



BUILDING BRIDGES FROM LEARNING TO SUCCESS PRIMARY SCHOOLS PROGRAMME



July 2019 – July 2024

ABBREVIATIONS AND ACRONYMS

2G	Two generation
BBP	UWTT Building Bridges from Learning to Success Impact Programme
BoD	Board of Directors
CBGs	Community Based Groups
CBO	Community Based Organisation
CDC	Centre for Disease Control
CEO	Chief Executive Officer
CI	Community Impact
CKFTO	Caribbean Kids and Families Therapy Organisation
ECCE	Early Childhood Care and Education
FPS	Funding Partners
IPs	Implementing Partners
MiFi	Mini wireless hotspot
MoE	Ministry of Education
MoH	Ministry of Health
NGOs	Non-Governmental Organizations
NTOC	National Time of Caring
OST	Out of School Time
PC	Programme Coordinator
PSG	Parent Support Group
PTA	Parent Teacher Association
SEA	Secondary Entrance Assessment
SSNN	UWTT Support to the New Norm in Primary Schools Project
UWTT	The United Way of Trinidad and Tobago

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Building Bridges to Success in Primary Schools Programme

September 2019 to July 2024

Purpose of the Report

The purpose of the Report is to highlight the achievements of the Programme from launch September 2019 to end of July 2024. The period therefore covers the time where children's education was significantly disrupted by the prolonged closure of in person schooling due to COVID-19 pandemic policy restrictions. There is much work to be done to address the learning loss among our children in vulnerable communities¹. While remote schooling allowed continuity of schooling during the lockdown, and despite the generosity of individuals and corporate sector in the form of devices and connectivity, lower income families struggle to sustain the effort needed for their children to keep up and now to catch up.

Globally, studies on learning loss in communities, which already suffer from high levels of learning poverty, calls for an acceleration and intensification of inputs for these children. Studies estimate that for countries where there were prolonged restrictions on in person schooling, the loss could be as high as 60 to 70 % of the duration of remote schooling ([Harmey & Moss, 2021](#)). For Trinidad and Tobago which had remote schooling for 2 years for primary schools, this can range from a year to a year and a half of learning lost ([Newsday, 2021](#)).

In this report, UWTT will show how we set out to preserve the integrity and resources of the Programme until school re-opened – as we recognised that the Programme would be needed more than ever on resuming in person school. In addition to adapting the Programme itself for the New Norm, more work was done to improve the capacity for programme monitoring as this will be needed to strengthen the case for resource mobilisation and advocacy. In addition, UWTT designed and implemented new initiatives under the umbrella of the Building Bridges Programme by aligning our COVID-19 response and recovery activity, from 2020 into 2024, to support the primary school communities of the Building Bridges Programme as we are committed to their recovery. These initiatives included the Support to the New Norm Project and the Family Cash Grants Programme.

1 Building Bridges Programme Overview

The multi-year UWTT Building Bridges to Success Impact Programme (BBP) was launched in 2019, with the special focus on entry level Infants 1 and 2 classes to ensure strong foundational skills and children reading to learn by age 8 or standard 2 as our target. The super goal of the Programme is to improve childhood success and resilience so that the likelihood of completing secondary school successfully is increased. It is clear that COVID-19 and resulting policies has amplified the inequity that already existed by community, gender and in our education and health sectors – there is increased need as well as opportunity to address these urgently and differently.

We have started to adapt the BB Programme 2021–2024 **to support blended schooling as part of the New Norm** – which keeps our target on supporting schools to re-open in person schooling. *Blended*

¹ Schools in Trinidad and Tobago were closed for in person school in March 2020. Secondary schools, with the emphasis on examination years, began to return in September 2021 linked to a vaccination drive mandating students but without mandate for teachers or adults. Primary school and pre-schools were reopened for in-person schooling in April 2022.

learning is an approach that leverages both digital tools and face-to-face instruction and is built on the premise that students will be attending classes in school buildings. The Programme comprises a multi-component synergistic approach to reach the children by supporting parents, teachers, school leadership (see figure 1). This is a collective working advocacy through action Programme aligned to the Ministry of Education Guidelines for re-opening schools, September 2021.

The Components of the Building Bridges to Success Programme include the following objectives (refer Figure 1):

1. Support **parents** to better engage in learning process of blended schooling.
2. Provide **teachers** with support for language development and social emotional learning, small group learning and supervision during break time.
3. Provide support to school and community leadership to create a culture of shared responsibility.
4. Promote out of school time (OST) play opportunities (music and sport)
5. Strengthen capacity for the new norm and blended schooling: including public health safety protocols and connectivity capacity of school as connectivity hub for students and teachers.

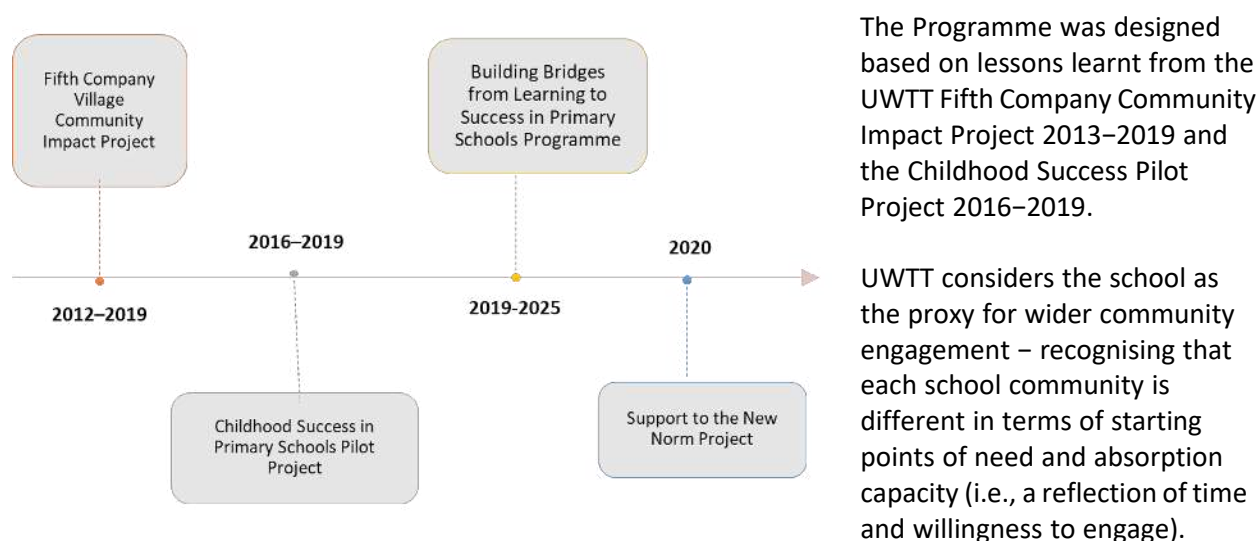


Figure 1: Genesis of Building Bridges Programme 2019–2025

The theory of change of the Programme illustrates the need for a balanced approach to achieve the desired outcomes and impact (see figure 2). The time frame for this achievement for low-income communities have increased because of the learning loss experienced. The opportunity here is to ensure that this learning loss does not extend into the children's future for a protracted basis.

The design of the Programme will have impact through its work on Sustainable Development Goal (SDG) 3 (Good Health and Well being), SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 8 (Decent Work), and SDG 13 (Climate Action).

Figure 2: Components of the UWTT Building Bridges Programme (updated July 2024)

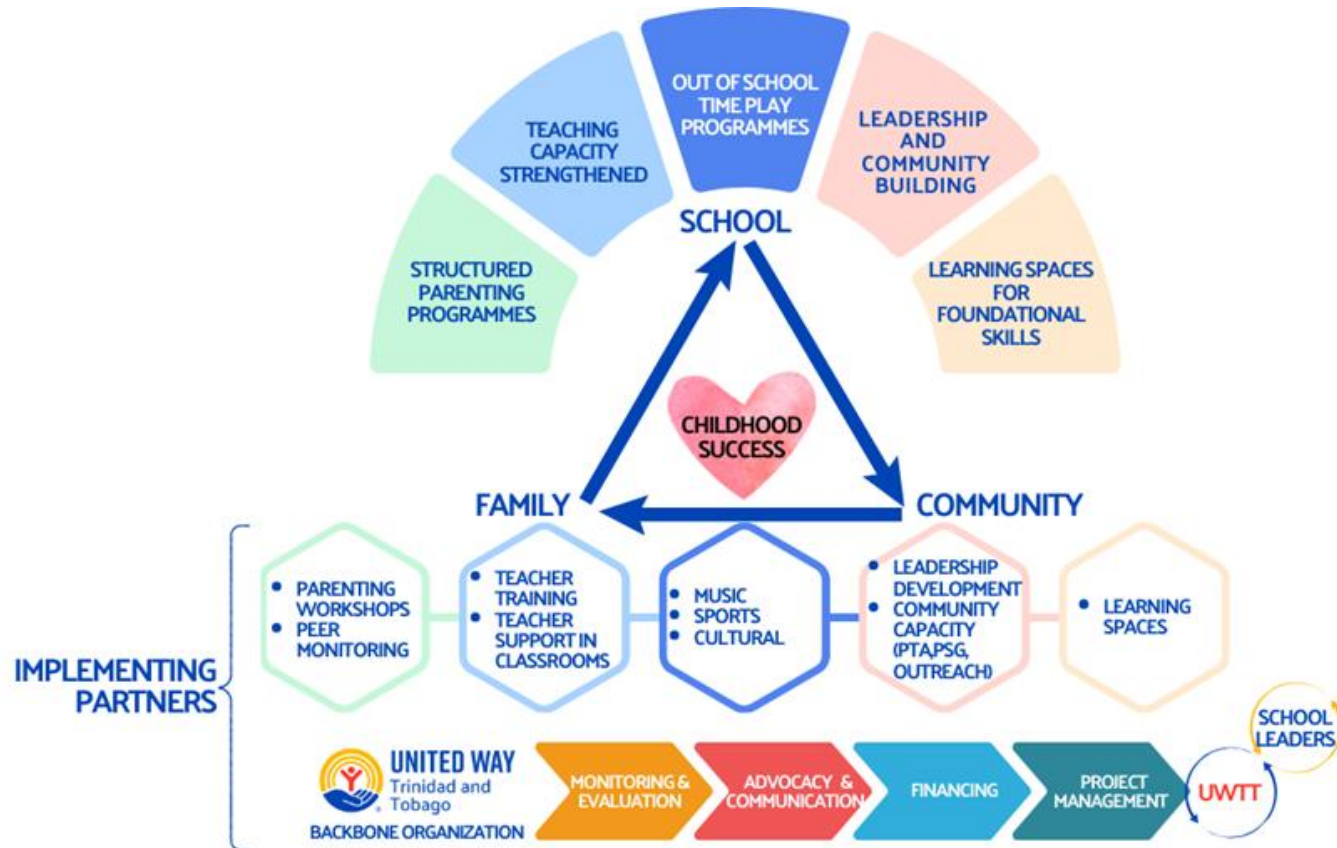
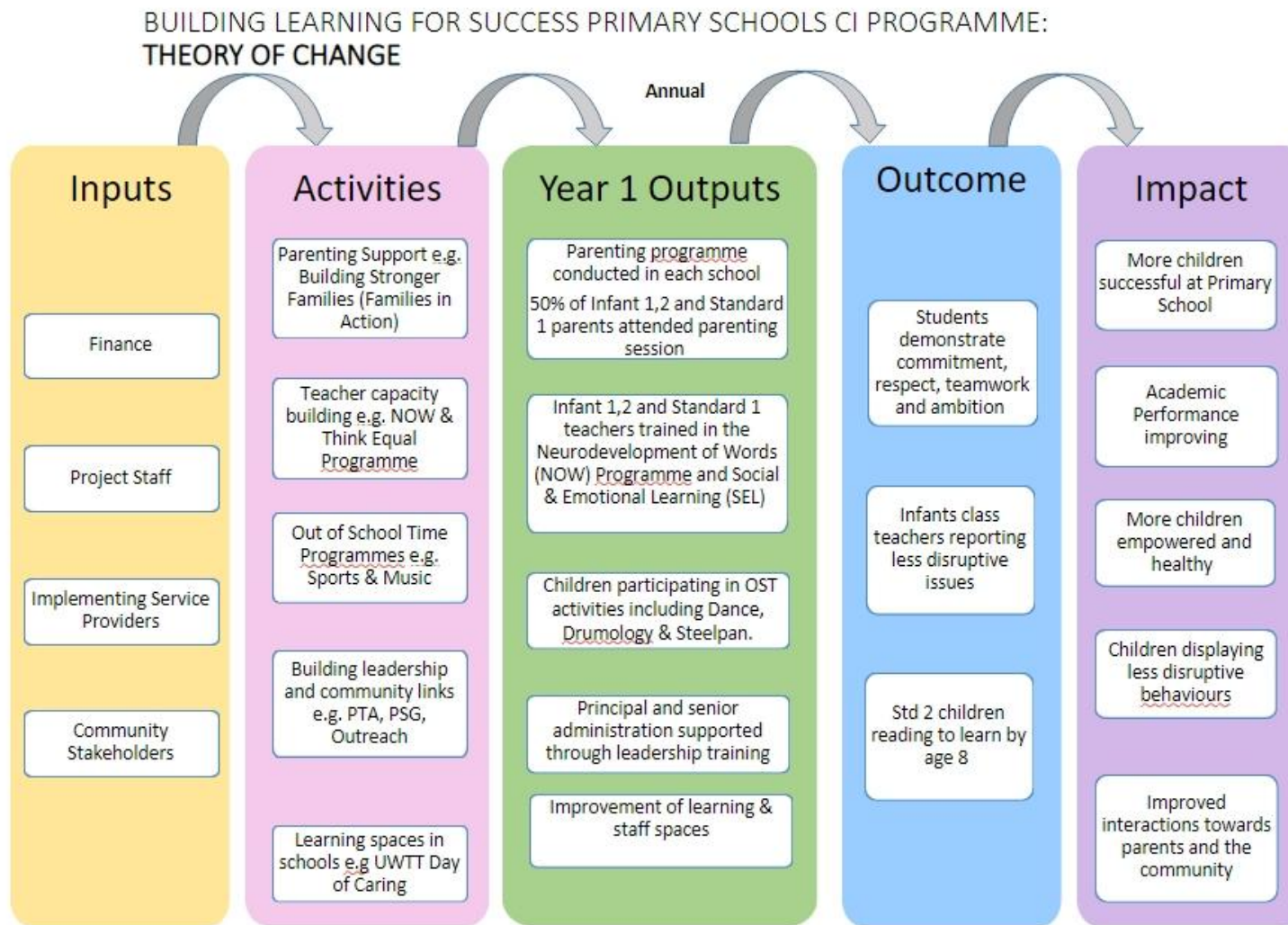


Figure 3: Theory of Change of UWTT Building Bridges Programme



2 List of Building Bridges Programme School Partners 2023–24

Over the reporting period, fourteen (14) schools participated in the Programme; six (6) schools graduated from the Programme in 2023. Many schools faced various resource constraints, not allowing them to implement the programme at the level that was required. These schools have since shown interest in returning in 2025, through projects such as the Support to the New Norm Project (SSNN) and the Think Equal Social and Emotional Learning (SEL) Project launched in 2020 and 2022 respectively. Belle Garden Anglican Primary School (Tobago) was not able to implement many components in the programme for the Academic year 2022–2023. Following discussions, the Principal indicated that he would have the same challenges in the 2023–2024 Academic Year therefore was replaced with St. David's Primary School.

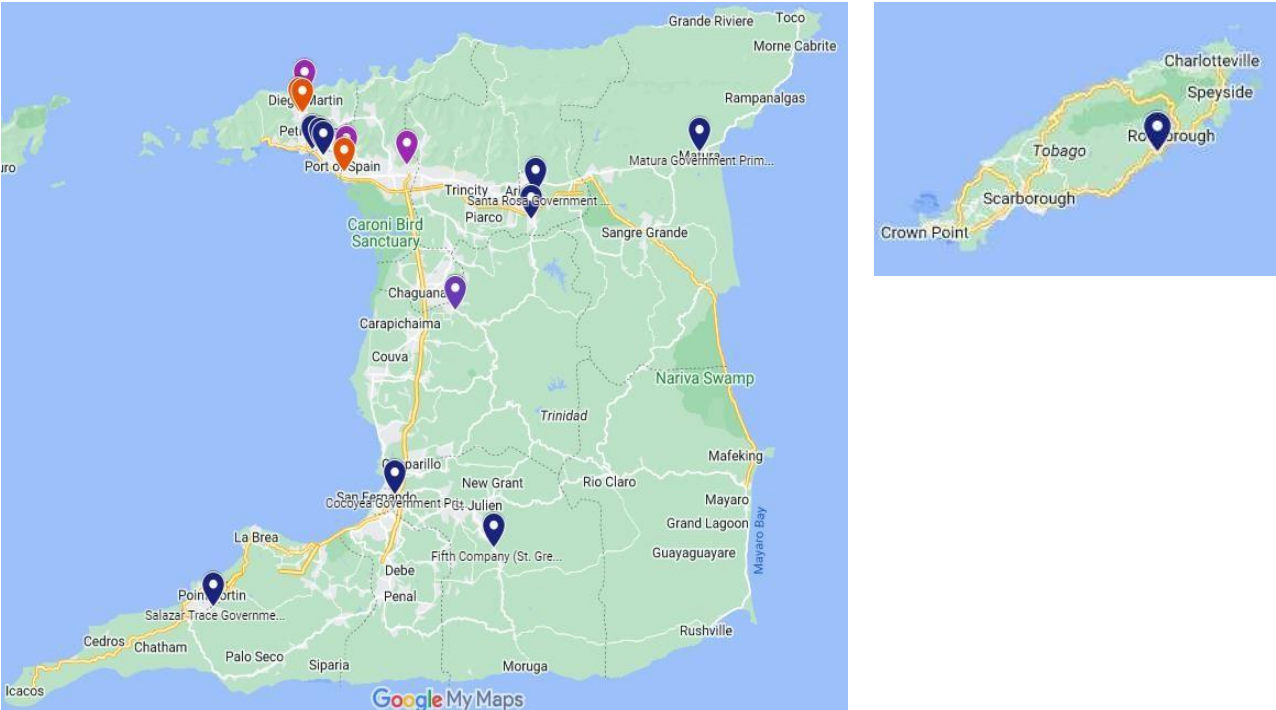
Table 1: Schools involved in the Building Bridges Programme for the Academic Year 2023-2024

	SCHOOL NAME	STUDENT POP.
1	Cocorite Government Primary School	165
2	Cocoyea Government Primary School	169
3	LaHorquetta South Government Primary School	671
4	Matura Government Primary School	275
5	Nelson Street Boys Roman Catholic Primary School	340
6	Salazar Trace Government Primary School (rural)	188
7	Santa Rosa Government Primary School	450
8	St. David's RC Primary School	145
9	St. Mary's Mucurapo Boys RC Primary School	270
10	St. Mary's Mucurapo Girls RC Primary School	512
11	Belmont Boys RC Primary School	275
12	Mt. D'Or Government Primary School	140
13	Palmiste Govt Primary School	200
14	Patna River Estate Government Primary School	305
	SUBTOTAL POPULATION	4,105
	GRADUATED/ROTATED - September 2022	
1	Diamond Vale Government Primary School	516
2	Diego Martin Boys Roman Catholic Primary School	444
3	Nelson Street Girls Roman Catholic Primary School	362
4	Marabella Anglican Boys Primary School	100
5	Belle Garden Anglican Primary School (Tobago)	225
6	Fifth Company (St. Gregory's) Anglican Primary School	164
	SUBTOTAL POPULATION	1,811
	TOTAL POPULATION	6,037

In 2024, the Programme benefitted nearly 6,000 children and their families in the wider community.

The aim was to increase the number of schools participating in the Programme to improve geographical reach as well as economy of scale while ensuring that enough resources are available to achieve the desired outcomes.

Figure 4: Map showing location of Schools and List of Schools included in Project.



3 Progress by Component

Component 1: Parenting Support

Families in Action (FIA) was contracted in December 2019 to implement their Confident Parenting Programme with a focus on the parents of infants 1 and 2 children. The approach was to conduct 6 session workshops per school community on topics which built on and complemented each other with the overall purpose to improve understanding of parents on the development of children in this age group and share practical ways how parents can support their children's learning. When schools closed on March 20, 2020, FIA and UWTT suspended the workshops as parents could not meet in person due to COVID-19 restrictions.

However, as schools continued to remain closed for in person schooling, UWTT approached FIA on resume sessions virtually, adapting the content to topics such as remote schooling support and other topics that may be useful to these parents who were experiencing significant hardships due to the economic effects of the continued lockdown. FIA re-engaged with schools in September 2020, by continuing to provide parenting support virtually until January 2023, and in person sessions with two schools have restarted in January 2023.

FIA provides UWTT with quarterly reports on progress and is currently working with UWTT on extracting key lessons learnt and how these can shape how parenting support can be improved in the period 2023–2025.

The 2023-2024 FIA Report² reached a total of 185 parents who benefitted at the end of July 2024 across nine schools within the programme.

Key challenges, consistently highlighted, include:

- Low attendance,
- Inconsistent attendance as measured by number of sessions/workshops attended by a parent,
- How to assess the outcome of the intervention related to low and inconsistent attendance,
- Introducing ways to incentivise attendance in an affordable and appropriate manner so as not to distort.

Attendance at parenting workshops were always noted as a challenge in many different projects that UWTT has invested over the years. Whereas it is easy to assume that lack of willingness is the sole reason for poor attendance, there is also an interplay of several factors for low-income communities which are:

- Nature of work where many parents have shift work or cannot ask for time off.
- Lack of awareness of benefits of greater knowledge
- Poor experience with previous parenting workshops

Despite these challenges, the parents shared that the information and program itself continue to be a source of strength for them to manage themselves and their children. Some shared their improvements in their parenting style, strategies, and approaches used.

² Families in Action [2023-2024](#) Confident Parenting Program Report

Family Cash Grants

UWTT launched the Family Cash Transfer Project in 2020, as part of our **Covid Response and Recovery Programme (CRRP)**, by mobilising the People in Crisis Funds managed by Families in Action (FIA) and National Centre for Persons with Disabilities (NCPD) to provide support to families who had lost work due to the COVID-19 crisis in the various communities supported by UWTT and Partner Agencies. Through specific resource mobilisation efforts including support from United Way Worldwide³, financial and human resources support were mobilised under the UWTT Family Wellbeing Priority Area. Families in Action helped UWTT in the disbursement of cash grants to those parents who had bank accounts – during the lockdown this was about 10% of the beneficiary pool as bank accounts were frozen if inactive for more than 6 months.

Efforts were made to encourage attendance at parenting sessions by awarding cash grants, in that parents who reported not being able to afford cell phone top ups to attend sessions as a reason for not attending consistently were recommended by FIA for a grant. Then, cash grants had to be given in advance and with trust – however this did not appear to lead to consistent attendance. Most families reported using the card for food, internet and medicines⁴.

For 2023-2024, one hundred and thirty-six (136) families received cash grants from the BB Programme participating schools, totaling \$68,000.

Support to Male Bonding at Nelson Street Boys RC

During the March 2023 monthly meeting with Nelson Street Boys R.C, the principal Ms. Frances Gervais-Heath shared that one of her major concerns was the lack of a male/father's presence in the lives of the students as it relates to school activities. Ms. Frances Gervais-Heath believes that the lack of male presence contributes to behavioral issues at school and consequently impacts academic performance. "Positive father involvement is critical to the healthy social, emotional, and academic outcomes of children at all stages of development⁵". A 2019 review study that focused on the importance of Fatherhood and their involvement with children found that to achieve optimal healthy child development, school officials must adopt a more inclusive stance toward the involvement of fathers in their children's education.

As UWTT continues to support Nelson Street Boys R.C Primary School through the Building Bridges program and the aim to achieve the super goal of reading to learn by age 8, it is imperative to support the school in creating the right environment and support systems for the young men under their purview. It is with this in mind that UWTT hosted a conference for the Principal, Guidance Officer and School Social Worker of Nelson Street Boys with an experienced Social Worker, Ms. Arlene Paul, who successfully implemented a male bonding project at the Diego Martin R.C Boys School. During the meeting, the team discussed several topics including the implementation of a project for fathers/males with the boys from September 2024 (coinciding with the intake of Infants 1), possible activities for international men's day.

³ UWW mobilized resources for the Latin America and Caribbean Countries from 3M Foundation and CitiFoundation in 2020-21.

⁴ UWTT – [Family Cash Transfer Programme 2020](#)

⁵ [Fatherhood Matters: An Integrative Review of Fatherhood Intervention Research](#)

3.2 Component 2: Teacher Support

The BB Programme aims to support teachers to improve their capacity for building foundational cognitive skills with language development as the critical stepping stone to literacy and numeracy, and social and emotional learning (SEL) to complement the Ministry of Education curriculum. Refer Figure which illustrates how SEL is so critical to building competencies to ensure success: self-control, problem solving and importantly the ability to communicate.

The BB Programme provides teacher training, mentoring support in classrooms, classroom assistant trainees and as requested materials that are often not catered for in school budgets.

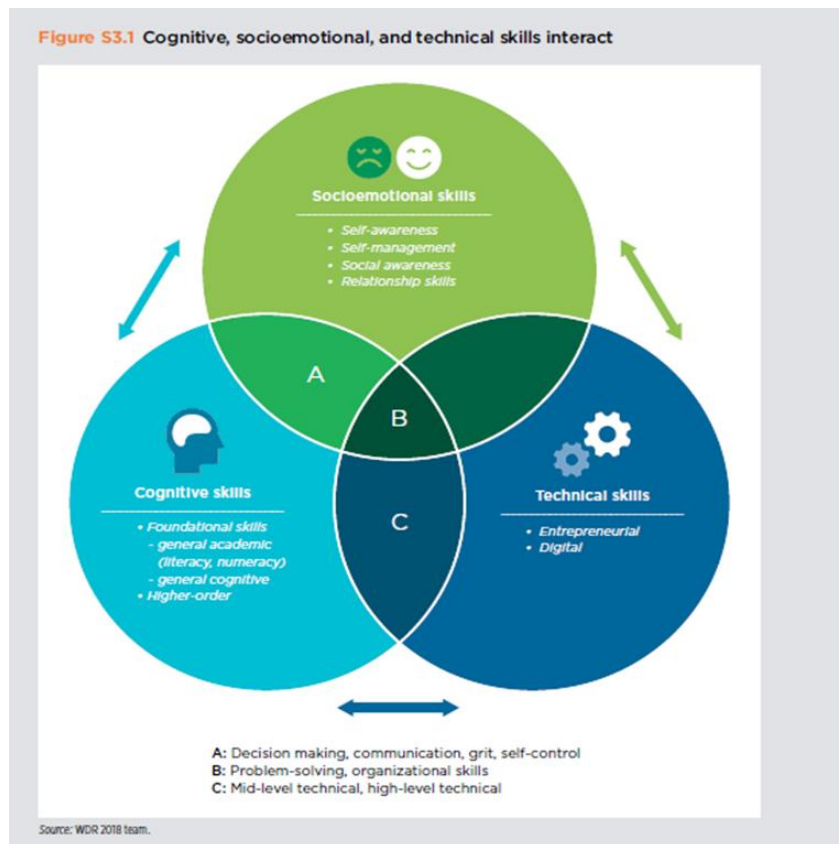


Figure 5: Foundational skills for Younger learners

This Component comprises the following activities:

A. Training Teachers for in class work

A.1. Language Development using the NOW! Programme (supported by Morris Centre)

- The NOW! Programme is geared to improving phonemic awareness as a precursor/adjunct to the use of the Jolly Phonics Programme in Primary schools.

A.2. Social and Emotional Learning using Think Equal Programme (local support to be determined)

- Think Equal⁶ is a SEL Programme focused on under 7-year-old children. UWTT had supported the Early Childhood and Care Education (ECCE) Division of Ministry of Education (MoE) in their 2019 pilot project for rollout in 2019–2020
- As of 2023-2024, all schools have been implementing the Think Equal Programme, including 3 new schools that are interested in being a part of the BB Programme (so far).

Notes:

Given the lockdown of in person school since March 2020, the incoming infants 1 and 2 students will require increased input for SEL as they would have suffered not only learning loss as it relates to language development, but also suffered from the sense of heightened anxiety and stress in their home.

⁶ [Think Equal Programme – Social and Emotional Learning \(SEL\)](#)

We can also assume that by teachers going through the training, this may also help them reflect on their own needs and see how they can incorporate into some level of self care.

Table 2: Number of Teacher and Principals involved in the Teacher Support Programmes

Number of Teachers & Principals	Month Trained	Academic Year
NOW! Programme		
34	July	September 2019-2020
22	July	September 2022-2023
25	August	September 2023-2024
Think Equal Programme		
34	July-August	September 2022-2023
4 ⁷	August	September 2023-2024

B. Mentoring Support

- B.1. Lessons learnt from our pilot project⁸ and working with NGO partners involved with teacher training are that training requires both monitoring for iterative improvements, particularly with new approaches or a new tool, as well as needs to be supported in the classroom for the teacher to feel confident in using the tool/skills.
- B.2. Mentoring needs to be regular and could take the form of encouragement, clarification on techniques, observation, conducting part or whole of the session at times.
- B.3. UWTT, Morris Centre, FIA, Let's Read and TE are providing mentoring support for the NOW! Programme and for the Think Equal SEL Programme which can take the form of observation, co teaching, and at times conducting the lesson if teacher is absent.
 - NOW! Programme
 - 17 teachers were mentored for Academic year 2019-20
 - 17 teachers were mentored for academic year 2022–23, total 956 in-class mentorship sessions.
 - Think Equal SEL, UWTT directly liaised with schools and teachers to determine pace of implementation of the programme in the classrooms and worked with Think Equal Global support on scoping the type of support that teachers need based on our monitoring observations. Let's Read, Morris Centre and FIA have been also advising as opportunities present during their visits.

C. Classroom Assistants Trainee Support

- C.1. The Classroom Assistant Trainee Pilot Project⁹ was launched in July 2022 for schools who indicated the willingness and capacity to have the Trainees in the classrooms. The aim of the Pilot Project is to provide in-classroom support to the infants 1 and 2 classes through Classroom Assistant (CA) Trainees. The role of the CA Trainee is to support the teacher in classroom organisation and introduction of play/outside breaks

⁷ Most of the teachers within the programme completed the Training in 2022-2023, therefore the figure illustrated in 2023-2024 would be new teachers to the Think Equal training within the Building Bridges Programme.

⁸ [Childhood Success Project Report](#)

⁹ [Classroom Assistant Trainee Report 2022-2024](#)

into the school day, supervision of those breaks, adjusting to new rules of the new norm such as wearing masks, washing hands, distancing protocols.

- C.2. UWTT feels that this type of support will be essential to the successful return to in person school, both to safeguard the children and to address the fears of parents, teachers, and the general public that we can be safe in schools.
- C.3. The Classroom Assistant Trainee programme ended in July at the end of the 2023-2024 Academic Year¹⁰.

D. NOW! Tutor Pilot Program

- D.1. United Way Trinidad and Tobago proposes to expand the support to the NOW! Program¹¹ by adding a subcomponent of the BB Programme by providing Tutor support as a pilot project in September 2024 in the following six (6) schools:
 - Mt. D'Or Government Primary School
 - St. David's R.C. School
 - Patna River Estate Primary School
 - Cocorite Government Primary School
 - Nelson St. Boys R.C Primary School
 - Belmont Boys R.C Primary School
- D.2. For the upcoming academic year 2024-2025, UWTT plans to recruit three(3) specialized tutors to implement the NOW! Programme, focusing on the implementation of the programme as dictated by the Morris Centre (expected area of focus included phonological awareness, reading fluency, and spelling). The tutors will work in small groups with students across the selected schools, providing targeted support and tracking progress to ensure effective literacy development.
- D.3. The primary purpose of recruiting NOW! Tutors is to enhance the implementation of the NOW! Programme, to provide consistent and effective exposure for students. The tutors will play a crucial role in improving students' phonological awareness and literacy development, which are foundational for their future educational success. The programme also aims to align with UWTT's broader goals of improving quality education, reducing inequality, and eliminating poverty, contributing to the National Vision 2030 Theme 1: Putting People First, Nurturing our Greatest Asset. This will replace the CAT component of the BB Programme and is budgeted at a cost of \$225,000 for the upcoming academic year.
- D.4. This expansion aims to build on the successes of the Building Bridges Programme by focusing on key areas of early literacy development by hiring more experienced tutors to support the Literacy component of the BB Programme.

E. Introduction of Homework Centres

- E.1. Another proposal is to expand the Build Bridges Programme with the super goal of learning to read by age 8, through Homework Centres. These centres are to be funded through corporate sponsorship as a subcomponent of the BB Programme.
- E.2. Purpose:
 - The Homework Centre proposal seeks to expand the BB Programme initiative by establishing Homework and Learning Support Centres in five (5) primary schools. The goals is to provide targeted academic assistance, reinforce classroom learning, and foster parental involvement in students' education.
- E.3. Objectives:
 - Improve Academic Performance – Offer dedicated homework assistance to help students understand

¹⁰ Classroom Assistant Trainee Final Report 2022-2024

¹¹ [Terms of Reference NOW! Tutor](#)

and retain academic material, leading to better performance.

- Address Learning Gaps – Provide support for students facing challenges due to a lack of understanding or home support.
- Increase Homework Completion Rates – Create a structured environment to reduce distractions and ensure homework is completed accurately and on time.
- Support Social-Emotional Development – Provide a safe environment where students can develop confidence, resilience and essential life skills.
- Strengthen Parental Involvement – Conduct termly workshops to guide parents on supporting their children’s learning, enhancing overall parental engagement.
- Reinforce Classroom Learning – Alleviate some of the teachers’ burdens by providing additional support outside of school hours and ensuring students are better prepared for their classes.

E.4. Key Achievements:

- 8 candidates recruited for the school year September 2023-24
- 6 schools (St Gregory’s Fifth Company Anglican, Matura Government, Salazar Trace Government, Nelson Street Boys RC, La Horquetta South Government, Cocoyea Government - with 2 trainees assigned to 2 latter schools)
- Principals and Teachers reporting a high level of satisfaction with the support from the CA Trainees, the motivation and attitude of the Trainees to their work.
- Trainees express a high level of appreciation for the opportunity provided by the Project however some feel they have been affected by the high levels of absenteeism and disruption particularly in Term 1 September. (It was noted by all principals that the social and emotional skills of the incoming infants 1 were low)
- Ms. Victoria Bryne, the classroom mentor mentioned that students who were struggling to grasp the concept of the NOW program benefitted from the support of the Classroom Assistant Trainees who used games to conduct reviews of the sessions.
- The programme ended with the graduation of 14 Trainees who will move onto further education and/or employment.

3.3 Component 3 School and Community Leadership Support

The Building Bridges Programme is implemented under principal's discretion and written consent to be a partner. Principals and senior teachers are stewards of the school and provide the interface for stakeholders like UWTT with both the school community and the Ministry of Education. We have begun to streamline the arrangements whereas, schools should be actively interested and participating in Components 1, 2 and 3. Prior to 2020, schools usually started their engagement under Component 5, through relatively small beautification projects implemented by corporate partners under auspices of the National Day of Caring Event. However, the heart of the Building Bridges Programme are the inputs provided through programmes not infrastructure, which should fall under the purview of the respective owners of the facilities.

The capacity and willingness of the Principal to engage with the purpose of the Building Bridges Programme is critical to achieving the outcomes and longer-term impact we seek from implementing the Programme with the school. The systems thinking approach used in the design of the Programme is based on the global data that a balanced and integrated range of activities is required for long lasting change, recognising that the results will take time. The long-term vision of the Building Bridges Investment in the incoming Infants is to improve likelihood of graduating from secondary school, as it is interventions in this age group that has been shown to be most cost effective. It is not either easy nor simple messaging, as fast results and siloed thinking are often the way we implement projects.

The mainstay activity of the component is regular meetings of the Principals aimed at creating a network of primary school leaders who can share their capacity with each other as well as lessons learned from working with the Building Bridges Programme. The joint meetings are supported by routine individual meetings (via MS Teams and WhatsApp during COVID shut down) and school visits.

School visits were conducted with all 14 participating schools during the 2023-2024 academic year, with at least one meeting per term. It is through this interface that UWTT improves our understanding of the school community needs, strengths as well as ensure that the BB Programme implemented in this school community is appropriate and relevant to this community.

FEEL – Foundation for the Enhancement and Enrichment of Life

UWTT supports the School to enroll in the Foundation for the Enhancement and Enrichment of Life (FEEL) Clubs. Through this partnership, the school is eligible to receive distributions for school supplies as well as food supplies to be shared with the families in the school. While principals welcome the inputs, there are challenges with organizing transportation and for the community distribution of food, decanting the goods into smaller packages. UWTT has continued to work with FEEL on achieving a longer notice time for distributions, more relevant content for communities to improve the uptake.

Together with the Family Cash Grants, the FEEL Club food distributions provides the Principal ways to interface with parents and families and in some schools, we are beginning to see the involvement of Parent Support Groups or PTAs as a step forward in community building.

All participating schools have been registered with FEEL at the start of the academic term with the exception for St. David's R.C School who came on in January 2024. The following schools: Cocoyea, Matura, Mt. D'Or, Nelson Street Boys, Palmiste, St. Mary's. Belmont Boys, Cocorite, and La Horquetta

collected the following items:

Computer set (6 monitors/keyboard/mouse)	Quaker Oats
Router	Floor Tiles
Face Mask	Grout
Hand Sanitizer	Hand Soap
Disinfectant Wipes	Tape
Bleach	Work Gloves
All-purpose cleaner	Storage Bins

3.4 Component 4: Out of School Time (OST) Play

Participation in high-quality Out-of-School Time (OST) programmes helps to improve student work-study habits, homework completion rates, and school grades. Of equal importance for marginalised and at risk youth, these programmes also help to increase student engagement and school connectedness, build self-esteem, improve relationships with peers and adults, and decline in negative, risk-taking behaviour. In turn, increased student engagement and performance in school can help to improve overall educational attainment. It has been shown that increasing access to engaging, relevant, and high-quality out-of-school time activities, especially for at-risk students, will ultimately help to decrease absenteeism and increase graduation rates.

There has been much documented about the effects of COVID-19 restrictions on the emotional and social wellbeing of children. Investment in more OST Play activity for children in school is a key intervention for emotional healing, social skills building and well as increasing physical activity.

This component is often the most difficult to implement and sustain inclusive of all children, regardless of ability, because of the relatively high cost of tutoring. Schools will tend to prioritise competition and/or programmes that parents will be charged fees for participation. Many families in low-income communities will prioritize 'academic lessons' over sport or music to make ends meet.

For this Component, UWTT has prioritised the OST Music Programme aimed to be inclusive of younger students. It is envisaged that the expanded learning opportunities offered in the OST Programme will support developmentally appropriate cognitive, physical, social, and emotional outcomes in the children.

Music lessons are typically offered to children whose families have the resources to access them, whilst those in underserved and poorer communities are not provided that opportunity. Even for primary public schools which have been provided a pan tutor, they do not teach the infants 1 and 2 classes. The benefits of teaching music to children and effects of music on the brain are proven to foster creativity and improve development. Young children who learn, study and practice music also improve many other skills such as reading, writing, and conveying their thoughts more clearly. The Project will bridge that gap by the introduction of a music literacy programme around the steelpan and other instruments such djembe drums.

The steelpan is unique, the national instrument of Trinidad and Tobago, as the only acoustic musical instrument invented in the 20th century capable of being played in orchestral formation. Since independence, pan has helped shape a sense of national consciousness, while also perpetuating feelings of solidarity in many grass-roots communities. Pan is viewed as an indigenous creation that transcends ethnic heritages and helps draw the nation's diverse groups together and express a sense of a common identity. Tuition is easily accomplished by rote learning, making it easily adaptable to all ages particularly to those children with special needs.

We are also fortunate that for the new normal of living with COVID 19, pan and drums are considered low risk musical instruments as percussion instruments. Classes can be safely held while reinforcing policies of controlling group size, using outdoor spaces, physical distancing, practising hand hygiene and sanitising shared instruments. Sticks are inexpensive enough that each child can be given their own. Refer Figure 6 for Guidelines from a Harvard School of Public Health on how music and theatre classes

can be reimagined in the New Norm¹².

Figure 6: The importance of Music and tips for the New Norm

Reimagine music and theater classes

- Replace higher-risk music and theater activities with safer alternatives
- Move outdoors
- Increase space between performers

Music education is associated with numerous benefits, including higher academic scores, better memory recall, and the development of areas of the brain related to language and reasoning. Music and theater education should continue, but there are ways they can be made safer. Instruments that do not involve blowing air from the mouth, such as percussion or strings instruments, could be used instead of higher-risk woodwind instruments, which have the potential for spread of aerosols and droplets. Singing and voice projection are also higher-risk activities that carry a risk of viral transmission through aerosols and droplets. In-class instruction in these higher-risk activities can be replaced with outdoor practice (weather permitting), music theory, theater history, or vocal anatomy lessons. Another option is to continue online instruction for certain instruments, choirs, or ensembles, or practice outdoors in smaller, well-spaced groups. Additionally, all equipment, even student's personal instruments, should be cleaned routinely. Smaller music spaces such as individual practice rooms may be difficult to properly ventilate, so there should be time set aside to keep the door open and clean the room in between uses, or the rooms can be temporarily closed. In theater classes, it may be preferable to focus on rehearsing monologues, remote performances, more performances with small casts that do not require close interaction or performances that can be rehearsed outdoors.

Learning to play the pan together as a band, with children playing the different pans that make up the steel orchestra, helps them to understand the importance of team work because the teacher will give the music to a section leader who has the responsibility of teaching all the other players in his/her section. It teaches the student the importance of cooperative learning, that there is no 'I' in the band, it is always 'we'. This helps the children develop how important it is to be models firstly in their section and then in their community. In this way, playing in a band supports social and emotional learning skill sets shown in Figure 7, particularly those of self-awareness, self-management, and relationship skills.

¹² [Keeping Schools Open Needs to be Prioritized – Schools for Health](#)

Figure 7: Social and Emotional Skills (www.Casel.org)



The primary aim of the music programme is to promote music as an outlet and an opportunity for the children of the school to connect, while leveraging the benefit that accrues to the education and development of the whole child particularly in communities where this avenue is out of reach of most families. UWTT had supported the pilot OST music programme with the Music Literacy Trust¹³(MLT) for the children at St Gregory’s Fifth Company AC Primary School Moruga¹⁴ The programme was structured to include instrument practice, literacy, motivational talks, and visits by well-known musicians. The Programme has shown to improve cognitive, emotional, and academic achievement. Furthermore, to ensure sustainability, the Programme encourages the creation of a cadre of musicians within the school community to support the band after the project ends.

Key lessons learnt/achievements

- St. Mary’s Mucurapo Boys RC Primary School
 - Although primary schools reopened for in-person school in April 2022, attendance was neither full nor consistent, so work on the OST Music Programme at Mucurapo Boys RC Primary School was deferred to September 2022 at the request of the school. However, Term 1 of the academic year 2022–2023 remained quite disrupted due in part to remaining COVID–19 quarantine and isolation rules and in part due to the residual fear and mistrust of information around what it means to adjust to the New Norm.

¹³ Music Literacy Trust – [10-year Anniversary October 2014](#)

¹⁴ St. Gregory’s Primary School [Preliminary Judging 2020](#)

- UWTT, with the funds available, completed the procurement exercise for a pan ensemble from three different suppliers. Quotations were evaluated based on quality, delivery time, cost and if any follow up support would be available. Musical Instruments of Trinidad and Tobago Company Limited (MITTCO) was selected based as they scored highest against the criteria assessed¹⁵ The instruments were delivered in March 2023.
- In line with UWTT's focus on the infants' classes, a tutor experienced with teaching the age group of under 7-year-olds started in March music sessions with one of the Infant classes, twice a week. The school and the class were selected as it is also implementing other programmes supported by UWTT, including the Neurodevelopment of Words (NOW!) and Social and Emotional Learning (SEL) implemented with Morris Centre and Think Equal respectively.
- Work in Term 3 continued supporting the school to recruit community members to start a pan tutoring programme in the school. Standard 5 children who have finished their Secondary School Entrance Examination (SEA) would benefit from being involved. A 2-week camp was successfully planned and implemented as a way to kick start the steelpan programme for the next school year.
- 20 sessions were provided to 20 students (infants 1) of St. Mary's Mucurapo Boys RC Primary School in Term 2 and 3 of the 2022–2023 Academic Year.
- St. Mary's Mucurapo Steel Angels Orchestra Camp was hosted between July 10 – 21st benefitting 38 students and implementing 30 sessions¹⁶
- Matura Government Primary School
 - UWTT received Tranche 2 grant funding from Scotiabank Foundation for the OST – Steel Pan procurement for Matura Government Primary School.
 - Steelpanns were procured for the school with the support of The Scotiabank Foundation.
 - Through the SSNN, UWTT worked with the school to construct a music room. The project was estimated to be completed in the first quarter of 2024 at a cost of ~\$75,000.
- Cocoyea Government Primary School
 - The 2023-2024 academic year saw continued successful implementation of the whole school Drumology and Dance.

¹⁵ Ensemble comprises of 5 Tenor pans, 2 double seconds, 1 double guitar, 1 triple cello, 2 x 6-piece bass pans.

¹⁶ [MLT St. Mary's Camp Report July 2023](#)

3.5 Supporting Blended Schooling and capacity for the New Norm

As a direct result of school closures for in person schooling, the objective of this component was adapted from the original purpose of supporting relatively small projects related to the priority areas of the Building Bridges Programme e.g., libraries, staff rooms, reading spaces.

In July 2020, UWTT launched the **Support to the New Norm (SSNN) in Primary Schools Project** (as our collective advocacy through action National Time of Caring (NTOC) Project) with the goal to support schools in the BB Programme to re-open as efficiently and safely as possible and minimize barriers for children to return to in person school. This is in recognition that many families will still be in economic recovery for some time to come.

The SSNN Project¹⁷ aimed to improve capacity for washing hands, wearing masks, distancing, ventilation, and school connectivity as the fundamentals to operating safely in the new norm. Phase 1 ran from July 2020 to June 2021 and Phase 2 is running July 2021 to March 2023.

UWTT is committed to implement the blended schooling model, with face-to-face school as the basis for the model, as the most effective way to reduce both physical and virtual absenteeism of those most at risk for learning loss. We feel that this is necessary to address learning loss in these communities and to ensure that this crisis does not increase the number of schools dropouts in the future. We used our resources to improve the resilience and capacity of these schools to manage living with the new norm.

While the investment is being targeted on the 15 primary schools in the UWTT Building Bridges Programme, we are hoping that we can help provide a model for other schools and partners to use. For example, UWTT collaborated with Habitat for Humanity by sharing the design for the handwashing troughs that they used in the schools they support.

The Project was started in August 2020 with mobilisation efforts to raise necessary funding to implement the Project. Of resources mobilised, 81% came from Corporate, 3% from individuals and in-kind donations and an additional 16% from the UWTT Community Fund and United Way Worldwide. Resources mobilised, financial and in kind, for the Support the New Norm Project Phase 1 and 2 totals \$2.18 m in addition to the Building Bridges Programme funding.

In preparation for the New Norm of COVID-19, the Project, working in 15 schools, has:

- Improved handwashing capacity by installation of 40 permanent troughs stations for a total of about 80 faucets and provision of necessary consumables and accessories
- Produced over 1,000 items of child and parent friendly communication materials to the schools with material available online.
- Encourage universal mask wearing by distributing masks to the students and teachers with the distribution of over 18,000 high quality re-usable masks made in Trinidad and Tobago.
- Improved ventilation capacity in schools with upgrading of 11 classroom spaces and installation of 57 wall mounted fans
- Strengthened capacity for blended schooling through improving internet capacity in common spaces e.g., libraries, administration office in 2 schools.
- An advocacy and visibility programme developed to support the Principals and other stakeholders to develop a culture of shared responsibility for living in the New Norm

¹⁷ [UWTT Support to the New Norm Project](#)

During Phase 2, a series of projects were implemented aimed at improving ventilation in priority areas of the school and increasing capacity for blended schooling by improving school internet connectivity access. These projects included:

- Ventilation Project at St Mary's Mucurapo Boys RC School¹⁸ to reconfigure and open 6 classrooms
- Ventilation and Connectivity Projects at Cocoyea and Salazar Government¹⁹
- Blended Schooling Connectivity and Digital Library Space at Matura Government²⁰
- Ventilation improved in the infants classrooms in 10 schools through fan installation.

Evidence remains that younger children neither suffer severe COVID disease nor transmit the disease as first feared. UWTT continued to work to advocate for the safe return of the entry level classes and under 8-year old's as a key transition group who requires special consideration for their learning as well as their overall developmental needs. This is in line with the focus of the Building Bridges Programme. Investment made through the Support to the New Norm Project are those globally advocated for *building back better* for future scenarios such as we faced with COVID-19.

A wrap up video for Phase 1 of the Project was created as part of our Advocacy efforts²¹ A second video was completed to highlight the importance of ventilation in schools as part of the New Norm.

As the schools opened in April 2022, COVID-19 restrictions regarding isolation and quarantine rules remained at strict levels until February 2023. As such, volunteering opportunities at previously implemented in 2013-2019 through the National Day of Caring were limited in scope as well as many corporate partners reported challenges in mobilising volunteers. UWTT was able to implement a small-scale Time of Caring at the end of 2022 which spurred feedback from partners on readiness and interest for 2023. These UWTT Time of Caring Projects included:

- Salazar Trace Government – Painting and planter beds in internal courtyard by Atlantic LNG²²
- Matura Government – Painting of library and Standard 5 classrooms and wiring of same areas for connectivity and blended schooling – Matura Community and Woodside²³
- La Horquetta South Government – Community Garden by School parents and community volunteer²⁴
- Cocoyea Government – Community Garden by Nutrien and Painting of library and classroom by Republic Bank Ltd²⁵
- Palmiste Government – Painting of internal hallways and

¹⁸ [St. Mary's Mucurapo Boys Ventilation Project](#)

¹⁹ [Cocoyea and Salazar Project Report 2022](#)

²⁰ [Matura Government Primary School 2022-2023](#)

²¹ [Support to Primary Schools in the New Norm 2021](#)

²² [Time of Caring 2022](#) – Atlantic LNG at Salazar Government Primary

²³ Time of Caring 2022 – [Matura Government Primary](#)

²⁴ La Horquetta South Government Primary School – [Community Garden Project](#) 2022

²⁵ Cocoyea Government Primary [Garden and Green Space Project NTOC 2022](#)

Infants 1 classroom by Women of Worley

At the end of March 2023, \$1.8 million has been spent with disbursements of 41% to handwashing, 2% to communication and advocacy, 16% to mask wearing, 32% to ventilation and 7% to blended schooling/connectivity. Table 1 shows the breakdown of expenditure to March 2023.

Table 3: Support to the New Norm Project Expenditure July 2020 to March 2024

SSNN Areas of Support	2020	2021	2022	2023	2024	Grand Total
Total Income	\$856,765.82	\$784,495.96	\$620,500.00			\$2,261,761.78
Total Expense	\$303,790.29	\$967,798.56	\$620,500.00	\$51,233.14	\$285,000.00	\$2,228,321.99
Expense - 1 Handwashing	\$278,940.29	\$440,774.39		\$12,165.01		\$731,879.69
Expense - 2 Communications		\$13,437.50				\$13,437.50
Expense - 3 Mask Wearing	\$22,500.00	\$163,071.35	\$100,288.00			\$285,859.35
Expense - 4 Ventilation		\$339,815.32	\$241,595.28			\$581,410.60
Expense - 5 Blended Schooling/Connectivity			\$86,196.47	\$39,068.13		\$125,264.60
Expense - 6 Visibility		\$6,850.00	\$13,050.00			\$19,900.00
Expense - Overheads	\$2,350.00	\$3,850.00				\$6,200.00
Expense - Time of Caring Project 2023			\$21,237.65			\$21,237.65
Balance for 2024						\$149,265.00

In addition to the Support to the New Norm Project, special works were completed for St Gregory's Anglican Primary School completed in 2021 with left over funding from the Fifth Company Community Impact Project and additional funding from the UWTT Community Fund. This project was prioritised to signal to the community that efforts were underway to improve the hygiene and ventilation conditions of the school in preparation for return to face-to-face school. St Gregory's Anglican Primary²⁶ is an example of a rural community school in which internet access is not only not affordable to the average family but also generally not of sufficient quality to support consistent attendance at school remotely. St Gregory's was almost 100 % paper packages, and by the start of 2021, the school reported that many packages were not being picked up. The renovation works²⁷ included:

- Addition of new student washrooms including a disability access washroom
- Installation of a grey water system for flushing toilets
- Remedial work on guttering on one side of the school building
- Remedial work to install an electrical sub panel to support the pump for the grey water system.
- Conversion of the old washroom space into a multi-purpose outdoor space for classes in keeping with ventilation guidelines for the New Norm

The project from 2022-2023 rolled over to complete projects in 2023-2024 at the Salazar Trace Government Primary School and Matura Government Primary School²⁸.

²⁶ Overview of [St. Gregory's Washroom Renovation](#)

²⁷ [UWTT Annual Report 2021](#)

²⁸ [Support to the New Norm Project Report](#)

4 Programme Management

UWTT as the backbone organisation for this collective working programme, supported by implementing partners, has overall responsibility for programme management which include:

- Guiding vision and strategy of the Programme
- Mobilising resources (funding, human resources, gifts in kind) for the Programme
- Establishing shared measurement systems
- Supporting aligned activities
- Building broad based partner and public support

This is in line with the 5 essential elements or pillars for achieving collective impact as seen in Figure 8.

Figure 8: Five Elements of Collective Working



Key achievements as backbone organisation include:

- Programme designed launched in 2019 and adapted in 2020–2021 for the New Norm²⁹
- Monitoring framework developed January 2023 (refer Annex 1)
- Increasing implementation of aligned activities in at least 4 components across most schools (refer Figure 9)
- Capacity to monitor and report against metrics improving (refer Table 4: 2019–2022 Monitoring Trends)
- Increasing understanding of principals about the mutually reinforcing components of the Programme
- Allocation of resources from Community Fund seeded the programme with an annual allocation to ensure sustainability of programme activities given the multi-year commitment
- Harmonisation and alignment of other UWTT initiatives to the Building Bridges Programme for optimal impact and value of money available to UWTT
- Implementation of advocacy communication campaign in 2021–2022 for return to school via

²⁹ [Building Bridges Programme Framework](#)

social media³⁰

Table 9 shows that after 4 years since launch that most schools are actively participating in at least 4 Components, with the lag in the Out of School Time Play Component.

³⁰ [Annual Report 2021](#): Safer in Schools, Safer Together Campaign

Table 4: Building Bridges Programme Monitoring Trends 2019–2024

Components	Activity	2019	2020	2021	2023/2024	TOTAL22
SCHOOL POPULATION		3,905	4,940	4,700	3,970	4,641
# schools		10	15	15	14	14
# infant classes (1&2)		29	63	56	49	57
Infants Population (Inf 1 & 2)		1,144	1,236	1,161	1,123	1,319
C1 (Outcome): Structured Parenting support: Parents supported to engage in learning						-
Families in Action - Confident Parenting	# workshops	-	55	45	76	79
	# parents attending workshops	-	284	343	266	297
C2: Teacher capacity increased for foundational skills: Teachers trained and mentoring provided						-
NOW! Programme Teacher Training	# teachers trained	24	-	-	24	26
	# principals trained/Sensitized	10	-	-	4	5
NOW! Programme Teacher Mentorship	# classrooms mentored	17	-	-	17	19
	# students reached	434	-	-	434	486
Teacher Training on Diverse Learning Styles (CKFTO)	#Teachers sensitized	69	-	-	69	69
Classroom Assistant Trainee Pilot Project	# trainees assigned	-	-	-	0	2
Social and Emotional Programme (Think Equal)	# teachers trained	-	-	-	0	4
	# principals trained/sensitized	-	-	-	0	1
	# classrooms implementing	-	-	-	0	4
	# students reached	-	-	-	0	104
C3: School leadership and Community strengthened					0	-
Regular Principals Group Meeting	# meeting attended		-	8	0	4
Individual school meetings/visits	#visits/meetings		-		0	-
Family Cash Grants	# grants	-	1,036	409	0	14
	# individuals	-	4,079	-	0	-
Principals self care session (FIA)	# school principals attending	-	-	-	0	1
Leadership and Literacy Workshop	#school leadership attending	21	-	-	21	21
School supplies and Community food packages	# schools enrolled with FEEL clubs	11	15	15	11	12
C4: Out of School Time Play Programmes					0	-
Steel Pan Programme	# Music Programme ongoing	1	-	-	1	1
	#students reached				0	-
C5.: Schools for the New Norm & Blended Schooling Supported						-
SSNN Phase 1 Project	# handwashing troughs/sinks	-	-	44	-	-
	# masks	-	-	15,127	11000	11,000
	# comms materials	-	-	1,000	100	100
Pilot ventilation Project	Fans installed in classrooms	-	-	57	0	-
	#Classrooms ventillation improved	-	-	-	0	-
Blended Schooling Connectivity Project	# schools Connectivity improved	-	-	-	0	-
Community Garden Project	# school Gardens installed/revived	-	-	-	0	1
NDOC/Time of Caring 2023		-	-	-	10	11
SUBTOTAL						

5 Programme Financing and Expenditure

For the period of the Report, July 2019 to July 2024 inclusive, \$2.368 million of activity has been executed with 100% of the seed Grant of \$1.5 million in 2019 from JB Fernandes Memorial Trust I disbursed at the end of March 2024 as seen in Table 5.

About 36% of the programme expenditure has been allocated to administration and overhead with 64% to programmatic activities through contracts and grants, which include.

- Families In Action: Confident Parenting Programme 2020 – 2024
- Morris Centre: Teacher training and mentoring Neurodevelopment of Words Programme 2019 – 2020, 2022 to 2023, 2023-2024
- Moms for Literacy: Principal leadership support 2020
- Let's Read: Little Community Libraries for younger readers 2021 and completion of Digital Library Space in Matura Government 2023
- Social and Emotional Skills Building Pilot Project in partnership with Think Equal
- Classroom Assistant Trainee Pilot Project – July 2022– July 2024

However, the programme administration as outlined in Section 4 allowed the design of UWTT's COVID 19 Response and Recovery projects of Family Cash Grants, Support to the New Norm Project and Renovation of St. Gregory's washrooms – to harmonise with the strategy of Building Bridges and align to the activities of Components 1, 3 and 5.

In summary, the grant has helped UWTT leverage new resources and implement activity for the benefit of 20 primary schools and over 6,000 students in the reporting period. This has been achieved while keeping the integrity of the Programme intact and budget available for full activity for 2022–2024. The implementation value of the Joint Projects managed through Building Bridges totals \$6.9 million for the Reporting Period July 2019 to July 2024. Refer Table 6.

Families Cash Grants although funded through a different Programme Fund is aligned and managed through the Building Bridges Programme. Also, the Support for the New Norm Project. No additional management fees are leveraged on these other programmes/projects to date. To note in table 6, for the purpose of attribution, Family Cash Grants are allocated equally between Community Building and Parenting Support (component 3 and 1 respectively).

Table 5: Building Bridges Programme expenditure by Component 2019 to 2024

Expense types	1 Structured parenting support	2 Teachers Support	3 Leadership and Community Building	4 OST Play Programmes	5 Learning Spaces	6 Programme Management	Grand Total
Expense – transportation		\$3,500.00			\$9,000.00	\$3,000.00	\$6,500.00
Expense – supplies/resources		\$46,000.00		\$2,018.25	\$90,000.00		\$43,018.25
Expense – refreshments		\$5,587.50	\$115.00				\$5,702.50
Expense – programme/grants			\$13,500.00				\$13,500.00
Expense – contracts/grants	\$400,000.00	\$659,398.94	\$30,000.00	\$95,801.81	\$63,799.38	\$800.00	\$1,249,800.13
Expense – admin/overhead						\$945,560.67	\$710,334.67
Grand Total	\$400,000.00	\$714,486.44	\$43,615.00	\$97,820.06	\$162,799.38	\$949,360.67	\$2,368,081.55

Table 6: Building Bridges Programme expenditure with harmonised projects by component 2019– 2024

Programme Component	2019	2020	2021	2022	2023	2024	Grand Total
1 Structured parenting support		320,750.00	252,250.00	127,250.00	119,750.00	297,500.00	1,117,500.00
2 Teachers Support	89,100.00	73,000.00	21,643.75	289,381.28	236,361.41	568,500.00	1,277,986.44
3 Leadership and Community Building	115	234,250.00	102,250.00	77,250.00	49,750.00	30,000.00	493,615.00
4 OST Play Programmes				46,425.93	51,394.13	186,000.00	283,820.06
5 Learning Spaces/Blended Schooling		\$303,790.29	1,830,804.58	482,367.40	61,848.15	179,000.00	2,857,810.42
6 Programme Management		135,050.00	236,878.77	225,265.91	116,939.99	235,226.00	949,360.67
Grand Total	89,215.00	1,066,840.29	2,443,827.10	1,247,940.52	636,043.68	1,496,226.00	6,980,092.59

Table 7: Building Bridges Programme income by source against expenses 2019 to 2024

	2018	2019	2020	2021	2022	2023	2024	Grand Total
INCOME/EXPENSE								
Income	101,612		3,095,000	462,593	620,500		130,000	4,409,705
Income – corporate			100,000		20,500			120,500
Income – foundation	101,612		1,495,000	64,838				1,661,450
Income – UWTT Community Fund			1,500,000	397,755	600,000			2,497,755
Expense		89,215	321,550	449,822	631,073	348,270	814,442	2,654,372
Grand Total	101,612	89,215	2,773,450	12,771	10,573	348,270	944,442	4,280,333

6 Summary of Lessons learnt and Implications for going forward

- I. The scale of learning loss is greater for low income, vulnerable communities, and younger learners – leading to need for greater investment per community

The global pandemic has underscored the disproportionate scale of learning loss among low-income, vulnerable communities and younger learners, necessitating greater and more targeted investments. Since the onset of the pandemic, significant research and discussions have focused on advocating for the reopening of face-to-face schooling, assessing the extent of learning loss, and identifying practical solutions to mitigate these losses. Key findings include³¹:

- Low-income families
- Households with low education attainment
- Vulnerable communities including children with disabilities, single caregiver households, rural communities.
- Early childhood age group³²

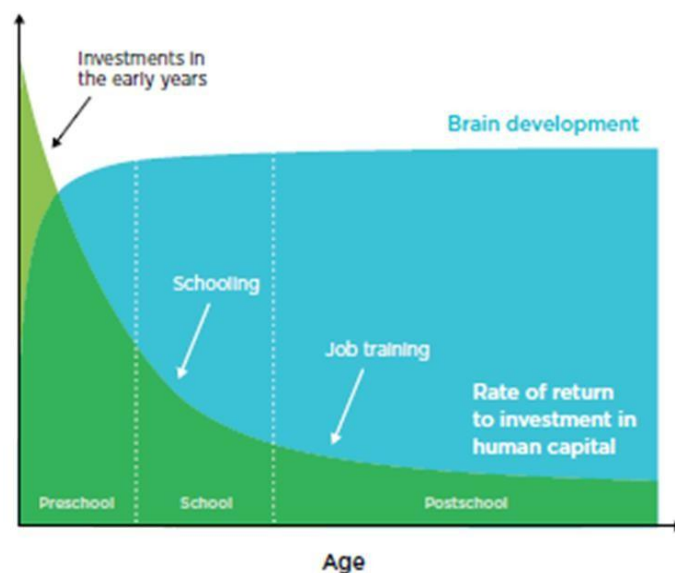
Much of this is related to the fact that what made these communities vulnerable to high levels of learning poverty pre-COVID were only amplified by the pandemic and related restrictions.

Research on the effects on the under 5-year-olds has shown that there has been a perfect storm of factors at a time when there is significant brain and body development. Refer Figure 10. This could mean that 1 year of lost learning at this age results in 2.8 years lost extending into secondary school. *“The youngest learners faced a double disadvantage, often left out of remote learning and school reopening plans. Despite robust evidence that investments in pre-primary education can yield long-lasting benefits for children, pre-primary education was least likely to be prioritized for reopening”.*

This in fact is the same rationale which drove the design of the Building Bridges Programme to focus social investment in this age group, therefore making the programme more relevant now. Refer Figure 11.

Figure 10: Rate of brain development highest in under 5s

Figure 5.1 Investments in high-quality programs during children's early years pay off

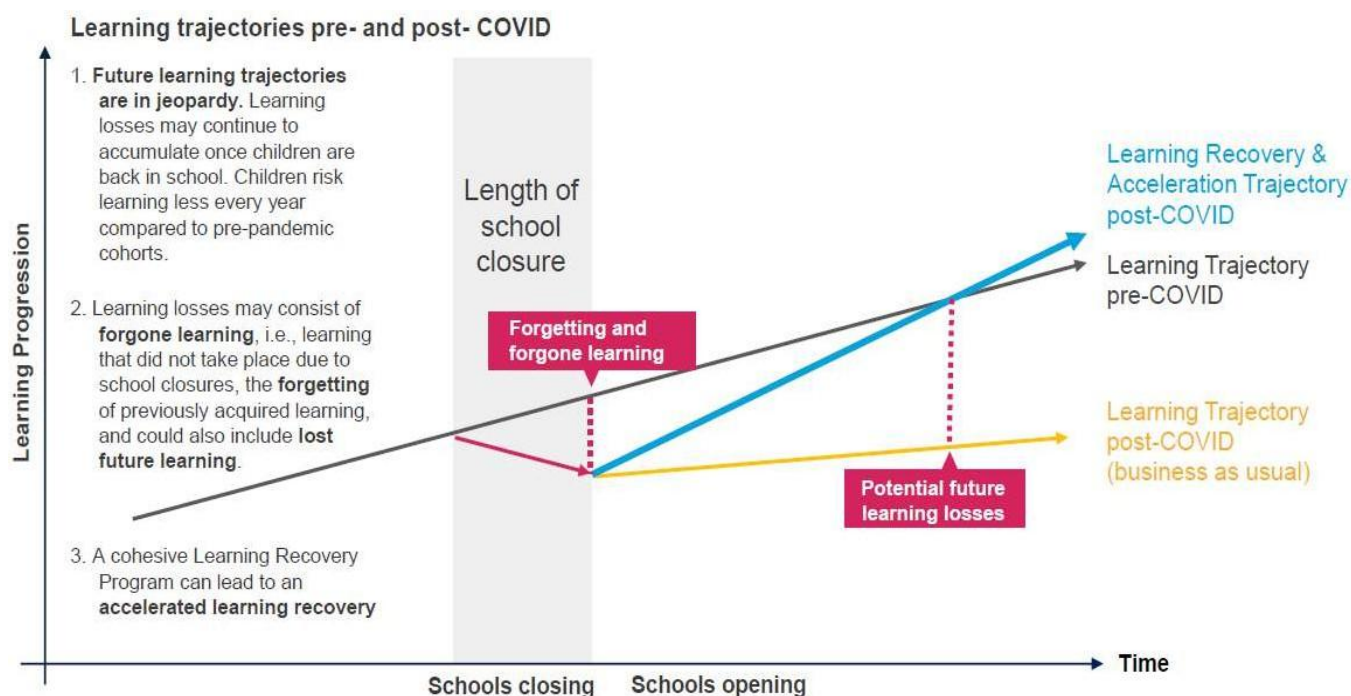


Source: WDR 2018 team, based on Carneiro, Cunha, and Heckman (2003); Martin (2012).

³¹ [Learning Loss](#)

³² [Early Childhood Learning Losses During COVID-19: Systematic Review](#)

Figure 11: Schematic showing that Future learning is at risk without accelerated action³³



Source: UNICEF, UNESCO, World Bank. 2021. [The State of the Global Education Crisis: A Path to Recovery](#).

Since Trinidad and Tobago closed in person schooling for 2 full years, it can only be assumed that the potential for long term effects on the cognitive, physical, and mental well being of the children UWTT serves can extend into adulthood unless more investment is made.

This body of evidence is substantiated from the experience in the schools supported by the Building Bridges Programme.

The focus group for the Programme are the Infants 1 and this has been extended into two infant 2 classes where there has been interest (Nelson St Boys RC and Cocoyea Government). Teachers are reporting that there are significant learning loss, behavioural issues, and high levels of absenteeism. One teacher remarked that *'in my entire teaching career, September 2022 term had the highest level of absenteeism.'* Other teachers shared that in Term 1 *'the children are unsettled where they can't sit still, finish tasks on time, follow simple instructions.... they are behind in their development milestones, both social and academic so many disruptions'*. Many of these incoming Infants 1 would not have attended pre-school at all as pre-schools and primary schools only opened for in person schooling in April 2022. It is highly unlikely that these children will be able to cope with a normal Infants 1 curriculum or 'business as usual'.

II. The Risk Assessment of the Programme is higher

The Building Bridges Programme was designed in 2019, based on lessons learnt from the Fifth Company

³³ [Early Childhood Learning Losses During COVID-19: Systematic Review](#)

Community Impact Project, was a moderate to high-risk programme. As for many social investment programmes – the gap in education, health and income has only widened because of the pandemic and recovery will take time for the communities UWTT serves.

The Risk Management plan as laid out in the original design was updated in 2023 with the addition of activities in all Components (refer Annex 2). As laid out in the UNICEF/UNESCO/World Bank Path to Recovery, the adaptation of the Programme included:

- a. Promote returning to the classroom through back-to-school campaigns.
- b. Provide cash transfer to support families to attend remote schooling and return to school.
- c. Prioritise on teaching the fundamentals (addition of social and emotional skills)
- d. Support teachers continuously with mentoring and classroom assistant trainees
- e. Support teacher wellbeing and resilience
- f. Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities.

This has improved the relevance of the Programme for accelerating input to the beneficiaries, however the inherent systems approach of multifaceted inputs by the Programme is critical to achieve sustainable change or impact. This means that more resources are needed over a longer period to achieve the goal of these children reading to learn by standard 2 Risk and impact is not only programmatic, but the risk is also that these children will not reach their full potential without more inputs – impact will not be achieved in the short term and will take time and dedication. More than in 2019, the learning loss among the BB communities is requiring UWTT to dedicate and extend resources to infants 1 and infants 2 if impact is going to be achieved. The teachers are telling us that.

However, a key risk remains the level of commitment by the school principal and teachers in order that the Programme benefits the children we seek to help. UWTT now has a good geographical spread in terms of school communities served, and the need in each of these communities is greater than ever before. There is a need to stay the course with these communities which will require more resources and more trust. Refer Annex 2 for the updated Risk Management Plan based on lessons learned.

III. Balance focus on building capacity for monitoring and executing cost effectively

Given the growth in complexity of the Programme, UWTT has started developing its capacity for monitoring and supporting the implementing partners to report against the Programme Framework.

In the first 3 years, it is sufficient to monitor against inputs and outputs, which UWTT already has the capacity to do, and a key development was the design of a monitoring framework, aligned to the logical framework and which also begins to monitor risks.

It is fully recognised that non-profits do not have access to national data sets for higher level outcomes and impact tracking, so UWTT as the backbone organisation is beginning to plan to more systematically use survey data and social audits (participant stories) as proxies for that data. Outcome and impact data will be reported in 2025 and 2027 respectively. Planning for these will start in 2024. Efforts will also be made to work with partner schools to develop a pilot to track progress of children using current national standard testing, as available.

IV. Improving implementation to scale in 2024 and 2025 within selected communities

Non-Profits are at times driven by demands of funding sources to add new communities or schools without the level of financial commitment to the impact agenda of the Programme. While this is the reality of fund raising, UWTT needs to clear that impact will not be achieved with activity only in one component, or part of one component. There is still a significant amount of work to be done in each community over time to achieve sustainable change, or impact, for the children and their families. COVID-19 restrictions and the learning loss discussed in lesson 1, has increased not only the relevance of the Programme but also the scale and scope of the underlying challenges.

The 2023 budget has been developed based on the need to accelerate inputs in innovative yet focused ways to meet children where they are now, not some notion of where they are supposed to be by virtue of age or class curriculum. This will be necessary for years to come.

Implementation to scale in the current school communities should be the focus with the funds available until it is clearer the source of funds for 2025–2027. This can be achieved by ensuring that all BBP initiatives are being implemented in all infant 1 classes and then in infant 2 classes. Teachers trained in 2023 will be stronger in delivering the programme and hopefully more committed advocates in the next academic year. Some schools, teachers move with their class to infants 2 and have already asked if they can continue the programme with UWTT support in infants 2. The children need this level of continued and sustained input to catch up by Standard 1. The focus of the Programme should be to improve full

implementation in the school communities with whom UWTT has selected to partner.

V. Building capacity for advocacy

UWTT implemented advocacy through action projects during COVID which included:

- Dare to Care social media campaign to promote responsible behaviour for COVID-19
- The Support to the New Norm Project in primary schools
- Buy a mask, give a mask event to promote mask wearing and safe return to in person school.
- Safer IN school, Safer Together social media Campaign to advocate for return to in person school.

This capacity is required for the backbone organisation to go beyond the routine visibility and marketing for fundraising approach and find ways to develop messaging aligned to public education (including that of partners and supporters, promoting positive action around a key policy issue. UWTT will continue to build this capacity within the BBP as monitoring improves, to share data and the narratives that could add to the ability to transform lives and achieve greater impact.

Annex 1: Building Bridges Programme Monitoring Framework adapted October 2023

TABLE 2 SUMMARY OF IMPACT, OUTCOMES AND OUTPUT INDICATOR TARGETS				
Super Goal: To improve learning and educational attainment levels in high need communities	- Primary School Academic Performance increasing % of children successful at SEA in first attempt - Increasing numbers of children successful at Primary School			
OC: Foundational and Social Skills strengthened in children 5-12	- Children reading to learn by age 8 - Reduction in student absenteeism - Reduction in teacher absenteeism - Safer Standards for the New Norm in schools - Schools' digital capacity improved for the New Norm			
C1 (Outcome): Structured Parenting support provided on regular basis	C2: Teacher capacity increased for foundational skills, identify diverse learning styles, self-care School Aide Programme designed and implemented to support teachers and infants' classes with return to in person school	C3: Out of school time play programmes supported for holistic and resilient child development	C4: School leadership and School Communities (Parent Support Groups (PSGs), Parents Teacher Association (PTA), local CBOs) capacity strengthened	C5.: School Improving quality of essential school spaces for foundational skills and blended schooling
Knowledge and attitude of parents attending sessions improving to support child attending school and parenting for literacy	Capacity for multiple approaches to language development and SEL Capacity to support children adapt to New Norm through play and movement Capacity to detect developmental gaps early and ability to manage behavioural issues in classrooms	Structured OST Programmes developed and available to children at affordable cost	PTA or PSG and TSG meeting regularly	Improved library and reading spaces, staff rooms, play areas Capacity for New Norm and Blended Schooling

Activity Indicators (output)				
# Parenting workshops conducted per school year	# Teachers completed training in Neurodevelopment of Words (NOW!)	# OST programmes operational	School leadership meetings with UWTT Project team	Improved library and reading spaces, staff rooms, play areas
# Parents attending workshops	NOW! Programme mentoring provided for infants 1 classes	# Students enrolled in at least one non-academic OST programmes	Active PTA/PSG in school	SSNN Project 2020-2022 Critical capacity gaps addressed: School connectivity; COVID safety capacity - handwashing, ventilation of learning spaces, wearing masks, communication; digitisation of learning spaces
Parenting Materials produced tailored to younger parents	# Teachers trained and supported with self-care routines	# Students identified with different learning styles enrolled in OST programme	# Principal workshops	
Parenting Materials tailored for COVID 19 stressors	# Teachers completed training on diverse learning needs		Registration in FEEL CSO Bulk Food Programme	
	# Teachers trained in Think Equal SEL Programme		# Families that received cash grants	
	# School Aides supporting teachers with supervision of breaks and adapting to the New Norm guidelines		# Cash grants distributed	
	# Children referred to Guidance Counsellor			
	Materials provided for jolly phonics and SEL			

Annex 2: Risk Management Plan (updated June 2023 based on lessons learnt to date)

UWTT Risk Management Framework -Summary of Risks					
Probability of Occurring	High				1. United Way Relevance 2. Sustainable Revenue Channel (B2B, MIG, D2D)
	Medium	3. Capacity of team for remote working and adapting to new technology	3. Focus, Pace and Phasing In of New Business Model (Mission Proofing) 4. Talent Capabilities 5. Vulnerability to Theft, Intrusion or Systems Failure		7. Failure to make tangible impact through community initiatives and programmes
	Low	6. Consistently operating within UWW guidelines and with other Caribbean UWs			
		Low	Medium	High	
		Impact on UWTT			
		Probability	Impact		
	High	The consequence is almost certain to occur in most circumstances. The consequence is likely to occur frequently.	Operating and strategic goals will likely not be met. Impact may affect ability to meet operating and/or strategic goals.		
	Medium	The consequence may possibly and likely occur at some time.	Consequence may affect timing of meeting operating and/or strategic goals.		
	Low	The consequence is unlikely to occur but could happen.	Consequence will not affect meeting operating and/or strategic goals.		
		B2B - Business to Business			
		MIG - Major Individual Giving			
		D2D - Donor to Donor (referrals from other corporate partners)			

Risk Mitigation Strategies					
Risk	Potential event	Probability of occurring	Potential impact if event occurs	Severity of impact	Risk mitigation strategies
1. UWTT Relevance	a. UWTT lacks visibility, transparency, attraction and ultimately relevance for today's environment of <i>intense</i> competition for donor dollars as well as changing social trends for greater visibility and attribution for gifts and demonstrated impact.	H	Decline in revenue Loss of donors Inability to implement programmes Reduced impact in communities	H	<i>Donor Relations and Marketing:</i> 1. Define and articulate a strong case for giving to UWTT that resonates with donors and other stakeholder groups 2. Use impact results from major programmes (BB) to attract donors 3. Increase the range of donor engagement options 4. Provide targeted and aligned giving options including Major Gift donors need for connection
	b. Donor partners find it easier to link directly with Community to create impact.				<i>Community Impact and Strategy:</i> 1. Improve transparency about funded agency relationships and grants for improved image of responsiveness to community needs 2. Co-create strategies with corporate and MIG donors to address community needs through multi-year giving opportunities where possible 3. Create Community Impact Funds as options for stakeholders who want line of sight for their donation 4. Clearly define community impact of community strategies and measure 5. Strengthen UWTT's visibility as a leadership voice in community issues

	c. UWTT unable to evolve with changing landscape				<i>Operations/Finance/IT:</i> 1. Create ability for direct to donor and mobile communications 2. Ensure organization structure is aligned to building strategic resources, community impact and governance in an efficient way.
2. Sustainable Revenue Channels	a. Accelerated pace of restricted giving poses greater challenges for meeting our current contractual commitments to grantees.	H	a. Reduction in or early termination of contracts with agencies and impact projects b. Failure to create connections to Millennials c. Accounts move to new 3rd party platforms or giving directly to NGOs d. Loss of corporate and employee support to Campaign Funding which is our main revenue base	H	<i>Donor Relations and Marketing:</i> 1. Amplify B2B work with emphasis on increased employee engagement in giving 2. Multiple channels (B2B, D2D, MIG, Affinity Groups) 3. Improve competencies 4. Continue to create more opportunities for employee engagement
	b. UWTT not able to provide the new digital technology and platforms that people now want to use.				<i>Community Impact and Strategy:</i> 1. Continue to create community impact products and 2. Community Impact Funds as options for stakeholders who want line of sight for their donation 3. Clearly define community impact from community strategies and measure 4. Strengthen UWTT's visibility as a leadership voice in community issues

			e. Loss of support to NDOC Event f. Decline in revenue		
	c. Corporate partners feel UWTT does not align with their CSR goals				<i>Operations/Finance/IT:</i> 1. Update digital communication capacity and online giving 2. Explore with UWW opportunities for a CRM platform to improve digital technology working with donors
	d. COVID 19 Pandemic negative Economic effects layered on dependence on energy and banking sector as major donors				
3. Focus, Pace and Phasing in of new Business Model	<i>Operations/Finance/IT</i> a. Capacity of Management and Team to pace and phase significant change, maintain organisational focus, and communicate changes to stakeholders	M	a. Diminished success of work b. Reduced clarity of staff on priorities and commitment c. Inability to compete within the sector	M	Improve processes for priority setting and integration of workflows across priorities Improve internal communications across staff and Board Committees Attention to external communication to share intent of change and alignment to all stakeholders Change management strategies Develop dashboard aligned to Strategic Plan 2020-2025 to track high-level results
	b. Capacity of team for remote working and adapting to new technology	M	Work from home occurred with the pandemic and UWTT	L	Determine skills and aptitude for remote working.

			was able to pivot		
4. Talent Capabilities	UWTT does not attract, retain, and develop the talent and capabilities to execute on organizational strategy	M	a. Loss of momentum in change of business model and on strategic plan implementation b. Increased cost and time delay to meet goals c. Increased need to outsource d. Loss of confidence of stakeholders e. Reduced competitive advantage	M	HR a. HR management strategy b. CEO and ExCo set priorities on internal change management, communications, and professional development c. Staff development d. Volunteer strategy - repository of skills re:volunteers - e.
5. Vulnerability to Systems failure, Theft, Intrusion	a. Failure or breach of UWTT financial systems, technology, infrastructure from Inadequate processes for data or funds; - Malice or fraud: - Equipment failure - Terrorism/Natural Disasters	M	a. Reputational damage b. Revenue loss c. Relationship damage with possible loss of accounts d. Loss of assets e. Loss of staff productivity f. Punitive damage	M	<i>Finance and IT</i> a. Strong financial systems with good management controls and governance oversight (Audit Committee) b. Strong IT infrastructure with good management controls and governance oversight of cyber security c. Continuous staff training d. Ensuring that relevant accounting procedures are in place to mitigate the risk of fraud

6. Failure to make tangible impact through community initiatives and programmes	a. Implementing partners not willing to work in certain high-risk areas b. Stakeholders unable or unwilling to engage in the programme consistently c. Lack of buy-in of community initiatives and potential results d. Programme results are not visible in the short-term	M	a. Delay in implementation of activities, slowing results	H	<i>Community Impact</i> a. Focus on the current cohort of schools to ensure that all components are implemented consistently before expanding programme b. Continue to advocate for partners to assist in the component areas that will continue to add value c. Develop a consistent method of collecting data to be able to continuously monitor results d. Develop a communication campaign to advocate for support of the programme, including current and potential impacts <i>Operations</i> a. Ensure that suitable talent and resources are procured for effective implementation
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Strategies and Action for 2023-2024					
Risk	Risk mitigation strategies	Plans 2023-2024	Responsibility	Timeline	Update – Sep 2024
1. UWTT Relevance	Donor Relations and Marketing a. Define and articulate a strong case for giving to UWTT that resonates with donors and other stakeholder groups b. Use Impact results from major programmes (BB) to attract donors c. Create compelling brand messages about what UWTT does and why d. Increase the range of donor engagement options e. Provide targeted and aligned giving options including Major Gift donors need for connection f. Create ability for direct to donor and mobile communications	Develop and implement UWTT Marketing & Communications Plan to include: a. Compelling brand messaging that is able to connect with donors b. Increased options for individual giving c. Increased visibility for corporate partners d. Improve visibility of impact work around the 4 priority areas e. Review options for online giving f. Develop and clarify community impact strategy and alignment to grant funding g. Develop and clarify a social media strategy targeted at a younger demographic Reignite the Employee Workplace Campaign a. Arrange bi-monthly meetings with donor	Resource Development	Q2 2023 - Q2 2024 Start in Q2 2023	Management has implemented a series of strategies in the Employee Campaign including rebuilding relationships with existing donor partners and contracting new corporate partners to onboard. The reception has been positive, and revenue is increasing slowly from this initiative. UWTT are using impact results and stories to increase its visibility on the various media platforms. This will increase as UWW launches its Brand Refresh in October 2024. A commitment form was developed for Directors to assist in Leadership Giving. Only a few directors have committed to this initiative so far and Leadership Giving budgeted targets have been met to date.

		partners to continue to build the relationship b. Use meetings to encourage internal team building through giving and projects c. Align CI strategies with those of donor organizations			
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	Community Impact and Strategy	a. Ensure that reports (accountability of funds) are submitted to donors and published in a timely manner.	Community Impact	Ongoing	Management has developed specific programmes as a subcomponent of the BBP to initiate funding, such as the Homework and Learning Centre. The team is currently seeking funding from corporate partners.
	a. Improve transparency about funded agency relationships and grants for improved image of responsiveness to community needs	b. Continuously survey the community landscape to collect data to ensure strategies align to community needs.			The team has applied for various local grants (Digicel and PMAD) and is awaiting their response. Investigation into other opportunities continues.
	b. Co-create strategies with corporate and MIG donors to address community needs through multi-year giving opportunities where possible	c. Develop strategies for corporate giving by communicating the needs to corporate sponsors.	CEO	Ongoing 2	The CI Manager is currently developing the M& E framework and data points to be able to clearly measure our impact.
	c. Create Community Impact Funds are options for stakeholders who want line of sight for their donation	d. Use monitoring and evaluation tools to track impact of programmes and projects.		Ongoing	The team is currently working on a proposal to gather information regarding gaps in the communities and their needs.
	d. Clearly define community impact of community strategies and measure	e. Partner with other agencies to gather information and track progress (UTT, MSDFS)	Community Impact and Community Investment		The CEO has been invited to be on various committees to represent the NGO sector, including the ARISE Committee, the NDPPMC Committee (ODPM), the CSO for Good Governance Committee (Cropper Foundation), the National Risk Assessment Committee (FIUTT) and the Financial Inclusion Strategy Committee (TTFIC)
	e. Strengthen UWTT's visibility as a leadership voice in community issues	f. Collaborate with other NGOs and stakeholders to advocate for low income and vulnerable communities (e.g. Disaster resilience group [Habitat for Humanity, Cropper, FEEL, Living Waters and			
	f. Use model for Building Bridges to develop larger impact programmes in other thematic areas.				

		Red Cross]) g. Through data gathering, develop other programmes in the Priority areas of Equity and Family Well Being for greater impact (e.g. Community Food Project)			
	Operations/Finance/IT a. Ensure organization structure is aligned to building strategic resources, community impact and governance in an efficient way.	a. Ensure organization structure is aligned to strategic direction. b. Ensure that relevant human resources are in place to implement strategy in a timely manner.	Executive Committee	Q3 2023	Management is currently investigating a platform to make tracking our donors easier. This platform will also assist in tracking volunteer projects. Management is continually assessing the HR needs of the organization to ensure that resources are available. A tutor is currently engaged.

2. Sustainable Revenue Channels	Donation Relations and Marketing a. Amplify B2B work with emphasis on increased employee engagement in giving b. Multiple channels (B2B, D2D, MIG, Affinity Groups) c. Improve competencies d. Continue to create more opportunities for employee engagement	Donor Relations and Marketing a. Implement Communications Plan b. Develop and Implement options for NDOC around new opportunities for employee volunteer engagement c. Establish focus group for Leadership giving using C-suite level of executives d. Develop strategy for major gifts and establishment of at least 1 affinity group (student, youth, women, Emerging Leaders) e. Focus on top 20 donors to ensure a commitment for 2023-2024 building opportunity to expand employee campaign and target 40 new companies for 2023. f. Implement a training and development plan for staff and engage volunteers and employees with the competencies required.	Resource Development	Started in Q2 2023 and ongoing Q3 2024 Q3-Q4 2024 Q3	A Communications plan has been implemented Q3 of 2023 and this is ongoing. A successful DoC took place on May 19 2024 and a Champions event was also held. A newspaper supplement will be published in 2 weeks. A focus group for giving was held with directors and strategies for raising funds developed. A ToR was developed for the Noor Hassanali Society for Civic Minded Leaders (draft being reviewed). The Resource Development Manager is continuously engaged with the top 20 donors and reports on this at the SRDC Meetings.
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		g. Launch the database for volunteers.			
	Community Impact Strategy a. Continue to create community impact products and Community Impact Funds as options for stakeholders who want line of sight for their donation b. Clearly define community impact from community strategies and measure c. Strengthen UWTT's visibility as a leadership voice in community issues	Community Impact Strategy a. Use monitoring and evaluation tools to track impact of programmes and projects. b. Partner with other agencies to gather information and track progress (UTT, MSDFS) c. Collaborate with other NGOs and stakeholders to advocate for low income and vulnerable communities (e.g. Disaster resilience group [Habitat for Humanity, Cropper, FEEL, Living Waters and Red Cross]) d. Through data gathering,	Community Impact CEO	Q3 Ongoing Ongoing Q3 2023 2024 Q4 2023	The CI Manager is currently building out this tool and has developed some online forms to gather feedback. The team is developing a proposal similar to the ALICE programme to gather feedback. The CEO is on various committees as mentioned above. A Homework Centre Proposal has been drafted and the CI Manager is currently gathering information for a School beautification programme after Build Back Better. The Admin Officer is currently investigating a platform that can be used. Policy to be drafted.

		develop other programmes in the Priority areas of Equity and Family Well Being for greater impact (e.g. Community Food Project)			
	Operations/Finance/IT a. Update digital communication capacity and online giving b. Explore with UWW opportunities for a CRM platform to improve digital technology working with donors c. Development Investment Policy	Investigate software for tracking resources and impact (e.g. Microsoft power BI and Submittable) b. Draft a policy for Investing funds along short- and medium-term investment portfolios. c. Review investment portfolio and engage in short term investments if required	CEO and Executive Committee	Q4 2023	

3. Focus, Pace and Phasing in of new Business Model	Operations/Finance/IT Improve processes for priority setting an integration of workflows across priorities 1. Improve internal communications across staff and Board Committees 2. Attention to external communication to share intent of change and alignment to all stakeholders 3. Change management strategies 4. Develop dashboard aligned to Strategic Plan 2020-2025 to track high-level results	1. Continue to recruit for updated Organisational Structure 2. Continue implementation of Strategic Plan 2020-2025. 3. Midterm review of Strategic Plan 4. Implement a purposeful communication strategy including impact of programmes in strategic areas. 5. Assess training needs in current staff and develop a plan for staff training and development 6. Develop tool for Strategic Dashboard 7. Implement project management accounting through inhouse software 8. Update Financial policies including investment policy, reserves policy, accounting procedure and segregation of duties	CEO	Ongoing	An Admin Officer was recruited at the end of 2023 and the CI Manager started in January. Management is reviewing the need for a CI Officer as well as a Research Assistant on contract to assist in some of its initiatives.
				2024 In-Progress	The Strategic Plan is currently being drafted taking into account UWW Brand Refresh as well as the Thriving United Way Framework. A draft should be ready by the end of the end.
				2024	The office is currently working on a listing of the policies for UWTT, both current and those required.

	Determine skills and aptitude for remote working	1. Continue flexible work options, including work from home. 2. Develop an Organisation Dashboard based on Strategic plan and action areas for 2023. 3. Update HR policy to reflect training and development plan as well as policy on work from home.	CEO	Ongoing Q4 2023 2024	A hybrid work arrangement for staff is currently in place. An organization Dashboard is outstanding The Community Investment Manager will start ACCA training before the end of the year. The CEO is registered with UWW to start a two-year course - Nex Generation Leaders.
4. Talent Capabilities	Operations/Finance/IT 1. HR management strategy 2. CEO and ExCo set priorities on internal change management, communications, and professional development 3. Staff development 4. Volunteer strategy - repository of skills re:volunteers 5. Identification of critical organizational and staff competencies	1. Develop organisation structure 2023 and JDs, including skills required 2. On-board the necessary resources for timely execution of strategy 3. Develop a training plan for existing staff based on skills required in organization 4. Develop a succession plan; re:ability of staff to go on leave and a backup in place. 5. Develop a pool of short-term resources to use if required.	CEO and Executive Committee	Completed Ongoing	The org chart has been developed. Please see update above. Outstanding

		6. Develop a volunteer skills bank.			
5. Vulnerability to Systems failure, Theft, Intrusion	Operations/Finance/IT 1. Strong financial systems with good management controls and governance oversight (Audit Committee) 2. Strong IT infrastructure with good management controls and governance oversight of cyber security 3. Continuous staff training 4. Ensuring that relevant accounting procedures are in place to mitigate the risk of fraud	1. Continue to strengthen financial and IT system through established policies 2. Strengthen role of Board Committee in the governance process 3. Ensure that there is a backup system in place for all data (Microsoft 365) 4. Review processes in keeping with new NPO Act 2019 where UWTT falls under purview of FIU as included in Schedule 1 of the Proceeds of Crime Act	Executive Committee and CEO	Q4 Ongoing Completed ongoing	The following policies have been reviewed or developed for 2024: Compliance Policy (draft) Internship Policy - approved HR Policy (draft) Stabilization Reserve Policy revised (draft)

7. Failure to make tangible impact through community initiatives and programmes	Community Impact 1. Focus on the current cohort of schools to ensure that all components are implemented consistently before expanding programme 2. Continue to advocate for partners to assist in the component areas that will continue to add value 3. Develop a consistent method of collecting data to be able to continuously monitor results 4. Develop a communication campaign to advocate for support of the programme, including current and potential impacts	Community Impact 1. Develop a comprehensive monitoring and evaluation tool 2. Expand collaboration with other stakeholders to advocate for support (e.g. UWI ECCE research department, MoE)	Community Impact	CEO	Ongoing	The M&E tools are still being developed by the CI Manager. Meetings have been held with MSCD, MSDFS, MYDNS and MoE. Management is working on scheduling a meeting with UWI and other key agencies. The team is working on a video for the BBP to be able to promote the impact of the programme. A JD/scope is being developed for a Research project officer as well as justification for an intern in the CI area.
	Operations/Finance/IT 1. Ensure that suitable talent and resources are procured for effective implementation	Recruit Ample Resources based on budget to execute programme/project				

Annex 3: UWTT Building Bridges Projected Budget 2023-2024

Component	Partners	Description	TOTAL	%
1: Parenting Support	FIA	Complete Confident Parenting workshop modules and set up Parent Support Groups	\$297,500.00	20.3%
2. Teacher Support	Morris Centre, Think Equal, CKFTO	NOW! Training and mentoring, Think Equal SEL training, Classroom Assistant Trainees	\$568,500.00	38.8%
3. Leadership Development	FEEL	Meetings with Principals, FEEL Clubs	\$90,000.00	6.1%
4. Out of School Time	OST Projects	OST music tutor during term, July music camp	\$186,000.00	12.7%
5. Learning Spaces			\$40,000.00	2.7%
6. Project Management	Advocacy and Communication		\$40,000.00	2.7%
	Transport/Other	Monthly site visits to rural schools	\$9,000.00	0.6%
	UWTT Staff	HR costs	\$235,226.00	16.0%
	Total		1,466,226	



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