

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



Information Packet

January, 2003

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Why the U.S. Government Is Creating Centers of Excellence for Teacher Training

Introduction. In 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. The Centers of Excellence for Teacher Training will improve the ability of teachers in Latin America and the Caribbean to better teach reading to young children.

The President has put childhood education front and center as the number one domestic priority.

“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

Through the announcement of the Centers of Excellence for Teacher Training initiative, President Bush extends his wish to the entire western hemisphere that every child read.

Education in Latin America is in Crisis. An educated populace is imperative for national economic progress in today’s world. Yet the countries of Latin America and the Caribbean (LAC), with an average of only 5.4 years of schooling, compare poorly with the economic competition—OECD averages 11.1, and East Asia averages 8.1—and the gap has worsened over the last ten years. 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 hold back the region by failing to teach the knowledge and skills required for economic success and active citizenship.

Poor Quality of Teaching. 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 have not finished even secondary school.

U.S. government to strengthen teacher training in the Caribbean, Central America, and the Andes. In response to this problem, the U.S. government is preparing to strengthen the capacity of existing teacher training institutions to form regional teacher

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

Objective is to strengthen reading instruction in the classroom. 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 will be on improving reading instruction in grades 1-3 by upgrading the knowledge and pedagogical skills of poorly qualified teachers.

Five program components. Five program components will serve the reading instruction needs of teachers.

- **Teacher training** will 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 methodology and classroom management techniques.
- The program will develop **diagnostic tools** to enable teachers to identify and address students' weaknesses.
- The program will develop **materials** for teachers to use to improve their reading instruction.
- **Applied research** will ensure the efficacy of the training, tools, and materials.
- Finally, the use of **information and communications technology** will broaden access to the program. In addition to providing training by distance education, the program will create an Internet portal to provide access to a clearinghouse of teacher training materials and link teacher training institutions, think tanks, schools, teachers, and universities so they can share materials, "best practices" and "lessons learned."

Centers operational by October 2002. USAID expects that the three centers will be operational by October 2002. The program will be implemented under the guidance of an advisory panel made up of U.S. and Latin American educational experts, Ministries of Education, and business and citizen groups. In addition, the private sector, international donors, and other Summit countries will be enlisted to form a partnership with USAID for the implementation of the program estimated to cost \$40 million over 4 years.

Steps to Developing the Centers of Excellence

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 the development of the Centers of Excellence.

Create consultative committee. After the CETT initiative was announced, the first step in developing the Centers was to convene a Consultative Committee. A panel of education experts selected from across the hemisphere, three from the U.S. and seven from different countries of the Caribbean and Latin America, continues to meet with USAID to provide technical guidance to the program. These experts have helped to define the program parameters and guide decisions along the way.

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. A Business Executive Committee will be established to advise USAID on the role of the private sector in the program.

Assess training needs and capacities. To identify the teacher training and reading instruction needs and capacities in each of the three sub-regions, USAID has conducted regional assessments using consultants. Assessment teams visited 15 countries and spoke with over 400 university faculty, teacher educators, Ministers of Education, teachers, USAID mission staff, and other stakeholders about teacher training and reading instruction. The teams visited over 50 institutions across the region to evaluate their technical and administrative capacity to serve as collaborating institutions for the CETT.

Identify partner institutions and develop concept. The assessment findings enabled USAID—with input from the Consultative Committee—to identify potential partner institutions in each region. USAID then met with the regional partners to discuss the program and conceptualize the components of the CETT for the region.

To formalize its agreements, USAID is developing a series of documents.

- **Agreement of LAC countries to cooperate on CETT.** A Memorandum of Cooperation expresses the interest of all participating countries in the hemisphere to cooperate with USAID on this program. Ambassadors from 33 countries in the hemisphere were invited to an April 2002 briefing on the current status of the Summit Initiative and have been invited to sign the Memorandum of Cooperation. To date, approximately half of the MOCs have been signed.
- **Agreement of partner institutions to program concept.** A Memorandum of Understanding defines the program components for each regional CETT. Separate Memorandum of Understanding will be signed for each region between USAID and the participating regional institutions.

Establish NGO to fundraise and institute sustainability of CETT. By the end of this fiscal year USAID will enter into a cooperative agreement with a non-governmental organization (NGO) to fundraise, manage, and distribute cash and in-kind contributions and provide assistance to the three Centers in developing long-term sustainability plans. The NGO will be advised by a Corporate Advisory Council consisting of U.S. and Latin American and Caribbean businesses committed to supporting the program.

Design, implement and develop the program. In the coming months, the participating institutions will take responsibility for designing, implementing, and delivering the teacher training and other program components. In each sub-region, the lead institutions have submitted proposals detailing their plans to implement the program. Once USAID approves and funds the proposals, the institutions can begin implementing the program, with oversight by USAID. The Cooperative Agreements with the lead sub-regional CETT institutions are in the final phase of negotiation and will be awarded by the end of September 2002. The Centers may 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 private sector will participate in developing the Centers by providing advice and council on programmatic and sustainability issues. They will have the opportunity to engage at four levels: advising USAID, advising the NGO, providing guidance and support to the regional Centers, and providing guidance and support to the in-country implementing institutions.

Guiding Principles

The CETT Consultative Committee, a panel of ten education experts from across the hemisphere, defined the following principles to guide CETT program design.

- 1) **Use a participatory process to design the program.** Actively involve stakeholders in the design process to help ensure local buy-in, relevance, effectiveness and efficiency.
- 2) **Build on existing capacity.** Work with successful institutions, individuals, and practices to reinforce existing strengths and complement and support current education reform efforts.
- 3) **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.
- 4) **Start small, and expand after demonstrating positive results.** Limit the initial interventions and target communities, and scale up once training and materials have proven effective.
- 5) **Maintain flexibility** in program design in order to achieve the goal and purpose within different cultural and political contexts.
- 6) **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 also will be a result of the program, but it is not the primary goal.

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.

The **program aim is to improve classroom practices** so that primary grade students gain a solid foundation in reading.

Teachers and principals targeted. 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.

Pedagogical and classroom management skills improved. 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. In much of the hemisphere, the target population includes many bilingual students, so teachers need 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 how to use 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 Teachers or reading specialists will help teachers implement their training. Distance education will be used. The technologies for distance education 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 in Latin America and the Caribbean found that teachers lack tools and skills for evaluating student progress in learning to read and understanding where students need help or reinforcement. Teachers also would benefit from tools to help them reflect on, assess, and improve their own practice.

CETT to 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. CETT will provide practical, easily administered instruments for assessing students' reading problems. The instruments will be correlated to teaching materials that address the diagnosed problems.

Tools for teacher self assessment. CETT also will provide tools for teachers to assess the success or failure of their teaching skills. Action research, encouraging teachers to reflect on their experience and performance, is one tool that has been used successfully in some parts of the region. In regions where little data is available to teachers 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. Finally, in much of the hemisphere, student records are at best uninformative and often almost non-existent. Thus, in addition to diagnostic tools, the program will adapt or develop a simple method of maintaining records of student reading performance and transmitting them from year to year. These records will include a chronology of assessment results and remediation strategies applied. Not only will improved record keeping help teachers tailor instruction to individual children, it also will help them provide information about students' performance to their parents. CETT will develop strategies for teachers and administrators to communicate clearly to parents about children's performance and encourage parents to participate in improving their children's reading habits.

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

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

Centers to generate appropriate, effective materials. The Centers will generate learning materials for early readers that are culturally appropriate, relevant, and effective. Materials also will be in accord 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. Materials may be newly developed or adapted from existing materials. Different groups involved in producing materials, such as reading specialists, textbook publishers, teacher training institutions and Schools of Education at the universities, and writers for children, will cooperate in generating and producing materials.

Teachers to be trained to use materials. Teachers will be trained in using materials generated by CETT, and appropriate materials will be distributed to target schools and resource centers. In addition, CETT will provide training to assist teachers in making the most of scarce resources and existing teaching and learning material and in developing or adapting existing learning materials keyed to reading foundation issues.

Centers to develop materials to guide teachers. In addition to learning materials for students, CETT will develop 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 will provide diagnostic tools and related recommended materials and interventions for reading instruction. The handbook will enable teachers to effectively use diagnostics, learning materials, and children's books and literature in the classroom.

Working with parents with low literacy. Many disadvantaged students in the Latin America and Caribbean region come from households with low or no literacy, increasing the inaccessibility of reading materials to these students. To better reach these students, CETT will explore methods for providing schools and teachers with materials that can be sent home with students and engage parents in their child's reading instruction.

Accompanying training will guide teachers on engaging parents of all literacy levels in their child's reading education.

Moving materials beyond CETT. As materials prove effective, CETT will disseminate them to teacher training institutions and the Ministries of Education for possible incorporation into 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, and that of researchers in the region. The applied research component of the CETT ensures that tools and techniques distributed or taught through the CETT are pedagogically sound and based on solid research.

CETT to encourage 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. CETT will draw on existing research where available and encourage additional analysis and pilot testing, as needed, by the institutions and investigators participating in the design and implementation of the program.

CETT to make research results accessible on the Internet. A second goal of this component is to ensure that research findings are made accessible, so that they can be integrated easily into practice by trainers of teachers and by teachers at the classroom level. Researchers will be encouraged to disseminate findings in a language and manner that makes them useable, practical and understandable to the classroom teacher, parent, or concerned community member, enabling them to make decisions at the classroom level. In addition, CETT will screen and distribute findings from high-quality relevant research via the Internet, 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 program, a first step for designing each Center 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 training and materials are designed in accordance with public sector reform strategies and specific country situations. 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 Center capabilities and reach. This important 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; to extend the reach of the Centers through distance education; and to otherwise enhance CETT services.

Internet to facilitate communication and information sharing. The Internet makes possible communication and sharing of information and ideas within each region served by a Center and across the hemisphere, despite distance and difficulties of travel. Collaborating institutions will use their existing networks to facilitate communication. In addition, each regional Center 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 Centers. This will be a valuable resource for researchers, educators of teachers, and teachers themselves. 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 of the CETT.

ICT to facilitate training by distance education. Another key role of ICT is to facilitate delivery of teacher training using various distance learning technologies, enabling CETT 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.

Expected Results of the CETT Program

CETT to reach over 15,000 teachers and 1,000,000 students. Under the Centers of Excellence for Teacher Training (CETT) program, USAID expects to provide innovative leadership to strengthen reading instruction throughout the hemisphere and increase the reading skills of more than a 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 to address problems behind low school completion rates through its innovative leadership and focus on reading. The CETT program may have an even greater impact than these impressive 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. (The rates are the highest in the world.)

In addition, the CETT program will have a number of very significant impacts, resulting from the five program components. Some of the major 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;
- 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;
- 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
- Websites and other information-sharing resources are established and improve communication among partner institutions, schools and students across the region

Private Partnerships

Private partnerships to support CETT. The Centers of Excellence for Teacher Training initiative was announced as a public-private partnership. The U.S. government pledged to commit \$20 million to the initiative with additional funding to come from the private sector in the United States and the Latin America and Caribbean region. Based on initial fundraising efforts, USAID has received numerous expressions of interest from the private sector to support the CETT program. Several private corporations have agreed to be initial founding partners with USAID in launching the program as well as to serve on a **Business Executive Committee** that will provide strategic guidance to the overall, hemisphere-wide fundraising and partnerships development effort.

Private Voluntary Organization to manage fundraising and provide expertise to the three Centers. To engage in fundraising over the five-year period of USAID funding for the initiative 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. private voluntary organization (PVO) to establish a CETT Partnerships program. In addition to fundraising and managing the contributions, the CETT Partnerships program will be responsible for providing technical assistance and training in fundraising and sustainability to the three sub-regional Centers. The award was made in September 2002.

Corporate and CETT institutional networks will develop long-term partnerships.

The intent is to develop long-term partnerships with the private sector in the U.S., Latin America and the Caribbean to support the Centers after U.S. government funding ends. The CETT Partnerships program will coordinate and assist with the establishment of the **Business Executive Committee** that 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, INMED will assist the CETT implementing institutions to develop strategic membership criteria and sub-region specific fundraising strategies.

Private sector participation may include:

- Provide fundraising counsel and support
- Provide financial and material support to the Centers of Excellence
- Attend meetings on the CETT program
- Receive regular financial and program reports from the CETT Partnerships Program
- Attend Center launchings and other milestone events
- Receive publicity for supporting the Centers – company logos in promotional material on the program and on the Centers’ web sites
- Participate in program evaluations/assessments

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 9 years as the CEO for Project Hope programs, at least \$200 million of which were public-private collaborations that included USAID participation. Jon Jeclacic, 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.

**White House Centers of Excellence for Teacher Training
CONSULTATIVE COMMITTEE MEMBERS**

Arthur Richardson, Director of the School of Education, University of West Indies.

Beatrice Rangel, Senior Advisor, Cisneros Group Chairman

Clemencia Chiappe, Director/Professor of Education and Sociology,
Instituto de Investigacion Educativa y Desarrollo Pedagogico, Bolivia

Denise Vaillant, Director, Department of Public Education Administration of Uruguay

Douglas Carnine, Professor, University of Oregon

Carol Keller, Director of the School of Education and Deputy Director for Programming and Planning, University of West Indies

Ernesto Schiefelbein, Senior Education Consultant, Independent

Jose Carleton Corrales, President, Instituto de Cultura Nacional, Honduras

Josie Tinajero, Acting Dean of the College of Education, University of Texas El Paso

Sharon Vaughn, University of Texas at Austin, Dept. of Special Education

Ambassador Noriega, U.S Representative to the Organization of American States

MILESTONES

April 2002

- Meeting held with CETT private sector founding partners
- Briefing held with LAC Ambassadors to the U.S.

May 2002

- Memorandum of Understanding between USAID and sub-regional consortium of institutions signed
- Request For Assistance for CETT Private Partnerships component issued
- Receive and review Caribbean proposed Implementation Plan

June 2002

- Memorandum of Understanding between USAID and Andean CETT consortium of institutions signed
- Cooperative Agreement for Caribbean CETT finalized
- Receive and review Andean CETT proposed Implementation Plan

July 2002

- Memorandum of Understanding between USAID and Caribbean CETT institution signed
- Cooperative Agreement for Andean CETT finalized
- Receive and review Central America CETT proposed Implementation Plan

August 2002

- Memorandum of Understanding between USAID and Central America CETT consortium of institutions signed
- Cooperative Agreement for Central America finalized
- Cooperative Agreement for CETT Partnerships finalized

September 2002

- Cooperative Agreements in Caribbean, Andes and Central America signed
- Cooperative Agreement with NGO for CETT Partnerships signed

October/November/December 2002

- Launch three sub-regional CETT Centers
- Implement regional programs according to Implementation Plans
- Begin applied research
- Pilot diagnostic tools
- Develop CETT web site
- Develop lists of needed training/teaching materials
- Pilot teacher training modules
- Develop monitoring and evaluation plan
- CETT Private Partnerships program begins

BUDGET

The U.S. government has committed \$20 million as seed money for the Centers of Excellence for Teacher Training.

Estimated CETT Budget Breakdown by Region and USAID Components

	Caribbean	Central America	Andean	Grand Total
Coop Agree to Centers	4,000,000	5,000,000	5,000,000	14,000,000
Technical Assistance	600,000	800,000	600,000	2,000,000
Monitoring & Eval	360,000	480,000	360,000	1,200,000
CETT Private Partnerships	600,000	800,000	600,000	2,000,000
USAID Administration	240,000	320,000	240,000	800,000
Totals	5,800,000	7,400,000	6,800,000	20,000,000

It is expected that the Latin America and Caribbean nations also will support the Centers of Excellence through their education budgets. It also is expected that private sector corporations as well as foundations from the U.S. and throughout the region also will support the training and programs offered by the Centers.

LIST OF EDUCATION INSTITUTIONS PARTICIPATING IN CETT

The institutions that will house the Centers of Excellence for Teacher Training have been or are in the process of being selected and are expected to be operational by October 2002. The Centers will 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 Institutions include:

Caribbean

Joint Boards of Teacher Education (JBTE) - University of the West Indies, Mona Campus, Jamaica &
Cave Hill Campus in Barbados

Central America

Pontifica Universidad Católica Madre & Maestra (PUCMM), Dominican Republic
FEPADE (Fundación Empresarial para el Desarrollo Educativo), El Salvador
Universidad Pedagógica Nacional Francisco Morazan (UPN), 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.

Andes Region of South America

Universidad Peruana Cayetano Heredia, Peru
Universidad Andina Simón Bolívar, Ecuador
Universidad Nur, Bolivia

DESCRIPTIONS OF PARTICIPATING INSTITUTIONS

Centers of Excellence for Teacher Training Institutions

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.

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 Simon Bolivar – Ecuador

Universidad Andina Simon Bolivar 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 Nur – 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 Comunicacion 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 Catolica Madre & 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 Pedagogica Nacional Francisco Morazan (UPN) – Honduras

UPN 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 UPN 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.

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% of the market share of server shipments to Latin America (Brazil and Mexico accounted for 56% 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.