministry of Education and the Administrator, Division of Education, Innovation and Energy, Tobago House of Assembly. The process involves the following:

- ✚ The Ministry of Education and the Division of Education, Innovation and Energy, Tobago House of Assembly accept unsolicited applications from persons wishing to enter the Primary School system. An individual who is registered as a Teacher may apply to the Ministry of Education and the Division of Education, Innovation and Energy, Tobago House of Assembly for the position of Teacher in a primary school.

- ✚ The Ministry of Education and the Division of Education, Innovation and Energy, Tobago House of Assembly assess the application to determine whether the individual meets the stated criteria, that is, five (5) GCE 'O' Level/CXC subjects (General Proficiency level I or II) including English Language, Mathematics and Science for an Assistant Teacher (Primary) and the additional certification in teaching as evidenced by the possession of a Teacher's Diploma or equivalent for Teacher I (Primary).
- ✚ The Ministry of Education and the Division of Education, Innovation and Energy, Tobago House of Assembly conduct interviews using a structured instrument which was designed by the Commission, to identify candidates who meet the requirements to determine their suitability to teach in a primary school.
- ✚ Successful candidates are placed on an Order-of-Merit list (OML) established by the Commission for future placements when vacant offices arise. An Order-of-Merit List is valid for a period of two years.


Table 2 illustrates the number of candidates who were successful at interviews for offices of Teachers (Primary).


Table 2
Number of Persons Interviewed and Successful for Offices of
Assistant Teacher (Primary) and Teacher I (Primary)


Year	No. of Persons Interviewed	Successful candidates placed on OML
2018	206	162
2019	315	249
Total	521	411

Recruitment of Secondary School Teachers

The existing recruitment and selection process for entry level secondary school teachers include the following:

-  An individual who is registered as a Teacher applies to the Ministry of Education and Division of Education, Innovation and Energy, Tobago House of Assembly for the position of Teacher in a secondary school.

-  The Ministry of Education and the Division of Education, Innovation and Energy, Tobago House of Assembly through their Curriculum Division assess the applicant and certify him/her as being competent to teach at a particular level. This certification may be at either the level of a Teacher I, II or III or Technical Vocational Teacher I to IV.

-  The applicant's file/assessment is then sent to the Commission where an interview is conducted to ascertain their suitability and fitness for an appointment.

- ✚ If the applicant is successful at the interview, his/her name is placed on an Order-of-Merit List and sent to the Ministry of Education or the Division of Education, Innovation and Energy, Tobago House of Assembly, for subsequent placement in a secondary school when such a vacancy may arise.

For the office of Teacher in Secondary Schools, during the period 1st January, 2018 to 31st December, 2019 a total of eight hundred and seventy- four (874) persons were interviewed in the various subject areas with seven hundred and two (702) being placed on Order-of-Merit Lists as follows:

Table 3
Number of persons Interviewed and successful for the office of
Secondary School teachers

Year	No. of Persons Interviewed	Successful candidates placed on OML
2018	436	388
2019	438	314
Total	874	702

Table 4**Persons interviewed in various subject areas for the year 2018**

No.	SUBJECT	Number of persons interviewed
1	AGRICULTURAL SCIENCE	14
2	BIOLOGY	22
3	BUSINESS	37
4	CHEMISTRY	17
5	COMPUTER SCIENCE	24
6	EDPM	9
7	ECONOMICS	26
8	ELECTRICAL & ELECTRONIC TECHNOLOGY	16
9	ENGLISH	28
10	GEOGRAPHY	27
11	HISTORY	40
12	HOME ECONOMICS	6
13	MATHEMATICS	39
14	MECHANICAL ENGINEERING TECHNOLOGY	9
15	MUSIC	24
16	PHYSICAL EDUCATION	27
17	PHYSICS	5
18	RELIGIOUS EDUCATION	3
19	SOCIAL STUDIES	12
20	SPANISH/FRENCH	24
21	TECHNICAL DRAWING	7
22	VISUAL ARTS	20
	TOTAL	436

Table 5**Persons interviewed in various subject areas for the year 2019**

No.	SUBJECT	Number of persons interviewed
1	AGRICULTURAL SCIENCE	5
2	AUTO MECHANICS	2
3	AUTOMOBILE & DIESEL	2
4	BEAUTY CULTURE	3
5	BUILDING AND FURNITURE TECHNOLOGY	3
6	BIOLOGY	21
7	BUSINESS	32
8	CHEMISTRY	13
9	COMPUTER SCIENCE	27
10	DRAMA/DANCE/THEATRE ARTS	23
11	EDPM	6
12	ECONOMICS	12
13	ELECTRICAL & ELECTRONIC TECHNOLOGY	2
14	ENGLISH	38
15	GEOGRAPHY	30
16	HISTORY	30
17	HOME ECONOMICS	29
18	MATHEMATICS	35
19	MECHANICAL ENGINEERING TECHNOLOGY	10
20	MUSIC	20
21	PHYSICAL EDUCATION	23
22	PHYSICS	14
23	PLUMBING	1

No.	SUBJECT	Number of persons interviewed
24	SOCIAL STUDIES	18
25	SPANISH/FRENCH	14
26	TAILORING	1
27	TECHNICAL DRAWING	9
28	VISUAL ARTS	15
	TOTAL	438

3.2b Appointments/Promotions – Administrative Offices-Delinked Offices

Appointments /Promotions of all persons to the Teaching Service are made on the basis of merit. Merit-based appointments/promotions continue to play an essential role in ensuring that applicants are hired, and can advance, based solely on their abilities. Applicants must first satisfy the stipulated requirements of the respective office before they are interviewed for suitability. The TSC has designed and implemented assessment instruments/tools for each position for which it interviews. The instruments are aligned with roles and responsibilities required of the positions and the attributes the potential candidate should possess. Once a candidate is successfully assessed and interviewed he/she is placed on an Order-of-Merit List from which he/she can be appointed or promoted.

The following Tables show the total number of Teachers interviewed for appointments/promotions to Administrative offices in secondary and primary schools during the period 2018-2019.

Table 6


Summary of Promotional Interviews for Administrative Offices in Secondary and Primary Schools during the year 2018

Office	No. of candidates interviewed	No. of offices filled
Special Education Teacher II	8	3
Special Education Teacher I	9	6
Senior Teacher (Primary)	71	21
Head of Department (Primary)	50	14
Total	138	44

Table 7

Summary of Promotional Interviews for Administrative Offices in Secondary and Primary Schools during the year 2019

Office	No. of candidates interviewed	No. of offices filled
Vice Principal (Primary)	102	13
Head of Department (Secondary)	23	12
Dean (Secondary)	17	7
Curriculum Officer (Agricultural Science)	6	1
Curriculum Officer (Visual Arts Performing Arts)	23	4
Principal (Secondary)	45	20
Special Education Teacher I	34	24
Vice Principal (Secondary)	89	13
Principal (Primary)	140	3
Senior Teacher (Primary)	177	4
Head of Department (Primary)	83	0
Curriculum Officer (Mechanical Engineering)	5	0
Total	744	101



During 2018 - 2019 the Commission revised its interviewing instruments for the positions of Principal and Vice Principal (Primary and Secondary). It held sensitization workshops with members of the interview panels to familiarize them with these new instruments as well as new methods and techniques for assessing candidates in keeping with the selection of the best persons to lead our nation's schools. This was also implemented to ensure quality was maintained throughout the assessment exercises. Also, interviews for all administrative offices/delinked offices under the THA were done in Tobago with the collaboration and generous assistance of the THA.

The Administrative offices in the Teaching Service are as follows: -

Secondary Schools:

- ✚ Principal (Secondary); Vice Principal (Secondary); Head of Department (Secondary) and Dean (Secondary).

Primary Schools

- ✚ Principal (Primary); Vice Principal (Primary); Head of Department (Primary); Senior Teacher (Primary).

De-linked offices in the Teaching/Education Sector

The delinked offices in the Teaching/Education sector are as follows

- | | |
|---|---|
| ✚ Chief Education Officer | ✚ Curriculum Coordinator |
| ✚ Director of Curriculum Development | ✚ Curriculum Officer |
| ✚ Director, Educational Planning | ✚ Guidance Supervisor |
| ✚ Director of School Supervision | ✚ Guidance Officer II |
| ✚ Director Educational Research and Evaluation | ✚ Guidance Officer I |
| ✚ Director of Educational Services | ✚ Technical/ Vocational Education Supervisor I-II |
| ✚ Director Operations | ✚ School Supervisor III |
| ✚ Chief Examiner | ✚ School Supervisor II |
| ✚ Assistant Director, Educational Research and Evaluation | ✚ School Supervisor I |
| ✚ Education Facilities Planner | ✚ School Supervisor I (Technical) |
| ✚ Educational Testing Officer II | ✚ Supervisor Technical Teacher Training |
| ✚ Educational Testing Officer I | ✚ Supervisor of School Publications |
| ✚ Education Research Officer | ✚ Supervisor School Broadcasting |
| ✚ Evaluation Officer | ✚ School Publication Assistant |
| ✚ Education Broadcasting Officer II | ✚ Education Extension Officer I – II |
| ✚ Education Broadcasting Officer I | ✚ Education Liaison Officer I - II |

Table 8

Promotions/Appointments made to Administrative and De-Linked Offices

Office	Offices filled in 2018	Offices filled in 2019
ADMINISTRATIVE OFFICES		
Principal (Secondary)	1	23
Vice Principal (Secondary)	18	26
Principal (Primary)	9	6
Vice Principal (Primary)	0	15
Dean (Secondary)	161	8
Head of Department (Secondary)	6	12
Head of Department (Primary)	14	13
Senior Teacher (Primary)	21	4
Teacher III (Secondary)	97	113
Teaching II (Secondary)	20	18
Teacher I (Secondary)	2	2
Teacher I (Primary)	205	225
Technical Vocational Teacher I	3	3
Technical Vocational Teacher II	16	6
Technical Vocational Teacher III	0	0
Technical Vocational Teacher IV	6	3
Special Education Teacher I	6	24
Special Education Teacher II	3	0
Sub Total	588	501
DE-LINKED OFFICES		
Director of School Supervision	1	0
Curriculum Officer	7	12
Schools Supervisor III	4	0
Schools Supervisor II	1	0
Schools Supervisor I	6	2
Guidance Officer II	7	0
Guidance Officer I	14	1
Sub Total	40	15
Total	628	516

3.2c Other Activities Related to Appointments

During the reporting period, the Commission also considered and approved other positions which impact on the efficiency of the Teaching Service including acting and temporary appointments, confirmation of appointments and transfers, See details below.

Table 9

Other Activities Related to Appointments

Other Activities Related to Appointments	2018	2019
Acting	1016	409
Temporary	1559	274
Confirmation	376	442
Transfers	161	189
Release on Secondment	5	5
Appointment on Secondment	40	15

4.0 OTHER INITIATIVES - STAFF TRAINING/ TRAINING FOR STAKEHOLDERS

During 2018-2019, members of staff at all levels of the SCD were exposed to a range of training courses and workshops. This is a continuous exercise to upgrade the skill and competency levels in the Secretariat to support the Commission's work. The training programme was managed so as to ensure alignment between the training activities and the strategic priorities of the organisation. Accordingly, in-house training activities were conducted in the areas detailed.

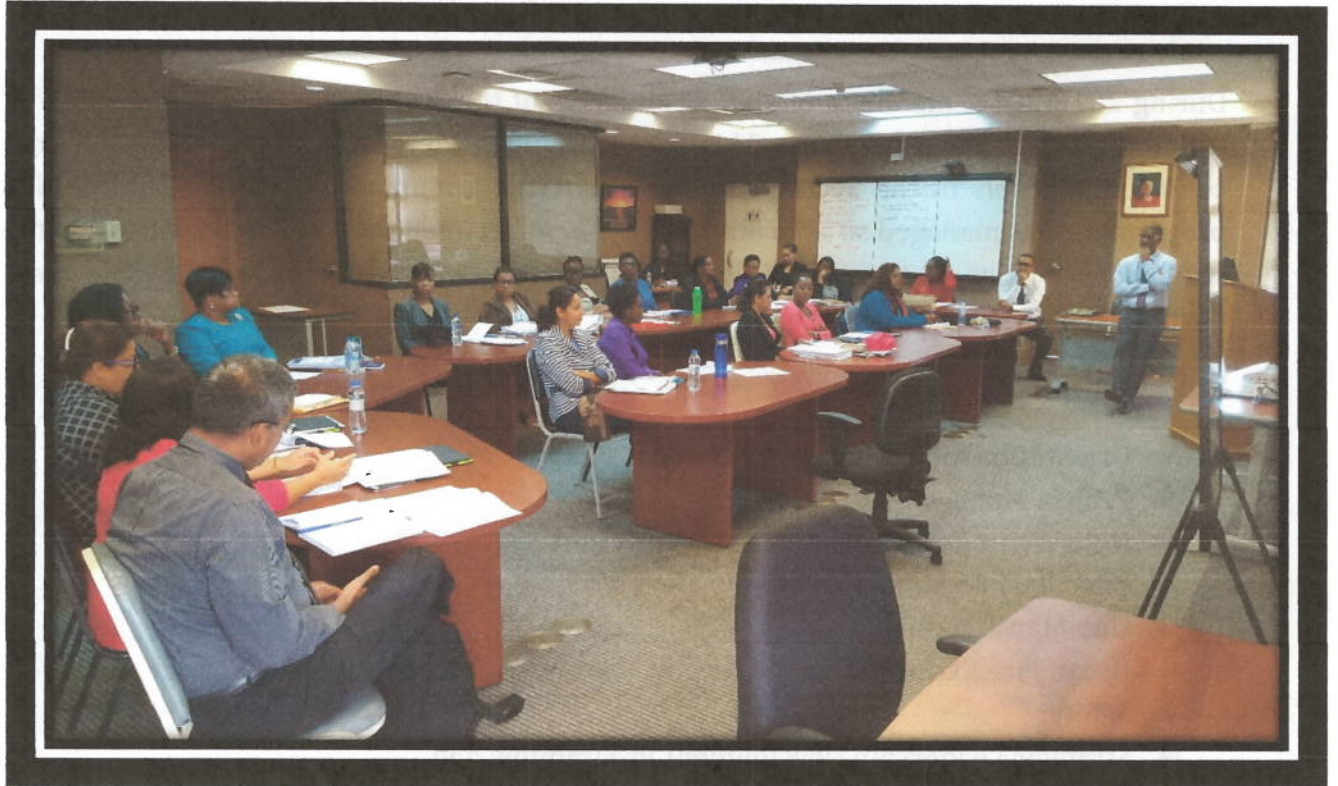
Staff Training

- ✚ Orientation for Human Resource Advisers I;
- ✚ Project Management;
- ✚ Note Writing for Human Resource Advisers;
- ✚ Effective Presentation Skills
- ✚ One-Man Tribunal;
- ✚ Use of Fire Extinguisher;
- ✚ Safety;
- ✚ Strategic Leadership Development Programme; and
- ✚ Addressing Stress Workshop

Training for Stakeholders

- ✚ Workshops for School Supervisors.

Strategic Leadership Development Programme



Addressing Stress Workshop



The SCD was also able to access relevant training from the Public Service Academy of the Ministry of Public Administration, the Ministry of Finance, Project IHRIS Office and the Office of Procurement Regulations. The training accessed from these institutions is detailed below:

Public Service Academy, Ministry of Public Administration

1. Communications for Effective Customer Service;
2. HRM in the Public Service of T& T: A Training Needs Analysis;
3. Ministerial Performance Management Framework;
4. EDP for Senior Public Officers;
5. Strategic Approach to Procurement;
6. Improving Workplace Productivity;
7. Introduction to Public Service Accounting procedures;
8. Administration of Government Contracts;
9. Ethics, Accountability & Good Governance;
10. Succession Planning in the Public Service;
11. Coaching and Mentoring Skills for Managers;
12. Preparation of Pension and Leave Records;
13. Ethical Issues in the Public Service;
14. Financial Management for Non-Accounting Officers;
15. Leading for Results from the Middle;
16. Introduction to Ethics and Values;
17. Inventory Control and Management;
18. Emotional Intelligence;
19. Supervisory Management;
20. Fundamentals of the Internal Audit & Function;
21. Creativity and Innovation for Leadership;
22. Modernisation and Standardisation of HRM: Workforce Planning;
23. Responding to Parliamentary Committee Queries;
24. Conflict Resolution;
25. Presentation skills for Senior Managers;
26. Strategic Communication for Engaging Citizens;
27. HR for Non-HR Professionals;
28. Freedom of Information;
29. Risk-Based Auditing; and
30. IGP/IHRIS Upgrade Oracle Workshop.

5.0 DISCIPLINE

The disciplinary process in the Teaching Service is guided by Regulations 84 – 114 of the Public Service Commission Regulations as adopted by the Teaching Service Commission and the Education (Teaching Service) Regulations: Part VIII, Code of Conduct. Additionally, the Commission is cognizant of the constitutional provisions **“to remove and exercise disciplinary control over persons holding or acting in such offices and to enforce standards of conduct of such officers...”**.

During the reporting period, the total number of disciplinary matters which were referred to the Commission for its attention are as follows:

Table 10

Total numbers of Disciplinary Matters

Year	No. of Matters
2018	107
2019	99

The Commission notes that there are numerous issues in effectively disposing of disciplinary matters such as the length of time it takes for court charges to be determined, the length of time it takes for matters to reach the stage of hearing before the Disciplinary Tribunals and the non-appearance of witnesses before Disciplinary Tribunals. Notwithstanding, these issues the Commission continues to work on improving the standards of discipline within our nation’s schools.

See Table 11 for a breakdown of disciplinary matters for the period 2018 – 2019.

Table 11
Breakdown of Disciplinary Matters

CATEGORY	NO. OF MATTERS BEFORE THE COMMISSION 2018			NO. OF MATTERS BEFORE THE COMMISSION 2019		
		COMMENTS			COMMENTS	
		Completed	Outstanding		Completed	Outstanding
Court Charges	18	2	16	13	1	12
Disciplinary Tribunals	11	6	5	16	5	11
Abandonments	44	7	37	41	1	40
Allegations of Misconduct	94	11	83	135	38	97
High Court Matters	2	1	1	3	-	3
Total	169	27	142	208	45	163

Details of Disciplinary Matters 2018-2019

Matters pending before the Disciplinary Tribunal at the end of

(1) *2018 (7 matters)

(2) *2019 (4) matters

Appeals to the Public Service Appeal Board (Nature of the matters)

2018 (1 matter)

- Disorderly Conduct

2019 (1 matter)

- Disorderly Conduct
- Willful Disregard of orders

(1) * For 2018, two matters were brought forward from previous years.

(2) * For 2019, some matters have been referred but not yet commenced.

6.0 REGULATORY FRAMEWORK

The work of the Commission is guided by a complex regulatory framework. This includes the Public Service Commission Regulations (as adopted by the Teaching Service Commission) that are not specific to the requirements for governance of the Teaching Service; and the provisions of the Concordat which pre-date the Constitution and prescribe the relationship between the Ministry of Education and the denominational boards and the Education Act.

One of the activities of the Commission has been to review its Regulatory framework. This would contribute to improved administration, decision-making and outcomes for functions under its purview. In 2018, the Teaching Service Commission started reviewing its policy decisions taken over the period January 2014 to July 2017 with the aim to amend where necessary. The Commission decided that for ease of reference, new/amended policy decisions taken at Statutory Meetings should be extracted from the minutes of such meetings, be recorded in a folder and be readily available to Commissioners at statutory meetings as this would assist the TSC when making decisions.

In September 2017, the draft Teaching Service Commission Regulations were forwarded by the Teaching Service Commission to the Office of the Prime Minister. However, in light of new developments, court decisions and other observations related to discipline, changes may need to be made to the draft submitted to make it more suitable to current conditions.

7.0 STAKEHOLDERS

The Commission (TSC) continued its close relationships with all major stakeholders. The Commission is of the view that all stakeholders in the education system should be given an audience to find areas of commonality in approaches, ideas, policies and practices to foster better working relationships and also to attain effective solutions to the existing problems. During the years 2018 and 2019, the Commission met with the undermentioned stakeholders to discuss various issues: -

- The Permanent Secretary, the Chief Education Officer, the Director of Schools Supervision and other senior officers of the Ministry;
- Denominational Boards (Primary and Secondary Schools);
- The Trinidad and Tobago Unified Teachers Association;
- Association of Principal of Assisted Secondary Schools;
- The Children's Authority of Trinidad and Tobago; and
- Other interested stakeholders such as the Roman Catholic Archbishop of Trinidad and Tobago.

8.0 CHALLENGES

During the period under review the Commission encountered a number of challenges which would have affected its work. Details of some of these challenges are provided below.

i. Issues affecting Tobago

The Executive Director, Human Resource Management and staff of the Teaching Service Commission Secretariat, have met with the Administrator, Division of Education, Innovation and Energy and her staff in an attempt to rectify some of the underlying issues that have been highlighted by both parties in conducting the day to day operations. Alternative methods to increase communication between the parties involved were discussed, for e.g. the use of Skype or Zoom can be introduced to conduct interviews. These media can also be used to have meetings as financially it is not always feasible to have a physical presence when requested. The issues will not be resolved immediately, however, the Commission is committed to resolving all matters as quickly as possible.

ii. Punctuality and Irregularity Reports

The Commission continues to monitor the levels of unpunctuality and absenteeism in the Teaching Service. The main purpose of this is to ensure that errant teachers are held accountable and are disciplined where necessary in keeping with the Public Service Commission Regulations (as adopted by the Teaching Service Commission).



iii. Matters involving Abuse

In many instances, matters of this nature are ended prematurely as there is insufficient evidence to proceed, for example due, to the victims' unwillingness to testify.

iv. Resources

Based on the nature and number of disciplinary and court matters and the period of time it takes to reach a conclusion as well as due to the number of requests made under the Freedom of Information Act, the Service Commissions Department would be better equipped to meet these demands with additional resources in both the Discipline and Legal Departments.

v. Budgetary Allocation

The Commission's budgetary allocation has been significantly reduced over the past years. As a result of the reduced allocations, the Commission has had to review its plans and programmes.

Table 12
Budgetary Allocation

Year	<u>Fees:</u> (used for Legal fees, Stipend for Interview Panels)	<u>Other Contracted Services:</u> (used for assessments or psychometric testing and other services)	<u>Promotion Publicity and Printing</u> (used for press releases, advertisements, Annual Reports)	<u>Hosting of Conferences, Seminars and other Functions:</u> (used for hosting conferences, retreats and workshops)
2016-2017	100,000.00	5,000.00	10,000.00	10,000.00
2017-2018	60,000.00	0.00	10,000.00	0.00
2018-2019	60,000.00	0.00	60,000.00	0.00

9.0 ACKNOWLEDGEMENTS

In conclusion, the Commission wishes to express its gratitude to the former Directors of Personnel Administration, Ms. Anastasius Creed and Ms. Prabhawatie Maraj and former Secretary to the Teaching Service Commission Mrs. Listra Johnson and to the staff of the Teaching Service Commissions Secretariat for their valuable assistance during the years under review.

The Commission also wishes to thank all the stakeholders who continue to contribute to the development of education in Trinidad and Tobago.



Table 12
Budgetary Allocation

Category	Item	Value	Percentage	Total
Total	Item 1	1000	33.33%	3000
	Item 2	1000	33.33%	3000
	Item 3	1000	33.33%	3000

CONCLUSIONS

The study has shown that the budgetary allocation is a complex process that requires careful planning and execution. The results of the study indicate that the budgetary allocation is a key factor in the success of the organization. The study also shows that the budgetary allocation is a dynamic process that changes over time. The study concludes that the budgetary allocation is a critical component of the organization's financial management and should be given high priority.

The study has also shown that the budgetary allocation is a process that involves many stakeholders. The study concludes that the budgetary allocation is a process that should be managed in a transparent and accountable manner. The study also shows that the budgetary allocation is a process that should be reviewed and updated regularly.