

**Centers of Excellence for Teacher Training:**

**A Summit of the Americas Initiative**

**Consultative Committee Meeting #3**

Hosted by Creative Associates International, Inc.  
at the  
Headquarters of the Cisneros Group  
Miami, Florida  
February 7-8, 2002

Chair: David Evans  
Facilitator: Alan Hurwitz

**Basic Education and Policy Support (BEPS) Activity**  
Contract No. HNE-I-00-00038-00  
Task Order No. 04: Improved Human Resources Policies

## I. INTRODUCTION

The third Consultative Committee meeting was held February 7-8, 2002 at the Cisneros Group headquarters in Miami, Florida following a gracious invitation to use their meeting facilities. The meeting was convened to: a) impart a clear understanding to the Consultative Committee of the current status of each CETT program area, b) elicit useful input from the Consultative Committee on various aspects of the CETT initiative, c) facilitate increased alignment among committee members and staff, and d) make plans for next steps concerning the following: each project region, private sector involvement in the CETT, a potential White House event, and future Consultative Committee activities.

### **Participants:**

#### *Consultative Committee Members*

Clemencia Chiappe, General Manager, Canal Capital: El Canal de Bogota, Colombia  
Jose Carleton Corrales, Central America Coordinator, PREAL, Honduras  
Carol Keller, Deputy Dean, School of Education, University of the West Indies, Trinidad & Tobago  
Beatrice Rangel, Senior Advisor to the Chairman, Cisneros Group, USA  
Arthur Richardson, Director, School of Education, University of the West Indies, Barbados  
Ernesto Schiefelbein, Senior Education Consultant, Chile  
Josie Tinajero, Associate Dean, University of Texas at El Paso, USA  
Denise Vaillant, General Manager, National Administration on Public Education, Uruguay

#### *Staff and U.S. Government Representatives*

Margarita Benitez, Director of Institutional Development and Undergraduate Education Service, Department of Education  
David Evans, Team Leader, Education and Human Resources, LAC Bureau, USAID  
Melissa Fernandez, Department of State  
Robert Gordon, Director, Public/Private Partnerships, Creative Associates International, Inc.  
Don Graybill, Director, Basic Education and Policy Support Project, Creative Associates International, Inc.  
Antonieta Harwood, CETT Activity Coordinator, Creative Associates International, Inc.  
Alan Hurwitz, facilitator of the meeting  
Tom Judy, Senior Evaluation Specialist, Aguirre International  
Barbara Knox-Seith, AAAS Science and Diplomacy Fellow, USAID  
MaryFaith Mount-Cors, Creative Associates International, Inc.  
Roger Rasnake, Associate Director of Operations, Aguirre Int'l  
Asuncion Sanz, Creative Associates Int'l, Inc.  
Terry Tracy, Office of Inter-American Economic Policy and Summit Coordination, Department of State

#### *Private-Sector Session Participants*

Maria Ignacia Arcaya, General Manager, cl@se, Cisneros Television Group  
Nelson Gonzalez, Senior Staff Consultant, Int'l Philanthropy & Public Affairs, Verizon  
Gally Mayer, President, Voy Group  
Rafael Perez-Colon, Govt. & Education Regional Manager, Latin America, Microsoft

## **Order of the Meeting**

A copy of the meeting agenda is contained in Annex 1.

## **II. FIRST SESSION: CETT Activity Update**

### **Introduction**

Roberto Vivo, Chairman of Claxson Interactive Group, welcomed the meeting participants to the Cisneros Group headquarters. David Evans then welcomed Consultative Committee members and staff to the meeting. Alan Hurwitz explained his role as facilitator and summarized the desired results for the meeting.

Consultative Committee members agreed on the summary of the second meeting.

### **Update of CETT activities**

Antonieta Harwood gave a general update of CETT activities. The flow chart in Annex 2 indicates the general process, although there may be variations in the steps depending on the characteristics of each region.

The following is a summary of the process of assessment for the CETT:

- USAID produces a Scope of Work.
- The Consultative Committee provides input.
- The CAII staff does desktop research to support the teams and organizes all the field work.
- The Phase I assessment generally focuses on teacher training needs and country capacities, as well as defining which institutions should be considered for further review in Phase II.
- The assessment teams spend one week in each country.
- The team returns and de-briefs CAII and USAID.
- The CAII staff, in collaboration with the field consultants, begins the process of writing the reports.
- The findings are then presented to the Consultative Committee.
- The Phase II assessment then takes a closer look at selected institutions in a field visit.
- The Phase II consultants de-brief USAID and CAII staff; a report is then presented to the Consultative Committee.
- The committee gives input on the direction and design of the CETT.
- In addition, CAII is preparing a concept paper for each CETT.

The following update indicates current status of the CETT process:

- The Caribbean CETT is in the final stage and ready for developing a Memorandum of Understanding.
- Work is under way on report-writing and planning for next steps following the Phase II field assessment for the Central American CETT.

- The Phase I Andean assessment team is currently in its second week in the field.

## II. SECOND SESSION: Caribbean CETT

This session had the following desired results: an understanding, fine-tuning and endorsement of the conceptual framework for the Caribbean CETT, an initial sense of lessons learned from the Caribbean, and suggestions for addressing issues of implementation in the Caribbean CETT.

Don Graybill gave a PowerPoint presentation on the CETT concept in the English-speaking Caribbean (see Annex 3), including the following points:

- USAID and CAII reflected on recommendations from the second Consultative Committee meeting.
- USAID pursued development of the CETT in two one-week meetings with representatives from the three Universities of the West Indies campuses (Mona, Cave Hill, and St. Augustine), the Ministries of Education in St. Lucia and St. Vincent and the Grenadines, and two teachers' colleges from St. Lucia and St. Vincent and the Grenadines. The meetings were held in early December and mid-January.
- The model developed for the CETT uses existing structures, starts small, capitalizes on a participatory design, and focuses on practices.
- In the first year the CETT will target six or seven schools in each of three countries: Jamaica with a population of 2.5 million and St. Lucia and St. Vincent and the Grenadines with a combined population of 250,000.
- The program will expand to the all twelve countries of the English-speaking Caribbean over the four years.

Following the presentation, group discussion included issues such as practices over institutions, joint responsibility for teacher training (not only traditional institutions), an emphasis on partnering, support for implementation, a conceptual approach, and a link with business via enlightened self-interest. The following are some summarized highlights of the discussion:

- Some Consultative Committee members re-stated that teachers' unions must be made to feel a part of the project. (It was pointed out that the president of the Caribbean teachers' union is member of the Joint Board.) It was suggested to go one more step and target the teachers' union with a specific policy from the beginning of the project.
- The inclusion of ICT and the role of business in the Caribbean CETT were discussed with suggestions of giving the private sector clear examples of how it can help, including donating discarded equipment to the CETT, providing Internet and email, donating training hours to schools, launching Web pages, donating software, etc. There was a suggestion that businesses may be interested if it fits their expansion plan in the region; they need to be approached from the perspective of enlightened self-interest. In a geographically scattered region like the Caribbean, it was suggested ICT needs to be used. IT companies are currently waiting for what the Caribbean CETT wants and needs, at the same time that UWI is looking at ICT needs in the CETT design.
- The use of training of trainers (TOT) was discussed. The group raised the issue of mixed research results on the effectiveness of TOTs (cascade model), the lack of mentors especially in

Central America, and the need for supportive management to make TOTs effective. It was pointed out that the Joint Board of Teacher Education in the Caribbean, which includes representatives from UWI, certifies all teachers and unites the teacher training institutions in the Caribbean. Appointed reading specialists in each institution will provide leadership.

- There was discussion of how this model is different from past projects. New aspects of the CETT include: the focus on practices, the regional approach to addressing similar problems in different countries of the region, the clearinghouse, the ground-up approach, the accumulation of successful practices, the focus on transmitting research-based practices and materials, and the strategy of targeting the program to teachers and emphasizing teacher empowerment.
- There was discussion about how to bridge the gap between the theoretical and the practical, that is, to empower teachers to incorporate in classroom practice their theoretical knowledge. (The how-to-do-it part has been missing in Latin America.) Suggestions for bridging the gap included: partnership and working together between peers and between teachers, trainers, and university faculty; bringing together theories and practices; and looking for successful models and capitalizing on them. The group expressed interest in applying the research of the U.S. National Reading Panel to Latin America and the Caribbean. There was recognition that training a teacher is a lifelong endeavor, in which universities, schools and communities need to play a role. The level of sustainability of the implementation of this program needs to be addressed to make sure teachers continue integrating the new practices into the classroom.

David Evans summarized the status of the Caribbean CETT, saying that the UWI (working through the Joint Board for Teacher Education) will work with Jamaica, St. Lucia, and St. Vincent and the Grenadines to put together a proposal and enumerate assistance the CETT needs from all sectors (private, U.S. government, host government). They will look at relationships they may want to establish, sources for information on best practices and lessons learned, and ways to engage the private sector. The detailed proposal will be presented to USAID in several months. It has been relatively straightforward to conceptualize this regional teacher training center in the Caribbean because of the Joint Board of Education (JBTE), which provides the “glue” in the Caribbean model. In Central America there is no similar institution to bring together institution across the region. USAID will have to bring institutions together in Central America to collaborate on the designing, implementing and delivering the regional CETT program.

### **III. THIRD SESSION: Central American Region**

The session on the Central American CETT focused on the following desired results: advice on advantages and disadvantages of the proposed models (consortium vs. single institution); inputs on particular institutions; guidance for the Central American planning process and centers, drawing on the Caribbean model; and suggestions on outstanding issues and relevant resources.

#### **CETT components in Central America**

Antonieta Harwood and Barbara Knox-Seith presented the components of the Caribbean CETT (see Annex 4), with the purpose of analyzing their application in Central America. The process for Central America included Phase I, which visited 35 institutions, and Phase II, which concentrated on a closer analysis of institutions suggested by Phase I. It is instructive to look for what can be drawn from the conceptual framework in the Caribbean for the Central American CETT. The team went to the Caribbean with a short paper articulating a vision for positively affecting reading instruction. The components in the short concept paper were developed from the needs assessment in the Caribbean. The

following questions were posed for consideration by the group: Do these components fit for the Central American context? Do any of these components not fit? Are there additional components needed in Central America that are not in the Caribbean model? The assumption is that teacher training will be different in Central America because of the different cultural and political context. The Caribbean CETT will serve a population of five million while the Central America CETT will serve a population of 40 million. For this reason, there may be more emphasis on the ICT component in Central America, including a Web-based clearinghouse of materials and best practices and distance education using computer and other technologies (e.g., audio, video, and text) to reach disadvantaged teachers.

In comparing the Caribbean model with what is needed in Central America, meeting participants made the following observations:

- Central America also calls for more than one set of teaching and learning materials. For example, Guatemala is almost 50 percent indigenous and this population makes up much of the CETT target group (poor, remote, marginalized). Materials will need to be developed to teach indigenous-language dominant students.
- A combination of face-to-face training and distance learning would have the maximum effect. In the Caribbean model, there is the idea of sending a packet to teachers, then having face-to-face follow-up provided at a center.
- Participants pointed out that the action research component of the program is expected to enhance research on reading in the early grades. Teachers will implement, evaluate, and test.
- There was further discussion of the priority of using training of trainers to reach more teachers.
- There was discussion of self-evaluation for teachers. The model must have management and policy support built in so that school principals allow this process to happen. Teachers can develop an instrument to measure their own teaching. The beginning of action research is when teachers start to reflect on their classroom situation.
- The need for empowering teachers and administrators to involve parents in their children's reading instruction (having access to materials, participating in after-school sessions and becoming acquainted with IT equipment) is described in the Caribbean program description and must remain integral in the Central American model.

### **Organization of Central American CETT**

The management consultant who performed the institutional capacity assessment, David Schrier, gave a presentation on possible models for the Central American CETT. The consultant presented a consortium model in which UPN in Honduras, FEPADE in El Salvador, PUCMM and/or INTEC in the Dominican Republic, and ILCE in Mexico work together as lead institutions along with in-country participating institutions to design, implement, and deliver the five components of the CETT. David Schrier also discussed the advantages and disadvantages of a one institution model in which UPN manages and leads the CETT. See Annex 5 for a figure illustrating the Central American CETT model.

The following are highlights of the discussion on the Central American CETT:

- There was discussion about the network model with indications that it must have a strong coordinating unit. One of the model's strengths is that it brings institutions in Central America together, but there must be a good management unit to ensure collaborative work, coordination of resources, and delivery of services. There was some concern about which institution should be

the lead. FEPADE has strong management capacity but does not have technical capabilities for the CETT. UPN has important technical capacities (teacher training, diagnostic and performance assessment, distance learning and ICT), but the consultants saw the institution as having a less strong administrative capacity for a regional program. There were questions about how collaboration would work between institutions with different cultures and also about whether an institution in one country can realistically manage/coordinate program design and development by institutions in other countries.

- The point was made that the consortium model supports the trend in Central America of working together regionally. The U.S. is interested in encouraging network approaches in the region.
- Participants suggested verifying the Dominican Republic institutions' strength in reading, as well the actual value of outputs (such as Telesecundaria) from ILCE.
- There was discussion about the trade-offs in planning a consortium model versus a single institution directing the CETT. It is perhaps important to leave the capacity to partner across the region as a residual, in which case short-term results are traded for long-term gains. There was some sentiment that if one wants to be effective and quick, the program would not be regional. The regional aspect is important, so perhaps the trade-off is that the program cannot be rapid and yield quick results.
- The issue of finding the "glue" to pull and hold the program together was raised. In the Caribbean, there is the Joint Board for Teacher Education, while in Central America there is not such a body to act as the "glue". The CECC (Secretariat de Educación y Cultura de Centroamérica), which brings together the ministers of education, is extremely weak (a one-person office). The question was raised whether UPN is an institution that can make the compromise and commitment to becoming a regional institute.
- There was a suggestion to get the public endorsement of the ministers of education in the region as a good launch to the CETT. The idea was put forth that ministers need to be able to see themselves in the model.

David Evans summarized this section of the meeting saying that there is no simple answer. UPN demonstrates a critical mass of requirements in technical capacities for the CETT. Perhaps the next step is to go to UPN and explore the university's interest and capability in participating in the CETT's regional vision.

#### **IV. FOURTH SESSION: Public/Private Partnerships**

The final session of the day focused on the following desired results: clarifying desired results for the next part of the meeting (with potential private-sector partners) and sharing of information on the status of the public/private partnership aspect of CETT design. This session was designed to improve the Consultative Committee's understanding of the role of the private sector in the program, elicit ideas for mechanisms to enhance public/private collaboration and participation in the process, and increase awareness of mutual needs and potential benefits for program and private-sector partners.

Robert Gordon made a presentation on public/private partnerships (see Annex 6). He reported tentative commitments from some potential private sector partners.

Discussion following the presentation centered on the following issues:

- Meeting participants discussed the issues of a company wanting to work in only one or two specific countries and how to filter the giving. The group discussed the need to be flexible, but the possible difficulty in handling this type of request.
- There was discussion of how to incorporate companies as partners and how to capture their experience. The CETT can perhaps benefit from the private sector's investment and advice.
- Some ideas about what to stress to the private-sector participants included joining our community of donors (rubbing shoulders element), reaching a target market through the CETT, and increasing ICT in beneficiary countries. Studies citing the fact that a better-educated populace makes a stronger market and better-educated women yield greater progress were also mentioned as points to emphasize in inviting private-sector involvement in the CETT.
- The group discussed that the CETT is slated to have a fundraising strategy in its purview. There could be a foundation doing solicitations and working with, for example, the Caribbean arm to help on the local front.

## **VI. FIFTH SESSION: Public/Private Partnerships (Part 2)**

This morning session brought together Consultative Committee members, USAID and CAII staff, and representatives from potential private-sector partners. The desired results of this session were: an increased understanding of the role of the private sector in the program, the generation of ideas for mechanisms to enhance public/private collaboration and participation in the ongoing process, and an increased awareness of mutual needs and potential benefits for program and private-sector partners.

The Consultative Committee, staff, and guests introduced themselves, and David Evans gave a brief status report on the Centers of Excellence initiative in each region:

He discussed the history and interest of USAID in working with the private sector. USAID has a long history of public/private partnerships with private voluntary organizations. Partnering with the for-profit private sector is still a new area for USAID. Secretary of State Powell announced in his opening speech to Congress that he was going to develop a global development alliance. President Bush approved \$20 million for the Centers of Excellence while hoping to get matching support from the private sector.

In addition, he summarized the status of program development. USAID is looking to get all the countries in the region working on this initiative and is trying to develop the program from the bottom up. Each sub-region is different and has varying needs. The CETT will focus on improving practices, not institutions. The CETT is aiming to build on existing capacities. USAID will develop three Centers of Excellence in three sub-regions of the Latin American/Caribbean region: one in the Caribbean, one in Central America and the Dominican Republic, and one in the Andean area of South America. In the Caribbean, the program has five components: diagnostic tools for reading problems, a manual for teachers on how to teach reading, improvement of pedagogical skills on teaching reading, action research in which teachers and researchers will focus on reading problems in early grades, and an IT component to disseminate materials. David Evans summarized the status of the CETT process in each sub-region and mentioned the important aspect of timing in bringing in the private sector.

The goal for the CETT is to provide leadership in these three LAC sub-regions in the area of reading deficiencies, to address salient problems in reading instruction faced by teachers. The program will not focus on solving the huge systemic problems, but it will go some distance in improving education by

improving teacher training and the teaching and learning of reading in the early grades. The target population is disadvantaged communities, therefore the CETT must figure out how to serve these groups, including how to use the promise of technology to bridge the digital divide. The program must reconcile applying technology to a problem where sometimes technological infrastructure and power do not even exist. USAID is committed to developing programs that take risks and make a difference. Programs of this type can clear the way for LAC governments and donor banks to bring them to scale.

Potential private-sector partners then gave presentations:

- Nelson Gonzalez, Senior Staff Consultant, International Philanthropy & Public Affairs, Verizon.

Nelson Gonzalez shared some literacy programs and partnerships in which Verizon is currently involved. Verizon has operations in 19 countries and activity in 40. One project, Verizon Reads, has been in action since 1999 and collaborates with U.S. universities along with other companies, such as Motorola. The biggest challenge Verizon faces is building coalitions. Non-profits are used to competing, not to forming coalitions. Verizon has established some guidelines for projects to be funded. The project must be sustainable (education rather than economic initiative), measurable (programs must have beginning, middle and end, with the end product not far from community—human interest stories). In a couple of online/distance learning projects, Verizon has learned that there is a need for follow-up training on computer materials and online tools for teachers in order for the project to be effective.

- Gally Meyer, President, Voy Group and Cielo Foundation.

The Voy Group provides products and services throughout Latin America.

Gally Meyer expressed the importance of measurable results for the CETT. In her experience one must know the results of an initiative, no matter how tiny those results may be. Some lessons learned from experience in projects addressing the digital divide in Latin America include:

1. Education is key to democracy. (Most participants of IT/leadership project in Latin America did not come out IT experts or even get a job, but they gained self-confidence and hope.)
2. The Voy Group could not do it alone and enlisted support of other companies and donors.
3. Execution is key. The project needs results, sustainability and the ability to be replicated and repeated.
4. Interests must be aligned among stakeholders, and responsibilities divided among all involved.
5. The project must stay simple and ideally start small and slow, then be refined as the process continues.

- Rafael Perez-Colon, Government & Education Regional Manager for Latin America, Microsoft

Microsoft found that 20percent of Microsoft Office customers were academic, so the company began to explore what educators and schools are doing with that software. The education group at Microsoft is now 120 people around the world with 16 offices in Latin America selling

products to universities, ministries of education, and primary and secondary schools. Microsoft has thousands of case studies about how people are using technology. The Microsoft Web site for educators is free. For example, Microsoft projects have developed a technology plan for schools and put all of the data on the Web site so teachers have access. Microsoft is also attuned to how projects end and what the results are. The main challenge Microsoft has faced is not getting the technology in place, but how to teach teachers to use it. Typically, Microsoft hires a technology trainer to teach teachers to use technology. A recent finding of Microsoft is that there is a lack of education materials in the software market. Microsoft is inviting big companies from around the world to do research and design educational software, then to promote it. This area could link with the CETT. Microsoft is also investing in some research activities regarding the learning process and technologies.

- Maria Ignacia Arcaya, General Manager, cl@se, Cisneros Television Group  
Cl@se was begun in 1996. It is the first pan-regional educational channel. In 1999, cl@se started to go beyond homes and get into schools. It is a pan-regional, multi-media educational service for children and teenagers, offering the opportunity to acquire knowledge in a fun way. Cl@se developed a channel for schools, a teacher guide, and an online component (Web site with interactive games). Through Schools without Frontiers, the channel reaches 8,000 schools. In Mexico, the program works with ILCE. User e-mails about cl@se provide feedback and results information. Cl@se is focused on building partnerships this year and plans on continuing with workshops. Teacher workshops are a very important step to making cl@se valuable. The program tries to track what teachers are actually using cl@se in the 30,000 schools in Mexico it reaches. Additionally, the staff is exploring which specific programs those teachers are using. Cl@se is looking to join with other educational initiatives that share their mission. The program seeks financial support from sponsors and local governments to produce educational materials and provide schools with the infrastructure needed to access cl@se's programming.

The discussion about how and when to involve the private sector included the following points:

- There was significant interest among Consultative Committee members to analyze lessons learned from the private sector.
- Private-sector participants offered the following questions: what is the goal of the centers? What will the money be used for? How do you distribute the roles? People say government projects are too big and bureaucratic; what makes you sure that this one will work? What is the timing of the project? By what date will you have it? Based on what criteria are you choosing countries, schools? Are we going to create something with a multiplier effect, that works well, that has results, and is measured in a valuable way? The private-sector companies expressed the desire for more details.
- Private-sector participants would like to see a proposal with focus, one that is attacking a specific issue. The private-sector partners can determine their level of engagement depending on the plan presented.
- There was some discussion about ways of communicating among private-sector partners and CETT staff. It was suggested that a board could be formed. Representatives of a wider group of private-sector partnering can form a consulting board to help with the concept. Other communication instruments were mentioned such as a conference phone call to discuss how to move the program along or a monthly report on the status of program design and planning.

## **VII. SIXTH SESSION: Reflection on the Private-Sector Meeting and Additional Resources and Support Update**

Discussion of the private-sector meeting included the following points:

- The CETT has to appeal to the enlightened self-interest of private sector, but to what extent do we want to be driven by that? If Microsoft is interested in working with us, are we going to make computers a focal point even if that aspect of the program is not what we feel needs to be stressed to make an impact in reading instruction among the target groups? There was interest in looking for ways of buying into private-sector involvement without being driven by it.
- The CETT can tap into private-sector wisdom and lessons learned without tapping into the product each company is selling. The private sector can offer lessons for what makes for successful partnerships.
- Involving the private sector in the CETT in a more concrete way may need to be deferred until each sub-region is in the proposal stage and can articulate a detailed list of needs.
- There was a suggestion made to do an inventory of the theoretical needs of the CETT and divide it into: infrastructure, teaching materials, and logistics including transportation and network development. This information could be gathered with a sense of priority, focusing first on the Caribbean region as their center is almost ready to go, then repeating the exercise for Central America. For instance, for infrastructure, we could think of Bechtel or Galaxy; for teaching materials, Houghton Mifflin, Simon & Schuster. We can think about how many teachers or trainings of trainers there will be. We can go to Air Jamaica for travel. These companies can then say that they flew the teachers or are contributing to this program in a certain way.

### **Update on Additional Resources**

Margarita Benitez from the Department of Education gave a brief synopsis of DOE resources. She talked about linking U.S. universities with the CETT initiative and perhaps pursuing complementary initiatives in the U.S. among Latino populations. Some ideas for U.S. university involvement include: hosting teachers or students from LAC, e.g., at trainings of trainers for teachers to learn about technology or curriculum development; and getting involved in applied research, teacher exchanges, and development of materials. It was decided that Ms. Benitez would enumerate these ideas and resources in writing for future use.

Final comments tying up this session included:

- Consultative Committee members are to e-mail Antonieta Harwood with suggestions on where to put agenda items that were cut.
- A suggestion was made to have a member of the International Reading Association come to speak at the next meeting.
- A further suggestion was offered on this theme: to identify Latin American institutions and NGOs that also could come speak about reading.

## **VIII. SEVENTH SESSION: Andean Region Update**

Antonieta Harwood gave a presentation on current Andean region activities. In order to more quickly identify the Andean host institutions, the first assessment in the Andes, currently underway, is focused more on institutions than were the initial assessments in the other two sub-regions. An assessment of needs and country capacities in reading instruction and teacher training will be done later. Antonieta Harwood requested more information from the Consultative Committee on institutions to visit and the committee agreed on the list of the institutions presented. Four consultants are conducting fieldwork in the three Andean countries in which the program will work initially: Ecuador, Bolivia, and Peru. Several committee members suggested that the Catholic University of Peru would be a likely hub for the CETT in the Andean region. However, there was concern that the Catholic University of Peru, while very well respected, does not have the flexibility for quick change needed to implement this type of innovative program. It was reiterated that the committee has agreed since the first meeting that the most important aspect of selecting a CETT host/hub institution is commitment to change—to changing its own practices, to innovation, and to embracing other ideas—so the institution does not just absorb the program into its traditional way of doing things.

Final comments and wrap-up:

- USAID is planning to have three memoranda of understanding to sign in April.
- Flowing out of the Central America discussion, a next step is to visit UPN. Dates proposed were: Feb 19-22.
- The MOU for the Caribbean is in the pipeline.
- A checklist for partnering agreements should be created (USAID and CAII). Aguirre is going to work on a results package which will give clear-cut measures of success and show what changes will occur. This list will ultimately be what is given to the private-sector partners.
- David Evans proposed that the Consultative Committee hold its next meeting in Washington, DC around April 19, 2002. The White House event may be April 20. April 18-19, 2002 was tentatively set for the next meeting, to be re-confirmed in the coming month.
- Other pending issues for the next meeting include inviting a representative from the International Reading Association and other reading organizations or resources.
- Creative Associates will send a follow-up letter to the private-sector participants.

Participants then offered a quick, verbal evaluation of the meeting. David Evans thanked all Consultative Committee members and other participants for attending, and the third Consultative Committee meeting was adjourned.