

**Centers of Excellence for
Teacher Training:
A Summit of the Americas Initiative**

Information Packet



2002

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I. WHY THE UNITED STATES CREATED CENTERS OF EXCELLENCE FOR TEACHER TRAINING

“Reading is the new civil right. If you can’t read you can’t realize the American Dream. We want every child to read, and I believe with the right focus, right effort, every child will read in America. And the country is going to be a lot better of because of it.”

Remarks by the President at White House Conference on Preparing Tomorrow’s Teachers, March 5, 2002

During the April 2001 Summit of the Americas, President George W. Bush announced an initiative to improve basic childhood “learning and literacy” throughout the western hemisphere. Key to this establishment was the establishment of three Centers of Excellence for Teacher Training (CETTs), which would improve the ability of teachers in Latin America and the Caribbean to teach reading to young children.

The President has put childhood education front and center as the number one domestic priority. Through the announcement of the CETTs initiative, President Bush extended his wish that every child be able to read to the entire western hemisphere.

Education in Latin America is in crisis. An educated populace is imperative for national economic progress in today’s world. Yet the schooling in countries of Latin America and the Caribbean (LAC), with an average of only 5.4 years of schooling, compare poorly with its economic competition—Organisation for Economic Co-Operation and Development countries average 11.1 years and countries in East Asia average 8.1 years of schooling respectively. This gap has worsened over the last ten years. In addition, available data indicate that the region lags behind in primary school completion. In some countries, fewer than 60 percent of children who start school reach the fifth grade, and only 10 percent of students in Latin America and the Caribbean graduate from the sixth grade without repeating a grade. Illiteracy rates remain high and stand as fundamental symptoms of educational underdevelopment. The deficiencies in the educational systems constrain the region by failing to teach the knowledge and skills that lead to future economic success and active citizenship.

The reasons for the weak performance of the region’s educational systems are complex. Yet one major reason is poor teacher quality. Most teachers and school administrators in the hemisphere have limited materials and little support in the classroom. Their training, if they are trained at all, has ill prepared them for successfully educating disadvantaged students. Many teachers have not finished even secondary school.

The United States is working to strengthen teacher training in the Caribbean, Central America, and the Andes. The U.S. government is preparing to strengthen the capacity of existing teacher training institutions to form regional teacher training and resource centers in

the Caribbean, the Andean region of South America, and Central America. The United States is doing this in partnership with the democratic nations of Latin America and the Caribbean and corporations from both the United States and the region. The United States Agency for International Development (USAID) is leading this effort on behalf of the U.S. government.

Strengthening classroom reading instruction is the primary objective. The objective of the program is to improve teacher and school administrator quality and to improve the quality of reading instruction in the classroom throughout the hemisphere, with special emphasis on poorer countries and teachers who work in disadvantaged communities. The focus of the program is on improving reading instruction in grades 1-3 by upgrading the knowledge and pedagogical skills of less qualified teachers.

Five program components address the needs. Five program components serve the reading instruction needs of teachers:

- **Teacher training**, to be offered through a training-of-trainers program so that teachers and school administrators can take the training back to their communities and train others. Teachers and school administrators will be introduced to effective reading methodologies and classroom management techniques.
- **Remedial diagnostic tools**, which are being supplied to enable teachers to better identify and address students' weaknesses.
- **Teaching and Learning Materials**, which will be identified and produced for teachers to use with students and to guide teachers to improve their reading instruction.
- **Applied research**, which will ensure the efficacy of the training, tools, and materials.
- **Information and communication technology**, which will broaden access to the program by providing distance education training, creating an Internet portal to serve as a clearinghouse for teacher training materials and link teacher training institutions, think tanks, schools, teachers, and universities so they can share materials, best practices, and lessons learned.

Detailed descriptions of each component are provided in Section IV.

II. STEPS TO DEVELOPING CENTERS OF EXCELLENCE FOR TEACHER TRAINING

In establishing the CETTs, USAID followed a participatory process that included the following key steps:

- **Involve experts and stakeholders.** Education and technical experts, leaders of teaching institutions, Ministers of Education, and private sector representatives from across the hemisphere are among those who have or will contribute to CETTs planning and implementation.
- **Create Consultative Committee.** After the CETT initiative was announced, the next step was to identify and convene a Consultative Committee to help define the program parameters and guide decisions along the way. This committee, comprised of education experts selected from across the hemisphere—three from the United States and seven from different countries of the Caribbean and Latin America—continues to meet with USAID to provide technical guidance to the program (see Annex A for list of members).
- **Initiate relationships with private sector.** To develop partnerships with the private sector, USAID contacted approximately 100 U.S. and Latin American and Caribbean businesses about supporting the CETT program. Those firms expressing the strongest interest were invited to participate in the program as Founding Partners (See Annex B). A Business Executive Committee was established to advise USAID on the role of the private sector in the program.
- **Assess training needs and capacities.** USAID supported three regional assessments to identify the teacher training and reading instruction needs and the capacities of existing institutions of higher education in each of the three sub-regions. Assessment teams visited 15 countries and interviewed over 400 university faculty, teacher educators, Ministers of Education, teachers, USAID mission staff, and other stakeholders. The teams also visited over 50 institutions throughout the region to evaluate their technical and administrative capacity to serve as CETT primary and/or collaborating institutions.
- **Identify partner institutions and develop concepts.** The assessment findings enabled USAID—with input from the Consultative Committee—to identify potential partner institutions in each subregion (See Annex C for list of education institutions participating in CETT). USAID then met with the regional partners to discuss the program and conceptualize CETT components for each subregion. Each participating partner institution signed a Memorandum of Understanding, agreeing to be responsible for designing and implementing the teacher training and other program components.

- **Identify PVO to fundraise and build sustainability.** USAID identified a PVO to be responsible for raising, managing, and distributing cash and in-kind contributions and assisting the three CETTs in developing long-term sustainability plans. The Business Executive Committee supports this program element.
- **Design, develop, and implement the program.** Once the MOUs were signed, the lead institutions began working to design how the five components would be realized in its particular subregion. Proposals with detailed plans for implementing the program were submitted, and cooperative agreements were signed. In the approved plans, the existing strengths, capabilities, and resources of the lead institutions are complemented by the technical expertise of regional and U.S. universities and specialists as well as NGOs to assist in developing the diagnostic tools, materials, and training. The private sector provides support by advising USAID, advising the PVO, providing guidance and support to the CETT, and providing guidance and support to the in-country implementing institutions. Lead institutions in the three subregions are now working to actualize those plans.

III. THE CETT PROGRAM: GUIDING PRINCIPLES

The following guiding principles were developed by The CETT Consultative Committee, the panel of ten education experts from across the hemisphere, to guide CETT program design.

CETT GUIDING PRINCIPLES

- **Use a participatory process to design the program.** Actively involve stakeholders in the design process to help ensure local ownership and buy-in, relevance, effectiveness, and efficiency.
- **Build on existing capacity.** Work with successful institutions, individuals, and practices to reinforce existing strengths and complement and support current education reform efforts.
- **Work with innovators and change agents.** To design and implement the program, begin with counterparts and beneficiaries who have demonstrated a commitment to creating positive change and excellence.
- **Start small, and expand after demonstrating positive results.** Apply and test interventions in selected communities, and scale up once training and materials have proven effective.
- **Maintain flexibility in program design.** Consider this to be a dynamic, changing process order to achieve the goal and purpose within different cultural and political contexts.
- **Focus on bringing successful practices to the primary school classroom rather than on institutional strengthening.** The goal is to improve the teaching of reading in the classroom so that more children learn to read well. Building the capacity of teacher training institutions will be an indirect result of the program but is not the primary goal.

IV. CETT COMPONENTS

The CETT Program consists of components in five key areas:

- Teacher Training;
- Diagnostic and Performance Assessment;
- Teaching and Learning Materials;
- Applied Research; and
- Information and Communications Technology.

Each of those components is described below.

Teacher Training Component

Teacher training is key in the effort to increase capacity and develop innovation in the instruction of reading in the early grades (1-3). Training binds the other components of the Centers of Excellence into a focused, strategic program that responds to school and classroom needs. It is through this component that the resources and knowledge generated by the other components will reach teachers and, through them, impact the reading abilities of their students.

Improving classroom practices is the program aim so that primary grade students gain a solid foundation in reading. This is to be achieved through three sub-elements:

- **Assistance for teachers and principals.** CETT training targets practicing teachers and school principals in selected disadvantaged schools and communities. Because many teachers in the region have little or no training, the Centers of Excellence will provide in-service training, that is, training to practicing teachers. This enables the Centers to reach the many teachers already in the classroom. CETT will impact pre-service training—and thus future generations of teachers—indirectly: for example, in the Caribbean, teacher training colleges in the program will be encouraged to incorporate successful reforms into their teacher preparation curricula.
- **Effective reading instruction for grades 1-3.** The CETT training program will strengthen the basic building blocks of effective reading instruction in grades 1-3 by increasing the knowledge and skills of classroom teachers, school principals, and other educators responsible for the design, management and delivery of reading instruction in target schools. Training will address topics identified at the country or school level as key to improving reading instruction and student reading performance and achievement.
- **Improved pedagogical and classroom management skills.** The Centers of Excellence will provide training to improve teachers' pedagogical and classroom management skills for reading instruction. Topics for training are identified through assessment of the needs of teachers in the region. For example, teachers need

pedagogical skills for improving reading comprehension, and they need guidance in applying theoretical knowledge in classroom practice. In some areas, teachers need training in more child-centered pedagogy. Because the target population includes bilingual students in much of the hemisphere, teachers need alternative methods for better reaching them. In addition, teachers across the region lack tools and methods for assessing students' learning needs and addressing their weaknesses. Thus, one topic of training will be the use of specific diagnostic tools to evaluate students' learning needs in reading and identify methods to address these needs effectively.

Training of trainers and distance learning reach more teachers. Training strategies will include training of trainers to reach more teachers. Follow-up mentoring by Master Trainers or reading specialists will help teachers implement their training. Distance education will be used through technologies that may vary from modern ICT to low-tech media appropriate to local capacities. Distance education will be accompanied by an in-presence component, as this has been found to be more effective in impacting teachers' classroom practice. The Centers will draw on best practices—from the region and the U.S.—in developing their training programs.

Diagnostic and Performance Assessment Component

Teachers need assessment tools. USAID-sponsored assessments of teacher training and early-grade reading instruction needs found that teachers lack tools and skills for evaluating student performance in reading and in understanding areas where students need help or reinforcement. Teachers also would further benefit from tools to help them reflect on, assess, and improve their own practices.

CETTs will develop assessment tools. The diagnostic and performance assessment component of the Centers of Excellence for Teacher Training will address this need by refining existing diagnostic and assessment tools, developing new ones if needed, distributing the tools, and training teachers in assessment. Tools will be tested in the field, and appropriate corrective and remediation reading strategies will be articulated.

- **Tools to assess students.** CETTs will identify and provide practical, easily administrable instruments for assessing students' competence in reading. The instruments will be correlated to teaching materials that address diagnosed problems.
- **Tools for teacher self-assessment.** CETTs also will provide tools for teachers to assess the success or failure of their own teaching skills. Action research, which encourages teachers to reflect on their experience and performance, is one strategy that already has been used successfully in some parts of the region. In regions where teachers have minimal data on student achievement, such as Central America, tools will include instruments for establishing student levels of achievement, so that progress can be compared and related to teaching techniques used.
- **Record keeping system.** In much of the hemisphere, student records are at best uninformative and often almost nonexistent. Thus, in addition to diagnostic tools, the

program will adapt or develop a simple method of maintaining records of student reading performance and transferring them from year to year. These records will include a chronology of assessment results and remediation strategies applied. This improved record keeping will help teachers both to tailor instruction to individual children and also provide information about student performance to parents. Strategies for preparing teachers and administrators to communicate clearly to parents about their children's performance and to encourage parents to participate in improving their children's reading habits will be developed.

Helping teachers with assessment helps students learn. This component plays a vital role in improving reading instruction. Improving teachers' diagnostic and performance assessment skills and record keeping will enable teachers and administrators to better identify and meet the needs of individual students. As teachers recognize the strengths and needs of individual students, they are better able to take a child-centered approach to teaching. They also are empowered to communicate more effectively to parents about their children, thus empowering parents and communities to be more involved in their children's education.

Teaching and Learning Materials Component

Regions lack effective materials. One problem facing teachers of reading in Latin America and the Caribbean is the unavailability of proven reading materials for students in the early grades. The teaching and learning materials component of the CETTs addresses the lack of effective materials in several ways. The goal is to generate pedagogically sound and culturally appropriate instructional reading materials and effectively incorporate the materials into classroom practice.

Centers will generate and disseminate appropriate, effective materials for students and teachers. Three kinds of materials will be developed:

- **Student materials.** Each CETT will provide learning materials for early readers that are culturally appropriate, relevant, effective, and congruent with the policies and programs of local Ministries of Education. These will include materials that can be used to teach reading to bilingual students, such as Creole speakers in the Caribbean or Aymara speakers in the Andes. CETTs will adapt the resources that do exist and develop improved teaching and learning materials where appropriate. Different groups, to include reading specialists, textbook publishers, staff from teacher training institutions and Schools of Education at the universities, and writers for children, will cooperate in generating and producing materials.
- **Materials to help teachers use student materials.** CETTs will provide teacher training on the use of the student materials, and appropriate materials will be distributed to target schools and resource centers. Wherever possible, the CETTs will build upon existing teaching and learning materials in developing materials keyed to reading foundation issues.

- **Materials on teaching practices.** In addition to learning materials for students, CETT will provide materials to help teachers increase their skills and improve their reading instruction. These materials will be used in teacher training workshops. Teachers can use them to reinforce and continue learning pedagogical skills in reading instruction. A reading instruction handbook, which will provide diagnostic tools and related recommended materials and interventions for reading instruction, will enable teachers to effectively use diagnostics, learning materials, and children's books and literature in the classroom.

Materials will be disseminated beyond CETTs. As materials prove effective, CETTs will disseminate them to teacher training institutions and the Ministries of Education for possible incorporation into formal standard programs and policies.

Applied Research Component

Excellence means pedagogically-sound methods and materials. Central to the Centers of Excellence philosophy is an emphasis on training teachers in research-based pedagogical methods, diagnostic tools, and materials. Each Center will be required to support its choices of techniques and materials through existing or original research. This includes U.S.-based research, such as the findings of the National Reading Panel on early grade reading instruction, as well as research conducted by researchers in the region. The applied research component of the CETTs ensures that tools and techniques distributed or taught through the CETTs are pedagogically sound. This component involves the following:

- **Applied research to solve problems in teaching children to read.** The research encouraged and disseminated under this component will be directed at solving problems related to factors that help or hinder children's reading performance and achievement. This could include, for example, testing diagnostic instruments and materials for teaching specific early reading skills, or evaluating the applicability of U.S. findings to the regional context. CETTs will draw on existing research where available and encourage additional analysis and pilot testing, as needed, by the institutions and researchers participating in the design and implementation of the program.
- **Research results accessible on the Internet.** Research findings will be made accessible via Internet so that they can be integrated quickly and easily into practice by teacher trainers and classroom teachers. Researchers will be encouraged to disseminate findings in a language, style, and format that are practical and understandable to the classroom teacher, parent, or concerned community member, enabling them to make decisions at the school, classroom, and family levels. In addition, CETT will screen and distribute findings from high-quality relevant research, making them more readily accessible to institutions across the region.
- **Best practices inventory and needs assessment to inform CETT design.** As part of the applied research component, a first step for designing each CETT will be to inventory current best and successful practices in use in the region and to identify

areas of need and capacity. Country assessments will ensure that training and materials are designed in accordance with public sector reform strategies and specific country contexts. A variety of key stakeholders will be interviewed, such as Ministry of Education officials, school personnel, parents and concerned community members, teachers' association and union representatives, and interested private sector representatives.

Information and Communications Technology (ICT) Component

ICT can extend CETT capabilities and outreach. This component applies appropriate information and communications technologies (ICT) to increase the efficacy of the other program components. ICT will be used to facilitate regional collaboration and sharing of tools, materials, research findings and other resources, both to extend the reach of the CETTs through distance education and to otherwise enhance CETT services. More specifically, ICT will be used to do the following:

- **Communication and information sharing.** The Internet makes it possible for each CETT to communicate and share information and ideas within each subregion and across the hemisphere, regardless of the distance. Collaborating institutions will use their existing networks to facilitate communication. In addition, each CETT will develop a web site for sharing successful instructional materials, diagnostic tools, pedagogical practices, and research findings. The sites will include links to the Web sites of the other two CETTs. This will be a valuable resource for researchers, educators of teachers, and teachers. The improved record-keeping and information sharing will help researchers. For educators and teachers, the site will include a reading instruction manual for teachers and other materials and practices developed by CETT participants or modified to suit a local context. Importantly, the Web site makes CETT materials readily available to all educators and researchers with access to the Internet—whether participants or not in the program—indirectly extending the influence and impact of the CETT.
- **Teacher training by distance education.** Another key role of ICT is to facilitate delivery of teacher training using various distance learning technologies, enabling CETTs to reach more teachers. Special attention will be given to schools lacking the infrastructure to install and use high-end technology. Efforts will be made to apply appropriate technology—such as video, radio, or print technologies—in these settings without compromising the potential of advanced technology.
- **Teacher training to shrink the digital divide.** Finally, teachers may be trained to more effectively use the ICT and multimedia resources (such as newspaper, radio, TV or video) available to them for reading instruction, which could have the added benefit of shrinking the digital divide.

V. PRIVATE PARTNERSHIPS

Private sector support for CETTs is needed. To help ensure long-term funding and local and regional commitment to the effort, the CETTs initiative was conceptualized to be a public-private partnership. The U.S. government pledged to commit \$20 million, with additional funding to come from the private sector in the United States and the LAC Region. The goal would be to engage lead contributors and partners, target market leaders in strategic sectors, and leverage commitment to establish capital campaigns. In response to initial fundraising efforts, USAID received numerous expressions of interest from the private sector to support the CETT program. Several private corporations agreed to be initial founding partners with USAID in launching the program as well as to serve on the Business Executive Committee that provides strategic guidance to the overall fundraising and partnerships development effort.

A Private Voluntary Organization manages fundraising and provides expertise to the three CETTs. USAID identified a small, independent private voluntary organization to help develop and implement the partnership program, coordinate the fundraising, guide donor communication, and to manage and distribute the funds and in-kind contributions received from the private sector. USAID competitively awarded a Cooperative Agreement to INMED, a U.S.-based PVO committed to strengthening disadvantaged communities by developing and supporting public-private partnerships in health, education, and agriculture (a description of INMED's capabilities is provided as Annex D). In addition to raising funds and managing the contributions, the CETT Partnerships Program will be responsible for providing technical assistance and training in fundraising and sustainability to the three CETTs.

Corporate and CETT institutional networks will develop long-term partnerships. The intent is to develop long-term partnerships with the private sector in the United States, Latin America, and the Caribbean to support the CETTs after U.S. government funding ends. The CETT Partnerships program will coordinate and assist with the establishment of the Business Executive Committee, which will provide high-level strategic counsel to guide hemisphere-wide fundraising and partnerships development efforts. To the extent that the CETT Partnerships Program in collaboration with the CETT implementing institutions determine that additional business advisory bodies are needed to support the formation of partnerships at the sub-regional or country level, the PVO will assist the CETT implementing institutions in developing strategic membership criteria and sub-region-specific fundraising strategies.

Private sector participation may include:

- fundraising counsel and support
- financial and material support to the Centers of Excellence
- attendance at CETT program meetings
- review of regular financial and program reports from the CETT Partnerships Program
- attendance and other support of CETT launchings and other milestone events

- publicity for supporting the CETTs—company logos in promotional material on the program and on the CETT web sites
- participation in program evaluations/assessments

V. EXPECTED RESULTS

CETTs will reach over 15,000 teachers and over 1,000,000 students. Under the CETT program, USAID expects to provide innovative leadership to strengthen reading instruction throughout the hemisphere and increase the reading skills of more than one million primary school students over the first five years of the program. Moreover, the CETT program will upgrade the skills of at least 15,000 classroom teachers so that they become more effective reading instructors in the early primary grades.

CETT will address problems that contribute to low school completion rates through its innovative leadership and focus on reading. The CETT program may have an even greater impact than these proposed numbers through its innovative leadership. Throughout the hemisphere, there are a number of disjointed programs in nearly every country addressing reading and literacy problems. The CETT program proposes to utilize the best practices from the multiplicity of reading programs and provide a common methodology for addressing reading deficiencies within a country or region. Moreover, the CETT program will renew the focus of school systems on reading, thus ensuring that a major reason for the high rates of student repetition and dropouts is addressed.

CETT should make significant impacts on teacher training, teacher and student assessment, the availability of quality instructional materials, instructional effectiveness, and the use of communication technology to instruct teachers and students. Some of the anticipated results by component are:

Teacher Training:

- Teachers are more skilled, knowledgeable, motivated, self-confident, and better equipped to teach reading;
- Fewer students are reading below grade level; and
- Networks of teachers and reading organizations are established and exchange best practices, lessons learned, and materials to improve reading instruction within their countries and across the hemisphere.

Diagnostic Tools:

- Teachers increase their knowledge and skills in the administration and interpretation of diagnostic and performance assessment and their ability to identify and apply appropriate and corrective remediation strategies.

Teaching and Learning Materials:

- Teachers, students, and parents more often use appropriate and effective materials to tackle particular reading problems; and
- Teachers' increased competence in effectively using teaching materials to teach reading motivates students and stimulates learning.

Action Research:

- Capacity to assess, analyze and resolve issues that inhibit reading achievement for primary school-aged learners increases.

Information and Communication Technology:

- Teacher and student access and use of appropriate information technology in the classroom increases; and
- Web sites and other information-sharing resources are established and improve communication among partner institutions, schools and students across the region.

Private Partnerships:

- Program receives measurable financial, material, and in-kind support from the private sector for disadvantaged children and their teachers;
- Donations are channeled to CETTs efficiently and transparently; and
- Corporate “citizenship” is visible, transparent, and cost effective.

A summary of the CETT Program, including its components, features, and expected results, is provided in Figure 2.

Figure 2. CETT Summary: Components, Features, and Expected Results

Component	Features	Expected Results
Teacher Training	Training for teachers and principals Effective reading instruction for grades 1-3 Improved pedagogical and classroom management skills for teachers Training of trainers and distance learning	<ul style="list-style-type: none"> - Teachers are more skilled, knowledgeable, motivated, self-confident, and better equipped to teach reading - More students are reading at or above grade level; - Networks of teachers and reading organizations are established and exchanging best practices, lessons learned, and materials to improve reading instruction within their countries and across the hemisphere
Diagnostic and Performance Assessment	Tools to assess students Tools for teacher self-assessment Record-keeping system	<ul style="list-style-type: none"> - Teachers increase knowledge and skills in the administration and interpretation of diagnostic and performance assessment and their ability to identify and apply appropriate and corrective remediation strategies
Teaching and Learning Materials	Centers to generate appropriate, effective materials Teachers trained to use materials Guidance materials for teachers Dissemination of CETT materials to non-CETT institutions	<ul style="list-style-type: none"> - Teachers, students, and parents more often use appropriate and effective materials to tackle particular reading problems - Teachers' increased competence in effectively using teaching materials to teach reading motivates students and stimulates learning
Applied Research	Research applied to solve problems in teaching children to read Internet access to demonstrate and share research results Best practices inventory and needs assessment to inform CETT design	<ul style="list-style-type: none"> - Increased teacher capacity to assess, analyze and resolve issues that inhibit reading achievement for primary school-aged learners
Information and Communications Technology	Internet access to facilitate communication and information sharing ICT to facilitate training through distance education Teacher training to shrink the digital divide	<ul style="list-style-type: none"> - Teachers and students have increased access and use of appropriate information technology in the classroom - Websites and other information-sharing resources are established and communication improved among partner institutions, schools, and students across the region
Private Partnerships	Fundraising counsel and support Financial and material support to CETTs Attendance at CETT Program meetings Review of regular financial and program reports from CETT Partnerships Program Attendance and other support at CETT launchings and other milestone events Publicity Participation in program evaluations/assessments	<ul style="list-style-type: none"> - Program receives measurable financial, material, and in-kind support from the private sector for disadvantaged children and their teachers - Donations are channeled to CETTs efficiently and transparently - Corporate "citizenship" is visible, transparent, and cost effective

ANNEXES

ANNEX A. CETT CONSULTATIVE COMMITTEE MEMBERS

Arthur Richardson
Director of the School of Education
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Beatrice Rangel
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Clemencia Chiappe
Director/Professor of Education and Sociology,
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Denise Vaillant
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Douglas Carnine
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University of Oregon

Carol Keller
Director of the School of Education and Deputy Director for Programming and
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Ernesto Schiefelbein
Senior Education Consultant

Jose Carleton Corrales
President
Instituto de Cultura Nacional, Honduras

Josefina Tinajero
Acting Dean of the College of Education
University of Texas El Paso

Sharon Vaughn
Department of Special Education
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ANNEX B. CETT PARTICIPATING EDUCATION INSTITUTIONS

The institutions that house the Centers of Excellence for Teacher Training were selected and have been operational since October 2002. The CETTs draw on the technical expertise of both regional and U.S. universities and specialists to assist in developing the diagnostic tools, materials, and training. The participating institutions, by sub-region, are as follows.

Caribbean

Joint Boards of Teacher Education (JBTE)

University of the West Indies, Mona Campus, Jamaica

Cave Hill Campus, Barbados

Central America

Pontificia Universidad Católica Madre y Maestra (PUCMM), Dominican Republic

FEPADE (Fundación Empresarial Para el Desarrollo Educativo), El Salvador

Universidad Pedagógica Nacional Francisco Morazán (UPNFM), Honduras

Instituto Latinoamericano para la Comunicación Educativa (ILCE), Mexico

Universidad del Valle, Guatemala

Costa Rica, Nicaragua and Panama are part of the Central American Consortium, but have agreed to have the above institutions serve as the executive committee responsible for the overall design of the program. Each country has a designated lead institution that will be responsible for the implementation of the individual country CETTs.

Andean Region of South America

Universidad Peruana Cayetano Heredia, Peru

Universidad Andina Simón Bolívar, Ecuador

Universidad Núr, Bolivia

Centers of Excellence for Teacher Training Institutions – Detailed Descriptions

Caribbean

The Joint Boards of Teacher Education of the University of the West Indies (UWI) – Jamaica

The Joint Boards of Teacher Education (JBTE) is a statutory body of the UWI and is mandated to consider, recommend and approve the syllabi of teachers' colleges, examine and assess the work of students in training, and make recommendations on teacher training to appropriate bodies. Membership in the JBTE is drawn from Ministries of Education, teacher-training colleges, the School of Education, teachers unions and associations, the student body and independent members.

The University of the West Indies is an independent institution serving twelve countries of the Commonwealth Caribbean. UWI has three campuses, Cave Hill in Barbados, Mona in Jamaica and St. Augustine in Trinidad. Non-campus territories of the UWI are served by Schools of Continuing Studies some of which have a distance facility lined with the three main campuses. Each of the UWI campuses has a School of Education (SOE). The SOE offer postgraduate Certificate of Education courses in early childhood education and in the teaching of language arts. In addition, the Mona campus offers a Certificate in literacy studies through distance education. UWI is in the process of converting its courses for delivery in a distance education mode, to facilitate instruction to non-campus countries.

Andean Region of South America

Universidad Peruana Cayetano Heredia – Peru

The Universidad Cayetano Heredia is well known throughout the region for its innovative approach to education and its commitment to excellence in teaching. Distance education programs include self-study and work with tutors and groups with the goal of translating theory into effective classroom practice for teachers in remote areas. The Education Department, in collaboration with five NGOs, has worked for the past six years on a community education project serving Peru's vulnerable groups. This program has been successful in improving student achievement in reading. The university has a regional vision and currently has collaborative agreements with academic institutions in Ecuador and Bolivia.

Universidad Andina Simón Bolívar – Ecuador

Universidad Andina Simón Bolívar is an autonomous academic institution dedicated to higher learning, research and the transmission of scientific and technological knowledge. Universidad Andina pursues research agendas that have regional and local relevance, especially at the community level. The philosophy and mission of Universidad Andina is to promote integration, cooperation and coordination across the region.

Universidad Núr – Bolivia

Universidad Nur was founded to serve the needs of rural Bolivia, beginning its programs in urban Santa Cruz and extending them via distance education to remote areas. Since its inception, Universidad Nur has been sustainable with tuition income and external funding for its extension activities. Universidad Nur is committed to quality and innovative education and has demonstrated its efforts to link whole language and phonics reading approaches to early reading both for Spanish-dominant and indigenous-language dominant speakers. The university pays particular attention to training uncertified teachers, who have no pedagogical background but are expected to apply Bolivia's new educational reforms in their classrooms.

Central America

FEPADE (Fundación Empresarial Para el Desarrollo Educativo) - El Salvador

FEPADE is an organization comprised of 48 private companies and foundations dedicated to the support of Salvadorian education. FEPADE has four campuses throughout El Salvador and targets Salvadoran education policymakers, the private sector, NGOs, leadership groups and the society, at large. FEPADE also serves basic and secondary school teachers at target schools, district supervisors, teacher trainers, school system administrators, as well as school councils and school staffs in disadvantaged areas. FEPADE has worked to mobilize public acceptance of educational reforms, train teachers, parents and school administrators towards implementation of reforms; and conduct research to support reforms. FEPADE has also been instrumental in organizing a massive national campaign to secure private sector donation of books to schools and involve the private sector in community and educational based programs through donations and/or in-kind contributions to training and development, in coordination with the Ministry of Education.

Instituto Latinoamericano Para la Comunicación Educativa (ILCE) – Mexico

ILCE is a self-sustaining institution, which focuses its efforts in developing research in educational technology and communication and offering courses and certifying degrees. ILCE has been operating almost fifty years, and 1 million students have been enrolled in the institute. Approximately 40,000 graduate each year, and the institute employs 100,000 teachers. ILCE is a regional organization presided over by

a board of directors representing each of the member states and displays widely acknowledged leadership in the field of distance education and educational technology throughout Latin America.

Pontificia Universidad Católica Madre y Maestra (PUCMM) – Dominican Republic

PUCMM is one of the largest Catholic universities in the region with a student body of 15,000. PUCMM offers a wide range of undergraduate and graduate study courses in the natural and social sciences. PUCMM offers teacher certification courses and bachelor's degrees to public school teachers through a teacher-training program funded by the Inter-American Development Bank and the World Bank. The educational technological capacity consists of a virtual classroom, numerous computer laboratories and educational software products. These enable the university to be effective in implementing its distance training and extension programs.

Universidad Pedagógica Nacional Francisco Morazán (UPNFM) – Honduras

UPNFM is a public university with a student population of almost 18,000. It is Central America's largest pedagogical university. The university prepares teachers for high-school teaching in all subject areas. Starting in 2002, UPNFM will offer the first university-level training course in Honduras for primary school teachers. The University also operates a foundation called FUNDAUPN which has offered training in the areas of formal and informal education on a national scale. The training programs have trained 6500 in-service teachers and professionals from NGO's and governmental agencies.

Universidad del Valle de Guatemala

Created in 1966, the Universidad del Valle (UVG), is a nonprofit, apolitical and non-religious institution. Since its foundation UVG has trained teachers in pre-service and in-service programs at its main campus located in Guatemala City as well as its two branches at the Universidad de Santa Lucia and Solola. It has a history of training bilingual-intercultural primary teachers, particularly those from poor communities and from marginal urban areas. UVG offers a variety of degrees in education, including a Secondary School teaching degree, specialized teaching degrees in learning problems, and Bachelor's and Master's degrees.

ANNEX C. CETT INITIAL PRIVATE PARTNERSHIP FOUNDING PARTNERS

Air Jamaica

Air Jamaica provides regional passenger and cargo service throughout the Caribbean as well as to the United States and the United Kingdom. Air Jamaica began its operations in 1969 with service from Kingston and Montego Bay to New York and Miami. Since that time, Air Jamaica has expanded its routes, services and flight schedules. Air Jamaica was privatized in 1994.

Blackboard

Blackboard is a leading e-Education infrastructure company (provides Internet infrastructure software for e-Education). Blackboard offers a complete suite of enterprise software products and services that provide a total "e-Education Infrastructure" for schools, colleges, universities and other education providers. Blackboard solutions deliver the promise of the Internet for on-line teaching and learning. Blackboard's two main business lines are Course & Portal Solutions and Commerce and Access Solutions. The Course & Portal Solutions provide on-line course management using Blackboard5 software. Blackboard has a three-tiered product strategy for its Course & Portal solutions. One tier is to develop an effective suite of best of breed pedagogical tools, enabling true teaching and learning innovation on the Web. Blackboard has partners in commerce, education, and in content development.

Compaq Corporation – Global Solutions

Compaq is a personal computer manufacturer. Compaq, headquartered in Houston, TX, has operations throughout Latin America. Compaq has approximately 20 percent of the market share of server shipments to Latin America (Brazil and Mexico accounted for 56 percent of the sales). Compaq invests in organizations and programs that have a significant impact on communities where the company has a presence. Compaq sponsors literacy programs in California and Teach for America. Through its sponsorship of tech4schools, a free Internet-based program developed by TechCorps, Compaq links K-12 school technology personnel with IT expert volunteers across the US to solve questions about networks, hardware, software and Internet.

Diario La Hora and SATNET

Diario La Hora is a daily newspaper that circulates nationally. Diario La Hora's management is very committed to supporting cultural and educational activities at a local and national level. Its headquarters are in Quito, Ecuador from where covers all the 22 provinces. It has a strategic alliance with SATNET, a pioneer and leading ISP in Ecuador.

SATNET is the leading Internet service provider in Ecuador. It services both the business community as well as private clientele. Its mission is to contribute the leading technology at

the most affordable price. SATNET offers different kinds of services, the most important are, Internet connectivity, Internet solutions networks, web hosting, web design, news servers, and all type of Internet related applications

Illuminat

Illuminat is the largest information technology provider and communications company in the Caribbean and is wholly owned by Neal and Massy Incorporated. Illuminat has offices in Antigua, Barbados, Jamaica and Trinidad & Tobago. Illuminat Education Solutions specializes in issues related to the integration of technology in primary and secondary schools and classrooms. Illuminat works with teachers, students, administrators, parents and other community members to develop a common understanding of the uses and value of classroom technology.

La Constancia – Centro ALFA

Centro ALFA, S.A. de C.V. is a private firm that supports the improvement of the quality of education at the local and international level. Grupo Alfa provides training methodologies, technical assistance and research. Leaders from the private sector and education experts founded the Group. Grupo Alfa is headquartered in San Salvador, El Salvador. Grupo Alfa's objectives are the improvement of the educational process, increasing knowledge about educational development at the local and international level and building the appropriate environment for public-private sector cooperation.

Microsoft Education Solutions Group

Microsoft is a producer of computer software. Microsoft has sponsored a variety of educational projects in the Americas region. In Bolivia, Microsoft has established a 15-PC connected technology classroom. In Colombia, Microsoft has created a computer technology center in one of the poorest neighborhoods in Cali. The center has 25 PCs and on-site trained staff. Microsoft is also supporting Virtual Schools, a project focused on improving education in rural primary schools in Colombia (by enriching the learning process through the use of educational software). In Costa Rica, Microsoft is supporting the Ayudar Foundation's creation of a Technological Classroom. In Ecuador Microsoft supports the Internet to School project through the Fundacion Esquel (80 teachers to be trained and a website established where teachers can share best practices and assignments). In Paraguay they are providing computers and software to economically disadvantaged schools. In Uruguay Microsoft supports the National Association for Handicapped Children (funding a technology classroom with 10 multimedia connected PCs and teacher training to enhance learning for students with disabilities).

Scholastic

Scholastic is the largest publisher and distributor of children's books in the United States. Scholastic's products include software, television shows, videos, magazines and books.

Scholastic's corporate mission is to instill in children the love of reading and learning for lifelong pleasure.

Scholastic believes literacy is the foundation of learning and focuses its corporate contributions and in-kind donations on efforts directed to improving reading skills and fostering a joy of reading among children. Scholastic provides high-quality reading materials to the nation's most needy children through the Scholastic Book Grants, a corporate in-kind giving initiative. Scholastic also sponsors teacher awards including the National Teacher of the Year Program and the Bilingual Teacher of the Year Program.

Sesame Workshop

Sesame Workshop is a non-profit educational organization. The Sesame Workshop uses media to educate children. Sesame's television programs, books, magazines, software, toys, films and community outreach are in 140 countries worldwide with 19 indigenous co-productions, including Plaza Sesamo, a Mexico-based production distributed to Spanish-speaking populations in Latin America and the United States. Sesame Street programs and products provide children with the building blocks for reading.

Verizon International

International telecommunications company that provides local and long distance, voice, wireless, data, internet and other services. Verizon is the largest wireline and wireless provider in the US. Verizon has operations in the Dominican Republic, Mexico and Venezuela.

The Verizon Foundation is committed to supporting programs and projects that create innovative e-solutions, help bridge the digital divide, foster basic computer literacy and help enrich communities and provide an educated workforce. Verizon Reads, the umbrella organization for Verizon's national literacy platform, aims to increase literacy in America through programs that create awareness, raise funds, and encourage collaboration among literacy providers. The Verizon Literacy Network is a network of the nation's leading literacy organizations.

Voy Digital LLC

Voy Digital LLC is an aggregator of computer technology and computer related services. Voy Digital was created to help bridge the gap between consumers' desire to use the Internet to enrich their lives and the reality of expensive equipment and connectivity coupled with systemic scarcity of financing options. Voy Digital provides state of the art, high quality personal computers with reliable Internet connectivity, training and education, consumer support and a high quality warranty as well as a financing structure that makes them affordable.

ANNEX D. CETT PVO FOR FUNDRAISING

INMED

Founded in 1986, INMED is a U.S. private voluntary organization (PVO) committed to strengthening disadvantaged communities by developing and supporting public-private partnerships that bring about sustainable advances in health, education, and agriculture.

INMED has a proven track record in corporate, foundation and governmental fundraising as well as program management. INMED has successfully developed coalitions involving governmental agencies (including USAID), local and multinational private voluntary organizations, universities, foundations, and businesses to identify common goals and produce results. For example, INMED's work in Brazil applies this approach and is currently establishing public school health programs already involving 10,000 teachers, 350,000 children, and more than 40 businesses throughout the country. This and similar child health education programs have been funded almost entirely through approximately \$20 million in private sector contributions. In the Caribbean, INMED is organizing the launch of a public-private sector partnership for improving the health and education of children based on an initial \$10 million investment from regional and local businesses. Over the past ten years, INMED has also raised and effectively distributed \$20 million worth of in-kind private sector contributions. They have well established networks and systems for distributing and tracking in-kind donations and, as a 501(c)(3) nonprofit, INMED offers the ability to provide certification of tax-deductible contributions to U.S. entities.

INMED was recently selected by USAID to implement "The Millennium Alliance for Social Investment" program. The vision of this program is the development of alliances linking non-governmental organizations and the private sector to address development issues on a worldwide basis. The goal is the creation of a new approach to development, one where leadership and resources come from both the public and private sectors.

INMED has assembled a dynamic team to coordinate the CETT Private Partnerships program. Bill Walsh, Program Director for CETT Partnerships, has successfully mobilized private sector resources -human and financial- to achieve development objectives, and enlisted the support of top government leaders. He's generated some \$800 million in revenue over nine years as the CEO for Project Hope programs, at least \$200 million of which were public-private collaborations that included USAID participation. Jon Jelacic, Fundraising Advisor for CETT Partnerships and formerly DHL Vice-President for Customer Service has demonstrated abilities in organizational development, networking, strategic sales and marketing development, training, sustainable programming, and service delivery.