

Project No. 2702/06
Approved No. 42376

GMC 6.5.06



Government of the Republic of Trinidad and Tobago

and

United Nations Development Programme

Project Title: Institutional Strengthening and Capacity-building Support to the Ministry of Education

Starting Date: 01 March 2006

Expected Ending Date: 31 February 2008

Total Budget: \$US 561,521.25

Executing Agent: Ministry of Education

Brief Description: As a follow-up to the implementation of the Secondary Education Modernization Programme and the need for strengthening and building the capacity of the Ministry of Education to accelerate project activities, the Ministry of Education has approached UNDP for technical support. The overall objective of this technical assistance project is the provision of technical personnel through the United Nations Volunteer (UNV) modality that is a global service offered through the United Nations. This present project proposes to provide 6 UNV Professionals in the area of Educational Planning.

This project is fully consistent with Government's priority of good governance, increased access to basic education and poverty reduction through the provision of high-quality expertise that would enhance the delivery of essential public services. In the short term, the UNV modality would assist in institutional strengthening and capacity building of the Ministry of Education through the provision of UNV Specialists. In the medium to long term, the Project would result in the building of local expertise that would support implementation of the Programme of Work of the Ministry of Education. Finally, the strengthening of the Ministry of Education would contribute significantly to improving the quality of education in Trinidad and Tobago.



olunteers

Section 1

Part I. Situation Analysis

Trinidad and Tobago is a twin-island republic with a population of approximately 1.26 million. The population comprises persons of East Indian descent (40.9%) and African descent (40.1%) and people of Chinese, European and Middle Eastern descent (19%). English is the principal language spoken; however, Spanish, Hindi, English Creole and a French patois are also spoken. Approximately 60% of the population is Christian, with Roman Catholics accounting for 29.4 % and Anglicans 10.9%. The major non-Christian bodies are the Hindus (23.8%) and the Muslims (5.8%) (Trinidad and Tobago, 2001).

Trinidad and Tobago is a democratic republic. The economy of Trinidad and Tobago has been experiencing prosperity for the past twelve years. In 2003, the Gross Domestic Product (GDP) per capita income was US\$8,086 per annum, real GDP growth averaged about 6.5% for fiscal year 2005 and the unemployment rate averaged about 8.3% in 2005. The Human Development Report for 2005 ranked Trinidad and Tobago as the 57th most developed country among 177 countries.

The GORTT has clearly enunciated its intentions to transform the nation into a developed society by the year 2020. This is known as *Vision 2020* and it involves a number of goals. These include achieving a high level of human development and standard of living, the full participation of citizens in the mainstream socio-economic activities, a strong and resilient economy and efficient and effective social and institutional structures.

The education system in Trinidad and Tobago, like in other Commonwealth countries, has evolved from a colonial past where a dual system of education existed. This system includes both public (government and government-assisted) and private schools. The education system is comprised of five levels, namely, pre-primary, primary, secondary, post-secondary (Advanced Proficiency, Teacher Training and Technical /Vocational) and tertiary levels. The Ministry of Education (MOE) is the administrative authority for the pre-primary, primary, secondary, and Advanced Proficiency and Teacher Training levels of education. In 2001, Cabinet agreed to the creation of the Ministry of Science, Technology and Tertiary Education which is responsible for Technical /Vocational education to the tertiary level.

Basic education in Trinidad and Tobago includes the pre-primary, primary and lower secondary (Forms 1 to 3) levels. The Early Childhood Care and Education (ECCE) level is a two year pre-primary programme that caters to the needs of the 3 – 4 years age cohort. At the ECCE level, there are 998 private and government-assisted centers with an enrolment of 32,009 students. Primary education is universal and is a seven-year programme with two Infants and five primary grades, for the 5 -11 years age cohort. At the primary level, there are 479 government and government-assisted schools with an enrolment of 130,603 students

At the secondary level, there are 134 government and government-assisted private schools offering both academic and technical and vocational courses with an estimated enrolment of 105,776 students. Two exit exams are administered at the primary and

secondary schools. The Secondary Entrance Assessment (SEA) is administered to students at Standard 5 (age 11+) in primary schools, for placement at secondary schools. In the academic year 2000/2001, the GORTT commenced the implementation of Universal Secondary Education (USE) for graduates of the primary level. On the basis of the Secondary Entrance Assessment (SEA) Examination, students are placed in a school of their choice or at the discretion of the Ministry of Education.

The main focus of the government's education policy is to create a modern education system that can provide the education and training as well as inculcate the skills and values relevant to the developmental needs of the country. In this regard, the government has accorded high priority to the improvement of the quality of primary and secondary education. These initiatives in education are expected to create an education system whose contents and methods reflect its social and cultural realities; and provide young people with skills for living, for working and for citizenship (Trinidad and Tobago, 2002).

In June 2005, the Cabinet of Trinidad and Tobago by Minute 1464 agreed that the Ministry of Education seek the assistance of the United Nations Development Programme in sourcing, through its United Nations Volunteer Programme, six (6) professionals for employment in the Educational Planning Division for a period of two years.

The engagement of these professionals is expected to provide a range of educational planning expertise to the Ministry. The Ministry has for some time been operating without the required range of expertise to develop, accelerate, track and manage major reforms and innovations in education. Expertise in the area of educational planning is a prerequisite to the achievement of the strategic goals of the Ministry of Education and indeed the regional and global requirements in this era of trading blocs and special types of economic arrangements.

Moreover, the lack of a wide range of expertise within the Educational Planning Division has impacted negatively on the progress of the Ministry. At present, only two (2) of the officers of a staff complement of twenty plus persons has received formal training in the area of educational planning and management.

Part II. Strategy:

The project will provide a quick and flexible mechanism for meeting urgent technical service needs related to the management and implementation of its secondary education modernization programme. As such, the UNDP Country Office in Trinidad and Tobago through the UNV Programme will assist the Ministry of Education in addressing the current shortage of expert professionals in the Ministry through the provision of specialised human resources within the spirit of community service and solidarity that characterises UNV assignments as a stop gap measure and also with a focus on middle and longer term capacity development.

In the short term, UNDP will, through this programme of assistance, address the immediate shortage of personnel as identified by the Ministry of Education. These professionals would be deployed to complement the existing core of professionals throughout the country. Provision of goods and services to the Ministry of Education will, in general address Millennium Development Goals 2 & 3 that concentrate achieving universal primary education

and promoting gender equality and empower women respectively as well as MDG 8 (formation of partnerships in development).

Professionals will be recruited from a global roster and made available to the Office of the Director of Educational Planning (DEP). These professional would fill the specialist positions which are relevant to educational planning. They are as follows:

- Educational Planning (with a background in Programming and Project Analysis)-1
- Educational Planning (with a background in Policy Analysis and Development)-1
- Educational Planning (with a background in the Sociology of Education)-1
- Educational Planning (with a background in School Mapping and expertise in Geographic Information System)-1
- Educational Economist-(1)
- Statistician (Educational Statistics)-1

In the medium and long term, the Ministry of Education, fully aware that merely filling the manpower gaps with UNV professionals will not result in a permanent or sustainable solution will commit to building local capacity for the sustainability of its operations once the UNDP/UNV programme terminates. In this regard, the Ministry of Education proposes to create a learning environment and utilise the services of the UNVs in a capacity building programme that would involve a formal mentoring component such as twining of UNVs with local counterparts to be supervised by the Director of Educational Planning, Ministry of Education. This mentorship programme will involve UNV professionals who are recruited to provide in-house training and create a learning environment for national staff members. The strategy would involve both on the job training as well as formal sessions that would be participatory and interactive. UNDP/UNV will assist Ministry of Education in documenting knowledge/skills transfer and capacity development opportunities during the project.

Target beneficiaries from this assistance to the Ministry of Education will be the people of Trinidad and Tobago who will benefit from a more efficient service. More specifically, junior professionals and technicians who will form part of the teams of professionals serving as under-studies to the UNV personnel will be the direct beneficiaries. To ensure quality of personnel, all selected UNV specialists would have accreditations from schools recognized/accepted by the Government of Trinidad and Tobago.

Part III. Management Arrangements.

Coordination Arrangements

Ministry of Education:

- This project will be implemented by the Ministry of Education in close collaboration with the UNDP/UNV Programme.
- A Project Steering Committee (PSC) chaired by the Ministry of Education will be created at the inception of the programme to monitor and guide project activities. Membership on this Committee would include representatives from the Ministry of Education and UNDP/UNV.

- The PSC will meet bi-annually to monitor progress of the project, to evaluate the performance of the volunteers and to take necessary action to ensure the achievements of the project objectives in accordance with standard UNDP/UNV project monitoring requirements.

UNDP/UNV Programme:

- UNDP, Trinidad and Tobago is proposing to supply six (6) professionals through the UNV modality to the Ministry of Education according to the specified needs as outlined by the Ministry in the terms of reference of each cadre of UN-Volunteer submitted for this project. This Programme of Assistance will be administered out of the UNDP Country Office.
- UNV assignments are administered according to the 'Conditions of Service' for International UN Volunteer Specialists. In brief, the 'Conditions of Service' outlines processes such as:

Recruitment phase:

- Drafting post descriptions for UNV assignments in consultation with the Government;
- Lead recruitment processes; such as: advertisement of UNV assignments; identification of candidates; interviews; medical examinations; offer to candidates and arrange travel to duty stations.

In-Service phase:

- Organize induction programme;
- Administer UN Volunteers' entitlements/obligations: such as VLA, Settling-in-Grant (SIG), security allowance and personal effects insurance payments; dependents' travel to duty stations; medical and life insurance coverage; attendance and annual leave records and contract extensions;
- Monitor UN Volunteer performance.

Repatriation Phase:

- Travel arrangements to home countries and payment of Resettlement Allowance (RSA) on completion of service;
- Conduct final checklist including financial obligations and certificate of service.

- UNDP will host PSC meetings and prepare project performance reports to each meeting convened by the PSC chair.

For the provision of these services to the Ministry of Education, UNDP will recover costs incurred for project support through an appropriate administrative fee that will, among other things, facilitate the management of this project. The financing of this programme will be met by the Ministry of Education through cost sharing funds payable to the UNDP Country office in accordance with an agreed payment schedule. (Attached)

Counterpart Support Capacity

Ministry of Education:

- The Executing Agency for the project shall be the Ministry of Education;
- The Ministry of Education will be responsible for technical supervision and oversight of the UNV Specialists and shall provide six monthly reports on the performance of each UNV;
- The educational planning specialists from the United Nations Volunteer Programme (UNV.P) will therefore be expected to work under the supervision of and indeed in close collaboration with the Director of Educational Planning (DEP). The UNV specialists will be required to establish a Work Programme in collaboration with the DEP and to write progress reports on their work programmes.
- The MoE will also provide all necessary support to the UNVs in terms of logistics and office accommodation including furnishings/equipment and maintenance services, and transportation for official business.

UNDP/UNV Programme:

- Full UNDP Country Office support will be provided to the Ministry of Education for the recruitment and management of the UNV professionals. This will include: external travel to duty station, the maintenance of leave and performance records, processing of medical insurance, security briefing and coverage for all UNVs, support during the settling-in period and arrangements for contract termination and repatriation.

Part IV. Monitoring and Evaluation

The UNDP Country Office shall be jointly responsible with the Ministry of Education for monitoring project activities and financial management of projects and will in this regard provide quarterly technical and financial reports to the Ministry of Education.

The Project Steering Committee (PSC) will be convened bi-annually by UNDP in consultation with the Ministry of Education. Minutes of these meetings will be prepared by UNDP for approval of all members. UNDP shall discuss performance of the UNVs and assess progress in the actualization of the Exit Strategy for phasing out the UNVs.

The project will be subject to Mid-term and Terminal Project Tripartite Review meetings (joint review by representatives of the Government, Ministry of Education and UNDP/UNV) mid-way and prior to closure of the project. The first of such meetings will be held within the first twelve months of the start of full implementation. The UNDP shall prepare and submit to each tripartite review meeting a Project Performance Report (PPER).

A project terminal report will be prepared by UNDP for consideration at the terminal tripartite review meeting. This report would be prepared in draft sufficiently in advance to allow review and technical clearance prior to the tripartite review meeting.

In addition, two detailed work plans will be drawn up for each volunteer in consultation with the supervisor, initially within three months of his or her arrival and a second work plan to be completed after one year. The agreed work plan will serve as the monitoring instrument for the delivery of UNV inputs, and the extent to which they were successful will be assessed in the final periodic reports.

The outcomes and outputs of these projects will form part of UNDP's corporate programme monitoring, reporting and oversight mechanisms. These will therefore be incorporated into UNDP's Strategic Results Framework (SRF) and its Results Oriented Annual Report (ROAR). Project performance will be assessed through the convening of meetings of the Project Steering Committee which will forward recommendations to the UNDP Resident Representative, and Minister of Education, for decision in effecting changes or modifications to the Project.

The project will be subject to evaluation in accordance with the policies and procedures established by the UNDP for this purpose. The project will also be audited in accordance with the provisions of UNDP's internal audit.

Part V. Legal Context.

This Project Document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the GORTT and the United Nations Development Programme, signed on 20 May 1976.

The following type of revisions may be made to this project document with the signature of the UNDP Resident Representative only, provided he or she is assured that the other signatories of the Project Document have no objections to the proposed changes:

- a) Revisions in, or addition of any of the Annexes of the Project Document;
- b) Revisions that do not involve significant changes in the immediate objectives, outputs or activities of the project, but are caused by the re-arrangement of inputs already agreed to or by cost increases due to inflation;
- c) Mandatory annual revisions, which re-phase the delivery of agreed project inputs, or increased expert, or other costs due to inflation, or take into account agency expenditure flexibility.

Section II. Project Results and Resources Framework

PROJECT RESULTS AND RESOURCES FRAMEWORK

Intended outcomes as stated in Country Results Framework:

- Improved efficiency and higher quality of education in Trinidad and Tobago.
- Improved programming and project management capacity.
- Promotion of the UN Volunteer ethic to encourage community service, outreach and committed actions for the public good.

Outcome Indicators:

Strengthening the planning and management capabilities of the staff of the EPD through:

- 22 officers of the EPD trained in programming and project analysis, policy analysis and development, Sociology of Education, Geographical Information Systems, School Mapping, Education Economics and Statistics by December 2007;
- 15 Training Workshops conducted by February 2007;
- 4 bi-annual Project Steering Committee meetings held by December 2007;
- 2 Mid-term and Terminal Project Tripartite Review meetings held by December 2007;
- 2 Project Performance Reports prepared by the UNDP and reviewed by the representatives of the Government, Ministry of Education and the UNDP/UNV by December 2007;
- 1 Project Terminal Report Prepared and submitted for approval by the UNDP by October 2007;
- GIS and School mapping systems established in the EPD by December 2006;
- Information management system established and fully functional in the EPD by December 2006;
- Frameworks for programming and project analysis and policy analysis developed and operational by December 2006.

Baseline: Estimated shortage of professionals in the Ministry of Education. Weak and slow rate of planning and monitoring of educational reform programmes.

Target: Ensure adequate support for educational programmes to address issues of efficient planning in delivery of the educational reform programmes by a deficit of professionals in the Ministry of Education to ensure long term sustainability of the programmes.

| Intended Outputs | Indicative Activities (2 year period) | Inputs (US\$ for a 2 year period) |
|--|--|--|
| 1.0 6 Specialized UNV Professionals recruited and placed as follows: <ul style="list-style-type: none"> ▪ 4 Educational Planners ▪ 1 Statistician ▪ 1 Educational Economist | 1.0.1 Finalize TORs, selection and placement of 6 UNV specialists with Government/MOE (UNDP). | 1.0.1 \$ 503,250 (See section III below for breakdown) |
| 2.0 Capacity Built in local professionals 2.1 Development and implementation of systems and frameworks | 2.0.1 Develop capacity building and monitoring programme for UNVs and local professionals (UNDP/MOE) 2.0.2 One-week orientation workshop for 6 UNVs (UNDP/ MOE). 2.0.3 Establish and Support Training Programme (UNDP/ MOE). | 2.0.1 \$4,000 2.0.2 \$3,000 2.0.3 None |
| 3.0 Monitoring and Evaluation activities completed(UNDP/ MoE) | 3.0.1 Establishment of Project Steering Committee (PSC): Six-monthly meetings 3.0.2, Mid-Term Review and Terminal Project Review meetings.(UNDP/MOE) 3.0.3 Development of an Exit Strategy (UNDP/ MOE) | 3.0.1 \$4,000 3.0.2 \$4,000 3.0.3 \$2,000 |

| | | |
|---|--|--|
| 4.0 Mid Term and Terminal reports produced | 4.0.1 Terminal Project Report 4.0.2 Miscellaneous | 4.0.1 \$4,000 4.0.2 \$3,000 |
| Sub-Total | | 527,250 |
| 5.0 UNDP Country Office Administration (6.5% of total project cost) | | 5.0.1 \$ 34,271.25 |
| TOTAL | | \$ 561,521.25 (exchange rate of 1USD to 6.12TTD = TT\$3,436,510.05) |

Section III – Budget
Breakdown of Pro Forma Costs per UNV for Project duration

| Pro forma Costs re UNVs | Year 1 | Year 2 | Cumulative |
|--|----------------------|----------------------|----------------------|
| 1. Voluntary Living Allowance (US\$2238 per month for 12 months) | 27,348 | 27,348 | 54,696 |
| 2. Settling in Grant (inclusive of UN DSA) | 9,825 | - | 9,825 |
| 3. External Costs (Ticket etc) | 8,800 | - | 8,800 |
| 4. Medical Insurance | 1,827 | 1,627 | 3454 |
| 5. Training & Security | 3,550 | 3,550 | 7,100 |
| TOTAL TRANSACTION COSTS PER UNV | <u>51,350</u> | <u>32,525</u> | <u>83,875</u> |

Annual Budget Breakdown

Annual Breakdown of expenditure/schedule of payment for the project titled: Institutional Strengthening and Capacity Building Support to the Ministry of Education (US\$)

| Cost of UNV Education Specialist | Year 1(US\$) | Year 2 (US\$) | Total (US\$) |
|--|-------------------|-------------------|-------------------|
| Allowance for 6 UNV Specialist | 308,100 | 195,150 | 503,250 |
| Conduct one week orientation Programme for arriving UNVs | 2,000 | 1,000 | 3,000 |
| Conduct quarterly monitoring and evaluation visits | 2,000 | 2,000 | 4,000 |
| Establish Project Steering Committee and conduct 2 meetings per year | 2,000 | 2,000 | 4,000 |
| Conduct Mid term/Terminal Reviews | 2,000 | 2,000 | 4,000 |
| Develop exit strategy | | 2,000 | 2,000 |
| Reporting | 500 | 3,500 | 4,000 |
| Miscellaneous | 1,500 | 1,500 | 3,000 |
| Sub total | 318,100 | 209,150 | 527,250 |
| UNDP (CoA 6.5%US\$) | 20,676.50 | 13,594.75 | 34,271.25 |
| Total | 338,776.50 | 222,744.75 | 561,521.25 |

SIGNATURE PAGE

Country: Trinidad and Tobago

UNDAF Outcome(s)/Indicator(s):
(Link to UNDAF outcome. If no UNDAF, leave blank)

Expected Outcome(s)/Indicator (s):

Improved efficiency and equity in the delivery of public service

(Those that are linked to the project, are extracted from the CP and are linked to the SRF/MYFF goal and service line)

Expected Output(s)/Indicator(s):

Increased number of professional educational planners

(Those that are linked to the project, are extracted from the CP and are linked to the SRF/MYFF goal and service line)

Implementing partner:
(designated institution)

Ministry of Education

Other Partners:

(Formerly implementing agencies)

Programme Period: March 2006 – February 2008
 Programme Component: Provision of Services
 Project Title: Institutional Strengthening and Capacity-building Support to the Ministry of Education
 Project Code: _____
 Project Duration: Twenty Four (24) mths

Total budget: **\$US 561,521.25**
 Allocated resources:
 Government **\$US 561,521.25**
 • Regular _____
 • • Other: *(including in-kind contributions)*
 ○ ○ Donor _____
 ○ ○ Donor _____
 ○ ○ Donor _____
 Unfunded budget: _____

Agreed by (Government):

Ms. Hazel Manning, Minister of Education

Agreed by (Implementing Partner):

**PERMANENT SECRETARY
MINISTRY OF EDUCATION**

13.02.06

Ms. Angella Jack, Permanent Secretary-Ministry of Education

Agreed by (UNDP):

13.02.06

Dr. Inyang Ebong-Harstrup, Resident Representative

The funding for this initiative will come from the Ministry of Education

| Activity | Location | Description | Budget (US\$) | | | | | | | |
|----------|------------------------------|---------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| | | | 2006 | | 2007 | | 2006-2008 | | Total | |
| | | | Cost | GMS | Cost | GMS | Cost | GMS | | |
| 1 | Recruitment of UNVs | PERUNV | 308,100.00 | 20,026.50 | 195,150.00 | 12,684.75 | 503,250.00 | 32,711.25 | 535,961.25 | |
| | | Miscellaneous | 1500 | 97.50 | 1500 | 97.50 | 3,000.00 | 195.00 | 3,195.00 | |
| | | Sub-Total | 309,600.00 | 20,124.00 | 196,650.00 | 12,782.25 | 506,250.00 | 32,906.25 | 539,156.25 | |
| | | Sub-Total with GMS | | 329,724.00 | | 209,432.25 | | | 539,156.25 | |
| 2 | Training & Capacity Building | Miscellaneous (Workshop) | 2,000.00 | 130.00 | 1,000.00 | 65.00 | 3,000.00 | 195.00 | 3,195.00 | |
| | | Miscellaneous (M&E) | 6,000.00 | 390.00 | 8,000.00 | 520.00 | 14,000.00 | 910.00 | 14,910.00 | |
| | | Communications (74200) | 500.00 | 32.50 | 3,500.00 | 227.50 | 4,000.00 | 260.00 | 4,260.00 | |
| | | Sub-Total | 8,500.00 | 552.50 | 12,500.00 | 812.50 | 21,000.00 | 1,365.00 | 22,365.00 | |
| | | Sub-Total with GMS | | 9,052.50 | | 13,312.50 | | 22,365.00 | | |
| | | Total before GMS | 318,100.00 | 20,676.50 | 209,150.00 | 13,594.75 | 527,250.00 | 34,271.25 | 561,521.25 | |
| | | Total with GMS | 338,776.50 | | 222,744.75 | | | 561,521.25 | | |

Section IV: UNV Total Workplan on Recruitment & Placement Process

| Process | Responsible | Timeframe |
|--|---|--|
| Identification Phase | | |
| Draft post descriptions | UNDP/ Ministry of Education | Upon approval of project document by UNDP T&T and Government |
| Advertisement of UN Volunteers assignments | UNV Hqs. | Upon receipt of post descriptions, signed project document and authorization to proceed with recruitment |
| Pre-selection of candidates and submission of candidates to UNDP T&T/AWDF | UNV Hqs. | Two weeks |
| Selection/acceptance of candidates | UNDP/ Ministry of Education | One week |
| Recruitment Phase | | |
| Offer to candidates | UNV Hqs. | One week |
| Interviews, medical examinations, visas, security clearances and travel arrangements | UNDP offices in home country in coordination with UNV Hqs./UNDP T&T | Five weeks |
| In-service Phase | | |
| Arrival formalities: such as temporary accommodation; country briefing, signature of contracts/code of rules; bank arrangements; initial payments; legal status arrangement; issuance of ID Cards | UNDP/ Ministry of Education | Upon arrival |
| Administration of UN Volunteers' entitlements/ obligations: such as Volunteer Living Allowance (VLA), Settling-in-Grant (SIG), security allowance and personal effects insurance payments; medical and life insurance coverage; attendance and annual leave records and contract extensions. | UNV Hqs./UNDP T&T | Throughout the assignment |
| Travel, visas and security clearances for dependants | UNDP offices in home country in coordination with UNV/UNDP T&T | Three weeks after permanent accommodation is secured |
| Work plan | Respective Division in coordination with UNV-PO | Throughout the assignment |
| Monitor UN Volunteers' performance | UNDP/UNV Hqs. | Throughout the assignment |
| End-of assignment Phase | | |
| Submission of end-of-assignment report and final checklist. | UN Volunteers | One month before expiration of contract |
| Travel arrangements to home countries and payment of Resettlement Allowance (RSA). | UNDP/UNV | Upon submission of end-of-assignment report and final checklist. |

Annual Work Plan-United Nations Development Programme, Trinidad & Tobago

Project Number:

Project Title: Institutional Strengthening and Capacity-building Support to the Ministry of Education

| Expected Output | Key Activities | Timeframe (Mar. 06 Feb. 07) | | | | Responsible Partner | Fund | Donor | Budget Description | Planned Budget Amount |
|---|---|-----------------------------|----|----|----|---------------------|------|-------|--------------------|-----------------------|
| | | Q1 | Q2 | Q3 | Q4 | | | | | |
| Professional legal professionals to meet the requirements of MOE is increased | ▪ Draft post descriptions | X | | | | UNDP/ MOE | MOE | None | | |
| | ▪ Advertisement of UN Volunteers assignments | X | | | | UNDP | | | | |
| | ▪ Recruitment and Placement of UNVs | X | | | | UNDP | | | | |
| | ▪ Monitor UN Volunteers' performance | | X | X | X | UNDP | | | | |
| Sub total | | | | | | | | | | |
| Improved efficiency and equity in the delivery of services to MOE | • Conduct one-week orientation workshop for 6 UNVs | | X | | | UNDP/ MOE | | | | |
| | ▪ Establish and Support Training Programme for counterparts | | X | X | X | UNDP/ MOE | | | | |
| | ▪ Produce quarterly report | | X | X | X | MOE | | | | |
| Sub total | | | | | | | | | | |
| Management and Coordination system in place and functional | • Establish Project Steering Committee (PSC) | | X | X | X | UNDP/ MOE | | | | |
| | • Conduct six bi-monthly meetings of the PSC | | | | | UNDP/ MOE | | | | |
| | ▪ Conduct Mid-Term Review meeting | | | | X | UNDP/ MOE | | | | |
| | ▪ Design exist strategy | | | | X | UNDP/ MOE | | | | |
| | ▪ Conduct Terminal Review meeting | | | | X | UNDP/ MOE | | | | |
| | ▪ Produce terminal report | | | | X | UNDP/ MOE | | | | |
| Sub total | | | | | | | | | | |
| Total | | | | | | | | | | |

APPENDIX 1

United Nations Volunteers (UNV)

The UNV Programme operates under the guiding principles of the UN System and functions through the United Nations Development Programme (UNDP) Country Office in each country of operation. As the Volunteer arm of the United Nations System, UNVs have a mandate to provide qualified human resources to their clients within the context of sustainable human development. In Trinidad & Tobago UNVs are integral components of the UNDP programme. In its work, UNVs are guided by the UN's Millennium Declaration of 2000 that promotes the Millennium Development Goals (MDGs) to which the GoRTT is committed.

UNVs work with a wide spectrum of partner governments, bilateral volunteer organisations, the UN System, Non Governmental Organisations (NGOs) and Civil Society Organisations (CSOs). Their proactive approach to programming efforts demands a clear determination of their comparative advantages when identifying the types of contributions that are best suited in the delivery of social projects. The UNV Annual Report 2004 shows that some 5,432 volunteers from 160 different countries served in 140 countries. These UNVs on average have 10 years working experience. Moreover, there are 70 UNV Programme Officers in 162 countries dedicated to managing and coordinating the work of the volunteers in each of the countries. UNDP/UNV's attributes of neutrality, transparency and impartiality make them trusted partners for governments and civil society organisations worldwide.

The UNV Programme has almost 30 years experience in managing volunteers. It can transfer valuable information to other organisations regarding the complex process of volunteer identification, placement, contracts, conditions of services and monitoring of volunteers globally. In the Caribbean, the Programme provided the Government of Guyana with personnel to address acute shortages of hydraulic engineers and has also supplied Physiotherapists, Occupational Therapists, Psychologists, Nurses, Dentists and Doctors to other Caribbean countries including Trinidad and Tobago.

Benefits of the UNV Approach

The spirit of solidarity, cultural sensitivity, and capacity building embodied in a volunteer ethic characterises assignments, and the volunteers are driven by their desire to serve a global society. They bring their expertise to teach others but also to learn from their experiences. In situations such as those of Trinidad and Tobago where the division between rich and poor is wide and access to adequate land issues is inequitable, UNV assignments strategically aim to foster programmes of community outreach, promote the volunteer ethic

as well as improve the skills of counterparts to ensure UNV inputs are sustainable in the long term.

UNVs receive modest monthly living allowances, called a Volunteer Living Allowance (VLA), to cover living expenses and therefore do not receive wages. The VLA is established through structured cost of living surveys as well as sampling salary rates of the Government, NGO and private sector. The VLA is a set rate remaining constant for all UNV posts. For example, an engineer, a teacher, a surveyor and a public health specialist will all receive the same VLA under the UNV programme. A UNV's 'Conditions of Service' include health and life insurance, vacation entitlements, travel to, and from their country of origin, as well as support for spouse and dependents.

UNV has sought to define the role of its volunteers in programmes such as this where the objectives are institutional strengthening and capacity-building of staff of the Ministry of Education, as:

"Volunteering takes many shapes and forms. From one-on-one support at a personal level to community service, from mutual support in self-help groups to participation in broad-based movements and campaigns, voluntary action is as varied as the creativity of the volunteers, the nature of national settings and the breadth of problems. The common thread in this diversity is the fact that, in a world threatened by uncertainty and risk, volunteering provides a strong platform for reconnecting people who have become increasingly divided by gulfs of wealth, culture, religion, ethnicity, age and gender. In an age of instantaneous communication and global awareness, society's reliance on the healing power of inspiring, committed action for the public good is undiminished".

Throughout its implementation, projects will be carefully monitored and evaluated for its effectiveness in promoting community service and its other intended outcomes.

UNDP and its UNV Programme have been selected as the preferred UN agency for assisting in institutional strengthening of the Ministry of Education as their programme promotes global volunteer contributions and mobilises volunteers in support of activities of UN agencies, governments, NGOs and other partners in development. Typically, UN Volunteers bring dedication, commitment and engagement combined with skills and experience.